

Image 2: WebSCoRE Interface (www.antlabsolutions.com/webscore/) [1]

The screenshot shows the WebSCoRE interface with the following settings: Target Language: English (selected), Japanese; KWIC View: Scrolling, Parallel (selected); Keywords: Yes (selected), No; Database: All Levels; Sampled Hits: 10. The search term is 'student*'. The results are displayed in two sections: Target Corpus and Reference Corpus.

HIT	Target Corpus
<input type="checkbox"/> 1	Were there a lot of students in the professor's office?
<input type="checkbox"/> 2	Were there a lot of students who attended the lecture last Monday?
<input type="checkbox"/> 3	Several students have gone into research and development for a
<input type="checkbox"/> 4	; of competition between the two smartest students in our grade.
<input type="checkbox"/> 5	The school policy said that students must wear uniforms.
<input type="checkbox"/> 6	The teacher asked the students to discuss what they found out about their
<input type="checkbox"/> 7	The assigned teachers gathered their students and loaded them onto buses.
<input type="checkbox"/> 8	There are few new students .
<input type="checkbox"/> 9	school has given away t-shirts to several students .
<input type="checkbox"/> 10	achers practicing for the play amused the students .

HIT	Reference Corpus
<input type="checkbox"/> 1	その教授の研究室には大勢の学生たちがいましたか？
<input type="checkbox"/> 2	先週月曜日のその講義に出席した学生はたくさんいましたか？
<input type="checkbox"/> 3	数人の学生はある大手の製薬会社の研究開発部門へ入社しました。
<input type="checkbox"/> 4	我々の学年で成績トップの2人の生徒の間には常にある種の競争がありました。
<input type="checkbox"/> 5	学校の方針は生徒たちは制服を着なければならぬと書いてありました。
<input type="checkbox"/> 6	先生は学生たちに彼らの研究課題について発見したことを議論するよう求めました。
<input type="checkbox"/> 7	配属された先生たちが学生を集めてバスに乗せました。
<input type="checkbox"/> 8	ほとんど新しい生徒はいません。
<input type="checkbox"/> 9	学校は数人の生徒にTシャツを配りました。
<input type="checkbox"/> 10	劇の練習をしている教師たちは生徒たちを楽しませました。

Parallel corpora and language learning

Parallel corpora play a prominent role in domains such as translation studies or contrastive studies of language[6]. However, they have only seen limited use in language learning contexts. There are two general beliefs about corpora that limit their use in language learning contexts. The first belief, assuming that barriers such as lack of electricity or access to the internet are not issues, is that the kind of language found in corpora is too difficult for learners to understand or make use of. And the second one is that even if the language were of the appropriate level, the tools for manipulating and searching corpora are not learner-friendly; they are designed with researchers, not language learners, in mind. Moreover, parallel corpora specifically face issues such as a lack of awareness even among generally corpora-aware instructors, and a lack of accessible tools for searching parallel corpora.

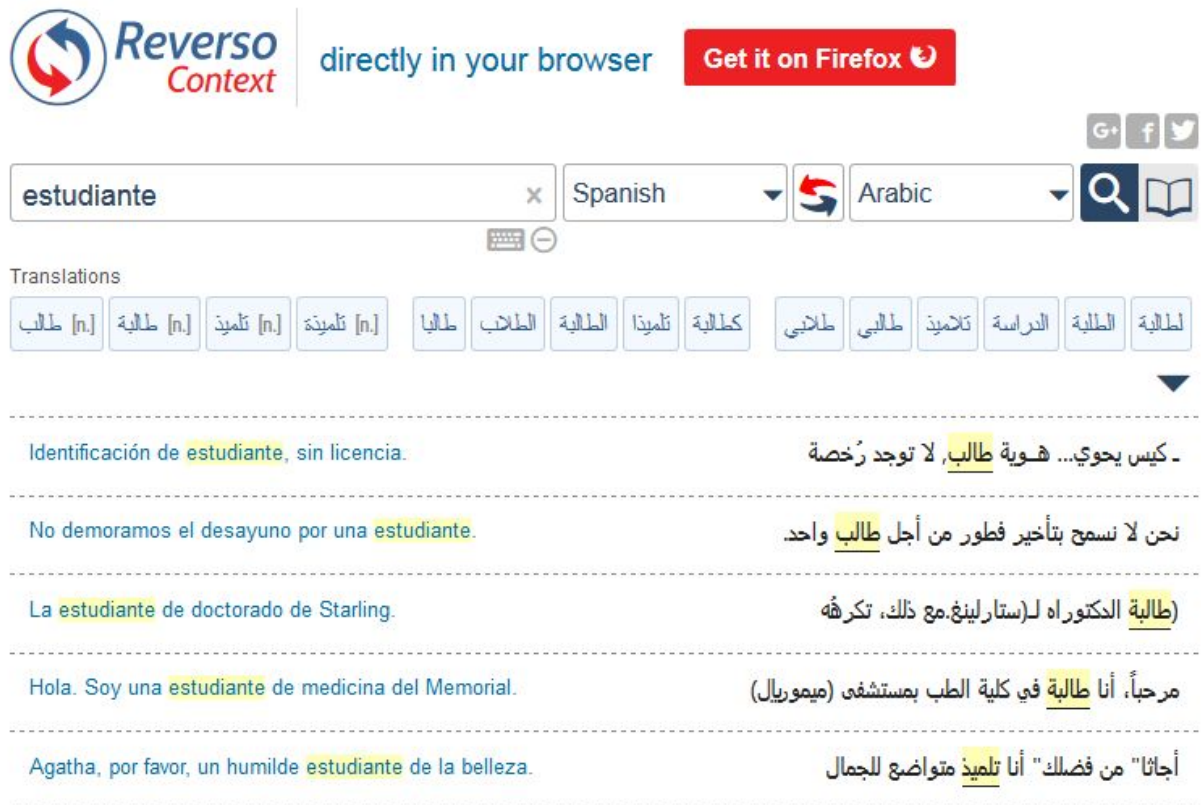
Still, parallel corpora are promising resources which may be able to help instructors and learners overcome some of the barriers to effectively engaging in DDL. The inclusion of L1 concordance lines alongside target language concordance lines can help learners to understand the target language lines [2]. Additionally, parallel corpora can boost L2 comprehension when dictionaries (monolingual or bilingual) and monolingual corpora do not provide enough, or not the right kind of, information sought by learners [4]. Both lexical [10]

and grammatical [2] study by lower proficiency learners can be aided by the use of parallel corpora.

Furthermore, there has recently been an increase in the development of tools and corpora that are designed to be more learner-friendly. The aforementioned English-Japanese SCoRE, for example, is explicitly designed for learners, including the web-based tools for searching it. Another simple to search parallel corpus is the bi-directional Portuguese-English COMPARA [5]. As more parallel corpora featuring more language pairs are developed, we may also see the development of more learner-friendly tools.

There also exist multilingual projects such as Linguee [7], Tatoeba [8], and Reverso Context [9], which produce multi-directional parallel concordance lines. For example, Reverso Context provides sentence pairs into and from 12 languages. The following images illustrate samples of Spanish and Arabic parallel concordance lines, and English and German parallel concordance lines in Reverso Context.

Image 3: Reverso Context, Spanish-Arabic



The image shows the Reverso Context website interface. At the top, there is a logo for Reverso Context, the text "directly in your browser", and a red button that says "Get it on Firefox". Below this is a search bar containing the word "estudiante". To the right of the search bar are dropdown menus for "Spanish" and "Arabic", and a search icon. Below the search bar, there is a section labeled "Translations" with a list of Arabic words: [n] طالب, [n] طالبة, [n] تلميذ, [n] تلميذة, طالب, الطلاب, الطالبة, تلميذا, كطالبة, طلاني, طالبى, تلاميذ, الدراسة, الطالبة, لطالبة. Below this list, there are five rows of parallel concordance lines, each consisting of a Spanish sentence on the left and an Arabic sentence on the right. The Spanish sentences are: "Identificación de estudiante, sin licencia.", "No demoramos el desayuno por una estudiante.", "La estudiante de doctorado de Starling.", "Hola. Soy una estudiante de medicina del Memorial.", "Agatha, por favor, un humilde estudiante de la belleza." The Arabic sentences are: "- كيس يحوي... هوية طالب, لا توجد رخصة", "نحن لا نسمح بتأخير فطور من أجل طالب واحد.", "(طالبة) الدكتوراه ل(ستارلينغ مع ذلك, تكرهه", "مرحباً، أنا طالبة في كلية الطب بمستشفى (ميموريال)", "أجاثا" من فضلك" أنا تلميذ متواضع للجمال".

Image 4: Reverso Context, English-German

Reverso Context directly in your browser Get it on Firefox

student English German

See also: student mobility college student student body student loans

Translations

Student [nm.] Schüler [nm.] Studenten [n.] Studentin [nf.] Schülerin [nf.] Studierenden studentischen studentische studiert Studenten- [adj.] Studierende [nf.] Kursteilnehmer [n.] Teilnehmer [n.] Studium [n.] Studierender [nm.] Teilnehmerin [n.]

A student O.D.ed on an unidentified hallucinogenic drug. Ein Student starb an einer Überdosis von einer nicht identifizierten halluzinogenen Droge.

An NYU student was abducted last night. Ein Student der New York University ist gestern Nacht entführt worden.

A diligent student needs no teacher... Ein guter Schüler braucht keinen Lehrer, er ist selber einer.

- New student tryouts are next week. - Die Aufnahmeprüfungen für die neuen Schüler sind nächste Woche.

It's an asian student from usc. Es geht um einen asiatischen Studenten von der USC.

Conclusion

As awareness of parallel corpora grows, and more research is conducted using them, we may discover which tasks they are best suited for, which students benefit the most from their use, what pedagogic design principles make them the most useful, and what kinds of tools are the best for helping learners to exploit them.

References

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