Review

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Learner Corpora and Language Teaching, Sandra Götz, Joybrato Mukherjee, John Benjamins, Amsterdam (2019). 267 pp. EUR 99 hardbound, ISBN 978-90-2720-236-9

Learner Corpora and Language Teaching edited by Sandra Götz, Joybrato Mukherjee combines research papers in the field of language pedagogy and state-of-the-art learner corpus research studies. The authors edited papers presented at the Teaching and Language Corpora Conference (TaLC) in 2016 and made the decision to only include specific research to a growing and more meaningful field of language acquisition studies and foreign language teaching.

The editors divided the book into 11 relevant papers in the field of learner corpus application to teaching pedagogy. These 11 papers are further divided into four thematically defined sections to ingraciate readers into several nuances of spoken corpus design and corpus data uses.

The first section of the book deals with new learner corpora and new tools developed for deeper research. Examining the new forms of corpora available and then the tools being developed state-of-the-art error analysis is the focus of this section overall.

The second section of the book deals with learner-corpora studies that explore hardly researched topics. The section highlights the need for deeper exploration of language issues that wide-scale, traditional studies may not have broached but could still be meaningful to language development.

The third section focuses on studies that have exclusively made use of spoken language corpora which also focus on more innovative topics. The studies in this section highlight language learner research extracted from spoken corpora and the usefulness of that data. This section is of importance to readers who will continue to section 4. In order to comprehend the call for more corpus driven contributions, one muset first appreciate the research currently being undertaken.

The last section of the book includes contributions by corpus linguists and their drive to include more learner corpus influenced contributions to the language learner classroom and the divide between the advancement of corpus linguistics and the static language learner experience.

The overall direction of the book and the commonality among the papers contributed is its focus on language-pedagogical consequences to the areas of language teaching, assessment, and testing. With such implications being brought to the forefront in those research samples, the spotlight on the application of corpus linguistics to the field of language learning is pushed more into the limelight. The core message of the contributed papers is that the field of corpus linguistics needs to work more hand in hand with language instruction to make a meaningful contribution for the sake of language learners. By highlighting often overlooked areas of language and through the presentation of new technologies that could revolutionize the field of corpus linguistics, the book takes an informative and innovative approach to presenting this core message.

The book itself provides a strong case for the inclusion of more state-of-the-art technology and tools in the development of learner corpora as well as several studies of note that highlight less-frequently researched topics in the field of corpus linguistics. One contribution that caught the attention of this

reviewer was the research section provided by Olga Vinogradova who highlighted the generation of English test questions generated from manually annotated errors in EFL essays and the implications such test question generation could have on teaching pedagogy. While the paper was rather small in scale and outlook, the research presented embodied several principles promoted by heavyweights in the field like Granger and Gilquin who adhere to the notion that highly representative and meaningful data gathered from learner corpora can have impactful realizations in the language learner experience through careful and deliberate presentation and implementation.

   In sum, this book is a very important representation of continuing trends in the field of corpus linguistics that is always undergoing moving forward with technological revolutions, better tools in annotation and organization, and the interconnectivity of both learners and educators. With corpus linguistics moving forward and language instruction seeming stuck in its place, further exploration of joint development need to be further explored. The authors realize the importance of exploring new methods of corpus data integration into education and language teaching pedagogy and explore various methods in which this may be carried out.   For those interested in the evolving face of language education, this work presents an insightful and meaningful source of more up to date information.

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