



R.T.

UFUK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING
ENGLISH LANGUAGE TEACHING PROGRAMME

**THE EFFECT OF TEACHING LEXICAL CHUNKS ON PROMOTING
ENGLISH WRITING COMPETENCE AMONG EFL STUDENTS AT
UNIVERSITY PREPARATORY SCHOOLS IN TÜRKİYE**

MASTER'S THESIS

DAVUT ZEKİ KURT

SUPERVISOR

ASSOC. PROF. DR. CEYHUN KARABIYIK

ANKARA

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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğim taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğim onaylarım:

- Tezimin tamamı her yerden erişime açılabilir.

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Davut Zeki KURT

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ÖZ

KURT, Davut Zeki. Türkiye'deki Üniversite Hazırlık Okullarındaki İngilizce Öğrencileri Arasında Sözcük Öbeği Öğretiminin İngilizce Yazma Yeterliliğini Geliştirmedeki Etkisi. Yüksek Lisans Tezi, Ankara, 2025.

Sözcüksel Yaklaşımı dayanan bu yarı deneysel çalışma, sözcük öbeği öğretiminin öğrencilerin yazma becerileri üzerindeki etkisini araştırmaktadır. Ankara Bilim Üniversitesi Hazırlık Okulu'nda 2023-2024 eğitim-öğretim yılı bahar yarısında İngilizce hazırlık eğitimi alan öğrencilere yönelik bir çalışma yapılmıştır. Araştırma sırasında öğrencilerin yazılı çalışmalarında sözcük öbeklerini doğru ve mümkün olduğunda çok kullanma becerileri ve kompozisyon yazma becerileri başarı testleri kullanılarak değerlendirilmiştir. Bu başarı testleri, öğrencilerin neden-sonuç denemesi kapsamında sınıf içi uygulama olarak belirli başlıklarda yazacakları kompozisyonların Jacobs ve ark., (1981) tarafından geliştirilen yazma becerileri (icerik, organizasyon, kelime dağarcığı, dil kullanımı ve yazım kuralları) kapsamında beş kritik bileşenle değerlendirilmesidir. Uygulama, 8 Nisan- 3 Mayıs 2024 tarihlerinde kontrol grubu olarak 20 öğrenci ve deney grubu olarak 20 öğrenci olmak üzere toplamda 40 öğrenciye öğretmen gözetiminde gerçekleştirildi. Uygulama sonrası değerlendirme kriterlerine göre hesaplanan veriler SPSS 25.0 programında analiz edildi. Araştırma sorularının yanıtlarını bulmak amacıyla uygulanan başarı testleri için öncelikle Kendal W Uyum Testi yardımıyla kompozisyon yazma becerileri değerlendirme kategorileri (icerik, organizasyon, kelime dağarcığı, dil kullanımı ve yazım kuralları) arasındaki uyum tespiti yapılmış ve puanlamalar arası uyum bulunmuştur. Uyum bulunması durumunda gruplar arası ve gruplar içi başarı puanları arasındaki farkın anlamlılığı t testi ile değerlendirilmiştir. Elde edilen bulgular, geleneksel yöntemler ile gerçekleştirilen sözcük öğretimi sürecinin, öğrencilerin sözcük öbeklerini fazla sayıda ve doğru bir şekilde yazmaları ve yazmadaki uyumda anlamlı bir fark yaratmadığını ancak Sözcüksel Yaklaşım ile gerçekleştirilen sözcük öbeği öğretiminin, öğrencilerin sözcük öbeklerini fazla sayıda ve doğru bir şekilde yazmaları ve yazmadaki uyumda anlamlı bir fark yaratarak olumlu bir etkiye sahip olduğunu göstermiştir. Araştırma sonuçlarına dayanılarak Sözcüksel Yaklaşım ve Sözcük Öbeği Öğretimi ile ilgili önerilerde bulunulmuştur.

Anahtar Sözcükler: Sözcüksel Yaklaşım, Sözcük Öbeği, Yazma Becerileri

ABSTRACT

KURT, Davut Zeki. The Effect of Teaching Lexical Chunks on Promoting English Writing Competence among EFL Students at University Preparatory Schools in Turkey. Master's Thesis, Ankara, 2025.

This quasi-experimental study, based on the Lexical Approach, investigates the impact of lexical chunk teaching on students' writing skills. A study was conducted at Ankara Bilim University Preparatory School for students who received English preparatory education in the spring semester of the 2023-2024 academic year. Throughout the research, students' ability to use lexical chunks correctly and as frequently as possible in written studies and their essay writing skills were evaluated using achievement tests. These achievement tests involved the evaluation of the essays written by students on specific topics as an in-class practice within the framework of the cause-effect experiment, using five critical components of writing skills (content, organisation, vocabulary, language use and mechanics) developed by Jacobs et al. (1981). The application of the study was conducted under the supervision of a teacher with a total of 40 students, comprising 20 in the control group and 20 in the experimental group, between April 8 and May 3, 2024. The data calculated according to the post-application evaluation criteria were analysed in the SPSS 25.0 program. For the achievement tests applied to answer the research questions, firstly, with the help of the Kendal's W Concordance Test, the compatibility between the evaluation categories of essay writing skills (content, organization, vocabulary, language use, and mechanics) was determined, and the harmony between the scores was found. In the case of harmony, the significance of the difference between the intergroup and intragroup achievement scores was evaluated by t-test. The findings showed that the vocabulary teaching conducted through traditional methods did not make a significant difference in students' writing of lexical chunks more correctly and in harmony in writing, but lexical chunk teaching with the Lexical Approach had a positive effect on students' writing of lexical chunks more and correctly and by making a significant difference in writing harmony. Based on the results of the research, suggestions were made about the use of Lexical Approach and Lexical Chunk Teaching in the classroom.

Keywords: Lexical Approach, Lexical Chunks, Writing Skills

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LIST OF ABBREVIATIONS

ELT	: English Language Teaching
EFL	: English as a Foreign Language
LA	: Lexical Approach
EMI	: English Medium Instruction



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INTRODUCTION

Introduction

Vocabulary is essential in learning a language, particularly for college students. This period is critical for students to enhance their English skills during their college years. In some countries, vocabulary instruction remains segregated from language acquisition in both theoretical and practical contexts.

Language has traditionally been characterized as lexical grammar, which encompasses two main elements: vocabulary and grammar. Vocabulary consists of a dynamic collection of words that evolve over time, while grammar is regarded as the foundational and more creative aspect derived from the generative language system. Consequently, many believe that language instruction should prioritise grammar proficiency. Even though there is a growing focus on vocabulary instruction in English classrooms across Türkiye, many educators still lean towards traditional grammar acquisition methods. Jia (2004) notes that EFL (English as a foreign language) students continue to fall short of expectations in their English proficiency after several years of learning through conventional teaching practices.

Researchers are increasingly focusing on vocabulary in language instruction, with teaching lexical chunks emerging as a popular approach. This innovative methodology marks a significant shift in language analysis. Notable researchers, including Nattinger and DeCarrico (1992), emphasise the importance of lexical chunks, positioning them at the heart of language acquisition and viewing them as foundational for creative rule-making. Lexical chunks are processed as entire units, which enhances both language accuracy and fluency while accelerating language processing. Although many linguists believe that lexical chunks can enhance English proficiency, particularly for learners, there is a notable lack of empirical research examining the link between proficiency in lexical chunks and overall English proficiency among these learners.

Writing is a crucial element of language learning. Among the four fundamental skills—listening, speaking, reading, and writing—writing poses the greatest challenge for English learners. This is partly due to the extensive vocabulary required and partly because writers must internalize their knowledge while producing language fluently and accurately. As a result, writing is far more intricate and demanding than other language

skills. Consequently, students' writing proficiency often serves as a reflection of their overall English proficiency. This study conducts an empirical investigation into the use of lexical chunks. By analysing results from a writing test, it explores the potential connection between students' proficiency with lexical chunks and their language production capabilities.

As the twentieth century progressed, vocabulary research and education became increasingly popular. New definitions have emerged as a result of the corpus-based investigation of natural language data, which has substantially altered how we think about language. Several studies have shown that multiword lexical chunks are more frequent in texts than previously perceived (Cortes, 2004). A corpus study examines English in depth; we gain a better understanding of English by analysing a large amount of natural speech and writing. According to O'Keeffe et al. (2007), lexis is becoming increasingly vital in organising analytical discourse and forming meaning across numerous corpus studies.

Studies on acquiring a second language indicate that most words are retrieved in groups, such as collocations, binomials, phrases, and occasionally entire sentences. In addition, "commit a crime", "raise a question", "day and night", "up and down", "pros and cons", "put an end to", and "could I help you?" illustrate how words are often stored and recalled in fixed combinations. This information is also supposed to be shared with learners through the Lexical Approach (LA). Further, using natural language may benefit the students in terms of their test performance and ability to communicate more effectively. To achieve this, students need sufficient chunks to reach the threshold. The benefit of understanding various chunks suited for different contexts is that students can become effective and appropriate communicators. In line with this, Lewis (2000) argues that language courses should focus on teaching lexical chunks. This approach employs words and phrases with shared meanings to facilitate language acquisition. Foreign language education has long used lexical approaches, but modern techniques have enabled lexical approaches to be more effective. Using this approach, students can learn to communicate in English as a foreign language and become more proficient. Speaking allows them to achieve greater fluency and accuracy. Furthermore, they are capable of writing better compositions and articles.

Background of the Study

Studies of native speakers' fluency by computer-aided analysis conclude that fluency involves the acquisition of a large warehouse of fixed and semi-stationary prefabricated items (Lewis, 1997, p.15). Lexical chunks make up an important part of what native speakers say and write. For example, Nattinger and DeCarrico (1992) focused on lexical chunks and determined that fluency was based on these chunks. The lexical chunk provides access to social interaction and provides a framework for communicating. As part of his study of university textbooks and classroom teaching, Cortes (2004) focused on the use of lexical chunks. In his view, these lexical chunks are stored in the mental lexicon unanalyzed and used to construct discourse. Conklin and Schmitt (2008) and Jiang and Nekrasova (2007) have also found that formulaic expressions are processed faster than non-formulaic expressions. Accordingly, they are probably mentally stored as one lexical unit. An interesting study from Jiang and Nekrasova (2007) examined whether teaching lexical chunks would be a more practical way of gaining fluency in English. Using the methods he employed, he found that students were able to better comprehend "real" English. This approach might facilitate fluent English speakers and potentially transform current language instruction. Moreover, Ilyas and Salih (2011) investigated the effect of Lexical Approach usage on second-year college students' English essay-writing skills and discovered that it was beneficial.

Students can enhance their writing processes by utilizing these lexical chunk features. A factor contributing to the unnatural feel of L2's writing was the failure to use natural-like stereotyped sequences. According to Coxhead and Byrd (2007), different types of discourse have specific vocabulary and grammar. Thus, language learners may be able to focus on these prefabricated fragments and learn them so that they can use them as whole units in writing and free up their cognitive resources. In a study (Erman & Warren, 2000), 52.3% of the written discourse examined contained various phrases. If these pieces are absent, a novice writer may not fully understand the disciplinary community, which consists of scholars, researchers, or professionals in a specific academic or professional field who share common linguistic norms and writing conventions (Haswell, 1991; Hyland, 2008).

Identifying lexical chunks as cohesive units can enhance students' writing process, allowing them to free up cognitive resources by treating long lexical sequences as wholes. As a result, mastering good writing requires using these lexical components

appropriately. According to Coxhead and Byrd (2007) and Hyland (2008), phrases such as "in conclusion" and "it should be noted" are essential for forming academic texts.

Teaching vocabulary in a foreign language, especially English, is seen as difficult and boring. Many teaching approaches and methods have pushed vocabulary teaching into the background. For years, vocabulary teaching has been overshadowed by the four basic language skills (reading, writing, speaking, and listening) and is considered a secondary priority (Howarth, 1998).

Grammar-based traditional language teaching approaches have examined language teaching under two main headings. The assertion is that language teaching consists of grammar (structural features) and vocabulary (Lewis, 1997). However, words were treated as separate and singular structures, and they were taught in lists. In these traditional approaches, grammar teaching was prioritized, and grammar was viewed as the most important element of language teaching and interaction. Recent studies show that learners struggle to acquire vocabulary using traditional methods and often do not understand the various uses of the words they learn. Schmitt and Meara revealed surprising findings in their 1997 study of Japanese students. In their study on English vocabulary teaching, researchers found that students understood word meanings but struggled with different conjugations and usage. Additionally, the study observed that while students performed well in vocabulary sections of knowledge and comprehension level exams, they struggled to use words correctly in sections requiring higher skills, such as synthesis and analysis. The study emphasized teaching vocabulary through nouns, adjectives, and verbs, highlighting several different uses of these structures.

Approaches that are thought to provide solutions to the problems encountered in English vocabulary teaching have found a widespread discussion area in recent years. After Lewis' publication of *The Lexical Approach* in 1993, words such as collocations, lexical collocations, lexical phrases, and lexical phrases began to be discussed in English teaching. According to the *Lexical Approach*, which is accepted as a new approach in language teaching, the building blocks of language learning are not grammar but words (lexis) and phrases (lexical phrases) (Richards & Rodgers, 2001). Lewis (1993) stated that the use of words alone would not lead to real learning and emphasized that words should be taught through lexical collocations and lexical chunks.

The Lexical Approach, as described by Lewis, indicates a significant shift in how vocabulary is taught and leads to many changes in classroom practices. According to Lewis, the Lexical Approach includes three dimensions. The first and least significant dimension involves individual words. The second, more important dimension focuses on collocations. The third dimension encompasses fixed expressions and semi-fixed expressions (Lewis, 1997). Lewis analyzes phrasal verbs under the category of fixed and defined expressions, which is the third dimension. He asserts that effective and fluent language use is only achievable through the proper use of lexis and the lexical phrases stored in our minds. In other words, language fluency does not stem from creative production but rather from the correct application of prefabricated items that are already part of the language.

Overall, these studies, the research and analysis related to the Lexical Approach, particularly those conducted or discussed by Lewis (1997), suggest the importance of embracing LA and the concept of lexical units, which lies at the heart of LA. Additionally, mastering these two elements is crucial for effective academic writers. These studies focused primarily on developing students' interaction and writing skills through vocabulary.

Statement of the Problem

This thesis investigates the integration of lexical awareness (LA) in cause-effect testing, noting that few studies have utilized LA to enhance essay writing. It examines existing challenges in teaching English writing through relevant theories, highlights the benefits of using lexical chunks to strengthen writing abilities, and recommends strategies for skill improvement. As a result, the present research will attempt to fill this gap.

With the Lexical Approach, the concept of lexical units can be examined both theoretically and practically, and information about the concepts can be obtained. A two-group experimental design, pre-test and post-test, will be designed to ensure group matching control. After four weeks of training based on the Lexical Approach, whether there is a statistically significant difference between the pre-tests and post-tests of the control and experimental groups in the essay writing test will be investigated. The results will be analyzed in the SPSS 25 program, and the findings will be shared.

As a unified linguistic unit, lexical chunks possess prefabrication and extraction properties. The issues identified in the research can be summarized as follows: an outdated teaching style that fails to evolve beyond traditional methods, the impact of negative cultural transfer, the neglect of cultural influences during the writing process, and students' insufficient foundational knowledge of English. The benefits of using lexical chunks to enhance English writing skills include reducing the negative effects of the native language in writing, improving the fluency of written English, quickly establishing a general structure for writing, and enhancing coherence and logic in writing. Therefore, collecting and enriching lexical chunks through various avenues for developing English writing skills, focusing on the cultural nuances within lexical chunks, training students to identify these chunks, integrating lexical chunks with mind maps, and fostering students' ability to learn autonomously regarding English lexical chunks can be proposed as strategies for improvement.

Purpose of the Study

The aim of this study is to investigate how the lexical approach affects the success of university preparatory class students in English essay writing. This study will explore the impact of using the Lexical Approach methodology to improve students' proficiency in writing cause-and-effect essays in university-level EFL classes.

Research Questions

With this purpose mentioned above, the study seeks answers to the following research question below:

- Are there significant differences in the pre-and post- test scores in essay writing performance between the group taught using traditional methods and the group taught using the lexical approach?

Significance of the Study

Many studies have shown how the lexical approach can increase students' knowledge of relevant lexical chunks, significantly increase the frequency of producing lexical chunks, and thus contribute to the development of English writing proficiency (Tang and Jiang, 2022; Li and Zhang, 2023; Mohammadi and Enayati, 2018; Albaqami, 2022). The introduction of individual words and grammatical rules is not enough for native-

like production. Concepts related to the introduction of lexical chunks should be changed, and awareness of the position of lexical chunks should be emphasized. EFL students should be guided to determine their familiarity with lexical chunks and habitually encouraged to put lexical chunks into practice efficiently in everyday interaction to improve their communication skills. Also, due to the large number of lexical chunks, it is not enough to collect and use them in classroom applications. It is highly recommended that students practice using dictionaries, relevant corpus, and available online resources to master using everyday lexical chunks in authentic and real-life contexts. For better fluency and higher accuracy, English-speaking learners should be encouraged to take and store written recordings of different phrases when they listen to native speakers, such as listening to the radio, speaking English, etc. This study investigates how enhanced input of lexical chunks impacts the writing performance of Turkish-speaking English learners. Lexical chunks, which incorporate their forms, meanings, and functions and are retrieved as single entities in the brain, can help ease language processing challenges and boost language proficiency. The research investigates whether increasing exposure to lexical chunks can enhance the writing skills of native Turkish speakers and English learners. The study seeks to answer the following question: What is the potential impact of rich input consisting of lexical chunks on Turkish-speaking students' English writing abilities? After four weeks of intervention, the experimental group outperformed the control group in the post-treatment test. The findings indicate that students exposed to more lexical chunks are more likely to excel, and vice versa. Overall, the results demonstrate that ample input of lexical chunks contributes positively to improving students' writing performance.

Scholars have focused on teaching English as a foreign language for many years. This approach first emerged in grammar schools, emphasizing abstract grammar rules and translating literary texts into the target language (Richards & Rodgers, 2001). This method, known as the Grammar Translation Method, has influenced English teaching for many years and is still used today. It is important to note that in this approach, individual words are considered at the sentence level for translation purposes (Freeman, 1986).

The Communicative Approach emphasizes that the main purpose of language teaching is to enable effective communication in the target language. This approach includes functional and notional language features (Littlewood, 1981). Its primary goal is to

enhance communication skills by bringing real contextual language into the classroom. In vocabulary teaching, the Communicative Approach suggests that words, when taken out of context, can acquire meaning through their usage in real-life situations. However, it lacks sufficient variety and richness in activities for effective implementation. In other words, while the approach focuses on teaching individual words and their meanings in context, it does not offer enough diverse and engaging activities that help students fully understand and retain vocabulary. To improve this, the approach should not only explore word combinations, such as collocations and phrases, but also incorporate a wider range of practical and engaging activities to reinforce vocabulary learning.

The Lexical Approach, introduced in recent years, contrasts with traditional methods by treating words and phrases as the central theme of teaching. This approach challenges the conventional grammatical-word dichotomy, emphasizing language construction through word combinations. It moves away from a grammar and structure-based learning method, adopting one focused on lexical chunks and phrases. Additionally, it presents structures through a deductive approach, allowing learners to acquire knowledge through reception (Lewis, 1993).

Unlike traditional methods, the Lexical Approach emphasizes the importance of understanding lexical phrases and their usage, rather than just teaching individual words or memorizing them in lists (Lewis, 1993; 1997). While phrases like "taxi rank," "record player," "by the way," and "in his element" retain their meanings, the meanings of individual words can change depending on the context, as seen in expressions like "put off" and "look up." These expressions, known as phrasal verbs, are an important part of the language that must be carefully considered. Lewis' spectrum of idomaticity in the Lexical Approach highlights the significance of idiomatic verbs.

In university preparatory classes, much emphasis is placed on teaching English essay writing. Students are required to manipulate grammatical structures using limited vocabulary elements. Also, when they write, they try to translate parts of their native language into English literally. As a result, while the texts written by the students are not grammatically incorrect, they often fail to convey the true meaning. Accordingly, the research question can be simplified as follows: Does applying the LA methodology help with better success in essay writing classes, as opposed to the teaching method currently used?

Limitation

This study is limited to preparatory class students studying in Ankara. Students studying at a Foundation university in Ankara participated in the study. The limitations encountered during this study can be listed as the lack of time followed by intensive and monthly course hours and schedules and the students' caution about the application of the LA.

Assumption

It is assumed that the pre-test and post-test administered to both research groups genuinely meet the students' needs. Furthermore, it is believed that the lexical approach has a positive impact on students, and the lexical parts approach significantly contributes to enhancing students' language skills in comparison to traditional writing instruction.

Definition of Terms

Lexical Approach (LA): Michael Lewis developed the Lexical Approach (LA) in the 1990s to teach foreign languages. This approach has recently supplanted form-based approaches. The dictionary improves students' proficiency by introducing words and word combinations. Lewis (2002) says language acquisition involves understanding and producing lexical expressions as unaddressed wholes or fragments. These fragments are the raw data students use to perceive language patterns traditionally considered grammatical.

Vocabulary Teaching: The teaching of words and phrases used to create the integrity of the language.

Lexical collocations: Words and phrases that are commonly used together.

Phrasal verbs: Verbs that consist of a verb and a preposition or an adverb form structures that create a different meaning than the verb root. These verbs are divided into separable and non-separable types.

Traditional Approaches: Grammar Translation Method, The Direct Approach, the Audio lingual Method, Total Physical Response, the Silent Way, Suggestopedia,

Community Language Learning, and The Communicative Approach are the approaches that have found application in English teaching in different time periods.



CHAPTER 1

LITERATURE REVIEW

1.1. Introduction

This section includes the place of vocabulary teaching in traditional approaches, the Lexical Approach, the dimension of vocabulary teaching, and related research on these subjects.

1.2. Language Teaching

The methods and approaches to teaching English as a foreign language have been fundamental issues for linguists for many years. As Richards and Rodgers (2001) note, changes in language teaching methods have resulted from differing focuses on the skills students need to acquire and evolving approaches. The prevalent use of Latin in Europe until the mid-18th century, along with strict grammar school education aimed at interpreting Latin literary works, has significantly influenced English language teaching methods (Richards & Rodgers, 2001). This Latin influence manifested in English teaching through abstract grammar rules, vocabulary lists, and sentence translations (Kelly, 1969). It is reasonable to assume that this influence was inevitable in the English teaching approaches of that time. One prominent approach influenced by this is the Grammar Translation Method, which has been widely used for many years.

1.2.1. Grammar Translation Method

This approach argues that the main purpose of foreign language teaching is to read and understand literary works in that language. It emphasizes the importance of sentence structures and grammatical systems and suggests that sentences can be translated on a one-to-one basis using a structuralist approach (Freeman, 1986). The aim of translation activities at the sentence level is to use language structures correctly (accuracy) and to succeed in written exams (Howatt, 1984). In this approach, memorising long lists of words and translating sentences into the native language may become tedious for students, although it could reduce teachers' workload. Perhaps for this reason, as noted by Richards and Rodgers (2001), this approach is still widely used in many parts of the world, albeit with a few minor changes.

Vocabulary teaching activities in this approach (Freeman, 1986) include translating literary texts, studying synonyms and antonyms, filling in blanks, and using words in example sentences. Analyzing these activities shows that individual words are used at the sentence level for translation purposes. With the rise of international trade in the mid-19th century, the importance of oral communication increased, leading to changes in English teaching approaches and the abandonment of the translation approach (Richards & Rodgers, 2001).

1.2.2. The Direct Method

The approach led by Govin, a 19th-century language teaching reformer, aims to replicate the language learning process of children and focuses on developing oral communication skills. Accordingly, classroom practices are formed around oral communication activities in a foreign language, treating these as skills where students infer meaning through grammar patterns (Richards & Rodgers, 2001). Notably, this approach emphasizes vocabulary teaching over grammar teaching. However, since vocabulary is often presented individually and with limited activities, the effectiveness of this principle in practice is debatable. The methods used for vocabulary teaching in this approach include using pictures or visual aids, drawing examples, and incorporating words into sentences (Freeman, 1986). The activities are used to show that they are aimed at teaching words individually and at the sentence level.

As Richards and Rodgers point out, although this approach seems logical in principle, it has been criticized by many linguists for various reasons. Some of these criticisms (Richards & Rodgers, 2001) can be listed as follows: for the approach to be implemented, it is necessary to have a language structure and oral communication skills similar to those of native speakers of English. Furthermore, it relies on teacher competence instead of the quality of teaching materials. Additionally, teaching expressions that could be easily explained through this method takes a long time, as translation is completely prohibited. While success is often achieved in private schools with native English-speaking teachers, it cannot be realized in many public schools.

1.2.3. Audio Lingual Method

This approach, which aims to communicate in the target language, is the second largest in the USA. It seems to have emerged from the search for a new methodology during World War II (Richards & Rodgers, 2001). Influenced by behavioural psychology, this approach teaches structural patterns in language as soon as possible with minimal errors. Vocabulary teaching often takes a backseat to structures, as structural patterns are fundamental to language instruction. The method for teaching vocabulary involves using a word in a sentence instead of presenting another word provided by the teacher (Freeman, 1986). Therefore, a structuralist approach is evident in classroom practices. The methods and activities used for vocabulary instruction primarily focus on individual words but are often overshadowed by structural patterns.

In the 1970s, several alternative approaches emerged in English language teaching, such as Total Physical Response, Silent Way, Suggestopedia, and Community Language Learning. While these methods introduced new dimensions to teaching, they lacked strong theoretical and linguistic support (Richards & Rodgers, 2001).

1.2.4. Communicative Approach

Based on the idea that the communication potential in language is not reflected in education programs, it is seen that English linguists tend to an approach that aims to improve communication skills rather than structures in language. One of the most important reasons for this is to meet the European common market's language needs with European countries' rapprochement (Richards & Rodgers, 2001). As stated by Littlewood (1981), one of the most important features of the communicative approach is that it mainly includes notional features in language and more functional features.

Based on this feature, the vocabulary teaching activities used in the communicative approach can be thought to be shaped in this direction. Freeman (1986) states that in this approach, vocabulary teaching can be carried out by deducing the meaning of the word from the context, role-playing, and playing games.

The communicative approach aims to enhance communication skills by integrating real-world language into the classroom. This method offers a fresh perspective on vocabulary teaching, suggesting that words gain meaning when used in genuine contexts. However, some argue that it lacks sufficient variety and richness in

terms of activities. Beyond individual words and contextual understanding, it should also explore the diversity and combinations of words, fostering a richer array of concrete activities.

An examination of traditional methods reveals that teaching vocabulary is often side-lined behind the four primary language skills. As Richards and Renandya (2002) noted, vocabulary is typically regarded as a lesser priority in these methods, resulting in its insufficient emphasis in many textbooks and curricula. While these curricula are carefully structured to enhance grammar, reading, and speaking skills, vocabulary instruction frequently receives inadequate attention. However, various studies show that vocabulary is vital to language proficiency, serving as the bedrock of listening, writing, reading, and especially speaking abilities. Students with an extensive vocabulary better understand the texts they encounter and generally achieve higher scores on exams (Stahl & Fairbanks, 1986). Furthermore, lacking a diverse vocabulary and effective methods for learning new words can lead students to underachieve and miss chances to listen to the radio, interact with native speakers, and engage in practical language use across different settings (Richards & Renandya, 2002). The critical role of a rich vocabulary in boosting communication skills cannot be denied. Since words are instrumental in analysis, forming cause-and-effect relationships, and making judgments and evaluations, having a substantial vocabulary likely improves students' capacities for persuasive and impactful communication (Vacca et al., 2005).

Studies in the field of vocabulary teaching have shown that vocabulary teaching should be emphasized as the main theme in the curriculum and that it is necessary to focus on structures such as word combinations, structures, lexical phrases, metaphors, etc., by getting rid of individual vocabulary teaching in the traditional sense (Richards & Renandya, 2002). Bromley (2007) stated that traditional methods such as incorrect and excessive use of words and teachers' teaching of vocabulary through explanation do not increase success in vocabulary teaching, and added that the purpose of vocabulary teaching is to develop vocabulary learning strategies independently in students in a way that will lead students to lifelong learning.

Contrary to traditional approaches, the lexical approach, which has been proposed in recent years, treats words and phrases as the main contact of teaching and method.

1.3. The Lexical Approach (LA)

In the 1990s, Michael Lewis developed a foreign language teaching approach known as the Lewis method. This approach has garnered significant interest among recent alternatives to form-based approaches. Learning proficiency is developed through lexical patterns, words, and word combinations. In Lewis' (2002) formulation of language acquisition, learning lexical phrases as unadvised wholes, or chunks, is a crucial part of the process; these chunks depict ancient grammar patterns through which learners perceive language patterns.

1.3.1. The LA's Principles

According to Lewis (2002), the LA is based on the following principles:

- Grammatical lexis is the basis of language, not lexicalized grammar. As a result, lexis is the fundamental building block of language, not grammar.
- Instructors must ensure that learners focus on meaning during instruction. When learning a language, we naturally focus more on what we want to say (meaning) than how we say it (form).
- It is invalid to argue that grammar and vocabulary are separated; most language is composed of multi-word chunks.
- One of the most important elements of language teaching is developing students' ability to "chunk" language.
- The syllabus incorporates collocation as an organizing principle.
- Content and course sequence are affected by computational linguistics and discourse analysis evidence.
- Language which is successful has a broader meaning than language that is accurate.
- Since oral communication is more powerful than writing, writing should be considered a secondary encapsulation that has an entirely different grammar from spoken communication.

- The focus is on the task and process rather than the exercise and the product.
- The importance of listening skills is emphasized.

1.3.2. Lexical Unit Types

Lexical units are highly dependent on the acquisition of first and second languages. Linguists have also proposed several taxonomies. Lewis (2002, pp. 91-94) identifies lexical items as encompassing words, polywords, collocations, institutionalized phrases, sentence frames, and heads. Similarly, Richards and Rodgers (2001) mention additional lexical units in language, such as conversational gambits, binomials, trinomials, idioms, similes, and connectives. These lexical units play a crucial role in governing both communication and learning.

1.3.3. The Lexical Strategy

A dictionary is emphasized as a tool rather than just a reference while teaching lexical phrases. A lexical chunk strategy is considered a key component of the strategy. LA adopts specific roles for teachers and learners. Apparently, Lewis (2001) believes that teacher talk contributes significantly to students' understanding of lexical phrases. The teacher's role is to foster an environment conducive to effective student learning and assist them in taking charge of their education. To accomplish this, you must relinquish the notion of being a 'knower' and instead view the learner as a 'discoverer.'

Willis' additional analysis indicates that "the 700 most frequently used English words represent over 70% of all English text." The word frequency influenced the selection of course content.

Instructing on an endless array of lexical chunks is impractical and unnecessary. Learners need to encounter language chunks to effectively internalize them. As Willis (cited in Schmitt, 2000) notes, any lexical approach to language should prioritize helping learners become aware of the language, particularly in terms of lexical chunks and colloquial expressions.

1.4. Lexical Approach and Vocabulary Teaching

Many traditional language teaching approaches have examined language instruction as divided into two sections: grammar and vocabulary. While focusing on grammar instruction and language structures (such as present perfect tense and reported speech), vocabulary teaching was often limited to individual words (Sinclair & Renouf, 1988). As Lewis (1993) points out, structured curricula were accepted without question until 20 years ago, and their accuracy was rarely disputed. In this context, students were expected to understand the structural aspects of the language, with grammar applications at the sentence level largely forming the core of these programs. For many years, it has been noted that the new and original sentences created in the Lexical Approach constitute only a small part of the language. In contrast, a large portion of real-world language consists of various chunks and phrases that already exist in everyday usage (Pawley & Sydner, 1983). Therefore, the Lexical Approach challenges the traditional grammatical-word dichotomy and emphasizes the importance of word combinations as the foundational elements of language.

According to Lewis (1993), in the Lexical Approach, the stages of imitation, repetition, creating behavioural change and presentation, application, observing against production features, forming hypotheses and experimenting in behavioural approaches, also known as the building brick approach, are emphasized. In Lexical Approach applications (Lewis, 1993), students should not be forced to speak in the early stages of teaching (elementary, pre-int), instructors should understand the importance of listening and listening activities should be diversified. Teaching lexis and lexical phrases should start in the early stages of teaching, and grammar should be seen as a skill of learning through acquisition.

As can be seen from Lewis' definition, it is seen that in the Lexical Approach, a grammar and structural-based understanding of learning is abandoned, a lexis and lexical phrases-based approach is adopted, and structures are presented with a deductive approach that learners will learn through reception.

A notable aspect of the Lexical Approach is that, unlike many methods focused on improving communication skills through contextual learning, it also incorporates teaching words outside of their context. While these out-of-context words represent the smallest unit in this approach, they remain an important aspect that merits attention

(Lewis, 1993). According to Nattinger and De Carrico (1992), additional facets of vocabulary teaching within the Lexical Approach include word compounds, sentence starters, and multi-word units (chunks) or lexical phrases composed of complete sentences.

It can be predicted that the Lexical approach is similar to Krashen's Natural Approach in that it emphasizes listening skills, emphasizes vocabulary teaching at all levels, structural accuracy has secondary priority, and emphasizes that the purpose in language is a pattern of meaning. However, while Krashen emphasizes that teaching and conscious learning will not help with long-term unconscious gain, the Lexical Approach argues the opposite (Lewis, 1993; Richards & Rodgers, 2001).

Therefore, since the view that classroom practices will help students with long-term individual gains is emphasized in the Lexical Approach, it can be thought that it will provide diversity in terms of methods and activities to curriculum development experts or textbook authors.

Lewis (1993), who states that teachers will need a mental change process for the implementation of the Lexical Approach, points out some changes in methods and practices. These changes emphasize that it should be aimed at speaking skills rather than writing skills, from short-term goals to long-term purposes, questions rather than answers, discovery rather than explanation, skills rather than knowledge, communication rather than correct use, and lexical phrases rather than structures.

Therefore, in Lewis' terms, language does not consist of grammatical structures consisting of words or word combinations but of Lexical phrases formed with the help of grammatical structures. In this respect, it is seen that the correct syntax and use of structures and sentences emphasized in traditional practices in the Lexical Approach are considered to have secondary priority behind the fluency required in effective communication. It can be predicted that fluency in communication can be achieved by expanding lexical phrases, compounds and basic vocabulary in the language.

Another feature of the Lexical Approach is that it attaches importance to the effectiveness of words or grammatical structures at the production stage rather than fill-in-the-blank activities at the sentence level. Therefore, it is aimed that students will be able to use the new words they have learned through classroom practices or internalize

them and use them in real environments (Lewis, 1993). It can be thought that the approach exhibited for this purpose is related to the time and situation in which native speakers learn their language. The efforts to learn the mother tongue and the basic principles of the Lexical Approach are similar (Lewis, 1993). According to Lewis; language learning does not take place by learning sounds, sentences and grammatical structures, but by dividing the whole into parts.

Again, according to Lewis; learning the structures in the language takes place through the stages of making observations, forming hypotheses and experimenting.

Lewis' statements show that the Lexical Approach uses the stages and methods of learning the mother tongue. For this reason, it can be predicted that the Lexical Approach adopts a deductive view, unlike the inductive view of traditional approaches. In addition, considering that effective communication in the mother tongue is essential and many native speakers do not know the grammatical structures, this approach is patterned around the ability to learn and use the language like native English speakers.

1.5. Methods and Activities in the Lexical Approach

The Lexical Approach examines methods and activities in two sections: words and multiword items (Lewis, 1993).

1.5.1. Words

The most important dimension of oral and written expression is individual words. These most well-known and widely used words constitute the first dimension of vocabulary teaching in the Lexical Approach (Lewis, 1993). Based on this definition, it is understood that words that are taught individually and separately are mentioned in the traditional sense.

In traditional approaches, it is seen that individual words are evaluated separately according to their frequency of occurrence, the range of text type in which they are used, their proximity or familiarity to other words, and the fact that they are words that can be used interchangeably (hyponyms) with many words. However, Lewis (1993) bases the usefulness and distinctiveness of words on a different criterion in the Lexical Approach as low-information words such as "with, of" and high-information words such as "book, advert". From this statement, it can be deduced that this criterion

should be taken into account in the organisation of classroom practices and activities. Although individual words are emphasized in the Lexical Approach, in recent years, there have been research findings that a large part of the language consists of much larger units than individual words and is recorded in the mind as such (Lewis, 1993).

1.5.2. Multi Words Items

Unlike individual words, words examined together form multiple-word expressions. According to Lewis (1993), multiple-word expressions, which are structures that constitute a large part of the language, are examined in three groups.

a) Polywords and Phrasal Verbs

Compound words, commonly found in dictionaries, such as individual words, are expressed as words formed by the combination of two or three separate words and can reveal a completely different meaning and preserve their basic meaning (Lewis, 1993; 1997). While the meaning does not change in words such as "taxi rank, record player, by the way, in his element", the meanings of individual words change with the words they are used with, while in words such as "put off, look up". Such expressions are described as phrasal verbs in the literature and constitute a part of the language that needs to be carefully considered. The idiomatic dimension put forward by Lewis (1993; 1997) in the Lexical Approach is of a nature to reveal the importance of idiomatic verbs. Accordingly, the modern approach should give the necessary value to the ability to speak as the basic adapter and building block of language through studies carried out in line with content linguistics, discourse analysis, and awareness of differences in spoken and written language. Many studies on speaking skills have shown that idiomatic verbs play a major role in oral communication and that native English speakers do not have difficulty in using idiomatic verbs, while those who learn English as a foreign language have difficulties in using these verbs (Bowen et al., 1985). Although there are various reasons for this situation, it can be thought that there is no effort to improve verbal communication skills in traditional approaches, and in many approaches aimed at improving communication skills, memorizing words in lists or running them as individual units causes this situation. In addition, since many phrasal verbs can be used to have more than one meaning, other reasons may be that their usage differences are not mentioned much or that they are difficult for many learners. For example, the phrasal verb "get over" means to overcome a difficult situation in the sentence "It took

me a very long time to get over the shock of her death.", while in the sentence "We have got to get the message over to the young that smoking isn't cool." means to convey a message to people (Collins, n.d.). Brown (2004) points out the same difficulty and states that phrasal verbs are difficult, especially for those who learn English as a foreign language, due to their high number, the words used together to create a new meaning other than their own meanings, and the grammatical structure of separable and non-separable idiomatic verbs. When attention is paid to the speech of native English speakers, it can be observed that they can use idiomatic verbs fluently, consciously or unconsciously, and these verbs add a beneficial dimension to their speech in terms of time. For example, "two people made up after an argument." Someone who does not know the appropriate phrasal verb or thinks that he cannot use it correctly can express it as "After the quarrel, they tried to have better relations again", while someone who uses the phrasal verb "make up" can express the same sentence more like "They made up the quarrel" can be expressed in a short period of time and with less effort. As can be seen from the example, since phrasal verbs constitute a very important dimension of oral and written communication, they should be taught effectively to those learning English as a foreign language and they should be able to use these verbs as native English speakers do.

b) Collocations

Word compounds, one of the sections Lewis (1993; 1997; 2000) emphasizes the most in the Lexical Approach, consist of words and expressions that are frequently used together and constitute the most important building block of language teaching. In cases where English is taught as a foreign language, it is observed that many students know the basic meaning or translation of words but do not know the words used with these words. In this case, an important dimension of communication is missing, and the message that the learners want to give can be misunderstood. Deveci (2004) also points out this problem and states that students try to memorize the words they encounter by writing their Turkish equivalents, which prevents meaningful learning and causes various problems. First of all, translations from the mother tongue cause errors. For example, many Turkish students use the phrase "become lovers" instead of "fall in love" to say "they fell in love". Students also make mistakes because they want to generalize word compounds, especially prepositional structures used in phrasal verbs. For example, they may incorrectly generalize the antonym of "Put on your coat" as "Put off

your coat." Students may misperceive idioms and phrasal verbs. For example, the saying "It is raining cats and dogs" is confusing to students because it does not appear in Turkish or is used in a different way. Turkish students need to say the same phrase as "It is raining out of the glass", which can become a meaningless expression in English. This problem, which is frequently encountered by those learning English as a foreign language, can also manifest itself in other ways. The verbs "say" and "tell", meaning to tell or say, and the verbs "make" and "do", meaning to do, can be examples of these. "Teacher, I want to use the expression '.....' here. I also know the Turkish equivalent of the word, but I don't know how to express it," is a frequently encountered statement among students. It can be thought that the complaints in this style are largely due to the fact that the learners do not know the word compounds and the word expressions used together (Oxford Collocations Dictionary, 2002). Therefore, as Lewis (1997) stated, it is important to know the basic meanings or translations of the words. It is not enough. Being able to use a word is possible by knowing the collocational range of that word and its limits. Lewis (1997) states that words used together can be used in classroom applications from the early stages of teaching and recommends a horizontal structure for this.

Since some of the words used together are generalizable, it can be recommended that learners keep an organized vocabulary notebook and record these words in a meaningful way. "The police arrested the burglars while they were still on the premises." or "The flight takes about three hours." As can be seen from the examples, "arrest (a criminal)" and "take (a period of time)" are words used appropriately and used together that are generalizable. Both teachers and learners need to be able to recognize the original sources and readings made in this way, and the activities should be implemented accordingly (Lewis, 1997).

It is seen that chunking, which constitutes the basic method of the Lexical Approach, is shaped in this direction with the deductive principle. Lewis (1997) emphasizes that this skill is not developed in learners and that they perceive words as separate units, so this skill should be acquired as soon as possible. While it is emphasized that the chunking method will be useful in the context of phrasal verbs, in a sentence such as "They take extra staff on for Christmas.", the learners' inability to perceive the phrasal verb is associated with their ignorance of this method (Lewis, 1997).

Table 1.
Categories of Phrases (Hill, 2000; Lewis, 1997)

According to Hill (2000); Categories of Phrases	According to Lewis (1997); Categories of Phrases
adj+noun→a huge profit	
noun+noun→a pocket calculator	Strong →rancid butter
verb+adj+noun→learn a second language	
verb+adv→live dangerously	
adv+verb→half understand	Weak →white wine
adv+adj→completely soaked	
verb+prep+noun→speak through an interpreter	Medium strength →hold a meeting, carry out a study

As seen in the examples, phrasal verbs fall into the third category: medium-strength phrases. In this context, idiomatic verbs should be taught with the words used together and activities should be implemented accordingly.

c) Expressions

A large part of daily language undoubtedly consists of the expressions used. Expressions, which form an indispensable part of communicating and effective verbal communication, can be examined in two parts as fixed and semi-fixed expressions (Lewis, 1997). Fixed expressions are expressions that exist in the language as they are used and cannot be changed. Some fixed expressions of social greetings: "Good morning, it is a lovely morning, isn't it?", politeness phrases: "No thank you, I am fine", phrase book language: "Can you tell me the way to please? ".

Since it is emphasized in the Lexical Approach that existing fixed expressions in the language are frequently used and that completely new sentences constitute a very small part of the language, it is envisaged that prefabricated multi-word items stored in the mind are a part that should be emphasized in the teaching process. According to Lewis (1997), semi-fixed expressions, which are expressions that can be used with different words by learners of certain sections, fill an important gap in the language. "Could you pass theplease?" or "I haven't seen you....." gives the user a certain freedom, but this freedom focuses on words, not structures.

A point underlined by Lewis (1993; 1997) in Lexical Approach applications is the necessity of repeating the taught words regularly and with different activities.

Seeing and practicing word compounds once is not considered sufficient, and regular repetition is recommended. Some criticisms have been directed at the application of the Lexical Approach. These criticisms are that the approach does not have a theoretical basis and that the classroom practice and activity examples are not sufficiently understandable and rich. (Lewis, 1993; 1997).

In fact, Lewis (1997) provides answers to these criticisms between the lines and offers various activities, especially regarding classroom applications. These activities generally aim to teach phrases and develop the awareness of recognising them in original materials. Since verbal communication is the most emphasized skill in this approach, it can be predicted that a broad vocabulary and lexical phrases will positively impact speaking. At this point, the importance of concordance programs, which are computer programs mentioned by Lewis (2000) in his last book, becomes evident.

1.6. Corpus Programs (Concordancer)

In recent years, the introduction of computers and the Internet into the educational environment has been a major factor in increasing the diversity of educational materials and enriching classroom practices. Since the use of original materials in the classroom and constant repetition are emphasized in Lexical Approach applications, such materials should be found by teachers, and necessary arrangements should be made. Dictionaries may be insufficient in this regard, especially since word compounds require reaching a wide variety of examples of words used together. In traditional practices, the instructor develops his own materials and activities; however, it is observed that these cannot show the necessary diversity and richness due to reasons such as time limitations. The development of computer technologies has enabled the recording of existing information and studies in a wide variety of fields (Hunson & Francis, 1998). Thanks to computer programs called corpus programs, all kinds of information available on the internet can be scanned, and sentences using word combinations can be sorted by a wide network scan (Lewis, 2000). It is thought that such a program will make the job of instructors easier, and the language used in the real environment (naturally occurring) can be easily transferred into the classroom. Corpus programs are software developed for researchers to extract data from corpora. These programs enable research on the data contained in the corpus. The most frequently used corpus programs are WordSmith Tools, AntConc, TextStat and Sketch Engine. In addition to these programs, it can be said that the most frequently used software for

creating corpus by collecting text from the public network is Concordancers (<https://www.lextutor.ca/conc/>). The basic information to be obtained with corpus programs are frequency lists, sample/sample ratio, keyword lists, contextual indexes, collocations and clusters. According to Hill (2000), learners will thus be able to discover the correct use of words and word compounds in many contexts and to get rid of false generalizations about various words in their memories. For example, the Concordancers program (<https://www.lextutor.ca/conc/> access date: 11/10/2024) gives the following examples regarding the use of the verb "come over", which some students often confuse.

- 1.“....I have Come Over to China in order to worship Manjucri,...”
- 2.“... our impulsive invitations to " Come Over next summer and swim in our new pool....."
- 3.“.....They're just waiting for the proper time to Come Over here and dump this place into....”
- 4.“...Janina's father was a Polish Jew who had Come Over to Britain to fight in the war...”
- 5.“....If you wanted to make a person at a distance Come Over to you you'd probably wave your arms...”

These examples are newspapers, magazines, research, television programs, etc. It is scanned from a wide variety of sources and selected from millions of words, making it easier for the learner.

Such diversity should be examined in line with students' interests, needs and levels, and the appropriate ones should be reinforced with activities in the classroom environment. An issue that Lewis (1993; 1997) emphasizes in the Lexical Approach is the development of effective communication skills in the language teaching process. According to Lewis (1997), effective communication can be achieved with the help of expressions and words rather than individual structures.

1.7. Empirical Studies

In his study, Albaqami (2022) investigated the impact of advanced exposure to lexical chunks on the writing performance of English learners who are native Arabic speakers. The research empirically assesses whether enhancing this process by increasing exposure to lexical chunks can improve the writing skills of foreign language learners in Saudi Arabia. The author posits that lexical chunks can mitigate language processing challenges and enhance language proficiency. The principal inquiry of the research is: what is the potential influence of an educational program rich in lexical chunks on Arabic-speaking students who possess the capability to compose emails in English? A total of 34 female students voluntarily participated in this study, which involved dividing the participants into two groups. Participants were instructed to compose emails in English, and both pre-tests and post-tests were administered. An intensive training program was implemented for the experimental group, providing them with extensive exposure to lexical chunks. The study was conducted over a duration of eight weeks, during which it was determined that the experimental group outperformed the control group. Based on the results obtained, it was evident that students with greater exposure to lexical chunks exhibited superior performance. The study indicates that the experimental group held a positive attitude towards lexical chunks, as evidenced by feedback from the email phrase bank utilized. The findings further suggest that increased exposure to lexical chunks may diminish the likelihood of negative transfer from the native language, resulting in refinements in writing concerning collocations, grammatical structures, and discourse coherence.

In their study, Mohammadi and Enayati (2018) examined the effects of learning lexical chunks on the speech fluency of Iranian students, aged 13 to 17, learning English as a foreign language. The study involved 120 students who were divided into equal working groups at the intermediate L2 level, forming one experimental group and one control group. An interview consisting of ten questions served as a pre-test for the students. The experimental group was instructed using lexical chunks derived from the educational materials, *Collocation in Use and Common Idioms in English*. After the curriculum, both groups underwent a post-test, and the differences between them were analyzed using t-test analysis. The results indicated a significant increase in fluency among participants in the experimental group, who also showed positive attitudes towards the explicit teaching of lexical chunks. Additionally,

the study offers theoretical and pedagogical implications for foreign and second language teaching and learning.

Short text similarity calculation is one of the most discussed topics in natural language processing research. Conventional keyword-overlap similarity algorithms focus solely on lexical item information and overlook the influence of word order. In the study conducted by Li and Zhang (2023), the keyword-overlap similarity algorithm was analyzed, and the short English text similarity algorithm (LC-SETSA) based on Lexical Chunks Theory was introduced. This study uniquely incorporates lexical chunks from the field of cognitive psychology into the calculation of short English text similarity. Lexical chunks can be utilized to divide short English texts into sections, and the segmentation results reflect the semantic connotation of lexical chunks and their fixed word order. Consequently, the similarity of overlap between lexical chunks is determined in this manner. The study included experiments with comparative control groups following the proposed theory, and the results indicated that the theoretical algorithm was largely applicable, stable, and effective.

In their experimental study, Tang and Jiang (2022) compared the product and process of four-word lexical bundles in consecutive Chinese-English interpreting. Such comparative analyses of lexical bundles between professional translators and trainees are vital for educational purposes. The study established frameworks to analyze the frequency of lexical bundles generated by both groups, using data gathered from interpreters' products, notes, retrospectives, and interviews to examine the production processes. Findings reveal that professionals exhibit significantly greater types (Type) and frequencies (Token), alongside diversity (TTR), in lexical bundles structured as "noun and/or prepositional phrase fragments" and/or utilizing the "equivalence" strategy compared to trainees. The research also discusses the similarities and differences in structural and strategic distributions (product) as well as strategy utilization (process) across the two groups. Utilizing specialized frameworks for translation-specific lexical bundles, this comparative study elucidates the parallels and contrasts between professionals and trainees, providing recommendations for interpreting education and training.

Albelihi (2022) conducts an experimental study examining how learning lexical chunks affects speaking fluency in English as a Foreign Language among Saudi students aged 13 to 17. This research includes experimental and control groups and

employs a teaching plan that incorporates lexical chunks from the "Collocation in Use" and "Common Idioms in English" books. Results from the post-test indicate that the experimental group performed significantly better than in the speech fluency pre-test. In contrast, the control group demonstrated no significant difference in performance between their pre- and post-tests concerning speech fluency. Furthermore, participants in the experimental group reported positive feelings toward the open-lexical chunks training.

Lay and Yavuz (2020) conducted in-class, paper-based writing to investigate the effectiveness of data-driven learning (DDL) for academic lexical bundles below the C1 proficiency level. The study group was divided into three, addressing whether data-driven learning (DDL) is effective for students below the C1 level. This study spans a five-week period and utilizes a quasi-experimental design. The results indicate that this technique is effective at the B2 level but not at the A2-B1 levels. In the next stage, an experimental design with an equivalent group compares this learning style to traditional techniques at the B2 level. The results of this phase demonstrate that paper-based, in-class, data-driven learning (DDL) is more effective than traditional learning methods using academic lexical bundles at the B2 level.

In the study conducted by Shin and Kim (2017), the objective was to explore the effectiveness of teaching essays through the utilization of lexical bundles with adult English learners of varying proficiency levels. The participants were assigned to either the experimental or control groups, employing a pre-test/post-test/delayed post-test design for students engaged in learning English as a second language at an intermediate level. Activities implemented for the experimental group included an awareness-raising exercise accompanied by explicit instruction utilizing fundamental expressions derived from the target lexical bundles (e.g., 'number' serves as the core expression in bundles such as 'a number' and 'total number'), with a particular focus on adjacent articles of basic phrases within context. Data collection spanned three weeks, during which pre- and post-tests assessed participants' abilities to compose sentences incorporating basic phrases. The findings indicated that both low- and high-proficiency experimental groups exhibited significant improvement in their post-test performances. Additionally, it was noted that the most frequent error encountered by all students was the omission of necessary articles in the bundles. Throughout the study period, negligence errors were observed to decrease in both experimental groups, relative to the total number of errors.

The results suggest that bundles, as expressions incorporating articles that function cohesively in discourse, can effectively instruct learners on using articles within context.

The aim of Ebrahimi et al. (2021) is to examine the effect of the oppositional lexical approach on the writing skills of Iranian English learners. Forty pre-intermediate students from a private English language institute participated in their research. Then, an experimental design consisting of female students between the ages of 18 and 30 was carried out in two equal groups of 20 at random as an experimental and control group. A block randomization sampling method was used to have two groups of equal numbers in sample selection. The English language proficiency levels of the study group were determined as pre-intermediate. In the study, a pre-test was conducted to determine their writing abilities. Then, the experimental group was given writing practices through the Contrastive Lexical Approach (CLA) for 14 sessions. In a study conducted by the practicing teacher, students in the experimental group were made aware of the existence of L2 equivalents for L1 formulaic statements. In contrast, the control group received traditional instruction, during which the students read texts containing the same formulaic expressions as the experimental group, but without any translation, and then wrote about the same topics. At the end of the training plan, post-tests were administered to both groups, and the obtained data were analyzed using sample t-tests. The study revealed that employing a lexical approach with contrast has a significant positive impact on the writing skills of Iranian EFL students. As the findings suggest, writing skills can be enhanced through a contrasting lexical approach. Teaching with this contrasting approach provides students with the opportunity to comprehend effective writing skills, which require the appropriate use of a variety of structures and forms of expression. It can make them more aware of the language features they need to focus on to improve their writing proficiency.

Multi-word units (MWUs) refer to word combinations that fall within the realm of conventional language. Numerous experimental studies have examined how both native and non-native speakers process MWUs online, with a particular emphasis on idioms. However, some research has combined different MWU subtypes, while other studies apply varied definitions to the same subtypes. To ensure that findings from MWU research contribute meaningfully to theories of language processing, storage, and retrieval, it is essential to establish clearer classifications for these subtypes. In

Columbus' (2013) study, he seeks to empirically validate the MWU categories outlined by certain phraseologists in the European tradition. By utilizing corpus-based metrics and human evaluations, the research presents empirical evidence that can support classifications for collocations, idioms, and lexical bundles constrained by MWUs.

In their study, Debabi and Guerroudj (2018) aim to investigate the relationship between optimizing the lexical approach in the writing of English first-year students studying in Algeria and the development of collocation accuracy as well as the ability to operate according to the idiomatic principle. The use of collocations has always been recognized as a reliable measure for assessing the idiomaticity of second language (L2) use. The research includes both an experimental group and a control group; the experimental group was taught collocations based on the principal applications of the lexical approach, while the control group received traditional instruction on collocations with special attention given to them. Data were collected from the 124 essay-writing exercises (pre/post-test) completed by the students as in-class practice. The study's results indicate a relationship between students' training to chunk language, high reciprocal knowledge (MI) scores in their writing, and increased collocation power. Additionally, the results show that the stack-based curriculum helps the experimental group develop the habit of processing language as building blocks, reflecting their tendency to act according to the idiom principle. Consequently, the study concludes by outlining implications for the effective acquisition of the L2 dictionary and future avenues for enhancing the idiomaticity of L2 writing.

In addition to learning the fundamental and common grammatical structures relevant to English learners as a foreign language, they should also be acquainted with a wide variety of lexical chunks known as collocations. In their experimental study, Yuvayapan and Yükselir (2021) examined the collocation perceptions of a group of English students (N=19) who participated in an English preparatory program at a state university, exploring their collocation errors and their underlying causes. Data were collected using both quantitative and qualitative research methods; initially, a questionnaire with open-ended questions was administered, followed by writing practice for the students. Thematic analysis was employed to analyze the data obtained from the questionnaire and focus group interviews, and the students' writings were evaluated according to the collocation taxonomy proposed by Benson et al. (2010). Although all participants understood the concept of collocations and its significance in

language learning, they often made collocation errors in their writing, primarily due to a lack of collocation automation stemming from the influence of their first language (L1). The study highlights that data-driven learning can be beneficial in assisting EFL students in developing automaticity in their use of collocations.

The research by Öztürk and Taşçı (2023) examined the frequency and types of four-word English bundles used in graduate academic writing by both Turkish and American students. It aimed to analyze lexical bundles utilized by non-native English speakers while exploring the potential influence of their first language (L1) on second language (L2) lexical bundle application, employing a corpus-based methodology. The study contrasted word bundles specific to Turkish students with bundles from Turkish dictionaries compiled by Turkish graduate students. Three sub-corpora were established: Turkish English master's and doctoral theses, American English master's and doctoral theses, and Turkish master's and doctoral theses created by Turkish students. Data analysis revealed that Turkish students utilized twice as many four-word lexical bundles in their English dissertations ($N = 125$) compared to American students ($N = 69$). Furthermore, 62 lexical bundles were notably overused by Turkish students, with 37 of those absent from the American students' theses. This indicated that Turkish graduate students were likely to transfer 24.8% of lexical bundles from their native language, Turkish, into their English writing. Moreover, it was found that four-word lexical bundles prevalent in Turkish theses were likewise common in the English theses of Turkish students. These results are discussed in relation to existing literature, and the study presents pedagogical implications.

In their research, Saricaoglu and Atak (2022) explore the variations in syntactic and lexical complexity within argumentative essays composed by L2 English learners at B2 and C1 CEFR proficiency levels. They analyze lexical complexity through a multidimensional lens, assessing syntactic complexity across different dimensions (global, clausal, and phrasal) and incorporating three aspects of lexical complexity: diversity, density, and complexity. A total of 42 undergraduate students from a private university's Department of English Language Teaching voluntarily participated, producing argumentative essays for the study. Syntactic complexity was manually coded, while lexical complexity features were assessed using an automatic analyzer created by Lu (2011). The findings reveal a significant disparity between the two proficiency levels concerning three syntactic structures (finite complements governed

by nouns, word order prior to the main verb, and passive constructions), but no notable difference was observed in lexical complexity between the groups. These results enhance the understanding of how linguistic characteristics relate to L2 writing proficiency.



CHAPTER 2

METHODOLOGY

2.1. Introduction

This chapter outlines details regarding the participants involved in the research, the study's design, the tools used for data collection, and the methods employed for data analysis. The research question envisaged by the researcher on how the lexical approach affects the English essay writing success of university preparatory class students is "Does using the LA methodology lead to better success in essay writing courses compared to traditional teaching methods?" in order to try to determine cause-effect relationships with a quasi-experimental design in which the data to be observed are produced directly under the control of the researcher. The research model was applied. Although the control and experimental groups used in the research were distributed by unbiased assignment, it can be said that the study included a model with a quasi-experimental design since the researcher could not directly intervene in the formation of these groups.

2.2. Research Design

This study adopts a quasi-experimental design due to the constraints of randomly assigning participants to experimental and control groups. In true experimental designs, random assignment ensures that any differences between groups are attributable to manipulating the independent variable. However, in educational settings, such randomization is often impractical or unethical. Instead, quasi-experimental designs allow for examining causal relationships while acknowledging the limitations of non-random group assignments (Cook & Campbell, 1979).

A quasi-experimental design was chosen for this study because the students were assigned to classes by institutional scheduling rather than through random selection. This approach still enables a structured comparison between an experimental group, which received instruction based on the lexical approach, and a control group, which followed traditional vocabulary teaching methods. While quasi-experimental designs do not provide the same level of control as true experiments, they remain

valuable for educational research where full experimental control is unattainable (Shadish, Cook, & Campbell, 2002).

By employing this research design, the study aims to investigate the impact of the lexical approach on students' essay writing performance while acknowledging the inherent limitations of quasi-experimental methods.

2.3. Participants

All students were equally exposed to a variety of techniques and principles for writing a cause-and-effect essay. This ensured that they had the necessary support to write accurate and academic English essays. At the Preparatory School, students took a placement test at the beginning of the academic year and were assigned to the appropriate levels according to the exam results. Classes were randomly arranged within the same level, and students were placed in different groups without specific criteria. As a result, student groups typically include individuals with little or no knowledge of English.

All of the participants are native Turkish speakers and students of the Electrical and Electronics Engineering, Information Systems Engineering, Industrial Engineering, Computer Engineering, Software Engineering, and Film Design and Directing departments. Participants who have completed the preparatory school continue their education in their departments with English medium instruction (EMI).

The research participants consisted of 40 preparatory class students enrolled at Ankara Bilim University Preparatory School for the 2023-2024 academic year: 20 in the experimental group and 20 in the control group. The objective of the Preparatory School is to prepare students whose English skills are insufficient to follow the academic courses in their departments within one year. Consequently, the student groups typically include individuals with little to no knowledge of English. However, a few classes are created each year for intermediate speakers to advance these students to an intermediate-advanced level.

Although the control and experimental groups used in the study were distributed by unbiased assignment, a model with a quasi-experimental design was included in the study because the researcher could not directly intervene in the formation of these groups. In the study, since it was aimed to investigate the effect of

the Lexical Approach on the writing skills of those who learn English as a foreign language by using the Lexical Approach in teaching English vocabulary, a pre-test-post-test control group design was used to reveal the success differences between the groups. The pre-test-post-test control group design is a mixed design widely used in social sciences. Participants are measured in relation to the dependent variable before and after the experimental procedure. This pattern is relational because the same people are measured twice on the dependent variable.

A total of 40 preparatory class students participated in the research, with 20 in the experimental group and 20 in the control group. The study included 20 female and 20 male students with intermediate English proficiency, and their ages ranged from 18 to 27. Table 2 presents the distribution of students in the experimental and control groups.

Table 2.
Distribution of Control and Experimental Groups by Classes

	Control Groups	Experimental Groups
	A	B
	20 Students	20 Students
Gender		
Female	8	12
Male	12	8
Age		
18-20	14	16
21-23	5	4
24-27	1	0

Table 2 shows the number of participants who contributed to the research (n=20 Female and n=20 Male). The age distribution shows that the majority of the participants are between the ages of 18 and 20.

In order to maintain ethical integrity throughout the study process, a number of comprehensive procedures were used to ensure that the welfare and rights of the participants were protected. Each participant was assured of strict confidentiality of personal information defining their rights and that their participation in the study was voluntary and would not negatively affect their interpersonal connection or academic performance. In addition, consent statements were included, emphasizing the importance of voluntary and informed participation and ensuring that participants had the option to withdraw from the research at any point. These ethical concerns were

implemented with the primary objective of protecting the well-being of participants, upholding the principle of confidentiality, and guaranteeing that their participation is based on both voluntary and informed consent. These measures were implemented in accordance with strict ethical rules.

2.4. Instruments

In the pre-test, participants were asked to write a cause-and-effect essay of at least 250 words. The pre-test was conducted in class under the supervision of the teacher to ensure that the students did it themselves.

In the post-test, the experimental group exposed to the application of the Lexical Approach methodology was asked to write an essay again according to the topic given in the pre-test. The control group, which had been trained with traditional methods for four weeks, was asked to write an essay again according to the topic given in the pre-test. These activities took place under the supervision of the teacher.

The teaching materials utilized in the experimental group during the four-week quasi-experimental study are as follows: Cete, H. (1988, 1991). The Complete Book of English Structures Book 1-2. İstanbul: Reform Dil Publishing; and Darnell, A. H. (2013). Write It Right B2 Writing Guide. Samsun: Canik Basari University Press.

The rubric developed by Jacobs et al. (1981) is the most widely used and agreed-upon framework for scoring non-native English essay writing. After the test, the researcher scored and evaluated all papers according to the rubric's criteria. This rubric consists of five components: (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics. Each component has a four-level score that corresponds to four sets of criteria. The total score is out of (100). Next, the scores of the control and experimental groups were collected and analyzed, and the two results were compared with each other to find out if there was a significant improvement in the student's writing skills.

The Kendal W Concordance Test was used to determine whether there was concordance between the assessment categories. As a result of the Kendal W Concordance Test, it was determined that a consensus was reached because the control-experiment group pre-test and the control-experimental group post-test were $0.00 < 0.05$ as a result of the Kendal W Concordance Test within the scope of composition

evaluation categories. It is seen that this compliance is at the level of 93%. In the Kendal W Concordance Test, which is used to determine the agreement between the evaluation categories, the significance level was accepted as .05. In terms of the level of compliance, it has been accepted that a compliance of 90% or more is sufficient (Kendall, 1948). In the sub-tests in which the harmony between the evaluation categories was accepted, the averages of the grades obtained in five categories were taken, and with the help of these averages, the difference between the groups and whether the success scores between the groups were significant or not was determined at the level of .05 significance with the t-test.

The t-test was used to determine the equivalence of previous information and whether there was a significant difference between the groups in terms of the use of lexical chunks and agreement in writing.

2.5. Data Collection Procedures

The application lasted four weeks. Both groups were asked to write a series of cause-and-effect articles. During the four-week training, a total of 16 hours of training was given to the experimental and control groups throughout the study, four hours a week. Before and after the four-week training, the experimental and control groups were asked to write a cause-and-effect article.

The teaching plan for the experimental group was written according to the Lexical Approach. The control group was determined to use the writing teaching method, which is the traditional method. Over the course of four weeks, the experimental group was informed about the application of the Lexical Approach methodology using both visual and audio materials. The control group was informed about traditional methods over a four-week period. The students in the experimental group were introduced to the concept of the Lexical Approach and different types of lexical units during the four-week experiment. They were also asked to focus on these lexical units while watching television, listening to the radio, and reading books or magazines in English. The experiment determined that lexical notebooks were crucial for keeping track of useful sentences that students could use in writing. During the lesson, students were given a cause-and-effect essay sample before they started writing. At the end of the process, the compositions of the students were evaluated. Jacobs et al. (1981) used rubrics to score student essays (Table 3).

There are three types of scoring methods for essay evaluation. These are holistic, primary features, and analytical scoring (Brown, 2004). According to Weigle (2002), holistic scoring is used to assess students' writing by giving them a single score after reading the entire text. Analytical scoring is used to assess students' writing based on aspects of writing, such as content, organization, vocabulary, language use, and mechanics. In our research, analytical scoring method was used and rubric criteria were taken into account in the evaluation. The t-test was used to determine whether there was a significant difference between the groups in terms of the use of lexical fragments and harmony in writing.

Under the supervision of the teacher, the participants were asked to write a cause-and-effect essay in class. The same instructor performed pre-test and post-test applications to the control-experiment groups.

Table 3.
Rubric for Writing Skills by Jacobs et al. (1981)

Aspect of Writing	Score	Category
Content	30-27	Excellent to very good
	26-22	Good to average
	21-17	Fair to poor
	16-13	Very poor
Organization	20-18	Excellent to very good
	17-14	Good to average
	13-10	Fair to poor
	9-7	Very poor
Vocabulary	20-18	Excellent to very good
	17-14	Good to average
	13-10	Fair to poor
	9-7	Very poor
Language Use	25-22	Excellent to very good
	21-18	Good to average
	17-11	Fair to poor
	10-5	Very poor
Mechanics	5	Excellent to very good
	4	Good to average
	3	Fair to poor
	2	Very poor

2.6. Data Analysis

In the post-test, the experimental group exposed to the application of the Lexical Approach methodology was asked to write an essay again according to the topic

given in the pre-test. The control group, which had been trained with traditional methods for four weeks, was asked to write an essay again according to the topic given in the pre-test. During these activities, the teacher supervised them. A two-rater evaluation was conducted after the test. The results were compared after collecting and analyzing the scores of the two classes. This was done to determine if the student's writing skills had improved significantly as a result of the experiment.

The pre-test and post-test data were gathered and analyzed using a t-test for two independent samples to evaluate the significance of the differences between the two groups. The research question, "Does implementing the LA methodology, compared to the traditional teaching method, lead to improved success in essay writing classes?" was examined.

The data analysis was conducted using a computer. To assess the agreement between evaluation categories, the Kendall W Concordance Test was applied. The t-test was used to evaluate the equivalence of prior knowledge and to determine whether there was a significant difference between the groups regarding lexical chunk usage and writing coherence. In the Kendall W Concordance Test, a significance level of .05 was set, and a compliance rate of 90% or higher was considered sufficient (Kendall, 1948). In sub-tests where agreement between evaluation categories was analyzed, the average scores from five categories were calculated. These averages were then used to determine, through a t-test at a .05 significance level, whether there was a meaningful difference between the groups and in their achievement scores.

CHAPTER 3

FINDINGS

The findings from analyzing the data collected using various data collection tools were examined in relation to the research question. The main research question of the thesis is, "Does applying the LA methodology, instead of the currently used teaching method, lead to better achievement in essay writing classes?" The findings related to this question are presented below.

3.1. Pre-Test

3.1.1. Findings on the Control Group Pre-Test

First, the Kendal W Concordance Test was performed on the data obtained to determine the compatibility between the essay evaluation categories with the SPSS program. Then, when the harmony between the essay evaluation categories was found to be significant, the significance of the differences between the groups and the intra-group achievement scores was tested with the t-test. According to the Kendal W concordance Test, the agreement between the scores obtained by the control group for the pre-test of the five essay assessment categories is given in Table 4.

Table 4.
Compatibility among Rubric Components for Control Group Pre-Test

N	20
Kendal's W	.930
Chi-Square	93.032
df	4
Significance (Sig. (p))	0.000

As a result of the Kendal W Concordance Test, since the control group pre-test was $0.00 < 0.05$ within the scope of the essay evaluation categories, it was found that there was agreement by rejecting "there is no difference between the essay evaluation categories". It is seen that this harmony is at the level of 93%.

Table 5.
Score distribution of the Control Group Pre-Test

Rubric Components	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Test Organization	20	15.40	2.113	11	19
Pre-Test Content	20	22.00	3.212	14	27
Pre-Test Vocabulary	20	14.35	2.641	9	18
Pre-Test Language	20	16.25	3.697	8	21
Pre-Test Mechanics	20	3.55	.826	2	5
Pre-Test Total	20	71.55	11.68208	44.00	89.00

It is understood that the control group pre-test participants scored 71.55 points within the scope of the essay evaluation categories.

3.1.2. Findings of the Experimental Group Pre-Test

According to the Kendal W Concordance Test, the concordance between the scores of the experimental group for the pre-test in the five essay assessment categories is shown in Table 6.

Table 6.
Compatibility among Rubric Components for Experiment Group Pre-Test

N	20
Kendal's W	.939
Chi-Square	93.865
df	4
Significance (Sig. (p))	0.000

As a result of the Kendal W Compliance Test, since the Experiment group pre-test was $0.00 < 0.05$ within the scope of the essay evaluation categories, it was found that there was agreement by rejecting "there is no difference between the essay evaluation categories". It is seen that this harmony is at the level of 93%.

Table 7.
Score distribution of the Experiment Group Pre-Test

Rubric Components	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Test Organization	20	15.90	2.673	8	20
Pre-Test Content	20	22.80	3.651	16	30
Pre-Test Vocabulary	20	15.20	2.821	10	20
Pre-Test Language	20	16.40	3.676	10	25
Pre-Test Mechanics	20	3.60	.754	2	5
Pre-Test Total	20	73.9000	12.29848	46.00	100.00

It is understood that the Experiment group pre-test participants scored 73.90 points within the scope of the essay evaluation categories.

It is possible to talk about a high harmony between the scores of the participants in both the experimental and control groups. As a result of this harmony, the averages of the scores obtained from the essay evaluation categories were taken for each student and obtained by t-test for independent groups. This test is important in terms of equivalence of prior knowledge and readiness of students.

3.1.3. Pre-Test Essay Assessment Scores (Control and Experimental Groups)

Table 8.
Pre-Test Essay Assessment Scores t-Test Results for Independent Groups (Control and Experimental Groups)

Group	N	Mean	Std. Deviation	t	df	p
Control	20	71.55	11.682			
Experiment	20	73.90	12.298	-0.620	38	0.539

According to the essay evaluation category, it is understood that the essay writing skills of both groups are at the level of 0.70. According to the t-test result, which was accepted as a significance value of 0.05, it was seen that there was no significant difference between the control and experimental groups in the Pre-Test study ($0.539 > 0.05$). From these results, it can be interpreted that the participants' prior knowledge is equivalent.

3.2. Post-Test

In the post-test application, the experimental group exposed to the application of the Lexical Approach methodology was asked to write an essay again according to

the topic given in the pre-test. The control group, with which traditional methods had been used, was asked to write an essay again according to the topic given in the pre-test. These activities were carried out under the supervision of the teacher. After the post-test, all papers were evaluated according to essay evaluation criteria. The two results (Control and Experimental groups) were then compared with each other to find out if there was a significant improvement in the students' writing skills.

3.2.1. Findings on the Control Group Post-Test

According to the Kendal W Concordance Test, the concordance between the scores obtained by the control group for the post-test of the five essay assessment categories is given in Table 9.

Table 9.
Compatibility among Rubric Components for Control Group Post-Test

N	20
Kendal's W	.910
Chi-Square	91.000
df	4
Significance (Sig. (p))	0.000

As a result of the Kendal W Concordance Test, since the Control group post-test was $0.00 < 0.05$ within the scope of the essay evaluation categories, it was found that there was agreement by rejecting "there is no difference between the essay evaluation categories". It is seen that this harmony is at the level of 91%.

Table 10.
Score distribution of the Control Group Post-Test

Rubric Components	N	Mean	Std. Deviation	Minimum	Maximum
Post-Test Organization	20	15.60	1.188	14	18
Post -Test Content	20	22.55	2.605	17	27
Post -Test Vocabulary	20	15.20	1.473	13	18
Post -Test Language	20	15.95	2.874	12	22
Post Test Mechanics	20	3.50	.688	2	4
Post-Test Total	20	72.8000	6.21204	64.00	85.00

It is understood that the control group post-test participants scored 72.80 points within the scope of the essay evaluation categories.

3.2.2. Findings of the Experimental Group Post-Test

Table 11.
Compatibility among Rubric Components for Experiment Group Post-Test

N	20
Kendal's W	.945
Chi-Square	94.518
df	4
Significance (Sig. (p))	0.000

As a result of the Kendal W Concordance Test, since the Experiment group post-test was $0.00 < 0.05$ within the scope of the essay evaluation categories, it was found that there was agreement by rejecting "there is no difference between the essay evaluation categories". It is seen that this harmony is at the level of 94%.

Table 12.
Score distribution of the Experiment Group Post-Test

Rubric Components	N	Mean	Std. Deviation	Minimum	Maximum
Post-Test Organization	20	16.30	1.490	14	18
Post -Test Content	20	24.30	1.867	21	28
Post -Test Vocabulary	20	16.55	1.849	13	20
Post -Test Language	20	18.15	2.231	14	24
Post Test Mechanics	20	3.55	.510	3	4
Post-Test Total	20	78.8500	6.87693	65.00	94.00

It is understood that the Experiment group post-test participants scored 78.85 points within the scope of the essay evaluation categories.

It is possible to talk about a low level of concordance between the scores of the participants in the experimental and control groups. This means that there is a significant difference between the two groups. As a result of this difference, the averages of the scores they received from the essay evaluation categories were taken for each student and obtained by t-test for independent groups.

3.2.3. Post-Test Essay Assessment Scores (Control and Experimental Groups)

Table 13.
Group Descriptives

Group	N	Mean	Std. Deviation	t	df	p
Control	20	72.80	6.212			
Experiment	20	78.85	6.876	-2.920	38	0.006

According to the essay evaluation category, it was understood that there was a difference between the essay writing skill levels of both groups. The writing skill score was 72.80 in the control group and 78.85 in the experimental group. According to the t-test result, which was accepted as a significance value of 0.05 in the post-test study, it was observed that there was a significant difference between the control and experimental groups ($0.006 < 0.05$). From these results, it was concluded that there was a significant improvement in the writing skills of the participants who were exposed to the application of the Lexical Approach methodology.

Since the 1900s, researchers have employed null hypothesis significance tests to derive statistical inferences about their studies (Huberty and Pike, 1999). However, the validity and practicality of this methodology have faced scrutiny in the literature (Cohen, 1990; 1994; Kirk, 1996; Thompson, 1996; Yates, 1951; Yıldırım and Yıldırım, 2011). Effect size calculations have historically been a crucial factor for assessing practical significance, reinforcing absence hypothesis testing in scientific research, and contributing to more dependable statistical outcomes (American Psychological Association [APA], 2001; American Educational Research Association [AERA], 2006; Sun, Pan, & Wang, 2010). The APA (American Psychological Association, 2001) states that effect sizes calculated (Cohen's d , Hedge's g , η^2 , etc.) should always accompany p significance values, emphasizing that quality research reports must compare effect sizes derived from existing studies with those previously reported.

The effect size is a statistical measure that reflects how much the sample results deviate from the expectations set by the null hypothesis (Cohen, 1994; Vacha-Haasse and Thompson, 2004). It typically represents the strength of the difference between the null and alternative hypotheses, indicating the practical significance of the research findings.

In educational research, understanding the role of statistical findings is crucial. Although statistical significance is one of the two main methods for evaluating significance and is widely used, practical significance is frequently disregarded. Many researchers wrongly assume that a lower p-value denotes a more substantial effect or greater application power (Nickerson, 2000). In reality, significance tests measure the probability of obtaining the sample's results due to chance, while effect size reflects practical significance. Statistical significance can vary with sample size (Fan, 2001), whereas effect size provides a clearer framework for interpreting results, minimizing the impact of sample size variations.

Effect size is commonly defined as either "the standardization of differences between means" or "a standardized assessment of relationships." Researchers have typically categorized effect size calculations into two types: measures of difference in group mean and measures of relationship strength derived from variance (Kortlik & Williams, 2003). The measures based on the differences in group means include Cohen's d (Cohen, 1988), Glass's g (Glass, 1976), and Hedge's d (Hedges, 1981). Meanwhile, measurements of correlation strength based on variance, which express the relationship between independent and dependent variables, are represented by R-squared (R^2) and eta-squared (η^2) parameters (Maxwell & Delaney, 1990; Synder & Lawson, 1993).

Table 14.
Post-Test Essay Assessment Scores t-Test Results for Independent Groups (Control and Experimental Groups)

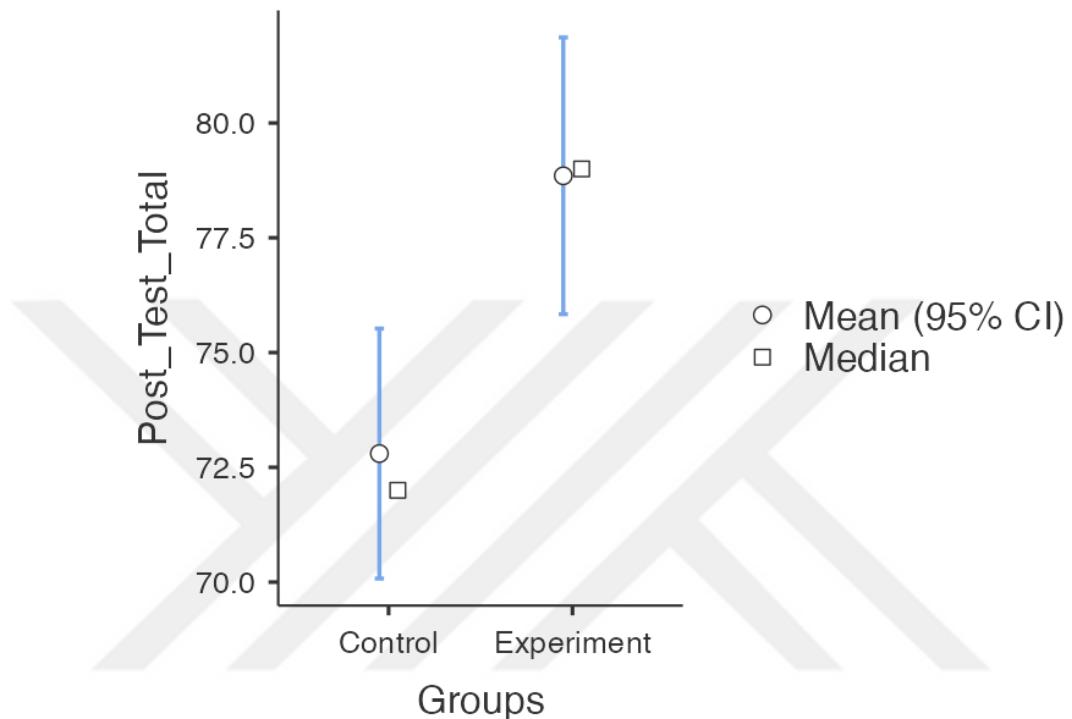
Independent Samples T-Test

						95% Confidence Interval		
						Effect Size	Lower	Upper
		Statistic	df	p				
PostTestAss. Scores	Student's t	-2.92	38.0	0.006	Cohen's d	-0.923	-1.57	-0.264

Note. $H_a \mu_{Control} \neq \mu_{Experiment}$

Students in the experimental group scored 0.92 standard deviations higher than students in the control group. Cohen's d is commonly used to understand effect size, especially in situations such as pre-and post-trial situations or comparing different treatment groups. Cohen's d value is defined as weak in the range of 0.20-0.49, moderate in the range of 0.50-0.79, and strong in the range of 0.80 and above (Cohen, 1988). This

study calculated the effect size as 0.92. Students in the experimental group scored 0.92 standard deviations higher than students in the control group. Thus, the composition scores of the students who received education according to the lexical approach were higher than those of the students who received traditional education (Graphic 1).



Graphic 1. Post-Test Essay Assessment Scores

As a result of the analysis, the expectation of "Hypothesis: The lexical approach and the traditional teaching method do not show any differences in increasing students' essay writing skills" defined in the null hypothesis was not met, and it was observed that there was a difference between both teaching methods. As can be seen from Graph 1, the lexical approach is more successful.

CHAPTER 4

DISCUSSION

The aim of this thesis study is to experimentally examine the effect of the Lexical Approach (LA) application on the success of writing cause-effect essays of English preparatory class students. With the Lexical Approach, the concept of lexical units can be examined both theoretically and practically, and information about the concepts can be obtained. Research designed a two-group experimental design, pre-test and post-test, to provide group matching control regarding the study's main research question, "Is the LA methodology more successful than the current teaching method in essay writing courses?". After four weeks of training based on the Lexical Approach, it was investigated whether there was a statistically significant difference between the pre-test and post-test of the control and experimental groups in the essay writing test.

In the process of evaluating the total achievement test scores for both the experimental and control groups, we initially assessed the pre-test scores to ascertain whether a significant difference was present. The results indicated no significant difference, with the control group's pre-test writing skill score at 71.55 and the experimental group at 73.90. This similarity between the groups' pre-test scores is beneficial, as their initial success levels are closely aligned. Consequently, this will allow for a clearer assessment of the effectiveness of the applied approach by the end of the study. A notable difference was found between the experimental group's pre-test and post-test scores. In contrast, the control group showed no significant difference in their pre-test and post-test scores (71.55 points-72.80 points). This is a desired and expected outcome. Because the control group did not participate in the experimental process. The post-test results of the experimental group revealed that the success scores increased significantly (78.85 points). The resulting difference is created by the approach used; within the framework of the lexical approach, it can be said that vocabulary teaching practices are successful and effective.

Upon reviewing the findings concerning the study's principal research question, "Does the LA methodology yield greater success in essay writing courses than the current teaching method?" the results were promising. In the pre-test, experimental and control group participants achieved similar scores, indicating that their writing

skills were comparable before testing. However, post-test analysis showed a significant improvement in vocabulary for the experimental group due to the lexical approach. Similar findings have been reported in previous studies. For instance, Ördem (2005) discovered that teaching word combinations through the lexical approach contributes positively to student development. Furthermore, Güney and Aytan (2014) and Gökçen (2016) emphasized the benefits of context-based vocabulary teaching on enhancing active vocabulary skills vocabulary.

Yaman and Akkaya (2012) suggested that activities based on the lexical approach that were consciously strengthened in advance should be carried out in the processes of mother tongue and foreign language teaching. In this study, results consistent with this were obtained. Kafes (1998) and Söylemez (2001) also taught vocabulary based on a lexical approach and found that vocabulary teaching effectively supports this thesis. Kıvanç (2003), on the other hand, found that word lists were more successful than context-based vocabulary teaching and differed from many studies in the literature.

Ortapişirici (2007) found that teaching vocabulary with context is more permanent and successful than other techniques. Bora (2013) also showed in his study that contextual vocabulary teaching strategies are more successful than traditional methods such as memorization and are more effective in remembering. Another researcher, Duran and Bitir (2017), showed the effect of context-based vocabulary teaching on retention. Ekmen (2009) stated that in order to improve the student's vocabulary, words must be given with context in sentences. Bircan (2010), in his study on the lexical approach, revealed that teaching in which word patterns are presented in context is more effective than teaching individual words. It has also shown that the phrases used in the study process improve receptive and productive vocabulary. Özkan (2019) tried to determine the effect of using context in vocabulary development. There are similar studies conducted abroad. Nagy, Herman, and Anderson (1985) examined whether context is effective in vocabulary teaching and found that tentative inferences from existing predictions in vocabulary and incidental learning from context constitute an important part of vocabulary development that occurs during reading. Nagy (1995) also investigated the role of context in teaching vocabulary in the first and second languages and stated that what a word means depends on the context. However, it has also been revealed that the effective use of context can benefit various types of

knowledge—world and strategic knowledge. Finkelstein (2001) concluded that context promotes learning when adequate opportunities and the right activities support it. Besken and Mulligan (2010) also concluded that giving words in context is efficient and that teaching the word alone requires more effort. Despite all the positive aspects of the lexical approach, it is recommended to pay attention to the use of known words rather than the meanings of unknown words in collocation since one of the points where the student is most criticized is that the student is constantly exposed to a pile of words (Bada et al., 2013).

Recognizing the significant role of vocabulary in conveying the intended message and concept during both the understanding and production of a foreign language, the results obtained strongly support the assertions made by renowned scholars such as Lewis (2006), Nation (2013), Webb (2019), and Sewbihon-Getie (2021) that vocabulary is enhanced by knowledge of various lexical components. Idioms, collocations, phrasal verbs, sentence frames, proverbs, and similes can greatly enhance writing proficiency. Additionally, online and print resources can benefit EFL students at all levels, as they encounter the most common and naturally occurring word patterns in authentic contexts. The research findings from this study align with other relevant studies conducted both locally and globally, including those by Rahimi and Momeni (2012), Faghah and Sharafi (2006), Jafarpour and Koosha (2006), Mounya (2010), Kazemi et al. (2014), Mahvelati (2016), and Ghafar Samar et al. (2018), who argue that teaching word segments significantly positively impacts writing proficiency, vocabulary acquisition, and language proficiency. The findings of this study are consistent with those of other research and predecessors.

Finally, Bozkurt (2018) stated that knowledge of the form, meaning, and usage-based features of words, as well as the conditions for juxtaposition with other linguistic units, constitutes one of the fundamental building blocks of the competence needed to understand and use a language. He also indicated that while developing individuals' comprehension and expression skills, it is possible to create content suitable for language teaching environments based on communicative competence and a lexical approach by choosing a method grounded in context (both intralingual and extralinguistic).

CHAPTER 5

CONCLUSION

5.1. Summary of the Study

This study examined the impact of the Lexical Approach on students' essay writing skills through a quasi-experimental design with pre-test and post-test assessments. The research question explored whether the Lexical Approach led to a significant improvement in writing skills compared to traditional methods. A total of 40 preparatory class students participated, with 20 in the experimental group and 20 in the control group. The control group received traditional writing instruction, while the experimental group engaged with the Lexical Approach.

The findings indicated a notable improvement in the writing performance of the experimental group. The post-test results showed that the experimental group achieved a mean score of 78.85, while the control group scored 72.80. The statistical analysis, conducted using a t-test with a significance level of 0.05, revealed a significant difference between the two groups ($p = 0.006 < 0.05$). These results confirm that the Lexical Approach positively influences students' writing skills, leading to enhanced use of lexical chunks and idiomatic expressions.

5.2. Theoretical and Practical Implications of the Study

The findings of this study suggest that incorporating the Lexical Approach into writing instruction can significantly enhance students' ability to use idiomatic expressions and lexical chunks accurately and effectively. Traditional vocabulary teaching methods, which often emphasize isolated word memorization, do not yield the same level of improvement. Thus, this study underscores the importance of integrating lexical-focused activities into writing instruction at various educational levels.

From a theoretical perspective, these findings align with previous research that highlights the role of lexical chunks in language acquisition. The Lexical Approach, as proposed by Lewis (1993), emphasizes the importance of recognizing and internalizing word combinations rather than focusing solely on individual vocabulary items. This

study contributes to the growing body of literature supporting the idea that exposure to authentic lexical input enhances written language proficiency.

In practical terms, the results suggest that the Lexical Approach should be more widely implemented in English language curricula, particularly in preparatory and university-level writing programs. Additionally, instructional materials should be designed to incorporate lexical chunking activities, visual and auditory resources, and interactive exercises that reinforce the use of collocations and idiomatic expressions in students' writing.

Moreover, the results highlight the need for teacher training programs to familiarize instructors with the principles and implementation strategies of the Lexical Approach. Teachers' attitudes and instructional methods play a crucial role in the effectiveness of this approach. Therefore, professional development programs should emphasize the theoretical and practical aspects of lexical-based instruction.

5.3. Limitations of the Study

Despite its contributions, this study has several limitations. First, the sample size was limited to 40 preparatory class students, which may affect the generalizability of the findings. Future research should consider larger and more diverse populations to validate these results. Second, the study was conducted over a four-week period, which may not be sufficient to capture the long-term effects of the Lexical Approach. Longitudinal studies could provide deeper insights into its sustained impact on writing proficiency. Lastly, the study primarily focused on writing skills; other language skills, such as speaking and listening, were not examined. Further research could explore the effectiveness of the Lexical Approach in these domains.

5.4. Suggestions for Further Research

Based on the findings and limitations of this study, several recommendations for future research can be made:

- Since the Lexical Approach has been found to enhance students' use of idiomatic expressions and lexical chunks in writing, it is recommended that similar studies be conducted in different educational settings, including primary and secondary schools, as well as higher education institutions.

- Future research should investigate the effectiveness of the Lexical Approach in developing other language skills, such as speaking, listening, and reading, to provide a more comprehensive understanding of its pedagogical value.
- Studies involving learners with different levels of English proficiency, including those with minimal exposure to English, could further validate the findings and explore potential adaptations of the approach.
- Teacher training programs should incorporate the Lexical Approach, as its successful implementation requires a shift in instructional perspectives. Research on teachers' perceptions and readiness to adopt this approach would be valuable.
- It is recommended that this study be expanded to other foundation universities and even state universities to determine whether the effectiveness of the Lexical Approach can be generalized across different educational institutions.
- Additional research should provide more detailed insights into the theoretical foundations of the Lexical Approach and the role of lexical chunks in second language acquisition.
- Researchers could explore the integration of digital tools and artificial intelligence-based applications in teaching lexical chunks to enhance writing skills. With the rise of technology in education, such studies could offer innovative methodologies for language instruction.

By addressing these aspects, future research can contribute to a more nuanced understanding of how lexical-based instruction can be effectively integrated into English language teaching. This study highlights the potential of the Lexical Approach to improve writing skills, paving the way for further exploration and refinement of lexical-based teaching methodologies. Moreover, implementing this approach in a wider range of educational institutions, including state universities, could provide valuable insights into its broader applicability and effectiveness.

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APPENDICES

APPENDIX-A.



T.C.
UFUK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulu Başkanlığı

Sayı : E-81182178-605.99-43759
Konu : Etik Kurul Onayı (Davut Zeki KURT)

02.04.2024

DAĞITIM YERLERİNE

İlgili : Sosyal Bilimler Enstitüsü Müdürlüğü'nün 18.01.2024 tarihli ve E-96064710-5014.10-41511 sayılı yazısı.

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi **Davut Zeki KURT**'un, Doç. Dr. Ceyhun KARABIYIK'in tez danışmanlığında devam ettirdiği "Türkiye'deki Üniversite Hazırlık Okullarındaki İngilizce Öğrencileri Arasında Sözcük Öbeği Öğretiminin İngilizce Yazma Yeterliklerini Geliştirmedeki Etkisi (The Effect of Teaching Lexical Chunks on Promoting English Writing Competence among EFL Students at University Preparatory Schools In Turkey)" konu başlıklı tez çalışması, Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulumuzun 09.02.2024 tarih ve 2024/01 sayılı toplantılarında Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönetgesi ve Ufuk Üniversitesi Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulu Yönetgesi çerçevesinde değerlendirilmiştir, etik açıdan uygun olduğuna karar verilmiştir.

Bilgilerinizi ve gereğini saygılarımla arz/rica ederim.

Prof. Dr. Mustafa KILIÇ
Kurul Başkanı

DAĞITIM:

Gereği:
Sosyal Bilimler Enstitüsü Müdürlüğüne

Bilgi:
Rektörlük Makamına

APPENDIX-B.

Lexical Chunks Used During the 4-Week Education

1. Similes (Comparisons to Clarify)

- Like a domino effect, it spread across the industry.
- As if by magic, the solution appeared.
- Like a chain reaction, one event led to another.
- It spreads like wildfire, affecting everyone.
- The plan works like a charm, solving all issues.
- The economy collapsed like a house of cards.
- The outcome was as inevitable as the sunrise.

2. Binomials (Fixed Pairs of Words)

- The relationship between cause and effect is evident.
- Learning often involves trial and error.
- In any business, there is always give and take.
- Supply and demand determine market prices.
- His voice had a gentle rise and fall when he spoke.
- The economy goes through cycles of boom and bust.
- The teacher explained the cause and consequence of climate change.
- There is always an action and reaction in physics.
- They worked day and night to complete the project.
- The stock prices went up and down unpredictably.
- Every decision has its pros and cons.

3. Trinomials (Three-Part Fixed Expressions)

- First and foremost, we must analyze the data; secondly, we evaluate it; finally, we draw conclusions.
- The process involves cause, consequence, and conclusion.
- By cause, by consequence, and by correction, the system adjusts itself.
- We must consider the short-term, the long-term, and the permanent impact of our actions.
- These changes will affect yesterday, today, and tomorrow.

4. Polywords (Multi-Word Expressions Functioning as a Single Unit)

- By the way, did you hear about the new policy changes?
- All of a sudden, the lights went out, leaving us in darkness.
- At first sight, the problem seemed simple, but it turned out to be quite complex.
- For the time being, we will have to work with the resources we have.
- In the long run, investing in education will benefit society.
- His decision to quit came out of the blue, shocking everyone.

5. Prefabricated Patterns

- **One of the main reasons why** unemployment is rising is automation.
- **This is largely because of** economic instability.
- **It can be attributed to** poor management.
- **As a direct consequence of** climate change, sea levels are rising.
- **One possible explanation for this is that** the demand has dropped.
- **This is mainly due to the fact that** wages are low.
- **A key factor behind this is** globalization.
- **Another aspect to consider is** consumer behaviour.
- **A major contributing factor to** inflation is excessive spending.
- **Could I help you** with your assignment?
- **As far as I am concerned**, technology is a necessity.
- **As a result of** climate change, natural disasters have increased.
- **Due to the fact that** resources are limited, we must be cautious.
- **In the wake of the crisis**, new policies were implemented.
- This decision **leads to** unintended consequences.
- The issue **stems from the fact that** regulations were ignored.
- **As a chain reaction to** global warming, ecosystems are collapsing.
- **For the sake of** progress, we must innovate.
- This, **in turn**, affects global markets.
- Education **plays a crucial role in** social development.
- He **committed a crime** and was sentenced to prison.
- This debate **raises a question** about ethics.
- The government decided to **put an end to** corruption.
- **As a matter of fact**, technology has transformed communication.
- **At the end of the day**, results matter more than effort.
- **Owing to the fact that** resources are scarce, we must conserve them.
- **Because of the increase in** pollution, new regulations are needed.
- **Thanks to the efforts of** scientists, vaccines were developed.
- **This resulted in** a major shift in consumer habits.
- **For this reason**, stricter laws are necessary.
- **Which is why** we need immediate action.
- **The main reason for this is** the lack of investment.
- **This is primarily due to** high production costs.
- **One of the key factors in** success is persistence.
- **This can be attributed to** strategic planning.
- **What causes this is** a combination of economic and social factors.

6. Sentence Frames (Templates for Structuring Cause and Effect Sentences)

- occurs because..... happens.
- Economic growth **occurs because** technological advancements drive productivity.
- If..... happens, then..... will follow.
- **If** global temperatures continue to rise, **then** more extreme weather events **will follow**.

- Without.....,would not be possible.
- **Without** clean water, public health improvements **would not be possible**.
- is the reason for.....
- Deforestation **is the reason for** the decline in biodiversity.
- Due to....., happens.
- **Due to** rising sea levels, coastal cities are experiencing more frequent floods.
- The more..... happens, the more..... occurs.
- **The more** people rely on automation, **the more** traditional jobs disappear.
- is responsible for.....
- Air pollution **is responsible for** an increase in respiratory diseases.
- It is widely believed that..... leads to.....
- **It is widely believed that** a strong education system **leads to** economic prosperity.
- Without....., would not have happened.
- **Without** social media, the rapid spread of misinformation **would not have happened**.
- One effect of is, which in turn causes
- **One effect of** urbanization **is** increased traffic congestion, **which in turn causes** higher pollution levels.

APPENDIX-C.

Participants' Pre-test and Post-test Scores for Each Component

Group	Students	Organization	Content	Vocabulary	Language	Mechanics
Control Groups Pre-Test	C1	16	22	15	16	4
	C2	16	20	12	15	4
	C3	14	20	14	16	4
	C4	18	25	18	21	5
	C5	18	25	18	21	3
	C6	14	22	12	16	2
	C7	14	21	14	13	3
	C8	14	20	12	15	3
	C9	16	20	15	18	4
	C10	18	25	18	21	4
	C11	19	27	18	21	4
	C12	17	26	14	18	4
	C13	16	21	14	16	3
	C14	13	20	12	11	3
	C15	13	18	13	12	3
	C16	15	25	18	20	5
	C17	11	14	9	8	2
	C18	17	24	15	17	4
	C19	13	20	11	12	3
	C20	16	25	15	18	4

Group	Students	Organization	Content	Vocabulary	Language	Mechanics
Experiment Groups Pre-Test	Ex1	16	24	16	15	4
	Ex2	15	18	13	13	3
	Ex3	15	22	15	20	4
	Ex4	18	28	18	18	4
	Ex5	18	25	18	20	4
	Ex6	20	30	20	25	5
	Ex7	12	16	12	12	2
	Ex8	16	22	12	12	3
	Ex9	18	22	13	18	4
	Ex10	15	20	15	15	4
	Ex11	18	26	18	18	4
	Ex12	15	20	12	12	3
	Ex13	16	23	12	12	3
	Ex14	16	24	16	18	4
	Ex15	8	16	10	10	2
	Ex16	14	24	18	18	4
	Ex17	18	22	14	18	3
	Ex18	18	22	16	18	4
	Ex19	14	26	18	18	4
	Ex20	18	26	18	18	4

Group	Students	Organization	Content	Vocabulary	Language	Mechanics
Control Groups Post-Test	C1	16	20	15	16	4
	C2	16	20	14	14	4
	C3	14	17	16	14	3
	C4	16	25	18	22	4
	C5	16	22	14	12	2
	C6	14	21	14	17	3
	C7	15	23	15	18	3
	C8	15	22	13	16	3
	C9	14	18	14	14	4
	C10	18	27	18	16	4
	C11	17	25	17	16	4
	C12	16	24	14	18	4
	C13	16	24	16	20	4
	C14	15	20	16	18	4
	C15	16	24	16	12	3
	C16	16	24	16	20	4
	C17	15	23	14	12	2
	C18	18	26	16	12	3
	C19	14	22	13	16	4
	C20	15	24	15	16	4

Group	Students	Organization	Content	Vocabulary	Language	Mechanics
Experiment Groups Post-Test	Ex1	16	22	18	15	3
	Ex2	17	26	16	18	4
	Ex3	18	26	18	22	4
	Ex4	18	25	18	18	3
	Ex5	18	25	18	20	3
	Ex6	18	28	20	24	4
	Ex7	17	26	16	19	4
	Ex8	17	24	16	18	4
	Ex9	15	24	15	17	3
	Ex10	15	23	16	18	4
	Ex11	18	25	18	16	4
	Ex12	14	22	14	18	3
	Ex13	14	21	13	14	3
	Ex14	16	23	16	18	3
	Ex15	14	21	13	16	3
	Ex16	15	24	18	18	3
	Ex17	15	24	16	18	4
	Ex18	16	25	16	18	4
	Ex19	18	26	18	20	4
	Ex20	17	26	18	18	4

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