

# *Applications of corpora and Resources for ESP teaching*

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# Applications of corpora in ESP teaching and learning

Some examples:

- The production of **DICTIONARIES & GRAMMARS** (reference books for language learners & translators)
- The design of **SYLLABI & MATERIALS** for language teaching/testing (for the development of short ESP & EAP courses)
- The use of corpora in **TRANSLATION**

# Applications of corpora in ESP teaching and learning: Dictionary work

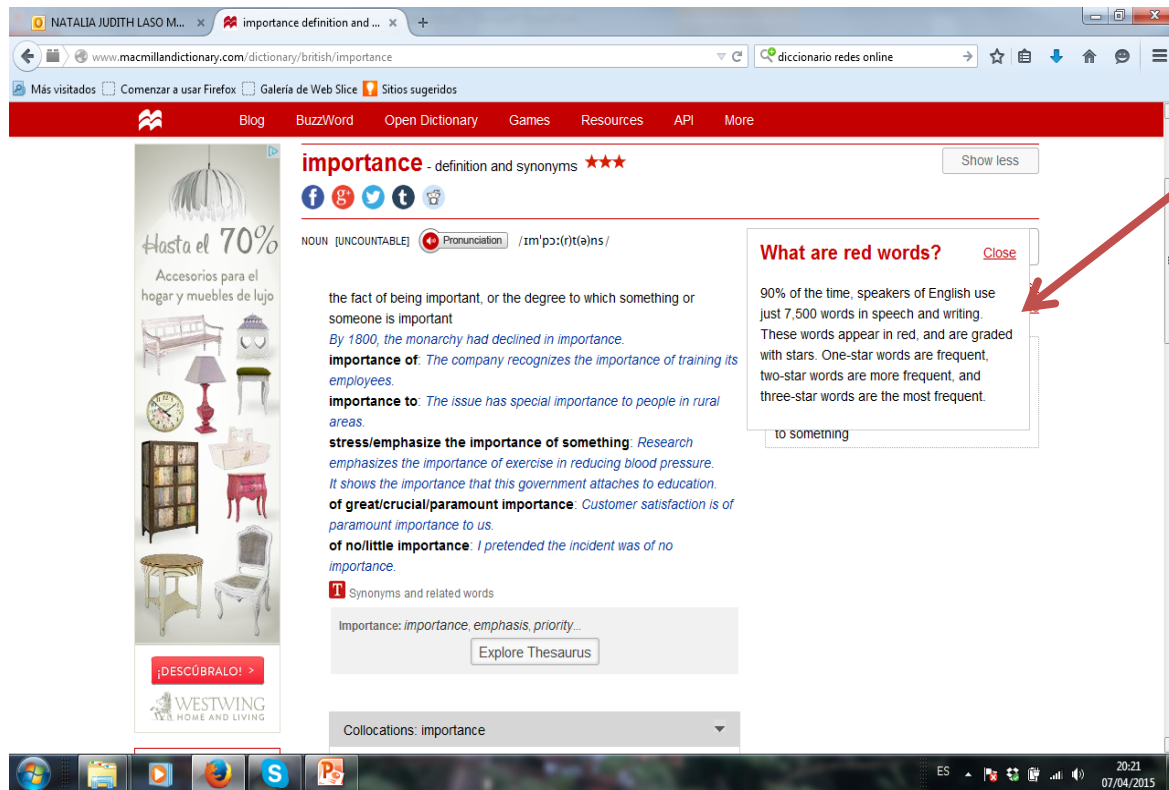
The areas in which the use of corpora has changed dictionaries & other grammar reference books can be summarised as follows:

- Frequency of use
- Collocational & phraseological information
- Authenticity
- Lexis in grammar (lexicogrammatical approach; pattern grammar)

# Applications of corpora in ESP teaching and learning: Dictionary work


## Frequency of use

The inclusion of information about relative frequencies



The screenshot shows a web browser window with the URL [www.macmillandictionary.com/dictionary/british/importance](http://www.macmillandictionary.com/dictionary/british/importance). The page displays the dictionary entry for 'importance', including its definition, pronunciation, and examples. A red box highlights a section titled 'What are red words?' which explains that 90% of the time, speakers of English use just 7,500 words in speech and writing, and that words are graded with stars based on frequency. A red arrow points to the 'What are red words?' section.

**importance** - definition and synonyms ★★★

NOUN [UNCOUNTABLE]  /ɪm'pɔː(r)t(ə)n(s) /

the fact of being important, or the degree to which something or someone is important

*By 1800, the monarchy had declined in importance.*

**importance of:** *The company recognizes the importance of training its employees.*

**importance to:** *The issue has special importance to people in rural areas.*

**stress/emphasize the importance of something:** *Research emphasizes the importance of exercise in reducing blood pressure. It shows the importance that this government attaches to education.*

**of great/crucial/paramount importance:** *Customer satisfaction is of paramount importance to us.*

**of no/little importance:** *I pretended the incident was of no importance.*

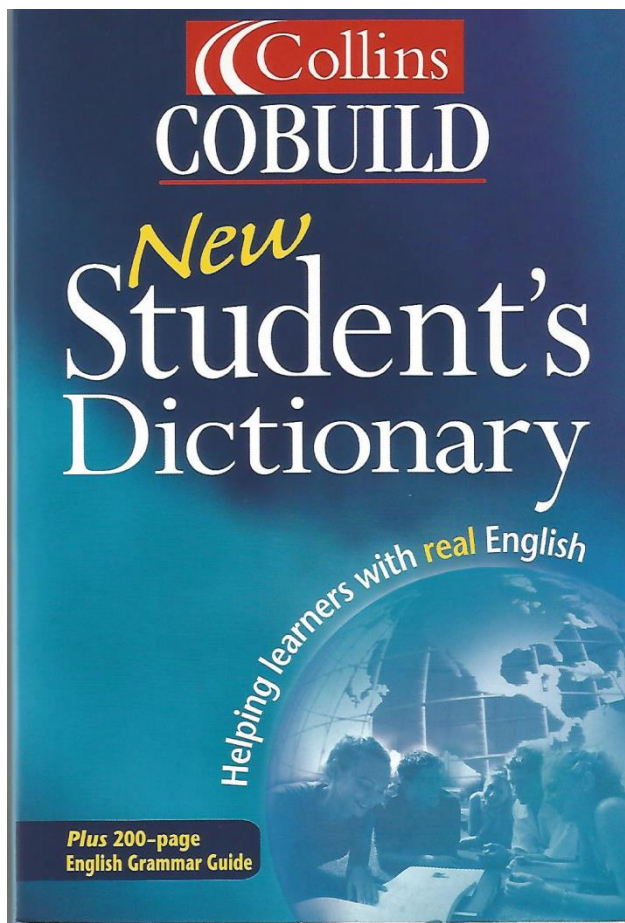
**What are red words?** [Close](#)

90% of the time, speakers of English use just 7,500 words in speech and writing. These words appear in red, and are graded with stars. One-star words are frequent, two-star words are more frequent, and three-star words are the most frequent.

to something

# Applications of corpora in ESP teaching and learning: Dictionary work

## Frequency of use



Over 3,000 of the most frequent English words in the dictionary are clearly labelled with a star ★. These have been identified by using the information on frequency provided by The Bank of English. There are also a number of usage notes throughout the text which supplement the information already provided in the dictionary entries. In many cases, these help to clarify the differences that exist between some items.

At the beginning of the book there is a guide to Using your Dictionary: this lists all the important features in the dictionary, and provides exercises to help the user become more proficient in dictionary use. We have also included reference pages which give essential phrases using time, date and numbers, information on punctuation symbols, and a full explanation of all grammatical labels. At the end of the dictionary text there are over 20 pages of illustrations providing essential vocabulary for a wide range of useful topics.

- ★ **important**/im'pɔ:tənt/. [1] ADJ Something that is **important** is very significant, valuable, or necessary. *Her sons are the most important thing in her life.* ♦ **importantly** ADV *I was hungry, and, more importantly, my children were hungry.*  
♦ **importance** N-UNCOUNT *Safety is of paramount importance.* [2] ADJ An **important** person has influence or power. *...a very important criminal lawyer.* ♦ **importance** N-UNCOUNT *Penn photographed just about everyone of importance in the arts.*

**USAGE** You do not use **important** to say that an amount or quantity is very large. You do not talk, for example, about 'an important sum of money'. Instead, you use words such as **large**, **considerable**, or **substantial**. *...a large sum of money. ...a man with considerable influence... Britain's armed forces face substantial cuts.*

# Applications of corpora in ESP teaching and learning: Dictionary work

## Collocational & phraseological information

“New” dictionaries tend to:

- Define a phrase rather than an isolated lemma

The screenshot shows a web browser window with the URL [www.macmillandictionary.com/dictionary/british/business#business\\_12](http://www.macmillandictionary.com/dictionary/british/business#business_12). The page is titled "PHRASES" and lists several phrases:

- be back in business**  
to be working or operating normally again  
*The weekly market is back in business after its winter break.*  
Synonyms and related words  
**Employed and in employment:**  
*employment, full employment, hold down...*  
[Explore Thesaurus](#)
- be the business** BRITISH INFORMAL  
to be very good  
*Those samples you sent us really are the business.*  
Synonyms and related words  
**To be very good or impressive:**  
*stand out, be an inspiration to someone, make a favourable impression (on someone)...*  
[Explore Thesaurus](#)
- be in business**  
1 if a company is in business, it is operating normally.  
*The company has been in business for over 100 years.*  
Synonyms and related words

A red arrow points from the right side of the screen towards the "Employed and in employment" section of the first phrase.



# Applications of corpora in ESP teaching and learning: Dictionary work

## Collocational & phraseological information

ABCDEFGHIJKLMN OPQRSTUVWXYZ

Diccionario Electrónico de Combinaciones Léxicas en el Inglés Científico

SciE~Lex

info

Label	Lift	List
Label(l)ing	Liftoff	Little
Lack	light	Live
Large	lighting	Living
Largely	like	Load
Last	-like	Loader
Lasting	likelihood	Loading
Late	Likely	Local
Lay	Liken	Localisation
Layer	Likeness	Localise, Localize
Lead	Likewise	Locally
Leading	Limit	Locate
Leaf	Limitation	Location
Learn	Limited	Long
Learning	Limiting	Look
Least	Line	Loss
Leave	Lineage	Loss
Left	Linear	Lost
Length	Linearly	Lot
Less	Link	Low
Lessen	Linkage	Lower
Lesser	Linked	Lowering
Level	Linker	Lung
Lie	linking	
Life	Liquid	

**Likely** ◀ headword

Bundle	Discourse function	Text distribution
is likely to be	Expressing possibility and probability & Hedging [1]	results
is likely to be	Expressing possibility and probability & Hedging [1]	discussion
[1] Ex: The suppressor screen devised in this study is likely to be of general use in identifying interacting proteins [...]		
it seems likely that it is likely that	Expressing possibility and probability & Hedging [1]	discussion
[1] Ex: However, it seems likely that this advantage of robust behavior is sufficiently decisive		
Note: usually introduced by the following connectors: "however", "nonetheless", "indeed", "therefore", "consequently".		
are likely to be	Expressing possibility and probability & Hedging [1]	results
are likely to be	Expressing possibility and probability & Hedging [1]	discussion
[1] Ex: the signals in this system are likely to be complex.		
more likely to be	Expressing possibility and probability & Hedging [1]	discussion
[1] Ex: females appear far more likely to be infertile.		
Note: "Most" places more emphasis on the probability		
it is likely that	Expressing possibility and probability & Hedging [1]	results
it is likely that	Expressing possibility and probability & Hedging [1]	discussion
[1] Ex: It is likely that hnRNP D0B has a single transactivator domain.		

# Applications of corpora in ESP teaching and learning: Dictionary work

## Collocational & phraseological information

The screenshot displays the SciE~Lex dictionary interface. At the top right, it identifies itself as the 'Diccionario Electrónico de Combinaciones Léxicas en el Inglés Científico' (SciE~Lex) and includes an 'info' link. A navigation bar at the top left contains the alphabet 'ABCDEFGHIJKLMNOPQRSTUVWXYZ'. Below this, a list of discourse functions is shown on the left, with 'Comparing and contrasting' selected. The main content area on the right lists various phrases under the heading 'Comparing and contrasting'. A red arrow points to the phrase 'no significant difference between'.

ABCDEF GHIJKL MNOPQR STUVWXYZ Discourse functions

Diccionario Electrónico de Combinaciones Léxicas en el Inglés Científico SciE~Lex info

Acknowledging funding  
Adding information  
Addressing the reader  
Agreeing  
Bringing the reader's attention to a point  
Bringing the reader's attention to a point & exemplifying  
Comparing and contrasting  
Describing co-occurrence  
Describing materials  
Describing materials and/or procedures  
Describing mechanisms  
Describing procedures  
Describing qualities  
Drawing conclusions  
Drawing conclusions & Hedging  
Expressing cause  
Expressing certainty  
Expressing certainty & Describing qualities  
Expressing conditions  
Expressing conditions & Framing  
Expressing contrast  
Expressing effect  
Expressing exceptions  
Expressing general knowledge  
Expressing lack of condition

**Comparing and contrasting**

to the same extent  
there was no difference  
no significant difference in  
no significant difference between  
When compared with  
as compared with  
in comparison with  
a comparison of  
was not significantly different



# Applications of corpora in ESP teaching and learning: Dictionary work

## Collocational & phraseological information

“New” dictionaries tend to:

- Introduce further collocational information into the definition (e.g. “often combined with fear”)

The screenshot shows the Macmillan Dictionary website for the word "awe". The page features a red navigation bar with links for "Blog", "BuzzWord", "Open Dictionary", "Games", "Resources", "API", and "More". The main content area is titled "awe - definition and synonyms" and includes a "Show less" button. The word is defined as a NOUN [UNCOUNTABLE] with a pronunciation guide /ɔː/. The definition is: "a feeling of great respect and admiration, often combined with fear". Examples include "The place has always inspired me with awe and wonder." and "in awe. They gazed in awe at their hero." A phraseological example is "be/stand in awe of someone. He is totally in awe of his father." There are two sections for "Synonyms and related words". The first section is titled "Fear and fright: nomophobia, fear, fright..." and includes an "Explore Thesaurus" button. The second section is titled "Feelings of love, respect and admiration: love, respect, passion..." and also includes an "Explore Thesaurus" button. A "Related words" box lists "awe" as a VERB and "awe-inspiring" as an ADJECTIVE. A red arrow points from the top right towards the definition text. The page also includes a sidebar for Movistar TV and a footer with social media icons and a "Contrátalo ya" button.

# Applications of corpora in ESP teaching and learning: Dictionary work

## Collocational & phraseological information

“New” dictionaries tend to:

- Use examples to introduce more information about collocations

The screenshot shows the Macmillan Dictionary website for the word "fine". The page includes a navigation bar with links to Blog, BuzzWord, Open Dictionary, Games, Resources, API, and More. The main content area displays the word "fine" with its definition and synonyms. A red arrow points to the "Collocations" section, which lists "heavy, hefty, large, stiff, substantial" and "face, get, pay, receive". Another red arrow points to the "Related words" section, which lists "fine" as an adjective, adverb, verb, and noun, along with "fine art", "fine-tune", and "Finesrael".

Universitat de Barcelona - fine definition and synonyms

www.macmillandictionary.com/dictionary/british/fine\_3

Blog BuzzWord Open Dictionary Games Resources API More

fine - definition and synonyms ★★

Show less

fine NOUN [COUNTABLE] /faɪn/ Word Forms

an amount of money that you have to pay because you have broken the law

*He had to pay a hefty fine.*

*I got a £100 fine for speeding.*

*Firms could face fines of up to £5,000.*

*The court has the right to impose heavy fines (=large fines).*

Synonyms and related words

**Punishments outside of prison:** bail, bind over, community service...  
Explore Thesaurus

Collocations: fine

**Collocations**

fine

- heavy, hefty, large, stiff, substantial

fine

- face, get, pay, receive

**Related words**

fine ADJECTIVE

fine ADVERB

fine VERB

fine art NOUN

Finesrael

fine-tune VERB

[more dictionary definitions](#)

What are red words?  
Using the thesaurus

Hide thesaurus for fine

Contrátalo ya

23:59 07/04/2015

# Applications of corpora in ESP teaching and learning: Grammar books

## Lexis in grammar (lexicogrammatical approach; pattern grammar)

### *A Student's Introduction to English Grammar* (Huddleston & Pullum 2005)

#### ■ Past tense

The term 'past tense' refers to a grammatical category associated with verbs: *likes* is a present tense form and *liked* is a past tense form. The usual definition found in grammar books and dictionaries says simply that the past tense expresses or indicates a time that is in the past. But things are nothing like as straightforward as that. The relation between the GRAMMATICAL category of past tense and the SEMANTIC property of making reference to past time is much more subtle. Let's look at the following examples (the verbs we need to compare are underlined):

[4]	DEFINITION WORKS	DEFINITION FAILS
i	a. <i>The course <u>started</u> last week.</i>	b. <i>I thought the course <u>started</u> next week.</i>
ii	a. <i>If he <u>said</u> that, he was wrong.</i>	b. <i>If he <u>said</u> that, she wouldn't believe him.</i>
iii	a. <i>I <u>offended</u> the Smiths.</i>	b. <i>I regret <u>offending</u> the Smiths.</i>

The usual definition works for the [a] examples, but it completely fails for the [b] ones.

- In [i] the past tense *started* in the [a] case does locate the starting in past time, but in [b] the same past tense form indicates a (possible) starting time in the future. So not every past tense involves a past time reference.

<sup>5</sup> The decimal point of *un-* and *-ed* is used to mark an element smaller than a full word.

# Applications of corpora in ESP teaching and learning: Grammar books

## Lexis in grammar (lexicogrammatical approach)

*Pattern Grammar* (Hunston & Francis 2000)

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PATTERN GRAMMAR

### 1.4.4 Units of meaning

The idiom principle raises issues concerning units of language description. When discussing the association between sense and structure, Sinclair (1987:110) comments that, in particular with relation to recurring phraseologies associated with common words, we find “a distribution of meaning across a number of words”. This phenomenon is particularly associated with what Sinclair (1991: 113) calls “a progressive delexicalization”. A simple example is the phrase *have a bath*, where the frequent verb *have* has lost much of its meaning, and where the meaning is spread across the whole phrase rather than being restricted to one word or another.

A more complex example discussed by Sinclair (1994) is based on the two-word combination *naked eye*. Below are nearly 30 randomly-selected lines from the 1997 Bank of English corpus:

ouble Cluster. Easily visible to the naked eye, these two clusters lie more  
ther and are actually visible to the naked eye. It should be pointed out  
near and missing one or two with the naked eye is possible but the computer  
its effects cannot be seen by the naked eye. For a better understandi  
the base you can't see it with the naked eye but you know it's there  
anything you can see with your naked eye, probably has adequate amino  
iewers that Lammtarra would win. The naked eye instantly caught the sudden  
arc, 30 000 times as accurate as the naked eye. The less accurate Tycho  
till 15 to 20 times fainter than the naked eye can see. During August,  
in the night sky visible to the naked eye in his book Sky Phenomena: A  
the star might be visible to the naked eye. The star's true colour is  
and it is clearly visible to the naked eye. The next problem at the  
So it's kind of a fight because the naked eye and the viewer sees things  
as a transformation invisible to the naked eye, and certainly unbeknown to  
it. The worms cannot be seen by the naked eye. Horses grazing the paddock  
the first supernova visible to the naked eye since 1604 erupted in the La  
Double and Multiple Stars To the naked eye, stars appear as solitary,  
at the top, as it appears to the naked eye and in binoculars. Through a  
at times it is just visible to the naked eye. Vesta is the third-largest  
its twisted roots visible to the naked eye as they snaked right down th  
they were specks too small for the naked eye. The mass that was the audie  
so happily and who looked to the naked eye as right as rain, be about t  
hotoaging changes are visible to the naked eye. And even more disturbing  
on a level that is invisible to the naked eye. Shields. Your circle might  
interactions imperceptible to the naked eye. Among these interpersonal  
passage among them, visible to the naked eye. Time to settle down for a  
the new Pele's point all the naked eye could see was a sea of  
accurate form of scoring than by the naked eye. It will never be possible

As Sinclair points out, and as these lines illustrate, *naked eye* typically appears in a context that is restricted yet not fixed. Typically, *naked eye* occurs at the end of a clause and is preceded by *the*. Furthermore, *the naked eye* is preceded by *to*, or, less frequently, *with*. The prepositional phrase *to/with the naked eye* follows a range of words related to sight, most frequently *visible* or a form of the verb *see*. Prior to that is an indication of something that might be too small to be seen. About half the instances of this typical usage are negative (as against a general

# Applications of corpora in ESP teaching and learning: language teaching and testing

- **Data-driven learning** (Johns 1997):
  - students as “language detectives”
  - raising sts’ motivation: motivated to remember what they have found out
  - **FOCUS:** presenting learners with **evidence** from authentic examples and asking them to **make hypotheses** and **draw conclusions (using context to deduce meaning)**
- **Teachers’ reservations:**
  - How to integrate DDL into the class plan?
  - What language points are covered with corpus-based materials?

# Applications of corpora in ESP teaching and learning: language teaching and testing

## ➤ Some examples (Johns 1997):

The screenshot shows a PDF document titled "VARIETIES OF SHOULD". The document is displayed in a browser window with the address bar showing "wordsmithtools.com/wordsmith/corpus\_linguistics\_links/Tim Johns and DDL.pdf". The document content is as follows:

VARIETIES OF SHOULD

Many learners say that 'should' is one of the most difficult words to understand in the English language! Here are some authentic examples of 'should' taken from the magazine 'New Scientist' and from publications on Transportation and Highway Engineering. The main uses of 'should' have been arranged under six categories. Working with your partner, decide for each category:

1. What are the typical contexts for 'should'?
2. What is the meaning of 'should'?
3. What label you could give the category.

A

- 1) used nearly 20 years ago. Speed said that traffic in cities should be cut by having electronic tolls. Whenever motorists used a per
- 2) old act to stamp out PFI. "It's like saying the government should advise people not to buy houses with leaky roofs," says Michael
- 3) divisions. Equally, he wants to stress that the government should listen to industry and respond to its needs. Hence he attaches i
- 4) o advice to government on what arrangements the government should make for RIO to best meet national needs Giving ACARD this job a
- 5) sport on cabling by Lord Hunt. This report said that there should be no pay-TV programmes. The draft White Paper also limited the
- 6) inally passed in 1976, dictates in detail how universities should be run. It sets down exactly who can teach and who can study, an
- 7) a exchange (Telecom's contracts specify that its engineers should carry out any work on telephone exchanges). But the engineers, m
- 8) that she was tired of hearing the claim that universities should try to produce "rounded" people; she wanted them to have shara c
- 9) ick where 50mm cover should be provided. The reinforcement should terminate at least 40mm and not more than 80mm from the edge of
- 10) ngered bugs must be contained. He adds: "A lot of money should be spent on redesigning filters," and continuous monitoring of a
- 11) e of the critical condition. Visual signs of deterioration should therefore be supplemented by measurements of pavement strength (
- 12) eforced bar reinforcement is used, the overlap of the bars should not be less than 40 bar diameters.
- 13) "don't cocktail". This lists the jobs that the department should be doing to help companies. The jobs range between running proje
- 14) ole elite universities. Others think the "elitist" element should be provided by the establishment of graduate schools as in the A
- 15) te political problem for Whitehall and Westminster is what should be done when the value of the pound sterling falls international
- 16) because two government departments cannot agree on how it should be said for. At the heart of the row is the question of whether
- 17) At the heart of the row is the question of whether pay-TV should be introduced to generate immediate cash to finance the cabling
- 18) equires mental effort to work through, effort which Taylor should have put in before writing off Darwinian explanations as "pathet
- 19) periods. Neither viewpoint is absolute, but some reference should have been made to several recent studies of evolutionary rates
- 20) n after the Windscale accident. The appropriate comparison should have been made by following through a cohort who would have been

B

- 1) on their drinking water. The EEC recommends that tap water should not contain more than 5 micrograms per litre. The Royal Commissi
- 2) n recommended that the extent of both rutting and cracking should be measured in any survey system. In the United Kingdom rutting
- 3) advisory committee recommended that each year 5000-6000 should get a 'licence. Clarke ignored his experts' advice, so his Canal
- 4) e scale of the problem. It recommends that the government should set a firm date for these authorities to complete surveys of the
- 5) . The Greenfield report recommends that prescription forms should contain a box, which doctors should tick if they want to insist
- 6) nsiderations, it is recommended that a 40-year design life should be adopted for all roads in the first two categories of Table 1.
- 7) ety's recommendation that all fourth and fifth year pupils should have nine weekly periods of science, an equivalent to 22.8 per
- 8) uch phenomena from more dubious data, we propose that they should be renamed "UAPs" for unidentified atmospheric phenomena, as th
- 9) ate for a scheme. The main proposal is that the government should support a move that the Energy Bill should give electricity bear
- 10) deinstated. The proposal was that the dose for old people should be reduced. It followed the discovery that many old people metab
- 11) e for the strategy. He suggests that the term "porpoising" should be used to describe any aquatic animal that leaps out of the wat
- 12) d that the treatment was over. Freud suggested the patient should give his a present so that the feeling of gratitude wouldn't be
- 13) stem of previous chronic fluoride poisoning. To suggest we should ignore such a sign is as irrational as saying that the blue-blac



# Applications of corpora in ESP teaching and learning: language teaching and testing

- Some examples (Anne O'Keeffe, Michael McCarthy & Ronald Carter. 2007. *From corpus to classroom: language use and language teaching*. Cambridge: CUP)

Figure 7: Extract from *Exploring Grammar in Context* (Carter, Hughes and McCarthy 2000: 99)

**3** Choosing between different passives

a) In the following extracts from recorded conversations both *get*-passives and passives formed with *have* + object + past participle are found.

- What differences do you notice in the way the two passive constructions are used? 🔑

i) [A married couple, Jill and Matt, are discussing with a friend, Carol, the hurricane-like storms which hit Britain in 1987.]

Jill: Remember those gales when our roof was blown off?

Matt: Yes, by that massive gust.

Jill: Then the pipes got frozen up and we had three plumbers come in to repair it all.

Carol: And they never even put out weather warnings.

As exemplified in *Exploring Grammar in Context*, the aim is to provide a text in which particular forms are *illustrated*, tasks which actively involve the learner in noticing features through *interaction* and then to invite the learner to *induce* the patterns of usage. It offers an approach that is essentially inductive and complements the more deductive approaches that are generally (though not exclusively) better suited to teaching and learning more deterministic structures. It also leads into further activities in which learners then extend the induction by producing language in a series of self-study exercises, which can then be checked and monitored by learners themselves. Over the past two decades, research into the value of such consciousness-raising, especially in relation to the teaching and learning of grammar, has been growing steadily (Rutherford and Sharwood-Smith 1988; Fotos and Ellis 1991; Odlin 1994; Ellis 1998; Hewings and Hewings 2005).

# Applications of corpora in ESP teaching and learning: language teaching and testing

## Challenges to the use of corpora in language teaching/testing:

- Teachers & materials writers should not accept corpus evidence uncritically. Frequency should not be the only factor in deciding what to teach. **SALIENCE** must be taken into account, too.
- Some authors point out that most corpora tend to comprise the language of NS only, BUT in most conversational exchanges English is used as a **lingua franca** by NNS.

# Applications of corpora in ESP teaching and learning: language teaching and testing

- To this respect, evidence of **learner corpora** provides very valuable information about **learners' production** (e.g., frequent errors, students' level of competence, language contact, L1 influence, etc.), which may be **useful to design class materials and enrich teaching methodologies**
- **LEARNER CORPORA** can give information about the difference among learners and between learners and native (or expert) speakers.

# Applications of corpora in ESP teaching and learning: language teaching and testing

Much work in this area has been conducted by Sylviane Granger, Magali Paquot *et. al* from the Université Catholique de Louvain (**Centre for English Corpus Linguistics**):

- [The International Corpus of Learner English](#)
- [The Louvain International Database of Spoken English Interlanguage \(LINDSEI\)](#)
- [The Longitudinal Database of Learner English \(LONGDALE\)](#)
- [The Varieties of English for Specific Purposes Database \(VESPA\)](#)
- [Learner corpora around the world](#)

# Applications of corpora in ESP teaching and learning: translation

- Increasingly important application of corpora
- What software can be developed that will enable a translator to exploit corpora as an aid in their everyday business of translation?  
Some examples:

**1. PARACONC**(<http://www.paraconc.com/>); a multilingual concordancer developed by Michael Barlow. It permits a wide range of investigations of translated texts, from the analysis of bilingual terminology and phraseology to the study of alternative translations of a single text.

**2. MULT-ED**(MULTilingual EDITorial corpus)- multilingual comparable corpus of newspaper editorials written in English, Dutch, French and Swedish (<https://www.uclouvain.be/en-cecl-multed.html>)

# Resources for ESP teaching

- **WordSmith Tools:** (<http://www.lexically.net/wordsmith/>); lexical analysis software that allows the user to observe how words behave in texts (tools available: Concord, KeyWord, WordList, Cluster, etc.)
- **Concordance:** (<http://www.concordancesoftware.co.uk/>); software for text analysis that allows users to count words, make wordlists, word frequency lists, and indexes.
- **AntConc:** (<http://www.laurenceanthony.net/software/antconc/>); a freeware corpus analysis toolkit for concordancing and text analysis, developed by Dr. Laurence Anthony (AntLab; Waseda University)



# Resources for ESP teaching

- **WordSketchEngine** (<http://www.sketchengine.co.uk/>); it is a **Corpus Query System** that lets you see a concordance for any word, phrase or grammatical construction in a corpus (provided by the tool or uploaded by the user) Its unique feature are **word sketches** (i.e., corpus-derived summaries of a word's grammatical and collocational behaviour)
- <http://www-nlp.stanford.edu/links/statnlp.html><http://www-nlp.stanford.edu/links/statnlp.html>; this website offers a wide range of NLP resources, such as machine translation, PoS Taggers, parsers, semantic parsers, concordances, etc.
- <http://bwananet.iula.upf.edu/> (BwanaNet is an interface developed at the IULA that allows to query the Technical Corpus of the *Institut* via Internet.)