REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT

TEACHING COLLOCATIONS THROUGH DATA-DRIVEN LEARNING ACTIVITIES IN A TRANSLATION COURSE FOR PROSPECTIVE ELT TEACHERS

Aslı Nur AKKOYUNLU

MASTER OF ARTS

ADANA / 2017

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MASTER OF ARTS

ADANA / 2017

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bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 27 / 05 / 2017

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ÖZET

İNGİLİZCE ÖĞRETMENİ ADAYLARINA YÖNELİK ÇEVİRİ DERSLERİNDE EŞDİZİMLİLİKLERİN VERİ-YÖNLENDİRMELİ ÖĞRENME İLE ÖĞRETİMİ

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Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
Danışman: Yrd. Doç. Dr. Abdurrahman KİLİMCİ
Mayıs 2017, 86 sayfa

Derlem kavramı, bilgisayar teknolojisinin gelişmesiyle birlikte ortaya çıkan ve bir dile özgü çeşitli tipte milyonlarca ifadeyi içinde barındıran veritabanları olarak ele alınabilir. Bu sistemlerden günümüzde birçok alanda faydalanılmaktadır. Dilbilimin derlem üzerine odaklanan bir kolu olan derlem dilbilim ise, yabancı dil öğretimine yeni yaklaşımlar getirmiştir. Derlem-odaklı eğitsel yaklaşımlar, bir öğrencinin yabancı dili ana dil konuşucusu seviyesinde öğrenilebilmesi için kilit öneme sahiptir.

Eşdizimlilikleri de içeren derleme dayalı dilbilgisel birimlerin "farkındalık arttırma" ve sınıf içi tanıklı dizin yolu ile öğretimini hedefleyen teknikleri içeren yaklaşımların çeşitli eğitim seviyelerinde yer alan yabancı dil derslerindeki kullanımı, çok sayıda çalışma tarafından incelenmiş ve faydalı bulunmuştur. Ancak bu tip uygulamaların, üniversite seviyesindeki dil eğitiminin önemli bir kısmını oluşturan "çeviri" derslerinde nasıl kullanılabileceği ve fayda sağlayabileceği sorularına yanıt arayan çok sayıda çalışmaya rastlanamamıştır.

Bu araştırma, derlem odaklı yabancı dil eğitiminde önemli bir kavram olan "veri yönelimli öğrenme" yaklaşımını izleyerek öğrencilerin çeviri dersinde eşdizimlilikler konusundaki farkındalıklarını arttırmaya yönelik bir uygulama geliştirmeyi, bunun tercüme dersinde öğrenci başarısını arttırmak yönünde etkililiğini ön-deneme yöntemiyle incelemeyi amaçlamaktadır.

Anahtar kelimeler: Derlem, veri güdümlü öğrenme, farkındalık arttırma, çeviri dersi

ABSTRACT

TEACHING COLLOCATIONS THROUGH DATA-DRIVEN LEARNING ACTIVITIES IN A TRANSLATION COURSE FOR PROSPECTIVE ELT TEACHERS

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Master Thesis, Department of English Language Teaching
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May 2017, 86 pages

Corpora are vast linguistic databases, which have become prominent with the advances in computer technology. They include millions of expressions in many different forms and contexts belonging to a particular language. The branch of the scientific field of linguistics that focuses on corporal studies and applications, i.e. Corpus Linguistics, has brought about a new wave of approaches in foreign language teaching. Today, corpus-based educational approaches have a key importance in enabling a learner to reach native level proficiency in a foreign language.

Approaches that involve the teaching of corpus-based linguistic units, including collocations, through techniques such as "consciousness raising" and classroom concordancing have been found to be beneficial for use in EFL classrooms targeting different types of audiences. However, the scientific literature was found to be lacking of studies that focus on the particular use of corpus-based approaches in undergraduate level translation courses offered to ELT students. This may pose a problem, as translation courses carry a special significance in the language teaching curriculum.

This study seeks to follow data-driven learning and teaching approaches to develop a program aimed for use in the translation course that seeks to increase the consciousness of undergraduate ELT students towards lexical collocations. The program is intended to increase the academic success of students in the translation class by enhancing their use of collocations and its effectiveness is therefore evaluated in this study by comparing student academic success using a pre-experimental pre-test post-test design.

Keywords: Corpus linguistics, data-driven learning, consciousness raising, translation

ACKNOWLEDGEMENTS

It’s a pleasure to express my gratitude to everyone who has supported me in this study; which, I hope, will contribute will make even the tiniest contribution to the academic domain of English Language Teaching.

First of all, I would like to express my thanks to my supervisor Assist. Prof. Dr. Abdurrahman Kilimci for his constructive criticism and positive attitude all along the way.

I would also like to thank all Çukurova University ELT Department members who have knowingly or unknowingly, contributed into this study.

Finally, I would like to express my gratitude to my beloved family especially to my mother for her everlasting belief in me.

Aslı Nur Akkoyunlu

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ABBREVIATIONS

DDL: Data Driven Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: Language 1 (Second Language Acquisition)

L2: Language 2 (Second Language Acquisition)

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CHAPTER I

INTRODUCTION

1.1. Problem Statement

Translation courses are a vital part of undergraduate ELT programs and the importance of finding new ways to enhance student learning in this context can not be stressed enough. Referring to the work of famous pedagogy expert Benjamin Samuel Bloom, it could be said that translation is a skill that requires higher order cognitive skills of either analyzing or syhtnesizing text in the foreign language. More so, the outcome of this difficult task is, particularly when the target language is the foreign one to the student, often of poorer quality as compared to language output generated by native users of the target language. Scholars working in the field of translator education have therefore been looking for methods to improve student competency in this difficult subject. Considering how the field of linguistics has entered an era of corpus studies since the 1960's, there have also been growing implications of using corpora as tools in language learning. It was claimed by Zethsen (2008) that, as far as translation studies are concerned, an electronic corpus is a useful tool that enhances the process of translation and complements traditional linguistic analysis. Although such works in the literature regarding the use of corpora (particularly bilingual ones) in the domain of translation studies exists, it can also be said that the number of research that focuses on the use of corpora and their associated concordancers as educational tools for translator training are very few.

On the other hand, scientific literature suggests that increasing learner consciousness in certain structural elements prominent in corpus linguistics, such as collocations, creates positive effects by increasing both motivation and academic success of the learner. Huang (2001) reports that ELT learners are prone to producing incorrect or deviant expressions instead of collocations, when translating into L2 and gives the following categorization of mistakes done by learners in this manner:

- Language Switches and Blends
- Avoidance
- Paraphrasing or Using Synonyms

Laufer and Waldman (2011) report that many collocation errors by L2 learners are “interlingual” (errors that are induced by L1 influence) and refers to numerous studies that highlight on this fact. According to Nesselhaulf (2005), about 50% of errors made in the context of collocation use by L2 learners exhibit L1 influence. This situation refers to the language switches and blends previously mentioned. Laufer and Waldman (2011, p. 654) also make mention of “confusing one of the collocation components with a semantically related word and consequently combining it with the collocate of the confused word”. It is therefore possible for L1 learners to make L2 translation mistakes that are completely irrelevant with their mother language. All and all, although it is expected that rigorous training and new classroom methods may contribute to reducing learners’ mistakes, the findings discussed by Laufer and Waldman (2011, p. 654) pertaining to the errors in collocation use of advanced L2 learners, suggest that “the acquisition of collocations lags behind many other areas of L2 acquisition, to the extent that in many cases collocation errors may appear to become fossilized”.

Although studies that are based on translator training using electronic corpora are limited, researchers have drawn important conclusions, examining the effects of teaching formulaic expressions to EFL students upon their L2 written output in the casual (Pfeiffer, 2014) and academic (Al-Hassan & Wood, 2015) sense. According to the results of these studies, associating idioms and similar collocations with their counterparts in an EFL learner’s native language improves the fluency of EFL students in written English, making them more prone to producing native-like texts (Pfeiffer, 2012). This is a quality that is most often lacking in translator candidates and its solution could apply to this domain as well. Wood (2009, p.39) claims that a “considerable amount of evidence exists that formulaic sequences, multi-word phenomena such as collocations, idioms, phrasal verbs and so on, play a role in the production of fluent speech″, while it has also been shown that a relationship exists between the formulaic language use of EFL learners and their speaking fluency in the foreign language (Üstünbaş, 2014). This has led the researcher to recommend the use of textbooks that contain corpus-derived content in EFL classrooms.

However, classrooms of today rely on much more than simple textbooks and the use of information technology tools in learning environments has been flourishing, especially with the drop in the cost of personal computers and the maturity of the World Wide Web. As a result, an approach to language learning named Data-Driven Learning

(DDL) (Johns, 1991), which seeks to make learners directly interact with corpus databases through concordancing software, has been developed. Although several studies show that increasing learner consciousness in the context of corpus linguistic units through classroom activities based on data-driven approaches increases student success and motivation, there are certain points that need to be addressed: (a) Most studies lack specific details in the context of instructional design as far as classroom activities based on DDL are concerned (b) Studies report that direct access to corpora as part of DDL pedagogies may be dependent on technical prowess of learners such as being able to issue computer database queries (c) There are not many studies regarding DDL methods that focus particularly in the translation course, and where they do, the participants of the study are not prospective ELT teachers but translator candidates.

In order to address these problems, this study shall employ a design research paradigm to showcase in detail the chain of decisions made in designing a classroom program that makes use of the DDL approach to increase student consciousness towards lexical collocations in a translation course, with the purpose of positively affecting translation performance of learners.

1.2. Purpose of the Study

This research aims to (1) enhance the prospective ELT teachers' knowledge of lexical collocations through consciousness raising activities utilizing the DDL methodology and; (2) assess the effect of this technique on their methodology and translation performance.

1.3. Hypotheses and Research Questions

For the aforementioned purpose, this research involves (a) the design of translation course activities based on data-driven learning (b) a pre-test post-test single group pre-experiment that seeks to test the following hypothesis:

> H_1: Prospective ELT teacher students, after they have been administered consciousness raising activities utilizing the DDL approach shall display greater success at using collocations in their L1 to L2 translations than they do at the beginning of the course.

In order to elaborate the findings and identify best practices and pitfalls for future design research, the second stage of the study involves administering two scales to students and analysing this data through quantitative methods. This practice seeks to answer the following research question:

RQ_1: What are the strong and weak points of using the DDL approach in designing consciousness-raising instruction on lexical collocations?

1.4. Significance of the Study

A review of current literature reveals numerous studies that focus on enhancing lexical knowledge of L2 learners by using data-driven pedagogy along with the method of consciousness-raising towards collocations at various stages of an educational program; but there seems to be lack of research that;

a) offers comprehensive information on the instructional design process for course activities that make use of these methods,
b) focuses on the use of the said methods in the particular course of translation,
c) involves empirical methods i.e. experimentation,
d) focuses on a study group comprised of the particular group of prospective EFL teachers.

If the results of the pre-experimentation based upon the intervention designed as part of this thesis displays a trend towards increased academic success in the translation course of prospective ELT teachers whose consciousness towards lexical collocations have been raised through data-driven pedagogies, the experimental instruction employed in this study can be proposed as a viable method for reinforcing learner proficiency in translation courses for ELT teacher programs, and in overall EFL education, may have been discovered.

For the purpose of falsifiability, the case of failure to come up with a difference in academic successes of experimental groups in this setup has been considered; and the research shall elaborate upon this failure by investigating the strong and weak points of the design through the assessment of two scales to be administered to the subjects. This way, the course design shall be evaluated and best practices, as well as erroneous

decisions shall be laid out for future endeavors.

1.5. Assumptions

The analysis and the development stages of this here research have taken a certain amount of time and have left the researcher with a decision of whether to implement the intervention in a chosen course past halfway through the semester, or to wait another year. The former decision was taken and it was assumed that a 6-week long intervention would serve the purpose of successfully observing the effects of the intervention and evaluating the effectiveness of the design.

Another assumption has been that, being 3rd year university students in a department of English language teaching, all students participating in the study as subjects are proficient in the English language and in basic computer use so as to enroll in and follow-up with the translation course and to take part in the corpus-based classroom and concordancing homework activities throughout the course.

1.6. Limitations

The low number of students (N=16) in the study group have limited the scope of statistical tests carried out in the pre-experiment, in that violations of the assumption of normally distributed data found in most statistical tests is most often linked to, among other factors, a low number of data sources. The researcher was thus led to make use of non-parametric equivalents of certain statistical tests. It is also understood that a low number of participants is a threat to external validity in scientific research.

Due to time and resource constraints, the researcher was unable to come up with a control group with which to compare the results of the experimental group that received the intervention, hence a single-group pre-test post-test pre-experimental design was considered in this study. It is understood that the "instrumentation effect" caused by the translation course itself may not have been accounted for in such a design of experiments. That is to say, the change in learners' knowledge of lexical collocations may be caused by the natural progress of the translation course or by other factors and not by the specific method of instruction itself. It is understood that this is a risk to internal validity in scientific research and is another limitation of the study at hand.

CHAPTER II

LITERATURE REVIEW

2.1. Corpus Linguistics

In the linguistic sense, a *corpus* is a collection of texts that characterize and represent the state or variety of a certain language, particularly during a certain era in history. It consists of authentic text, i.e., the content of a corpus is usually derived from real-life works depending on its context, ranging fIrom written media such as literary pieces or newspaper articles to transcripts of daily conversation. The rise of corpus linguistics owes to the advent of the computer age, as it was rapid developments of technology in this domain that made it possible to parse and process these authentic texts and conduct quantitative analyses over the data obtained this way. The rapid and data-driven analysis of linguistic output at the scale of millions of words is leading linguists to a deeper understanding of the language studied. In this sense, it has been claimed that corpus is a very useful tool that "complements traditional linguistic analysis" (Zethsen, 2008, p. 260).

Although initially considered as a methodological basis rather than domain of research, it is now widely accepted that corpus linguistics goes beyond this role and is regarded as a "new way of thinking about language" (Bonelli, 2000, p. 205). Corpus linguistics also has got its own unique approach to defining language units, in that, it has been claimed that a space between letters may not necessarily be regarded as a "delimitation of a semantic unit" (Almela & Sanchez, 2009, p. 22).

2.2. Collocations in the Corporal Sense

Officially described as "a composite unit which permits the substitutability of items for at least of one of its constituent elements" (Cowie, 1981, p. 225), collocations are linguistic multi-word units that appear to follow certain formulae, hence belonging under the umbrella term of formulaic expressions in corpus linguistics, and that have been claimed by Farghal and Obiedat (1995) to help enhance learner vocabulary use in the educational context. The same study, which dates back to the nineties, reports collocations to be a neglected element in linguistic education both in theory and in practice. A quick review of current literature in corpus linguistics reveals, however, that

collocations remains a highly popular and relevant field of study in the said field (Gries, 2013). It is reported that collocations also receive great interest in the domain of English as a Foreign Language (EFL) teaching in the recent years; by offering through their use the following benefits: ubiquity in language, enabling the speaker to display higher fluency in linguistic output and hence fueling some sort of motivation in the students that is directly correlated with the aforementioned sense of proficiency (Peters, 2014). Whereas, Shin and Nation (2008) claim that, in order for an EFL learner to achieve native-like fluency in the language, she has to have an equally rich repository of collocations in her mind as compared to a native speaker of the language.

2.3. Types of Collocations

Seeing as how collocations are an important field of research in linguistics education, it might be time to try to understand them more concisely. In order to do so, one could refer to Kecskes' work (2007), which defines collocations briefly as multi-word units that are stored in the memory as a whole and retrieved in chunks, rather than requiring effort to construct them from scratch each time they are used. Some researchers define collocations more vaguely, but based on word frequency and phraseology (Laufer & Waldman, 2011; Wolter & Gyllstad, 2011), stating that they refer to word combinations that co-occur frequently and that are characterized by limited co-occurrence (Peters, 2014). These vague definitions may lead to the reader thinking, in layman's terms, that whenever an English user utters a phrase that consists of more than a single word, the chances are tremendously high that she has just made use of a formulaic expression (for example, the aforementioned multi-word idiomatic phrase about a layman!); and this formulaic expression would most likely be a collocation (something that the phrase in layman's terms is not).

Pawley and Snyder (1983) assume that there are hundreds of thousands of collocations stored in the memory of a native English speaker that are readily accessible for use in, if not anything else, daily conversation. Considering that formulaic expressions comprise a vast portion of the English language and are a core characteristic of the language (Szudarski & Carter, 2016), it may get confusing as to which multi-word units in the spectrum of formulaic expressions fall under the category of collocations, and which do not. According to Kecskes (2007), formulaic expressions include but are not limited to fixed expressions, lexical metaphors, idioms, situation-

bound utterances and last but not least, collocations. The theory of a functional formulaic continuum set forth in this work of Kecskes categorizes formulaic expressions based on the increasing gap between compositional meaning and actual situational meaning; with mere grammatical units such as “have to” or “be going to” encountered at one end of the spectrum and idioms with gestalt meanings far from what their individual words confer, such as “kick the bucket” or “spill the beans” being at the other. And perhaps it is from this perspective that the distinction between regular formulaic expressions and collocations be clearly observed, since collocations seem to find their place at the end that is closer to grammatical units in this spectrum. In order to further illustrate the distinction, it should be noted what Wray (2005) puts forth: although all formulaic expressions are fixed either in part or as a whole; collocations show internal stability only to a lesser extent compared to others, being more “fluid” than the rest. Bahns (1993, p. 57) also defines collocations as “loosely fixed combinations” that lie somewhere between free-combinations, which consist of words that are entirely interchangeable in their context, and idioms, which do not offer anything in the way of interchangeability of word elements. This means that words in pairings of collocations are more subject to change as per speaker tendencies and preferences.

Whereas it is stated that linguistics literature lacks an all-around consensus on the definition of what exactly collocations stand for (Fontenelle, 1994), Bahns (1993) indicates that the literature uses and understands the term of collocation in different ways. In order to further clarify the issue, Benson, Benson and Ilson’s (19986) may be referred to for an attempt on distinguishing collocations from idioms and free combinations.

In order to classify and define collocations beyond words that keep each other’s company, Bahns breaks the concept into two main categories, namely grammatical collocations and lexical collocations (Bahns, 1993). A detailed representation of this categorization of collocations, including sub-categories and examples have been given in Table 1.

Table 1

Categorization of Collocations.

Category	Sub-Category	
Grammatical Collocations (Any combination of Element 1 and Element 2)	(Element 1) • Noun • Adjective • Verb	(Element 2) • Preposition • Grammatical structure (an infinitive or a clause) •
	(e.g. *account for, advantage over, adjacent to, by accident, to be afraid that*)	
exical Collocations	**Verb + Noun** (e.g. c*ommit suicide*) **Adjective + Noun** (e.g. *heavy smoker, rough estimate*) **Noun + Verb** (e.g. *alarm – go off / storm-rage*) **Noun $_1$ + Noun $_2$** (e.g. *piece of advice, lump of sugar*) **Adverb + Adjective** (e.g. *fully aware, deeply disappointed*) **Verb + Adverb / Adverb + Verb** (e.g. *complain bitterly, severely criticize*)	

As shown in Table 1, the distinction between grammatical and lexical collocations is important at this juncture, since, growing in parallel with corpus linguistics, there also now exists a lexical approach to EFL teaching. The lexical approach, which has gained popularity in the passing decades, regards language chunks of grammaticalised lexis and places the way words combine at the centre of its theoretical perspective (Gitsaki, 1996) owing to the fact that language is considered in this perspective to be consisting of grammaticalized lexis and not lexicalized grammar (Lewis, 1993). According to Kasuya (2000), the reason language teachers avoid using the lexical approach is due to the fact that whereas grammatical structures comprise a finite set of rules, lexical relationships between words seems to be infinite. And in the name of enhancing learning in EFL settings by introducing students to significant lexical elements of corpus linguistics (such as fixed expressions, collocations and lexically-dependent patterns) while at the same time bringing about structeredness afforded by guidance and deductive reasoning, one of the methods that has been proposed has been consciousness-raising (Kasuya, 2000), which shall be explained in the next chapter.

2.4. Consciousness Raising

In order to enable learners to identify and use collocations more efficiently, one of the methods employed by researchers is consciousness raising (Mahvelati & Mukundan, 2012; Nesselhauf, 2003; Weiping, 2008; Willis & Willis, 1996; Ying & Hendricks, 2004). Consciousness raising actually refers to the principle of actively involving the learner to seek out language regularities in text or speech (Willis & Willis, 1996) and it is a method generally employed for reinforcing learner proficiency. It is defined by the same researchers as "activities which encourage [students] to think about samples of language and to draw their own conclusions about how the language works" (p. 63).

The two types of information within the context of L2 learning; namely, explicity and implicit, are believed by some researchers to be transformable to one another at various extents and this interface between explicit and implicit types of knowledge in L2 learning is a debated notion in language teaching (Erçetin & Alptekin, 2013). The supporters of a noninterface method are often found to be defending the abolishment of L1 from the classroom. However, as far as translator training is concerned; Li, Wang and Liu (2016) argue that explicit knowledge that is tailored to the student's needs is crucial and a sophisticated mode of instruction targeting the learners' deficiencies, necessities and wants should be employed. It should be noted here that consciousness-raising method may thus have been developed as an answer to the need for providing some sort of deductive nature to student knowledge acquisition.

The method of consciousness raising has been based on the initial work of Smith (1981), who has made the clear distinction between explicit and implicit types of knowledge in language acquisition and who sought for a method of facilitating the self-discovery of implicit knowledge regarding language regularities by students via the delivery of scaffolding explicit knowledge. Smith puts this scaffolding knowledge into four categories: (a) the overt sharing of simple rules, such as short expressions of metalinguistic rules including but not limited to grammar-use that refrain from elaborating too much (b) simple and direct yet implicit "clues" that, coupled with the context, may puzzle and challenge the learner into a process of self-discovery but are certainly sensed by the learner as a form of guidance, (c) elaborate and explicit explanation that thoroughly details the use of language regularities in a given context and, (d) implicitly offered clues that are somehow more complex in nature, referred to

as mnemonics or summarizers, usually for supporting a previously made thorough and explicit explanation.

The linguistic performance of students that are supported by consciousness-raising activities are usually related to grammar use, and yet, the measurement of this performance need not be limited to a singular scope. For instance, O'Brien (2015) has evaluated the grammar-use performance of 30 ELT students from UAE that have been subjected to consciousness-raising methods from over error-correction and proofreading activities and achieved positive results.

Again, consciousness raising activities need not be focusing on grammar rules and may extend to the domain of corpus linguistics. A review of current literature reveals numerous studies that focus on enhancing the ELT process of learners by using the method of consciousness-raising towards lexical collocations at various stages of an educational program (Kasuya, 2000; Mounya, 2010; O'Brien, 2015); but there seems to be lack of research that focus directly on the effectiveness of raising consciousness towards collocations in translation courses, particularly for prospective EFL Teachers.

2.5. Data-Driven Learning in English Language Teaching

Another way corpus linguistics has affected language learning is through data-driven learning (DDL). In the introduction of his comprehensive book on the subject, Lenko-Szymanska explains corpora as very large textual monolingual or multilingual databases, that might even contain billions of units (Lenko-Szymanska, 2015) that can be analyzed for many purposes that seek to discover the nature of intricacies involving language use of humans, including but not limited to how multi-word units, such as collocations, occur in a given linguistic output.

Johns (1994, p. 296) explains the advent of Data-Driven Learning saying: "The technological background to Data-driven Learning is the remarkable increase over the past ten years in the storage capacity and processing speed of affordable microcomputers; the increased availability of ready-made corpora of machine-readable text and the possibilities for automatic entry of corpora via scanners and OCR (optical character recognition) software; and the development for microcomputers of flexible and powerful concordancing programs that are able to recover rapidly from a corpus all the contexts within which a particular linguistic element – word, morpheme or phrase – occurs". Here, Johns (1994, p. 319) also gives a definition for the notion of

concordance: “a collection of all the contexts in which a word or phrase occurs in a particular text or *corpus* of texts. A concordance of a text or corpus shows contexts for all the words in those texts – though in the latter case common grammatical words such as *the* and *of* are usually excluded [..]”.

Gilquin and Granger (2010) explain the pedagogical advantages of DDL as

(a) Authenticity: the corpus-derived content is comprised of a collection of instances that reflect real-life use of a given language
(b) Condensed Exposure: hundreds of authentic instances in a particular grammatical and/or lexical context may be yielded by the concordancer in a matter of seconds, easily exposing the user to rich educational content
(c) Corrective Function: language errors may be corrected by contrasting instances of student use with content from the corpus. Not only could it be used to correct the obvious errors such as erroneous word choices, inclusions or omissions; it can also guide students with the meta-level choices such as misuse, overuse and underuse depending on the context.
(d) Discovery: DDL requires the student to take a more active role in learning, examining patterns and searching for clues in authentic linguistic output, which reflects a discovery element that may engage and entertain the learner to an extent.

Johns and the researchers that follow his steps have initially used Data Driven Learning for the teaching of grammar, as well as lexical units. Such as, Koosha and Jafarpour (2006), who investigate the concept of DDL from a grammar-first standpoint in their study detailing the use of this approach for teaching prepositions to Iranian learners. According to the researchers, DDL approach suggests that grammar learning and consciousness-raising activities should go hand in hand and the simplistic teaching of rules is only of secondary importance. This way, “learners are not seen simply as recipients of knowledge, but as researchers studying the regularity of the language. […] Teachers encourage learners' search without knowing in advance what patterns they will discover” (Koosha and Jafarpour, 2006, p.196). Indeed, the term has been coined by Johns (1986) in his initial work on the matter, where he refers to the corpus concordancer as a language learner’s research tool. In his future works, Johns (2004) likens the way a students in a linguistics classroom interacts with a concordancer to a

suspense detective's work, where she is "learning to recognise and draw conclusions from clues in the data" (p.108) and where "Every student [is] a Sherlock Holmes" (p.108).

The father of the method, Johns, offers the following examples data-driven learning can be employed in linguistic education:

(a) Paper-based handouts prepared using corpus-derived text: Students are asked to complete fill-in-the-blanks type of exercises on corpus-derived content. The content has a limited focus, a point of anchor such as a singular grammatical structure, and the student learns how this structure may be used differently in various lexical contexts (Johns, 2004). In addition to the use of pre-printed concordance output in this manner, hands-on activities in the computer classroom may also be carried out (Johns, 1986)

(b) Helping reduce writing errors of students by referring them to the concordancer: Johns has used the corpus concordancer as a tool for justifying the English usage mistakes found in non-native PhD students' academic essays to their writers, thus including them in the process of redrafting and reducing their dependence on the guidance of their instructor for error-correction and increasing their overall consciousness all at the same time (Johns, 2004). Another case reports the use of Hong Kong university students using the concordancer as an aide for improving their writing by comparing it to linguistic output generated by native speakers (Johns, 1986).

(c) Exposing translation trainees to bilingual corpora, i.e. corpora that includes phrases in a source language and also their relevant high-quality translations. These coupled elements are used for preparing exercise handouts to translation students. (Johns, 2004)

Upon detailed inspection of the examples above, a slight distinction may be made. Whereas in all cases students are scrutinizing corpus-derived content, in some cases the content is derived by the course instructor and sensibly turned into exercise handouts and such, while in others the student directly uses the concordancer as a point of reference and without much instructor interference, not unlike a dictionary (Johns, 1986). Thus, according to Lenko-Szymanska (2015), there are two main modes for

using these grand databases as educational tools in the linguistic context, referred to as direct or indirect exposure to corpora.

2.6. Direct Exposure to Corpora

Direct exposure to corpora involves the removal of the teacher as a solid layer (and perhaps a strong filter) between learner and corpus content and is a method where the student directly accesses and conducts searches on the concordancer via a computerized interface. This has been the actual, initially envisioned model for DDL. It is therefore regarded in the domain of Computer Assisted Language Learning (CALL) (Cobb, 1997). This researcher rationalizes direct exposure to corpora saying "In learning a second language, there is simply not the time, as there is in a first language, for rich, natural, multi-contextual lexical acquisition to take place." and offering student use of a concordancer (aided by a computerized lexical tutor) as a technological solution that is superior to the simple advice of "read(ing) more" (p. 314).

Whereas direct exposure to corpora through classroom concordancing requires learners to have stronger technical skills for conducting database queries (Lenko-Szymanska, 2015), researchers have proven that indirect approaches, such as classroom activities involving paper-based concordance exercises derived from corpus (Boulton, 2010) are effective in increasing student success in ELT courses. Still though, it must be noted that in studies dating as far back as two decades ago where global computer literacy was at much lower levels, Cobb (1997) has managed to showcase a small but consistent positive effect of direct exposure to a corpus upon learner performance. Chen and Liou (2005), Chen (2011) and Daskalovska (2015) have run experiments in their studies and shown that classroom concordancing is beneficial to learners in learning the proper use of collocations.

Sun and Wang (2003) also showcased not only that, within the scope of teaching grammatical collocations, classroom concordancing is a viable approach but also that students can benefit from discovery learning afforded by DDL just as well as they do with a deductive approach that involves rigid instructions before being exposed to content and exercises derived from corpora. This notion is important, as Sun and Wang's study is one of the first studies that reference the cognitive aspect of inductive/deductive acquisition types of knowledge within the scope of DDL. Conflicting remarks were made by Flowerdew (2009), who has proclaimed that the

inductive nature of DDL may not be the best way of learning for all students.

As far as translation courses are concerned, data-driven learning practices, such as classroom activities of concordance based on multilingual corpora have been reported to increase learner motivation in translation courses (Ulrych, 2002). However, it must be noted that these activities were also computer based and required certain technical skills from learners, just like recent research of similar nature conducted in the context of translation courses by other researchers (Molés-Cases & Oster, 2015; Sotelo, 2015).

2.6.1. Indirect Exposure to Corpora

Boulton (2008) explains the general reasons why DDL has not been widely adopted in language teaching in three categories: (a) the learners and their teachers might not be aware of the existence of such a method and its related tools, (b) practical reasons that make it difficult to make use of the sophisticated, computerized corpus databases such as lack of infrastructure or technical knowledge, (c) prejudice towards a new approach most especially considering that most teachers and students still consider the use of technology in a classroom more as a burden than a boon. He therefore suggests the toning down of the technical nature of the entire process by printing on paper the raw concordance output and letting students interact with this, an approach that has been shown to benefit even low-level learners (Boulton, 2008).

2.7. Disadvantages of Data Driven Learning

Disadvantages of DDL has been categorized into four categories and explained by Gilquin and Granger (2010).

(a) Logistics: Classroom concordancing requires certain expenditures that may translate either into money or time due to a need for computers, paid software applications, classroom time, time and effort for teaching students how to use a concordancer and time on the teacher's behalf for preparing worksheet material.
(b) Teachers' point of view: a classroom instructor may be completely unaware of concordancers as tools of learning or adopt a distant stance towards classroom concordaning due to the fact that it wrestles control of learning

processes from the teacher to the student. The teacher is effectively removed from the equation as the learner directly scrutinizes and tries to make sense of corpus output.

(c) Learners' point of view: learners may find working with a corpus as too demanding and/or complicated as it requires them to possess certain meta-level skills such as operating a computerized interface by constructing useful queries.

(d) Content: Content derived from corpus may prove to be unsuitable for learners. It may be too complicated for their level of proficiency, or it may be hidden from users due queries being formed inadequately by novice users.

2.8. Use of Corpora in Translation Education

Being "a complex cross-linguistic activity", courses that aim to teach how to translate into/from the foreign language play a vital part in all linguistic educational programs, no matter what role the learner is expected to assume (Campoy, Cubillo, Belles-Fortuno, & Gea-Valor, 2010).

Defining corpora as collections of texts that represent a language or a subset of a language that are stored in an electronic medium and that have the affordance of being analyzed automatically (or semi-automatically), Kenny (2014) indicates corpora as valuable tools in translation studies. He then categorizes the corpora available for use by translators as (a) monolingual (single and comparable) corpora, (b) parallel corpora and (c) bilingual / multilingual corpora.

However, translation studies have a number of specialty branches and Hu (2016) argues that in the recent years, the study of translation teaching has lagged behind studies on translation theory, which, in turn; lagged behind studies on translation practice.

Still, corpus tools have found their way into translation teaching, too. The idea has been laid out by Bernardini (1997) almost two decades ago when he stated that the use of corpora in translator training is beneficial to the development of students' translation awareness and reflection reaction. The initial suggested method of employing corpora in translation courses has been to use bilingual, parallel corpora (Zanettin, 1998). In this study, Zanettin states that the use of parallel corpora by

students could enhance their translation skills, suggests ways corpora can be used by translator trainees, but does not make any attempt at approaching the matter systematically by breaking subject matter down to corpus linguistic units.

Studies exist on efforts that were made to include corpus tools within translation training programs. For instance, it is reported by Abbadi and Belal that translations of corpora derived from texts in foreign language are widely employed for evaluating the translation competencies of language learners and that (Abbadi & Belal, 2014). In this same study, the researchers have employed a parallel corpus tool with a group of Jordanian students and found out that, among many other types of errors, students who were not aided by a corpus linguistics approach in teaching were heavily prone to display translations errors when dealing with lexical collocations. And since collocations play a significant role in natural language production (Grauer, 2010), it can be conversely hypothesized that properly teaching collocations to learners should decrease the number of overall lexical errors they would display in generating translated text. All and all, Manca (2012, p. 59) quotes Sinclair (1996) stating that "in many instances, there is no translation equivalent for a chosen word" and adds his own remark saying that the translation process is represented by the extended unit of meaning rather than by the word. This is to say, corpus approach to translator training may be especially important in the generation of high-quality translation output in L2.

Bowker (2001) has suggested a different use of corpora in translator training. Stating that "translation evaluation is highly problematic because of its subjective nature" (p. 347), she recommends the use of corpora for objective evaluation of student translation performance, by "providing reference for a teacher to verify their intutition about linguistic expression and offering convincing evidence regarding the assessment of the quality of translated texts".

However, using corpus tools only for "student evaluation" or "translator aids" may not be enough. As laid out by Malmkjær, besides acting as "translator aid", corpora may have an important role to play in translator training by being a source of learning activities and of knowledge about the language. Hu (2016) therefore states that, the use of corpus tools in translator training (beyond "student evaluation") involves rigorous work including the designing of a syllabus, relevant classroom activities, teaching and assessment methodologies, and exercises. It is also important to design the course in such a way that students are encouraged to engage in the corpus-based activities as much as possible. Hence, Hu (2016) advises that students that make use of data-driven,

corpus-based approaches in a translation training need to have their classroom roles shifted from passive to active. This requires a complete overhaul of the existing pedagogies, textbooks, and syllabi for a given course. New exercises need to be made, and students should also be provided "with sufficient time for investigating specific translation topics, such as a corpus-based study of the English translations of culture-loaded words" (p. 184). In conjunction with this point of view, Hu suggests that, as far as translator training is concerned, using a monolingual corpus for gaining insight on the use of certain words or syntactic structures in the target language may be beneficial. The translator trainee may consult the corpus concordancer for the translation of a certain lexicon, and more effectively search for the meaning and usage of a particular word or phrase.

All work reviewed thus far have focused either on translation studies or on its sub-branch of translator training. So although there exist numerous studies in the domain of corpus linguistics that deal with (a) use of corpora in translation studies (b) use of corpora in education of translator trainees, and (c) use of corpora for second language learning activities, it can be said that, "the relevance of corpus-based translation activities in second language learning settings has been explored to a lesser extent" (Zanettin, 2009, p. 209). It can therefore be said that a gap exists in the literature as far as corpus-based, data-driven approaches in translation courses targeting EFL students is concerned. This claim may be even more accurate when the EFL students in question assume the particular role of pre-service English Language teachers.

CHAPTER III

METHODOLOGY

3.1. Research Model

The study follows a pre-test post-test pre-experimental design, which is comprised of two phases: (a) design phase (b) empirical phase.

The first phase is to design the instructional program by analyzing the current situation and seeking help from existing scientific literature and find ways to implement a data-driven pedagogical approach in a translation course.

The second phase, which follows a quantitative paradigm of research, involves a pre-test post-test single group pre-experiment, wherein the intervention designed during the first phase is to take place as a series of classroom lectures over the course of 6 weeks. This phase also involves the evaluation of the effectiveness of the program designed at the first phase by interpreting the results from the qualitative analysis of two scales administered to students.

3.2. Design Phase

The first phase involves the instructional design of course activities based on data-driven pedagogy. During this phase, paper-based and hands-on concordance activities will be designed. These, as well as other teaching material shall be derived from corpora that will be chosen by researchers due to convenience purposes at the start of the design phase.

3.2.1. Design Decisions

3.2.1.1. Instructional Medium

The program has been designed to be carried out within a formal education setting at undergraduate level, where face-to-face instruction may take place, i.e. a classroom. The target course for the program, Translation: Turkish-English, is a 14-week long, compulsory one taken during Spring semester of 3rd year at English Language Teaching undergraduate program and it has the following learning outcomes:

(a) It raises awareness to basic theories of translation
(b) It raises awareness to approaches for translating from Turkish to English
(c) Learners learn different ways of translating a text through contrastive analysis
(d) Learners learn the important role of translation in language learning.

There are actually two "Translation" themed courses in the undergraduate curriculum of the English Language Teaching program, with the other being a 14-week long, compulsory course taken at the winter semester of the 2nd year, titled "Translation: English-Turkish". The said course aims to improve translation skills of students from L2 into L1; unlike the former, which focuses on translation from L1 into L2 . The reason for choosing the "Turkish-English" variant of the course should be obvious, as literature suggests that, as far as EFL education is concerned, collocations have been designated as an important linguistic element to master the use of, for generating linguistic output akin to native users of the language. (Pfeiffer, 2012; Wood, 2009; Shin & Nation, 2008).

Paper-based classroom activities that are related to indirect exposure of students to corpus-derived content require access to basic photocopy facilities and a classroom overhead projector or similar display equipment would be handy to discuss questions and their answers with students. Corpus concordance requirement of direct exposure method in data-driven learning, on the other hand, requires student access to computer facilities with Internet connectivity. These requirements have been noted for further reference during the development of student activities.

3.2.1.2. Rationale for using both Direct and Indirect Exposure

As laid out in the literature review section, indirect exposure of students to corpus-derived material has also been considered within the scope of data-driven pedagogical approaches in ELT. It is believed that indirect exposure may be beneficial in this study, for the following reasons:

(a) As previously discussed, direct exposure to corpora requires access to a computer laboratory with Internet connectivity. The setting where the study took place had a computer laboratory, albeit with an overloaded schedule. Classroom concordancing time would be severely limited.

(b) The limited amount of time allocated for classroom concordancing could be overloaded with student questions that rise from problems that are technical in nature, leaving an even narrower time frame left for actual concordancing.

(c) Today, it can be safely assumed that all students have an access to a personal computer in their homes. Direct exposure tasks may be assigned to students as homework to be carried out using their personal computers, in their own time and in the comfort zone provided by using a device they own and are familiar with (unlike a laboratory computer). Concordancing as a homework assignment could leave students to discover through trial and error the use of the corpus digital interface, taking as much time as they need.

Therefore, it was decided to dedicate classroom hours to indirect exposure activities that come in the form of working on paper-based handouts, the content of which have been derived from a corpus (chosen as the BNCWeb) by the instructor, using a concordancer.

3.2.1.3. Program Duration

Program duration may have extended up to the entire semester during which the translation course has been taken. Corpus-based student activities could therefore have been planned to extend to the span of the entire semester. However, analysis and development stages of this here research has taken a certain time and this has left the researcher with a decision of whether to implement the intervention past halfway through the semester, or to wait another year. The latter decision was taken and it was assumed that a 6-week long intervention would serve the purpose of successfully observing the effects of the intervention and evaluating the effectiveness of the design. This has been noted as a limitation of the study.

3.2.1.4. Selection of Corpus Tool

For the purpose of selecting a corpus for concordance activities in the context of data-driven learning, the academic literature was referred to. Following Leech and Rayson's (2014), who point out that the British National Corpus (BNC) is a "*finite, balanced and sampled corpus*", which contains linguistic elements with a ratio of 90% derived from written and 10% from spoken English in the form of conversations, novels

and news reports. Therefore, the British National Corpus was selected in this study as the tool used for direct and indirect exposure tasks. The balanced distribution of elements, the sheer hundred-million size, the fact that its content is derived from present-day English (no earlier than 1960) and the various statistical helpers (such as frequencies) make the BNC a well-rounded, all-purpose corpus tool. Finally, the BNC currently has an active and maintained online user interface accessible by the students, teachers and researchers.

3.2.1.5. Developing Student Activities

In order to raise consciousness of learners towards lexical collocations, the following classroom and homework activities have been planned out:

(a) Direct Instruction: Starting from day one of the intervention, students were instructed directly on the use of collocations that were within the scope of the program. This has constituted the consciousness-raising element and it was made sure students were not left without guidance and prior knowledge when undertaking the concordance tasks that followed.

(b) Direct Exposure (Concordance Homework Assignments): After a brief initial classroom introduction to using the BNC query tool via an overhead projector, students have been asked at the end of each course to carry out homework assignments which they could finish only by using the BNC on their own, outside of the classroom. As previously explained, leaving the concordancing task outside of the classroom is a resource-efficient decision, eliminating the need for occupying the school computer laboratories.

The homework assignments at the end of each week provided students with a certain verb and required them to use the BNC to find 10 sentences that included a verb-noun collocation that contains the given verb. It was also required that each of the 10 sentences featured a different noun in combination with the given word. In the end, the students were required to translate the collections of sentences they derived from the corpus in this manner. This way, 2 verbs were given to students at the end of each week for a total of 10 verbs at the end of 5 weeks, and students gathered together and translated from English into Turkish a total of 100 sentences including verb-noun

collocations of 10 most popular verbs in English language. The popularity of verbs and nouns were based on the headword frequencies as reported by the British National Corpus.

All the homework assignments and student submissions required the use of an online Learning Management System platform. Therefore, the course instructor has used the *Beyaz Pano* (Beyaz Pano, n.d.) free learning management system solution for the purpose.

(c) Indirect Exposure (Corpus-based Classroom Activities): During each classroom lesson, students have been handed out exercise sheets which were comprised of fill-in-the-blanks style questions created from BNC-derived text. A sheet for each of the selected 10 verbs, each of which containing 10 fill-in-the-blanks questions were handed out to students each week for a total of 10 sheets and 100 questions solved at the end of 5 weeks.

Each question in each sheet was associated to one of the top-ten most frequently used nouns within collocations of the verb. A list of verbs associated with each sheet along with their headword frequencies as well as their most popular combinatory nouns (also along with their headword frequencies) are given in Table 2, whereas the sheets themselves have been given in Appendix 1.

Also, after an initial attempt at raising awareness of students towards collocations in the first week, a single 100-item exercise sheet was also handed to students. This sheet featured questions similar to the previously explained 10 sheets, also derived from the BNC and featuring 10 questions pertaining to each of the the 10 most popular verb-noun collocations. The difference of this sheet however, was the fact that it was asking students to fill in the gaps with appropriate verbs (instead of nouns) to complete a verb-noun collection correctly. This sheet has also been shared at Appendix I.

Inspired by the works of Lenko-Szymanska (2015) and Boulton (2010); this approach effectively combines the power of the two methods involving direct and indirect exposure of students to the corpus.

3.2.2. Designing Evaluation Phase: Scheduling the Empirical Intervention

For the purpose of evaluating the design, a 6-week intervention was scheduled to be implemented at the course titled "Translation: Turkish-English" of the ELT program at the Faculty of Education at Cukurova University, Turkey, during the Spring semester

Table 2

Information on Exercise Sheets used in Corpus-Based Classroom Activities

Sheet #	**Associated Verb (headword frequency)**	**Associated Noun Combinations for the Verb (and their headword frequencies in combination with the verb, reported by the BNC)**
Sheet 1	Have (1316636)	problems (155.0601), reputation (191.0513), difficulty (541.0377), chance (628.0058), effect (919.4065), doubts (184.3252), advantage (245.1934), experience (189.0276), idea (509.9554), access (200.8409)
Sheet 2	Do (537577)	harm (1090.3479), damage (475.2488), housework (200.2118), washing (84.3233), crossword (59.8033), ironing (47.4099), cooking (45.6653), deal (39.6628), favour (34.9621), calculations (17.6712)
Sheet 3	Get (213376)	Chance (1046.4567), job (3017.5883), impression (863.1962), permission (270.7638), glimpse (16.9528), revenge (59.7266), allowance (44.6136), refund (43.6929), benefit (39.0464), passport (27.5591)
Sheet 4	Make (210266)	decision (9351.9706), sense (9351.9706), difference (7451.0629), mistake (6970.4482), progress (6039.2723), contribution (5887.544), effort (4546.7912), attempt (4025.2815), arrangements (3651.8692), statement (3083.2802)
Sheet 5	Know (178223)	things (327.5725), truth (323.0295), answer (266.4245), facts (105.8882), secret (39.2278), technique (13.3392), details (11.9355), password (9.1265), tricks (6.3705), meaning (2.6296)
Sheet 6	Take (173609)	advantage (11194.7948), action (9036.0304), part (8820.4581), care (8526.9772), photographs (1391.3866), steps (6801.7822), breath (2698.8826), responsibility (2499.5376), precautions (1550.4181), risks (1478.5243)
Sheet 7	Give (126193)	Impression (5574.9), chance (4276.3341), advice (4001.5705), opportunity (3553.1153), priority (3027.6287), birth (2896.4865), evidence (2521.4191), details (2357.4061), information (2346.2823), instructions (1377.1996)
Sheet 8	Use (105744)	language (1976.5704), data (1375.2459), information (670.7136), program (621.6381), technology (587.8285), terminology (443.2755), tactics (377.312), weapon (340.299), symbols (313.9541), facilities (275.0893)
Sheet 9	Find (95621)	way (3148.2298), solution (783.0322), evidence (414.4322), place (305.8166), keyword (213.627), accommodation (210.7156), answers (196.8028), fault (174.8683), examples (173.7614), hope (166.4034)
Sheet 10	Put (67694)	pressure (2294.6116), money (1008.5519), emphasis (372.1679), bandage (82.3028), question (343.8783), end (196.0513), brakes (111.1171), blame (191.1317), name (103.1352), idea (101.6366)

Table 3

Empirical Intervention Timetable.

Week	Start Date	End Date	Classroom Activity	Homework Activity
Week 1	11.04.2016	17.04.2016	• Intervention Pre-test • Introduction to BNC • Introduction to Lexical Collocations	• Concordance Homework, "Have" + Noun • Concordance Homework, "Do" + Noun
Week 2	18.04.2016	24.04.2016	• Exercise Sheet 1 • Exercise Sheet 2	• Concordance Homework, "Get" + Noun • Concordance Homework, "Make" + Noun
Week 3	25.04.2016	01.05.2016	• Exercise Sheet 3 • Exercise Sheet 4	• Concordance Homework, "Know" + Noun • Concordance Homework, "Take" + Noun
Week 4	02.05.2016	08.06.2016	• Exercise Sheet 5 • Exercise Sheet 6	• Concordance Homework, "Give" + Noun • Concordance Homework, "Use" + Noun
Week 5	09.05.2016	15.05.2016	• Exercise Sheet 7 • Exercise Sheet 8	• Concordance Homework, "Find" + Noun • Concordance Homework, "Put" + Noun
Week 6	16.05.2016	22.05.2016	• Exercise Sheet 9 • Exercise Sheet 10 • Intervention Post-Test	<None>

of 2015-2016 Academic Year. The first week of intervention began on 11th of April, 2016 and the sixth (and last) week ended on 22nd of May, 2016. A detailed timetable has been given in Table 3.

3.3. Empirical Phase

The empirical phase involves carrying out a pre-experiment for the purpose of evaluating the effectiveness of the program designed in phase one. The independent variable for the pre-experiment has been designated as an intervention defined as: "receiving a translation course based on data-driven pedagogical methods for raising

consciousness towards lexical collocations in the English language", whereas the dependent variable has been designated as academic success in effectively using collocations in Turkish (L1) to English (L2) translations.

Alongside the regular course content, the course targeting the students in the study group has focused each week on the use of collocations through data-driven methods, with paper and computer based concordance exercises applied each week. At the end of the intervention duration, average academic success at the use of collocations in translation has been compared statistically to the measurement at the beginning of the intervention, in order to determine whether or not data-driven pedagogical approaches for raising consciousness towards lexical collocations in the English language increases student success in an undergraduate level English translation course, in terms of collocation use.

This phase also makes use of qualitative approaches by collecting feedback from students regarding the intervention applied in this phase of the research. The goal is to provide insight as to what could be improved about the design, what may have led to probable student success and/or failure as a result of the intervention.

Validity and reliability studies for this instrument of measurement have been carried out separately where necessary and provided along with analysis results for the collected data. Statistical analyses on quantitative data have been carried out on the computer using a statistical analysis software package suited for the purpose.

3.3.1. Study Group

The study group of the intervention for the second phase is designated to be 16 students taking up the undergraduate course of English Translation at Cukurova University School of Foreign Languages, Department of English Language Teaching during the Spring semester of the 2015-2016 Academic Year.

3.3.2. Data-Collection Instruments

3.3.2.1. Pre-test for Verb-Noun Collocations

The pre-test for verb-noun collocations is a tool for measuring the competencies of students in making use of a certain set of most popular verb-noun collocations in their Turkish to English translations. The set of verb-noun collocations associated with the test items is obtained from BNCweb with selection criteria of 10 most popular verbs

and 10 most popular nouns associated with each of these, with popularity referring to higher headword frequencies reported by the BNC. The set has been detailed in Table 2, and the test is comprised of 100 items with each item corresponding to one verb-noun collocation in the 10x10 set and measuring the correct use in Turkish to English translation of the collocation in question. Statistical tests have shown that this tool of measurement yields a Cronbach's Alpha Reliability Coefficient of ,924. The entire test has been given in Appendix II. The test has been administered to students on paper.

3.3.2.2. Post-test for Verb-Noun Collocations

The post-test for verb-noun collocations is a tool for measuring the competencies of students in making use of a certain set of most popular verb-noun collocations in their Turkish to English translations. The set of verb-noun collocations associated with the test items obtained is identical to that of the aforementioned pre-test for verb-noun collocations. Once again, the test is comprised of 100 items with each item corresponding to one verb-noun collocation in the 10x10 set detailed in Table 2, and each item is measuring the correct use in Turkish to English translation of its associated collocation. Statistical tests have shown that this tool of measurement yields a Cronbach's Alpha Reliability Coefficient of ,911. The entire test has been given in Appendix III. The test has been administered to students on paper.

3.3.2.3. Questionnaire about Using the BNCweb to Search and Retrieve Data from The British National Corpus

In order to diagnose the strong and weak points of the design, the evaluations of students regarding the experience they go through while interacting with the BNCweb through direct concordance activities had to be collected and interpreted as data. For this purpose, the 31-Item Questionnaire about Using the BNCweb to Search and Retreive Data from the British National Corpus has been developed. In developing this measurement tool, the researcher has derived items directly from the work of Yoon and Hirvela (2004), who have developed a similar measurement tool for measuring attitudes of East Asian students towards the use of a corpus concordancer (Collins COBUILD) within the context of a L2 academic writing course. Yoon and Hirvela's questionnaire, which is comprised of 42 Likert-type items in the 1-6 scale, is developed based on the use of Collins COBUILD and reports a Cronbach's Alpha Reliability Coefficient of r =

0.96. The 42-items of this questionnaire has been modified and adapted by the researcher for the specific case of BNCweb use and applied to students. After running a reliability analysis for this new version, items that reduce test reliability were removed and the remaining 32-items that display a Cronbach's Alpha coefficient of $r = 0.89$ have been named the Questionnaire about Using the BNCWeb to Search and Retreive Data from the British National Corpus. The Questionnaire has been administered to students over a computer interface using Google Forms, whereas the list of items contained have been given in Table 6.

3.3.2.4. Educational Software Evaluation Scale

Developed by Ates (2010), the Educational Software Evaluation Scale is a tool for evaluating educational software in different aspects. The scale is in the Turkish language and of a modular structure, with evaluation measurements from different dimensions listed as (a) educational features, (b) visual design features, (c) multimedia features, (d) content, (e) help availability, (f) setup and usability features. Overall, the scale consists of 50 items each scored between 0 to 4, and has been found to have a content validity score of 0.89 and reliability coefficient of 0.81.

The scale has been administered to students at the end of the intervention in order to find out how students evaluate the British National Corpus as a digital educational tool. Owing to the fact that the students had Turkish as their mother language, the form has been administered in its original Turkish version. This way, it was ensured that validity and reliability results from the original study were not invalidated. The results from the scale were translated into English for the purpose of reporting in this here research, only once after data have been collected from students.

The only relevant sub-dimensions that were administered have been "educational features", "help availability" and "setup and usability" features, as it was not the researcher's intent to improve visual or multimedia features of the BNCweb or assess its content. The test has been administered to students over the Google Forms digital survey delivery platform by Google Inc.

All the items administered from the scale were positively disposed, i.e. scores did not need to be reversed or required any other sort of special handling during assessment.

The version of the scale in the way it has been administered to students in this

study has been given in Appendix IV. It should be noted that “educational features”, “help availability” and “setup and usability” sub-dimensions were included and the rest of the-sub-dimensions were omitted. For the full version, please refer to Ates’ (2010) study.

3.3.3. Data Analysis

Analysis of the qualitative data pertaining to the empirical phase of the research at hand has been conducted using version 21 of the Statistics Package for Social Sciences (SPSS 21.0) computer software from International Business Machines Corp.

CHAPTER IV

FINDINGS

4.1. Qualitative Findings from the Empirical Phase

The empirical phase has followed a quantitative paradigm of research and involved a pre-test post-test single group quasi-experiment. The experiment has been carried out to test the hypothesis of H_1: "Prospective ELT Teacher students, whose consciousness towards the subject of lexical collocations have been raised via data-driven learning methods throughout a 6-week duration within a translation course at undergraduate level shall display greater success at using collocations in their translations than they do at the beginning of the course". Statistical methods have been referred to for testing the hypothesis and the results have been covered in this section.

4.2. Success in Using Collocations

Before the intervention, the Pre-test for Verb-Noun Collocations has been administered to students in order to assess their competency in successfully using verb-noun collocations in their Turkish to English translations. The histogram chart for the distribution of scores in this test has been given in Figure 1.

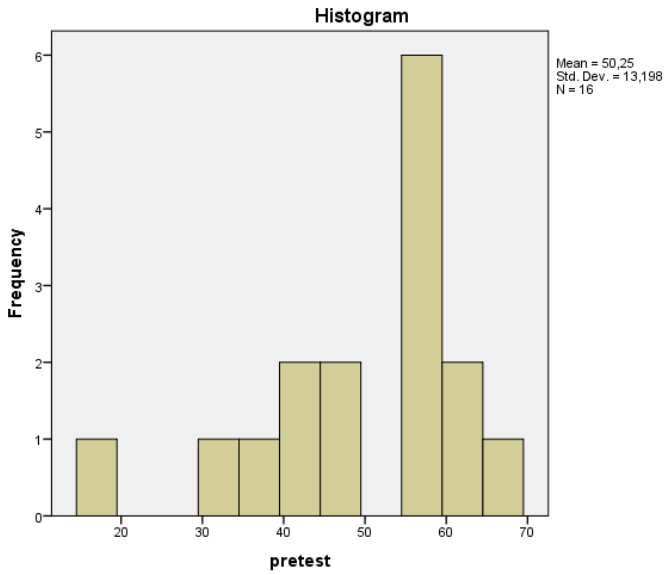

Figure 1. Histogram chart for the distribution of scores in the Pre-test for Verb-Noun Collocations administered prior to the intervention (N=16).

After the intervention, the Post-test for Verb-Noun Collocations has been administered to students in order to assess their competency in successfully using verb-noun collocations in their Turkish to English translations. The histogram chart for the distribution of scores in this test has been given in Figure 2.

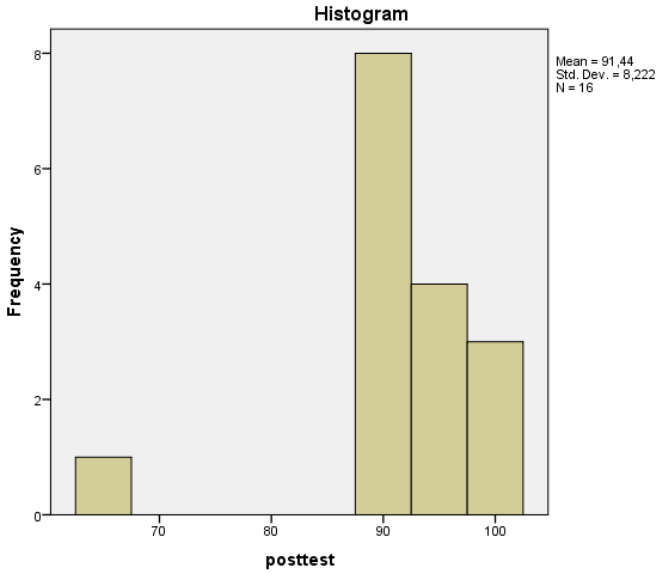

Figure 2. Histogram chart for the distribution of scores in the Post-test for Verb-Noun Collocations administered prior to the intervention (N=16).

The descriptive statistics for both the Pre-test for Verb-Noun Collocations and Post-test for Verb-Noun Collocations has been given in Table 4.

Table 4

Descriptive Statistics for the Pre-test for Verb-Noun Collocations and Post-test for Verb-Noun Collocations

	N	Minimum	Maximum	Mean	SD
Pre-test	16	17	67	50.25	13.19
Post-test	16	65	100	91.44	8.22

As shown in table 4, visual examinations of histogram charts for both the pre-test and post-test reveal similar distributions of data that hint to violation of normal distribution due to negative skew. It should be noted though, that although graphs look similar, the range of distribution are different among them. Whereas the minimum and maximum values for the pre-test are 17 and 67; the same values for the post-test are 67

and 100; respectively. Hence, there is a large difference displayed between mean scores, with the pre-test averaging at 50.25 (SD = 13.19) and post-test at 91.44 (SD = 8.22).

In order to assess whether there was a statistically significant change in test scores before and after the intervention, a statistical test appropriate for comparing two related samples of data has been considered. Although this situation has indicated the use of a Paired samples t-test, the following reasons have led to choosing its non-parametric equivalent, Wilcoxon signed-rank test: (a) the sample size (N=16) is relatively low (b) visual examinations of histogram charts, box-plot graphs, as well as Shapiro-Wilk tests have revealed that the sets of data (both pre-test and post-test) have non-normal distributions, which violates the assumption of normality associated with the parametric Paired Samples t-test.

Conclusively, a Wilcoxon Signed Ranks non-parametric statistical test has been carried out with the pretest and posttest scores of the same sample and its results have been shared in Table 5.

Table 5

Wilcoxon Signed Rank Test results comparing the scores of the pre and post-tests for verb noun collocations in the study group.

		N	Mean Rank	Sum of Ranks	z	p
posttest-pretest	Negative Ranks	0	.00	.00	-3.519 [a]	.00
	Positive Ranks	16	8.50	136.00		
	Ties	0				

a: based on negative ranks

The Wilcoxon Signed Rank test, as also shown in Table 5, indicated that after the intervention, performance in using verb-noun collocations in Turkish to English translation was statistically significantly higher in the group of undergraduate ELT students than before the intervention ($Z = -3.519$, $p < .05$).

4.1.2. Evaluation of the BNCweb as an Educational Tool

Two measurement tools, namely (a) Questionnaire about Using the BNCweb to Search and Retrieve Data from The British National Corpus and (b) Educational Software Evaluation Scale, have been administered to students in order to collect student opinions on the use of BNCweb. Data have been collected in this manner to be

used in the analysis for answering RQ_1: "What are the best practices and pitfalls that should be considered when conducting instructional design following data-driven pedagogical approaches in an undergraduate level translation course for raising consciousness of students towards lexical collocations".

4.1.2.1. Results from the Questionnaire about Using the BNCweb to Search and Retrieve Data from The British National Corpus

The students have been administered the Questionnaire about Using the BNCweb to Search and Retrieve Data from The British National Corpus once after the intervention has finished. The results have been given in Table 6.

Table 6

Distribution of student (N=16) responses to questions in the Questionnaire about Using the BNCweb to Search and Retrieve Data from The British National Corpus [scored between 1 to 6]

Question	1	2	3	4	5	6	M
If I had known the corpus earlier, my translation skills would have been better	0%	6.25%	12.5%	18.75%	31.25%	31.25%	4.69
The real texts in the corpus were too difficult to understand. (-)	6.25%	43.75%	25%	25%	0%	0%	2.69
I had some difficulty in analysing concordance output. (-)	6.25%	37.5%	37.5%	12.5%	0%	6.25%	2.81
I had some difficulty in analyzing collocate output. (-)	12.5%	43.75%	25%	6.25%	0%	12.5%	2.75
I had some difficulty in using the corpus due to too many sentences in concordance output (-)	6.25%	31.25%	37.5%	18.75%	6.25%	0%	2.88
I had some difficulty in using the corpus due to time and effort spent on analyzing the data (-)	12.5%	31.25%	37.5%	12.5%	6.25%	0%	2.69
Overall, the corpus is a very useful resource for my translation training.	0%	0%	0%	0%	37.5%	62.5%	5.63
Using the corpus is helpful for learning to translate.	0%	0%	0%	6.25%	31.25%	62.5%	5.56

(Table 6 continue)

I had some difficulty in using the corpus due to cut-off sentences in concordance output (-)	**12.5 %**	**18.75 %**	**50%**	**6.25%**	**12.5%**	**0%**	**2.88**
I recommend using the corpus in the same course in the future.	0%	0%	0%	25%	31.25%	43.75%	5.19
Paper-based handouts of selected concordance lines were useful for me to capture the additional meanings of collocations	0%	6.25%	6.25%	0%	43.75%	43.75%	5.13
The corpus is more helpful than a dictionary for my translator training.	0%	0%	6.25%	12.5%	18.75%	62.5%	5.38
When I am unsure about the usage of a collocation, I will search for it in the corpus.	0%	0%	6.25%	25%	18.75%	50%	5.13
Corpus use should be taught in English classes.	0%	0%	0%	6.25%	25%	68.75%	5.63
Using the corpus is helpful for learning the meaning of collocations	0%	0%	0%	0%	31.25%	68.75%	5.69
I could have easily found the collocations in the concordance output without the instructor's help	6.25%	12.5%	12.5%	31.25%	25%	12.5%	3.94
The searching technique was easy to learn.	0%	0%	12.5%	25%	43.75%	18.75%	4.69
The practice sessions were helpful for learning the technique.	0%	0%	0%	31.25%	25%	43.75%	5.13
When I am unsure about the meaning of a collocation, I will search for it in the corpus.	0%	0%	12.5%	12.5%	37.5%	37.5%	5.00
I will use the corpus for my translation practices in the future.	0%	0%	6.25%	6.25%	18.75%	68.75%	5.5
I will recommend the corpus to other students in my department or elsewhere.	0%	0%	6.25%	6.25%	25%	62.5%	5.44
Paper-based handouts of selected concordance lines are necessary to save time.	6.25%	0%	0%	37.5%	25%	31.25%	4.69

(Table 6 continue)

I will often use the corpus by my own choice.	**0%**	**6.25%**	**12.5%**	**31.25 %**	**25%**	**25%**	**4.5**
I could have easily grouped the collocations in the concordance output according to their semantic categories without the instructor's help.	0%	25%	18.75%	31.25%	18.75%	6.25%	3.63
The corpus should be introduced in all ESL vocabulary courses.	0%	0%	6.25%	12.5%	25%	56.25%	5.31
I had some difficulty in using the corpus due to the limited number of sentences in the concordance output (-)	12.5%	31.25%	18.75%	18.75%	18.75%	0%	3.00
As I have learned more about the corpus, I have come to like it more.	0%	0%	6.25%	18.75%	37.5%	37.5%	5.06
The instructor's guidance was useful for me to find the different meanings of prepositions in concordance output.	0%	0%	6.25%	6.25%	37.5%	50%	5.31
I had some difficulty in using the corpus due to unfamiliar vocabulary on concordance/collocate output. (-)	6.25%	25%	31.25%	18.75%	18.75%	0%	3.19
I understand the purpose of using the corpus in this course.	0%	0%	0%	0%	25%	75%	5.75
Using the corpus is helpful for learning the usage of collocations.	0%	0%	0%	0%	25%	75%	5.75
I want to use the corpus in my other ESL courses too.	0%	0%	12.5%	12.5%	12.5%	62.5%	5.25

(-) indicates negatively disposed items

Upon observation of the results based on Table 6, top 5 responses with the highest average scores have been observed to be "I understand the purpose of using the corpus in this course." (M = 5.75), "Using the corpus is helpful for learning the usage of collocations" (M = 5.75), "Using the corpus is helpful for learning the meaning of collocations" (M= 5.69), "Corpus use should be taught in English classes." (M = 5.63) and "Using the corpus is helpful for learning to translate." (M = 5.56), (N=16). It was

understood that all these items were positively disposed ones.

In the mean time, the top 5 responses with the lowest average scores have been as follows: “The real texts in the corpus were too difficult to understand.” (M = 2.69), “I had some difficulty in using the corpus due to time and effort spent on analyzing the data” (M = 2.69), “I had some difficulty in analyzing collocate output (2.75), I had some difficulty in analysing concordance output”. (M = 2.81) and “I had some difficulty in using the corpus due to cut-off sentences (M = 2.88) and too many sentences (M = 2.88) in concordance output”. It was understood that all these items were negatively disposed ones.

In order to assess the shortcomings of the BNCweb more precisely, the lowest scores among positively disposed items and highest scores among negatively disposed answers were also examined.

It was discovered that, among the positively disposed items, the top 3 with lowest average scores have been: “I could have easily grouped the collocations in the concordance output according to their semantic categories without the instructor's help.” (M = 3.63), “I could have easily found the collocations in the concordance output without the instructor's help” (M = 3.94) and “I will often use the corpus by my own choice.” (M= 4.50). Whereas, among the negatively disposed items, the top 2 (the rest were items at a tie with their average scores) with highest average scores have been: “I had some difficulty in using the corpus due to limited number of sentences on concordance/collocate output.” (M = 3.00) and “I had some difficulty in using the corpus due to unfamiliar vocabulary on concordance/collocate output.” (M = 3.19).

4.1.2.2. Results from the Educational Software Evaluation Scale

At the end of the intervention period, the students have been administered the “educational features”, “help availability” and “setup and usability” sub-dimensions of the Educational Software Evaluation Scale and asked to answer the questions based on The British National Corpus concordancer, BNCweb. The results have been given in Table 7, Table 8 and Table 9.

Table 7

Distribution of student (N=16) responses to questions in the"educational features" sub-dimension of the Educational Software Evaluation Scale adapted for the BNCweb [scored between 1 to 5]

Question	1	2	3	4	5	M
The use of BNCweb in this course is appropriate considering ourselves as a target audience	0%	0%	6.25%	31.25%	62.5%	4.56
We have been explicitly informed of the learning objectives sought for by using BNCweb in this course.	0%	0%	12.5%	25%	62.5%	4.50
The sentences found in the BNCweb interface and usage instructions are clear and understandable for its target audience	0%	6.25%	37.5%	18.75%	37.5%	3.88
The subject matter (collocations) has been explicitly emphasized when using BNCweb in this course.	0%	0%	12.5%	31.25%	56.25%	4.44
Our prior knowledge requirements have been considered when using BNCweb in this course.	0%	6.25%	12.5%	31.25%	50%	4.25
The instructions offered to us for making use of the BNCweb in this course have been clear and understandable.	0%	0%	0%	43.75%	56.25%	4.56
The section headings in the BNCweb application reflect their content accurately	0%	0%	12.5%	37.5%	50%	4.38
The use of the BNCweb in this course did not involve unwanted elements (racism, aggression, hate speech, fearmongering, gender inequality, etc.)	6.25%	0%	0%	12.5%	81.25%	4.63
I had the opportunity to provide and receive prompt feedback at every juncture while using the BNCweb in this course.	6.25%	0%	12.5%	43.75%	37.5%	4.06
The BNCweb application has enabled me to carry out exercises as much as I needed.	0%	0%	0%	62.5%	37.5%	4.38
THE BNCweb application has supported the learning of the course content.	0%	0%	6.25%	43.75%	50%	4.44

Table 8

Distribution of student (N=16) responses to questions in the "help availability" sub-dimension of the Educational Software Evaluation Scale adapted for the BNCweb [scored between 1 to 5]

Question	1	2	3	4	5	M
The navigation capabilities of the BNCweb application pages (forward, back, home, etc.) were adequate.	0%	6.25%	18.75%	25%	50%	4.19
The BNCweb provided tooltips and help sections for the particular purpose of use in education.	0%	0%	31.25%	18.75%	50%	4.19
The BNCweb offered an effective help section.	6.25%	6.25%	37.5%	18.75%	31.25%	3.63
The BNCweb offered an interactive site map.	0%	31.25%	18.75%	31.25%	18.75%	3.38
The BNCweb offered necessary guidance regarding the application's usage.	6.25%	12.5%	31.25%	18.75%	31.25%	3.56

Table 9

Distribution of student (N=16) responses to questions in the "setup and usability" sub-dimension of the Educational Software Evaluation Scale adapted for the BNCweb [scored between 1 to 5]

Question	1	2	3	4	5	M
The BNCweb had a structure that enabled it to be used without referring to any guide or manual.	18.75%	25%	25%	18.75%	12.5%	2.81
The BNCweb did not require any kind of installation or initial setup.	12.5%	12.5%	25%	12.5%	37.5%	3.50
The BNCweb can be used at various screen sizes.	0%	25%	12.5%	31.25%	31.25%	3.69
I can begin working with the BNCweb using different start points.	6.25%	6.25%	18.75%	37.5%	31.25%	3.81
BNCweb offered the means to continue where I left off after closing it.	0%	25%	18.75%	37.5%	18.75%	3.5
BNCweb has offered me a personalized experience by providing me with a username and password.	0%	0%	0%	56.25%	43.75%	4.44
BNCweb offered settings that I could change at will.	12.5%	6.25%	6.25%	31.25%	43.75%	3.88
BNCweb was quick at responding to user commands.	0%	0%	12.5%	37.5%	50%	4.38
The functions of all the elements in the user interface of the BNCweb are clear and understandable.	0%	6.25%	31.25%	31.25%	31.25%	3.88
I have received adequate instruction on how I may operate the BNCweb.	0%	0%	6.25%	18.75%	75%	4.69
BNCweb ran without performance problems on the computer I used.	6.25%	6.25%	6.25%	12.5%	68.75%	4.31
BNCweb offers the means to get in contact with a support team.	18.75%	25%	25%	18.75%	12.5%	2.81
I did not encounter any software bugs while using the BNCweb.	12.5%	6.25%	12.5%	25%	43.75%	3.81
The BNCweb has content that is continuously updated.	6.25%	6.25%	25%	31.25%	31.25%	3.75
I did not need to install additional prerequisitie software for using the BNCweb	12.5%	0%	0%	6.25%	81.25%	4.44

Upon inspection Table 7, Table 8 and Table 9, it was understood that top 5 responses with the highest average scores have been “I have received adequate instruction on how I may operate the BNCweb.” (M = 4.69), “The use of the BNCweb in this course did not involve unwanted elements (racism, aggression, hate speech, fearmongering, gender inequality, etc.)” (M= 4.63), “The use of BNCweb in this course is appropriate considering ourselves as a target audience” (M = 4.56), “The instructions offered to us for making use of the BNCweb in this course have been clear and understandable.” (M = 4.56) and “We have been explicitly informed of the learning objectives sought for by using BNCweb in this course.” (M = 4.50).

Whereas, 5 responses with the lowest average scores have been determined to be: “BNCweb offers the means to get in contact with a support team.” (M = 2.81), “The BNCweb had a structure that enabled it to be used without referring to any guide or manual.” (2.81), “The BNCweb offered an interactive site map.” (M = 3.38), “BNCweb offered the means to continue where I left off after closing it.” (M = 3.50) and “The BNCweb did not require any kind of installation or initial setup.” (M = 3.50).

CHAPTER V

DISCUSSION

5.1. Discussion

It has been discussed in the literature that corpus approach to ELT holds a promise of increasing learner efficiency in terms of enhancing written linguistic output. This has led to the question of whether or not using such approaches in translator training would provide benefit. In order to provide a partial answer to this question, this paper follows data-driven pedagogical methods and showcases in two phases (a) the details regarding the design stages and (b) implementation as an empirical intervention of an instructional program. The program seeks to make use of corpus concordancing in order to raise the consciousness towards verb-noun lexical collocations and therefore enhance the translation competencies in L2 of Turkish undergraduate students studying at a Faculty of Education, who are also prospective English Language Teachers.

For this purpose, the researcher has designated initial objectives for the design as follows:

a) The designed program shall be implemented during a Translation course
b) It will seek to increase the competency of learners in correctly using verb-noun lexical collocations in their translations.
c) This will be done by raising their consciousness towards lexical collocations
d) Consciousness raising towards lexical collocations shall be carried out using Data-Driven Approaches

Based on these objectives, the researcher has delineated certain design questions and taken decisions to answer each of these, referring to academic literature as necessary. A table that details the major design decisions encountered during this phase has been given in Table 10.

Table 10

Major design questions encountered during the design of the program, with their associated decisions and rationales.

Design Question	Decision Taken	Why? (Rationale)
Which features of Data-Driven Learning were used?	Direct and Indirect Exposure to Corpus.	Both have distinct advantages (Boulton, 2010; Ulrych, 2002)
What was the ultimate purpose?	Reduce errors in Turkish to English translations of students arising from improper collocation use, by raising their consciousness towards collocations.	-
Which of the inductive/deductive approaches were taken?	DDL was rendered more deductive with the inclusion of consciousness-raising method, instructing students with the correct use of selected collocations prior to DDL activities	DDL is evaluated as an inductive approach to learning and that this may not be the best approach for all students (Flowerdew, 2009).
How were students directly exposed to the Corpus during translation course?	Concordancing homework: Gather certain corpus elements and translate them	The goal of the program is to improve translation performance in L2 particularly by employing collocations
Which Corpus and concordancer were used in the study?	The British National Corpus (BNC) and its concordancer, BNCweb	BNC is the 2nd largest corpus tool in the English language (Leech and Rayson, 2014). Its online concordancer is also quite handy. In addition, requiring students to carry out translation exercises rules out the option of using a bilingual concordancer (Chan & Liou, 2005).
Which elements were gathered for translation during concordance?	Verb-Noun (V-N) collocations	Verb-noun miscollocations is a dominant EFL weakness (Chan & Liou, 2005)
What other assistive tools were used in the program?	An Online Learning Management System	Use of the concordance is planned out as a homework assignment carried out over the computer via the Internet. A Learning Management System works in the same manner and is thought to be beneficial in delivering assignments, keeping track of student activity and providing feedback.

(Tablo 10 continue)

Which particular V-N collocations were in the scope of the program and how many?	**10 Collocation Patterns:10 most popular verbs used in collocations and their most popular 10 associated nouns for a total of 100 unique combinations.**	**Sun and Wang (2003) have used 4 collocation patterns in their study and this number was found to be insufficient by Chan and Liou (2005)**
How was the popularity of words in collocation patterns determined	Using headword frequencies in the BNCweb. Higher headword frequency means more popular.	Method described by Nation (2004) in section "Vocabulary in a second language: Selection, acquisition, and testing" of the work "A study of the most frequent word families in the British National Corpus".
How were students indirectly exposed to the Corpus during translation course?	Translation Exercise sheets (content derived from BNC) delivered during courses.	Boulton (2010) reports that paper-based activities with elements derived from the corpus have a chance of increasing learner success in EFL.
For how long did the program take place?	6 weeks.	The program can be extended to be carried out for the entire semester, although in this particular juncture the researcher was limited with time constraints.

Based on these decisions shown in Table 10, a program was designed and implemented as discussed at the methods section. The program was then implemented to a study group as an intervention for a pre-test post-test single group pre-experimental design. Data were collected from students using aforementioned collection tools and analyzed statistically.

The results from the comparison of scores between pre-test and post-test for verb-noun collocation use have suggested that, proper use of verb-noun collocations in Turkish to English translation was significantly higher in the group of undergraduate ELT students than before the intervention. This indicated that the design was successful in achieving its objectives.

Hence, Hypothesis 1, which stated that "prospective ELT Teacher students, whose consciousness towards the subject of lexical collocations have been raised via data-driven learning methods throughout a 6-week duration within a translation course at undergraduate level shall display greater success at using collocations in their translations than they do at the beginning of the course" has been confirmed. This finding is in line with results from Chan and Liou (2005), who have worked with 32

college students in Taiwan and found out that concordancing activities, albeit with a bilingual web-interface, supported with fill-in-the-blanks and translation style exercises significantly improved the correct use of verb-noun collocations. Hence, their claim that "an eclectic approach that combines concordancing and other traditional instructional methods may help learners better than the approach that relies on a single dominant teaching method" (p.248) has been confirmed once again. A contribution of this study to Chan and Liou's results has been the notion that students are successful working with a monolingual concordancer as well, and that they are capable of carrying out concordancing tasks at home and in their own pace, leaving the valuable classroom time for other methods.

As for providing an answer to Research Question 1, which states "What are the strong points and weaknesses of the instruction designed as part of this research based on data-driven pedagogical approaches in an undergraduate level translation course for raising consciousness of students towards lexical collocations?" two questionnaires named Questionnaire about Using the BNCweb to Search and Retrieve Data from The British National Corpus and Educational Software Evaluation Scale have been administered to students at the end of the intervention.

The analysis of responses to the Questionnaire about Using the BNCweb to Search and Retrieve Data from The British National Corpus have been analyzed and items with the highest and lowest average scores have been ranked. The results were shown in Table 11.

Table 11

Highest and Lowest Ranked Items in Questionnaire about Using the BNCweb to Search and Retrieve Data from The British National Corpus

Category	Responses
Top 5 Responses (Ranked from higher to lower average scores)	1. I understand the purpose of using the corpus in this course (+) 2. Using the corpus is helpful for learning the usage of collocations (+) 3. Using the corpus is helpful for learning the meaning of collocations (+) 4. Corpus use should be taught in English classes (+) 5. Using the corpus is helpful for learning to translate (+).
Lowest 5 Responses (Ranked from lower to higher average scores)	1. The real texts in the corpus were too difficult to understand (-) 2. I had some difficulty in using the corpus due to time and effort spent on analyzing the data (-) 3. I had some difficulty in analysing collocate output (-) 4. I had some difficulty in analysing concordance output (-) 5. I had some difficulty in using the corpus due to cut-off sentences / too many sentences (-)

(+) Positively disposed item / (-) Negatively disposed item

It can be seen from the analysis that all highest scored items are positively disposed ones, whereas lower scores were attained to negatively disposed items. Overall, it can be inferred that students found corpus concordancing to be a beneficial activity, both for generic English courses and for translation in particular. Low responses to negatively disposed items could be interpreted that students did not have difficulties in working with the corpus tool. These findings are in parallel with Chambers (2007), who has claimed that "consultation of corpora by learners appears to be increasing in higher education". However, Chambers' research also reports that in addition to learners showing positive reactions to corpus-based activities, a number of important obstacles have also been indicated.

And although the self-reported data in this here study also indicates optimistic results, which show that students benefitted from corpus based approaches without much difficulty, this finding should be discussed under the light of Flowerdew's (2009, p.395) work, which debates the use of corpus linguistics in language teaching, emphasizing certain downsides of using this method saying "c*orpus-based learning is usually associated with an inductive approach to learning, in which rules, or indeed patterns, are derived from multiple examples, rather than a rule-based deductive approach. This approach might not be the most appropriate choice for some students*".

Inductive approach at this juncture may have been interpreted as an unstructured and even haphazard student experience while interacting with corpus content, which leaves the student without guidance. This dichotomy of inductive/deductive approach to linguistic knowledge echoes the same debate that gave birth to consciousness-raising method in language learning. And as far as the lexical approach to language learning is concerned, Thornbury (1998) defines the road the student must follow as one without maps and calls for the use of consciousness-raising methods. However, Johns (1986) explains DDL as a technique for autonomous learning, hence the criticism from Flowerdew (2009). Therefore, consciousness-raising could be a way to "pull" DDL to the deductive side on the inductive/deductive knowledge continuum. Hence, this study focuses on the effect of consciousness raising with corpus-based DDL on the use of lexical collocations in student translation and not necessarily on grammar use. Although this is the case; consideration was made in designing student activities that involve interaction with the corpus concordancer to be as deductive as possible, to stay in line with the consciousness-raising method's tradition of explicit knowledge. In fact, this level of explicitly reflected structuredness was made possible by narrowing down the scope of activities to the subject of verb-noun lexical collocations prior to applying even greater amount of filtering by choosing only the most popular verb-noun combinations as suggested by the BNC. The classroom was then instructed in the correct use of each and every collocation to students, only after which the students were exposed to corpus content. Compared to skills pertaining to grammar use, the process of translation requires greater cognitive effort on the student's behalf and is perhaps not limited to making simple rule-based, deductive choices. In this context, student success was measured over successful use of collocations in student generated translation text and yet, quality of translations in terms of other factors has not been taken into account. In this sense, it can be said that the structuredness afforded by employing a deductive approach may have acted as a constraint to research scope. It should be noted that, although limited to the scope of grammatical collocations, Sun and Wang (2003) report the use of inductive approaches in teaching collocations via DDL is no less effective than deductive approaches. In this study, the question remains as to how students were affected by following the deductive approach brought about due to the nature of consciousness-raising.

Such questions required deepening the level of analysis and an attempt at discovering possible shortcomings was made by employing a transposing approach. The

distributions of 3 highest ranking negatively disposed items, as well as 3 lowest ranked positively disposed items were determined for this purpose and the results were shown in Table 12.

Table 12

Highest Ranked Negatively Disposed and Lowest Ranked Positively Disposed Items in Questionnaire about Using the BNCweb to Search and Retrieve Data from The British National Corpus

Category	Responses
Top 2 Negatively Disposed Items (Ranked from higher to lower average scores)	1. I had some difficulty in using the corpus due to unfamiliar vocabulary on concordance/collocate output. *2.* I had some difficulty in using the corpus due to limited number of sentences on concordance/collocate output. *3. Third position was tied between 3 items.*
Lowest 3 Positively Disposed Items (Ranked from lower to higher average scores)	1. I could have easily grouped the collocations in the concordance output according to their semantic categories without the instructor's help. 2. I could have easily found the collocations in the concordance output without the instructor's help 3. I will often use the corpus by my own choice

It was understood that, among the perceived shortcomings of using BNCWeb as a concordancing tool, the most prominent ones were difficulties due to unfamiliar vocabulary and limited number of examples in the collocate output.

It should be kept in mind that the corpus is a collection of lingual output produced naturally in settings where the language is used natively. This is one of the major strengths of employing corpora as a tool in language teaching for achieving the end result of increased, native-like fluency in students. This fact may also appear as a disadvantage, as exemplified by this result, since the content that comprises a corpus was generated for numerous purposes in a native language setting, and it is most likely that none these reasons were for targeting non-native users of the said language. As such, corpus derived content may, in addition to very frequently used formulaic language units that also serve to draw the line between native and non-native users, may often contain diverse examples from the full vocabulary spectrum of a given language. The richness of vocabulary in corpus concordance output may be intimidating to ELT students, particularly those that do not have a strong repository of words at their disposal. This could be the explanation for students somewhat agreeing upon the

relevant item in the questionnaire.

The limitation in the number of sentences in the concordancing output has also been referred to, albeit slightly, as a problem. This is a questionable finding, as the tasks required students to search output containing the most popular verb-noun lexical collocations in the English language, each of which were limited to two words. A common search including these high-headword-frequency phrases yielded, at worst, hundreds of examples. The fact that this negatively disposed item ranked among the top three is an inexplicable phenomenon.

It should also be noted that, students were least likely to agree with some of the positively disposed items in the scale. One of these was concerning the task of grouping collocations in the collocate output according to semantic categories. Students were most likely to disagree with this item due to the fact that the concordancing tasks that were asked of them did not require grouping collocations into semantic categories. This is an important finding, since, it may be interpreted as a benefit of using a rule-based deductive approach (2009, p.395) in designing corpus-based activities. Without the corpus-activities being based on pre-defined verb/noun collocations, students may have had a harder time grouping collocate output into semantic categories.

Another less likely agreed with positively disposed statement was pertaining to finding collocations in concordance output. Again, it is unclear what the students may have meant by agreeing/disagreeing with this item, since, the concordancing task did not require them to search for collocate outputs in a generic text; i.e. their starting point for collocate output were queries based on given collocations. Therefore, the sought after collocations were highlighted in the output, making spotting them a trivial task.

The last among the least agreed upon positively disposed items was, “I will often use the corpus by my own choice”. Partial agreement with this item may be interpreted as student reluctance to use the BNCweb in the future. This finding contradicts with the fact that there was a high rank of agreement among students on positively-disposed items stating that corpus use is helpful in learning to translate and use collocations. All and all, it can be inferred that, although students found BNCweb concordancer useful, they are not really interested in relying on it in the future.

The three sub-dimensions of the Educational Software Evaluation Scale, namely “educational features”, “help availability” and “setup and usability” were answered by students based on their experience using the BNCweb concordance tool. The highest ranked and lowest ranked 5 items from all three sub-dimensions have been shown in

Table 13.

It may be inferred from the results that the course instructor has not failed in delivering a message to students regarding the reason a concordance tool was used in this course, as well as how it should be used.

Table 13

Highest and Lowest Ranked Items in the "educational features", "help availability" and "setup and usability" sub-dimensions of *Educational Software Evaluation Scale adapted for the BNCweb*

Category	Responses
Top 5 Responses (Ranked from higher to lower average scores)	1. I have received adequate instruction on how I may operate the BNCweb. 2. The use of the BNCweb in this course did not involve unwanted elements (racism, aggression, hate speech, fearmongering, gender inequality, etc.) 3. The use of BNCweb in this course is appropriate considering ourselves as a target audience 4. The instructions offered to us for making use of the BNCweb in this course have been clear and understandable 5. We have been explicitly informed of the learning objectives sought for by using BNCweb in this course
Lowest 5 Responses (Ranked from lower to higher average scores)	1. BNCweb offers the means to get in contact with a support team 2. The BNCweb had a structure that enabled it to be used without referring to any guide or manual 3. The BNCweb offered an interactive site map 4. BNCweb offered the means to continue where I left off after closing it 5. The BNCweb did not require any kind of installation or initial setup

Considering the tasks assigned to students, there are irrelevant items among the lowest ranked items. For example, neither a site-map nor contact with a support team were necessary for the simple task of conducting the most basic queries in the BNCweb interface (the query page is the default one that welcomes a user once she logs in). Although at this point, it should be noted that BNCweb requires registration to the site in order to use it, as well as e-mail confirmation in order to login with the registered account. This may be the reason why the item pertaining to installation or setup requirements received a low score. However, this may not be posing a problem as

registration and e-mail confirmation is a common requirement in many web sites.

It is, however, worthy of note that students did not consider the BNCweb interface to be a structure that may be used without referring to a guide or manual. It is a fact that BNCweb has not been designed with classroom concordancing in mind and is probably not aimed towards the casual user. It may have a steep learning curve and the densely populated interface may indeed cause a problem to novice users.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1. Summary of Findings

It has been shown by this study that using a data-driven pedagogical approach in an undergraduate translation course may help in decreasing L1 to L2 translation errors of prospective ELT teachers, which are caused by improper use of lexical collocations and also in enriching their lexical repertoire in relation to verb-noun collocations. This may serve to fill a gap in the literature, as far as research that makes use of data-driven approaches in translator training is concerned. It was understood that direct exposure to corpus may also be achieved by assigning concordancing activities to students as homework, saving from classroom time. The BNCweb has been found to be a reliable concordancer tool, with no complaint from students regarding its use.

This result brings about practical implications; suggesting that, as far as undergraduate level ELT courses are concerned, corpus-based DDL approaches may be used as supportive tools for enhancing student learning not only in courses that focus on grammar rules but also in translation courses. In addition to indirect exposure to corpora, instructors might not need to be afraid to give the steering wheel to the student and let her handle the Web-based concordancing tasks directly, as part of homework assignments.

6.2. Problems Encountered

Although students seemed to have adopted the BNCweb as an instructional tool and believe it to be beneficial, the results from the evaluation scales that yielded this result have also shown some contradicting results. It may also be inferred that students are reluctant to use a concordancer by their own choice later in the future.

6.3. Implications and Recommendations for Future Studies

Considering that this study was based on activities limited to a relatively short span of 6 weeks and a small sample size of 16 participants and did not involve qualitative research methods, there probably exists a need to investigate the underlying reasons for these results in the long run and in a deeper or wider manner. Therefore,

future efforts investigating the use of data-driven approaches in translator training should perhaps employ detailed interviews with students and scrutinize the way they experience the use of a concordancer.

Student tasks that were in the scope of this study were also rather limited with ones that involved finding sentences including certain collocations and translating them at home and, again, translating at the classroom sentences that were derived from the corpus by the instructor using the same collocations.

It may be beneficial that future research efforts concentrate on novel approaches to using corpus tools in translation courses, by finding creative task ideas. It is also an idea suggested by Gilquin and Granger (2010) to try including bilingual corpora in translator training scenarios.

Future research efforts may therefore concentrate on using different types of corpora, as well as investigating whether similar endeavors that focus on translator training should be carried out with an inductive-first, exploratory approach or a deductive-first and more structured approach in comparative studies. A continuum model may also be suggested in the context of this dichotomy. Theories based on literature may be developed concerning if and how corpus-based activities may be extended in order to improve overall translation quality and not simply success within the scope of lexical collocation use.

In the turn of the 21st century, it is now more possible than ever to employ technology for helping bridge the many gaps between human socities and translation, as well as translator training, are among the fields that enable us to do so.

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APPENDICES

Appendix I. Corpus-Derived Worksheets

The following pages include worksheets handed out to students as worksheets throughout the intervention program. The 11 sheets involve fill-in-the-gap style exercises for verb-noun collocations, with each sheet being dedicated to a single verb from the list of top-ten verbs most freuently used within verb-noun collocations. The first 10 sheets include 10 questions, with each question being associated to one of the top-ten most frequently used nouns within collocations of the given verb. The 11th sheet consists of 100 questions and requires students to fill in the gaps with verbs instead of nouns to form a verb-noun collocation. A list of verbs in each sheet and their associated most popular combinatory nouns are given below:

- Sheet 1: Have + (problems, reputation, difficulty, chance, effect, doubts, advantage, experience, idea, access)
- Sheet 2: Do + (harm, damage, housework, washing, crossword, ironing, cooking, deal, favour, calculations)
- Sheet 3: Get + (chance, job, impression, permission, glimpse, revenge, allowance, refund, benefit, passport)
- Sheet 4: Make + (decision,,sense, difference mistake,,progress contribution, effort, attempt ,arrangements, statement)
- Sheet 5: Know + (things, truth, answer, facts, secret, technique, details, password, tricks, meaning)
- Sheet 6: Take + (advantage, action, part, care, photographs, steps, breath, responsibility, precautions, risks)
- Sheet 7: Give + (impression, chance, advice,, opportunity, priority, birth, evidence, details, information, instructions)
- Sheet 8: Use + (language, data, information, program, technology, terminology, tactics, weapon, symbols, facilities)
- Sheet 9: Find + (way, solution, evidence, place, keyword, accommodation, answers, fault, examples, hope)
- Sheet 10: Put + (pressure, money, emphasis, bandage, question, end, brakes, blame, name, idea)

“Have” + noun collocations worksheet

Complete the sentences using the words in the boxes. More than one answer can be possible; try to choose the most suitable option for each gap.

problems	reputation	difficulty	chance	effect
doubts	advantage	experience	idea	access

1. In one way or another, all these therapies seem to **have** an_____ on the electrical balances of the body.
2. Now that buses are no longer designed to enhance the streets they serve, Manchester **has** a _____ to make a fresh start with its trams.
3. I felt lost for words; **had** _____ breathing.
4. He **had** no _____ what he would do after that.
5. It **has** the _____ of being close to most of London's tourist attractions.
6. She said that it was increasingly important that people **had** easy _____to information.
7. My workforce **has** a _____ for being committed to the company.
8. The British Geological Survey **has** _____ of working in every part of Britain.
9. ‘I want to make love to you more than anything in the world, but you **have** _____ about me and I want everything crystal-clear between us, so ask your questions, Gemini girl.’
10. We all **have** _____ and we all have aches and pains.

“Do” + Noun collocations worksheet

Complete the sentences using the words in the boxes. More than one answer can be possible; try to choose the most suitable option for each gap.

Harm	Damage	Housework	Washing	Crossword	Ironing
Cooking	Deal	Favour	Calculations		

1. The high blood pressure was, in this view, essential for the survival of the patient, and, if it were so, drugs which reduced the blood pressure were more likely to **do** _____ than good.
2. She had **done** the _____ for Rachaela.
3. She does not want to **do**_____.
4. He **did** a _____ while the tea brewed.
5. She used to **do** the _____ but we washed up, tidied up, made the beds and swept the floors.
6. He even **does** the _____ what a man!
7. ‘But why should he **do** a _____ with the kidnappers during that time?’ she asked.
8. We can't see the rays outside the narrow light band, but we can **do** _____ about them, and we can build instruments to detect them.
9. He has to avoid **doing** _____ to parts of the body where there is no muscle.
10. I just cook my food and **do**_____.

“Get” + Noun collocations worksheet

Complete the sentences using the words in the boxes. More than one answer can be possible; try to choose the most suitable option for each gap.

Chance	Job	Impression	Permission	Glimpse
Revenge	Allowance	Refund	Benefit	Passport

1. The new members have been told that it is unlikely they will **get** a _____ , and they have decided not to take the issue further.
2. When I **got** the_____ on the building site, Mr. Jackson said I was grown up enough to live on my own.
3. They **get** _____ for their accommodation in London, Okay?
4. ‘I thought he was superb, and I **got** the _____.’
5. It normally takes six months from filling out a form to **getting** _____ to emigrate.
6. I've got to g**et** his _____ and take him away from here.
7. The witnesses did not **get** a _____ to give evidence against the killer in court.
8. ‘I hope we can keep a clean sheet and **get** _____ for our 1–0 defeat at Grimsby earlier in the season.’
9. I **got** the _____ that he was frightened, as if he had seen a ghost.
10. "Great pity we couldn't even **get** a _____ of her.

“Make” + noun collocations worksheet

Complete the sentences using the words in the boxes. More than one answer can be possible; try to choose the most suitable option for each gap.

Decision	Sense	Difference	Mistake	Progress	Contribution
Effort	Attempt	Arrangements	Statement		

1. He doesn't smoke or drink, and even if he wanted to, two heart attacks and a by-pass operation have **made** the _____ for him.
2. Even if you decide you don't have a problem now, it **makes** _____to do all you can to prevent it happening in the future.
3. I think it makes you feel more confident, when you **make** an _____to look good.
4. Patrick himself **made** a _____to my sister which I've got on tape, saying he'd been discarded by the woman he married.
5. ‘People call him a clown after he's **made** a _____ , but in my mind he's a master goalkeeper.
6. What persuaded you to **make** the _____more permanent?
7. After having spent over $2 billion, the US Department of Defense has **made** some_____ toward that goal.
8. I thought that I could **make** my_____ by joining the Trade Union movement, and improve things from there.’
9. Some have it, some don't — and it often **makes** the _____between success and failure.
10. With reluctance, Morton decided that he must **make** another _____ to identify the dead girl.

“Know” + noun collocations worksheet

Complete the sentences using the words in the boxes. More than one answer can be possible; try to choose the most suitable option for each gap.

Things	Truth	Answer	Facts	Secret
Technique	Details	Password	Tricks	Meaning

1. We **know** the _____of the matter.
2. Did she **know** the _____of the word?
3. ‘Without **knowing** the_____, I cannot judge that.
4. Neither my father nor the doctor **knew** **_____**of how he had escaped.
5. As a photographer you **know** the _____, the exposures, the way to use light.
6. Self-doubt creeps in and negative thoughts cloud the mind — ‘will I get hurt? how will I **know** what _____to use? will I make a fool of myself?’‘
7. Despite millions of dollars being spent in cancer research, nobody **knows** the _____to the fundamental question — what causes growth?
8. People believed they **knew** **_____**that could never be shared; mysteries too deep and powerful for outsiders to understand.
9. Very, very soon the secret of life would be revealed, and Ruth would rather **know** the _____ of death.
10. If you don't **know** the _____ you can't come in.

“Take” + noun collocations worksheet

Complete the sentences using the words in the boxes. More than one answer can be possible; try to choose the most suitable option for each gap.

Advantage	Action	Part	Care	Photographs
Steps	Breath	Responsibility	Precautions	Risks

1. As a result, Cabra will now **take** _____ to enforce the court's decision.
2. Always **take** **_____** against rain.
3. I went behind the camera and started **taking** _____.
4. I **take** _____ of myself, I eat sensibly, I try to maintain my face and body as best I can but I'm not obsessive about it.
5. If you'd like to **take_____** , write to Richard Jackson, Morning Edition, BBC Radio 5, Broadcasting House, London W1A 1AA, stating why you would like to participate.
6. People often use their personalities as an excuse not to bother to **take_____** for their own behaviour.
7. **Take** a _____ and you find the air is filled with the fresh, intoxicating scent of fields and woodlands, mingled with the aroma of good food being prepared.
8. We have **taken** _____ to ensure that the circumstances that led to this tragedy can never be repeated.
9. Mr Young said he has had to sell stock he would prefer to keep in order to **take** **_____** of new opportunities.
10. A willingness to **take** _____ and make mistakes in the process is, however, necessary.

“Give” + Noun collocations worksheet

Complete the sentences using the words in the boxes. More than one answer can be possible; try to choose the most suitable option for each gap.

Impression	Chance	Advice	Opportunity	Priority
Birth	Evidence	Details	Information	Instructions

1. This project **gives** _____ to Third World countries on how to manage their farming, forestry and agricultural needs.
2. A charge of rape on a mentally handicapped girl was dropped yesterday after a judge ruled she could not **give** _____ against her alleged attacker.
3. Since the images are slightly different, particularly for nearby objects, a comparison of the two versions can **give** _____about distance.
4. You should make a report **giving** _____ such as time and place of death, witnesses, any falls or injuries, etc.
5. Overall, Mrs. Thatcher's team **gave** the _____of being overconfident and inadequately informed.
6. The guide books all **gave_____** for making arrows.
7. Trained and experienced social works will continue to **give** _____to children at risk.
8. Ten days ago his wife **gave _____**to a son.
9. Many of these songs **give_____** for pupils to mime or perform actions while seated at their desks.
10. If I am to show what I can do I must be **given** a _____to make my own complete performance.

"Use" + Noun collocations worksheet

Complete the sentences using the words in the boxes. More than one answer can be possible; try to choose the most suitable option for each gap.

Language	Data	Information	Program	Technology
Terminology	Tactics	Weapon	Symbols	Facilities

1. In reading, lexical access involves **using** _____ from a printed word to gain access to that word's entry in the mental lexicon.
2. We also reject the belief that knowing how to **use**_____ in which to speak of language is undesirable.
3. They say they're just trying to stretch brighter pupils by letting them **use** _____ not available at most primary schools.
4. He **used** _____ , the politician's only weapon, to build a momentum for change sufficient to carry Labour to power on a modernising platform.
5. These include information, life, study and library skills and the additional cognitive and manual skills needed to **use** _____ to handle information.
6. Grievous bodily harm : unlawful wounding, including cuts, or **using** a _____ which causes actual injury.
7. This attitude of conflict by line towards staff management is more likely to occur where staff departments **use** _____ of their own to obtain more influence over line department operations.
8. **Using** _____ from 1,000 1988 annual reports, the survey found a close correlation between industry performance and pay increases.
9. For some of the stuff, they **use** _____ that go beyond me, because I never learned to read guitar book music
10. Details of how to **use** the _____ will not be given here, as it is very easy to use, and provides on-screen prompts.

“Find” + Noun collocations worksheet

Complete the sentences using the words in the boxes. More than one answer can be possible; try to choose the most suitable option for each gap.

Way	Solution	Evidence	Place	Keyword
Accommodation	Answers	Fault	Examples	Hope

1. You see, this person's actually very positive, you won't **find** a _____.
2. Will those who are without hope and without God in the world have more chance of **finding** _____if we start this new church?
3. As a single mother with two children, he said, she should be allowed time to **find** _____.
4. It's easy to **find** _____ of similar wickedness and sin in the twentieth century.
5. The point is that they are unlikely to **find** _____to these questions neatly encapsulated in a few words, and so they are forced to be selective in what they read.
6. **Finding** a _____ to stay is one of the biggest obstacles facing refugees on arrival.
7. They draw the conclusion that SCI is used in ways other than Garfield intended, and that many **find** _____subject searching easier than citation searches.
8. Only by **finding** _____to ‘prove’ that these particular ‘spokesmen’ are in fact ‘unrepresentative’ and speak neither for you, nor for anyone but themselves.
9. In an effort to **find** a _____ to the problem in its widest sense, realism began to replace the idealism of the 1840s.
10. But Mr Fowler confirmed that the Government's attempt to **find** a _____of preventing strikes in essential services has so far failed.

“Put” + Noun collocations

Complete the sentences using the words in the boxes. More than one answer can be possible; try to choose the most suitable option for each gap.

Pressure	Money	Emphasis	Bandage	Question
End	Brakes	Blame	Name	Idea

1. I can't **put** a _____ to the feeling I have for you.
2. There are indications, however, that the government is now trying to **put** the _____on further expansion.
3. The fool **puts** the _____on the things he desires.
4. And it might **put** the _____of theft into his head.
5. Most mothers imagine their children's wedding, but it is sad when a parent **puts** _____on her son or daughter to marry.
6. ‘First, my dear young lady,’ I told her, ‘you'll get warm and dry, and I'll **put** a _____on that wound.
7. Galvone **put** the _____in English.
8. That's where he'll be sleeping, I'll **put** _____on it.’
9. Either way, you will probably want to **put** more _____on decoration than you would do normally.
10. In 1154, after the clergy of France had **put** an _____to his marriage to Eleanor, he married Constance of Castile.

100-Item Exercise Sheet

Fill in the blanks with the suitable verb/verbs in the correct form.

1. Environmental noise can _____ an effect on communicating. (B14 1328)
2. You will _____ the chance to do just that by joining us on our fantastic trips package. (AM0 486)
3. If you _____ difficulty using standard telephone equipment, British Telecom can provide information and advice on adaptations and equipment. (A0Y 730)
4. Ah I _____ an idea! (B0B 774)
5. On cold days it does _____ the advantage of keeping him warm, but on hot days it can be unbearably uncomfortable. (A77 1383)
6. It means that we are not only working to enable children to _____ access to information, knowledge, and literature (with or without a capital letter) but that we are also helping them to develop critical and independent thinking. (BML 53)
7. Ridsdale _____ a reputation for being a tough, determined operator with an ability to get things done quickly. (G38 116)
8. Joanne _____ experience as a care assistant already, so she was able to work with other assistants straight away. (B32 396)
9. That's when I began to _____ doubts about the company. (CS4 754)
10. Fluent readers do occasionally _____ problems with this. (EA3 1141)
11. If you are divided among yourselves you are _____ harm to your country. (B1T 77)
12. ‘You'll _____ her a damage,’ said Rose. (AEB 316)
13. She does not want to _____ housework. (CRS 880)
14. Someone had come into a study meeting and said ‘Would anyone volunteer to ____ _____ the washing?’ (H9Y 3070)
15. No doubt they also _____ crossword puzzles when it rains. (ABF 3217)
16. It can't be all fun being Princess Diana, but at least she doesn't have to _____ the ironing, clean the bathroom, cut the grass or do the supper. (K4T 9596)
17. If your mum doesn't _____ the cooking at home, who does it? (KGU 1839)

18. ‘I believe he would love to _____ a deal.’ (ACE 1187)
19. _____ me a favour, Terry. (CR6 3686)
20. ‘I've been _____ some calculations. (JY8 2456)
21. It is great to _____ the chance to play. (A5C 462)
22. I want to move to London and _____ a job. (A0U 1813)
23. I _____ the impression that he was frightened, as if he had seen a ghost. (AC6 2320)
24. ‘Lucky that he's already _____ permission to go. (FSC 1310)
25. I only _____ a glimpse of them. (CS4 1336)
26. He's _____ his revenge back. (KPE 3148)
27. They _____ allowance for their accommodation in London. (HUV 11)
28. Obviously you'll _____ a refund if I can solve. (JNU 147)
29. So he's going to _____ the benefit of it anyway, in the cash value. (JK9 481)
30. I've got to _____ his passport and take him away from here. (FSF 2707)
31. Mr Murray hopes to _____ a decision this month. (A0C 177)
32. Nothing seemed to _____ sense. (A0F 901)
33. Savings over £1000 will _____ a difference to the amount you can get as will your ability to repay the loan. (A0Y 405)
34. I once _____ the mistake you're thinking of making and I've never got over it. (A0F 2476)
35. Sterling fails to _____ progress. (A37 54)
36. Should they be asked to _____ a contribution to the tea fund? (AND 955)
37. Susan _____ an effort to imagine what it would be like to live a settled life with a partner she saw every day. (A0R 1660)
38. Art histories often _____ an attempt to keep to chronology, although the difficulties include the crucial fact that in art there is no clear sequence of events. (A04 394)
39. Wonder if this might be right moment to _____ arrangements for my own. (A8B 84)
40. Shell is to _____ a statement on prices next week. (A88 56)
41. Luke would _____ things about these places that the guide-books considered too unimportant to print; he would bring the ancient stones to life — as he

had in Bruges. (HA7 3645)

42. But I think he has told us truly, so far as he _____ truth. (G0M 2259)

43. ‘Only free people _____ the answer to that question.’ (AC4 2597)

44. Apart from _____ facts such as "oranges contain vitamin C" and liver contains iron", hardly anyone had a clue as to what actually constitutes a sound balanced diet or even how much of each nutrient is required each day for their body size, or anyone else's body size for that matter. (FEX 63)

45. He was wise, he saw mysteries and _____ secrets, he brought us a tale of the days before the flood. (EVA 91)

46. This question made me realise that there must be lots of new knitters out there with electronic of Duomatic 80 machines who do not _____ this technique. (CK3 1068)

47. Being a Governor gave him the right to _____ details of any child's parentage, but in his case the necessity to study the books had never arisen. (BP1 1916)

48. ‘Does he _____ the password?’ (HWN 1508)

49. As a photographer you _____ the tricks, the exposures, the way to use light. (APL 429)

50. Did she _____ the meaning of the word? (APM 3048)

51. Those who haven't _____ advantage of early season low prices still have to take their hard-earned rest. (A16 1841)

52. Ireland has also _____ action to expel the boats. (A4H 253)

53. Look at the people who are _____ part in a revolt. (A05 799)

54. _____ care of yourself. (A0L 3436)

55. Today we are being repeatedly asked to _____ steps to eliminate this division,’ such as breaking down the Berlin Wall, he said. (A3N 64)

56. He had just _____ breath to shout again when there was a muffled bang. (H86 1522)

57. The person applying must have _____ responsibility for arranging the funeral. (A0Y 205)

58. It is vital to _____ precautions to minimise risks. (ACY 45)

59. There was no point in _____ risks at this stage. (ASN 2060)

60. Perhaps the local paper will _____ photographs for a story and make

copies available to you afterwards. (AR9 249)

61. He'd never _____ the impression of being a dog lover. (A17 1075)

62. Why the hell should have disabled people not be _____ the chance to run things themselves?' (A50 532)

63. The course _____ advice on a range of subjects: town gardens, metalwork, stucco and door furniture, but it's not all classwork. (A20 47)

64. It is also of great importance that children should be _____ opportunity to develop their skills. (CLY 102)

65. Who will _____ priority to education for the Third Age? (AJL 131)

66. He even went into her cage just after she _____ birth. (A70 144)

67. The Italian team _____ evidence to an FIA tribunal in Paris last Thursday. (A52 343)

68. A separate leaflet _____ details of that scheme. (A01 234)

69. Hotels don't _____ information about guests easily.' (ARK 1676)

70. The guide books all _____ instructions for making arrows. (ADY 2573)

71. Indeed it would be difficult to imagine how children were able to _____ language to communicate if no such conception were present. (A0T 651)

72. Sometimes, a researcher can _____ data from previous studies as the basis for new work. (CMF 1298)

73. One of the most important is _____ information about the type of data stored in order to to prevent howlers. (ABF 3149)

74. Although this is at the bottom of the main menu, it is the first option that you need to select before you can begin to _____ the program for any serious work. (CGU 1107)

75. Instead, Toyota _____ technology to allow workers to focus on those important tasks where choices have to be made. (FAH 1328)

76. The artificial intelligence community sometimes _____terminology a bit loosely. (FNR 225)

77. You are likely to make a success of meetings by recognising when others are _____ tactics such as these. (EEB 2305)

78. Grievous bodily harm : unlawful wounding, including cuts, or _____ a weapon which causes actual injury. (EA4 820)

79. For some of the stuff, they _____ symbols that go beyond me, because I never learned to read guitar book music. (C9K 153)

80. They say they're just trying to stretch brighter pupils by letting them _____ facilities not available at most primary schools. (K1S 2639)

81. In drama schools, improvisation is about _____ a way of expanding the imagination and liberating the senses, which can get too confined if students work entirely from a text all the time. (A06 1355)

82. But, before you can _____a solution, you first have to realise that a problem exists. (AYK 588)

83. They'll soon _____ the evidence they need, once they know where to look. (A0D 1201)

84. I'll _____a place in the phone book and book a table. (A0R 2304)

85. They draw the conclusion that SCI is used in ways other than Garfield intended, and that many _____ keyword subject searching easier than citation searches. (HPN 1344)

86. As a single mother with two children, he said, she should be allowed time to _____ accomodation. (K1B 3291)

87. Now, please could you answer my questions as I'm desperate to _____ the answers. (C87 1279)

88. You see, this person's actually very positive, you won't _____ a fault. (JJ7 905)

89. If you have problems understanding the action of any of the commands you may _____ the examples helpful. (JXG 2461)

90. There you can _____ hope. (HTL 1798)

91. Indeed, he _____ pressure on Sir Herbert Samuel to abandon its terms. (A6G 333)

92. That's where he'll be sleeping, I'll _____ money on it. (AEB 2622)

93. Ellesmere Port _____ emphasis on safety. (J1Y 243)

94. Rather than just giving a ‘yes’ or ‘no’ to a carefully _____ question from the interviewer the informant can control much more the direction of the discussion and can therefore decide what is or is not relevant to a particular situation. (B25 889)

95. He would also be expected to pay a premium to _____ an end to the

chaos. (A3L 629)

96. Nevertheless, there is a clear — and perhaps valid — message behind these Soviet critiques: a safer bet maintaining order through Leninist norms than _____ brakes on reform once the ball is rolling. (CMT 723)

97. The fool _____ the blame on the things he desires. (ARG 1458)

98. The writer didn't have the guts to _____ a name to it! (CEB 1506)

99. Art specialists all agree that it is effectively impossible to _____ an idea like this into practice. (EBT 170)

100. I'd better _____ a bandage on her leg at once. (GWH 365)

Appendix II. Pre-Test for Verb-Noun Collocation Use in Turkish to English Translation

Name:

Please write the English equivalent of the sentences below.

1. Bu değişkenin kullanıcı puanları üzerine etkisi bulunmakta.

_____

2. O asla kimseye zarar vermezdi.

_____

3. Andy Bristol'da bir fabrikada işe girdi.

_____

4. Karar vermek zorunda.

_____

5. Böyle şeyler bilmek mükemmel olmalı.

_____

6. İnsanlardan faydalanmak/çıkar sağlamak için konumunu kullandı.

_____

7. Önemsemediği izlenimini veriyor.

_____

8. Hayvanlar dili farklı şekilde kullanırlar.

_____

9. Bunu yapmanın bir yolunu bulmalısın.

_____

10. Karar vermem için baskı yapıyorlar.

_____

11. Sınavı geçme olasılığı/şansı var.

_____

12. Yangın binaya zarar vermedi.

_____

13. Umarım mesajı almışsındır.

_____

14. Kararın bana mantıklı geliyor.

_____

15. Gerçeği biliyoruz.

_____

16. Bir an önce harekete geçmeliyiz.

_____

17. Şirket bu stratejiye bir şans verdi.

_____

18. Var olan datayı kullanacağız.

_____

19. Bu probleme bir çözüm bulmalıyız.

_____

20. Paramı eve yatırdım.

_____

21. Yürümekte güçlük çekiyor.

_____

22. Polis teröristlerle anlaşma yapmayı reddetti.

_____

23. Sıkıldığı izlenimini aldım.

_____

24. Duvarları boyamak bu odada farklılık yarattı.

_____

25. Bu sorunun cevabını bilmiyorum.

_____

26. Hiçbir aktivitede yer almaz.

_____

27. Sana bir tavsiye vereceğim.

_____

28. Öğrencilere bilgiyi nasıl kullanacakları öğretilmelidir.

_____

29. Yakında ihtiyaç duydukları kanıtı bulacaklar.

_____

30. Dramaya vurgu yapıyorlar.

_____

31. Kocam ve ben okullar hakkında fikir sahibiyiz.

_____

32. Ev işi yapmaya tahammül edemiyorum.

_____

33. İnşaata başlamak için gereken izni aldık.

_____

34. Testte hatalar yaptı.

_____

35. Gerçekleri bilmek ilk önceliğimiz.

_____

36. Şirket gelişmek için adımlar attı.

_____

37. Program yeni şeyler öğrenme fırsatı sunuyor.

_____

38. Hesaplamalar için bir program kullandık.

_____

39. Uyuyacak bir yer bulacağım.

_____

40. Sorusunu yönelttiğinde heyecanlandım.

_____

41. Finans alanında tecrübem var.

_____

42. Bana bir iyilik yapabilir misin?

_____

43. Sam Lucy'yi bir an için gördü.

_____

44. Bu yıl Fransızca'da ilerleme gösterdi.

_____

45. Bir sır bilmek ister misin?

_____

46. Odaya girmeden önce nefes aldı.

_____

47. Güvenliğe öncelik vermeliyiz.

_____

48. Teknolojiyi etkili olarak kullanmak istiyorlar.

_____

49. Öncelikle anahtar kelimeyi bulmalısın.

_____

50. İlişkisini sonlandıracak.

_____

51. Bilgisayarımla ilgili sorunlar yaşıyorum.

_____

52. Bu sabah çamaşırları ben yıkıyorum.

_____

53. İntikamımı alacağım.

_____

54. İşimize katkısı bulundu.

_____

55. Tekniği biliyordu.

_____

56. Birileri sorumluluğu üzerine almalı.

_____

57. Kız çocuğu doğurdu.

_____

58. Dil bilimi terminolojisini kullanıyorum.

_____

59. Yeni öğrenciler kalacak yer bulamadı.

_____

60. Şehir harcamalarını frenledi.

_____

61. Sınavda diğerlerine kıyasla avantajlıydı.

_____

62. Bulmaca çözmek için oturdu.

_____

63. Hala annemden harçlık alıyorum.

_____

64. Sosyal olmak için çaba harcıyordu.

_____

65. Planın detaylarını bilmiyorum.

_____

66. Bizim fotoğrafımızı çekti.

_____

67. Öğretmen önce yönergeleri veriyor.

_____

68. Maçı kazanmak için taktik uyguluyorlar.

_____

69. Cevabı bulmak zor olmadı.

_____

70. Kendini suçluyor.

_____

71. Bilgisayara erişimim yok.

_____

72. Hesaplamaları kolayca yapabiliyor.

_____

73. Haklıysan, geri ödemeni alırsın.

_____

74. Sınavı geçmek için girişimde bulundu.

_____

75. Şifreyi biliyor musun?

_____

76. Kendine iyi bak.

_____

77. Mahkemeye kanıt sunacak.

_____

78. Nasıl silah kullanılacağını öğreniyor.

_____

79. Sende sürekli kusur buluyor.

_____

80. Bebeğe isim koydular.

_____

81. Yetenekleriyle ilgili şüphelerim var.

_____

82. John ütü yapıyordu.

_____

83. Bundan kim faydalanabilir?

_____

84. Yurtdışına gitmek için planlamaları/düzenlemeleri yaptım.

_____

85. Yaptığın bütün hileleri biliyorlar.

_____

86. Her zaman önlemler almalısın.

_____

87. Detayları sonra verecek.

_____

88. Bazı kelimeler için semboller kullanıyorlar.

_____

89. Bu tarz problemlerin örneklerini bulmak zor değil.

_____

90. Böyle bir fikri aklına sokan ne?

_____

91. İki otel de konuklarını sinirlendirmek açısından ün sahibi.

_____

92. Yemekleri ben yaparım.

_____

93. Sonunda pasaportu aldı ve Rusya'dan ayrıldı.

_____

94. Pop star'ın açıklama yapması bekleniyor.

_____

95. Aşkın anlamını biliyorum.

_____

96. Gerekirse risk alacağım.

_____

97. Sınavla ilgili bilgi vermeliyiz.

_____

98. Misafirler otelin hizmetlerinden faydalanabilirler.

_____

99. Çocuklarla konuştuğumda umutla doluyorum.

_____

100. Yarama bandaj yapıştıracağım.

_____

Appendix III. Post-Test for Verb-Noun Collocation Use in Turkish to English Translation

Name:

Please write the English equivalent of the sentences below.

1. _____
   Bu premier lig diğerine zarar verecek.

2. _____
   Her zaman en iyi kendisinin bildiği izlenimini veriyor.

3. _____
   Yukarı katta ya da bahçede olduğumda, kapı zilini duymakta güçlük çekiyorum.

4. _____
   Tenisi bu şekilde oynamaya devam edersem, turnuvayı kazanma şansım var.

5. _____
   İmkansızı yapmanın bir yolunu bulmalıyız.

6. _____
   Kuzeninden mesaj aldım.

7. _____
   Bay Murray bu ay bir karar vermeyi umuyor.

8. _____
   İnsanlar sadece bir şeyler bildiklerini sanıyorlar.

9. _____
   O ilişkiyi geliştirmek zorundasın çünkü ne zaman ve nerede isterlerse senden çıkar sağlayabilirler/ faydalanabilirler.

10. _____
    Grubunun ne kadar iyi çalıştığı konusunda fikir sahibi olmalısın.

11. _____
    Biz bu ülkede dili birbirimizi anlamak için kullanırız.

12. _____

Bunun, onun üzerinde etkisi olduğunu düşünüyorum.

13. _____

Üzerinde baskı kurduğumuzu düşünebilirsin.

14. _____

İnsanların bilgiye erişiminin olmasının önemli olduğunu söyledi.

15. _____

Yapıya zarar vermiyor.

16. _____

Bu ona mantıklı/anlamlı gelmedi.

17. _____

Ryan'la ilgili gerçeği biliyor musun?

18. _____

Polis harekete geçmeyi reddetti.

19. _____

Onlara bir şans verin.

20. _____

Bir araştırmacı bazen önceki çalışmalarından data kullanabilir.

21. _____

Neden yemeği ateş üstünde pişirmek zorunda kaldılar?

22. _____

Kötü bir adamla karşılaştığımda, genellikle onunla el sıkışmak ve anlaşma yapmak zorundayım.

23. _____

Bana iyilik ediyorsun.

24. _____

Hızlıca hesaplamalar yaptık.

25. _____

Eğer iş bulabilirsen, bayan Ross'a uygun bir ev bulabiliriz.

26. _____

Güneşi bir an için görmek güzel, değil mi?

27. _____

Belki bu sefer başaracağız ve 1990'nın intikamını alacağız.

28. _____.

Susan babasından harçlık aldı.

29. _____

Ailelerden izin almak zorunda olacağız.

30. _____

Software'i bir dükkandan aldın ve uygun bulmadıysan, geri ödeme alman muhtemel değil.

31. _____

Den, serin havadan faydalanmayı sever.

32. _____

Pasaportu alıp Ongar'a gideceğim.

33. _____

Sadık bir arkadaş olmasıyla ün sahibi.

34. _____

Hiç böyle bir tecrübeye sahip olmamıştım.

35._____

Şirketle ilgili şüphelerim var.

36. _____

Umarım, Silvia ile problemler yaşamıyorsundur.

37. _____

Hayatımın geri kalanında ev işi yapmak istemiyorum.

38. _____

Ben sadece yemeğimi pişirir, bulaşıkları yıkarım.

39. _____

Çapraz bulmacayı senin için ben çözeceğim.

40. _____

Çin'deki gelişmeler bir farklılık yapabilir.

41. _____

Bana zarar veren bir hata yaptı.

42. _____

Gerçekten ilerleme kaydettiğini hissettiğini umuyorum.

43. _____

Bu senin bilimsel bilgiye katkıda bulunma şansın.

44. _____

Birlikte çaba sarfettik.

45. _____.

Konuşmak için girişimde bulundum.

46. _____

Anlaşmaları neden yaptığından hala emin değildi.

47. _____

3 gün sonra açıklama yaptım/beyanda bulundum.

48. _____

Cevabı gerçekten bilmiyormuş gibiydi.

49. _____

Hepimiz gerçekleri ve rakamları biliyoruz.

50. _____

Kafanın içindeki sırları bilmek isterdim.

51. _____

Mbo denilen tekniği biliyorum.

52. _____

O problemin detaylarını biliyor musun?

53. _____

Seyahat etmek için şifreyi/parolayı bilmek zorundasın.

54. _____

Ticaretin hilelerini/püf noktalarını biliyorum.

55. _____

'Kibar' kelimesinin anlamını bilmiyor.

56. _____

Daha fazla turist çekmek için 14 şehir bir kampanyada yer alıyor.

57. _____

Sağlığına dikkat etmek sana bağlı.

58. _____

Finansal zorlukları çözmek için adımlar attı.

59. _____.

Bağırmak için soluk/nefes aldı.

60. _____

İnsanlar kendi davranışlarının sorumluluğunu almamak için kendi karakterlerini mazaret olarak kullanırlar.

61. _____

Bu senin yatırımın- önlemler/tedbirler al.

62. _____

Bu aşamada risk almanın mantığı yoktu.

63. _____

Fotoğrafçılar buraya geldiğinde, her zaman en kötü dairelerin fotoğraflarını çekmek istiyorlar.

64. _____

Kaset/bant diet, sağlık ve güzellik hakkında tavsiye veriyor.

65. _____

Hepimizin fırsat verildiğinde gerçekten yapabileceğimizi düşündüğümüz sayısız iş var.

66. _____

Eğer öyleyse, çocuklara öncelik verilecektir.

67. _____.

Çoğu kadın için doğum yaptıktan sonra birkaç gün depresif hissetmek olağandışı değil.

68. _____

Polis delil verdi.

69. _____

Rapor en ciddi 58 kazanın detaylarını veriyor.

70. _____

Oteller kolay kolay müşterileriyle ilgili bilgi vermezler.

71. _____

Oturup yönergeler/talimatlar veren tipte bir insan değil.

72. _____

Öğrencilerin bilgiyi verimli şekilde kullanma yeteneğini geliştirmemiz gerekli.

73._____

Kullanması çok kolay olduğu için, programın nasıl kullanılacağı ile ilgili detaylar burada verilmeyecek.

74. _____

Toyota, çalışanlarının seçimler yapılması gereken önemli işlere odaklanmasına olanak sağlamak için, teknolojiyi kullanıyor.

75. _____

Onun terminolojiyi kullanabilmesine hayran kaldım.

76. _____

Başkalarının ne zaman bunun gibi taktikler kullandığını bilerek, toplantılarda başarı elde etmen muhtemel.

77. _____

Silahları kullanmanın en iyi yolunu öğrendi.

78. _____

Tonları temsil etmek semboller kullanmak gerekli olacak.

79. _____

Çocuklar kendi okullarında olmayan olanakları kullanarak, özel derslere katılmaları için davet ediliyor.

80. _____

En sonunda, bir gün birisi bir çözüm bulabilir.

81. _____

Performans oranları aynı olduğu zaman bile bazı kadınların erkeklerden daha düşük maaş artışı aldıklarına dair kanıt bulduk.

82. _____

Sanırım ülkede bir yer bulduk.

83. _____

Arama motorunda anahtar kelimeyi bulamadık.

84. _____

İki çocuklu yalnız bir anne olarak kalacak yer bulması için zaman verilmeli.

85. _____

Text'teki bu soruların yanıtlarını bulun.

86. _____

Kusuru bul, dedi.

87. _____

Ne yazık ki, bu problemin örneklerini hala buluyoruz.

88. _____

Ölümün gölgesinde bile ümit bulabilirsin.

89. _____

Pazartesi günkü yarış için çoktan harika bir ata para koydum.

90. _____

Yanlış yerlerde duraksayıp, yanlış kelimelere vurgu yapıyor.

91. _____

Aslında herkes Neil Kinnock'a soru yöneltebilir.

92. _____

Buna mümkün olduğunca kibar bir şekilde bir son vermeye karar verdi.

93. _____

Philip frene bastı ve savruldu.

94. _____

Neden suçu sadece ona yüklemiyor musun?

95. _____

Ben delirmeden, buna bir isim koy Damian.

96. _____

Melissa hamilelik fikrini aklıma koydu/soktu.

97. _____

Bandajı çok sıkı sarma.

98. _____

Görünüşe göre avantaj sahibiydim ama neden bilmiyordum.

99. _____

Hala çalışıp, gecenin 10'unda ütü yapıyordu.

100. _____

Jess, onun biraz utandığı izlenimini aldı.

Appendix IV. Educational Software Evaluation Scale (Ates, 2010)

EK-2. EĞİTSEL YAZILIM DEĞERLENDİRME FORMU (NİHAİ FORM)

Değerlendiren kişinin adı:..... .....
Değerlendirdiği yazılımın adı: .....
Yazılımı üreten firmanın adı:..... Üretim tarihi:.....

Bu form aracılığıyla, incelemiş olduğunuz eğitsel yazılımının aşağıdaki özelliklerini 0 ile 4 **(0: 0 puan/Gözlenmedi, 1: 1 puan/Zayıf, 2: 2 puan/Orta, 3: 3 puan/İyi, 4: 4 puan/Çok iyi)** arasında puan vererek değerlendirebilirsiniz.

Lütfen ilgili kutucuğa (X) işareti koyarak değerlendirmelerinizi yapınız.

Öğr.Gör. Alev ATEŞ

Ege BÖTE

	EĞİTSEL YAZILIMIN ÖZELLİKLERİ	***0***	***1***	***2***	***3***	***4***
	1. Eğitsel Özellikleri					
1	Hedef kitlenin öğrenme gereksinimlerine uygunluk					
2	Hedeflerin uygun biçimde belirtilmesi					
3	Öğrenen kitlesi açısından tümcelerin açık ve anlaşılır olması					
4	Konuya dikkat çekebilmesi					
5	Öğrencilerin ön bilgilerini sınaması					
6	Yönergelerin açık ve anlaşılır olması					
7	Sayfa başlıklarının konuyu yansıtması					
8	İstenmeyen unsurlardan (ırk, din, dil, şiddet, saldırganlık, korku, cinsiyet ayrımı vb.) arınık olması					
9	Gereken her durumda öğrenciye geribildirim vermesi					
10	Yeterli miktarda alıştırma ve uygulama yapma olanağı sunması					
11	Ders konularının öğrenilmesini desteklemesi					
	2. Görsel Tasarım Özellikleri					
12	Metinlerin gereğinden az veya fazla olması					
13	Menülerin uygun tasarlanması					
14	Düğmelerin (buton) uygun tasarlanması					
15	Sayfa başlıklarının yerleşim açısından uygunluğu					
16	Görsel tasarım ilkelerine uygunluğu					
	3. Çoklu ortam Özellikleri					
17	Kullanılan çoklu ortam öğelerinin (ses, video, metin, animasyon, simülasyon, resim, vb.) amaca uygunluğu					
18	Tüm işitsel unsurların (ses, müzik, konuşma vb.) olması					
19	Yeterince görsel unsurun (resim, video, grafik) olması					
20	Yeterince canlandırmanın (animasyon) olması					
21	Çoklu ortam öğeleri ile ilgili açıklama ve göndermelerin uygunluğu					
22	Video gibi görsel unsurlar için durdurma, ileri, geri, yeniden oynatma özelliklerinin etkin çalışması					
23	Ses, müzik gibi işitsel unsurlar için durdurma, ileri, geri, yeniden oynatma özelliklerinin etkin çalışması					

	4. İçerik	***0***	***1***	***2***	***3***	***4***
24	İçerikte doğru bilgilere yer verilmesi					
25	İçerikte güncel bilgilere yer verilmesi					
26	Konunun diğer derslerle ilişkilendirilmesi					
27	Konunun gerçek yaşamla ilişkilendirilmesi					
28	İçeriğin basitten karmaşığa/somuttan soyuta doğru düzenlenmesi					
29	Yazılım içeriğine ait bir "Kaynakça" bölümünün olması					
30	Dilin, doğru ve etkili kullanılması					
	5. Yönlendirme ve yardım					
31	Sayfalar arası bağlantıların (ileri, geri, ana sayfa) yeterli olması					
32	Öğrenciye gerekli durumda ipuçları sunulması					
33	Yazılımda, işlevsel bir yardım menüsünün olması					
34	Etkileşimli bir yazılım haritasının olması					
35	Yazılımın kullanımı ile ilgili gerekli yönlendirmelerin yazılımda olması					
	6. Kurulum ve Kullanım Özellikleri					
36	Yazılımın, kullanım kılavuzuna bakılmadan kolaylıkla kullanılabilmesi					
37	Yazılımın otomatik olarak kurulması					
38	Yazılımın ekran boyutunun kullanıcının isteğine göre değiştirilebilmesi					
39	Kullanıcının, istediği yerden yazılıma başlayabilmesi					
40	Kullanıcının, kaldığı yerden sonradan kolaylıkla devam edebilmesi					
41	Kullanıcı adı ve şifresi gibi kullanıcı bilgilerinin kaydının tutulması					
42	İstediğinde yazılımın ayarlarını (arka plan, fon müziği..vb.) değiştirebilmesi					
43	Yazılımın kullanıcı komutlarına kısa sürede yanıt verebilmesi					
44	Yazılım ekranındaki tüm öğelerin işlevlerinin açık ve anlaşılır olması					
45	Kullanım kılavuzunda yazılımın yüklenmesi ve çalıştırılması ile ilgili yönergelerin yeterli olması					
46	Kullanım kılavuzunda yazılımın çalışması için gerekli minimum sistem gereksinimlerinin olması					
47	Kullanım kılavuzunda yazılım üreticileriyle iletişim bilgilerinin olması					
48	Yazılımın hatasız çalışması					
49	Yazılım içeriğinin güncellenebilmesi					
50	Ek bir program kurmayı gerektirmeden çalışabilmesi					
	GENEL TOPLAM					

Diğer Görüşleriniz :

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