Applications of corpus-based research
on language pedagogy:
Teaching personal opinion adverbials

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Abstract
In this paper, we discuss the potential of a corpus-based approach in teaching. Moreover, we give an overview of the searchable online French-Greek parallel corpus (SOURCe), which aims to serve the needs of students of French as a foreign language and also to facilitate future linguistic research. This project is led by Fryni Kakoyianni-Doa and is fully funded by the University of Cyprus. The goal of the project is to provide online content on general education subjects to students and training in a cost-effective manner, as an Open Educational Resource. We demonstrate how these two corpora can be used for theoretical and pedagogical purposes by focusing on personal opinion adverbials.

Keywords: Source corpus, corpus-based research, open educational resource, French language acquisition, personal opinion adverbials

1. Introduction

In this paper, we discuss the potential of a corpus-based approach in teaching. As a case study, we present the characteristics of personal opinion adverbials, as attested in the Source Corpus, and their teaching perspectives.

Corpus-based studies allow a variety of factors to be investigated, such as frequency, semantic categories, grammatical structures, clausal positions, and individual items. Importantly, by studying a number of factors together, we can see how they are interrelated. When conducting analyses by hand or using a concordancer and keeping counts by hand, it is difficult to keep track of the interaction of numerous characteristics. Teachers need to know not only structural information about features that they are teaching, but also how native speakers use these structures under various conditions, if they want to promote communicative competence in their students. This combination of structural description and information about use is precisely what a corpus-based study can provide (Conrad 1999).

New tools are critical to creating a dynamic and engaging learning environment. Furthermore, according to Gabrielatos (2005:1), "changes in knowledge, skills and attitudes […] are needed for learners and teachers to take advantage of the opportunities offered by the availability of corpus resources". Corpora are undoubtedly useful in language learning as they provide "a resource for vocabulary building in which the word is treated as part of a phrase rather than in isolation" (Hunston 2002: 106).

Our aim is to explore the potential uses of the SOURCe Corpus in language pedagogy. We will report on working with personal opinion adverbials, a subset of utterance-level French and Greek adverbials which express the personal opinion of the speaker towards the information transmitted, e.g. *à mon avis* [*κατά τη (γνώμη + άποψή) μου*] 'in my opinion', *selon moi (κατ' εμέ)* 'for me', etc. It is examined, in particular, whether their morphosyntactic and semantic properties as well as the similarities and differences proposed for these adverbials in a previous work (cf. for French, Molinier 1984; Molinier & Lévrier 2000, Gross 1990, and for Greek, cf. Voyatzi 2006, Kakoyianni-Doa 2008; Kakoyianni-Doa, Voyatzi & Tziafa 2012), are attested in a real corpus. We will investigate their multiple characteristics so that we can gain a better understanding of their use. Specifically, for personal opinion adverbials we examine frequency, semantic category, grammatical structure, placement within the clause, the specific item used, and variation across registers (fiction and non-fiction discourse) as well as the interactions of these characteristics. Finally, we will outline its future perspectives and applications, in classroom materials and activities, discussing how it can be incorporated into effective learning resources.

2. Why did we choose to use corpora in the classroom?

Language changes and grows, and therefore there is a need for 'currency' and 'up-to-dateness' in the learning material as well. (McEnery & Wilson 1996; Leech 1992) "Educators must prepare for a technology-rich future and keep up with change by adopting effective strategies that infuse lessons with appropriate technologies." (Shariat Madari, Mahdi & Mahdi, 2007: 278). The present-day interest in corpora has been described as a 'corpus revolution' (Leech 2000). As Mishan (2004) describes it, the key feature of the methodology is this 'aura' of research, and this research agenda is what gives the sense of authenticity.

Parallel and comparable corpora introduce translation in language learning, and they promote autonomy and language awareness. Using English-French data, Barlow (2000) sketches out how parallel corpora might be used in the classroom to sensitise students to the way in which different languages encode equivalent meanings.

It seems now that the general attitude towards translation has begun to change: those who discuss it in their studies argue that translation is a legitimate pedagogical tool in language learning, and claim that it deserves to be rehabilitated (Widdowson 1978; Harmer 1991; Ellis 1992; Bowen & Marks 1994; Ur 1996. Almost all authors seem to be in agreement that translation is most useful as a quick and easy way to present the meaning of words and contextualized items, and when it is necessary to draw attention to certain differences that would otherwise go unnoticed (Harmer 1991; Ellis 1992; Nunan & Lamb 1996).

3. The key-aspects of the Source Corpus

The Source Corpus is an online data base which aims to provide language teachers and learners in Cyprus and internationally with parallel corpora for use in the classroom, in order to promote computer assisted and data-driven language learning.

The key-aspects of Source Corpus include the following:
- It brings closer a well resourced language with a less resourced one.
- It can bring corpora in the classroom and establish a Data-Driven Learning (DDL) approach (Johns 1991).
- It promotes foreign language learning.
- It promotes the use of parallel corpora and translation.
- It is an Open Educational Resource.

This paper gives an overview of the searchable online French-Greek parallel corpus (SOURCe), which includes original texts with authentic translations (French-Greek and Greek-French), and overall, fictional and non-fictional texts. It is compiled for use in applied and theoretical linguistic research, but mostly aims to serve the needs of students of French as a foreign language and also to facilitate future linguistic research.

All translated texts are displayed in full sentences. Queries are based not only on words, but also on linguistic annotation. Most parallel corpora are not register-diversified; nevertheless, our objective is to include at least five different registers (Biber 1993), so that teachers and students may compare the results and the use of

each word or phrase in different contexts (e.g., literature, scientific, official, technical language).

These resources aim at improving learning and teaching (including 21st century skills, such as research conducted in electronic texts and use of language technology) for students and instructors, and are planned to be equipped with intuitive interfaces for visualizing and interacting with the data in order to ease their integration into the practice of teaching and learning. As Braun (2005, 2007) suggests, audiovisual materials for corpora of spoken language are going to be included, in order to give an idea of the overall communicative situation in which the materials were produced, and the corpora will be enriched with support materials, such as corpus-based learning activities and exercises.

Therefore, the resources that are going to be provided include:
- The corpora (OPUS, Gutenberg, digitised books)
- An online concordance as Key Word in Context (KWIC)
- Text analysis software
- Wordlists
- Collocation lists
- Exercises
- Links to useful resources
- Instructions
- A discussion about copyright issues and the public domain

4. Personal opinion adverbials

Our case study, using the corpus, are personal opinion adverbials, which present mainly homogeneous structures in French and Greek language, as long as they contain a 1st person deictic morpheme, as shown in previous research (Kakoyianni-Doa, 2008). In particular, these are multiword expressions containing nouns such as *avis (άποψη + γνώμη), point de vue (σκοπιά), jugement (κρίση)* and possessive pronouns such as *mon [δικ(ός-ή-ό) μου, μου], notre [δικ(ός-ή-ό) μας, μας],* or personal pronouns such as *moi (εμένα, μενα, εμέ), nous (εμάς, μας).* Semantically, according to Molinier and Lévrier (2000), these adverbials indicate that the speaker presents his/her own subjective opinion, a personal statement, information with herself/himself as a source, and it may not be the absolute truth. For example:

(1a)   **À mon avis**, il ne fera pas beau demain (mais je peux me tromper) (FR)

(1b)   **Κατά τη γνώμη μου**, δε θα έχει ωραίο καιρό αύριο (αλλά μπορεί και να κάνω λάθος) (GR)

(1c)   **In my opinion,** weather won't be nice tomorrow (but I may be wrong) (EN)

The Source Corpus is comprised of 5 registers: educational texts ("EDUC"), literature ("LIT"), political discourse texts ("POL"), scientific texts ("SCIENCE") and technical texts ("TECH"). Using a sample corpus of one million words, divided in equal parts, we extracted the frequency of personal opinion adverbials across registers, as shown in the following diagrams:
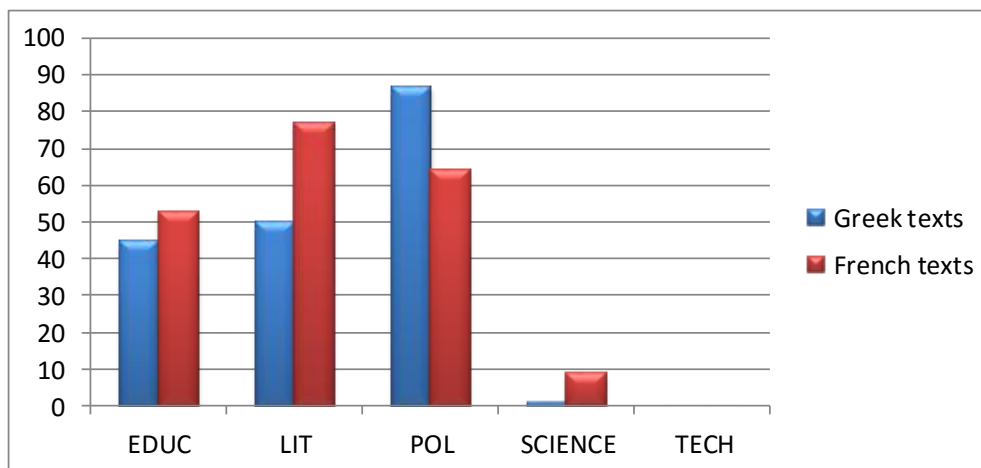

Diagram 1. Frequency of personal opinion adverbials across registers

After disambiguation, it became even more obvious that the highest frequency is in political discourse, as shown in diagram 2:
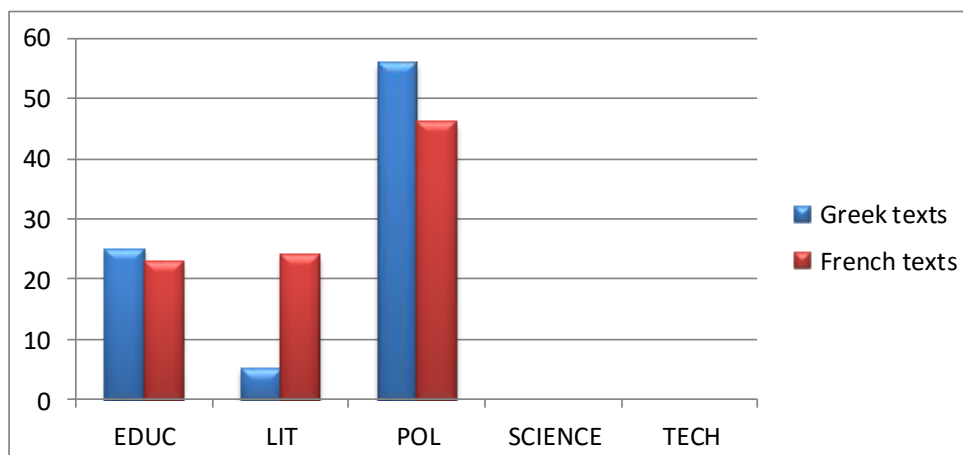

Diagram 2. Frequency of personal opinion adverbials across registers, after disambiguation

The variation of personal opinion adverbials is also higher in the political discourse, as shown in Diagram 3:
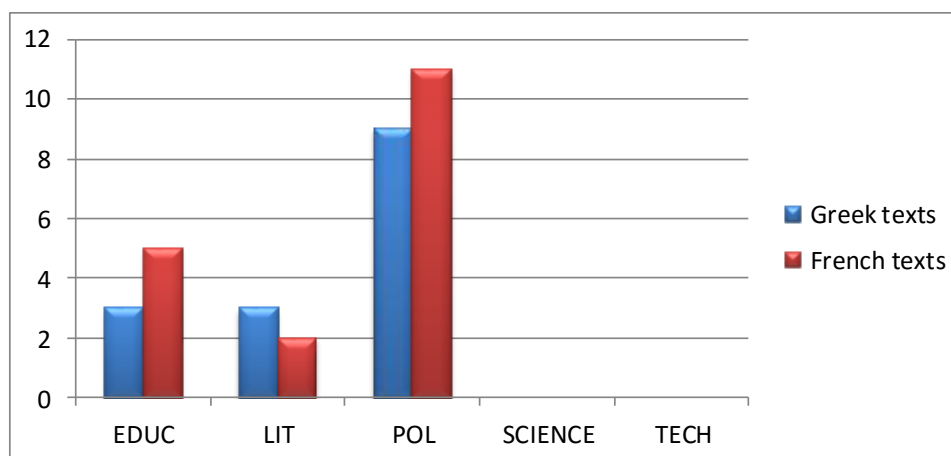

Diagram 3. Variation of personal opinion adverbials across registers

There is a certain variety of personal opinion adverbials in political discourse, as shown in diagrams 4 and 5, for French and Greek language respectively. This is expected, because political discourse uses several persuasion techniques, where personal opinion adverbials play a prominent role. It is also a transcripted oral discource, where the use of personal opinion adverbials is significantly frequent. The lower frequency in literature is also typical, since we do not expect to see clearly expressed the personal opinion of the author, unless there is a dialogue, or an imitation of oral discource.
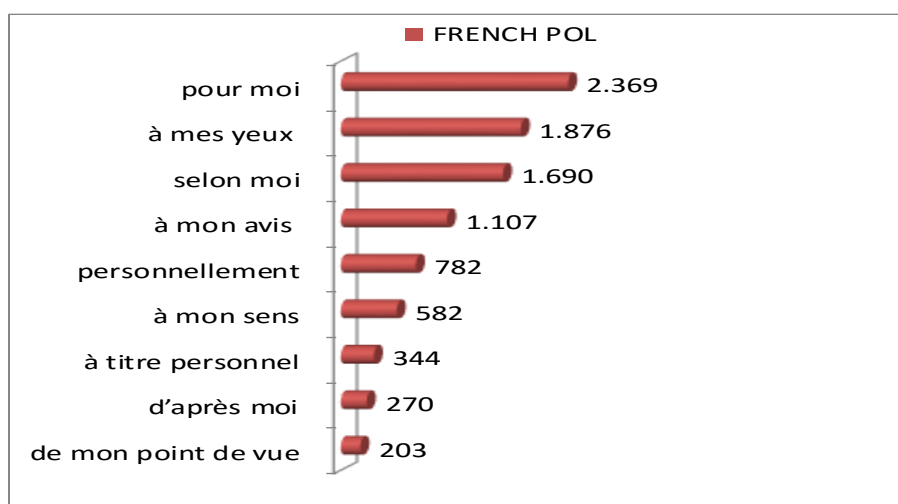

Diagram 4. Frequency of personal opinion adverbials in political discourse
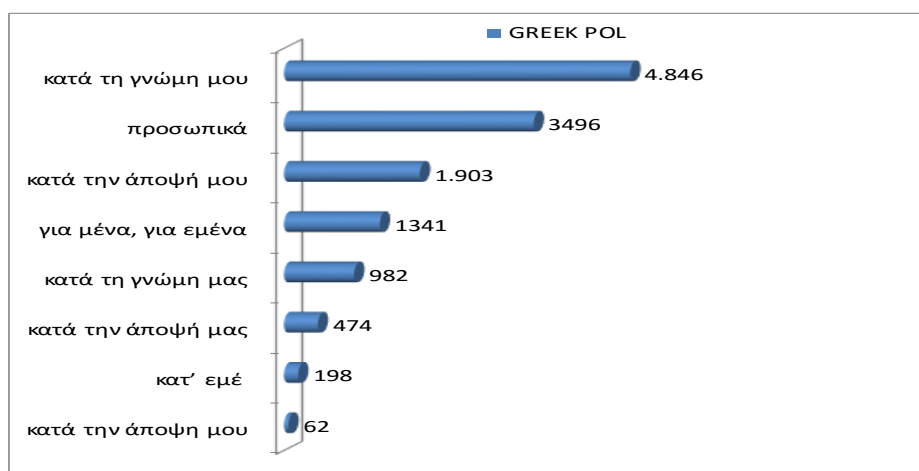*(French Corpus)*

*Diagram 5. Frequency of personal opinion adverbials in political discourse
(Greek Corpus)*

We observed that the personal opinion adverbials are much more frequent in Greek rather than in French; also, the adverbials in each language are not equivalent (as exact translations). For example, in French it is the adverbial *pour moi* (= for me, as far as I am concerned) with a frequency of 2,369, while in Greek the highest frequency (4,846) lays with *κατά τη γνώμη μου* (= in my opinion). The same goes with the other adverbials attested in the corpus. We see that, despite the common morphosyntactic features of these adverbials, as shown below in Table 1, the literal translation, word for word, is out of context, and cannot represent the linguistic reality or language use.

Internal Lexical Structure	FRENCH	GREEK
Preposition Personal Pronoun	4.329	1.539
Preposition Possessive Adjective Noun	3.810	8.346
Preposition Possessive Adjective Adjective Noun	33	111
Preposition Phrase	12	2
Adverbial personnellement/προσωπικά	782	3.496
New structures (serendipitous discoveries in the corpus):		
Preposition Noun Adjective (FR)	344	
Preposition Personal Pronoun Adverbial (GR)		117
Total	**9.310**	**13.611**

Table 1. Morphosyntactic structures of personal opinion adverbials

By searching the corpus, it was possible to confirm common morphosyntactic and semantic properties for these adverbials in Greek and French, as proposed in previous

work (Kakoyianni-Doa et al. 2012). First of all, scope (*portée*), which is external, as to the content of the phrase, and it depends on their lexical semantics.

(1)   *Για μένα* υπήρξε μάλλον απογοητευτική (GR).

(2)   Elle a été plutôt frustrante *pour moi* FR). (EN: In my opinion, she was rather disappointing).

(3)   *Κατά τη γνώμη μου*, αυτή η απαίτηση δεν μπορεί να ικανοποιηθεί (GR).

(4)   *À mon avis*, cette exigence est absurde(FR). (EN: In my opinion, this demand is absurd).

As regards syntax, the personal opinion adverbials are characterized by flexibility, a free placement in the sentence, at the head of the sentence, in the middle, or the end.

(5)   *À mon sens*, il faut se concentrer sur trois domaines (FR)

(6)   *Κατά την άποψή μου* πρέπει να σταθούμε σε τρεις τομείς (GR) (EN: In my opinion, we should focus on three fields).

(7)   Formation qui, *d'après moi*, doit réunir trois conditions, trois aspects (FR)

(8)   Κατάρτιση που, *κατά τη δική μου άποψη*, πρέπει να συμπεριλαμβάνει τρεις προϋποθέσεις, τρεις πτυχές (GR). (EN: A training that, in my opinion, should include three conditions, three aspects).

(9)   Il a bien fait, *selon moi* (FR).

(10) Έπραξε καλώς, *κατά τη γνώμη μου* (GR). (EN: He did well, in my opinion)

The personal opinion adverbial can be easily replaced by other adverbials or be removed without affecting the meaning of the sentence. The same goes for Greek, *για μένα*, which refers to a person itself cannot be replaced at all.

Finally, we observed that the use of comma before or after an adverbial (for example, in the case of *για μένα*) is not systematic in the corpus, in both languages.

(11) *Για μένα* ο αθεϊσμός είναι και τα δύο (GR). (EN: For me atheism is both).

(12) Αυτό, *για μένα*, ήταν μια πολύ αφελής παρατήρηση, κατέληξε σε παρεξήγηση (GR). (EN: This, for me, was a very naïf observation, ending in a misunderstanding).

(13) Pourtant c'est *à mon sens* le point le plus important (FR). (EN: In my opinion, this was the most important part).

(14) Cette décision était, *à mon avis*, mauvaise (FR). (EN: In my opinion, this was a bad decision).

Taking into consideration that according to the Common European Framework of Reference for Languages (CEFR, 2011), teachers are generally called upon to make decisions about classroom activities, which they can adjust in the light of learners needs. "They are expected to monitor the progress of pupils/students and find ways of recognising, analysing and overcoming their learning problems, as well as developing their individual learning abilities" (CEFR, 2011: 141).

According to CEFR (2011), learners are expected or required to learn from written texts

a) by simple exposure;
b) by simple exposure, but ensuring that new material is intelligible by inferencing from verbal context, visual support, etc.;
c) by exposure, with comprehension monitored and ensured by L2 question and answer, multiple choice, picture matching, etc. (CEFR, 2011)

Moreover, in accordance to CEFR (2011), learners are expected to learn by reading untreated authentic texts that the learner encounters in the course of direct experience of the language in use (daily newspapers, magazines, broadcasts, etc.) and authentic texts selected, graded and/or edited so as to be judged appropriate to the learner's experience, interests and characteristics.

Therefore, there is need for ways to help teachers deal with these texts to construct exercises in a corresponding context, aiming to language acquisition based in communicative situations. Moreover, according to Hubbard (2012: 16) "using computer-based corpora and a concordancing program, the student is placed in the role of grammatical and lexical explorer rather than as a vessel for received knowledge".

The following part illustrates how corpora and concordances can help learners acquire personal opinion adverbials.

5. Exercises based on corpus and concordances

Exercises are an important, vital and very practical aspect of using a corpus in classroom. Teachers need to know not only structural information about features that

they are teaching, but also how native speakers use these structures under various conditions, if they want to promote communicative competence in their students. This combination of structural description and information about use is precisely what a corpus-based study can provide.

New technologies, coupled with flexible and innovative teaching methodologies and didactics, offer very motivating ways of learning through translation exercises (in the widest sense), thus overcoming monotonous and one-dimensional qualities usually associated with translation (Witte, Harden & Ramos de Oliveira Harden 2009).

The learners, by means of the corpus, may recover the morphosyntactic and semantic function of adverbials in their contexts. They may learn to form the adverbials and understand the scope and the meaning. Parallel texts have the ability to place the learner in a new learning situation, a communicative one. Moreover, learners are encouraged to acquire the strategies of interaction and self-reflexivity. Corpus linguistics may contribute to more creative language learning, not passive any more, leading to a discovery and induction of syntactic rules (in accordance with the 5th competence of CEFR, the acquisition of methodology).

According to Crinon, Legros & Marin (2002), the learners should have at their disposal a large number of texts, relevant to those that is required for them to produce, that is belonging to the same genre or register. The register-diversified corpora correspond to this double demand. This also leads to a new attitude towards the consultation of texts, that of a learner-researcher of information.

We provide below some examples of exercises, in order to get the best out of the corpus and its concordances. There are different types of exercises (observation, comprehension (exercises 1, 2, 3, 4) and production (exercises 5 and 6).

Exercise 1:

Level: A1-A2 (CEFR)

Objective: Identification of personal opinion adverbials.

Methodology: Communicative/ task-based (CEFR)

Phase: Comprehension

Exercise for the disambiguation of the form *για μένα / pour moi*, as a personal opinion adverbial and referential *για μένα / pour moi* that refers to the person.

Observe the aligned sentences. Beginning by replacing *για μένα* with another adverbial (*κατά τη γνώμη μου, κατά τη δική μου άποψη,* etc.) in the sentences in your native language, identify by which *για μένα* is expressed:

– Opinion, as a result of the speaker thinking

– a reference to a person

Then match Greek and French sentences and do the same exercise for French sentences (replace *pour moi* with another adverbial (*à mon avis, d'après moi, etc.*) in the sentences).

Για μένα αυτό είναι ο λάθος δρόμος**.**	Ne pleure pas pour moi.
Μην κλαις για μένα.	Tu travailles pour moi, à présent.
Τώρα δουλεύεις για μένα.	Pour moi, la méthode est mauvaise.

Exercise 2:

Level: B1 (CEFR)

Objective: Identification of personal opinion adverbials in full authentic texts.

Methodology: Communicative / task-based (CEFR)

Phase: Comprehension

Exercise for the disambiguation of the form *pour moi,* as a personal opinion adverbial and referential *pour moi* that refers to the person.

Observe the concordances and identify the forms *pour moi* that may refer 1) to the person as a whole and 2) the personal opinion of the speaker.

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fforts et d'intensifier leur combat.    Pour moi, il ne fait pas l'ombre d'un doute que l'intro
e vue. {S}La responsabilité politique a pour moi encore un sens.{S} Mais elle doit avoir un sen
}Comme vous le savez, cette directive a pour moi un sens particulier. {S}En effet, à la fin de
r peu de chose à l'Assemblée mais qui a pour moi une énorme importance. {S}Madame le Président,
rfan survenu il y a trente ans. {S}Il a pour moi une résonance particulière car à je donnais, à
u de problèmes. {S}Même si ce rapport a pour moi un accent assez espagnol, j'apprécie _ ce que
dans les Traités. {S}Outre cela, il y a pour moi un problème évident qui concerne le fait que l
uestion. {S}Comme je l'ai dit, il n'y a pour moi pas de problème de principe mais bien un probl
ment honorés. {S}Par ailleurs, il n'y a pour moi aucun lien avec d'autres négociations passées
le fait qu'elle soit hongroise est déjà pour moi déjà un atout incontournable. {S}Je voudrais d
 la région en question. {S}Il s'agit là pour moi d'une erreur radicale de conception du princip
probation du Parlement. {S}Il s'agit là pour moi d'un point important du rapport Tsatsos qui re
 représentant. {S}En outre, et c'est là pour moi le domaine le plus important, un domaine où no
mmissaire pourrait peut-être faire cela pour moi _ concernant la compétence de l'UE dans le dom
uffage vous donnait trop chaud. {S}Cela pour moi ce n'est pas profiter d'une certaine qualité d
ratiquer par leur secrétariat. {S}Voilà pour moi un vrai, un nouveau, un grand service à dévelo
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ent, il est de la plus haute importance pour moi que nous introduisions des restrictions substa
 {S}Une autre constatation d'importance pour moi était de relever l'implication de l'espace rur
on des budgets, une nouvelle expérience pour moi. {S}Le rapporteur s'en est très bien tiré comp
 vide constitue une nouvelle expérience pour moi.{S} Je voudrais toutefois signaler pourquoi je
'ai su, cela a fait toute la différence pour moi. {S}Car grâce à votre générosité, le Parlement
 France et les Pays-Bas ont déjà décidé pour moi et pour tous les Polonais. {S}Rien ne pourrait
ns. {S}Il s'agit d'une évidence limpide pour moi, et même si de graves problèmes tels que la cr
lièrement lente. {S}C'est là que réside pour moi le plus grand danger pour les prochaines année
, la langue la plus importante au monde pour moi, tout comme chaque langue maternelle est impor
pement de l'espace communautaire aborde pour moi de manière limitée les questions d'aménagement
an est une cause de profonde inquiétude pour moi. {S}Cela me rappelle la préparation de la guer
. {S}C'est une question très compliquée pour moi. {S}Au début du présent mandat de la Commissio
saire, pour conclure, le grand avantage pour moi est que je peux maintenant compter sur mes éle
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The concordances from the Greek part of the corpus are also available (see below), so that students may better understand the different uses of the adverbial. We have the same ambiguity. "Reception strategies involve identifying the context relevant to it, activating in the process what are thought to be appropriate schemata. During the process of receptive activity cues identified in the total context and the expectations in relation to that context set up by the relevant schemata are used to build up a representation of the meaning being expressed and a hypothesis as to the communicative intention behind it" (CEFR, 2011: 72).

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ίς ντροπή θα σας δείξω κάτι το οποίο, για μένα είναι πανέμορφο. {S}Και αυτό είναι η F1 MV Aς
τηκε λίγο μετά τις 9/11. {S}Αυτό που, για μένα, ήταν μια πολύ αφελής παρατήρηση, κατέληξε σε
λε να με θεραπεύσει. {S}Και ήταν τιμή για μένα. {S}Και πήγα στο σπίτι της, και ήταν πρωί, κο
λες και είχε – είχε φτιάξει μια κάρτα για μένα.{S} Και την κρατούσε. {S}Είχε συρράψει δύο κό
είμαι ο καλύτερος της τάξης. {S}Οπότε για μένα, οι γελοιογραφίες μου έδωσαν ένα αίσθημα ταυτ
ησκεία είναι το όπιο των μαζών, τότε για μένα, η μουσική είναι η μοναδική μου κάνναβης. {S}
θα είναι μια πολύ μεγαλύτερη πρόκληση για μένα. {S}Ποιά χρονιά θα ήθελες Κρις;{S} Κ.Α: {S}18
ές, πλουσιότερες, δυνατότερες. {S}Και για μένα, το – θα έλεγα– το απόλυτο τεστ που θα έδειχν
οος. {S}Και ακόμα μεγαλύτερος. {S}Και για μένα ήταν, έπρεπε να χορεύω ενώ ζωγράφιζα. {S}Ήταν
μά μου πιο ενδιαφέρον για σας,όσο και για μένα, θα το επιχειρήσω σκεπτόμενος φωναχτά, ώστε ν
χι των υποκειμένων. {S}Και αυτό είναι για μένα ένα από τα πιο σημαντικά πράγματα στη δουλείο
ωρίζω για τον έρωτα τον έχουν χαλάσει για μένα. {S}Κι εγώ απλά απαντώ: ελάχιστα. {S}Μπορεί ν
 εποχές και παρείχε ένα σταθερό σπίτι για μένα και τα αδέρφια μου και για πολλούς άλλους που
φανές για κάποιους από εσάς, αλλά όχι για μένα. {S}Είναι η βάση για την ανάπτυξη ενός είδους
υναίκες τραγούδησαν και προσευχήθηκαν για μένα και για τη μητέρα μου. {S}Και καθώς το ζεστό
 τον έρωτα, αλλά οι δύο που ξεχώρισαν για μένα ήταν: {S}"Έχετε απορριφθεί ποτέ από κάποιον π
ιτσογράφων στην Αμερική, η οποία ήταν για μένα γραμμή ζωής. {S}Τότε συνειδητοποίησα, ξέρετε,
ην συμπόνια. {S}Αυτό είναι ενδιαφέρον για μένα. {S}Πράττεις συμπονετικά. {S}Όμως από την άλλ
τζεκτ. {S}Ένα πολύ σημαντικό στοιχείο για μένα είναι ότι δεν χρησιμοποιώ κανένα επώνυμο προϊ
σε ένα hedge fund.{S} Ήταν πρωτόγνωρο για μένα να κάνω κάτι με κοινωνική αξία. {S}Αλλά ήμουν
 όλες σημαντικές και μεγάλης σημασίας για μένα. {S}Ο Έντικσον Ρουίς, ας πούμε. {S}Είναι ένα
. {S}Είναι μία απόλυτη πηγή έμπνευσης για μένα. {S}Αν στην Ισλαμική Επανάσταση, οι εικόνες τ
ολιτικοί που εξέλεξα σωστές αποφάσεις για μένα;{S} Άλλος ένας λόγος – αν και νομίζω, ίσως, ν
ένα. {S}Σπαράσσομαι απ' την αγάπη σου για μένα. {S}Πόνος και περισσότερος πόνος, που πηγαίνε
μου είπες. {S}Σκέφτομαι την αγάπη σου για μένα. {S}Σπαράσσομαι απ' την αγάπη σου για μένα. {
πλο – αλλά αυτό που ήταν καταπληκτικό για μένα ήταν ότι ήξερε ακριβώς πού να ρίξει. {S}Κι έρ
 {S}Αυτό που ήταν ιδιαίτερα πειστικό για μένα ήταν, ακόμα μια φορά, η παρουσία των γυναικών
μα μιλούσε, αλλά ήταν αρκετά πειστικό για μένα ώστε να μην ξαναζωγραφίσω μέχρι την ένατη τάξ
χ. {S}Και αυτό ήταν κάπως σοκαριστικό για μένα. {S}Και λοιπόν εδώ έχω το αγαπημένο μου απόσπ
 να περιμένουν τακτικό μισθό. {S}Αυτό για μένα είναι σφάλμα, αν θέλεις να αναθρέψεις επιχειρ
ράκτες λαχανικών να δουλέψουν σ' αυτό για μένα. {S}Αλλά όλος αυτός ο ενθουσιασμός οδήγησε στ
που μεγάλωσα. {S}Δεν ήταν άσχημο αυτό για μένα. {S}Αλλά δείτε, αισθανόμουν υποχρεωμένη απένο
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The viability of the current model arrived at through this process is checked against the evidence of the incoming co-textual and contextual cues to see if they 'fit' the activated schema – the way one is interpreting the situation (Hypothesis testing) (CEFR, 2011).

Exercise 3:

Level: A2

Objective: Identification of personal opinion adverbials

Methodology: Communicative / task-based (CEFR)

Phase: Comprehension

Exercise for matching personal opinion adverbial equivalents in the two languages.

Match the following French and Greek phrases in order to reconstitute the original parallel corpus.

1. Κατά τη γνώμη μου, και τα τρία αυτά στοιχεία με "e" εγγυώνται αυτή την αειφορία.	a. À mon avis, il faut que, dans tous les États membres, la limite du taux soit ramenée
2. Θεωρώ σημαντικό να θεσπιστεί από όλα τα κράτη μέλη ο περιορισμός του ανώτατου ορίου	b. À mon avis, ces "trois E" garantissent cette durabilité
3. Ο πυρήνας της έκθεσης, κατά τη γνώμη μου, είναι ότι εντάσσει αυτήν την υπόδειξη της εφαρμογής της αρχής "ο ρυπαίνων πληρώνει" στην ευρύτερη αρχή της πληρωμής από τον χρήστη.	c. La résolution condamnatoire d'aujourd' hui - exagérément indulgente à mes yeux - constitue toutefois une réaction positive, évidente
4. Το σημερινό καταδικαστικό ψήφισμα - υπερβολικά επιεικές κατά τη γνώμη μου - αποτελεί, εν τούτοις, αυτονόητη και θετική αντίδραση	d. À mon avis, le point cardinal du rapport fait en sorte que cette indication d'application du principe du pollueur-payeur vienne s'insérer dans le concept plus large de l'utilisateur-payeur.

Advantages of matching sentences is that they get at a student's ability to identify relationships and classify things, this means we can get not only at recognizing targets but also understanding targets (such as, exemplifying, classifying, and comparing).

Exercise 4:

Level: B1

Objective: Identification of personal opinion adverbials and their syntactic position

Methodology: Communicative / task-based (CEFR)

Phase: Comprehension

Exercise for the comprehension of particularities of use in each language.

Observe the parallel corpus and

a) Indicate the corresponding uses of personal opinion adverbials in French and Greek.

b) Indicate the syntactic position of the adverbial in each language.

c) Indicate the parts of speech that precede or follow.

Κατά τη γνώμη μου, και τα τρία αυτά στοιχεία με "e" εγγυώνται αυτή την αειφορία.	**À mon avis**, ces "trois E" garantissent cette durabilité.
Θεωρώ σημαντικό να θεσπιστεί από όλα τα κράτη μέλη ο περιορισμός του ανώτατου ορίου	**À mon avis,** il faut que, dans tous les États membres, la limite du taux soit ramenée
Ο πυρήνας της έκθεσης, **κατά τη γνώμη μου**, είναι ότι εντάσσει αυτήν την υπόδειξη της εφαρμογής της αρχής "ο ρυπαίνων πληρώνει" στην ευρύτερη αρχή της πληρωμής από τον χρήστη.	**À mon avis,** le point cardinal du rapport fait en sorte que cette indication d'application du principe du pollueur-payeur vienne s'insérer dans le concept plus large de l'utilisateur-payeur.
Το σημερινό καταδικαστικό ψήφισμα - υπερβολικά επιεικές **κατά τη γνώμη μου** - αποτελεί, εν τούτοις, αυτονόητη και θετική αντίδραση	La résolution condamnatoire d' 'aujourd'hui - exagérément indulgente **à mes yeux** - constitue toutefois une réaction positive, évidente

In this exercise, learners can find out in what order the elements have been produced.

> The reader's eye is free to move over the text in any way, possibly following the linear sequence in strict order, as a child learning to read will generally do. Skilled, mature readers are much more likely to scan a text for highly information-bearing elements in order to establish an overall structure of meaning and then return to read more closely – and if need be to re-read a number of times – such words, phrases, sentences and paragraphs (CEFR, 2011: 97).

In previous exercises the learners had to understand functions, ambiguities, syntactic positions, differences and similarities between Greek and French language. In exercise 5 the learner has to reconstitute phrases of the corpus that contain the personal opinion adverbial which means that he should place the adverbial in its proper position, and so the other parts of speech. According to CEFR (2011), the B1 learner "can use a variety of strategies to achieve comprehension, including listening

for main points, checking comprehension by using contextual clues" (CEFR, 2011: 81).

Exercise 5:

Level: B1

Objective: Re-constitute phrases of corpus that contain the personal opinion

Methodology: Communicative / task-based (CEFR)

Phase: Production

Exercise for phrase delimitation, ordering the phrase's elements, placing the adverbial properly.

Complete and re-constitute the phrases of the following *corpus* that contain the personal opinion adverbial "à mon avis".

```
 l'Union européenne, Malte constituera, à mon avis, un avant-poste important dans le bassin méd
la position commune sur ce point porte, à mon avis, atteinte au consommateur. {S}Un second argu
eur, M.{S} Florenz. {S}Cette directive, à mon avis, n'est pas satisfaisante du tout parce qu'el
s, s'il n'arrive rien d'imprévu. {S}Or, à mon avis, l'imprévu est devant notre porte. {S}Où tro
ourisme dans le traité d'Amsterdam car, à mon avis, elle était nécessaire afin de pouvoir artic
ficace des parlements est la parole et, à mon avis, nous pouvons lancer trois messages. {S}L'un
 Commission prenne des mesures ne doit, à mon avis, jamais être sous-estimée. {S}Si la Commissi
rastructures. {S}Ces données devraient, à mon avis, être approfondies également dans l'applicat
ion, sa hauteur intellectuelle en font, à mon avis, le meilleur rapporteur que ce rapport ait p
s la seconde guerre mondiale. {S}C'est, à mon avis, cette différence qu'il s'agit d'effacer dan
cessaires et prioritaires. {S}Il faudra à mon avis tout tenter pour que les capitaux privés con
n, la responsabilité principale incombe à mon avis au constructeur. {S}C'est uniquement de cett
vrait défendre l'intérêt général, comme à mon avis ce Parlement vous le dira. {S}Monsieur le Pr
ons que la Commission n'a pas abordées, à notre avis, de façon appropriée et qui pourraient en
```

Similarly, a written text may be carefully planned in exercise 6 according to models (from previous exercises, comprehension) so as to appear to be spontaneous, "yet to ensure that an essential message is effectively conveyed under the different conditions that constrain the reception of speech" (CEFR, 2011: 97).

Exercise 6:

Level: B2 of CEFR

Objective: Use of personal opinion adverbials

Methodology: Communicative/task-based (CEFR)

Phase: Guided expression

Model-based Production

You give a speech in the Council of Europe about a policy that could relieve the financial problems in South Europe. Most importantly, you have to state your

personal opinion. Use, as an aid, the Europarl Corpus. Search for personal opinion adverbials.

In exercise 6, the learner "can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail" (CEFR, 2011: 81), and also

> the learner can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context (CEFR, ibid).

6. Future perspectives and applications

Our main objective is to develop a knowledge base that will serve to assist teachers to find out about, adapt and apply existing tools. Moreover, the corpus page could be a virtual space for gathering and collating information on corpora, identifying software, tools, and also relevant publications and training information. Nevertheless, the corpus construction could be completed with an exercise generator, in order to assist teachers in the development of relevant exercises. Having in mind that a corpus is not the end point for teaching and learning but it is the beginning, we aim to make it the beginning of a creative source of ideas for French language teachers and learners.

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