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Learner Corpora of English: Glimpses into learners' L2 development

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The design of learner corpora has recently allowed us access to learners' actual language performance and thus to real production data. By studying L2 learners' utterances, important information is acquired regarding learners' frequency of use and choice of particular language structures and lexis. While a number of learner corpora already exist, there is a great scope for further exploration in this area and a growing need to investigate the developmental patterns of learners' L2 acquisition. With reference to Greek learners of English, in particular, a number of learner corpora are currently being compiled. The aim of my talk will be to present two such corpora: (a) GRICLE, the Greek component of the ICLE (International Corpus of Learner English), which is made up of argumentative essays written by Greek third- and fourth-year students (20-22 years old) of the School of English, Aristotle University of Thessaloniki; (b) YoLeCorE (Young Learner Corpus of English), which is an audiovisual written and spoken corpus compiled at the 3rd Model Experimental primary school in Evosmos. YoLeCorE is an innovative pedagogic corpus which includes all language instances a class of 8-9-year-old learners were exposed to and produced during one school year. In my presentation I will discuss some preliminary findings from both learner corpora. Those from GRICLE will be both quantitative and qualitative and will refer to Greek L2 learners' rhetorical preferences when constructing argumentation. Data from YoLeCorE, on the other hand, will be mostly quantitative and provide information about word frequencies and lexical variation. Interesting findings will include differences

between learner input and learner output as well as differences in lexical use between receptive and productive skills.