

Veranstalter:	Eliane Lorenz
Modul:	Learner Corpus Research [ENG-4, ENG-4a, ENG-10, ENG-11, AA7, AA9, LAA8, LAA1, ENGAGE- M01a, ENGAGE-M02]
Art der Veranstaltung:	Seminar II
Veranstaltungsnummer:	53-513
Zeit:	2st. Do 10-12
Raum:	Ü35-01016
Beginn:	04.04.2019

Course description:

A suitable approach to investigate learner language as well as cross-linguistic influence in second and third language acquisition is with the help of a learner corpus. As Granger (2008: 337) puts it: “[a]nalyzing learner language is a key component of second and foreign language education research.” It allows us to investigate the development and mechanisms of foreign language acquisition and it is a valuable resource for language teachers. Especially the former is of relevance for the current seminar. Understanding the mechanisms of additional language acquisition, here specifically the differences (or similarities) between second and third language acquisition, is what propels this course.

Let us briefly define what a corpus is: a corpus is a collection of digitalized or machine-readable texts that could include spoken or written material; usually the texts or oral recordings are transcribed and stored in individual files (McEnery & Hardie 2012). A learner corpus is then a specialized corpus that includes a specific genre, namely learner language; i.e. written or spoken language produced by learners of a (foreign) language. More specifically, learner corpora can be defined as collections of texts produced in a (near) natural setting by language learners (Granger 2008: 338; Granger et al. 2015: 1).

Learner corpus research (LCR) is still a very young discipline. Throughout the seminar, we will get to know what LCR is and we will also discuss second and third language acquisition, come across theories, concepts, and models about multilingualism, and learn how to use LCR in order to find out something about learner language (or interlanguage) and foreign language acquisition.

In addition to this theoretical input, a large part of this seminar is devoted to the practical application of LCR methods. We will jointly create a learner corpus from L2 and L3 learners of English and we will analyze these texts. Hence, we will spend a considerable amount of time with working on these data and students are introduced to AntConc, UAM Corpus tool, and Excel. Finally, students in this seminar are expected to conduct a small empirical study based on the data. For full credits, students are required to write an empirical term paper, based on a learner corpus and with suitable LCR methods.

In order to successfully follow and complete the course it is necessary that you have taken and passed the module *Einführung in die Linguistik*.

Course requirements:

Regular attendance
 Weekly reading assignments or completion of tasks
 Active participation in class
 Cooperation in building a learner corpus
 Short oral report of the learner corpus study
 Empirical term paper

References:

Granger, S. 2008. Learner Corpora in Foreign Language Education. In *Encyclopedia of Language and Education, 2nd Edition, Volume 4: Second and Foreign Language Education*. N. Van Deusen-Scholl & N.H. Hornberger (eds), 337–351. New York:

Springer.

Granger, S. 2015. Contrastive interlanguage analysis. A reappraisal. *International Journal of Learner Corpus Research* 1(1): 7–24.

McEnery, T. & Hardie, A. 2012. *Corpus Linguistics: Method, theory and practice*. Cambridge: Cambridge University Press.

Sprechstunden im Semester:

Mittwoch, 10:00-11:00

Sprechstunden in der vorlesungsfreien
Zeit:

s. Sprechstundenliste