

VOCABULARY DEVELOPMENT IN ESL AND EFL CONTEXTS

Assoc. Prof. Dr. Didem KOBAN KOÇ

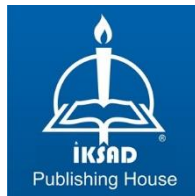


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PREFACE

Vocabulary Development in ESL and EFL Contexts is written for students majoring in linguistics or English language teaching, English language instructors, lecturers, faculty members in teacher training programs, and other professionals engaged in language education and development. The book specifically focuses on how formulaic sequences, which are fixed phrases the usage of which enables fluency and language processing, can be taught and learned.

Chapter 1 provides an introduction to formulaic sequence with a focus on its definition, its importance in teaching and learning a language, and types of formulaic sequences. Chapter 2 reviews previous research conducted on the teaching and learning of FSs from different perspectives. Chapter 3 describes several research studies investigating the development of FSs across proficiency levels of EFL and ESL learners. Chapter 4 examines different methods of teaching vocabulary items and focuses on incidental and intentional vocabulary learning, in particular. Chapter 5 provides different kinds of authentic activities that involve formulaic sequence usage. The recommended activities, which can enable students advance their reading, writing, speaking, and listening skills, can be used by pre-service and in-service English language teachers.

*To my children,
Arya and Aren*

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INTRODUCTION

Formulaic sequences (FSs) also referred to as multiword units, chunks, or collocations, were commonly defined by Wray and Perkins (2000) as “a sequence, continuous or discontinuous, of words or other meaning elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar” (p. 1). FSs “make up a large proportion of any discourse” (Schmitt & Carter, 2004, p. 1), which makes teaching and learning of FSs highly important for language learners, in particular. They are key components of spoken discourse and determine whether or not a speaker is a native speaker (NS) or a nonnative speaker (NNS) of a language as well as the extent to which a speaker is fluent in a native or target language (Biber et al., 2004; Pawley & Syder, 1983; Schmitt & Carter, 2004; Wray, 2002, 2008). According to Schmitt and Carter (2004, p. 3):

Formulaic sequences can be long (You can lead a horse to water, but you can't make him drink) or short (Oh no!), or anything in between. They are commonly used for different purposes. They can be used to express a message or idea (The early bird gets the worm = do not procrastinate), functions ([I'm] just looking [thanks] = declining an offer of assistance from a shopkeeper), social solidarity (I know what you mean = agreeing with an interlocutor), and ... for most things society requires of communication through language. These sequences can be totally fixed (Ladies and Gentlemen)

According to Zwitserlood (1994), FSs may not be understood easily and may be short or long. For this reason, linguists conducting research in this area have not been able to reach a conclusion regarding the definition of FSs. Nevertheless, researchers agree on the fact that the more a speaker has knowledge about FSs, the more fluent and native-like his or her speech is. In addition, they can also process language efficiently (e.g. Millar, 2011). According to Pawley and Syder (1983), the reason why FSs are produced in a easy and quick manner compared to newly created phrases is derived from the fact that FSs are considered as chunks or single units. “Access to these prefabricated chunks by working memory requires substantially less processing capacity than access to, and subsequent manipulation of, their individual components. This reduces the processing burden” (Millar, 2011, p.131), that is, speakers do not have to make an effort to process FSs.

One type of FS, which has been a widely studied topic in contexts in which English is taught as a second language (ESL) and/or foreign language is collocation. In simple terms, collocation refers to words that take place together in the same environment. However, according to some scholars, collocation has different meanings. The first definition of collocation was provided by J. R. Firth in 1957. Firth claimed that there is a meaning relationship between words that appear together, stating that "you shall know a word by the company it keeps" (p. 179), which means that once a person knows the meaning of a word, he or she can determine the meaning of the other word that it takes place with. Likewise, Halliday and Hasan (1976) defined the meaning of collocations as words that are related to each other in terms of meaning and occur together in the same environment. Some examples can be hospital, doctor, and nurse. According to Hausmann (1985), however, collocations can consist of only content words. Kjellmer (1987) referred to collocations as "... a sequence of words that occurs more than once in identical form ... and which is grammatically well structured" (p. 133). Similar definitions were proposed by Nattinger (1988) as well as Clear (1993).

Collocations were approached from several angles. For instance, according to the approach based on frequency, collocations were determined depending on how often particular words take place together (Halliday, 1966; Sinclair, 1991). This approach also emphasises that certain words occur together than the others. For example, the word 'exercise' usually occurs with 'do' instead of 'make'. Sinclair (1991) suggested an important factor, space, that can be used to determine whether or not a phrase is a collocation. He referred to a collocation as "the occurrence of two or more words within a short space of each other in a text" (p. 415). He expressed that:

We may use the term node to refer to an item whose collocations we are studying, and we may define a span as the number of lexical items on each side of a node that we consider relevant to that node. Items in the environment set by the span we will call collocates.

Likewise, according to Clear (1993):

Intuitively, one would expect that a given node word would associate more strongly with immediately adjacent

words, and that the associative link would be weak or non-existent the further removed are the collocating words (p. 276).

Collocations were also analyzed from the perspective of meaning relationships, in other words, from a semantic approach, which investigated why words tend to take place with particular words than the others. The frequency-based approach, in fact, did not take this into consideration. Another approach was the grammatical point of view, which attempted to explain the meaning of collocations through grammatical relationships. This was referred to as the structural approach by Nesselhauf (2005) and Benson et al. (1997) who concentrated on the analysis of lexical relationships together with structure, which the previous approaches also did not take into consideration. To give an example, “through the window” is a preposition and a noun combination. Linguists are in accord with grammatical categories are comprised of. According to Gitsaki (1996), collocations consist of 37 categories among which eight are collocations related to lexicon and 29 related to structure. Grammatical collocations were made up of content words such as adjectives, nouns, verbs combined with a preposition.

Linguists are also in agreement with the fact that FSs are used very widely in spoken and written forms of a language. For example, in a study conducted by Barber and Barbieri (2007), how FSs are employed in spoken and written English was examined. The authors used a corpus, which was the sub-component of the Test of English as a Foreign Language (TOEFL) 2000 Spoken and Written Academic Language. The spoken and written texts taken from four universities involved the teaching performed in classrooms, course books, course plans, study groups and so on. The used texts were from a variety of areas such as Business, Engineering, Social Science, Natural Science, and Education etc. The results showed that spoken discourse comprised 30 % of FSs whereas academic texts 21 %. In a similar study, Erman and Warren (2000) found that FSs were 58.6 % of speech and 52.3 % of written corpora. Hill (2000) demonstrated that 70% of spoken and written texts consisted of FSs.

Since FSs are employed in speech and writing to a wide extent, FSs have been subject to investigation in areas of applied linguistics and second language acquisition and learning. For example, Conklin and Schmitt (2008) examined any differences between native and non-native English speakers regarding how

FSs are processed. The authors devised a list of 20 FSs, which consisted of idioms, from Underwood et al. (2004) and from the Oxford Learner's Dictionary of English Idioms (Warren, 1994). The participants consisted of 19 English NSs and 20 NNSs who were getting a master's degree in English language teaching at the University of Nottingham, U.K. The participants were asked to perform a reading task, in which they paced themselves. This showed the reading and processing times spent for each FS. According to the results, both native and NNSs read the FSs faster than the others, which led to the conclusion that FSs lead to faster and easier language processing.

The importance of FSs in the process of teaching a language and learning it was derived from the fact that speakers are aware of frequency of occurrence of linguistic items and forms. According to Bybee and Hopper (2001), the frequency with which lexical items are used has an important effect on language acquisition, in that, the more lexical items are repeated, the more they become established in the minds of native and NNSs. Bybee (2006) added that the lexical items form categories as their frequency of use increases. Category formation, which indicates a cognitive ability (Langacker, 1987), starts with processing of unanalyzed chunks in a language. This claim received support from several scholars (e.g., Myles et al., 1998) and led others to conduct studies on the effects of frequency-based learning on first language (L1) and second language (L2) acquisition.

Recognizing the positive effects of FSs in discourse, many research studies investigated the learning and use of FSs from different perspectives. For instance, scholars found the use of FSs differed between learners of different levels of proficiencies, in that, their use of FSs developed as they became more proficient in the target language (Siyanova-Chanturia, 2015; Qi & Ding, 2011; Appel & Wood, 2016; Li & Schmitt, 2009). However, according to Laufer and Waldman (2011), this developmental process often turned out to be slow. Likewise, Groom (2009) stated that "it remains clear that the process of L2 collocational development is likely to be a slow and occasionally painful one quite irrespective of the linguistic environment in which the learner happens to be immersed" (p. 33). Further, in Boers and Lindstromberg (2012), only the advanced learners were similar to NSs in terms of using FSs. The general suggestion that these studies provided was that the teaching of FSs should be

incorporated into lessons. However, teaching FSs is not an easy task as there is a variety of FSs and they appear in many different forms. As Schmitt and Carter (2004) stated, “since there is so much diversity, it is difficult to identify absolute criteria which define formulaic sequences” (pp. 1-2). Instead, the authors suggested identifying “characteristics, which are typical of formulaic sequences, even though every example lexeme might not exhibit each characteristic” (p. 4). Nevertheless, it is important to draw students’ attention to them whenever they come up in a textbook or in a lesson because the extent to which one is fluent in a language is determined by the knowledge and use of FSs (Durrant & Schmitt, 2009; Siyanova & Schmitt, 2007).

1. RESEARCH IN FORMULAIC SEQUENCES

Over the past decade, studies dealing with FSs have increased to a considerable extent. Most research concentrated on the effects of frequency of occurrence of words, word meaning, instruction given in the target language, exposure to the target language, as well as retention of the word meaning on the learning of FSs (Schmitt, 2010). Several studies highlighted the significance of the connection between the use of FSs and prior knowledge or FSs and target language proficiency level. For example, Garnier and Schmitt (2016) analyzed to what extent L2 learners of English knew commonly used polysemous English phrasal verbs and the factors which have an effect on this knowledge. Their study involved 128 students, ranging in age between 18 and 44, participating in English Language and Literature and English as a foreign language (EFL) courses at two universities in Chile. The students spoke the same native language. The students took a fill-in-the-blanks test in which there were 40 phrasal verbs that comprise about 100 meanings. The results demonstrated that the participants knew at an average of 40% of what the phrasal verbs referred to. The likelihood of knowing all the senses of the phrasal verbs was estimated at around 20%. Further, the authors found that linguistic factors such as frequency, how much time the students spent on reading as well as social networking in a week significantly contributed to this knowledge, however, semantic non-transparency, L2 instruction received before, amount of exposure in the L2 environment, and number of years spent in the undergraduate program did not have any significant effects on vocabulary knowledge. The authors reached a conclusion that teachers should give more importance to teaching phrasal verbs explicitly and suggested that further research should be conducted with learners coming from diverse language backgrounds. They also suggested using another method of data collection regarding L2 engagement of the participants as the self-report questionnaire used in the study may have led the participants to give answers that were not reliable.

In a similar study, Ebrahimi (2018) investigated the extent to which graduate and undergraduate students in Iranian universities had productive collocational knowledge at the level of 1.000 word frequency and whether they knew the form-meaning connections related to the collocations. The

participants were studying chemistry, engineering, history, biology, and business during the research. Data were collected by means of a test that required the participants to provide collocations for a target word provided by the researchers. The results showed that although the Iranian students mastered the form-meaning knowledge related to productivity for the words well, the same results could not be found with respect to the collocational knowledge related to productivity of the words. This being the case, the author recommended that both teachers and learners give importance to the different productive aspects of collocational knowledge. For this, the author provided a variety of activities such as matching collocates, finding collocates and analyzing and classifying collocates.

Likewise, in a study with a quasi-experimental design, Zhang (2017) investigated whether or not a receptive-productive integration task would contribute to learners' collocational knowledge with regard to form, form and meaning, and grammar more than productive and receptive tasks. The author also investigated whether previous collocational knowledge would affect the learning of new collocations. The study consisted of 120 college students of Chinese origin learning EFL. They were randomly categorized into four groups: productive, receptive, receptive-productive integration, and control. The participants were tested on 12 verb + noun collocations that were categorized into two groups. The first group of collocations consisted of a noun known by the participants and the other group an unknown noun. The tests included a pre-test, treatment, immediate post-test, and delayed post-test. The results demonstrated that the receptive-productive integration group outperformed the receptive and production groups with respect to the scores gained from the immediate and delayed post-tests. In addition, the participants provided correct responses for known collocations at a significantly higher rate than those with unknown collocations. Based on the results, the author suggested that comprehending and producing L2 tasks should be part of the lessons.

Kremmel, Brunfaut, and Alderson (2017) investigated whether or not knowledge of phrases predicted reading comprehension in a foreign language and how advanced EFL learners made use of phrases when reading. To determine these, the authors conducted two studies. The first study involved

examining the influence of syntactic, lexical and phraseological knowledge on reading comprehension and the second study, a qualitative one, used think-aloud techniques to find out how the phrases were processed by English language learners. Four hundred and eighteen Austrian EFL learners participated in the study. The participants were subject to several different measures such as reading comprehension measure, syntactic knowledge measure, vocabulary knowledge measure and phraseological knowledge measure. The results obtained from the first study showed that knowledge of phrases was significantly more effective than traditional and syntactic knowledge in reading comprehension. The results from the second study confirmed these results. The authors concluded that knowledge of phrases plays an important role in reading and therefore, should be given importance in language classrooms.

Finally, Hoang and Boers (2018) analyzed whether more proficient EFL learners would use metaphors in their writing at a higher rate than less proficient learners. The authors also examined whether or not there was a difference between the two types of learners with respect to the correct usage of metaphors. Data were collected from undergraduate students, the majority of which was female, enrolled in English language classes at a Vietnamese university. The students were selected from three different proficiency groups. Their essays were analyzed with respect to the quantity of metaphors and correct usage of them. In order to identify the metaphors in the essays, the authors used two types of procedure: Metaphor Identification and Vehicle Identification. The results showed that as the students' proficiency level increased, they used more metaphors and their correct usage of metaphors improved. According to the authors, the fact that the number of males and females was not equal in the study may have affected the results, as gender played a key role in the usage of metaphors in previous studies. Thus, the authors recommended including an equal number of more males and females in further studies.

Other studies investigating the relationship between proficiency level and knowledge of collocations gave different results. For instance, Laufer and Waldman (2011) compared more proficient learners of English with less proficient ones. The authors found that the number of errors that more proficient

learners made was similar to those made by less proficient learners, suggesting that collocational knowledge is acquired later than general vocabulary knowledge. Similar results were also obtained in Nesselhauf (2005).

Scholars have also reported findings with respect to the whether or not processing of collocations was affected by frequency. For instance, Wolter and Yamashita (2018) investigated whether or not L2 collocational processing was influenced by word frequency, collocational frequency, L1 congruency, and L2 proficiency. Two groups participated in the study: English NSs and Japanese students at intermediate and advanced levels of English. The participants completed an acceptability judgment task with respect to several types of adjective-noun collocations such as congruent collocations, collocations in English, collocations in Japanese, and baseline items. The authors found that the rate at which Japanese learners of English processed congruent collocations was faster when compared to collocations in English. This result, which was significant was attributed to the effect of age and order of acquisition. When the frequency effects were taken into consideration, both Japanese learners of English and NSs were found to be aware of frequency at the word and phrase level. This finding was supported by Wolter and Gyllstad (2013) who examined the effects of frequency on the processing of collocations that had a first language equivalent (congruent) and did not have an equivalent (incongruent). For this, native and NNSs of English whose L1 was Swedish were asked to perform an acceptability judgment task. The participants were required to identify whether or not the collocations in the test were acceptable or not. The response times were also calculated. The findings demonstrated that advanced learners were sensitive to frequency effects and therefore, the authors highlighted the importance of usage-based models of language acquisition as it enables language learners to process items faster.

Yi (2018) investigated L1 and L2 speakers' awareness of frequency and probability of occurrence (contingency) of multi-word phrases. The author also examined whether or not cognitive aptitude had an influence on such sensitivity when processing multi-word phrases. The participant group consisted of 30 NSs of English and 32 Chinese students of English enrolled in a state university in the United States. Data were collected through a phrasal acceptability judgment task. The task consisted of 180 English adjective-noun collocations

selected from the British National Corpus (BNC). In addition to the task, six aptitude tests were administered to the participants to measure their aptitudes, specifically, implicit and explicit language aptitudes, and capacity of working memory. The results demonstrated that both groups were conscious of frequency and contingency of multi-word phrases, with L2 learners having a stronger sensitivity than L1 learners. It was also found that implicit and explicit language aptitude had a significant effect on learners' performance in the acceptability judgment task. Whereas L1 learners processed the phrases implicitly, L2 learners processed them explicitly.

When the relationship between L1 and L2 is considered, Fitzpatrick and Izura (2011), examined Spanish speakers' responses with regard to word associations in English. They attempted to find out whether learners would produce some response types more frequently or faster than the others and whether there would be similarities between learners' L1 and L2 with respect to the response types. In addition, whether or not the responses in the L2 were indirectly connected to the L1 were also of interest to the researchers. Data were collected from 24 NSs of Spanish learning English in the U.K. To collect data, the authors asked the participants to complete a word association and a lexical decision task. The results showed that when the response is associated by form and meaning or meaning and collocation, in general, the participants responded faster in the tasks. In addition, response times in L2 was slower than those of L1. Further, the participants made use of cues in their L1 when completing the tasks in the L2. Gonzalez (2010) and Waibel (2008) also found a positive effect of L1 on L2 when they investigated the use of phrasal verbs by Spanish and Swedish, as well as Italian and German EFL learners at an advanced level. The results showed that similarities between English and the learners' native languages enabled the learners to make use of phrasal verbs and make less mistakes when using them. Some studies (Altenberg & Granger, 2001; Granger & Paquot, 2009; Lorenz, 1999), however, found negative effects of L1 on L2. For example, Gilquin (2007) examined the collocations occurring with the verb 'make' used by advanced learners of English. According to the results, the learners did not use as many collocations with 'make' as they did in their L1 and preferred to use collocations in L2 that had direct equivalents in their L1.

Another commonly reported finding has to do with the extent to which FSs predicted lexical quality and richness. For instance, Bestgen (2017) investigated the extent to which formulaic measures extracted from English learner datasets estimated text quality and the extent to which they predicted text quality compared to single word measures. The author used two datasets., one of which was taken from the First Certificate in English (FCE) exam that was used to evaluate the English knowledge of upper-intermediate learners. The second dataset included 223 essays extracted from the International Corpus of Learner English (ICLE). They were produced by intermediate to advanced English learners. Mutual information (MI) and t-scores were calculated to determine how strongly the words in a FS were associated with each other. The results of multiple regression analyses and correlations showed that measures related to FSs predicted text quality better than single word measures. The results also showed a relationship between lexical richness and text quality, which led the author to recommend the teaching and usage of both single word and multiword measures to improve competence in L2 writing.

Retention of the meaning of FSs was another variable that has attracted the attention of a number of scholars. For example, in an experimental study, Kasahara (2011) examined whether English language learners could retain and retrieve a familiar-and-unfamiliar word collocation easier than a single unknown word. The collocations that were examined consisted of adjective and noun or noun and noun combinations. The study involved 66 undergraduate students studying in Japan. Their vocabulary knowledge was found to be the same according to a vocabulary size test. The students were categorized into two groups. The first group received a list of 20 known-and-unknown collocations whereas the second group received a list of 20 single words. Both groups, then, were given instruction regarding the pronunciation of the items in their list and asked to remember the items. The lists were collected from the participants. Next, both groups took an immediate recall test in which they provided the Japanese equivalents of each item. They took the same test again a week later. The results showed that the two groups differed from each other significantly in that the first group retained more collocations and retrieved them more easily than the second group who practiced with single words only. The author suggested that learners should learn frequently occurring words that

can serve as cues in learning additional words, which can support intentional vocabulary learning.

Some scholars also examined the importance of culture in learning FSs. In an experimental study, Kecskes, Obdalova, Minakova, and Soboleva (2018) analyzed three issues involving culture-specific pragmatic units of speech referred to as situation-bound utterances (SBUs). These units, according to the authors are prefabricated pragmatic units commonly used in communicative situations. Their study examined the reasons why English language learners had difficulties with understanding and using SBUs and how actual and prior situational context influenced the interpretation of SBUs. In addition, the study also analyzed the effects of certain strategies, which are whether or not a person is close to his or her own culture, compositionality, and actual situational context, on understanding and inferring the actual meanings of SBUs. 158 Russian students enrolled in an EFL course participated in the study. In the study, the experimental group practiced with FSs, categorized them and discussed their correctness with their peers and teacher with respect to their functions and meaning. The results showed that when interpreting idiomatic expressions, the learners made use of semantic analyzability and salience rather than relying on the expressions in their own culture.

Another commonly investigated topic related to the acquisition of FSs was the amount of exposure to the target language and culture. According to Dörnyei, Durow and Zahran (2004), "...formulaic language is so closely linked to the everyday reality of the target language culture that it cannot be learnt effectively unless the learner integrates, at least partly, into the particular culture" (p. 87). For example, Groom (2009) examined the use of multiword phrases in the writings of Swedish learners of English. There were two groups, one, which spent not more than one month in an environment in which English is spoken as the native language and the other which spent at least a year in such an environment. According to the results, the more learners spent more time abroad, the more they used collocations accurately. Similar findings were found in Waibel (2008). It is important to note that living abroad for an extensive period of time may not guarantee that NNSs will master the use of FSs. They may not make any progress due to the fact that they may "find themselves in an 'international ghetto' situation, [which] will reduce their

opportunities for contact with the host community and hinder any subsequent sociocultural integration” (Dörnyei, Durow & Zahran, 2004, p. 90). This claim in fact supported earlier studies that involved NNSs in a U.K. university (Geoghegan, 1983) and a U.S. university (Jenkins, 2001).

2. STUDIES IN ESL ENVIRONMENTS

2.1. Formulaic Sequences in Written Corpora

2.1.1. Introduction

It has been commonly reported by scholars (e.g. Wray, 2002, 2008) that the usage of FSs enables learners to be fluent in the target language and communicate in an efficient way. Numerous studies addressed the learning of FSs from different perspectives; however, there is still a lack of studies that examined whether there is a positive correlation between the usage of FSs and proficiency level. Thus, this research analyzed the usage of three FSs, adjective and noun as well as verb and noun combinations in the written texts of EFL and ESL learners and worked out whether the use of FSs improved as learners became more proficient in their English usage.

Development in collocational competence of ESL and EFL learners with different proficiency levels was what several studies (Huang 2001; Nesselhauf 2003; Siyanova-Chanturia 2015) concentrated on. Scholars examined frequency and accuracy collocational usage. For example, in a longitudinal study, Siyanova-Chanturia (2015) investigated the development of L2 learners' knowledge in collocations. In particular, the author examined whether or not the quality and quantity of N+Adj collocational usage would be improved by Chinese students as they became proficient in Italian. The participants were 36 learners (21 females, 15 males) who learned Italian in an intensive language program at a university. The students were asked to write multiple compositions throughout the semester. The compositions they wrote were examined regarding their use of N+Adj collocations. According to the results, the longer the students lived in Italy, the more advanced they became in using collocations. Furthermore, collocations which are used frequently and strongly connected occurred in the compositions written at the end of the semester. A similar longitudinal study (Qi & Ding, 2011) also analyzed the use of FSs by Chinese learners of English. The authors determined whether or not the learners would make progress in the use of FSs in terms of frequency, accuracy and variation. For this, audio recordings of Chinese and American students were used. The recordings were obtained between 2001 and 2004 during which the students were in their first and fourth years of study. The theme in the recordings was renting apartments off campus by college students.

The Chinese learners were compared with 15 American students with respect to above-mentioned variables. According to the results, as the Chinese learners made progress in their studies, they used FSs more frequently and accurately than before. Their FSs also showed variation. However, they could not use the FSs as accurately as the NSs, which according to the authors, could be due to the fact that FSs made up of prepositions and articles, which can be difficult for English language learners to process and use.

2.1.2. Research Question

The following research question is addressed in the study.

1. Do ESL and EFL learners advance in their use of Adj+N and V+N collocations as they make progress in their studies?

2.1.3. Method

The ESL corpus consisted of argumentative essays written by a total of 60 learners of ESL (aged 17 to 55) enrolled at an Immersion program of a state university in New York, U.S. Students in the Immersion program take English language courses five hours a day everyday. The students usually take courses in the program for about a year until their English language proficiency is sufficient for academic courses at college. Students' proficiency levels are determined by the Michigan Test of English Language Proficiency exam taken at the beginning of the semester. At the time of the study, there were six different proficiency levels.

For the purposes of the study, the corpus comprised essays from high-beginner (20 students), intermediate (22 students), and advanced (18 students) levels. Before students in each level wrote their essays, they read a passage. In their essays, they were asked to summarize the passage using their own words with a focus on the most important idea in the passage and develop it by supporting their arguments with evidence or examples from what they have read, learned in school or their own lives. The students in the high-beginner and intermediate levels wrote an essay about e-cigarettes and teenagers and those in the advanced level wrote about discrimination against black students in the elite high school entrance exam in New York, U.S. The students had 90 minutes to complete their essays in class.

The students were immigrants from Central and South America as well as Asia and Middle East and had low socio-economic backgrounds. Most of the students did not have any English knowledge before they attended the Immersion program. They had been living in New York for about a year.

2.1.4. Data Analysis and Results

Table 1: One-way ANOVA: Adj.+N and V+N sequences by ESL learners

FSs	Groups	N	M	SD
Adjective+Noun	High Beginner	20	15.90	4.59
	Intermediate	22	23.09	9.17
	Advanced	18	24.83	18.45
p > 0.05				
Verb+Noun	High Beginner	20	10.40	3.91
	Intermediate	22	17.14	6.57
	Advanced	18	24.44	10.34
p < 0.05				

As the above Table shows, the mean score of Adj.+N combination produced by advanced level ESL learners was the highest, followed by high beginner and intermediate level learners. However, according to the results of ANOVA, this difference among the groups was not significant. Regarding the V+N combination, there was a statistically significant difference between groups based on one-way ANOVA $F(2,57) = 17.648, p = 0.00$. In addition, a Tukey post hoc test showed that there was a significant difference between high beginner ($M = 10.40, SD = 3.91$) and intermediate level learners ($M = 17.14, SD = 6.57, p = .011$); high beginner ($M = 10.40, SD = 3.91$) and advanced level learners ($M = 24.44, SD = 10.34, p = .000$); and intermediate ($M = 17.14, SD = 6.57$) and advanced level learners ($M = 24.44, SD = 10.34, p = .007$). This suggests that ESL learners' use of V+N collocations improved as their proficiency level in English increased. Below are some examples taken from the students' essays.

Sample Adj.+N and V+N combinations from the ESL corpus

High-beginner level

In my experience, some e-cigarettes not have tobacco. But still harmful to human's body. When smoker smoking there has second hand smoking. Second-hand smoking are still harmful to teenagers also pregnant women. I were smoking e-cigarettes also real cigarettes, and when I smoked e-cigarette feel nausea for some reason. It mines the my body are restraint for smoke. It is good information that telling me. Some people smoked for long years. Like my relative, he coughed every day and still can't stop smoking (participant #1).

Intermediate level

Children have to know how cigarettes is harmful for their health. Currently, many parents don't put enough attention their children and sometimes they don't know what happen with them. This article reminds me about an experience that happened with my friend. She had a lot of problems when she was in high school. She began to smoke because the other guys did it. She felt to necessary to smoke more when her parents realized she was an addict (participant #2).

Advanced level

I wonder how people think about being white or black or rich or poor or even male or female. I just want to know how that could make a difference between people if they have the same minds that distinguish them from other living things. Intelligence is neither in color nor in race. There could be a black person smarter than five white people, that is not impossible. History tells and proves that there are black legends who have glorified their discoveries (participant #4).

Sample linking adverbials from the ESL corpus

High-beginner level

*... **However**, they do not know the consequences about e-cigarettes. **For example**, it can affect our lungs in the future. Besides, it might provoke an addiction at the nicotine. It would be bad for our immune system. **For this reason**, some people are disagree with smoke*

e-cigarettes or real cigarettes.

Intermediate level

... **Therefore**, teachers and experts helped students to learn more knowledge about e-cigarettes, also they ceased students to use them anywhere. **In my opinion**, I totally agree with the author said cigarettes harm people's health even the e-cigarettes, and we hope to reduce or stop smoking.

Advanced level

...**On the other hand**, we have people who feel that their appearance make them be more important. **For that reason**, all that importance that they feel, make them don't accomplished with the tasks that they are assigned to do. **For example**, in soccer there's players which have to represent or play in an important team (Participant #19).

2.2. Formulaic Sequences in Spoken Corpora

2.2.1. Introduction

This study aims to analyze the use of one type of FS, adjective + noun (Adj + N) collocations, from a sociolinguistic point of view. The study investigates the effect of social variables such as length of residence and interactions with NSs on the rate of use of collocations.

Scholars have attempted to explore and understand the influence of social variables on the use of collocations by ESL and EFL learners. For instance, Erman, Denke, Fant, and Forsberg (2015) analyzed the effect of length of residence on the use of different types of FSs in the speech of highly advanced NNSs and NSs of English. The NNSs were Swedish speakers of L2 English, L2 French and L2 Spanish and at the time of the study, they had been living in the target language country for at least five years. There was a total of 60 participants, 30 NNSs and 30 NSs. The two groups were compared with respect to quantity and the extent to which lexical and procedural FSs and type/token measurements of these are distributed in two oral tasks: a role play,

and an restating of a film clip online. The results showed that all NNS groups were native-like regarding the use of clausal multiword structures when performing the role-play. According to the authors, this result was due to the NNSs' extended length of residence (LOR) in the country in which they currently lived in, which also enabled the NNSs to adapt to the target language culture and acquire pragmatic knowledge.

Similar results were obtained by Dörnyei, Durow and Zahran (2004) who examined the relationship between the acquisition of FSs and individual differences such as aptitude, attitudes toward learning a language, integrativeness, instrumentality, anxiety related to language use, dedication to learn English, and amount of work they put into learning English. Two Asian ESL students who were taking English courses at the language school of the University of Nottingham, UK participated in the study. The students were interviewed regularly over a period of six months and took several tests. According to the results, sociocultural adaptation was the primary variable that had a significant effect on the acquisition of FSs by the two ESL students.

Along the same lines, Adolphs and Durow (2004) examined the effect of social-cultural integration on the acquisition of FSs. The authors aimed to find out whether there was a difference between speakers who integrated with NSs and who did not in terms of using FSs. The participants were two Chinese speakers residing in the U.K. One of the participants was a 23-year-old female student who had graduated from college and the other one was 32-year-old female lawyer. In order to determine the quality and quantity of interaction of the participants with NSs, the participants were interviewed five times in the course of seven months. The interviews required the participants to talk about the events that occurred in their daily lives. The first three interviews took place at the beginning of the study while the last three occurred at the end. In the interviews, the authors also determined the FSs that were frequently used in the interviews and their development over the seven-month period. The authors found a significant difference between the two participants regarding the use of FSs, that is, the participant who had relatively more contact with NSs used FSs at a significantly higher rate than the other participant who had less contact with NSs.

2.2.2. Research Questions

The study aims to answer the following research questions:

1. What are the differences between beginner ESL learners and near- NSs with respect to the rate of use of Adj+N collocations in English?
2. Do social variables such LOR and integration with NSs have an influence on the use of Adj+N collocations in English?

The hypothesis regarding the first research question is that the rate of use of Adj+N collocations in English increases as proficiency increases. Thus, it is expected that near-NSs will use more Adj+N collocations than ESL learners because near- NSs' proficiency levels are higher than ESL learners. Regarding the second research question, the hypothesis is that there will be a positive correlation between LOR and rate of use of Adj+N collocations in English and a positive correlation between integration with NSs and Adj+N collocations, that is speakers who have spent more years in NYC will use collocations more than those who have spent fewer years in the city. In addition, speakers who have had more contact with NSs will use more collocations more than those who have had less contact with NSs. These hypotheses are based on the assumptions that spending more time in the country where the target language is spoken increases exposure to the target language and the use of the target language.

2.2.3. Method

A total of 16 speakers residing in NYC participated in the study and were divided into two categories: ESL learners and near- NSs. There were eight ESL learners and eight near-NSs. Following Durow and Adolphs (2004), the participants were chosen based on their quantity and quality of interaction with NSs of English, their English language proficiency, and length of residence (LOR) in the US. The ESL students were enrolled in the Language Immersion Program at LaGuardia Community College (CLIP) of the City University of New York (CUNY). The Immersion Program is an intensive English language program for students who have been accepted to a program at CUNY but do not have enough knowledge of the English language. At the beginning of the semester, students take a language proficiency test and are placed in different

proficiency levels based on their English language skills. The program requires students to take English courses twenty-five hours a week for three semesters at least. Students who pass the proficiency test at the end of the semester can continue taking credit courses in their programs. In the present study, the ESL learners were from China, Uzbekistan, Ecuador, Yemen, Egypt, and the Dominican Republic. There were two males and six females in the group. The speakers in this group ranged in age from 19 and 30. Only one speaker was 50 years old.

The near-native group consisted of only Turkish speakers. This is due to the fact that the Turkish speakers were conveniently available to participate in the study. Similar to the ESL group, the near-native group included two males and six females (age range: 38-48). All the near-NSs had a master's degree from well-known universities in the U.S. so, they were considered as highly advanced English speakers. In addition, the speakers in the near-native group had lived in NYC for at least 11 years and integrated with NSs on a daily basis due to the nature of their jobs. The following sections present information about each of the participants in both groups. In order to treat the participants anonymously, pseudonyms are used for each participant.

Participants: ESL learners

Maria

Maria is a 50-year-old woman who arrived in NYC a year ago. She is from the Dominican Republic. She lives in NYC with her husband. They do not have any children. She does not work. The reason she attends the CLIP program is she wants to graduate from college and find a good job. She has three sisters and five brothers. She is aware that her English is not good enough to communicate with NSs. Thus, she spends most of her time with her siblings and relatives.

Ebrah

Ebrah is a female student from Egypt. She arrived in NYC at the age of 18 and has been living in NYC for a year. She lives with her parents. She works as an assistant at a medical facility. She has limited contact with NSs of English.

Asma

Asma is from Yemen. She arrived in NYC at the age of 17 due to the war in her country. She has been living in NYC for four years. She does not work. She lives with her parents and her siblings. She reported her biggest problem to be speaking and understanding NSs of English. She spends most of her time with her family and speaks Arabic with them.

Jose

Jose is from Ecuador and was 21 years old at the time of the interview. He has been living in the US for a year. He lives with his mother. He does not work. He reported that since his English is not good, he interacts mostly with her friends and relatives who speak Spanish.

Chen

Chen is from China. She is 22 years old and has been living in the City for a year. When she first came to NYC, she went to school in Chinatown and worked as a teacher's assistant. She lives with her grandmother in Manhattan. Although she lives in a central part of the city, she does not interact with NSs. She spends most of her time going shopping with her siblings and Chinese friends.

Alina

Alina is a 28-year-old female from Uzbekistan. She arrived in NYC six years ago when she and her husband won the Greencard Lottery. She is married to an Uzbek man and has two children. Currently, she is not working. Since she does not work, she does not have much interaction with NSs except for the teachers in the CLIP program.

David

David is from Ecuador. He is 20 years old and arrived in NYC two years ago with his mother and brother. He has some interaction with NSs because he is working full-time in a night-club. Other times, he spends time with his friends who speak Spanish.

Albina

Albina is from Uzbekistan. She is 20 years old. She arrived in NYC with her parents and two siblings. Besides taking classes at the CLIP program, she works full-time as a medical assistant, which gives her an opportunity to speak English while working. She has been living in the U.S. for 2 years.

Table 2: Demographic Data about ESL Learners.

ESL learners	Country of origin	Gender	Age	Length of Residence
Ebrah	Egypt	Female	19	1 year
Maria	The Dominican Republic	Female	50	1 year
Asma	Yemen	Female	21	4 months
Jose	Ecuador	Male	20	1 year
Chen	China	Female	22	1 year
Alina	Uzbekistan	Female	28	6 months
David	Ecuador	Male	20	2 months
Albina	Uzbekistan	Female	20	2 months

Participants: Near-NSs

Necla

Necla is a 48-year-old female who arrived in the city 18 years ago. The reason why she went to the U.S. was that she won the Greencard lottery. Shortly after she arrived in the city, she started working as an English language instructor at a language school. After working there for several years, she quit her job. Currently, she is working as a rater for the Educational Testing Service. She reported that she has always interacted with either NSs of English or speakers from other language backgrounds.

Şehnaz

Şehnaz is 43 years old. She came to the U.S. at the age of 25 in 2001 to get a master’s degree in Business Administration at the University of Rochester. After she graduated from the program, she worked for three different international companies. She is currently working as a project manager for an international company. She got married in 2007 and has been married for 12

years. Her husband is Argentinian and English is the only language she speaks with him and her two kids. She interacts with NSs on a daily basis. She has been living in the US for 18 years.

Arya

Arya is 44 years old. She came to the US to get a master's degree in Journalism. She was 21 years old when she arrived in California. She has worked as a journalist/producer for many years. After living for some time in California, she moved to NYC and has been working as a producer at one of the well-known corporations in the US. English is the only language she speaks at work. She is married to an American man. Since her husband does not speak Turkish, they speak English all the time.

Cansu

Cansu is 42 years old. She has been living in NYC for 16 years. She came to NY to get a master's degree in Business Administration. After she received her degree, she worked for several different foreign companies. Her husband is Turkish but due to the nature of her job, she interacts with NSs on a daily basis.

Dilara

Dilara is 44 years old and has lived in NYC for 17 years. She moved to NYC from Turkey because her husband got a job offer in NYC. After living in NYC for some time and doing volunteer work for some organizations, she decided to get a master's degree in Business Administration at New York University. After she graduated, first, she worked for a short time at a Turkish company and then, at an international company. She has been working at the same company for 14 years and interacting with her colleagues only in English.

Büşra

Büşra has lived in the U.S. for 11 years. Before coming to the U.S., she studied in France. After her studies, she went to Boston to get a master's degree in International Relations. After she graduated, she went back to Turkey for a short time to work for an international company. In 2004, she came to NYC and opened a Mexican restaurant. Due to her job, English is mostly the only language she speaks with her clients.

Musa

Musa is 42 years old. He came to the US to get a master’s degree in Business Administration at the University of Rochester. He graduated in 2004 and moved to NYC when he got a job offer from a well-known company. He has been working in the same company for 15 years. Currently, he is the managing director. English is the only language he uses in the company. Most of his interaction is with NSs. He got married to a Turkish woman in 2004 and has been married since then. He has been living in NYC for 21 years.

Bülent

Bülent is a 47-year-old male who arrived in the US when he was an undergraduate student in Turkey. Upon his arrival, he took ESL classes as well as undergraduate classes at CUNY. Meanwhile, he worked as a business analyst for different companies. Currently, he is working as a data analyst for a foreign company where he has to speak English all the time. He has lived in NYC for 20 years. He is married to a Turkish woman and has a 7-year-old daughter with whom he speaks English the whole time.

Table 3: Demographic Data about ESL Learners

Near-NSs	Country of origin	Gender	Age	Length of Residence
Necla	Turkey	Female	48	18 years
Şehnaz	Turkey	Female	42	18 years
Arya	Turkey	Female	44	21 years
Cansu	Turkey	Female	42	16 years
Dilara	Turkey	Female	44	17 years
Büşra	Turkey	Female	38	11 years
Musa	Turkey	Male	42	21 years
Bülent	Turkey	Male	47	20 years

The Institutional Review Board at CUNY approved the present study. Data collection consisted of a socio-demographic questionnaire and interviews with the participants. The questionnaire asked questions regarding participants’ nationality, ages, gender, number of languages they speak, their proficiency level in each language, age of arrival and LOR in NYC. Interviews with ESL learners were conducted at LaGuardia Community College and those with near-NSs of English were conducted at a café or on the phone. After giving their

consent to participate in the study, the participants were interviewed individually for about ten minutes. In the interviews, the participants were asked to talk about a positive event that influenced their lives, their life stories or how they spent their last summer. They also gave information about how much they interacted with NSs. The interviews were recorded and subsequently transcribed.

2.2.4. Data Analysis and Results

For the purpose of the study, collocations consisting of only Adj+N combinations were analyzed. Collocations that were only accurately used by the speakers were evaluated in the study. Following the transcription of the interviews, the collocations were identified and selected in the corpora. This was conducted by a trained research assistant who examined the transcripts several times to make sure that all target collocations were included. Then, to determine the collocations' frequencies, the Corpus of Contemporary American English (COCA), which contains newspapers, academic texts, popular magazines, fiction, and spoken texts, was referred to. COCA is a widely used corpus of American English that consists of more than 500 million words. Following Siyanova and Schmitt (2008), we excluded items that occurred less than six times in the corpus and did not include them in the analysis.

The first research question explored the difference between the two groups with respect to the rate of use of collocations. To address this, the mean scores were calculated. This can be seen in the Table, which shows the Adj+N usage rates by the two groups: ESL learners and near-NSs. It should be noted that due to the limited sample size, whether or not there was a statistically significant difference between the two groups could not be determined.

Table 4: Adj+N Rate by the Two Groups

Groups	N speakers	M	St. Deviation
ESL Learners	8	14.63	(4.98)
Near-NSs	8	35.75	(13.74)

The results showed that near-NSs used collocations more frequently in their speech than ESL learners. The second research question investigated

whether or not prolonged LOR would have an effect on the use of collocations. For this, Pearson's correlation coefficient, which measures the relationship between two continuous variables, was performed. This can be seen in the Table below.

Table 5: Adj+N rate and length of residence for both groups

	N speakers	r
Adj+N rate * LOR	16	.68**

As the Table shows, there was a positive correlation between the number of years spent in the U.S. and the rate of use of collocations. In other words, as speakers spent more years in the U.S., their use of collocations increased.

The present study aimed to analyze the use of Adj+N collocations in the speech of ESL learners and near-NSs. One of the aims of this study was to explore whether or not there was a difference between ESL learners and near-NSs in terms of the rate of usage of Adj+N collocations in speech. Near-NSs produced in their speech more collocations than the ESL learners. This result, combined with the results of Siyanova-Chanturia (2015) and Qi and Ding (2011), provides evidence that the use of collocations develops as learners become proficient in the target language.

Regarding social integration with NSs of English, near-NSs were the ones who reported that they integrated with NSs of English on a daily basis and thus produced collocations more frequently than ESL learners. This is an expected result considering the fact that newly-arrived international students, no matter how good their English is, may have a difficult time communicating with NSs in the U.S. One reason for this is that international students usually lack pragmatic competence, that is, “a combination of speech acts and speech functions along with the appropriate use of language in context” (Blackman (cited in Barron, 2003, p. 173). Therefore, international students, when they first arrive in the U.S., often end up being friends with other international students. They either speak their native language or speak English in a limited way. According to Adolphs and Durow (2004):

International students arriving at British universities may not necessarily find what so many of them expect, namely that they will be able to immerse in the host culture and develop their language proficiency through ongoing participatory experience of L2 communication. Past research suggests that their acculturation process is likely to be an uphill struggle, hindered by serious culture shock, motivational fluctuation and inadequate membership opportunities in host-national networks (p. 92).

Near-NSs in the present study integrated with NSs because their jobs required them to do so. In addition, they had lived in the U.S. long enough to have the necessary pragmatic skills to communicate effectively with NSs. It is usually the case that the longer a speaker lives in the country in which the target language is spoken, the more opportunities the speaker has to interact with NSs. However, it should be noted that living in the target language country for a long time is not necessarily an indicator of increased proficiency levels in the target language. For example, there are many immigrants who cannot improve their English even if they live in NYC for many years just because they can communicate in their native language in almost every context. They do not have to interact with NSs to deal with every part of their lives. Thus, it is the interaction with NSs and integration into the target culture that actually matter when it comes to proficiency in a language. According to Conklin (2004):

...the acquisition of a formulaic, phraseological competence is somewhat different from the mastery of other components of communicative language proficiency in that formulaic language is so closely linked to the everyday reality of the target language culture that it cannot be learnt effectively unless the learner integrates, at least partly, into the particular culture. (p. 88)

In conclusion, the present study showed that near-NSs were those who benefited from living in the U.S. for a long time. This result contributes to recent research (Erman et. al., 2015; Dörnyei et al., 2004) that showed that social variables such as prolonged LOR and increased integration with NSs have a positive effect on the use of multiword phrases or FSs. However, the participant sample, which is the biggest limitation in the study, is very small and therefore, it is difficult to generalize the findings to other populations. First, 16 subjects in two groups of 8 is too few to reach statistically significant results.

The researcher used convenience sampling, that is, she chose the near-NSs who were conveniently accessible. She was able to access only eight participants. A further study could use the same methodology and include a bigger sample and thus provide stronger proof for the increased usage of collocations among near-NSs.

The number of subjects per group is not only low but also the learners' group is not homogeneous (various languages, and various national backgrounds). In the ESL learner group, each participant spoke a different language whereas in the near-native group all the participants spoke Turkish. As stated in the previous sections, it was easier to access Turks, but it was not easy to access ESL learners who all spoke the same language. A future study can include participant groups that are homogeneous with respect to the languages they speak. A future study can also include different social variables. For instance, future studies could be conducted with a larger population to ensure that the number of males and females is equal and explore the effect of gender on the use of collocations. There is also no homogeneity between the two groups in terms of factors other than the length of residency. This is quite normal as people with longer residency will be naturally significantly older than the learners. But with age comes much higher education. The ESL learners usually had no post-secondary education while the NNS came to the U.S. to pursue graduate studies. This suggests that there might have been differences in their linguistic sophistication even in their L1. Also, all NNS were of the same ethnicity. If this were the case for the NNS, the two groups would have been directly comparable.

Furthermore, the interaction with NSs as a criterium is important but this too is a complex phenomenon. It is true that for many ethnicities it is possible to function in the US without interaction with NSs of English. There are ethnic communities where one can shop, work, talk to the neighbours, see doctors, lawyers etc., all in their L1. The situation where one does not need to learn L2 is usually related to lower income jobs that do not require education in the host country. The intensity of interaction with other people, whether L1 or L2 speakers, is also a function of personality. Extrovert people will be more outgoing even if their language skills are poor and will likely improve them through increased interaction. But introverted people may learn just as much by

watching movies, reading books, or listening to any kind of text. So, in a way it is the engagement with the L2, not necessarily with the L2 speakers that is the key.

3. STUDIES IN EFL ENVIRONMENTS

3.1. Formulaic Sequences in spoken corpora

3.1.1. Introduction

The current research examines the formulaic language expressions used by EFL learners. In particular, it analyzes the frequency of occurrence of certain FSs and kinds of errors that the participants had made. With the results obtained, the study aims to inform both the instructors and the students about effective strategies related to teaching and learning in order to improve and accelerate the language learning process and provide useful information on vocabulary teaching for the development of communication skills to English educators and those who prepare and improve the curriculum, especially in Turkey, where English is taught as a second language and a foreign language and English teaching and learning is grammar-oriented.

Based on the error analysis theory, this research deals with the errors students make when using formulaic language expressions to improve their English speaking skills. The concept of error analysis emerged at the end of the 1960s and the identification and analysis of errors within the framework of second and foreign language learning have become an important research topic that contributes to the understanding of the second or foreign language processes by researchers and instructors. Researchers identified two types of errors as interlingual and intralingual errors within the framework of the error analysis theory. In most cases, students' errors are caused by only one type of interference, but in some cases, errors occur as a result of both attempts. Interlingual interference errors are errors that occur in the second language as a result of the negative effect of the mother tongue on the second language (Richards & Sampson, 1980).

It has been determined that second language learners frequently refer to structures in their mother tongue. While this is the case, it has been stated that the differences and similarities between the mother tongue and the second language also play an important role in learning the second language. Some linguists, on the other hand, are of the opinion that the errors made by students may be caused not only by the mother tongue but also by the structures in the second language. Such errors are called intralinguistic errors in the literature,

and they are the errors that occur as a result of generalizations made by students who are generally insufficiently exposed to the second language (Brown, 2007). Students make inferences about the second language, and as a result, usages that are suitable for neither the mother tongue nor the second language occur. Error analysis theory includes making suggestions to the instructors regarding identifying and classifying students' errors in certain areas, understanding the causes of errors and improving the teaching and learning process. The current study investigates the most frequently made errors in students' speech and the reasons for their occurrences.

Frequency of occurrence of FSs and causes of errors made in written and spoken corpora have been the subject of several studies. For instance, Huang (2001) investigated the frequency with which lexical bundles occurred in the Chinese EFL students' compositions and whether or not they were used accurately. The students were learning English at universities in China. They were at a beginner and advanced level. The results of the data analysis showed that the beginner and advanced groups differed significantly from each other in terms of how frequently they made use of collocations. In other words, the lexical bundles that students who were at the beginner level used were much less varied than those used by advanced level learners. Beginner level learners also used lexical bundles much less frequently than the advanced level learners. However, as for accuracy, the advanced students did not necessarily use the lexical bundles more accurately than the beginner students. To improve this, explicit instruction was recommended by the author to advance the vocabulary knowledge of EFL learners. A similar study was conducted by Fan (2009) who used both qualitative and quantitative analysis to examine the collocational use by ESL secondary school students who were 15 and 16-year-old. Two types of corpora were used in the study: a native corpus and a non-native corpus. The native corpus comprised of 60 essays written by British students who were at their 10th year at their school. The non-native corpus also consisted of 60 essays written by students who spoke Cantonese. The students were asked to describe a picture of a man, provided by the researcher in the study. The results demonstrated that British speakers used more and a wide range of collocations than Cantonese speakers. Moreover, Cantonese speakers' L2 was negatively

influenced by their first language (L1) as well as their spelling, pronunciation and incorrect usage of synonyms in L2.

Mueller (2011) analyzed whether or not ESL students use their collocational knowledge when acquiring prepositions. His study involved 30 Chinese NSs, 30 Korean NSs, and 30 Spanish NSs learning English as a second language at a large university in the U.S. The participants did not live more than three months in a country where English is spoken. The students were asked to complete a fill-in-the-blanks test in which they chose the appropriate preposition for a certain context. The results demonstrated that the students acquired prepositions at a higher rate when the prepositions were embedded in frequently used collocational phrases, suggesting that knowledge of collocations helped students to determine the meaning of prepositions. The author recommended that frequently used collocations should be introduced in language classrooms as they may also enable students to understand the multiple meanings of prepositions.

3.1.2. Research Questions

The study seeks to answer the following research questions.

1. What kinds of formulaic language expressions do intermediate-level EFL students use in their essays?
2. To what extent do students use formulaic language expressions in their essays?
3. Is there a gender difference in using formulaic language expressions?
4. What are the errors that students make when using formulaic language expressions?
5. Where do the errors originate from?
6. What are the opinions of English language instructors on the teaching and learning of formulaic language expressions?

3.1.3. Method

The participants were 20 (10 females and 10 males) intermediate-level EFL learners enrolled in the School of Foreign Languages English Preparatory Program at a government university in Turkey. They had been accepted to an undergraduate program at the university but since their English language skills were not sufficiently developed, they were required to take English courses. Learners who can obtain a score of at least 75 out of 100 in the final exam administered by the program at the end of one year can take courses in their departments.

The data in this study were elicited through interviews with the participants. Students have studied English in the Prep. Program for one semester and most of them were to receive undergraduate education in the English Language Education and English Language and Literature programs in the same university. During the interviews, the participants spoke in English on the following topics for at least 10 minutes.

- In which field will you receive your undergraduate education?
- Why did you choose that field?
- Describe where you live.
- What did you do on your last birthday?
- How did you spend your last summer?
- Tell your life story.
- Tell about an event that happened to you and made you happy.

3.1.4. Data Analysis and Results

The data were analyzed using quantitative methods. The interviews were examined in terms of the use of different types of formulaic language expressions. They were classified and their frequency of use was calculated quantitatively. In addition, gender differences in the use of formulaic language expressions were also examined. They are classified according to the following categories.

Phrases consisting of an adjective + a noun (e.g. black car),

Phrases consisting of verb + noun (e.g. do homework),

Stereotyped phrases (e.g. No, thanks),

Idioms (e.g. Hit the nail on the head),

Exclamations (e.g. Oh no),

Proverbs (e.g. The pen is mightier than the sword),

Discourse markers (e.g. Well)

In addition, the errors regarding the formulaic language expressions were examined based on the error analysis theory. In order to collect qualitative data, interviews were conducted with five instructors to elicit their views on the teaching of formulaic language expressions. The data obtained from the interviews were transcribed and analyzed qualitatively.

Quantitative findings

The first and second research questions of the study are related to the types of formulaic language expressions that are used by intermediate-level students learning English as a foreign language and to what extent they use such expressions. The results are stated in the table below.

Table 6: FS Types and Usage Rates

	FSs	N	M	SD
Intermediate-level	Adj.-Noun	20	40.85	13.81
	Verb-Noun	20	20.15	16.99
	Idiom	20	1.25	1.80
	Exclamation	20	9.95	10.24
	Formulas	20	12.05	7.41

As seen in the table above, the formulaic language expressions used by the students consist of adjective-nouns, verb-nouns, exclamations and idioms. Students used adjective-noun phrases more than the others. This was followed by verb-noun, other formulaic phrases, exclamations and idioms. The third

research question sought to answer whether there is a gender difference in using formulaic language expressions. The table below shows the results.

Table 7: Gender differences regarding the use of FSs

	FSs	N	M	SD
Females	Adj.-Noun	10	40.30	15.02
	Verb-Noun	10	16.40	20.16
	Idioms	10	1.20	2.15
	Exclamation	10	9.50	11.96
	Formulas	10	12.40	8.78
Males	Adj.-Noun	10	41.40	13.27
	Verb-Noun	10	23.90	13.09
	Idioms	10	1.30	1.49
	Exclamation	10	10.40	8.83
	Formulas	10	11.70	6.21

As can be seen in the table above, male students used more adjective-nouns, verb-nouns, idioms and exclamations than female students. Other FSs were used more frequently by the females. Due to the low number of female and male students, it was not possible to examine differences between the two genders.

The fourth and fifth research questions are related to the errors students make when using formulaic language expressions and the causes of the errors. According to the results, there was a total of 114 errors, 73 of which were made by females and 41 by males. Categories along with examples of errors made are listed below.

Errors related to word choice

Eat culture

(correct form: Food culture)

I was a very obstinate girl

(correct form: I was a very shy girl)

Today's TV shows do not taste like this
(correct form: Today's TV shows are not the same)
To make an exam
(correct form: To have an exam)
University entering exam
(correct form: University entrance exam)

Two feels
(correct form: Two feelings)

I started new
(correct form: I have just started)

Dropped it
(correct form: Dropped out)

There is a lot of effect
(correct form: I am influenced by...)

Errors related to prepositions

I get up 10 o'clock
(correct form: I get up at 10 o'clock)

Look my telephone
(correct form: Look at my telephone)

Hit my head from anywhere
(correct form: Hit my head anywhere)

Started to lesson
(correct form: Start the lessons)

Help to my mum
(correct form: Help my mum)

Errors related to articles

Takes long time

(correct form: Takes a long time)

Errors related to grammar

I don't know what I say (correct form: I don't know what I should say)

Qualitative analysis

After the interviews with English instructors were transcribed, Glaser and Strauss's (1967) Grounded Theory was used to analyze the data and strengthen the validity and reliability of the qualitative analysis. Grounded Theory is "a widely used approach to content analysis that involves systematically coding data to reveal research patterns and develop well-founded interpretations" (Mackey & Gass, 2012, p. 191). First of all, the data were coded according to the topics that emerged in the interviews. It was then classified according to sub-headings and evaluated according to whether it fits the focus of the study.

Based on the data analyses, two important and frequently mentioned issues emerged with respect to the following question: "What are the opinions of English language instructors on the teaching and learning of formulaic language expressions? The themes were explicit teaching of formulaic language expressions and increasing students' awareness.

Explicit teaching

The most frequently mentioned issue in the interviews with the instructors was the explicit teaching of FSs to students. The instructors stated that students made errors with respect to the use of FSs because they were not taught the correct forms. The instructors also stated that students did negative transfer from Turkish to English when using formulaic language expressions. The following excerpt is taken from an instructor.

It is very important for students to learn that certain words occur together because this helps students with fluency. However, although these phrases are included in the textbooks and other materials we use, teachers do not clearly explain their usage to students. For this reason, students try to use these phrases in the same way in English as they are used in Turkish. This causes students to make a lot of errors.

Raising students' awareness

Another issue that was frequently mentioned in the interviews with the instructors was raising the awareness of the students. The instructors were of the opinion that students should pay attention to how formulaic language expressions are used and in which contexts. For example, an instructor used the following statements about raising awareness among students.

When necessary, teachers should have students underline phrases and ask students to use them in sentences. It is also necessary to make a comparison between Turkish and English in terms of the syntactic, semantic and pragmatic use of phrases.

4. METHODS OF TEACHING FORMULAIC SEQUENCES

As discussed in the previous sections, fluency in the target language relies heavily on the use of FSs. Therefore, in order to promote the learning and use of FSs in ESL and EFL settings, certain vocabulary learning methods have to be taken into consideration. Two important vocabulary learning methods are incidental and intentional vocabulary learning each of which has a positive influence on vocabulary learning. According to Hulstijn (2001) though, the distinction between incidental and intentional learning from a theoretical point of view is not clear-cut anymore; however, a researcher needs to make a distinction between the two in order to design an experimental study.

Incidental learning was defined as “the learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning, with intentional vocabulary learning referring to any activity aiming at committing lexical information to memory” (Hulstijn 2001, p. 267). Through incidental vocabulary learning learners are able to retain the meaning of vocabulary items longer through cognitive processing which enables students to think about the new words, comprehend and interpret their meaning, and produce them (Hulstijn & Laufer, 2001). Additionally, learners infer the meanings of words in a given text and understand how they are used with different items or phrases in grammatical structures in different contexts. Incidental learning occurs without any explicit instruction. People may learn incidentally when they are talking to someone, reading a newspaper or watching a movie. According to some scholars though (Huckin & Coady, 1999), for incidental learning to happen, learners have to have learned their first thousand words through explicit instruction. This way, learners can make better sense of the meanings of words if they have some background knowledge of vocabulary items. For instance, if a learner has already learned the meaning of “wrist”, he/she can figure out the meaning of “wristband” in context, which is the setting in which words take place. According to O' Harra (2004), “...when we listen to someone's talk, the context of a word is the statement that includes the word. When we read new words in a written context one or two nearby words may explain the meaning of new words or sometimes the paragraph may tell us what the new words”. Afterall, scholars (Huckin & Coady, 1999) found that the learning of vocabulary items mostly happens through extensive reading after

learners are exposed to vocabulary instruction in classrooms.

One of the factors that plays a significant role in incidental vocabulary learning is the amount of exposure to the target language. Research showed that the more learners are exposed to the target language, the more they acquire new items incidentally. For example, in their study of incidental vocabulary learning, Huckin and Coady (1999), investigated the extent to which one should be exposed to vocabulary items in order to retain them, number of words one should know to be able to make successful predictions, strategies that students can make use of when guessing the meaning of words, and the effects of different texts on vocabulary acquisition. According to scholars, for incidental learning to occur, although attention should be given to meaning and form in extensive reading, the context in which words occur and the surrounding words have an important effect on understanding word meanings. Knowing or recognizing the meanings of the majority of words in the same context enables students to predict the meaning of a particular word. The researchers also mentioned that reading texts that are particularly interesting for the students has a positive effect on incidental vocabulary acquisition.

Chen and Truscott (2010) examined the extent to which repetition of words in reading passages contributed to English language learners' incidental vocabulary learning. A total of 72 Taiwanese intermediate level EFL learners at two universities participated in the study. The study was experimental and involved a reading comprehension task, an immediate post-test, and a delayed posttest. There were three experimental groups each of which read seven passages. There were 10 target words in the passages and the examples of each of the target words increased across the groups. Right after the learners read the texts, they took a vocabulary test and another one two weeks later. The results showed that as the amount of exposure to the vocabulary items increased, the learners were able to learn and retain them. Similar results were obtained in Heidari-Shahreza and Tavakoli (2016) who investigated the influence of repeated exposure on the acquisition and retention of 10 target vocabulary items in an experimental study conducted with 90 intermediate level EFL learners enrolled in a university in Iran. The learners were divided into three experimental groups. Each group received reading texts. The first group's reading text included one example of each of the 10 target words the learners

were supposed to learn. The second group's text included three and the third group's text included seven examples. According to the results, the amount of exposure to the target vocabulary items had a positive effect on the acquisition of the items. The evidence for the importance of frequency of exposure to vocabulary items comes from Nagy, Herman and Anderson (1985) and Nagy and Herman (1987) who reported the vocabulary repertoire of high school students in the U.S. to be up to 50,000 words, which, according to the authors, was due to increased frequency of exposure to vocabulary items during extensive reading rather than the explicit vocabulary instruction they received in the classroom. This claim also received support from Hulstijn (2001) who emphasized that extensive reading itself is not enough; the quality and frequency of occurrence of vocabulary items are, in fact, the determining factors of vocabulary acquisition and retention.

In a comprehensive study that involved EFL learners enrolled in a Spanish high school, Alcón (2007) examined whether or not teachers' incidental focus on form had a positive influence on students' vocabulary learning. Data were collected via recordings, learners' diaries, and delayed post-test translations. Analyses of the results showed that when teachers focused on forms with regard to vocabulary items, learners were able to notice and use vocabulary items. Given this, it is important that teachers draw students' attention to how vocabulary items are formed for effective learning (Ellis, 1994). Webb (2008) looked into the influence of quality of context on the learning of vocabulary items incidentally. The participants in the study were Japanese learners of English. The learners were asked to read three sets of sentences ranged from more informative to less informative. There were 10 target vocabulary items in each set. A comparison of the contexts showed that the learners were able to retain the meaning of more items in more informative contexts than those in less informative ones. Xu (2010) investigated the effect of four different types of reading tasks on the learning of 10 vocabulary items and retaining them. The study included 125 ESL students enrolled at a Chinese university. The students were categorized into four groups. Each group received a text with four comprehension tasks, which were reading with the help of glosses, marking sentences with annotated target words, making use of glosses and dictionary, and reading with no extra aid. According to the results, the target

vocabulary items were better retained if reading was done with the help of glosses and dictionary, which also contributed to incidental learning. Vidal (2011) carried out an experimental study to investigate the extent to which listening and reading tasks affected incidental learning and retention of vocabulary items. The study included 248 college students learning English in Spain. The students were divided into three groups, one of which listened to three academic lectures, and the other one read three academic texts about the same topic. The last group was the control group. Based on the comparison of the three conditions, the results showed that the students who read texts retained more vocabulary items than those in the listening group and the control group.

The effects of reading on incidental vocabulary learning were also explored in other previous studies (Jenkins, Stein, & Wysocki, 1984; Ponniah, 2011). For example, examining the influence of reading on incidental vocabulary learning, Paribakht and Wesche (1999) analyzed the strategies that intermediate-level ESL students used when they came across with unfamiliar words in texts. The results showed that the students used their background knowledge as well as contextual cues when they tried to extract the meaning of unfamiliar words, suggesting that when relevant reading texts and tasks are chosen, reading serves as an effective tool for vocabulary development.

Scholars also examined the influence of intentional learning. For instance, Hung (2015) investigated whether using digital flashcards had a positive influence on the learning of vocabulary items when learning intentionally. The participants were 75 Taiwanese EFL learners in their first year of college. In the study, the learners created their own flashcards using a website called Study Stack and practiced with the cards in different situations: individually, with a peer and in a group. The study lasted for nine weeks. At the beginning of the study, the learners were informed about intentional learning techniques and did vocabulary exercises followed by a pre-test to determine target word knowledge and a post-test. The results showed that the use of flashcards had a positive effect on learning vocabulary items. In addition, the learners who practiced in groups were better than those who practiced by themselves or with peers. The study also emphasized the importance of working collaboratively when using technology.

In an attempt to analyse the extent to which instruction in collocations would influence learners' reading comprehension, Lien (2003) conducted a quasi-experimental study with 85 college EFL students in Taiwan. The students were selected from three different academic levels: sophomores, juniors, and seniors. The students were exposed to two types of instruction, namely, vocabulary and collocation instruction. One group did not receive any instruction. Immediately after the treatments, the students were asked to take three reading comprehension tests, which consisted of 10 questions each. The experiment lasted for about four weeks. The results showed that the learners who received vocabulary instruction improved their reading comprehension. The results also showed that the learners who received instruction in collocations performed at a higher rate in reading comprehension than those who received vocabulary instruction and no instruction.

The influence of explicit instruction on the acquisition of collocational knowledge was also explored in another experimental study conducted by Yu (2009). Yu analyzed the effects of two different types of treatment on the learning of the phrase 'despite the fact (that)', which can be difficult for Chinese learners of English to learn. In the study, the learners were categorized into two groups. One group received explicit instruction regarding the phrase whereas the other group was only required to memorize the phrase through repetition and recitation. According to the results, the group that memorized the phrase performed better than the group that received explicit instruction when the procedural knowledge was taken into consideration. However, the same group performed worse than the explicit instruction group in terms of declarative knowledge. Yu concluded that explicit instruction could help learners raise their awareness of the structures. In addition, since the phrase in question could be memorized as a chunk, Yu suggested that the teaching of phrases be integrated into the language teaching curricula.

Scholars compared intentional and incidental learning with respect to the retention of vocabulary items, in particular. For instance, Barcroft (2009) compared incidental and intentional learning by 114 college students who were learning English at an intermediate level in Mexico. The students were asked to read a passage for comprehension or learn the meaning of the 10 target items. The students then were asked to come up with their synonyms in Spanish. The

results demonstrated that the students who were engaged in intentional learning performed better than those who read the passage for meaning in terms of constructing words in English. The author emphasized the positive effects of intentional learning on learning vocabulary items while drawing attention to the fact that learning vocabulary intentionally might have disabled learners to focus on the meaning of the text. Ponniah (2011) compared the performance of students who learned vocabulary items in a reading passage consciously with those who learned the items unconsciously. The study was conducted with 49 ESL learners who were categorized into two groups: experimental and control. The experimental group read the passage for meaning and learned the target items unconsciously while the control group used the dictionary to learn the meanings of the words. A post-test, which required the students to provide the definitions of the target items, was administered to the students. According to the results, the experimental group had a higher achievement rate than the control group in terms of the meaning and grammatical aspect of the items. Ahmad (2012) investigated the effects of intentional and incidental vocabulary learning on English language learners' understanding, retention, and usage of 50 words. Twenty learners enrolled at a university in Saudi Arabia participated in the study. The students received two tests one of which was of an intentional type and included synonyms, antonyms, crossword puzzles and word substitutions, and the other one was an incidental type of test, which included reading passages and contextual sentences. The data analysis showed that the incidental test turned out to be a more effective test than the intentional one. Based on the results, the author recommended using context for learning unfamiliar words.

Li (2013) conducted a case study to compare intentional and incidental vocabulary learning in terms of retention of word meanings. The study was performed with 262 Chinese learners of English enrolled in a Chinese University. A reading passage involving 10 unfamiliar vocabulary items was presented to the students using different methods related to intentional and incidental vocabulary learning. Right after reading the passage, the students took two vocabulary tests, one of which contained isolated words and the other, words that occurred in context. A comparison of the test results showed that the students who were exposed to intentional vocabulary learning were

able to retain the vocabulary items at a higher rate than those who learned the items via incidental learning. However, the authors also recommended that equal importance should be given to both methods of vocabulary teaching for better retention of items.

5. SAMPLE ACTIVITIES FOR A CONTENT-BASED CLASSROOM

Topic: Immigration

Activity 1 Reading

Time 110 minutes

Procedure 1. Give students the following warm-up questions about the text that they will read about. The students will answer the questions.

1. Why do think Prince Harry and his wife, Meghan Markle want to leave the royal family?
2. How will the couple continue their lives?

3. Distribute the following text to the students and ask them to read it while paying attention to the underlined words in the text. The students consult their dictionaries for the meanings of unfamiliar words.

For Prince Harry, No Special Treatment in Canada

When it comes to immigration, taxation and even what they call themselves, Harry and Meghan will be no different than any other newcomers to Canada.

OTTAWA — Queen Elizabeth II may have blessed plans by Prince Harry and his wife, Meghan, to become part-time residents of Canada, but the monarch's status as the country's formal head of state doesn't mean the couple can expect any special treatment on many fronts.

When it comes to immigration, taxation and even what they call themselves, Harry and Meghan will be no different from any other newcomers to Canada.

But one area where they could receive unique consideration is their personal security.

The couple, known formally as the Duke and Duchess of Sussex, have offered little detail about their plans, including where they intend to live in Canada, how much of their time they will spend in the country and how they plan to become independent of funds set aside by Britain for its royals.

But when they do make their move, the duke and duchess won't get a V.I.P. pass through immigration.

"There are no provisions in the Citizenship Act that confer Canadian citizenship status to members of the royal family," Immigration, Refugees and Citizenship Canada, a government department, said in a statement. "In order to become legal permanent residents of Canada, they would need to apply through our normal immigration processes."

The statement added, "However, members of the royal family are not required to seek authorization to come to and stay in Canada as visitors."

Experts in Canadian immigration law suggested that to avoid a number of complexities, the couple would be just visiting rather than calling Canada home.

For example, many of the ways to get permanent residency in Canada require applicants to have specialized skills or high levels of education. Prince Harry trained as a military officer at the Royal Military Academy Sandhurst, but he does not have a university degree, which lawyers said would be a major stumbling block for him.

"I doubt very much they would apply for permanent residency," said Sergio R. Karas, an immigration lawyer in Toronto. "That would not be a good option for them."

As visitors, the couple can remain in Canada for up to six months without any sort of special visa. The catch, however, is they wouldn't be able to work in the country, where coins and \$20 bills bear likenesses of the queen, if that is indeed part of their financial freedom plan.

Helen Park, an immigration lawyer with the Dentons law firm in Vancouver, British Columbia, said that while they couldn't seek employment, they could manage businesses based outside Canada while there as visitors.

If they decide to seek residency with the right to work in the country, there are several possible channels they could explore of varying difficulty and plausibility.

The easiest, but perhaps least likely, avenue would be for Prime Minister Justin Trudeau's immigration minister to grant them residency on "compassionate grounds."

"But is Harry going to say, 'My grandmother is chasing me out of England'?" Mr. Karas said.

The government, Ms. Park said, could also declare them to be people of significant economic social or cultural benefit to Canada — a measure commonly used for prominent scientists, artists or literary figures.

Either form of queue cutting might prompt a political backlash.

While Canada is generally welcoming to immigrants, the process is expensive and time-consuming for many of them. As a result, many recent immigrants might resent any jumping in line by the royal couple.

Also, a large percentage of new Canadians include people from places like India, where the British monarchy is still strongly associated with colonial repression by some people.

The duchess of Sussex's past life in Canada could, in theory, also provide the couple a way into Canada as residents.

An American, she lived in Toronto for several years while filming the American television legal drama "Suits," when she was known as Meghan Markle. While her immigration status during that time is not public information, Canada has a special visa provision for actors working on foreign film and television productions in the country.

Ms. Park said some of her actor clients had used their time in the country to obtain residency. If — and Ms. Park noted that it's a big if — Meghan took that step, she could then sponsor Harry for residency.

Regardless of their immigration status, the couple may face tax issues in Canada. Heather L. Evans, the executive director of the Canadian Tax Foundation, a research group, said there was no hard and fast rule for determining who is a resident for tax purposes. Instead, she said, “individual facts and circumstances are important, especially in cases of dual residents.”

Courts, she said, have found that in some cases, people who spend less than half of the year in Canada are still residents for taxation purposes.

Even murkier is the status of the duke and duchess's royal titles if they make Canada home. In 1919, Canada's Parliament put an end to citizens and residents being able to accept noble titles from Britain with a resolution that was affirmed twice more, as recently as 1988.

Conrad M. Black, the former press baron, had to give up his Canadian citizenship to become Baron Black of Crossharbour. There is, however, no precedent for how the resolution, which some argue is of limited legal force, would apply to a member of the royal family moving to Canada.

While royal visits to Canada, with the notable exception of appearances by Prince Charles, draw large and enthusiastic crowds, the idea of members of the British royal family moving into the country has already met some resistance. On Tuesday, *The Globe and Mail*, a Toronto-based newspaper that historically has been supportive of the monarchy, published a lengthy editorial urging the government to tell the couple they can't move to Canada.

“You are welcome to visit, but so long as you are senior royals, Canada cannot allow you to come to stay,” the newspaper said. “A royal living in this country does not accord with the longstanding nature of the relationship between Canada and Britain, and Canada and the Crown.”

In a country where there is sometimes grouching about the cost of security for the prime minister, the question of who will pay to protect Harry, Meghan and their son, Archie, has been widely raised. On Monday, Mr. Trudeau said that was one of many questions that remain to be resolved.

“We are obviously supportive of their reflections but have responsibilities in that as well,” he said, referring to security. “We’re not entirely sure what the final decisions will be.”

Currently, Canada covers the cost of the security provided to the couple by the Royal Canadian Mounted Police because Harry and Meghan’s official status in Britain makes them “internationally protected persons” under Canadian law. Kent Roach, a professor of law at the University of Toronto, said that after withdrawing from official life, Meghan and Harry would lose that status.

But citing news media estimates that their annual security cost will be about 2 million Canadian dollars, or about \$1.5 million, Mr. Roach anticipates that the government-funded guard will remain.

“Strict legal definitions will in the end not matter that much in this matter, especially if the cost of protection is, as reported, less than \$2 million,” he said. “Canada has received that much worth in good press already.”

<https://www.nytimes.com/2020/01/14/world/canada/harry-meghan-canada-queen-royals.html>

3. After the students read the passage, they read it again to answer the following comprehension questions.

1. If Harry and his wife, Meghan move to Canada, will they receive special treatment?
2. Can members of the royal family visit Canada without authorization?
3. Under which circumstances, can one obtain permanent residency in Canada?
4. What would prevent Prince Harry to obtain permanent residency if he applied for one?
5. What is the maximum period that they can stay in Canada?
6. What was Meghan Markle’s immigration status when she was filming American television legal drama “Suits”?
7. How will security be provided to the couple if they lose their status in the U.K.?

4. The students share their answers with their classmates.

5. The students are given a list of words in two columns. They will match the word on the left with the appropriate matching word on the right. Some words on the left may have more than one matching word on the left.

1. special	a. option
2. personal	b. status
3. royal	c. skills
4. permanent	d. business
5. university	e. process
6. immigration	f. treatment
7. specialized	g. figures
8. good	h. family
9. special	i. film
10. manage	j. visa
11. immigration	k. degree
12. foreign	l. resident
13. literary	m. security

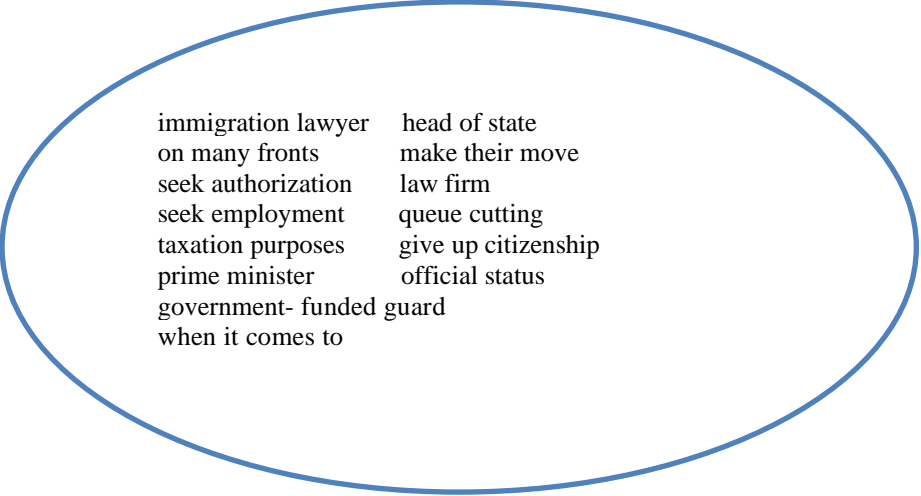
6. The students are asked to fill-in-the-blanks in the following exercise with the words provided in the box.

seek	immigration	give up	firm	fronts
employment	head of	tax	queue	move

1. You have to consult an _____ lawyer for your stay in the United States legally.
2. The _____ state is elected for four years in the United States.
3. The Turkish government is working on several _____ to improve the lives of immigrants in Turkey.
4. She made a _____ to help the children without homes.
5. The school will _____ authorization from the Ministry of Education to carry out research.
6. My friend got help from a leading law _____.
7. My sister got pregnant when she was seeking _____.
8. _____ cutting is an uncivilized behavior.

9. If you are a non-resident for _____ purposes, you may not have to pay some taxes.
10. He will _____ his Turkish citizenship so that he does not do his military service.

7. The whole class will be divided into two groups. One group will discuss the pros and the other will discuss the cons of leaving the royal family. The groups brainstorm and prepare an outline for their arguments. While doing this, they are required to use the following phrases that they have learned in the lesson. The students are engaged in the discussion.



immigration lawyer head of state
on many fronts make their move
seek authorization law firm
seek employment queue cutting
taxation purposes give up citizenship
prime minister official status
government- funded guard
when it comes to

8. The students write an opinion essay responding to the item below. While they are writing, they use the new phrases that they have learned in the lesson.

“The Daga programme affects an estimated 700,000 young people who entered the US without documents as children. Another million people were eligible but did not apply for the scheme. Most of them are from Mexico and other Latin American countries. A 2012 executive order created by former President Barack Obama shields these so-called "Dreamers" from deportation and provides work and study permits. The Deferred Action for Childhood Arrivals (Daca) policy protects hundreds of thousands of undocumented youths from deportation, but President Donald Trump insists Daga is unconstitutional and want to ends it” (<https://www.bbc.com/news/world-us-canada-41128905>) (Daca Dreamers: What is this immigration debate all about?. 2019).

Activity 2 Listening

Time 110 minutes

- Procedure**
1. The teacher introduces the name of the song by writing it on the board and asks the students to predict the idea that the song aims to convey.
 2. After the students share their predictions, they listen to the song.
 3. The teacher distributes the song lyrics to the students and have them listen to the song one more time. While the students listen, they are asked to pay attention to the phrases in bold.

Coldplay

ALIENS

We were just about to lose our home
Diamonds ate the radio
Moving in **the dead of night**
We took photographs just some just so
History someone to know
We were moving at **the speed of flight**

Kids cry
If you want to
That's alright
If you want to
Hold me
Hold me tight

Just an alien

We were hovering without a home
Millions are UFO
Hovering in hope some scope tonight
Sees the light and says

Fly if you want to
That's alright
But if you want to
Call me
Call this line
Just an alien
Just an alien
Oh, we just want to get home again

Tell your leader
Sir or ma'am
We come in peace
We mean no harm
Somewhere out there
In the unknown
All the E.T.'s are phoning home
Watching my life
On the skyline
Crossing your eyes
For a lifetime

Just an alien
Moving target
Target movement
A patch a corner
Of the space time

Just an alien
Turning toward it
Turning pages
Over Asia
Crossing ages

Just an alien
Oh we just want to get home again

Coldplay

4. The teacher and the students discuss what the song is about.
5. The teacher asks the students to predict the meanings of the words in bold. The teacher explains the meanings of the words and writes sample sentences on the board.
6. The students also write sentences using the new words.
7. The teacher distributes a hand-out in which the students are asked to use the new phrases that they have learned to fill-in-the blanks.

1. _____, I heard strange noises.
2. How can the _____ of ducks be measured?
3. I may fall off the bed so, _____.
4. You do not have to be afraid. I have _____.
5. She was rude but _____ by it.
6. If I _____, I cannot see things clearly.

8. The students share their answers with their teacher and classmates.

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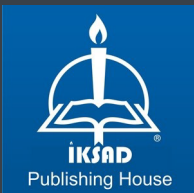
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