



## Word combinations of English in academic writing

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### Abstract

Collocations, no matter where to use them, are an important linguistic issue if it is native fluency that is longed for in academic writing. In line with that, the present study aimed at increasing the awareness towards the importance of collocations in order to have native fluency in academic writing; making some suggestions regarding involvement of collocations in academic texts, and creating a practicable list of collocations to be used especially in research articles by non-native writers of English. A hundred research articles written in English in the field of ELT by native speakers of English made up the data of the present study. The data were analysed and the collocations were identified and categorized. The categorized collocations were enhanced through collocations dictionaries to be able to create a comprehensive list of collocations. The findings showed that native speakers heavily rely on collocations while writing academic texts. In addition, the literature also provided compelling evidence regarding the close relation between native fluency in academic texts and correct collocation use.

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*Keywords:* Lexical collocations; word combinations; native fluency; writing; academic writing

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## 1. Introduction

The impact and role of phraseology have received due recognition in foreign language teaching. Thanks to the advent of corpus linguistics, phraseological patterns in academic texts became visible, which spawned valuable building blocks in vocabulary learning of a learner (Jurko, 2010). Later Nation (2006) pointed out that L2 word combination, also called collocation, deserved special attention. Collocation is recurrence of two or more words in a way more than arbitrary, and is instinctively used by writers heavily in academic texts. In contrast with the views that often regard collocations as arbitrary, many wording preferences in English sentence structure cannot be explained on the base of syntactic or semantic grounds, but on the base of relations between words that mostly occur together (Smadja, 1989).

It is commonly known that many important facts that were previously neglected as extralinguistic gradually started to expand its influence (Telia, Bragina, Oparina, & Sandomirskaya, 1994). Once considered as trivial, collocations began to gain importance, and a considerable interest was attributed to lexical collocations, which were largely seen as pre-fabricate language units at earlier times (Cowie,

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1994). Today it is a definite proof that lexical collocations have pivotal roles in ELT particularly in vocabulary acquisition and phraseology. There is an extensive literature that proves the benefit of collocations for language producers. The first benefit is that collocations are valuable for learners in order to increase their knowledge of lexicon and general language proficiency. The second is that brain seems to work better with chunks and formulaic expressions while L1 influence in meta-cognitive issues remain as a major challenge that needs to be overcome. The final is that collocation may assist writers to have native-like writing skill. In other words, it is through collocations that a language user has native-fluency in their spoken or written discourses because “collocation is the key to fluency” (Hill, 2000, p. 164).

### 1.1. What is a collocation?

Better understanding of collocations may contribute us to increase our awareness toward them. For that purpose, definitions explaining collocations from various aspects by different researchers are due to help us understanding the importance of collocations for academic writing. Although definitions of a collocation in the literature centre around intuitive co-occurrence of words in the speaker’s mind, many other definitions provide us a better way of understanding collocations, some of which chronologically are:

- A collocation addresses to syntagmatic relations, the meaning of which is not directly committed to the conceptual meaning (Firth, 1957).
- Collocations are two or more words occurring together with a strong tendency (Halliday, McIntosh, & Strevens, 1964).
- Contextually, collocations are appropriate forms of language. They have the power of specifying one another’s occurrence (Kororsadowicz-Strazynska, 1980).
- Because a collocation is a sequence of lexical item that occurs habitually together, it is idiomatic. Yet, there is a difference that makes a collocation different from an idiomatic expression, which is that a collocation is wholly transparent, and a semantic constituent (Benson, 1985).
- A collocation is a type of semantic cohesion in which varies by the constituent elements in mutual degrees. The co-occurrence between lexical units in a collocational constituent may be strong or weak (Cruise, 1986).
- A collocation is composed of two co-occurring words that are connected in a native-speaker’s memory (Aghbar, 1990).
- A collocation in English is described as a formulaic, prefabricated, and conventionalized combination of two or more words (Zhang, 1993).

Apart from being word combinations, the issue that should not be overlooked is that collocations are *patterned speech*. These patterned speeches include (Becker, 1975; cited in Kennedy, 1990):

<i>formulaic speech</i>	<i>(as a matter of fact)</i>
<i>prefabricated patterns</i>	<i>(that’s a .....)</i>
<i>unassimilated fragments</i>	<i>(“to meet you” as a greeting)</i>
<i>prefabricated routines</i>	<i>(how are you)</i>
<i>sentence builders</i>	<i>(that’s a .....)</i>
<i>idioms</i>	<i>(kick the bucket)</i>
<i>clichés</i>	<i>(as a matter of fact)</i>
<i>lexicalized sentence stems</i>	<i>(as a matter of fact)</i>
<i>set phrases</i>	<i>(in brief; at the present time)</i>
<i>polywords</i>	<i>(the powder room)</i>
<i>deictic locutions</i>	<i>(as a matter of fact)</i>
<i>situational utterances</i>	<i>(I’m glad to meet you)</i>
<i>verbatim texts</i>	<i>(oozing charm from every pore)</i>

<i>phrasal constraints</i>	<i>(by pure coincidence)</i>
<i>non-canonical forms</i>	<i>(on with the show)</i>
<i>fixed phrases</i>	<i>(in brief; at the present time)</i>

Although collocations include majority of the patterned speech, they do not cover all of them. For example, idioms are patterned speech that should not be confused with collocations. Concisely, every patterned speech should not be considered as a collocation, which is “recurring sequences of words” (Kennedy, 1990, p.217).

### 1.2. *Types of collocation*

*Lexical collocations vs. Grammatical collocations-* Collocations, which previously had been regarded as a single title were divided into two as lexical and grammatical collocations by Benson, Benson, and Ilson (1986). Grammatical collocations include an adjective, a verb or noun, plus an infinitive, a preposition or clause. The patterns of a phrasal grammatical collocations form from a lexical unit and a pattern that specifies the sub-categorization property of the head (Bentivogli & Pianta, 2003). Similarly, verb + noun, preposition + noun, and infinitive verbs have dominant places in grammatical collocations, reported Fontenelle (1998). On the other hand, lexical collocations, as stated by Bahns (1993), do not include infinitives, prepositions, or clauses; instead, various combinations of adjectives, adverbs, verbs, and nouns. Again, if compared to closed class structure of grammatical collocations, lexical collocations are composed of two equal open-class lexical items, and include no subordinate element (Fontenelle, 1998). This study dealt with lexical collocations rather than grammatical collocations.

*Solid lexical collocations-* When compared to lexical collocations, solid lexical collocations are much more rigorous in constructing a lexical word combination. The term was first used in a dissertation titled “Personal Communication” in 2002 under Dr. Aghbar’ advising (cited from Sung, 2003) to refer to sequences of lexical items that occur repeatedly, hence get a strong bound to each other. There is such a strong interconnection among lexical items in solid lexical collocations that the native speaker hardly considers them as separate items or free combinations. *High winds, acute pain, light drizzle* can be considered as examples of solid lexical collocations. The present study did not make a distinction between lexical collocations and solid lexical collocations, and referred to both as lexical collocations.

*Mis-collocation-* Mis-collocations, contrary to well-established collocations, are in contravention of co-occurrence restrictions (Cruise, 1990). Though, they are very prevalent in non-native writers’ writings. For example, a native speaker would say *the fast train; rancid butter; or a quick shower* but not *the quick train; rotten butter; or a fast shower*. Incorrect collocations are not acceptable in academic discourse at all, and they are regarded as “a major indicator of foreignness” (McArthur, 1992, p. 232).

### 1.3. *The Importance of collocation*

Having been introduced by Palmer (1933) and then brought to the discipline of theoretical linguistics by Firth (1957), collocations have had a growing influence on ELT. Vocabulary teaching, to which Lewis (2001) attracted attention through his theory of *Lexical approach*, is one of the issues that fell under the influence of collocations. Lexical approach entails teaching vocabulary to learners by using the power of word combinations already in their chunks. Accordingly, vocabulary knowledge is not only to know its dictionary meaning but to understand a number of details about the word. In addition to possible combinations of words, their derivational aspects such as suffixes and prefixes, their semantic behaviour, and their sociolinguistic attributes have importance in familiarizing with a

word (Richards, 1976). Therefore, word combination predictability plays a significant role in determining the way we use language, and likewise, prefabricated sentences taught in units make the learner to store and recall words readily (Nattinger, 1980) because “the importance of prefabricated speech routines in language behaviour” (Nattinger, 1980, p. 337) is known to language users.

Not all researchers made a consensus on the influence of collocation. For instance, Kennedy (1990) casted some doubts on whether collocation truly existed, which is a view in stark contrast with other eminent researchers in the field (e.g. Lewis, Nattinger, Pawley) who achieved an agreement on overwhelming prevalence of collocations. Similar to Kennedy, Krashen and Scarcella (1980) denied the views of that a large part of language included collocations. In spite of the objections regarding the prevalence of collocations, they did not make any serious claims with respect to the importance of collocations.

The close relationship between collocation and specialized translation is worth mentioning specifically. Some researchers (e.g. Castro, Martinez, & Faber, 2014) established a strong bond between specialized translation and collocation. Specialised translation cannot be achieved only with accurate meaning transfer but adjustment to format specifications, punctuality in delivery (Bonet, 2002), satisfaction of communicative expectations (Montero, Silvia, & Mercedes, 2001), and understanding the concepts formed by various types of specialized lexical units; for example terminological phrases and terms (Montero, Silvia, & Pedro, 2002). It is understood that -to a great extent- phraseological units composed of prefabricated chunks and collocations contribute to achieve better specialised translations. Similarly, Castro et al. (2014) stated that collocations gain importance for both decoding and encoding the texts in the course of specialized translation. According to Rundell (2010), even grammar is not more important than collocations while making a translation because collocations make writers sound fluent.

It is becoming gradually apparent that “language is largely formulaic in nature, and that the competent use of formulaic sequences is an important part of fluent and natural language use” (Durrant & Schmitt, 2009, p. 157). Although to what extent non-native writers use collocation is not evident (Durrant & Schmitt, 2009), it is stated that non-native writers tend not to know much about collocations (Kjellmer, 1990), which are ready-at-hand and pre-constructed in minds of natives. That is not a no-objection case in terms of having native fluency because the strong bond between academic writing and collocations is well-established.

Howarth (1998) reported that ESL/EFL learners may become native-like writers if they become aware of the important role of collocations, and pay the necessary attention on collocation competence. Brown (1974) stressed that collocation competence enables language producers to realize formulaic expressions or language chunks used by natives in their writings, and to get the intuitive use of word combinations in a natural way as natives do. Thanks to collocations, a writer may shift his/her concentration from individual words to structures of the discourse, which is a case done through teaching lexical phrases in ELT, and the most important reason to teach lexical phrase is that it leads to writing fluency (Li C, 2005).

We have witnessed different studies persevering on the benefits of collocations on behalf of language users in the last decade. For example, an early experimental study by Zhang (1993) was conducted to detect the effect of collocations on EFL/ESL writing. In addition, the relationship between collocations and general language proficiency was aroused some researchers’ interests (e.g. Al-Zahrani, 1998; Bonk, 2000). The literature points to studies which aim to detect the relation between collocation and four English skill: collocation and listening (Hsu & Hsu, 2007); between collocations and reading (Lien, 2003), between collocations and speaking (Sung, 2003; Hsu & Chiu, 2008), and collocation and vocabulary acquisition (Kennedy, 1990). However, although it seems that

collocation does not only have an influence on writing skill but also on other basic skills like speaking, reading, and speaking, the most significant benefit remains for writing quality.

#### *1.4. Collocations, lexical competence, and general English proficiency*

Some studies focused on positive correlation between collocational knowledge and level of lexicon (cf. Wray, 2002). To start with, the foremost of them belongs to Nation (2001) who claimed that a language producer's collocational knowledge constitutes "one important aspect of vocabulary knowledge" (p. 328). There are passive and active vocabularies in our mind. Active vocabularies are much faster than passive vocabularies in recalling when needed. Wu (1996) conducted an empirical study in order to find out whether passive vocabularies could be turned into active vocabularies through the frequent use of lexical collocations, and concluded that a good command of lexical collocations is a useful way to turn passive vocabularies into active ones.

Concerning the relationship between language proficiency and lexical competence a study (Zareva, Schwanenflugel, & Nikolova, 2005) that aimed to determine what features of language were associated with the macrolevel of lexical competence showed that word association increased lexical competence of language producers, and accordingly their L2 proficiency. Likewise, turning back to Nattinger's study (1980), it is understood that there are some prefabricated phrases and sentences that could be taught in chunks. According to Nattinger, if vocabularies are taught in chunks, a learner could get use of them by expanding their lexicon, which is to say concisely; collocations may assist writers in enhancing their vocabulary fluency and accuracy in L2 by improving communicative functions of language. Similarly, Howarth (1998) made a comparison between native and non-native writers in terms of measuring their language performances. The findings put forth that lexically competent writers internalized collocation successfully, which may be seen as a sign of relation between collocation and lexical competence. In contrast to studies favouring the contribution of collocation, Tekingul (2012) conducted a study to find out whether explicit collocation teaching or single-item vocabulary instruction is more successful on reading comprehension. She reported an inconclusive result, which proved no significant difference between collocation teaching treatment and single-item vocabulary instruction treatment. Though, she did not deny the importance of collocation on vocabulary teaching, but only stressed no superiority regarding the two teaching methods.

The issue of whether lower-level language users had limited knowledge of collocations when compared to higher-level language users was investigated, and it was concluded that language users with lower collocational knowledge demonstrated lower language proficiency when compared to learner with high collocational knowledge (Bonk, 2000). Another study (Nizonkiza, 2011) assessed the relationship between lexical competence, EFL proficiency, and collocational competence. Nizonkiza performed an experiment with 104 freshmen, sophomore, and senior students in total, and the results clearly revealed that lexical competence is a reliable predictor of L2 proficiency and mastery of collocations is found to be related to frequency. To be able to enhance academic performance, and make a voice in the wider community, together with lexical competence, Turner (2004) stressed the importance of improving, what he called, "collocation repertoire" (p. 107). It is understood from Turner's writings that collocation is at least as much important as other linguistic features in academic prose. An empirical study with a purpose of measuring the direct effect of collocation on English language proficiency by Rahimi and Momeni (2012) showed systematic teaching of collocation could enhance learners' language proficiency. Cloze tests are generally designed to gauge the general English proficiency of learner due to its large sphere of measuring area ranging from vocabularies and prepositions to basic grammar skills. Whether there was a correlation between collocational competence and cloze test proficiency was investigated (Keshavarz & Salimi, 2007), and statistical analyses yielded a statistically significant difference between performance on

cloze tests and competence of collocation, which may be construed as the effect of collocational knowledge on general English proficiency.

### 1.5. Collocations, metacognition, and L1 influence

Since Ellis's (1986) study, L1 influence has always been a factor that should not be kept outdoor while investigating linguistic issues. It is quite common for non-native English speakers to transfer L1 word combinations into target language, which is a major cause of errors in non-native speakers' language productions (Koosha & Jafarpour, 2006). The negative effect of L1 on L2 collocation acquisition was studied by Gabrys-Biskup (1992), and the interference was seen as the prime cause of errors in mis-collocations. A year later, Bahns and Eldaw (1993) argued that non-native speakers of English could convey their L1 collocational knowledge conventions into target language inappropriately. Sadeghi (2009) aimed at discovering whether native language might be an obstacle for non-native speakers in the course of acquiring English collocations and demonstrated that negative transfer of linguistic knowledge of L1 into L2 context was a troublesome issue that must be dealt with immediately. Similarly, Martelli (2006) gathered a group of advanced Italian students of English in order to detect the influence of L1 in L2 lexical collocation use. Unsurprisingly, he corroborated the role of L1 interference in the generation of wrong lexical collocations. Different from other studies, Martelli's study yielded that certain types of collocation errors are more prone to occurring than others, which carried the issue to a different point. Martelli prompted us to notice that some types of collocations could be affected from L1 influence more than other types of collocations. Martelli's findings corroborated Li (2005) who detected that *verb+noun* collocation types are the most common errors while *adjective+infinitive* errors are the least experienced ones, which proved that not all types of collocations are affected by L1 interference on an equal basis. Another study (Fan, 2009) attempted to have a deeper understanding of collocation usage and problems by adopting a task based approach while analysing British and Honk Kong ESL learners' written texts. Likewise, apart from absolute L1 influence, the study found that any lexical or grammatical inadequacy in L2 could adversely affect L2 collocation use. Concisely, L1 transfer seems to be an important issue that may affect academic writing negatively, thus should be taken into consideration while creating a word combination.

### 1.6. Collocation and nativeness

It does not matter whether collocations are associated to "ready-made chunks (Robins, 1967, p. 21)", or to "mutual expectancy (Zhang, 1993, p. 1)", they are word combinations that are well-linked in a native speaker's memory (Aghbar, 1990). According to Fillmore (1979), the proficiency of how to combine words in association with one another is a source of fluency. Therefore, knowledge of collocation undoubtedly brings benefits to non-native writers who desperately long for native fluency in writing.

It is understood that collocations are word combinations that occur in a native speaker's mind intuitively (Sung, 2003), which refers to a situation occurring without restoring to vocabulary memory purposely but instinctively. The instinctive formation of word combinations in a native speaker's mind can be attributed to its association with nativeness because there is a strong positive correlation between nativeness and automation on a linguistic component (Nation, 2001). According to Allerton (1984), words in non-native writers' minds do not co-occur freely; instead they lead to co-occurrence restrictions. Accordingly, Hill (2000) commented on the natural way of word combinations occurring in mind as "within the mental lexicon, collocation is the most powerful force in the creation and comprehension of all naturally occurring text" (p. 49). Concerning non-native writers' characterization of collocation fallacies, Korosadowicz-Struzynska (1980) uttered that "errors in the use of word collocations surely add to the foreign flavour in the learner's speech and writing, and along with his

faulty pronunciation they are the strongest markers of an accent (p. 115).” Similar to all, Stubbs (2001) emphasized that “Native speakers’ unconscious knowledge of collocation is an essential component of their idiomatic and fluent language use and an important part of their communicative competence (p. 73).” Until now, it seems blatantly apparent that the collocation competence differentiates native and non-native speakers from one another (Wouden, 1997; Nation, 2001; Ellis, 2001; Koya, 2006). Due to the fact that knowledge of collocation is an essential component of communicative competence (Partington, 1998) and a source of fluency, non-native writers should aim at gaining the competence of collocation to have native fluency in the target language (Coxhead, 2000; Olson, Scarcella, & Matuchniak, 2013; Sonbul & Schmitt, 2013).

What about if a writer is not a native speaker of the language? Does it make any sense to claim that the competence of collocation is not possible to acquire by non-native writers because it is a skill that is intuitively acquired and used? We know that collocations are ready-made chunks just like other fixed expressions and idioms (Benson, Benson, & Ilson, 1986), and it is possible to teach ready-made chunks, including collocations, to all types of learners (Approach, 1993). Likewise, Wray (2002) claimed that learning formulaic language like collocations through conscious effort is possible. Therefore, any claims that address to impossibility of acquiring collocations must be dismissed because the literature provides the opposite.

### *1.7. Collocations and native fluency in writing*

According to Prodromou (2003), on the path of achieving native-fluency in written productions, the use of collocation is a potential difficulty that non-native writers usually face. Prodromou, like many other researchers, claims that there is a close relationship between collocations and native fluency. Some researchers carried their allegations further, and made experimental and/or theoretical investigations in order to prove the relationship. One of these valuable studies belongs to Martynska (2004) who had a study with a twofold purpose; one of which was to reveal non-native English speakers’ level of collocational competence, and the latter of which was to take attention to the role of collocation in the process of L2 learning. Martynska concluded that the knowledge of how to combine words into chunks efficiently is a compulsory act, and non-native speakers of English are bound to have collocational competence if native-like proficiency is wanted. Furthermore, Martynska reported that “the richer in collocations the learner’s lexicon is, the higher precision, accuracy, coherence and authenticity of his/her speech, which is a perfect way to fluency and proficiency in the language as well as to greater language competence” (p. 11).

Hsu (2007) compared Taiwanese English majors’ and non-English majors’ written texts in order to obtain some insights on how Taiwanese English majors and non-English majors used lexical collocations in their writings. The findings showed a statistically significant correlation between two types of majors in terms of writing scores and frequency of lexical collocations. Furthermore, the analysis put forth a significant correlation between subjects’ online writing scores and their variety of lexical collocations. In other words, diversity and frequency of lexical collocations in an academic paper obtained higher writing scores. Therefore, it can be said that the effect of lexical collocation awareness on writing skill is overwhelming and lexical collocation awareness helps writers have fluency in their writing (cf. Eidian, Gorjian, & Aghvami, 2014).

Brain function is an important process in collocation acquisition. In terms of brain functionality, the processes of learning a collocation involve the same paths as learning a vocabulary. Different from vocabulary, a collocation involves sequences of words that are processed in a more efficient way because single memorized units can be processed more easily and quickly than the same sequences of words that are produced creatively (Pawley & Syder, 1983). Conklin and Schmitt (2008) investigated

the processing of formulaic sequences by comparing reading times for nonformulaic phrases and formulaic sequences of native and non-native speakers of English. The findings showed that nonformulaic phrases were read more slowly than formulaic sequences, which proved that formulaic sequences have a processing advantage. At the end of their study, Conklin and Schmitt advised non-native speakers to get accustomed to formulaic sequences if they want to enjoy the same type of processing advantages as native speakers do.

Having considered playing a significant role in written language (Wei & Lei, 2011), collocations is a must for scholarly writing, and a non-native writer with insufficient collocation knowledge will have difficulties and some infelicities regarding their academic positions while composing a scientific writing. One important problem that could rise due to insufficient collocation knowledge is inappropriate word combinations. McArthur (1992) asserted that a failure to use collocations appropriately is a principal indicator of foreignness in academic texts. Therefore, any inappropriacy of collocations, i.e. wrong or weird word combinations may give rise to lack of confidence to writer's language ability no matter how worthy the content of the writing is. It is difficult for non-native writers to escape seemingly inept and unnatural expressions in their written production without appropriate knowledge of collocation because the knowledge of collocation is critical for L2 writers to be able to have full communicative mastery of English (Bahns & Eldaw, 1993). Therefore, writers who want to improve their writing fluency need to have competence of collocation at a certain extent (Sung, 2003), otherwise they may fall into collocation failures that may adversely affect the language quality of the manuscript.

### *1.8. The aims of the research*

The present study aimed at increasing the awareness towards the importance of collocations in order to have native fluency in academic writing. In line with this, the study aimed at making some suggestions regarding involvement of collocations in academic texts, and creating a practicable list of collocations to be used especially in research articles by non-native writers of English.

## **2. Methodology**

### *2.1. Data*

The corpus was composed of 100 research articles written in English by native speakers of English in the field of ELT. Verification about the nationality of authors was not assured by contacting them in person or through mass communication tools. Author status of nationality was presumed based on the author name and country. The corresponding author was regarded as the writer of article, in which more than one scholar existed, hence the nationality of the corresponding author represented for all other authors in the affiliation.

The articles were selected randomly from 13 SSCI journals publishing in the field of ELT. Each journal provided equal many of articles as shown in the Table 1.

**Table 1.** The journals that built the data

The name of the journal	Number	%	Tokens	Types
ELT journal	30	30	219275	5825
English for Specific Purposes System	13	13	65229	3686
Applied Linguistics	10	10	57565	2788
Language Learning	8	8	40254	1801
TESOL Quarterly	8	8	39221	1855
Language Teaching Research	8	8	36352	1699
Journal of Second Language Writing	5	5	29424	1252
Language Teaching	4	4	25026	1012
First Language	4	4	22558	990
RELC Journal	3	3	17398	893
Journal of English for Academic Purposes	3	3	17265	850
Journal of Second Language Writing	2	2	16458	713
Total	2	2	15000	712
	100	100	601025	24076

To ensure the representativeness of the data, a probabilistic sample using simple random sampling technique was used to compile articles, hence to construct the corpora. Probabilistic sample technique refers to a sampling procedure in which “all members of the population have the same probability of being selected” (Schreiber & Asner-Self, 2011, p. 87).

## 2.2. Categorization of collocations

The categorization of collocations was made with some minor changes on the categorization of Benson, Benson, & Ilson (1986). Collocations were divided into seven as shown below:

- 1- *Verb + Noun (achieve a purpose)*
- 2- *Verb + Adverb/Adjective (become embedded)*
- 3- *Noun + Verb (article seeks)*
- 4- *Noun + Noun (discussion board)*
- 5- *Adjective + Noun (adequate account)*
- 6- *Adverb + Adjective (culturally biased)*
- 7- *Adverb + verb (continually change)*

## 2.3. Data analysis and procedure

The whole data was manually scanned by the researcher and collocation samples were compiled. Then, the compiled collocations found by the researcher were checked through collocations dictionaries (e.g. Macmillan, Longman, Oxford) in order to affirm the reliability of the researcher. A concordance programme was used to find the pivot words and their frequencies as well as token and type numbers. Each pivot word that was taken from the data was checked through the collocations dictionaries to enhance the number of collocate words. Thanks to the second check many new collocation examples that did not exist in the articles were discovered. For example, in the course of manually scanning a *verb + noun* collocation i.e. *provided evidence* was found. Then the pivot word *provide* was exposed to a second check through collocations dictionaries in order to find more collocate words apart from *evidence*. The second check enabled us to find more collocate words like *insight, opportunity, understanding, care, base etc.*

### 3. Results and Discussions

#### 3.1. Category of verb + noun

According to the findings, this category included 861 word tokens and 400 word types. Four pivot words that were mostly used by Anglophonic writers are respectively *make*, *provide*, *give*, and *gain*. Some authentic examples including most frequently used pivot words are as follows:

- (1) Ellis (1993) argued for the importance of having a grammatical syllabus to **make provision** for an explicit focus on individual grammatical forms...
- (2) The entire departmental teaching staff (n = 28) was then interviewed to **provide an insight** into the ramifications of context...
- (3) It was also **given credence** by Nation's...
- (4) ELT and its affiliated academic units can **gain power** through their ability to make money.

#### 3.2. Category of verb + adverb/adjective

This collocation category included 673 tokens and 370 types. The most frequently used pivot words are respectively *become*, *seem*, *make*, and *feel*. Some examples are those:

- (5) ...and even then the frequency is starting to **become marginal**.
- (6) This **seems sensible**, but despite this, the topic-based focus of many materials means that...
- (7) The study findings **make clear** that...
- (8) Still, they **feel unsure** about how to teach using media and pop culture.

#### 3.3. Category of noun + verb

The results gave relatively small number of tokens (234) and types (100) when compared to other collocation categories. The most frequently used pivot words are *study*, *show*, *table*, and *data*. The authentic examples regarding the use of these pivot words are as follows:

- (9) The present **study did not find** essays and short tasks to occur frequently.
- (10) The **data in this way shows** that...
- (11) **Table 1 contains** the first nine idea units from her written story...
- (12) ... **data suggest** a partial advantage for one subset of chat output that...

#### 3.4. Category of noun + noun

The category included 406 tokens and 220 types. The pivot words with the highest frequencies are respectively *lack*, *learning*, *knowledge*, and *research*. The examples are those:

- (13) A **lack of fluency** can have a major impact on the way English can be used...
- (14) Learner variables consist of everything the student brings to the **learning experience**.
- (15) ...with effects on the creation and **dissemination of knowledge** and ideology in the global ideoscape...
- (16) ... the interventions in this study were designed to fill the **research gap** noted by...

### 3.5. Category of adjective + noun

This category has the highest frequency in both word tokens and word types, 2425; 1066 respectively. *Important, difference, significant, and effect* are the pivot words ranked from top to less. The examples for each most frequent pivot words are as follows:

- (17) It also emphasizes originality as an **important criterion** for effective response.  
 (18) The **fundamental differences** between the two types of presentation are discussed in Section 3.  
 (19) Despite **significant challenges** such as access to limited hardware and infrastructure...  
 (20) Findings suggested that grades had **little effect** on student writing...

### 3.6. Category of adverb + adjective

This is another category heavily used by native writers of English. It was calculated that 684 word tokens and 349 word types were used with top pivot words of *highly, relatively, particularly, and quite*. The examples are those:

- (21) While such a structure appears to be **highly conventional**, the difference between this set of materials...  
 (22) This is a **relatively new** idea in listening pedagogy and...  
 (23) The textual data itself suggest that within each stance option, some language resources are **particularly popular**.  
 (24) The interaction pattern is **quite different** in bus driver dialogues.

### 3.7. Category of adverb + verb

In this category, 555 word tokens and 313 words existed. The most frequently used pivot words are *use, widely, clearly, and explicitly*. The examples of pivot words are as follows:

- (25) Passive structures were **extensively used** in the professional corpus...  
 (26) It is **widely argued** in EAP that...  
 (27) ... our findings raise has to do with the need to **clearly define** the construct that...  
 (28) ...post-reading tasks **explicitly focusing** on target words led to better vocabulary learning than...

Table 2 summaries the most used pivot words, and type and token numbers in the categories that have been provided so far.

**Table 2.** The summary of the categories

Variables	Verb+ Noun	Verb+ Adj./Adv.	Noun+ Verb	Noun+ Noun	Adjective+ Noun	Adverb+ Adjective	Adverb+ Verb
<b>Tokens</b>	861	673	234	406	2452	684	555
<b>Types</b>	400	370	100	220	1066	349	313
Pivot Words	Make Provide Give Gain	Become Seem Make Feel	Study Show Table Data	Lack Learning Knowledge Research	Important Difference Significant Effect	Highly Relatively Particularly Quite	Use Widely Clearly Explicitly

When the numbers provided in the table 2 were considered, it can be easily understood that native writers of English are heavily depended upon the use of collocations, which is not an unexpected result because there is a strong positive correlation between competence of collocations and L2 proficiency (Quiang, 2002; Alsulayyi & Fan, 2009).

The present study found that native writers of English tend to use low-frequency word combinations as Durrant and Schmitt (2009) reported. When the list of collocations in the appendix was checked, it will be seen that native writers of English used many low-frequency collocations, which is a robust indicator for sounding native in the language because the use of low-frequency collocations instead of repeating high-frequency ones boosts lexical diversity of a writer, and high lexical diversity is as an illuminative predictor of writers' language competence and an essential indicator of their writing quality (Guoxing, 2009).

#### 4. Conclusion

It is crystal clear that there exists a strong link of interdependence between knowledge of collocation and native-fluency in academic writing according to the literature. Seen in this light, it can assuredly be stated that knowledge of collocation brings invaluable benefits particularly to non-native writers who desperately aspire for fluency in the English language. Because “errors in the use of word collocations surely add to the foreign flavour in the learner’s speech and writing, and along with his faulty pronunciation they are the strongest markers of ‘an accent (Korosadowicz-Struzynska, 1980, p. 115)”, a miscollocation may lead an academic paper to end up with misery in academe, hence may create infelicities in publishing opportunities.

Even if the acquisition of collocation competence is seen as an intuitive process occurring in mind without any special effort to restore memory on purpose, it was proven that conscious acquisition of collocation knowledge is possible even at the very late stages of life (cf. Approach, 1993; Wray, 2002). In accordance with that, some pedagogical implications were provided as follows in order to offer non-native writers genuine opportunities in the acquisition of collocations and how to involve them in academic writing:

- 1) Lewis (1997) suggested collocation exercises that may contribute to increase learners' awareness of collocations. Particularly two exercises may help substantially: matching and de-lexicalised verbs exercises. Matching exercises, the source of which was borrowed from native sentences, could be of utmost benefit. For de-lexicalised verbs exercises, a list of verbs can be noted down (take, make, have, do etc) and their collocate words can be written (a laugh, a smoke, an experience, a trip etc.).
- 2) Ready-made collocation lists will be of paramount importance for those who desire to expand productive collocation skills. The list presented in the appendix A kindly submitted to the service for specifically non-native writers or those who are already in the need of enhancing their native-fluency in writing.
- 3) To avoid producing inappropriate or odd collocations, some exercises should be done to improve collocational behaviour of synonyms; that is, which synonym associates well with a collocate word. For example two synonyms verbs *join* and *attend* are used with different collocates; *join a club, join the army, attend a class, attend a meeting etc.* Therefore, what should be kept in mind is that even exact synonyms have different collocate words, and they cannot be used interchangeably (Liu, 2000).
- 4) Translation is also an effective practice for the acquisition of collocations. However, the point that should be cared extensively is to do translations as “collocation to collocation” (Newmark, 1988, p. 69) or “chunk-for-chunk” (Lewis, 1997, p.62) instead of word-for-word translation.
- 5) Using a collocation dictionary may help improve collocation competence subconsciously. Nearly all prominent publishers have collocation dictionaries at different proficiency levels. In addition,

online-collocation dictionaries may also be helpful by way of calling the required information quicker than conventional hardcopy dictionaries.

- 6) Some on-going computational approaches that are able to detect collocation errors can be of paramount importance for particularly novice-writers. Those who are in such a need should stay tuned in up-to-date literature (cf. Futagi, Deane, Chodorow, & Tetreault, 2008; Chang, Chang, Chen, & Liou, 2008).
- 7) Collocation attainment can be supported via digital library works (Wu, Franken, & Witten, 2010). A digital library has distinctive advantages when compared to other conventional initiatives. Firstly, it provides a great amount of authentic sources to access free of charge. Secondly, they are fast and accessible all over the world with no or partial restriction. The studies in the linguistic literature proved that collocations are intuitive, yet they can be learned sizeably through extensive reading (Webb, Newton, & Chang, 2013). One thing to mind is that reading types such as skimming or scanning are likely to cause overlooking word combinations; therefore critical reading is required not to miss good collocation samples.
- 8) It is indicated that any failure in non-native writers' competence of collocation is due to inadequate input (Durrant & Schmitt, 2010). Seen in this light, data-driven studies and web-sites (e.g. BNC or COCA) may greatly help non-native writers with endless authentic examples and well-ordered data submission features. Data-driven learning is claimed to be robustly effective in acquisition of native-like collocation knowledge (Koosha & Jafarpour, 2006). When compared to digital libraries, corpora websites are easier to use and get what you look for. Furthermore, data-driven learning works can be accessed easily on various databases.
- 9) One challenge for non-native writer of English is L1 interference. In order not to be seen foreign or odd to the audience, the writer should check his/her newly used word combinations. What is understood from the literature is that it is highly possible the writer may associate words similar in his/her native language. Therefore, to get rid of L1 negative transfer, the newly constructed word combinations should be checked through collocation dictionaries or authentic samples in corpora to justify whether they are in agreement with native-use.
- 10) Different from conventional suggestions, Cowie and Howarth (1999) considered that the collocational competence is not likely to develop through massive exposure to or repeated use of collocations. For them, familiarization with collocations or possible collocational competence is supposed to come about through writers' gradual growing perception of idiosyncratic properties. Therefore, idiomatic expressions are important like other formulaic expressions.
- 11) Concordancing activities can increase collocation competence of non-native writers of English (Yoon, 2008).

## **5. Suggestions for Further Research**

Durrant and Schmitt (2009) suggested that claims concerning indeterminacy of non-native writers' collocation and formulaicity are a problematic issue requiring to be solved immediately and Durrant and Schmitt found that non-native writers depended heavily on high-frequency collocations than less frequent ones that are decidedly salient for native writers. However, "Unfortunately, the high percentage of appropriate collocations does not mean that non-native writers of English necessarily develop fully native-like knowledge of collocation (Siyanova and Schmitt, 2008, p. 429)", which means that using high frequency and strongly associated word combinations is not sufficient to be seen native-like; i.e. non-native speakers should also use less frequent collocations to have native-like

writing flair (cf. Durrant & Schmitt, 2009). Therefore, a study that investigates why non-native writers have a tendency on low-frequency collocations will be of importance to gain an insight on the issue and to find ways of encouraging non-native writers to use low-frequency collocations.

The present study created a list of collocations to be used primarily in ELT. A study that will construct new lists of collocations may also be helpful for non-native writers writing in other fields. Moreover, grammatical collocations are also one of two collocation types being widely used in linguistics (Granger & Paquot, 2008) but this study only created a list of lexical collocations. Therefore, a list of grammatical collocations may offer generous contribution.

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## Appendix A.

### *Collocations List*

#### VERB + NOUN

1. Achieve aims
2. Achieve goal
3. Achieve purpose
4. Add interest
5. Add weight
6. Adopt a methodology
7. Adopt a stance
8. Affect performance
9. Allocate resource
10. Allow acquisition
11. Appeal for assistance
12. Ask question
13. Ask clarification
14. Assure confidentiality
15. Attend class
16. Attend conference
17. Attend school
18. Attract attention
19. Avoid confusion
20. Avoid loss
21. Avoid overuse
22. Avoid problem
23. Become a focus
24. Become (active) agents
25. Become commonplace
26. Become example
27. Boost confidence
28. Borrow technique
29. Bridge the gap
30. Build a connection
31. Build confidence
32. Build corpus
33. Build up understanding
34. Call attention
35. Capture insight
36. Capture relationship
37. Challenge views
38. Change roles
39. Claim authority
40. Clarify uncertainties
41. Collect information
42. Complete task
43. Complete test
44. Compile a corpus (of)
45. Compose a response
46. Conduct a study
47. Conduct an investigation
48. Construct corpora
49. Convey a message
50. Correct error
51. Create an image
52. Create demand
53. Create interest
54. Create opportunity
55. Create possibility
56. Create tension
57. Cut off conversation
58. Demonstrate a benefit
59. Demonstrate a concern
60. Demonstrate a desire
61. Demonstrate evidence
62. Demonstrate variability
63. Deserve attention
64. Devalue the content
65. Develop a persona
66. Develop awareness
67. Develop idea
68. Develop insight
69. Develop skill
70. Develop strategy
71. Display familiarity
72. Display similarity
73. Draw attention
74. Draw a distinction
75. Draw conclusion
76. Edit message
77. Effect a change
78. Effect an upheaval
79. Enable generalization
80. Encourage compliance
81. Enter the university
82. Ensure consistency
83. Ensure safety
84. Entail a shift
85. Eradicate dissatisfaction
86. Espouse ideas
87. Establish a link
88. Establish authority
89. Establish groundwork
90. Examine correlation
91. Examine problems
92. Exchange farewell
93. Exchange greetings
94. Exchange ideas
95. Exchange information
96. Exhibit a tendency
97. Experience a shift
98. Experience confusion
99. Experience difficulty
100. Exploit benefits
101. Express emotion
102. Express opinion
103. Extend discussion
104. Extract information
105. Face challenge
106. Face difficulty
107. Facilitate acquisition
108. Feel gap
109. Feel guilty
110. Feel need
111. Fill gap
112. Fill out questionnaire
113. Find a benefit
114. Find challenging
115. Find correlation
116. Find opportunity
117. Focus on target
118. Form a basis (for)
119. Foster acquisition
120. Foster learning
121. Furnish information
122. Gain acceptance
123. Gain an overview
124. Gain appreciation
125. Gain ascendance
126. Gain confidence
127. Gain control
128. Gain flexibility
129. Gain ground
130. Gain insight
131. Gain inspiration
132. Gain perspective
133. Gain popularity
134. Gain power
135. Gain recognition
136. Gain resource
137. Gain support
138. Gain understanding
139. Gauge development
140. Generate understanding
141. Get grade
142. Give access
143. Give attention
144. Give confidence
145. Give credence
146. Give credit
147. Give evidence
148. Give experience
149. Give feedback
150. Give freedom
151. Give indication
152. Give insight
153. Give opportunity
154. Give order
155. Give outline
156. Give permission
157. Give security
158. Give thought
159. Give voice
160. Give weight
161. Outline guideline
162. Have a provenance
163. Have a tendency
164. Have an impact
165. Have confidence
166. Have difficulty
167. Have experience
168. Have limitation
169. Have merit

- |                                |                               |                                  |
|--------------------------------|-------------------------------|----------------------------------|
| 170. Have opportunity          | 230. Make request             | 290. Provide details             |
| 171. Have trouble              | 231. Make sense               | 291. Provide definition          |
| 172. Heighten awareness        | 232. Make suggestion          | 292. Provide description         |
| 173. Hold belief               | 233. Make transition          | 293. Provide disambiguation      |
| 174. Identify changes          | 234. Meet (certain) criteria  | 294. Provide discussion          |
| 175. Identify words            | 235. Meet desiderate          | 295. Provide evidence            |
| 176. Illustrate benefits       | 236. Merit a position         | 296. Provide example             |
| 177. Improve pronunciation     | 237. Merit attention          | 297. Provide feedback            |
| 178. Incentivize collaboration | 238. Miss opportunity         | 298. Provide information         |
| 179. Increase confidence       | 239. Motivate learning        | 299. Provide input               |
| 180. Intensify demand          | 240. Narrow the gap           | 300. Provide insight             |
| 181. Interpret meaning         | 241. Need attention           | 301. Provide opportunity         |
| 182. Invest effort             | 242. Need support             | 302. Prove problematic           |
| 183. Investigate evidence      | 243. Negotiate meaning        | 303. Provide reason              |
| 184. Justify an evaluation     | 244. Obscure difference       | 304. Provide response            |
| 185. Lack access               | 245. Offer evidence           | 305. Provide service             |
| 186. Lack authenticity         | 246. Offer insight            | 306. Provide support             |
| 187. Lack confidence           | 247. Offer opportunity        | 307. Provide understanding       |
| 188. Lack competence           | 248. Offer solution           | 308. Provide view                |
| 189. Lack depth                | 249. Offer suggestion         | 309. Put an effort               |
| 190. Lead to scepticism        | 250. Offer support            | 310. Raise awareness             |
| 191. Lend credence             | 251. Offer window             | 311. Raise concern               |
| 192. Lend weight               | 252. Obscure information      | 312. Raise doubts                |
| 193. Lessen impact             | 253. Open up discussion       | 313. Raise interest              |
| 194. Limit progress            | 254. Open up space            | 314. Raise possibility           |
| 195. Load baggage              | 255. Overlook errors          | 315. Raise question              |
| 196. Make a claim              | 256. Pay attention            | 316. Raise standard              |
| 197. Make a comparison         | 257. Pilot an activity        | 317. Reach a point               |
| 198. Make a difference         | 258. Play a part              | 318. Reach an agreement          |
| 199. Make a distinction        | 259. Play role                | 319. Receive attention           |
| 200. Make a decision           | 260. Pose a challenge         | 320. Receive feedback            |
| 201. Make agreement            | 261. Pose a problem           | 321. Receive instruction         |
| 202. Make an effort            | 262. Pose question            | 322. Receive knowledge           |
| 203. Make argument             | 263. Present challenges       | 323. Reduce pressure             |
| 204. Make attempt              | 264. Present challenges       | 324. Repair errors               |
| 205. Make challenging          | 265. Present opportunities    | 325. Report uncertainty          |
| 206. Make change               | 266. Produce evidence         | 326. Require attention           |
| 207. Make choice               | 267. Promote a sense (of)     | 327. Require (detailed) research |
| 208. Make clear                | 268. Promote development      | 328. Require substantiation      |
| 209. Make comment              | 269. Promote engagement       | 329. Resolve a problem           |
| 210. Make comparison           | 270. Promote learning         | 330. Reveal difference           |
| 211. Make connection           | 271. Propose a solution       | 331. See a growth                |
| 212. Make contribution         | 272. Propose desiderata       | 332. See emergence               |
| 213. Make correction           | 273. Provide a basis          | 333. Seek permission             |
| 214. Make decision             | 274. Provide a foundation     | 334. Serve (as a) backup         |
| 215. Make effort               | 275. Provide a framework      | 335. Serve (as a) baseline       |
| 216. Make error                | 276. Provide a snapshot (of)  | 336. Serve (as a) buffer         |
| 217. Make gains                | 277. Provide access           | 337. Serve food                  |
| 218. Make generalisation       | 278. Provide advantageous     | 338. Set a foundation            |
| 219. Make gesture              | 279. Provide advice           | 339. Set a model                 |
| 220. Make introduction         | 280. Provide an alternative   | 340. Settle issue                |
| 221. Make investigation        | 281. Provide an example       | 341. Share experience            |
| 222. Make judgements           | 282. Provide an impetus (for) | 342. Share ideas                 |
| 223. Make mistake              | 283. Provide an overview      | 343. Share interest              |
| 224. Make notes                | 284. Provide assistant        | 344. Shed light                  |
| 225. Make observation          | 285. Provide base             | 345. Shift orientation           |
| 226. Make progress             | 286. Provide care             | 346. Show awareness              |
| 227. Make promise              | 287. Provide complete picture | 347. Show benefit                |
| 228. Make provision            | 288. Provide data             | 348. Show interest               |
| 229. Make recording            | 289. Provide database         | 349. Show evidence               |

350. Show results  
 351. Show sensitivity  
 352. Show tendency  
 353. Solve problem  
 354. Stimulate knowledge  
 355. Stimulate learning  
 356. Spark controversy  
 357. Stand a chance  
 358. Support claim  
 359. Take a stance  
 360. Take a test  
 361. Take a view  
 362. Take advantage  
 363. Take notes  
 364. Take position  
 365. Take responsibility  
 366. Take risk  
 367. Take up life  
 368. Trigger a change  
 369. Trigger biases  
 370. Uncover differences  
 371. Uncover similarities  
 372. Understand difficulties  
 373. Unload baggage  
 374. Unravel complexities  
 375. Use knowledge  
 376. View as burden  
 377. Welcome a possibility  
 378. Wield influence  
 379. Worth consideration  
 380. Worth (the) effort  
 381. Worth asking  
 382. Worth noting  
 383. Yield a result  
 384. Yield outcome

**VERB + ADVERB /  
 ADJECTIVE**

1. Add greatly  
 2. Addressed peripherally  
 3. Adopt quickly  
 4. Affect profoundly  
 5. Analyze qualitatively  
 6. Appear crucial  
 7. Appear frequently  
 8. Appear important  
 9. Apply primarily  
 10. Ask directly  
 11. Attend close  
 12. Become adept  
 13. Become apparent  
 14. Become attuned  
 15. Become autonomous  
 16. Become aware  
 17. Become boring  
 18. Become clear  
 19. Become common

20. Become complex  
 21. Become concrete  
 22. Become confident  
 23. Become contested  
 24. Become effective  
 25. Become embedded  
 26. Become essential  
 27. Become evident  
 28. Become familiar  
 29. Become fluent  
 30. Become fragmented  
 31. Become important  
 32. Become independent  
 33. Become interested  
 34. Become interesting  
 35. Become known  
 36. Become major  
 37. Become marginal  
 38. Become prevalent  
 39. Become proficient  
 40. Become sensitized  
 41. Become sophisticated  
 42. Become specific  
 43. Become tolerant  
 44. Become topical  
 45. Calculate separately  
 46. Carry out intensively  
 47. Change fundamentally  
 48. Change radically  
 49. Check carefully  
 50. Check manually  
 51. Choose evenly  
 52. Clearly illustrate  
 53. Close improperly  
 54. Code separately  
 55. Come close  
 56. Comment positively  
 57. Communicate effectively  
 58. Communicate orally  
 59. Communicate successfully  
 60. Compete globally  
 61. Complete accurately  
 62. Compose concisely  
 63. Compose quickly  
 64. Concentrate strictly  
 65. Conduct independently  
 66. Consider briefly  
 67. Considered appropriate  
 68. Consult independently  
 69. Construct meaning  
 70. Contrast strikingly  
 71. Contribute little  
 72. Contribute positively  
 73. Correct consistently  
 74. Correlate significantly  
 75. Correlate strongly  
 76. Deal effectively  
 77. Decrease dramatically  
 78. Deem acceptable  
 79. Deemed appropriate

80. Deemed important  
 81. Delve deeply  
 82. Depend heavily (on)  
 83. Develop naturally  
 84. Developed unexpectedly  
 85. Differ considerably  
 86. Differ markedly  
 87. Differ significantly  
 88. Disregard strongly  
 89. Discuss directly  
 90. Discuss individually  
 91. Discuss intensively  
 92. Do better  
 93. Do well  
 94. Drop precipitously  
 95. Drop substantially  
 96. Elaborate extensively  
 97. Evidence (no) interest (in)  
 98. Evolve strongly  
 99. Examine carefully  
 100. Examine closely  
 101. Explore extensively  
 102. Express explicitly  
 103. Express independently  
 104. Express orally  
 105. Fall short  
 106. Fare better  
 107. Fare well  
 108. Feel challenged  
 109. Feel comfortable  
 110. Feel confident  
 111. Feel confused  
 112. Feel encouraged  
 113. Feel enormous  
 114. Feel inclined  
 115. Feel isolated  
 116. Feel motivated  
 117. Feel overwhelmed  
 118. Feel similarly  
 119. Feel proud  
 120. Feel uncomfortable  
 121. Feel unsure  
 122. Find challenging  
 123. Find difficult  
 124. Find easy  
 125. Find helpful  
 126. Find necessary  
 127. Find sparingly  
 128. Find useful  
 129. Find valuable  
 130. Fit neatly  
 131. Fit well  
 132. Flow naturally  
 133. Flow uninterruptedly  
 134. Focus exclusively  
 135. Focus explicitly  
 136. Focus mainly  
 137. Focus predominantly  
 138. Focus primarily  
 139. Found predominantly

- |                                |                                |                               |
|--------------------------------|--------------------------------|-------------------------------|
| 140. Function differently      | 200. Perform highly            | 260. Seem sensitive           |
| 141. Grow rapidly              | 201. Perform poorly            | 261. Seem similar             |
| 142. Go awry                   | 202. Perform well              | 262. Seem undesirable         |
| 143. Go further                | 203. Portray comprehensively   | 263. Seem unexpected          |
| 144. Guess correctly           | 204. Portray transparently     | 264. Seem uninteresting       |
| 145. Hold potential            | 205. Post regularly            | 265. Seem unreasonable        |
| 146. Hold true                 | 206. Predict accurately        | 266. Seem unsure              |
| 147. Impact positively         | 207. Present effectively       | 267. Select randomly          |
| 148. Impact significantly      | 208. Present orally            | 268. Set to stepwise          |
| 149. Implement effectively     | 209. Present persuasively      | 269. Shift dramatically       |
| 150. Improve firmly            | 210. Pronounced differently    | 270. Sit uncomfortably (with) |
| 151. Improve substantially     | 211. Prove (to be) effective   | 271. Sound better             |
| 152. Indicate clearly          | 212. Prove (to be) efficient   | 272. Sound positive           |
| 153. Indicate verbally         | 213. Prove (to be) sure        | 273. Speak correctly          |
| 154. Influence inappropriately | 214. Prove fruitful            | 274. Speak fluently           |
| 155. Keep current              | 215. Prove impossible          | 275. Speak freely             |
| 156. Keep occupied             | 216. Prove (to be) useful      | 276. Speak openly             |
| 157. Link directly             | 217. Provide potential (for)   | 277. Speak positively         |
| 158. Look carefully (into)     | 218. Provide profitable (over) | 278. Speak proficiently       |
| 159. Look closely (at)         | 219. Put differently           | 279. Spoken informally        |
| 160. Look deeply (into)        | 220. Rate equally              | 280. Stay connected           |
| 161. Make accessible           | 221. Read silently             | 281. Stem largely (from)      |
| 162. Make apparent             | 222. Record alphabetically     | 282. Submit electronically    |
| 163. Make arduous              | 223. Rely exclusively (on)     | 283. Suggest alternative      |
| 164. Make attainable           | 224. Rely heavily (on)         | 284. Take further             |
| 165. Make available            | 225. Remain accessible         | 285. Take part voluntarily    |
| 166. Make better               | 226. Remain consistently       | 286. Take place incidentally  |
| 167. Make briefly              | 227. Remain imperfect          | 287. Take seriously           |
| 168. Make certain              | 228. Remain opaque             | 288. Talk enthusiastically    |
| 169. Make clear                | 229. Remain similar            | 289. Teach explicitly         |
| 170. Make comfortable          | 230. Remain strong             | 290. Think consciously        |
| 171. Make concise              | 231. Remain unanswered         | 291. Think critically         |
| 172. Make covert               | 232. Remain unchanged          | 292. Think deeply             |
| 173. Make difficult            | 233. Remain unclear            | 293. Think longitudinally     |
| 174. Make explicit             | 234. Remain undecided          | 294. Think nonlinearly        |
| 175. Make feasible             | 235. Remind regularly          | 295. Translate quickly        |
| 176. Make impossible           | 236. Report explicitly         | 296. Trigger new idea         |
| 177. Make overt                | 237. Respond freely            | 297. Use correctly            |
| 178. Make possible             | 238. Respond physically        | 298. Use effectively          |
| 179. Make realistic            | 239. Respond verbally          | 299. Use heavily              |
| 180. Make untenable            | 240. Review critically         | 300. Use inappropriately      |
| 181. Make visible              | 241. Run counter               | 301. Use independently        |
| 182. Measure rigorously        | 242. Seem achievable           | 302. Use indiscriminately     |
| 183. Merit additional research | 243. Score better              | 303. Use inductively          |
| 184. Move simultaneously       | 244. Seem common               | 304. Used frequently          |
| 185. Navigate successfully     | 245. Seem competent            | 305. Used subsequently        |
| 186. Negotiate explicitly      | 246. Seem conclusive           | 306. Used variably            |
| 187. Negotiate implicitly      | 247. Seem desirable            | 307. Utilize successfully     |
| 188. Occur frequently          | 248. Seem feasible             | 308. Vary greatly             |
| 189. Occur instantaneously     | 249. Seem intuitive            | 309. Vary significantly       |
| 190. Occur often               | 250. Seem largely              | 310. Vary widely              |
| 191. Occur significantly       | 251. Seem likely               | 311. View effectively         |
| 192. Occur spontaneously       | 252. Seem minor                | 312. Viewed differently       |
| 193. Operate effectively       | 253. Seem obvious              | 313. Wish fervently           |
| 194. Operate independently     | 254. Seem pertinent            | 314. Work autonomously        |
| 195. Participate effectively   | 255. Seem plausible            | 315. Work collaboratively     |
| 196. Participate voluntarily   | 256. Seem prudent              | 316. Work creatively          |
| 197. Pay particular attention  | 257. Seem reasonable           | 317. Work independently       |
| 198. Perform better            | 258. Seem relevant             | 318. Work individually        |
| 199. Perform extensively       | 259. Seem sensible             | 319. Work together            |

- 320. Write accurately
- 321. Write academically
- 322. Write extensively
- 323. Write fluently

### **NOUN + VERB**

- 1. Analyses indicate
- 2. Analyses show
- 3. Article describe
- 4. Article discuss
- 5. Article examine
- 6. Article focus
- 7. Article present
- 8. Article report
- 9. Article seek
- 10. Article suggest
- 11. Attempt to achieve
- 12. Change to practise
- 13. Concern arise
- 14. Data consist
- 15. Data elicit
- 16. Data indicate
- 17. Data provide
- 18. Data reveal
- 19. Data show
- 20. Data suggest
- 21. Data were analyzed
- 22. Data were collected
- 23. Desire to interact
- 24. Difference were found
- 25. Evidence exist
- 26. Evidence suggest
- 27. Evidence support
- 28. Figure illustrate
- 29. Figure indicate
- 30. Figure represent
- 31. Figure show
- 32. Findings demonstrate
- 33. Findings find
- 34. Findings indicate
- 35. Findings reveal
- 36. Findings show
- 37. Findings suggest
- 38. Findings support
- 39. Investigation describe
- 40. Issues to consider
- 41. Lack of knowledge
- 42. Learning environment
- 43. Literature propose
- 44. Literature reveal
- 45. Literature show
- 46. Literature suggest
- 47. Misunderstanding occur
- 48. Need to communicate
- 49. Need to go
- 50. Need to help
- 51. Paper consider
- 52. Paper examines
- 53. Paper report

- 54. Paper summarize
- 55. Program design
- 56. Question arise
- 57. Report claim
- 58. Report confirm
- 59. Research show
- 60. Results demonstrate
- 61. Results determine
- 62. Results enable
- 63. Results give
- 64. Results indicate
- 65. Result provide
- 66. Results reveal
- 67. Results show
- 68. Results suggest
- 69. Story reveal
- 70. Studies prove
- 71. Study address
- 72. Study aim
- 73. Study analyze
- 74. Study attempt
- 75. Study combine
- 76. Study compare
- 77. Study contribute
- 78. Study demonstrate
- 79. Study employ
- 80. Study examine
- 81. Study explore
- 82. Study find
- 83. Study focus
- 84. Study give
- 85. Study intend
- 86. Study investigate
- 87. Study look at
- 88. Study mark
- 89. Study provide
- 90. Study raise
- 91. Study report
- 92. Study reveal
- 93. Study set out
- 94. Study show
- 95. Study suggest
- 96. Study use
- 97. Study was conducted
- 98. Survey reveal
- 99. Survey show
- 100. Table compare
- 101. Table contain
- 102. Table include
- 103. Table shed light on
- 104. Table show
- 105. Table summarize
- 106. Table present
- 107. Table provide
- 108. Table represent
- 109. Table reveal

### **NOUN + NOUN**

- 1. Access information
- 2. Achievement gap
- 3. Assessment criteria
- 4. Blanket statement
- 5. Book review
- 6. Capstone experience
- 7. Case of death
- 8. Case of life
- 9. Catering staff
- 10. Chance of success
- 11. (in) Class use
- 12. Composing process
- 13. Conference attendance
- 14. Consent form
- 15. Context cue
- 16. Correction of error
- 17. Construing meaning
- 18. Construing reality
- 19. Curriculum development
- 20. Data analysis
- 21. Data collection
- 22. Data description
- 23. Decision-making process
- 24. Developmental opportunities
- 25. Development study
- 26. Devoid of originality
- 27. Discourse community
- 28. Discussion board
- 29. Dissemination of knowledge
- 30. Education reform
- 31. Effect size
- 32. Effect value
- 33. Equipment failure
- 34. Error correction
- 35. Error detection
- 36. Feeling of insecurity
- 37. Feeling of isolation
- 38. Feeling of unease
- 39. Frequency of occurrence
- 40. Future success
- 41. Gender difference
- 42. Hallmark of data
- 43. Harbinger of change
- 44. Head start
- 45. Home discipline
- 46. Humanist orientation
- 47. Identity construction
- 48. Importance of repetition
- 49. Information retrieval
- 50. Input flood
- 51. Intend of study
- 52. Key to understanding
- 53. Knowledge source
- 54. Lack of awareness
- 55. Lack of clarity
- 56. Lack of competence
- 57. Lack of confidence
- 58. Lack of credibility
- 59. Lack of evidence
- 60. Lack of exposure

61. Lack of familiarity  
 62. Lack of fluency  
 63. Lack of interactivity  
 64. Lack of interest  
 65. Lack of knowledge  
 66. Lack of outcome  
 67. Lack of time  
 68. Lack of understanding  
 69. Language awareness  
 70. Language development  
 71. Language minority  
 72. Language proficiency  
 73. Language use  
 74. Learner autonomy  
 75. Learning experience  
 76. Learning opportunity  
 77. Learning outcome  
 78. Learning preference  
 79. Learning style  
 80. Learning tool  
 81. Level of proficiency  
 82. Life expectancy  
 83. Life experience  
 84. List of names  
 85. Matter of perspective  
 86. Mother tongue  
 87. Paucity of research  
 88. Peer feedback  
 89. Period of fluctuation  
 90. Policy decision  
 91. Policy maker  
 92. Pool of participants  
 93. Poverty reduction  
 94. Power relationship  
 95. Preparation class  
 96. Priority topic  
 97. Proficiency level  
 98. Reading achievement  
 99. Reading comprehension  
 100. Reading for pleasure  
 101. Reference material  
 102. Repertoire of practice  
 103. Research gap  
 104. Research paradigm  
 105. Research proposal  
 106. Research question  
 107. Research study  
 108. Retention of word  
 109. Risk factor  
 110. Risk taker  
 111. Role model  
 112. Role play  
 113. Rote learning  
 114. Search engine  
 115. Security guards  
 116. Sense of dissatisfaction  
 117. Sense of solidarity  
 118. Sense of uncertainty  
 119. Set of values  
 120. Shortcoming of study  
 121. Sign of deficiency  
 122. Significance of difference  
 123. Socialization process  
 124. Solidarity activity  
 125. Source of dissatisfaction  
 126. Source of frustration  
 127. Source of information  
 128. Source of knowledge  
 129. Speed of access  
 130. Stereotype threat  
 131. Student achievement  
 132. Student failure  
 133. Student success  
 134. Subject matter  
 135. Subject of debate  
 136. Teacher assessment  
 137. Teacher correction  
 138. Teacher education  
 139. Teacher intervention  
 140. Teacher involvement  
 141. Teaching practice  
 142. Teaching session  
 143. Technology use  
 144. Time management  
 145. Time constraint  
 146. Topic familiarity  
 147. Topic of interest  
 148. Transmission of ideologies  
 149. Tutor feedback  
 150. Umbrella term  
 151. University culture  
 152. Use of information  
 153. Use of knowledge  
 154. Vantage level  
 155. Vantage point  
 156. Vocabulary acquisition  
 157. Vocabulary competence  
 158. Vocabulary complexity  
 159. Vocabulary development  
 160. Vocabulary growth  
 161. Vocabulary knowledge  
 162. Waste of time  
 163. Wealth of data  
 164. Working day  
 165. Working experience  
 166. Working hours  
 167. Workplace communication  
 168. Worthy of comment  
 169. Writing ability  
 170. Writing competence  
 171. Writing development  
 172. Writing performance  
 173. Writing task
- ADJECTIVE + NOUN**
1. Absolute growth  
 2. Absolute learning  
 3. Abstract meaning  
 4. Academic affairs  
 5. Academic communication  
 6. Academic community  
 7. Academic development  
 8. Academic literacy  
 9. Academic prestige  
 10. Academic rigor  
 11. Academic setting  
 12. Academic success  
 13. Academic text  
 14. Academic values  
 15. Academic writing  
 16. Acceptable errors  
 17. Acceptable level  
 18. Accurate assessment  
 19. Acquisitional benefits  
 20. Active role  
 21. Actual role  
 22. Added value  
 23. Additional attention  
 24. Additional benefit  
 25. Additional factors  
 26. Additional help  
 27. Additional information  
 28. Additional instruction  
 29. Additional work  
 30. Additive revision  
 31. Adequate account  
 32. Adequate data  
 33. Administrative efficiency  
 34. Adult learner  
 35. Advantageous positions  
 36. Adversarial aspect  
 37. Adverse experience  
 38. Adverse impact  
 39. Affective factors  
 40. Agitated passengers  
 41. Agreed solution  
 42. Alternative applications  
 43. Alternative perspective  
 44. Amalgamated corpora  
 45. Ambiguous idea  
 46. Ambiguous notion  
 47. Ample evidence  
 48. Ample opportunity  
 49. Analytic insights  
 50. Anecdotal evidence  
 51. Anecdotal observation  
 52. Annual conference  
 53. Antagonistic question  
 54. Apparent discrepancy  
 55. Apparent growth  
 56. Apparent reluctance  
 57. Appealing idea  
 58. Applied science  
 59. Ardent support  
 60. Arduous challenge  
 61. Attainable goal  
 62. Attentional span  
 63. Attentive observation  
 64. Attractive feature

- |                              |                                  |                                    |
|------------------------------|----------------------------------|------------------------------------|
| 65. Authentic data           | 125. Clear answer                | 185. Conscious effort              |
| 66. Authentic materials      | 126. Clear assessment            | 186. Considerable attention        |
| 67. Authentic purpose        | 127. Clear conclusion            | 187. Considerable variation        |
| 68. Authoritative stance     | 128. Clear contradiction         | 188. Considerable controversy      |
| 69. Autonomous activity      | 129. Clear criticism             | 189. Considerable difficulty       |
| 70. Autonomous learning      | 130. Clear demarcations          | 190. Considerable evidence         |
| 71. Awkward implication      | 131. Clear difference            | 191. Considerable importance       |
| 72. Awkward question         | 132. Clear effect                | 192. Considerable progression      |
| 73. Background knowledge     | 133. Clear evidence              | 193. Considerable revision         |
| 74. Baseline population      | 134. Clear impetus               | 194. Considerable variation        |
| 75. Basic claim              | 135. Clear improvement           | 195. Consistent effect             |
| 76. Basic concept            | 136. Clear instability           | 196. Consistent predictor          |
| 77. Basic design             | 137. Clear orientation           | 197. Consistent use                |
| 78. Basic fact               | 138. Clear purpose               | 198. Constructive feedback         |
| 79. Basic feature            | 139. Clear sense                 | 199. Context-sensitive perspective |
| 80. Basic goal               | 140. Clear tendency              | 200. Contextual information        |
| 81. Basic principles         | 141. Clear understanding         | 201. Continued disparities         |
| 82. Basic skill              | 142. Clerical work               | 202. Continuing debate             |
| 83. Basic outline            | 143. Close attention             | 203. Continuous assessment         |
| 84. Baseline knowledge       | 144. Close connection            | 204. Continuous development        |
| 85. Beneficial effect        | 145. Close resemblance           | 205. Continuous growth             |
| 86. Best solution            | 146. Cognitive effort            | 206. Contradictive topic           |
| 87. Better understanding     | 147. Cognitive load              | 207. Contradictory account         |
| 88. Better indication        | 148. Cognitive overlook          | 208. Contradictory finding         |
| 89. Better insight           | 149. Cognitive process           | 209. Contributory factor           |
| 90. Better way               | 150. Cognitive skill             | 210. Controlled task               |
| 91. Blind rating             | 151. Cognitive strategy          | 211. Conventional look             |
| 92. Bilingual competence     | 152. Collaborative environment   | 212. Convergent evidence           |
| 93. Blunt measures           | 153. Collaborative task          | 213. Convergent goal               |
| 94. Bootstrapping process    | 154. Collective knowledge        | 214. Core belief                   |
| 95. Bridging strategy        | 155. Common errors               | 215. Core characteristic           |
| 96. Brief comment            | 156. Common goal                 | 216. Core reason                   |
| 97. Brief description        | 157. Common language             | 217. Core subject                  |
| 98. Brief discussion         | 158. Common purpose              | 218. Correct answer                |
| 99. Brief glance             | 159. Common subject              | 219. Correct prediction            |
| 100. Brief outline           | 160. Common thread               | 220. Corrective device             |
| 101. Brief prompt            | 161. Communicative purpose       | 221. Corrective feedback           |
| 102. Brief statement         | 162. Competitive ethos           | 222. Cost/benefit analysis         |
| 103. Broad base              | 163. Competitive relationship    | 223. Covert racism                 |
| 104. Broad-brush picture     | 164. Complete agreement          | 224. Creative beings               |
| 105. Capturing idea          | 165. Complete convergence        | 225. Creative use                  |
| 106. Catalytic effect        | 166. Complete list               | 226. Creative writing              |
| 107. Categorical claim       | 167. Complete picture            | 227. Critical analyses             |
| 108. Central aim             | 168. Complex pattern             | 228. Critical awareness            |
| 109. Central concern         | 169. Complex process             | 229. Critical component            |
| 110. Central goal            | 170. Complicated construct       | 230. Critical essay                |
| 111. Central position        | 171. Comprehensible input        | 231. Critical influence            |
| 112. Central purpose         | 172. Comprehensive analysis      | 232. Critical issue                |
| 113. Central role            | 173. Comprehensive overview      | 233. Critical perspective          |
| 114. Certain knowledge       | 174. Comprehensive review        | 234. Critical problem              |
| 115. Certain requirement     | 175. Comprehensive understanding | 235. Critical thinking             |
| 116. Challenging goal        | 176. Comprehensive view          | 236. Critical viewpoint            |
| 117. Challenging skill       | 177. Concerted effort            | 237. Cross-sectional study         |
| 118. Challenging task        | 178. Conclusive difference       | 238. Crucial point                 |
| 119. Changing market         | 179. Concomitant changes         | 239. Crucial role                  |
| 120. Changing nature         | 180. Concrete example            | 240. Culminating experience        |
| 121. Chronicling process     | 181. Concrete meaning            | 241. Cultural background           |
| 122. Chronological framework | 182. Conflicting nature          | 242. Cultural difference           |
| 123. Clarification question  | 183. Conflicting results         | 243. Cultural heterogenization     |
| 124. Clarification request   | 184. Conscious attention         | 244. Cultural homogenization       |

245. Cultural identity  
 246. Cumulative process  
 247. Cumulative view  
 248. Curricular constraints  
 249. Curricular goals  
 250. cursory glance  
 251. Cut-off point  
 252. Daily conversation  
 253. Daily interaction  
 254. Daily life  
 255. Daily lives  
 256. Dampening effect  
 257. Daunting task  
 258. Debriefing session  
 259. Decent pronunciation  
 260. Declarative knowledge  
 261. Decreased use  
 262. Deep level  
 263. Deeper insight  
 264. Deeper understanding  
 265. Delaying consideration  
 266. Demographic characteristics  
 267. Demographic information  
 268. Demotivating effect  
 269. Descriptive data  
 270. Descriptive feedback  
 271. Desirable outcome  
 272. Desired goal  
 273. Detailed attention  
 274. Detailed research  
 275. Detailed scrutiny  
 276. Detailed suggestion  
 277. Determining factor  
 278. Determining role  
 279. Detrimental effect  
 280. Descriptive feedback  
 281. Developed countries  
 282. Developing knowledge  
 283. Developmental milestone  
 284. Developmental phenomenon  
 285. Different assumptions  
 286. Different path  
 287. Different view  
 288. Differential effect  
 289. Differential performance  
 290. Differing opinions  
 291. Digital device  
 292. Digital education  
 293. Digital technology  
 294. Direct instruction  
 295. Direct learning  
 296. Discernible biases  
 297. Discernible impact  
 298. Disciplinary context  
 299. Disciplinary knowledge  
 300. Discontiguous idea  
 301. Discrete information  
 302. Discrete phenomenon  
 303. Discrete stages  
 304. Disinterested generation  
 305. Distinct pattern  
 306. Distinctive feature  
 307. Divergent view  
 308. Diverging ideas  
 309. Diverging needs  
 310. Diverging patterns  
 311. Doctoral student  
 312. Dominant focus  
 313. Dominant language  
 314. Dominant norm  
 315. Dominant theme  
 316. Dramatic change  
 317. Driving force  
 318. Dubious quality  
 319. Durable learning  
 320. Dynamic interplay  
 321. Early descriptions  
 322. Early development  
 323. Early stage  
 324. Early work  
 325. Ease-of-learning ranking  
 326. Economic opportunities  
 327. Educational contexts  
 328. Educational experience  
 329. Educational goal  
 330. Educational profile  
 331. Effective communication  
 332. Effective description  
 333. Effective means (of)  
 334. Effective measure  
 335. Effective reading  
 336. Effective strategy  
 337. Effective teaching  
 338. Effective tool  
 339. Effective use  
 340. Effective voice  
 341. Effective ways  
 342. Efficient reading  
 343. Efficient use  
 344. Electronic submission  
 345. Eliciting ideas  
 346. Eminent researcher  
 347. Empirical analyses  
 348. Empirical basis  
 349. Empirical data  
 350. Empirical evidence  
 351. Empirical finding  
 352. Empirical investigation  
 353. Empirical research  
 354. Empirical study  
 355. Empirical work  
 356. Enslaved individuals  
 357. Enthusiastic advocates  
 358. Environmental awareness  
 359. Environmental variables  
 360. Ephemeral nature  
 361. Epilinguistic level  
 362. Equal chance  
 363. Equal opportunity  
 364. Equal prominence  
 365. Erroneous assumption  
 366. Erroneous correction  
 367. Essential component  
 368. Essential criteria  
 369. Essential information  
 370. Essential method  
 371. Ethical obligation  
 372. Even distribution  
 373. Evident ground  
 374. Evolutionary advantage  
 375. Excellent examples  
 376. Excessive control  
 377. Excessive reliance  
 378. Exhaustive research  
 379. Existing evidence  
 380. Experienced raters  
 381. Experienced teacher  
 382. Experiential study  
 383. Explicit attention  
 384. Explicit discussion  
 385. Explicit learning  
 386. Explicit instruction  
 387. Explicit knowledge  
 388. Explicit intervention  
 389. Explicit opportunity  
 390. Explicit teaching  
 391. Explicit treatment  
 392. Exploratory study  
 393. Extensive control  
 394. Extensive difference  
 395. Extensive experience  
 396. Extensive use  
 397. External factor  
 398. Extrinsic motive  
 399. Facile access  
 400. False impression  
 401. Fair assumption  
 402. Fair treatment  
 403. False start  
 404. Fast-growing countries  
 405. Fatal accident  
 406. Fertile sites (for)  
 407. Final resolution  
 408. Financial loss  
 409. Fine distinction  
 410. Fine-grained distinctions  
 411. Firm grasp  
 412. Fixed view  
 413. Flat tone  
 414. For-credit work  
 415. Foregoing discussion  
 416. Foreign accent  
 417. Formal presentation  
 418. Fragmented account  
 419. Front-line practitioners  
 420. Fruitful area  
 421. Fruitful research  
 422. Full account  
 423. Full credit  
 424. Full participation

425. Full review  
 426. Fundamental aim  
 427. Fundamental difference  
 428. Fundamental goal  
 429. Functional purpose  
 430. Functional relation  
 431. Fundamental factors  
 432. Fundamental issue  
 433. Fundamental role  
 434. Further analyses  
 435. Further challenge  
 436. Further consideration  
 437. Further correction  
 438. Further drop  
 439. Further evidence  
 440. Further exploration  
 441. Further information  
 442. Further insight  
 443. Further level  
 444. Further point  
 445. Further reinforcement  
 446. Further research  
 447. Further studies  
 448. Further support  
 449. Future possibilities  
 450. Future studies  
 451. General acceptance  
 452. General pattern  
 453. General rise  
 454. General trend  
 455. Generic term  
 456. Genuine opportunity  
 457. Global access  
 458. Global connectivity  
 459. Global importance  
 460. Global investment  
 461. Global phenomenon  
 462. Good comprehension  
 463. Grave concern  
 464. Great advantage  
 465. Great appetite  
 466. Great care  
 467. Great effect  
 468. Great effort  
 469. Great gap  
 470. Great impediment  
 471. Great interest  
 472. Ground-breaking investigation  
 473. Growing interest  
 474. Growing evidence  
 475. Handsome benefits  
 476. Hard copy  
 477. Hard science  
 478. Hard work  
 479. Heated debate  
 480. Heated discussion  
 481. Heavy demand  
 482. Heavy strain  
 483. Helpful suggestion  
 484. High-quality instructions  
 485. Historical evidence  
 486. Holistic scoring  
 487. Homogenous group  
 488. Hushed asides  
 489. Ideological presuppositions  
 490. Idiomatic usage  
 491. Ill-served needs  
 492. Immediate use  
 493. Implicit instruction  
 494. Implicit intervention  
 495. Implicit knowledge  
 496. Implicit learning  
 497. Implicit treatment  
 498. Important advantage  
 499. Important bearing (on)  
 500. Important caveats  
 501. Important challenges  
 502. Important changes  
 503. Important characteristics  
 504. Important concern  
 505. Important consideration  
 506. Important contribution  
 507. Important criterion  
 508. Important development  
 509. Important disadvantage  
 510. Important factor  
 511. Important feature  
 512. Important finding  
 513. Important gap  
 514. Important goal  
 515. Important implications  
 516. Important insight  
 517. Important issue  
 518. Important limitations  
 519. Important milestone  
 520. Important observation  
 521. Important problem  
 522. Important question  
 523. Important ramification  
 524. Important reason  
 525. Important resource  
 526. Important role  
 527. Important similarities  
 528. Important source  
 529. Important stage  
 530. Important steps  
 531. Important task  
 532. Important themes  
 533. Important values  
 534. Impressionistic look  
 535. Inaccurate evidence  
 536. Inadequate attention  
 537. Inadequate training  
 538. Inadvertent oversight  
 539. Inappropriate response  
 540. Incidental learning  
 541. Inconclusive findings  
 542. Incorrect use  
 543. Increased practice  
 544. Increased scrutiny  
 545. Increasing conformity  
 546. Increasing interest  
 547. Increasing prominence  
 548. Increasing urgency  
 549. Independent coding  
 550. Independent evaluation  
 551. Independent learning  
 552. Independent measure  
 553. Indigenous language  
 554. Indirect effect  
 555. Individual difference  
 556. Individual thought  
 557. Individualistic activity  
 558. In-depth distinction  
 559. In-depth examination  
 560. In-depth understanding  
 561. Individual variability  
 562. Individualistic view  
 563. Informal conversation  
 564. Inherent property  
 565. Initial contribution  
 566. Initial experience  
 567. Initial study  
 568. Initial support  
 569. Innovative knowledge  
 570. Innovative project  
 571. Insightful comment  
 572. Insightful enquiry  
 573. Insightful overview  
 574. Instant payback  
 575. Intangible nature  
 576. Interesting insight  
 577. Intrinsic motivation  
 578. Instant payback  
 579. Instant messaging  
 580. Instructional content  
 581. Instructional practice  
 582. Instructional support  
 583. Insufficient training  
 584. Integrative view  
 585. Intellectual rigour  
 586. Intense criticism  
 587. Intense struggle  
 588. Intensive writing  
 589. Intercultural communication  
 590. Interesting difference  
 591. Interesting finding  
 592. Interesting insight  
 593. Interesting signs  
 594. International student  
 595. Intimidate knowledge  
 596. Intriguing case  
 597. Intriguing finding  
 598. Intriguing question  
 599. Intrinsic motive  
 600. Irritating errors  
 601. Iterative process  
 602. Jarring effect  
 603. Judicious intervention  
 604. Key changes

- 605.Key characteristics  
606.Key component  
607.Key development  
608.Key element  
609.Key evidence  
610.Key factor  
611.Key feature  
612.Key Figure  
613.Key finding  
614.Key issue  
615.Key person  
616.Key point  
617.Key question  
618.Key research  
619.Key resource  
620.Key role  
621.Key skill  
622.Key subject  
623.Key term  
624.Key theme  
625.Key values  
626.Key words  
627.Labour-intensive research  
628.Language-analytic ability  
629.Large corpora  
630.Large difference  
631.Large effect  
632.Large impact  
633.Large-scale movement  
634.Large-scale studies  
635.Lasting impact  
636.Legal advice  
637.Less-researched discipline  
638.Lexical access  
639.Lexical accessibility  
640.Lexical choice  
641.Lexical competence  
642.Lexical complexity  
643.Lexical deterioration  
644.Lexical development  
645.Lexical diversity  
646.Lexical inference  
647.Lexical knowledge  
648.Lexical retrieval  
649.Lexical sophistication  
650.Life-claiming failure  
651.Liberating opportunities  
652.Limited accessibility  
653.Limited contact  
654.Limited experience  
655.Limited opportunity  
656.Limited resource  
657.Limitless ways  
658.Lingering affection  
659.Lingering tendency  
660.Linguistic awareness  
661.Linguistic development  
662.Linguistic gains  
663.Little attention  
664.Little consensus  
665.Little difference  
666.Little evidence  
667.Little experience  
668.Little impact  
669.Little interest  
670.Little room (space)  
671.Little work  
672.Lived experiences  
673.Lively debate  
674.Living creatures  
675.Local errors  
676.Local adaptations  
677.Localized dialect  
678.Logical issue  
679.Longitudinal study  
680.Long-term effect  
681.Long-term exponent  
682.Long-term memory  
683.Main contribution  
684.Main development  
685.Main difference  
686.Main features  
687.Main stakeholders  
688.Main topic  
689.Major changes  
690.Major findings  
691.Major focus  
692.Major goal  
693.Major impact  
694.Major paradigm  
695.Major struggle  
696.Major task  
697.Mandatory examination  
698.Manifold needs  
699 Marginally significant  
700.Massive collection  
701.Meaningful contribution  
702.Meaningful way  
703.Measurable contribution  
704.Mediating factor  
705.Mental lexicon  
706.Merit-based scholarship  
707.Metaphorical use  
708.Metalinguistic knowledge  
709.Methodological design  
710.Methodological rigor  
711.Minimal difference  
712.Minimum requirements  
713.Mobile devices  
714.Moderate correlation  
715.Modest impact  
716.Motivational factor  
717.Multiple experience  
718.Mutable state  
719.Native English  
720.Natural phenomenon  
721.Naturalistic setting  
722.Naturally-occurring interactions  
723.Near-native English  
724.Negative association  
725.Negative comment  
726.Negative consequence  
727.Negative effect  
728.Negative emotion  
729.Negative evaluation  
730.Negative evidence  
731.Negative reaction  
732.Negligible effect  
733.Negligible impact  
734.New word  
735.Noisy data  
736.Nonlinear relationship  
737.Non-native English  
738.Notable difference  
739.Notable example  
740.Notable exceptions  
741.Notable features  
742.Notable issue  
743.Notable success  
744.Noteworthy exception  
745.Noticeable difference  
746.Noticeable growth  
747.Noticeable way  
748.Novice student  
749.Novice user  
750.Nuanced view  
751.Obedient listeners  
752.Obfuscatory works  
753.Obligatory features  
754.Observable difference  
755.Observational experience  
756.Observed difference  
757.Obvious effect  
758.Obvious limitations  
759.Obvious potential  
760.Obvious similarities  
761.Offline use  
762.Ongoing debates  
763.Ongoing discussion  
764.Ongoing emergence  
765.Ongoing evaluation  
766.Ongoing opportunity  
767.Ongoing process  
768.Online verification  
769.Operating costs  
770.Optimal condition  
771.Optimal level  
772.Optimal performance  
773.Oral communication  
774.Oral development  
775.Oral negotiations  
776.Oral performance  
777.Oral presentation  
778.Out-of-class experience  
779.Out-of-class opportunity  
780.Overall changes  
781.Overall evaluation  
782.Overall finding  
783.Overall impression  
784.Overall picture

785. Overall purpose  
786. Overall quality  
787. Overall responsibility  
788. Overall use  
789. Overarching aim  
790. Overarching criterion  
791. Overarching goal  
792. Overarching issue  
793. Overarching question  
794. Overhead transparency  
795. Overt correction  
796. Overt evidence  
797. Paradoxical relationship  
798. Parallel development  
799. Parallel work  
800. Partial advantage  
801. Partial knowledge  
802. Particular attention  
803. Particular interest  
804. Passing score  
805. Pedagogical belief  
806. Pedagogical challenge  
807. Pedagogical implications  
808. Pedestrian safety  
809. Pedagogic challenges  
810. Pedagogic use  
811. Pedagogical intervention  
812. Perceptible difference  
813. Perennial problem  
814. Permanent career  
815. Permanent imprint  
816. Persistent instability  
817. Personal biases  
818. Personal experience  
819. Personal profile  
820. Personal thing  
821. Persuasive arguments  
822. Persuasive research  
823. Pertinent questions  
824. Physical skill  
825. Piecemeal weighing  
826. Pilot study  
827. Pioneering work  
828. Pivot word  
829. Pivotal role  
830. Planning talk  
831. Plausible explanation  
832. Plausible idea  
833. Plausible option  
834. Plurilingual identity  
835. Poignant analogy  
836. Polarized debate  
837. Political realities  
838. Political stance  
839. Poor performance  
840. Populous states  
841. Positive affirmation  
842. Positive change  
843. Positive contribution  
844. Positive correlation  
845. Positive effect  
846. Positive emotion  
847. Positive evaluation  
848. Positive evidence  
849. Positive finding  
850. Positive impact  
851. Positive interdependence  
852. Positive relationship  
853. Possible conclusion  
854. Possible errors  
855. Possible explanation  
856. Possible outcome  
857. Possible solution  
858. Potential benefit  
859. Potential consequence  
860. Potential efficacy  
861. Potential effect  
862. Potential implication  
863. Potential influence  
864. Potential link  
865. Potential opportunity  
866. Potential pitfall  
867. Potential problem  
868. Potential shortcoming  
869. Potential similarities  
870. Potential source  
871. Powerful difference  
872. Powerful hardware  
873. Powerful influence  
874. Powerful tool  
875. Powerful vehicles  
876. Practical application  
877. Practical suggestions  
878. Practical terms  
879. Pragmatic competence  
880. Pragmatic knowledge  
881. Predictable difference  
882. Predictable effect  
883. Predictable outcome  
884. Predictive accuracy  
885. Predictive power  
886. Predominant features  
887. Preliminary indication  
888. Preventative intervention  
889. Prevailing orientation  
890. Previous research  
891. Prior experience  
892. Prior knowledge  
893. Primary aim  
894. Primary concern  
895. Primary criterion  
896. Principal component  
897. Principled manner  
898. Private belongings  
899. Probable reasons  
900. Problem-solving task  
901. Procedural knowledge  
902. Professional development  
903. Professional purposes  
904. Profound effect  
905. Prominent feature  
906. Prominent words  
907. Protective effect  
908. Provisional answer  
909. Publishable article  
910. Published work  
911. Pure science  
912. Purpose-built corpora  
913. Push-back scenario  
914. Putative contribution  
915. Putative stage  
916. Puzzling term  
917. Qualitative analysis  
918. Qualitative evidence  
919. Qualitative study  
920. Quantitative analysis  
921. Quantitative evidence  
922. Quantitative study  
923. Quick access  
924. Radical implication  
925. Random selection  
926. Rapid expansion  
927. Rapid growth  
928. Rapid increase  
929. Rapid change  
930. Rapid development  
931. Rare occurrence  
932. Rating criteria  
933. Raw comment  
934. Ready-made corpora  
935. Real advantage  
936. Real problem  
937. Real world  
938. Real-world task  
939. Reasonable degree  
940. Reasoned argument  
941. Recent studies  
942. Receptive knowledge  
943. Recognizable phenomenon  
944. Recommended value  
945. Reductionist view  
946. Recurring question  
947. Regular basis  
948. Real-life experience  
949. Real-life situation  
950. Reliable criteria  
951. Reliable insight  
952. Reliable prediction  
953. Residual capacity  
954. Restricted true  
955. Rigorous manner  
956. Rigorous training  
957. Robust argument  
958. Robust contribution  
959. Robust difference  
960. Robust effect  
961. Robust finding  
962. Robust inquiry  
963. Robust predictor  
964. Robust reason

965. Robust role  
 966. Rote-learning ability  
 967. Routine activities  
 968. Rubric-based decision  
 969. Rudimentary purpose  
 970. Running costs  
 971. Qualitative investigation  
 972. Quantitative investigation  
 973. Salient difference  
 974. Salient features  
 975. Scaffolding skills  
 976. Selective process  
 977. Sensitive dependence  
 978. Serious problem  
 979. Scientific knowledge  
 980. Semantic integrity  
 981. Semantic knowledge  
 982. Sensitive intervention  
 983. Sequential order  
 984. Severe criticism  
 985. Sheer number  
 986. Short-term gains  
 987. Significant advantage  
 988. Significant assistant  
 989. Significant attention  
 990. Significant bearing  
 991. Significant benefit  
 992. Significant challenges  
 993. Significant contribution  
 994. Significant correlation  
 995. Significant difference  
 996. Significant drop  
 997. Significant effect  
 998. Significant exception  
 999. Significant example  
 1000. Significant factor  
 1001. Significant gains  
 1002. Significant gap  
 1003. Significant impact  
 1004. Significant improvement  
 1005. Significant level  
 1006. Significant part  
 1007. Significant predictor  
 1008. Significant relationship  
 1009. Significant result  
 1010. Significant role  
 1011. Significant stimulus  
 1012. Similar point  
 1013. Simple task  
 1014. Specific context  
 1015. Similar concern  
 1016. Similar situations  
 1017. Similar outcome  
 1018. Slight difference  
 1019. Slight effect  
 1020. Slight increase  
 1021. Small difference  
 1022. Small gains  
 1023. Small-scale study  
 1024. Small tendency  
 1025. Social interaction  
 1026. Social justice  
 1027. Social opportunities  
 1028. Social relationship  
 1029. Social underpinning  
 1030. Societal biases  
 1031. Socio-economic status  
 1032. Soft science  
 1033. Sophisticated idea  
 1034. Sophisticated information  
 1035. Sophisticated use  
 1036. Specialized corpora  
 1037. Specialized knowledge  
 1038. Specific context  
 1039. Specific purpose  
 1040. Spontaneous conversation  
 1041. Spontaneous speech  
 1042. Stable trait  
 1043. Static relation  
 1044. Starting point  
 1045. State-wide exam  
 1046. Static view  
 1047. Statistically significant  
 1048. Steady flow  
 1049. Steady improvement  
 1050. Straightforward task  
 1051. Straightforward tendency  
 1052. Stratified sampling  
 1053. Striking difference  
 1054. Striking feature  
 1055. Striking finding  
 1056. Striking similarity  
 1057. Strong agreement  
 1058. Strong association  
 1059. Strong benefit  
 1060. Strong bias  
 1061. Strong caution  
 1062. Strong claim  
 1063. Strong correlation  
 1064. Strong effect  
 1065. Strong emphasis  
 1066. Strong evidence  
 1067. Strong focus  
 1068. Strong foundation  
 1069. Strong indication  
 1070. Strong interest  
 1071. Strong performance  
 1072. Strong possibility  
 1073. Strong preference  
 1074. Strong presence  
 1075. Strong support  
 1076. Strong tendencies  
 1077. Stylistic difference  
 1078. Subsidiary aim  
 1079. Subsidiary focus  
 1080. Substantial claim  
 1081. Substantial difference  
 1082. Substantial evidence  
 1083. Substantial goal  
 1084. Substantial handicap  
 1085. Substantial mismatch  
 1086. Substantial shift  
 1087. Subtle difference  
 1088. Successful presentation  
 1089. Succinct idea  
 1090. Sudden shift  
 1091. Sufficient attention  
 1092. Suggested alternative  
 1093. Suitable stimuli  
 1094. Superior performance  
 1095. Supervised teaching  
 1096. Supplementary material  
 1097. Supplementary resource  
 1098. Surprising advantages  
 1099. Surprising results  
 1100. Surrounding area  
 1101. Sustained development  
 1102. Systematic analysis  
 1103. Systematic evidence  
 1104. Target-centric perspective  
 1105. Technical advantage  
 1106. Technical support  
 1107. Tedious work  
 1108. Tentative interest  
 1109. Tentative suggestion  
 1110. Thematic content  
 1111. Theoretical commitment  
 1112. Theoretical foundation  
 1113. Theoretical framework  
 1114. Theoretical grounding  
 1115. Theoretical interest  
 1116. Theoretical prediction  
 1117. Theoretical support  
 1118. Timely feedback  
 1119. Timely movement  
 1120. Top-down initiative  
 1121. Top priority  
 1122. True description  
 1123. Ultimate aim  
 1124. Ultimate control  
 1125. Ultimate goal  
 1126. Ultimate hope  
 1127. Ultimate purpose  
 1128. Unabridged text  
 1129. Unbridgeable gulf  
 1130. Unconscious application  
 1131. Unconscious process  
 1132. Underlying assumptions  
 1133. Underlying similarities  
 1134. Unelaborated source  
 1135. Unexpected circumstance  
 1136. Unexpected finding  
 1137. Unexpected problem  
 1138. Unexpected question  
 1139. Unfamiliar words  
 1140. Unguided speech  
 1141. Uniform trend  
 1142. Unique contribution  
 1143. Unique experience

1144. Unique nature  
 1145. Unique opportunity  
 1146. Unique reason  
 1147. Universal norms  
 1148. Unknown vocabulary  
 1149. Unknown word  
 1150. Unlikely event  
 1151. Unofficial language  
 1152. Unpredictable situations  
 1153. Unrealistic expectation  
 1154. Unrefined measurement  
 1155. Unsatisfactory situation  
 1156. Unsettling experience  
 1157. Unsurprising finding  
 1158. Untameable assumption  
 1159. Untapped area  
 1160. Unusual challenge  
 1161. Unusual scenarios  
 1162. Urgent need  
 1163. Useful aid  
 1164. Useful development  
 1165. Useful surrogate  
 1166. Useful tips  
 1167. Vague expectation  
 1168. Vague term  
 1169. Valid conclusion  
 1170. Valid indicator  
 1171. Valid interpretation  
 1172. Valuable endeavour  
 1173. Valuable experience  
 1174. Valuable information  
 1175. Valuable input  
 1176. Valuable insight  
 1177. Valuable resource  
 1178. Valuable step forward  
 1179. Valuable suggestion  
 1180. Value-laden behaviour  
 1181. Vanishing point  
 1182. (at) varying levels  
 1183. Vast literature  
 1184. Verbal fluency  
 1185. Vexing question  
 1186. Viable alternatives  
 1187. Viable tool  
 1188. Violated rule  
 1189. Virtual environment  
 1190. Visual cue  
 1191. Vital assumption  
 1192. Vital clues  
 1193. Vital role  
 1194. Vocabulary knowledge  
 1195. Weak impact  
 1196. Welcome outcome  
 1197. Widespread belief  
 1198. Widespread popularity  
 1199. Widespread resistance  
 1200. Widespread use  
 1201. Wildly-held beliefs  
 1202. Wired world  
 1203. Working memory

1204. World-wide interest  
 1205. Worrisome feature  
 1206. Worthwhile experience  
 1207. Written feedback  
 1208. Wrong answer  
 1209. Zero relevance

### ADVERB + ADJECTIVE

1. Admittedly problematic
2. Adversely impact
3. Apparently beneficial
4. Arguably beneficial
5. Barely adequate
6. Barely coherent
7. Barely perceptible
8. Broadly applicable
9. Broadly confident
10. Broadly contrasting
11. Broadly representative
12. Centrally concerned
13. Certainly possible
14. Certainly problematic
15. Clearly adept
16. Clearly crucial
17. Clearly defined
18. Clearly evident
19. Clearly important
20. Clearly impossible
21. Clearly impractical
22. Clearly interpretable
23. Clearly specify
24. Clearly useful
25. Closely associated
26. Closely connected
27. Closely interconnected
28. Closely linked
29. Closely related
30. Cognitively challenging
31. Cognitively complex
32. Cognitively mature
33. Cognitively salient
34. Commonly known
35. Comparatively weaker
36. Completely appropriate
37. Completely comfortable
38. Completely discrete
39. Completely familiar
40. Completely free
41. Completely irrelevant
42. Completely negative
43. Completely positive
44. Completely wrong
45. Conceptually plausible
46. Conceptually simple
47. Concisely written
48. Considerably different
49. Considerable harder
50. Considerably weak

51. Consistently higher
52. Constantly changing
53. Contextually clear
54. Conventionally construed
55. Critically important
56. Culturally appropriate
57. Culturally biased
58. Culturally bond
59. Culturally different
60. Culturally distinct
61. Culturally familiar
62. Culturally sensitive
63. Culturally unfamiliar
64. Culturally variable
65. Daily routine
66. Descriptively real
67. Diametrically opposed
68. Directly related
69. Directly relevant
70. Directly transferable
71. Distantly related
72. Doubtlessly important
73. Dramatically different
74. Easily accessible
75. Easily definable
76. Easily forgotten
77. Easily replicable
78. Easily understandable
79. Economically disadvantaged
80. Effectively develop
81. Entirely new
82. Entirely plausible
83. Entirely unexpected
84. Equally challenging
85. Equally complex
86. Equally effective
87. Equally important
88. Equally sized
89. Equally well
90. Especially helpful
91. Especially important
92. Especially interesting
93. Especially notable
94. Especially true
95. Essentially practical
96. Explicitly present
97. Extremely attractive
98. Extremely common
99. Extremely controversial
100. Extremely difficult
101. Extremely frequent
102. Extremely helpful
103. Extremely high
104. Extremely small
105. Extremely successful
106. Extremely useful
107. Fairly efficient
108. Fairly experienced
109. Fairly straightforward
110. Freely available

111. Frequently cited  
 112. Fully correct  
 113. Fully established  
 114. Fully realisable  
 115. Fully trained  
 116. Generally accepted  
 117. Generally agreed  
 118. Generally easier  
 119. Generally high  
 120. Generally positive  
 121. Generally reluctant  
 122. Genuinely interesting  
 123. Genuinely unexpected  
 124. Globally connected  
 125. Globally minded  
 126. Grammatically complex  
 127. Greatly opposed  
 128. Grossly inadequate  
 129. Hardly controversial  
 130. Hardly surprising  
 131. Highly conventional  
 132. Highly dependent  
 133. Highly diverse  
 134. Highly diversified  
 135. Highly influential  
 136. Highly interactive  
 137. Highly motivated  
 138. Highly problematic  
 139. Highly proficient  
 140. Highly ranked  
 141. Highly relevant  
 142. Highly reliable  
 143. Highly rated  
 144. Highly sensitive  
 145. Highly specialized  
 146. Highly specific  
 147. Highly trained  
 148. Highly likely  
 149. Highly unfavourable  
 150. Highly valued  
 151. Immediately concerned  
 152. Immediately obvious  
 153. Immediately striking  
 154. Increasingly important  
 155. Increasingly acceptable  
 156. Increasingly disengaged  
 157. Increasingly practical  
 158. Increasingly topical  
 159. Incredibly rich  
 160. Indirectly relevant  
 161. Inevitably limited  
 162. Inherently easy  
 163. Inherently problematic  
 164. Inherently wrong  
 165. Interestingly ambivalent  
 166. Internally cohesive  
 167. Intricately designed  
 168. Judiciously selected  
 169. Largely invisible  
 170. Largely similar  
 171. Largely superficial  
 172. Linearly related  
 173. Linguistically distinct  
 174. Locally educated  
 175. Mainly instrumental  
 176. Mainly interested  
 177. Marginally better  
 178. Marginally higher  
 179. Marginally significant  
 180. Marginally superior  
 181. Mostly significant  
 182. Narrowly distributed  
 183. Narrowly focused  
 184. Necessarily available  
 185. Necessarily correct  
 186. Necessarily valid  
 187. Newly prominent  
 188. Newly qualified  
 189. Notably limited  
 190. Notably rare  
 191. Noticeably stronger  
 192. Notoriously impervious  
 193. Oddly enough  
 194. Ostensibly desirable  
 195. Overly modest  
 196. Overly optimistic  
 197. Painfully aware  
 198. Partially attributable  
 199. Partially correct  
 200. Particularly challenging  
 201. Particularly complex  
 202. Particularly crucial  
 203. Particularly important  
 204. Particularly interested  
 205. Particularly interesting  
 206. Particularly motivated  
 207. Particularly popular  
 208. Particularly prominent  
 209. Particularly true  
 210. Particularly strong  
 211. Particularly useful  
 212. Particularly well  
 213. Partly attributable  
 214. Pedagogically oriented  
 215. Pedagogically useful  
 216. Pedagogically worthless  
 217. Perfectly possible  
 218. Polar opposite  
 219. Possibly obligatory  
 220. Potentially available  
 221. Potentially effective  
 222. Potentially important  
 223. Potentially negative  
 224. Potentially positive  
 225. Potentially problematic  
 226. Potentially useful  
 227. Potentially valuable  
 228. Precisely written  
 229. Predominantly active  
 230. Presently underway  
 231. Probably insufficient  
 232. Professionally produced  
 233. Prohibitively expensive  
 234. Publicly available  
 235. Purely explicit  
 236. Purportedly generic  
 237. Quite bad  
 238. Quite common  
 239. Quite different  
 240. Quite difficult  
 241. Quite easy  
 242. Quite evident  
 243. Quite frequent  
 244. Quite helpful  
 245. Quite interesting  
 246. Quite seriously  
 247. Quite similar  
 248. Radically different  
 249. Randomly selected  
 250. Rapidly changing  
 251. Rapidly developing  
 252. Rapidly evolving  
 253. Readily apparent  
 254. Readily available  
 255. Readily acceptable  
 256. Readily accessible  
 257. Really important  
 258. Reasonably extensive  
 259. Reasonably large  
 260. Reasonably possible  
 261. Relatively consistent  
 262. Relatively easy  
 263. Relatively frequent  
 264. Relatively high  
 265. Relatively large  
 266. Relatively long  
 267. Relatively little  
 268. Relatively narrow  
 269. Relatively new  
 270. Relatively predictable  
 271. Relatively reliable  
 272. Relatively similar  
 273. Relatively simple  
 274. Relatively small  
 275. Relatively straightforward  
 276. Relatively superficial  
 277. Remarkably similar  
 278. Richly multicultural  
 279. Richly multilingual  
 280. Richly varied  
 281. Robustly significant  
 282. Roughly equivalent  
 283. Scholarly interesting  
 284. Seemingly infrequent  
 285. Seemingly relentless  
 286. Seemingly unavoidable  
 287. Seemingly unaware  
 288. Semantically opaque  
 289. Semantically related  
 290. Sharp increase

291. Significantly different  
 292. Significantly fluent  
 293. Significantly higher  
 294. Slightly different  
 295. Slightly higher  
 296. Slightly lower  
 297. Socially constructed  
 298. Socially constructive  
 299. Socially mediated  
 300. Statistically equivalent  
 301. Statistically significant  
 302. Staunchly opposed  
 303. Strictly forbidden  
 304. Strikingly clear  
 305. Strikingly different  
 306. Strikingly diverse  
 307. Strikingly high  
 308. Strongly associated  
 309. Strongly embedded  
 310. Strongly evident  
 311. Strongly important  
 312. Strongly linked  
 313. Strongly positive  
 314. Strongly resistant  
 315. Structurally similar  
 316. Sufficiently communicative  
 317. Sufficiently generic  
 318. Sufficiently high  
 319. Sufficiently large  
 320. Sufficiently stringent  
 321. Surprisingly little  
 322. Technically adept  
 323. Technologically assisted  
 324. Tightly interwoven  
 325. Totally different  
 326. Totally wrong  
 327. Truly inappropriate  
 328. Truly serious  
 329. Unambiguously attributable  
 330. Uncomfortably adversarial  
 331. Unduly bold  
 332. Unexpectedly high  
 333. Uniformly successful  
 334. Unreservedly negative  
 335. Virtually unknown  
 336. Well known  
 337. Widely accepted  
 338. Widely applicable  
 339. Widely discussed  
 340. Widely marketable  
 341. Widely spoken  
 342. Widely used
- ADVERB + VERB**
1. Actively encourage
  2. Actively engage
  3. Actively impact
  4. Actively involved
  5. Actively select
  6. Actively transform
  7. Actually do
  8. Additionally propose
  9. Additionally suggest
  10. Adversely impact
  11. Always change
  12. Appropriately apply
  13. Apparently err on
  14. Arguably apply
  15. Better understand
  16. Briefly attempt
  17. Briefly discuss
  18. Briefly examine
  19. Briefly review
  20. Briefly summarize
  21. Broadly speak
  22. Broadly think
  23. Carefully analyzed
  24. Carefully compile
  25. Carefully controlled
  26. Carefully define
  27. Carefully design
  28. Carefully edit
  29. Certainly worth
  30. Chronologically determine
  31. Clearly align with
  32. Clearly define
  33. Clearly express
  34. Clearly illustrate
  35. Clearly indicate
  36. Clearly intend
  37. Clearly need
  38. Closely aligned with
  39. Closely examine
  40. Closely follow
  41. Cognitively engage
  42. Collaboratively work
  43. Commonly assume
  44. Commonly believed
  45. Commonly occur
  46. Commonly used
  47. Comprehensively integrate
  48. Consistently apply
  49. Consistently attend
  50. Conspicuously dominated
  51. Constantly alter
  52. Constantly change
  53. Constantly evolve
  54. Continually change
  55. Continually shift
  56. Correctly classify
  57. Correctly identify
  58. Correctly use
  59. Critically depend on
  60. Critically evaluate
  61. Currently occupy
  62. Currently represent
  63. Deeply steeped
  64. Definitely worth
  65. Deliberately ignore
  66. Deliberately place
  67. Deliberately try
  68. Depend entirely (on)
  69. Directly examine
  70. Directly explain
  71. Directly impact
  72. Directly involved
  73. Directly observe
  74. Directly reflect
  75. Easily describe
  76. Easily forget
  77. Easily guess
  78. Effectively manage
  79. Effectively teach
  80. Elegantly challenge
  81. Erroneously assume
  82. Erroneously written
  83. Exclusively focus
  84. Explicitly address
  85. Explicitly describe
  86. Explicitly distinguish
  87. Explicitly explain
  88. Explicitly introduce
  89. Explicitly represent
  90. Explicitly say
  91. Extensively develop
  92. Extensively research
  93. Extensively use
  94. Fiercely resist
  95. Frequently cited
  96. Frequently imply
  97. Frequently mention
  98. Frequently occur
  99. Frequently use
  100. Fully assess
  101. Fully comprehend
  102. Fully establish
  103. Fully exploit
  104. Fully focus
  105. Fully understand
  106. Fully warrant
  107. Fundamentally alter
  108. Further developed
  109. Further discuss
  110. Further reveal
  111. Generally accepted
  112. Generally believed
  113. Generally considered
  114. Generally illustrate
  115. Generally seen
  116. Generally view
  117. Generally use
  118. Gradually build up
  119. Gradually decrease
  120. Gradually learn
  121. Gradually wear (thin)
  122. Graphically represented
  123. Greatly affect
  124. Greatly favor

125. Greatly increase  
 126. Heavily concentrate  
 127. Highly correlate  
 128. Highly focus  
 129. Historically group  
 130. Holistically rate  
 131. Immediately follow  
 132. Inevitably call  
 133. Inevitably occur  
 134. Intimately connected  
 135. Intimately involved  
 136. Jointly code  
 137. Jointly develop  
 138. Knowingly repeat  
 139. Knowingly say  
 140. Largely determined  
 141. Largely dominated  
 142. Largely influence  
 143. Largely involve  
 144. Largely overlook  
 145. Likely to encounter  
 146. Immediately apply  
 147. Implicitly favour  
 148. Implicitly indicate  
 149. Mainly intend  
 150. Manually analyze  
 151. Manually choose  
 152. Marginally fail  
 153. Meaningfully contribute  
 154. Mistakenly assume  
 155. Naturally follow  
 156. Narrowly define  
 157. Narrowly focus  
 158. Naturally occur  
 159. Naturally transfer  
 160. Necessarily mean  
 161. Necessarily need  
 162. Normally distributed  
 163. Noticeably increase  
 164. Originally developed  
 165. Originally suggest  
 166. Overtly express  
 167. Overtly describe  
 168. Partially known  
 169. Partially reveal  
 170. Partly attributed  
 171. Partly contrast  
 172. Passively receive  
 173. Periodically check  
 174. Persistently misuse  
 175. Persuasively argue  
 176. Positively impact  
 177. Possibly depend on  
 178. Potentially allow  
 179. Potentially cause  
 180. Potentially impact  
 181. Potentially make  
 182. Predominantly determined  
 183. Predominantly focus  
 184. Primarily achieved  
 185. Primarily aim  
 186. Primarily intend  
 187. Primarily investigate  
 188. Purposely use  
 189. Quantitatively analyse  
 190. Quickly grasp  
 191. Quickly select  
 192. Randomly assign  
 193. Randomly divide  
 194. Randomly selected  
 195. Rapidly decline  
 196. Rarely fail  
 197. Rarely seen  
 198. Realistically maintain  
 199. Reasonably expect  
 200. Reasonably handle  
 201. Regularly attempt  
 202. Regularly repeat  
 203. Regularly use  
 204. Reliably predict  
 205. Reliably promote  
 206. Rigidly hold  
 207. Rigorously critique  
 208. Routinely embrace  
 209. Seriously confront  
 210. Seriously question  
 211. Seriously undermine  
 212. Severely weaken  
 213. Slightly alter  
 214. Slightly wary  
 215. Significantly affect  
 216. Significantly alter  
 217. Significantly differ  
 218. Significantly help  
 219. Significantly increase  
 220. Significantly predict  
 221. Similarly show  
 222. Simply correct  
 223. Simply repeat  
 224. Simply require  
 225. Slowly manage  
 226. Smoothly ascend  
 227. Socially constructed  
 228. Socially embedded  
 229. Specifically apply  
 230. Specifically examine  
 231. Strictly apply  
 232. Strongly believe  
 233. Strongly hope  
 234. Strongly imply  
 235. Strongly influence  
 236. Strongly resist  
 237. Strongly suggest  
 238. Strongly support  
 239. Subsequently inform  
 240. Substantially further  
 241. Successfully become  
 242. Successfully deal with  
 243. Successfully guess  
 244. Successfully incorporate  
 245. Systematically examine  
 246. Systematically use  
 247. Tacitly accept  
 248. Tentatively support  
 249. Thoroughly address  
 250. Thoroughly discuss  
 251. Thoughtfully design  
 252. Totally account  
 253. Typically express  
 254. Typically use  
 255. Uncritically cite  
 256. Understandably wish  
 257. Unduly constrained  
 258. Uniquely associate  
 259. Universally insist  
 260. Unsurprisingly indicate  
 261. Usually occur  
 262. Vastly increase  
 263. View(something) favourably  
 264. Vigorously debated  
 265. Widely argued  
 266. Widely cited  
 267. Widely recognized  
 268. Widely referred  
 269. Widely seen  
 270. Widely shared  
 271. Widely used  
 272. Widely welcome

## İngilizce yazılan akademik metinlerde sözcük birliđi

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### Öz

Akademik yazımda eşdizim, İngilizceyi anadilmiş gibi kullanabilme becerisi isteniyorsa oldukça önemlidir. Bu doğrultuda bu çalışma iki ana amacı gerçekleştirmek için yapılmıştır: akademik yazımda anadilde yazıyormuş gibi yazabilmek için eşdizime olan farkındalığı arttırmak ve özellikle anadili İngilizce olmayan yazarlar tarafından kullanılabilir pratik bir eşdizim listesi oluşturmak. Çalışmanın verisini anadili İngilizce olan yazarlar tarafından İngiliz Dili Eğitimi dalında yazılmış 100 makale oluşturmaktadır. Veri analiz edilmiş ve bulunan eşdizim yapıları çeşitli kategorilere ayrılmıştır. Kategorize edilen eşdizim yapıları kapsamlı bir eşdizim listesi oluşturabilmek için eşdizim sözlükleri kullanılarak genişletilmiştir. Sonuçlar akademik yazımlarda anadili İngilizce olan yazarların yoğun bir şekilde eşdizim kullandıkları görülmüştür. Aynı zamanda yapılan literatür taraması, İngiliz dilinde kaliteli akademik yazım ve eşdizimin doğru kullanılması arasında güçlü bir ilişki olduğunu gösteren kanıtlar ortaya çıkarmıştır.

*Anahtar Sözcükler:* Kelime bazlı eşdizim; sözcük eşdizimi; anadilde akıcılık; akademik yazım

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