



**T.C.
PAMUKKALE UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

MASTER OF ARTS THESIS

**THE EFFECTIVENESS OF USING CORPUS-BASED
MATERIALS IN VOCABULARY TEACHING**

Yeliz ERGÜL

Denizli, 2014

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**Supervisor:
Assoc. Prof. Dr. Turan PAKER**

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YÜKSEK LİSANS TEZİ ONAY FORMU

Bu çalışma, İngiliz Dili Eğitimi Anabilim Dalı'nda jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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ETİK SAYFASI

Bu tezin tasarımı, hazırlanması, yürütülmesi, araştırmanın yapılması ve bulguların çözümünde bilimsel etiğe ve akademik kurallara özenle uyulduğunu; bu çalışmanın doğrudan birincil ürünü olmayan bulguların, verilerin ve materyallerin bilimsel etiğe uygun olarak kaynak gösterildiğini ve alıntı yapılan çalışmalara atfedildiğini beyan ederim.

İmza : 
Öğrenci Adı Soyadı : Yeliz Ergül

ÖZET

CORPUS-TEMELLİ ETKİNLİKLERİN İNGİLİZCE KELİME ÖĞRETİMİNDE ETKİNLİĞİ

Ergül, Yeliz

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Bu çalışma, corpus temelli etkinliklerin İngilizce kelime öğretiminde etkinliğini incelemiştir. Bu çalışmanın amacı, ders kitabı veya sözlükle kelime öğretiminin yerine corpus-temelli etkinliklerle kelime öğretiminin daha etkili olup olmadığını araştırmaktır. Bu çalışmanın diğer bir amacı ise öğrencilerin bu tür corpus temelli kelime etkinliklerine karşı olan tutumlarını anlamaktır. Bu çalışmada, Türkiye’de özel bir üniversitede eğitim gören, orta seviyede İngilizce bilgisine sahip otuz dört öğrenci yer almıştır. Denek grup corpus temelli etkinliklerle kelime öğrenmiştir; kontrol grup ise ders kitabı ve sözlük kullanmıştır. Bu çalışma, nitel ve nicel veri toplama araçları kullanılan yarı-deneysel bir çalışmadır. Bu çalışmadaki nitel veri toplama araçlarını bir yeterlilik testi, ön ve son testler ve öğrenci tutum anketi oluşturmaktadır. Nicel veri toplama araçları öğrenci görüşmeleri ve günlükleridir. Test skorlarının istatistiksel analizi göstermiştir ki corpus-temelli kelime etkinlikleri ders kitabındaki etkinliklerden daha etkilidir. Buna ek olarak, tutum anketine verilen yanıtların analizi öğrencilerin corpus temelli kelime etkinliklerine karşı olumlu tutumlara sahip olduklarını göstermiştir. Görüşme verileri ve öğrenci günlükleri de anket sonuçlarını desteklemiştir.

Anahtar kelimeler: Corpus temelli aktiviteler, Concordance satırları, Corpora, Kelime öğrenimi, Öğrenci tutumlar.

ABSTRACT

THE EFFECTIVENESS OF USING CORPUS-BASED MATERIALS IN VOCABULARY TEACHING

Ergül, Yeliz

M.A. Thesis in ELT

Supervisor: Assoc. Prof. Dr. Turan PAKER

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This study investigated the effectiveness of using corpus-based activities in English vocabulary learning. The purpose of the study was to investigate the effectiveness of corpus-based activities in vocabulary teaching instead of using traditional methods such as textbook activities and dictionaries in vocabulary teaching. Another purpose of this study was to examine students' attitudes towards corpus-based vocabulary activities. Thirty-four intermediate level preparation class students at a private university in Turkey participated in the study. There were two intact groups; the experimental group worked on concordance-based materials, whereas the control group used textbook and dictionary. The research was quasi-experimental research and included both quantitative and qualitative research instruments. As quantitative instruments, a proficiency exam, pre- and post tests and a questionnaire based on a 5 -point Likert scale were used. Interviews and learner diaries were used as qualitative instruments. The statistical analysis of the test results revealed that using corpus-based vocabulary activities were more effective than using a textbook. Additionally, our findings revealed that the students' attitudes were positive towards using corpus-based vocabulary activities.

Key words: Corpus-based activities, concordance lines, corpora, vocabulary learning, student attitudes.

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CHAPTER ONE

INTRODUCTION

The aim of this thesis is to give a detailed account of an empirical study carried out to evaluate the use of corpus-based vocabulary activities in Turkish context. The first part of the introductory chapter provides some information about the background of the study and the need to carry out the study. The second part gives information about the aim and significance of the study. It continues with assumptions and limitations, and finally, terms and concepts.

1.1. BACKGROUND OF THE STUDY

Corpora have been acknowledged as a valuable resource in language teaching in describing real and authentic texts for language learners (Hunston, 2002). The applications of electronic corpora in language teaching and learning have received considerable attention in recent years. As Hanks (2008, cited in Boulton, 2010: 2) stated “they (corpora) are now virtually ubiquitous in the construction of reference materials, especially dictionaries, but also grammar books and usage manuals”.

Thanks to the availability of different types of corpora, we now have access to a wealth of authentic examples we wish to target. Armed with this kind of resource, we can more easily guide our students in learning pragmatically and sociolinguistically appropriate uses of language (Simpson-Vlach & Leicher, 2006). Corpora are beneficial for language teachers as they

increase the meaningful input that is provided to learners (Biber & Reppen, 2002).

The word corpus (plural corpora) refers to “a collection of texts assumed to be representative of a given language, or other subset of a language, to be used for linguistic analysis” (Francis, 1964:109). “Concordancing program is a program constructing frequency of use of a definite set of vocabulary in the corpus” (Chandlin & Thurstun, 1998:1-2). Concordance lines are examples of words or phrases presented in the middle of the page with their contexts and they are retrieved from corpora (Sripicharn, 2002). Figure 1.1 shows concordance lines for the word ‘utilize’.

Fig. 1.1 Screenshot of concordance lines drawn from the Corpus of Contemporary American English

The screenshot displays the COCA website interface. At the top, it shows the title 'CORPUS OF CONTEMPORARY AMERICAN ENGLISH' and '450 MILLION WORDS, 1990-2012'. The search results are displayed in a table with columns for 'CONTEXT' and 'FREQ'. The word 'utilize' is highlighted in blue in the concordance lines. The interface includes various navigation and search options, such as 'COMPARE', 'SIDE BY SIDE', and 'KEYWORD IN CONTEXT DISPLAY'. The concordance lines are numbered 1 through 20, showing the word 'utilize' in various contexts from different sources like NBC_MeetPress, CNN_DrDrew, FantasySciFi, etc.

CONTEXT	FREQ
1 2012 SPOK NBC_MeetPress A B C we have to do is have an all of the above energy strategy where we utilize our resources here, oil, natural gas, but we also -- and this	
2 2012 SPOK CNN_DrDrew A B C American woman with an American opening this clinical trial, because right now, to utilize stem cells, you have to go offshore, and people spend their life savings	
3 2012 FIC FantasySciFi A B C of medical knowledge. A microcomputer within her abdominal cavity provided systems with which to utilize that data. Her judgment guided that use. # Doctor Richards exit	
4 2012 FIC Analog A B C ? " # " In Earth's mammals and elsewhere. Creatures on my world utilize superior mechanism. As I attempted to state, individual souls are not entities or	
5 2012 MAG Essence A B C other type of investment account and don't touch it! # 10% Education Account Utilize this account for your child's education or your professional improvement # 10% Fun A	
6 2012 MAG Essence A B C your spending for two weeks and identify your income, devise your financial blueprint. Utilize online money management programs such as mint.com, which gathers all you	
7 2012 MAG Essence A B C constantly complimented on my wardrobe," she says. " I was able to utilize my passion and experience to specialize in professional image consulting. " She obtained an	
8 2012 MAG HarpersBazaar A B C doesn't even require a gym. # A.M.: " These compound body movements utilize multiple muscle groups and get your metabolism going, " he says. Do the	
9 2012 MAG SouthernLiv A B C FOR LIVING ROOMS # Seating shouldn't be limited to club chairs and sofas. Utilize benches, ottomans, and odd side chairs to accommodate more people. # PHOEBE	
10 2012 MAG TownCountry A B C cosmetic dollars. And entrepreneurs like Khanna and McMullin are thinking up new ways to utilize every husk and leaf and stem. # Before leaving Leh, I went to	
11 2012 MAG VegTimes A B C arc four simple strategies for getting the most out of your garden plot: # Utilize vertical space. Training peas, pole beans, squash, melons, and cucumbers	
12 2012 MAG FieldStream A B C formal training and who shoot constantly. Don't assume you will be able to utilize one when you're shooting for real. The meaning of all the little dots	
13 2012 MAG OutdoorLife A B C are suspended-such as fish-are displayed as arches. # Side imaging units, however, utilize transducers that emit fan-shaped cones of sound waves perpendicular to the bo	
14 2012 MAG ParentingSchool A B C health. Stumped for ideas beyond scrambled and fried? Here are seven ways to utilize these small wonders. # 1Combine yolks with sauted spinach and pieces of ham to	
15 2012 NEWS Houston A B C he wants to generate about \$30 million annually to support eight productions per season and utilize both theaters of the Wortham Theater Center. " Our challenge is to be e	
16 2012 NEWS Houston A B C in walking distance for students, areas for tailgaters, and a good way to utilize the new parking garage that is nearing completion next to Robertson. # " I	
17 2012 NEWS WashPost A B C means of dismissing and silencing legitimate female claims of dissatisfaction are those most likely to utilize the politics of resentment and victimization for personal or ideol	
18 2012 NEWS CSMonitor A B C public. # A poor, single mother and her child are often likely to utilize , for example, out-of-home placement (foster care, temporary guardianships) and chemical	
19 2012 NEWS CSMonitor A B C and Asia. # Leaving no communications stone unturned, Beijing is not reluctant to utilize supposedly old-fashioned newsprint as well. It publishes the newspaper China Dail	
20 2012 ACAD Communications A B C and I look forward this year to further examining new ways for the Association to utilize social networking to add value to the membership community. The following names	

By clicking on the context button in a concordance line, users can access the expanded context. Frequency lists of words or the frequency of a

specific word in different contexts, phrases, collocates, what a word is and how it is used, comparisons of two words are accessible in corpora.

Many teachers stay away from technology and may have the misconception that concordancing is an expensive luxury (Woolard, 2000). However, there are freely available concordances. Some available online corpora include the British National Corpus (BNC, <http://www.natcorp.ox.ac.uk>), the Michigan Corpus of Academic Spoken English (MICASE, <http://micase.elicorpora.info>), and the Corpus of Contemporary American English (COCA, <http://www.americancorpus.org>). These corpora are easy to access and rich; COCA, for instance, includes 450 million words of text including spoken, fiction, popular magazines, newspapers, and academic texts.

Corpora have made a significant impact on language description and research. With the advance of the new technologies, corpora and concordances have become a valuable source for both research and pedagogy (Perez-Llantada, 2009). Over the past few decades, there has been a growing interest in conducting corpus studies in the context of using corpus-based activities, data-driven language (DDL), and concordances in ELT (for example, Chao, 2010; Sun & Wang, 2003; Koosha & Jafarpour, 2006; Chan & Liou, 2005). The reason lying behind this growing interest is the advantages of using corpus-based materials in the classrooms. To start with, concordances provide rich information on collocates, word families, and meanings. In addition, they also involve discovery learning and introduce vocabulary in real contexts. Moreover, learners investigate strategies, control their learning (Chapella & Hunston, 2001), and participate in the learning process actively. Corpus software produce word lists including cluster and collocation lists and count occurrences of individual search items (Farr, 2008). This information can provide students with information on lexical or grammatical patterns in sample sentences of real language (Koosha & Jafarpour, 2006). Based on a large collection of authentic materials and advanced softwares, corpus makes an easy and quick analysis of the

greatest amounts of linguistic data possible, and the learners are provided with a new approach to learn a language independently (Binkai, 2012).

Corpora can be used both indirectly and directly. If they are used indirectly, they help us in making decisions about what materials to teach and when to teach. However, if used directly, they are used by learners and teachers for the purpose of getting familiar with the use of language in the real world. The indirect use of corpus focuses on syllabus design and linguistic materials for the purpose of teaching, while the direct use of corpus focuses more on the teachers and learners (Talai & Fotovatnia, 2012). Using corpora to make discoveries about language is an example of a direct application of corpora. The use of corpus data in preparing more accurate dictionaries and course books to be used by learners in the classroom is an example of an indirect application (Wahid, 2011).

In spite of the growing recognition of the benefits of corpora in language teaching, corpora have not mainly been used in language classes, and some research studies (Anaç, 2009; Yusuf, 2009; Çelik, 2011; Ünaldı, 2011; Akbana, 2011; Genç, 2013) have been conducted to investigate the benefits of using corpus-based materials especially in vocabulary teaching in Turkey. Therefore, more research is needed to find out the effectiveness of corpus-based materials in vocabulary teaching, and the attitudes of learners towards using corpus-based materials. To this end, this study aims to investigate the effectiveness of corpus-based vocabulary materials and students' beliefs and opinions about the use of corpus-based materials in vocabulary learning.

1.2. STATEMENT OF THE PROBLEM

Corpora are believed to be beneficial in language teaching mainly because of the authentic language input. In contrast to the non-authentic and artificial language used in most textbooks and dictionaries, the examples in corpora represent real language used by native speakers. As a result,

corpora have been applied to language teaching and used for pedagogical purposes for more than two decades. There is a growing interest in conducting corpus-based studies in English language teaching. But still, empirical studies in the context of vocabulary teaching are very rare especially in Turkey. To the knowledge of the instructor, there are not many studies that have been conducted to find out the effectiveness of corpus-based materials in vocabulary teaching. As there is not enough empirical study in the Turkish context, the effects of corpus-based materials on vocabulary learning are not clear. There is a need to conduct more studies in this field to generalize the learning effect of the corpus-based vocabulary materials in the Turkish context. Hence, the present small-scale study intends to examine the effects of corpus-based activities in vocabulary teaching and to explore the attitudes of the students towards using corpus-based vocabulary activities in the Turkish context.

1.3. THE AIM AND SCOPE OF THE STUDY

The purpose of the study is to investigate the effectiveness of corpus-based activities in vocabulary teaching instead of using textbook activities and using dictionaries in vocabulary teaching. Another purpose of this study is to examine students' attitudes towards corpus-based vocabulary activities and textbook activities. Having these purposes in mind, the study has the following research questions:

1- What are the effects of using corpus-based activities on Turkish intermediate level EFL learners' performance in vocabulary learning?

2- What are the attitudes of Turkish intermediate level EFL learners towards using corpus-based vocabulary activities?

1.4. ASSUMPTIONS AND LIMITATIONS OF THE STUDY

It is assumed that all the participants participate voluntarily in the study. It is also assumed that all the participants will answer the questions in the questionnaire and interview objectively and without bias.

The study has some limitations. Initially, it is limited to two groups of intermediate level English language learners in the School of Foreign Languages, Kemerburgaz University in 2012-2013 academic year. Therefore, the results of the study cannot be generalized for all language learners in Turkey. If there had been more participants, the results would have been more reliable and generalizable. Another limitation of the study is that the treatment was conducted in six weeks because of time constraints. Having a longer treatment period would be more helpful to understand the effectiveness of the corpus-based materials in vocabulary teaching.

1.5. TERMS AND CONCEPTS

Corpus: “A corpus is basically a collection of texts which is stored in a computer (McCarten, 2007: 2).”

Corpus Linguistics: “Corpus Linguistics approaches the study of language in use through corpora. Corpus linguistics serves to answer two fundamental research questions:

1. What particular patterns are associated with lexical or grammatical features?
2. How do these patterns differ within varieties and registers” (Bennett, 2010: 2)?

Concordance: “A concordance is a list of contexts exemplifying a word or word family” (Chapelle & Hunston, 2001: 111).

Concordancing: Concordancing is a method of analyzing language by studying structures and lexical patterns found in digital databases (Koosha & Jafarpour, 2006).

Data-driven learning (DDL): It refers to the use of a corpus of texts with concordancing software, to find answers to linguistic questions by observing different uses of language (Allan, 2009).

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

In this chapter, corpus linguistics, the history of corpus, types of corpora, corpora in language teaching, and the corpus approach have been explained, and then corpus-based vocabulary studies both in the world and Turkey have been covered. Moreover, the effectiveness of corpus-based materials in vocabulary teaching has been discussed together with related research in the field.

2.2. CORPUS LINGUISTICS

The growing speed and capacity of computers not only have had an impact on many other aspects of life but also on language learning. By using large databases of corpora, it is possible to analyze spoken and written texts in many ways. As a result, this has changed the way people understand, teach, and learn language (Chujo, Anthony, Oghigian, and Uchibori, 2012). “Corpus linguistics came into being when it was first considered that language was something observable” (Ünaldı, 2011: 32). Sinclair (1997, cited in Yusuf, 2009) believed that language cannot be invented; it can only be captured. He defined corpus linguistics as simply the study of language through corpus-based research, but it differs from traditional linguistics in it studies authentic examples of language in use. Corpus linguistics analyzes corpora which are collections of “real life” written texts or recordings of speech (Gajic, 2010). Farr’s (2008) definition of corpus linguistics is broader.

According to Farr, it is an approach and has been used in many disciplines: e.g. dialectology, lexicography, sociolinguistics, language materials development, language therapies, speech technology, forensic linguistics, literary studies, language change and evolution and grammar research. Granger (2002) defined it as a linguistic methodology founded on the use of electronic collections of corpora. According to Granger (2002), corpus linguistics is neither a new branch of linguistics nor a new language theory; it is a powerful methodology thanks to the nature of the evidence it uses.

“Corpus linguistics is one of the fastest-growing methodologies in contemporary linguistics” (Gries, 2009: 32). Corpus linguistics has been perceived as a sub-field of linguistics like the other areas of linguistic studies in sociolinguistics, pragmatics, semantics, syntax, and the like. Moreover, it has also been applied as a methodology on research in applied linguistics and utilized as a reference tool for grammar books, dictionaries, and course books (Akban, 2011). Meyer (2002, cited in Maryani, 2011:6) pointed out that “because corpora consist of texts (or parts of texts), they enable linguists to contextualize their analyses of language; consequently, corpora are very well suited to more functionally based discussions of language”. Corpora have changed and will change linguistic analysis in many ways. To start with, they offer an opportunity to work with large quantities of textual evidence. In addition, they also solve problems which would previously have been regarded as too time-consuming. Furthermore, they reveal connections between linguistic phenomena which would previously have remained hidden (Rissanen, 2004).

Corpus linguistics aims to assess the extent to which patterns of language use are found in a given body of spoken or written texts and to analyze the contextual factors that influence language variation in the texts. Corpus linguistics is also characterized as making extensive use of computers and electronic collections of texts, or corpora (Curzan, 2012). Corpora have reduced the time and trouble in finding evidence for linguistic phenomena. As a result of this, corpora have exercised a significant influence on bringing theoretical and use-based analyses closer together

(Rissanen, 2004). Consequently, researchers have been more interested in doing corpus based research in a variety of branches.

Before corpus linguistics, linguists studied grammar based on native speaker intuition. Thanks to corpora, linguists, researchers, teachers, or and students can use real linguistic data to show and understand how language works. They can analyze vocabulary including frequency, collocations, and grammar, test grammar rules in a grammar book and describe the language and show qualitative and quantitative analyses. They can also compile corpora of specific types of language and find the frequently used vocabulary and expressions. They can even compare students' written and spoken language to find out what types of errors they make (Kitao, 1994).

2.3. HISTORY OF CORPUS

Corpus linguistics and its principles have been around for almost a century. Since the late 19th century, lexicographers, or dictionary makers, have been collecting examples of language in use to define words. Before computers, these examples were collected on small slips of paper and organized in pigeon holes. The advent of computers made it possible to create modern-day corpora (Bennet, 2010).

It is a common belief that corpus linguistics was abandoned in the 1950s, and then embraced once more suddenly in the early 1980s. However, this is not the case because some linguists continued to pioneer corpus work during the period. For example, Quirk (1960, cited in McEnery & Wilson, 1996) planned the construction of his ambitious Survey of English Usage (SEU). In the same year, Francis and Kucera began work on the first computer corpus, the Brown corpus.

When the Brown Corpus, the first computer corpus, was being created in the early 1960s, generative grammar was dominant in linguistics. The creators of the Brown Corpus, W. Nelson Francis and Henry Kucera are now

considered as pioneers in corpus linguistics field; however, their efforts to create a corpus were not welcomed by many members of the linguistic community in the 1960s (Meyer, 2004). For example, Chomsky (1988, cited in McEnery & Wilson, 1996) suggested that the corpus could never be a beneficial tool for a linguist because a linguist should model language competence rather than performance. According to him, a corpus is performance data and is therefore a poor guide to modeling linguistic competence. He emphasizes that we learn the language by following standard method of the sciences that is not to collect masses of unanalyzed data and to try to draw some conclusions from them (Andor, 2004).

Corpora were neglected for nearly two decades because of the debates in linguistics community. During this time period, important advances were made in the use of corpora like linking of the corpus to the computer. The availability of the computerized corpus and the wider availability of computing facilities have revived corpus linguistics (McEnery & Wilson, 1996). “The 1990s can be seen as the era of large under-differentiated corpora, such as the Bank of English and the British National Corpus” (Swales, 2006: 20).

2.4. TYPES OF CORPORA

People build corpora of different sizes for specific reasons. A very large corpus might help to prepare a dictionary. It might contain tens of millions of words as a dictionary has to include many examples of all the words and expressions used in the language. A medium-sized corpus, on the other hand, might contain transcripts of lectures and could be used to write books for learners (Mccarthy, 2004).

Corpora are classified into different categories such as spoken vs. written, parallel (monolingual vs. bi/multilingual) and learner corpus. Written texts in corpora might be drawn from books, newspapers, or magazines that have been scanned or downloaded electronically. Other written corpora

might contain works of literature. Such corpora present the way language is used in contemporary society, how our language use has changed and how language is used in different registers (McCarthy, 2004).

A parallel corpus can be described as a corpus that includes source texts and their translations. Parallel corpora can be monolingual or bilingual. According to Aijmer and Altenberg (1996: 12, cited in McEney & Xiao, 2007) parallel corpora 'offer specific uses and possibilities' for translation studies:

- a) they give new insights into the languages compared;
- b) they can be used for a range of comparative purposes and raise our awareness of language-specific and cultural differences;
- c) they present differences between source texts and translations, and between native and non-native texts;
- d) they can also be used for language teaching.

A spoken language corpus is defined as "any collection of speech recordings which is accessible in computer readable form and which comes with annotation and documentation sufficient to allow re-use of the data in-house, or by scientists in other organizations" (Gibbon et al., 1997: 79). Spoken corpora contain transcripts of spoken language. These transcripts may be of conversations recorded in people's homes and workplaces, or of phone calls, business meetings, or TV shows. Spoken corpora show us how language is used in real life and in many different contexts (McCarthy, 2004).

Learner corpora are collections of authentic texts produced by foreign/second language learners, stored in electronic format. A learner corpus is collected for a specific Second Language Acquisition or Foreign Language Teaching purpose. Researchers might want to test some aspect of SLA theory, or to contribute to the production of better FLT methods (Granger, 2002: 11). Learner corpora involve Contrastive Interlanguage Analysis and Computer-aided Error Analysis. Interlanguage Analysis is contrastive and consists of comparisons between native (NS) and non-native (NNS) data or between the differences of non-native data. Computer-aided Error Analysis focuses on errors in interlanguage and uses computers to tag, retrieve and analyze these errors (Granger, 2002: 12). One of the advantages of learner corpora comparing to other types of learner language

collections is that the texts are computerized. Computerized data can be distributed more widely, therefore; the results are easily comparable. Another advantage of learner corpora is that real production data is analyzed (Sinclair, 2004:130-131).

2.5. CORPORA IN LANGUAGE TEACHING

Corpora first drew the attention of most English language teachers in 1987 with the publication of Collins COBUILD English Language Dictionary, the first corpus-based dictionary for learners. The following year saw the publication of an influential paper on the use of corpus-derived and corpus-based materials in the language classroom (Johns, 1988 cited in Gabrielatos, 2005). Since then, there has been a growing interest in conducting corpus-based research in language teaching (Sripicharn, 2002; Sun and Wang, 2003; Chan and Liou, 2005; Koosha and Jafarpour, 2006; Balunda, 2009; Chao,2010).

The integration of corpus in the EFL teaching and learning has marked a big shift both in methodology and in ideology (Binkai, 2012). Before corpora, linguistic descriptions relied on what native-speakers know about language, or what they perceive language to be, rather than how language is used. Thanks to corpora, we have gained a better understanding of how language is used and new insights into language structure (Tsui, 2004). Corpora may offer learners 'hands-on' experience with language and allow them to observe language change in progress. Moreover, for teachers, corpora are a great resource for designing exercises that make language change clear and real in the classroom. In corpus-based approach, learners interpret language change and engage in hypothesis building and testing. Therefore, adapting corpus-based approach may have longer and more durable learning effect than traditional learning (Heremans & Cuyckens, 2012).

Corpora provide many examples of the search item in its context of use but it does not tell the meaning of the word or phrase. This is something that we have to deduce from the many examples that are generated (Q'Keeffe, McCarthy and Carter, 2007). Analyzing corpus data is a useful tool in teaching vocabulary. It provides valuable information for both students and teachers about how language is used in real-life situations. For teachers language corpora are a useful source of linguistic data for preparing teaching activities. There are lots of advantages of preparing corpus-based activities. Initially, teachers can control the materials. They make sure that students are exposed to the language that is meaningful and relevant for them. They can delete some parts of the materials and it provides lower level students with meaningful and non-distracting input. Teachers can also use concordance to begin discussion on words, phrases and collocations or guide students to discover patterns of language use (Reppen, 2011).

Data gathered from a corpus allow determining the criteria of word associations in collocations (Donesch-Jezo, 2013). The richness of authentic texts in terms of their cultural and linguistic content, the opportunity to select materials that are relevant, suitable, and interesting to specific groups of learners, the motivational aspects of learning from authentic rather than artificial material are some of the advantages of using corpora (Mishan, 2004). Concordances provide richer sources of co-textual information than dictionaries. They promote efficient exploration of word collocates. Students need time and training on how to do it (Woolard, 2000). Therefore, teachers should be very specific while introducing concordances or corpus-based materials. Students need practice and clear instruction about working with these kinds of materials.

In the past, teachers used examples made up by them while teaching. The drawbacks of such a method lacked the authenticity and were limited in amount. Most of the time, students have difficulty exploring these poor sentences (Sun and Wang, 2003). The use of corpora in language teaching has altered learner and teacher roles. It has reinforced learner-centered methodologies, and changed the conception of teachers as sources of

knowledge towards one of teachers as guides and facilitators, or even co-researchers (Gabrielatos, 2005). The benefit of such student-centered discovery learning is that the students are given access to the facts of authentic language use, and are challenged to make generalizations and observe patterns of language behavior. Studying concordances can also make students more aware of language use (Krieger, 2003). Data Driven Learning (DDL) is considered as an important breakthrough in ELT history because concordances give students access to an unlimited database of authentic materials (Basanta & Martin, 2005, 2006). The analysis activities (corpus-based activities) help learners to process text better and to systematize their knowledge. Learners are more likely to notice and reflect on further occurrences of the language items when they pay attention to the meanings, uses, and functions of common words in the target language. This process leads to interlanguage development (Willis, 2011). Gavioli and Aston (2001, cited in Huang, 2011) pointed out that learning activities that include analyzing corpus data are consistent with current principles of language learning theory, that is students develop more autonomy when they receive guidance about how to observe language and make generalizations.

There are three ways for teachers to integrate corpus into their teaching. Firstly, they gather data from corpus searches prepare materials and have students work with these materials. Also, they can use online available corpora while teaching a specific language pattern. Moreover, teachers can create specialized corpora from authentic texts or student papers and have students analyze the data (Reppen, 2011). Preparing corpus-based materials may meet students' needs and expectations better as it gives teachers the opportunity to make changes or adaptation necessary for the students. Using online corpora may be suitable for high level students, but they may be too challenging for students with lower proficiency levels.

Corpora do not tell us what to teach, but they can help us make better decisions, and clarify our reasons for teaching specific features (Gavioli & Aston, 2001). Hunston (2002) claims that corpora reflect natural language

and are free of intuition, therefore; their findings can be applied in real life situations. Thanks to its reliability, corpus is used as a dominant and frequently used method to study linguistic variation.

Corpus size is important factor to consider for teachers and researchers. The corpus does not serve to test a linguistic model but to create a linguistic model. As a result, if the corpus size is small it provides a small window on the language phenomenon and hence, the results will only provide a partial picture of its 'true' complexity. However, a large corpus will provide a full view of the phenomenon and thus will always be superior to a smaller corpus (Anthony, 2013).

2.6. THE CORPUS APPROACH (DATA-DRIVEN LEARNING APPROACH)

Data-driven learning (DDL) refers to the use of a corpus of texts with concordancing software, to find answers to linguistic questions by observing different uses of language. The learner writes the target word(s) into the software and all examples from the corpus appears, usually in a keyword in context (KWIC) format. DDL is fruitful in many ways. Although it is not a communicative approach, it has benefits such as being learner-centered, using authentic language, and promoting learner discovery (Allan, 2009).

The idea of data-driven learning approach (DDL) was proposed by Johns (1991) as an innovative approach to the implementation of concordancing materials in language teaching. Data--driven learning (DDL) was defined by Johns and King (1991, cited in Qingzhao, 2011: 389) as "the use in the classroom of computer-generated concordances to get students to explore regularities of patterning in the target language, and the development of activities and exercises based on concordance output". In DDL, a concordancer searches huge amounts of linguistic data (called corpora). The concordancer is electronic software that depicts frequent lexical/grammatical patterns of language within authentic contexts (Koosha & Jafarpour, 2006).

Johns (1991, cited in Clavel & Fustel, 2010) summarize the principles of DDL as follows:

- 1) The learners 'discover' the language through their own questions. The language-learner is a researcher who has access to linguistic data.
- 2) The computer acts as an informant that answers the questions learners ask.
- 3) The basic computer tool is the concordancer. The concordances on a computer screen show all instances of a word (or phrase) in a *key word in context* (KWIC) format.
- 4) The teacher's is in the role of a 'facilitator' of student-centered classroom environment. Concordancers are the important focus.

Corpus approach, or data-driven learning approach (DDL) includes hypothesis formation through inductive corpus-based exercises, explicit explanations from the teacher to confirm or correct these hypotheses, hypothesis testing through follow-up exercises; and learner production (Chujo & Oghigian, 2008 cited in Chujo et al., 2009). In DDL, the student-centered classroom design stresses classroom interaction, in which students can communicate through their own understanding of the language knowledge to achieve the purpose of the acquisition of language. This learning mode fosters the learner's autonomic learning ability to explore and discover language knowledge (Guan, 2013).

The corpus approach is comprised of four characteristics. It analyzes the actual patterns of language use in natural texts such as textbooks, newspapers, academic papers, TV shows, class lectures, fiction, nonfiction, etc. Another major characteristic of the corpus approach is that it utilizes a large and principled collection of natural texts as the basis for analysis. There are different contexts available such as written corpus, spoken corpus, etc. The corpus approach makes extensive use of computers for analysis and depends on both quantitative and qualitative analytical techniques. Computers both hold and analyze the language in a specific corpus (Biber et al., 1998 cited in Bennet, 2010).

One of the central principles of the corpus approach is that vocabulary and grammar are interrelated rather than distinctive from each other

(Halliday, 1992; Sinclair, 1991 cited in Yoon & Hirvela, 2004). Vocabulary instruction is moving away from teaching words in isolation, and placing a greater emphasis on exposing learners to lexical items in authentic and meaningful contexts. Furthermore, there is a growing amount of evidence that much of the English language is formulaic which suggests that teaching vocabulary as separate from grammar has limitations (Balunda, 2009).

In addition, DDL increases the exposure to authentic language used by native speakers in culturally authentic contexts of use. Learners learn through authentic materials rather than pedagogically designed material (Kramsch, A'Ness & Lam, 2000 cited in Basanda & Martin, 2005, 2006). DDL can be teacher- or learner-led depending on the facilities available. In the learner-led strand, students can use many free online corpora available if computers are available to them. In the teacher-led strand, on the other hand, the teacher may wish to play with the data by creating exercises based on the concordance lines or by printing the concordances and blanking out a particular element, such as the key word, the collocate/s of the key word, and so on (Mishan, 2004).

The DDL approach has been widely recognized for its potential in language teaching. To summarize, DDL has many benefits placing the student in the center of the learning process, encourages discovery learning and questioning, foster autonomy, and promotes important learning skills (Tian, 2005).

2.7. CORPUS-BASED VOCABULARY RESEARCH IN THE WORLD

In this section, several previous empirical studies which have been conducted in the world to determine the effectiveness of corpora on vocabulary learning have been summarized. Learners' attitudes and opinions towards using corpora in vocabulary learning have been presented.

Sripicharn (2002) carried out a study to evaluate the use of classroom concordancing by a group of students at Thammasat University, Thailand. First, the learning effect of classroom concordancing was measured using the experimental research design with pre- and post tests. In addition, the learners' attitudes towards concordance-based materials were also elicited using questionnaires and in-depth interviews. The experimental group worked on concordance-based materials, while the control group worked with non-concordance teaching units. The majority of the participants were second-year, English-major students with four of them majoring in Linguistics. The students were taking a four-month writing course. The results of the pre-test indicated that the students were upper-intermediate learners of English and there was no significant difference between the two groups. Thirty concordance-based teaching units were used with the experimental group. The materials were written to draw learners' attention to collocation, connotation, multi word units, lexical relations, and clause structure. Thirty non-concordance materials were used with the control group. They focused on the same language features; however, the non-concordance teaching units presented explicit explanations of language points. In the final week of the study, a post test was administered. The results showed that classroom concordancing did not have a marked effect on the learning of language items presented in the materials. Although the learning and transfer effects of classroom concordancing were not reported to be significant, the qualitative data suggested that the students had positive attitudes towards concordance-based tasks. The one-to-one discussions also suggested that students were able to make useful generalizations from the concordance data. The results of the questionnaire suggested that most of the students perceived the concordance tasks as interesting, not too difficult and could be manageable within the assigned time. The data from the in-depth interviews also supported the questionnaire results.

Sun and Wang (2003) studied the effectiveness of inductive and deductive approaches to learning of collocations by using a concordancer. They also examined the relationship between the difficulty of collocation patterns and cognitive approaches. Eighty one senior high school students

participated in the study. They were randomly divided into two groups; an inductive group, and a deductive group. At the beginning of the study, the participants took the pre-test, and then web-based concordancing tools were introduced to them. Students in the inductive group were required to search for five instances of use of the keyword on a web-based concordancer, and then they were asked to understand the underlying patterns through the five instances. They were also asked to correct the sentences according to their own induced rules. Students in the deductive group were given grammatical rules and they were asked to correct the sentences through studying the rules. After the treatment, a post test was taken to evaluate the students' performance in collocation learning. The results of the study showed that the inductive group performed significantly better than the deductive group on the learning of easy collocation patterns. However, this study's results revealed that easy patterns tend to be more suitable for the inductive approach because there was no significant difference between the two teaching approaches for the difficult patterns.

Chan and Liou's (2005) study investigated the influence of using five web-based practice units on English verb-noun collocations with the design of a web-based Chinese-English bilingual concordancer on collocation learning. Thirty-two college EFL students participated in the study. A one-group pre-test post test experiment was designed to examine whether and in what way a Chinese – English bilingual concordancer can assist EFL students' learning of verb – noun collocations. The participants also responded to a background questionnaire and an evaluation questionnaire. The results of the study showed that EFL college students' overall verb – noun lexical collocation knowledge was improved via the explicit CALL collocation instruction. Although students regressed after two and a half months, their knowledge of verb – noun collocation remained to the degree that it was superior to their entry levels. The questionnaire indicated that the participants viewed the collocation learning via the CALL approaches as helpful and they were satisfied with the program design of the online collocation units.

Kobelinski's (2005) study explored the possibilities of the use of Corpus in the design of materials for vocabulary learning. The participants in this study were thirty-two first year university students. The experimental group was composed of fifteen male students around seventeen years old. The control group consisted of thirteen male and two female students of approximately the same age. The experimental group was submitted to nine fifty-minute classes to solve the corpus-based activities. Two questionnaires were designed to determine the characteristics of the learners participating in this study and verify learners' acting in response and receptivity to the corpus based approach. The participants answered a worksheet related to EST (English for Science and Technology) lexical items found into the corpus of study. The post test was applied without prior notice after the treatment. The findings of the study suggested that participants held positive attitudes towards corpus-based approaches. The results also revealed that the effectiveness of the corpus-based approaches. The reading tasks presented complexities for learners because of the long and challenging authentic texts. Nevertheless, after dealing with these complexities learners found information technology easier to read than other kind of texts.

Chujo, Utiyama and Miura (2006) investigated the effectiveness of Japanese-English bilingual parallel corpora on beginner level EFL learners' vocabulary learning. The study was conducted in three Japanese university beginning-level English CALL Courses. The courses met for one 90-minute class per week for four or five weeks. There were 24 freshmen participants in Class 1, and 28 in Class 2. Class 3 had 20 graduate students. All of the participants were engineering students and they did not feel confident in their English proficiency. 83 tasks in total from the pre-set tasks developed for the DDL course were used during this experiment. Learners worked in pairs with a self explanatory DDL handout consisting of about ten tasks for exploring the usage of seven target words. Some target words were provided with several tasks and the tasks were arranged from easy to difficult. In pairs, one student performed the concordancing and the other wrote down the results on the handout. Learners consulted with each other about how to perform the concordance and they submitted the handout after filling out the answers to

each task question. After finishing the DDL activities, students had 15 minutes to use the CALL vocabulary CD-ROM to study the 20 target words. At the end of the lesson, a CALL CD-ROM quiz was given to confirm their understanding of the vocabulary learned that day. The evaluation of the learning effect in this study was based on learners' impressions from the Final Questionnaire. The study revealed that the beginning level EFL learners were able to use the concordancing tool for learning English vocabulary, and that the bilingual parallel corpus was effective with beginning level EFL students.

Koosha and Jafarpour (2006) studied the effectiveness of concordancing materials presented through data-driven learning in the learning collocation of prepositions. They also aimed to find out if knowledge of collocation of prepositions could differentiate among the different levels of EFL learners' proficiency and to determine the extent to which Iranian EFL learners' knowledge of collocation of prepositions is affected by their L1. 200 senior English majors studying at three universities participated in this study. Six groups participated in this study, three experimental (DDL approach) and three control groups (conventional approach). A pre-test and post test were administered to check the effects of the treatments. The participants were pre-tested by a completion test on collocation of prepositions. Then the participants went through a fifteen-session treatment. Prepositions and their collocational properties were taught to the students. The results of the study revealed that DDL approach were highly effective in the teaching and learning of collocation of prepositions.

Braun (2007) conducted an empirical study to investigate the overall conditions and challenges of integrating corpus materials and corpus-based learning activities into English language classes at a secondary school in Germany. Braun's study was different from the other studies as it focused the overall proficiency including grammar, vocabulary, listening and speaking. The participants were 26 students of the 9th grade (age 14-15). English was their first foreign language, and they had had English classes since grade 5. During a period of four weeks, one unit of the students' textbook was covered

and complemented by materials from the ELISA corpus. Two of the interviews from the ELISA corpus were used as a starting point for corpus-based learning activities. The interviews were first watched in class, using a data projector and a screen. This was followed by a discussion of the interview in class, and then that the interview was explored in detail, using computer-based activities and exercises. The exercises at the end of each section were designed to 'test' what the students had learned in the activities assigned to this section. The results from coursework were used to assess the overall proficiency of each student. The questionnaire data and the qualitative data (students' comments and observations) were analyzed with the aim of assessing the overall success of integrating corpus material into the chosen learning unit. The data revealed that the two groups did not differ significantly with regard to their overall proficiency, but the corpus group scored significantly better in the computer-based exercises for the second interview. To complement the results from marking and logging, the students were asked to rate their perceived learning success for the entire unit on a 5-point Likert scale. The control group rated the overall success slightly higher than the corpus group but the difference is not significant. However, the corpus group scored significantly better in the computer-based exercises for the second interview. This finding was matched by the corpus group's higher ratings of the perceived learning success for the second interview. The data seem to suggest that the corpus-based activities were more effective and were perceived to be more useful than the more traditional computer-based activities.

Balunda's (2009) study examined if DDL has something unique to offer in the teaching of vocabulary, and compared the efficacy of two designs on students' noticing of collocations in concordance data. The study differs from both the other experiments in that it asked students to compare DDL with their own methods for learning new words rather than traditional reference materials. The study used a semi-structured interview format to understand what students felt and what they learned from DDL. The researcher conducted an interview to find out the students' beliefs and attitudes towards grammar and vocabulary, and methods for studying

unknown words. Fifteen ESL students participated in the study. The participants were extremely heterogeneous, with students from eight different nations: Japan, Iran, Kuwait, Saudi Arabia, Pakistan, Liberia, Nigeria, and South Korea. The researcher compiled a corpus composed of texts taken from the students' textbook to create the materials for the experiment. The corpus was created by scanning each assigned text from the course textbook to a computer. The participants participated in five, 45-minute training sessions. In session one, the students were given a brief introduction to corpus linguistics. At the beginning of the semester, the students completed a questionnaire about their attitudes towards grammar and vocabulary. In addition, the students were randomly placed into two groups, Group 1 and Group 2. Both groups completed a thirty-item vocabulary test on a random selection of six words from each of the first five sub-lists of the AWL. For the experiment, the students were asked to complete a DDL task for the word subsequent, and each group of students was given forty-five minutes to complete the activity. After the activity session, each student was privately interviewed by the researcher/instructor using a semi-structured interview format. The interviews were video/audio recorded, transcribed, and analyzed by the researcher/instructor. When students in the current study compared DDL to their usual methods for learning new words, they stated that DDL helped them to notice certain things about the word. When compared to dictionary work, students commented that DDL made them to realize the connection between the form and the meaning of the word. They commented that learning many forms of the word at one time was something they did not do when consulting a dictionary.

Chao (2010)'s study investigated the effects of concordancer on collocation learning of Taiwanese junior high students via collocation concordance, IWILL. Two classes of second-grade junior students participated in this study. They were assigned into two groups, an experimental group and a control group. This research involved a pre-test, post test, and a questionnaire aimed to find out students' attitudes toward concordance learning and their recommendations about the course. The duration of the study was 15 weeks, and each collocation course was

implemented after the teaching of correspondent lesson of the textbook. The students took a pre-test and a post test to determine the effects of using the concordancer on their collocation learning. The results of the pre-test revealed that two groups were homogenous, while the results of the post-test revealed that the students in the experimental group were significantly different. The results showed that after the treatment, the experimental group significantly outperformed the control group, and also had great performance on collocations. The questionnaire data showed that the students in the study held positive attitudes toward concordancer as they considered that it was more fun and interesting to learn. Also, the majority of the students stated that they would make use of the concordancer in their future learning.

Donesch-Jezo's (2013) study aims to investigate the ways to facilitate students' acquisition of new words. The study provides a number of examples of learning activities showing how the teaching of vocabulary items can be realized in the L2 classroom in an effective and appealing way with the use of language corpus together with concordancing software. 30 students in the fourth year of medical studies participated in the study. The students' level of proficiency was intermediate and upper intermediate. The experiment took 6 hours in total. The corpus included 10 research article introductions selected from four Anglo-American journals in the field of medicine. The selected articles were written by native speakers of English. The students in pairs performed the analysis of the texts to find the localization and the use of some key lexical items. These tasks were discovery activities that drew the students' attention to the functions, form, and associations formed by these words. The tasks included open-ended questions, gap-filling, matching the words and filling the table with words. The analysis was conducted manually by reading the texts and recording the occurrence of particular lexical items in the the research papers and with the use of concordancing software MonoConc Pro 2.2. A vocabulary test was administered after finishing the vocabulary-learning session. The students' vocabulary test scores were higher than the scores obtained before the test. Informal conversations with the students showed that they considered this

type of vocabulary learning interesting, and that this knowledge helped them in their understanding of scientific texts.

The findings of most of these studies suggest that corpus-based activities, DDL, and concordancing are beneficial for learning English words and have a learning effect on students' performances. The qualitative data gathered from these studies back up the quantitative data. Generally, students hold positive attitudes towards using corpora and corpus-based materials in vocabulary teaching because of several reasons such as being more interesting, fun, durable and meaningful.

2.8. CORPUS-BASED VOCABULARY RESEARCH IN TURKEY

In Turkey, to the knowledge of the researcher, corpus research has become popular especially in the last decade. But still, there are not many studies conducted about using corpus-based materials in vocabulary teaching. Therefore, there is a need to conduct more research on using corpus-based materials in vocabulary teaching to understand the effects of using these materials in the Turkish context.

Anaç (2009) conducted a study to understand the effects of Data-driven learning (DDL) on language achievement of Turkish EFL learners and determine whether this approach has a marked effect on the learning of language items presented in the materials. The learning effect of DDL was measured using experimental research design with pre- and post tests. Agreement scale questionnaire was used to elicit learners' attitudes towards DDL materials. The participants were two groups of high school Grade 2 students at a state school in Turkey. Students in one group formed the experimental group while the students in the other group were treated as the control group. The experimental group consisted of 22 students, 15 female and 7 male. The control group included 21 students, 14 female and 7 male. Both groups were at an intermediate level of English proficiency and their reading and writing skills were more developed than their listening and

speaking skills. The experimental group worked on concordance-based materials, while the control group was given corresponding non-concordance teaching units focusing on almost the same language items. Two data collection instruments, pre- and post tests and an agreement scale questionnaire, were used in this study. Sripicharn's (2002) pre- and post tests were used in the study. The pre- and post tests were administered to both the control and experimental groups at the beginning and at the end of the study. The test had two main parts. The first part of the test measured the learning of vocabulary and language points presented in the materials and the second part of the test measured the transfer effect of DDL on the students' ability to apply context observation skills. The same test items (a total of 50) were used in both the pre- and post tests. Towards the end of the study, the DDL students were asked to complete the questionnaire. This questionnaire was also developed by Sripicharn (2002). The questionnaire consisted of 22 questions and asked the students in the experimental group to evaluate the DDL materials. The students in the experimental group were asked to evaluate the DDL in terms of format and presentation, and usefulness of language focus. The DDL group scored higher than the non-DDL group (10.68 to 9.19) in the pre-test Part one ($p < 0.05$). In addition to that, the DDL group scores were highly significant than that of the non-DDL group (12.54 to 9.71) in the post test Part one ($p < 0.01$). The p-value of the pre- and post test indicated that there was a significant difference between two groups. However, there was no significant difference between the control and experimental groups in the Part 2 of the test. The results of the study showed that DDL has a marked effect on the learning of language items presented in the materials, but not on the learners' ability to transfer context observation skills to similar language tasks. The data gathered from the attitude questionnaire revealed that the learners had positive attitudes toward DDL materials. Most of the DDL students thought that concordancing is an interesting and also a helpful way of learning English.

Çelik's (2011) study investigated the effects of data-driven learning (DDL) on EFL learners' achievement and retention of lexical competence comparing to dictionary use. The dependent variable of the study was

learners' achievement on a collocation test that was developed by the researchers, while the independent variables were two experimental groups who study using concordancing activities and an online dictionary. The Moodle learning management system was used to deliver instruction to both experiment groups. The first experimental group studied concordance lines selected by the researcher and also used the Contemporary Corpus of American English (COCA) in order to attain the meaningful deductions. The second experiment group studied the same vocabulary via an online dictionary (The Longman Dictionary of Contemporary English Online). 68 university students participated in the study. Both courses were designed to be taught for five weeks, so there were five sessions in each course. 10 identical words were taught at each of these sessions. A collocation test was developed to gather data through ANCOVA and descriptive statistics. The collocational knowledge test was utilized to assess learners' collocational competence on prepositional phrases. The test required participants to define the most widely used right collocate of the given words or prepositional phrases. All the correct collocates of the words and phrases were analyzed and the most widely used one was selected as the correct answer. Pre- and post tests were administered one week before and after the experiment. The experiment took five weeks. The exact post test form was also administered as a retention test three weeks after the post test administration. The data gathered throughout the study were analyzed using the Statistical Package for Social Sciences (SPSS version 17.0). The results of the study revealed that pre- and post tests did not show a significant difference between the two experimental groups. However, the retention test results indicated that data-driven learning group performed better than online dictionary use group.

Akinci's (2009) study aims to examine the effectiveness of data-driven learning (DDL), explicit instruction and combined method in teaching verb+noun (V+N) collocations to advanced learners of English through measuring these learners' recognition accuracy of V+N collocations and their judgment about the acceptability of these collocations. It also aims to explore the opinions and feelings of the learners about corpus consultancy in learning V+N collocations. Students were divided into three distinctive groups; DDL

Group (D-Group) following DDL method, the Explicit Instruction-Group (EI-Group) learning collocations through explicit instruction; and the Combined-Group (C-Group) undergoing the combined instruction of DDL and explicit instruction. DDI group included 20 students, while EI-Group and C-Group included 19 students. Different kinds of treatment were given to these groups for five-class hours in separate weeks. The instruments of the study were a V+N collocation test, a collocation judgment test, a self-evaluation questionnaire and semi-structured interviews. Quantitative data were analyzed using one-way independent analysis of variance and descriptive statistics. The results revealed significant difference among three groups in their recognition accuracy of V+N collocations. EI-Group and C-Group were significantly better than D-Group; however, the means of the EI-Group and C-Group did not significantly differ from each other. Taking the judgment about the acceptability of V+N collocations into consideration, EI Group significantly outperformed D-Group; however, the difference between EI-Group and C-Group; and C-Group and D-Group was not statistically significant. The questionnaire data showed that the participants found corpus consultancy more useful and effective in learning V+N collocations. The results of the self-evaluation questionnaire showed that the students were positive toward corpus consultancy in teaching collocations. They agreed that corpora can help them become aware of common uses of collocation. Furthermore, they agreed that corpus consultancy was especially beneficial for enhancing their writing skill. The interviews revealed that the participants realized the advantages of corpora such as being reliable source, having richness of vocabulary and giving context.

Anđ's (2006) study aims at examining the effectiveness of corpus consultation through concordancing on non-native English speaker freshman ELT students' use of the formulaic language features characterizing the summary of a research article and the rhetorical moves of the research paper introduction (RPI) within a genre-specific perspective; the reported confidence levels of the learners with respect to these writing tasks and their opinions about concordancing. The experimental group included 30 and the control group included 28 participants. A test battery consisting of one

'Formulaic Sequences Test', three 'Summary Writing' tests and one 'Research Paper Proposal'; semi-structured interviews; and a self-evaluation questionnaire were used as research instruments in the study. Quantitative data were analyzed via mixed design analyses of variance and independent samples t-tests. Results showed that the means of the three measurements of summary writing for the experimental group did not differ significantly from those for the control group. Also, the groups did not significantly differ in their use of formulaic sequences in an RPI and in productive and receptive knowledge of these sequences. The questionnaire data revealed no significant difference in the levels of reported confidence in summarizing a research article and writing an RPI. However, both groups reported higher level of confidence in writing an RPI. The interview data revealed that concordancing helped learners gain awareness of the formulaic academic language.

Genç's (2013) study investigated the differences in vocabulary use between native and nonnative speakers. The study compared a small, spoken NNS corpus with a smaller, spoken NS corpus. It was carried out with the participation of both Turkish students majoring in English at the ELT Department, and four native speakers of English. The participants in this study are categorized into two groups. 30 Turkish 1st-year students of English (NNS) and four native speakers of English (NS) participated in the study. The participants were first asked to watch a movie titled *Mickey's Christmas Carol* based on the novel *Christmas Carol* by Charles Dickens, and then they were asked to provide an oral comment of the film. The participants were interviewed individually. The data from the interviews were audio-recorded and then transcribed. Each interview session lasted 5-7 minutes. The recordings of NNS and NS were grouped as separate entities; therefore, two units of recordings were investigated in this study. All the units were transcribed into standard orthography for analysis. Utterances spoken by students and four native speakers were analyzed through analytical software, Concordance. The results showed that the current proficiency of Turkish NNSs in vocabulary does not display a remarkable deviance from

that of native speakers. From the results, it is suggested that regarding the one word level NNS and NS speech display close similarities.

Girgin's (2011) study investigated the effectiveness of using corpus-based activities on lower level EFL students' learning of English grammar. The study also explored the attitudes of the students towards using corpus-based activities in English grammar learning. Six intact lower level EFL classes participated in the study. The quantitative data were collected through three tests and an attitude questionnaire. The quantitative data were collected through pre-test, immediate post test, and delayed post test. The qualitative data were obtained through semi-structured interviews. The results of the tests revealed that the students were able to use corpus-based activities effectively in the learning of the target grammar structures. Moreover, it was also found that using corpus-based activities in the learning of the target grammar structures produced similar results when compared to using a textbook. The attitude questionnaire results showed that the students held somewhat neutral attitudes towards using corpus-based activities in the learning of the five target grammar structures; however, the student interviews revealed more positive attitudes towards using these sources.

Kayaoglu's (2013) study aimed at exploring the feasibility of using a corpus to help students differentiate between close synonyms which have similar meanings but cannot be substituted one for the other. 23 intermediate level students majoring in English participated in the study. Students were given a vocabulary test of 30 English sentences in seven set of questions with a blank each to fill from the group of close synonyms. They were advised to mark the most challenging questions whose answers they were not very sure about. Students were not told the results of the test. On the same day students were made familiar with the COCA following 40-minute training. Students were then asked to do the same test with the same task of choosing the most appropriate English words for the given blanks by referring to the COCA in the computer lab. The students were encouraged to act as language detectives; to observe different meanings and patterns of usage in problematic words, using COCA. The students were expected to make their

own judgment. Pre- and post tests were used in the study. In the pre-test students were asked to choose the most appropriate English words for the given blanks. In the second part of the experiment, students were asked to do the same test by using COCA. A t-test was used to see whether there was a significant difference between pre-test and post test results in terms of appropriate word choice. The t-test analysis revealed that the use of corpus for deciding on close synonyms proved to be very effective as there was a statistically significant difference between the pre-test and post test results. Interviews with five randomly selected students provided evidence for the fact that using the corpus (COCA) was useful and at the same time demanding. Some students had great pleasure from discovering regularities of patterning in the corpus, while some were overwhelmed by the existence of huge number of variations and examples.

Even though the studies summarized above suggest promising results, more empirical studies should be conducted especially in vocabulary teaching in order to determine whether these conclusions are generalizable or not in Turkish context.

CHAPTER 3 METHODOLOGY

3.1. INTRODUCTION

This chapter provides information about the research methodology and data collection instruments and materials used in the study. It presents the setting in which the study was conducted, the participants and the sampling of the study, the instruments for data collection, and the procedures for the data collection and analysis.

3.2. RESEARCH DESIGN

The learning effect of corpus-based vocabulary activities on intermediate level students was measured using a quasi-experimental research design with pre- and post tests. Brown and Rodgers (2002) outline the following characteristics of a 'true experimental study':

- a) Students are randomly selected and assigned to two groups;
- b) Two experimental treatments are provided;
- c) For both groups, a pre-test and post test are given.

'Quasi-experimental designs are commonly employed in the evaluation of educational programs when random assignment is not possible or practical' (Gribbons & Herman, 1997). 'True experimental design' was not employed in this study because pre-selection and randomization of groups

was difficult. The groups were not randomly assigned to groups; intact groups were used instead. Therefore, this study is a quasi-experimental study.

3.3. THE PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The purpose of the study is to investigate the effectiveness of corpus-based activities in vocabulary teaching instead of using textbook activities and dictionaries in vocabulary teaching. Another purpose of this study is to examine students' attitudes towards corpus-based vocabulary activities. The study has the following research questions:

1. What are the effects of using corpus-based activities on Turkish intermediate proficiency level EFL learners' performance in vocabulary learning?
2. What are the attitudes of Turkish intermediate proficiency level EFL learners towards using corpus-based vocabulary activities?

3.4. SETTING

The study was conducted at Kemerburgaz University, in the School of Foreign Languages in the spring term of the 2012-2013 academic year. There are two departments in the School of Foreign Languages; the Department of Modern Languages and the Department of Basic English. Students take English courses from the Department of Modern Languages once they start studying at their departments. On the other hand, the Department of Basic English aims to help students develop four skills in order to start a four-year program with English-medium instruction. A proficiency test is administered to all incoming students before the beginning of the academic year. If students get 60 marks or above out of 100, they can start studying at their departments because they are considered proficient enough to carry out their academic studies in their departments. If students score less than 60 marks, they have to study at the preparatory program for one

academic term or year according to the proficiency level. Students are divided into four levels, elementary, pre-intermediate, intermediate and upper-intermediate, according to the results of the proficiency test. One academic year is divided into two terms, thirty-two weeks in total and students participate in classes four or five hours a day, twenty or twenty five hours a week in general.

3.5. PARTICIPANTS

The participants were 34 intermediate level preparation class students at a private university in Turkey. They were placed into two intact groups. Students in one group formed the experimental group while the students in the other group were treated as the control group. The experimental group consisted of eighteen students (ten female and eight male) and there were sixteen students (eight female and eight male) in the control group. However, two students from the experimental group and four students from the control group dropped the program because of several personal reasons. Both groups were at an intermediate level of English proficiency level. Students were placed in intermediate level as a result of the placement test given at the beginning of the academic year. The students were in the age range of eighteen to twenty-one.

Four teachers instructed the same course in the two intact groups. Three of these teachers were female and one of them was male. Two of them taught the experimental group. The researcher was one of the teachers and taught both the control group and the experimental group. Before the experiment, the researcher gave details about the corpus-based vocabulary materials to the teacher who also taught the experimental group. In addition, they also often shared ideas on how to use these materials during the treatment.

3.6. INSTRUMENTS AND MATERIALS

Two groups, nonrandom selection pre-test post test experiment was designed in order to answer the research questions. Data collection instruments were a proficiency test, pre- and post tests, an attitude questionnaire, interview questions and learner diaries. The materials used in the study were corpus-based activities and a textbook.

3.6.1. Proficiency Exam

In the first phase of this study, a proficiency test was given to the participants to find out whether two groups are homogenous or not. The researcher adopted Cambridge Preliminary English Test (PET) and Pearson Practice Reading Test as proficiency test. Items were given to two experienced EFL teachers and an expert to judge their difficulty levels.

Teijlingen and Hundley (2001) state that conducting a pilot study might give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are not appropriate or too complicated .Hence, the researcher conducted a pilot study with a group of intermediate level students to test the reliability of the proficiency exam. 19 intermediate level students participated in the pilot study.

After the pilot study, it was found out that some revision on the items of the proficiency test was necessary. SPSS was used for item analysis. The test comprised 25 items but 5 of them were omitted. Items 1, 4, 15, 17 and 24 were excluded from the proficiency test because they were either too easy or too difficult for students.

3.6.2. Pre- and Post Tests

After having sampled target words from the textbook, two tests (pre- and post tests) were prepared by the researcher. The researcher made some adjustments after getting feedback from the testing unit and the other English language instructors and an expert. The tests consisted of multiple choice gap filling based on concordance lines. In each item, four to five concordance lines were given and students were asked to choose the best word that matches all the blanks. A couple of examples were given to the students before the pre-test because the test format was new to the students.

In order to test reliability of the pre- and post tests, a pilot study was conducted. SPSS was used for item analysis. The test comprised 25 items but 5 of them were omitted. Items 7, 10, 18, 21 and 23 were excluded from the proficiency because they were either too easy or too difficult for students. Pre- and post tests can be seen in Appendix 3.

3.6.3. Questionnaire

In order to investigate the second research question, the students in the experimental group were asked to complete a questionnaire after the six-week treatment.

The questionnaire was in 5-point Likert Scale format (1: totally disagree, 2: disagree, 3: somewhat agree, 4: agree, 5: totally agree) and it consisted of 13 items. The items in the questionnaire were taken and adopted from the studies of Farr (2008), Yoon and Hirvela (2004), and Vannestal and Lindquist (2007). Items 1 and 2 were taken from Farr's (2008) study while items 3,4,5,6,7,8,10,11,12 and 13 were taken from Yoon and Hirvela's (2004) study. Next, item 9 also was adopted from Vannestal and Lindquist's (2007) study. Items 1 and 2 required the students to specify their opinions regarding the benefits of the corpus-based activities used in the treatment while item 3 required the students to compare the use of corpus-based activities with the use of dictionary. Items 4 and 5 asked students to

evaluate the help of the corpus-based activities in learning the meaning and usage of vocabulary. Items 6 and 7 required the students to reflect their opinions about whether corpus-based materials were difficult due to the cut-off sentences and the real texts. Item 8 was about understanding the purpose of using corpus-based vocabulary activities while items 9 and 12 were the contribution of corpus-based vocabulary activities to reading skill and vocabulary guessing strategy. Item 10 required the students to evaluate their participation in the corpus-based activities during the sessions. Items 11 and 13 intended to reveal the students' recommendations regarding the use of corpus-based vocabulary activities.

The questionnaire was administered in Turkish to gather more reliable data and to make it easier to comprehend for the students. Only one student, an international student, answered the English version of the questionnaire. The questionnaire was translated into Turkish by the researcher to make learners feel more comfortable and to gather more reliable data. The researcher consulted an English instructor and an expert in order to find out whether the English version and the translated version were similar. A few changes were made on the wording of the questionnaire items after getting feedback.

As Dörnyei (2003) states the issue of piloting the questionnaire is crucial because in questionnaires so much depends on the actual wording of the items, and integral part of questionnaire construction is 'field testing,' that is, piloting the questionnaire at various stages of its development on a sample of people who are similar to the target sample the instrument has been designed for (p.63). Therefore, a pilot study was conducted to find out the problems that are likely to emerge and make necessary changes. 17 intermediate level students participated in the pilot study. After the questionnaires were collected, the items with negative wording were reversed. When the reliability of the pre- and post tests of the pilot study was calculated, the Cronbach-alpha coefficient was found as $\alpha = 0,67$. The questionnaire consisted of 13 items but item 12 was omitted to increase the reliability of the test. As a result of this alteration, the Cronbach-alpha value

changed into $\alpha = 0.72$. The final version of the questionnaire was administered in regular class time to 16 participants from experimental group in the last week of the experiment. Filling out the questionnaire, the students in the experimental group had a chance to express their attitudes towards learning vocabulary with the help of corpus-based vocabulary activities.

Gillham (2000) notes that 'if respondents are clear about what you are trying to find out and why, they are much more likely to respond appropriately and helpfully, or, indeed at all' (cited in Dörnyei, 2002: 87). Therefore, the researcher explained the purpose of the questionnaire and mentioned that the data would be kept confidential before distributing the questionnaires to the students. Students were asked to participate and all of them accepted to contribute. Both the Turkish and English versions of the questionnaire can be seen in Appendix 1.

3.6.4. Interview Questions

In the social research interview, the aim is for the interviewer to elicit the interviewee's own behavior, attitudes, norms, beliefs and values (Bryman, 2012). Therefore, in addition to the administration of the questionnaire, semi-structured interviews were conducted to further explore students' views and attitudes towards using corpus-based vocabulary activities.

The interviews were conducted with all of the students (16) in the experimental group. First of all, the participants were informed about the purpose of the interview. Then, the interviews were administered in Turkish to ease the task of responding and obtain more reliable data. However, one of the interviews was administered in English because one of the participants was an international student. The interviews took ten minutes and eight questions were asked. The questions were adopted from the study of Vannestal and Lindquist (2007).

The interviews were tape-recorded and later transcribed by the researcher for analysis. In order to ease data analysis, each student was

labeled with a capital letter like A, B, C. Some of the direct quotations from the interviews were included in data analysis to increase credibility. Seven of the questions were closely related to the questions that were previously asked in the questionnaire but one of them was not from the questionnaire, and it was asked to gather information about the participants' attitudes towards vocabulary learning and their engagement in the learning process. The rest of the questions were related to the questionnaire items because the purpose was to get more detailed information and support the quantitative data with qualitative data. While two of the questions were asked students to comment on the changes in their attitudes and towards vocabulary learning and the fulfillment of the expectations, three of them required the students to express their opinions about the introduction and use of corpus-based vocabulary activities and to compare these with the textbook vocabulary activities in terms of their difficulty, and boredom. The last two questions aimed to gather information about whether students would use corpus-based vocabulary activities in the future, and whether they have any suggestions to improve the corpus work in the future. Both the Turkish and English versions of the interview questions can be seen in Appendix 2.

3.6.5. Learner Diaries

According to Takako (2009), diary studies can provide valuable insights into dynamic and complex classroom experiences from the learners' point of view. Hence, at the beginning of the treatment, 5 participants from the experimental group were asked to keep a 6-week diary in Turkish reflecting on their opinions and feelings about learning new vocabulary through corpus-based materials. The participants were given guidelines on how to keep a language learning diary. These guidelines helped learners to focus on various aspects of reflection. The researcher also provided an example learning diary and talked about the features of it. At the end of the first two weeks, feedback was given to the participants on their learning diaries. The researcher asked them about their feelings or difficulties keeping the diary. The researcher collected the participants' diaries at the end of the

experiment. As with the interviews, all the diaries were translated into English.

3.7. MATERIALS

3.7.1. The Textbook and Corpus-based Materials

North Star 3 Reading and Writing Student's book (Barton & Dupaquir-Sardinos, 2008) was used by the control group. In the textbook, seven units (Units 1, 2, 3, 4, 6, 8 and 10) were covered to teach the target vocabulary. There was a vocabulary section at the beginning of each unit and there were approximately eight to ten target words. These sections contained mostly matching and fill-in-the-blanks type of vocabulary activities including a grammar bank for each grammar structure at the end of the textbook. The learners were also required to do some gap-filling exercises which followed the grammar banks where students read the rules for the grammar structures. A sample of vocabulary exercises of the textbook can be seen in Appendix 5.

In the study, the vocabulary activities in the textbook were replaced with corpus-based vocabulary activities for the experimental group. Corpus of Contemporary American English (COCA) (Davies, 2012) was used as a resource to choose appropriate concordance lines for the target words and prepare corpus-based vocabulary materials. The researcher chose COCA because it is a very rich corpus with 450 million words of texts and it offers authentic examples from spoken language, fiction, magazines, newspapers and academic texts.

Concordance lines taken from COCA were used to present, practice and test the target words. The researcher prepared lead-in questions that were considered to be helpful for the students to guess the meaning by focusing on the authentic context after getting the concordance lines. The researcher chose four concordance lines for each target word and target

words were highlighted. Corpus-based vocabulary activities included analyzing concordance lines and answering questions, matching activities, and fill-in-the-blank exercise. The students were asked to answer the lead-in questions, match the new words with their definitions and draw conclusions from the sentences taken from COCA. Corpus-based materials can be seen in Appendix 4.

3.8. DATA COLLECTION PROCEDURE

Before the experiment started, the tests, attitude questionnaire, interview questions were adopted by the researcher, and also corpus-based activities to be taught in the experiment group were prepared by the researcher. The researcher adopted Preliminary English Test of Cambridge University as proficiency test to see whether experimental and control groups are homogeneous. According to the results of the proficiency test, there was no significant difference between the control and experimental groups, indicating that the groups were homogenous in terms of language level. Thus, we started the experiment.

The researcher administered a pre-test to experimental and control groups at the beginning of the experiment. The researcher used the same test as pre- and post tests. The researcher and an instructor taught both the control and experimental groups. In addition, another instructor helped the researcher to teach corpus-based activities to the experimental group. The researcher gave training to the other instructor who also taught the experimental group about how she would teach via corpus-based activities. Target words in the weekly lesson plans were taught to the experimental group with the help of corpus-based activities for 6 weeks. Corpus-based vocabulary activities were prepared using the Corpus of Contemporary American English (COCA). On the other hand, the control group learned the target words using textbook and dictionary-based activities. The researcher gave one hour training to the control group about corpus-based vocabulary activities as pre- and post tests included corpus-based vocabulary items.

After the treatment, the researcher administered a post test that included the target vocabulary to both groups. After the tests were scored, the data were entered into SPSS (Statistical Package for the Social Sciences) for analysis.

Following the six-week experiment, all the students from each group filled in an attitude questionnaire that was designed to find out their attitudes towards the use of corpus-based activities in English vocabulary teaching. The researcher analyzed the results of the questionnaire using SPSS. After the questionnaire had been analyzed using SPSS, audio-taped interviews with each participant from the experimental group were conducted to support and clarify the questionnaire data. The researcher transcribed the interview data and analyzed it descriptively. The researcher also asked 5 students from the experimental group to keep learning diaries to reflect their opinions about the process.

3.9. DATA ANALYSIS

In order to answer the first research question of the study, quantitative analysis of the post test scores of the students was used to determine the difference between the control and experimental group students' performance. The Statistical Package for Social Sciences (SPSS) was used for analysis. Initially, the proficiency and pre-test data were analyzed to see whether the control and experimental groups were homogeneous in terms of the knowledge of vocabulary, grammar and reading. The experimental group's post test scores were then compared to the control groups' post test scores to see whether there was a significant difference between two groups.

In order to answer the second research question of the study, the data collected through the questionnaire in this study were analyzed with Statistical Package for Social Sciences (SPSS) 16.0 data editor. The frequencies or means of the items were examined, and the data from the interviews and learner diaries were analyzed descriptively to back up and

clarify the questionnaire data. Thanks to the three groups of data, we were able to triangulate the data.

3.10. PROFICIENCY TEST RESULTS

Table 4.1- The mean and standard deviation of the proficiency test

Group Statistics				
Groups	N	Mean	Std. Deviation	P
Experimental group	13	8.31	2.21	.73
Control group	12	8.00	2.21	

Table 4.1 shows the mean and standard deviation of the proficiency test of the experimental group(1) and control group(2). The results showed that the mean of the experimental group ($m=8.31$, $sd= 2.21$) was slightly higher than the control group ($m=8.00$, $sd= 2.21$). It was found that the results were parametric using One-Sample Kolmogorov-Smirnov Test. So, independent samples t-test was used to see whether the control group and the experimental groups were homogenous. Although the mean score of the experimental group was slightly higher, there was no statistically significant difference between the groups ($p =.73$, ($p>0.05$)) in their English proficiency levels, so the experiment was started.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1. INTRODUCTION

In this chapter, the results and findings of the research questions have been presented along with the statistical analysis of the data obtained from the main study. The results and findings of the analyses have been presented in the light of the research questions.

4.2. DATA ANALYSIS PROCEDURE

In order to investigate the first research question of the study, the post test scores of the students from the experimental group and the control group were analyzed by SPSS to see whether there was a significant difference between two groups' scores. First of all, one-Sample Kolmogorov-Smirnov Test was used to find out whether the results were parametric or non-parametric. It was found that the data were normally distributed, so independent samples t-test was used.

In order to answer the second research question of the study the students' responses to the questionnaire were also analyzed by using SPSS. The mean scores that were obtained for each of the items in the questionnaire were analyzed in order to explore the students' attitudes

towards using corpus-based vocabulary activities. Furthermore, the data obtained through the interviews were transcribed, and then translated into English. The data gathered from the learner diaries were also translated into English, and both the learner diary and interview data were analyzed descriptively.

4.3. FINDINGS AND DISCUSSION

4.3.1. Pre-test Results

Table 4.2- The pre-test results

Group Statistics					
Groups	N	Mean	Std. Deviation	P	df
Experimental group	16	8.06	2.81	.19	26
Control group	12	6.83	1.80		

Table 4.2 presents the mean and standard deviation of the pre- test of the control group and experimental group. The results showed that the mean of the experimental group ($m=8.06$, $sd= 2.81$) was higher than the control group ($m=6.83$, $sd= 1.80$). One-Sample Kolmogorov-Smirnov Test was used to see whether the data were normally distributed. It was found that the results were parametric, so independent samples t-test was used to see whether the control group and the experimental groups were homogenous in vocabulary knowledge as well. Even though the mean score of the experimental group was higher, there was no statistically significant difference between the groups ($p =.19$ ($p>0.05$)) in their English vocabulary knowledge.

4.3.2. Research Question 1

In order to investigate the first research question, which aims to find the effects of using corpus-based activities on Turkish intermediate proficiency level EFL learners' performance in vocabulary learning, the post test scores of the students from the experimental group and the control group

were analyzed to see whether there was a significant difference between two groups' scores.

Table 4.3 - The results of the post test

Groups	N	Mean	Std. Deviation	P
Experimental group	16	12.88	2.41	.001*
Control group	12	9.33	2.67	

* $p < 0.05$

As shown in Table 4.3, the experimental group scored higher than the control group in the post test. The results showed that the mean of the experimental group ($m= 12.88$, $sd=2.41$) was higher than the control group ($m=9.33$, $sd= 2.67$). As the results were parametric again, independent samples t-test was used to find out whether there was a statistically significant difference between two groups. The p-value of .001 ($p<0.05$) showed that there was a statistically significant difference between the post-test scores of the experimental and the control group. Namely, using corpus-based activities in vocabulary teaching had a marked effect on the experimental group students' performance.

Table 4.4- The comparison of the groups' gain scores

Groups		N	Mean	Std. Deviation	Std. Error Mean
before training	Experimental group	16	8,06	2,816	,704
	Control group	12	6,83	1,801	,520
after training	Experimental group	16	12,88	2,419	,605
	Control group	12	9,33	2,674	,772

The comparison of the groups' gain scores showed that that all students demonstrated learning of the target vocabulary. However, the students in the experimental group learned the target vocabulary more than the students in the control group. Thus, it can be claimed that the results

of using corpus-based sources differed when compared to using a course book vocabulary activities.

4.3.3. Research Question 2

In order to answer the second research question of the study, which aims to explore the attitudes of Turkish intermediate proficiency level EFL learners towards using corpus-based vocabulary activities, the students' responses to the questionnaire were also analyzed by using SPSS.

Descriptive statistics were also carried out and the means of the questionnaire items were calculated to find out the students' attitudes towards corpus-based vocabulary activities. The following data in Table 4.4 presents the mean values for the students' attitudes towards using corpus-based materials in vocabulary teaching.

Table 4.5 – Results of the questionnaire

Items	N	Minimum	Maximum	Mean	Std. Deviation	Participation Level
Item 4	16	3	5	4.38	.71	Strongly agree
Item 1	16	3	5	4.31	.60	Strongly agree
Item 3	16	3	5	4.31	.70	Strongly agree
Item 5	16	3	5	4.31	.79	Strongly agree
Item 12	16	2	5	4.25	.85	Strongly agree
Item 2	16	3	5	4.19	.75	Agree
Item 11	16	2	5	4.06	.92	Agree
Item 6	16	3	5	3.94	.77	Agree
Item 8	16	2	5	3.75	1.06	Agree
Item 9	16	1	5	3.62	1.14	Agree

Item 10	16	2	5	3.62	.88	Agree
Item 7	16	1	5	3.06	1.34	Somewhat agree

The mean values of the items presented above revealed that the students' overall attitudes were positive towards corpus-based vocabulary activities. Most of the students agreed that corpus-based vocabulary activities were helpful for learning the meaning of vocabulary (Item 4). The majority of the students (Mean= 4.38) agreed that corpus-based vocabulary activities were beneficial to learn the target words when asked to the students in the interviews. Student D expressed that:

Corpus-based activities were very useful for me. We first had found the part of speech of the word and then guessed the meaning of it, which was very beneficial. I have learned many new vocabulary apart from the highlighted words (target words). **(Student D, experimental group)**

Student A also mentioned that:

Learning this way was easier for me because I could understand even if I did not know the meaning of a word. I could guess it from the context and this was not difficult once I started to think about the relation between the unknown word and the other familiar words. It was also easy to remember these words later. I don't study at home but I still remember them. **(Student A, experimental group)**

Student A's and D's responses show that the use of corpus-based vocabulary activities were helpful for them. Most of the students stated that these activities fostered their guessing the meaning from the context strategy and their consciousness about the different usages of the words. Only one student from the experimental group stated that corpus-based activities were not fruitful for him because he did not participate in the activities most of the time.

Most of the students agreed that integrating corpus-based vocabulary activities was beneficial for their education (Item 1) (Mean= 4.31). They agreed that corpus-based vocabulary activities were beneficial for their education when asked to the students in the interviews. Student F noted that:

While doing corpus-based activities, I was using some strategies like guessing and analyzing the structures and then getting the meaning. I tried to do this in quizzes and exams, too. **(Student F, experimental group)**

Student F's response reveals that she/he benefited from corpus-based vocabulary activities and transferred the strategies she/he used while doing corpus-based activities to reading. When the students were asked to compare whether using corpus-based activities were more helpful than using a dictionary (Item 3), the majority of the students (Mean= 4.31) agreed that corpus-based vocabulary activities were more helpful. Student K mentioned that:

I used to check the meaning of each unknown word in a book before but now I do not feel like I need to use dictionary all the time. With the help of corpus-based activities, I learned how to understand the part of speech of a word and guess the meaning. Sometimes it gets a little bit difficult but it is much more fun to discover them **(Student K, experimental group)**.

Student K's response reveals that corpus-based activities lessened his/her dictionary dependence and promoted his strategy of analyzing the words and guessing the meaning. Student K also found corpus-based materials fun as they gave the opportunity to discover the part of speech and meaning of the target words.

The mean score of 4.31 in Table 4.4 point that the majority of the students also agreed that corpus-based vocabulary activities were helpful for learning the usage of vocabulary (Item 5). Student M and A expressed:

I've found corpus-based vocabulary activities quite helpful because they helped me learn vocabulary patterns, meaning and usage all together **(Student M, experimental group)**.

While working on corpus-based activities, we not only focused on the meaning but also how and where to use that particular word. We paid attention to whether they were used as a verb, noun or adjective, which was very helpful for me. **(Student A, experimental group)**

Statements signify that corpus-based activities were useful for learning the usage of vocabulary. Student A's and M's responses reveal that corpus-based activities helped them learn both the meaning and in which context and how to use the target words.

Most of the students agreed that corpus-based activities should be taught in English classes in their country (Item 12) (Mean= 4.25). As the majority of the students held positive attitudes towards corpus-based vocabulary activities, they were reluctant to welcome the idea of using corpus-based materials in English classes. The majority of the students also agreed on recommending using the corpus-based activities in the same course in future quarters (Item 11) (Mean=4.06). The following excerpt is from one student's learner diary.

At first, corpus-based vocabulary activities were challenging for me but now I am doing OK. I think that they are more durable (than learning words from the vocabulary activities in textbook). When we talk about the words and discuss the meaning and parts of speech, I understand better. I hope that we will have corpus-based vocabulary activities in the following module, too.
(Learner diary 1).

When the students were asked whether their understanding of language systems benefited from corpus-based vocabulary activities, the majority agreed that integrating corpus-based materials raised their awareness of language systems (Item 2) (Mean=4.19). Student A stated that:

Corpus-based vocabulary activities made me realize that even a preposition or suffix can change the meaning of a word. Therefore, I started to be more careful about sentences **(Student A, experimental group).**

Student A's response underlies that corpus-based vocabulary activities have increased language awareness. As discovery learning take place, they foster students' consciousness of language systems.

The mean score 3.94 of item 6 show that the majority of the students agreed that they had some difficulty in understanding the concordance lines due to the limited number of sentences. Student C mentioned that:

Sometimes, it's not easy to understand because it's not complete and a little difficult. Sometimes, I can't guess the meaning of the word. Other times, it's nice. I like the new style. We do it like there are some definitions and we try to match it. This kind is easy to remember **(Student C, experimental group).**

Student I stated that:

Cut-off sentences are disadvantageous for me because they make it difficult to get the whole picture of the sentences. We should see complete sentences so that we can understand the meaning of words easily **(Student I, experimental group)**.

The statements show that incomplete concordance lines were problematic for students. They stated that these cut-off sentences made it difficult to comprehend the whole idea. The reason of this may be that the students were not use to do these types of activities. It was their first time doing vocabulary activities using corpus-based materials.

Most of the students agreed that they understood the purpose of using corpus-based vocabulary activities (Item 8) (Mean= 3.75). Few students disagreed that they understood the purpose behind the corpus-based activities. At the beginning of the treatment, the researcher introduced corpus-based materials to the students and mentioned the purpose of teaching vocabulary using corpus-based materials. Three students did not attend this introductory session and this might be the reason of their lack of understanding the purpose of corpus-based materials.

The majority of the students agreed that corpus-based activities improved their guessing the meaning from the context strategy (Item 9) (Mean= 3.62). Few students thought that they did not help them to improve their guessing strategy when asked to the students in the interviews. Student L expressed that:

Learning this way was very effective because the activities were based on guessing instead of giving the meaning. I feel confident when I get the meaning from the context. Now, I feel that it is not difficult as long as you see the clues **(Student L, experimental group)**.

Student L's response reveals that corpus-based vocabulary activities promotes deducing the meaning from the context strategy which is a survival skill for language learners. Using this strategy makes learning more fun and students have positive feelings like self-confidence in the learning process.

The mean score 3.62 presented for item 10 show that some of the students thought that they actively participated in the corpus-based vocabulary activities while others were neutral about this item. Only one student thought that she/he did not participated actively.

The mean score 3.06 of item 7 show that the majority of the students were neutral about the difficulty level of the real texts in the corpus. Some of them agreed that the real texts were too difficult to understand while others disagreed. The results of this item were inconsistent with the interview data because none of the students stated that the real texts were too difficult to understand once they were asked.

As seen above, the results of the questionnaire revealed mostly same results when they were repeated in the interviews. The students' responses to the seventh item in the questionnaire showed that the majority of the students agreed that the real texts in corpus were too difficult to understand. However, students only agreed that the cut-off sentences made it difficult to understand not the real texts in the interviews. Apart from the seventh item, the results and responses revealed that the qualitative data supported most of the quantitative data. The findings show that students from the experimental group had positive attitudes towards corpus-based vocabulary activities.

The present study confirms the findings of previous studies that have been conducted in the context of using corpus-based vocabulary activities, DDL, and concordances in L2 learning (Chan & Liou, 2005; Kobelinski, 2005; Koosha and Jafarpour, 2006; Chao, 2010; Chujo, Utiyama & Miura, 2006; Balunda's, 2009). All of these studies have attempted to determine the effectiveness of corpus-based materials on students' performance on vocabulary learning. Koosha and Jafarpour's (2006) study revealed that using corpus-based materials were highly effective in the teaching and learning vocabulary. Anaç's (2009) study also showed that DDL has a marked effect on the learning of language items presented in the materials.

Similarly, the current study revealed that using corpus-based materials were effective and helpful in vocabulary teaching.

The current study also confirms the findings of some previous studies that examined students' attitudes towards concordancing in the context of collocation learning (Chao, 2010; Chujo, Utiyama & Miura, 2006). In Chao's (2009) study, it has been found that the students mostly agreed that concordancing was really effective in collocation learning. Chujo, Utiyama and Miura's (2006) study found that most of the participants felt positively towards using a DDL approach in the learning of English vocabulary. Similarly, in the current study, the results of the questionnaire and student interviews revealed that using corpus-based vocabulary activities was effective in vocabulary learning. Yoon and Hirvela's (2004) study also revealed that the students mostly felt positively towards using corpora. However, it differs from the current study as it focuses using corpora in L2 writing instruction.

The corpus-based approach to vocabulary teaching in the current study is also consistent with discovery learning. Discovery learning is a constructivist learning theory that takes place in problem solving situations. It believes that it is best for learners to discover facts and relationships. Another important aspect of discovery learning is that students interact with the world by exploring. In doing so, students may be more likely to remember concepts and knowledge discovered on their own (Bruner, 1967). Corpus-based teaching approach like discovery learning approach promotes autonomy and active engagement.

The results of some previous studies (Sripicharn, 2002; Çelik, 2011) in the literature which have also explored the effectiveness of using corpus-based materials showed that students tended to be less successful after learning vocabulary using corpora in L2 learning in comparison to the students who took part in the current study. In these studies, using corpus-based materials did not have a marked effect on the learning of language items presented in the materials. For example, Çelik's (2011) study revealed

that pre- and post tests did not show a statistically significant difference between the two experimental groups. However, the retention test results indicated that data-driven learning group performed better than online dictionary use group. Moreover, in Sripicharn's (2002) study, the learning and transfer effects of classroom concordancing were not reported to be statistically significant. However, the results of the post test in the current study showed that there was a statistically significant difference between the experimental and control group.

CHAPTER 5 CONCLUSION

5.1. INTRODUCTION

This chapter presents a brief summary of the aims and findings of the study. Then, the implications of the study have been discussed. Finally, a set of suggestions have been presented for students, teachers, material designers, testing offices and further research.

5.2. SUMMARY OF THE STUDY

This study aimed to find out the effectiveness of corpus-based activities in vocabulary teaching. Another aim of the study was to investigate students' attitudes towards corpus-based vocabulary activities. The research was quasi-experimental research and included both quantitative and qualitative research instruments. As quantitative instruments, a proficiency exam, pre- and post tests and a questionnaire based on a 5-point Likert scale were used. Interviews and learner diaries were used as qualitative instruments. Comparison of the experimental group's and control group's post test scores revealed that there was a statistically significant difference between both groups; the experimental group scored higher than the control group.

The results of the attitude questionnaire revealed that the students' attitudes were positive towards using corpus-based vocabulary activities. The

interview data revealed the same result that the students had positive attitudes towards using corpus-based materials in vocabulary teaching.

The post test, questionnaire and interview results indicated that using corpus-based activities in vocabulary teaching was a successful way. Thus, it can be claimed that using corpus-based vocabulary materials were more effective than using textbooks or dictionaries.

5.3. PEDAGOGICAL IMPLICATIONS OF THE STUDY

The present study has revealed an evidence for the effectiveness of using corpus-based materials in vocabulary teaching and the students' positive attitudes towards using these materials. It has provided some evidence that teaching vocabulary using corpus-based materials is more effective than teaching vocabulary using traditional methods such as textbook and dictionary. The results have also revealed that learning vocabulary through corpus-based materials is more meaningful and durable. In addition, the results of the attitude questionnaire have shown that the students hold positive attitudes towards using corpus-based vocabulary activities and the data gathered from the interviews have also supported this positive attitude. We believe that some implications of the study are related to teachers, learners, materials designers and testing units.

5.3.1. Implications of the Study for Language Teachers

The study has revealed some insights for language teachers about the use of corpus-based materials in vocabulary teaching. We believe that integrating authentic and rich corpus-based vocabulary activities will bring a lot of benefits to teachers. Such integration will enable teachers to teach target words through real texts and give students opportunities to engage in exploring different uses of the target words. Teachers can prepare corpus-based vocabulary activities by taking concordance lines from the corpus (COCA) and preparing different types of activities like lead-in questions to

help the students guess the meaning from the context, gap-filling exercises, and matching activities. Questionnaire and interview data have shown that students have positive attitudes towards corpus-based materials. Hence, teachers can make the learning process more fun and fruitful using corpus-based vocabulary activities. While doing so, they add variety to their lessons and spice up their teaching. As Yoon and Hirvela (2004) state it may be pedagogically unwise to simply let students work on corpora without giving proper guidelines. Teachers should encourage students to use this technique because students cannot come over their problems and adopt new technique into teaching. Otherwise, they can easily give up.

5.3.2. Implications of the Study for Material Designers

The present study provided evidence for material designers questioning the effectiveness of using corpus-based vocabulary activities. Hence, material designers may consider incorporating such materials and activities into their classes to make the learning process more interesting and effective. They can easily access free online corpora and learn how to use them effectively. Using corpora and preparing corpus-based activities are easy to grasp but it may be time-consuming to find appropriate concordance lines for different proficiency levels. It is easy and quick to find rich and authentic concordance lines for high level students while simplification and adaptation of the concordance lines are necessary for lower proficiency levels. Therefore, materials designers can adopt concordance lines according to the level of the students. Intermediate and high level students may survive while engaging in the activities; however, students with low proficiency levels may need easier and more comprehensible activities.

5.3.3. Implications of the Study for Students

As the questionnaire and interview data suggested, students held positive attitudes towards corpus-based vocabulary activities. One of the reasons is that they were new and interesting for them. Also, they enjoyed deducing the meaning by themselves with the help of the lead-in questions

and engaging in the activities actively. Moreover, they became more confident as they did not use dictionary while doing the activities. Students can find online available corpus-based vocabulary activities and consult corpora while writing or studying grammar and vocabulary. Online corpora can be a very helpful resource for students if they learn how to use them effectively. Their teachers can assist them or they can watch video tutorials on how to use these online corpora. Students can refer to COCA especially in writing for appropriacy of work. Teachers should give some efforts to guide students in the beginning.

5.3.4. Implications of the Study for Testing Units

The researcher prepared corpus-based pre- and post tests for this study. Corpus-based vocabulary tests were similar to corpus-based vocabulary activities in terms of rich and authentic context. These types of tests will have a practical use for testing units in English preparatory programs at Turkish universities. Instead of preparing artificial test items, testing unit members can prepare rich and authentic test items to assess students' vocabulary knowledge. Alderson (1996, cited in McEnery & Xiao, 2007) states that 'the potential advantages of basing our tests on real language data, of making data-based judgments about candidates' abilities, knowledge and performance are clear enough. A crucial question is whether the possible advantages are born out in practice'. Therefore, integrating corpus-based approach into testing and teaching should go hand in hand.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

This study compared the effectiveness of teaching vocabulary using traditional methods to using corpus-based materials and revealed the attitudes of the learners towards the use of corpus-based vocabulary activities. Further research may investigate the effectiveness of using corpus-based materials in vocabulary teaching and its effects on students' writing or speaking. A further study may reveal whether students can transfer the

vocabulary knowledge gained through corpus-based materials to productive skills; writing and speaking.

Furthermore, the study was limited to 34 intermediate level EFL students. This study could be replicated with more participants in order to determine whether the conclusions coming from the present study are similar. Also, conducting corpus-based studies with different proficiency levels (elementary, pre-intermediate and high) would be helpful to gain more insights about the effectiveness of these materials. Therefore, further research may investigate the learner effect of corpus-based vocabulary activities' on lower or higher proficiency levels.

Finally, the study was conducted in a six week time period. A further study may be conducted in a longer treatment period to understand the long-term effects of using corpus-based materials.

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APPENDICES

APPENDIX 1 ATTITUDE QUESTIONNAIRE (ENGLISH VERSION)

Name: Age: Email address:

Gender: Male Female: Major subject:

How long have you been learning English?

Please circle the most appropriate number of each statement which correspond most closely to your desired response.

1: Strongly disagree 2: Disagree 3: Somewhat agree 4: Agree 5: Strongly agree

- | | | | | | |
|---|---|---|---|---|---|
| 1- I feel my education, in general, benefited from the integration of corpus-based activities. | 1 | 2 | 3 | 4 | 5 |
| 2- I feel my understanding of language systems benefited from the integration of corpus-based activities. | 1 | 2 | 3 | 4 | 5 |
| 3- The corpus is more helpful than a dictionary for my vocabulary learning. | 1 | 2 | 3 | 4 | 5 |
| 4- Corpus-based activities are helpful for learning the meaning of vocabulary. | 1 | 2 | 3 | 4 | 5 |
| 5- Corpus-based activities are helpful for learning the usage of vocabulary. | 1 | 2 | 3 | 4 | 5 |
| 6- I have some difficulty in understanding the concordance lines due to the limited number of sentences. | 1 | 2 | 3 | 4 | 5 |
| 7- The real texts in the corpus are too difficult to understand. | 1 | 2 | 3 | 4 | 5 |
| 8- I understand the purpose of using corpus-based vocabulary activities in this course. | 1 | 2 | 3 | 4 | 5 |
| 9- Corpus-based activities have increased my guessing the meaning from the content strategy. | 1 | 2 | 3 | 4 | 5 |
| 10- I actively participated in corpus-based activities during the sessions. | 1 | 2 | 3 | 4 | 5 |
| 11- I recommend using the corpus-based activities in the same course in future quarters. | 1 | 2 | 3 | 4 | 5 |
| 12- Corpus-based activities should be taught in English classes in my country. | 1 | 2 | 3 | 4 | 5 |

ATTITUDE QUESTIONNAIRE (TURKISH VERSION)

İsim, Soyisim: Yaş: Email adresi:
 Cinsiyet: Bay: Bayan: Okuduğu bölüm:
 Kaç yıldır İngilizce öğreniyorsunuz?

Lütfen, her ifade için istediğiniz cevabı en yakın karşılayan ve düşüncenize en uygun rakamı yuvarlak içine alınız.

1: Kesinlikle katılmıyorum 2: Katılmıyorum 3: Biraz katılıyorum 4: Katılıyorum 5: Kesinlikle katılıyorum

1- Eğitimimin , genel olarak, corpus-temelli aktivitelerin eklenmesinden yarar gördüğünü düşünüyorum.	1	2	3	4	5
2- Corpus-temelli etkinliklerin kullanılmasının, dil işleyiş sistemini anlamı kolaylaştırdığını düşünüyorum.	1	2	3	4	5
3- Corpus-temelli etkinlikler, kelime öğrenmem için sözlükten daha faydalıdır.	1	2	3	4	5
4- Corpus-temelli aktiviteler kelime anlamı öğrenmek için yararlıdır.	1	2	3	4	5
5- Corpus-temelli aktiviteler kelime kullanımını öğrenmek için yardımcıdır.	1	2	3	4	5
6- Concordance satırlarındaki eksik cümlelerden dolayı cümleleri anlamakta zorluk çektim.	1	2	3	4	5
7- Corpus'taki gerçek hayatta kullanılan (otantik) metinlerin anlaşılması çok zor.	1	2	3	4	5
8- Bu derste, corpus-temelli kelime aktivitelerinin kullanılma amacını anladım.	1	2	3	4	5
9- Corpus-temelli aktiviteler, bağlamdan yola çıkarak kelime tahmin etme becerimi geliştirdi.	1	2	3	4	5
10- Corpus- temelli etkinliklere aktif katılım sağladım.	1	2	3	4	5
11- Corpus-temelli aktivitelerin gelecek dönemlerde de aynı derste kullanılmasını tavsiye ederim.	1	2	3	4	5
12- Corpus-temelli aktiviteler Türkiye'deki İngilizce derslerinde yer almalıdır.	1	2	3	4	5

APPENDIX 2

INTERVIEW QUESTIONS (ENGLISH VERSION)

1. What do you think about learning English words? Was it easy or difficult? Was it interesting or fun? Was it useful or not useful? To what extent has your expectations of vocabulary learning been fulfilled?

2- Do you think that your attitude to vocabulary learning has changed this semester? In what ways?

3- What did you think about the introduction to corpora? Were the instructions clear? Were the introductory exercises comprehensible?

4- What did you think about learning vocabulary in this way (by drawing conclusions based on corpus results) compared to learning in the more traditional way (from a textbook)? More difficult / easier? More boring /more fun? Any other comments?

5- Do you think the corpus will be of use to you in the future? In what ways?

6- How can the corpus work be improved in the future?

INTERVIEW QUESTIONS (TURKISH VERSION)

1- İngilizce kelime öğrenimi hakkında ne düşünüyorsunuz? Zor mu, kolay mı? İlginç mi, sıkıcı mı? Yararlı mı, değil mi? Neden?

2- Kelime öğrenimine yönelik tutumunuzun bu derste değiştiğini düşünüyor musunuz? Evet ise, ne gibi değişiklik(ler)?

3- Kelime öğrenimine yönelik beklentileriniz ne derece karşılandı?

4- Corpus-temelli aktivitelerle ilgili ne düşünüyorsunuz?

5- Corpus-temelli aktivitelerin sunumu/tanıtılması ile ilgili ne düşünüyorsunuz? Her şey açık mıydı? Verilen örnekler anlaşılır mıydı?

6- Ders kitabından kelime öğrenmek yerine corpus-temelli aktivitelerle kelime öğrenmek hakkında ne düşünüyorsun? Daha kolay/zor? Daha eğlenceli/sıkıcı? Başka yorumlar?

7- Bu süreçte yaptığın Corpus-temelli aktivitelerin sana gelecek İngilizce derslerinde faydası olabilir mi? Ne gibi?

8- İngilizce sınıflarında Corpus kullanımı gelecekte nasıl geliştirilebilir?

APPENDIX 3 PRE-TEST & POST TEST

Choose the most appropriate word or phrase that fits all the blanks in each set of lines.

1.

a provisional teacher. He was asked, how could you _____ the exam twelve times? And he said, depends on the larger institutions. If some of them _____, then we're going to have some real greater effort of them than of others. Still, when they _____ to begin or complete an key problem with this assumption is that students who _____ to grasp the concepts underlying

- | | |
|---------|-----------|
| a) firm | c) lose |
| b) fail | d) repeat |

2.

s has successfully achieved its intended _____ to share and discuss the potential and serious artists will draw lines for new scenes. The _____ of our work is to characterize the mathematical appearance at those locations. To achieve this _____ in a way that supports several that will help the educator meet his or her _____. It is not enough to develop a plan;

- | | |
|---------|----------|
| a) goal | c) idea |
| b) plan | d) issue |

3.

under greater pressure to make their students _____, given the connection between knew that the school cared and wanted her son to _____. Schools should also consider what they were supposed to do to help prepare their child _____ in reading. They thought NATO airstrikes. If the Obama administration wants to _____ in Afghanistan, it must focus

- | | |
|-----------|------------|
| a) indeed | c) succeed |
| b) agreed | d) proceed |

4.

facilitated millions of _____ downloads of films, music and other content, costing copyright law is intended to pressure _____ immigrants into leaving Georgia, proponents have said, a complain the Africans are starting _____ retail businesses without paying taxes. "Take them And/or money to buy expensive _____ drugs -- especially the kind that came with the

- | | |
|-------------|------------------|
| a) illegal | c) international |
| b) national | d) legal |

5.

open bank accounts under false names with _____ passports? Right. It's still a little gray on I got the job. And then as I left, I gave a handful of the _____ money to the assistant. I was want to make sure that, you know, here are basically _____ eyelashes, and many people have I thought about it, and to me she was like a bouquet of _____ flowers. All bright colors but

- | | |
|-------------|------------|
| a) original | c) antique |
| b) fake | d) real |

6.

didn't take her seriously; the world was right to be _____ about these sightings: have been a problem. After this, they will always be _____ of seafood, but will credit it with took her mom to the dermatologist to examine a _____ spot on her fair skin, she planned watch volunteer who thought the youth looked _____. The shooter, George Zimmerman,

- | | |
|---------------|---------------|
| a) mysterious | c) curious |
| b) courageous | d) suspicious |

7.

coldly indifferent, while animal suffering provokes _____ feelings of pity and compassion? The grief is like a lightning strike. It is so powerful. It is so _____. " She said, " This individual Her tattoo had to be broken into several sessions, due to the _____ pain. In the words of deal maker in the fall elections. Instead, both parties are using _____ feelings about the law

- a) personal
b) deep
c) intense
d) great

8.

health decisions that might help them _____ those goals. This may involve decisions about and Google s SPDY both of which can _____ better performance, reduce the total number of different interventions to _____ improvements in health and well-being at the individual States). If children really need to _____ optimal blood levels of 30 ng/mL (- 75 nmol/L), then

- a) achieve
b) reach
c) observe
d) arrive

9.

While McInturff says he sees the house as a(n) _____ from his job, he didn't completely jazz and good food to audiences looking for a(n) _____ from war. As close to a musical of prison and house arrest, Chen made a daring _____ - from his rural village in political in narrative fiction have a new place to _____ to: the recently unveiled Jal Mahal

- a) leave
b) escape
c) return
d) move

10.

White Oak; 713-862-3838. Phoebe Hunt: Fiddle phenom is _____ well known in these parts for style. Leading him on by discreet questions, I soon had a _____ clear idea of the Wells outfit, when I was thirty five, then thirty six. Till then I'd lived a _____ normal life, if normal includes of our getaway vehicle, not far from the palace. So I'm _____ certain we'll have no difficulty

- a) clearly
b) absolutely
c) slightly
d) fairly

11.

want me to write about it. Maybe he thinks I'll _____ opinion overseas, or hopes I'll spread maybe it was because I feared his decision would _____ Garon and change my life even use it to make your case to the person you want to _____ You may not use it all. individual. For example, if the person you are trying to _____ is mainly concerned about

- a) existence
b) residence
c) influence
d) effect

12.

in all that counted constructed ethnic American _____ in ideological and pluralistic terms targeted general consumers, aiming to steal _____ and credit-card information, but evolved used search terms such as masculinity, gender _____, sex roles, manhood, macho, male, and like these are crucial to maintaining regional _____ and become even more important during

- a) community
b) humanity
c) equality
d) identity

13.

into the play you just read. How does his poetry _____ his feelings and experiences? Why do where the water was so dark a blue that it did not _____ the sun. There he cast a net, the Pheko is driving the Mercedes. Apartment towers _____ the morning sun. Sedans purr at streetcar windows. Benjamin again: " Let two mirrors _____ each other; then Satan

- a) reflect
b) show
c) shine
d) affect

APPENDIX 4 CORPUS-BASED VOCABULARY ACTIVITIES

A. Read the concordance lines below and answer the following questions.

Campaign:

1 America is deep in the throes of its presidential **campaign** season, never a time noted for its
2 The Department of Health is launching a **campaign** to raise awareness of the symptoms of
3 will target people over the age of 55. The **campaign**, which will run from 8 May to 30 June,
4 e-mails, the FBI raids. Solyndra investors raised **campaign** money for Obama. The

1. Is '**campaign**' a(n) verb, noun or adjective?
2. What does '**campaign**' mean?
3. Can you write one sentence using '**campaign**'?

Competition:

1 incorporate some form of class **competition** between groups and therefore, the students are
2 rise as tuition will also increase the **competition** for students among institutions, including
3 between men; drive for success, power, and **competition**; conflict between work and family),
4 using computers. The winner of one recent **competition** was a pair of amateurs using three

1. Is '**competition**' a(n) verb, noun or adjective?
2. What does '**competition**' mean?
3. Can you write one sentence using '**competition**'?

Convince:

1 Project. He saw the juror letter as a way to **convince** the judge to grant Ryan a new trial.
2 you can impart to them to **convince** them that they should not vote for President Obama,
3 it wasn't easy to **convince** him to leave. He had agreed to leave only after he was seriously
4 out through his teeth. " I could not **convince** him to sell, but I found a way to win in the end

1. Is '**convince**' a(n) verb, noun or adjective?
2. What does '**convince**' mean?
3. Can you write one sentence using '**convince**'?

Fail:

1 a hint he would run again in four years if Republicans **fail** to win the White House this time.
2 the instability of the region, this effort might still **fail**, resulting in a war far more costly and
3 they will. But when I say it, I actually try. Sometimes, I **fail**, but I just try again. I'm not like
4 as a provisional teacher. He was asked, how could you **fail** the exam twelve times? And he

1. Is '**fail**' a(n) verb, noun or adjective?
2. What does '**fail**' mean?
3. Can you write one sentence using '**fail**'?

B. Read the sentences above and tell the difference/similarity about the meaning and use of ‘succeed’ and ‘successful’.

Technology and engineering education continues to evolve as it becomes more apparent that students need this information to become more successful in college and careers.

Mrs. Garcia shared that she felt she was part of the team and knew that the school cared and wanted her son to succeed.

Difference:.....

Similarity:

C. What can you observe from concordance lines below?













.....

influence:

Did you miss out on some key fact that influenced their decision to turn you down?

In the educational setting, academic performance is influenced by teachers, peers, or family members.

Lady Gaga has admitted to being influenced by Madonna, but when " Born This Way " sounded more than a little similar to " Express Yourself, " some wondered if influence was plain-out copying?

Feminine	Frequency		Masculine	Frequency	
Feminine	364		Masculine	237	
Feminine and	187		Masculine or	62	
Feminine side	80		Masculine power	41	
Feminine mystique	63		Masculine sports	40	
Feminine beauty	50		Masculine voice	35	
Feminine voice	46		Masculine identity	33	

D. Look at the frequency chart for ‘feminine’ and ‘masculine’ above and answer the following questions.

- 1- What do ‘feminine’ and ‘masculine’ have in common?
- 2- Which one is more frequent?
- 3- Write two sentences using ‘feminine’ and ‘masculine’.

E. Read the sentences and find the synonyms or definitions of the words in bold from the box.

someone's family, education, previous work	to look after your children and help them grow
has an unborn baby growing inside her body	the position of being the leader of a group
a quality or feature of something or someone	to give birth to a baby
the ability of a person, animal, or plant to produce babies	a husband or wife
the practice of having more than one husband or wife at the same time	

1- " What is his **background**? Where is he from? " Meinertzhagen had what he wanted, and he knew it, and I knew it too.

Synonym/Definition:

2- You get up and brush your teeth. You kiss your **spouse** and kids and leave for the office.

Synonym/Definition:

3- The **characteristics** of the student, the setting, the context, and all other relevant dimensions match perfectly.

Synonym/Definition:

4- The need for population control, rather than survival of the species or of any specific society, makes this value irrelevant today, as it does for the idea that all marriages should **produce** children.

Synonym/Definition:

5- To restore the United States to its proper world **leadership** role, two areas of weakness must be repaired: the domestic economy and the United States' reputation in the world.

Synonym/Definition:

6- I'm **pregnant with** my first child and very excited, especially about sharing the experience with family and friends.

Synonym/Definition:

7- They tried one **fertility** drug for 18 months. It didn't work. Then after taking the **fertility** drug, Metrodin, Bobbi was finally pregnant.

Synonym/Definition:

8- The Indianapolis area is a wonderful place to live, to raise children. Our neighbors are friendly, decent, and hardworking.

Synonym/Definition:

9- And when I was on here a couple of weeks ago, you made an important point that polygamy is illegal all over the country.

Synonym/Definition:

APPENDIX 5
SAMPLE VOCABULARY ACTIVITIES FROM THE TEXTBOOK

Matching Activity

Match the words on the left with the definitions on the right.

- | | |
|---------------------|--|
| _____ 1. brave | a. to take something quickly and roughly |
| _____ 2. beat up | b. not afraid of danger |
| _____ 3. terrified | c. to relieve |
| _____ 4. grab | d. to succeed in doing something difficult |
| _____ 5. manage to | e. anything one can touch |
| _____ 6. disgusting | f. to hit repeatedly |
| _____ 7. smelly | g. to lose consciousness, as if you were asleep |
| _____ 8. substance | h. very afraid |
| _____ 9. soothe | i. not working well or of no use |
| _____ 10. faint | j. strongly disliked |
| _____ 11. useless | k. to start to know something you had not noticed before |
| _____ 12. realize | l. having a bad odor |

Advertising Design

In this class, we will learn how to use color to **catch the eye** and get people to **pay attention**. We will focus on using images to **hold people's attention** and **impress** them with a message. We will also discuss how music can be used to make an impression. Music stays in our heads long after we have heard it, so a **catchy** song is a powerful and impressive way to communicate a message!

- | | |
|----------------------------------|---|
| <u>c</u> _____ 1. catch the eye | a. something that you hear and remember |
| _____ 2. pay attention | b. to keep people interested |
| _____ 3. hold people's attention | <u>c</u> c. to make people look |
| _____ 4. impress | d. to listen and watch carefully |
| _____ 5. catchy | e. to affect positively |

Fill in the blanks

1. To sell a product in a foreign country, a firm often has to write new ads.
2. _____ businesses such as McDonald's offer different products in different parts of the world.
3. The _____ of advertisers is to sell their products.
4. Laws about advertising _____ are not the same all over the world.
5. Some advertisers _____ because they do not understand the customs of a country.
6. An advertising _____ may not be easily translated from one language into another.

APPENDIX 6 PROFICIENCY TEST

Part I- For questions 1 – 20, read the text below and decide which answer (A, B, C or D) best fits each gap.

What we know about music and the brain

Some features of musical experience are processed not just in the auditory parts of the brain, but in the visual ones. We don't yet fully understand the implications of this. The tempo of music seems to be (1) related to its emotional impact, with fast music often (2) as happier and slower music as sadder. It is the same with the major biological rhythm of the body: our heart rate quickens when we're happy, but slows when we're sad.

1. A) surely B) plainly C) evidently D) directly
2. A) felt B) endured C) encountered D) touched

Deep Sleep

Deep sleep is important for everyone. The actual (3) of sleep you need depends on your age. A young child (4)..... sleep ten to twelve hours, and a teenager about nine hours. Adults differ a lot in their sleeping (5) For most of them, seven to eight hours a night is (6)....., but some sleep longer, while others manage with only four hours.

For a good night, having a comfortable place to sleep is very important. Also, there should be (7) of fresh air in the room. A warm drink sometimes helps people to sleep, (8)..... it is not a good idea to drink coffee before going to bed. If you have to travel a very long distance, try to go to bed earlier than usual the day before the journey. This will help you to feel more rested when you arrive.

3. A) size B) number C) place D) amount
4. A) could B) should C) must D) have to
5. A) ways B) manners C) habits D) actions
6. A) few B) well C) less D) enough
7. A) plenty B) much C) many D) several
8. A) because B) as C) although D) even

School's Art Sale

Last Friday parents helped collect lots of money for a school by buying children's pictures. A primary school in Bicester used its classrooms as an art gallery for a day and (9).....parents to come and look. All the pupils (10).....a work of art and each painting went on sale at £ 5. Hundreds of parents and relations came and they spent (11) £ 2,000.

Now the school is (12) of marking the exhibition bigger next year by also contacting businesses which operate in the local area. One of the school children's parents first had the idea after going to (13)..... exhibition in her home country, South Africa.

9. A) hoped B) invited C) pleased D) wished
10. A) operated B) played C) performed D) produced
11. A) over B) more C) close D) near
12. A) planning B) thinking C) considering D) wanting
13. A) same B) likely C) similar D) equal

Part II- Read the text and choose the best answer for each question below.

Doug Allan, Wildlife Cameraman

I spent two years in the Arctic filming the series Blue Planet. I love being in an environment that hasn't changed for 20,000 years. Of course it's very cold, but it must be a healthy place because you never catch colds.

When I'm filming, I like to really feel how lonely the environment is. Filming underwater includes cutting through thick ice and diving.

Originally I was a research diver for the British Antarctic survey project, but for me science did not have excitement. I'd always enjoyed photography, and whenever camera teams passed, they encouraged me to watch and learn. Then, I moved into filming in 1985 and have concentrated on Arctic and Antarctic wildlife.

I like to be close to the animals that I'm filming. I haven't got in the water with killer whales yet, but I plan to. Of course, it's dangerous if you choose the wrong moment. They're big animals and can move fast, so I should not film them when they are searching for food!

I've never had problems with polar bears, although once I was afraid when one tried to get into my tent. Polar bears are courageous, clever and dangerous. But I made this bear see I wasn't about to attack it- I'm sure it realized I wouldn't hurt it.

When I come back home from my trips, I work in the mornings and spend the afternoons swimming to keep fit. Now I'm fifty, filming is harder. The difficult thing for me is to continue to produce high-quality work.

14. What does Doug say about his early career?
- A) He wasted the years he spent as a scientist.
 - B) It was a good chance to learn about filming.
 - C) He was bored by working in the Antarctic.
 - D) He learned how to become a skilled diver.
15. When talking about killer whales, Doug says....
- A) He will not film them from a safe distance.
 - B) He is always careful when diving with them.
 - C) He will never dive with them as it is dangerous.
 - D) He believes there are safe opportunities to film them.
16. How does Doug describe his experience with a polar bear?
- A) The animal was afraid of him.
 - B) Doug felt nervous that the bear might come back.
 - C) The bear understood Doug wasn't a danger.
 - D) Doug did not trust polar bears.

Part III- Read the text and choose the best answer for each question below.

Amazing Black Holes

How many things can you see in the night sky? A lot! On a clear night you might see the Moon, some planets, and thousands of sparkling stars. You can see even more with a telescope. You might see stars where before you only saw dark space. You might see that many stars look larger than others and some stars that look white are really red or blue. With bigger telescopes you can see more objects in the sky in more detail.

But scientists believe that there are some things in the sky that we will never see. We won't see them with the biggest telescope in the world, on the clearest night of the year. That's because they're invisible. They're the **mysterious** dead stars called black holes. You might find it hard to imagine that stars die.

After all, our Sun is a star and year after year we see it up in the sky, burning brightly, giving us heat and light. The Sun certainly doesn't seem to be getting old or weak. But stars do burn out and die after billions of years.

As a star's gases burn, they give off light and heat. But when the gas runs out, the star stops burning and begins to die. As the star cools, the outer layers of the star pull in toward the

center. The star squashes into a smaller ball. If the star was very small, the star ends up as a dark ball called a black dwarf. If the star was very big, it keeps squashing inward until it is packed **16** together tighter than anything in the universe. Imagine if the Earth were crushed until it was the size of a tiny marble. That's how tightly this dead star, a black hole, is packed. What pulls the star in toward its center with such power? It's the same force that pulls you down when you jump - the force called gravity. A black hole is so tightly packed that its gravity sucks in everything even light. The light from a black hole can never come back to your eyes, so you see nothing but blackness. Therefore, the next time you stare up at the night sky, remember: there's more in the sky than meets the eye. Scattered in the silent darkness are black holes — the great mystery of space.

17. According to the article, what causes a star to die?

- A) As its gases run out, it cools down.
- B) It collides with other stars.
- C) It can only live for about a million years.
- D) As it gets hotter and hotter, it explodes.

18. What does *mysterious* mean (in Line 8)?

- A) Gorgeous
- B) Bright
- C) Strange
- D) Common

19. What happens after a star dies?

- A) It becomes invisible.
- B) It falls to Earth.
- C) It burns up all of its gases.
- D) It becomes brighter and easier to see.

20. What does 'it' refer to in paragraph 4, Line 15?

- A) The sun
- B) The gas
- C) The star
- D) The universe

Kişisel Bilgiler	
Adı	Yeliz
Soyadı	Ergül
Doğum yeri ve tarihi	İnegöl-BURSA 01.01.1988
Uyruğu	T.C.
İletişim adresi ve telefonu	Ataköy 9. Kısım, B-5 Blok, D:48 Kat:12 Bakırköy/İSTANBUL 0507 318 52 17
Eğitim	
İlköğretim	Atatürk İlköğretim Okulu
Ortaöğretim	İnegöl Turgut Alp Anadolu Lisesi
Yükseköğretim (Lisans)	Anadolu Üniversitesi ve New York Eyalet Üniversitesi
Yükseköğretim (Yükseklisans)	Pamukkale Üniversitesi
Yabancı Dil	
KPDS (İngilizce) Temmuz, 2012	97,5
Mesleki Deneyim	
Yıllar	Mesleki deneyim
2010-2011	100. Yıl İlköğretim Okulu İngilizce Öğretmeni
2011-2012	Türk-Amerikan Derneği İngilizce Öğretmeni
2012-halen	İstanbul Kemerburgaz Üniversitesi İngilizce Okutmanı