Understanding Turkish EFL students' perceptions about collocations and investigating their collocational errors in descriptive and argumentative essays

Fatma Yuvayapan [a] *, Ceyhun Yükselir [b],

[a] *Kahramanmaraş İstiklal University, Department of English Translation and Interpreting, Kahramanmaraş, 46050, Turkey*

[b] *Osmaniye Korkut Ata University, Department of English Language and Literature, Osmaniye, 80000, Turkey*

Abstract

Aside from learning the basic and common grammatical structures, English as foreign language learners (*hereafter EFL*) have to be familiar with a wide range of lexical chunks called collocations. Being sensitive to collocations is the key of attaining a native-like fluency in English. The aim of this study is twofold: to explore the perceptions of collocations of a group of EFL students (N=19) who had studied English prep-class at a state university for a year and to investigate their collocational errors and the sources of them. The data were collected through an open-ended questionnaire, two focus-group interviews and EFL students' writings. Thematic analysis was utilized to analyze the data gathered from the questionnaire and focus-group interviews and students' writings were examined based on the taxonomy of collocation suggested by Benson, Benson and Ilson (2010). Although all participants were cognizant of the concept of collocation and its role in language learning, they made collocation errors when producing their writings due to the lack of automation of collocation mostly caused by L1 interference. We suggest that data-driven learning may be beneficial in helping EFL students to develop automaticity in the use of collocations. Additionally, corpus-based activities may provide effective authentic materials for them.

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* Fatma Yuvayapan, Phone: +90 505 679 6122
  E-mail address: fyuvayapan@gmail.com

1. Introduction

1.1. Introduce the problem

Broadly speaking, collocations are a set of words that occur recurrently in a language. As Wray (2002) explains, a great majority of everyday language involves formulaic language that are predictable in form and idiomatic meaning. Being viewed as the fundamental building blocks of native speakers' linguistic competence, collocations are given a special status in the context of foreign language learning. The acquisition of them enables language learners to produce more fluent speech in L2 due to the quick retrieval in the mental lexicon. In other words, learning collocations have a considerable impact on improving learners' proficiency level, thereby acquiring fluency (Basal, 2019; Wray, 2002). From this perspective, it is noteworthy to state that the proper use of collocations is one of the prerequisites for L2 learners of English regardless of how difficult it is even for advanced L2 learners.

According to Lewis (2000), the importance of collocation lies in its role of combining two words which is a must for all language uses. In a similar vein, Nation (2001) states that collocation forms a basis for language use and teaching. Wray (2002) stated that collocations are a kind of sub-section of formulaic sequences, which leads to make researchers focus on collocation errors, for formulaic sequences also called multi-word units in the literature provide basic requirements for fluent communication.

Considering its important functions, the term "collocation" is one of the main concerns in English language teaching (ELT hereafter) field and many researchers carried out studies regarding different aspects of the term: proper acquisition of collocations, collocation errors of L2 speakers, raising the awareness of students towards collocation (Bahns and Eldaw, 1993; Basal, 2019; Fan, 2009; Farghal and Obiedat, 1995; Farrokh, 2012; Granger, 1998; Laufer and Waldman, 2011; Lewis, 2000; Nattinger, 1980; Nesselhauf, 2005; Ordem and Paker, 2016; Siyanova and Schmitt, 2008; Ucar and Yukselir, 2015; Wray and Perkins, 2000). There are also researchers who studied collocations and found out that learning collocations improved learners' lexicon and accuracy (Hill, 2000; Kjellmer, 1984; Lewis, 2000; Nesselhauf, 2003).

Seemingly, researchers have not treated collocations in much detail. They have been more involved in specific aspects of collocations that may not give us an overall understanding of the EFL students' perceptions and actual use of the term in addition to the reasons of collocational errors. Additionally, the term "collocation" has mainly two main types: lexical and grammatical which have many sub-categories. Thus, emphasizing a limited aspect of it may not assist us to draw on general conclusions about collocations and language learning. In the light of this information, the aims of the present study are manifolds: to examine the perceptions of EFL students towards collocation, to figure out their actual use of collocations in their writing in English in terms of grammatical and

lexical collocation categories and finally to identify the reasons of their collocational errors. To this end, this study is rested on three research questions:

- How the term "collocation" is perceived by Turkish EFL students?

- What types of collocation errors are made by Turkish EFL students?

- What are the reasons underlying beneath Turkish students' collocation errors?

1.2. Literature Review

The mastery of words allows second language learners to be able communicate in that language fluently and accurately. By developing a repertoire of words, they can produce and understand unlimited number sentences. Simply put, the words that are used together is known as collocations. Benson et al. (2010) define collocations as the "the combination of words with word" (p. 7). Combining words with other words to form phrases and combining words into grammatical patterns to form clauses and sentences are the prerequisite of using language.

In the literature, collocations have been evaluated with the use of some taxonomies. In this study, the identification of collocation errors is based on the taxonomy of Benson et al. (2010) consisting of two groups: grammatical collocations and lexical collocations. 'Grammatical collocations consist of a dominant word — noun, adjective/participle, verb — and a preposition or a grammatical construction. Lexical collocations, on the other hand, do not have a dominant word; they have structures such as the following: verb + noun, adjective + noun, noun + verb, noun + noun, adverb + adjective, adverb + verb' (p. XIII).

A considerable number of previous studies also indicated that L2 learners of English had problems about using and learning collocations due to some particular reasons such as lack of awareness, inadequate knowledge and L1 interference (Bahns, 1993; Farghal and Obiedat, 1995; Howarth, 1998; Modarresi, 2009; Siyanova and Schmitt, 2008). Bahns and Eldaw (1993) found out that L2 learners produced more collocation lexical errors rather than grammatical ones. In a study about collocational errors of EFL learners, Modarresi (2009) found out that L2 learners made more lexical errors than grammatical ones due to L1 transfer and insufficient knowledge.

The term has been the subject of some studies carried out in Turkish context as well. Balcı and Cakir (2012) focused on the teaching of collocations in EFL classes. Ucar and Yukselir (2015) specifically addressed the impacts of corpus-based activities on verb-noun collocation in EFL classes. Some scholars have dealt with raising collocational awareness of EFL students (Koc, 2006) and identifying the perceptions of EFL students and teachers (Mutlu and Kaslioglu, 2016). Kartal and Eksi (2018) studied the effects of corpus tools on EFL pre-service teachers' production of verb-noun collocations in the Turkish context and found out that almost all corpus tools are effective on learning

collocations by implicating the role of integration corpus consultation into EFL classrooms. More recently, Bartan (2019) drew on a systematic research on collocation errors in literary translation.

2. Method

2.1. Participants and setting

The participants of this study were 19 EFL students who studied English at a compulsory preparatory program at a state university located in the southern part of Turkey. 14 female and 5 male students who involved in the study were between the ages of 18 and 20. They were the undergraduate students of English Language and Literature department. They had been learning English for about nine years. Regarding their proficiency in EFL, they were intermediate level students. Convenience sampling was used to select the participants since the researchers were working at the same university. As Fink (2009) explains, this method is appropriate when the participants are willing to participate the research and available when necessary. Regarding the program the participants studied, it was a compulsory preparatory program lasting for 28 weeks and aimed to increase the English level of students from beginner to intermediate. In terms of coursebooks, the School of Foreign Languages in the university followed New English File published by Oxford.

2.2. Data collection

An open-ended questionnaire designed by the two researchers consisting of four questions was administered to the participants to comprehend their perceptions regarding collocations. The questions as seen below addressed issues about the definition of collocations, the determination and the role of them and particular ways of improving them. Suffice to add that a demographic information part was also included at the beginning of the questionnaire to obtain data pertinent to EFL students' age, gender and years of English language learning experience.

1. What is collocation from your perspective? How do you explain this concept?

2. How can you determine the collocations and use them?

3. Do you believe that collocations have a key role in English language learning?

4. How do you improve the collocational usages in your writing tasks?

The questionnaire was administered in the class period. It took about 30 minutes for the participants to finish the questionnaire. Before they answered the questionnaire, they were informed about the aim of the study by their EFL teacher and invited to engage in the study. The ones who were volunteer were given the questionnaires.

The aim to use an open-ended questionnaire was to create an opportunity for the participants to answer the questions by express their real views of collocation. Bailey (2008) labels the advantages of using open-ended questionnaires: to figure out the possible answers; to let the participants answer in detail; to examine potential categories regarding the particular issues. He also highlights some disadvantages of this type of questionnaires, one of which is acquiring too general information from the participants to clarify what is meant. In this regard, more specific follow-up questions should be applied by researchers.

We also asked 19 EFL students to write a descriptive and an argumentative paragraph by choosing the alternative topics given by the researchers (Appendix 1). The data for this phase of this study consisted of 38 paragraphs written by 19 EFL students. The paragraphs were written during two class hours so the language they used was linguistically natural. The participants were explained about the aims of the study and but not told their use of collocation in their writings would be analysed in order to keep them away from the underuse of overuse of collocations.

Due to its interactive potential, we held two focused-group interviews that lasted about 15 minutes. Merriam (2009) suggests that a focused-group should include between six and ten participants. The flexibility of this approach enabled us to figure out more specific information. Besides, since the interviews were audio-recorded, we had the opportunity to listen them several times and did not miss a prominent point. After the responses of the open-ended questionnaire were analysed, we conducted the first focused group interview with six voluntary EFL students who had engaged in the questionnaire so as to understand more specific points about the issues of collocations in language learning. The second focused-group interview was carried out with seven participants after the analysis of their writings. The aim of the second interview was to examine the EFL students' opinions concerning the sources of collocation errors. The two researchers engaged in the interview and showed the participants some collocation errors drawn from the data and asked them the reasons underlying beneath these errors.

2.3. Data analysis

The data gathered through open-ended questionnaire and the focused interviews were exposed to thematic analysis and classified into themes depending on the issues related to collocational usages: the definition of the term, the determination of the usage of it, the role of it in language learning and the ways about the improvement of it. It is worth to emphasize that pseudonyms were used to protect anonymity of the participant students.

Firstly, the coding of the answers related to open-ended questionnaire and focused-interview was done by the two researchers individually and later we discussed the process to reveal the basic categories.

Regarding the collocation usages in EFL students' paragraphs, all grammatical and lexical collocations were listed by each researcher and a total collocation list was compiled and categorized them based on the collocation taxonomy of Benson et al. (2010). Then, the two researchers checked whether the usages were correct grammatically and lexically. Suffice to add that, even if a participant used a collocation more than once, it was calculated as only one. The accuracy of the collocations was consulted during the analysis based on "Oxford Collocations Dictionary for Students of English" and "Longman Online Dictionary of English". A total of 252 collocations were observed in the EFL students' writings and 34 of them were decided to be used correctly by the participants.

3. Results and Discussion

3.1. Results about the perceptions of EFL students towards collocation

This section provides the results concerning the perceptions of EFL students towards collocation and its role in English language learning. To do this, we asked four questions in the questionnaire as it was mentioned in the data collection section:

1. What is collocation from your perspective? How do you explain this concept?

2. How can you determine the collocations and use them?

3. Do you believe that collocations have a key role in English language learning?

4. How do you improve the collocational usages in your writing tasks?

The overarching themes emerged from the open-ended questionnaire and focused group interviews were given in Table 1. Each theme will be explained in the following paragraphs through participants' excerpts.

Table 1. Themes gathered from the qualitative data

Perceptions of the participants towards collocation				Sources of collocational errors
Definition	Determination	Role	Improvement	
total awareness	language learning experience	making language learning easier	coursebooks activities	interlingual transfer from Turkish
	dictionaries	the quickest path to acquire vocabulary	teachers' guidance	limited repertoire
	teachers' feedback	noticing	the context	
	authentic texts	native-like fluency	authentic materials	
	memorizing	increase in motivation	practicing	

English is notorious for the abundant use of collocations, so it is essential for EFL students to have a clear understanding of what collocation is. In broad terms, collocations are defined as "frequently recurrent, relatively fixed syntagmatic combinations of two or more words" (Bartsch, 2004: 11). All the participants in the present study were totally aware of what collocation is. The excerpts below are the representatives of their views

and prove that the term of collocation exists in their mind. The last one also emphasized that the meaning of collocations are fixed and cannot be obtained from the meanings of separate words. Contrarily, they must be treated as single blocks of words whose association depends on particular contexts.

"The use of words that complement each other and we cannot separate them" (Participant 9).

"Collocation is a word that is frequently used with other words" (P. 10).

"Shortly, some words have an accompanied word and their meanings are established together" (P. 15).

In an effort to determine collocations and use them, most of the students attempted to rely on their language learning experience. In a way, their prior experiences were a kind starting point for them in the compilation of collocations. For some students, dictionaries were a source that need to be highlighted. They were in the habit consulting dictionaries to learn how to use collocations.

"By reading, we learn them by seeing what words are compatible with each other in a context" (P. 10).

"I determine them by seeing again and again in paragraphs" (P. 15).

"I find them in a dictionary and use them" (P.13).

The emphasis they attributed to the role of collocation in language learning was rested on a wide range of issues: making language learning easier; the quickest path to acquire vocabulary, noticing the patterns of collocations; speaking English fluently. As Ellis (2001) emphasizes, learning the words in chunks is a fast and effective means of learning a language.

"I believe that collocations have a key role in language learning because while combining those words together, we learn different vocabulary easily" (P. 1).

"You can speak fluently thanks to collocations" (P. 10).

"We can learn the usage of combined words that is different from their individual meaning" (P. 18).

Conzett (2000) claims that noticing assists learners to comprehend the range and patterns of collocation and transfer this knowledge to the one they do not know. Lewis (2000) states that noticing occurs in two ways: accidental awareness and focused-attention. Sometimes, we recall the things that we paid attention whereas on some occasions we remember what we accidentally notice. Hence, two types of noticing are likely helpful to acquire collocations.

In terms of the improvement of collocational usages in writing tasks, they mostly highlighted practicing, reading and the use of collocation dictionaries, as can be inferred

from the quotes below. It is probable that, practicing through different skills facilitate and enrich their language experiences.

"Making practice every day" (P. 7).

"We must read too much to understand better how words are used in harmony" (P. 9).

"You can use collocation dictionaries" (P. 11).

Overall, a wide range of assertions were made by the EFL students in terms of the issues concerned with collocations. So as to expand issues we emerged from the data gathered through open-ended questionnaire, we held a focused interview with six voluntary students. The first issue to be discussed was concerned with the determination of collocations. The comments below showed the prominence of language learning experiences in the determination of collocations, which was also stated in their answers to the questionnaire in addition to utilizing dictionaries. What is striking is they all had different ways of acquiring these experiences: reading, watching videos or documentaries, preparing vocabulary lists.

Metin: While determining collocations, I trusted my language experiences. I believed reading in English helped me a lot about which collocation to use.

Esra: Being familiar with is also important. If you familiar with the use of a word group, it is a collocation.

Ayse: I usually watch documentaries with subtitles and focused on the underlined word chunks. In this way, I learned to decide which collocation to use.

Sibel: I prepare vocabulary lists consisting of collocations. For example, I study the collocations of "take" one day and memorize them. Then, in my writings I am confident of using collocations

Secondly, the group discussed about the role of collocation in their speaking and writings. In addition to the themes revealed from the analysis of questionnaire: making language learning easier; the quickest path to acquire vocabulary, noticing the patterns of collocations; speaking English fluently, we observed that by being able to collocations, they felt more motivated, more native-like and more professional. As Qader (2018) states, automation in the use of collocations plays a pivotal role in reaching native-like fluency. Additionally, Hill (1999) emphasizes that the distinguishing feature of native speakers from non-native speakers is the vast repertoire of ready-made language in their mental lexicons, which assist them recognize and produce language at a fast rate.

Sibel: To create more meaningful and fluent sentences.

Yesim: It is difficult to translate some concepts in Turkish to English. So, using collocations is an easier way to utter sentences. Learning collocations makes me more fluent.

Elif: Using collocations help us to create more impressive writings. I mean it becomes more academic

Metin: Certainly, more academic

Elif: I think, it helps me to learn vocabulary. I remember a word easily when I remember its context.

Yesim: At the same time, I can easily remember them and speak fluently. For example, "good for you" it is a collocation. I quickly remember it and use it.

Ayse: When I use collocations especially in my writings, I feel more professional. I mean I believe in myself about my English proficiency. I am more motivated.

We also touched upon the process of their improvement of collocations during the interview. Word-combination activities in their coursebooks, teachers' guidance, the context, authentic materials and practicing were found effective by the participant students while developing their repertoire of collocations.

Elif: I first learned the term collocation at the preparatory program. I learned from the context, not in isolated list.

Ayse: I asked my EFL teacher because of my problems in writing exams. He suggested me to learn and use collocations.

Esra: We have also collocation activities in our coursebooks and we create new words and become more aware of the use of collocations.

Sibel: We must write and read frequently.

Yesim: For example, we can develop them by reading Times and magazines. I also look for some sites such as National Geography. I come up with a lot of collocations on the net.

Lastly, we asked about how they determine the appropriateness of the collocations. Metin relied on the use of dictionaries while Ayse totally emphasized the importance of teachers' feedback. Conzett (2000) suggests that teachers need to direct their students' attention to collocation. Sibel preferred the methods of rote learning whereas Yesim pointed out the potential of using authentic texts. Clearly, they had different methods of choosing appropriate collocation.

Metin: I checked them by using online dictionaries.

Ayse: To me, the best way to learn them is to get feedback from teachers. When my errors are corrected I learn more.

Yesim: When I hear a collocation in a listening text or video or series, I never forget it.

Sibel: I learn by memorizing them from the list.

The results supplied by the two data collection tools lead us to conclude that EFL students in this study were mostly aware of the prominence of collocational knowledge

for their English language learning and dictionaries and language learning experiences were taught to be significant aspects related to the determination of appropriate collocation in their speeches and texts. Besides, knowing collocations provided them with a more facilitative, efficient and effective way for learning English easier; acquiring vocabulary quickly, speaking and writing in English fluently. As to the ways of improving this particular knowledge, they tend to rely on teachers' feedback, practicing, dictionaries and authentic materials.

3.2. Results related to lexical and grammatical errors of EFL

Based on the results we could state that the concept of collocations in English and its role in gaining fluency already exist in the participants' minds. Now, let us examine how they applied collocations in their writings. By doing so, we could calculate the most frequent types of collocations employed by the EFL students and anticipate the specific collocational errors made by them and explore the reasons underlying beneath them. The data for this part of the study included 38 descriptive and argumentative paragraphs written by the participant EFL students.

As shown in Table 2, a total of 252 collocations were found and 34 of them were agreed to be incorrect. The lexical collocations amounted to a frequency of 151 with a percentage of 69 while grammatical collocations comprised 31 % with a frequency of 67. Regarding the incorrect usages, they mostly made mistakes while using grammatical collocations (79 %). It might be possible, they might not have developed a level of English proficiency with grammatical collocations, which brought about inaccurate usages in their writings. A grammatical collocation include a dominant word (noun, adjective or verb) and a preposition or a grammatical structure such as an infinitive or clause (Benson, et al. 2010). It is likely that the errors were due to the fact that the participants might not remember the correct pattern used after the dominant words.

Table 2. Frequency and Percentage of Grammatical and Lexical Collocations Found

	Correct		Incorrect		Total	
	f	%	f	%	f	%
Grammatical	67	31	27	79	94	37
Lexical	151	69	7	21	158	63
Total	218	100	34	100	252	100

Figure 1 below illustrates the frequency counts of grammatical collocation categories. Apparently, various types of collocational verb patterns including 19 sub-categories were used frequently by the participants. G2 type (Nouns followed by to infinitive) was also preferable among them. The examples below provide samples of grammatical collocations drawn from the participants' writings. The first example illustrates G8 (verb pattern) whereas the latter one presents G2 (nouns followed by to infinitive) type of grammatical

collocation. It is worth to emphasize that the participants' use of grammatical collocations were limited to five sub-categories.

"When we are bored of studying, we find ourselves surfing on the net" (Participant 2).

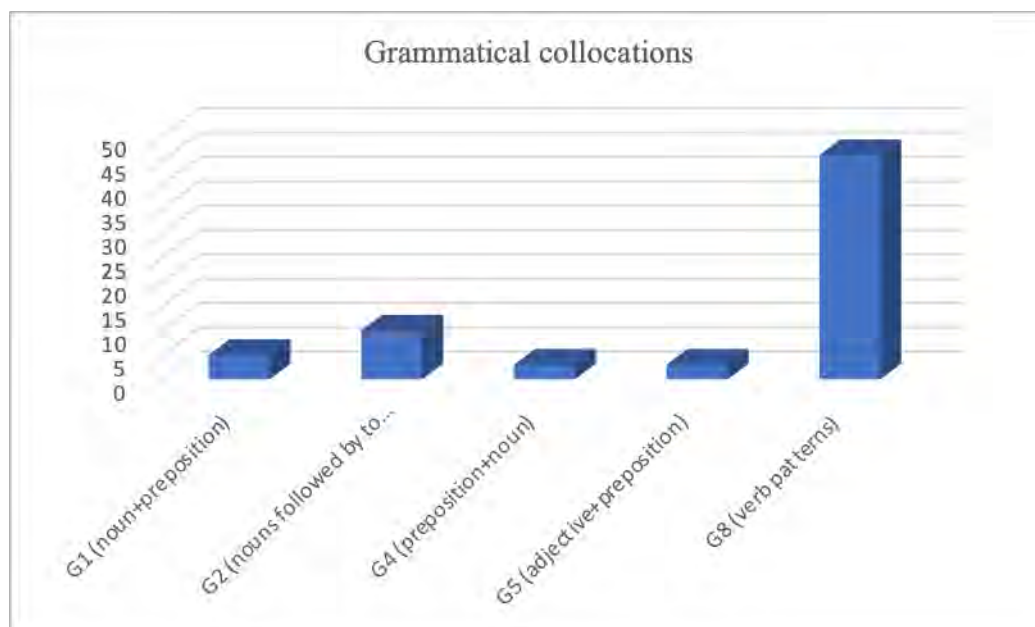"It is also possible to see different nations and beliefs in this region" (P. 4).

Figure 1. Frequency of grammatical collocations categories found

Regarding lexical collocations, four sub-categories were observed in the participant's writings among seven sub-categories. Totally, the largest number lexical collocations was that of L1 (verb+noun) sub-category (f=101). L5 (noun+of+noun) and L3 (adjective+noun) were seen frequently in the participants' writing with a frequency of 25 and 21, respectively. The first example show was the representative of L1 type of lexical collocation. The others represented L5 and L3, subsequently.

"You will learn a new language there" (P. 19).

"This is an example of addiction" (P. 12).

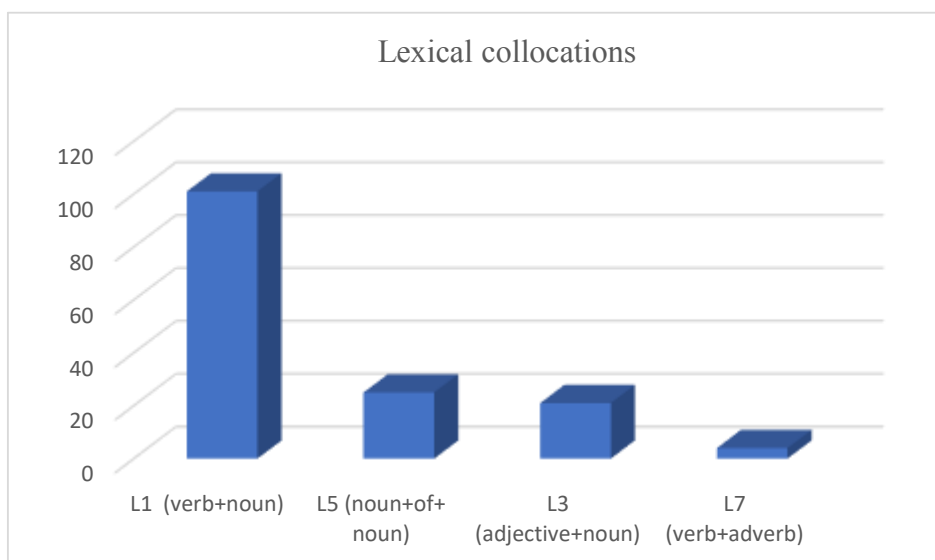"There are so many colorful landscapes in India" (P. 8).

Figure 2. Frequency of lexical collocations categories found

Inconsistent with Bartan (2019), 79 % of collocation errors were associated with the use of grammatical collocations and 21 % were related to lexical collocations. In all of the grammatical errors, the errors were the based on the selection of incorrect preposition as can be seen from examples below. It is likely that students' level of proficiency may limit their usage of collocations. Since they had not developed a complete repertoire of English collocations, they might have had some grammatical mistakes while applying them. It is also probable that they did not know the grammatical restrictions in the production of collocations.

"All of them were remembered with their good and bad jobs" (P. 1).

"It is beneficial in a lot of ways" (P. 16).

"The best thing is work in abroad" (P. 3).

In the case of lexical collocation errors which were mostly concerned with L1 (verb + noun category), we observed that the participants' word choice brought about lexical collocation errors. To illustrate, in the first example below, the correct use of the collocation is food trend but the participants employed it as trend food. In the second one, the collocation was linguistically correct but contextually inappropriate. In the last example, the participant attempted to find an equivalent of Turkish collocation in English, which may be attributed to negative interlanguage transfer. She/he seemed to rely on direct translation to produce this collocation. As Bartan (2019) found, L1 had a notable effect on Turkish EFL students' collocational errors.

"Pizza is one of today's trend foods" (P. 6).

"We should start our war against social media" (P.2).

"His eyes recalled the ocean" (P. 1).

In the second focused-group interview held with seven EFL students, we showed them the collocation errors one by one illustrated above. They mostly emphasized interlingual transfer from Turkish.

Sinem: It derives from thinking in Turkish and translating it into English.

Ada: She/he tried to translate the sentence from Turkish to English.

Mehmet: Again, the error resulted from translation.

Sevil: The effect of mother-tongue.

Some of them also focused on the prominence of developing an English collocation repertoire in their minds. Sometimes, owing their limited repertoire, they may not identify the correct collocations linguistically and pragmatically and employ them.

Emel: The participant may not know how to use it.

Zehra: She/he may not be familiar with this collocation.

Seemingly, the EFL students in the present study relied on their L1 lexical knowledge while using collocations in English. The results related to collocations errors made by the participants and their reasons were in line with some studies. For instance, Mahmoud (2005) who investigated collocation errors in 42 essays written by Arabic learners of English found that the participants had the tendency of finding English equivalents of Arabic terms, which lead to interlingual transfer. Similarly, Laufer and Waldman (2011) claimed that the main source of collocation errors of non-native students was rested on interlingual ones. As Yamashita and Jiang (2010) state, collocations refer to specific features of a language and therefore it would be difficult to find an appropriate counterpart of them in another language. In addition, due to the culture-specific aspects of collocations, a concept that exists in many languages may be represented by various semantic units in different languages.

4. Conclusions

The present study investigated EFL students' perceptions and use of collocations. 19 EFL students studying English at a compulsory English preparatory program constituted the participants of the study. The data were collected through an open-ended questionnaire, two focused-group interviews and paragraphs written by the participants. Thematic analysis was utilized to analyse the data gathered from the open-ended questionnaire and focused group interviews. It was found that EFL students in this study were mostly aware of the concept of collocation and its prominence in their English language learning. However, the collocation errors when producing their writings might reflect the lack of automation of collocation. In addition, the collocation errors in their writings mostly caused by L1 interference.

The results of this study have some pedagogical implications for all stakeholders ranging from researchers, academicians to instructors, teachers and students in EFL teaching. First, teachers can find ways of preparing vocabulary and grammar materials in line with the data-driven learning approaches (DDL), which makes learners autonomous and interacting with various data (Crostwaite, 2017; Flowerdew, 2015; Kartal and Eksi, 2018; Koosha and Jafarpour, 2006). Second, teachers can create a medium and corpus-based activities to raise learners' awareness especially in vocabulary teaching in line with the concordancing activities (Girgin, 2019; Paker and Ergul-Ozcan, 2017). Third, based on the results, it is clear that L1 interference leads to the collocation errors mostly in learners' writings. Thus, teachers can try to lessen L1 influence by understanding the lexical combination with its meaning, frequent exposure to certain lexical combinations and generating an association between collocation and its signifier (Yamashita and Jiang, 2010). Last but not least, in today's changing and developing world, it is a must to benefit from technological advancements in corpus technology and should prepare both for learners and teachers equipped with various corpus tools through integration in EFL classrooms (Basal, 2019).

This current research has also limitations. First, the study is limited to 19 EFL student participants studying in English Language and Literature department. Further research should focus on the target topic with larger sampling groups and using different methodological tools. In addition, as a suggestion, a program can be planned to teach collocations to some particular group of students.

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Appendix A.

Section A: Descriptive Paragraph

1. Think about an interesting place you have visited and write a descriptive paragraph about it.

2. Write a descriptive paragraph about

-a famous artist

-a famous character in history

-a cultural celebration

3. Write a descriptive paragraph about current trends (food, technology, cars, sport, etc.)

Section B: Argumentative Paragraph

1. Write an argumentative paragraph about the use of social media.

2. Write an argumentative paragraph campus life.

3. Write an argumentative paragraph studying abroad.