

Research examined in Pérez-Paredes, P. (2019). A systematic review of the uses and spread of corpora and data-driven learning in CALL research during 2011–2015. *Computer Assisted Language Learning*.

1st author	id	Journal	Year	Title
Chen, Hao-Jan Howard	1	CALL	2011	Developing and evaluating a web-based collocations retrieval tool for EFL students and teachers
Pérez-Paredes et al.	2	CALL	2011	Tracking learners' actual uses of corpora: guided vs non-guided corpus consultation
Gao, Z. M.	3	CALL	2011	Exploring the effects and use of a Chinese-English parallel concordancer
Smith, S.	4	CALL	2011	Learner construction of corpora for general English in Taiwan
Geluso, J.	5	CALL	2013	Phraseology and frequency of occurrence on the web: native speakers' perceptions of Google-informed second language writing
Gordani, y.	6	CALL	2013	The effect of the integration of corpora in reading comprehension classrooms on English as a Foreign Language learners' vocabulary development
Comelles et al.	7	CALL	2013	Using online databases in the linguistics classroom: dealing with cluse patterns
Rezaee et al.	8	CALL	2015	Symmetrical and asymmetrical scaffolding of L2 collocations in the context of concordancing
Lai, S. & Chen, Hao-Jan Howard	9	CALL	2015	Dictionaries vs concordancer: actual practice of the two different tools in EFL writing
Chen et al.	10	CALL	2015	Developing a corpus-based paraphrase tool to improve EFL learners' writing skills
Daskalovska, N.	11	CALL	2015	Corpus-based versus traditional learning of collocations
Cotos, E.	12	CALICO	2011	Potential of automated writing evaluation feedback
Wood, P.	13	CALICO	2011	Computer assisted reading in German as a Foreign Language. Developing and testing an NLP-based application
Poole	14	CALICO	2012	Concordance-based glosses for academic vocabulary acquisition
Ranalli, J.	15	CALICO	2013	Designing online strategy instruction for integrated vocabulary depth of knowledge and web-based dictionary skills
Hubbard, P.	16	CALICO	2013	Making the case for learner training in technology enhanced language learning environments

Garner, J. R.	17	CALICO	2013	The use of linking adverbials in academic essays by non-native writers: how data-driven learning can help
Amer, M.	18	CALICO	2014	Language learners' usage of a mobile learning application for learning idioms and collocations
Crossley, S., & McNamara, D	19	LL&T	2013	Applications of text analysis tools for spoken response grading
MacDonald et al.	20	LL&T	2013	Computer learner corpora: analysing interlanguage errors in synchronous and asynchronous communication
Yoon & Jo	21	LL&T	2014	Direct and indirect use of corpora: an exploratory case study comparing students' error correction and learning strategy use in L2 writing
Cowan et al.	22	LL&T	2014	ICALL for improving Korean L2 writers' ability to edit grammatical errors
Chang, P.	23	ReCALL	2012	Using a stance corpus to learn about effective authorial stance-taking: a textlinguistic approach
Caws	24	ReCALL	2013	Evaluating a web-based video corpus through an analysis of user interactions
Frankenberg-García	25	ReCALL	2014	The use of corpus examples for language comprehension and production
Tono et al	26	ReCALL	2014	The effects of using corpora on revision tasks in L2 writing with coded error feedback
Huang	27	ReCALL	2014	The effects of paper-based DDL on the acquisition of lexico-grammatical patterns in L2 writing
Smart	28	ReCALL	2014	The role of guided induction in paper-based data driven learning
Cotos	29	ReCALL	2014	Enhancing writing pedagogy with learner corpus data
Geluso, J., & Yamaguchi, A	30	ReCALL	2014	Discovering formulaic language through data-driven learning: Student attitudes and efficacy
Chang, Ji-Yeon	31	ReCALL	2014	The use of general and specialized corpora as reference sources for academic English writing: A case study
Lénko-Szymanska	32	ReCALL	2014	Is this enough? A qualitative evaluation of the effectiveness of a teacher-training course on the use of corpora in language education.
Farr	33	ReCALL	2015	Tracing the reflective practices of student teachers in online courses

Yen-Liang Lin	34	ReCALL	2015	Using key part-of-speech analysis to examine spoken discourse by Taiwanese EFL learners
Aguado-Jiménez et al.	35	System	2012	Exploring the use of multidimensional analysis of learner language to promote register awareness
Tribble	36	System	2013	From text to corpus - A genre-based approach to academic literacy instruction
Yang	37	System	2013	Learning to construct English (L2) sentences in a bilingual corpus-based system