

CONTENTS

LIST OF CONTRIBUTORS	7
LIST OF ABBREVIATIONS	9
PREFACE	12
INTRODUCTION	13
I ANALYSIS OF L2 CORPORA	21
CHAPTER 1 Some remarks on noun premodification in a Czech student corpus <i>Libuše Hornová</i>	25
CHAPTER 2 Diverse pronunciation results elicited by means of three different test types <i>Jaroslava Ivanová</i>	37
CHAPTER 3 Hesitation in learner's dialogues: distribution of individual means <i>Šárka Ježková</i>	47
CHAPTER 4 Academic writing: modal verbs in the role of hedges <i>Petra Huschová & Irena Reimannová</i>	57
CHAPTER 5 Building and analysing an advanced English learners' written corpus <i>Silvie Válková & Jana Kořínková</i>	67
II USE OF L2 CORPORA FOR L2 LEARNING	77
CHAPTER 6 Strata of academic English in corpora: a parallel-genre approach <i>Christoph Haase</i>	81
CHAPTER 7 Building a Corpus of High School Academic Texts (COHAT) for academic English: Discovery learning in language acquisition <i>Róbert Bohát, Nina Horáková & Beata Rödlingová</i>	91
CHAPTER 8 How a large corpus of dissertations can help teachers and learners of EAP writing <i>John McKenny</i>	105

CHAPTER 9	Unveiling vocabulary errors in non-native English	
	<i>Maria Luisa Roca-Varela</i>	117
III	INDIVIDUAL DIFFERENCES IN L2 LEARNERS	127
CHAPTER 10	An exploration of internal factors in foreign language learning	
	<i>Gabriela Lojová</i>	129
CHAPTER 11	Motivation in language learning: Focus on individual learners' stories	
	<i>Monika Černá</i>	143
IV	CLASSROOM INTERACTION AND L2 ACQUISITION	161
CHAPTER 12	Using conversation analysis in classroom interaction research	
	<i>František Tůma</i>	163
CHAPTER 13	Supporting language acquisition through teacher questioning	
	<i>Lucie Betáková</i>	173
CHAPTER 14	Supporting English acquisition through the teacher's social skills	
	<i>Petr Dvořák</i>	187
RESUMÉ	199
REFERENCES	203
INDEX	223