

Tables

1.1	Metadata available in the TLC.	<i>page</i> 8
1.2	Mean factors for all texts in conversation in Biber (1988).	25
2.1	Results of the Pearson correlation between turn length (in word tokens) and turn coordinate for each dimension.	43
2.2	The linguistic features most strongly associated with Dimension 2.	44
2.3	The turns most strongly associated with positive and negative Dimension 2.	45
2.4	The Dimension 2 association of the turns in the Conversation task from groups of learners defined by proficiency, grade and overall mark.	47
2.5	The Dimension 2 association of the turns in the Discussion task from groups of learners defined by proficiency, grade and overall mark.	47
2.6	The Dimension 2 association of the turns in the Interactive task from groups of learners defined by proficiency, grade and overall mark.	48
2.7	Cultural and linguistic background associations with Dimension 2.	49
2.8	The linguistic features most strongly associated with Dimension 3.	50
2.9	Turns most strongly associated with positive and negative Dimension 3.	51
2.10	The Dimension 3 association of the turns in the Conversation task from groups of learners defined by proficiency, grade and overall mark.	52
2.11	The Dimension 3 association of the turns in the Discussion task from groups of learners defined by proficiency, grade and overall mark.	53

2.12	The Dimension 2 association of the turns in the Discussion task from groups of learners defined by proficiency, grade and overall mark.	53
2.13	The Dimension 3 association of the turns from groups of learners defined by their linguistic and cultural backgrounds.	54
2.14	The linguistic features most strongly associated with Dimension 4.	55
2.15	Turns most strongly associated with positive and negative Dimension 4.	56
2.16	The Dimension 4 association of the turns in the Conversation task from groups of learners defined by proficiency, grade and overall mark.	57
2.17	The Dimension 4 association of the turns in the Discussion task from groups of learners defined by proficiency, grade and overall mark.	58
2.18	The Dimension 4 association of the turns in the Interactive task from groups of learners defined by proficiency, grade and overall mark.	58
2.19	The Dimension 4 association of the turns from groups of learners defined by their linguistic and cultural backgrounds.	59
2.20	The linguistic features most strongly associated with Dimension 5.	60
2.21	Turns most strongly associated with positive and negative Dimension 5.	60
2.22	The Dimension 5 association of the turns in the Conversation task from groups of learners defined by proficiency, grade and overall mark.	62
2.23	The Dimension 5 association of the turns in the Discussion task from groups of learners defined by proficiency, grade and overall mark.	62
2.24	The Dimension 5 association of the turns in the Interactive task from groups of learners defined by proficiency, grade and overall mark.	62
2.25	The Dimension 5 association of the turns from groups of learners defined by their linguistic and cultural backgrounds.	63
2.26	Examiner discourse functions.	65
3.1	The linguistic features strongly associated with Dimension 2.	76

3.2	The association of the discourse units in the Conversation, Discussion, and Interactive tasks with Dimension 2 according to the mark learners received.	79
3.3	The Dimension 2 association of the discourse units in the Conversation task from groups of learners defined by proficiency, grade and overall mark.	82
3.4	The Dimension 2 association of the discourse units in the Discussion task from groups of learners defined by proficiency, grade and overall mark.	83
3.5	The Dimension 2 association of the discourse units in the Interactive task from groups of learners defined by proficiency, grade and overall mark.	84
3.6	The linguistic features strongly associated with Dimension 3.	87
3.7	The Dimension 3 association of the discourse units in the Conversation, Discussion and Interactive tasks from groups of learners defined by overall mark.	90
3.8	The Dimension 3 association of the discourse units in the Conversation task according to learners' proficiency, grade and overall mark.	96
3.9	The Dimension 3 association of the discourse units in the Discussion task from groups of learners defined by proficiency, grade and overall mark.	97
3.10	The Dimension 3 association of the discourse units in the Interactive task from groups of learners defined by proficiency, grade and overall mark.	99
4.1	The linguistic features strongly associated with Dimension 4.	104
4.2	The association of the examiner turns to Information-Seeking (negative Dimension 2) function at grade 6 according to learners' mark.	III
4.3	The Dimension 4 association of the discourse units in the Conversation, Discussion, and Interactive tasks according to the mark the learners received.	II2
4.4	The association of the examiner turns to Dimension 7 (Narrative versus Stance Seeking) according to the task and the learners' grade and mark.	II4
4.5	The association of the discourse units in the Discussion task to Dimension 4 (Informational Narratives versus Seeking and Encoding Stance) according to the learners' mark, grade and proficiency level.	II5

4.6	The association of the discourse units in the Conversation task to Dimension 4 according to the learners' mark, grade and proficiency level.	116
4.7	The linguistic features strongly associated with Dimension 5.	118
4.8	The association of the discourse units in the Discussion task on Dimension 5 according to the mark learners' received.	121
4.9	The association of the discourse units in the Discussion task according to learners' mark, grade and proficiency level on Dimension 5.	125
4.10	The association of the discourse units in the Conversation task on Dimension 5 according to learners' mark, grade and proficiency level.	126
5.1	Functions at turn level in the TLC L1 in tasks shared between L2 (grades 6–8) and L1 speakers (grade 12).	136
5.2	Frequency, per 10,000 words, of features by grade.	139
5.3	Frequency of feature in Conversation compared to Discussion.	141
5.4	Frequency of features across grade compared by task.	142
5.5	Individual variation at grade 6.	143
5.6	Individual variation at grade 7.	144
5.7	Individual variation at grade 8.	145
5.8	The percentage of speakers not producing a specific feature in either task by grade.	148
5.9	Features at each grade in Conversation compared to the TLC L1.	149
5.10	Features at each grade in Discussion compared to the TLC L1.	149
5.11	The standard deviation of four grammatical features across the Conversation and Discussion tasks in the L1 data.	150
5.12	Users not producing a grammatical function, by task, in grade 8 L2 data and the L1 data.	151
5.13	Speakers not using a specific feature in either task in the L2 grade 8 data and the L1 data.	152
5.14	The percentage of uses of a feature in examinee speech following the use of the same feature by the examiner in Conversation.	153
5.15	The percentage of uses of a feature in examinee speech following the use of the same feature by the examiner in Discussion.	153

5.16	Functions at discourse unit level in the TLC L1 in tasks shared between L2 (grades 6–8) and L1 speakers (grade 12).	156
6.1	Features associated with Dimension 2.	162
6.2	Features associated with Dimension 3.	164
6.3	Features associated with Dimension 4.	165
6.4	Features associated with Dimension 5.	167
6.5	Features associated with Dimension 6.	168
6.6	Features associated with Dimension 7.	169
6.7	The discourse unit view of discourse functions in the BNC 2014, functions with reversed polarity relative to the turn-level view are marked with an asterisk.	170
7.1	Discourse functions across the three corpora.	178
7.2	Substructures in short discourse units in each corpus.	198
7.3	Revised discourse functions across the three corpora.	201
8.1	A micro-structural short-text MDA of the narrative in Figure 8.1.	219
9.1	Examples of different narrative elements in our TLC narrative sample.	223
9.2	Percentage of candidates who produced at least one narrative for each L1 group, ranked from highest to lowest.	226
9.3	Average number of turns per narrative for each L1 group, ranked from most to least frequent.	227
9.4	Average number of elements per narrative for each L1 group, ranked highest to lowest.	228
9.5	Average number of unique elements produced by candidates within each L1 group, ranked highest to lowest.	229
9.6	Percentage of candidates who produced each narrative element from each L1 group.	229
9.7	Average age and age range for each L1 group, ordered from youngest to oldest (on average).	236
9.8	Proportion of age categories in each L1 group, ordered from youngest to oldest (on average; see Table 9.7).	236
9.9	Percentage of candidates who produced at least one narrative for each age category, ranked from highest to lowest.	237
9.10	Percentage of young candidates who produced at least one narrative for each L1 group, ranked from highest to lowest.	238
9.11	Average number of turns per narrative for young candidates in each L1 group, ranked from most to least frequent.	239

9.12	Average number of elements per narrative for young candidates in each L1 group, ranked highest to lowest.	239
9.13	Average number of unique elements produced by young candidates within each L1 group, ranked highest to lowest.	240
9.14	Percentage of young candidates who produced each narrative element from each L1 group.	240
9.15	Proportion of candidates who received at least one prompt out of those who produced at least one narrative, grouped by L1 and ranked from highest to lowest.	249
9.16	Proportion of candidates within each age category who did and did not receive at least one prompt, expressed as percentages of overall number of candidates who produced at least one narrative within each category.	250
9.17	Proportion of prompts that were initiating or mid-narrative for each L1 group, expressed as percentages.	251
9.18	Elements following initiating prompts for each L1 group, expressed as percentages.	251
9.19	Elements following mid-narrative prompts for each L1 group, expressed as percentages.	252
A1	The full feature set.	269
A2	The short-text MDA feature set.	278