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Abstract (150-200 words):

It has been observed that corpus linguistics methods and tools have not been applied in language teaching in Norway to a great degree (Cardona et al. 2014: 1). Corpus methods been shown to be beneficial for language learners (Boulton & Cobb 2017; Lin & Lee 2015: 264-5), and there are a variety of books and articles on their applications in language teaching (Leńko-Szymańska 2017: 218). If the majority of teachers in schools do not use corpus methods, what the reasons are invites examination.

This paper presents interview data about what in-service teachers of the English subject find useful about corpus methods in teaching, and what they find to be challenging. A set of corpus-using teachers, and another set of teachers who were introduced to corpus methods by the author, agreed on the usefulness for vocabulary teaching, and on challenges such as the poor user-friendliness of software, and contexts in which they saw no need for corpora. The paper concludes that in the areas where in-service teachers found corpora useful, a certain level of awareness and use could be established, without having to make teachers corpus linguists.

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