

Using an automatic corpora comparison method to uncover collocation errors and overuse/underuse problems

Howard Chen
English Department
National Taiwan Normal University
hjchen@ntnu.edu.tw

Second Language Acquisition and Learner Errors

- It is not easy to acquire a second/foreign language.
- In the learning process, second language learners often make many errors.
- Assumption: identifying errors and problems in L2 learners' writing and speaking can help L2 teaching and learning.
- Finding out common errors can help many L2 learners.

Ways of Uncovering Various Errors in Learners' Writing

- Limited learner data are collected by individual researchers. (small samples)
- Manual analysis: for many years, researchers have to collect the writing and speaking samples and do manual analyses.
- It was very labor-intensive and the findings are largely concerning major grammar errors.
- Fewer lexical errors were identified. It was not easy to keep track of these various subtle errors.

Now more and more ESL/EFL learner corpora are available: bigger data!!!

- 1. ESL: Written: Cambridge learner corpus- 30-40 Million words
- 2. ESL: ICLE: Ganger and her team in Belgium- various language backgrounds. 3.5 million
- 3. ESL: China: BFSU- various Chinese ESL learner data
- 4. ESL: Taiwan: we at NTNU have also developed various learner data in Taiwan; LTTC corpus.
- 5. ESL Japan: Tono and Mochizuki (Tokyo) and Ishikawa (Kobe), and several others.
- 6. Some has developed smaller spoken data LINDSEI

Ways to tackle bigger computerized corpora

- Electronic corpora are easier to search.
- Researchers can decide the target words and phrases and begin to search the learner corpora.
- For dealing with smaller learner data set, manual analysis would not be a problem.
- However, when the learner data becomes much larger, it would be very difficult to do analysis and error tagging.
- Problems----solutions
- Researchers have been wondering how computer programs might help to uncover some error patterns.

Semi-automatic Ways of Collocation Error Detections

- There are some new proposals that errors can be found more efficiently with the help of NLP tools (computational linguistics)
- Collocation is a very difficult area for many SL learners.
- There are various collocation problems found in L2 writing
- NN
- AN
- VN
- NV
- V-AVD

How can we find a way to uncover the collocation patterns?

- It was difficult to examine the collocation patterns. For example, if you use the PC concordancers such as Wordsmith and Antconc, it will be very difficult to retrieve and examine the whole collocational patterns. (time to process and organization)
- Sketch Engine (by [Adam Kilgarriff](#), CL expert in UK) is a robust tool which can help to find all the possible collocates of a certain word.

Sketch Engine form Lexical Computing (hundred corpora available-)

Sketch Engine

user: Prof. Howard Chen used words: 76 % / 150,000,000 days left: 291

Corpora

- Create corpus
- WebBootCaT
- Upload TMX
- Parallel corpora
- Compare corpora
- Configuration templates
- Sketch grammars
- Subcorpus definitions
- User groups

Support

Help index

Report an error

Request a feature

Corpora

Language	Corpus name	Tokens	Words
English	British National Corpus	112,181,015	96,048,950
English	enTenTen12	12,968,375,937	11,191,860,036
English	Susanne	150,426	128,998
Chinese, Simplified	zhTenTen11	2,106,661,021	1,729,867,455
Chinese, Traditional	Chinese GigaWord 2 Corpus: Taiwan, traditional	455,526,209	382,600,557
Chinese, Traditional	ChineseTaiwanWaC	349,198,060	259,156,002
Chinese, Traditional	ChineseTaiwanWaC (Universal Sketch Grammar)	349,198,060	259,156,002
Japanese	jpTenTen11 (SUW)	10,321,875,664	8,432,256,386

[Show all corpora](#) | [Parallel corpora](#)

My corpora

Language	Corpus name	Configuration template	Tokens
English	bncc02	TreeTagger for English	117,002,427
English	compareTQTJELTandBNSthesb	TreeTagger for English	13,364,692
English	japanlearners	TreeTagger for English	1,252,718
English	jccc	TreeTagger for English	1,306,717
English	critwleaners	TreeTagger for English	7,376,712
English	appliedcs	TreeTagger for English	1,598,880

[Create corpus](#) | [WebBootCaT](#)

The collocates of “knowledge”

Dashboard - < x Gmail x Google 日曆 - x 公告 : CFP: 20 x 收件匣 (103,7 x 爽 "knowledge" \ x Word Sketch | x hj howard

← → ↻ <https://the.sketchengine.co.uk/bonito/run.cgi/wsketch?corpname=preloaded%2Fbnc2&reload=&lemma=knowledge&lpos=&usesubcorp=&minfreq=!>

knowledge (*noun*) **usually in singular** (99.8 %, percentile 17.6)
British National Corpus freq = **14,381** (128.19 per million)

<u>modifier</u>	<u>5,129</u>	<u>1.10</u>	<u>pp_of-p</u>	<u>3,376</u>	<u>3.90</u>	<u>and/or</u>	<u>2,981</u>	<u>1.40</u>	<u>object_of</u>	<u>2,829</u>	<u>1.70</u>	<u>pp_obj_of-p</u>	<u>2,5</u>
scientific	<u>161</u>	8.78	language	<u>97</u>	6.38	skill	<u>475</u>	9.12	acquire	<u>161</u>	8.55	sociology	<u>1</u>
prior	<u>76</u>	8.60	greek	<u>11</u>	6.08	expertise	<u>70</u>	8.16	gain	<u>105</u>	7.61	lack	<u>1</u>
intimate	<u>62</u>	8.33	workings	<u>9</u>	5.93	understanding	<u>131</u>	7.96	possess	<u>45</u>	7.41	advancement	
detailed	<u>99</u>	8.11	God	<u>43</u>	5.92	experience	<u>242</u>	7.53	impart	<u>15</u>	7.19	corpus	
technical	<u>84</u>	7.74	grammar	<u>13</u>	5.87	wisdom	<u>18</u>	6.72	deny	<u>62</u>	7.11	acquisition	
thorough	<u>39</u>	7.67	english	<u>25</u>	5.81	competence	<u>15</u>	6.35	lack	<u>32</u>	6.86	pursuit	
personal	<u>146</u>	7.65	anatomy	<u>7</u>	5.76	belief	<u>40</u>	6.28	glean	<u>11</u>	6.78	breadth	
linguistic	<u>42</u>	7.42	bsl	<u>6</u>	5.73	consent	<u>21</u>	6.27	accumulate	<u>13</u>	6.56	depth	
specialist	<u>70</u>	7.41	subject	<u>61</u>	5.71	appreciation	<u>11</u>	6.05	pool	<u>9</u>	6.50	best	
schematic	<u>27</u>	7.37	chemistry	<u>10</u>	5.61	recklessness	<u>6</u>	5.94	update	<u>14</u>	6.48	fount	
shared	<u>33</u>	7.33	topic	<u>14</u>	5.47	enthusiasm	<u>13</u>	5.69	disseminate	<u>9</u>	6.46	diffusion	
background	<u>74</u>	7.24	nature	<u>42</u>	5.35	faith	<u>16</u>	5.51	test	<u>32</u>	6.40	frontier	
sound	<u>30</u>	7.23	existence	<u>17</u>	5.29	ability	<u>33</u>	5.48	share	<u>49</u>	6.40	basis	
common	<u>103</u>	7.06	biologv	<u>6</u>	5.27	enjoyment	<u>6</u>	5.37	detail	<u>11</u>	6.38	body	<u>1</u>

Lexical Bund...docx Second Draf...docx Second Draf...docx 顯示所有下載...

CH 上午 09:32 2015/8/2

SKE and Collocation Errors

- How can we find the collocates used by the Native Speakers and by learners based SKE?
- Uploading the data and run word sketches.
- If we compare the NNS collocation errors and NS collocation manually, it would be very time-consuming.
- Manual extraction and manual comparison via SKE will be very challenging and difficult.

The Sketch-Diff functions of SKE

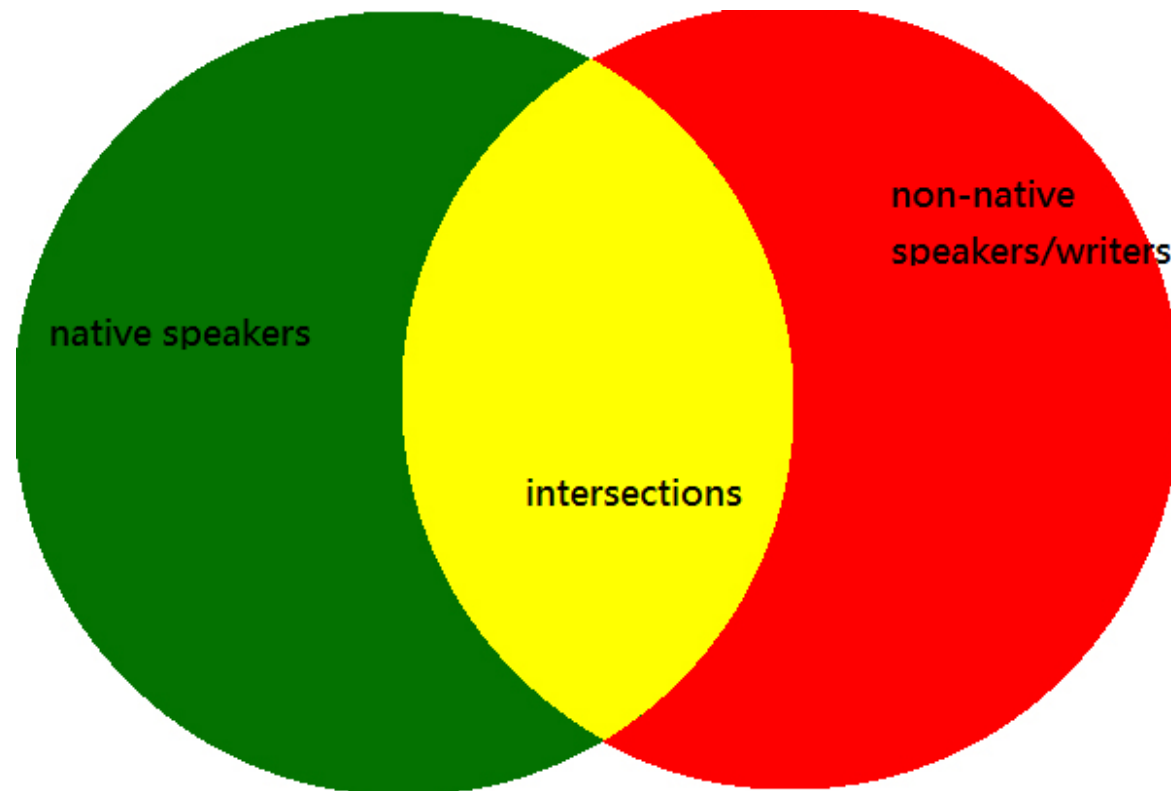
- A powerful tool –”sketch diff“ was often used to compare synonyms in SKE.
- We can enter synonyms such as large/big, and the tool will show the different collocates co-occur with these two words. (screenshot)
- In addition, we can also use SKE to compare the same word used in two different corpora.
- The various collocates used by NS and NNS can then be compared.

The SKE analysis on large/big

large/big British National Corpus freqs = 33036 | 24824

large	6.0	4.0	2.0	0	-2.0	-4.0	-6.0	big
and/or	6,607	4,011	1.9	1.7				
great	0	407	--	8.1				
big	0	141	--	7.3				
nice	0	57	--	7.0				
fucking	0	19	--	6.8				
fat	9	55	5.0	8.0				
yellow	17	32	5.6	6.9				
hairy	11	14	5.7	6.7				
red	38	65	5.9	6.9				
brown	39	57	6.7	7.6				
grey	23	30	5.9	6.6				
black	99	142	6.7	7.3				
blue	37	42	6.1	6.5				
heavy	41	44	6.3	6.7				
double	29	28	6.2	6.5				
round	27	22	6.5	6.7				
wooden	37	22	6.8	6.4				
white	102	65	6.8	6.2				
square	34	12	6.9	5.8				
flat	38	10	6.9	5.4				
industrial	61	18	6.6	5.1				
modifier	3,761	2,355	0.5	0.5				
pretty	0	41	--	7.8				
real	0	14	--	7.4				
bit	0	31	--	6.8				
awfully	0	8	--	6.6				
really	17	149	4.3	7.5				
that	8	51	5.4	8.4				
too	354	597	8.3	9.1				
as	264	400	8.0	8.7				
so	216	175	6.9	6.7				
quite	169	92	7.7	6.9				
exceptionally	20	5	7.2	5.7				
very	1,352	471	9.0	7.5				
fairly	96	20	8.5	6.4				
surprisingly	29	5	7.7	5.7				
particularly	45	8	6.7	4.3				
rather	71	9	7.3	4.4				
indefinitely	12	0	6.6	--				
increasingly	30	0	6.7	--				
unexpectedly	16	0	6.9	--				
comparatively	18	0	7.0	--				
modifies	27,941	19,111	4.5	4.6				
bang	0	319	--	9.0				
hit	0	72	--	6.8				
mistake	0	86	--	6.8				
race	0	106	--	6.7				
deal	5	162	1.8	7.1				
boy	8	162	2.2	6.8				
business	46	281	4.1	6.9				
difference	55	188	5.0	7.0				
one	66	152	5.5	7.0				
city	119	199	5.8	6.7				
crowd	115	55	6.7	6.1				
company	468	204	6.9	5.8				
firm	276	98	7.3	6.1				
part	663	94	7.4	4.7				
corporation	129	14	6.8	4.0				
area	663	51	7.3	3.7				
majority	146	9	6.8	3.1				
scale	330	10	8.0	3.3				
sum	338	6	8.2	2.7				
number	3,123	40	9.6	3.4				

Comparing the collocational differences between native and non-native writers



Comparing collocates of “knowledge” in two corpora- NS vs. NNS

knowledge *(noun)*

Sketch diff for subcorpora **BNCTXT/mergedtwcnjcee** bnc freqs = [14285](#) / [6751](#)

	BNCTXT	6.0	4.0	2.0	0	-2.0	-4.0	-6.0	mergedtwcnjcee
object_of	4023	3384	4.4	4.1					
enrich	0	<u>99</u>	--	8.5					
master	0	<u>58</u>	--	7.7					
learn	<u>5</u>	<u>714</u>	2.1	9.3					
enlarge	0	<u>36</u>	--	7.1					
study	0	<u>94</u>	--	7.0					
grasp	0	<u>23</u>	--	6.3					
renew	0	<u>10</u>	--	5.1					
absorb	<u>3</u>	<u>66</u>	3.2	7.6					
get	<u>20</u>	<u>286</u>	1.6	5.4					
teach	<u>3</u>	<u>33</u>	2.4	5.9					
broaden	<u>8</u>	<u>32</u>	4.9	6.9					
obtain	<u>18</u>	<u>57</u>	4.7	6.4					
expand	<u>7</u>	<u>22</u>	4.1	5.7					
widen	<u>5</u>	<u>12</u>	4.1	5.4					
gain	<u>76</u>	<u>157</u>	7.0	8.0					
improve	<u>30</u>	<u>48</u>	5.1	5.8					
limit	<u>14</u>	<u>20</u>	4.8	5.3					
update	<u>13</u>	<u>16</u>	4.6	4.9					
increase	<u>75</u>	<u>74</u>	5.8	5.7					
attain	<u>9</u>	<u>8</u>	5.0	4.8					
accumulate	<u>25</u>	<u>19</u>	6.5	6.1					
use	<u>154</u>	<u>99</u>	5.1	4.4					
acquire	<u>152</u>	<u>94</u>	8.2	7.5					
impart	<u>14</u>	<u>8</u>	5.9	5.0					
apply	<u>40</u>	<u>17</u>	5.7	4.5					
combine	<u>12</u>	<u>5</u>	4.8	3.6					
extend	<u>41</u>	<u>13</u>	6.2	4.6					
transmit		<u>12</u>	<u>3</u>	5.4	3.4				
develop		<u>51</u>	<u>11</u>	5.1	2.9				
test		<u>26</u>	<u>5</u>	5.9	3.5				
lack		<u>34</u>	<u>5</u>	6.3	3.6				
share		<u>55</u>	<u>8</u>	6.4	3.6				
possess		<u>43</u>	<u>4</u>	6.8	3.3				
require		<u>150</u>	<u>10</u>	6.8	2.9				
incorporate		<u>11</u>	<u>0</u>	4.9	--				
utilise		<u>8</u>	<u>0</u>	5.0	--				
underpin		<u>8</u>	<u>0</u>	5.0	--				
disseminate		<u>8</u>	<u>0</u>	5.0	--				
pre-exist		<u>8</u>	<u>0</u>	5.1	--				
demonstrate		<u>17</u>	<u>0</u>	5.2	--				
base		<u>34</u>	<u>0</u>	5.2	--				
pool		<u>9</u>	<u>0</u>	5.2	--				
derive		<u>16</u>	<u>0</u>	5.3	--				
display		<u>18</u>	<u>0</u>	5.4	--				
advance		<u>15</u>	<u>0</u>	5.5	--				
glean		<u>11</u>	<u>0</u>	5.5	--				
further		<u>12</u>	<u>0</u>	5.6	--				
assume		<u>24</u>	<u>0</u>	5.6	--				
deny		<u>63</u>	<u>0</u>	6.9	--				
specialise		<u>37</u>	<u>0</u>	7.0	--				

Checking usage with COCA and other references-for NNS researchers

The screenshot displays the COCA website interface. At the top, there's a navigation bar with 'CORPUS OF CONTEMPORARY AMERICAN ENGLISH' and a search bar. Below the search bar, there are options for 'CONTEXT', 'FREQUENCY', and 'LAYER'. The search results are displayed in a table format, with the first column containing a question mark '[?]' and the second column containing the search results. The results are sorted by frequency, with the top result being 'gain knowledge'.

SEARCH WORDS + [CONTEXT] [HELP...]

CONTEXT FREQUENCY LAYER

PAGE: << < 1 / 2 > >>
SAMPLE: 100

[?]

B C non-degree-seeking student and audits her classes, she consistently strives to do her best to **gain knowledge** and skills from each of her courses. Each semester, her mother

B C unclear is the influence that part of speech has on a child's ability to **gain knowledge** of a derived word in context. Finally, continued research is necessary to

B C the top ranked 18 suffixes. # Reading passages. The DAJCE required children to **gain knowledge** of unknown words that were embedded in short passages. Unlike previous

B C one grade lower so that reading ability would not interfere with children's ability to **gain knowledge** -- semantic, syntactic, or both -- of the target words. Finally

B C of social validity were reported. # Science education provides students with the opportunity to **gain knowledge** and wonder about the natural world. All students can benefit

B C television on the road, it's not to be entertained. It's to **gain knowledge**. Science shows. History. # He wears a cross around his neck

B C ," she said. " We allow consumers to connect to other consumers and **gain knowledge**. and that's a noble thing." # Top MUA reviewers have

B C innovations in the field. # STANDARD 1: INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE In Standard 1, the " research " standard, students generate inquiry-based qu

B C have also found that education-abroad experiences enhance stu- dent development of self, helping them **gain knowledge** about themselves and increas- ing their self-efficacy

B C member of an association often gives teachers more of an opportunity to attend conferences and **gain knowledge** in new technology and practices being used in physical edu

B C regulation (social reasons to maintain some perceived status), identified regulation (to **gain knowledge** or skills), and intrinsic motivation (related to pleasure). Baldwin

B C " is the enemy of wisdom. Moreover, teacher candidates who pursue excellence and **gain knowledge** in one area will continue this behavior in other areas of their life and

B C and to life (it is a constant theme of Arabic culture that one should **gain knowledge** not from books but from " the mouths of men "). The

B C as barriers to teaching physical education. Discussion The purpose of our study was to **gain knowledge** about the costs and benefits of, and barriers to, DAPE from classroom

B C A formal interview was conducted prior to the participant's student teaching practicum, to **gain knowledge** into his perceptions of teaching students with disabilities and how

B C as adaptive. She stated that constant exposure to the media was a way to **gain knowledge** and a sense of control about the war. Other students legitimized this behavior

B C commencing a dialogue. It is not until you become initiated yourself into something and **gain knowledge** that your interest seriously awa- kens. You can start getting commit

B C Almighty and everlasting God, you who want all men to be saved and to **gain knowledge** of the truth, graciously grant that, as the fullness of peoples enter

B C are accustomed and the perceived shortcomings of ordinary Bedouin men. Finally, while women **gain knowledge** about diversity within Jewish society as well as about similar

B C . Piaget's theories celebrate the individual and his or her own personal process to **gain knowledge** building on experience. In cognitive constructivism, Piaget stated that thou

B C observation and participation in classrooms. These experiences have assisted the prospective student teacher to **gain knowledge**, skill, and understandings pertaining to teach

B C academic goals. A majority of the Completers and In-progress students indicated a desire to **gain knowledge**, personal development, and advancement in professional career

B C have created a community vegetable garden at Peachtree Hills Park. First-time vegetable gardeners there **gain knowledge** working alongside more experienced gardeners, suc

B C overriding expectation that students have concerning a class. We found that students expect to **gain knowledge** more than they expect to a good grade. This is illustrated b

B C delimited space of contemporary cities. (n15) While this research is clearly intended to **gain knowledge**, activists also see the very fact of raising questions as both a politiciz

SKE also allows users to upload various corpora

- SKE provide various corpora for you to use.
- In addition, SKE also allows you to upload your own corpora.
- SKE can then help to process your data.
- The tool we used call Sketch diff..

METHOD: Native and Non-native Corpora (1)

- **The British National Corpus (native data)**
- More than 100 million tokens
- **The Asian EFL learner corpus** ICNALE corpus from Kobe
- In this study, the 1.3-million-word International Corpus Network of Asian Learners of English (ICNALE) was used. The ICNALE-Written holds 1.3 million words of controlled essays written by 2,600 college students in 10 Asian countries and areas. The ICNALE corpus was compiled by Professor Shin'ichiro Ishikawa of Kobe University, Japan.


ICNALE data: 10 different countries

The ICNALE: Intern... x 收件匣 (103,771) - h x 大修館書店ホームペ x Love TV Show 日本 x hj howard

language.sakura.ne.jp/icnale/

Focus on Asian Learners

The ICNALE includes essays and speeches produced by EFL learners (China, Indonesia, Japan, Korea, Taiwan, Thailand) and ESL users (Hong Kong, Singapore, Pakistan, Philippines) in Asia, as well as English native speakers (US, UK, Australia, etc.), covering all of the Inner, Outer, and Expanding Circles in Asia (Kachru, 1992).



Countries covered in Asia (Original map from UNESCO)

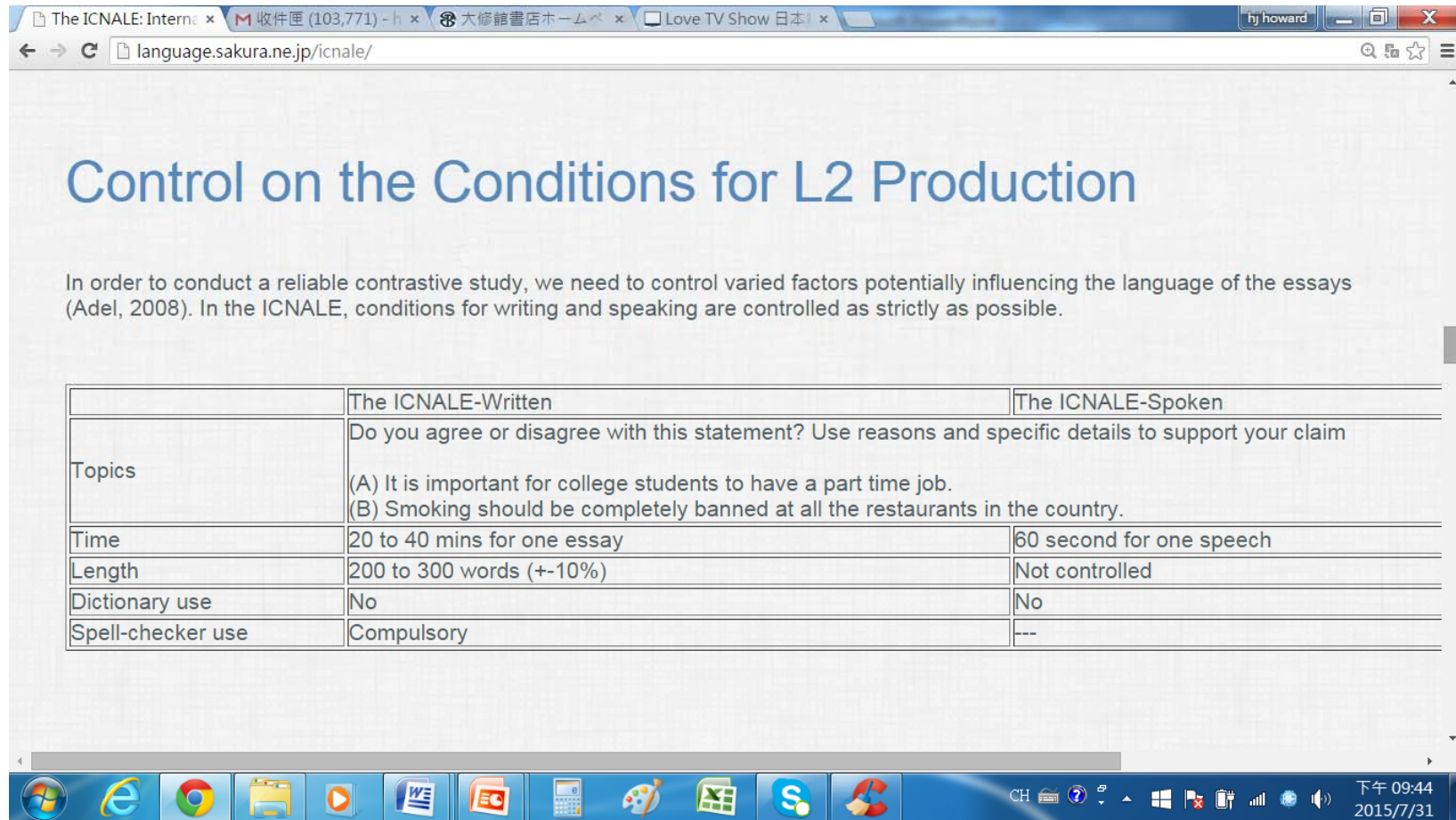
The data collected in the ICNALE-Written

Country Code	Country/ Area	Writers/Essays	# of Tokens
Inner Circle			
ENS*	USA, UK, CAN, AUS, NZ	200/ 400	88,792
Outer Circle			
HKG	Hong Kong	100/ 200	46,111
PAK	Pakistan	200/ 400	93,100
PHL	Philippines	200/ 400	96,586
SIN	Singapore	200/ 400	96,733
Expanding Circle			
CHN	China	400/ 800	194,613
IDN	Indonesia	200/ 400	92,316
JPN	Japan	400/ 800	176,537
KOR	Korea	300/ 600	130,626
THA	Thailand	400/ 800	176,936
TWN	Taiwan	200/ 400	89,736
Total	---	2,800/ 5,600	1,282,086*

*1,306,660 tokens based on the word count by Wordsmith.

Windows taskbar: 下午 09:43 2015/7/31

Same topics, time, and lengths.



In order to conduct a reliable contrastive study, we need to control varied factors potentially influencing the language of the essays (Adel, 2008). In the ICNALE, conditions for writing and speaking are controlled as strictly as possible.

	The ICNALE-Written	The ICNALE-Spoken
Topics	Do you agree or disagree with this statement? Use reasons and specific details to support your claim. (A) It is important for college students to have a part time job. (B) Smoking should be completely banned at all the restaurants in the country.	
Time	20 to 40 mins for one essay	60 second for one speech
Length	200 to 300 words (+-10%)	Not controlled
Dictionary use	No	No
Spell-checker use	Compulsory	---

METHOD: Native and Non-native Corpora (2)

Send feedback words: 90 % / 450,000,000 days: 184 Prof. Howard Chen

Compare BNC and ICNALE

icnale_chn

[Add new file](#) / [Add data from web using WebBootCaT](#) / [Compile corpus](#) / [Search corpus](#)

#	Original file	Plain text	Vertical	Tokens	Owner	
	NNS_ALL.zip (10 files)			1,366,699	Prof. Howard Chen	
1	BNCTXT.vert			115,695,714	Prof. Howard Chen	

Windows taskbar: 下午 09:47 2015/7/31

High-Freq words in ICNALE

Sketch Engine

Word list

Corpus: ICNALE-test

Page 1 Go [Next >](#)

word	Freq
the	50,889
to	43,163
a	30,579
is	28,769
and	26,797
of	24,574
in	24,070
time	21,953
smoking	18,547
that	17,857
I	16,966
for	16,653
job	15,232
part	15,220
it	14,900
have	14,547
not	13,496
can	13,002
be	12,677
they	12,635
are	12,104
people	11,345
students	10,644

After loading two corpora, we can compare these corpora- Example: knowledge

guard	1	0	1.0	1.0
assess	1	0	1.0	1.0
date	1	0	1.0	1.0
pursue	1	0	1.0	1.0
work	4	0	3.9	1.1
inherit	1	0	3.0	1.1
establish	1	0	3.9	1.1
tap	1	0	3.0	1.1
process	1	0	3.0	1.1
gather	1	0	3.0	1.1
organize	1	0	3.9	1.1
need	52	3	4.9	0.8
provide	50	3	4.3	0.9
have	830	52	4.7	0.7
increase	75	7	5.8	2.5
acquire	152	15	6.4	5.5
use	154	25	5.0	2.4
obtain	18	4	4.8	2.9
apply	40	23	5.2	4.6
gain	76	42	7.2	6.7
enhance	9	5	5.0	4.9
broaden	8	4	5.7	6.9
absorb	3	5	3.6	5.2
learn	5	85	2.6	6.8
study	0	11	1.1	4.6
practice	0	5	1.1	7.2

Ability (N) Practice ability?

weaken	<u>4</u>	<u>3</u>	4.7	5.3
form	0	<u>3</u>	--	2.0
raise	0	<u>4</u>	--	2.1
promote	0	<u>3</u>	--	3.4
train	0	<u>4</u>	--	4.1
communicate	0	<u>3</u>	--	4.7
practice	0	<u>9</u>	--	8.3
pp_obj_of	875	21	11.50	9.00
confident	<u>18</u>	0	6.8	--
wastage	<u>4</u>	0	6.6	--
unsure	<u>5</u>	0	6.6	--

Society (N) touch (Chinese style)

The screenshot shows the Sketch Engine web interface. The browser address bar displays the URL: https://beta.sketchengine.co.uk/bonito/run.cgi/view?corpname=user/ntnu1/icnale_chn;q=w8310909816;;usesubcorp=ICNALE. The page header includes the Sketch Engine logo, a search bar, and navigation links: "Send feedback", "corpus: Compare BNC and ICNALE", "subcorpus: ICNALE", and "Prof. Howard Chen" with a settings icon.

The main content area displays a word sketch for the word "touch". The title is "Word sketch item 12 (8.78 per million)". The sketch consists of 12 items, each with a file ID and a sentence snippet where the word "touch" is highlighted in red. The items are:

- file2006756 all, finding a job, and after **touching** the **society** , a lot of them will think about the life
- file2006756 all, finding a job, and after **touching** the **society** , a lot of them will think about the life
- file2006756 Thirdly, we can enter into and **touch** the **society** earlier than the ones who stay in school
- file2006756 Thirdly, we can enter into and **touch** the **society** earlier than the ones who stay in school
- file2006756 time job. It gives us a chance to **touch** the **society** , to learn about company and know more about
- file2006756 have a part time job, we should **touch** the **society** early than others, so we should have more
- file2006756 doing part time job students can **touch** the **society** deeper and feel the invisible rules of
- file2006756 real and convenient way for us to **touch** the **society** while in campus, which avoids us being
- file2006756 experience during our students **touching** the **society** will also be our wealth. Earlier for us
- file2006756 China have few opportunity to **touch** the **society** , resulting in the problem of high score
- file2006776 working in part time jobs, they can **touch** the **society** which they will live after graduation.
- file2006776 think it's the good opportunity to **touch** our **society** before we go out the society. From that

The bottom right corner of the page features the Lexical Computing logo and the text "2.32-SKE-2.124-3.72". The Windows taskbar at the bottom shows the system tray with the date and time: "下午 02:43 2015/6/21".

College (N) with graduate (verb) 36- Japanese learners

Concordance
Word List
Word Sketch
Thesaurus
Sketch-Diff
Corpus Info
Manage corpus
My jobs
Save as subcorpus
View options
KWIC
Sentence
Sort
Left
Right
Node
References

Word sketch item 36 (26.33 per million)
Page 1 of 2 Go Next Last

file2006771 be prepared later when after **graduating college** . So later on when they graduated from college
file2006776 will have to work when they **graduate** their **colleges** . So I think they should have time to prepare
file2006776 a lot of money when they **graduate** their **colleges** . So they must earn some money to use then
file2006776 college students must work after **graduating a college** , so while they are college students they
file2006776 from it help them when they **graduate** their **college** and get their job. The understanding of
file2006776 you go to the society after you **graduated college** . And you will be able to raise communication
file2006776 30% of new members of society **graduated a college** or university quite their job within three
file2006776 because we can learn it after we **graduate college** . But I think that we need many experiences
file2006776 from their parents. After they **graduate college** , they must work. So I think that they should
file2006776 in our school life. When we **graduate the college** and get a job, the experiences is very
file2006776 will be useful for me after I **graduate this college** . Third, we can get skills. In my case,
file2006776 have to work every day after we **graduate college** , even if we don't want to work. So I think
file2006776 days in a week. However, if we **graduate college** and begin working at the company, we will
file2006776 a lot of things before they **graduate the colleges** and begin to work. For example, reading
file2006776 students will get a job after **graduating college** . When they enter a company, they experience
file2006776 things during the student. If we **graduate the college** , we can't afford to do what we want to
file2006776 abilities must be useful when we **graduate college** and start to work in society. Second, we
file2006776 their precious time after they **graduate college** and have to take a job. My parents often
What we can have a part

https://beta.sketchengine.co.uk/bonito/run.cgi/view?q=w6064941614;fromp=2;corpname=user%2Fntnu1%2Ficnale_chn&refs=%3Dfile.id&usesubcorp=ICNALE

下午 02:50
2015/6/21

Job (N) with verbal collocates

decide	0	5	--	2.3
study	0	4	--	2.4
recommend	0	3	--	2.5
pursue	0	3	--	2.5
note	0	4	--	2.7
adopt	0	5	--	2.8
argue	0	5	--	2.9
acquire	0	5	--	3.0
hunt	0	3	--	3.0
believe	0	9	--	3.0
agree	0	9	--	3.1
earn	0	6	--	3.3
apply	0	14	--	3.5
pare	0	4	--	3.6
attain	0	5	--	3.8
juggle	0	5	--	3.9
join	0	17	--	4.1
balance	0	8	--	4.3
search	0	16	--	5.0
part	0	24	--	6.1
experience	0	65	--	6.6

Experience (N) and earn

receive	<u>5</u>	<u>10</u>	1.9	3.1
enrich	<u>8</u>	<u>8</u>	5.2	6.5
get	<u>87</u>	<u>283</u>	3.7	5.4
accumulate	<u>21</u>	<u>36</u>	6.3	8.2
work	<u>23</u>	<u>229</u>	2.9	6.3
collect	0	<u>4</u>	--	3.3
gather	0	<u>5</u>	--	4.2
practice	0	<u>3</u>	--	5.3
earn	0	<u>16</u>	--	5.6

modifies	1,351	96	10.90	9.50
placement	<u>15</u>	0	7.1	--
curve	<u>33</u>	0	7.0	--
Mini-Enterprise	<u>3</u>	0	6.1	--
count	<u>7</u>	0	5.2	--
maturity	<u>2</u>	0	4.7	--

Smoker (N) with many verb collocates

prevent	0	14	--	5.0
trouble	0	3	--	5.0
allow	0	40	--	5.0
destroy	0	11	--	5.1
lessen	0	3	--	5.2
force	0	15	--	5.2
dislike	0	4	--	5.3
forbid	0	5	--	5.3
effect	0	5	--	5.4
inhale	0	4	--	5.5
smoke	0	21	--	5.7
expose	0	11	--	5.7
separate	0	13	--	5.8
hurt	0	12	--	5.8
benefit	0	13	--	5.9
prohibit	0	7	--	5.9
protect	0	28	--	6.1
hate	0	14	--	6.3
discourage	0	8	--	6.3
ban	0	27	--	6.3
affect	0	63	--	6.3
decrease	0	13	--	6.5
damage	0	22	--	6.6
respect	0	17	--	6.9
addict	0	10	--	7.1
harm	0	49	--	8.8

Lung (Noun) and its verbs

affect	<u>10</u>	<u>10</u>	3.8	3.8
destroy	<u>4</u>	<u>21</u>	3.9	6.3
damage	<u>4</u>	<u>29</u>	4.5	7.4
include	0	<u>3</u>	--	0.2
make	0	<u>11</u>	--	0.3
break	0	<u>3</u>	--	1.9
smoke	0	<u>5</u>	--	3.8
injure	0	<u>3</u>	--	4.7
hurt	0	<u>5</u>	--	5.0
disturb	0	<u>5</u>	--	5.5
effect	0	<u>4</u>	--	5.8
harm	0	<u>6</u>	--	6.7
subject_of	166	57	11.50	10.30
burst	<u>8</u>	0	6.7	--
collapse	<u>7</u>	0	6.2	--

Search for Verbs directly- Damage (v)

cell	<u>12</u>	<u>5</u>	3.9	2.8
health	<u>50</u>	<u>41</u>	5.6	5.4
organ	<u>3</u>	<u>4</u>	3.9	4.7
body	<u>6</u>	<u>11</u>	1.6	2.5
lung	<u>4</u>	<u>29</u>	4.4	7.7
people	0	<u>15</u>	--	1.0
restaurant	0	<u>3</u>	--	2.0
taste	0	<u>3</u>	--	3.5
smoker	0	<u>21</u>	--	5.6
digestion	0	<u>3</u>	--	6.3
subject	563	50	12.30	10.90
frost	<u>5</u>	0	6.6	--
fire	<u>47</u>	0	6.2	--
blast	<u>5</u>	0	6.1	--
bomb	<u>12</u>	0	5.7	--

Harm (verb)

life	<u>4</u>	<u>0</u>	0.1	--
anyone	<u>17</u>	<u>6</u>	4.9	3.4
environment	<u>10</u>	<u>4</u>	3.8	2.5
person	<u>5</u>	<u>4</u>	1.7	1.3
other	<u>7</u>	<u>27</u>	2.6	4.5
people	<u>9</u>	<u>82</u>	0.3	3.5
system	0	<u>4</u>	--	0.0
smoke	0	<u>3</u>	--	2.8
everyone	0	<u>4</u>	--	2.9
customer	0	<u>5</u>	--	2.9
body	0	<u>16</u>	--	3.1
organ	0	<u>5</u>	--	5.0
lung	0	<u>6</u>	--	5.4
health	0	<u>51</u>	--	5.7
smoker	0	<u>49</u>	--	6.9

Hurt (verb)

something	<u>2</u>	<u>0</u>	<u>0.4</u>	--
party	<u>3</u>	<u>0</u>	<u>0.4</u>	--
anyone	<u>45</u>	<u>3</u>	<u>6.2</u>	<u>2.4</u>
feeling	<u>54</u>	<u>4</u>	<u>6.1</u>	<u>2.5</u>
someone	<u>21</u>	<u>3</u>	<u>4.5</u>	<u>1.7</u>
person	<u>11</u>	<u>4</u>	<u>2.8</u>	<u>1.3</u>
people	<u>63</u>	<u>34</u>	<u>3.1</u>	<u>2.2</u>
other	<u>18</u>	<u>11</u>	<u>3.9</u>	<u>3.2</u>
family	<u>4</u>	<u>3</u>	<u>0.8</u>	<u>0.5</u>
everyone	<u>3</u>	<u>3</u>	<u>2.4</u>	<u>2.5</u>
body	<u>4</u>	<u>14</u>	<u>1.0</u>	<u>2.9</u>
business	<u>0</u>	<u>3</u>	--	<u>0.7</u>
smoking	<u>0</u>	<u>3</u>	--	<u>1.7</u>
smoke	<u>0</u>	<u>3</u>	--	<u>2.9</u>
health	<u>0</u>	<u>26</u>	--	<u>4.8</u>
smoker	<u>0</u>	<u>12</u>	--	<u>4.8</u>
lung	<u>0</u>	<u>5</u>	--	<u>5.2</u>
subject	508	33	11.80	10.50

Many types of miscollocates from ICNALE corpus

- Based on the high-frequency nouns and we search and check the collocates of each.
- We also further confirmed the problematic cases with native speakers.
- 80 types of miscollocates were found.
- Then we checked what types of language learners made these collocation errors.

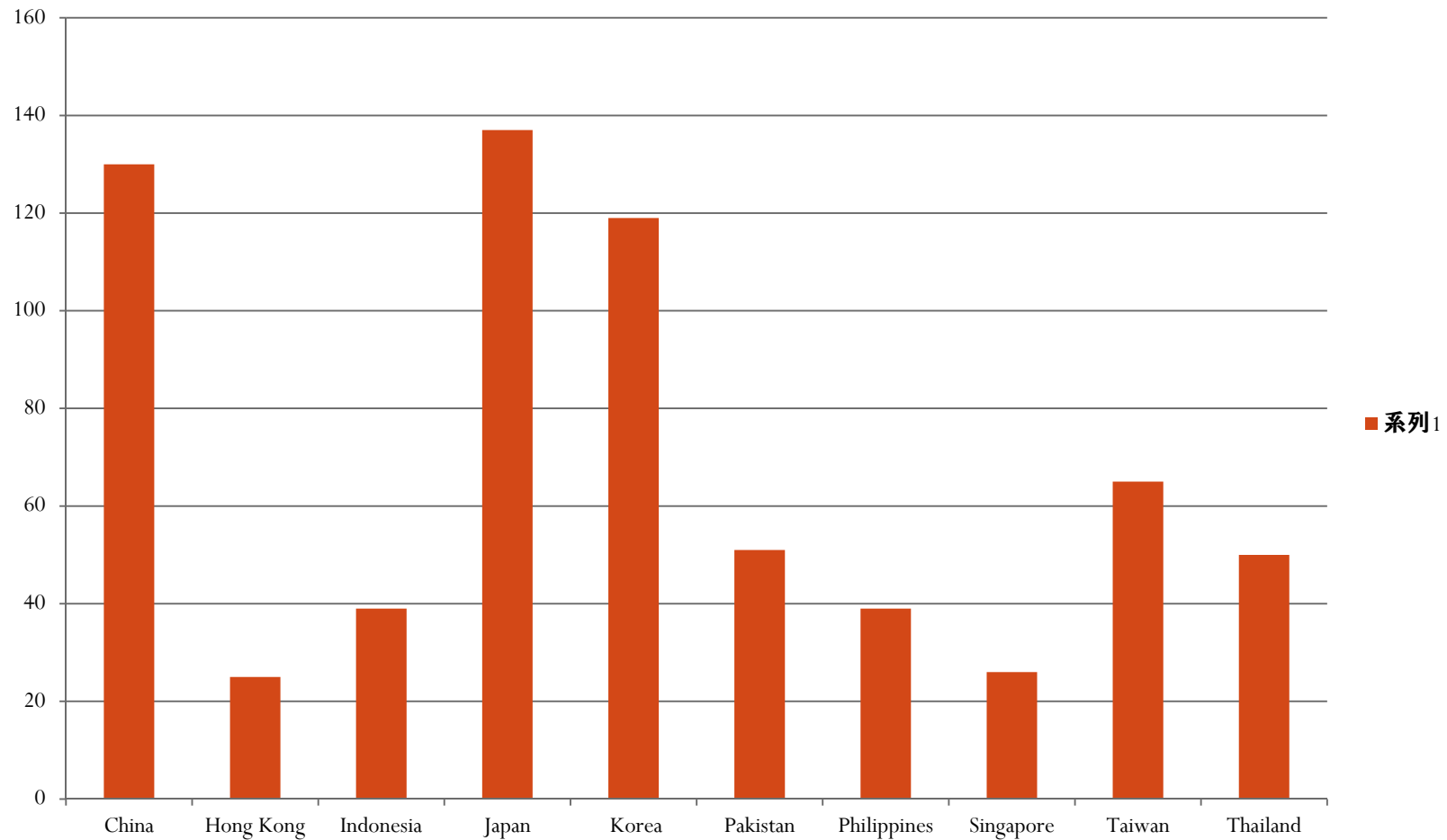
ICNALE Data- part 1. various collocations by various L1 backgrounds

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	Verb-Noun Miscollations	Types	Corrected verbs/n	Suggested forms	China	Hong Kong	Indonesia	Japan	Korea	Pakistan	Philippines	Singapore	Taiwan	Thailand	Total Frequen
4	*learn knowledge	variant verb usage	learn	acquire	55	3	0	4	3	1	2	1	14	2	85
5	*experience part time jobs	variant verb usage	experience	do	2	0	0	39	22	0	0	0	2	0	65
6	*Harm smokers	variant noun usage	smokers	smokers' health	5	4	1	16	8	1	2	5	2	5	49
7	*it is necessary to ban smoke	variant noun usage	smoke	smoking	5	1	2	2	6	0	0	1	4	3	24
8	*Experience the society	variant verb usage	Experience	live in	0	1	0	8	12	0	0	0	1	0	22
9	*the smokers smoke the smoke	variant noun usage	smoke	inhale	3	0	2	5	3	4	2	0	2	1	22
10	*Earn their allowance	variant verb usage	Earn	receive	1	1	0	3	7	0	0	6	2	0	20
11	*balance study and part time job well	variant noun usage	study	school	5	0	2	0	0	2	8	2	0	0	19
12	*quit this bad habit	variant verb usage	quit	give up	0	1	0	1	6	0	1	1	7	0	17
13	*Earn experiences	variant verb usage	Earn	gain	1	4	3	1	1	1	1	0	2	2	16
14	*smokers should stop smoke	variant noun usage	smoke	smoking	1	2	1	1	3	7	0	0	1	0	16
15	*harm your body	others	body	harm your health	0	0	1	2	3	0	2	2	4	2	16
16	*Hurt your body	variant noun usage	body	health	3	0	0	0	0	0	0	0	9	2	14
17	*smoke damages passive smokers	variant verb usage	damage	harm	2	0	0	2	9	0	0	0	0	0	13
18	*making an effort to decrease smokers	variant noun usage	smokers	the number of smok	0	1	0	6	2	0	0	0	0	4	13
19	*touch the society	variant verb usage	touch	join	10	0	0	2	0	0	0	0	0	0	12
20	*it is very difficult to quit smoke	variant noun usage	smoke	smoking	1	0	0	0	6	0	0	0	1	3	11

Part 2 of ICNALE

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
21	*Adapt the relationship	variant verb usage	Adapt	mediate	0	0	2	0	1	0	7	0	0	0	10
22	*effect the health of people	variant verb usage	effect	affect	0	0	0	0	1	8	0	0	0	1	10
23	*Agree the topic	sitional & phras	agree	agree with	1	0	0	1	3	0	0	0	2	3	10
24	*Graduate university	sitional & phras	Graduate	graduate from	0	0	0	8	2	0	0	0	0	0	10
25	*feel the smell	variant verb usage	feel	notice	0	0	0	7	2	0	0	0	0	0	9
26	*release the financial burden	variant verb usage	release	relieve	7	1	0	0	0	0	0	0	1	0	9
27	*taste their meals	variant verb usage	taste	have	0	0	0	9	0	0	0	0	0	0	9
28	*fulfill expenses	variant verb usage	fulfill	cover	0	0	0	0	0	8	0	0	0	0	8
29	*destroy smokers	others	smokers	harm smokers' health	1	0	1	0	0	1	0	0	0	5	8
30	*clean dishes	variant verb usage	clean	do/wash	3	0	0	1	2	0	0	0	1	0	7
31	*smoking give some disadvantages	variant verb usage	give	have	0	0	3	0	0	1	1	0	0	2	7
32	*acquire manners as a member of the s	variant verb usage	acquire	have	0	0	0	6	0	0	0	0	0	0	6
33	*bring many disadvantages	variant verb usage	bring	comes with	4	0	2	0	0	0	0	0	0	0	6
34	*burn cigars	variant verb usage	burn	light	0	0	0	0	6	0	0	0	0	0	6
35	*lessen expenses	variant verb usage	lessen	cut down on	0	0	0	0	0	0	5	0	0	1	6
36	*Manage the schedule	variant verb usage	Manage	arrange	1	0	1	0	0	0	1	1	0	2	6
37	*Quit cigarettes	variant noun usage	cigarettes	smoking cigarettes	0	0	0	0	4	0	0	0	0	2	6
38	*smokers inhale cigarettes	variant noun usage	cigarettes	cigarette smoke	0	0	4	0	1	0	1	0	0	0	6
39	*Burn cigarettes	variant verb usage	Burn	light	2	1	1	0	0	1	0	0	0	0	5

The number of collocational errors made by various learners- expanding circles have more difficulties



Collocation learning materials can be prepared

- 1. It seems that the following groups have more difficulties with collocations. China, Japan, Korea, Taiwan
- 2. Is it related to these writing prompts? The data is too limited.
- 3. However, these errors are clearly related to mother tongues.
- 4. One interesting finding is that Japan and Korea has very high correlation score: **Pearson Correlation Coefficient Calculator** -- The value of R is: 0.77.
- China and Japan: The value of R is: 0.08. China and Korea: R is: 0.07 (very low connections)
- Taiwan and China **Pearson Correlation Coefficient Calculator** -- The value of R is: 0.71.

Similar methods can be applied to other types of learner corpus data.

- We can also find other collocation patterns in different corpora
- Not just BNC, we now have more and more useful native corpora (COCA). COCA was made available a while ago.
- **There are many different types of learner corpora.**
- General learner corpus such as the writing by Taiwanese high school and college students.
- More academic types of corpus- various theses and dissertations by graduate students in various academic disciplines.

English for Academic Writing

- In addition, for more advanced EFL learners, a 10-million-word Chinese learner Academic English corpus (MA theses in Applied Linguistics written by Taiwanese graduate students) was uploaded onto the SKE for automated comparison with a 10-million-word professional academic English corpus (various SSCI Journal articles in Applied Linguistics and SLA). To compare collocates used in the two different corpora, a list of the most frequently used 100 academic nouns from the learner corpus was first compiled. These high-frequency nouns, together with their common verb collocates used in both the professional writing corpus and NNS academic corpus, were examined with the help of Sketch-Diff function.

Informal “get” in academic writing (0)

	A	B	C	D	E
72					
73	get	0	25	--	5.7
74	file1960610	derstanding to <i>get</i> more complete	<i>comprehension</i>	.	Excerpts 12, 13, and 14 illustrate how
75	file1960610	they believed that they had <i>got</i> full	<i>comprehension</i>	.	As we can see in Excerpt 18, Helen and
76	file1960610	the students have <i>got</i> the correct	<i>comprehension</i>		of the text. The present study bears several
77	file1960637	vocabulary in the texts to <i>get</i> basic	<i>comprehension</i>	.	Thus, aside from sight vocabulary, readers
78	file1960708	requires students first to <i>get</i> the	<i>comprehension</i>		of the new words and then to produce them
79	file1960714	vided, students may <i>get</i> the most	<i>comprehension</i>	.	In contrast, Brown (1990) and Mendelsohn
80	file1960692	ontent. Readers can <i>get</i> maximal	<i>comprehension</i>		of the story through reading the verbal
81	file1960692	s in reading, to help them <i>get</i> text	<i>comprehension</i>		and further to arouse their motivation
82	file1960789	subjects reread the text to <i>get</i> full	<i>comprehension</i>		and consult with others to solve their
83	file1960789	so often that they cannot <i>get</i> full	<i>comprehension</i>		and enjoy reading. Research (Anderson,
84	file1960794	ed resources to help to <i>get</i> better	<i>comprehension</i>		more often. Also, girl students tended
85	file1960794	s so that students may <i>get</i> better	<i>comprehension</i>	.	When it came to additional strategies
86	file1960798	: to the peers, students <i>get</i> better	<i>comprehension</i>		of the material. Hence, working together
87	file1960803	a loss how to <i>get</i> a better reading	<i>comprehension</i>	.	Obviously, they must learn some reading
88	file1960803	pay attention to each word to <i>get</i>	<i>comprehension</i>		than to the text structure. Therefore

Gain progress... (I)

	A	B	C	D	E	F
460	progress					
461	gain	0	20	--	6.6	
462	file1960617	Their oral reading fluency <i>gained</i>	progress	as well. The number of words read correctly		
463	file1960617	ws, 2003) and help students <i>gain</i>	progress	in spelling skills (Su, 2002). Finally,		
464	file1960617	st poor readers may not <i>gain</i> any	progress	in reading performance if they don't receive		
465	file1960617	ver achieving students <i>gain</i> more	progress	in word recognition than those who don't		
466	file1960617	Fourthly, it can help students <i>gain</i>	progress	in spelling skills (Su, 2002). Finally,		
467	file1960617	ws, 2003) and help students <i>gain</i>	progress	in spelling skills (Su, 2002). Most important		
468	file1960617	ar three students did not <i>gain</i> any	progress	. According to Table 4.2, S8, S9 and S12		
469	file1960617	udents, except S9, <i>gained</i> overall	progress	on the spelling posttest. Among these 14		
470	file1960617	minimal progress. S9 did not <i>gain</i>	progress	because his scores decreased by 1 on the		
471	file1960617	ord spelling test though he <i>gained</i>	progress	by 1 word on the real word test. 4.1.1.3		
472	file1960617	lent who <i>gained</i> the second most	progress	. He scored a word fewer than S7. In contrast		
473	file1960617	one of them failed to <i>gain</i> overall	progress	. 4.2.3 Students' On-task Learning The students		
474	file1960617	ts, but he <i>gained</i> medium overall	progress	. On the contrary, for S12, the Starfall		
475	file1960617	eless, he <i>gained</i> the least overall	progress	. That S12's time-on-task did not proportionally		
476	file1960617	v. the students <i>gained</i> significant	progress	($t = 5.18$, $p = .0001$) not only in real		

Gain evidence

The screenshot shows a web browser window with the URL https://beta.sketchengine.co.uk/bonito/run.cgi/view?corpname=user/ntnu1/al_ra_mt_compare;q=w628123687;;usesubcorp=AL_MT. The page header includes the Sketch Engine logo, a "Send feedback" link, and the corpus information: "corpus: AL_RA_MT_Compare subcorpus: AL_MT". The user is identified as "Prof. Howard Chen".

A search bar contains the word "gain". Below it, a box indicates "Word sketch item 8 (0.68 per million)". The main content area displays a list of search results, each with a file ID and a snippet of text where the word "gain" is highlighted in red. The snippets are:

- file1960589 the reliability of the study and **gain** more **evidence** of subjects' learning attitude and performanc
- file1960657 of textual features to **gain** more concrete **evidence** for specificity. Yeung (2007), by analyzing
- file1960673 children. Through this, we can **gain** convincing **evidence** highlighting the importance of phonological
- file1961010 terms of genre familiarity, this may **gain evidence** for reliability. Expository materials constitute
- file1961010 Processes of test administration may **gain evidence** for overall reliability. The researcher
- file1961010 think-aloud techniques to **gain** straightforward **evidence** for construct validity imply that most
- file1961027 predictive validity. To **gain** concurrent validity **evidence** , the correlation of the test and another
- file1961048 development and has **gained** solid empirical **evidence** showing its impact on children's acquisition

The bottom right of the page features the Lexical Computing logo and version information: "Lexical Computing 2.32-SkE-2.126-3.76.4". The Windows taskbar at the bottom shows the time as 09:19 on 2015/8/1.

Warrant ... attention. (research) (U)

	A	B	C	D	E	F
185						
186	attention					
187	warrant		12	0	7.1	--
188	file1959125	olicies, and (im)migration, more	attention		is <i>warranted</i> to how individual (im)migrants	
189	file1959136	olocations might <i>warrant</i> special	attention		, especially where L2 learners are involved	
190	file1959280	ference) perhaps <i>warrant</i> special	attention		. Table 4 shows some sample tasks using	
191	file1959416	munity, one that <i>warrants</i> future	attention		and investigation. ARTICLE IN PRESS ARTICLE	
192	file1959473	t frequency to <i>warrant</i> pedagogic	attention		. 4.2. In * ways As Sinclair (1999, pp.	
193	file1959473	nt in itself to <i>warrant</i> pedagogical	attention		; factors such as the extent to which a	
194	file1959577	to a degree that may <i>warrant</i> the	attention		of those developing or employing computer-based	
195	file1959609	ad online chat that <i>warrant</i> closer	attention		: (a) there was a comparatively high frequency	
196	file1959906	l advantages that <i>warrant</i> further	attention		from L2 testers and teachers. While we	
197	file1960133	on English DOs <i>warrants</i> further	attention		. Although L1 acquisition of the possession	
198	file1960270	struct more fully <i>warrant</i> special	attention		. Incidence of negative expressions. The	
199	file1960343	testing, the test <i>warrants</i> further	attention		as an alternative or complement to existing	
200						
201	problem					

Underscore the need for (U)

	A	B	C	D	E
243	need				
244	underscore	19	0	8.2	--
245	file1959142	language task, it <i>underscores</i> the	need	for investigations into why learners show	
246	file1959450	r program. This <i>underscores</i> the	need	for the students to master this skill as	
247	file1959649	out. This article <i>underscores</i> the	need	for further research into the discourse	
248	file1959705	months, <i>underscoring</i> again the	need	for long-term studies. Ellis (e.g., 2004	
249	file1959862	months, <i>underscoring</i> again the	need	for longitudinal studies. Whereas moderate	
250	file1959924	f 'accountability' <i>underscores</i> the	need	for alternative methods to compare test	
251	file1959941	is purpose, which <i>underscores</i> a	need	for research. In terms of proximal utility	
252	file1960185	1). These results <i>underscore</i> the	need	for controlling factors that are confounded	
253	file1960308	nd its members <i>underscoring</i> the	need	for good oral teaching, in addition to	
254	file1960356	nd its members <i>underscoring</i> the	need	for good oral teaching, in addition to	
255	file1960410	IC. These values <i>underscore</i> the	need	in corpus studies to address the semantic	
256	file1960448	, with research <i>underscoring</i> the	need	to encourage students to ask when they	
257	file1960448	re intervention, <i>underscoring</i> the	need	for sustained vocabulary instruction combined	
258	file1960459	these teachers <i>underscoring</i> the	need	to adjust to classroom realities after	
259	file1960463	The results also <i>underscore</i> the	need	for instructional methods focusing specifically	

Undertake the project/research (U)

	A	B	C	D	E	F
391						
392	project					
393	undertake	13	0	7.8	--	
394	file1959205	aterials that interest them. The two	projects	undertaken	have shown that short on-line	
395	file1959251	scribe the aforementioned dubbing	projects	undertaken	by students enrolled in intensive	
396	file1959251	interested in <i>undertaking</i> similar	projects		in the future. 2. Theoretical framework	
397	file1959251	er) have <i>undertaken</i> 15 dubbing	projects		which were first teacher initiated then	
398	file1959290	<i>undertook</i> several related research	projects		to better understand how students might	
399	file1959412	e <i>undertaking</i> a certain research	project		, and only about 55% made reference to other	
400	file1959518	ng to evaluations of ESL writing, a	project		was <i>undertaken</i> to gather faculty response	
401	file1959588	as an implicit focus of two related	projects	undertaken	in Singapore and Hong Kong:	
402	file1959588	ts and for students to <i>undertake</i>	projects		(e.g., Lerman, 1998). Likewise, within	
403	file1959603	sic). Each student <i>undertook</i> the	project		of conceiving, designing and constructing	
404	file1959846	rd project background The current	project		was <i>undertaken</i> at a medium-sized, comprehensive	
405	file1959967	anguage use' (2011, p. 8). Recent	projects	undertaken	by Cambridge ESOL to revise	
406	file1960316	l Waters (1987) identifies tasks as	projects	undertaken	by learner(s). For Nunan (1989	
407						

Situate .. study

The screenshot shows a web browser window with the URL https://beta.sketchengine.co.uk/bonito/run.cgi/view?corpname=user/ntnu1/al_ra_mt_compare;q=w1434219989;;usesubcorp=AL_RA. The page title is "Sketch Engine". The search results show a word sketch item for "situate" with a frequency of 25 (2.11 per million). The results are displayed in a table with columns for file ID, text snippet, and the word "study" in red. The text snippets show various contexts where "situate" is used, such as "a recent emphasis on *situated* volitional *studies* from an open-systems perspective" and "general background against which this current *study* is *situated*".

Word sketch item 25 (2.11 per million)

Page 1 of 2 [Go](#) [Next](#) | [Last](#)

file1959152	a recent emphasis on <i>situated</i> volitional <i>studies</i> from an open-systems perspective—looking	
file1959155	general background against which this current <i>study</i> is <i>situated</i> and to which it is designed	
file1959169	which the discourse occurs. The present <i>study</i> is <i>situated</i> within this inclusive framework	
file1959301	Describing established knowledge <i>situates</i> the <i>study</i> being reported in the interest of the discourse	
file1959322	physics from a sociopolitical perspective. The <i>study</i> is <i>situated</i> broadly within an argument	
file1959344	in EU documents In order to <i>situate</i> this <i>study</i> in the context of ESP, it is important	
file1959429	of background is provided to <i>situate</i> the <i>study</i> within the troubling context of cutbacks	
file1959453	at the Lithuanian University where this <i>study</i> is <i>situated</i> , where the focus has shifted	
file1959468	IMRaD moves and VL forms, to <i>situate</i> the <i>study</i> in current thinking and show the origin	
file1959520	of our own study, we want to <i>situate</i> our <i>study</i> in the literature on the cognitive model	
file1959604	Mackey, 2002). Site of the investigation This <i>study</i> was <i>situated</i> in the Japanese department	
file1959674	grammatical precision in academic writing). This <i>study</i> is <i>situated</i> in an intermediate-level ESL	
file1959695	discussing how the issues examined in the present <i>study</i> are <i>situated</i> in the fields of L2 reading	
file1959731	classifier phrase (Figure 3). Although this <i>study</i> is <i>situated</i> in a CSL instead of foreign	
file1959741	bilingual education. Method Participants The <i>study</i> is <i>situated</i> in the context of bilingual	
file1959840	in the L2 context will first <i>situate</i> our <i>study</i> in previous research. In ordinary conversation	
file1959891	ESL teachers also serves to <i>situate</i> this <i>study</i> within the current research that draws	
file1959910	Related research In order to <i>situate</i> our <i>study</i> within language testing research, we briefly	
file1959926	prior effect sizes may <i>situate</i> the present <i>study</i> in the proper context of related research	
file1960218	long-term retention. We will first <i>situate</i> our <i>study</i> in the literature on PAL, imageability,	

Page 1 of 2 [Go](#) [Next](#) | [Last](#)

Lexical Computing

Address .. hypothesis

The screenshot shows the Sketch Engine web interface. The browser tabs include 'Concordance', 'LogoVista', and 'Dashboard - Cool...'. The address bar shows the URL: https://beta.sketchengine.co.uk/bonito/run.cgi/view?corpname=user/ntnu1/al_ra_mt_compare;q=w9448966021;;usesubcorp=AL_RA. The page header includes the Sketch Engine logo, a 'Send feedback' link, and the corpus information: 'corpus: AL_RA_MT_Compare subcorpus: AL_RA'. The user is identified as 'Prof. Howard Chen'. A search bar contains the word 'address'. Below the search bar, the results show 'Word sketch item 13 (1.10 per million)'. The main content area displays a list of text excerpts with the word 'address' highlighted in red. The excerpts are as follows:

- file1959096 ability. The second aim was to **address** the **hypothesis** that L2 metalinguistic knowledge in the
- file1959424 of the hypothesis. One way to **address** the **hypothesis** would be to define the benefit as an incre
- file1959677 values and group. Hypothesis 1 To **address hypothesis** 1, that the treatment would have a positiv
- file1959677 was supported. Hypothesis 2 To **address hypothesis** 2, that both treatment conditions would
- file1959677 thus supported. Hypothesis 3 To **address hypothesis** 3, that the effect of treatment F-S-F on
- file1959677 shown in Table 8. Hypothesis 5 To **address hypothesis** 5, that the F-F-F treatment would have
- file1959677 was supported. Hypothesis 6 To **address hypothesis** 6, that original-speed repetition alone
- file1959768 evidence that can begin to **address** the three **hypotheses** just outlined about the relationships betw
- file1959953 pronunciation score with familiarity To **address hypothesis** 1: there is no difference between the proi
- file1960366 Method 2.1. Hypothesis The following two **hypotheses** were **addressed** in the present study. (1
- file1960368 number of studies attempted to **address** these **hypotheses** in the late 1980s and throughout the 1990
- file1960505 Analysis In order to **address** the two research **hypotheses** of the study, the scores were submitted
- file1960527 learners' beliefs is necessary to **address** this **hypothesis** . In response to the third research questio

The interface also includes a left sidebar with navigation options: 'Concordance', 'Word List', 'Word Sketch', 'Thesaurus', 'Sketch-Diff', 'Corpus Info', 'Manage corpus', 'My jobs', 'Home', 'User guide', and 'Save'. The bottom of the page features the 'Lexical Computing' logo and a Windows taskbar with various application icons and system information (CH, 下午 09:10, 2015/8/1).

- Thank you for your attention!

Welcome your feedback