

Compilation of the Learner Bilingual Corpus and  
Its Use in Class: Making Teaching Materials Using  
"EasyConc.xlsm"

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Three Learner Corpora useful for English  
Language Teaching in Junior and Senior High  
School

Corpus A: Corpus compiled by textbooks  
authorized by the Ministry of Education and  
EIKEN exam texts

Corpus B: Learner corpus: English texts  
produced by students

Corpus C: Learner parallel corpus: Japanese  
and its paraphrased English Texts. The English  
texts are the ones students could not express  
in English.

Corpus B — What students expressed by themselves in  
English  
Corpus findings: Concordance of '-ed participles' in  
passive form

Concordance of 'Yb(am|is|are|was|were)Yb {Yw+ } (0,3){Yw+ed}Yb' from  
the Corpus of Japanese Culture produced by junior high school students.

Hit	KWIC	File
1	cup ramen. The noodles are <b>already</b> flavored. This is the	Jap.
2	he rules of making tea are <b>called</b> temae. Before the gues	Jap.
3	about hashi . Hasdhi are <b>called</b> chopsticks in English.	Jap.
4	are interesting. They are <b>called</b> kuroshozoku. It's heal	Jap.
5	s of juryo to makuuchi are <b>called</b> sekitori. Miss Kato	Jap.
6	e animals. The animals are <b>called</b> eto. Ne, ushi, yora,	Jap.
7	is Kotoza. These stars are <b>called</b> Hikoboshi or Kengyu an	Jap.
8	the person, the people are <b>called</b> toshi-otoko for men or	Jap.
9	of girls. These dolls are <b>called</b> hinaningyo. The emp	Jap.
10	from komusubi to ozeki are <b>called</b> sanyaku. The two ranka	Jap.
11	children's toys. They are <b>decorated</b> in a traditional wa	Jap.
12	d rank is ozeki. They are <b>demoted</b> if they record two au	Jap.
13	ing traditional kimono are <b>displayed</b> to pray for the hap	Jap.
14	), and three servants are <b>displayed</b> below them. Small f	Jap.
15	yakawa All children are <b>dressed</b> up for shichi-go-san.	Jap.

Pedagogical Implications from the findings of Corpus B:  
data driven learning by using past participles in passive  
voice

Task 1 Please underline the passive form in each line. \*

- 1.....e old legend of China. One of them was adopted from the story of Shokujitsu and K.
- 2 → also a military sport. Formally it was called sumai then. Now sumo is a nation.
- 3 → n old Japanese calendar. This event was called tanabata. Tanabata means pacific.
- 4 → So people thought that those cards were called karuta. Today, karuta is known to.
- 5 → people enjoyed the tea ceremony. It was perfected by Senno Rikyu. It has a great.
- 6 → is? There are 2 reasons why obake were created. One comes from old stories and .
- 7 → Hiratsuka's shopping street was really decorated. And there were many yatais. I.
- 8 → Kyoto, confections called kyo-gashi were developed as religious offerings - kumot.
- 9 → 1 Japanese confections - wagashi - were influenced by other countries. Beginning.
- 10.....e oriental zodiac cycle. This cycle was introduced from China. This cycle's sign.

Task 2 What preposition comes after 'used'? Please underline the word.\*

- 33.....innya. A long time ago the aoinonon was used by kamoiininya. Kamoiininya was in ..
- 34.....Aira Taro. In sengoku, the aoinonon was used by Matsudaira, Honda, Ima, and Shira.
- 35 → sugar. Sugar was expensive then. It was used for a few medicines.) Samurai ate f.
- 36 → he next eto animal. By the way, eto was used like a clock many years ago. Do you.
- 37.....e old ancient China. This time system was used until A.D. 18. TOEIC: J. SUMO Mr.\*

Pedagogical Implications from the findings of Corpus B:  
data driven learning by using past participles in passive  
voice

Task 3 Gap-fill Exercises\*

Fill in the bracket with the suitable word 'a' to 'e'. Change each word into the suitable form.\*

a. call b. use c. paint d. introduce e. invent\*

- 3 → n old Japanese calendar. This event was ( ) tanabata. Tanabata means pacific.
  - 13 → ceremony begin in Japan? Miku. Tea was ( ) to Japan from China. During t.
  - 20.....eriod of Gokan in China, that painter was (.....). Shoda is calligraphy, the.
  - 25.....a period. Kabuki actors or actress were ( ) on the bagofita. Kabuki is Japane.
  - 36 → he next eto animal. By the way, eto was ( ) like a clock many years ago. Do you.
- (Answers: 3 called 13 introduced 20 invented 25 painted 36 used)\*

Task 4 Matching Exercises\*

Match each part on the left with a part on the right so each sentence makes sense. Write the number in each bracket.\*

- 4.....So people thought that those cards were called → by Mr. Ando Monofuku in 1968. (.....3 )
  - 13.....ceremony begin in Japan? Miku. Tea was introduced karuta. Today, karuta is known to ( )
  - 17.....Food in about 1974. Instant food was invented → like a clock many years ago. Do you ( )
  - 25.....a period. Kabuki actors or actress were painted → on the bagofita. Kabuki is Japane ( )
  - 36.....he next eto animal. By the way, eto was used → to Japan from China. During t ( )
- (Answers: 4(13), 13 (30), 17 (4), 25 (25), 36 (17))\*

The Dilemma of the Learners of English

- Why couldn't Japanese learners of English express themselves in English?
  - The main reasons:
    - They don't have enough vocabulary to express.
    - Vocabulary input from the textbooks authorized by the Ministry of Education is not enough.
      - 1200 words should be taught to Junior high school students
      - 3000 words should be taught to senior high school students
  - Without grammar, little communication may be possible; without vocabulary, **no** communication is possible. (Folse, 2004)

Theoretical background

—Without input, output cannot be expected

- The relation between input and output



FIGURE 3.1 A computational model of L2 acquisition

(Ellis, 1997:35)

- It is very important to know what they could not express in English.
- How can we utilize what they wanted to express but couldn't in English teaching?

Corpus C—Six stages of Data Collection for Japanese-English Bilingual Corpus 1/2

- Stage 1
  - Implementing communication activities in English Classes.
- Stage 2
  - After the activities, students are asked to write the expressions in Japanese that they wanted to use in English but couldn't during the activities
- Stage 3
  - Each question in Japanese from Students is input into each cell on Excel spreadsheet.

Corpus C—Six stages of Data Collection for Japanese-English Bilingual Corpus 2/2

- Stage 4
  - Each question in Japanese from students is translated into English by Japanese teachers and native English-speaking teachers.
- Stage 5
  - Data of Japanese questions and their English translations are incorporated into EasyConc\_v.2.0.xls.
- Stage 6
  - Some pieces of grammatical information are retrieved by corpus tools in order to make worksheets for English classes.

Stage 1

—Example of a communication activity in English class for the compilation of Japanese-English Bilingual Corpus

- Data Collection: Chat in pairs about weekends and holidays

2. What are you going to talk about?

① Decide one topic you want to talk about with your partner.

② Write additional information related to the topic.

Write key words only, not sentences.	1. _____
	2. _____
	3. _____
	4. _____
	5. _____

3. Now talk about your winter vacation in pairs

When you start talking:

A: I went to Kyoto. It was a lot of fun.

B: What did you do there?

A: Well, I visited my aunt in Kyoto. ...

When you start by asking:

A: How was your winter vacation?

B: It was a lot of fun. I visited my aunt in Nara. ...

Stage 1

—Example of a communication activity in English Class for the compilation of Japanese-English Bilingual Corpus

- Speaking Test called Interview Challenge
  - Telling to the native English-speaking teacher about one lesson from the textbooks authorized by the Japanese Ministry of Education

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Stage 2 to 5

—Compilation of Japanese-English Bilingual Corpus: Matching each Japanese expression with its English translation on an Excel spreadsheet

- Translation from Japanese expressions into English in association with a native speaker of English

2883 At the shrine I mentioned passing the university entrance exam in my prayer.	神社で大学の合格を報告した。
2884 I made some traditional Japanese New Year dishes (osechi).	おせち料理を作った。
2885 I was thirsty so I bought a drink.	のどが乾いたから飲み物を買った。
2886 Happy New Year! Thanks in advance for your cooperation this year.	明けましておめでとうございます。今年もよろしくお願ひします。
2887 The area around my house is peaceful. My house is in a peaceful area.	家の周りはのどかです。
2888 A part-time job sounds good.	バイト、それいいね。
2889 I took a hot spring bath.	温泉に入った。
2890 I went out to see the first sunrise of the year.	初日の出を見に行った。
2891 I don't like the cold so I wanted to go to a warm place.	寒いのが嫌だから暖かいところに行きたかった。
2892 I visited the shrine on the New Year's Day.	初詣
2893 I worked in the convenience store almost every day so I was dead tired.	ほぼ毎日コンビニで働いて疲れたくなった。
2894 There was a long queue and I was tired of waiting.	すごく長い列ができていて待つのが疲れた。
2895 Pooh's Honey Hunt and Space mountain were the most fun.	プーさんのハニーハントとスペースマウンテンが一番楽しかった。

Last 13 examples out of 2895 questions from junior & senior high school students

Stage 6

—Pedagogical Implication: Supplying learners with EasyConc\_v.2.0.xlsm as a production dictionary

- Using EasyConc\_v.2.0.xlsm as a Japanese-English dictionary
- Searching for English sentences using Japanese keywords

2865 That store is having a New Year's clothes sale. 服の新着セールをやっている。  
2866 I didn't to say. と言ったことがなかった。  
2867 a fortune. 運命。  
2868 I went to 行った。  
2869 went bad (there). 悪くなった。  
2869 Did you した。  
2870 I stayed out late. 遅くまで外にいた。  
2871 a fortune. 運命。  
2872 I saw the my house. 家を見た。  
2873 How did した。  
2874 I'm in a. 状況。  
2875 I visited my friend. 友達を訪ねた。  
2876 The Ring. 指輪。  
2877 I went to 行った。  
2878 I spent New Year's Eve and New Year's Day taking it easy with my grandpa and great-grandpa. 大晦日と元旦はゆっくり過ごした。おじいちゃんやひいちゃんとおどろいた。

検索ワード1 勝 検索ワード2 負  
検索ワード3 勝利 検索ワード4 負け  
検索ワード5 優勝 検索ワード6 敗北  
検索ワード7 勝利 検索ワード8 負け  
検索ワード9 優勝 検索ワード10 敗北  
検索条件 And Or OK Cancel

Stage 6

—The result of the retrieval: English sentences including Japanese keywords '勝' or '負'.

1162 Athletes from overseas often practice as if their lives depended on it (= practice). If they don't, they won't become world-class athletes.	外国の選手は死に物狂いで練習します。それ位しないと、世界では勝てないのです。
1169 We got to the finals.	決勝まで行った。
1251 At Sports Day, I won all the games I took part in. On Sports Day, I won every event I entered.	私が出た種目は全て勝利しました。
1256 We lost at tug of war. We won at tug of war.	綱引きで負けた。綱引きで勝った。
1314 We hope our team will be as strong as the third year students' team.	私達は3年生に負けないくらい強くなりたい。
1321 The third year students encouraged us after we lost the game.	試合に負けたとき、先輩に激励を受けた。
1330 We lost so we couldn't be in the final game of the tournament.	これで決勝トーナメントに出れなくなりました。
1498 I was deeply impressed that the Japanese team beat their rival Spain.	日本が宿敵スペインに勝ったこととても感動した。

Stage 6

—Pedagogical Implication: Supplying learners with EasyConc\_v.2.0.xlsm as a production dictionary

- Using EasyConc\_v.2.0.xlsm as an English-Japanese dictionary
- Searching for English sentences using English keywords

1186 He came exactly at the time he said he would. (Or he came exactly at the time he said he was going to.) 約束の時間ぴったり。  
1187 at (the) 場所。  
1188 I went to 行った。  
1189 bank of 川の。  
1190 I left my go and 行った。  
1191 It's de した。  
1192 I had t した。  
1193 the his した。  
1194 I co した。  
1195 It was した。  
1196 much たくさん。  
1197 I forgot 忘れた。  
1198 People math 数学。  
1199 I feel car sick 車酔い。  
1199 The hotel room is for three people. 3人部屋。

検索ワード1 win 検索ワード2 wins  
検索ワード3 winning 検索ワード4 won  
検索ワード5 lose 検索ワード6 losses  
検索ワード7 losing 検索ワード8 lost  
検索ワード9 検索ワード10  
検索条件 And Or OK Cancel

Stage 6

—The result of the retrieval: English sentences including English keywords 'win', 'wins', 'winning', 'won', 'lose', 'loses', 'losing', or 'lost'.

479 I feel sorry to lose the game.	試合に負けて悔しい。
480 I am frustrated because we lost the game.	試合に負けて悔しい。
481 I was disappointed we lost the game.	試合に負けて悔しい。
500 I want to win on field day.	運動会で優勝したい。
506 I lost the game, but I did my best. So I had no regrets.	僕は試合に負けてしまったが、頑張ったので悔いは残らなかった。
556 I won the first place in the tournament.	トーナメントで1位だった。
626 I won the game in the tennis singles, but lost in the team competition.	私はテニスの試合で勝つことができたけれど、団体では負けてしまった。
712 We won the game 5 to 2. / The result of the game was 5 to 2. / In the next game we are going to play against Tsukukoma JHS.	試合の結果は5対2で勝利。次は筑駒と勝負する。
945 Which team do you think will win the World Cup?	どのチームがワールドカップで勝つと思いますか。

Extracts from the retrieval

The input of 'lose' and its conjugation from *New Crown English Series Book 1, 2 and 3*, the authorized textbooks

Concordance of 'YbloseYb|YblosesYb|YblostYb)' from *New Crown English Series Book 1, 2 and 3*

Hit	KWIC	File
1	everyone clapped hands. Win or lose, we all had a good time. W	24ncl.txt
2	baseball was his dream. He lost his right arm in an accident	24nc3.txt

There are only two sentences retrieved from *New Crown English Series Book 1, 2 and 3* for junior high school students!

Corpus finding 1: lexical verb 'lose' retrieved from EasyConc\_v.2.0.xlsm

Concordance of 'lose', 'loses' and 'lost' from EasyConc\_v.2.0.xlsm.

126 The Kita Junior High School team lost the game to the Minami Junior high School team 20 to 60.	北中学校が南中学校に20対60くらいで北中学校が負けてしまいました。
127 The Kita Junior High School team lost the game to the Minami Junior high School team by 40 points.	北中学校が南中学校に40点差で南中学校に負けてしまいました。
171 I lost the game.	試合に負けました。
355 We were frustrated when we lost the game.	負けて、とても悔しかった。
362 We lost the game to Higashi JHS. by 3 to 1.	東中学校にその試合は3対1で負けてしまった。
446 We lost the game to the team once.	一度負けたことがある。
474 Even though we lost the game, I had a good time.	負けただけで、楽しかった。
478 I am really sorry we lost the game.	試合に負けて悔しい。
479 I feel sorry to lose the game.	試合に負けて悔しい。
480 I am frustrated because we lost the game.	試合に負けて悔しい。
481 I was disappointed we lost the game.	試合に負けて悔しい。

Partial extract from the result

Pedagogical Implication 1: Ideas for creating teaching materials for English class

Creating a short story by using three words, such as 'play', 'win', 'lose'.

問題	質問の訳	回答 (かんたんに)
わたしの兄は、中学校で、食って、とても楽しかった。	We played a soccer game with the Kito JHS team. We were frustrated when we lost the game. とても楽しかった。	わたしは、兄のチームとサッカーをしました。試合は負けて、とても残念でした。でも、とても楽しかったです。
私は電車の中で一番目にゲームが上手です。	I am the second best tennis player in my family.	私は、家族の中で、テニスの上手い人です。昨日、木曜日、金曜日、土曜日、日曜日、私は、とても楽しかったです。昨日、木曜日、金曜日、土曜日、日曜日、私は、とても楽しかったです。
対戦相手は誰ですか？	Who are you playing with in the match? / Who are you playing against? / Who's playing with you in the game?	誰と試合をしていますか？ / 誰と試合をしていますか？ / 誰と試合をしていますか？
どこで、どのゲームが対戦したのか？ / あなたはどのチームと対戦しましたか？	Who played against who? / What (Which) team did you play against?	誰と試合をしましたか？ / どのチームと試合をしましたか？
どこでどこが勝って、どこが何回勝ったか？	Who played against who? / Who won and by how much?	誰と試合をしましたか？ / 誰が勝ったか？ / どのくらい勝ったか？
試合の結果は対戦相手と勝ったか？	We won the game 3 to 2. / The result of the game was 3 to 2. / In the next game we are going to play against Mitsui JHS.	試合の結果は対戦相手と勝ったか？ / 試合の結果は対戦相手と勝ったか？ / 試合の結果は対戦相手と勝ったか？

The input of 'because' and 'while' from *New Crown English Series Book 1, 2, and 3*, the authorized textbooks

Concordance of 'while' and 'because' from *New Crown English Series Book 1, 2 and 3*

Hit	KWIC	File
1	I like to work in movies because a lot of people can see	24NC3.txt
2	ite place is Kumamoto because he is interested in th	24NC3.txt
3	ed. I respect Dr King because he made great efforts	24NC3.txt
4	o you like him? John: Because he s a good soccer pla	24NC3.txt
5	you like him? Takuya: Because he was very powerful.	24NC3.txt
6	year I was not happy because I didn't win any kendo	24NC3.txt
7	you like science? B: Because I like animals. your g	24NC2.txt
8	u like basketball? B: Because it s fun. science / I	24NC2.txt
9	animals are in danger because of pollution. For exam	24NC2.txt
10	think so? Kana: Well, because pandas are cute. John:	24NC2.txt
11	o up and down stairs. Because Samee talks and smiles	24NC2.txt
12	your grandmother? B: Because she is very kind. >I	24NC2.txt
13	s. I respect Ms Tabei because she never gave up clim	24NC2.txt
14	you like her? Emma: Because she plays the piano ve	24NC2.txt
15	o you like her? Mika: Because she s very cool. >E	24NC3.txt
16	nt. This is important because these Mongolians follo	24NC3.txt
17	e and enjoy your stay while you are in Anangu Land.	24NC2.txt

Corpus finding 2: subordinating conjunctions, 'because'

Concordance of 'なので', 'だから', '原因で', '理由', 'ために', 'のせいで' from EasyConc\_v.2.0.xlsm

170	I was very busy because of basketball practice and studying for the STEP test.	英検とバスケットボールの試合のせいで私は先週の土曜日でも忙しかった。
395	I like history more than science because I like to imagine what old people think.	理科より歴史が好きな理由は昔の人の考えを想像するのが好きだから。
401	The TV program was canceled because of a baseball game.	テレビ番組が野球のせいで中止だった。
402	I went shopping because I wanted to buy a birthday present for my friend, Yukiko in Class 3 A.	A組のへさんのために買いました。
754	I am very sleepy because I was reading all night long.	睡眠時間を読書のために使っているのでもとても眠い。
1192	I had to quit taking piano lessons because I had to prepare for the high school entrance exams.	高校受験のためにピアノをやめなくてはいけなかった。

Partial extract from the result

Corpus finding 3: subordinating conjunctions, 'while'

Concordance of 'ながら' from EasyConc\_v.2.0.xlsm

1109	We played a card game while listening to the radio.	ラジオを聞きながらカードゲームをした。
1487	I talked with my friend while eating lunch.	食べながら話をした。
1511	I ate breakfast while watching TV.	テレビを見ながら朝食を食べた。
1696	I talked with my father about medical treatments while watching the TV program.	その番組を見ながら、父に今の医療について色々な話をした。
1730	I welcomed in the year 2007 while I was writing New Year's cards.	僕は年賀状を書きながら2007年を迎えた。
1749	We talked while walking.	話しながら歩く。
1858	I eat dinner while watching TV.	テレビを見ながら夕食を取る。
1862	I eat dinner while talking about soccer.	サッカーの内容を話しながら夕食を食べる。
1978	I dropped into some stores while eating some food.	私は食べ物を食べながら、お店を見て回った。
1992	I fell asleep (while) reading.	私は本を読みながら寝た。
2085	I looked at Mt. Fuji while taking a bath.	お風呂に入りながら富士山を見た。
2661	I practice while listening.	聞きながら練習している。(口ずさんでいる)

Partial extract from the result

Pedagogical Implication from corpus finding 2 & 3: Getting students to be familiar with subordinating conjunctions

Gapfill exercises: Fill in the each bracket with a suitable linking word in the box.

1. I am very sleepy ( ) I was reading all night long.
2. I read a book ( ) listening to music.
3. I went shopping ( ) I wanted to buy a birthday present for my friend, Yukiko
4. I eat dinner ( ) watching TV.

because / while / if

Matching Exercises: Use a linking word in Box B to match the sentence parts in boxes A and C.

Box A	Box B	Box C
1. I can't play the piano well	because	1. I was eating spaghetti.
2. I watched the news	while	2. it stars my favorite actor.
3. I wanted to see the movie		3. I am a beginner.

The input of the post modification of relative pronoun 'that' from *New Crown English Series*, the authorized textbooks

Concordance of 'that' from *New Crown English Series Book 3*

Hit	KWIC	File
5	on it? Ken: They are panels that collect solar energy. Meiling:	24NC3
6	the kitchen. It s something that has cups and dishes in it. Miho:	24NC3
7	ishes in it. Miho: Something that has cups and dishes in it... Oh,	24NC3
8	the bedroom. It s something that has clothes in it. Miho: Somethi	24NC3
9	othes in it. Miho: Something that has clothes in it. I see. Thank	24NC3
10	in English. D I have a book that has a lot of pictures. 3 Say A i	24NC3
11	ot of pictures I have a book that has a lot of pictures. >LESSON	24NC3
12	nding on the top of a tower that he built. The tower brought elec	24NC3
14	r Smith: It s a picture book that I bought at the city museum. Ami	24NC3
15	th: Sure. These are pictures that I took last week. Eri: You took	24NC3
17	r Smith: Yes. It s a picture that I painted when I was in high sch	24NC3
19	en, 2 Repeat A I have a book that is fun for children. B I have a	24NC3
20	, for children I have a book that is fun for children. B is popula	24NC3

### Corpus finding 4: postmodification by relative clauses

Postmodification doesn't exist in Japanese language.  
Concordance of '買', '欲' from EasyConc\_v.2.0.xlsm

290	One of accessories I bought was 400 yen.	買ったアクセサリーのうち一つが400円だった。
587	I couldn't buy a book I wanted in the bookstore	その本屋には私の欲しかった本がなかった。
588	There wasn't a book I wanted to buy in the bookstore	その本屋には私の欲しかった本がなかった。
592	I went shopping in Shimokitazawa. But I don't want to buy anything. There weren't anything that I wanted to buy.	下北沢に買い物に行きたけど、買いたいものは何もなかった。
703	I went to the bookstore but I couldn't find any books I wanted. I enjoyed. Illustrated books. I enjoyed reading books in the bookstore	本屋に行ったけど買いたい本がなかった、画集、立ち読み。
784	I couldn't find any books that I wanted (to buy). I couldn't find a book that I wanted (to buy).	欲しい本がなかった(欲しい本が見つからなかった)。

Partial extract from the result

### Pedagogical Implication 4: Getting students used to postmodification by relative clauses

While working on the exercises below, Learners of English are exposed to frequently used expressions in communicative activities. Sentences in the exercise below are all from EasyConc\_v.2.0.xlsm.

A sample word order exercise:

Put the words in the brackets in the right order.

1. I couldn't buy (a / wanted / book / I) in the bookstore.
2. That is (the / wanted / which / I / have / book) for a long time.
3. I went to the bookstore but I couldn't (find / books / I / any / wanted).
4. I went to the CD shop but I couldn't (one / I / which / wanted / find / the).
5. (one / I / of / accessories / bought) was 400 yen.

### Conclusion

- It is important for teachers to know the expressions that learners want to use in English but can't through communication activities in your English classes.
- Why don't you compile bilingual corpus for your students? It will be a useful resource for your teaching.
- Bilingual corpus software such as EasyConc\_v.2.0.xlsm is easy to get from the Internet. Without that software, it would be impossible to retrieve necessary information from bilingual corpus.
- If you change Japanese data of EasyConc\_v.2.0.xlsm to your mother tongue, you can create your own corpus. If you add your data to EasyConc\_v.2.0.xlsm, you can create your own EasyConc\_v.2.0.xlsm.

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Thank you for your attention.

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