A

Quesito 1

Sviluppare il seguente tema di natura teorico-metodologica:

- Il ruolo della competenzà interculturale nel processo di insegnamento-apprendimento dell'italiano come LS e come L2.

Quesito 2

Rispondere al seguente quesito istituzionale riguardante il Regolamento del C.L.A.:

Da chi viene nominato il Direttore del CLA e tra quali figure può essere scelto?

Quesito 3

Rispondere al seguente quesito istituzionale riguardante lo Statuto dell'Ateneo:

Quali sono i tre organi di governo dell'Ateneo?

Quesito 4

Rispondere al seguente quesito istituzionale riguardante il Regolamento di Ateneo:

A quali figure spetta l'elettorato passivo?

Quesito 5

Prova di conoscenza della lingua inglese

Quesito 6

Prova di conoscenza dell'uso dei principali programmi di office automation

7. Corpora and language teaching

1. Introduction

1.1. Corpus linguistics and language teaching

Over the past two decades, corpora (i. e. large systematic collections of written and/or spoken language stored on a computer and used in linguistic analysis) and corpus evidence have not only been used in linguistic research but also in the teaching and learning of languages — probably a use that "the compilers [of corpora] may not have foreseen" (Johansson 2007). There is now a wide range of fully corpus-based reference works (such as dictionaries and grammars) available to learners and teachers, and a number of dedicated researchers and teachers have made concrete suggestions on how concordances and corpus-derived exercises could be used in the language teaching classroom, thus significantly "[e]nriching the learning environment" (Aston 1997, 51). Indicative of the popularity of pedagogical corpus use and the need for research in this area is the considerable number of books and edited collections — some of which are the result of the successful "Teaching and Language Corpora" (TaLC) conference series — that have recently been published on the topic of this article or which bear a close relationship to it (cf. Ädel 2006; Aston 2001; Aston/Bernardini/Stewart 2004; Bernardini 2000a; Botley et al. 1996; Braun/Kohn/Mukherjee 2006; Burnard/McEnery 2000; Connor/Upton 2004; Gavioli 2006; Ghadessy/Henry/Roseberry 2001; Granger/Hung/Petch-Tyson 2002; Hidalgo/Quereda/Santana 2007; Hunston 2002; Kettemann/Marko 2002; Mukherjee 2002; Nesselhauf 2005; Partington 1998; Römer 2005a; Schlüter 2002; Scott/Tribble 2006; Sinclair 2004a; Wichmann et al. 1997).

In this article I wish to examine the relationship between corpus linguistics (CL) and language teaching (LT) and provide an overview of the most important pedagogical applications of corpora. As Figure 7.1 aims to illustrate, this relationship is a dynamic one in which the two fields greatly influence each other. While LT profits from the resources, methods, and insights provided by CL, it also provides important impulses that are taken up in corpus linguistic research. The requirements of LT hence have an pact on research projects in CL and on the development of suitable resources and tools. The present article will investigate what influence CL has had on LT so far, and in what ways corpora have been used to improve pedagogical practice. It will also discuss further possible effects of CL on LT and of LT on CL, and highlight some future tasks for researchers and practitioners in the field.

Prova di conoscenza dell'uso dei principali programmi di office automation

Excel:

1. Il candidato deve visualizzare solo gli studenti che hanno svolto il test di lingua **inglese** di livello **B2** e che hanno raggiunto la **sufficienza** (in trentesimi).

2. Il candidato deve fare la **media** voto in trentesimi, con e senza virgola.

omissis

B

Quesito 1

Sviluppare il seguente tema di natura teorico-metodologica:

- Lo sviluppo della competenza sociolinguistica nel processo di insegnamento-apprendimento dell'italiano come LS e come L2.

Quesito 2

Rispondere al seguente quesito istituzionale riguardante il Regolamento del C.L.A.:

Come viene nominato il Vice Direttore del C.L.A. e che funzioni ha?

Quesito 3

Rispondere al seguente quesito istituzionale riguardante lo Statuto dell'Ateneo:

Per quanti anni resta in carica il Rettore e per quanti mandati?

Quesito 4

Rispondere al seguente quesito istituzionale riguardante il Regolamento di Ateneo:

Quali sono le strutture di coordinamento didattico, strutture didattiche e strutture di supporto dell'Ateneo?

Quesito 5

Prova di conoscenza della lingua inglese

Quesito 6

Prova di conoscenza dell'uso dei principali programmi di office automation

2.2. Indirect applications of specialised corpora

Like general corpora, corpora of specialised texts (e. g. from one particular field of expertise, such as economics, or a narrowly defined group of speakers/writers, such as learners with a particular L1 and a certain level of proficiency) and research findings based on them can also be used to improve pedagogical practice and affect LT syllabi or the design of teaching materials. I would like to distinguish three different types of specialised corpora: LSP (language for special purposes) corpora, learner corpora, and parallel or translation corpora.

"LSP is the language that is used to discuss specialized fields of knowledge", and it is the purpose of this language "to facilitate communication between people who wish to discuss a specialized subject" (Bowker/Pearson 2002, 25, 27). Corpora that capture a particular LSP, e. g. a corpus of Italian business letters or a corpus of English chemistry textbooks, can have a positive impact on the design of syllabi and materials of LSP courses. As Gavioli (2006, 23) states with reference to courses of English for special purposes (ESP), "working out basic items to be dealt with is a key teaching problem." ESP corpora can help solve this problem. To give just two examples, Flowerdew (1993) demonstrates how frequency and concordance data from a corpus of English biology lectures and readings can be used in the creation of a course syllabus and teaching materials for students of science, and that such corpus-derived materials enable LSP teachers to teach those words and expressions (and those uses of them) that the learners will need later on in order to handle texts in their subject area. Focussing on academic English in general, Coxhead (2002) uses corpus evidence to compile an Academic Word List (AWL) which contains those vocabulary items that are most relevant and useful to the learners. Coxhead's AWL has become an important tool in learning and teaching EAP (English for Academic Purposes). Other related studies deal with the pedagogical implications of corpora of English tourism industry texts (Lam 2007), meat technology English (Pereira de Oliveira 2003), or English letters of application (Henry/Roseberry 2001). Henry/Roseberry (2001, 121), for example, suggest that to compile genre-specific compendia or glossaries which they term "Language Pattern Dictionaries" based on their specialised corpus (see also Bowker/Pearson 2002, 137) would bring the learner more "success in job hunting" (Henry/Roseberry 2001, 117).

Studies on learner corpora, i. e. systematic computerised collections of the language produced by language learners (article 15), are also highly relevant for syllabus design (cf Aston 2000, 11; Granger 2002, 22) since they provide insights on "the needs of specific learner populations" (Meunier 2002, 125) and help to test teachers' intuitions about whether a particular phenomenon is difficult or not (Granger 2002, 22). It has been shown how the findings of such studies (e. g. those based on the International Corpus of Learner English, "ICLE", or on the German error-annotated learner corpus "Falko", cf. Aijmer 2002; Altenberg/Granger 2001; Granger 1999; Leriko-Szymanska 2007; Lorenz 1999; Lüdeling et al. 2005; Nesselhauf 2004, 2005) can "enrich usage notes" in learners' dictionaries (Granger 2002, 24), or how they "can provide useful insights into which collocational, pragmatic or discourse features should be addressed in materials design" (Flowerdew 2001, 376–377). Researchers like Granger (e. g. 2002, 2004) have also given the suggestion of linking up learner corpora work with contrastive analyses and using findings from corpora of the learner's mother tongue to interpret the results of learner corpus studies. Contrastive work (i. e. research based on parallel or translation

Prova di conoscenza dell'uso dei principali programmi di office automation

Excel:

1. Il candidato deve inserire nel foglio Excel una **formula personalizzata** che trasforma i punteggi test da centesimi a trentesimi e **arrotondare** il voto al numero intero.

2. Il candidato deve **ordinare** i dati in base al **voto** degli esami in ordine **decrescente**.

omissis

C

Quesito 1

Sviluppare il seguente tema di natura teorico-metodologica:

- Il ruolo delle tecnologie didattiche nei percorsi di apprendimento, insegnamento e valutazione dell'italiano come LS e come L2.

Quesito 2

Rispondere al seguente quesito istituzionale riguardante il Regolamento del C.L.A.:

-   Da quanti e quali organi si compone il C.L.A.?

Quesito 3

Rispondere al seguente quesito istituzionale riguardante lo Statuto dell'Ateneo:

Tra quali figure viene eletto il Rettore?

Quesito 4

Rispondere al seguente quesito istituzionale riguardante il Regolamento di Ateneo:

Come viene indotta la votazione a seguito di mozione di sfiducia nei confronti del Rettore?

Quesito 5

Prova di conoscenza della lingua inglese

Quesito 6

Prova di conoscenza dell'uso dei principali programmi di office automation

larly troublesome, we also ought to create more learner corpora of different kinds and find out more about the characteristics of learner language, so that, in the future, a larger number of dictionaries, grammars, and textbooks will not only be corpus- but also learner corpus-informed.

Further important insights to boost indirect corpus applications in LT could come from contrastive linguistic research on the basis of parallel or comparable corpora – another field of research in which significant developments are to be expected in the next few years (cf. articles 16 and 54). A number of comparative analyses of selected lexical-grammatical features in corpora and coursebooks have been carried out, mainly based on English language corpora and EFL teaching materials (cf. section 2.1.). More investigations of this type, in particular for different languages but also for different varieties of English, could help to isolate further mismatches between 'real' language and 'school' language, which could then lead to further improvements of teaching materials (cf. also Johansson/Stavestrand 1987, 147).

4.2. Fostering the direct use of corpora in language teaching

Although a lot is still left to be done as far as the indirect use of corpora in LT is concerned, there is probably even more scope for development with respect to direct applications. The gap between corpus linguistics and the teaching reality described by Mukherjee (2004), is still far too wide, and the extent to which corpora and concordances have actually been used in LT classrooms is, unfortunately, as yet fairly limited. Now that we know how beneficial corpus work can be to the learner, I think that it is the applied corpus linguist's task to, as Chambers (2005) and Mukherjee (2004) call it, "popularise" corpus consultation and the work with corpus data in schools. In order to achieve this, some obstacles have of course to be overcome and a DDL-friendly environment has to be created. First of all, schools have to be equipped with corpus computers and appropriate software packages. For this purpose, new concordance programs that are appealing and easy to use may have to be written so that teachers and learners are not put off from working with corpora right away because the software is too complex or not user-friendly enough. John Sinclair (personal communication) has recently initiated a project which will provide broadband and corpus access for every classroom in Scotland by 2007 with the aim to support written literacy of the 12+-year-olds. We are thus coming closer to Fligelstone's (1993, 100) hoped for scenario in which learners can access corpora whenever they want and simply "go to any of the labs, hit the icon which says 'corpus' and follow the instructions on the screen" – but we are not quite there yet. Projects like Sinclair's Scotland project ought to be encouraged in different countries. An alternative to providing direct corpus access in the classroom would be to introduce learners and teachers to the resources that are accessible online and show them the potential of the Web as a huge resource of language data (article 18). Boulton/Wilhelm (2006) in this context talk about freely available corpus tools that learners have a right to use and that ought to be put in the hands of the learner.

A second and very important step towards creating a DDL-friendly environment will be to guide teachers and learners and give them a basic training in accessing corpora and in working with and evaluating concordances. Such a training is crucial because, as

Prova di conoscenza dell'uso dei principali programmi di office automation

Word:

1. Inserisci un'**intestazione** con il nome "CLA - Centro Linguistico" e **allineala centralmente** alla pagina. Inserisci il **titolo** del documento sopra i paragrafi: "Preparazione Esami di Lingua Inglese".
2. Formatta il titolo del documento in modo che sia in **grassetto** e la dimensione del carattere sia **16**.
3. Formatta il primo paragrafo in modo che abbia una **interlinea** di 1,5 righe.
4. Impostare i **margini** della pagina in questo modo: superiore e inferiore 3 cm, sinistro e destro 2 cm.
5. **Salva** il documento con nome personalizzato: tuo_nome_cognome_ecc...

omissis

D

Quesito 1

Sviluppare il seguente tema di natura teorico-metodologica:

- Cosa afferma il *principio di interdipendenza linguistica* e come si può applicarlo nei percorsi di insegnamento e apprendimento dell'italiano come LS e come L2?

Quesito 2

Rispondere al seguente quesito istituzionale riguardante il Regolamento del C.L.A.:

Per quanti anni resta in carica il Direttore e quante volte può essere immediatamente rieletto?

Quesito 3

Rispondere al seguente quesito istituzionale riguardante lo Statuto dell'Ateneo:

Chi conferisce l'incarico di Direttore Generale?

Quesito 4

Rispondere al seguente quesito istituzionale riguardante il Regolamento di Ateneo:

Quali sono i compiti del Presidio della Qualità?

Quesito 5

Prova di conoscenza della lingua inglese

Quesito 6

Prova di conoscenza dell'uso dei principali programmi di office automation

corpora; article 16) is clearly invaluable for the selection of "elements the learner is likely to mistreat because they are different [...] from those in his [or her] native language" (Kjellmer 1992, 375). Parallel corpora are, in Teubert's (2004, 188) words, "the repositories of source language units of meaning and their target language equivalents." A corpus-enhanced knowledge of these equivalents (approached from different source language perspectives) is undoubtedly of use for language material developers and compilers of reference works (e.g. bilingual dictionaries), as is a knowledge about language items which cause translation problems for learners (cf. Schmied 1998 and article 54).

3. Direct applications of corpora in language teaching

While the indirect approach centres on the impact of corpus evidence on syllabus design or teaching materials, and is concerned with corpus access by researchers and – though to a lesser extent – materials designers, the direct approach is more teacher- and learner-focused. Instead of having to rely on the researcher as mediator and provider of corpus-based materials, language learners and teachers get their hands on corpora and concordancers themselves and find out about language patterning and the behaviour of words and phrases in an "autonomous" way (cf. Bernardini 2002, 165). Tim Johns, who, strongly supported by Tony Dudley-Evans and Philip King, pioneered direct corpus applications in grammar and vocabulary classes in the English for International Students Unit at the University of Birmingham in the 1980s (John Sinclair, personal communication), made the suggestion to "confront the learner as directly as possible with the data, and to make the learner a linguistic researcher" (Johns 2002, 108). Johns (1997, 101) also referred to the learner as a "language detective" and formulated the motto "Every student a Sherlock Holmes!" This method, in which there is either an interaction between the learner and the corpus or, in a more controlled way, between the teacher and the corpus (cf. Figure 7.2) is now widely known under the label "data-driven learning" or DDL (cf. Johns 1986, 1994). DDL activities with language learners can be based on (usually larger) general reference corpora or on (smaller) specialised corpora.

3.1. Direct applications of general corpora

Following Johns' example, a number of researchers have discussed ways in which general corpora and concordances derived from them can be used by language learners. Bernardini (2002, 165), for instance, describes the positive effects of "corpus-aided discovery learning" with the BNC, and describes corpora as "rich sources of autonomous learning activities of a serendipitous kind" (ibid.; cf. also Bernardini 2000b, 2004). She sees the learner in the role of a *traveller* instead of a *researcher* (Bernardini 2000a, 131; italics in original), and is less "interested in the starting or end point of a learning experience" than in what the learner experiences in between, on her or his journey (Bernardini 2000a, 142). Kettemann (1995, 30) too stresses the exploratory aspect of DDL and considers concordancing in the ELT classroom "motivating and highly experiential" for the learner.

Prova di conoscenza dell'uso dei principali programmi di office automation

Word:

1. Inserisci un **piè di pagina** con scritto il tuo nome e cognome e **allinealo a destra** del documento.
2. Formatta i due paragrafi del documento in due **elenchi** distinti, il primo in un **elenco puntato** a piacere, il secondo in un **elenco numerato** a lettere minuscole e parentesi tonde: a) b) c) d)
3. Inserisci il **collegamento ipertestuale** al sito del CLA (https://cla.unipg.it) ad una riga qualsiasi dei due elenchi lasciando visibile il testo originale.
4. Impostare i **margini** della pagina in questo modo: superiore e inferiore 2,5 cm, sinistro e destro 4 cm.
5. **Salva** il documento con nome personalizzato: tuo_nome_cognome_ecc...

omissis