



## EXPLORING SEMANTIC PROSODIC AWARENESS LEVELS OF EFL LEARNERS THROUGH NEAR-SYNONYM WORDS

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### Abstract:

Near-synonyms are semantically similar words, but they are not always interchangeable, having a variety of collocational and semantic behaviours. Tertiary level EFL learners' use of near synonyms demonstrates significant differences in terms of word choices. This article investigates (1) the level of semantic prosodic (SP) awareness in EFL learners, (2) the correlation between their SP awareness and English proficiency levels, (3) the ways EFL learners use semantic prosodic features in their speech and written productions and how they cope with challenges in SP and (4) the factors affecting their SP knowledge. The data were analysed quantitatively and qualitatively. A proficiency test, a semantic prosody test, an open-ended questionnaire and a structured interview were used respectively. The findings reveal that learners' SP knowledge correlates with language proficiency, but their awareness levels have little to do with the proficiency. One implication for the curriculum developers is that they should consider including relevant content related to the semantic prosody in syllabi so that the students will be able to create semantically relevant sentences like their native counterparts.

**Keywords:** semantic prosody, prosodic awareness, collocations, near synonyms, EFL learners

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## 1. Introduction

The English lexicon is governed by a collection of invisible rules, which can be one of the most significant challenges EFL learners need to overcome. These 'invisible' rules of semantic prosodic (SP) relations governing the word choices and semantic sequences may be difficult to acquire. The positive, negative, and neutral tendencies of words in English may require more attention from the learners as well as immediate pedagogical focus from the researchers. Thus, the current study seeks to fill the gap in the literature on the collocational and semantic misuses in the spoken and written discourses produced by EFL learners.

Conventionalised patterns of semantic prosodic structures have been studied since the 1980s in parallel to the developments in corpus linguistics and enabled researchers to discover the hidden attitudes of language, unearthing the inter-textual, intra-textual, intercultural, and secondary inter-relations. Since SP explores the forms and patterns of meaning(s) "*established through the proximity of consistent series of collocates*" (Louw, 1993, p. 57), it plays a significant role in the investigation of classroom practices in EFL settings where learners are faced with challenges to develop their productive language skills. There is also a need for EFL learners to be aware of 'hidden attitudes' of words at a semantic level (Baker, Hardie & McEnery, 2006, p.58). Since the awareness of SP has been undervalued in conventional language teaching methods, it can be argued that EFL learners' SP knowledge is inadequate and may impede their learning. SP awareness shows a significant correlation to language proficiency levels, and the learners prove, to a great extent, unaware of particular words in specific contexts calling for specific collocations and prosodic patterns.

Although there are various studies (Ahmadian, Yazdani and Darabi, 2011; McGee, 2012; Nevisi, Hosseinpur and Darvish, 2018) investigating SP awareness in EFL learners, most of those studies only evaluate the SP knowledge using corpus linguistics tools and show us whether the learners are aware of some specific usage patterns of words. The investigation of Turkish EFL students' SP awareness pursues a rationale that SP awareness and knowledge are invaluable for the EFL learners having problems in communicative competence. It can even be suggested that failure to provide explicit instruction of semantic prosodic words, and phrases in EFL vocabulary classes may result in semantically misused words and word combinations. Thus, this study seeks to add to the existing literature on SP awareness to achieve efficiency in fluency, escalate the creative potentials of the learners' productive skills, disclose the 'hidden ignorance' of the learners and foreground the 'hidden attitudes' of the collocative words.

## 2. Review

We examined SP awareness in EFL learners with a focus on collocation, synonymy, semantic preference, semantic profiles, lexical priming and phraseology. First uttered by Sinclair (1987, p.3) the term "*Semantic environment*", refers to words semantically

*“described by the ways they are co-selected by speakers and writers”*. This natural co-selection of the headwords and their lexical components are not a coincidence, and there is a systematic network behind these combinations. First termed by Louw (1993, p. 157), SP is valuable in language learning, and a valuable analytical category to be used to uncover EFL learners’ lexical, textual and discursive competences in a range of contexts (Dam-Jensen & Zethsen, 2008). According to Bublitz (1996, p. 9), *“words can have a specific profile to be positive, pleasant and good, or else negative, unpleasant and bad”*. The primary function of SP is to express the attitude of the speaker or writer in communication (Louw, 1993; Partington, 1998; Zhang and Ooi, 2008). EFL learners may ignore the prosodic nature of English lexicon if there is no explicit instruction in SP awareness. Failure to notice prosodic differences between the lexical items may cause confusions and impede communication, even in advanced EFL learners.

Recognition of semantic prosody with its positive, negative, and neutral associations may provide insight (Hunston, 2002) by signaling a meaning. SP gives the language user an opportunity to predict the purpose of the speaker in a particular context. This, in turn, gives the learner a chance to distinguish near synonyms. Several past studies were conducted on cases of semantic prosody with sample words such as *happen, set in, naked eye, build up* (Louw, 1993); *cause and happen* (Bublitz, 1996); and *break out* (Stubbs, 1995). These studies pointed out that the use of SP in context may reveal the mental or emotional state of a user (Harris et al., 2014). Sinclair (1991) adds to this stating that the user’s mental and unconscious state works upon an idiom principle, meaning that it is based on multi-word combinations and the connotational features of the lexical items. In the same vein, Hunston (2002) stresses the significance of semantic prosody since it may help non-natives of English with intelligibility and reduce awkward or incorrect word choices. Xiao and McEnery (2006) state that EFL learners’ lack of SP awareness causes awkward word choices, if not inappropriate. Zhang (2010, p.192) stated that *“in semantic prosody, there is nothing explicitly positive or negative for the node word”*. Such an effect is produced through collocational structures as suggested by Philip (2010). Even if a dictionary gives the correct semantic prosody, it may not always represent the actual prosody of the words. Sinclair (2004) pointed out that semantic prosodies and their profiles may change contextually, and prosody of a word bears a discourse function since SP is *“the spreading of connotational colouring beyond single word boundaries”* (Partington, 1998, p. 68).

The synonymous word choice of a learner may show his attitude by the semantic association he makes. Sinclair (1987, p. 112) argued that a word form is likely to be followed by a semantically positive or negative collocate by giving the example of phrasal verb ‘set in’ mostly referring to unpleasant affairs (as usually co-occurring with bad weather, gloom, decline). Hunston (2007, p. 250) also classifies collocations as ‘positive’ vs ‘negative’ or ‘favourable’ vs ‘unfavourable.’ Similarly, X and X (2017) found that the word ‘utterly’ is mostly used with negative collocates, while its synonym ‘absolutely’ is used with positive collocates by native speakers of English. Xiao and McEnery (2006, p. 108) identify synonyms as *“having very similar cognitive or denotational meanings, but which*

*may differ in collocational or prosodic behaviour*". Stubbs (2002) points that semantic prosody contributes to synonymous vocabulary choice rather than a random choice, and similarly, Murphy (2003) says that synonyms and semantic prosody complete each other to convey the intelligible message to the addressee. Moreover, Firth (1957), Greenbaum (1974), Hoey (1991) and Louw (2000) state that semantically prosodic words may also be collocations, the combination of words located together frequently. The present study asked the following research questions:

- 1) What is general SP awareness level of Turkish EFL?
- 2) Is there a statistically significant correlation between English proficiency level and the SP awareness of Turkish EFL?
- 3) How do Turkish EFL use semantic prosody in their discourse?
- 4) How do Turkish EFL cope with the challenges of semantic prosody?
- 5) What are the factors affecting SP knowledge of Turkish EFL?

### 3. Method

The study includes 115 Turkish English language learners (EFL) (male:40 and female: 75) who are between 19 to 21 years old. The participants were freshmen studying in the English Department of a mid-size University in the northeast of Turkey. The students speak Turkish as their native language and all participants studied English for three years in a foreign language department at highschool and one year in a preparatory English class at university.

The Oxford Online Placement Test (OOPT) is mainly used for placing the students into the appropriate level class for a language course and acts as a measure of a student's general language ability. Containing grammar and vocabulary items, the OOPT tests how learners use that knowledge to understand the meaning in communication. It has been pretested and validated by more than 19,000 students in 60 countries, and the scoring system is based on The Common European Framework of Reference for Languages (CEFR) level (A1-C2) with separate scores for use of English and listening. To understand the levels of the participants, OOPT was applied, and based on the scores, the participants were classified into five levels in accordance with CEFR: A1 (n = 10), A2 (n = 55), B1 (n = 35), B2 (n = 12) and C1 (n = 1).

The SP test used in the study included 40 questions and measured the knowledge of literal, intended, and implied meaning. The keywords and collocational sets in each question were combined by the most problematic and challenging words as reported in previous studies (Sinclair, 1991; Louw, 1993; Stubbs, 1995; Partington, 1998; Hunston, 2002). Some of the sentences were directly taken from those sources, and some semantic sets were replaced with recently invented sentences. As the maximum score was 80, the scores of the participants were normalized to 100 for easier comparison and calculation. The questions were designed in a strict criterion with gap filling method and multiple choice. Four choices were given in the answer section. Choice A and B are always near-synonym words in each question. Choice C refers to both A and B meaning that both

near-synonym words can be used in the context of question. Choice D is the selection of 'I am not sure.' The reason for compiling a new semantic prosody test rather than using the available ones in the literature was the fact that the researchers found some limitations such as having fewer number of questions in the tests. Piloting was carried out with 10 EFL learners. The results were obtained using Pearson Correlational Analysis. According to Louw (1993, p. 157), "*analyses of the semantic prosodies related to certain words are not commonly reachable by the humans' instinct, they can only be known computationally through its accurate computational methods*". Therefore, the scores obtained from CEFR and OOPT were converted to a value out of 100 for compatibility.

An open-ended questionnaire and a structured interview were also used. Questionnaire responses were organised and classified in the order of importance and in categories. There were some exceptional cases emerged when comparing the two tests to evaluate correlation levels. To investigate the reasons and effective factors of these exceptional cases, a structured interview was designed with a set of pre-prepared questions. Some participants were interviewed face to face while the others were interviewed through phone and e-mail.

#### 4. Results and Discussion

The correlational analysis was done with the individual scores of each student rather than comparing the total mean values. Pearson Correlation Analysis was used to find out whether there was a correlation between the SP awareness and English proficiency levels of the participants. For practical reasons, a manual split-half reliability method was used by defining the scores of first and last forty answers of students in the SPT. Then, their mean values and correlations were calculated by SPSS Statistical Analysis Tool.

**Table 1:** Split-Half Mean Statistics for Reliability of Semantic Prosody Test (SPT)

Descriptive Statistics			
	Mean	Std. Deviation	N
First 40 Answers	16.9739	3.99223	115
Last 40 Answers	14.7043	4.03488	115

Table 1 shows the mean values and standard deviations of the correct answers to the first 40 and the last 40 questions of the SP test. The mean values look quite similar and indicate test reliability. The participants correctly answered approximately the same number of questions in both parts which shows that the difficulty level of questions is similarly distributed in the whole test. A correlational analysis was done with the SPSS Statistical Data Analysis Tool as shown in Table 2.

**Table 2: Split-Half Reliability and Correlation Statistics of SPT**

Correlations		First 40 Answers	Last 40 Answers
First 40 Answers	Pearson Correlation	1	.510**
	Sig. (2-tailed)		.000
	N	115	115
Last 40 Answers	Pearson Correlation	.510**	1
	Sig. (2-tailed)	.000	
	N	115	115

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows the correlational analysis of split-half data of the SPT to prove its reliability. The correlation of both parts of the split is significant at the level of 0.01. There is a balanced distribution of the questions and difficulty levels. The significant correlation also meant that the learners were faced with a fairly distributed difficulty of questions. After the OOPT and SPT, the participants were asked to answer open-ended questions for collecting qualitative data to investigate the attitudes and experiences of the participants towards semantic prosody and collocations. The findings indicated some exceptions regarding the correlation levels. Ten participants out of one hundred and fifteen presented inverse proportional scores on their tests. The first group of participants included three EFL students (P15, P54 and P115), and the second group of participants included seven EFL students (P7, P35, P44, P61, S62, P68 and P73). Group 1 had higher scores in their proficiency levels, while having lower scores in semantic prosody levels. Group 2 had higher scores in their semantic prosody levels, while they had lower scores in their proficiency levels. The exceptional cases were selected in accordance with the range of their scores on the tests. The range of the scores showed unusual distance compared to the rest of participants. To investigate the reasons and effective factors behind these exceptional cases, a structured interview was also designed.

Proficiency levels and SP knowledge seem to be balanced with few exceptions. The correlational analysis was carried out using the individual semantic prosody knowledge scores and their higher and lower scores. The same method was applied to the use of English scores. Then, scores were compared and statistically analysed.

**Figure 1:** Distribution of English Proficiency Scores and Semantic Prosody Scores of the Participants

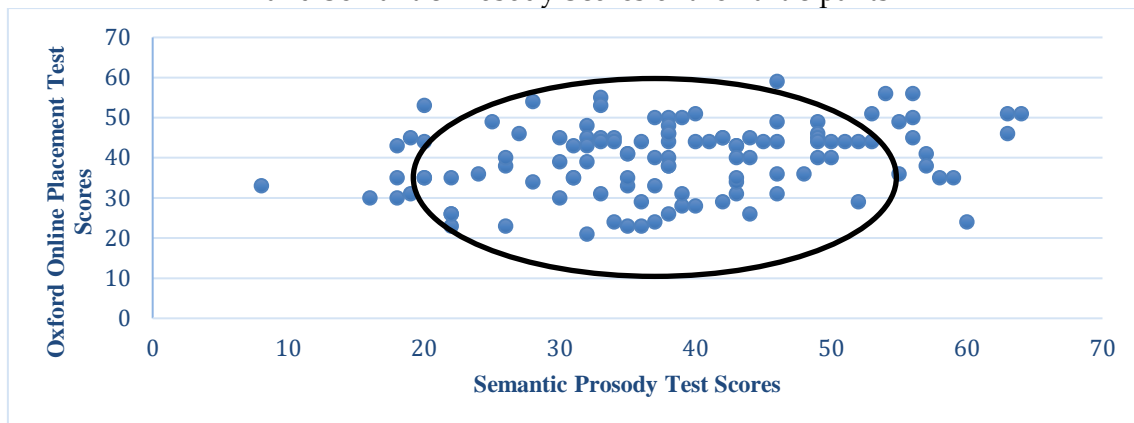


Figure 1 presents the correlational values with the distribution of each participant's junction point on the scatter plot. The figure represents the cross points of both vertical and horizontal directions referring to the OOPT and SPT scores of each participant. Values are central to the middle of the chart as gathered between the values 20 and 60 in both directions, suggesting that English proficiency levels and semantic prosody knowledge of the learners are correlated. To reach statistically significant findings, Pearson Correlation Analysis was done by SPSS. This method provided the individual comparisons of semantic prosody scores and use of English scores of each participant. Then, the ratios were calculated for the total average. Finally, the analysis presented the statistical correlation values of two tests. The results of these calculations provided data about the proportional significance levels. The result of the statistical data analysis with their total averages also indicated whether the variables were significantly correlated or not by providing an explanatory statement below the table.

**Table 3:** Correlation Statistics between English Proficiency Scores and SPT Scores of the Participants

Correlations			
		English Proficiency	Semantic Awareness
English Proficiency	Pearson Correlation	1	.268**
	Sig. (2-tailed)		.004
	N	115	115
Semantic Awareness	Pearson Correlation	.268**	1
	Sig. (2-tailed)	.004	
	N	115	115

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 3 indicates a significant correlation between proficiency and semantic awareness levels. When looking at the Sig. (2-tailed) results, it is seen that the value is 0.004, a statistically significant correlation. The number of inputs is the same on both sides (N = 115), representing the number of students who participated in the research. To find the correlation values of two tests, the 2-tailed Pearson Correlation calculations were

analyzed. SPT and OOPT scores of 115 EFL learners were calculated individually, and the significant  $1/0.268^{**}$  Pearson Correlation values were found. Although McGee (2012) could not find any direct correlation between SP awareness and language levels of EFL learners, the current research showed a direct correlation between these variables.

The qualitative stage covered the questions concerning awareness, methods, and ideas about students' use of SP and vocabulary choice as well as their experience regarding SP. These questions were about the strategies, challenges, preferences and past experiences. Encoded categories in Table 4 below are grouped according to near synonyms in writing and translation, near-synonym knowledge source, near-synonym preference, learning synonym variations and SP awareness. Even though the majority (88%) of the learners realise the importance of the issue, student responses in the questionnaire show fewer than half of the students listed 'familiarity' (25%), 'dictionary' (25%) and 'reading experience' (36) as influential factors in addressing linguistic tasks. What is more significant is that very few learners (3%) reveal SP awareness.



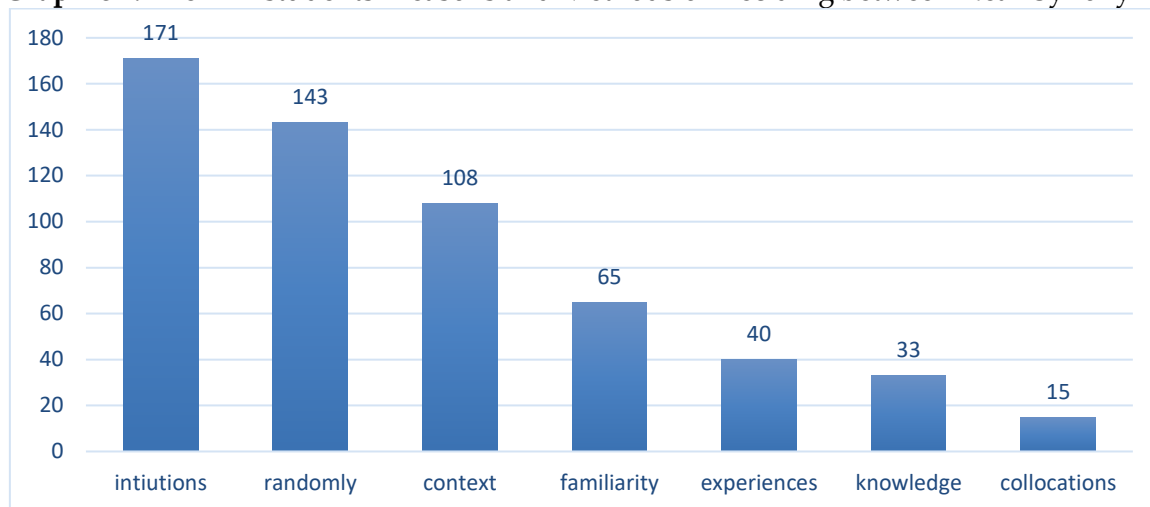
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**Table 4:** Influential factors in addressing linguistic tasks according to qualitative data

	Word Choice		Challenges choosing words		NS Differences		Correct NSs		Criteria for NSs		NSs in writing and trans.		NSs source of knowledge in school		NS preference		Learning synonym variations		SP awareness	
	x	%	x	%	x	%	x	%	x	%	x	%	x	%	x	%	x	%	x	%
Collocation	6	5%	6	6%	18	16%			6	6%			12	11						
Context	6	5%			30	27%	12	12%	30	31%	30	24	10	9			16	13		
Denotation	3	2%																		
Dictionary									21	21	18	14	28	17			32	26		
Examples									6	6%										
Experience	9	7%			12	11%	6	6%												
Familiarity	57	45%			18	16%	27	27%	15	15%	31	25	25	22						
Internet									9	9%	19	15								
Intuition	30	24%			24	22%	39	40%	12	12%	23	18	16	14						
Knowledge							9	9%												
Nothing			3	3%																
Random	14	12%			9	8%	6	6			5	4	22	19						
Proficiency			21	22%																
Similarity			54	56%																
Vocabulary			12	13%																
Fixed patterns																	20	16		
Study abroad																	2	2		
Listening																	3	3		
Reading																	43	36		
Partially																			7	6
No																			105	91
Necessary															101	88				
Not necessary															14	12				

x: Number of responses

**Graphic 1:** The EFL students' Reasons and Methods of Deciding between Near-Synonyms



Graphic 1 shows the overall attitudes of EFL learners towards using semantic prosody and vocabulary choice. The methods were listed from the most frequent to the least with a linear decrease. Intuitions, random choice and context of the sentences were the most frequently used methods. Then, they benefited from the familiarity of the vocabulary used in the test, past experiences and knowledge of the participants, and finally, the collocations of the vocabulary in the test options. As mentioned in the literature review section, Xiao and McEnery (2006) argued that L1 intuitions are more reliable than language learners, especially in vocabulary choice. Accordingly, it can be clearly seen that the students tend to make semantic mistakes in vocabulary choice. It is also seen that the number of 'randomly' for the near-synonym decisions is unexpectedly high. Moreover, considering semantic prosody as an indicator of evaluation or connotational colouring beyond single-word combinations (Partington, 1998), the learners do not seem very inclined to use the connotations while making word choices among near-synonym words.

The first research question sought to define SP awareness levels in Turkish EFLs. Since 91% of the participants had never heard of the notion; 6% reported limited exposure to the term, and only 3% had heard of it, there is clearly a low level of SP awareness in Turkish EFL learners. The participants stated that the focus on the survey questions was on the diverse contextual meanings of the near-synonyms and collocations and phrases and their similarities and differences. The participants also stated that the survey helped them differentiate between the meanings of collocations in different contexts. These findings on SP awareness suggest a lack of focus on SP in the curriculum. Moreover, the activities on vocabulary development are not designed to increase awareness of collocational phrases. Instead, the courses are likely to deal with isolated vocabulary development or contextual paradigms. With an increased awareness of semantic prosody, the learners may become more creative and more productive users of the language (Siepmann, 2005; Xiao and McEnery, 2006; Zhang, 2009; Fan, 2010). It seems that there is little awareness of semantic prosodic differences in the learners' mind, which

restricts learner autonomy and related aptitudes, such as prosodic creativity. Thus, the existence of such prosodic inadequacy in learners should be carefully considered in written and spoken teacher corrections.

The second research question was about the correlation between the SPT and proficiency level. The quantitative data showed that there is a statistically significant correspondence between the proficiency level and SP knowledge. However, the high proficiency scores did not indicate a high degree of awareness. Many students stated that they circled the correct answers for various reasons other than prosodic awareness. SPT and OOPT scores of 115 participants were calculated with individual comparison, and then the significant  $1 / 0.268^{**}$  Pearson Correlation values were found.

The third research question was about the use of SP in discourses. Intuitions, random decisions, context, familiarity, experience, knowledge, and collocations were the frequently referenced sources behind the participants' decisions. A significant number of students used appropriate words by considering familiarity. As regards the accuracy and fluency in semantic prosody in discourse, the test scores indicated that the students were able to differentiate between various near synonyms and collocates. However, the qualitative data revealed that the learners' productive use of discourse was simply devoid of prosodic knowledge. Rather, they mostly used the appropriate words or phrases intuitively, even randomly. The participants' answers demonstrated that decision-making processes are mainly based on their irregular memory shaped by contextual factors, familiarity concerns, unreliable intuitions, and random inclinations.

The next research question was about challenges students coped with while in a discourse. It seemed that the participants were unaware of semantic prosodic aspects in discourses and produced random discourse. The participants also reported that they were unable to answer the questions due to the close similarities, low proficiency, and lack of collocational knowledge. Their use of the words and word patterns, regardless of considering semantic properties, sometimes yielded to coincidental accuracy or perchance fluency. Furthermore, the learners' intensive acquaintance with the internet sources accounted for their familiarity with some collocates, sometimes in the form of mistakes and other times in the form of fossilisation. There may be other factors as well, all playing roles behind the lack of prosodic awareness as a discursive practice.

As regards the factors affecting SP knowledge of Turkish EFL students, the findings showed that English language proficiency level is a significant factor which has an impact on the written or spoken performance of the students. However, knowledge (or skill) does not necessarily refer to a state of awareness of semantic prosody. In fact, lack of awareness in some cases is a predictable result even with those who have a high score in semantic prosody level test. In the questionnaire, the participants stated that the issue is not adequately and efficiently included in the syllabus. Moreover, the teachers do not provide adequate instruction, insight, and illumination because they likely did not receive it in their tertiary education. Hence, the lack of awareness is a protracted deficiency caused by the common educational circle in which both the teachers and the students (prospective teachers) are involved.

## 5. Exceptional Cases

We needed to foreground some exceptional cases concerning the proficiency test results and SP awareness. These ten exceptional cases exhibit an inverse proportional in OOPT and SPT, which had a degree of negative effect on the scores.

**Table 5:** Groups 1-2 and OOPT and SPT Scores

Group 1 ID	OOPT Score ↑ (38 average)	SPT Score ↓ (40 average)
P15	60	24
P54	44	26
P115	57	38
Group 2 ID	OOPT Score ↓ (38 average)	SPT Score ↑ (40 average)
P7	16	30
P35	20	44
P44	25	49
P61	18	43
P62	8	33
P68	19	45
P73	28	54

↑: Higher than average scores

↓: Lower than average scores

The participants in Group 1 have considerably higher grades in the OOPT compared to their SP test scores. These exceptional cases were selected according to their inverse proportional scores of their two tests, and their scores' proximity to the average of the whole sampling. Their interview answers and the analysis were given below with statements, tables, and discussions. The participants in Group 2 have considerably higher grades in the SPT compared to their OOPT scores. These exceptional cases were selected according to their inverse proportional scores of their two tests, and their scores' proximity to the average of the whole sampling. Their interview answers and the analysis were also given below with statements, tables, and discussions.

**Table 6:** Encoded Representation of the Responses to the Interview Questions

Questions 1-2-3-4	Representation for Group 1	Representation for Group 2
High OOPT but low SPT scores. Why?	- Familiar OOPT questions - SPT, a new concept of testing - Challenging near synonyms - Intuitions used for SPT rather than knowledge.	- Online testing was new and challenging. - Bad performance than expected in OOPT. - SPT was in a comfortable environment. - SPT had 2 options in answers (chance factor)
High SPT but low OOPT scores. Why?		
Any relationship between proficiency and semantic prosody level?	- Both levels are expected to be related to each other.	- They are expected to be related to each other.

	- Lack of SP awareness caused inverse proportional scores	- Collocational knowledge is a part of language skills.
Any learning experiences in semantic prosody of collocations?	-There was no education about SP in past. - Only simple collocational structures were taught/learnt.	- There was no awareness or education about SP in past. - Only simple collocational structures were taught/learnt.
Answers on the SP test. How?	- Intuitions. - Random choice. - Past experiences.	- Random word choice. - Intuitions. - Contextual meaning. - Familiarity.

First, a possible explanation for these exceptional cases is that SPT was a new experience for them as it examined the preferences rather than single correct answers. Hence, there is a significant negative effect wrought by the unfamiliarity with the environment and habitual factors. Better motivation, for example, is observed with the paperback tests in the familiar classroom settings. Familiarity with the environment and habitual factors (i.e., OOPT as a new testing type and method) should be reconsidered in this context. The challenge in choosing between the options accounts for their habits and intuitive knowledge. It reveals that these participants did not have adequate awareness or knowledge about semantic prosody and collocational patterns. Exceptional cases were marked with learners' enunciated disappointments in the scores. The first group mostly emphasized familiarity with OOPT and unfamiliarity with SPT, while the others stressed unfamiliarity with OOPT and familiarity with SPT.

Another possible reason for these exceptional cases is that the integration and incorporation of the activities of semantic awareness into the curriculum is lacking, despite its significance. Knowledge about the use of collocations was limited, which brings about difficulties in support-verb constructions (i.e., with make, take, have, get) and the recurrence of words with poor random probability (Hoey, 1991). Exceptional cases indicate the learners are unfamiliar with the concept of semantic prosody since the situation seems reinforced by the poor background with simple collocational structures acquired during high school and the preparation class at university.

Lastly, what the participants call intuitions may indicate more of their random choices and their past experiences. In fact, their intuition simply refers to context inference, choice of the familiar structures or activated long-term memory. Random word choices and intuitions, however, hampered high scores on the test. The fact that they had passed the average grade of the whole sampling can be explained by the chance factor as they stated before. However, as Hunston (2002), argued the intuitions of non-natives of a language might cause mistakes and confusions. The use of intuitions in word choice should be the ability of native speakers instead of non-natives. Otherwise, possible problematic language productions might arise.

## 6. Conclusion

The current study investigated the SP awareness of Turkish EFL learners on near-synonym words. SP awareness of the learners, the correlation between their SP awareness and proficiency levels and the factors affecting their SP knowledge were among the pivotal concerns of this study. Any research aimed at conducting an evaluative enquiry into the question of semantic prosody requires a long and detailed process, and this study explicates the parameters of the habitual or developmental performative attitudes of the students in the form of responses to the hidden attitudes of the words and phrases. The related literature marks a significant research niche as regards the learner attitudes towards the reception, use and awareness of the 'hidden attitudes of the lexical items,' such as semantic prosodic patterns, phrases, and collocations as well as near synonyms. As understood from the findings, near synonymy is similar lexical pairs that cannot always be used interchangeably in language because of their collocational and semantic behaviours. Therefore, the learners should always be careful while using these lexical items to avoid any potential errors in their discourses. Additionally, this issue has always been a stressed by the EFL teachers in accounts of their teaching experience, observational reports, and the critical remarks by certain linguists (Partington, 1998; Hoey, 2000; McEnery and Xiao, 2006).

In this study, we aimed to draw attention to the EFL students' insufficient knowledge and considerable unawareness of semantic prosody with collocations and near-synonyms. Even though the learner fluency and intelligibility are to a great extent liable for such awareness, the study raises the fact that this issue is frequently overlooked in the curricula and syllabi of educational settings and courses. Moreover, learner's autonomy exerted during the production of figurative discourses, particularly in poetry sessions, can be balanced and trained by these phrases transforming it into an act of creativity, which augments the act of learning through fantasy and imagination (Leopold, Mayer, & Dutke, 2018; X, 2018; Vygotsky, 2004) rather than a weird buzzword.

Although all the participants have similar backgrounds of intensive English in their previous education, they demonstrated a lower level of collocational and SP knowledge than expected. It was also seen that learners' SP awareness was partly correlated to their language proficiency levels. The findings indicate that learners in EFL classrooms should be introduced to the prosodic nature of word combinations. For this to happen, EFL teachers should help their students develop an awareness of how particular words in the language, as provided in this study, convey meaning within their context. Hence, the learners could achieve more natural and intelligible word combinations in their written and spoken performance.

With the imbuing of a carefully designed teacher training module, the integration of literary content including semantic prosody strategies holds an efficient means of increasing awareness. In fact, the content of these new courses should not be limited to strict types so that each learner can be motivated in accordance with their interests (i.e., novel, short story, magazine). Moreover, semantic prosody can be suggested to be taught

at least as a selective course in English language departments. If not possible, it can also be included or integrated into grammar, writing, reading, or listening courses as a chapter so that EFL learners would be able to communicate more intelligibly.

The semantic prosody test evaluated the competence of the participants rather than their performance concerning their passive memory. The students' productive preferences, inclinations and tendencies were hardly considered and investigated. Concerning proficiency level and semantic prosody level of a language user, and their direct proportion to each other, the participants readily presume a relationship between these two levels. However, exceptional responses cannot be explicated through such a paradigm. The study is also limited to the tertiary level EFL learners. The results of this study may be used to extend the scope by carrying out other related studies with more instruments, sampling, and prescriptive-descriptive features of this research. Although, in the literature, there are studies with similar methodologies, these studies seem to rely on limited data collection procedures and with limited samples. Finally, this study can be considered as the only one to evaluate the semantic prosodic awareness levels of Turkish EFL learners.

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There are no relevant financial or non-financial competing interests to report.

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**Appendix 1: Semantic Prosody Test**

*(please fill in the blanks with the word(s) which you think is/are the most appropriate)*

**1. Finally, Mary's death and.....burial on St. Catherine's Island constitutes the story's main theme.**

- a. following
- b. subsequent
- c. both 'following' and 'subsequent'
- d. I am not sure.

**2. In the process of designing reading instruction, teachers can implement the.....strategies in order to improve self-efficacy in reading.**

- a. following
- b. subsequent
- c. both 'following' and 'subsequent'
- d. I am not sure.

**3. The interviewing method combines a short scenario conveyed in words and illustrations with .....questions related to the scenario.**

- a. following
- b. subsequent
- c. both 'following' and 'subsequent'
- d. I am not sure.

**4. In order to.....both of these tasks, and to reduce the number of variables in the model, we performed two sets of all-subsets regressions.**

- a. accomplish
- b. achieve
- c. both 'accomplish' and 'achieve'
- d. I am not sure.

**5. Sample size was determined by using a 2-level hierarchical model to.....80% power at a 5% level of significance.**

- a. accomplish
- b. achieve
- c. both 'accomplish' and 'achieve'
- d. I am not sure.

**6. Teachers often state that there is not enough time to.....desired goals in the classroom.**

- a. accomplish
- b. achieve
- c. both ' accomplish ' and 'achieve'
- d. I am not sure.

**7. Due to the.....nature of this study, the dearth of information regarding heart rate response to exercise by children with ASD, no hypotheses were proposed.**

- a. initial
- b. preliminary
- c. both 'initial' and 'preliminary'
- d. I am not sure.

**8. ....findings suggest that benefits are experienced as ' bundles' and that adults talk about their participation in adult education as a form of ' taking control' of their lives.**

- a. initial
- b. preliminary
- c. both 'initial' and 'preliminary'
- d. I am not sure.

**9. Prosody did improve from.....reading to final reading across all conditions for participants, indicating that repeated reading of passages has an influence on this variable.**

- a. initial
- b. preliminary
- c. both 'initial' and 'preliminary'
- d. I am not sure.

**10. There must be an.....number of staff/advisors to respond to student needs.**

- a. sufficient
- b. adequate
- c. both ' sufficient' and 'adequate'
- d. I am not sure.

**11. Given the positional asymmetries for stopping of fricatives and affricates, it is important that .....opportunities are provided for evaluating these phonemes in word-initial position.**

- a. sufficient
- b. adequate
- c. both 'sufficient' and 'adequate'
- d. I am not sure.

**12. The outbreak would have been controlled with provision of safe and.....drinking water.**

- a. sufficient
- b. adequate
- c. both 'sufficient' and 'adequate'
- d. I am not sure.

**13. Others range from three feet.....and six inches wide.**

- a. tall
- b. high
- c. both 'tall' and 'high'
- d. I am not sure.

**14. This goal should be facilitated by the current.....position of books in youth popular culture**

- a. tall
- b. high
- c. both 'tall' and 'high'
- d. I am not sure.

**15. The fifth was a very.....man.**

- a. tall
- b. high
- c. both 'tall' and 'high'
- d. I am not sure.

**16. That was a.....surprise.**

- a. big

- b. large
- c. both 'big' and 'large'
- d. I am not sure.

**17. The Karen people are a.....ethnic minority from Thailand and Burma.**

- a. big
- b. large
- c. both 'big' and 'large'
- d. I am not sure.

**18. The maps are displayed on a.....screen above the orchestra.**

- a. big
- b. large
- c. both 'big' and 'large'
- d. I am not sure.

**19. ....our data suggest that a discrepancy exists between the amount of time leaders spend on their leadership position and the amount of compensation that is derived from their position.**

- a. lastly
- b. finally
- c. both 'lastly' and 'finally'
- d. I am not sure.

**20. ....the teacher will ask that student to read from the beginning of that sentence.**

- a. lastly
- b. finally.
- c. both 'lastly' and 'finally'
- d. I am not sure.

**21. Participants were asked to follow along silently as the examiner read the story aloud. ....participants read the passage again to assess prosody and oral retell fluency.**

- a. lastly
- b. finally
- c. both 'lastly' and 'finally'

d. I am not sure.

**22. I.....that this is what he had in mind.**

- a. doubt
- b. suspect
- c. both 'doubt' and 'suspect'
- d. I am not sure.

**23. No ....., students learn best when they engage actively in the learning process.**

- a. doubt
- b. suspect
- c. both 'doubt' and 'suspect'
- d. I am not sure.

**24. We.....that insufficient power explains the failure to find a longitudinal relationship between spelling and reading fluency.**

- a. doubt
- b. suspect
- c. both 'doubt' and 'suspect'
- d. I am not sure.

**25. This study will attempt to.....differences in achievement between the two groups of lower performing tutors.**

- a. compare
- b. contrast
- c. both 'compare' and 'contrast'
- d. I am not sure.

**26. An objective was to.....growth with a variable that is less well known: achievement over time.**

- a. compare
- b. contrast
- c. both 'compare' and 'contrast'
- d. I am not sure.

**27. As in the Parisian slaves by Francavilla and Bordoni, Tacca presents the slaves with hands bound behind their backs, but beyond that, their postures and physiognomies expressively.....with each other.**

- a. compare
- b. contrast
- c. both 'compare' and 'contrast'
- d. I am not sure.

**28. An.....voice advised him to leave that place, and so the treacherous Jews could not carry out their design.**

- a. inner
- b. interior
- c. both 'inner' and 'interior'
- d. I am not sure.

**29. The New York.....designer's famous proclamation might serve as a warning to all patrons of domestic architecture.**

- a. inner
- b. interior
- c. both 'inner' and 'interior'
- d. I am not sure.

**30. The survey provides a validated (2123) 15-item total impact score that indicates the overall impact of the child's.....on the family.**

- a. situation
- b. condition
- c. both 'situation' and 'condition'
- d. I am not sure.

**31. How this.....developed is a question insufficiently discussed in books on American music education history.**

- a. situation
- b. condition
- c. both 'situation' and 'condition'
- d. I am not sure.

**32. In this....., how much actual tutoring do the lower performing students engage in?**

- a. situation
- b. condition
- c. both 'situation' and 'condition'
- d. I am not sure.

**33. Social mobilization efforts to increase vaccination acceptance are ongoing in Katanga because of a relatively high frequency of parents who.....to have their children vaccinated, some for religious reasons.**

- a. refuse
- b. reject
- c. both 'refuse' and 'reject'
- d. I am not sure.

**34. The Faculty of Occupational Medicine (FOM) voted in September 2014 to.....the proposal by their respective boards to come together as a single OH body.**

- a. refuse
- b. reject
- c. both 'refuse' and 'reject'
- d. I am not sure.

**35. If you.....to make a promise, the result is certain and produces immediate anger in a larger number of voters.**

- a. refuse
- b. reject
- c. both 'refuse' and 'reject'
- d. I am not sure.

**36. Given the recent attention to.....reading we wondered if this instructional approach, could be effective.**

- a. close
- b. intimate
- c. both 'close' and 'intimate'
- d. I am not sure.



**37. This issue of " no consequence " is pertinent to an understanding of the painted image of .....relationships between women and dogs that allow for subjectivity in the experience of pleasure.**

- a. close
- b. intimate
- c. both 'close' and 'intimate'
- d. I am not sure.

**38. Grant Street was founded in 1992 to provide a/an.....academic setting to students who could not find success in large urban schools.**

- a. close
- b. intimate
- c. both 'close' and 'intimate'
- d. I am not sure.

**39. This circumstance provides us with the.....to get to know them better than most of the other staff members do.**

- a. chance
- b. opportunity
- c. both 'chance' and 'opportunity'
- d. I am not sure.

**40. It also provided.....for students to combine out-of-school literacies with academic literacies by tapping into their digital world.**

- a. chance
- b. opportunity
- c. both 'chance' and 'opportunity'
- d. I am not sure.

**41. This can improve the.....of pregnancy in women with proximal tubal obstruction.**

- a. chance
- b. opportunity
- c. both 'chance' and 'opportunity'
- d. I am not sure.

**42. These students did not want to share information about their interactions with and impressions of other people in a setting that, to them, did not feel sufficiently .....**

- a. safe
- b. secure
- c. both 'safe' and 'secure'
- d. I am not sure.

**43. Generally other vaccines are....., including MMR, which contains only a negligible quantity of egg ovalbumin.**

- a. safe
- b. secure
- c. both 'safe' and 'secure'
- d. I am not sure.

**44. The most.....option with public WiFi is using a virtual private network (VPN) service such as Hotspot Shield.**

- a. safe
- b. secure
- c. both 'safe' and 'secure'
- d. I am not sure.

**45. There they are taught that the astounding opening gambit of the war-- " the crossing of the most difficult water.....in the world.**

- a. barrier
- b. obstacle
- c. both 'barrier' and 'obstacle'
- d. I am not sure.

**46. Lack of consistent RTI meetings and training became a/an.....for these teachers who, accordingly, expressed concerns about their roles with the RTI specialist and administrators.**

- a. barrier
- b. obstacle
- c. both 'barrier' and 'obstacle'
- d. I am not sure.

**47. With the popularity of mobile technology, lack of access to the Internet is no longer a .....for seeking health information for people of varying ethnicities, ages, and incomes.**

- a. barrier
- b. obstacle
- c. both 'barrier' and 'obstacle'
- d. I am not sure.

**48. It is reasonable that information from 100 students taught by the same teacher would lead to a more .....estimate of teacher effectiveness than information from only five students.**

- a. accurate
- b. precise
- c. both 'accurate' and 'precise'
- d. I am not sure.

**49. Three additional principles to further intensify instruction: providing repeated practice, correcting errors, and using .....language.**

- a. accurate
- b. precise
- c. both 'accurate' and 'precise'
- d. I am not sure.

**50. The vegetation species composition was determined by employing the quadrant method which is the most.....method to survey vegetation variables in a variety of habitats.**

- a. accurate
- b. precise
- c. both 'accurate' and 'precise'
- d. I am not sure.

**51. I fear that this ecumenical.....will not be reproduced in future iterations of training for ministries.**

- a. promise
- b. commitment
- c. both 'promise' and 'commitment'
- d. I am not sure.

**52. I think some level of.....to a team and saying I will be there at these times, I will commit to doing that.**

- a. promise
- b. commitment
- c. both 'promise' and 'commitment'
- d. I am not sure.

**53. Verdier makes her.....to stay in her coach when she leaves the house to run errands.**

- a. promise
- b. commitment
- c. both 'promise' and 'commitment'
- d. I am not sure.

**54. A second approach would be to argue that these new churches or ecclesial communities are not churches in the.....sense.**

- a. proper
- b. appropriate
- c. both 'proper' and 'appropriate'
- d. I am not sure.

**55. Results of this study support the importance of administrators' communicating purposefully about this change, planning for.....training, developing collaboration through learning communities.**

- a. proper
- b. appropriate
- c. both 'proper' and 'appropriate'
- d. I am not sure

**56. The short-cycle reading performance is a monthly grade-level.....reading fluency and comprehension assessment.**

- a. proper
- b. appropriate
- c. both 'proper' and 'appropriate'
- d. I am not sure

**57. In a series of.....poems whose titles read like newspaper headlines," 33 " reports in minute detail the fraud and coercion characterizing voting in his day.**

- a. ironic
- b. sarcastic
- c. both 'ironic' and 'sarcastic'
- d. I am not sure.

**58. I got a C on the Spoken Word unit in English class for turning in.....poems about how Buttercup from Powerpuff Girls was my childhood hero and how great cats are.**

- a. ironic
- b. sarcastic
- c. both 'ironic' and 'sarcastic'
- d. I am not sure

**59. When we were in graduate school, one professor made a.....remark to a grad student who told him that she wished she had more time to spend with her baby.**

- a. ironic
- b. sarcastic
- c. both 'ironic' and 'sarcastic'
- d. I am not sure

**60. What would happen to those adepts " searching after the Philosopher's Stone, " Barbon queried, # if they should at last.....to find it?**

- a. happen
- b. set in
- c. both 'happen' and 'set in'
- d. I am not sure.

**61. Stories.....England and Europe lent a touch of exoticism to the popular tales of premature death and burial and bolstered their credibility.**

- a. happen
- b. set in
- c. both 'happen' and 'set in'
- d. I am not sure.

**62. The current review was.....the context of whether there has been any improvement in tests of speech sound production in children in the 30 years.**

- a. happen
- b. set in
- c. both 'happen' and 'set in'
- d. I am not sure.

**63. Implant rupture or malposition (63, 64) and capsular contracture may .....more frequently in patients undergoing radiation therapy.**

- a. occur
- b. take place
- c. both 'occur' and 'take place'
- d. I am not sure.

**64. Interdisciplinary thematic units can.....in the general classroom or the arts classroom, or both simultaneously.**

- a. occur
- b. take place
- c. both 'occur' and 'take place'
- d. I am not sure.

**65. This discussion would .....before the review so that any development needs arising can be incorporated onto the appraisal/performance review document.**

- a. occur
- b. take place
- c. both 'occur' and 'take place'
- d. I am not sure.

**66. Over the years has produced many solid programs and materials for use in local communities in their efforts to meet together, to work on our long history; and to .....a better world for all people in our society.**

- a. cause
- b. bring about
- c. both 'cause' and 'bring about'
- d. I am not sure.

**67. Most activists have come to believe that the protest wave has transformed into a revolution that will .....the fall of the regime.**

- a. cause
- b. bring about
- c. both 'cause' and 'bring about'
- d. I am not sure.

**68. High-energy traumas have the potential to.....several life-threatening injuries such as pneumothorax, closed head injury, arterial injury, pulmonary contusion, and splenic or liver laceration (4, 8).**

- a. cause
- b. bring about
- c. both 'cause' and 'bring about'
- d. I am not sure.

**69. Those who arrived as slaves, and thus had no choice about it, survived an ordeal that is .....beyond modern imagination and passed that incredible strength down to their descendants.**

- a. utterly
- b. absolutely
- c. both 'utterly' and 'absolutely'
- d. I am not sure.

**70. This list is not.....comprehensive -- no list could be -- but it gives an idea of the things that might cause genuinely persistent crying.**

- a. utterly
- b. absolutely
- c. both 'utterly' and 'absolutely'
- d. I am not sure.

**71. I.....must also thank my predecessors, who have responsibly guided RUSA and contributed an innumerable number of volunteer hours in support of the association and our members.**

- a. utterly
- b. absolutely
- c. both 'utterly' and 'absolutely'
- d. I am not sure.

**72. This.....may be evidence to support an argument that we are correctly identifying which students to refer for services.**

- a. result
- b. outcome
- c. both 'result' and 'outcome'
- d. I am not sure.

**73. ....of infection is often dependent on the patient's immune competence, but co-infection by other bacteria has been suggested to be relevant in 30% of adult cases of CAP (20).**

- a. result
- b. outcome
- c. both 'result' and 'outcome'
- d. I am not sure.

**74. This is a direct.....of an increase in the students' self-regulation.**

- a. result
- b. outcome
- c. both 'result' and 'outcome'
- d. I am not sure.

**75. The gravest.....of this is sudden unexpected death in epilepsy (SUDEP), which can occur if AED therapy is inadvertently stopped.**

- a. consequence
- b. aftermath
- c. both 'consequence' and 'aftermath'
- d. I am not sure.

**76. ....of the recent HeV outbreaks was a move to eradicate bat populations, despite their crucial environmental roles in pollination and reduction of the insect population.**

- a. consequence
- b. aftermath
- c. both 'consequence' and 'aftermath'
- d. I am not sure.



**77. In the .....of devastation from Hurricane Katrina, traditions of community are key reminders that we can rebuild families, homes, and even our beloved cities.**

- a. consequence
- b. aftermath
- c. both 'consequence' and 'aftermath'
- d. I am not sure.

**78. Many Westerners request antibiotics for these viruses because they want to.....their symptoms.**

- a. relieve
- b. soothe is appropriate
- c. both 'relieve ' and 'soothe'
- d. I am not sure.

**79. Some of these had already died under Clinton, but whereas Clinton had tried to .....international anger by holding out hope that the United States might eventually ratify them, Bush opposed them on principle.**

- a. relieve
- b. soothe is appropriate
- c. both 'relieve ' and 'soothe'
- d. I am not sure.

**80. This advantage worked to.....the ascetic's anxiety before the martyr, just as much as it provoked the anxiety of the laity before religious lives judged in principle to be more.**

- a. relieve
- b. soothe is appropriate
- c. both 'relieve ' and 'soothe'
- d. I am not sure.

## Appendix 2

Attendant ID:		
1.	In general, how did you decide correct word while filling in the blanks?	
2.	What were the challenges you had while choosing the correct word?	
3.	How did you find the differences between near-synonym words in the test?	
4.	How did you decide which word is correct between the near synonyms in each question?	
5.	What was your criteria while deciding between near synonyms in writing or translation before?	
6.	How do you decide between near synonyms in writing or translation in general?	
7.	How were you deciding between near synonym words in high school?	
8.	Do you think it is necessary to decide while choosing between near synonym words?	
9.	What do you think to do for learning the differences between near synonym words?	
10.	Have you ever heard of the term 'Semantic Prosody'? When and where?	I did not hear <input type="checkbox"/> I partially heard <input type="checkbox"/> I heard <input type="checkbox"/>
11.	To what extend this Semantic Prosody Test created awareness for you? Explain briefly.	
12.	... numbers were chosen among your correct answers in the SP Test. How did you decide these answers were correct while solving the test? Please, summarize.	...
		...
		...
		...
		...

**Appendix 3:**

**Table 18:** CEFR levels, Use of English Scores and Semantic Prosody Scores of the Participants

Student ID	Gender	CEFR	Oxford – Use of English	Semantic Prosody Score
P1	M	A2	42	29
P2	F	A2	27	46
P3	F	A2	18	35
P4	F	A2	32	48
P5	M	B1	43	43
P6	F	A2	33	55
P7	F	A1	16	30
P8	M	A2	37	33
P9	M	B1	52	44
P10	F	A2	32	39
P11	F	A2	39	50
P12	F	A1	20	35
P13	M	A2	38	50
P14	M	A2	32	45
P15	F	B1	60	24
P16	M	A2	42	45
P17	F	A1	20	35
P18	M	B1	33	45
P19	F	A2	22	26
P20	F	B1	46	31
P21	F	A2	38	48
P22	M	A2	26	23
P23	F	B1	33	44
P24	F	B1	57	41
P25	M	A2	35	41
P26	F	A2	39	28
P27	F	A2	34	24
P28	M	A2	22	35
P29	F	B1	49	40
P30	M	A2	28	34
P31	M	B2	54	56
P32	M	A2	32	43
P33	F	A2	18	30
P34	M	B1	45	44
P35	F	A2	20	44
P36	M	B1	32	21
P37	F	B2	52	29
P38	F	A2	38	44
P39	F	A1	30	39
P40	F	A2	31	43
P41	F	A2	31	35
P42	F	A2	26	38
P43	M	A2	36	44
P44	F	A1	25	49

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P45	M	A2	36	29
P46	F	A2	39	31
P47	F	A2	37	40
P48	M	A1	43	31
P49	F	A2	26	40
P50	F	A1	22	23
P51	F	A2	37	24
P52	M	B1	53	51
P53	M	A2	43	34
P54	M	A2	44	26
P55	M	B1	55	49
P56	F	A1	22	26
P57	F	A2	48	36
P58	F	A2	46	49
P59	F	A2	19	31
P60	F	A2	20	53
P61	F	A1	18	43
P62	F	A1	8	33
P63	F	A2	35	23
P64	F	A2	36	23
P65	F	A2	34	45
P66	F	A2	33	53
P67	M	A2	38	26
P68	F	A2	19	45
P69	F	A2	49	49
P70	F	A2	55	36
P71	F	A2	30	45
P72	F	B1	43	43
P73	F	A2	28	54
P74	F	A2	30	30
P75	M	B1	37	50
P76	F	B1	38	38
P77	F	B1	35	41
P78	F	A2	24	36
P79	M	B1	44	40
P80	M	B1	38	40
P81	M	B1	41	44
P82	F	A2	33	31
P83	F	B1	44	45
P84	M	A2	38	46
P85	F	B1	49	46
P86	M	B2	49	45
P87	M	B2	58	35
P88	M	B1	56	50
P89	F	B1	40	28
P90	F	B2	40	44
P91	M	B2	56	56
P92	F	B1	46	36
P93	F	B1	53	44

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P94	F	B2	63	51
P95	F	B1	46	44
P96	F	B2	64	51
P97	M	B1	46	59
P98	F	B2	50	40
P99	F	B1	50	44
P100	F	B1	51	44
P101	M	B1	35	33
P102	F	C1	63	46
P103	M	A2	31	35
P104	M	B2	59	35
P105	F	B1	49	44
P106	M	A2	35	35
P107	F	B1	43	40
P108	M	B1	38	46
P109	F	A2	34	44
P110	M	A2	40	51
P111	F	A2	38	38
P112	F	B2	56	45
P113	F	B1	43	35
P114	F	B1	42	45
P115	F	B2	57	38
<b>Averages</b>			<b>38,37</b>	<b>39,69</b>

#### Appendix 4:

**Table 19:** The Participants' Methods of Deciding between Near-Synonyms (Question 12)

	Collocations	Context	Experience	Intuition	Familiarity	Knowledge	Randomly
P1	xx		x	x			x
P2	x						xxxx
P3				x	xx		xx
P4		x		x		x	xx
P5		x		x		xx	x
P6		x		xx	xx		
P7							xxxxxx
P8	x	xx			xx		
P9		x		xx			xx
P10	x	xx		x		x	
P11			xx	xx		x	
P12					xxx	xx	
P13				x	xxx	x	
P14				xxxx			x
P15			xxx				xx
P16		x	x	xx	x		

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	Collocations	Context	Experience	Intuition	Familiarity	Knowledge	Randomly
P17		xxx		xx			
P18		xxx	x		x		
P19		xx		x	xx		
P20		x		x	xx		x
P21							xxxxx
P22		x		xx	x		x
P23		x					xxxx
P24		xxx		x		x	
P25				xxxxx			
P26		xx		x		x	x
P27				xxxxx			
P28							xxxxx
P29		x		xxx			x
P30				xxxxx			
P31		xxx		x			x
P32		x	x	xx			x
P33		x		xxx		x	
P34		x	x	x	xx		
P35							xxxxx
P36							xxxxx
P37		xxxx			x		
P38			xxxxx				
P39		x		xxxx			
P40				xxxxx			
P41	xx	x	x	x			
P42	x						xxxx
P43				x	xx		xx
P44		x		x		x	xx
P45		x		x		xx	x
P46		x		xx	xx		
P47							xxxxx
P48	x	xx			xx		
P49		x		xx			xx
P50	x	xx		x		x	
P51			xx	xx		x	
P52					xxx	xx	
P53				x	xxx	x	
P54				xxxx			x
P55			xxx				xx
P56		x	x	xx	x		
P57		xxx		xx			
P58		xxx	x		x		
P59		xx		x	xx		

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	Collocations	Context	Experience	Intuition	Familiarity	Knowledge	Randomly
P60		x		x	xx		x
P61							xxxxx
P62		x		xx	x		x
P63		x					xxxx
P64		xxx		x		x	
P65				xxxxx			
P66		xx		x		x	x
P67				xxxxx			
P68							xxxxx
P69		x		xxx			x
P70				xxxxx			
P71		xxx		x			x
P72		x	x	xx			x
P73		x		xxx		x	
P74		x	x	x	xx		
P75							xxxxx
P76	xx	x	x	x			
P77	x						xxxx
P78				x	xx		x
P79		x		x		x	xx
P80		x		x		xx	x
P81		x		xx	xx		
P82							xxxxx
P83	x	xx			xx		
P84		x		xx			xx
P85	x	xx		x		x	
P86			xx	xx		x	
P87					xxx	xx	
P88				x	xxx	x	
P89				xxxx			x
P90			xxx				xx
P91		x	x	xx	x		
P92		xxx		xx			
P93		xxx	x		x		
P94		xx		x	xx		
P95		x		x	xx		x
P96							xxxxx
P97		x		xx	x		x
P98		x					xxxxx
P99		xxx		x		x	
P100				xxxxx			
P101		xx		x		x	x
P102				xxxxx			

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	Collocations	Context	Experience	Intuition	Familiarity	Knowledge	Randomly
P103							xxxxx
P104		x		xxx			x
P105				xxxxx			
P106		xxx		x			x
P107		x	x	xx			x
P108		x		xxx		x	
P109		x	x	x	xx		
P110							xxxxx
P111							xxxxx
P112		xxxx			x		
P113			xxxxx				
P114		x		xxxx			
P115				xxxxx			
<b>Total</b>	<b>15</b>	<b>108</b>	<b>40</b>	<b>171</b>	<b>65</b>	<b>33</b>	<b>143</b>

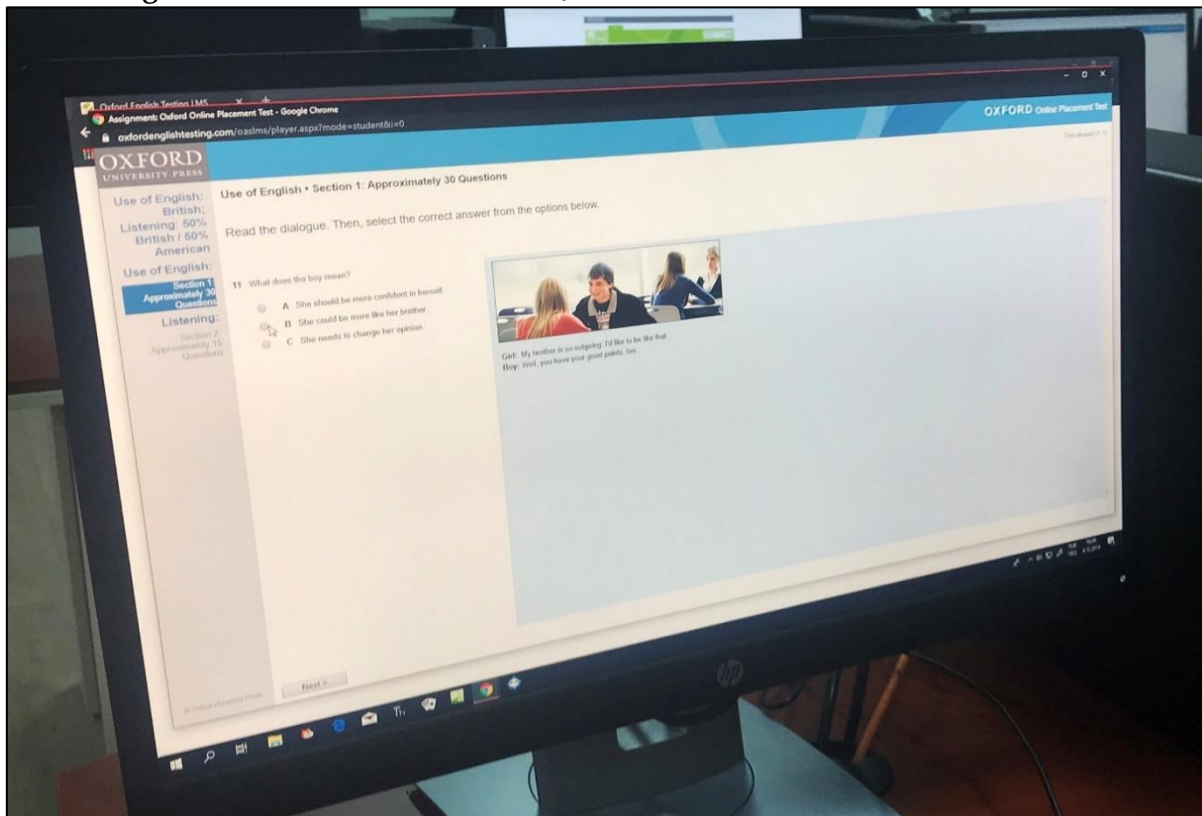


## Appendix 5

**Figure 16:** Turkish EFL Learners taking Oxford Online Placement Test in Computer Lab



**Figure 17:** A Realtime Photo of a Question in Oxford Online Placement Test



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