

An Analysis of L1 Influence of Delexical Verbs Collocations on Turkish EFL Learners' Performances

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Abstract

Mainly involving congruent and non-congruent collocations across English and Turkish, this study aimed to examine EFL learners' performances in associating the given delexical verbs collocations between English and Turkish. The study involved a corpus-based selection of delexical verbs collocations. Data were collected from 43 participants who were applied a translation test with 24 items. The findings were examined according to error analysis. Employing a mixed method design, the study involved descriptive analysis of learners' scores, sources of learners' errors, and an evaluation of L1 influence on learners' test results. The findings showed that EFL learners' score was higher with congruent delexical verbs collocations compared to non-congruent collocations. The findings also elicited L1 transfer had influence on EFL learning and assumed similarity might cause errors in associating verb collocations with their target language equivalents. The study offers some significant implications for both the learners and language instructors.

Keywords: Delexical verbs collocation, equivalency, translation

Sözcüksel Fiil Eşdizimlerinin İngilizce'yi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin Performansları Üzerindeki Anadilin Etkisinin Araştırılması

Öz

Bu çalışma esasen İngilizce ve Türkçe arasındaki uyumlu ve uyumlu olmayan eşdizimleri içererek, yabancı dil olarak İngilizce öğrenen öğrencilerin İngilizce ve Türkçe arasındaki verilen sözcüksel fiil eşdizimlerini ilişkilendirmedeki performanslarını incelemeyi amaçlamaktadır. Çalışma sözcüksel fiil eşdizimlerinin derlem temelli bir seleksiyonunu içermiştir. Veriler 24 maddelik bir çeviri testini uygulanan 43 katılımcıdan elde edilmiştir. Bulgular hata analizine göre incelenmiştir. Çalışma, karma yöntem kullanılarak öğrenci puanlarının tanımlayıcı analizini, öğrenci hatalarının kaynaklarını ve öğrencilerin test sonuçları üzerinde anadil etkisinin değerlendirmesini içermektedir. Bulgular yabancı dil olarak İngilizce öğrenen öğrenci puanlarının uyumlu olmayan sözcüksel fiil eşdizimlerine kıyasla, uyumlu olan fiil eşdizimlerinde daha yüksek olduğunu göstermiştir. Bulgular aynı zamanda ana dil transferinin İngilizce öğrenmeye etkisini ve fiil eşdizimlerinin hedef dildeki karşılıklarıyla ilişkilendirilmesinde farz edilen benzerliğin hatalara neden olabileceğini açığa

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çıkarmıştır. Çalışma hem öğrenciler hem de dil öğretmenleri için bazı önemli çıkarımlar sunmaktadır.

Anahtar Kelimeler: *Sözcüksel fiil eşdizimleri, eşdeğerlik, çeviri*

Introduction

The impact operated by the congruence of delexical verbs collocations between a source language and a target language has been studied across a number of languages paired for comparative analysis. These studies commonly include examining the performance of English as a foreign language (EFL) learner in terms of the congruence between the source language and the target language such as Arabic and English (Suleiman, 2022), Chinese and English (Liang & Dong, 2022), Korean and English (Sun-Young, 2010), Lithuanian and English (Juknevičienė, 2008), and Thai and English (Kittigosin & Phoocharensil, 2015). Although a lack of lexical knowledge may cause misuse of the delexical verbs, these studies commonly conclude that learner errors in delexical verbs collocations mostly result from L1 influence (Altenberg & Granger, 2001; Kittigosin & Phoocharensil, 2015; Nesselhauf, 2005; Sun-Young, 2010), through which learners abide by the rationale that these high-frequency verbs can be formed the way in their native language. In a similar vein, the extent to which learners' previous linguistic knowledge influences L2 development is an issue that directs the research toward the examination of language transfer across the target language and the native language (Ellis, 2012). Although some studies focus on equivalency between English and Turkish in a variety of aspects (Dolgunsöz & Kimsesiz, 2021), there has been less previous evidence for the impact of the congruence of delexical verbs collocations between English and Turkish. Hence, it would be of special interest for instructors and practitioners to be aware of the usage of delexical verbs collocations in terms of their equivalency across English and Turkish. Thus, the present study attempts to examine learner performances and report the potential reasons for learner achievement or failure in highly equivalent or roughly equivalent delexical verbs collocations between Turkish and English. Following these premises, the study aims to investigate Turkish EFL learners' performances in delexical verbs collocations through descriptive analysis. On this ground, the research questions that promoted the study are:

1- What is the degree of learners' performance in equating highly equivalent and roughly equivalent delexical verb collocations?

2- What are the relating sources of the learners' errors in delexical verbs collocations in terms of

a- interlingual errors

b- intralingual errors

3- Is there any effect of L1 transfer on learners' performance in equating delexical verb collocations between E-T?

Delexical Verbs Collocations

Collocations cover a remarkable area of research in corpus studies (Kahraman & Subaşı, 2022). Focusing on the semanticization of the combinations, Cowie (2001) classifies word combinations as “semantic combinations” involving collocations and idioms, and “pragmatic combinations” that cover proverbs and routine formulae. The main reason that lies behind this categorization is that a frequency-based approach and a phraseological approach differ in meaning. Within this framework, collocations are distinct from phrases as word choice is restricted. (Kahraman & Subaşı, 2022). Referring to a small group of transitive verbs, delexical verbs “take as their object a noun which can also be used as a verb” (Allan, 1998, p. 1). Delexical structures may stand for different conceptualizations in a certain situation. As demonstrated by Stubbs (2007) “the twelve most frequent lexical verbs in English are activity verbs (get, go, make, come, take, and give), mental verbs (know, think, see, want, mean), and a communication verb (say)” (p. 123). In another description by Guňková, (2011), the most prevalent delexical verbs are highlighted as “be”, “do”, “give”, “go”, “have”, “hold”, “make”, “take”, “pay”. These verbs do not absolutely lack semantic content in most cases (Guňková, 2011).

According to Guňková (2011), “delexicalisation is a matter of degree” (p.20). Allan (1998) figures that while a good deal of verbs used in delexical forms captures the full intuitive meaning, some others do not. As exemplified by Allan (1998), the speaker focuses on the action when using a basic verbal form such as “look”; on the other hand, the speaker focuses on the nominal form of the same verb uttering “have a look” in a delexical form and by this way, he names an event and delimits the activity. In other words, the verbal form implies that the action is consistent while the delexical form signs both a repetition and a case of interruption or termination at any point (Allan, 1998). In this sense, the term “delexical” refers to the lowered lexical meaning of a verb, and this shift of meaning is called “delexicalisation” (Kittigodin & Phoocharensil, 2015). For instance, in the verb phrase “make a speech”, the verb “make” is semantically reduced, in other words, delexicalised, and the noun phrase “a speech” reflects the core meaning of the whole phrase. In another form, the replacement of the verb is restrained as in the unfeasibility of the interchange (Guňková, 2011) in “make a decision” with synonymous “do” as “do a decision”. Relatedly this kind of restriction in the interchange of components is cited as the reason for challenges in using collocations by EFL learners (Juknevičienė, 2008). Parallel to this point, a number of studies reflect that delexical verbs collocations are problematic to EFL learners (Guňková, 2011; Juknevičienė, 2008; Kahraman & Subaşı, 2022; Kittigodin & Phoocharensil, 2015; O’Keefe, et al., 2007; Sun-Young, 2010). When combined with other verbs, high-frequency verbs may mislead the learners as the core meaning of these verbs will not contribute to productive language

use (Kahraman & Subaşı, 2022). Hence, some learners may refrain from using them, whereas some others use them neglecting the contextual and collocational aspects. (Altenberg & Granger, 2001). Upon the same issue, it is highly accepted that differences between learners' L1 and L2 can be challenging (Sun-Young, 2010). Emerging as a communication barrier, learners' lack of collocation competence is one of the challenges that impede proper association of verbs with nouns (Sun-Young, 2010). A good number of studies reported that most deviant uses of delexical structures were derived from interlingual (Altenberg & Granger, 2001; Kittigodin & Phoocharensil, 2015; Nesselhauf, 2005; Sun-Young, 2010) and intralingual aspects (Chang, 2018). Yet, as collocations in a language are frequently used in daily life and as they reflect fluency and collocational competence, the usage of collocations in a foreign language will provide learners with more fluent language use (Guňková, 2011). As explained by Guňková (2011), some ELT materials involve inadequate input for authentic language use, and those L2 learners refrain from using delexical verbs collocations. Referring to these challenges, it is essential to improve fluency and understanding of the proper usage of delexical verbs collocations in a foreign language.

Error Analysis

Frequently emerging errors have always been a central concern for language teaching (Lennon, 2008). In foreign language learning, the native language of the learners may directly influence L2 learning (Lennon, 2008). Lennon (2008) identifies the reasons for making mistakes in language learning claiming that learners may pay attention to areas that they perceive as difficult to refrain from making mistakes, on the contrary, they "may actually make mistakes in areas where they do not perceive great difficulty" (p. 54). On the other hand, developmental errors, which contrastive analysis falls short of explaining, are "more related to the intrinsic difficulty of the subsystem involved" regardless of their L1 (Lennon, 2008, p. 55). Errors may occur in both native and foreign language environments. As addressed by Rustipa (2011), native speakers tend to make mistakes resulting from "some sort of breakdown in the process of production" (p. 18). On the other hand, errors that emerge in "language learner language" (Lennon, 2008, p. 56) are regarded as "windows into the language learner's mind" (Saville-Troike, 2006, p. 39). As manifested by Gass (2008), errors are "systematic" and "occur repeatedly" (p.102) and are divided into intralingual errors and interlingual errors. As an update to Corder's formulation (1967), Gass (2008) re-phased the steps of analyzing errors in an interlanguage as collecting data for analysis, identifying, classifying, quantifying errors, analyzing sources, and remediating for pedagogical intervention (p.103).

There may be some cases in which learners often combine errors stemming from both intralingual and interlingual factors (Lennon, 2008). The cross-lingual influence was accounted for the primary effect on interlanguage that was coined by Selinker (1969). Later, Selinker (1972) distinguished five proponents that operate in L2

learning, distinctively from the L1 acquisition process. These are language transfer across the target language and the source language, transfer of training in an L2, strategies of L2 learning and L2 communication, and overgeneralization of L2 rules that also cover both intralingual errors and developmental errors. In this regard, it is worth mentioning interlanguage that draws a metaphorical intermediate line moving from the learner's language to the target L2 (Saville-Troike, 2006). As formulated by Saville-Troike, (2006), with its idiosyncratic style, interlanguage is "systematic, dynamic, variable, and includes a reduced system both in form and function" (p. 41).

Language Transfer

A great number of studies elicits that once learning a foreign language, learners rely extensively on the native language (Dolgunsöz & Kimsesiz, 2021; Juknevičienė, 2008; Odlin, 2003; Ringbom, 2007). As described by Lado (1957), learners are liable to transfer the forms and cultural tidbits in their first language to the target language. According to Stubbs (2001), similarities and differences between the target language and the source language have a great impact on L2 accomplishment. As identified by Ellis (2012), language transfer deals with the influence of a learner's L1 on acquiring L2. Considering the influence of the existing linguistic knowledge of the individuals, language transfer can bear both positive and negative impacts. It is remarkable that positive transfer facilitates language learning and improves learner performance, whereas negative transfer occurs by a dissonance between L1 and L2 and may interfere with L2 acquisition (Ellis, 2012; Perkins & Salomon, 1992). As explained by Ringbom (2007), learners search for similarities, rather than differences. Upon the same issue, Ellis (2012) noted that "learners avoid using linguistic structures which they find difficult because of differences between their native language and the target language" (p. 357). Thus, although the lines to what extent L1 affects L2 cannot be clearly drawn, the connection between two distinct languages may be congruous or interfering. As distinguished by Richards (1971, cited in Ellis, 2012, p. 53), errors can be "interference errors" that emerge as a result of using elements from one language in another, "intralingual errors" that sign the general features of learning from rule formations, and "developmental errors" that occur as learners attempt to improve in the target language based on their limited experience in an L2. Although the controversy on the description and evaluation of errors still goes on, rather than just focusing on "what learners do correctly", teachers need to consider "what they do incorrectly" (Ellis, 2012).

As outlined by Ringbom and Jarvis (2009), interlingual errors may originate from the disparity between actual and assumed similarities across two languages. This condition is attributed to several factors related to learner perceptions (Ringbom & Jarvis, 2009). Firstly, learners may fail to notice actual similarities across two languages. Secondly, they may misperceive the similarities they notice. Thirdly, learners may assume that certain similarities emerge when actually they do not. To overcome such misperceptions, Ringbom and Jarvis (2009) promote making "use of,

and even overuse, actual similarities at early stages of learning” (p. 114). Thus, Ringbom and Jarvis (2009) offer the consideration of both contextual and learner variables. These are the actual relationship between the two languages, whether learning is for comprehension or production, the language proficiency of the learners, and their individual characteristics. In perceiving similarities, learners’ characteristics pave the way for noticing, or assuming non-existing similarities. Thus, learners need to be directed to notice actual similarities and avoid making generalisations on non-existing items across L1 and L2 (Ringbom & Jarvis, 2009).

Related Research

Linked to the idea that delexical verbs are not without challenges, studies that focus on examining delexical verbs collocations commonly centered around the comparison of native and non-native learners of the English language and the tendency of EFL learners in using delexical verbs collocations (Altenberg & Granger, 2001; Juknevičienė, 2008; Liang & Dong, 2022; Suleiman, 2022; Sun-Young, 2010). Yet, a great majority of these studies are corpus-driven (Chang, 2018; Kittigodin & Phoocharensil, 2015; Juknevičienė, 2008) conducted to search for learners’ performances in associating delexical verbs collocations in the target language and searching for the sources of errors depending on interlingual or intralingual impacts (Altenberg & Granger, 2001).

Investigating EFL learners’ use of high-frequency verbs, particularly “make”, Altenberg and Granger (2001) compared native speaker data with the data from learners through digital corpora and linguistics software. The study concluded that EFL learners had great difficulty with high-frequency verbs resulting from L1 influence. In a study examining the competence in collocations of Lithuanian learners of English, Juknevičienė (2008) analyzed learners’ ability in producing collocations with the high frequency of verbs and contrast it with corpus from native speakers’ data. The study revealed that Lithuanian learners of EFL underused collocations typical of the academic register, which is attributed to the learners’ inadequate academic vocabulary. It is also explained that for this reason, learners resort to L1 translations once forming collocations to compensate for it. The study concluded that the instruction of academic English ought to focus on typical collocations of the register for an efficient language teaching process.

Sun-Young (2010) conducted a corpus-driven error analysis research with a corpus from Korean EFL learners to observe the delexical verb-noun collocations of Korean learners. The study evidenced that delexical collocations were problematic at all levels of learners and the errors commonly resulted from the L1 transfer. Another finding pointed to using wrong verbs in a less fixed collocation which allows the combination of a noun with restricted verbs which compels learners to know an appropriate verb in each case. In another study that examines Korean L2 learners’ use of lexical collocations in L2 writing, Chang (2018) found that learners were unable to represent the intended meaning and they produced different combinations as they

heavily relied on semantic representations in their native language. Hence, the study concluded that learners' L2 vocabulary should be improved given that, confused about L2 synonyms, learners may select the wrong constituents for L2 collocations, particularly for verb+ noun forms.

Delving into the learning strategies causing deviant usage of delexical verbs collocations by Thai EFL learners, Kittigosin and Phoocharensil (2015) conducted a study with two groups of learners with different English proficiency. It was clearly illustrated in this study that delexical verb deviations resulted from the three basic strategies in learning: L1 transfer, synonymy, and overgeneralization. As a result, the study offers that EFL teachers should regard the literal meanings of delexical structure and their associations in the target language.

Research that focuses on Turkish EFL learners' usage of delexical verbs collocations is rare (Üstüinalp, 2013). Yet, more recently, in their corpus-based study, Kahraman and Subaşı (2022) aimed to investigate the use of collocational verbs "make" and "do" when these verbs emerge in a "verb+noun" form in the written essays of Turkish EFL learners. Making use of a learner corpus and LOCNESS as the source of native corpus to compare both contexts, Kahraman and Subaşı (2022) found some similarities and distinctions across the two corpora based on the structural and semantic aspects. Relatedly, the study concluded that learners were not able to distinguish the differences between "make" and "do" and applied the same grammatical patterns and tended to focus on the core meanings of the verb combinations under the L1 influence.

Methods

Research Design

The study operates in a mixed-method design with both quantitative and qualitative data analysis. Descriptive statistics were also conducted to reveal the mean values of learner scores.

Participants

43 learners of EFL (M= 18, F=25) voluntarily participated in the study. Their age ranged between 18-21. The participants were enrolled in the preparatory class at the Department of Foreign Languages to continue their degree for the Department of International Relations at a state university in Türkiye. They have been taking EFL classes for more than 3 months and they were about to finish their coursebooks on the A2 level.

The Procedure

Initially, for the selection of the delexical verbs collocation, a corpus analysis was adopted. The reading texts and dialogues in a series of “Less is More” coursebooks - by Press Global -involving The Student’s Books and Workbooks for both A1 and A2 levels were scrutinized twice to find the delexical verbs collocations used. The scrutiny involved delexical verbs for “give”, “go”, “have”, “make”, and “take”. Through the analysis, a totally, of 39 delexical verbs collocations were found. Yet, in order to involve high-frequency verbs, these verbs went through a corpus analysis on COCA from Google Books n-grams British English with a word number of 34 billion at <https://www.english-corpora.org/coca/> (URL 1, 2022). Through this step, verbs with less than 1.000 (one thousand) frequency were removed and with the remaining 34 verbs, the study was conducted.

For the investigation of L1 influence on learner performances, the selected delexical verbs collocations were compared in terms of equivalency across E- T languages. Turkish equivalents of the selected collocations were looked up at a translation website <https://tureng.com/tr/turkce-ingilizce> (URL 2, 2022). By this step, the verbs were categorized as “highly equivalent” and “roughly equivalent” based on the similarity of their meaning in both languages. When a delexical verbs collocation carries the actual meaning regarding word-to-word translation in both languages, it is coined as highly equivalent as the sense is at maximal level across English and Turkish. On the other hand, when the collocation holds the same noun but a different verb across English and Turkish, it is identified as roughly equivalent as the word-to-word translation is not at the maximal level. The list of the verbs under scrutiny is given in the tables 1-5 below:

Table 1.

The Level of Equivalency of Delexical Verbs Collocations with “Give”

GIVE	Turkish equivalent	Level of Equivalency
Give advice	Öğüt vermek	Highly Equivalent
Give feedback	Geri dönüt vermek	Highly Equivalent
Give information	Bilgi vermek	Highly Equivalent
Give opportunity	Fırsat vermek	Highly Equivalent
Give (a) talk	Konuşma yapmak	Roughly Equivalent

Table 2.

The Level of Equivalency of Delexical Verbs Collocations with “Go”

GO	Turkish equivalent	Level of Equivalency
Go around (a table)	(Bir masanına) etrafına toplanmak	Roughly Equivalent
Go back	Geri gitmek	Highly Equivalent
Go live	Canlı yayına bağlanmak	Roughly Equivalent
Go online	İnternete bağlanmak	Roughly Equivalent

Table 3.

The Level of Equivalency of Delexical Verbs Collocations with “Have”

HAVE	Turkish equivalent	Level of Equivalency
Have (a) bite	(Bir) ısırık almak	Roughly Equivalent
Have dinner	Akşam yemeği yemek	Roughly Equivalent
Have fun	Eğlenmek	Roughly Equivalent
Have luck	Şanslı olmak	Roughly Equivalent
Have (an) operation	Ameliyat geçirmek	Roughly Equivalent
Have options	Seçeneklere sahip olmak	Highly equivalent
Have (great) time	(harika) Zaman geçirmek	Roughly Equivalent

Table 4.

The Level of Equivalency of Delexical Verbs Collocations with “Make”

MAKE	Turkish equivalent	Level of Equivalency
Make coffee	Kahve yapmak	Highly Equivalent
Make (a) decision	Karar vermek	Roughly Equivalent
Make (sthg) easier	Kolaylaştırmak	Roughly Equivalent
Make friends	Arkadaş edinmek	Roughly Equivalent
Make music	Müzik yapmak	Highly Equivalent
Make (a) plan	Plan yapmak	Highly Equivalent
Make sense	Anlam taşımak	Roughly Equivalent
Make sure	Emin olmak	Roughly Equivalent

Table 5.

The Level of Equivalency of Delexical Verbs Collocations with “Take”

TAKE	Turkish equivalent	Level of Equivalency
Take advantage	Avantaj kullanmak	Roughly Equivalent
Take advice	Tavsiye almak	Highly Equivalent
Take care	Dikkat etmek	Roughly Equivalent
Take (a) class	Ders almak	Highly Equivalent
Take (sthg) home	Eve götürmek	Roughly Equivalent
Take (an) hour	(bir) saatini almak	Highly Equivalent
Take part	Yer almak	Highly Equivalent
Take (a) picture	Resim çekmek	Roughly Equivalent
Take pride	Gurur duymak	Roughly Equivalent
Take (a) tour	Gezinti yapmak	Roughly Equivalent
Take turns	Sırayla yapmak	Roughly Equivalent

Next, for the analysis of the L1 influence of the delexical verbs collocations, their level of equivalency was identified through a comparison of their translations in Turkish. The procedure for this step was followed through the similarity of the “noun+verb” compound. When the “noun+verb” combination was identified to be the same to comply with the word-to-word translation in Turkish, then it was labeled as “highly equivalent”; yet when this combination was not the same but similar, it was labeled as “roughly equivalent”. The list of the highly equivalent (N=12) and roughly

equivalent (N=12) delexical verbs collocations examined in the study are juxtaposed in table 6 below:

Table 6.
The Highly Equivalent and Roughly Equivalent Delexical Verbs Collocations Examined

Number	Roughly Equivalent Delexical verbs collocations across E-T	Highly Equivalent Delexical verbs collocations across E-T
1	Give (a) talk	Give advice
2	Go around (a table)	Give feedback
3	Go online	Give information
4	Have (an) operation	Give opportunity
5	Make (a) decision	Go back
6	Make sense	Have options
7	Make sure	Make coffee
8	take (someone) home	Make music
9	Take pictures	Make (a) plan
10	Take pride	Take classes
11	Take (a) tour	Take (an) hour
12	Take turns	Take place

Later, an introductory lecture on delexical verbs collocations and their combination types were provided by the researcher to the participants. The lecture offered examples of delexical verbs collocations and their usage in sentence construction. Later, learners were applied the test and the scores were analyzed in terms of the L1 influence of the delexical verbs collocations regarding E- T equivalency. Finally, following the identification of learner errors in test results, with reference to the phases proposed by Gass (2008) their errors were classified and quantified, and the sources were analyzed. As the last step, at the end of the study, remediating for pedagogical implications was grounded.

The Instrument

A general overview of conducting research into collocational competence reveals that the research is directed in two ways: either employing direct tests of collocations or a comparison of native vs. non-native corpus of essays (Juknevičienė, 2008). In this study, the learners were applied a test with the selected delexical verbs collocations consisting of 24 items that ask participants to associate the correct delexical verbs collocations to make a suitable collocation in their L1 among given two sets of delexical verbs collocations. The item-objective congruence (IOC) was used to screen the quality of the items. For this phase, 3 English language instructors who were also native Turkish speakers were asked to determine the content validity score. The IOC Index mean of experts scores produced an index of 1.00 per each items in the test for the valid objective (Turner & Carlson, 2003).

Later the test performances of the participants were analyzed according to the level of equivalency of the selected delexical verbs. Each correct score was equal to 1 point. The translation test was assessed through forward-only translation procedure in which the translation is conducted from the source language to the native language without using back-translation technique (Phongphanngam & Lach, 2019).

Data Collection

The data was collected in the preparatory class of the Department of Foreign Languages at the School of Foreign Languages at a state university in Türkiye. The learners were applied the test after their daily course was finished. The consent form was also taken from participants concerning their voluntarily participation in the study. Ethical approval was also granted from the University Ethics Committee before the data collection.

Data Analysis

The quantitative data were analyzed through descriptive statistics on a statistical package program for social sciences (SPSS.21). The qualitative data was formed through the formulation proposed by Gass (2008) involving collecting data for analysis, identifying, classifying, quantifying errors, analyzing source and remediating for pedagogical intervention. Similarly, learners' errors were also analyzed in terms of interlingual errors that show L1 interference and intralingual errors that arise from the overgeneralization of the target language structure (Palmberg, 1980).

Findings

Referring to the first research question that asked about the degree of learners' performance in equating highly equivalent and roughly equivalent delexical verb collocations across E-T, the mean values of learners' performances were calculated. The results displayed that learners scored higher in equating highly equivalent delexical verbs collocations ($M=39,25$) than in equating roughly equivalent delexical verbs collocations ($M=9,4$) between E-T. The statistics of the learner scores and mean values are given in Tables 7 and 8 below.

Table 7.
Total Score of The Learners with Highly Equivalent E - T Delexical Verbs Collocations

Delexical Verb Collocations	Learners' Total Score	%
Make music	42	98
Make plan	41	95.3
Make coffee	39	91
Give advice	39	91
Give feedback	43	100
Give information	41	95
Give opportunity	39	91
Take place	35	81
take classes	36	84
Take (an) hour	37	88
Go back	39	91
Have options	40	93
Total Mean	39.25	92

Table 8.
Total Score of the Learners with Roughly Equivalent E - T Delexical Verbs Collocations

Delexical Verb Collocations	Learners' Total Score	%
Give talk	3	7
Make decision	0	0
Take pictures	23	54.8
Make sense	13	33
Go around (a table)	13	33
Take pride	7	16
Have operation	20	50
Go online	11	26
Take a tour	4	9
Take turns	3	7
Make sure	8	19
Take home	8	19
Total Mean	9.4	21

Regarding the second research question that interrogated the related sources of the learners' errors in equating delexical verbs collocations, it was found that learners most made mistakes in associating roughly equivalent delexical verbs collocations across E-T. The statistics regarding the distribution of learners' selections in

associating roughly equivalent E-T delexical verbs collocations are displayed in figure 1 below.

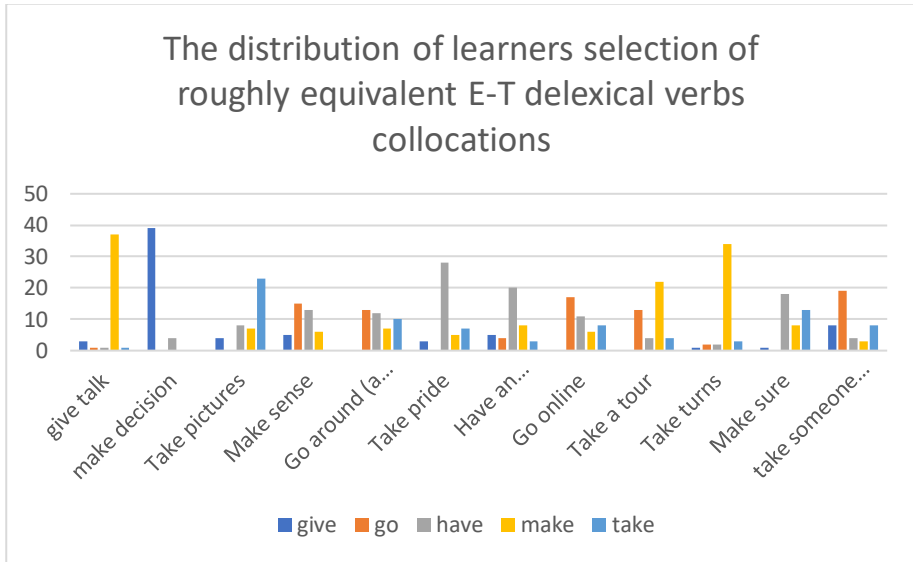


Figure 1. The distribution of learners' selections in associating roughly equivalent E-T delexical verbs collocations

Regarding learners' errors in terms of L1 interference errors, it is revealed that some errors originate from the L1 transfer. When compared with their Turkish equivalents, it is seen that En. *give talk*= "Konuşma yapmak" was associated with *make* (86%) which corresponds to literally "make a talk" in Turkish and En. *make decision* = "karar vermek" was associated with "give" (91%) which corresponds to literally "give decision" in Turkish. In addition, En. *take a tour*= "gezinti yapmak" (51%) and En. *take turns*= "bir işi sırayla yapmak", (79%) were associated with "make" which corresponds to literally "make a tour" and "make turns" in Turkish. This shows that Turkish literal correspondence involves a different verb to make it a collocation. This misguides learners in equating the correct delexical verbs collocations. The other verbs are not used with a specific verb collocation with "have, give, go, make, take" literally in Turkish. Thus, learners' scores in this type of collocation vary and their errors result from learners' lack of lexical knowledge about the proper collocational association.

In association with the intralingual errors, learner errors with other delexical verbs collocations were analyzed. Learners' errors with "take pictures", "make sense", "go around a table", "take pride", "have an operation" "go online", "make sure", and "take someone home" show that learners' associations of these verbs with nouns fluctuated. This shows that learners' lexical knowledge for the association of the proper verb to

confirm meaning was limited. Among these collocations, “take a picture” and “have an operation” convey the highest score which might also mean that learners have already learned their usage in English.

With reference to the third research question, learners’ performances with highly equivalent verbs were examined. The findings showed that learners were able to equate these verbs with their associations to make them collocations as the verbs in these collocations are used in the same way in the Turkish language. For example, En. *make music*= “müzik yapmak”; En. *make plan* = “plan yapmak”; En. *make coffee*= “kahve yapmak”; En. *give advice*= “öğüt vermek”; En. *give feedback*= “geri dönüt vermek”; En. *give opportunity*= “fırsat vermek”; En. *give information*= “bilgi vermek”; En. *take place*= “yer almak”; En. *take classes*= “ders almak”; En. *take an hour*= “bir saatini almak”; En. *take advice*= “öğüt almak”; and En. *have options*= “seçeneklere sahip olmak” also take the same verbs to form them collocation in Turkish reflecting their literal meanings. Hence, it is possible to make reasoning that learners’ performance with highly equivalent delexical verbs collocations results from positive transfer of linguistic items. Learners’ score with congruent collocations was reasonably high.

Discussion

L1 influence in foreign language teaching has long occupied the agenda in effective language instruction. Originally, this area covers comparative studies across two languages -commonly the source language and the target language in terms of cross-linguistic similarities (Ringbom & Jarvis, 2009) and learner errors concerning interlingual and intralingual factors (Palmberg, 1980). Relatedly, a cross-linguistic analysis allows instructors to make learners notice the actual, perceived, and assumed similarities (Ringbom & Jarvis, 2009) that influence language learning of distinct aspects of the target language and the source language. Studies that examine cross-linguistic influence in foreign language learning generally revolve around a selected corpus from the learner language (Juknevičienė, 2008; Kahraman & Subaşı, 2022; Kittigosin & Phoocharensil, 2015). Originally corpus-driven, this study focused on the EFL performances of learners in associating delexical verbs collocations between E-T. The delexical verbs collocations examined in the study were selected through an analysis of the equivalency of these collocations in meaning between English and Turkish. Regarding the studies with a similar aim (Juknevičienė, 2008; Kahraman & Subaşı, 2022; Kittigosin & Phoocharensil, 2015; Liang & Dong, 2022; Suleiman, 2022; Sun-Young, 2010) the study examined EFL learners’ performances in associating English delexical verbs collocations with their translations in a source language, Turkish, that is learners’ native language. As figured by the learners’ scores, learners performed better in associating highly equivalent E-T delexical verbs collocations compared to roughly equivalent delexical verbs collocations. This shows that the congruence between the target language and the source language has a

positive effect on associating collocations correctly. Otherwise, learners have difficulty associating the non-congruent collocations between the L1 and the L2.

Examining the related sources of the learners' errors in delexical verbs collocations in terms of both intralingual and interlingual aspects, learners' errors in both congruent and non-congruent collocations across E- T were analyzed. The examination of learners' errors with roughly equivalent delexical verbs collocations between E-T specified that some errors resulted from language transfer. Thinking that the collocation must be used for the same reason in their native language, students tended to associate collocational verbs with nouns by opting for the same verb used in their L1 which is evidence of an interlingual effect. This finding is also confirmed by errors in delexical verbs collocations of "give a talk", "make a decision", "take a tour", and "take turns". On this ground, it is notable to refer to the elicitation by Ringbom and Jarvis (2009) who explained that such errors may result from the disparity between actual and assumed similarities across L1 and L2. The analysis of other errors with non-congruent delexical verbs collocations signalled that learners' lexical knowledge of the proper usage of collocations was limited. As previously reported, learners may build wrong combinations being unable to distinguish the proper linguistic items to form collocations in English (Chang, 2018). Thus, being confused about the actual meaning and form, learners may choose inappropriate constituent words. Insights drawn from the scholarly literature are also supplemented with the findings in this study. As previously reported, delexical verbs collocations may be problematic in foreign language learning (Guňková, 2011; Juknevičienė, 2008; Kahraman & Subaşı, 2022; Kittigosin & Phoocharensil, 2015; O'Keefe, et al., 2007; Sun-Young, 2010). This study also proved that particularly, non-congruent delexical verbs collocations may be challenging due to negative transfer caused by L1 interference and from learners' inadequate knowledge of the related collocations.

Learners' performances reveal the tide of L1 transfer both positively and negatively. Learner's favorable scores with highly equivalent delexical verbs collocations show that a positive transfer exists between E-T in forming appropriate collocations. On the other hand, a negative transfer also exists between E-T that shows itself with the misperceive of non-congruent collocations with similar usage in the source language. Hence, concerning this finding, the instructors need to lead learners for noticing the actual similarities and refraining from making generalizations that cause negative transfer resulting from assumed similarities. What's more, some errors that point to overgeneralisation confirm that L2 learners experience interlanguage in the process of target language learning (Selinker, 1972). In this sense, as proposed by Phoocharoensil (2011), learners may tend to depend on L1 transfer, synonymy and overgeneralization that are reported as ground for "erroneous collocational production" (p.116).

Conclusion

This study aimed to examine learner performances on associating English delexical verbs collocations with their appropriate usage in Turkish. The study also attempted to investigate the influence of L1 transfer in EFL learning. The findings demonstrated that learners' score was higher when the delexical verbs collocations had a congruence between English and Turkish, whereas they performed at lower degrees with the verbs that are non-congruent across E-T. Parallel to this finding, the results also confirm the influence of the native language of the learners in learning a foreign language. Upon the same issue, learner errors also demonstrated that the disparity between the linguistic items across E-T caused errors in which students perceived that they are used in the same way in English as they are used in Turkish. Drawing on these results, the core findings in the study also confirm the influence of language transfer when learning another language.

Pedagogical Implications

The current findings about learner performances in associating English delexical verbs collocations with their equivalent in Turkish provide important implications for Turkish learners of EFL in serving the challenges of learning and using collocations in English. In addition, the study offers some implications for language instructors in teaching delexical verbs collocation in English.

Implications drawn from the related research in this issue highlight considering the congruence between the source language and the target language regarding delexical verbs collocations (Chang, 2018; Juknevičienė, 2008; Kahraman & Subaşı, 2022; Kittigosin & Phoocharensil, 2015; Sun-Young, 2010). Moreover, congruency between the source language and the target language should be accounted for as some collocations keep their semantic property although translated directly with a high equivalency, while some others may not be such congruent. Thus, raising learners' awareness of collocations (Liang & Dong, 2022) and providing them with an explicit contrast of the literal, figurative, or register-specific meanings are suggested in language teaching (Bahns, 1993; Kahraman & Subaşı, 2022). Developing L2 vocabulary depth (Chang, 2018) and introducing vocabulary in collocation form with a bilingual focus to reduce transfer is also suggested (Suleiman, 2022). Activities that promote the usage of collocations are suggested to increase learner interest and motivation (Kuo, 2009; Suleiman, 2022). Within this framework, instructors and learners need to consider the collocations in the target language and rather than just focusing on the core meanings, the literal and figurative meanings of the target vocabulary items should also be given more emphasis in teaching EFL (Kahraman & Subaşı, 2022; Kittigosin & Phoocharensil, 2015) to refrain from a mismatch of delexical verbs with the nouns following them. Additionally, synonyms of delexical collocations (Suleiman, 2022) and miscollocations (Liang & Dong, 2022) should be involved in the teaching procedure (Suleiman, 2022). Moreover, it is suggested that as mainstream textbooks target a worldwide approach, teachers need to expose

learners to more authentic language usage in accordance with their native language (Kahraman & Subaşı, 2022). Regarding the mentioned dimensions, it is essential for syllabus designers to know frequently used words and collocations in conventionalized combinations and rarely preferred words and collocations in special contexts (Stubbs, 2007, p.115; Suleiman, 2022).

For learners, it is essential to notice both the congruent and non-congruent delexical verbs collocations. English teachers should also consider the influence of language transfer and make learners notice the actual similarities and avoid assumed similarities between the target language and their native language. As the use of collocations signals fluency and collocational competence (Guňková, 2011), building collocational knowledge and use in EFL is essential for fluency. Moreover, both contextual and learner variables should be accounted for as the actual link between the L1 and L2 that is also maintained by learner goals, proficiency, and the individual characteristics of the learners (Ringbom & Jarvis, 2009). Concerning this point, it is essential to direct learners to notice the actual similarities between L1 and L2 and to refrain from assumed similarities and making generalisations over seemingly congruent linguistic items (Ringbom & Jarvis, 2009). Lest learners may select inappropriate constituents for L1 collocations, improving the L2 repertoire of the EFL learners should be the focus (Chang, 2018). Moreover, teachers need to consider the literal meanings of delexical structure and their equivalents in the target language (Kittigossin & Phoocharensil, 2015). Based on the relationship between the target language and the source language, it is essential to benefit from the native language, yet it is more important not to confuse the forms in collocations (Altıkulaçoğlu, 2010). In this sense, Turkish learners of EFL need to consider the congruent and non-congruent collocations across English and Turkish. Regarding the influence of language transfer, aspects that result in not only positive transfer but also negative transfer should be focused on. In other words, applications that direct learners to notice the actual and the assumed similarities across L1 and L2 should be provided for more effective and fluent language use.

Conflict of Interest and Ethics Disclosure

The data in this research were collected before 2020 and the author complied with ethical rules in all processes of the study. The ethics committee approval was obtained from Kırşehir Ahi Evran University with a document number of 2023/01/06 on 02/02/2023. All participants provided written informed consent prior to enrolment and data collection in this study.

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Genişletilmiş Özet

Bir dilin yabancı dil olarak öğrenilmesinde hedef dil ile kaynak dil arasındaki uyumlu alanları inceleyen karşılaştırmalı analizlere yönelik çalışmalar bir hayli yaygındır (Altenberg & Granger, 2001). Bu konuda, iki dil arasında benzer ve farklı yönleriyle dikkat çeken konulardan birisi de sözcüksel fiil eşdizimleridir (Nesselhauf, 2005; Sun-Young, 2010). Hedef dilde sözcüksel fiil eşdizimlerinin kullanılması ile ilgili karşılaşılan hatalar, bunun daha çok ana dil etkisinden kaynaklandığını göstermektedir (Altenberg & Granger, 2001; Nesselhauf, 2005; Sun-Young, 2010). Bu durum aynı zamanda öğrencilerin hali hazırda sahip oldukları dilbilgisini becerilerinin de 2. dilin gelişiminde iki dil arasında dil transferinin olduğunu göstermektedir (Ellis, 2012). İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin performanslarını inceleyen çalışmalar olsa da (Dolgunsöz & Kimsesiz, 2021), bu alanda sözcüksel fiil eşdizimlerinin öğrenilmesinde anadilin etkisini araştıran çalışmalar yetersizdir. Söz konusu çalışma bu alandaki eksikliği gidermeye yönelik olarak İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin sözcüksel fiil eşdizimlerinin eşleştirilmesinde anadilin etkisini incelemeyi amaçlamaktadır.

Fiil eşdizimleri, genellikle korpus analizleri üzerinden yürütülmektedir (Kahraman & Subaşı, 2022). Sözcüksel fiil eşdizimleri, belirli bir duruma yönelik kavramları farklı şekilde nitelemek için geçişli fiil kategorisinde fiile ilaveten nesne yerine bir isim olarak şekillenir (Allan, 1998). İngilizcede sıklıkla kullanılan sözcüksel fiiller olarak “get”, “go”, “make”, “come”, “take” ve “give” karşımıza çıkmaktadır (Stubbs, 2007). Bu fiiller birçok durumda içerik anlamıyla bağdaşmayabilir (Guňková 2011). Bu bağlamda ‘sözcüksel’ deyimini bir fiilin sözcüksel anlamının daralmasına neden olur (Kittigosin & Phoocharensil, 2015). Örneğin “make a speech” deyimindeki “make” fiilinin anlamı sözcüksel olarak daralmıştır, çünkü kavramı nitelemede esas anlamı “a speech” kelimesi taşır (Guňková, 2011). Bu tür anlam değişiklikleri ise İngilizce’yi yabancı dil olarak öğrenenler için bir zorluk olarak kendini göstermektedir (Juknevičienė, 2008). Konuyla yakından ilişkili olarak yapılan çalışmalar İngilizce’nin yabancı dil olarak öğrenilmesinde sözcüksel fiil eşdizimlerinin zorluklara neden olduğunu ortaya çıkarmıştır (Guňková, 2011; Juknevičienė, 2008; Kahraman & Subaşı, 2022; Kittigosin & Phoocharensil, 2015; O’Keefe, et al., 2007; Sun-Young, 2010). Benzer durum öğrencilerin anadili ile hedef dil arasındaki farklılıklar için de geçerlidir ve bu anlamda öğrencilerin fiil eşdizimleri konusundaki yetersizlikleri, ilgili fiil ile isimlerin bağdaştırılmasını engelleyebilmektedir. (Sun-Young, 2010). Bu alanda yapılan bilimsel çalışmalar en olağandışı kullanımların dillerarası etkiden kaynakladığını göstermektedir (Altenberg & Granger, 2001; Kittigosin & Phoocharensil, 2015; Nesselhauf, 2005; Sun-Young, 2010). Sözcüksel eşdizimler bir dilde günlük hayatta sıklıkla kullanılması nedeniyle öğrencilerin hedef dili kullanmasında akıcılığı sağlayan bir rol üstlenir (Guňková, 2011). Bu nedenle, eşdizimsel fiillerin doğru kullanımı ve akıcılığın sağlanması amacıyla yabancı dilin doğal kullanımında önemli bir etkiye sahiptir.

Yabancı dil öğretiminde hata analizi, öğrenen temelli belirli bir yazılı veya sözlü kaynak üzerinde hataların kaynaklarını belirterek öğrenmeyi desteklemeyi amaçlar (Lennon, 2008). Bu hatalar, anadil etkisinden kaynaklanabileceği gibi, hedef dildeki bilgi yetersizliklerinden de kaynaklanabilir (Lennon, 2008; Selinker, 1969). Sözcüksel fiil eşdizimlerini inceleyen çalışmalar da daha çok öğrencilerin hedef dildeki kullanımlarında karşılaşılan hataların analizi üzerine kuruludur (Altenberg & Granger, 2001; Juknevičienė, 2008; Liang & Dong, 2022; Suleiman, 2022; Sun-Young, 2010). Bu konudaki bulgular sözcüksel fiil eşdizimlerinin doğru isimlerle eşleştirilerek kullanımının zorluklara neden olduğu ve bu konudaki hataların anadilden ve hedef dildeki bilgi eksikliğinden kaynaklandığı yönündedir (Guňková, 2011; Juknevičienė, 2008; Kahraman & Subaşı, 2022; Kittigosin & Phoocharensil, 2015; O’Keefe, et al., 2007; Sun-Young, 2010). Bu çalışma İngilizce’yi yabancı dil olarak öğrenen Türk öğrencilerin İngilizce’deki sözcüksel fiil eşdizimlerinin Türkçe karşılıklarıyla eşleştirilmesinde ortaya çıkan hataların kaynaklarının incelenmesini amaçlamaktadır. Çalışmayı yönlendiren araştırma soruları aşağıdaki gibi şekillenmiştir:

1- Öğrencilerin tam denklik ve yaklaşık denklik taşıyan sözcüksel fiil eşdizimlerini eşleştirmedeki performans düzeyi nedir?

2- a) İki dil arası ve (b) dil içi hatalar açısından sözcüksel fiil eşdizimlerinde öğrenci hatalarının kaynakları nelerdir?

3- Türkçe ve İngilizce arasındaki sözcüksel fiil eşdizimlerinin eşleştirilmesinde öğrencilerin performansı üzerinde anadil transfer etkisi var mıdır?

Bu araştırma sorularının yönergesiyle, çalışmada 24 farklı sözcüksel fiil eşdizimleri kullanılmıştır. Bu fiiller İngilizce A1 ve A2 düzeyindeki iki ders kitabındaki okuma ve diyalog metinleri taranarak belirlenmiştir. Çalışmaya Türkiye'deki bir devlet üniversitesinin Yabancı Diller Yüksekokulu bünyesinde eğitim alan ve A2 seviyesinde İngilizce düzeyine sahip 43 hazırlık sınıfı öğrencisi gönüllü olarak katılmıştır. Katılımcılar, ders içerisinde verilen İngilizce sözcüksel fiil eşdizimlerinin Türkçe karşılıklarının eşleştirilmesini isteyen bir teste tabii tutulmuştur. Öğrencilerin yaptıkları hataların analizi Gass'in (2008) hata analiz yöntemi doğrultusunda gerçekleştirilmiştir.

Birinci araştırma sorusu bağlamında, katılımcıların İngilizce- Türkçe arasında uyumlu olan sözcüksel fiil eşdizimlerindeki performansının (M=39,25), uyumlu olmayan sözcüksel fiil eşdizimlerinden (M=9,4) daha yüksek olduğu görülmüştür. İkinci araştırma sorusunun yönergesinde öğrencilerin İngilizce- Türkçe arasındaki sözcüksel fiil eşdizimlerini eşleştirmedeki hataları incelendiğinde, bu hataların daha çok sözcüksel olarak uyumlu, ancak anlam olarak uyumsuz olan fiil eşdizimlerinde dil transferinden kaynaklandığını göstermektedir. Bazı hataların ise, İngilizce dili içindeki bilgi yetersizliğinden kaynaklandığı tespit edilmiştir. Son araştırma sorusu bağlamında, Türkçe ve İngilizce arasındaki sözcüksel fiil eşdizimlerinin eşleştirilmesinde öğrencilerin performansı üzerinde anadil transfer etkisinin olduğu ve bu etkinin birbiriyle uyumlu olan sözcüksel fiil eşdizimlerinde daha belirgin olduğu ortaya çıkmıştır.

Sonuç olarak, çalışma bulguları alan yazındaki açıklamaları destekler niteliktedir. İki dil arasındaki sözcüksel fiil eşdizimleri arasındaki uyum ve benzerlik, söz konusu fiilleri eşleştirmede öğrenci performanslarını olumlu yönde etkilemiştir. Karşılaşılan hataların ise hem iki dil arasındaki etkiden hem de dil içindeki eksikliklerden kaynaklandığı tespit edilmiştir. Aynı zamanda öğrenci performansları, İngilizce ve Türkçe dilleri arasında birbiriyle uyumlu olan fiil eşdizimlerinde, uyumlu olmayanlara göre daha yüksektir. Bu nedenlerle, İngilizce'deki sözcüksel fiil eşdizimlerinin öğrenilmesinde uyumlu olanları belirlenmesi, uyumlu olmayan ve öğrencileri yanıltabilecek olan fiil eşdizimlerine dikkat çekerek kullanımın daha doğru ve akıcı olması desteklenmelidir. Bu alanda, daha fazla sayıda öğrenci ile, daha farklı sözcüksel fiil eşdizimlerinin eşleştirilmesi ve kullanılması ile ilgili yapılacak çalışmalar, farklı bakış açılarıyla, konunun farklı yönleriyle ele alınmasını sağlayacaktır.