

**T.C.**  
**Mersin Üniversitesi**  
**Eđitim Bilimleri Enstitüsü**  
**Yabancı Diller Eđitimi Ana Bilim Dalı**  
**İngiliz Dili Eđitimi Bilim Dalı**

**SEMANTIC PROSODIC ANALYSIS OF THE  
TEXTS WRITTEN IN ENGLISH AND TURKISH BY  
MERSIN UNIVERSITY ENGLISH LANGUAGE  
TEACHING DEPARTMENT STUDENTS IN  
TERMS OF DIFFERENT VARIABLES**

**YÜKSEK LİSANS TEZİ**

**Fatma HAS**

**Mersin, 2014**

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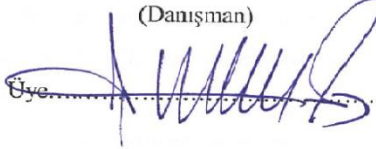
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Y¼KSEK LİSANS TEZİ olarak kabul edilmiřtir.

Başkan .....  


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Yukarıdaki imzaların, adı geen đretim ¼yelerine ait olduđunu onaylıyorum.

7.8.2014  
Prof. Dr. Y¼ksel KEBLEĐ

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## ÖZET

MERSİN ÜNİVERSİTESİ İNGİLİZCE ÖĞRETMENLİĞİ BÖLÜMÜ  
ÖĞRENCİLERİNİN İNGİLİZCE VE TÜRKÇE YAZDIKLARI AKADEMİK  
METİNLERDEKİ SÖZCÜKLERİN ANLAMSAL BÜRÜN  
GÖRÜNÜMLERİNİN ÇEŞİTLİ DEĞİŞKENLER AÇISINDAN  
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197 Sayfa

Çalışmanın amacı daha önce bürün görünümleri ısıpatlanmış (Berber Sardinha, 2000; Wei, 2002; Xiao & McEnery, 2006; Huntson, 2007; Sadeghi, 2009 vb.) *happen, cause, bring about, create, effect, provide, because of* ve *thanks to* yapılarının Mersin Üniversitesi İngilizce Öğretmenliği bölümü öğrencilerinin yazdığı 606 İngilizce ve 579 Türkçe metinde anlamsal bürün görünümlerini bulmaktır. Diğer amaçlar cinsiyet, sınıf, grup ve metin türü değişkenlerine göre anlamsal bürün görünümü kullanımının ve bununla metin bağdaşıklığı oranının betimlenmesidir. Çalışmada özel bir derlem oluşturulmuştur. AntConc 3.3 yardımıyla tüm eşdizimler Xiao ve McEnery'nin

(2006) yaptığı gibi manuel incelenmiştir. Sınıflama Stubbs (1995 akt. Ebeling, 2013)'ın çalışmasındaki gibi yüzdelerle belirtilmiştir. Yeni eklenen kelimelerin İngilizcede anlamsal bürün görünümleri açısından nasıl kullanıldığına bakmak için anadil konuşanlarının yazılı ve sözlü metinlerini içeren BNC referans olarak alınmıştır. Çalışmanın bulguları *happen - olmak* dışındaki hedef kelimelerin önceki çalışmalara paralel olarak her iki dilde de aynı anlamsal bürün görünümüne sahip olduğunu göstermiştir. Ayrıca bulgular doğru anlamsal bürün görünümü kullanımının metin içi bağdaşıklığı artıracağı yönündedir.

**Anahtar Kelimeler:** Anlamsal bürün, eşdizim, metin bağdaşıklığı, öğrenci derlemi, Türkçede anlamsal bürün

## ABSTRACT

### SEMANTIC PROSODIC ANALYSIS OF THE TEXTS WRITTEN IN ENGLISH AND TURKISH BY MERSIN UNIVERSITY ENGLISH LANGUAGE TEACHING DEPARTMENT STUDENTS IN TERMS OF DIFFERENT VARIABLES

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This study aims to reveal semantic prosodic words decided before (Berber Sardinha, 2000; Wei, 2002; Xiao & McEnery, 2006; Huntson, 2007; Sadeghi, 2009 etc.) *happen, cause, bring about, create, effect, provide* and two new *because of* and *thanks to* both in 606 English and 579 Turkish paragraphs by the students of Mersin University ELT Department. The other aims are to find out SP types in terms of gender, grade, group and text types, and to decide text coherence and cohesion in terms of SP. A special corpus is designed. With Antconc 3.3, all occurrences of target words are analyzed with naked eye as Xiao and McEnery (2006) did. Then, it is decided how frequent each type of SP is used in percentages as Stubbs (1995 cited in Ebeling, 2013) did. For the new words in English, BNC is used as a reference. The study shows if there are more than one equivalent of a word in another language, the knowledge of SP may help

choosing the best one. Also, appropriate semantic prosodic use may help to produce coherent and cohesive texts.

**Keywords:** Semantic prosody, collocation, text coherence, learner corpus, semantic prosody in Turkish



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APPENDIX F: Sample Opinion Texts in English

## LIST OF ABBREVIATIONS (In Alphabetical Order)

<b>BNC</b>	: British National Corpus
<b>CALL</b>	: Computer Assisted Language Learning
<b>CLEC</b>	: Chinese Learners English Corpus
<b>COCA</b>	: Corpus of Contemporary American English
<b>CEF</b>	: Common European Framework
<b>DDL</b>	: Data Driven Learning
<b>EFL</b>	: English as a Foreign Language
<b>ELT</b>	: English Language Teaching
<b>ESL</b>	: English as a Second Language
<b>ESP</b>	: English for Specific Purposes
<b>F</b>	: Female
<i>f</i>	: frequency
<b>ICLE</b>	: International Corpus of Learner English
<b>JDEST</b>	: Jiao Da English for Science and Technology
<b>L1</b>	: First Language
<b>L2</b>	: Second Language
<b>M</b>	: Male



- MI** : Mutual Information
- SLA** : Second Language Acquisition
- SP** : Semantic Prosody

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## INTRODUCTION

When one thinks about learning a foreign language, it is necessary to have enough proficiency in four basic skills which are reading, writing, listening and speaking. But one thing ignored about a language is its vocabulary (Nation & Carter, 1989). “Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating” says Xia (2010). Also, Wu (2009) sees vocabulary as a tool of thought, self-expression, translation and communication. In 1976, Wilkins states that one can express few things without grammar, but without vocabulary s/ he can describe nothing (cited in Xia, 2010; Wu, 2009). At that point, Wu (2009) gives a good example: “Without the acquisition of vocabulary, that is equal to that a capable housewife feels it difficult to cook porridge without rice”. (p. 131)

Vocabulary acquisition is the largest and most important task facing the language learner (Swan & Walter, 1984 cited in Shejbalova, 2006), and ability to communicate in a foreign language necessitates more than solely its grammar and semantic knowledge (Sadeghi & Panahifar, 2013). According to Öztürk (2006), words are labels for concepts, and teaching word meaning is essentially teaching context for given words (Antonacci & O’Caalghan, 2012). Thinking vocabulary is more than a list of words (Hackman, 2008), Carter (1998) and McKay (1980 cited in Zhang, 2010a) state that knowing a word mainly involves knowing how to use the word syntactically, semantically and pragmatically. Richards (1976) and Nation (2001 cited in McCarten, 2007) gives a list of different things learners need to know about a word before one can say that s/ he has learned it. This list includes the meaning(s) of the word, its spoken and written forms, what “word parts” it has (e.g., any prefix, suffix, and “root” form), its grammatical behavior

(e.g., its word class, typical grammatical patterns it occurs in), its frequency, connotations and collocations (p. 18).

Moreover, Nation (2005) claims that learners should know the *learning burden* of a word. As to him, three things about a word should be taught: meaning (form and meaning, concept and referents, associations), form (spoken form, written form, word parts) and use (grammatical functions, collocation, constraints of use). Additionally, even from elementary level, it is important to teach not just single words but also larger chunks such as phrases, expressions, or collocations (Sökmen, 1997).

As researchers state above, collocation is an important part of a word. The term collocation, which is dealt with in this study, is defined in many different ways according to the view of researchers adopted. First approach is phraseological approach which defines collocation as a type of word combination in a certain grammatical pattern (Cowie, 1981 cited in Gazali, 2006). The other approach is frequency- based approach which Nesselhauf (2005) states in this approach,

a collocation is considered as the co-occurrence of words at a certain distance, and a distinction is usually made between co-occurrences that are frequent (or more precisely, more frequent than could be expected if words combined randomly in a language) and those that are not. (p. 12)

On the other hand, Akıncı (2009) finds the frequency-based approach has some deficiency in terms of semantic relationship between the elements of a collocation, which is an important factor to decide whether they constitute a collocation or not. So, in the study of Martynska (2004), a semantic approach is added to examine collocations.



According to Ahmadian, Yazdani and Darabi (2011) “In the last few years, much research has been focused on some specific uses of collocations”. Some corpus linguists such as Sinclair (1991), Stubbs (1995) and Hoey (2003 cited in Ahmadian et al., 2011) provide some instances about near synonyms having different collocational behaviors in different connotations; for instance, *cause* death but *bring about* happiness, which they call this relation as Semantic Prosody (SP).

SP is an aura of meaning with which a word or phrase is imbued by its collocates, which means that collocates frequently occurring in the vicinity of a word or phrase will have 'shaped' that word's semantic aura in the mind or expectations of the native speaker (Milojković, 2013).

The notion of SP in this study can be defined as Louw did in 1993 since he states the main functions of SP clearly. As to Louw (1993 cited in Stewart, 2010), “Semantic prosody refers to a form of meaning which is established through the proximity of consistent series of collocates” adding the main function of these collocations is to express the hidden attitude of its speaker or writer. Then, in 1995, Stubbs (cited in Guo et al., 2010) states that there are three kinds of SP, and this classification is chosen because it is the most widely used one in many studies (Berber Sardinha, 2000; Wei, 2002; Stefanowitsch, 2003; Tsui, 2004; Wang & Wang, 2005 cited in Ahmadian et al., 2011; Xiao & McEnery, 2006; Huntson, 2007; Sadeghi, 2009; Zhang, 2010b; Louw & Chateau, 2010; Yang, 2011, Ebeling, 2013 etc.). If a node word has collocations with negative semantic characteristics, it has negative SP. If the word has positive collocations, it has positive SP, and finally if a node word attracts both positive and negative collocations, then it has neutral or mixed SP. When deciding SP, it is important for a word to co-occur typically with other words, as in frequency- based approach, in addition to belong to a particular semantic set (Huntson & Francis,

2000 cited in Stefanowitsch, 2003). So, co-occurrence and semantic environment of collocations in a pragmatic framework are two important factors for SP (Carmen, Cubillo, Belles-Furtuno & Gea-Valor, 2010).

SP has the power to create a bridge between reader and writer or listener and speaker by adding extra meanings to a text or speech (Berber Sardinha, 2000). In order to avoid inadequacies, the language learner should have enough knowledge about SPs in target language, so that one can realize whether the chosen collocations are suitable connotationally (Louw, 2008). “Native speakers’ unconscious knowledge of collocations is essential component of their idiomatic and fluent use” says Stubbs (2001 cited in Gyllstad, 2002). Also the difference between native speakers and L2 learners can be attributed to collocational knowledge (Shei & Pain, 2000). Moreover, Nation (2000) suggests that the improvement in collocational competence will help language learners gain native-like fluency, and for L2 learners and teachers, a big challenge in learning a word lies in mastering its pragmatic function (Zhang, 2008), which is related to its SP (Partington, 1998; Sinclair, 1999 cited in Sadeghi, 2009). Common inappropriate word choice is because of neglecting semantic prosodic features of the words (Wei, 2006 cited in Zhang, 2009; Xiao & McEney, 2006).

## **Problem Statement**

When studying on words in a foreign language, it is impossible to think them out of the context they are in (Taşıgüznel, 2004). The words in a context create a semantic harmony (Jones, 2012), and for an EFL learner, it is important to read between the lines, and communicate fluently using appropriate collocations for the words chosen like a native speaker of that language. Oster and Lawick (2008) state that “[F]ailure to meet the target language conventions

may lead to unintended awkwardness” (p. 333). SP is a specific use of collocations as Ahmadian et al. (2011) states; however, researches show that EFL learners are not aware of even the basic correct use of collocations in English whereas native speakers do this naturally (Phoocharoensil, 2011). Maybe, this is because of that both language learners and teachers do not give importance to corpus- based studies for studying firstly on collocations, and then SPs of words. While teaching some vocabulary items, teachers just teach their denotational meanings (Tsui, 2004), whereas in dictionaries near synonyms have similar meanings although in fact, they usually differ in their collocational behaviors (Zhang, 2010a), and that truth makes us think twice about the importance of having the knowledge of SP. Moreover, little work has been done on languages other than English and still less work has been undertaken contrasting the collocational behavior and SP of words in different languages (Xiao & McEnery; 2006; Ebeling, 2013). Furthermore, there are only a few examples about SP (Yıldız, Öz & Kabakçioğlu, 2009; Aksan, Duran, Ersen, Hızarıcı, Korkmaz, Sever & Sezer, 2008; Aygül & Kurtoğlu, 2011) in Turkish language which examine the synonyms or near synonyms in Turkish but not the ones discussed in the present study.

### **Aims of the Study**

There are three aims of the present study. First aim is to reveal the use of semantic prosodic words which are decided before such as *happen*, *cause*, *bring about*, *create*, *effect* and *provide* by some researchers (Berber Sardinha, 2000; Wei, 2002; Stefanowitsch, 2003; Tsui, 2004; Wang & Wang, 2005 cited in Ahmadian et al., 2011; Xiao & McEnery, 2006; Huntson, 2007; Sadeghi, 2009; Zhang, 2010b; Louw & Chateau, 2010; Yang, 2011, Ebeling, 2013 etc.) with their

Turkish equivalents *olmak*, *neden olmak*, *yaratmak*, *etki*, and *sağlamak* both in English and Turkish paragraphs written by the students of Mersin University ELT Department in a cross-linguistic perspective. At this stage, two new phrases, *because of - yüzünden* and *thanks to- sayesinde* will be tried to be analyzed in terms of SP. The second aim is to find out whether the SP types of words have any differences in use in terms of gender, grade, group and text types. Third aim of the present study is about whether the students can use SP effectively in order to produce coherent texts.

### **The Significance of the Study**

Language is a tool for communication (Parikh, 2001; Semin, 1998). In order to have native like fluency, not only collocational knowledge but also the knowledge of SP is crucial. Possible results of this study can indicate how Turkish students use SP, and how they provide a coherent and cohesive text if there are some deficiencies in the knowledge of semantic prosodic words. Moreover, the findings of this study can light the way for language instructors and teachers about teaching vocabulary items not on their own but with the collocations they are used within a semantic framework, that is, with their semantic prosodies.

This study is significant in two ways. First one is that in the present study, a specialized corpus composed of three types of paragraphs in English and Turkish written by Turkish students majoring in Mersin University ELT Department is used to analyze SPs of the words. Secondly, this cross-linguistic study of SP consists of texts both in English and Turkish languages, which is supposed to make this research unique, since it has not been come across such a

study looks for semantic prosodic words in English and their Turkish equivalents although much effort is made to find one.

Finally, this study is thought to be the first important step of a tall SP ladder in Turkey. There is much to add on it. Researchers, curriculum developers or instructors in Turkey realizing the importance of the knowledge of SP can take this study further and so the implications of such studies may be great for the students growing within Turkish educational curriculum.

### **Research Questions**

Parallel with the aims of the study, the following research questions form the basis of the study:

1. How is the semantic prosodic appearance of the words analyzed within the scope of this study in English and Turkish written texts produced by the students majoring in Mersin University ELT Department?

2. What type of semantic prosodic appearance do the target words in English and Turkish written texts produced by the students majoring Mersin ELT exhibit in terms of different variables?

2. 1. What type of semantic prosodic appearance do the target words in English and Turkish written texts produced by the students majoring Mersin ELT exhibit in terms of gender?

2. 2. What type of semantic prosodic appearance do the target words in English and Turkish written texts produced by the students majoring Mersin ELT exhibit in terms of grade?

2. 3. What type of semantic prosodic appearance do the target words in English and Turkish written texts produced by the students majoring Mersin ELT exhibit in terms of group?

2. 4. What type of semantic prosodic appearance do the target words in English and Turkish written texts produced by the students majoring Mersin ELT exhibit in terms of text type?

3. Do the students produce coherent texts by using the semantic prosodic features of the target words effectively?

## **Definitions of Terms (In Alphabetical Order)**

**Collocation:** A collocation is a combination of two or more words which frequently occur together (O'Dell & McCarthy, 2008). Moreover, as to Halliday and Hasan (1976), collocation refers to lexical cohesion “that is achieved through the association of lexical items that regularly co-occur” (p. 284).

**Concordance:** A concordance is a line that presents every instance of a selected word or phrase in the center of computer screen with the words that come before and after it to the left and right (Huntson, 2002)

**Connotation:** Connotation is a term usually used with reference to the associative, attitudinal, evaluative, emotive meaning of a single-word item (Gabrovsek, 2007).

**Corpus:** A corpus is a large, principled collection of naturally occurring examples of language stored electronically (Bennett, 2010).

**Corpus- linguistics:** Corpus linguistics is a whole system of methods and principles of how to apply corpora in language studies and teaching / learning (McEnery, Xiao & Tono, 2006 cited in Taylor, 2008).

**Denotation:** Denotation is the literal definition or dictionary definition of a selected word (Klein, Salow, and Christiansen, 2000).

**Node word:** According to Huntson (2002), the selected word appearing in the center of the screen is known as the node word.

**Semantic Prosody:** As Louw (1993) states “semantic prosody refers to a form of meaning which is established through the proximity of consistent series

of collocates often characterizable as positive or negative and whose primary function is the expression of the attitude of its speaker or writer toward some pragmatic situation”.

**Pragmatics:** Pragmatics deals with how speakers use language in ways which cannot be predicted from linguistic knowledge alone (Aitchison, 1999).



## CHAPTER I: REVIEW OF LITERATURE

Semantic prosody (SP) is an important concept in language learning which attracts researchers' attention in last years. In this chapter, firstly different definitions of the term SP are presented in order to review different points of view about the notion. Also, the classifications of SP are handled so as to decide the semantic prosodic features and kinds of some words. Then, the significance of SP in terms of language teaching is reviewed taking into consideration the ideas by different researchers. Also, SP has different uses such as ironic and insincere expressions, and advertisement field.

Some researchers give importance to pragmatic feature of SP. Different views about SP and pragmatics are mentioned. SP is also important for in text cohesion and coherence, which will be stated in this chapter. Then, some related studies in just English language and cross-linguistic studies are summarized in order to give the basic steps of such studies. Finally, the term learner corpora and its role in language teaching are discussed in last section of this chapter since this study includes a kind of corpus analysis in order to decide how participants of this study use some words in their texts and what implications it brings for the area of language teaching.

### **I. 1. Definitions of Semantic Prosody**

Dilts (in Gries, Wulff & Davies, 2010) states that the notion of semantic prosody is not new (its earliest form can be found in Sinclair, 1987), but it has been of considerable interest lately (e.g. Partington, 2004; Whitsitt, 2005; Xiao and McEnery, 2006). Despite this interest, there is little agreement on a definition of semantic prosody to date. So, semantic prosody is defined in many ways by

many corpus linguists. It was originally an idea of Sinclair's in 1987, though he did not use the term as such when he first discussed it (Stewart, 2010). In 1993, Louw creates the term *semantic prosody* and states that it is the consistent aura of meaning with which a form is imbued by its collocates (Stewart, 2010; Ahmadian, Yazdani & Darabi, 2011; Stefanowitsch, 2003), also adding

semantic prosody refers to a form of meaning which is established through the proximity of consistent series of collocates often characterizable as positive or negative and whose primary function is the expression of the attitude of its speaker or writer toward some pragmatic situation. (p. 8)

Semantic prosody is a way to realize there are habitually associated lexical items while speaking English (Louw, 1993; Siepmann, 2005, Sinclair, 1991; Stubbs, 1995 cited in Zhang, 2009). Sinclair (1999) makes a definition and states when the usage of a word gives an impression of an attitudinal or pragmatic meaning, this is called a *semantic prosody* (cited in Stefanowitsch, 2003). “[A] word may be said to have a particular semantic prosody if it can be shown to co-occur typically with other words that belong to a particular semantic set” Hunston and Francis (2000 cited in Stefanowitsch, 2003) say. Moreover, Partington (2004 cited in Stewart, 2010) states that SP is defined as a type of evaluative meaning which is spread over a unit of language which potentially goes well beyond the single orthographic word and is much less evident to the naked eye. SP is a kind of semantic overflow occurring in the syntactic combination which is a special kind of selection restriction in which the collocates demands a semantic harmony (Yu & Cai, 2009). Ping-Fang and Jing-Chun (2009 cited in Ahmadian et al., 2011) define semantic prosody as the associative meaning resulting from its collocates and is partially recorded in English Learners' Dictionaries, and argue that semantic prosody, which is a kind of semantic overflow happening in the

syntactic combination, is one specific part of restricted selections, in which a semantic harmony is needed to keep the node words which fulfills the demands of collocates.

In Firth's (1957 cited in Kennedy, 2003) view, the term prosody traditionally refers to 'phonological coloring' which goes beyond segmental boundaries. Another researcher, Partington (1998 cited in Zhang, 2009; Stefanowitsch, 2003) defines SP as the spreading of connotational coloring beyond single word boundaries (p. 68). Zhang and Ooi (2008 cited in Ahmadian et al., 2011), similar to Partington's view, define semantic prosody as an abstract attitudinal, nuanced meaning or prosody which, in the sequence of the words, colors the selection of the forms. Sardinha (2000 cited in Ahmadian et al., 2011) also looks at semantic prosody as relating integrally to the connotation of lexical items in a semantic field. Both in Partington (1998) and Sardinha's (2000) definitions, SP is more strongly associated with connotation.

According to Sinclair (1996, 1998) and Stubbs (2001), semantic prosody is a further level of abstraction of the relationship between lexical units: collocation (the relationship between a node and individual words), colligation (the relationship between a node and grammatical categories), semantic preference (semantic sets of collocates), and semantic prosody (affective meanings of a given node with its typical collocates) (cited in Xiao and McEnery, 2006).

Stubbs (1995 cited in Zhang, 2009) and Hunston (2002 cited in Zhang, 2009) expand the notion of semantic prosody by suggesting that in addition to collocating with positive or negative groupings of words, lexical items can also collocate with semantic sets. Hunston (2002) states that a word may be said to have a particular semantic prosody if it can be shown to co-occur typically with other words that belong to a particular semantic set (cited in Zhang, 2009).

Furthermore, according to Huntson (2007 cited in Uçar & Kurtoğlu, 2011; Ebeling, 2013) semantic prosody refers not to simple co-occurrence but to the consistent discourse function of the unit formed by a series of co-occurrences: the ‘unit of meaning’.

## I. 2. Classifications of Semantic Prosody

Stubbs (1996) makes a classification of semantic prosody stating that some words have a predominantly negative prosody, a few have a positive prosody, and many words are neutral in this respect. If the collocates that a node word attracts are mostly of strong negative semantic characteristics, the node word bears a strong negative prosody. If the collocates are mainly positive words, then the node word is endowed with a positive prosody. If both positive and negative collocates exist in the context, the node word can be said to bear a neutral or mixed prosody (cited in Guo et al., 2011).

Moreover, Louw (2008) claims that negative semantic prosodies are much more frequent than the positive ones. Also, Stubbs (1995 cited in Ahmadian et al., 2011) argues that although negative prosodies are probably more common, positive prosodies also exist. He provides the example *causing work* which usually means bad news, whereas *providing work* is usually a good thing.

Partington (2004 cited in Zhang, 2010) classifies SP into favourable, unfavourable and neutral prosodies. A pleasant or favourable affective meaning is labelled as positive while an unpleasant or unfavourable affective meaning is judged as negative. When what is happening is completely neutral, or the context provided no evidence of any semantic prosody, the instance is labeled as neutral,

which is in fact carries the same meaning with Stubb's (1996, cited in Nelson, 2006; Guo et al., 2011) classification.

In their study, Xiao and McEnergy (2006) and Zhang (2009) give a list of the words whose semantic prosodic features have been decided before.

Table 1

*Examples of Semantic Prosodies*

Researcher	Negative Prosody	Positive Prosody	Neutral Prosody
Sinclair (1991)	break out happen set in		
Louw (1993, 2000)	bent on build up (intransitive) END up verbing GET oneself verbed a recipe for utterly symptomatic of	build up (transitive)	
Stubbs (1995, 1996, 2001a, 2001b)	accost cause fan the flame signs of underage teenager(s) effects break out happen affect	provide career reason	create effect
Partington (1998)	commit peddle/ peddler dealings		
Hunston (2002)	sit through		
Wei (2002)	Cause incur utterly	Career	probability
Schmitt and Carter (2004)	bordering on		

### **I. 3. Significance of Semantic Prosody for Language Teaching**

Firth (1957 cited in McKay, 1980; 1968 cited in Durrant, 2008) states that you shall know a word by the company it keeps and knowing a word mainly involves knowing how to use the word syntactically, semantically and pragmatically. Learning individual words and their meanings does not suffice to achieve great fluency in a second language (Wong & Wong, 2005 cited in Ahmadian et al., 2011). According to Altıkulaçoğlu (2010) “Collocations have great importance in a native speaker’s competence. Thus, these words are of crucial importance to foreign language learners in the process of using the target language naturally”. According to Ahmadian et al. (2011), knowing the way words combine into chunks (collocations) characteristic of the language, as well as being aware of the conditions of semantic prosody is necessary. Awareness of semantic prosody can be greatly beneficial in helping language learners understand how to use lexical items appropriately.

Stewart (2010) finds SP crucial because this pragmatic function very often constitutes the speaker’s reason for making the utterance. Also, Sinclair (1998 cited in Stewart, 2010) points out that SP constitutes the evidence of the occurrence of the item as a whole, while the other elements are optional. In the same way, it is suggested by Zhang (2010a) that the knowledge for SP which is often hidden from human intuition should be transferred to second language learners with the help of corpus linguistics. Therefore, a DDL approach to learn or teach lexis in context should be proposed so that learners could be aware of the semantic prosodic features of a word. Then, there will be fewer occurrences of inappropriate SP and unusual collocation in the learners’ English. Moreover, the knowledge of SP can also provide insight into the teaching of vocabulary, especially near synonyms. In essence, near synonyms are identical or similar in

denotational meaning but they usually differ in their collocational behaviors and SPs.

Collocations and idioms are of the greatest importance to the language learner; one of the things that distinguishes an advanced learner's language from that of a native speaker is that advanced learners often manifest grammatical correctness but collocational inappropriateness (Hoey, 2003 cited in Zethsen, 2006). So, according to Zethsen (2006) "[t]he student must first and foremost be made conscious of the phenomenon of semantic prosody and of the concept of extended lexical units which it entails". Partington (1998 cited in Zethsen, 2006) points out that information on SP is particularly important for non-native speakers as they are less proficient to see the hidden intentions of the text producer than native speakers.

Zhang (2009) states three implications of corpus based studies of SP for ESL / EFL vocabulary. Awareness of SP not only will be highly useful in interpreting a text producer's hidden attitudes, but will also help language learners understand how to use lexical items appropriately. For vocabulary learning, therefore, ESL / EFL learners should have enough knowledge about not only a lexical item's spelling, meanings, and grammatical features, but also its SP. Secondly, SP should be integrated into ESL / EFL vocabulary teaching to help develop language learners' communicative competence. According to Wang and Wang (2005) and Wei (2006 cited in Zhang, 2009) ESL / EFL students rarely realize the SP of a lexical item when learning it, and often make semantic prosodic errors in communication because of two reasons: One is unawareness of ESL / EFL instructors about SP and concentrate on denotational meaning rather than SP of a word in teaching process. The second one is that inappropriate semantic prosodic information in ESL / EFL textbooks or bilingual dictionaries can mislead language learners. Therefore, "vocabulary teaching needs to take

account of semantic prosody” (Hunston, 2002, p. 142). So he advises to educate ESL / EFL teachers, helping them understand the notion of SP and its importance in vocabulary teaching.

Xiao and McEnery (2006) stress the importance of cross-linguistic SP studies for vocabulary teaching in L2. When there are different SPs of a word in two languages, and when teachers have this knowledge,

they can compare the collocational behavior and SP preference of near synonyms in L1 and their close translation equivalents in L2, and make learners aware of L1–L2 differences, this should considerably reduce the number of errors from L1–L2 SP differences. (Xiao & McEnery, 2006, p. 126)

Furthermore, since some synonyms have different features in their collocational behavior and SPs, teaching vocabulary in context is the best way for ESL / EFL teaching.

#### **I. 4. Different Uses of Semantic Prosody**

As it mentioned before, Louw (2000, cited in Stewart, 2010) claims that the primary function of SP is the expression of the attitude of its speaker or writer towards some pragmatic situation. A secondary, though no less important attitudinal function of SPs is the creation of irony through the deliberate injection of a form which clashes with the prosody’s consistent series of collocates or the expression of a hidden negative attitude on the part of the speaker / writer (Louw 1993; Bublitz 1995, 2002 cited in Bednarek, 2008).

In the same way, Milijković (2013) states that “Sometimes, however, native speakers break prosody patterns”. Louw (1993, cited in Milojković, 2013) claims that this is due either to irony (when intentional) or insincerity (when



inadvertent). Louw's example of intentional irony is the description of academic conference-goers as being bent on self-improvement (in the novel *Small World* [Lodge, 1984]). The example of inadvertent insincerity is the word 'symptomatic' used by the Director-General of the British Council, on a visit to Harare, while praising the University of Zimbabwe on Zimbabwe's national television: "I mean, it's symptomatic of the University of Zimbabwe which has such a high reputation that there are fifteen links between departments in the university here and equivalent departments in all sorts of institutions, universities, polytechnics in Britain" (Bednarek, 2008; Milijković, 2013). Here the phrase *symptomatic of* is used in a positive situation whereas, in Louw's studies (1993, cited in Stewart, 2010) and Stewart's book (2010), it is said to be used with unfavorable things; that is, it has negative SP.

In addition to ironic and insincere expressions, SP is used for advertisements and persuasive writing as Louw (1993 cited in Zethsen, 2006) states

it is plain that semantic prosodies will be of great assistance in the persuasion industry. Propaganda, advertising and promotional copy will now be gradable against the semantic prosodies of the whole language [...]. Tognini Bonelli (2001: 113) furthermore points out that companies spend large amounts of money to make sure that their brand names

and slogans carry only positive and relevant overtones. (p. 287)

## **I. 5. The Views about Semantic Prosody and Pragmatics Relation**

Zhang (2009) states that "Knowing a word mainly involves knowing how to use the word syntactically, semantically, and pragmatically (Carter, 1998;

McKay, 1980)". For L2 learners and teachers, a big challenge in learning a word lies in mastering its pragmatic function (Zhang, 2008 cited in Zhang, 2009; Ahmadian et al., 2011), which is related to its semantic prosody (Partington, 1998; Sinclair, 1996 cited in Zhang, 2009).

According to Rose and Kasper (2001), pragmatics is the study of communicative action in its sociocultural context. Also, Crystal (1997 cited in Rose & Kasper, 2001) defines pragmatics as

the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. (p. 2)

At that point, some researchers look at SP through a pragmatic window. In 1999, Sinclair holds this view while defining SP as "When the usage of a word gives an impression of an attitudinal or pragmatic meaning, this is called a semantic prosody" (cited in Stefanowitsch, 2003). According to Sinclair (1999 cited in Zhang, 2010a), there are three defining features of SP. First one is functionality. While choosing lexical items to make sensible sentences, in addition to the lexical and grammatical rules which govern the grammaticality of the sentence, it is also necessary to take into consideration SP which points to the functions. Second is linguistic choice. The combination of every collocation has a relation.

Third one is communicative purpose. According to Sinclair, semantic prosodies are "attitudinal and on the pragmatic side of the semantics-pragmatics continuum" (Sinclair, 1996: 87). The right SP is bound to express the attitudes of speakers/writers and their purpose with harmony and explicitness. Sinclair's definition hits the nail on the head, pointing

out straightly that the study of SP should lay particular emphasis on the pragmatic function. (p. 191)

Prosody reflects the attitude of the speaker or writer towards some pragmatic situation (Louw, 2008) which can be made clear with an example on the synonyms *cause* and *bring about*. But since the word is largely used in contexts in which a negative event has been brought about, the word has a negative semantic prosody (Guo et al., 2010). Similarly, Hoey (2000 cited in Nelson, 2006) takes a teaching-orientated, pragmatic approach towards the use of SP. His article criticizes present EFL vocabulary textbooks for presenting language that is not typical of actual use. Moreover, Ebeling (2013) adds the SP has to do with the pragmatic function of an extended lexical item; “[w]ithout it, the string of words just ‘means’ – it is not put to use in a viable communication” (Sinclair, 1996 cited in Ebeling, 2013).

## **I. 6. Coherent and Cohesive Texts and Semantic Prosody**

A text is not just a set of sentences each on some random topic (Morris & Hirst, 1991) but a semantic unit parts of which are linked together by cohesive ties (Halliday & Hasan, 1976), and coherence is an important property of writing quality (Witte & Faigley, 1981). Text cohesion, as Kaufmann (1999) states, “rests on the intuition that a text is held together by a variety of internal forces”. According to Halliday and Hasan (1976), coherence arises from semantic relations between sentences within a text “whereby a tie is made when there is some dependent link between items that combine to create meaning” (Hameed, 2008).

A cohesive tie is “a relation between an element in a text and some other element that is crucial to the interpretation of it” (Halliday & Hasan, 1976). In

their book, Halliday and Hasan (1976) specify five major classes of cohesive ties, substitution, ellipsis, conjunction, and lexical reiteration and collocation, and Witte and Faigley (1981) add “collocation is in all likelihood the subcategory of cohesion that best indicates overall writing ability” since any two lexical items which have similar patterns of collocation tend to appear in similar contexts (Halliday & Hasan, 1976; Barnbrook, Mason & Krishnamurthy, 2013).

Collocations in a text can be colored with a particular positive or negative flavor, which takes us to semantic prosody (Bartsch, 2004). The focus of coherence in a text is semantic connectivity (Lee-Wong, 2001). SP of a word is crucial and plays a leading role while language learners integrate a collocation with its context (Sinclair, 1996 cited in Guo et al., 2011). As stated in Chapter I, SP is a way to express hidden attitude towards some situations. At that point, Yule (2006) states that it is not enough to look through collocations just from cohesion window. While reading a text, the meaning exists in people. They are the ones who “arrive at an interpretation that is in line with their experience of the way the world is” (Yule, 2006). Furthermore, reading a text is a complex job because the readers have to reach some interpretations and make sense of them (McCarthy, 2005). That is what coherence means, and “Text processing requires inferences for establishing coherence between successive sentences” say Ferstl and Cramon (2001).

If a language learner wants to develop a text that is both coherent and cohesive, then having the knowledge of SP may be a big help for him / her. Because coherence and cohesion occur where the interpretation of some factors in a text are dependent on that of another (Mohamad Ali, 1996). So for a writer or speaker, it is important to transform correct messages to the reader or listener. If the knowledge of SP is acquired, then correct collocations will be chosen for correct words as in *cause death* but *bring about happiness*, which will provide in

text coherence and cohesion (Eker, 2005). This situation also will give opportunity for a reader to reach the truth, or what the writer wants to say, in his / her mind easily and quickly (Esmer, 2010).

### **I. 7. Related Studies on Semantic Prosody**

In 1995, Stubbs (cited in Walker, 2011) reported the results of a corpus-based study of the collocational behavior of *cause* which showed that although the majority of instances of *cause* in the corpus exhibited a negative prosody, it would be inaccurate to claim that all instances of *cause* exhibit a negative prosody. Hunston (2007) also examined the collocational behavior of *cause* using a corpus of articles from the journal, *The New Scientist*. She found that not all uses of *cause* are associated with unpleasant or negative things and that it is only when *cause* is associated with a human agent (or another animate entity) that it exhibits a degree of negative prosody.

Wei (2002) studies on the SP in the specialized texts of JDEST corpus. He observes the behaviors of some words such as *cause*, *incur*, *utterly*, *probability* and *career*. The study finds out the word *cause* has a stronger negative semantic prosody than the case in general English texts whereas the word *career* has a weaker positive semantic prosody than the case in general English texts. However, since Wei's study includes only one genre of texts, the result may be valid only for ESP courses but not for general English.

Tsui (2004) is the one who tries to find a solution for instructors' problems about teaching synonyms using the semantic prosodic features of words. For example, a teacher asks for advice about the phrases *day by day* and *day after day*. A search is conducted on the 20-million-word corpus of Cobuild and it is seen that the phrase *day after day* co-occurs with lexical items which

denote negative experiences, events and feelings, such as death, suffering, suicide, horror, starved. In other words, its SP is negative. By contrast, *day by day* occurs in contexts that are either neutral or positive such as tours, plan, people living side by side, horoscope. Finally, it is suggested that teachers should look at corpus evidence for answers instead of just relying on dictionary meaning of the words.

Zethsen (2006) makes a deep search about the usefulness of semantic prosody as a tool for analysis. She supports the idea of Stubbs (2002) “[...] if attested examples of phraseological units are studied in large corpora, then this provides empirical evidence that pragmatic meanings are often conventionally encoded (in the text) rather than inferred (in the mind of the hearer / reader)”. Firstly, it is emphasized that SP should be included in all dictionaries based on corpus studies. Moreover, she looks this notion from a different point of view and includes a different use of SP in her study. She claims that SP will be great helpful for persuasion industry and advertisements. Finally, she adds being able to interpret evaluation in a source text and the semantic profiles of translation choices in the target language is of utmost importance in translation and foreign language teaching.

Nelson (2006) examines the semantic associations of words found in the business lexical environment by using a one-million word corpus of both spoken and written Business English. The texts which are about business are collected from native speaker sources in the UK and USA. In total 50 words are analyzed in terms of their semantic prosody. There are different categories for analyzing semantic prosodies: people in business (customer, manager etc.), business descriptions (global, international, etc.). Nelson (2006) concludes his study stating that business English retains the potential of collocating with prosodic sets unique to individual words such as sale, for example, it has a unique prosody

connected to availability. Nelson recommends that by explicitly showing the lexical environment of words in this way, materials can prepare the students for the actual business world they may need to work in, or give them more information about areas where they already work.

Gabrovsek (2007) supports the idea that collocations should be restricted by the semantics of the noun supporting the definition of Dilt and Newman (2006) as semantic prosody seems to be “that some WORDS, or WORD GROUPS, occur in contexts which are understood by the researcher to have ‘positive’ or ‘negative’ nuances, or prosodies”. She adds that SP is significant for advanced learners.

Zhang (2009) stresses the importance and necessity of SP for ESL / EFL vocabulary teaching or learning. His study introduces the notion of semantic prosody and provides an overview of studies of semantic prosody from five perspectives: monolingualistic, cross-lingualistic, register, lexicographical, and interlingualistic. Finally, he advises semantic prosody should be integrated into ESL / EFL vocabulary teaching to help develop language learners’ communicative competence since in vocabulary teaching, the instructors generally give more attention on the denotational meanings of a lexical item without recognizing the function of its semantic prosody in language communication. Moreover, “For ESL / EFL textbook writers, textbook glossaries also need to present appropriate semantic prosodies of lexical items”.

In the same way, Yu and Cai (2009) state that in language learning one cannot think a word without its collocates and for learning semantic prosodic features of words, dictionaries will be the best helpers. The ways of treating SP in dictionaries can be through label- attaching, showing the SP through definitions, marking the SP in parentheses, and hinting SP dictionary examples. Eight words with strong SP, such as *cause*, *provide*, *commit*, *happen*, *incur*, *set in* are selected

as test data to investigate the treatment of their semantic prosody in both encoding and decoding dictionaries of English and Chinese. At the end of the study, it is revealed not all of the dictionaries have this feature. So, it is advised that “The most feasible way now to extract semantic prosody is to process the numerous concordance lines with corpus-based linguistic evidence and have it well-documented in dictionaries, especially those compiled for non-native learners”.

Louw and Chateau (2010) study on the contextual prosody in academic texts using specialized corpora COCA of native and non-native speakers’ texts since it will be useful for teachers of English for Specific Purposes (ESP). First, they look for the verb *cause* and find out that it has been used mostly with damage, death, disease, and harm which would come under the category of unpleasant things. Also, they search for the word *bring about* which is seen as a synonym of *cause* and have found out that when participants use it in active voice sentences, it is used positively mostly with *energy* and *change*. On the other hand, they use *bring about* negatively in passive sentences mostly with the word *setback*. Their final synonym for *cause* is the expression *give rise to* which is generally found in negative contexts in the COCA corpus mostly with the expression false expectations. Lastly, they conclude that in order to find the typical SP of a word or expression, corpus- based dictionaries will be great help for especially non-native speakers. Furthermore, Louw (2008) examines the word *cause* and its synonym *bring about* stating that the former one is used to talk about bad situations or some events with negative attitude, and the latter is used with positive words or attitudes.

Guo et al. (2010) choose six words: *promote*, *cause*, *enhance*, *commit*, *career* and *totally* to find out their semantic prosodies. Each target word is presented in eight sentences which are extracted from Brown Corpus, Freiburg-



LOB Corpus, British National Corpus (BNC) of British English, Chinese Learner English Corpus (CLEC) so as to exhibit the contextual semantics and collocation. 58 Chinese students whose native language is Chinese and second language is English participate in their study. There are two groups of participants in this study. 48 sentences are presented once and the first group is required to work out the rules of usage of the underlined phrases. Then, they are asked to make up 1–3 sentences with the target words on the answer sheet. The control group entered the test phase directly without any training. In test phase, 48 phrases are presented randomly one by one, 5 seconds for each. Participants complete classification, confidence and structural knowledge attributions stages. As to researchers, “The motivation for the current experiment was the idea that when words are learned implicitly, plausibly more than just dictionary definitions or close synonyms in other languages are learned as translations”. The study is concluded that intentional rather than incidental learning of semantic prosody will be more effective because it promotes more explicit knowledge yet similar levels of implicit knowledge. Furthermore, they state that contextual shadings in meaning, that is semantic prosody, rather than just dictionary definition of a word are acquired in language teaching.

Ahmadian, Yazdani, and Darabi (2011) study on a corpus-driven measure as a method to assess EFL learners' knowledge of semantic prosody. The participants are 60 Iranian Persian- speaking English learners taking English classes in five language institutes. First, they administer Michigan Test of English Language Proficiency (1997) to assess the participants' level of language proficiency. The second instrument is a vocabulary test whose source is Collins COBUILD Advanced Learner's English Dictionary (2006) from which the researchers select the vocabulary items for the development of the semantic prosody test. The third applied instrument is a 70-item Semantic Prosody Test consisting of two sub-tests. The fourth instrument is a validated Criterion

Collocation Test developed by Chen (2008, cited in Ahmadian et al., 2011) to assess the English collocation competence of college students in Taiwan. They use multiple choice format such as filling in the blanks according to the given sentences. They choose the words to ask from those that are determined before by researchers. It can be concluded that learning individual words and their meanings does not suffice to achieve great fluency in a second language. Also, awareness of semantic prosody can be greatly beneficial in helping language learners understand how to use lexical items appropriately.

Yang (2011) connects learner autonomy and corpus linguistics theories to help the students to make distinctions between near synonyms, and at the same time to improve their learner autonomy ability. The online corpora BYU (Brigham Young University) - BNC are used in this study. The participants search for collocations and their frequencies in the corpora on their own with the help of some guided questions prepared by teachers beforehand. After finding collocations, they are asked “Are they positive, neutral or negative prosody?”. According to the students’ answers, the word *encourage* usually indicates positive SP. The word *provoke* is analyzed in the same way and found out to have negative SP. Lastly, *arouse* is added as having positive, negative and neutral SP. With the help of this kind of study, students learn how to distinguish near synonyms by learner autonomy based on corpus, and they have the knowledge of SP on their own.

When Turkish language is considered in terms of SP, Yıldız, Öz, and Kabakçioğlu (2009) study on SPs of Turkish synonyms, baş- kafa, yürek- gönül- kalp, beyaz- ak, ince- zayıf, demek- söylemek, and göndermek- yollamak in METU Turkish Corpus and Turkish National Corpus. Also, Aksan, Duran, Ersen, Hızarcı, Korkmaz, Sever, and Sezer (2008) examine the synonyms Allah - Tanrı, sevgi- aşk- sevda in METU Turkish Corpus and God - Father in BNC Web.

Moreover, Uçar and Kurtoğlu (2011) examine the collocations of the verb *almak* in Turkish. Then, they study on the synonyms *yanıt almak* and *cevap almak* in terms of SP.

### **I. 7. 1. Cross- Linguistic Studies on Semantic Prosody**

Berber Sardinha (2000) studies the semantic prosody of the English and Portuguese cognates *cause*, *commit* and *set in*, which are proved to be negative semantic prosodic words, on the basis of comparable monolingual corpora for English and Portuguese. He uses two statistical measures to calculate the strength of the associations between the node and its collocates, namely T-score and MI. In this study, it is found out that *cause*, *commit* and their Portuguese equivalents have negative semantic prosodic features as in the studies done before. However, when it is the turn of *set in*, this is not the same. The researcher finds four synonyms in Portuguese for this verb. Furthermore, none of these is a suitable equivalent for *set in* with respect to its semantic prosody, as he states “The options offered in the dictionary do not maintain the original semantic prosody of the English verb” (p. 103). Finally, he advises that in order to avoid inadequacies, the learners should have access to information on SPs in the target language.

Xiao and McEnery (2006) explore the collocational behavior and semantic prosody of near synonyms from a cross-linguistic perspective. They study on three different word groups: the *consequence* group, the *cause* group, and the *price/cost* group in both Chinese and English. To analyze those words, they use Mutual Imputation (MI) score as a statistical test. These words are chosen since they have been studied in English before. Their contrastive analysis shows that semantic prosody and semantic preference are as observable in Chinese as they are in English. While English and Chinese are distinctly unrelated, the collocational behavior and semantic prosodies of near synonyms

are quite similar in the two languages. They conclude their study adding that a contrastive analysis of collocation and semantic prosody would be useful to L2 learners.

Sadeghi (2009) points out the differences between L1 and L2 adding that “One potential area of contrast that has not, however, been given due attention by researchers is the differences and/or similarities between two languages in terms of collocations”. Getting the point, Wang and Wang (2005 cited in Ahmadian et al., 2011) examine the semantic prosody of *cause*. According to the researchers, there are great differences in the SP of *cause* between Chinese learners of English and English native speakers. Chinese learners of English underuse the typical negative semantic prosody and at the same time overuse the atypical positive semantic prosody of the verb. It is concluded in the study that “learning individual words and their meanings does not suffice to achieve great fluency in a second language”.

Zhang (2010b) chooses two different corpora in order to make a comparative study. One of them is CLEC which is the first learner corpus constructed by Chinese scholars and also the most frequently used one. The second corpus is Brown, a prestigious corpus of English as native language. He examines the word *commit* in both corpora and finds out that both Chinese learners and native speakers are aware of the negative semantic prosody of *commit*. However, it is seen that Chinese students merely use the item in the single colligation of “commit + N” and in the narrow sense of being involved in crime. At the end of his study, Zhang provides some implications for EFL teaching and learning, especially for vocabulary instruction in terms of transferring the knowledge of SP to students. So, the students can gain insight into near synonyms also.

Ebeling (2013) aims to examine how stable semantic prosodies are across languages in a case study investigating English *cause* and its Norwegian correspondences in a bidirectional translation corpus, English-Norwegian Parallel Corpus, which is a comparable and translation corpus in one, where “each type can be used to control and supplement the other” (Johansson, 2007 cited in Ebeling, 2013). With the help of this kind of a corpus, it has been possible to tease out cross-linguistic tendencies involving the semantic prosody of units containing *cause*. At the end, she states some advantages of studying an a cross-linguistic corpus as providing

- the ability to study correspondences as they appear in contexts produced by several professional translators
- the ability to study the distribution of *cause* and its correspondences in the two languages (in the same amount and type of data)
- the ability to study the semantic prosody of *cause* and its Norwegian correspondences
- the ability to study Norwegian counterparts of *cause* and compare their semantic prosody with that of *cause*
- the ability to find out to what extent *cause* and its Norwegian correspondences in fact match in terms of prosody.

## **I. 8. Corpus Linguistics in Language Teaching**

Corpus meaning “*body*” in Latin and whose plural form is corpora is defined in many ways. Yule (2006) states that “A corpus is a large collection of texts, spoken or written, typically stored as a database in a computer”. Corpus linguistics is the study of language based on examples of real life language use

(McEnery & Wilson, 1997). “Among the most important and widely studied topics that have grown out of the ongoing attempts to use computers in describing and analyzing language is corpus linguistics” (Şanal, 2007). Additionally, corpus linguistics can be said to represent a digestive approach to deriving a set of abstract rules by which a natural language is governed or else relates to another language (Wikipedia). Similarly, Sinclair (1991) defined corpus as a collection of some pieces of language that are selected and ordered according to explicit linguistic criteria in order to be used as a sample the language. Corpus deals with a large collection of text combined and digitalized according to the rules determined by corpus linguistics and served to users with useful interface and tools in our era (Sezer, 2010) and learner corpus studies are situated at the crossroads of four interrelated subjects: corpus linguistics, linguistic theory, second language acquisition, and foreign language teaching (Granger, 2009 cited in Can, 2009).

Nesselhauf (cited in Sinclair, 2004) believes that native corpora are very useful for analyzing the process of language learning. With the help of learner corpora typical difficulties of the learners of a certain language can be revealed. The most commonly used corpora in language learning are the ‘Birmingham’ approach –to apply results from native speaker corpus analyses to the improvement of pedagogic material, by making it correspond more closely to typical native speaker use, and DDL, to use corpora more directly in the classroom, by having students either analyze the corpus itself or examples from the corpus prepared by the teacher.

Granger, Hung and Petch-Tyson (2002) states that corpus linguistics can best be defined as a linguistic methodology which is founded on the use of electronic collections of naturally occurring texts, viz. corpora adding

corpus-based studies conducted over the last twenty or so years have led to much better descriptions of many of the different registers (informal conversation, formal speech, journalese, academic writing, sports reporting, etc.) and dialects of native English (British English vs American English; male vs female language, etc.). However, investigations of non-native varieties have been a relatively recent departure: it was not until the late 1980s and early 1990s that academics and publishers started collecting corpora of non-native English, which have come to be referred to as learner corpora. (p. 5)

Stated by Sezer (2010), corpus linguistics refers to collected and combined data from written or spoken language, which is served to obtain linguistic data or used to verify hypothesis about a language. In 2006, McEnery et al. define corpus linguistics from a slightly different point of view based on the digital side of it by stating that corpora are usually large bodies of machine-readable text containing thousands or millions of words. They also state that a corpus differs from an archive because the texts have been selected so that they can be said to be representative of a particular language variety or genre, therefore acting as a standard reference.

Using corpora in language classrooms has proven to be an effective tool in teaching vocabulary, grammar and language use to learners of English as a second / foreign language (Saeed & Waly, n.d. ). Lopez (n.d.) states that if language constitutes an enormous, infinite-tending population, the least we can do to infer information on the language is to analyze large quantities of data. The marriage of linguistics and computer science has made this fact possible and now thanks to the tools a researcher can run in corpus treatment software, information on the language that could take days, or even months, if it were obtained manually, is accessed in seconds.

Carmen, Cubillo, Belles-Furtuno and Gea-Vallor (2010) claim that “From its origins, Corpus Linguistics has had a strong link with language teaching” adding that with the help of corpus data, there will be empirical evidences, thus leading to the elaboration of better quality learner input and providing teachers and researchers with a wider, finer perspective into language in use, that is, into the understanding of how language works in specific contexts. Also, Kennedy (1998) states that analysis of raw and grammatically annotated native corpora using the methods and tools of corpus linguistics has led to a much better description of the English language in general (cited in Granger et al.,2002). Granger et al. (2002) also emphasizes that the study of native corpora provides a precise description of grammatical and syntactic features of the target language, accompanied by frequencies and proportions which can be related to text type. The results of such studies can be incorporated into curriculum design by facilitating selection and gradation of the most common forms. Moreover, the results of corpus research have been implemented in modern dictionaries in addition to the usual lexical and grammatical information, now also provide frequency and register information in the form of language/usage notes illustrating, among other things, differences between spoken and written language. Also, native corpora are a rich source of ‘in context’ authentic examples which can easily be included in textbooks. Carter, Hughes and McCarthy (2000 cited in Granger et al., 2002) choose authentic examples from corpora while preparing their grammar textbook, *Exploring Grammar in Context*, to ‘reflect grammar as it is used today’. Granger et al. (2002) also add that the greatest methodological influence that corpus linguistics has had on teaching is probably in the use of classroom concordancing, which has encouraged a more inductive approach to learning.

Fitzpatrick (2007) sees corpora as a good helper for ELT writing courses and states that the study of the development of foreign language writing



can benefit greatly from corpus research (Shaw & Liu, 1998), as collections of foreign language texts, collected at various intervals, can be looked upon as text corpora. The measures that can be used to establish this development (Polio, 2001) include those that point to linguistic maturity, such as sentence length, word length, and type/token ratio (Grant & Ginther, 2000) (p. 187).

In this study, Fitzpatrick (2007) makes a comparison between the essays in ICLE corpus and of their students in terms of some lexical figures such as determiners, conjunctions and so on.

Xiao (2007) argues that learner corpus comprises written or spoken data produced by

language learners who are acquiring a second or foreign language. Data of this type has particularly been useful in language pedagogy and second language acquisition (SLA) research, as demonstrated by the fruitful learner corpus studies published over the past decade. Language acquisition occurs in the mind of the learner, which cannot be observed directly and must be studied from a psychological perspective. Nevertheless, if learner performance data is shaped and constrained by such a mental process, it at least provides indirect, observable, and empirical evidence for the language acquisition process.

In his study, Nesselhauf (cited in Aston, Bernardini & Stewart, 2004) emphasizes that in the case of teaching recommendations based on native speaker corpora, it has been objected that the only criterion considered is frequency in native speaker usage adding that for recommendations on what to teach, frequency in native speaker usage certainly is one of the other important criteria. He extracts all verb-noun combinations with *make*, *have*, *take* and *give* from the corpus, ICLE, and tries to find out how the students in German use them. Under

the light of his findings, he draws a new route for his students in order to make the fluent users of English.

Gillard and Gadsby (in Granger, 1998) look the idea of learners' corpus from a different window: compiling ELT dictionaries stating that the importance of corpora in ELT dictionaries has grown steadily. The ELT student needs things such as full information about grammar, reliable sociolinguistic information about register, and information about spoken English which may be ignored by many dictionaries for native speakers. All ELT dictionaries now use corpora of native-speaker English to gather information about current usage. They also add that they use corpora

- to analyse vocabulary size at the different learner ability levels,
- to compare learners' patterns of collocation with native speakers' patterns (taken from the BNC) so that they can give learners a whole 'palette' of common native-speaker collocations for a particular word that they are interested in (and at the same time tell them which learners' collocations are untypical even when they are grammatically correct),
- to analyse the level at which a particular word enters a learner's vocabulary and to find the context in which the word is first used. (p.170)

According to McEnery and Wilson (2001), what makes corpora important for syntactic research is, first, their potential for the representative quantification of the grammar of a whole language variety and, second, their role as empirical data, also quantifiable and representative, for the testing of hypotheses derived from grammatical theory. They also find corpus examples crucial in language learning as they expose students at an early stage in the learning process to the kinds of sentences and vocabulary which they will

encounter in reading genuine texts in the language or in using the language in real communication situations. They add that “The importance of such empirical data also applies as much in the teaching of linguistics as it does in the teaching of foreign languages”.

In his book, Sinclair (2004) states that “Corpora seem to have entered the classroom from the backdoor. Whilst corpus data have long established themselves as *the real language data*”. Learner corpora, which contain samples of learner writing alongside comparable samples (by text type and age) of native speaker writing, for instance, have been used to develop writing Computer Assisted Language Learning (CALL) software (Milton, 1998 cited in Sinclair, 2004) and to develop materials and activities for use in the ELT classroom (Granger & Tribble, 1998 cited in Sinclair, 2004). He adds corpus access in the language classroom may be a powerful tool, since it allows observation of instances in which a norm has been respected, and others in which it has not, resulting in ironic, creative, dissonant effects, or in a misunderstanding. The ease of access to instances of language performance makes it possible for learners to rely less on one or two individuals with their idiosyncrasies and their limited intuitions.

As to Aijmer (2009), it is clear that learner corpora provide a wealth of empirical material making it possible to examine a number of different variables which have an effect on learner output. Differences between learners and native speakers can for example reflect a transfer effect which can be traced back to contrastive differences and be studied on the basis of multilingual corpora. There is a mutual give and take. If there are differences between the target and source language shown by the translations we can hypothesize that these will affect the way learners use L1. The corpora can be used to provide concordances or to select examples for learning activities. Furthermore, corpora can be used to create

exercises, demonstrate variation in grammar, show how syntactic structures can signal differences in meaning, to discuss near-synonyms and collocations. Finally, she concludes her study adding that there are a number of useful corpora and corpus tools waiting to be used in the classroom but we need to know if they give the information teachers and students want and what they are looking for.

Saeed and Waly (n.d.) discuss that

using corpora in language classrooms has proven to be an effective tool in teaching vocabulary, grammar and language use to learners of English as a second / foreign language. However, many EFL teachers find integrating corpus-based activities in their classrooms a challenging teaching practice. Moreover, some teachers avoid using corpora because they think that designing corpus-based activities is a challenging task.

They offer some activities in classes using corpus as a tool for every level. First of them is verb pairing game which can be done after the teacher highlights some collocations to the students. Second one is computer cloze activity which is used to integrate the use of technology in our classes. Those activities might be used to help students practice the uses of both verbs and to learn their collocations. For intermediate students, if a teacher wants to teach modal verbs, contextual analysis may be a good way to teach. Students will be given a number of sentences obtained from any of the two corpora used in this analysis. They should try to analyze the context of each to see why one modal verb is used rather than the other. If the level of the learner group is advanced, in order to teach idiomatic expressions, concordance analysis can be used. After training students on how to use online corpora, the teacher can ask them to search for the idiomatic expressions and analyze the concordance lines to see how these idioms are contextualized and used by native speakers.

## CHAPTER II: METHODOLOGY

This chapter gives the information about the research design of this study firstly. Then, some information about the features of the participants of the study and data collection tools are presented, which are three types of English and Turkish texts written by all participants. Afterwards, the procedure of data collection and analyze is mentioned in the procedure section. Finally, in data analysis part, all the findings are presented in detail.

### II. 1. Research Design of the Study

The aim of this study is to reveal what types of SP are used in the texts of the participants of present study. Stubbs (1995) states that for detecting semantic prosodic appearances of words, no complex statistical procedures at all are necessary adding that it may be sufficient simply to count and list items. Therefore, this study is descriptive since it just presents a portrayal without any complex statistical measurements (Erkuş, 2011).

### II. 2. Participants

The participants of this study are freshman, sophomore, junior, and senior students of English Language Teaching Department at Mersin University during the 2012-2013 academic year, both in day and night classes. The participants' proficiency level in English language is assumed to be intermediate (independent user, B1 and B2) and advanced (proficient user, C1 and C2) based on proficiency levels in Common European Framework (CEF) (İrgin, 2011). All students are supposed to have the Turkish L1. The participants have written six

different paragraphs of which three of them are written in English, and three are in Turkish. There are different participant numbers for each type of paragraph as in Table 2 and Table 3.

Table 2

*The Numbers of Participants for Each Type of English Texts*

		Cause- Effect	Narrative	Opinion
Freshman / Day	F	32	26	23
	M	18	15	12
Freshman / Night	F	25	25	21
	M	14	14	10
Sophomore / Day	F	14	14	15
	M	6	4	5
Sophomore / Night	F	18	21	19
	M	8	5	5
Junior / Day	F	11	23	21
	M	3	5	4
Junior / Night	F	6	11	8
	M	6	6	6
Senior / Day	F	15	14	11
	M	11	11	6
Senior / Night	F	7	19	11
	M	6	9	7
<b>TOTAL</b>	F	128	153	129
	M	72	69	55
		<b>200</b>	<b>222</b>	<b>184</b>
<b>606</b>				

As seen in Table 2, firstly there are two hundred cause- effect paragraphs in English, 128 of which are written by female participants, and 72 of which are by males. Second paragraph type, narrative, is written by 222 participants, 153 of which are female, and 69 of which are male. Thirdly, there

are 184 opinion paragraphs, 129 of which are written by female participants, and 55 are written by males. Totally, 606 paragraphs in English are analyzed to find out the use of SP by Turkish students. For details about grade, see Table 2.

Table 3

*The Numbers of Participants for Each Type of Turkish Texts*

		Cause- Effect	Narrative	Opinion
Freshman / Day	F	27	27	29
	M	14	16	16
Freshman / Night	F	23	24	20
	M	15	8	9
Sophomore / Day	F	15	14	16
	M	4	7	8
Sophomore / Night	F	15	16	19
	M	4	5	2
Junior / Day	F	10	12	19
	M	4	2	5
Junior / Night	F	9	15	10
	M	5	5	6
Senior / Day	F	13	14	16
	M	9	11	9
Senior / Night	F	7	12	12
	M	6	7	8
<b>TOTAL</b>	F	119	134	141
	M	61	61	63
		<b>180</b>	<b>195</b>	<b>204</b>
<b>579</b>				

As seen in Table 3, firstly there are 180 cause- effect paragraphs in Turkish, 119 of which are written by female participants, and 61 of which are by males. Second paragraph type, narrative, is written by 195 participants, 134 of which are female, and 61 of which are male. Thirdly, there are 204 opinion paragraphs, 141 of which are written by female participants, and 63 are written by males. Totally, 579 paragraphs in English are analyzed to find out the use of SP by Turkish students. For details about grade, see Table 3.

### **II. 3. Data Collection Tool**

Data has been collected through three different types of texts: cause-effect (Appendix A), narrative (Appendix B), and opinion (Appendix C) which are mostly used paragraph types in ELT. Erkuş (2009) states that the reasonable period between each kind of measurement is ten days – two weeks. In the first term of 2012- 2013 academic year, the participants are asked to write a narrative text in English firstly whose topic is ‘If I could go back in time, ...’. Secondly, two weeks later, they write a cause- effect paragraph about the effects of social sites on people’s lives. Finally, after a break for two weeks again, the participants write an opinion paragraph about the question ‘Does age matter in relations?’. As a second step, at the beginning of the second term, now the participants are asked to write Turkish texts about the same topics as ‘Sosyal paylaşım sitelerinin hayatımızdaki etkileri’ as cause- effect (Appendix D), ‘Geçmişe dönebilsem ...’ as narrative (Appendix E), and finally ‘İlişkilerde yaş farkı sorun mudur?’ as opinion paragraph (Appendix F) again with a two-week time break out between each one.



## II. 4. Procedure

The participants of this study are all students majoring in Mersin University ELT Department. Before gathering the data, the instructors of each course have been asked for permission. Participants write English paragraphs firstly since if they write Turkish paragraphs first, they can develop their ideas easily so English texts may be a translation copy of the same topic because of remembrance effect. While choosing the topics, it was important to make all learners, from freshmen to senior, produce something about them, so the subjects of the paragraphs have been chosen carefully. As mentioned in Part II. 2, the data is gathered a two- week- time break out. The participants write their paragraphs in thirty minutes time and any help during the writing process is forbidden as to see individual comments and word choice. No correction is made while computerizing the data. For samples of texts, see List of Appendices.

## II. 5. Data Analysis

In this section, how the data is analyzed is explained in order to reach the aims of the present study. In the first part of the section, the way for analyzing semantic prosodic words and their kinds especially will be mentioned. In the second part, two new words *because of* and *thanks to*, and how to decide their semantic prosodic appearances are handled.

### II. 5. 1. Analysis of the Types of Semantic Prosody in English Texts

Semantic prosodic appearances of six words analyzed in this study have been decided before as *happen* - negative SP, *cause*- negative SP, *bring about*-positive SP, *provide*- positive SP, *effect*- neutral SP, *create*- neutral SP (See Table 1). If some kinds of suffixes are come across, then that word is eliminated since a

word with each different suffix should be handled in a different category for SP as in Stubb's (1995 cited in Zhang, 2009) and Xiao and McEnery (2006). The target words are extracted from 606 paragraphs written in English using AntConc 3.3 Corpus software. "AntConc is a freeware, multiplatform tool for carrying out corpus linguistics research and data-driven learning" states Anthony (2011). With the help of this software, all occurrences of target words are listed in concordance lines, the concordance lines for each word are analyzed manually one by one, semantic prosodic appearance for each word are identified, and then each instance for each category is counted and presented as a percentage of the total amount of instances as Xiao and McEnery did in 2006, and Nelson in 2006. The collocations are listed in a span of five words left and five words right (Zhang, 2010b). Then, it is decided that how frequent each type of SP is used in percentages as Stubbs (1995 cited in Ebeling, 2013), Xiao and McEnery (2006), Dam- Jensen and Zethsen (2008 cited in Ebeling, 2013) and Yang (2011) have done while deciding the types of semantic prosodies in the texts used in their studies. Clear decisions can be made if a strong percentage of SP is found out.

## **II. 5. 2. Analysis of the Types of Semantic Prosody in Turkish Texts**

Turkish is an agglutinative language and its morphology is suffixing states Çarkı, Geutner, and Schultz (2000) adding "[t]his means that the inflection, the derivation and other relationships between words in a sentence are done by constantly concatenating suffixes to the word stem" (p. 1). So, the suffixes create a kind of problem during the analysis of Turkish data since the software AntConc 3.3 cannot detect the words with suffixes. At that point, in order to get a general view about SPs of Turkish equivalents of the target words in this study, all suffixes are ignored leaving one space left between the word root and its suffixes while typing the data. Since no studies on SPs of Turkish words have been come

across in literature, SPs of the English equivalents are taken as reference. The Turkish equivalents are looked up in Redhouse English- Turkish Dictionary (2012) as happen / *ol -mak*, cause / *neden ol - mak*, bring about / *neden ol - mak*, provide / *sağla- mak*, effect / *etki*, create / *yarat- mak*. Since *cause* and *bring about* have the same equivalent in Turkish, only *neden ol- mak* is examined through the texts written in Turkish. Also, the Turkish character ‘ğ’ in *sağla- mak* is written as ‘g’ in order to be able to find it in AntConc analysis. As in English words, again a strong percentage for the types of SP is looked for.

### **II. 5. 3. Determining the Semantic Prosodies of Two New Words: *Because of / Yüzünden* and *Thanks to / Sayesinde***

While computerizing the Turkish data, it is realized that the participants use *yüzünden* while writing about something unpleasant and *sayesinde* for pleasant events. After some search, it is found out that Eker (2005) states in his book that the words *sayesinde* and *yüzünden* have the same meanings basically. However, *sayesinde* is used for talking about positive events and *yüzünden* is used negatively in context (p. 553), which encourages one to look for the semantic prosodic appearances of those both in English and Turkish texts. Percentage is the criterion again for that decision. Furthermore, following the steps of in the research by Xiao and McEnery (2006), with the aim of revealing how native speakers of English use the English equivalents of these words, *yüzünden / because of* and *sayesinde / thanks to* (Redhouse Turkish- English Dictionary, 2012), Brigham Young University British National Corpus (BYU-BNC) is retrieved as a reference. BNC is one of the largest corpora with approximately 100 million of words in length 90 % of which consists of written and 10 % consists of spoken British English (Meyer, 2004). Thinking that BNC

shows too many occurrences of those two words, the number of concordance lines that are analyzed for SP is restricted to a hundred occurrences.

#### **II. 5. 4. Determining Text Coherence and Cohesion in terms of Semantic Prosody**

While determining text coherence and cohesion, each target word is examined in the context whether it is used with appropriate SP or not. The target words and their Turkish equivalents *happen- olmak*, *cause- neden olmak* and *because of - yüzünden* are expected to be used with negative SP, *provide- sağlamak* and *thanks to- sayesinde* with positive SP, finally *effect- etki* and *create- yaratmak* are expected to be used with neutral semantic prosodic appearance. The frequencies about the appropriate semantic prosodic use are calculated and then, percentages about each target word use in texts are presented.

## CHAPTER III- RESULTS

In this chapter, the results gathered with the help of AntConc Software are presented in the order of which research questions have been introduced. The overall results of SPs of the target words in 606 English texts and how the participants have used those words in terms of different variables are presented one by one in the first section. Then, the same procedure is applied for 579 Turkish texts. Finally, how coherent and cohesive the students' texts is propounded after finding out the types of SPs in terms of different variables, gender, grade, group, and text types.

### **III. 1. Overall Results of Semantic Prosodic Appearances of the Target Words in English Texts**

As stated in Chapter II. 4. 1, totally eight words, six of which have been discussed before by different researchers (see Table 1) and two new words are chosen in order to find out their semantic prosodic appearances in 606 English texts.

#### **III. 1. 1. The Words Discussed Before**

Semantic prosodic appearances of happen, cause, bring about, provide, effect and create are presented in this section.

##### ***III. 1. 1. 1. Happen***

The word *happen*, which has negative SP in the previous studies (See Table 1), is examined in the corpus compiled for this study without any suffixes at the end.

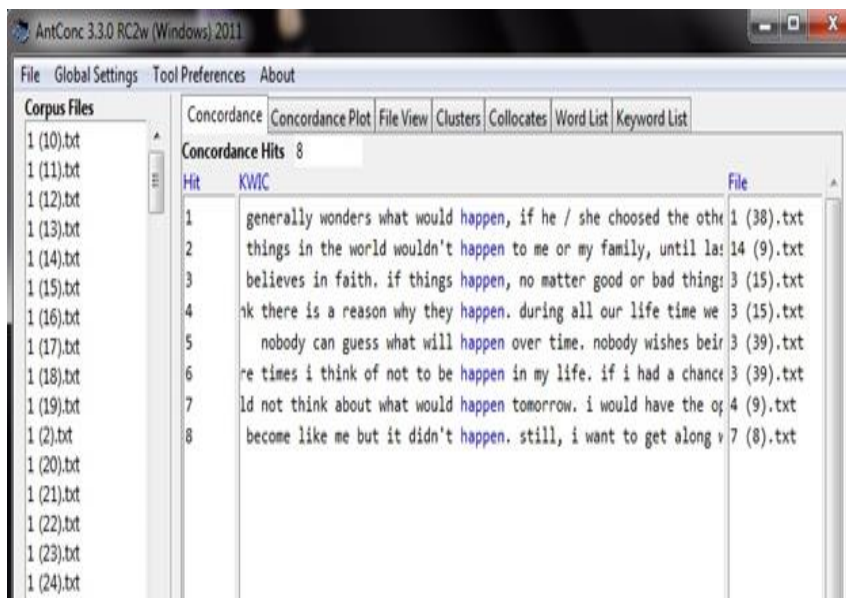


Figure 1. Concordance lines of *happen* in all English texts

As it can be seen from Figure 1, the word *happen* is used only eight times in six hundred and six texts written in English. When collocations are looked for with their frequency ( $f$ ), the result is below.

Table 4

*Five collocations of 'happen' in AntConc*

$f$	Left	Right	Collocations
2	0	2	Time
2	1	1	Nobody
2	0	2	Life
1	1	0	Wonders
1	1	0	World

As it is seen both in Figure 1 and Table 4, there is no clear collocation in the concordance lines. So, *happen* can be said to be used with neutral words, so it has neutral SP in the present study.

### III. 1. 1. 2. Cause

The word *cause*, which has negative SP in the previous studies (See Table 1), is examined with its verb form in the corpus compiled for this study without any suffixes at the end.

The screenshot shows the AntConc 3.3.0 RC2w (Windows) 2011 interface. The search term is 'cause'. The concordance hits are as follows:

Hit	KWIC	File
1	. therefore, this will <b>cause</b> problems in the reationship such as,	1 (10).txt
2	opinion, social sites <b>cause</b> waste of time. People, especially tee	1 (24).txt
3	ces in experiences can <b>cause</b> problems.	1 (28).txt
4	cy. additionally, they <b>cause</b> people to waste their much times surf	1 (7).txt
5	s in their experiences <b>cause</b> problems in communication. there will	10 (5).txt
6	ou. also, social sites <b>cause</b> you unsocialness. in sum, social site	11 (6).txt
7	t is that social sites <b>cause</b> problems of communication between pec	11.txt
8	social. secondly, they <b>cause</b> a life with less privacy and lastly,	13 (6).txt
9	ms. The gun is a main <b>cause</b> of badness according to my view. If i	18 (8).txt
10	d this difference will <b>cause</b> many conflicts between couples.	1k.txt
11	of age between couples <b>cause</b> to bad situations in relationships. i	2 (35).txt
12	egatively, and this is <b>cause</b> of characteristics and interests of y	2 (44).txt
13	e things. this age gap <b>cause</b> problems in your house. to me, age is	2 (47).txt
14	; namely, social sites <b>cause</b> many negative effects, but the basic	2 (7).txt
15	althy generation. they <b>cause</b> people to decrease the face to face i	2 (7).txt
16	ese benefits can also <b>cause</b> bad things. some people share or writ	2.txt
17	t all, that might be a <b>cause</b> for suicide.	20.txt
18	each other. second, it <b>cause</b> to become addicted to computer. peopl	29.txt
19	ifference between them <b>cause</b> this problem. I mean 10 to 20 age dif	3 (11).txt
20	unately, social sites <b>cause</b> people to be antisocial.	3 (19).txt
21	people negatively and <b>cause</b> people to become antisocial.	3 (43).txt
22	ebook and so on. those <b>cause</b> the people set up more weak and shall	4 (13).txt

The search term is 'cause'. The search window size is 100. The search options are Words, Case, and Regex. The search window size is 100. The search options are Words, Case, and Regex. The search window size is 100. The search options are Words, Case, and Regex.

Figure 2. Concordance lines of *cause* in all English texts

Figure 2 shows that *cause* is used thirty-one times. However, since three of them are the noun form of *cause*, they are omitted from the analysis. Also, five collocations of *cause* are listed according to their frequencies in Table 5.

Table 5

*Five collocations of 'cause' in AntConc*

<i>f</i>	Left	Right	Collocations
7	0	7	Problems
3	1	2	Antisocial
2	0	2	Waste
2	2	0	Negatively
2	0	2	Conflicts

When all collocations and concordance lines are examined, it is seen that in twenty- seven sentences, the word *cause* is used with negative or unpleasant words as five of them is given in Table 5. That number shows that semantic prosodic appearance of the *cause*, with its verb form, in English written texts of students majoring in Mersin University ELT Department is 96 % negative.

### ***III. 1. 1. 3. Bring about***

The word *bring about* is the synonym of *cause*. But unfortunately, it is not used any texts in the corpus compiled from Turkish students in Mersin University ELT Department. So this phrasal verb is not looked for henceforth.



### III. 1. 1. 4. Provide

*Provide* is found out to have positive SP in the previous studies (See Table 1). The concordance lines where it is used are below in Figure 3.

Hit	KWIC	File
1	t is clear that social sites provide people with many benefits, b	11 (9).txt
2	communicate fastly. then social provide of global events.	16.txt
3	re effecttive and good. they provide people to connect each other	5 (7).txt
4	egatives. first of all, they provide to connect with other people	5.txt
5	t of information. also, they provide us to win time. secondly, th	5.txt
6	in technology age, so it can provide us to reach what we want. we	7.txt
7	essenger etc. actually, they provide us to communicate with our f	8 (7).txt

Figure 3. Concordance lines of *provide* in all English texts

Figure 3 shows that *provide* is used only seven times. When collocates are looked for with their frequencies, the result is below.

Table 6

#### *Five collocations of 'provide' in AntConc*

$f$	Left	Right	Collocations
2	0	2	Connect
2	1	1	Communicate
1	0	1	Win
1	0	1	Benefits
1	0	1	Reach

When all collocations and concordance lines are examined, it is seen that in seven sentences, the word *provide* is used with positive or pleasant words as five of them is given in Table 6. That number shows that semantic prosodic appearance of *provide* in English written texts of students majoring in Mersin University ELT Department is 100 % positive.

### III. 1. 1. 5. Effect

*Effect* is found out to have neutral SP in the previous studies (See Table 1). The concordance lines where it is used are below in Figure 4.

The screenshot shows the AntConc 3.3.0 RC2w (Windows) 2011 interface. The main window displays concordance hits for the search term 'effect'. The search term is entered in the 'Search Term' field, and the search window size is set to 100. The concordance hits are displayed in a table with columns for Hit, KWIC, and File. The KWIC column shows the word 'effect' highlighted in blue in the original image. The File column shows the source text files, such as 1 (17).txt, 1 (24).txt, etc.

Hit	KWIC	File
1	y opinion, the most important effect for happiness in a relations	1 (17).txt
2	lives. Frist of all, positive effect. Social sites like facebook,	1 (24).txt
3	. we can say another positive effect of social sites on people's ]	1 (24).txt
4	there are also some negative effect of social sites. For example,	1 (25).txt
5	paragraph is to tell the good effect of social sites on people's	1 (30).txt
6	/ these social sites have good effect on people. Day by day, we ju	1 (30).txt
7	ironment. because i think the effect of my family and environment	1 (8).txt
8	social sites can effect people both positively and ne	1.txt
9	EFFECT OF SOCIAL SITES social sites	10 (17).txt
10	EFFECT OF SOCIAL SITES there are mar	11 (16).txt
11	social sites have a great effect on people's lives. recently,	11 (9).txt
12	e's lives. the most important effect is that social sites cause pr	11.txt
13	ed to be unreal life. another effect is that social sites affect u	11.txt
14	actually, this has a negative effect on communication. in conclusi	11.txt
15	ents or deaths. the other bad effect of social sites is lose of ti	12 (6).txt
16	social sites effect people two important ways. fj	14 (13).txt
17	oking everything. another bad effect is games. there are many game	14 (6).txt
18	ial sites. these social sites effect our emotions deeply. at the \	14.txt
19	of social sites social sites effect people's lives as negative ar	15 (10).txt
20	e, social sites have positive effect. for instance, a student shar	15 (10).txt
21	sides. To me, most important effect is having the meaning it can	2 (20).txt
22	d with anybody. They made bad effect in my life. I gave wrong deci	2 (27).txt

Figure 4. Concordance lines of *effect* in all English texts

Figure 4 shows that *effect* is used fifty- four times. However, when sentences are read carefully, it is found out that eight occurrences of *effect* should be changed with the verb *affect*. So they are omitted from the analysis. Also, five collocations of *effect* are listed according to their frequencies in Table 7.

Table 7

*Five collocations of 'effect' in AntConc*

<i>f</i>	Left	Right	Collocations
9	8	1	Bad
6	5	1	Important
5	4	1	Good
3	3	0	Positive
3	3	0	Great

When all collocations and concordance lines are examined, it is seen that in seven sentences, the word *effect* is used with positive or pleasant words. In fourteen sentences, it is used with negative or unpleasant collocations. Finally, in twenty-five sentences, it is used with neutral collocations as five of them are given in Table 7. That number shows that semantic prosodic appearance of *effect* in English written texts of students majoring in Mersin University ELT Department is 100 % neutral.

### ***III. 1. 1. 6. Create***

*Create* is found out to have neutral SP in the previous studies (see Table 1). The concordance lines where it is used are below in Figure 5.

Concordance				Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List
<b>Concordance Hits</b> 10									
Hit	KWIC								File
1	. thirdly, these social sites create a desire at people to be adm								10 (6).txt
2	t, we learn from the past and create our future.								10 (7).txt
3	many benefits, but they also create asocial people. people are be								11 (9).txt
4	e with these social sites may create some problems in their life s								12 (18).txt
5	social sites that people can create their profiles and make their								2 (8).txt
6	useful. for instance, people create various communities on facebo								3 (13).txt
7	ow to be written it) i would create new buildings, new gardens or								3 (46).txt
8	ect because people started to create an unreal world for themsel								4 (24).txt
9	other. this condition doesn't create any problem.this situation do								4 (34).txt
10	ith them, never the less they create some drowbacks for us. That i								6 (26).txt

Figure 5. Concordance lines of *create* in all English texts

Figure 5 shows that *create* is used only ten times in English texts. When collocates are looked for with their frequencies, the result is below.

Table 8

*Five collocations of 'create' in AntConc*

<i>f</i>	Left	Right	Collocations
6	3	3	People
1	0	1	Desire
3	3	0	Social
1	0	1	Unreal
1	0	1	Problem

When all collocations and concordance lines are examined, it is seen that in four sentences, the word *create* is used with negative or unpleasant collocations. In six sentences, it is used with neutral collocations as five of them

are given in Table 8. Since create is used with positive, negative and neutral collocations in all occurrences, it has neutral SP.

### **III. 1. 2. Semantic Appearances of Two New Words**

There are two new words added in this study, *because of* and *thanks to*. In order to see what kind of semantic prosodic appearances they have, those words are looked up in BNC firstly in order to see how native speakers use them. In BNC, 17695 occurrences of *because of* and 2128 occurrences of *thanks to* have been found.

#### **III. 1. 2. 1. Semantic Prosodic Appearance of *because of* in BNC**

The number of concordance lines including the word *because of* is 17695. BYU- BNC makes it possible to see collocation list of the words you want. So at this step, collocation list provided by BYU-BNC is used since occurrences are too many.

**-BNC: BRITISH NATIONAL CORPUS**

EMAIL

PASSWORD

(HELP) [LOG IN](#) (REGISTER)

MILLION WORDS, 1980s-1993

SEE CONTEXT: CLICK ON WORD OR SELECT WORDS + [CONTEXT] [\[HELP...\]](#) [COMPARE](#) [? SIDE BY SIDE](#)

CONTEXT

FREQ

KEYWORD IN CONTEXT DISPLAY [Help / information / contact](#)

1	CH1	W_newsp_tabloid	A	B	C	certain sounds I can't pick up.' Had to go to special schools <b>because of</b> it. Couldn't have a normal education. Just so you know while
2	CH1	W_newsp_tabloid	A	B	C	SAVED: Demi Moore ≠ TEEN idols Take That nearly didn't come together -- <b>because of</b> singer Mark Owen's mum. She was convinced her 18-year-old son's pop
3	CH1	W_newsp_tabloid	A	B	C	people saying they could no longer do jobs about the house or enjoy their hobbies <b>because of</b> sickness has steadily risen. Perhaps the reason lies in their keep-fit
4	CH1	W_newsp_tabloid	A	B	C	of the sheer concentration needed on the mountain roads but it was worth every second <b>because of</b> the incredible views. We stopped off at Nonza where the only s
5	CH1	W_newsp_tabloid	A	B	C	THE WORST KIND OF HAZARDS ARE NOT SO OBVIOUS ≠ TODAY a child will die <b>because of</b> an accident in the home. And tomorrow. And the next day.
6	CH1	W_newsp_tabloid	A	B	C	erratic, more uncontrolled and certainly a different look. She got involved with him <b>because of</b> the power element.' He was able to introduce her to a lot
7	CH1	W_newsp_tabloid	A	B	C	particularly happy childhood,' he recalls. 'I had a lot of problems <b>because of</b> my father. He was a drunk and he abused my mother.'
8	CH1	W_newsp_tabloid	A	B	C	Maertens, a German orthopaedic surgeon, damaged his foot in a skiing accident. <b>Because of</b> this discomfort he set about developing an air-cushioned sole with his
9	CH1	W_newsp_tabloid	A	B	C	, she explained, could not get her back to Sandringham that early December night <b>because of</b> bad weather. Could she stay? Nobody, even if they had wanted
10	CH1	W_newsp_tabloid	A	B	C	tune in to Neighbours.' The reason why it was such a success was <b>because of</b> the sunshine, the innocence, and opportunities people had,' says original
11	CH1	W_newsp_tabloid	A	B	C	Gabriel, who split from the supergroup in 1975, claims his career has suffered <b>because of</b> his association with the band. The talented singer has won acclaim for sp
12	CH1	W_newsp_tabloid	A	B	C	you can get. My career has been held back -- especially in Britain -- <b>because of</b> my association with them.' ≠ ATTACK: Gabriel ≠ CHART star Freddie
13	CH1	W_newsp_tabloid	A	B	C	was going out on dates except me. I was very self-conscious around boys <b>because of</b> my height. I was 14 when I had my first date. I
14	CH1	W_newsp_tabloid	A	B	C	will see Roy, too,' as bald as a bladder of lard' <b>because of</b> chemotherapy, hosting the world record indoor Aerobathon at Earl's Court earlier this
15	CH1	W_newsp_tabloid	A	B	C	Somalia fund reaches 300,000 ≠ Little Issi is just one of 25,000 who are alive <b>because of</b> YOU ≠ CATHERINE O'BRIEN ≠ HIS cheeks are tear-stained and his eyes

Figure 6. Concordance lines of *because of* in BNC

Table 9

*Five collocations of 'because of' in BNC*

<i>f</i>	Collocations
318	Lack
117	Difficulties
104	Injury
97	Difficulty
70	Fears

After examining all collocation list and a hundred concordance lines in BYU- BNC, it is seen that eighty-one occurrences of *because of* in a hundred concordance lines are used for something unpleasant. So it is decided that *because of* has negative SP in the texts of native speakers of English in BYU- BNC.

### III. 1. 2. 2. Semantic Prosodic Appearance of *because of* in This Study

There are eighty-two occurrences of *because of* in the corpus compiled in this study.

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List	
<b>Concordance Hits 82</b>							
Hit	KWIC						File
1	xperiencing the problems <i>because of</i> age, other small things become						1 (22).txt
2	n there will be problems <i>because of</i> different point of views. in c						1 (40).txt
3	ul country. I think that <i>because of</i> wars, people can't stand them						10 (15).txt
4	udy twice at Prep Class <i>because of</i> it. On the other hand, studyin						10 (20).txt
5	he other is an old man. <i>because of</i> this they will have problems c						10 (21).txt
6	example for this issue. <i>Because of</i> facebook, people spend a lots						10 (23).txt
7	; you with your friends. <i>Because of</i> facebook, ahuge number of frie						10 (23).txt
8	: addicted to such sites <i>because of</i> using it everyday. social site						10 (6).txt
9	out your past, however, <i>because of</i> these kinds of sites, it is al						11 (12).txt
10	en courses but I was ten <i>because of</i> the unequal courses. I was in						11 (14).txt

Figure 7. Concordance lines of *because of* in all English texts

Figure 7 shows only twenty- two occurrences of *because of*. While examining the concordance lines, sometimes not only collocations but also context is taken into consideration in order to see hidden attitude behind this usage as in a narrative text of a junior male student:

*Because of this, I have much difficulty in making meal.*

Table 10

*Five collocations of 'because of' in AntConc*

<i>f</i>	Left	Right	Collocations
9	9	0	problems
5	4	1	Bad
2	2	0	Isolated
1	0	1	Wars
1	1	0	Viruses

So, it is decided that in the example above *because of* is used to express something negative or unpleasant as in all texts apart from one which is used positively: “*because of my father is mature, he always helps my mother*”. This means that 99 % of the occurrences of *because of* are used negatively, that is, it has negative SP.

### III. 1. 2. 3. Semantic Prosodic Appearance of *thanks to* in BNC

The number of concordance lines including the word *thanks to* is 2128. Collocation list provided by BYU-BNC is used since occurrences are too many as in *because of* in III. 1.2.2.



**-BNC: BRITISH NATIONAL CORPUS**

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PASSWORD

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MILLION WORDS, 1980s-1993

SEE CONTEXT: CLICK ON WORD OR SELECT WORDS + [CONTEXT] [HELP...]

COMPARE ? SIDE BY SIDE

CONTEXT

FREQ

KEYWORD IN CONTEXT DISPLAY [Help / information / contact](#)

26	JNK	S_meeting	A	B	C	are all so active about. I would just like to say, record our <b>thanks to</b> those who are retiring, and to welcome most warmly those who have come
27	CH1	W_news_p_tabloid	A	B	C	cover -- it has one of the highest rainfall levels in Britain. But, <b>thanks to</b> all that water, it boasts lovely lakes, babbling brooks and some breathtaking
28	CH1	W_news_p_tabloid	A	B	C	.) In between scoffing, I packed in a lot of sightseeing too, <b>thanks to</b> a direct flight to Florence itself. # Museums The airport is 20 minutes
29	CH1	W_news_p_tabloid	A	B	C	rings and in the Duel # MESSING ABOUT AT NO. 10 # ALASTAIR CAMPBELL # <b>THANKS to</b> the economic miracle, we've sold our house after two years of tryin
30	CH1	W_news_p_tabloid	A	B	C	Chiswick Family Rescue in West London -- a centre that almost closed but has survived <b>thanks to</b> the donations of Mirror Woman readers -- she heard how a
31	CH1	W_news_p_tabloid	A	B	C	cupboard is left unopened, no room is left unlocked, and no smell unwhiffed <b>thanks to</b> an enormous 'scratch' n' sniffscreen. The first to go under
32	CH1	W_news_p_tabloid	A	B	C	that. Issi is one of thousands of children being fed in famine-stricken Somalia -- <b>thanks to</b> YOUR help. It is 10 days since our shock issue highlighting the plig
33	CH1	W_news_p_tabloid	A	B	C	to say your readers have already saved 25,000 lives. In the past week, <b>thanks to</b> the money they have sent in. We have been able to feed 300,000
34	CH1	W_news_p_tabloid	A	B	C	the Mirror has been in this crisis.' It has been a fantastic effort <b>thanks to</b> the wonderful generosity of your readers. We thank them from the bottom of
35	CH1	W_news_p_tabloid	A	B	C	over here. According to the British Tourist Authority that figure could rocket even higher <b>thanks to</b> the lower pound.' Keeping the pound high meant tourists v
36	CH1	W_news_p_tabloid	A	B	C	it away # OLD salt Ebenezer Jones has an extra 10,000 to sprinkle around -- <b>thanks to</b> Mirror Bingo. He scooped the jackpot and a diamond ring prize after c
37	CH1	W_news_p_tabloid	A	B	C	who lost his seat at Cardiff Central. Mr Grist has a new job, <b>thanks to</b> his former boss, the Secretary of State for Wales, David Hunt.
38	CH1	W_news_p_tabloid	A	B	C	. Instead the young woman is looking forward to it. And that's all <b>thanks to</b> her mum. For mother-of-two Margaret has taught both her daughters as much ab
39	CH1	W_news_p_tabloid	A	B	C	34th richest with a 40 million fortune. Singer SHEENA EASTON, 33, who <b>thanks to</b> a series of shrewd property deals in California is 36th richest with 39.4 mill
40	CH1	W_news_p_tabloid	A	B	C	your very own record deal? Well, now you can make it come true <b>thanks to</b> The Limit. We've teamed up with BBC2's top-rated music show Dance
41	CH1	W_news_p_tabloid	A	B	C	at the age of three. Today she's as fit as a fiddle -- <b>thanks to</b> research funded by efforts such as Beefy's, Louise's grateful mum,

Figure 8. Concordance lines of *thanks to* in BNC

Table 11

*Five collocations of 'thanks to' in BNC*

<i>f</i>	Collocations
37	Efforts
29	Generosity
24	Sincere
14	Grateful
13	Improved

During examining BYU- BNC, it is realized that *thanks to* is used with its verb and noun form in this corpus also (e.g. Please pass on our warmest *thanks to* them). Those occurrences are omitted, and then all collocation lists and a hundred concordance lines in BYU- BNC including *thanks to* as a conjunction are examined, it is seen that all occurrences of *thanks to* in a hundred concordance lines are used to tell something positive or pleasant. So it is decided that *thanks to* has positive SP in the texts of native speakers of English in BYU- BNC.

### III. 1. 2. 4. Semantic Prosodic Appearance of *thanks to* in This Study

In BNC, *thanks to* has positive prosody. The concordance lines where it is used in the present study are below in Figure 9.

The screenshot shows the AntConc 3.3.0 RC2w (Windows) 2011 interface. The 'Concordance Hits' window displays 61 results for the search term 'thanks to'. The results are organized into columns: Hit, KWIC, and File. The search term is entered in the 'Search Term' field at the bottom, and the search window size is set to 100. The results show various contexts where 'thanks to' is used, such as 'thanks to the facebook', 'thanks to social sites', and 'thanks to these faults'.

Hit	KWIC	File
1	f people can find old friends thanks to the facebook.	1 (31).txt
2	ut and meet their friends but thanks to social sites they don't ne	1. .txt
3	ecause all of us have faults. Thanks to these faults, we learn hov	10 (19).txt
4	le can find their old friends thanks to social sites like facebook	11 (16).txt
5	nicate with each other easily thanks to them.	11 (9).txt
6	es in many ways. for example, thanks to these sites, people can cc	12 (14).txt
7	go to Anatolian High School. Thanks to the extra school grades, 1	12 (19).txt
8	arry, find their dream women thanks to social sites. but i believe	12 (2).txt
9	ebook account or msn account. thanks to facebook, they can meet sc	12 (6).txt
10	y moments with their friends. thanks to social sites, people have	12.txt
11	ial life and their considers. thanks to social sites, a lot of pe	14 (14).txt
12	people can do a lot of things thanks to social sites.	14 (14).txt
13	communicate with them easily thanks to "facebook".If we compare t	14 (18).txt
14	ir important things with them thanks to social sites. it is an unc	14 (2).txt
15	person who does not use them. thanks to these sites people can con	14 (6).txt
16	d study my lessons regularly. Thanks to this, I would finish my sc	15 (14).txt
17	necting each other very well thanks to facebook. finally, social	15 (2).txt
18	Thanks to social web sites, we can c	15 (9).txt
19	we can chat with our friends thanks to social sites, we can even	15.txt
20	we can access them everywhere thanks to our mobile phones. we can	17 (2).txt
21	bad effects on people's life. thanks to developing internet technc	18 (2).txt
22	ly, the people can spend time thanks to social sites. briefly, soc	18 (7).txt

Figure 9. Concordance lines of *thanks to* in all English texts

As it is seen in Figure 9, *thanks to* is used sixty-one times in students' texts written in English. Five collocations of *thanks to* are given in Table 12.

Table 12

*Five collocations of 'thanks to' in AntConc*

<i>f</i>	Left	Right	Collocations
23	3	20	social
7	3	4	communicate
5	5	0	Find
3	3	0	information
2	0	2	technology

When all collocates in Table 12, concordance lines in Figure 9 and meanings in context are looked through, it is decided that *thanks to* has strong positive SP since all usages of *thanks to* is about positive things.

### **III. 2. Types of Semantic Prosodic Appearances in terms of Different Variables**

Four different variables are taken into consideration in this study: gender (III. 2. 1), grade (III. 2. 2), group (III. 2. 3), and text types (III. 2. 4). Each target word is analyzed for each variable separately. From then on, the collocations of the same word in texts are presented in the same table in terms of each variable differently.

### III. 2. 1. Semantic Prosodic Appearances in terms of Gender

It is tried to be found out how two genders, four hundred and ten females, a hundred and nineteen males, use semantic prosodies of the target words in their English texts. For this aim, five collocations of the target words according to AntConc results and percentage of semantic prosodic appearances are presented.

#### III. 2. 1. 1. 'Happen' in the Texts of Females and Males

*Happen*, which occurs eight times, is used with neutral SP in this study. When it is analyzed in terms of two genders, it is found out that this verb is used by only female participants of the present study.

Table 13

*Five collocations of 'happen' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
2 - time	NO HITS
2 - nobody	
2 - life	
1 - wonders	
1 - world	

When collocations five of which are shown in Table 13 and concordance lines are taken in to consideration, it is found out that *happen* in female participants' texts has negative SP.

### III. 2. 1. 2. 'Cause' in the Texts of Females and Males

There are twenty- four occurrences of the verb *cause* in the English texts of female students and seven occurrences in the English texts of male students. Five collocations of this verb are listed below in Table 14.

Table 14

*Five collocations of 'cause' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
8 - problems	1 - waste
4 - difference	1 - quarrels
3 - differences	1 - negatively
3 - antisocial	1 - divorce
2 - bad	1 - dissocialization

Four hundred and ten female participants of the present study use the verb *cause* with negative semantic prosodic collocations five of which are shown in Table 14. Moreover, a hundred ninety-six male participants of the present study use the verb *cause* with negative semantic prosodic collocations, too as five of which are shown in Table 14.

### III. 2. 1. 3. 'Provide' in the Texts of Females and Males

*Provide*, which occurs *seven* times, is used with neutral SP in this study. When it is analyzed in terms of two genders, it is found out that this verb is used by only female participants of the present study.

Table 15

*Five collocations of 'provide' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
2 - connect	NO HITS
2 - communicate	
1 - win	
1 - benefits	
1 - reach	

Since male participants do not use *provide* in any texts, the findings of two genders cannot be compared as in Table 15.

### ***III. 2. 1. 4. 'Effect' in the Texts of Females and Males***

The word *effect* occurs thirty- nine times in female students' texts. However, this word is used in verb form in seven sentences so those concordance lines have been omitted. Also, in male students' texts, *effect* occurs fifteen times but it is used in verb form in a sentence so this concordance line has been omitted.

Table 16

*Five collocations of 'effect' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
7 - bad	11 - social
5 - negative	3 - important
3 - positive	2 - great
3 - important	2 - good
3 - good	2 - bad

Table 16 shows five collocations of this verb in both females and males texts. In female participants' texts, in thirty-two occurrences of *effect*, it is seen that this word is used with unpleasant events eleven times, with pleasant events five times, and the rest sixteen are neutral events. Since *effect* in females' texts is used with positive, negative and neutral events, it is decided that it has neutral SP. Furthermore, in male participant texts, it is seen that this word is used with unpleasant events three times, with pleasant events once, and the rest ten are neutral events in fourteen occurrences. Since *effect* in male students' texts is used with positive, negative and neutral events, it is decided that it has neutral SP.

### ***III. 2. 1. 5. 'Create' in the Texts of Females and Males***

There are only seven occurrences of the verb *create* in the English texts of female students and three occurrences in male participants' texts. Five collocations of this verb in terms of genders are listed below.

Table 17

*Five collocations of 'create' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
2 - social	4 - new
1 - useful	2 - gardens
1 - unreal	2 - buildings
1 - problems	1 - social
1 - problem	1 - sites

Female participants of the present study use the verb *create* with negative semantic prosodic collocations four times and with neutral semantic prosodic collocations three times. So in female students' texts, *create* is neutral semantic prosodic word. Also, male participants of the present study use the verb *create* with neutral semantic prosodic collocations. So in male students' texts, *create* is used with its neutral semantic prosodic appearance.

### ***III. 2. 1. 6. 'Because of' in the Texts of Females and Males***

*Because of* is used forty- five times in the corpus of female students and thirty- seven times in the corpus of male students compiled in this study.



Table 18

*Five collocations of 'because of' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
7 - problems	2 - age
7 - age	1 - viruses
5 - bad	1 - reasons
4 - wrong	1 - problems
2 - inexperienced	1 - incompatibilities

The semantic prosodic appearance of *because of* cannot be decided just looking at the collocations five of which are listed in Table 18. When thirty-five concordance lines in females' texts and thirty- seven in males' texts are examined in context, it is decided that 99 % occurrences of *because of* is used to express something unpleasant or negative in females' texts. The one used positively in females' texts has been given in III. 1. 2. 2. Also in male participants' texts, it is decided that 100 % of occurrences of *because of* is used to express something unpleasant or negative in male students' texts. So, *because of* has negative SP in both females' and males' texts.

### ***III. 2. 1. 7. 'Thanks to' in the Texts of Females and Males***

*Thanks to* is used thirty- seven times in the corpus of female students and twenty- four times in the corpus of male students compiled in this study.

Table 19

*Five collocations of 'thanks to' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
8 - facebook	15 - sites
6 - easily	4 - friends
6 - communicate	3 - internet
4 - msn	3 - facebook
3 - information	2 - technology

The semantic prosodic appearance of *thanks to* cannot be decided just looking at the collocations five of which are listed in Table 19. When thirty-seven concordance lines are examined in context in female participants' texts, it is decided that 100 % occurrences of *thanks to* is used to express the writers' attitude towards something pleasant or positive. That is, *thanks to* in female students' texts has positive SP in females' texts. Also, when twenty-four concordance lines are examined in context of male participants, it is decided that 100 % occurrences of *thanks to* is used to express the writers' attitude towards something pleasant or positive. That is, *thanks to* in male students' texts has positive SP.

### **III. 2. 2. Semantic Prosodic Appearances in terms Grades**

Freshmen, sophomores, juniors and seniors majoring in Mersin University ELT Department participate in this study. Each target word is detected separately in terms of grades.

### III. 2. 2. 1. 'Happen' in the texts of Different Grades

There are eight occurrences of *happen* totally in the corpus compiled in this study, two of which are used by sophomores, and six are used by juniors. Unfortunately, since freshmen and seniors do not include this verb in their texts, they cannot be included in the grade variable.

Table 20

*The collocations of 'happen' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
NO HITS	1 - tomorrow 1 - still	1 - time 1 - nobody 1 - life 1 - world	NO HITS

As Table 20 shows, there is no clear collocation that reveals some kind of positive or negative attitude. When concordance lines are examined, again the same result is met. So, it is decided *happen* has neutral SP in both sophomores' and seniors' texts.

### III. 2. 2. 2. 'Cause' in the Texts of Different Grades

There are twenty- eight correct usages of the verb *cause* in all texts, eleven of which are used by freshmen, nine by sophomores, one by juniors, and finally seven by seniors. The frequencies and collocations according to grades are listed in Table 21.

Table 21

*The collocations of 'cause' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
3 - problems	2 - differences	1 - weak	3 - problems
2 - differences	1 - waste		2 - antisocial
2 - conflicts	1 - unsocialness		1 - gap
2 - bad	1 - unhealthy		1 - dissocialization
1 - quarrels	1 - problems		1 - negatively

Table 21 shows that *cause* with its verb form is used with negative or unpleasant collocations and situations by all students in different grades. This finding reveals that *cause* has negative semantic prosody in the texts of different grade students.

### ***III. 2. 2. 3. 'Provide' in the texts of Different Grades***

There are seven occurrences of the verb *provide* in all texts, four of which are used by freshmen, two by sophomores, one by juniors. However, seniors have not used this word in their paragraphs. The frequencies and collocations according to grades are listed in Table 22.

Table 22

*The collocations of 'provide' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
1 - win	1 - good	1 - benefit	NO HITS
1 - technology	1 - effective		
1 - connect	1 - connect		
1 - reach	1 - communicate		
1 - communicate			

Table 22 shows that *provide* is used with positive or pleasant collocations and situations by all students in different grades apart from seniors.

### ***III. 2. 2. 4. 'Effect' in the texts of Different Grades***

There are forty- six occurrences of the word *effect* in all texts, sixteen of which are used by freshmen, sixteen by sophomores, eight by juniors, and six by seniors. The frequencies and collocations according to grades are listed in Table 23.

Table 23

*The collocations of 'effect' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
4 - negative	4 - good	3 - important	1 - isolation
3 - positive	2 - negative	2 - great	1 - important
2 - important	2 - internet	1 - social	1 - bad
1 - great	2 - environment	1 - little	1 - social
1 - neutral	2 - life	1 - enormous	1 - sites

Table 23 shows that *effect* is used with its neutral semantic prosodic appearance in the texts written by freshmen, sophomores, and juniors. Only in seniors' texts, it seems as if negative SP is used 40 %, however, since neutral SP is used 60 %, again it can be said that seniors use *effect* in neutral SP.

### ***III. 2. 2. 5. 'Create' in the texts of Different Grades***

There are ten occurrences of the verb *create* in all texts, one of which is used by freshmen, six by sophomores, two by juniors, one by seniors. The frequencies and collocations according to grades are listed in Table 24.

Table 24

*The collocations of 'create' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
1 - people	1 - desire	2 - people	1 - new
1 - effect	1 - future	1 - asocial	1 - various
1 - unreal	1 - drawbacks	1 - communities	
1 - world	1 - problems	1 - various	
	1 - problem		

The word *create* is used with neutral SP in the texts of Freshmen, Juniors and Seniors. However, in sophomores' texts, there are six occurrences three of which are negative, three of which are neutral. So, sophomores use *create* 50 % negatively and 50 % neutrally.

### ***III. 2. 2. 6. 'Because of' in the texts of Different Grades***

There are eighty- two usages of *because of* in all texts, twenty- eight of which are used by freshmen, twenty-seven by sophomores, eleven by juniors, and finally sixteen by seniors. The frequencies and collocations according to grades are listed in Table 25.

Table 25

*The collocations of 'because of' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
9 - people	6 - this	1 - time	2 - problems
3 - this	3 - facebook	1 - sites	1 - struggle
2 - problems	2 - wrong	1 - problems	1 - night
1 - unsocial	2 - reasons	1 - life	1 - socially
1 - restricted	1 - troubles	1 - difference	1 - children

After examining *because of* not only with collocations but also in all concordance lines in terms of grades, it is seen that only in a student's text from sophomores, *because of* is used positively, which shows the rate of negative semantic prosody is 96 % for sophomores only.

### ***III. 2. 2. 7. 'Thanks to' in the texts of Different Grades***

There are sixty- one occurrences of *thanks to* in all texts, thirty of which are used by freshmen, thirteen by sophomores, eleven by juniors, and seven by seniors. The frequencies and collocations according to grades are listed in Table 26.



Table 26

*The collocations of 'thanks to' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
17 - social	11 - facebook	2 - friends	1 - wisdom
12 - people	5 - people	1 - world	1 - people
4 - facebook	3 - msn	1 - sites	1 - friends
3 - internet	2 - social	1 - power	1 - knowledge
3 - information	2 - friends	1 - financial	1 - age

After examining *thanks to* not only with its collocations but also in all concordance lines in terms of grades, it is seen that freshmen, sophomores, juniors and seniors have used it positively, that is, with positive SP.

### **III. 2. 3. Semantic Prosodic Appearances in terms Groups**

The students in day and night groups are handled as a new variable in order to see how they use semantic prosodies of the target words.

#### ***III. 2. 3. 1. 'Happen' in the texts of Different Groups***

The verb *happen* is used five times by the students in day group and three times by the students in night group.

Table 27

*The collocations of 'happen' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
1 - world	1 - nobody
1 - tomorrow	1 - time
1 - things	1 - life
1 - reason	1 - human
1 - good	1 - generally

As it is seen in Table 27, *happen* in terms of groups has no clear collocation or no clear attitude in concordance lines of students in day and night groups. So it can be said that *happen* has neutral SP in students' texts from both group.

### ***III. 2. 3. 2. 'Cause' in the Texts of Different Groups***

There are twenty- eight correct usages of the verb *cause* in all texts, eighteen of which are used by the students in day group and ten of which are used by the students in night group. The frequencies and collocations according to grades are listed in Table 28.

Table 28

*The collocations of 'cause' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
4 - problems	3 - problems
2 - conflicts	2 - negatively
1 - waste	1 - waste
1 - unsocialness	1 - divorce
1 - quarrels	1 - conflict

Table 28 shows that *cause* with its verb form is used with negative or unpleasant collocations and situations by all students in different groups. So, *cause* has negative semantic prosody in the texts of students in different groups.

### ***III. 2. 3. 3. 'Provide' in the texts of Different Groups***

There are seven occurrences of the verb *provide* in all texts. After classifying the data, it is realized that this verb is just used by the students in day group. There are no occurrences in the texts of night group students.

Table 29

*The collocations of 'provide' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
2 - connect	NO HITS
2 - communicate	
1 - win	
1 - benefits	
1 - reach	

When all collocations and concordance lines are examined, it is seen that in seven sentences, the word *provide* is used with positive or pleasant words as five of them is given in Table 29. So it has positive SP in day group's text. Since there is no occurrence of *provide* in night group's text, it cannot be analyzed in this group.

### III. 2. 3. 4. 'Effect' in the texts of Different Groups

There are forty- six occurrences of the word *effect* in all texts, seventeen of which are used by students in day group, and twenty- nine by night group. The frequencies and collocations according to groups are listed in Table 30.

Table 30

*The collocations of 'effect' in terms of grades*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
11 - social	26 - social
6 - people	11 - people
5 - bad	5 - negative
4 - important	4 - internet
2 - environment	4 - good

As Table 30 shows, *effect* is used as a neutral semantic prosodic word in the texts written by both day and night group.

### III. 2. 3. 5. 'Create' in the texts of Different Groups

There are ten occurrences of the verb *create* totally, five of which is used by day group students, and five by night group. The frequencies and collocations according to grades are listed in Table 31.

Table 31

*The collocations of 'create' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
2 - social	2 - new
1 - various	1 - world
1 - useful	1 - unreal
1 - profiles	1 - garden
1 - future	1 - building

The word *create* is used with neutral SP in the texts of day and night groups when all collocations, five of which are listed in Table 31, are taken into consideration.

### III. 2. 3. 6. 'Because of' in the texts of Different Groups

There are eighty- two usages of *because of* in all texts, thirty-seven of which are used by day group students, and forty-five by night group students. The frequencies and collocations according to grades are listed in Table 32.

Table 32

*The collocations of 'because of' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
11 - people	6 - facebook
4 - problems	5 - problems
2 - heavy	2 - isolated
1 - viruses	2 - busy
1 - unsocial	2 - trouble

*Because of* is examined in all concordance lines in terms of groups, and it is found out that only in a student's text from night group, *because of* is used positively, which shows the rate of negative semantic prosody is 89 % for night group only.

### **III. 2. 3. 7. 'Thanks to' in the texts of Different Groups**

There are sixty- one occurrences of *thanks to* in all texts, twenty-eight of which are used by day group students, and thirty-six by night group. The frequencies and collocations according to grades are listed in Table 33.

Table 33

*The collocations of 'thanks to' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
10 - people	18 - sites
2 - happy	12 - social
2 - communication	4 - easily
1 - technology	3 - find
1 - socialized	2 - technology

*Thanks to* is examined through concordance lines as in *because of* and it is revealed that all students in both groups use *thanks to* with its positive semantic prosodic appearance.

### III. 2. 4. Semantic Prosodic Appearances in terms of Text Types

The participants are asked to write about the given topics in three types of paragraphs: cause- effect, narrative, and opinion. Occurrences of each target word are analyzed in terms of those three variables.

#### III. 2. 4. 1. 'Happen' in Different Texts Types

When all data is classified according to three text types, it is found out that *happen* is just used eight times in narrative texts whose collocations are given in Table 34.

Table 34

*The collocations of 'happen' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
NO HITS	2 - time 2 - nobody 1 - life 1 - wonders 1 - world	NO HITS

Since there is no occurrence of *happen* in cause- effect and opinion texts, no comparison can be made in terms of text types.

### **III. 2. 4. 2. 'Cause' in Different Texts Types**

There are twenty- eight correct usages of the verb *cause* in all texts, fifteen of which are used in cause- effect paragraphs and thirteen of which are used in opinion paragraphs. The frequencies and collocations according to grades are listed in Table 35.

Table 35

*The collocations of 'cause' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
4 - problems 2 - conflicts 1 - waste 1 - unsocialness 1 - quarrels	NO HITS	3 - problems 2 - negatively 1 - waste 1 - divorce 1 - conflict



Table 35 shows that *cause* with its verb form is used with negative or unpleasant collocations and situations by all students in two text types. So, *cause* has negative semantic prosody in the texts of students in cause- effect and opinion text type. Since there is no occurrence in narrative texts, it cannot be included in this variable.

### III. 2. 4. 3. 'Provide' in Different Texts Types

When all data is classified according to three text types, it is found out that *provide* is just used in cause- effect paragraphs.

Table 36

*The collocations of 'provide' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
2 - connect	NO HITS	NO HITS
2 - communicate		
1 - win		
1 - benefits		
1 - reach		

Since there is no occurrence of *provide* in narrative and opinion texts, no comparison can be made in terms of text types.

### III. 2. 4. 4. 'Effect' in Different Texts Types

There are forty- eight occurrences of the word *effect* in all texts, forty- three of which are used by students in cause- effect paragraphs, five in narrative paragraphs, and one in an opinion paragraph. Five occurrences in cause- effect paragraphs and two occurrences in narrative paragraphs have been omitted sine they are used as a verb form instead of *affect*. Totally, forty- six occurrences are examined and the frequencies and collocations according to text types are listed in Table 37.

Table 37

*The collocations of 'effect' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
6 - negative	4 - life	1 - important
5 - important	2 - environment	1 - happiness
5 - good	1 - little	
4 - internet	1 - bad	
4 - another	1 - future	

Table 37 shows that *effect* is used as a neutral semantic prosodic word in cause- effect and narrative texts. However, the only occurrence of *effect* in opinion text type is used to express something pleasant. So it has positive SP in opinion text.

### III. 2. 4. 5. 'Create' in Different Texts Types

There are ten occurrences of the verb *create* totally, seven of which are used cause effect paragraphs, two in narrative paragraphs, and one in an opinion paragraph. The frequencies and collocations according to grades are listed in Table 38.

Table 38

*The collocations of 'create' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
6 - people	1 - gardens	1 - problem
1 - world	1 - buildings	
1 - useful	1 - future	
1 - profiles		
1 - problems		

As it can be seen in Table 38, in cause effect and narrative texts, create is used with positive, negative and neutral collocations, but in the only opinion text, it is used with a negative collocation so it has negative SP in opinion text type.

### III. 2. 4. 6. 'Because of' in Different Texts Types

There are eighty- two uses of *because of* in all texts, thirty-five of which are used cause effect, twenty eight in narrative, and nineteen in opinion texts. The frequencies and collocations according to grades are listed in Table 39.

Table 39

*The collocations of 'because of' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
18 - sites	6 - people	8 - problems
6 - facebook	3 - university	4 - communication
3 - bad	2 - wrong	1 - quarrel
2 - isolated	2 - heavy	1 - inexperienced
1 - viruses	2 - bad	1 - harm

*Because of* is examined in all concordance lines in terms of text types, and it is found out that only in a student's opinion text, *because of* is used positively, which shows the rate of negative semantic prosody is 95 % for opinion text type only. In other text types, it is used % 100 negatively.

### **III. 2. 4. 7. 'Thanks to' in Different Texts Types**

There are sixty- one occurrences of *thanks to* in all texts, fifty- three of which are used in opinion paragraphs, four in narrative and four in opinion paragraphs. The frequencies and collocations according to grades are listed in Table 40.

Table 40

*The collocations of 'thanks to' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
23 - social	2 - school	4 - age
6 - easily	1 - high	1 - wisdom
4 - internet	1 - grades	1 - respectful
3 - information	1 - regular	1 - power
2 - technology	1 - extra	1 - marriage

*Thanks to* is examined through concordance lines as in *because of* and it is revealed that all students writing their texts in three types of paragraphs use *thanks to* with its positive semantic prosodic appearance.

### **III. 3. Overall Results of Semantic Prosodic Appearances of the Target Words in Turkish Texts**

As stated in Chapter II. 4. 2, totally seven words, five of which are the Turkish equivalents of the words whose SPs have been discussed before by different researchers (see Table 1) and two new words are chosen in order to find out their semantic prosodic appearances in 579 Turkish texts.

### III. 3. 1. Semantic Prosodic Words Discussed Before in Turkish Texts

Semantic prosodic appearances of happen / *ol*-mak, cause / *neden olmak*, provide / *sağla*-mak, effect-*etki* and create / *yarat*-mak are presented in this section.

#### III. 3. 1. 1. *Ol*

The word *ol*, which is accepted as the Turkish equivalent of *happen*, is supposed to have negative SP as in English. But in Turkish, this word has many meanings, and one looks it up in the dictionary, s / he sees that *ol* can be equivalent of be, become, happen, exist, occur in English (Redhouse Turkish - English Dictionary, 2012). Moreover, this word can be used in relative clause in Turkish language as in “Bu sitelere üye *olanlar*...” which means “People *who are* members of these web sites...”. Figure 10 shows various uses of *ol* in Turkish texts.

Hit	KWIC	File
1	twitter. bu tör sitelere üye ol anlar sahtekarlara dikkat etmel	1.txt
2	bu tör sitelerde hesabınız ol mas iyi bir şeydir.	1.txt
3	abuk yayılıyor ki tork tork ol maktan takt neredeyse. :	10.txt
4	ol maktan takt neredeyse. sonu ol arak sosyal payla m site	10.txt
5	ikle, sosyalle memize yard mc ol uyorlar. uzaktaki arkadaşlar	11.txt
6	ı duyular m z payla yoruz. ek ol arak, unutulmaz anlar m z	11.txt
7	zunden de genden g ene asosyal ol uyoruz. di er yandan da ba ka	12.txt
8	/la m siteleri aslında yararlı ol abilir.	3.txt
9	hayatların ok fazla etki ler ol du. öncelertelevizyon izler	4.txt
10	ortaya k nca da hi konu maz ol duk birbirimizle. rne in	4.txt
11	la ileti im kurabiliyorsunuz. ek ol arak, bu siteler sayesinde ye	6.txt
12	er emek gereksiz geliyor. sonu ol arak hem olumlu hem de olum	6.txt
13	sosyal ol mak bazıları için önemli.	7.txt
14	a am n düzenleyen bir faydas ol du una inan yorlar. evres	7.txt
15	a inan yorlar. evresinin geni ol mas en isteyen insanlar da	7.txt
16	lerinin bir ok etki si var. ilk ol arak, ilikilerimizi etkiliyo	8.txt
17	apadan de aradaki hayat yalan ol du.	9.txt
18	ayca ula ma a sından faydal ol duklar kesin. ama insanlar	10.txt
19	lama getirmek. bu siteler sanal ol sa da etki leri gerek. bu ned	10.txt
20	ında genler için ok faydal ol du unu de n yorum. so	11.txt
21	m sitelerinin olumlu etki leri ol du unu de n yorum. bugünle	12.txt
22	u da daha büyük sorunlara sebep ol du undan insanlar yalnızla	12.txt

Figure 10. Concordance lines of *ol* in all Turkish texts

As it can be seen from Figure 10, the word *ol* is used 609 times in five hundred seventy-nine texts written in Turkish. When collocations are looked for with their frequency, the result is below.

Table 41

*Five collocations of 'ol' in AntConc*

<i>F</i>	Left	Right	Collocations
76	66	10	fark
53	49	4	sorun
30	11	19	insanlar
26	12	14	sosyal
22	0	22	yorum

As it is seen both in Figure 10 and Table 41, the verb *ol* is used with neutral collocations. So, *ol* can be said to have neutral SP in the present study.

### ***III. 3. 1. 2. Neden ol***

The word *neden ol*, which has negative SP in English, is examined in forty- one concordance lines in the Turkish texts written by the students majoring in ELT Department.

16	Her yandan makinelemlerine neden olmaktadır. Ee itli bilgileri	14.txt
17	dilin gittikçe yozlaşmasına neden oluyor. ve dil kültürü ile	9.txt
18	türün de giderek yok olmasına neden oluyor.	9.txt
19	likilerde büyük problemlere neden olabilecek bir faktördür	3.txt
20	çocuk zeldir ciddi hasarlara neden olabilir çocuğun ilgisi istek	2.txt
21	çocukta bir işsel çatışmaya neden olur bu da ebeveyn çocuk ile	2.txt
22	ruhsal ilişkileri kurmalarına neden oldu.	9.txt
23	hatta ilişkisinin son bulmasına neden olacaktır.	13.txt
24	arkının anlamını bilen herkes neden bu düşünceye olduğunu ar	7.txt
25	ın siteleri sosyal olmamıza neden oluyor.	6.txt
26	dir çok büyük çatışmalara neden olur ya farkı arttırdıkça i	12.txt
27	ak uyumsuz bir çift olmalarına neden olur ikinci olarak erkekler:	2.txt
28	çunlardır ve bu da uyumsuzlar neden olur	2.txt
29	na sırtımlere çatışmalar neden olabilir hatta bu büyük	6.txt
30	arkı bile çok büyük sorunlara neden olabilir kısacası akıl ya	3.txt
31	arkları jenerasyon uşurumuna neden olur saygılar	8.txt
32	iki daha yalnız hissetmenize neden oluyor. acilen bu durum i	2.txt
33	ve bu durum bazı problemlere neden oluyor. Zetle sosyal paylaşı	6.txt
34	ttıkça sorunların artmasına neden olur. benim için ilişkide y	20.txt
35	ek iletişiminin kopmasına neden olmaktadır yapacağımız t	11.txt
36	iki için yanlış anlamalara neden olmaktadır Çünkü bu payla	11.txt

Figure 11. Concordance lines of *neden ol* in all Turkish texts

Figure 11 shows that *neden ol* is used forty-one times. Five collocations of *neden ol* are listed with their frequencies in Table 42.

Table 42

*Five collocations of 'neden ol' in AntConc*

<i>f</i>	Left	Right	Collocations
3	3	0	Sorunlara
3	3	0	Soruna
3	3	0	Problemlere
1	1	0	Asosyal
1	1	0	çatışmalara



When all collocations and concordance lines are examined, it is seen that in forty- one sentences, the word *neden ol* is used with negative or unpleasant words as five of them is given in Table 42. That number shows that semantic prosodic appearance of *neden ol*, in Turkish written texts of students majoring in Mersin University ELT Department is 100 % negative.

### III. 2. 1. 3. Sağla

*Sağla* is found out to have positive semantic prosodic equivalent in English. The concordance lines where it is used in Turkish texts are below in Figure 12.

Concordance		
Concordance Plot	File View	Clusters
Collocates	Word List	Keyword List
<b>Concordance Hits 27</b>		
Hit	KWIC	File
1	iteleri sanal sosyalleşmeyi <b>sagla</b> d...ndan yaygın kullanıloy	12.txt
2	irini anlayabilecek ve uyum <b>sagla</b> yabilecek ya...ta ve olgunlukta o	4.txt
3	ör. kişiler birbirlerine uyum <b>sagla</b> d...klar...sörece sorun kalmaz	13.txt
4	kinin daha köklü ol mas...n... <b>sagla</b> yabilir.	15.txt
5	n yada erkek birbirine uyum <b>sagla</b> m...t...er erkek kendini gen... gib	9.txt
6	rda eölerin birbirine uyum <b>sagla</b> mas...na ...zmektedir	9.txt
7	nanlar olarak eöitime katkı <b>sagla</b> maktadır. sosyal a...lar yard...	2.txt
8	arzular...n... kar...lamalar...n... <b>sagla</b> r.	3.txt
9	imizi eölenceli geöirmemizi <b>sagla</b> r. sohbet edebilir arkada...lar...	3.txt
10	e kiminle ol duöunu bilmemizi <b>sagla</b> r. fotoöraf video en iyi ve	3.txt
11	t... an...lar...m...z... payla...mam...z... <b>sagla</b> r. arkada...l...lar iöin öo	3.txt
12	day...m. öiftler aras...nda uyum <b>sagla</b> nmas... birbirini daha iyi an:	1.txt
13	öeyleri an...nda ööenmemizi <b>sagla</b> r. tek yapacaö...n...z ilgili s:	9.txt
14	zaman iöte bu siteler yarar <b>sagla</b> mak yerine zararlı ol acakt...r.	1.txt
15	rs al...rken ben s...rf denkliöi <b>sagla</b> mak iöin tam on ders birden	4.txt
16	mez kent aksine avantajlar <b>sagla</b> r ...n...k... anne öocuöa bir arka	1.txt
17	ökl... bir iletiöim ve iliöki <b>sagla</b> nm... olur fazla ya... fark...	6.txt
18	kiöilerle rahatöa konuöman...z... <b>sagla</b> r. aileniz, akrabalar...n...:	18.txt
19	rdalan...rsak yaöam...m...za katkı <b>sagla</b> yacaklar...n... d...ö...nmekteyi	6.txt
20	ö... öeyi takip etme konusunda <b>sagla</b> yacaö... yararlar hiö de az...n	7.txt

Figure 12. Concordance lines of *sagla* in all Turkish texts

Figure12 shows that *sağla* is used twenty- seven. When collocates are looked for with their frequencies, the result is below.

Table 43

*Five collocations of 'sağla' in AntConc*

<i>f</i>	Left	Right	Collocations
5	5	0	uyum
2	2	0	katkı
2	2	0	yarar
1	1	0	katkılar
1	1	0	sosyalleşmeyi

When all collocations and concordance lines are examined, it is seen that in twenty- seven sentences, the word *sağla* is used with positive or pleasant words as five of them is given in Table 38. That number shows that semantic prosodic appearance of *sağla* in Turkish written texts of students majoring in Mersin University ELT Department is 100 % positive.

### **III. 3. 1. 4. Etki**

*Etki* is found out to have neutral SP in English. The concordance lines where it is used are below in Figure 13.

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List
<b>Concordance Hits</b> 106						
Hit	KWIC					File
1	m sitelerinin bir ok olumsuz etki si var. en nemlisi insanlar					10.txt
2	alıyorlar. bir di er olumsuz etki si g n l k hayatta kulland					10.txt
3	sosyal payla m sitelerinin etki leri saymakla bitmez. ncelikl					11.txt
4	ou sitelerin tabi ki olumsuz etki leri de var. ailemizle arkada l					14.txt
5	nin hem olumlu hem de olumsuz etki leri var. ilk olarak sosyal pay					15.txt
6	lar. di er yandan baz olumlu etki leri de var. rne in sosyal					18.txt
7	sosyal payla m sitelerinin etki leri insanlar n ya na ba l					19.txt
8	n ya na ba l . gen leri ok etki ledi i s ylenebilir mesela					19.txt
9	itelerin zerimizde s n r s z etki leri var ve bu etki ler kend					2.txt
10	s n r s z etki leri var ve bu etki ler kendilerini her alanda g e					2.txt
11	zda hem olumsuz hem de olumlu etki leri var. olumsuz etki lerden k					2.txt
12	umlu etki leri var. olumsuz etki lerden kurtulmak i in bu t r s:					2.txt
13	t m zda bu sitelerin bir ok etki si var. bu siteler ne kadar					23.txt
14	itelerinin hayat m zda bir ok etki si var. ncelikle bizi asosy					24.txt
15	a m l s e oluyoruz. bir di er etki zel ya m m zla ilgili.					24.txt
16	teleri hem olumlu hem olumsuz etki ye sahiptir. ncelikle sosyal					25.txt
17	m sitelerinin hayat m zda ok etki si var. bence insanlar hem					3.txt

Figure 13. Concordance lines of *etki* in all Turkish texts

Figure 13 shows that *etki* is used a hundred and six times. Also, five collocations of *etki* are listed according to their frequencies in Table 44.

Table 44

*Five collocations of 'etki' in AntConc*

<i>f</i>	Left	Right	Collocations
37	33	4	olumsuz
26	23	3	olumlu
12	10	2	sosyal
3	3	0	negative
3	3	0	iyi

When all collocations and concordance lines are examined, it is seen that *etki* is used positive, negative and neutral collocations as five of them are given in Table 39. That shows that semantic prosodic appearance of *etki* in Turkish texts written by students majoring in Mersin University ELT Department is 100 % neutral.

### III. 3. 1. 5. Yarat

*Yarat* is found out to have negative SP in Turkish. The concordance lines where it is used are below in Figure 14.

Concordance			Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List
<b>Concordance Hits</b> 23								
Hit	KWIC							File
1	.er kullanabiliriz. insanlar yaratılmaları gereği aynı ortamda b							12.txt
2	an haline getirmekte.insan yaratılmaları olarak sosyal bir varlıkta							11.txt
3	. bazı durumlarda bu sorun yaratabilir çünkü yaşanan dönem							15.txt
4	a farkı sade tecrübe fark yaratır bence bu da ahlaka yapar.							4.txt
5	inde bazı olumsuz etki ler yaratabilirler. insanlar sanal ortama							7.txt
6	yaşantılar daha çok problem yaratır. ya ile orantılı tecrü							4.txt
7	likide ya farkının sorun yaratabileceğini düşünüyorum. i							7.txt
8	kının bazı konularda sorun yaratabileceğini düşünüyorum. d							9.txt
9	a birlikte zaman farkının yaratıldığı kültürel ve düşünce							2.txt
10	ş halini alıyor ve antisosyal yaratıklar ol uyoruz.							4.txt
11	a antisosyal bir topluluk yaratıyor.							9.txt
12	te ve bu da ciddi sorunlar yaratabilir							1.txt
13	ki bazı durumlarda program yaratabilir bununla beraber eğerler a							6.txt
14	ce zarar bence. bazımlerlik yaratıyorlar ve gerçek hayatımızda							23.txt
15	ine sahte bir dünya sahnesi yaratmaya ve o sahnede istediği rol							4.txt
16	sin de bildiği gibi evren yaratıldıklarından beri savaşlar pat							7.txt
17	r. beşten fazlası problem yaratır, sağlıklı bir ilişki olmaz							16.txt
18	birbiriyle anlamada sorun yaratır. birbirleriyle aynı yaşlara :							9.txt
19	. a aşırdan da kötü etki yaratabilir ya farkına dikkat ed							1.txt
20	zamanla aralarında uçurum yaratır acaba engel ol maktadır ba							2.txt

Figure 14. Concordance lines of *yarat* in all Turkish texts

When all concordance lines, twenty of them are in Figure 14, are examined, it is realized that one occurrence is a noun form, *yaratık*, which includes the root *yarat*. So it is omitted from the study. The collocations of twenty two occurrences are listed in Table 45.

Table 45

*Five collocations of 'yarat' in AntConc*

<i>f</i>	Left	Right	Collocations
7	6	1	fark
4	4	0	sorun
2	0	2	antisosyal
3	2	1	kötü
2	2	0	problem

When all collocations and concordance lines are examined, it is seen that in sixteen sentences, the word *yarat* is used with negative or unpleasant collocations. In six sentences, it is used with neutral collocations as five of them are given in Table 45. So it is decided that *yarat* in Turkish texts of the participants has 73 % negative SP.

### ***III. 3. 1. 6. Yüzünden***

This word is looked for as *yuzunden* because of Turkish character problem in AntConc. Figure 15 shows some concordance lines including *yuzunden*.

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List	
<b>Concordance Hits 36</b>							
Hit	KWIC						File
1	may çok seviyorlar. bunun yuzunden de genden gone asosyal ol						12.txt
2	. bunun yannda bu siteler yuzunden anne- babalar çocukları						18.txt
3	yorlar. malesef bu siteler yuzunden gon gettikeli ilokilerimiz						9.txt
4	. Fakat toplumun dar bakış yuzunden bu bir engel olarak göröl						11.txt
5	birçok evliliğin ya fark yuzunden anlamadıkları için bi						12.txt
6	. anlamazlar ve ya fark yuzunden birçok sorun yaşırlar.						22.txt
7	isel görünümündeki değişimler yuzunden ya lölök dangasın						5.txt
8	tercih ediyorsa ya fark yuzunden ilokide problem yaşıyabil						7.txt
9	rasındaki olgunluk problemi yuzunden çok.						1.txt
10	u incinir, böyle meseleler yuzunden iloki zarar görür ve bir						6.txt
11	m. her şeyden önce bu siteler yuzunden özel hayat diye bir şey						2.txt
12	fakat sonralar ya farklar yuzunden sorunlar ald yor d k						2.txt
13	cle sosyal paylaşımlar siteleri yuzunden insanlar bilgisayara ba						9.txt
14	mak istesenez de bu siteler yuzunden imkansızdır. çünkü kış o						10.txt
15	sosyal paylaşımlar siteleri yuzunden asosyal bir toplum olduk.						3.txt
16	k çok basitletti bu siteler yuzunden. bilgiye o kadar kolay ula						8.txt
17	aldım. a d ders program yuzunden gece gündüz üniversitede						4.txt
18	geliyor. yalanc yazmalar yuzunden sahte arkadaşlar kurul						12.txt
19	adında sosyal olan siteler yuzunden asosyal oluyoruz. çünkü ge						11.txt
20	toplumumuzdaki gormemelik yuzunden herkes her siteye üye olmay						3.txt

Figure 15. Concordance lines of *yüzünden* in all Turkish texts

Figure 15 shows there are thirty six occurrences of *yüzünden*. While examining the concordance lines, not only collocations but also context is taken into consideration in order to see hidden attitude behind this usage.

Table 46

*Five collocations of 'yüzünden' in AntConc*

<i>f</i>	Left	Right	Collocations
10	10	0	siteler
5	5	0	fark
2	2	0	sorun
2	0	2	asosyal
1	1	0	görmemişlik

Thirty six concordance lines of *yüzünden* include negative or unpleasant expressions or collocations five of which are shown in Table 46, which means that 100 % of the occurrences of *yüzünden* are used negatively, that is, it has negative SP.

### ***III. 3. 1. 7. Sayesinde***

*Sayesinde*, the Turkish equivalent of *thanks to*, is used fifty- nine times in the Turkish corpus compiled for this study.

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List
<b>Concordance Hits 59</b>						
Hit	KWIC	File				
1	laşiyoruz. bu tür siteler sayesinde yakınlarımızın arkadaşları	11.txt				
2	şyal paylaşım siteleri sayesinde arkadaşlarımızla konuşabiliy	14.txt				
3	haline geldiler. onlar sayesinde bilgiye kolayca ulaşabiliyoruz	16.txt				
4	van da bu tür siteler sayesinde her şeyi hızlıca öğrenmemiz	17.txt				
5	şyal paylaşım siteleri sayesinde yeni bilgilere çok hızlı ulaş	18.txt				
6	şyal paylaşım siteleri sayesinde aradığımız her tür bilgiye ulaş	25.txt				
7	lıyorlar. bu siteler sayesinde insanlar sevdikleriyle arkadaşları	3.txt				
8	eri vardır. teknoloji sayesinde istediğimiz her şeye ulaşabiliy	5.txt				
9	zde sağlıyor. bu siteler sayesinde fotoğraflarımız, durumum	5.txt				
10	ek olarak, bu siteler sayesinde yeni haberleri hemen öğrenabiliy	6.txt				
11	r.sosyal paylaşım siteleri sayesinde insanların eğer aday buldu	10.txt				
12	ş sosyal paylaşım siteleri sayesinde dünyanın her yerinden arkadaş	11.txt				
13	ite facebook. facebook sayesinde insanlar birbirlerine bağlanıyc	12.txt				
14	ı internet teknolojisi sayesinde herkes birbiriyle iletişime geç	14.txt				
15	yal paylaşım siteleri sayesinde bir olay karşısında nasıl dav	2.txt				
16	tiş ediyor. bu siteler sayesinde yabancı dil öğrenen bile var. s	3.txt				
17	uyor ve tecrübelerimiz sayesinde gelecekte başka daha büyük yar	1.txt				
18	ın daha çok ise erkek sayesinde kadın olgunlaşabilir.	3.txt				
19	ve olgunlukta olmasında sayesinde seviyeli ve uzun süreli ilişkil	4.txt				
20	olmaz. dolayısıyla artık sayesinde ya da farkı probleminin p si	5.txt				

Figure 16. Concordance lines of *sayesinde* in all Turkish texts

As it is seen in Figure 16, *sayesinde* is used fifty- nine times in students' texts written in Turkish. Five collocations of *sayesinde* are given in Table 47.

Table 47

*Five collocations of 'sayesinde' in AntConc*

<i>f</i>	Left	Right	Collocations
21	21	0	siteler
13	13	0	sosyal
6	0	6	kolayca
4	3	1	teknoloji
3	2	1	internet



When all collocates in Table 47, concordance lines in Figure 16 and meanings in context are looked through, it is decided that *sayesinde* has strong positive SP since all usages of *sayesinde* is about positive things.

### **III. 4. Types of Semantic Prosodic Appearances in Turkish Texts in terms of Different Variables**

Four different variables are taken into consideration in this study: gender (III. 4. 1), grade (III. 4. 2), group (III. 4. 3), and text types (III. 4. 4). Each target word is analyzed for each variable separately in Turkish texts.

#### **III. 4. 1. Semantic Prosodic Appearances in Turkish Texts in terms of Gender**

It is tried to be found out how semantic prosodic words are used in three hundred ninety- four female and a hundred eighty five male participants' texts written in Turkish. For this aim, five collocations of the target words according to AntConc results and percentage of semantic prosodic appearances are presented.

##### ***III. 4. 1. 1. 'Ol' in the Turkish Texts of Females and Males***

There are three hundred ninety four occurrences of the verb *ol* in the Turkish texts of female students and two hundred and five occurrences in the

Turkish texts of male students. Five collocations of this verb are listed below in Table 48.

Table 48

*Five collocations of 'ol' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
46 - fark	18 - sorun
37 - sorun	13 - sosyal
23 - insanlar	9 - insanlar
17 - zaman	8 - yorum
16 - yorum	8 - iyi

Female participants of the present study use the verb *ol* with neutral semantic prosodic collocations five of which are shown in Table 48. Moreover, male participants of the present study also use the verb *ol* with neutral semantic prosodic collocations, too as five of which are shown in Table 48.

### ***III. 4. 1. 2. 'Neden ol' in the Turkish Texts of Females and Males***

There are twenty-two occurrences of the verb *neden ol* in the Turkish texts of female students and nineteen occurrences in the English texts of male students. Five collocations of this verb are listed below in Table 49.

Table 49

*Five collocations of 'neden ol' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
3 - sorunlara	4 - soruna
1 - yozlaşmasına	3 - fark
1 - uyumsuzlar	1 - hasarlara
1 - problemlere	1 - problemlere
1 - kopmasına	1 - problem

All participants, both females and males, use *neden ol* to express something negative or unpleasant. So since all collocations, five of which are presented in Table 49, are negative, *neden ol* has negative SP in Turkish texts of the participants in this study.

### ***III. 4. 1. 3. 'Sağla' in the Turkish Texts of Females and Males***

There are thirteen occurrences of the verb *sağla* in the Turkish texts of female students and fourteen occurrences in the Turkish texts of male students. Five collocations of this verb are listed below in Table 50.

Table 50

*Five collocations of 'sağla' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
2 - uyum	3 - uyum
2 - olgunlaşmayı	1 - sosyalleşmeyi
1 - katkı	1 - yarar
1 - denkliği	1 - avantajlar
1 - yarar	1 - paylaşmamızı

Three hundred ninety-four texts written by female and two hundred and five texts written by male participants of the present study use sağla to write about something positive or pleasant as its five collocations can be seen in Table 50. So it has positive SP in all texts in terms of genders.

### ***III. 4. 1. 4. 'Etki' in the Turkish Texts of Females and Males***

The word *etki* occurs ninety times in female students' texts. Also, in male students' texts, *etki* occurs sixteen times, and its collocations are below.

Table 51

*Five collocations of 'etki' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
35 - olumsuz	6 - olumlu
20 - olumlu	3 - sosyal
17 - sitelerinin	2 - olumsuz
15 - insanlar	1 - hayata
9 - sosyal	1 - ailemin

Table 51 shows five collocations of this word in both females and males texts. *Etki* in females' texts is used with positive, negative and neutral events, and it is decided that it has neutral SP. Furthermore, in male participant texts, it is seen that this word is used with positive, negative and neutral events, and it is decided that it has neutral SP.

### ***III. 4. 1. 5. 'Yarat' in the Turkish Texts of Females and Males***

There are sixteen occurrences of the verb *yarat* in the Turkish texts of female students and six occurrences in male participants' texts. Five collocations of this verb in terms of genders are listed below in Table 52.

Table 52

*Five collocations of 'yarat' in female and male students' English texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
3- sorun	3 - fark
2 - problem	2 - antisosyal
1 - Sorunlar	1 - topluluk
1 - olumsuz	1 - örnekler
1 - ciddi	1 - evren

Female participants of the present study use the verb *yarat* with negative semantic prosodic collocations fourteen times. So in female students' texts, *yarat* is 88 % negative semantic prosodic word. Also, male participants of the present study use the verb *yarat* with neutral collocations. So in male students' texts, *yarat* is used with its neutral semantic prosodic appearance.

### ***III. 4. 1. 6. 'Yüzünden' in the Turkish Texts of Females and Males***

*Yüzünden* is used twenty- eight times in the corpus of female students and eight times in the corpus of male students compiled in this study.

Table 53

*Five collocations of 'yüzünden' in female and male students' Turkish texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
8- siteler	2 - siteler
7 - fark	1 - zarar
3 - sorun	1 - problem
2 - silah	1 - görmemişlik
2 - problem	1 - sınavı

The semantic prosodic appearance of *yüzünden* cannot be decided just looking at the collocations five of which are listed in Table 53. When twenty-eight concordance lines in females' texts and eight in males' texts are examined in context, it is decided that 100 % occurrences of *yüzünden* is used to express something unpleasant or negative in females' and males' texts.

### ***III. 4. 1. 7. 'Sayesinde' in the Turkish Texts of Females and Males***

*Sayesinde* is used thirty- eight times in the corpus of female students and twenty-once in the corpus of male students compiled in this study.

Table 54

*Five collocations of 'sayesinde' in female and male students' Turkish texts*

F	M
<i>f</i> - Collocation	<i>f</i> - Collocation
12 - siteler	9 - siteler
10 - sosyal	4 - insanlar
5 - kolayca	3 - sosyal
4 - facebook	3 - internet
3 - teknoloji	3 - arkadaş

Apart from collocations, five of which are given in Table 54, when thirty-eight concordance lines are examined in context in female participants' texts, it is decided that 100 % occurrences of *sayesinde* is in pleasant or positive situations. That is, *sayesinde* in female students' texts has positive SP. Also, when twenty-one concordance lines are examined in context of male participants, it is decided that 100 % occurrences of *sayesinde* is used to express the writers' attitude towards something pleasant or positive. That is, *sayesinde* in male students' texts has positive SP.

### **III. 4. 2. Semantic Prosodic Appearances of Target Words in Turkish in terms of Grades**

Freshmen, sophomores, juniors and seniors majoring in Mersin University ELT Department are asked to write about three topics in Turkish at different times. Each target word is detected separately in terms of grades.

#### ***III. 4. 2. 1. 'Ol' in the Texts of Different Grades***

There are 609 occurrences of *ol* totally in the corpus compiled in this study, 188 of which are used by freshmen, 159 by sophomores, 131 by juniors, and 131 are used by seniors.



Table 55

*The collocations of 'ol' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
24 - fark	18 - fark	17 - fark	17 - fark
20 - sorun	13 - sorun	13 - insanlar	8 - sorun
13 - farklı	9 - sosyal	11 - sorun	7 - hesabı
10 - sosyal	7 - yorum	8 - zaman	6 - etki
9 - insanlar	7 - siteleri	8 - hayat	5 - yorum

As Table 55 shows five of collocations of *ol* and all concordance lines examined separately in terms of grades, it is decided that *ol* is used with negative, positive and neutral collocations. So it has neutral SP in all grades.

**III. 4. 2. 2. 'Neden ol' in the Texts of Different Grades**

There are forty-one occurrences of the verb *neden ol* in all texts, eighteen of which are used by freshmen, twelve by sophomores, three by juniors, and finally eight by seniors. The frequencies and collocations according to grades are listed in Table 56.

Table 56

*The collocations of 'neden ol' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
3 - soruna	1 - yozlaşmasına	1 - çatışmalara	1 - sosyal
2 - problemlere	1 - problemlere	1 - yüzeysel	1 - çatışmalara
2 - sorunlara	1 - hasarlara	1 - son	1 - uyumsuzlar
1 - kötü	1 - kopmasına		1 - sorunlara
1 - yalnız	1 - sorunlara		1 - obez

Table 56 shows that *neden ol* is used with negative or unpleasant collocations and situations by all students in different grades. This finding reveals that *neden ol* has negative semantic prosody in the texts of different grade students.

### ***III. 4. 2. 3. 'Sağla' in the Texts of Different Grades***

There are twenty- seven occurrences of the verb *sağla* in all texts, nine of which are used by freshmen, seven by sophomores, six by juniors, and five by seniors. The frequencies and collocations according to grades are listed in Table 57.

Table 57

*The collocations of 'sağla' in terms of grades*

Freshmen	Sophomores	Seniors	Juniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
3 - uyum	2 - uyum	1 - katkı	1 - denkliği
1 - sosyalleşmeyi	1 - yarar	1 - karşılamalarını	1 - avantajlar
1 - köklü	1 - özgürlüğü	1 - bilmemizi	1 - sağlıklı
1 - katkı	1 - katkılar	1 - paylaşmamızı	1 - yarar
1 - yararlar	1 - olgunlaşmamızı	1 - uyum	1 - öğrenmemizi

Table 57 shows that *sağla* is used with positive or pleasant collocations and situations by all students in different grades. So it has positive SP in all students' texts from different grades.

#### **III. 4. 2. 4. 'Etki' in the texts of Different Grades**

There are 106 occurrences of the word *effect* in all texts, 48 of which are used by freshmen, 27 by sophomores, 16 by juniors, and 15 by seniors. The frequencies and collocations according to grades are listed in Table 58.

Table 58

*The collocations of 'etki' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
16 - olumlu	10 - olumsuz	4 - olumsuz	6 - olumsuz
15 - olumsuz	4 - olumlu	2 - yorum	6 - olumlu
8 - sosyal	2 - sosyal	2 - pozitif	1 - sosyal
6 - hayat	1 - dünyanın	2 - negatif	1 - negatif
6 - insanlar	1 - ailemin	2 - hayat	1 - büyük

Table 58 shows that *etki* is used with its neutral semantic prosodic appearance in the texts written by Freshmen, Sophomores, Juniors and Seniors. So it can be said that *etki* has neutral SP in Turkish texts compiled in this study.

### ***III. 4. 2. 5. 'Yarat' in the texts of Different Grades***

There are twenty- two occurrences of the verb *yarat* in all texts, six of which is used by freshmen, six by sophomores, six by juniors, and four by seniors. The frequencies and collocations according to grades are listed in Table 59.

Table 59

*The collocations of 'yarat' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
1 - insanlar	3 - insan	3 - fark	2 - antisosyal
1 - bağımlılık	3 - fark	2 - yorum	1 - topluluk
1 - sahnesi	1 - uçurum	2 - sorun	1 - sorunlar
1 - evren	1 - elverişsiz	1 - problem	1 - farkı
1 - problem	1 - kötü	1 - olumsuz	1 - problem

The word *yarat* is used in a different way in terms of SP among four grades of participants. Freshmen use *yarat* 50 % negatively and 50 % neutrally. Sophomores and Juniors use it 66 % negatively. Finally, seniors use the word *yarat* 90 % with negative or unpleasant words.

### ***III. 4. 2. 6. 'Yüzünden' in the texts of Different Grades***

There are thirty-six usages of *yüzünden* in all texts, twenty of which are used by freshmen, five by sophomores, five by juniors, and finally six by seniors. The frequencies and collocations according to grades are listed in Table 60.

Table 60

*The collocations of 'yüzünden' in terms of grades*

Freshmen	Sophomores	Juniors	Seniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
5 - fark	2 - siteler	2 - siteler	2 - siteler
4 - siteler	1 - sorunlar	1 - siteleri	1 - siteleri
2 - yorum	1 - dolandırılan	1 - ailem	1 - programı
2 - sorun	1 - farkları	1 - facebook	1 - gereksiz
2 - silah	1 - sınavı	1 - ayrıldığını	1 - sosyal

After examining *yüzünden* not only with collocations but also in all concordance lines in terms of grades, it is seen that all students from different grades use it with its negative semantic prosodic appearance.

### ***III. 4. 2. 7. 'Sayesinde' in the texts of Different Grades***

There are fifty-nine occurrences of *sayesinde* in all texts, thirty-six of which are used by freshmen, five by sophomores, nine by juniors, and nine by seniors. The frequencies and collocations according to grades are listed in Table 61.

Table 61

*The collocations of 'sayesinde' in terms of grades*

Freshmen	Sophomores	Seniors	Juniors
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
13 - siteler	1 - teknoloji	3 - siteler	4 - siteler
9 - sitelerini	1 - siteler	2 - sitelerini	3 - sosyal
7 - sosyal	1 - erişimi	2 - insanlar	3 - paylaşım
4 - kolayca	1 - kolay	1 - tecrübe	2 - kolayca
4 - insanlar	1 - çabuk	1 - olaylar	1 - twitter

After examining *sayesinde* not only with its collocations but also in all concordance lines in terms of grades, it is seen that freshmen, sophomores, seniors and juniors have used it positively, that is, with positive SP.

### III. 4. 3. Semantic Prosodic Appearances of Day and Night Groups

The students in day and night groups are handled as a new variable in order to see how they use semantic prosodies of the target words in Turkish texts.

#### III. 4. 3. 1. 'Ol' in the texts of Different Groups

The verb *ol* is used 368 times by the students in day group and 241 times by the students in night group.

Table 62

*The collocations of 'ol' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
46 - fark	17 - sorun
31 - sorun	17 - fark
22 - sosyal	5 - sahip
17 - yorum	5 - önemli
16 - insanlar	3 - mutlu

As it is seen in Table 62, *ol* is used with negative, positive and neutral collocations in concordance lines of students in day and night groups. So it can be said that *ol* has neutral SP in students' Turkish texts from both group.

### ***III. 4. 3. 2. 'Neden ol' in the Texts of Different Groups***

There are forty-one usages of the verb *neden ol* in all texts, thirty-one of which are used by the students in day group and ten of which are used by the students in night group. The frequencies and collocations according to grades are listed in Table 63.



Table 63

*The collocations of 'neden ol' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
4 - fark	1 - problemlere
3 - soruna	1 - sorunlara
2 - sorunlara	1 - kopmasına
2 - problemlere	1 - çatışmalara
1 - uyumsuz	1 - obez

Table 63 shows that *neden ol* is used with negative or unpleasant collocations and situations by all students in different groups. So, *neden ol* has negative semantic prosody in the texts of students in different groups.

### **III. 4. 3. 3. 'Sağla' in the texts of Different Groups**

There are twenty- seven occurrences of the verb *sağla* in all texts, seventeen of which are used by students in day group, and ten by night group. Five collocations are given in Table 64.

Table 64

*The collocations of 'sağla' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
5 - uyum	1 - konuşmanızı
1 - zararlı	1 - katkı
1 - sosyalleşmeyi	1 - yarar
1 - paylaşmamızı	1 - özgürlüğü
1 - avantajlar	1 - olgunlaşmamızı

Table 64 shows that the verb *sağla* has positive SP in the Turkish texts written by day and night groups of students.

### ***III. 4. 3. 4. 'Etki' in the texts of Different Groups***

There are 106 occurrences of the word *etki* in all texts, sixty-one of which are used by students in day group, and forty-five by night group. The frequencies and collocations according to groups are listed in Table 65.

Table 65

*The collocations of 'etki' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
24 - olumsuz	10 - olumsuz
18 - olumlu	4 - sitelerinin
10 - sitelerinin	2 - olumlu
10 -insanlar	1 - zararlı
3 -fazla	1 - önemli

As table 65 shows, *etki* is used as a neutral semantic prosodic word in the texts written by both day and night group.

### III. 4. 3. 5. ‘Yarat’ in the texts of Different Groups

There are twenty-two occurrences of the verb *yarat* totally, twelve of which is used by day group students, and ten by night group. The frequencies and collocations according to grades are listed in Table 66.

Table 66

*The collocations of ‘yarat’ in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
5 - fark	1 -bağımlılık
3 - sorun	1 -problem
2 - yorum	1 - sorun
2 - problem	1 - kötü
2 - antisosyal	1 - farkı

The word *yarat* is used with 66 % negative in the texts of day group students. Night group students use it neutrally. So *yarat* has negative SP in day group’s texts, and neutral prosody in night group’s text.

### III. 4. 3. 6. ‘Yüzünden’ in the texts of Different Groups

There are thirty six occurrences of *yüzünden* in all texts, seventeen of which are used by day group students, and nineteen by night group students. The frequencies and collocations according to grades are listed in Table 67.

Table 67

*The collocations of 'yüzünden' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
5 - siteler	5 - siteler
3 - fark	2 - fark
1 - problem	1 - görmemişlik
1 - ağır	1 - zalimler
1 - değişimler	1 - gereksiz

*Yüzünden* is examined in all concordance lines in terms of groups, and it is found out that it is used with negative semantic prosodic appearance in all of the texts.

### ***III. 4. 3. 7. 'Sayesinde' in the texts of Different Groups***

There are fifty-nine occurrences of *sayesinde* in all texts, twenty-nine of which are used by day group students, and thirty by night group. The frequencies and collocations according to grades are listed in Table 68.

Table 68

*The collocations of 'sayesinde' in terms of groups*

Day	Night
<i>f</i> - Collocation	<i>f</i> - Collocation
10 - siteler	12 - siteler
7 - sosyal	2 - internet
6 - insanlar	3 - facebook
3 - teknoloji	2 -internet
3 - facebook	1 - dünya

*Sayesinde* is examined through concordance lines as in *yüzünden* and it is revealed that all students in both groups use *sayesinde* with its positive semantic prosodic appearance.

### III. 4. 4. Semantic Prosodic Appearances in terms of Text Types in Turkish

The participants are asked to write about the given topics in three types of paragraphs in Turkish: cause- effect, narrative, and opinion. Occurrences of each target word are analyzed in terms of those three variables.

#### III. 4. 4. 1. 'Ol' in Different Texts Types

There are 609 occurrences of the word *ol* in all texts, 203 of which are used by students' cause- effect paragraphs, 179 in narrative paragraphs, and 227

in opinion paragraphs. The occurrences are examined, and the frequencies and collocations according to text types are listed in Table 69.

Table 69

*The collocations of 'ol' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
4 - sosyal	5 - mutlu	74- fark
4 - hesabı	2 - fotoğrafçı	53 - sorun
3 - yararlı	1 - çocuk	15 - farklı
3 - online	1 - çalışkan	13 - yorum
3 - bireyler	1 - garip	11 - insanlar

Table 69 shows that *ol* is used as a neutral semantic prosodic word in all text types since it has many different meaning in Turkish.

#### ***III. 4. 4. 2. 'Neden ol' in Different Texts Types***

There are forty-one occurrences of the verb *neden ol* in all texts, sixteen of which are used in cause- effect paragraphs and twenty-five of which are used in opinion paragraphs. The frequencies and collocations according to grades are listed in Table 70.

Table 70

*The collocations of 'neden ol' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
2 - problemlere	NO HITS	4 - fark
1 - yozlaşmasına		3 - sorunlara
1 - asosyal		3 - soruna
1 - çatışmalara		2 - uyumsuz
1 - obez		1 - hasarlara

Table 70 shows that *neden ol* with its verb form is used with negative or unpleasant collocations and situations by all students in two text types. So, it has negative semantic prosody in the cause- effect and opinion texts of students. Since there is no occurrence in narrative texts, it cannot be included in this variable.

### ***III. 4. 4. 3. 'Sağla' in Different Texts Types***

There are twenty-seven occurrences of the word *sağla* in all texts, fourteen of which are used by students in cause- effect paragraphs, two in narrative paragraphs, and eleven in opinion paragraphs. The frequencies and collocations according to text types are listed in Table 71.

Table 71

*The collocations of 'sağla' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
2 - yarar	1 - denkliği	6 - uyum
1 - katkı	1 - olgunlaşmamı	1 - avantajlar
1 - katkılar		1 - köklü
1 - sosyalleşmeyi		1 - sağlıklı
1 - yarar		1 - eğlenceli

Table 71 shows that *sağla* is used as a positive semantic prosodic word in cause- effect, narrative and opinion texts.

#### ***III. 4. 4. 'Etki' in Different Texts Types***

There are 106 occurrences of the word *etki* in all texts, 97 of which are used in students' cause- effect paragraphs, two in narrative paragraphs, and seven in opinion paragraphs. The frequencies and collocations according to text types are listed in Table 72.



Table 72

*The collocations of 'etki' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
29 - olumsuz	1 - hayatıma	2 - kötü
10 - olumlu	1 - meslek	1 - olumsuz
2 - önemli	1 - ailemin	1 - olumlu
1 - pozitif		1 - aynı
1 - sınırsız		1 - kişisel

Table 72 shows that *etki* is used as a neutral semantic prosodic word in cause- effect, opinion and narrative texts.

#### ***III. 4. 4. 5. 'Yarat' in Different Texts Types***

There are twenty-two occurrences of the verb *yarat* totally, seven of which are used in cause effect paragraphs, one in a narrative paragraph, and fourteen in opinion paragraphs. The frequencies and collocations according to grades are listed in Table 73.

Table 73

*The collocations of 'yarat' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
2 - antisosyal	1 - savaş	7 - fark
1 - etki	1 - evren	4 - sorun
1 - olumsuz		2 - yorum
1 - bağımlılık		2 - problem
1 - topluluk		1 - sorunlar

As it can be seen in Table 73, yarat is used 58 % negatively in cause effect, and 79 % in opinion texts, while it has neutral SP in narrative texts.

### ***III. 2. 4. 6. 'Yüzünden' in Different Texts Types***

There are thirty-six uses of *yüzünden* in all texts, eighteen of which are used in cause effect, seven in narrative, and eleven in opinion texts. The frequencies and collocations according to text types are listed in Table 74.

Table 74

*The collocations of 'yüzünden' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
10 - siteler	2 - silah	5 - fark
2 - asosyal	1 - zalimler	2 - sorun
1 - mutsuz	1 - yorum	1 - zarar
1 - imkansız	1 - sınav	1 - sorunlar
1 - facebook	1 - ailem	1 - problem

*Yüzünden* is examined in all concordance lines in terms of text types, and it is found out that the rate of negative semantic prosody is 100 % for all text types.

### III. 4. 4. 7. 'Sayesinde' in Different Texts Types

There are fifty-nine occurrences of *sayesinde* in all texts, fifty- two of which are used in cause-effect paragraphs, three in narrative and four in opinion paragraphs. The frequencies and collocations according to grades are listed in Table 75.

Table 75

*The collocations of 'sayesinde' in terms of text types*

Cause- Effect	Narrative	Opinion
<i>f</i> - Collocation	<i>f</i> - Collocation	<i>f</i> - Collocation
21 - siteler	1 - tecrübelerimiz	1 - olgunlukta
13 - siteleri	1 - hatalar	1 - aşk
5 - insanlar	1 - kötü	1 - farkı
3 - teknoloji	1 - acı	1 - yaş
2 - internet		1 - olgunlaşabilir

*Sayesinde* is examined through concordance lines as in *yüzünden* and it is revealed that all students writing their texts in three types of paragraphs use *sayesinde* with its positive semantic prosodic appearance. In narrative texts, there are some negative collocations which create positive attitude when it is seen in context. Those will be discussed in discussion part.

### III. 5. Deciding Text Coherence and Cohesion Using Semantic Prosodic Appearances

First target word in English, *happen* is expected to use with negative SP. When eight occurrences in English texts are examined it is realized that three occurrences are in interrogative form which shows no strong SP. Whereas they are appropriate in terms of text coherence as in “*What would happen?*”. Two occurrences of *happen* are in a sentence that is “*If things happen, no matter good or bad things, I think there is a reason why they happen*”. Here, there is an inappropriate use of SP since *good* is a positive collocation. When three occurrences in interrogative forms are omitted, the rest four in five occurrences are used with both positive and negative collocations, which shows 80 % inappropriate neutral use of *happen* since one expects to see just unpleasant things after the verb *happen*. If its Turkish equivalent *ol* is looked through, one can say that it is used neutrally but appropriate since *ol*, which is a light verb in Turkish (Uçar & Kurtoğlu, 2011) has many other equivalents in Turkish such as have, be, become, occur etc. apart from *happen*.

*Cause* and its equivalent in Turkish *neden olmak* are used with 100 % negative collocations in all concordance lines as expected. *Provide* and its Turkish equivalent, *sağlamak* are used with 100 % positive collocations in all occurrences as it is expected. Also, *effect* and its equivalent *etki* is used with positive, negative and neutral collocations as having 100 % neutral semantic prosodic appearances as expected. *Create* is used with 100 % neutral collocations in texts which is an appropriate use in terms of SP. On the other hand, its Turkish equivalent *yaratmak* has 73 % negative SP. However, when concordance lines are examined in Turkish texts, it is seen that all occurrences are appropriate since neutral SP includes negative collocations also. So the use of negative collocations with *yaratmak* does not create a problem in text coherence and cohesion.

Finally, the SPs of two new words *because of* and *thanks to* are examined in terms of text coherence and cohesion. It is seen that in only one occurrence, *because of* is used inappropriate, that is with positive SP in the sentence “Because of my father is mature, he always helps my mother”. In fact this use is not correct since a phrase or word should follow *because of* instead of a full sentence. But when semantics is thought, the readers expect something unpleasant or negative after the writer’s being mature since it is used with *because of*. *Thanks to* is used with positive SP in all lines as it is expected. Only in one concordance line, one sees a negative collocation, *fault* (Thanks to these faults, we learn how to behave people). But when all line is examined in context, it is seen that the hidden attitude is positive, which shows the appropriate use of *thanks to* in context. The Turkish equivalents of those two, *yüzünden* and *sayesinde* are used appropriately in context. The former is used negatively and the latter positively which helps to maintain the coherence and cohesion of the texts.

## CHAPTER IV: DISCUSSION

The findings of the study include overall semantic prosodic appearance of the target words in both English and Turkish cause- effect, narrative and opinion texts written by students in Mersin University ELT Department in 2012-2013 academic year. As a second research question, the findings about different variables; gender, group, grade and text type are discussed for semantic appearances of the target words in English and Turkish separately. Unfortunately, any studies which look for the use of SP in terms of different variables are not come across, so comparisons cannot be made with different studies. Also, although much effort has been made, no studies looking for SP in Turkish have been met. Finally, semantic prosodic features of target words are handled in terms of producing coherent and cohesive texts.

### **IV. 1. How is the semantic prosodic appearance of the words analyzed within the scope of this study in English and Turkish written texts produced by the students majoring in Mersin University ELT Department?**

The results of the target words in English and Turkish within the scope of this study are presented one by one with their semantic prosodic appearances in the present study in Table 76.

Table 76

*Overall results of the target words both in English and Turkish*

English word	<i>F</i>	SP	SP in This Study	Turkish Word	<i>f</i>	SP in This Study
happen	8	Negative	Neutral	ol-mak	609	Neutral
cause	31	Negative	Negative	neden ol-mak	41	Negative
bring about	-	Positive	-	neden ol-mak	-	-
provide	7	Positive	Positive	sağla-mak	27	Positive
effect	54	Neutral	Neutral	etki	106	Neutral
create	10	Neutral	Neutral	yarat-mak	22	Negative
because of	82	Negative	Negative	yüzünden	36	Negative
thanks to	61	Positive	Positive	sayesinde	59	Positive

In Table 76, highlighted lines show the target words that reveal some kind of different uses. The target words in the other lines are used as expected both in English and Turkish texts. First target word *happen*, which occurs eight times in 606 English texts, is used with neutral SP in the present study. However, Sinclair (1991 cited in Ahmadian et al., 2011), Stefanowitsch (2003), Pan and Feng (2003 cited in Zhang, 2010b), Bednarek (2008), Yu and Cai (2009) state that the word *happen* has negative SP. When *ol-mak*, which is a light verb in Turkish, and the equivalent of *happen* in Turkish, are analyzed in 579 Turkish texts, it is seen that it occurs 609 times but with neutral SP in structures like

*mimar ol-mak / be architect, hesabı ol-mak / have an account, hatalarla dolu ol-an yıllarım / years that are full of mistakes* and so on. When concordance lines are examined in Turkish texts since this verb has various uses in Turkish, Turkish ESL learners may not realize the difference between two languages and use some equivalents of *ol* such as *be, become, happen* etc. (Redhouse Turkish- English Dictionary, 2012) in the place of one another if they do not have the knowledge of SP.

*Cause* is the one of most commonly used words in SP studies, and it has negative SP in the studies of Stubbs (1995 cited in Walker, 2011), Stefanowitsch (2003), Pan and Feng (2003 cited in Zhang, 2010b), Huntson (2007), Bednarek (2008), Louw and Chateau (2010), Guo et al. (2010). Also, in cross- linguistic studies, Wei (2002) finds out the negative semantic prosodic use of *cause* in JDEST corpus. Yu and Cai (2009) states that *cause* has negative SP in Chinese students' English and Chinese texts. Also, Berber Sardinha (2000) studies on English and Portuguese, and Ebeling (2013) studies on English and Norwegian. They both find out that *cause* has negative SP in English, Portuguese and Norwegian texts. Parallel with all those, in this study *cause* in 31 English texts and *nedен ol-mak* in 41 Turkish texts are used with negative SP unlike Wang and Wang's study (2005), which finds out *cause* with negative SP is underused and with positive SP, it is overused by Chinese language learners in English and Chinese texts.

*Bring about* is synonym of the verb *cause*. Some researchers (Louw, 2008; Louw & Chateau, 2010) think that the knowledge of SP is useful for learning the appropriate usage of synonyms, and look for *bring about* in English texts. While *cause* is used with negative collocations, *bring about* is used with positive ones. But unfortunately there is no occurrence of that phrasal verb in the



students' English texts. Moreover, since there is only one equivalent in Turkish for those two, in Turkish texts just *neden ol-mak* has been searched.

*Provide* is the third target word of this study, which is proved to have positive SP in Bublitz (1998 cited in Bednarek, 2008), Pan and Feng (2003 cited in Zhang, 2010b), Yu and Cai (2009), and Louw and Chateau (2010)'s studies. Parallel with those studies, in this study, seven occurrences of *provide* is used with positive semantic prosodic appearance. Furthermore, its Turkish equivalent *sağla-mak* is used with positive SP in twenty-seven concordance lines.

*Effect* is found out to have neutral SP in Stubbs (1995 cited in Bednarek, 2008), and Louw and Chateau's study in 2010. In the present study, it is revealed that in forty-one occurrences, effect is used with negative, positive and neutral collocations, which shows it has neutral SP. When Turkish texts are examined for the equivalent *etki* occurring 106 times, it is seen that *etki* has neutral SP in Turkish texts, too.

Another word, *create* is stated to have neutral SP in English (Stubbs, 1995 cited in Bednarek, 2008; Louw & Chateau, 2010). In this study, the participants use this verb with neutral collocations in ten concordance lines totally. However in Turkish texts, the equivalent *yarat-mak* is used with negative collocations in sixteen concordance lines in twenty-two, which means it has negative SP in the texts of present study. That results show that in two languages *create* and *yarat-mak* are used differently in terms of SP.

Two new words taken the uses of Turkish equivalents are added in this study, *because of* and *thanks to*. As Yang (2011) did, BYU-BNC is examined first. It is seen that native speakers of English use *because of* in negative contexts, that is with negative SP, and *thanks to* with positive SP as in Eker's (2005) statements. In the present study, *because of*, is used with negative SP in 82

occurrences. Moreover, *thanks to* is used with positive SP in 61 concordance lines. When it comes to Turkish, *yüzünden* is used negatively as parallel with *because of*, and *sayesinde* is used positively parallel with *thanks to*.

#### **IV. 2. What type of semantic prosodic appearance do the target words in English and Turkish written texts produced by the students majoring Mersin ELT exhibit in terms of different variables?**

The results in terms of four variables; gender, grade, group and text type are discussed one by one in this section.

##### **IV. 2. 1. What type of semantic prosodic appearance do the target words in English and Turkish written texts produced by the students majoring Mersin ELT exhibit in terms of gender?**

Table 77

*Results in terms of gender*

English Word	F	M	Turkish Word	F	M
happen	Neutral	-	ol-mak	Neutral	Neutral
provide	Positive	-	sağla-mak	Positive	Positive
cause	Negative	Negative	neden ol-	Negative	Negative
effect	Neutral	Neutral	etki	Neutral	Neutral
create	Neutral	Neutral	yarat-mak	Negative	Neutral
because of	Negative	Negative	yüzünden	Negative	Negative
thanks to	Positive	Positive	sayesinde	Positive	Positive

The highlighted lines in Table 77 show the different semantic prosodic uses by two genders. At that stage, since no studies examining the use of semantic prosodic words by two genders have been come across after many searches, the findings of this research question cannot be compared with the previous ones. Firstly, the target words *happen* and *provide* are used only by female participants. Eight occurrences of *happen* are used neutrally in female participants' text. On the other hand, seven occurrences of *provide* are used positively by female participants, and in Turkish, the verb *sagla-mak* is used positively by both females and males as it is in English.

*Create* is used with neutral semantic prosodic appearance in English texts by females and males, whereas it is used differently by two genders in Turkish texts. Females use *yaratmak* with negative collocations. On the other hand, males use it neutrally as it is in English. That is, females use *yarat* as negative SP while males use it as neutral SP.

*Cause* and its Turkish equivalent *neden ol-mak* are used with negative semantic prosodic appearance. That is, *cause* is used similarly in both Turkish and English texts by two genders. Moreover, in the present study, *effect* and its Turkish version *etki* are used with positive, negative and neutral collocations in English and Turkish texts of female and male participants. That result shows that *effect* and its Turkish equivalent *etki* has neutral SP in both females and males' texts.

*Because of* and its Turkish equivalent *yüzünden* are used with negative collocations in English and Turkish texts by two genders appropriately. Also, *thanks to* and its Turkish equivalent *sayesinde* are used positively in English and Turkish texts by two genders appropriately as in Eker (2005).

**IV. 2. 2. What type of semantic prosodic appearance do the target words in English and Turkish written texts produced by the students majoring Mersin ELT exhibit in terms of grade?**

Table 78

*Results in terms of grades*

English word	Grades	SP in This Study	Turkish Word	Grades	SP in This Study
Happen	Sophomores & Juniors	Neutral	Ol-mak	All	Neutral
Cause	All	Negative	Neden ol-	All	Negative
Provide	Freshmen, Sophomores & Juniors	Positive	Sağla-mak	All	Positive
effect	All	Neutral	Etki	All	Neutral
Create	All	Neutral	Yarat-mak	Freshmen – Neutral Others - Negative	
Because of	All	Negative	Yüzünden	All	Negative
Thanks to	All	Positive	Sayesinde	All	Positive

The highlighted lines in Table 78 show the different semantic prosodic uses by four grades. Since no studies examining the use of semantic prosodic words by different grades of participants have been come across in the literature, the findings of this research question cannot be compared with the previous ones. *Happen* is used only eight times in English texts, and by sophomores and juniors. Both grades use it as neutral SP. Its Turkish equivalent, *ol*, is used neutrally again in Turkish texts by four grades of students. *Provide* is used positively by

freshmen, sophomores and juniors. The texts written by seniors do not include the word *provide* so they cannot be added to the comparison. On the other hand, its Turkish version *sağla* is used positively by all students in four grades. Moreover, *create* is used similarly in the English texts in present study by all four grades of students. However, its Turkish version, *yarat*, is used as negative semantic prosodic appearance in the texts of sophomores, juniors and seniors whereas in freshmen's texts, it is used as neutral SP.

All students from four grades use *cause* and its Turkish version *neden ol* as negative SP. Also, *effect* is a neutral semantic prosodic word in the texts of all grades. Similarly, its Turkish equivalent *etki* has neutral SP in the texts of all different grades.

*Because of* and its Turkish version *yüzünden* are used negatively as it is accepted by all grades. *Thanks to* and its Turkish equivalent *sayesinde* are used as positive semantic prosodic words in English and Turkish texts of four grades of students as in Eker (2005).

**IV. 2. 3. What type of semantic prosodic appearance do the target words in English and Turkish written texts produced by the students majoring Mersin ELT exhibit in terms of group?**

Table 79

*Results in terms of groups*

English Word	Groups	SP in This Study	Turkish Word	Groups	SP in This Study
Happen	All	Neutral	Ol-mak	All	Neutral
Cause	All	Negative	Neden ol-	All	Negative
Provide	Day	Positive	Sağla-mak	All	Positive
Effect	All	Neutral	Etki	All	Neutral
Create	All	Neutral	Yarat-mak	Day – Negative Night - Neutral	
Because of	All	Negative	Yüzünden	All	Negative
Thanks to	All	Positive	Sayesinde	All	Positive

The highlighted lines in Table 79 show the different semantic prosodic uses by two groups. At that stage, since no studies examining the use of semantic prosodic words by day or night groups have been come across after many searches, the findings of this research question cannot be compared with the previous ones. Firstly, *provide* is used positively only by day group students. The

texts written by the students in night group do not include the word *provide* so they cannot be added to the comparison. On the other hand, its Turkish version *sağla* is used positively by all students in two groups. Secondly, *create* is used neutrally in the present study by two groups of students. However, its Turkish version, *yarat*, is used as negative semantic prosodic appearance in the texts of day group, and as neutral semantic prosodic appearance in the texts of night group.

Students in both day and night groups use *happen* as neutral SP. Similarly, its Turkish equivalent, *ol*, is used neutrally again in Turkish texts by day and night groups. All students from two groups use *cause* and its Turkish equivalent *neden ol* as negative SP. Moreover, *effect* is a neutral semantic prosodic word in the texts of day and night. Similarly, its Turkish equivalent *etki* has neutral SP in the texts of both groups.

*Because of* and its Turkish version *yüzünden* are used negatively by both groups. *Thanks to* and its Turkish equivalent *sayesinde* are used as positive semantic prosodic words in English and Turkish texts of day and night groups of students.

**IV. 2. 4. What type of semantic prosodic appearance do the target words in English and Turkish written texts produced by the students majoring Mersin ELT exhibit in terms of text type?**

Table 80

*Results in terms of text types*

English word	Grades	SP in This Study	Turkish Word	Grades	SP in This Study
Happen	Narrative	Neutral	ol-mak	All	Neutral
Cause	Cause- effect Opinion	Negative	neden ol- mak	All	Negative
Provide	Cause- effect	Positive	sağla- mak	All	Positive
Effect	Cause-effect & Narrative- Neutral Opinion (Once)- Positive		etki	All	Neutral
Create	All	Neutral	yarat- mak	Cause- effect & Opinion – Negative Narrative - Neutral	
because of	All	Negative	yüzünden	All	Negative
thanks to	All	Positive	sayesinde	All	Positive



The highlighted lines in Table 80 show the different semantic prosodic uses in three types of texts. Since no studies examining the use of semantic prosodic words in cause- effect, narrative and opinion texts have been come across in the literature, the findings of this research question cannot be compared with the previous ones. *Happen* is used eight times in English narrative texts as neutral semantic prosodic word. There are no occurrences in cause-effect and opinion paragraph types to compare the results. Moreover, in cause-effect and opinion texts, participants use *cause* as negative SP. Unfortunately, this verb is not used in narrative texts. *Provide* is used seven times with positive SP just in cause-effect paragraphs of English. Furthermore, *effect* is a neutral semantic prosodic word in cause-effect and narrative text types. On the other hand, it is used once in an opinion paragraph with positive SP.

When Turkish paragraphs are taken into consideration, just the verb *yarat- mak* is used with different SP types in different texts. For example, it is used as negative SP in cause-effect and opinion text types while in narrative it is used with neutral SP.

#### **IV. 3. Do the students produce coherent and cohesive texts by using the semantic prosodic features of the target words effectively?**

The appropriate use of semantic prosody helps language learners to create coherent and cohesive texts since the hidden attitude will be transferred to the reader or listener thanks to SP (Zhang, 2009; Partington, 1998 cited in Zethsen, 2006). The target words *cause, provide, effect, create, because of, thanks to* and their Turkish equivalents *neden olmak, sağlamak, etki, yaratmak, yüzünden, sayesinde* are all used with expected SPs found out in Section IV. 1. So language learners build coherent texts which is a semantic unit parts linked

together (Halliday & Hasan, 1976) with the help of correct SP use. Only *happen* is used inappropriately in the texts of participants. *Happen* has negative SP whereas in this study it is used with neutral SP. So when this verb is used especially with a positive collocation, a coherent and cohesive text cannot be produced since correct messages and attitudes cannot be transferred to the readers or listeners (Eker, 2005). This result may be because of the ignorance of SP in vocabulary teaching (Xiao & McEnery, 2006). ESL / EFL learners use dictionaries as an important reference for unknown words (Yang, 2011). When a learner looks up the verb *olmak* in a dictionary such as Redhouse Turkish-English Dictionary (2012), the equivalents are be, become, happen, exist, etc. So s / he chooses one of them randomly, then coherent and cohesive texts cannot be created since the learner does not see the words in context when s / he looks them up in dictionaries. If SPs are presented in dictionaries, then learners can choose one of the near synonyms that is appropriate for his / her negative or positive attitude (Yang, 2011).

To sum, when all these findings are taken into consideration, it is seen that there are some kinds of problems in English vocabulary teaching (Nation & Carter, 1989). So it can be suggested that teachers should present vocabulary items not on their own but in context with their collocations at the same time (Gabrielatos, 1994). This will be useful especially when there are more than one equivalents of a word in one of the languages. So ESL / EFL learners can gain unconscious knowledge of collocations and SP as native speakers do (Stubbs, 2001 cited in Gyllstad, 2002). Also these findings are important for applied linguistics which is seen as a problem-solving discipline, concerned broadly with language education and language problems (McDonough, 2002).

## CONCLUSION

Vocabulary knowledge is at the core of any language teaching (Wu, 2010). Also Lewis (1992) holds the idea that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translating all cannot go without vocabulary (Xia, 2010). Carter (1992 cited in Xia, 2010) and Nation (2001) state that knowing a word includes some aspects, and one of them is collocations. Huntson (2002) says vocabulary teaching needs to take account of semantic prosody (cited in Zhang, 2009) which is a special use of collocations.

Semantic prosody is a concept which has been a focus of interest among corpus linguists over the last 15- 20 years (Stewart, 2010). Yu and Cai (2009) state that SP is a kind of semantic overflow, a special kind of selection restriction, in which the node words have to keep a semantic harmony with collocations. According to Xiao and McEnery (2006), inappropriate word choice arising from ignorance of semantic prosody is common among ESL / EFL learners since L2 learners and teachers have a big challenge in mastering a word's pragmatic function (Zhang, 2008), which is related to its semantic prosody (Partington, 1998; Sinclair, 1996 cited in Zhang, 2009). Moreover, Tsui (2005 cited in Zhang, 2009) states that for ESL teachers, one challenge in vocabulary instruction concerns the semantic prosodies of words. However, SP is the determiner of the meaning of the whole lexical item, expresses the function of it and shows how the rest of the item will be interpreted (Carmen et al., 2010). Moreover, the knowledge of SP can also provide insight into the teaching of vocabulary, especially near synonyms (Zhang, 2010b).

This study aims to reveal the use of semantic prosodic words which are decided before such as *happen*, *cause*, *bring about*, *create*, *effect* and *provide* by some researchers (Berber Sardinha, 2000; Wei, 2002; Xiao & McEnery, 2006; Huntson, 2007; Sadeghi, 2009 etc.). Those words are examined in 606 English texts, and it is found out that *cause*, *create*, *effect* and *provide* are used generally with appropriate SPs by the students in Mersin University ELT Department. When *happen* is thought, it is used neutrally in the present studies unlike the previous researches that find it having negative SP. In fact, three of eight occurrences of this verb are in interrogative form as *What will happen?*. So a strong semantic prosodic appearance of *happen* cannot be detected in the present study. The other verb, *bring about* is not used in any texts which is maybe because of students' limited vocabulary knowledge, and giving less importance to phrasal verbs. Moreover, setting out with uses in Turkish language, two new words, *because of* and *thanks to* are added to study. It is seen that both in BNC and the present study, participants use the former negatively and the latter positively in English.

Second aim of this study is to find out how SP is used in terms of different variables, gender, grade, group and text type. Generally, females and males; freshmen, sophomores, juniors and seniors; day and night groups; participants writing cause-effect, narrative and opinion texts use SPs of the target words similarly in English and Turkish. Just one word *yarat-mak* in Turkish texts is used sometimes with neutral SP and sometimes with negative SP in terms of variables.

Turkish equivalents of these words, *ol-mak*, *neden ol-mak*, *etki*, *sağla-mak*, *yüzünden* and *sayesinde* are used with the same SPs as in English texts. Since *olmak* is a light verb in Turkish (Uçar & Kurtoğlu, 2011), there are many occurrences of that verb which shows no clear SP. Just one word and its Turkish

version, *create* and *yaratmak*, have different semantic prosodic appearances. *Create* in English texts has neutral SP, *yarat-mak* in Turkish texts has negative SP. This problem is supposed to occur since the number of occurrences of *yaratmak* is not enough for deciding SP.

As a third aim, SP reveals the coherence and cohesion in a text when it is used appropriately. The only appropriateness problem is in the verb *happen* which is used with positive collocations at the same time. This problem is supposed to occur since there are more than one Turkish equivalent of *olmak* apart from *happen* (Redhouse Turkish English Dictionary, 2012). So when the information about near synonyms in terms of semantic prosodic appearances of those words is not presented in dictionaries or by language teachers in vocabulary courses, language learners cannot decide which one to use in which context. That lack of SP knowledge causes coherence and cohesion problems in texts.

### **Limitations of the Study**

This study is thought to be the only one in Turkey which looks for semantic prosodic appearances of some words both in English and Turkish texts. So it has many limitations. Firstly, in this study although the number of data has been tried to be increased by collecting different types of paragraphs, it is limited to only students majoring in Mersin University ELT Department. Another limitation of the study is that there are some other words in English SPs of which are discussed in previous studies (See Table 1). Also each suffix added to a word, that may be plural *s*, *ed*, *ing*, etc., or voice structures of verbs are different variables for each word. But they are ignored in this study. Moreover, *cause* for example has both noun and verb versions. However, just verb version is included in the present study. When it comes to Turkish texts, since there is no previous

study on SP which is come across in literature, the number of Turkish data is not enough in order to reach concrete findings about Turkish equivalents of target words apart from *yüzünden* and *sayesinde*. Finally, this study has a corpus compiled of written texts only. However, McCarten (2007) advices to examine the words both in written and spoken data added to the corpus.

## **Implications**

Collocations and idioms are of the greatest importance to the language learner; one of the things that distinguishes an advanced learner's language from that of a native speaker (Zeneth, 2006). Nation (2001) and Gass and Selinker (2008) state that second language use can be accounted for by the storage of chunks of language in long-term memory seeing the collocational knowledge as the essence of language knowledge.

Vocabulary teaching gains importance with those views about collocations. But who will do it? Of course, language teachers. Influenced by grammar-translation method and concept, the teachers tend to offer the translation equivalent of a new word in vocabulary instruction as word lists (Zhang, 2009). However, language learners' goal is to be able to communicate in target language rather than mastery of its structures in Communicative Language Teaching which is a world-wide accepted approach for language teaching (Richards & Rodgers, 2001). While communicating in target language, in order to convey true messages to the receiver, it is important to use words appropriately in context (Eker, 2005). In Richards' (1976) and Nation's (2001 cited in McCarten, 2007) list of different things learners need to know about a word, emphasis is made on collocations of that word. That means teaching lexis, that is word combinations, is important in language learning, and teachers are the ones who will do this. Teachers should

realize the fact that meaning is not so much centred in individual lexemes as it is the product of extended lexical units (Zethsen, 2006), and they should put on more emphasis on teaching collocations and lexis instead of teaching separate words without context (Zhang, 2010a).

Furthermore, vocabulary, including SP, should be taught in a context providing clues from which the learner can recall meaning and usage (Zhang, 2009). If SP is ignored in vocabulary courses, then inappropriate uses of words will be common during language production process (Zhang, 2009) which will cause coherence and cohesion problems arises from wrong semantic relations between sentences within a text (Halliday and Hasan, 1976). But if it is taught consciously in contexts by language teachers, language learners can take a step further towards native like fluency, and produce coherent and cohesive texts (Zhang, 2010b). The knowledge of SP will be beneficial especially while teaching near synonyms such as *cause* and *bring about*, *day by day* and *day after day*, which are the structures students can have difficulty in using appropriately without the knowledge of SP (Xiao & McEnery, 2006).

Also SP has another importance for dictionary compiling. As Zhang (2010a) states in dictionaries, near synonyms have similar meanings in one language although in fact, they usually differ in their collocational behaviors and semantic prosodies. Language learners use dictionaries as a first reference when they do not know a word in a text. If dictionaries provide adequate information with semantic prosodic appearances of words, then ESL / EFL learners will reach appropriate use of words in context (Yu & Cai, 2009).

Finally, in a publication of Ministry of National Education of Turkey (2008), the qualities of English language teachers are defined in totally twenty-six items with three performance indicator for each one. The roles of language

teachers are given in details about how to teach four basic skills of language, listening, speaking, reading and writing. But there is nothing about how to teach vocabulary or what the teachers' roles are in vocabulary teaching process which is ignored by Ministry of National Education also. Moreover, when course document of Mersin University ELT Department is looked through, it is seen that there is no vocabulary course to teach pre-service teachers the importance of SP or even collocations. If pre-service teachers do not learn the importance of the knowledge of lexis, chunks, collocations, SP etc. then how can one expect them to teach those to their students? If we want our students to be proficient not only in receptive skills, listening and reading, but also in productive skills, speaking and writing, firstly curriculum specialists and English language teachers should be aware of the fact that having lexical knowledge and SP as its special use is the key for gaining fluency in four basic skills of a foreign language (Sadeghi, 2009).

### **Further Studies**

First of all, further research can be done with a larger corpus for both English and especially Turkish. The participants can be asked to write argumentative paragraphs about a given topic, and the findings can be compared with the paragraphs in Turkish ICLE (TICLE) which is a sub-corpus of ICLE since it is a larger one.

Also, there are two equivalents of *cause* in Turkish: *neden olmak* and *sebep olmak*. A further study can be done in order to examine those two near synonyms in Turkish. In order to see whether there are different words apart from *because of* and *thanks to*, SPs of which are included in Turkish grammar books, and they can be looked for in Turkish texts of participants with a concrete support from Turkish literature, and the findings of such a study can be compared with



the data in two- million- word METU Turkish Corpus and 50- million- word Turkish National Corpus in order to reach a generalizable result in Turkish language. Moreover, the uses of words with different suffixes, different uses as verb or noun, and also verbs in active or passive voice sentences can be handled as different variables in further studies. Furthermore, a further study can be done with English language teachers working for Ministry of National Education of Turkey and their awareness about SP can be examined. Finally, spoken data can be included in as a further study.

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## LIST OF APPENDICES

### APPENDIX A: Sample Cause-Effect Texts in English

Dear Participant,

In order to find out semantic prosodies of English words for MA Thesis, please write a paragraph about

*"Effects of social sites on people's lives"*

Thanks for your precious contribution.

Fatma Has  
*Teacher of English/ ELT MA Student*

Grade: (1)  (2)  (3)  (4)  / Day / Night Class

Gender:  (F)  (M)

SOCIAL LIFE

Social sites are in the centre of our life today. From the teenagers (and children) to adults (middle-aged people), everybody uses at least one site to communicate their environment. Now, Facebook and Twitter are very popular and there is no person who doesn't use them.

The aim of the social sites is: "communicating" share photos, situations or place is the other aim. These are very good activities but there are many effects on people's lives. I want to mention good effects. Thanks to these web sites, people can communicate each other easily. And these can help people to find old friends. By using social sites people follow their friends easily in terms of photos, situations, place or senses. There is a feature of them and it is setting up groups. People can declare important things, for example, meetings, parties etc. each other on their groups. And people follow the daily news on the social sites.

When it comes to the bad effects of the social sites, one sentence is very important: Waste of time. People spend their time (all of time) while surfing the sites or looking everything. Another bad effect is games. There are many games in social sites and people can depend on these games after a while.



Dear Participant,

In order to find out semantic prosodies of English words for MA Thesis, please write a paragraph about

*"Effects of social sites on people's lives"*

Thanks for your precious contribution.

Fatma Has

*Teacher of English/ ELT MA Student*

Grade: (X) (2) (3) (4) (Day) Night Class

Gender: (X) (M)

Social sites <sup>effects</sup> on people's lives are limited. These effects show themselves in every field. For example, some communication sites such as facebook, twitter, etc. lead ~~people~~ to communicate with each other. People can share their photos, ideas and videos in these sites; however, these benefits can also cause bad things. Some people share or write their phone numbers and some information written in their birth certificate, so these bad things are the result of sharing your special information. If it is need to explain bad things, some people have ulterior motive, and they take your personal information and share some illegal sites. In this way, your special or private knowledge is seen every body. In conclusion, social sites have both positive and negative effects on people's lives. To avoid negative effects, you shouldn't ~~share~~ <sup>share</sup> your private life or knowledge with all people. Namely, you shouldn't write everything about your life in social sites, ~~or~~ thanks to these advantages, you can profit from effects of social sites.

**APPENDIX B: Sample Narrative Texts in English**

Dear Participant,

In order to find out semantic prosodies of English words for MA Thesis, please write a paragraph about

*"If I could go back in time, ..."*

Thanks for your precious contribution.

Fatma Has

*Teacher of English/ ELT MA Student*

Grade:  (1)  (2)  (3)  (4) - Day  (Night Class)

Gender:  (F)  (M)

If I could go back in time I would have chosen a different department for university. I really regret to choose English teaching. There are lots of unnecessary activities in this department. I think nearly all of the students think like me. But, I done this choise, so I have to do my best.

Dear Participant,

In order to find out semantic prosodies of English words for MA Thesis, please write a paragraph about

*"If I could go back in time, ..."*

Thanks for your precious contribution.

Fatma Has

Teacher of English/ ELT MA Student

Grade: (1) (2) (3) (4)  Day  Night Class

Gender:  (F)  (M)

I would have started life without mistakes, but it wouldn't be possible. Let's dream.  
 I would have studied my lessons much more in order not to encounter problems in near future.  
 I would have made an effort to develop myself in every subject to be proficient in everything.  
 I would again have wanted to be an English teacher because I like it very much. I would try to enjoy life much more, wouldn't have been sad for useless things. Life is so good to be sad.

## APPENDIX C: Sample Opinion Texts in English

Dear Participant,

In order to find out semantic prosodies of English words for MA Thesis, please write a paragraph about

**"Does age matter in relationships?"**

Thanks for your precious contribution.

Fatma Has

*Teacher of English/ ELT MA Student*

Grade: (1) (2) (3) (4)  Day  Night Class

Gender:  (R)  (M)

Age is a physical condition of a person. But As the time passes people have undergone life experience and these experiences vary someone to someone. Therefore, Backgrounds of people, in interaction probably will see this characteristic features, coming from one's past life. As for, relationships nowadays people around the world have been trying to deal with common courtesies in society some think that Age is not a negative factor in a relationships while the others think on the ultimately opposite. In my opinion people of 50 can find common senses with younger people. Because the life experience that they have doesn't go up at the same level with their peers. In sum, Relationship is an issue that is interchangeable for everyone.

Dear Participant,

In order to find out semantic prosodies of English words for MA Thesis, please write a paragraph about

**"Does age matter in relationships?"**

Thanks for your precious contribution.

Fatma Has

*Teacher of English/ ELT MA Student*

Grade: (1) (2)  (3) (4)  Day / Night Class

Gender:  (F) (M)

I think how the age matter in relationships imposed to the behaviors of the partners are more important than a general term of "age matter". If there is not a big difference it's ok that partners in a love affair can get on well. However, if the generations are playing a big role, they need to try to catch a good respective behavior between them. If we talk about a relationship between the people in a family, young ones always need to be careful about their behaviors.

## APPENDIX D: Sample Cause-Effect Texts in Turkish

Sayın Katılımcı,

Türkçe kelimelerin anlamsal bürün görünümelerini inceleyebilmek için lütfen aşağıdaki konuda bir paragraf yazınız.

*“Sosyal paylaşım sitelerinin hayatımızdaki etkileri”*

Değerli katkılarınız için teşekkürler..

Fatma Has

*İngilizce Öğretmeni/ ELT Yüksek Lisans Öğrencisi*

Sınıf: (1) (2) (3) (4) – I. Öğretim / II. Öğretim

Cinsiyet: (K) (E)

Sosyal paylaşım siteleri hayatımızda büyük bir etki olmaktadır. Birçok insan vakitlerinin çoğunu bu sitelerde harcar. Kimi iş için, kimi keyif için kullanır. Fakat bu siteler hayatımıza olumlu etki ettiği kadar olumsuz da etki eder. Birçok insan bu siteler üzerinden mutsuz olur. Mesela evli bir çift bu sitelerin olumsuz etkilerinden dolayı boşanmanın eşiğindedir ve boşanmaktadır. Bu siteler birçok insan arasında kafa karıştırıcı veya çeldirici etkiye sahiptir. Aynı zamanda çok fazla zaman kaybına neden olur. Nasil diye sorarsanız, sitelerin bütüncül etkilerinden dolayı, insanlar zamanın nasıl geçtiğini anlamaz. Bunun yanı sıra insanlar birbirleriyle iletişimde bu siteler aracılığıyla yoksun olurlar. Artık sosyal ortamda nefes almaları habersizdir. Bunun olumsuz etkileri yanında olumlu etkileri de mevcuttur. Eğilince, motivasyon ve insanların sosyal ortamda birbirlerini kolaylıkla bilgilendirmeleri de olumlu etkileri arasında sayılabilir. Ancak buna bakarsa sosyal paylaşım sitelerinin yararından çok zarar dokunmaktadır.

Sayın Katılımcı,

Türkçe kelimelerin anlamsal bütün görünüşlerini inceleyebilmek için lütfen aşağıdaki konuda bir paragraf yazınız.

"Sosyal paylaşım sitelerinin hayatımızdaki etkileri"

Değerli katkılarınız için teşekkürler..

Fatma Has

İngilizce Öğretmeni/ ELT Yüksek Lisans Öğrencisi

Sınıf: (1) (2) (3) (4) - I. Öğretim/ II. Öğretim

Cinsiyet: (K) (E)

Günümüzde teknolojinin eğitim üzerindeki etkileri göz ardı edilemez bir dereceye ulaşmıştır. Sosyal ağlar - facebook ve twitter gibi - dil öğrenimi ve öğretiminde arahtar elemanlar olarak eğitime katkı sağlanmaktadır. Sosyal ağlar yardımıyla kelime, kalime ve dilbilgisi öğretimi çok kolaylıkla yapılmaktadır. Bu tür bir öğretim süreci etkilidir çünkü günümüzün büyük bir bölümünü internette geçirmektedir. Ayrıca British Council, Cambridge gibi yaygın sosyal ağlar aracılığıyla daha çok dil öğrenimi ve öğretmenlere ulaşabilmektedir. Bu da şu an güterir ve sosyal ağlar dil öğreniminde önemli bir yere sahiptir. Bu yadsınmaz bir süreçtir.

## APPENDIX E: Sample Narrative Texts in Turkish

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Sayın Katılımcı,

Türkçe kelimelerin anlamsal bütün görünüşlerini inceleyebilmek için lütfen aşağıdaki konuda bir paragraf yazınız.

“Geçmişe dönebilsem ...”

Değerli katkılarınız için teşekkürler..

Fatma Has

İngilizce Öğretmeni/ ELT Yüksek Lisans Öğrencisi

Sınıf: (1) ~~(2)~~ (3) (4) I. Öğretim II. Öğretim

Cinsiyet: ~~(K)~~ (E)

Geçmişe dönebilsem hayatımda bazı şeyleri değiştirmek isterdim. Ama en önemlisi ; yani , değiştirmek istediğim şey bu üniversite-ye gelmek olurdu. Hayatımdaki üniversite gibi olmadı hiçbir şey. En basit anlamıyla kampüs o kadar kötü ki lütfen benim gibi üniversitede mi bilmeyorum. Öğrencinin kendini geliştirebileceği hiçbir etkinlik yapılmıyor. Derslikleri, lavaboları çok kötü ; kişi kendini değersiz hissediyor. Ayrıca umduğum gibi bir ferah edemedim. Özellikle sınıf arkadaşları açısından tamamen bir hayal kırıklığı yaşadım. Kısaca seçilmek istediğim geçmişe dönebilseydim eğer şu anda başka bir üniversitede olmak isterdim.



Sayın Katılımcı,

Türkçe kelimelerin anlamsal bütün görüntülerini inceleyebilmek için lütfen aşağıdaki konuda bir paragraf yazınız.

"Geçmişe dönebilsem ..."

Değerli katkılarınız için teşekkürler.

Fatma Has

İngilizce Öğretmeni/ ELT Yüksek Lisans Öğrencisi

Sınıf: (1) (2)  (4) - I. Öğretim / II. Öğretim

Cinsiyet:  (K) (E)

Geçmişte yaşadığımız her şey bizim için tecrübelerdir. Eğer bu tecrübelerin sahibi olmasaydım, şu anda bulunduğum yerde olamazdım. Benim için önemli olan bugündür. Bugünüm bana geçmişin en büyük armağanıdır. Bazı insanlar geçmişleriyle hep kavgalı halindedir. Bu pekeceğini mi de sadeler çünkü hala geçmişte yazarlar. En güzel yaptıklarımızdan pişmanlıkla duyup kendimizi suçlamak yerine, ders alıp, hatalarımızı tekrarlamamaktır.

Hayatı dolu dolu yaşamalıyız ve pişmanlıklarımızla barışık olup kendimizi affetmeliyiz, önemli olan dönmek değil, ilerlemektir.

## APPENDIX F: Sample Opinion Texts in Turkish

Sayın Katılımcı,

Türkçe kelimelerin anlamsal bürün görünümelerini inceleyebilmek için lütfen aşağıdaki konuda bir paragraf yazınız.

“İlişkilerde yaş farkı sorun mudur?”

Değerli katkılarınız için teşekkürler..

Fatma Has

İngilizce Öğretmeni/ ELT Yüksek Lisans Öğrencisi

Sınıf: (1) (2) (3)  - I. Öğretim / II. Öğretim

Cinsiyet: (K)

İlişkilerde yaşın herhangi bir sorun olduğunu düşünmüyorum ve olmaması gerektiği inancındayım. Heri nesilde bu durum kısmen eşitsiz tam olarak eşitsizden gelen bir durumdur.

Bu duruma ilişkinin eşitsiz yönden batabarak olursak bazı durumlarda sorun olurken bazı durumlarda da sorun değil eşitsizliğin avantajlı bir durumdur. Örneğin; sevgili durumunda erkek ve bayan arasındaki yaşın çok büyük bir farklılık göstermesi istenilen ve genelde kabul gören bir durum değildir. Öte yandan bir anne çocuk ilişkisinde bu durum sorun teşkil etmezken eşitsizliğin avantajlı da olabilir. Çünkü anne çocuğa bir arkadaş gibi yaklaşır ise ara gerekli bir çok şey düşer ve bu durum da avantajlı hale çevrilmiş olur.

Sayın Katılımcı,

Türkçe kelimelerin anlamsal bürün görünümlerini inceleyebilmek için lütfen aşağıdaki konuda bir paragraf yazınız.

"İlişkilerde yaş farkı sorun mudur?"

Değerli katkılarınız için teşekkürler.

Fatma Has

İngilizce Öğretmeni/ ELT Yüksek Lisans Öğrencisi

Sınıf: (1) (2) (3) (4) - I. Öğretim / II. Öğretim

Cinsiyet: (K) (E)

İnsanlar arasındaki ilişkilerde yaş farkı sorun değildir. Akıl gelişimi kendisi, akıl yazı yoktur gibi söyler bu tecrübe tayit eder doğruluktur. Arasında yaş farkı olan bireyler en başında veya belirli dönemlerde zorluk çekecektir. Sorun itibarıyla aynı yaşta ki insanların bile sorunlar yaşadığı göz önüne alındığı zaman, bu son derece olgundur. Aradaki yaş farkı mental bakımdan bazı sorunlar doğuracaktır. Yaşı büyüklerin tecrübesi daha fazla olduğu için daha mantıklı davranabilme olasılığı yükseltilir. Örnek olarak anneyle babamı verebilirim. Annelerinde 12 yaş olmasına rağmen, baba olursa bir tarafını hiç bir zaman görmedim. Aksine, faydalı sorunlar doğuracağı konusundayım.

## ÖZGEÇMİŞ

Fatma Has 01.08.1986 tarihinde Ankara’da doğdu. İlköğretim ve ortaöğretimini Adana’da tamamladı. Lisans eğitimini 2004- 2009 yılları arasında Mersin Üniversitesi İngilizce Öğretmenliği programında tamamladı. 2009 yılında Mersin’in Arslanköy Beldesi’nde bir ilköğretim okulunda İngilizce öğretmeni olarak mesleğe ilk adımını attı. 2011’de Mersin Üniversitesi Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bölümü’nde yüksek lisans programına kabul edildi. Lisans ve yüksek lisans eğitimi süresince öğrencilerin dil öğrenmeye karşı inançları, dil öğrenme stratejileri, teknoloji temelli dil öğrenme stratejileri, bilgisayar destekli materyal tasarımı ve derlem dilbilimi gibi ilgi alanları olmuştur. Şu anda Mersin İğdır Ortaokulu’nda mesleğini yapmaya devam etmektedir.

