

CHINESE ESL WRITERS' USES OF THE CAUSATIVE VERB STRUCTURE MAKE: A
CORPUS-BASED INVESTIGATION

BY

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THESIS

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ABSTRACT

Previous research (Lee & Chen, 2009) indicates that Chinese-speaking ESL learners use MAKE constructions extremely frequently in their English academic writing, and this phenomenon echoes other findings that MAKE is a commonly used verb that most ESL learners globally tend to overuse. Altenberg and Granger (2001) categorize MAKE constructions into eight basic types of uses. In their corpus-based research, they found that Swedish and French ESL writers tend to use causative MAKE constructions most frequently in their writing compositions, but they use these constructions differently in terms of what complement follows the causative MAKE construction: causative MAKE + (1) Adj., (2) + V., and (3) + N. Neither in this research is any further investigation made. There is no corpus data to back up what extent is the MAKE construction used by L1 Chinese ESL writers, how well it is used, and in what contexts it appears.

This thesis aims to use corpus-based method to investigate how L1 Chinese ESL writers use causative MAKE constructions in writing assignments. Results indicate that Chinese students use causative MAKE constructions second most frequently, fewer than delexical MAKE uses. This is inconsistent to previous research where causative MAKE is the most frequent. Results also indicate that among the three complement-structured causative MAKE constructions, Chinese writers use adjective complements more frequently than the other two, which is consistent to previous studies. In terms of quality and contexts of the use of causative MAKE, Chinese writers use fewer varieties of types. Compared to NSs, Chinese writers tend to make grammatical mistakes and some language seems awkward and unnatural.

It is inferred that this might result from negative L1 transfer because learners mistaken the L1 correspondent constructions to causative MAKE in English. This may also because there is a strong preference or the lacking of causative MAKE constructions influenced by L1. Implications for pedagogy are stated at the end of this thesis, and suggestions are provided for future investigation.

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TABLE OF CONTENTS

CHAPTER 1. Introduction	1
CHAPTER 2. Literature Review.....	7
CHAPTER 3. Methodology.....	20
CHAPTER 4. Results and Discussions	37
CHAPTER 5. Conclusion.....	64
References	68
Appendix A: UIUC IRB Consent Form Approval Letter	72
Appendix B: Original Consent Form	73
Appendix C: Online Consent Form for Participants.....	76
Appendix D: Questionnaire.....	78
Appendix E: Coding of MAKE	82

CHAPTER 1. Introduction

1.1 Background

English academic writing is a common writing task assigned to university students of both undergraduate and graduate levels in the United States and abroad (Leedham, 2015). It largely predicts, judges and determines the academic performance and academic success of a student at the end of a semester and when one is awarded a degree at the end of one's higher education (Harrington & Roche, 2014; Leki & Carson, 1994 cited in Leedham, 2015). The success of students' academic performance therefore relies largely on their ability to write. Furthermore, it also depends greatly on their ability to write well in academic writing assignments.

Among all the international students who are studying in the United States, the largest demographic cohort of them is composed of Chinese students (Education, 2015). In order to achieve academic success in the United States higher education system, the same as all the American students enrolled in the universities, these foreign students, however, have to cope with academic writing requirements, during which process they may struggle with a number of difficulties. These may include the use of written language, structure and contents of the writing assignments, and learning for the first time to avoid plagiarism and maintain academic integrity. During that process, they may also face with difficulties learning the formal style of writing compared to the informal types of writing that they may be more familiar with in the past. Besides these academic writing assignments, they are expected to adapt to cultural values when

they communicate to faculties and other students by using context-appropriate language and communication strategies (Swales, 1996).

Among Chinese-speaking students, specifically, previous research (Lee & Chen, 2009) shows many language problems among them, which hinder their academic writing performance and therefore their academic success. For example, many Chinese ESL learners are very likely to be identified in terms of their native language –Chinese– due to many strong, typical and identifiable features in phonology, orthography, vocabulary and culture perspectives indicated in their oral or written discourse (Leedham, 2015). In terms of vocabulary, many studies (Leedham, 2015; Lee & Chen, 2009) have been focusing on the five major problems and non-native features that most Chinese-speaking ESL learners have. These problems include the overuse and misuse of particular high frequency lexical items: (1) common verbs such as “make”, “can”, (2) function words such as “the”, “can” (Lee & Chen, 2009), (3) connectors such as “according to”, “in the long run”, “at the same time” (ibid.; Leedham, 2015), (4) informal items such as “lots of”, “a little bit”, “what’s more” (Leedham, 2015), and (5) first person pronoun such as “we”, and “I” (ibid.).

Among the five high frequency lexical items used by Chinese-speaking ESL learners, the common verb “MAKE” seems to be an overused key item in Chinese-speaking ESL learners’ written discourse. Previous research (Altenberg & Granger) infers possible causes of this particular feature, while very few of them have analyzed how the “MAKE” constructions are used, what contexts are related to the use of the “MAKE” constructions, or what are the direct factors that correlate to this problem.

1.2 Purpose of the study

The goal of this thesis is to explore how causative MAKE constructions are used by Chinese-speaking ESL writers compared to Native speakers of English in the United States. The study will compare and contrast the use of the target constructions between these two subject groups in their written discourse, and will compare results to findings of previous studies.

Three research questions are raised based on this research interest. The first research question aims to investigate how L1 Chinese ESL writers frequently use causative MAKE constructions. This research question emphasizes on the quantity of the target constructions in written discourse. The second research question is raised to investigate how well do L1 Chinese ESL writers use the causative MAKE constructions. This emphasizes on the quality of the target construction, and error analysis if any. The third research question aims to investigate in what contexts the causative MAKE constructions are used. This targets on the collocated structures that are used together with the construction.

1.3 Significance of the study

Language output is believed to be produced based on language input, and writing is believed to depend on reading. When ESL learners' writing infers their non-native identities and hinders their writing and academic performance, how should they improve? How can language instructors prepare lessons that integrate lectures and exercises that may effectively help learners to succeed? If there are no classroom instructions, are ESL learners only able to improve their

written language quality by themselves? How to write academically and professionally without being awkward as a Non-native speaker? How to write well like professionals and experts in journal articles and academic books? What are some biggest challenges that ESL writers face with? Do we need and how to integrate strategies for language improvement in writing?

These interesting questions have been studied and under heated discussions in academia, and I also encounter some of these questions and concerns in my daily life. I have been teaching in the ESL writing service courses at the University of Illinois at Urbana-Champaign at both graduate and undergraduate levels. I teach the full course in English during regular Fall and Spring semesters. All students in my classes are international students from diverse backgrounds, and most of them come from China. As a native speaker of Chinese, and as an ESL learner and writer for many years myself, I can deeply relate to my students' struggle of academic writing in English as an L1 Chinese speaker. For instance, structural differences between writing in English and writing in Chinese, specific requirements and expectations when writing academically and formally based on different writing prompts, and the choice of words and phrases in order to write more professionally, free from errors, and more native-like.

Theses are just a few of many questions raised by ESL learners including but not limited to L1 Chinese students. I can deeply relate to these students because from the first day in the university, there has been a longing for writing well in English academically and professionally. In the ESL service courses that I have been teaching, critical thinking, writing structures and academic integrity were the major contents of the writing courses, while grammatical structure is not particularly concentrated. Although there are several grammar workshops provided by the

department, which are extremely helpful and popular among students from the ESL, it is not taught explicitly during regular classes.

It seems true at the ESL program that Chinese-speaking ESL writers show distinctive features in their written discourse. For instance, many instructors have noticed repetitive and very frequent use of connectors such as “all in all”, “to sum up”, “in my opinion”, “in the long run”. These features have become problems that instructors try to explicitly elicit in their teaching, and when they give feedback to students’ writing assignment.

1.4 Organization of this thesis

Huge curiosity is raised about what evidence of the causative MAKE constructions can be found in NNSs and NSs’ writing. It would also help compare how Chinese-speaking ESL learners are similar to or different from French learners and Swedish learners from Altenberg and Granger’s (2001) study. This thesis probes into the causative MAKE constructions in academic writing composed by advanced Chinese-speaking ESL learners who are currently studying in the University of Illinois at Urbana-Champaign in the United States. It will describe, analyze and contrast number of causative MAKE tokens, types of constructions, how well they are used, and in what sentence contexts that they are used.

This thesis consists of five chapters. Chapter One, the current chapter, I have introduced the topic and background information of conducting this research. Chapter Two will review literature about how several key terms were defined in previous research, and findings and inferences made by previous research. This will include the most frequent verbs in writing, a

more detailed description of the overuse of MAKE constructions by Chinese-speaking ESL learners, causative structures in English in general, causative structures in Chinese in general, causative MAKE constructions in English, and causative constructions “SHǐ (使)/ LìNG (令)/ Ràng (让)” in Chinese. Research questions will be recapitulated again at the end of Chapter Two, which will be more closely related to the literature being reviewed and discussed in that chapter. Chapter Three will discuss methodologies, including research design, participants, data collection procedures, and data analysis procedures and tools. Chapter Four will provide research results in tables, graphs and excerpts, and discuss the interpretations of results. Chapter Five addresses research conclusion, limitations and future implications of the present research.

Several terms will be used in this study, including causative MAKE, corpus-based, Chinese-speaking ESL learners, native speakers of English, and academic writing. For the purpose of the present study, these terms will be understood in the following ways. Causative MAKE refers to the causative connotation of the light verb MAKE. Its part of speech, usage and examples will be further discussed in Chapter Two. Corpus-based study refers to the study of comparative and contrastive studies of ESL learner corpus and native speaker corpus. In this research, learner and native speaker corpora will be described in details in Chapter Three. The term “Chinese-speaking ESL learners” refers to international students studying in American universities who were born and raised in Mandarin-speaking or Chinese dialects-speaking regions. The term “native speakers of English” refers to American students whose were born and raised in the United States, and whose mother tongue is standardized English in North America. Academic writing usually refers to essays and writing assignments written for course assignments and projects in American universities.

CHAPTER 2. Literature Review

This chapter will review literature related to several key terms in this study. The first section of this chapter will review literature about the most frequently used verbs in English written discourse by ESL learners. It will provide a list of the most frequent verbs used by ESL learners globally (including the word MAKE), and address several common properties of these verbs. The next section will discuss causative verbs in English language, followed by a section that will address causative verbs and structures in Chinese language. These two sections will provide definitions and examples of causative verbs in English and in Chinese in general. These two sections will also review what perspectives of causative verbs have been studied in the past. After introducing the background information of general causative verbs in both English and Chinese languages, the last section of this chapter will discuss in greater details of the most representative causative constructions in the two languages. Respectively, causative MAKE constructions in English, and finally the SHĪ/LÌNG/RÀNG causative constructions in Chinese will be reviewed in the last two sections of this chapter.

2.1 Most Frequent Verbs in ESL/EFL Writing

Previous studies have shown strong evidence of the most frequently used verbs among all EFL learners worldwide (Altenberg & Granger, 2001). These verbs include HAVE, DO, KNOW, THINK, GET, GO, SAY, SEE, COME, MAKE, TAKE, LOOK, GIVE, FIND, and USE

(Svartvik & Ekedahl, 1995), which topped all other words, disregarding modal auxiliaries, copula BE and auxiliary BE. Several properties of these verbs were discussed in previous research in order to investigate and to further study why this problem occurs among ESL learners.

One property of these verbs is that they carry basic meanings. Therefore, they are learned at the beginning phase of language acquisition, and they come as handy for learners. The next property that these words share is their high-frequency equivalents in learners' L1. Another feature of these verbs addressed by previous research (Leedham, 2015) is that these verbs echo idiomatic uses and collocations in other languages. Although being the most frequently used words in ESL written discourse, and although they seem very easy for ESL learners to master, they often cause problems. Three problems are discussed in previous literature: underuse, overuse and misuse of these words.

When these words are used incorrectly and awkwardly, it may be caused by various and complex reasons (Altenberg & Granger, 2001). It may be influenced by inadequate knowledge and understanding of how to use these words correctly (*Collins Cobuild English Grammar*, 1990). It may also partly due to learners' mother tongue (Lindner, 1994; Chi, Wong, & Wong, 1994; Källkvist, 1999; Kanatani, Itoh, Noda, Tono, & Oikawa, 1995; Lennon, 1996; Howarth, 1996). One way that L1 can influence the use of these words in English is through similar structures in L1 that express similar semantic meanings (Allerton, 1984).

2.2 Causatives in English

Causative structures in L1 and SLA have been studied by researchers in many languages such as English (Bowerman, 1974; Levin & Hovav, 1994; Onozuka, 2007), Italian (Burzio, 1986; Ammon & Slobin, 1979), Chinese (Cheng, Huang, Li, & Tang, 1997) and other languages such as Turkish (Ammon & Slobin, 1979). Study of the causative construction with “make” is best known by Altenberg and Granger (2001) and Gilquin (2012, 2013).

In English there are five types of causative verbs: (1) lexical causatives; (2) periphrastic causatives; (3) causatives with conjunctions; (4) causatives with prepositions; and (5) resultatives (Chen, 2005; Gilquin, 2013). The first type is the lexical causative verb such as “*Bill kills John*”¹, or a causative alternation (Levin & Hovav, 1994) where a verb V can also be expressed as “cause to V-intransitive”. This type of causative construction expresses causative meaning by using a single verb. The second type is the periphrastic causative construction where a causative verb is integrated with other elements such as an infinitive, a non-infinitive, or a participle, such as “*Mary made the ball bounce*”. For instance, several most common periphrastic causative constructions are integrated with causative verbs such as *cause*, *get*, *have*, or *make* (ibid.). The first two types of causatives are the most commonly discussed constructions in literature. The third type of causative is the causatives with conjunctions such as *because* and *since*. The fourth

¹ Here these brief examples in *italics* for each type of causatives are all adapted from Chen,

type is causatives with prepositions such as *because of* and *due to*. Finally, the last type is resultatives, such as “*Bill sanded the stick smooth*”.

In terms of the second type of causatives, although different elements can be integrated with the use of these periphrastic causative verbs, it is true but confusing to learners that there are distinctive meanings with different constructions. Gilquin (2013) explains in his research that different constructions within the same periphrastic causative verb carry different meanings.

Table 1: Meaning of periphrastic causative constructions with GET (adapted from Gilquin, 2013)

Construction	Distinctive meaning	Example
[X GET Y V (to-inf)]	“To elicit words or agreement”	At one time we couldn’t get Jessy <i>to talk</i> .
[X GET Y V (pp)]	“To carry out an action in difficult circumstances or under a tight schedule”	Cos I want to try and get things <i>sorted out</i> round here.
[X GET Y V (prp)]	“To set an object in motion, usually with difficulty” [also metaphorical]	Yeah, probably if you want me to get that old mower <i>going</i> I ought to go up to Woods and see if I can get a new drive belt.

Table 2: Meaning of periphrastic causative constructions with HAVE (adapted from Gilquin, 2013)

Construction	Distinctive meaning	Example
[X HAVE Y V (inf)]	“To elicit a mental response” [mainly idiomatic]	They’re clean I’ll have you <i>know</i> , look how shiny they are.
[X HAVE Y V (pp)]	“To commission someone to do something”	Alan’s gonna go and have his hair <i>cut</i> .
[X HAVE Y V (prp)]	“To set an object in motion” [also metaphorical]	I better have the dishwasher <i>going</i> .

Table 1 and Table 2² above show examples of how different constructions carry different meanings even they belong to the same causative Verb. This indicates two features about English periphrastic causative constructions. First of all, the main causative verb in periphrastic causative constructions may have more than one construction, because the element that is integrated in the entire periphrastic causative construction can vary from an infinitive, to a non-finite verb, and from a present participle to a past participle. Moreover, this also indicates that these constructions cannot be interchangeable with other constructions because the meanings are different. The absence of knowledge in the type of constructions that one causative verb may have, and in the different meanings that each construction carries may cause inaccuracy and awkwardness in learner language. If learners use these constructions with errors, it may be because that they are not familiar with how they should use these constructions. It may also result from the lack of competence in mastering the meaning that the learners want to express and to match it with the construction that they use.

2.3 Causatives in Chinese

Chinese also contains lexical causative verbs and periphrastic causative constructions (Chen, 2005). The definition of causative refers to “lexical causatives of causation with direct or physical contact, but not to an extended chain of causation” (p. 46). Periphrastic causatives

² Based on Gilquin, 2013, in these tables, “the code between angle brackets is the reference of the sentence in the British National Corpus, World Edition (2000)”, and “the causative verb is in bold and the non-finite verb slot in italics” (p. 123).

express “an indirect causal chain, in which the intransitive verb is embedded as a complement of SHǐ “to make”, LÌNG “to order”, RÀNG “to let”, and JIÀO “to call” (p. 46). These periphrastic causative verbs in Chinese are “agents instigating a participant to do something or a participant has an emotional change by an agent” (p. 46). Chen explains that Chinese periphrastic causative constructions are very similar to those in English due to one major reason: both English and Chinese are SVO languages. Although there are differences in terms of word order, case inflection and verb finiteness, their causative periphrastic constructions are quite similar. They are, however, different from those in Turkish and Japanese because they are SOV languages.

Examples from Excerpt 1 and 2 below show how Chinese causative constructions can be similar to English. These two excerpts are adapted from Chen (2005) and Ammon and Slobin (1979).

Excerpt 1: English

The horse	makes		the camel	run
NOUN	VERB	causative	NOUN	VERB
		third persons		infinitive

Excerpt 2: Chinese

马	让		骆驼	跑
Mǎ	ràng		luòtuó	pǎo
(Horse)	(makes)		(camel)	(run)
NOUN	VERB	causative	NOUN	VERB infinitive

These two excerpts indicate that the word order and periphrasis of both English and Chinese are the same in this case. What is different is the morphological structure such as

causative particle and case system of these two languages. In English, periphrastic causatives can express both direct causative or indirect causation (Chen, 2005). There will be more specific discussions of the Chinese “SHĪ/ LÌNG/ RÀNG” causatives in section 2.5.

2.4 Causative MAKE in English

The verb “make” carries many connotations and constructions, and they are concluded in Gilquin (2013).

Among the most frequently used verbs in ESL written discourse, the light verb “MAKE” has been studied by many scholars (Sinclair, 1991; Altenberg & Granger, 2001).

Table 3: Meaning distinctively associated with periphrastic causative constructions (Excerpt from Gilquin, 2013, p. 123)

Construction	Distinctive meaning	Example
[X MAKE Y Vinf]	“To cause a process that is not directly depended on the CAUSEE”	The just make you <i>feel</i> so inadequate. <KPP 1178>
[X BE <i>made</i> to-inf]	“To cause a process that is not directly dependent on the CAUSEE” [less marked]	Innocent wives and children and other dependents are made <i>to suffer</i> when the state imprisons thousands of working class men for crimes which are often insignificant compared with corporate crimes. <CHL 1031>
[X MAKE Y Vpp]	“To exercise some sort of influence”	The May 1990 elections provided voters with an opportunity to make their views <i>known</i> . <APE 858>

MAKE is believed to carry many different connotations and different uses. For the purpose of this study, summary of major uses of “MAKE” is directly adapted from Altenberg &

Granger’s research (2001, p. 177). Eight most distinguished connotations are summarized and illustrated in Table 2 below. They found that the causative uses of “MAKE” are most frequently used among French-speaking ESL learners, Swedish-speaking ESL learners, and native speakers of English in North America.

Table 4: Major uses of the verb MAKE (adapted from Altenberg & Granger, 2001, p. 177)

Number	Uses of MAKE	Example
1.	To produce sth (result of creation)	<i>make a furniture, make a hole, make a law</i>
2.	Delexical uses	<i>make a distinction/ a decision/ a reform</i>
3.	Causative uses	<i>make sb believe sth, make sth possible</i>
4.	To earn (money)	<i>make a fortune, make a living</i>
5.	Link verb uses	<i>she will make a good teacher</i>
6.	Make it (idiomatic)	<i>if we can, we should make it</i>
7.	Phrasal/Prepositional uses	<i>make out, make up, make out of</i>
8.	Other conventional uses	<i>make good, make one’s way</i>

Among all the parts of speech and uses of this verb, the causative connotations are used more frequently than it is used as an adjective or a noun (Altenberg & Granger, 2001). In terms of how it is used, it varies tremendously due to learners’ different L1 (French and Swedish). Previous studies have also shown that Chinese ESL learners have a strong tendency to overuse the “MAKE” constructions (Lee & Chen, 2009). They found that the “MAKE” constructions used by these Chinese ESL learners seldom appear in expert writing or in Native Speakers’ writing.

Lee and Chen (2009) found two distinctive problems about “make” used by ESL learners are mechanical and clumsy use of “make” and overuse of “make”. Among Chinese ESL learners, they tend to use “make” because it may substitute other causative verbs and it seems very safe to use the simple word “make” to avoid making mistakes when using more advanced causative

verbs. For example, clumsy uses of “make” listed below appear in Chinese writers’ discourse, while it is not common in NSs’ writing.

Lee and Chen (2009) found two distinctive problems about “make” used by ESL learners are mechanical and clumsy use of “make” and overuse of “make”. Among Chinese ESL learners, they tend to use “make” because it may substitute other causative verbs and it seems very safe to use the simple word “make” to avoid making mistakes when using more advanced causative verbs. For example, clumsy uses of “make” listed below appear in Chinese writers’ discourse, while it is not common in NSs’ writing.

1. The goal is to **make the students use** the strategy consciously.
. . . (CAWE LAL040)
 2. . . . in the end **make them master** the language in a relaxing.
. . . (CAWE LAL063)
 3. . . . teachers can **make the learners see** the differences
between Chinese and English. . . (CAWE LAL006)
 4. . . .the teachers have to find way to **make the students open**
their mouths. . . (CAWE LAL008)
 5. . . .in order to **make their students have a better**
understanding of words. (CAWE LAL012)
- Concordance of ‘‘MAKE (someone) + Verb’’ in CAWE, excerpts from
Lee & Chen (2009)
6. New entrants put pressure on existing companies and **make them**
change their existing practices (BNC A2H)
 7. I saw state policemen drag strikers across the road and **make**
them kneel in the ditch there while they held shotguns in their
backs. (BNC AAX)
 8. I think the best way to teach hairdressers might be to **make**
them become clients. (BNC A7N)

Excerpts 1-8: Concordance of ‘‘MAKE (someone) + Verb’’ in BNC, from Lee & Chen (2009, p. 288)

In English, “MAKE (someone) + Verb” and ““MAKE (someone) + Verb” usually indicate a forced action from the first (human) argument of the predicate towards the second (human) argument, meaning that the action is not voluntarily done by the latter. For example, in sentence 3 above, and sentence 4 likewise, what the sentence really means in English indicates “the teachers **force** the learners to see/ open...” because “make” is used. However, such meaning is missing in the Chinese “shǐ (使)/ lìng (令)/ ràng (让)” causative construction. In NS English, sentence 3 would more likely to be expressed as “...teachers will do this and that, and from that, students will see/ open...” with no appearance of the verb “make”.

It is a very complex issue why these problems occur, but three accounts are suggested including interlingual, intralingual and inadequate teaching (Altenburg & Granger, 2001). In terms of the interlingual account, Lee and Chen (2009) predicts that these problems among Chinese ESL learners may be influenced by the L1 Chinese causative construction “shǐ (使)/ lìng (令)/ ràng (让)”, when the learners simply overgeneralize the nuance meanings and the use of “make” compared to the “shǐ (使)/ lìng (令)/ ràng (让)” construction in Chinese.

2.5 Causative SHǏ/LÌNG/RÀNG in Chinese

Since ancient China, causative verbs “SHǏ/ LÌNG/ RÀNG” have been used until modern days in China. Although some have kept their original meaning today, others have altered their meaning in the present era compared to their original meanings in the past. For instance, “SHǏ” refers to “to make” in both ancient and modern Chinese, while “RÀNG” in contrast, alters its

meaning from “to decline politely or to induce” in ancient Chinese to “to let” in modern Chinese (Chen, 2005; Ohta, 1987). This is because the ancient Chinese language makes it very easy to transfer adjectives, intransitives and neutralized transitive verbs into causative verbs, while modern Chinese language may only accept one of the many meanings of a word.

Lee and Chen (2009) compare these causative constructions to the causative MAKE constructions in English. They describe the former as constructions that are “neutral in meaning and used more liberally and productively in Chinese...than MAKE in English” (p. 288).

Ou (2012) discusses the differences of lexical psych causative verbs from periphrastic construction in Chinese and in English. In Chinese, the periphrastic causatives “MAKE Exp V-ed” construction is more popular than lexical causative which is synonymous of the former (Zhang, 2003). It is also suggested that Juff (1995) also indicates that this results in the errors when using causative constructions in English by Chinese-speaking learners.

If Chinese as the learners’ L1 does influence the use of causative MAKE in English, how does the structures that these learners use in English resemble that in Chinese? What are some possible explanations that L1 influences the choice of English constructions in written discourse? In order to explore and investigate deeper into this domain, the three research questions—the quantity, quality and contexts of causative MAKE—raised in this thesis may be able to shed some light.

2.6 Summary

This chapter reviews literature concerning the most frequently used verbs globally by ESL/EFL learners, causative constructions in English and in Chinese in general, causative MAKE in English, and causative SHĪ/ LÌNG/ RÀNG in Chinese.

Global ESL/ EFL learners use MAKE, besides another 13 words most commonly in their written compositions. There are two possible reasons for this phenomenon. It may be because learners are not familiar with how these constructions should be used and that they are inadequate to distinguish the subtle differences in meaning and forms of different constructions. It may also be because the L1 of the learners influence their choice of expressions in English due to similar structures in their mother tongue.

This chapter also discusses causatives in English and in Chinese. In English, five major causatives are used: lexical causatives, periphrastic causatives, causatives with conjunctions, causatives with prepositions, and resultatives. The first two causatives are the most discussed types of causative constructions in English. Concerning the use of periphrastic types of causatives in English, one causative verb may have multiple constructions with different meanings. In Chinese, both lexical and periphrastic causatives also exist, and the latter carries the same syntactic structures such as word order and periphrasis are the same because both languages are SVO languages.

In terms of causative MAKE in English, it is one of the eight basic uses of the verb MAKE, which is used most frequently among all eight uses according to previous studies.

Chinese-speaking ESL writers tend to overuse MAKE, and the language shows strong awkwardness. The Chinese causative constructions “SHǐ/ LÌNG/ RÀNG” are very similar constructions, which can express similar semantic information to the causative MAKE constructions. Although certain subtle differences exist between these causative constructions in two languages, it is believed that Chinese as L1 influences how L1 Chinese ESL writers use MAKE in their writing.

CHAPTER 3. Methodology

This chapter discusses research design, research methodology, data collection process, and data analysis. The first section of this chapter will talk about research design, which includes a general description of the two subject groups and corpus-based methodology. The next section will describe detailed information about the two corpora in this study: L1 Chinese Writing Corpus (CWC) and English-native-speakers Writing Corpus (EWC). This part includes data collection procedures of the corpora. It also includes detailed information about sources of the written texts of the corpora, or in other words, what consists of these two corpora. The final section in this chapter will introduce corpus data analysis, which will describe the corpus cleaning procedures, data coding, and analytical tool used for data analysis: MS Excel software.

3.1 Research Design

3.1.1 Subject groups

This research aims to compare the use of causative MAKE in written discourse between Chinese-speaking ESL learners and native speakers of English in the United States. Three perspectives of causative MAKE, which are related to the three research questions—quantity, quality and contexts of causative MAKE constructions—will be studied by comparing the written production of these two subject groups.

To answer the first research question about the quantity of causative MAKE constructions, the study will compare the overall usage of causative MAKE produced by both native speakers (NSs) of English from EWC and non-native speakers (NNSs) of English from CWC. The former consists of academic essays composed in English by NSs; the latter consists of academic essays composed in English by NNSs who are Chinese-speaking ESL learners. To the convenience of this paper, NSs refer to people who were born and raised in North America where English is considered as their first language (L1); NNSs who are Chinese-speaking ESL learners refer to Chinese ESL learners whose L1 is Mandarin. The statistics from the present research will be compared to those from Altenberg and Granger's (2001) research, where the causative MAKE constructions used by only French and Swedish ESL learners were studied.

The NSs and NNSs in the present research are students enrolled in Universities in the United States. More details about these two groups of participants will be separately discussed in 3.2 and 3.3, along with descriptions of the two corpora.

3.1.2 Corpus-based method

In order to study the aforementioned research questions, corpus-based method is used to conduct the present research. There is more than one definition of the concept "corpus", but in the convenience of this thesis, Crawford and Csomay's (2016) definition is adapted. Based on their definition, "a corpus is a representative collection of language that can be used to make statements about language use" (p. 6). It provides a platform for context-rich language and a word-bank with various examples of certain structures on grammatical level or discourse level.

The analysis of how these structures appear in the corpus help with further analysis and future experiment of more complex and detailed investigations.

There are mainly three reasons for using this method. The first reason is that this thesis is inspired, follows and borrows the ideas directly from Altenberg and Granger (2001), where their study was conducted with corpus-based research method. This method is able to provide a basic understanding of how L1 Chinese ESL writers use causative MAKE by comparing them to Swedish and French ESL writers. The second reason is that by using two corpora in this thesis, one with all NSs and the other with all NNSs, it is also possible to compare L1 Chinese ESL writers to NSs of English, which may provide a more comprehensive understanding of how similar or different learner language is to/from natural and native language. Finally, corpus method is also able to provide authentic contexts of how a structure is used by learners and by NSs. This may help understand how the target causative MAKE appears in the discourse, and what word-level combinations it appears with. This may also encourage error analysis in those contexts, and further reflect and shed some light to current ESL pedagogy.

The significance of corpus linguistics is undeniable. Corpus-based research is believed to be an effective method to study lexico-grammar related topics because the benefit of using corpus is twofold: its huge text database provides data in rich details of how language can be used in oral and written context, and it assists producing reference books and SLA pedagogy especially focusing on form (Lee & Chen, 2009). It is also believed that corpus research is able to identify errors and non-native-like language features, and therefore help improve language pedagogy (Lee & Chen, 2009; Partington, Morley, Haarman 2004).

By studying NSs' corpus, authentic data can be collected as examples in reference books such as grammar handbooks or grammar dictionaries. By studying NNSs' discourse from learners' corpus, language forms in learners' language production can be studied and examined. By comparing the two types of corpora, the researcher will examine the similarities and differences between NNSs and NSs. This will enrich our understanding of how causative "MAKE" constructions are used by NNSs, what problems it indicates, and what future implications can be addressed for research purpose and for pedagogical purpose.

The two corpora used for this research were collected separately in two universities in the United States, namely, University of Illinois at Urbana-Champaign and University of Northern Arizona. The remainder of this chapter will address the description of each corpus in greater detail, data collection procedures, and data analysis tool.

3.2 L1 Chinese Writing Corpus (CWC)

3.2.1 Recruitment procedures

In order to investigate the use of the "MAKE" constructions in learner corpus, the researcher compiles a learners' corpus—L1 Chinese ESL Writing Corpus (CWC). This corpus consists of 45 writing samples from students' homework and assignments in the ESL services courses in the fall semester 2015, at the University of Illinois at Urbana-Champaign (UIUC).

These writing samples come from 17 participants. All of them are graduate students from China who are studying in different department at the Graduate College of UIUC. They are

recruited from the ESL writing services courses at the same writing course level: ESL 500. Before the semester started, all of them took a pre-semester English Placement Text (EPT) provided by the Department of Linguistics at UIUC. EPT at UIUC tests reading, listening, and more importantly writing skills of new-arriving international graduate students. Students are asked to read the EPT writing prompt, read an article for a specific topic on a debatable social issue. They are asked to write an argumentative essay based on what they read, and provide their opinion via thorough critical thinking within a given time. After the EPT exam, based on the EPT results, these students were all placed to the 500-level graduate level courses in the fall semester, 2015. By taking ESL 500, they are required to pass this course, and fulfill their department requirements for international students.

This study uses writing assignments from graduate-level Chinese-speaking ESL learners, because their English skill is believed to reach at least intermediate-high or advanced level. Before their graduate education in the United States, all of them have studied for and taken the TOEFL exam. The researcher believes that these advanced ESL learners are able to produce English language in a confident manner, and that their language acquisition process has reached a high level with more complex structures than those produced by lower-level ESL learners.

These participants are recruited at the end of the same semester in fall, 2015. Based on their free will, they are asked to upload their essays already written for that semester's ESL 500 class. At that time, they have already finished their final drafts of the three major writing assignments for the course: Diagnostic argumentative essay, Synthesis essay, and Summary-Critique essay. They can choose to upload the final draft of one, two or all three essays to the researcher.

Table 5: CWC Participants Basic Information I

	Age	Learn English in total	Learn English in USA
Average	23.4	12.9	< 1 year
Max	28	20	< 1 year
Min	20	8	< 1 year

Table 5 above shows the basic information about the CWC participants that is collected from questionnaire. The average age of these 17 participants is 23.4 years old, and the oldest and youngest among them are 28 and 20 respectively. The average years spent on learning English in total reach 12.9 years, and the longest and shortest years of learning English in total reach 20 and 8 years respectively. All participants have spent less than one year in an English-speaking country, which to them is the United States.

Table 6: CWC Participants TOEFL Scores

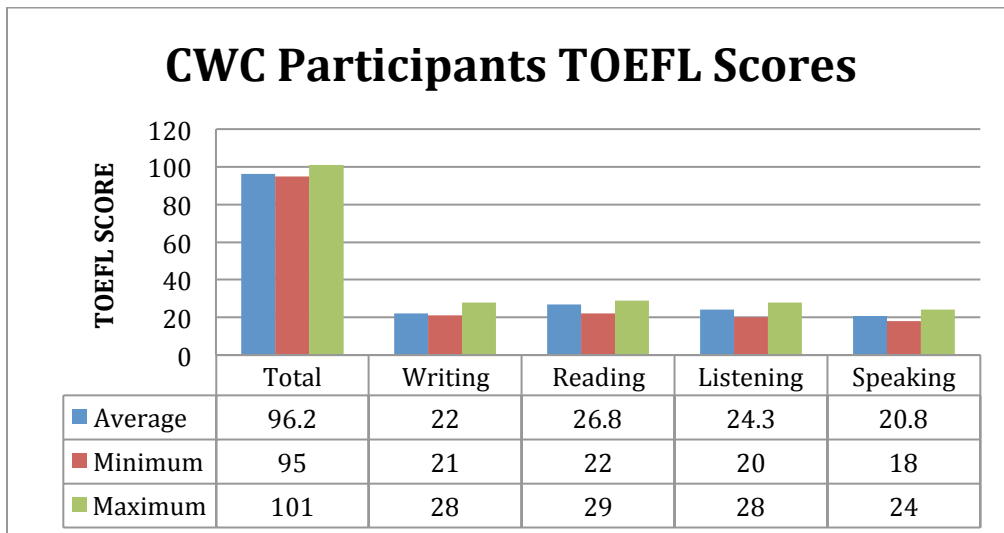


Table 6 provides information about these participants' TOEFL scores in total and in four separate sections: writing, reading, listening and speaking. Only 13 participants provide their latest total TOEFL score, and only 12 of them provide their detailed TOEFL scores in four sections. Statistics show that the average score of these participants' total TOEFL score is 96.2 out of 120 points. Reading section is scored highest in terms of average, minimum, and maximum scores, which infers that they score higher in reading section better than the other three sections. The two sections that examine language input, which are reading and listening, seem to be scored higher than the other two output sections, which are writing and speaking. Writing average score is 22 out of 30 points, and speaking average score is 20.8 out of 30 points.

3.2.2 Data Collection

The procedure of collecting their essays was conducted online. After the approval of this research from the UIUC IRB office, the researcher advertise the research project in each of the ESL 500 classes or on the course website used by the instructor of each class. Students who are Native speakers of Chinese are told that they can participate in the research voluntarily, and that whether or not to participate in the research will not affect their current grade for the ESL writing course. They are also told that they are not required to write any new essay, while they only need to complete a short and simple questionnaire and upload essays that they have already finished. They are told that if they are willing to participate, they will visit the website given to them on the recruitment flier. They read and sign the online consent form, fill out 10 simple questions about their basic information on Google Form questionnaire designed by the researcher about

their name, age, years of English education in total, years of English education in an English-speaking county, and optional questions about their latest TOEFL score in total and in each of the Speaking, Reading, Listening and Writing sessions. Besides questions concerning their TOEFL scores, all other questions are not optional, and that participants have to finish the previous question in order to access the next. Sample screenshots of the online consent form and online questionnaire are attached in Appendix D.

After they submit the survey online through Google Form, at the bottom the online questionnaire webpage, three links are embedded on the same webpage for the participants to upload their essays (See Screenshot Pictures, Figure 1, 2 & 3 below). They are asked not to specifically write a new essay for the research, but only to submit the final draft of the three major essays that they already composed during that semester. The three boxes are designed for each type of essays that they compose. Box #1 is where they can submit their Diagnostic argumentative essay, Box #2 is where they can submit their Synthesis essay, and Box #3 is where they can submit their Summary-Critique essay. With the submission of their essays into the three boxes, they fill out their UIUC email account. By doing this, they can automatically receive an email from the system to inform them that their essay upload has been received and successful. This marks the end of their participation.

Figure 1: Uploading box #1 for diagnostic essay

ESL500 Unit 1_diagnostic

Final draft would be appreciated!

File Upload: No file chosen

Description (255 characters maximum):

Your e-mail (required):

This upload widget is externally owned. Uploading files here will not upload them to your Box account.




Figure 2: Uploading box #2 for synthesis essay

ESL500 Unit 2_synthesis essay

Final draft would be appreciated!

File Upload: No file chosen

Description (255 characters maximum):

Your e-mail (required):

This upload widget is externally owned. Uploading files here will not upload them to your Box account.




Figure 3: Uploading box #3 for critique essay

ESL500 Unit 3_critique essay

Final draft would be appreciated!

File Upload: No file chosen

Description (255 characters maximum):

Your e-mail (required):

This upload widget is externally owned. Uploading files here will not upload them to your Box account.

powered by **box**

Each participant is not able to see other people's essays, but will only have access to these three uploading boxes and receive a message via campus email after they upload any essay. Altogether, 45 essays are uploaded separately into three folders created by the researcher on UIUC Box website. It is a campus online file storage and content management service website that provides secure legal storage for FERPA data. Each essay is renamed first with subject number on file names that matches to their questionnaire responses. Then each essay is copied and pasted to a new Microsoft Word document for corpus cleaning. All the personal information, essay titles, direct quotations, in-text citations and reference list are deleted in the cleaning process. The corpus is left with texts that are only originally composed by the students. The document is saved as a text document for corpus analysis MS Excel software. The cleaning process and data coding will be described in more details at the end of this chapter in 3.4.3.

3.2.3 Corpus Description

CWC corpus consists of 30,236 words in total. This includes 45 essays collected from the participants which include three types of essays.

Table 7: CWC Number and Types of Essays

Type of Essays	Diagnostic Essays	Synthesis Essays	Critique Essays
Number of Essays	17	14	14

Table 7 above shows that CWC is composed of three different types of essays written by L1 Chinese ESL writers in the ESL 500 writing classes. Among all the final-draft 45 essays collected for this thesis, 17 are diagnostic essays, 14 are synthesis essays, and 14 are critique essays. Diagnostic essay is a 3-page long argumentative essay, where all ESL 500-level students are given a specific topic about using electronic devices in the classroom, read a newspaper article with facts, opinions, and statistics about this issue, and then give their own stance and support their ideas. Synthesis essay requires students to first write a summary about the same assigned topic—animal testing, read three essays about this topic from different perspectives, and synthesize these sources in a 3-page long essay. Critique essay requires students to first read an academic paper, summarize the major content of the paper, and then critique that paper in about 3 pages on both its strengths and weaknesses.

The essays are organized not in a particular order, but a random order at the researcher's convenience. More details about corpus cleaning will be discussed in chapter 3.4.1.

3.3 English Native Speakers Writing Corpus (EWC)

3.3.1 Data Collection

The English Native Speakers Writing Corpus (henceforth EWC) is used to study how native speaker use causative MAKE constructions. It is used to provide database for contrastive analysis between English NS corpus and ESL learner corpus (CWC). Essays written by native speakers of English are collected at the University of Northern Arizona. This corpus is compiled by Dr. Nurmukhamedov and Dr. Qureshi for their corpus-based study (Nurmukhamedov & Qureshi, Under Review) of collocations. Permission of using this corpus for research purpose is given by them, and a detailed description of this corpus is forwarded by Dr. Nurmukhamedov to me.

The participants in the EWC corpus are first-year American undergraduate students at the University of Northern Arizona. They signed consent forms from the university prior to their participation in the study. After receiving their consent and permission, their written assignments for the written composition course – ENG 105 “*Critical Reading and Writing in the University Community*”—were collected. This is a freshman-level course aiming to help students develop critical reading skills, academic reading and writing skills, and technological literacy skills. It is provided for both American students and International students who are ESL learners. EWC comprises only written assignments composed by American students.

3.3.2 Corpus Description

When this corpus is originally received from Dr. Nurmukhamedov, it is already an entirely cleaned corpus with a total of 218,890 words, free from marks indicating essay numbers, essay titles, or names of authors. Based on the information given from him, the corpus consists of 44 portfolios of writing assignments for course ENG 105. Due to the fact that CWC corpus is rather small, and due to the purpose of this thesis to compare how L1 Chinese ESL writers use causative MAKE to how NSs of English perform, the researcher decides to use a fragment of the first 30,236 words from this native-speaker corpus to form the EWC corpus for this thesis. The purpose is to make it possible to directly analyze, compare and contrast the two corpora without norming word count, such as the possibility to directly compare raw frequency and raw token types from two corpora. This also make it possible to extract each context of the target construction from the original corpora, so that it is possible to investigate and answer research questions Two and Three about the quality and context of how causative MAKE is used.

Five major types of essays are collected from students in EWC: rhetorical analysis, evaluative/analytical writing, informational argument, extended argument, and reflective essays. The first 53 pages of the entire database consist of the expected 30,236 words, and therefore it is used as EWC for the current thesis.

3.4 Corpus data analysis

3.4.1 Corpus cleaning

When EWC is received with permission, it is already cleaned and ready for use. In terms of CWC, the researcher does corpus cleaning for this corpus manually. Several elements in students' original writing assignments are removed: title, students' names, ID numbers and all other information with personal information that can be identified, direct quotations, in-text citations, and reference lists are deleted from CWC. The remaining corpus may contain sentence fragments or incomplete sentences after removing the direct quotation from sources used by students in their original papers. It is acceptable for the purpose of this research because the major focus is to study learner language therefore all the remaining texts are authentic and original language from students' own words, instead of quotations from papers that they cite as sources. This on the largest scale keeps the authenticity of learners' own written language. It is also acceptable because sentence fragments and incomplete sentences without in-text citations and direct quotations would not influence the analysis of how causative "MAKE" constructions are used. Their contexts of language structures are also remained, even though part of the full sentence is deleted.

3.4.2 Coding of MAKE

The number of MAKE used in both CWC and EWC corpora is counted with the help of MS word and MS Excel. In total, four inflectional forms of lemma MAKE, in other words, all forms of MAKE in its word family, are counted separately in four groups: (1) MAKE, (2) MAKING, (3) MAKES and (4) MADE. The purpose of calculating all the four forms of lemma MAKE is to provide a rich picture of different forms of MAKE used in all the possible contexts in the corpora. However, only the verb forms of lemma MAKE are valid tokens for this thesis, and therefore any noun form of lemma MAKE is excluded. For instance, “the making of...” is excluded from this thesis, and will not consider as the target construction. What is also worth mentioning is that, when a lemma MAKE comes from a direct quotation not from the writer him/herself, it is excluded, because only original language from the participants is the major interest of this thesis.

Statistics of this thesis include both tokens frequency of MAKE and token types of MAKE. By tokens frequency, it refers to all occurrences of lemma MAKE used in the corpora. It is marked down as raw frequency of MAKE. By token types, it refers to the distinctive collocate structure that is attached to MAKE. For example, if the structure “MAKE a decision” occurred five times in a corpus, its token will be calculated as 5, while its type will be recorded as 1.

All occurrences of verb MAKE are calculated, and each group of the lemma MAKE is separately calculated. This calculation and analysis helps to answer research question One: How frequent is causative MAKE used in learner corpus. Since the two corpora share the same number of words, it is only necessary to calculate raw data.

Each context where MAKE appears in the sentence is recorded in excel. Based on Table 2 “major uses of the verb MAKE” from Altenberg and Granger (2001), each sentence context is coded as one of the 8 categories. If a context belongs to category 3 “causative uses”, it will be further divided and coded into smaller units from one of the following three types: (A) causative MAKE + Adj., (B) causative MAKE + V., and (C) causative MAKE + N. The rest of the contexts that belong to the other 7 categories are still recorded on the Excel worksheet, and they will be briefly discussed as the background information of MAKE at the beginning of the next chapter, but they will not be considered as the target of the present study.

When coding raw token types, the coding procedure follows a category-by-category method. For instance, the first round, the researcher codes all the first type of MAKE uses “to produce sth.”. After finish coding the first type of MAKE usage, the coding proceeds to the second type of MAKE usage “delexical uses of MAKE”, until all eight usage types are all coded in the Excel form. During the coding process, in terms of causative MAKE uses, which is the major focus of this thesis, when the complement of causative MAKE construction appears differently, it is considered as a different token type. For instance, in CWC, “make sth. (more) convincing and comprehensive” is marked as one token type; “make sth. (more) convincing” is marked as a different token type from the previous one because only one adjective complement follows the causative MAKE construction immediately.

The reason why this coding strategy is applied is simple: this ensures the accuracy and originality of the language to the largest extent, and it helps data analysis of the quality and context of causative MAKE. In other words, this enables all details in the two corpora are traced

at the greatest detail possible to answer research question Two & Three: how well the causative MAKE constructions are used, and the contexts that these structures appear.

3.4.3 Data analysis tools

Because the two corpora are not big and therefore manageable by the researcher, manual calculation with the help of MS Word and MS Excel is used to trace, code and analyze the target constructions. Data and statistics are recorded in MS Word and MS Excel documents, and they are used to analyze later and to answer three research questions.

CHAPTER 4. Results and Discussions

This chapter will present evidence of causative MAKE constructions in both CWC and EWC. Results will be presented in three perspectives in response to the three research questions: (1) frequencies of causative MAKE constructions, (2) how well do Chinese-speaking ESL writers use these constructions compared to English NSs, and (3) in what contexts these constructions are used. Statistics will be presented to show the results from both corpora, and discussions will be followed right after the results in each section. Results will include tables, charts and excerpts from the two corpora, and descriptions and explanations of the statistics. Discussions will include the interpretations of the results, how these results answer research questions, and how they echo the results and views of Altenberg and Granger (2001) about ESL learners from Sweden and France.

The first section (4.1) of this chapter aims to answer research question One. It will display results that concern the frequencies of causative MAKE constructions. First of all, raw frequencies and portion of all eight uses of the MAKE constructions will be compared between the two corpora, or in other words, between the two subject groups. These eight uses of MAKE are proposed by Altenberg and Granger (2001). It will provide a big picture of all uses of MAKE, which will further provide the basis for much detailed and specific discussions of causative MAKE at the end of this section and the rest of this chapter. Moreover, in order to have a better understanding of how causative MAKE is used, three causative MAKE constructions will be divided and presented due to the different types of complement that follows causative MAKE. This includes three sub categories of causative MAKE constructions proposed by

Altenberg and Granger (2001): MAKE + Object (henceforth O.) + adjective (Adj.), MAKE + O. + verb (V.), and MAKE + O. + noun (N.)³. Raw token frequency and raw token types will be presented and compared respectively. Comparison and contrast will be made between the two corpora, and with the results from previous literature about Swedish and French ESL students.

Followed by this section, 4.2 will compare the quality and contexts of all of the causative MAKE constructions in CWC and EWC in detail. This section will follow the three sub categories used previously, and they will be discussed separately in 4.2.1, 4.2.2 and 4.2.3 respectively. The purpose of this section is to answer research questions Two and Three.

The last section of this chapter, 4.3, will briefly summarize the findings to research questions One, Two and Three. It will also echo previous literature in terms of how these three research questions are in common or in contrast.

4.1 Frequencies of Causative MAKE

4.1.1 Frequency of all MAKE uses

The first research question aims to investigate the frequency of causative MAKE used by Chinese-speaking ESL learners. In order to answer this question, all eight uses of MAKE including the causative usage are calculated and compared between CWC and EWC, which is respectively composed by NNSs and by NSs.

³ In convenience of this thesis, when stating these three causative structures, “+O.” may be excluded, such as “causative MAKE + Adj.”, “causative MAKE + V.”, and “causative MAKE + N.”. These terms refer to the same constructions that are stated here.

Based on and adapted from Altenberg and Granger's (2001, p. 177) table (See Table 4 "Major uses of the verb MAKE" in Chapter 2.4), Table 8 shows the raw frequency and percentage of MAKE and raw types of MAKE in these two corpora. Table 9 and Table 10 extend to show in greater detail the frequencies and percentages of these MAKE tokens and types among all the eight usage types of MAKE.

Table 8: Raw Frequencies and Percentages of all MAKE tokens and types

	CWC		EWC	
	Frequency	Percentage	Frequency	Percentage
Raw Tokens	71	0.234%	147	0.486%
Raw Types	45	0.149%	79	0.261%

Table 9: Frequency of raw tokens and types of all eight uses of MAKE in CWC and EWC

	CWC Frequency		EWC Frequency	
	Raw Tokens	Raw Types	Raw Tokens	Raw Types
T1 To produce sth (result of creation)	0	0	2	2
T2 Delexical uses	36	20	30	13
T3 Causative uses	24	22	92	54
T4 To earn money	0	0	1	1
T5 Link verb uses	0	0	1	1
T6 Make it (idiomatic)	0	0	0	0
T7 Phrasal/ Prepositional uses	0	0	2	2
T8 Other conventional uses	11	3	19	6

Table 10: Frequency of raw tokens: among the eight types in CWC and EWC

	CWC Frequency				EWC Frequency			
	MAKE	MAKING	MAKES	MADE	MAKE	MAKING	MAKES	MADE
T1	0	0	0	0	0	0	0	2
T2	18	4	2	12	9	6	9	6
T3	16	3	3	2	19	14	36	23
T4	0	0	0	0	1	0	0	0
T5	0	0	0	0	1	0	0	0
T6	0	0	0	0	0	0	0	0
T7	0	0	0	0	0	0	1	1
T8	9	0	0	2	7	3	6	3
Sum	43	7	5	16	37	23	52	35

In terms of the number of MAKE tokens in total, or in other words, the raw frequency of MAKE tokens in the two corpora with identical number of words, Table 8 shows that NSs use MAKE constructions in total twice as much as NNSs do. In terms of raw token types, NSs use almost twice as many types of MAKE constructions as NNSs use. More specifically, Table 9 shows that, among all the eight uses of MAKE constructions, NSs tend to use seven out of eight types of MAKE uses, where the only absence is the Type 6 idiomatic use “MAKE it”. Though this usage may appear in the entire EWC corpus, it does not appear in the partial EWC corpus that the current research uses. In contrast, NNSs only use three types of MAKE uses out of all the eight uses. These three types of uses are delexical use, causative use, and other conventional uses of MAKE. Although EWC only shows very few tokens of T1, T4, T5, and T7 uses of MAKE, this still seems to indicate that NSs tend to use MAKE with more flexibility and variety, whereas NNSs use MAKE constructions in a more limited manner.

Table 10 shows the eight uses of MAKE constructions in the four inflectional forms of lemma MAKE. It shows that NSs tend to use MAKES more than other three lemma MAKES, and they also use MAKE and MADE more frequently than MAKING. NNSs tend to use MAKE most frequently among the four lemma MAKES. MADE was used second most frequently, which is two or three times more than MAKING and MAKES. This may be closely related to the types of essays and written discourse that these two corpora consist of. Therefore, further investigation should be made to fully understand the relationship between the inflectional forms of MAKE uses and the first language of the writers.

In terms of the most frequently used MAKE constructions, Table 9 shows that NSs tend to use causative MAKE constructions more often than the other types of MAKE uses, which accounts for almost 2/3 of the total MAKE token frequency. Different from NSs, NNSs tend to use delexical uses of MAKE most often. This is followed by the second most commonly used type, the causative use of MAKE, which accounts for about 1/3 of all MAKE tokens in CWC. Compared to the same type of use of MAKE, the frequency of causative MAKE in CWC only equals about 1/4 that of NSs in EWC.

In terms of the token types of MAKE, Table 9 shows that in EWC, the most types of constructions used by NSs is the causative MAKE, which accounts for 2/3 of the entire MAKE types. In CWC, similarly, the most types of constructions used by NNSs also falls in causative MAKE, consisting of 1/2 of the entire MAKE types. This indicates that causative MAKE constructions have the most variety among all MAKE uses. This echoes previous literature (Lee & Chen, 2009; Altenberg & Granger, 2001) about the significance to study causative MAKE. This provides the ground to study one step further and more specifically how causative MAKE constructions are used by these two groups.

4.1.2 Frequency of causative MAKE uses

The causative uses of MAKE, as shown from data descriptions and analyses from the previous section, bear some similarities and differences between the two corpora. To recapitulate it, NSs use causative MAKE most frequently and with the most token types among all MAKE uses; NNSs use it second most frequently but with the most token types among all MAKE uses.

In order to understand how those causative MAKE constructions are used, comparisons and contrasts are made between CWC and EWC in three sub-categories: causative MAKE + (1) adjectives, + (2) verbs, and + (3) nouns.

In order to answer research question One, which investigates how frequent causative MAKE constructions are used in Chinese-speaking ESL learners' writing, the raw frequency and types of causative MAKE in CWC and EWC are compared in table 11 and Table 12 below. Table 11 summarizes statistics in terms of lemma MAKE, and table 12 summarizes the results in terms of the complement that follows the word MAKE.

Table 11: raw frequency and types of causative MAKE in CWC and EWC

	CWC				EWC			
	MAKE	MAKING	MAKES	MADE	MAKE	MAKING	MAKES	MADE
Frequency	16	3	3	2	19	14	36	23
Types	14	3	3	2	16	8	15	15

Table 12: raw types of causative MAKE in CWC and EWC

	CWC		EWC	
	Frequency	Types	Frequency	Types
Adj.	14	14	23	19
V.	9	7	50	23
N.	1	1	16	12

Table 11 shows that in terms of the inflectional forms of lemma MAKE, NSs tend to use MAKES most often, while differently, NNSs tend to use MAKE most frequently. In terms of raw types of MAKE, both NSs and NNSs tend to use MAKE with the most types. This is similar to the findings of table 10 of precious chapter, but this may be influenced and restricted by the

content of the essays collected in these two corpora. Therefore, this may only be seen as a preliminary finding of how the two groups are similar or different in the use of lemma MAKE.

Table 12 shows that in terms of what follows causative MAKE, three sub-categories show very different results between the two groups of students. In terms of EWC corpus, NSs tend to use the “causative MAKE + verb” construction most often and with most types. This construction accounts for more than 1/2 of the entire 92 raw frequency tokens in EWC, and it accounts for almost half of the raw types of causative MAKE in EWC. The second most often used construction that NSs use is “causative MAKE + adjective”. It accounts for 1/4 of the entire 92 raw frequency tokens in EWC, and 1/3 of the raw types of causative MAKE. The least often used causative MAKE construction by NSs is “causative MAKE+ N”. Its raw frequency is less than 1/5 of all frequency of causative MAKE, and its types of causative MAKE only slightly surpass 1/5 of all token types of causative MAKE in EWC.

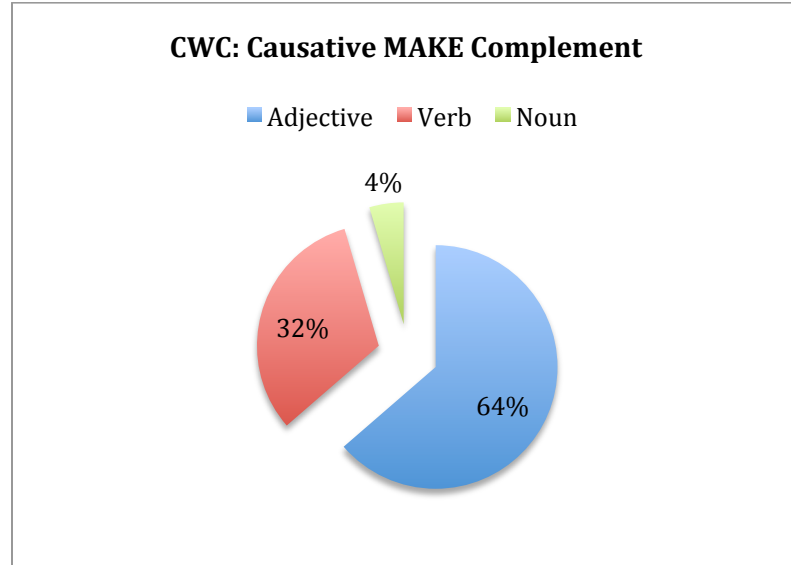
In terms of CWC corpus, Table 12 shows differences from EWC—the most frequent and second frequently used causative MAKE constructions. In CWC, NNSs tend to use “causative MAKE + adjective” construction most often. Its frequency accounts for almost 3/5 of the entire frequency in CWC, and its types of causative MAKE accounts for 2/3 of total raw token types in CWC. This portion exceeds that of “causative MAKE + verb” construction as the most frequent construction in EWC. The second most frequently used construction by NNSs is the “causative MAKE + verb” construction. It accounts for 3/8 of the total frequency, and more than 3/10 of the total raw token types in CWC. The least frequently used construction by NNSs is “causative MAKE + noun”, which is similar to what NSs use in EWC. Only one token exists in CWC, among the 24 token frequency and 22 token types.

Results from CWC seem to indicate that the frequency and types of causative MAKE used by NNSs, categorized by their complement that follows MAKE, echoes that in Altenberg and Granger (2001), with the order from the most to the least frequent types of causative MAKE as: Adj., V., and N., but EWC shows a different decreasing order of frequency as: V., Adj., AND N. This may be due to the types of essays that composes the corpus, and may due to the scale of the corpora that are used in this study. With a more comprehensive types of essays, and with a larger scale of corpus, the results might be different from what EWC shows, and may well echoes that in previous literature.

4.2 Quality and Contexts of Causative MAKE

In order to answer research questions Two and Three: how well NSs and NNSs use the causative MAKE constructions, and in what contexts are these constructions used, the rest of this chapter will provide evidence from the two corpora: CWC and EWC. Because this paper aims to understand how Chinese-speaking ESL learners use causative MAKE in their writing, this thesis will analyze data based on CWC. Figure 4 below shows the distribution of complement types used after causative MAKE. Based on the percentage shown in the chart, the order of the next three sections will discuss in the decreasing order of the frequency of causative MAKE complement in CWC: causative MAKE + Adj., causative MAKE + V., and finally causative MAKE + N.

Figure 4: Raw types of causative MAKE constructions in CWC



4.2.1 Causative MAKE + Adj.

The causative MAKE construction followed by an adjective is the most frequently used structure by NNSs in the present study. A total of 14 token types occurred in CWC accounts for more than half of all token types. Table 13 below presents a list of raw token types of “causative MAKE + Adj.” constructions that appear in both CWC and in EWC.

The use of this causative construction by Chinese-speaking NNSs may be partly explained by the positive L1 transfer from Mandarin to English. Mandarin causative structure “SHĪ/LÌNG/RÀNG + O + (marker of comparative/ superlative) + Adj.” can be directly translated into the English counterparts, which is “causative MAKE + O + (marker of comparative/ superlative) + Adj.”. In EWC, such construction is used by NSs, for instance, “make sth. easier and (more) normal”, “make sth. (more) appealing and more relatable”, “made sb. (more) mature”, “made sb. (more) relatable”, and “made sb. (more) willing”.

Table 13: List of types of “causative MAKE + Adj.” in CWC and EWC

Corpus	CWC Types	EWC Types
Number	14	19
Tokens	make sth. out of value make sb. proud make sth. (more) convincing make sth. (more) convincing and comprehensive make sth. closer make sth. to be observed make sb. to be capable of make sth. accountable make sb (less) confident make sth. (more) practical and beneficial make sth. flexible make sb confused making sth. fairer made sb. stressed out	make sth. easier and (more) normal make sb. credible and believable make sth. (more) appealing and relatable make sth. clear makes sth. easier makes sb. easy makes sth. simple makes sth. apparent makes sth. credible makes sb. depressed makes sb. sad made sb. (more) mature made sb. better made sb. different made sb. (more) relatable made sb. (more) willing made sth. closer made sth. off the streets

In terms of the transfer from Mandarin to English, several examples that NNSs used here indicate this direct bonding of the causative constructions in these two languages. Excerpts 1-6 below show how the constructions in Mandarin with the comparative/ superlative marker can be possibly translated directly into English. The first line of each excerpt is the sentence in Mandarin characters that expresses a possible way to express the sentence. The second line is the direct Pinyin of the characters that show the direct pronunciation of the first line. The third line is the word-by-word translation of the Mandarin sentence into English. The last line is the original sentence from the CWC corpus written by Chinese-speaking ESL writers, unless noted otherwise. The causative marker “MAKE” and the counterparts “SHĪ/LÌNG/RÀNG” are marked bold with an underline. In all these sentences in Mandarin, “SHĪ”, ‘LÌNG”, or “RÀNG” can be

Excerpt 4:

Mandarin: ...让 他们 对自己 更 没有信心
Pinyin: ...ràng tāmen duì zìjǐ gèng méiyǒu xìnxīn
Translation: ...make them about themselves less not have confidence
English: ...make them less and less confident of [about] themselves
(CWC)

Excerpt 5:

Mandarin: ...让 教育 更 实际, 更 有益
Pinyin: ...ràng jiàoyù gèng shíjì, gèng yǒuyì
Translation: ...make education more practice, more beneficial
English: ...make the education more practical and beneficial (CWC)

Excerpt 6:

Mandarin: ...让 评估和打分 过程 更 公平
Pinyin: ...ràng pínggū hé dǎfēn guòchéng gèng gōngpíng
Translation: ...make judging and rating processes more fair
English: ...making the judging and rating processes fairer (CWC)

Similar to the possible reason why Swedish ESL students overuse MAKE that appears in the “causative MAKE + Adj.” construction, it may be possible that Chinese-speaking ESL writers conveniently and automatically adapt the structure from Mandarin to English. Besides this category with the comparative/ superlative marker of the adjective, the rest of the examples in this construction are not erroneous, but some may appear awkward. Excerpts 7-a, 8-a and 9-a

below provide examples of what these sentences originally look like in CWC. Excerpt 7-b, 8-b and 9-b show possible ways that a NS would write the same sentence.

Excerpt 7-a

Mandarin: ...不充分的方法和有限的实际条件让实验失去价值

Pinyin: ...bùchōngfēn de fāngfǎ hé yǒuxiànde shíjìtiáojiàn ràng
shíyàn méiyǒu jiàzhí

Translation: ...the insufficient methodology and limited practicability
make the experiment with no value

English: ...the insufficient methodology and limited practicability
make the experiment out of value. (CWC)

Excerpt 7-b

Mandarin: ...不充分的方法和有限的实际条件让实验贬值

Pinyin: ...bùchōngfēn de fāngfǎ hé yǒuxiànde shíjìtiáojiàn ràng
shíyàn biǎnzhí

Translation: ...the insufficient methodology and limited practicability
ràng the experiment devalue

English: ...the insufficient methodology and limited practicability
devalue the experiment (Possible sentence by NSs)

In Excerpt 7-a, one reason why the English sentence sounds awkward is that the latter part of this sentence seem clumsy, and that a NS would use an alternate causative verb to replace the clumsy causative MAKE construction. For example, a NS may use the causative verb “devalue” instead of “make sth. out of value”, shown in line four of Excerpt 7-b. This sounds

natural in English, and less clumsy than the sentence in 7-a. In Mandarin, however, 7-a sounds very normal and natural, and the Mandarin sentence in 7-b sounds equally normal and natural. Indicated in the first line of 7-b, it is possible to use a causative verb such as “贬值”(biǎnzhí), as the counterpart of “devalue”, however, in Mandarin, the causative verb “SHĪ/LÌNG/RÀNG” is still required (see line one of 7-b).

This seems to indicate that, in Mandarin, the causative “SHĪ/LÌNG/ RÀNG + O + Adj.” constructions are very commonly used, and that these causative verbs appear in the sentence when the complement is either a verb or an adjective. This increases the possibility of the use of MAKE when the learners negatively transfer the construction from Mandarin directly into English, not knowing that there are other causative verbs in English to replace the entire structure and to sound more natural and less awkward. Therefore this may be one reason that causes the overuse of MAKE when it appears in the “causative MAKE + Adj.” constructions.

Excerpt 8-a

Mandarin: 需要使用更大的样本来让每种可能都能被观察到

Pinyin: xūyào shǐyòng gèngdàde yàngběn lái ràng měizhǒng kěnéng
dōu néng bèi guānchá dào

Translation: Need use more big sample size to make every possibility to
be observed

English: A larger sample size needs to be used in order to make
every possibility to be observed. (CWC)

Excerpt 8-b

Mandarin: 需要使用更大的样本来观察每种可能

Pinyin: xūyào shǐyòng gèngdàde yàngběn lái guānchá měizhǒng kěnéng

Translation: Need use more big sample size in order to observe every possibility

English: A large sample size needs to be used in order to observe every possibility. (Possible sentence by NSs)

Excerpt 9-a

Mandarin: 标准化考试...让老师可以用统计方法去分析每一个学生的不同

Pinyin: Biāozhǔnhuàkǎoshì... ràng lǎoshī kěyǐ yòng tǒngjì fāngfǎ qù fēnxī měiyíge xúeshēngde bùtóng

Translation: The standardize tests... make teacher have ability by using statistical methods to analyze every student

English: The standardize tests...make teacher to be capable of analyze every students difference statistically. (CWC)

Excerpt 9-b

Mandarin: 标准化考试...帮助老师用统计方法去分析每一个学生的不同

Pinyin: Biāozhǔnhuàkǎoshì... bāngzhù lǎoshī yòng tǒngjì fāngfǎ qù fēnxī měiyíge xúeshēngde bùtóng

Translation: The standardize tests...help teacher to use statistical methods to analyze every students' difference

English: The standardize tests...help teacher to analyze every student's difference statistically (Possible sentence by NSs)

Excerpts 8-a line four, and 9-a line four show another two sentences that sound awkward with MAKE. One reason may be because it is very redundant and clumsy. Sentence in 8-a uses the passive voice structure in both its main sentence and in the infinite structure. Sentence in 9-a is repetitive and expresses the same meaning twice. The sentences in Mandarin in 8-a and 9-a, however, are acceptable and they sound understandable and possible. To avoid redundancy and awkwardness, and to be brief, natural and clear, an English NS may use the sentence in 8-b to avoid using passive voice to express the same meaning in 8-a. NSs may also use the sentence in 9-b with the word “help” to improve the sentence in 9-a. It is worth mentioning that both sentences in Mandarin in 8-b and 9-b are acceptable and they sound natural.

This seems to tell us that when the sentence in Mandarin can be expressed with or without causative “SHĪ/LÌNG/RÀNG” constructions, Chinese-speaking students may have a preference to use these constructions. Therefore, they may negatively transfer these L1 causative constructions directly into English with causative MAKE, while they are not aware that it is more natural to write the sentence without MAKE in English, and what is more, without passive voice. This may cause the overuse of MAKE among L1 Chinese ESL writers, when MAKE serves as their preferred construction even when it is not strictly required.

Besides these tokens in CWC, the rest of the tokens in this sub-category of the causative MAKE construction are very similar to those use by NSs in EWC. Most of these adjectives express positive or negative emotions; others are regular adjectives that comment on the verb.

To summarize, L1 Chinese ESL writers use “causative MAKE + Adj.” constructions mainly in two manners. One way is to use it in a regular “causative MAKE + O + Adj.” construction; the other way is to use it in the “causative MAKE + O + comparative/ superlative

marker + Adj.” construction. There are two major reasons why these constructions are awkwardly used in English. The first reason is L1 negative transfer when the correspondent L1 causative structure is different from that in English, and when the former is used in a wider range of acceptable contexts. This happens when the learners are not aware that the causative MAKE constructions are different from the L1 construction, and when it is less acceptable in some contexts in English. The second reason is L1 negative transfer when the speakers prefer using causative structure in their L1 when it is not strictly required. Therefore, when they write in English, they tend to use causative MAKE constructions as a habit, which may likely contribute to the overuse of MAKE in their compositions.

4.2.2 Causative MAKE + V.

In CWC, the second most frequently used complement in causative MAKE constructions is the verb sub-category—when the causative MAKE is immediately followed by a verb complement. In contrast, in EWC, NSs tend to use this construction most often in their compositions. Seven and twenty-three types of “causative MAKE + V.” are found in CWC and EWC respectively. Table 10 below shows in detail a list of tokens that fall in this sub-category.

In terms of verb structures, three semantic types of verbs are adapted from Altenberg and Granger (2001, p. 183):

Relational (*seem, appear, become*)

Mental (*think, realize, understand*), and

Actional (*work, pay, change*)

Table 14: List of types of “causative MAKE + V.” in CWC and EWC

Corpus	CWC Types	EWC Types
Number	7	23
Tokens	make sth. become make sth. get making sb. to participate * makes sb. suffer makes sth. narrow to * makes sb. rethink made sb. to understand *	make sb. relate to sth. make sb. trust sb. make sb. seem like sb. make sth. seem make sb. seem powerful and in-control make sb. sell away make sb. see make sb. aware of make sb. love make sb. understand making sb. feel making sb. appear making sb. realize makes sb. think makes sb. want makes sb. reconsider makes sb. find makes sb. believe makes sb. sympathize makes sb feel for sb. made sth. sound made sb. gain made sb. grow

Based on this criteria, Table 14 shows that among the 7 verb complements used by NNSs, 1 belongs to relational verb (*become*), 2 belongs to mental verb (*rethink, understand*), and the rest of the 4 tokens types belong to actional verb (*get, participate, suffer, narrow*). Among the 23 token types used by NSs, Table 10 indicates that 4 belongs to relational verb (*seem like, seem, seem⁴, appear*), 13 belongs to mental verb ⁵(*see, aware of, love, understand, feel, realize,*

⁴ Because these are with different token types, for instance, *make sb. seem like* is different from *make sb. seem*, and from *make sth. seem*, they are counted three individual types.

think, want, reconsider, believe, sympathize, feel for, sound), and 6 belongs to actional verb (*relate to, trust, sell away, find, gain, grow*).

Compared to previous literature (Altenberg & Granger, 2001), results from NNSs show very different data. In previous literature, Swedish and French ESL writers, along with NSs of English, use mental verbs with the largest quantity, actional verbs with the second largest quantity, and relational verbs with the least quantity. Again, with possible influence of the scale and content of the corpora, Chinese-speaking ESL writers use actional verbs more than mental and relational verbs right after causative MAKE. Relational verb complement is underused by these writers, compared to the similar underuse of such structure among Swedish and French ESL learners, and compared to what NSs of English use. Similar to the latter two groups of learners, the use of the common relational verb complements shown in Excerpt 10, 11, 12 and 13 are missing in CWC.

Excerpt 10

But the entitled tone...does not make her seem like a good person...
(EWC)

Excerpt 11

...a big excuse to justify or make shoplifting seem less serious than
it really is (EWC)

⁵ These include senses, feelings and emotions, and mental processes

Excerpt 12

...because it does not make seem powerful and in-control (EWC)

Excerpt 13

...and that making women appear in such a way was men's way of instilling this idea (EWC)

In terms of the use of mental verb and actional verb complements, more than half of the token types by NSs are mental verb complements. Some express senses (*see, sound*), some express feelings and emotions (*love, feel, want, sympathize, feel for*), and the others express mental processes (*aware of, understand, realize, think, reconsider, believe*). Differently, NNSs show fewer varieties of emotional verb complements, only two token types both expressing mental processes (*rethink, understand*).

Among the 7 token types of verb complements by NNSs, three of the usages tend to be grammatically or lexically erroneous. Excerpts 14, 15 and 16 below examine these three original sentences with contexts.

Excerpt 14

...may be a more efficient way of making the states to participate (*)
(CWC)

Excerpt 15

...which made the readers to understand easily (*) (CWC)

Excerpt 16

This **makes** students' knowledge narrows to some specific aspects (*)
(CWC)

Excerpt 14 and 15 show grammatical errors when L1 Chinese ESL writers use the “causative MAKE + V.” construction. To correct them, “to” should be deleted from the sentences. Excerpt 16 shows incorrect use of the verb “narrow”, which instead should be a phrasal verb “narrow down”. These may indicate that students are not entirely clear how the MAKE constructions should be correctly used, and they have difficulties with the use of content verbs and their prepositional part in phrasal verbs.

Several examples in CWC also sound awkward and would be more natural without the use of causative MAKE constructions. For example, Excerpt 17, 18, 19 and 20 below show analyses of the four verb complement combinations with causative MAKE: become, get, participate, and narrow [down].

Excerpt 17

Mandarin: ...引用...和理论...**让**这篇论文变得更有根据

Pinyin: ...yǐnyòng...hélǐlùn...**ràng** zhèpiān lùnwén biànde gèng
yǒu gēnjù

Translation: ...references...and theories **make** this paper become more
evident-granted

English: ...references...and theories...**make** this paper become more
evidence-based (CWC)

Excerpt 18

Mandarin: ...标准化考试**让**这个国家的贫困区得到更多的政府资助

Pinyin: ...biāozhǔhuà kǎoshì **ràng** zhège guójiāde pínkùngū dédào
gèngduōde zhèngfǔzīzhù

Translation: ...standardized tests **make** this country's poor district
get more federal aids

English: ...standardized tests **make** poor districts in this country
get more federal aids (CWC)

Excerpt 19

Mandarin: ...也许会是一个更有效的途径**让**全国都参加

Pinyin: ...yěxǔ huìshì yíge gèng yǒuxiàode tújìng **ràng** quánguó dōu
cānjiā

Translation: ...may be a more efficient way to make all states
participate

English: ...may be a more efficient way of **making** the states to
participate (*) (CWC)

Excerpt 20

Mandarin: 这**让**学生的知识缩小到一些特定的方面

Pinyin: zhè **ràng** xúeshēngde zhīshi suōxiǎodào yìxiē tèdìngde
fāngmiàn

Translation: This makes students' knowledge narrow down to some
specific aspects

English: This **makes** students' knowledge narrows to some specific
aspects (*) (CWC)

Although “causative MAKE + become” is listed as a possible construction example that uses relational verb complement “become”, it is not present in EWC; neither is it mentioned in previous literature concerning Swedish, French or NSs. Excerpt 17, however, use “become” as the verb complement, and it sounds somehow awkward and foreign. Instead, it may sound more natural and less awkward if another content verb is used to replace the causative MAKE structure. For instance, one possible way that NSs may write this sentence is: “...*references and theories...provide this paper with more evidence*”.

Similar problem exists in Excerpt 18, 19 and 20. In all these three sentences, causative MAKE is followed immediately by an actional verb complement. They sounds awkward, and NSs may use other verb structures, prepositional structures or sentence structures to avoid the use of this construction. For instance, respectively, possible and better ways to write the sentences are: (18) “...*this country’s poor district receive/get more federal aids due to the standardized tests*”, (19) “...*may be a more efficient way for the states to participate*”, (20) “...*because of this, students’ knowledge narrows down to some specific aspects*”.

The reason why these problems exist may be L1 negative transfer. Similar to that in chapter 4.2.1, in these four sentence examples, the sentences in Mandarin with the “SHĪ/ LÌNG/ RÀNG” constructions sound natural and very common. Whereas in English, their counterpart with the causative MAKE construction is less commonly used and sound very awkward and clumsy. These students may not be aware of this; they may conveniently use causative MAKE, which seems as acceptable as it is in Mandarin constructions.

4.2.3 Causative MAKE + N.

Because it is very rare in previous literature, the “causative MAKE + N.” construction is not discussed. It is not considered as a significant cause of overuse of MAKE in ESL compositions compared to the other two causative MAKE constructions discussed previously. In the present thesis, it is discussed not because the researcher wants to investigate whether it contributes to the overuse of MAKE, but because the researcher is interested in how, how well and in what context it is used by L1 Chinese ESL writers, if used any. Table 15 below shows summary of this construction in both CWC and EWC.

Noun complement after causative MAKE is seldom used by NNSs, with only one sentence in the CWC corpus. NSs used 12 types of noun complements in this construction. Excerpt 21 shows how this construction is used by a NNS learner.

Table 15: List of types of “causative MAKE + N.” in CWC and EWC

Corpus	CWC Types	EWC Types
Number	1	12
Tokens	making sb. an all-rounder *	make sth. a (better) place make sth. a compelling one making sth. pathos making sb. a role model making sb. a (better) person makes sb. (good) citizens makes sth. logos made sb. a (good) worker made sth. one’s time made sth. the best speech made sb. who she was made sb. a (credible) source

Excerpt 21

Mandarin: ...标准化考试并不能有效地让每个学生都是全面发展的学生 (*)

Pinyin: ...biāozhǔhuà kǎoshì bingbùnéng yǒuxiàode **ràng** měigè
xúeshēng dōushì quánmiànfāzhǎnde xuéshēng

Translation: ...standardized tests cannot efficiently **make** very student
be all-round student

English: ...standardized tests are not efficient in **making** every
student an all-rounder (CWC)

This sentence is the only one that uses this construction, while it sounds awkward because NSs would not commonly use “all-rounder”. It may be justifiable why this NNS writer uses this structure this way. In Mandarin, in fact, there is no correspondent construction as “causative MAKE + N.”. It is only possible, however, when “SHǐ/ LìNG/ Ràng” is used with a verb complement such as “become”, “to be”, and then immediately followed by a noun or pronoun. It may be the reason why this structure is not naturally used and not frequently used by L1 Chinese ESL writers.

On the other hand, NSs use this construction with more quantities and varieties. For instance, the object of causative MAKE and the noun complement can be both human (*making sb. a role model, making sb. a better person, making sb. good citizens, made sb. a good worker, made sb. who she was*). It is also presented in EWC that the object of causative MAKE and the noun complement can be both non-human (*make sth. a compelling one, making sth. pathos, makes sth. logos, made sth. one’s time, made sth. the best speech*). Furthermore, it is possible

that the object of causative MAKE is human, while the noun complement is non-human (*made sb. a credible source*).

4.3 Summary

In this chapter, based on the three research questions raised in this thesis, results and discussions are provided. The first part of this chapter presents raw percentage and raw token types of all the eight MAKE uses. Among these eight MAKE uses, NSs of English use causative MAKE constructions most often, and they use them with the most variety of types. L1 Chinese NNSs use these constructions second most frequently, which is less than the delexical uses of MAKE, while they also use causative MAKE uses with the most variety of types. Compared to previous literature about Swedish and French ESL learners, L1 Chinese ESL writers in CWC differ from the other two groups of ESL learners and from NSs that causative MAKE is not the most frequently used construction among all eight uses. Among all the causative MAKE uses, in terms of the four inflectional forms of lemma MAKE, L1 Chinese ESL writers use MAKE most frequently, while NSs use MAKES most frequently.

In order to answer research question One, then the chapter presents in greater detail how causative MAKE is used with different complements. Three types of complement structures are discussed: causative MAKE + Adj., causative MAKE + V., and causative MAKE + N. L1 Chinese ESL writers use adjective complements with the most frequency and most token types, which is consistent to the previous findings concerning Swedish and French ESL writers. In contrast, NSs use verb complements with the most frequency and most token types.

In response to research questions Two and Three, this chapter then examines the quality and contexts of causative MAKE uses with three complements. L1 Chinese ESL writers use all three of these constructions, while some expressions reveals awkwardness and non-native discourse. They use “causative MAKE + O. (+ comparative/ superlative marker) + Adj.” constructions under the influence of the correspondent constructions “SHǐ/ LÌNG/ RÀNG + O. (+ comparative/ superlative marker) + Adj.” in Mandarin. They have a preference of this causative construction with the causative marker “MAKE”, even when the sentence can be express in other ways without it. It is common and natural to use such constructions in Mandarin, while the same sentence may be clumsy and unnatural in English. When they use “causative MAKE + O. + V.” constructions, L1 Chinese ESL writers are more likely to use actional verbs than to use mental verbs and relational verbs. This shows huge contrast to NSs and previous literature about Swedish and French ESL writers. They, on the other hand, tend to use mental verbs more frequently than actional verbs and relational verbs. Awkward expressions exist in such constructions, and may be influenced by negative L1 transfer from Mandarin, grammatical errors and unfamiliarity with phrasal collocations. Finally, only one case of “causative MAKE + O. + N.” construction is used by L1 Chinese ESL writers. The choice of the noun word is not common, and the scarce frequency of this structure may also be influenced by negative L1 transfer because such construction is missing in Mandarin.

CHAPTER 5. Conclusion

5.1 Conclusion of this thesis

This thesis is interested in investigating how causative MAKE constructions are used by L1 Chinese ESL writers. With corpus-based methodology, two corpora—CWC and EWC— with the same number of words in total are collected, and they are used to compare and contrast between L1 Chinese ESL writers who are NNSs of English and NSs of English. The thesis raises three questions concerning the frequency and token types of causative MAKE constructions, quality of how they are used, and in which contexts they are used.

Findings indicate that L1 Chinese ESL writers use causative uses of MAKE second most frequently among all eight uses, which is inconsistent to NSs and previous literature. Among three complement structures of causative MAKE, they use adjective complement most frequently, followed by verb and noun complements, which is consistent to the findings of previous literature about Swedish and French ESL writers. However, NSs in this study use verb complements more often than adjective and noun complements, which show huge difference from L1 Chinese ESL writers and subjects from previous studies. Results also indicate that among the causative MAKE constructions with verb complements, L1 Chinese ESL writers tend to use actional verbs more often than mental and relational verbs, different from NSs and previous literature where mental verbs are used most frequently.

In terms of how well these causative MAKE constructions are used, they included normal patterns similar to what NSs use, with fewer varieties and token types than those of NSs. Many

token types used by L1 Chinese ESL writers are also used by NSs of English. Some are naturally used, while others are awkward or grammatically incorrect. It may be true that negative L1 transfer mainly leads to these problems, because these writers seem to conveniently borrow the similar structures in their L1, namely causative “SHǐ/ LìNG/ Ràng” constructions, and they replace these three markers with MAKE and directly use them in English. What is unclear to them is that they do not know that the structures in two languages are not identical and that there are differences in how and how not to use causative MAKE constructions. It also seems that L1 Chinese ESL writers have a preference of these causative structures in their L1, even when there may be other ways to write the sentence to carry the same meaning. This may also negatively transfer into their compositions when they write in English. Negative L1 transfer may also be responsible to the incompetent use of this structure with noun complement, given that the correspondent structure is missing in Mandarin.

These results and findings may only represent part of L1 Chinese ESL writers in collect-level institutions in the United States, but they reflect some facts about their English competency and language instructions and leaning. It seems that many students rely on their L1 when they are composing in English. It is difficult not to as second language learners, but how to put the structures in the correct way in the target language should be the ultimate goal.

One possible solution may be positive reinforcement of NSs’ language in their compositions. This may be achieved through intensive and extensive reading and classroom instructions where students are emphasized on what native-like language consists of and how structures are organized on lexical, sentence and paragraph levels. These may be conducted

through repetitive instructions, and objectives should be emphasized on how learners can internalize, adapt their language and finally apply these from acquisition to production.

Another possible method may be negative feedback through instructor-student communication, and through revision via multiple drafts. This may take huge efforts through long term input so that the students are aware of the differences between their writing and the native-like compositions, and are able to be trained, modified, revised and finally proactively apply these to their writing. Despite of this, the efforts of feedback may be worthwhile, and may be able to make a difference in how ESL learners write in English.

5.2 Limitations and future implications

In this study, the sample size of participants' compositions and the size of the corpora are rather small, compared to the corpus compiled by other studies in the past. Future research may investigate the use of causative MAKE constructions by using MICUSP online open database, which provides full access for the general public. Future research may also conduct research by compiling a larger corpus with a larger quantity of compositions.

In this study the content of the two corpora were limited to course papers and essay assignments. These compositions are limited to few types of writing, which include argumentative essays, synthesis essays and summary critique essays. In order to have a more diverse and more inclusive corpus with more types of writing, future research may

This study mainly uses MS Excel for corpus data coding, future research may supplement this software with more advanced tools such as AntConc software by Anthony and Wordsmith

by Mike Scott. They will be more efficient, and incorporate many functions for coding and for locating certain word or structure.

The comparisons of this study were studied between non-native graduate students and native undergraduate students. To be more balanced and controlled, future research may compile corpora from participants of the same institutional levels, for instance, both NNSs and NSs from undergraduate college or both from graduate schools.

Finally, the present thesis leaves the question what exactly cause the awkwardness and unnatural expressions by L1 Chinese ESL writers. It also leaves further thoughts about what exactly causes the overuse of causative MAKE by these learners. Future research may conduct experiment and examine whether and to what extent negative L1 transfer contributes to these corpus findings, and whether there are other factors that should call on our attention to language learning and language instructions.

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Appendix A: UIUC IRB Consent Form Approval Letter

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Vice Chancellor for Research

Office for the Protection of Research Subjects
528 East Green Street
Suite 203
Champaign, IL 61820



10/29/2015

Randall Sadler
Linguistics
4080 FLB
707 S Mathews Ave
Urbana, IL 61801
M/C 168

RE: *A preliminary investigation into Chinese ESL writers' causative uses of the verb structure "make"*
IRB Protocol Number: 16286

EXPIRATION DATE: 10/28/2018

Dear Dr. Sadler:

Thank you for submitting the completed IRB application form for your project entitled *A preliminary investigation into Chinese ESL writers' causative uses of the verb structure "make"*. Your project was assigned Institutional Review Board (IRB) Protocol Number 16286 and reviewed. It has been determined that the research activities described in this application meet the criteria for exemption at 45CFR46.101(b)(2) and 45CFR46.101(b)(4).

This determination of exemption only applies to the research study as submitted. Please note that additional modifications to your project need to be submitted to the IRB for review and exemption determination or approval before the modifications are initiated.

We appreciate your conscientious adherence to the requirements of human subjects research. If you have any questions about the IRB process, or if you need assistance at any time, please feel free to contact me at the OPRS office, or visit our website at <http://oprs.research.illinois.edu>.

Sincerely,

Rose St. Clair, BA
Assistant Human Subjects Research Specialist, Office for the Protection of Research Subjects

c: Yilan Liu

U of Illinois at Urbana-Champaign • IORG0000014 • FWA #00008584
telephone (217) 333-2670 • fax (217) 333-0405 • email IRB@illinois.edu

Appendix B: Original Consent Form

University of Illinois at Urbana –Champaign
Research Information and Consent for Participation in Social Behavioral Research
A preliminary investigation into Chinese ESL writers' causative uses of the verb structure
"make"

You are being asked to participate in a research study. Researchers are required to provide a consent form such as this one to tell you about the research, to explain that taking part is voluntary, to describe the risks and benefits of participation, and to help you to make an informed decision. You should feel free to ask the researchers any questions you may have.

Principal Investigator Name and Title: Dr. Randall Sadler, Professor

Department and Institution: Department of Linguistics

Address and Contact Information: 707 S. Mathews Ave. 4080 FLB MC-168 Urbana, IL 61801
217-244-2734

Sponsor: N/A

Why am I being asked?

You are being asked to be a subject in a research study about the use of causative verb structure in English.

You have been asked to participate in the research because You are above 18 years old, you already signed for the UIUC student consent form, and you are a native speaker of Chinese enrolled in the ESL writing course at the University of Illinois.

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future dealings with the University of Illinois at Urbana-Champaign. **If you decide to participate, you are free to withdraw at any time without affecting that relationship.**

Approximately 30 subjects may be involved in this research at UIUC.

What is the purpose of this research?

By conducting this research, the researcher hopes to investigate the frequency and quality of the causative “make” verb constructions by the Chinese ESL learners, whether this structure is used to avoid using other causative verbs and what are the reasons.

What procedures are involved?

This research will be performed at Your classroom for the ESL service courses and in my office at 2022 FLB.

You will need to come to the study site 1 or 2 times over the next 10-15 minutes. Each of those visits will take about 5-10 minutes.

The study procedures are 1. You will sign the consent form. 2. You will complete the online survey in the classroom right now. 3. You will choose whether to have a follow-up interview about your survey experience with me for about 5 minutes in a week in my office at FLB 2022.

What are the potential risks and discomforts?

no risk of harm of any kind.

Are there benefits to taking part in the research?

This study is not designed to benefit you directly. This study is designed to learn more about how Chinese students choose the causative verbs in their English writing. The study results may be used to help other people in the future. Taking part in this research study may not benefit you personally, but we [researchers] may learn new things that will help others.

What other options are there?

You have the option to not participate in this study.

Will my study-related information be kept confidential? *[First paragraph and three bullets are required]*

Yes, but not always. In general, we will not tell anyone any information about you. When this research is discussed or published, no one will know that you were in the study. However, laws and university rules might require us to tell certain people about you. For example, your records from this research may be seen or copied by the following people or groups:

- Representatives of the university committee and office that reviews and approves research studies, the Institutional Review Board (IRB) and Office for Protection of Research Subjects;
- Other representatives of the state and university responsible for ethical, regulatory, or financial oversight of research;
- Federal government regulatory agencies such as the Office of Human Research Protections in the Department of Health and Human Services

What are the costs for participating in this research?

There are no costs to you for participating in this research.

Will I be reimbursed for any of my expenses or paid for my participation in this research?

You will not be offered payment for being in this study.

Can I withdraw or be removed from the study?

If you decide to participate, you are free to withdraw your consent and discontinue participation at any time.

The Researchers also have the right to stop your participation in this study without your consent if:

- *They believe it is in your best interests;*
- *You were to object to any future changes that may be made in the study plan;*
- *If applicable, list any reasons specific to the study (i.e., the sponsor of the research has decided to stop the research, if you experience a severe side effect, if you do not follow the study procedures or if new information is identified).*

In the event you withdraw or are asked to leave the study, you will still be compensated as described above.

Who should I contact if I have questions?

Contact the Responsible Project Investigator (RPI), Dr. Sadler at 217-244-2734 or email address: rsadler@illinois.edu

Or contact the researchers Ms. Yilan Liu at 217-819-2959 or email address: yliu198@illinois.edu

- if you have any questions about this study or your part in it,
- if you have questions, concerns or complaints about the research.

What are my rights as a research subject?

If you feel you have not been treated according to the descriptions in this form, or if you have any questions about your rights as a research subject, including questions, concerns, complaints, or to offer input, you may call the Office for the Protection of Research Subjects (OPRS) at 217-333-2670 or e-mail OPRS at irb@illinois.edu

Remember:

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

I have read (or someone has read to me) the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research. I will be given a copy of this signed and dated form.

Signature

Date

Printed Name

Signature of Person Obtaining Consent

Date (must be same as subject's)

Printed Name of Person Obtaining Consent

Appendix C: Online Consent Form for Participants

Hi, thank you for your interests in this research! It will take you about 5-10 minutes to finish.

INTRODUCTION:

The purpose of this page is to request permission to use this survey information and your ESL writing for research purposes. This research is approved by UIUC IRB office on 2015/10/29. If you have any questions or concerns, please send an email to yliu198@illinois.edu, the researcher Ms. Yilan Liu.

In order to study what are the tricks that lead to excellent English writing, and to help Chinese ESL writers at the ESL writing Service Courses at the University of Illinois at Urbana-Champaign to deliver their English writing language better, students writing assignments samples for the 2015 Fall semester will be collected. Your contribution will be greatly appreciated and help the researcher learn what students have difficulties with, how their writing skills can be improved, and what teaching suggestions can be made.

Any essays used for this research will be only used to study the language, such as grammar. They will not be used to collect information about grades or instructor's feedback. All participants' IDENTITIES WILL BE HIGHLY PROTECTED.

Giving your permission is completely VOLUNTARY. Your grade in these essay assignments will NOT be affected by your choice to contribute or not.

The University requires that before doing this survey, you should be aware of the content of this research, and that it will lead to no harm to you mentally or physically base on the University Behavior-research consent. Read the full version [HERE](http://tinyurl.com/consentgrammar): <http://tinyurl.com/consentgrammar>

Please complete your consent form below to give permission to the researcher Yilan Liu to use your survey and essays for her research purposes. If you do not want to give permission, then do not allow. Then click "continue" to complete the survey questions.

Survey: Chinese ESL Writers' Grammar

Participants' Consent Form

I have read (or someone has read to me) the information above. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction.

*** Required**

I allow the use of THIS SURVEY INFORMATION for the research purposes, as detailed in the consent form linked on previous page. *

- I allow
 I do not allow

I allow the use of MY ESSAYS WRITTEN FOR ESL500 course for the research purposes, as detailed in the consent form linked on previous page. *

- I allow
 I do not allow

Signature *

Please print your name: First & (middle) & Last

Date *

mm/dd/yyyy

Continue »

 20% completed

Appendix D: Questionnaire

Survey: Chinese ESL Writers' Grammar

* Required

PART 1: Basic Information

1. UIUC NetID (example: yliu198) *

(this will help the researcher to contact you via UIUC email if you are randomly selected as 1 of the 6 participants to win and receive the \$5 Amazon gift card)

2. Which section of the ESL 500 class are you in? *

3. What is your age? *

4. For how many years have you studied English in total? *

5. For how many years have you studied English in an English-speaking country? *

such as: UK, USA, Australia, New Zealand, Canada, South Africa etc.

« Back

Continue »



40% completed

Survey: Chinese ESL Writers' Grammar

PART 1: TOEFL iBT Information

Optional

6. What is your most recent TOEFL (iBT) score?

your official score out of 120 points

7. What is your WRITING score in that TOEFL (iBT) exam?

your official score out of 30 points

8. What is your READING score in that TOEFL (iBT) exam?

your official score out of 30 points

9. What is your LISTENING score in that TOEFL (iBT) exam?

your official score out of 30 points

10. What is your SPEAKING score in that TOEFL (iBT) exam?

your official score out of 30 points

« Back

Continue »

60% completed

Survey: Chinese ESL Writers' Grammar

PART 2: Uploading your ESL 500 Essays

Please first click the "submit" button below, and then please respectively upload your essays written for ESL 500 course Unit 1, 2 and 3 beneath. Thank you!

Should you have any questions, please contact Ms. Yilan Liu:

Email: yliu198@illinois.edu

Thank you very much for your participation!

« Back

Submit »

100%: You made it.

Never submit passwords through Google Forms.

ESL500 Unit 1_diagnostic

Final draft would be appreciated!

File Upload: No file chosen

Description (255 characters maximum):

Your e-mail (required):

This upload widget is externally owned. Uploading files here will not upload them to your Box account.

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ESL500 Unit 2_synthesis essay

Final draft would be appreciated!

File Upload: No file chosen

Description (255 characters maximum):

Your e-mail (required):

This upload widget is externally owned. Uploading files here will not upload them to your Box account.

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ESL500 Unit 3_critique essay

Final draft would be appreciated!

File Upload: No file chosen

Description (255 characters maximum):

Your e-mail (required):

This upload widget is externally owned. Uploading files here will not upload them to your Box account.

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Appendix E: Coding of MAKE

Tokens: numbers in All 8 MAKE uses

- T1 To produce sth (result of creation)
- T2 Delexical uses
- T3 Causative uses
- T4 To earn money
- T5 Link verb uses
- T6 Make it (idiomatic)
- T7 Phrasal/ Prepositional uses
- T8 Other conventional uses

	CWC token numbers	EWC token numbers
T1	0	2
T2	36	30
T3	24	92
T4	0	1
T5	0	1
T6	0	0
T7	0	2
T8	11	19

	CWC				EWC			
	MAKE	MAKING	MAKES	MADE	MAKE	MAKING	MAKES	MADE
T1	0	0	0	0	0	0	0	2
T2	18	4	2	12	9	6	9	6
T3	16	3	3	2	19	14	36	23
T4	0	0	0	0	1	0	0	0
T5	0	0	0	0	1	0	0	0
T6	0	0	0	0	0	0	0	0
T7	0	0	0	0	0	0	1	1
T8	9	0	0	2	7	3	6	3

Token Types: numbers in All 8 MAKE uses

ALL CWC & EWC token types summary

	CWC token types	EWC token types
TOTAL	45	79
T1	0	2

T2	20	13
T3	22	54
T4	0	1
T5	0	1
T6	0	0
T7	0	2
T8	3	6

CWC causative MAKE types

	Type SUM	MAKE	MAKING	MAKES	MADE
T1	0	0	0	0	0
T2	20	1. make decisions 2. make contribution (2) 3. make effort (2) 4. make breakthroughs (2) 5. make interview 6. make analysis (2) 7. make plans 8. make comparisons 9. make a conclusion 10. make changes 11. make a prepare (*) 12. make policy 13. make adjustment 14. make explanations	1. <u>making a decision</u> 3. <u>making effort (2)</u> 15. making judgments	2. <u>makes contribution</u> 16. makes a claim	2. <u>made contribution (2)</u> 3. <u>made efforts</u> 4. <u>made breakthroughs</u> 7. <u>made plans</u> 12. <u>made policy (2)</u> 14. <u>made explanations</u> 17. made a hypothesis 18. made a narrative (* - > narration) 19. made improvements 20. made mistakes

T3	22	<p>Adj</p> <p>1. make sth out of value</p> <p>2. make sb proud</p> <p>3. make sth (more) convincing</p> <p>4. make sth (more) convincing and comprehensive</p> <p>5. make sth closer to sth else</p> <p>6. make sth to be observed</p> <p>7. make sb to be capable of</p> <p>8. make sth accountable</p> <p>9. make sb (less) confident</p> <p>10. make sth (more) practical and beneficial</p> <p>11. make sth flexible</p> <p>12. make sb confused</p> <p>V.</p> <p>13. make sth become (2)</p> <p>14. make sth. get (2)</p> <p>N.</p>	<p>Adj</p> <p>15. making sth fairer</p> <p>V.</p> <p>16. making sb to participate (* -> make sb participate)</p> <p>N.</p> <p>17. making sb an all-rounder (* -> making sb an all round person)</p>	<p>Adj</p> <p>0</p> <p>V.</p> <p>18. makes sb suffer</p> <p>19. makes sth narrow to (* -> makes sth narrow down to)</p> <p>20. makes sb rethink</p> <p>N.</p> <p>0</p>	<p>Adj</p> <p>21. made sb stressed out</p> <p>V.</p> <p>22. made sb to understand (* -> made sb understand)</p> <p>N.</p> <p>0</p>
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		0			
T4	0	0	0	0	0
T5	0	0	0	0	0
T6	0	0	0	0	0
T7	0	0	0	0	0
T8	3	1. make sure (7) 2. make use of (2)	0	0	2. made use of 3. made one's voice

EWC causative MAKE types

	Type SUM	MAKE	MAKING	MAKES	MADE
T1	2	0	0	0	1. Barbie and Ken were made 2. other dolls were made
T2	13	1. make a point 2. make an argument 3. make a statement (3) <u>4. make a change (2)</u> 5. make a revolution <u>6. make a decision</u>	<u>1. making a point (2)</u> <u>3. making statements</u> 7. making suggestions 8. making a push 9. making a joke	<u>1. makes a point (5)</u> <u>2. makes an argument (3)</u> 10. makes a trade	<u>2. made an argument (2)</u> 11. made sacrifices 12. a movement was made 13. made a trip
T3	54	Adj 1. make sth easier and more normal 2. make sb credible and believable 3. make sth (more)	Adj <u>4. making sth clear</u> 17. making sth difficult 18. making sth easier V.	Adj <u>18. makes sth easier</u> 25. makes sb easy 26. makes sth simple 27. makes sth apparent	Adj <u>27. made sth apparent</u> 40. made sb (more) mature 41. made sb better 42. made sb

		<p>appealing and relatable</p> <p>4. make sth clear</p> <p>V.</p> <p>5. make sb relate to sth</p> <p>6. make sb trust sb</p> <p>7. make sb seem like sb</p> <p>8. make sth seem</p> <p>9. make sb seem powerful and in-control</p> <p>10. make sb sell away</p> <p>11. make sb see</p> <p>12. make sb aware of</p> <p>13. make sb love</p> <p><u>14. make sb understand</u></p> <p>N.</p> <p>15. make sth a (better) place</p> <p>16. make sth a compelling one</p>	<p><u>9. making sb seem</u></p> <p><u>14. making sb understand (2)</u></p> <p>19. making sb feel (3)</p> <p>20. making sb appear</p> <p>21. making sb realize</p> <p>N.</p> <p>22. making sth pathos</p> <p>23. making sb a role model</p> <p>24. making sb a (better) person</p>	<p>28. makes sth credible (2)</p> <p>29. makes sb depressed</p> <p>30. makes sb sad</p> <p>V.</p> <p><u>7. makes sb seem like sb</u></p> <p><u>9. makes sb seem</u></p> <p><u>19. makes sb feel (8)</u></p> <p><u>21. makes sb realize (2)</u></p> <p>31. makes sb think (6)</p> <p>32. makes sb want (3)</p> <p>33. makes sb reconsider</p> <p>34. makes sb find</p> <p>35. makes sb believe</p> <p>36. makes sb sympathize</p> <p>37. makes sb feel for sb</p> <p>N.</p> <p>38. makes sb (good) citizens</p> <p>39. makes sth logos</p>	<p>different</p> <p>43. made sb (more) relatable</p> <p>44. made sb (more) willing</p> <p>45. <u>made sth closer</u></p> <p>46. made sth off the streets</p> <p>V.</p> <p><u>8. made sth seem</u></p> <p><u>19. made sb feel</u></p> <p><u>32. made sb want</u></p> <p>47. made sth sound</p> <p>48. made sb gain</p> <p>49. made sb grow</p> <p>N.</p> <p><u>24. making sb a (better) person (4)</u></p> <p>50. made sb a (good) worker</p> <p>51. made sth one's time</p> <p>52. made sth the best speech</p> <p>53. made sb who she was</p> <p>54. made sb</p>
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					a (credible) source
T4	1	1. make a (better) living	0	0	0
T5	1	1. they make hard working people	0	0	0
T6	0	0	0	0	0
T7	2	0	0	1. makes up for sth	2. made sb into a (better) person
T8	6	1. make sense 2. <u>make sure (2)</u> 3. make a difference (4)	2. <u>making sure (2)</u> 4. making one's way	1. <u>makes sense (4)</u> 2. <u>makes sure</u> 5. <u>makes use of</u>	1. <u>made sense</u> 3. <u>made a difference</u> 6. made good