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ANNI



UNIVERSITÀ
DEGLI STUDI
DI PADOVA

DISL DIPARTIMENTO DI STUDI
LINGUISTICI E LETTERARI

**Centro
Linguistico
di Ateneo**



Padua, 22nd-24th September 2022

6th Learner Corpus Research Conference

Thursday 22 September 2022			
08:00 – 09:00	Registration		
09:00 – 09:30	Opening (Room 1)		
09:30 – 10:30	Hilary Nesi: Learner corpus research: Some problems, some questions, and some possible answers Chair: <i>Sylvie De Cock</i> Room 1		
10:30 – 11:00	Coffee break (cloister)		
	Academic Writing Chair: <i>Hilde Hasselgård</i> Room 1	Spoken and written learner corpora Chair: <i>Stefania Spina</i> Room 3	Complexity and assessment Chair: <i>Nicolas Ballier</i> Room 4
11:00 – 11:30	Maité Dupont and Sylviane Granger. Connector placement in EFL learner writing: Focus on 'however'	Karin Puga. F0 range in L2 discourse as evidence for the existence of a prosody interlanguage system	Thomas Gaillat. Exploring the operationalisation of L2 microsystems as functional complexity metrics for proficiency assessment
11:30 – 12:00	Joseph Lee and Robert Bern. Changing patterns of linking adverbials in L2 university student writing	Annelly Tomson. Acquisition of Norwegian as a second language: What are the differences between the written and spoken language of the learners?	Agnieszka Lenko-Szymanska, Piotr Pezik, and Michal Adamczyk. Phraseology in the assessment of L2 writing
12:00 – 12:30	Arianna Bienati and Jennifer-Carmen Frey. Development of explicit causal connectives in Italian L1 and L2 student writing: A comparison of argumentative texts from lower and upper secondary school.	Monika Kavalir and Gašper Ilc. Use of English negation in the Slovene subcorpus of ICLE	Olesya Kisselev, Rossina Soyan, Dmitrii Pastushenkov, and Jason Merrill. Lexical complexity development in L2 Russian texts and correlations with curricular levels and raters' scores

12:30 – 14:00	Lunch (cloister)		
	Statistics in LCR Chair: <i>Ilmari Ivaska</i> Room 1	Phraseology Chair: <i>Francesca Coccetta</i> Room 3	Complexity Chair: <i>Tove Larsson</i> Room 4
14:00 – 14:30	Stefan Th. Gries. Most dispersion measures do not measure dispersion, and the implications of that for LCR	Elnaz Kia and Fernando Rubio. Lexical bundles and L2 Spanish writing development: A case of dual language immersion	Nathan Vandeweerd. The effect of phraseological complexity on ratings of oral versus written French proficiency
14:30 – 15:00	Stefan Th. Gries and Magali Paquot. Association measures in learner corpus research: Problems and pointers for improvement	Roger Gee, M. Karen Jogan, and Kathleen S. Jogan. Developmental use of prenominal noun modifiers by Spanish L1 EFL teachers	Akira Murakami. Towards more appropriate modeling of (and with) linguistic complexity indices (WIP)
15:00 – 16:00	POSTER SESSION (cloister)		
16:00 – 16:30	Coffee break (cloister)		
	Academic writing Chair: <i>Fiona Dalziel</i> Room 1	Syntax Chair: <i>Sara Gesuato</i> Room 3	Complexity Chair: <i>Sylviane Granger</i> Room 4
16:30 – 17:00	Niwat Wuttisrisiriporn. Investigating effects of L1 and discipline on syntactic complexity in master's theses and research articles	Dogus Can Oksuz, Dora Alexopoulou, Kate Derkach, and Ianthi Maria Tsimpli. The influence of L1 typology on the acquisition of the L2 English articles: A large-scale learner corpus study	Jessica Tayeh and Nicolas Ballier. Automatic classification of Arabic learners of English based on complexity metrics
17:00 – 17:30	Qiuyi Sun. Modality in Chinese EFL learners' academic writing: From semantic meaning to disciplinary variation	Marlén Izquierdo and Naroa Zubillaga. Empirical translation studies: Contrasting learner translations in a diglossic environment	Elizabeth Bear, Xiaobin Chen, and Detmar Meurers. Linguistic style in a second language: Exploring cross-task individual differences in complexity in a large-scale corpus
17:30 – 18:00	Maggie Charles, Ahmed Halil, Michael Jenkins, and Karin Whiteside. What gets funded? A learner corpus study of grant proposal summaries by L1 Arabic Syrian academics	Sangeun Kim. Multidimensional analysis of syntactic complexity development in L2 learner writing in an American university EAP programme	Ilmari Ivaska. Register effects and morphosyntactic complexity affecting the use of the preterite construction in advanced L2 Finnish
18:00 – 18:30	Tereza Guziurová. Code glosses in L2 learner writing: Reformulation and exemplification in master's theses by Czech university students	Alessia Iurato. Compiling a corpus of written and spoken L2 Chinese: Combining pragmatic-and-error-annotation to study the Chinese 是shì...的 de cleft construction	Stefania Spina. Task effects on phraseological complexity in learners' written and oral production: A structural equation modeling study

18.30 – 20.00	Apericena (Welcome reception with light dinner and entertainment - cloister)			
	Friday 23 September 2022			
08:30 – 09:00	Registration			
09:00 – 10:00	Anke Lüdeling: Explorations of variability: Evidence from L1 and L2 corpora of German Chair: <i>Marcus Callies</i> Room 1			
10:00 – 10:30	Coffee break (cloister)			
	Innovative approaches in LCR Chair: <i>Maggie Charles</i> Room 1	Pragmatics Chair: <i>Francesca Coccetta</i> Room 3	Room 4	Software demonstration session Chair: <i>Akira Murakami</i> Room 5
10:30 – 11:00	Magali Paquot, Rachel Rubin, and Nathan Vandeweerd. Introducing the CLAP project: Adaptive comparative judgment as a community-based solution for enriching learner corpora with crowdsourced L2 proficiency assessment	Francesca Poli. "Let's say maybe it's our Italian culture": Expressions of uncertainty in Italian learners of English		Jennifer-Carmen Frey, Aivars Glaznieks, Maria Stopfner, Lorenzo Zanasi, and Lionel Nicolas. LEONIDE: A longitudinal trilingual corpus of young learners of Italian, German and English
11:00 – 11:30	Elen Le Foll. Teaching pre-service teachers to create corpus-informed materials: The effectiveness of different types of tasks in an e-learning setting	Sara Gesuato and Elisabetta Pavan. Students' requestive emails to faculty – pragmatic proficiency in elicited and spontaneous Italian L1 and English L2		Madalina Chitez, Cosmin Striletschi, and Karla Csürös. Meeting ROGER: An open-access bilingual corpus search platform
11:30 – 12:00	Sharon Hartle, Giorgia Andreolli, and Emanuela Tenca. Visual Thinking Strategies (VTS) in online EFL learner discussions: Creating a micro-corpus of spoken learner discourse for qualitative analysis	Sepideh Dagbandan. A comparison between colloquial Persian used by English-speaking learners of Persian and Iranian speakers of Persian: Insights from a learner corpus-based study		Stefania Spina, Irene Fioravanti, Luciana Forti, Valentino Santucci, Angela Scerra, and Fabio Zanda. The CELI corpus: A new resource to analyse L2 Italian

12:00 – 12:30	Kathrin Kircili. Non-canonical syntax in learner language: Between language transfer, language universals and idiosyncrasies	Nicola Brocca, Maria K. Rudigier, and Valentin A. Spielthener. A corpus-based approach in foreign-language teacher education: A case study on politeness in instant messages in Italian L2 by Germanophone learners		Cristóbal Lozano and Nobuo Ignacio López-Sako. Demonstration of the CEDEL2 (version 2) interface: A multi-L1 corpus of L2 Spanish
12:30 –14:00	LUNCH (cloister)			
	Error tagging Chair: <i>Luciana Forti</i> Room 1	Metadata Chair: <i>Erik Castello</i> Room 3	Grammar Chair: <i>Karin Whiteside</i> Room 4	Software demonstration session Chair: <i>Monika Kavalir</i> Room 5
14:00 – 14:30	Elisa Di Nuovo, Bianca Maria De Paolis, Cristina Bosco, and Elisa Corino. Error identification, normalization and tagging: Three inter-annotator agreement case studies in a picture-elicited learner corpus	Marcus Callies. Challenges in the annotation and analysis of learner corpora	Kateryna Derkach and Dora Alexopoulou. The differential effect of specificity on definite and indefinite article accuracy in learner English	Elena Volodina, Therese Lindström Tiedemann, and Yousuf Ali Mohammed. Swedish L2 profile – A tool for exploring L2 data
14:30 – 15:00	Lisa Rudebeck and Gunlög Sundberg. On the other side of the error tag: The nature and functions of the corrected texts	Alexander König, Jennifer-Carmen Frey, Egon W. Stemle, Aivars Glaznieks, and Magali Paquot. Towards standardizing LCR metadata	Hilde Hasselgård. Adverbial modification of adjectives in young writers' English (EL1 and EL2)	Nicolas Ballier and Helen Yannakoudakis. Towards crowdsourcing research for learner keylogging data
	WORK IN PROGRESS (WIP) SESSION			
	WIP1 Chair: <i>Nathan Vandeweerd</i> Room 1	WIP2 Chair: <i>Anke Lüdeling</i> Room 3	WIP3 Chair: <i>Caroline Clark</i> Room 4	
15:05 – 15:35	Sylvie De Cock. 'Do you love me': Interrogatives in learner speech in	Graham Burton and Maria Cristina Gatti. English in a bilingual German-Italian community:	Masatoshi Sugiura, Akiko Eguchi, Mariko Abe, Remi Murao, Takashi Koizumi, and	

	LINDSEI and in the Trinity Lancaster corpus	Collecting data and investigating learner variables in creating the EdiCoMC corpus	Daisuke Abe. Using IPSyn to measure early L2 syntactic development
	Raffaella Bottini. Lexical complexity in L2 English speech: Exploring monologic and dialogic tasks in the Trinity Lancaster corpus	Olga Lopopolo. The acquisition and use of the progressive aspect by multilingual learners of English as L3: Preliminary results from a longitudinal learner corpus-based study	Jane Klavan. A multifactorial learner corpus approach to genitive alternation in non-native English
15:35 – 16:05	Barbora Bulantová. Measuring syntactic complexity in L2 speech at advanced proficiency levels	Helena Wedig, Carola Strobl, and Jim J.J. Ureel. Investigating connective use in L2 German: A corpus study	Kordula De Kuthy and Detmar Meurers. Extending experimental research on the effectiveness of an intelligent tutoring system: A corpus study systematically identifying targeted language means in authentic ESL student essays
	Jen-Yu Li, Thomas Gaillat, and Elisabeth Richard. Exploring the use of dependency parsing in automatic erroneous collocation extraction in learner English	Anna Shadrova. Lexical similarity in L1 and L2 German as evidence for the structure and dynamics of the lexicon	Abdelhamid Ahmed, Xiao Zhang, and Lameya Rezk. A Corpus-Based Contrastive Analysis of Transition Markers in L1 Arabic and L2 English Argumentative Writing
16:05 – 16:30	Coffee break (cloister)		
	Chair: <i>Nathan Vandeweerd</i> Room 1	WIP4 Chair: <i>Elisa Corino</i> Room 3	WIP5 Chair: <i>Katherine Ackerley</i> Room 4
16:30 – 17:00	Zarah Weiss and Detmar Meurers. How do tasks impact the different domains of L2 linguistic complexity? (FULL PAPER)	Carla Quinci. “Today’s lesson was really interesting”: Improving second-language learning and obtaining feedback through students’ reflective Padlet posts	Eliane Lorenz. “So I’ll need English like good English” – Functions and use of discourse marker <i>like</i> in UAE English
		Nida Dusturia. The use of connectors in spoken and written argumentative texts of Indonesian EFL learners: A corpus-based study	France Rousset and Anita Thomas. Corpora as input and output: A fragile link in classroom research
17:00 – 18:00	LCA General Assembly (Room 1)		
18:15 – 19:30	Walking tour from Complesso Beato Pellegrino to the restaurant (with Serena Cecco and Franca Faccioli)		
19:30	Conference DINNER (Ristorante Zairo, Prato della Valle, 51)		

Saturday, 24 September 2022			
09:00 – 10:00	Silvia Bernardini : A marriage of two minds? Learner translation corpora in learner corpus research Chair: <i>Sylviane Granger</i> Room 1		
10:00 – 10:30	Coffee break (cloister)		
	Writing development Chair: <i>Magali Paquot</i> Room 1	Translation and contrastive approaches in LCR Chair: <i>Carla Quinci</i> Room 3	Young learners/High school Chair: <i>Marta Guarda</i> Room 4
10:30 – 11:00	Tove Larsson, Tony Berber-Sardinha, Bethany Gray, and Doug Biber . Exploring early L2 writing development: A register-functional approach to grammatical complexity	Ksenia Balakina . Splitting and joining sentences in Italian-Russian inverse translation	
11:00 – 11:30	Randi Reppen and Doug Biber . Studying individual longitudinal development in a corpus of ‘natural’ disciplinary writing	Jorge Montaña and Ana Díaz-Negrillo . Does mode affect referring expression selection? A corpus-based study of advanced L1 Spanish-L2 English narratives	Aivars Glaznieks and Jennifer-Carmen Frey . Syntactic variation in German <i>weil</i> -clauses: A comparison between immersed and non-immersed learners of German
11:30 – 12:00	Doug Biber, Tove Larsson, Gregory R. Hancock, Bethany Gray, and Randi Reppen . Dimensions of grammatical complexity in L1/L2 writing: A comparative analysis of theory-based models	Nobuo Ignacio López-Sako and Cristóbal Lozano . Redundancy in subject anaphora resolution: A corpus-based study of L1 Japanese learners of L2 Spanish	Zarah Weiss, Nina Hicks, Detmar Meurers, and Thomas Studer . Using linguistic complexity to probe into genre differences? Insights from the multilingual SWIKO learner corpus
12:00 – 12:30	Henrik Kaatari, Tove Larsson, Ying Wang, Seda Acikara Eickhoff, and Pia Sundqvist . Exploring the effect of target-language extramural activities on students’ written production	Teresa Quesada and Cristóbal Lozano . Using two comparable learner corpora to investigate the production of referring expressions bidirectionally: L1 Spanish-L2 English vs. L1 English-L2 Spanish	Ingrid Kristine Hasund . Genres in young learner EFL writing: A genre typology for the TRAWL (tracking written learner language) corpus
12:30 – 13:00	CLOSING (Room 1)		
13:00 – 14:00	LUNCH (cloister)		

POSTERS

Bear Elizabeth, Bronson Hui, Haemant Santhi Ponnusamy, Björn Rudzewitz, Xiaobin Chen, and Detmar Meurers. Using ICALL to collect spoken learner data in real-life conversation tasks

El Ayari Sarra. Sarramanka: An online tool for learner corpora analysis

Flores Hernández Ana Abigahil, and Pauline Moore. Mexican learner corpus: Designing and collecting a longitudinal spoken corpus of Mexican university learners of English

Forti Luciana, Irene Fioravanti, and Fabio Zanda. Lexical complexity across proficiency levels in L2 Italian: Some preliminary findings

García-Guerrero Elena and Cristóbal Lozano. Is planning time beneficial for L2 production? A corpus-based study of anaphora resolution in L1 Spanish – L2 English learners

Hammond Thomas A. From production short-cuts to syntactic development? Analysing the production of fixed expressions (FEs) with the development of the L2 computational component

Holmquist Kristoffer and Therese Lindström Tiedemann. A corpus-based study of derivational morphology in written L2 Swedish

Ibn Alameer Sadeem, Dagmar Divjak, and Paul Thompson. An exploratory corpus-based study of Arab learners' usage of English phrasal verbs

Lopopolo Olga and Fabio Zanda. The relevance of inter and intra-rater reliability in multi-layer annotation procedures

Maso Sara. Tracking the development of written language competence in L2 Italian: A NLP-based approach

Migliorelli Alice. Variants and varieties of learning preserved in the historical archives of the University for Foreigners of Perugia: Toward the building of a digital learning corpus

Wedig Helena, Carola Strobl, and Jim Ureel. The Beldeko corpus: A new resource for investigating L2 German texts written by L1 Dutch students

Weiss Zarah, Moritz Sahlender, Inga ten Hagen, Anastasia Knaus, and Stefanie Helbig. Investigating spoken classroom interactions in linguistically heterogeneous learning groups – An interdisciplinary approach to compile multi-modal corpora in second language classrooms

Zasina Adrian Jan and Elżbieta Kaczmarska. Czech errors in writings based on the Polish learner corpus PoLko: A pilot study