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This textbook examines empirical linguistics from a theoretical linguist's perspective. It provides both a theoretical discussion of what quantitative corpus linguistics entails and detailed, hands-on, step-by-step instructions to implement the techniques in the field. The statistical methodology and R-based coding from this book teach readers the basic and then more advanced skills to work with large data sets in their linguistics research and studies. Massive data sets are now more than ever the basis for work that ranges from usage-based linguistics to the far reaches of applied linguistics. This book presents much of the methodology in a corpus-based approach. However, the corpus-based methods in this book are also essential components of recent developments in sociolinguistics, historical linguistics, computational linguistics, and psycholinguistics. Material from the book will also be appealing to researchers in digital humanities and the many non-linguistic fields that use textual data analysis and text-based sensorimetrics. Chapters cover topics including corpus processing, frequencing data, and clustering methods. Case studies illustrate each chapter with accompanying data sets, R code, and exercises for use by readers. This book may be used in advanced undergraduate courses, graduate courses, and self-study.

Gives background to the business learner's world and strategies for approaching the training task, focusing on the learner's professional knowledge and experience. This book is suitable for teachers,

trainers, and course organizers in the field of Business English or considering a move into it.

Provides a ground-breaking attempt to unite discussions on the pedagogical implications of the global spread of English, and lobby for change.

All English-translated Chinese codes are available at: www.codeofchina.com

Moving beyond the 'Web 2.0' and 'digital native' rhetoric, this book addresses the complex experiences of learners of English as a foreign language (EFL) in a world embedded with interactive and participatory technologies. Adopting a sociocultural perspective, it investigates EFL learners' behaviours concerning digital technology, and guides exploration into their contextually mediated choices and learning practices in the '2.0' era. The argument is developed on the basis of the findings of a mixed sequential study that focused on 1485 Chinese undergraduates' use and non-use of online tools and applications outside the English classroom. Particular attention is paid to the role of context and agency when understanding their learning choices and behaviours in the context of digital technology. In particular, the book acknowledges the explanatory power of agency in the minority instances of 'good practices' among these EFL learners. At the same time it demonstrates that for most learners, use of the current web is limited and mostly non-interactive. The barriers to '2.0' transfer are largely contextual and the so-called 'communicative opportunities' and 'participatory culture' in particular did not fit into the learners' sociocultural context of (language) learning. Overall, the compelling argument proposes that the technology-facilitated changes in EFL practices are a 'bottom up' process that is taking place in day-to-day situations and constrained by the learning context within which the learner is situated. Based on these arguments, the book provides a framework that challenges the existing beliefs about (language) learning with online technology, and that contributes to our understanding of how context mediates EFL learners' behaviours surrounding digital technologies. It is a valuable resource for teachers, researchers and policy makers, providing them with insights into using digital technology to stimulate 'good learning practices' outside the classroom.

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