Introduction

Learner corpora and language teaching

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The present volume contains a selection of thematically related papers presented at the 12th *Teaching and Language Corpora Conference* (TaLC) in Giessen in 2016. Although the conference welcomed papers and posters from all areas that combined language learning and teaching with the utilization of corpora, the present volume focuses on – and thus only contains – 11 papers that present state-of-the-art learner corpus research studies with clear language-pedagogical implications.

While native corpora and corpus linguistic tools and methods have been used and applied for quite some time in the development of learning and teaching materials, most notably through the development of data driven learning scenarios, learner corpora are only just beginning to impact the field of language teaching (including language testing and assessment) more systematically. In her survey on the contribution of learner corpora to second language acquisition and foreign language teaching, Granger (2009: 24) concluded ten years ago that "there is undeniably very little evidence of fully-fledged up-and-running applications". The situation today is still very much the same. This is very surprising indeed, as learner corpora present large amounts of "hitherto inaccessible information on what learners can and cannot do at different levels of proficiency" (Granger 2015: 505), which can undoubtedly be very useful for language-pedagogical purposes. For instance, findings from learner corpus analyses can inform teaching materials developers to take into consideration features that are over-, under-, or misused by certain learner populations and thus put special emphasis on these over others (e.g. Gilquin, Granger & Paquot 2007; Flowerdew 2015; Granger 2015). However, despite these obvious benefits of learner corpus research to language pedagogy, Flowerdew (2012: 283) finds that "learner corpora are still at the periphery of language teaching".

With this volume, we would like to contribute to closing the still existing gap between linguistic corpora and the language classroom and discuss the high potential of learner corpus research for language teaching, testing and assessment

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