John Wrigglesworth (University of Portsmouth), also on behalf of co-author Mary McKeever (University of Portsmouth). A key focus of this paper was the use of SFL to research the language and habits of mind of particular discourse communities, with genre being used to show patterns of language use in texts. The final event was a whole group discussion (expertly guided by Tom Bartlett of the University of Cardiff) in response to key questions that had been raised by the morning's discussions. This was drawn to a conclusion by Sally Mitchell (Queen Mary, University of London), our discussant, who observed: 'A hung parliament is not, after all, the same thing as a coalition government'. In other words, mere co-existence of the two approaches is no substitute for the proactive engagement that is called for if they are to take advantage of each other's strengths and live in a productive relationship.

References

Donohue, J. (2009). Using the Ph.D. thesis introduction as a heuristic device for supporting the writing of a thesis. *Writing & Pedagogy* 1.2, 195–226.
Lillis, T. (2008). Closing the gap between text and context in academic writing research: Ethnography as method, methodology, and 'deep theorizing'. *Written Communication* 25.3, 353–388.
Lillis, T. & M. Scott (2007). Defining academic literacies research: Issues of epistemology, ideology and strategy. Special issue – New directions in academic literacies. *Journal of Applied Linguistics* 4.1, 5–32.
Ravelli, L. J. & R. A. Ellis (eds.) (2004). *Analysing academic writing: Contextual frameworks*. London: Continuum.

James Donohue
The Open University
j.p.donohue@open.ac.uk

Lang. Teach. (2012), **45.1**, 133–135 © Cambridge University Press 2011
doi:10.1017/S0261444811000413

Using corpus evidence in the classroom: Working with teachers and learners

University of Birmingham, 24–25 June 2010

The event (co-ordinated by Alison Sealey and Paul Thompson, University of Birmingham) was divided so that the first day focused mainly on the use of corpus-informed teaching with L1 learners and the second on additional language teaching contexts.

Paul Thompson (University of Birmingham) opened the seminar with an overview of published reports on uses of corpus evidence and approaches in teaching about language, in L1 and L2 classrooms. The second speaker was Alison Sealey (University of Birmingham), who described some of the findings from the ESRC funded study 'Corpus-based learning

https://doi.org/10.1017/S0261444811000413 Published online by Cambridge University Press

about language in the primary-school'. She explained how the research was carried out, and presented examples of the kinds of metalinguistic awareness demonstrated by these eight-to-ten-year old children as they responded to activities enabling interaction with a corpus of writing for children.

The focus moved to students in the English secondary school classroom with Jane Bradbury (Kings Norton Boys' School, Birmingham) and Gill Francis, who demonstrated their 'Lesson openers for language awareness (LOLA) in the GCSE and A-level classroom'. This resource, which is still under development, is used for quick, 10- or 15-minute, corpus-based activities that serve as a stimulating starter to an English class. Still in the L1 English secondary classroom, Dan Clayton (University College London) explained his project that brings together the corpus of spoken and written English from the Survey of English Usage at UCL and the Moodle VLE platform, with the intention of creating a web-based teaching and learning platform tailored to the goals of the National Curriculum's Key Stages 3–5. Julie Blake and Tim Shortis are educational consultants and Visiting Research Associates at King's College, London, and their presentation was about 'Framing the ''impact'' of corpus approaches in the L1 classroom'. Although they cautioned against uncritical acceptance and unrealistic expectations of corpora as a 'technical fix' to improve the way language is studied in schools, they nevertheless reported on some pathfinding work using corpus approaches in UK secondary school English teaching and learning.

Chris Warren, a *Teachit* Education Development Manager, then discussed various possibilities for applying corpus approaches to the secondary English classroom, demonstrating some experimental materials he has developed as GCSE resources, where corpus results are used to inspire creative writing and analytical techniques applied to poetry. The teaching context explored by Renata Zanin (Free University of Bozen-Bolzano) was the Autonomous Province of Bolzano, which has two official languages, German and Italian, as well as obligatory language courses including English as a third language from primary school onwards. Renata described the challenges for fostering language awareness in teacher education, and the role of corpora in developing autonomous language learning, after which Nigel Bruce (CAES, Hong Kong University) described a course where a simplified concordancing package was used with a specialised set of legal corpora, suggesting how the approach could be adapted to different contexts.

The second day began with three brief presentations of relevant resources. Diana McCarthy demonstrated how SketchEngine is being modified to provide a more accessible interface for inexperienced users, including learners. Crayton Walker demonstrated his 'collocation dominoes' game, a corpus-based teaching resource under commercial development, and Andrew Dickinson showed how his online corpus resource for UK schools, currently called 'Skylight', is to feature a very simple user interface and access to a huge range of corpora directly relevant to programmes of study in English language and literature.

Maggie Charles (Oxford University Language Centre) reported on a 12-hour course in which students constructed and examined their own 'quick and dirty' corpora of research articles in their fields. Alex Boulton (Nancy Université) described some resistance to the use of corpora for language teaching and learning in French higher education, before summarising his own research studies into how effective corpus approaches can be in this context. Kuei-Ju Tsai (University of Bristol) described some encouraging findings from an exploratory study

https://doi.org/10.1017/S0261444811000413 Published online by Cambridge University Press

with undergraduate EFL learners in Taiwan. Clare O'Donoghue (Middlesex University) reported on 'ten years of using student corpus investigation in the ELT classroom', illustrating a range of types of task and students' reactions.

In her presentation 'Encouraging EFL teachers to use corpora in the classroom', Ana Frankenberg-Garcia (ISLA-Lisboa) emphasised the importance of teachers developing a sense of when and how corpus consultation can be realistically transposed to the language classroom, illustrating her talk with examples of combining corpus-based activities with conventional language lessons. Finally, Benet Vincent (Sabanci University School of Languages) reported teacher and student views about putting paper-based Data-Driven Learning into practice, in the context of an EAP preparatory course in a Turkish university.

To close the event, participants joined a general discussion about how to capitalise on the interest and contributions shared during the two days.

Alison Sealey
University of Birmingham
a.j.sealey@bham.ac.uk

Lang. Teach. (2012), **45.1**, 135–139 © Cambridge University Press 2011
doi:10.1017/S0261444811000425

Centre for Applied Language Studies, University of Limerick, Ireland

The Centre for Applied Language Studies (CALS), founded in 1997, is a research centre within the School of Languages, Literature, Culture and Communication. It brings together researchers and postgraduate students from several disciplines within the School, which includes six languages: English (English Language Teaching and English Literature), French, German, Irish, Japanese and Spanish. The Centre provides a focus for research in applied language studies within the University and a focal point for national and international links. It also promotes the interaction of research and the application of language activities in areas such as language learning, corpus linguistics, language in society, and language planning and policy. CALS also has a number of associate members from other Irish and European universities who make an important contribution to the work of the Centre by co-supervising Ph.D. theses and collaborating in publications and events. The Centre currently has 65 members, including 21 Ph.D. students.

Research in CALS is funded by the University of Limerick, which employs the members of faculty, and also by the Higher Education Authority, Ireland, which provides funding for a significant number of the Ph.D. students and for postdoctoral researchers through the Irish Research Council for the Humanities and Social Sciences, and the Programme for Research in Third-level Institutions, Cycle 4. The members have also coordinated and participated

https://doi.org/10.1017/S0261444811000413 Published online by Cambridge University Press