

level varies between 46% (TWN) and 90% (MYS). When the whole dataset of Taiwanese learners is compared to that of Malay learners, the meaning of observed differences is not necessarily clear (See 3.1). It would be safer to compare different speaker groups at the same proficiency band. A user also needs to understand that there may be a gap between the proficiency measured in the receptive tests and the actual performance in the oral interviews. Second, there exist two kinds of Chinese learner data. CHN_001 to CHN_025 are the participants currently studying in Japan, and the “L1” reflection was conducted in Japanese, while CHN_026 to CHN_050 are the participants studying in mainland China, and the L1 reflection was conducted in Mandarin.

3.4. Collected Data

Here, we introduce a sample of the collected learner speeches in different task types. The quotations below were taken from “a part-time job” task speech of JPN_016, a twenty-year-old female participant whose English proficiency was classified into the B1 upper level. Figure 2 shows the participant in the interview.

FIGURE 2
Japanese Participant



First, in the introduction task, an interviewer asked several questions about the participant's experience of learning English. [T] and [S] stand for a teacher (interviewer) and a student (interviewee), respectively.

(1) [T] ...maybe as you know, there are four basic language skills; I mean reading, listening, writing, and speaking. In your opinion, which is the most important thing?

[S] Um. Umm. Listening.

[T] Listening, why do you think so?

[S] Um. I --- I think the listening is the basic skills to understand the foreign language. And if I travel --- travel in a foreign country, it is difficult to um-eh it is difficult to uh travel in a foreign country without listening skill I think.

Some of the EFL learners tend to answer the questions in short and simple sentences. In this case, the participant answered the question with just one word, “listening.” However, this does not necessarily suggest a lack of proficiency because, when the interviewer asked “why,” the learner soon developed her sentence in a proper way.

Next, in the picture description task, the participant was given a prompt card, as seen in Figure 3.

FIGURE 3
Picture Prompt Card (A part-time job)



Then, the interviewer told the participant to describe the pictures. The description needed to begin with “a few weeks ago.” The interviewer checked whether the participant could control the past tense consistently.

(2) [S] A few weeks ago, a man --- a man would um a man was planning to swim in the sea and --- but he didn't have much money and he didn't match enough money to go to the sea. So, he not --- he find --- he founded a job, a part-time job, and he --- he um he noticed --- no --- noticed a staff wanted --- wanted and he take --- he took a part-time job. And he um he got a money to go to the sea, so --- so he --- he --- and so he was able to go to the sea and he did it.

This participant controlled the tense considerably well. When she happened to say,

“find,” she soon realized that she had made a mistake and tried to correct it. However, she was presumably too conscious about the past tense and said, “*founded,” which seemed to be an overcorrection.

Next, the interviewer gave several questions related to the content of the picture.

(3) [T] ...And then, perhaps you have some experiences of swimming in the sea, not in the pool. Please introduce your experience to me.

[S] Um. When --- when I was in XXX (place), I --- I went to XXX uh I went to the sea.

[T] Um-hmm.

[S] And I --- and then, I --- I was a child.

[T] Um-hmm.

[S] So, I can --- I um I --- I can swim a little. And my father and I swim eh swam uh --- swam uh around and near --- near and I --- I um XXX (place) --- in uh in XXX sea is --- sea --- sea was --- sea was beau --- beautiful --- more beautiful than that in XXX.

[T] Oh, really?

[S] So --- so, I --- I enjoyed it so much.

In comparison to the picture description, the participant seemed to have greater difficulty in dealing with this free discussion, where she was required to think and speak at the same time. Thus, she made several tense errors (my father and I *swim/ sea is*), but she soon made self-correction. The participant kept her monitor even in a more interactive and cognitively challenging task.

The next was a role-play task. The participant was given a role card, where the instruction was given in two languages, that is, English and the participant's mother tongue (in this case, Japanese). The participant was required to persuade a strict college supervisor firmly believing that students should never have a part-time job to allow her to continue working.

(4) [S]Umm. [...]. Um. I would like to continue a part-time job um there uh for two reasons.

[T] Um-hmm.

[S] And one reason is that a part-time job is --- is the --- is the only way to earn money um by myself.

[T] Um-hmm.

[S] And at the univer um when I uh when we are uni uh you --- when we are the university students, and we have to uh we need more --- we need much money. And

we --- but we --- our only way to earn money is a part-time job. So, I would like to a part-time and I would like to continue a part-time job. Two re --- and second, um, a part-time job is easy. Uh. It is important to --- to continue part-time job um uh in order to develop, so develop various skills in society. A part-time job is essential. Um. At school, we talked about --- talk about uh talk to young people or young people --- many young people. But um part-time job --- at the part-time job, um, we --- we can talk to very --- various aged people. And --- and we --- we can --- we can um we can um we can experience a very much in a part-time job.

[T] Okay, I see. All right, I understand. However, actually if you need the money, maybe you can borrow the money from the government. You can get a scholarship.

[S] Oh!

[...]

[T] So actually, you are really a good student. So as your teacher, I want you to stop working immediately and then to spend more time for study.

[S] Umm. Um. And --- and --- and spending more --- spend --- spending --- spending a lot of time studying is nice --- is not necessarily important and. [Overwrapping]

[T] Excuse me, why --- why you say so? You have entered university to study, not to play, not to work.

[S] Yes, uh, but --- but --- and uh and we um if I --- I can --- I can study effectively, um, the time is decrease and the time --- the time to study is increase --- uh decrease so um.

[T] Um-hmm. I --- I understand. It is good for you to study effectively. However, if you have no jobs, maybe you can study more and more in a more effective way. A longer time in a more effective way. So, that's why I think that maybe you should stop working.

[S] Umm. Umm. Um. A part-time job is uh a part-time job prevents studying, but um experience um I --- I had --- I have in a part-time job and if um and uh if uh uh it can be used in a study, so. [Overlapping]

[...]

A persuasion role-play is generally a challenging task for learners (even for English native-speakers), but the participant kept trying to persuade a supervisor anyway by introducing various reasons. In this task, we see how a learner can utilize any linguistic and non-linguistic resources available to complete a communicative mission.

Then, the interviewer asked the participant what part-time job she was doing or had done before and how she felt about college students having a part-time job, which can be a kind of winding-down after a tough role-play task.

(5) [T] So finally, some people say that it is important for college students to have a part-time job. Do you agree with this opinion or you disagree with it?

[S] Um. I --- I disagree to this idea.

[T] Um. Why?

[S] Um. A part-time job is um a part-time job have [has?] to be uh have to um-um to uh we should uh we should part um we should um start a part-time job in um in condition that we can work.

[T] Uh-huh.

[S] And --- and I --- I think a part-time job is not uh should not be imposed by other people. So um now our --- our um so we should decide --- we --- we should decide to start a part-time job or not to start a part --- a part-time job by myself.

Then, the participant was given another set of “non-smoking” tasks. When all the tasks were finished, the interviewer gave some questions to make the participant reflect on the whole interview.

(6) [T] ... many people say that... so... they feel very nervous when speaking in English. Did you have the same feeling today?

[S] Um. Um. Uh. Yes.

[T] Um. Yes? So, what should you do or what do you think we should do uh to decrease our nervousness uh when in --- when speaking in English?

[S] Um. We should be used to speak in English in public or um ordinary situation.

Here, an interviewer informed the participant about the end of the L2 interview and then, using the participant's L1, asked additional questions about each task included in the interview. The quotations below are translated into English by the author.

(7) [T] How was your performance in the role-play? The supervisor was really strict, as you remember. (Laugh)

[S] No-o-o! It was miserable. It was was not good at all. (Laugh)

[T] I know. That supervisor didn't pay any attention to the student's claim. (Laugh). Are there anything you can or you like to say in Japanese to persuade that supervisor?

[S] So, well...

[T] Maybe this is not a matter of language.

[S] Well... (Laugh) If I do a part-time job, it makes my brain work better and it is good for my study... or something...

[T] Wow! It would be good if you could have said it in the English interview.

By observing such an L1 exchange, a researcher can estimate the participant's L1 fluency or his/her general speaking style, which should be considered as a baseline when discussing a learner's L2 fluency. In addition, the researcher can see how the participant perceives each task in the interview.

The interview in the ICNALE SD takes much longer than the interviews in the other learner interview corpora. However, the idea of combining multiple tasks leads to eliciting as much and varied output as possible from a variety of Asian learners.

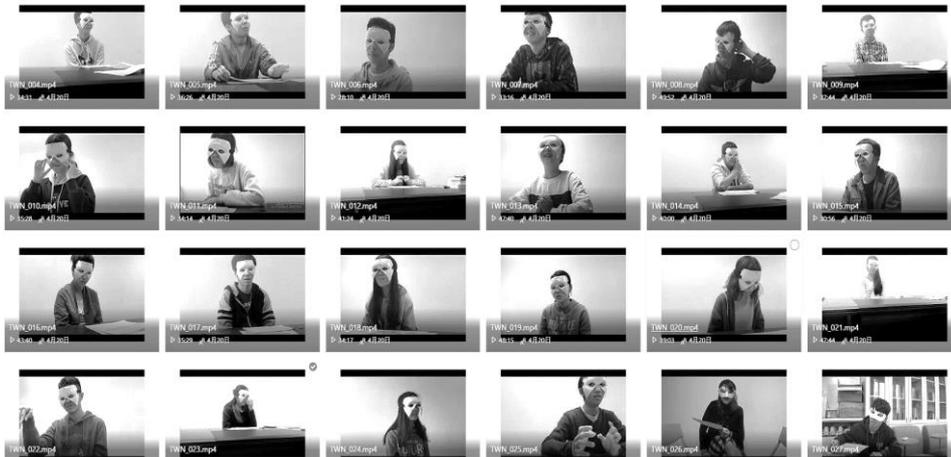
3.5. Application

The ICNALE SD can be utilized for various research purposes. Users can investigate the complexity (e.g., word level, lexical variety, sentence length, syntactic embedding, use of gerunds, subjunctive modes), accuracy (e.g., ratio of error-free sentences), and fluency (e.g., number of tokens, turn-taking, or disfluency markers such as pauses and fillers) of learner utterances in dialogues. In addition, the influence of learners' backgrounds (L1, L2 proficiency, sex, learning experiences, motivation, etc.) and tasks (free conversation, picture description, persuasion role-play) on the quantity and quality of learner utterances could be an interesting topic for discussion.

Another promising area of study is a pragmatic analysis of learners' oral outputs. As summarized in Timmis (2015), previous L1 speech studies have revealed many interesting facts about native speakers' use of the first and the second person pronouns, high frequent basic verbs, discourse markers (e.g., "well," "just," and "right"), response tokens (e.g., "absolutely," "certainly," and "definitely"), evaluative and emotive words (e.g., "good," "lovely," and "bad"), fillers, vague expressions, and collocations (e.g., "you know," "a bit," and "come on") (pp. 84-91). Furthermore, O'Keefe, McCarthy, and Carter (2007) point out four key topics in pragmatic studies: discourse marking (e.g., "you know"), face and politeness (e.g., "I was going to say," "Do you think," and "Do you want me to"), hedging (e.g., "sort of" and "a bit"), vagueness and approximation (e.g., "and things like that") (pp. 71-75). By analyzing the ICNALE SD, a researcher could investigate how Asian learners use a great variety of pragmatic devices in L2 discourses.

In comparison to the other existing learner corpora, the ICNALE SD is unique in that it gives full access to the video data. See Figure 4 for an example. By analyzing the videos, researchers can investigate each participant's pronunciation and intonation. They can also discuss how the participant uses his/her gaze (eye contact), hand, head, and body to facilitate L2 communication. These non-textual behaviors, especially those of learners, have been hardly studied to date.

FIGURE 4
Video Files Available Online



Adolphs and Carter (2013), who are known as developers of the Nottingham Multimodal Corpus (a collection of thirteen videos of English lectures and seminar conversations between a teacher and a graduate student at a UK college), regard head gestures and hand gestures as “headtalk” and “handtalk” (p. 158) and emphasize the importance of paying attention to “behavioral, gestural and linguistic features” (p. 145) in speeches. The video data included in the ICNALE SD (see Figure 5 for an example) should make it possible to conduct this kind of new multi-modal analysis of Asian learners’ performance in L2 dialogues.

FIGURE 5
Headtalk/Handtalk of a Chinese Participant (CHN_048)



4. A CASE STUDY: FLUENCY AND VOCABULARY USE OF ASIAN LEARNERS

4.1. Aim

How do Asian learners perform in L2 English interviews? What kind of difference can be observed between learners in different regions and English native speakers? We will discuss these points by analyzing the ICNALE SD. Our research questions are shown below:

RQ1: How fluently do Asian learners speak in L2 English interviews? (Fluency)

RQ2: Which words are overused or underused by Asian learners? (Keywords)

RQ3: What relationship is seen among different speaker groups in terms of their use of basic vocabulary? (Relationship among speaker groups)

4.2. Data

We used the ICNALE SD (v 1.0). In order to control the possible influence of L2 proficiency, we analyzed the data of only 173 learners at the B1 upper level as well as those of twenty English native speakers.

4.3. Method

In terms of RQ1, we calculated the mean word-per-minute (WPM) fluency for each speaker group. Let us take an example of a group of Chinese learners. First, we investigated the WPM of the participant CHN_001 (B1 upper). The duration of the L2 interview for this participant was 32:09 (1,929 seconds), during which s/he produced 1,718 tokens. In this case, the WPM fluency for CHN_001 was calculated as 53.4. After obtaining the WPM fluency of each of the seventeen Chinese learners at the B1 upper level, we calculated the mean WPM fluency for a group of Chinese learners (58.3).

Then, in terms of RQ2, we compared the frequencies of the words used by a target learner group and those used by a native speaker group and extracted the keywords significantly overused or underused by the target learner group. The judgment of “keyness” was based on the log-likelihood score. The higher the score is, the more saliently a word appears in the target dataset. We paid attention to the keywords whose log-likelihood scores were higher than 30.0. Non-lexical fillers (e.g., “uh,” and “mmm”), proper nouns (e.g., “Japan,” “English,” and “Chinese”), fragments of words (e.g., “s,” “d”), and the words related to particular tasks were excluded manually.

Finally, with regard to RQ3, we chose the top fifty words that native speakers used most

frequently in the interviews, which we used as a sample for the current analysis. Then, we examined how often these words were used by different speaker groups. Regarding the vocabulary (fifty words) and speaker groups (ten groups) as Item 1 and Item 2, we conducted a correspondence analysis to turn multivariate data into a few dimensions, and put each of the item category data on a scatter plot. By observing the plot, we discussed how nine learner groups and a native speaker group were clustered and what words characterized each cluster.

4.4. Results

4.4.1. RQ1: Fluency

First, we compared the mean WPM fluencies of EFL learners in six regions, ESL learners in four regions, and English native speakers. The difference between EFL learners and ESL learners (Welch: $t(155.91) = 6.96$; $p < .001$; $d = 1.07$) and the difference between ESL learners and native speakers ($t(27.23) = 3.61$; $p = .0012$; $d = 1.02$) were both significant. It can be said that ESL learners speak more than EFL learners do and native speakers speak more than ESL learners do. The difference between EFL and ESL learners may be explained by the fact that EFL learners have relatively limited opportunities to “use” English in and outside the classes. They can perform considerably well in the proficiency tests or the vocabulary size test, but they cannot perform well enough in real discourse situations. Then, we compared the mean WPM frequencies of different speaker groups. See Figure 6 and Figure 7 for the results.

FIGURE 6
Mean WPM Fluencies of EFL/ ESL Learners and English Native Speakers

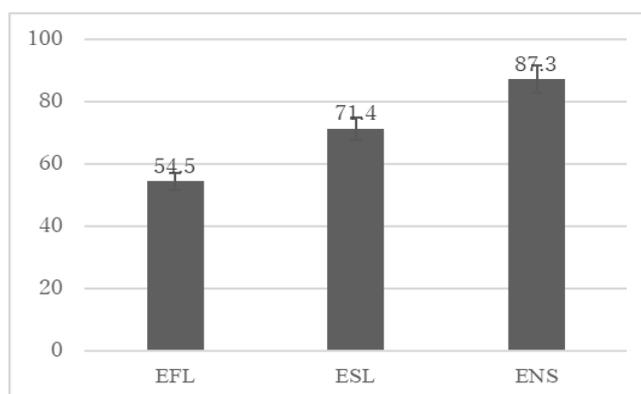
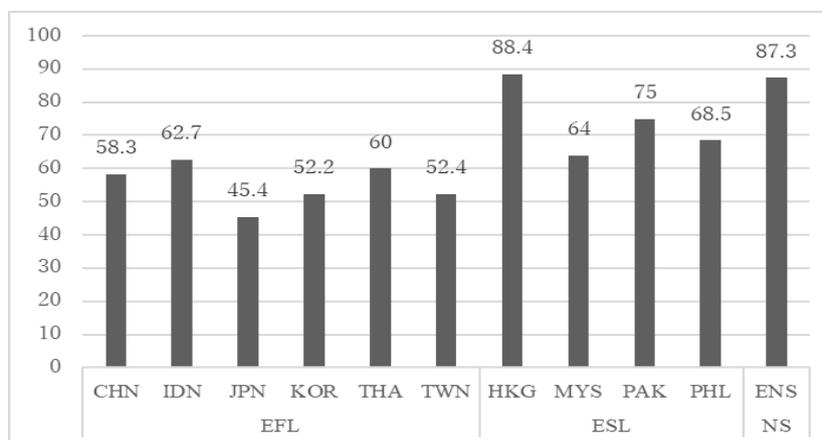


FIGURE 7
Mean WPM Fluencies of the Different Speaker Groups



The WPM fluencies of the EFL learners were between 45.4 and 62.7, which were equivalent to 52.0-71.8% of the fluency of the ENS. Meanwhile, the fluencies of the ESL learners were between 64.0 and 88.4, which were equivalent to 73.3-101.3% of the fluency of the ENS. Among all the speaker groups, the relatively limited fluency of Japanese, Korean, and Taiwanese learners drew our attention.

4.4.2. Keywords

Key overused and underused words are listed in Table 7. The words whose log-likelihood scores were higher than 100 are shown in bold italics. What matters here is that many overused and underused words are shared across different learner groups. Table 8 shows the words that were over/underused commonly in three or more regions.

Learner speeches are often self-centered (“I,” “(I) want...,” “(I) think...”), responsive (“yes,” “yeah”), and ambiguous (“maybe,” “some”). They also tend to put too much emphasis on the reason-result relationship (“because”) or someone’s capability and intention to do something (“can,” “cannot,” “will”).

- (8) Uh, *I think it is true because* while – you *can* use smartphone but you *can* – cannot use a computer... (THA_025_B1 lower)
- (9) *I have family issues and I also want* to improve my experience in that field *because I decided* to choose the next, uh, in future that field. (PAK_003_B1 lower)
- (10) And *some* people litter at the sandbox and *yeah maybe because* mostly *because of* the cat poops it makes it not clean. (IDN_010_B1 upper)

TABLE 7
The Words Overused/Underused by Nine Learner Groups

		Overused	Underused
EFL	CHN	<i>is, think</i> , can, maybe, when, some, yes, yeah, because, will, our, here	<i>well, would, of</i> , that, be, was, an, as, am, on, were, they, at, where, could, probably, had, are, a, out, around
	IDN	<i>yes, because, maybe</i> , yeah, the, also, can, my, is, cannot, when, ready, only	<i>was, well, would</i> , be, right, they, as, a, at, of, up, had, where, an
	JPN	<i>yes, is</i> , want, many, so, opinion, i, yeah, can, when	<i>that, be, well, would, just, really, you, as, on, it, they, of</i> , a, was, right, an, going, know, been, mean, where, guess, are, like, actually, having, were, up, out, am, probably, kind, had, them, then
	KOR	<i>yeah</i> , yes, I	be, would, as, a
	THA	<i>yes</i> , like, gonna, cannot, is, want, I, have, can, when, about, me, something	<i>well, would, was</i> , a, where, as, are, be, were, had, am, able, been, an, on, very, out, alright, really
	TWN	<i>think, yes, because</i> , is, can, some, cannot, will, want, maybe, or	<i>was, that</i> , as, of, a, would, be, well, an, am, sir, going, probably, up, where, been
	ESL	HKG	also, think, is, some, maybe, because, can, for, others, affect, somehow
MYS	<i>because</i> , me, when, yes, can, for, my, will, is, so, then, need	<i>well</i> , was, just, had, a	
PAK	<i>sir</i> , you, yes, we, our, mostly, should, because, why, is,	<i>really, just</i> , well, the, right, like, was, I, a, had	
PHL	<i>because</i> , my, also, when, is, the, will, in	<i>yeah</i> , they, okay, well, know, so, was, like, right, would, mean, out, sort, oh	

TABLE 8
The Words Overused or Underused Commonly by Three or More Learner Groups

Overused	Underused
is, yes, because, can, when, maybe, will, yeah, also, cannot, I, my, some, think, want	a, was, well, would, as, be, had, where, an, out, right, am, been, of, they, are, just, like, on, probably, really, that, up, were

Meanwhile, learners cannot sufficiently use indefinite articles (“a,” “an”), subjunctive modal verbs (“would”), past (participle) forms of verbs (“was,” “were,” “had,” “been”), adverbs adjusting the strength of one’s claim (“probably,” “really,” “just”), lexical fillers (“well,” “right”), third-person pronouns (“they”), and various types of prepositions and particles connecting the words (“as,” “on,” “up,” “of,” “out”). The quotations below were taken from the utterances of native speakers.

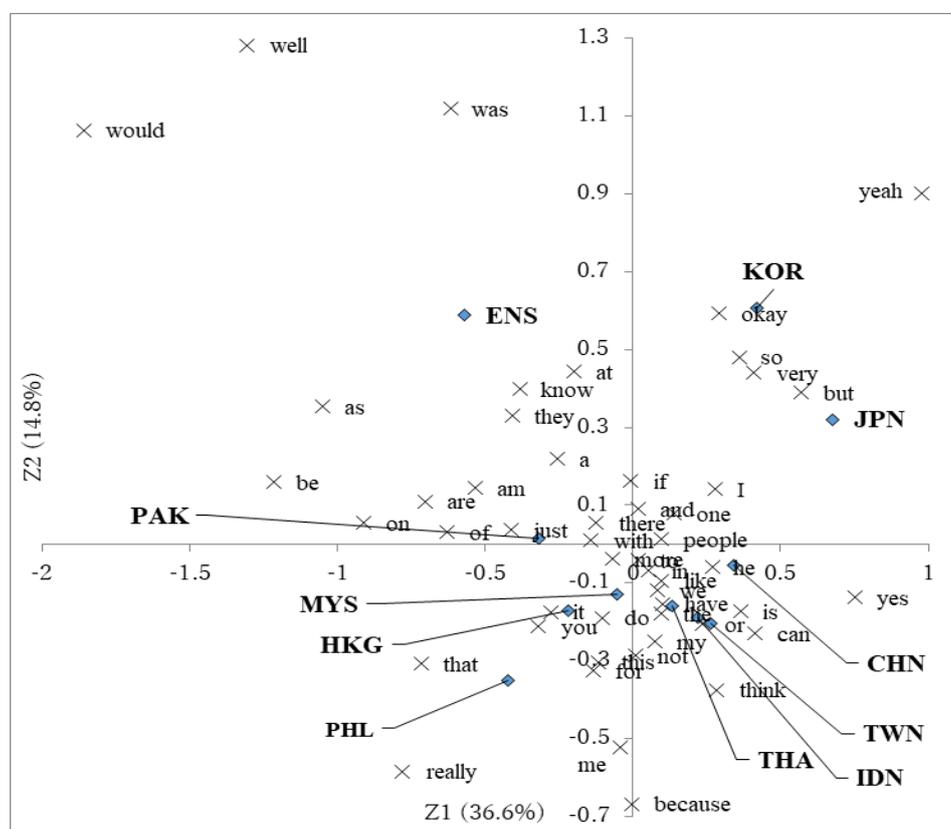
- (11) ... teaching *would* be *an* easy way to be able to sustain myself... (ENS_010)
 (12) Oh *really, well* I guess I have research to do then. (ENS_005)

(13) *Right*. I preferred the roleplay format because it felt like *a*, kind of, battle, who could come *out on top*. (ENS_020)

4.4.3. Relationship among speaker groups

From the correspondence analysis of a frequency table, we obtained the scatter plot shown in Figure 8, where we regarded variables clustered together as similar in quality.

FIGURE 8
Scatter Plot Based on the Correspondence Analysis



Both of the Z1 axis ($X^2(58) = 4380.6, p < .001$) and Z2 axis ($X^2(56) = 1759.1, p < .001$) are statistically significant. First, ten speaker groups are classified into the right half and the left half by the Z1 horizon axis, which explains 36.6% of the variance in the dataset. The right half includes all the EFL learners, while the left half includes ENS and all the ESL learners. Thus, the Z1 seems to be an axis classifying non-native-speaker-like vocabulary

use (right) and native-speaker-like vocabulary use (left). On this axis, Japanese learners are positioned at the right end, meaning that they are particularly remote from the native-speaker norm in terms of the use of the basic vocabulary, which may be explained by the fact that Japanese learners speak the least among all the EFL learners (See 4.4.1). An important finding here is that there exists a substantial boundary not between learners and native speakers but rather between EFL learners and others.

Next, speaker groups are also classified into the upper half and the lower half by the Z2 vertical axis, which explains 14.8% of the variance. In the right half, learners in Japan and Korea are positioned in the upper half, which could also be explained by their limited fluency, and learners in China, Taiwan, Indonesia, and Thailand are clustered in the lower half. Then, in the left half, ENS is positioned in the upper half, while most of the learners in ESL regions are positioned in the lower half. Thus, ten speaker groups are classified into four quadrants. By observing the words positioned in each, we can see which words characterize different speaker clusters, as seen in Table 9.

TABLE 9
The Keywords Characterizing Four Speaker Clusters

Quadrant	Clusters	Characteristic Words (examples)
1 (Z1+/Z2+)	EFL (JPN/KOR)	so, but, yeah, okay, very
2 (Z1- / Z2+)	ENS	well, would, was, as, know, they, be
3 (Z1- /Z2-)	ESL	that, really, you
4 (Z1+ / Z2-)	EFL (Others)	think, can, yes, is

The results above show that Japanese and Korean learners frequently use “so” and “but,” both of which, in combination with “because” mentioned above, often mark the transition in the development of a claim. Too many transitions often lead to limited coherence, which might characterize their speeches.

- (14) I think umm uh university students should use much --- should umm should use computer umm more often *because*, you know, umm uh this is umm a lot of --- uh almost all of the company umm uses --- produce umm computers and we have to use them --- use computers to work, *so* we can't umm work with my --- uh our smart phone, *so* we should use or you --- we should learn about using computers. (JPN_033_B1 lower).
- (15) *But* in that case, you need to like – then, you have to put like you know, smoking is like permitted signs on your restaurant. *But* you put prohibited signs on your restaurant. *So*, I think they are not right and *so*, we are right. *But* if you want to keep them smoking or having a time in your restaurant, then give me a full refund,

so I can walk away. (KOR_018_B2+).

By carefully analyzing the scatter plot, we can identify a core element of the so-called “native-like natural speeches,” which would be pedagogically valuable, especially for EFL learners with limited access to natural oral inputs.

5. CONCLUSION

This paper first surveyed three kinds of learner interview corpora (LINDSEI, NICT-JLE Corpus, and Trinity Lancaster Corpus), paying particular attention to their interview structures. Then, it explained the principles and the features of the ICNALE SD as the newest addition to the ICNALE. The ICNALE SD is a unique dataset in that it focuses on Asian learners, and it includes the transcripts, videos, and detailed background data of the learners. Then, as a case study using the ICNALE SD, we discussed three research questions on Asian learners’ fluency and vocabulary use. With regard to RQ1 (Fluency), the study revealed that the mean WPM fluencies of EFL learners, ESL learners, and native speakers are 54.5, 71.4, and 87.3, respectively. Our analysis also showed that the fluency of Japanese learners is only around 50% of that of native speakers. In terms of RQ2 (Keywords), we extracted keywords for each of the ten learner groups and discussed the commonly overused or underused words. We found that learner speeches are often self-centered, responsive, ambiguous, and they put too much emphasis on the reason-result relationship or someone’s capability and intention to do something. Finally, in terms of RQ3 (Relationship among speaker groups), we showed that speakers could be classified into four clusters: English native speakers, ESL learners, Japanese, and Korean learners, and the other EFL learners. An important finding is that a significant boundary exists not between learners and native speakers but between EFL learners and others.

The ICNALE SD can be utilized by various researchers in the fields of SLA, TESOL, World Englishes, and language policy. As a corpus developer, the author hopes that this unique dataset is used as widely as its sister modules and that it contributes to a better understanding of L2 use by Asian learners and to the development of new effective teaching materials optimized for them.

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