

Investigating learners' progression in French as a Foreign Language: vocabulary growth and lexical diversity

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This poster discusses the use of lexical diversity metrics (cf. Lu, 2012; Jarvis, 2013; Bentz & Buttery, 2014) and vocabulary growth curves (cf. Evert & Baroni, 2006; Ballier & Gaillat, 2016) for the assessment of lexical progression in learners of French as a Foreign Language.

In order to investigate how these two techniques, monitor lexical progression, an experiment was carried out with a semi-longitudinal corpus of learners' written productions of French L3. Results show that in our corpus, lexical diversity metrics only capture an increase in vocabulary from the first to the third production of each student, whereas vocabulary growth curves capture lexical progression across the three productions (cf. Figure 1).

These techniques are presented as a complementary and automatic way to assess lexical progression in learners' written assignments. However, constraints related to the failure of these metrics to capture syntactic errors, as well as the difficulty that the computation of these techniques may entail for French language will also be discussed.

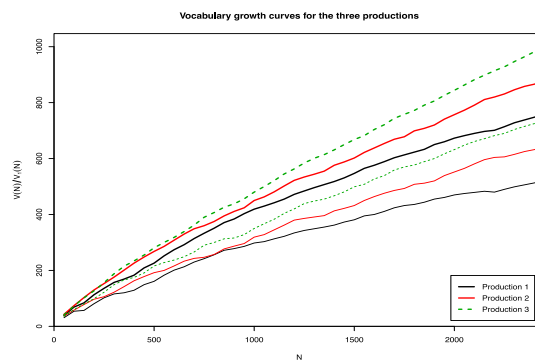


Figure 1: example of vocabulary growth curves by learners of French in three written productions

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