

ESRC-AHRC UK-Japan SSH Connection Grants Seminar  
LCSAW (Learner Corpus Studies in Asia and the World) 4th Meeting Kobe Joint Conference 2019

Following three successful conventions, the 4th Learner Corpus Studies in Asia and the World (LCSAW4) will be held on Sunday, 29, September 2019, at Kobe University Centennial Hall in Japan. LCSAW4 is organized in cooperation with the ESRC-AHRC UK-Japan SSH Connections Grants project led by Tony McEnery at Lancaster University, UK.

Date and Time: Sunday, Sep 29, 2019. 0920-1700

Venue: Kobe University Centennial Hall

Funding and Aim

This event is funded by a UK-Japan SSH Connection grant. The theme is “New methods and data in second language learning research”. We are bringing together researchers from second language research, psychology and corpus linguistics in order to enable the formation of new relationships between UK and Japanese researchers, strengthen existing links, identify common interests and develop common research agendas to enable future collaborative research. The broad objectives are: (1) to sketch the state-of-the-art second language and corpus research; (2) to define and evaluate new methods and datasets designed to facilitate the study of second language acquisition; and (3) to develop an essential road map of priorities in second language research that covers data, methods and theory. In doing so, we need to (4) identify key gaps and opportunities in the road map where UK/Japan research collaboration is a priority.

The event is also supported by JSPS Kakenhi Grant (No. 17H02360).

Program

0920 Opening Remark

[Keynote Speeches] 30 minutes incl. Q&A

0930-1000 (1) 1005-1035 (2) 1040-1110 (3)

[Invited Speeches (Morning) ] 20 minutes incl. Q&A

1120-1140 (4) 1145-1205 (5) 1210-1230 (6)

[Poster Session (16 posters)]

Session A Core time 1240-1315 (Poster number 1, 3, 5... 15)

Session B Core time 1315-1350 (Poster number 2, 4, 6...16)

[Invited Speeches (Afternoon) ] 20 minutes incl. Q&A

1400-1420 (7) 1425-1445 (8) 1450-1510 (9) (break)

1520-1540 (10) 1545-1605 (11) 1610-1630 (12) 1635-1655 (13)

1655-1705 Closing Remarks

1720 Shuttle Bus Leaves the Hall

1800-1930 Conference Party at Kobe Meriken Park Oriental Hotel (Nagisa Hall)

Keynote Speeches

(1) Tony McEnery (Lancaster University)

(Bio) Tony McEnery is Distinguished Professor of English Language and Linguistics at Lancaster University. He was Interim Chief Executive, Economic and Social Science Research Council, from 2017 - 2018, and Director of the ESRC Centre for Corpus Approaches to Social Science, from 2013-2016. He was also Dean of the Faculty of Arts and Social Sciences, Lancaster University, from 2008-2014.

(Title) Imagining the next generation of learner corpus

(Abstract) TBA

(2) Shin Ishikawa (Kobe University)

(Bio) Dr. Shin Ishikawa is Professor of Applied Linguistics at Kobe University. He is currently a board member of Japan Association of College English Teachers (JACET), Japan Association of English Corpus Studies (JAECs), Japan Society of Stylistics, and Mathematical Linguistics Society of Japan. His research interests cover branches of applied linguistics such as corpus linguistics, mathematical linguistics, language teaching, material development, and teaching methodologies. Since 2000, he has been the leader of the International Corpus Network of Asian Learners (ICNALE) Project.

(Title) New perspectives on contrastive interlanguage analysis: An outline of the ICNALE project

(Abstract) In this talk, we will survey some of the previous studies related to contrastive interlanguage analysis (CIA) and then discuss the importance of (i) controlling varied parameters that might influence learners' L2 productions and (ii) analyzing varied

types of learner L2 outputs in making CIA studies more replicable and reliable. We also consider how the ICNALE can contribute to new CIA studies.

(3) Yukio Tono (Tokyo University of Foreign Studies)

(Bio) Yukio Tono is a professor in corpus linguistics at Tokyo University of Foreign Studies. He also serves as President of Japan Association for English Corpus Studies. His research interest includes learner corpus research, pedagogical applications of corpora, and L2 lexicography.

(Title) Developing the L2 Index of Grammar Use: Variability issues revisited

(Abstract) This paper is a progress report on the L2 Index of Grammar Use using the CEFR-Grammar Profile. Token and type frequencies of more than 300 grammar items were extracted and analysed from L2 learner's essays across different CEFR levels and the total index scores of grammar use were calculated. In my talk, I will especially focus on variability of grammar use in the same CEFR-level learners' essays and discuss factors relevant to such individual differences and how to take such variability into account in order to develop the grammar use index.

Invited Speeches

(4) Mariko Abe (Chuo University)

(Bio) Mariko Abe is working at Chuo University, Japan. Her current research interests include identifying key linguistic features that distinguish learners of different proficiency levels through corpus analysis and applying those findings to learner material development. She is also interested in computer-aided error analysis and automated scoring.

(Title) Creating a longitudinal corpus of L2 spoken English: Construction process and possible applications

(Abstract) In this talk, an overview of the project for compiling the Longitudinal Corpus of L2 Spoken English (LOCSE) will be provided. The data were collected two or three times a year for three consecutive years from 2016, with the total of eight data collection points. They were elicited from a group of 122 Japanese learners of English, who belonged to a lower proficiency level. In order to transcribe the utterances, automated speech recognition technology was employed, which was manually checked by three human transcribers. The main outcomes of our preliminary corpus-based analyses will be shown.

(5) Aaron Olaf Batty (Keio University), Tineke Brunfaut (Lancaster University), and Luke Harding (Lancaster University)

(Bio) Aaron Olaf Batty obtained his Ph.D. from Lancaster University, where he continues to engage in research, and is an associate professor at Keio University in Japan. His research interests span all areas of language assessment, and his work has appeared in TESOL Quarterly, Language Testing, and Assessing Writing.

(Title) The impact of delivery mode on the discourse characteristics of writing task performances

(Abstract) Language test developers are increasingly moving from paper-based to computer-based writing assessments. However, evidence is required to support the validity and fairness of delivery mode changes. This presentation will report on the effect of delivery mode on the writing section of Trinity College London's Integrated Skills in English (ISE) test suite. We employed Wilcoxon Signed Rank Tests to compare the discourse characteristics of 106 examinees' written performances completed both in paper-based and computer-based modes, revealing delivery mode effects on several of the discourse characteristics. The presentation will conclude with implications for user-interface design for the computer-based delivery of writing tasks.

(6) Yasutake Ishii (Seijo University)

(Bio) Yasutake Ishii is a professor of English at Seijo University, Tokyo. His research interests include corpus linguistics, cognitive linguistics, especially the semantics of English prepositions, meta- and practical lexicography, and ELT. His publications and oral presentations are listed at <https://researchmap.jp/read0139137/?lang=english>.

(Title) Assessment of Japanese EFL Learners' Grammatical Proficiency Levels Based on the CEFR-J Grammar Profile

(Abstract) The present study aims to create a framework of assessing learners' production in terms of their use of grammatical items. We have assigned different scores to grammatical items based on their CEFR-J levels, and counted the types and frequencies of the grammatical items they used, and thus obtained the index scores of each learner's production in terms of grammar. We have used the CEFR-J Grammar Profile and analyzed written and spoken learner corpora which collected the data produced by Japanese EFL learners at different levels. Some preliminary findings will be discussed with some potential applicability and limitations of this framework.

(7) Emi Izumi (Kyoto University / Kyoto University of Foreign Studies)

(Bio) Emi Izumi is a part-time lecturer of Kyoto University and Kyoto University of Foreign Studies. Her major research interests include learner corpus construction (including annotation) and analysis. She has also been working on the implementation of the CEFR and CEFR-J into language classrooms and learner language analyses.

(Title) Learner language modeling from the perspectives of World Englishes and the CEFR

(Abstract) Mindset change has been brought about to some EFL teachers and learner language analysts by the new perspectives on non-native English such as “World Englishes (WE)” and the CEFR where learners are viewed as “users” of language. More learner language studies would try to identify the developmental process putting more focus on what learners can do than on learner “errors” which have been focused in many of the learner language analyses. My talk aims to discuss how learner language can be modeled from the perspectives of WE and the CEFR and how it can be implemented into classroom practices.

(8) Patrick Rebuschat (Lancaster University and University of Tübingen)

(Bio) Patrick Rebuschat is Professor of Linguistics and Cognitive Science at Lancaster University, UK, and Distinguished International Professor at the University of Tübingen, Germany. He also directs the Heritage Language Consortium, a strategic partnership between six European universities and the Portuguese Ministry of Foreign Affairs to promote the study of heritage languages. Patrick's research focuses on the cognitive basis underlying second language acquisition. For more information, please visit <http://wp.lancs.ac.uk/rebuschat/>

(Title) The implicit-explicit interface in language learning and teaching

(Abstract) While it is often accepted that second language learning entails the development of implicit language, there is still debate on how to promote the acquisition of this type of knowledge and on the role of explicit knowledge in learning (Ellis, 2005). In this talk, I will briefly introduce the debates on the “implicit-explicit interface” and then present recent research that investigated the role of awareness in the cross-situational learning of language. The experiments bring together theoretical and methodological insights from three distinct research strands (implicit learning, statistical learning, and second language acquisition); together, they illustrate the benefits of working across disciplinary boundaries (see Monaghan & Rebuschat, 2019).

(9) Padraic Monaghan (Lancaster University and University of Amsterdam)

(Bio) Studied a combination of English, Philosophy, Mathematics, and Linguistics, with eventually a PhD at Edinburgh University in Cognitive Science. Has held postdoc positions at the Universities of Edinburgh and Warwick, and faculty positions in psychology and linguistics at the Universities of York, Lancaster, and Amsterdam.

(Title) Investigating the influence of first on second language learning in the laboratory

(Abstract) Understanding how first language affects subsequent acquisition of second language is a long-standing theoretical question with important practical applications. We report a series of experimental studies in English and Japanese that vary the range of sounds and syntactic structures that occur across these different languages, and show that influence of first on second language learning is due to a combination of general cognitive processing abilities and language-specific shaping of the representational landscape for the learner.

(10) Pascual Pérez-Paredes (University of Cambridge)

(Bio) Pascual Pérez-Paredes is a Lecturer in Research in Second Language Education at the Faculty of Education, University of Cambridge. His main research interests are learner language variation, the use of corpora in language education and corpus-assisted discourse analysis. He has published research in journals such as CALL, Discourse & Society, English for Specific Purposes, Journal of Pragmatics, Language, Learning & Technology, System, ReCALL and the International Journal of Corpus Linguistics.

(Title) Examining internal validity in learner corpus research: Two case studies

(Abstract) This talk will report findings from two case studies where different corpora have been used to investigate the use of stance adverbs in spoken communication. The first case study will probe into the use of different L1 (native speaker) corpora collected following the same design (Aguado-Jiménez et al, 2012), while the second will focus on the analyses of different English L2 (learner) corpora collected following different design criteria (Pérez-Paredes & Bueno, 2019). I will discuss the implications of using triangulation techniques (Baker & Egbert, 2016) in LCR and how researchers may benefit from increased criticality in their research designs.

(11) Kazuya Saito (University College, London)

(Bio) Kazuya Saito is Associate Professor in Applied Linguistics at University College London, UK. For his research, see <http://kazuyasaito.net/>.

(Title) Having a good ear predicts successful second language speech acquisition: Collecting, analysing and linking speech and aptitude database in Japan and the UK

(Abstract) In this talk, I will introduce a series of projects, wherein my research team has collected, analysed and linked speech and aptitude database from a total of 200+ L2 learners of English in the UK and Japan via linguistic, auditory and neurophysiological measures. Overall, the findings have evidenced a strong predictive role of phonetic aptitude in individual differences in L2 speech learning in adulthood (very similar to first language acquisition). This in turn suggests that domain-general auditory processing

serves as a cognitive underpinning of language acquisition throughout a lifespan, and that these perception-based mechanisms govern both L1 and L2.

(12) Masatoshi Sugiura (Nagoya University)

(Bio) Masatoshi Sugiura is a professor of English education at Graduate School of Humanities, Nagoya University. His primary research interests are in the areas of second (foreign) language acquisition, learner corpus studies, and CALL. He has been working on constructing a series of learner corpora, namely NICE, NICER, and currently NICEST.

(Title) Toward an integrated theory of SLA using tree fragments

(Abstract) I will introduce a unit called "tree fragment" which can be retrieved from syntactically parsed corpus data by decomposing phrase-structure trees. Tree fragments are composing parts of phrase-structure trees. There have been intensive studies on collocation in learner corpus research, including recent studies on verb argument constructions (VACs). The definitions and terms concerning collocations, however, are still diverse and inconclusive. There are also collocations with open slots. Moreover, the distinction between collocation and colligation is not clear. With the concept of tree fragments, it seems possible to treat these issues systematically, which may lead to an integrated theory of SLA.

(13) John Williams (Cambridge University)

(Bio) John Williams is Reader in Applied Psycholinguistics at University of Cambridge. He specializes in the cognitive mechanisms of second language learning and second language lexical and syntactic processing. His work draws on theoretical concepts and experimental methodologies from cognitive psychology and applies these to second language processing and learning using laboratory-based methods. His recent research focuses on implicit learning of form-meaning connections, and incidental learning of word order regularities. (From the university's website)

(Title) The relationship between implicit learning and linguistic insight

(Abstract) The nature of the relationship or interaction between implicit and explicit knowledge has long been debated, not least in relation to language learning. Here I address the question of whether previously acquired implicit knowledge can facilitate the emergence of explicit knowledge, i.e., insight. I will report a series of studies investigating whether prior exposure to a linguistic regularity in an implicit learning task influences the probability and rapidity with which participants can become aware of that regularity in a subsequent rule discovery task. The results will be evaluated in the context of different proposals concerning the nature of the 'interface' between implicit and explicit knowledge. The results also shed light on the relationship between input statistics and learners' conscious hypotheses about input structure.

#### Posters

(1) Aaron Albin, Xinyue Li, Ryoko Hayashi (Kobe University)

(Bio) Aaron Albin is a lecturer in Linguistics and Communication Studies, Ryoko Hayashi is a professor in Human Communication, and Xinyue Li is a doctoral student writing her dissertation on the perception and production of emotional speech by Chinese learners of Japanese.

(Title) L1 influence on the prosodic realization of emotion in a second language: Analyses of an L2 Japanese speech corpus

(Abstract) The present study reports on data from an ongoing project to construct a speech corpus of L2 Japanese targeting six different prosodic-phonological phenomena. Production data were collected from learners representing various L1 backgrounds, including Chinese, Korean, Italian, and Russian, in addition to a baseline group of Tokyo native speakers. After first presenting an overview of the structure of the corpus, analyses will be presented of the portion of the corpus targeting the realization of emotions (happy, angry, sad, surprised, and neutral) – in particular, exploring how acoustic parameters such as fundamental frequency, intensity, and duration vary between the different L1 groups.

(2) Randy Appel (Waseda University)

(Bio) Dr. Appel is an assistant professor at the Global Education Center of Waseda University. His research interests involve corpus approaches to linguistic inquiry, with specific aims including the investigation of formulaic sequences in L1 and L2 writing, language testing and assessment, and L1 related differences in L2 English.

(Title) A contrastive analysis of linking adverbials in L2 English writing: Identifying L1 related differences

(Abstract) This study explored the use of linking adverbials (e.g., on the other hand, furthermore, in fact) in the English as a Foreign Language essays produced by writers of three distinct language backgrounds: Chinese, Indonesian, and Korean. To control for factors such as task type, topic, and proficiency, data produced for one writing prompt at one specific proficiency level (B1\_2 Common European Framework of Reference for Languages) from the International Corpus Network of Asian Learners of English was used. Quantitative and qualitative measures were used to identify unique production tendencies specific to each L1 group.

(3) Raffaella Bottini (Lancaster University)

(Bio) Raffaella Bottini is a doctoral researcher at the ESRC Centre for Corpus Approaches to Social Science (CASS), Lancaster University. She researches the application of corpus methods to the analysis of vocabulary in L2 English speech to inform language testing. A former Fulbright scholar, she holds an MA in Applied Linguistics.

(Title) The effect of age on lexical complexity in the Trinity Lancaster Corpus

(Abstract) This poster presents a study on lexical complexity in the Trinity Lancaster Corpus (TLC). The TLC is a 4.1-million-word learner corpus based on spoken L2 English exams administered by Trinity College London, an international examination board. Lexical complexity plays a key role in measuring vocabulary knowledge. However, little is known about different aspects of lexical complexity in spoken L2 production; also, there is no general agreement about which of the many existing complexity measures to use. This study investigates the effect of age on the lexical properties of the test-takers at three proficiency levels (B1, B2 and C1/C2 of the CEFR).

(4) Lorrae Fox (Lancaster University)

(Bio) Lorrae Fox is a PhD researcher in the Department of Linguistics and English Language and the ESRC Centre for Corpus Approaches to Social Science (CASS) at Lancaster University. Her research investigates phraseological competence in L1 and L2 spoken English while collaborating with Trinity College London to consider implications for language testing.

(Title) Examiner and candidate collocation use in the Trinity Lancaster Corpus

(Abstract) Developing collocational usage is now widely considered important for language learners to increase their fluency in spoken language. The Trinity Lancaster Corpus contains both candidate and examiner language, engaging in dialogic tasks from the Graded Examinations in Spoken English (GESE). This research investigates how language is co-constructed within this highly interactional examination by focusing on the use of collocations by the two groups in both examiner-led and candidate-led tasks. The research implications will help inform language testing and examiner training.

(5) Yuka Ishikawa (Nagoya Institute of Tech) and Tomiko Komiya (Okazaki Women's Junior College)

(Bio) Dr. Yuka Ishikawa is Professor of English and Linguistics at Nagoya Institute of Technology. Her recent publications include "ESP Goi Kenkyu No Chihei" (New Horizon in ESP Vocabulary Studies) (Kinseido, 2018). Prof. Tomiko Komiya recently published "Kokusai eigo ron de kawaru nihon no eigo kyoiku" (World Englishes and the Changing English Education in Japan) (Kuroshio Shuppan, 2016).

(Title) Possibilities of ESP "Learner" Corpus: Collecting and Analyzing the Abstracts of Engineering Papers Written by Young Researchers

(Abstract) This paper introduces a corpus of abstracts taken from engineering papers. This presentation is based on her kakenhi-research project to develop an online support system for Japanese young engineers who like to write their MA and/or Ph.D theses in English.

(6) Aika Miura (Rikkyo University)

(Bio) Aika Miura, Ph.D., is an associate professor of Center for Foreign Language Education and Research, Preparatory Office at Rikkyo University. Her work focuses on corpus-based approaches to interlanguage pragmatics. She specializes in exploring criterial pragmalinguistic features of requestive speech acts produced by Japanese learners of English at different proficiency levels.

(Title) Criterial Pragmalinguistic Features of Requestive Speech Acts Produced by Japanese Learners of English

(Abstract) This study aims to extract criterial pragmalinguistic features of requestive speech acts produced by Japanese learners of English at the CEFR A1, A2, and B2 levels. The author identified the linguistic patterns of requests in the shopping role-play tasks of the NICT JLE Corpus. A1 learners produced significantly higher ratios of ellipses, phrases with topic-comment structures (e.g., "Color is brown."), and declarative statements (e.g., "I take it.") than A2 learners who started to show modality such as "will" and "would like." B1 learners produced the use of "can" and "could" in interrogatives three times more than A1 and A2 learners.

(7) Kunihiko Miura (The University of Shimane)

(Bio) Kunihiko Miura is a professor at the University of Shimane, Japan. He earned a Master's degree (TESOL) from the University of Birmingham in 2004 and a Ph.D. degree

(English Linguistics) from Daito Bunka University in 2018. His research interests include Corpus Linguistics, especially Learner Corpus and data-driven learning (DDL).

(Title) Developing semantic-based DDL based on comparative study of verb use between British & Japanese students

(Abstract) This study aims to investigate characteristic verbs and to compare them by building three specialized corpora which were created by collecting the written language of British elementary & lower secondary school students as well as Japanese lower secondary school students. This study also suggests semantic-based data-driven learning (DDL) for Japanese EFL learners at

elementary & lower secondary school levels. The results clarified characteristic verbs among these three corpora. Furthermore, this study suggests semantic-based DDL adopting characteristic verb use among British students as a target model language to widen the knowledge of verbs for Japanese EFL learners.

(8) Atsushi Nakanishi (Kobe University)

(Bio) Atsushi Nakanishi is a second year PhD student at Kobe University. His interests cover corpus linguistics and applied linguistics. His doctoral research investigates the use of prepositions by Japanese learners of English.

(Title) The Use of Prepositions by Japanese Learners of English: From the Viewpoint of Sophisticated Contrastive Interlanguage Analysis

(Abstract) Prepositions are said to be one of the difficult grammatical categories to acquire for Japanese learners of English (JLE) (Hayashi, 2001). Nakanishi (2017) reports that typical JLE underuse prepositions in general. In order to find out whether this tendency is equally seen in all English learners, this study is conducted on the basis of Multi-layered Contrastive Interlanguage Analysis (MCIA) (Ishikawa, 2013). According to the results of our tentative analysis, JLE use more prepositions than Chinese and Korean learners of English. Also, JLE at the higher proficiency level use 9% more prepositions than those at the lower level.

(9) Masumi Narita (Tokyo International University)

(Bio) Masumi Narita is a professor of the School of Language Communication at Tokyo International University, Japan. She received her Ph.D. from Nagoya University, Japan. Her main research interest is in exploring the developmental nature of second language (L2) writing abilities using learner corpora and corpus analysis tools.

(Title) Structural Distributions of Antecedents of the Anaphoric Demonstrative “This” in Academic Writing by Japanese and Native English Writers

(Abstract) Previous studies have revealed that the use of the anaphoric demonstrative “this” as a pronoun is prominently observed in academic writing by native English writers. The present study investigated how Japanese university students tend to use the anaphoric demonstrative “this” in the sentence-initial position in argumentative essays. Structural distributions of the anaphoric referents were analyzed in a focused manner. The comparable writing data were drawn from the International Corpus Network of Asian Learners of English. Japanese writers' underuse of "this" was significant and most notably they used "this" simply to summarize multiple viewpoints in previous discourse.

(10) Laurence Newbery-Payton, and Keiko Mochizuki (Tokyo University of Foreign Studies)

(Bio) Laurence Newbery-Payton is a PhD candidate at Tokyo University of Foreign Studies. His research interests include comparative linguistics and learner corpora. Keiko Mochizuki is Professor of Linguistics at Tokyo University of Foreign Studies. Her research interests include comparative linguistics (English, Chinese and Japanese) and learner corpora studies.

(Title) L1 Influence on Use of Tense/Aspect by Chinese and Japanese Learners of English

(Abstract) This study analyzes the use of tense/aspect by L1 Chinese and L1 Japanese English majors in a translation task. L1 Chinese learners tend to overgeneralize future and modal markers when expressing habitual aspect, overuse the perfect to express experiential aspect, and omit past tense marking in phrases including temporal adverbials. In contrast, L1 Japanese learners exhibit non-use of habitual aspect markers and erroneous tense marking in relative clauses. Errors common to both groups relate to idiosyncrasies of the English tense/aspect system. These results provide evidence for L1 influence on L2 English tense/aspect acquisition and pose implications for language pedagogy.

(11) Allan Nicholas, and John Blake (University of Aizu)

(Bio) Allan Nicholas is an associate professor at the Center for Language Research, University of Aizu. His research interests include pragmatics, assessment, corpus linguistics and EFL. John Blake is also an associate professor at the Center for Language Research, University of Aizu.

(Title) Annotating Pragmatic Errors in a Japanese Learner Corpus of English Emails

(Abstract) This paper focuses on ameliorating the subjectivity in judgment calls annotators make when assigning labels to pragmatic errors in a Japanese learner corpus of English email writing. The annotations focus on pragmatic competence – the relationship between social context and language choices – and pragmatically inappropriate features. The veracity of the annotations is contingent on the development of an appropriate annotation tagset, schemata and protocol. During a pilot study, the tagset and schemata were created using a corpus-driven grounded approach. The annotation protocol was also formalized into a booklet. The trade-off between granularity and reliability will be discussed.

(12) Pilar Valverde (Kansai Gaidai University)

(Bio) Pilar Valverde has a Ph.D. in Spanish Language from the University of Santiago de Compostela (Spain) and has been teaching Spanish in Japan since 2010, at Aichi Prefectural University, Kyoto University and Kansai Gaidai University. Her research interests include Corpus Linguistics, Natural Language Processing and Foreign Language Teaching.

(Title) CELEN, a corpus of Spanish in Japan for pedagogical purposes

(Abstract) The poster presents the development of local learner corpora of Spanish in Japan in order to promote and facilitate the use of learner corpora for language teachers. We have collected data during one academic year at two institutions where Spanish is taught in two different modalities: at Kansai Gaidai University (1,840 texts, 459 learners, 140,000 words), where Spanish is offered as a 4-year major, and at Kyoto University (2,111 texts, 278 learners, 144,000 words), where Spanish is offered as a second foreign language course.

(13) Jingxin Zhang (Kobe University)

(Bio) Jingxin Zhang is a PhD student at Kobe University and she is also a research fellow of the Japan Society for the Promotion of Science. Her research interests cover corpus linguistics, applied linguistics and language teaching. She is currently interested in developing a new teaching method to help Chinese learners of Japanese learn Japanese onomatopoeia in an effective way.

(Title) Use of Japanese Onomatopoeia by Chinese Learners: A Longitudinal Analysis

(Abstract) Japanese contains a lot of onomatopoeia, whose usage Chinese learners do not wholly understand (Akimoto, 2007). According to Zhang (2018), Chinese learners use onomatopoeia significantly less than Japanese native speakers. However, few studies have focused on the longitudinal changes in the use of onomatopoeia by Chinese learners. The author, therefore, analyzed a corpus developed by Shanghai Jiaotong University, which longitudinally collects L2 Japanese essays by Chinese learners. This study compared the quantity and quality of the onomatopoeia use by Chinese learners at different developmental stages. The data analysis showed that the number of onomatopoeia used in the essays has not changed a lot, though we saw an increase in the diversity in the usage of onomatopoeia.

(14) Xiao Jinlian, Deng Qi, Wang Szuhung, & Maiko Ishida (Kobe Univ Graduate Students)

(Bio) XIAO Jinlian, DENG Qi, WANG Szuhung, & Maiko Ishida belong to Graduate School of Intercultural Cultures at Kobe University. Zhang and Wang are interested in Japanese onomatopoeia expressions, Xian in Japanese stance marking, Wang in Japanese lexis with foreign origins, and Ishida in English education for Japanese elementary school students.

(Title) Using learner corpus for studies in foreign language teaching

(Bio) Five presenter introduce how they utilize corpus data to pursue their own research questions. This presentation illustrates that corpus technique can be applied to varied studies related to aspects of language education.