Exploring the Boundaries and Applications of CORPUS LINGUISTICS

THE UNIVERSITY OF ALABAMA

Department of English
2011 Symposium
April 15-17
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All sessions will be held in Bidgood Hall
Symposium Organizing Committee
Dilin Liu (Chair), Alicia Cipria, Robert Nelson, Michael Picone, Albert Pionke, Robert Summers

Internal Sponsors
The Office of the Vice President for Research
The Office of Associate Provost for International Education & Global Outreach
The College of Arts and Sciences
The Graduate School
The Diversity Committee of the College of Arts and Sciences
The Department of Modern Languages and Classics

External Supporters
John Benjamins
Taylor and Francis/Routledge
4/15/2011

Registration/Dinner
5:30-7:00 pm

Welcome/Opening words
7:00-7:15pm

Keynote speech I: Michaela Mahlberg, Associate Professor, University of Nottingham, UK:
“Corpus Stylistics: What a corpus approach can tell us about fictional worlds” (RM 110)

4/16/2011

Registration
8:00-8:30 am

Concurrent Sessions
8:30-10:00 am

Session 1 (RM 115)

8:30-9:00
- Catherine Smith & Michaela Mahlberg
“CLIC: Developing a Tool for Corpus Stylistics”

Session 2 (RM 117)

8:30-9:00
- Ute Römer & Matthew B. O’Donnell
“How to paragraph in academic writing: Insights from corpus analysis and EAP experts”

Session 3 (RM 119)

8:30-9:00
- Danielle Barth
“How Modeling reduction of is, am and are in copular, progressive and passive constructions”

9:00-9:30
- Michael Ryan & Patrick Juola
“Age or Identity: A Comparison of Stylistic Similarity”

9:30-10:00
- Tracy Davis
“Graduate vs. Undergraduate: Is there an academic vocabulary?”

9:30-10:00
- Danielle Barth
“How Modeling reduction of is, am and are in copular, progressive and passive constructions”

Coffee Break
10:20-11:20

Session 4 (RM 115)

10:20-11:20

10:20-10:50
- Françoise Kusseling
“Lexical coverage and progressive levels: to what extent does a pedagogical corpus reflect frequency?”

10:50-11:20
- Regis Kawecki
“Building and analyzing a Caribbean French Corpus”

Session 5 (RM 117)

10:20-10:50
- Masatoshi Sugiura & Tatsuya Sakaue,
“A comparative study of multi-word units: Written results and writing process by English learners”

10:50-11:20
- Aziz Yuldashev & Julieta Fernandez,
“Tracking foreign language development: The role of multi-word units”

Session 6 (RM 119)

10:20-10:50
- Cate Mumford & Mark Davies
“The development of come and go + ADJ (come true/go crazy) in American English: looking at historical shifts in semantic prosody”

10:50-11:20
- Katherine Gupta
“You have your own moral code: act upon it: Individual and organized acts in the suffrage movement, 1908-1914”

11:30-12:30

Keynote Speech II: Stefan, Th. Gries, Professor, UC Santa Barbara:
“Marrying corpus linguistics with cognitive linguistics and psycholinguistics: Some whys and hows” (RM 110)

Lunch
12:30-1:30

Concurrent Sessions
2:00-3:30

Session 7 (RM 115)

2:00-2:30
- Katrien Heremans & Hubert Cuyckens
“Teaching English Historical linguistics: The importance of corpora”

2:30-3:00
- Hans Lindquist
“The development of the bare adverbial likely in American English”

3:00-3:30
- Martin Hilpert
“Visualizing language change with diachronic corpus data: Introducing the flipbook technique”

Session 8 (RM 117)

2:00-2:30
- Matthew B. O’Donnell, Ute Römer, & Nick C. Ellis
“What do people know about verbs in constructions? Combining corpus and psycholinguistic Evidence”

2:30-3:00
- Xu Qi,
“Examining the role of lexical frequency in L2 learning of the English dative construction”

3:00-3:30
- Stefanie Wulff & Stefan Th. Gries
“A multifactorial study of the genitive alternation in L2 English”

Session 9 (RM 119)

2:00-2:30
- Haiyang Ai & Fengyang Ma
“A corpus-based study of tou ‘head’ and nao ‘brain’ in Mandarin Chinese”

2:30-3:00
- Julieta Fernandez & Aziz Yuldashev,
“Vague multi-word units in spoken Spanish”

3:00-3:30
- Linda Walton
“A corpus study of onomatopoeia in English”
### 3:30-3:50
**Coffee Break**

### 3:50-4:50
**Concurrent Sessions**

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<tr>
<th>Session 10 (RM 115)</th>
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| □ Michael Barlow & Suzanne Kemmer  
  “Distinguishing the patterns of language production and language comprehension” | □ Erin Shaw  
  “Making a case for data-driven learning in second language acquisition and pedagogy” | □ Hye Pae  
  “From corpus approach to psycholinguistics: Ergative verb processing in L2 English” |
| □ Lin, Shih-Chung, Tsai Tzung-Hung, & Yi-Chen Chiang  
  “Instructional effects in EFL writing: A corpus analysis of students’ writing performance” | □ Betsy J. Snider & Mark Davies  
  “On the use of phrasal verbs with up” | □ Saeko Komori  
  “A comparative study of English and Japanese quantifiers and negation: Corpus analysis and psycholinguistic experiments” |

### 5:00-6:00
**Keynote Speech III: Mark Davies, Professor Brigham Young University**

“Change then and change now: Mapping linguistic changes in English with the Corpus of Historical American English and the Corpus of Contemporary American English” (RM 110)

### 6:30-7:30
**Dinner**

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### 4/17/2011

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  “Patterns of inter-textual vocabulary growth across speech and writing” | □ Vsevolod M. Kapatsinski  
  “What words to test? How orthographic rule learning can suffer from testing on high-frequency words.” | □ Eric Friginal  
  “Telephone interactions: A corpus-based register comparison” |
| □ David Oakey  
  “Diluting the influence of unequal text lengths in comparative subcorpora—an experiment using lexical bundles in academic discourse” | □ Kevyn Reinholt, Shelly Lukon, & Patrick Juola  
  “Evaluating back-of-the-book indices” | □ Emrah Özcan  
  “Building learners’ dictionary for Turkish: Corpus based or traditional? A theoretical attempt” |
| □ Scott Crossley  
  “A corpus approach to test readability: Intuitive text simplification and the validation of readability formulas” | □ Robert Poole  
  “Increasing acceptance of variation in usage and enhancing productive knowledge of academic vocabulary through the use of concordance-based glosses” | □ Brittany Polat  
  “Investigating development of conversational discourse features through a diachronic learner corpus” |

### 10:00-10:20
**Coffee Break**

### 10:20-11:20
**Concurrent Sessions**

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  “Blogs and Opinion Columns” | □ Chad Howe  
  “Tracking patterns of co-variation in language change: A parallel corpus approach to the Spanish periphrastic past” | □ James Garner  
  “Does data driven learning lead to better academic writing?” |
| □ Audrey Roberson  
  “Unbiased reporting? A corpus-based analysis of newspaper coverage of US healthcare reform” | □ Lorena Gómez  
  “The challenges of selecting the corpus while researching lexical borrowings in Colombian Spanish” | |

### 11:30-12:30
**Box lunch**
## Session 1 (RM 115)

**Catherine Smith & Michaela Mahlberg**
University of Nottingham, UK

“CLIC: Developing a Tool for Corpus Stylistics”

This paper reports on the development of CLIC
(Consortium Linguistics in Cheshire), a web-based tool for researching corpus stylistics. Speech in fiction is an important area of study in literary criticism and this paper describes the first stage of development of CLIC which supports the study of speech representation.

**Michael Ryan & Patrick Juola**
Duquesne University

“Age or Identity: A Comparison of Stylistic Similarity”

The paper is about the comparative sizes of profiling effects. Previous work in stlyometry has shown that it is possible both to detect authorial identity, but also that authorial style changes over time. We assess the relative strengths of identity against time-based change.

**Christina Santana**
University of Nevada, Reno

“Writing Desire: The Linguistic boundaries and the rhetorical applications of corpora”

This study explores the significance of the word desire using COCA. As a phenomenon unique to the academic discourse genre, desire finds expression in two general distinctions: collaboration or disconnection. These distinctions inform pedagogy by exposing the negotiations at work within writers.

## Session 2 (RM 117)

**Ute Römer & Matthew B. O’Donnell**, University of Michigan

“How to paragraph in academic writing: Insights from corpus analysis and EAP experts”

Using the Michigan Corpus of Upper-level Student Papers, we developed a system of tracking the position of n-grams and phrase-frames within sentences, paragraphs and texts. This paper focuses on phraseological items which have strong associations with paragraph-initial and -final positions and discusses results from a survey among EAP instructors on the teaching value of these items.

**Tracy Davis**
Pennsylvania State University: “Graduate vs. Undergraduate: Is there an academic vocabulary?”

Using two representative corpora of American university language built with texts required for undergraduate and graduate courses, respectively, this study investigates whether there is a general academic vocabulary and tests the coverage of the Academic Word List (2000) across the two corpora. Research and pedagogical implications will be also discussed.

**Sungwoo Kim**
Pennsylvania State University: “Conceptual metaphors in L2 academic writing development: a corpus linguistic view”

This paper reports on an exploratory study of two Korean graduate students’ development in their uses of English conceptual metaphors through a small-scale developmental corpus. Methodological issues are presented, followed by a brief discussion of pedagogical implications for corpus approaches to conceptual metaphor.

## Session 3 (RM 119)

**Danielle Barth**
University of Oregon

“Modeling reduction of is, am and are in copular, progressive and passive constructions”

Frequency and grammaticalization are both pressures that cause words to reduce, but usually work in the same direction. The source copula construction is much more frequent than either the grammaticalized progressive or passive constructions. Mixed-effects logistic regression models showed that the progressive exhibits the most reduction, despite being mid-frequent.

**Stefanie Wulff**
University of North Texas

“Gradient grammaticalization in English complement constructions”

This paper presents a multifactorial study of subject-, direct object-, and adjectival that-complementation based on 5,648 attestations from the ICE-GB. The main findings of a binary logistic regression and a Distinctive Collexeme Analysis invite a reconceptualization of these patterns as Individual constructions in the sense of Goldbergian Construction Grammar.

**Kendon Kurzer**
Brigham Young University

“A Study in Frequency: Corpus data, native English speaker, and ESL speaker insights”

Native English speakers (NS) and ESL students ordered four sets of synonyms (selected from COCA) according to perceived frequency. ESL responses matched corpus data statistically better than did the native English responses for three of the four synonym sets.
<table>
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<td>This study examines to what extent a pedagogical corpus of a textbook for intermediate French relates to the corpus of the 5,000 most frequent French words and how the comparison measures the repartition over general and specific notions in order to assess the balance in thematic distributions.</td>
<td>We will report a comparative study of multi-word units found in a learner corpus. With our keystroke logging program, we have collected two kinds of data: the texts as results of production and the keystroke logging data as records of processing. We compare the multi-word units of the two kinds.</td>
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<td>Regis Kawecki, University of Bretagne-SUD, France</td>
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<td>This French Learner Corpus from Trinidad and Tobago is original in that it targets students with a low/intermediate proficiency in French. Initial analyses of some recurrent lexical/syntactic difficulties point to this population’s close proximity to South America and turbulent history which make this learner community quite distinct.</td>
<td>This paper focuses on multi-word units to examine learner language use and developmental trajectories in additional language learning contexts. Findings are discussed in terms of their use value for tracking language development based on usage-based accounts of language learning and corpus linguistic approaches to formulaic language.</td>
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11:30-12:30  | Keynote Speech II: Stefan, Th. Gries, Professor, UC Santa Barbara: “Marrying corpus linguistics with cognitive linguistics and psycholinguistics: Some whys and hows” (RM 110) |

Professor Gries is a quantitative corpus linguist at the intersection of corpus linguistics and computational linguistics who uses a variety of different statistical methods to investigate linguistic topics such as morpho-phonology, syntax and the syntax-lexis interface, semantics, first and second language acquisition, as well as corpus-linguistic methodology. Theoretically, he is a cognitively-oriented linguist (with an interest in Construction Grammar) in the wider sense of seeking explanations in terms of cognitive processes. Professor Gries has published extensively including three authored books and three co-edited books on cognitive linguistics/corpus linguistics, as well as numerous articles in leading journals in his specialization areas and other linguistic areas. Professor Gries is also the founding editor in chief of the international peer-reviewed journal *Corpus Linguistics and Linguistic Theory*, associate editor of *Cognitive Linguistics*, and performs editorial functions for *Constructions and Frames, Language and Cognition*, and *CogniTextes*.  

12:30-1:30  | Lunch |
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**Session 7**

**Katrien Heremans & Hubert Cuyckens**
University of Leuven, Belgium

“Teaching English Historical linguistics: The importance of corpora”

This paper reports on our DIACHRONEX project, which proposes an increasingly learner-centered path of instruction that allows students to gain more insight into phenomena and mechanism of change in English historical linguistics. Exercises to that effect based on authentic corpus material will be presented in the domains of syntax and semantics.

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**Session 8**

**Matthew B. O’Donnell, Ute Römer, & Nick C. Ellis**
University of Michigan

“What do people know about verbs in constructions? Combining corpus and psycholinguistic Evidence”

This study explores the acquisition of verb-argument constructions (VAC) from a usage-based perspective. We combine a large-scale corpus analysis and psycholinguistic experiments. The corpus analysis produces an inventory of several hundred VACs from the BNC. In psycholinguistic experiments we use free association tasks to test corpus-derived predictions regarding language users’ knowledge of verbs in constructions.

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**Session 9**

**Haiyang Ai’ & Fengyang Ma’**
University of North Texas & Tsinghua University

“A corpus-based study of tou ‘head’ and nao ‘brain’ in Mandarin Chinese”

This study employs a corpus-based approach in investigating metonymy and metaphor of tou ‘head’ in Mandarin Chinese. By analyzing data from Lancaster Corpus of Mandarin Chinese, we show that tou can be used uniquely in referring to the most important thing, horizontal or vertical end point, temporal beginning or end.

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3:30-3:50 Coffee Break
Michael Barlow & Suzanne Kemmer
1 University of Auckland, New Zealand
2 Rice University
“Distinguishing the patterns of language production and language comprehension”
We compare corpora made up of the speech of individuals with corpora consisting of the speech of many individuals in order to highlight the differences between language input and language output.

Erin Shaw
Brigham Young University
“Making a case for data-driven learning in second language acquisition and pedagogy”
This paper will explain how cognitive theories in SLA connect to DDL methodologies. Drawing upon the theory this presentation will give an overview of several DDL activities that are connected to SLA theories and can then be used to teach metalinguistic awareness and vocabulary skills to ESL students.

Lin, Shih-Chung, Tsai Tzung-Hung, & Yi-Chen Chiang
National Pingtung Institute of Commerce
“Instructional effects in EFL writing: A corpus analysis of students' writing performance”
This presentation reports on a study that compared the effectiveness of deductive and inductive teaching on students' writing based on a manual and a machine analysis of a corpus of students' writing. The strengths and weaknesses of the two corpus analysis methods will also be discussed.

Betsy J. Snider1 & Mark Davies2
1 Manchester University
2 Brigham Young University
“On the use of phrasal verbs with up”
We consider the historical development of phrasal verbs with up in American English (e.g. make up, turn up, catch up), using the Corpus of Historical American English (COHA; 400 million words, 1810-2009) and the Corpus of Contemporary American English (COCA; 410 million words, 1990-2010), including which semantic categories of phrasal verbs have become more common over time.

Hye Pae
University of Cincinnati
“From corpus approach to psycholinguistics: Ergative verb processing in L2 English”
This study examined adult English language learners' overpassivization tendency of ergative verbs using a computerized grammaticality judgment task. The findings indicate a greater cognitive involvement in L2 ergative-verb processing than L2 input as well as a robust language-specific effect on L2 learning.

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5:00-6:00
Keynote Speech III: Mark Davies, Professor Brigham Young University
“Change then and change now: Mapping linguistic changes in English with the Corpus of Historical American English and the Corpus of Contemporary American English” (RM 110)
Professor Davies is the author of more than fifty publications on corpus design and use (including many studies on using corpora to look at changes in morphosyntax), and has received several large grants from the US government (National Endowment for the Humanities and National Science Foundation) to design and create large historical corpora. He is the creator of several corpora at corpus.byu.edu, which are used by 70,000-80,000 unique users every month. These include the 420 million-word Corpus of Contemporary American English (1990-2010), the new 400 million-word Corpus of Historical American English (1810-2009), the 100 million-word TIME Corpus (1920s-2000s), the interface to the British National Corpus, the Corpus del Español, and the Corpus do Português.

6:30-7:30
Dinner
4/17/2011

8:00-8:30 am  Registration
8:30-10:00 am  Concurrent Sessions

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<td>This study investigates the variation in inter-textual vocabulary growth across speech and writing. The results show that speech and writing display similar trends. Vocabulary size is a non-linear function of text length. However, compared to writing, speech is characteristic of a much smaller increase rate. The results of model fitting will also be discussed.</td>
<td>Based the results of an analysis of corpus and experimental data from webpages and classroom dictation and an examination of a corpus of popular Russian orthography textbooks and test materials, this paper argues that for orthographic training to succeed, students should be tested on low-frequency words, which can only be spelled by rule.</td>
<td>This study provides a corpus-based register analysis and comparison of a range of lexicogrammatical features distributed across three telephone-based interactions: (1) outsourced call center transactions, (2) casual telephone conversations between friends, and (3) spontaneous telephone exchanges between participants discussing various topics identified by fixed prompts.</td>
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<td>This study attempts to establish a corpus size threshold beyond which the influence of unequal text lengths can be said to be diluted. Sinclair (2005: 7) It compares results isolexically (5 million tokens) and isotextually (500 research articles) across eight academic disciplines containing shorter and longer research articles.</td>
<td>The paper reports on an ongoing project to develop a machine-aided back-of-the-book indexer. &quot;We describe our current project, producing an automatic tool to aid in the construction of back-of-the-book indices, including the metrics we are using to evaluate our success.&quot;</td>
<td>This presentation discusses the current status of corpus projects for Turkish, how these projects could be used in building a learners’ dictionary for Turkish as a foreign language, and what advantages and disadvantages this could bring for such a dictionary.</td>
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<td>This study investigates the strength of readability formulas to discriminate levels of simplified reading texts. The results demonstrate that the Coh-Metrix L2 Reading Index performs significantly better than traditional readability formulas. The findings suggest that the variables used in this index are more closely aligned to text processing strategies.</td>
<td>This presentation discusses the effectiveness of an online concordance-based gloss modality for increasing the ability of more proficient language learners to recognize and accept variation in usage of academic vocabulary while also improving their productive knowledge of the lexical items. Also to be reported are student attitudes towards concordance-based annotations.</td>
<td>A 100,000-word corpus of interview data from a naturalistic learner of English (L1 Turkish) was analyzed for development of discourse markers over one year. Implications are considered with respect to using diachronic learner corpora to explore language feature acquisition and teaching interactional discourse features to adult English language learners.</td>
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| **Jack Hardy**  
Georgia State University  
“Blogs and Opinion Columns”  
*This paper reports on cross-cultural and cross-register variation from four corpora of internet blogs and online opinion columns written in English by Filipino and American authors. Results show significant variations in the linguistic composition of Filipino and American texts along four functional dimensions: Informational vs. Personal Focus, Addressee Focus, Thematic Variation, and Narrative Style.* | **Chad Howe**  
University of Georgia  
“Tracking patterns of co-variation in language change: A parallel corpus approach to the Spanish periphrastic past”  
*Through a spoken corpus examination of the evolution of periphrastic past forms in some varieties of Spanish, this paper takes up the issue of representing multiple components of linguistic analysis in explaining the co-evolution of form and function of morphosyntactic variables.* | **James Garner**  
University of Alabama  
“Does data driven learning lead to better academic writing?”  
*This presentation reports on a study conducted to test the applicability of Data-Driven Learning techniques in an academic writing course for L2 writers. Specifically, it focuses on improvement in the use of linking adverbials and reporting verbs in student essays and if this improvement leads to better quality of writing.* |
| **Audrey Roberson**  
Georgia State University  
“Unbiased reporting? A corpus-based analysis of newspaper coverage of US healthcare reform”  
*Using a corpus-based critical discourse analysis framework, this paper analyzes newspaper coverage of the debate over the passage of healthcare reform legislation in the United States in *The Christian Science Monitor*, *The Hill*, and *The New York Times*. Findings and research implications will be discussed.* | **Lorena Gómez**  
University of Alabama  
“The challenges of selecting the corpus while researching lexical borrowings in Colombian Spanish”  
*This paper discusses the different motivations for including some words in the corpus for the doctoral dissertation “Lexical borrowings in the Colombian online newspaper *El Tiempo* from 1990 to 2010.” The sources for the corpus come from previous studies, media, blogs, and dictionaries.* |  |

**11:30-12:30  Box lunch**
## List of Presenters and Email directory

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