Meaning-making & *language learning resources* for *real-life purposes: corpus-based *writing* applications

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Meaning-making & language learning resources for real-life purposes

1. ACTRES corpus-based writing applications

2. Language learning: pilot study

3. Results & Conclusions
http://actres.unileon.es/

PROJECT LEADER
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ACTRES
one of the main goals

to produce writing applications in the form of text generators

for Spanish language, non-linguist users in different professional fields & contexts

to help improve internationalization & marketability of products & services.
Corpora & generators for composition of scientific & technical English

Corpora EN-ES (genre based): reliable meaning-making resources

Users: L1 Spanish, B1 EFL
"useful" for specific work environments

Generators (support accuracy & LL learning):
“user-friendly”, productivity-driven interface, appropriate suggestions, “effective, practical” tools

“hands-on learning”
**Corpus 0 C-FIVI ©**: Generator of wine tasting notes  
(actres.unileon.es)

<table>
<thead>
<tr>
<th>Tagged rhetorically</th>
<th>No. Texts/words (EN)</th>
<th>No. Texts/words (ES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves, steps &amp; sub-steps</td>
<td>716 52,413</td>
<td>750 54,408</td>
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</tbody>
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**Linguistic team**
- Belén López Arroyo
- MªÁngeles Diez Fernández
- Roda Roberts
- Veronica Colwell

**Technical team**
- Hugo Sanjurjo González
- Héctor Aláiz Moretón
- Francisco J. Palacios Burgos
1. Selección de nivel

3 opciones de escritura (de menos a más compleja)

Selecciona una de las 3 opciones utilizando como base los ejemplos siguientes de la fase gustativa.

Según sea tu opción aparecerán las ayudas pertinentes. Si cambias de opción se borrará todo el contenido escrito con anterioridad.

1. Opción 1
2. Opción 2
3. Opción 3

Ejemplos:

(tiempo de aromas en fase retromacional) flavours of (aromas del vino) [and (aromas del vino)] -> Dark fruit flavours of blackberry and cassis

(This wine / nombre del vino) offers {flavour / flavours} of (aromas del vino) [and (aromas del vino)]

- This wine offers flavors of peach, pear, grapefruit and banana

Flavours of (aromas del vino en fase retromacional) dominate in the {palate / mouth} and linger through the finish

- Flavors of concentrated and ripe citrus fruits dominate in the mouth and linger through the finish
2. Fase visual

1. Tras hacer clic en una opción se elige una de las fases

Ejemplo:
Merlot is ruby red in colour.

Sugerencias:

(Nombre del vino) is (nombre de color) in colour.
(Nombre del vino) has (has offers) a (nombre de color) colour.
(Nombre del vino) is (nombre de color) in colour.
(Nombre del vino) has a (nombre de color) colour with (nombre de color) rim

2. Se elige una de las sugerencias de escritura

3. Se escribe en el cuadro de texto

3. Fase olfativa

3.1 Aroma
FIVI generator: features for teachers

- **genre-based**, real-life **models**
- **authentic** examples from corpora
- **linguistic options** & recommendations
  - 3 levels ± complex notes
- **gapped phrases** – customised content
- lexicographical tool - **specialized bilingual glossary**

**BUT:** Spanish?
  - Grammar provided?
  - Specialized dictionary?
Pilot study

Might such **generators**, e.g., **FIVI**, serve as **as a language learning resource in the L1 Spanish EFL class**?

If so, **to what extent** and **how**?
Context for pilot study:

Linguistic & intercultural preparation for workplace

- Simulated job applications, on-going project work (2010 -)
  with Sweden, China, Poland, England

Teams compose ads for “real” local jobs (genre-based)

- CVs, applications, interviews via video conference
- Awareness-raising
- Consciousness raising
- Process & product
- Just-in-time learning
- Portfolio
- Self-assessment
Pilot study (adaptation):
Show the company what you “can do”

León’ Spirit
Get to know the company!

What can you do for the company?
What might the company want you to do?
How might your language skills be useful?

wine tasting notes
(models, moves, steps, customised content)

Marketing & ADVERTISING in the GLOBAL village
Get it right the 1st time!
Meaning-making & language learning resources for real-life purposes

**B1 learners - acutely aware – writing practice needed, accuracy a priority**

**THE TEXT GENERATOR**

**Noticing** – through **collaborative** text construction **interactive & dynamic**

Meaningful, **supported writing** practice explicit - implicit

**Reflection & portfolio** development
ACTRES text generators - POTENTIAL

Initial findings

- Top-down processing ⇒ awareness-raising
  - Genre: moves, steps - register, style,
    ⇒ customised content & terms
  &
- Bottom-up ⇒ consciousness-raising ⇒ Pushed-output ⇒ Focus-on-form
  ⇒ Gaps in linguistic knowledge ⇒ Avoidance ⇒
  ⇒ Accuracy
  ⇒ “Dialogue”
Unexpected outcomes: A LEARNING RESOURCE

Learner engagement

- L1 ✓✓✓
- Grammar ✓✓✓
- Specialised dictionary ✓✓✓
- just as happens in interaction in class
- consciousness-raising
- awareness-raising

Confidence building; sense of achievement
Perceived added value:
Linguistic & intercultural preparation for workplace

- Awareness-raising
- Real-world

Genre-based

Writing practice
- Meaningful
- Support
- Accuracy

L1 – TL
Consciousness-raising

Learner Engagement

Learning resource
interactive, authentic & stimulating ⇒ learner-friendly
Thank you!