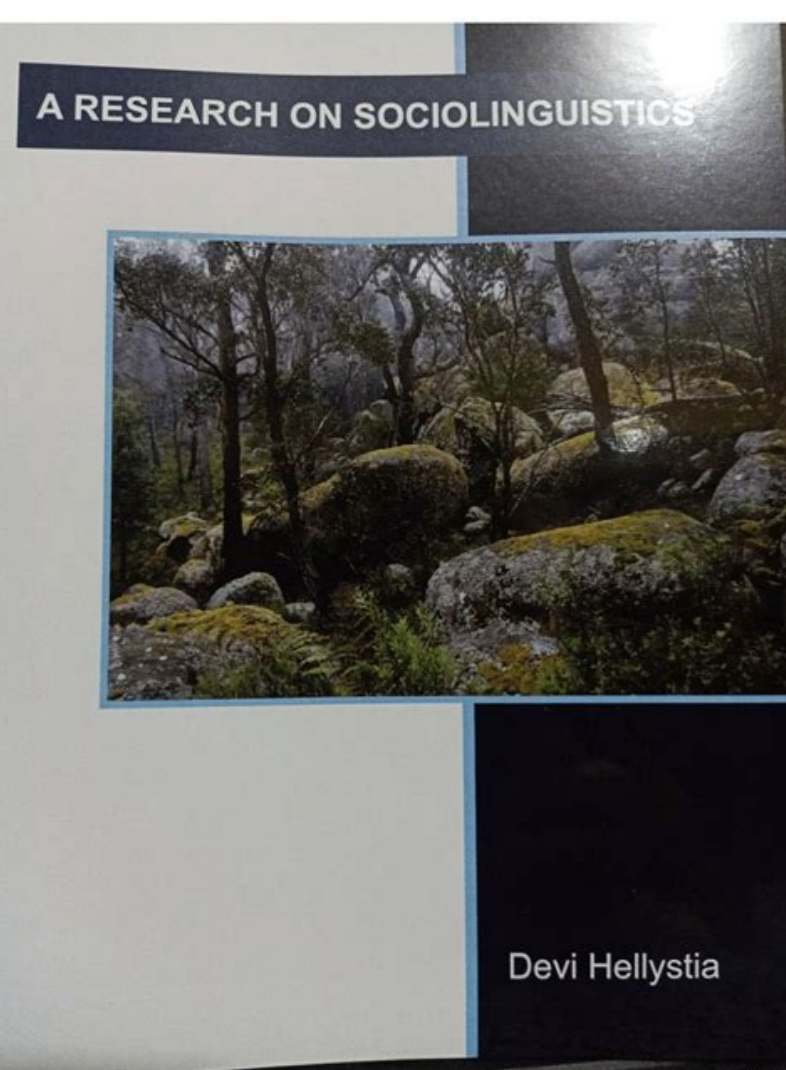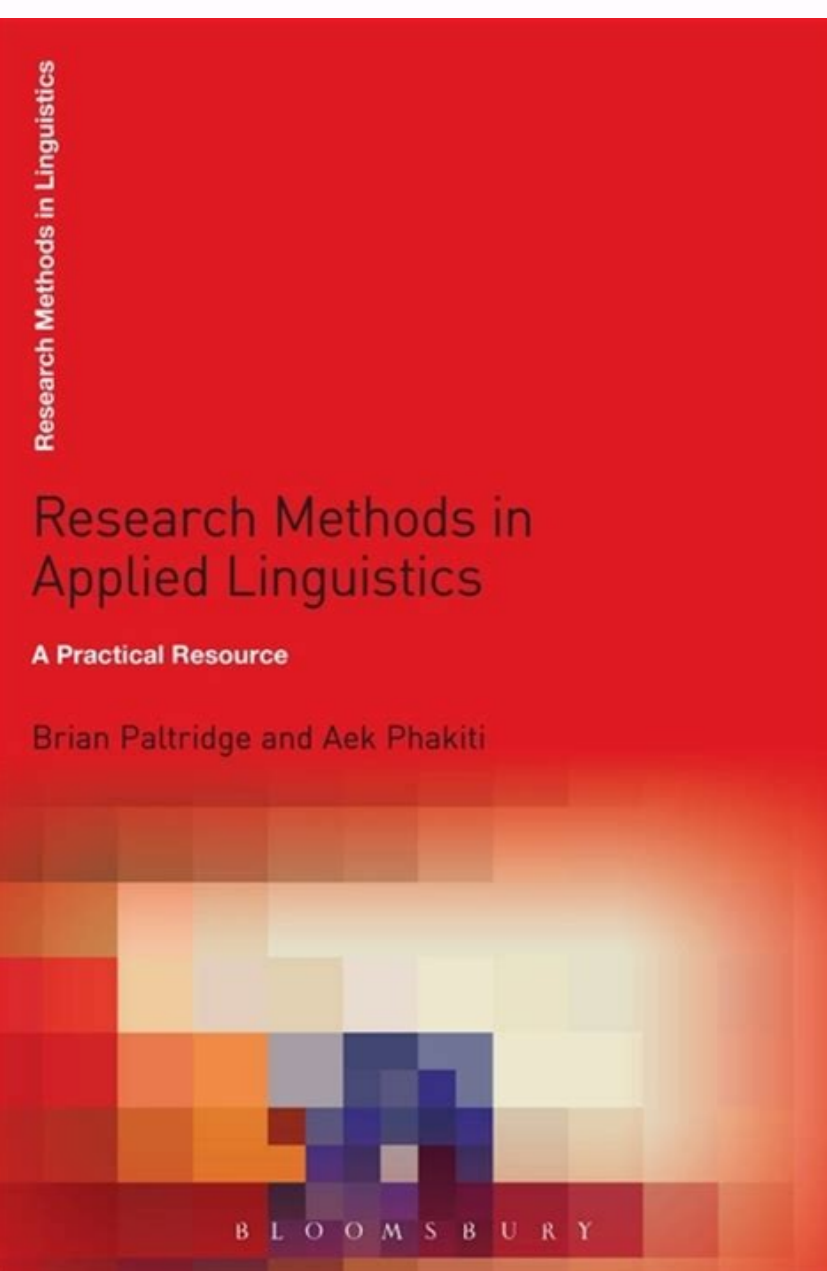I'm not robot

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Research Methods in Linguistics

Research Methods in Applied Linguistics

A Practical Resource

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A RESEARCH ON SOCIOLINGUISTICS

Devi Hellystia

A Corpus of Annotated Revisions for Studying Argumentative Writing

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Abstract

This paper presents ArgRewrite, a corpus of between-draft revisions of argumentative essays. Drafts are manually aligned at the sentence level, and the writer's purpose for each revision is annotated with categories analogous to those used in argument mining and discourse analysis. The corpus should enable advanced research in writing comparison and revision analysis, as demonstrated via our own studies of student revision behavior and of automatic revision purpose prediction.
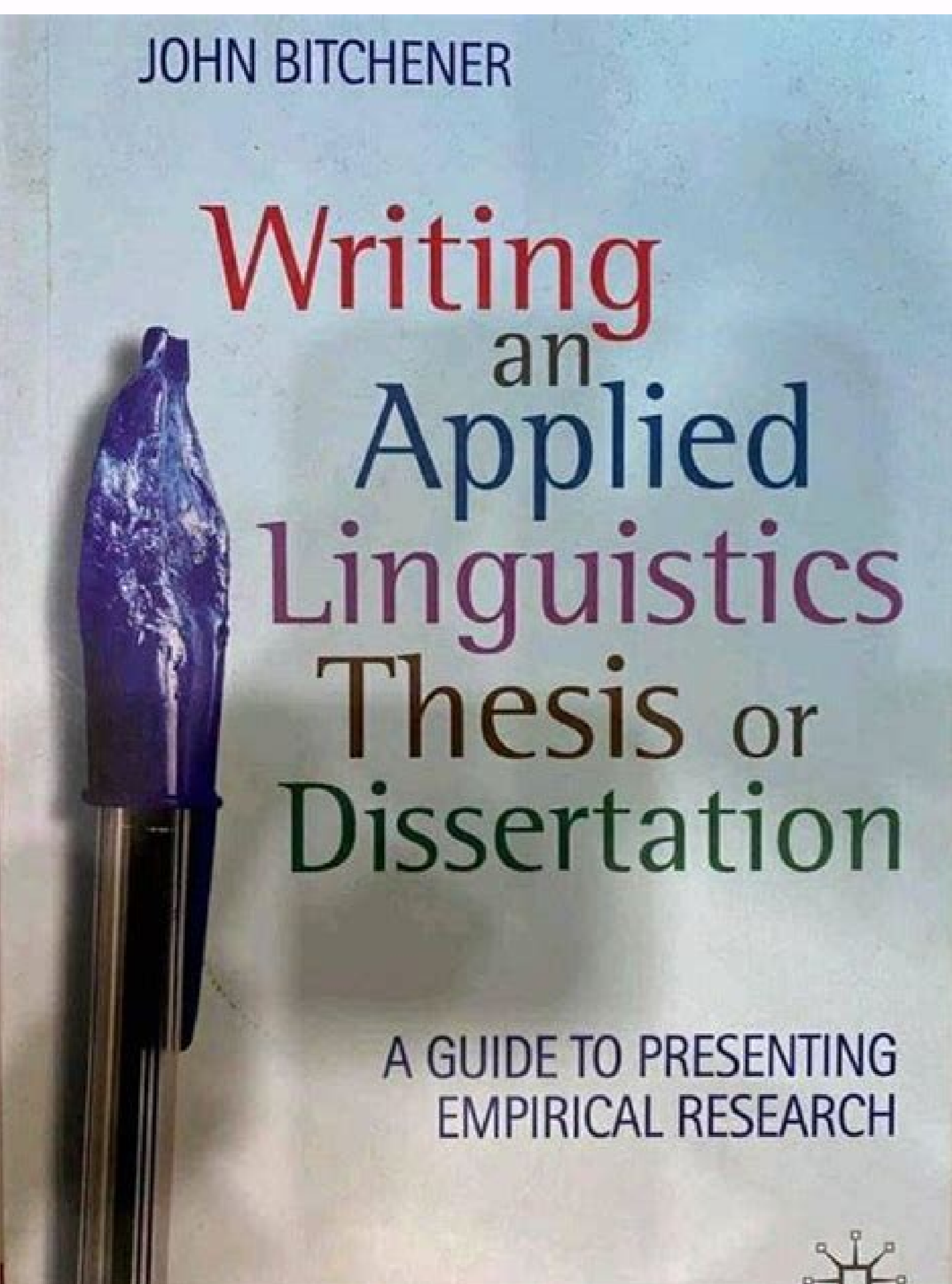
1 Introduction

Most writing-related natural language processing (NLP) research focuses on the analysis of single drafts. Examples include document-level quality assessment (Attali and Burstein, 2006; Burstein and Chodorow, 1999), discourse-level analysis and mining (Burstein et al., 2003; Falakmasir et al., 2014; Persing and Ng, 2016), and fine-grained error detection (Leacock et al., 2010; Grammarly, 2016). Less studied is the analysis of changes *between drafts* – a comparison of revisions and the properties of the differences. Research on this topic can support applications involv-

Wikipedia revisions (Daxenberger and Gurevych, 2013; Bronner and Monz, 2012); however, the domain of Wikipedia is so specialized that the properties of Wikipedia revisions do not correspond well with other kinds of texts.

This work presents the ArgRewrite corpus¹ to facilitate revision analysis research for argumentative essays. The corpus consists of a collection of three drafts of essays written by university students and employees; the drafts are manually aligned at the sentence level, then the purpose of each revision is manually coded using a revision schema closely related to argument mining/discourse analysis. Within the domain of argumentative essays, the corpus will be useful for supporting research in argumentative revision analysis and the application of argument mining techniques. The corpus may also be useful for research on paraphrase comparisons, grammar error correction, and computational stylistics (Popescu and Dinu, 2008; Hekova et al., 2016). In this paper, we present two example uses of our corpus: 1) rewriting behavior data analysis, and 2) automatic revision purpose classification.

2 Corpus Design Decisions

Consider this scenario: Alice begins her social science argumentative essay with the sentence "I'm...

JOHN BITCHENER

Writing an Applied Linguistics Thesis or Dissertation

A GUIDE TO PRESENTING EMPIRICAL RESEARCH

Corpus-based Method in Language Learning and Teaching

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ABSTRACT: *A corpus is a large collection of written or spoken texts that can be developed manually or electronically and be representative of the authentic language data. The corpus has numerous applications in the field of applied linguistics such as development of dictionaries, construction of grammar books, enhancement of language learning and teaching, study of dialects, machine translation, etc. The present paper is meant to review some recent literature regarding the applications of corpus in the area of language learning and teaching, whether a first, second or foreign language. The review focuses on some empirical findings from experiments conducted on learners of various levels of language proficiency in different societies. Based on the empirical findings probed from previous studies, it was indicated that corpus-based method of learning and teaching a language is effective and learners get direct access to data, hence, enhancing their language learning in various linguistic skills and develop more autonomy.*

Key Words: *corpus-based method, explicit teaching, language learning*

Introduction

Using corpora in language learning and teaching dates back to the 1980s when corpora emerged in their modern form as systematically organised electronic collections of texts (Vyatkina and Boulton 2017: 1). Corpus linguistics has taken its place rapidly in language teaching and research, especially with the advent of computer technology. There is an agreement among researchers that corpus data enrich the process of learning languages and is considered an essential resource in learning and teaching (Huang 2011: 482). As cited in Dash (2008: 28), Crystal (1997) defines corpus as 'a large collection of linguistic data, either written texts or transcription of recorded speech, which can be used as a starting point of linguistic description or as a means of verifying hypotheses about a language'. In this definition, the corpus is looked at as a collection of written as well as spoken texts. These texts can be stored in machines-readable forms from which they give access to all sorts of linguistic description and analysis. For Kennedy (1998: 3), who opposes the definition offered by Crystal, the corpus is 'a large collection of texts assumed to be representative of a given language, dialect, or other subset of a language, to be used for linguistic analysis'. Commenting on the above definition by Kennedy, Dash (2008: 28) has the view that the definition may encompass the socio-linguistic aspects induced within a language, but the definition miserably fails to divert attention to the linguistic criteria considered necessary for designing a corpus.

Corpus is considered as a relatively new trend in language teaching, therefore, some hold back from incorporating them in the process of learning and teaching. Some argue that they are technically challenging and time-consuming and some raise the issue that some types corpus software do not have free access for learners and when accessing the free online corpus, students encounter large amount of data and therefore get confused. However, the researchers argue that these complaints can be regulated and resolved by having a good guidance from well-trained teachers.

Today, corpora are found in classrooms and they contribute in learning languages whether a first, second or foreign language. The corpora can be utilised in developing study materials for beginner and advanced levels in all language skills; be it reading, writing, vocabulary, listening or speaking. They help in developing the ability of the learners and improve their linguistic skills including synonyms, antonyms, polysemy, homonymy, etc. As Barlow (1996:2) rightly states:

> "Corpora can reveal not only the range of patterns of a language that the learner must assimilate, but also their frequency, which is an important factor in materials development and syllabus design. Moreover, the use of corpora has the potential to radically alter the field of second language learning, and perhaps Linguistics as well".

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