Papers

Mariko Abe, Yusuke Kondo, Yasuhiro Fujiwara and Yuichiro Kobayashi. A longitudinal study of novice learners’ development of complexity

Katherine Ackery. ESP corpus construction and analysis to produce syntactically reduced, persuasive texts

Fahad Aljabr. Rethinking citations: proposing a new model for the analysis of stance and rhetorical functions of citations

Francisco J. Álvarez Gil and Elena Domínguez Morales. Teaching point of view in English for tourism. A corpus linguistics approach

Sílvia Araújo. Towards a specialised language pedagogy through a collaborative multimodal environment

Sülün Aykurt. The acquisition of modality in argumentative writing – Research on a learner corpus

Aleksandra Bartosiewicz and Geoffrey Pinchbeck. Readability and motivation in the CLIL classroom: A Spanish perspective

Cathryn Bennett. Preliminary Findings of Corpus Literacy by In-service EFL Practitioners in Ireland

Raffaella Bottini. Lexical complexity and L2 English speech: the effect of test takers’ individual properties in the Trinity Lancaster Corpus

Alex Boulton. KWIC and easy? Students building their own corpus for non-linguistic goals

Noah Bradley. Learner parallel concordancing in a new context: Perceptions among university French immersion students

Nigel Bruce and Peter Storey. Big corpora development for disciplinary DDL in an EFL-medium university setting

Maria Luisa Carrió-Pastor. The use of corpora for teaching multimodal metadiscourse in academic English

Anna Joan Casademont and Nancy Gagné. Crosslinguistic influences and L2 teaching: A corpus-based analysis of L2 Catalan and English errors in L1 French adults texts

Meilin Chen and John Flowerdew. An Investigation of PhD Students’ Use of Corpora in Facilitating Their Writing for Publication Purposes

Elga Cremades. The Catalan Learner Corpus as a tool for improving the studies on Catalan as an Additional Language

Eniko Csomay and Nini Jojua. A corpus-based study of academic word use in EFL student writing

Peter Crosthwaite and Luciana Luciana. “Corpus missionaries, spreading the word”: Introducing Data-Driven Learning to teacher trainees in South East Asia.
Niall Curry. Using contrastive linguistics and learner corpus research to inform the teaching of academic metadiscourse: a corpus-based study of target, first, and learner language corpora

Andreea Dinca and Madalina Chitez. Assessing learners’ academic phraseology in the digital age: a corpus-informed approach to ESP texts

Andreea Dinca, Madalina Chitez, Loreda Bercuci and Ana-Maria Pop. Using corpora to inform the assessment of academic writing complexity: a crosslinguistic perspective

Sonia Di Vito. Describing luxury hotels: A corpus-based study

Nihan Erdemir and Hacer Hande Uysal. Corpus-Based Rhetorical Move Analysis of the Research Article Results


Katerina Florou. Comparison of two Translator Learner Corpora: The case of the Italian opinion verbs

Lynne Flowerdew. Corpus-based Pedagogic Initiatives in the Domain of Thesis Writing: Convergences and divergences

Luciana Forti. Data-driven learning effects in the development of L2 phraseological competence: the combined role of semantic transparency and frequency

Ana Frankenberg-Garcia. Dynamic Data-Driven Learning

Ana Frankenberg-Garcia, Simone Sarmento, Paula Tavares Pinto and Ana Bocorny. A data-driven learning approach to supporting the dissemination of research from non-English speaking institutions

Luciano Franco Silva, Paula Tavares Pinto and Luana Nazzi-Laranja. A ted talk corpus for teaching lexical bundles for Brazilians EAP students

Nancy Gagné. Perceived fluency, comprehensibility and accentedness: A speech corpus analysis of children’s L2 oral production

Sandra Götz, Christoph Wolk and Katja Jäschke. Fluency across L1s, Task Types and Learning Context Variables: A learner corpus-based perspective

Carine Graff. Using a concordancer to check language naturalness

Chan-Chia Hsu. Lexical bundles in Chinese news and potential applications to Chinese teaching and learning

Yuying Hu. Collocational Framework and Register Features of Logistics News Reporting

Yuying Hu and Ziwei Cheng. An Initial Investigation into Discourse Connectives in Written Texts by Chinese and Native ESP Learners

Lan-Fen Huang, Tomáš Gráf and Nicole Keng. Expansion of LINDSEI: Compiling spoken learner data from several L1s across CEFR levels

Lan-Fen Huang, Yen-Liang Lin and Tomáš Gráf. Fluency and the development of discourse markers: A learner corpus analysis across different CEFR levels

Petter Hagen Karlson. Applying Corpus Resources in Upper Secondary School in Norway
Barry Kavanagh. In-service English teachers’ engagement with corpus methods

Mariya Kilina, Andrea Grillandi, Elizaveta D. Nosova, Anastasia N. Sidorova, Aleksandr Klimov, Olesya Kisselev, Mikhail Kopotev and Natalia Zevakhina. Assessing novice writing against the Corpus of Academic Texts

Mariina S. Kogan, Irina A. Komarova and Alexander V. Dmitrijev. Didactic potential of applying corpus approach to English phraseology studies and teaching

Mariko Kondo and Takayuki Konishi. Misconception and reality of Japanese speakers’ English acquisition: what can speech corpus tell about acquisition of L2 phonology?

Hege Larsson Aas and Sylvi Rørvik. Repeats in native and interlanguage speech: Exploring traces of cross-linguistic influence and individual variation

Elen Le Foll. Development and Evaluation of a Corpus Linguistics Seminar in Pre-Service Teacher Training

Agnieszka Leńko-Szymańska. Parallel corpora in FL and translation training: a case of the Swedish-Polish collection of contemporary literary texts

Huifen Lin. What have we learned from Data-driven Learning (DDL) literature: Learning tasks, learners’ perceived difficulties and challenges

Ting-Shiu Lin. An error analysis of Chinese modal verbs of possibility in French learners’ interlanguage and its pedagogical implications

Fu-Ying Lin and Kuan-Yu Shen. The Grammar Patterns of The Spoken Academic English (of MOOCs)

Andrea Listanti, Jacopo Torregrossa and Liana Tronci. The acquisition of VS structures in L2 Italian in a developmental perspective: a corpus-based study

Tanjun Liu and Shuo Yu. Corpus use in the learning of Chinese resultative constructions by L2 learners of Chinese

Nikita Login, Ksenia Pospelova, Ekaterina Afanaseva and Elizaveta Ershova. A testing tool driven by learner corpus data and the platform for its use

Philippe Millot. Building specialised corpora to conceptualise learners’ specialised needs: The case of a corpus in records and information management.

Mehmet Nacar and Adnan Biçer. A corpus-based study: Complement clauses in written and spoken outputs of Turkish EFL learners

Chikako Nishigaki and Kathryn Oghigian. DDL for Young Learners: Development of a Pedagogical Corpus and Search Tool, and Implementation in Japanese Elementary and Secondary Classrooms

Aleksey Novikov. Lexico-grammatical development of L2 Russian learners

Elena Nuzzo and Valentina Benigni. An exploratory study of peer corrective feedback in a corpus of Italian - Russian tandem interactions

John O’Donoghue. An exploratory investigation into the way in which L2 undergraduate writers perceive the nature of academic writing and the cultural factors determining such perceptions.
Anne O’Keeffe, Pascual Pérez-Paredes and Geraldine Mark. Aligning usage-based theory and Data-Driven Learning

Taha Omidian, Anna Siyanova-Chanturia and Stefania Spina. Development of Formulaic Knowledge in Learner Writing: A Longitudinal Perspective

Michał B. Paradowski and Elżbieta Pawlas. Communication breakdowns in intercultural communication: Causes, prevention, and remedial strategies

Wooji Park, Ran Mo and Seok-Chae Rhee. The Duration Difference between Stressed and Unstressed Vowels as a Cue for English Proficiency of Korean Learners

Pascual Pérez-Paredes and Joyce Lim. Advanced learner writing: a developmental perspective using a large learner corpus

Sylvain Perraud. DDL in academic writing at doctoral level in the STEM sector: the user’s standpoint. Tool choice criteria, query patterns, feedback.

Adriana Picoral. Copula constructions in a multilingual learner corpus as evidence of L3 development

Blanka Pojslova. The effect of two modes of feedback on lexical sophistication development of EFL learners’ writing

Tristan Purvis. Academic English Learners’ Corpus from Speakers of Nigerian English

Tugba Simsek and Cem Can. Pre-service language teachers’ perceptions on teachers’ duties in material development: can a corpus literacy course change their perceptions?

Bruna Sommer-Farias, Adriana Picoral, Aleksey Novikov and Shelley Staples. Teachers’ Perceptions of Interactive DDL Using a Multilingual Learner Corpus

Shelley Staples. Building DDL materials with teachers of EAP: Bridging the research/teaching gap

Aleksandra Swatek. Direct Hypothetical Reported Speech in Math Instructional Videos: A Corpus-based Study

József Szakos and Ulrike Glavitsch. “Genomes of corpus” and the problem of “genres”: Re-configuring elements of corpus linguistic solutions in teaching languages, taking readylingua as an example

Szilvia Szita. Overwhelming, time-consuming, user-unfriendly... and now what? Teacher training for the successful implementation of a corpus-informed methodology

James Thomas. Learning language and content from a one-text corpus

Chrysanthi Tiliakou and Katerina T. Frantzi. Investigation of vocabulary in a Greek EFL Learner Corpus of written production

Biagio Ursi. Corpus-based resources in conversation: Learning with the multimodal concordancer of the FLEURON database

Benet Vincent, Hilary Nesi and Daniel Quinn. Exploring teacher engagement with an open DDL resource
Olga Vinogradova, Anna Viklova, Darya Overnikova and Darya Matyash. “Genre is a useful concept only when used evaluatively not descriptively”: Observations over differences between two genres of essays in learner corpus

Karin Whiteside. Writing development across an undergraduate degree: A contrastive corpus analysis of student writers’ first and third year Essay texts from the disciplines of History and Politics & International Relations (PIR)

Yi-ju Ariel Wu and Chi-Ting Robert Tsai. Exploring the Effects of Data-Driven Learning in Learning Legal Vocabulary of International Law

Alla Zareva. Pre-service teachers’ training and attitudes towards using corpora for language teaching and learning purposes

Adrian Jan Zasina. Teaching two different languages – meeting the same problem: The genitive singular of inanimate masculine nouns in teaching Czech and Polish

Xuhua Zhang and Jianbin Zeng. The Development of a DDL Cookbook: Challenges and Solutions

Fangzhou Zhu. Evaluating Data-Driven Learning for EFL Writing Error Correction: An Exploratory Study in China

**Posters**

Lilit Avetisyan. Investigating Language Corpora as a Writing Resource

Aivars Glaznieks, Jennifer-Carmen Frey, Maria Stopfner and Lorenzo Zanasi. The SMS Corpus: A longitudinal trilingual corpus of young learners

Barbora Hrabalova. Web-based dictionary for learners of Czech: methodology and design

Elżbieta Kaczmarska and Adrian Jan Zasina. Infrastructure of the Polish Learner Corpus

Nora Mustun. Indonesian Learner Corpus of English (INDO-LCE): collecting data, corpus building and learners’ use of linguistic features.

Juliane Schopf. Authentic spoken data and applied conversation analysis as a resource for the improvement of communicative competence in healthcare

Stefania Spina, Luciana Forti, Filippo Santarelli, Valentino Santucci and Giuliana Grego Bolli. From corpus construction to automatic text difficulty classification for second language learners: developing MALT-IT2