The View From Learner Corpora Second Language Acquisition 148

Second Language Acquisition (SLA) is a fascinating field of study that explores how learners develop proficiency in a second language. One valuable resource in this area of research is learner corpora, which are collections of texts produced by second language learners. These corpora provide a unique perspective on the learning process and offer valuable insights into the challenges and strategies employed by language learners.

In this article, we will delve into the view from Learner Corpora SLA 148, a widely recognized and influential learner corpus in the field. We will explore the history and significance of this corpus, discuss its key features, and analyze some of the insights it has provided into second language acquisition.

The History and Significance of Learner Corpora SLA 148

Learner Corpora SLA 148, also known as LC SLA 148, was first constructed in the late 1990s. It is one of the largest and most widely used learner corpora, containing texts from over 5,000 learners of English as a second language. The corpus encompasses a wide range of language proficiency levels, from beginners to advanced learners, making it a valuable resource for researchers studying SLA.
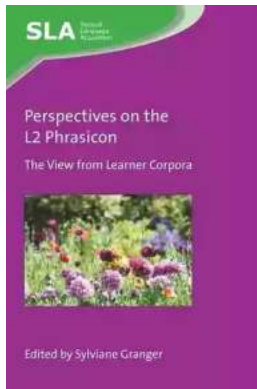
Perspectives on the L2 Phrasicon: The View from Learner Corpora (Second Language Acquisition Book 148) by Sylviane Granger(Kindle Edition)

★★★★☆ 4.5 out of 5

Language	: English
File size	: 13315 KB
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Enhanced typesetting : Enabled
Print length   : 385 pages
Screen Reader   : Supported

The significance of LC SLA 148 lies in its comprehensive coverage of learner language across various learner characteristics, such as first language background, age, and learning context. This diversity allows researchers to analyze and compare the linguistic features and development patterns of different learner groups, shedding light on the influence of these factors on second language acquisition.

Key Features and Analysis of LC SLA 148

LC SLA 148 offers various features that facilitate in-depth analysis of learner language. One of its key features is the annotation of learner errors and corrections, providing valuable information on the specific difficulties learners face at different proficiency levels. These annotations allow researchers to identify recurring error patterns and develop targeted teaching strategies.

The corpus also includes metadata that provides contextual information about each text, such as the learner's age, educational background, and learning context. This rich metadata enables researchers to investigate how these factors influence language development and proficiency. For example, studies conducted using LC SLA 148 have found that learners with a strong educational background

tend to exhibit more advanced syntactic structures compared to those without formal education.

The analysis of LC SLA 148 has led to several important insights into second language acquisition. For instance, researchers studying verb tense and aspect acquisition have found that learners often struggle with the use of irregular past tense forms. This observation has led to the development of instructional materials specifically targeting this area of difficulty, improving learners' overall proficiency.
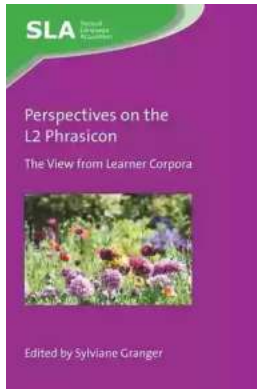
The Impact of LC SLA 148 in Second Language Teaching

The insights gained from LC SLA 148 have had a profound impact on second language teaching practices. By identifying common errors and challenges faced by learners, teachers can create more targeted and effective instructional materials. For example, based on the findings from LC SLA 148, instructors may place greater emphasis on irregular past tense forms when teaching verb tenses to learners.

Furthermore, LC SLA 148 has contributed to the advancement of second language acquisition theory. By providing a comprehensive view of learner language, researchers can refine existing theories and propose new explanations for language development processes. This has allowed for more accurate predictions and better-informed pedagogical practices.

Learner Corpora SLA 148 offers a unique and valuable perspective on second language acquisition. Its comprehensive coverage of learner language and extensive annotations provide researchers with a wealth of data for in-depth analysis. The insights gained from LC SLA 148 have contributed to both second language teaching practices and the advancement of SLA theory. As learner

corpora continue to be developed and expanded, the view from these valuable resources will undoubtedly continue to shape our understanding of how learners acquire a second language.

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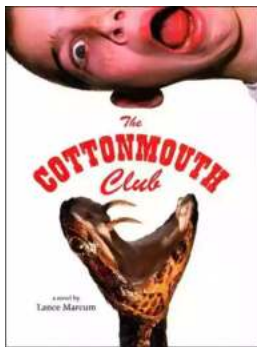|	
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This is the very first book to investigate the field of phraseology from a learner corpus perspective, bringing together studies at the cutting edge of corpus-based research into phraseology and language learners. The chapters include learner-corpus-based studies of phraseological units in varieties of learner language differentiated in terms of task and/or learner variables, compared with each other or with one or more reference corpora; mixed-methods studies that combine learner corpus data with more experimental data types (e.g. eyetracking); and instruction-oriented studies that show how learner-corpus-based insights can be used to inform second language (L2) teaching and testing. The detailed analysis of a wide range of multiword units (collocations, lexical bundles, lexico-grammatical patterns) and extensive learner corpus data provide the reader with a comprehensive theoretical, methodological and applied perspective onto L2 use in a wide range of situations. The knowledge gained from these learner corpus

studies has major implications for L2 theory and practice and will help to inform pedagogical assessment and practice.

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