



June 10, 2013

To whom it may concern

The program committee of the LCR 2013 conference, to be held in Norway from September 27 to 29, 2013, has accepted a program consisting of the following presentations:

Magali Paquot	Cross-linguistic influence and formulaic language: French EFL learners' use of recurrent word sequences under scrutiny
Emilia Castaño, Isabel Verdaguer, Aaron Ventura and Natalia Judith Laso	Economy is a living organism: metaphorical expressions in a learner corpus of English
Ilmari Ivaska	Tracing Transfer in Structural Multiword sequences: What Has Keystructure Analysis to Offer?
Julian Brooke and Graeme Hirst	Investigating the influence of multi-L1 learner corpora variables on native language identification
Tomoko Kaneko	Use of 'of' by Japanese English learners
Jarmo Harri Jantunen	Applying keyword analysis to annotated and CEFR analyzed learner data: positive and negative key items
Akira Murakami	Individual variation and the roles of L1 and proficiency in the longitudinal L2 development of English grammatical morphemes
Leonardo Campillos-Llanos	Oral expression in Spanish by low-intermediate learners: a computer-aided error analysis
Rosa María Jiménez Catalán	A Longitudinal Corpus Study of Teenage EFL Learners' Vocabulary
Verena Möller	How Do Educational Settings at the Secondary Level Impact on Learners' Use of the English Passive? – Evidence from the Secondary-Level Corpus of Learner English (SCoolE)
Nicolas Ballier and Issa Kanté	The use of that in noun complement clauses and relative clauses in learner corpora
Seok-Chae Rhee and Chae Kwan Jung	Compilation, Analysis and Findings of Yonsei English Learner Corpus (YELC)
Signe Oksefjell Ebeling and Hilde Hasselgard	Learners' and native speakers' use of recurrent word-combinations across disciplines
Agnieszka Leńko-Szymańska	The role of conventionalized language in the acquisition and use of articles by EFL learners – a crosslinguistic perspective
Mariko Abe, Yuichiro Kobayashi and Masumi Narita	Linguistic features discriminating between native English speakers and East Asian learner groups with different proficiency levels
Rita Juknevičienė	Lexical bundles in written learner English: the case of Lithuanian learners
Lynne Flowerdew	From Learner Corpus Research to Pedagogy in EAP: Past, Present and Future
Sanne van Vuuren and Pieter de Haan	Information Structural Development in the Writing of Very Advanced Learners of English: A cross-linguistic longitudinal study
Richard Nickalls	Inter-rater reliability testing of article error tags in a small learner corpus: an argument for framework simplicity

Ann-Kristin Helland Gujord	L2 acquisition of temporality: Universal or specific? Findings from a corpus-based study of the grammatical encoding of past time in L2 Norwegian.
María Belén Díez-Bedmar	A crosslinguistic interlanguage analysis of article use in EFL writing: Polish, Israeli and Spanish learners compared
Javier Perez-Guerra and Ana Elina Martínez-Insua	A corpus-based study on the distribution of complements and adjuncts in learner language: will we reveal <major findings> <in this study> or will we reveal <in this study> <minor findings>?
Iztok Kosem, Vojtech Kovar, Vit Baisa and Adam Kilgarriff	User-friendly interface of error/correction-annotated corpus for both teachers and researchers
Tim Marchand and Sumie Akutsu	Assigning proficiency levels to computer-mediated communication - preliminary results from a learner corpus of Japanese university students' online writing
Guillaume Gentil and Fanny Meunier	L2 nominalization use: A corpus-based investigation into the interplay of L1 influences, L2 proficiency, and genre knowledge.
Lene Nordrum and Andreas Eriksson	Data commentary in science writing: a corpus-based comparison of research articles and master's theses in technical fields for formative self-assessment practices
Julia Hancke and Detmar Meurers	Exploring CEFR classification for German based on rich linguistic modeling
Esther Ferrandis	Expletive subjects in L2 English: a corpus based transfer study
Juan-Pedro Rica-Peromingo and Joanne Neff van Aertselaer	Spanish EFL university discourse competence: A longitudinal study of EAP development
Meilin Chen	Semantic and collocational behaviours of phrasal verbs in Chinese learner's English writing and native English novice writing: A multi-corpora approach
Sylvia Jaworska, Angeliki Salamoura and Fiona Barker	The development of formulaic repertoires in L2 English at three CEFR levels: a corpus-driven and cross-linguistic comparison
Leontyna Bratankova	Verb+Noun Collocations in an Italian Learner Corpus
Carmen Dayrell and Arnaldo Candido Jr.	Textual patterns and rhetorical moves in English scientific abstracts: comparing student and published writing
Ingrid Simonnæs and Sunniva Whittaker	Learner corpora as a pedagogical resource in specialized translator training
Marcus Callies	High-frequency nouns and their verbal collocates in academic learner writing
Maria Giagkou, Vicky Kantzou, Spyridoula Stamouli and Maria Tzevelekou	Discriminating CEFR levels in Greek L2: a corpus-based study of young learners' written narratives
Aika Miura	Criterial features of pragmatic competence in a spoken corpus of Japanese learners of English to profile different levels of proficiency
Susan Nacey and Anne-Line Graedler	What can oral learner corpora reveal about preposition use?
Kwanghyun Park and Lubna Alsagoff	Compiling a Large Learner Corpus of Singaporean English: Design, Tools, and Challenges
Lea Meriläinen	Universal and L1-induced features in the usage of the progressive form in learner English
Julia Krivanek and Detmar Meurers	Word Formation Variation as Features for Native Language Identification

Sisko Bruni	Phraseological units and second language acquisition: A corpus study on learner Finnish
Marte Nordanger	Definiteness and Aspect in the Norwegian Interlanguage of Russian and English Learners
Alisa Shmeleva	Two new sub-corpora of Estonian Interlanguage Corpus (EIC)
Nicolai Struc and Nicholas Wood	English/Japanese loanword cognates in Japanese English learner writing
Orsolya Vincze and Margarita Alonso-Ramos	Autonomous collocation error correction with a data-driven approach
Mick O'Donnell	Demonstration of UAM CorpusTool 3.0 for learner corpus annotation and exploration
Marta Olga Janik	Transfer in adjective inflection in the interlanguages of English, German and Polish learners of L2 Norwegian – a corpus based research.
Deise Dutra, Heliana Mello, Barbara Orfano and Carolina Grondona	Title: Diamesia-related bundles across native and non-native written and oral corpora
Ekaterina Zaytseva	Essays on the one hand and research papers on the other hand: Variation in the use of "on the one hand"/ "on the other hand" in learner writing
Nicole Tracy-Ventura, Kevin McManus and Rosamond Mitchell	A longitudinal learner corpus investigation of vocabulary learning before, during, and after residence abroad
Kerrill Costello	A Corpus-based Analysis of the Language Competence of Learners of Spanish in Irish Secondary Education
Gaillat Thomas	Comparing French/Spanish L1 transfers in two English learner corpora: the case of indexicals it, this and that
Aivars Glaznieks, Andrea Abel and Verena Blaschitz	Evaluating the use of idioms in an L1 learner corpus
Gerold Schneider and Gintare Grigonyte	Using an automatic parser as a language learner model
Ulrike Altendorf	"Prince Philip (who prefers labradors) has been fighting a losing battle [...] ever since." The use of tense & aspect by advanced German-speaking learner of English: a case study in combining 'corpus cum experimental data'
Andrea Abel, Lionel Nicolas, Jirka Hana, Barbora Štindlová, Katrin Wisniewski, Detmar Meurers and Serhiy Bykh	A Trilingual Learner Corpus illustrating European Reference Levels
Jeroen Geertzen, Dora Alexopoulou and Anna Korhonen	The EF-Cambridge Open Language Database (EFCamDat)
Michael Flor, Yoko Futagi, Melissa Lopez and Matthew Mulholland	Patterns of misspellings in L2 English - a view from the ETS Spelling Corpus
Marianne Spoelman	From stumbling blocks to stepping stones: The use of the partitive case by learners of Finnish from related and non-related L1 backgrounds
Rina de Vries and Pieter de Haan	CEFR B2 to C2: charting a long and winding road
Keaty Siivelt and Sanna Mustonen	L1 influence in the development of learner Finnish: Comparing two learner corpora

Annekatriin Kaivapalu	Cross-linguistic influence and second language acquisition: corpus-based research
Liisa-Maria Lehto, Sisko Bruni and Jarmo Harri Jantunen	How to Annotate Morphologically Rich Language? Problems and Solutions.
Kari Tenfjord and Torodd Kinn	Missing prepositions – a report from an explorative corpus-based study
Markus Dickinson and Scott Ledbetter	Using an annotated L2 Hungarian corpus to study vowel harmony development
Mare Kitsnik	Lexicogrammatical profile of Estonian as a second language on the B1 level: Some results of the corpus-driven study
Kari Tenfjord, Paul Meurer and Silje Ragnhildstveit	Norsk andrespråkskorpus – A corpus of Norwegian as a second language
Adriane Orenha-Ottaiano	An English collocations E-workbook designed to Brazilian Portuguese speakers
Silje Ragnhildstveit	The role of frequency in gender assignment. A corpus based study of the interlanguage of second language learners of Norwegian.
Carmen Dayrell, Arnaldo Candido Jr., Ethel Schuster and Sandra Aluísio	MAZEA: Multi-label Argumentative Zoning for English Abstracts
Piotr Pezik	Text and annotation mining tools in the PLEC learner corpus
Susana Murcia-Bielsa and Penny Macdonald	How can an error-annotated corpus tell us what to teach, and when?
Maria Kunevich, Toby Hudson, Dora Alexopoulou and Brechtje Post	Investigating acquisition of prosodic focus marking and native perception of learners' English intonation
Nina Reshöft	A Contrastive Interlanguage Analysis of motion events
Marilei Sabino	The use of learner corpus as an aid to teach and learn Italian collocations
Kristi Pallin and Annekatriin Kaivapalu	One-to-many mapping between closely related languages and its influence on second language acquisition: a corpus-based study of native and learner Finnish

For information on the conference, please see <http://lcr2013.b.uib.no>.

We kindly ask your cooperation to promote the authors' attendance at the conference.

Sincerely yours,

On behalf of the Program Committee,



Prof. Koenraad De Smedt, chair