Introduction

- Digital text production at schools: essays, periodic writing assignments, diaries, daily records can be re-used for curriculum and assessment designs.
- Role of learning management systems (LMS): big data production, data mining and learning analytics.
- Building a learner corpus may provide support for individualized learning processes.
- Learner corpus: types of words, associations, grammatical features and errors, etc.
- Implementations: Student performance assessment, course planning, feedback production versus annotation of particular form/structures, network visualization, similarity analysis.
- Corpus-based diagnostic analysis & content-based error analysis (linguistic transfers) and creating measuring scales for testing purposes.
- Focus 1: A data processing model about how to gather, clean and annotate digital text material produced by students.
- Focus 2: Digital tools to use corpus-based data for curriculum and assessment development purposes.

Related Work

- Corpus Linguistics: appeared as a scientific method focusing on analyzing digital text. By this method, experts and teachers may have close insights into the progress of the learners, potential components of course curricula and diagnostic measuring scales for linguistic transfer cases in accordance with the proficiency level of the learners.
- Linguistic Transfer (LT): also called as Linguistic Interference or Linguistic Influence from native language (NL) to target language (TL), is a determining factor on speed and efficacy of learning processes at schools.
- Scientific research and academic discussions about LT date back to 1950s and 1960s. Although there is not a complete consensus on finding a mutual terminology about using the terms such as transfer, interference, influence, cross-linguistic influence (Gass & Selinker, 2008; Tat, 2013).
- Since the early 1990s, there has been a close interest in LT issues by the linguists (Harris, 1954; Odlin, 2003; Rosenbaum, 1949). However, there are not many research focusing on the types and levels of LT and the potential relations to other factors especially Turkey context in terms of English language teaching at university levels.
- Römer (2017) has emphasized that “similarities in cultural background will facilitate the foreign language learning” (30) but “differences may hinder it” (Odlin, 2003: 441) and “social background [ready] matters” as Jarvis (2000) writes (as cited in Odlin, 2003: 453).
- Learning a foreign language: closely related to prior knowledge of the learners, and students are extensively dependent on their native languages while acquiring or learning a foreign language.

Problems & Purposes

- Learners assume that their perceived linguistic structures in NL may have close insights into the progress of the learners, potential components of course curricula and diagnostic measuring scales for linguistic transfer cases.
- There occurred complications in accuracy and intelligibility of their writings.
- Learners had problems and difficulties in both production and process levels of language learning.
- They mostly tended to use LT in syntactic, lexical, grammatical as well as contextual levels as defined in the Table 1.
- Purpose 1: Creation of data processing model for building a learner corpus.
- Purpose 2: Annotation of LT cases existed in writing assignments.
- Purpose 3: Using appropriate tools for data analysis, data visualization, digital curriculum and assessment development.