

1. Record Nr.	UNINA9910819083203321
Titolo	Learner corpora in language testing and assessment // edited by Marcus Callies, University of Bremen, Sandra Gotz, Justus Liebig University, Giessen
Pubbl/distr/stampa	Amsterdam, [Netherlands] ; ; Philadelphia, [Pennsylvania] : , : John Benjamins Publishing Company, , 2015 ©2015
ISBN	90-272-6870-3
Descrizione fisica	1 online resource (226 p.)
Collana	Studies in Corpus Linguistics (SCL), , 1388-0373 ; ; Volume 70
Disciplina	418.0076
Soggetti	Language and languages - Ability testing - Data processing Language and languages - Study and teaching - Data processing Electronic data processing Information storage and retrieval systems Punched card systems
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Learner Corpora in Language Testing and Assessment; Editorial page; Title page; LCC data; Table of contents; Learner corpora in language testing and assessment: Prospects and challenges; Acknowledgements; References; Section I. New corpus resources, tools and methods; The Marburg Corpus of Intermediate Learner English (MILE); 1. Introduction; 2. Learner corpora in the light of the CEFR; 2.1 The raw data; 2.2 The annotation; 3. MILE - design and compilation; 4. Conclusion; References; Avalingua: Natural language processing for automatic error detection; 1. Introduction 2. Automatic error detection and correction 2.1 Previous research; 2.2 Applications; 3. Avalingua; 3.1 Target; 3.2 Motivations; 3.3 The system; 3.3.1 Lexical module; 3.3.2 Spelling module; 3.3.3 Syntactic module; 3.3.4 Language identification; 3.3.5 Student model; 4. System evaluation; 4.1 A specific implementation; 4.2 The learner corpora; 4.3 Evaluation protocol; 4.4 Results; 4.5 Error analysis and discussion; 5. Conclusions; References; Data commentary in science writing: Using a

small, specialized corpus for formative assessment practices; 1.

Background and aims

2. Approaching data commentary from a pedagogical perspective: The case for small, specialized corpora annotated for discourse moves in the ESP classroom
3. A small, specialized corpus of data commentaries; 4. The discourse annotation model; 5. Self-assessment and the role of the corpus; 5.1 Towards corpus-informed formative self-assessment activities; 5.1.1 Teacher-designed activities on moves in data commentaries; 5.1.2 Teacher-designed peer-assessment activities of master's thesis corpus data; 5.1.3 Teacher- and student-initiated activities involving students' own writing

6. Final remarks and outlook
Acknowledgement; References; First steps in assigning proficiency to texts in a learner corpus of computer-mediated communication;

1. Introduction; 2. The CMC Learner Corpus; 2.1 CMC in the classroom; 2.2 The CMC corpora; 3. Criteria for assigning proficiency; 3.1 Following established practice; 3.2 Practicality and ease of implementation; 3.3 Reference native-speaker norms; 4. Method; 4.1 Performance decision trees; 4.2 Sequence of PDTs; 4.3 PDT for accuracy; 4.4 PDT for fluency; 4.5 PDT for complexity; 5. Results; 5.1 Preliminary results of proficiency ratings 5.2 Descriptive statistics 5.3 Vocabulary level; 6. Discussion; 6.1 Validity of the proficiency measurement tool; 6.2 PDT proficiency levels and institutional status; 6.3 PDT proficiency levels and individual variation; 6.4 Limitations of the proposed measurement tool; 7. Conclusion; References; Appendix; Section II. Data-driven approaches to the assessment of proficiency; The English Vocabulary Profile as a benchmark for assigning levels to learner corpus data ; 1. Introduction; 2. Developmental indices and language proficiency; 3. The CEFR and reference level descriptions

4. The English Profile and criterial features
