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Redefining English Language Teaching in Translator Training through Corpus-Based Tasks

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Because professional translators utilise English as a tool to attain a professional goal, English language teaching for translator training should be considered as a type of English for Specific Purposes. The bi/multicultural approach to language instruction, as well as the use of corpus-based activities, are discussed in this chapter as ways to improve English courses for translation training and fulfil the growing need for translations into the L2. Bilingual sub-competence will be investigated within the framework of the specific needs of translation trainees and the current teaching methodologies, and the prospective lexical and grammar aims specific to English for translator training will be determined. Finally, as a means of achieving these goals, practical examples of corpus-based activities will be introduced.

Key words: English language teaching, translator training, corpora, bilingual sub-competence

1. Introduction

Defining the set of skills required to translate is a complex task. The most recent and systematic studies on the subject have defined translation competence as a specific transfer ability of the professional translator, who is

able “to carry out the transfer process from source text to the target text taking into account the purpose of the translation and the characteristics of the target audience” (PACTE 2017a:38). Therefore, translation competence involves a transfer ability that is more evolved than the one naturally possessed by foreign language speakers. Within this framework, the PACTE research group has identified five sub-competences: bilingual, extralinguistic, knowledge of translation, instrumental, and strategic (Amparo ed. 2017; PACTE 2020).¹

Bilingual sub-competence concerns:

- (1) Knowledge of linguistic functions and pragmatic/socio-linguistic conventions. This allows the translator to tackle lexical or morphosyntactic issues in direct or inverse translation (PACTE 2017e:175);
- (2) knowledge of registers and dialects (Federici 2017);
- (3) knowledge of coherence, cohesion, text genres (genre conventions) and style in the two languages;
- (4) knowledge of the source and target culture, subject (field-specific) knowledge (PACTE 2017a:39).

¹ While this chapter will concentrate on language teaching and hence bilingual sub-competence, it is crucial to emphasise that the other sub-competences play a significant role as well.

L2 proficiency influences the perceived (subjective) difficulty of the translating task, but strategic sub-competence (the ability to identify and solve translation problems), instrumental sub-competence (the use of external resources) and knowledge of translation can compensate for linguistic shortcomings (also in other sub-competences. PACTE 2017:130).

However, acceptable results in direct translation (i.e., the translators are able to convey the meaning of the source text; to fulfil the function of the translation in accordance with the translation brief, the target readers' expectations, and genre conventions in the target culture; and to make appropriate use of language, PACTE 2017d:120) do not guarantee equal performance in inverse translation (PACTE 2017d:130). Whyatt noticed that translations into the L2 (in the present study, English) made by professional translators were longer and more cognitively challenging to proof-read than L1 translations (Whyatt 2018:108). This could be due to the gravity of the errors as well as a different approach to the translation process itself. This is food for thought for L2 language courses in translation degrees: in inverse translation, when the emphasis is on L2 productive skills, inadequate competency was identified as the main struggle by professional translators and trainees alike (Mraček 2018:210), and may be one of the elements influencing translation quality (Pokorn et al. 2020).

While there is little research on directionality in translator training (Horcas-Rufián and Kelly 2020), the market is already looking for specialists who can translate into their second language: for instance, the European Commission's translation service has begun to accept translations into

languages other than the translator's L1, showing that communicating in several languages is considered as an asset (Vigier 2019:91). This reality necessitates the development of tailored solutions for translation students.

Research has shown that linguistic training for translators needs to devote more attention to translation-oriented reading (Barani and Karimnia 2014; Flores and Coy 2019) and writing for a purpose (Barani and Karimnia 2014; Sawyer et al. 2019). This suggests that even standard areas of instruction such as vocabulary and grammar teaching require a specific focus that a general English course is not designed to achieve (Cerezo 2020:45). Because English is a means to a professional translation end, English language teaching for translator training should be considered as a form of English for Specific Purposes (Flores 2021:2).

There are two developments in second language learning that may be relevant to the needs of English for translator training. Firstly, the revaluation of the bi/multilingual perspective (Lee and Gyogi 2018) may provide an approach to tackle interference, which is the main cause of poor translation quality (Stepanova et al. 2019). Secondly, the use of corpus-based tasks to improve the "learning to learn competence" (Cerezo 2019:86) and provide learners with tools to perfect their English writing. Corpora are commonly used in translation research, but the application of corpora in English for translator training is yet to be explored.

This chapter will thus present a series of corpus-based activities aimed at highlighting specific English vocabulary and grammar issues relevant to

translation trainees. Section 2 will discuss the current methodologies in English Language Teaching and how they can be adapted to English for translation training. Section 3 will explore the specific teaching aims in English for translator training; Section 4 will introduce the features of corpora, and present corpus-based activities devised to meet the aims discussed in Section 3.

2. English for Translation Training: methodologies

The most popular approach to foreign language education is Communicative Language Teaching. The communicative approach aims to teach learners how to use language for a variety of purposes and settings, as well as producing and understanding various types of texts and employing communication strategies to overcome language knowledge limitations (Richards 2006). The communicative framework includes linguistic competence, discourse competence, pragmatic competence, sociolinguistic and sociocultural competences (Littlewood 2011). Therefore, the theoretical foundations of the communicative approach provide the best setting for implementing language education for translation students in terms of mediating principles.

The goal of communicative language teaching is to achieve native-like mastery of the L2 and to understand how natives use language in natural contexts of use (Simpson 2020). The most restrictive but widely adopted

method to achieve such goals advocates the sole use of the L2 to avoid interference and become fluent and accurate (Liao 2006:194). This perspective is based on the notion that there is only one appropriate language per context (Vallejo and Dooly 2020). Despite widespread criticism (Przymus 2016; Phillipson 2016, to name a few), the monolingual paradigm persists: most English university courses (and textbooks) continue to rely on monolingual English instruction, particularly when native speaker teachers are unfamiliar with the learners' first language. When this paradigm is used in English courses for translator training, however, it misinterprets the context in which English will be used, inhibiting the contrastive approach to language that is necessary for developing bilingual competence (and translation competence). The traditional vision of language competence as a two-way system requiring the ability to speak in and out of one's native language (Duff 1989:6) may better fit the needs of translators.

As a matter of fact, bi-/multilingual perspectives have been reevaluated in second language acquisition research (Lee and Gyogi 2018). Learners are now seen as multilingual practitioners who are a part of a larger ecosystem and live in a multilingual environment (Meier 2017:146). The learners' L1 is now a valuable asset. These viewpoints are mirrored in the 2020 Council of Europe guidelines on plurilingualism as "the dynamic and developing linguistic repertoire of an individual user/learner" (Council of Europe 2020:30) and "the ability to use more than one language" (Beacco et al. 2016:20). Despite coming from a political perspective, this approach has a significant impact on language education. For instance, the *Guide for the*

Development and Implementation of Curricula for Plurilingual and Intercultural Education outlines two aspects that could be successfully applied to English for translator training. The first is linguistic reflexivity, which is particularly important in grammar instruction. Observation, comparison, and hypothesis formation are examples of inductive activities that teach learners how to analyse language and so improve their command of it. Reflexivity may even include the use of the learner's own intuitions (Beacco et al. 2016:43). The second topic is the contrastive methodology as a way to highlight similarities and differences between languages. The languages would no longer be compartmentalised in the learner's mind. Teachers who share the learners' L1 (which is an implicit acknowledgement of non-native English teachers) may even draw from it to construct grammatical descriptions that are more understandable than the commonly accepted ones.

The plurilingual paradigm is gaining increasing attention and approval as a method to develop intercultural and mediation skills among L2 learners. Multilingual translation is even suggested as a natural plurilingual learning technique (González-Davies 2017). While it is beyond the scope of this chapter to address the positive social repercussions of the plurilingual approach in terms of linguistic diversity and inclusivity, they are yet another reason to extend the plurilingual approach to students who plan to work as experts in mediation and intercultural communication.

Plurilingualism seeks to circumvent a linear and hierarchical approach to language learning, in which the 'second' language necessarily follows the

‘first’ language, and languages are bounded and separate entities (Preece 2022). This could have a good impact on learners’ attitudes and motivation toward writing – and thus translating – in languages other than their native ones, as it would work to counteract “the translators’ self-awareness of the asymmetry in their language proficiency in their native and foreign language” (Whyatt 2018:107). Given the number of foreign languages taught, language faculties are naturally multilingual environments with a leaning towards internationalisation. English (and second) language teaching can be tailored to translation trainees if they are seen as the ultimate plurilingual speakers who must be assisted in working with all the languages they are familiar with.

Since translation trainees are generally required to take (at least) two foreign language courses, the English course can engage with plurilingual activities – including translation – based on at least another foreign language and the trainees’ L1. This would improve trainees’ ability to switch from one language to another and their awareness of their linguistic repertoire.

The next section will discuss a range of teaching aims that would guide the planning of specific activities for translation trainees.

3. English for translator training: Teaching focus and aims

Translators are expected to deduce meaning and interpret implicatures from the co-text, as well as identify the audience, the thematic field, and the level of specialisation of the written text. As stated in Section 1, an English course for translator training should prioritise translation-oriented reading and writing for a purpose (Barani and Karimnia 2014; Flores and Coy 2019). Understanding the lexicogrammatical challenges that could be addressed by a more focused English course is made possible by reviewing the studies on the problems encountered by translation trainees. The author will also talk about the challenges observed during the English translation 1 taught to second-year university students.

Trainees struggle with genre, subject area, and general style conventions of the source text (Mraček 2018:212; Fernández and Zabalbeascoa 2012). Thus, there seems to be a need for more diverse written materials. This would naturally have a positive influence on translation trainees' productive skills (i.e., writing) and receptive skills (i.e., reading) (Levitzky-Aviad and Laufer 2013:128). Additionally, written materials are useful for expanding vocabulary because they are more lexically complex than spoken texts (Hiebert 2020:28). In fact, learners need to know at least 95% of the words of a given text to understand its meaning (Laufer and Ravenhorst-Kalovski 2010:26; Ur 2012:63; Schmitt et al. 2017:224). Working with specialised texts would also prepare trainees to understand technical terms. The problems in translating specialised terms were exacerbated by the fact that both paper and internet dictionaries were found less reliable and useful (Mraček 2018).

Idioms pose a challenge for translation trainees regardless of directionality: the problems seem to stem from interference and shortcomings in English competence (Saeed 2012; Mraček 2018:210), namely not recognizing and interpreting the idiom as well as using inappropriate style and incorrect grammatical structures (Kovács 2016:74). The English course can help trainees recognise idioms in the first place, while translation classes can assist trainees in terms of tactics for obtaining acceptable solutions.

For translator trainees, collocation and semantic prosody are challenging (Mraček 2018). However, acceptable direct translations can be expected when collocations have an L1 literal equivalent and are linked to form recall knowledge (Sonbul et al. 2022), which implies that the emphasis on which collocations to teach should depend on the trainees' L1. It became evident throughout the author's Translation 1 course that instructions on where to look for connotation-related information, which is rarely included in dictionaries, were required. Furthermore, students struggled to comprehend the role of antonyms, hyponyms, and synonyms as lexical coherence devices, as well as the positive and negative effects of lexical choices and evaluative expressions.

Lack of macro-level processing abilities is another factor that surfaced from studies assessing trainees' problems: neglecting the context was the primary cause of misinterpretation and hence inaccurate reproduction of the intended sense of modal expressions in the source text (Eades 2011:298).

Trainees seem to consistently perform better for receptive rather than productive sensitivity to grammatical (in)appropriateness (Ureel et al. 2022). Since the ability to recognise and reproduce register and style is essential in the development and interpretation of texts (Boase-Beier 2020), the controlled use of stylistic variation appears to be an indispensable focus for an English course for translation trainees. Unmarked but also marked grammatical forms should be taught along with a clear outline of the discourse-pragmatic and sociolinguistic factors behind their use (Ureel et al. 2022:14; Conrad 2016:ebook). The importance of this aspect is supported by the fact that the majority of errors in inverse translation do not involve qualitative errors violating the rules of the target language system, but quantitative errors involving divergence from the target language usage: for example, linguistic structures that do exist in both languages, but whose usage differs in terms of stylistic value, situational occurrence or frequency (Mraček 2018:210). Formal knowledge of the form should be supported by indications of its manipulative impact on the text. Understanding and recognising the proper form for the desired meaning would improve trainees' analytical ability and written production.

All of the aforementioned teaching aims call for descriptive activities and considerable metalinguistic observation which may not be necessary for general English learners. Using contrastive examples based on all the languages spoken in the classroom rather than the monolingual approach would benefit translator trainees for two reasons. Firstly, contrastive examples have been shown to increase accuracy (Ur 2012:83), and therefore

reduce interference, which is a common issue among the studies discussed above. Secondly, encouraging learners to consider and engage with at least two languages at once will promote reflexivity and analysis of how the different languages achieve the same communicative aim.

The next section will examine the use of corpora to implement these aspects.

4. Corpora in English for translator training

“Corpus use for learning to translate” and “learning corpus use to translate” (Frérot 2016:40) are the two complementary approaches to corpora in translation research. Corpora are also a tool in translation classes through terminology databases and translation memories (PACTE 2017b:77). Bearing in mind that corpus-based activities should complement rather than replace other teaching techniques (Frankenberg-Garcia 2015:354), using corpora in English courses for trainee translators would introduce students to or reinforce their expertise in tools that will most likely contribute to their instrumental competence. In fact, diversification of research strategies, use of external resources, and competencies associated with information acquisition and utilisation are all relevant in professional translation and should be a part of translator training as well (Gough 2019).

Through corpora, characteristics of language which do not have a central position in traditional language teaching, such as the intrinsic connection of meaning and use, can be observed. From a pedagogical perspective, corpus-based activities integrate both form- and meaning-focused instruction; the former activates learners' knowledge, while the latter results from exposure to authentic, thus meaningful, language (Levitzky-Aviad and Laufer 2013). Corpus-based tasks are inherently inductive, therefore encouraging reflexivity (see section 2.). Corpora develop students' ability to notice, which is a key factor in fostering performance and accuracy in language production (Nagy 2019), and provide them with a way to check if their intuition is correct.

Availability is a crucial factor in choosing teaching materials. Corpus data are rarely shared with or made available to the non-academic world, and creating a corpus takes time and needs a wide variety of skills, from data collecting to automated analysis, that English teachers may not possess. This may affect the use of corpora in the classroom. To demonstrate that corpus-based activities are practical and accessible to non-academics and teachers as well, the following activities were created using a free subscription to English-Corpora.org, thus without the benefits of an academic or premium licence. Furthermore, the tasks in this section involve the two types of corpora more readily available on the internet: monolingual corpora and learner corpora.

Monolingual corpora include texts in one language only. Among the freely available monolingual corpora with enough data to be used in the classroom are:

(1) The *British National Corpus* (henceforth: BNC), which contains a 100-million-word collection of samples of written language (90%) and spoken language (10%). As the corpus provides an overview of British English of the late twentieth century (1980s-1993), the lack of more recent data should be considered when drawing conclusions from the sample. The range of written texts, from “regional and national newspapers” to “specialist periodicals and journals for all ages and interests, academic books and popular fiction”, improves the reliability of the lexical and grammatical discoveries and provides a solid foundation for trainee translators to familiarise themselves with various text types.

(2) The *Corpus of Contemporary American English* (henceforth: COCA), which contains around one billion words of texts in written and spoken American English collected between 1990 and 2019. In addition to the samples of fiction, popular magazines, newspapers, and academic texts already available, the corpus has included TV and movie subtitles, blogs and web pages since March 2020. This vast corpus undoubtedly contains up-to-date information and can also be used to discuss geographical linguistic variations.

(3) The *Global Web-based English Corpus* (henceforth: GloWbe), which contains around 1.9 billion words of text from twenty different countries and

allows users to analyse lexical diversity and syntax among different variants of English in greater depth.

Learner corpora, which comprise data produced by foreign or second language learners (Meunier 2002:119), are a suitable starting point for introducing corpus-based work because learners are both producers *and* users of the corpus. Learner input can be helpful in supplementing native data and illustrating properly chosen L1-dependent issues. If positive evidence from the learners' work is carefully picked, learner corpora could also serve as motivation-boosting documents of progress (Cotos 2014:218).

ELT teachers who are skilled with corpus analysis and willing to pay the fees for these tools can use online learner corpora such as the *International Corpus of Learner English* (ICLE) and the *Open Cambridge Learner Corpus*. The *Treebank of Learner English* corpus is one of the few free resources, but it requires knowledge of a concordance program to be used effectively. Learner corpora can alternatively be defined as a collection of previous students' examinations or written assignments (Granger 2015:449): these are readily available to all teachers.

The close connection between vocabulary and grammar is one of the key ideas of corpus analysis (Sinclair 1991); however, for clarity, these two aspects will be explored separately here.

4.1. Vocabulary

Example 1

The ability to learn new vocabulary and the ability to deal with unfamiliar terms are two skills that go hand in hand. Students' first stop for acquiring the meaning of unknown words is still the dictionary. However, lasting learning comes from actively recalling or guessing the meaning of a word (Nation 2020:23), and dictionaries do not allow for this as they readily provide both form and meaning at the same time. Using corpus-based activities to work on vocabulary can stimulate inductive abilities while providing additional information that trainee translators need but cannot find in dictionaries (see 3).

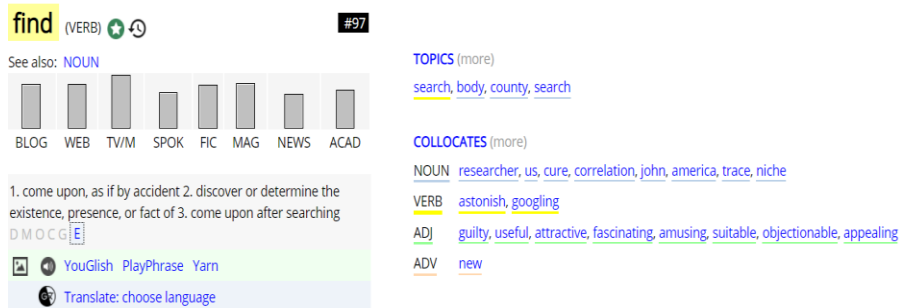
Starting from the vocabulary presented in each textbook unit, monolingual corpora allow students to build on vocabulary depth. For instance, the COCA shows that the verb 'discover' appears to be particularly frequent in magazines (MAG), websites (WEB) and academic texts (ACAD); COCA also gives a list of collocations and related topics which introduce fields of use and register (see Figure 1). Following the inductive method, students could utilize their prior knowledge to form hypotheses about the verb's use and test them using corpus data.

Figure 1: ‘Discover’ in the COCA



A follow-up activity focused on synonyms is also useful to investigate variations in meaning, use, and register. Working in pairs, students can provide one synonym for the verb ‘discover’ (for example, ‘find’) and observe the differences in frequency and field between the two verbs, thus becoming aware of the factors that go into choosing the proper word for the context. According to the COCA (see Figure 2), the verb ‘find’ occurs more frequently than ‘discover’ (the rank frequency of the two verbs in the corpus is 97 and 1070, respectively) and is especially used in television (TV/M, which also includes audio-visual products). While this information might be redundant for general English learners, trainee translators need it to build lexical awareness and be ready for indirect translation.

Figure 2: ‘Find’ in the COCA



find (VERB) #97

See also: **NOUN**

BLOG WEB TV/M SPOK FIC MAG NEWS ACAD

1. come upon, as if by accident 2. discover or determine the existence, presence, or fact of 3. come upon after searching

DMOCGE

YouGlish PlayPhrase Yarn

Translate: choose language

TOPICS (more)
[search](#), [body](#), [county](#), [search](#)

COLLOCATES (more)

NOUN [researcher](#), [us](#), [cure](#), [correlation](#), [john](#), [america](#), [trace](#), [niche](#)

VERB [astonish](#), [googling](#)

ADJ [guilty](#), [useful](#), [attractive](#), [fascinating](#), [amusing](#), [suitable](#), [objectionable](#), [appealing](#)

ADV [new](#)

Example 2

To supplement a dictionary entry, corpora give a wide variety of actual language use examples. A guided and structured noticing activity can be built using a set of 10 to 20 results from a monolingual corpus (Tsai 2019). Learners must select a verb (for example, ‘listen’) and look it up in a dictionary (for instance, the Cambridge Online Dictionary). In addition to the definition of ‘listen’, the dictionary includes a list of related phrasal verbs as well as one example: ‘Listen out for’ is defined as ‘to make an effort to hear a noise that you are expecting’; ‘Listen in on sth/sb’ is defined as ‘to listen, especially secretly, without saying anything’ and ‘to listen to someone’s conversation when the person does not realise you are doing it’.

Authentic occurrences of these verb+preposition combinations can be observed also via a Key-Word-In-Context search in the BNC. In the case of ‘listen out for’ (see Figure 3), the search yields a broad variety of possible nouns following the preposition: not only ‘words’ and ‘noises’, but also ‘coded signal’, and a metaphorical ‘hidden meaning’. Furthermore, the first three results demonstrate that the preposition ‘for’ can be omitted: this

information is not available in the Cambridge Online Dictionary, nor can it be inferred from the definition provided.

Figure 3: ‘Listen out for’ in the BNC

| CLICK FOR MORE CONTEXT | | EXPLORE NEW FEATURES | | SAVE | TRANSLATE | ANALYZE |
|------------------------|------------------------------|----------------------|---|------------|-----------|---------|
| 1 | A7D W_pop_lore | 🔊 🔍 | be able to hear the occupant enjoying the garden if you listen out after dark for more information about hedgehogs, and | listen out | after | dark |
| 2 | K57 S_brdcast_discussn | 🔊 🔍 | racing competition. Now if you're a racing buff, listen out because it's a superb prize, if you consider yourself | listen out | because | it's |
| 3 | CAU W_pop_lore | 🔊 🔍 | to luck. But one thing is: Even if you listen out carefully before you transmit, you have no guarantee that | listen out | carefully | before |
| 4 | J56 W_biography | 🔊 🔍 | took part. My fate was similar: we were to listen out for a coded signal from Group at Lyon if we were | listen out | for | a |
| 5 | GVA W_ac_soc_science | 🔊 🔍 | the other task -- category monitoring -- subjects were asked to listen out for a word belonging to a particular semantic category (e.g. | listen out | for | a |
| 6 | GVA W_ac_soc_science | 🔊 🔍 | In one task -- rhyme monitoring -- subjects were asked to listen out for a word which rhymed with a cue word given in | listen out | for | a |
| 7 | B32 W_non_ac_soc_science | 🔊 🔍 | # you understand the content and the meaning; # you listen out for any hidden meanings; # you work out a response | listen out | for | any |
| 8 | ASH W_pop_lore | 🔊 🔍 | is relaxed, and therefore does not feel the need to listen out for danger. Flattening the ears back makes them less | listen out | for | danger |
| 9 | K1B W_news_script | 🔊 🔍 | to safety. RSPCA officials are now urging all farmers to listen out for flood warnings and move their animals away from danger as | listen out | for | flood |
| 10 | ECU W_pop_lore | 🔊 🔍 | she rang if she needed help and I said I'd listen out for her. She said a nurse would be along soon | listen out | for | her |
| 11 | ACM W_pop_lore | 🔊 🔍 | us, a real genuine love of dogs; Remember to listen out for Katie and friends on Radio 2 # ODD ONE OUT | listen out | for | Katie |
| 13 | CHB W_pop_lore (!) | 🔊 🔍 | a musical thing. The other main performance to listen out for on The Manson Family is Iggy Pop's characterisation of | listen out | for | on |
| 14 | FU3 W_misc | 🔊 🔍 | bonnet. When you read a work of history, always listen out for the buzzing; if you can detect none, either | listen out | for | the |
| 15 | AB3 W_non_ac_humanities_arts | 🔊 🔍 | of music, all kinds of music; Maybe we should listen out for the noise in the voices of Kristin Hersh, Tim | listen out | for | the |

In the case of ‘listen in on’ (see Figure 4), only three results were obtained, which can still allow for discussion on the frequency of the form:

Figure 4: ‘Listen in on’ in the BNC

| CLICK FOR MORE CONTEXT | | EXPLORE NEW FEATURES | | SAVE | TRANSLATE | ANALYZE |
|------------------------|------------------------------|----------------------|--|-----------|------------|---------------|
| 1 | AYJ W_commerce | 🔊 🔍 | he rings you withhold this type of reward. You merely listen in a non-committal way. Soon the employee learns that he | listen in | a | non-committal |
| 2 | AKS W_newsp_brdsh_t_nat_arts | 🔊 🔍 | it a good idea, even if his friends had to listen in a state of uncharacteristic sobriety. Like Polonius, Amis | listen in | a | state |
| 3 | A58 W_biography | 🔊 🔍 | almost incomprehensible to me, though it was impossible not to listen in as they argued more loudly and grinned more broadly at each | listen in | as | they |
| 4 | CB3 W_pop_lore | 🔊 🔍 | further donations to M. Skinner, c/o Blackheath RFC. # Now listen in boys. HERE are a couple of anecdotes that might | listen in | boys | HERE |
| 5 | ACS W_fict_prose | 🔊 🔍 | shrugged. Dot fingered her victory badge and tried not to listen in case it seemed like prying. If you want my | listen in | case | it |
| 6 | BP9 W_fict_prose | 🔊 🔍 | , to get on with the mystery; I did n't listen in detail to all, but it revolved round Pierre and | listen in | detail | to |
| 7 | CKC W_fict_prose | 🔊 🔍 | . 'But I will not have forgotten how to listen in Greek. Precisely.' Commander Talbot, | listen in | Greek | to |
| 8 | ANS W_non_ac_polit_law_edu | 🔊 🔍 | instructions; # include provision for pupils to talk and listen in groups of different sizes and to a range of audiences; | listen in | groups | of |
| 9 | CA9 W_biography | 🔊 🔍 | as most acts were crucified there. Malcolm and I would listen in horror to gruesome tales of evil committee men, savage | listen in | horror | to |
| 10 | FU1 W_non_ac_soc_science | 🔊 🔍 | pregnant?' and she said, 'Did n't you listen in lesson to I said, "You did n't tell | listen in | lesson | to |
| 11 | EDD W_ac_polit_law_edu | 🔊 🔍 | look over his shoulder when he writes his dispatches; we listen in on his conversation with other statesmen; we read and | listen in | on | his |
| 12 | FT1 W_ac_medicine | 🔊 🔍 | of the institute. At all times it was possible to listen in on interviews and to monitor the interviewer's work on a | listen in | on | interviews |
| 13 | C92 W_non_ac_tech_engin | 🔊 🔍 | secure -- that is, anyone with a suitable receiver can listen in on the conversation -- users of cordless telephones beware! | listen in | on | the |
| 14 | CRY W_non_ac_humanities_arts | 🔊 🔍 | , having breakfast and driving to work. Women continued to listen in quite large numbers through the morning. The afternoon | listen in | quite | large |
| 15 | HXK W_hansard | 🔊 🔍 | # interruption Mr. Speaker Order. I ask the House to listen in reasonable silence for the next two minutes. Mr. Mellor The | listen in | reasonable | silence |
| 16 | HSF W_pop_lore | 🔊 🔍 | Brooke (now Mr Justice Brooke); have had to listen in silence to a spokesman for the AI Fayed's publicly rubbishing | listen in | silence | to |
| 17 | HBH W_fict_prose | 🔊 🔍 | me, 'he said smoothly, 'I'll just listen in silence. You w'n't even know I'm here. | listen in | silence | to |

The same search in the COCA (see Figure 5) yields more results (277), prompting a discussion about the relationship between phrasal verb frequency and diatopic variation.

Figure 5: ‘Listen in on’ in the COCA

| CLICK FOR MORE CONTEXT | | EXPLORE NEW FEATURES | SAVE | TRANSLATE | ANALYZE |
|------------------------|--------------------------------|----------------------|------|-----------|---------|
| 1 | 2018 TV Lethal Weapon | 🔍 | 🔍 | 🔍 | 🔍 |
| 2 | 2017 MOV Independents' Day | 🔍 | 🔍 | 🔍 | 🔍 |
| 3 | 2017 TV The Americans | 🔍 | 🔍 | 🔍 | 🔍 |
| 4 | 2017 TV Rogue | 🔍 | 🔍 | 🔍 | 🔍 |
| 5 | 2017 TV Elementary | 🔍 | 🔍 | 🔍 | 🔍 |
| 6 | 2016 TV Second Chance | 🔍 | 🔍 | 🔍 | 🔍 |
| 7 | 2014 TV The Good Wife | 🔍 | 🔍 | 🔍 | 🔍 |
| 8 | 2012 WEB newsecuritybeat.org | 🔍 | 🔍 | 🔍 | 🔍 |
| 9 | 2012 WEB irs.gov | 🔍 | 🔍 | 🔍 | 🔍 |
| 10 | 2012 WEB bible.cc | 🔍 | 🔍 | 🔍 | 🔍 |
| 11 | 2012 WEB wikihow.com | 🔍 | 🔍 | 🔍 | 🔍 |
| 12 | 2012 WEB foxnews.com | 🔍 | 🔍 | 🔍 | 🔍 |
| 13 | 2012 WEB businessinsider.com | 🔍 | 🔍 | 🔍 | 🔍 |
| 14 | 2012 WEB npr.org | 🔍 | 🔍 | 🔍 | 🔍 |
| 15 | 2012 WEB huffingtonpost.com | 🔍 | 🔍 | 🔍 | 🔍 |
| 16 | 2012 WEB theatlantic.com | 🔍 | 🔍 | 🔍 | 🔍 |
| 17 | 2012 WEB _alltownmarketing.com | 🔍 | 🔍 | 🔍 | 🔍 |
| 18 | 2012 WEB irs.gov | 🔍 | 🔍 | 🔍 | 🔍 |
| 19 | 2012 WEB valuesparenting.com | 🔍 | 🔍 | 🔍 | 🔍 |
| 20 | 2012 WEB tedrubin.com | 🔍 | 🔍 | 🔍 | 🔍 |

With proper guidance, learners become aware of the alternative uses of these verbs and the contexts in which they are found. The teacher could either give the results as a ready-to-analyse worksheet or organise a guided activity involving basic search abilities, provided that the required technological tools are available.

Example 3

A selection of results from the corpus can be used to work on colligation via matching exercise worksheets or guided questions (Marinov 2013:61). For instance, the analysis of the occurrences of the phrase ‘the naked eye’ in the

BNC shows the prevalence of the passive form (see Figure 6) and the recurrence of adjectives such as ‘invisible’; ‘obvious’; ‘visible’ (as seen in Figure 7). As to ‘undetected’ and ‘unnoticed’, which occur in written prose, they might be indicators of style (see Figure 8). Trainees would therefore have a clear outline of all the elements needed to use that phrase in an idiomatic sentence with the support of the extended context.

Figure 6: ‘The naked eye’ in the BNC

| | | | |
|----|-----|----------------------|---|
| 6 | HWT | W_ac_medicine | and single gland adenomas , which could not be detected by naked eye , were easily recognised under the dissecting microscope t |
| 7 | FU8 | W_fict_prose | landing in Saigon sometime after lunch tomorrow . I with his naked eye Joseph had glimpsed only a faint smudge of coastline , but |
| 8 | EFF | W_pop_lore | of insect flesh -- no thicker than a hair to my naked eye ; but obviously larger than life to this poor , wretched |
| 9 | C8D | W_fict_prose | Darnell 's fingernails . Certainly it does as far as the naked eye is concerned . There are four possible interpretations : One |
| 10 | FUP | S_speech_scripted | (SP:PS1VC) (unclear) (SP:FUPPSUNK) just look at the naked eye appearance and choose three areas that you think are most |
| 11 | FT8 | W_pop_lore | you 've actually got , it 's hard to beat the naked eye . On to your second question , all software is continually |
| 12 | FBE | W_ac_humanities_arts | the size of small light sources is accurately gauged by the naked eye . Modern theory can offer some explanation of why naked-eye |
| 13 | B2C | W_ac_humanities_arts | visible under high magnification and can not be seen by the naked eye . Most of the Incisors remained intact , but one pair |
| 14 | B03 | W_newsp_other_report | detail of petal formation and patterns not often seen by the naked eye . Flowers such as the ox-eyed daisy , poppies , lords |
| 15 | FNW | W_fict_prose | distance . Soon it could no longer be seen by the naked eye ; but the professor continued to watch it through binoculars |
| 16 | B7E | W_non_ac_nat_science | the position of most stars that can be seen by the naked eye . Following the inroads made by professional astronomers , |
| 17 | G3E | W_fict_prose | animal so small that it could n't be seen by the naked eye could die millions of years ago in the depths of the |
| 18 | JXN | W_ac_nat_science | , have a reddish colour and can be seen by the naked eye . # Superfamily STRONGYLOIDEA # There are several important |
| 19 | C97 | W_pop_lore | , that is zooplankton of a size easily seen by the naked eye . # Above : An Atlantic Trumpetfish browses on the reef |
| 20 | FBE | W_ac_humanities_arts | the fact that Mars and Venus , as viewed by the naked eye , do not change size appreciably during the course of the |

Figure 7: Adjectives occurring with ‘the naked eye’ in the BNC

| | | | |
|----|-----|--------------------------|--|
| 32 | FBE | W_ac_humanities_arts | . He saw that there were many stars invisible to the naked eye . He saw that Jupiter had moons and he saw that |
| 33 | AMS | W_instructional | 'd been prepared to buy houses with flaws invisible to the naked eye ; but now we 'd fallen for one with all its |
| 34 | EF1 | W_fict_prose | slats , contained two seamless sliding doors , invisible to the naked eye , which could only be activated by miniature sonic |
| 35 | FBN | W_pop_lore | of semi-dormancy . Protozoans are effectively invisible to the naked eye ; and flukes nearly so , but other external parasites are |
| 36 | H9Y | W_biography | . It seemed , that it was almost invisible to the naked eye . Was it a bird ? Was it a plane ? |
| 37 | ANX | W_non_ac_nat_science | dim stars the size of Earth and all invisible to the naked eye . So the sun is hardly average . And neither is |
| 38 | HEH | S_interview_oral_history | an awful lot of stars that 's completely invisible to the naked eye . It picks up the very dim stars . (SP:PS2VJ) So |
| 39 | C97 | W_pop_lore | and attachment . Many of these parasites are invisible to the naked eye . # Healthy and happy Koi will only be found in |

Figure 8: More adjectives occurring with ‘the naked eye’ in the BNC

| | | | | | | | | |
|----|-----|--------------------------|--|--------------|----|-----|-----------|---|
| 48 | J0P | W_non_ac_humanities_arts | outside agitator'. Though nothing was more | obvious | to | the | naked eye | than that the members of craft unions were likely to be |
| 49 | B16 | W_ac_soc_science | it can sometimes reveal patterns not immediately | obvious | to | the | naked eye | ; an example of this is shown in exercise 9.3. |
| 50 | B16 | W_ac_soc_science | , however, reveal patterns not immediately | obvious | to | the | naked eye | ; # Figure 9.4 Unemployed supplementary benefit claimants: |
| 51 | FRH | W_fict_prose | always whacked?' It was n't | obvious | to | the | naked eye | ; but we could tell. The family.' Finch |
| 52 | JXV | W_fict_prose | sophisticated infra-red beams, virtually | undetectable | to | the | naked eye | ; Yet another example of how well designed this whole house |
| 53 | BNS | W_pop_lore | in a blur of movement that passes almost | unnoticed | to | the | naked eye | ; Even the puritanical Disney organisation sees the |
| 54 | CMH | W_ac_nat_science | this area, the striate cortex, is | invisible | to | the | naked eye | in sections of the human brain. It is completely absent |
| 55 | CMJ | W_fict_prose | make a weekly sum of money even dimly | visible | to | the | naked eye | ; she had to translate fifty pages a week. a |
| 56 | G15 | W_fict_prose | the Follies. Here was I absolutely totally | visible | to | the | naked eye | ; and your friend looked right through me. I give |
| 57 | ASL | W_non_ac_nat_science | of a millimetre in diameter and are just | visible | to | the | naked eye | ; Unlike the chick, they contain no yolk and their growth |
| 58 | HU4 | W_ac_medicine | of new crypts, colonies enlarge, become | visible | to | the | naked eye | ; then ultimately coalesce to restore the mucosal layer. |
| 59 | ASL | W_non_ac_nat_science | visible, and the human egg is just | visible | to | the | naked eye | ; The three key cell structures are the cell membrane, |
| 60 | AJB | W_newsp_brdshNat_science | to Western Europe. The mite is just | visible | to | the | naked eye | and feeds on honey bees and their grubs by sucking their |
| 61 | AMS | W_non_ac_nat_science | individually are small, they are not always | visible | to | the | naked eye | ; They are revealed in their millions, though, under |
| 62 | AMS | W_non_ac_nat_science | in nature form elaborate colonies, often quite | visible | to | the | naked eye | ; in which different individuals perform different |
| 63 | EFR | W_non_ac_nat_science | , so big that a single one is | visible | to | the | naked eye | ; slowly it makes its way down the tube. When |
| 64 | ANX | W_non_ac_nat_science | so faint, not a single one is | visible | to | the | naked eye | ; Another 15 per cent of stars are orange dwarfs. |
| 65 | FJ0 | W_ac_nat_science | at the crawling stage when they are easily | visible | to | the | naked eye | and can be fed in captivity. At all ages. |
| 66 | B7E | W_non_ac_nat_science | eight, over six times fainter than those | visible | to | the | naked eye | ; Building on his knowledge of the sky gained during the |

Asking learners to consider colligation in their other languages of study, including L1, could be used to promote contrastive analysis and deepen the awareness of other structures and possible shifts in meaning.

Example 4

Corpora also facilitate the investigation of semantic prosody. Starting from a lexical item, which can be either a verb or a noun, the corpus reveals whether it mostly co-occurs with negatively or positively charged words. For instance, according to COCA, the five most frequent adjectives found with the noun 'information' (therefore looking at the left co-text, decreasing the span to only two words on the left) are 'new'; 'personal'; 'other'; 'additional'; 'financial'. The first negatively loaded adjective, 'false', occupies the 23rd position in the list (see Figure 9). Learners can therefore notice that 'information' mostly occurs with neutral or positively charged words.

Figure 9: 'Information' in COCA

| HELP | ? | | FREQ | |
|------|--------------------------|--------------|------|--|
| 1 | <input type="checkbox"/> | NEW | 4050 | |
| 2 | <input type="checkbox"/> | PERSONAL | 3294 | |
| 3 | <input type="checkbox"/> | ADDITIONAL | 3043 | |
| 4 | <input type="checkbox"/> | OTHER | 2708 | |
| 5 | <input type="checkbox"/> | FINANCIAL | 2287 | |
| 6 | <input type="checkbox"/> | MEDICAL | 2217 | |
| 7 | <input type="checkbox"/> | CLASSIFIED | 1677 | |
| 8 | <input type="checkbox"/> | FURTHER | 1673 | |
| 9 | <input type="checkbox"/> | USEFUL | 1646 | |
| 10 | <input type="checkbox"/> | IMPORTANT | 1599 | |
| 11 | <input type="checkbox"/> | DETAILED | 1535 | |
| 12 | <input type="checkbox"/> | PUBLIC | 1260 | |
| 13 | <input type="checkbox"/> | VALUABLE | 1179 | |
| 14 | <input type="checkbox"/> | RELEVANT | 1110 | |
| 15 | <input type="checkbox"/> | ACCURATE | 1016 | |
| 16 | <input type="checkbox"/> | SPECIFIC | 973 | |
| 17 | <input type="checkbox"/> | SENSITIVE | 943 | |
| 18 | <input type="checkbox"/> | GOOD | 824 | |
| 19 | <input type="checkbox"/> | BASIC | 820 | |
| 20 | <input type="checkbox"/> | CONFIDENTIAL | 803 | |

A further activity involves selecting specific sentences from different sources (ACAD, BLOG, WEB) of the COCA context section and verifying which adjectives are particularly recurrent. Students learn to observe how the writer's attitude emerges from the source text and how evaluative meaning expands beyond single words. Without corpora, the teacher would have to discover and collect samples of texts and manually highlight the items of interest, making the noticing exercise slower and less efficient.

So far, we have looked at monolingual corpora as tools to promote in-depth learning. Learner corpora can instead be used for revision activities to encourage critical reading. A selection of old students' essays (which, as already mentioned, are easier to collect and still constitute a corpus) can serve as the foundation for error correction exercises carried out in pairs or small groups, allowing students to benefit from the collective feedback. Motivation is preserved thanks to the fact that the students avoid confronting the shortcomings of their own written production. Given a single essay, asking learners to provide a series of possible synonyms could spark discussions on the shifts in meaning or register: this way, students work on the analysis of

vocabulary use and vocabulary breadth. Learners could also suggest different turns of phrases. If the corpus is made up of texts produced by students who share the learner's L1, the focus could be on recognizing odd expressions or forms that suggest interference, thus enhancing students' awareness of those issues.

4.2. Grammar

Grammar instruction should ideally follow the inductive approach of norm discovery and practice (Meunier 2002:130; Harmer 2015:235), which can be accomplished by focusing on predominantly analytical activities such as corpus-based tasks. Corpus-based tasks can be used as a preliminary activity to support the moment of Production or as an inductive variation of the Presentation moment in the Presentation-Practice-Production (PPP) procedure (Harmer 2015:65); corpora supplement the Activate phase as well as the Study phase in an Engage-Study-Activate (ESA) procedure (Harmer 2015:67), especially in the 'boomerang' type lesson, where the Study step comes at the end rather than the beginning. The "three Is" procedure, namely "Illustration-Interaction-Induction", was designed specifically for corpus use: after examining corpus data (the illustration phase), students engage in a teacher-guided discussion on the data (the interaction phase), and finally draw conclusions about the language features observed (the induction phase) (Daskalovska 2015:131). Procedures, on the other hand, must be constantly

adapted to the type of learners, and tasks requiring analysis and synthesis must be chosen and planned with care in order to retain their motivating potential.

Example 1

Corpora help to broaden the scope of grammar analysis in communication beyond the sentence level (whose importance was seen in Section 3). For example, corpus-based activities can be used to observe the different uses of ‘used to’ and ‘would’ when referring to past actions, which can then be reinforced through writing tasks aimed at building coherence in terms of tense use (Celce-Murcia 2016).

Observing the potential grammatical patterns of a given lemma is useful to perfect knowledge of the form and its use. For instance, the search results for the lemma ‘to seek’ show that the third-person singular form ‘seeks’ is predominantly followed by the preposition ‘to’ and the base form of the second verb (see Figure 10), whereas the gerund ‘seeking’ is found in continuous tenses and followed by a direct object (with only 6 occurrences of the ‘seeking to+verb’ structure; see Figure 11).

1995:4). Modal verbs are one of the many linguistic expressions of modality; some of them can express both epistemic possibility and deontic permission (i.e., may), or deontic obligation and probability (i.e., must: see Figure 12). In order to establish their intended meaning in the ST, careful analysis of their context is required (Eades 2011:298). These issues can be investigated using guided questions based on corpus data from argumentative or informative texts.

Figure 12: ‘must’ in the BNC

| Doc ID | Doc Type | Doc Title | Text Snippet | Features |
|--------|----------|------------------------|---|--|
| 1 | HPD | W_institut_doc | the National Certificate in Travel is detailed below : Students | must, achieve, full, module |
| 2 | CRC | W_pop_lore | excuse for doing nothing at all . The World felt it | must, act, but, how, ? To its cry, Something must be |
| 3 | CL0 | W_pop_lore | achieved through the use of colour and aerial perspective ; I | must, add, here, that, I do not use any ready-made greens as I |
| 4 | CU0 | W_pop_lore | " There were many boys . all equally keen ; I | must, admit, I did, n't remember Neil from those Yeovil days when he |
| 5 | JXY | W_fict_prose | sat back in his chair and surveyed her ; ' I | must, admit, I find, it hard to believe that you do n't have |
| 6 | JTA | S_meeting | he 's said is nothing . (SP:PS4UN) Right ; (SP:PS4UP) I | must, admit, I try, it that (SP:PS4UN) Right . (SP:PS4UP) one |
| 7 | G17 | W_fict_prose | if we intended to ignore your direction ; however ; you | must, agree, to, submit, to, Alexei . s will in all things which |
| 8 | F9R | W_fict_prose | ' Dearest boy . ' said Anna ; ' you | must, allow, me, to, let you depend on me . ' Simon |
| 9 | EWX | W_ac_medicine | effective identification of patients at risk of sudden death | must, allow, possible, therapeutic, intervention . This will require a |
| 10 | FB3 | W_ac_humanities_arts | worked ' (Hall 1981 : 228) ; if one | must, assert, I against, the positivists . that it is impossible simply |
| 11 | GUC | W_commerce | the movement of the group 's interests through time ; one | must, assume, that, a substantial amount of investment must take place |
| 12 | EA9 | W_commerce | should be handled with caution and the utmost discretion ; One | must, avoid, publicity, or anything that could damage the reputation of |
| 13 | AYP | W_misc | minimum property value must be 20,000 and inside London ; it | must, be, 50,000, And the age of the primary application should be |
| 14 | CB5 | W_fict_prose | from her rocking walk Jess realized that one of her legs | must, be, 50,000, deal shorter than the other . ' Hmm ! |
| 15 | CCT | W_commerce | not qualified to suggest any solutions to this problem ; that | must, be, 50,000, for educationists . We take considerable heart from the |
| 16 | FAC | W_ac_soc_science | parts carry IN THAT EXPRESSION ? Clearly not -- so it | must, be, 50,000, of their meanings in other expressions . But equally |
| 17 | CE2 | W_non_ac_polit_Law_edu | on behalf of the company . The holder of the licence | must, be, 50,000, motor, trader , vehicle tester or vehicle manufacturer . His |
| 18 | AOP | W_biography | values the proprieties of artistic freedom : a work of art | must, be, 50,000, work, of free spirit . untrammelled by rules and regulations |
| 19 | BME | W_misc | work plan . The person to whom the task is delegated | must, be, 50,000, to see the role of his task within that plan |
| 20 | CHW | W_pop_lore | do it . In the mid-Eighties they ruled that the scrummage | must, be, 50,000, above, shoulder, height . The end was high for the old |

The expanded context demonstrates how the modals used affect the intended meaning: students can go beyond the sentence level and still notice the aspects of interest in an excerpt of acceptable length.

Example 3

The information retrieved from a search in a monolingual corpus can supplement textbook explanations of the principles or rules for a specific grammatical feature (selection may be required to adjust the results to the

learners' level). A lesson on passive verbs can be boosted by using passive verb frequency data to show learners which verbs tend to be used in the passive form and in which contexts (Conrad 2016). Another problematic grammar point which can be addressed using corpora is the choice between the gerund and the infinitive for those verbs which accept both to-clauses and ing-clauses. The decision depends on semantic factors: for instance, grammar books explain that the verb 'to try' should be followed by the infinitive when the intended meaning is 'I'm trying something difficult' (see Figure 13) and by the gerund when the intended meaning is 'I'm trying something new' (Nettle and Hopkins 2003:135). This grammatical overview is improved and clarified by a corpus search activity. Contrary to what the definitions above suggest, only one instance of 'try + ing' is found in the first person singular: the vast majority of instances (see Figure 14) are imperatives with a specific pragmatic force.

Figure 13: Occurrences of 'try+infinitive' in BNC

| CLICK FOR MORE CONTEXT | | EXPLORE NEW FEATURES | SAVE | TRANSLATE | ANALYZE | |
|------------------------|------------------------------|--|--------|-----------|---------------------------|---|
| 1 | FL6 S_brdcast_discussn | in the end it's a personal decision to , to | try to | achieve | self respect | , to care for yourself better , to |
| 2 | CBG W_misc | serious distortion of anyone's words or beliefs ; We must | try to | act | justly especially | since the situation within the church |
| 3 | HBH W_fict_prose | over there . Of the fact that ; however hard you | try to | adopt | that indifferent | expression , underneath you want me |
| 4 | CKV W_pop_lore | and a Prime Minister from different parties , Mitterrand may | try to | appoint | as Prime Minister | a politician who will make it |
| 5 | A07 W_ac_humanities_arts | been the nature of the inner religious conflict ? One could | try to | approach | it will | the notion of spheres of competence. The |
| 6 | HDD W_non_ac_soc_science | of cycling proficiency tests was discussed and it was agreed to | try to | arrange | such a course | in Juniper Green during the October |
| 7 | CAN W_ac_soc_science | quality . We now , in the next two chapters ; | try to | assess | the range of | opportunities in particular |
| 8 | AR9 W_non_ac_humanities_arts | , and we decided to start a register , firstly to | try to | assess | the scale of | the problem and secondly to try to |
| 9 | FU3 W_misc | . 2. your intentions as set out in the introduction ; | try to | avoid | being overcome | by the sense of relief at finishing which |
| 10 | FT0 W_ac_medicine | , fearing a package has burst , fabricating a story to | try to | avoid | criminal proceedings | ; The symptoms and signs of heroin |
| 11 | HTG W_fict_prose | Elsa and Amiss aside for a briefing ; ' I normally | try to | avoid | having two | new people on duty simultaneously , ' he |
| 12 | HDB W_misc | .She also has to get them ready for bed and | try to | avoid | one child | 's screams waking another . Potty-training is |
| 13 | G3G W_fict_prose | planetary speed' . ' Exactly . So we have to | try to | avoid | them | And we can do it . We 'll |
| 14 | FEU W_misc | gives you invaluable experience in committed work . Preferably | try to | be | an honest | Sect before you are a Chairman . You |
| 15 | FU3 W_misc | b) They are essentially personal , and although historians may | try to | be | objective and | impartial they can not free themselves |
| 16 | C9K W_pop_lore | them and the moan I've had is that sometimes they | try to | be | too accurate | ; There 's maybe a little sixteenth note |
| 17 | JVB W_fict_prose | it was a compliment , she thought crossly ; ' I | try to | be | ; Well , do n't . This is | |
| 18 | B03 W_newsp_other_report | the time why you have . ' We need help to | try to | become | whole people | , and to learn to start liking something |
| 19 | J97 S_meeting | first one to come round . (unclear) (SPj97PSUNK) Do n't | try to | blame | me . (SPj97PSUNK) | Bottom pile in choices if you can |
| 20 | K2D W_newsp_other_sports | Donna McCarrigan and Fiona Connolly from this week ; # Moonbeams | try to | book | lunar holiday | ; # ULSTER spacers have been shy about |

All the activities can be implemented by asking students to provide a translation of the structure either in their native language or in another language of study so as to stimulate discussion on the various alternatives. It is one way of applying the learner-centred approach, as the teacher would be a guide in terms of asking the right questions, but not in terms of being the sole repository of linguistic knowledge.

Example 4

Understanding the grammatical differences between North American Standard English and British Standard English would be valuable to translation students. International productions made available through streaming services and the use of social media expose English learners to the language. This is beneficial in that students are exposed to a variety of languages; yet, they require assistance in channelling that knowledge and producing acceptable and cohesive language. While the origins of some constructions may be easily recognizable (such as the filler ‘like’ in American English), corpus analysis can assist with the less obvious options. For instance, the syntactic pattern ‘verb + likely + verb’ is more common in the United States, Canada, and Ireland than in Great Britain, according to the GloWbe.

Figure 16: ‘verb + likely + verb’ in the GloWbe

| SECTION | FREQ | SIZE (M) | PER MIL | CLICK FOR CONTEXT (SEE ALL) |
|---------------|------|----------|---------|-----------------------------|
| GENERAL | 103 | 1,299.5 | 0.08 | |
| BLOG | 74 | 583.7 | 0.13 | |
| United States | 60 | 386.8 | 0.16 | |
| Canada | 15 | 134.8 | 0.11 | |
| Great Britain | 33 | 387.6 | 0.09 | |
| Ireland | 14 | 101.0 | 0.14 | |
| Australia | 11 | 148.2 | 0.07 | |
| New Zealand | 4 | 81.4 | 0.05 | |
| India | 7 | 96.4 | 0.07 | |

In contrast, the structure ‘stop + pronoun + ing form’ is more frequent in British English (see Figure 17). Should teachers want to go into detail, they could refer to the expanded context (see Figure 18).

Figure 17: ‘stop + pronoun + ing form’ in the GloWbe

| SECTION | FREQ | SIZE (M) | PER MIL | CLICK FOR CONTEXT (SEE ALL) |
|---------------|-------|----------|---------|-----------------------------|
| GENERAL | 5,500 | 1,299.5 | 4.23 | |
| BLOG | 2,569 | 583.7 | 4.40 | |
| United States | 450 | 386.8 | 1.16 | |
| Canada | 88 | 134.8 | 0.65 | |
| Great Britain | 4,445 | 387.6 | 11.47 | |
| Ireland | 646 | 101.0 | 6.39 | |
| Australia | 917 | 148.2 | 6.19 | |
| New Zealand | 518 | 81.4 | 6.36 | |
| India | 148 | 96.4 | 1.53 | |
| Sri Lanka | 100 | 46.6 | 2.15 | |

Figure 18: The expanded context of ‘stop + pronoun + ing form’ in the GloWbe

| CLICK FOR MORE CONTEXT | | EXPLORE NEW FEATURES | SAVE | TRANSLATE | ANALYZE |
|------------------------|-------------------------------|----------------------|------|-----------|--|
| 1 | GB G ...socialistworker.co.uk | 🔍 | 🔍 | 🔍 | protected by their rich and powerful friends. # Those at the top want to stop us looking at anything which points to a wider scandal, the consequences of which |
| 2 | GB G ...cancerresearchuk.org | 🔍 | 🔍 | 🔍 | have no sign of recurrence or spread to date. Too often treatments available may stop you dying from cancer in the interim but have horrendous side effects |
| 3 | GB G ...oneysavingexpert.com | 🔍 | 🔍 | 🔍 | 's a minor consolation. If the delay's unreasonable, there's nothing to stop you contacting it to say you aren't happy, and asking for extra compensation |
| 4 | GB G guardian.co.uk | 🔍 | 🔍 | 🔍 | that actually enter the data into the database? What measures are in place to stop them handing over a few thousand records for a handful of cash? Is the |
| 5 | GB G babycentre.co.uk | 🔍 | 🔍 | 🔍 | struggle to find things to fill the day with to entertain my girl and to stop her watching TV all the time (which I hate as it makes me feel |
| 6 | GB G uk.answers.yahoo.com | 🔍 | 🔍 | 🔍 | ? And is there anything I could put on the bit where she bites to stop her doing it? Preferably something that's easy to get the hold of. |
| 7 | GB G pocket-lint.com | 🔍 | 🔍 | 🔍 | Phillips realised that reproducing on a TV the nodular design of moths' eyes that stops them reflecting light at night, could have a pretty startling impact on pic |
| 8 | GB G amazon.co.uk | 🔍 | 🔍 | 🔍 | child abuse of any sort, for the simple reason I find it hard to stop myself thinking of any child going through such harrowing times. This book however, |
| 9 | GB G nomorepanic.co.uk | 🔍 | 🔍 | 🔍 | although I have had an ecg & all was fine it still doesn't stop you getting a p/a as soon as you get a pain in the correct region.) |
| 10 | GB G ...bilty-advice.org.uk | 🔍 | 🔍 | 🔍 | many times similar things have happened, and how having somebody with you could have stopped it happening or helped you afterwards. # If you have ever |
| 11 | GB G ...loucestershire.co.uk | 🔍 | 🔍 | 🔍 | Allen can't afford a UK university postgraduate course, but has not let that stop him chasing his dream. # ON THE MOVE: Chris Allen is moving to |
| 12 | GB G denofgeek.com | 🔍 | 🔍 | 🔍 | when the Doctor was near. In Asylum the Doctor gave Amy his bracelet to stop her transforming . Ever since then his moral compass seems to be a bit off |
| 13 | GB G pistonheads.com | 🔍 | 🔍 | 🔍 | they think they might need fewer or different people going forwards there's nothing to stop them asking the workforce whether anyone is willing to be redepl |
| 14 | GB G guardian.co.uk | 🔍 | 🔍 | 🔍 | Clinton started out with some radical reforms for the poorest Americans, but big business stopped him carrying them out. As government and democracy is re |
| 15 | GB G scotsman.com | 🔍 | 🔍 | 🔍 | suspect it is likely that it was an RAF jet. We have regulations which stop us flying supersonic overland and we adhere to those rules. But we are in |
| 16 | GB G ...ramble.blogspot.com | 🔍 | 🔍 | 🔍 | health & safety department... accident waiting to happen. # Is there anything to stop someone investing say 500 Million in a league one or two side in the hoj |
| 17 | GB G telegraph.co.uk | 🔍 | 🔍 | 🔍 | was charming, hospitable and delightfully dotty. Once, when a jobsworth tried to stop him walking on land designated as a site of special scientific interest " b |
| 18 | GB G guardian.co.uk | 🔍 | 🔍 | 🔍 | the civil service. # Politicians are elected, true, but that doesn't stop them having rubbish ideas and needing to be told its rubbish. It takes a |

Example 5

In grammar activities centred on learner corpora, essays written by English learners who share the trainees' L1 could be utilised to improve awareness of common transfer errors. Students' contrastive abilities and structural knowledge would be strengthened by error correction of the grammatical element of interest (Meunier 2002:122). The brevity of students' essays allows teachers to work on specific linguistic issues without compromising the length of the activity or the students' attention. Learner corpora could be employed to improve cohesion and coherence, which are essential in both the analysis of the source text and the rewriting stage of inverse translation. Learner corpora can help with tasks aimed at increasing awareness of grammatical as well as lexical cohesive devices. Trainees could be encouraged to identify difficulties with text cohesiveness and propose alternative solutions, introducing them to reference, ellipsis, substitution, and conjunction. While these revision tasks work best with examples of flawed writing, well-written and effective texts can also be used for cloze exercises in which students must identify the best cohesive option. These corpus-based analytical tasks help students prepare for inverse translation by preventing awkward or erroneous L2 output (Schmitt and Schmitt 2020:95).

The goal of this overview was to provide practical examples of corpus-based activities. Performing corpus-based tasks requires pre-teaching a variety of skills such as computer use, data handling, observation, and hypothesis generation from data. Teachers should be properly trained to use corpora in general and to define activities for a translation-oriented English

course in particular. This is one of the major issues that has slowed the use of corpora in the English classroom and will likely have an impact on the redefinition of English for translator training: motivation, availability of materials, and the ability to teach with them are all important factors in the selection of teaching materials and techniques (Breyer 2009:154). As a result, the endorsement of corpus-based learning is inextricably linked to teacher education. To reach a broader audience of educators, data-driven learning must go beyond the relatively narrow field of applied linguistics. As the diffusion of data-driven learning in universities is unclear (see Lin 2021; Crosthwaite ed. 2020; Vitaz and Poletanović 2019), the extent of this claim can only be verified by examining the competence of native-speaker English lecturers, who, unless versed in applied linguistics, may use more traditional teaching methods.

The activities outlined above are meant to show that online corpora can provide useful data without requiring corpus-building expertise. Many monolingual corpora are available for free consultation, which should encourage their use in the classroom. Furthermore, ready-to-use resources reduce the Time-In Time-Out ratio (Harmer 2015:200), ensuring that the time spent preparing the activity is proportionate to the time spent working on it during class. Nevertheless, teachers of English in translation training degrees must be aware of the specific purpose of using the language to translate, the linguistic knowledge translators require, and the linguistic difficulties that they regularly face.

5. Conclusion

It is not necessary to completely rethink established pedagogic ideas to start tailoring English language training to the demands of trainee translators; rather, the methodology must be adjusted to the specific learning and professional setting. English for translator training must be viewed as a type of ESP with specific objectives: (1) in-depth discussion of textual genres; (2) proper training in the increasingly common practice of inverse translation, which includes a contrastive investigation of the two languages involved; and (3) a teaching approach that emphasises discursive features.

Section 2 demonstrated that communicative language teaching is a viable option for translation students, as long as the methodology is tailored to the goal of language learning for translation and allows for the use of several languages. For this reason, the bi-multilingual approach can be utilised in the classroom to familiarise students with the contrastive approach to language that is required for developing bilingual and translation competence.

Section 3 demonstrated the need of defining lexicogrammatical goals in terms of source text analysis (for direct translation) and written production (inverse translation).

The integrative tasks based on many types of corpora presented in Section 4 can meet all of these needs. Learners could use monolingual corpora to check lexical or phraseological patterns by analysing grammatical or lexical

features in several text genres (Vigier 2019:94). The use of monolingual corpora broadens the scope of problems to be investigated, focusing on vocabulary depth, synonyms, colligation, and semantic prosody in ways that go beyond textbook explanations.

Learner corpora are ideal for teaching students about revision work because identifying errors in a text can help them verify their own translations more thoroughly. Because learner corpora include texts written by L2 learners with no connection to the classroom, students do not have to fear the teacher's or classmates' corrections, which reduces classroom anxiety. Students can assess their own weaknesses based on how easily they can complete the task, but the emphasis is not on their written output. Selecting learner corpora based on the trainees' L1 also favours contrastive activities and prepares them to work with two languages concurrently.

The full exploitation of corpora in English for translator training is part of a "long-term perspective" project of curriculum redefinition (Meunier 2002:138). As in the future "translations will be produced with major changes in two key respects: who translates, how, and why and how machines are integrated in the process of translation" (Palumbo 2019:321), the use of corpus-based methodologies in both translation and English classes would improve trainees' computer skills and thus instrumental competence.

Despite the expanding popularity and accessibility of corpus tools and materials, only a small percentage of teachers are trained in corpus linguistics and utilise corpora on a regular basis. The corpus-linguistic turn has had only

a limited impact on English language teaching. However, active use of corpora would aid in attaining specific translation-oriented learning objectives and should thus be considered when customising English courses to the needs of the translation profession.

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