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**ANADİLİ TÜRKÇE ÖĞRENCİLERİN İNGİLİZCE FİLLERİN
EŞDİZİMİ HATALARI ÜZERİNE BİR ÇALIŞMA¹**

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Öz

Dillerin doğası gereği belli kelimelerin sıklıkla bir arada kullanılmasına dilbilimde eşdizim adı verilir. Eşdizimli kelimelerin hangileri olduğu dil derlemi içerisinde doğal dil işleme programlarıyla Mutual Information, Log Likelihood ve *t*-score gibi istatistiklerle belirlenir. Dil öğrenen insanların bu eşdizimlerin doğru kullanması hem yanlış anlamaları engellemek hem de iletişimin sağlıklı olması için önemlidir. Bu araştırmanın amacı anadili Türkçe olan öğrencilerin İngilizce ediniminde sıklıkla yaptıkları fiillerin isimlerle olan eşdizimlerinde yaptıkları hataları incelemektir. Bu çalışmada uygulamalı dilbilimde yaygın olarak kabul gören Hata Analizi (Error Analysis) ve Öğrenici Derlemi (ICLE) kullanılarak derlem işleme yöntemiyle veriler toplanmış ve sunulmuştur. ICLE Derleminde yer alan Çukurova Üniversitesi ICLE-TR derleminde seçilmiş 177 metindeki öğrenci kullanım hataları elle ve WordSmith 5.0 doğal dil işleme programıyla öğrencilerin kullanımı taranarak tespit edilmiştir. Kullanım hataları yapısal (fiil+ad, ad+sıfat vb.), anlamsal (semantic categories: Occurrence/olgu, Action, İş v.b.) ve benzeri kategorilere ayrılmış ve eşdizim hatalarının sağlaması COCA (Corpus of Contemporary American English) ve BNC (British National Corpus) ve eşdizim sözlükleri kullanılarak yapılmıştır. Yabancı dil olarak İngilizce öğrenen öğrencilerin eşdizim hataları incelendiğinde öğrencilerin özellikle Eylem+Ad eşdizimlerinde sorun yaşadıkları ve son derece basit görülebilecek hatalar yaptıkları gözlemlenmiştir. Her ne kadar bu hatalar bireysel özelliklerine ya da öğrencilerin gerçek dil becerisine atfedilebilirse de bu çalışmada aslında; Fiiller ve İsimlerin anlam örüntüsünün edinilmesi dikkate alındığında

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A Study of Turkish L1 Students English Verb Collocations and Collocational Errors

bu hataların tamamen doğal, beklendik olabileceği önerilmektedir. Analizin sonucunda öğrencilerin dil edinimlerinin doğası gereği özellikle Occurence (Oluşum) ve Existence (Varlık) anlam alanlarında fiillerin sıklıkla yanlış kavramsallaştırıldığı ve bu nedenle kullanımda hatalara yol açtığı sonucuna varılmıştır.

Anahtar Kelimeler: Derlem Analizi, İngilizce Öğrenici Hataları, Eşdizim Hataları, Fiillerin Edinimi.

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Abstract

By their very nature, words in any given language have particular preferences of co-use a.k.a collocations. These collocations are identified with specialised natural language processing programs often with Mutual Information, Log Likelihood and *t*-score statistics. It is crucial that language learners use these collocations appropriately in order to avoid misunderstanding and effective communication. Thus, the focus of this paper is to analyse the errors commonly committed by English language learner with Turkish L1 background. This study employs Error Analysis and Learner corpus analysis methodology commonly accepted in applied linguistics and the data is presented accordingly. Learner errors in 177 selected texts incorporated in ICLE which have been collected from Çukurova University, ICLE – TR were analysed and pinpointed through both with corpus analysis program Wordsmith 5.0 and by hand. These errors were collated into structural (Verb+NP, NP+Adj. etc.) semantic (Occurrence, Action, Existence etc.) and other categories beyond the scope of this study. The errors then were crosschecked through COCA (Corpus of Contemporary American English) and BNC (British National Corpus) and collocation dictionaries. The most prevalent group of errors were that of Verb+NP combinations and they were quite simplistic errors. While arguably those errors may be attributed to personal differences or the proficiency level of the students this paper argues that those errors might be perfectly natural given the difference in acquiring the “conceptual” structure of the Verb versus the Noun. The study finds that by the nature of their acquisition and semantic domains Occurrence and Existence Verbs are often mis-conceptualized and therefore prone to misuse and collocational errors.

Keywords: Learner Corpus Analysis, Learner Error Analysis, Acquisition of Verbs, Collocational Errors.

INTRODUCTION

Verbs in Learner English

Any professional teaching English to Turkish L1 students would notice the problems Turkish students have in framing the English verbs and collocations. In a study of collocational errors of Turkish students (Bıçk1, 2012) the most prevalent group of errors were that of VERB+NP (noun phrase) combinations and the by nature the errors committed were quite simplistic given that the students making those errors were enrolled in English language teaching departments. While arguably those errors may attributed to personal differences or the proficiency level of the students, this paper argues that those errors might perfectly natural given the difference in acquiring the “conceptual” structure of the VERB versus the NOUN. More strikingly, these VERB+NP errors seem to persist across proficiency levels while slowly diminishing towards C1 proficiency. Even among ELT students, they are by far the most common “simple” errors ELLs commit.

In this paper, the argument is that ELLs may, would and should be expected to have some significant problems in acquiring English collocations. It is vitally important for any language teacher to be able to distinguish between natural/interlingual errors and personal mistakes and false learning. Only then, they would be correctly treat errors and let that knowledge guide their teaching and instruction in the classroom. A false understanding of ELL errors invariably leads to over-correction and maybe worse mis-correction.

Acquiring Verbs and their Collocations

In order to answer the ‘simple’ question of why language learners keep making the same mistakes the first answer was the notorious Contrastive Analysis studies, which were mainly fuelled by the understating that language is just ‘verbal behaviour’ and a habit and thus old habits would be naturally transferred. In late 1960s Error Analysis was established by Pit Corder (1967) and his colleagues, and followed by Larry Selinker’s seminal paper Interlanguage (1972) our understanding of the nature of ELLs errors significantly shifted from a contrastive/transfer perspective to a systematic view language acquisition. With the introduction of corpus linguistics, which offers large amounts machine-readable annotated language data (i.e. BNC-British National Corpus; COCA-Corpus of Contemporary American English and ICLE-International Corpus of Learner English) studying learner errors in much greater scale has become more practical and feasible. Especially ICLE enabled ELL errors from different L1 backgrounds to be compared and contrasted.

The focus of this paper are the VERB+NOUN ‘natural’ collocations. As Baker (2004) notes “the first thing we learn about language is the last thing we understand.” Perhaps, every person receiving some formal instruction in grammar would learn parts of speech, and define verbs as words that signify “an activity or process performed or undergone” whereas nouns are names of “concrete or abstract entities.” This reference, he claims, extends back to 2nd century BC to Dionysus Thrax who noted that some words are inflected for case and others for tense and aspect. Strikingly, though there is a consensus about such a distinction exists there is not much research on the difference or a plausible explanation in general syntactic theory. Seemingly, these distinctions are taken for granted in linguistic theory.

Another agreement linguists seem to have is that nouns and verbs are the universal categories perhaps common to all languages. In their Natural Partitioning Hypothesis Gentner and Boroditsky (2001) propose that in respect to meaning; basic concrete nouns tend to follow perceptually salient natural partitions in human environment; in other words, have similar categories of conceptualization across languages whereas verbs to a grander extent are specific to languages and exhibit more variation pertaining to meaning across languages. This feature might explain why children for most languages tend to acquire early nouns before early verbs (see K. Hirsh-Pasek, & R. Golinkoff, (Eds.), 2006 for an extensive review). Evidently, the verb is central to the clause and has a concerted meaning, relating to one or more participants (or arguments) to an event encoded in the sentence. As well, given their abstract nature verbs are more complex than nouns in terms of cognitive processing and retention. Also characteristically prototypical verbs remarkably involve perpetual change in time, whereas concrete nouns are generally stable across time (Viberg, 2006).

On the side note, the arguments pointed above are about the acquisition of verbs in the first language not particularly the second one. However, similar principles might apply to the acquisition of second language verbs particularly when the conceptualization of verbs in L1 and L2 are significantly different. In our case, the relative languages are TURKISH (L1) and ENGLISH (L2). Kuntay and Slobin (1999) note that Turkish has a relative lower number of verbs of manner, whereas verbs of path are abundant. Slobin (1999) labels Turkish as verb-framed language since most of the information is encoded in the verb. English, on the other hand, is a satellite-framed language in which some information is expressed via satellites such as PPs in the sentence. This might explain some omission errors in the English narratives of Turkish students.

As Tomasello (1992:6) puts it verbs are linguistic symbol that are used to designate events that are highly complex in which one or more entities undergo one or more changes of state. Even for very ‘simple’ verbs like GIVE there are at least three entities involved: the GIVER, the GIVEN and the RECEIVER, and each of these go under a relative change of state. Moreover, this conceptual system can be viewed as providing some kind of schemata or “frames” for structuring larger linguistic units such as sentences. The meaning structure of the verb then contains information about the possibilities and impossibilities of the phrasal structure it could be used in. This information have been called “grammatical valences” and often verbs are considered to be responsible for much of the grammatical structure of language.

There is almost a consensus in first language acquisition that children acquire nouns prior to and faster than verbs (i.e. Gentner, 1982; Huttenlocher and Smiley, 1987; Nelson, 1973). The logical outcome derived from the pattern of acquisition is that verbs require the conceptualisation of a more sophisticated semantic and syntactic structure. To explain this phenomenon two standpoints have been put forward: first is based on syntactic bootstrapping hypothesis (Gleitman, 1990; Gleitman and Gleitman 1992; Landau and Gleitman, 1985). It suggests that verb learning and noun learning has essentially different linguistic requirements. The second is based on a natural partitions account of the differences between nouns and verbs and is grounded upon perceptual and conceptual differences in the concepts labelled by nouns and verbs (Gentner, 1981, 1982 2006; Gentner and Boroditsky, 2001; 2004).

The bootstrapping account (Gleitman, 1990; Gleitman and Gleitman 1992; Landau and Gleitman, 1985) relates frequency of more early nouns to syntactic complexity of verbs. As nouns (thought abstract nouns may not) can be directly observed in the real world contexts they are heard, children may acquire them relatively easily. On the other hand, acquisition of the verbs not only does require direct observation but also knowledge of the argument structure in which the verb is used. In other words, children need to develop an understanding of how the verbs are situated in the syntactic and semantic structure of the sentences. Such information may not available to children until they have acquired the necessary background knowledge and ability to discern the connections between the sentence structure and verb meaning in the specific language they are currently acquiring.

Natural partitions and relational relativity hypotheses (Gentner, 1981, 1982 2006; Gentner and Boroditsky, 2001; 2004) are attempts to explain the prominence of nouns in early vocabularies of children. Briefly, natural partitions

hypothesis stipulates that since nouns mostly refer to real world objects or at the very least some delimitable target, verbs and prepositions refer to relational components of the real world. In other words, nouns have real life correspondences that are naturally individuated. Especially cross-linguistically the variations are minimal and just matters of choice (a bird is a bird whatever you call it!). In contrast, verbs relate to relativistic information of the world and even observable MOTION verbs have to create a relational connection. For example, just for RUN you could have many referents/hyponyms such as SPRINT, JOG, TREAD, TRAMPLE etc. each of which encode a different aspect of relativistic information). As well, information encoded in verbs, such as MANNER and PATH, varies significantly across languages (Talmy, 1985; Slobin, 1996). This phenomenon is what Gentner (1982) calls relational relativity. Gentner (2006) further argues that verbs have more sophisticated syntactic relations within the predicate and argument structure and thus note "... for verbs and other relational terms, children must discover how their language combines and lexicalizes the elements of the perceptual field." (p. 544-545).

That is to say, verbs are linguistically shaped and the child has to develop an understanding how a single word or utterance operates in real life. The child exploits some cues to map the word into its reference. Eventually the lexical item acquired will have to be more concrete and contextually bound first, then the child would gradually develop an understanding of other relativistic connections in time. Of course, the same weights cannot be attested to adults and SL learners, as they already have developed conceptual cues to their disposal. It is still a debate if these cues help or hinder SLA; nevertheless, they are effective in language learning and may explain why SL learners develop their collocational competence slowly and almost regardless of grammatical proficiency. Maguire et al. (2009) has further developed this idea and proposed the following SICI model, which stands for shape, individuation, concreteness and imageability. Indeed, their main purpose is to explain early dominance of nouns in children's early vocabularies, but the continuum might well be applied to SL vocabulary acquisition or at least the development of collocational use.

The figure is self-explanatory, yet there is some need for clarification. Shape does not only refer to visual contours of an object but also to the overall configuration of the action (Golinkoff et al. 1995). For instance, RUN would have a definite, persistent flowing image, THINK however would not lend itself for such an observation. Individuation means the palpability of a lexical item (Gentner and Boroditsky, 2001; Gentner, 2006; Gentner; 2009). The best examples would be the proper nouns which refer to one object and they are

independent of other linguistic items. AND on the other hand cannot be individuated since there is no real life referent.

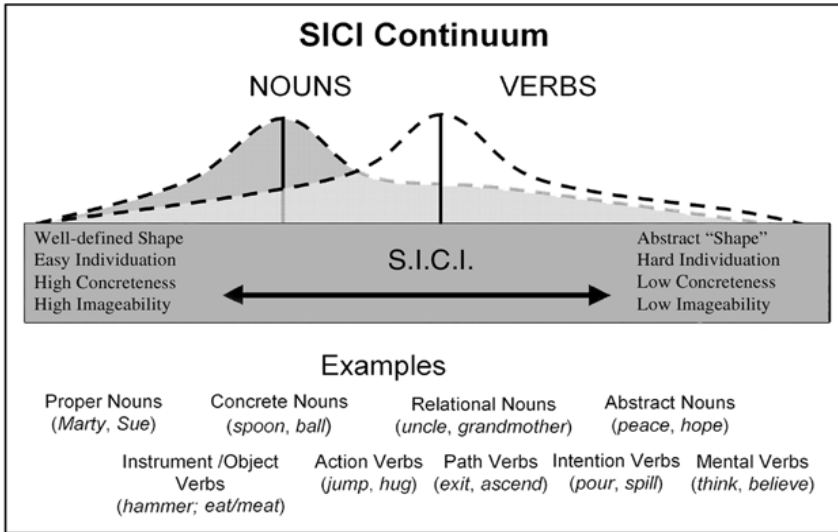


Figure 1. The S.I.C.I. Continuum (Maguire et.al, 2006:374 in Hirch Pasek and Glinkoff, 2006)

Then most verbs would be so easily individuated because of the argument structures they would observe. Though nouns may seem to be individuated easier, relational nouns may be harder to pinpoint (e.g. LIBERTY, FREEDOM). Concreteness, as the name suggests, refers to the ability to sensually locate something. Whereas Imageability means to be able to create a mental image of a word. Given this difference, TOUCH is a concrete word, whereas JOY, HATE, LOVE are imaginable. Eventually, the ease of acquisition for a particular lexical item would be defined trough this continuum from left to right.

Considering the differences between nouns and verbs is not enough per se. Although noun advantage is well established for English some researchers (e.g. Tardif, 1996, 2009; Gopnik and Choi, 1995) claim that in some verb-friendly languages nouns may not be so dominant. As well, socio-cultural factors have been found to have an impact on verb or noun dominance.

Overall, both children and adult learn verbs slower than nouns. The basic reason noted by Gentner (2009) it is not that the learner does not know the semantic components or not able observe them, but they are not able to map the verbs onto real events and relation in the world. In other words, though the learner has enough information about the semantic and grammatical structure of the verb

she is acquiring, actual use of that verb requires grasping the relations of the verbs to the real world. This might perhaps act as a cradle for explaining the nature of collocational errors of adult Turkish EFL learners.

METHODOLOGY

Researching second language errors and collocational behaviour of students is methodologically problematic. In a sense scientific research relies on generalisations and quantification of data; however, learner errors and especially collocational errors do not lend themselves easily to statistical methods. Given their nature almost every single error and/or deviation is unique and has to be defined in its own territory: the language and discourse around it. The basic methodology in this paper is widely accepted is Error Analysis paired Learner Corpus Analysis. The database used for the analysis is derived from ICLE V2 and developed for the doctoral thesis of the writer and therefore not subject to ethical conduct requirements by 2020 code.

MATERIALS, PARTICIPANTS AND PROCEDURE

International Corpus of Learner English was used for the analysis and collection of the error database. ICLE data was collected from Mustafa Kemal University, Mersin University and Cukurova University and meta-tagged for grammatical features and metadata. The version utilised does not include the Learner Error Tags later added to the corpus. V2 contains 3.7 million words of EFL writing from learners representing 16 mother tongue backgrounds (Bulgarian, Chinese, Czech, Dutch, Finnish, French, German, Italian, Japanese, Norwegian, Polish, Russian, Spanish, Swedish, Turkish and Tswana). V3 is still under development including 5.5 Million words plus 25 mother tongue backgrounds and is being maintained by Granger et. al. (2009 v2) . The main body of this study relies on 177 ICLE-TRCU (International Corpus of Learner English, Turkey Cukurova University section) argumentative essays discussed in detail below. The main instrument of this study is ICLE-TRCU, argumentative essays compiled at Çukurova University in 2004. The following table briefly summarizes the specifications of the selected corpus and sample population utilised in the ICLE-TRCU corpus.

Table 1
Cukurova University ICLE Sub-Corpus Specifications

	Texts	Words
Selected Corpus :	177	128297
Native language	Texts	%
Turkish	173	97.7 %
Other	4	2.3 %
Age	Texts	%
From 17 to 25	175	98.9 %
From 26 to 45	2	1.1 %
Months in English-speaking country	Texts	%
None	173	97.7 %
3 months < <= 6 months	2	1.1 %
6 months < <= 1 year	1	0.6 %
Above 10 years	1	0.6 %
Years of English at school	Texts	%
2 years < <= 4 years	6	3.4 %
4 years < <= 8 years	155	87.6 %
8 years < <= 12 years	14	7.9 %
Above 12 years	2	1.1 %
Years of English at university	Texts	%
2 years < <= 3 years	46	26.0 %
3 years < <= 4 years	63	35.6 %
4 years < <= 6 years	68	38.4 %
Type	Texts	%
Argumentative	177	100.0 %
Conditions	Texts	%
No Timing	177	100.0 %
Reference tools	Texts	%
No	102	57.6 %
Yes	75	42.4 %
Text length in words	Texts	%
200 < <= 500	1	0.6 %
500 < <= 1000	171	96.6 %
1000 < <= 1500	5	2.8 %

The corpus was collected from ELT students enrolled at Çukurova University English Language Teaching Department. There is no solid indicative data about the English level of the participant students; yet, given the university placement system in Turkey, the relative outstanding position of Çukurova University, and time spent on studying English it is would be safe to assume that all of the students are upper intermediate and advanced learners. On the other hand, an overwhelming majority, 97.7% of the students did not have extended native English contact. Namely, ICLE-TRCU corpus is literally EFL. The corpus was scanned both digitally and by manually for learner errors. The errors

pinpointed were then collated into an Excel Database. (For an extended discussion for the preparation of the database, see Bıçkıcı, 2012).

Table 2
Abridged EXCEL Database Format

ESSAY CODE	ERRORS	VERB ITEM	SUGG. CORR.	JUDGE.	TYPE	ERROR GROUP	SEM. CAT	NOTES
Trcu1023	understood by human beings	understand	discovered/	Quest	Vpo	Oex	Activity	Forced passive??
Trcu1023	individual users' number increased to very high numbers	increase	personal users increased in very high numbers	Quest	Vpo	Syn	Ex/rel	
Trcu1023	you can communicate with all the big libraries	communicate	get access to / access /connect to	Inc	Vpo	Oex	Activity	
Trcu1023	Also you can reach to daily newspapers	reach	access/get to	Dev	Vpo	Strans	Activity	
Trcu1023	you can reach every kind of information	reach	access/get to	Dev	Vpo	Strans	Activity	REACH means "erişmek" here
Trcu1023	You can reach all publishes	reach	access/get to	Dev	Vpo	Strans	Activity	

The JUDGE column refers to the level of deviance from the native speaker norm (INC-incomprehensible, DEV-deviant but comprehensible, QUEST-questionable, ACCPT-acceptable as foreigner talk, ACCPT+ acceptable), and TYPE column notes the colligation (VERB+Prep.+Obj etc.). The ERROR GROUP column represents the nature of the error committed as summarized in the following table.

Table 3
Error Groupings

Type of Error	Brief definition
NA	Not Applicable
OEX	Over-extension of highly generalizable words like light verbs or core vocabulary
OVGEN	Overgeneralisation
STRANS	Semantic Transfer.
DISTRANS	Transfer of discourse elements
SYN	Syntactic-grammatical error
REDUN	Redundancy. Addition of redundant lexical or grammatical items or stretched word combinations
OMSS	Omission of a necessary grammatical or lexical item

For practical reasons the SEMANTIC CATEGORY column is confined to a more commonplace and broader classification as noted by Biber et. al. (2004). There are three major classes of verbs: lexical verbs, which function as the main verbs; primary verbs (BE, HAVE and DO), which could function as both auxiliaries and main verbs, and modal verbs, which function as auxiliaries only. Lexical verbs are the most common verbs in registers and the main point of this study. Biber et. al. (2004) further classifies lexical verbs into semantic domains as:

Table 4
Major semantic domains of verbs (Biber et. al. 2004)

Major semantic domains	Examples
ACTIVITY verbs	bring, move, buy, carry, go, leave etc.
COMMUNICATION verbs	ask, announce, discuss, explain, say, etc.
MENTAL verbs	love, want, hear, think, know, read etc.
CAUSATIVE verbs	allow, cause, enable, force, help, let, require, permit etc.
Verbs of simple OCCURRENCE	become, change, develop, grow, happen, increase, and occur
Verbs of EXISTENCE or relationship	be, seem, appear; exist, live, stay, contain represent, include etc.
ASPECTUAL verbs	begin, continue, finish, keep, start, and stop

Here it is important to note that many verbs have multiple meaning and may act in different semantic domains in different utterances. For instance, START, STOP, and KEEP may refer to ACTIVITY or may have ASPECTUAL meanings as in the following examples:

We stopped at the market on the way back.
I'll keep the coins.
The driver started the car.

Overall these verbs are used to refer to aspectuality, "...concerned with the progress of some other action." (Biber et. al. 2004):

She stopped staring at the picture.
He kept smoking all night.

Plainly speaking, ACTIVITY verbs refer to actual actions or event and they take a subject as the DOER/AGENT. COMMUNICATION verbs are about communication of ideas, opinions etc., whereas MENTAL verbs denote human states and action of human cognition and they need not have volition, and their subject is categorically RECIPIENT. They cover cognitive, perceptual and emotional meanings. CAUSATIVE verbs refer to facilitation or causation brought about by some entity. They often are use with a nominal direct object or complement following the verb phrase, which reports the action that was facilitated. OCCURRENCE verbs commonly denote physical events that occur apart from any volitional activity. Their subject often has the semantic AFFECTED role. EXISTENCE verbs have two types. Copular EXISTENCE verbs (BE, SEEM, APPEAR) indicate a state that exists between two or more entities. Non-copular ones (e.g. CONTAIN, INCLUDE, REPRESENT) report a particular state or state of affairs between entities. The last group ASPECTUAL verbs, as noted above, refer to the progress of some other event or activity, commonly reported in a complement clause following the verbs phrase. (Biber et. al. 2004).

Of course, there are many other classes and types of verbs such as PATH and MANNER, however they are not of immediate concern for this study. Given the relational meaning and grammatical load we have briefly noted above learning verbs perhaps is the most important part of language acquisition. More to that, research on language acquisition both in L1 and L2 pointed out to

significant differences in learning verbs and nouns, which will be the point of the next section.

FINDINGS

Are Verbs Harder to Learn?

To the author's knowledge, there are not any studies contrasting early noun and verb acquisition in Turkish. However, Aksu-Koç and Slobin (1985) report that the inflectional system appears early, and the entire set of noun inflections and much of the verbal paradigm is mastered by 24 months of age or earlier. By this age, Turkish children inflect nouns for case (accusative, dative, ablative, possessive, and instrumental case) and number (plural), and verbs for tense-aspect (past result, on-going process, and intention), person, negation, and interrogation. Both noun and verb inflections were present in the one-word stage, and there is some evidence for productive use as young as 15 months.

In the same line of research, Ertekin (2003) studied the bilingual acquisition of Turkish and English together and found out that bilingual children started picking up Turkish verbs earlier than English and that they haven't produced any English verbs throughout the observation. Turkish monolingual children produced relatively lower number of verbs than nouns but compared to English the difference is not that subtle.

In a comprehensive study Bıçkî (2012) reports that most of the erroneous or deviant collocations produced by Turkish students are problematic in the choice of VERB. Overextension and Overgeneralisation are the most observed deviations, particularly for simple/light verbs. As well, the level of abstraction was observed to have a significant effect on inappropriate collocations. OCCURRENCE, EXISTENCE/ RELATIONSHIP, MENTAL/EMOTIONAL, and ASPECTUAL verbs accounted for 319 of 749 totally deviant (INC) and deviant (DEV) cases reported in the study. Some semantic (e.g. OCCURRENCE and ASPECTUAL) categories seemed to be more prone to deviance and particularly deviant semantic transfer.

For our purposes and limits of this paper the discussion will be limited to Overgeneralisation which is a productive developmental error commonly expected in learner interlanguage. As for collocational errors, overgeneralisations mainly occur with the verb rather than the nominal constituent in our data. In contrast to overextensions, overgeneralisations also include some form of structural deviance such as treating a verb as a noun or vice versa. Naturally, OVGEN cases are common in ICLE-TRCU totalling into 137 cases with wide

range of verbs. The top-ten verbs involved in OVGEN cases are displayed in the chart below:

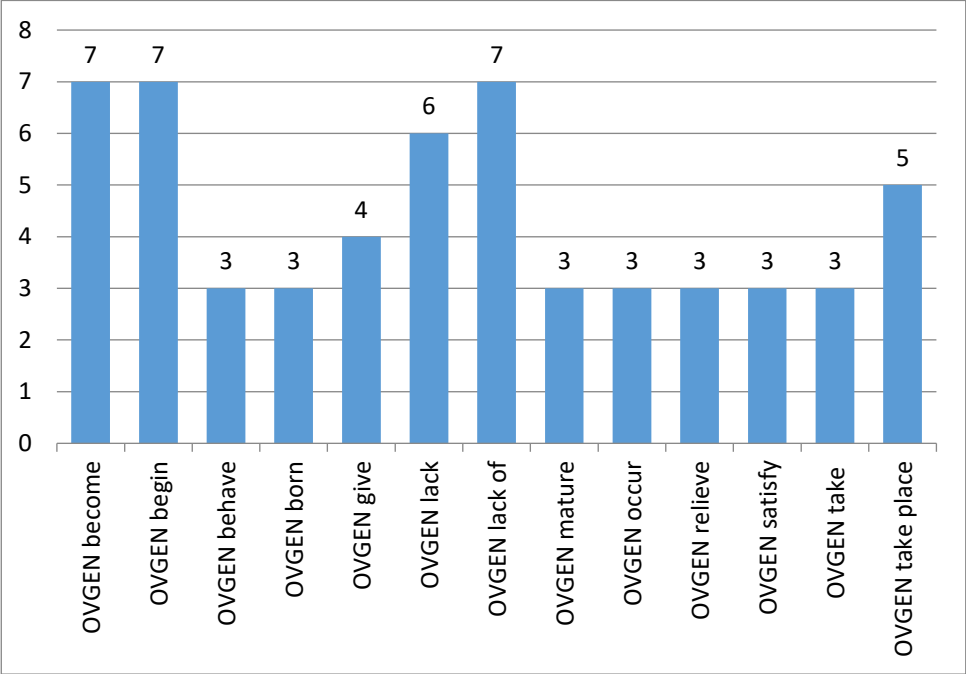


Figure 2. Top ten overgeneralised verbs

OCCURRENCE verbs [OCCUR, TAKE PLACE] as a group seem to be prone to overgeneralisation, followed by EXISTENCE/RELATIONSHIP verbs [LACK/LACK OF, MATURE, BORN], MENTAL/EMOTIONAL verbs [RELIEVE, SATISFY], ASPECTUAL verb [BEGIN] and COPULAR [BECOME]. Two light verbs GIVE and TAKE are also noted among the cases.

Interestingly, ACTIVITY verbs are not present in the top-ten list. It is not that ACTIVITY verbs are not overgeneralised but OVGEN cases are random and diverse in this group. Second, most activity verbs are relatively concrete and imageable which makes them easier to process and retain. Last, they have clearer semantic and syntactic frames with less random alternations.

There is one special outstanding case; LACK was observed in 13 cases within 10 essays as follows:

Table 5
Deviant cases of the verb LACK ICLE TRCU Sub-corpus

ESSAY CODE	DEVIATIONS	VERBAL ITEM	NOMINAL ITEM	SUGGESTED CORRECTION
TRCU1062	As a result, <u>we are lack of</u> cultural awareness	lack	awareness	we lack
TRCU1063	Many engineering students <u>are lack of</u> practice.	lack	practice	are lacking
TRCU1067	but mean that if students <u>are lack of practice</u>	lack	practice	are lacking
TRCU1085	they are <u>lack of</u> love	lack	of love	are lacking
TRCU1088	man is very handsome but <u>lack of education</u>	lack	education	be lacking education
TRCU1100	If the baby is born, it will be <u>lack of</u> a real family	lack	a real family	won't have
TRCU1107	I believe that rich people <u>are lack of</u> important values	lack	values	lack
TRCU1107	these are again because of <u>being lack of money</u>	lack	money	lack
TRCU1107	Especially rich people <u>are lack of</u> all the nice emotions	lack	emotions	lack
TRCU1124	they have <u>lack of</u> experience	lack	experience	they lack experience
TRCU1143	He thinks these things because <u>he is lack of money.</u>	lack	money	does not have enough / lacks money
TRCU1167	she will be in a very hard situation, <u>she can be lack of money</u>	lack	money	she can be left penniless, in a destitute situation
TRCU1167	While all the children are healthy, their baby will <u>be lack of an important organ or mentally ill</u>	lack	smt	will lack

These learners inadvertently insert OF after the verb LACK perhaps processing it as a noun. Indeed, this is a common error in ESL. Yet more interestingly out 59 occurrences of LACK in ICLE-TRCU only one learner uses it as verb. In 55 of the cases it is followed by OF and the alternative form LACKING IN is totally absent.

The cases of BECOME, BEGIN and TAKE PLACE are quite predictable, since BECOME is often used to replace BE and other change of state verbs. BEGIN replaces START and TAKE PLACE is used as replacement for OCCUR. BORN is not used in passive frame and GIVE and TAKE are replacing other light verbs. BEHAVE is used in impersonal passives in these 3 cases noted, but when it is used in the sense of TREAT it is flagged OEX. SATISFY and RELIEVE are used unaccusatively only by one, and two learners respectively, which renders them useless for a conclusion. Evidently, overgeneralisations in ICLE-TRCU are

in-line with expectations in interlingual development and very much predictable (except for the case of LACK) compared to other categories.

CONCLUSION

The findings here are probably more arguments than factual data. However; clarifying the difference between the acquisition of verbs and nouns and how they relate to previously existing conceptual structure would be extremely useful for both first and second language teaching methodologies. Evidently, verbs might pose even greater challenges for learning than nouns, because the lexicalization of concepts into verbs has implications for clause structure (Juffs, 2009). For example, Montrul (2001) notes that Turkish L1 ELLs judge sentences with MAKE to be more acceptable the Spanish L1 ELLs as they might be transferring the causative to the ‘the wind made the glass break’ structure, even though the Turkish morpheme is a bound suffix rather than a free morpheme. In other words, Turkish verbs compositional features are “transferred” into English.

All of the research and arguments above are more of questions rather than answers for it would be impossible to pack the necessary arguments for a definitive answer within the limits of this paper. However, it is clear that Turkish L1 students of English L2 have a tendency to misconceptualise OCCURRENCE and EXISTENCE/RELATIONSHIP verbs. The source of that misconceptualisation might very well be cultural differences rather than isolated interlingual development.

In terms of cultural effect on the dominance of nouns versus verbs Lavin, Hall and Waxman (2009) note that Western individualistic cultures may be more focused sources of information that makes it easier for acquiring NOUNS due to a more analytical thinking culture. In contrast, since Eastern/Oriental persons tend to favour holistic reasoning style they may be more attuned to verb-relevant sources of information. On the other hand, in terms of categorisation tasks Eastern persons exhibited a preference for relational categories while Westerners preferred more taxonomic categories. In memory tasks, Easterners look like to pay more attention to relationships between objects, while Westerners are focus more on the objects themselves, especially if the objects are salient focal objects (Ji, Zhang, & Nisbett, 2004).

This variance in focus might be applicable to the acquisition of nouns and verbs. While NOUNS name individual objects and taxonomic categories while (syntactic-semantic) thematic relations are generally denoted by verbs. Conversely, the data collected from Turkish students suggests that they may be

conceptualising OCCURRENCE and EXISTENCE RELATIONSHIP verbs not as actual actions or themes but rather as nominal categories of being and therefore processing them as NOUNs not as VERBs. For NOUNs all of the required semantic (and perhaps syntactic) information is observable and static, but verbs have to be mapped into real-life, fluid and relative events (Gentner, 2009). In other words, the learner though explicitly has all the information (both syntactic and semantic) about the verb they are acquiring the actual use of the verb requires reconceptualising the relations of that particular verb to the real world. This might perhaps act as a cradle for explaining the nature of collocational errors of adult Turkish EFL learners.

Implications for Language Teachers

In the light of what we presented above, frequent collocational errors would be quite expected in the narratives of EFL learners. However, the nature, composition and perhaps their realization in the interlanguage of adult Turkish EFL learners may shed some light upon our language teaching practices, and help us dearly in optimizing and tailoring our teaching for the needs our students.

All thing considered there are but a few bits of information particularly useful for language learners and teachers. (A) Concrete nouns may be learned in isolation (though not very optimal and better avoided) and perhaps Turkish translations might help. Their concrete nature and real life references makes it possible to conceptualize their lexemes regardless of the language.

(B) Since verbs are by nature abstract and more language specific, they as rule of thumb must be taught in their respective habitat; with their common collocations and everyday use. Even very basic verbs might have very subtle differences in terms of semantics and use, which are definitely reflected in their collocations and colligations (i.e running a business, işleri [business+PL+ACC] yürütmek [Walk+INF]). Since there is not a short cut to teach such collocations trough some formula, the best workaround should be teaching them with their respective collocations.

(C) Isolating a verb when teaching it would create a decontextualized and misconceptualised verb, which in turn might be the most defining feature of Foreigner talk. (D) Last but not least, ELLs who pick up VERBs in isolation would most probably try to fill in the missing metalinguistic data from their first language and that would probably create less than stellar results.

Given the scope and limitations of this study, it is not possible to come up with very definitive arguments and facts. However, it is more than obvious that

Turkish ELLs have a significant problem in acquiring the natural semantics and use of English verbs and thus, more often than not commit errors at almost every stage of their proficiency. Perhaps, a more Lexical method based vocabulary instruction and/or integrating more collocations into the syllabuses might help.

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