

T.C.
UNIVERSITY OF GAZİANTEP
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**BUILDING UP A LEARNER CORPUS THROUGH
CREATIVE NONFICTION PROSE:
AN EXPERIMENTAL RESEARCH**

MASTER'S OF ART THESIS

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An Experimental Research**
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ABSTRACT

BUILDING UP A LEARNER CORPUS THROUGH CREATIVE NON-FICTION PROSE: AN EXPERIMENTAL RESEARCH

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M. A. Thesis, Department of English Language Teaching

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With this research, it is aimed to contribute to the field by means of investigating the effects of a learner corpus based upon Creative Non-fiction Prose. The weak point of corpora studies are regarded as their providing artificial or receptive-only real life examples. Whereas, this research aims to prove that a corpus study can also stand for a creative way of teaching English as a foreign language. The population of this research is 95 intermediate level students from four different classes. A pre-test, created through the vocabulary items given in their course books, is given to the participants. Following the pre-test, two control groups and two experimental groups were randomly sampled. The control groups were just given a pre-test and post-test. Whereas, the experimental groups were given vocabulary items they might be familiar with from their course books of the first semester. But the vocabulary items were not given all together at one time. For each practice of the experiment, they were given a particular amount of items. One of the two experimental groups was acknowledged in how to use reference corpora sources in the computer lab. Then, they maintained their study through using these resources by themselves. Meanwhile, each member of the other experimental group was demanded to use these vocabulary items within a prose through using creative non-fiction. Completing each task, the writings of the students are collected and inserted in WordSmith 5 corpus program and practised in the classroom environment. As the treatments were over, a post test was applied to all four participant classes. The Independent Samples t – Test results of the experimental group whose participants were required to take part in building up a learner corpus through creative nonfiction prose were significantly different when compared with the results of the other control groups and the other experimental group.

Key words: Learner corpus, Reference corpora, Creative nonfiction prose, Computer mediated communication, Qualitative data, Quantitative data, Empirical research

ÖZET

KURGUSAL OLMAYAN YARATICI DÜZYAZIYLA ÖĞRENCİ DERLEMİNİN DENEYSEL BOYUTTA OLUŞTURMASI

CILIZ, Mehmet

Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD

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Bu çalışmanın amacı, kurgusal olmayan yaratıcı düzyazı temelli bir öğrenci derlemi oluşturarak alana katkıda bulunmaktır. Derlem çalışmalarının zayıf noktası, gerçek yaşantılardan kesitleri suni veya sadece algısal olarak sağlaması kabul edilmektedir. Öte yandan, bir derlemin yabancı dil olarak İngilizce'nin öğretiminde yaratıcı bir yol olabileceği gösterilmek istenmiştir. Çalışmanın gerçekleştirilmesi esnasında farklı sınıflardan toplam 95 orta düzey İngilizce bilgisine sahip öğrenci yer almıştır. Katılımcı öğrenciler, ders kitaplarından derlenen kelimelerden oluşan bir önteste tabi tutulmuşlardır. Bu aşamadan sonra, iki tane kontrol grubu ve yine iki tane deney grubu rastgele tayin edilmiştir. Kontrol gruplarına sadece öntest ve sontest verilmiştir. Diğer taraftan, deney gruplarındaki katılımcılara ilk dönemki kaynaklarından aşına olabilecekleri kelimeler verilmiştir. Fakat bu kelimelerin hepsi bir defada verilmemiştir. Deneyin her bir uygulamasında, katılımcılara belirli oranlarda kelime verilmiştir. Deney gruplarından birisine laboratuvarında, genel derlemelerin nasıl kullanılabileceği gösterilmiştir. Daha sonra bu katılımcılardan çalışmalarını kendi başlarına sürdürmeleri beklenmiştir. Aynı süre zarfında, diğer deney grubunun mensuplarından ise yine aynı verilen kelimelerin kullanılması suretiyle kurgusal olmayan yaratıcı düzyazı yazılması istenmiştir. Verilen her bir konu hakkında ilgili düzyazıların yazılmasını takiben bu yazılar WordSmith 5 adlı derlem yazılımında toparlanılıp sınıfta işlenmiştir. Uygulamaların bitişiyle beraber dört gruba da bir sontest uygulaması gerçekleştirilmiştir. Sontest sonuçlarının Bağımsız Örneklem t - Testi yoluyla incelenmesiyle birlikte, kurgusal olmayan yaratıcı düzyazı kullanılarak oluşturulan öğrenci derlemine katılan öğrencilerin sonuçlarında, kontrol gruplarının ve diğer deney grubunun sonuçlarına nazaran kayda değer bir farklılık olduğu gözlemlenmiştir.

Anahtar kelimeler: Öğrenci derlemi, Genel derlemeler, Kurgusal olmayan yaratıcı nesir, Bilgisayar merkezli iletişim, Niteliksel veri, Niceliksel veri, Deneysel araştırma

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1. INTRODUCTION

1.1. PRESENTATION

This chapter introduces detailed background information on corpus linguistics and creative nonfiction which constitute the basis of this current research. The problem is stated, the purpose and significance of the research are outlined, the research questions and the hypotheses are indicated, the limitations of the research and the assumptions of the research are explained, and the terms and abbreviations are defined in this chapter.

1.2. BACKGROUND OF THE RESEARCH

Language and language learning have always been in general interest of people since the very beginning of human life on the Earth as it has a key role in communication. It is a precious tool given to living things and it has a great variety of types. One language can be different from another grammatically, lexically, and morphologically. A language may also be a historical monument that reveals the past, and its users get benefit from it. Through using language, people can share their ideas, though it can be used as a monologue as well. But still, humans mostly use it to communicate with each other. The message through using language can be transmitted via many ways such as by speaking, writing or through body language and mimicry. Writing is one of the most consulted way of sharing our ideas, feelings and information. As social creatures, we also have a great curiosity for the lives, feelings and information of others. Therefore, literature works as a bridge between humans.

In this current research, the researcher aimed to conduct an up-to-date way of teaching language with the help of a promising style in literature. Corpus-based instruction was aimed to be blended with the creativity of its participants through using creative nonfiction.

1.2.1. Corpus Linguistics

Day after day, new studies and new methods work on language; on how to teach language, how to learn it and how to make it a tie between people. Sometimes, it even works between human and other creatures in the nature such as animals. Scientists aim to go further by experimenting with communication between humans and technological devices and robots. In such a field that is open to improvement, corpus studies have gotten its place effectively for a few decades. In fact, building up a corpus is not a new application in human history. In other words, it may have taken its place in linguistic environment for a few decades, yet it does not mean corpora have not been conducted in other fields before that time. Contrary to the common point of view, one of the first samples of corpus even dates back to 1350s with Amarna letters. They form diplomatic archive of correspondance between the Egyptian administration, and its representatives written in Akkadian (http://en.wikipedia.org/wiki/Text_corpus).

Since then, various forms of corpus have been established in order to accumulate relevant data to certain subjects in numerous fields, whereas the seeds of corpus in the linguistic studies were sown in 1960 by Randolph Quirk and his colleagues with their project called “the Survey of English Usage”, comprising one million words being used in everyday life. Later on, Henry Kucera and Nelson Francis arranged their works Brown Corpus in 1964 and Computational Analysis of Present-Day American English in 1967, which are known as a milestone in corpus linguistics (Baker, Hardie, and McEnery, 2006: 50).

Today, corpus studies have a key role in building dictionaries, course books, syllabuses and almost all resources in the field. In linguistics, a corpus is a collection of texts (a ‘body’ of language) stored in an electronic database (Baker, Hardie, and McEnery, 2006: 48). They are preferred because they lead researchers to establish resources which include further real life examples. It has several types depending on the purpose it is constructed or it is used. Baker, Hardie, and McEnery (2006: 49) categorise corpora as specialised, reference, multilingual, parallel, learner, diachronic and monitor. In this current research, there were a couple of experimental groups and the author aimed to build up a learner corpus which was constructed by collecting the texts written by one of these experimental groups. On the other hand, the other experimental group was required to do a corpus study by following some reference corpora which were shared with them in a web blog.

A couple of applications on corpora were applied to the groups as stated above. It is because to observe and evaluate the variances between the groups which were exposed to reference corpora and those which constructed a corpus with their own texts. The purpose of this observation is that the productivity of the students may be a key point even in corpus studies, which are known to provide real life examples to learners. In other words, the question was if the productivity seen in learner corpora leads a considerable distribution of success when compared with reference corpora studies since they might require less (or no) productivity. The ideology beyond this purpose is as James (1992: 190) states, “The really authentic texts for foreign language learning are not those produced by native speakers for native speakers, but those produced by learners themselves.”

Either it is a learner corpus or a reference corpus (or any other types of corpora), there seems to be no doubt that it provides important contribution to linguistic areas. Svartvik (1992) and Fillmore (1992) goes for a distribution announcing two types of linguistics; armchair linguistics and corpus linguistics. The message that lies within this discrimination is that no linguistic study whose researchers produce ideas on their tables among books, hypotheses and theories can actually be fruitful; whereas, corpus linguistics provides real life information, and thus, is beneficial for language learners.

What is mostly misunderstood is that corpus linguistics is a *methodology* rather than a linguistic field of study. It has strong ties with almost all linguistic areas. McEnery and Wilson (2001: 2) states this idea by saying, “Corpus linguistics is a methodology that may be used in almost any area of linguistics, but it does not truly delimit an area of linguistics itself”. Hence, corpus studies may be used in semantic studies, grammatical studies, lexicology and almost all other linguistic areas. It can help researchers to conduct qualitative surveys as well as quantitative surveys.

Language is regarded as a living system. It is commonly called to be an ungrateful system as well; the less you practise, the quicker you forget it. It can also be said that the less realistic it is practised, the more complicated it becomes to learn it as a means of communication rather than an obligation for life. At this point, corpora may be an invaluable resource for language practice. It would be unjust if not mentioned their having a contemporary value so, as followers of the fruits of the

age we are in, teachers and learners of language should be aware of these benefits served by corpus linguistics.

1.2.1. Creative Nonfiction

Literature can be accepted as the reflection of souls. Human beings have always needed to reflect their souls throughout the history. It has always been on the agenda, yet the world has sometimes been dominated by other media such as television, radio, magazines. Still, one can notice the place of literature in these media as well. Humans are always in need of experiencing literature since it is based on productivity while other media focus on this issue less than literature does.

Supporting the value of literature in human life as mentioned above, Carter and Long (1991) compare literature with other media by saying:

“These media tend to provide immediate short-term satisfaction, they switch topic or scene rapidly and do not demand sustained concentration; they are invariably of a short time span”. (16)

Whereas, a reader of a piece of literature is mostly in need of concentration so as to acquire the message transmitted. Moreover, he or she may need to depict the text being read in the mind through imagination. Therefore, it leads much of a long-term satisfaction.

Literature has several facets; poems, compositions, essays, novels and many others. They can be romantic, politic, scientific, fantastic, epic and so on. Pieces of literature can be divided into two general groups: fiction and nonfiction pieces. More imaginary ones can be placed under the fiction category while the ones which carry factual information goes to the nonfiction category. Although it is a controversial issue, literary usages are frequently seen in the ones which are under the fiction category. However, a generalization is impossible and there is no reason for a nonfiction piece of literature to be written by using the elements of figurative language in a literal manner. Every piece of writing may undoubtedly be open to the creativity of its author as long as he or she can manage to use the language as an effective tool.

Starting with this idea, the literature world has witnessed to the spreading of a new style, namely creative nonfiction. Fox and Lannin (2007: 2) describe creative nonfiction as a hybrid genre that pulls in elements of fiction (literary techniques), the writer's perspective, and factual information. In other words, happenings from the

real life environment is transmitted to the readers through using some literary techniques such as metaphors, similes and almost all the figurative items of language. Narration is definitely possible in pieces of fiction, but why should it be impossible in the pieces of nonfiction such as gossip, legal testimony, news reports, history books, autobiography, personal letters and so on, as Kenan (2008: 3) classifies. Therefore, creative nonfiction is a window which is opened to mounting the elements of fiction into the pieces written in nonfiction. Furthermore, “it offers flexibility and freedom while adhering to the basic tenets of reportage” (Gutkind, 2005).

As human beings, we need to express ourselves; we need literature as a tool in this sense. Our feelings, our knowledge and all the things which are in our brain reflects the realities we face everyday in one way or another. Surely we have imaginations, yet there are facts as well. Therefore, we need to share them with others. At this point, the more attractive that we express them, the better they are taken into consideration in most occasions. Then why not sending our realities in a more attractive style? Creative nonfiction urges its authors to handle various real life issues through a literal style no matter for which purpose he or she uses it. Hence, the readers enjoy deciphering factual information which are written in a more satisfactory style.

1.2.3. Computer Mediated Communication

The use of computer in education started to become widespread in 1960s. The first samples took place in some universities in the USA. In addition to these universities, several publishing companies have also produced computer-based materials since then.

When the issue is language education, Computer Aided Language Learning (CALL) materials focused on developing materials for the teaching of a) Grammar, b) Vocabulary, c) Reading comprehension, d) Writing, and e) Tests (Demirel, 1999: 94). In time, more interactive approaches have been put forward as a result of the stress on the importance of communicative aspects in language learning. However, there were still arguments since language errors were not regarded as a piece of language education. Those arguments were especially put forward by the supporters of Communicative Approach; computers do hardly any errors while interacting with a human. However, materials appropriate to be used in CALL are not limited with

softwares and such instructional ones; rather, there are other means of CALL which serves for language education by filling the weak point mentioned above through communication. Computer Mediated Communication (CMC) is used for language learning through Internet which supplies ground for sending and receiving e-mail, chatting through instant messengers with any other individuals or groups, posting messages through forum sites, blogs and so on. Therefore, the means of CMC can be classified in two main categories: a) synchronous, b) asynchronous. In a parallel study, Altun (2005: 1) stated that Computer Mediated Communication provided asynchronous and synchronous interactivity to participants within the domain of distance education. CMC can provide an asynchronous interactivity by using message boards, web forums and other discussion platforms in which participants can respond whenever they desire. On the other hand, it can also provide a synchronous interactivity as it covers instant messaging as well.

In this current research, the researcher built a message board to communicate with the participants; and thus, got benefit from the asynchronous interactivity of the CMC. Materials, softwares, web site links, discussions and some instructions were shared through the Web. Hence, CMC took a significant part of the research.

1.3. STATEMENT OF THE PROBLEM

Corpus linguistics has been in vogue since the last quarter of the 20th century. It is a methodology that may be used in almost any area of linguistics, but it does not truly delimit an area of linguistics itself (McEnery and Wilson, 2001: 2). This methodology serves for a great variety of linguistic studies such as vocabulary education, grammar based studies, morphological studies and almost all fields of linguistics. A corpus based study may also be conducted so as to constitute vocational lexicons.

As the use of corpora is determined depending on the purpose it is built, there are several types of them. These types can be classified as specialised, reference, multilingual, parallel, learner, diachronic and monitor (Baker, Hardie, and Mcenery, 2006: 49). Among these, reference corpora are probably the most common types as they are for common use. In other words, they are not domain-specific corpora and they can be used for any purpose. They include a wider set of data and it is easy to reach for such corpora particularly through the World Wide Web.

Undoubtedly, building such corpora requires a great effort and time. They can be based on either the written data, or the spoken data (and sometimes both) obtained basically from the native speakers of the target language. Therefore, there is a very weak loophole for erroneous language usage. On the other hand, errors may also lead learners of a language to be aware of the correct usages, hence it is widely known that providing real life examples via corpora has long been questioned by means of natural language use. Moreover, reference corpora may be one the most questioned type of all since it is not domain-based; it includes a wide range of language use. Erroneous usages may also be accepted as a facet of language and they may not be valueless in language education. Moreover, reference corpora does not have much influence on productivity.

When compared with reference corpora, learner corpora has so many differences. They are generated by the texts of learners; thus, they may include mistakes as well as correct usages. It means that they do not always point to an accurate language use, but it does not mean that the users of such corpora are led to an unnatural language environment. James (1992: 190) writes, “The really authentic texts for foreign language learning are not those produced by native speakers for native speakers, but those produced by learners themselves”. By doing so, language learners are also opposed to a much more authentic texts. Still, such corpora may have a weak point, and it is “creativity”. Learners of a language mostly face “creativity” as a problem. This new language is sometimes as a new toy which is difficult to play with effectively. It has always been a question of debate in language education that as long as a language learner feels that he or she cannot use the language in real life, it does not make much sense. Therefore, creativity might stimulate the effective use of language in real life environment. Learner corpora may be accepted as productive tools in language learners, but the more their creativity is, the better they work for learners.

There have always been corpus studies conducted in linguistics since the last quarter of the 20th century, as previously mentioned. These studies include all types of corpora. Some types have been compared with others in language education and there are numerous studies based on learner corpora. Whereas, this current research mainly focuses on the question that asks how to build up; how to increase the use of learner corpus by means of creativity of learners.

The reason for this question's being the focus of this research derives from the problem that the researcher observed in the EFL classes he teaches; that is, the vocabulary knowledge obtained in the classroom through the given curriculum seems to be inadequate by means of being *de facto*. There is not enough opportunity for the EFL learners to practise what they learn on behalf of vocabulary. As a result, it seems inevitable for the learners to store these vocabulary knowledge only in their short term memories and forget the whatever they learn sooner. To overcome this problem, new approaches may help the learners keep their vocabulary knowledge in long term memory; therefore, it would have a long life. A learner corpus including creative registers from students might be a solution as learners take central part in the application. Additionally, this research also works on if such a corpus has a significant contribution to learners when compared with a reference corpora.

1.4. PURPOSE AND THE SIGNIFICANCE OF THE RESEARCH

The first purpose of this research is to reveal if building up a learner corpus through using creative non-fiction prose has an effect on vocabulary capacity of the EFL learners. As claimed by Baker, Hardie and McEnery, most learner corpora consist of written essays using pre-set topics produced in language-teaching classrooms (2006: 103). Whereas, the choice of these pre-set topics are of high importance for this current research. It is out of question that when compared with most other types, learner corpus requires productivity as well as knowledge, i.e. performance as well as competence. At this point, researchers should consider creative ways which may reinforce the productivity of learner corpora.

Creative nonfiction is getting widespread among literature followers all around the world. What makes it so popular nowadays is that it is a hybrid genre that pulls in elements of fiction (literary techniques), the writer's perspective, and factual information (Fox and Lannin, 2007: 2). When one reads an item of nonfiction, there is a weak possibility for this reader to come across literal usages; figurative language, metaphors, similes and so on. The main aim seems to transfer what the issue is. However, the writers of creative nonfiction focuses on transferring their nonfictional message to their readers in a more peculiar way which requires a procession in the readers' mind. Therefore, the writers work much in an effort to attract the readers by their creativity while the readers need a more sophisticated interpretation to get the idea of texts.

The second major purpose of this research is to investigate if a learner corpus which accumulates the texts written in creative nonfiction has a better contribution to EFL students' vocabulary knowledge when compared with reference corpora. Reference corpora are also known as general corpora (Baker, Hardie, and McEnery, 2006) and they are not domain-specific. It means that anyone can consult these types of corpora for any piece of vocabulary no matter what the purpose is. On the other hand, learner corpora are mostly domain-specific; they usually serve for a specific purpose. In this research, this specific purpose is to contribute to the creativity in language education.

In this research, it is aimed to investigate the effects of a learner corpus which is built by gathering texts of creative nonfiction prose. What is regarded as the weak point of corpora studies is that they provide artificial or receptive-only real life examples. On the other hand, this current research seeks proving that a corpus study can also stand for a creative way of teaching English as a foreign language. Therefore, the participants were provided to take part in an alternative method to their everyday learning procedure in an innovative manner for their department.

1.5. STATEMENT OF RESEARCH QUESTIONS AND HYPOTHESES

1.5.1. Research Questions

Research Question # 1 Is there a significant difference on the vocabulary proficiency of the EFL learners trained using learner corpus from the vocabulary proficiency of the EFL learners trained using reference corpora?

Research Question # 2 Is there a significant difference on the vocabulary proficiency of the EFL learners trained using learner corpus from the vocabulary proficiency of the EFL learners trained merely following the curriculum?

Research Question # 3 Is there a significant difference on the vocabulary proficiency of the EFL learners trained using reference corpora from the vocabulary proficiency of the EFL learners trained merely following the curriculum?

Research Question # 4 Is it possible to boost the vocabulary proficiency of the EFL learners using creative nonfiction?

1.5.2. Hypotheses

Hypothesis for Research Question # 1 EFL learners who are trained by using a learner corpus have apparently better vocabulary proficiency when compared with the ones that of the learners who are trained by using reference corpora.

Hypothesis for Research Question # 2 EFL learners who are trained by using a learner corpora have an overwhelming vocabulary competence than the learners who are exposed merely to the curriculum.

Hypothesis for Research Question # 3 Reference corpora is a good patch for the curriculum as it serves real life examples so it stimulates the vocabulary knowledge of EFL learners by providing further advantages to them in addition to a bare curriculum.

Hypothesis for Research Question # 4 Using creative nonfiction plays the striker when used in EFL classroom activities since it leads the learners to produce texts based on their real life experiences using the lexicon they have learnt in a creative manner.

1.6. ASSUMPTIONS OF THE RESEARCH

Assumption # 1 English language proficiency levels of the students taking part in the research were determined by a proficiency test administered at the beginning of the academic year, but the validity and reliability results of this test were not analysed. For this reason, the pre-test applied in this research was used to determine whether there was a difference between the vocabulary capacity of the participants in addition to this proficiency test. Seeing that the reliability results were reasonable and there were no significant differences between the participant groups, it was assumed that these groups are suitable for the research.

1.7. LIMITATIONS OF THE RESEARCH

This research has two salient limitations which are as followed:

First, this research was mainly conducted to seek for the idea if a learner corpus built by using Creative Nonfiction has a significant positive effect on EFL learners when compared with the application of reference corpora and with following only the curriculum. Whereas, cluster sampling of the participants was employed and the participant clusters were limited with pre-intermediate level students of EFL.

Second, the test used for this survey might be inappropriate when used in other similar surveys since the pre-test and post-test given to the participants include the lexicon accumulated from the education materials previously taught to the students. In other words, the vocabulary items which are included in the test was obtained from the coursebooks, workbooks and other necessary materials appropriate for the curriculum of the department where this survey was conducted.

1.8. DEFINITIONS OF THE TERMS AND ABBREVIATIONS

While preparing this research, the researcher frequently used some terms and abbreviations. Following lines are to define and clarify these key items for the readers of this research to understand it better:

BNC: British National Corpus

CALI: Computer Aided Language Instruction

CALL: Computer Aided Language Learning

CEA: Computer-aided Error Analysis

CMC: Computer Mediated Communication

CNP: Creative Nonfiction Prose

COCA: The Corpus of Contemporary American English

Corpus (*pl. Corpora*): In linguistics, a corpus is a collection of texts (a ‘body’ of language) stored in an electronic database (Baker, Hardie, and McEnery, 2006: 48).

CP: Using computer technology, a *concordancing program* can be applied to a text or corpus of texts so that a concordance of its words is produced. In the resulting display or printout, the words of the text are listed alphabetically in the centre of the screen or page, each token of occurrence of a word preceded and followed (usually with extra spacing) by its immediate co-text McArthur (1992: 255).

CN: Creative Nonfiction is a hybrid genre that pulls in elements of fiction (literary techniques), the writer’s perspective, and factual information (Fox and Lannin, 2007: 2).

EAGLES: The Expert Advisory Group on Language Engineering Standards

EIL: English as an International Language

ELF: English as a Lingua Franca.

ENL: English as a Native Language

FEI: Fixed Expressions and Idioms

Learner Corpus: A type of corpus constructed by using the texts obtained from learners.

LTM: Long Term Memory

RC: This type of corpus does not serve for a particular language variety, yet it is for general purposes. It is also known as *General Corpus*.

STM: Short Term Memory

2. REVIEW OF LITERATURE

2.1. CORPUS LINGUISTICS

2.1.1. Presentation

This chapter investigates the role of corpus as a methodology in linguistics. At first hand, an overall introduction and the definition to corpus linguistics are handled. Later on, types of corpora are classified and the interaction between corpus and linguistics is indicated. Since a corpus may serve for either qualitative analysis, or quantitative analysis; or for both in some instances, the use of corpus in qualitative researches and quantitative researches are issued.

The distinctive feature of corpus linguistics is that it is regarded as a methodology rather than a linguistic area of study. Supporting this fact, McEnery and Wilson (2001: 2) comes up with the explanation, “Corpus linguistics is a methodology that may be used in almost any area of linguistics, but it does not truly delimit an area of linguistics itself”. To broaden this perspective on corpus linguistics, the researcher aimed to point the relationships between the corpus and lexicology, corpus and grammar, corpus and semantics, corpus and discourse analysis, and corpus and cognitive linguistics in this chapter, regarding that the key issues for this research include these areas of linguistics.

Following the corpus linguistics, this chapter also includes information obtained to investigate creative nonfiction prose. An introduction to creative nonfiction is provided supported by its demarcation and the use of it in education.

2.1.2. An Overview of Corpus Linguistics

Corpus Linguistics has become a crucial field in linguistic studies in the last half of the 20th century. As stated by Schmied (1996):

“It began in the English as a Native Language (ENL) context, and then, in the EFL context (and its modern expansion the EIL context) the data-based approach has been used since the heyday of error and contrastive analyses in the 1960s.” (182)

It has a key role in building dictionaries, course books, syllabuses and almost all resources in the field. The methodology of European studies in Cognitive Linguistics in particular has tended to be more corpus-based than the early American studies, which were predominantly introspective (Grondelaers, Geeraerts, and Speelman, 2007: 1), though several studies carried out in the States have overwhelmed this case since the start of 2000's. Not only the European side and the American side of the World are the followers of this relatively new case, but there are also numerous studies having been carried out in the Eastern World. Thus, corpus studies have become a universal part of linguistics. Several reasons can be aligned for the importance of corpus, but most probably the main reason for its being a milestone in the field of linguistics is that it provides both general and specific examples from real language into these resources depending on the purpose. These examples are of high importance for language education; because, learners and teachers seems highly dependent for companies which provide materials; thus, the borders are limited by these companies as long as other supportive aids are not added into education. As a supportive aid to overcome this problem, Baik and Shim (2002) worked on the World Wide Web. Their study was to bring an awareness and understanding of the existence of varieties of English, and they mention the situation as follows:

“Being without the support of major publishers or centralized organization for the development of such materials, there have been various practical difficulties in developing and supplying materials. We have had to depend on odds and ends collections of written texts (mostly newspaper articles) obtained through personal contacts, and the most serious limitation of such materials was undeniably the fact that there was a scarcity of audio materials. In this paper, we show how this limitation was overcome with the use of the World Wide Web.”(1)

In such a field of science, corpus is an invaluable supportive aid both for learners and teachers as well as the World Wide Web; because, one can study without being connected to the Web via corpus. However, there are still other points this research will comprehensively deal with which makes corpus an indispensable element of linguistic studies and language teaching such as its being relatively

flexible depending on its aim to be built, and its dealing with not only one aspect of language, rather its examining most aspects, though there are some criticisms on it as well. As mentioned above, a corpus leads to a collaborative survey for its researchers on different aspects and it can be added that it does not only urges these researchers merely to qualitative approaches, but also to quantitative approaches, too. Therefore, it will be discussed that one can approach to language by all its means.

To start with, the definition of corpus and, following it, its forms seems to be of high importance. If any real-world samples can be regarded as a means of corpus and if there are only a limited number of corpus forms are only a couple of the questions among many others. The following lines are so as to identify corpus, classify it into forms and connect corpus linguistics to other linguistic aspects.

2.1.3. What is Corpus Linguistics?

Before all, the definition of *corpus* should be handled so as to clarify what corpus linguistics is and all other related questions. The word means *body* in Latin (plural *corpora*). In linguistics a corpus is a collection of texts (a ‘body’ of language) stored in an electronic database (Baker, Hardie, and McEnery, 2006: 48). These texts are generally natural texts accumulated to exemplify the reality of either general or a specific point of language. Charteris (2004) defines a corpus as:

“...any large collection of texts that arise from a natural language use; in a linguistic context, it is in contrast to other types of text that were invented specifically for illustrating a point about language”. (30)

Here it can be understood that corpora are derived from real life examples and the texts in them are not artificial that emerged just for the sake of taking their places in corpus. In contrast, they are a collection of reality themselves. Charteris (2004) supports this idea by saying:

“The notion of attested language is very important in corpus linguistics and implies that data are not invented for the benefit of a model but rather that the model emerges from large and representative samples of language. Other than this, there are no constraints on corpus composition nor are there any constraints on corpus size; these are determined by our purposes in designing the corpus in the first place.” (30)

As it is understood, corpora do not have certain constraints; depending on the purpose beyond its composition, its restrictions are evaluated. It can be concise and “contain a handful of classroom transcripts, interviews or plays” (Weisser, 2006) as well as a comprehensive one such as Brown Corpus, British National Corpus or Birmingham Corpus each of which contains over a million of words. For instance,

for an anthropological purpose, one can build up a corpus in which the data are obtained from anthropological resources such as websites, books, papers... For the exemplification of the vocabulary items in a contemporary English language dictionary, the researcher can invoke many resources such as newspapers, other audio-visual media constituents, even for the novels. A corpus can be built up through using either fictional or non-fictional resources as long as they are authentic ones. Moreover, a corpus may be built up through either written or spoken data. Stubbs (2001: 25) gives further information on how a corpus may be built:

It could be a collection from a given text type... or it could be designed to sample as wide a range of text types as possible, including written and spoken, formal and informal, fiction and non-fiction, language produced by or for children and adults, and texts from different historical periods.

From the information mentioned above, one more issue to be handled arises. A corpus can serve either for a specific purpose or field, or it can be a a corpus for general use. In other words, a corpus may be either a *domain-specific*, or a *general* one. It can often be beneficial to compare the findings of a domain-specific corpus with those of a general corpus – indeed this is one of the ways of proving the existence of separate domains. In such cases, the large general corpus serves as a control corpus. Further information on the variations of corpus will be provided while defining the types of corpora in the following pages.

2.1.4. Types of Corpora

While defining what a corpus is, it is mentioned that corpus has various forms depending on the aim of the researches and researchers. Baker, Hardie, and McEnery (2006: 49) categorise corpora as specialised, reference, multilingual, parallel, learner, diachronic and monitor.

A *specialised corpus* serves for a particular research project and aims to give real examples for its user. For example, a business English corpus can be named as a specialised corpus since it aims to exemplify business English. These corpora are also known as specific corpora or domain-specific corpora. Even though they are domain-specific and they have target users depending on their specifications, they also provide chance for overall people to compare and contrast the differences and similarities of usage patterns.

Rather than domain-specific corpora, there are *reference corpora* which are also known as general corpora. These type of corpora do not serve for a particular language variety, yet they are for general purposes. Since frequency-based techniques require alternative pieces of language to the register of the researcher, these corpora are to include a wider set of data. Such corpora have been built till the very beginning of corpus studies and there are so many examples of them either in historical format or in contemporary format.

Corpus studies sometimes aims to analyse interlanguage comparisons and contrasts. At this point, *multilingual corpus* takes its part in such cases and serves to reveal the data between languages. *Parallel corpus* is a specific type of multilingual corpus which studies the parallelism between a language and its translation into another language. Such corpora based on various languages and their translations are especially used in technical and political fields and so on.

One highlighted type of corpus studies is *learner corpus* studies which are frequently carried out at schools and academic surveys today. A learner corpus is the output obtained from learners. Most learner corpora consist of written essays using pre-set topics produced in language-teaching classrooms (Baker, Hardie, and McEnery, 2006: 103); however there are spoken learner corpora or written and spoken learner corpora as well. As an example, Biber (2007) investigated lexical bundles in university spoken and written registers by including both instructional registers and student advising/management registers (e.g., office hours, class management talk, written syllabi, etc.).

One of the criticisms corpus studies get is that although the studies are said to be authentic, they are not so at all as the texts in most are from native speakers of the target language. However, learner corpora stand for the collection of texts from non-native speakers of the target language, hence it is mostly believed to be far more natural than most other corpus types. Supporting this view, James (1992) writes, "The really authentic texts for foreign language learning are not those produced by native speakers for native speakers, but those produced by learners themselves". (190)

Learner corpora can be stated to be more natural as not only they include real life examples, but also the mistakes as well as the correct forms in the texts since the *transmitters* are non-natives. Moreover, these corpora have one other quality; it leads the researcher to find the differences and similarities between native and non-

native speakers. As a result of such analyses, there would be an opportunity for non-native speakers to fill their gaps in the target language usage through both qualitative and quantitative analyses supplied by the corpus.

Although the history of corpus goes back to an older date, language corpora have become an issue especially since 1960's. Some of these are regarded as *diachronic* (historical), some are as *synchronic* (contemporary). Diachronic corpora collect their data over a particular period of time; in other words, they are spread to different periods of time. Thus, researchers can investigate language differentiations in time and can analyse the sequences and the frequencies of certain usages and changes. Two out of several eminent samples for such corpora are British National Corpus and American National Corpus. On the other hand, synchronic corpora accumulate their data from the same period of time. In other words, they focus on the language use at a certain period of time. BROWN, Lancaster-Oslo-Bergen, International Corpus of English and Spoken English Corpus are some examples for this type of corpora.

Monitor corpus, which is also called dynamic corpus, is open to renew itself and it has no time limitation. Bank of English and also the American National Corpus (in some ways) can be counted in this type of corpus. In contrast, a *static corpus* includes only a certain size of texts and after reaching at that target size, it does not continue to include any more texts.

In addition to the categorization made by Baker, Hardie and McEnery, another important distinction is that a corpus can either be *written* or *spoken*. Resources for a written corpus is previously mentioned, yet a spoken corpus can be based on conversations, radio programmes, telephone calls and almost all other audio and audio-visual means of communication and various situations. Moreover, they are not restricted with general corpora; spoken corpora can be adapted into various other corpora types such as spoken learner corpora. Additionally, a corpus can be both spoken and written as in the example of the survey of Biber *et al* (2006) which investigated the linguistic expression of stance and evaluation in university registers. Spoken corpora are commonly said to be more difficult to be built. Weisser (2005) informs why spoken corpus is rather difficult to be built when compared to written corpus as, "written language generally tends to be far easier to process than spoken language, as it does not contain fillers, hesitations, false starts or ungrammatical constructs" (<http://ell.phil.tu-chemnitz.de/compPhil/corpus.html>).

2.1.5. Corpus and Linguistics

When the issue is linguistics, the acronym *B.C.*, for some linguists, stands for “Before Corpus” (Fachinnetti, 2007: 1). Just from these couple of words, one can distinguish the importance of corpus studies in linguistics. Although the first examples of corpora have been seen much before, A.D. in linguistics is sometimes referred to begin in 1977, when the first electronic corpus studies took its place in the field. As previously identified, corpus carries the reality in linguistic fields. It is a type of source that depends on natural texts; thus, Wallis and Nelson (2000: 1) stresses that corpus linguistics attempts to gain linguistic knowledge through the analysis of collections of samples of naturally-occurring texts and transcribed recordings.

There are linguists, as an example Svartvik (1991) and Fillmore (1992), who classify linguistic studies into two allusive groups: *corpus linguistics* and *armchair linguistics*. It can be concluded from their handling the matter that language is a living organism, a means of communication what humans need; therefore, sitting on an armchair and thinking about language and its aspects eyes closed does not make much sense. Rather, language should be observed in real life situations. As an instance, linguists should consider the fact that native speakers of English is far more rare than that of EFL learners and ELF learners. In this sense, it is inevitable that these learners also take part in the enrichment of the language. Considering this fact, Seidlhofer (2007: 138) states, “both in Europe as well as in the world as a whole, English is now a language that is mainly used by bi- and multilinguals, and that its (often monolingual) native speakers are a minority”. Therefore, it is not always wise to claim what is correct and what is incorrect in English. At this point, a corpus survey may be a good way to consult. Languages are always open to renew itself via its contributors and not only the native speakers, but also the nonnatives are among these contributors.

However, what makes corpus linguistics a question of debate is its being a methodology rather than an area of language. It means that corpus linguistics is not only for handling one specific aspect of language such as semantics, pragmatics, morphology and so on. While corpora are used as resources for their users to investigate texts, they can also be used for other purposes such as for computer-aided error analyses (CEA). On this issue, Granger (1998: 173) notes that CEA can be used

to generate comprehensive lists of specific error types, count and sort them in various ways and view them in their context and alongside instances of non-errors.

Instead, its target is dependent to what the researcher aims to do. In other words, corpora are interchangeable depending on the aim what its creator aims to do. It does not have certain restrictions of field as it is mentioned in the previous pages. Therefore, it can be said that corpus linguistics is a methodology; “a system of ways of doing, teaching or studying” (<http://dictionary.cambridge.org>) language, rather than an area of language as most others. McEnery and Wilson (2001: 2) states this idea saying, “Corpus linguistics is a methodology that may be used in almost any area of linguistics, but it does not truly delimit an area of linguistics itself”.

It can also be said that its content depends on the aim for its usage. A new debate arises on corpus and corpus linguistics hereafter: how broad a corpus can be? The Expert Advisory Group on Language Engineering Standards (EAGLES) identifies a corpus as:

“Here, we use the term *corpus* to refer to any collection of linguistic data, whether or not it is selected or structured according to some design criteria. According to this definition, a corpus can potentially contain any text type, including not only prose, newspapers, as well as poetry, drama, etc., but also word lists, dictionaries, etc.” (<http://www.cs.vassar.edu/CES/CES1-0.html>, 2010).

Whereas, Meyer (2004) opposes this broadness by saying, “According to this definition, a collection of proverbs would indeed constitute a corpus. However, most linguists doing corpus analyses would probably prefer a more restricted definition of “corpus,” one that acknowledged the broad range of interests among individuals who use corpora in their research but that defined a corpus as something more than a collection of almost anything.” Previously in this research, it is said that a corpus is flexible, yet it is not implied that it has no restrictions. A corpus can be a better resource if it serves to a certain field of language study. For instance, a corpus that handles merely active voice seems to be too restricted for a study. As long as it handles other grammatical structures, it would be far more user-friendly. As another example, if a corpus handles lexicology, then it would be better not to restrict it with only adjectives, or with only nouns. As long as the user can find a variety of constituents of a certain language area, it would be wise. Still, it does not mean that a corpus do not have any restrictions. An overall corpus can be used in general

purpose, yet each type of corpora has some restrictions as mentioned in the types of corpora above.

In this survey, the researcher aimed to build up a learner corpus and restricted the corpus with vocabulary usage through creative nonfiction prose. The vocabulary usage is not restricted with a simple constituent of vocabulary, but it is restricted with the vocabulary items which the target population has come across till the composition of the study. The limitation of the vocabulary items which has been compiled in this research were all from the course book and its participant workbook with their CDs. Therefore, the standardization of the constituents of the learner corpus has been established.

Other than its serving for different areas depending on different purposes, corpus studies have one more contribution to linguistics. It is said that corpus linguistics is accepted as a methodology rather than a linguistic area, but in what ways it contributes to the field are not mentioned at all. Until now, one crucial aid of the corpora towards the field is mentioned; authenticity in exemplification. Yet, there are further roles corpora and corpus linguistics have in the field. The data obtained from a corpus is not only the authentic usages of the vocabulary items, but also their sequences and counterparts. One can easily get the most common words in a specific language via various resources such as some dictionaries or the web. However, it is not that much easy to find a resource that points out to common words appropriate for a specific meaning in a specific context or a specific usage. As an instance, the definition of the adjective “odd” is “strange or unexpected” (Cambridge Advanced Learner’s Dictionary), and the adjective is defined as “unusual and unexpected, or difficult to understand” (Cambridge Advanced Learner’s Dictionary). To see if they are synonyms, one may head for other resources such as the Collins COBUILD Resource Pack. However, if someone wants to see the sequence of the usage of “strange” with the noun “man”, and compare this sequence with “odd” and “man”, a corpus may answer to this desire. Most corpora serve also as a resource that also shows the frequency of a word and/or its collocations and their frequencies. Collins Collocation Sampler, which can be accessed via the InterNet, is a widely used example in such occasions. For the sample collocations given above, the frequency of the “odd man” couple is given as 4.06 while it is 4.98 for “the strange man”.

Of course, “strange” seems to have a more round meaning when looked up in the dictionary and this may influence the results. Still, one can obtain an overall

feedback through these frequency rates about the vocabulary items and their sequences. “Analysis of word frequencies and collocations in a large corpus of language reveals aspects of language of which we would not otherwise be aware” (Channell, 2000; Hunston, 2000; Stubbs, 1996; Stubbs, 2001).

When read carefully, it may be seen that there is an underlying message given in the lines above on “Corpus and Linguistics”. It can be inferred that corpus linguistics is not an armchair linguistics since it has to face real life samples so the reflection of these samples should be meaningful in the mind so that a language can be said to be for communication. Cowie (2009: 56) states in this sense that real-world applications depend on coming to terms with the ways people express emotion, and they are complex and variable. On the other hand, the only important fact about a language is not the composition of the message transmitted to the receiver; the way the message is transmitted; in other words, the form in which the message is sent is of high important as well. Therefore, it can be said that both the qualitative components and the quantitative components of language has crucial role in linguistics. Hence, this fact can easily be observed in corpus linguistics studies. Next chapter will handle the importance these qualitative and quantitative components of corpus linguistics.

2.1.6. Corpus for Qualitative and Quantitative Analyses

With almost every improvement in the computer and internet technology, the accessibility to corpus is becoming easier. Today, online corpora and corpora softwares may be regarded as the most common two components of corpus linguistics. Corpus-based analysis implies the use of electronic searches of a corpus using automatic and interactive techniques that employ quantitative and qualitative modes of analysis (Biber, 1998: 4). Qualitative analysis is necessary “in the choice of research questions since these determine what it is that will be searched for in the corpus” and “to interpret the pragmatic role of metaphors” while quantitative analysis have the same importance since “it provides the basis for judging norms of language use. To get the highest benefit from a corpus study, both analysis should interact one another. To be more specific:

Quantitative approaches are concerned with *frequency* and typicality – to answer questions such as how common is a particular word or phrase in the language is general. Or how typical is a particular form used within one section of the corpus as compared with another. They are quicker to conduct because they are not concerned with the

context of the target forms. Qualitative approaches answer questions such as: what are the different *meanings* that are attached to particular words or phrases? Are senses literal or metaphoric? What type of evaluations do they convey? (Charteris, 2004: 32).

In total, both approaches have a common point: they are concerned with actual language use; one by means of handling the frequency and other structural forms, the other by meanings. These two approaches have a direct influence on the definition of corpus and its facets by researchers. As an example, Stubbs (2001: 5) stresses the corpus semantics as its being an evidence of meaning.

When the qualitative approach is handled in corpus linguistics, semantic discourse analysis becomes crucial to be dealt with. Von Dijk (1985: 105) defines the first aspect of semantic discourse analysis as to investigate how sequences of underlying propositions and how the meaning of such sequences is a function of the meaning of the constituent sentences or propositions. At the same time, he goes on, we want to know what sequences of sentences in a discourse can refer to. Therefore, one should take the semantic discourse analysis which is the analysis of the underlying meaning into consideration as well as the literal meaning. Because, language is for communication and it should be viewed with all its aspects. Halliday (2003: 248) identifies language as “a meaning-making system” and refers this system as *semogenesis*, the semogenic power of language. At this point, metaphors, surface structure and deep structure of a sentence and other elements each of which has a key point in semantic analysis turn out to have an invaluable function while analysing the qualitative value of a sentence.

In this research, the researcher aimed to investigate not only the qualitative data, but also the quantitative data obtained through the texts loaded into the corpus program. The issue handled through analysing the qualitative data is mainly about the meaning. To look for the meaning variations, basically collocations and various usages of words are worked on. On the other hand, the vital reason for ranking the quantitative analysis is that the researcher would investigate the frequencies of the usages of each vocabulary item. Through doing so, it would be seen that which words are more common or less common, how they are used with the texts, thus, look for why they are so. Moreover, where a specific word is frequently used in a body of text is important as well.

In such quantitative analysis of corpora, concordancing fills an important area of language learning. Vocabulary items have strong ties with the grammatical

structure of the target language since the learner should have a set of idea on which vocabulary item fits in the sentence patterns. In other words, one should follow the grammatical structures while constructing a sentence and this would take place either learning grammatical rules, or exposing to real life examples and getting accustomed to the usages through these examples. Concordancing is, for several researchers, regarded as a very helpful tool for the learners to get accustomed to these structures. As widely accepted, Long Term Memory (LTM) stands for a storage in the brain which keeps the information to be used later. It can be defined as a system for permanently storing, managing, and retrieving information for later use. Items of information stored as Long Term Memory may be available for a lifetime (<http://www.medterms.com/script/main/art.asp>).

Information knots in this memory interact one another, and thus, they may be demonstrated like a spider's web. Thus, information would be difficult to be forgotten as long as these knots are strengthened through retrieving. Concordancing is a resource not only for the exemplifications of dictionaries, but also for researchers and learners to practise whatever they learn through seeing real life examples of a word. What concordancing provides and how it works can be explained as follows:

“It provides access to any electronic text, i.e. a text available on the computer or from a CD-ROM based corpus or database or the Internet and searches for the occurrence of particular words or structures or combination of words (e.g. verbs and prepositions or an adjective and a noun separated by one or more words, etc.). These are then listed in one-line contexts. Thus its basic function is to extract lists with sample contexts of any word or structure entered into the search option. (http://www.ecml.at/projects/voll/our_resources/graz_2002/ddrivenlarning/concordancing/concordancing.htm)”

In this research, concordancing has taken place in two ways: one through a learner corpus for the first experimental group, the other is for the second experimental group via sharing online Collins Corpus Concordancer and some other well known corpora on a web blog built for this research. For the first experimental group, a software called WordSmith in which the texts produced by the students inserted was used. By doing so, after each session of the research, the first experimental group observed the concordancing of their own texts in the class. In short, both of the experimental groups were exposed to concordancing, and so, both groups have taken their shares from the quantitative analysis cake. Still, concordancing was not the only share of the quantitative analysis; collocation

sampling was another one. Through following the same programs, concordancers and corpora, both groups have spent time working on collocation sampling as well. “Words as we understand them are not the only elements that have a more or less fixed correlation with meaning” (Bolinger and Sears, 1981: 53); therefore, the correlation of the words (if there is) were aimed to be studied during the research. Finally, clustering was the third focus by means of quantitative analysis. Clustering was used to help the learners notice where a specific word is frequently used in a text. It can be regarded as a frequency analysis.

As it can be inferred, corpus study may include to initial types of analysis: qualitative analysis and quantitative analysis. Depending on the relationship between the corpus linguistics, which is previously mentioned as a methodology, and other linguistic areas. An overview of the execution of the current research is mentioned above, yet it is detailed in the methodology section of the current research. Since corpus linguistics have been mentioned to have strong ties with other linguistic areas, it sounds to be a must to deal somewhat more extensively with these ties that were concurred during the execution of the experimental process.

2.1.7. Corpus and Lexicology

Before revealing its relationship with corpus study, the definition of lexicology and what it studies seems to be a matter of subject. The term *lexicology* is a compound word which includes *lexikós* (of words) and *-logia* (study) (Cruse, 2002: 1). McArthur (1992: 602) defines lexicology as “an area of language study concerned with the nature, meaning, history, and use of words and word elements and often also with the critical description of the lexicography”.

While learning a language, it is of high importance to learn its vocabulary, or “lexicons”; however, is word the minimal core unit of language? Is a sentence only built up by lemmas, or “headwords”, which come together with a grammatical order? “Space” is a word which is between two spaces when written, but what about “spatial”? “Course” is a single word, just like “book”, then can’t “coursebook” be regarded as a word as well? To sum up, is language learning just learning lexicons that are used in a correct grammatical order and sequence? Even more specifically, as Halliday (2004: 3) states, “There are languages whose characters are basically morphemes, which are components of words”. An idea may arise even just thinking on the questions above: language learning is not just learning the words and it is not

that much easy to generalize what a word means. As an instance, teachers of language gives importance to categorize the lexicon of the target language as *function words*, like “it” or “on”; and *content words*, like “computer” or “bird”. “Lexicology is the study of content words, or lexical items” (Halliday, 2004: 3).

In the current research, lexicology was indirectly in the spotlight of the students since corpora have a direct relationship with the vocabulary of a target language itself. Therefore, one of the most considerable purposes of this research was on corpus and lexicology. Lexicogrammar was handled like a vocabulary game in the classroom activities; a word was assumed like a core. Because, the units of lexicon, as Bolinger and Sears (1981: 57) states, “are the prefabs of language”. Then it was processed by its inflections and so on. Because, what affects the use of the target word in a sentence or utterance was shown by doing so.

Giving place to lexicology in this research requires both qualitative analysis and quantitative analysis as the words stand for meaning, and thus communication. The frequency of the vocabulary usages leads learners to figure out an overall point of view about the native use of the target language. For instance, fixed expressions and idioms are, undoubtedly, a keypoint in everyday usages of a language and the variability of words may help learners to understand how the language users can effectively modify the language. In connection with this, Moon (1998: 124) investigated that verb variations is the commonest type and points clearly to instability in the forms of FEIs (Fixed Expressions and Idioms).

Studying lexicology has other relationships with corpus linguistics, too. One can investigate almost anything about the vocabulary use of any specific group of people or any kind of vocabulary through corpus studies. For example, Biber (2006) worked on university language aiming to spoken and written registers and found out that there is much greater range of word types used in textbooks than in classroom teaching, and most of these different words are nouns. Considering this piece of information, the words used in the current research were accumulated from the textbook used by the sample during their first semester.

Corpus linguistics is widely used in vocabulary learning and teaching. However, other facets of language are examined through using corpora as well. Lexicology interacts with semantics, grammar, pragmatics, sociolinguistics and many other linguistic fields. Even if the case is not like that, learning vocabulary is not restricted with memorizing words as explained in the above lines.

2.1.8. Corpus and Grammar

Definitely, grammar has a key role in almost all languages as it has a coordinating role. For this reason, no matter how a learner is good at vocabulary or other fields of a language, there is still a missing piece as long as he or she does not use the language with its grammatical structures properly. An arbitrary syntactic use of language is, undoubtedly, a sign of a lack in language use, and grammatical rules and appropriate usage of structures fill these gaps.

At first hand, a theoretical explanation of what “grammar” means for language seems to be crucial to be dealt with. Smith (2010) defines grammar as “a formal system for describing the structure of natural languages”, and thus, it should be considered in its own right, on the basis of its own “internal logic” as Bley-Vroman notifies (1983: 15). It is an explanation of how a particular language, or ‘language’ in general, works: what forms occur and what forms do not occur in that language (Baker, Hardie, and McEnery, 2006: 48). Definitely, there are many important concepts of language, but the order of language use is more or less important in almost all languages. The alteration of grammatical usages, for instance, may lead to the transfer of the message that is aimed in an unintended way. In the previous pages, the place of lexicology in language use is discussed, but words are meaningful provided that they are used in order.

Another point that was mentioned in the above lines was what a word is. Grammar often has an influence on determining the answer to such questions. For instance, Hoffmann (2005: 16) aimed to stress this influence of grammar to lexical items working on *in view of*, *in spite of* and *with regard to*. Although each of them consists of three lexical items, they are still treated as single units of grammar.

When the issue is grammar, it is inevitable to mention Chomsky’s transformational grammar. In his article, it is stated that a grammar is based on a finite number of observed sentences (linguist’s corpus) and it “projects” this set to an infinite set of grammatical sentences by establishing general “laws” (grammatical rules) framed in terms of such hypothetical constructs as the particular phonemes, words, phrases, and so on, of the language under analysis. In other words, grammatical rules are limited with the corpus of the language user, and he or she can construct unlimited number of sentences as long as it fits to these rules and whenever he or she comes across a structure which he or she is not familiar with, the language user questions this unfamiliar structure on its appropriateness. At this point, it can be

said that the more a learner is exposed to the outputs of a language, the more he or she can be familiar with new structures, new vocabulary items, their usages, how they are used with inflections or with function words and so on.

When compared with lexical analysis, grammatical analysis through corpus concordancing seems to be challenging. Cobb and Gaskell's (2004: 317) survey provides a good opportunity to exemplify such a challenging. They observed that adapting concordances for lower learners' grammar development is less straightforward than for lexical development. However, they have also noticed that such learners are willing to use concordances to work on grammar as they are able to make corrections and precast links are a useful training system that leads some learners to independent concordancing. Hence, it can be concluded that corpus concordancing may have a stimulating effect on learners, though it is less practical when compared with their role in lexical studies.

Still, the zone on which grammar has an influence is not limited with all the things mentioned above. An appropriate grammar does not always point to a smooth language use since the language is basically for communication. One may construct a grammatically perfect language with appropriate vocabulary usage and the order of the words might be all right as well. However, there still might be an ambiguity in the message that is sent. What a sentence or an utterance means may vary depending on its deep structure. Learners can question what a sentence they are exposed in a corpus may mean. Here, the context might help them to work on. In other words, semantics stands for a supplementary role in most occasions since the environment of language has a key role.

2.1.9. Corpus and Semantics

As mentioned before, semantics has direct interaction with qualitative analysis. It is said that grammar can be regarded as the "laws" of language, but sentences may be interpreted in various ways, though they are relevant by means of these laws. In other words, grammar might be the manual of this communication tool; the language, but the reflection or the message which the reader or listener acquires from this manual may vary in human mind.

It might be because of the variation within the structures themselves. What is understood with the structure is the question, or is there just a standard structure of language? According to Chomsky's transformational grammar, the answer is to the

latter question is negative. While determining the meaning, there are various facets to be considered; and two of these facets are *surface structure* and *deep structure*. These two terms have become a subject of the field especially by the transformational grammar; thus, Chomsky might be the first name to be recalled.

Briefly, “surface structure is the abstract formulation of the organization of the observable sentence, deep structure – with its simpler and more abstract form – lies beneath it and can only be retrieved through a backward retracing of the transformational process (Kenan, 2008: 10). Actually, the first footsteps of these two conceptions, according to Chomsky, were observed in the Port-Royal theory. The Port-Royal is an intellectual and religious movement called “the most influential logic from Aristotle to the end of the nineteenth century” (Buroker, 1996: 23); and besides religious works, “the *New Elements of Geometry*, which was a philosophical reworking of Euclid; and the *General and Rational Grammar*, which became known as the Port-Royal Grammar” (Johnson, 2000: 246) are two other examples authored by Arnauld, one of the pole stars of the logic mentioned above. However, Chomsky (2006: 15) points out a misconception in this issue stating:

“According to the Port-Royal theory, surface structure corresponds only to sound – to the corporeal aspect of language; but when the signal is produced, with its surface structure, there takes place a corresponding mental analysis into what we may call the deep structure, a formal structure that relates directly not to the sound but to the meaning. In the example just given, “Invisible God created the visible world,” the deep structure consists of a system of three propositions, “that God is invisible,” “that he created the world,” “that the world is visible.” The propositions that interrelate to form the deep structure are not, of course, asserted when the sentence is used to make a statement; if I say that a wise man is honest, I am not asserting that men are wise or honest, even though in the Port-Royal theory the propositions “a man is wise” and “a man is honest” enter into the deep structure. Rather, these propositions enter into the complex ideas that are present to the mind, though rarely articulated in the signal, when the sentence is uttered.”

When paraphrased, it can be said that Chomsky (2006) agrees that there is an abstract structure which shapes in the mind that refers to the semantic transformation of statement in addition to its surface response. Whereas, he disagrees such a generalization as in the example cited above. Rather, he regards the deep structure as “having a more abstract character”.

In either point of view, one fact puts itself forward: a simple statement may have an abstract structure decoded in mind through many factors. The situation is

true in corpus linguistics as well since the core element of a corpus is real life examples; with both their surface structures and deep structures. As an example, colloquial meaning in an utterance may reflect various ideas in mind. However, human mind decodes the hidden message (“arbitrarily” by most linguists) beyond the utterance and picks up the most suitable one among others depending on the context. Therefore, “deep structure analysis does not answer all the questions of syntax, but it does well enough with some of the most important ones”, as Bolinger and Sears (1981: 100) state.

Though some regard these decoding procedures as an arbitrariness, interpretations are of high importance at this level. They are not only important for humans while understanding a text, but also for Artificial Intelligence (AI) tools. As an instance, Jenkins *et al* (2005) developed a Computer Processable Language (CPL) and to overcome the misinterpretations, they offered rephrasing the text. It means that one should consider the semantic knowledge provided by the text; otherwise, machinery interpreting is the thing to be trusted. Considering the obstacles occurred in most machinery interpreting, the developers of the tools broadens the structures used in their tools within certain structures. Jenkins *et al* restricted CPL within 1000 most “commonsense” rules. For example, they suggested to rephrase “the man ate the sandwich on the plate” in relative clause as “the man ate the sandwich that was on the plate” to overcome the mismatch done by CPL. Hence, it is obvious that the place of interpretation is not only vital for the means of Artificial Intelligence like in CPL, but also for natural text properties like a corpus.

In their paper, Grondelaers, Geeraerts, and Speelman (2006: 150) state the role of interpretation in corpus research as follows: “Corpus research, in fact, neither denies nor ignores the necessity of interpretations, but it takes on a helix-like structure of a gradual refinement of interpretations through a repeated confrontation with empirical data”. In other words, interpretation can be accepted as the drill of meaning associated within meaning; through empirical data, one can engage certain usages with certain meanings depending on the context. Thus, interpretation is a result of the negotiation of these usages with the real life experiences. Experiences lead people to recognize or interrelate meaning, hence a spiderweb-like unit may lead us to associate meaning to certain structures. Since most corpora include real life examples, one can see empirical data for these certain structures so it provides an

invaluable environment for experience, especially for those who do not always have a native language atmosphere.

2.1.10. Corpus and Discourse Analysis

In most occasions, a corpus user resorts to analyse whatever they are searching for in a broader sense so they widen the corpus data to understand the discourse. Since a certain word, phrase or utterance in a corpus data does not always directly and clearly reveal what the transmitter means, the text may sometimes need to be analysed thoroughly. In other words, the researcher may need the discourse in a united body.

In linguistics, *discourse* is a unit or piece of connected speech or writing that is longer than a conventional sentence and *discourse analysis* is the analysis of connected speech and writing, and their relationship to the contexts in which they are used. McArthur (1992: 316). As previously told, the receiver to the message given in a certain written or spoken data does not necessarily acquire what the hidden idea is. Therefore, he or she may need to collect the items of the jigsaw together; see the rest of the data. Carroll (2008: 158) states that comprehension of connected discourse depends less on the meanings of the individual sentences than on their arrangement.

Initially, three components of a discourse helps the hearers or the readers to understand all in a discourse: *field*, *tenor*, and *mode*. Field of a discourse is mostly to do with the experiences of the world around us and inside us. "It is the content in the sense of what is going on at the time" (Halliday and Hassan, 1990: 30). As a corpus user may need to get the appropriate message through the context, he or she may need to be aware of the field as well. He or she may also be aware of the tenor, the personal relationships involved in a text. This may often lead the corpus user to analyse the interpersonal systems within the text; and thus, colloquial or metaphorical usages and the jargon between people. The mode is the particular role that is assigned to the text in the situation; what a language user is making the language do for him in a particular context.

To sum up, field refers to the subject matter or topic. Questions such as "What is happening" and "What is the activity" raises. On the other hand, tenor refers to the roles of the participants in an interaction and the question, "Who are participating and what is their relative status or power" is asked. Finally, the mode

refers to the channel of communication. At this point, the question is: "What is the language doing?"

All these questions are of high importance for a corpus user especially when he or she needs further information about whatever is being sought. This may also work in a learner corpus to clarify whether the composer of the text used a certain word or structure appropriately. Therefore, the corpus user may see the errors as well as the correct usages. All in all, discourse and its analysis are vital to get the actual message that derives depending on the environment, the participants and the channel of communication.

2.1.11. Corpus and Cognitive Linguistics

Since the very beginning of this chapter, there has been an implied issue which covers very many lines above. It is argued that a well-structured corpus handles both quantitative perspectives and the qualitative perspectives of language. It is stressed while mentioning Chomsky's transformational grammar that syntactic structures may lead people to produce unlimited number of utterances through applying a limited number of rules. However, beginning with 1970's, cognitivism has started to grow up in linguistic fields.

First of all, human beings are intellectual creatures; they have mind as well as emotions. This fact is connected with their language use; in other words, the use of language is not just determined by our emotion or our thought. Meaning has boundaries depending on mind and affection. "*Cognitive meaning* in linguistics and psychology, is meaning that is related to intellect rather than emotion, in contrast with *affective meaning*" (McArthur, 1992: 230). Starting from this point, it can be said about the line of a Cognitive Linguistics research follows is to examine the relation of language structure to things outside language (Kemmer, 2009).

The primary focus of cognitive linguistics has not been the quantitative values of language; rather, "the methodological orientation of Cognitive Linguistics and Cognitive Grammar (as well as related disciplines such as Construction Grammar) has so far been relatively qualitative" (Gries and Stefanowitsch, 2006: 3). However, the case is currently not like that. In other words, Cognitive Linguistics considers itself to be a non-objectivist theory of language, whereas the use of corpus materials involves an attempt to maximalize the objective basis of linguistic descriptions (Gronelaers, Geeraerts, and Speelman: 2007: 1). Through considering

the necessity of interpretations, a more collaborating and cumulative linguistic research can be conducted on Cognitive Linguistics by getting aid from Corpus Linguistics.

Cognitive Linguistics is told to be rather qualitative; therefore, it can be said that it has much to do with semantics. As an example, metaphor and simile are two components of language with a load of meaning. Metaphor has been “at the core of the research program now known as *Cognitive Linguistics*” (Stefanowitsch, 2007: 1) and it can be extracted from corpora through several ways. It is an expression which describes a person or object in a literary way by referring to something that is considered to possess similar characteristics to the person or object you are trying to describe (Cambridge Advanced Learner’s Dictionary, 2003). One of the most practical way to extract what a metaphor is intended to mean is done by “comparing the findings of a domain-specific corpus with those of a general corpus” (Charteris, 2004). In other words, metaphors which a corpus researcher comes across can be compared with the ones given in a control corpus.

Every language has its own literal and figurative usages and each of these usages has an unlimited variety of derivations. While analysing these, one may refer to the way of inference or comparison within a broader corpus. In the previous study, it was aimed to infer literal and figurative usages from the context and compare them within a general corpus if necessary. Since the participants were aimed to produce a creative language, they were urged to serve for Cognitive Linguistics as well in one way or another.

2.2. CREATIVE NONFICTION PROSE

2.2.1. An Overview of Creative Nonfiction Prose

Although almost all people who either enjoys writing or reading have most probably been exposed to this genre of nonfiction, it is not nominally very much popular, at least among the ones who do not have a strong aim to follow the trends in literary world. However, creative nonfiction is not actually an infant in the field, though it used to be like an abandoned baby without a name in the yard of the literature at first. Nowadays, creative nonfiction prose is getting widespread among literature followers all around the world.

There have long been efforts on writing in creative nonfiction even by eminent authors such as Orwell, Baldwin, Hemingway, Tom Wolfe and many others,

though most probably they have not intended to take part in creative nonfiction world. The name “creative nonfiction” has a really interesting story. The father of the name, Lee Gutkind, claims that he has been using this genre since 1970’s, yet it became known as creative nonfiction after a meeting of National Endowment for the Arts in 1983. It is also known as “literary nonfiction” and “narrative nonfiction” as it has strong ties with narration and literary language use. This genre neither fit to “essay”, nor to “journalism” and its lines have sometimes been misinterpreted.

As previously mentioned, creative nonfiction prose is getting widespread day by day and it has many admirers all around the world. There are communities working on it, articles written in the light of it and arts produced using it. Hopefully, the current research was aimed to be another ring for it which was conducted by using it in a corpus study. By doing so, it was expected from the participant students to get higher benefit from a corpus study as the corpus was intended to contribute to the creativity of them as well.

2.2.2. What is Creative Nonfiction?

In fact, the core elements that constructs creative nonfiction is hidden within its name; “creativity” and “nonfiction”. The writers transmit factual information to their readers through using a creative language which is often literal. Fox and Lannin (2007: 2) describe creative nonfiction as “a hybrid genre that pulls in elements of fiction (literary techniques), the writer’s perspective, and factual information”.

Before going deep into creative nonfiction, it would be better to distinguish nonfiction from fiction. The term *fiction* is briefly for something created by human mind (McArthur, 1992: 401). Literally, it is connected with imagination even though it is not totally out of reality. Therefore, nonfiction does not have much, if not any, to do with imagination of the human mind. Instead, it focuses on factual information. As Kenan (2008: 3) classifies, some examples to nonfiction are gossip, legal testimony, news reports, history books, autobiography, personal letters and so on. Of course the reliability of some of these narratives might be questioned, yet they are still resources based on factuality, or at least resources seeking for factuality.

Creativity is undoubtedly more common in fiction rather than nonfiction. Figurative language including metaphor and simile; and literal meanings of words can frequently be seen in such narratives as the imagination is in the center. However, neither creativity, nor narration solely belongs to fiction. As the quotation

from Lewin (1997) was emphasized by Genette (2000: 91), “Narrative is a doubly temporal sequence... There is the time of the thing told and the time of the narrative (the time of the signified and the time of the signifier)”. A narrative may be “newspaper reports, history books, novels, films, comic strips, pantomime, dance, gossip, psychoanalytic sessions and many others (Kenan, 2008: 1). When compared, there are overlapping examples from both narratives and nonfictions.

What helps Creative Nonfiction emerge might be the instinct in human that triggers the joy, vividness and all other emotions which belong to humans and the need to this instinct in getting or transmitting information. In other words, there is no doubt that the more the creativity is hidden in a message, most probably the better it takes place in the minds of its receivers. Gutkind (2005) explains the goal of creative nonfiction writers as in the lines below:

Although it sounds a bit affected and presumptuous, “creative nonfiction” precisely describes what the form is all about. The word “creative” refers simply to the use of literary craft in presenting nonfiction—that is, factually accurate prose about real people and events—in a compelling, vivid manner. To put it another way, creative nonfiction writers do not make things up; they make ideas and information that already exist more interesting and, often, more accessible.

2.2.3. The Demarcation of Creative Nonfiction

As previously mentioned, creative nonfiction prose (CNP) is a hybrid genre; it works on information which is the core element of nonfiction by using the tools of fiction. It cannot be regarded as a traditional nonfiction just like journalism or scholarship. It offers flexibility and freedom while adhering to the basic tenets of reportage (Gutkind, 2005).

Creative nonfiction writers can be poetic as well as journalistic, can use literary techniques while handling a factual issue, can describe things by adding their point of view and so on. A Creative Nonfiction can be a memoir written on a journey or it can be a diary and many other examples containing experiences from real life as long as it is written in a literal (or creative) way. Boundaries are limited with the factual information provided by the writer.

2.2.4. The Use of Creative Nonfiction in Education

Creative nonfiction may be an effective tool in almost all sciences as it leads learners to state themselves or their real life experiences in a creative manner. As previously mentioned, it is also known as narrative nonfiction and literary nonfiction since it has common points with narration and literary usages, and it leads the learners to stimulate their productivity through narration. In their study which adopted a similar method called “productive narratives, Sinclair and Healy (2007: 20) worked on narrative thinking with dynamic geometry and highlighted that productive narratives, in terms of mathematical sensemaking, are those in which learners are able to connect mathematical objects, and their paradigmatic relationships and properties, with things they already know- and care about, stories in which the mathematical is given meaning through its grounding in experienced phenomena. Therefore, methods which allow for the adaptation of narration into the education procedure may contribute to the success. Such methods including the adaptation of creative nonfiction may help learners to deal with anything happening so it contributes to the variation of the registers in their writings.

As it combines both creativity and nonfiction, learners may also be able to pick up by means of stylistics. Therefore, creative nonfiction can be used as a consciousness-raising activity in education and it assists the learning process. Gilquin and Paquot (2007: 10) applied a consciousness-raising activity in their academic survey and verify the existence of these contributions of them by saying that consciousness-raising activities have also been proposed that should help learners become more aware of register variation and of the importance of adopting a stylistically appropriate tone in academic writing.

Creative nonfiction can be applied to students to help them “use their imaginations to tell the truth” as done in the study by Renker (1998), can be a tool to let the students forget the class discrimination and let the “less fortunate people” express themselves in autobiographies as done by Papay (2003), can facilitate the hardship of literal study as done by Skrebels (2003), or it can even help a teacher to interact with students on how to cope with a resistant student as done by Robinson (1997).

To sum up, creative nonfiction can be applied in every classroom environment by tailoring it to the needs and purposes. It is consciousness-raising activity by enriching the registers as well as by contributing to stylistic skills. It also

provides an opportunity for the students to be express themselves and this most probably reinforces the interaction of the individuals in an educational environment.

2.3. COMPUTER MEDIATED COMMUNICATION

2.3.1. Presentation

Computer Mediated Communication has become an indispensable element of Computer Assisted Language Learning since it provides opportunities for learners to communicate through computer and to share whatever they need to. Under this heading, the researcher aimed to acknowledge the use of Computer Mediated Communication in language education since the participants used a web blog for communication, to share their texts and to find necessary web links for corpora.

2.3.2. The Use of Computer Mediated Communication in Computer Aided Language Learning

Computer assisted teaching was put forward in 1960s and various studies were carried out in some universities of the USA in 1970's. Those studies revealed that computers are effective in language teaching inasmuch as they are in other fields of education. Besides certain universities, many other private companies, including some famous publishing companies, have produced software packages so as to take part in the computer assisted language teaching market. The initial computer devices provided through these software packages were floppy disks, computer cassettes, student books and a teacher guide.

“The first samples of Computer Aided Language Learning (CALL) mainly aimed a) Grammar, b) Vocabulary, c) Reading comprehension, d) Writing, e) Tests” (Demirel, 1999: 94). Within time, more interactive approaches have been put forward as a result of the stress on the importance of communicative aspects in language learning. However, there were still some mishaps remaining when the studies on CALL accelerated in 1990s. The main argument was by the supporters of Communicative Approach. The frame of mind on which they build their approach is that language errors are not regarded as extreme cases in everyday use of language between individuals. Rather, language is for communication and interaction and as long as one individual understands the other, language errors are often welcomed. On the other hand, computers do hardly any errors while interacting with a human.

Moreover, they correct every human error regardless of how prior or superior it is. So this point of view reveals the weak point of CALL.

However, language softwares and other linguistic documents are not the sole means of computer in language learning. With the improvement of computer technology, computer mediated communication has taken a crucial role in human life. It is also used for language learning by means of the Internet which supplies ground for sending and receiving e-mail, chatting through instant messengers with any other individuals or groups, posting messages through forum sites, blogs and so on. At this point, it is seen that computer can also be used just as a device for communicating with other individuals; thus, the problem argued by the supporters of communicative approach is, at least, reduced. Demirel (1999: 97) points out four suggestions to be applied in order to improve the place of computer mediated communication in language learning and teaching:

- a. First of all, the idea that there may be a computer assisted language learning should be adopted. By the way, it should not be forgotten that computer is not a controller which take up the role of a teacher; but it is an assistant for teacher that facilitates and mediates teaching and learning.
- b. There should be computer labs or rooms in every school monitored by some teachers who keen on computer assisted language learning; and thus, students should be given an opportunity to get benefit from these places.
- c. There should be internship courses at schools for teachers who are interested in CALL.
- d. In long term, there should be units for computer programming in order to supply necessitated language programs.

The suggestions above may be far from the actuality with respect to the schools in Turkey today, albeit may become true in a near future. As long as learners and teachers are aware of the use of CMC for language learning, they could enjoy adapting it into their learning environment. In a parallel study, Altun (2005) concluded that pre-service teacher trainees are keen on using CMC for language teaching.

In this current research, the communication between the researcher and the participants to the treatments, text sharing for the learner corpus and providing link to the participants of the reference corpora treatment were all carried out via a we blog built by the researcher. Therefore, Computer Mediated Communication had a keypoint for the interaction of this research.

3. METHODOLOGY

3.1. PRESENTATION

In this chapter, an outline of research methodology of the present research is given. At first hand, the research design is explained and the characteristics of research population and sampling is indicated. Later on, the characteristics of the pre-test and post-test are highlighted under the heading of “Data Collection Instrument”. Finally, an overview of the data collection and analysis process is given.

3.2. RESEARCH DESIGN

The current research is based on experimental research design. In this research, there are two treatments applied to the subjects and four groups were selected and asked to participate in. The two independent variables were that (1) how building up a learner corpus through using creative non-fiction prose affects the vocabulary knowledge of the students, and (2) how using general corpora affects the vocabulary knowledge of the students.

Two groups were selected as experimental groups each of which has taken a different treatment depending on the independent variables, and two of the groups were control groups to measure the effect of the independent variable on the dependent variable. All four groups were given a pre-test based on their vocabulary knowledge. Following that, the experimental groups are given their treatments. When the treatments were over, all four groups were given the post-test.

As this research mainly seeks out if building up a learner corpus through using creative non-fiction prose has an effect on vocabulary proficiency of the EFL learners, the first experimental group was conducted to investigate the change in the group after the treatment. The participants were asked to take place in building up a learner corpus through using creative non-fiction prose. The alteration of

this experimental group obtained by the post-test is analysed and compared to the other experimental group and the control groups.

Another point to which this research refers is to investigate the case in the other experimental group that carried out their vocabulary study meanwhile. The participants of this second experimental group were required to carry out their studies through reference corpora. The alteration of this group is analysed and compared to the other groups, too.

The control groups were not required to do anything except from taking the pre-test and post-test. They only followed the curriculum determined by the school. They have taken their place in the analyses of the pre-test and post-test. These two groups were used to determine if the independent variables have effect on dependent variables. The design of this research can be represented as:

Table 3.1. The research design

Step	E1 (Experimental)	C1 (Control)	E2 (Experimental)	C2 (Control)
1	Cluster assignment	Cluster assignment	Cluster assignment	Cluster assignment
2	Pre-test	Pre-test	Pre-test	Pre-test
3	Treatment	---	Treatment	---
4	Post-test	Post-test	Post-test	Post-test

3.3. RESEARCH POPULATION AND SAMPLING

The target population of the research was the students of the Higher School of Foreign Languages of the University of Gaziantep in 2008-2009 education year. As Ekmekçi (1997: 21) states, when the accessible population is found to be too broad; then, the researcher chooses a *sample*. Here, the researcher used cluster random sampling in order to minimize the population. The total number of the students in that education year was 1090 including the night class students. In the Higher School of Foreign Languages, students were replaced into classes depending on their proficiency levels in English. The students who were determined to be at elementary level at the beginning of the education year were placed to Level C classes while the students of pre-intermediate level were to Level B classes. Additionally, the students who were accepted to have intermediate proficiency level

were replaced to Level A classes. All three groups were aimed to reach to upper-intermediate level at the end of the education year.

To conduct this research, Level B students were chosen as the accessible population; because, they were in the strata as a group in accordance with the replacement test. The number of the accessible population in this research was 422 students with 296 morning class students and 126 night class students. The number of the Level B classes was 12 morning classes and 5 night classes; 17 in total. Out of these classes, four groups from Level B were picked up for the study randomly.

The first of the four groups was a night class group namely E2 and it consists of 25 Level B students. This group was selected to participate in the research as one of the experiment groups and they were asked to follow the general corpora after the pre-test. The second group was another night class group namely C1 and it consists of 25 Level B students as well. Whereas, this group was one of the control groups and they only participated in the pre-test and post-test taking to evaluate the effects of the independent variables over the dependent variables. The next group was another night class group called C2 which has 24 Level B students. The group was the other of the control groups and followed the same process as for C1. The fourth and the last group was E1 with 21 Level B students. In total, 95 Level B students participated to this pre-test/post-test research study. All of the students has taken the National University Entrance Examination (ÖSS) before applying for their departments in the university. Following the ÖSS, they took an exemption exam prepared by the Higher School of Foreign Languages aiming to determine the students to be excluded from taking a one-year English language class before going on in their actual departments, and they could not pass this exam. As a final stage to classify the students depending on their English language proficiency levels, the students participated in a proficiency test and those 95 students were leaded to the Level B classes.

3.4. DATA COLLECTION INSTRUMENT

A vocabulary test was given to the samples of four groups as pre-test and post-test. At first hand, the researcher collected the vocabulary items which was taught in the first semester of the education year and was in the coursebooks of the students namely Top Notch 2 and Top Notch 3. Later on, a vocabulary test based on these vocabulary items including nouns, adjectives, verbs, adverbs and some

idiomatic expressions was built. The test was made up of 40 multiple choice questions each with 5 options. Almost all the new vocabulary items were used only once as an option in the test.

During the preparation of the test, the researcher aimed to compose the questions using Collins COBUILD Resource Pack – Lexicon (2002) software which includes a corpus of five million words of texts from the “Bank of English”. Additionally, Cambridge Advanced Learner’s Dictionary software was used as an assistant instrument. After picking up suitable examples from these softwares so as to compose the questions, the vocabulary items were carefully blended and inserted to the questions as options depending on their word forms. For instance, if a question seeks for an adjective, all the options to the question were initially aimed to be adjectives but not from other word groups. This was done so in order to reduce the probability of the students’ finding the correct answer through guessing to which word group an item belongs.

On applying the pre-test, the reliability results were analysed so as to determine if the given test is appropriate as a data collection instrument for the research. Hughes (1989: 29) states that the more similar the scores would have been, the more reliable the test is said to be. Since Krombach’s Alpha is accepted as one of the most consistent way of obtaining the reliability results, the researcher has chosen this type of reliability analysis for the pre-test. Therefore, the reliability is ,070 in accordance with Crombach’s Alpha reliability statistics, which means that the test used as the instrument to collect the data is reliable for the research.

3.5. PROCEDURE, DATA COLLECTION AND ANALYSES

All four groups have taken a pre-test which is mentioned under the subtitle of data collection instrument in this research. The results of the test were analysed through Independent Samples t - Test. Following the analyses, the treatments to the experimental groups have started to be applied. The two control groups have remained to follow the curriculum determined by the coordinator of Level B groups in Higher School of Foreign Languages. No extra treatment was given to these two groups.

The first of the experimental groups has additionally gotten a treatment based on building up a learner corpus through using creative non-fiction prose. They were asked to participate in the treatment for 12 application. For each application,

they were asked to compose a text based on creative non-fiction prose, which was explained to them before the start of the applications. The vocabulary items accumulated from the Top Notch 2 and Top Notch 2 coursebooks were divided into applications. For example, the vocabulary items picked from the first two units of Top Notch 2 were handed out to the group and the samples were asked to use these items in their prose within a determined period of time, say two or three days for each application. The topic for each piece of creative non-fiction prose is determined by the researcher paying attention to the levels and the interests of the group. The students, composing their texts, have submitted them to the researcher in three ways: (a) by sending e-mail, (b) by their flashdisks, (c) by a web-blog created for this research and notified to the students. On gathering the texts, the researcher uploaded the texts into WordSmith 5 which is a corpus concordancer software.

Once the samples submitted their texts, the application went on as a classroom activity; the texts of the students were investigated in the classroom. Thus, correct usages were investigated as well as the erroneous usages which are an inevitable reality to face in a learner corpus study, collocations were seen in addition to concordances, and other observations such as plot observation which depicts where a certain word is frequently used within a text are carried out.

Meanwhile, the second of the experimental group were asked to follow some reference corpora given to them in the web-blog prepared for this research. This experimental group was taken to the laboratory so as to work on the vocabulary items given to them. The order of the vocabulary items were given to both experimental groups simultaneously. They were asked to work on the vocabulary items using reference corpora in 12 applications as well.

At the end of the applications, all four groups were post-tested by using the same test in pre-test. The results were analysed again using Independent Samples t - Test. Data analyses were carried out using SPSS 15.0 for Windows. The results regarding each hypothesis of the research were tabulated and analysed in Chapter 4.

4. RESULTS AND DISCUSSION

4.1. PRESENTATION

This chapter presents the results of the statistical analyses of the data obtained through the pre-test and the post-test. The collected data are analyzed statistically and tabulated to indicate concrete conclusions so as to obtain an answer to the research questions. In the first part of this chapter, the results obtained through the pre-test are handled in order to determine whether there is a significant difference between the research clusters before the treatments or not, and to compare with the post-test; and thus, see whether the research hypotheses are true or not. The results of the post-test and the related discussion about them are seen in the second part of the chapter. Independent – Samples T Test is used to analyse the results of the pre-test and the post-test as it provides opportunity to attain the results of two groups or the rates between the groups.

4.2. STATISTICAL ANALYSES OF TEST RESULTS

4.2.1. Statistical Analysis of the Pre-Test Results

Under this subheading, the researcher aimed to demonstrate the pre-test results based on Independent – Samples T Test. Each of the experimental groups which are namely E1 and E2 was compared with the control groups C1 and C2. E2 to which reference corpora treatment was conducted was matched randomly with C2. E1 from which the researcher demanded to participate in building up a learner corpus through using Creative Nonfiction Prose was matched randomly with C1.

The control group and the experimental group have to be at the same level of proficiency in English language vocabulary before the treatment which includes applying a reference corpora study to the experimental group can be carried out. Therefore, investigating any change after the treatment could be possible. In order to certify that there is no significant difference between the experimental group

called E2 and the control group C2, the researcher aimed to investigate the variations to the items of the pre-test between these two groups at first hand.

Item analyses (see Appendix) depict that there is not much deviation between the mean scores of group E2 and C2 to the questions of the pre-test. The significant values are all above ,05 except from Question 6 ($t = 0,19$ $p \leq ,05$) and Question 31 ($t = 2,48$; $p \leq ,05$). Hence, it can be concluded that there is no significant difference between the results of group E2 and group C2 in the pre-test. This is probably due to the fact that both groups have been following the curriculum determined by the department and no other treatment has been applied to them.

In addition to the item analyses, the mean scores, standard deviation, t and p values of these two groups to the pre-test were analysed. Such an analysis is done to capture the overall picture of the results between these groups to the pre-test. Below is the table depicting the results:

Table 4.1. Pre-test mean scores, standard deviation, t and p values for the experimental group E2 and the control group C2

GROUPS	N	$\bar{X}$	sd	t	p
E2	25	8,72	2,28	1,75	,05
C2	25	7,76	1,5		

The statistics in Table 4.1. show that the mean scores of the groups E2 and C2 are very close. Additionally, there is no significant difference between these groups in accordance with the significant value ($t = 1,75$; $p > ,05$). As a result, it can be said that these two groups are almost at the same level of proficiency by means of the proficiency levels of the participants in these groups.

The pre-test was applied to the other two groups as well. These two other groups have to be at the same level of proficiency in the English language vocabulary just as in the first two groups. Therefore, the item analyses to the other control group called C1 and the second experimental group called E1 were investigated. The analyses show that the mean scores between the results of the pre-test taken by C1 and E1 groups are very close. Additionally, the significant values are below ,05 only in four out of forty questions; Question 4 ($t = 0,79$; $p \leq ,05$), Question 30 ($t = 0,31$; $p \leq ,05$), Question 36 ($t = 1,17$; $p = ,05$) and finally Question 38 ($t = 0,58$, $p \leq ,05$). Considering the results, it can be said that there is not a crucial

significant difference between these two groups in accordance with the pre-test results. The same reason, just in the comparison of the other two groups, might be true for these two groups as well; both of the groups have only been following the curriculum in the department; therefore, no treatment has been gotten by either of the groups here as well. This fact most probably led the results to have almost no significant difference between the groups in the pre-test results.

In addition, the mean scores of the groups were compared and the significant value was investigated to see the group statistics. Table 4.2. below supplies the results of the pre-test between these two groups:

Table 4.2. Pre-test mean scores, standard deviation, t and p values for the experimental group E1 and the control group C1

GROUPS	N	$\bar{X}$	sd	t	p
C1	24	7,83	1,85	0,33	,24
E1	21	8,04	2,47		

There is not much variation between the mean scores of the groups C1 and E1 as seen in Table 4.2. This is also proven as the significant value indicates that there is no significant difference between these two groups ($t = 0,33$; $p > ,05$). At this point, the proficiency levels of the participants who are in group C1 and group E1 are very close regarding the analysis of their pre-test scores.

4.2.2. Statistical Analysis of the Post-Test Results

When the treatments to two experimental groups were over, all of the four groups took the post-test. Following the post-test, they were analysed using Independent Samples t - Test again so as to investigate if there have been significant differences between each of the groups after the treatments. The results pointed out that the number of questions to which the responses were significantly different from one group to another are doubled in the post-test when compared with the pre-test. The significant values of Question 17 ($t = -0,79$; $p \leq ,05$), Question 30 ($t = 1,79$; $p \leq ,05$), Question 32 ($t = 2,03$; $p \leq ,05$) and Question 34 ($t = 2,87$; $p \leq ,04$) are below ,05 which means that the responses to these questions differ. This may be as a result of the application of the reference corpora which was treated to group E2. To see if

there is a significant difference between the groups in total, the mean scores are compared and the significant value was investigated as in the following table:

Table 4.3. Post-test mean scores, standard deviation, t and p values for the experimental group E2 and the control group C2

GROUPS	N	$\bar{X}$	sd	t	p
E2	25	21,88	3,12	9,07	,24
C2	24	13,50	2,91		

Table 4.3. shows the statistical analysis of the post-test results based on the scores of the groups E2 and C2. It can be seen that there is a variation between the mean scores of the groups; however, the significant value points out no significant difference between these two groups ($t = 9,07$; $p > ,05$). Hence, the treatment applied to E2 might have a weak impact when the results are considered.

The analyses of the post-test results also include the item analyses between the second control group C1 and the second experimental group E1. These analyses were carried out in order to see the results of the post-test between the groups comprehensively. In other words, the crucial question of this research seeks if building up a learner corpus through using Creative Nonfiction Prose may lead to an increase in the proficiency of the English language vocabulary of the participants; and thus, comprehensive analyses would work to find the answer to the question.

It is evident in accordance with the statistical analyses that there is a significant difference between the results of the responses of groups C1 and E1 to the questions. Except from Question 6 ($t = -5,04$; $p \leq ,05$), Question 33 ($t = 3,98$; $p \leq ,05$) and Question 34 ($t = -5,20$; $p \leq ,05$), all the questions have a significant value below ,05; that is, the groups have a significant difference in 37 questions in the post-test. This is most probably as a result of the treatment which was applied to the group E1 based on building up a learner corpus through using Creative Nonfiction Prose. To support these results, group analysis was also investigated so as to see the mean score variations and the significant value in the table below:

Table 4.4. Post-test mean scores, standard deviation, t and p values for the experimental group C1 and the control group E1

GROUPS	N	$\bar{X}$	sd	t	p
C1	25	13,76	4,85	,18	,01
E1	21	33,80	1,96		

A huge gap between the mean scores of the groups C1 and E1 to the post-test is evident in Table 4.4.. In addition, the significant value also indicates that there is a significant difference between the scores of group C1 and group E1 ($t = ,18$; $p > ,05$). In conclusion, it can be said that the treatment applied to the experimental group E1 must have a strong impact on this group.

In addition to the comparisons between the results of the control groups and the results of the experimental groups, a comparison between the pre-test results and the post-test results of each participant groups seems to be crucial so as to observe the increase within the groups themselves and the decrease if there is any. In fact, such an inter-comparison is chiefly to see the expected increase in the results of the experimental groups. Therefore, it would provide a support for the hypotheses of this research.

Table 4.5. Pre-test and post-test comparisons of the mean score and standard deviation for each group

Tests	E2			C2			C1			E1		
	N	Mean	sd	N	Mean	sd	N	Mean	sd	N	Mean	sd
Pre-test	25	8,72	2,28	25	7,76	1,5	24	7,83	1,85	21	8,04	2,47
Post-test	25	21,88	3,12	24	13,50	2,91	25	13,76	4,85	21	33,80	1,96

It can be seen in Table 4.5. that each of the four groups have an increase in their mean scores. There may be a couple of reasons for such an increase; it may be because of the awareness to the questions in the post-test since the same questions in the pre-test were provided, or it may be because of the final exam coming up soon which would determine the fate of the students by means of passing the prep education or failing it. Whatever the reason is, the standard deviations show that the

experimental group E1 which has taken the treatment based on building up a learner corpus through Creative Nonfiction Prose has the least standard deviation in the post test, and this means that the group shows the most determined standard deviation of all ($sd = 1,96$), though it was not so before the treatment. When the standard deviations of this group from the pre-test and pos-test are compared, it can be seen that there is a reduction as well. Whereas, the standard deviation of the second experimental group E2 which has taken the treatment of reference corpora increased in the post-test when compared with their standard deviation. This might show that reference corpora studies have a lack in the collaboration of the class; and thus, there is a higher standard deviation. The control groups also have an increase in the mean scores, but not as much as in the experimental groups, though the control group C2 has a lower standard deviation than the experimental group E2. It can also be seen that the mean scores of the two control groups are very close.

4.3. DISCUSSION OF THE RESULTS

Comparing the results obtained from the pre-test applied to four groups, it can be seen that there is almost no statistically significant difference with regards to the Independent Samples t - Test analyses. Such consistent results were important to prove that the groups were at the same level of proficiency in English language vocabulary before the start of the treatments to two experimental groups. Thus, the change after the post-test would be observed. Below is Figure 4.1. that indicates the mean scores of the groups to the pre-test which consists of 40 questions in total:

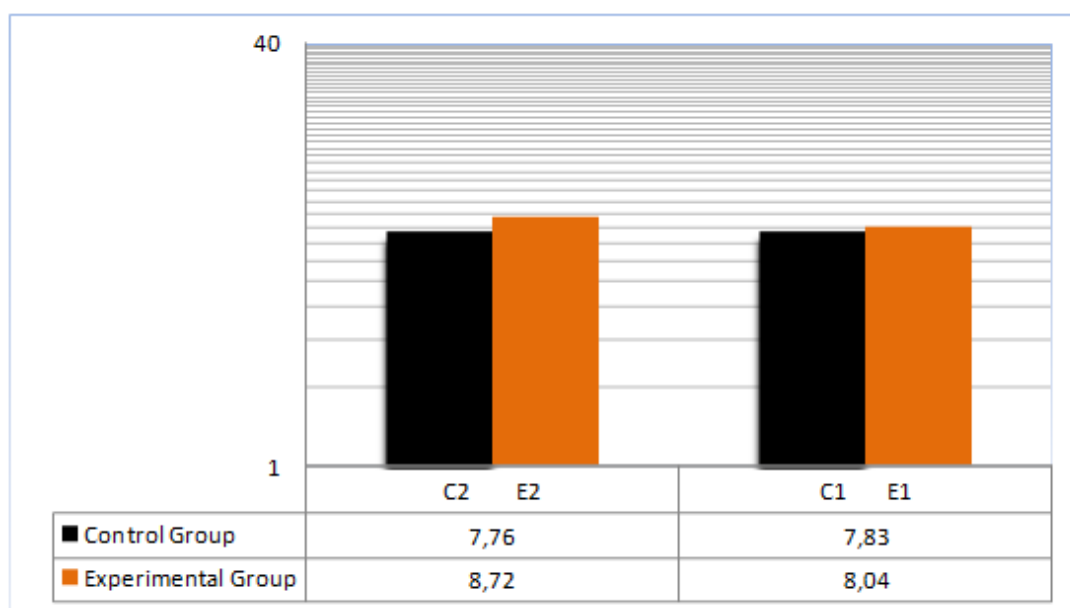


Figure 4.1. Pre-test Mean Scores of the Groups

Having seen that the statistical results of the pre-test among the groups are consistent to each other and the reliability results was appropriate as well, the treatments were applied to the experimental groups. After the treatments were over, all four groups were given the post-test in order to see the results; and thus, if there are significant differences among the groups. Figure 4.2. shows the post-test results of four groups taken the post test:

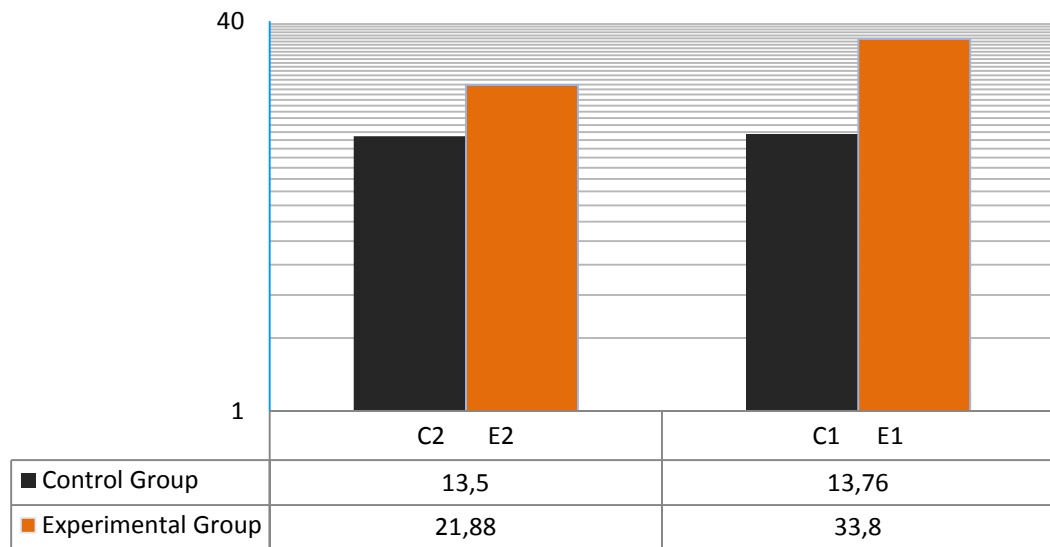


Figure 4.2. Post-test Mean Scores of the Groups

The figure shows that the control groups are consistent to each other, yet there is a significant difference between the control groups and the experimental groups. In addition, the experimental groups are seen to have a considerable variation within themselves. E1 which has undertaken the treatment of building up a learner corpus though using Creative Nonfiction Prose has surpassed all other groups including the other experimental group E2 which has fulfilled a treatment of studying vocabulary through reference corpora. Therefore, it can be concluded that both of the treatments have worked, though the treatment to E1 has far more effect on the group than the other treatment to E2.

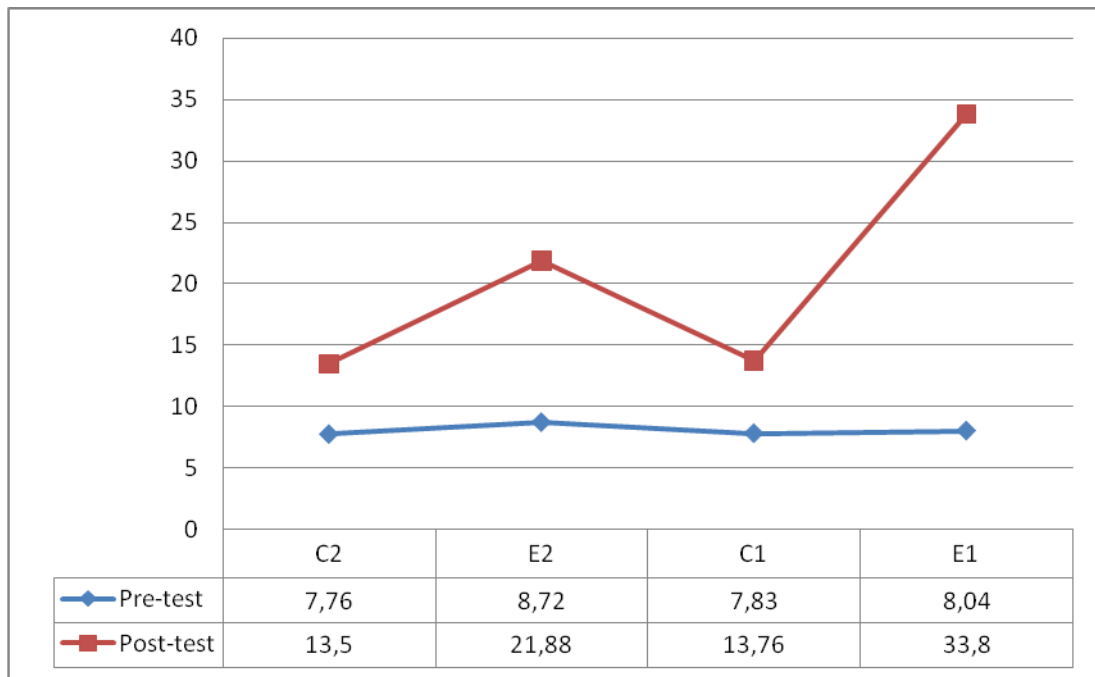


Figure 4.3. Pre-test / Post-test Mean Scores of the Groups

In addition to the comparison of the groups depending on the pre-test mean score results and their post-test mean score results, a comparison of the mean scores of each group to the pre-test and post-test is seen in Figure 4.3.. That is to point out the change within each group from the pre-test to the post-test. A change in all groups can be seen including the control groups, but it was previously mentioned that the upcoming final examination to pass the prep class and the awareness to the questions inherited from the pre-test might be the reason for such a change in all groups. Still, it would not be an apt comment if the change in the experimental groups would just be connected to these couple of reasons; that is, such an increase as in the experimental groups cannot be generalized. The treatments must have had a sheer effect upon the increases at the experimental groups.

5. CONCLUSION

5.1. PRESENTATION

This final chapter presents the summary of the research. Additionally, conclusions extrapolated from the analyses of the collected data are reviewed. Finally, some recommendations for further research are included in this chapter considering the experience gotten during the preparation of this current survey.

5.2. SUMMARY OF THE RESEARCH

This research was carried out in the Higher School of Foreign Languages of the University of Gaziantep in the second semester of the 2008-2009 education year. The target population was the students of Level B groups who took a proficiency test at the beginning of the first semester. This test also determined the placement of the students into level groups in the school. A pre-test in which the questions were composed by gathering the vocabulary items the students had been taught in the first semester based on the course books in the curriculum. The test was given to four Level B classes which were considered to be at pre-intermediate level of proficiency in English language depending on the proficiency test given at the beginning of the education year. These four classes make 95 participants in total and were picked up by cluster random sampling by the researcher. Having seen that there was not much significant difference between the proficiency levels on the English language vocabulary as a result of the pre-test, two groups were assigned as experiment groups each of which was given a different treatment while the other two groups were set as the control groups and given no treatment.

The main aim of this research was to investigate if a learner corpus built up through using Creative Nonfiction Prose has an effect on vocabulary proficiency levels of EFL learners. For this investigation, one of the classes was selected randomly and given the first treatment which is based on producing a learner corpus

based on Creative Nonfiction Prose. It was considered that most learner corpora consist of written essays using pre-set topics produced in language-teaching classrooms (Baker, Hardie, and McEnery; 2006: 103). Therefore, the pre-set topics were determined by the researcher considering the pleasure of the participant students in order to collect the necessary texts. The participants were given only a limited number of vocabulary items including all types of words from the course books for each treatment, and were expected to use these items in a text written in Creative Nonfiction Prose. The pre-set topics were announced to them before each treatment. After that, the texts were collected through three ways: (1) a web-blog built for this survey, (2) flashdisk, and (3) e-mail. Once the texts were gathered, the researcher put these text files into a corpus software namely WordSmith 5 and the vocabulary usages within the texts were studied in the classroom environment by using projector. Therefore, a peer check was also carried out and any correct or incorrect use of the items were observed. After a 12-treatment survey, the first pace of the experiments was over.

Another one aim of this research was to investigate if reference corpora study has an effect on the proficiency levels of English language learners' vocabulary. Because, reference corpora study can be regarded as a milestone in corpus linguistics, and one can get benefit in almost all fields of language learning through using such corpora; even in the study of means of figurative language. In this sense, Charteris (2004) states that one of the most practical way to extract what a metaphor is intended to mean is done by "comparing the findings of a domain-specific corpus with those of a general corpus". During the treatment period, the second experimental group was required to follow a reference corpora study. This research was chiefly based on individual effort. At the very beginning of the treatment period, the participants of this group were instructed on how to use reference corpora (also known as *general corpora*); they were acknowledged on how to use reference corpora in the computer laboratory of the school. For their study, they were provided web links in the web-blog to direct them to a number of distinguished online reference corpora. After the laboratory session, they were provided the same vocabulary items in a limited number for each treatment just as done to the first experimental group. They were given these limited number of vocabulary items 12 times as well.

When both of the treatments were over, all of the four participant groups took the post-test which was the repetition of the pre-test. The results of the post test were analysed, the group statistics were done, item analysis of each question was investigated and the comparison of the pre-test results and the post-test results were seen. The statistical results were tabulated in the previous chapter of this survey.

5.3. CONCLUSIONS

It was mentioned previously in this research that corpus linguistics is a methodology rather than a field of linguistic study since it is applicable in almost all fields of linguistic studies for an infinite number of purpose. McEnery and Wilson (2001: 2) verbalizes, “Corpus linguistics is a methodology that may be used in almost any area of linguistics, but it does not truly delimit an area of linguistics itself”. In the shed of this information, the researcher of this research aimed to focus on the problem that EFL learners may be in need of a learning method that may stimulate their vocabulary knowledge.

As a result, corpus linguistics was consulted to fill the needs by steering all the participants into a more real-life learning environment. Svartvik (1991) and Fillmore (1992) classify linguistic studies into two allusive groups: *corpus linguistics* and *armchair linguistics*; that is, corpus linguistics brings the real life into the education environment. In this survey, two types of corpus were treated on two different groups: a learner corpora, and a reference corpora. Reference corpora are sometimes criticized to be lacking the real authenticity when compared with learner corpora. In this sense, James (1992: 190) writes, “The really authentic texts for foreign language learning are not those produced by native speakers for native speakers, but those produced by learners themselves”.

No matter what kind of corpora was served to them, it was observed that the participants welcomed the treatments on corpus. The researcher of this survey was used to being asked the same question all the time by EFL learners, “What can I do to improve my proficiency in vocabulary?”, but both the treatment based on the learner corpus, and the one based on reference corpora seemed to have corresponded to such questions that they were asked rarely after the treatments. Thus, these experiences proves that in linguistic studies, corpus has such a precious place that the acronym *B.C.* may “stand for Before Corpus” (Fachinnetti, 2007: 1).

In a learner corpus, not only the correct usages are focused. Rather, errors are of high importance as well in order to see what can be accepted as a correct usage, what is known as computer-aided error analysis (CEA). On this issue, Granger (1998: 173) notes that CEA can be used to generate comprehensive lists of specific error types, count and sort them in various ways and view them in their context and alongside instances of non-errors. Therefore, the treatment group which were required to take part in a learner corpus study had the opportunity to analyse the errors as well as the appropriate usages.

No matter how more authentic learner corpora are accepted to be and provide both poles of language; the appropriate language usage and erroneous usages, reference corpora still remain to be larger in most cases. Therefore, it is probable that they often stand for an invaluable resource to provide the aspects of language more comprehensively. Hence, it is clear that analysis of word frequencies and collocations in a large corpus of language reveals aspects of language of which we would not otherwise be aware (Stubbs, 1996; Stubbs, 2001; Channell, 2000; Hunston, 2000). On this aspect, the treatment group of reference corpora were provided a more intensive opportunity to observe word frequencies and collocations when compared with the group of learner corpus. They were given some distinguished corpora to follow during the treatment such as The Corpus of Contemporary American English with over 400 million words, British National Corpus (BNC) with 100 million words, Collins Cobuild Concordance and Collocations Sampler with 56 million words, Birmingham Young University-Oxford English Dictionary Corpus (BYU-OED Corpus) with 37 million words, and Time Corpus with over 100 million words. All these corpora were included in the reference corpora treatment so as to supply a comprehensive study atmosphere.

The Corpus of Contemporary American English (COCA) is the largest freely-available corpus of English, and the only large and balanced corpus of American English. Users may delimit their research with spoken, fiction, magazine, newspaper, or academic sections. Besides, the research may be specified into years. Additionally, frequencies of words can be studied and words can be compared by using COCA. British National Corpus and Time Corpus share the same process principle with COCA, yet the database of BNC is based on British English while Time Corpus provides a collection of texts from Time magazine classified into decades and years. On the other hand, Collins Cobuild Concordance and

Collocations Sampler is an invaluable reference on the Web as it serves concordance sampler and collocation sampler based on real samples from a great variety of resources. In addition to the reference corpora, the participants were also supplied some distinguished online dictionaries, a net dictionary index called “edict” in which they could find vocabulary enlisted depending on their frequency, word forms and the purpose they are used.

What makes corpus studies is not only its providing authentic texts to its users. Halliday (2003: 248) identifies language as “a meaning-making system” and refers this system as *semogenesis*, the semogenic power of language. For this reason, qualitative analyses were carried on considering the elements of figurative language such as metaphors, deep and surface structures. However, quantitative analyses are also possible by using corpus. Corpus-based analysis implies the use of electronic searches of a corpus using automatic and interactive techniques that employ quantitative and qualitative modes of analysis (Biber et al. 1998: 4) so both treatment groups in this survey have had the opportunity to work on the vocabulary items given to them in two dimensions. Charteris (Charteris, 2004: 32) states that quantitative approaches are concerned with *frequency* and typicality – to answer questions such as how common is a particular word or phrase in the language is general. As a result, quantitative analyses were also regarded to be of high importance in this current research. The users of reference corpora were directed to use some well-known corpora on the Internet which supply quantitative modes as well as qualitative modes. In other words, they also had the opportunity to work on word frequencies, collocations, statistical comparisons and much more. Meanwhile, the users of learners more or less had the opportunity to practise the quantitative analyses by working on word frequencies, plots (which informs the users where a specific word was used within a text), patterns and so on.

The researcher followed a path to facilitate the vocabulary education; hence, lexicology was in the spotlight. Although lexicology is the study of content words, or lexical items (Halliday, 2004: 3), function words were also investigated in the sentences. Moreover, a lexicon was listed to be used in this survey. In his study, Biber (2006) worked on university language aiming to spoken and written registers and found out that there is much greater range of word types used in textbooks than in classroom teaching. Therefore, the researcher accumulated the words used in this

research from the coursebooks of the participants which were previously used. After all, no additional vocabulary was needed to carry on the treatments.

Although lexicology was in the center of this research, other areas of linguistics had to be considered as well since language use cannot totally be restricted within a certain area. As an instance, this research also considered grammatical usages; because, as Baker; Hardie and McEnery states, grammar is an explanation of how a particular language, or 'language' in general, works: what forms occur and what forms do not occur in that language (2006: 48) so grammatical analyses were also essential in this survey, especially for the analyses such as collocations, inflections and so on.

In addition to grammar, semantics was of high importance, too. That is because of the nature of language; language is for communication, and meaning cannot be ignored after all. In their study, Grondelaers, Geeraerts, and Speelman (2006: 150) state the role of interpretation in corpus research as follows: "Corpus research, in fact, neither denies nor ignores the necessity of interpretations, but it takes on a helix-like structure of a gradual refinement of interpretations through a repeated confrontation with empirical data". For the interpretations of the vocabulary items, semantic discourse analyses had a crucial role in this previous research and it chiefly occurred in a qualitative analysis format. It is because of the fact that field of a discourse is mostly to do with the experiences of the world around us and inside us. It is the content in the sense of what is going on at the time (Halliday and Hasan, 1990: 30).

This research was not totally based on a quantitative analysis by using corpora; rather it aimed to boost the vocabulary knowledge of the participants through using creative methods. Hence, it can be said that cognitive linguistics was an assistant to make this research fruitful. Since corpus linguistics brings real-life experiences into linguistic fields and as this research aimed to do so by considering other factors that affect the participants such as the needs, age group and expectations of them, cognitive linguistics was another area of linguistics which was dealt; because, the line of a Cognitive Linguistics research follows is to examine the relation of language structure to things outside language (Kemmer, 2009).

In regard to the importance of all these linguistic areas for this research, the determination of a unique type of text was crucial for the accomplishment of the survey. Creative Nonfiction Prose was picked up to be used in the learner corpus

treatment because of the fact that it is as a hybrid genre that pulls in elements of fiction (literary techniques), the writer's perspective, and factual information (Fox and Lannin, 2007: 2). It cannot be regarded as a traditional nonfiction just like journalism or scholarship. It offers flexibility and freedom while adhering to the basic tenets of reportage (Gutkind, 2005). As the researcher aimed to provide a more flexible atmosphere without any boundaries that would affect their productivity, such a prose was regarded to correspond the need for the suitable format for this survey. Moreover, all the participants were acknowledged that these treatments would be carried out as long as they were willing to take part in; therefore, the productivity and the freedom was aimed to be stimulated. The main demand from the students was to "use their imaginations to tell the truth" as done in the study by Renker (1998).

As previously mentioned, a web blog was built and used in order to acknowledge the students about the words to be used in each treatment, to share texts as well as some web links for the reference corpora determined to be followed and some distinguished online dictionaries. Web blogs can be used not only to share documents, but also to communicate via computer. Therefore, web blogs are important means of Computer Mediated Communication (CMC) since they are also used as message boards. As Altun (2005) states, message boards "provides instructors an opportunity to integrate asynchronous communication tools in language learning process where communication is extended beyond the classrooms." Almost all of material sharing and a considerable number of text sharing were essentially done through a web blog so as to create an asynchronous environment for the learners; and thus, to facilitate the studies of the participants by providing a more flexible atmosphere.

Considering the results obtained from the analyses of the post test, the followings were concluded with respect to the hypotheses:

1. There is a significant difference between the proficiency levels of the learners who were treated by building up a learner corpus through using Creative Nonfiction Prose and the learners who were required to follow reference corpora during the treatment period. It was concluded by comparing the significant values of both groups to the post-test results. The significant value obtained by comparing the second experimental group E2 with the second control group indicated no significant difference ($p \leq ,24$) while the significant value obtained by comparing the first experimental group E1 with the first control group C1 shows a significant difference

($p \leq .01$). Therefore, the comparisons of the experiment groups with the control groups also depicts a significant difference between the experiment groups. There may be some underlying reasons for such a difference.

First of all, building up a learner corpus requires not only the competence, but also performance of the learners. In other words, active use of the vocabulary items in real life seems to have a positive effect upon the proficiency levels.

Secondly, the use of reference corpora has long been criticized for missing authenticity. In this perspective, James (1992: 190) argues that the really authentic texts for foreign language learning are not those produced by native speakers for native speakers, but those produced by learners themselves. Learner corpus do not only indicates the correct use of language, but also shows the incorrect use so the learners can also observe what cannot be accepted to be correct. Therefore, learner awareness to the incorrect use of language increases.

Third, peer observation might have a positive effect on the learners and a collaborative atmosphere has been embodied in learner corpus group. Additionally, CNF as a productive prose type might have an influence over the learner corpus; and thus, the participants.

2. There is a significant difference between the proficiency levels of the learners trained through using learner corpus and the learners who merely follow the curriculum depending on the significant value of the post-test ($p \leq .01$). Corpora studies provide real life examples; therefore, a more realistic language learning environment is inevitable. However, not all curriculum works in this sense. Additionally, learner corpora brings more natural language use; and thus, they stimulate productivity as well as the competence.

3. There is not a significant difference between the proficiency levels of the students who were treated using reference corpora and the students who only followed the curriculum by means of their vocabulary knowledge. Although they seem to be weak when compared with a well-built learner corpus, reference corpora still have a contributive effect on vocabulary teaching. However, it is not a significant effect as seen after the post-test ($p \leq .24$). No matter how much authentic they are, it can be said that they provide real life language use, but providing such a language use seems not to be solely enough for a significant change in the vocabulary knowledge of the learners. Therefore, it can just be said that reference

corpora study has a contribution, though it might be superficial as the mean scores of the post test show.

4. Creative Nonfiction Prose has a stimulating effect in EFL class on the creative use of language since it serves for a creative use of language through nonfiction. It may work fine with learner corpus as long as the topics are selected carefully considering the characteristics of the target population. It can be said that the positive feedback in the learner corpus treatment for E1 can be accepted as a result of the positive contribution of CNP to the treatment by means of its giving way to productivity.

5.4. RECOMMENDATIONS FOR FURTHER RESEARCH

In this research, the researcher initially aimed to investigate the effect of building up a learner corpus through using Creative Nonfiction Prose. In order to carry out this research, texts obtained from the participants were needed. Therefore, a written corpus was composed.

A further research would be on building up a spoken learner corpus which seeks for stimulating the creativity of the learners by means of their language usage. For such a research, new approaches that enables to motivate the learners to use language in a creative way should be provided to the participants.

One more further research can be based on investigating the effects of a learner corpus to the success in the final writing exam. Such a learner corpus may be formed by using the texts of the EFL learners composed during the education year. It may include the midterm writing exams, writing quizzes or portfolio studies of the EFL learners and be inserted into the website of the department. Therefore, the corpus in the website might be updated after each exam and the learners would have a comprehensive resource for their studies. Moreover, such a research would also be converted into a longterm survey since it is possible to collect the texts in an educational year, and the treatment process could be started in the following year for the new comer EFL learners.

In this research, the researcher focused basically on the alteration in the vocabulary knowledge of the EFL learners after the treatments by using learner corpus formed by using texts written in Creative Nonfiction Prose and reference corpora, yet it is also possible to form a corpus in the same way to investigate the process in grammar education. Grammar should not just be regarded as a set of rules.

Smith (2010) defines grammar as “a formal system for describing the structure of natural languages”. Thus, the natural language use of the EFL learners may be investigated through a learner corpus and it is possible to observe common errors and missing points as well as the accomplishments by means of grammar. Therefore, such a study would lead the authority to fill the missing points or find other ways to support whatever was taught.

One parallel study can be carried out on the freshman students of English language. In the University of Gaziantep, freshman students take English language education and all are the students of engineering faculty. Therefore, they can be regarded as the learners of English for specific purposes (ESP). Through building a learner corpus based on the texts which include technical lexicon, their vocabulary process might be investigated.

In addition to corpus-related further studies, the researcher of this current survey recommends a research based on applying Creative Nonfiction Prose through a message board. Computer Mediated Communication can be either “synchronous” which requires instant or simultaneous respond, or “asynchronous” through which its users can respond no matter when the message is sent. As Altun (2005: 2) states, “Message boards are web based forums where participants engage in asynchronous discussion with their peers”. By determining some relevant subjects to the interests of the participants, a message board would be used for sharing texts written in Creative Nonfiction. In this research, the researcher has observed the stimulating effect of the application of Creative Nonfiction in a corpus study, yet a further research based on the application of Creative Nonfiction through message boards might have various other points to be dealt with since message boards provide an interactive atmosphere among the participants.

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APPENDICES

APP.A. VOCABULARY TEST USED AS PRE-TEST AND POST TEST

Appendix A.1. The Vocabulary Test

- 1) He apologized as soon as he realized what he had done. _____, he wrote a nice little note to me.
 A) To each his own
 B) Sick and tired
 C) As a matter of fact
 D) No kidding
 E) All thumbs
- 2) Over the years, they set up a(n) _____ contract: these positions or practices are okay, those are too kinky.
 A) inventory
 B) non-verbal
 C) reactionary
 D) stray
 E) swollen
- 3) My secretary worked long hours translating my almost illegible writing into a typewritten and readable _____.
 A) purity
 B) motto
 C) prescription
 D) script
 E) clipping
- 4) It was a classic comedic tale of love and mistaken identity which leads to all kinds of _____ situations.
 A) hilarious
 B) available
 C) urgent
 D) steep
 E) compulsory
- 5) Her mother _____ her bed in her old room.
 A) counted on
 B) cheered up
 C) logged on
 D) made up
 E) set off
- 6) This is a(n) _____ researched and very readable book.
 A) exactly
 B) approximately
 C) incredibly
 D) primarily
 E) impeccably
- 7) He had _____ the television, put on his coat and walked out.
 A) dropped off
 B) turned off
 C) buckled up
 D) gotten into
 E) fallen out of
- 8) You must respond to this offer before the _____ date on your Pre-Approved Accepted Certificate.
 A) requirement
 B) appliance
 C) expiration
 D) approach
 E) inferiority
- 9) She sat down in the kitchen and began _____ potatoes for the dinner.
 A) peeling
 B) carving
 C) appearing
 D) piercing
 E) yearning
- 10) Your _____ of alcohol should not exceed two units per day.
 A) addict
 B) buffet
 C) beverage
 D) mood
 E) intake

- 11) Obesity and a(n) _____ lifestyle has been linked with an increased risk of heart disease.
 A) saturated
 B) reluctant
 C) attentive
 D) sedentary
 E) slippery
- 12) Tony has been moved to the _____, with a high-profile job.
 A) flair
 B) limelight
 C) domination
 D) companion
 E) masterpiece
- 13) Yesterday's unemployment figures were _____.
 A) depressed
 B) customary
 C) depressing
 D) mild
 E) efficient
- 14) She was a very vigorous _____ person.
 A) sort of
 B) sick and tired of
 C) down in the dumps
 D) out of question
 E) out of sorts
- 15) For 40 years, she has _____ the world with her radiant looks.
 A) inspired
 B) detested
 C) appreciated
 D) traced
 E) captivated
- 16) He tried to _____ a border policeman and steal his gun.
 A) cease
 B) perish
 C) grind
 D) strangle
 E) convince
- 17) He was jailed for two years for _____ and deception.
 A) poverty
 B) fraud
 C) craft
 D) constitution
 E) evacuation
- 18) The work space is a bare and _____ warehouse.
 A) nauseous
 B) solid
 C) cavernous
 D) sparkling
 E) trivial
- 19) You have to _____ check and cross-check everything you hear.
 A) scrupulously
 B) dramatically
 C) awfully
 D) severely
 E) fortunately
- 20) So we had an idea of what student responses would look like, and we were able to _____ and be fairly well assured that we were all scoring them the same way.
 A) scan
 B) calibrate
 C) heal
 D) forfeit
 E) remain
- 21) Although the machine looks _____, it is actually easy to use.
 A) modest
 B) confidential
 C) due
 D) cumbersome
 E) processed

22) Drugs can _____ much of the pain.

- A) loose
- B) clutter
- C) interrupt
- D) mob
- E) relieve

23) The best thing to do is to fix up a screen so as to _____ the fresh air and keep out the flies.

- A) come out
- B) curl up
- C) let in
- D) check in
- E) pick up

24) I'd better try to catch Jo, then get to the town _____ where antiques and dealers congregate.

- A) garment
- B) arcade
- C) chariot
- D) stationery
- E) sightseeing

25) I'm on my way to Switzerland, but I've lost my card. I've got to get it _____.

- A) duplicated
- B) laminated
- C) xeroxed
- D) framed
- E) assigned

26) She gladly gave up her part-time job to _____ herself entirely to her job.

- A) trigger
- B) convey
- C) accomplish
- D) devote
- E) interpret

27) His manual _____ and fine spatial skills were wasted on routine tasks.

- A) commitment
- B) dexterity
- C) casualty
- D) corruption
- E) misfortune

28) Groups of angry youths _____ stones at police.

- A) drenched
- B) urged
- C) skimmed
- D) tailgated
- E) hurled

29) A half million people watched the troops _____ New York's ticker tape parade.

- A) march in
- B) turn on
- C) take away
- D) buckle up
- E) pick up

30) He slammed the bedroom door behind him and _____.

- A) hugged
- B) delayed
- C) fled
- D) consented
- E) neglected

31) Butter is _____ and can go rancid.

- A) upscale
- B) perishable
- C) infectious
- D) satisfactory
- E) conservative

- 32) Sales are _____ in Japan, which has overtaken Britain as the Mini's biggest market.
 A) aiding
 B) towing
 C) sinking
 D) booming
 E) binding
- 33) The plot is witty, _____ and visually ravishing.
 A) suspenseful
 B) antique
 C) reliable
 D) steep
 E) lawn
- 34) She went to warm her hands by the _____ fire.
 A) plow
 B) zipper
 C) trunk
 D) clown
 E) log
- 35) He described seeing his girlfriend with another guy as the most _____ experience of his life.
 A) controversial
 B) centrist
 C) vivid
 D) firm
 E) horrendous
- 36) He often appeared angry and _____ by the intransigence of both sides.
 A) intended
 B) novel
 C) frustrated
 D) wacky
 E) explosive
- 37) I feel very alone and _____ about my problem.
 A) relieved
 B) breathtaking
 C) lush
 D) distressed
 E) unavoidable
- 38) The government has _____ with its critics over monetary policies.
 A) handled
 B) compromised
 C) owed
 D) suggested
 E) complained
- 39) The state does not collect enough _____ to cover its expenditure.
 A) revenue
 B) heritage
 C) fountain
 D) passion
 E) gemstones
- 40) The _____ changed quickly from arable land to desert.
 A) bay
 B) nest
 C) destination
 D) terrain
 E) pedestrian

All the best!

Appendix A.2. The Answer Key of the Vocabulary Test

1) C	11) D	21) D	31) B
2) B	12) B	22) E	32) D
3) D	13) C	23) C	33) A
4) A	14) A	24) B	34) E
5) D	15) E	25) A	35) E
6) E	16) D	26) D	36) C
7) B	17) B	27) B	37) D
8) C	18) C	28) E	38) B
9) A	19) A	29) A	39) A
10) E	20) B	30) C	40) D

**APP. B. ITEM ANALYSES THROUGH INDEPENDENT – SAMPLES T
TEST RESULTS**

Appendix B.1. Item Analyses Through Independent Samples t - Test Results of Group E2 and C2 on Pre-Test

QUESTIONS	GROUPS	N	$\bar{X}$	sd	t	p
Q1	E2	25	3,04	0,61	0,58	0,32
Q1	C2	24	3	0,83		
Q2	E2	25	2,96	1,27	-1,26	0,72
Q2	C2	24	2,91	1,17		
Q3	E2	25	3,16	1,14	-0,68	0,42
Q3	C2	24	3	1,06		
Q4	E2	25	4,08	0,90	0,90	0,93
Q4	C2	24	3,87	0,89		
Q5	E2	25	1,56	1,15	1,68	0,87
Q5	C2	24	1,70	1,16		
Q6	E2	25	2,16	1,43	-0,19	0,03
Q6	C2	24	2,16	1		
Q7	E2	25	3,76	1	0,92	0,30
Q7	C2	24	3,87	0,94		
Q8	E2	25	4,32	0,85	0,19	0,93
Q8	C2	24	4,04	0,90		
Q9	E2	25	3,68	1,21	-4,06	0,73
Q9	C2	24	2,45	1,31		
Q10	E2	25	1,56	1,15	0,62	0,87
Q10	C2	24	1,62	1,17		
Q11	E2	25	3,84	1,10	0,30	0,05
Q11	C2	24	3,66	1,46		

Q12	E2	25	3,04	1,17	-0,56	0,31
Q12	C2	24	2,95	1,04		
Q13	E2	25	4,32	0,85	0,58	0,74
Q13	C2	24	4,25	0,89		
Q14	E2	25	3,04	1,17	-0,53	0,31
Q14	C2	24	2,95	1,04		
Q15	E2	25	4,32	0,85	0,74	0,64
Q15	C2	24	4,29	0,90		
Q16	E2	25	2,84	1,34	1,26	0,71
Q16	C2	24	3,70	1,39		
Q17	E2	25	2,84	1,67	-1,16	0,64
Q17	C2	24	3,33	1,55		
Q18	E2	25	2,24	1,09	-0,51	0,89
Q18	C2	24	2,45	1,10		
Q19	E2	25	3,44	1,35	0,42	0,57
Q19	C2	24	3,5	1,25		
Q20	E2	25	2,48	1,63	0,80	0,47
Q20	C2	24	3,25	1,59		
Q21	E2	25	4,32	0,85	0,33	0,93
Q21	C2	24	4,04	0,90		
Q22	E2	25	2,68	1,28	0,13	0,07
Q22	C2	24	2,29	0,99		
Q23	E2	25	2,84	1,34	0,71	0,17
Q23	C2	24	3,16	1,52		

Q24	E2	25	2,52	1,19	1,93	0,27
Q24	C2	24	2,79	1,02		
Q25	E2	25	2,88	1,78	0,98	0,24
Q25	C2	24	2,83	1,60		
Q26	E2	25	3,28	1,20	-0,22	0,55
Q26	C2	24	3,54	1,10		
Q27	E2	25	4,32	0,98	0,26	0,73
Q27	C2	24	4,29	0,85		
Q28	E2	25	2,6	1,35	-0,17	0,72
Q28	C2	24	2,62	1,27		
Q29	E2	25	2,68	1,24	0,73	0,85
Q29	C2	24	2,54	1,28		
Q30	E2	25	2,28	1,06	0,38	0,85
Q30	C2	24	2,37	1,05		
Q31	E2	25	3,88	1,30	2,48	0,01
Q31	C2	24	4,45	0,88		
Q32	E2	25	1,56	1,15	0,88	0,87
Q32	C2	24	1,62	1,17		
Q33	E2	25	2	0,95	0,97	0,78
Q33	C2	24	2	0,93		
Q34	E2	25	2	0,91	0,31	0,99
Q34	C2	24	1,95	0,90		
Q35	E2	25	2,08	0,90	-0,59	0,94
Q35	C2	24	2,12	0,94		

Q36	E2	25	2,68	1,28	0,45	0,07
Q36	C2	24	2,29	0,99		
Q37	E2	25	3,92	1,07	0,65	0,05
Q37	C2	24	3,79	0,77		
Q38	E2	25	2,16	1,06	-0,05	0,27
Q38	C2	24	2	0,83		
Q39	E2	25	2,28	1,42	-1,86	0,05
Q39	C2	24	1,87	1,19		
Q40	E2	25	3,88	1,30	-0,05	0,19
Q40	C2	24	3,62	1,05		

Appendix B.2. Item Analyses Through Independent Samples t - Test Results of Group C1 and E1 on Pre-Test

QUESTIONS	GROUPS	N	$\bar{X}$	sd	t	p
Q1	C1	25	3,04	0,73	0,19	0,35
Q1	E1	21	2,90	0,83		
Q2	C1	25	2,8	1,22	0,12	0,81
Q2	E1	21	3,23	1,09		
Q3	C1	25	2,96	1,13	0,50	0,33
Q3	E1	21	3,19	1,12		
Q4	C1	25	3,88	0,92	0,79	0,00
Q4	E1	21	3,61	1,02		
Q5	C1	25	1,72	1,24	-0,44	0,30
Q5	E1	21	1,23	0,43		
Q6	C1	25	2,08	0,99	-0,01	0,26
Q6	E1	21	2,14	1,23		
Q7	C1	25	3,84	0,94	-0,39	0,97
Q7	E1	21	3,57	1,02		
Q8	C1	25	4	0,86	1,10	0,97
Q8	E1	21	3,95	0,80		
Q9	C1	25	2,48	1,29	3,37	0,18
Q9	E1	21	4	1,22		
Q10	C1	25	1,56	1,12	-0,19	0,36
Q10	E1	21	1,38	0,74		

Q11	C1	25	3,64	1,41	0,46	0,31
Q11	E1	21	3,52	1,16		
Q12	C1	25	2,92	0,95	0,25	0,36
Q12	E1	21	3,09	1,13		
Q13	C1	25	4,24	0,87	0,28	0,56
Q13	E1	21	4,09	0,76		
Q14	C1	25	2,92	1,07	0,25	0,28
Q14	E1	21	3,09	1,13		
Q15	C1	25	4,28	0,89	0,11	0,58
Q15	E1	21	4,09	0,76		
Q16	C1	25	3,68	1,37	-2,21	0,28
Q16	E1	21	3,14	1,49		
Q17	C1	25	3,4	1,52	-1,06	0,10
Q17	E1	21	3,90	1,37		
Q18	C1	25	2,52	1,15	-0,69	0,09
Q18	E1	21	2,71	1,41		
Q19	C1	25	3,56	1,26	-0,16	0,12
Q19	E1	21	3,38	1,59		
Q20	C1	25	3,2	1,52	-1,66	0,36
Q20	E1	21	2,80	1,77		
Q21	C1	25	4,04	0,93	1,10	0,04
Q21	E1	21	3,95	0,80		

Q22	C1	25	2,24	1,01	1,17	0,10
Q22	E1	21	2,19	1,40		
Q23	C1	25	3,16	1,51	-0,79	0,37
Q23	E1	21	2,85	1,31		
Q24	C1	25	2,76	1,12	-0,85	0,50
Q24	E1	21	2,14	1,01		
Q25	C1	25	2,96	1,59	-0,85	0,73
Q25	E1	21	2,47	1,72		
Q26	C1	25	3,4	1,19	-0,79	0,50
Q26	E1	21	3,47	1,12		
Q27	C1	25	4,36	0,86	0,10	0,75
Q27	E1	21	4,28	1		
Q28	C1	25	2,6	1,29	-0,06	0,01
Q28	E1	21	2,66	1,27		
Q29	C1	25	2,44	1,32	0,38	0,97
Q29	E1	21	2,19	0,87		
Q30	C1	25	2,36	1,03	-0,31	0
Q30	E1	21	2,23	1,13		
Q31	C1	25	4,44	0,86	-1,81	0,08
Q31	E1	21	3,66	1,23		
Q32	C1	25	1,64	1,15	-0,19	0,25
Q32	E1	21	1,38	0,74		
Q33	C1	25	2,08	0,90	0	0,94
Q33	E1	21	1,85	0,57		

Q34	C1	25	2,04	0,88	0,16	0,40
Q34	E1	21	1,95	1,02		
Q35	C1	25	2,2	1	-0,16	0,13
Q35	E1	21	2,38	1,07		
Q36	C1	25	2,36	1,11	1,17	0,00
Q36	E1	21	2,19	1,40		
Q37	C1	25	3,76	0,77	0,47	0,18
Q37	E1	21	3,57	1,16		
Q38	C1	25	2,08	0,81	0,58	0,00
Q38	E1	21	2,09	1,13		
Q39	C1	25	1,92	1,15	1,07	0,11
Q39	E1	21	2,66	1,55		
Q40	C1	25	3,6	1	0,75	0,35
Q40	E1	21	3,61	1,20		

Appendix B.3. Item Analyses Through Independent Samples t - Test Results of Group E2 and C2 on Pre-Test

QUESTIONS	GROUPS	N	$\bar{X}$	sd	t	p
Q1	E2	25	2,68	1,24	-1,22	0,24
Q1	C2	24	3,08	1,06		
Q2	E2	25	2,4	1,24	-1,54	0,17
Q2	C2	24	2,87	1,06		
Q3	E2	25	3,48	0,91	0,72	0,62
Q3	C2	24	3,25	1,23		
Q4	E2	25	2,2	1,16	-0,92	0,53
Q4	C2	24	2,62	1,07		
Q5	E2	25	3,6	1,55	0,79	0,20
Q5	C2	24	3,33	1,69		
Q6	E2	25	3,48	1,12	2,60	0,09
Q6	C2	24	2,41	1,24		
Q7	E2	25	2,76	1,58	1,10	0,35
Q7	C2	24	2,37	1,25		
Q8	E2	25	3,4	1,09	-1,43	0,38
Q8	C2	24	3,75	1,35		
Q9	E2	25	2,28	0,82	0,27	0,21
Q9	C2	24	2,16	0,90		
Q10	E2	25	3,16	1,54	2,35	0,05
Q10	C2	24	2,4	1,34		

Q11	E2	25	3,64	0,94	0,63	0,47
Q11	C2	24	3,41	1,14		
Q12	E2	25	3,04	1,19	0	0,07
Q12	C2	24	3,04	1,28		
Q13	E2	25	2,6	1,34	-1,44	0,43
Q13	C2	24	3,12	1,12		
Q14	E2	25	2,16	1,15	0,31	0,33
Q14	C2	24	2,04	1,39		
Q15	E2	25	4,4	1,43	1,18	0,72
Q15	C2	24	4,04	1,27		
Q16	E2	25	3,24	1,00	-1,01	0,49
Q16	C2	24	3,58	1,12		
Q17	E2	25	2,6	1,09	-0,79	0,04
Q17	C2	24	2,91	1,28		
Q18	E2	25	2,76	1,26	1,00	0,29
Q18	C2	24	2,45	1,53		
Q19	E2	25	2,24	1,01	-2,07	0,45
Q19	C2	24	3,12	1,10		
Q20	E2	25	2,36	1,51	-1,44	0,12
Q20	C2	24	2,91	1,48		
Q21	E2	25	4	1,19	0,16	0,99
Q21	C2	24	3,95	1,50		

Q22	E2	25	4,08	1,00	2,77	0,14
Q22	C2	24	2,91	0,86		
Q23	E2	25	3,32	1,35	0,09	0,20
Q23	C2	24	3,29	1,59		
Q24	E2	25	2,36	1,03	-1,47	0,84
Q24	C2	24	2,79	1,27		
Q25	E2	25	1,96	1,04	-1,98	0,34
Q25	C2	24	2,83	1,02		
Q26	E2	25	3,6	1,49	0,20	0,20
Q26	C2	24	3,54	1,61		
Q27	E2	25	3,12	0,91	-0,77	0,19
Q27	C2	24	3,41	1,10		
Q28	E2	25	3,88	1,42	1,64	0,73
Q28	C2	24	3,2	1,28		
Q29	E2	25	1,64	1,45	-1,68	0,42
Q29	C2	24	2,2	1,41		
Q30	E2	25	2,84	1,08	1,79	0,01
Q30	C2	24	2,37	1,28		
Q31	E2	25	2,8	0,75	-3,07	0,46
Q31	C2	24	3,87	1,06		
Q32	E2	25	3,4	1,15	2,03	0,02
Q32	C2	24	2,62	1,30		
Q33	E2	25	1,76	1,19	-0,86	0,28
Q33	C2	24	2	1,47		

Q34	E2	25	3,56	1,01	2,87	0,04
Q34	C2	24	2,33	0,93		
Q35	E2	25	3,88	1,64	2,79	0,84
Q35	C2	24	2,7	1,34		
Q36	E2	25	2,72	1,42	1,06	0,05
Q36	C2	24	2,45	1,52		
Q37	E2	25	3,76	0,74	-0,48	0,19
Q37	C2	24	3,87	0,98		
Q38	E2	25	2	0,93	0	0,29
Q38	C2	24	2	0,74		
Q39	E2	25	2,28	0,87	0,39	0,07
Q39	C2	24	2,12	0,83		
Q40	E2	25	4,04	1,51	1,60	0,08
Q40	C2	24	3,62	1,23		

Appendix B.4 Item Analyses Through Independent Samples t - Test Results of Group C1 and E1 on Post-Test

QUESTIONS	GROUPS	N	$\bar{X}$	sd	t	p
Q1	C1	25	3,12	1,13	1,13	0,02
Q1	E1	21	2,81	0,60		
Q2	C1	25	2,88	1,17	2,84	0,00
Q2	E1	21	2,10	0,54		
Q3	C1	25	3,20	1,08	-2,58	0,00
Q3	E1	21	3,86	0,48		
Q4	C1	25	2,56	1,69	2,65	0,00
Q4	E1	21	1,43	1,08		
Q5	C1	25	3,28	1,34	-2,46	0,00
Q5	E1	21	4,00	0,12		
Q6	C1	25	2,68	1,38	-5,04	0,12
Q6	E1	21	4,62	1,20		
Q7	C1	25	2,20	1,22	0,38	0,00
Q7	E1	21	2,10	0,30		
Q8	C1	25	3,68	0,85	2,30	0,00
Q8	E1	21	3,19	0,51		
Q9	C1	25	2,32	1,41	3,20	0,00
Q9	E1	21	1,24	0,70		
Q10	C1	25	2,80	1,44	-0,17	0,00
Q10	E1	21	2,86	0,48		

Q11	C1	25	3,36	1,29	-1,89	0,00
Q11	E1	21	3,90	0,30		
Q12	C1	25	3,12	1,30	2,67	0,00
Q12	E1	21	2,29	0,64		
Q13	C1	25	2,96	1,24	0,19	0,00
Q13	E1	21	2,90	0,44		
Q14	C1	25	2,16	1,37	2,18	0,02
Q14	E1	21	1,38	0,97		
Q15	C1	25	4,08	1,08	-2,84	0,01
Q15	E1	21	4,81	0,51		
Q16	C1	25	3,48	1,36	-2,03	0,00
Q16	E1	21	4,10	0,30		
Q17	C1	25	2,92	1,50	0,62	0,04
Q17	E1	21	2,67	1,20		
Q18	C1	25	2,40	1,15	-0,89	0,04
Q18	E1	21	2,67	0,80		
Q19	C1	25	3,04	1,43	4,52	0,01
Q19	E1	21	1,33	1,06		
Q20	C1	25	2,80	1,41	2,20	0,00
Q20	E1	21	2,05	0,74		
Q21	C1	25	3,96	0,84	0,52	0,01
Q21	E1	21	3,86	0,36		

Q22	C1	25	3,00	1,61	-4,27	0,00
Q22	E1	21	4,67	0,86		
Q23	C1	25	3,24	1,27	1,08	0,00
Q23	E1	21	2,90	0,70		
Q24	C1	25	2,68	0,99	3,46	0,00
Q24	E1	21	1,90	0,30		
Q25	C1	25	2,72	1,57	3,44	0,00
Q25	E1	21	1,33	1,06		
Q26	C1	25	3,48	1,05	-2,03	0,00
Q26	E1	21	3,95	0,22		
Q27	C1	25	3,72	1,28	3,79	0,02
Q27	E1	21	2,43	0,98		
Q28	C1	25	3,32	1,44	-4,27	0,00
Q28	E1	21	4,76	0,62		
Q29	C1	25	2,08	1,15	4,29	0,00
Q29	E1	21	1,00	0		
Q30	C1	25	2,36	1,08	-1,75	0,00
Q30	E1	21	2,81	0,51		
Q31	C1	25	3,76	1,30	4,98	0,00
Q31	E1	21	2,19	0,68		
Q32	C1	25	2,56	1,45	-4,10	0,00
Q32	E1	21	3,90	0,44		

Q33	C1	25	2,08	0,91	3,98	0,10
Q33	E1	21	1,19	0,51		
Q34	C1	25	2,48	1,42	-5,20	0,14
Q34	E1	21	4,52	1,21		
Q35	C1	25	2,76	1,51	-5,91	0,00
Q35	E1	21	4,86	0,65		
Q36	C1	25	2,64	1,04	-1,09	0,00
Q36	E1	21	2,90	0,44		
Q37	C1	25	4,00	0,65	0	0,02
Q37	E1	21	4,00	0,32		
Q38	C1	25	2,08	0,81	0,42	0,00
Q38	E1	21	2,00	0,32		
Q39	C1	25	2,16	1,21	3,25	0,00
Q39	E1	21	1,19	0,68		
Q40	C1	25	3,56	1,04	-1,69	0,00
Q40	E1	21	3,95	0,22		

**APP. C. SCREENSHOTS OF THE MESSAGE BOARD BUILT FOR THE EXPERIMENT
GROUPS**

Appendix C.1. Homepage of the Message Board

[HOME](#)
[TOP NOTCH VOCABULARY ITEMS](#)
[ABOUT](#)
[CORPORA STORE](#)

Academic reading material

[academic_readings1](#)

You can download the "academic readings" material attached to this post above.

Comments : [No Comments »](#)

Categories : [Uncategorized](#)

5
05
2009

To my NG-4 students

Hi all,

This weblog is for you to check the beneficial weblinks that I provided on the mainpage, to announce the vocabulary items I picked up from Top Notch 2 and 3 coursebooks unit by unit and to interact each other through the Net.

On the mainpage, you will see "blogroll" subheading under which you'll find some beneficial web resources to follow up. You can use these web links to study vocabulary.

How to use the links:

<http://www.edict.com.hk/lexiconindex/> : You can simply write any word that you want to the search engine at this website and click "go" for search. Or else, you can do a free study by just choosing any vocabulary index on the upper left side of the mainpage.

<http://www.collins.co.uk/Corpus/CorpusSearch.aspx> : Once entering this webpage, type a word that you wish into the "Type in your query" section. And then click "Show Concs" to see the results. Meanwhile, be sure to let new windows to open by clicking on the "açılır pencere engellendi" warning and releasing new pages to be opened. Then, you'll see the new window including corpus examples.

If you want to see which words collocates (goes with) other words in a sentence, write the first word, and then put a plus (+) and the next word into "Type in your word" search engine. Then click on "Show Collocates". For instance, to see the frequency of the verb "embark" followed by "on", write "embark+on" into the section and click the button.

Comments : [1 Comment »](#)

Categories : [Uncategorized](#)

4
05
2009

CATEGORIES:

[Uncategorized](#)

SEARCH

SEARCH

LINKS

BLOGROLL

- A good resource to boost your vocabulary knowledge
- American Corpus
- British National Corpus
- Cambridge Online Dictionary
- Collins Corpus Concordance Sampler
- Merriam Webster Dictionary and Thesaurus
- Oxford Online Dictionary
- Study Vocabulary Through "Oxford English Dictionary" Corpus
- Study Vocabulary Through "Time" Magazine

To my students!

Hi all.

This blog was built up to support initially the vocabulary studies of my students. In this blog, you will find some links to practise your vocabulary knowledge through corpora study wherever you want, and whenever you want.

28
12
2008

What is corpus (*pl. corpora*)?

Corpus linguistics is the [study of language](#) as expressed in [samples](#) (*corpora*) or "real world" text. As a language learner, you can learn (or at least you think you learn) new vocabulary items in the classroom environment by reading articles, studying, listening to teacher and so on. After the class, you may go home (or your dorm) and most probably you work on these items. You might try various techniques, yet sometimes it may be difficult for you to use these new words; it can be difficult for you to use them while speaking, or during the exams.

So why is that so? Why can't we use whatever we learn?

Maybe because you do not see enough real life examples? Or maybe you do not know how to use them appropriately in your real lives? So here we go. Corpus gives us a "partial real life examples". There are types of corpora. While you can use the corpora of well-known publishing companies, universities and so on, you can also build up your own corpus.

For some distinguished corpora examples, you can use the links given at this blog. Besides, you will be able to post your own essays here in a very near future, and we will build our own corpus here. It is known as "learner corpus".

What are those links on the page?

As I previously mentioned, they are some well-known corpora studies. You can use them to see the usages of the vocabulary whichever you want to. Moreover, you can figure out with which other vocabulary items a specific item is frequently used. It is known as "concordance".

By the way!

As all the language learning strategies, corpus studies are also known to have a weak point. Linguists claim that these studies give a "partial real life" credit to students. Additionally, learners might be pessimist after seeing the "native" or "native-like" usages of new vocabulary items. In order to eliminate (or at least weaken) these troubles, I'll welcome your essays including weekly learnt new vocabulary items, which I hope you'll send here. By doing so, you will practise new items and learn to get rid of worrying about using them.

Is a corpus study only for learning new vocabulary items?

Definitely not. One can also see the usages of grammar and even listening, speaking and other stuff. You will find all about those later.

Comments : [3 Comments »](#)

Categories : [Uncategorized](#)

Appendix C.2. The List of the Vocabulary Items Used During the Treatments

[HOME](#)
[TOP NOTCH VOCABULARY ITEMS](#)
[ABOUT](#)
[CORPORA STORE](#)

Top Notch Vocabulary Items

Hi all,

Last week's Top Notch 2 vocabulary items were made up of Unit 1 and Unit 2. They are provided below:

Unit 1
Verbs: exchange, hug, address, greet, misinterpret, avoid, bow,
Nouns: exhibition, sightseeing,
Adjectives: non-verbal, appropriate, firm
Expressions: As a matter of fact

Unit 2
Verbs: trace, get stuck (in traffic), sell out, owe, rent, appear, appreciate, occur, conquer
Nouns: companion, mood, (to be sb's) treat, script, reputation, misfortune
Adjectives: available, expanded, inventory, vivid, hilarious, weird, humorous, scary, ridiculous
Note bene: G-23 students are/were expected to write an article using the words given below on the topic below:
"Critique a film that you enjoyed"

This week's vocabulary items are picked up out of Unit 3 and Unit 4 as follows:

Unit 3
Verbs:
Phrasal verbs: check in, check out, make up (the room/bed), bring up (a newspaper...), take away (the dishes...), turn down (the beds), pick up (the laundry)
Nouns: colleague, hanger, laundry, fountain, fabulous, concierge, staff, lounge, marble, valet, whirlpool, vacation, shuttle, suite, amenities
Adjectives: satisfactory, attentive
Adverbs: impeccably

Unit 4
Verbs: confirm, reserve, charge, expect, tailgate, require, attempt
Phrasal Verbs: pick up, fill up, turn on, turn off, drop off, buckle up
Nouns: feature, request, delivery, tax, expiration, concern, trunk, bumper, windshield, engine, headlight, taillight, gearshift, rearview mirror, emergency brake, horn, steering wheel, clutch, destination, tip, permit, prohibition, pedestrian
Adjectives: slippery

Note Bene: The students of G-23 are requested to write an article on "The do's and don'ts that you can recommend to tourists to Turkey."

The vocabulary items of the rest of the units will be added to this page periodically, so make sure you follow up this page frequently.

CATEGORIES:

Uncategorized

SEARCH

 SEARCH

LINKS

BLOGROLL

- A good resource to boost your vocabulary knowledge
- American Corpus
- British National Corpus
- Cambridge Online Dictionary
- Collins Corpus Concordance Sampler
- Merriam Webster Dictionary and Thesaurus
- Oxford Online Dictionary
- Study Vocabulary Through "Oxford English Dictionary" Corpus
- Study Vocabulary Through "Time" Magazine

Unit 5

Verbs: polish, restore, respond

Nouns: appearance, antacid, dental floss, conditioner, pharmacy, aisle, blade, appointment, meantime, facial, surgery, surgeon, progress, scar, deposit, baldie, procedure, peel

Adjectives: disposable, mysterious, gorgeous, customary, surgical, embarrassing

Adverbs: ahead

Expressions: a piece of cake, sick and tired, to be at wits' end

Unit 6

Verbs: care for, agree with, cut back, crazy about, spread, spoil, squid

Nouns: poultry, nut, legume, portion, addict, buffet, stuff, decade, intake, region, stroke, cabbage, grasshopper, shrimp, clam, steak, passion

Adjectives: dairy, wholegrain, allergic, sedentary, processed, saturated, blame, annual, terrific, chewy, crunchy, awful

Adverbs: primarily, dramatically

Expressions: What in the world, You only live once, Help yourself

Topic: "The effects of eating habits on wellness and appearance in contemporary Turkey"

Some clues: Mates! With this topic, I aimed you to write about the changes in the eating habits in today's Turkey. For example, when I see an old man or woman, I notice even from his or her face that old people were much more healthier than us as they are used to consume far more better and nutritious foods than us. You can handle the topic from any point of view of yours. Feel free to write on anything you want about this brief and simple subject.

Unit 7

Verbs: associate, discuss, feel like, can't stand, (don't) mind, practice, quit, suggest, expect, seem, repaint, complain, apologize, object to, interact, seek

Phrasal verbs: cheer up

Nouns: purity, nurture, event, rebel, show-off, limelight, clown, value, sibling

Adjectives: depressing, depressed, exciting, excited, conservative, self-critical, disgusting

Adverbs:

Expressions: to be down in the dumps, feel blue, to be out of sorts, to put finger on, to be out of question, the same old grind, sick and tired of

Unit 8

Verbs: kid, carve, inspire, promote, captivate, fascinate, move (by)

Nouns: woodcut, sculpture, sculptor, pottery, clay, bowl, carving, jewelry, jade, gemstones

Adjectives: wooden, golden, abstract, contemporary

Expressions: That's what makes the world go 'round, sort of, to each his own, no kidding

Topic: "Art as a precious means of constituent for human psychology and personality"

Note bene: Let me give you some clues. You can write on why human beings used to need art in history, how it affects our psychology and personality. Also, you can give an artist as an example or you can share your way of regarding art in your life with us...

Thanks for all your contributions and please notify as much of your friends as possible about the new topics and vocabulary items.

New Topic:

Hi mates, or guys, or ladies, or whatever:). Below are your new vocabulary items including Top Notch 2- Unit 9 & 10 with Top Notch 3- Unit 1.

Unit 9

Verbs: interrupt, scan, purchase, strangle

Phrasal verbs: log in, log on, fool around,

Nouns: appliance, cart, order, junk, feature, attachment, epidemic, fraud, predator

Adjectives: awesome, instant, confidential

Adverbs: constantly

Unit 10

Verbs: pierce, apply, undercharge, overcharge, charge, obsess, clutter

Nouns: invoice, tag, ethics, etiquette, modesty, denture, warehouse, haul, custodian

Adjectives: sparkling, cavernous, stray, trivial

Adverbs: scrupulously

TOP NOTCH 3

Unit 1

Verbs: represent, tailor, arrange, address, consider, bow, drop, emphasize, elevate, humble, calibrate, shift, allow, adopt

Phrasal verbs: sign up, grow up, drop off, pick up, fall out of

Nouns: achievement, flair, delight, peak, basis, acceptance, literacy, punctuality, pork, beverage, policy, headquarter, semiconductor, circumstance, survey, chameleon, motto

Adjectives: renowned, medieval, terrific, customary, competitive, honorific, cumbersome, modest

Expressions: take account of

Your new topic is "Love affairs through the Web". Feel free to write anything you want to on this issue, but pay attention for its being a non-fiction article. By the way, its due on Friday; the deadline is Friday afternoon.

ERAC EKAT (:

The Rest of the Vocabulary Items:

Unit 2

Verbs: vaccinate, appreciate, vomit, sneeze, wheeze, trace (back), heal, insert, relieve, adjust, loose

Phrasal verbs: let in, come out, base on

Nouns: vaccination, immunization, requirement, prescription, supply, souvenir, appointment, filling, crown, gum, rib, hip, dizziness, nausea, shot, checkup, conventional, remedy, ailment, needle, spine, faith, fever, ointment, symptom

Adjectives: dizzy, nauseous, weak, swollen

Unit 3

Verbs: bind, fold, laminate, mount, xerox, duplicate, frame, deliver, wrap, forfeit, assign

Nouns: resume, newsletter, stationery, punch, rush, garment, alteration, arcade

Adjectives: urgent, reliable, reasonable, efficient, upscale

Adverbs: incredibly

Unit 4

Verbs: interpret, daydream, accomplish, assassinate, cease, attribute, dedicate, devote, expand

Phrasal verbs: count on

Nouns: scenery, corporation, representative, craft, resolution, admission, talent, skill, inventory, compassion, dexterity, commitment

Adjectives: antique, due

Unit 5

Verbs: feature, mob, douse, drench, hurl, abstain, memorialize

Phrasal verbs: set off, march in

Nouns: feast, observance, harvest, parade, robe, monk, temple, bucket, worship, liberator, engagement, reception, groom, threshold, knot

Adjectives: spectacular, solid, thorough

Unit 6

Verbs: rescue, sink, perish, tow, trigger, aid, urge, flee, convey

Nouns: apex, casualty, property, hurricane, typhoon, monsoon, tornado, flood, landslide, drought, disaster, famine, evacuation, outage, shelter, victim, destruction, death toll, impact, magnitude, occurrence, construction

Adjectives: gigantic, severe, perishable, mild, moderate, catastrophic

Unit 7

Verbs: browse, remain, boom, skim

Phrasal verbs: get into, turn sb on, curl up

Nouns: fiction, nonfiction, masterpiece, page-turner, cliffhanger, trash, memoir, issue, mystery, affair, scarf, knitting, treasure, circulation, clipping

Adjectives: suspenseful, explosive, bilingual, superb, immoral, convenient

Expressions: all thumbs

Unit 8

Verbs: raise, grind

Nouns: log, chariot, bug, wrist, snack, rank, typecasting, plow, zipper

Adjectives: horrendous, innovative, novel, revolutionary, entirely, massive, wacky, debatable, ivory

Unit 9

Verbs: opionate, deserve, prohibit, appear, afford, pretend, refuse, convince, encourage, permit, persuade, remind, request, require, acknowledge, delay, deny, detest, endure, justify, recall, resent, attempt, consent, hesitate, intend, neglect, struggle, swear, yearn, challenge, forbid, contribute, frustrate, discredit

Nouns: constitution, coincidence, poverty, injustice, starvation, corruption, interest, anger, violation, inferiority, domination, discrimination

Adjectives: controversial, reactionary, liberal, centrist, compulsory, ashamed, curious, depressed, determined, distressed, eager, embarrassed, fortunate, hesitant, relieved, reluctant, willing, preventable, infectious, unavoidable

Adverbs: approximately

Unit 10

Verbs: handle, hike, confuse, unite, compromise, accompany

Nouns: gulf, bay, scenery, sight, view, revenue, heritage, approach, terrain, nest

Adjectives: breathtaking, doable, steep, slippery, exhausting, overrated, lush, lawn, arid

Adverbs: exactly

***** Your new and the final topic will be given today.*****

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17 responses to "Top Notch Vocabulary Items"

baran (06:15:48) :

good topics

07
05
2009



Huseyin (06:17:03) :

This blog is one of the best english vocabulary blog. Thank you

07
05
2009

Appendix C.3. Samples of Texts Sent by the Participants And Written in Creative Nonfiction



acelya (06:45:52) :

07
05
2009

Nowadays, people traces hilarious or humorous, scary film. such as A.R.O.G, Recep İvedik, Saw.. Although main characters are funny, subjects of film are ridiculous. I avoid to watch them. According to me "Once Upon a Time in America" film should be one of the most inventory films. Some films are misinterpreted by critic. Although this film appears old film, it's excellent film and it should be rent or bought for watching. My brother advised it. I appreciated because of watching it. on the other word Ennio Morricone's attractive music, Sergio Leone's excellent script.. Main characters have been companion since they were young. In their childhood's they are occurring group of criminal. Afterwards they are getting expanded their jobs. This film is going on four hours. It's not easy to explain huge people's lives at 4 hours. It contains love, treachery, greed, and companionship. This film is addressing to everybody. Noodles and Mr Bailey greets in big party. When Noodles saw him, he was shocked and he is in bad mood. Because Noodles knows that Mr Bailey was died. As a matter of fact, Mr Bailey had bought all of Noodles's things. such as his darlings, his money, his life... If you had been companion like Mr Bailey, What would have done? I think it's misfortune.



ozlem (15:31:53) :

14
05
2009

DISCOVER YOUR INNER INVISIBLE POWER

If you think that artists have strong feeling and you complain about not having artistry talent which they have inborn, I suggest that you should change your idea and you should carve your idea in your brain to quit as if a sculptor carves his figure elaborately which is made of stone because you must see your inner unseen power. Perhaps, having an artistry talent is out of question your inner life, but I think all people have inborn extraordinary talent. Maybe, you do not realize this value which you have. Actually, you show your features with painting or drawing something on your paper every day when you are down in the dumps or so happy. Even, when you imagine whatever you want in your life and succeed in living your own image, you use your talent, but you cannot realize it.

Well, how did some artists succeed in being in the limelight such as William Holman Hunt who lived in 19th century was a painter and Tess Gerritsen who used to be an internal diseases expert is a novelist. And now, what sort of feelings pushed them into art? And did they concern with art to seek excitement or peace? Responses change artist by artist. On one hand, some artists were inspired by purity of nature, on the other hand; some of them interacted each others. But many people have been moved by William Holman Hunt's paintings. His painting (The Light of The World) represents the figure of Jesus and 'Jesus tries to knock a door which has not been opened for a long time.' 'Behold! I stand at the door and knock if a man hear my voice and open the door.' A critic discussed him about the painting and did not interpret it. And he said to William "You forgot to draw a handle door". William smiled him and said "The man does not knock an ordinary door." And he explained the meaning of the painting. "This door associates human's heart. It is only opened from the inside so you do not need to have a handle door." Although the painting seems as if it is concrete, it is absolutely abstract, so we can think that the painter is out of sorts himself in a big part of his life because when he explains his feelings he uses "heart". On the other hand, Tess Gerritsen who writes medical thriller novels left her career owing to these novels. Her novels are composed of suspense events. Generally, a character who lives in her novels is a depressed person and he kills some people with strange methods, so this situations makes her novels too exciting and cliff-hanger. But why does she write this sort of novels? Why did she leave her career? Maybe, she was tired of same old grind and she left her career. Perhaps. She wanted to leave a exciting life. In addition to this, she used a depressed character because she wanted to reflect her rebel soul owing to her job.

In conclusion, I think all people who use different methods to reflect their feeling have artistry talents, but the most important thing is that realize our talent and develop it to reflect your personality.



Abdullah Kaymakci (11:42:07) :

16
05
2009

50 Years in Art

"Original prints are the most predisposed branch to the basic philosophy of art due to their ability to be reproduced," says veteran artist Devrim Erbil. People don't reflect their characteristic feature without art. Also they want to seek to art because there is only way to fascinate to people's mind and may be you can't abide abysmal life so you want to find the right stability in your mind which one is accumulate in your minds with the kinds of other abilities. On the other hand if people want to solve the same old grind, put finger on something what they want to say, art is different contemporary method. All of them don't choose same method for using. That means, they choose different type of art. For example, Devrim Erol choose picture, Loreena McKennit choose celtic folk music also she always tour around the world for which instrument is useful for her single. As you understand she always search every beneficial things to show how the art is doing right; thus, she is a legend. Devrim Erbil celebrates 50 years in art. He prefers to his works as "abstractions" rather than "abstract paintings" because they aren't entirely abstract. "In this painting for example, there is rhythm which reminds on of the golden horn, but if you take a step back, you would see it is an abstract spot" the artist says.

To sum up, people do something for achieve their aims. Art is the right way for giving a message to world what you want to send. Even if it is evolved, you should interact a way which one is inspire your mind.

Gaziantep Üniversitesi YDYO Müdürlüğüne

Gaziantep Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Ana Bili Dalı yüksek lisans tez çalışmam kapsamında 29/04/2009 ve 29/05/2009 tarihleri arasında B kuru G 23 ve G 25 sınıflarında “dil eğitiminde yaratıcı kurgusal olmayan nesir yoluyla bir öğrenci derlemi oluşturma” konusunda çalışma yapmak istiyorum.

Bilgilerinizi ve onaylarınızı arz ederim.

Okt. Mehmet Cılız

29/04/2009

B. Bağcı
Y. Doç. Dr. BİREK BAĞÇECİ
Yabancı Diller Yüksekokulu
Müdürü

CURRICULUM VITAE

Mehmet CILIZ was born in Mut, Mersin in 1983. He graduated from the Foreign Languages Education Department English Language Teaching Program at Dokuz Eylül University. He started working as an instructor at the Higher School of Foreign Languages of the University of Gaziantep within the same year. He speaks English fluently, and he has survival German skills. He also has a special interest to web-based EFL communities.

ÖZGEÇMİŞ

Mehmet CILIZ 1983 yılında Mersin'in Mut ilçesinde doğdu. 2006 yılında Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı'ndan mezun olmuştur. Aynı yıl Gaziantep Üniversitesi Yabancı Diller Yüksekokulu'nda okutman olarak göreve başlamıştır. İyi derecede İngilizce, temel düzeyde Almanca konuşmaktadır. Ayrıca, internet tabanlı EFL topluluklarıyla ilgilenmektedir.