

Integrating Learner Corpus-Based Data-Driven Pedagogy in Academic Writing Classrooms



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Compared to native-speaker corpora, learner corpora (LC)-based classroom implementations are much underrepresented (Nesselhauf, 2004). In addition, they almost never derive insights about second language acquisition from LC research findings and suggested pedagogical implications. In an attempt to bridge this gap, this mixed-methods study aims at investigating the potential of needs-based and research-informed LC activities by: first, creating a learner corpus to examine cohesion – a problematic area in learner academic writing; second, juxtaposing the problem with LC research findings and corpus-based reference materials; and third, designing and implementing pedagogical interventions modeled according to LC data-driven proponents’ recommendations. Overall, the results indicate that data-driven interventions that incorporate authentic learner output can lead to an increase in the frequency and diversity of cohesive devices, as well as to an increase in learners’ awareness of the cohesion phenomena.