



## The Pedagogical Mediation of a Developmental Learner Corpus for Classroom-Based Language Instruction

[Login \(/login\)](#)

- [IUPUI ScholarWorks Repository](#)
- →
- [School of Liberal Arts](#)
- →
- [Department of English](#)
- →
- [Department of English Works](#)
- →
- [English Works](#)
- →
- [View Item](#)

## The Pedagogical Mediation of a Developmental Learner Corpus for Classroom-Based Language Instruction

[Belz, Julie A. \(Julie Anne\) ; Vyatkina, Nina](#)



Name: Belz\_Pedagogical\_ ...

Size: 8.085Mb

Format: PDF

Description: Main Article

[View/Open](#)

Permanent Link: <http://hdl.handle.net/1805/2652>

Date: 2008-10

Keywords: [Intervention](#); [Language Teaching](#); [Learner Corpus](#); [Pedagogical](#)

LC Subjects: [Second language learning](#); [Corpus and discourse. Research in corpus and discourse](#)

Cite As: Belz, Julie A., and Nina Vyatkina. "The Pedagogical Mediation of a Developmental Learner Corpus for Classroom-Based Language Instruction". *Language Learning & Technology* 12, no.3 (2008):98-112.

Belz, Julie A., and Nina Vyatkina. "The Pedagogical Mediation of a Developmental Learner Corpus for Classroom-Based Language Instruction". August 29, 2011. Available from IUPUI ScholarWorks. <http://hdl.handle.net/1805/2652>.

ISSN: 1094-3501

Found At: Publisher of original article: Language Learning & Technology (LLT)

<http://llt.msu.edu/vol12num3/default.html>

Access to the original article may require subscription and authorized logon ID/password. Please check University Library resources before purchasing an article via the publisher. Questions on finding the original article via our databases? Ask a librarian:<http://www.ulib.iupui.edu/research/askalibrarian>

## Abstract:

Although corpora have been used in language teaching for some time, few empirical studies explore their impact on learning outcomes. We provide a microgenetic account of learners' responses to corpus-driven instructional units for German modal particles and pronominal da-compounds. The units are based on developmental corpus data produced by native speakers during interactions with the very learners for whom the units are designed. Thus, we address the issue of authentication in corpus-driven language pedagogy. Finally, we illustrate how an ethnographically supplemented developmental learner corpus may contribute to second language acquisition research via dense documentation of micro-changes in learners' language use over time.

## Description:

This item submitted to IUPUI ScholarWorks as part of the OASIS Project. Article reproduced with permission of the copyright owner. Further reproduction prohibited without permission. Permission granted through posted policies on copyright owner's website or through direct contact with copyright owner.

## This item appears in the following Collection(s)

- [English Works \(/handle/1805/4014\)](/handle/1805/4014)



[Show Statistical Information \(#\)](#)

## My Account

- [Login](#)
- [Register](#)

## Statistics

- [Most Popular Items](#)
- [Statistics by Country](#)
- [Most Popular Authors](#)

[About Us \(/page/about\)](/page/about) | [Contact Us \(/contact\)](/contact) | [Send Feedback \(/feedback\)](/feedback)

[\\_\(/htmlmap\)](/htmlmap)

## FULFILLING *the* PROMISE

Privacy Notice ([http://ulib.iupui.edu/privacy\\_notice](http://ulib.iupui.edu/privacy_notice))



Copyright (<http://www.iu.edu/copyright/index.shtml>) ©2015

The Trustees of Indiana University (<http://www.iu.edu/>),

Copyright Complaints (<http://www.iu.edu/copyright/complaints.shtml>)