



**REPUBLIC OF TURKEY
MERSİN UNIVERSITY
INSTITUTE OF EDUCATION SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**A CORPUS-BASED ANALYSIS OF
THE MORPHOSYNTACTIC ERRORS IN THE WRITTEN
PRODUCTIONS OF TURKISH LEARNERS OF
ENGLISH AS A FOREIGN LANGUAGE:
MERSIN UNIVERSITY SAMPLE**

PH.D. DISSERTATION

Yaşam Umut BILDIRCIN

Mersin, 2014

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KABUL VE ONAY

Eđitim Bilimleri Enstitüsü M¼d¼rl¼đ¼ne,

Bu alıřma j¼rimiz tarafından İngiliz Dili Eđitimi Anabilim Dalında DOKTORA TEZİ olarak kabul edilmiřtir.

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Yukarıdaki imzaların, adı geen ¼đretim elemanlarına ait olduđunu onaylarım.



ÖNSÖZ

Bu çalışmanın başından sonuna kadar yanımda olan, değerli görüş ve katkılarıyla beni yönlendiren ve cesaretlendiren, bilime yaklaşımı ve mesleki etiğiyle bana hep örnek olan değerli hocam ve danışmanım Prof. Dr. Yeşim AKSAN başta olmak üzere;

Bu zorlu süreçte değerli varlığı ve katkılarıyla her zaman desteğini hissettiğim, öğrencilik hayatım boyunca ve akademisyenlik mesleğimin başlangıcından bu yana örnek aldığım değerli hocam Prof. Dr. Hatice SOFU'ya

Tez savunma jürimde yer alarak beni onurlandıran ve değerli görüşleriyle katkıda bulunan hocalarım Prof. Dr. Mustafa AKSAN, Doç. Dr. Devrim ÖZDEMİR ALICI ve Yrd. Doç. Dr. Şaziye YAMAN'a

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Doktora öğrenimim boyunca her türlü sıkıntıyı ve sevinci benimle birlikte yaşayan, varlıklarıyla ve manevi destekleriyle beni hep mutlu eden, hedefime yürürken hep elimden tutan sevgili hayat arkadaşım Selçuk BILDIRCIN'a ve güzel evlatlarım Ekin ve Can'a yürekten teşekkürlerimi bildirmeyi bir borç bilirim. İyi ki varsınız ve iyi ki yanımdasınız.

ÖZET

İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN YAZILI ANLATIMLARINDAKİ BİÇİM-SÖZDİZİMİ HATALARININ DERLEM TEMELLİ ÇÖZÜMLEMESİ: MERSİN ÜNİVERSİTESİ ÖRNEĞİ

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Bu çalışma, anadili Türkçe olan ve İngilizceyi yabancı dil olarak öğrenen yetişkinlerin yazılı anlatımlarında yaptıkları biçim-sözdizimi hatalarından yola çıkarak bir hata görünümü tanımlamayı amaçlamıştır. Çalışma, 2010-2011 eğitim öğretim yılında Mersin Üniversitesi İngiliz Dili Eğitimi Bölümüne kayıt yaptırmış olan 80 hazırlık sınıfı öğrencisinden akademik yılın başında, ortasında ve sonunda toplanan tartışmacı kompozisyonlardan oluşturulan yazılı derlem üzerinde yürütülmüştür. Kompozisyonlar FileMaker Advanced Pro yazılımı kullanılarak elektronik ortama aktarılmış ve üç ayrı yazılı anlatım derlemi oluşturulmuştur. Aynı yazılımla hatalar saptanmış, biçim-sözdizimi özelliklerine göre sınıflandırılmıştır. Hata sınıflandırmalarının uygunluğunu belirlemek amacıyla uzman görüşüne başvurulmuştur. Bu amaçla yazılı derlemlerden tabakalı seçkisiz örnekleme yöntemiyle 3 farklı örneklem oluşturulmuştur. Bu örneklemdeki hatalar biri araştırmacı olmak üzere 2 uzman tarafından işaretlenmiş ve uzmanlar arası uyum basit uyum indeksiyle incelenmiştir. Bu şekilde doğrulanan hata kodları ve işaretlemeleri kullanılarak yapılan sıklık sıralaması sonucunda her bir derlem için en sık rastlanan hata türleri saptanmıştır.

Bu hataların olası sebepleri Dulay ve Burt (1974b) tarafından yapılmış hata kaynağı sınıflandırması kullanılarak tartışılmıştır. Her hata türünün üç derlemde gözlenme sıklıkları iki yüzde arasındaki fark testi ile incelenmiş ve yıl boyunca istatistiksel açıdan anlamlı artış ve azalış gösteren hata türleri belirlenmiştir.

Sonuç olarak 17 farklı biçim-sözdizimi hata türü saptanmıştır. En sık rastlanan hata türleri sırasıyla eşdizimlilik, öbek/tümcecik yapısı ve belirleyici eksikliğidir. Zaman içinde dilbilgisi ve kelime dağarcığı geliştikçe, öğrencilerin yazılı anlatımlarında kullandıkları tümce yapılarının ve kelimelerin de çeşitlendiği gözlemlenmiştir. Akademik yılın sonunda öğrenci kompozisyonlarındaki toplam tümce sayısında artış saptanırken toplam hata oranında da anlamlı azalmalar belirlenmiştir. Buna rağmen öğrencilerin hala kelime türetme, bazı öbek/tümcecik yapıları, belirleyici kullanımı ve tekil-çoğul uyumunda sorun yaşadığı gözlenmiştir. Sonuç olarak öğrencilerin yazılı üretimlerinde yaptıkları hataların yılın başında daha çok anadillerinin etkisinden kaynaklandığı, bu etkinin yılsonunda göreceli olarak azaldığı ve öğrencilerin daha çok yaratıcı kullanımlara yöneldikleri saptanmıştır.

Anahtar kelimeler: Hata incelemesi, öğrenci derlemi, dil edinimi, anadil etkisi, yabancı dil öğrenimi.

ABSTRACT

A CORPUS-BASED ANALYSIS OF THE MORPHOSYNTACTIC ERRORS IN THE WRITTEN PRODUCTIONS OF TURKISH LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE: MERSİN UNIVERSITY SAMPLE

YAŞAM UMUT BILDİRCİN

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This study aims at describing a morphosyntactic error profile of Turkish adult learners of English as a foreign language. The study was conducted on the written corpus which was developed based on the argumentative essays written by the participants; i.e. 80 preparatory students who enrolled to the English Language Teaching Department of Mersin University in 2010-2011 academic year. The essays were compiled from the participants in the beginning, in the middle and in the end of the year and were transferred into electronic documents in three different corpus files via FileMaker Advanced Pro software. The morphosyntactic errors were checked and classified by the researcher. On the purpose of determining the consistency of the classifications, three sample files were composed from each compilation using stratified random sampling. After the errors in these samples were checked by the researcher and another rater, inter-rater agreement was examined via simple percent agreement index. Once the codes and the types of errors were confirmed, the most frequent errors of each corpus were revealed based on the rank order of frequency results. The possible

reasons of these errors were discussed in terms of Dulay and Burt's (1974b) classification of error sources. The frequencies of each error type were analyzed using Two Proportion Test to see the significant decreases or increases throughout the academic year so as to describe the developmental error patterns of the participants.

The results revealed that the morphosyntactic errors of the participants varied on a wide scale presenting 17 types of errors. The most frequent types of errors were errors of collocation, phrase/clause structure and omission of determiner respectively. The essays of the participants presented diversity in both structure and lexicon in the end of the year. While the total number of sentences significantly increased, the frequency of the total errors decreased. The learners still had problems with certain types of phrase/clause structures, the use of definite article, number agreement and word formation processes. It was concluded that first language interference was the major source particularly in the beginning of the year, which gradually loses its effect as the learners tend to generate creative constructions in parallel with their progress in lexicon and grammar.

Key words: Error analysis, learner corpus, language acquisition, first language interference, foreign language learning.

TABLE OF CONTENTS

KABUL VE ONAY	i
ÖNSÖZ	ii
ÖZET	iii
ABSTRACT	v
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER I. INTRODUCTION	1
1.1 FOREIGN LANGUAGE TEACHING AND ERROR ANALYSIS	1
1.2 STATEMENT OF THE PROBLEM	4
1.3 OBJECTIVES.....	6
1.4 SIGNIFICANCE OF THE STUDY.....	8
1.5 HYPOTHESIS AND RESEARCH QUESTIONS.....	9
1.6 LIMITATIONS.....	11
1.7 DEFINITIONS	12

CHAPTER II. LITERATURE REVIEW	14
2.1 L2 ACQUISITION AND LEARNING: A THEORETICAL FRAMEWORK	14
2.1.1 An Innatist Perspective on L2 Acquisition.....	16
2.1.1.1 Learner Language as the New Scope	16
2.1.1.2 Interlanguage	17
2.1.1.3 L1 Influence in L2 Acquisition.....	19
2.1.2 What Learner Errors Tell Us: Error Analysis.....	21
2.1.2.1 Problems with Error Analysis	23
2.1.2.2 Analyzing the Sources of Errors.....	25
2.2 CORPUS LINGUISTICS	30
2.2.1 Learner Corpus and Foreign Language Classroom	33
2.2.2 Corpus Linguistics in Error Analysis	34
CHAPTER III. METHODOLOGY	37
3.1 RESEARCH MODEL	37
3.2 PARTICIPANTS.....	39
3.3 DATA COLLECTION	40
3.4 DATA ANALYSIS.....	42

3.4.1 Corpus as a Resource for Data Analysis.....	42
3.4.2 Procedure	45
CHAPTER IV. FINDINGS AND DISCUSSION	54
4.1 AN OVERALL OF THE LEARNER CORPORA	54
4.1.1 Most Frequent Error Types	55
4.1.1.1 Frequencies for Corpus 1	57
4.1.1.2 Frequencies for Corpus 2	59
4.1.1.3 Frequencies for Corpus 3	61
4.1.2 Comparison of the Frequencies	65
4.1.2.1 Corpus 1 vs. Corpus 2	65
4.1.2.2. Corpus 2 vs. Corpus 3	71
4.1.2.3. Corpus 1 vs. Corpus 3	78
4.1.3 Possible Sources of Errors	85
4.1.3.1 W_O1a	88
4.1.3.1.1 Errors at the Phrase Level.....	90
4.1.3.1.2 Errors at the Clause Level.....	102
4.1.3.2 W_O2a	107
4.1.3.3 COLL.....	114

4.2 PROFILING THE ERROR PATTERNS.....	120
4.2.1. An Overall Pattern of the Corpora.....	121
4.2.2 Error Types with $0 < f \leq 5$	123
4.2.3 Error Types with $5 < f \leq 15$	125
4.2.4 Error Types with $15 < f \leq 25$	130
CHAPTER V. CONCLUSION	137
5.1 REASSESSMENT OF THE RESEARCH QUESTIONS	138
5.1.1 The Error Types Detected in the Study	138
5.1.2 The Most Frequent Errors and the Significant Frequency Changes	140
5.2 THE EVOLUTION OF THE ERROR PATTERNS.....	145
5.3 IMPLICATIONS FOR FL LEARNING AND TEACHING.....	148
5.4 SUGGESTIONS FOR FURTHER RESEARCH	150
REFERENCES	152
APPENDIX A	175
APPENDIX B	177
APPENDIX C	179
APPENDIX D	178
APPENDIX E	183

APPENDIX F184

APPENDIX G185

APPENDIX H187

APPENDIX I189

CURRICULUM VITAE190

LIST OF TABLES

Table 1. Types, Frequencies and Examples of the Morphosyntactic Errors in the Pioneer Study	5
Table 2. Error Types and their Codes	46
Table 3. Total Number of Sentences in Each Corpus and Its Sample	48
Table 4. Results of the Simple Percent Agreement Index for Inter-rater Agreement	49
Table 5. A Summary of Data Analysis Practices and Procedures	51
Table 6. A Quantitative Summary of Corpus 1, Corpus 2, and Corpus 3	55
Table 7. Error Frequencies in Corpus 1	58
Table 8. Error Frequencies in Corpus 2	60
Table 9. Error Frequencies in Corpus 3	62
Table 10. Total Frequencies of Errors	64
Table 11. A Comparative Overview of Corpus 1 and Corpus 2	66
Table 12. Corpus 1 versus Corpus 2 Based on Error Types	67
Table 13. Error Types that Display Statistically Significant Increase (Corpus 1 vs. Corpus 2)	68
Table 14. Error Types that Display Statistically Significant Decrease (Corpus 1 vs. Corpus 2)	70
Table 15. A Comparative Overview of Corpus 2 and Corpus 3	72
Table 16. Corpus 2 versus Corpus 3 Based on Error Types	73
Table 17. Error Types that Display Statistically Significant Increase (Corpus 2 vs. Corpus 3)	74

Table 18. Error Types that Display Statistically Significant Decrease (Corpus 2 vs. Corpus 3)	76
Table 19. A Comparative Overview of Corpus 1 and Corpus 3	78
Table 20. Corpus 1 versus Corpus 3 Based on Error Types	80
Table 21. Error Types that Display Statistically Significant Increase (Corpus 1 vs. Corpus 3)	81
Table 22. Error Types that Display Statistically Significant Decrease (Corpus 1 vs. Corpus 3)	83
Table 23. Dulay & Burt’s Categorization of Learner Errors (1974b: 115)	86
Table 24. The Most Frequent Error Types in the Corpora	87
Table 25. Examples of W_O1a	89
Table 26. Classification of COLL Errors Based on their Syntactic Structures	116
Table 27. Errors with frequencies below 5%	124
Table 28. The Semantic and Syntactic Classification of COLL	135
Table 29. Errors with Significant Frequency Increase	141
Table 30. Errors with Significant Frequency Decrease	144

LIST OF FIGURES

Figure 1. Corpus 1 on FileMaker	48
Figure 2. Simple Percentage Index for Corpus 1	56
Figure 3. The Overall Error Pattern of the Corpora Based on Total Figures	121
Figure 4. The Scatter Chart of the Errors.	123
Figure 5. The Steady Increase Displayed by W_O3b and AGRb	126
Figure 6. The Quantitative Evolution of W_O1a, W_O2a and COLL.	130
Figure 7. The Quantitative Evolution of W_O1a.	132
Figure 8. The Quantitative Evolution of W_O2a	133
Figure 9. The Quantitative Evolution of COLL	134
Figure 10. The Quantitative Evolution of the Corpora	146
Figure 11. Quantitative Evolution of the Error Types	147

LIST OF ABBREVIATIONS

Syntactic Analysis Abbreviations

1PL	: first person plural
1SG	: first person singular
2PL	: second person plural
3PL	: third person plural
3SG	: third person singular
A	: adjective
ACC	: accusative case
ADV	: adverb
AOR	: aorist
AP	: adjective phrase
ART	: article
COM	: commutative
COP	: copula
DAT	: dative case
GEN	: genitive case
IMPF	: imperfective
LOC	: locative case
N	: noun
NC	: noun clause

NP : noun phrase
O : object
OPT : optative
P : preposition
PART : participle
PF : perfective
PL : plural
POSS : possessive
PP : prepositional phrase
RELC : relative clause
S : subject
SG : singular
V : verb
VN : verbal noun marker
VP : verb phrase

Other Abbreviations

BNC : British National Corpus
CAH : contrastive analysis hypothesis
COCA : Contemporary American English
ELT : English language teaching
FL : foreign language

FRP : free combinations, restricted collocations and phrasal verbs

ICLE : international corpus of learner English

IFE : idioms and fixed expressions

IL : interlanguage

L1 : first language

L2 : second language

LOCNESS: Louvain Corpus of Native English Essays

OSYM: Student Selection and Placement Center

TICLE : Turkish international corpus of learner English

TL : target language

UG : universal grammar

CHAPTER I

INTRODUCTION

This chapter introduces the topic, defines the state of the problem and sets the necessary grounds for the research questions. The main purpose of the chapter is to clarify the notion of learner errors and to pinpoint the part that error analysis plays in teaching and learning process of a foreign language. For this reason, Section 1.1 presents a broad picture of the evolution of the attitudes towards learner errors in the area of language teaching and discusses the significance of these errors for analyzing the developmental patterns of language learners. Respectively, the following sections state the problem of the study, clarify the research questions and the main hypothesis, set the significance and the limitations of the research and define the key concepts that are referred to in the study.

1.1 FOREIGN LANGUAGE TEACHING AND ERROR ANALYSIS

The Behaviorist movements of 1950s emphasized correct language teaching methodologies over other factors in search for the answer of the best way to take in teaching foreign languages to people with different first language (L1) backgrounds. However, the rapid progress in the studies of L1 acquisition and the strong influence of constructivist approaches to human learning changed

the path of this search in 1960s and 1970s. The researchers focused their attention directly on the 'learner' as the center of learning process (Corder, 1967; Schachter 1974; D'souza, 1977) and this new emphasis on learner brought along an inevitable part of the learning process, i.e. learners' errors. The developmental studies in L1 acquisition, especially the grammatical morpheme order studies (Brown, 1973; de Villiers and de Villiers, 1973), clearly showed that errors children made while acquiring their L1 were systematic and were indicators of progress, not something that should be avoided or corrected. The same point of view had results in second language (L2) acquisition studies and analyzing learners' errors took on a new significance as clues of the state of a learners' knowledge of the L2. In other words, learners' errors were viewed as windows onto the language system forming evidence of an underlying rule-governed structure (White, 1991; Altenberg, 2005; Gas and Selinker, 2008).

As for foreign language (FL) learning and teaching, the rapid shift from behaviorism to constructivist approaches toward learning has resulted in the view that language learners are active participants in the learning process. That is, they actively participate in the process by trying to make sense of the system and construct grammars of the language they are learning. While learning a language, learners make generalizations, test out their hypotheses and alter or reformulate their hypotheses until they match the structures of the target language (TL) based on the input they receive. During this process of learning, learners formulate an internalized system of language in which research has shown that learner language is not just a deviation of the FL that is being learned (Schacter, 1974; Peinemann, 1988; White, 1991; Cook, 2001; Hahn 2004); on the contrary, it presents a systematic structure. Based on this fact, Larry Selinker (1972, p. 209) suggested the term "interlanguage" (IL) to represent the language system that learners develop while acquiring and/or learning a language apart from their L1. Namely, IL displays its own structure; i.e., it is rule-governed and predictable. Further, it is composed of various elements some of which have their bases in L1

or L2/FL while some of which are learner-specific. As Pinker (2007) states, IL indirectly represents the learners' developing TL knowledge. In this sense, studies of IL may serve to discover the inner structure of learner competence which has a nature that cannot be directly observed. That is, learners' errors open the way for understanding the systematic nature of IL as the internal structure of a particular FL.

It is a frequent experience for FL learners to go through temporary restricted phases while constructing their own IL. This is especially common among learners who try to acquire the sound system of the TL and may cause erroneous acquisitions which cannot be corrected over time. Selinker (1972, 1992) calls this kind of permanent cessation of progress toward the TL as "fossilization". That is, at some phase of the learning process, learner errors may be fossilized and they become an inaccurate part of their IL which may not be intervened easily.

Studies in the field relate error analysis, IL and FL learning to each other with strong ties. Bliss (2006) claimed that the reason behind some errors of inflectional morphemes is L1 phonological and morphological transfer effect on L2. In other words, he studied if, for instance, the feature pluralism is not triggered in the L1, this feature is not activated in interlanguage grammar of learner while processing the L2. Furthermore, Howard (2004) indicated that there were more than one explanation for constraints or errors of learners for English past simple marker (*-ed*), but the interactional effects should be regarded for the question "why". Further, Chiang (1999) narrowed the discourse of learners on texts and illuminated the grammatical and textual features of FL learners' compositions based on four components regarding morphology and syntax as the first two components; cohesion and coherence as the last two.

As can be viewed from these studies, instead of taking morphology and syntax as separate features of foreign language learning, the interaction of

morphology and syntax in studies of linguistics has been discussed in attempt to find out any interrelation between rule application and representation of that rule in the system of language.

1.2 STATEMENT OF THE PROBLEM

All the students enrolled to the preparatory classes of the ELT Department at Mersin University Education Faculty are expected to have at least an intermediate level (B1 or B2 in Common European Framework levels) of English as stated in the high school curriculum of the Ministry of National Education and University Entrance Exam. As prospective teachers, their levels are supposed to increase to advanced level (C1 or C2 in Common European Framework levels) at the end of the first or second year at university. The preparatory year provides these students with invaluable help to improve their skills and to acquire a good command of both written and spoken English. Thus, the first year forms a very important part of their education. However, instructors who teach for this level have been complaining about the consistent errors of all sorts that students make, especially in their written works. In order to truly diagnose and suggest a solution to this problem, a pioneer study was conducted to identify and classify students' errors (Bildircin & Armutçu, 2011). The argumentative essays written by 87 preparatory year students of Mersin University Education Faculty ELT Department were analyzed in order to detect morphosyntactic errors. First of all, these errors were categorized into groups as errors of inflection, errors of word order and constituent omissions. In addition, the frequency of each error type was computed and scaled from the most frequent to the least one. Finally, the underlying reasons of these results and their contributions to the teaching and/or learning processes were discussed. The table below displays a summary with example sentences.

Table 1. Types, Frequencies and Examples of the Morphosyntactic Errors in the Pioneer Study.

	Error Type	Frequency %	Example Sentences
Morphosyntactic Errors	Inflectional	62	* <u>People suffers</u> from unhealthy food. * <u>Vegetable help</u> us live longer. *There are <u>a lot of source</u> of healthy food * <u>Childrens</u> like chocolate.
	Constituent Omission	27	*My brother \emptyset a student
	Word Order	11	*I like eating fast food <u>really</u> . *We are looking forward <u>to see</u> them again. *I can't help <u>eat</u> them.

The study clearly showed that errors students mostly make were fundamentally morphosyntactic, such as errors in the use of inflectional morphemes, forming incorrect collocations or constituent omissions. The study also gave a clear idea to carry out this investigation further in order to achieve more suggestive results and therefore be able to show the main problematic areas at the morphosyntactic level that students encounter while struggling with English. Moreover, how these students' IL evolves throughout the academic year was another aspect to be examined. The results of such a study are considered to enlighten the reasons of these errors and provide information that will help to set right criteria of diagnosis and treatment for the rapid development of the students' command of using English accurately. In addition, a clear developmental pattern of these students throughout the preparatory year is supposed to help the

researcher to determine which errors are more likely to get fossilized and so requires careful analysis.

1.3 OBJECTIVES

To the best of the researcher's knowledge, there are few studies focusing merely on FL learners' errors in the learning process of a language in classroom atmosphere as compared to the studies of L2 acquisition in natural environment. Most of the studies are conducted on the individuals who acquire a second or third language in a natural environment (Aijmer, 2002; Housen, 2002; Cobb, 2003; Flowerdew, 2004; Lenko-Szymanska, 2004; Tono, 2004; Myles, 2005; Abe & Tono; 2005). How much light the results of such studies may shed to a completely different learning environment is doubtful. As compared to natural acquisition of L2, foreign language learning presents different characteristics and different phases with its own problematic areas that may not be treated in the same way.

The studies conducted on the FL learners with Turkish as their L1 seem to focus on the collected corpora of learners' written work and be limited to stating the syntactic errors at only a given time. Among these, Yalçın (2010) analyzed the syntactic errors of the 1st and 3rd year students at the English Language Teaching (ELT) Department of Anadolu University based on an 8794-word written corpus. She aimed to determine the differences of level and type of error between these two groups, if there are any. The results of this corpus-based cross-sectional study presented no statistically significant differences as for the frequency of errors made by the learners in both groups. In other words, learners in the 3rd grade made syntactic errors as frequent as the 1st graders. In her study that based on Turkish International Corpus of Learner English (TICLE), Şanal (2007) analyzed learner IL in regard to lexicology and emphasized the interactive relation between one's IL and L1. Similarly, Çabuk (2009) called attention to the

errors of prepositions in the IL of learners with Turkish as L1 and determined L1 interference; i.e., the negative impact of L1 on the TL, as the main source. Ertekin (2006), who studied the acquisition of grammatical morphemes in L2, focused on the difficulties that the Turkish learners experience while they try to cope with the inflectional morphemes of English.

Most of the studies like the ones stated above have been conducted on corpora with relatively small in size because of either limitation of time or practical difficulties. Moreover, almost all of them have described the IL only related to the period that the data were collected; i.e., they have not observed the developmental stages of IL in a longitudinal point of view. Although these limitations present problems related to the generalization of their results, the above mentioned studies have made a great deal of contribution to our understanding of FL learning and teaching. As Ellis and Barkhuizen states, conducting research based on learner corpora is relatively a new field of study which provides invaluable information for FL and/or L2 studies, and each learner corpus should be admitted as a new start paving the way to a bigger one that is expected to answer the same questions (2005).

Taking all these viewpoints into consideration, analyzing the errors of FL learners and reasoning these errors have become the primary concern of this study. Thus, it fundamentally aims at the following general issues: *i.* providing insight into the language learning process of FL learners and discovering the problems they face during this process, *ii.* exploring the error patterns that the learners develop while learning a FL, *iii.* describing and classifying the morphosyntactic errors that learners make during the process of learning *vi.* discussing the possible reasons for those errors.

The particular aims determined to achieve the general aims stated above and to suggest a possible solution to the problem stated in section 1.2 can be summarized as the following: *i.* detecting and classifying the morphosyntactic

errors in the written productions of the 80 preparatory students who enrolled to the ELT program of Mersin University Education Faculty in 2010-2011 Academic Year, *ii.* analyzing the possible reasons for these errors, *iii.* describing the structure of the learners' errors *iv.* defining a two-semester-developmental pattern of these errors, *v.* calling attention to the main problems of the learners' language development at the morphosyntactic level.

1.4 SIGNIFICANCE OF THE STUDY

As cited in Ellis (2008, p. 48), "it was not until the 1970s that error analysis became a recognized part of applied linguistics, a development that owed much to the work of Corder". In his famous essay, Corder (1967) claims that errors are significant in three ways; they may inform the teacher about a student's progress, learners can learn from these errors and researchers may understand the strategies that the learner uses in order to acquire a language.

The present study intends to shed light on some morphosyntactic errors of preparatory class students at ELT department of Mersin University Education Faculty. In addition, it attempts to sort out these errors in order to discuss their possible reasons based on the belief that studying the developmental error patterns of FL learners is important mainly for two reasons. Firstly, a carefully analyzed error pattern may enlighten the underlying rule-governed system of the learners' knowledge of language. In other words, such an analysis serves both for linguistics and language acquisition with information about the nature of a speaker's competence, the availability of a "Universal Grammar" (UG) (Chomsky, 1968) and the extent to which it is accessible while learning a FL. Secondly, it also provides insight for curriculum or material designers and language teachers about the nature of learning process. Teachers' awareness of the error types, their possible reasons and appropriate ways of interventions or

corrections help them assess their own teaching, set realistic expectations for their students and analyze or solve problems of learning. When teachers are convinced of the idea that learners' errors stand for clues of learning, they may tend to free their students in forming hypotheses and testing them out in classroom and may lead to a process which is expected to contribute to learners' communicative competence.

As for the specific benefits, the results of this study are thought to contribute to the ELT department of Mersin University itself. A careful analysis of learners' errors are expected to determine the difficulties that the learners experience in their learning process, to demonstrate the requirements of the teaching process and help instructors set realistic expectations for both their own teaching practice and learners' development.

1.5 HYPOTHESIS AND RESEARCH QUESTIONS

In his notion of 'Universal Grammar', Chomsky (1995, 2001, 2006) claims that the parametric variation among languages are related to functional categories, which contribute to the grammaticality rather than the meaning of an utterance, and therefore learners have to deal with these categories longer and harder as compared to lexical categories or universal syntactic principles. In other words, he claims that the system which underlies the phenomenon called language consists of common principles that are represented by all languages to which learners may access by nature. Variation among languages is entitled to be a result of the differences in both lexicon and grammatical categories. These language specific parametric variations have to be reset by the learner for the target language. The current study claims that while resetting new values for the variations related only to grammaticality rather than meaning, learners may experience problems such as fossilization in the process of FL learning.

Similarly, Brown's famous study (1973) of the order of grammatical morphemes in L1 acquisition sets forward that functional categories, which greatly reflects grammaticality but has little to do with the meaning of the message conveyed, are at the end of the list of occurrence in children's speech. The late occurrence of any morpheme in the L1 acquisition of native speakers may be viewed as an important indicator of the late occurrence of the same morpheme in the process of acquisition of the learners who acquire the same language as the L2 (Larsen-Freeman, 1978; Chun, 1980; Disbrow-Chen, 2004; Kwon, 2005, 2006; Ertekin, 2006; Lightbown & Spada, 2010).

Based on this information, this study hypothesizes that the most frequent errors in the learner corpus built up for this study will be of categories related to form rather than meaning. Furthermore, it claims that there will not be a significant decrease in the frequency of these kinds of errors in the written work of the students throughout the academic year. Thus, it argues that the categories which contribute more to form but less to meaning make up the types of errors which are most likely to be fossilized in the language production of the participants. It also emphasizes the need to handle such morphosyntactic categories more carefully in the curricula which aim at accurate language use.

In order to describe the language development profile of 2010-2011 Preparatory class students of ELT department at Mersin University Education Faculty, this study aims at answering the following questions:

1. What are the morphosyntactic errors that Mersin University Education Faculty ELT Department preparatory students make in their written productions?
 - 1.a What is the most frequent error type in the written productions of these students?

- 1.b Is there a statistically significant difference in the frequency of occurrence of the morphosyntactic errors that the students made in their written productions in the beginning, in the middle and in the end of the academic year?
- 1.c What are the possible reasons of the most frequent morphosyntactic errors that the students make in their written production?
2. What is the structure of the morphosyntactic error pattern that is assumed to be obtained based on the error analysis of the learner corpus?
 - 2.a What kind of a profile does the students' error pattern present?
 - 2.b. How does this pattern change and/or evolve throughout the academic year?

1.6. LIMITATIONS

The study is limited to the essays written by the 2010-2011 preparatory students of Education Faculty ELT Department at Mersin University. Its corpus is composed of 240 essays with an average word count of 65.000. All essays are argumentative and this limits the register to academic type. Thus, the conclusions drawn from the study are meant to define the developmental pattern of above mentioned group and can only give good implications, but not precise definitions, for the whole picture of FL learners with Turkish as L1.

As the students subject to the study were not given any standardized placement tests like the Michigan test of English Language Placement, the written corpus built for the study cannot be compared to other corpora. The study is

based on the assumption that the students have at least an intermediate level (B1 or B2 in Common European Framework levels) of English as stated in the high school curriculum of the Ministry of National Education and University Entrance Exam.

All the data used in the study is comprised of student compositions so the study is restricted to written English. Thus, the findings would apply only to written English. Moreover, the errors analyzed are bounded to structural component of the language, namely morphosyntactic, and leaves the dimension of discourse, word meaning, and other semantic and pragmatic issues out. The hypothesis of the study is only meant to demonstrate the structural development in learner language.

1.7 DEFINITIONS

The key terms used in this study are defined below:

First language (L1): A person's native language; i.e., a language acquired from birth.

Second language (L2): Any language acquired in a natural environment later than one's native language.

Foreign language (FL): Any language learned through instruction in an education environment where the language learned is not a local medium of communication.

Target Language (TL): the language that is being learned or acquired.

Morphosyntactic Error: Learner's misuse or omission of any structure at both morphological; i.e., inflection, derivation or grammatical form, and syntactic level; i.e., deviance in phrase or clause structure, tense, modal or function word use, and co-occurrence.

Interlanguage (IL): The language system that learners develop while acquiring and/or learning a language apart from their L1.

Overgeneralization: The process of extending the application of a rule to items that are excluded from it in the language norm, as when a child uses the regular past tense verb ending '-ed' to produce forms like *I goed or *I rided.

First language interference: The process of applying one's L1 structures and meanings to L2 or FL, that usually ends up with errors. It may be referred to as negative transfer, too.

Collocation: Any type of frequent co-occurrence of words including phrasal verbs, fixed expressions, multiword expressions, free combinations and idioms.

Sentence fragment: Syntactic sequences that fail to be a sentence in the sense that it cannot stand by itself; i.e., it does not contain even one independent clause.

Reference: A word in a text referring back or forth to other ideas in the text for its meaning.

Learner corpus: Collections of authentic texts produced by foreign/second language learners that are coded and stored in electronic format.

CHAPTER II

LITERATURE REVIEW

This chapter aims to form a theoretical basis on which the discussions and descriptions in Chapter IV can be built on. It mainly draws a framework enclosing the definitions of the notions that deal with how learner language system works and the current ways of analyzing this system; i.e., corpus-based studies.

As noted in Chapter I, learner language is relatively a new research area and it came into focus after the behaviorist models of learning had been severely criticized by innatists. Since then, a considerable amount of research has been done on the subject and the involvement of corpus-based studies has increased this number. Thus, the historical background of learner language studies may start with L2 acquisition and FL learning research.

2.1 L2 ACQUISITION AND LEARNING: A THEORETICAL FRAMEWORK

Before starting to state the basic learning theories, it would be useful to explain the term ‘L2 acquisition’. In related literature (Ellis, 2008; Gas & Selinker, 2008; Lightbown & Spada, 2010), it usually refers to the acquisition of a new language by children and/or adults who already have full knowledge of

their first language. It differs from FL learning in the social and physical context in which acquisition or learning takes place. The context of the FL is the classroom whereas the L2 is picked in its natural environment. Nevertheless, the findings of L2 research have always been influential for FL learning area as well. Thus, throughout this chapter, studies and discussions mentioned about L2 acquisition is also meant to FL learning.

1940s witnessed the Behaviorist approaches toward language learning. As this movement viewed language as a part of the human behavior, it tried to explain language learning based on general human behavior principles. As a result, language was defined as a set of automatic habits of verbal behavior and language learning was observed as a process of habit formation through imitation and reinforcement. As for the area of L2 learning and teaching area, the main focus was on the method of teaching regardless of the learner who was viewed as a mere imitator and passive recipient. The behaviorist view on language learning and teaching has been very influential until 1959, when Chomsky published his review article of B. F. Skinner's *Verbal Behavior* (1957). In this well-known review, Chomsky put forward very convincing arguments against behaviorist explanation of language acquisition using examples from children's developing grammars.

Therefore, in 1960s, researchers started to define language as a set of structured rules, and learning as actively formulating rules on the basis of innate principles and exposure to the language being learned. Language learners, either children acquiring their L1 or adults acquiring a L2 or learning a FL, were not seen as passive recipients anymore; in fact, they became active participants of the learning process. This new approach to learning, known as Innatism, claims that language learners try to make sense of the systems surrounding them including language via their in-born or innate capacity. They construct hypotheses based on the generalizations they make, try out these hypotheses, and change or

reformulate them when necessary. Moreover, they may totally abandon their hypothesis in favor of some other generalization (White, 2003).

Although it has been criticized for the amount of emphasis it puts on innate mechanisms leaving out the part that social interaction plays in language learning, the innatist perspective is worth mentioning in detail here because of the ways and new terminology it uses to approach learner language and learner errors.

2.1.1 An Innatist Perspective on L2 Acquisition

Starting with the new point of view on language and learning, the basic assumptions that guided L2 acquisition research has shifted from method-focused to learner-focused ones. These assumptions are based on the idea that the utterances of children acquiring a L2 display systematic schedules. They are inspired by the L1 acquisition studies which clearly showed that the errors children make when producing language were universal and patterned to a certain extent (Tomasello, 2003; White, 2003; Clark, 2009). The speech of young children is not a deviation of the L1 they acquire. On the contrary, it reflects a system of its own. Thus, this new emphasis on the learner also brought up a new focus of research; i.e., learner language.

2.1.1.1 Learner Language as the New Scope

Ellis (1994) puts learner language studies into the center of L2 acquisition studies which describe the particular features of the learners' use of language as compared to native speakers'. Four components of learner language are indicated

as receiving the uppermost attention: *i.* learner errors, *ii.* acquisition orders and developmental sequences, *iii.* variability, *iv.* pragmatic features of language use.

Ellis also states that describing learner language and explaining the underlying mechanisms of its system is one of the most important goals of L2 acquisition research. Other areas of research concerning the social context of acquisition, learner-internal mechanisms of acquisition, individual learner differences and their reasons are all interrelated.

Thus, investigating learner language is particularly central because it does not merely reflect the operation of internal processing of language input. It is closely related to the social contexts in which the language is learned and individual differences of learners as well. Fundamentally, “it provides the data for constructing and testing theories of L2 acquisition.” (Ellis, 1994, p.19)

2.1.1.2 Interlanguage

Based on the assumption that the language production of child L2 learners display universal and systematic patterns, the scope of L2 acquisition studies has expanded to adults as well as children and it started to study the nature of the hypothesis that learners construct about the rules of the L2. Selinker (1972, 1992) suggested the term “interlanguage” (IL) to refer to the language system that the learners develop while acquiring or learning a L2. The term was first suggested for adult non-native speakers, but then extended to children who acquire an L2 after the age of 5 (Selinker, Swain & Duma, 1975). In his hypothesis, Selinker defines IL as a system which displays its own rules. It is an emerging linguistic system that has been developed by the L2 learner who has not become fully proficient yet but is only approximating the target language. As it is rule-governed, it is also predictable and composed of various elements some of which

have their origins in the L1 or the L2. However, it also includes elements that stem from neither the L1 nor the L2. These new forms created by the learner regardless of the impact of the L1 or the L2 are accepted as the empirical essence of IL research (Selinker, 1991; Pinker, 2007). Similar to children acquiring their L1, adult learners of language develop their own hypothesis based on the input they receive formally or informally and then test it until it matches the L2 structure which is aimed at.

The original interlanguage hypothesis considered the interlanguage continuum as non-developmental, i.e. lectal, and by implication regarded second language learning as uniquely a restructuring process. My proposal now is that language learning, certainly in the case of a first language, is a creative process and yields in the individual a purely developmental continuum. In practice, second language learning in any particular individual is probably a mixture in varying proportions of restructuring and recreating. The evidence for restructuring is the occurrence in many cases and in certain situations of language acquisition of 'transfer errors', whereas the evidence for recreation is the absence of such errors and a preponderance of what may be called 'developmental errors' (e.g. over-generalization) similar to those found in first language learners' language (Corder, 1981, p. 51).

Because of various external or internal reasons, sometimes learners get stuck in the process of formulating and testing their own hypothesis. This stabilized interlanguage phase is called "fossilization". That is, when any kind linguistic form or feature deviant from its L2 norm becomes a permanent part of the learner's interlanguage and continues to appear in performance regardless of further exposure to the L2, it is said to be fossilized (Long, 2003; Hahn, 2004).

D'Souza (1977) states that a learner's interlanguage is shaped with regards to three processes:

- i.* L1 interference or transfer in which learners base their assumptions of the L2 structure falsely on their previously existing L1 system

- ii. L2 learning strategies such as overgeneralization, simplification or avoidance
- iii. Transfer of training, or teaching induced errors

Among these processes, the most studied one is the influence of the L1 on the L2 development of the learner.

2.1.1.3 L1 Influence in L2 Acquisition

Various factors are claimed to influence L2 acquisition such as innate principles of languages, aptitude, sex, attitude, and age. Among these learner variables, the L1 of the learner receives the utmost attention in L2 research.

The first discussions of L1 influence started with behaviorist model of learning (Bloomfield, 1933; Skinner, 1957; Lado, 1957; Fries, 1957). Tending to see L2 learners' speech as an incorrect version of the L2, behaviorists put forward The Contrastive Analysis Hypothesis (CAH) which presumed that the L1 of learners constantly interferes with their L2 or FL learning. However, L2 influence is much more complex than CAH predicted and "... not all errors made by second language learners can be explained in terms of first language transfer alone" (Lightbown & Spada, 2010, p. 79).

1970s saw the non-behaviorist view towards L2 acquisition and native language influence was reformed in the perspective of Universal Grammar (UG). In this new framework, learner errors became a focus of attention and they were claimed to be the best indicators of the learners' knowledge of L2 structures. Thus, these errors can be explained better in terms of the developing L2 knowledge of the learners rather than L1 interference.

As a result of the influence of this new framework, the question of L1 transfer was discussed from different perspectives. Selinker (1972, 1992) viewed L1 as an element shaping interlanguage among the other influencing factors. McLaughlin (1978) hypothesized that children used L1 strategies only when they encounter difficult L2 structures in the presence of a L2 speaking peer. Corder (1983) and Kellerman and Sherwood (1986) discussed the ways that learners use their L1 in the process of L2 acquisition and suggested the term “cross-linguistic influence” for the part it plays in this process. Among these discussions, one of the most influential hypotheses was the “Creative Construction Hypothesis” which was put forward by Dulay and Burt (1974a).

As a reaction to CAH of behaviorist theory, a series of studies called the morpheme order studies in which the researchers tried to observe the emergence of morphemes of the target language in children’s speech who acquire a L2 became widespread in L2 acquisition research area (Dulay & Burt, 1974a; Bailey, Madden & Krashen, 1974; Fathman 1975; Kessler & Idar, 1977; Makino, 1980). These studies were strongly connected to the idea that child L2 acquisition was similar to child L1 acquisition; i.e., L1=L2 hypothesis which was put forward by Dulay and Burt (1974a, 1974b, 1975). As a result of such studies, it was clearly understood that there are common L2 strategies used by children regardless of their L1 and language transfer alone cannot explain this systematic structure of L2 acquisition.

Dulay and Burt applied Brown’s L1 morpheme order studies to L2 acquisition field and recognized similar patterns of development in the process of children’s acquisition. Thus, they proposed that child L2 learners construct rules of the L2 on the basis of innate mechanisms. They define creative constructions as:

... the process in which children gradually reconstruct rules for speech they hear, guided by universal innate mechanisms which cause them to formulate certain types of hypotheses about the language system being acquired, until the mismatch between what they are exposed to and what they produce is resolved (Dulay & Burt, 1974a: 37).

As can be concluded from above, the errors emerging in children's L2 production are not deviant forms of the L2 structures but are creative constructions that are built on the hypothesis developed by children based on the input they receive. Thus, this proposal of Dulay and Burt also reflects the changing attitude towards learner's errors. This new attitude which developed during the 1970s became known as 'error analysis' and involved detailed description and analysis of learner errors.

2.1.2 What Learner Errors Tell Us: Error Analysis

From the very beginning of L2 acquisition studies, error analysis; i.e., a type of linguistic analysis focusing on the systematic errors that learners make, has been the most influential area of research. Analyzing the errors of learners as a way of investigating learning processes has been a fruitful area of research in the study of L2 acquisition. Its popularity is partly due to its direct connection to the classroom. Analyzing learner errors help both researchers and teachers at the same time because it serves two main purposes. The first one is diagnostic in which it functions as a tool to discover and remediate the difficulties that the learner experience about the system or structure of the target language during the learning process. Rendering the strategies used by the learners during the learning process forms its second purpose. Thus, it is not wrong to deduce that error analysis provides data for three different disciplines; namely, psycholinguistics, L1/L2 acquisition, foreign language teaching.

As a research area, error analysis owes much to Corder's early work (1967). Putting the learner in the center, Corder discussed that if successful language teaching is aimed at, the focus of interest had to be moved from language teaching methodologies onto learner errors. This was stated as the only way to witness the state of a learner's knowledge of the language being learned. Thus, learner errors were attributed to be the evidence of an underlying rule-governed system concerning the learner language, which allow them to serve language and psychology as well as language pedagogy.

Corder (*ibid.*) developed a basic methodology for carrying out an analysis of learner errors. He drew a distinction between one-time-only mistakes and systematic errors that occur repeatedly without being recognized by the learners as a part of their interlanguage. His approach, which consists of the steps given below, inspired a large amount of classroom research aiming at pedagogical remediation:

- i.* Collection of a sample of learner language
- ii.* Identification of errors
- iii.* Classification of errors
- iv.* Quantification of errors
- v.* Analysis of error sources
- vi.* Remediating the errors

Following Corder's approach, L2 research of early 1970s focused on what mainly caused learner errors. Two main error types has been mentioned within an error analysis framework; i.e., interlingual errors which can be attributed to L1 interference mirroring the structures of L1, and intralingual errors which are due to the language being learned indicating creative constructions.

However, error analysis was not without problems. Although it was highly approved by many researchers, some aspects of analyzing learner errors reflected its own drawbacks.

2.1.2.1 Problems with Error Analysis

The major criticism of error analysis deals with its exclusion of sample sentences with no errors at all. That is, this kind of analysis mainly relies on errors and leaves out non-problematic uses of language in the collected data. However, to attain the general description of the linguistic behavior of learners, non-errors are also considered as important as errors in their language performance.

Schachter (1974) attempted to criticize this inadequacy of error analysis in her famous study in which she compared the restrictive relative clause errors produced by 50 native speakers of five different languages; namely, Persian, Arabic, Chinese, and Japanese L2 learners along with American native speakers. In terms of classical error count results, the errors of Persian and Arabic learners outnumbered the errors of Chinese and Japanese learners, which may be interpreted as the second group with low error frequency has more control over the formation of English restrictive relative clauses as compared to the first group of learners. However, when the analysis was taken beyond the errors and included error-free relative clauses as well, it was detected that Chinese and Japanese speakers produced almost half as many relative clauses as the Persian and Arabic learners did. Schachter concluded that Persian and Arabic learners were more productive because of the similarity of relative clause structures of their L1s and of English. On the contrary, Japanese and Chinese learners placed the relative clauses before the nouns they modify due to L1 interference. This may indicate

that the structural difference between the L1 and L2 generates a learning difficulty. In fact, the great distance between the L1 form and the L2 form causes learners not to use the construction frequently. In Schachter's study, the Persian and Arabic learners benefit the similarity between their L1 and the L2 and use the form more frequently which resulted in making more quantity of errors.

As a conclusion, an error analysis which excludes non-errors and merely focuses on errors would not help the researcher realize the fact that L1 is a determining factor in accounting for the facts of language production. That native language may affect which structures a learner choose to produce or not to produce was labeled as "avoidance" by Schachter (1974).

Further evidence for the concept of avoidance comes from Kleinmann (1977), Dagut and Laufer (1985), Hulstijn and Marchena (1989), and Laufer and Eliasson (1993), all of who conducted error analysis studies with learners of different L1 backgrounds. Such studies shed a light on the sources of avoidance as well. Apart from the significant evidence of the fact that great differences between the L1 and the L2 are a major source of avoidance, it is also apparent that great similarities between the languages may cause the learners doubt that these similarities are for real (Kellerman, 1979). In addition, the complexity of L2 structures in question also forms a source of avoidance.

Schachter and Celce-Murcia (1971) and Schachter (1983) attract attention onto another criticism with error analysis practices about the step of classification; i.e., about determining the type of the error. They claim that what the learner try to produce may conflict with what the researcher determines as the targeted structure. An example comes from an Arabic speaker's erroneous sentence (Gas & Selinker, 1992, p.42):

(2.1) *But when oil discovered in 1948 and began export it in 1950....

This sentence may be interpreted as an error of passive construction; however, it could also be argued that the verb “discover” is interpreted by the learner as both transitive and intransitive similar to the verb “boil” in the following sentences:

(2.2) Water boils at 100 degrees Celsius.

(2.3) I boiled some water.

Thus, classifying this error either as an error of passive construction or as an error of transitivity remains fuzzy. This is a controversial issue in the practices of error analysis.

Yet, another critical issue in error analysis is the assumption that correct usage equals to correct rule formation. That is, if a structure that the learner produces is correct in form, it is assumed that he/she grasped the underlying rule. However, the absence of an error does not always reveal the fact that the underlying structure is correct. Thus, the process of L2 acquisition should be observed longitudinally in order to eliminate this option to a certain extent.

The final drawback with error analysis is concerned with attributing causes to errors. Determining the source of an error sometimes creates problems when we assume that it can be categorized in one way or another. In other words, in classical error analysis, an error is assumed to stem from either L1 interference or differences of the L2. However, there are times that both sources; i.e., L1 and L2, may interfere with the learner’s language development. Thus, analyzing the sources of errors has been a conflicting issue for researchers.

2.1.2.2 Analyzing the Sources of Errors

Defining, organizing and tagging the sources of learner errors depict a variety in terms of terminology. To start with, the impact of L1 on L2 acquisition

has been the most debated issue in the area since the heydays of Behaviorism. The proponents of CAH firmly declared L1 as the source of unwanted deviant forms that the learners produce, i.e., ‘transfer errors’ (Lightbown & Spada, 2010). The same type of error is also named as ‘interference error’ based on the belief that conflicting aspects of L1 and L2 structures interferes the language development of learners. Other synonymous labels for this kind of error are ‘interlanguage errors’ and ‘language specific errors’ (Richards, 1974; Scachter & Celce-Murcia, 1983;). Because these labels are generally connected to CAH, Kellerman and Sherwood (1986) put forward another label; i.e., ‘cross-linguistic influence’, aiming to avoid the approach-biased terminology.

When CAH was severely criticized and the general attitude shifted from charging the L1 for the errors perceived in the learner’s language production to accepting these errors as a sign of progress, the categorization of errors not only changed but also diversified. The morpheme order studies both in L1 and L2 acquisition clearly depicted the fact that learners’ language development presents a general schedule and this changed the way researchers view learner errors. That is, learner errors were claimed to be clear evidence of language development through which learners form and test hypothesis about the system of the L2. This approach resulted in the idea that most of the errors are not the result of L1 interference. Rather, they are creative constructions which are not L1 specific but general to all language learners of the L2. Thus, apart from a category which refers to errors based on L1 influence, a need for a new label arose.

As a result, learner errors are categorized into two groups. The first one includes the errors caused by the L1 influence; i.e., ‘interlingual errors’. The second group is labeled as ‘intralingual errors’ which are claimed to reflect the mental mechanisms underlying the learner’s general language development. This kind of errors is also referred to as ‘developmental’ because they usually present

similar strategies to the strategies employed by children acquiring their L1 (Richards, 1974; Ellis, 1994).

However, as noted in Section 2.1.2.1, the existence of errors which may fit into both categories, or which do not match any of the categories mentioned above led up to a more comprehensive classification.

Dulay and Burt (1974b, p.115) offer a solution to this problem using their own classification for learner errors. They classify learner errors, which they prefer to refer as “goofs”, into four basic categories:

- i.* “interference-like goofs”, i.e., errors that reflect L1 structure
- ii.* “L1 developmental goofs”, i.e., errors that stem from L2 structures and that can be viewed in L1 acquisition data of the native speakers of the L2
- iii.* “ambiguous goofs”, i.e., errors that can be classified in either interference-like goofs or L1 developmental goofs.
- iv.* “unique goofs”, i.e., errors that cannot be categorized neither of the types above.

An example for interference-like goofs comes from a child L2 learner with Spanish as L1 producing the utterance (2.4) “*hers pajamas” based on the Spanish noun-adjective agreement. This kind of an error cannot be found among children who acquire English as L1. As for an example of L1 developmental goof, the overuse of the plural marking in the sentence (2.5) “*He took his teeth off”, again produced by a Spanish-speaking child, is a typical overgeneralization error of English L1 children and does not reflect its Spanish equivalent structure. Besides, the erroneous sentence (2.6) “*Terina not can go” can be interpreted as either an interference or a L1 developmental error because it both reflects a

Spanish structure and can be found in the data of an English-speaking child acquiring the L1. Thus, it is categorized as an ambiguous goof. Another sentence produced by a Spanish-speaking child is (2.7) “*He name is Victor” and is an exact example of unique goofs because “it neither reflects Spanish structure nor is found in L1 acquisition data in English” (Dulay & Burt, 1974b, p.116). This kind of errors is observed as learner-specific. No matter what their type is, learner errors may occur in forms of overgeneralizations; i.e., errors caused by applying a rule in a context where it does not belong, simplifications; i.e., errors caused by leaving out necessary elements of a structure or using all the verbs in the same form regardless of person, number or tense, and lastly omissions; i.e., errors caused by the absence of an item that must appear in a well-formed structure.

That multiple sources may influence learner production simultaneously is supported by a number of studies. In her research which analyzes the acquisition of the English article system by Czech learners, Duskova (1983) reports some examples that cannot be explained by L1 influence only. Czech is a language that does not involve definite and indefinite articles and the lack of a comparable system in L1 may help us understand the nonuse of articles in sentences like (2.8) “*It was very interesting journey” produced by A Czech learner of English as L2. However, Duskova claims that when the learners misuse or overuse English articles, such as in (2.f) and (2.g) below, we need to mention the L2 effect as well as the L1 effect.

(2.9) *As in many other cases the precise rules do not exist.

(2.10) *... working on the similar problem as I.

That English articles present various functions and that the learners have to sort out them may be another source of difficulty for learners.

Dagut and Laufer (1985), and Hulstijn and Marchena (1989) also state the complexity of the L2 structure as a source of error, especially for the avoidance strategy of L2 learners. They give the example of English phrasal verb use in Hebrew and Dutch speaking learners' language productions and conclude that the learners either choose one-word equivalents in place of phrasal verbs or they prefer transparent ones over less transparent phrasal verbs. Both Hebrew and Dutch do not have phrasal verbs in their systems but this cannot be the only reason for the avoidance of learners. The complexity of the L2 structure to be learned also play a part in learners' choice.

Another issue about the L1 effect on L2 acquisition that is worth considering comes from Kleinmann (1977) who suggests that big differences between the structures of L1 and L2 may lead to a novelty effect. That is, if the L2 structure to be learned does not present any similarity with the L1 structure, that feature becomes noticeable for the learner. If a feature is noticeable and semantically transparent, to learn it becomes rather easy. Kleinmann bases his claim on the study he made with Arabic speaking L2 learners who learned the English progressive easily and well in a short time although the structure does not exist in Arabic. It is claimed that both the frequency of the progressive in English and its perceptual saliency plays a part in this result.

As a result, classifying and tagging learner errors presents problems both in methodology and terminology. Despite these problems, analyzing learner errors continues to keep its popularity as an area of research because of its twofold functions serving both the classroom and L2 acquisition theories. Moreover, due to the use of corpus linguistics tools, it became easier to detect and analyze wider number of errors within a shorter period of time, which encourages new and more comprehensible studies. As Section 2.2 denotes, corpus linguistics, error analysis and FL teaching are closely interrelated.

2.2 CORPUS LINGUISTICS

As noted in Section 2.1, late 1970s witnessed a widespread focus of attention on language acquisition studies following the rapid developments and rising interest in psycholinguistics which gave rise to studies of how languages are acquired and stored in mind (Gries, 2007). This concern also brought up the problem of accessing to the mental representations of language. Mostly due to Corder's contributions (1967), studies of learner error analysis presented a solution to this problem emphasizing the connection of errors to the language system. The studies of error analysis brought along the arguments of correct methodology and appropriate tools. The search for practical tools of analysis coincides with the developments in computer technologies which provided the researchers with practical tools of analysis. These practical solutions led to a burst of data collection and storage using compilations of naturally occurring spoken or written language; i.e., corpora. As a consequence, late 1990s welcomed corpus linguistics as a new branch of language study, which can be defined as the study of language based on examples of real life language use. McEnery & Wilson (2001) emphasize that corpus linguistics is not a subsection of linguistics such as syntax or semantics. However, corpus-based approaches may serve every branch of linguistics as a methodology.

Hunston (2002) defines corpus as a collection of naturally occurring examples of written or spoken language that are stored and accessed electronically. However, not all the electronic compilations of language data are called a corpus. Granger (2002) specifies the most important defining feature of a corpus as the establishment of clear design criteria which should bear a close relation to a particular research objective. That is, a corpus should be planned and designed for some linguistic purpose and should be stored using necessary tagging and tools which allow both quantitative and qualitative analysis (Biber,

Conrad & Reppen, 1998; O’Keefe, McCarthy & Carter, 2007; Aksan & Aksan, 2009).

A compilation of written or spoken language use does not have a function without corpus-access software which can re-arrange that language use store enabling observations of various kinds. Corpus-access software may process data from a corpus mainly in three ways: “frequency, phraseology and collocation” (Hunston, 2002, p.4).

The data in a corpus can be arranged to list frequencies of words which may be used to identify possible differences between or across corpora of different sources. Biber, Johansson, Leech, Conrad and Finegan’s (1999) comprehensive study which compares the distribution of present and past tenses across four registers of language use; i.e., conversation, fiction, news and academic, forms a good example for the use of corpus-software to obtain frequency lists (see also Biber, 1988; Biber et al., 1998; Mindt, 2000).

Corpus software also allows researchers to access a corpus through concordance programs which bring together many instances of the uses of a certain word or phrase in varying contexts. Through concordance lines it is possible to extensively observe regularities of language use in many different contexts. This ‘phraseology’ function may be used by language teachers to highlight frequently confused words and phrases just like Kennedy’s study (1991) which analyses the different uses of ‘between’ and ‘through’ (see also Stubbs, 2001; Granger & Meunier, 2008).

The corpus data can also be manipulated so as to reach the calculation of collocations in the sense of the statistical tendency of words to co-occur (Nesselhauf, 2003).

As Kraiger (2003) points out, corpus-based analysis has the advantage of investigating any language patterns such as lexical, structural, lexico-grammatical, discourse etc. In addition, the possibility of access to different corpora enables cross-linguistic studies of all kinds. Nevertheless, using corpus-based approaches has its own limits. McEnery and Wilson (2001) state that a corpus cannot tell whether some construction is grammatically possible or not, it only reflects the way it is used. It is also limited by its own contents. Thus, conclusions drawn from a corpus are deductions, but not generalizations or facts. In other words, a corpus-based language study offers evidence but cannot give information.

Since the use of learner corpora is a new development, many of the results must be regarded as preliminary until a wider range of learner corpora are available for analysis, covering a range of proficiency levels and a number of L1-L2 combinations (Ellis & Barkhuizen, 2005, p. 336).

Despite all disadvantages, corpus-based approach provides various fields of language study with invaluable comprehensible data to analyze. Various types of corpora serve different purposes, of which the most popular and widespread one is learner corpus. A learner corpus is a collection of texts produced by learners of a language. Analyzing a learner corpus may help to identify learner difficulties, to observe differences between learners of various kinds, and to compare learners language to native speakers of the target language. Granger (2009) gives International Corpus of Learner English (ICLE) and Louvain Corpus of Native English Essays (LOCNESS) as examples of extensively used learner corpora and states that learner corpus provides new insight for four interrelated fields of study: corpus linguistics, linguistic theory, second language acquisition and foreign language teaching.

2.2.1 Learner Corpus and Foreign Language Classroom

As noted in Section 2.2, corpus analysis is situated in close relation to FL and L2 research. As Hunston (2002) explains, the new perspectives that corpus-based approaches obtained has affected theories and descriptions of language. These new descriptions of language are claimed to cause radical changes in the perception of what the language teacher is teaching (Sinclair, 1991; Stubbs, 1996).

Barlow (2002) points out three practical realizations of corpus linguistics in FL teaching: syllabus design, material development and classroom activities. It is sensible to assume that the teachers may conduct a syllabus based on frequency and register information provided by the related corpora. The corpora may help them in determining what language items are linked to the target register such as formal letters or causal conversations. In addition, teaching materials can be developed based on real language use providing students with an opportunity to discover features of that language. The developers may either conduct an analysis or simply use a published corpus rather than their intuitions. Students may be encouraged to study via concordance programs and deliberately chosen corpora so as to allow them to make their own discoveries of language use. This kind of data driven learning is expected to enhance learner autonomy and to lead learners draw their own conclusions about language use which is highly desirable in Communicative Language Teaching.

Granger (2002) and Kreiger (2003) also argue about the disadvantages of the issue. They warn that corpus selection should be carefully done based on the practical needs. Also, especially adult learners are reported to express their needs to be confirmed by the teacher about the issues that they tried to discover. Another problem with the direct use of corpora in the classroom is the technology support it needs.

In conclusion, despite the challenges, the direct or indirect use of corpora in language classrooms helps to construct student-centered classes, facilitate discovery learning, and create awareness of language use in natural contexts. Thus, using corpora in classroom may support language teachers in bringing up communicatively competent speakers of the L2 (Willis, 1998; Gavioli, 2001; Sinclair, 2004).

2.2.2 Corpus Linguistics in Error Analysis

As maintained earlier in Section 2.1, error analysis is one of the research areas in which learner corpora play the most significant part. Since the use of computers and related software made it easier to compile, store, tag and analyze learners' language productions, error analysis studies has increased both in number and size. This section mainly aims to explain the role of computerized learner corpora in current error analysis studies.

Granger (2002) puts forward that the data presented by learner corpora serves both to uncover the basic principles of language acquisition and to lead improvements in the learning and teaching foreign languages. She expresses that a carefully planned learner corpus which is built based on explicit design criteria provides researchers and teachers with a very useful and comprehensive tool to research learner language in many ways.

Ellis (1994) criticizes the types of data that are used in traditional L2 acquisition studies basically in two ways. He admits that it is impossible to control learner variables in research conducted based on naturally occurring data, which may affect the learner output. The experimentally elicited data, on the other hand, provides researchers with relatively objective data at the expense of limiting the number of subjects and raising problems concerning generalizability.

However, as Sinclair (1997) claims, a compilation of learner language use which is constructed for a particular language acquisition or learning purpose can contribute much to L2 acquisition and FL teaching research.

In conclusion, computerized learner corpora may be claimed to present various advantages as compared to other types of data in the field. First of all, they supply examples of authentic language use that are collected and eliminated based on clearly defined criteria. These criteria serve to control the learner variables without causing impairing the authenticity of the data unlike the traditional experimental data elicitation. Secondly, due to the technical support of computers and specified software programs, the size of the collected data has enlarged in size to the extent that may allow certain generalizations and more objective observations.

Using software programs for collecting, retrieving and storing learner language data presents advantages also in error analysis studies. Granger (2002) expresses that a computer-aided error analysis is convenient with retrieval and reanalysis purposes being open to new additions. Current error analysis studies are claimed to involve a higher degree of standardization as compared to former ones. In addition, using computer software in error analysis help to determine the reasons of learner errors because errors can be presented alongside the non-errors in the full context of the language use. Studying with lists of errors out of their context was one of the deficits which was a severely criticized in former error analysis studies (Schachter, 1974).

Despite all the advantages noted above, there still are various criticisms for the computerized error analysis studies. Developing a new corpus is such a tiring and time-consuming job along with the financial possibilities it requires. Thus, large corpus compilations such as ICLE are rare. However, as Granger (2002) puts forward, small corpora collected by teachers or researchers are valuable

enough in reflecting the quantitative and qualitative evidence for the characteristics of language use in the context of the study.

Myles (2005) criticizes the current studies of L2 acquisition and error analysis in two ways. First, corpora compiled in L2 studies seem to be exclusively of written type and by advanced learners only. Second, corpus-based studies remain mostly descriptive documenting the differences between the languages of native speaker and non-native speakers rather than attempting to make explanations. Myles (*ibid.*) and Granger (2002) both emphasized the need for in depth analysis of the reasons of learner errors alongside good descriptions of learner language.

Another deficit of error analysis studies that has been pointed out since from the very beginning is the lack of standardized error typologies (Ellis, 1994; Dulay, Burt & Krashen, 1982). The key feature of an objective error classification is a well-defined linguistic categorization based on an objective observation of the data. Tono (2003) informs that despite the existence of some shared tendencies, there is not an agreed-upon general design of error annotation.

Consequently, despite the lack of required standardization of categorization features, error analysis has been a favored field of study due to its indirect connection theoretically to the system of learner language and practically to language classroom (Granger, 2003). If carefully planned, even a small corpus of learner errors collected by the teacher has the capacity of denoting the area of language which learners still need to practice or other problematic issues that should be dealt immediately based on clear, quantitative evidence and thereby beyond intuitions.

CHAPTER III

METHODOLOGY

Analyzing learner errors presents problems methodologically. Firstly, it is hardly possible to find a method that covers each intervening factor including the age, attitude, educational or sociocultural background of the learner. Secondly, in order to see the whole picture, each error has to be analyzed in its natural environment; i.e., in its situational context. However, this broad perspective is very hard to achieve while conducting a study in the field. Thus, this study will limit the learner data to be analyzed to morphosyntactic errors in a written corpus.

3.1 RESEARCH MODEL

The current study has both qualitative and quantitative dimensions. As given below, the first research question deals with quantitative issues while the second one tries to draw a morphosyntactic error profile of the learners based on a qualitative ground.

1. What are the morphosyntactic errors that Mersin University Education Faculty ELT Department preparatory students make in their written productions?

- 1.a What is the most frequent error type in the written productions of these students?
- 1.b Is there a statistically significant difference in the frequency of occurrence of the morphosyntactic errors that the students made in their written productions in the beginning, in the middle and in the end of the academic year?
- 1.c What are the possible reasons of the most frequent morphosyntactic errors that the students make in their written production?
2. What is the structure of the morphosyntactic error pattern that is assumed to be obtained based on the error analysis of the learner corpus?
 - 2.a What kind of a profile does the students' error pattern present?
 - 2.b How does this pattern change and/or evolve throughout the academic year?

As can be predicted from above, both research questions serve to reveal detailed error patterns for the participants; i.e., to describe a learner profile. Thus, the current study is conducted on the grounds of descriptive research features.

According to Bickman and Rog (1998), a descriptive study is one in which information is collected without changing the environment. As in the current study, nothing is manipulated and naturally occurring data is analyzed. Descriptive research cannot describe what caused a situation. Thus, it cannot be used as the basis of a causal relationship, where one variable affects another. In other words, descriptive research can be said to have a low requirement for internal validity. The description is used for frequencies, averages and other statistical calculations. Qualitative research often has the aim of description and

researchers may follow up with examinations of why the observations exist and what the implications of the findings are (Shields & Rangarajan, 2013). Erkuş (2005) attributes developmental studies that observe and analyze any kind of development, such as the present one, under the heading of descriptive research. He explains that because this kind of research only aims to describe what is happening as the way it happens and does not try to find a relation or difference between any situations, there is no need to name a design on its own.

The present research explores the morphosyntactic errors made by the participants throughout an academic year without any kind of manipulations. It has no purpose for trying out a new teaching technique or finding out any kind of correlation between the types or frequencies of the error types and any kind of teaching or learning processes. It only aims to describe a learner profile based on naturally occurring data. Thus, it may be categorized under the title of descriptive research model.

3.2 PARTICIPANTS

The participants of the study are the 80 preparatory class students who enrolled in the ELT Department of Education Faculty at Mersin University in 2010-2011 Academic Year. The students were registered to the department on the basis of their results of the university admission test conducted by Student Selection and Placement Center (OSYM) and thus, they are supposed to have at least an intermediate level (B1 or B2 in Common European Framework equivalent). All of these students followed the same preparatory program throughout the aforementioned academic year. In order to have a detailed picture of the participants, a questionnaire was submitted to them (see Appendix A). The

results of the questionnaire have revealed the following facts about the participants:

- i.* All of the participants are graduated from government schools.
- ii.* All of the participants learnt English at school. They also attended private courses for the English test in university entrance examination in their last year of high school.
- iii.* None of the participants has the experience of living in an English-speaking country.
- iv.* The age range of the participants is 18-20.
- v.* 70% of the participants are girls and the rest 30% are boys.
- vi.* Only three of the participants declared Turkish as their L2. They stated that they acquired Turkish under the age of 5 in a natural language environment.
- vii.* Five of the participants declared German as a second FL at beginner level.

As summarized above, there are no features of the participants that interfere with the nature of the current research.

3.3 DATA COLLECTION

The essays that the participants wrote at three different periods of the same academic year provide the natural language use environment in which the morphosyntactic errors; i.e., the data of the study, are collected. These essays are collected from the participants in the beginning (September, 2010), in the middle (February, 2011), and in the end (June, 2011) of the academic year. As the data collection tool, essay forms were prepared for the participants to choose a topic and write their essays on (see Appendix B, Appendix C and Appendix D for the

forms).The participants wrote argumentative essays on these forms during a course period; i.e., 45 minutes, without using any extra materials such as dictionaries or any other source books (see Appendix E, Appendix F and Appendix G for students' essay samples). The participants were submitted different kinds of topics and were told to choose one of them with the thought that they would be able to use various types of sentences and vocabulary on a topic which would make them feel at ease. Moreover, as Granger (1998) points out, argumentative essays are expected to present more lexical and syntactic diversity as compared to other genres of writing.

To sum up, the data of the present study were collected from the participants mentioned in Section 3.2. The data collection procedure is summarized below:

a.In order to identify the personal variables such as age, sex, L1, other FLs, and learning environment, the participants of the study were given a questionnaire. The results of the questionnaire are discussed in Section 3.2.

b. The written data were collected from the participants in the beginning (September, 2010), in the middle (February, 2011), and in the end (June, 2011) of the academic year. The data consist of the participants' argumentative essays that they wrote in a classroom environment and receiving no help from dictionaries, source books or any kind of other material. Different kinds of topics were submitted to them and they chose one of those topics, hopefully the one that would lead them to use various types of sentences and vocabulary.

3.4 DATA ANALYSIS

One of the most important steps in the qualitative research process is analysis of data. The previous section comprehensively stated the process of data collection. This section presents the analysis of the compiled data in detail; i.e., how morphosyntactic errors are detected, categorized and labeled and what statistical procedures are followed to achieve the quantitative results which the first research question aims at.

3.4.1 Corpus as a Resource for Data Analysis

A language corpus can be defined as examples of language use that are combined together in the electronic environment in order to create a natural and accessible resource for linguistic research. A language corpus, either written or spoken, is claimed to have the quality of representing natural language use at the highest level (McEnery & Wilson, 2001; Hunston 2002; Granger, 2002). For Sinclair (2005), a corpus is composed of naturally occurring written or spoken language texts and language structures which have the function of describing the variety and the current situation of a certain language. Owing to the corpus processing software, corpora are formatted as electronically readable. Thus, they may be observed and analyzed at any time by any user. Moreover, depending on their design criteria they may be open to new data additions.

Meyer (2002) asserts that practices in corpus linguistics have revolutionarily influenced the approaches and methods used in both linguistics and language teaching research.

Among the others, the most important reason for choosing written corpus as a resource for the present study is that it is capable of offering the researcher useful and effective solutions with regards to collection, analysis and interpretation of learner IL data (Leech, 1998; Granger, 2004). Furthermore, as

Krashen indicates in his “Monitor Model” (Krashen & Tarrel, 1983), learners have the chance of monitoring; i.e., reviewing and controlling, their language use in written discourse. This enables them to use vocabulary and sentence structures more diversely as compared to spoken language use. In order to capture their real language competence, learners are not allowed to use dictionaries or any other supplementary resources while building written or spoken corpora in corpus linguistics research.

In addition to the diverse language use that corpora represent, factors that make studies based on corpus linguistics superior to others can be listed as follows: either written or spoken, a language corpus *i.* is always open to new additions, *ii.* enables the research to expand over longer periods of time, *iii.* facilitates the reliability and acceptability of the research findings. Thus, although the current study is limited with the participants’ written work and only one academic year, it is open to extensions in both dimensions; i.e., size and time.

As Flowerdew (2000) and Granger (2002) put forward, learner corpora offer a rich and renewable language resource for syntactic analyses and discourse studies. They also make it possible to easily access both qualitative and quantitative data at the same time. Another advantage of analyzing learner errors via corpora is that a corpus enables a more realistic and objective analysis because it provides the researcher with not only the language structures that the learner uses ungrammatically but also the ones that are avoided as a result of the avoidance strategy suggested by Schachter (1974). In other words, learner corpora offer us the insights of a large scale of language use involving correct, incorrect and unused structures.

As for some examples of learner corpus-based studies, Diaz-Bedmar (2005), who set off with purposes similar to the current study, has developed a written corpus in order to observe the developmental stages of 26 learners with Spanish as L1 while learning English and collected essays at regular intervals

within an academic year. The results of the study presented the negative transfer effects of the learner's L1.

Another written corpus, TICLE, the Turkish component of the project International Corpus of Learner English (ICLE) which was constructed by Louvain University in 1990, was built at Cukurova University by Can and Kilimci (2009) and presents invaluable data for analyzing the language use of Turkish learners who learn English as a FL. Other influential corpus-based learner language studies conducted with students with Turkish as L1 were summarized in section 1.3.

The current study that headed out from the above mentioned examples aims to build a written corpus of learner language with an average of 65.000 words and use this corpus as the resource for the data analysis. In this corpus, FileMaker Advanced Pro, a cross-platform relational database application, was used as a tool to code the errors in order to observe the error pattern of the participants throughout one academic year.

As a consequence, it seems possible to classify the current research as a corpus-based error analysis study.

3.4.2 Procedure

The data of the study which was collected from the participants in the way mentioned in Section 3.3 is analyzed in the following steps summarized below:

- a. In order to build up a comprehensive corpus, the collected essays were examined, eliminated, and grouped based on the purpose of the study. The essays of 80 participants formed a compilation of 240 essays with 5043 sentences which were classified into three files according to their date of

collection and transferred into electronic environment as UTF8 documents via Microsoft Notepad tool.

- b. The morphosyntactic errors in the essays were first detected manually by the researcher and then electronically checked for the second time using Microsoft Word Processor grammar check tool. In order to form firm bases for this process, *Longman Grammar of Spoken and Written English* (1999) and *Oxford Advanced Learner's Dictionary 7th edition* (2005) were used as reference books. In addition, British National Corpus (BNC) (<http://corpus.byu.edu/bnc/>) and Contemporary Corpus of American English (COCA) (<http://corpus.byu.edu/coca/>) were utilized to keep the analysis up to date.
- c. The detected errors were listed, classified and coded based on their morphosyntactic structures. The error types and their codes are listed in the table below (see Appendix H for example sentences).

Table 2. Error Types and their Codes.

Error Types	Error Codes
Errors in Phrase / Clause structure	W_O1a
Omission of copula	W_O1b
Incorrect tense or modal use / tense disagreement	W_O1c
Errors in the passive structure / incorrect use of passive voice	W_O1d
Omission of determiner	W_O2a
Overuse of determiner	W_O2b
Use of incorrect determiner	W_O2c
Errors in the use of prepositions	W_O3a
Errors in the choice of word category	W_O3b
Errors in the use of comparative and/or superlative	W_O3c
Errors in the use of infinitive and/or gerund	W_O3d
Person agreement errors (3rd person singular -s)	AGRa
Number agreement errors	AGRb
Plural marking errors	AGRc
Errors in collocation	COLL
Sentence Fragment	SN_FR
Reference	REF
Other (errors that cannot be categorized as morphosyntactic / grammatically unacceptable or uninterpretable sentences)	OTH

- e. Based on the corpus files, three different sample files were constructed using the statistical technique of stratified random sampling in order to enable another rater, apart from the researcher, analyze the errors. That is, 10% of the sentences were counted as the sample of each corpus file that constitutes the universe of the current study and sentences were extracted from each participant's essay proportionally. In this way, all the participants were presented comparatively in these sample files. Based on these files, it is aimed to find out whether there is an agreement between the analyses of the two raters, one of them being the researcher. Thus, the three corpus files were constructed respectively and their sample companions are shown in the following table.

Table 3. Total Number of Sentences in Each Corpus and Its Sample.

	corpus1	sample1	corpus2	sample2	corpus3	sample3
total number of sentences	1603	161	1467	152	1973	203

As can be seen in Table 3, the written corpus which is used as a source to analyze learner errors in the study is composed of 5043 sentences with an average of about 65.000 words. The sample files are meant to be used by the raters whose agreement will help to determine the errors under investigation.

- f. The morphosyntactic error groups detected and labeled beforehand were coded for each corpus file by the researcher for twice giving a one month break between the two coding processes. That is, the researcher ticked up the morphosyntactic errors for each sentence in Corpus 1, Corpus 2, and Corpus 3 using the predetermined error labels for two times within a one-month interval.
- i. In the meantime, errors in the sample files were also coded by another rater in order to see whether there is an agreement between the coding of the researcher and the rater (see Appendix I for the rater instruction form). Sample 1 was checked by a rater who has a doctorate degree in ELT and Sample 2 and Sample 3 were marked by another rater who is a doctorate student at the Linguistics Department in a foreign university. Both raters have lived in an English speaking country for over four years and have the experience of teaching English to Turkish adults.
- j. After the above-mentioned annotations finished, the agreement between the judgments of the researcher and the rater; i.e., inter-rater agreement, was measured by Simple Percent Agreement Index (Erkuş, 2012). The results are presented in Table 4.

Table 4. Results of the Simple Percent Agreement Index for Inter-rater Agreement.

	Corpus 1 vs. Sample 1	Corpus 2 vs. Sample 2	Corpus 3 vs. Sample 3
Agreement (%)	95	93	91

The inter-rater agreement rates shown in Table 4 confirm the fact that both the researcher and the raters agree upon the learner errors and their labels or types which were predetermined in the corpus. For the errors that weren't agreed upon; i.e., 5% for Corpus 1, 7% for Corpus 2, and 9% for Corpus 3, the raters and the researcher came together and analyzed the problematic sentences for the second time. As a result, they settled on the error types detected in these sentences, too.

- k. Consequently, the error analyses for Corpus 1, Corpus 2, and Corpus 3 has been completed. Table 5 indicates an overall summary of the procedure summarized above including all the practices, electronic applications and statistical techniques that are utilized to answer each research question respectively.

Table 5. A Summary of Data Analysis Practices and Procedures.

1. What are the morphosyntactic errors that Mersin University Education Faculty ELT Department preparatory students make in their written production?		
Research Questions	Procedure	Statistical Technique
a. What is the most frequent error type in the written production of these students?	<ul style="list-style-type: none"> ✓ Essays are examined, eliminated and grouped. ✓ Essays are classified into three files (Corpus 1, 2 & 3). ✓ Essays are converted into UTF8 files via Microsoft WordPad. ✓ Errors are detected manually. ✓ Errors are re-inspected via Microsoft Word grammar check application. ✓ Detected errors are listed, classified and labeled. ✓ Corpus files and error codes are transferred into FileMaker files via FileMaker Pro Advanced program for ease access and analysis. ✓ Sample files are formed for raters. ✓ The researcher coded the errors on FileMaker. ✓ The raters coded the errors in the sample FileMaker files. 	<ul style="list-style-type: none"> ✓ Stratified Random Sampling

	<ul style="list-style-type: none"> ✓ The researcher re-coded the errors for the second time. ✓ The raters and the researcher agree upon the errors and their categorization. ✓ Error types in each corpus are counted via FileMaker find application. ✓ Most frequent errors are determined for each corpus. 	<ul style="list-style-type: none"> ✓ Simple Percentage Agreement Index (for inter-rater agreement) ✓ Rank order of frequency
<p>b. Is there a statistically significant difference in the frequency of occurrence of the morphosyntactic errors that the students made in their written productions in the beginning, in the middle and in the end of the academic year?</p>	<ul style="list-style-type: none"> ✓ All the numerical values are converted into percentages ✓ The percentages of each error type in Corpus 1 were compared to their counterparts in Corpus 2 (e.g. W_O1a in Corpus 1 vs. W_O1a in Corpus 2) ✓ The same comparison was made between the errors in Corpus 2 versus Corpus 3 and the errors in Corpus 1 versus Corpus 3. ✓ The changes which are statistically significant were noted. 	<ul style="list-style-type: none"> ✓ Simple percentage ✓ Two Proportion Test

c. What are the possible reasons of the most frequent morphosyntactic errors that the students make in their written production?	✓ Possible reasons are discussed based on Dulay and Burt's "L1 = L2 hypothesis" (1974b).	
2. What is the structure of the morphosyntactic error pattern that is assumed to be obtained (based on the morphosyntactic errors of the students)?		
Research Questions	Procedure	Statistical Technique
a. What kind of a profile does the students' error pattern present?	<ul style="list-style-type: none"> ✓ The structural descriptions of each error type are highlighted ✓ Possible reasons underlying these erroneous constructions are discussed. 	<ul style="list-style-type: none"> ✓ Demographic presentation ✓ Descriptive analysis
b. How does this pattern evolve and/or develop throughout the academic year?	<ul style="list-style-type: none"> ✓ The error analyses for Corpus 1, Corpus 2, and Corpus 3 are handled based on the statistically significant changes throughout the year. ✓ The possible reasons for these changes are addressed. ✓ How these changes or evolutions may affect language learning and/or teaching practices and teachers' expectations is covered. 	<ul style="list-style-type: none"> ✓ Demographic presentation ✓ Descriptive analysis

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the quantitative findings of the data analysis in detail. In addition, possible reasons of the participants' errors and the changes in their frequencies are discussed based on the results that are attained from data analyses. The focus of the sections is mainly built on the possible answers of the research questions respectively.

Despite being only suggestive but not fully generalizable because of the reasons mentioned in Section 1.6, these quantitative results and the qualitative descriptions and discussions that follow may help to build firm bases for further generalizable work.

4.1 AN OVERALL OF THE LEARNER CORPORA

This section demonstrates the results of the analyses mentioned in Section 3.4.2 and aims at constructing the quantitative grounds for the error descriptions and the discussions about the error patterns of learners. Thus, it fundamentally focuses on the possible answers for Research Question 1: What are the morphosyntactic errors that Mersin University Education Faculty ELT Department preparatory students make in their written production?

4.1.1 Most Frequent Error Types

Research Question 1.a searches for an answer about the frequencies of the error types that are described in Section 3.4.2:

- 1.a What is the most frequent error type in the written production of these students (the participants)?

In order to answer this question, as explained in Section 3.4.2 and Table 5, a series of analyses is performed. The first thing to do was to categorize the morphosyntactic errors. Thus, the essays of the participants were eliminated based on the purpose of the study and were grouped into three different corpus files respectively; the ones collected in the beginning of the academic year in Corpus 1, others collected in the middle of the year in Corpus 2, and the last group collected in the end in Corpus 3. Next, the errors were detected first manually and then electronically using Microsoft Word grammar check tool. Table 6 indicates the quantitative results of this error count.

Table 6. A Quantitative Summary of Corpus 1, Corpus 2, and Corpus 3.

	Total Sentences	Ungrammatical Sentences	Grammatical Sentences
CORPUS 1	1603	1056	547
CORPUS 2	1467	780	687
CORPUS 3	1973	1062	911
TOTAL	5043	2898	2145

As can be concluded from the table above, each corpus file displays a larger size as compared to the previous one when the number of sentences it contains is considered. Moreover, total number of sentences that does not contain any morphosyntactic errors seems to be on the rise.

As for the second step, the identified errors were listed, classified and labeled based on the morphosyntactic structure that they represent. Corpus files and error codes were transferred into FileMaker files via FileMaker Pro Advanced program for the ease of access and analysis. In order to check if the categorization and coding of errors is correctly done, raters were asked for opinion about if they would agree with the researcher's results or not; i.e., checking inter-rater agreement. Thus, sample files; namely, Sample 1, 2, and 3, were built for the raters to evaluate (see Section 3.4.2 and Table 2 for the details of the sample files). After raters coded the morphosyntactic errors and the researcher performed a second check via FileMaker Pro Advanced check-box tool, the agreement between the annotations of the raters and the researcher was measured by Simple Percentage Agreement Index. The figure below presents an example practice of this index. Also, the results can be reviewed in Section 3.4.2 and Table 3.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	SN_ID	ERR_TYP	UZM.1	UZM.2											
2		1	1 W_O3d	W_O3d											
3			2 AGRb	AGRb											
4		2	1 AGRc	AGRc											
5			2 COLL	COLL											
6		3	1 W_O3a	W_O3a											
7			2 AGRc	AGRc											
8		4	1 NO_ERR	NO_ERR											
9		5	1 W_O1b	W_O1b											
10			2 COLL	COLL											
11		6	1 W_O3a	W_O3a											
12			2 COLL	COLL											
13		7	1 NO_ERR	REF											
14		8	1 NO_ERR	NO_ERR											
15		9	1 NO_ERR	NO_ERR											
16		10	1 NO_ERR	NO_ERR											
17		11	1 AGRb	AGRb											
18		12	1 W_O3b	W_O3b											
19		13	1 W_O3c	W_O3c											
20			2 COLL	COLL											
21		14	1 AGRa	AGRa											

Figure 2. Simple Percentage Index for Corpus 1.

As a consequence, the inter-rater agreement that was obtained in the end indicates that there is no problem about the detected errors and their categorization in the corpus files. This means that Corpus 1, 2, and 3 are now

ready for further analysis. The following sub-sections provide insights for the quantitative results of Research Question 1.a.

4.1.1.1 Frequencies for Corpus 1

In search for the most frequent type of error in Corpus 1, the essays of the participants written in the beginning of the academic year were examined and all the morphosyntactic errors were classified and coded based on their morphosyntactic structures. After the error codes are finalized as a result of the measurement of inter-rater agreement, all the errors in each category were counted via FileMaker Pro Advanced find tool. The results of this counting process for Corpus 1 are summarized in Table 7.

Table 7. Error Frequencies in Corpus 1.

ERROR TYPE	FREQUENCY OF OCCURRENCE (f)	%
OTH	7	0,41
W_O3c	8	0,47
W_O1d	25	1,47
W_O2c	26	1,52
W_O3d	32	1,88
AGRc	35	2,05
W_O1b	37	2,17
W_O2b	54	3,17
REF	59	3,47
W_O1c	81	4,76
W_O3a	82	4,82
AGRa	87	5,11
SN_FR	89	5,23
W_O3b	109	6,41
AGRb	133	7,82
W_O1a	213	12,52
W_O2a	235	13,82
COLL	386	22,7
TOTAL	1691	

As noted in Table 6 in the previous section, out of a total of 1603 sentences, 547 sentences in Corpus 1 do not involve any morphosyntactic errors. The errors labeled by OTH; i.e., errors that do not fit into any predetermined categories, are omitted. Thus, 1691 morphosyntactic errors detected in a sum of 1056 sentences are sorted from the least frequent to the most frequent one in Table 7. This means that, about 34% of the sentences in this file do not contain

any morphosyntactic errors while the rest 66% reflects an average of 1.6 morphosyntactic errors per each sentence in Corpus 1. According to the rank order of frequency, the most frequent error type in Corpus 1 is collocation (COLL) while the least frequent one happens to be comparative / superlative structures of adjectives (W_O3c) (see Appendix H for error annotations and more example sentences).

e.g. (COLL) *Every people must study university.

e.g. (W_O3c) *...you will be paid big salary than normal.

4.1.1.2 Frequencies for Corpus 2

The essays that were collected from the participants in the middle of the academic year constitute Corpus 2 in which the same error codes with Corpus 1 are used to categorize the morphosyntactic errors. When these errors are counted via FileMaker Pro Advanced based on their types, the following results that are displayed in Table 8 are gathered.

Table 8. Error Frequencies in Corpus 2.

ERROR TYPE	FREQUENCY OF OCCURRENCE (f)	%
OTH	3	0,27
W_O2c	8	0,72
W_O1b	13	1,18
W_O1d	25	2,26
W_O3d	26	2,36
W_O3c	29	2,63
AGRc	33	2,99
W_O1c	36	3,26
REF	37	3,35
AGRa	37	3,35
W_O2b	45	4,08
W_O3a	47	4,26
SN_FR	63	5,71
W_O3b	77	6,97
AGRb	120	10,87
W_O2a	146	13,22
COLL	167	15,13
W_O1a	195	17,66
TOTAL	1104	

In Corpus 2, there are 687 sentences that have no morphosyntactic errors in a total number of 1467 sentences. The remained 780 ungrammatical sentences include 1104 errors excluding the 3 sentences labeled by OTH. Thus, almost 47% of the sentences display no morphosyntactic errors, which may be counted as

nearly half of the whole file. Based on the Two Proportion Test results, it can be concluded that the total frequency of errors has significantly decreased from Corpus 1 to Corpus 2.

The detected errors are listed from the least frequent to the most frequent one in Table 8. As can be viewed, the most frequent error category includes the errors in the word order of clause or phrase structure (W_O1a) and the least frequent one is the use of incorrect determiner (W_O2c).

(4.1) (W_O1a) *In addition, a vegetarian person hasn't a good immune system.

(4.2) (W_O2c) *Do animals kill another species for surviving?

4.1.1.3 Frequencies for Corpus 3

As stated before, Corpus 3 contains the essays that were collected in the end of the academic year and forms the most compact file among the three corpus files when total number of sentences is considered (see Table 6). The frequencies of the errors are ranked from the least to the most encountered types of errors in the following table.

Table 9. Error Frequencies in Corpus 3.

ERROR TYPE	FREQUENCY OF OCCURRENCE (f)	%
OTH	3	0,20
W_O3c	5	0,34
W_O2c	9	0,60
W_O1d	10	0,67
W_O1b	11	0,74
AGRc	24	1,61
W_O2b	30	2,02
W_O3d	35	2,35
SN_FR	49	3,29
AGRa	50	3,36
REF	51	3,43
W_O1c	59	3,97
W_O3a	80	5,38
W_O3b	136	9,14
AGRb	180	12,10
W_O1a	235	15,79
COLL	256	17,20
W_O2a	268	18,01
TOTAL	1488	

Corpus 3 presents 1488 morphosyntactic errors in 1059 sentences excluding 911 no-error sentences out of a total of 1973. Thus, similar to Corpus 2, nearly half of the sentences (47 %) contain no morphosyntactic errors in Corpus 3 as well. As Table 9 indicates, the most frequent type of error reflects the

omission of determiner in noun phrases (W_O2a) and the least frequently occurring error is in the structure of comparative and superlative adjectives (W_O3c).

(4.3) (W_O2a) *... they have to use Ø same toilet and washing machine.

(4.4) (W_O3c) *Especially, in a private dormitory, the cost are more high.

To sum up, the frequency analyses of the corpus files indicate the following results:

- i.* Corpus 3 has the largest size among the three.
- ii.* There has been a statistically significant decrease in the overall frequency of errors in Corpus 2 as compared to Corpus 1.
- iii.* The total frequency of errors in Corpus 3 has displayed no change as compared to Corpus 2.
- iv.* The most frequent types of errors in the files are respectively COLL, W_O1a, and W_O2a.

Table 10 presents the total frequencies of the errors from a cumulative point of view.

Table 10. Total Frequencies of Errors.

ERROR TYPE	FREQUENCY OF OCCURRENCE (f)	%
W_O3c	42	0,98
W_O2c	43	1
W_O1d	60	1,4
W_O1b	61	1,4
AGRc	92	2,14
W_O3d	93	2,17
W_O2b	129	3
REF	147	3,43
AGRa	174	4
W_O1c	176	4,1
SN_FR	201	4,7
W_O3a	209	4,9
W_O3b	322	7,5
AGRb	433	10,1
W_O1a	643	15
W_O2a	649	15,15
COLL	809	18,88
TOTAL	4283	

As the table above displays, the most frequent errors types; i.e., errors of phrase/clause structure, errors of determiner omission, and errors of collocation, present similar percentages in total as compared to their frequencies in separate corpus files.

4.1.2 Comparison of the Frequencies

Now that the frequencies of the error types in each file are determined, we may move on to answer Research Question 1.b which aims at finding out whether there are statistically significant differences among the frequencies of the errors that the participants made in the collected essays.

1.b Is there a statistically significant difference in the frequency of occurrence of the morphosyntactic errors that the students made in their written productions in the beginning, in the middle and in the end of the academic year?

In order to answer the question above, the frequencies of the same error types in each corpus file were compared and contrasted respectively. The percentage values that indicate the frequency of occurrence of each error type in each corpus file were examined statistically and the increases or decreases in these values were tested via Two Proportion Test (http://www.surveystar.com/our_services/ztest.htm) to see whether they are significant or not.

The results of this statistical analysis are alternately presented in the following sub-sections.

4.1.2.1 Corpus 1 vs. Corpus 2

The frequencies of the morphosyntactic error types that were detected in Corpus 1 are respectively compared to their counterparts in Corpus 2 so as to see whether there is a statistically significant difference between each pair. This comparison is expected to provide insights about the changes in the participants' error patterns, if there is any, within a 5 months' interval between the beginning and the middle of the academic year.

As a result of this process, it has been noticed that while some of the frequencies are on the rise, some of them decrease or remain stable. As noted before, Two Proportion Test tells which changes can be counted as significant in statistical terms. Before presenting these details, Table 11 exhibits a detailed summary of the two files comparatively so as to represent relevant figures of the corpora.

Table 11. A Comparative Overview of Corpus 1 and Corpus 2.

	Total Sentences	Grammatical Sentences	Percentage %	Ungrammatical Sentences	Percentage %	Total Errors
Corpus1	1596	543	34,02	1053	65,97	1691
Corpus2	1464	688	47,02	776	53	1104

As the table above displays, the total number of sentences seems to decrease in Corpus 2. The actual reason for this decline can be attained when the sentence structures observed in each file are examined. A quick syntactic analysis proves that Corpus 1 mostly consists of simple sentence structures, while Corpus 2 includes more compound and/or complex sentence types. This may be assumed as a result of the progress that the students made throughout the first half of the year. Another result to strengthen this assumption; in fact, the most striking point about this comparison, is the statistically significant decrease in the number of sentences presenting morphosyntactic errors.

As for a detailed comparison based on the error types, the following table gives an extensive summary.

Table 12. Corpus 1 versus Corpus 2 Based on Error Types.

ERROR TYPE	FRQUENCY OF OCCURENCE (f)		(f) %	
	corpus1	corpus2	corpus1	corpus2
W_O1a	213	195	12,78	17,66
W_O1b	54	13	3,19	1,18
W_O1c	81	36	4,78	3,26
W_O1d	32	25	1,89	2,26
W_O2a	235	146	13,88	13,22
W_O2b	54	45	3,19	4,08
W_O2c	26	8	1,54	0,72
W_O3a	82	47	4,08	4,26
W_O3b	109	77	6,44	6,97
W_O3c	8	29	0,47	2,63
W_O3d	32	26	1,89	2,36
AGRa	87	37	5,14	3,35
AGRb	133	120	7,86	10,87
AGRc	35	33	2,07	2,99
COLL	386	167	22,81	15,13
SN_FR	89	63	5,26	5,71
REF	59	37	3,48	3,35
TOTAL	1691	1104		

As maintained before, Two Proportion Test is used in order to measure the statistical significance of the changes in the frequencies of morphosyntactic errors

that the participants made in the essays collected in the beginning and in the middle of the academic year. The results of this test clearly show that, there are statistically significant increases in the following types of errors:

- i.* Errors in the phrase and/or clause structure (W_O1a)
- ii.* Errors in the use of comparative and/or superlative (W_O3c)
- iii.* Number agreement errors (AGRb)

Table 13 displays an extensive explanation about the above mentioned error types and their example sentences from the essays in concern.

Table 13. Error Types that Display Statistically Significant Increase (Corpus 1 vs. Corpus 2).

	ERROR CODE	DESCRIPTION	EXAMPLE
Corpus1 vs. Corpus2	W_O1a	Errors in Phrase / Clause structure	*I don't know <u>why am I like so much about serial killers.</u> *They struggle to <u>break up them.</u> *I hope MEDIA <u>uses well it.</u> *I <u>am not agree</u> with this statement.
	W_O3c	Errors in the use of comparative and/or superlative	*You will be paid <u>big salary than normal</u>
	AGRb	Number agreement errors	*As if <u>they</u> were <u>actress or artist</u> *...before <u>the doors of dormitory is</u> closed.

It is not surprising to see that the most frequent type of error in Corpus 2 is W_O1a with a statistically significant increase as compared to Corpus 1 when the

fact that more compound and and/or complex sentences are used in the essays of Corpus 2 is considered. That is, the participants took the risk of making errors in return for their efforts to build up more complex syntactic structures. The same reason can be considered as the source of the increase observed in number agreement errors (AGRb) as well. On the other hand, when the errors of comparative / superlative adjectives are concerned, it would be much righteous to claim that this significant increase may also be due to ‘topic-effect’; i.e., the topic that the participants chose for Corpus 2 may be more demanding for the use of comparative/superlative adjectives and the more adjectives they use the more errors they may risk making. As Aijmer (2002) claims, the choice of vocabulary may be influenced by the chosen topic in a piece of writing (see Appendix C and Appendix F for essay topics of Corpus 2 and sample participant essay).

The Two Proportion Test also provides the results of statistically significant decreases in the frequencies of morphosyntactic error occurrence within the period between the beginning and the middle of the academic year. When these results are examined, it can be viewed that the following error types occurred less frequently in the sentences of Corpus 2 as compared to Corpus 1:

- i.* Person agreement errors (AGRa)
- ii.* Collocation errors (COLL)

Accordingly, Table 14 indicates error types in concern and their example sentences.

Table 14. Error Types that Display Statistically Significant Decrease (Corpus 1 vs. Corpus 2).

	ERROR CODE	DESCRIPTION	EXAMPLE
Corpus1 vs. Corpus2	AGRa	Person agreement errors (3rd person singular -s)	*Local characters <u>plays</u> ... * Everybody <u>don't</u> have this opportunity
	COLL	Errors in collocation	*I <u>take exception to</u> this situation *You can <u>get marry with</u> somebody *They can <u>prove themselves to their branch.</u>

As the table reflects, COLL errors, which used to be the most frequent error type in Corpus 2, present a statistically significant decrease when the middle of the academic year comes. This consequence may be due to the lexical development of the participants who attended extensive courses of vocabulary, reading, and other language skills that help them develop a larger size of lexicon. The more they are exposed to language patterns and collocations during these courses, the larger their lexicons become (Krashen, 1985, 1989; Hulstijn & Laufer, 2001)

The second type of error that tend to decrease is the type that present the incorrect use of 3rd person singular suffix; i.e., the suffix *-s*. Unlike to the L1 development of children in which 3rd person singular suffix happens to be the second to the last item of Brown's famous list of morphemes (1973), the extensive exposure of language and explicit or implicit presentations of language

structures in language skill and grammar courses seem to help the participants of this study solve this dilemma at an earlier stage of learning a FL.

As a consequence, the measurements and analyses performed to examine the statistically significant frequency changes between Corpus 1 and Corpus 2 may be claimed to contain the following results:

- i.* The participants tend to use more complex structures syntactically.
- ii.* They also seem to make a remarkable lexical progress and use more diverse vocabulary and right collocations.
- iii.* Although they make fewer errors in person agreement, number agreement errors seem to increase.
- iv.* The more complex syntactic structures are used, the more word order errors are encountered.

4.1.2.2. Corpus 2 vs. Corpus 3

In order to observe the changes in the error patterns of the participants within the period between the middle and the end of the academic year, the frequency of each error type in Corpus 2 was relatively compared to its counterpart in Corpus 3. The results of this comparison were measured via Two Proportion Test to examine the statistically significant changes within the period given.

Table 15 presents a summary of the comparison between the files concerned from a general perspective.

Table 15. A Comparative Overview of Corpus 2 and Corpus 3.

	Total Sentences	Grammatical Sentences	Percentage %	Ungrammatical Sentences	Percentage %	Total Errors
Corpus2	1464	688	46,99	776	53	1104
Corpus3	1970	911	46,24	1059	53,75	1488

A quick observation of Corpus 3 sentences suggests that not only the size of the file expanded but also the syntactic structures that the participants prefer became more and more complex. Instead of simple active sentence structures consisting of a subject, a verb, and an object, the participants choose more complex ones such as compound and/or complex sentences, embedded clauses, and passive constructions. When the total error numbers are compared based on their percentages, no statistically significant change is detected. This consequence suggests that the rapid progress observed at the end of the first half of the academic year is not observed for the second half and the language development of the participants follow a more steady line.

As for a detailed quantitative comparison of the error types in Corpus 2 and Corpus 3, the following table presents the frequencies in both files.

Table 16. Corpus 2 versus Corpus 3 Based on Error Types.

ERROR TYPE	FRQUENCY OF OCCURENCE (f)		(f) %	
	corpus2	corpus3	corpus2	corpus3
W_O1a	195	235	17,66	15,79
W_O1b	13	11	1,18	0,74
W_O1c	36	59	3,26	3,97
W_O1d	25	10	2,26	0,67
W_O2a	146	268	13,22	18,01
W_O2b	45	30	4,08	2,02
W_O2c	8	9	0,72	0,60
W_O3a	47	80	4,26	5,38
W_O3b	77	136	6,97	9,14
W_O3c	29	5	2,63	0,34
W_O3d	26	35	2,36	2,35
AGRa	37	50	3,35	3,36
AGRb	120	180	10,87	12,10
AGRc	33	24	2,99	1,61
COLL	167	256	15,13	17,20
SN_FR	63	49	5,71	3,29
REF	37	51	3,35	3,43
TOTAL	1104	1488		

According to the results of Two Proportion Test, the error types that display a statistically significant increase within the period between the middle and the end of the academic year are as follows:

- i.* Omission of determiner in noun phrases (W_O2a)
- ii.* Preposition errors (W_O3a)

iii. Errors in the choice of word category (W_O3b)

A detailed description with examples of these error types is presented in the following table.

Table 17. Error Types that Display Statistically Significant Increase (Corpus 2 vs. Corpus 3).

	ERROR CODE	DESCRIPTION	EXAMPLE
Corpus2 vs. Corpus3	W_O2a	Omission of determiner	*It dramatize serious problem <u>for</u> <u>country</u> . * <u>Last</u> and the most important advantage... *... they go to <u>café</u>
	W_O3a	Errors in the use of prepositions	*They hear the news which are <u>in</u> <u>another country</u> . (from other countries) * Our house is <u>next</u> school
	W_O3b	Errors in the choice of word category	*The area where the film acted is <u>nature</u> . *...people look them more <u>positive</u> than before.

It is really interesting to see the increase in such error types which may be supposed to present a more mechanical structure dealing with function mainly, as compared to COLs or W_O1as which are related to both form and function. Such increase may be regarded as a pause or discontinuation in the participants'

language development, a period in which they pause and experiment more with functional categories of language rather than the lexical ones in order to reach out a more advanced level of language use. A similar assumption is expressed in Diez-Bedmar's study in which she analyzes the IL pattern of Spanish EFL learners in their first year of university (2005). Learners with Spanish as L1 are observed to display a more stable language development in the middle and end of their study periods especially in functional categories such as article use or verb forms.

Another conclusion that can be drawn from the table above is that the participants are also busy with internalizing the morphological structures of lexical items such as adjectives and adverbs. They are able to form grammatical phrases, which indicate that phrase structure rules are in charge. In fact, they seem to experiment to build up new words based on other words that they have already grasped; i.e., word formation processes. The significant increase in W_O3b may be counted as a result of their struggle with this problematic area which demands time to master in L2 acquisition. (Kojic-Sabo & Lightbown, 1999; Nation, 2001; Hulstijn & Laufer, 2001; Gardner, 2004; Clark, 2009)

Lastly, what makes these error types and their increase at the end of the year more remarkable is that articles and prepositions notably present morphosyntactic categories that are structurally realized in different forms in Turkish. As noted in Section 2.1.1.3, such differences may cause difficulty in learning. The possible reasons of these errors are discussed in Section 4.1.3.

As well as the increases in the frequency of particular error types, there are also errors that present a statistically significant decline. These error types are given below:

- i.* Omission of copula (W_O1b)

- ii. Errors in the passive structure and/or incorrect use of passive voice (W_O1d)
- iii. Overuse of determiner (W_O2b)
- iv. Errors in the use of comparative/superlative adjectives (W_O3c)
- v. Errors in plural marking (AGRc)
- vi. Sentence fragments (incomplete sentences) (SN_FR)

Table 18 gives a clear account of these kinds of errors in Corpus 2-Corpus 3 comparison.

Table 18. Error Types that Display Statistically Significant Decrease (Corpus 2 vs. Corpus 3).

	ERROR CODE	DESCRIPTION	EXAMPLE
Corpus2 vs. Corpus3	W_O1b	Omission of copula	*My mother <u>Ø</u> housewife.
	W_O1d	Errors in the passive structure / incorrect use of passive voice	*The area where the film <u>acted</u> is nature. *They (young people) see them (adds), they (young people) <u>influence</u> and so they buy things which they don't need.
	W_O2b	Overuse of determiner	*I think among <u>the our old generation</u> there is an agreement
	W_O3c	Errors in the use of comparative and/or superlative	*...the advantages are <u>more greater</u> than disadvantages. *... <u>the most healthy</u> place is our own kitchens.
	AGRc	Plural marking errors	*People have to choose programs giving useful <u>informations</u> .
	SN_FR	Sentence Fragment	* <u>Because</u> they have no right to talk or write. * <u>Different people, different friends</u> .

Although it was previously stated that the overall error frequencies display no significant change, it is striking to see that six categories of errors decrease remarkably in number while a significant increase is observed only in two categories. This may indicate that difficulties in certain areas of language have been overcome by the learners, which may be a sign of a steady and sound development for the participants.

Despite the remarkable increase of frequency in certain error types with functional nature, some other functional categories tend to decrease. For example, when determiners are concerned, while W_O2a errors increase in Corpus 3, W_O2b errors in the same corpus are on the decline. As noted before, the underlying reasons are discussed in Section 4.1.3; however, it is not incorrect to point out here that the participants appear to stop overgeneralizing the use of determiners, especially articles, and now start to test another hypothesis mostly due to L1 interference. Another conclusion to be drawn may be that, for the participants of the present study, some areas of language such as the grammatical use of articles or word formation processes demand more time and effort to comprehend exactly as compared to others such as the use of copular verbs or plural markings. The decrease in the occurrence of SN_FR; i.e., incomplete sentence use which is very typical of colloquial conversations, may indicate that the participants are more capable of writing in academic style at the end of the academic year. Moreover, the decrease in W_O1d seems to support this idea because the use of passive structures also forms an important part of the academic style.

To sum up, the following conclusions can be attained based on the comparison between Corpus 2 and Corpus 3:

- i.* There is no statistically significant change in the total frequencies of the error files.

- ii. There are more groups of errors with decreasing frequencies than with increasing ones.
- iii. Error types with increasing frequencies deal with morphosyntactic categories which present structural differences in the participants' L1.
- iv. The participants appear to master in using academic vocabulary and structures.

4.1.2.3. Corpus 1 vs. Corpus 3

The last part of Research Question 1b deals with the statistically significant differences between the beginning and the end of the academic year. The answer of this part of the question is expected to provide insights about the changes in the learners' error patterns through an academic-year-long period, which forms a very important part of this study. In order to get a result, the same procedures told in Section 4.2.1.1 and 4.2.1.2 are followed.

First of all, Table 19 indicates the general characteristics of the files concerned.

Table 19. A Comparative Overview of Corpus 1 and Corpus 3.

	Total Sentences	Grammatical Sentences	Percentage %	Ungrammatical Sentences	Percentage %	Total Errors
Corpus1	1596	543	34,02	1053	65,97	1691
Corpus3	1970	911	46,24	1059	53,75	1488

As can be concluded from the table, the frequency of errors in general presents a statistically significant decrease in the end of the academic year. Moreover, not only the final compilation of essays expands in size, but it also consists of more complex and longer sentences reflecting a wider lexical diversity. Thus, it may be concluded that one year of intensive language learning in the preparatory class helps the learners advance their level of FL to a great extent.

Table 20 indicates an extensive summary of the frequencies for each error type which is compared with its counterpart in the other file in order to see if there is a significant difference between the beginning and the end of the academic year.

Table 20. Corpus 1 versus Corpus 3 Based on Error Types.

ERROR TYPE	FRQUENCY OF OCCURENCE (f)		(f) %	
	corpus1	corpus3	corpus1	corpus3
W_O1a	213	235	12,78	15,79
W_O1b	54	11	3,19	0,74
W_O1c	81	59	4,78	3,97
W_O1d	32	10	1,89	0,67
W_O2a	235	268	13,88	18,01
W_O2b	54	30	3,19	2,02
W_O2c	26	9	1,54	0,60
W_O3a	82	80	4,08	5,38
W_O3b	109	136	6,44	9,14
W_O3c	8	5	0,47	0,34
W_O3d	32	35	1,89	2,35
AGRa	87	50	5,14	3,36
AGRb	133	180	7,86	12,10
AGRc	35	24	2,07	1,61
COLL	386	256	22,81	17,20
SN_FR	89	49	5,26	3,29
REF	59	51	3,48	3,43
TOTAL	1691	1488		

Based on the results of the Two Proportion Test, frequencies of error types that increase significantly as compared to the ones at the beginning of the year are as follows:

- i.* Errors in phrase or clause structure (W_O1a)
- ii.* Omission of determiner (W_O2a)
- iii.* Errors in the choice of word category (W_O3b)
- iv.* Number Agreement (AGRb)

Table 21 gives example sentences for each error type in order to provide a clearer picture.

Table 21. Error Types that Display Statistically Significant Increase (Corpus 1 vs. Corpus 3).

	ERROR CODE	DESCRIPTION	EXAMPLE
Corpus1 vs. Corpus3	W_O1a	Errors in Phrase / Clause structure	*When east and west are compared to each other, <u>there can be found</u> great differences between them. *In conclusion, <u>the most important factor affects</u> your future life is "living where". *Therefore, these students <u>don't be</u> social.
	W_O2a	Omission of determiner	*Generally, there is no change in <u>Ø menu of Ø dormitory kitchen.</u>
	W_O3b	Errors in the choice of word category	*Another facet of Ø subject is <u>healthy.</u> *Secondly, their <u>succeed</u> can differ from each other because of some reasons.
	AGRb	Number agreement errors	*There <u>are some bad aspect</u> of living in a dormitory. * <u>Both of them is attractive</u> for university students, but choice is yours.

Now that the error types are statistically tested and it is made clear that they tend to occur more in the participants' essays in the end of the academic year, they may be claimed to present the most problematic morphosyntactic structures for the participants. However, when we tackle W_O1a individually, we may observe that these errors may stem from the fact that the participants'

sentences become more elaborate both in quantity and in quality at the end of the year, which create the risk of making errors. Thus, W_O1a errors may be said to be “creative constructions” (Dulay and Burt, 1974b) rather than simple errors. As for the other types of errors on the table; i.e., W_O2a, W_O3b and AGRb, we may easily say that they are not the expected ones to occur in the essays in the end of the year because they belong to lower levels of English as a FL teaching curriculums. In fact, determiners, articles and issues of number agreement in particular are primarily taught at the beginner level. Thereby, the main point to be unrevealed is the reason why these types of errors still appear in learners’ written productions. This issue is dealt with in Section 4.1.3.

Similar to the results in Section 4.1.2.2, the error types which present a decreasing frequency outnumber the error types that have increasing rates. These errors with declining frequencies are listed and exemplified in the following table.

Table 22. Error Types that Display Statistically Significant Decrease (Corpus 1 vs. Corpus 3).

	ERROR CODE	DESCRIPTION	EXAMPLE
Corpus1 vs. Corpus3	W_O1b	Omission of copula	* ... <u>people Ø unwilling</u> to register their children to school. * ... you <u>can Ø aware</u> of everything and want to live in a different way.
	W_O1d	Errors in the passive structure / incorrect use of passive voice	* Every success requires better one and these requirements <u>are not finished</u> . * Students who are living in a dormitory <u>cannot motivate</u> to their lessons every time.
	W_O2b	Overuse of determiner	*I think among <u>the our old generation</u> there is an agreement.
	W_O2c	Use of incorrect determiner	*When you have all the features which <u>the company</u> wants you... (no mention of 'companies' before) * University has different meanings for each young people who live in Turkey or live in <u>another countries</u> .
	AGRa	Person agreement errors (3rd person singular -s)	* Then, <u>this cause</u> female illiteracy. * After this time, <u>nobody enter</u> the dormitory.
	COLL	Errors in collocation	*He/she doesn't have to <u>take permission</u> from any manager *His sleeping time <u>isn't on his hand</u> . * They <u>make the room breathe</u> whenever they want.
	SN_FR	Sentence Fragment	* <u>Since she lives with her family</u> . * <u>For example the final exam</u> .

Based on Table 21 and 22, we may conclude that the learners; i.e., the participants of the study, do not anymore overextend the use of determiners, mainly articles. However, this does not prove that the problems with determiners are fully overcome because W_O2a errors are still on the rise. Similarly, person agreement errors have almost disappeared in the essays but number agreement errors still constitute a problem for the learners, which may indicate that they stem from different sources. The decrease in COLL seems to be the result of a vocabulary-intensive program that the learners went through an academic year. Lastly, the significant fall in the frequency of SN_FR and fewer errors in W_O1d may signal that, in the end of the year, the learners mastered in academic genre as compared to their essays written in the beginning.

Consequently, the comparison between Corpus 1 and Corpus 3 has revealed the following conclusions which, in fact, display a comprehensive summary of the significant changes throughout the academic year:

- i.* The error types presenting lower frequency outnumber the types with higher frequency as compared to the beginning of the academic year.
- ii.* The participants still seem to struggle with some aspects of morphosyntactic structure of English such as number agreement or use of determiners.
- iii.* Although W_O1a errors are on the rise in the participants' essays, the larger size of Corpus 3 indicates these errors may stem from the learners' intensive trials to express themselves using more diverse structures.
- iv.* The significant decrease in COLL appears to support the idea that the learners' lexicon expanded and advanced to a higher level at the end of the year.

The conclusions drawn based on the findings of Research Question 1a and 1b provide us with a clear quantitative analysis which forms a firm basis for the discussions about the qualitative descriptions that are covered in the following sections.

4.1.3. Possible Sources of Errors

This section mainly deals with the possible reasons of the participants' most frequent errors trying to uncover basic sources of these errors and so searches for a possible answer to Research Question 1.c:

1.c What are the possible reasons of the most frequent morphosyntactic errors that the students make in their written production?

As stated in Chapter 2 in detail, classifying and describing the sources of errors is a problematic issue. There are several suggestions such as positive vs. negative transfer (Lado, 1957), L1 interference (Lott, 1983; Ellis, 2008), cross-linguistic influence (Kellerman & Sherwood, 1986), interlingual vs. intralingual errors (Richards, 1974), and lastly Dulay & Burt's classification of "goofs" (1974b, p.115) (See Chapter 2 for detailed information).

As it offers the most comprehensive classification, the labels and categorization of error sources throughout this study is built on Dulay & Burt's categorization which is summarized in Table 23 below.

Table 23. Dulay & Burt's Categorization of Learner Errors (1974b: 115).

Category	Definition	Example L1 Spanish → L2 English
Interference-like goofs	errors that reflect L1 structure	* <u>hers</u> pajamas
L1 developmental goofs	errors that stem from L2 structures and that can be viewed in L1 acquisition data of the native speakers of the L2	*He took his <u>teeths</u> off
Ambiguous goofs	errors that can be classified in either interference-like goofs or L1 developmental goofs	*Terina <u>not can</u> go
Unique goofs	errors neither reflect L1 structure or can be found in L1 acquisition data of L2	* <u>He</u> name is Victor

It should be noted that this classification is based on the L1=L2 hypothesis of Dulay and Burt (1974b) which is explained in Section 2.1.1.3 in detail. As a reminder, this hypothesis takes its bases from Chomsky's Universal Grammar (1968) and puts forward that children use strategies similar to those they use for L1 acquisition when they acquire a L2.

Another point that should be emphasized is about the definition of L1 developmental goofs. Sometimes the error under discussion does not directly

appear in the L1 acquisition data of the native speakers of the L2, which is English for the current study. Nevertheless, that error may be labeled as an L1 developmental goof if it is consistent with the general strategy of L1 acquisition (Dulay & Burt, 1974b).

Based on the categorization represented in Table 23, the error groups that displayed the highest frequencies in the learner essays are dealt one by one and possible sources causing these errors are discussed. Before moving on to these possible sources, it should be noted that the following detections about the error sources are based on structural observations and reflect merely possibilities which need further research to obtain generalizable facts based on our observations. As stated before in Chapter 3, the errors and categorizations are only limited to the participants of the current study, and so the sources under discussion are.

As can be viewed from Section 4.1.2, the most frequent errors in the corpora are as the following:

Table 24. The Most Frequent Error Types in the Corpora.

Corpus 1	COLL (errors of collocation)
Corpus 2	W_O1a (errors of phrase and/or clause structure)
Corpus 3	W_O2a (omission of determiner)

In addition to being the most frequent type in each corpus, a quick examination of Table 7, Table 8 and Table 9 proves that these three types of

errors have always been among the top-three in terms of high frequency. Furthermore, W_O1a and W_O2a are among the ones which display significant increase from the beginning to the end of the academic year (See Table 21). As the possible sources of these errors may contribute a lot to our interpretation of learner errors, they will be discussed in detail in this section.

4.1.3.1 W_O1a

The errors tagged by W_O1a are the ones that present errors in phrase and/or clause structures. This type of errors is among the most frequent ones in each corpus and also it exhibits an increasing frequency in the end of the year as compared to the beginning.

W_O1a includes errors of word order in phrase (e.g. adverb placement in verb phrase) or clause structure (e.g. noun clauses), and errors of negation (e.g. double negation). Although the profile of the errors is discussed in detail in Section 4.2.1, it would be useful here to give an overall exemplification of W_O1a type of errors so as to support the discussions about the possible reasons.

Table 25. Examples of W_O1a.

Phrase Level	negation	*...they <u>haven't Ø</u> better future. *They <u>don't</u> speak with <u>nobody</u>
	misplacement of the constituent	*... <u>always</u> there will be a thing that you don't know. *... they struggle to <u>break up them</u> *Now he is <u>my one of the most favorite writer</u> *They think that supplement of <u>D vitamins</u> is harmful to people body. * <u>The most important Ø</u> is study harder.
	misuse/overuse of the constituent	*I <u>am not agree with</u> this statement. *Have you ever <u>wonder</u> why parents are always trying and trying? *I <u>must to make</u> a lot of things on myself. *The University life is <u>change</u> between two and six years depending on your section.
Clause Level	noun clauses	*Most of them watched it to <u>see what is the lack of their lives.</u> *That series proved me <u>how much grieve do life has.</u>
	temporal clauses	*The young boy or girl <u>when sees the broadcast</u>
	relative clauses	*... a book called "black blood" <u>whose writer Jean Christophe Grange is.</u> *I don't like television program <u>which our mothers are watching them.</u>
	questions	* <u>Why people don't think</u> that their children can do some behaviors?

As the table above clearly displays, W_O1a errors emerge at two syntactic levels: phrase level and clause level. At phrase level, learners make errors in negation, noun phrase (NP) syntagma (a unit of language consisting of sets of phonemes, words, or phrases that are arranged in order), and verb phrase (VP) syntagma. In addition, at clause level, errors emerge in the syntagma of the following types of clauses: noun clause (NC), relative clause (RELC), and temporal clause.

4.1.3.1.1 Errors at the Phrase Level

The first error type at phrase level refers to the errors in negation. In the related literature, there are quite a number of studies dealing with the negation errors of English L2 learners (Adams, 1978; Wode, 1978; Irvine, 2005; Eisouh, 2011) which maintain both L1 influence and developmental sources for the errors in their data.

When three of the corpus files of the study are scanned, it can be concluded that, except for a few double negation errors, all the errors of negation are observed in nominal sentences presenting possessive existential such as the following:

(4.1) *In fact, there are many people who haven't a university degree even though they have a job such as bakery, grocery.

(4.2) *When he hasn't enough money, his family gives him money.

This kind of error does not reflect a L1 influence because possessive existential nominal sentences which express the concept 'X has Y' in Turkish

display a totally different structural realization. As Göksel and Kerslake (2005, p.112) explain, the main constituents of this kind of constructions are as follows:

- (i) a genitive-possessive construction or a possessive-marked noun phrase, which is the subject [N-GEN, 3SG.POSS]
- (ii) (optionally) one or more adverbials
- (iii) var ‘present/existent’ or yok ‘absent/non-existent’
- (iv) a copular marker (not overtly expressed in the case of present-tense sentences which are not marked for aspect or modality).

- (4.3) Ekin’in bu okulda üç arkadaşı var /yok
 Ekin-GEN in this school three friend-3SG.POSS existent/non-existent
 Ekin has got/hasn’t got three friends in this school

Thus, there is no evidence that the learners’ L1 may have a negative influence on this kind of error in the data. We may assume that the learners make these errors depending on their previous experience of other structures in the target language. That is, the learners may be misusing the ‘add *not* to the auxiliary in VP’ negation rule for the present simple form of the finite verb ‘*have*’ ((4.4.a)) in a similar way that they use for the possessive existential marker ‘*have/has got*’ constructions ((4.4.b)). The result is exemplified in (4.4.c) below.

(4.4.a) I don’t have any money

(4.4.b) I haven’t got any money

(4.4.c) *I haven’t any money

This kind of diagnostic reasoning may be built on the analysis of the L1 past tense morpheme acquisition studies in English in which children first acquire the frequent irregular forms like ‘*came*’ or ‘*went*’ before the regular past marker *-ed* and then produce forms such as ‘**wented*’ or ‘**comed*’ after they discover this regularity (Guasti, 2004). In other words, the participants of the study may have learnt the finite verb ‘*have/has*’ in present simple first and then

present simple ‘have/has got’ constructions to express possessive existential relations which may have resulted in their inaccurate negation. Nevertheless, there is no L1 acquisition data for English directly displaying the same structure in negation. Children acquire the negation system of English through three stages (Klima and Bellugi, 1966). Stage 1 is the level in which learners generally place the negative marker ‘*no*’ or ‘*not*’ either before or after the utterance.

(4.5.a) *No sit here.

In stage 2, one of the markers is placed inside the utterance between the subject and the verb, although the auxiliary or copula is still absent.

(4.5.b) *He not little.

Stage 3 reflects the use of early auxiliaries and ‘*not*’ is correctly placed to the right of the auxiliary or copula.

(4.5 c) I am not a doctor.

In summary, this type of error is not an interference-like goof. It seems like a L1 developmental one because the participants may have done such errors based on their previous experience with other structures of L2; i.e., making an overgeneralization. Although this conclusion is not based on indirect evidence, we may conclude that they are L1 developmental goofs because they are consistent with the general L1 acquisition strategies. When the possible proficiency level of the learners is considered, we may assume that these errors are fossilized in some of the participants’ interlanguage system at a stage of the developmental schedule.

As for the very few double negation errors such as in (4.6.a), it is wiser to assume that they present a kind of L1 developmental goof because L1 acquisition

studies clearly show that, even at Stage 3 of negation acquisition, children make similar errors ((4.6.b)) (Bloom, 1991; Berko Gleason, 2005).

(4.6.a) *They don't speak with nobody.

(4.6.b) *I don't have no more candies.

However, when the participants' L1 negation system is examined, it would easily be clear that Turkish allows double negation ((4.6.c)), which may be another underlying reason of the inaccurate constructions such as the ones in (4.6.a).

(4.6.c) Hiç arkadaşım yok.

No friend_1SG.POSS non-existent.

*I don't have no friends. (I don't have any friends)

Thus, based on the classification stated in Table 22, double negation errors of the participants can be grouped as ambiguous goofs.

The second group of W_O1a includes the word order errors in NP structure. When these errors are scrutinized, it can be seen that there are consistent sub-groups each presenting a different sequence of constituents. To start with, the participants constructed inaccurate NPs that seem to be headless on the surface as in (4.7.a) and (4.7.b) below:

(4.7.a) *A well-known Ø is that a prosperous boy falls in love with a poor girl.

(4.7.b) *The most important Ø is study harder.

In English NP structure requires a noun or another word to stand for the noun (a pronoun) on the surface structure as the head of the NP. Even in the larger discourse, the examples above need the pronoun 'one' or the noun itself in

place of \emptyset to refer back or forward. A headless NP is only acceptable in some relative clauses as in (4.7.c) (Biber et al., 1999):

(4.7.c) Those [people] who don't like opera won't be staying overnight.

In comparison, Turkish allows such structures of in flowing discourse ((4.17.d)).

(4.17.d) (Bu masallar-ın) en sevileni Keloğlandır.

Among these folk tales-3SG-GEN) the most popular-3SG-POSS (one) is Keloğlan.

As can be seen in the example above, these structures are examples of genitive-possessive constructions that refers back to a set and builds up a set-membership relation, i.e., relations denoting part of a whole, or one or more items from a type or set (Göksel & Kerslake, 2005, p.162).

Such genitive-possessive realizations; i.e., (NP + genitive) + (NP + possessive), in the NP structure of the participants' L1 may explain the most frequent NP errors, apart from the errors in (4.7.a) and (4.7.b), in the current data:

(4.9.a) *Computers are our life's the most excellent things.

hayatımız-ın en harika şeyleri

our life-GEN the most excellent things-3PL.POSS

(the most excellent things of our lives)

(4.9.b) *Now he is my one of the most favorite writer.

(4.9.c) *My this love started 8 years ago.

As a conclusion, the participants' errors in genitive-possessive constructions may stem from L1 interference. As there are no examples of them

in the L1 acquisition data in English, they are assumed to be interference-like goofs.

Another striking NP error which is frequent enough to mention is in the form of noun compounds as in the example below:

(4.10.a) *They think that supplement of D vitamins is harmful to people's body.

Noun compounds are word-like units which are made of two nouns or an adjective and a noun. Göksel & Kerslake (2005) state that there are two types of noun compounds in Turkish: bare compounds such as '*çelik kapı*' (Eng. steel door) and *-(s)I* compounds like '*masa örtüsü*' (Eng. tablecloth). When 'a kind of something' is stated, such as types of vitamins, the *-(s)I* compound structure is used.

(4.10.b) D vitamini

D vitamin-3SG.POSS

This example demonstrates the reason of the participants' errors of this kind; i.e., the influence of L1 on L2. Thus, the error in (4.10.a) and the like can be viewed as interference-like goofs besides all the other NP errors detected in the current data.

In conclusion, based on all the above analyses, we may assume that all the errors in NP syntagma are interference-like goofs.

The last group of errors at phrase level indicates the word order errors in VP structure. Like the other types of errors, there are a few sub-groups included in the structural errors repeated systematically by the participants. It should also be noted here that person and number agreement errors are analyzed under

different error categories as AGRa and AGRb which are not referred to in this section.

When these sub-groups are examined, one of the frequent ones seems to be the errors of verb form.

(4.11.a) *Have you ever wonder why parents are always trying and trying?

(4.11.b) *If a person don't stand on book, will he/she wants another?

(4.11.c) *I must to make a lot of things on myself.

Relatedly, the participants also made frequent errors in the use of the auxiliary 'be' in present simple sentences.

(4.12.a) *I'm agree with this opinion

(4.12.b)*...nobody is know what politic is,...

(4.12.c) *For instance, Bihter's glasses are come in round about 10.000 TL.

(4.12.d) *And those works don't be an insurance.

All the verb form and auxiliary errors given above displays the characteristics of intralingual errors defined by Richards (1974) who state that they occur generally in the rule learning stages of language, such as overgeneralization of grammar rules within the L2, in which learner's fail to apply rules of the L2 correctly. These errors demonstrate overgeneralizations made by the learners due to their earlier experiences with the L2 structures. For example, in (4.11.a) the learner may be overgeneralizing the verb form in past simple questions, a structure which he/she had learned before the present perfect question structure. In (4.11.b), respectively, the learner may be overgeneralizing

the of present simple 3rd person singular verb form and in (4.11.c) the modals denoting obligation or necessity; i.e., 'have to' and 'must', may be the reason of the incorrect verb form. Accordingly, the examples given in (4.12.a-d) may all demonstrate the overuse or misuse of auxiliaries in present simple affirmative sentences which may stem from the incorrect application of the present simple copula to sentences with present finite verbs. That is, the learners seem to apply some previous hypotheses that they developed formerly to cope with similar constructions. Thus, the sources of verb form errors including the misuse or overuse of auxiliaries in present simple affirmative sentences may be stated as the overgeneralizations that the learners make based on their previous experiences with the L2 system of verb forms.

In conclusion, these kinds of errors do not stem from L1 influence. Although there is no direct evidence in English L1 acquisition data, it would be appropriate to label them as L1 developmental goofs because of the strategies used by the learners are consistent with the ones children use in L1 acquisition.

The second sub-group of VP errors which occur as frequent as the first sub-group includes the misplacement of adverbs. The learners place adverbs that denote frequency, degree and manner incorrectly in some of their sentences.

(4.13.a) *We reach easily everything that we want.

(4.13.b) *It immediately can impress people.

(4.13.c) *I can't believe her still.

(4.13.d) *Always there will be a thing that you don't know.

As the examples above show, learners may misplace the adverbs everywhere in the sentence except for its canonical preverbal/post copular position. When adverb placement in Turkish is analyzed, it would be clear that

the same position is valid especially for manner and degree adverbs (Kornfilt, 1997; Göksel and Kerslake, 2005).

(4.13.e) Ahmet yavaş yürür.

Ahmet slowly walk (Ahmet walks slowly)

Although the word order of Turkish is not as rigid as the word order of English, there are syntactic limitations for the positions of adverbs. If they modify the verb, they move along with the verb in the sentence when the topic of the sentence changes.

(4.13.f) Yavaş yürür Ahmet.

Slowly walk Ahmet (Ahmet walks slowly)

(4.13.g) *Yürür Ahmet yavaş.

Walk Ahmet slowly

Thus, we may say that the errors in (4.13.a) and (4.13.b) are not the results of L1 interference. Also, the learners do not seem to be using any of the L1 acquisition strategies. This would lead us to conclude that manner adverb placement errors could be labeled as unique goofs.

Certain adverbs, such as frequency adverbs, reflect a more flexible positioning in which they may appear in the sentence initial position if it is emphasized semantically.

(4.13.h) (Bazen) Ders (bazen) erken (*bazen) başlar (bazen).

(Sometimes) The course (sometimes) early (*sometimes) start (sometimes)

The course sometimes starts early / Sometimes, the course starts early.

As the example above presents, Turkish allows Subject(S)Adverb(ADV)Verb(V), ADVSV and SVADV order with frequency adverbs whereas in English only SADVV or ADVSV orders are allowed. In fact, the ADVSV order is only allowed for certain frequency adverbs; namely, ‘usually’ and ‘sometimes’.

Based on the above stated explanations, the adverb placement errors of the participants may be claimed to stem from different sources. The ones with frequency adverbs ((4.13.c) and (4.13.d)) may be caused by L1 influence while there is no such explanation for manner adverbs. They seem to be fossilized at some level of L2 developmental stages of the learners. Thus, as the sources of adverb placement errors are assumed to be of two kinds, their groupings would be different accordingly: interference-like goofs for frequency adverbs and unique goofs for manner adverbs.

Apart from these two sub-groups of VP structure errors, there are errors that do not occur as frequent as the ones in these groups but that still form a part of the data of the current study. The first one of them, although very rare, deals with the use of transitive phrasal verbs and their object pronoun complements. The second one consists of the errors of transitivity. The example given below reflects the both types in one VP construction.

(4.14.a) *They struggle to break up them.

The main verb in (4.14.a) is an intransitive phrasal verb (break up) and so cannot take an object pronoun. Before dealing with transitivity vs. intransitivity issue, let us assume that the main verb was a transitive one like the one in (4.14.b).

(4.14.b) I wrote down his telephone number.

Transitive phrasal verbs, especially the ones with transparent meanings, are usually separable and the object pronoun is required to be just after the verb and before the particle. English allows a word order similar to the one in (4.14.a) only for noun phrases.

(4.14.c) I wrote his telephone number down.

(4.14.d) I wrote it down.

(4.14.e) *I wrote down it.

The word order in (4.14.e) is acceptable for inseparable phrasal verbs.

(4.14.f) She takes after her father / She takes after him.

Thus, the example in (4.14.a) presents two errors at the same level. The first one is about transitivity vs. intransitivity, and the other one deals with the syntactic ordering of transitive separable phrasal verbs and their objects. In fact, at a deeper level both errors seem to be as well related to semantics as to morphosyntax, because they both represent a part of the lexicon of the learners. As a result, the reason of these kinds of errors; i.e. errors of transitivity and phrasal verbs, might be twofold. Firstly, some of the verb meanings in the lexicon of the learners, whether phrasal or not, might be defected because of the L1 influence, which makes the errors semantic-based. Secondly, the learners might be overgeneralizing the word order rules of inseparable phrasal verbs for the separable ones as well. In conclusion, these errors might be semantic-based interference-like goofs, or L1 developmental goofs of morphosyntax.

Phrasal verbs are mostly reported as problematic for learners with L1s that do not display such a grammatical category (Dagut & Laufer, 1985; Hulstijn & Marchena, 1989; Laufer and Eliasson, 1993; Liao & Fukuya, 2004; Waibel, 2007,). The learners with non-phrasal-verb L1s are claimed to avoid phrasal verbs

totally or only idiomatic ones because of their peculiarity. In the current study the infrequency of phrasal verb errors may be due to the learners' avoidance. No matter if they are frequent or infrequent, the reason of these kinds of errors might be the semantic difficulties or structural differences that all stem from the L2 structure itself.

Related studies in the literature confirm the observations stated above. Kırkgöz (2010) and Karakaş (2012) rank VP errors among other frequent morphosyntactic errors and point out the L1 interference as the underlying reason. As for adverb placement, White (1991) reports how the similarities and differences between adverb placement in English and in French affect the development of L2 learners of both languages. Similar to the frequency adverb errors of the current study, the errors of adverb placement are claimed to be the result of L1 influence. Furthermore, White explains that the reason why the learners cannot notice their errors because the translation equivalents of their inaccurate sentences sound perfectly right and these errors do not interrupt the communication.

As a summary for the W-O1a at phrase level; namely, negation errors, NP structure errors and VP structure errors, the sources are assumed to be of different kinds. The negation errors in possessive-genitive existential constructions, verb form errors in verb phrases, frequency adverb placement errors and errors in the sequencing of transitive separable phrasal verbs and their complements are assumed to be L1 developmental goofs. The interference-like goofs are supposed to label the NP errors; namely, noun compounds and genitive-possessive constructions of certain kinds, and partly the errors of transitive-intransitive use of verbs. The only representative of the ambiguous goofs may be the double negation errors whereas the placement errors of manner adverbs are thought to be a kind of unique goofs.

4.1.3.1.2 Errors at the Clause Level

As noted before, some of W_O1a errors emerge at the clause structure level. The errors of this type include the inaccurate sequencing in wh- question, noun clause (NC), relative clause (RELC), and temporal clause structures.

To start with, the most common error type at clause level is in the formation of NCs. As can be seen in Table 24, the learners prefer to use finite NCs in the position of the direct object. All of the errors detected of this type deal with the insertion structures within the NCs.

(4.15.a) *Most of them watched it to see what is the lack of their lives.

(4.15.b) *This essay will describe what kind of influence has mass media on youngsters' opinions.

As the above examples show, the NCs lack the auxiliary insertions required. If we analyze the L1 of the participants, we would see that NCs are inserted into the sentences either in the identical structure of the full sentence (finite) or after their verbal constituent is marked by one of the following subordinating suffixes: *-mAk*, *-mA*, *-DIK*, *-(y)AcAK*, or *-(y)Iş* (non-finite) (Göksel & Kerslake, 2005: 351).

(4.16.a) [Üniversite-ye gid-e-yim] isti-yor.
 university-DAT go-OPT-1SG want-IMPF
 ‘S/he wants [me to go to university].’

(4.16.b) [Konu-yu iyice anla-mak] gerek.
 Topic-ACC thoroughly understand-VN necessary
 ‘One has to understand the topic thoroughly.’

There are other sub-divisions and different structures stated for NCs in Turkish. The example sentences in (4.16.a) and (4.16.b) reflect the structure of

indirect wh- questions. In Turkish such sentences are formed by simply inserting the appropriate wh- phrase into the NC which is marked by *-DİK* or *-(y)AcAK*.

(4.16.c) [Bu diziyi neden bu kadar sevdiğini]-i bilemiyorum.

I don't know [why you love this series so much].

As can be concluded, there is no auxiliary or any other insertion in Turkish NCs similar to the obligatory insertion in NCs of English. Thus, the learners' L1 might be influencing the hypothesis that they form for NC structures. Thus, this kind of errors might be labeled as interference-like goofs. However, when the related L2 studies are scanned (Dulay & Burt, 1974a; 1974b; 1975; Hakuta, 1976; Gas & Selinker, 2008; Ellis, 2008, Schenck & Choi, 2013), it is clear that this non-insertion form of the NCs in the current data also occur in the question formation stages of both L1 acquisition data of English and L2 acquisition data of learners from different L1 backgrounds. Based on the similar strategies that the learners use, these errors of NC structure may also be grouped as L1 developmental goofs. The errors in which the participants overgeneralize the RELC pattern to NC structure, as in (4.16.d), also support the idea.

(4.16.d) *If you have a proper degree, you can do a job whatever you want.

The same argument may apply to the errors of wh- question structures which lack the necessary do-insertions. This may be due to L1 interference because the wh- question formation system in Turkish does not require any kind of insertion. Furthermore, as there are data from L1 and L2 acquisition studies that systematically display this error pattern, they may be also annotated as L1 developmental goofs.

(4.16.e) *Why people don't think that their children can do some behaviors?

In conclusion, NC structure and wh- question errors are assumed to be ambiguous goofs.

It should also be noted here that the participants mostly prefer direct speech which leads to a style of an informal presentation besides causing NC errors.

(4.16.f) *There were debates on the issue that "How does this music kind look like."

When we also account for the SN_FR errors which created an informal style of writing in an academic piece of writing, it might be thought that the learners have to study more in order to write appropriately in academic kind of writing.

Another frequent type of clause structure error occurs in the structure of RELCs. The learners seem to try hard to form the right structure but they experience similar problems with other L2 learners with different L1 backgrounds (Schachter, 1974; Gas, 1979a; 1979b; Hahn, 2004).

(4.17.a) *...she offered me a book called "black blood" whose writer Jean Christophe Grange is.

(4.17.b) *If you want you can blame them who is wrong way and doing bad thing to the people or your country.

(4.17.c) *...young people who watch them and they are influenced.

(4.17.d) *I don't like television program which our mothers are watching them.

As can be seen from the above examples, there are various types of errors such as auxiliary placement ((4.17.a)), incorrect choice of head noun ((4.17.b))

and pronominal reflexes ((4.17.c) and (4.17.d)). As maintained before, these kinds of errors are common in L2 literature. Lightbown & Spada (2010) cite several studies that report some similarities of general error pattern of RELCs (Keenan & Comrie, 1977; Gas, 1987). There are also other studies reporting L1 interference for the source of errors, especially for Chinese (Lu, 2001), Japanese (Abe & Tono, 2005; Hashimoto, 2007) and Arabic (Al-Khresheh, 2010; Eisouh, 2011) learners whose language structure requires noun-preceding RELCs or allows pronominal reflexes in contrast to the ones in English.

Thus, it is clear that the errors detected in RELC structure may be L1 developmental because it presents a similar pattern to other learners' errors with different L1 backgrounds. When the RELC constructions in Turkish are examined, striking differences can be found as compared to English. First of all, like in Chinese or Japanese, RELCs precede the noun(s) or NPs they modify. Non-finite constructions are very common, in which verbal constituents are marked by the suffixes “-(y)An, -*DIK*, or -(y)AcAK, corresponding to the relative pronouns ‘who’, ‘which’, ‘that’, ‘whom’, ‘whose’, ‘where’, etc. in English” (Göksel & Kerslake, 2005, p.380).

- (4.17.e) oyuncak-lar-ın-ı kır-an (küçük) kız
 toy-PL-3SG.POSS-ACC break-PART little girl
 ‘the (little) girl who breaks/has broken her toys’
- (4.17.f) her gün okul-da gör-düğ-üm kız
 every day school-LOC see-PART-1SG.POSS girl
 ‘the girl whom I see at school every day’
- (4.17.g) anne-si-yile tanış-acağ-ım kız
 mother-3SG.POSS-COM meet-PART-1SG.POSS girl
 ‘the girl whose mother I’m going to meet’

As can be concluded from the example sentences given above, The L1 and the L2 systems of relativization differ in many aspects. These kinds of differences are claimed to cause avoidance; however, a quick scan of the data would show

that the participants seems so eager to use RELCs that they do not prefer to use simple ‘Adjective + Noun’ constructions when they have the chance.

(4.17.h) *I want to write about two movie which are very famous.

To sum up, there is no L1 interference as the source for RELC errors in the data. These errors may be assumed as L1 developmental goofs.

The last group of errors at clause level is in temporal clauses. There is no problem with choosing the right conjunction. The problem seems to be in the syntactic structure of the clauses.

(4.18.a) *The young boy or girl when sees the broadcast of coke everywhere (on TV, in newspaper) automatically will be influenced

(4.18.b) *For example some people are listening them at home or while with car.

The Turkish translations of the temporal clauses underlined in (4.18.a) and (4.18.b) are perfectly acceptable both syntactically and semantically.

(4.18.c) [Onlar] Kolanın yayını gördükleri zaman
[They] Coke-GEN broadcast-3SG-POSS see-PF-2PL when

(4.18.d) araba-da-iken OR araba-ile-iken
car-LOC-while OR car-with-while

Consequently, we may conclude that these are interference-like goofs.

As a summary for W_O1a errors at clause level, we may say that the NC errors detected in the data along with the wh- question errors are assumed to be ambiguous goofs while RELC errors seem to be L1 developmental goofs. The

only representatives of interference-like goofs are supposed to be temporal clause errors.

4.1.3.2 W_O2a

The errors tagged as W_O2a are the ones which present the determiner omission in NP constructions. In this study, the term determiner refers to any lexical item that precedes a NP and serves to express its reference in the context. The main determiners in English are articles, possessives, demonstratives and quantifiers.

Among the types of determiners cited above, articles receive the utmost attention of the L2 acquisition researchers because they make up the most frequent group of free morphemes used in English (Master, 1997). The related literature mostly consists of studies that explore the factors influencing the L2 learners' choice of articles; i.e., L2 input, L1 interference or innate linguistic knowledge (Ko, Ionin & Wexler, 2006; Ko, Perovic, Ionin & Wexler 2008; Ionin, Ko & Wexler, 2003; Ionin, Zubizarreta & Bautista-Maldonado, 2008). As for the role of the learners' L1, the studies mostly pointed out that learners whose L1 has articles can easily transfer the article semantics from their L1 to their L2 whereas the vice versa cannot be observed. Furthermore, the proficiency levels of the learners are reported to influence the choice of articles which is informed to fluctuate between accurate and inaccurate choices depending on the proficiency level.

A few studies conducted on learners with Turkish as L1 investigate the role of L1 (Yılmaz, 2006), the impact of context and task type on the use of English article (Önen, 2007) and factors effecting the choice of article (Atay, 2010; Dağdeviren, 2010; Yalçın 2010). These studies confirm that Turkish

learners make semantic distinctions among different contexts which determine their article choice, and that they are capable of acquiring English articles although Turkish presents a different realization of the structure. Furthermore, L1 influence is claimed to be of minor importance and the accuracy of article use is denoted as varying in terms of proficiency levels and task types.

As all the studies mentioned above indicates, it is very hard to analyze these errors only on morphosyntactic grounds because the use of determiners is closely interrelated to semantic distinctions of ‘definiteness, and ‘specificity’ which are out of the scope of the current study.

The first thing that should be noted here is the fact that almost all the errors of determiners are made up by the errors of article use; i.e., non-use (W_O2a), overuse (W_O2b) or misuse (W_2c) of the determiners. As noted in Section 4.2, while W_O2a tend to increase in the end of the year, W_O2b and W_O2c decrease significantly. As these three types of errors are interrelated, it would be appropriate to say a few words on W_O2b and W_O2c type of errors.

When W_O2c errors are further analyzed, it would be clear that these errors which are very few in number are related to the misuse of the determiners ‘other’ and ‘another’.

(4.19.a) *You can't study in a specific point every time but there [aren't another option] than studying in the classroom in dormitories.

(4.19.b) *Students who live with family are more hardworking than [another students]

The learners seem to be making an error at the semantic level based on ambiguity which may be caused by the L1 translation of the underlined NPs in (4.19.a-b). For example, in (4.19.a), the learner might have inaccurately rendered

the NP *'başka bir seçenek'* (*other one option) which may be expressed in two ways: 'another option' as a word to word translation and 'any other options' as a possible interpretation. In short, the learners might have used the terms interchangeably based on wrong assumptions of meaning caused by L1 interference. Another possible explanation for these errors can be made at the syntactic level. The phrases that are marked by the square brackets in the above examples clearly show the number agreement errors that the learners made. This means that the learners inaccurately used the determiner 'another', which can only modify singular nouns, in plural contexts. Thus, these errors might also be discussed from the perspective of number agreement (AGRb) as an optional reason for the incorrect determiner choice.

The significant increase in W_O2b (overuse of determiners), on the other hand, may indicate that the learners stopped overgeneralizing of the use of determiners; i.e., basically articles, at the end of the academic year. This assumption can be grounded on the analysis of W_O2b errors which indicates that the learners have problems in deciding what is 'definite' and/or what is 'unique', the notions that they are explicitly taught related to the use of the definite article *'the'*.

(4.20.a) *For example one person only eats spinach, artichoke, beetroot, fennel and the other vegetables. (expected use: generic reading/other vegetables)

(4.20.b) *But it's a circle of nature. (expected use: the cycle of nature)

One reasonable explanation for the decrease of W_O2b may be related to the frequency of input. As preparatory students, they received spoken or written input at least 26 hours a week throughout the academic year, except for the extracurricular activities they personally dealt with such as watching films or

pleasure reading in English. Due to the fact that the articles are the most frequent functional free morphemes one can receive as input in spoken or written English, the learners might have developed more accurate hypotheses about the semantic notions of ‘definiteness’ vs. ‘indefiniteness’ how they are marked in English. If this explanation is true, how can the increase in W_O2a be explained?

There are three points that should be underscored in order to clarify the possible reasons of W_O2a. The first one is that, similar to W_O1a, the increasing frequency of W_O2a may lead to a wrong assumption about the learners L2 development. That is, one can conclude that the learners experience more difficulties with the use of articles in the end of the year than they had in the beginning. There are basically two arguments that prevent this misjudgment. Firstly, if these assumptions were true, there would have been increases in the frequencies of two other related error types; i.e., W_O2bs and W_O2cs. On the contrary, as clearly explained above, their frequencies significantly decreased. Secondly, as Table 18 in Section 4.1.2.3 indicates, the frequency of total errors significantly decreased in the end of the year as compared to the beginning. Furthermore, the number of the sentences, most of which are compound and/or complex ones in Corpus 2 and Corpus 3, significantly increased throughout the year. This means that the learners were more creative and productive, which also led them to take the risk of making errors.

The second point to be emphasized is the fact that this type of errors is also reported in the L1 acquisition data of English (Brown, 1973; Dulay & Burt, 1974b). In addition, there are L2 acquisition studies which inform instances of the same type or errors for L2 learners with different L1 backgrounds (Young, 1996; Lu, 2001; White, 2009, Han 2013). Therefore, W_O2a may be annotated as L1 developmental goofs.

For the last point, the role of the L1 influence should be unrevealed. Kornfilt (1997, p.138) states that “Turkish does not have a definite article, but it does have an indefinite article: *bir* 'a'.” She also informs that the indefinite article in Turkish immediately precedes the noun and follows the adjectives, if there are any, in a NP. Otherwise, it could be confused by the numeral ‘*bir*’ (one).

(4.20.a) *bir yaşlı adam*
 one old man

(4.20.b) *yaşlı bir adam*
 old a man (an old man)

On the other hand, Göksel & Kerslake (2005) assert that determiners in Turkish can be both definite and indefinite and list ‘*bir*’/a among the indefinite ones along with ‘*biraz/some, birkaç/a few, hiç/any*’ etc. For the definite ones, they specify demonstratives, universal quantifiers etc.

In conclusion, Turkish and English both have some universal similarities in their systems of determiners. As for the articles, the basic difference is that there is no equivalent to the English definiteness marker ‘*the*’ in Turkish. Thus, the system of Turkish marks definiteness is different from English. This fundamental difference may be thought to influence the production of the students. These kinds of differences are expected to cause the L2 learner to use avoidance strategy (Schachter, 1974, Kleinmann, 1977; Dagut & Laufer 1985; Hulstijn & Marchena, 1989; Laufer and Eliasson, 1993). However, in practice, it is really hard to avoid using the articles because they are claimed to be the most frequent free morpheme in English. Furthermore, when the W_2a errors are analyzed in the present corpus, it would be clear that the learners do not use the avoidance strategy. On the contrary, we can see sentences in which the learner used the appropriate article for one NP which is given in the square brackets in

the following examples, but do not use any articles for another, which is underlined in (4.20.c) and (4.20.d).

(4.20.c)* When you eat something which was made *in dirty place*, you can *catch [an illness]*.

(4.20.d)*Also, they have to stay with eight people or thereabout *in [the same room]* and they have to *use same toilet and washing machine*.

The main problem seems to be twofold. That is, the learners may be experiencing difficulties in determining what to specify and how to specify it in a piece of discourse.

(4.20.e)Home cooking is always more delicious than dormitory cooking. While your mother cooking meal in a clear area, you can't know where they cook your meal in a dorm. Besides, you have to eat what they give to you. **Another facet of subject* is healthy.

The learner may have been unaware that the word '*subject*' had to be specified or made definite because it defines something that is known for both the speaker and the hearer. That may be due to the fact that there is no need for such a specification in Turkish.

(4.20.f) '*konunun başka bir yönü*'

subject-GEN other a facet (another facet of the subject)

The same argument can be raised for (4.20.g) in which the word 'house' should be defined by the use of 'the' because it refers to a place where both the speaker and the hearer know.

(4.20.g) *You can *go to house* whenever you want.

As Tura states, Turkish does not have a lexical item to mark definiteness.

Like Japanese and Chinese, Turkish does not grammaticalize definiteness as it has no article system. Bare NPs in Turkish are ambiguous as they can be interpreted as definite or indefinite. Turkish employs three types of DPs [Determiner Phrases] to indicate generic reference: unmarked phrases, plural phrases, and *bir*-phrases (1973, p.151).

In their study which analyzes the generic reference acquisition of Spanish, Chinese, Japanese and Turkish L2 learners, Snape, Del Pilar García Mayo and Gürel (2009) hypothesize that Turkish learners have problems in using English definite article but not in using the indefinite article due to L1 transfer.

Our findings show that L2 learners perform differently in choosing articles to represent generic reference. The overall results reveal that the Spanish L2 learners are much more successful, as predicted, due to Spanish being an article language like English. Turkish L2 learners tend to omit definite articles in definite singular generic contexts whereas the Japanese L2 learners substitute “the” for “a” in definite singular generic contexts. More omission of indefinite articles is found in the Japanese groups in indefinite singular generic contexts but the Turkish groups omit less and correctly supply the indefinite article (p.7).

Consequently, the learners might have developed inaccurate hypothesis based on their L1 about the use of English articles. W_O2as may be annotated as interference-like goofs due to the fact that this negative transfer could be responsible for W_O2a.

In conclusion, due to the possible error sources that are discussed above, it is clear that W_O2as may be tagged as ambiguous goofs.

4.1.3.3 COLL

The errors tagged as COLL refer to the collocation errors detected in the data. As informed in Section 1.7, the term ‘collocation’ is used in its broadest sense including phrasal verbs, fixed expressions, multiword expressions, free combinations and idioms. Nesselhauf (2003; 2005) defines collocations as rule-based and regular combinations of words and states that they can be analyzed based on two senses; phraseological sense in which the term collocation is used to denote a type of word combination, and frequency-based sense in which it is viewed as the co-occurrence of words in a certain span. Based on this definition, the present study uses the term in a phraseological sense.

M. Benson, E. Benson and Ilson (1997) classify collocations based on the syntactic structure they present: lexical collocations composed of two or more content words such as nouns, verbs, adjective and adverbs (e.g. verb + noun), and grammatical collocations composed of a content word and a function word which is usually a preposition (e.g. adjective + preposition). On the other hand, based on semantic grounds, the taxonomy that Cowie (cited in Nesselhauf, 2005) puts forward includes: *i.* free combinations in which all constituents make up the collocation are used in the literal sense (e.g. buy a house); *ii.* restricted collocations which allows a limited extent of substitutions and includes one constituent with non-literal sense (e.g. die from love); *iii.* figurative idioms which allows seldom substitution and has a figurative meaning with little literal sense (e.g. blow your own trumpet); and lastly, *iv.* pure idioms which allows no substitution and has a figurative meaning with no literal sense at all (e.g. pull one’s leg). As the current study searches for morphosyntactic errors, it focuses on the syntactic classification of Benson et al. (1997).

Although COLL errors display a significant decrease in the end of the year, not surprisingly, this type of errors is among the most frequent error types in

three of the corpus files. They represent a problematic area of acquisition for all L2 learners. Accordingly, collocations and their acquisition process by L2 learners has been a favored field of study among L2 acquisition researchers

Dongjin (2011) studied Chinese learners' acquisition of light noun-verb collocations in which the main semantic content of the predicate is provided not by the verb, but by the nominal complement (e.g. have a test, take a walk), and emphasized the role of L1 especially for the structures which reflect differences between the L1 and L2. The differences between languages are claimed to cause the learners to commit errors.

In their study which investigates the L1 influence on the L2 acquisition of collocations, Yamashita and Jiang (2010) analyze the difficulties that Japanese learners experience in the acquisition of collocations. Based on their experimental study, they put forward the following conclusions:

This [finding] indicates that L2 learners are initially dependent on the L1 mediation process, which resulted in the processing advantage of congruent collocations, but with the increase of exposure to and use of the L2, direct links between L2 collocations with concepts are formulated and L2 collocations come to be processed independently of the L1 lexicon (p.661).

Bıçkılı (2012) announces collocations as one of the problematic issues of L2 acquisition and states that they are difficult to learn because they present word combinations that are neither completely fixed nor entirely free. He studies the errors committed by the advanced level adult learners of English with Turkish-L1 and states that L1 interference is mostly effective for the intermediate level learners especially in the form of structural transfers. However, these negative transfers are observed to decrease as the proficiency level rises. Conversely, it takes a longer period for semantic transfers to disappear. He also acknowledges that verbs are the most problematic constituents in collocations.

In the present study, when COLL errors are further analyzed, it would be possible to see that the data includes all kinds of combinations that Benson et al. (1997) described.

Table 26. Classification of COLL Errors Based on their Syntactic Structures.

Lexical	V + NP	<p>*Another advantage of the university is <u>developing yourself</u>. (incorrect V)</p> <p>*But, they <u>come across a huge impediment</u>. (incorrect N)</p> <p>*This <u>makes them sometimes bad situation</u> but sometimes they <u>use these occasions</u>. (incorrect V incorrect N)</p>
	V + AP V + ADV	<p>* When one <u>stay alone</u>, he learns a lot of thing about life. (incorrect V)</p> <p>* You live in your own flat and if you have these, you can <u>get marry with somebody</u> who you want. (incorrect word choice instead of A)</p> <p>* People behave you <u>more different</u>. (incorrect word choice instead of ADV)</p>
	A + NP	<p>* <u>Money-winning programs</u> are now very popular. (incorrect / non-existing A)</p> <p>* Companies pay <u>big salary</u> to you because of your level of education.(incorrect A)</p> <p>* Because they may include too many harmful elements like blood, murders, <u>horror subjects</u> etc. (incorrect N)</p>
Grammatical	V+(N)+PP	<p>* People don't <u>contemplate without</u> it any longer. (incorrect V)</p> <p>* Boy's family don't let them <u>get married with each other</u>. (incorrect P)</p> <p>* I <u>learn many diseases</u> and their cure. (omission of P / learn about)</p> <p>* On the surface, people <u>watch to them</u> with admiration. (overuse of P)</p>
	ART+N+PP	<p>* Most of them watched it to see what is <u>the lack of their lives</u>? (incorrect N)</p> <p>* I read <u>a novel of him</u> and I already become a Dan Brown fan. (incorrect P)</p>

As the above table indicates, COLs are structurally distributed over a large span. Apart from these structural sub-types, the data also includes errors in fixed expressions and idioms.

(4.21.a) *In my opinion having a university degree is a must to have a better future because it affects people's life of every part. (in many ways)

(4.21.b)*What I mean is that the younger generation is under pressure everywhere and someone should say stop to that. (should put a stop/end to it)

(4.21.c)* Living in a small town doesn't mean that the big fish in little sea. (to be a big/small fish in a small/big pond)

The errors exemplified above are nearly direct translations from the learners L1. As other related studies (Biskup, 1992; Meisel 2011; Bıçk1, 2012) also maintain, there is no direct way to observe L1 influence on collocations of the L2. This kind of influence can only be observed indirectly via the structural deviances in collocations and literal translations of these deviant structures. Transfers from the L1 are positive when there are similarities between lexicons of the L1 and the L2. However, the differences between the languages are reported to cause negative transfers. In addition, it is also claimed that L1 interference seems to decrease as the proficiency level increases. The learners appear to be more independent and accurate in their use of collocations at advanced levels.

In the present data, apart from the L1 translation equivalents of fixed expressions or idioms, V + PP collocations seem to display significant L1 influence cues. Particularly the errors of omission or misuse of prepositions which mostly correspond to case marking in Turkish are remarkable. The

examples given below illustrate the negative transfers which result in the errors in the use of ‘with’ and ‘by’.

(4.21.d) * Boy's family don't let them get married with each other.

(Birisi) ile evlen-

(somebody) with get married

(4.21.e) *You can meet with different and important people.

(birisi) ile tanış-

(somebody) with meet

(4.21.f)* We have a connection with our world by these devices.

bu araçlar aracılığı ile bağlan-

these devices through connect

(4.21.g) * If you don't want to face people who belittles you by their words, you should take this degree.

sözleri ile küçümse-

words with humiliate

In addition to the examples above, the use of ‘by’ in NPs in the form of ART + N + PP also appears to be problematic.

(4.21.h) * I read a novel of him. (a novel BY him)

Onun (3SG-GEN) roman-I (POSS)

As we can see, the learners attribute meanings to ‘with’, ‘by’ and ‘of’ based on Turkish case markers. This indirect observation may prove the L1 interference for some of the COLL errors.

There are some other cases which lead to the idea that the learners derive their choice of words based on L1 lexicon. The verb ‘develop’ is a particular example of this.

(4.21.i) * Another advantage of the university is developing yourself.

As Turkish uses only one V ('*geliş-*') to express both 'develop' and 'improve', the learners may have used them interchangeably regardless of the context.

Lastly, particularly in A + NP structures, there are some innovative compounds that the learners made up based on their L1 lexicon some of which reflect overgeneralization of word formation processes such as 'knowable person' (well-known), or some of which denote overextension of meanings such as 'bitter events' (tragic events), or 'corner writers' (columnist). These kinds of errors are similar to the creative constructions that the children produce during L1 acquisition (Ligbtown & Spada, 2010). Therefore, some of the COLL errors in the data are developmental errors rather than L1 interference ones.

In conclusion, COLL errors deserve a further analysis based on both semantic and syntactic grounds in order to reach more concrete results about the sources of these errors which seem to be of many kinds that are interrelated. For the current data, COLL errors appear to include both interference-like and L1 developmental goofs.

Now that the questions about the most frequent error types and the possible sources for these errors are answered, we may move on to the second research question which seeks an answer about the error profile of the learners.

4.2 PROFILING THE ERROR PATTERNS

Based on the figures regarding the quantitative results of the current data and the possible sources of the most frequent errors revealed in the previous section, this part of the study is expected to uncover the basic error patterns denoted by the error frequencies and draw an error profile based on these patterns. That is, Section 4.2 fundamentally focuses on the answers of Research Question 2.

2. What is the structure of the morphosyntactic error pattern that is assumed to be obtained based on the error analysis of the learner corpus?

2.a What kind of a profile does the students' error pattern present?

2.b. How does this pattern change and/or evolve throughout the academic year?

It should be noted here that the answers to these questions are partly presented in Section 4.1 because of the inevitable interrelation among the significant changes of error frequencies, the reasons of these changes and the patterns of the errors.

On the contrary to Section 4.1 in which each sub-section answers one of the subsets of the first research question, this section tries to answer both of the subsets of the second research question at the same time because of the inseparable nature of the possible answers.

The first point that should be indicated is that none of the errors under analysis represents an unacceptable sequence of words which causes a breakdown in communication. They are made up of simply incorrect structures based on morphosyntactic grounds. The only example of inappropriate use is the group of

errors tagged as SN_FR most of which are grammatically correct but are not appropriate in written language.

(4.22) *Because prevention is better than cure.

The example sentence above does not present any ungrammaticality except for the fact that these kinds of sentences are only appropriate as an answer of ‘Why’-question in a conversation.

The sentences which are unacceptable and incorrect and so cause communication breakdown are tagged by OTH and are omitted from the data from the very beginning. Fortunately, the group OTH is very rare in the current database presenting a frequency below 0.05 % in total.

4.2.1. An Overall Pattern of the Corpora

Based on the error frequencies denoted in Table 6, the error pattern of Corpus 1, Corpus 2 and Corpus 3 in terms of total sentences; grammatical or ungrammatical on morphosyntactic grounds, is visualized in Figure 3 below.

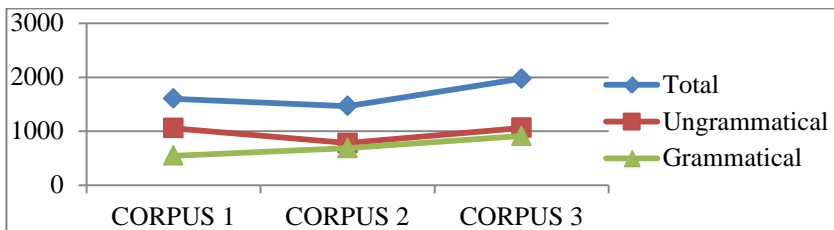


Figure 3. The Overall Error Pattern of the Corpora Based on Total Figures.

The vertical line in the simple line chart above denotes the figures for each corpus file. The lines present the total number of sentences, ungrammatical sentences and grammatical sentences respectively. It can easily be figured out that the number of grammatical structures present a steady increase and are almost at par to ungrammatical ones in Corpus 2 and Corpus 3 when compared to the great difference between them in Corpus 1. This steady upturn clearly shows that the learners are doing much better in the end of the year as compared to the beginning. The same is partly true for the total number of sentences that the learners produce per corpus file. The learners seem to produce less number of sentences in Corpus 2 as compared to Corpus 1. This may be misleading if the structure of sentences are not analyzed. A quick scan to the sentence types in each corpus would obviously show that Corpus 1 is mostly made up of simple SVO sentences while Corpus 2 includes compound and/or complex sentences more in number. The steady and rapid increase of the number of sentences along with the number of grammatical sentences from Corpus 2 to Corpus 3 which also contains compound/complex structures much more than simple ones unfolds the learners' success in producing more grammatical and complex structures after a year of explicit and implicit instruction.

In order to reveal the evolution of the corpora throughout the academic year and scale the types of structures from the most to the least problematic one, we should analyze the interrelation among the corpus files.

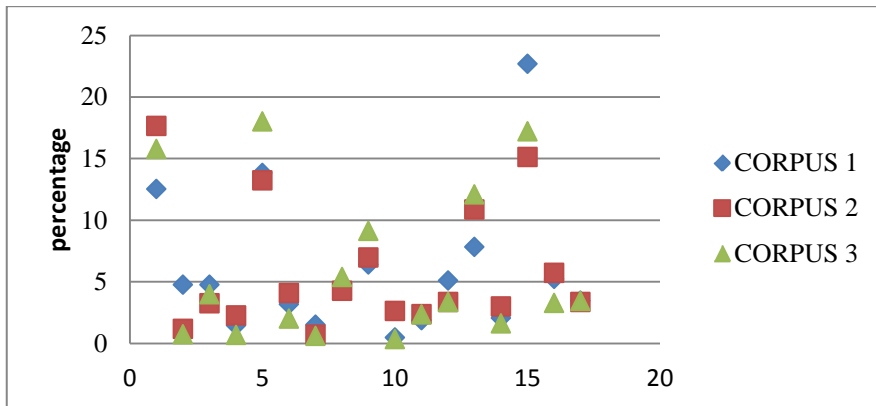


Figure 4. The Scatter Chart of the Errors.

For the quantitative interpretations of Figure 4, the following conclusions may be obtained:

- i.* The frequencies of most of the error types; i.e., exactly 12 out of 17 types, are clustered between a band of 0% and 5% in three of the corpus files. These error types may present the least problematic ones for the learners.
- ii.* The rest of the error types with frequencies between 5% and 25% display a fluctuation throughout the year.
- iii.* Three of the errors with frequencies over 15%; i.e., the most frequent ones, in all the corpus files seem to constitute problems even in the end of the year.

4.2.2 Error Types with $0 < f \leq 5$

The table below lists the errors which present frequencies under 5% all year long.

Table 27. Errors with frequencies below 5%.

Error Type	Example
W_O1b	*Because students <u>Ø</u> responsible for their own rooms.
W_O1c	* Today, <u>I try</u> to illustrate the causes of female illiteracy in Turkey.
W_O1d	* Every success requires better one and these requirements <u>are not finished.</u>
W_O2b	* You can see a lot of students who are from different cultures, from every region of <u>the Turkey.</u>
W_O2c	* Students who live with family are more hardworking than <u>another students.</u>
W_O3a	* They have to be in the dormitory <u>Ø</u> about 11.00 p.m. o'clock.
W_O3c	* As come to live with your family as a university student, the advantages are <u>more greater</u> than disadvantages.
W_O3d	* With this reason a student's family can think about to move with their children.
AGRa	* After this time, <u>nobody enter</u> the dormitory.
AGRc	* On the contrary, students can't focus on their <u>homeworks</u> and project in the dormitory.
SN_FR	* <u>For example, the time when they will go to home.</u>
REF	* However, <u>a student</u> who lives with his family has difficulty in planning to <u>your</u> budget.

Among these types, W_O1b presents a significant decrease in the end of the year. This error type is among the most frequently reported errors in many of the L2 acquisition studies (Diez-Bedmar, 2005; Al-Khresheh, 2010; Ridha, 2012). For the learners with Turkish-L1, it may be classified as an ambiguous goof because it both has examples in the English-L1 acquisition data and reflect

interference based features. As Göksel and Kerslake (2005) states Turkish does not use the copula overtly in non-modalized utterances with non-recurrent present reference.

(4.22) Annem ev hanımı

Mother-1SG.POSS housewifeØ (My mother IS a housewife)

The learners seem to resolve this problem in the middle of the year. Furthermore, these errors disappear almost totally in the end of the year.

Another example for the error types displaying a significant decrease with almost a zero frequency at the end of the year is W_O1d. Errors of passive structure present different kind of problems such as verb form errors or errors based on transitive-intransitive distinction. Kurtoğlu (2006) confirms that the passive errors of Turkish-L1 learners are mostly due to the learners' inaccurate uses derived from transitive-intransitive distinction, which leads to L1 interference as the main source because Turkish may passivize intransitive verbs as well as transitive ones. The same reason may be stated for the learners of the current study. However, the reasons of the significant decrease it displays at the end of the year needs further analysis in terms of avoidance.

4.2.3 Error Types with $5 < f \leq 15$

The frequencies of two types of error; i.e. W_O3b and AGRb fall in the span of 5% and 15%. Both of these types present a steady increase throughout the year.

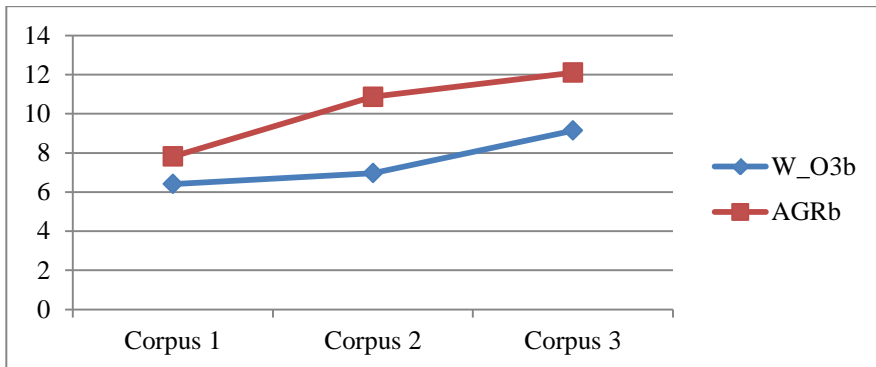


Figure 5. The Steady Increase Displayed by W_O3b and AGRb.

The errors tagged as W_O3b denote incorrect choice of word category. These errors are mostly based on the adjective-adverb distinction. The learners tend to use the adjective form of a word in place of an adverb.

(4.23.a) *...but they are told so beautiful that people believe it.

This may be attributed to L1 interference because Turkish includes word forms which can function as an adjective or an adverb depending on the word order.

(4.23.b) Babam güzel şarkı söyler.

Father_1SG.POSS beautiful sing_AOR (My father sings beautifully)

W_O1b also includes the creative constructions that the learners developed based on the word formation rules of English but unfortunately these words are not a part of the L2 lexicon.

(4.23.c) *If not, you can't find work, if you graduated from university, you are knowable person, get more work chance and it effects your future.

(4.23.d) *They don't seem near their negativenesses.

These deviant coinages are good indicators of the fact that the students are aware of the word formation rules of English but they sometimes follow them inaccurately. When W_O3b errors in Corpus 1 are compared to the ones in Corpus 3, it would be obvious that the number of these creative constructions decreases. Besides, three of the corpus files include examples of the learners' fossilized errors related to their L2 lexicon. There are certain couple of words which are consistently used interchangeably such as 'health-healthy (healthily)' or 'clean-clear'. The steady rise of the frequency of this type of errors which is statistically significant may be due to the fact that the number of sentences and so the number of words increases significantly in time.

AGRb, on the other hand, presents errors of number agreement. They present different kinds of structures:

i. subject- verb agreement errors:

(4.23.e.) *... the doors of dormitory is closed.

ii. verb-object agreement errors:

(4.23.f) *...as if they were actor or actress.

iii. quantifier- noun agreement errors:

(4.23.h) *A lot of university student want to live with their family

The frequency of these errors significantly increases in the end of the year in contrast to the frequencies of AGRa and AGRc which significantly decrease.

This means the learners do not experience difficulties with 3rd person singular suffix or with countable-uncountable and regular-irregular plural distinctions in the end of the year. In fact, the significant increase of the frequency of AGRb may be somewhat misleading.

First of all, it should be admitted that number agreement forms a problematic part of the learners' interlanguage because of the high frequency it represents in three of the files. The learners seem to develop inaccurate hypotheses about this kind of agreement based on their L1. For example, in Turkish, the head noun is always left singular in NPs with certain quantifying determiners such as 'çok' (a lot of), 'birkaç' (a few) or 'çok' (many), and the numerals (Göksel & Kerslake, 2005, p.148).

(4.23.i) *kaç kişi* 'how many people'

birkaç boş oda 'a few empty rooms'

çok kitap 'a lot of books'

üç çocuk 'three children'

yirmi beş dakika 'twenty-five minutes'

Therefore, the error in (4.23.h) may be a typical example of negative transfer.

Secondly, the significant rise in its frequency does not necessarily prove that the learners' problems with AGRb get worse in time. Particularly in Corpus 3 more than half of the AGbs occur in genitive-possessive constructions such as the following:

(4.23.k) * Although it isn't a problem for students who live with their family, it is a problem for other students.

Both in English and Turkish genitive-possessive constructions with plural determiners, the noun presenting the possessed entity can be singular only if it is shared by the group of possessors. Göksel and Kerslake (2005, p.162) inform that these constructions may cause ambiguity when both the possessor and possessed entity is marked by the plural suffix. Thus, (4.23.j) may have two readings: “The children’s teachers are English,” or “The children’s teacher is English.”

(4.23.1) Çocukların öğretmen-ler-i İngiliz.

child-PL-GEN teacher-3PL.POSS/-3PL.POSS

The issue is not that much problematic in English. In formal grammar the noun is also pluralized in accordance with the plural determiner. Therefore, L1 interference may be responsible for this kind of errors. Nevertheless, whether it is caused by L1 influence or not, it is very hard for learners to realize that they make an error because it never causes communication breakdown and its L1 translation is perfectly grammatical.

The same is true for the AGRb including collective nouns such as ‘family’. According to *Longman Grammar of Spoken and Written English* (1999) the rules for the number agreement for such nouns differ in British and American English grammars. That is, British English favors for ‘the family are...’ while ‘the family is...’ quite acceptable in American English.

In conclusion, the learners experience problems with number agreement particularly in genitive-possessive constructions as well as constructions with collective nouns, both of which are subject to arguments even in comprehensive grammar books. In addition, these errors are of minor interest when the aim is to communicate successfully. Thus, although their frequency increases in the end of the year, we may assume that AGRb do not present a major source of difficulty for the learners if communication in L2 is the major aim of the teaching program.

4.2.4 Error Types with $15 < f \leq 25$

The three types of errors; i.e., W_O1a, W_O2a and COLL, with very high frequencies in three of the compilations are thought to form the most problematic parts of the learners' FL learning process. The structures and the sources of these errors are comprehensively discussed in Section 4.1.3. This section mainly focuses on their profile and their evolution throughout the academic year. The figure below demonstrates the evolution of the errors in terms of changing frequencies throughout the year.

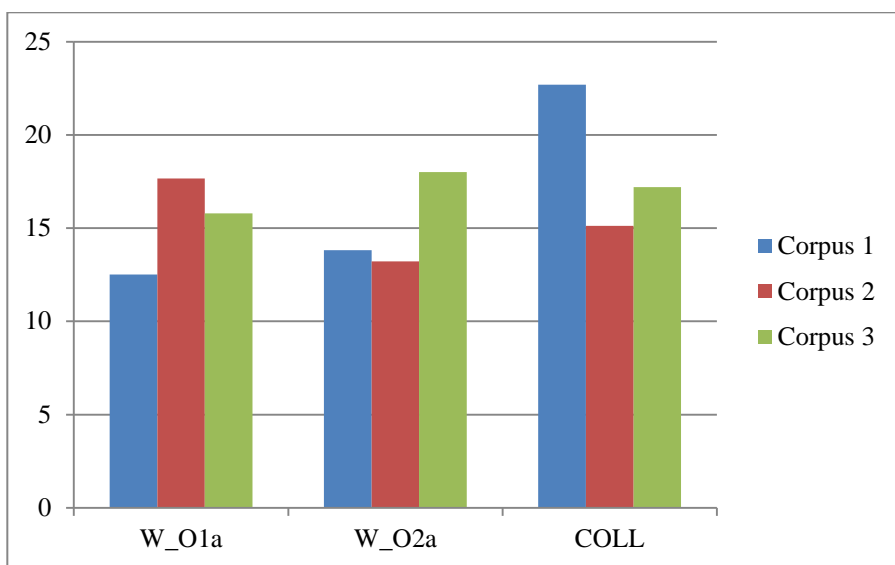


Figure 6. The Quantitative Evolution of W_O1a, W_O2a and COLL.

The word order errors tagged as W_O1a present structural errors at both phrase and clause levels. The phrase level errors include errors in NPs, VPs and

certain kind of negation phrases. The learners seem to experience difficulties in constructing certain kinds of genitive-possessive structures in NPs. As for VPs, the errors diversify more in structure. Particularly adverb placement holds the first place from the beginning to the end of the year. Overuse or misuse of the auxiliary particularly in present simple sentences and errors of verb form in perfect tenses comes next. Object use with phrasal verbs and errors based on transitive-intransitive distinctions form the last problematic sub-type of VPs. The last W_O1a group at phrase level is the negation errors in possessive-existential sentences in present tense which occur less frequently as compared to other errors at phrase level (see Table 25 for example sentences and other details).

As for the clause level errors, the most frequent one is the auxiliary insertion errors in NCs. The second frequent one is the RELC constructions in which the learners experience problems in head word choice, pronominal reflexes and auxiliary placement. The least frequent error group at clause level is the word order errors in temporal clauses in which the learners seem to use L1 direct translations. The final worth-emphasizing point about W_O1a is that the learners mostly choose to use direct speech, which both causes structural errors and creates a narrative-like effect which is inappropriate for academic writing style when the argumentative essays that the students wrote are considered (see Table 25 for example sentences and other details).

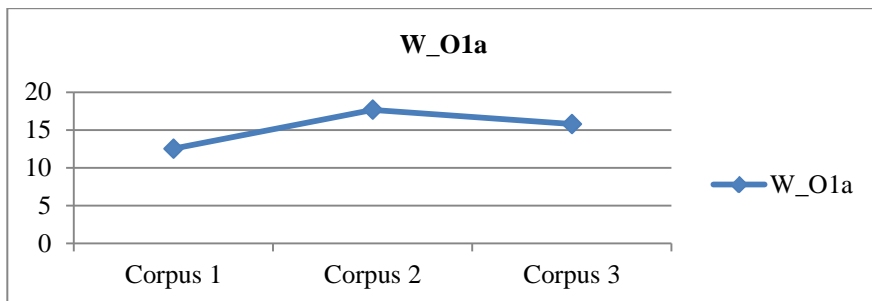


Figure 7. The Quantitative Evolution of W_O1a.

W_O1a presents a rapid increase from the beginning to the middle of the year and then a slight decrease in the end. When the increase in sentence number and the complexity of the structures are considered, this statistically insignificant change becomes more meaningful.

As the learners' sentences get structurally more complex and increase in number, the frequency of W_O1a also increases. Therefore, as well as pointing out structural difficulties that the learners experience, they may indicate that the learners get more productive in time and do not avoid constructing more complex structures at the expense of making errors.

The second frequent structural error type which is tagged as W_O2a stand for the omission of determiner in NPs. As can be seen in Figure 8 below, W_O2a remain stable till the middle of the year which is followed by a sharp rise in the end. This may partly be due to the increasing number of sentences in Corpus 3 on one hand, and may partly be based on the problems that the learners experience with defining and marking some abstract semantic notions such as 'definiteness' on the other hand.

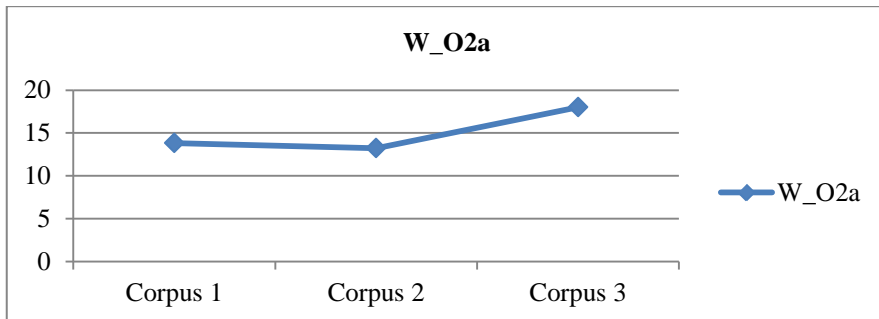


Figure 8. The Quantitative Evolution of W_O2a.

W_O2a totally consists of omission of article errors most of which are related to definiteness. The most frequent deviant structure among W_O2a errors is the genitive-possessive constructions of ‘ART N of (ART) N’ (e.g. *Ø menu of Ø dormitory kitchen). The learners also do not mark the noun(s) which present(s) the shared information between the listener and the hearer. Thus, we may conclude that the problem with W_O2a is not mainly structural. The fundamental difficulty that the learners have to face with is related more to semantics. They experience problems in distinguishing what is definite from what is indefinite or generic. The indefiniteness marker ‘a’ occurs fewer in the errors whereas the definiteness marker ‘the’ causes trouble for the learners. This may indicate that the learners are aware of the article system but have problems in comprehending when to mark the definiteness.

The last type of errors which present a frequency over 15% all year long is the ones tagged as COLL. Because COLL stands for a diverse set of errors including phrases of all types, phrasal verbs, fixed expressions and idioms, the high frequency it represents is not surprising. Figure 9 below indicates the changes of frequencies related to COLL throughout the year.

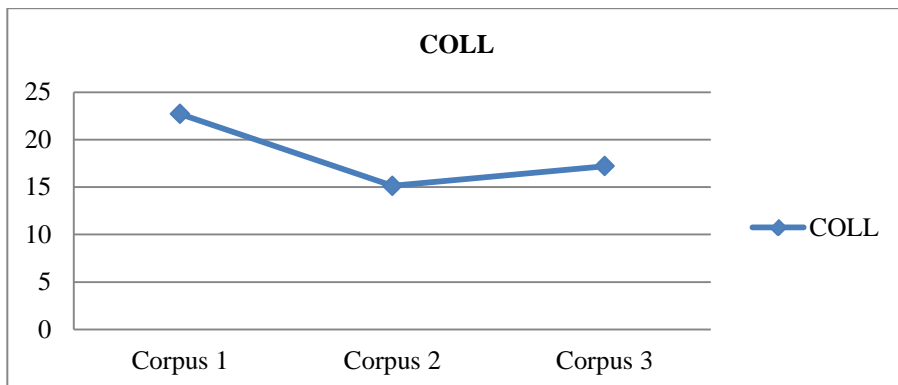


Figure 9. The Quantitative Evolution of COLL.

As can be concluded from the figure above, despite being among top-three all year long, COLL presents a rapid decrease in the middle followed by a slight decrease of minor importance in the end. On one hand, this rapid decline may be related to the learners expanding lexicon. On the other hand, it may also be a result of the avoidance strategy of the learners. Although further analysis is required to find the exact reason, when the amount of sentences the learners produce in Corpus 3 is considered, it is more likely that the students are more successful in using combinations of words in the end of the year.

Based on their structures, the current data includes two main groups of COLL. The first group consists of word combinations that are more transparent in meaning such as free combinations, restricted collocations and phrasal verbs (FRP). The second group represents opaque COLL errors which mainly refer to fixed expressions and idioms (IFE). Table 28 demonstrates a general view of COLL in terms of both structural and semantic grounds.

Table 28. The Semantic and Syntactic Classification of COLL.

Group 1 (FRP)	V+NPN	<p>*In many cases they <u>lose themselves</u> and whatever happens in their life they're trying to win.</p> <p>*In the evening, there are lots of television series which <u>make addiction</u>.</p> <p>*And I <u>won ÖSS exam</u> my first year.</p>
	V+(N)+P/PP	<p>*People are <u>shopping according to advertisement</u>.</p> <p>*In today's world, people are <u>discussing about</u> what they are eating, seriously.</p> <p>* ...you learn to <u>look Ø different perspectives</u>.</p> <p>*The other thing, when you <u>face up with some problems</u>, you learn how to deal with them or how to overcome these problems.</p>
	COP+A V+ADV	<p>* People <u>behave you more different</u>.</p> <p>*Maybe first times they don't <u>have a good salary</u> but like I said, nothing is easy.</p> <p>*Because <u>it is expected to them</u> subservient to their husbands/families.</p>
	A+N/NP	<p>* As a watcher I always choose <u>useful programs</u> for my mental and body health.</p> <p>* <u>Money-winning</u> programs are now very popular</p> <p>* There are many disadvantages of <u>consuming one-sided</u> foods.</p>
	ART+N+P/PP	<p>* In addition if you want to work at <u>good job with a high prices</u>, you should have had a university degree.</p> <p>*Deprivation of any vitamins is so harmful that it can be death.</p> <p>* <u>Lacking of protein</u> causes neurons illness during their childhood and the rest of their life.</p>
Group 2 (IFE)		<p>* <u>On these occasions</u> I dislike them and I don't watch it.</p> <p>* It <u>adds beauty to beauty</u> of book.</p> <p>* These happen <u>time by time</u>.</p> <p>* Even if things <u>goes on pear shaped</u>, it depends on you.</p>

As the table above extensively indicates, COLL forms the most diverging error type in the current data due to the variation of structural and semantic sub-

groups it presents. When we compare and contrast the three corpus files with each other respectively, it would be clear that in Corpus 1 IFE is the most frequent error type followed by V-P combinations including phrasal verbs. COP+A / V+ADV constructions present the least frequent error type in all corpus files. What causes the significant frequency decrease in the middle of the year is the remarkable decline in the amount of errors of IFE and V-P combinations. As informed before, this may be a result of avoidance as well as a sign of positive development. In addition this increase may be a good indicator of how the learners cope with COLL errors at different levels of FL learning. That is, they seem to be more reliant on their L1 lexicon in the beginning. However, as their L2 lexicon progress, they start to construct new formulae for the word combinations based on the L2 lexicon.

CHAPTER V

CONCLUSION

This dissertation aimed at giving an account of and the possible reasons for the most frequent morphosyntactic errors of the participants; i.e., 80 preparatory students who enrolled to the ELT department of Mersin University Education Faculty in 2010-2011 Academic Year. In general, it provided insight into the process of FL learning and uncovered some basic problems that FL learners experience during this process. In particular, it aspired to detect and categorize the morphosyntactic errors in the written productions of the participants. It also dealt with the possible reasons of the most frequent error types and described an error profile based on the error patterns detected in the data.

This chapter mainly presents the overall conclusions that can be drawn from the findings of the study and the discussions made based on these findings in Chapter IV. It fundamentally deals with the implications regarding the deviant morphosyntactic structures detected in the corpora, the possible contributions of the results to the FL teaching process of the participants, and lastly, suggestions for further research.

5.1 REASSESSMENT OF THE RESEARCH QUESTIONS

The research questions of the study were answered in detail in Chapter IV respectively. This section summarizes the answers provided based on the findings of the study.

5.1.1 The Error Types Detected in the Study

The results of the error detecting analysis conducted on the three corpus files involving the essays of the participants indicated the following types of errors that the participants made (see Appendix H for a general outline).

- i.* The learners mostly make errors of word order mainly regarding the phrase and clause structures. The errors at phrase level are basically errors of negation in possessive existential, NP and VP structures whereas at clause level errors are made in the NC, RELC and temporal clause constructions. The learners also had problems with verb tense or modal auxiliary choice, tense agreement in compound/complex sentences, correct use and choice of passive structures and copula insertion in nominal sentences despite being relatively less frequent as compared to phrase/clause structure errors.
- ii.* As for the errors of determiner use, it can be concluded that the learners mostly have problems with the definite article '*the*'. As compared to the omission of the definite article, the misuse or overuse of determiners occur less frequently and generally concern the use of '*other*' vs. '*another*' and a group of quantifiers such as '*many*' and '*much*'.

- iii.* Errors in the use of prepositions, comparative/superlative forms of adjectives and gerund/infinitives are the ones that are relatively less frequent. However, errors related to the choice of correct word category reflect an increasing frequency parallel to the increase of word count in total. The learners seem to be rather innovative in creating new words to express their thoughts based on the correct word formation rules of English. The main problem is related to adverb category which is incorrectly used in the form of adjectives in some sentences of the learners.
- iv.* As concerns the errors of agreement, the learners mainly make errors of number agreement as compared to errors related to person agreement or pluralization. The learners are not aware of the number agreement errors because they never disrupt communication and their L1 translations are perfectly grammatical (see Section 4.2.3 for details).
- v.* Errors concerning the collocations present the most diverse error type in the corpora because of the wide span of structures it refers to; i.e., restricted and non-restricted word combinations, phrasal verbs, fixed expressions and idioms. Along with the further research required, it may be observed that learners have problems with both lexical and grammatical type of collocations.
- vi.* The learners are observed to experience problems with the formal style of writing. As noted before, the learners were asked to write argumentative essays which require an academic style. However, the sentence fragments they used, their preference of direct speech constructions and errors of anaphoric references led an informal style which is inappropriate for an academic piece of writing. The significant increase particularly in the frequency of

sentence fragments indicates that the learners got better at using formal style in the end of the year.

5.1.2 The Most Frequent Errors and the Significant Frequency Changes

The results of the simple error count for each corpus indicate that the most frequent errors are COLL for Corpus 1, W_O1a for Corpus 2 and W_O2a for Corpus 3 respectively.

As for the statistically significant changes of frequency, Table 29 demonstrates a summary for the type of errors which present significant increases.

Table 29. Errors with Significant Frequency Increase.

	ERROR CODE	ERROR NAME	EXAMPLE SENTENCE
Corpus1 vs. Corpus2	W_O1a	Errors in Phrase / Clause structure	*I don't know why am I like so much about serial killers. *They struggle to break up them.
	W_O3c	Errors in the use of comparative and/or superlative	*You will be paid big salary than normal
	AGRb	Number agreement errors	*As if they were actress or artist
Corpus2 vs. Corpus3	W_O2a	Omission of determiner	* Last and the most important advantage... *...they go to café.
	W_O3a	Errors in the use of prepositions	*They hear the news which are in another country. (from other countries) *Our house is next school
	W_O3b	Errors in the choice of word category	*The area where the film acted is nature.
Corpus1 vs. Corpus3	W_O1a	Errors in Phrase / Clause structure	*I hope, MEDIA uses well it. *I am not agree with this statement
	W_O2a	Omission of determiner	*It dramatize serious problem for country.
	W_O3b	Errors in the choice of word category	*... people look them more positive than before.
	AGRb	Number agreement errors	*...before the doors of dormitory is closed.

As the table above clearly indicates, the learners make more errors concerning phrase and clause structures, number agreement and comparative/superlative forms of adjectives in the middle of the year as compared to the beginning. As noted before in Section 4.1.2.1, the rise in the errors of adjective forms should be eliminated here because of the topic-effect. That is, the topic that the learners had chosen may have affected their word choice in favor of comparative/superlative adjectives (see Appendix C and F). As for the W_O1a and AGRb errors, it is observed that these types of errors increase parallel to the increase in the number of total of sentences and the grammatical constructions (see Table 11), which may lead to the conclusion that the learners tend to produce more at the risk of making errors.

In the comparison of Corpus 2 to Corpus 3, the errors which present a significant increase are the errors of the omission of determiner, word formation, incorrect choice of word category and the use of prepositions. Once more, it can be observed that rate of increase in these errors is directly proportionate to the rate of increase in the number of total sentences (see Table 15). The learners seem to be busy with grasping word formation processes and trying to express their thoughts using a more diverse set of vocabulary. They still have a struggle with the use of right prepositions due to L1 interference mostly and they cannot notice the omission of determiner errors because they are not aware of the distinction between the semantic notions of definiteness and indefiniteness and the way these notions are marked in English.

As for the last comparison; i.e., Corpus 1 vs. Corpus 3, the results may suggest that the learners do not avoid building up more complex structures and write more productively in the end of the year when the increase in the total sentence number is considered (see Table 19). They write more and so make more errors of W_O1a and W_O3b. The rest of the increasing group; i.e., W_O2a and AGRb, all represent morphosyntactic errors that may be due to L1

interference (see Sections 4.1.3.2 and 4.2.3), which makes it harder for learners to notice and self-correct their errors.

The corpora present significant decreases as well as the increasing frequencies of the errors. Table 30 denotes the types of errors which are subject to statistically significant decreases of frequency.

Table 30. Errors with Significant Frequency Decrease.

	ERROR CODE	ERROR NAME	EXAMPLE SENTENCES
Corpus1 vs. Corpus2	AGRa	Person agreement errors (3rd person singular -s)	*Local characters plays ...
	COLL	Errors in collocation	*I take exception to this situation.
Corpus2 vs. Corpus3	W_O1b	Omission of copula	*My mother Ø housewife.
	W_O1d	Errors in the passive structure / incorrect use of passive voice	*The area where the film acted is nature.
	W_O2b	Overuse of determiner	*I think among the our old generation there is an agreement.
	W_O3c	Errors in the use of comparative and/or superlative	*We are more lucky than other person about work
	AGRc	Plural marking errors	*People have to choose programs giving useful informations .
	SN_FR	Sentence Fragment	* Because when one graduates from university, he can find a suitable job for him.
Corpus1 vs. Corpus3	W_O1b	Omission of copula	Their music Ø different each other.
	W_O1d	Errors in the passive structure / incorrect use of passive voice	* They (young people) see them (adds), they (young people) influence and so they buy things which they don't need.
	W_O2b	Overuse of determiner	*You can find a job and also you can work at the abroad .
	W_O2c	Use of incorrect determiner	*When you have all the features which the company wants you... (no mention of 'companies' before)
	AGRa	Person agreement errors (3rd person singular -s)	*Everybody don't have this opportunity
	COLL	Errors in collocation	*You can get marry with somebody
	SN_FR	Sentence Fragment	*Different people, different friends.

It is really gratifying to see that error types with significant decreases outnumber the significantly increasing types of errors. Particularly, the results seem more encouraging when the increase in the total number of sentences, half of which are grammatical, is considered. Although further evidence is required to eliminate the option of avoidance, the learners may be claimed to be more successful and freer from L1 interference in using correct collocations.

5.2 THE EVOLUTION OF THE ERROR PATTERNS

The corpora of the current study which are compiled into three files based on the date the essays were compiled exhibit changes in frequencies related to the total number of sentences, sentences with morphosyntactic errors or sentences that are morphosyntactically correct. Figure 10 below visualizes these changes throughout the academic year in concern.

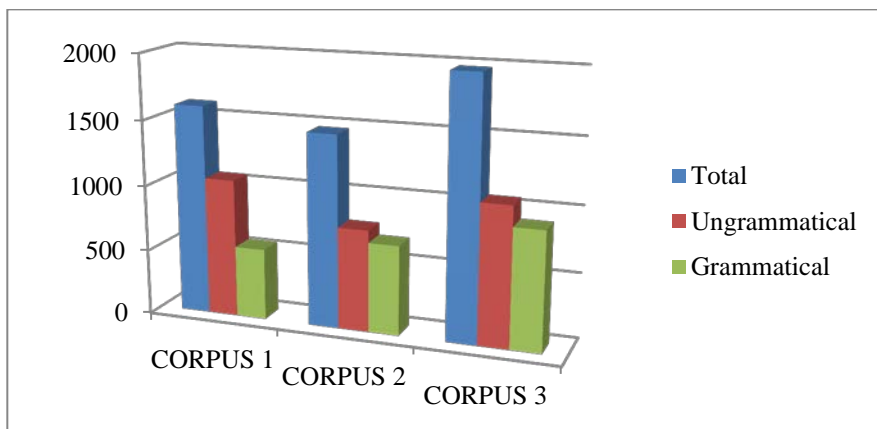


Figure 10. The Quantitative Evolution of the Corpora.

The figure clearly shows that the total number of sentences display a statistically significant increase in the end of the year. In addition, the proportion of the ungrammatical sentences to the total number and to the number of grammatical sentences presents a significant decrease while the proportion of the grammatical sentences remarkably increases. The structure of the sentences becomes more complex involving embedded and compound constructions. This is assumed to indicate that the learners are more encouraged to produce complex and compound sentences and more successful in being more accurate in terms of morphosyntax of English.

Another conclusion that can be drawn from the figure is that the learners seem to show a great progress in terms of producing grammatical sentences in the middle of the year, which appears to slow down during the process from the middle to the end of the year. However, as indicated in Table 30, when the decreasing frequencies in terms of errors and the increasing frequency in terms of total sentence number are considered, the progress may be claimed to continue. The learners seem to be busy with forms of grammar during the first half of the year such as nominal sentence structures, pluralization or passive constructions and then direct their attention on issues dealing mostly with function such as the use of collocations or word formation rules.

As discussed in Section 4.2 in detail, when the evolution of the errors throughout year is observed as a whole, it may be concluded that the error types with decreasing frequencies in inverse proportion to the total number of sentences present a progress in learners FL learning process. On the contrary, the error types with increasing frequencies in direct proportion to the total number may be claimed to indicate problems in this progress. That is, the increasing frequencies do not reveal that the situation is getting worse. Rather, it means that these kinds of errors are most likely to be fossilized and requires much more attention in the

teaching process. Figure 11 shows the general evolution of the errors in terms of frequencies.

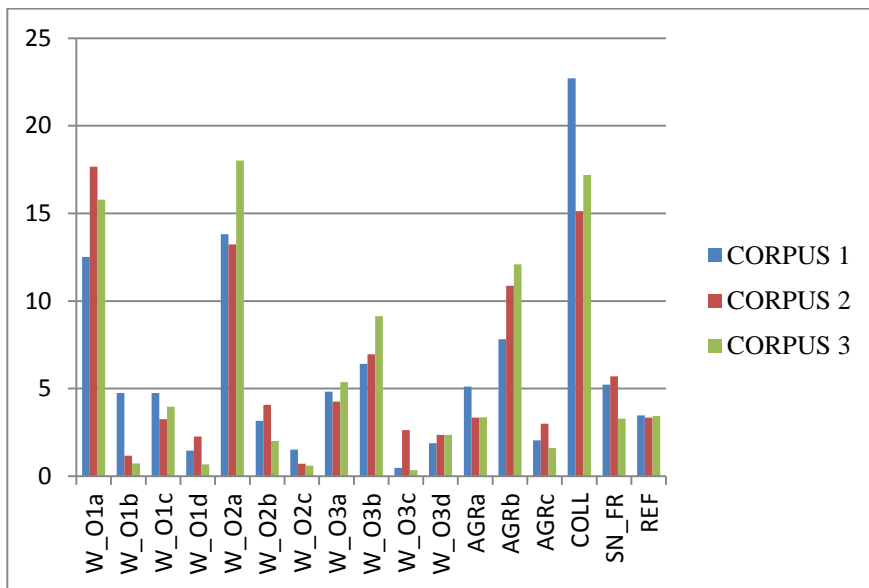


Figure 11. Quantitative Evolution of the Error Types.

As can be seen from the figure above, the most problematic error types seem to be W_O1 and W_O2a both presenting the errors of form. In addition, another type related to form rather than function; i.e., AGRb, is on the rise in the end of the year. On the contrary, two other problematic error types concerning function more than form present a different statistical evolution. The frequency of COLL displays a significant decrease at the end of the year whereas W_O3b seem to be on the rise.

In summary, the whole picture of the error types show that the learners mainly have problems with certain phrase and clause structures and with number agreement (see the error patterns in Section 4.2.3 and Section 4.2.4). Both of these categories are related to grammar forms that have different realizations in Turkish. It is supposed that the learners do not notice these errors because they are more concentrated on conveying their messages and the Turkish translations of the deviant structures seem to be perfectly grammatical. On the other hand, the decrease in the frequency of collocation errors along with the increase in word formation and word category errors may indicate that the learners rely less on their L1 lexicon as compared to the beginning of the year and they are more encouraged to try innovative hypothesis based on L2 structures. Therefore, it may be assumed that the errors which are more related to forms rather than meanings and so which do not hinder communication are the hardest ones to notice by the learners. This may cause these errors to get fossilized in time.

5.3 IMPLICATIONS FOR FL LEARNING AND TEACHING

In general terms, the evidence from the current study indicates how diverse the errors of the learners may be even within morphosyntactic limits. It appears that, in the beginning, the learners tend to be more dependent on L1 structures both in form and function. Through intensive instruction and vocabulary expansion in the target language, they seem to be less reliant on L1. In the end of the year, the learners present a freer profile in terms of L1 dependency in their written productions in the target language.

The results also reveal the requirement for explicit instruction and error correction especially for the error types which is harder for learners to notice on their own. This may be a remedy to the problem of fossilization.

In more general terms, this study points out the need to distinguish an “error” from a “non-error” by definition and practice for the teachers and curriculum designers. That is, as revealed in the previous paragraph, the errors are not recognized by the learners if they do not cause a significant problem in terms of communication. Thus, most of the constructions that the learners use as collocation in its broadest sense may be interpreted as “creativity” rather than a grammatical “error” by the instructors. In the current data, more than half of the collocations that is thought as erroneous fall into this “creative construction” category. That the “errors” in collocations form the most problematic part in the learner language turns out to be a debatable perception based on the definition of what an “error” is in an ELT program. As a result, a language teaching program should clearly define what an “error” means from the very beginning.

In more particular terms, the results of the study make several contributions to the preparatory program of the ELT department in Mersin University. When the end-of-the-year results are considered, the success of the program is indisputable. The essays of the participants show that they can convey the message successfully using a diverse set of lexicon and sentence structures. For a FL teaching program which aims at communication in the target language, the results are convincing. However, this program also intends to reach accuracy at advanced level. Thus, the current study may contribute to the curriculum plans about obtaining such accuracy.

First of all, the participants have problems with academic style in writing. Their frequent use of sentence fragments, question answer patterns and their preference of direct speech to reported speech patterns create an informal flavor in their essays. This may be overcome by analyzing academic pieces of writing to make the requirements of the genre more explicit for the learners.

Secondly, as maintained in the previous section, the learners still have problems with the construction of noun clauses, the adverb placement in verb phrases, the negation of possessive existential forms and the use of definite article in the end of the year which is assumed to present an extensive English teaching curriculum. Considering the other results of the study discussed in Chapter IV, these kinds of errors may prove the need for explicit correction and instruction concerning the problematic areas. Assuming that the deviant constructions related to the aforementioned topics are mainly caused by L1 interference, a course related to the morphosyntactic comparison of Turkish and English may offer a remedy for these problems.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The current study presents limitations in terms of generalizable results; i.e., restrictions of the written discourse and in depth analysis of each error type.

The study is limited to the essays written by the 2010-2011 preparatory students of Education Faculty ELT Department at Mersin University, which means that the conclusions drawn from the study apply to only the participants of the study. That is, the results obtained are not generalizable to all FL learners. The scope of the study may be expanded to a larger number of participants in order to obtain more generalizable results.

The study is also bounded to written English, which means that the findings apply only to written language. A study concerning the errors of spoken language would serve as a great supplementary for the general error pattern of the learners.

Another restriction of the study is that the errors analyzed are limited to morphosyntactic structures and leaves the dimension of discourse, word meaning, and other semantic and pragmatic issues out. A new study may be conducted to reveal the error patterns concerning the discourse or semantic components of language.

In addition to these suggestions, a more pedagogic-centered experimental study may be conducted in order to see if the L1 interference can be reduced through explicit instruction and/or error correction.

As for the last suggestion, particularly the errors which demonstrate significant decreases of frequency in the study should be analyzed in terms of avoidance strategies to see what really causes the decrease.

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Appendix A. Questionnaire Determining the Participants' Personal Variables

1. Adı: _____ 2. Soyadı: _____ 3. Numarası: _____
4. En son mezun olduđu okul: _____
5. Cinsiyet: (Yuvarlak içine alınız) Kadın Erkek
6. Yaş: (Boşluğa yazınız) _____
7. Türkçe anadiliniz mi? (anadil = ilk öğrendiğim dil) (Yuvarlak içine alınız)
- Evet Hayır

7. soruya cevabınız “Hayır” ise aşağıdaki soruları yanıtlayınız. “Evet” ise 8. soruya geçiniz.

- a. Anadiliniz: (Boşluğa yazınız): _____
- b. Türkçeyi kaç yaşında öğrendiniz? (Boşluğa yazınız): _____
- c. Türkçeyi hangi ortam/ortamlarda öğrendiniz?(İlgili seçeneği/seçenekleri yuvarlak içine alınız)

Doğal ortamlarda (evde, mahallede,
arkadaşlarıyla oynarken vb.)

Okulda, sınıfta doğal ortamda

Okulda ders olarak

8. İngilizce dışında bildiğiniz yabancı dil/diller : (Boşluğa yazınız) _____

9. İngilizce dışında bildiğiniz yabancı dil/dillerin düzeyi: (Yuvarlak içine alınız)

Başlangıç (beginner)

Orta (intermediate)

İleri (advanced)

10. İngilizceyi hangi ortamda/ortamlarda öğrendiniz? (İlgili seçeneği/seçenekleri yuvarlak içine alınız)

Okulda

Özel bir kursta

Yurtdışında

Evde kendi çabamla

Diğer: (açıklayınız) _____

11. İngilizce konuşulan herhangi bir ülkede buldunuz mu? (Yuvarlak içine alınız)

Evet

Hayır

11. soruya cevabınız “Evet” ise aşağıdaki soruları yanıtlayınız.

a. Hangi ülkede buldunuz? (Boşluğa yazınız) _____

b. Söz konusu ülkede toplam ne kadar süre için buldunuz? (Boşluğa yazınız) _____

APPENDIX B. The Essay Form for Corpus 1.

Name: _____

Number: _____

Date: _____

Write an argumentative essay for **ONE** of the topics below. Your essay should consist of at least 250 words organized in at least three paragraphs.

TOPICS:

- I. Choose **ONE** of the statements below. Explain why you **AGREE** or **DISAGREE** with the idea stated in the sentence in detail.
 - a. “Having a university degree is a must for a better future.”
 - b. “The mass media has a great influence on the opinions of the future generation”

- II. Explain your **LIKE** or **DISLIKE** of a particular book / writer / movie / musician **OR** TV program.

IMPORTANT NOTICE: Write your essays on the attached paper. You may use this paper for your pre-writing activities.

APPENDIX C. The Essay Form for Corpus 2.

Name: _____

Number: _____

Date: _____

Write an argumentative essay for **ONE** of the topics below. Your essay should consist of at least 250 words organized in at least three paragraphs.

TOPICS:

- III. Choose **ONE** of the statements below. Explain why you **AGREE** or **DISAGREE** with the idea stated in the sentence in detail.
- a. Nowadays people are discussing about healthy food and advantages and disadvantages of either being vegetarian or consuming meat. Discuss which type of diet do you prefer and support your ideas with examples.
 - b. Homework seems to be an inevitable part of education. However, some experts have initiated arguments against giving homework. Discuss the advantages and disadvantages of homework and support your ideas with examples.

IMPORTANT NOTICE: Write your essays on the attached paper. You may use this paper for your pre-writing activities.

Name: _____

ESSAY NO: C2

Number: _____

Date: __ / __ / _____

APPENDIX D. The Essay Form for Corpus 3.

Name: _____

Number: _____

Date: _____

Write an argumentative essay for **ONE** of the topics below. Your essay should consist of at least 250 words organized in at least three paragraphs.

TOPICS:

- I. Causes and/or effects of female illiteracy in Turkey.
- II. Causes and/or effects of the generation gap in modern families.
- III. Compare and/or contrast the ways to prepare for the University Entrance Exam and for the final exam of your preparatory program.
- IV. Compare and/or contrast living in a dormitory and living with your family as a university student.

IMPORTANT NOTICE: Write your essays on the attached paper. You may use this paper for your pre-writing activities.

Name: _____

ESSAY NO: C3

Number: _____

Date: __ / __ / _____

APPENDIX E. Student Essay Sample from Corpus 1.

Name: _____

ESSAY NO: C1

Number: _____

Date: __ / __ / ____

UNIVERSITY DEGREE

Every person comes to the world, lives and dies. But some person have got some advantages, the the others not. Actually, people can turn their choice by some ways.

Some of us are intelligent and hardworking. The others aren't. If a person wants to earn money, he/she should enter an university. Because the changing world, university degree is very important for boss. When you go to somewhere to work, they will ask that, "Did you graduate from an university?" For this reason, university degree is essential for us. There are some reasons why it is essential for us. First reason is that we can earn money. We know that money is a key for health, education, travelling... If you earn money, you can do whatever you want. Second reason is that social status. You can meet with different and important people. You can go abroad thanks to university. You can join in important meetings. And you can shape your life according to these. The last reason is that you can teach your children properly when they risk something or want to learn important. Yes, you can consider the questions. Actually, university degree gives a chance for people to change their lives.

To sum up; University degree gives a lot of advantages for us. If we want to have opportunities in life, we should go to university.

APPENDIX F. Student Essay Sample from Corpus 2.

Name: _____

ESSAY NO: C2

Number: _____

Date: ___ / ___ / _____

Everybody should eat everything

I prefer to consume every type foods. Because, people need to eat every type foods. Vegetables and fruits are very important to our life. But not only vegetables but also meats are important for us.

Vegetables and fruits have lots of vitamins. For example, tangerin has "C" vitamin. Okra and courgette have "B" vitamin. But few vegetables and fruits have "D" vitamin. Meat has "D" vitamin. A person who is a vegetarian can't take vitamin enough. Because of these reasons, everybody should eat every type foods.

Fish is the most important food for our health. If a person is a vegetarian and she/he doesn't eat fish, she/he has disorder visual and brain such as forgetting lots of thing.

A person who is consuming meat only doesn't eat onion. But onion which is used to medicine is the most beneficial vegetable.

And vegetarians can be hungry lots of restaurants. They may not find their wanting in everywhere. So, they can be hungry. But people who are consuming meat can find their wanting.

I think everybody should eat every type foods. And everybody should take enough vitamins. People should consume both vegeta and fruits and meats.

APPENDIX G. Student Essay Sample from Corpus 3.

Name: _____

ESSAY NO: C3

Number: _____

Date: __/__/____

LIVING a DORMITORY and LIVING WITH YOUR FAMILY

According to recent studies 98% of university students want to study far away from their families and they stay at a dormitory rather than live with their family. However, not only these students but also their families prefer their children to stay at a dormitory. Do you know the reason why they want a dormitory? They choose dormitory because there are 3 differences between living in a dormitory and living with your family that responsibility, free life and studying lessons.

First and foremost difference is responsibility. A student, who lives in a dormitory, must clear up his room or bed, however, it is not the same for a student living with his family. Moreover, students have to know how to assess their money if they far away from their family. For example, I'm far away from my family and I learn this, but my friend who lives with her family isn't know this. So, responsibility is a difference between each other.

Second difference is free life. If a student is living with his family he can't go to the party easily. On the contrary, a student who stays a dormitory can go because his family can't learn this situation. For instance, while I can go out no matter when I want, my sister can't. Since, she lives with her family. Therefore, we can say that if a student is far away from his family, he can be more free than others.

The last difference is that studying lessons. When you are in a dormitory, you have to study your lessons with your friends. Because you can't make noise, while other students are studying lessons. That is, since there is nothing to do, you'll study. However, this situation changes for other students who are living with their families. They have more alternatives at home. For example, they can watch TV, play a computer game, chat on the internet whenever they want. Because of these, they don't study their lessons enough. So, students who are staying at a dormitory, are much more hard working than others who are living with their family.

In conclusion, as you see there are 3 main differences that responsibility, free life and studying lessons. If a student lives in a dormitory, he can be a responsible person, he has a chance for free life and he can be hard working student. So, families should choose dormitories for their children instead of living with them. In addition all students should want to learn how to keep their feet on the ground. Don't forget! You will be alone in the future.

Appendix H. The Error Types Identified and Coded in the Written Learner Corpora with Example Sentences.

W_O1	Errors in Word Order	Example Sentences
W_O1a	Errors in Phrase / Clause structure	I don't know why am I like so much about serial killers. / They struggle to break up them. I hope MEDIA uses well it. / I am not agree with this statement
W_O1b	Omission of copula	My mother \emptyset housewife.
W_O1c	Incorrect tense or modal use / tense disagreement	I was very thirsty but I don't drink water. / The popularity of young people are raising every year
W_O1d	Errors in the passive structure / incorrect use of passive voice	The area where the film acted is nature. / They (young people) see them (adds), they (young people) influence and so they buy things which they don't need.
W_O2	Errors in Word Order	
W_O2a	Omission of determiner	It dramatize serious problem for country. / Last and the most important advantage... /... they go to café.
W_O2b	Overuse of determiner	I think among the our old generation there is an agreement. /
W_O2c	Use of incorrect determiner	When you have all the features which the company wants you... (no mention of 'companies' before)
W_O3	Errors in Word Order	
W_O3a	Errors in the use of prepositions	They hear the news which are in another country. (from other countries) / Our house is next school

W_O3b	Errors in the choice of word category	The area where the film acted is nature . /... people look them more positive than before.
W_O3c	Errors in the use of comparative and/or superlative	You will be paid big salary than normal.
W_O3d	Errors in the use of infinitive and/or gerund	Who wants living a life....?
AGR	Errors in Agreement	
AGRa	Person agreement errors (3rd person singular -s)	Local characters plays ... / Everybody don't have this opportunity
AGRb	Number agreement errors	As if they were actress or artist / It got too many attention
AGRc	Plural marking errors	People have to choose programs giving useful informations . / I believe that the youngs are affected from these tools.
COLL	Errors in collocation	I take exception to this situation / You can get marry with somebody / They can prove themselves to their branch .
SN_FR	Sentence Fragment	Because when one graduates from university, he can find a suitable job for him / Different people, different friends.
REF	Reference	The TV seriesPeople don't contemplate without it any longer. / ...with a poor girl a girl doesn't deserve to their boy. / I feel myself bad .
OTH	Other	You should avoid a lot meats choose is your choice. / But nowadays, people get rid of superior thoughts and trust same behavior to all people no matter how he is or genres.

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n yazılı anlatımlarında yaptıkları sözdizimi (sentaks) hatalarını betimlemeyi amaçlayan bu çalışmada hataların saptanıp sınıflandırılması için değerli

görüşleriniz gerekmektedir. Çalışmada kullanılan hata sınıfları ile ilgili kısaltmalar ve örnekli açıklamaları ekte sunulmuştur. Aşağıdaki açıklamalar ışığında ekte sunulan “errors1 örnekleme” adlı FileMaker dosyasında gerekli işaretlemeleri yapınız. Verdiğiniz katkılardan dolayı teşekkür ederiz.

Yönerge:

1. “errors1 örnekleme” adlı filemaker dosyasını açınız.
2. Her bir satırda “sentence” sütununda sunulan tümceleri inceleyiniz.
3. Sözdizimi açısından hatasız bulduğunuz tümcelerin karşısındaki “error_type” sütununda “NO_ERR” kutucuğunu tıklayınız.
4. “error_type” sütununda araştırmacı tarafından yapılan hata sınıflandırmaları kısaltmalar halinde sunulmuştur. Sözdizimi açısından hatalı bulduğunuz tümcelerin karşısındaki “error_type” sütununda, aşağıda sunulan açıklamalardan faydalanarak, uygun bulduğunuz kutucuğu işaretleyiniz (Örn. W_O3a □). Aynı tümcede birden fazla hata türü olabileceğinden birden fazla kutucuğu işaretleyebilirsiniz.
5. Eğer saptadığınız hata araştırmacı tarafından size sunulan hiçbir hata sınıfına uymuyor ise “OTH” kutucuğunu işaretleyiniz. Daha sonra bu hata ile ilgili kendi isimlendirmenizi ya da yapmak istediğiniz diğer açıklamaları “explanation” sütununa yazınız.

CURRICULUM VITAE

Personal Information

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Educational Background

- [1981-1988] Özel Yeni Lise Adana
- [1990-1994] BA Çukurova University Education Faculty ELT
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- [1999-2001] MA Mersin University Institute of Social Sciences English
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- [2008-] PhD (In Progress) Mersin University Institute of Education
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Professional Experience

- **Lecturer** [1994-1997] Çukurova University Education Faculty ELT
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➤ **Courses Taught**

- Grammar
- Advanced Reading and Writing
- Advanced Listening and Speaking
- Translation
- Study Skills
- Introduction to Linguistics I-II
- Language Acquisition

- Linguistics and Language Teaching

Publications

Bıldırçın, Y. U. (2001). *Syntactic and Semantic Analysis of Sentential Adverbs in Turkish*. Unpublished M.A. Thesis, Mersin University, Mersin.

Bıldırçın, Y. U., Armutçu, N. (2012) Morphosyntactic focus on errors of Turkish EFL learners. In P. Hart (Ed.), *Studies in English: Proceedings from the 6th International Idea Conference 13-15 April, 2011* (pp. 83-96), İstanbul: İstanbul Kültür University.