KARADENIZ TEKNİK ÜNİVERSİTESİ * SOSYAL BİLİMLER ENSTİTÜSÜ

BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI
İNGİLİZ DİLİ VE EDEBİYATI DOKTORA PROGRAMI

CORPUS ANALYSIS OF THE SUPPORT VERB CONSTRUCTION
DEVELOPMENT AND USE BY EFL LEARNERS

DOKTORA TEZİ

Ali Şükrü ÖZBAY

OCAK- 2015

TRABZON

KARADENIZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE
ENGLISH LANGUAGE AND LITERATURE

CORPUS ANALYSIS OF THE SUPPORT VERB CONSTRUCTION
DEVELOPMENT AND USE BY EFL LEARNERS

PhD DISSERTATION

Ali Şükrü ÖZBAY

Thesis Advisor: Assoc. Prof. Dr. M. Naci KAYAOĞLU

JANUARY- 2015

TRABZON

ONAY

Ali Şükrü ÖZBAY tarafından hazırlanan Corpus Analysis of the Support Verb Construction Development and Use by EFL Learners bu çalışma 16.01.2015 tarihinde yapılan savunma sınavı sonucunda oy birliği ile başarılı bulunarak jürimiz tarafından Batı Dilleri ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı dalında **doktora tezi** olarak kabul edilmiştir.

Doç. Dr. Mustafa Naci KAYAOĞLU (Danışman)

Prof. Dr. Deniz ZEYREK BOZŞAHİN (Üye)

Yrd. Doç.Dr. Mustafa Zeki ÇIRAKLI (Üye)

Doç. Dr. Mehmet ÖZCAN   (Üye)

Doç .Dr. Ferit KILIÇKAYA (Üye)

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduklarını onaylarım.

Prof.Dr. Ahmet ULUSOY
Enstitü Müdürü

BİLDİRİM

Tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada orijinal olmayan her türlü kaynağa eksiksiz atıf yapıldığını, aksinin ortaya çıkması durumunda her tür yasal sonucu kabul ettiğimi beyan ediyorum.

Ali Şükrü ÖZBAY
…/…/2015

This study is dedicated to my wife,

Harika

and to my sweet daughters,

İlkim Çiçek

and

Cennet Su.

ACKNOWLEDGEMENT

The process of working on this dissertation, which marks an important milestone in my life, was not only a difficult task but also great pleasure thanks to intellectually stimulating discussions as well as continuous support from a considerable number of people. This work would, surely, not have been completed without their help and they have a special part to play in bringing this about.

First and foremost, I am especially grateful to my supervisor Assoc. Prof. Dr. Mustafa Naci KAYAOĞLU, who has all along been an incredibly supportive mentor, for his guidance throughout my Ph.D. courses and for his useful insights and invaluable comments on earlier drafts of the dissertation. He is genuine and kind and he contributed valuable insights to my research as an accomplished applied linguist as well as introducing me to the world of corpus linguistics many years ago. It is his academic guidance that inspired my reflection and sharpened my focus, and his encouragement that motivated me to proceed further. I am truly indebted to him.

I am grateful to Asst. Prof. Dr. Mustafa Zeki ÇIRAKLI for his moral support, friendly attitude and intellectual motivation as well as the feel and enthusiasm he has instilled into the minds of people in the Department.

I am also deeply grateful to the members of my dissertation committee who guided me through the rigors of conducting research for the completion of my doctoral program. First of all, I owe a deep debt of gratitude to my co-advisor Prof. Dr. Deniz ZEYREK BOZŞAHİN, who provided me with a detailed and illuminating feedback during the research proposal period as well as making a careful reading of my written product. This study benefited a lot from her critical judgment that sharpened my analytical and critical thinking skills. My thanks should, also, go to other committee members Assoc. Prof. Dr. Ferit KILIÇKAYA and Assoc. Prof. Dr. Mehmet ÖZCAN for their useful feedback and comments about the content and design of my thesis work even at hardship.

I would like to thank Prof. Dr. Yasemin BAYYURT for her useful comments and suggestions. This study owes much to her psychological encouragement and expertise as well as helping me to keep the dissertation in perspective in the grand scheme of things. I would also like to extend my thanks to the Prof. Susan HUNSTON, from the Department of English Language and Applied Linguistics of the Birmingham University for her short but extremely useful comments about the early design of my thesis work as well as the recommendations related to the compilation of a Turkish academic learner corpora. Finally, many warm thanks should go to my colleague and lifelong friend, who sparked the fire for new horizons, Dr. Fehmi TURGUT for his patience and tolerance with the crowd of undergraduate students as research participants who filled the room with all their mess and noise. Thanks also should go to Res. Asst. Doğan SALTAŞ for offering quick and practical solutions to the problems at hard times. Last but not least, I thank Öznur YEMEZ for her running into our office almost every day to say just "hello", which, I think, is sometimes the most valued thing in the process of dissertation writing.

Special thanks should go to my *dear* friends Alexis Smith, John Klingler and Kathryn Alexander for proofreading the chapters of the dissertation.

I would like to thank all the students who helped me greatly in this dissertation. We shared many hours in the classroom exploring the many features of learning expository and academic writing. They opened their personal lives to me to share their experiences and insights as well as allowing me to interview them and whose responses shed much light on the collocational competence of EFL learners in Turkey. These students became my inspiration not only for this study, but also for my overall teaching. All of us were rewarded with a journey to the unknown and distant parts of language learning and with a joy of self-discovery! I dedicate this thesis to EFL learners in Turkey in the hope that in some ways, my work contributes to increasing their English language skills and awareness towards the idiomatic nature of English language.

I have a second group of students who spent additional time with me and whose contributions to the compilation of KTUCLE and KTUCALE were beyond the words. Words are not enough to express my most sincere feelings and warmest thanks to the following names: Duygu KARA, Ayşe Öztürk GÜNEŞ, Işıl UZUNGET, Ece Burcu

TABLE OF CONTENTS

CHAPTER ONE

CHAPTER TWO

CHAPTER THREE

CHAPTER FIVE

CHAPTER SIX

ABSTRACT

Students of English as a Foreign Language are facing a variety of problems that make their academic writing fail to meet the required criteria in terms of lexical complexity and variation. Thus, the purpose of this computerized contrastive learner corpus analysis is to analyze the overall frequency and development of support verb constructions as well as investigating the common support verb construction misuses. For this purpose, the academic essays written by university students of English in 1st and 2nd years were taken as the samples for the study. Lexical investigation of KTUCALE corpus, which was solely compiled to serve the objectives of this study, entailed the presence of another similar sized academic corpus and, as a result, British Academic Written English (BAWE) was selected as the reference academic learner corpus for the study. Purposive sampling methodology was used in the study and the analysis was done by comparing the language use of the learners who were categorized into two distinct levels with respect to their present language proficiency levels through Oxford Online Placement Test and the levels of the subjects (n:120) were determined based on the scores they got from the test. The data for the study were both qualitative and quantitative in nature. Quantitative analysis of the learner corpora findings was followed by a qualitative analysis of the learners' responses to the questionnaires, retrospective protocols and student diaries. The main findings of this contrastive learner corpus analysis revealed that KTUCALE learner corpus is much less complex in terms of support verb construction diversity and density than the reference corpus BAWE. Another finding was that the support verb construction samples from KTUCALE were shaped by excessive overuse and underuse of some of the most frequently used words. Yet another finding was a high level of diversity in terms of the incorrect use of support verb constructions as a result of the learners' limited word stock rather than from their ignorance of these multi-word combinations.

Key Words: Learner corpora, support verb constructions, development, university students, writing

ÖZET

İngilizceyi yabancı dil olarak öğrenen öğrenciler akademik yazı yazarken kelime düzeyleri ve çeşitliliği açılarından bir dizi sorun yasamaktadırlar. Bu bilgisayar destekli karşılaştırmalı öğrenen derleminin amacı öğrencilerin İngilizce`deki eş dizim yapılarının genel frekanslarını ve gelişimlerini ve yine bu arada yaygın yapılan eşdizim yapı hatalarını araştırmaktır. Bu amaçla, İngiliz Dili ve Edebiyatı 1. ve 2. öğrencileri tarafından yazılan akademik yazılar belirli tasarım ölçütlerine göre toplanmış ve çalışmanın derlemi oluşturmuşlardır. Çalışmanın amaçlarına dönük olarak, KTUCALE derlemi üzerinden yapılan kelime türü araştırması, eşdeğer olan kaynak bir derlemin kullanılmasını da gerekli hale getirmiştir. Sonuç olarak BAWE derlemi kaynak akademik derlem olarak çalışmada kullanılmıştır. Çalışmada özel amaç örneklemesi yöntemi kullanılmış ve Oxford Çevrimiçi Yerleştirme sınavı ile öğrenciler arasındaki seviye farkları belirlenmiş ve toplam iki grup oluşturulmuştur. Ayrıca, sınav sonuçlarına göre çalışmaya katılacak öğrencilerin sayısı belirlenmiştir (s:120). Çalışmaya katkı sağlayan veriler hem niteliksel ve hem de niceliksel olarak elde edilmişlerdir. Öğrenen derleminin niceliksel analizini öğrencilerin anketlere, geriye dönük hatırlama protokolü, öğrenci günlüklerine verdikleri dönütlerden oluşan nitelik analizi takip etmiştir. Bu karşılaştırmalı öğrenen derlemi ortaya çıkarmıştır ki KTUCALE öğrenen derlemi eşdizimsel kelime çeşitliliği ve yoğunluğu acısından, referans derlem olan BAWE ye kıyasla çok daha az bir zenginlik göstermiştir. Çalışmanın bir diğer bulgusu KTUCALE derleminde yaygın eşdizimsel kelimeler olup, kullanım frekansı yüksek olan bazı kelime gruplarının normalden çok fazla ve normalden çok düşük seviyelerde olduğu belirlenmiştir. Bir diğer bulgu ise yanlış kullanılan eşgüdümsel kelimelerin çeşitliliğinin çok yüksek olması ama bunun öğrencilerin bu konuda duyarsız olmalarından çok, sınırlı eşdizimsel kelime dağarcığına sahip olmalarından kaynaklandığı düşünülmektedir.

Anahtar Kelimeler: Öğrenen derlemi, eşdizim yapılar, dil arası gelişim, üniversite öğrencileri, yazma

LIST OF TABLES

LIST OF FIGURES

LIST OF GRAPHICS

LIST OF ABBREVIATIONS

BAWE : British Academic Written English

EFL : English as a Foreign Language

ELT : English Language Teaching

ESP : English for Specific Purposes

FLT : Foreign Language Teaching

KTUCALE : Karadeniz Technical University Corpus of Academic Learner English

L1 : First Language

L2 : Second Language

L3 : Third / Foreign Language

MWU : Multi-word Units

PPP : Presentation, Practice, Production

SLA : Second Language Acquisition

SVC : Support Verb Construction

TEFL : Teaching English as a Foreign Language

TICLE : Turkish Subcomponent of International Corpus of Learner English (ICLE)

UCREL : University Centre for Computer Corpus Research on Language, Lancaster University

CHAPTER ONE

"You shall know a word by the company it keeps" (Firth, 1957)

1. INTRODUCTION

1.1. Introduction

This corpus-based descriptive study gives a detailed account of the use of support verb constructions in English by English majors in an EFL university setting. My decision to conduct the study was spurred by my interest in corpus linguistics, which was first introduced to me by my MA advisor years ago. Having been inspired by this growing interest, I was motivated to make a further extension of the scope of my study even in these early pages in an attempt to better pursue my academic interest in the subject. The experience I made in relation to the use of corpus while teaching for more than 14 years, also, provided a convincing rationale for the study.

Considering the fact that the status of corpus linguistics and its components are still widely discussed among the linguistic circles, it seems that the controversy related to the status of corpus linguistics as a separate linguistic discipline or a methodology through which several linguistic investigations can be made in the world of linguistics and ELT in general is likely to continue. One certain fact, however, is that corpus linguistics presents us with profound changes in the way that we study, teach and learn languages all over the world due to its huge potential to present entirely authentic, genuine, qualitative and quantitative findings related to the nature of language.

Another important reason that shaped the scope of this study as well as my perspective, stance and interest towards corpus linguistics and lexicology was my belief that the former makes it possible to study the latter precisely as the two fields are closely linked to each other in ways that are not obvious to me before. It is obvious that corpus

research and corpus tools have an ability to illustrate the full potential of the collocational nature of English. I firmly believe that a close scrutiny toward the world of collocational nature of English as well as the lexical combinations will help us understand the British linguist John Firth, who asserted that "you shall know a word by the company it keeps" (Firth, 1957: 11). Hunston's claim that words possess a phraseological perspective and "the tendency to occur in preferred sequences" best explains the fact that word meanings can be understood and predicted by the way they lexically co-occur in the texts (Hunston, 2002: 138). This lexical co-occurrence in the texts both enhances the meaning of the words and affects the prospective lexical decisions to be made in any text. The awareness towards the existence of these lexical co-occurrences in any text made me, as an EFL teacher, realize that I have to seriously re-consider the way I teach English to my learners and that it wouldn't help to end up with a rule of grammar each time whenever I notice a strange lexical property in the essays of my learners. In fact, part of the reason for these problems seen among the students is not only due to grammar but also lack of awareness and knowledge in the learners` minds as to the collocational nature of English as well as the existence of pre-determined free and restricted lexical combinations. The awareness towards the insufficiency of grammar alone to account for how and why language is used the way it is made me to further believe that the frequency of certain words and lexical structures as well as the associated collocational preferences in texts pedagogically deserve immediate focus and research. In line with my belief that teaching lexical combinations is an important part of language teaching, many researchers also focused on the significance of teaching new words and word combinations like Lewis (2000), who claimed the existence of "the dichotomy between grammar and vocabulary in language teaching". His main emphasis was to use a lexical approach based on the idea that language teaching entails the teaching of lexical combinations or collocations or "common word combinations" (p. 127).

Common word combinations consist of collocations, phrasal verbs, idiomatic expressions, and fixed phrases. Based on Michael Lewis's views, it is obvious that teaching common word combinations can raise students' proficiency in language learning. One direct application of this teaching will be evident in foreign language writing where EFL students experience a long standing difficulty in putting words together. This is sometimes the case of native speakers having difficulty in selecting the right kind of word

combinations during times when the task at hand is complex, but I think this is also the case for foreign language learners who struggle more with matching the right kind of combinations together so that their writing sounds natural. Foreign language learners have this difficulty mainly because they are not aware of the existence of collocations or word combinations and thus their mother tongue may interfere with their lexical choices. A close examination of the EFL learners' writing will show that several wrong lexical combinations are common in the EFL students` written productions. This problematic situation demonstrated in the writing productions of EFL learners is related to their L2 proficiency. Thus, it is obvious that there is a clear need to strive to pay more conscious attention to learning more lexical combinations, multi-word combinations and collocations to make their writing better since they occupy a significant place in vocabulary learning.

Here, it should be noted that there is a need to refer to corpus as a viable tool for the lexical analysis of the texts. The reason is that, in an effort to discover the lexical properties of texts (i.e. the collocational nature of texts) and to understand linguistic performance rather than competence, corpus research and corpus tools play a vital role, and give us an accurate description of lexical and structural preferences in a text as well as quantitative and qualitative models of language. It is also the case that corpus has the potential to serve and compensate for the lack of common sense that native speakers naturally have and automatically use when deciding the right collocations. As a non-native speaker of English, I also increased my awareness towards the collocational nature of English as a constant learner or user in addition to teaching of the language.

According to the McEnery and Wilson (2001), any lexical preference or lexical structure created based on the intuitions of native speakers may be proved wrong by corpus evidence. McEnery and Wilson (2001) continued their claim by giving a well- known example for intuitions, which belongs to Chomsky who claimed that the verb "perform" does not complement the uncountable nouns in the object position. In other words, it is possible to say "perform a task" but not "perform labor" (Hill, 1962). Chomsky explained the existence of such a combination by stating that his intuitive knowledge as a native speaker made him decide the correctness of the statement. According to McEnery and Wilson (2001), however, such examples as "perform magic" and "perform sex" are possible. This proves the importance of corpus tools in presenting us with the real and

authentic language samples and lexical items that have a higher percentage of re-occurrence in texts.

At this point, before writing more about the possible convergence between corpus tools and lexicology, it seems to me a good idea to make a generalized definition of corpus linguistics in the broad area of Linguistics and to highlight its important characteristics so that the readers may have a better idea of it before the discussion proceeds futher. Corpus Linguistics as a branch of a broad area of Linguistics is defined in various ways. One definition, according to Granger et al (2002), is that it is a "methodology which is based on the use of electronic collections of naturally occurring texts for various pedagogical purposes" (p. 4). Another definition describes corpus as the empirical study of language based on computer-assisted techniques with a purpose to investigate naturally occurring language (McEnery and Hardie, A., 2011; Granger, S., 2002; Kennedy, 1998; Biber et al, 1998, Conrad, 2000).

According to Leech (1992), "it has the potential to change perspectives on language as a new research enterprise and a new philosophical approach to the subject" (p. 106). Stubbs (1996) defines it as a "methodology whose power is no longer in doubt" and added that "it has led to far-reaching new hypotheses about language such as the co-selection of lexis and syntax" (p. 232). What is more, according to McEnery and Wilson (1996) there is a wide consensus among many researchers that "corpus is the most reliable source of evidence for such features as frequency" (McEnery and Wilson, 1996: 9). Another good point about corpus is that it is suitable for conducting quantitative analyses. This contention is further supported by Biber (1988), who showed that "employing corpus-based techniques in the study of language variation may bring out the distinctive patterns of distribution for the variations in language" (p. 4). He also added that with the quantitative comparisons of many linguistic features through corpora that represent different varieties of language, it became possible to notice that different features of a language cluster together in various patterns, which leads to the creation of various text types.

1.2. Background of the Study

Corpus is defined as a compilation of language examples that are stored and accessed on a computer and the corpus linguists` task is to analyze and describe language in written and spoken forms. This "performance" data makes it possible to access a huge amount of naturally occurring data, which, in turn, lays the groundwork for making linguistics investigations based no longer on intuition and generalizations but on authentic data. However, this performance data and a wide range of linguistic findings obtained from it are in sharp contrast to the work of Chomskyan linguists who describe language as a representation of "competence" which focuses on the grammatical correctness of a linguistic output, with this linguistic output being best obtained through the intuitions of native speakers (Chomsky, 1965). Corpus linguists, however, describe language in terms of "performance" and by doing so, they focused on real-life examples and try to investigate how language functions as a tool to express meaning in both written and spoken forms. Finally, this potential of corpus empowers us as a language teacher or learner with a very rich and effective tool to use the language closer to the norms of a native speaker albeit not a purpose.

One component of Corpus linguistics is called "Learner Corpora" and through a careful analysis of the learner corpora findings, it is quite possible to arrive at conclusions regarding the lexical development of the learners. The fact that learner corpus has become a recent focus as a branch of Corpus Linguistics and that it may present opportunities for quick solutions to the problems experienced in the teaching and learning of language as well as the understanding the SLA make it an ideal tool for the researchers who explore foreign language learners' current language levels in lexical, grammatical and discourse levels. With this in mind, this research aimed to investigate the development and use of support verb constructions (*e.g. have a look, make a claim, take a rest*, *do a joke, and give permission*) of the learners of English in a tertiary level EFL setting in Turkey. The reason for the significance of support verb constructions lies with the fact that they are used largely by native speakers in English and despite the existence of relatively few SVCs, they include some of the most common words in the English language (Sinclair, 1990).

Learner corpus research does not date back a long way in the history of Corpus Linguistics but has already established a close link between Corpus Linguistics and Foreign Language research and aimed at providing various learner language samples with the potential to be used for various purposes in the investigation of foreign language teaching. According to the Ellis (1994), SLA research can be categorized under three major categories; these being the "language use data, meta-lingual judgments and self-report data" (p. 670). Mark (1998), however, claims that "a learner output perspective has to be integrated into this group since it is not rational to base the all instruction on a limited data set, ignoring the knowledge of learner language, which requires the use of a learner corpus" (p. 78). In this study, however, the focus is on the cooperation between the learner corpus findings and their contributions to Foreign Language Teaching. The potential for gaining insight into the internal and external[1] processes of language teaching and learning activities is greatly enhanced by following a computerized learner corpus methodology which has the power of describing and understanding the learner output data and which may be analyzed at different levels with the help of various powerful linguistic tools. Technology plays an important role in this respect in a way that developments in technology make it possible to obtain objective data for the learner corpus, store and use it automatically for analysis purposes (Granger 1998a).

Computer learner corpora (CLC), according to the Sinclair (1996), are:

"...the electronic collections of authentic FL/SL textual data assembled according to explicit design criteria for a particular SLA/FLT purpose. They are encoded in a standardized and homogeneous way and documented as to their origin and provenance (p.2)".

Aston (2000) argues that computerized learner corpora, which is also defined as the systematic computerized collections of texts written by various types of language learners, may play a more important role in foreign language teaching (Leech 1998; Aston, 2000). In foreign language teaching, it is essential to know the typical difficulties of the learners of another language so that a correct treatment is applied for the problems that arise.

---

[1] Internal and external processes are the processes inside and outside the students which play an important role and which influence them in learning the language (Felix, 1977). Using computerized corpus methodology in learning and teaching language can be beneficial for language learners in their attempt to understand and evaluate the language data.

According to the Contrastive Analysis Hypothesis (CAH), in an attempt to identify the difficulty areas of learners it is important to analyze the learners` language as well as compare this language with the language of native speakers so that problems can be identified precisely (Lado, 1957). This comparative nature of computerized learner corpora makes it a strong alternative for other data collection methodologies.

In this study, the development and use of support verb constructions by learners of English in a tertiary level EFL setting were investigated on the basis of a learner corpora compiled by the researcher from the academic writing samples of the students. The name of the corpus is KTUCALE (Karadeniz Technical University Corpus of Academic Learner English). The KTUCALE corpus was designed and compiled according to a strict design criteria over a period of three years. The present corpus includes slightly more than five hundred thousand tokens from mainly the following three fields; ELT, Applied Linguistics and English Literature. The academic written productions of the students in the English Language and Literature Department of KTU were used as the contents of the KTUCALE corpus. The reason for compiling a non-native academic learner corpus was two fold. First of all, in spite of the fact that foreign language learners experience difficulties in mastering academic writing conventions, using appropriate academic style as well as mastering the lexical and grammatical skills required in academic writing, there is a need to provide conclusive evidence for the problems EFL learners (non-native learners) encounter while writing. With this idea in mind, the creation of the KTUCALE corpus is likely to provide us with evidence related to the non-native learners` lexical choices as well as their awareness towards the collocational nature of the English language and interlanguage developments. Secondly, to the researcher`s best of knowledge, with its size, the KTUCALE corpus stands as the only Turkish academic learner corpus in an EFL setting which was compiled from the academic essays of upper-intermediate and advanced EFL level learners who majored in the Department of English Language and Literature of KTU. The essays were related to certain field-specific disciplines such as ELT, Applied Linguistics and English Literature. Naturally, the KTUCALE corpus differs significantly from other Turkish corpora such as TICLE, which functions as the Turkish sub-component of the International Corpus of Learner English (ICLE), and contains argumentative essays written by learners of English in Turkey (Can, 2009). There is also a corpus resource in Turkish named The Turkish Discourse Bank (TDB) which contains "400,000 words of

modern written Turkish including different genres with annotated discourse connectives and the discourse segments they relate" (Zeyrek et al, 2013:174).

Considering the commonly held view that Turkish EFL learners experience difficulties learning the English language despite devoting a notoriously extended period of school time learning it, the KTUCALE corpus is expected to function as a very objective and reliable tool for the interlanguage development and progress of Turkish EFL students in several respects in terms of lexical, structural, lexico-grammatical, discourse and morphological developments. The essays produced by the EFL learners were divided into two levels based on their scores from the Oxford Online Placement test. Those who got CEF-B1 and below (CEF B1-A2) were grouped under the "upper intermediate" level and those who got CEF-B2 and above (B2-C1) were grouped under the "advanced" level. The detailed list of the all scores from the test is given in the Appendix B section. It is also possible that KTUCALE may help discover both the patterns of Turkish EFL learners` language use and the extent to which they are used, and the contextual factors that influence variability in an attempt to better understand the ways Turkish EFL learners learn the language. Another way the KTUCALE may be of great help for researchers in Turkey and abroad is that corpus-based contrastive lexical comparisons can be made between two or more academic learner corpora with different backgrounds. By using KTUCALE and other academic learner corpora from different backgrounds, it may also be possible to create interdisciplinary research teams of FLT , SLA and NLP researchers and these research teams could carry out joint research projects related to their fields of expertise. Obviously, there is a need to gain more insight into Turkish EFL learners` use of grammatical words, parts-of-speech and syntactic structures. The analysis of the grammatical patterns both lexically (collocations, word combinations and SVCs) and grammatically from simple to complex patterns can only be possible through a large scale, representative, sizeable and balanced corpus. The KTUCALE corpus may serve this purpose as far as Turkish EFL learners are concerned. According to Byrd (1997), it is possible to use learner corpora of different backgrounds in order to investigate "grammatical signatures" -the systematic intertwining of grammar structures in various settings (p. 3). This is especially the case for academic written texts produced by university students and writers (Meunier, 2000). It is also the case that EFL language teachers may benefit from KTUCALE by doing research into academic writing in order to investigate

patterns of usage, recurrent errors, and lexical decisions as well as by identifying the strengths of EFL students.

Support verb constructions, on the other hand, have been studied several times under various names, each containing more or less the same content. They are referred to as "expanded predicates", (Algeo, 1995), "phrasal verbs" (Stein, 1991), "complex verbal structures" (Nickel, 1968), "stretched verb constructions" (Allerton, 2002) or "support verb constructions" (Krenn 2000, Danlos, 1992). These constructions are very important in English since they seem to be very frequent and problematic even for advanced learners. Sinclair and Renouf (1988) called for attaching more attention to them in foreign language teaching and claimed that these constructions are very rare, if not present, in teaching materials. According to Lewis (2000), they are difficult for learners to learn and hence made the assumption based on his own intuitions. However, this does not correspond with reality as actual investigations of learners' difficulties with support verb constructions in English are extremely rare.

Support verb constructions are the kinds of constructions which are common in English and contain a verb and a noun such as "take something into consideration", "give a smile", and "take notice". The nouns in these constructions carry the whole meaning and the verbs act as a complement with almost no meaning. Many support verb constructions start with head words such as *have, take, make, do* and *give*. (Sinclair and Fox, 1990). The criteria for the selection of SVCs is given in the next chapter under the related title. Partly considered as one category of collocations, SVCs are described as "a succession of two or more words that must be learned as an integral whole and not pieced together from its component parts" (Palmer, as cited in Kennedy, 2003: 468). In this dissertation, no distinction was made between "support verb construction", and "multi-word combinations" and "collocations".

There are several existing studies related to support verb constructions (Altenberg and Granger 2001, Howarth 1996, Kaszubski 2000). One of the few studies concentrating exclusively on support verb constructions – which is at the same time the one based on the largest amount of data – is Chi et al. (1994), who investigated support verb constructions of six common verbs in a one-million word corpus of learner English produced by speakers

of Chinese. The present study focuses on the use of support verb constructions by Turkish-speaking learners of English in a tertiary level. For this learner group, no study of support verb constructions has been carried out so far. The results of this dissertation may help initiate efforts to make the collocational nature of the English language much more familiar to EFL teachers as well as learners and lead to a better understanding and further appreciation of the power of idiomatic nature of the English lexicon in addition to finally paving the way for more awareness and the actual use of support verb constructions in the academic essays of Turkish EFL writers.

1.3. Rationale of the Study

The understanding of the overall frequency of acceptable support verb construction (SVC) use in the students` academic essays and investigating the most common support verb construction misuses typically made by the learners as well as learn the extent to which these verb-noun combination patterns change as the proficiency level of Turkish EFL learners increase are important for several reasons.

First of all, these support verb constructions are very common in English but seem to be problematic for many L2 language learners (Lewis, 2000). The problem stems from the fact that collocational appropriateness can often be enhanced through intuitive knowledge, and learners even at advanced levels may have great difficulty in using the correct combinations of verb and nouns together. According to Carter (1987), for true intuitive knowledge to take place on the part of the learners, there is a need for years of experience and an adequate amount of exposure. However the truth is that EFL learners seldom meet these collocations and their relatively short amount of exposure may, in fact, not be enough for a true maturation period to take place in terms of collocations. It is obvious that the use of these constructions is associated with the language proficiency of the learners. The more they use these constructions, the more proficient they are likely to become in the language that they are learning. Secondly, the learner corpus analysis of these constructions is likely to give us quantitative information based on the frequencies. This frequency criterion is important for understanding the frequency of elements in the learner language that should be taken into account, as learners will use the features they find particularly useful. In other words, it will be possible to see whether there is any need

or not for the improved teaching of support verb constructions for advanced level students as a result of the learner corpora findings. The analysis for the understanding of the frequency of acceptable SVC usages will be made through the comparison of the two corpora, KTUCALE and BAWE. Firstly, the two corpora were compared in terms of SVC content. Thus, the corpus-based contrastive analysis of the EFL learners` academic essays gave us possible significant overuse and underuses as well as correspondences between the two corpora and, then, provided us with an understanding of the Turkish EFL learners`SVC usages. Thirdly, the most common SVC misuses are investigated within the KTUCALE corpus. The learners who contributed to KTUCALE corpus were given an Oxford Online Placement Test. Based on the result the learners were divided into two respective levels; upper-intermediate (B1) and advanced (B2). The SVCs usages of the two groups were compared and the results are shown in the form of separate tables. Fourthly, the extent of SVCs change in terms of quantity and variation as the proficiency levels of the Turkish EFL learners increase was also investigated. For this investigation, corpus-based comparisons, diaries and questionnaire findings were employed. Another research question was about the ways Turkish EFL students learned SVCs in their language classrooms during their previous language education. The final question was with regard to the extent to which the learners` previous language education influenced their SVC use. Their language learning background in terms of SVCs was investigated for the purpose of investigating a probable correspondence between the subjects` language background and SVC use.

The reason for conducting the present study is, also, related to the failure of most research on lexicology to illustrate the full potential of collocations or multi-word combinations for the EFL learners and teachers in Turkey. Having been greatly inspired by the British linguist John Firth who contended that "you shall know a word by the company it keeps" (Firth, 1957: 11), I have also focused my attention on raising awareness and directing much more conscious attention of the EFL learners and teachers to the importance of learning more about the role of lexical co-occurrence in understanding word meaning. The fact that words often have their typical phraseology or "the tendency … to occur in preferred sequences" (Hunston, 2002: 138) best explains why there is an urgent need for more extensive and wide-ranging research studies related to the collocational nature of the English language in Turkey. Sinclair and Renouf (1988) called for attaching

more attention to them in foreign language teaching and claimed that these constructions are very rare, if not at all present, in teaching materials. Considering the fact that the importance of these combinations to language teaching has not received enough focus so far makes it necessary fot these combinations to be given serious attention in language teaching. There is, thus, a need for incorporating the idiomatic nature of the English lexicon into the English teaching materials currently used in schools and prepared by the Ministry of Education. The researcher claims that the failure to do so will bring single dimensional and ineffective language education based on "Open-choice" model in word level with sporadic lexical items in the form of multi-word combinations.

Finally, it is evident that the comparison of Turkish EFL learners` written productions with those of native writers may make it possible to evaluate whether the features of non-nativeness apply to one specific language group or are shared by several learner populations (Granger, 2002).

1.4. Statement of the Problem

The first and the most important problem within the scope of the present study is that the learners of English as a Foreign Language (EFL) lack the necessary skills to make correct lexical decisions or produce vocabulary that best fit in the different contexts, academic or expository, and thus fail to produce correct and proficient written English (Jordan, 1997; Nation and Waring, 1997; Hinkel, 2004; Reynolds, 2005). The case of Turkish EFL learners in terms of writing is also an important reason that inspired me greatly at the beginning of initiating this study. To the best of my knowledge, partly due to the lack of adequate literature and focus on the Turkish EFL learners` lexical choices in writing in general and the use of collocations in specific, I decided to compile a representative and balanced academic learner corpus and investigate the collocational competence of Turkish EFL learners by using a corpus-based contrastive lexical analysis. The fact that EFL learners are likely to use inappropriate word combinations and seem to ignore the idiomatic nature of English writing is, in fact, also supported by Sinclair (1991) in his "Idiom Principle Model", in which he called for attention to the fact that users of a language select naturally from a set of pre-constructed phrases, or idioms, as the name of the model implies. In addition to the Idiom Principle Model, Sinclair (1991) proposed a

second concept called "Open-choice Principle" and stated that these two principles govern the choice of words by speakers and writers. The first principle, "Idiom principle", results in collocations or other degrees of idiomaticity like idioms or fixed phrases. This is in contrast to the 'Open choice principle" which is more general and includes "a wide range of possible and acceptable words" (p. 1). Failure to consider the idiomatic nature of English language as defined above results in problems in the ways EFL learners use words, multi- word combinations and actual collocations in their academic and expository writing. Put another way, the problem which constitutes a huge challenge for EFL learners according to Hill (as cited in M. Lewis, 2000) is that "students who have strong arguments for writing often get low grades from the language part since they fail to use important lexical combinations and collocations of a key word which is central to what they are writing about" (p. 50). Therefore, there is a clear need that our learners (tertiary level EFL learners) need to know that words have their best friends or collocational fields and may come in various combinations with other words, only to appear with a different meaning each time. In other words, knowing the true associations of words will definitely help them raise their proficiency in English generally and in writing specifically. Lewis (1997) stated that when EFL learners learn the lexical "chunks" or word combinations to be used while writing, this would make their speech and writing sound native-like. This view of vocabulary learning is also consistent with language acquisition theory which takes place when the learner is able to analyze the language into lexical "chunks" (p. 6). McCarthy and O'Dell (2005) defined word combinations or collocations as "the most natural way of saying something in English" (p. 6). In this respect, it can be seen that vocabulary learning is an important issue in language acquisition and it is important that learners know it in an attempt to understand lexis and to communicate ideas more effectively when they write and even speak

The second problem with the scope of the study is that many Turkish EFL learners need to know that the lexical co-occurrences in the texts serve for various functions as well as contribute to the meaning of the words and influencing the following lexical choices made in any text. So, it seems that there is a clear need for raising Turkish EFL learners` awareness towards the collocational nature of the English language. It is possible that this will increase their proficiency in grammar as well, since part of the grammatical problems in the students papers are due to the lack of awareness on the efficient use of words and

word groups rather than grammar. The rules of grammar alone may not be adequate to explain language use fully and the study of words and words groups deserve more attention

1.5. Purpose of the Study

The aim of this study is three fold. First of all, the study attempts to investigate the overall frequency of support verb construction (SVC) usages in the academic essays of tertiary level EFL learners and to compare them with those of the native speakers` use. The study focuses on the use of support verb construction (SVC) by EFL learners in their academic essays. The contention is that EFL learners` awareness levels towards the collocational and the nature of lexical combinations in the English language is problematic and this causes them to produce written productions which display cases in which idiomatic principles and the prosodic nature of words are completely ignored. The analysis is expected to reveal the comparative SVC usages of the EFL learners and the possible correspondences with overuses and underuses also investigated. For this investigation two corpora are used. The first is named Karadeniz Technical University Corpus of Academic Learner English (KTUCALE) and the other is British Academic Learner Corpus (BAWE). The detailed information related to the design criteria of the two corpora is given in the Literature Review and the Methodology Chapters. Thus, by means of contrastive corpus analysis, the scope of the study will be enhanced to obtain a more accurate account of the use of SVCs, the problems with them and the developmental levels of the EFL learners.

The second purpose is to investigate the most common support verb construction misuses typically made by the learners and the extent to which these verb-noun combination patterns change as the proficiency level of Turkish EFL learners increase. For this purpose, corpus data related to the SVC misuse from advanced and upper-intermediate learners are separately investigated and presented in the form of tables. The extent of SVC deviation between the non-native and native speakers is likely to show us the strengths and the weaknesses of the non-native speakers. Investigating the extent of collocation deviations may also make it possible for EFL learners, teachers and researchers to obtain true and reliable information related to the extent of deviation between subjects' lexical choices and the norms of native speakers. The contention that the EFL academic writers may have language problems which native speakers do not have and, therefore, it would be

unfair to compare and contrast these two groups may have true implications. Nevertheless, it should not be forgotten that academic writing has its own conventions and, theoretically, there is no such distinction as academic writing by EFL, ESL or native.

Another purpose of the study is to explore the extent of change in the ways the subjects use these constructions in their writing and to discuss how these results, and similar ones obtained from learner corpus analysis can and should contribute to language teaching and language curriculum.

The final purpose of the study is to discover the ways in which EFL learners learn SVC's in their language classroom and to investigate whether their previous language learning experiences influence their SVC use or not.

Within the scope of the study, as data collection procedure triangulation methodology was used. The use of three different data collection procedures for a research study is called "triangulation" and the reason behind this is to reveal complementarity and convergence of the findings as well as allow for the use of different data collection procedures in order to ensure reliability of the findings (Erzerberger and Prein, 1997; Manion, 1994). In the study, as one part of triangulation, a student questionnaire was administered with the purpose of finding answers to the questions related to the perceptions of the subjects related to the phraseological or idiomatic nature of the English language as well as their perceptions towards writing. Secondly, a retrospective protocol was made with the 23 subjects in an attempt to better understand how they learn SVCs and how the support verb constructions patterns change as the proficiency level of Turkish EFL learners increase. Lastly, the diaries were used as part of the delayed retrospection procedure. The subjects were asked to keep diaries related to the writing processes, selection of words, and word combinations, feelings towards the writing tasks at their hand and so on.

Several questions in the protocol and questionnaire were asked in order to investigate the ways EFL learners learn SVCs in their courses as well as outside of school. Moreover, the subjects` high school English course books were thoroughly scanned for any possible SVC correspondence. The findings were given in the tables in the related chapter.

1.6. Significance for the Study

The significance of this study stems from several important reasons: The first is that the study is important because it attempts to broaden the scope of contrastive corpus-based research through a phraseology perspective and technology while using a triangulation of multiple methods. In spite of the fact that computerized corpus based studies are not a fairly recent phenomenon and there is an existing literature related to them, the influence of corpus technology on EFL writing and lexicology has not been the central focus of many studies in Turkey. For this reason, the effort to better understand Turkish EFL students in terms of collocational competence and their use in academic writing makes this study special.

Secondly, in an attempt to understand the use of support verb collocations in EFL academic writing and to evaluate the developmental stages of learners` collocational competence, this study aimed to foreground the voices of EFL students, while combining multiple other data sources. Bringing the students` perpectives to the surface provides us with insights into what they learn and that is valuable from the lexical point of view. It is hoped that a thorough understanding of the EFL learners' stance towards the colocational nature of the English language and their use of these collocations in their academic papers may provide hints about some important considerations for the future implementations of academic writing skill. The contention is that the knowledge of the idiomatic nature of the English language by the EFL learners plays a crucial role as an inseparable component of academic writing practices.

Consequently, this study has important implications for the collocational development of EFL learners and their word selection practices. With respect to obtaining a deeper understanding of the nature of EFL learners and collocations for the use in EFL writing, there is a need to more effectively incorporate the phraseological nature of English into the curriculum in order to enhance EFL learners' academic writing in terms of collocational competency. When this happens, there is a good possibility that the students will see the word or chunks of words in new contexts and that their knowledge and awareness of that word or word chunks will increase naturally.

The use of corpus is yet another significant aspect of this dissertation. The use of corpus concordances for words and word combinations may help researchers investigate "the frequency and persistence of errors" in groups of foreign language students as well as increasing our understanding of second language acquisition and providing data for other perspectives on errors (Biber et al.,1998: 197).

With these ideas in mind, the present study gains significance as it aims to find out the importance and use of support verb constructions by EFL learners while writing.

1.7. Definiton of Terms

Although most of the terms used in this study have obvious definitions, the following may need clarification.

Support Verb Construction: SVC combinations contain a verb and a noun. What is special about them is that the nouns in these combinations contain the core meaning of the combination and the verbs serve as a lexical component which has little meaning, if not at all.

Corpus: A corpus means any collection of more than one text and it refers to a large collection of natural texts compiled and they are considered to be representative of a variety or a genre of a language, which is now almost always in machine-readable form (Biber, 1998; McEnery and Wilson, 2001; Sinclair, 1991).

Concordance: A concordance is an "huge list for the occurrences of the lexis at hand" (Biber, 1998: 15), or a "display of words or simple grammatical items with their surrounding text" (Conrad, 1999: 2). According to Sinclair (1991) "the concordance is at the center of corpus linguistics, because it helps discover many important language patterns in texts rapidly" (p. 170). The most common format of the concordance is KWIC (Key Word in Context) where the keyword is arranged in the middle of each line, with context on the left and right side of it.

Concordancer: This is an important tool for the analysis of linguistic data which is used to search for target words and generate analyses of the words as well as obtain a range of text analysis, such as frequency information and lexical patterns.

Lemma and Lemmatization: While Lemma refers to a set of different forms of a single word such as laugh and Lemmasation is described as the act of grouping of the words that have the same meaning

Token: It is an occurrence of an individual word which plays an important role in the so-called tokenisation that involves division of the text or collection of words into token. This method is often used in the study of languages which do not delimit words with space.

Semantic Prosody: The term was coined by Sinclair in 1987. According to him, semantic prosody is the "consistent aura of meaning with which a form is imbued by its collocates" Louw (1993: 157; Sinclair, 1991: 74-75). It is also described as "the spreading of connotational coloring beyond single word boundaries" (Partigton, 1998: 68).

Annotation: Annotation is described as the adding of various linguistic information to a text as an extension. They include parsing, tagging, etc. and help analyse the texts in different dimensions.

Collocation: They are the word groups which refer to a sequence or pattern in which the words appear together or co-occur in the form of multi-word combinations. "A collocation is a pair or a group of words that are often used together." (McCharty and O'Dell, 2005: 6). Sinclair (1991) defined collocations as "the occurrence of two or more words within a short space of each other in a text" (p. 170).

Multi-word Combinations (Lexical Combinations: Support Verb Combinations): Multi-word combinations are the patterns of the co-occurrence of lexical features in texts. This is an important element of corpus linguistics and in this way it examines the words in their contexts of occurrence.

Frequency: Frequency is the occurrence of lexical features in texts and a very important feature of corpus linguistics in which the language is viewed as a system of occurrences which are based on probabilities among the many choices. For example the word frequency list from a learner corpus can be used for understanding language development levels of the learners.

Computerized Corpus Technology: Computerized corpus technology is the use of computer technology for corpus research through which it will be possible to use a concordance program in a attempt to produce word strings to create frequency lists and to obtain knowledge about the lexical properties and finally to identify patterns of language in use within the corpus.

Corpus Approach: Corpus based approach is the kind of analytical approach which is used in an attempt to describe language in various dimensions. These dimensions include grammatical, lexical and structural aspects of language. Within the scope of corpus linguistics, it is used for the analysis of empirical data as well as for the identification of patterns of language use, with a focus on lexis and lexical combinations.

FL: Foreign language: "A language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language" (Richards and Schmidt, 2002: 206).

NS: Native Speaker: While native language is regarded as "the first language a human being learns to speak", native speakers, according to Davies (2003), are those who display native performance in terms of lexico-grammaticality, acceptability and idiomaticity (Bloomfield, 1933: 43). Mukherjee (2005) further points out that "native speakers" have some certain features that label them as so, such as having good intuitions about the lexical and grammatical structures of his language as well as knowing to a large extent acceptable standard forms of his language in a situation and who uses collocations and multi-word combinations at any time when necessary (p. 14).

NNS: Non-native Speaker: Non-native speaker is the speaker whose native language is other than the language being used or taught.

ESL and EFL: English as a Second Language (ESL) is used in countries where English Language is being used and taught to students who are from non-English speaking countries, but studying English in an English speaking country. English as a Foreign Language (EFL), on the other hand, is used in countries where the native language is not English and where the learner lives.

L1 and L2: The L1 is the native language of the learner and the L2 is a second language either being learned or spoken.

FLA and SLA: These are abbreviations for "foreign language acquisition" and "second language acquisition. The term FLA is used when the learner is studying a language in a location where the language is not spoken. The term SLA is used when a learner is studying a language in a country where it is one of the official languages and is available to the learner outside the classroom.

1.8. Research Questions

Despite the tremendous need to investigate all aspects of lexicology of Turkish students of English, it is often recommended that researchers should not divert their attention and lose focus, no matter how accessible their aims are. So, in order to avoid divergence or dispersing, this study was limited to exploring and attempting to answer the below-mentioned questions;

- What is the overall frequency of acceptable Support Verb Construction (SVC) usages in the academic essays of tertiary level EFL learners?
  - Do the quantification measures between KTUCALE and BAWE corpora yield to significant overuse and underuse in terms of SVC?

- What are the most common support verb construction misuses typically made by tertiary level EFL learners in their academic essays?

- Is there any unusual use of SVC in the KTUCALE corpus?
- What is the extent of deviation, if any, as the proficiency levels of the students increase?

- How do these support verb constructions patterns change in terms of quantity and variation as the proficiency level of Turkish EFL learners increase?
- How did Turkish EFL learners learn SVCs, if any, in their language classrooms so far during their previous language education?

  - To what extent are EFL students aware of the existence of the SVCs in English?

- To what extent, did their previous language education in high school influence their SVC use?

  - What is the EFL students` language learning background in terms of SVCs?
  - Do their high school English course books contain any SVC structures?

1.9. Organization of the Dissertation

This study aims to explore the support verb construction development and use of the learners of English in a tertiary level EFL setting in Turkey by means of a learner corpus strictly designed according to criteria. This dissertation consists of eight chapters.

Chapter 1, Introduction: This chapter describes the impetus for this study as well as the EFL context in Turkey. I also stated the central problem, provided the rationale for choosing the topic of the dissertation, described the learning setting and the corpus under study, discussed the main research purpose with the research questions, defined the key terms and demonstrated the importance of the study.

Chapter 2, Literature Review: This chapter presents the literature review pertinent to lexicology and corpus linguistics, SLA research related to corpora, ELT,

computerized learner corpus and design criteria and outlines the stages on the development of computerized learner corpus (KTUCALE).

Chapter 3, Methodology: This chapter delineates the methodology employed in the present study. It components include: (a) an overview of the design; (b) the setting; (c) participants; (d) instrumentation; (e) data collection procedures; and (f) data analysis procedures.

Chapters 4, Data Analysis: This chapter reports the results of qualitative and quantitative data analysis procedures. These are presented in the order in which the qualitative and quantitative research questions are listed.

a. Descriptive statistics of the comparison between KTUCALE and BAWE
b. A descriptive list of the most common support verb construction misuses or unusual use of SVC`s typically made by the tertiary level EFL learners in their academic essays were given
c. Results of the protocols and diaries regarding the developmental stages of the learners in their use of support verb constructions as their levels increase.
d. Major themes that emerged in the interview and questionnaire results regarding their language learning history in terms of support verb constructions were presented.

Chapter 5, Findings and Discussion: This chapter summarizes and discusses the main findings, evaluates the methodology, and addresses limitations and implications for future research and corpus pedagogy

Chapter 6, Conclusion: The dissertation concludes with with the brief summary of the contents of the dissertation and the main points are made.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

This chapter briefly deals with issues that are related to the research questions of this study. The major issues are Corpora and Foreign Language Teaching, Lexicology, Learner corpora and SLA and FLT, Computer Learner Corpora, Learner Corpus Design Criteria, Support-verb Construction Definition and Native and Non-Native Speakers.

2.2. Theoretical Framework

Various sub-fields in the world of Applied Linguistics need to be dealt with if one is conducting research related to corpus linguistics, SLA and multi-word combinations. As the questions of this study imply, it incorporates three major concepts. Because of the context of the data being collected, this study is guided by a Lexical approach in Lexicology, Corpus Based Contrastive Analysis, and Sinclair's Idiom Principle Model. Thus, the literature review will be done under these headings. Details about these models, their components, the instruments reflecting the models and empirical evidence validating the models are presented in this chapter.

2.2.1. Lexicology

The study of lexicology is gaining more significance in SLA research and it is possible to assume that this trend will continue in the future partly because the study of words and multi-word combinations are among the most important language components for learners (Nation, 2001; Bogaards and Laufer, 2004). Levelt's claim (1989) that "the lexicon is the driving force in sentence production" and the existence of "the lexical approach" based on the idea that the lexicon is a vital component of grammatical and

phonological encoding are the best cases that show the significance of lexical items for the ESL or EFL research (p. 81). Recent focus and the growing attention to vocabulary in language instruction resulted in preparation of the Collins-Birmingham University International Language Database (COBUILD) and the COBUILD dictionary. This project was successful thanks to the Lexical Approach, a new approach in regard to teaching L2 and FL (Lewis, 2000). The Lexical Approach is thought to be a theory on the nature of language and language learning that is "derived from the belief that the building blocks of language communication teaching are not grammar, functions, notions or some other units of planning and teaching, but lexis" (Richards and Rogers: 132). This shows again that the lexical approach presents us with the belief that the lexicon stands in the centre of language structure and language use (Lewis, 1993). All this, in turn, led to a rise in the role of vocabulary in L2 and FL education thanks to its authenticity of corpus, usefulness of extracting words and the contexts of the words (Sun and Wang, 2003; Chan and Liou, 2005; Sun, 2007; Varley, 2009).

There are several stages in the lexical knowledge that both EFL and ESL learners are supposed to possess, these being:

- Production and reception
- Knowledge and control
- Breadth and depth
- Word combinations, collocations, and phraseology

The final stage in this lexical knowledge is the knowledge of word combinations, collocations, and phraseology and this is the reason why this research study was conducted. Although, in a language, individual words often appear together on a regular basis, there appears to be other word combinations that learners have to learn as a whole. An important factor about these combinations, however, is that they are not totally free and are strictly limited to possible co-occurrences of words. The fact that relatively little attention was given to these lexical problems in EFL and ESL learning and that almost no study so far has discussed how learners acquire competence in word combinations and collocations show that lexicology requires further research. According to the Nation (2001) language knowledge causes language use since there is a group of language chunks retained in long-

term memory and these word combinations (chunks) are used together with other combinations. Thus, "language knowledge and use is based on associations between frequently observed language items (p. 318)".

2.2.2. Sinclair's Idiom Principle Model vs. Open- choice Principle

Considering the existence of an intrinsic connection between lexicon and grammar by the Corpus Linguists entails the rise of a new theory of language analysis which is proposed by Sinclair (1991), who claimed that in order to fully analyze any language text, two principles should be considered: the open-choice and the idiom principles, both of which are used while the speakers and writers are selecting words.

Open-choice principle, according to the Sinclair, is "probably the normal way of seeing and describing language" (1991: 109). This principle regulates the fundamental rules for the selection of lexical items which can be used to fill the slots in any given text. In other words, the open-choice principle, which includes a range of possible and acceptable words, states that language analysis should be considered as a result of a number of complex choices and the model is based on the idea that language is composed of a number of slots and the language user has a series of choices to complete them correctly in terms of grammar (Barnbrook, 2007). The open-choice principle, therefore, constitutes the basis of most uses in the grammar of English language.

The Figure 1 below gives us an example of a tree structure which is used in demonstrating the open choice model (Carnie, 2002). According to the tree structure model, the slots of the tree are added to any word or words that are grammatically correct and acceptable. The structure starts with a determiner (e.g. T*he* child returned home*)* and this determiner is selected to complement the noun.

Figure 1: A Tree Structure Model for Open-choice Principle

```
                           S
              ┌────────────┴────────────┐
             NP                         VP
         ┌────┴────┐              ┌──────┴──────┐
        det        N             V             NP
         |         |             |              |
        The      child       returned          N
                                                |
                                              home
```
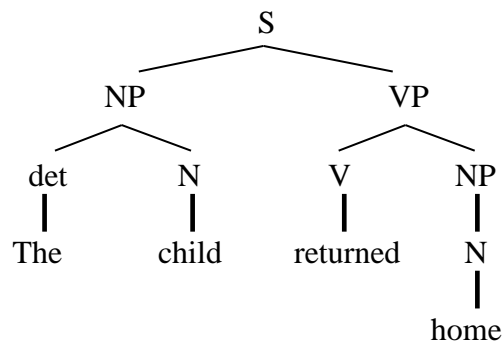
The rest of the sentence is made with a noun + verb + noun in the object position and these selections were made randomly from a whole series of possible noun and verb forms that could possibly fill the slots correctly. They are part of a system which is designed for open choice model and the nouns and verb can be changed to arrive at a different meaning each time.

In spite of the fact that open choice principle accounts for an important part of language analysis, many studies related to lexicology and phraseology have shown that words do not always occur randomly but are selected naturally within a group of fixed-phrases (Kilgarriff, 2005). On the contrary, they sometimes tend to appear together and generate multi-word combinations or phraseological structures and each word show variations in meaning in the contexts of their new combinations. This combinative or phraseological aspect of the English language is called the idiom principle.

According to the Idiom principle, which is composed of collocations or other degrees of idiomaticity, for instance, idioms or fixed phrases, words tend to appear together, and generate a huge number of phraseological units that add new meanings in their combinations. This phraseological nature of language is what Sinclair calls the idiom principle. In Sinclair's words, "the word is the unit that aligns grammar and vocabulary" (Sinclair, 1996: 24). According to this model, language is composed of a series of phrases and semi-fixed phrases that are expected to be encountered in specific registers, and should be studied as chunks.

The open-choice and idiom principles should be considered as part of a unified theory of language (Hunston and Francis, 2000). As Sinclair (1991) states, communication seems to start with the idiom principle. Language use, therefore, alternates between these pre-constructed word combinations (idiom) and word-by-word combinations (open-choice) (Erman and Warren, 2000). Identifying language use as clear realizations of either the open choice principle or the idiom principle is not an easy task, as they form a continuum, rather than a dichotomy (Hunston and Francis, 2000; Sinclair, 1991). There is a continuum for idiom and open-choice principles and each is located on the extreme sides of the continuum. In the middle there lies restricted grammar which regulates the structure of the words and word combinations according to their idiomatic or lexical meanings within a co-text.

Figure 2: Sinclair's Language Continuum

Open choice	Restricted Grammer	Idiom
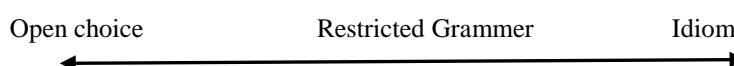
The existence of such a continuum does not mean that they are structured around entirely different principles. On the contrary, they should be treated in the same way and seen as the mutual components of the English lexicon. The dichotomy between the two is best described by Erman and Warren (2000) who stated that slightly more than half of the authentic texts (55 %) in English are based on idiom principle and the rest (45 %) is based on open choice principle. According to Sinclair, there is a mutual dependency between the two principles and they function hand-in-hand in English texts.

2.2.3. Corpus Based Contrastive Analysis

Interlanguage can simply be defined as a kind of language created by learners of a foreign language and it stands between the L2 and L1 (Selinker, 1972). It is an increasing linguistic structure that is formed by the learners of a foreign language (L2) who don't have native-like proficiency but approximate the target language and preserve several elements of their L1 while speaking or writing in L2. This is the main reason why I have incorporated the interlanguage issue into my study. The subjects of the study are the EFL learners and they are currently going through their developmental stages in English

language learning. Their exposure to language is limited and they are using such learning strategies as language transfer, over-generalisation and simplification in an attempt to better learn the language. Their word selections, accordingly, are affected by their experiences, and the way they use language reveals a separate language system. It includes very few support verb constructions but ample amount of single words. Within the scope of this study, their written productions were compiled and thus a learner corpus was created. The findings based on the learner corpus are given in Chapter 4.

Using the learners` language data for a linguistic study calls for a contrastive interlanguage analysis perspective. In other words, in an attempt to analyze learner corpora, the most frequent method to be employed is the use of Contrastive Interlanguage Analysis (CIA), which is basically used to compare varieties of one language, these being native and non-native varieties (L1/L2), or different non-native varieties (L2/L2) (Granger 1996; Gilquin 2000/2001).

Figure 3: Contrastive Interlanguage Analysis
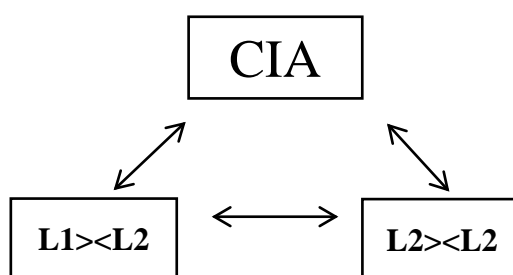
Source: Granger (1996: 9)

Granger (2003) defined "interlanguage" as a "variety in its own right, which can be studied as such without comparing it to any other variety. With this in mind, however, it may be useful to compare it to other language varieties in an attempt to reveal its characteristics for better understanding the internal structure of it (p. 127)." This naturally makes it necessary to adopt a corpus-based contrastive approach, through which learner language and native language corpus (L1-L2) can be compared on the basis of mainly language use and lexicology in an attempt to reveal the distinguishing features between NS and NNS (Granger, 1998b, 2002, 2003; McEnery and Kifle, 2002; Milton and Hyland, 1999; Altenberg and Granger, 2001). Upon determining the most distinguishing features of

native speakers (NS) versus non-native speakers (NNS) speakers, who are advanced language learners, it may be possible for NNS to understand the mechanism beyond how native speakers produce utterances in various environments and further develop themselves accordingly. When two different interlanguages are compared it becomes possible to evaluate whether these non-nativeness features are specific to one language group or shared by several learner populations (Granger, 2002). The Corpus-based Contrastive Interlanguage Analysis (CIA) of the learners` written language may also help understand the learners' acquisition sequences throughout different stages of language learning (Cobb, 2003). This will, in turn, lead to the understanding of the nature of acquiring second languages as well as to the development of curriculum design, the production of pedagogic materials, and classroom-based teaching in FL or SL settings (Meunier, 2002).

In addition to many other benefits, the understanding of the developmental stages of the learners in their acquisition of the second language can be regarded as one of the best potential advantages of the Corpus based Contrastive Interlanguage analysis process (Meunier, 2002). These stages are determined as a result of the "quantitative and qualitative comparisons between native language and learner language" (Granger 2009: 18). For Barlow (2005), this comparison brings about "a variety of issues" that need to be treated seriously (p. 345). The first and foremost consideration is the level of proficiency both native learners and non- native speakers have. This problem in the KTUCALE corpus was solved by using advanced level non-native learners` academic writing productions as compared with the British Academic Written English (BAWE) corpus that were written by British students. There are similarities between KTUCALE and BAWE in terms of genre. They both included texts written in academic English and the age and experience of the writers are similar. According to the Leech (1998) native control corpora such as BAWE or LOCNESS can be considered as a "standard of comparison, a norm against which to measure the characteristics of the learner corpora" (p. xv). It is also the case that this powerful native corpus is based on the norms of native speakers which are explicit and corpus based and "nativeness" remains a useful construct both for linguistics and for the ELT community (Mukherjee, 2005). When a learner corpus such as KTUCALE (L2) is compared with a reference corpus such as BAWE (L1), it means that BAWE (L1) is taken as a "norm" with which the learner corpus data from a L2 corpus will be compared. In this study, EFL learner writing corpus (L2) was compared to academic writing samples of

British students (L1). While there are wide-ranging criticisms regarding the use of native (L1) writing corpus as a reference, one should not forget that a L1 student writing corpus will always be a better source of comparable data to an EFL learner writing since the aim is to introduce a native speaker norm into the data and to understand the lexical competency of EFL learners in terms of SVCs.

Based on the above theoretical framework of Lexicology, Sinclair's Idiom Principle Model and Corpus-based Contrastive Analysis, the present study adopted a corpus-based lexical approach to examining both NS and NNS corpora in terms of the use of support verb constructions in academic writing. It is hoped that through a close examination of L1 and L2 writers' use of support verb constructions, support verbs can be used as an indicator of L2 learners' lexical competence.

2.3. Corpus Linguistics and Foreign Language Teaching

As the researcher of this dissertation, I am of the opinion that the ties between the corpus linguistics and foreign language teaching need to be strengthened and reinforced for the mere fact that corpus and corpus tools as well as corpus methodologies offer a lot for use in language teaching in various ways. The integration of corpus technology in the form of corpus-based electronically created texts is just one example of this. It is a long consensus by now that the electronically created texts are used widely by scholars all around the globe for a long time and these electronically created text samples present a huge variation in the many language structures that have never been available before the corpora, which enlarges our vision upon how language works and helps us to see creative studies in this field (O'Keeffe, A. et. al, 2007). Corpus Linguistics is a field that provides us with the opportunity to study authentic materials in ELT as well (Alan, 2009). It is also the case that the benefits, the potentials and the potential contributions of the corpus and its types such as learner corpora are ignored by language teachers for years and thus the perceptions towards corpus use changed rather late.

First of all, computerized corpus was introduced for use by language teachers in the field of teaching lexical and phraseological structures since these topics gained prominence in language teaching and researchers were unable to come up with reliable or satisfactory

research evidence through traditional methods (McCarthy and Carter, 2004; Schmitt, 2004). Following the continuous and effiective use of corpora and thanks to its rich terminology and availability of comparison, researchers could come up with findings more accurate and reliable. This good start was enough to motivate many language teachers all around the globe to take seriously the potential benefits it may have on their teaching. Corpora became an important pedagogical tool in language teaching and learning with its easy access and fast software make up. To be able to use the corpus efficiently, language teachers need constant practice and knowledge of how to evaluate the findings. In other words, the large documentary that one can have from the corpus data is not an easy task to work with, especially when the teachers are confronted with the fact that the findings are accurate and the reflection of the truth is not guaranteed.

The availability of computers as well as large amounts of target language data on the internet is also a factor for using corpora in the classroom and material development. What is more, corpora can be useful for teachers in curriculum development, selection of vocabulary and lexical testing, but these features of corpus cannot be used efficiently by teachers if they don`t know how to tap into its potential benefitss.

As far as EFL learners are concerned, using raw linguistic data obtained from concordances may develop students' reasoning skills inductively as well as integrating authentic tools into the learning procedure, in which students take control of their learning so that their competence develops by increasing their linguistic performance. Moreover, when the students see the word or chunks of words in new contexts in corpus it is likely that their knowledge and awareness of that word or word chunks will increase naturally.

It is also possible to create a corpus from many resources or contexts depending on the researcher`s selection of corpus content. When this is the case it is highly possible that the corpus created for a specific purpose will give us much more situational words than the standard course books include. Moreover, the dictionaries we use in a target language cannot supply us with the diversities of a language sufficiently, but with the help of corpus it is fast and easy to access different structures (grammar, collocation etc.) of a word. Furthermore, "Knowledge encoded from data by learners themselves will be more flexible,

transferable, and useful than knowledge encoded by experts and transmitted to them by an instructor" (Cobb, 1999: 15).

However, the use of corpus is not without problems either. For instance, there may be an excessive amount of lexical information and thus, it may be confusing to find the search item, although there may be rich and varied contexts where words can be found, they may be confusing or unknown in different contexts. The context may be rich, varied and various, but there is a good chance that they may also be short and incomplete, and may not form a coherence on the whole (Cobb, 1997). Since corpus is not a kind of dictionary, learners may have difficulty in understanding the database. It is also the case that it may be a challenging task for EFL learners to independently formulate search items in an attempt to find various usages of a language in the concordance lines, and in which case of course, the role of the teacher as a facilitator becomes a vital necessity (Stevens, 1995). Overreliance on corpus also may give wrong impressions about the language, because corpora may not give proper information to be used in the classroom by teachers. Corpus use of vocabulary may look like the lexicographers who build their dictionaries by using corpus, preparing word-based materials from the concordance lines, and employing classroom projects and tasks (Tribble and Jones, 1990; Chen, 2004).

Awareness of the power of corpora makes it possible to create new activities, teaching materials and also syllabus design. This contention is further supported by Krajka (2007), who said that "When reflecting on how the type of corpus determines the use and the type of activities that are to be implemented, teachers should raise the awareness towards the specificity of the type of information included in the corpus" (Krajka, 2007: 39 ; Gabrielatos, 2005). The Figure 4 below summarises this relationship.

Figure 4: Uses of Corpora

Native speaker corpora	Learner corpora	Corpora of coursebooks

Sources of attested examples	Language description	Insights into learner language	Comparison with L1 and learner corpora

Corpus-based learning materials and software	Dictionaries Grammars	Syllabi Coursebooks	Language test construction and evaluation	Contribution to SLA and ELT methodology

Source: Gabrielatos (2005, cited in Krajka, 2007: 39)

To extend the relationship between corpus and ELT, Römer (2005) explains this relationship as a dynamic one by claiming that the two fields steadily affect one another. Language teaching benefits from the resources, methods and insights that corpus linguistics supply. On the other hand, it provides significant impulses to a corpus linguistics research. In order to make it easier to notice, **Rö**mer puts his assessment in Figure 5 below:

Figure 5: The relationship between Corpus Linguistics and Language Teaching

resources,methods,insights

Corpus Linguistics

Language Teaching

needs-driven imulses
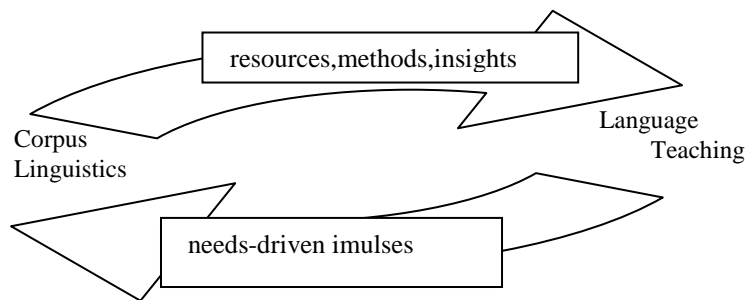
Source: Römer (2008: 113)

Application of corpora in foreign language teaching requires the use of both corpus tools and corpus-based methods. The application of these tools and corpus-based methods can be direct and indirect and are called direct or indirect pedagogical corpus-based applications. Indirect corpus-based applications can help with decisions about what to teach and when to teach it. Direct corpus-based applications, on the other hand, can help the users in the teaching process (Fligelstone, 1993) and directly affects how something is taught and learnt. As the Figure 6 below shows, different types of direct and indirect applications can be identified depending on the use of corpus-based methods and tools.

Figure 6: Applications of Corpora in Language Teaching
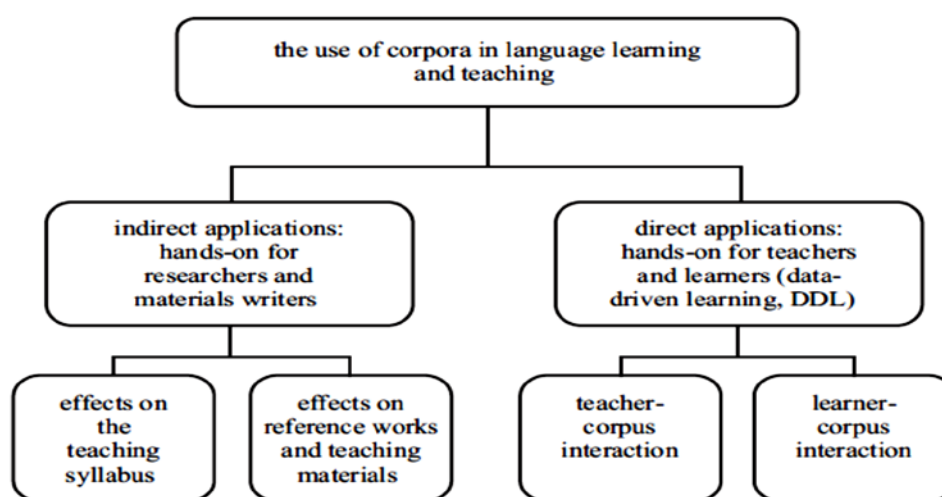
Source: Römer (2008: 113)

According to Biber et al. (1998), corpus based approaches to language study emphasize the study of language features and their characteristics. From this perspective, it is possible to investigate how speakers and writers exploit the resources of their language and "this can obviously be done through studying the actual language used in naturally occurring texts" (p. 1). A corpus based analysis of the languages present some characteristics needed to be considered with care, these being:

- "The analysis is empirical in that actual patterns of use in real texts are analyzed;
- The analysis depends on the extensive use of computers;
- The analysis employs a large and principled collection of natural texts;

- The analysis uses quantitative and qualitative analytical techniques" (p. 5).

The fact that corpus based approaches allow for in-depth analysis of genuine language as well as providing empirically tested data that can be utilized to answer questions about language rather than relying on intuitions makes it all the more different than previous methodologies based largely on intuition and limited evidence. Teaching learners about actual language use in various contexts helps especially meet the needs of the students of this study. The linguistic and more specifically the lexical features of various genres of language can be identified and taught to the learners and thus the students' awareness level towards the word usages or word combinations (lexical combinations) may be raised. As stated above the evidence that corpus-based approaches help linguistics investigations to enhance the full comprehension of the ways language function in unique ways other than through introspection can be exemplified through various research studies. The potential of corpus to give qualitative data based on the frequency of use and distribution of linguistic forms offers many advantages to the researchers and teachers alike in terms of reliability of the data. For instance, according to the Francis (1993) verbs such as *make* and *find* account for 97% of the occurrences of the whole verbs which are used in sample sentences where they are used as main verbs, as in "I find it extremely hard that she learned English in such a short time" or "I made it my business to pay frequent visits to this café". It is certainly the quantitative frequency-based corpus data that makes this evidence all the more reliable and strong for researchers, teachers and learners alike. Another study by Hunston (2002), reports that various senses of a lemma are generally used with different patterns. Hunston gave the example of the verb "*maintain*" as an example and contended that the different meanings of verbs lie in the patterns rather than the verbs themselves.

The couple maintained a good relationship for long. (maintain + NP)
He maintained that the verdict was not fair. (maintain + that-clause/quote)
He maintained the cost at a low level. (maintain + NP + at + NP)

Sinclair (1991), on the other hand, reports that the singular and plural nouns come in various ways and this also changes the meanings of these nouns. The example noun he gave for this contention is the lemma "eye". Through a careful consideration of the noun

he concludes that the plural form of the noun becomes the meaning of actual visual organ. At the same time, both plural and singular nouns may be used for the meanings that are figurative in character and in various two or three- word combinations. For example;

- *all eyes will be on (something),*
- *rolling their eyes,*
- *keep an eye on (something),*
- *turn a blind eye.*

The above examples provide evidence to the fact that various forms and senses of words and word groups may be confusing sometimes. It is through the corpus-based analysis for the language teaching purposes that the various patterns are observed with a relative ease and the whole picture can be seen more in detail.

Language teaching approaches which are corpus-based in character offers potentials to reveal the ways various lexical patterns are matched with the lemmas in the same semantic organization. For instance, according to Francis et al. (1996), there are 20 verbs with a "V + *by* + *-ing*," pattern and the majotiy of these patterns are used either with *"start/finish"* group or the *"respond/compensate"* group. Following a corpus-based methodology is likely to provide us with a good deal of information related to the various contexts where there may be synonyms for each word and where intuitive knowledge may be insufficient. Finally, it is also possible that through the use of corpora, one can check the prosodic nature of lexical items (semantic prosody) which means "the spreading of connotational coloring beyond single word boundaries" (Louw, 1993: 157). Controlling prosodic nature requires an understanding of the context of a word which adds a hidden but integral layer of connotative meaning to its phraseology. For instance, Sinclair (1991), claims that the verb "*set in*" is usually used in contexts where the subjects presents a negative connotation (e.g. *bad weather*, *decline*). Stubbs (1996) also argues that the object of the verb *cause* (e.g. *illness*, *disaster*) presents a similar negative connotation. Louw (1993) also indicated that the phrase "*build up*" presents a positive connotation (e.g. *build up enthusiasm*), but if it is used intransitively it presents a negative connotation (e.g. *pressure built up*). Such semantic prosodies according to Louw (1993) "exist in large number and for a long time remained hidden from our perception and inaccessible to our

intuition" (p. 173). It is through the use of corpora or corpus-based methodologies that they can finally be brought to light.

2.4. Why Use Corpus Linguistic Research for the Understanding of Language

Corpus linguistics is based on the study of language use in ways that were not anticipated before. Basically, the main concern of the corpus linguists is to study the ways speakers and writers use the language in its original and authentic form in an attempt to investigate and understand the language empirically, which seems to be a more reliable source than "intuitions or elicitation of artificial sentences for describing and explaining language" (Biber, 1998: 14). The typical lexical and structural patterns in a language are the starting point for any corpus linguist who establishes language theory from these usual and typical patterns. Stubbs (2001) describes the role of the corpus linguist as somebody who is interested in "what frequently and typically occurs in a language," and accordingly "priority is given to describing the commonest uses of the commonest words" (p. 151). Moreover, the quantitative data about frequencies makes up for the largest part of corpus findings and corpus based investigations are also based on the investigations for the purpose of revealing the patterns and various elements of a language in context (Biber, 1988; Conrad, 1999).

The fact that research studies based on corpus methodology present a great potential to further help to understand language phenomenon on a larger scale is an old consensus by now. First of all, when a corpus based methodology is applied in a research study it becomes possible to have a precise knowledge related to the frequency of use and the distribution of linguistic forms. For instance, Sinclair (1987) first noticed that the items *happen* and *set in* are habitually associated with unpleasant events, at least in the corpus data he was examining. Through a corpus concordance analysis, he discovered that both these items have an unfavorable prosody. Here, I want to give the same example from Francis (1993) who also discovered that such words as "make" and "find" are used more than 97% in the sentences in which the clausal subject is moved at the end of the sentence.

Table 1: Sample Corpus Findings

happen	She then went to bed feeling more relaxed, but after a while felt unwell and was soon sick. This *happened* several times during the night.
set in	Prices [were] so high on the South Coast that some customers sold their boats, moved them abroad or kept the old ones longer. The inevitable reaction has *set in*
make	I *made* it my business to visit the school administration.
find	I *find* it funny that he can't drive alone after so many years behind the wheel

All these discoveries related to the prosodic nature of the lexical items became available thanks to the corpus tools. Another important discovery related to the corpus use is that the same verb may present different meanings each time when it is used in combination with different patterns. In other words, it is the "pattern" that is responsible for the sheer meaning rather than the individual words and it is even the case that a singular and plural forms of the same word may have different meanings when they are used in different patterns (Sinclair, 1991). The third discovery is that corpus has the potential to show the way a certain lexical pattern is used with others and this gives the pattern a meaning of its own. To illustrate this situation, the sample words in English with the "start/finish" group and the "respond/compensate" group can be given (Francis et al. 1996). The final discovery related to corpus use is the case of synonyms which are used substantially in different contexts and tracking down these usages and their variety can only be possible through corpus search rather than intuition. According to the Partington (1998) the differences among the adjectives such as "sheer, pure, complete and absolute" were given in Table 2.

Table 2: Synonym Adjectives and their Patterns

Sheer	with	"force"	(e.g. sheer power)
Pure	with	"state"	(e.g. pure happiness)
Complete	with	"destruction"	(e.g. complete fallout)
Absolute	with	"hyperboles"	(e.g. absolute terror).

Source: Partington (1998:8)

The discovery of the differences in the way and contexts that these adjectives are used is another stronghold of the corpus, corpus tools and corpus methodologies and in fact should be regarded as a great contribution to the study of language in general and lexicology specifically.

For the use of corpus to understand the English language, researchers put forward various explanations. These reasons, according to the Nelson (2000), can be classified under four categories. The first category is the potential of corpus to present empirical data as opposed to introspection. This empirical data brings objectivity which is an important stronghold of corpus and in fact this is one of the main reasons why corpus is applied in many different fields of inquiry. As well as objectivity, it puts forward the issues of quantitativeness, verifiability of results, accountability and reliability. The corpus data is reliable because computers are at work and the source texts are authentic ones, which lead to an empirical investigation of corpora of authentic, natural texts. (Biber, 1998; Sinclair, 1991). The second benefit of the corpus is its ability to present us with a huge and broad range of data through which it becomes possible to make a detailed analysis of a given item. The third benefit is the ease at which the corpus can be accessible. Researchers who are interested in corpus search can access to it anywhere in the world as long as they have internet access. The final benefit of the corpus is the speed and scope of analysis. Computers present opportunities for quick analysis in wide ranging topics from structural analysis of language to lexical analysis or grammatical properties of the texts (McEnery and Wilson, 1996; Nelson, 2000; Sinclair, 1991)

The first severe criticism to the corpus-based methodologies and corpus tools came from Chomsky (1962), who claimed that language research must be based on competence rather than on performance since the performance is not a reliable indicator of true language data. (Sinclair, 1991; Stubbs, 2001; Tognini-Bonelli, 2001). Chomsky also suggested that the data corpus offers is not adequate to initiate research and includes a finite set of examples which is not likely to account for our knowledge of grammar with which we can produce an infinite number of sentences. Finally, Chomsky noted that corpus presents us with a huge number of unordered data which is not easy to work with compared to intuitive data that can easily be determined (McEnery and Wilson, 2001). Finally, Chomsky (1962) criticized corpus related studies as follows:

Any natural corpus will be skewed. Some sentences won't occur because they are obvious, others because they are false, still others because they are impolite. The corpus, if natural, will be so wildly skewed that the description would be no more than a mere list (p. 159).

Another critical statement about corpus linguistics is the failure of corpus linguistics and its findings to confirm the language decisions of native speakers. According to Widdowson (2000: 8) corpus findings can "only partially account of real language" since they are far away from confirming the native speakers decisions related to the use of language. The frequency based analysis of the given items is also subject to criticism in that those raw frequencies may not be certain enough to give us a clear cut picture of the search items. It may even be the case of an infrequent item becoming as important as the most frequent item in a corpus based concordance search. However, according to Stubbs (2001), corpus is concerned with what frequently and typically occurs and in fact, these frequency occurrences should be considered as the core of corpus based methodologies (p. 151).

Opposition to Chomsky`s ideas related to the nature of corpus linguistics came from Sinclair (1991), one of the leading corpus linguists of his time, who asserted that "the comprehensive study of language must be based on textual evidence rather than intuitive data" (p. 6). This textual evidence can now be obtained from corpora especially after the computers begun to be used for this purpose. While corpus linguistics is regarded as a methodology that can be used for various purposes in the scope of the field of linguistics in general, it should be noted that the role of lexis and the field of lexicology are emphasized in the description of a language in corpus linguistic (Kennedy, 1998). This emphasis on lexis led to the creation of lexical approach and mostly because of the fact that corpus linguistics gained ground in the applied linguistics and this naturally brought lexicography into focus in applied linguistic research, thus "offered the possibility of a socially sensitive theory of lexis" (McCarthy, 200: 62).

The use of intuitive data is criticised by Stubbs (1996) once more by claiming that "One does not expect a scientist to make up the data at the same time as the theory, or even to make up the data afterwards, in order to illustrate the theory" (p. 29). Sinclair (1991) supported the views of Stubbs by stating that "the intuitions of people related to the nature

of language is mostly specific, and cannot be a good guide to what actually happens when the same people actually use the language' (Sinclair 1991: 4).

The conclusion that can be drawn from this discussion from a corpus perspective is that the validity of the intuitive data must be treated with caution and the data needed for corpus research must come from an outside source. This outside source may be a large corpus compiled according to strict design criteria. This conclusion is further confirmed by Stubbs (1996) who stated that a well designed large corpus can be a very helpful source of data for the linguists in their search for linguistic evidence for a problem.

It should be argued that the views expressed by Sinclair, Stubbs and other Corpus linguists regarding the reliability of the authentic data over intuitive data are of utmost importance and should be regarded with no suspicion at all.

2.5. Lexicology and Corpus Linguistics

Among the linguistic fields that most benefited from corpus-based research, lexicology comes first with its potential availability for computerized corpus search. Advances in computer technology not only have made lexical analysis of multi-word combinations, including the support verb constructions, all the more feasible but also have incorporated many other fields that employed corpora. Table 3 below is a list of other areas that benefitted from the corpus-based research.

Table 3: Fields of Linguistics that Use Corpora

Field of Linguistics	Benefits gained from corpus linguistics
Lexical studies, lexicography	*Quick analysis of sheer data *lexical patterns emerge which could not be analyzed earlier (e.g. collocation, usage) *authenticity
Grammatical studies	*patterns can be analyzed *shed light on lexicogrammatical interdependences *authenticity, empirical data *representativeness *quantitative data
Speech research	*broad range of data Authenticity, naturalistic speech *annotation makes comparisons between different categories possible
Language teaching	*authenticity *representativeness *criticism towards non-empirically based teaching materials
Language varieties	*corpora used as test bed for theories *representativeness *quantitative data
Semantics	*objectivity *frequency data to establish categories (e.g. fuzzy categories)
Historical linguistics	*reservations of representativeness as limited availability *frequency analysis *study the evolution of language through time
Stylistics	*quantitative data
Contrastive studies, translation	*semantic, pragmatic contrastive analysis *analysis of translationalese
pragmatics	*limited - difficult to automate *role of certain words, phrases or pauses in conversation
Discourse analysis	*limited - difficult to automate *co-reference *speech acts *limited - tradition of elicited data
Sociolinguistics	*authenticity *quantitative data

Source: Jablonkai (2010: 77)

Lexicology can be defined as the study of the meanings and the use of the words, synonyms, collocations ...etc. It "deals not only with simple words in all their aspects but

also with complex and compound words, the meaningful units of language" (Jackson and Amvela, 2007: 2). There are of course variations in the ways that these words are used in the language and corpus-based techniques and methodologies have been extensively used for more than two decades in an attempt to uncover what words are in store for linguists, language teachers and students. With this in mind, it seems reasonable to argue that as well as providing descriptions and explanations of language, corpus linguistics has "a tendency to focus on lexis and lexical grammar" (Kennedy, 1998: 8). For this reason now, with the corpus-based techniques, it is possible to investigate how common a given word is as well as the different senses of the word, and whether they have any systematic associations with others or not. The applied linguists as well as descriptive linguists are interested in lexicology mainly because of the nature of the lexical information about individual words. For the former, these studies provide an important source of information for language students and teachers. For example, it is perfectly possible with the corpus-based lexicographic studies to observe the ways the related words are used in various ways and suitable for different contexts (Biber et al., 1998).

Knowledge of the individual words or the relations between these words are important in applied linguistics in at least two ways, the first being that the lexical proficiency in a second or foreign language is directly related to linguistic competence in at least two ways. The first and the most basic philosophy behind this approach is that the more words a speaker knows, the better he will perform in the language. According to Daller et al. (2003) the second is that lexical knowledge is an important aspect of success in academic writing in that failure to use correct words may create misunderstanding for other parties involved in communication either in writing or in speaking (Zughoul, 1991).

Unlike four decades ago when the corpus-based methodologies were used for dictionary making, a wider range of corpus based methodologies exist today. Thanks to computer technology, corpus based lexicographic research has improved its efficiency and precision. The collection and storage of a wide range of corpora from various sources are now possible and analysis is no longer limited to the sentence-length chunks. More texts are stored and representative nature of corpora today is greatly improved thanks to the computerized corpus and lexicographic studies. With the computer technology in corpus studies, the analysis became faster and more precise in the sense that the computers are

able to find every instance of a given word and generate a long list for each with no loss whatsoever in the occurrences of a given word. The corpus size is now greater and the representative nature is greatly improved and all these advantages gave way to the investigations of a range of lexicographic research questions that were not easy to answer before. "There are six major types of research questions that can be answered through the corpus based lexicographic investigations" (Biber et al., 1998: 23-24).

The first research question asks to explore the meanings associated with a particular word in a corpus-based study and corpus linguistics perspective makes it all the more interesting and attractive by preparing the ground for showing their usages of natural contexts, thus, making it possible to interpret the meaning without a further need to use the intuitive knowledge.

The second research question asks to explore the frequencies of words relative to other related words in an attempt to find out the common and uncommon words. Knowing what is common and uncommon can be very useful in designing books and other materials for learning and teaching language students.

The third one asks to explore the non-linguistic patterns a particular word have in an attempt to better understand the association patterns between words and non-linguistic factors as well as to characterize language use patterns in different varieties.

The fourth one is asked to explore the words that commonly co-occur with other words and their distributions across registers. The question focused on the word patterns or collocations and to find out how they are grouped together in different patterns.

Another question is related to the distribution of the senses and uses of a word. The focus of this research question is the different senses and uses of words. The final research question explores the ways through which seemingly synonymous words are used and distributed. A corpus-based investigation of the use and distribution of the words help us determine their contextual preferences, associations with other words in different registers (Biber et al., 1998).

The patterns behind how language teachers or learners use the words can be investigated through these questions. What is more, a corpus-based approach used to contrast intuitions with empirical evidence from the authentic language evidences can be given as another potential benefit of the corpus data.

Thus, the relation between Lexicology and Corpus Linguistics makes it to be felt mostly in the field of English language teaching in ways one could hardly imagine before. Under the following title, the use of learner corpus for English language teaching was investigated with a focus particularly to lexicology perspective.

2.6. Learner Corpus and English Language Teaching (ELT)

There has always been a link between the CLC (Computerized Learner Corpora) and ELT, examples of which can be given for the preparation of many ELT material designs and tools based on authentic data to be obtained through native learner corpora. The belief that the description of the authentic native English would lead to the preparation of materials based on authentic data rather than intuition-based materials turned out to be true. In the field of vocabulary, for example, Ljung (1991) found that traditional textbooks tend to over-represent concrete words and ignore the abstract and societal terms and therefore fail to prepare students for a variety of tasks, such as reading quality newspapers. The conclusion to be drawn from this is that textbooks are more useful when they are based on authentic native English.

On the other hand, the use of native corpora contains high level of words and sentence structures which are difficult to grasp by foreign language learners and thus may not ensure the creation of effective ELT materials. There is no doubt that "the efficiency of EFL tools could be improved if materials designers had access not only to authentic native data but also to authentic learner data, with the NS data giving information about what is typical in English, and the NNS data highlighting what is difficult for learners in general and for specific groups of learners. In this respect learner corpora clearly can make a significant contribution to language teaching as well as contributing to the improvement of pedagogical material through revealing typical difficulties of certain groups of learners" (Granger, 1998a: 7). In addition, the use of CLC data could also give rise to new

developments in ELT methodology and curriculum development (Mark 1996) within the framework of data-driven learning and form-focused instruction. There are also indirect ways with which learner corpora may help. One is the use of learner corpora for the identification of second language acquisition processes. In the classroom, learner corpora may also be efficiently used through giving the learners the language samples which constitute wrong language samples and giving learners the opportunity to discover the truth by themselves.

2.7. Learner Corpus and Second Language Acquisition (SLA)

The integration of Corpus-based approaches with SLA research studies is likely to yield important results with their potentials for objective and reliable results so that they can be investigated objectively from different dimensions (Leech, 1992). Beaugrande (2001) argued that language learners need to be exposed to authentic language and language materials and failure to do so may yield to problems such as inadequate exposure to authentic materials. For all this to happen though, there may a need for using learner corpora which is a collection of texts or essays produced by learners of a language.

The relation between Learner Corpora and Second Language Acquisition research is, thus, strong in that Learner Corpora may give us a new type of data which requires reflection and thus create new perspectives in SLA (Second Language Acquisition) research.

SLA research attempts to understand the processes and the structure of foreign/second language acquisition. But, while doing so, it is based on various data sources as described by Ellis (1994) and which are divided into three major groups, these being "language use data, meta-lingual judgments and self-report data" as shown in Figure 7 (p. 670). The fact that this traditional nature of SLA gives room for experimental and introspective data but fails to receive the benefits of natural language-use data confines it to a limited number of data collection procedures. This may be partly because of the difficulty of obtaining real time data or failure to control the variables affecting learner output in a non-experimental situation. This limited nature of SLA makes it based on a narrow empirical data or real time natural data and on a limited number of subjects to draw

the data from. For these reasons, the generalizability of the SLA research results has never been strong so far.

Figure 7: Data Types Used in SLA Research
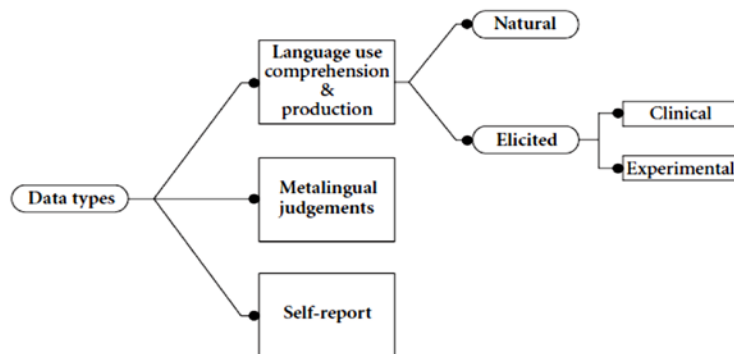
Source: Ellis (1994, cited in Granger, 2002: 3)

According to Mark (1998) in a more pedagogical perspective, "the situation does not change in that some of the factors that play a part in language learning and teaching receive more attention than others" (p. 78). Figure 8 below shows the components of a mainstream language teaching approaches which include the description of the target language, interest in learner variables (motivation, learning styles, needs, attitudes) and both the target language and the learner. What is lacking in this picture is the learner output, which is important for SLA research for two reasons.

Figure 8: The Concerns of Mainstream Language teaching
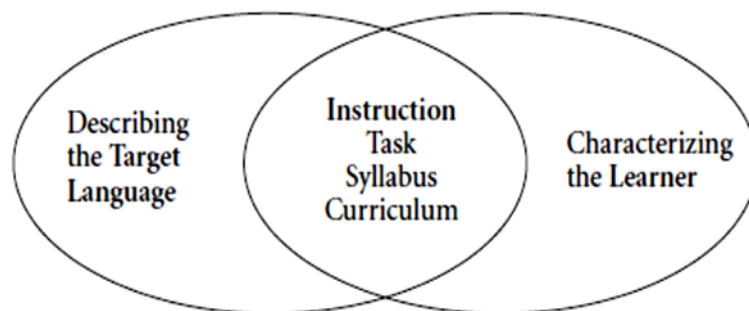
Source: Mark (1998: 5)

Learner output is likely to illuminate the other three areas and establish the scope of the SLA research far beyond the existing boundaries. The knowledge of learner language or learner output may best be obtained through a well prepared learner corpus which has the potential to provide insight and detailed descriptions about the learners. The carefully controlled computerized data to be obtained through computerized learner corpora will give us the opportunity to analyze the data at a range of levels with powerful linguistic software tools.

Engwall (1994) and Hunston (2002) pointed out the fact that there are various types of corpora, each serving different purposes and the learner corpora in this respect is designed basically to serve for all those interested in the SLA domain to obtain specific and comprehensive information about language learning that has remained unaccounted for in previous literature. Such information includes all kinds of collocations, syntactic structures, word frequency, contextual overgeneralization, word category, etc. Biber et al. (1998) have argued that the use of learner corpora in SLA research is quite useful in investigating "the frequency and persistence of errors in groups of second language students. Such studies increase our understanding of second language acquisition, provide data for other perspectives on errors (e.g., as interlanguage and nonstandard target forms), and provide evidence for instructional decisions"(p. 197).

The use of corpora in a foreign language class may make it possible to help language learners exposed to authentic examples rather than fixed or artificial ones which are not used commonly in everyday life. The use of ready-made words and sentence structures may not be good for the learners to develop themselves with authentic examples of the language (Flowerdew, 1993). Furthermore, the use of learner corpora has enabled researchers to compare and contrast native and non-native speaker performance--what is now known in the literature as Contrastive Interlanguage Analysis (CIA- hereafter) which, according to Granger (1998, as cited in Al-Btoosh, M.A. , 2004), involves two important types of comparison:

- Native language vs. interlanguage, (i.e. comparison of native language and interlanguage);

- Interlanguage vs. interlanguage, (i.e. comparison of different interlanguages) (p. 12).

The CIA has potential to provide scientists with all kinds of learners' errors and areas of weaknesses as well as help them to investigate the variations between L1 and L2 performance. In other words, they enable researchers to examine various aspects of learners' developmental stages that were not or hardly accessible via the previous methods. The development of writing skill of the language learners is, now, analysed based on the lexical density, variation, word frequency, word category by using CIA . Hunston (2002) states that using learner corpora in CIA offer two advantages, these being that it makes the basis of the assessment entirely explicit: learner language is compared with, and if necessary measured against, a standard that is clearly identified by the corpus chosen. Secondly, the basis of assessment is realistic, in that what the learners do is compared with what L1 speakers do rather than what books reported they do.

In the study and teaching of lexicology, there are also several advantages of using corpora. The first of these is that it is possible to see the gradual development of first and second language learners by comparing different corpora that represent different stages of development. The second is that by providing consistent indications of the high percentage of learners' lexical errors, corpora have contributed to changing the researchers' concern from the extensively studied topics (syntax and phonology) to the least studied ones (lexicology). Meara (1984), cited in Gass and Selinker (2001), states that "lexical errors outnumbered grammatical errors by a three to one ratio in one corpus" (p. 372). The third is that corpora provide learners with the context of usage and consequently with syntactic, semantic register and collocational features of a particular word. The final advantage is that due to their over-representing of concrete words to the detriment of abstract and social terms, traditional intuition-based materials fail to prepare students for a variety of tasks including reading newspapers and report-writing (Ljun, 1991, cited in Granger 1998b: 7).

Another advantage that a corpus brings to second language acquisition is the context it provides in the examples. By looking at examples, learners can understand the context in which words should be used. Learners may be able to discover the meaning of a

word by inference (Stevens, 1991). In other words, context also becomes an issue when learners' proficiency is too low to infer the meaning of words from context.

Corpora can also prepare the ground for the inductive learning to take place and the students are able to control for their own learning in the classroom as well as outside. (Kennedy and Miceli, 2001). In such an environment, students become linguistic researchers and explore the data and create their own rules and conclusions, which also changes the dynamics of teacher-student interactions.

2.8. Computer Learner Corpora and the Analysis of Learner English

Considering the fact that there has been a great interest in computer learner corpora recently and that this interest is growing fast because of the fact that it offers a lot for the theoretical and practical value, there arises a need to define and discuss the relative merits as well as the limitations of the computer learner corpora.

Computer learner corpora are generally defined as the electronic collections of spoken or written texts that are produced by foreign or second language learners in a variety of language settings. Granger`s (2002) definition of corpora, however, is more complex and general.

> Computer learner corpora are electronic collections of authentic FL/SL textual data assembled according to explicit design criteria for a particular SLA/FLT purpose. They are encoded in a standardized and homogeneous way an documented as to their origin and provenance (p. 7).

Granger also claimed that before learner corpus analysis, there was a restricted amount of studies dealing with language use data and such "studies were largely avoided since some language features were very infrequent, variables were numerous and uncontrollable, and learners tended to avoid troublesome features" (p. 8). Mark (1998, as cited in Granger, 2002) noted that "in many studies on L2 learning the aim was to inform instructions by means of the description of the target language and the characterization of the rather than learner language. In the same way, many studies were based on

experimental conditions and they ended in replicable, but invalid results due to the artificial situations" (p. 6).

However, learner corpus analysis may prepare the ground for learner instruction which is based on an analysis of empirical data, collected under real classroom situations and therefore can be considered reliable (Belz, 2004; Belz and Vyatkina, 2005). It is also the case that through the technology in linguistic software, collecting learner data in large sums, storing and automatically analyzing it has become far easier. In other words, when the collection of spoken or written texts is computerized, it then becomes possible to analyze this data for different purposes with the help of linguistic software tools which count and display, and provide detailed analyses of the data.

"Authenticity" is a very important criterion for computerized learner corpora. As far as the learner corpora in EFL field is concerned, the term 'authentic' gains yet another meaning. That is to say, if we consider essay writing as an authentic classroom activity, compilation of these essays in the form of a learner corpus should be considered to be authentic written data and should be counted as 'real' in the sense that they represent 'free writing', that is to say, learners are free to write what they like rather than having to produce items the investigator is interested in.

Recently, researchers have begun to use learner corpora as material for language instruction as well as for assessment of L2 proficiency by means of an analytical method termed contrastive learner corpus analysis (Altenberg and Granger, 2001). The application of this method enables the comparison of learners' L2 performance, as represented in the learner corpus, with the first language performance of NSs, as represented in a NS corpus, in order to discover differences and similarities in the language use of these two populations. Based on such comparisons, teachers and researchers can draw conclusions about those areas of the L2 where learners might be having difficulties and therefore require focused instruction.

There are a number of limitations associated with learner corpora as a "fairly recent phenomenon" (Nesselauf, 2004), and contrastive corpus analysis (p. 127). First, the majority of the existing learner corpora are monolingual, i.e. researchers require an

external NS comparison corpus in order to conduct learner corpus analyses. This procedure is problematic because it means that the data to which learner productions are compared were produced at a different point in time, under different circumstances, and in different contexts (Belz, 2005; Cobb, 2003; Granger, 1998a). This limitation is especially detrimental for research into pragmatics, which is "the study of communicative action in its socio-cultural context" (Kasper and Rose, 2001), where context plays the major role (p. 2). Kasper and Rose (2002) note that determining a baseline norm for NS-NNS comparisons "is difficult because of the sociolinguistic variability in the language use of native speakers. Selecting the variety or varieties most relevant for a particular learner population in a principled manner is not a straightforward task for any target language (p. 72)." Secondly, it is obvious that any corpus data is likely to give us findings data related to the nature of L2 at a particular point in time and therefore may not lend themselves to longitudinal developmental analyses. Finally, they are highly restricted with respect to genre (most of them include only written argumentative essays) and language (predominantly English as man L2).

Table 4 below is a list of major learner corpus projects that have been made so far. Taking into consideration the fact that learner corpora is relatively a recent phenomenon and grows very fast, it may be difficult to keep track of all the projects still in progress today. For this reason I would like to offer my apologies if any of such project is missing in Table 4 below:

Table 4: Learner Corpus Projects Around the World (nd)

Corpus	Target lang.	First lang.	Medium	Prof. level	Size in words	Project director and text types	Availability
The ANGLISH corpus	English	French	spoken	various		Anne Tortel University of Provence, France. Readings of texts and sentences, spontaneous oral language	Freely available
Asao Kojiro's Learner Corpus Data	English	Japanese	written			Asao Kojiro- Essays and stories written or reproduced by Japanese college students.	available for download
The Barcelona English Language Corpus (BELC)	English	Spanish Catalan	spoken and written			Carmen Muños University of Barcelona, Spain 4 tasks: Written composition Oral narrative Oral interview Role-play -Longitudinal data (children and young adults learning English)	
The Bilingual Corpus of Chinese English Learners (BICCEL)	English	Chinese	spoken and written		c. 2 m	Wen Qiufang National Research Center for Foreign Language Education Beijing Foreign Studies University, China Spoken: National Oral English test.Written: in-class assignments	
The Br-ICLE corpus(Brazilian component of ICLE)	English	Brazilian Portuguese	written			Tony Berber Sardinha- Stella O. Tagnin Catholic University of São Paulo Brazil Argumentative and literary essays	Restricted online access
The British Academic Written English (BAWE) corpus	English	Mainly L1 speakers includes data produced by L2 speakers	written	undergraduate levels to final year and taught masters level)	c. 6,5 m	Hilary Nesi - Sheena Gardner Warwick, UK Paul Thompson University of Birmingham, UK Paul Wickens Oxford Brookes, UK baseplus@warwick.ac.ukESP papers	Sketch Engine.
The BUiD Arab Learner Corpus (BALC)	English	Arabic	written	various	287,227	Mick Randall The British University in Dubai, United Arab Emirates Nicholas Groom University of Birmingham, UK School examination essays	available on request frommick.rand buid.ac.ae
The Cambridge Learner Corpus (CLC)	English	various	written	various	c. 25 m – exp.	Cambridge University Press and Cambridge ESOL, UK-Exam scripts	commercial

53

Table 2 Continued

The Corpus of Academic Learner English (CALE)	English	German	written	advanced	under development	Marcus Callies Johannes-Gutenberg Universität Mainz, Germany -Various academic text types that are typically produced in university courses of English, e.g. term papers, reading reports, research plans, abstract, reviews, and summaries	
The Corpus of English Essays Written by Asian University Students (CEEAUS)	English	various	written	various	c. 200,000	Shin Ishikawa Kobe University, Japan Student essays	the website
The Chinese Academic Written English (CAWE) corpus	English	Chinese	written		407,960	David Yong Wey Lee City University of Hong Kong, Hong Kong Dissertations written by Chinese undergraduates majoring in English linguistics or applied linguistics.	
The Chinese Learner English Corpus (CLEC)	English	Chinese	written	various	1 m	Gui Shichun Guangdong University of Foreign Studies and Yang Huizhong, Shanghai Jiatong, China	users only in the Dep. of Eglish at HKPU.
The City University Corpus of Academic Spoken English (CUCASE)	English	Chinese	Multim.		2 m	David Yong Wey Lee City University of Hong Kong, Hong Kong	
The Cologne-Hanover Advanced Learner Corpus (CHALC)	English	German	written	advanced	c. 210,000	Ute Römer University of Michigan, USA term papers and essays	
College Learners' Spoken English Corpus (COLSEC)	English	Chinese	spoken		700,000	Yang and Wei National spoken English test for non-English majors.	
The Corpus Archive of Learner English in Sabah/Sarawak (CALES)	English	Malay	written	various	c. 400,000	Simon Botley@Faizal Hakim Doreen Dillah Universiti Teknologi MARA Sarawak, Malaysia Argumentative essays	

Table 2 Continued

The Corpus of Young Learner Interlanguage (CYLIL)	English	various: Dutch French Greek Italian	spoken	various	c. 500,000	Alex Housen Vrije Universiteit Brussel, Belgium English L2 data elicited from European School pupils. Longitudinal data	
The Eastern European English learner corpus	English	Russian Ukrainian Polish	spoken	various	c. 60,000	Elena Salakhian Eberhard Karls University of Tübingen, Germany Spontaneaous spoken production data elicited by means of a semi-structured interview	
The EFL Teacher Corpus (ETC)	English	Korean	spoken	Upper-int- to advanced	123,000	Ye-eun Kwon Eun-Joo Lee- Teacher talks in language classrooms	under dev.
The English of Malaysian School Students corpus (EMAS)	English	Malay	written	various	c. 500,000	Arshad Abd. Samad et al. Universiti Putra Malaysia, Malaysia Student essays	
The English Speech Corpus of Chinese Learners (ESCCL)	English	Chinese	spoken	Middle school and college		Chen Hua Nantong University, China Wen Qiufang Beijing Foreign Studies University, China Li Aijun Chinese Academy of Social Sciences, China Dialogue reading-aloud	
The EVA Corpus of Norwegian School English	English	Norwegian	spoken		35,000	Angela Hasselgren University of Bergen, Norway Picture-based tasks	Searchable online
The Gachon Learner Corpus	English	Korean	written	Lower intermediate	1,277,077 (ongoing	Brian Carlstrom Written Journal Assignments	Freely available
The GICLE corpus (German component of ICLE)	English	German	written	advanced	c. 234,000	Mainly non-academic argumentative essays	
The Giessen-Long Beach Chaplin Corpus (GLBCC)	English	German	spoken		350,000	Andreas Jucker Sara Smith- University of Giessen, Germany Transcribed interactions between native English speakers, ESL and EFL speakers	apply for approval to get a copy.

55

Table 2 Continued

The Hong Kong University of Science and Technology (HKUST) learner corpus	English	Chinese - mostly Cantonese	written	University and advanced high school students	25 m	John Milton Hong Kong University of Science and Technology, Hong Kong- Untimed assignments written for EFL courses and school leaving exams	
The Indianapolis Business Learner Corpus (IBLC)	English	various	written			Ulla Connor Kristen Precht Thomas Albin Upton Indiana University, USA Job application letters and résumés of business communication students from the U.S., Belgium, Finland, Germany, and Thailand, spanning the years 1990-1998	
The International Corpus of Crosslinguistic Interlanguage (ICCI)	English	various	written	beginner to lower-intermediate		Yukio Tono Tokyo University of Foreign Studies, Japan -Essays (20-min in-class tasks without the use of a dictionary)	Publicly available
The International Corpus Network of Asian Learners of English (ICNALE)	English	Chinese Indonesian Japanese Koren Malay	written	various	300,000 (estimated goal: 1 m)	Shin'ichiro Ishikawa Kobe University, Japan Short argumentative essays (topic, time, length and dictionary use are all controlled	Freely available
The International Corpus of Learner English (ICLE)	English	various	written	High-intermediate to advanced	3 m	Sylviane Granger Centre for English Corpus Linguistics Université catholique de Louvain, Belgium -Argumentative and literary essays	CD-Rom: order online.
The International Teaching Assistants corpus (ITAcorp)	English	various	spoken		c. 500,000	Steven L. Thorne- Paula Golombek- Jonathon Reinhardt Pennsylvania State University, USA Learner language from a variety ofspoken classroom tasks: office hours role plays, presentations, discussions	
The ISLE speech corpus	English	German Italian	spoken	Intermediate		ecisle@nats.informatik.uni-hamburg.de -Each speaker recorded sentences from several blocks of differing types (reading simple sentences, using minimal pairs, giving answers to multiple choice questions).	CD-Rom

Table 2 Continued

The Israeli Learner Corpus of Written English	English	Hebrew	written		c. 750,000	Tina Waldman Kibbutzim College of Education, Israel Argumentative and descriptive essays	
The Japanese English as a Foreign Language Learner (JEFLL) Corpus	English	Japanese	written		c. 700,000	Yukio Tono, Meikai University, Japanjefll.inquiry@corpuscobo.net From beginning to intermediate Student essays	The JEFLL Corpus will be freely available for research
The Janus Pannonius University (JPU) Corpus	English	Hungarian	written	University students	c. 500,000	József Horváth University of Pécs, Hungary Essays and research papers	Searchable online
Lancaster Corpus of Academic Written English (LANCAWE)	English	various	written			IELTS academic writing tests (descriptive and argumentative tasks); assignments. Longitudinal data.	
The LeaP Corpus:Learning Prosody in a Foreign Language	English	German	spoken	various		Ulrike Gut Albert-Ludwigs-University Freiburg, Germany- Four types of speech styles were recorded: - nonsense word lists - readings of a short story - retellings of the story - free speech in an interview situation	contact Ulrike Gut at the University of Augsburg.
The Learner Corpus of English for Business Communication	English				117,500	Li Lan Hong Kong Polytechnic University, Hong Kong- Different types of business correspondence written for simulated business situations, including memos, faxes, reports, letters of enquiry and complaint letters.	Searchable online
The Learner Corpus of Essays and Reports	English				188,000	Sima Sengupta Hong Kong Polytechnic University, Hong Kong -Essays and project reports covering a range of topics from Science, IT and New Media to Nursing, Business and Economics, and the Social Sciences.	Searchable online

57

Table 2 Continued

A Learners' Corpus of Reading Texts	English	French	spoken			Sophie Herment- Valérie Kerfelec- Laetitia Leonarduzzi Gabor Turcsan Unprepared reading of English texts.-The texts are short abstracts of fiction or made-up dialogues	Freely available
The LONGDALE project: LONGitudinal DAtabase of Learner English	English	various	spoken and written	From intermediate to advanced		Fanny Meunier Centre for English Corpus Linguistics Université catholique de Louvain, Belgium Range of text types/task types. Longitudinal data.	under development
The Longman Learners' Corpus	English	various	written	various	10 m	Longman Essays and exam scripts	commercial
The Louvain International Database of Spoken English Interlanguage (LINDSEI)	English	various	spoken	High-intermediate to advanced	c. 800,000	Gaëtanelle Gilquin Centre for English Corpus Linguistics Université catholique de Louvain, Belgium -Interviews and picture descriptions	CD-Rom: order online
The Malaysian Corpus of Learner English (MACLE)	English	Malay	written			Gerry Knowles Zuraidah Mohd. Don University of Malay, Malaysia	
The Malaysian Corpus of Students' Argumentative Writing (MCSAW)	English	Malay Chinese Indian	written	Form 4 Form 5 College	565,500	Seyed Ali Rezvani Kalajahi Jayakaran Mukundan University Putra Malaysia Argumentative essays	Available from developers
The Michigan Corpus of Academic Spoken English (MICASE)	English	L1 – L2 speakers	spoken		c. 1,8 m	Ute Römer University of Michigan, USA Transcipts of academic speech events-micase@umich.edu	Searchable online
The Michigan Corpus of Upper-level Student Papers (MICUSP)	English	native and non-native speakers of English	written		c. 2,6 m	Ute Römer University of Michigan, USA ESP papers A-grade papers or ungraded papers that have been assessed and accepted (such as research proposals), but not published micusp@umich.edu	Searchable online
The Montclair Electronic Language Database (MELD)	English	various	written	various	c. 100,000	Eileen Fitzpatrick Milton S. Seegmiller Monclair State University, USA Student essays	Searchable online

Table 2 Continued

The Multimedia Adult ESL Learner Corpus (MAELC)	English	ESL environment	multimedia	From beginning to upper-intermediate		Stephen Reder -Kathryn Harris- Kristen Setzler Portland State University, USA Video of classroom interaction and associated written materials- labschool@pdx.edu	make inquiry to the Lab School by e-mail.
The NICT JLE (Japanese Learner English) Corpus	English	Japanese	spoken	various	2 m	Emi Izumi- Kiyotaka Uchimoto Hitoshi Isahara- National Institute of Information and Communications Technology, Kyoto English oral proficiency interview test, Japan.	CD-Rom (Japanese page)
The NOn-native Spanish corpus of English (NOSE)	English	Spanish	written	Intermediate and upper-intermediate	c. 300,000 words	Ana Diaz-Negrillo Universidad de Granada, Spain Argumentative and descriptive student essays	
The NUS Corpus of Learner English	English	Chinese	written	various	c. 1 m	Hwee Tou Ng- Siew Mei Wu Daniel Dahlmeier National University of Singapore, Singapore. Student essays on a wide range of topics including environmental pollution, healthcare, etc.	Freely available
The PELCRA Learner English Corpus (PLEC)	English	Polish	spoken and written	From beginning to post-advanced	under development:	Barbara Lewandowska-Tomaszczyk University of Lodz, Poland- Written: Argumentative, descriptive, narrative and quasi-academic essays; formal letters	Online search engine and corpus analysis tools
The PICLE corpus (Polish component of ICLE)	English	Polish	written	advanced	330,000	Przemyslaw Kaszubski AMU, Poznan, Poland Student essays	Searchable online
The Qatar learner corpus	English	Arabic	spoken			Yun Zhao Carnegie Mellon University, USA- spoken interviews with Qatari learners of English	Freely available
The Québec learner corpus	English	From (from Québec)	written	Intermediate and advanced	c. 250,000	Tom Cobb- Université du Québec à Montréal, Canada Argumentative essays	
The Romanian Corpus of Learner English (RoCLE)	English	Romanian	written			Chitez Madalina Zurich University, Switzerland Student essays.	

Table 2 Continued

The Santiago University Learner of English Corpus (SULEC)	English	Spanish	spoken and written			Written: compositions or argumentative essays.-Spoken: semistuctured interviews, short oral presentations and brief story descriptions.	
The Scientext English Learner Corpus	English	French	written			scientext@u-grenoble3.fr Academic argumentative texts	Searchable online
The Seoul National University Korean-speaking English Learner Corpus (SKELC)	English	Korean	written	various	c. 900,000	Heokseung Kwon Seoul National University Korea Student essays	
The SILS Learner Corpus of English	English	various	written	Basic,int. and advanced		Victoria Muehleisen Waseda University, Japan Student essays	
The Soochow Colber Student Corpus (SCSC)	English	Chinese	written		227,000	Colman Bernath -Student essays Soochow University, Taiwan	
The Spoken and Written English Corpus of Chinese Learners (SWECCL)	English	Chinese	spoken - written		c. 2 m	Wei Qiufang -Liang Maocheng Wang Lifei Written: argumentative and narrative essays.Spoken: National Spoken English Test – longitudinal data	Searchable online
The Taiwanese Corpus of Learner English (TLCE)	English	Chinese	written	from intermediate to advanced	c. 2 m	Rebecca Hsue-Huch Shih Sun Yat-sen University, Taiwan Journals and essays (descriptive, narrative, expository, argumentative)	
The Tawainese learner academic writing corpus (TaiwanLAWC)	English	Chinese	written			Howard Chen National Taiwan Normal University, Taiwan -Theses and dissertations written by Taiwanese graduate students.	
The TELEC Secondary Learner Corpus (TSLC)	English	Chinese	written		1,5 m	Quentin Allan University of Hong Kong, Hong Kong	

Table 2 Continued

The Telecollaborative Learner Corpus of English and German Telekorp	English	German	written		c. 1,5 m	Julie Belz Pennsylvania State University, USA. Bilingual, longitudinal database comprising computer-mediated NS-NNS interactions between approximately 200 Americans and Germans collected during six different telecollaborative partnerships from 2000-2005.	Not publicly available
The Tswana Learner English Corpus (TLEC)	English	Tswana	written	Advanced	c. 200,000	Bertus Van Rooy North-West University, South Africa Argumentative essays	Available in ICLE
The Uppsala Student English Corpus (USE)	English	Swedish	written	various	1,221,265	Ylva Berglund Prytz Margareta Westergren Axelsson Uppsala University, Sweden student essays	Accessed from theOxford Text Archive.
The UPF Learner Translation Corpus	English	Catalan	written		under development	Anna Espunya Pompeu Fabra University, Barcelona, Spain- Translations written by the students of the Translation and Interpreting degree at UPF.	
The UPV Learner Corpus	English	Catalan	written	various	150,000	Universitat Politècnica de València, Spain essays	
The Varieties of English for Specific Purposes dAtabase (VESPA) learner corpus	English	various	written	various	under development	Magali Paquot ESP texts (term papers, reports, MA dissertations) Centre for English Corpus Linguistics Université catholique de Louvain, Belgium	under development
The WriCLE (WrittenCorpus of LearnerEnglish) corpus	English	Spanish	written	various	c. 750,000	Paul Rollinson -essays Universidad Autonoma de Madrid, Spain	thiswebsite.
The Yonsei English Learner Corpus (YELC)	English	Korean	written	9 levels (A1, A1+, A2, B1, B1+, B2, B2+, C1, C2)	1,085,879	Seok-Chae Rhee CK Jung Yonsei University, Korea Yonsei University English Diagnostic Tests (Part 1: Descriptive task, max. 100 words; Part 2: Argumentative tast, max. 300 words)	available to the scientific community

61

Table 2 Continued

The Estonian Interlanguage Corpus (EIC) of Tallinn University	Estonian	Russian Finnish English German	written	A1-C2	1,145,794	Project director: Pille Eslon Tallinn University, Estonia Spontaneously produced texts in language learning situations: argumentative and literary essays, written stories, letters, term papers, reading reports.	Restricted online access
The International Corpus of Learner Finnish (ICLFI)	Finnish	various	written		under development	Jarmo Harri Jantunen University of Oulu, Finland Finnish learners' spontaneously produced texts in language learning situations	
The *Chy*-FLE (Cypriot Learner Corpus of French)	French	Modern Greek (and Cypriot Greek)	written	From intermediate to advanced	c. 250,000 (under development)	Freiderikos Valetopoulos Université de Poitiers, France In collaboration with the University of Cyprus Argumentative and descriptive essays	
The COREIL corpus	French English		spoken			Elisabeth Delais-Roussarie Hiyon Yoo Université Paris-Diderot, France	
The "Dire Autrement" corpus	French (Second Language)	Mainly L1 speakers of English	written		48,114	Marie-Josée Hamel- Jasmina Milicevic Dalhousie University, Canada Narrative, injunctive, persuasivle and informative texts	
French Interlanguage Database (FRIDA)	French	various	written			Sylviane Granger Centre for English Corpus Linguistics Université catholique de Louvain, Belgium	
The Telecollaborative Learner Corpus of English and German Telekorp	German	English	written		c. 1,5 m	Julie Belz Pennsylvania State University, USA. Bilingual, longitudinal database comprising computer-mediated NS-NNS interactions between approximately 200 Americans and Germans collected during six different telecollaborative partnerships from 2000-2005.	Not publicly available
The Langman corpus	Hungarian	Chinese	spoken			Juliet Langman University of Texas at San Antonio, USA Interviews conducted in 1994 with 11 Chinese immigrants living in Hungary. Interviews focused on issues related to their arrival in Hungary as well as their daily life activities	Freely available

62

Table 2 Continued

The ESF (European Science Foundation Second Language) Database	Multilingual: Dutch English French German	Punjabi Italian Turkish Arabic Spanish Finnish	spoken	various		Wolfgang Klein- Clive Perdue Max Planck Institut, Nijmegen, Netherlands Spontaneous second language acquisition of forty adult immigrant workers living in Western Europe, and their communication with native speakers in the respective host countries	Freely available
The Foreign Language Examination Corpus (FLEC)	Multilingual	Polish	written	various	under development	Piotr Banski- Romuald Gozdawa-Golebiowski Warsaw University, Poland Data from the Warsaw University Certification Exams	
The MeLLANGE Learner Translator Corpus (LTC)	Multilingual	various	written	Trainee translators		Natalie Kübler Université Paris Diderot, France. Legal, technical, administrative and journalistic texts\mellange_p7@eila.univ-paris-diderot.fr	Searchable online
The MiLC Corpus	Multilingual: Catalan English French Spanish	Catalan	written			Angeles Andreu Andrés et al Universidad Polytecnica de Valencia, Spain Formal and informal letters, summaries, curriculum vitae, essays, reports, translations, synchronous and asynchronous communication exchanges, business letters	
The Multilingual Learner Corpus (MLC)	Multilingual English German Italian Spanish	Brazilian Portuguese	written			Stella E.O. Tagnin University of São Paulo, Brazil Argumentative and marrative essays	Accessible online to registered researchers
The Padova Learner Corpus	Multilingual: English French Spanish	Italian	CMC (Computer -Mediated Communic ation)		under development	Fiona Dalziel and Francesca Helm University of Padua, Italy Student work produced in blended language courses using FirstClass conferencing software. Variety of genres: diaries, debate contributions, formal reports, résumés etc. Longitudinal data	

63

Table 2 Continued

The PAROLE corpus (corpus PARallèle Oral en Langue Etrangère)	Multilingual: English French Italian (Mainly L2 speakers)	various	spoken	various		Heather Hilton John Osborne Marie-Jo Derive Nejma Succo Jean O'Donnell Sandra Billard Sandrine Rutigliano-Daspet Université de Savoie, France5 oral production tasks	
The University of Toronto Romance Phonetics Database (RPD)	Multilingual: English French Italian Portuguese Romanian Spanish	various (including English, Mandarin, Russian, Spanish, etc.)	spoken	various		Laura Colantoni- Jeffrey Steele University of Toronto, Canada Elicited production - sentence and passage reading, story narration, description of favourite meal	Password available from directors

Retrieved from: http://www.uclouvain.be/en-cecl-lcworld.html

From Table 4 above, it is obvious that the use of learner corpus for the analysis of learner English has a wide ranging and popular research enterprise all around the world and through which it has become possible to analyze many aspects of EFL learners' interlanguage development and lexical awareness.

2.9. Learner Corpus Design Criteria

According to Sinclair (2005), the preparation of corpus entails two crucial stages, these being the design and implementation stages. For the purpose of the thesis work, the whole process of learner corpus design is given in Table 5. The language and learner modes cover theoretical and practical considerations as well. Those considerations are important in that they include several things to consider and probably many decisions to make. Of all these considerations, the purpose of the corpus is the most important one since it will influence all subsequent decisions related to the corpus design.

For the purpose of conducting this study, I compiled a learner corpus which is a "body of text assembled according to explicit design criteria for a specific purpose" (Atkins and Clear 1992: 5). It is clear from the definition that a corpus needs to be carefully compiled. As pointed out by Sinclair (1991) "the results are only as good as the corpus. In other words the quality of the investigation is directly related to the quality of the data. It is especially important to have clear design criteria in the case of learner language, which is a very heterogeneous variety: there are many different types of learners and learning situations" (p. 9).

Table 5: Learner Corpus Design Criteria

Language	Learner
Medium	Age
Genre	Sex
Topic	Mother Tongue
Technicality	Region
Task Setting	Other foreign languages
	Level
	Learning context
	Practical experience

Source: Granger (1998a: 8)

As seen in Table 5 above there are several main features of a learner corpora design related to the language, situation and those that characterize the learner. The medium of the corpora determines the type of corpora: written or spoken.

If there is a written corpus, then the genre will be distinguished. For example, argumentative vs. narrative writing or spontaneous conversation vs. informal interview. It is very important to record this attribute. The topic is also a relevant factor because it affects lexical choice and the degree of technicality affects both the lexis and the grammar (frequency of the passive, complexity of noun phrases, etc.). Task setting refers to features such as the degree of preparedness (timed vs. untuned), whether the task was part of an exam or not and whether the learners had access to ELT tools when performing the task and if so, which.

Learner features are proper to learner corpora. Because of the influence of the mother tongue on L2 output, "it is essential to separate learners with different L1s. In addition, it is useful to record the region the learner comes from, in order to distinguish between the regional varieties of one and the same language, such as the differences in the French spoken in Belgium and in France. Learners may also be influenced in their English by other foreign languages and it is useful to be aware of these other possible influences" (Granger, 1998: 8).

"This list, by no means exhaustive, can of course be adapted according to research goals. The main thing is to have clear criteria so as to achieve "soundly based conclusions, making it not only possible but also legitimate to make comparisons between different studies" (Engwall, 1994: 49)

2.10. Corpus Compilation, Representativeness, Size, Balance and Sampling

The concerns related to the size as well as representativeness of a corpus are crucially important issues, though we know that the use of corpora as a linguistic research methodology is an old practice by now. In other words, since the creation of corpus depends on evidence or observation rather than intuition, the question of representativeness and size constitute the core of corpus-based studies. The notion of representativeness and corpus size calls for special attention by corpus linguists. Sinclair (1991) was the first person to notice the importance of representativeness in a corpus design and pointed out that "the results are only as good as the corpus" (p. 14). Leech (1991) defines it as follows: "In practical terms a corpus is 'representative' to the extent that findings based on its contents can be generalized to a larger hypothetical corpus" (p. 27). In an attempt to compile a corpus, there is a definite need to know what it will represent. This representativeness criterion determines what type of analyses can be carried through corpus and the extent to which findings can be generalized. Although Chomsky (1962) criticized corpus mainly on the basis of representativeness before, the increasing recognition of the significant role of representativeness in the design of corpus and the huge advancements of computer capacity diminished these concerns to a greater extent. In order to be representative, it is necessary to have a corpus that is not restricted to one register or domain. More precisely, the selected texts should come from different fields of knowledge. McEnery and Wilson (1996) stated that a corpus should respect all aspects of the quality notion (p. 22). That is to say, in building a corpus of a language variety, there is a need for a language data that will represent the language and that will give us a reliable and the true picture of the behavior of that variety as well as proportions. According to Biber (1993), "a corpus must be representative in order to be appropriately used as the basis for generalizations concerning a language as a whole" (p. 243). For example, when there is a search for the language use of a certain population from a corpus, an analysis based on their written texts will not be enough to produce generalisable findings related to

the language use of that population (Biber, 1998). I think that using only the novels of Charles Dickens or Charlotte Bronte as a basis for analyzing the written English language of the mid-nineteenth century will not be enough for an accurate representation of the whole century. Instead, there is a need for larger number of samples of the same period in an attempt to ensure representativeness of the true picture of the era in terms of language use (McEnery and Wilson, 2001: 3). Leech (199, as cited in Kennedy, 1998) also suggested that a "corpus is representative in the sense that findings based on an analysis of it can be generalized to the language as a whole or a specified part of it" (p. 62). The representativeness criterion is not always constant for all corpora, though. Learner corpora, for instance, is almost always much more restricted in size as well as type of texts providing their database

The size of the corpus, on the other hand, is another fundamental issue in corpus design. The argument for a large corpus is based on frequency. Biber et al (1998) pointed out the significance of the size of corpora in lexicography as well as the study of grammar. In lexicography he stated that "the greater the size of corpora, the more representative their nature, the more thorough and more complex analyses" are possible (p. 12). Hunston (2002) stated that the size of a corpus "is not limited so much by the capacity of a computer to store it, as by the speed and efficiency of the access software" (p. 25). On the one hand, the researcher may choose a smaller corpus which would work more speedily and provide reliable results and on the other hand a large corpus can be sorted with the sophisticated concordancing software.

The fact that a corpus must be balanced is a *sine qua non* for corpus design, though there is no reliable scientific measure of corpus balance established yet. Therefore, whether a corpus is balanced or not is a matter of intuition or best estimates. Of course classifying and characterizing text categories is very important in order to achieve a relevant and successful balance in any corpus study. Atkins et al (1992) stated that establishing a balanced corpus "is something which may be undertaken only after the corpus is built" (p. 4). As an example of a successful and balanced text selection, Aston and Burnard's (1998) summarized the design criteria of the BNC showing the concept of balance in a corpus:

"In selecting texts for inclusion in the corpus, account was taken of both production, by sampling a wide variety of distinct types of material, and reception, by selecting instances of those types which have a wide distribution. Thus, having chosen to sample such things as popular novels, or technical writing, best-seller lists and library circulation statistics were consulted to select particular examples of them" (p. 28).

However, one thing that should be noted is that "balance" constitutes an important necessity for fixed and stable corpora. But for monitor corpus which gradually increases in range and scope, and updated regulary, the idea of keeping a "balance" becomes difficult since the number and the range of the texts may not be possible to be collected in equal amounts every time (Hunston 2002). Atkins et al (1992) best explained the "balanced" issue as follows:

"It would be short-sighted indeed to wait until one can scientifically balance a corpus before starting to use one, and hasty to dismiss the results of corpus analysis as 'unreliable' or 'irrelevant' because the corpus used cannot be proved to be balanced" (p. 6).

Sampling is also an important concept as far as corpus representativeness and balance are concerned. A sample can be representative when the findings we would get from a sample hold true for a larger population (Manning and Schütze, 1999). The purpose is "to secure a sample which, subject to limitations of size, will reproduce the characteristics of the population, especially those of immediate interest, as closely as possible" (Yates 1965: 9).

In written corpora, "sampling units" may be books, essays, academic articles, or newspapers and "sampling frames" are the lists of all the sampling units and the "population" is the collection of all sampling units. Among the different sampling techniques, the first one is simple random sampling in which the sampling units of the sampling frame are numerically ordered and the sample is chosen from random numbers. The second sampling technique is stratified random sampling in which the whole population is divided into stratas and chosen from each stratum. Brown and LOB corpora are good examples of this, where the target populations for each corpus were first divided into stratas of 15 text groups such as news, academic prose and fiction, and the samples were drawn from each stratum group. Finally, the third sampling procedure is demographic

sampling in which such variables as age, gender and class of the population are used for grouping the sampling units.

For KTUCALE corpus, the representativeness criterion is reflected in the number and themes of texts providing the database of this study. It should be borne in mind that the principal idea behind representativeness lies in the notion of evidence, and since this corpus is concerned with the use and development of the support verb constructions of the advanced Turkish Students of English, it is expected to provide evidence relevant to this particular issue and not to the language as a whole. However, if the idea behind compiling this corpus were to produce a dictionary, then the current size and type of texts would be definitely insufficient. The detailed design criteria of KTUCALE are given in the next chapter.

2.11. Support Verb Constructions, Collocations and Lexical Approach

Verb-noun combinations such as *give an answer*, *have a look at* or *make an arrangement* can be found throughout the English language. These combinations contain a verb and a noun. What is special about them is that the nouns in these combinations contain the core meaning of the combination and the verbs serve as a lexical component which has little meaning, if any at all. In other words, when these verbs are used in conjunction with certain words to form common phrases, the original meanings of these verbs gradually lose their importance. These combinations are called under various names such as "support verb constructions" (e.g. Krenn, 2000; Danlos 1992), "expanded predicates" (Algeo, 1995), "phrasal verbs" (Stein, 1991), or "stretched verb constructions" (Allerton, 2002). In this dissertation, no distinction was made between "support verb construction", and "multi-word combinations".

That these combinations are used largely by native speakers in English is an old consensus by now. According to Sinclair and Fox (1990) although the total number of support verbs is small, they include some of the most common words in the language. But for many non-native speakers of English the situation is different. For non- native speakers in EFL settings, these combinations may be problematic. One reason for this is that collocational appropriateness is very often a matter of intuition, which is why even

advanced learners experience great difficulty in using the correct combinations of verb and nouns together. Carter (1987) points out that for this to happen, years of experience and exposure is needed and that learners are seldom faced with the word combinations sufficiently.

Considering the fact that the importance of these combinations to language teaching has not received enough focus so far makes it necessary that these combinations be given more attention in language teaching. According to the Sinclair and Renouf (1988), there is an urgent need to call for giving them more attention in foreign language teaching. The fact that in some teaching materials these support verb constructions are totally neglected may lead us to assume intuitively that they are difficult for learners of English (Lewis, 2000).

Majority of these verb-noun combinations start with such typical verbs as *have, take, make* and *give,* which are the most commonly used verbs in this way (Sinclair and Fox, 1990). These verbs are used in the combinations as lexical components, with the core meaning on the noun complement. Such typical support verb constructions may be *have a smoke* or *give a smile*. Given below are the general criteria for a combination to be called support verb constructions.

1. Combinations in which the noun is derivationally related to the verb (e. g. *take a breath – breathe*, *make a decision – decide, offer an apology – apologize*)
2. Combinations in which there is no indefinite article (e.g. *take action*)
3. Combinations in which the noun is a prepositional object (e.g. *take something into consideration*)
4. Combinations which contain verbs other than *have, take, make* and *give* (e. g. *run a risk*).
5. Combinations of a verb and an noun which do not have a roughly synonymous verb related to the noun (e.g. *make an effort*) (Labuhn, 2001).

Support verb constructions can be considered as one of the sub-group of a broader category of collocations and finally belonging to the field of lexicology in applied linguistics. As a broader category of lexicology, collocations or word combinations can be described as as "a succession of two or more words that must be learned as an integral

whole and not pieced together from its component parts" (Palmer, as cited in Kennedy, 2003: 468). According to the Firth (1957), collocations are the word groups s in the same context and when we see a word (prime word) we naturally expect to see another collocate right after the prime word. As an example to this association, Firth uses the adjective "*dark*" that collocates with "*night*" (p. 196). Sinclair (1991) is perhaps the most prominent linguist with his revolutionary approach to English language, namely, "the idiom principle" and the open-choice principle which are the two principles that govern the choice of words by speakers and writers (p. 1). With the idiom principle concept, the existence of word combinations and fixed phrases are confirmed and Hoey (as cited in Michael, Lewis, 2000: 232) contributes to this discussion with a further claim that these collocational usages have also a "meaning" dimension and this can be clearly seen in many uses of words and phrases that tend to occur in a pre-determined semantic environment (Sinclair, 1991). This semantic environment is called "semantic prosody", which is based on the idea of the association of a word with "a particular set of meanings". Hoey`s (2000) idea of semantic prosody can be exemplified with the word "chilly" that collocates with the word "mountain" but not "tent" (p. 233).

In line with the lexical approach by Michael Lewis, attempts to teach collocation or word combinations rather than individual words gained impetus. These prefabricated chunks were retained as a whole in the minds of the speakers and according to the Morgan (1999) (as cited in Lewis, M. 2000) "so much of the language of the effective language user is already in prefabricated chunks, stored in their mental lexicons just waiting to be recalled for use" (p.15).

The most common collocation patterns are given in Table 6.below. Collocation patterns are, in fact, many but they are named somewhat different in various sources.

Table 6: Collocation Patterns

Type	Example
Adjective+ noun	bright color
Noun + verb	the economy boomed
Verb+noun	submit a report
Noun + noun	a sense of pride
Adverb +adjective	happily married
Verb + adverb	smiled proudly
Verb + preposition+noun	filled with horror
Verb+adjective+noun	revise the original plan

Source: McCarthy and O' Dell F. (2005: 12); Lewis, M., (2000: 133)

Lewis (2000) divided collocations into two groups, these being lexical or grammatical ones. The difference between grammatical and lexical collocations is that the grammatical ones have grammar words as well as a noun, verb or adjective unlike the other. Benson et. al (1986) divided collocations into the same two main types; grammatical and lexical ones. A grammatical collocations, according to them, are recurrent word combinations that include mostly a grammatical structure and a preposition. Below is Table 7 with samples of grammatical and lexical collocations:

Table 7: Samples of Grammatical and Lexical Collocations

Grammatical Collocations	Lexical Collocations
take something into consideration	set the table
catch up with/on/to not under	fresh breathe
be aware of not with	bitterly hurt
make somebody+to V1	a pride of lions
avoid+verb+ing	a crushing defeat
walk up	inflect a wound
anger at	blizzards rage
proud of	deeply absorbed
	appreciate sincerely

In the classification of lexical collocations, the second way is to group them according to their degree of fixity of their constituents. According to Carter (1987 cited in Taiwo, 2004), for instance, the lexical collocations can be dealt with in three groups, these being free, restricted and multi-word expressions. According to Cowie and Howarth (1996), also, there are two types of collocations: *'free'* and *'restricted'* (p. 81). Restricted collocation means that its parts 'keep their literal meaning, but a free collocation needs to have a figurative meaning in itself. Table 8 below presents sample collocations from each group.

Table 8: Samples of Collocations

Free Combinations	Restricted Combinations	Multi-word Expressions
run a risk	hardened criminal,	part and parcel,
make an attempt	extenuating circumstance	leaps and bounds
have a look at	readily admit,	pull out
take a look at	totally unaware	give up
give a smile	renovate house,	to take the bull by the horns,
take a break	shrug shoulder	to set the ball rolling
make a suggestion	brake screech,	
	cloud drift	

Source: Carter (1987, cited in Taiwo, 2004: 12)

In conclusion, as the researcher of this thesis study I believe that collocations or multi-word combinations or lexical combinations all play a very important part in the world of vocabulary learning and EFL learners need to pay special attention to be exposed to these constructions to gain lexical competence.

2.12. Native and Non-Native Speakers in Applied Linguistics

The study of native speakers as opposed to non-native speakers may have potential benefits for understanding the differences of language use between the both groups. By comparing the language use of the native speakers with that of the non-natives, it may be possible to investigate problem areas of the non-native speakers in ways not anticipated before. What is found more common and more varied in one group may be quite less common and less varied in the other group. Therefore, within the scope of this dissertation,

for the analysis of the support verb constructions, there is a need to refer to the native speakers and the ways they use these constructions. By carefully analyzing native speaker data in this way, it may be possible to investigate the language use of non-native speakers.

In spite of the claims by Ferguson (1983: 7), who said that "Linguists have long given a special place to the native speaker as the only true and reliable source of language data", the role of the native speakers in Applied Linguistics is a complicated issue by now and it is still debated by many Linguistic theoreticians as well as by many researchers who are interested in the topic. However, a complete answer to the question of the role of the native speakers in Applied Linguistics is yet to be given (Davies, 2003). There are corresponding claims by the leading linguists of the time as follows: For Chomsky, "the question of what is the difference between 'native' and 'non-native' is just pointless" (Chomsky quoted in Paikeday, 1985: 57). For Halliday (1978), however, "No language ever completely re-places the mother tongue and certain kinds of ability seem to be particularly difficult to acquire in a second language" (p. 199). Bloomfield, on the other hand, refers to the native speaker and says: "The first language a human being learns to speak is his native language; he is a native speaker of this language" (Bloomfield, 1933: 43). Noam Chomsky (1965) refers to the native speaker as being both the arbiter of a grammar and as somehow being the model for the grammar: "A grammar is … descriptively adequate to the extent that it correctly describes the intrinsic competence of the idealized native speaker" (p. 24). Davies's (2003), on the other hand, presents us with a usage-based definition of the native speaker with their ability to display native-like performance in terms of lexico-grammaticality, acceptability and idiomaticity. According to the Mukherjee (2005) "native speakers" have some certain features that label them as such, such as having good intuitions about the lexical and grammatical structures of his language as well as knowing to a large extent acceptable standard forms of his language in a situation and who uses collocations and multi-word combinations at any time when necessary (p.14).

The fact that the native speaker concept has become the main topic of interest for many linguists naturally makes it a natural phenomenon for scientific studies. According to Davies (1991), there may be a need to refer to the idea of native speaker as a construct that has many components and each of which are interrelated.

One component of this construct is the psycholinguistic aspects of native speakers. The fact that native and non-native speakers behave differently linguistically makes this psycholinguistic component an important one. This difference in the way they behave gives us the idea that the native and non-native speakers function accordingly in two different complete systems. Another component of this construct is the linguistic aspects of the native and non-native speakers and the question to be asked is what kind of grammar a native speaker has and what kind of differences are there between native speakers and non-native speakers, if any. Yet another component is the sociolinguistic aspects of the native speakers and the question regarding this component is "To what extent being a native speaker is a social construct, a choice of identity and a membership determined by attitude?" (Davies, 2003: 11). The final component is the communicative competence aspect of the native speaker and the question to be asked is whether the native speaker is privileged in terms of communicative competence (Davies, 2003).

Based on the native speaker constructs described above, it may be possible to claim that native and non-native speakers of a language will exhibit some variations in the way they use words, grammar rules and sentence structures and so on.

Adel and Erman (2012) conducted an extensive research related to the use of lexical bundles in the writing productions of Swedish advanced learners and in comparable native-speaker writing written by undergraduate university students in the field of linguistics. The findings of the study indicated that native speakers have a larger and more varied number of types of lexical bundles, which are also more varied, such as unattended and existential bundles as well as those of negations.

Many other research studies also focused on the different ways of collocation uses between native and non-native speakers. Non-native speakers underuse collocations compared to native speakers in writing (Bolly, 2009; Erman, 2009; Granger, 1998a; Howarth, 1998), and yet others indicated that nonnative speakers and native speakers use the same quantity of collocations but non-native speakers overuse high-frequency collocations, which makes type/token measures differ significantly between native and non-native writers (Durrant and Schmitt, 2009). Furthermore, the research has shown that

non-natives have poorer intuitions about collocations (Siyanova and Schmitt, 2008). Collocations are kinds of word combinations that fall into the group of formulaic language and that are "identified as a problem by language teachers though it is difficult to describe them by language teachers as well as language learners who ''are only slightly aware of them" (Howarth, 1998: 161).

Lin and Fang (2009) investigated the language output of a foreign language learner by obtaining their e-mail exchange messages with native English speakers, ESL learners and EFL learners respectively. The results indicated that messages written by native speakers received the highest scores both in content and surface structure followed by ESL and then EFL pen pals. This study also concluded that EFL learners, especially in Asian countries, learn most of the English language via textbooks. The lack of opportunities for practicing and using the language contributes to the fact that learners are more apt to concentrate on the form of the language instead of the meaning of what is expressed. In this study, ESL pen pals demonstrated a higher level of writing competence than EFL pen pals in the aspects of content and surface structure.

Martinez (2005) made a comparison of the use of first person pronoun in biology articles which were written by L1 writers and with a corpus of research article manuscripts that were written by L2 writers. The focus of the comparison was the distribution and usage of the first person pronoun in different sections of the articles. The comparison provided information about L2 under-use and overuse of first person and about problems of idiomaticity (Flowerdew, 2001).

Ajmer (2002) found that modality in the writings of advanced learners is composed of overused formal categories of modality, and underuse of modality was only found to be at the functional level. The corpora of NNS usually contained language that is more speech-like, when compared to the native English writing samples.

The clear outline of the non-native speakers` SVC use as opposed to native speakers`, investigation of the most common support verb construction misuses typically made by non-natives and the determination of the extent to which these verb-noun combination patterns change as the proficiency level of the EFL learners increase will give

us some ideas related to the dichotomy between the native and non-native speakers and likely to open new paths towards a better understanding of the internal structure of the English lexis and its use by the EFL learners. The research studies briefly outlined above showed that there are wide differences between native and non-native speakers of a particular language in many ways and these differences tell us why non-native use of a language is far from authenticity and are quick to be noticed by the speakers of the native language.

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

The research plan of this study is presented in this part. Study design, sample selection, data collection instruments and procedures, learner corpus data extraction, data analysis and limitations of the study are explained. Along with the data analysis procedures, this methodology section reported the process of learner corpus compilation method, corpus size, subjects and setting, tools and quantitative analysis measures used in this study.

The aim of this study is to make a corpus analysis of the support verb construction (SVC) development as well as the use of the learners of English in a tertiary level EFL setting in Turkey. As emphasized in the introductory chapter, investigating learners' awareness level as well as preferences related to the support verb constructions can reveal the true nature of the EFL learners' stance towards these constructions as well as their awareness levels towards the nature of English lexis and their prosodic nature as clearly stated by Sinclair with his "Idiom principle" theory. The awareness levels of the subjects towards SVCs is related to their conscious decisions for the use of multi-word combinations in their written productions. The contention is that if the subjects have a high level of awareness towards the existence of SVCs and use them consciously while writing, then it is possible to suggest that the subjects used SVCs based on their conscious decisions.

As has been outlined in the introduction part of this dissertation, the aims of this study, in accordance with the research questions are as follows:

1. A thorough analysis of the overall frequency of acceptable Support Verb Construction (SVC) usages in the academic essays of tertiary level EFL learners.

2. Investigation of the most common support verb construction misuses typically made by tertiary level EFL learners in their academic essays.

3. Determination of the extent to which these verb-noun combination patterns change in terms of quantity and variation as the proficiency level of Turkish EFL learners increase.

4. Observation of how they have learned SVC in their language classrooms so far.

5. Understanding of whether their previous language learning background influence their SVC use or not.

3.2. Methodology

This study is an empirical one in nature in which a principled collection of natural texts was analyzed by using computer-based quantitative analytical techniques and interpreted qualitatively (Biber et al.1999; Sinclair,1991). Two sub-corpora were used, each representing the language of NNES (Non-native English Speakers) in CEFR[2] B2 and C2 levels. The NNES corpora in this dissertation is named as KTUCALE and it was built from the academic essays written in English by native speakers of Turkish. KTUCALE was built following the criteria of design suggested in Barnbrook (1996), Hunston (2002), and Sinclair (1991). According to Barnbrook (1996), Hunston (2002), Ragan (2001), Sinclair (2001), and Tognini-Bonelli (2001), the issue of representativeness depends on the size of corpus and the size of the corpus makes it possible to make generalizations. In this study, KTUCALE is composed of samples of manuscripts in English of Turkish speaking-learners in the Department of English of Karadeniz Technical University. More information related to the KTUCALE is given under a separate title in this chapter.

A questionnaire with open ended items, retrospective protocols and students' diaries were used to obtain qualitative data regarding the affective factors and developmental stages of the learners. Detailed information about these data collection procedures is given under separate titles in this chapter. For the design criteria to be implemented properly, the following steps were taken accordingly. All the steps are

---

[2] CEFR refers to Common European Framework Reference for Languages

explained one by one by the researcher in the coming sections. The graphical representation of the research design is given at the end of this chapter.

Table 9: The Study Design Steps followed in the Methodology Section

Step 1:	Demographic Information Form was given to all the students. (1.and 2. year students) in the English Department. The total number of these students is about 120. The form is given in Appendix A.
Step 2:	Sample Selection: Oxford Online Placement Test (123 students)
Step 3:	Compiling the learner corpus from the writing samples of the students
Step 4:	Creation of two sub-corpora according to the CEFR grades. KTUCALE is divided into two level, these being upper-intermediate and advanced parts.These two sub-corpora were used for the comparison of the SVC use.
Step 5:	Data Collection: Criteria for the Selection of Support Verb Combination Samples from the Learner Corpora: KTUCALE and BAWE
Step 6:	Data Collection : Questionnaire with open ended items (120 students)
Step 7:	Data Collection : Retrospective Protocol: Immediate and delayed retrospection with the samples (23 subjects)
Step 8:	Data Collection : Students Diaries (50 subjects)
Step 9:	Data Collection: Document Analysis (Highschool English course books)

3.3. Triangulation in Research

Combining qualitative and quantitative methods in the investigation of the same research study has gained ground in recent years and in an attempt to prove the efficiency of this combination, a third research methodology in addition to qualitative and quantitative research methods was proposed. Thus, the use of three different data collection procedures for a research study is called "triangulation", and this attemtps to reveal complementarity, convergence and dissonance among the findings (Erzerberger and Prein, 1997).

Triangulation is described as the use of more than one research methodology for the study of the same research topic. Cohen and Manion (1994) defines triangulation as an "attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint" (p. 254). According to Altrichter et al. (1996), it is a tool that "gives a more detailed and balanced picture of the situation" (p.

117). Another description by O'Donoghue and Punch (2003) identifies triangulation as a "method of cross-checking data from multiple sources to search for regularities in the research data" (p. 78). Finally, Robson (1993) defines triangulation as a research methodology which is designed in order to test one data findings against other data findings for the purpose of ensuring the correspondences and discrepancies in a research activity. In return, it is expected that this will pave the way and lay the groundwork for the similar findings cross-validating of each methodology. As well as being a preferred line in the social sciences, triangulation is employed in both quantitative and qualitative studies and is generally accepted as a method-appropriate strategy for establishing the credibility of qualitative analyses (Cohen and Manion, 1994). One type of triangulation called **"**Methodological Triangulation" involves using more than one method and may consist of within-method or between-method strategies" (Cohen and Manion, 1994: 236).

According to Denzin (1989, as cited in Nachmias, C. and Nachmias, D. 1996), triangulation has the potential to enable a researcher to "overcome the problems that appear from using single method" (Nachmias, C. and Nachmias, D. 1996: 206). Cohen and Manion (1994), on the other hand, state that the use of triangular techniques helps researchers overcome the problem of "method-boundedness" as well as allow them to employ different methods of data collection procedures in order to stay away from bias and distortion of reality (Cohen and Manion, 1994: 234).

Triangulation was used in this dissertation for completeness purposes and to increase the in-depth understanding of the use of support verb constructions by the EFL learners. The learners` developmental levels in terms of the collocational structure of English language and their awareness towards the phenomenon were under investigation and by combining multiple data collection procedures, the recognition of multiple realities in the context of the dissertation became possible (Tobin and Begley, 2004).

3.4. Setting and Sample Selection: Participants

This empirical research study was carried out in an English Department of a University in Trabzon in Turkey. The participants, aged between 17 and 25, were 120 in number and were all Turkish citizens. The majority of the samples were females since

English departments in Turkey are dominated by females. The sampling procedure used by the researcher is purposive sampling; the individuals meet the criteria for the study. In an attempt to understand the participants' current language levels, the Oxford Online Placement Test was administrated to all the participants. Based on the scores the participants were divided into two groups for further research purposes. The demographic information given below represents only one group of learners who took part in the study.

Table 10: Demographic Information of Student Participants (Subjects)

		Number	%
Gender	Female	95	79
	Male	25	21
Age	17-18	1	1
	19-20	21	17.5
	21-23	85	71
	24-above	13	10.5
Total stay time in the department	Less than a year	3	2.5
	1 year	4	3
	2 years	43	36
	3 years	70	58
	4 years	15	10
Previous high school graduation	Public school	116	97
	Private school	2	1.5
	School abroad	2	1.5
Known other foreign languages	French	15	12.5
	Germany	15	12.5
	Others	8	7
Abroad experience	Yes	17	14
	No	103	86

3.4.1. Oxford Online Placement Test

The Oxford Online Placement Test is prepared by Oxford University and is used widely all around the globe for language placement purposes. As well as placing the students into the appropriate level class for a language course, the Oxford Online

Placement Test can also be used as a quick measure of a student's general language ability. The test contains not only grammar and vocabulary, but also tests how learners use that knowledge in order to understand the meaning in communication. It has been pretested and validated by more than 19,000 students in 60 countries and the scoring system is based on CEFR level (A1-C2) with separate scores for *Use of English* and *Listening*

All participants who took part in the study are affiliated with the scores they got from the Oxford Online Placement Exam and these participants were tertiary level Turkish EFL students at a middle size university in Trabzon, in eastern Turkey. Participants of the study include first and the second year students from the Department of English. The student portion of the participant population is diverse in age. Their ages range from approximately 17 to 23. Of the 120 student participants, 95 were females and 25 are males. The sample students were grouped under two levels, these being "upper-intermediate" and "advanced" levels. This grouping was made based on the scores the samples received from the Oxford Online Placement Test. The samples who got B1 and A2 according to the Common European Framework of Reference (CEFR) criteria from the test were placed under "upper-intermediate" group and those samples who got B2 and C1 from the test were regarded as "advanced level" group. The complete list of all the CEFR scores of the samples is given in Appendix B.

3.5. Compilation of KTUCALE

The database of this study consists of a learner corpus called KTUCALE that was compiled by the researcher and the name of the corpus is Karadeniz Technical University Corpus of Academic Learner English (KTUCALE). It contains essays that are academic in character and the selected samples for the present study is a total of 500.000 words.

Table 11: Constituents of the Academic Corpora Used in the Study

Representation	Corpus	No. of texts Word count	Average length of text
Learner writing	KTUCALE	220 texts 500,045 words	2,272
Native expert writing	BAWE SUB CORPUS	221 texts 502,241 words	2,596
Native expert writing	BAWE TOTAL	2897 texts 6,506,995word	2,554

First of all, the academic essays written by the students were retyped on the computer and converted into text file documents and uploaded into the AntConc3.2.4w concordance program software, available free online. Corpus annotation or tagging means adding explicit additional information to a computer text and in this way the information is physically represented (Oakes, 1998: 249). It may be true that a well- compiled and annotated corpus is considered to offer much more reliable and easy information about the search items to the researchers but the raw data in my study were not annotated or tagged since the probable structural problems in learners English would make automatic tagging process very difficult. After the extraction of all verb combinations with *have, make, do, take* and *give* from the corpus, the samples which were classified as support verb constructions were grouped together. The acceptability of these support verb constructions was determined first by referring to the dictionary of *Collins COBUILD English Dictionary1995,* and at least four times to the BNC (British National Corpus). In the end, the statistical procedures included information related to the number, type, variation and percentage of the data as well as detailed description of the formation and developmental stages of the constructions.

The titles of the academic essays written by the EFL learners of this study are given in Table 13 below. The academic essays were compiled from the students over four consecutive terms between the years 2011 and 2013. The essays were written in the fields of Applied Linguistics, English Language Teaching (ELT) and English Literature. Considering the fact that the academic essays were written by EFL learners, they are not free from structural, semantic and lexical problems. It is a fact that for many EFL writers, creating a distinctive, highly ordered and routinized academic language is difficult and constitutes many risks (Cortes, 2002: Gilguin et al., 2007). It is also the case that writing in second language academic prose entails an advanced level of language proficiency and failure to posses a required amount of lexical proficiency causes problems in academic writing (Nation and Waring, 1997; Hinkel, 2004; Reynolds, 2005). According to research conducted by Evans and Green (2006), EFL learners at Hong Kong Polytechnic University experienced difficulties with regard the academic writing skills in terms of using appropriate academic style, expressing ideas in correct English and linking sentences correctly. According to the Floderfew (1999), learning the subtleties of academic prose such as using effective vocabulary, rich variety of expression and proper hedgings is also a

problem for non-native academics who write articles for various journals. want to publish their work in those top journals.

Similarly, EFL students within the scope of this study displayed a lack of competence in the lexical and grammatical skills required for academic writing. For this reason, it is possible that some students did not use genuine and authentic academic language in their essays or may even have encountered difficulties in using appropriate academic style, expressing ideas in standard academic English and combining sentences correctly.

The academic essays in KTUCALE present similar problems. In spite of all these problems, from a non-native speaker perspective, the essays need immediate focus and investigation in an attempt to reveal possible correspondences as well as differences with the native speaker essays (BAWE).

The desing criteria is composed of Language and Learner variables. Language variables can be summarized under five main titles, these being, medium of language, genre, topic, technicality and task setting. Learner variables, on the other hand, include age, sex, mother tongue, region, other foreign languages, level, learning context and practical experience. Table 12 below shows the design criteria for language variables in KTUCALE.

Table 12: Design Criteria for Language Variable Distribution of KTUCALE

		Level A2-B1-B2		Sub-Fields	
Medium	Written	220	%100		
	Spoken				
Genre	Expository argumentation				
	Academic argumentation	220	%100		
Topic	Arts and Humanity	220	%100	ELT	74-33%
	Life Sciences			Applied Lin.	73-33%
	Social Sciences			English Lit.	73-33%
Technicality	EFL Academic Essays	220	%100		
Task Setting	Timed Essays	103	% 46.8		
	Untimed Essays (assignment)	117	%53.2		
	Reference	220	%100		
	Exam paper (timed essays)	103			

The language variable design criteria above shows that the EFL learners within the context of the study contributed to the compilation of KTUCALE with their written productions and these essays were academic argumentations in character. The essays were compiled from three academic disciplines that fall within the Arts and Humanity disciplines and were all academic argumentations. The majority of the essays were untimed essays written with references.

Table 13 shows the design criteria for learner variables in KTUCALE. Learner variables such as age, gender, mother tongue, region, level and learning contexts are given in Table 13 below.

Table 13: Design Criteria for Learner Variable Distribution of KTUCALE

	Male	**Female**		**Male**	**Female**
Age Avarage	21.6	20.3	**Gender**	%22	%78
	Turkish	*Others*		*Turkey*	*Others*
Mother Tongue	100 %	------	**Region**	100 %	------
	French	**German**	**Others**		**Beginner**
Other Languages	17 %	17 %	14 %	**Level**	78 %
	EFL	*ESL*		*Yes*	*No*
Learning context	EFL		**Practical experience (Abroad Experience)**	18 %	82 %

The following table below (Table 14) provides textual and contextual data for the assignments, including their titles, their genre families, number of essays and words. The essays belong to three disciplines within the Arts and Humanity group, these being Applied Linguistics, English Language Teaching and English Literature.

Table 14: Overview of KTUCALE Holdings

	Field	Topic	Number of Essays	Number of Words
1	ELT	The Attitude of EFL Teachers towards the Content and Language Integrated Learning Approach and Use	1	4.358
2	ELT	How to Teach Listening	3	10.510
3	ELT	Strategies for Teaching English	2	3.724
4	ELT	Teaching English to Young Children	1	2.003
5	ELT	The best ways Improve EFL learners Vocabulary	1	798
6	ELT	How to Teach a Language	2	5.467
7	ELT	The Comparison of Communicative Language Teaching and Content –Based Instruction	1	2.201
8	ELT	The Benefits of Cooperative Language Learning For Novice Learners	1	1.777
9	ELT	Teaching Listening And Comprehension Strategies	1	1.142
10	ELT	EFL Writing Errors	1	1.961
11	ELT	The Most Common Reading Strategies Used by the Students who are Currently Studying in the KTU	1	2.718
12	ELT	The Theory of Multiple Intelligences in ELT	1	938
13	ELT	How to Teach Listening to Japanese English Learner?	2	5.560
14	ELT	Task-Based Language Teaching by Using Technology	2	3.983
15	ELT	Teaching Pronunciation	1	995
16	ELT	Teaching Listening and Comprehension Strategies	2	3.858
17	ELT	How to be a Good Teacher?	1	2.335
18	ELT	How to Teach Listening through Strategies	1	5.027
19	ELT	What are the Methods of Teaching Writing for EFL?	1	3.000
20	ELT	Disadvantages of Online Education	1	2.450
21	ELT	How to Teach English to Children- Do Children Learn a New Language Faster than Adults?	2	5.428
22	ELT	Difficulties that English as a Foreign Language Students Faced During Translation Process	2	4.019
23	ELT	How to be Ideal Language Teacher?	11	23.626
24	ELT	How to Teach Writing? What are Strategies and Methodologies to Writing?	3	9.412
25	ELT	Benefits of Computer Assisted Language Learning	3	7.262
26	ELT	Communicative Language Teaching and English in Workplace	1	1.220
27	ELT	Techniques in Teaching Controlled Writing	2	5.800
28	ELT	How to be an ideal language teacher?	3	8.120
29	ELT	How to Teach Reading?	1	2.805

Table 3 Contiuned

30	ELT	Lesson Planning	1	2.649
31	ELT	How to Teach English Language?	1	2.670
32	ELT	Educational Technology and Other Teaching Equip.	2	5.460
33	ELT	Keeping Learning Journal	1	2.850
34	ELT	How to Teach Speaking?	1	3.100
35	ELT	Teaching Pronunciation	1	2.789
36	ELT	Reading Teacniques	1	3.020
37	ELT	Learners and Their Errors in Writing	1	2.100
38	ELT	Adult Language Learning	1	3.040
39	ELT	Task Based Learning	1	2.860
40	ELT	Mistakes and Feedback in Writing	1	2.900
41	ELT	How to be a Good Learner and What They Do?	1	2.855
42	ELT	How to Learn Speaking?	1	2.880
43	ELT	The Nature of Approaches and Methods in Teaching Foreign Language	1	2.950
44	ELT	How to Manage Teaching and Learning?	1	2.844
45	ELT	What are the Strategies in Listening	1	2.880
46	A .Linguistics	How to be a Good Language Learner?	2	4.069
47	A .Linguistics	Good Language Learner and What They Do?	3	7.019
48	A .Linguistics	How to Learn Writing?	2	2.138
49	A .Linguistics	How to be a good learner?	3	8.410
50	A .Linguistics	How to use Corpus in Language Teaching?	1	3.000
51	A .Linguistics	Child Learning Language	1	5.306
52	A .Linguistics	How to Learn Language?	1	2.650
53	A .Linguistics	Cooperative Learning	2	4.650
54	A .Linguistics	Language Learning Strategies	1	2.890
55	A .Linguistics	Vocabulary Learning	1	2.678
56	A. Linguistics	How to Learn Vocabulary among Main Three Learning Vocabulary Methods on EFL Students	1	1.407
57	A. Linguistics	Technology and Language Learning	1	1.250
58	A .Linguistics	Reading for Several Purposes	1	2.054
59	A. Linguistics	Adult Language Learning	2	4.416
60	A. Linguistics	Oral Interaction in Foreign Language Classroom	1	3.155
61	A .Linguistics	Culture and Language Learning	1	2.461
62	A. Linguistics	Challenges to Implement CLT technique	1	1.090
63	A. Linguistics	Speaking Anxiety for EFL Students	1	1.079

Table 3 Continued

64	A .Linguistics	Children Language Learning a Review	1	1.510
65	A. Linguistics	The Relationship Between Livability and Land Use Standards in Turkish Planning Regulations	3	5.395
66	A. Linguistics	General Foreign Language Anxiety among ELF Lear.	1	1.569
67	A .Linguistics	English Influence on Turkish	1	1.000
68	A. Linguistics	Nation- wide English Exams in Turkey	1	427
69	A. Linguistics	The Effects of Cooperative Language Learning on English as a Foreign Language Learners in Turkey	1	1.235
70	A .Linguistics	Animal Language	2	4.705
71	A. Linguistics	A Model Explaining Relationships between Language Learning Strategies and Improving Reading Compr.	1	4.157
72	A. Linguistics	English Language Acquisition of Adopted Children Successive Second Language Acquisition	1	1.919
73	A .Linguistics	The Advantages of the Cooperative Learning Strategy in Foreign Language Classroom	1	4.414
74	A. Linguistics	Exploring the Use of Computer Games in Foreign Language Learning and the Role of Age and Gender	1	4.214
75	A. Linguistics	Difficulties of Pronunciation	1	2.303
76	A .Linguistics	Motivation and Second Language Acquisition	4	8.545
77	A. Linguistics	Cultural Problems in Translation and Solutions	1	1.566
78	A. Linguistics	Effects of Classroom Interaction on Language Classes	1	3.175
79	A .Linguistics	Culture and Language Learning	3	7.840
80	A. Linguistics	Relationship between Language and Culture, and Role of Language on Culture	3	7.217
81	A. Linguistics	Listening Comprehension in EFL Classrooms	1	1.832
82	A .Linguistics	Classroom Management	1	1.392
83	A. Linguistics	Cooperative Language Learning	1	1.099
84	A. Linguistics	Vocabulary Learning Strategies	8	21.353
85	A .Linguistics	Aims and Achievements English Language Learning	1	849
86	A .Linguistics	Corpus Linguistics and language teaching	1	2.876
87	A .Linguistics	Corpus	1	2.932
88	A .Linguistics	Culture and Learning Language	1	2.865
89	A .Linguistics	Phonetics	1	2.935
90	A .Linguistics	The Context of Second Language Teaching and Learn.	1	2.982
91	Literature	Attitude towards Religion in the Canterbury Tales	1	2.038
92	Literature	An Analysis of Gulliver's Travels: Political Criticism	1	1.990
93	Literature	Hamlet's Feminity	1	819
94	Literature	Status of Women and Female Writers in Victorian Per.	2	4.504

Table 3 Continued

95	Literature	Romanticism in English Literature	3	6.210
96	Literature	Mythology and Literature	1	3.023
97	Literature	Trojan War	1	462
98	Literature	The Theme of Equivocation in Macbeth	1	2.960
99	Literature	Love in Charlotte Bronte and Emily Bronte	1	2.440
100	Literature	The Policies of Queen Elizabeth I in the play of William Shakespeare's The Merchant of Venice	1	2.556
101	Literature	An Analyses on the Masterpiece of Harriet Beecher Stowe: Reflections on Slavery in Uncle Tom's Cabin	1	2.320
102	Literature	Women Sexuality in Shakespearean Drama	1	1.719
103	Literature	Jews in Shakespearean Drama	2	4.667
104	Literature	Poetry and Literature	1	2.298
105	Literature	Assimilation in American Life	1	2.327
106	Literature	The Dictionary of World Mythology	1	2.770
107	Literature	Dante-The Divine Comedy	2	5.010
108	Literature	Christopher Marlowe's Tamburlain the Great	2	6.200
109	Literature	Milton: Paradise Lost	1	2.202
110	Literature	The Iliad	1	2.945
111	Literature	Charles Dickens' Hard Times	1	2.550
112	Literature	Albert Camus-The Stranger	1	2.987
113	Literature	Dr.Faustus and the Power Relations	2	5.590
114	Literature	Tragedy and Shakespeare	3	6.100
115	Literature	The Death of a Salesman and American Dream	1	2.992
116	Literature	Absurd Theatre and Waiting for Godot	2	4.877
117	Literature	"Emma", The place of Women in 19. century England	2	4.667
118	Literature	Jane Eyre and Love in Victorian Period	1	2.455
119	Literature	Wuthering in the Heights and Jealousy	1	2.300
120	Literature	Great Gatsby and Resistance to Change	1	2.445
121	Literature	A Passage to Indiaand Colonialism	1	2.880
122	Literature	Salinger`s Catcher in the Rye and Alineation	1	2.445
123	Literature	Animal Farm and Socialism in the World	3	5.203
124	Literature	The Wall and Lack of Communication in Society	3	6.100
125	Literature	Conrad`s Heart of Darkness and Racism	2	4.023
126	Literature	The treatment of Good and Evil in Literature	2	3.888
127	Literature	Poe`s short stories and the Theme of Horror	3	5.445
128	Literature	Macbeth and Tragedy in Shakespeare	2	4.904

Table 3 Continued

129	Literature	Romeo and Juliet and Tragic Romances	3	6.778
130	Literature	Austen and "Emma"	2	4.200
131	Literature	Thackeray and "Vanity Fair"	2	4.100
132	Literature	Huckleberry Finn and Freedom	3	6.675
133	Literature	The Adventures of Tom Sawyer and American Rural Life	2	4.577
		TOTAL	220Texts	500.045

3.6. Reference Corpus: BAWE

The data in this study come from the British Academic Written English (BAWE) corpus, which was developed at the Universities of Warwick, Reading and Oxford Brookes under the directorship of Hilary Nesi and Sheena Gardner (formerly of the Centre for Applied Linguistics [previously called CELTE], Warwick), Paul Thompson (Department of Applied Linguistics, Reading) and Paul Wickens (Westminster Institute of Education, Oxford Brookes), with funding from the ESRC (RES-000-23-0800). The BAWE corpus was released in 2008, and is comprised of approximately 3,000 pieces (approx. 6.5m. words) of proficient assessed student writing from British universities. Containing 2761 pieces of proficient assessed student writing, the BAWE corpus ranges in length from about 500 words to about 5000 words. The data contained in the corpus are essays written by British students and the contents range from Arts and Humanities, Social Sciences, Life Sciences to Physical Sciences in three levels of study: undergraduate, graduate and master levels.

Table 15: Overiew of BAWE Holdings

		Level 1	Level 2	Level 3	Level 4	Total
Arts and Humanities (AH) Archaeology; Classics; Comparative American Studies; English; History; Linguistics / English Language Studies; Philosophy; others Life Sciences (LS) Agriculture; Biological Science; Food Science; Health; Medicine; Psychology	Assignments	239	228	160	78	705
	Texts	255	229	160	80	724
	Words	468.353	583,617	427,942	234,206	1,714,118
	Assignments	180 188	193 206	113 120	197 205	683 719
	Texts Words	299.370	408,070	263,668	441,283	1,412,391
Physical Sciences (PS) Architecture; Chemistry; Computer Science; Cybernetics/ Electronic Engineering; Engineering; Mathematics; Meteorology; Physics; Planning	Assignments	181	149	156	110	596
	Texts	181	154	156	133	624
	Words	300.989	314,331	426,431	339,605	1,381,356
Social Sciences (SS) Anthropology; Business; Economics; Hospitality, Leisure and Tourism; Management; lavv; Politics; Publishing; Sociology	Assignments	207	197	166	207	777
	Texts	216	198	170	207	791
	+Words	371.473	475,668	447,950	704,039	1,999,130
Total students		333	302	235	169	1039
Total assignments		807	767	595	592	2761
Total texts Total vvords		840 1,440,185	787 1,781,686	606 1,565,991	625 1,719,133	2858 6,506,995

Retrieved from: http://www.coventry.ac.uk/

The entire BAWE corpus was used as a reference corpus in spite of the fact that it was not possible to control the entire genres in the BAWE. While this misalignment between the KTUCALE and BAWE corpus is questioned, it should be remembered that this is largely a heuristic research project which was designed to make a comparison in terms of SVC use and the difference between the two corpora was not taken as an important issue. With all these in mind, however, a sub-corpus of BAWE-EN and BAWE-LING was also used as the second reference tool with the exception of reports which were omitted as these were considered too different from the essays in terms of structure and language. Two sub-corpora were selected from the BAWE corpus: the BAWE-LING corpus contain essays produced by British students, and BAWE-EN is a dataset produced

by peer L1 English students (Alsop and Nesi, 2009). The size of each finalized corpus for investigation is around 500,000 words (see Table 15 above).

Table 16: Number of Assignments by Discipline and Year

	cltsclplftue	1	2	3	4	Total
<llsclpllıary gıoııp Arts »ııcl Hıııaııltles	Aıclıaeology	23	21	1 5	1 7	76
	C'lassics	33	27	15	7	82
	Compaıative Aıneııcaıı Stutfies	29	26	13	6	74
	Eııglislı	35	35	28	8	106
	History	3 O	32	3 1	3	96
	Liııeuistics	27	3 1	24	33	1 1 5
	Otlıer	19	22	9	0	50
	Plıılosoplıy	43	34	25	4	106
	Total	239	228	160	78	705
I.lft- Sciences	Agı ictılnue	3 5	35	3 O	34	134
	Biological Sciences	52	50	26	41	169
	Food Sciences	26	36	32	30	124
	Health	35	33	12	1	81
	Klcdiciııe	O	O	O	80	80
	Psyclıology	32	39	13	1 1	95
	Total	180	193	1 13	197	683
Plıvslcal Scl«»ıices	Aıclıitcctuıe	2	4	2	1	9
	Clıeıııistry	23	24	29	13	89
	CTompııteı Science	34	13	30	ıo	87
	C'ybeıııetics ıS: Electronics	4	4	13	7	28
	Engıııcciııı^	59	71	54	54	238
	Matlıeıııatics	8	5	12	8	33
	Meteoıology	6	9	0	14	29
	Otlıeı	0	1	0	0	1
	Plıysics	3 7	14	14	3	68
	Plaıuıins	8	4	2	0	14
	Total	181	149	156	1 ıo	596
Soclal Sciences	Aıılıopology	14	12	6	17	49
	Busuıess	32	33	31	50	146
	Ecoııoıııics	3 O	3 O	23	13	96
	HLTM	14	21	29	29	93
	Law	3 7	37	31	28	1 34*
	Otlıeı	0	2	3	4	9
	Politics	3 7	33	1 5	25	1 ıo
	Pııblishiıg	1 1	4	O	15	3 O
	Sociolocy	32	25	24	21	1 ıo[T]
	Total	207	197	162	202	777*
Total		807	767	591	587	2761[1]

Retrieved from: http://www.coventry.ac.uk/

3.7. Criteria for the Selection of Support Verb Constructions

Based on the learner corpus (KTUCALE) data, which was compiled by the researcher to include the academic essays of the tertiary level EFL learners, all the verb–noun combinations with *make, have, take, give and do* were extracted and listed separately. For practical reasons, the analysis of the combinations was limited to only the above certain frequently-used verbs (Akimoto, 1989). These verbs are also the most common verbs to be used in delexical sense (Sinclair, 1990). Finally, these verbs have neutral connotations and the data collected is based on genre specific written assignments and only through way the influence of register and topic can be reduced to a minimum. These verb-noun combinations were those that can be classified as support verb constructions on the basis of the criteria outlined in the literature review section. The list of probable support verb constructions was judged in terms of their acceptability in British or American English. The procedure for the acceptability of these combinations was as follows:

First of all, the combinations were searched for acceptability from at least two dictionaries, these being the Oxford Advanced Learner's Dictionary 2000, and BBI Dictionary of English Word Combinations (Revised Edition).

Secondly, all the combinations selected for the study were checked from the written part of the BNC (British National Corpus) and the appearance of the combinations must be at least four times in the concordance lines. Determining the accuracy of a combination required the correspondence of lexical elements, the number of the noun, major determiners and the complementation.

Finally, on condition that the acceptability judgment procedure outlined above fails to determine precisely the accuracy or acceptability of the combinations, then they would be presented to, at least, two native speakers for acceptability.

3.8. Data Collection

3.8.1. Demographic Information Questionnaire and Consent Form

In the demographic information questionnaire, questions based on the design criteria were asked. These were the questions related to their age, sex, mother tongue, region, knowledge of other languages, language level, learning context and practical experience. The researcher collected the data after obtaining necessary approval and consent for collecting data. The researcher delivered an informed consent form reminding the students about the aim of the study, confidentiality, voluntariness, authority and anonymity of the participation.. The consent form is given in the Appendix.

3.8.2. Learner Corpora: KTUCALE and BAWE

The learner corpus comes from Karadeniz Technical University Corpus of Academic Learner English (KTUCALE). KTUCALE corpus contains essays written by the students of a Turkish university. All the essays are academic in character and the selected sample for the present comparative study is a total of 500.045 words.

The reference and control corpus of similar writing was taken from the British Academic Written English (BAWE) database. This native speaker corpus consists of Academic essays written by English students and contains 502.241 words.

In this corpus based analysis of support verb constructions, quantitative statistical corpus methods were used. Thus, the aim was to obtain robust data as well as to identify the most frequent and rarest word samples. In this study, statistics played a central role in the support verb analysis of the given corpora in terms of lexical diversity and lexical density. Thus, the findings from KTUCALE were compared and contrasted with the reference corpus, BAWE, to provide important information related to support verb frequency, overuse and underuse of words, richness and poverty of lexicon, etc.

In the following chapter, the results of the qualitative and quantitative data analysis are reported. The corpus based frequency analysis is presented as part of the quantitative

analysis. In order to compare whether there is a significant difference between the number of instances of certain words in the two corpora, the log-likelihood significance test was applied. The calculations of this test were done automatically through a free online "log likelihood calculator" (http://ucrel.lancs.ac.uk/llwizard.html).

The entire number of frequencies related to the SVCs extracted from each corpus were normalized. The process of normalization is very important if corpora of different sizes are compared (Biber et al. 1998). The proess of normalization is also very important in order to obtain comparable results and, consequently, be able to make claims. The following formula was used to normalize the results in this study.

$$\text{Normalized result} = \frac{\text{instances of the word in the corpus } \textbf{x } 1{,}000{,}000}{\text{total number of words in the corpus}}$$

Despite the fact that the selection of the basis for comparison in two corpora does not necessarily interfere with the comparability of the two numbers, according to Biber et al. (1998) the size of the corpus may still determine it. The basis which was chosen for this study is 1,000,000. The reason why this basis (1 million) was selected is both related to the size of the corpora and to the standard norming rate used in many corpus-based studies.

3.8.3. Student Questionnaire

Questionnaires are very popular data collection procedures and by conducting a questionnaire it becomes possible to collect data from a large audience which would otherwise be difficult to obtain. It is easy to administer, cheap, time-saving, and can be applied to large populations (Nunan, 1992; Openheim, 1992). According to Munn and Drever (1995) questionnaires are ideal data collection procedures which offer efficient use of time, anonymity, the possibility of a high return rate and standardized questions (Munn and Drever, 1995: 2). As for the disadvantages, the first is that the information obtained is likely to describe rather than explain why things are the way they are. The second limitation is that the information that is obtained through questionnaires can be superficial and the last one is that "the time needed to draft and pilot the questionnaire is often

underestimated and so the usefulness of the questionnaire is reduced if it is not prepared adequately" (Munn and Drever, 1995: 5).

In this study, a student questionnaire was administrated with the purpose of finding answers to the questions given earlier in this chapter. While the questionnaire was constructed, the necessary measures dictated by various sources such as Oppenheim's (1992) "Questionnaire Design, Interviewing and Attitude Measurement", Munn and Drever's (1995) book "Using Questionnaires in Small Scale Research" or Best and Kahn's (1998) book "Research in Education"' were taken into consideration for the purpose of reducing problems to a minimum level.

It is important that researchers take some points into consideration while preparing a questionnaire. One of the most important points is that the questions in the questionnaire must reflect the nature of inquiry and must elicit what they are intended to. The instructions in the questionnaire must be clear and the respondents should not have any difficulty in understanding them. The format of the questionnaire must be clear and easy enough for a respondent to respond to. This point is particularly important because the respondent may not have a chance to ask for clarification. There must also be a logical order among the questions.

While preparing a questionnaire, there is a need for valid questions and specified information. In well-constructed questionnaires, the questions must be related to research questions, and the questions must be clear and unambiguous as well as investigate only one concept at a time and ask for information that the respondents are capable of answering. Finally, the questions must avoid negatives and double-barreled questions (Oppenheim, 1992; Arber, 1993).

Based on the above design considerations, in this dissertation the information needed was determined and before constructing the student questionnaire as many questions as possible were put together. By using these questions several important questions were constructed. Instructions and questions were revised several times in order to ensure validity and reliability before the pilot work began. The wording of the

questionnaire was revised and by making necessary omissions and additions, the final questionnaire, which contained 23 items, was finally prepared.

The questions used in the study were based on close-ended, open-ended and factual information questions. Open-ended questions asked respondents to reflect on the subject of the questions, and in this way the respondents' responses were elicited. Close-ended questions were yes-no questions, which asked the respondents to choose either "yes or no" and ranking scales, which contained a number of statements asking the respondents to rank them in terms of their importance (Oppenheim, 1992; Best and Kahn, 1998).

The student questionnaire was divided into four sections. In the first section, questions were based on mostly demographical information. The data sought in this section was intended to learn the previous education background of the respondents. The data obtained in this section was intended for use in possible future correspondence and in order to be able to discuss the characteristics of the sample during the description of the sample.

In the second section, questions related to the respondent's previous experience in writing were asked. The questions in this section were directly related to writing skill and aimed to find out students' background of writing skill.

In the third section, the questions were concerned multi-word constructions and the respondents were asked open ended questions related to the frequency of their MWC usage as well as reasons for using them and their awareness towards these lexical combinations and lexical preferences in general.

In the fourth and final section, the respondents were asked a series of open-ended questions related to their beliefs and perceptions towards the use of SVC while writing. The questions in this section were directly related to SVC use and writing skill, aiming at finding out students' ways of coping with word groups.

The questionnaire was piloted three times on ten samples. The samples consisted of three senior class students, and seven second year students who were English majors in the Department of English, at Karadeniz Technical University. They were asked to respond to

the questionnaires, and reflect on any question that they thought should be modified or omitted. During the first piloting all the necessary modifications and omissions were processed. After the first treatment the subjects were asked to pilot the questionnaire again. In this second piloting the subjects focused on the details. The responses from the subjects were recorded and the necessary modifications were made to the questions and instructions. During the final piloting the subjects were all in agreement on the design of the questionnaire. This process of piloting lasted three weeks, and was very taxing for the researcher since the questionnaire had to be modified and developed to a great extent.

3.8.4. Retrospective Protocol

Protocol analysis in applied linguistics has the potential to become a strong method for looking at a variety of cognitive processes of interest to second language acquisition researchers (Jourdenais, 2001). Protocol analysis is divided into three types; these being introspection, retrospection, and think-aloud protocols. Each of these data collection methods is used to elicit different types of information from the subjects.

Retrospective data collection procedures are divided into two types, these being (a) immediate retrospection when traces of original cognition are still assumed to be in short-term memory and (b) delayed retrospection which can be found in subjects' diaries, or notebooks, or any statement of experiences with particular language tasks for a period of a few hours, days or weeks after the event. Within the scope of this dissertation both immediate and delayed retrospection were used as an alternative method of collecting data.

Although there are many benefits offered by the use of protocols, there are also some concerns about the use of this data collection technique. One of these concerns is that protocols may not always provide a reliable and complete piece of data on the cognitive processes of its subjects. Another criticism is about the learners' memory limitations - that is, whether or not the subjects are able to accurately remember the thoughts they had while completing the task. It is possible that the reports given by the subjects may be harmed if the subjects report what they feel the researcher wants to hear rather than what is actually experienced. Another criticism is that the researcher cannot be sure whether the subject gave the complete report or not. Finally, another major criticism is whether or not the

subjects have the meta-linguistic ability to describe their behaviors (Jourdenais, 2001). In spite of the fact that the criticisms given above are correct, protocol analysis is still a very popular means of collecting data from subjects and will continue to be used in many educational studies. Hyland (2002) holds that retrospectives, interviews, think-aloud protocols, reflective diaries, and observations are used as standard practices in research.

In the scope of this dissertation, retrospective protocols were made with the 23 subjects in an attempt to better understand how they learn SVCs and how the support verb constructions patterns change as the proficiency level of Turkish EFL learners increase. Before the protocols, the samples were purposely chosen from the entire population of the subjects who responded in the questionnaires (*n*: 120). Out of the 23 protocol samples, 11 received highest grades (B2) from the Oxford Online Placement test, 6 were those who received an average grade (B1) from the test and finally the remaining 6 received the lowest grades (A2). The data collection procedure for each protocol lasted about 35 minutes. The data collection procedure was conducted as follows:

- Each protocol participant was asked three general questions (1-3) related to their primary considerations, perceptions of difficulties and the importance of word selection while writing.
- The samples were shown several common SVC samples and were asked to report whether they usually use any of these SVCs samples as well as their familiarity with these multi-word samples.
- The samples were given their own essays to read and evaluate in terms of SVC use.
- The samples read their previous essays with SVC samples and various word combinations that were already underlined and highlighted on the papers.
- They were asked to state the reasons why they used these SVCs structures in their essays.
- Several other questions were asked for further information about their familiarity, correctness, reasons for use, attention, previous exposure and awareness towards SVCs.

Table 17: Samples of the Protocol

Protocol Samples[3]	Level	Protocol Samples	Level
1. AO	B2	13. GHS	B1
2. ASD	B2	14. HD	B1
3. AB	B2	15. DK	B1
4. BAK	B2	16. MO	B1
5. AYO	B2	17. NA	B1
6. BG	B2	18. NM	A2
7. LDD	B2	19. OB	A2
8. ECB	B2	20. OK	A2
9. FO	B2	21. SC	A2
10. FZO	B2	22. SO	A2
11. GK	B2	23. TB	A2
12. ZE	B1		

The reason for doing so is to investigate the rate and amount of change among the learners with different grades. The protocols took 35 minutes each and lasted for almost three weeks. The students received the introduction parts of their academic essays, containing 750-1000 words. So, the contents of their work was particularly familiar to the participants. One of the academic essays was titled "How to Teach Writing?" and another was titled "What Makes a Successful Language Learner?". The subjects were asked to analyze these introduction parts of their essays and report their ideas on the basis of following contents;

    a. Primary considerations while writing
    b. Difficulties while writing
    c. Importance and selection of words
    d. Use of the sample SVCs
    e. Familiarity with SVC

---

[3] The abbreviations in the "protocol samples section" are the initials of the participants' names. The researcher did so to remember the accounts of the each participant for further questioning, when and if needed.

f.   How to correct SVC usage

g.   Why the subjects used SVCs

h.   Attention to SVC while writing

i.   Previous exposure to SVC

j.   Increased awareness towards SVC after the first exposure

The protocols were made in the second half of the 2013-2014 education year (spring term). The detailed accounts of the protocols are given in the "data analysis" chapter. Below is the timeline (Table 18) for each protocol. In the timeline, the samples and the protocol days are given respectively.

Table 18: Timeline of the Protocols with Each Sample

	March 25	March 26	March 27	March 28	March 29	Apri 02	April 03	April 04	April 05	April 09	April 10	April 12
A0	*											
ASD		*										
AB		*										
AK		*	*									
AYO			*									
BG				*								
DK				*								
ECB				*								
FO					*							
FZO						*						
GK							*					
GHS							*					
HD								*				
LDD								*				
MO									*			
NA									*			
NM										*		
OB										*	*	
OK											*	
SC											*	
SO												*
TB												*
ZE												*

3.8.5. Students Diaries

Keeping diaries as a data collection procedure in social sciences has attracted the attention of many researchers who use qualitative data in their research. Diaries are usually defined as first person observations of experiences that are recorded over a period of time (Krishnan and Lee, 2002). According to Bailey and Ochsner (1983), a diary study language learning and teaching is described as follows:

> "an account of a language experience as recorded by a language learner but the important thing is that diary studies are introspective. The diarist studies his own teaching or learning. Thus he can report on affective factors, language learning strategies, and his own perceptions -- facets of the language learning experience which are normally hidden or largely inaccessible to an external observer " (p. 189).

According to Zeyrek (1997), "diary" studies have become a useful tool for both L2 teachers and teacher educators as well as giving the students an opportunity for self-exploration and reflection on professional growth" (p. 8). According to the Howell-Richardson and Parkinson (1988), on the other hand, diaries can be used for pedagogical purposes and play an important role in the communication between teachers and learners for the aim of discussing their language learning processes. The diary-keeping process helps learners raise awareness towards the ways through which they learn and initiates reflection on their teachers` parts towards their own language learning experiences, establishing a link between themselves and their students. Moreover, diaries have the potential to provide valuable sources of data triangulation when used with other sources of data (Fry, 1988; van Lier, 1988).

This study, therefore, attempts to explore a pedagogical purpose with the use of diaries as a qualitative research method. The diaries were used as part of the delayed retrospection procedure in this dissertation. The scripts of the diaries were obtained from 50 students in their 1st and 2nd years for six weeks between September and December 2013. The writing tasks and their topics were decided on the basis of the content of their academic writing course. The students were asked to keep diaries related to the writing processes, selection of words, and word combinations, feelings towards the writing tasks at hand and so on. The students who took part in the diary writing process were from the

group of students from whom corpus material was collected. These diaries were used as part of the delayed retrospection procedure.

3.8.6. Document Analysis

Document analysis can be described as the use of sources and documents, to support the viewpoint or argument of an academic work as well as the involvement of conceptualization, use and assessment of quantitative or qualitative documents. Considering that there are now a wide ranging number of documents available make cument analysis an invaluable research tool for the social scientists (Scott, 2006). In many areas of scientific investigation, the results of the analysis of documents are considered as important sources of data. It can be used as descriptive research in which the documents to be analyzed are the focus of the analysis. In this way it becomes possible to explain the status of something at a particular time. Best and Kahn (1998) note that document analysis may serve important functions such as adding knowledge to fields of inquiry and explaining certain events (Best and Kahn, 1998).

It is also the case that the use of document analysis can be extended to include education in that the documents used in education provide a natural, contextual source of information about related endeavors; with this in mind, however, the analysis of written documents is a technique in educational evaluation which is used less frequently. Guba and Lincoln (1982) reported that part of the reason why educational inquiry is often not grounded in that there lies a failure to exploit documents as a data source. Document analysis helps to ground educational research by claiming that the research is not removed from its social, historical, and political frame of reference. It is also the case that document analysis has potential to offer a more objective and suitable means for understanding particular aspects of education since the process itself is non-reactive (Caulley, 1983; Weber, 1990). In document analysis sources that can be used as sources of data include the following: records, reports, school decisions, printed forms, books and periodicals.

In this dissertation, this document analysis was done in an attempt to understand language learning histories of the subjects in relation to their SVC use. For this purpose, the materials (English course books) used for teaching English in Turkish public high

schools for the past five years were downloaded from the webpage of the Ministry of Education, which is available for free (*http://www.meb.gov.tr/duyurular/),* and were searched for possible SVC samples. The second reason why I included document analysis in the scope of this study is that, in education research, there are three data collection methods, these being, observations, interviews, and document analysis and that multiple research methodology involving multiple researchers, and/or multiple data sources, are referred to as triangulation (Genzuk, 2001; Foster and Wright, 2001).

3.8.7. Data Analysis

Data analysis was carried out on two types of data, these being quantitative and qualitative data. The data for quantitative analysis was obtained from student questionnaires and the data for qualitative analysis was obtained from retrospective protocols, interviews, students' diaries and document analysis.

The questionnaire data was analyzed using descriptive statistical techniques such as frequencies and percentages. The qualitative data obtained through retrospective protocols, interviews and document analysis was classified and organized into a manageable level on the basis of major themes and patterns extracted from the data.

The results of the data analysis are presented in tables, and the abbreviations within the tables are explained. The questions related to each table is/are displayed before the table, and the explanation of each table follows. In the following page, the detailed research design is given in the form of a graphical representation. Qualitative analysis includes such data collections procedures as questionnaire, retrospective protocol, document analysis and diaries. Quantitative analysis, on the other hand, includes questionnaire and corpus-based analysis of the SVCs in the KTUCALE and BAWE corpora. The findings of each data collection procedure are given under the related chapters in the Data Analysis chapter.

Figure 9: Research Design

```
                          ┌─────────────────────┐
                          │   Research Design   │
                          └─────────────────────┘
                                    │
                                    ▼
                          ┌─────────────────────┐
                          │  Mixed Methodology  │
                          └─────────────────────┘
                                    │
                ┌───────────────────┴───────────────────┐
                ▼                                        ▼
      ┌──────────────────┐                    ┌──────────────────┐
      │   Qualitative    │                    │   Quantitaive    │
      │    Analysis      │                    │    Analysis      │
      └──────────────────┘                    └──────────────────┘
                │                                        │
   ┌──────┬─────┴─────┬──────────┐            ┌──────────┴──────────┐
   ▼      ▼           ▼          ▼            ▼                     ▼
┌──────┐┌────────┐┌───────────┐┌──────────┐┌───────────┐  ┌────────────────┐
│Diary ││Document││Retrospect-││Question- ││Question-  │  │  Corpus-based  │
│Analy-││Analysis││ive        ││airre     ││airre      │  │  Comparison    │
│sis   ││        ││Protocol   ││          ││           │  └────────────────┘
└──────┘└────────┘└───────────┘└──────────┘└───────────┘          │
                                                          ┌───────┴───────┐
                                                          ▼               ▼
                                                    ┌──────────┐   ┌──────────┐
                                                    │  BAWE    │   │ KTUCALE  │
                                                    └──────────┘   └──────────┘
```
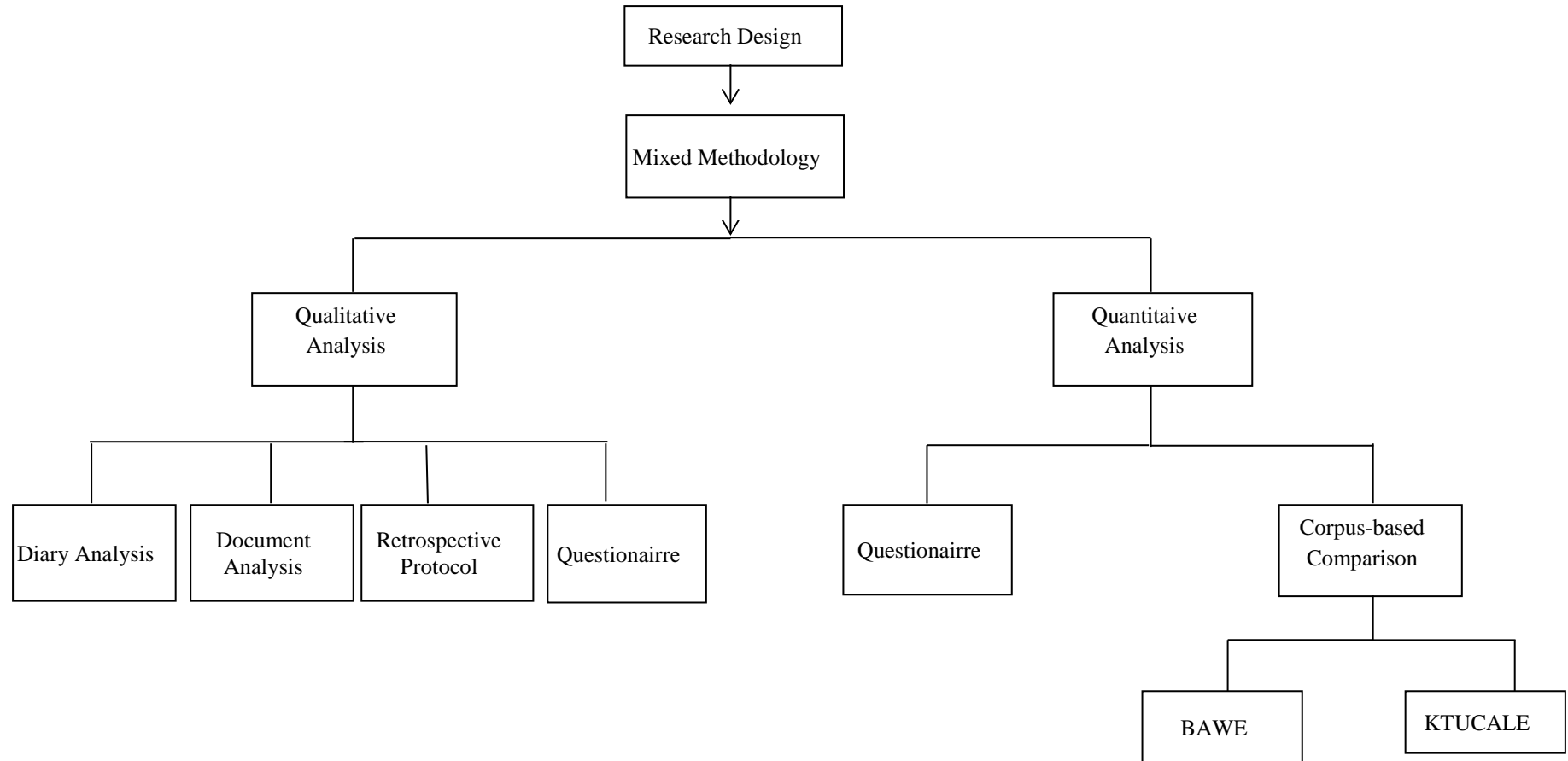
CHAPTER FOUR

4. DATA ANALYSIS

4.1. Overview of the Study

This is a corpus-based descriptive study in which a principled collection of natural texts were analyzed with computer-based quantitative analytical techniques and interpreted qualitatively. A thorough analysis of the overall frequency of Support Verb Construction (SVC) use in the academic essays of tertiary level EFL learners was conducted along with an investigation of the most common support verb construction misuses typically made by the tertiary level EFL learners in their academic essays, and finally the determination of the extent to which these verb-noun combination patterns change as the proficiency level of Turkish EFL learners increase was conducted by descriptive statistics in the scope of the study. The statistical methods offered a good theoretical background, an automatic estimation of probabilities from data and a direct way to disambiguate the particular information. It is also worth adding that the growing interest in quantitative studies goes beyond the identification of the most frequent entities to provide researchers with reliable information.

The data analysis procedures in corpus linguistics do not usually start as soon as corpus compiling and computerization is done. What should be done at this stage is determined by the research questions or objectives. In the raw corpora period it is still possible to obtain some information related to word frequency and word diversity. It has been long noted that the principal format used historically in displaying linguistic elements in a corpus is done "by means of listing and counting" (Kennedy 1998: 244). Software technology makes it possible to display corpus contents in three different forms, namely, alphabetical order, frequency order or appearance order. For the purpose of this study, the Ant Conc 3.2.2.1w tool was used.

In the analysis of the qualitative data, the results of the open ended interviews and retrospective protocols were used. In the analysis of the quantitative data, the results of the questionnaire were used.

4.2. Introduction to the Qualitative and Quantitative Data Analysis

Both qualitative and quantitative analyses are the inseparable features of corpus based studies. In the description of lexical or grammatical properties of any given corpus, it was the qualitatively analyzed data that was employed frequently. However, today with the incorporation of computers and computer based software programs quantitative analysis has also become popular. In the former, there was no frequency based data related to the linguistic features identified in the data, as opposed to quantitative research, according to which features are classified, counted and statistically analyzed. According to Schmid (1993), a corpus data needs to first be qualitatively analyzed in order to create room for the quantitative data analysis based on numbers. McEnery and Wilson (1996) compare the two analysis types and claim that "while qualitative analysis provides greater richness and precision, quantitative analysis provides statistically reliable and generalizable results" (p. 77).

As a result, both types of analysis can be combined in a corpus-based approach, as qualitative analysis is potentially of greater depth and quantitative analysis gives us the data of distributional findings. For the study of applied linguistics, lexicology and the collocational nature of language, researchers and all other interested parties need qualitative data in order to notice lexical choices and lexical patters in many different language samples. Quantitative data are also needed in an attempt to distinguish less common patterns at advanced levels and in order to avoid spending time on unnecessary features at lower levels.

4.3. Analysis of the KTUCALE Corpus in terms of Support Verb Constructions

In Table 19 below the whole list of support verb constructions (SVCs) that begin with "make" is given at two levels, these being upper intermediate and advanced. Instead

of giving the percentages of each SVC token, the number of occurrences for each SVC is given in the thought that this would help better evaluate the findings at this initial stage of analysis.

Table 19: Distribution of SVC Use with "make" Across Different Levels in KTUCALE

Number of Occur.	Upper-Int. (24)	Number of occur.	Advanced (59)
1	Make a comment	2	Make a comment
1	Make a choice	3	Make a choice
2	Make progress	4	Make progress
1	Make a call	2	Make a profit
3	Make a decision	2	Make a plan
1	Make a film	2	Make a contribution
1	Make a deduction	1	Make an explanation
1	Make an assessment	1	Make an impression
1	Make a guide	1	Make contact
1	Make a research	1	Make decision
1	Make a score	5	Make a connection
7	Make a test	9	Make use of
1	Make an attempt	3	Make a difference
2	Make sacrifice	1	Make a reference
		12	Make a mistake
		2	Make a comparison
		1	Make a statement
		1	Make judgment
		1	Make a survey
		1	Make a film
		1	Make a remark
		1	Make an invention
		1	Make a critism
		1	Make an analysis

A close scruntin of Table 19 reveals that a majority of the combinations used were no more than once or twice in a corpus as large as KTUCALE, which featured slightly more than five hundred thousand tokens. The scarce use of these combinations may

account for the fact that the EFL academic writers that fall within the scope of this dissertation preferred to use single word tokens and made word choices based on the open choice principles, which is also called terminological tendency. This terminological tendency as opposed to phraseological tendency lends itself to the limited number occurrence and variety of the SVC tokens with "make". The greatest occurrence on the table seems to happen with "make a mistake" and "make a distinction". The first SVC does make sense semantically and lexically in Turkish language and the subjects may have used it more than others as a result of the positive transfer from their L1. The second most common SVCs were "make a test" and "make use of". They were used by the upper intermediate and advanced EFL learners for a total of 16 times in KTUCALE corpus. The seemingly rare use of almost all other SVCs point to the fact that the subjects prefer using single word terminologies, which is also compatible with the word usages in their L1. It is also the case that the sporadic use of these SVCs may indicate their unconscious decisions to use the given SVCs above. This may have happened while, for example, the learners were reading another article from the related literature and may have transferred a word or a combination of words into their own writing without a conscious effort. During the retrospective protocols which are analyzed in detail in the next section, I remember that many responses were related to their unconscious selection of these word combinations in their own writing.

In Table 20 below the whole list of support verb constructions (SVC) that begin with "take" are shown at two levels, these being upper intermediate and advanced. A close scrutiny of the table reveals that although the number of SVCs is relatively limited to a few, almost all the existing ones were used more than once or twice in a corpus as large as KTUCALE which features slightly more than five hundred thousand tokens. This relatively ample use of SVC combinations in the table accounts for the fact that the EFL academic writers that fall within the scope of this dissertation preferred to use phrases rather than single word tokens within a limited scope in the table and made word choices based on the idiom principle, which is also called phraseological tendency. This phraseological tendency as opposed to terminological tendency lends itself to the relatively greater occurrence but limited variety of the SVC tokens with "take".

Table 20: Distribution of SVC Use with "take" Across Different Levels in KTUCALE

Number of Occur.	Upper-Int.(70)	Number of Occurences	Advanced (137)
35	Take care of	106	Take care of
2	Take a look	6	Take a look
1	Take a test	3	Take an action
7	Take a risk	3	Take control
4	Take a step	3	Take an interest
10	Take into	8	Take into
3	account		consideration
4	Take a notice	8	Take note
4	Take revenge	2	Take a decision
	Take a step		

The greatest occurrence on the table seems to happen with "take care of", which features more than 140 occurrences. The probable reason for this tendency to use "take care of" so often may be as a result of the large scale popularity and world-wide recognition of this combination, which is used in almost all letters, mails, face to face conversations, and interactions, but not so often in academic writing. When learners were asked about this combination in their retrospective protocols they responded that they considered this combination as a structural and compositional unit regardless of its collocational nature. More data regarding this is given in the next section.

"Take into account", "take into consideration", "take note" and " take a look" were other SVCs whose number of occurrences was relatively higher, but not as high as "take care of". The first two combinations are similar in meaning and were used in a total of 18 times in the whole corpus. Although this number seems to be much fewer, it still holds the greater rank compared to those of others in Table 20. The existence of limited number of SVC samples in Table 20 shows that the majority of these usages is limited to the first four SVC s given above.

Table 21: Distribution of SVC Use with "give" Across Different Levels in KTUCALE

Number of Occur.	Upper-Int. (17)	Number of occurences	Advanced (25)
3	Give permission	9	Give permission
4	Give information	7	Give information
5	Give direction	3	Give direction
3	Give harm	1	Give encouragement
1	Give reaction	1	Give support
1	Give answer	2	Give response
1	Give value	1	Give a smile
		1	Give instruction

Table 21 shows that a much fewer number of SVCs were used with "give" in the KTUCALE. The infrequency of SVCs may be given to the fact that the base verb "give" presents a fewer variety of combinations, at least, in the minds of the EFL learners within the scope of this dissertation. The entire SVCs given in Table 4.3 above were used 42 times in the whole corpus and this points to the infrequent use of combinations with "give" when compared to others. The greatest variation seems to occur with "give permission", "give information" and "give direction". These three combinations were used more than a total of 30 times in the KTUCALE corpus. Other SVCs in Table 21 were quite sporadic and were used no more than once or twice. Although the number of occurrences given for each token on the table points to the limited combinative nature of the base word "give", in fact, the probable combinations with "give" could be much greater for a native speaker.

Table 22: Distribution of SVC Use with "have" Across Different Levels in KTUCALE

Number of Occur.	Upper-Int.(35)	Number of Occurences	Advanced (75)
1	Have a look	1	Have a feel
2	Have a score	1	Have a handle
8	Have an effect	20	Have an effect
1	Have a rest	3	Have an influence
1	Have trouble	6	Have a meaning
2	Have access	5	Have access
4	Have a doubt	3	Have control
1	Have a start	6	Have doubt
1	Have a wish	3	Have a connection
4	Have a break	4	Have a dream
1	Have a laugh	1	Have a claim
1	Have a chat	14	Have impact on
4	Have a walk	5	Have a choice
4	Have a row	1	Have a decision
		2	Have an operation

In Table 22 above the whole list of support verb constructions (SVCs) that begin with "have" are given at two levels, these being upper intermediate and advanced. Instead of giving the percentages of each SVC token, the number of occurrences for each SVC are given in the thought that this would help better evaluate the findings at this initial stage of analysis. A close scrutiny of the table reveals that majority of the combinations were used more than a few times and yet limited in scope in a corpus as large as KTUCALE which features slightly more than five hundred thousand tokens. The seemingly limited use of these combinations in the table may account for the fact that the EFL academic writers that fall within the scope of this dissertation preferred to use single word tokens and made word choices based on open choice principles, which is also called terminological tendency. The greatest occurrence on the table seems to happen with "have an effect" and "have an impact". The first SVC alone was used more than 25 times. This accounts for almost 20 % of all the combinations. The second most common SVCs was "have an impact" with it occurring 14 times in the entire corpus. From Table 22, it seems that only advanced learners used this combination. The use of other SVC samples seems to present a variety and scope in itself from, for example, "have a row" to "have a claim". The relative richness

in the variety of SVC usages may be given to the fact that the base verb "have" has a wide variety of usages both as a single token and as a base verb for different combinations. The total use of "have" SVCs is 110 times in KTUCALE corpus and it turns out that this is the second largest number of occurrence so far.

Table 23: Distribution of SVC Use with "do" Across Different Levels in KTUCALE

Number of occurences	Upper-Intermediate	Number of occurences	Advanced
6	Do research	1	Do practice
4	Do experiment	2	Do harm
4	Do exercise	1	Do a favor
1	Do harm	1	Do test
		1	Do comment
		4	Do experiment
		2	Do translation

A close look at Table 23 above reveals that "do" constructions are limited in scope and number. This relatively limited use of SVC combination in the table may account for the fact that the EFL academic writers repertoire is very few in terms of "do" constructions, at least as far as their language performance is concerned. The use of "do" as a single word, however, was very common in the KTUCALE corpus, exceeding one thousand tokens (n: 1042) and thus it is possible to conclude that terminological tendency was dominant in their papers. The use of "do research" and "do experiment" more than limited-others may be given to the fact that the EFL writers transferred these constructions positively from their native languages (L1) since they are formed aaxctly the same way in Turkish language.

4.4. Analysis of the Comparisons across KTUCALE and BAWE Corpora

In the analysis of the corpus data, observed and normalized frequencies of the SVCs from both corpora were extracted and compared in order to reveal possible significant similarities and differences of use. Moreover, in order to understand the amount and rate of the "underuse" and "overuse" of SVCs as a result of the comparisons, log likelihood (LL) measure was used. Log likelihood values of the SVCs samples were

considered as significant overuse or underuse based on the values in the tables below. When the log likelihood test result is more than 6.63, then the difference between the two corpora in terms of SVC content happens at the 99 % percent level, which is expressed as p < 0.01. When the log likelihood is 3.84 or more, then the difference between the two corpora in terms of SVC content happens at the 95 % percent level, which is expressed as p < 0.05.

In the analysis which follows, the NS corpus (BAWE) provides the backdrop against which characteristic features in the learners' use of SVC expressions and multi-word combination patterns can be evaluated. When SVCs are more frequent in the NNS corpus than in the comparable reference NS corpus (BAWE) this was considered as overuse. In the tables below, observed frequencies, normalized frequencies and log likelihood values are given separately for each base word (make, do, give, take and have).

Table 24: Distribution of "do" in KTUCALE and BAWE

SVCs	KTUCALE Observed freq.	BAWE Observed freq.	KTUCALE Normalized fr.	BAWE Normalized fr.	LL
Do research	6	13	12	2	+9.90
Do exercise	4	8	8	1.2	+7.02
Do harm	3	7	6	1.7	+4.65
Do experiment	4	5	8	0.76	+9.49
Do comment	1	1	2	0.15	+2.65
Do investigation	2	2	4	0.30	+5.31
Do a favor	1	1	2	0.15	+2.65
Do practice	1	1	2	0.15	+2.65
Do translation	2	1	4	0.30	+6,89
nf = (number of examples of the word in the whole corpus ÷ size of corpus) ×(base of normalisation)					

Table 25: Log-likelihood Ratio and Significance Level with "do"

SVCs	LL	Sig.	P
Do research	+9.90	0.002+	p<0.01
Do exercise	+7.02	0.008+	p<0.01
Do harm	+4.65	0,031+	p<0.05
Do experiment	+9.49	0,002+	p<0.01
Do comment	+2.65	0,103+	p>0.05
Do investigation	+5.31	0,021+	p<0.05
Do a favor	+2.65	0,103+	p>0.05
Do practice	+2.65	0,103+	p>0.05
Do translation	+6,89	0,009+	p<0.01

The most striking finding in Table 24 is that the category of SVC samples in KTUCALE as a whole is highly significantly overused. Within the global category, it is "do research", "do experiment" and "do translation", which stand out particularly. The distributions of "do comment", "do investigation" and "do favour" were the same in texts by native and non-native speakers, but "do research" was over-represented, the difference being highly significant. One possible explanation for the overuse in the KTUCALE may be the language transfer from the L1. The learners` native language also contains similar word combinations and it is possible that the learners must have transferred the combinations directly from L1. The SVC samples with "do favor" and "do comment" were used only once in the KTUCALE corpus and are not significantly overused. I believe that comparing more NNS essays with NS essays may give us a more accurate picture related to the potential influence of the L1. Table 24 above reveals that "do" constructions are limited in scope and number which means that academic writers` repertoire is very limited in terms of "do" constructions, at least as far as their language performance is concerned. The use of "do" as a single word, however , was very common in the KTUCALE corpus, exceeding one thousand tokens (n:1042) and thus it is possible to conclude that terminological tendency was dominant in their papers.

In Table 26 below NS support verb constructions are contrasted with NNS ones used by Turkish EFL learners. Based on the table it is possible to notice that the first three SVCs were underused by the L2 learners. The highest underuse seems to have been with

"take into account", "take into consideration" and "take action". The NNS learners under investigation here significantly underused the category of support verb constructions that begin with "take into account". The difference between the NS and NNS corpora for the use of "take into account" is great.

Table 26: Distribution of "take" in KTUCALE and BAWE

SVCs	KTUCALE Observed fre.	BAWE Observed fre	KTUCALE Normalized	BAWE Normalized	LL
Take into account	10	653	20	100,4	-45.83
Take into consideration	8	158	16	24.3	-1.51
Take care (of)	78	77	156	11,8	+208.24
Take action	3	71	6	10,9	-1.25
Take a look	8	33	16	5,07	+6.64
Take a step	4	21	8	3,2	+2.24
Take note	8	18	16	2,7	+12.80
Take control	3	17	6	2,5	+1.45
Take risk	7	15	14	2,3	+11.65
Take a notice (of)	3	13	6	2,1	+2.32
Take a decision	2	10	4	1,8	+1.22
Take revenge	4	10	8	1,8	+5.84
Take an interest	3	6	6	1,2	+5.27
Take a break	1	2	2	0,30	+1.76
Take a rest	1	1	2	0,15	+2.65
Take a shower	1	1	2	0,2	+2,65

Table 27: Log-likelihood Ratio and Significance Level with "take"

SVCs	LL	Sig.	P
Take into account	-45.83	0.000 -	p>0.01
Take into consideration	-1.51	0,219 -	p>0.01
Take care (of)	+208.24	0,000+	p<0.01
Take action	-1.25	0,264-	p>0.01
Take a look	+6.64	0,010+	p< 0.01
Take a step	+2.24	0,134+	p>0.05
Take note	+12.80	0,000+	p<0.01
Take control	+1.45	0,229+	p>0.05
Take risk	+11.65	0,001+	p<0.01
Take a notice (of)	+2.32	0,128+	p>0.05
Take a decision	+1.22	0,268+	p>0.05
Take revenge	+5.84	0,016+	p<0.05
Take an interest	+5.27	0,022+	p<0.05
Take a break	+1.76	0,185+	p>0.05
Take a rest	+2.65	0.103+	p>0.05
Take a shower	+2,65	0,103+	p>0.05

Another significant underuse occurs with "take action" and "take into consideration", both of which were used more than twenty times less in the NNS corpus. The reason for this generalized underuse of the three SVCs may be that they are not very popular constructions for Turkish EFL learners and the learners may have had little opportunity to transfer them directly from their native language, since their native language does not have the same combinations.

There are significant "overuses" as well in the table above. These are "take care", "take note" and "take risk". When learners were asked about these combinations in their retrospective protocols they responded that they considered these combinations as structural and compositional units regardless of their collocational nature. Especially, "take care" as a combination is very popular for Turkish EFL learners and it is possible they may have used this combination without any conscious effort of actually using a SVC. "Take a look", "take revenge" and "take an interest" were the other SVCs whose number of occurrences was significantly higher in the NNS corpus.

Table 28: Distribution of "give" in KTUCALE and BAWE

SVCs	KTUCALE Observed freq.	BAWE Observed freq.	KTUCALE Normalized	BAWE Normalized	LL
Give value	1	36	2	5,5	-1.42
Give support	1	18	2	2,76	-0.11
Give information	11	16	22	2,46	+23.93
Give answer	3	16	6	2,46	+1.63
Give instruction	3	8	6	1,23	+4.13
Give permission	11	5	22	0,76	+38.93
Give reaction	1	2	2	0,30	+1.76
Give injection	1	1	2	0,15	+2.65
Give a smile	1	1	2	0,15	+5.28
Give encouragement	1	1	2	0,15	+5.28
Give direction	8	1	16	1,50	+36.09

Table 29 : Log-likelihood Ratio and Significance Level with "give"

SVCs	LL	Sig.	P.
Give value	-1.42	0,234-	p>0.01
Give support	-0.11	0.739-	p>0.01
Give information	+23.93	0.000+	p<0.01
Give answer	+1.63	0.201+	p>0.05
Give instruction	+4.13	0.042+	p<0.05
Give permission	+38.93	0.000+	p<0.01
Give reaction	+1.76	0.185+	p>0.05
Give injection	+2.65	0.103+	p>0.05
Give a smile	+2.65	0.103+	p>0.05
Give encouragement	+2.65	0.103+	p>0.05
Give direction	+36.09	0,000+	p<0.01

In Table 28 above, it seems that a relatively fewer number of SVCs were used with "give" in both the NS and NNS corpora. The infrequency of the total SVCs in both corpora may be attributed to the fact that the base verb "give" offers a fewer variety of combinations to the EFL learners within the scope of this study. The entire SVCs given on

Table 28 above were used 42 times in the KTUCALE corpus but 102 times in the BAWE corpus. This points to the infrequent use of combinations with "give" when compared to others. The greatest overuse seems to occur with "give permission", "give information" and "give direction". These three combinations were used more than a total of 30 times in the KTUCALE corpus. Other SVCs are quite sporadic and are used no more than once or twice. Although the number of occurrences given for each token on the table points to the limited combinative nature of the head word "give", in fact, the probable combinations with "give" could be much more for a different native speaker corpus. Only two SVCs with "give value" and "give support" show underuse in the KTUCALE corpus.

A close look at Table 30 below reveals that the most significant overuse in NNS corpus seems to occur with "have an effect", "have a break" and "have a start". The first SVC alone was used more than 28 times. This accounts for almost 30% of all the SVCs. The relative richness in the number of the SVC usages may be given to the fact that the head verb "have" has a wide variety of usages both as a single token and as head verb for different combinations. The total use of SVCs was 92 times in KTUCALE corpus which turns out to be the second largest number of occurrence so far.

Table 30: Distribution of "have" in KTUCALE and BAWE

SVCs	KTUCALE Observed freq.	BAWE Observed freq.	KTUCALE Normalized	BAWE Normalized	LL
Have impact	14	388	28	59,6	-9.89
Have an influence	3	162	6	24,9	-9.86
Have access	7	141	14	21,6	-1.46
Have control (over)	3	93	6	14,3	-2.92
Have an effect	28	57	56	8,7	+48.55
Have a choice	5	44	10	6,7	+0.62
Have a meaning	6	42	12	6,4	+1.72
Have a connection	3	12	6	1,8	+2.60
Have a score	2	9	4	1,3	+1.46
Have a decision	1	5	2	0,7	+0.61
Have a claim	1	5	2	0,7	+0.61
Have an operation	2	5	4	0,7	+2.92
Have a look at	1	3	2	0,5	+1.22
Have a rest	3	3	6	0,5	+7.96
Have a start	1	2	2	0,4	+1.76
Have a wish	1	2	2	0,4	+1.76
Have a break	4	2	8	0,4	+13.77
Have a dream	1	1	2	0,15	+2.65
Have a feel	1	1	2	0,15	+2.65
Have a laugh	1	--	2	--	+5.28
Have a chat	1	--	2	--	+5.28
Have a handle	1	--	2	--	+5.28
Have a start	2	--	4	--	+10.56

Table 31: Log-likelihood Ratio and Significance Level with "have"

SVCs	LL	Sig-P	SVCs	LL	Sig-P
Have impact	-9.89	0,002- p>0.01	Have a look at	+1.22	0,269+ p>0.05
Have an influence	-9.86	0,002- p>0.01	Have a rest	+7.96	0,005+ p>0.05
Have access	-1.46	0,226- p>0.01	Have a start	+1.76	0,185+ p>0.05
Have control (over)	-2.92	0,088- p>0.01	Have a wish	+1.76	0,185+ p>0.05
Have an effect	+48.55	0,000+ p<0.01	Have a break	+13.77	0,000+ p<0.01
Have a choice	+0.62	0,432+ p>0.05	Have a dream	+2.65	0,103+ p>0.05
Have a meaning	+1.72	0,189+ p>0.05	Have a feel	+2.65	0,103+ p>0.05
Have a connection	+2.60	0,107+ p>0.05	Have a laugh	+2.65	0,103+ p>0.05
Have a score	+1.46	0,227+ p>0.05	Have a chat	+2.65	0,103+ p>0.05
Have a decision	+0.61	0,434+ p>0.05	Have a handle	+2.65	0,103+ p>0.05
Have a claim	+0.61	0,434+ p>0.05	Have a start	+10.56	0,009+ p<0.01
Have an operation	+2.92	0,087+ p>0.05			

There is also significant underuse in KTUCALE corpus in terms of "have impact". This SVC was used 388 times in the reference corpus. "Have an influence" is the second word combination with a high level of underuse. The reason for the high level of underuse with these word combinations may be as a result of the fact that they don`t have a direct equivalence in the Turkish language. The head word "have" has various others meanings and usages in English and the EFL learners do not normally expect to see the head word "have" coming together with a noun to create a SVC.

Table 32: Distribution of "make" in KTUCALE and BAWE

SVCs	KTU Obs.freq.	BAWE Obs.freq	KTU Norm.zed	BAWE Norm.zed	LL	Sig.-P
Make use of	9	50	18	7,6	+4.52	0,034+p>0.05
Make a decision	12	107	24	16,4	+1.39	0,239+ p>0.05
Make a profit	2	90	4	13,8	-4.62	0.032- p>0.05
Make a difference	3	68	6	10,4	-1.06	0.304- p>0.05
Make a contribution	20	56	40	8,6	+26.26	0,000+ p<0.01
Make reference	1	44	2	6,7	-2.21	0,137- p>0.05
Make a mistake	12	29	24	4,4	+18.06	0,000+ p<0.01
Make comparison	2	29	4	4,4	-0.02	0,879- p>0.05
Make a choice	4	27	8	4,1	+1.27	0,259+ p>0.05
Make progress	6	26	12	4	+4.64	0,031+ p<0.05
Make a statement	1	25	2	3,8	-0.51	0,477- p>0.05
Make a comment	3	20	6	3,07	+0.99	0,321+ p>0.05
Make an attempt	1	18	2	2,7	-0.11	0,739- p>0.05
Make contact	1	17	2	2,6	-0.07	0,786- p>0.05
Make judgment	1	13	2	2	0.00	1,000- p>0.05
Make a connection	1	11	2	1,6	+0.02	0,876+ p>0.05
Make an impressi.	2	9	4	1,3	+1.46	0,227+ p>0.05
Make a survey	1	8	2	1,2	+0.18	0,667+ p>0.05
Make a film	1	5	2	0,7	+0.61	0,434+ p>0.05
Make a plan	2	4	4	0,6	+3.51	0,061+ p>0.05
Make a remark	1	4	2	0,6	+0.07	0,352+ p>0.05
Make explanation	3	3	6	0,4	+7.96	0,005+ p>0.05
Make sacrifice	2	2	4	0,3	+5.31	0,021+ p>0.05
Make assessment	1	2	2	0,3	+1.76	0,185+ p>0.05
Make a research	5	2	10	0,3	+18.31	0,000+
Make a deduction	1	1	2	0,15	+2.65	0,103+ p>0.05
Make an exception	1	1	2	0,15	+2.65	0,103+ p>0.05
Make an invention	1	1	2	0,15	+2.65	0,103+ p>0.05
Make criticism	1	1	2	0,15	+2.65	0,103+ p>0.05
Make an analysis	1	1	2	0,15	+2.65	0,103+ p>0.05
Make a study	1	--	2	--	+5.28	--
Make a test	7	--	14	--	+36.95	--
Make a guide	1	--	2	--	+5.28	--
Make a score	2	--	2	--	+10.56	--

The most striking finding in Table 32 is that the majority of the category of SVC samples with "make" in KTUCALE is highly significantly overused. Within the global category, it is "make a contribution", "make a mistake", "make a test" and "make a research" which stand out as particularly overused by the Turkish EFL learners. One reason for the significant overuse of these word combinations may be that they are the most popular and easily arranged combinations which are used in spoken and written form qutie in the same way in Turkish as well. I think that it may be even the case that the learners must have used these SVCs unconsciously as a result of previous exposure and background knowledge rather than directed and conscious focus on using a SVC.

The relative richness in the number of the SVC usages with "make" may be attributed to the fact that the head verb "make" has a wide variety of usages both as a single token and as head verb in different combinations

Such SVCs as "make a profit", "make a reference", "make a difference" and "make a comment" are some of the SVCs which are significantly underused by Turkish EFL students.

Table 33: SVC Underuse in KTUCALE

SVCs	KTUCALE	BAWE	KTUCALE nf	BAWE nf	LL
Take into account	10	653	20	100,4	-45.83
Have an influence	3	162	6	24,9	-9.86
Make a profit	2	90	4	13,8	-4.62
Have control (over)	3	93	6	14,3	-2.92
Have access	7	141	14	21,6	-1.46
Give value	1	36	2	5,5	-1.42
Take into consideration	8	158	16	24,3	-1.51
Take action	3	71	6	10,9	-1.25
Make a difference	3	68	6	10,4	-1.06
Make comparison	2	29	4	4,4	-0.02
Give support	1	18	2	2,76	-0.11
Make a statement	1	25	2	3,8	-0.51
Make an attempt	1	18	2	2,7	-0.11
Make contact	1	17	2	2,6	- 0.07
Make judgment	1	13	2	2	0.00
Have a decision	1	5	2	0,7	+0.61
Have a score	2	9	4	1,3	+1.46
Have a look at	1	3	2	0,5	+1.22
Have a start	1	0	2	--	+1.76
Have a wish	1	2	2	0,4	+1.76
Make a choice	4	27	8	4,1	+1.27
Take a break	1	2	2	0,4	+1.76
Give reaction	1	2	2	0,4	+1.76
Have a meaning	6	42	12	6.4	+1.72
Take a step	4	21	8	3,2	+2.24
Take a notice (of)	3	13	13	2,1	+2.32
Do a favor	1	1	2	0,15	+2.65
Do comment	1	1	2	0,15	+2.65
Have a connection	3	12	6	1,8	+2.60
Have an operation	1	5	2	0.7	+2.92

Table 33 above shows the overall frequencies of the SVCs which were found in both NNS and NS reference corpora. From the table, it is obvious that there are significantly underused SVC items in KTUCALE. The category of SVC samples in

KTUCLE as a whole is highly significantly underused for the first sixteen SVC samples. Within the global category, the SVCs "take into account", "have an influence" and "make a profit" stand out particularly as underused in KTUCALE. In the rest of the table, it can be seen that the majority of the combinations were slightly underused and overused in NNS corpus. In this table, the number of occurrences for each SVC is far greater in BAWE than in KTUCALE. This is because of the size of the BAWE corpus, which is composed of slightly more than 6.500.000 words. The fact that the number of an individual SVC is far more in NS reference corpus (BAWE) than the NNS corpus doesn`t necessarily mean that there are significant overuse and underuse among the SVC items. Although the number of occurrences for each SVC in BAWE is much higher than the number in KTUCALE, the normalized frequencies give more balanced and accurate results.

Table 34: SVC Overuse in KTUCALE

SVCs	KTUCALE	BAWE	KTUCALE nf	BAWE nf	LL
Give instruction	3	8	6	1,23	+4.13
Do harm	3	7	6	1,7	+4.65
Make progress	6	2	12	4	+4.64
Make use of	9	50	18	7,6	+4.52
Do investigation	2	13	12	2	+9.90
Do research	6	13	12	2	+9.90
Take control	3	17	6	2,5	+12.80
Take risk	7	15	14	2,3	+11.65
Take note	7	18	16	2,7	+12.80
Do translation	2	--	4	--	+10.56
Have a break	4	2	8	0,4	+13.77
Make a mistake	12	29	24	4,4	+18.06
Make a contribution	20	56	40	8,6	+26.26
Give permission	11	5	22	0,76	+38.93
Give direction	8	--	16	--	+42.22
Have an effect	28	57	56	8,7	+48.55
Take care (of)	78	77	156	11,8	+208.24

In Table 34, NS support verb constructions with different head words (make, have, take, do, give) are contrasted with NNS ones used by Turkish EFL learners. Table 34 shows all overuse categories by KTUCALE. The highest overuse is "take care" in the KTUCALE corpus. The reasons for this varies. First of all, the "take care" combination is a

very common combination and may be used for different purposes. The learners in the KTUCALE corpus may have used it for different purposes in their academic essays. When they were asked the reasons for using this combination in their retrospective protocols, they stated that they used it because they knew it very well.

The other significant overuses were with "have an effect", "give direction" and "give permission". These SVC samples are the perfect examples for any SVC and are very common in the world of Turkish EFL learners. It is possible to conclude that these few but very common SVCs samples were used frequently in the KTUCALE. Whereas, lots of others, as seen in Table 33, were used no more than a few times in KTUCALE. This, again, points to the fact that there are certain SVCs used commonly by Turkish EFLlearners but the extent and range of these SVCs are relatively limited compared to BAWE.

4.5. Analysis of the Common Misuse of SVCs in the KTUCALE Corpus

In this section of the thesis, the list of the common SVC misuses that were extracted from KTUCALE corpus is given in tables and figures and the typical difficulties regarding the use of support verb constructions are highlighted with specific reference to their degree of acceptability. Degree of acceptability is important in the sense that not all of the word combinations are counted as SVCs and the acceptability criteria was determined based on the dictionary search, corpus search (COCA) and native speaker consultance. The word combinations that are counted as SVC according to the aforementioned criteria were collected and classified according to their relative frequencies.

4.5.1. Overall Results

Overall, 138 support verb constructions (SVCs) containing the verbs give, have, make, do and take were found in KTUCALE. Based on the evidence from the KTUCALE corpus it became possible to observe that the EFL learners who took part in the study and whose written productions were analyzed in the form of the learner corpus produced a considerable number of two or three word combinations that can be categorized as yet another type of collacations, but do not fall exactly within the boundaries of SVC samples

as described before. The distribution of the 138 support verb constructions over the five verbs and their distribution on the scale of acceptability is shown in Table 35 below.

Table 35: Degree of Acceptability of the SVCs in KTUCALE

SVC	Unacceptable (SVC)	Acceptable (SVC)	Total SVCs
Have	11	26	37
Make	13	35	48
Take	4	16	20
give	**8**	**12**	**20**
do	**3**	**10**	**13**
total	39	99	138

While majority of the support verb constructions produced by the learners (99 out of the 138) were found to be undoubtedly acceptable, 39 were judged undoubtedly unacceptable. In other words, almost 10 % of all support verb constructions used by the learners are wrong and contain one or several mistakes.

Table 35 also shows the relation of incorrect support verb constructions to all support verb constructions for each of the five verbs. It reveals that support verb constructions with "have" and "make" are the most liable to error, closely followed by those with "give". Meanwhile, combinations with "do" are the least liable to error. It should be noted, however, that this cannot directly be taken to mean that combinations with "have" or " make" are the most difficult and those with "do" are the least difficult for the learner, as only the form in which the combinations occur in the corpus and not their correct form is considered.

4.5.2. Common Problem Areas related to Support Verb Constructions (SVCs)

The most common problems observed in the academic essays of the sample students in the KTUCALE corpus were categorized in the form of tables below. The tables included information related to the common misuses of SVCs (unacceptable combinations) and their proposed correct (acceptable) forms as presented in the same table. Based on the analysis of the common SVC problems that begin with *have, make, take, do,* and *give*s

from KTUCALE corpus, unacceptable combinations that occurred in the corpus were selected. Each unacceptable combination was assigned to one type of mistake, although in a few cases the unacceptable construction could plausibly have been assigned to several different types of mistake. For example, "*have a trial*" that occurred twice in the corpus was once assigned to the category "wrong verb", and once to the category "wrong noun".

According to the classification made for SVC types, it can be seen that there are two main types of misuses identified for support verb constructions. The first is the most frequent type of misuse, namely "wrong verb with a noun", and the second type is with a slightly lower number of occurrences, "verb with a wrong noun".

Table 36: SVC Misuses with *have, make, give, do and take* and the Correct Forms of SVCs at KTUCALE

SVC misuse	Have	Make	give	Do-take
Wrong verb	Have a profit Have an attempt Have a comfort Have a fingerprint Have a resemblance Have a torture Have harm Have precautions Have experiment Have education Have exemplification	Make a crime Make exercise Make an experiment Make a test Make search Make an excitement Make boastful Make benefit Make unrest Make a question Make effect Make grade Make benefit	Give harm Give tendency Give hazard Give pain Give punishment Give challenge Give limit Give expectation	Do joke Do knowledge Do comment Take reaction Take into account Takeconsideration Take protect
Should be …	Make a profit Make an attempt Take comfort Take a fingerprint Bear a resemblance Face a torture Do harm Take precaution Make experiment Receive education Serve exemplification	Commit a crime Take exercise Do exercise Do an experiment Do a test Do a search Do an excitement Make a boast Receive the benefit Cause unrest Ask a question Take effect Take benefit	Do harm Have a tendency Lead hazard Take pain Cause pain Inflict pain Pose challenge Help limit Push limit Hold expectation	Make jokes Give knowledge Make comment Get the reaction Take smth. into account Take smth. into consideration Take precaution

In Table 36 above, it seems that SVC misuses were done with "have" and "make" mostly, indicating that these two base verbs are the most popular and, at the same time, the mostly confused ones among others by tertiary level EFL learners. The result of this analysis can be compared with past research findings. The findings related to the use of SVC in previous research findings are similar to the ones in this study in that selecting the correct verb for the combination has always been a problematic situation for EFL learners. In the conclusion chapter, the corresponding research findings is discussed. The present data collected from the KTUCALE corpus confirms the findings of previous research in this regard.

The correct verb but wrong noun samples were also existent in the learner corpus data and they are given in Table 37 below. In the table, it can be seen that especially the base verb "have" as a delexical verb presented the most problems in terms of correct noun supplements. The reason for this may be that the base word "have" has various usages with different nouns and the learners may have mistakenly supplemented an incorrect noun, probably thinking that the noun would fit in well with the base word.

Table 37: SVC Misuses with have, make, give, do and take

SVC misuse	Have	Make-do	give	take
Wrong noun	Have experiment Have torture Have habitation Have a resist	Make an Experiment Do action	Give expectation	Take a hand
Should be	Have a trial Have a pain Have a place Have a resistance Develop a resistance	Make a trial Take action	Give hope	Give a hand

As a result of the complete analysis of the learner corpus, similar word usage problems related to the SVC were also found. Part of these problems has also been indicated in other research studies. For example, Chi et al. (1994) found that support verb constructions are used instead of single verbs in the essays of EFL learners and Altenberg

and Granger (2001) pointed out that noun mistakes and article mistakes were made more often in the essays of EFL learners than others.

In the present analysis, verb mistakes were corrected by choosing another general verb (e.g. *have a profit or make a profit)*. Another significant point that should be considered in the scope of the study is that the SVC misuses that were made by EFL learners were mostly from among the most common support constructions such as those beginning with "have" and "make", examples of which can be given as "have precaution or "take precaution" and "make a crime or commit a crime". Below is given two samples of problematic "verb + noun" combinations which were taken from the KTUCALE corpus.

1. This is going to help parents to *have precautions* and they won`t let their children smoke and everything will go quite easier. (THA-21)
2. In this point I strongly believe that any penalty is useless for a man who has a decision to *make a crime*. (THA-73)

In the first and the second sentences, the use of "have precaution" and "make a crime" can be considered as negative transfers and in fact, part of the reason why the students came up with such wrong combinations may be given to the fact that they lack collocational competence, which resulted in wrong combinations and negative transfers.

Tables 36 and 37 present two different types of misuse related to the support verb constructions with the five verbs investigated. Since the number of these misuses over the five verb is relatively small they need to be evaluated with care. Based on the data as presented in both tables, it is possible to conclude that "have" and "make" are the two base verbs which are especially coupled with wrong combinations by Turkish EFL students. Whereas for the other base verbs such as "give", "take" and "do" were not coupled with wrong nouns other than very few instances that occurred such as "make an *experiment* or make a *trial"*. When learners used or created SVCs instead of using a verb, this in particular often resulted in combinations with *have* and, to a somewhat lesser extent, in combinations with make, *give and take* (e.g. *have a habitation* for *to inhabit*; *give expectations for hope).* Wrong noun complementation primarily affected the verb *have*. These are due to four combinations, which are *have a trial, have a pain, have a place* and

have a resistance. The main reason for this is that two attempts (by different learners) to express *have a torture* resulted in a combination which, although containing *have*, does not contain the correct noun. The combinations produced are *have a torture* and *have torture.* These two combinations do not express the meaning that seems to have been intended in the text.

Clustering of misuses also occurred in the texts across different verbs and different types of mistakes such as inflict pain or cause pain instead of give pain.   In addition to the various misuses mentioned above, wrong prepositions were also used in the combinations such as "take for consideration" in stead of "take something into consideration" as indicated in the samples below.

3. They should *take for consideration* scientist try to decrease animals suffering (THA-20)

Another misuse was the omission of the object between the verb+preposition+noun combinations such as *take into account* instead of *take something into account.*

4. They may not take into account from some reason (THA-36)

What the learners seem to confuse in these cases is verb+article sequences containing the verb take and support verb constructions containing the noun consideration or account. A similar confusion can be observed with the combination *take protect* instead of *take precautions,* where the wrong noun was chosen to complement the combinations.

5. Some people say that the sale of cigarette should not be banned because everybody has got a brain and they can take protect themselves from this problem (THA-1)

This is most probably a result of negative transfer from L1. The learner may have mistakenly selected the verb "protect" instead of a noun complementation. It is also the case of selecting wrong complementation terms of the intended meaning.

4.6. Analysis of the Questionnaire

4.6.1. Overview of the Study

This corpus based study investigated support verb construction development levels and use by tertiary level EFL students in the English department of Karadeniz Technical University. In part, this study aimed to find out whether EFL students are aware of the existence of the collocations and multi-word constructions in general, and support verb constructions in particular. The reason for this emphasis was that the investigator thought there might be a close relationship between students' awareness towards the existence of the collocational nature of the English language and the ways these multi- words units are used in their academic writing in an attempt to produce correct, appropriate, acceptable and proficient written texts in English.

In order to collect data, a learner corpus (KTUCALE) was designed by the researcher, following a strict design criteria. Questionnaires, interviews, retrospective protocols and document analysis were also used, and the study was conducted with 120 EFL learners currently enrolled in the English department of Karadeniz Technical University.

4.6.2. Introduction to the Quantitative Data Analysis

In order to analyze the questionnaire data, descriptive statistical techniques such as frequencies and percentages were used. The findings of the questionnaire are presented in figures, tables and graphics.The questionnaire consisted of 28 questions arranged in four topics as shown in Table 38 below.

Table 38: Types of Questions in the Questionnaire

Demographical Information	Previous experience in Writing	Lexical Preferences and Awareness towards SVCs.	Perceptions Towards
n:8	4	12	4
Note: *n:* Number of Questions			

4.6.3. Analysis of the Questionnaire (Part A)

In Part A, questions related to the demography of the samples are given. It is obvious from Table 10 on page 82 that the subjects were mostly females and the majority of them were between the 21-23 age group. The reason for the higher number of females who took part in the study is that the general distribution of the students in the department is predominantly female. More than half of the subjects (n: 75) were in their third year in the department when the questionnaire was conducted and almost all the subjects (n: 120) had graduated from public high schools where the degree and the quality of foreign language education is relatively and notoriously ineffective. 12.5 % of the subjects spoke French and another 12.5 % spoke German at various levels and 18 % of the subjects have had chances to go and stay abroad for various reasons. Most of the subjects who were abroad clearly stated that their present level of German and/or French is beginner or pre intermediate level and used English whenever they needed to perform a task in and outside their schools.

The reasons for selecting these subjects were two-fold. First of all, within the scope of my proposed study, I thought these subjects would fit the required conditions, and best exemplify the existing situation. I believed that their perceptions and awareness about the role of collocations in English language teaching and the ways they used words and words combinations in their expository and academic writing courses might shed light on questions such as why what they say is not consistent with what they do in terms of using multi-word combinations or collocations. The second reason was related to one of the limitations of the study, that is, my geographical location. There is only one state university in Trabzon that has an English department and the other universities are far from here.

4.6.4. Analysis of the Questionnaire (Part B)

Questions 9 through 12 were related to previous experience in writing. Some of the questions in this section asked about the time the subjects spend for writing as well as their previous exposure to writing instruction and the strategies they may use while writing outside the classroom.

In question 9, the subjects were asked to choose the frequency of their writing in general. Graphic 1 shows the overall distribution of the responses that the samples provided. Interestingly enough, for most of the subjects, writing is an activity they do regularly. From the graphical information, it is obvious that 23 % of the subjects always write in English. However, the majority of the subjects with the percentage of 59 % sometimes write in English. 16 % of them seldom write in English and the remaining 2 % never write in English.

Graphic 1: How Often Do You Write in English?
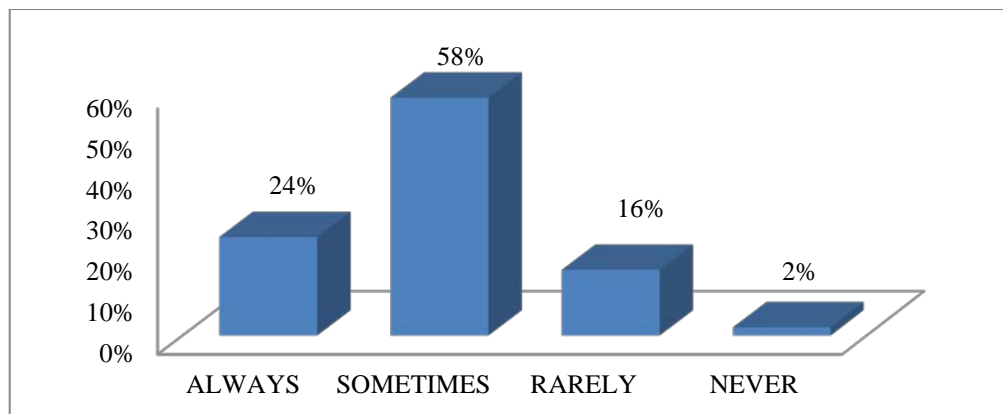
The reason for the majority of those who write in English (82 %) may be given to the fact that writing skill is an integral part of the school curriculum and it is taught to the subjects in all levels, these being paragraph level in the prep class, five paragraph expository essays in the first year, and academic writing in their third years. The successful completion of these courses depends on their regular writing practice both in and outside of the classroom. As a result, it may be possible to conclude that regardless of the frequency of their writing (always or sometimes) they do it for various reasons. The relatively low level of the respondents who rarely or never write (18 %) imply that writing may not be a popular activity for them. One of the reasons for this lack of interest in writing may be that those subjects may not have received enough training in writing during their previous education and this naturally may have caused some concerns on the part of the subjects as to whether they can successfully implement writing activities.

In question 10, the subjects were asked whether they have ever received writing instruction so far. This was a 'yes/no' question. Graphic 2 below shows the overall distribution of the responses that the samples provided. From the graphical information, it is clearly seen that 96 % of the subjects received writing instruction in their previous education.

Graphic 2: Have You Received Writing Instruction So Far?
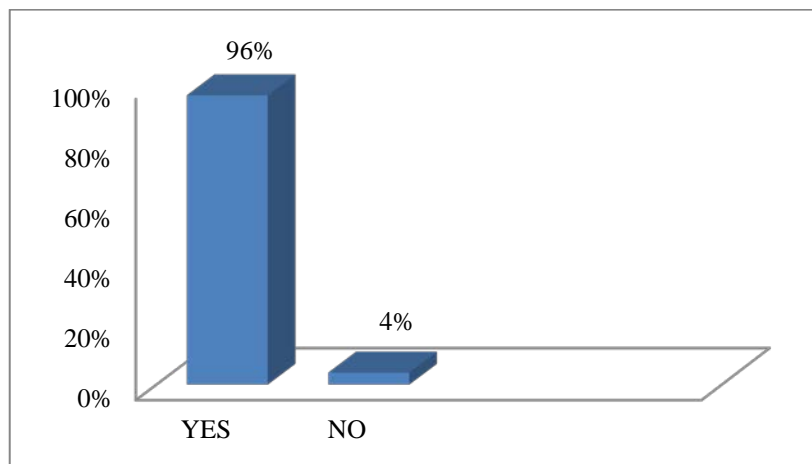
Although we don`t know for sure the extent, duration, content and scope of this instructional process, it is possible to say that the subjects were exposed to writing instruction in their previous education. However, it is also very probable that the majority of the subjects received writing instruction in their prep class and first year in the Department of English at KTU.

In question 11, the subjects were asked to report the last time they received instruction in writing. Graphic 3 shows the overall distribution of the responses that the samples provided. Interestingly enough, for most of the subjects, writing is an activity they do regulary in the classroom. From the graphical information below, it is obvious that 29 % of the subjects received writing instruction in high school. However, the majority of the subjects with a percentage of 87.5 % received instruction in writing in their prep class of the English Department of KTU. Also, 82.5 % of them received writing instruction in the expository writing course offered by the department in the first year of the school curriculum.

Graphic 3: When Did You Have Writing Instruction?
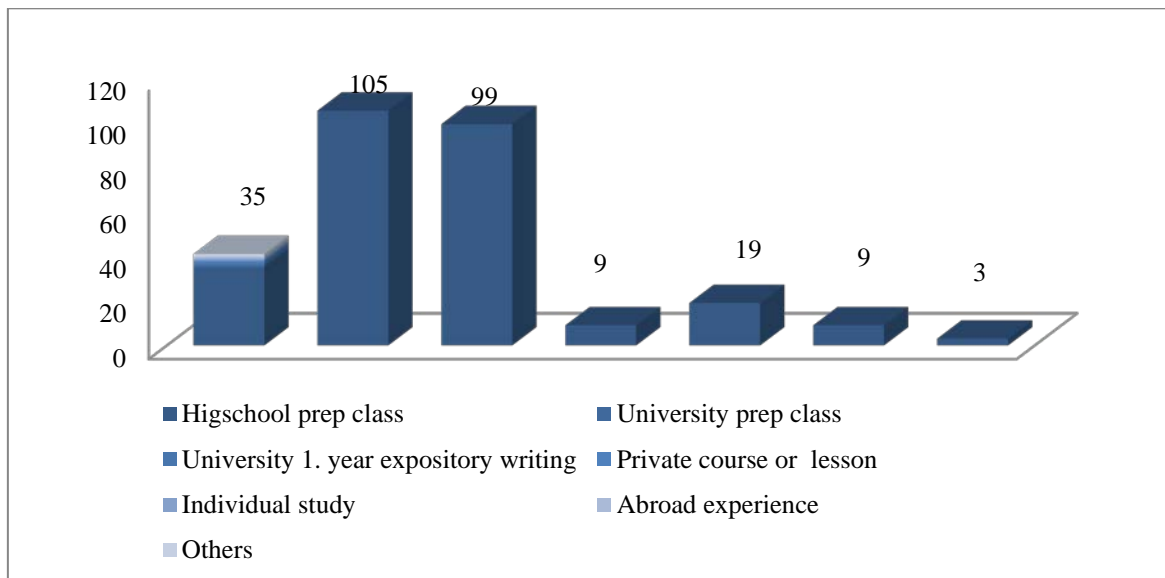
Here, it is important to note that a great majority of the subjects were exposed to writing instruction in their university years. On the other hand, 7.5 % of the subjects received writing in private courses or lessons and 16 % of them reported that they did not receive any instruction in writing but rather they individually attempted to write in English. The remaining 7.5 % of the subjects received instruction abroad during their high school years and 2.5 % of the subjects tried to develop their writing by writing for their own blogs.

In question 12, the subjects were asked to report the things they do outside the school in order to improve their writing skill. Graphic 4 shows the overall distribution of the responses that the samples provided. From the graphical information, it is obvious that 77.5 % of the subjects reported that they watch movies in order to improve writing skill outside the school. Due to the relatively high percentage of this option, I presume that the subjects may have generalized this question to all four language skills and responded to this question with a focus on language skills in general rather than writing only. Otherwise, watching movies to improve their writing skills seems only partially acceptable or reasonable as far as the skill of writing skill is concerned. 65 % of the respondents reported that they did translations in order to improve the skill. Considering the fact that doing translation will increase their awareness towards the internal structure of the English

language, it may be a contributing factor for the development of the subjects` structural knowledge in terms of sentence formation and clausal relationships among sentences.

Graphic 4: What Do You Do In Order to Improve Your Writing Skill Outside of School?
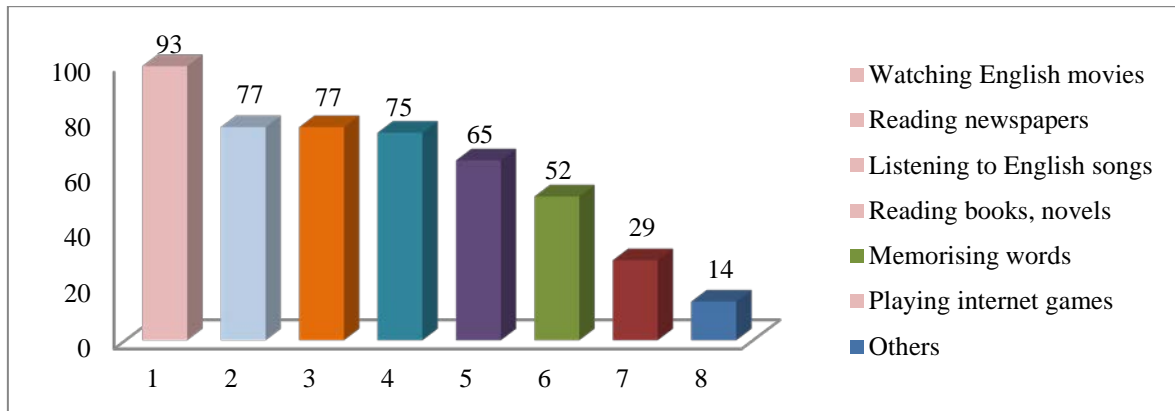
Thus, their structural competency may contribute positively in their writing and help them produce correct grammatical sentences. 64 % of the respondents read newspapers in English and 62.5 % of them listen to English songs to improve their English. Their reading newspapers may be understandable to some point but the response they gave related to the listening of songs may indicate that the subjects answered this question with a focus towards all four language skills other than writing skill only. In other words, they may have generalized this question to all four language skills and presumed that listening to songs would also contribute to their writing skill. 54 % of the subjects read books and novels in order to improve their writing skill and 43 % of them memorized words in an attempt to develop their writing. 24 % of them played internet games and 12.5 % of them carried out other activities such as chatting with their friends from other countries, writing in their own blogs, studying collocations and idioms, and keeping diaries.

4.6.5. Analysis of the Questionnaire (Part C)

Questions 13 through 23 were related to lexical preferences and awareness towards SVCs. Some of the questions in this section asked about the benefits of studying English outside of school as well as the subjects` background knowledge of multi-word

constructions and the probable strategies, if any, they use in order to learn them. Moreover, the responses to the questions pertaining to lexical preferences, the amount of exposure to these constructions during class time and the extent to which their lessons contribute to their learning were sought. The reasons for asking these questions to the subjects were two fold. The first reason was to understand their preferences and distances towards collocations in general. I thought that their responses to these questions would be useful to gain an overall understanding of the possible role and priority level of collocational aspects of the language they have been studying. The second reason was to understand whether the English education they receive at school was adequate and satisfactory in terms of raising their awareness towards the existence of the collocational aspects of the English language.

In question 13, the subjects were given several options and asked to put them in order of importance for themselves from 1 (most important) to 7 (least important). Table 39 shows the overall distribution of the responses that the samples provided.

Table 39: I Benefit Most from Studying English outside of School in Terms of Learning

1: Most imp.7:Least imp.	1: Most imp.	%	7:Least imp.	%
words	76	63	7	6
sentence structures	41	34	9	7.5
multi-word combinations	38	32	9	7.5
translation of texts	36	30	38	32
grammar rules	23	19	26	22
pronunciation	23	19	58	48
speech rate	16	13	75	62.5
Others ….	**3**	**2.5**	**-**	**-**

From the information in the table, it is obvious that 63 % of the subjects (n:76) learn new words when they study English outside the school. In this question words and multi-word combinations were asked under different columns so that the subjects could respond to them separately. The reason for doing so is to find out whether the subjects knew the difference between the general words categories and the multi-word categories (collocation types). 34 % of the subjects reported that they learn new sentence structures when they study English outside of school and 32 % of them reported learning multi-word

combinations when they study outside of school. This is a highly interesting percentage as far as multi-word combinations are concerned. This percentage (32 %) shows that slightly less than one-third of the subjects know and consciously learn word combinations. However, the inconsistency between what they say and what they do in actual writing may have prevailed for this question as well. During the protocols, the samples reported very positive answers to the questions related to the collocational nature of English, but a close corpus-based analysis of their academic writing papers revealed that they used a relatively fewer number of support verb constructions than the actual amount as stated by Sinclair in his "Idiom Principle Model". From Table 39, it is also obvious that the subjects improved their translation skills and reinforced their knowledge of grammar and pronunciations as well as their speech rates.

In questions 14 and 15, the subjects were given several very common support verb construction samples and were asked to express their familiarity with and the frequency of using them. Table 40 shows the overall distribution of the responses that the samples provided. From the information in Table 40 below, it is obvious that the subjects are entirely familiar with the given support verb constructions and claim that they have always or sometimes used these constructions in their writing. The highest frequency is with the construction "give an answer" which may be as a result of the fact that the same combination also exists in the Turkish (L1) language and reasonably a positive transfer may have occurred in this example. The same is the case for "take a breath" and "make a decision". These two combinations also exist in the Turkish language. However, the rest of the combinations given in the table above do not exist exactly in the same way in L1. Yet, it seems that the other combinations were also extensively used by the subjects, which indicates that regardless of the L1 influence, some word combinations or support verb combinations are used by the subjects

Table 40: SVCs Familiarity and Frequency of Use

Sample SVCs	14. Have you ever met the below SVCs while studying English so far				15. If you have, how often do you use them while writing?	
	Yes	%	No	%	Always +Sometimes	%
have a look	105	87.5	12	10	93	77.5
take something into consideration take a breath take action	109	91	8	7	82	68
make an arrangement make a decision make an effort	112	93	5	4	99	82.5
offer an apology	64	53	53	44	43	36
run a risk	55	46	62	52	25	21
give an answer	116	97	1	1	111	92.5

In question 16, the subjects were asked where they noticed the common support verb construction samples. Table 41 shows the overall distribution of the responses the samples provided. From the information in Table 41 below, it is obvious that the subjects noticed multi-word combinations or support verb combinations from movies, television programs and songs. Almost an equivalent number of the subjects reported that they noticed SVCs from the course books used in their classes, as well as novels and articles they read as part of their school work. It is interesting to note that the role and the power of visual media on the learners` collocational development is almost as much as that of their school work, foreign songs and other forms of media are perceived to have played a major role in raising the learners` awareness towards the combinations and actual lexical development.

Table 41: The Sources of Collocational Development

16. Question	Codes/ Themes	Respondents
Where did you see these multi-word constructions?	Tv shows, movies, songs	1-2-3-8-9-10-11-13-15-16-17-21-23-24-27-28-30-31-32-33-36-37-38-39-40-42-47-49-50-51-54-55-57-59-60-61-64-67-70-71-73-75-76-81-83-84-85-88-90-94-104-107-110-111-120-124-127-130-134-141-142-143-146-147-150.
	Course books, novels, articles	2-6-7-8-21-22-23-24-26-31-33-36-37-38-39-46-47-49-50-56-57-59-60-61-68-69-70-73-76-80-81-84-86-88-94-96-98-99-104-106-110-112-113-114-119-120-124-125-126-127-130-131-135-136-138-141-142-143-146-148-149-150.
	Newspapers	11-13-17-23-26-35-39-49-57-67-70-71-83-84-90-98-99-110-111-119-120-124-126-130-136-138-147.
	In the class time	12-14-17-20-23-25-43-46-47-55-69-75-85-93-94-99-106-107-114-115-139.
	In Translation	24-28-31-36-41-50-51-54-86-93.
	In writing	117-133
	Nowhere	78

The questionnaire responses of each respondent was given with their reference numbers in Tables 41, 43, 46, 47, 48, and 49. The reason for doing so was that all the responses to open-ended questionairre items were given in the Apendix with the reference numbers tagged with them. In order to ease the comprehension and increase the accountability and reliability of the findings, the researcher decided to provide reference numbers of each respondent.

According to Table 42, the role of the newspapers is also obvious. It is surprising that relatively fewer learners reported exposure to SVCs during the class time, which included conversations, teacher explanations and teacher talks. Finally, many fewer learners mentioned the possible role of their translation course as a way to be exposed to SVCs and experience collocational development.

Table 42: The Sources and their Relative Percentages

16. Question	Codes/ Themes	n	%
Where did you see these multi-word constructions ?	Tv shows, movies, songs	65	43
	Course books, novels, articles	95	63
	Newspapers	27	18
	During the class time	21	14
	During the translation course	10	7
	During writing	2	1.3
	Nowhere	1	1

In Table 42 above, the percentages related to the sources of learning SVCs are shown. 63 % of the samples reported that they saw and learned SVCs while they read books, novels and articles. 43 % of the subjects opted for movies, shows and songs as the source of collocational development while 41 % of them perceived course materials, novels and academic articles as relevant and useful for lexical development. I think the potential role of tv programs in English, movies and songs should be taken seriously since at least an equal amount of learning occurs outside of school compared to the amount of learning that takes place with course books and articles. Table 42 reveals that learners can further their English language development outside of school by following English language programs, watching English language movies and listening to songsin English.

In question 17, the subjects were asked what they think should be done in order to broaden their knowledge of support verb constructions. In other words, they were asked to reveal their thoughts about the things they should be doing in an attempt to develop their SVC language skills. 48 % of the subjects selected reading and writing activities as the appropriate sources to improve their knowledge of multi-word combinations. 25 % of the samples reported watching movies with subtitles and listening to songs as the sources of learning SVCs. This result is consistent with the protocol results, in that the "watching movies" option received the highest frequency by the protocol samples. The remaining samples (18%) learned SVCs from speaking and listening to natives, translation activities and the use of dictionaries. I believe that the responses given to these questions seem consistent with the responses elicited through the other data collection procedures. In the protocol data, for example, the use of reading materials also received a good number of

selections from the samples. Diary data was also consistent in that the subjects read books and novels and watch movies to develop their language skills in terms of SVCs.

The focus of question 19 was the reason why or why not the subjects preferred to use SVCs in their writing. A total of 70 samples responded to this question. 53 % of the samples reported that they prefer using SVCs because they help create impressive and effective writing.

Table 43: Why or Why not?

19. Question	Codes/ Themes	Respondents	%
Why?	Effective writing and good English	1,2,7,9,11,20,22,23,27,28,31,33,35,36,38,42,55,59,70,73,90,94,96,117,127,130, 135, 139, 147, 129, A2, A5, A8, 47, 164	44
Why not?	Necessary for academic wr.	3,56,71	4
	Hard to remember	14,15,24,28,49,61,80,148,A6	13
	Too complicated	2,17,50,68,78,98,99	10
	Lack of familiarity,	21,69,93,106,107,111,112,115,125,126,134,136,138,A1	21

This finding is also consistent with the protocol findings in that the protocol samples expressed using the SVCs in order to create impressive and attractive texts. Only four subjects preferred to use SVCs since they are necessary for academic writing. Of those who did not prefer using SVCs in their writing, 21 % of them stated that they are not familiar with SVCs and another 13 % of them stated that they found it hard to remember the appropriate SVCs while writing. 10 % of the samples reported that the use of SVCs was too complicated to be used while writing.

Table 44: Lexical Awareness towards SVCs

	Always		Sometimes		Rarely		Never	
	f	%	f	%	f	%	f	%
20. How often do you come across to these multi-word constructions *in your lessons?*	40	33	68	57	11	9	1	1
21. Do the *teachers* ask you to *use* these constructions while writing or speaking in English?	28	23	65	54	21	18	6	5
22. To what extent do you think your *lessons* contribute to you for learning these constructions?	38	32	63	53	16	13	3	3

Table 44 deals with three questions related to the lexical awareness of the samples towards SVCs. The first question asked about the frequency of the multi-word constructions in the subjects` lessons. Over half of the samples (57%) reported that they "sometimes" come across SVCs in their lessons. On the other hand, 33% of the subjects stated that they "always" came across SVCs in their courses. A few subjects (10 %) reported that they "rarely or never" came across those SVCs in their lessons.

With regard to second question, 54 % of the samples stated that their teachers wanted them to use these SVCs in the lessons. The rate and the frequency of this teacher intervention may be varied. It is also the case that despite teacher intervention, the subjects may still ignore the use of multi-word combinations. 23 % of the samples expressed that their teachers "always" wanted them to use SVCs in their writing. The remaining 23 % of the subjects expressed that there is "rarely or never" teacher intervention or orientation towards using the SVC s while writing. It is interesting to note that even within the same group of subjects there are opposite views regarding SVC use. This may stem from the fact that the subjects` awareness levels towards the existence of the SVCs show variations, and so some subjects may attach greater importance to the use of SVCs whereas others may ignore their use while writing.

Responses to the third question in Table 44 above showed that 53 % of the samples think that their lessons "sometimes" contribute to their learning of SVCs. However, 32% of the subjects think that their lessons "always" contribute to them for learning SVCs but 16 % of the samples reported that the lessons they were taking "rarely or never" contribute to the learning of SVCs. 16 % of the samples in Table 44 also reported that their lessons "rarely or never" contribute to their learning of these constructions.

Once more, this discrepancy in the responses of the samples is more likely to happen since the subjects` understanding and comprehension of the importance and popularity of the SVCs display variations for different reasons. One of the reasons is that the subjects do not have a critical perspective towards their courses in terms of SVC content. Another reason may be that the samples were unaware of the existence of such combinations in English. Yet another reason may be that even if they are aware of the

existence of these word combinations they may not make any conscious effort to keep track of them in their courses for various reasons.

Table 45 below presents information related to the subjects` evaluation of their lessons on the basis of fostering the development of the subjects` SVC knowledge. Based on the information displayed in Table 45 it is very clear to observe that more than half of all the subjects (57 %) commonly share the idea that "academic writing" is the best contributor to their knowledge of SVCs. This should be treated with no caution since academic writing and expository writing courses are compulsory courses and the subjects may have found ample opportunity to learn and use new words and word combinations while writing for both courses.

Table 45: Which Courses Contributed to You Most in Learning These Multi-word constructions?

Courses	Frequency- f	Percentage- %
Academic writing	68	57
Translation	53	44
Reading –Textual analysis	34	27
Listening	17	14
Speaking	6	5
Short story	5	4
Paragraph writing	4	3
Literature	4	3
Grammar	3	2.5
Research techniques	2	1.6
Mythology	2	1.6
All…	5	4

The second course which contributed to the subjects` learning of SVCs is their translation course. 44 % of the samples clearly stated that their translation course provided them with opportunities to learn more SVCs compared to other courses. This is reasonable in the sense that the subjects are required to translate from Turkish into English and while doing so search for the appropriate words and word combinations to fit in well to the

context. The practice of doing so seems to have enabled them to use word combinations. From Table 45 it seems that the subjects` academic writing and translation courses turned out to be most important courses that contributed to their learning of SVCs.

Textual analysis and reading course was the third most influential lesson for the subjects to learn SVCs. 34 % of the subjects responded that they learn SVCs in their reading and textual analysis lessons. It is obvious that reading and text analysis enable learners to learn new words and word combinations as well as analyse them. The exposure to the reading materials, therefore, must have played a key role in the development of collocational competence. Likewise, the listening course, as a receptive skill and which is offered in the prep year was also an influential process for 14 % of the subjects.

A total of 26 students (21 %) reported that various other lessons such as speaking, short story, paragraph writing, literature, grammar, research techniques amd mythology contributed to their development in terms of SVCs. Relatively lower number of subjects reported the contribution of these courses. The reason for this may be that the subjects may have had opportunity to learn SVCs in these lessons but this may have been, at its best, only a very indirectly learning of SVCs compared to academic writing, translation and reading which directly foster the students` interest towards using words their lexical competence.

The final question in this section of the questionnaire was that the subjects were asked to report "how" the courses contributed to their learning of the SVCs. In other words, they were asked to report the processes for their learning of SVCs in these lessons.

4.6.6. Analysis of the Questionnaire (Part D)

In the final part of the questionnaire, the subjects were asked a series of related questions in order to reveal their perceptions of the role and significance of SVCs in terms of language use and proficiency, these being:

1. How important, do you think, are the SVCs for your language proficiency? Why?

2. Why should we use these SVCs while writing? Or should we?
3. Do you think there is any relation between multi-word combinations and language proficiency? When did you notice the existence of these constructions ? How did it happen?
4. Have you received any emphasis in terms of the collocational nature of language in your classes by your teachers so far?

The subjects treated the above questions as one question and responded to them at one time. Their responses to these questions were analyzed descriptively and the relevant themes were classified and are displayed in the tables below.

Table 46: The Encoded Analysis of the Responses for the 1. Question

1. QUESTION	Codes/Themes/Patterns	Respondents	%
Why, do you think, are the SVCs important for your language proficiency?	Improve language proficiency	6,8,12.16,17,19,20,21,22,23,25,27, 33, 39, 45, 47,51,53,61,78,80,84,86, 88,94,10	56
	Good for better writing-academic writing	1,9,10,28,45,114,130,40,70,71,76, 96,115,12, 124	27
	Good for speaking	83,110, 111,124	8
	Good for lexical competence	59	2
	Richness in meaning	1	2
	Departmental need	3	2

The first question in Part D asked the subjects the reasons why they think SVCs are important for their language development. Only those subjects who considered SVCs as important for their language development answered this question. Based on their responses in Table 46, it is possible to observe that more than half of the subjects (56 %) considered SVCs as important for them since they help improve their language proficiency. 27% of the samples reported that SVCs are important for especially improving writing proficiency in terms of academic and expository development. In order to produce better writing the use of SVCs is considered necessary by this group. The remaining 10 samples stated that SVCs help improve their language proficiency in terms of speaking, word knowledge, richness in meaning and a need fort his department.

It is obvious that the majority of the samples consider SVCs as a factor that help to improve their language proficiency and an important finding since it informs us of the samples perceived interest towards the SVCs.

Table 47: The Encoded Analysis of the Responses for the 2. Question

2. QUESTION	Codes/ Themes	Respondents	%
Why should we use these SVCs while writing?	Better quality writing with enriched, effective and fluent language	1,12,127,133,3,15,16,33,56,85,86 99,115,12 ,125,135,147,111,114,124,149,155,151,156, 6,11,23,54, 148,8,13,67, 104	41
	Dominancy in language	10,12,81,14,23	6
	Popularity	90,93,94,95,98	6
	Understandable writing	17,50,51,131	5
	To avoid word inflation in writing	32,41,117	4
	Necessary and important in writing	42,53,41, 69	5
	Better expression of thoughts	47,80,76,70	5
	Native speakers use it	59	1
Why not?	I do not know them	19,21,28,31,35,49,68,75,83,112,133	13
	I did not know their importance	20	1
	I am unfamiliar with them	24	1
	I do not remember them	28	1
	I use others	36	3
	They are not used in writing	37, 61	1
	They are formal words	39	1
	Fear using them (making mistake)	102	1
	No use it	2	1

Table 47 above informs us about the reasons why or why not the samples should use SVCs while writing. Nearly half of the subjects (41 %) stated that they should use SVCs since they help produce better quality writing with enriched, effective and fluent language. Similarly, twenty-six subjects (32 %) claim that they should use SVCs while writing because it improves their dominance (control) over the language. SVC s also make writing more understandable and help to avoid word inflation as well as enable better expression of thoughts.

There are, however, several subjects (13 %) who have no knowledge of the possible benefits of using SVCs in their writing as well as those (n: 9) who are unfamiliar with SVCs and even those who fear using them.

Table 48: The Encoded Analysis of the Responses for the 3. Question

3. QUESTION	Codes/ Themes	Respondents	%
Do you think there is a relationship between language proficiency and the use of multi-word combinations?	More SVC better English	1,8,10,12,14,17,19, 21,22,28, 33, 35, 36, 38,55, 2, 46, 3, 7, 13, 99, 49, 117, 26, 37, 61, 54,81, 120, 151, 156,9, 12, 88,90,145,126, 75, 85, 138, 56, 64,70, 80, 86, 39, 40, 81, 115, 11, 93, 105, 130,147,	73
	More svc better writing and speaking	150,155, 53, 59,30, 32,135,136, 152, 157	22
	More movies better svc	41,111,124	5

As seen in Table 48, 73 % of the samples stated that there is a relationship between SVC use and language proficiency. The reason for this may be that SVCs are used in advanced levels which leads to the belief on the parts of the subjects that the use of SVCs is indicative of a high level of English proficiency. Another 22 % of the subjects think that the use of SVCs helps create better writing and speaking. Relatively fewer number of subjects (n:5) added that watching movies would also help them learn more SVCs.

The belief that the use of SVCs will lead to better English proficiency is consistent with past research findings and will be discussed in the conclusion chapter in detail. However, from the responses it is possible to conclude that the use of SVCs are considered positively by the subjects.

The last question in the questionnaire (Table 49 below) asked whether the subjects were informed about the existence of SVCs in their classes by their teachers. 24 % of the subjects reported that they were informed about SVCs by their writing teachers. 15 % of the students reported that this emphasis on SVCs was done in their translation lessons. A total of 21 subjects (19 %) also added that the collocational nature of the English language was also emphasized in listening and reading lessons. Finally, a total of 26 subjects (24 %)

reported that their teachers emphasized the nature of collocations in almost all of their courses.

Table 49: The Encoded Analysis of the Responses for the 4. Question

4. QUESTION	Codes/ Theme	Respondents	%
Have you received any emphasis about the collocational nature of English language in your classes by your teachers so far?	Writing (acd+expos).	1,2,17,19,27,47,53,98,102,111,125,127,131,133,134,135,138,145,146,155,156, 12, 80, 112, 147	24
	Translation	1,2,12,15,17,19,27,35,93,98,104,127,138,146,149	15
	All courses +almost	3,9,11,14,95,28,41,49,50,54,55,12,41,2,6,6,114,115,139, 51, 85,130, 136,148, f150,154	24
	Listening	2,8,10,20,30,35,46,53,71,84,98,99,1, 02	14
	Reading	104,111,	5
	Almost +none	12,20,40,53,111, 25, 26, 32, 33, 36, 37, 61, 69, 76,86,106,114,115,13,21,22,39,73,156	18

18 % of the subjects, however, claimed to have received almost no instruction related to the collocational nature of the English language. It is possible that the subjects may have received instruction related to the collocational nature of English language at various levels. However, the lenght and the scope of this instruction is very important.

Based on the above findings, it is possible to assume that the subjects` awareness levels towards SVCs increased at different levels. For example, while some subjects reported to have received a heavy emphasis on SVCs, some others reported that their exposure to SVCs is very little, if not at all. This variation in the extent and scope the SVC exposure led to variations in the responses of the subjects. While some subjects reported that they were informed about SVCs in translation and writing courses, others extended this to all lessons. However, almost an equal number of subjects (18 %) claimed there was no emphasis on SVCs in their lessons. The dichotomy between the responses of the subjects points to the fact that the teaching of collocations has yet to be fully incorporated into the curriculum of the English Departments in Turkey.

4.7. Data Analysis of the Retrospective Protocols and Student Diaries

4.7.1. Introduction

This chapter initially describes the data taken from the selected sample students' responses to the retrospective protocols, and diaries and further examination of the relationships, differences and similarities between the diaries, questionnaire and the protocol findings. This chapter concludes with an overall discussion of the key points emerging from the protocol data and diaries.

4.7.2. Introduction to the Qualitative Data Analysis

In an attempt to analyze retrospective protocols made with the selected sample students within the scope of the study, encoded categories for the selected sample students' retrospective accounts were designed. These accounts were related to the evaluation of their academic essay papers and perceptions towards multi-word constructions in general and support verb constructions in specific terms. The support verb construction samples were highlighted in the essays of the protocol samples and these sample students were asked questions related to their uses of these combinations as well as their preferences and decisions related to the selected words. The other questions were related to their awareness towards the use of these combinations. These protocol categories included codes, which are given in Table 50. below, these being:

Table 50: Protocol Questions and their Coded Categories

	Protocol Questions	Categories/Codes
1	What are the things that you pay the most attention while writing?	Primary considerations
2	What difficulties do you have most while writing?	Difficulties
3	How important do you think "word choice" is while you are writing and how do you choose them?	Importance and selection
4	Do you use the following word combinations while writing? If yes, how often?	Sample SVC usages
5	Have you ever noticed the existence of these word combinations before? If yes, where?	Familiarity with SVC
6	What do you do if you are not sure about the correctness of these combinations?	Correctness
7	How did you think of using the multi-word combination samples underlined in your essays?	Why used SVC?
8	How much do you pay attention to use multi-word combinations while writing?	Attention to SVC
9	In English lessons during your high school years, did you ever encounter with the multi-word constructions?	Previous exposure to SVC
10	How much do you think these encounters helped you increase your awareness towards them?	Awareness

After collecting protocol data, which was tape-recorded, the investigator examined the data and put each piece of data under relevant columns in the encoded categories. This process took relatively longer, since the investigator had to listen to and type each account of the respondents and then categorize each sentence correctly. The encoded categories of retrospective protocols for each participant are given in tables in Appendix C.

In this section, the comments of the investigator for each protocol category are given. The first three questions were based on general perceptions related to considerations, difficulties and word selections in writing. The rest of the protocol questions were based on questions related to the lexical aspects of the sample students' academic essays. These questions basically asked for preferences, familiarities, previous exposures and awareness levels of the samples towards multi-word combinations.

4.7.3. Analysis of the Protocols

4.7.3.1. Protocol 1 (AO)

In this protocol, for general purpose questions as given in the first three (1-3) questions in Table 4.1 (*primary considerations, difficulties and importance and selection*), the subject mainly focused his attention on grammar rules while writing and also said that he had difficulty in finding the most appropriate words for his essays as well. The subject also expressed his opinions on word selections. He believed the importance of words which convey the exact meaning and present the correct meaning to the reader, adding that dictionaries, movies and songs were the sources that he used to learn new words.

In the rest of the protocol, the sample was asked specific questions. The first question asked whether he uses any of the most common multi-word combinations given. The sample reported to use some of these combinations but his decision to use them was unconscious. What is more, he came across these combinations in books, in courses he took in the department and in films and he checked them in online dictionaries such as Oxford Advanced Learners' dictionary for correctness. The sample was shown to support verb construction samples from his academic essays and asked to account for his choice, if any, for using them in his essays. He responded that he used these combinations to convey the meaning in the best way based on his experiences related to the word usages. He paid attention to the use of these combinations because they "enriched" the quality of his writing and he was exposed to these combinations mostly in the classroom where his teachers reminded him of the existence of these combinations. The awareness for the existence of SVC's in English increased due to the encounters he had in his courses.

It is interesting to note that the first sample student mainly focused on the importance of SVCs but his knowledge about them was unconscious. Based on this fact it can be speculated that this sample considers word selection important, though he unconsciously used SVCs in his essays. It is also the case that he had a limited exposure to SVCs in the courses he took in the department of English.

4.7.3.2. Protocol 2 (ASD)

The second subject mainly focused on words, grammar rules and the flow of sentences while writing and also said that he had difficulty in ordering the words in his essays. The subject also expressed his opinions on word selection. He believed that the importance of words depends on the context in which he writes. In his words, "the topic determines the charming of the words". When asked what exactly he meant by the "topic" after the protocol was over, he responded as follows:

> "When the topic is an academic one, then I think I should use more serious words and structures that would help my essay to be an academic one. And these serious words are not the common words that I see every day. I think I should use these SVCs only in serious topics" (ASD-2)

The first specific question (4th. Sample SVC usages) asked whether he used any of the most common multi-word combinations given separately by the researcher. The sample responded that he was not using the sample support verb constructions but he was using others and he noticed them while he was watching movies and talking to native speakers and he checked the correctness of these constructions on the basis of intuition. The role of intuition is emphasized by the sample in the following;

> "I have knowledge acquired about them and they sound familiar" (ASD-2)

The sample was shown support verb construction samples from his academic essays and asked how he thought of using them in his essays. He responded that he used these combinations because he was familiar with them and he needed to use them in his essays. Here, as the researcher of this study, I am not sure about the exact reason for this sample to feel the need of using them. Nevertheless, he clearly stated that he used these constructions unconsciously, probably meaning that an acquisition process played a role in him and thus some of these constructions were established in his mind. Though his previous exposure to these constructions were not in the high school, he claims that "he is not thinking in Turkish (L1)", seemingly rejecting any sort of L1 influence (transfer) and he paid attention to the use of these combinations because they make his writing "smell more native-like".

It is interesting to note that this second student mainly focused on the acquisition process and claimed that he has a good "ear", a kind of intuitive knowledge, in English and that he makes intuitive decisions when using these constructions.

4.7.3.3. Protocol 3 (AB)

The third subject mainly focused on the choice of words, synonyms, and word groups as well as grammar rules and coherence while writing, while also saying that making a plan for it is a tiring process for her. The subject also expressed her opinions related to word selection. She believed the importance of word selection, adding that the choice of words depends on the language knowledge of the learner. She also added that a learner should be engaged in looking for more appropriate and suitable words for the purpose of creating meaning.

In response to the first specific question (whether she was using any of the most common multi-word combinations given separately by the researcher), the sample agreed to have used only the common SVCs that remain in her memory and she came across with them mainly in the classroom and while she was watching movies and reading newspapers.

When asked to expand on her choice of SVC samples from her academic papers, she responded that she used them based on her subconscious mind and that she used them whenever she remembered the constructions. Her decision to use them, on the other hand, was largely spurred by her exam preparation processes, during which she carefully searched for these combinations so that she could use them in writing exams. She paid attention to the use of these combinations because her writing instructor emphasized this subject before the exam. They "enriched" the quality of his writing and he was exposed to these combinations mostly in the classroom where his teachers reminded them of the existence of these combinations. Her awareness for the existence of SVC's in English increased due to the encounters she had in the courses. Her previous exposure to these constructions was in her English book from her high school and she also paid attention to the use of these combinations because they were "important" in her words.

It is interesting to note that the third sample student mainly referred to the importance of SVCs, asking for more emphasis by her language teachers to use them more in their classrooms. Moreover, she claimed that "your choice of words shows your knowledge: so it's important (AB-3)". Based on this fact it can be speculated that this sample considers the use of SVCs as important and spends extra effort to use the most frequent ones before the writing exams, probably thinking that this will give a good impression on her writing instructors with regard to her English proficiency and competence. It is also the case that her SVC use is higher than other sample students since she repeatedly emphasized their importance when she answered the protocol questions.

4.7.3.4. Protocol 4 (AK)

With regards to the questions related to the *primary considerations,* difficulties and importance as well as selection, the subject mainly focused on context and the choice of words also by saying that the failure to do so would make her unable to explain her opinions otherwise. In her account of the word selection, the subject believed that word selection is not an easy process and that she has hard time making the decisions in terms of word selection since she cannot transfer the meaning in her mind into paper with the correct meaning. She also believed in the importance of word selection, adding that the choice of words should be suitable so that she can transfer her thoughts in the English texts especially, adding that corpus is a source she was using to select the new words.

As to the specific questions asking whether she used any of the most common multi-word combinations given, the sample responded that she was using most of these combinations frequently since they make her writing "impressive" and "reflect her ideas correctly". This sample reported that she came across these combinations in academic papers, poems, television series and movies without actually knowing that these word combinations are called SVCs. When she was not sure about the correctness of a given multi-word construction she tried to find out the correct one from corpus and from her teachers rather than checking it in a dictionary. In response to the support verb construction samples from her academic essays, she responded that she preferred to use these combinations because she was already familiar with them. She paid attention to the use of these combinations because they are needed in her writings in order to reflect her thoughts

in the best way as she could. Though she had no previous exposure to these constructions in high school, she reported that her awareness towards these constructions increased when she met with her English and French friends and they began using these constructions while speaking

From the data above it can be seen that this sample student mainly focused on the importance of context and the choice of words, adding that she needed to use the most suitable words in order to create meaning in her mind. For this to happen though, she needed to use SVCs. Based on this fact, it can be speculated that this sample considers word combinations (SVCs) as important for reflecting her thoughts in writing and speaking. It is also the case that she had no exposure to SVCs in the English courses she took in high school.

4.7.3.5. Protocol 5 (AYO)

The subject mainly focused his attention on using correct words that are coherent within the context of his writing since they make his writing feel professional. He had difficulty in choosing "groups of words" or "constructions related to context". He believed the importance of words in order to create a text which has unity, adding that online dictionaries and the internet were the sources that he used to learn new words.

The sample reports to have used these combinations in his speaking and writing. What is more, he came across these combinations in his translation courses. He checked the accuracy of these SVCs from corpus and online dictionaries. The sample was shown support verb construction samples from his academic essays and asked to give the reasons, if any, for using them in his essays. He responded that he used these combinations because;

> "They provide me a saving, economy. I can tell more things with short sentences when I use MVCs" (AYO-5).

This sample did not make a conscious attempt to use these SVCs. He used them naturally and that he learns more of these SVCs each day. He was exposed to these combinations when he was in high school as his English course books included these SVCs.

His awareness for the existence of SVC's in English increased as he came across more of them in due course and his actual protocol shows this in clear terms below:

> "Every group of words I encountered shows me that I should need to take them seriously. These words increase my awareness, they are important in terms of professionalism and enriching the writings And I was aware of that in this process" (AYO-5).

It is seen that this sample student mainly focused on the importance of using appropriate words and word combinations that are suitable for the contexts of his writings. He also added that using appropriate words means economy in the texts. Based on this fact it can be concluded that this sample considers word selection as important, though he unconsciously used SVCs in his essays. It is also the case that he considered using word constructions as a sign of professionalism in writing.

4.7.3.6. Protocol 6 (BG)

In the sixth protocol, in response to the questions for general purposes, the subject focused on the structure of her writing as well as her effort to write in longer sentences with the aim of producing professional writing texts. Her main concerns about her writing were the L1 negative influence and repetition. She also reported that she had difficulty in finding the right word combinations in academic writing, thus lacking collocational competence. The subject also expressed her opinions on word selection. She believed in the importance of words which "gives clues about writing" in her words. She further stated that harmony among words is very important and she got particular help from COCA corpus and the internet for verifying the correct word combinations.

When it came to the specific questions, asking whether she was using any of the most common multi-word combinations given, the sample responded that she was using these word combinations on the basis of intuition. Interestingly enough, "intuition" was observed to be an important strategy for this subject. She added that when she used these constructions her writing seemed more original. She also came across these combinations in books, music, movies and while talking or corresponding with her foreign friends who use them often. She used internet and COCA to double-check the word constructions. In

responses to the SVC samples from her academic essays, she stated that she used these combinations based on her experiences related to word usage. She was also aware of the existence of the collocational nature of the English language. The below quotation from her words best describes the way she started using these combinations;

> "I did not recognize these words in high school. After graduated from university, I had a chance to go England and to attend English course, which was given by native speaker, there I saw these words a lot. When my teacher uses collocation, I started to recognize them" (BG-6).

In relation to the last question, which asked her the degree of these encounters in her awareness level towards these word combinations, the subject responded as following;

> "I went to England. I had a chance to interaction with native speakers and learned these words. I stayed with family in England, they use these words combinations. After I get familiar these words, I realize them very easily while listening music, watching television" (BG-6).

To conclude, the sample student mainly focused on the importance of structures in writing as well as forming longer sentences in an attempt to make her writing more professional. She also considered word selection as very important since it gives clues about the quality of one's writing. The harmony among the words was very important for her and so, she used COCA to make certain of the correct and harmonious use of word constructions. It is also the case that her familiarity with SVCs rested on her previous experience abroad.

4.7.3.7. Protocol 7 (DK)

The subject stated that creating unity in his texts as well as conveying his thoughts effectively and producing proper sentence structures in writing were his priorities. His difficulty in writing was related to issues of coherence and his reluctance to depend on formal rules of writing such as having to start writing an essay with an introduction and end it with a conclusion. With regards to word choice, the subject stated that word selection was very important. As "literature students", he said, they needed to go beyond the common words and meanings When asked how he selected words while writing, he

stated that he checked the words for a second time from online dictionaries as well as try to pick out new words from the books he read and movies he watched.

In response to the specific questions, the sample student stated that he uses the sample support verb constructions but his decision to use any of these SVCs depended mostly on the contexts. In other words, according to him, the context or the topic mostly determines his use of word combinations. He noticed the existence of these constructions while he was watching movies, discussion programs and almost everywhere. "The correctness of the SVCs is determined based on my subconscious (DK-7)" he said, meaning that his intuitions about language played a role in the word selection process.

When it comes to the support verb construction samples from his academic essays, he responded that he used these combinations spontaneously and further stated that he would use these combinations in the future as he became more informed about them. He also clearly stated that he was using these constructions unconsciously, probably meaning that an acquisition process played a role for him and thus some of these constructions were established in his mind. Due to his previous exposure to these constructions (background) through movies, readings and English songs, he said, he began to use them more than ever. He encountered some of them in high school and these encounters were strong enough for him to gain awareness towards the existence of support verb constructions (SVCs) in the English language.

To summarise, this sample student mainly focused on the spontaneous learning of these word combinations in the time interval beginning from his high school years till now. He claimed that he had a good "ear", a kind of intuitive knowledge, in English, and made intuitive decisions when using these constructions.

4.7.3.8. Protocol 8 (ECB)

This subject mainly focused on creating texts rich in words, forming complex sentences and avoid repetition in her writing. She had difficulty in ordering the thoughts or arguments that she used in her essays. In her word selection, the subject believed that using complex word constructions and uncommon words to describe meaning would enhance the

quality of her text. She said that she listened to songs in English very often and these songs helped her learn new words as well as watching movies with their English subtitles. These helped her chose the appropriate words in her writing.

In response to the first specific question, the sample stated that she used these sample support verb constructions generally and that the biggest advantage of using these word groups was that they helped her avoid word repetition. This sample reported that she came across these combinations in songs, movies with subtitles, novels and course books. When she was not sure about the correctness of a given multi-word construction, she tried to find out if it was correct from internet online dictionaries and from various articles.

The sample was shown a few support verb construction examples from her academic essay and she was asked to report how and why she used them her essay. She responded that she used these constructions unconsciously, probably meaning that the process of language acquisition played a vital role for her and thus some of these constructions were established in her mind. Though she had no previous exposure to these constructions in high school, she added that she began to learn these constructions in the university prep school year and thus her attention and awareness towards these constructions increased.

In the final comments section, this sample noted that these constructions were important for her and they made her writing interesting and even impressive. It is interesting to note that this sample student also mentioned the role of the subconscious mind in determining the use of support verb constructions in her writing.

4.7.3.9. Protocol 9 (FO)

This subject mainly focused on grammar rules when writing and also making appropriate word choice to convey the exact meaning since a writing task is a tiring process for him. He believed in the importance of word selection, adding that choice of words made his writing "smell" like English and contributed a lot to the content and coherence of his texts. When asked how he selected words while writing, he stated that he checked the words from online dictionaries as well as apply his background knowledge.

As for the first specific question, the sample responded that he rarely used these common SVCs in his essays and in some cases it all depended on the topics he was writing. He came across SVCs in articles, and in movies.

When he was shown support verb construction samples from his academic essays and asked how he thought of using them in his essays, he responded that he used them in his essays and noticed the existence of these constructions in articles, magazines, and in movies. He looked up the constructions in dictionaries when he was not sure about the correct support verb construction. He used the underlined SVC samples in order to make his essays more attractive and "smell" like English. He also added that he tried to use them in his essays as often as possible. He reported that he encountered some SVCs in his high school years and some of these constructions were very popular then. Since then, he said, his awareness towards these constructions increased to a great extent.

It is interesting to note that this sample student mainly focused on the importance of grammar rules in writing in general while he had also difficulty in making appropriate word choices. Another point he made was that the use of these constructions made his writings "smell" like English.

4.7.3.10. Protocol 10 (FZO)

This subject created long or complex sentences while writing and she had difficulty in preparing the outlines for her writing tasks. With regards to word choice, the subject stated that word selection was very important for her and she expressed her thoughts about word choice as the following;

> "Word choice is very important for me. In the first place, I try to find what is corresponding for Turkish collocation it in target language. Then, I check them their areas of usage. For checking, I use these programs "coca corpus, dictionary, reference.com, online Oxford-Cambridge. Lastly, I look at the dictionary's examples" (FZO-10).

The first specific question asked whether she used any of the most common multi-word combinations given separately by the researcher. The sample responded that she was using some combinations such as *have a smoke, give an answer, and make a decision* very

often. She also stated that she noticed the existence of these constructions while she was in high school and in her university. "The correctness of the SVCs is determined based on COCA corpus (FZO-10)" she said.

When she was asked how she thought of using SVCs in her essays, she responded that she used these combinations because she thought that they were the "significant cornerstones" or "building stones" of a language. She also clearly stated that she was doing her best to use these constructions in her writing. She reported that she was exposed to these constructions before but didn't know that they had a name. In other words, she said that the collocational nature of language is not new to her though she was not aware they have names. Finally, she said that previous encounters with SVCs helped her come up with the name" collocation".

In this protocol the sample expressed the importance of these constructions and further stated that they were an important element of the English language and that she used them even before she started her university education in this department.

4.7.3.11. Protocol 11 (GK)

This subject mainly focused her attention on sentence structure and content knowledge, adding that she tried to find out the meaning of the words that were unfamiliar to her. She had difficulty in finding appropriate words for specific content while writing. She also expressed her opinions related to word selection. She believed in the importance of word selection, adding that the appropriate selection of words was important to "convey the intended message to the reader". She also checked the meaning and structure of unknown words in dictionaries.

When asked about any of the most common multi-word combinations in her essays, the sample responded that she often used some of the most common SVCs such as "*give an answer*" and *"make a decision"*. She used these combinations while speaking and writing essays. She also stated that she came across these combinations in courses in the department, presentations, magazines and newspapers she read. She also used a corpus in order to be certain about the correctness of the given SVC s in her writing.

When it comes to support verb construction samples her academic essays, she responded that she used them because they were familiar to her and she had already determined how to use them before. She paid attention to the use of these combinations and whenever she was not sure of the correct SVC structure she checked them in dictionaries and then she used them in her essays. Her awareness for the existence of SVC's in English increased as a result of the encounters she had with them in her high school course books and exercises. Her previous exposure to these constructions increased her awareness towards the existence of these constructions and so tried to improve herself on the use of these word combinations.

This sample student focused on the importance of sentence structures and using various words in her essays in order to create a good effect for the reader. But she experienced difficulties in appropriate word selection, hence used a corpus in order to be sure about the correct meaning of a word or word construction. Based on these facts, it can be said that this sample does not have a consistent use of these constructions though she repeatedly emphasized the importance of SVCs while answering the protocol questions.

4.7.3.12. Protocol 12 (GHS)

The sample student mainly focused on coherence, cohesion and using a variety of words while writing, adding that he paid extra attention to the way he wrote when his teachers are the readers of the essays he produced. He also added that he had difficulty in using word groups or combinations since these combinations were not easy for him to learn. The subject also expressed his opinions related to word selection. He believed in the importance of words and further stated that he chose these important words from his experience or background knowledge.

In response to the first specific question, the sample responded that he generally used SVCs especially over the last year in his department. He further stated that he noticed the existence of these combinations in his courses, newspapers, and movie subtitles. When he was not sure about correct SVC usage he checked the constructions in dictionaries. The sample was shown support verb construction samples from his academic essays and asked how he thought of using them in his essays. He responded that he used these combinations

because his teachers told them to do so. The following quotation from the protocol of the sample student best illustrates this.

> "We did not used these words in prep class, but in listening and writing courses, our teachers told us that we should use these words instead of simple words, so we researched them more and more, and began to use them and so they settle to our mind as we write them …" (GHS-12).

Based on the sample's account it is possible to conclude that his awareness towards the existence of these structures increased due to his teachers. He started to use SVCs frequently and even suggested that the use of these constructions was like "dominating the language as a whole (GHS-12)".

It is interesting to note that this student mainly focused on cohesion and word choices while writing essays. He considered these constructions as important since he encountered most of them in his courses in the university. Thereafter, he began to use these constructions some time ago and believed that these constructions had a dominating effect on his writing of essays.

4.7.3.13. Protocol 13 (HD)

In this protocol, in questions on general purposes, the subject mainly focused on various word constructions, claiming that these constructions add to the origonality of the essays and attract readers. But he had difficulty in word selection and he received help by his teachers regarding this issue. The subject also expressed his opinions related to word selection. He believed in the importance of words which helped him avoid monotony in writing. He also added that he selected words based on his experience, following his teachers as model language users and by trying the catch up with translation course so that he could learn more words.

In the rest of the protocol, the sample was asked specific questions. The first question was asked whether he was uses any of the most common multi-word combinations given. The sample responded that he frequently uses some of these combinations such as *"give an answer"* or *"commit a murder"*. What is more, he

encountered these combinations in books, in courses he was taking in the department and especially in a novel course. He checked these constructions for accuracy in online dictionaries.

In response to the sample support verb constructions from his academic essays, he stated that he used these combinations and learned the examples of these constructions in his translation courses. He further stated that he used these constructions in order to make an impression on the readers. He paid attention to the use of these combinations because they "enriched" the quality of his writing. He was exposed to these combinations mostly in the classroom where his teachers reminded him and his classmates of the existence of these combinations. His awareness of the existence of SVC's in English increased more consciously now due to the encounters he had with these constructions in his courses.

It is interesting to note that this sample student mainly focused on the importance of SVCs and his knowledge about them was more conscious than the other subjects. Based on this fact it can be speculated that this sample considers word selection as important and consciously used SVCs in his essays. It is also the case that the sample student noted that he did not receive any notice or attention regarding the use of SVC s in writing and, then, considered words as single or individual units was completely unaware of the collocational nature of English language, let alone SVCs.

> "… in high school, we did not analyze the words or words group well, we understood that each words had different meanings, not as a structure, I was not aware of that these constructions" (HD-13).

4.7.3.14. Protocol 14 (LDD)

This subject focused his attention on words, grammar rules and the flow of sentences while writing and said that he had difficulty in ordering the words for his essays. He believed that the importance of words depends on the context on which he writes. In his words "the topic determines the charming of the words". When asked about what exactly he means by the "topic" after the protocol was over, he responded as follows:

> "When the topic is an academic one, then I think I should use more serious words and structures that would help my essay to be an academic one. And these serious words are

not the common words that I see every day. I think I should use these SVCs only in serious topics" (LDD-14).

The sample repeated that he does not use the sample support verb constructions but used others and he came across with them while he was watching movies and talking to native speakers. He checked the correctness of these constructions by using his intuition. The role of intuition is emphasized by the sample as follows;

"I have knowledge acquired about them and they sound familiar" (LDD-14)

In his account of academic essays, he responded that he used these combinations because he was familiar with them and needed to use them in his essays. Here, as the researcher of this study, I am not sure about the exact reason for this sample to feel the need to use them. Nevertheless, he clearly stated that he uses these constructions unconsciously, probably meaning that the process of acquisition played a vital role for him and thus some of these constructions were established in his mind. Though he had no previous exposure to these constructions in high school, he claims that "he is not thinking in Turkish (L1)". He, seemingly is rejecting any sort of L1 influence (transfer) and he stated that he paid attention to the use of these combinations because they make his writing "smell more native-like".

It is interesting to note that this is the second student who mainly focused on the acquisition process. This student claimed that he has a good "ear",i.e. a kind of intuitive knowledge of English and that he makes intuitive decisions when using these constructions.

4.7.3.15. Protocol 15 (MO)

This subject emphasized the importance of cohesion while writing essays and that while doing so, however, he had difficulty in creating the intended meaning and organizing his ideas properly. He also stated that having to make a plan before writing made his task all the more difficult, adding that he found it difficult to organize his ideas but tried to avoid repetition. With regard to word choice the subject stated that word selection was

very important, and hence he tried to choose appropriate words from the online dictionaries.

In response to the first specific question, the sample responded that he uses the sample support verb constructions especially in his writing and that he noticed the existence of these constructions while he was in prep school. He was warned about these constructions by his listening teacher. As he stated below:

"Yes I have encountered these verbs since the prep class also in listening course, our teachers mentioned these constructions" (MO-15).

When he was not sure about the correctness of the support verb constructions, he checked them in dictionaries and tried to think of them in English. He reported that he used these combinations unconsciously or intuitively, meaning that he automatically remembered to use SVCs while writing and that he did not spend any conscious effort to put them in his essays. He also paid attention to use these constructions in his essays this year since they were emphasized by the instructor of his writing class. His had no previous exposure to these constructions (background) and he did not know about the existence of these constructions when he was in high school. He encountered them in the English department and, since then, his awareness towards their existence has increased and has began to use them more.

It is interesting to note that this sample student focused on the cohesion of his essays as well as organization. He was introduced to SVCs in the university and he has used them often ever since.

4.7.3.16. Protocol 16 (NA)

This subject stated that she paid attention to the formation of long and complex sentences as well as made appropriate word choices to convey the message of writing. She had difficulty in making appropriate word choice while writing and also in finding synonyms for words. With regard to word choice, the subject stated that word selection was very important and showed the writers' proficiency in English. She also tried to

choose appropriate words by using her background knowledge as well as what she has learned from course books and novels.

When it came to the first specific question, the sample responded that she often uses the given support verb constructions, especially "*make a decision*" and *"give an answer"*. She noticed the existence of these constructions while she was reading and listening and writing in her courses. When she was not sure about the correct SVCs, she checked them up in the dictionary.

When the sample was shown support verb construction samples from her academic essays, she stated that she used these combinations consciously and she gained an awareness of them while she was reading and writing in the lessons. She also added that she did not make any conscious attempt to use them while writing and instead she used them intuitively. Intuitively means that she automatically remembered to use SVCs while writing and that he did not spend any conscious effort to put them in her essays. She had little previous exposure to these constructions (background) in her high school years. She has a special dictionary for these word structures (probably a collocation dictionary) and she also encountered them in her course books.

> "In high school years, we weren't aware of these structures so much and didn't use them very often. But, that period was the starting point for our awareness to these word groups. As long as encountering them in our later education life, our awareness increased " (NA-16)

Based on the protocol of this sample student, it can be concluded that she placed prominence to collocations and therefore, learned these combinations from the writing and reading courses she took in the university. Finally, she unconsciously used some SVCs in her writings and her awareness towards them increased while in her university.

4.7.3.17. Protocol 17 (NM)

This sample student focused on attracting her readers in her writing essays by giving examples that reflect her ideas in the form of quotations, observations or using metaphors in an attempt to catch the readers' attention. The greatest difficulty she

experienced while writing was word choice. She constantly searched for appropriate words for any given context. The subject also expressed her opinions related to the importance of word selection. She believed in the importance of words and conveying the intended meaning through the careful selection of words;

> "Yes, it is very important to have a good mastery of a target language. If you don't use the appropriate words, you cannot convey the intended meaning or feeling and don't attract the listener" (NM-17).

She also chose the words that she used from internet sources, articles, books, dictionaries or sometimes she rjust tried to rely on her own background knowledge.

In response to the first specific question, the sample responded that she often used all but one of the given support verb constructions and she came across them while she was reading articles, newspapers, stories, and books. When she was not sure about the correctness of SVC, she not only looked them up in the dictionaries but she also thought that it would be a good idea to try to approximate these findings by looking for them in articles, essays, and by asking native speakers about their correct usage.

> "Just looking up dictionaries is not enough. The appropriateness of a word to content is also important and therefore, English articles, essays especially native speakers should be taken as references" (NM-17).

With regard to the support verb construction samples in her academic essays, she stated that she used these combinations because she wanted to make her essays more literary, academic and interesting. She also added that she generally paid attention to the use of these combinations in order to reach native-like proficiency in her writing. Her previous exposure to these constructions was in high school;

> "Yes. Especially my high school teacher drew our attention to these structures and asked us to be aware of them and also to use them. Therefore, I learned these word combinations during my high school years" (NM-17).

The sample student thought that her previous education helped her learn the importance of these combinations and her awareness of them increased when she learned more information about them when she was in university.

"My previous education life contributed me to learn and to give importance to these structures so much. After getting much more information about those word groups, my awareness is raised as I go on using them in my courses" (NM-17).

It is interesting to note that this student was mainly introduced to SVCs when she was in the high school. Basedon her responses to the protocol questions it is clear that her previous exposure to SVCs was influential in her word selections while she wrote in English department.

4.7.3.18. Protocol 18 (OB)

This student emphasized on the importance of cohesion and coherence in writing in general. The greatest difficulty he experienced while writing was the task of coherence and unity in writing, adding that he had hard time keeping the unity in his essays and this caused him to waste a lot of time and energy. The subject also expressed his opinions on the importance of word selection. He believed in the importance of words and conveying the intended meaning through the careful selection of words;

"The word choice is very important because there should be coherence in the writing. If we use the same words again and again, it can be boring for the reader. When I come across these constructions, I note them down and then use them in mywritings. Moreover, I translate Turkish constructions into English and use them. Also dictionaries are useful for this" (OB-18).

Regarding the first specific question, which asked whether he used any of the most common multi-word combinations given separately by the researcher, the sample responded that he used some of them in his writing and he came across with these constructions while he was reading books, articles and newspapers in English. When he was not sure about the correct usage of SVC, he not only looked them up from the dictionaries but also thought that it would be a good idea to ask his teachers about it

The sample was shown support verb construction samples from his academic essays and asked how he thought of using them in his essays. He responded that he used these combinations because he wanted to make his essays more impressive and attractive to the readers, adding that the use of these SVCs in my essays makes them look like

writing with better atmosphere or taste. He also added that he paid attention to the use of these combinations since they make his writing more impressive.

The sample student reported that he had almost no previous exposure to SVCs in high school other than a few exception of SVC samples. His awareness increased when he came across SVC samples more in the course of the university study;

> "…when I came across "make a decision", I realized that they were used together and had a unique meaning,because they had a different meaning if I considered them separately …" (OB-18).

This sample student protocol emphasized the fact that the use of SVC s made his writing all the same more impressive and attractive. The attractiveness of SVC s may have come from their collocational nature for the student.

4.7.3.19. Protocol 19 (OK)

In this protocol, in questions on general purposes, the subject focused on the context and the sentence types in his essays. He also added that he had a hard time trying to establish connection (combining) between the sentences in his essays as well as trying to create context due to a lack of background knowledge related to the topic of the essay. The subject also expressed his opinions related to word selection. He believed the word selection determines the quality of one's writing.

> "The word choices define the quality of the writing. When we use simple words, our writing becomes simple. We should use more advanced level words. I check them from online dictionaries such as Tureng. Then I will check them again in the other dictionaries" (OK-19).

In the rest of the protocol, the sample was asked specific questions. The first question asked whether he uses any of the most common multi-word combinations given. The sample responded that he uses some of the given SVCs samples but, in general, he did not use them in his essays. The reason for this, he said, was that they were difficult to remember and changed every time according to the context. This sample reported that he

encountered these combinations only in his writing course and that his writing instructor constantly mentioned them.

When he is not sure about the correctness of a given multi-word construction he tries to find out if it is correct in online dictionaries and Collins Cobuild dictionary.

When he was shown support verb construction samples from his academic essays, he claimed that he preferred to use these combinations and that he learned them from books he read and exercised some word practices while writing, probably looking for the most appropriate word to use in the writing`s context. He had no previous exposure to these constructions in high school, and so he reported that he was not influenced in any way from his high school education regarding the use of these SVCs.

From the data above it can be seen that this sample student came across SVCs only when he was in his university prep class and especially only after one instructor mentioned about the existence of these constructions. It should also be noted that he had no previous exposure to SVCs, adding that he did not receive a good English education before attending university.

4.7.3.20. Protocol 20 (SC)

This student reported that the flow of writing and word choice are important considerations for him. He believed that a word may have more than one meaning and this was important for him. The greatest difficulty he experienced while writing was the topic and content of the task or essay. He also reported that the reader needed to understand the writer`s message and this could be possible through the use of appropriate words. His choice of words was influenced by movies and songs.

Upon the first specific question, the sample responded that he used them in his writing in order to make his writing attractive to the readers. When he was shown the support verb construction samples from his academic essays and asked how he thought of using them in his essays, he responded that he used these combinations in order to make

his writings more attractive to the reader. The sample student reported that his previous exposure to SVCs was from his high school courses.

> "Yes, I encountered them especially in high school. Because we had a teacher and he advised us a book named "reading and words". In this book, I encountered these multi-word constructions frequently" (SC-20).

When he was not sure of the given SVCs` correct use while writing he checked the SVCs in dictionaries. The sample student was shown support verb construction samples from his academic essays and asked to give the reasons, if any, for using them in his essays. He responded that he used words on the basis of suitability to the texts along with whenever he remembered to use them. He learned these constructions from the books he read and the movies he watched. He paid attention to produce understandable essays so that the readers would understand and probably enjoy his essays. His previous exposure to these constructions was in his high school, especially from his course books. It is also the case that he encountered them while making translations in the university. He concluded that these encounters helped him raise his awareness of the use of SVCs.

This sample student`s protocol was mainly based on the fact that he started to use SVCs in high school and thought that they were important for increasing his awareness of the collocational nature of English language.

4.7.3.21. Protocol 21 (SÖ)

This sample student focused on the accuracy of sentence structures, adding that she tried to use complex and understandable sentences with academic words. The greatest difficulty she experienced while writing was to determine the correct use words in their correct place and context in her essays. The subject also expressed her opinions related to the importance of word selection. She believed in the importance of words and conveyed her intended meaning in her writing through the careful selection of words;

> "The word choice is important because it should give the meaning I intend. We should have a look at other meanings of a word because it may add a different meaning to the text. It can cause a problem in academic writings or formal documents. Thus, their meaning and use are very important" (SÖ-21).

With regard to the first specific question, the sample responded that she frequently uses them in her essays and that the topic of each essay determins the number of SVCs that she uses. In other words, some essays topics give her more room for SVC use than others. She noticed the importance of SVCs while preparing for the university entrance exams. She memorized SVCs then and later when she was in the prep class of the English department she came across these constructions in one of her course books. When she is not sure about correct SVC usage, she checks the constructions in the dictionary.

The sample was shown support verb construction samples from her academic essays and asked how she thought of using them in her essays. She responded that she used these combinations unconsciously or incidentally at first and later she realized that these SVCs can add more power and focus to her writing as well as a sense of impressiveness. She also added that she generally paid attention to the use of these combinations and she encountered them in the university but did not know that they were named SVCs. Her awareness towards these constructions increased especially after her teachers emphasized them in her classes.

It is interesting to note that this student first started to use these constructions instinctively and later realized that they are named support verb constructions

4.7.3.22. Protocol 22 (TB)

This student focused her attention on unity, appropriate word choice and how to convey the messages of her essays as economically as possible. The greatest difficulty she experienced while writing was word choice. She considered word choice very important and chose her words from dictionaries and articles while writing. The first specific question asked whether she used any of the most common multi-word combinations that were given separately by the researcher. The sample responded that she used only two of them but none of the others. She also stated that she notices the existence of these word constructions from the news and blogs, especially in the form of phrasal verbs. When she is not sure about the correctness of SVCs in her essays, she checks them up in dictionaries, online dictionaries and articles.

As for the support verb construction samples from her academic essays, she stated that she used these combinations because she was familiar with them. She also stated that she learned about them while in high school and that these encounters increased her awareness towards SVCs. It is interesting to note that this student thought that support verb constructions were important but she did not use them in her essays.

4.7.3.23. Protocol 23 (ZE)

The final sample student focused his attention on the content of his essays, adding that the background knowledge was very important in writing.

> "I try to get information about the topic which I will write. I make a research in order to have background knowledge. Therefore, making research is really important for me for writing well. If having enough information, I can write according to my own knowledge" (ZE-23).

He stated that he had difficulty in ordering his thoughts and writing them properly. The subject also expressed his opinions on word selection. He believed in the importance of words.

> "It is important. For example, I try not to use the same words too much. Word choice should be paid attention so that reader doesn't get bored and writer writes more enthusiastically. We should use more different and unfamiliar words in order to make our essays more interesting" (ZE-23).

He also tries to choose words based on his knowledge of thoughts. The first specific question asked whether he used any of the most common multi-word combinations given separately by the researcher. The sample responded that he often used these sample support verb constructions for the purpose of expressing himself and that he came across them while in school and while talking to foreigners.

When he is not sure about the correctness of the SVCs, he checked them through his contacts with foreigners (probably asking them). The sample was shown support verb construction samples from his academic essays and asked how he thought of using them in his essays. He responded that he wanted to develop his learning and for this to happen

through, there is a need to develop his SVC usages. He also added that he generally paid attention to the use of these combinations in writing and speaking but he did not encounter them while in high school. He further claimed that his observations towards the nature of the English language helped him raise awareness towards the subject.

It is interesting to note that this sample student mainly focused on the importance of communication in order to learn words, including SVCs, and his observations helped him notice the unknown related to the nature of the English language.

4.7.4. Summary of Protocol Analysis

The detailed protocol findings given above are also presented in the form of tables below. The tables include almost all the protocol questions and the responses in thematic forms, along with their number of occurrences. A total of five tables are given below, each containing two protocol questions and the related themes.

Table 51: 1-2 Encoded Categories and the Common Themes Emerged in the Protocols

Primary Considerations in Writing?	f	Difficulties in Writing?	f
Grammar rules	1-2-3-9	Using and ordering appropriate words	1-2-4-9-11-12-13-14-16-17-18 19-21-22
Choice of words	2-3-4-5-12-13-16-18-20-22		
Coherence and Cohesion	15-20	Ordering the thoughts	15-23
Contextual information	4-5-19	Lack of collocational compt.	5-6-8-23
Content knowledge	11	Making a plan-outline	2-7-15
Unity	7-22	Expressing opinions	3-10-20
Proper-complex sentence	6-7-8-11-16-21	Coherence and unity	2-18

The protocol responses of each participant is given with their reference numbers in Tables 51, 52, 53, 54 and 55. The reason for doing this was so that all the responses to protocol items that are given in the Data Analysis chapter are also given in the Appendix section, with the reference numbers tagged on them. For the purpose of easing the

comprehension and in an effort to increase the accountability and reliability of the findings, the researcher decided to provide reference numbers for each respondent.

Table 51 above contains the first two protocol questions. The first protocol question was related to the subjects` primary considerations while writing. A total of 23 subjects responded to this questions. Table 51 shows the responses given to the first question. From the responses, it seems obvious that "choice of words" item received the highest frequency (45%). The protocol samples reported that they consider the "choice of words" item more seriously than others. An interesting fact is that although "the choice of words" item received the highest score, the corpus findings showed that the range and number of the SVCs in the essays of the samples were relatively limited to a few SVC. Almost 30% of the protocol samples reported that they considered the item "proper sentence structure" as yet another important considerations for them. Slightly more than 50 % of the samples reported various items as important, these being grammar rules, cohesion, coherence, content, contextual information and unity.

Table 51 also gives information related to the difficult points for the subjects while writing. Based on the table, it is obvious that 60 % of the samples reported "Using and ordering appropriate words" as a challenge for them in writing. Almost 20 % of the samples also reported that they lacked collocational competence and find it difficult to choose the correct words for the appropriate contexts. Almost 50 % of the samples reported various difficulties while writing, such as, ordering the thoughts, making plans, expressing opinions and creating coherence and unity. These findings show that the samples are aware of the collocational structure of language but that they find it difficult to come up with word combinations and semantically prosodic words in their writings. In other words, they know what they should be doing in their writing in terms of lexical choice, but they are not quite sure in selecting the right kind of words that are appropriate for academic writing.

Table 52: 3nd Encoded Category and the Common Themes Emerged in the Protocols

Why important?	f	Source for Select.	f
Conveying the meaning	1-11-17-20-	Movies-series	1-7-8-20
Transferring ideas	21	Songs	1-8-20
Create unity-coherence texts	4	Corpus (COCA…)	4-6-10-
Go beyond common words-meanings	5-9-18 7-8	Online- dictionaries	1-5-7-9-10-11-15-17-18-19-22
Enhance the quality of texts	12	Internet	5-6
Create better content	9-23	Books-course books	16-17
Avoid monotony in writing	13	Background knowl.	3-12-13-16-17-23
Teachers focus	3	Teachers	13

Table 52 above shows questions asked to the subjects on their word selection processes, as well as questions that are related to the importance and sources of their lexical decisions while writing. For the first question, five out of twenty-three subjects reported that word selection is important for them since it helps convey meaning in their texts. Other three subjects reported that it helped create unity and coherence in their texts. Finally, four subjects reported that the word selection process help create better content and helped them go beyond common words and meanings. The remaining four subjects considered various aspects of word selection as important such as "transferring ideas", "enhancing quality of texts", "avoid monotony in writing" and "teachers` focus". It is true that word selection is important for conveying the meaning correctly and in line with the first two questions, the subjects consistently and repeatedly emphasized the importance of appropriate word selection in their writing.

Table 53: 4-5 Encoded Categories and the Common Themes Emerged in the Protocols

Sample SVC Usages	f	Familiarity with SVC	f
Sometimes	1-20	Books (novels…)	1-6-8-13-17-18-20-21
Generally-usually	2-8-11-12-17-23	Courses-teachers	1-3-5-7-8-33-12-13-15-16-19
Frequently	3-4-5-10-13-14-15-16-18-22-19-21	Newspapers-magazine	3-9-11-12-17-18-22
		Movies, series	1-2-3-4-6-7-8-9-12-14-15
Use instinctively	6	Speaking with natives	2-6-11-23
Context in important	7	Academic Papers	4-9-17-18
Rarely	9	Poems-music	4-6-8-14
		Formal speech on tv	7-8
		Documentaries	14

Table 53 includes two questions on SVC uses of the subjects. The first question asked whether the subjects used the sample SVCs in their writing. More than half of the subjects (55 %) reported that they "frequently" use the given SVCs in their writing. Considering the fact that the retrospective protocols were made with 23 subjects and half of them were from the higher group (as classified according to the Oxford online placement exam), the use of SVC as "frequently" may be understood. The other six subjects reported SVC use "usually or generally".

The responses for the second question are related to the subjects` "familiarity" with the SVCs. Almost 70% of the subjects reported that they were familiar with these SVCs from the courses they have taken so far and from their teachers who used them in the classroom as well as from the movies they watched. Thirteen subjects (55%) reported that newspapers, magazines and books were the second most important sources for them to learn SVCs. The remaining 12 samples reported that they learned SVCs from academic papers they read, poems and music, documentaries, native speakers and formal speeches on foreign television channels.

Table 54: 6-7 Encoded Categories and the Common Themes Emerged in the Protocol

Correctness of SVC	f	Why used SVC inessays?	f
Background knowledge	2-3-7-8-14	Convey meaning	2-3-4-11-14-22
Teachers	4-18	Familiarity	5
Dictionary search-online	1-4-5-8-9-12-13-15-16-17-18-19-20-21-22	Economy in words	6-10
		Previous experience	6
		Spontaneous habitual	7-15-16
Corpus	5-6-10-11-22	Impress-attract readers	8-9-10-17-18-21-23
Internet	6		
Conculting to native speakers	17-23	Teacher urged	12
		For translation	13

Table 54 summarize the responses of two other questions used in the protocols. The first question asked how the subjects decide appropriateness of the SVC samples they used in their writing. 65 % of the samples (n: 15) clearly stated that they used paper or online dictionaries to determine the correctness of the SVCs that they used. The high frequency of dictionary use should come as no surprise since the use of internet based dictionaries seems to have become very popular among EFL learners in recent years. Other subjects reported that they use their background knowledge to predict the words while others use corpus and consult with native speakers.

The second question asked to the samples how they thought of using the SVCs are underlined in their essays. Seven samples reported that they used these constructions because they wanted to attract or impress their readers. Six other samples expressed their familiarity with those constructions and, thus, used them in their writings. Few others (n: 3) stated that they used them without any conscious effort to put them into their academic essays. Conveying meaning, economy in words, previous experience and teachers` encouragements were the other reasons behind the samples` use of SVCs.

Table 55: 9 Encoded Category and the Common Themes Emerged in the Protocols

Previous exposure to SVC?	f
Teachers	1
No in high school	2-4-6-8-13-14-15-19
Yes in high school	3-5-9-10-11-12-16-17-20
English course books	5-18
Abroad	6
University	8-14-15-21

Table 55 gives the responses that the protocol samples gave to the questions related to previous experience with SVCs. From the table, it is obvious that nine samples encountered SVCs in their highschool years. This finding is consistent with the document analysis findings that previous high school English coursebooks contained several SVC samples, though limited in number and range. Despite the fact that the coursebooks used by all the samples in their highschool years were the same and contained a limited number of SVCs, eight samples reported no previous exposure to SVC samples in their previous education. This is also consistent with the document findings, in that the number of the SVCs in the coursebookswas very limited and it is natural that the constructions may have gone unnoticed by the samples. Four subjects reported having been exposed to SVCs in the university.

4.8. Analysis of the Students' Diaries

As the researcher in this dissertation, I strictly followed the data collection procedure for the students` diaries as explained in the methodology section. Having read and found the salient aspects in the students` diaries, I sorted them out and grouped the findings under relevant categories. The findings that the diaries revealed were grouped under the following fivee factor groups, these being pedagogical, personal, psychological and motivational factors (Lakshmy and Lee, 2002).

Table 56: Pedagogical Factors Affecting SVC Use

Pedagogical Factors	Number Occurrences	%
Graduated High School [Amount of prior training]	--	0
Lack of Linguistic or/and Vocabulary Knowledge	17	14.5
Poor Writing Skills	14	11.9
Writing Process (Preparation - Planning)	65	55.5
Amount and Mode of Instruction	21	17.9
Total	**117**	

According to the first group of pedagogical factors as seen in Table 56 above, the most important pedagogical factor for the use of SVCs in the students` writing is "writing process". More than half of the students (56 %) believe that preparation and planning for writing affects the ways they use collocations or multi-word combinations. It is obvious that in the planning stage, the students plan the content, organization and the range of vocabulary they will use for the writing and this directly affected their decisions while writing.

The second highest percentage is with the "amount and the mode of instruction". 18 % of the students reported that the language of instruction and the amount were important factors behind their SVC decisions. The underlying belief is that the more and the longer the language of instruction is in English, the better they are likely to learn SVCs.

The other students mentioned that a lack of vocabulary knowledge and poor writing skills are yet other causes of their limited SVC use. 31 % of the subjects reported that they had poor writing skills and this prevented them from using more SVC samples. The reason for their failure to use the SVCs here seems like the students have a hard time composing essays for several reasons and ignoring to increase the range and the types of their vocabularies.

Table 57: Personal Factors Affecting SVC Use

Personal Factors	Number of Occurrences	%
Personal interest [Previous Writing Experience]	11	11.3
Sufficient Practice	1	1
Lack of Background Knowledge	71	76
Abroad Experience	1	1
English Proficiency	1	1
Self esteem	1	1
Empathy	1	1
Watching TV	7	7.4
Total	**94**	

From the analysis of the diaries, personal factors affecting the SVC use were also noted. Of these factors, "the lack of background knowledge" was the single factor which received the largest percentage. 76 % of the subjects selected this feature as the reason that affected their use of SVCs negatively. It seems obvious from this result that the lexical competence of the subjects is limited and this stems from their lack of a strong background knowledge in terms of SVCs.

Table 58: Psychological Factors Affecting SVC Use

Psychological Factors	Number of Occurences	%
Perception towards Writing	38	82.6
Writing Apprehension (Anxiety)	8	17.4
Total	**46**	

Another affective factor was the "psychological" component. A great majority (82.6 %) of the subjects reported that their perceptions towards the writing as a language skill were poor. The overall results of the diary analysis revealed that the subjects had relatively negative attitudes towards writing. They think that writing is not among their favorite skills and it is perceived as the least popular skill among them. However, despite the unpopularity of writing among the subjects, they continue to write. Likewise, a

relatively limited number of subjects (17.4%) reported that their anxiety level increases whenever they write. This may be because the subjects find it hard to start writing since they have to do careful planning and preperations before beginning their writing.

Table 59: Motivational Factors Affecting SVC Use

Motivational Factors	Number of Occurences	%
Motivated	29	19.2
Using Dictionary	9	5.9
Using Internet	80	52.9
Chatting with Native Speakers	3	1.9
Effort for having better Writing Skill	31	20.5
Total	**151**	

The last factor that was studied in the subjects` diaries was motivation and motivational factors (Table 59 above). More than half of the subjects (52.9 %) reported that they were most motivated to write and use SVCs when they did an internet search about the topics and words about which they are supposed to write. Internet use was obviously popular the subjects. One of the reasons for this popularity of the internet may be that it provides the subjects with a great many reading sources and helps them establish a strong background about the task at hand, as well as give them the opportunity to search and use word combinations easily. This is, undoubtedly, one of the strongholds of the internet, in that it provides the users with contextual data and words to be used later in the writing process. However, I believe that, despite the great potential advantages of internet using, the internet use may have drawbacks on the subjects` creativity and authenticity.

39.7 % of the subjects, on the other hand, reported that they are motivated to write and use word combinations as well as spend huge efforts to develop their writing. It is obvious from these findings that the subjects know that they need to use more collocations or word combinations in order to produce better writing and thus hard to include SVCs samples in their texts.

The remaining 7.8 % of the subjects reported that they use dictionaries and speak with native speakers in order to develop their collocational competence.

Finally, as a result of the analysis of the students` diaries, it was found that diaries could reveal much valuable data related to the objectives of the research study. For example, many samples in this study paid attention to the use of internet to develop their collocational competence and lexical variety. Even this finding alone should be considered as important since it provides further evidence related to the powerful role of internet for EFL learners in general as well as the subjects of this study. Another important finding within the scope of this diary analysis is that lack of background knowledge and the subjects` relatively poor perceived-interest towards writing were among the factors affecting their SVC use negatively.

In the following chapter, English coursebooks that were used by the subjects during their highschool years were analyzed in the form of document analysis in order to investigate any probable correspondence between the subjects` background knowledge and SVC structures.

4.9. Data Analysis of the Documents

4.9.1. Introduction

This chapter initially describes the data taken from the English course books (YES YOU CAN) currently used by state high schools in Turkey. The access to these coursebooks was free on the internet and in Table 60 below, it is seen that the total number of words is more than 145.000. This is the total number of English words as the parts of the books which were written in Turkish were extracted. The actual word-count includes all the instructions and exercises in these books.

Table 60: The Word Count Analysis of the English Couse Books Currently Used by the State Schools in Turkey

Class Level	Name of the Course books	Level	Word Count
Prep level	YES YOU CAN /MEB	A1-1	21.581
9th grade	YES YOU CAN /MEB	A1-2	25.089
10th grade	YES YOU CAN /MEB	A2-1	30.981
11th grade	YES YOU CAN /MEB	A2-2	36.929
12th grade	YES YOU CAN /MEB	A2-3	30.981
		TOTAL:	**145.561 words**

4.9.2. Document Analysis

In this study, the support verb construction (SVC) samples used in the English coursebooks currently used in the State Schools in Turkey were investigated for the purpose of revealing a possible correspondence between the EFL learners and their SVC knowledge. During the protocol analysis, some subjects mentioned the possible effect of their previous education in high school and even suggested that they learned some support verb construction examples from their English course books in high school well before they came to the university. Thus, in an attempt to investigate the influence of previous language education, the books which are currently in use in high schools were analysed in terms of their SVC content. As a result of this search, a limited number of SVC examples were found and presented in the form of tables below.

Table 61: Document Analysis of SVC Uses in the Prep Class Course Books of National Education Ministry

SVCs	Number of Occurrence	Source
Have a picnic	4	Prep A1.1
Have breakfast	4	Prep A1.1
Give instruction	4	Prep A1.1
Do correction	3	Prep A1.1
Take notes	2	Prep A1.1
Make a list	2	Prep A1.1
Do shopping	1	Prep A1.1
Give direction	1	Prep A1.1
Give information	1	Prep A1.1
Take turn	1	Prep A1.1
Have shower	1	Prep A1.1
Have a drink	1	Prep A1.1
Do exercise	1	Prep A1.1
Total	**13/ 25**	

Table 61 above shows that the prep-course book contains only 13 types and 25 tokens in terms of support verb constructions. In spite of the fact that the samples are among the most popular and acceptable support verb constructions, a relatively limited number of the SVCs contained in the course offers little insight, if any, regarding the possible correspondence between the students and these sample SVCs. When compared with the actual word count of the whole book which is over 21.000 words, 13 types and 25 tokens may have gone unnoticed by the subject students.

When it comes to first and the second year highschool English course books, the number of support verb constructions (SVC) seem relatively few, as seen on Table 62 below. The coursebook of the 9th year students was analysed in terms of word count and it was found that the book contained slightly over 25.000 word tokens but the number of SVCs is only 20 throughout the entire book. Of these, 10 were types and 20 were tokens.The relatively much fewer number of SVC samples in the course books show that the learners are less likely to have been exposed to these SVC samples during their first year of high school.

Table 62: Document Analysis of SVC Uses in the 1ˢᵗ and 2ⁿᵈ year Course Books of National Education Ministry

1ˢᵗ Year A1.1	Number of Occurrence	2nd Year A2.1	Number of Occurrence
Give advice	5	Do correction	18
Have breakfast	4	Make comparison	8
Make suggestion	2	Take notes	5
Have a look at	2	Go shopping	4
Give information	2	Give information	4
Give direction	1	Take turns	3
Give instruction	1	Have an argument	3
Have lunch	1	Give instruction	2
Have a shower	1	Have a rest	2
Do exercise	1	Get information	2
		Make description	2
		Make a surprise	2
		Give a presentation	2
		Do a project	2
		Take a shower	1
		Take a tour	1
		Have a plan	1
		Make conversation	1
		Do operation	1
		Do a work	1
		Make mistakes	1
		Take care of	1
		Give a hand	1
		Make a plan	1
		Give answer	1
		Make fires	1
		Have a conversation	1
		Make a decision	1
		Give advice	1
TOTAL	**10/20**		**29/78**

With regard to the 2ⁿᵈ year high school students in Table 62, it is seen that the types of SVCs is 29 and were used 78 times in the course book for the 10ᵗʰ year highschool students. Considering that the actual word count level in the course book for 2ⁿᵈ year students was more than 25.000, the number of support verb constructions is only 78. Although this figure seems relatively more than those in the previous coursebook (Prep A1.1) there is still a wide difference in the number and frequency of SVC samples in between the actual word count and the number of SVCs. The interesting point is that

majority of the SVC samples used in the coursebook are made up of only directives that are used to give instructions rather than actual examples of SVCs.

Table 63: Document Analysis of SVC Uses in the 3rd and 4th Year Course Books of National Education Ministry

3rd Year A2.2	Number of Occurrence	4th Year A2.3	Number of Occur.
Take notes	9	Give information	11
Give information	6	Make an announcement	7
Have a look	3	Have a breakfast	6
Give advice	3	Make a debate	5
Take care of	2	Take note	5
Give	2	Give instruction	4
Recommendations	2	Make interview	4
Go shopping	2	Make prediction	4
Make comparisons	1	Make presentation	4
Light the fire	1	Do exercise	3
Do exercise	1	Get dressed	3
Make a plan	1	Make a difference	3
Have a look at	1	Give advice	2
Make a mistake	1	Give a presentation	2
Take control of	1	Have experience	2
Make offers	1	Make complaint	2
Make an attempt	1	Make description	2
Make a contribution	1	Make speech	2
Do research	1	Take a shower	2
Fall in love	1	Do research	1
Have meeting	1	Do cleaning	1
Have restriction	1	Get hurt	1
Make an apology	1	Get relaxed	1
Make a conversation	1	Give an explanation	1
Make change	1	Give example	1
Make comparison	1	Give sb. name	1
Make a decision	1	Give suggestion	1
Make meeting	1	Have a chat	1
Make a plan	1	Have a look	1
Make purchase	1	Have a nap	1
Make research	1	Have a rest	1
Make a suggestion	1	Have a snack	1
Take a look	1	Have break	1
Take a nap	1	Have effect	1
Take risk	1		
TOTAL	**47**		**94**

Table 63 above displays the SVC contents of the 3rd and the 4th year coursebooks. Based on Table 63 above, it is possible to say that the range and the number of SVC samples increased in both books. However, considering the fact that the actual number of words counts in each coursebooks is over 67.000 (36.929 +30.981) words, the SVC samples given above take up only a very small portion of the entire word content of both course books. On this note, I think that the existence of a relatively very small number of SVCs (141) signifies the difficulties of any possible connection between the students and the SVCs. Moreover, the majority of the types of SVC samples used are only 6, these being "*take notes (9), give information (17), make an announcement (7), have a breakfast (6), make a debate (5) and take note* (5)". The SVC samples used commonly in the coursebooks are the samples used for instructional purposes rather than for the contextual framework. This further increases the possibility that the actual and purposive usages of SVCs are fewer. The important point to be discussed here is the lack of possible correspondence between these relatively very few number of SVC samples and the subjects` exposure to them while they were in highschool. In the retrospective protocols, a few of them reported exposure to these multi-word combinations in their highschool years. However, the scarcity of the SVC samples in the current classroom materials makes this correspondence less likely for the entire subject population.

In Table 64 below, it is possible to see all the SVC samples that appear in all the course books from A1-1 to A2-3 levels. It is interesting to note, however, that majority of the SVC types are the ones used for instructions. The most frequently used SVCs are "*give information", "take note*" and "*do correction*" which occur more than 65 times in the entire course book. The number of the tokens for the first 7 SVCs in Table 63 is 114 out of 284. This means that support verb constructions, or in more general terms, multi-word combinations were not given a priority role or importance, nor were they taught on a regular basis.

The relatively fewer number and range of the support verb combinations in the highschool coursebooks of the National Education Ministry implies that the subjects of this dissertation were deprived of learning about the collocational nature of the English language in their language education in their high school years, which, in turn, resulted in a

backdrop on which they could only express themselves in writing through the range of words based on the notion of the "Open-choice principle".

Table 64: Document Analysis of All SVCs in the Course Books of Ministry of National Education (MNE)

All books	Number of Occur.	All books	Number of Occurrence
Give information	25	Do shopping	1
Take notes	21	Do a work	1
Do correction	21	Do research	1
Have a breakfast	14	Do a list	1
Give advice	11	Do cleaning	1
Give instruction	11	Do operation	1
Make comparison	11	Get hurt	1
Make an announcement	7	Get relaxed	1
Have a look	6	Give a hand	1
Go shopping	6	Give answer	1
Do exercise	5	Give an explanation	1
Make a debate	5	Have a drink	1
Have a picnic	6	Have a plan	1
Give a presentation	6	Have effect	1
Make description	6	Have meeting	1
Make interview	6	Have a nap	1
Make prediction	6	Have a rest	1
Make presentation	6	Have a snack	1
Take turns	7	Have break	1
Get dressed	7	Have a chat	1
Give/take direction	7	Have restriction	1
Have an argument	7	Make apology	1
Make a difference	7	Make change	1
Make a suggestion	7	Make fires	1
Take care of	7	Make research	1
Do a project	2	Make purchase	1
Have experience	2	Make a mistake	1
Have lunch	2	Make meeting	1
Have a shower	2	Take a look	1
Make a list	2	Take a nap	1
Make a surprise	2	Take a tour	1
Make a plan	2	Take a shower	1
Make a decision	2		
Make complaint	2		
Make speech	2		
Give suggestion	2		
Give recommendation	2		
TOTAL		**284**	

In principle, the lexical focus in the language education books of the National Education Ministry towards the open choice principle is perfectly acceptable on the condition that the lexical choices are shared with the notion of the "Idiom Principle" which emphasizes the phraseological aspects of the English language and states that words and words combinations play an important role in the English language.

The data obtained through document analysis showed that the SVC content of highschool books published by the National Education Ministry is limited in scope and range. As the researcher of this dissertation, I believe that this limited exposure and emphasis on SVC usage brought about such consequences as a lack of awareness and knowledge about the collocational nature of English on the parts of the students.

CHAPTER FIVE

5. RESULTS AND DISCUSSION

5.1. Results and Discussion

In this study, both qualitative and corpus-based quantitative research methods were used. However, the quantitative data obtained through questionnaires and corpus based comparisons did not allow for in-depth explanation of SVC use, the SVC development of the subjects and the ways students learn SVCs in their courses. For this reason, qualitative data was also incorporated in the design of the study. The qualitative data collected complemented the findings of the quantitative data. In order to analyze retrospective protocols, encoded categories for the samples' retrospective accounts were analysed. Moreover, the analysis of the students` diaries and document analysis complemented to the research findings.

This discussion chapter seeks to revisit the research questions stated in the introduction of this dissertation as well as provide pedagogical implications and suggestions for further research that will further investigate the uses and functions of SVCs in light of the lexicology and phraseology perspectives. As stated in Chapter 1, the research questions that served as the foundation of this dissertation include:

1. What is the overall frequency of acceptable Support Verb Construction (SVC) usages in the academic essays of tertiary level EFL learners?

   a. Does the quantification measures between KTUCALE and BAWE corpora yield to significant overuse and underuse in terms of SVC?

2. What are the most common support verb construction misuses typically made by the tertiary level EFL learners in their academic essays?

   b. Is there any unusual use of SVC in the KTUCALE corpus?
   c. What is the extent of deviation, if any, as the proficiency levels of the students increased?

3. How do these support verb constructions patterns change in terms of quantity and variation as the proficiency level of Turkish EFL learners increase?
4. How did Turkish EFL learners learn SVC, if any, in their language classrooms so far during their previous language education?

   d. To what extent are EFL students aware of the existence of the SVCs in English?

5. To what extent, did their previous language education in high school influence their SVC use?

   e. What is the EFL students` language learning background in terms of SVCs?
   f. Do their highschool English coursebooks contain any SVC structures?

5.2. Discussion of the First Research Question

1. What is the overall frequency of Support Verb Construction (SVC) use in the academic essays of the tertiary level EFL learners?

   a. Does the quantification measures between KTUCALE and BAWE corpora yield to significant overuse and underuse in terms of SVC?

The first main question asked the level of overall frequency of Support Verb Construction (SVC) use in the academic essays of tertiary level EFL learners. In order to quantify the number of SVCs, percentages and frequencies were used and NNS and NS corpora were compared in terms of SVC content.

The analysis of the overall frequencies in the learner corpus suggests that in general EFL learners do not show a numerical difference from native academic corpus writers in support verb construction (SVC) use. However, the range and the frequency of SVCs are limited to only a few common SVC structures. This finding is consistent with the findings in Waibel (2007) and Gilquin (2011) in that the language learners whose native languages (L1) are rich in collocations and word combinations are more likely to frequently use word combinations. The BAWE corpus included more word combinations than the learner corpus but within the scope of the analysis, only those support verb construction samples found in both corpora were taken for analysis. Naturally, the number of these SVCs was limited. L2 proficiency was surely an important factor in this process. In other words, if non-native speakers have good language proficiency and mastery it will be possible that they may produce more SVCs in their writing. Table 5.1. below shows the total number of SVCs in both corpora before the normalization procedure was applied.

Table 65: The Total Number of SVCs in Both CORPORA

SVCs	KTUCALE	BAWE
make	113	674
take	144	1105
have	92	977
do	24	37
give	42	102

In addition to overall frequencies, the distribution of SVC items in the corpus is equally important in data analysis. In learner corpus studies, it is generally the case that the obtained frequencies give us a general picture of group performance. Similarly, the existing SVC samples found in the analysis of KTUCALE were not rich in terms of range and scope. For example, many SVC combinations in KTUCALE were used only once or twice in a corpus as large as five hundred thousand tokens. The scarce use of SVC combinations may be owed to the fact that Turkish EFL learners prefer terminological tendency, which is based on the use of individual words rather than word combinations and phrases. I think terminological tendency is also brought to their minds by the lexical structure of their L1, which is quite compatible and suitable for individual words. The

tendency towards using the single word tokens lends itself to the limited number occurrence and variety of the SVC tokens in KTUCALE.

The overall sporadic use of many SVCs, on the other hand, indicates that the subjects may have made unconscious decisions to use a specific word combination in the context of writing. A direct transfer of a given SVC sample from a book, article or newspaper may have occurred. When the subjects were asked about this in their retrospective protocols, they reported that they had used them without a conscious effort to do so. These findings do not concur with the findings of Schmitt and Redwoods (2011) who observed that "the general trend of high frequency in the number of collocations leads to a greater chance of learning collocations to a productive degree of mastery" (Schmitt and Redwood 2011: 184). It also indicates that there is always a possibility that the use of SVCs is likely to present a false high level due to considerably frequent use of the SVC items by a limited number of individual learners. This may result in a distorted picture of written corpus performance and hence undermine the reliability of the results.

In this dissertation, support verb constructions (SVC) that begin with such verbs as "have, make, take, give and do" were used as the basis of investigation and the selection of these verbs concurs with the Chi Man-lai et al.'s study (1994), which analysed native and non-native speaker writing by using the head verbs "have, make, take, do and get" in a one-million word corpus containing essays by (intermediate to advanced) learners of English with L1 Chinese. Kaszubski (2000), also, investigated the same verbs, and compared collocational uses of these verbs to their use in other environments. He found out that learners produced fewer collocations, with relatively smaller number of highly overused items which are particularly frequent in English. Granger (1998a) and Lorenz (1999) analyzed adverb and adjective combinations in advanced learner data and found that learners presented a general underuse of collocations. The samples used by the learners were mainly those with equivalent forms in the subjects` L1. Lorenz (1999) found that learners in the study underused more restricted collocations but overused certain less restricted ones. Among the reasons for the underuse or overuse of certain collocations, their desire to be original and expressive came first. This result concurs with the results of this present study in that the samples of this study, too, stated that they used SVCs in order to attract attention from the reader.

Another study by Howarth (1996) investigated the verb-noun combinations in a corpus written by non-native speakers with different L1s and compared them to combinations in native speaker writing. He found that learners used fewer collocations than native speakers and that there was no correlation between the general proficiency of a learner and the number of the collocations used.

What should be concluded from all the research findings above is that using word combinations and collocations is a problematic issue for second or foreign language learners and that learners use generally fewer collocations than native speakers (Howarth 1996; Kaszubski 2000; Granger 1998c; Lorenz 1999) with the caveat that learners overuse a limited number of common collocations as a result of L1 equivalents (Kaszubski, 2000).

5.3. Discussion of the Second Research Question

2. What are the most common support verb construction misuses typically made by the tertiary level EFL learners in their academic essays?

   a. Is there any unusual use of SVC in the KTUCALE corpus?
   b. What is the extent of deviation, if any, as the proficiency levels of the students increase?

The second main research question was about the most common support verb construction misuses typically made by tertiary level EFL learners in their academic essays. The main finding was that in spite of the fact that the learners developed ideas for academic essays, the way they used words was limited to a few common SVC types as a linguistic feature while they were intending to convey a meaning. In the scope of the study, the analysis related to the deviations in the use of SVC was done with the Turkish-speaking learners of English and the verb-noun (SVC) combinations in the academic essays of EFL learners were investigated. The investigation was based on a learner corpus (KTUCALE), which contained slightly over 500.000 words that were analysed. The extraction of the support verb constructions was done manually and more than 130 SVC samples were found.

Table 66: The Problematic SVC Samples in KTUCALE with Wrong Verbs

SVC misuse	Have	make	give	Do-take
Wrong verb	Have a profit	Make a crime	Give harm	Do joke
	Have an attempt	Make exercise	Give tendency	Do knowledge
	Have a comfort	Make an experiment	Give hazard	Do comment
	Have a fingerprint		Give pain	Take reaction
	Have a resemblance	Make a test	Give punishment	Take into account
		Make search		
	Have a torture	Make an excitement	Give challenge	Take consideration
	Have harm		Give limit	
		Make boastful	Give expectation	Take protect
	Have precautions	Make benefit		
	Have experiment	Make unrest		
	Have education	Make a question		
	Have exemplification	Make effect		
		Make grade		
		Make benefit		

Wrong verb-noun combinations (SVC) such as "have a profit", "make a crime", and "do joke" and "take consideration" were selected for analysis. The reason for selecting these SVC samples was that they were both common and difficult for the EFL learners and especially important because of the fact that they form the basis of communication by conveying the intended message (Bahns, 1993: Howarth, 1996: Lombard, 1997; Howarth 1996, Altenberg 1993). A total of 39 unacceptable SVC samples were found manually in the KTUCALE. The majority of these unacceptable SVCs were made with "have" and "make" (n: 24).

Table 67: The Problematic SVC Samples in KTUCALE with Wrong Nouns

SVC misuse	Have	Make-do	give	take
Wrong noun	Have experiment	Make an Experiment	Give expectation	Take a hand
	Have torture			
	Have habitation	Do action		
	Have a resist			

A close scrunity of the wrong SVC samples showed that the verb complements were wrong (i.e. make a crime, give harm, make benefit…). In some other examples, there were mistakes with the near-synonym (i.e. make a search /do a search, make a test/ do a test…). These findings are consistent with the findings of Lombard (1997), who did a manual search of the non-native collocations in a corpus of 78,000 words produced by 8 students. She found that the major type of mistake was the use of near-synonyms. Possible blending of L1 structures and L1 inerferences were also observed in the KTUCALE as frequent sources of mistakes. The use of "make" and "have" as head verbs with wrong complements such as "make benefit" or "have harm" or "have profit" provide evidence for the existence of possible L1 interference as well as blending., which is a process of lexical selection in which the speakers or the writers use their semantic knowledge while chosing words (Nesselhauf, 2004).

The use of incorrect prepositions with a few verb+noun complementations was also observed in the analysis. Instead of "take something into consideration", several learners mistakenly used "take into consideration something". There were a few preposition problems with the "take into account something" instead of "take something into account".

There were also problems with the wrong noun complementation as extracted from KTUCALE. Especially, the base verb "have" presented several problematic combinations with wrong noun complementation. Obviously, the verb "have" has many usages and forms with which various combinations are possible. However, some of these combinations were complemented with incorrect nouns such as "have an experiment, have torture, have a resist" instead of "have a trial, have a pain, have a resistance". The possible reason for this blending may be that the base word "have" has various usages with different nouns in English and it is possible that the learners may have mistakenly supplemented a wrong noun, probably thinking that the noun would fit in well with the base word or that the similar combination exists in L1. These findings are consistent with the findings of Altenberg and Granger (2001), who found that noun complement mistakes were made more than others in the essays of EFL learners.

5.4. Discussion of the Third Research Question

3. How do these support verb constructions patterns change as the proficiency level of Turkish EFL learners increase?

The third main research question investigated the extent of change in the support verb construction (SVC) patterns as the proficiency level of Turkish EFL learners increase. In order to qualify the amount of change in the number of SVCs, corpus-based comparisons, diaries and questionairre findings were employed.

The question of whether the language level of EFL learners is an important factor behind the SVC use is a long-standing question. Past research related to this issue presents diverse and contradictory findings and results. There are some studies, for instance, which strongly indicate that the use of SVC or multi-word combinations is directly related to proficiency (Zhang 1993; Al-Zahrani, 1998). Zhang (1993) emphasized that L2 learners face problems while writing and the difficulties of using multi-word combinations or collocations are among the most frequent problems. He even claimed that the use of multi-word combinations or collocations is among the factors distinguishing good and poor L2 writings. The knowledge of collocations or the combinative nature of English language may help learners produce much better writing. Similary, Pei (2008) found an increase in the use of collocations from beginners to more advanced learners in the China context. Several other researchers such as Bonk (2001), Gyllstad (2007) and Revier (2009) also found increases in the use of multi-word combinations among different levels. According to Laufer and Waldman (2011), there were differences and improvements among the three proficiency levels in terms of collocational use and the advanced levels of learners produced more collocations.

On the other hand, there are other studies that claim that there is no relation between the use of collocations and L2 proficiency (Bahns and Eldaw 1993; Howarth 1996). In their investigation of German advanced EFL students' productive knowledge of English *verb+noun* collocations, Bahns and Eldaw (1993) concluded that the use of multi-word combinations or collocations was a problem not only for lower level learners but also for advanced learners (p. 102).

In the present study, the comparison was made between upper-intermediate (B1) and advanced (B2) EFL learners whose essays were compiled in the KTUCALE corpus while the SVC data was being separated and analysed.

Table 68: Comparison of SVC Use Across the Two Levels

	Upper-Intermediate		Advanced	
	Freq.	Num. of Occurence	Freq.	Num. of Occurence
Make	14	24	24	59
Take	9	70	8	137
Give	7	17	8	25
Do	4	15	7	12
Have	14	35	15	75

In the analysis, the first comparison was made with the word "make" and the result shows that the number of SVC occurences with "make" was very limited with the exception of "make a mistake" and "make use of". Upper-intermediate learners used a total of 14 SVCs and the majority of these SVCs used were not more than once or twice in the entire corpus with the exception of "make a test", which was used 7 times. This sporadic use of SVCs is enhanced in the advanced learners who used SVCs 17 times but the number of occurrences of each SVC was not limited to once or twice. Among these, the most common ones were "make a mistake", "make use of", "make progress" and "make a connection". This relatively more frequent use of correct SVCs may be attributed to the subjects` language level, though I believe that there may be other factors as well. For instance, it may be quite possible that the subjects` decisions to use the SVCs were unconscious as was stated by several samples in the protocol data.

The second comparison was made with the word "take" and the result shows that the number of SVC occurrences with "take" was very limited with the exception of "take care of ", "take into account", "take into consideration", "take note" and "take risk". Upper-intermediate learners used a total of 9 SVCs and the majority of these SVCs used were not more than a few times with the exception of "take care of", which was used 35 times, and "take into account", which was used 10 times. In the case of advanced learners the fewer SVCs were used but with more occurrences. Among these, the most common

one was "take care of "which was used more than 100 times. The reason for this is that the combination has a wide popularity and world-wide recognition among Turkish EFL learners. When learners were asked about this combination in their retrospective protocols they responded that they considered this combination as a structural and compositional unit regardless of its collocational nature.

The third comparison was made with the base word "give" and the result shows that the number of SVC occurrences with "give" was very limited. Upper-intermediate learners used a total of 7 SVCs and the majority of these SVCs were used no more than a few times. In the case of advanced learners, only 8 SVCs were used but with more occurences. Among these, the most common ones were "give permission" and "give information", which were used more than 15 times together. The reason for the scarcity of the SVCs with "give" may be that the combination has a wide popularity and world-wide recognition among Turkish EFL learners. When learners were asked about this combination in their retrospective protocols they responded that they considered this combination as a structural and compositional unit regardless of its collocational nature.

The fourth comparison was made with the word "have" and the result shows that the number of SVC occurrences with "have" was relatively more than the other SVCs. Upper-intermediate learners used a total of 14 SVCs and the majority of these SVCs were used no more than a few times with the exception of "have an effect" which was used 8 times. In the case of advanced learners, a total of 15 SVCs were used but with more occurrences. Among these, the most common occurrences were with "have an effect" and "have impact", which occurred 34 times together.

The final comparison was made with the base word "do" and the result showed that the number of SVC occurrences with "do" was also very limited.with no exception. Upper-intermediate learners used only four SVCs and the number of occurrences was 15. The scarcity of the SVCs continued with advanced learners as well, with 7 SVCs samples that were used a total of 12 times. This relatively limited use of SVC combination indicates that the EFL academic writers repertoire is very limited in terms of "do" constructions. The use of "do" as a single word, however, was very common in the KTUCALE corpus, exceeding

one thousand tokens (n: 1042) and thus it is possible to conclude that terminological tendency was dominant in their papers.

The distance between Turkish and English language (L1-L2) and, the blending of L2 structures with L1 influence may be among other important factors which account for the difficulties of SVC use. Blending is a process in lexical selection, by which a writer or a speaker uses his or her semantic knowledge while choosing a word or word combination and it is a "frequent source of mistake" for L2 learners (Nesselhauf, 2004: 7).

The questionairre findings related to the question under discussion indicated a close connection between language proficiency and SVC use. More than 73 % of the subjects stated that SVC use would lead to a better English, and this is consistent with the past research findings that were covered earlier on this topic.

Diary findings also seem to concur with the questionnaire data in that there are many factors behind SVCs development and use for EFL students. The factors were grouped under four main titles, these being, pedagogical, personal, psychological and motivational factors (Lakshmy and Lee, 2002). Within the personal factors, "the lack of background knowledge" was the single highest factor with a percentage of 76 %. This indirectly means that the subjects` present language level is not enough to use SVCs properly and they need for a better language proficiency in order to use SVCs.

5.5. Discussion of the Fourth Research Question

4. How do students learn SVC in their language classrooms?

   a. To what extent are EFL students aware of the existence of SVCs in English?

The fourth research question investigated the ways in which EFL students learn SVC in their language classrooms. In order to quantify the number of SVCs, the data from the questionnaire was employed.

In the questionnaire, several questions were asked of the respondent in an attempt to reveal the ways they learn SVCs in their lessons. The first question asked about their possible contact with SVCs in lessons. In Table 69 below it can be seen that more than half of the students (57%) come across SVCs in their lessons. Together with the "always" item, this percentage rises to 90 %, which is an significant percentage. From this proportion, it is possible to conclude that the subjects are aware of the fact that they are frequently exposed to the multi-word combinations in their lessons.

Table 69: Awareness towards SVCs

	Always (%)	Sometimes (%)	Total (%)
SVC correspondence in lessons	33	57	90
Teacher effect	23	54	77
Course contribution	32	53	85

The second question asked whether teachers consciously make any effort to bring attention to the use of SVCs. The result showed that more than half of the students (54%) stated that they "sometimes" were reminded of probable SVC structures in their lessons. Together with the "always" item, this percentage again rises to a very high level (77%). From these findings, it is possible to claim that the students are often exposed to the combinative nature of the English language.

The final question asked the contribution of particular courses to the learning of SVCs in lessons. 85 % of the respondents stated that their lessons contributed to the learning of SVCs in some ways. When asked which lessons contributed most, they responded that academic writing (57 %) and translation (44%) courses were the top contributors. The first two courses were followed by reading and textual analysis courses (28 %). As stated before, there is no need to consider this result with caution since the first two courses are the ones the students were most productive in terms of SVCs.

In spite of the fact that the majority of learners responded to the above questions positively, there was still a limited number of students who rarely or never experienced any SVC exposure in their lessons. This discrepancy may be due to the fact that these

respondents may not have observed their lessons and teachers with a specific focus to SVCs and they may not have been aware of the existence and importance of these SVCs and thus may not have made any conscious effort to keep track of them in their courses so far.

As regards the source of learning SVCs, a majority of the students (63%) responded that they noticed multi-word combinations or support verb constructions in their course books, novels and academic articles they read so far in their lessons. I think that this result seems logical since the course books and the reading of novels and articles may have provided them with ample opportunities to encounter word combinations. Another 43% of students proposed songs, TV shows and movies as sources for SVC learning. It is interesting to note that the role and the power of visual media on the learners` collocational development is very important since this provides the learners with a natural and suitable atmosphere outside of class time to learn collocations. Songs seem to have provided a sustained motivation for the students in their raising awareness towards the combinations and actually lexical development.

Responses to the question of what they should do in order to learn more SVCs, showed that 48 % of the students who responded to this question preferred reading and writing activities to improve their knowledge of multi-word combinations. 25 % of the samples reported that watching movies with subtitles and listening to songs were sources of SVC learning. It can be seen that there is a consistency between the protocol and questionairre results in that the "watching movies" option received the second highest frequency of the protocol samples. Diary data was also consistent in that the subjects were reading books and novels and watching movies to develop themselves in terms of SVCs.

Nearly half of the respondents (44%) preferred to use multi-word combinations because they helped create impressive and effective writing. This finding is also consistent with the protocol findings in that the protocol samples demonstrated the use of SVCs in order to create impressive and attractive texts. Only four subjects preferred to use SVCs because they were necessary for academic writing. .

Data on to the extent of the awareness of subjects for the existence of SVCs in the English language was compiled through retrospective protocol, which was done with 23 subjects, half of them from the higher group (as classified according to the Oxford online placement exam). Out of 23 protocol samples, 12 (55%) samples responded that they were "frequently" using SVCs while writing and 6 (six) others "generally or usually" (Protocol 4). 75 % of the protocol samples responded that they used SVCs in their writing and this finding indicates a relatively high level of SVC awareness. Another protocol question (Protocol 6) asked about the correctness of SVCs. 15 respondents (65 %) stated that they utilized dictionary searches before using SVCs in their writing. Five (5) respondents stated that they consulted COCA corpus and another five stated that they used their background knowledge of SVCs while writing. The fact that the subjects used dictionaries, COCA corpus and background knowledge appropriately indicates a conscious effort to do so. The final protocol question (Protocol 7) asked about the reasons why the subjects used the existent SVCs in their writing. "Attracting or impressing the audience with the quality of writing by the addition of SCVs" was the dominant factor as expressed by 7 respondents in the protocol. This was followed by a "conveying the meaning" factor as expressed by other six (6) respondents. When the first two factors are combined, a total of 13 respondent selected "attracting and conveying meaning" as the main reasons for using SVCs in their writing.

5.6. Discussion of the Fifth Research Question

5. Do previous language learning experiences influence learners` SVC use?

   a. What is the EFL students` language learning background?
   b. Do their highschool English coursebooks contain any SVC structures?

The final research question asked whether the subjects` previous language learning experiences influenced their SVC use or not. In order to quantify the number of SVCs, percentages and frequencies as well as qualitative data were used. Based on the protocol and document analysis findings it is possible to say that the participants' previous English language education in their highschools seldom offered opportunities to learn an SVC or to notice English words in the form of combinations. When their coursebooks were analysed,

it became possible to observe that students were learning English mainly through grammar rules, and their writing experiences were limited to producing short texts rather than pursuing an authentic composition process. The subjects` previous training in terms of writing and collocational competence was very rare. Accordingly, academic writing conventions, both linguistic and organizational remain a huge challenge for the EFL learners whose writing backgrounds are poor. The use of appropriate words and word combinations are, therefore, even more challenging issues.

The responses given to the protocol questions related to the influence of previous language experiences indicate that the respondents (70%) have close familiarity with SVCs through a variety of sources, such as courses, reading books, watching movies, newspapers amd magazines. A limited number of respondents, also, stated that they improved in terms of SVCs while reading academic articles, speaking with native speakers, and listening to music.

The respondents were also asked about their previous exposure to SVCs. 9 out of 23 responded that they were exposed to SVCs in high school. This finding is consistent with the document analysis findings that the previous English coursebooks contained several SVC samples, though limited in number and range. Almost an equal number of other respondents, however, stated that they were not in any way exposed to SVCs in high school. The fact that high school coursebooks contain several SVCs does not mean that the learners necessarily directed their attention to learning them. Most probably they may not have even noticed these SVCs as important nodes to be learned, unless their teachers emphasized the need for learning them. I think that because of the limited SVC content, these samples may have gone unnoticed by the learners. Only, four subjects reported having been exposed to SVCs in the university.

The questionnaire data also shed lights on the background knowledge of the subjects. From the questionnaire, data it is clear that 96 % of respondents received writing instruction in their previous education. It is also clear from the findings that a majority of the subjects received writing instruction in university prep class (87.5%) and in their first years in the form of an expository writing course, which is offered by the KTU English Department in the first year of the school curriculum. A few subjects reported to have

written instruction in highschool. The students also reported that they (77.5%) watch movies outside of school in order to improve writing skill. Due to the relatively high percentage of this option, it is possible that the subjects made a general evaluation of all four language skills and responded to this question with a focus to language skills in general rather than writing only; watching movies for improving writing skills seems to be too much of a generalization or indirect way of improving writing. Another 65 % of the respondents reported that they did translations in order to improve the skill. Considering the fact that doing translation will increase awareness towards the internal structure of the English language, it may be a contributing factor for the development of structural knowledge of the subjects in terms of sentence formation and clausal relationships among the sentences. Thus, their structural competency may contribute positively in their writing and help them produce correct grammatical sentences. 64 % of the respondents read "newspapers in English" and 62.5 % of them listen to "English songs" to improve their English. It may be true that newspaper reading is a good contributor to the development of SVCs but the high frequency of the "listening to songs" option may hint at generalization of the learning English in general rather than a specific answer to the question. 54 % of the subjects read books and novels in order to improve their writing skill and 43 % of them memorized words in an attempt to develop their writing. 24 % of them played internet games and 12.5 % of them carried out other activities such as chatting with their friends from other countries, writing in their own blogs, studying collocations and idioms, and keeping diaries.

The students also reported that they benefit most from learning new words and sentence structures when they study English outside of school. They also reported that they benefited from translation and grammar rules as well. Slightly more than one-third of the subjects (32%) reported that they know and consciously learn word combinations when they study extracurricularly. The protocol samples also spoke positively about collocation learning within and outside of school. However, a close corpus-based analysis of their academic writing papers revealed that they used a relatively fewer number of support verb constructions than the actual amount.

With regards to language learning background, the subjects stated that they had met the given SVCs quite a lot in their study so far. They were entirely familiar with the given

211

SVCs and reported a large scale usage of these SVCs in their writing. The given SVCs were "have a look, take something into consideration, take action, make an arrangement, make a decision, make an effort, and give an answer". I think that the given SVCs were chosen from among popular ones and it is quite reasonable that the sample SVCs were familiarized to the subjects almost immediately, However, the subjects` exposure to and proficiency in SVCs is limited to a certain number of multi-word collocations.

The subjects were asked about the sources of SVC knowledge. They stated that they noticed the existence of the contructions from movies, television programs and songs. Almost an equivalent number of the subjects reported that they noticed SVCs from the course books, novels and articles they read as part of school work.

Table 70: Where Did They First Notice SVCs?

		%
The sources of SVC?	Tv shows, movies, songs	43
	Course books, novels, articles	63
	Newspapers	18

The role and the power of visual media on learners` collocational development is interestingly high but the share of school work and foreign songs are still significant factors in raising awareness of EFL learners towards the combinations and actually lexical development.

The subjects also regarded reading and writing activities as the appropriate means by which to improve their knowledge of multi-word combinations. 25 % of the samples reported that watching movies with subtitles and listening to songs were primary resources for learning SVCs. This result is consistent with the protocol results in that "watching movies" option received the highest frequency of the protocol samples. The remaining samples (18%) learned SVCs from speaking and listening to natives, translation activities and the use of dictionaries. It can be seen that the responses given to these questions seem consistent with the responses elicited through the other data collection procedures. In the protocol data, for example, the use of reading materials also received a good number of

selections from the samples. Diary data was also consistent in that the subjects were reading books and novels and watching movies to develop themselves in terms of SVCs.

The question of whether or not the subjects` highschool English coursebooks contained any SVC structures required the investigation of the highschool coursebooks in terms of SVC content. The investigation indicated that a total of 70 SVC samples were used in the entire content of the English coursebooks from Prep class, 9th grade, 10th grade, 11th grade and 12th grade in levels A1-1, A1-2, A2-1, A2-2 and A2-3. This is, I think, quite small in both number and scape, and the first 25 SVCs were used more than a few times in the entire content. The others, however, were used no more then once or twice and this indicates a lower likelihood of a correspondence between the learners and SVCs. Considering the fact that majority of the existent SVCs were "*give information, take note and do correction*", they occurred more than 65 times in the entire coursebooks. This indicates a low level of focus on the SVCs in the coursebooks which are prepared by the National Education Ministry and are currently used in state schools. It seems that the tendency towards using English words with a focus to the "Open-choice principle" rather than "Idiom Principle" seems to have become dominant in the observed teaching materials. The result of this lack of focus and "open-choice" principle philosophy of the teaching materials seems to have resulted in a failure by EFL students to appreciate the importance of using word combinations in written language. It is also the case that the English EFL learners have hard time using these SVCs beyond a few common samples, which should be taken as exceptions.

CHAPTER SIX

6. CONCLUSION

6.1. Overview of the Study

As stated previously, the central concern of this study is to investigate the overall frequency of Support Verb Construction (SVC) use in the academic essays of tertiary level EFL learners and the most common support verb construction misuses typically made by the tertiary level EFL learners in their academic essays as well as the extent to which these support verb constructions patterns can be observed to change as the proficiency level of Turkish EFL learners increase.

To this end, corpus data was collected from 120 EFL students who are currently studying in the English Department of Karadeniz Technical University. Their academic essays were compiled and an academic learner corpus called KTUCALE (Karadeniz Technical University Corpus of Academic Learner English) was created. This learner corpus was compared with a reference corpus the British Academic Written English (BAWE) corpus in terms of SVC content. Finally, a log-likelihood significance test was applied and significant overuses and underuses in the KTUCALE corpus were reported.

In addition to corpus based contrastive analysis of the two corpora, the samples of the study were, also, given a questionnairre which included questions regarding their previous experience in writing, lexical preferences and awareness towards SVCs and perceptions towards writing. In order to analyze the questionnaire data, descriptive statistical techniques such as frequencies and percentages were used. Open ended questions were analyzed qualitatively by creating thematic codes and grouping the related items under the relevant themes.

Diaries were also analyzed qualitatively by classifying the related themes under several categories such as pedagogical, personal, psychological and motivational factors. Each factor was analyzed by presenting frequency data as well as describing what it meant for the students` SVC use.

Finally, a document analysis was carried out for the purpose of finding out any probable previous correspondence with SVCs. The highschool English coursebooks (prep-9th.-10th.-11th.-12th.) were searched in detail for any possible SVCs content. As a result, a limited number of SVC samples were found, However, the possible correspondence between the students and the SVC content remained limited to a relatively low number of the samples.

This dissertation, which focused on the contrasts between native and non-native performance in academic writing in terms of SVCs, may give a clearer understanding of the difficulties that EFL writers encounter and offers a potential basis for pedagogically useful conclusions. The recognition of the differences between both native and non-native corpora in terms of SVCs may have helped students become aware of their SVC choices. From a language learning and teaching perspective, however, I believe that there is certainly a need to raise students` awareness towards the collocational nature of the English language that can be used in academic writing. Turkish EFL learners overuse some words and word combinations and underuse others. For example, they overuse such combinations as "have effect", "do research", "take care", "give direction" or "give permission". On the other hand, they underuse such combinations as "take something into account", "have an influence", " make a decision" or " have access". This needs to be balanced and, therefore, awareness raising activities are needed.

Within the framework of this dissertation, another interesting point was that, based on the protocol data, it seemed that there is a positive correlation between the writing proficiency of the learners and the use of multi-word combinations. Considering the fact that some EFL learners lack collocational competence, which is obvious in their written productions, there is a need for integrating collocations into the writing syllabus of the department of English at KTU. Failure to do so may lead to problems in developing lexical proficiency of the EFL learners.

As a result of this study, it became obvious that EFL students are usually incompetent in writing, and they use wrong word combinations or inappropriate words in their writing. There is an immediate need for them to consider the associative meanings of words as well as learn to use correct word combinations to write properly. For this to happen though, I believe that EFL learners need to improve their proficiency in writing by raising their lexical competence in general, and collocational competence specifically. As one component of collocations, support verb constructions (SVC) are popular in the English language and EFL learners are expected to incorporate them into their writing, which may be possible through the learning of pre-fabricated chunks.

6.2. Pedagogical Implications for EFL Students

The findings of the study provide significant pedagogical implications for EFL students for the learning of collocations, multi-word combinations and support verb constructions. First of all, the EFL learners were observed to have problems with using collocations. For this reason, I believe that there is need for NNSs to learn more contextualized and advanced academic vocabulary, and collocations in an attempt to develop their lexical competence to a considerable level to improve their writing in English (Hinkel, 2002). There may be a need for developing an "Academic Collocation List" that will be compiled on the basis of corpus data to meet the specific collocation needs of EFL learners all over the world. It is, also, obvious that developing a collocational syllabus would be very necessary, since this would be very helpful for the quick learning of word-combinations in various forms. Analysis of the collocational structure of the English language, as the main focus of the syllabus, needs to be designed for EFL learners. "English Collocations in Use" (2005) a textbook by McCarthy and O`Dell is a good example for a collocation-based syllabus.

Secondly, EFL learners seem to have problems considering the idiomatic (idiom principle) nature of English language. The fact that the application of the idiom principle into written texts constitutes a huge challenge needs to be dealt with seriously. According to Hoey (2005) when an EFL learner learns a new word or word group he should also learn its frequent surrounding words and what grammar it is likely to have. Therefore, I believe

that there is need for new studies which investigate how EFL learners cope with pre-fabricated chunks of words in English.

Another implication of this study may be that Turkish EFL learners within the scope of this dissertation could produce a number of acceptable support verb constructions in their academic essays in spite of the fact that several assumptions have been put forward so far related to the difficulty of using these SVCs in their writing. This was partly because of the differences in L1 and L2. I believe that, non-nativeness and L1 factors are important but there may be other factors as well behind the reported difficulties of SVC development and use. Thus, there is need to conduct further study dealing with all other factors behind SVC development as well.

Finally, I think that there is need for teaching expository and academic writing through a collocational approach and the necessary guidelines combining collocation teaching and writing teaching must be established. The main focus of the guidelines should be awareness raising acitivities targeted toward word combinations. EFL teachers need to encourage their learners and draw their attentions to the use of collocations in writing. My conviction is that this may happen, if the EFL learners are exposed to as many words as possible in order to develop their lexical competency, including single words and word combinations.

6.3. Limitations of the Study

This study has some limitations. First of all, the study is limited to students registered at only one state university in Trabzon, and so, other advanced level tertiary level EFL students did not participate in this study. For this reason, the results of this study cannot be generalized to all advanced level university students in Turkey.

Secondly, despite the accessibility of a wide range of topics (e.g., collocations, phrasal verbs, grammar, discourse markers, cohesion), this study was strictly limited to investigating lexical aspects of the writings of advanced level Turkish students of English as a foreign language. This means that no other aspects (e.g. pragmatics, discourse markers, syntax) were targeted in this study.

Thirdly, this study was devoted solely to the learners' written SVC use. So, no attempts were made to get at the spoken discourse in any part of this study. Subjects' residency is another limitation to the study; no writing samples were employed in this corpus if the participant ever lived in an English-speaking country.

Finally, I believe that, it would be ideal if expository essays by EFL students were also included in the present study. This would make it easier to understand whether the students were using SVCs in their five paragraph arqumentation essays more often and would give us a more comprehensive picture of their knowledge of SVCs.

6.4. Directions for Further Research

Based on the results of this dissertation, I provide some suggestions of what types of further studies may add to the understanding of the nature of collocations and their use in students writing:

First of all, the analysis made in this dissertation of EFL learners' use of collocations in writing is not enough. A great deal of research still needs to be conducted in order to gain a better understanding of how SVCs and some highly frequent multi-word combinations, fixed and semi-fixed phrases, lexical bundles and other collocational framework function in texts.

Secondly, I think that the study of collocations should not be the only aspect of lexical studies in spite of the fact that collocational knowledge presents evidence of the foreign langage proficiency. Collocational competence is a sign of lexical competency, which, in turn, presents evidence for language proficiency. However, I believe there is a further need to explore other aspects of language and the extent to which knowing them contributes to the overall language development of EFL learners.

Thirdly, a fuller study would call for other types of essays as well. I conducted questionnaires and retrospective protocols with EFL learners but I did not incorporate teachers' thoughts, expectations, or perceptions of a well-written essay in terms of word usage into the study. It would be ideal if a larger scale study were carried out by

incorporating teachers, learners, course books and school curricula as well. Such a detailed study, I believe, would reveal other significant facts related to the perceptions and attitudes of all parties towards the collocational nature of the English language.

In addition, further research could be done in terms of identifying phrases that are content and discipline-specific so that they can be better known by students in appropriate contexts. Moreover, if you consider that the collocations exist in different types along a continuum, there may be a need to make a distinction among them as weak, medium and strong collocations. A follow-up study which investigates the learning of collocations needs to be done with a special focus on various sub-sets of collocations.

Finally, in an attempt to confirm the findings of this dissertation and to find out whether the obtained SVCs are specific to academic language, there is need to compare the findings with those obtained from the analysis of other general or specialized corpora such as LOCNESS, ICLE , COCA or BNC.

REFERENCES

Adel, Annelie and Erman, Britt (2012**), "**Recurrent word combinations in academic writing by native and non-native speakers of English: A lexical bundles approach", **English for Specific Purposes**, 31 (2), 81-92.

Aijmer, Karin (2002), "Modality in advanced Swedish learners' written interlanguage" in S.H. Granger, J. Petch-Tyson, S. (Ed.), **Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching,** 6, (55-76). Philadelphia: John Benjamins.

Al-Btoosh, Mousa (2004), **Interlanguage Lexicology of Arab Students of English a Computer Learner Corpus-Based Approach**, Unpublished doctoral dissertation, University of Texas at Arlington, Texas.

Algeo, John (1995), "Having a look at the expanded predicate" in **The Verb in Contemporary English**, B. Aarts and C.F. Meyer (eds), (203–217), Cambridge: Cambridge University Press.

Akimoto, Minoji (1989), **A Study of Verbo-nominal Structures in English**, Tokyo: Shinozaki Shorin.

Allan, Rachel (2009), "Can a graded reader corpus provide 'authentic' input?", **ELT Journal Volume** 63(1), Oxford University Press.

Allerton, David J. (2002), **Stretched Verb Constructions in English**, London and New York: Routledge.

Altrichter, Herbert, Posch, Peter and Somekh, Bridget (1996), **Teachers Investigate Their Work; An introduction to the Methods of Action Research**, London: Routledge.

Altenberg, Bengt and Granger, Sylviane (2001),"The grammatical and lexical patterning of 'make' in native and non-native student writing", **Applied Linguistics**, 22, 173-194.

Altenberg, Bengt (2002), "Using bilingual corpus evidence in learner corpus research" in S. Granger, J. Hung, and S. Petch-Tyson (eds), **Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching,** (37-54), Amsterdam: John Benjamins.

Altenberg, Bengt and Granger, Sylviane (2001), "The grammatical and lexical patterning of MAKE in native and non-native student writing" **Applied Linguistics**, 22 (2), 173–194.

Altenberg, Bengt (1993), "Recurrent verb-complement constructions in the London-Lund Corpus" in Jan Aarts, Pieter de Haan, and Nelleke Oostdijk (Eds.), **English Language Corpora: Design, Analysis and Exploitation. Papers from the Thirteenth International Conference on English Language Research on Computerized Corpora**, Nijmegen 1992, (227–245). Amsterdam: Rodopi.

Alsop, Sian and Nesi, Hilary (2009), "Issues in the development of the British Academic Written English (BAWE) corpus", **Corpora**, 4(1), 71–83.

Al-Zahrani, Mohammed Said (1998), **Knowledge of English Lexical Collocations Among Male Saudi College StudentsMajoring in English at a Saudi University**, (PhD).Ann Arbor,MI: UMI.

Andreou Georgia and Galantomos, Ioannis (2008),"Teaching idioms in a foreign language context: preliminary comments on factors determining Greek idiom instruction", Thessaly University. Retrieved from http://www.metaphorik.de/15/andreou-galantomos.pdf.

Arber, Sara (1993), "The Research Process" in Gilbert, N. (Ed.), **Researching Social Life,** London: Sage Publications.

Aston, Guy (2000), "Corpora and Language Teaching" in L. Burnard and T. McEnery (Eds.), **Rethinking Language Pedagogy from a Corpus Perspective** (7–17), Frankfurt: Lang.

Atkins, Sue and Clear, Jeremy (1992), "Corpus design criteria", **Literay and Linguistic Computing** 7 (l), l-16.

Bahns, Jens (1993),"Word partnerships – Kollokationsübungen für dieWortschatzarbeit", **Zielsprache Englisch**, 23 (3), 7–12.

Bahns, Jens and Eldaw, Moira (1993), "Should we teach EFL students collocations?" **System**, 21 (1), 101–114.

Bailey, Katleen M., and R.Ochsner (1983), "A Methodological Review of the Diary Studies: Windmill Tilting or Social Science?" in K.M. Bailey, MR. Long, and S. Peck (eds.), **Second Language Acquisition Studies,** (188-198), Rowley, Mass: Newbury House.

Barlow, Mathew (2005), "Computer-based analyses of learner language" in R. Ellis and G. Barkhuizen (eds), **Analysing Learner Language** (335–357), Oxford: OUP.

Barnbrook, Geoffrey (1996), **Language and Computers: A Practical Introduction to the Computer Analysis of Language**, Edinburgh: Edinburgh University Press.

_____(2007), "Sinclair on Collocation", **International Journal of Corpus Linguistics**, 12(2), 183-199.

Beaugrande, Robert de (2001), "If Iwereyou..., Language Standards and Corpus Data in EFL", **Revista Brasileira de Lingufstica Aplicada,** 1 (117-154).

Belz, Julie (2004), "Learner corpus analysis and the development of foreign language proficiency"**, System,** 32(4), 577-591.

_____(2005), "Telecollaborative Foreign Language Study: A Personal Overview of Praxis and Research", in D. Hiple and I. Thompson. Honolulu, Hawaii: **National Foreign Language Resource Center.**

Belz, Julie and Vyatkina, Nina (2005), "Learner corpus research and the development of L2 pragmatic competence in networked intercultural language study: The case of German modal particles", **Canadian Modern Language Review**, 62(1), 17-48.

Benson, Morton, Benson, Evelyn. And Ilsen, Robert (1986), **The BBI Combinatory Dictionary of English: A Guide to Word Combination**s, Amsterdam/Philadelphia: John Benjamins.

Best, John. and Kahn, James (1998), **Research in Education (8th edition),** USA: A Viacom Company.

Biber, Douglas (1988), **Variation Accross Speech and Writing**, Cambridge: Cambridge University Press.

Biber, Douglas (1993), "Representativeness in Corpus Design", **Literary and Linguistic Computing,** 8 (4), 243 – 257.

Biber, Douglas et al. (1998), **Corpus Linguistics: Investigating Language Structure and Use**, Cambridge: Cambridge University Press.

Bloomfield, Leonard (1984), **Language**, New York and Chicago: The University of Chicago Press, Chicago.

Bogaards, Paul and Laufer, Batia (2004), **Vocabulary in a Second Language, Selection, Acquisition and Testing**, Amsterdam: John Benjamins.

Bolly, Catherine (2009), "The acquisition of phraseological units by advanced learners of French as an L2: High frequency verbs and learner corpora" in E. Labeau and F.Myles (Eds.), **Revisiting Advanced Learner Varieties: The Case of French**, Oxford: Peter Lang.

Bonk, Wiliam J. (2001), "Testing ESL learners' knowledge of collocations", in T. Hudson and D. Brown (Eds.), **A focus on Language Test Development: Expanding the Language Proficiency Construct Across a Variety of Tests,** (113-142). Honolulu: University of Hawaii.

Byrd, Patricia (1997), Grammar FROM Context: re-thinking the teaching of grammar at various proficiency levels. Web document available at:http://jalt publications.org /old_tlt /files/97/dec/byrd.html.

Can, Cem (2009), "İkinci Dil Edinimi Çalışmalarında Bilgisiyar Destekli Bir Türk Öğrenici İngilizcesi Derlemi: Icle'nin Bir Altderlemi Olarak Ticle", **Dil Dergis**i, (144), 16-34.

Carter, Ronald (1987), **Vocabulary: Applied Linguistics Perspectives**, London: Routledge.

Caulley, Darrel (1983), "Document analysis in program evaluation", **Evaluation and Program Planning,** 6, (19-29).

Chan, Tun-pei and Liou, Hsien-Chin (2005), "Effects of web-based concordancing instruction on EFL students' learning of verb – noun collocations", **Computer Assisted Language Learning**, 18(3), 231-251.

Chomsky, Noam (1962), Untitled paper given at the Third Texas Conference on Problems of Linguistic Analysis in English, 1958, 159. Austin: University of Texas.

_____(1965), **Aspects of the Theory of Syntax**, Boston, MA: MIT Press.

Chi, Amy et al. (1994), "Collocational problems amongst ESL learners: A corpus-based study" in **Entering Text**, L. Flowerdew and A. K. Tong (eds), (157–165), Hong Kong: University of Science and Technology.

Cobb, Tom (1997), "Is there any measurable learning from hands-on concordancing?", **System**, 25(3), 301–315

_____(1999), "Applying Constructivism: A Test for the Learner-as-Scientist", **Educational Technology Reasearch and Development,** 47 (3), 15-31.

_____(2003), "Analyzing late interlanguage with learner corpora: Québec replications of three European studies", **The Canadian Modern Language Review**, 59(3), 9393-423.

Cohen, Louis and Manion, Lawrence (1986), **Research Methods in Education**, London: Croom Helm.

_____ (1994), **Research Methods in Education**, London: Routlage.

Conrad, Susan (1999), "The importance of corpus-based research for language teachers", **System**, 27, (1-18).

_____(2000), "Will corpus linguistics revolutionize grammar teaching in the 21st century?", **TESOL Quarterly**, 3 (34), 548-560.

Corder, Stephen Pit (1967), "The significance of learners' errors", **International Review of Applied Linguistics**, 5, 161-170.

Cortes, Viviana (2002), 'Lexical bundles in Freshman composition', in Reppen, R., Fitzmaurice, S. M. and Biber, D. (eds), **Using Corpora to Explore Linguistic Variation,** (131–45), Amsterdam: John Benjamins,

Cowie, Antony and Howarth, Peter (1996), "Phraseology, a Selected Bibliography", **International Journal of Lexicography,** 9 (1), 38-51.

Daller, Helmut et al. (2003), "Lexical richness in the spontaneous speech of Bilinguals", **Applied Linguistics**, 24 (2), 197–222.

Danlos,Laurence (1992), "Support verb constructions. Linguistic properties, representation, translation", **Journal of French Linguistic Study** 2, 1–32.

Davies, Alan (1991), **The Native Speaker in Applied Linguistics,** Edinburgh: Edinburgh University Press.

_____(2003), **The Native Speaker: Myth and Reality,** Clevedon: Multilingual Matters.

Durrant, Philip, and Schmitt, Norbert (2009), "To what extent do native and non-native writers make use of collocations?", **IRAL**, 47, 157–177.

Ellis, Rod (1994)**, The Study of Second Language Acquisition,** Oxford: Oxford University Press.

Engwall, Gunnel (1994), " Not chance but choice: criteria in corpus creation", in Atkins, G. and Lmpolli, A. (eds), **Compulational Approaches to the Lexicon**, Calderon Press, Oxford, (19-82).

Erman, Britt (2009), "Formulaic language from a learner perspective: What the learner needs to know", in B. Corrigan, H. Quali, E. Moravcsik, and K. Wheatley (Eds**.),** **Formulaic Language** , (27–50), Amsterdam: John Benjamins.

Erman, Britt and Warren, Beatrice (2000), "The idiom principle and the open choice principle", **Text, an Interdisciplinary Journal for the Study of Discourse**, 20(1), 29–62.

Erzerberger, Christian and Prein, Gerald (1997), "Triangulation: Validity and empirically based hypothesis construction", **Quality and Quantity**, 31, 141-154.

Evans, Stephan and Green, Christopher (2006), "Why EAP is necessary: a survey of Hong Kong tertiary students", **Journal of English for Academic Purposes**, 6, 3–1.

Ferguson, Charles (1983), "Language planning and language change" in J. Cobarrubias and J. Fishman (eds), **Progress in Language Planning**. Berlin: Mouton.

Firth, John (1957), **Papers in Linguistics, 1934-1951**. London: Oxford University Press.

Firth, John (1957), "A synopsis of linguistic theory 1930-55: Studies in Linguistic Analysis, Philological Society" in F. Palmer (Ed.), (1968), **Selected papers of J. R. Firth** 1952-59 (168-206). Bloomington and London: Indiana University Press.

Fligelstone, Steeve (1993), "Some Reflections on the Question of Teaching from a Corpus Linguistics Perspective", **ICAME Journal** 17, 97-109.

Flowerdew, John (1993), "Concordancing as a tool in course design", **System,** 21(2), 231-244.

_____(1999), "Problems in writing for scholarly publication in English: the case of Hong-Kong", **Journal of Second Language Writing**, 8 (3), 243–64.

Flowerdew, Lynne (2001), "The exploitation of small learner corpora in EAP materials design" in M. Ghadessy, A. Henry, and R. L. Roseberry (Eds.), **Small Corpus Studies and ELT** (363–379), Amsterdam: John Benjamins.

Foster, Patrick N. and Wright, Michael (2001), "Unique benefits of technology education to children", **Journal of Industrial Teacher Education**, 38 (2), 40-64.

Francis, Gill (1993), "A corpus-driven approach to grammar – principles, methods and examples" in M. Baker, G. Francis, and E. Tognini-Bonelli (Eds.), **Text and Technology: In honour of John Sinclair** (137-156), Amsterdam: Benjamins.

Francis, Gill et al. (1996), **Collins Cobuild Grammar Patterns 1: Verbs,** London: HarperCollins.

Fry John (1988), "Diary Studies in Classroom SLA Research: Problems and Prospects",**Jalt Journal** 9(2), 158-167.

Gabrielatos, Costas (2005), "Corpora and language teaching: Just a fling or wedding bells?", **TESLEJ** 8 (4).

Gass, Susan and Mackey, Alison (2000), **Stimulated Recall Methodology in Second Language Research,** Mahwah, NJ: Lawrence Erlbaum Associates.

Gass, Susan and Selinker, Larry (2001), **Second Language Acquisition: An Introductory Course. (2nd Ed.)**, Mahwah; New Jersey: Lawrence Erlbaum.

Genzuk, Michael (2001), "A synthesis of ethnographic research. Center for Multilingual, Multicultural Research University of Southern California", Retvieved from www-rcf.usc.edu/~genzuk/Ethnographic Research.html.

Gilquin, Gaetanelle (2001), "The integrated contrastive model. Spicing up your data", **Languages in Contrast**, 3 (1), 95–123.

_____(2011), "Corpus linguistics to bridge the gap between World Englishes and Learner Englishes", **12th International Symposium on Social Communication**, Santiago de Cuba, January, 2011, Available at: http://hdl.handle.net/2078.1/112509

Gilquin, Gaetanelle et al. (2007), "Improve your writing skills: writingsections', in Rundell, M. (editor in chief) **Macmillan English Dictionary for Advanced Learners (2nd edition).** Oxford: Macmillan Education, (IW4–IW28).

Graeme Kennedy (1998), **An Introduction to Corpus Linguistics**, London: Pearson

Granger, Sylviane (1996), "From CA to CIA and back: an integrated approach to computerized bilingual and learner corpora" in Aijmer K., Altenberg, B. and Johansson, M. (eds), **Languages in Contrast: Text-based Cross-linguistic Studies,** Lund Studies in English 88. Lund: Lund University Press, (37–51).

_____(1998a), "The computer learner corpus: A versatile new source of data for SLA research", **S. Granger** (ed), 3–18.

_____(1998b), **Learner English on Computer**, London: Addison Wesley Longman.

_____(1998c), "Pre-fabricated patterns in advanced EFL writing: Collocations and formulae" in A. P. Cowie (Ed.), **Phraseology: Theory, Analysis and Applications** (145–160), Oxford: Clarendon Press.

_____(2002), "A bird's-eye view of learner corpus research" in S. Granger, J. Hung, and S. Petch-Tyson (eds), **Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching,** (3-33), Amsterdam: John Benjamins.

Granger, Sylviane (2003), "The international corpus of learner English: A new resource for foreign language learning and teaching and second language acquisition research", **TESOL**, 37 (3), 538-546.

_____(2009), "The contribution of learner corpora to second language acquisition and foreign language teaching: A critical evaluation" in Aijmer, K. (ed.) (2009), **Corpora and Language Teaching,** 13-32, Benjamins: Amsterdam and Philadelphia:

Granger, Sylviane and Paul Rayson (1998), **Automatic Profiling of Learner Texts. Learner English on Computer**, (ed. by Sylviane Granger), 119-131, London; New York: Longman.

Granger, Sylviane et al. (2002), **Computer Learner Corpora, Second Language Acquisition, and Foreign Language Teaching**, Amsterdam: Benjamins.

Guba, Egon and Lincoln, Yvonna (1982), **Effective Evaluation,** San Francisco: Jossey-Bass Publishers.

Guy Aston and Lou Burnard (1998), **The BNC Handbook: Exploring the British National Corpus with SARA,** Edinburgh: Edinburgh University Press: Reviews.

Gyllstad, Henrik (2007), **Testing English Collocations: Developing Receptive Tests for Use with Advanced Swedish Learners**, Lund: Lund University.

Halliday, Michael.and Alexander, Kirkwood (1978), **Language as Social Semiotic: The Social Interpretation of Language and Meaning,** London: Edward Arnold.

_____"Corpus studies and probabilistic Grammar", in K. Aijmer, and B. Altenberg (Eds.), **English Corpus Linguistics** (30-43), London, New York: Longman.

Henry, Alex and Robert L. Roseberry (Eds.) (2001), **Small Corpus Studies and ELT** (207-236), Amsterdam: John Benjamins.

Hinkel, Eli (2004), **Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar,** Mahwah, NJ: Lawrence Erlbaum Associates.

Hill, Archibald (1962), **The Third Texas Conference on Problems of Linguistic Analysis in English**, Austin: University of Texas Press.

Hoey, Michael (2000), "A world beyond collocation: New perspectives on vocabulary teaching" in M. Lewis (Ed.), **Teaching Collocations: Further Developments in the Lexical Approac**h, (224-245), Hove, UK: Language Teaching.

Howarth, Peter (1996), **Phraseology in English Academic Writing. Some Implications for Language Learning and Dictionary Making**, Tübingen: Niemeyer.

_____ (1998), "Phraseology and second language proficiency", **Applied Linguistics,** 19(1), 24–44.

Howell-Richardson, Christina and Parkinson, Brian (1988), 'Learner diaries: possibilities and pitfalls' in P. Grunwell (Ed.), **Applied Linguistics in Society**, (74-79), London: CILT/BAAL.

Hunston, Susan (2002), **Corpora in Applied Linguistics,** CUP: Cambridge

_____(2002), "Pattern grammar, language teaching, and linguistic variation" in R. Reppen, S. Fitzmaurice and D. Biber (Eds.), **Using Corpora to Explore Linguistic Variation** (167-86), Amsterdam: John Benjamins

Hunston, Susan and Francis, Gill (2000), **Pattern Grammar. A Corpus-driven Approach to the Lexical Grammar of English,** Amsterdam/Philadelphia: John Benjamins Publishing Company.

Jablonkai, Reka Ratkaine (2010), **A corpus-linguistic Investigation into the Lexis of Written English EU Discourse: An ESP Pedagogic Perspective**, Unpublished doctoral dissertation, Faculty of Pedagogy and Psychology, Eötvös Loránd University, Budapest.

Jackson, Howard and Zé Amvela, Etienne (2007), "Words, Meaning, and Vocabulary: An Introduction to Modern English Lexicology", **Continuum,** 2007.

Jordan, R. R. (1997), **English for Academic Purposes. A Guide and Resource Book for Teachers**, Cambridge, Cambridge University Press.

Jourdenais, Renee (2001), "Cognition, Instruction and Protocol Analysis" in P. Robinson (Ed.), **Cognition and Second Language Instruction**, New York: Cambridge University Press, 354-375.

Kasper, Gabriele and Rose, Kenneth, (2001), "Introduction", in K. Rose and G. Kasper, (Eds.), **Pragmatics in Language Teaching,** (1-9), Cambridge: Cambridge University Press.

_____(2002). **Pragmatic Development in a Second Language,** Malden, MA: Blackwell.

Kaszubski, Przemek (2000), **Selected Aspects of Lexicon, Phraseology and Style in the Writing of Polish Advanced Learners of English: A Contrastive, Corpus-based Approach**, Unpublished PhD Thesis, Adam Mickiewicz University, Poznań.

Kennedy, Claire and Miceli, Tiziana (2001), "An evaluation of intermediate students' approaches to corpus investigation", **Language Learning and Technology,** 5(3), 77-90.

Kennedy, Graeme (1998), **An Introduction to Corpus Linguistics**, London and New York: Longman.

_____ (2003), "Amplifier Collocations in the British National Corpus: Implications for English Language Teaching", **TESOL Quarterly**, 37 (3), 467-487.

Kilgarriff, Adam (2005), "Language is never, ever, ever random", **Corpus Linguistics and Linguistics Theory,** 1(2), 263-275.

Krajka, Jaroslaw (2007), "Corpora and Language Teachers:From Ready- Made to Teacher-Made Collections", **CORELL:Computer Resources for Language Learning** 1, (36-55).

Krenn, Brigitte (2000), **The Usual Suspects. Data-oriented Models for Identification and Representation of Lexical Collocations**, Saarbrücken: German Research Center for Artificial Intelligence.

Krishnan, Lakshmy A, and Hoon, Lee Hwee (2002), " Diaries: Listening to 'voices' from the multicultural classroom", **ELT Journal**, 56, 227-239.

Labuhn, Ute (2001), **Von Give a Laugh bis Have a Cry. Zu Aspektualität und Transitivität der V+N Konstruktionen im Englischen**, Frankfurt: Peter Lang.

Lado, Robert (1957), **Linguistics Across Cultures,** Ann Arbor: University of Michigan Press.

Lakshmy, A. Krishnan and Lee, Hoon (2002), "Diaries: listening to 'voices' from the multicultural classroom", **ELT Journal,** 56(3), 227-239.

Laufer, Batia and Waldman, Tina (2011), "Verb-noun collocations in second-language writing: A corpus analysis of learners' English", **Language Learning,** 61(2), 647-672.

Leech, Geoffrey (1992), "Corpora and theories of linguistic performance", in J. Svartvik (Ed.), **Directions in Corpus Linguistics,** (105–122), Berlin: Mouton de Gruyter.

Lewis, Michael (1997), **Implementing the Lexical Approach: Putting Theory into Practice,** Hove, England: Language Teaching Publications.

_____ (2000), **Teaching Collocation. Further Developments in the Lexical Approach,** Hove: LTP.

_____(1993), **The Lexical Approach: The State of ELT and a Way forward**. Hove, England: Language Teaching Publications.

Levelt, Williem and Johannes Maria (1989), **Speaking: From Intention to Articulation**. Cambridge, MA: MIT Press.

Leech, Geoffrey (1991), "The state of the art in corpus linguistics" in K. Aijmer, and B. Altenberg (Eds.), **English Corpus Linguistics,** (8-29), London, New York: Longman.

_____(1998), 'Preface', in Granger, S. (ed.), **Learner English on Computer.** London and New York: Addison Wesley Longman.

Lombard, Robin Janine (1997), **Non-Native Speaker Collocations: A Corpus-Driven Characterization from the Writing of Native Speakers of Mandarin**, Unpublished PhD Thesis, Ann Arbor, MI: UMI.

Lorenz, Gunter R. (1999), **Adjective Intensification – Learners Versus Native Speakers. A Corpus Study of Argumentative Writing**, Amsterdam and Atlanta: Rodopi.

Lin, Huifen and Fang, Yuehchiu (2009), "Virtual dialogue: Native and non-native English speakers' input on measured written performance", **The International Journal of Learning**, 16 (3), 451-463.

Ljung, Magnus (1991), "Swedish TEFL meets reality" in Johansson, S. and, Stenstr6m, A-B. (eds), **English Computer Carpa Selected Papers and Research Guide**, (245-96), Mouton de Gruyter, Berlin and New York.

Louw, Bill (1993), "Irony in the text or insincerity in the writer? – The diagnostic potential of semantic prosodies" in M. Baker, G. Francis, and E. Tognini-Bonelli (Eds.), **Text and Technology: In Honour of John Sinclair** (157-176), Amsterdam and Philadelphia: John Benjamins.

Manning, Christopher and Hinrich Schütze (1999), **Foundations of Statistical Natural Language Processing,** Cambridge, MA: MIT Press.

Mark, Kevin L. (1998), "The significance of learner corpus data in relation to the problems of language teaching", **Bulletin of General Education**, 312, 77–90.

Martinez, Iliana A. (2005), "Native and Non-Native Writers' Use of First Person Pronouns in the Different Sections of Biology Research Articles in English"**, Journal of Second Language Writing,** 14 (3), 174-190.

McCarthy, Michael (2001), **Issues in Applied Linguistics,** Cambridge: Cambridge University Press.

McCarthy, Michael J. and Carter, Ronald (2004), "This that and the other: Multi-word clusters in spoken English as visible patterns of interaction", **Teanga** 21, 30–52.

McCarthy, Michael and O'Dell, Felicity (2005), **English Collocations in Use,** Cambridge: Cambridge University Press.

McEnery, Tony and Wilson, Andrew (2001), **Corpus Linguistics (2ⁿᵈ. ed.),** Edinburgh: Edinburgh University Press.

McEnery, Tony and Kifle Nazareth, A (2002), "Epistemic modality in argumentative essays of second-language writers", in J. Flowerdew (Ed.), **Academic Discourse** (182-195). London: Longman, Pearson Education.

McEnery, Tony and Hardie, Andrew (2011), **Corpus Linguistics: Method, Theory and Practice**, Cambridge University Press, Cambridge.

Meunier, Frederic (2000), **A Computer Corpus Linguistics Approach to Interlanguage Grammar: Noun Phrase Complexity in Advanced Learner Writing**. Université Catholique de Louvain: Unpublished PhD dissertation.

Meunier, Fanny (2002), "The pedagogical value of native and learner corpora in EFL grammar teaching", in S. Granger, J. Hung and S. Petch-Tyson (Eds.), **Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching,** (119-142), Amsterdam: John Benjamins.

Milton, John and Hyland, Ken (1999), "Assertions in students' academic essays: A comparison of L1 and L2 writers", in R. Berry, B. Asker, K. Hyland, and M. Lam (Eds.), **Language Analysis, Description and Pedagogy,** (147-161), Hong Kong: HKUST.

Mukherjee, Jayanta (2005), "The native speaker is alive and kicking -linguistic and language pedagogical perspectives", **Anglistik,** 16 (2), 7–23.

Munn, Pamela, and Drever, Eric (1995), **Using Questionnaires in Small-Scale Research: A Teacher's Guide,** The Scottish Council for Research in Education.G.B.

Nachmias, Chava Frankfort and Nachmias, David (1996), **Research Methods in the Social Sciences**, London: Martin Press, Inc.

Nation, Paul and Waring, Robert (1997), "Vocabulary size, text coverage and word lists" in Schmitt, N. and Nation, P. (eds), **Vocabulary: Description, Acquisition and Pedagogy**. Cambridge: Cambridge University Press, (6–19).

Nation, Paul (2001), **Learning Vocabulary in Another Language**, Cambridge: Cambridge University Press.

Nesselhauf, Nadja (2004), **Collocations in a Learner Corpus,** Amsterdam: John Benjamins.

Nickel, Gerhard (1968), "Complex verbal structures in English", **International Review of Applied Linguistics** 6, 1–21.

Nunan, David (1992), **Research Methods in Language Learning,** Cambridge: Cambridge University Press.

Oakes, Michael (1998), **Statistics for Corpus Linguistics,** Edinburgh: Edinburgh University Press.

O'Donoghue, Thomas and Punch Keith (2003), **Qualitative Educational Research in Action**: **Doing and Reflecting**, London: Routledge.

O'Keeffe, Anne et et al. (2007), **From Corpus to Classroom, Cambridge,** Cambridge University Press.

Oppenheim, Abraham Naftali (1992), **Questionnaire Design, Interviewing and Attitude Measurement,** London: Pinter Publishers.

Paikeday, Thomas M. (1985), **The Native Speaker is Dead!**, Toronto and NewYork: Paikeday.

Partington, Alan (1998), **Patterns and Meanings: Using Corpora for English language Research and Teachin**g, Amsterdam: John Benjamins.

Pei, Cao (2008), "Review of empirical studies on collocations in the field of SLA", **Celea Journal**, 31(6), 72-81

Ragan, Peter (2001), "Classroom use of a systemic functional small learner corpus" in Mohsen Ghadessy, Alex Henry and Robert Roseberry (Hrsg.), **Small Corpus Studies and ELT**, Amsterdam: Benjamins, (207-236).

Revier, Ri L. (2009) "Evaluating a new test of whole English collocations", in A. Barfield and H. Gyllstad (Eds.), **Researching Collocations in Another Language: Multiple Interpretations,** (125-138), Basingstoke: Palgrave Macmillan.

Reynolds, Dudley W. (2005), "Linguistic correlates of second language literacy development: evidence from middle-grade learner essays", **Journal of Second Language Writing**, 14, (19-45).

Richards, Jack C. and Rogers, Theodere. S. (2001), **Approaches and Methods in Language Teaching** (2nd ed.), Cambridge, England: Cambridge University Press.

Richards, Jack C. and Schmidt Richard (2002), **Longman Dictionary of Language Teaching and Applied Linguistics**, 3rd edition, London: Longman.

Robson, Christine (1993), **Real World Research: A Resource for Social Scientists and Practitioner Researchers,** Oxford: Blackwell Publishers.

Römer, Ute (2005), **Progressives, Patterns, Pedagogy. A Corpus-driven Approach to English Progressive Forms, Functions, Contexts and Didactics**, Amsterdam: Jonh Benjamins.

Römer, Ute (2008), "Corpora and language teaching" in AnkeLüdeling and MerjaKytö (Ed.), **Corpus Linguistics An International Handbook** (Vol.1), Walter de Gruyter · Berlin · New York.

Schmied, Josef (1993), "Qualitative and quantitative research approaches to English relative constructions", in Souter, C. and Atwell, E. (Eds.) **Corpus Based Computational Linguistics,** (85-96), Amsterdam: Rodopi.

Schmitt, Norbert (ed.) (2004), **Formulaic Sequences**, Amsterdam: Benjamins.

Schmitt, Norbert and Redwood, Stephen (2011), "Learner knowledge of phrasal verbs: A corpus-informed study", in F. Meunier, S. De Cock, G. Gilquin and M. Paquot (Eds.), **A Taste for Corpora. A Tribute to Professor Sylviane Granger.** Amsterdam: John Benjamins, (173–208).

Scott, John (2006), **Documentary Research,** London, Sage Publications Ltd.

Selinker, Larry (1972), "Interlanguage", **International Review of Applied Linguistics,** 10, 209-231.

_____ (1992), **Rediscovering Interlanguage,** London: Longman.

Selinker, Larry and Lakshmanan, Usha (1992), "Language transfer and fossilization: The Multiple Effects Principle", in Gass, S. and Selinker, L. (Eds.), **Language Transfer in Language Learning**, Rowley, MA: Newbury House.

Sinclair, John (1987), "The nature of the evidence", in J. McH. Sinclair (ed.) **Looking Up: An Account of the COBUILD Project in Lexical Computing**, (50-159), London: Collins.

_____ (1990), **Collins COBUILD English Grammar London**: Harper Collins

_____ (1991), **Corpus, Concordance, Collocation,** Oxford University Press, Oxford.

_____ (1996), "The search for units of meaning", **Textu**s, 9, 75-106.

_____(1996), "EAGLES. Preliminary recommendations on Corpus Typology", Retrieved from http://www.ilc.pi.it/EAGLES96/corpustyp/corpustyp.html

_____(2001), "Preface", in M. Ghadessy, A. Henry, and R. L. Roseberry (Eds.), **Small Corpus Studies and ELT,** (vii–xv). Amsterdam: John Benjamins.

Sinclair, John (2005), "Corpus and text - basic principles", in M. Wynne (Ed**.), Developing Linguistic Corpora: A Guide to Good Practice** (1-16). Oxford: Oxbow Books. Retrieved from from: http://ahds.ac.uk/linguistic-corpora/.

Sinclair, John and Renouf, Antoinette (1988),"A lexical syllabus for language learning", in Carter and M. McCarthy R. (eds), **Vocabulary and Language Teaching,** (140–160), London and New York: Longman.

Siyanova, Anna and Schmitt, Norbert (2008), "L2 learner production and processing of collocation: A multi-study perspective", **The Canadian Modern Language Review**, 64(3), 429-458.

Stein, Gil (1991), "The phrasal verb type 'to have a look' in Modern English" **International Review of Applied Linguistics**, 29, 1–19.

Stevens, Vance (1991), "Concordance-based vocabulary exercises: A viable alternative to gap-filling", **ELR Journal**, 4, 47-61.

_____(1995), "Concordancing with language learners: Why? When? What?", **CAELL Journal** 6(2), 2-9.

Stubbs, Michael (1996), **Text and Corpus Analysis,** Oxford: Blackwell.

_____(2001), "Texts, corpora, and problems of interpretation: A response to Widdowson", **Applied Linguistics**, 22(2), 149-172.

Sun, Y.-C.,and Wang, Lu-Yang (2003), "Concordancers in the EFL classroom: Cognitive approaches and collocation difficulty", **Computer Assisted Language Learning**, 16(1), 83-94.

Sun,Yu-Chih (2007), "Learner perceptions of a concordancing tool for academic writing", **Computer Assisted Language Learning**, 20(4), 323-343.

Taiwo, Rotimi (2004), "Helping ESL Learners to Minimize Collocation Errors", **The Internet TESL Journal**, 10(4).

Tobin, Gerald A., and Begley, Cecily. M. (2004), "Methodological rigour within a qualitative framework", **Journal of Advanced Nursing** 48(4), 388-396.

Tognini-Bonelli, Elena (2001), **Corpus linguistics at work**. Amsterdam: John Benjamins.

Tribble, Christ. and Jones, Glyn (1990), **Concordancing in the Classroom,** Harlow: Longman.

Waibel Birgit (2007), **Phrasal Verbs in Learner English: A Corpus-based Study of German and Italian Students**, Unpublished doctoral dissertation, Freiburg: Albert-Ludwigs-Universität Freiburg.

Weber, Robert Philip (1990), **Basic Content Analysis,** second edition. Newbury Park, CA: Sage.

Widdowson, Henry G. (2000), "On the limitations of linguistics applied", **Applied Linguistics,** 21(1), 3-25.

Van Lier, Leo (1988), **The Classroom and the Language Learner: Ethnography and Second Language Classroom Research,** London: Longman, Inc.

Varley, Steve (2009), "I'll just look that up in the concordancer: Integrating corpus consultation into the language learning environment", **Computer Assisted Language Learning**, 22(2), 133-152.

Zeyrek, Deniz (2001), "Perspectives in professional growth. A study on the diaries of undergraduate ELT students", **English Language Teaching Forum**, 39,8-14.

Zeyrek, Deniz et al. (2013), "Turkish Discourse Bank: Porting a discourse annotation style to a morphologically rich language", **Dialogue and Discourse**, 4(2), 174-184.

Zhang, Xin (1993), **English Collocations and Their Effect on the Writing of Native and Nonnative College Freshmen**, Unpublished doctoral dissertation, Indiana University of Pennsylvania, Pennsylvania, USA.

Zughoul, Muhammad Raji (1991), "Lexical Choice: Towards writing problematic word lists", **International Review of Applied Linguistics,** 29, 45-60.

APPENDIX

Appendix A: EFL Student Questionnaire

Dear Students,

 The aim of this questionnaire is to find out university- level EFL students' perceptions towards the use of support verb constructions in their language classes and to investigate the effective factors that help them use these multi–word constructions. Your corporation would be much appreciated. The questionnaire is anonymous; you do not need to put your name on the form. Your responses will be kept confidential. Thank you for your participation and cooperation.

 Ali Şükrü ÖZBAY

Karadeniz Technical University

Part A

1.*Gender:* a) Male b) Female

2.*Age:*   a) 17-18 b) 19-20 c) 21-23 d) 24 and above

3. **What is your mother tongue**:   a) Turkish   b) Others ………………

4. Birth of place: …………………………..

5. I have been in this department for:
         a) less than a year
         b) 1year
         c) 2 years
         d) 3 years
         e) 4 years

6. Previous graduation record:	Institution-Year	7. How many foreign languages do you know?
Primary school		*English*
High school		*French*
University		*German*
		Others...

7. Have you ever been abroad?   Yes No

8. If yes, which country did you go and how long did you stay there?
....

9. How often do you write?

Always   Sometimes   Rarely   Never

10. Have you received writing instruction so far? YES   NO

11. If yes, when did you have writing instruction?

   a.   High school prep class
   b.   University prep class
   c.   University 1. year expository writing
   d.   Private course or lesson
   e.   Individual study
   f.   Abroad experience
   g.   *Others (specify please) ……………..*

12. **What do you do in order to imcprove your *writing* skill <u>outside of school</u>?** *)*
   a.   Reading newspapers in English
   b.   Reading books, novels in English
   c.   Watching movies in English
   d.   Playing Internet games
   e.   Listening to English songs
   f.   Memorizing words
   g.   Making translations
   h.   *Others (please specify) ………………..*

Part C
13. I benefit most from studying English<u>outside of school</u>in terms of learning …………
(**1**=Most Important; **7**=Least Important)

	1 = (most imp.)	> 2	> 3	> 4	> 5	> 6	7 = (least imp.)
a. words							
b. multi-word comb.							
c. sentence structure							
d. grammar rules							
e. pronunciation							
f. speech rate							
g. translation of texts							
Others (please specify)...							

	14. Have you ever met the below <u>multi-word constructions</u> while studying English so far?		15. If you have, how often do you use them while <u>writing</u>?			
Multi-word const.	✓ **Yes**	✓ **No**	**Always**	**Sometime**	**Rarely**	**Never**
have a look						
Take sth. into consider. *take a breath* *take action*						
make an arrangement *make a decision* *make an effort*						
offer an apology						
run a risk						
give an answer						

16. Where did you see these multi-word constructions? (Books, movies, etc…)

17. What do you think <u>you should do</u> to learn the above multi-word constructions and others?

18. How often do you <u>prefer using</u> multi-word constructions while writing?
        Always   Sometimes   Rarely   Never

19. Why or why not? ……
…….

	Always	**Somets.**	**Rarely**	**Never**
20. How often do you come across to these multi-word constructions *in your lessons?*				
21. Do the *teachers* ask you to *use* these constructions while writing or speaking in English?				
22.To what extent do you think your *lessons* contribute to you for <u>learning these constructions?</u>				

23. Which *lessons* contributed to you most in learning these multi-word constructions and <u>HOW</u>?
………
……………………………………………………………………………………………………
Part D
24. Please feel free to add any comments and ideas about:
(Bu kisim Turkce yazilabilir. Ayrica sorularin hepsini kapsayacak tek bir cevap da yazabilirsiniz)

1. Bu coklu kelime gruplarinin kullanimi sizce onemli mi?
2. Bunlari yazi yazarken neden <u>kullaniyoruz</u> yada <u>kullanmiyoruz</u>?
3. Sizce *dil seviyesi* ile bu coklu kelime gruplarinin kullanim arasinda ilişki var mi? Varsa kisaca aciklar misiniz? Ornegin eğitim hayatinizin hangi yilinda bu yapilari fark ettiniz? Nasil oldu bu farkedis sureci?
4. Hazirliktan bu yana aldiginiz tum derslerde bu konuya vurgu yapildi mi?
………
………
………
………

Appendix B: Oxford Online Placement Test Results

Last name	First name	Score	Time taken	CEF	Date taken	Status	Score	Time taken	Use of English	Score	Time taken	List.
					Oxford Online Placement Test (1)			Use of English: (1)			Listening: (1)	
Akıl	Hatice	49	00:38	B1	29.05.2012	Normal	50	00:15	B1	48	00:22	B1
AKKAYA	SONER	40	00:28	A2	29.05.2012	Normal	50	00:15	B1	29	00:13	A2
Aksu	Firuze	22	00:35	A2	29.05.2012	Normal	32	00:13	A2	12	00:21	A1
Aktürk	Neslihan	27	00:31	A2	29.05.2012	Normal	21	00:12	A2	33	00:19	A2
ALTUNTAŞ	ZEYNEP	35	00:39	A2	30.05.2012	Normal	35	00:16	A2	34	00:22	A2
APAYDIN	HATUN	36	00:43	A2	29.05.2012	Normal	38	00:19	A2	34	00:24	A2
ARAS	ONUR	51	00:40	B1	29.05.2012	Normal	51	00:17	B1	52	00:22	B1
ARMUTCU	BERNA	30	00:53	A2	30.05.2012	Normal	40	00:28	B1	19	00:24	A1
Aslan	İlhami	44	00:43	B1	31.05.2012	Normal	46	00:18	B1	41	00:25	B1
ASLAN	Ayşe	19	00:30	A1	30.05.2012	Normal	19	00:16	A1	20	00:13	A1
ata	ismail	29	00:31	A2	30.05.2012	Normal	44	00:17	B1	13	00:13	A1
ayaz	nihal	49	00:35	B1	31.05.2012	Normal	61	00:20	B2	36	00:14	A2
Aydemir	Tuncer	55	00:28	B1	29.05.2012	Normal	62	00:16	B2	47	00:12	B1
Aydın	Ece	52	00:43	B1	31.05.2012	Normal	61	00:19	B2	43	00:23	B1
aysun	ayşenur	25	00:33	A2	30.05.2012	Normal	38	00:20	A2	13	00:13	A1
BAKAR	BÜŞRA	36	00:34	A2	30.05.2012	Normal	47	00:23	B1	26	00:10	A2
Balıkçıoğlu	Tenzile	71	00:46	B2	29.05.2012	Normal	63	00:18	B2	79	00:27	B2
Baltacı	Ece Burcu	76	00:45	B2	31.05.2012	Normal	82	00:22	C1	71	00:22	B2
bayhan	sema	31	00:39	A2	30.05.2012	Normal	45	00:26	B1	17	00:13	A1
BAYIR	Bahadır	41	00:27	B1	31.05.2012	Normal	38	00:13	A2	43	00:14	B1
BÜLBÜL	HÜLYANUR	18	00:45	A1	30.05.2012	Normal	24	00:19	A2	13	00:26	A1
Bulut	Soner	31	00:44	A2	31.05.2012	Normal	39	00:27	A2	23	00:17	A2
buruk	oğuz	38	00:31	A2	30.05.2012	Normal	38	00:12	A2	39	00:18	A2
BUYUKALTIN	senol	59	00:47	B1	29.05.2012	Normal	72	00:22	B2	45	00:25	B1
Büyükbaş	Sema	41	00:35	B1	31.05.2012	Normal	51	00:18	B1	31	00:16	A2
BUYUKKAVAS	GOKHAN	38	00:39	A2	30.05.2012	Normal	50	00:24	B1	25	00:14	A2
çakır	zeyna nur	15	00:43	A1	30.05.2012	Normal	24	00:28	A2	5	00:15	A1
çakmak	eymen	31	00:25	A2	31.05.2012	Normal	29	00:12	A2	34	00:13	A2
Cankurtaran	Mert	48	00:28	B1	30.05.2012	Normal	39	00:14	A2	58	00:14	B1
ÇELENK	Selim	54	00:43	B1	31.05.2012	Normal	59	00:16	B1	49	00:27	B1
çelik	yeşim	39	00:49	A2	30.05.2012	Normal	26	00:25	A2	52	00:24	B1
Çendeoğlu	Emine	49	00:39	B1	31.05.2012	Normal	45	00:14	B1	53	00:25	B1
Cerrah	Handenur	41	00:49	B1	29.05.2012	Normal	55	00:30	B1	27	00:19	A2
Çetin	Kübra	39	00:42	A2	31.05.2012	Normal	38	00:17	A2	40	00:24	B1
çiftçioğlu	gizem	35	00:48	A2	30.05.2012	Normal	46	00:27	B1	25	00:21	A2
ÇIĞLIK	Onur	25	00:33	A2	30.05.2012	Normal	31	00:19	A2	19	00:13	A1
ÇINAR	TUĞBA	43	00:47	B1	30.05.2012	Normal	40	00:24	A2	46	00:23	B1
çınar	cenk	30	00:29	A2	30.05.2012	Normal	31	00:15	A2	30	00:14	A2
CİNEMRE	Fatma	52	00:44	B1	29.05.2012	Normal	68	00:22	B2	37	00:21	A2
Çolak	Gökçe	51	00:39	B1	31.05.2012	Normal	70	00:22	B2	31	00:16	A2
CUMA	ABDULLAH	35	00:27	A2	30.05.2012	Normal	42	00:15	B1	27	00:11	A2
dağ	Hazel	38	00:39	A2	29.05.2012	Normal	47	00:21	B1	30	00:17	A2
Dağıstan	Kudret	39	00:31	A2	29.05.2012	Normal	59	00:15	B1	19	00:16	A1
dede	figen	21	00:33	A2	29.05.2012	Normal	41	00:19	B1	1	00:14	A1
Demir	Savaş	37	00:29	A2	30.05.2012	Normal	26	00:12	A2	48	00:17	B1
demiralp	ibrahim	39	00:48	A2	30.05.2012	Normal	35	00:28	A2	43	00:19	B1
DEMİRKIRAN	MERVE	46	00:44	B1	29.05.2012	Normal	59	00:26	B1	32	00:18	A2
DİNÇER	Mert	39	00:40	A2	30.05.2012	Normal	33	00:19	A2	46	00:21	B1
Doğan	Ali Samet	70	00:42	B2	29.05.2012	Normal	65	00:17	B2	76	00:24	B2
DUMAN	UGUR	25	00:43	A2	29.05.2012	Normal	38	00:24	A2	12	00:19	A1
Duru	Ayfer	20	00:49	A1	30.05.2012	Normal	21	00:26	A2	19	00:22	A1
ERGUN	SAFA	46	00:33	B1	29.05.2012	Normal	54	00:12	B1	39	00:21	A2
ERKAN	SEMRA	20	00:34	A1	29.05.2012	Normal	24	00:17	A2	15	00:16	A1
erkocu	ümran	54	00:42	B1	31.05.2012	Normal	61	00:18	B2	46	00:23	B1
GEDİZLİ	Merve	34	00:40	A2	31.05.2012	Normal	45	00:18	B1	24	00:21	A2
GENÇ	Mecnun	35	00:34	A2	31.05.2012	Normal	45	00:20	B1	24	00:14	A2
Geyik	İsmail	46	00:42	B1	30.05.2012	Normal	38	00:20	A2	53	00:22	B1
Girit	Buket	63	00:41	B2	29.05.2012	Normal	62	00:20	B2	64	00:21	B2
Güçlü	Çilem	38	00:27	A2	29.05.2012	Normal	45	00:13	B1	32	00:13	A2
Gülce	Ümmügül	20	00:41	A1	29.05.2012	Normal	36	00:20	A2	3	00:20	A1
GÜLÇEBİ	ŞAHSENEM	27	00:37	A2	30.05.2012	Normal	37	00:18	A2	16	00:19	A1
GÜNEŞ	ESMA	29	00:31	A2	30.05.2012	Normal	31	00:20	A2	28	00:10	A2
Gürsoy	Akif	43	00:33	B1	30.05.2012	Normal	42	00:20	B1	43	00:12	B1
Güzel	Müslüm	38	00:26	A2	29.05.2012	Normal	44	00:10	B1	32	00:16	A2
Hacımemis	Umut	65	00:45	B2	31.05.2012	Normal	69	00:20	B2	62	00:24	B2
İnaç	büşra	24	00:44	A2	31.05.2012	Normal	40	00:25	B1	7	00:19	A1
Kabataş	Mustafa	38	00:38	A2	30.05.2012	Normal	43	00:18	B1	33	00:20	A2
kara	saadet	43	00:41	B1	30.05.2012	Normal	47	00:24	B1	39	00:16	A2
KARA	Hilal	37	00:41	A2	29.05.2012	Normal	44	00:22	B1	30	00:18	A2
kara	aydanur	63	00:32	B2	30.05.2012	Normal	52	00:10	B1	73	00:21	B2
KARADENİZ	OKTAY	22	00:45	A2	30.05.2012	Normal	31	00:31	A2	13	00:14	A1
Karataş	Kübra	27	00:29	A2	30.05.2012	Normal	26	00:10	A2	29	00:19	A2
KARTAL	CANAN	24	00:35	A2	30.05.2012	Normal	26	00:12	A2	21	00:22	A2

kavak	tuğba	35	00:36	A2	30.05.2012	Normal	44	00:18	B1	26	00:17	A2
kaya	meltem	18	00:20	A1	30.05.2012	Normal	28	00:10	A2	8	00:10	A1
Kayali	Firat	66	00:50	B2	31.05.2012	Normal	59	00:15	B1	73	00:34	B2
kayar	Sultan	34	00:35	A2	31.05.2012	Normal	36	00:18	A2	31	00:17	A2
Keleş	Sinem	51	00:35	B1	31.05.2012	Normal	51	00:17	B1	51	00:18	B1
Keleş	Fuat	28	00:45	A2	29.05.2012	Normal	51	00:25	B1	5	00:20	A1
KESKİN	NUR	28	00:28	A2	30.05.2012	Normal	34	00:14	A2	23	00:13	A2
KILIÇ	Mücahit	41	00:43	B1	31.05.2012	Normal	27	00:22	A2	54	00:21	B1
Kocaman	Nuri	35	00:26	A2	30.05.2012	Normal	53	00:14	B1	18	00:12	A1
KONCA	SEMA	29	00:43	A2	30.05.2012	Normal	36	00:19	A2	22	00:23	A2
Kont	Mustafa	56	00:45	B1	31.05.2012	Normal	69	00:18	B2	43	00:27	B1
Korudil	Denizhan	67	00:41	B2	31.05.2012	Normal	63	00:20	B2	72	00:20	B2
KÖSEM	OZAN	54	00:38	B1	30.05.2012	Normal	66	00:19	B2	42	00:19	B1
KÜÇÜK	ÜMRAN	18	00:49	A1	30.05.2012	Normal	26	00:25	A2	9	00:23	A1
Kumaş	Buket	22	00:28	A2	29.05.2012	Normal	13	00:11	A1	31	00:16	A2
MANAV	DERYA	39	00:51	A2	31.05.2012	Normal	52	00:23	B1	26	00:27	A2
Metingil	Nurçin	34	00:33	A2	31.05.2012	Normal	47	00:16	B1	21	00:17	A2
Numan	Goncagül	21	00:27	A2	31.05.2012	Normal	35	00:14	A2	6	00:12	A1
Oral	Fatma	54	00:44	B1	30.05.2012	Normal	64	00:21	B2	45	00:22	B1
ÖZBAKIR	Fatih	60	00:48	B1	31.05.2012	Normal	62	00:21	B2	58	00:26	B1
özcan	fatma	36	00:30	A2	29.05.2012	Normal	58	00:17	B1	14	00:13	A1
Özcan	Adem	52	00:30	B1	31.05.2012	Normal	49	00:13	B1	55	00:17	B1
ÖZDEMİR	zahide	30	00:50	A2	30.05.2012	Normal	55	00:27	B1	5	00:22	A1
Özel	Neval	49	00:49	B1	29.05.2012	Normal	47	00:23	B1	51	00:25	B1
Özgen	Aykut	49	00:41	B1	31.05.2012	Normal	55	00:21	B1	44	00:20	B1
ÖZKILIÇ	HATİCE	32	00:40	A2	30.05.2012	Normal	23	00:22	A2	41	00:18	B1
Özyurt	Metin	51	00:43	B1	30.05.2012	Normal	52	00:17	B1	51	00:25	B1
sakal	sibel	19	00:34	A1	31.05.2012	Normal	29	00:20	A2	8	00:14	A1
sarıtaş	sevgi	39	00:38	A2	31.05.2012	Normal	53	00:19	B1	24	00:19	A2
satıcı	kübra	32	00:39	A2	30.05.2012	Normal	24	00:16	A2	41	00:22	B1
şemey	güzide	13	00:23	A1	30.05.2012	Normal	22	00:13	A2	4	00:10	A1
sevindik	şehzade	12	00:25	A1	30.05.2012	Normal	10	00:13	A1	13	00:12	A1
SÖYLEMEZ	ÖZLEM	30	00:34	A2	30.05.2012	Normal	42	00:20	B1	19	00:14	A1
SURAN	KÜBRA	43	00:41	B1	29.05.2012	Normal	43	00:20	B1	43	00:20	B1
tak	hasibe	42	00:49	B1	31.05.2012	Normal	33	00:19	A2	52	00:29	B1
tatar	cansu	29	00:44	A2	31.05.2012	Normal	30	00:20	A2	27	00:23	A2
tezcan	güldeniz	47	00:49	B1	31.05.2012	Normal	52	00:30	B1	42	00:19	B1
Tunç	Suna	29	00:32	A2	29.05.2012	Normal	39	00:15	A2	19	00:16	A1
TUNCA	Gökhan	38	00:25	A2	30.05.2012	Normal	45	00:16	B1	31	00:09	A2
turgut	merve	27	00:33	A2	30.05.2012	Normal	23	00:16	A2	32	00:16	A2
TUTAL	NAZAN	30	00:43	A2	30.05.2012	Normal	59	00:26	B1	1	00:16	A0
Tüz	Gamze	29	00:45	A2	30.05.2012	Normal	33	00:24	A2	24	00:21	A2
Ünver	Bünyamin	48	00:30	B1	31.05.2012	Normal	43	00:15	B1	52	00:15	B1
Yardımcı	Fazilet Gül	38	00:38	A2	31.05.2012	Normal	41	00:25	B1	35	00:13	A2
yavuz	Zeynep	56	00:51	B1	29.05.2012	Normal	66	00:28	B2	45	00:22	B1
YILDIZ	SELVİ	35	00:42	A2	31.05.2012	Normal	36	00:24	A2	34	00:18	A2
Yılmaz	Buket	44	00:33	B1	31.05.2012	Normal	45	00:17	B1	42	00:16	B1
Yılmaz	Edanur	28	00:29	A2	29.05.2012	Normal	36	00:13	A2	20	00:16	A1
yılmaz	hatice	51	00:34	B1	31.05.2012	Normal	61	00:15	B2	40	00:19	B1
YÜKSEL	EMİNE	51	00:43	B1	29.05.2012	Normal	48	00:24	B1	55	00:18	B1

Appendix C: Transcripts of Encoded Categories of Retrospective Analyses

Subject 1

	Category Accounts	
1	*Primary considerations while writing?*	I pay attention to the use of grammar,
2	*Difficulties while writing?*	I am forced to find the appropriate words, so choice of words.
3	*Importance and selection of words?*	Choice of words is important for conveying the exact meaning and presenting the correct meaning to the reader. Also I benefit from my experiences while I choose a word and also from dictionaries, music, films. While reading a book, I pay attention to words.
4	*Use the following SVCs?*	Yes I use these constructions sometimes but not consciously and I use when I need to use them
5	*Familiarity with SVC?*	Yes, I encountered with them in books, courses, films
6	*How sure correct SVC?*	From the online dictionaries such as Cambridge and Oxford
7	*Why used SVC?*	They convey the meaning I want to give and also from my experiences
8	*Attention to SVC while writing?*	Generally I pay attention to be simple and understandable to the writings. Because of enriching the writing to these constructions, I pay attention to that.
9	*Previous exposure to SVC?*	Yes I encountered with them. Our teachers gave us them rarely.
10	*Increased awareness towards SVC after the first exposure?*	Yes, when I learnt these constructions, I began to use them, they enrich the writings, and pay attention to the readers

Subject 2

	Category Accounts	
1	*Primary considerations while writing?*	I pay attention to words, grammar rules and flow of the sentences.
2	*Difficulties while writing?*	Sometimes, I have difficulties in ordering the words
3	*Importance and selection of words?*	It changes according to the topic. The topic determines the charming of the words.
4	*Use the following SVCs?*	I use them when they are suitable for the topic. I rarely use some of them but generally I use them
5	*Familiarity with SVC?*	Yes. I came across such constructions in movies, series and when speaking native-speakers.
6	*How sure correct SVC?*	I have knowledge acquired about them. They sound familiar. I have heard them before.
7	*Why used SVC?*	Because I am familiar with them and I need to use them while writing.
8	*Attention to SVC while writing?*	I use them unconsciously because they are established in my mind.
9	*Previous exposure to SVC?*	I didn't take English courses in high school.
10	*Increased awareness towards SVC after the first exposure?*	When I use these structures, I go away "thinking Turkish" because these structures make my writing smell more native-like.

Subject 3:

	Category Accounts	
1	*Primary considerations while writing?*	I pay attention to apply the grammar rules, choice of words, coherence of tenses and sentences also, I try to use complex words with synonyms not simple words, also I try to use word groups
2	*Difficulties while writing?*	Making a writing plan takes my time to support the unity of meaning. And also, sometimes even a simple word does not come to my mind

3	*Importance and selection of words?*	I think that it is very important. In my opinion the teachers also pay attention to this subject.Your choice of words shows your knowledge so it's important. Actually, during an exam, I choose a word which comes to my mind firstly but other times, I look for another choice to apply the appropriate meaning.
4	*Use the following SVCs?*	Yes, I pay attention to use these frequently. These are common constructions. So they settle to memory. But I do not use some structures which are not very common.
5	*Familiarity with SVC?*	I did not encounter with these constructions very frequently. But in university, our teachers emphasized on the importance of these structures. Especially I encounter with them while I am watching movies, reading a newspaper
6	*How sure correct SVC?*	They settle to memory, they are in subconscious and so I decide that as one use them, one become familiar with them
7	*Why used SVC?*	I research some words and study before the writings or the exams and certain group of words stay in my mind. I can use these word groups in different subjects or topics.
8	*Attention to SVC while writing?*	I generally try to use them. Our teachers emphasized on this subject
9	*Previous exposure to SVC?*	Yes I encountered with them but not in a context, only a list to memorize them. I encountered them in English book in high school time to time. For this reason, these words were not permanent for me in high school.
10	*Increased awareness towards SVC after the first exposure?*	In university I am aware of that and understand that they are very important.

Sample 4:

	Category Accounts	
1	*Primary considerations while writing?*	I pay attention to especially two thing; context and the choice of the words. If I couldn't do it, I think that I cannot explain my opinions clearly
2	*Difficulties while writing?*	I have trouble in the choice of the words. Because, I have to use different constructions so that I can transfer exactly what I think to the reader. And sometimes I will come across with them
3	*Importance and selection of words?*	It is very important because we think Turkish, but we have to write English. We need to find out the most suitable words which can transfer our Turkish thoughts to English and this is very difficult. In general, I try to use the words I know or I use corpus dictionary.
4	*Use the following SVCs?*	I use "give an answer, make a decision, get in contact, commit a murder" frequently. I try to use such constructions in my writings, for example; I use "keep in contact" instead of "get in contact" or "commit a suicide" instead of " commit a murder". I try to use them frequently in my writings because they make my writings more impressive. Because these word combinations have an aim that reflect our ideas correctly. For this reason, I use them frequently.
5	*Familiarity with SVC?*	I came across these constructions in academic papers, poems, series and movies. When I encountered them, I didn't realize that they were multi-word constructions.
6	*How sure correct SVC?*	Firstly, I will try to find out the true form of the word. But if I think that it is not enough, I will search the other forms. Then if I cannot find them, I generally ask my teachers if I have trouble in deciding about its correctness. I don't look at dictionary.
7	*Why used SVC?*	I already knew and learned them. For example; I knew "feel proud of", "commit a crime", so I preferred to use them. I was familiar with them.
8	*Attention to SVC while writing?*	If I need word-combinations in order to reflect my thoughts, I use them but if I don't need, I don't use. But as I said before if I need them, I use them like "make a decisions", and "give a smile".
9	*Previous exposure to SVC?*	I didn't take any English course in high school. I was graduated from vocational high school.

10	*Increased awareness towards SVC after the first exposure?*	Yes. When I am speaking with my English or French friends, they use these kind of constructions and I ask them whether they are constructions or they are used separately. When they say they are construction, I use them both in my writings and speaking. They have raised my awareness.

Sample 5:

Category Accounts		
1	*Primary considerations while writing?*	I pay attention to context and try to use correct words coherent with the context. These MVCs and phrasal verbs make feel a professional writing
2	*Difficulties while writing?*	Sometimes while choosing the groups of word, or constructions related to context
3	*Importance and selection of words?*	Choosing of words is very important for the unity of the meaning. I choose the words from internet, online dictionaries
4	*Use the following SVCs?*	Yes, I use them frequently. While I am speaking,or writing I try to use them generally.
5	*Familiarity with SVC?*	In my previous university Süleyman Demirel I encountered with them in translation courses. But not in professional way, but mostly I encountered them in this university
6	*How sure correct SVC?*	I decide their accuracy using corpus and online dictionaries
7	*Why used SVC?*	They provide me a saving, economy. I can tell more things with short sentences when I use MVCs.
8	*Attention to SVC while writing?*	I automatically use them, not consciously. I learn more MVCs every passing day, so it is more permanent for me.
9	*Previous exposure to SVC?*	Yes, in high school they were mentioned about them. Also in English course books I encountered with them.
10	*Increased awareness towards SVC after the first exposure?*	Every group of words I encountered shows me that I should need to take serious them. These words increase my awareness, they are important in terms of professionalism and enriching the writings. And I was aware of that in this process.

Sample 6:

Category Accounts		
1	*Primary considerations while writing?*	I pay attention to abstain from repetition.I think that my writing is looking too Turkish to me.Writing structure is very important for me.I try to make it more professional.Also, I try to write longer sentence to make it professional.
2	*Difficulties while writing?*	I do not know usage of these wordscombination. I have difficulties to write academic writing, because I do not know how to write in academic language. I want to write like professional, but I do not use collocationbefore. I am careful about not use same words in my writing.
3	*Importance and selection of words?*	It is very important, because it gives clues about writing. Harmonies of the worlds are very important.I get help from internet to be sure my writing. I always check them from internet dictionary and specific program COCA.

4	*Use the following SVCs?*	I use these words, but she uses them instinctively. Namely, it becomes naturally. When I use these words, it seems more original.
5	*Familiarity with SVC?*	I encounter these words, while listening music, reading book, watching film. I have foreign friends and they use such worlds very much.
6	*How sure correct SVC?*	If I am speaking, I am not sure whether it is true or not. But in my writing I always double check it them through internet and COCA.
7	*Why used SVC?*	It is related to experiences. Besides, I check their usage from internet.
8	*Attention to SVC while writing?*	I am aware of Collocation words.
9	*Previous exposure to SVC?*	I did not recognize these words in high school. After graduated from university, I had a chance to go England and to attend English course, which was given by native speaker, there I saw these words a lot. When my teacher usescollocation, I started to recognize them.
10	*Increased awareness towards SVC after the first exposure?*	I went England. I had a chance to interaction with native speakers and learned these words. I stayed with family in England, they use these words combination.After I get familiar these words, I realize them very easily while listening music,watching television..

Sample 7:

Category Accounts		
1	*Primary considerations while writing?*	Mostly, I pay attention to the unity, to convey my thoughts effectively and to make sentence structure properly and correctly.
2	*Difficulties while writing?*	I have difficulty in producing a coherent essay without depending too much on the unity rules of writing such as introduction, body and conclusion.
3	*Importance and selection of words?*	For me, word choice has a foremost importance. As we know, there are lots of adjectives, words and verbs which have many different meanings. It is significant to use the correct one in the right place of the text. As literature students, we can go beyond the common meanings of a word and to produce new ones. Generally I use the words which just come to my mind at that moment, but then need to check them in online dictionaries. I also try to use the words which I have read in a text or seen in a movie.
4	*Use the following SVCs?*	Yes. I think, the context in which we will use these word groups is important. To use "have a smoke", we should write an essay about harms of smoking for example. Topic choice is important. For example, I am supposed to write an essay on suicide rates in one country to use the word group 'commit a word' I use them according to the context, but mostly while speaking. For example, because I smoke, I use "have a smoke" or as a pessimist, I don't use "give a smile". It is also related to our life and views about the world or our personal choices. To use these word groups, I do not choose writing so literary. They are more appropriate to use in daily life. I also think they don't make any aesthetic contribution to writing.
5	*Familiarity with SVC?*	Yes, a lot. Generally in movies, formal speeches, discussion programs, persuasive essays, and I came across "make a decision" almost everywhere. For example, we can hear the word group 'have a smoke' in movies or 'give an answer' in courts, etc.
6	*How sure correct SVC?*	I've began to think in English after studying and reading texts in that language. I think it is a spontaneous process. Beginning is the most crucial point to write an essay. The basic rule to write a well-ordered essay is to think carefully before starting. Well thinking brings with it well writing. If you do not have the capacity to think well, you cannot write a well-organized essay. I just choose the

7	*Why used SVC?*	It was a spontaneous process I think. I might learn them from songs. As time passes and you become more informed about that language, the word groups that you use change as well.
8	*Attention to SVC while writing?*	I use these words unconsciously in my essays. It is related to background knowledge. It is an unconscious process to learn and use these word groups after your impressions and acquisition from movies, songs or daily life.
9	*Previous exposure to SVC?*	Yes. For example, take care of was very common as it is now. I came across "give a smile", "get in contact" as well.
10	*Increased awareness towards SVC after the first exposure?*	They became influential enough for me. If we are aware what we are writing, it becomes easier to choose the correct words.

Sample 8:

Category	**Accounts**	
1	*Primary considerations while writing?*	I try not to choose the same words in my essays and not to use short sentences. Instead, I try to use complex but not complicated sentences. If there is much to say, I try to order them and make an outline. I also like to start my essay with a quotation. I avoid repetition.
2	*Difficulties while writing?*	If I don't have enough information about a topic, I have difficulty in writing. But, if I like it, I can write easily. Sometimes, I am confused how to order my thoughts before writing them down.
3	*Importance and selection of words?*	It is rather important. If we choose more unfamiliar and complex words, our essays will be better. There are too words to choose in English and we can choose more different ones then. I listen to English music very often and these songs become useful to learn words. I also watch English series with subtitles. They help me to learn different words, too.
4	*Use the following SVCs?*	Yes. I don't use them too often but generally use. They also help me to avoid word repetition.
5	*Familiarity with SVC?*	Yes. In songs, series with subtitles, novels, course books, interviews on English channels.
6	*How sure correct SVC?*	There are some words which is in our mind although we are not aware of them. I use those word groups and apart from that, I check them in the Internet, especially in online dictionaries and various articles.
7	*Why used SVC?*	They come to my mind unconsciously and in order to make my writing impressive I generally apply them.
8	*Attention to SVC while writing?*	I don't use them too often, but generally use.
9	*Previous exposure to SVC?*	I didn't come across them in high school years. Because, I didn't have any English lesson. But, in university prep. class reading course, I perceived them and their importance. They raised my awareness.
10	*Increased awareness towards SVC after the first exposure?*	After that, I became aware of their importance and decided to use them.

Further Comments: They are important and make writing interesting to read.

Sample 9:

Category Accounts		
1	*Primary considerations while writing?*	I pay attention to grammar rules.
2	*Difficulties while writing?*	I have difficulty in making appropriate word choice. It is important to choose the correct word to give the exact meaning.
3	*Importance and selection of words?*	Our essays should smell English and therefore, word choice is one of the factors affecting writing in terms of content and coherence. I generally use them by searching in online dictionaries or applying my background knowledge.
4	*Use the following SVCs?*	They depend on the content of an essay. I use them according to the essay topic. I rarely use them in my essays.
5	*Familiarity with SVC?*	Yes. In articles, magazines, especially in movies.
6	*How sure correct SVC?*	By looking up well-known and reliable dictionaries and according to the movies which I watched.
7	*Why used SVC?*	In order to make my essay more attracting and to provide it smell English.
8	*Attention to SVC while writing?*	I try to use them as much as possible.
9	*Previous exposure to SVC?*	Yes. I came across them in high school. For example, "have a breakfast", "take a shower" "take a walk" were the most common structures which we learned.
10	*Increased awareness towards SVC after the first exposure?*	They provided my essays smell English and become much richer in terms of writing skill.

Sample 10:

Category Accounts		
1	*Primary considerations while writing?*	I pay attention to write not very simple. Instead of using such sentences "marriage is very important intuition" ,I pay attention to make a sentence strength the meaning.
2	*Difficulties while writing?*	The biggest difficult part of the writing is preparing outline.
3	*Importance and selection of words?*	It is very important for me. In the first place, I try to find what is corresponding for Turkish collocation it in target language. Then, I check them their areas of usage. For checking, I use these programs: "coca corpus, dictionary, reference.com, online Oxford-Cambridge. Lastly, I look at the dictionary's examples.
4	*Use the following SVCs?*	I often use these collocations; "Have a smoke, Give an answer, Make a decision".
5	*Familiarity with SVC?*	I learned these words combination in high school. Besides, I learn so many new words in university.
6	*How sure correct SVC?*	To be sure, I check their areas of usage from "coca corpus".
7	*Why used SVC?*	I want to use these words, because I learned them before. I desire to learn and use them more ,in that they are one of the most significant cornerstone or building stone of the that language.

8	*Attention to SVC while writing?*	I try to use all sources, which I have.
9	*Previous exposure to SVC?*	I came across these words before, but I did not know they are word combination.
10	*Increased awareness towards SVC after the first exposure?*	I wrote some of them unconsciously and hearsay. After I learned that they are collocation, I often pay attention to use them.

Sample 11:

Category	Accounts	
1	*Primary considerations while writing?*	In order to have a better content knowledge, I try to find out meanings of some words which are unfamiliar to me in a text. Sentence structures are important to get a good impression as well.
2	*Difficulties while writing?*	I have difficulty in finding specific words for a specific topic, that is, appropriate word choice to content.
3	*Importance and selection of words?*	Word choice is important in order to convey the intended message to reader. I myself try to choose the words, but if I am confused about some of them, I check their meaning in dictionaries.
4	*Use the following SVCs?*	Yes. I mostly use "give an answer" and "make a decision" among them. Often. These words are generally used in speaking or I usually these words while writing an essay.
5	*Familiarity with SVC?*	Yes. I came across these word groups in speaking. But using these word groups in writing is our job. In lessons, presentations, while teachers were speaking. In magazines, newspapers as well.
6	*How sure correct SVC?*	I benefit from Corpus.
7	*Why used SVC?*	Because they are pre-determined and familiar structures, I used them.
8	*Attention to SVC while writing?*	I pay attention to them so much. Sometimes I check them in dictionaries many times, and then use in my essays.
9	*Previous exposure to SVC?*	I came across them mostly in high school course books and exercises.
10	*Increased awareness towards SVC after the first exposure?*	Of course, they helped me to increase my awareness to these word structures. I tried to improve myself about that issue, course books also helped me.

Sample 12:

Category	Accounts	
1	*Primary considerations while writing?*	First of all in my writings, I pay attention to that all paragraphs is related to each other, also I pay attention to not use the word repeatedly. I try to choose the words with respect to the readers. If a teacher is going to read this writings, I try to be more careful, If sub class people read them, I try to use more simple words to be understandable.
2	*Difficulties while writing?*	Words, and groups of words. But as I studied to my exams, I learnt and memorize more words, I began to use them. It is also important to have a background of those words. They stay in my mind as I write and I research them from net, they settle to your mind.
3	*Importance and selection of words?*	Of course very important, if you write a persuasive writing, your words should be persuasive and hard. I choose to from my experiences.

4	*Use the following SVCs?*	Of course I have used them generally, particularly for 2 years "commit a suicide" frequently I use it in short story course. Also some of them are used with respect to context of our writings.
5	*Familiarity with SVC?*	Of course I encountered with them particularly in our courses, newspapers, and series with subtitles
6	*How sure correct SVC?*	Check from dictionaries, if we encountered with them to a newspaper, they already are checked.
7	*Why used SVC?*	We did not used these words in prep class, but in listening and writing courses, our teachers told us that we should use these words instead of simple words, so we researched them more and more, and began to use them and so they settle to our mind as we write them
8	*Attention to SVC while writing?*	We use frequently them because while we use them, our writings show that we are dominate that language
9	*Previous exposure to SVC?*	Yes in high school I encountered with them frequently, our teacher taught us phrasal verbs to prepare us for exam and we made more example about them.
10	*Increased awareness towards SVC after the first exposure?*	It is very effective, if we did not encountered with them so much, we would not learn them.

Sample 13:

Category Accounts		
1	*Primary considerations while writing?*	I pay attention to use different constructions and different word groups. It gives originality to the text and take attention.
2	*Difficulties while writing?*	I am forced to selecting words but I recover it with feedbacks.
3	*Importance and selection of words?*	Word choice is important for avoiding the monotony. Teachers help us use these word groups and it helps us improve our writing skill. I select the word with respect to our experience, our teachers usage of that words or our some constructions in translation course we make.
4	*Use the following SVCs?*	Yes, I frequently, use these constructions. For example give an answer or commit suicide are the examples that we encounter in our writing course.
5	*Familiarity with SVC?*	Yes, I encounter these constructions in books, in courses.Especially in novels we encounter.
6	*How sure correct SVC?*	By using the online dictionaries
7	*Why used SVC?*	We note some constructions in translation course. They are essential words to make an impression on the reader.
8	*Attention to SVC while writing?*	These constructions enrich our writings because of this, I pay attention to use these constructions in my writings. With those word groups our essay become more interesting.
9	*Previous exposure to SVC?*	The education of high school was not good. I encountered generally phrasal verbs in high school but generally I did not encounter these constructions very much. Only I encountered "make a decision"
10	*Increased awareness towards SVC after the first exposure?*	It provides to more conscious,

Further Comments: In high school, we did not analyze the words or words group well, we understood that each words had different meanings, not as a structure, I was not aware of that these constructions were MVCs

Sample 14:

	Category Accounts	
1	*Primary considerations while writing?*	What I pay attention to is its originality. I search for the points which make my writing interesting.
2	*Difficulties while writing?*	I mostly have difficulties in introduction part. Apart from that point, I have difficulty in finding synonyms of the words. If the subject is not interesting for me, it becomes harder to write well.
3	*Importance and selection of words?*	Word choice is so important that reader can take pleasure while reading my essay. Writing literary texts is more difficult, because we should choose more academical words. It is hard to remind those words at that moment.
4	*Use the following SVCs?*	While speaking I mostly use them. Because of my mother tongue I do not have difficulties in using these multi-word constructions.
5	*Familiarity with SVC?*	In movies, songs or documentaries I encounter. In my Office English is also used. It is useful for me to improve my foreign language.
6	*How sure correct SVC?*	While writing, I use my background knowledge and the similarities between my mother tongue and foreign language. There are similar word groups and so I generally use them.
7	*Why used SVC?*	My background knowledge is also effective in this point.
8	*Attention to SVC while writing?*	If teacher wants us to use them in our writing, I pay more attention the text.
9	*Previous exposure to SVC?*	I wasn't aware of them before college. Because I've learned English in a natural way in the place where I've grown up.
10	*Increased awareness towards SVC after the first exposure?*	In college, courses help me raise my awareness. Teachers and books are other factor in raising

Further Comments: Making integration is a very effective way to use multi-word constructions. The internet is also another source to learn and justify the meaning of those words.

Sample 15:

	Category Accounts	
1	*Primary considerations while writing?*	I pay attention to generally cohesion of text. I have difficulty in giving meaning and organizing my ideas properly.
2	*Difficulties while writing?*	I am forced to make a plan and to organize my ideas. I don't know how I present my ideas in an ordered way. I try to use different words avoiding repetition.
3	*Importance and selection of words?*	I pay importance to choice of words very much. I try to choice different words. Also I choose these words from online dictionaries and try to choose the appropriate ones.
4	*Use the following SVCs?*	Yes I use them especially in our writing course.
5	*Familiarity with SVC?*	Yes I have encountered these verbs since the prep class also in listening course, our teachers mentioned these constructions
6	*How sure correct SVC?*	I decide the accuracy of these constructions from the series I watch or from the dictionaries. Trying to think in foreign language is helpful to write well.

7	*Why used SVC?*	Actually, not conscious. While I am writing, these constructions automatically come to my mind. I do not make an effort to use the constructions.
8	*Attention to SVC while writing?*	In this year I pay attention to these very much because these constructions were emphasized in this year, also in academic writing course.
9	*Previous exposure to SVC?*	I did not encounter these constructions in high school. I was not aware of those word groups. So I do not know those words are collocations. I've learned them in college.
10	*Increased awareness towards SVC after the first exposure?*	Yes of course, I encountered with these but I did not know they were MVCs. When I learned that they were MVCs, it caused that I used them more rational.

Sample 16:

Category Accounts		
1	*Primary considerations while writing?*	As a literature lover, I try to write literally in general. I also pay attention to make appropriate word choice and long sentences.
2	*Difficulties while writing?*	Sometimes I have difficulty in word choice to convey the message. Synonyms of words are also important while writing. I also have difficulty in that.
3	*Importance and selection of words?*	Word choice is very important. It shows the writer's proficiency in English. Paragraphs and words writer chose are very important. According to my background knowledge based on course books, novel etc, I choose them.
4	*Use the following SVCs?*	Yes. For example, I use "make a decision", "give an answer" "give a response" among them. I try to use them as often and much as possible.
5	*Familiarity with SVC?*	Yes. In reading and listening and writing activities in lessons.
6	*How sure correct SVC?*	I benefit from dictionary and I give importance collocations, too. So then, I again look up dictionaries.
7	*Why used SVC?*	Because we are writing and reading, it is more likely for use to be aware of such structures. This is like a habit. Therefore, I used them in my essay.
8	*Attention to SVC while writing?*	I don't make an effort to use them, but write subconsciously.
9	*Previous exposure to SVC?*	Sometimes. We have a special dictionary about these word structures in high school. I also encountered them in course books.
10	*Increased awareness towards SVC after the first exposure?*	In high school years, we weren't aware of these structures so much and didn't use them very often. But, that period was the starting point for our awareness to these word groups. As long as encountering them in our later education life, our awareness increased.

Sample 17:

Category Accounts		
1	*Primary considerations while writing?*	I try to give some related examples which contribute my idea. They may be quotations, my own experiences and observations or some metaphors in order to reinforce the essay and thus to catch reader's attention.

2	*Difficulties while writing?*	In word choice. I need to look for the words about whether they are right or appropriate to the topic all the time.
3	*Importance and selection of words?*	Yes, it is very important to have a good mastery of a target language. If you don't use the appropriate words, you cannot convey the intended meaning or feeling and don't attract the listener. In Internet source materials, in articles, books, dictionary or sometimes I just try to rely on my own background knowledge.
4	*Use the following SVCs?*	They are the words groups that I generally use in my writing. I often use them except for "commit a murder"
5	*Familiarity with SVC?*	Yes. Especially, in the articles, newspapers, stories, books, internet and sometimes brochures.
6	*How sure correct SVC?*	Just looking up dictionaries is not enough. The appropriateness of a word to content is also important and therefore, English articles, essays especially native speakers should be taken as references.
7	*Why used SVC?*	In order to make my essay more literary, academic and interesting, I refer to use them.
8	*Attention to SVC while writing?*	Generally I try to use them in order to become closer native-like proficiency in writing.
9	*Previous exposure to SVC?*	Yes. Especially my high school teacher drew our attention to these structures and asked us to be aware of them and also to use them. Therefore, I learned these word combinations during my high school years.
10	*Increased awareness towards SVC after the first exposure?*	My previous education life contributed me to learn and to give importance to these structures so much. After getting much more information about those word groups, my awareness is raised as I go on using them in my courses.

Sample 18:

Category Accounts		
1	*Primary considerations while writing?*	I pay attention to coherence and cohesion, word structures.
2	*Difficulties while writing?*	I have difficulty in coherence. There should be a unity in my writing. For example; if I cannot keep the flow of the topic, I prefer to change this topic. Also, the word choice is difficult for me.
3	*Importance and selection of words?*	The word choice is very important because there should be coherence in the writing. If we use the same words again and again, it can be boring for the reader. When I come across these constructions, I note them down and then use them in my writings. Moreover, I translate Turkish constructions into English and use them. Also dictionaries are useful for this.
4	*Use the following SVCs?*	I use some of them. I use them in almost all my writings. I try to use them frequently.
5	*Familiarity with SVC?*	Yes. I come across in books, articles and newspapers.
6	*How sure correct SVC?*	I look at the dictionaries or ask my lecturers.
7	*Why used SVC?*	Because these constructions make my writing more impressive. I could use other words but these multi-word constructions attract readers' attention and they add a different atmosphere to the writing.

8	*Attention to SVC while writing?*	Their use is important for me because I attach importance to my writings. For this reason, I pay attention to use these constructions since they add an impressive meaning to my writings.
9	*Previous exposure to SVC?*	I didn't come across a lot. I encountered them in only coursebooks.
10	*Increased awareness towards SVC after the first exposure?*	For example; when I came across "make a decision", I realized that they were used together and had a unique meaning, because they had a different meaning if I considered them separately. That is to say, I am aware of them but not exactly,

Sample 19:

Category Accounts		
1	*Primary considerations while writing?*	I pay attention to the context and not to use short sentences.
2	*Difficulties while writing?*	Sometimes, I cannot have a connection between two sentences. I have difficulties in combining them. In addition, if I don't have a background information about the subject, I have difficulties.
3	*Importance and selection of words?*	The word choices define the quality of the writing. When we use simple words, our writing becomes simple. We should use more advanced level words. I check them from online dictionaries such as Tureng. Then I will check them again in the other dictionaries.
4	*Use the following SVCs?*	I just use "make a decision, commit a murder, give an answer" among them. I don't use them in every writing. Actually it changes according to the context of the writing. But I can say I use them frequently, in general.
5	*Familiarity with SVC?*	No. Only in prep class, Ali ŞÜKRÜ ÖZBAY mentioned about them.
6	*How sure correct SVC?*	I look at the online dictionaries to check their accuracy. Also I benefit from Collins dictionary.
7	*Why used SVC?*	From the books I read. Firstly, I think Turkish what I will write and then how I can reflect them to English.
8	*Attention to SVC while writing?*	
9	*Previous exposure to SVC?*	No, because we didn't receive a good education.
10	*Increased awareness towards SVC after the first exposure?*	It didn't have an effect because I didn't come across in high school.

Sample 20:

Category Accounts		
1	*Primary considerations while writing?*	I pay attention to the flow of the writing and the word choice. A word can have a different meaning or it have other meanings; so I try to choose the correct word and its meaning.
2	*Difficulties while writing?*	I generally have trouble in choosing the idea or subject on which my writing will focus.
3	*Importance and selection of words?*	Of course, the word choice is very important because the reader should understand what you mean. The words you choose to use must be clear and understandable. I prefer to use words I come across in movies or songs
4	*Use the following SVCs?*	Yes, I use them in order to make my writing more attractive for the reader. But I don't use them frequently.
5	*Familiarity with SVC?*	Yes, I encountered them especially in high school. Because we had a teacher and he advised us a book named "reading and words". In this book, I encountered these multi-word constructions frequently.
6	*How sure correct SVC?*	If I am sure it is correct, I don't look at anything but if I am not, I check out from dictionaries.

7	*Why used SVC?*	I think which words are suitable, firstly. Then, I try to remember the word combinations I came across in movies or books
8	*Attention to SVC while writing?*	That my writing is understandable for the reader is important for me. When I think the reader can understand, I pay attention to use them.
9	*Previous exposure to SVC?*	Yes I came across in high school especially in course books. Also when translating, I came across them
10	*Increased awareness towards SVC after the first exposure?*	Of course they have had an important effect on increasing of my awareness. Because we can come across these construction in everywhere. Even in the course books of primary school, we can see these constructions.

Sample 21:

Category Accounts		
1	*Primary considerations while writing?*	I pay attention to the accuracy of the sentence structures. I try to use more complex and understandable sentences, not just simple sentences. I try to select more academic words
2	*Difficulties while writing?*	I have difficulties to decide the correct meaning of the words I use and their positions. It is important which word, in which meaning is used.
3	*Importance and selection of words?*	The word choice is important because it should give the meaning I intend. We should have a look at other meanings of a word because it may add a different meaning to the text. It can cause a problem in academic writings or formal documents. Thus, their meaning and use are very important.
4	*Use the following SVCs?*	I use "have a smoke, give a smile, make a decision, give an answer", but I don't use "run a risk" in my writings. The use frequency changes according to the topic but in general I use them frequently.
5	*Familiarity with SVC?*	Yes. When I was preparing the university exam, I memorized these kind of words. Then, in prep class I came across these constructions in course books frequently.
6	*How sure correct SVC?*	I only check from a dictionary. Because in dictionaries there is always a sentence about the word I look at. Thus, I can see its use. I don't use internet
7	*Why used SVC?*	At first, I used them incidentally. For example; I have to use "give an answer" in order to give this meaning but I use it unconsciously. However, when I search them, I realize that I should use them because they add an impressive meaning to my writings.
8	*Attention to SVC while writing?*	After writing, when I check it, I realize some words are not suitable. Then, I try to find alternative words and I can change the word.
9	*Previous exposure to SVC?*	Of course, I had encountered but I don't remember. Even if I encountered, I didn't realize that they were multi-word constructions. When I came to the university, I was informed about them by my lecturers. In high school, the lessons were grammar-based, so these constructions were not taught
10	*Increased awareness towards SVC after the first exposure?*	I came across multi-word construction in university. My teachers emphasized them. Thus my awareness increased.

Sample 22:

Category Accounts		
1	*Primary considerations while writing?*	To paragraph unity, appropriate word choice and to convey the message with the most limited words.
2	*Difficulties while writing?*	I have difficulty in finding the most suitable word.
3	*Importance and selection of words?*	It is very important. I look up dictionaries or review some articles.

4	*Use the following SVCs?*	Yes.I don't often use many of them. But generally use "give an answer" and "make a decision" in my essays.
5	*Familiarity with SVC?*	Yes. In news, blogs. I saw as phrasal verb.
6	*How sure correct SVC?*	I look up dictionaries, sometimes search them in online dictionaries and articles.
7	*Why used SVC?*	I wanted to use them because I was familiar them.
8	*Attention to SVC while writing?*	I try to use them not always but sometimes.
9	*Previous exposure to SVC?*	Yes. They were given importance especially as phrasal verbs.
10	*Increased awareness towards SVC after the first exposure?*	They encouraged me to use and look for these types of word structures.

Sample 23:

Category	**Accounts**	
1	*Primary considerations while writing?*	I try to get information about the topic which I will write. I make a research in order to have background knowledge. Therefore, making research is really important for me for writing well. If having enough information, I can write according to my own knowledge.
2	*Difficulties while writing?*	I have difficulty in ordering my thoughts and writing them down properly.
3	*Importance and selection of words?*	It is important. For example, I try not to use the same words too much. Word choice should be paid attention so that reader doesn't get bored and writer writes more enthusiastically. We should use more different and unfamiliar words in order to make our essays more interesting. I benefit from my own knowledge of words which I have obtained throughout my education life.
4	*Use the following SVCs?*	Yes. For example, I generally use "make a decision", "give an answer" and "give a smile". Very often. I generally use these word groups to express myself.
5	*Familiarity with SVC?*	Yes. Throughout my education life, I have come across them. I also communicate with native speakers. As a result of this communication, I've perceived these word groups.
6	*How sure correct SVC?*	On the basis of communication with native speakers.
7	*Why used SVC?*	Both while writing and speaking, I want to develop my learning process. Therefore, I look for different usages of words. For example, instead of look, "take a look" is more impressive and gives more deep meaning.
8	*Attention to SVC while writing?*	I often try to pay attention to these word groups while writing, and give importance them.
9	*Previous exposure to SVC?*	I didn't have an English lesson. I learned them with my own observations.
10	*Increased awareness towards SVC after the first exposure?*	They influenced me so much. In order to have a better proficiency, I became aware of their importance and began to use them. When a person is speaking by using these word groups, I am impressed and I want to use them.

Appendix D: Sample Consent Form Used for the Study

KTUCALE Project Consent Form

Karadeniz Technical University Corpus of Academic Learner English

KTUCALE is a Learner Corpus Project in the Department of English Language and Literature at Karadeniz Technical University. The aim is to investigate the use of multi-word combinations in the academic essays that you will produce for the next two semesters (spring and fall) of 2012-2013. The project compiles a database of learner English, which will be transcribed and stored in electronic form. The written material will be used for research purposes only. Proper names and other identifying information will not be made public.

I hereby give my consent for my essay scripts to be used for research purposes.

Yes_____   No_____   Date: _____

Name   _____   Signature_____

[S-1] Using MVCs are important. When an action uses with a word, it refers different meaning. When we use these in the writings, we leave classical words and we try different ways. And this gives a different aura in writing and gives a magic touch. But if we use them very often and one after the other in writing, they lose their importance. And also, it is not suitable all that using them in academic writings. One who interested with English closely often encounters and includes each of them his word memory. Even if he does not repeat them often, he does not forget them. And this enables to use a rich language during writing. When I see people who are using these word combinations while writing or speaking, I think that these people have a special level in English and they have experience. I met with MVCs in prep-class. We had got homework in reading class and so we took note some of them and we studied. At the first class writing skills lesson, I tried to use many of them while I am doing my homework because of not to repeat same action. We encounter these word combinations in the translation lesson. And because of good translation into Turkish, we should learn their meaning clearly.

[S-2] It is important. To use such word combinations which are belong to a language enables better and effective learning. I do not use so much because of I do not know much. We are trying to write in English with Turkish thought and so we do not use so much. I believe there is relation. The more knows MVCs is easier that one is express himself. He can speak and write more effectively. They were teaching in high school prep.class. Because of it was a memorization system, I used that time and then I forgot many of them. It was emphasized in writing, listening and translation lessons.

[S-3] I think it is important. Especially in our department's students, we need it more than the others. And also I think this is necessity for transferring our thoughts better in speaking and writing. These MVCs are being taught in the beginning of English education. In short I think that the person who has got high level language will use this often. Sometimes this subject was emphasized directly. Nearly in all lessons, this kind of word combinations was used. And this helped us to learn more word combinations.

[S-4] Learning and using MVCs are important of course. As well as memorizing one word, using these and like these word combinations, improve both our writing and speaking. Level of language can correlate in terms of these words hold in memory and stiffening. At the beginning of our education we just heard and memorized some of them but later on we started to use these. Lessons which we took from this department were emphasized this subject and contributed. Because of our teachers' using these word combinations and wanting to use in some homework, our writing of MVCs and speaking enable to more familiar and overtaking on this subject.

[S-6] I am caring about using MVCs and I am thinking that it is parallel with person's language level. I believe that using these MVCs gives fluency until writing process and speaking. I noticed these structures first in high school time.

[S-7] I firstly remake that I did not attend any English preparation class. These structures are small details of a language and details create whole. The most important process is to learn whole but because of language is a large scope and become different variations, living and it is a creation which is moving, understanding of details entirely will enable to comprehend and feel with induction method. Because of I did not take any English education, I was using these structures instinctively. Using in right way of these structures is an important measure for your quality of English.

[S-8] I think these MVCs are very important for us (second language students) because we have to learn some verb structures for having an understandable communication with the native speakers. We use these MVCs in our writing for making the text more effective for the readers. I think these MVCs have a connection between the process of learning the language. I want to give you an example. When I was at the prep- class, I had difficulties with these MVCs but now I think that with reading a lot of books and with always writing, I got used to use these structures. In the prep-class, we had grammar lessons and listening lessons. In those lessons, our teachers always tried to give us some MVCs. Thanks to them, we had learned a lot of verb structures.

[S-9] I think using of word combinations is important and these are useful when I am writing. In my opinion, a person who has got good language level can use MVCs easily. I started to use these when I was prep-class. and from prep-class till today in some lessons were emphasized to this subject and dwelled on this subject.

[S-10] It is important for both the user and the listener. Because, this kind of words are the most appropriate ones for describing or telling the events. On the other hand, especially in writing, we take and use the advantage of this kind of words by using them. Why I am using these words while writing is simple because these kinds of words tell the reader that you are dominant in this language. It shows that you know this language very well. Of course these two are related. Because, more words or multi-words you know means you are good at this language. If you used them in writing or speaking this means more. I first realized this kind of words at High school. We had a writing lesson and our lecturer showed us these words. Not in all lessons but in most of the lessons we experienced such kind of words. Maybe the purpose was not the realization of these words but we see them in passages or plays. Especially in writing and translation lessons, we keep our attention on these subjects. In preparation class, we gave so much attention to these words while taking listening class.

[S-11] It is important. I think they are useful for giving right meaning. I use for fluency, keeping interest alive and corroborating of meaning. Of course there is. If a person who has got low language level aware that he can improve his writing with using these word combinations, it enables to more prefer to meaning. It was not emphasized same level but I can say that it was emphasized all lessons.

[S-12] I think that using MVCs is an indicator of target language level. For this reason, the more we use these MVCs, the more we overtake the target language. For writing more effective, we can improve our writing not just using words first meaning that comes to our mind but using MVCs. For that reason, I am using MVCs in my writings. It shows more intellectual foreign language's grammar. We see often these MVCs in reading and translation lessons. Especially these two lessons were useful to teach MVCs. And also in first class' second term we took academic writing and we used often these word combinations.

[S-13] MVCs keep broad in language and they are important. We are using for using language more effectively. It affects language for enable to use language more effectively. We met with our teacher Ali Şükrü Özbay in prep.class term. Partly, when it relates with studies, it is emphasizing.

[S-14] I think that MVCs are so important especially in formal and academic writings. Writing is an indicator that shows how much persons overtake that language. For this reason, I offer to use definitely. I try to use when I write. I can just aware these structures at the last years because of I interest with language at the university years. And each new structure creates a curiosity in my mind about another one. I think I enough interested with these structures from prep.class till today.

[S-15] I think that using of these word combinations is really important and it is close with language level. When we do not use these word combinations, we create basic sentences or our writing skills not to be good. I think that as we are students should show special effort apart from that teachers' using in lessons. Otherwise we cannot learn in level of habit, just see one or two times. Last year, I was familiar so much because of nearly all days I was reading newspapers. But I did not use in writing and because of I did not read newspaper, I forgot all I knows. Especially reading English book and newspaper was award to me that structures. But I should to use those in my daily life. Our teachers were emphasized in grammar and translation lessons. For a moment, I got into the habit of taking note word combinations which I met or took. Sometimes I read them.

[S-16] Using these MVCs is very important. Because, as we are Turkish people, we think in Turkish, then we write in English. If we don't know lots of words, we have problems in writing and speaking, and we cannot express ourselves. We generally use wrong words or incomplete words.We usually make collocation errors because we do not know lots of MVCs.

[S-17] It is important because sometimes express our feelings with one word are more effective than using three or four sentences at least when we read when we read or another one reads. Cause of our using is getting away from verbosity and to be more understandable our writing. Of course there is. The thing which proves persons' language level is his word or word combinations which he chooses. In all my education life word combinations were emphasized in university mostly. I saw in high school but it was not emphasized enough. I aware that when I interested closely with English day by day. We can see that the more we close to English, the more we see different word or word combinations. Not only in all lessons but also especially in writing and translation lessons were dwelled on this subject and each time we were warned by teachers about this subject.

[S-18] I was encountered with MVCs but because my grammar is not good, I did not recognize generally. I use for giving sentence's right meaning when we are writing. And if we do not use them, it means that we are not dominating on language. There is certainly a relation with language level because the more you know language structure, the more you will dominate on language. In all my education life I did not meet or even if I met, I could not understand because my grammar was not good. This subject was not emphasized so much. Mostly word's antonym and synonym was emphasized. I think word combinations were taught to us more.

[S-19] The language level relates with these word combinations of course. But I do not know that MVCs can be a measure or not directly for evaluate language level. Actually I was not using these word combinations till you were realized to us and emphasized that it is a necessity to use them in our writing. I think there is a bound with using these word combinations for original or professional writing. Because these word combinations create that language individuality. For this reason, in my opinion it is normal that such as we are students who learn English as a second language do not know or use to MVCs often. And of course this situation means that we do not need to use them. The more we learn word structure, the more we will dominate on language. We thank you to dear teacher for accelerating our awareness about these word combinations.

[S-20] Use of MVCs is very important in the process of learning a language. Sometimes we cannot express our feelings by literary translation. Sentences we make may sound strange and absurd to native speakers. While we are reading, we may come across some patterns and inspite of knowing very single word in it, we cannot understand the implied meaning. I try to learn these MVCs but I think it is not something that we can learn through our academic education; we

need to share time and handle these expressions by our own efforts. As I have said before, I had known them but I had not been aware of their importance. Our listening teacher advices us to own a collocation dictionary and memorize them with their usages. Our reading teacher also said that words became meaningful when they were combined with other words. After paying attention to these MVCs, in my point of view, I have improved my English and became a more successful student. However, I wish that we had been some courses in semantic and lexical meaning or any others which are related to patterns, collocations, idioms and proverbs.

[S-21] Using MVCs is very important for me. Because it reflects the difference between the university student's English and any person's English. The other reason may be that these kind of VCs are much more academic than the others. I cannot say that we use these words frequently because most of us even don't know what they are and how to use them. Addition to this, using these words is also related to language level. For example, it is very hard to come across MVCs in beginner level books. I myself have met these words at university. I think this was a little bit because of my teacher. Because I had always thought stereotype things about English but not really beneficial information.

[S-22] It is important to use these words because sentences become more beautiful. There is a relation between language level and using these words. When our language level does not good, we do not know these words and we cannot use them. I recognized in high school from books which I read and from question structures which we solved. From prep.class till today it was not emphasized so much but I am meeting with such words many times.

 [S-23] I think it is really important to use MVCs while writing or speaking. It makes the language use more elegant and attractive to read. This usage is directly a manifestation of an advanced level of learning. And whether through writing or reading it is really necessary to draw our attentions to that point and also everything that enables us to improve our ability to use language. Actually, I don't think that there is an emphasis on this matter specifically. However, all topics we studies in the courses made us adopted to that language in a real sense.

[S-24] When I was in high school, I was already aware of these MVCs but I never use them. It started with writing lessons in university. The reason why I don't use them now is that I am unfamiliar with them. So, I cannot remember them easily and can't always use them. The knowledge of people about them plays a big role here because if you can use the target language efficiently, you will be able to use such MVCs.

[S-25] Actually it is important because it enhances the word capacity. While I am writing something in English, I use the word which comes to my mind first. I think I learnt those MVCs by listening and when I saw verbs in movies or books I realized that I know those words. And I think it happened when I came to university. I don't remember that these words have been emphasized since prep class.

[S-26] For speaking English, our word memory should be rich. Word combinations can include harmony in writing. The more word combinations mean the more language is rich. As I remember, it was not emphasized in prep-class.

[S-27] Yes, it is important. We are using because such structures make writings more friendly. We do not use because, if a speaking or a writing is formal, such structures get away speech to be formal writing and they make more sincere and it goes to like conversation. No, I think there is not. Because I started to learn these structures when I did not to know what is grammar. Music and songs which I listened were contributed to these the most. It is not relate with level but it is relate with learning style. Yes, especially in translation and writing lessons, still they were emphasized.

[S-28] In my opinion, using such structures is important for fluency of telling. We do not use these most times because our notes are not regular or it is difficult to remember during exam. Of course these word combinations show that our English level is high. Because such word combinations breathe new life into sentence. We analyzed many texts and we met many of these word combinations. Process of awareness was supervised by our teachers and then it goes to totally personal. If my teachers did not supervise, it would be really difficult.

[S-29] I most certainly believe that using multi-word constructions in your studies especially in your writing makes it look and sound richer than others. I use these constructions because I want my study to have a Professional look. However I don't think many students prefer using these constructions because they are not aware of a learning stradegy. I believe that there is a strong relation between using these constructions and the level of your second language. More advanced students happen to try harder in using these words.

[S-30] When MVCs keep together, they express a different meaning from meaning they express by themselves. Of course the use of these VCs is important . Because the use of these VC s effects writing in terms of variety of words and professionalism of writing. I think MVCs will be complicated and difficult for beginners to learn English. Because English has more various multi-words than our language. I dinid't realize these structures until prep. class. Actually , I knew such structures like "have a look at." I started to learn after my dear teacher said that learning MVCs would be effective for improving.

[S-31] I think it is important. Example, there are too many words meaning "do", but they do not make a sense with other words. We can't use "do an agreement" instead of " make an agreement." We do not know why we use them. I think

there are. I was not much aware of this VCs. I realized in preparation and 1st class process and I started using them. Although it was not too much, it was done.

[S-32] I do not think it is important, but the use of them is good. Especially in speech. I use them, because it provides a shorter expression. Language level is very important. Of course a child from elementary school does not know them. I think I started in high school. I do not think it has been emphasized on this issue since prep. class.

[S-33] The use of MVCs is important in my opinion. Because the more we use them, the more the quality of speaking or writing will increase. We do not use them while writing, because we don't know. I think there is a relationship between the language level and the use of MVCs. Because I realize I have learned as long as our level increases. Especially, but generally come across with them in the course text analysis.

[S-34] It is important. Using these words indicates that you are knowledgeable about the words and VCs in your language. I have realized it this year. I began realize it when the teacher emphasized on this issue.

[S-35] I learned these MVCs are only for the exams before starting university education. But our teachers at the university emphasized on learning and the importance of these words since prep. class. Because of my inability to use these MVCs in listening and writing courses.I have some difficulties. For example, I misunderstand or do not understand what I listen to the listening lesson, and in the same way I have difficulty in expressing my thoughts in writing course. I certainly believe that there is a relationship between language level and the use of these words. Those who use these words in writing or speaking language have the command of a language. Every language has its own rhetoric and stereotypes and they provide a basis of language. Maybe we can express ourselves without using these MVCs but it always may answer the purpose. They make us to be misunderstood or we can be ridiculed. These words are necessary in the translation or listening lessons. I think these words are necessary for the language while reading a newspaper. We also need to use the authentic language to make our writing more professional and formal. I was ridiculed because of the words I don't know their meaning both in dialogues and in movies or songs. Therefore, I recommend everybody to use these MVCs.

[S-36] I think MVCs are important but generally I do not use them because I prefer other words instead of them. Maybe I always use them it can be more useful for me. And of course, these MVCs improve my level in English. When I was in high school, I was not aware of importance of these MVCs but after I came to university, I am aware of them because MVCs are important for writing course. All of course does not emphasize the importance of MVCs.

[S-37] I do not think that SVCs have importance too much because to produce a good article is possible without using them. I did not use VCs in articles which I wrote until now. Rather than writing, I think, SVCs are used more commonly in spoken language. Because looking at the examples that show (with effect given a bit of visual memory) which is used in the scene came to mind in movies and tv series, and I realized that I learned those words from there. My reason may be for this not to use when writing. It will be honest and personal expression very much but I come to this university with my own personal efforts entirely without the aid of any course or organization and, movies and tv series play a great role. So, I learned these structures from the activities of out-of-education not education life. I do not remember to be emphasized on this issue in the lessons I have learned. Of course, there is a relationship between the language level and the use of word groups but it is a situation which is associated with the previous year. For example; I do not think that beginner and elementary students can know them.

[S-38] I think using MVCs has a crucial role in every sense of language learning. If we take these groups into consideration in terms of in our writing papers, they make sense of professional. Language level is completely related to MVCs. Selecting suitable VCs should be parallel to language level. While I was in Süleyman Demirel University, Yalvaç Vocational School, educators haven't been touched on MVCs. A new step in my education process, KTU is a mile stone for my constructional language learning. Since prep. class, I have come across with new and useful MVCs.

[S-39] Yes, I think the use of these VCs is important because they shows we have the command of a language. The reason why we use them when writing is formal words. The relationship between the language level and MVCs indicates that one has the command of a language and knows the counterparts of VCs in native language. I noticed such structures in the prep. class at the university and I started to pay attention to the VCs are used. It was not made emphasized on this issue in all lessons.

[S-40] I think the use of VCs is very important in writing. Besides providing convenience to us,they make the topic we have covered clearer and prevent unnecessary repetition. I almost no use such VCs. My teacher from high school told that the use of these MVCs related to the language level shows that we haven't got the command of a language. But nobody had informed us except Fehmi teacher in the prep-class. At least, the lesson we had been informed was the first period.

[S-41] Yes it is important. We use them while writing because our -mwriting is more academic and they prevent the use of unnecessary words. Yes there is. I think the topic is more clearer not only in writing but also in speaking thanks to our teacher and prep.class. It was made in almost all lessons.

[S-42] It is important. We use because they are necessary. Of course, there are. Because as long as we learn them , our level increases. I realized in high school, but I realized that I know almost nothing about English when I came to the university. When I tried to increase my level, I understood the importance of them. It was done.

[S-43] These words are to gain a richer and intellectual aspects of our English. So, I always try to use these VCs. These VCs are related to our language level. The more we are very well in English, the more we use these VCs and our speaking and writing develop thanks to them.

[S-44] The use of MVCs definitely related to the level of language. The more you have the command of a language the beter you know and use them. I think the best way to know a language is to read the book . Not only in foreign language, one must also read in native language .In fact, I knew such people lived in both Turkey and Germany for years, could not be effective in both language because they didn't like to read book. On the contrary, there are people who can become effective in a foreign language although they haven't got any abroad experience.

[S-45] The use of MVCs is actually very important in writing. I think the best way to tell about our writing is the use of them. But while writing anything, we do not need to use them. In my opinion, the reason why is that we don't use them. I'd like to write in a way we are used to. We always feel as if we are compulsory. Even though it is not always, I believe it is necessary to use.

[S-46] To use the MVCs, we need to know vocabulary and sentence structure in English. That's why I think that beginners use more simple sentences and structures. The teachers have emphasized on this issue in all lessons since prep.class. Especially listening lesson helped me learn these VCs. Different VCs allow us to use the language with different words and structures and this shows that we have the command of a language.

[S-47] The use of MVCs is important to enrich the expression. In order to reflect our thoughts and feelings more effectively, we use these MVCs. The language level is related to the use of MVCs but I dont know if it is true .The beginners dont use these VCs. I learned them in class of 8th. It was said that we need to use these VCs . However, it was not emphasized on this issue except writing course in the other years.

[S-48] The use of VCs is important in order to make different meaning and the use of them is also important in writing. We can say that the language level is related to the use of MVCs. Because the person who have the command of a language can easily reach these VCs or cannot reach in any way. I also came across these VCs in high school. This issue was emphasized in that period.

 [S-49] Of course, the use of multi-word groups is important. That's why they make the article more effective and more interesting. I don't usually use them in my articles because I don't know. I can't usually be sure of the meanings. That's why, I don't use them. However, I will learn better by doing much more researches about these issues later on. I think that it is directly related to the language level because it is possible to get the attention of the people being interacted with and lead them to listen us if we use how an effective language. Almost all my instructors emphasized this issue throughout most of the lessons that I took since preparation class, they said that we can write more effective essays when we use multi- word groups both in speaking activities and our writings.

[S-50] The use of MVCs are highly important. Generally we should use these MVCs if we want to be apparentness of our paragraph or essay we write. Sometimes we cannot use our essay or paragraph because of lack of information. To me, people who know language in the degree of advance know the majority of MVCs. I have been aware of these structures since I have studied in English Language and Literature Department in Karadeniz Technical University.

[S-51] In my opinion, MVCs are very important because they show clearly our master of this issue. I'm trying to use as much as I can when writing because they make my writing more attractive. We discussed this issue in almost every class in our department. Almost most of the courses in our department has been emphasized on this issue.

[S-52] SVCs that are used in proper place always make a part more academic. The use of MVCs instead of using simple words or verbs will be better. While writing, using these VCs generally don't come to our mind because of apprehension and excitement. Language level surely affects using these groups. The more a person reads, the more he/she will see structure and will use these structures in need. It is unexpected that those, who haven't see any structure, uses it. We can see their extension now although these structures are composed of several units in prep-class. From preparation class, it has been stressed on this subject. We have seen its influence on writing.

[S-53] MVC s are important to me. Because learning a foreign language requires not only memorizing the words and sentence structures but also learning MVCs. We use their structure because it is necessary. There is a significant relationship between the level of language and MVCs because vocabulary is the main problem of learning language. In prep-class, it was emphasized on this issue in listening, writing and reading lessons.

[S-54] Yes, it is important. Using these words one can improve his/her vocabulary, speaking skills, writing skills. But I think, it is more important in productive skills. Before using these words, it necessary language level I think it should be

intermediate level after taking basic rules of the language, one can develop his/her skills by using memorizing these words. Since the prep class, my teachers recommend us to use these multi-word constructions. They use them in their courses.

[S-55] Of course, MVCs are very important. These VCs are used very well for the comparison of two languages and being understood. For example, we should know better a sentence in which the verb is used. Otherwise, it may make a send a of different meanings. On the other hand, the use of them in our academic writing is also very important. The use of these VCs shows what our English level and how seriously we are writing. In particular, I realized that the content and vocabulary of article in the academic writing are very important. It was very important to use the correct verbs and choose VCs in writing lesson. The same is for translation lessons. In particular, the use of correct VCs in the translation made from Turkish to English is very important. Otherwise, there may be unnecessary meanings. After our teachers say that SVCs are used wrong while translating, they write on the board the truth. Thus, it is easier to understand their importance for all classes. It has been emphasized on these VCs in almost all of the lessons we take since the prep-class, and students have been also encouraged to learn them. While all teachers were writing or talking, it was emphasized on them.

[S-56] In my opinion, these multi-word constructions are so important. We should use them while we are writing. It does not matter which content we have. Actually, we don't always use them because we have lack of practicing or maybe we are afraid of our mistakes. I think there is a relationship between the level of language and multi-word constructions. Because our language level must be enough in order to use them. I learned these verbs in high school, but in trust, I don't always use them in my writing because of no repeat. I have been studying in this university for 3 years and each year my teacher emphasizes these verbs, their functions and their importance. To recap, we should use them in everyday use.

[S-57] The use of these MVCs is certainly important. The more we know these VCs the better we write and speak. There is an important relationship with our language level. Because, these VCs increase our language level. I began to use these structures since post-secondary in my education life. It has been emphasized on this issue since prep-class.

[S-58] Of course, it is important because I think that they are keywords and show the text more complex. And it makes the level harder and I think that the more learners memorize the words and use them in their writing, the more they improve their foreign language. I think we do not use them, because we have difficulty in memorizing these words. As I said, I think that it is not easy to use them, and also I think they increase the language level. In short, I began to see them in subtitles of English films. I think it was emphasized on this issue in prep-class.

[S-59] Yes it is important to increase our vocabulary. You know we want to speak as a narrative speaker so if you really want to be narrative speaker, you have to know almost multi-word, such as idioms, phrases. There is relationship in using multi-words and language level. And it's useful to increase to our level. You know there are lots of words different levels. In high school period, I got many structure of words, phrases, and idiom than university period.

[S-60] I didn't know these VCs very well until I came to the university. But since I came to the university, I have realized how important it is. Since the prep-class, our teachers have paid attention to this issue.

[S-61] MVCs play an important role in improving our speaking skills and vocabulary. I do not think we use them too much when writing. Of course there is a relationship between MVCs and our language level. The more we use them too much, the more our speaking and writing skills increase. I do not think it has been emphasized on this issue in lessons we take since the prep-class. I have still challenges towards writing.

[S-62] I think the use of MVCs is absolutely important. I'm trying to use them in my writing as far as I know, but knowing a source to learn more VCs would be much better. I'm having difficulty in finding. Those I'd know are not enough. Because, MVCs make the writing more attractive. During this period, it is emphasized on this issue too much on the writing course, but as I said it should be indicated the sources. I'm using a lot of online dictionary and I need to source.

[S-63] I think the importance of these VCs varies depending on the purpose our writing. For example; while we come across these words in formal texts, they are widely used in novels and literary text to enhance it. This shows us where and for what purpose we use them. Moreover, the use of these MVCs is related to the language level. People who have a low language level prefer different words because the more level increases, the easier it is to understand difficult texts and words used too littleland so that we can use them too much. I think I noticed this MVCs during the course of prep.class and since my language skills improved, I think I have used them more. In my previous writings, I didn't use them because I didn't know the use of them and come across with these MVCs in the other writings. That's why, I could not afford to tell wrong instead of expressing easily. Since prep-class, our teachers also have emphasized the different ways to express it.

[S-64] People with high-level language can be dominant in such groups. It is important to express fully what we think.

[S-65] I think it is important because it makes our writing more attractive. If they come to mind, I use them. I do not think there is a difference because the writing and spoken language are completely different. I learned it in prep-class thanks to

Ali Şükrü teacher. And I had not heard until then. Yes it is done , and especially Ali Şükrü teacher emphasized on them too much. And he still continues to emphasize on them. Indeed, I think this is the right thing.

[S-66] The use of these MVCs is certainly important. We need to be understand easily when writing.I noticed the use of MVCs when I came to university. In general, almost all teachers emphasized on this issue.

[S-67] Yes, I think it is important use these MVCs. Because , it will be more effective when writing. We came across such structures in movies we watched in the listening lesson during prep.class. We still continue to learn.

[S-68] I think that these MVCs are sometimes important. Sometimes we can't tell about what we want to tell with a single word. We rarely use them when writing. Because we do not know most of them. I think there is a relationship between the use of MVCs and the language level. The more the level increases, the more we learn words.

[S-69] Some teachers told about the structure of collocation but they didn't emphasize on them too much in the prep-class. While writing essay, I can use them article sometimes consciously and sometimes unconsciously. I heard them for the first time in the first period of prep-class.

[S-70] MVCs are important because they enrich the meaning and provide fluency in the text. We need to use them to write academically. This use is too much in advanced level of language and this also reveals an author's level. I need MVCs in prep-class and learned the importance of them

[S-71] When I was a prep class, my listening teacher always emphasized to using multi-word combinations and we come across multi-word combinations in film, article, lessons abd we started to learn it. I think that usage of multi-word combinations is most important because we can use it in academic paper and many projects and my assignments appear more academic because of usage of multi-word combinations, my English level appears more advance. I noticed multi-word combinations in prep class and I always use it from prep class to present.

[S-72] Of course using of word's groups are so important but I don`t use too much. Because I can`t trust my grammar information. İ am still working on grammar. İ know my infrastructure is weak. We can control the language when we use these groups of Word in writing and speaking. I don`t think lessons emphasis this situation except writing lesson.

[S-73] The use of MVCs is important, because we use them while writing, so that we have used a more expressive language. In fact, I occasionally came across these VCs in every period of my education life. In general, VCs attract our attention because then cannot be used as phrases in Turkish. In all the lessons we take it has not been emphasized on this issue too much since the prep-class, but we generally came across these MVCs.

[S-74] Mentioned SVCs , according to my language level are not too complex and their use may be inevitable according to circumstance. I have encountered throughout my life with people who speak without using word groups and listening to them is absolutely tiring, boring and useless. Word groups which I will use change according to what we talked about or what we write and if we consider that I am a student of faculty of literature, these or different word groups I used can become unavoidable. If language level and vocabulary knowledge increase, the use of word groups will naturally increase. I noticed that I first started learning English from high school preparatory classes. I am aware of the necessity of using effective language and I have evaluated with my writing as literature student and I've witnessed that my teachers behave demandingly and warn us whenever necessary.

[S-75] I don`t think that multi-word groups are very important. But certainly except that academic writing. I am not using it when I write these because; I haven`t got enough information and i can write without using it. Absolutely yes, you can control language how your language's level is good. Not much.

[S-76] Yes, it is important. Because, we can express clearer what we want to express. Of course, it shows that we know more Word and more Word structure. None of my teachers give me any information when I am looking for a Word which I don`t know in preparation class.

[S-77] I don`t remember that we considered about this situation. The paraphrase and speech can be richer when they were used. I like to use longer forms to make it different from general usages. Before I came university, in high school, my teacher used to use it in our lessons and I wanted to use it. So when I came university, it was interested me especially in writing lessons.

[S-78] I think, it is extremely important to use multi-word groups but we do not use in this article because both a lot homework and exams is blocking to do best our homework. In fact, the use of multi-words is extremely important because it is very practical and useful, but we do not use it enough. Most of my friends in my class, I'm one of them, we do not use these with lack of self-confidence by inflicting vocabulary knowledge and lack of grammar, sometimes we even afraid to talk. I observed the use of multi-word in writing course for the first time in this year. No teacher mentioned it before. Foreigners often use while writing and talking about it, our biggest mistake is to try to understand the words we came across. I would like to put additional courses for it and even it would be better to be very-interested in this issue.

[S-79] It is important to using multi-word groups. This topic didn't mention in preparatory class. I'm a freshman and I have started to learn these multi-word groups. There is a relationship between language level and using of these multi-word groups. Because using of these multi-word groups examines on the person's knowledge and level. Generally, this issue focuses on the writing course. Our teacher had just talked about this issue in the writing course.

[S-80] Using of multiword groups is important because they provide to more express what will express. While we are writing, we use them because while we are writing, we convey our thoughts and feelings and multi-word groups provide to do this in the best way. I think, there is a relationship between them because multi-word groups which learn to university level are very different. I noticed it at third grade in high school because I couldn't find the dictionary one by one and my teacher told me that it is multi-word groups and they emphasized in every course.

[S-81] I came across in training center with multi-word groups but I look up dictionary while I did reading paragraphs and I tried to commit these words to memory. I never used writing in this year. Firstly I used prep class and I often came across in listening lessons. I think that multi-word combinations are very useful for essays and speaking. I feel that I have a full commend of English. Also I consider that multi-word combinations have a relation with language level because using of these words means that you know English and these words are good for improving our writing skills.

[S-82] In my opinion, using of multiword groups is important. Firstly, the reason why we don't use them in our paper is that we usually don't know them. The reason why we use them create more clear writing and express our thoughts and feelings by using them in the target language correctly. Of course, these multiword groups related to language levels. The more you know these groups the more you have a command of them. I noticed these structured in high school. While I was looking at dictionary, reading and need to writing, I noticed it. Of course, it was made. Especially, this kind of studies dwell on this kind of studies in preparation, but in the advancing years I never met these word groups while I was reading the newspaper and I also need to these multiword groups while I was reading.

 [S-83] Actually, I didn't use them until the translation course in last year, but I noticed that they are essential and flash when I saw these structures in translation course. They are not necessary, but I feel better speak when we use them.

[S-84] Our dear "listening" teacher told us these word groups in preparation and I noticed that doing a double take. These word groups need while writing, talking, doing anything, because I speak for myself, I rarely use these word groups in my writings, but I like them. The reasons why I don't use them to the simple words come to my mind. I dogmatize it. In a word, there is a level difference. I'm sure, if we use these word groups, they'll help us.

[S-85] Of course, they are important in terms of intimacy to culture, language and sensibility. We use it because it has importance in terms of intimacy. We don't use it because we don't allow for them in our lives as far as using in our writing. We prefer the words which have the same meaning instead of multi word constructions. Another important reason is that we really reading too little. I think, firstly we need to a serious awakening about allowing how we should reading in our lives. The language level is important factor which confronts to every study about language and represents its situation. There is a relationship between multiword groups and language level. The person who deprived of good language skills doesn't overtake the multiple word groups. I'm aware of multiple word groups since I have introduced to foreign language. I don't overtake to insist on courses and lessons. In many lessons which I have received since preparation, this issue was emphasized, but they weren't used. Both in lessons and in extracurricular activities and speaking, they weren't used.

[S-86] Using of multi-word constructions is very important in English, especially who is very close the learning and using English. In high school or some of the other department where English is not taken seriously, the using of these verbs cannot be very important. Also they don't need to learn these verbs. Explaining themselves is enough for them. But for us especially, who tries to specialize on English should know both usage of these verbs in their speaking, writing and every expect of the English. Besides, the level of the language also affects the using or these multi multi-word constructions. Because, we cannot expect the high school student or new English learner to use these verbs. Their aim is just explain their feeling in easy way and easy verbs. For example, English has been in my life for 13 years. Until the university life, I cannot get these verbs. Because, in high schools the courses basically focus on grammar and every year is the same timetable about English teaching. They don't pay attention to the teach these multi-words usage. Luckily, after coming university I can surely say that I learn to English. because, especially in prep class and translation courses I see these verbs often and I tried to use these verbs in my writing. Lastly, a person who tries to learn English or improve his/her English should learn the these multi-word constructions.

[S-87] This issue wasn't emphasized in the lessons which we received from preparation, so we don't know its importance, but I think using of them will bring the wealth to our writing. I also think that there is a relationship between language level and word groups. If we know them inclusively, we use them too much in our writing. I suppose to it is something like vocabulary. The more we know vocabulary mostly, the more we embellish our writing. I think, the same goes for them.

[S-88] Of course, it is important. These multi-word groups need to use for pointing out and seeming beautiful. There is an inevitable relationship between language level and these multiword groups. I met them in high school, but I approached differently in university. Yes, these structures were emphasized when the occasion arises since preparation.

[S-89] Of course, it is important. I think, we should learn multiword groups. Using of multiword groups is more sensible instead of easy words. While we were writing, we were fronting easier and complicated words. Everybody doesn't memorize multiword groups. English doesn't consist of simple words. I think, our vocabulary develops and our language level comes up as long as using these word groups. Multiword groups weren't emphasized in preparation. We understand to being important these words in this year. Especially, "coca corpus" helps to us and I think, everyone should use multi-word groups.

[S-90] In the first years which English comes into my life, I don't know the importance of multiword groups, because I don't think English professionally in those years. I understand the importance of English in university years and I make an effort to predominant reading and writing. This was followed by the desire to teach the multi word groups that I mentioned above; therefore, I'm learning word groups and trying to use them as possible.

[S-91] I think, these word groups make visible and effective to meaning. They arouse aesthetics feeling and they point out reader, so they are important. I don't use these word groups because I don't discover these words. As language level rises, using of words rises. Before I study in preparatory, I don't notice these words. I use the ordinary words. I use more significant words with rising language level. I notice them in preparatory period, but I start to use them more effectively in this period. I think, multiword groups weren't emphasized in preparatory period, except for several lessons.

[S-92] Using of multiple word groups is important because it supports fluency and professionalism of writing. It contributes to make academic writing. Of course, there is a relationship between language level and using of multiword groups because beginners underutilize these multiword groups which their language hasn't got.

[S-93] Of course, they are very important. If we want to write efficiently and well, using of these word groups is very important. We use to write well, developed and elite, but we use common structures to finding it difficult and don't know many of them. Actually, we cut corners and certainly there are them. According to me, language level of a person who uses these patterns is very good. I noticed these structures in preparatory. Our teacher mentioned these structures constantly and he/she taught them to us in lesson, but I was accustomed to take the easy way out as I wrote above, so surely, we don't use them. I can't say that it's done in all lessons, but I can say that these structures are essential to our translation lessons.

[S-94] When it is considered, someone who uses the idioms, verb, phrases in our language, we ask this question "how do you speak our language?" because this shows that this person learned the language very well and she or he can use these idioms. So it is important to find out. The native speaker uses while speaking his or her mother tongue. It is important to learn the multi word constructions. Because by the nature of learning a language, they cannot be omitted. I use them while writing and it should be used. Because the person who can have a full commend of a language can be persuasive. It can be stored over her or his writings. It can be related because it is a kind of learning vocabulary and structure. If a person can use some of them he or she can control the language and what he or she writes. I have been aware of how they are important at the end of the preparatory stage. Actually, not all of them. But even so it has been sufficient for me. The power of using a language appears itself in using it efficiently.

[S-95] These word groups make fluent of writing and they don't bother a person who reading. They reveal our knowledge level.

[S-96] Using of multiple word groups is very important to write a good writing. When I write, I need and use them. There is a relationship between them and language level. We need vocabulary to make fine sentences as grammar rises. I noticed them in second year of university. I noticed them when I started to hear them. In many of lesson, they were emphasized.)

[S-97] Multiple word groups are important because they take on new meanings thereby some words come together and word phrases consist. With these word combinations it is possible to form sentences to express the intended meaning. Multi word combinations are used according to the language level. For beginners, it may be difficult to use them. I think that there was a focus on these constructions in our lessons including prep classes as well.

[S-98] Using of multiple word groups is important because they use both in exams and in newspapers and books commonly. I use them when I write something, but my multiword knowledge isn't enough. I think, there is a relationship between multiword groups and language level because they are used in the text commonly. Multiple word groups Express to much different meaning from meaning that expressing of words. This situation requires to knowing what these words mean. I noticed these structures since my high school education. Memorizing these words as pattern is emphasized by teachers. This is a topic which I often feel the lack of them and I encountered them in KPDS and UDS. This topic is emphasized in speaking, listening, translation and writing lessons since preparation, but any research and evaluate isn't made related to how often they are used.

[S-99] We know everything that we have learned to our advantage; therefore, they are important and they can saver both in our lessons and in everyday life. When we used these word groups, we made of the meaning which we intended to it; moreover, we sometimes make a difference. It raises the higher steps writing since the content is exact in terms of

language level. I want to learn these word groups earlier, but I learned them while I was going to classroom at third class and anybody doesn't focus on this topic. We only focus on listening lessons in preparation.)

[S-100] It is important in the sense that it adds richness to the text. Same as the first. Well, more a person uses that multi word constructions it already means that they have a good language. Yes, there were mentioned by our writing instructor all the time.

[S-101] Using of multiword groups is important because these word groups show that we can use English in real terms. How to write and speak to use these word groups? If you don't use them, this means that you don't use English completely. The language level is important. A person who know A1-A2 (elementary) doesn't know complex collocations, but the student is acquaintance these patterns after intermediate. They are both understood and practiced when they are read. I noticed these word groups when I taught them. I always use them. I knew their meanings that used in daily life. I learn them without aware of them. I saw some people who emphasized in our lessons, but I think they aren't emphasized enough. In fact, the students should be forced to use them spryly. You do it and I'm happy. The more students (English Language and Literature) put English in their lives, the more they can improve their English. I think, English of my friends who watch the English film and listen the English music is better than everyone and the students are encouraged.)

[S-102] Yes, they are important and I try to use them to writing lesson, but I abstain to both make an error and not know them. They are emphasized both listening and writing since preparation.)

[103] Using of these word groups is important because using of these word groups is important to improve the meaning in an essay that we write. Obviously, I always don't use them after academic writing lesson, but I pay attention to them after this lesson. This year is the year which encouraged in 12 year of high school and primary school. It is owing to writing lesson. This year is the year which emphasized them since preparation. Shortly, I understand their importance owing to academic writing.)

[S-104] I think, using of these word groups is important. If we used them while we were writing, we pointed out reader. There is a relationship between using of word group and language level. I encouraged to them through my university life. Especially, I encouraged them in listening while I was watching news and films. This topic isn't emphasized in all of lessons which I have received since preparation. Especially, they effect in translation and listening lessons.)

[S-105] Using of word groups is important. We should use them while we are writing because we learn them by using to our writing. Besides, we improve our language level. There is a relationship between language level and using of multiword groups. The more we know them too much, the more our level rises. I noticed these structures in high school. They passed in the books which we have used, but they weren't mentioned as multiword groups. We saw their meanings and these words never didn't mention. Anybody wasn't mentioned and emphasized them in lessons.)

[S-106] According to me, these multi word constructions are important. But we don't use these constructions while writing. Because, I rarely come across these constructions. I noticed these constructions when I studied at primary school. I think absolutely there is a relationship between language level and multi-word constructions. This subject has never been emphasized since I studied at prep class.

[S-107] When I came to university, I noticed to go through the motions in language learning until today. According to me, many of English teachers are unaware of these structures. These structures are important because they are used in films and news, but they aren't used in lessons, hence we use them in our writing.

[S-108] I think, they are of vital importance and provide the essence; on the other hand, our writing don't bother to people. We should use them but many of them don't know their importance. Actually, we use the wrong by thinking Turkish. For example, we can't understand "have" in structure of "have a look". These structures need to special effort and attention. We should take a note when I read the text and see the new structures. Yes, I think there is a relationship because I noticed to use these structures to writing when I came to university. Actually, this process started when I hear "collocation" and I paid attention to these structures and they arouse interest me. Yes, it is made. Especially, our teacher taught the collocations to us in our translation lessons, but this topic isn't mentioned by teachers without this lesson.

 [S-110] Yes, they are important because these words provide to speaking fluently. We use these words in writing, listening and reading. I started to learn them when I came to university, but I encouraged them when I study to YDS, too.

[S-111] Firstly, we should have our vocabulary to speaking English. We consult the methods as memorization, reading and writing. Using of multi word groups is advantage to us in both writing and speaking. It gives a result to effect to a person, but we should have language level. If we don't know how we use them, many of meanings consist and it prevents to compromise to us. I noticed these structures in high school and I think that I have a lot of deficits about this topic. We learn the lessons as writing, listening and reading and we use many of words. The preparation benefits to us.

[S-112] Multiword groups are important to rising our level and knowledge, but I think we don't use them while we are writing. The reason for this results from not knowing multiword groups or we prefer using one word instead of multiword

groups since we fear that damaged sentence structure. The more we know more multiword groups, the more our language level rises very much. I noticed them rather I provided to notice in university years. I already encouraged such structures, but I don't think to be important in terms of language level. I think, somebody never emphasized this topic. Everybody said that we don't suffice about academic writing recently. According to me, the important reason for this is deficiency of vocabulary.

[S-113] Firstly, importance of multiword groups changes the place of us because they are important when they are used because they are patterns, but when we don't use them, they aren't important. If we know them, we use them because they are patterns, but most of us don't know them. Yes, there is a relationship between using of multiword groups and language level. I noticed their existence in preparation. Our teachers said them and I noticed them as reading. Yes, this topic is emphasized in preparation.

[S-114] They are important definitely. These word groups embellish to the writings. Although I don't know them much more, I try to use them in my essays, but I think they are used in all writings. These words have influence in speaking and writing. Yes, they are relevant to language level because we didn't them in preparation, but we can use them with research which made and wrote the writings until then. I noticed these structures in high school. I have ELS book. I think somebody never emphasize this topic. These structures are emphasized in university.

[S-115] Using of multiword groups is important. I think, they embellish and enrich to sentence. If we had information about multiword groups, we would use them mostly. There is a relationship between language level and multiword groups. These usages show that language level rises mostly. I don't remember that this topic emphasized in lessons. Actually, I think, emphasizing in lessons benefits to us.

 [S-117] Now and then, we encouraged these structures owing to our teacher. I wanted to mention it because these structures result from give pleasure as reading to reader and have influence. Everyone should use them because they concision. I think, language level of the people who know and use them is very well and effective.

[S-119] Multiword groups change according to their place and purpose, but they work a lot. They usually work a lot in lessons and books which I read.

 [S-120] Multiword groups show that writing is more advanced level; in short they can help it.

CURRICULUM VITAE

Ali Şükrü ÖZBAY, born in 1972, completed his primary, secondary and high school education in Terme. In 1991, he began to study in the English Language and Literature Department of Faculty of Letters, Ankara University. Following his graduation from Ankara University in 1996, he began teaching as an English lecturer in the Foreign Languages Department of Karadeniz Technical University. He was transferred to the Department of English in 2001 and has been working there since then. He holds his BA in English Language and Literature from Ankara University and MA from KTU, Applied Linguistics Program and Ph.D. from the English Language and Literature department of KTU. His main areas of interest include Corpus Linguistics and Learner Corpora, translation studies, listening comprehension strategies, academic writing and error analysis.