

Title of abstract	Corpora and language teaching: The state-of-play and future perspectives in research and practice
ABSTRACT (Maximum 300 words for paper/ 500 words for colloquia)	
<p>The aim of this colloquium is to take stock of advances in the field of corpus linguistics and language teaching (CL&LT) and to formulate questions and tasks for future developments. We will first examine how far we have actually come so far in the direct and indirect use of corpora in language pedagogy and then discuss where we want to (or where we should) go next. The central topics under discussion will include the application of data-driven learning, the potential of native-speaker and learner corpora, and the influence of corpus research on teaching materials. Not only do we wish to focus on what has been achieved over the past few decades concerning the pedagogical use of corpus resources. We shall also highlight a number of desiderata in research and practice, isolate some central related problems, and invite reactions from the floor on what remains to be done in CL&LT.</p>	
<p><i>The learner and the language</i> (Susan Hunston) This contribution will focus on what corpus research has told us about what English is like, and the suggestions that have been made for how learners might make use of such information. Major themes include the importance of phraseology and the role of variation in language. The paper will consider a number of issues arising from this research, including the problems caused by language complexity, and questions of at what level of achievement such descriptions become relevant for learners. Questions of teaching methodology are also considered.</p>	
<p><i>The corpus and the coursebook</i> (Ute Römer) This paper focuses on the possible (but as yet largely missing) impact of corpus research on teaching materials. With reference to selected lexical-grammatical phenomena that often cause problems in language learning it will be examined in how far the input pupils actually get in the EFL classroom differs from what they should get, i.e. natural English, and what the implications of such corpus-coursebook comparisons could be. The paper sketches ways forward in improving teaching materials and discusses how likely it is for 'real' language to ever arrive in pedagogical language descriptions.</p>	
<p><i>Learner corpora in foreign language learning and teaching</i> (Sylviane Granger) The rationale behind learner corpus compilation is that this new resource can help identify learners' attested difficulties and hence contribute to the production of more efficient teaching and learning tools. However, after over a decade of very active work, one has to concede that few practical results have yet been achieved. The reasons for this will be discussed and avenues for future progress will be sketched. Particular emphasis will be laid on the potential offered by web-based teaching and learning tools which, by allowing corpus compilation and analysis to be fully integrated into normal teaching activities, may help learner corpus research gain new momentum.</p>	
<p><i>Corpora with language learners</i> (Silvia Bernardini) This contribution focuses on the direct use of corpora by language learners. It briefly reviews progress in this area in the last twenty years or so, and attempts to assess its current status and future potential. Crucial as they may have become in other areas of language teaching/learning (i.e. pedagogic and reference material writing, SLA research), corpora seem not to have made a splash in the classroom so far. Some of the reasons why this might be the case are discussed, and several provocative questions are put forward, e.g.: are corpora likely to ever establish themselves as standard teacher/learner support tools in the language classroom? Is it maybe time we turn our energies elsewhere (to the web, for instance)?</p>	