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Accessing and interpreting corpus information in the teacher education context

As more and more teachers become aware of corpus resources and their applications in data-driven learning, questions arise as to how best to prepare teachers, both pre- and in-service, appropriately to access and interpret corpus information. This is also important as an element of materials evaluation as more and more types of materials and resources become corpus-informed (e.g. grammars, course books, skills material). To date, relatively little attention has been given in teacher education programmes to the training of teachers as corpus creators, users and analysers, and evaluators of corpus-informed teaching resources, but such skills will become increasingly important as the influence of corpora becomes more dominant in our profession.