

# Contents

<i>List of Figures</i>	<i>page</i> x
<i>List of Tables</i>	xi
<i>Acknowledgements</i>	xvii
1 Exploring Learner Discourse: Context, Data and Methods	1
1.1 Learner Corpora	1
1.2 The Trinity Lancaster Corpus	5
1.3 The Spoken BNC 2014	11
1.4 The Trinity Lancaster L1 Corpus	13
1.5 Discourse Units	14
1.6 Language, Form and Function: The MDA Approach	19
1.7 Short-Text MDA	28
1.8 Narrative	31
2 Testing Short-Text Multi-Dimensional Analysis: Approaching Learner Corpus Data at the Micro-Structural Level	33
2.1 Introduction	33
2.2 MDA of Learner Language	34
2.3 Corpus Analysis	37
2.4 Results	41
2.5 Examiner Turns	63
2.6 Conclusion	68
3 Investigating Discourse Units: Approaching Learner Corpus Data at the Macro-Structural Level	70
3.1 Introduction	70
3.2 Dimension 1: Long versus Short Discourse Units	72
3.3 Dimension 2: Descriptive and Affective versus Informative and Instructive	75
3.4 Dimension 3: Unknown (Irrealis) versus Known (Realis)	87
3.5 Conclusion	99
4 Exploring Discourse Units and Interaction: Context, Cooperation and Scaffolding	102
4.1 Introduction	102

4.2	Dimension 4: Informational Narrative versus Seeking and Encoding Stance	103
4.3	Dimension 5: Persuasion versus Information Seeking	118
4.4	Conclusion	128
5	Comparing L1 and L2 Production in the Trinity Lancaster Corpora	133
5.1	Introduction	133
5.2	Trinity Lancaster Corpus L1	133
5.3	The Role of Demonstrative Determiners, Numeral Nouns, Passives and Relatives	138
5.4	The Optic of Task	146
5.5	The Role of the Examiner	152
5.6	The Micro- and the Macro-Level	155
5.7	Next Steps	158
6	Describing Discourse Functions in General Spoken Conversation	160
6.1	Introduction	160
6.2	Dimension 1: Elaborated Speech versus Discourse Management	161
6.3	Dimension 2: Interactive Information Exchange versus Attitudinal Descriptions	162
6.4	Dimension 3: Epistemic Stance versus Informational Recounts	164
6.5	Dimension 4: Reveal versus Information Seeking	165
6.6	Dimension 5: Narrative versus Non-Narrative	166
6.7	Dimension 6: Opinionated Narrative versus Situation-Dependent Commentary	167
6.8	Dimension 7: Advisory versus Personal Narrative	169
6.9	The Discourse Unit Level View	170
7	Understanding L1 Speech, L2 Speech and Context of Production	177
7.1	Introduction	177
7.2	L2 Exam-Only Functions	179
7.3	Exam-Specific Functions Shared by L1 and L2 Speakers	182
7.4	L1-Only Exam Functions	184
7.5	L1 Exam- and Conversation-Only Functions	193
7.6	L1 Conversation-Only Functions	204
7.7	Conclusion	204
8	Beginning the Study of Narrative	206
8.1	Introduction	206
8.2	Narrative in Linguistics	206
8.3	A Sociolinguistic View of Narrative	209
8.4	Narrative Competence in Second Language Acquisition	220

9	Exploring Narratives in Learner Language	222
9.1	Introduction	222
9.2	Annotating Narratives in the Data	222
9.3	Findings	225
9.4	The Role of the Examiner	241
9.5	Conclusion	252
10	Summing Up and Looking Ahead	255
	<i>Appendix A: The Feature Sets and Decisions for Pooling</i>	268
	<i>Appendix B: The Full Tagset</i>	281
	<i>References</i>	296
	<i>Index</i>	311