

Title: Writing at the Advanced Level: A Case Study Based on Corpus Linguistics Approach
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Learner corpora have become one of the most recognized instruments for researches in the areas of language pedagogy in the recent decade. As a principled and representative collection of texts produced by the learners of a language, a learner corpus can aid in identifying patterns of language acquisition and, through this, provide a better understanding of the processes and mechanics of language learning, and, more practically, a novel way for assessment of learners' interlanguage.

The current presentation reports on a study that attempted to assess writing proficiency of advanced students of Russian through the analysis of a pilot Russian Learner Corpus of Academic Writing (piRULEC). piRULEC is a developmental learner corpus containing written work submitted as regular homework and classwork by advanced students of Russian. There are two major reasons to focus on writing: first of all, well-developed writing skills (as successful realization of writing tasks) is an important criteria of language proficiency; however, as evidenced in the current discussion of teaching writing in our field, the methodology of advanced writing or even the theoretical underpinnings of acquisition of writing skills are significantly underresearched.

In this study, a batch of students' written work spanning two academic years was analyzed across the different genres associated with the academic writing and language skills. In the presentation, the authors will review the design criteria of piRULEC, discuss the notions text function and genre, and talk more specifically about the results of the current study. The presentation will be of interest to those interested in second language acquisition research, teachers of advanced language courses and those interested in corpus-based applications.

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