L2 connectives in academic bilingual discourse: a longitudinal computerised analysis of a learner corpus

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This paper aims to describe the longitudinal evolution in the use of English L2 connectives made by students enrolled in a bilingual CLIL programme in the Andalusian secondary education system (Southern Spain) along three years of formal tuition. The automated tool Coh-Metrix will be used to approach a learner corpus produced by students as part of the school subject of bilingual history, which is taught in English as an L2. The overall evolution of connectives will be analysed, as well as the evolution of each of the connectives’ categories measured by Coh-Metrix (causal, logical, adversative/contrastive, temporal, extended temporal, additive, positive and negative connectives). Results will then be interpreted in order to pinpoint the developmental stage of students’ L2 written proficiency and analyse their degree of historical literacy.

**Keywords:** connectives, English L2, CLIL, historical literacy, Coh-Metrix.