

13th and Teaching Language Programme



UNIVERSITY OF
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Faculty of Education
18-21 July 2018

#talc2018

2 Main Conference Buildings

Donald McIntyre Building (DMB)

(Faculty of Education) 184 Hills Road



GREEN

Mary Allan Building (MAB)

Homerton College (Next to Faculty of Education)



BLUE

Day 0	Wednesday 18 July - Workshops		
9:00 – 18:00	Conference registration open – Donald McIntyre Building (DMB) – Faculty of Education – Coffee & Tea GS1		
	DMB GS5	DMB GS4	DMB GS3
10:30-13:30 Coffee break 11:45-12:00	WORKSHOP 1 Error annotation in learner corpora: tools and applications in English and Italian Olga Vinogradova, Nikita Login, Ivan Torubarov (Research University Higher School of Economics, Moscow), Luciana Forti, Stefania Spina (University for Foreigners Perugia, Italy),	WORKSHOP 2 Using the Cambridge learner corpus to develop learning materials Niall Curry, Olivia Goodman Cambridge University Press	WORKSHOP 3 Phraseological and corpus-based study of scientific and technical discourse: English and Spanish Silvia Molina , M. Mar Robisco , Pilar Duran, Ana Roldán-Riejos, Paloma Úbeda (Universidad Politécnica de Madrid)
13:30-14.30	Lunch @ DMB GS1		
	DMB GS5	DMB GS4	DMB GS3
15:15-18:15 Coffee break 16:45 – 17:00	WORKSHOP 4 Data-Driven Learning (DDL) in the Technical Writing Classroom Laurence Anthony (Waseda University)	WORKSHOP 5 Exploring variation and intertextuality in L2 undergraduate writing in English: Using the Corpus and Repository of Writing Online Platform for research and teaching Shelley Staples, University of Arizona Adriana Picoral, University of Arizona Ji-young Shin, Purdue University Ashley Velazquez, Purdue University Jie Gao, Purdue University	WORKSHOP 6 Using corpora to teach sociolinguistics: A practical workshop Vaclav Brezina and Dana Gablasova (Lancaster University)
18:45 - 21:00	Drinks reception DMB (outside)		

Day 1	Thursday 19 July		
8:30	Conference registration. Donald McIntyre Building – Faculty of Education		
9:15-9:30	Conference Opening (MAB Auditorium)		
9:30-10:25	Plenary 1 (MAB Auditorium) Susan Hunston		
10:30 – 11:00	Coffee Break @ MAB Auditorium		
	MAB Auditorium DDL Chair: Alex Boulton	DMB GS4 ESP Chair: Lynne Flowerdew	DMB GS5 Vocabulary Chair: Henry Tyne
11:00-11:30	Gregory Hadley (S8)	Ana Frankenberg (S 10)	Huifen Lin (S 58)
11:30-12:00	Nina Vyatkina (S 46)	Christine Sing (S 157)	Sanja Marinov (S 75)
12:00-12:30	Kiyomi Chujo (S 120)	Jenny Kemp (S 89)	Geraint Paul Rees (S 97)
12:30-13:00	John Williams (S 99)	Christoph Wolk & Bridgit Fastrich (S 150)	Diane Pecorari (130)
13:00-14.05	Lunch @ Homerton College Hall		
	MAB Auditorium Writing + Profiling Chair: Yukio Tono	DMB GS4 Non-HE levels Chair: Gregory Hadley	DMB GS5 Writing Chair: Maggie Charles
14:15-14:45	Zhaozhe Wang (S 152)	Francesca Perri (S 134)	Ji-Young Shin (S 164)
14:45-15:15	Benet Vincent (S 114)	Elisa Corino (S 84)	Hosam Darwish (S 18)
15:15-15:45	Agnieszka Leńko-Szymańska (S 95)	Elen Le Foll (S 23)	Tzu Wei Yang & Hsien-Chin Liou (S 30)
15:45-17:00	Coffee Break + Poster session @ MAB Auditorium		
	MAB Auditorium Profiling Chair: Pascual Pérez-Paredes	DMB GS4 Translation Chair: Natalie Kübler	DMB GS5 Phraseology and grammar in LC Chair: Michael Pace-Sigge
17:00-17:30	Claire Wolfarth (S 60)	Francesca Seracini (S 166)	Alvin Cheng-Hsien Chen (S 101)
17:45-18:45	Plenary 2 (MAB Auditorium) Anne O’Keeffe		
20:00	Conference Dinner - Peterhouse College (www.pet.cam.ac.uk/about-college)		

Day 2	Friday 20 July			
9:20 -9:30	Housekeeping (MAB Auditorium)			
9:30-10:25	Plenary 3 (MAB Auditorium) Alex Boulton			
10:30 – 10:55	Coffee Break @ MAB Auditorium			
	MAB Auditorium Teacher education, materials & learner corpora Chair: Agnieszka Leńko-Szymańska	DMB GS4 Spoken language Chair: Anne O’Keeffe	DMB GS5 ESP Chair: Natalie Kübler	DMB GS3 Learner corpora, corpora and teacher education Chair: Nina Vyatkina
11:00-11:30	Jane Seely (S 4)	Tomáš Gráf & Lan-Fen Huang (S 158)	Ana Frankenberg & Geraint Paul Rees (S 11)	Katerina Florou (S 131)
11:30-12:00	Paul Wickens (S 170)	Hege Larsson Aas & Sylvi Rørvik (S 82)	Maggie Charles (S 38)	Suresh Jampa (S 26)
12:00-12:30	Henry Tyne (S 36)	Dana Gablasova & Vaclav Brezina (S 162)	Shelley Staples (S 85)	Kyoko Sugisaki & Michael Prinz (S 163)
12:30-13:00	Yukio Tono (S 127)	Yusuke Kondo (S 110)	Reka R. Jablonkai & Neva Cebron (S 116)	Maria Kunilovskaya (S 161)
13:00 -13:30	Hyeson Park (S 142)	Geraldine Mark & Pascual Pérez-Paredes (S 107)	Łucja Biel (S 173)	Hildegunn Dirdal (S 129)
13:30 – 14:50	Lunch & Coffee @ Homerton College Hall			
	MAB Auditorium 7/14 presentations: Integrating corpus data in classrooms and learning activities Chair: Pascual Pérez-Paredes	DMB GS4 Errors Chair: Amaya Mendikoetxea	DMB GS5 Spoken corpora Chair: Geraldine Mark	
15:00 - 16:00	Eva Schaeffer-Lacroix (S 27) Rudy Loock (S22) Michael Pace-Sigge (S 68) Lynne Flowerdew (S 112) Yuying Hu (S 144)	Yoshiho Satake (S 21) Martin Weisser (S 80)	Valentin Werner (S 5) Lan-Fen Huang & Tomáš Gráf (S 137)	
A rapid-fire showcase of ideas, innovations, and theories. Speakers have a 7-minute time limit for their				

"talk" utilizing a deck of no more than 14 slides.	Sylvain Perraud (S 145) Sylwia Twardo (S 139)			
16:15-17:15	Plenary 4 (MAB Auditorium) Costas Gabrielatos			
19:00-20:00	Drinks reception offered by Cambridge University Press			

Day 3	Saturday 21 July		
9:10 – 9:30	Coffee Break @ DMB GS5		
	DMB GS4 Corpus resources and teaching materials Chair: Maggie Charles	DMB GS5 Writing & written corpora Chair: Ana Frankenberg	DMB 1S3 Vocabulary and corpora Chair: Yukio Tono
9:00-9:30	Maria Eskevich (S 148)	Ayman Alghamdi (S 53)	Claudia Wunderlich (S 62)
9:30-10:00	Chris Turner and Hilary Nesi (S 1)	Meilin Chen & John Flowerdew (S 78)	Yi-Ju Ariel Wu (S 149)
10:00-10:30	Stefan Diemer & Marie-Louise Brunner (S 31)	Katherine Ackerley (S 138)	Luciana Forti (S 73)
10:30-11:00	Amaya Mendikoetxea (S 33)	Lynne Flowerdew (S 111)	Tanjun Liu (S 54)
11:00-11:30	Patricia Tosqui-Lucks & Malila Prado (S 160)	Szu-Yu Liu & Hsien-Chin Liou (S 29)	Awatif Alruwaili (S 113)
11:30-12:00	Rolf Kreyer (S 109)	John O'Donoghue (S 71)	Maja Milicevic Petrovic (S 115)
12:20-13:10	Round table: Talking TaLC Angela Chambers + Lynne Flowerdew + Ana Frankenberg-García + Keynote speakers		
13:10 – 14:15	Lunch & goodbye @ DMB GS5		

DETAILED PROGRAMME (Presenters, title and id)

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11:00-11:30	Investigating Data-Driven Learning with Receptive Skills: A Contemporary Approach Gregory Hadley (S8)	The collocation repertoire of EAP users Ana Frankenberg (S 10)	The Effect of the Inductive and Deductive Data-Driven Learning (DDL) on Vocabulary Acquisition and Retention Huifen Lin (S 58)
11:30-12:00	Data-driven learning beyond concordancing for improving the breadth and depth of L2 vocabulary knowledge Nina Vyatkina (S 46)	Using corpora for task-based ESP writing instruction: The case of source-based business writing Christine Sing (S 157)	Is there a relationship between self-regulation, lexical proficiency, and attitudes towards corpus use? Sanja Marinov (S 75)
12:00-12:30	Evaluating the Appropriateness of the Sentence Corpus of Remedial English to Benefit Beginner Level EFL Students Kiyomi Chujo (S 120)	Working towards a Discipline-Specific Vocabulary Core (DSVC) for postgraduate International Law Jenny Kemp (S 89)	Discipline-specific Academic Phraseology: corpus evidence and applications Geraint Paul Rees (S 97)
12:30-13:00	‘Definitely [sic] worth it’: engaging undergraduate corpus linguistics students in real research John Williams (S 99)	Custom concordancers for the ESP and linguistics classroom Christoph Wolk & Bridgit Fastrich (S 150)	Receptive and Productive Academic Vocabulary: A Mixed-Methods Corpus Investigation Diane Pecorari (130)

13:00-14:05	Lunch @ Homerton College Hall		
	MAB Auditorium Writing + Profiling Chair: Yukio Tono	DMB GS4 Non-HE levels Chair: Gregory Hadley	DMB GS5 Writing Chair: Maggie Charles
14:15-14:45	A Corpus-Driven Study of Novice Second Language Writers' Use of First Person Pronouns in Argumentative Essays Zhaozhe Wang (S 152)	The Mistakes Laboratory: Digital Didactics, Error Analysis and Corpus Linguistics in secondary school teacher training Francesca Perri (S 134)	Stance in a second language first-year college writing course: Genre, process, and writers Ji-Young Shin (S 164)
14:45-15:15	Exploiting corpora to provide guidance for academic writing: the BAWE hyperlink project Benet Vincent (S 114)	"There's a woman having her hair cut". A case study of data driven learning in a vocational school for hairdressers Elisa Corino (S 84)	Writer-Reader Interaction: Writer's Stance in MA Theses in English L1 & L2 Hosam Darwish (S 18)
15:15-15:45	The English Vocabulary Profile and lexical profiles of texts written by tertiary-level students Agnieszka Leńko-Szymańska (S 95)	"They were walking in a corridor when suddenly the mummy appeared" – A Corpus-based Study of Narrative Texts in Secondary School EFL Textbooks. Elen Le Foll (S 23)	Pattern hunting via DDL at the drafting stage: How does the proficiency of EFL college students make a difference? Tzu Wei Yang & Hsien-Chin Liou (S 30)
15:45-17:00	Coffee Break + POSTER SESSION @ MAB Auditorium		

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11:00-11:30	Variations in teacher classroom talk in 3 stages of teacher career development Jane Seely (S 4)	False starts and self-corrections in learner and native English Tomáš Gráf & Lan-Fen Huang (S 158)	Developing a tool to help EAP writers with collocations in real time Ana Frankenberg & Geraint Paul Rees (S 11)	Parallel-Learner Corpora or another way to confirm teachers’ intuitions Katerina Florou (S 131)
11:30-12:00	DIY corpora of students assessed writing: engaging year 3 applied linguistics students.	Fillers in native-, inter- and target language speech	First steps in DIY corpus use: What questions do students ask and what outcomes do they achieve?	The effect of using corpora as a resource to enhance the language ability of the teachers in rural India

	Paul Wickens (S 170)	Hege Larsson Aas & Sylvi Rørvik (S 82)	Maggie Charles (S 38)	Suresh Jampa (S 26)
12:00-12:30	Applying corpus use across the curriculum: Analysis of small corpora by pre-service teachers as a means of engaging with student feedback Henry Tyne (S 36)	L2 pragmatic development across three proficiency levels: a corpus-based study of stance in spoken English interaction Dana Gablasova & Vaclav Brezina (S 162)	Corpus-based curriculum development in ESP: needs analysis, materials development, assessment and evaluation Shelley Staples (S 85)	"The brindled university language" - Building a corpus from handwritten historical documents for teaching Linguistics in practice Kyoko Sugisaki & Michael Prinz (S 163)
12:30-13:00	CEFR-Jx27: Developing corpus- and CEFR-based pedagogical resources and e-learning systems for 27 languages Yukio Tono (S 127)	Initial findings from a longitudinal learner corpus: A year-long development of L2 speaking performance Yusuke Kondo (S 110)	Autonomous language learning with the help of corpora: the case of a corpus-based ESP course Reka R. Jablonkai & Neva Cebon (S 116)	Do translation textbooks address real-life translation problems: evidence from corpus-based error analysis Maria Kunilovskaya (S 161)
13:00 -13:30	Relative clauses in a learner corpus: Exploring the interaction of text type and L2 proficiency Hyeson Park (S 142)	Examining high frequency adverbs in learner and native speaker language: some implications for spoken EFL learning and teaching Geraldine Mark & Pascual Pérez-Paredes (S 107)	Teaching EU English to national judges: terminological collocations in EU Competition Law Łucja Biel (S 173)	L2 development of -ing clauses Hildegunn Dirdal (S 129)
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		Profiling learners through pragmatically and error annotated corpora Martin Weisser (S 80)	Assessing spoken learner corpus data using the CEFR scales and error rates Lan-Fen Huang & Tomáš Gráf (S 137)	
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9:00-9:30	Introducing CLARIN resources Maria Eskevich (S 148)	An Arabic corpus-informed list of MWEs for language pedagogy Ayman Alghamdi (S 53)	Creating a Subject-Specific Corpus and Academic Word List for Business Informatics Claudia Wunderlich (S 62)
9:30-10:00	Corpus research into Some and Any and its implications for pedagogical grammar description and teacher education Chris Turner and Hilary Nesi (S 1)	The association between postgraduate students' learning styles and their evaluation of corpus use in L2 academic writing Meilin Chen & John Flowerdew (S 78)	Discovering the Collocation Use of Change of State Verbs through Corpus Consultation-Learners' Use and Performance Yi-Ju Ariel Wu (S 149)
10:00-10:30	“We still can convey our uhm ... meaning ... and that's okay then” – Introducing a new corpus of English as a Lingua Franca (ELF) Skype conversations and its use in ELF-aware language teaching Stefan Diemer & Marie-Louise Brunner (S 31)	Concordancing for genre-specific writing: an investigation into students' learning strategies Katherine Ackerley (S 138)	L1 congruency in the evaluation of Data-driven learning effectiveness: a study on Italian verb-noun collocations Luciana Forti (S 73)
10:30-11:00	The design and use of corpora for SLA: CEDEL2 and WriCLR Amaya Mendikoetxea (S 33)	Discourse-based perspectives on the application of ESP learner corpora to writing pedagogy Lynne Flowerdew (S 111)	Evaluating the effect of data-driven learning (DDL) on the acquisition of academic collocations by advanced Chinese learners of English Tanjun Liu (S 54)

11:00-11:30	Pragmatic features of radio communications between pilots and controllers: raising students' awareness through corpus analysis Patricia Tosqui-Lucks & Malila Prado (S 160)	Exploring the relation between English writing motivation, task engagement, and uptake of corpus-informed corrective feedback: A longitudinal study Szu-Yu Liu & Hsien-Chin Liou (S 29)	What do in-service teachers know and think about corpora after short training? Awatif Alruwaili (S 113)
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13:10 – 14:15	Lunch & goodbye @ DMB GS5		

Poster sessions

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3	Danyang Zhang	Mobile-based English dictionaries (MBDs) in Chinese EFL learners' incidental English vocabulary learning: Exploring effectiveness, learners' use and attitude
66	Lucie Chlumská	A Three-Stage Corpus-based Model for L1 Teaching at Primary and Secondary Schools
67	Stefania Spina and Anna Siyanova-Chanturia	The Longitudinal Corpus of Chinese Learners of Italian (LoCCLI)
87	Adriana Picoral	A variationist approach to learner corpus research: Development of Subject-Verb word order in L2 learner Portuguese
92	Lin Jiang	A corpus-based study of semantic prosody in academic written English and its pedagogical application
93	Barry Kavanagh	Can corpora be useful in English Language Teaching in Norway?
106	Miki Hyun Kyung Bong and Masako Tsuzuki	A Study on the Uses of Adverbs (Really & Actually) and Adverbial Particles (Up & On) Based on the NICT JLE Corpus Data
126	Rezan Alharbi	Acquisition of Lexical Collocations: A corpus-assisted contrastive analysis and translation approach
132	Klara Klimcikova, Vishal Bhalla and Aisulu Rakhmetullina	The missing link between learners' language use and their language learning – Elia
141	Shona Whyte	An audio-visual corpus of technology-mediated classroom language teaching: creating an open repository for CALL teacher education
143	Dong Ok Lim	Exploring lexical and syntactic complexity and sophistication in L2 writing among young writers in an EFL setting
153	Xiao Wangx	Exploring data-driven learning in academic writing education: the acquisition of hedging devices
155	Duy Van Vu	A corpus analysis of collocations in Vietnamese EFL learners' writing
159	Yolanda Noguera	Salvage and Rescue of Submarines: a pilot study
165	Francesca Poli	Teachers' perceptions of students' errors: a learner corpus analysis
171	Xin Xu	Data-Driven Learning for Lower-Level ESL Learners: A Quasi-Experimental Study in Southern China
172	Aleksandra Swatek	Building a Corpus of Online Academic Spoken English (COASE)

Conference papers

ID	Authors	Paper title
1	Chris Turner and Hilary Nesi	Corpus research into Some and Any and its implications for pedagogical grammar description and teacher education
4	Jane Brennan-Seely	Variations in teacher classroom talk in 3 stages of teacher career development
5	Valentin Werner, Robert Fuchs and Sandra Götz	Cross-linguistic effects or universal learning mechanisms? A case study on temporal expression
8	Gregory Hadley and Hiromi Hadley	Investigating Data-Driven Learning with Receptive Skills: A Contemporary Approach
10	Ana Frankenberg-García	The collocation repertoire of EAP users
11	Ana Frankenberg-Garcia, Geraint Paul Rees, Robert Lew and Jonathan Roberts	Developing a tool to help EAP writers with collocations in real time
18	Hosam Darwish	Writer-Reader Interaction: Writer's Stance in MA Theses in English L1 & L2
21	Yoshiho Satake	How error types affect the accuracy of L2 error correction with corpus use
23	Elen Le Foll	"They were walking in a corridor when suddenly the mummy appeared" – A Corpus-based Study of Narrative Texts in Secondary School EFL Textbooks.
26	Suresh Jampa	The effect of using corpora as a resource to enhance the language ability of the teachers in rural India
29	Szu-Yu Liu and Hsien-Chin Liou	Exploring the relation between English writing motivation, task engagement, and uptake of corpus-informed corrective feedback: A longitudinal study
30	Tzu Wei Yang and Hsien Chin Liou	Pattern hunting via DDL at the drafting stage: How does the proficiency of EFL college students make a difference?
31	Marie-Louise Brunner and Stefan Diemer	"We still can convey our uhm ... meaning ... and that's okay then" – Introducing a new corpus of English as a Lingua Franca (ELF) Skype conversations and its use in ELF-aware language teaching
33	Cristóbal Lozano, Amaya Mendikoetxea and Paul Rollinson	The design and use of corpora for SLA: CEDEL2 and WriCLR
36	Henry Tyne	Applying corpus use across the curriculum: Analysis of small corpora by pre-service teachers as a means of engaging with student feedback
38	Maggie Charles	First steps in DIY corpus use: What questions do students ask and what outcomes do they achieve?

46	Nina Vyatkina	Data-driven learning beyond concordancing for improving the breadth and depth of L2 vocabulary knowledge
53	Ayman Alghamdi & Eric Atwell	An Arabic corpus-informed list of MWEs for language pedagogy
54	Tanjun Liu	Evaluating the effect of data-driven learning (DDL) on the acquisition of academic collocations by advanced Chinese learners of English
58	Huifen Lin and Pinshuan Lee	The Effect of the Inductive and Deductive Data-Driven Learning (DDL) on Vocabulary Acquisition and Retention
60	Claire Wolfarth, Claude Ponton and Catherine Brissaud	Which Method to Develop a Natural Language Processing Tool to automatically analyze First Language Learner Corpora?
62	Claudia Wunderlich	Creating a Subject-Specific Corpus and Academic Word List for Business Informatics
71	John O'Donoghue	An analysis of the use of structural and functional lexical bundles in L2 academic writing corpora.
73	Luciana Forti	L1 congruency in the evaluation of Data-driven learning effectiveness: a study on Italian verb-noun collocations
75	Sanja Marinov	Is there a relationship between self-regulation, lexical proficiency, and attitudes towards corpus use?
78	Meilin Chen and John Flowerdew	The association between postgraduate students' learning styles and their evaluation of corpus use in L2 academic writing
80	Martin Weisser	Profiling learners through pragmatically and error annotated corpora
82	Hege Larsson Aas and Sylvi Rørvik	Fillers in native-, inter- and target language speech
84	Elisa Corino and Claudia Buschini	"There's a woman having her hair cut". A case study of data driven learning in a vocational school for hairdressers
85	Shelley Staples	Corpus-based curriculum development in ESP: needs analysis, materials development, assessment and evaluation
89	Jenny Kemp	Working towards a Discipline-Specific Vocabulary Core (DSVC) for postgraduate International Law
95	Agnieszka Leńko-Szymańska	The English Vocabulary Profile and lexical profiles of texts written by tertiary-level students
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109	Rolf Kreyer	Collocations in Learner English – the True-longitudinal Perspective

110	Mariko Abe, Yusuke Kondo, Yuichiro Kobayashi, Akira Murakami and Yasuhiro Fujiwara	Initial findings from a longitudinal learner corpus: A year-long development of L2 speaking performance
111	Lynne Flowerdew	Discourse-based perspectives on the application of ESP learner corpora to writing pedagogy
113	Awatif Alruwaili	What do in-service teachers know and think about corpora after short training?
114	Benet Vincent, Hilary Nesi and Daniel Quinn	Exploiting corpora to provide guidance for academic writing: the BAWE hyperlink project
115	Katarina Lazic and Maja Milicevic Petrovic	Creating pedagogically useful lists of biotechnical academic formulas
116	Reka R. Jablonkai and Neva Cebron	Autonomous language learning with the help of corpora: the case of a corpus-based ESP course
120	Kiyomi Chujo, Atsushi Mizumoto, Yuichiro Kobayashi, Akira Hamada and Kathryn Oghigian.	Evaluating the Appropriateness of the Sentence Corpus of Remedial English to Benefit Beginner Level EFL Students
127	Yukio Tono	CEFR-Jx27: Developing corpus- and CEFR-based pedagogical resources and e-learning systems for 27 languages
129	Hildegunn Dirdal and Stephanie H. G. Wold	L2 development of -ing clauses
130	Diane Pecorari	Receptive and Productive Academic Vocabulary: A Mixed-Methods Corpus Investigation
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137	Lan-Fen Huang, Tomáš Gráf and Nicole Keng	Assessing spoken learner corpus data using the CEFR scales and error rates
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142	Hyeson Park	Relative clauses in a learner corpus: Exploring the interaction of text type and L2 proficiency
148	Darja Fišer & Franciska de Jong	Introducing CLARIN resources
149	Yi-Ju Ariel Wu	Discovering the Collocation Use of Change of State Verbs through Corpus Consultation- Learners' Use and Performance
150	Christoph Wolk and Bridgit Fastrich	Custom concordancers for the ESP and linguistics classroom
152	Zhaozhe Wang	A Corpus-Driven Study of Novice Second Language Writers' Use of First Person Pronouns in Argumentative Essays
157	Christine Sing	Using corpora for task-based ESP writing instruction: The case of source-based business writing

158	Tomáš Gráf and Lan-Fen Huang	False starts and self-corrections in learner and native English
160	Patricia Tosqui-Lucks and Malila Carvalho De Almeida Prado	Pragmatic features of radio communications between pilots and controllers: raising students' awareness through corpus analysis
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162	Dana Gablasova and Vaclav Brezina	L2 pragmatic development across three proficiency levels: a corpus-based study of stance in spoken English interaction
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166	Francesca Seracini	Phraseology in specialised translation learning: a corpus-based study
170	Paul Wickens	DIY corpora of students assessed writing: engaging year 3 applied linguistics students.
173	Łucja Biel	Teaching EU English to national judges: terminological collocations in EU Competition Law

7/14 Presentations: Integrating corpus data in classrooms and learning activities

ID	Presenter	Presentation title
22	Rudy Loock	How to make translation students aware of the insufficiency of grammatically correct translations thanks to corpus data
27	Eva Schaeffer-Lacroix	Language learning from an audio description corpus
68	Michael Pace-Sigge	Topic-targeted academic writing: how to make use of a template corpus
112	Lynne Flowerdew	Data visualisation for DDL: Forging a connection and focusing concentration
139	Sylwia Twardo	Can stylometry be used for improving writing skills? A project
144	Yuying Hu	Register features revealed by lexical and phrasal profiles in an English logistics corpus
145	Sylvain Perraud	Implementing a data-driven learning methodology in academic writing courses for science & technology doctoral students: feedback, results, and perspectives.