

EFFECTIVENESS OF CORPUS CONSULTANCY IN TEACHING VERB+NOUN
COLLOCATIONS TO FIRST-YEAR ELT STUDENTS

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Thesis Abstract

Mehmet Akıncı, “Effectiveness of Corpus Consultancy in Teaching Verb+Noun Collocations to First-year ELT Students”

This study aims to examine the effectiveness of data-driven learning (DDL), explicit instruction and combined method in teaching verb+noun (V+N) collocations to advanced Turkish learners of English through measuring these learners’ recognition accuracy of V+N collocations and their judgment about the acceptability of these collocations. It also aims to explore the opinions of these learners about corpus consultancy in learning V+N collocations. DDL-Group (D-Group) following DDL included 20, Explicit Instruction-Group (EI-Group) following explicit instruction included 19, and Combined-Group (C-Group) following both DDL and explicit instruction included 19 participants. Quantitative data were analyzed via one-way independent analysis of variance and descriptive statistics. Results revealed a statistically significant difference among three groups in their recognition accuracy of V+N collocations. While EI-Group and C-Group were significantly better than D-Group, the means of the EI-Group and C-Group did not significantly differ from each other. With respect to the judgment about the acceptability of V+N collocations, EI-Group significantly outperformed D-Group; however, the difference between EI-Group and C-Group; and C-Group and D-Group was not statistically significant. A self-evaluation questionnaire and semi-structured interviews provided the qualitative data. The questionnaire data showed that the participants found the instruction with corpus consultancy more useful and effective in learning V+N collocations than the one without corpus consultancy. Inductive content analysis of the interview data revealed that the past learning experiences of the participants could have influenced the results of the study; and the research task as well as the time of treatment given needed to be tailored for further research.

Tez Özeti

Mehmet Akıncı, “Derlem incelemenin İngilizce Öğretmenliği Birinci Sınıf Öğrencilerine Eylem+Ad Söz Öbeklerini Öğretmedeki Etkinliği”

Bu çalışmanın amacı, veriye dayalı öğrenme yönteminin, belirgin öğretimin ve birleştirilmiş yöntemin ileri seviyede İngilizce öğrenen Türk öğrencilerine eylem+ad söz öbeklerini öğretmedeki etkinliğini incelemektir. Söz konusu etkinlik, öğrencilerin eylem+ad söz öbeklerini doğru tanıması; ve onların bu söz öbeklerinin kabul edilebilirliği konusundaki muhakemesi ölçülerek incelenmiştir. Bu çalışmada ayrıca bu söz öbeklerini öğrenirken bu öğrencilerin derlem inceleme uygulaması hakkındaki düşüncelerini ortaya çıkarmayı da hedeflemektedir. Veriye dayalı öğrenme yöntemini takip eden DDL-Grup 20, belirgin öğretimi takip eden EI-Grup 19, ve her iki yöntemi de takip eden birleştirilmiş grup (C-Grup) 19 katılımcıdan oluşmaktadır. Araştırmanın nicel verileri tek yönlü bağımsız değişkenlere çözümlenmeleri ve betimsel istatistik ile incelenmiştir. Sonuçlara göre, katılımcıların eylem+ad söz öbeklerini doğru tanımlarında üç grup arasında istatistiksel açıdan anlamlı bir fark görülmüştür. EI-Grup ve C-Grup, DDL-Grubtan önemli ölçüde daha iyi olduğu görülmüşken, EI-Grup ve C-Grubu arasında önemli bir fark görülmemiştir. Söz öbeklerinin kabul edilebilirliği konusundaki katılımcıların muhakemesi hususunda, EI-Grubun DDL-Grubundan istatistiksel açıdan önemli bir şekilde daha iyi olduğu ortaya çıkmıştır. Ancak, EI-Grubu ile C-Grup arasındaki farkın ve C-Grup ile D-Grubu arasındaki farkın istatistiksel açıdan önemli olmadığı görülmüştür. Araştırmanın nitel verileri, öğrencilerin kendilerini değerlendirdikleri anket ve yarı yapılandırılmış soruların yönlendirildiği görüşmeler tarafından sağlanmıştır. Anket verilerine göre, katılımcıların eylem+ad söz öbeklerini öğrenmede derlem incelemeli öğretimin, derlem incelemesiz öğretimden daha kullanışlı ve etkin olduğunu düşündükleri görülmüştür. Görüşme dökümlerinin tümevarımlı içerik çözümlenmelerinden çıkan sonuca göre, katılımcıların geçmiş öğrenme stratejilerinin araştırma sonuçları üzerinde etkili olabileceği; ve verilen uygulama zamanının yanı sıra araştırma görevinin de daha sonraki çalışmalarda yeniden tasarlanması gerektiği ortaya çıkmıştır.

CONTENTS

Chapter	
1. INTRODUCTION.....	1
Definitions of Corpus and Its History.....	3
Corpus-Related Issues.....	6
The Use of Corpus-Consultancy in ELT.....	12
Corpus-based studies with Pedagogical Purposes.....	21
2. TEACHING AND LEARNING COLLOCATIONS.....	30
Definition of Collocations.....	30
Why do we need collocations?.....	33
Studies Conducted on Collocations.....	40
3. METHODS AND PROCEDURES.....	50
The Aim of the Study and Research Questions.....	50
Definitions and Measurements of Variables.....	52
Participants.....	53
Experimental Setup.....	57
Data Collection Instruments.....	71
Procedures.....	78
Data Analysis.....	80
Summary.....	82
4. RESULTS.....	83
Introduction.....	83
Results.....	84
Conclusion.....	101
5. DISCUSSION AND CONCLUSION.....	104
Introduction.....	104
Findings of the Study.....	105
Pedagogical Implications.....	110
Limitations and Suggestions for Further Research.....	112
6. APPENDICES.....	115
A. Syllabus of the English Composition Course.....	115
B. Collocational List Created by the Experimental Group.....	118
C.01. Verb+Noun Collocation Test.....	121
C.02. Verb+Noun Collocation Test Answer Key.....	126
C.03. Collocation Judgment Test.....	127
C.04. Collocation Judgment Test Answer Key.....	132
C.05. Self-evaluation Questionnaire.....	133
C.06 Semi-Structured Interview Questions.....	134
D.01. Week 1 Worksheet for EI-Group.....	135

D.02. Week 2 Worksheet for EI-Group.....	137
D.03. Week 3 Worksheet for EI-Group.....	139
D.04. Week 4 Worksheet for EI-Group.....	142
D.05. Week 5 Worksheet for EI-Group.....	144
E. An Example of a Print-out Concordance Lines.....	146
REFERENCES.....	150

FIGURES

1.	Screenshot for the Interface of the COCA.....	59
2.	Screenshot for the Drop-down List of Pos List Field.....	61
3.	Screenshot for Highlighted Lexical Verbs.....	62
4.	Screenshot for the Concordance Lines.....	63
5.	Screenshot for the Expanded Context of a Concordance Line.....	64

TABLES

1.	Minimum Scores on International Tests Accepted by B.U.....	53
2.	Proficiency Scores of Participants.....	54
3.	Distribution of Students in Lab Sessions.....	55
4.	General View of the Procedure Followed by D-Group.....	66
5.	Nouns Examined in the Study.....	68
6.	General View of the Procedure Followed by EI-Group.....	70
7.	General View of the Procedure followed by C-Group.....	71
8.	Summary of the Research Questions and the Corresponding Procedures...	82
9.	Means and Standard Deviations for V+N Collocation Accuracy Scores.....	84
10.	Means and Standard Deviations for Collocation Judgment Scores.....	85
11.	Participants' Agreement on the Help of Corpora to Language Learners.....	88
12.	Participants' Agreement on the Use of Corpora in the Future.....	89
13.	Participants' Agreement on the Difficulty in Using Corpora.....	90
14.	Ideas of C-Group Considering Teaching Collocations.....	91
15.	The Effect of Corpora in Language Skills.....	92

CHAPTER 1

INTRODUCTION

Over more than forty years, a number of studies have been conducted on the use of corpus (corpora, *pl*), simply a collection of written and/or spoken text, in both first language (L1) and second language (L2) settings (e.g. Hunston 2002; Nation 2001; Schmitt 2004). With the advent of computer technology and the developments in the processing speed and storage capacity of electronic data, the influence of corpus and corpus-based research on educational theories and practices have been increasingly recognized in the field of second language acquisition (SLA).

The studies have had a wide range of purposes and a strong influence in L2 pedagogy (Shirato & Stapleton, 2007) because they have led to different teaching strategies. One of these strategies is data-driven learning (DDL), which was introduced by Tim Jones, based on corpus consultancy in language teaching. It has been regarded as one of the innovative strategies applied in English language teaching (ELT) since it offers benefits to learners and teachers in the process of learning and teaching language by striking the balance in product and process approach taking place in L2 pedagogy (Hadley, 2002).

The influence of corpus has been more obvious, especially, in the fields of vocabulary analysis, training and theory building (Gardner, 2007). With respect to

vocabulary analysis and learning, corpus has been consulted in teaching collocations whose knowledge has been considered to play a crucially important role in promoting target language proficiency. Collocations have caught attention of researchers in the field of SLA as many scholars state that “all fluent and appropriate language use required collocational knowledge” (Nation, 2001, p.318) and the increase in collocational competence would make contributions to native-like fluency.

In terms of collocation, another striking issue relevant to corpus is learner corpus that is a collection of texts produced by learners. Its functions have drawn attention of researchers dealing with the difficulties that learners encounter and mistakes that these learners make in the process of learning and producing a foreign language. Many scholars (e.g. Granger 1998; Howarth 1998; Nesselhauf 2003, 2004, 2005) have analyzed learner corpus and come up with valuable information about the collocational difficulties and mistakes of learners; and their findings indicate that learners have a number of difficulties and problems with collocations. Therefore, while teaching collocations has gained considerable importance in the ELT field, scholars have recognized the significance of teaching techniques. While DDL provide benefits to teachers and learners in vocabulary learning, Nesselhauf (2003, 2005) highlights the influence of L1 transfer on learning and producing collocations; therefore, she states that specific or close attention should also be paid on the collocations on which L1 transfer has an influence and the ones which are harder to be learned or acquired in language teaching process because of the restrictions on collocations peculiar to the language itself.

The purpose of the present study is to investigate Turkish first-year ELT students' learning collocations through three different instruction types; namely, DDL, explicit instruction and combined method; and to explore these learners' opinions about corpus consultancy in learning collocations.

Definitions of Corpus and Its History

Definitions of corpus have varied in literature because of the influence of developments in the technology and its contributions to the ELT field. In general, it is defined as “a body of naturally-occurring language (authentic) data” (Leech, 1997a, p.1). In addition, focusing on linguistic analysis and description, Kennedy (1998, p.1) defines it as “a body of written text or transcribed speech which can serve as a basis for linguistic analysis and description”. Conrad (1999, p.3) uses the word ‘principled’ in the definition of a corpus and states that “studies use a principled collection of naturally-occurring texts; i.e. the corpus”. In order to highlight the effects of technology, Granger (2002, p.4) points out that “corpus linguistics can best be defined as a linguistic methodology which is founded on the use of electronic collections of naturally occurring text”.

O’Keeffe, McCarthy, & Carter (2007, p.1) explain the words ‘principled’ and ‘electronic’ mentioned above. With respect to *principled*, they mention that corpus cannot be constituted by any old collection of texts, because it needs to represent something in order to be considered useful. For example, a collection of an author’s books cannot represent the whole language; therefore, an analysis done through that

collection does not offer the opportunity to make generalizations about that specific language. As for *electronic*, they suggest that computers help very large amounts of texts be gathered and analyzed; and also offer the qualitative and quantitative analysis in a faster and more reliable way. To illustrate, with the advent of technology the capacity of the computers to store a great number of texts in hard-disks has increased tremendously. Thus, it is now possible to collect all the newspapers, articles, transcribed conversations, etc. in a corpus and analyze them in electronic environments that computers provide rather than manual operations that might create great difficulty in analysis.

Even though today the term ‘corpus’ is more associated with computers, its history goes back to the Middle Ages. Tribble & Jones (1990) talk about the collection of the Bible and the works of Shakespeare. In the thirteenth century, the Benedictine Hugo de San Charo compiled the Latin Bible. In terms of applied linguistics, however, corpus has its roots during structuralist tradition. During that time, linguists used shoeboxes rather than computers in order to create simple collections of written or transcribed texts. Despite the small size of shoebox corpus, it was consulted in the analysis of many areas such as phonetics and grammar (McEnery, Xiao, & Tono, 2006). Although their methodology can be regarded as corpus-based because it was empirical and based on observed data, there was some negative criticism on shoebox corpus, because it was too small to represent the whole language. However, collecting and analyzing large bodies of data by using paper slips, human hands and eyes could not be done during that time. In addition, since a huge body of texts could not be collected, it

was hard to talk about accountability, replicability, reliability and generalizations about the language use.

The problems that scholars experienced as aforementioned were overcome by computers, especially digital technology. Technology created an inextricable link between corpus linguistics and computers, because computers provide scholars with incredible speed, total accountability, accurate replicability, statistical reliability and the ability to cope with huge amounts of data. In addition, modern software made computer-based corpora easily accessible. In addition to the benefits of greatly increased reliability in basic tasks such as searching, counting and sorting linguistic items, researchers reap the benefit of accurately seeing the probability of occurrence of linguistic items in texts. Computers enabled linguists to make generalizations about language and language use rather than dealing with particular texts or the intuitions of particular linguists (Kennedy, 1998).

As can be seen, a corpus can be defined in a more exhaustive way as a principled and electronic collection of naturally occurring written text or transcribed speech coming from various sources such as magazines, journals, TV programs, daily conversations, books, etc. that offers the quantitative and qualitative analysis in a reliable and fast way.

Corpus-Related Issues

Concordance and Concordancer

Computers have played a highly significant role in the corpus linguistics by providing new trends in language teaching. One of these trends is called concordancing defined as “a method of analyzing language by studying structures and lexical patterns found in digital databases” (Koosha & Jafarpour, 2006, p.195). Analysis of huge bodies of texts is made by a concordancer that is a sophisticated computer retrieval program (Chan & Liou, 2005). This program enables scholars or learners to “search linguistic features and patterns commonly occurring in everyday speech or written discourse in real-world situations” (Kaur & Hegelheimer, 2005, p.289), namely in a corpus.

One of the functions of concordancer is to generate a list called *concordance* (Tribble & Jones, 1990) or concordance output containing all the occurrences of a particular word occurring in a corpus very rapidly and reliably. It is possible to produce concordance in various formats; however, the widely used one is the Key Word in Context (KWIC) Concordance. Yoon & Hirvela (2004, p.258) give an example of a concordance of a keyword *access* that a learner of English might have trouble using in an essay in terms of words best collocating with that word. S/he can use a concordancer and see a list where there are actual uses of the word with a variety of collocations as reflected in the following samples for the keyword:

film and tv producers worldwide	access	to locations available for shooting
a particularly easy and fruitful	access	to that area of the mind. REP:
their own military contacts to gain	access	to the arsenals, and within hours
Arab landowner: his bedroom, with	access	to the boudoirs of his three wives,
seem to be when children have	access	to wide green spaces in which

This example illustrates a typical KWIC concordance in which the keyword is in the center of the line with more context surrounding the keyword. Each example of the keyword in use is called concordance line. Students can study how *access* operates in context with relevant words.

In addition, the function of providing all the occurrences of a particular word makes the analysis of words from different perspectives possible. Firstly, for example, it enables one to seize the opportunity of analyzing “how language systematically clusters into combinations of words or chunks (e.g. I mean)” (O’Keeffe et al. 2007, p. 12) and lexico-grammatical profiles such as collocations, idioms, syntactic and semantic restrictions, and semantic prosody.

Another function of a concordancer is to provide the frequency of occurrence of linguistic items. Granger (2002, p. 4) highlights the importance of frequency lists by stating that we lack intuitive awareness in frequency, one of the aspects of language which “plays a major part in many linguistic applications which require a knowledge not only of what is possible in language but also what is likely to occur”.

These functions are crucially important for language learners, because as pointed out by Hunston (2002), learners can observe regularities in use that are not observed when they meet a sign of regularities in their normal context. To illustrate, while learners are reading or listening something in target language, they may not focus on the use of the verb *access* with preposition *to* as seen in Yoon & Hirvela (2004)’s example of KWIC concordance; therefore, this kind of linguistic pattern can go unnoticed (Kaltenböck & Mehlmauer-larcher, 2005).

As can be seen, the functions of concordance are vitally significant. However, choosing an appropriate corpus is as crucial as the existence of a concordancer, because there is no corpus suiting all purposes. Type of corpora is one of the main factors that determine the appropriateness of a corpus.

Types of Corpora

The compilation of corpora is based on many different purposes (Kennedy, 1998) and these purposes determine the type of corpus. The commonly used corpus types listed by Hunston (2002) are ‘specialised corpus’, ‘general corpus’, ‘comparable corpora’, ‘parallel corpora’, ‘learner corpus’, ‘pedagogic corpus’, ‘historical or diachronic corpus’ and ‘monitor corpus’. Specialized corpus is the one consisting of a particular type such as geography textbooks, lectures or academic articles in a specific subject. It is usually compiled by a researcher to analyze a particular type of language. A general corpus includes texts of many types that may include written or spoken language, or both, and may be produced in one country or many. It is generally used with the aim of producing reference materials for language learning; therefore, it is also called a reference corpus. The British National Corpus (BNC) and the Bank of English are the well-known general corpora. Comparable corpora involve two or more corpora in different languages or different varieties of a language. Translators, researchers or language learners can use them in order to explore differences and equivalences in each language or variety. A learner corpus is designed by collecting spoken or written texts, or both, produced by learners of a language. This type of corpus will be exhaustively explained

later. Another type of corpora is pedagogic corpus which includes all the language that a learner has been exposed to. To illustrate, a teacher or researcher can collect all the course books that learners are exposed to in a specific area so that they can compare the occurrences of a particular word used in the books with the ones in a general corpus to check if learners deal with language that is natural-sounding and useful. In addition to pedagogic corpus, there is historical or diachronic corpus that consists of texts from different periods of time to follow the developments or changes in a language. Finally, monitor corpus is designed to check the current changes in a language by being updated annually, monthly or even daily (Hunston, 2002).

After choosing a proper type of corpora, it is highly important to be careful with the generalizations made based on the recurring of patterns. The factors leading to generalizations include sample size, representativeness and balance of a corpus (Kaltenböck & Mehlmauer-Larcher, 2005).

Sample Size, Representativeness and Balance

Smaller size corpora are likely to present no occurrences of a particular linguistic feature, especially the rare ones. With respect to what constitutes a large or small corpus, O’Keeffe et al. (2007) suggest that while a spoken corpus having more than one million words is a large one, written corpus having fewer than five million words is considered small.

In addition to sample size, other factors determining the suitability of a corpus to make reliable generalizations are representativeness and balance. The corpus should

represent a particular kind of language. Leech (1997a) stresses that the range of registers and text types constitute the diversity that a corpus has and are fairly important for its representativeness. Hunston (2002) illustrates it with an example of ‘the language of newspapers’ and states that it may include a variety of newspaper types (e.g. broadsheet and tabloid) and a variety of article types (e.g. hard news, human interest, editorials, and so on) to be representative.

Even though separate explanations given above for the terms ‘sample size’ and representativeness, it is obvious that they go hand-in-hand in accelerating the effectiveness of corpus. Tribble & Jones (1990) highlight the relationship between these two terms by focusing on a general rule: the bigger a corpus is the more likely it represents the features of a language.

As for ‘balance’ or as in Kennedy’s (1998, p. 62) term ‘weighting between the different sections in a general corpus’, there should be equal number of words in each category in a balanced corpus. For instance, with respect to a corpus of newspaper, in order to achieve balance, all issues of publications from a given week, month or year can be included in that corpus so that there can be texts having features of various registers such as political and financial news, technology, science, education, sports, entertainment, health, home, and so forth.

So far the functions of a concordancer and the characteristics of the texts compiled to create a corpus have been mentioned and seen to be remarkably effective in the suitability of a corpus. However, in addition to these issues, there is one more factor adding value to a corpus: corpus annotation.

Corpus Annotation

McEnery & Wilson (1997, p. 10) defines corpus annotation as “the explicit identification of parts of speech, sentence structure, word meaning, and so on within the running text”. In addition, Leech (1997a, p. 2) stresses that “annotation can also refer to the end-product of the process of corpus compilation: the linguistic symbols which are attached to, linked with, or interspersed with the electronic representation of the language material itself”. A typical case of corpus annotation is grammatical tagging and it is also called word-class tagging, part-of-speech tagging or POS tagging. Here, a tag is linked with a word to show its grammatical class (e.g. [vv*] represents lexical verbs and [v?n] represents past participle verbs in the COCA standing for the Corpus of Contemporary American English). While examining the lexical verbs collocating with the verb *opportunity*, for example, language researchers seize the opportunity to see only lexical verbs on the concordance through clicking on the lexical verbs icon. Otherwise, they will have to read all the lines on which the verb *opportunity* occurs, and thus they will waste time in dealing with unnecessary verbs or structures around the noun *opportunity*. Other types of annotation playing a crucial role in research in the field of language teaching and learning are syntactic annotation, semantic annotation, and discourse annotation.

The importance of annotation and size is also emphasized by Braun (2007) considering their availability necessary if there is a desire to use corpora in an English as a Foreign Language (EFL) or English as a Second Language (ESL) setting.

The Use of Corpus-Consultancy in ELT

Authenticity

With a number of valuable features, corpus-consultancy has taken its place in the ELT field; and the most striking feature of this consultancy is that texts constituting a corpus are naturally-occurring, namely authentic.

Even if a number of discussions have been made on the authenticity of texts and tasks in the ELT field that have led to a variety of issues with respect to the authenticity and its application to this area; teachers, researchers and materials developers are seen to be in favor of the use of authentic texts. For example, Mishan (2004, p. 221) suggests that “exposure to authentic texts can enrich the language experience for learners” due to the fact that it offers cultural linguistic content, motivational aspects and the relevance and appropriateness of language. Zagrebelsky (2004 as cited in Ackerley & Coccetta, 2007, p. 354) argue that “the use of authentic texts is fundamental if materials are to be based on an inductive approach to learning, that is one by which the learners are encouraged to infer rules from evidence by observing, hypothesizing and experimenting”. Furthermore, O’Keeffe et al. (2007) state that in order to communicate effectively and competently, learners should be exposed to authentic rather than made up or invented data for the pedagogic purposes of exemplifying a particular feature or rule of the language.

In addition, Aston (1997, p. 55) puts forward that “concordances of particular phenomena can be used as data to engage the learner in hypothesis-testing as to

particular rules of language use”. Furthermore, Odlin (2001) describes one of the beneficial applications of corpora as exposing students to multiple authentic texts with the goal of increasing their understanding of the functions of the words taking place in specific contexts or genres. In this way, students will have chance to see words in a real-world and authentic context instead of “myths and distortions that are too easily perpetuated from one generation to another of dictionaries, grammar and course-books” (Johns, 1994, p. 296).

On the other hand, although a corpus presents naturally-occurring texts that are authentic as mentioned above, its authenticity has been subjected to negative criticism especially by Widdowson (2000) who states that the texts collected in a corpus are based on a reflected reality. The reason why they are real is that they come from real discourses in which they are produced. However, since these texts become away from their real discourse by being stored in a computer, they constitute “decontextualized language, which is why it is only partially real” (Widdowson, 2000, p. 7). Mishan (2004, p. 220) elaborates on the issue by stating:

(Texts) have been transplanted from their original medium and incorporated into another, they are denuded of the distinguishing features of their origins, and become part of one indistinguishable whole. (...) The reality, the authenticity, of text is tarnished by transposition.

Therefore, Kaltenböck & Mehlmauer-Larcher (2005) keeping teaching purposes in mind focuses on the necessity to authenticate the corpus data for the learners with the purpose of making findings relevant for them. Adopting a role of an observer and/or a participant is one of the ways of authenticating a corpus (Gavioli & Aston, 2001). As an intended recipient, a participant has an interaction with the texts; and an observer adopting a critical and analytical perspective views this interaction outside. In addition,

Gavioli & Aston (2001, p. 159-160) state that “observer as well as participant roles can allow learning: observation allows strategies of interaction to be noticed, while participation allows such strategies to be tested”. Furthermore, Chambers & O’Sullivan (2004) point out that as long as learners interact with a corpus, make observations, select items which they observe and use them, it becomes valid for language learning.

In addition, in order to authenticate a corpus, Mishan (2004, p. 222) points out that one of the prominent techniques in corpus pedagogy and the most authentic one is data-driven learning (DDL) that engages learners with corpora via research tasks. In addition, Kaltenböck & Mehlmauer-Larcher (2005) regard DDL as an effective way to achieve authenticity lost through the transplantation of data in the process of compiling corpus.

Data-Driven Learning (DDL)

The idea of DDL came out as an innovative approach to the implementation of concordancing materials in the ELT field. The originator of DDL is Tim Johns who maintains that “research is too serious to be left to the researchers” (Johns, 1991, p. 2); and language learners are research workers and their learning is driven by access to authentic linguistic data (Johns, 1994). DDL provides language classes with plentiful examples of authentic language samples that L2 learners having the role of language investigators can study and exploit in multiple ways. These learners make exploration and analysis on texts (e.g. with the goal of identifying linguistic patterns of use); in this

way, they take the role of discourse participants who read the text and perform tasks involving exchanges with other students dealing with the same task.

In parallel with Johns (1994), Leech (1997b, p. 3) makes the point that “teaching is a natural extension of research” and claims that the corpus “enables the learner/student to explore, to investigate, to generalize, to test hypotheses; but it does not itself initiate or direct path of learning” (ibid, p. 5). Johansson (2007) thinks that the idea about the learner as a researcher is in parallel with the ideas about language learning as an active process, because he describes language learning as a process of hypothesis formation and hypothesis testing. In this process, learners are seen as researchers even if their hypotheses are sometimes not conscious.

In addition to Leech (1997b) and Johansson (2007), Papp (2007, p. 209) argues that hypothesis testing is mainly based on a process of comparison between learner’s production and the target input. If there is a mismatch between two, the learner contradicts her/his hypothesis and finally discards it. However, if there is a nice match between the production and the input, the hypothesis gains powers and it is finally confirmed. In addition, Papp (ibid) claims that there are discrepancies between learners’ usage of English and target-like native English usage; and learners resolve these discrepancies by inducing native-like patterns and making self-correction in their production.

In DDL, teachers, instead of being a language expert in charge of teaching and research, undertake the role of facilitator (Cheng, Warren, & Xu-feng, 2003), because learners need support and guidance from a teacher (Kaltenböck & Mehlmauer-Larcher, 2005). Johansson (2007, p. 27) states that our task as teachers is not to fill a vessel, but

to light a flame, to make our students to think: “Wow, I didn’t know that, I want to learn more! If teachers do their work successfully, research will be a natural extension of teaching”.

Mishan (2004) illustrates how DDL overcomes the problem of texts’ authenticity that is lost in the process of transplantation claimed by Widdowson (2000). First, corpus is used in line with the purpose which it was designed for: as a research source; second, learners are involved in goal-oriented tasks in which the outcome is not pre-determined in opposition to conventional methods where the result or answer is already known before the tasks. Finally, a DDL task makes corpus data authenticated with the help of learners’ interaction and engagement.

As such, DDL is one of the most popular innovations that corpus has brought to the ELT field. Even though a corpus has been negatively criticized for lacking authenticity, DDL is seen to overcome this problem by being authentic in itself and assigning learners and teachers new roles: researchers and facilitators respectively.

Material Design

In addition to DDL, corpora provide other opportunities that have positively influenced language teaching. For example materials development is one of the areas that have benefited from corpus-based work (Granger, 2002). In terms of materials, corpus-based work has primarily influenced dictionaries and textbooks.

Dictionaries

A typical dictionary provides its users a wide variety of information about words: their meaning, pronunciation, etymology, part of speech, and status. In addition, there are various examples to give a meaningful context for several meanings of a specific word. Before the introduction of computer corpora in lexicography, dictionary makers had to collect this information manually. Therefore, collecting a dictionary could take years (Meyer, 2002).

In materials development, the most noteworthy change has been seen in the field of EFL dictionaries. Corpus-based work has enriched and made them more useful by providing exhaustive information in the areas of meanings, collocations, grammatical patterns, style and frequency. Granger (2002) also regards this change as a revolution in the field of dictionaries. Monolingual learners' dictionaries have benefited most from the learner corpus data to add more usage notes. They turn language learners' attention to common mistakes about specific words. In addition to monolingual ones, bilingual dictionaries have used information from L1-specific error catalogues in their usage notes to indicate the particular difficulties experienced by learners from a variety of mother tongue backgrounds.

Another advantage of corpus-based lexicography is highlighted by Leech (1997b) arguing that it is possible to search quickly and exhaustively, reach updated list of words and authentic examples for citation through computer corpora.

In 1987, the *Collins Cobuild English Language Dictionary* was published and became the first English language dictionary based on a computer corpus, the

Birmingham Collection of English texts. Following this dictionary, there have been a great number of dictionaries prepared through corpus-consultancy.

Course Books

As well as dictionaries, text-book developments has also benefited from corpus-based work. Römer (2004a, 2004b) suggests that consulting corpus to answer questions such as whether teachers teach learners authentic English; or whether learners are confronted with the same type of English in textbooks they are likely to be faced with in natural communicative situations and what can be done to improve EFL teaching materials, a corpus should be consulted. She states that after analyzing several EFL textbooks used in German grammar schools she discovered that learners were mainly presented with a simplified, non-authentic kind of English. Learners encounter invented sentences that have not most likely occurred in natural speech settings before. She states that in order to bridge the gap between the language used in course-books and the one used in real-life, materials designed on the basis of native speaker corpus data can play a significant role.

O’Keeffe et al. (2007) state that the language presented in many textbooks is mainly based on intuitions about its use instead of actual evidence of use. Therefore, they focus on the textbooks designed on the basis of corpora that can tackle the problem by providing naturally occurring dialogues rather than invented ones.

As can be seen, corpus-consultancy has influenced in many parts of ELT through the benefits of DDL and new insights in material design.

Language Teachers

Teachers have more chance to prepare and give a more effective courses in light of the innovations mentioned above. However, as pointed out by Tsui (2004) that there are some questions for which teachers look for an answer in the process of teaching. Therefore, Tsui puts the emphasis on questions that English language teachers in Hong Kong have always wanted to ask and how corpus can help teacher answer. The questions posted by teachers in the website designed and mentioned in Tsui's article are mainly categorized into three sections and the first one is highlighted as the lexical items. Teachers have difficulties explaining the difference between the synonymous and differentiating the ones that look like synonymous. There are some cases where teachers did not have the awareness of any difference in meaning and usage (e.g. 'big' and 'large'). In addition, there are other cases in which teachers had awareness of a difference in usage but had trouble articulating what the difference was (e.g. 'tall' and 'high'). MEC (Modern English Corpus), Cobuild and BNC were analyzed and reported to help teachers to heighten their awareness. The second type consists of linguistic evidence that contradicts the grammar rules that teachers were taught during time when they were students. Specifically, most of the questions were about subject-verb agreement and the use of definite articles. Corpora were also found helpful for teachers to answer their questions for the linguistic evidence that they needed. The third type is lexical collocations that teachers make efforts to rationalize. Tsui (2004, p. 54) states that teachers frequently struggle to "look for rules governing which words can go with certain words and why". Corpora can be seen effective in answering these kinds of

questions as well through examining concordance lines to explore generalizations about the use of specific words.

In addition, noticing and dealing with the mistakes that learners make or difficulties that they face in the process of learning and producing a target language are highly important for language teachers. Therefore, learner corpora come out at this stage and their functions help teachers in various ways.

Learner Corpora

Granger (2002) describes learner corpora as electronic collections of spoken or written texts produced by foreign or second language learners in a wide range of various language environments. She focuses on the growing interest in computer learner corpora because of their recognition of their theoretical and practical value.

With respect to one advantage of learner corpora, Granger (2002) regards them as a new type of data that can inform researchers dealing with SLA in order to understand the mechanism of language acquisition so that they can enhance the learning and teaching of foreign languages. In the field, there has been a great deal of emphasis on learner variables; such as motivation, learning styles, needs, attitude, etc.; and development of more efficient language learning tasks, syllabuses and curricula in light of the target language and learner. However, she focuses on the learner output that is remarkably absent.

In addition, Granger (2007) suggests that a great number of studies have indicated that the application of corpus linguistic techniques to learner corpora helps us

to identify the features characterizing learner language and find out which features are shared by multiple learner populations and which ones are typical of one specific learner group so that we can gain a better understanding of how distant the learner's language from the target one is as well as of L2-specific patterns of overuse, underuse and misuse.

In parallel with Granger, Papp (2007) claims that the major issues in meeting the linguistic needs of English language learners are what type of learner language these learners produce and how teachers can help them improve their productive skills when using English. In order to investigate these issues, we need to have a close examination of what type of linguistic and language learning problems these learners have, and how they can be helped to improve their linguistic abilities and learning strategies.

Corpus-based studies with Pedagogical Purposes

As mentioned at the beginning of this paper, a great number of studies have been conducted in the ELT field concerning the use of corpora and data-driven learning. It has been increasingly recognized in this field, because new insights coming from these studies have played a significant role in language teaching.

In this part, Chambers' (2007) criteria are followed so as to give a well-organized description of the studies that will be mentioned below. The most significant criterion is whether the studies contain information based on the results of the corpus consultation, and/or learner reaction and evaluation. Others are as follows: "publications are included which report on the effects of corpus consultation of monolingual native-

speaker corpora by learners who are not corpus linguists for the purpose of improving their language skills” (p.4).

In literature, there are few quantitative studies examining the effectiveness of corpus consultation in the ELT field because of several reasons. Cobb (1997) regards the absence of user protocols in the software as one of the restrictions on the research area. In addition, learners need a great deal of time to be familiar with this novel learning medium. Next, it is hard to have an experimental setting in which we need to be sure that members of the control group do not reach access to the resources of experimental group.

Stevens’ (1991 as cited in Cobb, 1997, p. 302) small scale study is the first controlled experiment. It was conducted with two classes of science students in an Arab university studying English for Physics. It was a study consulting printouts from a corpus of student course-books. The students were given either a single gapped sentence or a set of gapped concordance lines to recall a known word to fill a gap in a text. The results revealed that they were more successful when they are cued by the concordance lines. Therefore, that finding could be regarded as a proof for a facilitating effect of concordance data on some aspect of language processing.

With the aim of investigating whether a computer concordance stimulates and potentially rationalizes off-line vocabulary acquisition by presenting new words through several contexts and promotes transfer of word knowledge to novel, Cobb (1997) conducted a small-scale within-group experimental study with lower-intermediate 100 first-year Arabic-speaking university academic ESL learners taking a year of intensive English that included a full load of English-medium commerce participants. The

participants were introduced new words in two ways one of which was a simplified concordance interface and the other was composed of other sources of lexical information. They were pre-tested and post-tested, in addition, given questionnaires during the 12-week run. He found a modest but consistent benefit for corpus users compared to the users of a parallel glossary system. Overall, the findings indicated that concordances available on-screen were more effective than other sources of lexical information.

It is very challenging for students in English for Academic Purposes to acquire the immense vocabulary in short time allocated for their language instruction; therefore, course developers are in a dilemma in terms of choosing between breadth (learning from word lists: explicit learning of words on lists) and depth (learning through extensive reading: implicit learning of words on lists). Cobb (1999) conducted a study lasting 12 weeks in order to examine whether computerized concordances could help solve the breadth-depth paradox with commerce students at Sultan Qaboos University in Oman. A corpus was created by typing the students' reading materials; in addition, an interface was designed for extreme ease of use with a frequency list of the 2, 387 most common words of English built into it. In order to accomplish the task where the students were assigned to learn 200 words a week, while experimental groups made their own dictionaries with the concordance and database software, the control groups studied through a word list and dictionary. The study showed that learning large numbers of words from a word list and a dictionary generated strong gains in definitional knowledge in the short term; however, it was not well retained knowledge and the students were not good at transferring their word knowledge to novel texts. On

the other hand, experimental group were more successful at applying new words to gaps in a novel text in addition to gaining definitional knowledge. In other words, “the corpus-based tutor, used as directed, seems to combine the benefits of list coverage with at least some of the benefits of lexical acquisition through natural reading (i.e., lasting and transferable word knowledge)” (Cobb, 1999, p. 354).

In a subsequent quantitative study, in contrast to the small specialized corpus used in Cobb’s studies, Gaskell & Cobb (2004) used the Brown Corpus. Claiming that it was quite easy for learners to interpret and for instructors to set up concordances for lexical information, they investigated how learners use corpora in L2 writing and error correction in a lower-intermediate level English writing course where learners met for one 3-hour class per week for 15 weeks. Twenty adult Chinese EFL learners most of whom had an undergraduate degree from China participated in the study. A process approach was followed and the participants were given 10 writing assignments over a 15-week semester one of which was completed in two-week cycles. In the first week, they were given feedback by the instructor including online concordance links for five typical errors and asked to revise the text for final submission attached with the forms in which they explained what correction they had made on the basis of concordance information. The end-of-course survey revealed that learners had learned a lot and they felt an improvement on their English writing skills. In addition, more than half of the learners realized that their ability to use most of the targeted grammar points in the course had improved. In addition, 40% of the learners thought that there was a relationship between the improvement and the concordance work; and reported that they would keep using concordancing as a learning tool in future. In terms of error

correction, the learners were seen to make correction on their essays when they were given pre-cast links. With respect to becoming independent concordance users of learners, a general rise in the number of searches over during the experiment was recorded by the computer with the help of learners' IP-numbers.

In an effort to get a deeper understanding about what kind of benefits learners could reap from corpus-based writing activity, Yoon & Hirvela (2004) analyzed learners' actual use of corpora, how they felt about using corpora in L2 writing instruction considering the strengths and weaknesses of the corpus activity and their overall evaluation of corpus consultancy as a second language writing tool. The participants were 8 intermediate students who met every day for 48 minutes and 15 advanced students meeting twice a week for 2 hours. Out of 23 students in the two courses, 22 students took part in the survey. Of these 22 students, 82 % of them were from East Asia and their length of stay in the USA from 2 months to 2 years and 8 months. Four of them were studying for their undergraduate degrees, the other were graduate students. First, the students learned the process of creating prototype string for key words with the guidance of the instructor, and then they explored the Collins COBUILD on their own with regard to self-identified problems or concerns in addition to the ones that the instructor had highlighted on the drafts of their papers. In the end, the students were asked to submit their search results to the instructor via e-mail and the instructor shared the information gathered by handouts prepared on the basis of weekly tasks. During the data collection process, the students were given a questionnaire. In addition to the questionnaire, semi-structured interviews were implemented. Most of the students in both groups found corpus use helpful in terms of learning the usage of

vocabulary and phrases, improving their writing skills, academic writing ability and self-confidence about writing. With regard to the problems and difficulties of the corpus use, they reported time consuming data analysis, limited number of sentences, unfamiliar vocabulary, cut-off sentences, and low-speed Internet connection.

Todd (2001) investigated induction, the use of concordances and self-correction in a study with 25 lower intermediate to intermediate level postgraduate students of science and engineering taking an English language support course at a technological university in Thailand. The students were asked to make small concordances of the lexical items from the Internet and then to induce patterns from the concordance to use in self-correction of their errors highlighted in their first drafts. Todd discovered that there was a strong correlation between inducing valid patterns from their self-selected concordances and making valid self-corrections of their errors. However, there was not a significant relationship between the ability to induce valid patterns from the concordances and the ability to apply the induced patterns in self-correction. Nevertheless, the significant correlation drew the attention in terms of the effectiveness of corpus consultancy in language teaching and learning.

With the aim of analyzing the learning process and strategies used by EFL learners using concordancing tools as a learning aid in the concordancer setting and examining the factors having an influence on learners, Sun (2003) conducted a small case study with three college students enrolled in the Department of Applied Foreign Languages at a university in Taiwan. In the beginning, the participants were given an individualized tutorial on the concordancing tool in four 30 minute-sessions in which they first received brief overview of the purpose and function of the concordancer; then

made some observation during teacher's demonstration on how to use the tool; next gained hands on experience on the use; and finally demonstrated their ability in concordance research. After these sessions, they were engaged in a proof-reading activity in which they were asked to check pieces of writing sentence by sentence in light of an eight-question proof-reading list with a range of grammatical errors and to employ the tool so as to obtain evidence to support their answers. Two types of verbal report: a retrospective report and an introspective or think-aloud protocol were used to collect data. The results indicated that there were four factors playing a significant role on learners' learning process and strategies in use: prior knowledge, cognitive skills, teacher intervention and concordancer skills. The selection of search words was found to be confusing when learners had limited prior knowledge and they needed teacher intervention to handle that situation. In order to select effective search strings, alphabetical lists or sort types; reaching relevant and organized outputs that could promote better search, analysis and inferences required more advanced skills. With respect to cognitive skills, making an analysis on a concordancer includes "four stages: comparing, grouping, differentiating and making inferences" (Sun, 2003, p. 609). Learners need to be on a specific level in terms of cognitive skills to complete the task successfully.

English has not been the only interest of researchers in terms of learning a foreign language through corpus consultancy. The researchers have also examined the effect of corpus in learning other languages. For example, since intermediate learners of Italian at Griffith University in Australia did not have a chance to spend time in Italy, Kennedy & Micelli (2001) created CWIC (Contemporary Italian Corpus) on the basis of

expert performances in genres concerning interests of learners. These researchers aimed to explore the effectiveness of students' investigation of corpus in terms of the progress from classroom use to independent work. Following the apprenticeship approach, they first trained the students in a weekly two-hour writing workshop. After a couple of sessions, they were assigned to complete treasure-hunting activities and problem-solving work in which the students were encouraged to use corpus in revising their written work. As a final step, applications of the corpus in while- and pre-writing work were presented. The data were collected through questionnaires in addition to the class discussions and individual interviews in order to measure what they thought about certain aspects of the corpus induction experience. The students reported that the use of corpus helped them to gain a better understanding of grammatical structures of Italian and feel more confident in dealing with their mistakes in writing. Other benefits reported were as follows: opportunity to examine examples of real language and explore the different uses of a given word in various context as well as the specific functions of certain words and expressions in distinct types of texts. In terms of negative aspects of corpus consultancy, the students reported that they could not understand all the examples given by the corpus, and thus had trouble in identifying which examples were relevant to their task. Furthermore, learners found searches on corpus too time consuming and frustrating.

To sum up, many studies conducted on corpus consultancy have showed that it has influenced ideas concerning the second language pedagogy and created new insights, especially in not only vocabulary but also grammar teaching. In the following

chapter, the focus will be on teaching and learning collocations in order to explain some terminology and theories regarding the notion 'collocation' in detail.

CHAPTER 2

TEACHING AND LEARNING COLLOCATIONS

This chapter is planned to mainly provide information about the notion of collocations; why collocations are significant; what kind of difficulties that L2 learners have in learning collocations; and the studies conducted on collocations. Each topic is explained below in detail.

Definition of Collocations

Nesselhauf (2005, p. 23) proposes that “the term *collocation* is used in widely different and often rather vague senses in linguistics and language teaching”. There are mainly two views on many diverse uses of the term ‘collocation’. The first view emphasizes that a collocation is regarded as the occurrence of words at a certain distance with the distinction being drawn between frequent co-occurrences and the ones that are not. This one is called the frequency-based approach. In the other view, collocations are considered as a type of word combination that is fixed to some extent. Nesselhauf (2004) calls it the phraseological approach.

The first view goes back to Firth (1957) and has been improved by Sinclair (1991). Firth (1957, p. 194) states that “I propose to bring forward as a technical term,

meaning by collocation, and apply the test of collocability”. Sinclair (1991, p. 170) defines collocations as “the occurrence of two or more words within a short space of each other in a text”. A short space in this definition refers to a distance around four words to the right and left of the word being investigated. To illustrate, Nesselhauf (2005) gives an example of the analysis of ‘house’ in an environment such as ‘He went back to the house. When he opened the door, the dog barked’. She states that the words used in this example ‘went’, ‘back’, ‘to’, ‘the’, ‘when’, ‘he’, ‘opened’, ‘the’ are the ones that constitute collocations with the word ‘house’ and they are called ‘collocates’. However, Sinclair classifies collocations in two different types, namely ‘significant’ and ‘casual collocations’, and in some instances maintains the first type as the term ‘collocation’. In the example mentioned above, ‘dog’ and ‘barked’ form a significant collocation because when the word ‘bark’ occurs, it is likely to be found near the word ‘dog’. On the other hand, Nesselhauf claims that researchers adopting the frequency-based approach have shown variance in their definitions. To illustrate, while some researchers have accepted co-occurrences of all frequencies as collocations, others have used the term for frequent co-occurrences or reserved the term if co-occurrence is seen more than once in a corpus. Nesselhauf also argues that the syntactic relationship between the elements of a collocation is not usually taken into consideration in the frequency-based approach although they play a significant role in determining whether they constitute a collocation or not.

As for the phraseological approach, Nesselhauf (2005) puts forward that Russian phraseology strongly influenced this approach and A. P. Cowie, I. Mel’cuk and F. J. Hausmann are considered as the researchers who have adopted this approach in the

fields of lexicography and/or pedagogy. In this approach, Cowie (1994) describes two types of combinations: formulae and composites. Formulae are defined as the combinations that have pragmatic functions such as *how are you?* and *good morning*. With regard to composites, they are the combinations that have syntactic functions; and the distinctions between combinations are made on the basis of two criteria: transparency and commutability. In terms of transparency, it is important whether elements of a combination or the combination itself have literal or non-literal meaning. With respect to commutability, also called substitutability, the important thing is whether the elements of a combination can be substituted with other words or not. In line with Cowie's statements, Nesselhauf (2005, p. 25) defines collocations as "a type of word combinations in a certain grammatical pattern" and states that this type is used to refer to "an abstract unit of language and its instantiations in texts". As opposed to the frequency-based approach, syntactical relationship between the elements of collocations is a must in phraseological approach. Hausmann (1989 as cited in Nesselhauf, 2005, p. 17) calls "only those combinations collocations that appear in a pre-defined set of syntactic relations: adjective + noun, (subject-)noun + verb, noun + noun, adverb + adjective, verb + adverb, verb + (object-)noun. Among these collocations, the most important one is considered as verb+ (object) noun (V+N) collocations by Howarth (1998), Nesselhauf (2003, 2005) and Chan & Liou (2005) because they make up the communicative core of utterances by representing the propositional core of the fully formed clause; and they constitute dominant EFL weaknesses.

Furthermore, as classified by Nesselhauf (2005) V+N collocations include verb + object (VO) like *do harm*; verb + preposition + object (VPO) like *deal with a problem*; verb + object + preposition + object (VOPO) like *take smt into consideration*; verb + object + to + infinitive (VO + to + inf) like *force sb to buy*; and verb + adverbial phrase (VA) like *jump out of the window*. With respect to *noun + of + noun* constructions, the core of the construction is regarded as the collocating noun of verb (e.g. in *criticize the length of commercial*, *length* is the semantic core and *of-phrase* is a postmodifier; and in *cause a lot of problems*, *problem* is the semantic core and *a lot of* is a premodifier).

As can be seen, there are mainly two approaches to the definition of collocations one of which is based on the frequency and the other one on the basis of phraseology. In this study, for the definition of collocations, phraseological approach and Nesselhauf's classification of V+N combinations are adopted. The subsequent part is intended to give information about why collocations are significant in the process of language learning, and the difficulties that learners have in learning and producing collocations.

Why do We Need Collocations?

The importance of collocations in ELT is explained in this part by focusing on their role in native-like proficiency along with the collocational difficulty which language learners have while learning and producing collocations.

The Role of Collocations in Native-like Language Proficiency

Previous studies have showed that collocational knowledge plays a vitally important role in the production of target language; therefore, L2 learners have a strong need for this knowledge to be effective in communication (e.g. Bahn & Eldaw, 1993; Granger, 1998; Howarth, 1998; Nesselhauf, 2003, 2005). Bahn & Eldaw consider collocations as one of the essential parts of formulaic sequences or prefabricated chunks (Wray, 2000) and regard this knowledge as a necessity for successful communication.

Forster (1991) and Skehan (1998) suggest that L2 learners create a great portion of their L2 knowledge from rules rather than lexicalized routines; and acquire words individually rather than taking notes of the immediate environment of those words. Therefore, their expressions include unconventional combinations rather than conventional expressions that native speakers (NSs) use. These unconventional expressions of language learners do not occur due to grammatical mistakes (Koosha & Jafarpour, 2006), because the thing considered foreign and odd in L2 learners' production of target language is the unexpected combinations of words. These combinations cause language learners to be less effective communicators and have a negative effect in their acceptance into the speech community (Siyanova & Schmitt, 2008).

Lewis (2000) states that most L2 learners make an improvement by the time they reach the intermediate level of English in which they spend a great amount of time, because it is highly challenging to go further and reach advanced level. This period is called intermediate plateau. In order to cross this plateau, learners need to improve their

collocational knowledge in accordance with advanced language production being highly related to the correct uses of collocations (Howarth, 1998; Conzett, 2000).

In line with Lewis, Howarth and Conzett; Wray (2000) suggests that most of natural language includes collocations; therefore, in order to communicate successfully; and produce and comprehend ideas accurately and fluently, L2 learners need to acquire a large number of collocations. Nation (2001, p. 318) also proposes that the improvement in collocational competence plays a crucial role in native-like fluency since “all fluent and appropriate language use required collocational knowledge”. NSs need less processing effort to create sentences, thus come up with language production fluently due to collocations being retrieved from their memory as whole units (Nesselhauf, 2005). For this reason, Nakata (2006) and Shirata & Stapleton (2007) put emphasis on the importance of teaching collocations to make non-native speakers (NNSs) closer to the native norms.

Another issue creating difference between NNSs and NSs is their intuition about the existence of collocations. NNSs have difficulty in accurately judging whether some combinations are acceptable or unacceptable when they face a question about their existence or when they need to use combinations in their production of target language (Granger, 1998 and Siyanova & Schmitt, 2008). As a result, they create collocations by overusing some elements (e.g. *very* in an adverbial phrase) in order to express their ideas. Overused words also lead NNSs’ production to sound different from native-like proficiency.

In addition, Siyanova & Schmitt (2008, p. 433) focus on Farghal and Obiedat’s (1995) findings and state that “L2 learners can not cope with collocations because they

were not made aware of collocations in the language”. Therefore, the students resort to some strategies including near-synonymy and transfer.

The Collocational Difficulty of L2 Learners

As mentioned above, when L2 learners have difficulty producing collocations, they may resort to synonymy and their first language to overcome this difficulty. However, this consultancy may cause some problems and result in some mistakes that make learners sound unnatural. The issues, near-synonyms and L1 interference, are specified below.

Near-Synonyms

It is highly difficult for L2 learners to catch the small differences between synonyms (Kita & Ogata, 1997) even though near synonyms seem to be frequent after examining thesauruses, dictionaries of synonyms, the defining vocabulary used by lexicographers or studies in lexical semantics. It is explained by Gesuato (2007:175) claiming that “absolute synonymy is known to be rare”, because it is difficult to find words with same denotational and connotational meanings that can be used interchangeably in all contexts. Therefore, Xiao & McEnery (2006) warn teachers to be careful with offering synonyms to the learners while explaining meanings of words, since near synonyms show variances in their collocational behavior and semantic prosodies.

Harley, Howard, & Roberge (1996) state that teachers should provide a context while giving a synonym of a word. Xiao & McEnery (2006) regard KWIC

concordances as the best suited tool to give this context for learners to see repeated patterns and meanings and become more aware of collocation and semantic prosody. Furthermore, textual environment of words seen in concordances helps these learners identify the usage of words and deal with near-synonyms by comparing and contrasting the lexico-grammatical patterns linked with those terms especially when there is one translation equivalent in their native language (Gesuato, 2007). What is more, enhancing L2 learners' competence and improving their performance require ease of accessibility and interpretability of relevant language data to language teachers and L2 learners.

L1 Transfer

Another issue that leads L2 learners to make collocational mistakes and sound non-native is the L1 interference. Y. Chang, S. J. Chang, Chen, & Liou (2008) propose that most of the problems that L2 learners encounter in learning and producing collocations are related to the L1 interference; and explain this by referring to the split category (Stockwell, Bowen and Martin, 1965) and the direct translation from L1 to L2.

Split-category

Split category is used to describe a situation in which “two words in one language are covered by only one word in another language” (Chang et al. 2008, p. 287). For example, the word ‘win’ and ‘earn’ in ‘*win a living’ and ‘earn a living’ own an

overlapping Turkish translation ‘hayati kazanmak’. Because of this shared translation between ‘win’ and ‘earn’, Turkish students who tend to develop ideas according to their L1 would be affected by these L1 translation equivalents. As a result, learners who lack full understanding of collocational restrictions would probably resort to L1 translation and thus produce an inappropriate V+N collocation, like ‘*win a living’.

Direct Translation

Direct translation is a situation in which L2 learners make a collocational mistake because they think in their L1 first and translate their thoughts into English directly. As pointed out by Ellis (1986), there is plentiful empirical evidence that L1 transfer is obvious; therefore, it is an important phenomenon that should be taken into consideration in the ELT field. L2 learners have difficulty especially when they need to deal with collocations that are language specific, thus have a tendency to transfer the collocational patterns of their L1 to L2 settings.

In addition, Natinger & DeCarrico (1992) put emphasis on the issue that L2 learners will have difficulty in gaining the knowledge of correct collocations if their first language patterns interfere with their inferencing process. The learners might easily come up with a miscollocation if one of the components of a collocation can be substituted by another similar word in line with their L1.

Eker’s (2001) findings show that Turkish learners of English have trouble improving their knowledge of non-congruent collocations; in other words, collocations that do not have equivalents in L1. Therefore, she suggests that language teachers

should pay more attention to the non-congruent words when teaching collocations. In addition to Eker's suggestion, Nesselhauf's (2003, 2005) findings indicate that if the collocations are non-congruent, they are more challenging for the learners than the congruent ones between L1 and L2. Also, Nesselhauf strongly argues that it is because of L1 that half of the errors are made by NNSs regardless of their being advanced level students.

In the category of non-congruent collocations, delexical verbs also play a role in some collocational mistakes because of their language specific characteristics. Delexical verbs are described by O'Keeffe et al (2007, p. 37) as "high-frequency verbs such as *do, make, take, get* and *have* in their collocations with nouns, prepositional phrases and particles". The reason why these verbs are called delexical is that they have low lexical content and they gain meaning with the lexical content of the words they combine with. For this reason, it is highly recommended that these delexical verbs are taught in context by highlighting useful collocating items.

Nesselhauf (2005) argues that L1 plays a significant role in learning collocations; however, it has not been analyzed in depth. V+N collocations in particular are significant, because they make up the communicative core of utterances that has the important information. It is due to this reason she states that teachers should put more emphasis on L1 in the process of teaching collocations.

To sum up, the production of L2 learners in their speaking and writing do not have native-like flavor and versatility because of their lack of collocational knowledge; and the reason why it is hard to reach a native-like proficiency is that L2 learners encounter problems caused by near-synonymous and L1 interference. In order to

exhaustively examine the collocational difficulty that L2 learners face, and the efficient ways of teaching collocations to L2 learners especially through corpus consultancy; the subsequent part is planned to give detailed explanations on the studies which have been conducted on collocations and have offered profound insights into the ELT field.

Studies Conducted on Collocations

One of the studies that explored the possibility of using concordancers to help EFL college students was conducted by Sun and Wang (2003). With the help of an online monolingual concordancer, they analyzed the effectiveness of inductive and deductive teaching approaches on learning collocations with 81 senior students. Four collocation patterns were chosen based on two experienced EFL experts' difficulty judgment. The participants were divided into two groups and given the rule explanations and exercises that were designed in line with the deductive or inductive approach. Both groups took a pre-test and were given one-hour instruction and took a post-test. The post-test results indicated that overall the students in the inductive group improved more significantly than the ones in the deductive group. It was also seen that the inductive approach was more suitable with easier collocations. On the other hand, there was not a significant difference between the inductive and deductive groups' performances in terms of difficult collocations. However, as a limitation of the study, a sample of four collocations under investigation was extremely limited. In addition, they did not put enough emphasis on the dominant EFL weakness regarding V+N miscolllocations and on the preference of the participants for the deductive or inductive learning style.

Nevertheless, this study proposed that concordancers would be effective in teaching collocations through discovery learning.

Chan & Liou (2005) conducted a study to investigate the influence of using web-based practice units on learning English V+N collocations by using the design of a web-based Chinese-English bilingual concordancer. The participants of the study were thirty-two non-English first-year students in Taiwan who were given a pre-test and two post-tests in addition to a background questionnaire and an evaluation questionnaire. The findings revealed that learners made a significant improvement immediately; however, that improvement regressed later. Nevertheless, the students' final level was still better than their entry performance. In addition, the results of the immediate post-test showed that the participants' awareness significantly increased and the delayed post-test demonstrated that their awareness retained after two and a half months. The researchers also stated that most participants had positive attitudes towards the online instructional units and the concordancer used in the study. However, the lack of a control group for experimental comparison can be regarded as a factor that may weaken the effectiveness of the instrument used in this study.

Koosha & Jafarpour (2006) conducted a study whose purpose was threefold: to explore whether concordancing materials presented through data-driven learning (DDL) have any effect in the teaching/learning collocations of prepositions; to discover if there is a difference in the knowledge of collocation of prepositions among the different levels of EFL learners' proficiency; and to investigate to what extent L1 has an influence on Iranian EFL learners' collocational knowledge of prepositions. There were 200 senior English majors from three universities in the study as participants; and they

were randomly divided into two groups. One group received the conventional treatment on prepositions and their collocational patterns; and the other group was given treatment through the DDL instruction based on concordancing lines. In order to check the effects of the treatments, the participants were given two completion tests on collocation of prepositions as pre- and post-tests. The study showed that the DDL approach was highly effective in the process of teaching and learning collocations. In addition, it also revealed that there was a positive relationship between the levels of the students and their performance on collocation of prepositions. As for the L1 influence, the study indicated that the L1 had an effect on Iranian EFL learners' production of English.

In Turkey, Eker (2001) investigated how L2 learners learned collocations with 43 Turkish participants who were ELT students at Uludag University. The compositions that students wrote during the sit-in exams for the writing course over two years were collected as data. The focus was on the lexical collocation types (e.g verb-noun, adjective-noun, etc) which were analyzed according to their types, the L1 interference, and the congruency between Turkish and English. The findings indicated that L2 learners produced fewer collocations over time. They also showed that the L1 interference was more effective in V+N collocations than other types. In addition, the findings demonstrated that learners produced, thus transferred more congruent collocations than non-congruent ones for the fear of making mistakes. The researcher suggested that there should be more language awareness activities in the classrooms.

Ordem (2005) conducted a quasi-experimental study to investigate the effects of Lexical approach in sixty ELT first-year students' retention and production of lexical collocations in the reading courses at Mugla University. The participants were divided

into two groups: one experimental and one control group. They were given a pre- and post-test, a retention judgment test, and guided writing tasks. The results indicated that teaching through lexical approach significantly affected the students' collocation learning. In addition, with respect to the retention of lexical items, they showed that the learners in the treatment group were more successful than the ones in control group. Also, they demonstrated that there was an L1 influence on choosing appropriate words in word combinations of Turkish learners of English. With regard to further research, the researcher emphasized that there should be experimental search on questionable collocations by relating the study to larger corpus texts.

In addition to Ordem's study, Ang (2006) examined the effectiveness of corpus consultation on learners' use of the formulaic language features playing an important role in the summary of a research article and the use of the rhetorical moves of the research paper introduction (RPI) within a genre-specific perspective with 58 non-native first-year students enrolled in the course *Study and Research Skills* in the Department of Foreign Language Education at Bogazici University. There were 30 students in the experimental group and 28 in the control group who were all randomly assigned to each group. The ones in the experimental group were asked to search the complete FLED Corpus through TextSTAT Concordancer, which was a pedagogical mini corpus of 103, 701 running words compiled by the researcher, to identify and note typical language features. The participants in the control group scanned one or two full-text articles on the Net or via main library access to complete that task. In order to collect the data, they all were given one formulaic sequences test, three summary writing tests and one research paper proposal task to complete. In addition, a self-

evaluation questionnaire was given to the participants and semi-structured interviews were implemented to measure their confidence level in writing and attitudes towards the corpus consultation. The findings showed that there was no significant difference between two groups in their use of formulaic sequences in an RPI as well as in their productive and receptive knowledge of these sequences. What is more, the questionnaire results indicated that the groups did not significantly differ in their confidence levels in writing an RPI. However, interviews demonstrated that concordancing played a significant role in gaining awareness of the formulaic academic language and the students had positive attitudes toward its use.

In addition to the studies mentioned above, in literature there are studies examining learner corpora in order to probe into the difficulties that L2 learners face and the mistakes that they make in learning and producing collocations. These studies have brought valuable insights to the ELT field about L2 learners coming from various L1 background.

With the help of the text-retrieval software TACT, automatically retrieving all the words ending in -ly for the NS and NNS corpora, Granger (1998) compared NSs' and non-native advanced learners' use of amplifiers in general. She revealed that NNSs underused amplifiers in both the number of types and the number of tokens. However, the learners overused *totally* and *completely* because of the fact that there are direct translation equivalents in their L1, French. Then, Granger examined amplifiers by categorizing them into maximizers expressing the highest degree (e.g. absolutely, entirely, totally) and boosters expressing a high degree (e.g. deeply, strongly, highly). She discovered an underuse of boosters by the learners as an explanation for the general

underuse of amplifiers. The results also demonstrated that the learners used few stereotyped combinations that had a direct translation equivalent or were lexically congruent; and there was a significant overuse of 'very'. In addition to comparing two corpora, Granger gave a word-combination test to 56 native-speakers of English and 56 French learners of English in which they were asked to circle the adjectives that they thought could collocate with amplifiers; underline the adjective if they were not sure; and mark the adjectives with an asterisk if they thought those adjectives were frequently associated with the amplifier. The findings showed that learners had a poorer and partly misguided salience or intuition. She concluded that learners used collocations; however, they underused native-like expressions and had a tendency of using atypical word combinations.

With the goal of identifying and analyzing non-standard phraseology, Howarth (1998) conducted an empirical study whose scope was narrowed down in three ways: first the focus was on the language of the social sciences because it was a broad academic area and had the register that most of the teachers of EAP (English for Academic Purposes) were interested in; secondly, within a huge variety of phraseological categories, it was based on the lexical collocations; thirdly, the emphasis was on V+N lexical collocations, because they "represent the propositional core of the fully formed clause" (p. 163). He analyzed two native-speakers corpora one of which consisted of social-science texts from the LancasterOslo-Bergen (LOB) corpus; and the other included papers on law, chapters from a book on language studies, and a complete book on social policy. These were put together in a single corpus named LOBSS and LUSS to be used with the text retrieval software TACT. With respect to learner data, a

corpus of ten essays written by students towards the end of the first term of a one-year masters course in Linguistics and English Language Teaching. There were nine teachers of English as a second or foreign language coming from seven countries and being linguistically heterogeneous not only in their first languages but also in their sociolinguistic backgrounds. In terms of NS corpora, Howarth produced a list of verb forms both manually and with TACT and noted the verb pattern of each occurrence by using the scheme in the Oxford Advanced Learners' Dictionary. Keeping some restrictions in mind, he came up with 5,379 occurrences of 63 verb lexemes and placed collocations in three categories: free collocation, restricted collocation or idiom. With regard to non-native texts, he recorded all V+N collocations in a word-processed file and lemmatized verb forms. Next, having assigned each lexemic collocation to one of the five verb patterns, he classified each into its collocational category in addition to noting deviant forms. In the end, he reported that NSs used about 50% more restricted collocations than advanced NNSs. In addition, he found that even though there was a deviation from standard collocational forms in both native and non-native usage, specifically a much greater proportion of non-standard phraseology was discovered in non-native essays. In detail, the deviation was resulted from the non-standard collocations 1% of which were used by NS and 6% of them were produced by learners. His findings indicated that learners lacked awareness and had little understanding of the phraseological mechanisms of the language. He also suggested that learners should be aware of the fact that restricted collocations play a highly significant role in a typical native speaker's production in both speech and writing.

Howarth's findings were supported by Nesselhauf (2003) conducting an exploratory study to investigate the nature of learner collocation problems. She analyzed 32 argumentative and non-technical essays written by German-speaking university students of English by focusing on their use of V+N collocation. The students were in their 3rd and 4th year and most of them were most probably trying to achieve a high level of competence in English; therefore, they could be called advanced learners of English. She extracted collocations manually from the essays and did an analysis. The greatest portion of the errors that learners made was collocations (79%), followed by free combinations (23%) and idioms (23%). Among all the miscollocation types, the most frequent was linked to the wrong choice of verbs. She realized that learners had far more trouble acquiring non-congruent word combinations in terms of German and English than congruent ones.

Shirato & Stapleton (2007) compared a small non-native Japanese corpus of 43,651 words with an established NSs' corpus to examine how far, and in what ways learners deviated from NS's norms. They discovered that there was a wide range of variety between NNSs and NSs in many areas such as discourse markers, modal items, adjectives for specific evaluations, some interactive words, delexical verbs and terms for marking vagueness and hedges in terms of NNSs' underusing these specific lexical items. In addition, Japanese learners of English were seen to overuse some high frequency verbs. The researchers put the emphasis on the effectiveness of learner corpora to explore certain classes of vocabulary including multi-word clusters.

Siyanova & Schmitt (2008) analyzed essays of Russian university students studying English as a foreign language at advanced level in order to explore whether L2

learners produced a large number of appropriate collocations in their writing; to compare NNSs with NSs in their judgments of the frequency of collocations; and to see how NNSs differed from NSs in their reaction times when reading and processing adjective-noun collocations online. They discovered that nearly half of the collocations used by Russian learners were seen frequent in the British National Corpus, 25% of them didn't appear in the BNC, and the rest had a very low frequency. They also found that 45% of collocations were appropriate combinations and when it was compared to the NSs' use, there was very little difference. In terms of intuition, NNSs were worse than NSs at judging whether certain collocations were frequent or not; and they were slower in processing collocations.

Fan (2009) conducted an exploratory study based on a NS corpus and a NNS corpus that were compiled from the writing of 60 Hong Kong speaking Cantonese as mother tongue and 60 British students. Hong Kong students represented the average performance of secondary school leavers having studied the English language for about 11 years. The essays of the British students were collected from a comprehensive school in northern England where an essay competition was held with the goal of comparing two groups mentioned above. The language data in the two corpora were highly comparable because both groups were given the same genre in their writing to do the same task. First, they compared the vocabulary used by the two groups rather than the collocations. The findings indicated that the British students used more types and tokens than the Hong Kong ones. In addition, they also showed that the Hong Kong students used a highly limited range of collocating words in comparison to the British ones. In addition, the results demonstrated that the Hong Kong students overused intensifier +

adjective collocations; and that the Hong Kong students were adversely affected by their L1 in their L2 collocational use including adjectives and prepositions.

As can be seen from the studies conducted so far, DDL that is based on the inductive learning has been compared with explicit instruction; and researchers have discovered that DDL is either more effective than explicit instruction or as effective as explicit instruction on teaching collocations. On the other hand, studies examining learner corpus have indicated that there is a strong influence of L1 on learning and producing collocations. As pointed out by Nesselhauf (2003, 2005) language teachers should put more emphasis on L1 and draw learners' attention to the differences between L1 and L2 by explicitly stating the problematic collocations. It seems that the method enabling teachers to follow Nesselhauf's suggestion includes explicit instruction.

Although DDL and explicit instruction have been compared with each other, a comparison has not yet been made between these two methods and a third one through which learners are exposed to both DDL and explicit instruction. Therefore, this study is intended to compare three instruction types; namely DDL, explicit instruction and a third method which can be considered as a combined method, by measuring their effectiveness in teaching V+N collocations especially the ones in which L2 learners have difficulty because of the L1 interference.

CHAPTER 3

METHODS AND PROCEDURES

This chapter discusses the methods and procedures followed in the present study.

Firstly, the aim of the study that is relevant to research questions is explained; and the definitions and measurements of variables are given. Secondly, participants and experimental setup are described. Then, instruments used to collect data are provided. Finally, procedure and data analysis are stated.

The Aim of the Study and Research Questions

The current study was conducted at Bogazici University with first-year ELT students in order to investigate the effectiveness of data-driven learning (DDL), explicit instruction and combined method in teaching V+N collocations to advanced level Turkish learners of English; and to explore these learners' opinions about corpus consultancy in learning these collocations. Students were divided into three distinctive groups each one of which followed one of these three methods. Therefore, the first one was the DDL-Group (D-Group) following DDL method; the second one was the Explicit Instruction-Group (EI-Group) learning collocations through explicit instruction; and the third one was the Combined-Group (C-Group) undergoing the combined instruction of DDL and

explicit instruction. Different kinds of treatment were given to these groups in light of these methods in a computer laboratory at the university for five-class hours in separate weeks. The data were collected through four types of instruments; namely, a V+N collocation test, a collocation judgment test, a self-evaluation questionnaire and semi-structured interviews; and analyzed so as to answer the following research questions:

1. Are there any differences among Explicit Instruction-Group, DDL-Group and Combined-Group in their recognition accuracy of V+N collocations after the treatment?
2. Are there any differences among Explicit Instruction-Group, DDL-Group and Combined-Group in their judgment on acceptability of V+N collocations after the treatment?
3. What are the opinions of learners in DDL-Group and Combined-Group about corpus consultancy in learning collocations?

With respect to the questions above, the research hypotheses of the present study are as follows:

It was hypothesized for the first question that EI-Group would be better than other groups in their recognition accuracy of V+N collocations after the treatment; because Nesselhauf (2003, 2005) states that the collocations on which the L1 interference has an influence should be taught explicitly.

It was hypothesized for the second question that EI-Group would outperform other groups in their judgment on acceptability of V+N collocations after the treatment because of the same reason given for the hypothesis of the first question.

It was hypothesized for the third question that the opinions of the learners would be positive about corpus consultancy in learning collocations.

Definitions and Measurements of Variables

In this part, definitions and measurements of variables are explained. They are as follows:

Independent variable

The independent variable in the current study is the method of teaching. The methods constitute a categorical variable designating three levels to which participants were randomly assigned: a) DDL-Group (D-Group), b) Explicit Instruction-Group (EI-Group), c) Combined-Group (C-Group).

Dependent variables

Recognition accuracy of collocations in a V+N collocation test

This is a continuous variable measured at the end of the study by a V+N collocation test.

Intuition of learners about the acceptability of collocations in a collocation judgment test

This is a continuous variable measured at the end of the study by a collocation judgment test.

Participants

The participants of this study were 46 female and 12 male non-native speakers of English enrolled in a first-semester first-year course *English Composition* (EC) offered by the Department of Foreign Language Education (FLED) at Bo aziçi University, where the medium of instruction is English. Bo aziçi University (B.U.) requires its first-year students to present proof of their proficiency in English with a minimum grade of C on the institutionally administered Bo aziçi University English Proficiency Test (BUEPT) in order to be able to take departmental courses. The university also accepts TOEFL and IELTS as proof; and the scores that students have to take from either of these international tests instead of BUEPT are illustrated in Table 1.

Table 1. Minimum Scores on International Tests Accepted by B.U.

Name of the test	Minimum Score	Writing Section (TWE) Score
Paper-based TOEFL	550	4.5 or a passing grade on TWE of BUEPT
Computer-based TOEFL	213	4.5 or a passing grade on TWE of BUEPT
Internet-based TOEFL	79	24 or a passing grade on TWE of BUEPT
IELTS	7	

When the acceptable scores of these international tests are taken into consideration, the students having passed the BUEPT can be considered advanced level students. Therefore, all the participants in this study are considered advanced learners

since all of them took a passing score from BUEPT. The passing scores and their percentage of the 58 participants are shown in Table 2.

Table 2. Proficiency Scores of Participants

Number of Students	Percentage %	Passing score
3	5	A
30	52	B
25	43	C

The students followed the same *EC* course in two different sections given by two instructors: Instructor A and Instructor B. Each course met for three hours per week for a period of 13 weeks. As highlighted in the syllabus (see Appendix A), the course aims to improve students' ability to produce academic writing in English by focusing on the nature of the academic writing process, accurate use of academic language and vocabulary in writing; and to enable students to become perceptive and critical readers and writers of academic writing. In order to achieve these aims, several readings were done and writing assignments were given to the students. The students were evaluated with three essays and portfolio work in addition to their class participation including the attendance at laboratory sessions. Class A had 36 students and Class B had 22.

The follow-up laboratory sessions could only be held for five weeks because of technological problems in the first 3 weeks at the university and the three national holidays that took place in the semester. The treatment was given during the laboratory sessions. The students from both classes were randomly divided into three sections representing D-Group, EI-Group and C-Group. Stratified random sampling was used to ensure that a balanced distribution of students with different proficiency levels in each

group was established. First, the students with A BUEMPT score of each instructor were gathered in a group. Then, other students were divided into two groups according to their instructors. In each group, the ones with B score and C score were brought together in two different sub-groups. After that, the students from each sub-group were randomly chosen and assigned to each lab-session. In the end, the students with A score were assigned into these sessions randomly. The final distribution of the students with their passing scores is illustrated in Table 3.

Table 3. Distribution of Students in Lab Sessions

Passing Scores	D-Group	EI-Group	C-Group
A	1	1	1
B	10	10	10
C	9	8	8
Total	20	19	19

The data for the present study were collected from these participants for two reasons. The first one was that collocations play a highly significant role in proficiency in a target language; therefore, the study done in laboratory sessions would help the aims of EC course accomplished. The second reason was that the participants were advanced students, thus had adequate reading ability to understand the concordancer output, because through each method this kind of output would be exploited. This idea is also supported by Gardner (2007, p. 257) stating that “it is likely that only the most advanced language learners can take advantage of the intricate semantic relationships between words that are revealed through concordancing”.

Since collocations play a highly important role in producing target language and L2 learners make a number of mistakes with collocations, especially the ones on which L1 interference has great influence, in the lab sessions the nouns which could bring

difficulty with their verb collocates because of L1 interference were chosen and examined. In this way, the sessions were thought to make contributions to the achievements of the EC course aims mentioned above. However, the collocations covered by the lab sessions were not instructed by the EC course instructors. In fact, the EC course syllabus did not include teaching collocations. Therefore, it can be noted that the success of each instructor of the EC course in their classes was not likely to influence the success of the participants in the lab sessions. In this way, the possible systematic effects of the presence of different instructors in the EC course on the overall success of the participants were removed.

Implementer

All the lab sessions were lectured by the same person: the researcher of the current study. He graduated from Bogazici University from the FLED in 2006. He had been teaching writing, reading, listening and grammar courses for two years one of which was spent in a preparatory school at a private university in Istanbul before the present study started. Furthermore, he had given a number of presentations concerning the use of corpora in language teaching in ELT conferences or workshops in Turkey and Albania before lecturing in those lab sessions.

Experimental Setup

This part gives a detailed account of the elements involved in the treatment given to D-Group and C-Group as well as the lessons followed by EI-Group participants in the laboratory sessions. The BNC and the COCA were used as general corpora consulted in the laboratory sessions in different ways to accomplish the aims of the study. In this part, first how to use the BNC and the COCA in order to learn and teach V+N collocations is described; and then, each method the participants in each group followed during the lab sessions is explained.

The BNC

The BNC is a general corpus that is freely available on the internet (<http://corpus.byu.edu/bnc/x.asp>) with its text analysis program with an English interface that generates concordance lines. Kennedy (1998, p. 50) states that a wide range of genres from written and spoken English in the BNC contribute to its being well-balanced; and it is widely accessible for educational academic and commercial purposes. It consists of 4,124 texts including upwards 100 million orthographic words and these texts come from 90 % written and 10% spoken sources. Even though it seems there is serious imbalance between spoken and written data, the amount of speech in the corpus is the most available in a corpus (Meyer, 2002); that is, there are very few corpora including ten-million-word spoken text. With regard to its representativeness, the written part includes the texts from different levels of British English. The spoken

corpus includes context-based materials from educational and informative events in lectures, tutorials and classroom in addition to the news reports, business events, official and public meeting. With respect to annotation, Kennedy (1998, p. 53) highlights that “the text in the BNC has been annotated and entered into the corpus using an encoding system”. Siyanova & Schmitt (2008) regard the BNC as the best corpus of general English that was freely accessible to researchers at that time. Even though there were larger corpora available, they chose the BNC since it is advantageous for being balanced through various genres of English.

The BNC was used in the present study to prepare the worksheets and design the V+N collocation test and the collocation judgment test employed in data collection procedure.

The COCA

The COCA, the American counterpart of the BNC, was also freely accessible on the internet (<http://www.americancorpus.org/>) at the time of conducting the present study. The compilation of the COCA was completed at the beginning of the fall semester in 2008. 20 million words each year from 1990 to 2008 constitute this corpus including more than 385 million words of text. The text was equally collected from spoken, fiction, magazines, newspapers and academic text. Since it will be updated every six to nine months, it will be a unique record of linguistic changes in American English in the future.

There were two reasons for choosing the COCA to be used in the lab sessions by the participants to examine the verbs collocating with the nouns chosen for the study through DDL method. The first reason was that since the medium of education was American English at the university, the participants were exposed to that variety and the COCA provided American English. The second reason was that when the amount of vocabulary was considered, the COCA was more representative than the BNC; therefore, the generalizations that could be done through the present study would be more accurate.

The interface of the COCA generating concordances is the same as the one of the BNC. The Figure 1 provides a screenshot for the interface of the COCA.



Fig. 1 Screenshot for the interface of the COCA

The interface provides researchers with the opportunity to search for exact words or phrases, wildcards, lemmas, part of speech, or their any combinations. It is

also possible to search for surrounding words, namely, collocations with the help of a ten-word window (e.g. all nouns somewhere near *seize*, all adjectives near *lady*, or all verbs near *opportunity*). It also gives the chance to easily limit searches by frequency and compare the frequency of words, phrases, and grammatical constructions by genre (spoken, fiction, popular magazines, newspapers, and academic) and over time (different years from 1990 to the present time). In addition, it offers the opportunity to do some semantically-based queries of the corpus. For example, you can reap the benefit of comparing and contrasting the collocates of two related words (e.g. little/small, men/women) in order to see the differences between their meanings and uses. It is also possible to see the frequency and distribution of synonyms in addition to comparing their frequency in different registers.

Since the focus was on the V+N collocations, here an example of examining the verbs collocating with the word *opportunity* is given through 6 steps. Following these steps can be regarded as the core part of the DDL instruction type, because it represents the work done by learners as researchers with a corpus. The first step is to type the web address and reach the interface (see Figure 1). There is a part on the left side of the interface named *Search String*. There are three fields in this part; namely, *WORD(S)*, *CONTEXT*, and *POS LIST*. The second step is to write the word *opportunity* in the *WORD(S)* field. *CONTEXT* field and *POS LIST* field were hidden; therefore, researchers need to click once on these fields in order to make them visible. The third step is to click on *CONTEXT* field and then *POS LIST* field. *POS LIST* field gives researchers a drop-down list from which they can choose a part of speech tag. To examine the verbs collocating *opportunity*, lexical verbs tag is chosen as the fourth step.

When clicked, the symbol of lexical verbs tag, [vv*], is automatically inserted in CONTEXT field. Figure 2 provides a screenshot for the drop-down list of pos list field.

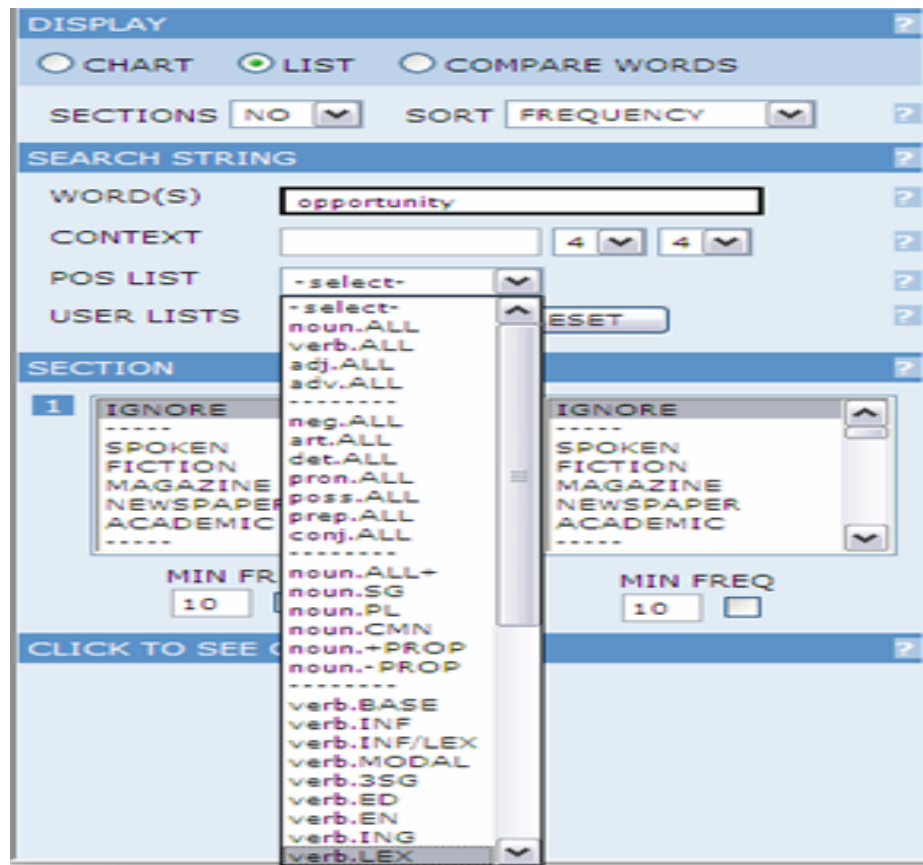


Fig. 2 Screenshot for the drop-down list of pos list field

At this point, researchers become ready to search the lexical verbs going together with *opportunity*. After clicking on *SEARCH* as the fifth step, they reach these verbs highlighted on the right side of the interface. Here the most frequently occurring 100 lexical verbs are listed from the most frequent verb to the least one. Figure 3 provides a screenshot for the lexical verbs collocating with *opportunity*.

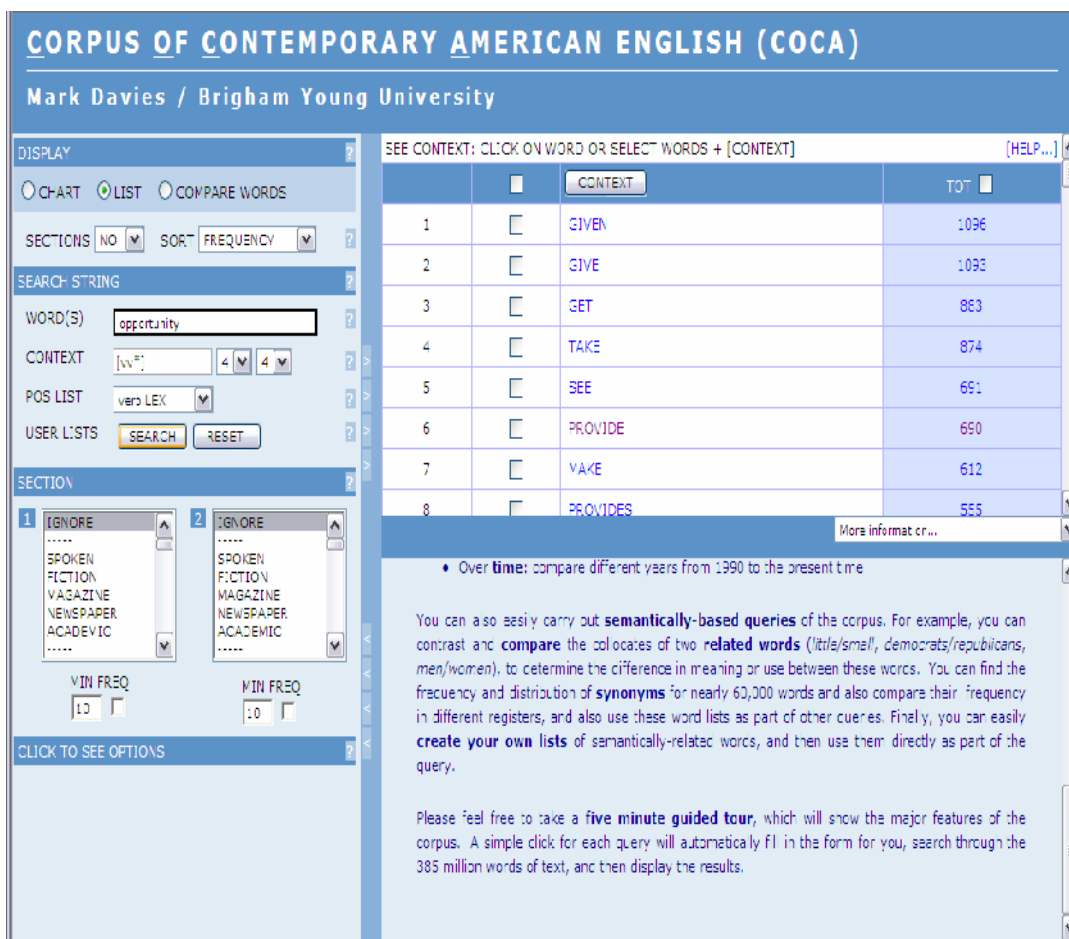


Fig. 3 Screenshot for highlighted lexical verbs

However, that doesn't mean that all the verbs listed are the ones that are in the position of a verb of the object *opportunity*. Therefore, the last step is to go through the highlighted words by clicking on each verb to see its context given in the concordance lines coming from different written or spoken texts produced in a different genre in order to determine if the verbs highlighted are the part of V+N collocation. A screenshot is given in Figure 4 to illustrate the concordance lines for the verb *seize* that is one of the lexical verbs collocating with *opportunity*. As can be seen from the figure, the lexical verb *seize* and the noun *opportunity* are written in bold and underlined. In addition, the production year, text register and source of each text from which each concordance line is extracted are given in the chart.

CLICK ON TITLE FOR MORE CONTEXT

PAGE: « « 1 / 3 » »
SAMPLE: 100 ENTRIES

1	1990	FIC	Triquarterly	it appeared he would be thus withdrawn no little while. I seized upon this opportunity to examine a great man's room at
2	1990	MAG	AmSpect	own. Inspired by Sajud's daring, the Lithuanian people have seized upon the opportunity that Gorbachev's reforms have
3	1990	MAG	NatlReview	1940s. Although a principled minority, foremost among them the Durdins, seized the opportunity to re-examine critically th
4	1990	MAG	SatEvenPost	Post that fitness could decrease the need for much medical attention, we seized the opportunity to follow up on John Mack
5	1990	MAG	HistoryToday	the agitation preceding and following the Government of India Act of 1935 he seized every opportunity to press for bolder
6	1990	MAG	NewRepublic	his own amendment, which sought to abolish the agency altogether, and seized the opportunity to become Helms's point m
7	1990	MAG	Sierra	were to be trucked in, dumped onto barges every day. She seized the opportunity to make a civic museum out of a mi
8	1990	NEWS	NewYorkTimes	vogue throughout Europe for "primitive" nationalist epics, and Thomas Chatterton seized the opportunity to forge works l
9	1990	NEWS	CSMonitor	so far.) # But a more straightforward explanation is that Gorbachev seized the opportunity to signal Soviet desire to join t
10	1990	NEWS	WashingtonPost	in its demands that Iraq withdraw completely from Kuwait. # Bush seized virtually every opportunity open to him yesterd
11	1990	NEWS	SanFrancisco	hope to displace Intel in the personal computer world. # LSI seized on the opportunity , becoming the only company to ma
12	1990	ACAD	ArmedForces	. # Viewing the navy revolt as the final straw, Premier Papadopoulos seized the opportunity to replace the monarchy with
13	1991	FIC	SouthwestRev	on this, her best day. Would not John Grace have seized the final opportunity to spy on naked supple old Uncle Hoy and his
14	1991	MAG	AmHeritage	when death overtook Cushing, Jefferson called it "a Godsend" and seized the opportunity to push "the appointment of a
15	1991	MAG	AmHeritage	the movie now in the public domain, television stations and video companies seized the opportunity to exhibit it free. In th
15	1991	NEWS	NewYorkTimes	. # Mr. Bush and Mr. Gorbachev have now recognized the danger and seized the opportunity . In just eight days, they've p
17	1991	NEWS	NewYorkTimes	that they attend the conference on the United States' terms, they seized the opportunity . # Adding to the pressures were t
18	1991	NEWS	AssocPress	said a senior general, demanding anonymity. # The United States seized the first opportunity for a nighttime attack after t
19	1991	NEWS	WashingtonPost	discarding his right hand, which had been effective, the skilled Blocker seized his opportunity , regaining the initiative, ama
20	1991	ACAD	AsianAffairs	sales, for example), the president, in August 1981, seized the opportunity to push Israel to the negotiating table to discuss
21	1991	ACAD	InterAmStud	idiots" (Procesc, 1990c). Meanwhile, President Salinas himself seized the opportunity to stress, during a visit to Los Angel
22	1991	ACAD	PerspPolSci	over to the Christian side in the battle of Nissa in 1443 and seized the opportunity to detach a part of Epirus (Albania) from
23	1991	ACAD	ClearingHouse	called the **26;31;TOCLONG (STS) approach. The high school science staff seized the opportunity to become involved in
24	1991	ACAD	ArtBulletin	was no mere grumbling spectator of the events but an active participant who seized the opportunity to promote social cha
25	1991	ACAD	ArtBulletin	was in Florence reporting on the status of the Eruges firm, Portinari seized the opportunity to discredit him and threatened
25	1991	ACAD	Mercury	theory of gravity. In a burst of international cooperation, the British seized the opportunity to confirm Einstein's prediction
27	1992	MAG	Natura-History	interested in more than spectacular scenery; in closing his narrative, he seized the opportunity to recount the immortal th

Fig. 4 Screenshot for the concordance lines

If learners as researchers need more contexts to induce the meaning of one word in each concordance line, they can go further by clicking on the title in one of the first four columns of the chart (Figure 4). To illustrate, the line 24 is chosen and 1991 written in the second column is clicked. In addition to the expanded context, source information including date, publication information, title, author and source are given in Figure 5 providing a screenshot of the expanded context of this concordance line.

Source information:	
Date	:1991 (Dec)
Publication information	Dec91, Vol. 73 Issue 4, p577, 22p, 15bw
Title	Alfred Rethel's counterrevolutionary death dance.
Author	Boime, Albert
Source	Art Bulletin

Expanded context:

and its impact on his contemporaries. It so happens that another gifted artist, the musician Richard Wagner, was living in Dresden at the time and has left us a remarkable, if self-serving, memoir of the events. 23 Wagner was only three years older than Rethel and was at a parallel stage in his artistic career. Yet he took a more sanguine view of the Revolution, which he believed could bring about a cultural environment favorable to his talents. Unlike Rethel, Wagner was no mere grumbling spectator of the events but an active participant who seized the opportunity to promote social change beneficial to him. Although in his mature reflections he attempts to disguise his leading role in those events, they nevertheless spell out the complicated political conditions forming the backdrop to the abortive insurrection. Actually, his political views intersect with Rethel's at several points, but his insight into the need to sustain revolutionary action to bring about change makes him a case study in counterpoint to Rethel and suggests the range of options available to them. # Wagner's position socially was that of the

Fig. 5 Screenshot for the expanded context of a concordance line

As mentioned above, in this current study there were three groups; namely, DDL-Group (D-Group), Explicit Instruction-Group (EI-Group) and Combined-Group (C-Group). In general, each group worked on V+N collocations that might cause difficulty for learners because of L1 interference. Before the participants were given treatment, the nouns whose collocating verbs students would work on had been chosen from the Oxford Collocations Dictionary for Students of English (2002) in line with L1 interference by taking split category, direct translation and delexical verbs into consideration. To the best knowledge of the researcher, however, there has been no research conducted on the collocations that Turkish learners of English have difficulty in learning and producing because of the L1 interference. Therefore, the selection of the nouns was based on the researcher's intuition, observation and experiences. In following parts of this part, what participants did in each group is explained.

DDL-Group (D-Group)

This group learned the V+N collocations through DDL instruction type. The classes were conducted in a computer laboratory where there were thirty-one computers. The screens of 21 computers faced the board; therefore, it was easy for the instructor to observe what the participants did on these computers. The researcher designed a task for each week first. The implementation procedures for a given task are described below:

The instructor wrote the nouns on the left side of the board from top to down by leaving space among them. The participants were asked to use the COCA to find and take notes of the collocating verbs of each noun written on the board that they had never used in their writing or speaking before; they considered highly important; and /or constituted non-congruent collocations by following 6 or 7 steps mentioned above. In the process of following these steps, when one of the participants had difficulty, the instructor of the lab session provided help and guidance. Then, the participants were asked to share their findings first among themselves and then with the teacher. In light of the participants' findings, the verbs were written next to the nouns highlighted on the board, thus a collocation list were created in the end (see Appendix B for the whole list).

As can be seen, while the teacher was given the role of a facilitator, the participants were given the role of a researcher. The role of the teacher and the participants were established in line with the theoretical explanations of DDL instruction as can be seen in the general overview of the session illustrated in Table 4 below:

Table 4. General View of the Procedure Followed by D-Group

Time Allotment	Turn	Role	Theoretical Explanations of DDL
3 minutes	Teacher	<p>-Write the nouns that can be problematic because of L1 interference on the left side of the board</p> <p>-Assign the participants a research task</p>	<p>-Learners engage with the corpus with a research task (Mishan, 2004)</p>
35 minutes	Learners	<p>-Follow 6 or 7 steps of DDL instruction to find the verbs collocating with the nouns on the board by focusing on the collocations creating discrepancies between their L1 and L2.</p>	<p>-Learners have a role of an observer and participant interacting with texts (Gavioli & Aston, 2001) and become researchers (Johns, 1994).</p> <p>-Learners make exploration and analysis on task (Johns, 1994).</p> <p>-Learners find discrepancies between learners' usage of English and native-like patterns (Papp, 2007).</p> <p>-In order to draw regularities, learners are given a great number of examples in inductive learning of collocations (Chang & Liou, 2005)</p>
	Teacher	<p>-Guide learners who have technical problems with corpus and help them solve their problems</p>	<p>-Learners need support and guidance from a teacher (Kaltenböck & Mehlmauer-Larcher, 2005).</p>
5 minutes	Learners	<p>-Exchange their findings among themselves</p>	<p>-Learners exchange their findings with other learners dealing with the same task (Johns, 1994).</p>

Table 4. Continued

Time Allotment	Turn	Role	Theoretical Explanations of DDL
7 minutes	Teacher	-Write the verbs found by the learner researchers <u>next</u> to the nouns on the board to create a list of collocations for each noun.	-Teachers have a role of facilitator instead of being a language expert (Cheng et al., 2003; Johns, 1994)

However, in the process of corpus consultation, it was not possible to use the COCA throughout a whole session online, because after making several queries for a couple of minutes the user exceeded the allowable number of queries. Therefore, it was necessary to request group access for the corpus through the website (<http://corpus.byu.edu/group1.asp>), which enabled multiple users of the corpus to use it without being blocked by limits on the number of queries. Nevertheless, sometimes the participants were not allowed to see the concordance lines all the time. As a result, for every session the materials were prepared beforehand so that the participants could check the concordance lines in line with the highlighted verbs illustrated in Figure 3. An example is provided in Appendix E to get a better understanding. Since print-out concordance lines had been consulted by several researchers (e.g. Johns, 1994), exceeding queries did not pose an obstacle for the participants to follow DDL instruction.

As mentioned before, the treatment was given through five weeks one of which was allotted for training the students to use the corpus and to be aware of the role of the collocations in L2 learning and the role of L1 interference in learning and producing

collocations; therefore, the number of the nouns covered in the first was lower than the one of the other weeks. Table 5 illustrates these nouns examined through 5 weeks.

Table 5. Nouns Examined in the Study

Time	# of Nouns	Nouns
1 st Week	3	adventure, admission, affection
2 nd Week	8	fame, disaster, familiarity, harm, identity, jealousy, discussion, emphasis
3 rd Week	7	attention, anxiety, benefit, bribery, defeat, advantage, censorship
4 th Week	7	discontent, drought, handicap, damage, hazard, ignorance, pleasure
5 th Week	7	opportunity, balance, mind, risk, favor, deficiency, profit

Explicit Instruction-Group (EI-Group)

This group learned the V+N collocations through explicit instruction. The participants in this group came together for 5 class-hours in separate weeks in a classroom at the university. There were more than 25 chairs to sit in the class. As aforementioned, the instructor was the same as the one of D-Group. However, in the procedure of EI-Group, he had the role of a language expert on collocations by leading the class. He wrote the nouns (see Table 5) on the left side of the board by leaving space among them; and led a ten-minute discussion in which the participants stated what kind of verbs they used in their writing or speaking as collocates of these words. In line with the collocations that

the participants in D-Group had come up with through the use of corpus, the teacher wrote the verbs next to the nouns on the board. In this way, a collocation list for each noun was created. In this process, he tried to increase the awareness of the participants about the L1 interference that could bring problems in learning and producing collocations by explicitly stating and that participants might make a mistake while using some specific collocations specified on the board because of the L1 interference.

Creating collocation lists took about 25 minutes. The nouns covered in each week were the same as the ones in D-Group as illustrated in Table 5. In the end, the participants were given a worksheet (see Appendix D) that was created by the researcher as Koosha and Jafarpour (2006) did in their study. There were 5 to 9 fill-in-the blank questions in each worksheet. The items in the worksheet were created by extracting the expanded context of some V+N collocations specified on the board from the BNC so that the participants in EI-Group would not be exposed to the context that the participants in the D-Group using the COCA were. The collocations used in the worksheets were not used in the data-collection instruments. Then, the teacher shared the answers of the questions with the participants and finished the session. This took approximately ten minutes. A typical lesson followed in this group is illustrated in Table 6.

In the first week, before examining the collocations, the researcher explained the aim of the session, the importance of the collocations in language learning and the role of L1 interference on learning and producing collocations. When the students asked why they could not use computers for the laboratory sessions, the researcher stated that they would not use computers but could listen to the experiences of the researcher in language teaching at the end of the laboratory session in order to convince them to be in

EI-Group. After the lab sessions, the participants and the instructor held a discussion about the job opportunities, how to manage the class in real life and the problems that the participants would face after graduation.

Table 6. General View of the Procedure Followed by EI-Group

Time Allotment	Role of Teacher and Learners	Theoretical Explanation of Explicit Instruction
10 minutes	-Teacher wrote the nouns covered in D-Group on the board and led a discussion on what verbs the participants used with those nouns under investigation.	-In explicit instruction, teachers have the role of a language expert in charge of teaching and research. -Teachers take full responsibility (Chang & Liou, 2005)
30 minutes	-The list of collocations for each noun was created by the instructor in accordance with the ones that D-Group had come up with. The emphasis was laid on the L1 interference by the instructor showing the differences between L1 and L2.	-In explicit instruction, teachers spoon-feed their students (Tribble & Jones (1990).
9 minutes	-A worksheet including fill-in-the-blank questions was assigned to the participants. By looking at the lists on the board, participants tried to answer the questions.	-Giving a worksheet after lecturing is considered conventional by Koosha and Jafarpour (2006).
1 minute	-The answers were given the participants.	-The outcome in explicit instruction is pre-determined (Mishan, 2004).

Combined Group (C-Group)

This group learned the V+N collocations through both DDL and explicit instruction. In the first three weeks, the participants in this group came together in a computer

laboratory as D-Group did; and for the rest of the study they met in a classroom environment as EI-Group did. Table 7 illustrates what this group did in the study.

Table 7. General View of the Procedure followed by C-Group

Time	Nouns	Instruction type
1 st Week	adventure, admission, affection	DDL (Table 4) including training of how to use corpus and the importance of collocations
2 nd Week	fame, disaster, familiarity, harm, identity, jealousy, discussion, emphasis	DDL (Table 4)
3 rd Week	attention, anxiety, benefit, bribery, defeat, advantage, censorship	DDL (Table 4)
4 th Week	discontent, drought, handicap, damage, hazard, ignorance, pleasure	EXPLICIT INSTRUCTION (Table 6)
5 th Week	opportunity, balance, mind, risk, favor, deficiency, profit	EXPLICIT INSTRUCTION

Data Collection Instruments

To address the research questions of the study, a set of instruments was used, including a V+N collocation test, a collocation judgment test, a self-evaluation questionnaire and semi-structured interviews. The V+N collocation test given after the treatment was used to explore if there were any differences among D-Group, C-Group and EI-Group in their recognition accuracy of collocations. The collocation judgment test was employed to see whether there were any differences among the three groups in their intuition about the acceptability of V+N collocations. The self-evaluation questionnaire and

semi-structured interviews are used to explore the opinions of the participants about corpus consultancy in learning collocations.

Verb-Noun Collocation Test

The V+N Collocation Test (see Appendix C.01 and C.02 for the test and the answer key) was developed by the researcher to measure to what extent participants had learned collocations. The test was based on the idea of Chan & Liou (2005) and Koosha & Jafarpour (2006) in measuring the knowledge of collocations. The test items were in the fill-in-the-blank format with the first letter of the verb and the Turkish translation of the sentence provided as illustrated below:

An example for non-congruent criterion:

(Bir haftalık ya ı kuraklı ı giderdi.)

→ A week of good rains has b_____ the drought. (answer: broken)

An example for split category criterion:

(Bir monopolistin kar etmesi veya sosyal sorumlulukları olan bir organizasyonun zarar etmesi, ekonomik bir etkinli in i areti olarak kabul edilmez.)

→ The ability of a monopolist to e_____ profit, or an organization with social responsibilities to make losses, is hardly to be taken as a signal of economic efficiency. (answer: earn)

All the sentences were extracted from the BNC and the translation was made by a Turkish interpreter of English and checked by three bilingual language teachers who speak Turkish and English. Among the 36 items in this test, all of them were sampled from the collocations taught during the 5-week lab sessions so as to assess whether participants could acquire the target V+N collocations after being taught. In addition,

the content of the 36 items was based on the two criteria that could cause difficulty to Turkish learners of English: non-congruent V+N collocations (VN1, 23 items), and split category (VN2, 13 items).

There are two significant issues playing a role in interpreting results obtained from the tests: validity and reliability. In terms of validity, since the test drew on an authentic corpus of the target language use domain, it can be said to have content validity. As for the reliability, the Cronbach alpha obtained from the results of the 53 test takers in the study was .678. Since it was lower than .7, the items (5, 8, 27, 28, 33, 36) with low item total correlations were removed from the analysis. Then, the Cronbach alpha was seen to be .742. Therefore, the test could be considered to have adequate reliability with the sample in the study.

Each question of the V+N collocation test was scored by 1 point. The mistakes of the participants regarding spelling and verb-agreement were all disregarded, since the correct verb collocating with the noun was under the investigation. The scores of the participants were assessed out of 30 items because of the removed items.

Collocation Judgment Test

The Collocation Judgment Test (see Appendix C.03 and 04 for the test and the answer key) was developed by the researcher to measure to what extent participants' intuition about the acceptability of V+N Collocations was accurate. In order to measure NNSs' intuition, while Granger (1998) asked the participants to determine whether the collocations were acceptable or not, Siyanova & Schmitt (2008) examined to what

extent the participants' intuition was accurate in choosing collocations according to the term *common* for the notion of frequency. The scale that Siyanova & Schmitt used had following descriptors: 1- very common, 2- uncommon, 3-fairly uncommon, 4-fairly common, 5-common, 6-uncommon. This kind of criteria was negatively criticized by Gardner (2007, p. 242) claiming that frequency raises validity issues because of "the multifaceted nature of English morphological word families, the impact of multiple word meanings, and the presence of multiword items in the English lexicon". Therefore, to measure the participants' intuition in the current study, Granger's (1998) notion of acceptability or unacceptability of collocations was adopted. The test items were in multiple-choice format including three options; namely, *acceptable*, *unacceptable*, and *I have no idea* as illustrated in an example below:

→ We've got to strike the appropriate balance between doing what is best for the customer and what is best for us. (answer: acceptable)

- a. acceptable
- b. unacceptable
- c. I have no idea

All the sentences were extracted from the BNC to create the items in the test. For the unacceptable items, the main verb of each sentence was replaced by a verb that made the sentence unacceptable. The unacceptable item was first examined in the COCA and the BNC to determine whether it had an occurrence or not; then, four exchange students at Bogazici University as native speakers of American English were consulted whether the items were acceptable or not. The reason why NSs were consulted in addition to two general corpora was that however big the corpora were, it was possible not to find the occurrence of some combinations that native speakers accepted (Nesselhauf, 2005).

Among the 33 items in this test, all of them were sampled from the collocations taught during the 5-week lab sessions. Out of 33 items, 14 were unacceptable and 19 were acceptable. The content of these 33 items was based on the four criteria that could bring difficulty to Turkish learners of English: non-congruent V+N collocations (VN1, 9 items), split category (VN2, 16 items), collocations including delexical verbs (VN3, 2 items), and congruent collocations (VN4, 6 items).

In terms of validity, since the test drew on an authentic corpus of the target language use domain, it can be said to have content validity. As for the reliability, the Cronbach alpha obtained from the results of the 53 test takers in the study was .367. Since it was lower than .7, the test had low reliability with the sample in the study.

Each question was scored by 1 point when participants chose the correct option. The option *I have no idea* was considered wrong. The scores of the participants were assessed out of 33.

Self-Evaluation Questionnaire

This questionnaire with 18 items was constructed by the researcher to probe into the feelings of the participants regarding the corpus consultancy in learning collocations (see Appendix C.05). The self-evaluation questionnaire was given to the participants in D-Group and C-Group, because they were the ones exposed to corpus consultancy in learning collocations. The items were divided into 5 parts including (I) how corpora can help L2 learners, (II) participants' opinions about the use of corpus in the future, (III) the participants' ideas about teaching collocations with corpus consultancy or without

corpus consultancy, (IV) difficulties that participants had in using the corpus, and (V) language skills that corpus could help to improve. All the items were designed with a 5-point Likert preference scale (ranging from “strongly agree”, 5 point to “strongly disagree”, 1 point). Example of an item from this questionnaire is as follow:

1. Corpora can help language learners____
 - a. become aware of how collocations are used in the target language
5—strongly agree. 4—agree. 3—not sure. 2—disagree. 1—strongly disagree

Since Part-I and Part-II had questions based on similar content, they were analyzed together. For these two parts, the Cronbach alpha obtained from the posts of the 29 participants in the study was 0.867. As it was higher than .7, these parts of the questionnaire had high reliability with the sample in the study. The Cronbach alpha obtained from Part-III was .40, from Part IV .45, from the last part .59; therefore, these three parts had low reliability with the same sample. The inadequate reliability could result from the low number of items in these parts.

Semi-Structured Interviews

This study was based on the use of corpus, assigning participants the role of language researchers completing tasks by consulting the corpus during a specific time period. This explorative nature of the tool could result in a learning outcome that could not be entirely explained by the assessment tools mentioned above. Therefore, with the goal of getting a better understanding of participants’ behavior in that situation by exploring what they actually did (Silverman, 2001) through examining their experiences, opinions, feelings and knowledge of the participants (Patton, 2002); semi-structured

interviews as a tool of qualitative research (see Appendix C. 06) were used to probe into the opinions of the participants about the use of corpus as a research tool in general and as a facilitator in the learning of V+N collocations. Seven participants from D-Group and six from C-Group were interviewed in order to gain insights about a number of aspects regarding corpus consultancy.

The questions in line with the ones that Ang (2006) constructed for her study were arranged in a sequence from more general ones about the laboratory sessions to more specific ones in order to examine the actual use of the corpus.

They were designed by the researcher with the aim of promoting retrospective thinking on the goals of the lab sessions, whether the sessions helped to accomplish these goals or not, the advantages of using the corpus, to what extent the sessions contributed to the participants' English, the participants' preference for learning style and their effects on the results, and the assistance students received. In the process of asking questions, rapport builders were taken into considerations so as to develop comfortable relationship with the respondents. In order to maintain ethics or moral qualities of the interviews, as Kvale (1996) states, the moral guidelines were followed by asking the participants' consent, using a pseudo-name for each and explaining the purpose of the interviews. The participants were e-mailed to get consent and the ones who would like to be interviewed were phoned and individual appointments were made. All the interviews were scheduled between April 21-22, 2009 according to the availability of the participants. They were individual interviews held in a class setting at Bogazici University in Turkish. They were tape-recorded and then translated into

English by the researcher of the present study in order to determine the repeated themes. Each interview lasted approximately 15 minutes.

Procedures

First, in the preparation stage, after having taken the EC course instructors' consent in order to use the laboratory sessions for the purposes of the present study, the researcher chose the nouns from the Oxford Collocations Dictionary for Students of English (2002) whose collocating verbs the participants would examine in the laboratory sessions in the summer of 2008. The criterion of choosing the nouns was that some of the verbs collocating with the nouns might cause difficulty for L2 learners in learning and producing collocations due to the L1 interference. However, since there has been no research conducted on specific collocations that Turkish learners of English have difficulty in learning, the criterion was based on the experiences, observations and intuition of the researcher. The idea of teaching collocations was approved by the instructor because of the fact that collocations play a significant role in English composition; and that idea was in line with the course aims. The researcher also took consent from the head of the FLED to become the instructor of the laboratory sessions. With respect to the data-collection instruments, in line with the nouns, a V+N collocation test and a collocation judgment test were constructed by the researcher.

In the second stage involving the treatment itself, 58 students taking the EC course were randomly divided into three groups according to their passing BUEMPT scores and their instructors by the researcher; one to serve as the DDL-Group (D-

Group) (N=20), one as the Explicit Instruction-Group (EI-Group) (N=19) and the other as the Combined-Group (C-Group) (N=19). These groups were taught for 5 weeks by the same person; namely the researcher. The same nouns were examined by each group through different methods. More specifically, D-Group worked with the COCA through DDL instruction type in which participants dealt with a research task like a researchers, and the instructor had the role of a facilitator guiding the participants. EI-Group was taught by the researcher himself through explicit instruction where the researcher was the language expert and spoon-fed the participants. As for C-Group followed a combined instruction type to learn V+N collocations in which they first followed D-Group's procedure for the first three weeks, and then EI-Group's procedure for the rest of the study. The participants following DDL method had the chance to use computers individually. Each group came together on the same day but different times. D-Group met at 9:00 am, C-Group at 10:00 am, and EI-Group at 2:00 pm. The first laboratory session was conducted on November 7, 2008. The others were conducted on November 14, November 21, November 28 and December 19, 2008 respectively.

Data-collection instruments described above was implemented at different time. The V+N collocation test and the collocation judgment test were administered on December 26, 2008 at the same time in the same room. Out of 58 participants, 53 were present and took the test. The participants were not asked to write their names on the paper but asked to write the name of their group and the number of the days on which they had been absent in the laboratory session. After these tests, the researcher sent the self evaluation questionnaire to the participants in D-Group and C-Group via e-mails. Out of 39 participants, 29 sent them back till the end of January, 2009. As for semi-

structured interviews, they were held (April, 20-21) with 6 participants from C-Group and 7 participants from D-Group. Each interview lasted approximately 15 minutes and was tape-recorded. By the end of April, 2009, all procedures of the study were completed.

Data Analysis

In order to make sure that three groups were equal, participants were randomly assigned to three levels of the independent variable according to their instructor and passing BUEMPT scores. The analyses conducted to address each research question of the study are as follow:

Research Question 1

Are there any differences among Explicit Instruction-Group, DDL-Group and Combined-Group in their recognition accuracy of V+N collocations after the treatment?

In order to examine whether there are any differences among three groups, a V+N collocation test was administered. To interpret the scores of the participants, one-way independent ANOVA analysis was conducted.

Research Question 2

Are there any differences among Explicit Instruction-Group, DDL-Group and Combined-Group in their judgment on acceptability of V+N collocations after the treatment?

With the goal of investigating whether there are any differences among three groups, a collocation judgment test was administered. To interpret the scores of the participants, one-way independent ANOVA analysis was conducted.

Research Question 3

What are the opinions of learners in DDL-Group and Combined-Group about corpus consultancy in learning collocations?

So as to explore the opinions of learners about corpus consultancy in learning collocations, a self-evaluation questionnaire was given to the participants of both D-Group and C-Group. The parts of the self-evaluation questionnaire were analyzed through descriptive statistics.

In addition to the self-evaluation questionnaire, interviews were carried out in order to answer the third research question. The responses to the questions in the semi-structured interviews were audio-taped and transcribed to be analyzed through inductive content analysis for the discovery of central consistencies and meaning. First, specific key terms were depicted; and then, general patterns were built in the analysis of the data (Patton, 2002).

Summary

The research questions, the instruments used to analyze each question, and the data analysis procedure are presented in Table 8.

Table 8. Summary of the Research Questions and the Corresponding Procedures

Research Questions	Instruments	Data Analysis
<i>1. Are there any differences among Explicit Instruction-Group, DDL-Group and Combined-Group in their recognition accuracy of V+N collocations after the treatment?</i>	A V+N Collocation Test	One-way independent ANOVA
<i>2. Are there any differences among Explicit Instruction-Group, DDL-Group and Combined-Group in their judgment on acceptability of Verb+Noun collocations after the treatment?</i>	A Collocation Judgment Test	One-way independent ANOVA
<i>3. What are the opinions of learners in DDL-Group and Combined-Group about corpus consultancy in learning collocations?</i>	A Self-evaluation Questionnaire and Semi-structured Interviews	Descriptive Statistics Inductive content analysis of the interviews.

CHAPTER 4

RESULTS

Introduction

This chapter accounts for the results of the quantitative and qualitative analyses on the data collected during the procedures exhaustively explained in the previous chapter to answer the questions of the study. Prior to the treatment given, the participants were randomly assigned to three levels of the independent variable in order to ensure that the groups were equal on all aspects prior to the treatment. Furthermore, comparison of the groups according to the BUEPT scores of the participants showed that the three groups did not statistically differ with respect to English language proficiency in general. The Kruskal-Wallis test for language proficiency did not reveal a significant difference across three groups: $H(2) = .41, p > .05$. The first research question sought to investigate whether there were any differences among EI-Group, D-Group and C-Group in their recognition accuracy of V+N collocations after the treatment. This question was addressed by one-way independent ANOVA. The second question aimed to investigate whether there were any differences among EI-Group, D-Group and C-Group in their judgment on acceptability of V+N collocations after the treatment. This question was also addressed by one-way independent ANOVA. The third research question aimed to

understand the opinions of learners in D-Group and C-Group about the corpus consultancy in learning collocations. This question was addressed by a self-evaluation questionnaire and semi-structured interviews. The results of the study are presented by following the order of these research questions:

Results

Recognition Accuracy of V+N Collocations after the Treatment

The means and standard deviations for recognition accuracy of V+N collocations across three groups are given in Table 9 below.

Table 9. Means and Standard Deviations for V+N Collocation Accuracy Scores

Groups	Mean	Std. Deviation	N
EI-Group	15.3	3.7	15
C-Group	13.6	4.6	19
D-Group	10.5	3.9	19
Total	12.9	4.3	53

Table 9 shows that EI-Group received the highest and D-Group received the lowest score on the test of recognition accuracy of V+N collocations. In order to determine whether there was a significant difference among three groups, a one-way independent ANOVA was conducted.

The normality assumption of the ANOVA was checked via Shapiro-Wilk test of normality and the data in each group were found to be normally distributed ($p > .05$).

In addition, Levene's test indicated that the assumption of homogeneity of variance was sustained, $F(2, 50) = 2, 168, p > .05$.

The ANOVA results showed that the recognition accuracy of V+N collocations across three groups differed significantly, $F(2, 50) = 7, 378, p < .05$, partial $\eta^2 = .228$. The partial eta squared statistic indicates that the amount of variance explained by the independent variable in collocation accuracy scores is almost 23 percent. Bonferroni post hoc tests revealed a significant difference between D-Group and EI-Group ($p < .05$), and between D-Group and C-Group ($p < .05$) but not between EI-Group and C-Group ($p > .05$).

Participants' Judgment on Acceptability of V+N Collocations after the Treatment

The means and standard deviations for the judgment of V+N collocations across three groups are given in Table 10 below.

Table 10. Means and Standard Deviations for Collocation Judgment Scores

Groups	Mean	Std. Deviation	N
EI-Group	19	2.6	15
C-Group	18.3	3.2	19
D-Group	16.3	2.5	19
Total	17.8	3.9	53

Table 10 shows that EI-Group received the highest score and D-Group the lowest in their judgment of V+N collocations. In order to determine whether there was a significant difference among the three groups, one-way independent ANOVA was conducted.

The normality assumption of the ANOVA was checked via Shapiro-Wilk test of normality and the data in each group were found to be normally distributed ($p > .05$).

In addition, Levene's test indicated that the assumption of homogeneity of variance was sustained, $F(2, 50) = .857, p > .05$.

The ANOVA results indicated that the judgment of V+N collocations across three groups differed significantly, $F(2, 50) = 4.455, p < .05$, partial $\eta^2 = .151$ with fifteen percent variability explained. Bonferroni post hoc tests revealed a significant difference between EI-Group and D-Group ($p < .05$), but not between D-Group and C-Group ($p > .05$) and between EI-Group and C-Group ($p > .05$).

The Opinions of Participants about Corpus Consultancy in Learning Collocations

The opinions of the participants concerning the use of corpus in learning and teaching collocations in the ELT field were addressed by a self-evaluation questionnaire and semi-structured interviews.

A Self-evaluation Questionnaire

The self-evaluation questionnaire was given to the participant in D-Group and C-Group, because they were the ones who were exposed to corpus consultancy during the present study. In the questionnaire, the participants were asked to rate the items by using a 5-point Likert scale (ranging from "strongly agree", 5 point to "strongly disagree", 1

point). Out of 39 participants from D-Group and C-Group, 29 responded to the questionnaire. In this part of the results section, descriptive statistics will be reported.

How Corpora can Help Language Learners

Among the items regarding how corpora can help language learners, the participants indicated that corpora can most help learners (Item-4) to become aware of common uses of collocation in the target language (M=4.21). They also indicated that corpora can also help them (Item-2) to become aware of the mistakes they make with collocations (M=4.10); (Item-1) to become aware of how collocations are used in the target language (M=4.07); (Item-5) to use frequently occurring collocations in their writing (M=3.59); and (Item-3) to obtain cultural information about the target language (M=3.14).

In terms of the participants' level of agreement on the first part of the questionnaire, 'Point 1' and 'Point 2' on the Likert scale were evaluated together and considered as *disagree*; 'Point 4' and 'Point 5' were combined as *agree*; and 'Point 3' as *neutral*. The results, as can be seen in Table 11, revealed that overall there were more respondents who showed agreement in favor of corpora for language learners.

Table 11. Participants' Agreement on the Usefulness of Corpora to Language Learners

Items	Agree		Disagree		Neutral	
	N	%	N	%	N	%
1	23	79.3	1	3.4	5	17.2
2	24	82.8	-	-	5	17.2
3	12	41.3	9	31.0	8	27.6
4	24	82.8	-	-	5	17.2
5	16	55.1	4	13.8	9	31.0

The Use of Corpora in the Future

Among the items regarding whether and how the participants would use corpora in the future, the results revealed that the participants would most use corpora to explore the English language (Item-7) (M=4.14). They would also suggest their colleagues to use corpora for their teaching (Item-9) (M=4.00); use corpora to develop teaching materials (Item-6) (M=3.90); and make their students use corpora to explore the English language (Item-8) (M=3.76).

With respect to agreement, 'Point 1' and 'Point 2' on the Likert scale were evaluated together and considered as *disagree*; 'Point 4' and 'Point 5' combined as *agree*; and 'Point 3' as *neutral*. The results, as illustrated in Table 12, showed that overall there were more respondents who would use corpora in the future.

Table 12. Participants' Agreement on the Use of Corpora in the Future

Items	Agree		Disagree		Neutral	
	N	%	N	%	N	%
6	19	65.5	2	6.9	8	27.6
7	24	82.8	2	6.9	3	10.3
8	19	65.5	3	10.3	7	24.1
9	22	75.9	1	3.4	6	20.7

The Difficulty of the Use of Corpora

Among the items regarding the difficulty that the participants had when being exposed to DDL, it was found that the participants had most difficulty in focusing on collocation (Item-14) (M=2.21). They also had difficulty in understanding the sentences that the corpus provided (Item-13) (M=1.97); and using the corpus program (Item-12) (M=1.93).

With regard to agreement, 'Point 1' and 'Point 2' on the Likert scale were evaluated together and considered as *disagree*; 'Point 4' and 'Point 5' combined as *agree*; and 'Point 3' as *neutral*. The results, as can be seen in Table 13, indicated that most of the respondents did not have any difficulty in using the corpus.

Table 13. Participants' Agreement on the Difficulty in Using Corpora

Items	Agree		Disagree		Neutral	
	N	%	N	%	N	%
12	3	10.3	23	79.3	3	10.3
13	3	10.3	23	79.3	3	10.3
14	4	13.8	19	65.5	6	20.7

The Way of Teaching Collocations

In the third part of the questionnaire, there were two items. The participants were asked to report their ideas about the issues: in the classroom, in terms of teaching collocations, teacher should (Item-10) teach them directly by writing on the board and giving their definition; and teacher should (Item-11) encourage his/her students to explore how collocations are used through corpus consultancy. While Item-10 was considered to represent the instruction type that D-Group followed, Item-10 was thought to represent the instruction type that EI-Group followed. Since the participants in C-Group were exposed to both instruction types, in this part the opinions of the participants in C-Group will be reported.

The participants in C-Group reported that teacher should encourage his/her students to explore how collocations are used through corpus consultancy (M=4.23); and teacher should teach collocations directly by writing on the board and giving their definition (M=3.00). With regard to agreement, 'Point 1' and 'Point 2' on the Likert

scale were evaluated together and considered as *disagree*; ‘Point 4’ and ‘Point 5’ combined as *agree*; and ‘Point 3’ as *neutral*. The results, as can be seen in Table 14, revealed that most of the participants in C-Group agreed with the idea that collocations should be taught through corpus consultancy rather than without corpus consultancy.

Table 14. Ideas of C-Group Considering Teaching Collocations

Ways of Teaching	Agree		Disagree		Neutral	
	N	%	N	%	N	%
Without Corpus Consultancy	4	30.8	4	30.8	5	38.5
With Corpus Consultancy	8	61.5	4	30.8	1	7.7

The Effect of Corpora in Language Skills

Among the items regarding language skills, the participants think that the use of corpora can be most effective in writing (M=3.62), followed by reading (M=3.31), speaking (M=2.59), and listening (M=2.00).

In terms of agreement, ‘Point 1’ and ‘Point 2’ on the Likert scale were evaluated together and considered as *disagree*; ‘Point 4’ and ‘Point 5’ combined as *agree*; and ‘Point 3’ as *neutral*. The results, as can be seen in Table 15, revealed that the participants agreed with the idea that the corpus consultancy was effective in writing and reading, however, not effective in speaking and listening.

Table 15. The Effect of Corpora in Language Skills

Skills	Agree		Disagree		Neutral	
	N	%	N	%	N	%
Writing	20	68.9	4	13.8	5	17.2
Reading	13	44.8	6	20.6	10	34.5
Speaking	3	10.3	14	48.2	12	41.4
Listening	-	-	19	65.5	10	34.5

Semi-structured Interviews

Interview responses of 7 participants from D-Group (35% of the whole group) and 6 participants from C-Group (32% of the whole group) emerged three central repeated themes: performance of the participants, improvement in English, learners' autonomy. In the following parts, the opinions of the participants about corpus consultation in learning collocations are reported within the framework of these three central themes. For the interviews, the participants were assigned a name according to their group name and the order of the interview conducted. To illustrate, Informant-3D represents a participant of D-Group who was the 3rd subject interviewed; and Informant-10C represents a participant of C-Group who was the 10th subject interviewed.

Performance of the Participants

Some of the participants' responses clustered around the main emerging theme of their performance. In general, responses were about the productivity of the participants to fulfill the requirements of the research task in the laboratory sessions. The opinions of the participants on this central theme will be reported through two categories: research task and time of the laboratory sessions.

Research Task

It was induced from the interviews that one of the factors influencing the participants' performance in the laboratory sessions was the research task itself. While some of the participants emphasized their unwillingness to fulfill the requirements of the research task, others stated that they actively and with high motivation had participated in completing the task that the researcher assigned them. In fact, there were only two participants having just discontentment with the research task. One of them, Informant-9C, reported:

I've never ever liked computers. It is highly difficult for me to concentrate on a task with a requirement of working on a computer. At home, whenever I need to read an article or something that is only available online, I go and get a hard copy print-out. I don't like reading something on computers. However, I think it was all about me and I believe that all of my friends liked it as far as I observed them in the research process.

The other subject who did not feel contentment with the research task,

Informant-13D, stated:

The reason why all the time I was bored in the lab sessions is that I hate collocations. I don't know why, but it was the same in the high school. I never studied collocations willingly. I firmly believe that it was the reason why I did not like the task, thus I could not pay enough attention to the work we were assigned to do during those sessions.

On the other hand, when asked to comment on the research task, other participants generally produced positive statements. For example, Informant-1D commented: "we learnt the combinations that we hadn't seen before and that had never ever come into our mind, which, in my opinion, increased our motivation. Also, we saw that we had made mistakes in producing some collocations by resorting to Turkish". In addition, Informant-2D added: "I learnt some collocations that I would never ever come up with when thinking in Turkish". In line with Informant-1D and 2D; Informant-3D and 4D expressed their pleasure of engagement with the task because they saw a large number of collocations that they had not known before the lab sessions; and they learnt the use of collocations in daily conversations. Furthermore, Informant-10C showed her/his contentment with the research task by emphasizing that s/he learnt a lot and it was definitely enjoyable. What is more, Informant-11C stressed: "I felt tremendous gratification of gaining information about the existence of the corpus where you can search for the verbs collocating with specific nouns in order to use them in an essay or a project". Moreover, Informant-12C highlighted that it had been absolutely perfect to be engaged in an assignment on a computer, because s/he hadn't expected to sit in front of a computer and do some research on it in the very beginning of the university.

Time of the Laboratory Sessions

Even though most of the participants were happy with the research task that they were given to complete in the laboratory sessions, when asked to comment on negative aspects of the lab sessions, the participants particularly in D-Group stated that the time when the laboratory sessions were conducted, namely 9.00 am, had a negative influence on the participants' overall performance in those sessions. To illustrate, Informant-1D, 2D, 3D, 4D and 5D (corresponding to 71% of the participants interviewed from D-Group) reported that 9 o'clock in the morning was too early, which constituted the most negative aspect of the lab sessions. With respect to how it negatively influenced the participants, Informant-1D explained: "it was at the time when I could not concentrate on a task and effectively participate in". In addition, Informant-2D reported: "I usually have great trouble in getting up early, and even if I do, I feel drowsy, thus have a problem of concentration". Moreover, Informant-3D added: "I think its being early in the morning diminished the effectiveness of the lab sessions". On the other hand, the participants from C-Group did not consider the time of the lab sessions, namely 10.00 am, as a negative aspect except from one. Informant-9C stated:

Most of the time I woke up either 15 minutes or half an hour before the lab sessions started and got to the computer laboratory with drowsy eyes, thus made efforts to achieve the level of concentration to be effective in the research task. However, I sometimes failed to do that. Therefore, I think that they should have started a bit later like at 11 o'clock or 12.

Improvement in English

Some of the participants' responses clustered around the main emerging theme of improvement in participants' English proficiency. This central theme was analyzed through three categories: advantages of the corpus, the role of combinations, and retention problem.

Advantages of the Corpus

All the participants interviewed reported that the use of corpus was advantageous because of its being a reliable source, having richness of vocabulary, and giving context. In terms of being reliable, Informant-1D stressed: "we had the chance to learn something from its source, I mean, there were the things that native speakers had produced. Therefore, it was out of the question to say something was wrong in that reliable source". In addition, Informant-5D noted: "the corpus was more reliable than something that you could encounter on the Net". Moreover, Informant-8E highlighted: "sometimes we hesitate whether a verb is used with a noun or not, it is true, but with the help of the corpus, in my opinion, we can overcome this kind of hesitation". With respect to the richness of vocabulary, Informant-2D reported: "it was rich in vocabulary, because there were millions of words"; and Informant-6D stated: "we have used the same limited words before, but now I know that I can use a wide variety of words that the corpus provides us". Furthermore, Informant-7C claimed that the corpus could stop L2 learners from making mistakes that they came up with most of the time if they first

thought in their L1, because there were a large number of words that one could use to express herself/himself accurately. In line with Informant 6-D and 7-C; Informant-3D added “the corpus gave us the words that perfectly suit to our expression in English; and it provided us with the combinations that would most likely go unnoticed when we read a book”. With regard to giving context, Informant-5D showed his being impressed by the corpus by explaining: “it was perfect for me to see a word that I need to look up in a short time and fast way. Dictionaries also give examples in which you can see the context; however, in opposition to dictionaries, the corpus gives more than one context for each word”. Moreover, Informant-1D emphasized that one could find sentences in which the unknown word occurred. Those sentences were highly important, because s/he could see different uses of a word.

The positive attitudes of the participants towards the use of corpora they were asked to comment on whether they would use the corpus when they became a teacher was obvious. All the participants but Informant-9C stated that they would consult the corpus in the future in different ways. The attitude of Informant-9C might be accounted for her/his not liking the computers at all. Nevertheless, s/he reported: “I don’t think that I will use the corpus in the future, but I would like to make my students aware of its existence”.

The Role of Collocations

Another thing induced from the interviews regarding the improvement in the participants’ English language proficiency was the role of collocations and their

compatibility with the English Composition (EC) course during the laboratory sessions of which the present study was conducted. Informant-1D stated: “at that time we were taking the EC course and I used the collocations in the essays that were requirements of the course”. In addition, Informant-2D added: “we learnt the combinations that we could use in writing essays, which was the focus of the EC course”; and Informant-3D highlighted that leaning different uses of combinations increased our awareness of how to gain a native-like proficiency, because s/he might make a lot of mistakes that could result from the lack of her/his vocabulary knowledge. Furthermore, Informant-9C commented: “even though the lab sessions didn’t contribute to my English a lot, it was nice to see the differences between near-synonyms like obtain and require”. Informant-10C put emphasis on the role of vocabulary in learning L2 by explaining:

The medium of language at this university is English, thus you have to write and speak in English in the classes. Of course, learning combinations have enriched our vocabulary, which, in my opinion, will help us a lot to express ourselves in a more fluent and accurate way.

Retention of Learning

Some participants interviewed complained about the fact that they forgot the collocations that they had worked on in the study and wished they could remember those collocations at the time of the interviews. For instance, Informant-2D highlighted the problem of retention and its possible solution by reporting: “it is a fact that today I don’t remember most of the collocations that we learnt in the lab. And I think that in order to support the retention of the collocations we learnt, we should have written a paragraph at the end of each session”. Informant-5D showed her/his agreement with

Informant-2D by adding: “if we had been asked to write something in which we used the collocations that we learnt, to me, it would have been better to remember them and increase the retention”. Informant-11C’s statement might also explain the retention problem: “seeing a lot of things at the same time might have reduced the retention of the collocations. If we had searched for the collocations that we needed at that time, it would have been more need-centered learning and it would have promoted the retention of learning collocations”. In opposition to these statements, Informant-10C argued: “it was the laboratory session of the writing course; therefore, I tried to use the collocations that I had learnt in the lab sessions. We always had a chance to use them in our essays”. In addition, Informant-6D noted: “I think writing the collocations on the board as a list enhanced the retention of learning”.

Learners’ Autonomy

Learners’ autonomy was the last central emerging theme and it was categorized into two sections in order to show the contrast between the past learning experiences and the learning experience in this present study. These sections are as follow: the past learning experiences and the learning experience in the current study.

The Past Learning Experiences

The responses of the participants in the interviews revealed that in the past the participants mainly experienced explicit instruction in learning collocations. For

example, Informant-1D reported: “the teacher generally highlighted the collocations and explained how to use them. We just listened to her/him”. In addition, Informant-2D stated: “we usually took a passive role in the classroom in the high school”. Moreover, Informant-5D added: “we learnt collocations in a private institution preparing students for the University Entrance Exam (UEE). There our teacher showed us the collocates of some specific nouns or verbs”. What is more, Informant-10C stressed that in the high school teachers had lectured throughout the class and the students always listened to them and took notes of the collocations.

The Learning Experience in the Current Study

The current study assigned the role of language researchers to the participants dealing with DDL instruction type. In comparison to the past, it was a new learning experience. In the interviews, one of the critical issues was what the participants thought about the effectiveness of this innovative method. For this part, the ideas of the participants from C-Group were vitally important, because they underwent both DDL and explicit instruction types in the study. While some of the students stated that they were negatively influenced by the new instruction type, others thought that DDL was better than explicit instruction. On the one hand, Informant-8C reported: “it is better when teachers take the responsibility. They know better than us and are aware of what kind of difficulties that we, as students, have in learning something”. In addition, Informant-9C stated: “I am not good at using computers and dealing with a task requiring me to use a computer. Therefore, it is better for me to listen to a teacher lecturing and to take notes

of what s/he talks about”. On the other hand, Informant-10C noted: “it was better to learn something on your own and as in the lab session by using computers. It was because of that we had a chance to do research to learn”. In line with 10C; Informant-11C added: “it is better when the learners are active. When you become active, it is not possible to daydream because you have a task to complete. You have to stay awake to follow the instructions or your friends’ comments”. Informant-12C argued:

It is distractive to follow up a teacher throughout the whole class. In addition, when teachers lecture, students tend to converse with each other about anything. However, when students are given an assignment, they feel that they have to finish it; and sharing the findings at the end of the assignment enhances the willingness of the students to search more next time.

Conclusion

The quantitative analyses of the results obtained from the data collected to address the first research question of this study revealed a statistically significant difference among three groups in their recognition accuracy of V+N collocations after the treatment. While EI-Group and C-Group were found to be significantly better than the D-Group, the difference between EI-Group and C-Group was not found to be significant. In terms of the second question, the results also yielded a significant difference among three groups. The EI-Group was significantly better than the D-Group in the judgment on acceptability of V+N collocations after the treatment. However, the difference between EI-Group and C-Group and between C-Group and D-Group was not statistically significant. As for the third question, the results demonstrated positive attitudes of the students towards corpus consultancy in learning and teaching collocations. In detail, for

the first part of the questionnaire, most of the students think that corpus can help language learners, specifically to make them aware of common uses of collocations in the target language. With respect to the second part, they expressed their agreement on the issue that they would use the corpus in the future especially in exploring the English language. With regard to the third part, most of the participants in C-Group reported that teachers should encourage their students to explore how collocations are used through corpus consultancy. In terms of the fourth part, it was found that the participants did not have any difficulty in using the corpus in the lab sessions. Finally, for the last part, the participants agreed with the idea that the corpus consultancy was effective in writing and reading, however, not in speaking and listening.

The analyses of the qualitative data obtained from the semi-structured interviews presented information on three central emerging themes about the use of corpus in learning and teaching collocations: performance of the participants, improvement in English and learners' autonomy. Results revealed that there were two factors having an influence on the performance of the participants. The first factor was the research task that in general was found to be motivating because the participants derived a certain pleasure of seeing their mistakes concerning collocations and learning new combinations that they had never used. The other factor was the time of the laboratory sessions that was the chief complaint of the participants in D-Group, because they found 9 o'clock in the morning too late to concentrate on a research task.

The second emerging theme induced from the interviews was improvement in English which had three categories. In terms of the first category, the participants generated statements about the usefulness of the corpus mainly based on its being a

reliable source, having richness of vocabulary and giving context. All the participants demonstrated their contentment with the corpus. Improvement in English was also analyzed through the role of collocations that was the second category. The analysis indicated that the participants were aware of the importance of the collocations in L2 proficiency, particularly in writing. Since they learnt collocations in the lab session, they stated that they had benefited from the laboratory sessions. However, they highlighted that it could have been perfect if they had not encounter the problem of retention that was the third category of the second theme. Seeing too many collocations at the same time and not using them in a paragraph at the end of each session were considered as primary factors leading to the problem of retention by the participants.

The last emerging theme was titled learners' autonomy, because it was specifically about the learning strategies of the participants in the past and the ones followed in D-Group. From the explanations of the participants, it was induced that they all experienced explicit instruction in the process of learning collocations. In opposition to the past, DDL assigned the participants the role of a language researcher and they became more active in the class. While some participants noted that that innovation might have a negative effect on the success of the participants, others found that method more advantageous over the explicit instruction. Furthermore, the participants in C-Group that underwent both methods in the present study considered DDL more effective in learning and teaching collocations.

CHAPTER 5

DISCUSSION AND CONCLUSION

Introduction

The present study aimed to investigate the effectiveness of data-driven learning (DDL), explicit instruction and combined method in teaching V+N collocations to advanced level Turkish learners of English and these learners' opinions about corpus consultancy in teaching these collocations. The study had an experimental design with DDL Group (D-Group), Explicit Instruction-Group (EI-Group) and Combined-Group (C-Group). The participants were randomly assigned to the groups and received different kinds of treatments for 5 weeks in line with each method. The data collection instruments consisted of a V+N collocation test, a collocation judgment test, a self-evaluation questionnaire and semi-structured interviews. The V+N collocation test measured participants' recognition accuracy of V+N collocations, the collocation judgment test assessed participants' intuition about the acceptability of V+N, while the self-evaluation questionnaire and the semi-structured interviews explored participants' opinions concerning corpus consultancy in teaching V+N collocations.

This chapter first discusses the findings of the study reported in the previous chapter, and then discusses the pedagogical implications. In the final part, the limitations of the current study will be explained with suggestions for further research.

Findings of the Study

As has been discussed in the first two chapters, the use of corpora has been regarded as an effective activity that can be used in language teaching especially in teaching vocabulary. In teaching vocabulary, collocations take a vital role because of their contributions to the fluency of L2 learners in target language. However, there has been little research into the actual use of corpora in an experimental setting to measure the effectiveness of corpus consultancy in teaching collocations. This study can be claimed to make contributions to the ELT field in two crucial aspects. First, to the best knowledge of the researcher, the current study is the first experimental study aimed at assessing the pedagogical effectiveness of corpus consultation via a general corpus in teaching V+N collocations to advanced learners of English. Second, the qualitative data obtained from the semi-structured interviews shed more light upon the factors influencing L2 learners' opinions about corpus consultancy, which might promote better informed task designs and thus more effective learning through corpus consultation.

For the first question, the findings showed that at the end of the laboratory sessions, EI-Group and C-Group outperformed D-Group in their recognition accuracy of V+N collocations; and with respect to second question EI-Group outperformed D-

Group in their intuition about the acceptability of those collocations. The reason why D-Group performed the worst might be explained by two major issues discussed in the literature. First, as has been strongly stated by several scholars (e.g. Natinger & DeCarico, 1992; Howarth, 1998; Granger, 1998; Nesselhauf, 2003, 2005; Cheng et al, 2008; Siyanova & Schmitt, 2008) there is considerable influence of the L1 interference on some collocations, especially the non-congruent ones. Because of the non-congruency of these collocations, L2 learners are likely to make mistakes with them when they consult to their L1. Therefore, a great deal of attention should be paid on the L1 interference in the process of teaching these collocations. Explicit teaching is regarded as one of the effective ways to achieve this since this teaching style helps learners to enhance their awareness, and thus help them deal with possible L1 interference. These findings are in line with Nesselhauf (2003) who claims that teaching and learning collocations explicitly is inevitable. Also, the results somewhat correlate with the findings of Sun & Wang (2003) and Chan & Liou (2005) who indicate that in promoting EFL learners' collocation knowledge, explicit collocation instruction was effective. In addition, the fact that there was no significant difference between EI-Group and C-Group in their recognition accuracy of the collocations under investigation and in their intuition about the acceptability of these collocations supported the idea that explicit instruction was effective in teaching collocations.

The low performance of D-Group might also be explained by the novelty of using corpus. As highlighted by Kaur & Hegelhaimer (2005), novelty of using a corpus can cause learners trouble in fully and productively exploiting the corpus, because the corpus is a new tool used in the ELT field that the students are not familiar enough to

effectively use. In addition, data-driven learning based on inductive learning strategies is regarded as an unfamiliar method for the learners whose educational background is shaped by deductive learning strategies. Therefore, the activities designed in the light of inductive strategies through corpus consultancy does not automatically lead to efficient inductive learning over the night in all students (Sun, 2003; Vannestal & Lindquist, 2007). As for the present study, the participants had been in language classes where teachers took an active role by explicitly giving the language rules, showing the differences between L1 and L2, and highlighting the significant collocations on the board while learners took a passive role by listening to their teachers and taking notes. The learning strategy of DDL and participants' past learning experiences presented a contrast. That contrast could have played a negative role in the success of the participants in the D-Group.

On the other hand, the results concerning the first two questions do not support the findings of Steven (1991), Cobb (1997, 1999) and Koosha & Jafarpour's (2006) studies with regard to the effective use of corpus in teaching vocabulary. However, it should be noted that the present study did not have the same experimental setting as the ones in those studies. Steven and Cobb's studies did not examine collocations. Even though Koosha & Jafarpour (2006) investigated the effectiveness of corpus consultancy in teaching collocations, the focus was on the prepositional collocations not on the V+N collocations.

On the other hand, although DDL based on corpus consultancy did not prove to be as effective as explicit instruction, the results of the self-evaluation questionnaire showed that the students were generally positive toward corpus consultancy in teaching

collocations. They agreed that corpora can help them become aware of common uses of collocation and the mistakes that they make in using collocations. Furthermore, they showed their agreement on that corpus consultancy was especially beneficial for enhancing their writing skill. These findings coincide with the ones of Yoon & Hirvela (2004) and Chan & Liou (2005). What is more, the participants agreed that they would use corpora to explore the English language for the accurate use of collocations in the future. This finding supports the views of Tsui (2004) and Kaltenböck & Mehlmauer-Larcher (2005) stating that corpora can be an invaluable assistance to answer the frequently asked questions of language teachers about the collocations. However, as opposed to the findings of Yoon & Hirvela (2004), limited number of sentences, unfamiliar vocabulary and cut-off sentences were not reported as problems and difficulties encountered during corpus consultancy by the participants of this study.

The semi-structured interview data validated the self-evaluation questionnaire findings and offered more insights into the participants' assessment of the value of corpus consultancy in teaching collocations. The interviews revealed that the participants realized the advantages of corpora mentioned in the literature: being a reliable source, having richness of vocabulary and giving context. This finding is in line with the views of Tribble & Jones (1990), Kennedy & Micelli (2001) and Kaltenböck & Mehlmauer-Larcher (2005). In addition, the participants noted that they would keep using corpora as a learning tool in future, which supports the finding of Gaskell & Cobb (2004). The data also indicated that the participants were well aware of the role of collocations in language proficiency as explained by some scholars in literature (e.g. Bahn & Eldaw, 1993; Granger, 1998; Howarth, 1998; Lewis, 2000; Nesselhauf, 2003,

2005; Nakata, 2006; and Shirata & Stapleton, 2007). Furthermore, apart from Sun's (2003) pilot case study having suggested prior knowledge, teacher intervention, cognitive skills, and concordancing skills as the four factors influencing the learning process and strategies in use, the interview data identified prior learning experiences of the participants as a leading factor influencing the effectiveness of corpus consultancy.

Even though the results of the first two questions of the study indicated that explicit instruction was better than DDL in teaching collocations, the responses of the participants in C-Group to the third part of the self-evaluation questionnaire revealed that they agreed that teachers should encourage their students to explore the use of collocations through corpus consultancy rather than teaching them directly by taking a role of a language expert. This finding of the questionnaire was also supported by the interview data, especially collected from participants in the C-Group who were exposed to both DDL and explicit instruction. As can be seen, these results pose a contradiction. This contradiction might be explained by other findings from the interviews concerning the time of giving treatment to D-Group and the retention problem. With respect to the time of treatment, it was found that D-Group was given the treatment early in the morning as opposed to the other groups. Due to the fact that the lab session was conducted on the first class hour of the day, the participants had difficulty in concentrating on the research task, which might have decreased their performance. As for the retention problem, some participants reported that they should have been given an exercise to use the collocations that they had learnt at the end of each lab session in order to retain more.

Pedagogical Implications

The findings of the present study are of practical as well as theoretical importance to the ELT field in the teaching of collocation and lexis to L2 learners. It suggests several implications for the ELT field. First, the findings related to the first two questions mentioned above with their explanations are the most valuable findings of this present study, because they allow language teachers to gain insight into how to overcome the complicated problems in L2 collocational use that is attributable to the learners' inadequacy in the knowledge of collocations. In this respect, explicit instruction should not be disregarded in teaching collocations especially the ones on which L1 interference has an influence. As highlighted by previous research, learners' attention should be explicitly directed to the collocations that are non-congruent, because it is highly difficult to acquire these patterns without being instructed with reference to L1 (Nesselhauf, 2003, 2005; Chan & Liou, 2005; Fan, 2009). However, explaining meanings to learners by offering synonymous as a traditional practice should be used cautiously, because learners tend to use synonyms interchangeably in their production of the target language even though they should not (Xiao & McEnery, 2006). To illustrate, if *gain* is given as a synonym of *obtain*, learners might use *obtain* as a verb collocating with *familiarity* instead of *gain* even if *obtain familiarity* is considered unacceptable by native speakers of English and has no occurrence in the COCA and the BNC.

Another implication is that the corpus use does not automatically lead to inductive learning in all learners, especially if there is a contrast between the learners' past learning experiences and inductive learning techniques. Therefore, learners

particularly the ones whose educational background is based on explicit instruction, in other words deductive learning, may need prolonged exposure to become familiar with the inductive method to fully benefit from the use of corpus. Before actually using corpus consultancy, learners should be given adequate training and time to practice in order to become familiar with this new type of activity and to strengthen their concordancing skills, because “it may be pedagogically unwise to simply let students browse through a tremendous amount of sample texts or corpora without proper guidelines” (Yoon & Hirvela, 2004, p. 278). Instructional design of learning tasks plays a highly important role in guiding language learners. The learning tasks should be designed in line with learning strategies of the learners.

The responses obtained from the participants through the questionnaire and the interviews suggest that learners have positive attitudes towards the corpus consultancy in teaching collocations and they regard it as a beneficial tool that can be used in teaching collocations. Therefore, ELT students can be instructed on how to use corpora so that they can use it in preparing teaching materials including authentic texts that course books lack. Also, they will not have to just rely on their intuitions in determining the acceptability of the collocations, because they can find empirical descriptions of language use through concrete support and examples from corpora. Finally, learners may derive considerable benefit from corpus consultancy for editing or self-correction tasks covering their own or peers’ essays.

Limitations and Suggestions for Further Research

The present study has some limitations and therefore the findings should be interpreted cautiously.

First of all, in this study the researcher was limited with one hour class session per week and because of this time restriction, DDL could not be conducted fully. Participants had time to complete only a research task in which they created collocation lists through examining a corpus and sharing the collocations with their friends. After this activity, there was not time left for further activities to reinforce learners' findings of corpus consultancy. For instance, participants could not be given exercises in which they could internalize the collocations under investigation; and express themselves by using those collocations in their speaking or writing the target language.

Secondly, to the best knowledge of the researcher, there has been no research conducted on the collocations that Turkish as L1 plays a negative role in learning and producing. Therefore, the researcher did not have a direct access to a list of collocations that brought difficulty for Turkish advanced learners of English. For this reason, the researcher chose the nouns whose collocating verbs might be problematic for the participants of the present study to learn based on his intuition, observations and prior experiences. For further research, English collocations that Turkish learners of English might have difficulty in learning and producing due to L1 interference should be determined through an analysis of Turkish learners' corpora. In addition, a difficulty test can be given to these learners so as to choose specific collocations creating difficulty.

Thirdly, D-Group and EI-Group lacked compatibility with respect to in class activities. While EI-Group was given a fill-in-the-blank exercise at the end of each lab session to measure their understanding of collocations, D-Group could not be given such an exercise due to the time restriction. Therefore, the low performance of D-Group in the V+N collocation test and the collocation judgment test might be attributed to the lack of further practice in that group. In a further study, an exercise measuring participants' understanding in each group should be given in order to establish complete compatibility between two groups.

In addition, the intention of the researcher was to create an eclectic method including effective parts of DDL and explicit instruction. However, because activities that could achieve a successful integration of DDL and explicit instruction in a class-hour could not be found in literature, the researcher created a combined group (C-Group) which followed both DDL and explicit instruction on separate days. The goal with C-Group was mainly to evaluate the opinions of the participants to determine which method worked better in learning and teaching collocations. For further research, the investigation of different kinds of eclectic activities should be done in order to develop an effective integration of DDL and explicit instruction and the third group can be taught through this method.

Furthermore, the reliability of the collocation judgment test used to answer the second question of the present study and the reliability of some parts of the self-evaluation questionnaire to answer the third research question were low. Therefore, using tests with higher reliability would yield more valid results in further research.

What is more, although the participants were randomly assigned to each group, a pre-test could have been more informative. Since a pre-test was not given to the participants, the overall collocational gains could not be investigated. In order to see the difference between entry performance and final level of learners, a pre-test would be given in a further study.

Another limitation was that due to the institutional restrictions, the groups could not be given the levels of the treatment at the same time of the day. The D-Group was given treatment early in the morning, which resulted in some concentration problems. Therefore, in a further study it would be worth giving treatment to each group at the same time of the day to make an accurate interpretation about the effectiveness of each method in teaching collocations.

Finally, due to the limited use of the computer laboratories in the fall semester because of the construction in the labs and the national holidays, the study was conducted within five class sessions. Therefore, for further research it would be recommended for a longitudinal study to explore the effectiveness of corpus consultancy over a longer period to be conducted. In this way, learners would gain familiarity with corpora and inductive learning strategies.

APPENDIX A. Syllabus of the English Composition Course

FLED 103 ENGLISH COMPOSITION FALL 2008

Course Description

This course aims to improve students' ability to produce academic writing in English. The course consists of a mixture of lecture/seminar based coverage of topics and subsequent discussions, and a variety of practical activities.

Course Goals:

1. To understand the nature of the academic writing process.
2. To develop accurate use of academic language and vocabulary in writing.
3. To become perceptive and critical readers and writers of academic writing.

General outcomes :

Students will enhance their written communication skills through a variety of practical tasks, and develop the ability to evaluate critically their own and other people's written work. By the end of the course, students will be able to:

- demonstrate an ability to organise writing in order to convey major and supporting ideas.
- demonstrate an ability to use relevant reasons and examples to support a position.
- demonstrate a command of standard academic written English (including grammar, phrasing, sentences structure, spelling and punctuation).
- demonstrate a command of a range of vocabulary appropriate to topic and context.
- demonstrate an awareness of audience needs and write accordingly.
- demonstrate a command of the requirements of APA referencing of sources.

FLED103 Schedule Fall 2008

Wee k	Date	Topic	Reading	Assignments
1	w/c 22/9	Introduction to the course The Process of Academic Writing & Guidelines for composing and revising	WAE Ch. 1 POC Guidelines Appx. 1.A	TBA
2	w/c 29/9	TBA		
3	w/c 6/10	Paraphrasing, Summarising, Quoting Sources Plagiarism	AW Ch. 10 POC Appx. A Appx. 1.B/C/D	TBA
4	w/c 13/10	What is a paragraph? Unity and Outlining Coherence	WAE Ch. 2 WAE Ch. 3 WAE Ch. 4	TBA
5	w/c 20/10	Kinds of Logical Order Concrete Support I & II Developing and Supporting Ideas	WAE Ch. 5 WAE Ch. 6 & 7 POC Ch. 2 Appx. 1.E	TBA
6	w/c 27/10	Planning the Essay	POC Ch. 3	TBA
7	w/c 3/11	Critical Reading Synthesising	Appx. 1.F Appx. 1.G	TBA
8	w/c 10/11	Summary Analysis	POC Ch. 5	Essay 1 Critical Analysis
9	w/c 17/11	Persuading an Audience: The arguing Essay	POC Ch. 6 Appx. 1.H	
10	w/c 24/11	Persuading an Audience: The arguing Essay (cont.)	POC Ch. 6	Essay 2 Argumentative
11	w/c 1/12	Editing, Proofing and Revising	Appx. 1.I	TBA
12	w/c 15/12	Feedback & Review		Essay 3 Argumentative
13	w/c 22/12	Feedback & Review		TBA
14	w/c 29/12	Feedback & Review		Portfolio due

Evaluation:

Essay 1 - 15%

Essay 2 - 20%

Final Essay - 25%

Portfolio - 25%

Class Participation - 15%

(includes attendance, homework, activities, attitude, punctuality, professionalism)

APPENDIX B. List of Collocations Created by the Experimental Group

WEEK	Noun 1	Noun 2	Noun 3	Noun 4	Noun 5	Noun 6	Noun 7	Noun 8
1	ADVENTURE	ADMISSION	AFFECTION					
	seek, embark, made, take, enjoy, offer, share, find, go on, set up, crave, experience, lead to,	make, gain, grant, deny, pay, charge, offer, give, refuse, accept, apply for, win,	show, feel, express, win, develop, share, find, starve for, offer, hold, earn, receive					
2	FAME	DISASTER	FAMILIARITY	HARM	IDENTITY	JEALOUSY	DISCUSSION	EMPHASIS
	win, gain, achieve, bring, seek, turn, attain, handle, play for, acquire, deserve, receive, shoot to, lead to	declare, avoid, spell, see, avert, mean, bring, recover from, deal with, face, tell, predict, handle, flirt with, end in	gain, increase, find, develop, give, feel, lack, provide, acquire, offer, demonstrate, display, foster, require	cause, mean, prevent, inflict, wish, bring, result in, minimize, find, reduce, create, lead to, move into, outweigh, do	maintain, find, establish, protect, create, reveal, lose, develop, give, use, retain, see, preserve, conceal, forge, determine, discover, shape	feel, see, experience, evoke, provoke, cause, lead to, avoid, overcome, look at, describe, develop, spark, trigger, show, bring, cope with, detect	join, get into, lead, provide, lead to, engage in, begin, stimulate, conclude, bring, hold, facilitate, generate, initiate	put, place, include, shift, see, give, lead to, lay, add, find, keep, receive, reduce, reflect

3	ATTENTION	ANXIETY	BENEFIT	BRIBERY	DEFEAT	ADVANTAGE	CENSORSHIP	
	pay, get, focus, receive, draw, turn, bring, catch, divert, shift, direct, call, keep, hold, stand to, capture, grab, distract, garner,	reduce, associate, feel, experience, cause, relieve, measure, ease, alleviate, express, create, increase, overcome, keep, assess, generate	give, get, stand to, see, offer, provide, receive, find, reap, bring, enjoy, keep, gain, derive, reduce, increase, deny	involve, be accused of, be charged with, be convicted of, criminalize, be arrested on, commit, prove, be jailed for, resort to, face, avoid, take part in,	suffer, accept, admit, concede, end in, lead to, contribute to, call, avoid, face, bring, get, meet, ensure, hand, advocate,	take, give, gain, offer, enjoy, find, provide, put, obtain, seek, press, exploit, play to, lose, work to, hold	impose, believe in, need, avoid, get into, discuss, exercise, advocate, accept, enforce, lead to, support, confront, lift, oppose	
4	DISCONTENT	DROUGHT	HANDICAP	DAMAGE	HAZARD	IGNORANCE	PLEASURE	
	express, fuel, feel, find, lead to, bring about, spread, create, take, exploit, stir, voice, channel, capitalize, feed, provoke, build, breed	hit, end, suffer, experience, break, survive, alleviate, resist, affect, declare, tolerate	overcome, get, lower, take, make up, feel, see, forget, reduce, suffer, alleviate, accommodate, need, become	cause, suffer, repair, inflict, undo, assess, minimize, lead to, cover, mitigate, pay for, prevent, reverse	pose, present, create, reduce, constitute, see, eliminate, face, control, avoid, hit, carry, declare	admit, plead, claim, show, overcome, feign, find, reveal, keep somebody in, betray, confess, dispel, eliminate, forgive	take, give, find, get, bring, derive, serve at, enjoy, flush with, deny, make,	

5	OPPORTUNITY	BALANCE	MIND	RISK	FAVOR	DEFICIENCY	PROFIT	
	provide, offer, use, create, miss, seize, present, explore, want, lose, find, deny, expand, gain, look for	keep smt in, keep smt off, strike, maintain, find, find, achieve, get, restore, tip, hang in, shift, catch, seek	come to, bear in, cross, read, see, lose, keep in, bring to, speak, set, call, enter, turn, pay, find, fill, clear, leave, understand	take, reduce, run, put smt at, increase, pose, lower, minimize, face, avoid, carry, assess, place smb at, eliminate, present	vote in, rule in, ask, return, find, argue in, gain, win, lose, owe, do, grant, get, curry	find, produce, reveal, contribute to, detect, correct, diagnose, exhibit, remedy, cure, compensate for, develop, issue, experience,	make, turn, report, see, show, maximize, produce, generate, increase, squeeze, reap, provide, offer, earn, boost, seek, get, yield	

APPENDIX C.01. Verb+Noun Collocation Test

VERB-NOUN COLLOCATION TEST

Below are sentences from various passages written in different genre. A verb in each sentence was left out. Read the Turkish translation of the sentences that is put in parentheses and complete the verbs. If the verb missing has two parts, it is indicated by two gaps next to each other.

1. (Dikkatinizi slayttaki birkaç önemli noktaya çekmek istiyorum.)

→ I'd like to **d**_____ your **attention** to a couple of points on this slide.

2. (Sıradan insanlar düzenli bir ekilde kuralları ihlal ederler ve rü vete ba vururlar.)

→ Ordinary people regularly broke the rules and **r**_____ **bribery**.

3. (Antropolojide, İngiltere'nin dünya çapındaki bağlantıları onlara önemli bir avantaj sağladı.)

→ In anthropology the world-wide connections of the British **g**_____ them a notable **advantage**.

4. (Toplumsal sorgu sisteminin, havacılığın belirli işlemlerinin yapıları içinde büyük bir yanlışın önüne geçilmesi hususunda toplumun kaygısını ve endişesini azalttı)

→ The public inquiry system is seen to **a**_____ public **anxiety** and concern that there might be something fundamentally wrong with the way certain facets of aviation are being conducted.

5. (Askerler dikkatlerini polise çevirdiler ve kavga başlandı.)

→ The soldiers then **t**_____ their **attention** to the police and a free fight broke out.

6. (Bireysel bazda, çocukların özel ihtiyaçlarını karşılamaya üzerine yapılan çabalar üzerine vurgu yapılmaktadır.)

→ **Emphasis** is **l**_____ on trying to meet the special needs of pupils on an individual basis.

7. (Bir monopolistin kar etmesi veya sosyal sorumlulukları olan bir organizasyonun zarar etmesi, ekonomik bir etkinliğin işareti olarak kabul edilmez.)

→ The ability of a monopolist to **e**_____ **profit**, or an organization with social responsibilities to make losses, is hardly to be taken as a signal of economic efficiency.

8. (Onlar, partiye yeni bir isim vermeyi ve "uluslararası sosyalist ticaretlere" vurgu yapmayı/vurgulamayı istemektedirler.)

→ They want to give the party a new name and **p**_____ the **emphasis** on "international socialist traditions. (NOT 'PUT')

9. (Aklımızda tutmamız gereken unsur, çocukların önceki hayatlarından kaynaklanan okul içi ve dışı beklenti ve ön yargılarla gelmektedir.)

→ We need to **b** _____ in **mind** that children bring with them expectations and prejudices derived from previous experience in and out of school.

10. (Even Liza, yeni hayat şekline biraz yarar sağladı.)

→ Even Liza **d** _____ a little **benefit** from this new way of life

11. (Fabrikamıza, aksaklığının üstesinden gelmesi için gerekli yardım ve cesaret verilemedi.)

→ Our factory could not be given the necessary help and encouragement to **o** _____ their **handicap**.

12. (Emir Sheik Jaber al-Ahmed al-Sabah Parlemanyoyu 1986 yılında feshettikten sonra, medyada sansür uygulandı.)

→ **Censorship** was **i** _____ on the press after the emir, Sheik Jaber al-Ahmed al-Sabah, dissolved Parliament in 1986.

13. (Tories'in çoktan yenilgiyi kabullendiğini hissin edindim.)

→ I get the impression that the Tories have already **c** _____ **defeat**.

14. (Nil Nehri Mısır'a zarar vermemiştir.)

→ The Nile seldom **b** _____ **disaster** to Egypt.

15. (Aşırı kalabalık kentler mutsuzluğu arttırdı ve radikal düşüncelerin yayılmasına sebep oldu.)

→ Overcrowded conditions **f** _____ **discontent** and facilitated the spread of radical ideas.

16. (Bir haftalık yağış kuraklığı giderdi.)

→ A week of good rains has **b** _____ the **drought**.

17. (Yaklaşık bir milyon, zengin olmaya çalışan kişiyi çevreye; toplum sağlığına ve kanunlara; ve düzene çok ciddi bir şekilde zarar vermektedir.)

→ Fortune seekers, up to a million of them, have **i** _____ terrible **damage** upon the environment, on public health and law and order.

18. (Bu kimyasalların üretimi ciddi boyutta çevresel tehlike teşkil etmektedir.)

→ Production of these chemicals **p** _____ serious environmental **hazards**.

19. (Bilgisizligimi belli etmemeye/açı a vurmamaya calı tım.)

→ I tried not to **b** _____ my ignorance.

20. (Bu, tabiki onun hayattaki tek ödülü de ildi, ama o, ona ritueli ya attı ve herkes bunu gözlemledi ve o bundan çok büyük zevk aldı.)

→ This, of course, was not her only reward in life, but she made her hour a ritual that everyone observed and she **d** _____ a lot of pleasure from it.

21. (Niye devin kasabaya geldi ini dü ünüyorsun? Yabancı bir unsurun bize kar ı tehdit unsuru te kil etmedi ine dair ne gibi bir kanıtımız var?)

→ Why do you think the giant has come to our town? What evidence do we have that the alien **m** _____ us no harm?

22. (“Onların ba ına bela olmadı ın sürece, onlar senin ilgili olup olmadı ına bakmazlar” der Williams College’a erken giri hakkı verilen Andrew Feller.)

→ “They don’t care if you are interested as long as you aren't causing them any trouble, " says Andrew Feller, who was **g** _____ early admission to Williams College. (not ‘GIVEN’)

23. (Mad Carew’a yaranmayı çok isteyen ki iler, 70 sterline iki ki ilik 5 çe it yeme in ve arabın ikram edildi i bir ak am yeme ine sponsor olabilirler ve bu sayfada o ki ilerın cömertli ine de inilir.)

→ Those who really wish to **c** _____ favor with Mad Carew can sponsor a five-course dinner plus wine for two for £70 and get a generous mention on this page.

24. (Ülkedeki en iyi bilinen irketlerden bazılarını da içeren 29 elektrik kurulu u, rekabetten uzak durmak ve böylece yasa dı ı kar etmek için, büyük ölçüde fiyatları sabitleme konusunda genelde hükümetle olan antla malarında birle tiler.)

→ Twenty-nine electrical corporations, including some of the best known names in the country, conspired illegally to fix prices on large, mainly government contracts, so as to avoid competition and hence **r** _____ enormous illegal profit. (not ‘RECEIVE’)

25. (Çeyize ya da gelire ihtiyaç duyan birçok kız e er bekar kalırlarsa talihsizlik/felekat te kil etmektedir çünkü güçleri yetmeyecek bir hayat tarzına imrenmektedirler.)

→ Too many daughters needing dowries or annuities if they remained unmarried could **s** _____ disaster, as could an attempt to emulate a life style they could not really afford.

26. Büyük ma azalar, kredi hesabı i letmenin rekabete dayanan bir yararını gördüler/avantajından yararlandılar.

→ The big stores used to **e** _____ some competitive advantage from running credit accounts.

27. (Rehber hepimizin esas duru a geçirmeli ve selam verdirmeliydi.)

→ The guide should have made us all s _____ attention and salute.

28. (SunSoft, Interaktif ürününün avantajından yararlanmak umudu ile aynı zamanda kanal stratejisini güçlendirmektedir.)

→ SunSoft is also fortifying its channel strategy hoping to p _____ the advantage first for its Interactive product.

29. (Probleme yönelik hareketler/davranı lar hakkında özgür bir tartı ma endi eyi giderecek ve ortak bir destek elde edilecektir.)

→ Free discussion about attitudes to a problem will r _____ anxiety, and mutual support can be obtained.

30. (Fakat, Sosyalistler'e 1982 ve 1986'da oy veren birçok Andaluzyan (spanya'da bir topluluk) çiftçileri, ho nutsuzlu unu/memnuniyetsizli ini duyurmak için Pacheco partisine döndüler.)

→ But many of the Andalucian farm workers who voted for the Socialists in 1982 and 1986 are turning to Mr Pacheco's party to v _____ their discontent.

31. (Sa lık sektöründe çalı anlar ve ecza irketleri insanların kliniklerden uzak duracaklarından korktukları için onları cahil/bilgisiz bırakmaktadırlar.)

→ Health staff and pharmaceutical companies k _____ them in ignorance for fear of making them stay away from the clinic.

32. (Dı dünya ile ili kilerini normale döndürme çabasıyla, ran hükümetinin yardım derneklerini suçlama/kınama fırsatını de erlendirmesi gerekti ini dü ünmekteyiz.)

→ We think the government of Iran should s _____ this opportunity to condemn this so-called charity in an effort to normalise relations with the outside world.

33. (E er onları yerel toplantıya ya da Crystal Palace Reunion'a katılmalarını ikna edersen, biletlerini indirimli fiyattan almanın semeresini/faydasını hemen göreceklersin.)

→ Should you persuade them to attend a local rally or the Crystal Palace Reunion they will immediately r _____ the benefit of obtaining their tickets at a reduced rate. (**not 'RECEIVE'**)

34. (Onların sıradı ı Tekno de i imleri müzik severler tarafından ra bet görecek en olası unsurlarıdır.)

→ Their peculiar Techno mutation is the one most likely to f _____ favour with music lovers.

MOVE TO THE NEXT PAGE

35. (47 ya ındaki Dr. Houston'ın alı anların ve hastaların önünde, Dr. Smith'in onu cinsel tacize u rattı ı iddialarını nasıl yaptı ını duyduktan sonra; Yüksek Mahkeme jürisi onun lehine karar verdi.)

→ A High Court jury r_____ in his **favour** after hearing how Dr Houston, 47, made claims in front of staff and patients that Dr Smith had sexually harassed her.

36. (Çiftli in 18 yıldan fazla bir sürede £50,000 net kar getirdi i hesaplanmaktadır.)

→ Over eighteen years it is estimated that the farm y_____ around **profit.**

APPENDIX C.02. Verb+Noun Collocation Test Answer Key

- | | |
|---------------|--------------|
| 1. draw | 19. betray |
| 2. resort to | 20. derive |
| 3. gave | 21. means |
| 4. alleviate | 22. granted |
| 5. turn | 23. curry |
| 6. laid | 24. reap |
| 7. earn | 25. spell |
| 8. place | 26. enjoy |
| 9. bear | 27. stand to |
| 10. derive | 28. press |
| 11. overcome | 29. relieve |
| 12. imposed | 30. voice |
| 13. conceded | 31. keep |
| 14. brought | 32. seize |
| 15. fueled | 33. reap |
| 16. broken | 34. find |
| 17. inflicted | 35. ruled |
| 18. pose | 36. yield |

APPENDIX C.03. Collocation Judgment Test

COLLOCATION JUDGMENT TEST

Indicate your judgment in terms of whether the underlined verbs used in the sentences below in relation to their objects (already underlined) are acceptable, unacceptable in English or you have no idea by circling the related option.

1. The unloved wife hopes with each new son to win her husband's affection.
 - a. acceptable
 - b. unacceptable
 - c. I have no idea

2. We've got to strike the appropriate balance between doing what is best for the customer and what is best for us.
 - a. acceptable
 - b. unacceptable
 - c. I have no idea

3. These latest findings have bred (past participle of breed) a lot of discussion.
 - a. acceptable
 - b. unacceptable
 - c. I have no idea

4. They are still struggling to establish their identity by producing specialist vehicles.
 - a. acceptable
 - b. unacceptable
 - c. I have no idea

5. Over the years he obtained greater familiarity with the culture and way of life with the country.
 - a. acceptable
 - b. unacceptable
 - c. I have no idea

6. Richard Roberts obtained the opportunity to contract with landowners for the purchase of their wood.
 - a. acceptable
 - b. unacceptable
 - c. I have no idea

7. Civilians run the risk of being arrested by East German soldiers who can easily cross the Wall through one of several camouflaged doors.
 - a. acceptable
 - b. unacceptable
 - c. I have no idea

8. An engineer could restore the deficiency in the design.
 - a. acceptable

- b. unacceptable
- c. I have no idea

9. The fact that he didn't speak a foreign language **put** him at a **disadvantage**.

- a. acceptable
- b. unacceptable
- c. I have no idea

10. Her promotion has **born** intense **jealousy** among her colleague.

- a. acceptable
- b. unacceptable
- c. I have no idea

11. He **shot to fame** in 1997 when he won the US open.

- a. acceptable
- b. unacceptable
- c. I have no idea

12. An actress who **caught fame** in a commercial for Volkswagen cars has been banned from driving after exceeding speed limit twice in the space of thirteen minutes.

- a. acceptable
- b. unacceptable
- c. I have no idea

13. I had to **call attention** to my delicate condition.

- a. acceptable
- b. unacceptable
- c. I have no idea

14. Such adaptations **grasp** our **attention** because the characters seem so well designed for the job they perform.

- a. acceptable
- b. unacceptable
- c. I have no idea

15. In the end they called the child after Mrs Gracie's dead sister Lilian. It pleased the good woman, and it **gave** the baby an **identity**.

- a. acceptable
- b. unacceptable
- c. I have no idea

16. Whereas my parents were very strict you see and it didn't **make** me any **harm** and I'm glad now that they were.

- a. acceptable
- b. unacceptable
- c. I have no idea

17. The News International ban was arguably effected along party lines, but it owes its place as a landmark in censorship, and censorship in libraries in particular, to the fact that legislation and hence the State was used to **eliminate censorship** rather than to implement it.

- a. acceptable
- b. unacceptable
- c. I have no idea

18. Just to deny her that role or restrict what she can offer the family to eat can be strongly resisted by her as she can **lose** her **identity**.

- a. acceptable
- b. unacceptable
- c. I have no idea

19. When we **turn to** Morgan's **discussion** of this aspect of the gens we must admit that it brilliantly anticipates modern accounts," Fortes states.

- a. acceptable
- b. unacceptable
- c. I have no idea

20. Lack of privacy, loss of security and personal identity and isolation from family and friends may also **contribute** to **anxiety**.

- a. acceptable
- b. unacceptable
- c. I have no idea

21. Stylistically, Samson is distancing itself from the very audience it should inspire, but by doing so Milton is helping to **abstrain from** potential **censorship** and a silencing altogether.

- a. acceptable
- b. unacceptable
- c. I have no idea

22. The governors can only order the head teacher to reinstate him/her if the aggregate period of exclusion would be more than five days in any term or if the pupil would **miss** an **opportunity** to take a public examination.

- a. acceptable
- b. unacceptable
- c. I have no idea

23. Group near Indiana works to **remove ignorance** of epilepsy.

- a. acceptable
- b. unacceptable
- c. I have no idea

24. We're trying to **read** the client's **mind** at the moment.

- a. acceptable
- b. unacceptable
- c. I have no idea

25. The thought that the memory modules might not be standard began to **enter** my **mind**
- acceptable
 - unacceptable
 - I have no idea
26. Any increase in traffic at that already dangerous crossroads will, I feel, **place** my pupils at **risk** .
- acceptable
 - unacceptable
 - I have no idea
27. United will be expecting us to play just as hard and **make** them a **favor** --; and we will do our best."
- acceptable
 - unacceptable
 - I have no idea
28. At the same time we recommended that pupils should "encounter and **find pleasure** in literary works written in English --; particularly new works --; from different parts
- acceptable
 - unacceptable
 - I have no idea
29. This disc is being sold in Britain, but it seems unlikely to **achieve favor** amongst large microcomputer manufacturers.
- acceptable
 - unacceptable
 - I have no idea
30. Authorities are expected to reduce or **eliminate** the **risk** of industrial accidents by requiring industrial plants to adopt specific pollution control equipment and practices
- acceptable
 - unacceptable
 - I have no idea
31. Seemingly, two separate conditions must be satisfied to **win** proper **balance** .
- acceptable
 - unacceptable
 - I have no idea
32. Residential institutions **lost favor** and became associated with, if not blamed for, the lack of professional vision
- acceptable
 - unacceptable
 - I have no idea

MOVE TO THE NEXT PAGE

33. Concentrate, now. **Clean** your **mind** of all negative thoughts and believe.
- a. acceptable
 - b. unacceptable
 - c. I have no idea

APPENDIX C.04. Collocation Judgment Test Answer Key

1.A	18.A
2.A	19.A
3.B (generate)	20.A
4.A	21.B (avoid)
5.B (gain)	22.A
6.B (seize)	23.B (eliminate)
7.A	24.A
8.B (remedy)	25.A
9.A	26.A
10.B (arouse)	27.B (do)
11.A	28.A
12.B (find)	29.B (win)
13.A	30.A
14.B (grab)	31.B (achieve)
15.A	32.A
16.B (do)	33.B (clear)
17.B (lift)	

APPENDIX C.05. Self-evaluation Questionnaire

Self-evaluation Questionnaire

The purpose of this questionnaire is to find out about your feelings regarding the use of corpora (*the plural form of corpus*) in learning collocations. For each specific statement below, put an 'X' in the cell that most accurately describes what you think. Please be honest in your answers.

Scale:

___ Strongly disagree ___ Disagree ___ Not sure ___ Agree ___ Strongly Agree
 1 2 3 4 5

I. Corpora can help language learners ___

	1	2	3	4	5
1. become aware of how collocations are used in the target language					
2. become aware of the mistakes they make with collocations					
3. obtain cultural information about the target language					
4. become aware of common uses of collocations in the target language					
5. use frequently occurring collocations in their writing					

II. In the future, I will ___

	1	2	3	4	5
6. use corpora to develop teaching materials					
7. use corpora to explore the English language					
8. make my students use corpora to explore the English language					
9. suggest my colleagues to use corpora for their teaching					

III. In the classroom, in terms of teaching collocations, teacher should ___

	1	2	3	4	5
10. teach them directly (writing on the board and giving their definitions)					
11. encourage his/her students to explore how they are used with a corpus					

IV. I have had difficulty in ___

	1	2	3	4	5
12. using the corpus program					
13. understanding the sentences that the corpus provides					
14. focusing on collocations					

V. Learning collocations with corpus has helped me to improve my ___

	1	2	3	4	5
15. reading skills					
16. speaking skills					
17. writing skills					
18. listening skills					

Any comments you wish to write down:

APPENDIX C.06 Semi-Structured Interview Questions

- 1) What is your overall impression of the lab sessions? Please comment on the positive and negative aspects.
- 2) How do you think the lab sessions contributed to your English?
- 3) What do you think was the main goal of the lab sessions?
- 4) In what way(s) do you feel the task you did during the lab sessions serve this purpose?
- 5) What were the advantages of using corpus?
- 6) How do you think that teachers and/or learners may profit from the corpus?
- 7) What problems did you have in using the tool?
- 8) In the future, would you consider consulting the corpus, and if yes in which particular areas and how exactly?
- 9) Once again think back on your lab sessions and comment on
 - a) the assistance you were provided
 - b) your learning style
- 10) Is there anything you would like to add?

APPENDIX D.01. Week 1 Worksheet for the Control Group

Fill in the blanks with an appropriate verb and noun (V+ affection, V+ admission, V+ adventure).

1- Do you think I'm pretty?' I just wanted the attention from him. JEFFREY OLIVER, Engineering Student, North Carolina State Univ. And Steve would say? Steve? DANNY SANDERSON, Musician-Comedian Most of the time I would just say that was OK. And I -- I -- I really -- you know, I have to make a point that -- that I think that a lot of our relationship skills are -- are -- we experience when we see our parents together. And my parents didn't _____ a lot of _____ with each other. And I learned from them that a relationship, being married, was just like a peck on the cheek, a peck on the lips in the morning, saying goodbye, coming home. And it was very -- you know, it was very separate in a lot of ways.

2- Routines and rituals help. So try to get home around the same time each evening. Preschoolers can't tell time, but they know when you usually get home (after Dragon Tales, before dinner). Of course, on work trips you can't guarantee exactly what time you'll be back, but you can provide an ETA. While you're away, talk to your son on the phone (if he'll get on) or e-mail him. Bring him a little present from your travels-not to _____ his _____ but because it shows you were thinking about him and because it's just fun to get stuff from such exotic places as New Jersey.

3- City and at Nine Mile Pond, the Flamingo Marina, and the Gulf Coast Visitor Center in Everglades National Park. For more information, write to Everglades National Park, P.O. Box 279, Homestead, FL 33030, or call 305-242-7700, or write to Big Cypress National Preserve, HCR 61, Box 11, Ochopee, FL 34141, or call 941-695-4111. # PHOTO (COLOR): A canoeist traveling along the St. Croix River stops to consult a chart. # PHOTO (COLOR): The Rio Grande at Big Bend National Park in Texas _____ for both experienced and novice canoeists. #

4- The occupation had the approval of the Provincial Municipality of Lima, led by Mayor Alfonso Barrantes of the United Left coalition. This was a project of urban joint management, through which the leftist municipal government responded to the demands of the residents of the city's eastern zone for a place to live. # Moved by the promise of attaining a dignified way of life, thousands of residents, migrants' children born in Lima, _____ on the _____ of building a new community. Among them were evangelical Protestants who, with their Catholic and "nonbelieving" fellow settlers, were willing to work to achieve their dream of owning a home.

5- it is the students who must make the decision. The decision, of course, is not between a great college and happiness. It is a grey area. It is a question of how much the student is willing to live for the future, to live other than how he or she desires. If someone like Matt chose to stay the course, to live with his discontent, and _____ to a marvelous college, that would be a smart decision. After all, the path is well lit, the reward is clear, and he knows what to do. However, if he decided to sacrifice the possibility of an excellent college for a good one, and to spend his time as he saw fit, he would not be smart He would be wise. #

Answer Key

1. show affection
2. buy affection
3. offer adventure
4. embark adventure
5. gain admission

APPENDIX D.02. Week 2 Worksheet for EI-Group

Fill in the blanks with an appropriate verb and noun (V+ fame, V+ disaster, V+ familiarity, V+ harm, V+ identity, V+ jealousy, V+ discussion, V+ emphasis).

1- And those women marginalized even further by ethnicity or lack of financial resources have been doubly doomed to invisibility. Sadker and Sadker (1994) have found that history textbooks devote only 2% of their space to women, and that most students-even at the college level -- are unable to list 20 famous American women from any historical period when restricted from naming athletes and entertainers. # The women who were successful in breaking through all the barriers to _____ world _____ found that success came at a high price, not only for themselves, but also for all other women. They were the exceptions. The exceptional woman was considered qualitatively different in abilities from other women.

2- There are several degrees in the Faculty of Arts that combine a language with Business Studies (the Faculty of Social Sciences also offers this combination, with greater weight on Business Studies, within the BCom; for this, applicants should consult the Social Sciences section of this prospectus). The first two years. All the European language courses are designed to _____ students _____ with the language, literature and civilisation of the relevant country. The courses in the first two years usually contain five or six hours of tuition per week and cover the following aspects: language work in small tutorial groups (for the spoken language students are taught by native speakers); modern literature taught in lectures and tutorials; and in most departments, aspects of history and civilisation. All students follow this type of course.

3- "That damaged keg's a time bomb. You've heard what happened when a few particles came into contact with the vagrant. Imagine the consequences if its entire contents were to escape into the atmosphere. Chernobyl's still fresh in everyone's mind. It's absolutely imperative that we _____ another nuclear _____." Philpott paused before speaking to give added impact to Kolchinsky's words. "Mike, Sabrina, you'll work together to trace those kegs. And for God's sake bury the hatchet." They both nodded sombrely. "What about finding out who's behind the shipment?" Graham asked, breaking the brief silence.

4- " Sanctions should not be abandoned as a tool of foreign policy, " Lugar said when he introduced the bill last fall. But he expressed " disquiet " over their proliferation, noting that between 1993 and 1996 " there were some 63 instances involving 35 countries " in which the United States imposed some kind of economic sanction. # In an assessment widely shared by academic analysts and trade specialists, Lugar said unilateral sanctions " rarely succeed in altering the behavior " of the targeted country and " may _____ more _____ on the U.S. than on the target country. " In addition, he said, unilateral sanctions " frequently create the illusion of action by substituting for more decisive action or serving as a palliative for those who demand some action, any action, be taken by the United States against another country. "

5- "Mother killed man accused of raping child' A MOTHER stabbed to death a pensioner the day after charges alleging he raped and indecently assaulted her four-year-old daughter were dropped, a court was told today. The 40-year-old woman from Wakefield, West Yorkshire --; who can not be named to _____ her child's _____ --; was charged with murdering John William Lockwood (65) of Halton Road, Wakefield. Reporting restrictions were lifted at Wakefield magistrates court after an application by Stephen Switalski, defending. Roger Stevenson, prosecuting, said that in January the little girl told her mother Mr Lockwood had sexually abused her.

6- One thing I don't understand though, the U.S. proposal suggested each country would sign a contract with NATO. Doesn't that raise the issue of some countries getting a better deal than others? Mr. BOB PETERS (Vice Squad Detective) Yeah, this issue was raised yesterday at NATO by a number of countries, and there is the fear that this could well _____ between countries, and that's got ta be worked out, and all of this has got to be worked out and formally proposed at the January summit. Dr. PRIESTLY That January summit supposed to establish NATO's role in the post-Cold War world, identify a proper mission for NATO. Is that role any closer to being defined? Mr. BOB PETERS (Vice Squad Detective) Not really. It's still a real struggle to identify where and how NATO should get involved.

7- # So, you ask, what does all of this have to do with that unruly student who complained about listening to that classical "junk"? Simply put, that student's complaint is an expression of a musical belief, albeit a negative one, but one that nevertheless carries with it a significant emotional charge. Rather than trying to ignore the question, a better strategy would be to use that emotional energy to _____ a _____ of students' beliefs about classical music. For example, the teacher could ask the student and her friends to elaborate on what was said and to explain the reasons for their beliefs. The idea is not to confront students in a hostile and defensive manner but, rather, to show genuine interest in their views and the reasons behind them. By pursuing this tack, teachers are helping students make their musical beliefs explicit.

Answer Key

1. attain fame
2. give familiarity
3. avoid disaster
4. inflict harm
5. protect identity
6. provoke jealousy
7. initiate discussion

APPENDIX D.03. Week 3 Worksheet for the Control Group

Fill in the blanks with an appropriate verb and noun (V+ advantage, V+ anxiety, V+ censorship, V+ benefit, V+ defeat, V+ attention, V+ bribery)

1. Although regulation is often characterized as a means of imposing the cost of achieving public objectives on the affected industries and their resource suppliers, particularly labor, rather than on the taxpayers at large, various scholars have noted that the opposition from these groups is less vigorous than might be expected and in some cases is almost nonexistent. It is hypothesized that in some cases the regulation is welcomed because it enables a group of firms within an industry or perhaps an entire industry to _____ a competitive _____ over another group of firms or another industry. 5 Suppose, for example, that the cost of a worker safety provision was smaller for one group of firms in an industry than for another group. If government policy were to require that all firms provide the added safety, product price must rise to cover the cost of that provision to the marginal (high cost) firms in the industry.

2. But when Johnson himself echoed the theme, the Chinese had already descended into the abyss and could not be distracted from self-generated anarchy. # China's implosion also took its toll in Vietnam. American involvement in the Indochina war had arisen out of concern for France's position in Europe but had deepened, in part, in response to the threat from communism in Asia. With Chinese foreign policy in disarray, rather than retrench Johnson _____ his _____ with troop escalations in the south and bombing missions ever closer to the Chinese border in the north. 11 Washington policymakers, troubled by the 1965 words of their apparent Lin Biao encouraging wars of national liberation, overlooked China's anxiety regarding the growth of Vietnamese power and convinced themselves that with the Third World under siege America could not be found wanting in Vietnam.

3. Many instructors may be reluctant to modify their lectures each semester, questioning the cost-benefit ratio of the aforementioned student-centered methods. With the growth and prevalence of computer technology, however, such modifications are generally quick and simple. The present paper suggests that using a more student-centered approach, while requiring some more effort on the part of the instructor, is likely to _____ and increase students interest level in the material, both of which serve to promote more effective learning. # Although the current paper supports the use of a more student-centered approach to teaching statistics, several limitations should be noted. Since the current data is based upon one class with one instructor, it is not possible to separate the effects of the techniques from the effects of various instructor characteristics. Future research should focus on identifying important instructor characteristics and controlling for their effects.

4. Whereas Brittan and Peacock would perceive nothing untoward in biased programming so long as consumers are free to exercise consumer choice as they do with newspapers (sic), Curran and Seaton propose that broadcasting and the press should be more representative of all political shades. The two very different sets of recommendations discussed above offer some guidance for the development of a more appropriate and contemporary media theory. They are united in the emphasis they place on the need to _____ all forms of _____ or control over cultural workers. This freedom --; to publish, of the press, of the media --; should remain intact so long as laws are not broken. One also needs to be wary of the inequalities that market mechanisms bring in their wake. We do need to ensure that a broad range of views are truly represented even though we may not be able to force individual citizens (consumers?)

5. Reference has been made to the state legislative reports by Marty Martorana and the financial reports by James Wattenbarger without providing specificity as to the full content of these publications. The state legislative reports have had two major purposes. One was to identify and to analyze state legislation "pertinent" to community, junior and technical colleges. The second was to probe analytically into the nature of issues which _____ public policy _____ and action by state legislators. Their reports included analyses of state legislation passed impacting community colleges (essay form), lists of laws and their content, and summaries identifying major trends. By the early 1980s these reports usually included information on approximately 40 states. The financial reports from Jim Wattenbarger and his staff have become among the most valued sources of information on the enrollment, financial support, and tuition pattern of state community college systems throughout the United States.

6. The new international order has depleted the large amounts of aid from the Soviet Union. In the past five years, the Soviets had provided some \$16 billion to Vietnam. Sixty percent of Vietnamese aid has been from the Soviet Union and Eastern Europe, a percentage that will be reduced as these nations turn their sights toward the West. # Also jeopardizing renovation was the reformers' decision to disengage from Cambodia, and to withdraw troops by September 1989. The conservatives argued that Vietnam _____ no visible _____, not even expressions of gratitude, let alone U.S. offers to move toward normalizing diplomatic relations and ending its trade embargo implemented during the war. The setback caused the reformers to be more orthodox and to take fewer risks. The return of tens of thousands of former soldiers from Cambodia also swelled the labor force. # The new international era has begun to have a small positive effect on Vietnam's economy by undermining the rationale for the U.S.-imposed economic embargo.

7. # Except that here, all the judges are Republicans. # For those calling for an overhaul of how judges are selected or elected in New York State, the situation here illuminates an important truth: If the system is flawed, both parties have exploited its imperfections. And those imperfections can be found outside the five boroughs of New York City. # Certainly, the dubious doings of the Democratic Party in choosing judges in Brooklyn have received the greatest share of scrutiny recently, and with reason. No judge up here has been _____ on _____ charges, nor is a grand jury here investigating whether judgeships are for sale by party leaders. # But the overweening influence of politics and money on the bench are just as obvious here, where Supreme Court judgeships seem to be used as rewards for long service to the Republican Party. # In Oneida County, the elected Supreme Court justices include the former law partner of a powerful state senator, the former majority leader of the county legislature and the former county chairman of the Republican Party.

8. There is an auspicious disproportion between a great body politic and any defeat, however stunning: a disproportion of substance, a disproportion of weight. A tiny body politic -- for instance, a small tribe -- can be quite shaken out of legitimate existence by a stunning military defeat; not so a great body politic. Only the obstinate will not to accept what one is forced to acknowledge answers the moral nobility of political life. Conversely, it may be that those who _____ end by not acknowledging it; the partisans of Vichy, as already noted, claimed that its mission was to shield the French people, as much as humanly possible, from the consequences of defeat. Old Petain, the imposing and moving ghost of a wasted victory, meant and was meant to stand between the French and reality.

Answer Key

1. gain advantage
2. pressed advantage
3. reduce anxiety
4. avoid censorship
5. attracted attention
6. received benefit
7. indicted bribery
8. accept defeat

APPENDIX D.04. Week 4 Worksheet for the Control Group

Fill in the blanks with an appropriate verb and noun (V+ damage, V+ drought, V+ ignorance, V+ pleasure, V+ discontent, V+ handicap, V+ hazard)

1. In Native American stories, as elsewhere, the trickster is often the underdog, never the most powerful or beautiful animal. The trickster is the one who through cleverness defeats more powerful forces, using their very superiority, arrogance, or vanity as a weapon against them. The story of Possum's tail warns against such hubris, as in this version, which combines elements of similar stories told throughout eastern North America: # # Possum was proud of his long, bushy tail; he _____ great _____ in combing it out every day, and especially in waving it in front of Coyote (whose own tail was scraggly and flea-bitten). When the Animal People came together for council and a big dance, Possum demanded a special seat so that everyone could see his beautiful tail. Coyote agreed to this, and told Possum that he would even send Cricket over to comb out his tail before the dance

2. Given the preceding definitions of the scales which loaded on Leak's (1991) first factor, it is seen that the MAFF related positively to positive social expectations (Faith in People) and to a genuine concern for others (Social Interest). Further, the MAFF related negatively to incapacity to _____ _____ from social relationships (Social Anhedonia), inability or unwillingness to have sufficient social contacts (Loneliness), social alienation (Anomia), and general anxiety (Trait Anxiety). Thus, Leak's findings provided strong convergent and construct validity for the MAFF.

3. There is little research on diseases endemic in the poorer parts of the world, because there are no market returns for such investments. Yet developing countries badly need medicine for preventing and curing diseases such as AIDS, malaria, and sleeping sickness. Beyond health care, developing countries also need enhanced crops that can better _____ heat, _____, and the salinization of irrigated land, as well as new energy sources that can reduce the rate of tropical deforestation. # There is already a precedent for foreign research acting to undo this technological imbalance -- the " green revolution.

4. More recently, Crosby (1982) studied group deprivation concerning the employment conditions of working women. It was found that feelings of resentment (or deprivation) were reported not only by working women themselves as a group, but also by members of other groups including employed men and housewives. Their data therefore indicate that feelings of _____ could be _____ by both the group which is disadvantaged by the unfair treatment, as well as by those who are unaffected by the adverse conditions.

5. Parents Talk About Raising a Child With a Disability (Harvest Books, paperback, \$7.95), Robin Simons writes that family members often experience double grief. They grieve for the child and for the parents who must deal with the pain of raising a disabled child. This grief can sometimes block out reason. For someone who isn't _____ with the _____ on a daily basis, the bonding that helps family members see the child instead of the handicap happens more slowly or, in some cases, not at all. Let your daughter's father know that avoiding her won't make his sadness, anger or disappointment go away.

6. The bombing was intended to prevent guerrilla troops and the peasants who supported them from living in, or moving through, the fields and dense forests. Of the many types of trees attacked, the mangroves of Vietnam _____ the most _____; 54 percent of them were killed by the herbicides. # The most concentrated military attacks on the mangrove forests took place in the delta of the Saigon River, east of the much larger Mekong River delta. This area, designated by the U.S. military command as the Rung Sat Special Zone, included the many winding channels of the Saigon River delta.

7. When we all had emptied our bellies, I personally administered an unpleasant-tasting mixture which I presented as the antidote, and watched them gulp it down eagerly. Their grimaces made a most amusing spectacle, well worth the brief discomfort I was forced to undergo with them. The servants had been _____ in _____ of the plot. As always, they snatched what choice bits they could from the platters and ate heartily of what remained, and so I made sure to season their next day's meals with my antidote, and to do so in Andrea's presence.

8. The U.S. Department of Housing and Urban Development estimates that 57 million units, or over half of the housing stock in the United States, contains lead-based paint. 19 # The presence of lead-based paint does not in and of itself _____ an immediate health _____, 20 The risk associated with exposure to lead is dependent on the physical condition of the paint and whether there are children occupying the house. Lead-based paint presents an immediate hazard to small children if the paint is in a deteriorating condition, or is disturbed through renovations or constant rubbing.

9. In this manner, they discussed without resolution: Would antimatter weapons used freely destroy the value of the conquest? Could antimatter weapons used sparingly overcome vastly superior numbers on the other side? Might the opposition clans' leadership exhibit Lothwer's death-before-dishonor fanaticism? How in each case might Mashkith have responded? The question about Lothwer cut deeply. She _____ once more, this time honestly so—she had been merely a deprived child of exile when the flight to Sol began. Let them believe Lothwer's weaknesses were more typical than Mashkith's devious brilliance.

Answer Key

1. took pleasure
2. experience pleasure
3. withstand drought
4. discontent felt
5. dealing handicap
6. suffered damage
7. kept ignorance
8. create hazard
9. pleaded ignorance

APPENDIX D.05. Week 5 Worksheet for the Control Group

Fill in the blanks with an appropriate verb and noun (V+ profit, V+ opportunity, V+ mind, V+ risk, V+ balance, V+ deficiency, V+ favor)

1. Inland water sources generally are fresh, whereas the blood of crabs reflects the concentration of salt in the sea from which they came. Furthermore, the urine-producing antennal glands of crabs are not good "kidneys" that can dilute urine and thus conserve salts. The crabs' glands put out urine as concentrated as seawater; we thought that if crabs drank fresh water, this would _____ salt _____. # But when we measured salts in food and water in the field and tested the crabs' salt conservation abilities in the laboratory, this hypothesis, too, quickly lost credibility.

2. I know you're good with numbers, but I don't think you could produce a budget that would come out- the numbers would come out without any revenue increases and I think we don't want to spend the program arguing that, because I think the President made that decision in June when he _____ his _____ on 'no new taxes.' And I think the American people are really not- if you read the polls and the way they're reacting to Republican candidates, I think they feel the President has vacillated in his leadership and that he, indeed, did change his mind on taxes.

3. Mr. Shamir said Mr. Baker explained to him that the Syrians had decided to accept the conference out of recognition that they had to put themselves in the good graces of the United States now that the Soviet Union was in decline and America was the world's only real superpower. # President Anwar el-Sadat of Egypt was also driven to break from the Arab consensus and offer peace with Israel in the late 1970's out of a desire to _____ American _____ and aid, Mr. Shamir indicated, but he said there was one important difference. # "Sadat," the Prime Minister said, "started his move with an appeal to Israel, not to the United States."

4. Latin American television broadcasters clearly operate within a context of economic constraints; their revenues for buying or producing programs are limited, particularly in the smaller countries, like the Dominican Republic. As capitalist enterprises, they also act to _____; they tend to program whatever produces the best profit-to-cost ratio, whether imported or domestically-produced. However, within these constraints, the cultural relevance or proximity of the programs for the audience seems to have been a major factor when Latin American commercial television operations decide to produce or import programs. United States television exports enjoyed a relatively lower price and a certain popularity due to prestige as cosmopolitan products

5. However, other measures of Israeli repression, such as house demolitions and sealings, deportation of "non-resident" Palestinians, sweep arrests, confiscation of Palestinian land and water resources, uprooting of trees, administrative detentions, primary and secondary school closures, and widespread curfews all remained as high or higher than in the past. Deportation of Palestinian activists, which had been halted in 1989 due to international pressure, began again. The Gulf War and the Iraqi Scud missile attacks against Israel and Saudi Arabia _____ Israel with an _____ to impose additional restrictions on the movement of Palestinians throughout the Occupied Territories and Israel, making economic activities almost impossible and devastating an already weakened Palestinian economy.

6. We'll find herbs that are safe and herbs, probably like comfrey, that are not. And we'll also find plants where conclusions are harder to draw, " says McCaleb. # In 1984, faced with similar questions about herb safety, Canada established an advisory committee to review the available information on herbs and make recommendations. As a result, Canada banned the sale of 57 herbs and required warning labels on five others that, though generally not considered harmful, could _____ a health _____ if used during pregnancy. # For American herbal tea drinkers, though, it might be best to play it safe and heed the old proverb about those who gather wild mushrooms: " There are old mushroom hunters. And there are bold mushroom hunters. But there are no old, bold mushroom hunters. "

7. The conductor who chooses music with an eye toward development of listening capacities has taken a big step toward insuring that students' ears will be stimulated in rehearsal. However, the job is not complete. The challenge has just begun. Rehearsal atmosphere # How can the conductor structure the rehearsal atmosphere to promote active listening? Avoid unthinking, " automatic pilot " approaches, such as starting with the same scale played to the same rhythm pattern each day. Search for ways to _____ a _____ between routine and variety. Routine, a certain amount of which is generally accepted as necessary if not beneficial, places students in a position of security.

8. The coastal kings sometimes send expeditions to explore into the interior, to find new resources and new peoples to trade with. " This sounded intriguing to Hael, who thought it would be a fine thing to explore unknown lands. " For what do they search? " " Metals are always scarce. Not gold and silver, which don't perish, but any expedition that finds a good store of iron _____ a _____. The ancients used to bury beams of iron within great masses of stone, and that is about the only way it is ever found in a quantity and a state of preservation that is useful. There are other things; spices, various kinds of horn and ivory and feathers, rare sorts of earth used in trades like glass-making and ceramics, dyes.

Answer Key

1. lead to deficiency
2. change mind
3. gain favor
4. maximize profit
5. provide opportunity
6. pose risk
7. achieve a balance
8. make profit

APPENDIX E. An Example of a Print-out Concordance Lines

This impasse has **given** the Franciscans the **opportunity** once again to serve their former clientele. In this respect the visionaries and their

The students **get** an **opportunity** to solve three-dimensional problems while they duplicate pictures on the faces of a cube. most writers who employ this technique **take** advantage of the **opportunity** to move readers between the positions of observer and addressee

Curiously, most businesses **see** technology as an **opportunity** for long-term cost savings and higher productivity.

Answer: The University has policies which **provide** the student the **opportunity** to make up missed classes.

knock on your door and say it's jobs. You have to **make** your **opportunity** and that's what I did. I didn't want to just sit around understanding and knowledge. The change will be speeded up further if people have an **opportunity** to **learn** about the transformations that have been occurring in psychiatry during the past ten

and one-half times that of Mexico. # His free-trade proposal **offers** George Bush the **opportunity** to put the United States back in the center of global calculations, not on

cohorts of women, socialization patterns have been more varied, with the appropriateness and **opportunity** to **work** outside the home taking on greater salience. The phenomenon of younger women

the deceased, nobody should sleep during this night. Many young people **use** this **opportunity** to make new acquaintances and to seal friendships. # In the afternoon of the

to have a revenue shortfall in Florida next year. I **think** it's an **opportunity** to use that pressure to make some of the reforms that we need to make

benefited from this interaction and the informative responses given. The class also had an **opportunity** to **go** beyond basic facts to compare and contrast varying backgrounds and philosophies. Other

that allow participants to converse through their keyboards. Chat rooms will give participants the **opportunity** to **talk** informally in small groups about a range of topics, including education reform

the government to move in the direction of economic diversification. This will **create** new **opportunity** for domestic employment and is likely to attract new foreign investment. # Four years

followed from Clarke's commitment to " social justice " that he rarely **missed** an **opportunity** to expand liability under the Sherman Act -- or liability in general -- by whatever

But liberals are largely right about the poor themselves. Researchers may **say** that **opportunity** objectively exists, but the entrenched poor are not convinced. The liberal notion that

Now have students attempt to **play** the correct style. Follow this with the **opportunity** to **play** and actually experience incorrect style. When given the opportunity to compare contrasted

of Eastern Europe accumulate the strength and determination that would allow them to **seize** the **opportunity**, when it came, to break free. Meanwhile, communist promises turned to

In the transition from totalitarianism, democratic institutions, especially parties, should provide the **opportunity** to **develop** the relationships of mutual tolerance and trust and respect for law between the

and resources. Never before have we had such great capacity. The time and **opportunity** has **come** to break out of the negative trends of the past... interpersonal contact enriching. For most, it is a novel experience to have the **opportunity** to **meet** others in a similar medical situation and supportive networks have formed largely in governance. (Massialas and Hurst 1978) Yet, rarely were students given the **opportunity** to **participate** in these decisions. At the time, we argued that educators whose who convinced Friedrich Wilhelm that the sale of the Solly collection **presented** an irreplaceable **opportunity**. Following the king's approval of the purchase in 1821, the number of the client population. # A mutual screening process begins as patients are offered the **opportunity** to **become** group members. It has been observed that establishing a close and personal , letting children know that others share their concerns. When these students have the **opportunity** to **speak** with other students who share their concerns, they may become more comfortable all positions that we are not very happy with but we thought to **explore** the **opportunity** for peace, let's try it. So Israel moved. We now wait their colobele and their masqueraders to the funeral. 25 # Now the colobele have the **opportunity** to **show** what they have learned since they began their seven-year novitiate in the Poro donor encouraged tens of thousands to come forward for screening. I **want** the **opportunity** to live. No one should die because they can't find a donor. the beginning of these activities. COMPETITIVE ATHLETICS -- Westside High School offers students the **opportunity** to **try** out and participate in eighteen varsity sports. Twenty-seven different competitive teams are As to the problems some of you have experienced: **Let** me take this **opportunity**, as your captain, ladies and gentlemen, to apologize, or at least although not for clients. Some of us thought this was **going** to be another **opportunity** for a Supreme Court case, like the 1982 pipeline controls. I can only be a greater challenge with more at stake; there could hardly be a greater **opportunity** to **help** shape the future of a nation, to **help** it move toward " inequity of burdens rather than on the amount of damage, but supplicants **lost** no **opportunity** to describe themselves as " poor, overburdened villages " from which one could scarce abroad easier to cope with. # The nonlinguistic transition that we offer is the **opportunity** to **study** English intensively without the pressure and trauma of diving abroad. Most students not be understood as coherent. (3) The child is not given any **opportunity** to **ask** questions of the mother that would clarify the communication or resolve the contradiction opposed to RCT's? First, let me say **thank** you for the **opportunity** to be here to speak for nurses and the American Nurses Association. Nurses are the sculptor and the architect must withdraw into unbuilt projects, or **find** a surreptitious **opportunity** to spit in the face of the public. Undoubtedly public taste does not reach

and one-half times that of Mexico. # His free-trade proposal offers George Bush the **opportunity** to **put** the United States back in the center of global calculations, not on any child may be reasonably expected to succeed in life if he is **denied** the **opportunity** of an education. # Such an opportunity, where the State has undertaken to did not want an all-white party. # His mission became to **bring** growth, **opportunity**, and empowerment to the poor trapped in communities starved for seed capital. # 66% increase over the previous twelve-month period. # We would **like** to take this **opportunity** to offer heartfelt thanks to all our many donors and friends. We greatly appreciate weapons but in the largest technological project ever undertaken in peacetime to **build** a new **opportunity** for the people on this planet. I -- I -- I take your observations are well-founded. Intellectual tests have not changed much, and they provide little **opportunity** to **observe** cognitive processes. # Another problem with traditional assessment is the single session the Puget Sound area. # The information gathered from the questionnaire **afforded** Bitney the **opportunity** to prepare detailed reports about each of the landless tribes. Bitney's report, not perform as well as their peers simply because they have not been given the **opportunity** to **experience** different skills or activities early in their lives. # As a recognition to use the language conversationally, but in truth the students seemed to have little **opportunity** to **respond** in other than a formal context. # We left SEU with the on this observation, he developed the so-called see-saw method which provided patients with the **opportunity** to **express** or even live out both aspects of the wish. (n25) # Italy in 1824 and his trip to Paris and England in 1826 gave him the **opportunity** to **examine** and re-examine other museums. He requested additional funds on 24 October 1826 any obligation contained in the agreement. The waiver route provides GATT members with the **opportunity** to **pass** collective judgment on a particular set of circumstances and avoids the need for soft infrastructure, " of a market economy. The present paper gives me an **opportunity** to **share** my reflections in a systematic way. The Legal System # One of a " post-industrial " age. The main challenge is no longer to **expand** economic **opportunity** but to overcome social weaknesses that stem from the " post-marital " family and the in an effort to create continuity and coherence. Storytelling provides the client with the **opportunity** to **tell** the entire story to an objective yet caring individual and provides the social and academic skills that may transfer into other life situations. Nonhandicapped children have the **opportunity** to **change** their perceptions of inability or deviance in handicapped children, thereby creating the ? The document does not say, and the faculty has not been given the **opportunity** to **discuss** the question. One hundred and fifteen professors signed a petition requesting a The longer time segment devoted to each activity episode would **allow** the children greater **opportunity** to understand how an activity develops and the values or benefits derived from that activity

the docents to play each instrument expertly, the recorded examples offered the students an **opportunity** to **hear** how the instrument sounds when played by an experienced performer. Strategies 3

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