Using Corpus to Facilitate Vocabulary Teaching in the Data-driven Learning Classroom

Ge Lan
Purdue University, lan12@purdue.edu

Follow this and additional works at: http://docs.lib.purdue.edu/plcc

Part of the Applied Linguistics Commons, and the Computational Linguistics Commons

Lan, Ge, "Using Corpus to Facilitate Vocabulary Teaching in the Data-driven Learning Classroom" (2016). Purdue Languages and Cultures Conference. 1.
http://docs.lib.purdue.edu/plcc/purduelanguagesandculturesconference2016/SLSSessionSeven/1

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact epubs@purdue.edu for additional information.
Using Corpus to Facilitate Vocabulary Teaching in the Data-driven Learning Classroom

Ge Lan, Purdue University

As the fast development of technology in 1990s, concordancing tools and corpora began to be integrated in the context of the second language (L2) education. A new type of teaching method, data-driven learning (DDL), receives increasing attention from scholars, because of its advantages in teaching lexico-grammatical features. DDL refers to using concordance tools to provide L2 learners a chance to interact with authentic language in corpora. The purpose of this paper is to have an in-depth analysis of the role corpus can play in supporting vocabulary teaching in a DDL class. At the beginning, the importance and difficulties of vocabulary teaching are explained, followed by a review of existing common vocabulary teaching methods. After that, DDL is introduced in details, covering the theoretical background and pedagogical benefits (i.e., enhancement of learning autonomy and long-term learning effect). Next, some limitations related to DDL are analyzed, including high demands of technology and lack of relevant knowledge from general L2 teachers. Feasible solutions are provided, namely using paper-based materials or appropriate grouping techniques in class. At the end, the tips regarding materials development for DDL are discussed with specific sample activities related to different aspects of vocabulary.
knowledge, such as morphology, collocation, and registers, among others. The paper presents a positive view of using corpus in a DDL class to teach L2 vocabulary and calls for more empirical studies on the similar topics in the future.

**Keywords:** data-driven learning (DDL), corpus, concordance, vocabulary

**Author**

Ge Lan is a second-year doctoral student in Second Language Studies at Purdue. His research interests include corpus linguistics, natural language processing, and second language writing. He is recently committed to implementing data-driven learning in ESL writing class to improve students’ academic writing skills.