DOCTORAL DISSERTATION

Iranian and Hungarian EFL Students' Essays

A Corpus – Based Study

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Témavezetői nyilatkozat a dolgozat benyújtásához

Alulírott _Dr. Horváth József_ nyilatkozom,

hogy _Akasha Ghaboosi_ doktorjelölt

Iranian and Hungarian EFL Students' Essays: A Corpus-Based Study

című doktori értekezését megismertem, nyilvános vitára bocsátását támogatom.

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témavezető aláírása

Doktori értekezés benyújtása és nyilatkozat a dolgozat eredetiségéről

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Tehran Iran
July 30, 1972

az alábbi doktori értekezést saját szerzői jogú mint

Iranian and Hungarian EFL students' essays:
A Corpus Based Study

Doktori iskola
Doctoral School of Linguistics

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To my lovely parents who mean the world to me

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Abstract

The study of learner language, mostly written, has become a major field within corpus linguistics in the past twenty years. Since the beginnings in the early 1990, with the development of the ICLE and the JPU Corpus, the field of learner corpus research (LCR) has established a number of standards specific to the design, analysis, and application of such corpora (Granger, 1998; Horváth, 2001, 2015). This dissertation aims to present the results of what can be considered a new vista in LCR: the qualitative and quantitative investigation of diachronic features of written language. I was interested in whether and how learner language has changed since the early years of the BA program, introduced in Hungary in 2006, on the one hand, and how the learner language in the BA programs in Hungary and Iran differ from each other. I have developed two small corpora; the first one is the *Happy Corpus* consisting of essays written at the University of Pécs as part of English majors' proficiency exams, and the second one is the *HI Corpus* encompassing the essays written by the Hungarian students at the University of Pécs and the Iranian students at Amol Islamic Azad University, who attended English writing courses. The *Happy Corpus* has two components: the 2009 and the 2014 batches. In both exam situations, students were presented with the same choice of two themes, of which they were instructed to develop one essay, of about 300 words. I hypothesized that of the two topics, "Don't Worry; Be Happy" would be chosen by an overwhelming majority of the students in 2014, as this had been the case in 2009, too. Each of the Hungrian and Iranian subcorpora in the *HI Corpus* has five components: the Anxiety, the Fantasy, the Memories, the Favorite English Texts, and the Purpose of Studyin English. I investigated content and language features of the subcorpora in the *Happy Corpus* and the *HI Corpus* separately. Specifically, the study aimed to examine whether there were distinguishing differences between the 2009 and 2014 subcorpora in the *Happy Corpus*, and the Hungarian an Iranian subcorpora in the *HI Corpus* thematically and lexically, two aspects that correspond to assessment criteria applied in the exam. In this dissertation, I will highlight the most interesting results and suggest ways in which the results can inform future development of essay writing skills as well as testing procedures.

Introduction

It was a scorching hot summer day in Tehran on June 23, 1997 when I took a deep breath and entered the Simin Language Institute. I was full of passion and excitement, looking forward to starting my career as an English instructor, and meeting my first students in my first class in the institute. As I was getting close to my class on the third floor, I could hear the students asking each other whether anybody knew who the teacher was and what she was like. I could hear my heart beating fast when I stepped inside that classroom, looking at students' eyes focused on me. I tried to wear a warm friendly smile to make my students feel relaxed and smile, too. Surprisingly, my students and I formed a strong bond in just a few minutes. They eagerly talked about their goals: to enter universities, earn undergraduate degrees, become familiar with various cultures, communicate with native and non-native English speakers, and express their ideas and feelings. I intended to make essay writing tasks fun for them, so I focused on their interests, which I asked them to list for me and I drew a map for the class that included in all the students' interests under the chapter I would teach every session. Therefore, the students could write about their opinions and experiences and share them with their classmates and with me. When I checked the essays, I spotted special words, such as the use of prepositions that followed verbs and combinations of words they used in such essays. I could detect some language patterns that did not sound like an English native and I could see the touch of their mother tongue, Persian, in creating such phrases in essays. I remember how students expressed their feelings when they wrote, "I enjoyed <u>from/of</u> reading Tom Sawyer" or when they wanted to write what they did when a thief broke into their house, "Oh, my God! I called <u>to</u> my father." I also recall how some students, who were studying at universities and looking for a place to continue their studies or to work abroad, finished their letter with "I look forward to <u>hear</u> from you," and they wondered why they never received any replies from the universities or the companies to which they applied. Such observations made me think about the way which could help me examine these patterns more extensively, to understand the difficulties students might encounter in using words properly.

After 11 years of teaching in the Simin Language institute, I decided to move to Sweden on August 24, 2008 to earn my Master's degree in English. I was involved in many interesting courses, especially corpus-based studies in which I could see how Wh-forms were used in texts in Modern English, using ULEC (Uppsala Learner English Corpus), or how frequencies of the use of *OK* by academic lecturers in academic settings have nothing to do with the gender and age of the lecturers, but are affected by the academic divisions through analyzing

samples taken from MICASE (Michigan Corpus of Academic Spoken English) which was my Master's degree dissertation topic. I was thirsty to know more about teaching English as a second language and to earn my doctoral degree in this field, so I came to Hungary in October 4, 2012 and started my studies at the University of Pécs. My interest in conducting corpus linguistic research grew and I decided to do cross-cultural research focusing on how EFL learners, specifically the ones studying English at universities, in Iran and Hungary, used formulaic language in their essays written about divergent genres including recounts, narratives and explanations. I attempted to discover how Iranian and Hungarian students wrote about their memories and arguments, their interests and fears, reflecting on their intentions and feelings through their preferred words, on the one hand, and the forms and frequency of lexical bundles in their essays, on the other.

The central research questions of this dissertation are how the content, language and vocabulary, keywords and collocations that Iranian and Hungarian students use in their essays are different from each other. The rationale of this investigation is that we need to know whether EFL students with the same cultural background and EFL students with different cultural background have the same writing style, or they use divergent keywords and collocations. We also need to investigate whether the shared keywords and collocations occur with the same rates of frequency.

To start my corpus-based study on EFL students' essays, I needed to conduct my corpus consisting two main subcorpora. The *HAPPY Corpus* included the data from 100 Hungarian students' texts created in 2009 (50 essays) and 2014 (50 essays) proficiency exams. The essays were collected in December 2009 and December 2014, and the data was analyzed in winter and spring 2015. In the written part of the proficiency exams 2009 and 2014, participants, students of the University of Pécs, were instructed to choose between the presented topics in the exams booklet. The essays were collected at the end of the exams, and the analyses started afterwards. The number of chosen scripts revealed that most students wrote about the topic related to their happiness, and I decided to focus on the texts in which students shared their experiences about the times they were happy or worried. In the *Hungarian-Iranian Corpus* (*HI Corpus*) I undertook to collect data from both Iranian students in Iran and Hungarian students in Hungary. To gather the required data, I relied on a composition writing task and followed it as a primary approach in my present project. Scripts from 100 students were compiled between the spring of 2013 and 2014. The Iranian data was collected in April, 2013 and analyzed in the summer and the autumn of 2013. The Hungarian

data was also gathered in March, 2014 and it was brought under analysis in the summer and autumn of 2014. The students were asked to write about their favorite topics among the ones that I provided for them in Pécs and in Iran. All essays were sent to either me or the students' instructors via our emails by the students who participated in the current research. The ones sent to the instructors were delivered to me via my email. The essays were about the participants' dreams, their best or worst memories, their intentions of studying English, their anxiety in classrooms and the best English texts they have written. The focus of the analyses performed in both main subcorpora, the *HAPPY Corpus* and the *HI Corpus*, was to investigate how many times specific words related to the topics used in both Iranian and Hungarian students' texts, on the one hand, and how students used these words in their combinations with the other function or content words such as nouns and prepositions, on the other. All data have been processed using the Canadian software, *Lextutor* Version 6.2 (Cobb, 2011), which assisted me to capture the alphabetical concordance of texts, identify the keywords and the accompanied collocated patterns preceding and following each keyword, and measure the frequency of keywords and their collocations, used by the students in essays. The correlation between the frequency and the keyness of keywords is also estimated by applying the Excel 2007.

Putting the right facts and information, and conveying what students mean in a text at both academic and professional levels are the goals of teaching writing skills to EFL learners. Thus, during the procedure of the research, the emphasis was put on issues such as formulaic language, phraseology, corpus linguistics, the designation and usage of corpora, especially learner corpora in pedagogy, concordance, frequency counts and collocations, which will be defined and discussed by citing previous studies in the aforementioned fields in separate chapters.

Chapter one of this dissertation focuses on the definition of corpus linguistics and how to do such research by getting the required data from the study fields to discover the syntactic connection between sentences. The concept of the use of a corpus as a tool and a methodology and how a corpus can be recognized as a collection of texts which can be read by a computer will be discussed by referring to scholars' ideas, such as those of McEnery and Hardie (2012).

In chapter two, the focus is on what concordances, keywords, collocations and frequency counts are, and how such issues can be investigated in a corpus. Researchers can also find out

how differently language patterns and grammatical forms are applied by native and non-native English speakers texts in both daily and academic texts. While studying the gathered data, scholars can investigate the occurrence of peculiar words and their collocations by the tools they create to analyze the collected data.

Chapter three gives a short explanation of how English is taught in Iran and Hungary. The aim of this chapter is to clarify the most relevant aspects of the educational systems in English classes in Iran and Hungary and cover themes such as feedback so that we can learn about the procedures EFL teachers and learners follow in English classrooms.

Following the short history of EFL teaching and learning in Iran and Hungary, chapter four, the *HAPPY Corpus*, covers a mix of qualitative and quantitative data, focusing on the analyses of Hungarian students' essays. It analyzes the occurrences of words, which the corpus tool detected as keywords, their collocations and their frequent usage in the whole data collected from Hungary. It shows the most and the least frequent words in the Hungarian compiled data. The content and language of texts are also analyzed to see how students expressed their feelings in different situations.

Chapter five introduces the *HI Corpus* and its analyses focus on Hungarian and Iranian EFL students' essays, the specific words usage, the frequency counts, and how they are combined with different parts of speech acts in collocational patterns. Such analysis assists me to compare how Hungarian and Iranian EFL students produce specific patterns or describe their feelings in peculiar scenarios. The comparison between the results taken from the Hungarian and Iranian data will show how similar some keywords and collocation units are used in students' texts, and what the difficulties EFL learners face while expressing their ideas and sharing their feelings and experiences are in their essays in English. Such a comparison leads EFL teachers to designing new activities to help EFL students acquire English more practically with higher enthusiasm.

It can be seen that the *HI Corpus* has the potential to be expanded internationally by compiling more data from more countries where English is taught as a foreign or second language.

A list of Appendix follows the main text.

Chapter 1

ISSUES IN WRITING in EFL: A REVIEW OF THE LITERATURE

'Good writing' is that discovered combination of words
which allows a person the integrity to dominate his subject
with a pattern both fresh and original.
(Rohman, 1965, pp. 107-8)

Introduction

While communicating our thoughts and ideas in a language in a readable form, we try to use proper grammar, punctuation and sentence structure beyond vocabulary, correct spelling and formatting. The better we write, the better we can impress our audience and make people get closer to what we mean in our interactions. The style and the proficiency in writing reflect our attitude, our voices and even our intentions. When we write a text, we produce a conceptual model of what is in our mind in different ways. One way is to expand the main idea as clearly as possible by applying micro-skills in writing skills such as aiming at an appropriate style, constituent sentences and coherent texts. Some researchers (Cumming & Riazi, 2000; Zimmerman, 2000) emphasize how people write and how different approaches and models are applied to writing process. By exploring EFL students' texts, teachers and scholars find what they need to know about learners' English language background knowledge (Bjork, Brauer, Reiecker & Jorgensen, 2003), their learning process and their writing problems. All of these factors may lead teachers and curriculum designers to provide more instructional practices for students' better understanding and their progress in learning English language skills, such as writing. By monitoring students' strategies for planning what they write, revising and editing their texts, teachers can find students' difficulties in using proper vocabulary, collocations and structures in more academic written products.

1.1.   Conceptual view of writing

As writers, we sometimes have an idea in our mind which can be a concept of what we intend to write. We use our imagination to create, organize and elaborate our plans by using knowledge about written language and applying various forms of writing besides paying attention to how properly we reflect on our experience and background knowledge in capturing and explaining thoughts. Akkaya and Kirmiz (2010) refer to the concept of writing as an expressive way, the reflection of someone's feelings, desires, thoughts and in "black

and white". Jahin and Wafa (2012) also state that writing is an evidential way to discover what is in writers' imagination. Members of a community engage with different activities depending on their ability to read and write and/or their competence in a specified area such as education or business. According to Goldsmith (2011, p. 21) "Writing involves notions of distribution while proposing new platform of receivership. Words might be written not to be read but rather to be shared, moved, and manipulated". EFL students need to understand what they want to write about and how to carry through writing process meaningfully and successfully. Such writing processes lead EFL students to interact with others by printing their personal and social thoughts on a sheet of paper. Transmitting ideas to each other in written form can be inspected in variety forms of research including text-oriented research, writer-oriented research and reader-oriented research. These approaches will be discussed in what follows.

1.1.1. Text-oriented research

Writers set words to generate sentences with their grammatical meaning depending on how words, phrases and clauses are formulated. Sentences get together and follow each other semantically and pragmatically to have a coherent elaboration about a topic and make paragraphs connected to each other while paraphrasing the main ideas in texts. Glaser (1986) defined a text as an independent linguistic structure arranged by the chain of units reflecting a multilevel state of affairs to interpret peculiar communicative messages which could be the picture of the real world or spring from writers' imagination.

Hyland (2002, p. 8) described "writing as a textual product, a coherent arrangements of elements structured according to a system of rules which makes human interaction possible by exchanging ideas from one person's mind to another via language." He also remarked that an essay is a tool which helps writers express their feelings and share their personal experiences in them while readers, be familiar with the writers' language, can get the meaning of writers' message through the texts. Moreover, Hyland (2002, p.9) referred to texts as a communicative system by which writers can gain their goals in specific contexts and situations. The main goal is to have a smooth comprehensible transformation of their intentions. Hyland also stated that "Discourse approach", in which different aspects of language use in various fields such as social science and linguistics is studied, "sees forms as located in social actions".

When we unite all these statements, we can think of text-oriented research which measures syntactic complexity and the distinction of the elements of sentences covering specific meaning. Fterniati and Spinthourakis (2005, p. 310) pointed out that text-oriented research is "the study of various types of authentic texts as they appear in their communication context, production of different texts types and the assessment and process improvement of the texts." Paltridge and Phakiti (2010, p.192) also drew attention to descriptive, analytical and critical views of writing in which the emergence of words in a sentence, the reason it occurs, and its relation to social situations in a cohesive way are investigated. Moreover, they claimed that a text is an independent sample which can be analyzed in various genres in different periods of time, written by individuals. Kastouli (2005) also mentioned that the vital goal in doing text-oriented research is "the expansion of literacy to increase communicative competence […] in the view of various dimensions of social multiliteracy in a multicultural society."

In general, text-oriented research enables us to focus on the final piece of writing and by studying the outcome we can measure the text(s) against criteria of vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation, and even its content and how sentences are formulated and organized.

1.1.2. Writer-oriented research

Writers tend to make a direct connection between what they write and their own personal life and experiences, recalling the memorial dates and events. They may even create characters which are a reflection of their selves, positive and/or negative personality traits. All authors' works are related to the process of acquiring knowledge and comprehension through their thought and what they are aware of consciously or unconsciously. Hyland (2002, p. 23) focused on three fundamental aspects in the process of writing: "personal creativity, cognitive processes of writing, and the writers' immediate context." When it comes to the writers' personal activities, we can think of writers' voices and how they figure out appropriate ways leading them to organize their thoughts and write about their ideas and create their own masterpiece with the least external tension or interference (Elbow, 1998; Hyland, 2002; Murray, 1985). Moffett (1982, p. 235) defined such a creative writing process and its development as a "good therapy and composition aim at clear thinking, effective relating, and satisfying self-expression". Self-expression can be considered the core of how a piece of writing is created from what writers imagine, or writers' knowledge, memories and expressions in their personal lives. It is also essential for authors to determine their goals and

how they plan their writing process in order to avoid using any artificial and elaborate eloquence such as metaphors in their texts. If they encounter a rhetorical problem, they can clarify their intensions by more explanations and make their statements comprehensible for readers. When writers attempt to produce meaningful text, they need to acquire the required knowledge and become familiar with what they tend to write and rely on their own experiences, too. However, Flower (1989) and Prior (1998) proposed that how writers perform in a text and how they reflect on an event, especially a 'social act' in a 'specific context' is more important than what their personal ideas are. Flower (1998, p. 288) explained that writing as a situated act is "the effect of prior knowledge, assumptions and expectations together with features of the writing environment which selectively tap knowledge and trigger specific processes". Such a 'social act' can also be seen in ethnographic texts which display people's culture and customs, and similarities and differences among them are described while each culture is observed in its own original environment (Ramanathan & Atkinson, 1999). In other words, how EFL students put their thoughts on paper to interact with their readers, how they transmit their messages to their audience, and how readers react to what is written based on their perception of vocabulary and grammar students use in the texts about their experiences, beliefs and/or favors are the reflections of social acts in students' essays.

1.1.3.   Reader-oriented research

Authors attempt to write effectively and professionally while not spending too much time writing and creating their texts. Creating clear and comprehensible texts requires an open lively mind which has a strong close connection with the reader. Such a connection makes the impact authors need, which is expressing their ideas clearly and drawing their thoughts confidently for readers' better understanding. Hyland (2010, p. 194) refers to reader-oriented research, as "the mediation between writers/institutions/ cultures, and conventions describing the stages that help writers to set out their thoughts in ways readers can easily follow and identifying salient features of texts which allow them to engage effectively with their readers." He also points out that for readers' deep understanding of writers' messages spread over the texts, writers can apply different genres in scribing their texts such as genre portfolio, comparative tasks, and audience analysis (Hyland, 2007, p. 84).

Rosenblatt (1978) and Britten (1984) turned their attention on readers' vital role in transaction with the text in a particular context. Readers construe, comprehend and make

sense of their social life, relationships, and their own selves from a text individually through "meaning-making process". Such a process depends on the text, which presents a set of linguistic conceptual and referential stimuli. The text encompasses the broader cultural matrix as well as the particular socially modeled circumstances and purpose of the reader. The reader infuses meaning into the textual squiggles and early in the reader-event selects which lies in literacy discourse and how readers switch or break with the outside environment. Rosenblatt (1985, p. 40) mentioned that "it is through the cues provided by the text that readers can achieve a lived through experience […], a process in which the reader selects out ideas, sensations, feelings, and images drawn from his past linguistic, literacy, and life experience, and synthesizes them into a new experience". So, the readers combine the information they get from different sources, concepts or events and make an explicit connection they infer from such a combination. Readers apply their background knowledge and experience to the new concepts and experiences.

Considering the constructive role of understanding the meaning of a text and what readers can create from it, Lewis (2000) indicated that texts help readers imagine particular moments, places and events by describing them in detail. Bennet (1979) noted that there is a mutual connection between "readers, who are formed as particular social subjects, and texts that are formed in ways that promote a set of available readings". Surber (1998, p. 245) also attracted researchers' attention to the fact that "readers not only produce interpretations of texts but are produced as subjects by the texts they read". Thus, it is understood that there is a direct relation between readers' personal and emotional life experiences and what they read and what they decode through the text they read.

1.2. Issues in writing and its instruction

The texts which writers create show how well they can interact with their readers literally and how confident and proud they are with their written communicative abilities in transferring their ideas and even expectation to their readers. A clear understandable text reveals who writers are and the styles they use in their texts which can impact readers' respect. Writers can attract readers' attention to writers' texts and let them seek more information about what is written in a particular text, whether it is about the writers' life experience or a social event.

1.2.1. Basics of writing

As Linell (1982) stated, essays are not perceived and interpreted at the same times and places as they are produced. The analysis of written language focuses on the products of the writer's activities, i.e. on the texts. The texts can be used in different ways, re-employed, duplicated, distributed to particular persons or groups in new situations and these activities can be regarded as proper communicative acts in their own right.

Linell (1982, p. 36) defined written texts in terms of different characteristics:

1. "A written text and its components parts […] have the character of *objects*, they are *persistent* and *static* […].

2. The written text is made up of *discrete* symbols, i.e. letters (at least in print) and (graphic) words, and these are organized in certain regular *spatial* patterns […].

3. A written text is […] *relatively explicit* (the absence of an immediate context must be compensated for, i.e. referents must be more fully described, arguments must be represented more extensively) and *relatively autonomous* or *context-free* […]. A written text can be decoded at any place, and the decoding can often be performed by a great number of different people."

Hyland (2007, pp. 152 – 153) also looked at some "key principles" in mastering writing skills which are fundamental in instructing language learners:

1. "*Writing is a social activity*. Communication always has a purpose, a context, and an intended audience […].

2. *Learning to write is needs-oriented*. Effective teaching recognizes the wants […], identifying the kinds of writing that learners will need to do in their target situations […].

3. *Learning to write requires explicit outcomes and expectations*.

4. *Learning to write involves learning to use language*. […] grammar is integrated into the exploration of texts and contexts […] learners not only see how grammar and vocabulary choices create meanings, but understand how language itself works […]."

It is implied through Linell's (1982) and Hyland's (2007) statements that a text has a set of characters which specify its nature and it can be seen through different angles and all readers

in different levels of social classes can understand and communicate with it in different locations. It is important for writers to have deep knowledge of writing to make a coherent passage covering their readers' expectations.

### 1.2.2. Second language students' needs and writing instruction

When we observe English language learners, we recognize how different they are in term of needs, background experiences, cultures, native languages, personalities, and interests. Based on readers' visualization and what they picture in their minds and how texts reflect their experiences, Tomlinson and Imbeau (2010) state that there should be a balance between what EFL learners need to learn to produce the language they acquire properly and what they are looking for in learning the language parallel with their individual needs. Tomlinson and Imbeau (2010) point out that those language learners' interests are essential in motivating them to learn the language. It is also important to observe language learners closely to find out how they "approach the task of learning". To attract learners' attention and keep them highly motivated, a practical beneficial instruction is recommended, which not only covers teachers' expectations but also supports individual language learners' desire in mastering a foreign language. It is also necessary to make content understandable for learners so that they can develop their language skills by their own efforts and their teachers' instructions (Echevarria, Vogt & Short, 2008).

There are some key factors involved in the EFL students' writing acquisition. According to Harmer (2004) and Williams (2005), the writing process, EFL learners' and teachers' responses, writing activities, and how writing skill is instructed have crucial impact on learning how to write in a foreign language appropriately and express ideas in a comprehensible way. EFL learners are required to address content, organization, structure, and mechanics appropriately to convey meaning through writing (Brown, 2007). According to Hinkel (2001), Mu & Carrington (2007), Zhou (2009), Chan (2010), and John (2012), the lack of knowledge about writing components makes language learners confused and frustrated with a great number of linguistic difficulties they encounter in producing even a simple text in English. EFL learners who do not know how to use vocabulary and construct sentences often end up writing non-cohesive texts. That is why Pinker (2014, p. 141) states that "Wherever one sentence comes after another, readers need to see a connection between them. So eager are readers to seek coherence that they will often supply it when none exists". Jahin and Wafa's (2012) also turn their attention to the difficulty writers face in making a

smooth harmony among issues such as content, organization, purpose of writing, audience, vocabulary, grammatical points, styles writers apply and stages they take to create a comprehensible text. Thus, it is understood that teachers and curriculum designers need to provide writing activities, such as essay writing, and compositions, which are based on language learners daily life experience, to give them a platform full of opportunities to create their texts, apply proper style, and design a coherent structure.

Harmer (2004) and Williams (2005) proposed a four-stage writing process encompassing how EFL learners start writing, how they create their first draft, how they revise their draft, and how they edit their text. Tribble (1996) also drew a similar model for the process of writing with including prewriting, drafting, composing (drafting), revising, and the final version. Furthermore, Williams (2005) emphasized the time language learners expend on enriching their texts along with the feedback they receive. To assist learners to save time and to keep their track of conveying their messages to readers, Hyland (2007) introduced a cycle which includes five stages in the process of learning how to write meaningful texts, shown in Figure 1.1. The stages are:

1. "Setting the context – revealing genre purposes and the settings in which it is commonly used;

2. Modeling – analyzing representative samples of the genre to identify its stages and key features and the variations which are possible.

3. Joint construction – guided, teacher-supported practice in the genre through tasks which focus on particular stages or functions of the text;

4. Independent construction – independent writing by students monitored by the teacher; and

5. Comparing – relating what has been learned to other genres and contexts to understand how genres are designed to achieve particular social purposes." (Hyland, 2007, p. 159)
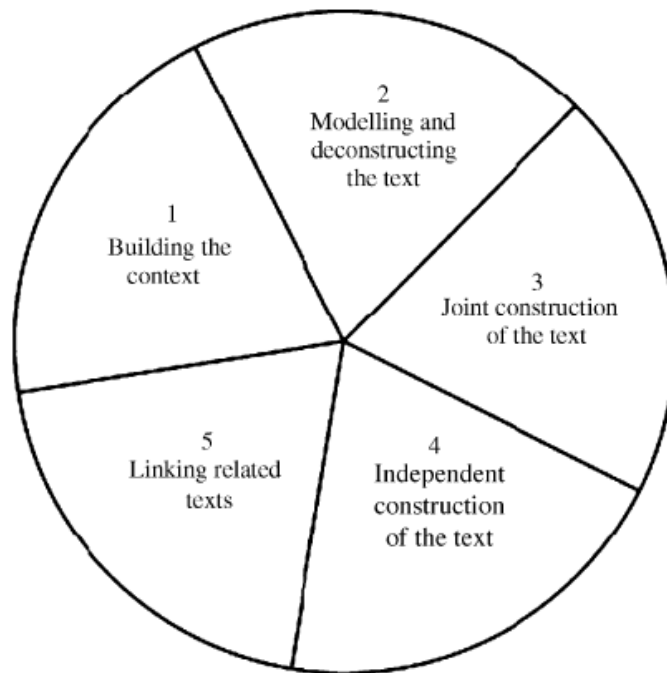
Figure 1.1: The teaching – learning cycle (Feez, 1998, p. 28)

From "Text-based syllabus design" by S. Feez, 1998, p. 28. Copyright 1998 by Macquarie University Press. Reprinted with the permission of Dr. Feez, University of New England.

When I think of useful and practical steps which EFL learners take into account to learn writing skills comprehensively, I rely on what Hyland (2007) and Feez (1998) propounded in the five-stage cycle of acquiring writing. The cycle implies how various writing activities can lead language learners towards a better understanding of how texts are constructed, how they can increase their writing abilities by practice, getting feedback from others and applying helpful tips to improve their writing skills. Positive feedback encourages learners to go forward and write more, and negative feedback helps them to identify problems in writing. EFL learners explore the language to discover its features and how they are used in different genres

1.2.3. Written texts and communication

Today, it is essential to have a strong ability to impress our readers by communicating clearly, concisely and effectively with our readers. Writers, try to use texts as their writing voice to transform their messages. They consider the tone they prefer, more informal or formal style, which leads readers perceive their intention, their message, and even their personality as individuals attracting their readers to move on reading the texts and finding out what will come next in the following paragraphs, pages and chapters. One way writers can create a comprehensible text is to put themselves in our readers' place and see through the readers' eyes to figure out how understandable and clear their messages can be through a simple precise and direct language.

It is important for writers to know how to lay out the content, how to choose a style to write texts with it, and how to elaborate on the content. The first step to have a neat communication with readers is clarifying thoughts, ideas and purposes while considering the key points and facts to be covered. Writers have to make a good practical plan for their texts to sound logical. By making an impressive introduction, authors can have a great positive immediate influence on readers. It would be useful to avoid long complicated sentences that make readers lose tracks of the main ideas in each part of a text. Short supporting sentences are more attractive for readers to follow a text as getting more information about the key points and main ideas. The second step is to choose a neat and elegant writing style that show how knowledgeable writers are about the use of vocabulary and constructing sentences to build a coherent text. The third step is to write about a topic in which authors intend to display interest in readers by having objective, sensitive and friendly perspective to infer the purpose of what is written whether in an email, an article, or a book clearly, concisely and effectively.

1.2.4. Research on second language writing

Authors write their thoughts to communicate with each other, to inform others about their skills and knowledge, and persuade them to interact with them and exchange their knowledge with them. They communicate to achieve their goals in academic, social, financial, artistic world. Thus, it matters how writers can polish their work and learn how to break them in publishing by strengthening their abilities in editing and grammar. The topics of discussing how EFL learners acquire a language, the difficulties they encounter through developing such ability, and how EFL learners' writing problems can be solved attract scholars to do research in these areas. Sasaki (2000), among others, was interested in EFL students' writing fluency and how EFL learners act during writing learning process. Some others, such as Cumming

(2001) explored the quality of texts students write in English and how social and cultural background affected their learning process and what they produced as texts. Linguistic and pedagogical experts were also keen on studying the factors which distinguish successful writers from novice writers (Kariminia, 2013; Sahragard & Mallahi, 2014), the strategies which EFL learners at different levels of proficiency apply in creating their texts (Farhandezh et al, 2012), teachers' knowledge and ability in instructing students on employing right strategies in writing coherently and properly (Mozaheb, et al, 2013), how original students' essays are considering voice, personal narrative, and role-play (Horváth, 2015), and EFL students' attitudes toward writing in English (Gholaminezhad et al, 2013).

Sasaki (2000) studied how differently skilled EFL writers composed their texts by collecting some of Japanese students' texts. He also videotaped students' performance in action and observed how students behaved during the writing process. He discovered that expert writers' thought about what they intended to write and make a proper plan and organize their time in contrast to the novices and less skilled writers who spent very little time on planning and organizing the skeleton of what they wanted to write about. Sasaki recognized the influence of experts' strategies on inexperienced writers. By considering experts' instructions and assistance, novices spend longer time in 'global planning' and can make better texts. Sasaki (2000) also implied that EFL students' English proficiency played an essential role in how well they wrote in English. Planning, organizing and relying on English proficiency make a clear picture for skillful students so that they do not need to hesitate very often while they are writing a text.

Kariminia's (2013) research on Iranian EFL students' articles shows how successful writers are distinguished from the less skilled ones in writing academic papers in English in a society where English is taught as an FL. Interviews with ten Iranian TEFL teachers revealed that strategies students apply in learning how to write in English differ from one another. The strategies were classified in reading as many academic articles as possible and trying to catch the model and style of writing while learning how coherently a message could be conveyed through the whole text. By analyzing Iranian EFL learners' compositions, Farhandezh, et al. (2012) identify the impact of memorizing teachers' style in using sentences and chunks on less skilled writers' texts creation. Their results indicated that writers with low proficiency tended to avoid producing sentences with errors and they attempted to copy their teachers' writing patterns, which decreased their motivation in getting the required knowledge by practicing and making mistakes in their papers. Furthermore, Farhandezh, et al. (2012, 0.

1156) describe writing as "a thinking tool […] where discovery and creativity take place", "a two-draft activity where in their draft [writers] mainly produced ideas and in the second, they transferred the ideas to the final draft." Novice writers mostly concentrate on trying to use grammatical rules properly and they have problems in conveying their messages to their audience.. Sahragard and Mallahi's (2014) investigation also reveals how strategies applied by good writers differ from the less skilled writers among Iranian EFL learners. It seems that the more proficient writers' goal in writing is to communicate with readers, the better and smoother writers may interact with readers.

Cumming (2001) investigated how well EFL learners constructed texts and the process they employ in writing texts, especially in those texts which reflect the contact between English learners and English native cultural and social background. Her empirical studies revealed a few facts related to "features of the texts that people produce, the composing process that people use while they write, and the sociocultural contexts in which people write" (2001, p. 123). Cumming (2001) realized that through the process of learning proper texts, language learners improved their syntax and morphology and started using more complicated structures and professional vocabulary in producing specific texts. The more knowledge EFL learners acquire from their instructors and native English speakers, the better they can make their mind and design the skeleton of their texts. She indicated that EFL learners' rich glossary and grammar help students express their ideas applying syntactic and semantic rules appropriately. Cumming (2001) even focused on the influence of EFL learners' native culture and how students can be inspired by their own native culture while thinking about writing a text in English. Cumming also mentioned that considering EFL learners' cultural background increases students' self-esteem which motivates students to make plans for their future and learn English as a tool to gain their goals.

Students' ideas for composing texts emerge from their mother tongue and English sociocultural backgrounds, their national and cultural beliefs, and what they learn from English. Therefore, EFL learners can create their own original essays in which they can convey their thoughts, feelings, beliefs and opinions in words. Horváth's (2015) observations through his long teaching experiences, especially in the field of writing, grew his interests in examining features of text originality by analyzing the texts he gathered from his students in more than a decade. He intended to study the style students applied in their texts and how they could use English punctuation, diction and syntax in building coherent sentences in true stories they chose to write about in their original texts. Horváth (2015) also attempted to

show how students turned readers' attention to different characters role in the stories. He selected ten fictions and non-fictions from a corpus compiled in the past six years, made by forty seven bachelor students' essays majoring in English at the University of Pécs, between 2007 and 2013, in an e-book. He implies that the freedom given to student to use the suitable style to write about their own personal narratives helps them to "discover both the origins of their ideas and the originality of those ideas" (2015, p. 97). His analyses also indicate that originality is a good way to open students' mind to think deeply about their personal lives and take advantages of how original their stories can be. His investigation shows that if a text looks original it does not necessarily mean that its author has a high level writing proficiency.

The originality of EFL learners' ideas may arise from their perspective towards writing itself and their ability to think independently and creatively. Gholaminezhad et al.'s (2013) study on sixty five Iranian EFL learners reveals how EFL learners felt about learning writing considering the setting, and the mood in the topic they were expected to create their own piece of art, in their writing. Some learners found out writing as a complicating and boring process which wasted their time. On the contrary, good writers were attracted to such writing tasks which put skilled EFL learners in challenging their writing skills, and increase their knowledge by studying about the topic they intended to write in English and being checked and corrected by their instructors. A group of students were also concerned about the role writing played as a tool assisting them to express themselves besides the room it gave to writers to think loudly and speak freely without being interrupted by their audience. In addition, there were some students who believed that scientific investigations and findings could be preserved by being written and being kept and used in a long written works, as a research or even a story, acting as a bridge between different periods of time and transferring data and experiences from generation to generation.

1.3. Approaches to the writing process

Academic writers are eager to make an effective piece of writing by brainstorming, planning, generating their ideas (describing, comparing, associating, analyzing, applying, and arguing their ideas to reflect their agreement or disagreement), questioning and revising, rearranging and deleting the irrelevant and incoherent parts in their text, re-reading/proof-reading and producing different drafts, and at last making their final draft. Skilled EFL learners take all aforementioned steps to create something which needs time and requires reliable feedback and information to convey their messages to their readers. There are various approaches

which students use in writing their texts to not only evaluate their language learning potential and improvement as a communication tool, but to transfer their experiences and feelings to their readers.

1.3.1. The expressive approach

Expressive writing is the way of writing writers choose to discover their deepest emotions and feelings about their past, present and/or future, people they know including their family members and friends, what they like or dislike. Authors reveal their ideas to themselves at first place without being evaluated or judged by others. They attempt to make their personal thoughts, observations and analyses visible in texts they create (Foulk & Hoover, 1996). Elbow (1981) indicated that writing is to be seen as an organic process, springing from a creative source, the writer's vehicle for self expression. So, writers seek a style in which they can show their character and personality in the sentences they create in a text and make readers feel their presence, as a narrator of a story, report or special events. Murray (1985) noted that writers look for their original voice in writing to express their feelings appropriately. Berlin (1987) and Faigley (1986, 1992) also pointed to the importance of personal experiences, honesty, freshness and spontaneity in writer's texts. Likewise, Harris (1990, p.161) uttered that expressive writing is "the kind of writing that draws from the writer's personal observations of daily life "experience-based discourse".

Elbow (1981) investigated such a discourse in the pedagogic point of view when he considered the essential role of expressive writing in teaching students to understand the process of writing well and how such understanding makes students more interested in writing about their personal life experiences. When students try to mix reality with their imagination, they may put some unreal and sometimes exaggerating facts which give a kind of dishonest taste to their texts and make it unbelievable for readers. Macrorie (1968, pp. 5 – 11, cited by Reed, 1994, p. 111 – 112) encouraged students to believe in their thoughts and "that writing from experience helps students become confident in their abilities as writers and empowered by what they write." Miller also mentioned the importance of authenticity when he stated that "ceaseless flow of language within us is not just a resource for writing well, but a window into our minds and our very self [...], writers engage in self-discovery, examining this inner source in order to learn what and who they really are" (1972, pp. 18 – 23, cited by Reed, 1994, p. 112). Moreover, Miller declared that "discovering one's feelings and attitudes about a subject in the process of writing leads to commitment to that idea or subject – or a

discovery of one's self" (1972, p. 113, cited by Reed, 1994, p.112). Spigelman (1996, p. 130) also proposed that "it's writer's decision to create account by means of the personal expressive essay, a genre in which readers' expectations of writerly honesty and authenticity figure prominently."

Students may apply expressive approach to explore, learn and discover the stages of composing and how to understand and generate their ideas and feelings in a good impressive framework. Murray (1973, pp. 5 – 6) made a distinction, which can be recognized in his "rehearsal" stage, between a production and an editing, which can aid students to use better words and develop their writing skill and learn how to decide to add more elaborative parts to a text or delete inapt parts to create appropriate and coherent sentences in their texts. Elbow (1973, pp. 30 – 33) indicated that writers can rely on their intuition and creativity power floating in their minds, "let things get out of hand […] wander and digress". Murray (1982, pp. 5, 15) advocated Elbow's claim when he defined writing and the writers' freedom in writing their opinions unconsciously as "a transaction with words whereby you *free* yourself from what you presently think, feel and perceive. It is a "never – stable process, a chaotic evolution" which shows writers' creativity and the rules they have to follow and set in their texts. Kegan (1982) also had such a viewpoint to the impact of how writers are inspired by external factors that are the events surrounding them in their living environment. Such an environment helps writer understand what goes on in their world. Focusing on daily life in specific environment, students improve the power of observation and reflection in their writing and try to shape their true selves while making effective arguments in various contexts, from public to practical, and supporting them with different evidence. Therefore, there is a close relationship between environmental action and creative writing, which is the result of students' original perspectives of the world and how they communicate with their audience.

Taking all scholars' definitions and ideas about expressive writing into consideration, we may see some advantages and disadvantages of the use of expressive approach in students' writing. It is a platform in which students can feel free to write about what wanders in their mind and promotes the natural writing process of students unconsciously. However, expressive approach may neglect the emphasis on content or skills as vital elements of a good writing. It is also possible for students to forget taking some important data into account because of having their full attention to their own personal life experiences. It is even

probable that students are incapable of elaborating and paraphrasing their ideas to persuade or motivate particular audience in specific situations.

1.3.2. The cognitive approach

Langer (1991, p. 17) asserted that "As children learn to engage in literate behaviors to serve the functions and reach the ends they see modeled through them, they become literate in a culturally appropriate way; they use certain strategies to structure their thoughts and complete their tasks, and not others". This is likely what EFL learners do when they attempt to acquire a language. EFL learners process the data and information they obtain from their environment, especially from their language instructors in a classroom, transfer it to their mind and analyze it to familiarize their minds with the standard components related to the language they learn so that they are able to communicate with the native speakers of the target language appropriately and understandably. It is how learners' mental development work like a complex system receiving the information, working memory to have the data operated actively, and preserving the data for the future outcome for a long time, which is the transfer of environmental details and features from EFL learners short-term memory to their long-term memory (Gray, 2010). Therefore, such a process is a pattern of how learners think and master a language, which is part of the revival of cognitive approach of language learning skills, such as writing.

Beaugrande (1982, 1984), Calkins (1983), Emig (1983) and Graves (1984) noted that the cognitive approach is a psychologically - and writer-based and scientific aspect in which writers' personally performance, pre-planning and editing, can be directly observed. Their studies showed that the errors they make during writing texts provides a useful source of data for language teachers' better comprehension of how writing activity takes place in EFL learners' mind and action. Teachers can also detect the difference between what weak and skilled writers do and why there are various styles differing from person to person. By focusing on learners' understanding of proper writing, teachers can help learners identify the structure and lexis of the language they learn beside the style they feel more comfortable in expressing their intentions and thoughts in their texts. Teachers present the rules, especially the grammatical ones, in a good writing, and give tasks to learners to practice their writing skill which leads to learners' production.

Piaget's (1959) principles of cognitive development emphasized EFL learners' awareness of the process they take in acquiring a language, experiencing the use of the target language in

different situations and locations, imagining and understanding differences through employing a language, and discovering their own original thoughts and feelings. Wadsworth (1996) supported Piaget's theory and turned his attention on how EFL learners start to imitate, memorize and think about features they grasp in social environments where the target language is spoken, and their movement from reflex actions, which are their responses to their environment to goal-directed activity, which is the production of the language they acquire. Considering Piaget's (1959) cognitive strategies, Wadsworth (1998) also argued that there is a gradual development in the use of language and how forms are perceived and practiced through the process of learning. He stated that such practices lead learners to be aware of their problems and be able to classify and seriate them. Such a classification assists learners in understanding rules, solve abstract difficulties and think scientifically. Thus, EFL learners can increase their interests in participating in social issues and get new identities when they develop their language skills. Both Piaget (1959) and Wadsworth (2004) explained what happens when intellectual growth occurs in the process of language learning while adapting to the target language context and culture. According to Piaget's (1959) and Wadsworth's (1998, 2004) perspectives, such a process encompasses three steps: 'assimilation, which is how schema is used to help EFL learners deal with new situations and social events; 'accommodation', which reveals in the situations that the schema does not work and EFL learners have the challenge to deal with new objects by getting the data from their surrounding environment and discover more information about the language they tend to acquire in its real life; and 'equilibration' which occurs after learners' experiment in coping with new situations and new objects in new environments, leading them to take steps to develop their language skills.

Flower and Hayes (1981) advocated the impact of Piaget's (1959) learning stages in EFL learners' development. They suggested that the way writing takes place can be defined as a set of peculiar thinking processes embedded with one another and writers organize them while they compose a text. They suggested that such processes follow writers' minds and their desire to achieve their goals which are the transmission of their opinions about specific things in not only the society they live in but also what happens beyond it. However, Flower and Hayes (1981) pointed out that writers may create new perspectives and establish new goals while generating their goals and gathering supportive data to develop their intentions in writing a script by recalling preserved data in writers' long term memory. Flower and Hayes (1981) also identified two other categories, evaluation and revision, which make EFL learners

assess their progress in learning writing skills and help EFL learners alter what they acquire in writing skills development in the light of actual changes in their real life. McLaughlin (1988) investigated the impact of cognitive factors in the learning process of second language writing. He expressed that "acquisition is the product of the complex interaction of the linguistic environment and the learners' initial mechanisms. With practice, there is continual restructuring as learners shift these internal presentations in order to achieve increasing degrees of mastery in L2" (McLaughlin, 1988, p. 6).

Flower and Hayes (1981) uttered that cognitive approach uses precise and diligent methods and it can be applied in different situations, such as learners writing process in classrooms, practically because it can be studied along with the psychological areas such as 'social learning, social cognition, and artificial intelligence' (cf. Gray, 2010; Langer, 1991). It is simple for both professional and unprofessional people interested in language learning processes to understand how information is undertaken in learners' brain. Moreover, such an approach can assist teachers to provide tasks that carry learners' interests and encourage them to make the required connection with their ideas and goals and be able to express them, and monitor learners individually to have their difficulties detected and observe their progress step by step. As Piaget (1959) and his followers explained, EFL learners can integrate information by being involved directly in the process of their own learning while having experiences in various situations and how they get along with them and solve the problems they may have in understanding them before starting writing.

Despite all its advantages, the cognitive approach has its own disadvantages as well. As Bruner (1966), Hughes (1975), and Vygitsy (1978) indicated, the influence of social setting and culture on cognitive development may not be taken into account. Even if teachers themselves consider such factors during the frequent assessment of the students' learning and retention, it consumes a great deal of time to see learners' progress and use new experiences to help them improve their language skills upon the steps learners took previously. Therefore, teachers may face difficulties in making flexible lesson plans to attract all learners' attention to participate in classroom activities.

1.3.3. The social-context approach

When writers' focus is on the environment and the culture they are accustomed to, and the people they interact with, they may share a set of goals and debates which are based on specific values and assumptions and they can communicate about those goals and find

beneficial practical ways to achieve them. Researchers such as Faigley and Hansen (1985) attempted to understand how writers are connected to discourse communities by focusing on their functions, their impact on the writers' texts, and the writers' behavior, attitudes and strategies in the process of writing about their opinions and perspectives about specific issues. It is important for writers to learn how to write in their disciplinary cultures which are "collections of like-minded people, each with their own codes of conduct, sets of values and intellectual tasks" (Bechers, 1981, p. 109). Investigations on such disciplines show that it is possible to determine the more appropriate and preferred forms and styles of writing which distinguishes good writers' texts from novice ones', and their influences on meeting readers' expectations. Moreover, the studies on disciplinary cultures (Bechers, 1981; Faigley and Hansen, 1985) showed the essential effect of people's interaction on writing and how common values and beliefs in social communities assist writers to create papers, whether fiction, narratives or even academics. Therefore, two premises, the concept of disciplinary cultures as a 'the context-bound' observation and 'the discourse community members' practices and attitudes, are considered when a text is written. Beach and Bridwell (1984, p. 6) asserted that "studying the writer without taking the many dimensions of context into account is a little like studying animal life by visiting zoo cages". Freed and Broadhead (1987, p. 157) also defined discourse community as "a different culture and each has different rules". Even though each will use English when writing, the writing and the attitudes about and behaviors during the writing process may very well be different based on writers' social acts, social classes and their perspectives towards what they encounter in specific environment.

Cooper (1989) and Witter (1992) supported view about how disciplinary cultures affect the process of writing and mentioned that it is not enough to rely on an individual's written product when the audience needs to understand the setting in which members of a society live and/or in which events happen and developments take place among people interacting with each other. There are two distinctive outlooks of a social viewpoint to the process of writing. One of the perspectives is 'educational ethnography' which goes beyond reporting events and describing personal experiences in real. It refers to how something in a social community is presented while explaining people's cultures, habits and interactive social differences in that specific group. Graves (1984) and North (1987) propounded that if writers intend to create a piece of writing without its natural context, the main purpose of such a text disappears and it loses its powerful influence on readers' mind. 'Educational ethnography' discovers how and why people write about events occurring in normal and natural conditions in real social life,

and observes how children and basic writers learn and develop writing skills without being forced by external factors. Ethnography studies reveal how different social contexts occur in different languages and how they are used. The second effective social perspective in the process of writing is sociological linguistics in which Grabe and Kaplan (1997, p. 97) defined "writing as a process of discovery […] and its development progresses as a problem-solving activity […] and drawing and talking are means for pre-writing and rehearsal of aspects of society encompassing cultural norms, individuals' expectations and how language usage affects societies and communities". It is assumed that writers are inspired by whatever they observe in the environment in which they are in contact with its members. They have their own ideas and viewpoints, try to elaborate them by thinking loudly on pieces of paper, examine their debates, and finally develop them by omitting the irrelevant and inept parts or adding more logical and convenient parts matching the acceptable norms in their social community. Taking all these steps makes writers' texts more highlighted and noticeable in readers' mind.

A closer look at the areas of social-context approach used in writers' text manifests that such an approach is a useful way to display people's real lives in real daily situations along with observing their behaviors, actions and reactions. Social-context approach can also provide a method for teachers to discover how EFL learners cope with different texts when the context is changed during the time they try to acquire and improve their writing skill. It gives teachers the opportunity to observe their progress, and identify their difficulties in learning specific forms and styles in writing so that teachers can witness EFL learners' development while participating in class activities and being involved in tasks related to writing skills. However, teachers may find it difficult to fulfill EFL learners' expectations while considering their unique social background, preferences and the knowledge learners gained from the social communities they live or used to live in. Furthermore, using social-context approach may have divergent influences on writers' audience who may not be familiar with the main concept of the context and make the ideas brought in texts generalized. Such a method in writing may lead the audience to a negative insight and viewpoint of specific social behaviors which occur differently in their own culture and society.

1.3.4. The product - process approach

One of the main goals EFL learners attempt to achieve is producing meaningful and real communication in writing when they are keen to find out about the environment or to express

themselves properly and correctly. Some EFL learners can acquire much better when there is a model text which is a pattern of an acceptable professional text. By practicing those models repeatedly, EFL learners can understand the use of grammatical and linguistic rules to make various formal and informal structures, the techniques they can employ to create interesting texts, the way they can organize the ideas, and how to compare their texts with the one they have as model to achieve native-like fluency in writing. Modeling is a product-based approach which is defined by Tangermpoon (2008) as EFL learners' production from pre-writing to composing and correcting. Some scholars such as Saedi and Sahebkheir (2011) point out that the approach provides useful background for EFL learners to be assimilated into the process of writing. Steele (2004) cited that EFL learners go through four stages to acquire English language writing: modeling texts and highlighting the genre used in the texts, controlling practicing the highlighted features in isolation, organizing their own ideas, choosing the tasks in which they are fluent to produce texts in English by using grammatical features, structures and vocabulary they learn in English. However, researchers such as Murray (1980) asserted that the approach encourages EFL learners to apply model they learn in writing about something in various settings and it is a barrier to their creativity and originality in their written outcomes. In addition, EFL learners need to develop their abilities in using English language, which requires specific activities, such as brainstorming and group discussions and re-writing, by participating in language classrooms.

When EFL learners attend writing classes, they learn how to create an effective piece of writing, how to plan and revise, rearrange and delete sentences and paragraphs, re-read and produce drafts before finishing the final text. White and Arndt (1991, p. 4) identified six processes in acquiring a foreign language when authors endeavor to write a text by putting their thoughts together, and collecting relevant data to expand their ideas. Authors write more valid and reliable texts based on the real life of events and people who are involved in those events. After making drafts, writers try to focus on how the text is structured and generalized. Then, they review the written draft, and try to figure out the texts shortcomings and edit it. Finally, they take the last step which is to evaluate the text whether on their own or by making group discussions, which may encourage both writers and readers to exchange their comments and look at each other's standpoints. Brown (1987, p. 82) pointed to the effect of EFL learners' mother tongue through the development of EFL language skills when he stated that "The native language of the second language learner is often positively transferred in which case the learner benefits from the facilitating effects of the first language". Following

Brown's (1987) notion, Badger and White (2000, p. 156) emphasized the importance of "EFL learners' experience of the world and knowledge of conventions in their own language" in the process of acquiring a second or foreign language, such as English, by using the process approach. However, when it comes to the practicality of the using such an approach, Badger and White (2000) noted that product - process approach is mostly beneficial in a native-like class where learners can speak fluently and interact with their peers and it would be time-consuming for teachers to get EFL learners to the required native level in English. Moreover, they cited that process approach ignores linguistics features of writing including the syntactic complexity and words diversity in a text, and the originality of writers' text by reforming their texts at the stage of having them edited, especially by their language instructors. Raimes (1993), Nunan (1999), and Badger and White (2000) noticed how product and process can be mixed up with each other and how the misguiding instructions may damage class tasks and activities. Their suggestion makes teacher think of the combination of these approaches which can be applied in classes to assist EFL learners achieve their goals, high level in proficiency, and even to save time in classes so that they can cover the needed practices.

1.4.   Conclusion

In this chapter the conceptual view of writing illustrating various forms of research such as text – oriented research, writer – oriented research and reader – oriented research were conferred in the first section. Then, the nature of writing was discussed by defining what writing is and mentioning key points regarding how writing could be learned and/or instructed, and what EFL learners' needs might be were discussed in the second section. In addition, the relationship between how texts were written and how messages were conveyed through text to make clear communication was also scrutinized. In the last part of the second section some studies were brought from researchers such as Amini, et al. (2013), Cumming (2001), Farhandezh, et al. (2012), Gholaminezhad, et al. (2013), Horváth (2015), Kimiania (2013) and Sasaki (2000) to get the audience more familiar with investigations on the subjects of EFL students' writing fluency, the effect of students' linguistic, cultural and social knowledge on their writing skills, how good writers could be distinguished from less skilled ones, the strategies EFL learners apply in the writing learning process, and, the least but not last, EFL learners' attitudes towards acquiring writing in English. In the third section, the approaches encompassing expressive approach, cognitive approach, social – context approach and product – process approach were explained. Each approach was identified

briefly while pointing out some advantages and disadvantages of each approach in the respect of its use in EFL learners' process of learning writing skills.

Corpus-based studies in the field of EFL learners' writing abilities may get help from corpora which are the data collected from specific sources, especially students' written productions, provided by peculiar databases such as BNC (British National Corpus) which is the result of corpus conductors' creation. Because of the central role of corpus in the current study, the issue of corpus linguistics will be introduced in the following chapter in which corpus, how it is compiled, designed and developed will be described. Learner corpora and their typology will be presented so that the audience can familiarize themselves with different corpora containing a huge data in many fields for research on corpus linguistics. Finally, we will take a look at how corpora can be applied in lexical studies, grammar, and language teaching/learning. The corpus-based studies will be presented regarding the use of quantitative and qualitative analyses in the last section, too.

Chapter Two

ISSUES IN CORPUS LINGUISTICS: A REVIEW OF THE

LITERATURE

> *CL analyses are highly quantified, use*
> *of large sample of data and set out to*
> *describe lexico-grammatical patterns*
> *and key linguistic features.*
> *(O'Keeffe and Walsh, 2012, p. 160)*

Introduction

As a communication tool, a language can provide combination of words and expressions in millions of sentences and help people interact with each other and talk about what they feel and what they believe in life. Language reflects the nature of the real world, where people live and their lifestyles, their social identities, and even their specific dialects in a specific area of a country. Corpus linguistics is a method which assists researchers to get advantage of real life texts, both spoken and written, to analyze a language in terms of its vocabulary.

2.1. The scope of corpus linguistics

Sinclair (2005) and Taylor (2009) use corpus analysis to do their research in the different fields such as education and social sciences. Kennedy (1998, p. 7) stated that "Corpus linguistics is based on bodies of texts as the domain of study and as the source of evidence for linguistic description and argumentation." Corpus linguistics is a method in which a language is analyzed to give logical answers to linguistic questions and presents a unique view of how dynamic a language is by studying the rules which exist in a language and its patterns, such as grammatical or lexical. Kennedy also referred to the use of corpus linguistics in showing the 'ongoing progress in language' and investigating specific linguistic issues including how a language is acquired and changed during periods of time. Kennedy (1998, p. 9) also

identified linguists doing research on corpus linguistics as 'compilers or corpus makers interested in designing corpora and how to gather their own required data for a research, tool developers who are experts in computer software and writing practical program for corpus analyses, descriptive linguists in finding out how a language is spoken and written in a particular community, and finally exploiters who undertake to work on the use of corpus linguistics in 'language learning and teaching, speech recognition and translation'. Leech (1992, p. 106), Stubbs (1993, pp. 103-104) and Teubert (2005, p. 2) perceived "corpus linguistics as not only a methodology in pedagogical fields but also a theoretical approach to the study of language." Meyer (2002) and Biber et al. (1998) looked at corpus linguistics as a toolkit which enables scholars search, process, and analyze vast and complicated aspects of language data.

There are some limitations in corpus linguistics research. As McEnery et al. (2001) and Hunston (2002) pointed out; corpus linguistics cannot explain whether something is possible or well-formed in a language. Corpus linguistics provides a ground for lexicographers to study and explore how words and grammatical constructions are used in different written and/or spoken corpora.

2.1.1. Corpus

2.1.1.1. Definition

Taylor (2009) emphasized the use of corpus as a tool or a method which helps researchers figure out how languages are studied. According to McEnery & Wilson (2001, p.197), "corpus is anybody of text" which is the collected samples and examples of spoken or/and written language. McEnery & Hardie (2012, p. 1) also define corpus as "set of machine-readable texts which is deemed an appropriate basis on which to study a specific set of research questions". Kennedy (1998, p. 3) also defined corpora as 'structured collections of text specifically compiled for linguistic analysis that are large or that they attempt to be representative of a language as a whole […] analyzed to show how often particular phonological, lexical, grammatical, discoursal or pragmatic features occur'. A linguist can seek the relationship between linguistic parts of a language while working on a corpus (Leech, 1991). Besides investigating linguistic features, a corpus can be used in language pedagogy by offering real samples of language production to both teachers and EL learners to understand particular patterns of a language, e.g. grammatical characteristics in the collected data compiled in the computer (Wichmann, Fligelstone, McEnery & Knowles, 1997). What I

see in a corpus is a machine readable data which assists me to figure out how languages are learned and what is the learners' outcome linguistically and pedagogically.

Baker (2010) and Butterfield (2008) classified corpora in three generations: 1960, 1975, 1990. The first generation started in 1960 with small corpora, such as LOB and LLC, containing one million words. The second generation was much bigger with about twenty million words called Cobuild Corpus, which is part of 4.5-billion-word Collins Corpus, compiled at Birmingham using OCR input in 1975. Such a huge corpus was used in designing and creating dictionaries in 1978. The third generation refers to the period when 100-million-word British National Corpus and 1000-million-word OUP corpus were conducted and introduced in 1990. There have been several other developments in multilingual corpora, families' corpora, specialized corpora, data archives, and web as a corpus (Butterfiled, 2008).
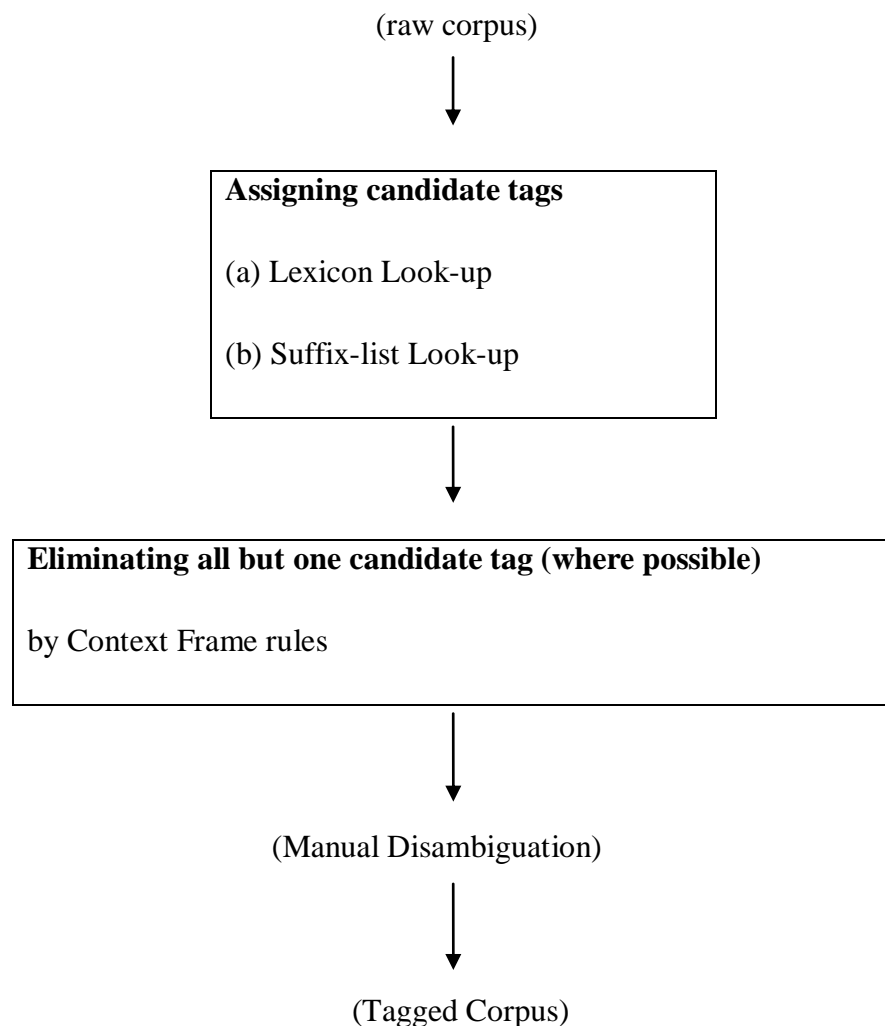
2.1.1.2. Annotation

While looking for a word in a database, we see some comments, explanations or presentational markups which are attached to the original text. Such machine-readable information provided by special software and programs are called annotations which is the practice of adding interpretative linguistic information to a corpus (Leech, 2005). Annotations usually refer to a specific part of the original data. After compiling samples used in a corpus, researchers need to add further information to the "raw corpus", giving linguistic information at different levels such as parts of speech, syntactic, supersegmental, semantic, discoursal, and stylistic (Sinclair, 1991; Baker, 2006). Such levels can be analyzed through the matter of annotating texts in a corpus. Moreover, annotation can also be studied in corpus linguistics as a manual examination of corpus, an automatic analysis of corpus, functional segments in texts stored in a corpus (Leech, 2005). McEnery (2003) also defined annotation as an objective record of analysis in a corpus.

Corpus annotation can be classified into 'part-of-speech (POS), lemmatization, syntactical (parsing), semantic (domain classifications), co-reference (discourse), pragmatic (speech acts – dialogues), stylistic, and research specific (ad hoc) aspects (Leech, 2004; McEnery and Hardie, 2012). Each classification is defined separately below.

2.1.1.3. Types of Annotation

One of the first syntactic aspects language learners acquire is the definition of nouns, verbs, adjectives, and adverbs, and how they differ from each other. These word classes are useful to be studied to find out how such words are distributed in texts. By investigating such a distribution, researchers, and even language teachers, can detect lexical categories and how they are applied in the process of language acquisition. When the data is gathered from how a language is produced by its non-native speaker, it is possible to use special techniques to tag each word of a text with its word class, known as Part-of-Speech (POS tagging). Probabilistic can be recalled as the most popular part of speech taggers (Merialdo, 1994) in which scholars "choose a preferred tag for a word by calculating the most likely tag in the context of the word and its immediate neighbors" (Garside & Smith, 1997, p. 102). CLAWS part of speech tagger for English was invented and presented by scholars in the University of Lancaster. Figure 2.1 demonstrates the model used in CLAWS4 (Garside and Smith, 1997, p. 104):

(raw corpus)

↓

Assigning candidate tags

(a) Lexicon Look-up

(b) Suffix-list Look-up

↓

Eliminating all but one candidate tag (where possible)

by Context Frame rules

↓

(Manual Disambiguation)

↓

(Tagged Corpus)

Figure 2.1: A Hybrid Grammatical Tagger: CLAWS4

There are many tag sets introduced and applied in CLAWS including C1 (LOB) covering 132 basic word tags (detecting punctuations, determiners, quantifiers, conjunctions, verb tenses, numbers and adjectives) similar to the ones used in Brown Corpus tags; C2 encompassing tag set of 166 words (calculating punctuations, markers, pronouns, articles, conjunctions, determiners, prepositions, numbers, nouns, units of measurement and adverbs); C5 used in BNC (counting adjectives, articles, adverbs, numbers, conjunctions, determiners, nouns, pronouns, verbs, punctuations, and a bit of prepositions) consisting more than 60 word tags; C6 (computing articles, pronouns, markers, conjunctions, determiners, prepositions, adjectives, numbers, nouns, units of measurements, adverbs, verbs and punctuations); C7 (which mostly covers the same tag sets as occurred in C6, especially related to punctuations); and C8 (focusing more on determiners, pronouns and auxiliary verbs). (http://ucrel.lancs.ac.uk/claws/)

To show how CLAWS works, a sample was taken from the paragraph above. The sample was tagged by CLAWS7 and the result was brought below in Figure 2.2:

C7_FO (_(which_DDQ mostly_RR covers_VVZ the_AT same_DA tagsets_NN2 as_CSA

occurred_VVN in_II C6_FO ,_, especially_RR related_VVN to_II punctuations_NN2

)_) ,_, C8_FO (_(focusing_VVG more_RRR on_II determiners_NN2 ,_, pronouns_NN2

and_CC auxiliary_JJ verbs_NN2)_)

Figure 2.2: The result of a tagged text

A corpus can be used to see how many times word forms, their inflected forms and their lexemes occur in dictionary entries and computerized databases such as the BNC. Linguists can use algorithm processes to diagnose the headwords of a corpus and dictionary entries, the

lemma, "the base or uninflected form of a word" (Biber et al., 1998, p. 42), in computerized databases. Kennedy (1998, p. 207) also defined lemmatization as,

"[…] a process of classifying together all the identical or related forms of a word under a common headword, just as in dictionary-making many of the various morphological inflections or derivations of a word are listed under a single entry."

Linguists can display the discrimination of conveying different grammatical forms of words taking place in various parts of speech, arranged into lemmas, and using the same stem by lemmatizing (Sinclair, 1991). Computational linguists collect the required samples, spoken or written texts, and then transform them into word lists. Then, they put them in alphabetical list of words with the context shown on a computer screen. Based on the word lists, the word forms and their lemmas are designated for specific purposes, including investigating the distribution of specific words such as *OK*, and their lemmas (examples 1 – 3, taken from Metcalf, 2011, pp. 10 -11):

(1) Gwyneth's Marriage is *OK*, Says Mom (headline) (*OK* as a noun)

(2) Philips Says She *OK*'d Use of Photo (*OK* as a verb)

(3) *OK OK*, whatever you say (*OK* as an interjection)

By applying 'grammatical tagging' (Kennedy, 1998) in cases like *OK*, researchers can study how *OK* occurs as a noun (singular or plural), a verb (present tense, past tense, plural and third person), a conjunction, and even as an adjective.

POSs can be used as different grammatical categories, such as subject and object for nouns, depending on the meanings they convey in a sentence when the parts of speech of a particular word are identified in a corpus. Kennedy (1998, p. 231) mentioned that,

"Parsing is a more demanding task involving not only annotation but also linguistic analysis, according to some particular grammatical theory, to identify and label the function of each word or group of words in a phrase or a sentence."

Such syntactic information about a sentence can be analyzed through two different parsing types, "skeleton parsing and full parsing" (McEnery & Wilson, 2004, p. 55). In full parsing, we can analyze the structure of a sentence with the most detailed scope, whereas in skeleton parsing we can focus on less distinctive syntactic constituent types. The nested pairs of

'syntactic constituent structure' in parsing presented by Leech and Garside (1991) shows how different parts of speech, such as nouns, are used in producing sentences, but there is a slight difference between these types in that full parsing gives more information by labeling phrases with more details about different features such as singularity or plurality. In contrast, the occurrence of nouns is just labeled in skeleton parsing. The two examples in Figure 2.3 (taken from the *Lancaster-Leeds Treebank*) and Figure 2.4 (taken from the *English Spoken Corpus*) demonstrate the design of full and skeleton parsing:

[S[Ncs another_DT new_JJ style_NN feature_NN Ncs] [Vzb is_BEZ Vzb] [Ns the_AT1 [NN/JJ& wine-glass_NN [JJ+ or_CC flared_JJ HH+]NN/JJ&] heel_NN ,_, [Fr[Nq which_WDT Nq] [Vzp was_BEDZ shown_VBN Vzp] [Tn[Vn teamed_VBN Vn] [R up_RP R] [P with_INW [NP[JJ/JJ/NN& pointed_JJ ,_, [JJ- squared_JJ JJ-] ,_, [NN+ and_CC chisel_NN NN+]JJ/JJ/NN&] toes_NNS Np]P]Tn]Fr]Ns] ._. S]

Figure 2.3: A fragment of the full parsing of the *Lancaster-Leeds Treebank*

From "Running a grammar factory: the production of syntactically analyzed corpora or "treebanks"" by R. Garside and G. Leech, 1991, In S. Johansson and A. B. Stenstorm (Eds.), English computer corpora: Selected papers and research guide, p. 18. Copyright 1991 by Berlin & New York: Mouten de Gruyter. Reprinted with permission of Prof. MaEnery, Lancaster University.

[S[N Nemo_NP1   ,_,   [N the_AT   killer_NN1   whale_NN1 N]   ,_, [Fr[N who_PNQS N][V 'd_VHD grown_VVN [J too_RG big_JJ [P for_IF [N his_APP$ pool_NN1 [P on_II [N Clacton_NP1 Pier_NNL1 N]P]N]P]J]V]Fr]N] ,_, [V has_VHZ arrived_VVN safely_RR [P at_II [N his_APP$ new_JJ home_NN1 [P in_II [N Windsor_NP1 [safari_NN1 park_NNL1]N]P]N]P]V] ._. S]

Figure 2.4: A fragment of the skeleton parsing of *the Spoken English Corpus*

From "Running a grammar factory: the production of syntactically analyzed corpora or "treebanks"" by R. Garside and G. Leech, 1991, In S. Johansson and A. B. Stenstorm (Eds.), English computer corpora: Selected papers and research guide, p. 21. Copyright 1991 by Berlin & New York: Mouten de Gruyter. Reprinted with permission of Prof. MaEnery, Lancaster University.

2.2   Corpus design and development

As a reflection of real life and how language is produced among both native and non-native speakers, scholars need to have a database in which written texts and spoken transcripts are gathered and stored for researchers' studies in different fields like linguistics, focusing on issues such as lexico-grammar.

Researchers attempt to investigate how language learners acquire and use well-structured and appropriate languages. Such studies can focus on "underlying representations of learners at a particular stage in the process of L2 acquisition and of the development constraints that limit L2 production." I think EFL learners produce a language by taking advantages of the internal representation of a language in their mind which changes at the time when EFL learners take a step forward to more advanced levels in acquiring a language. Thus, there is a direct connection between what EFL learners observe form their interactions with their family members and people living in their society spontaneously and what each learner reproduce according to their individual experiences in acquiring a language through the process of language acquisition. To study changes appearing among EFL learners, researchers use corpora as a collective linguistic database to investigate specific features and structures, or to compare different linguistic features and structures with one another. As Mackey & Gass (2005) expressed, researchers apply such elicitation techniques due to their advantages consisting of "investigating the particular structure which may not occur in natural production, the presence of a particular structure/feature in the learners' natural output which does not necessarily indicate the learners' knowledge of the structure they produce, and the absence of a particular structure/feature in natural language use which does not necessarily show that learners do not know the structure" (Lozano and Mendikoetxea, 2013, p. 2).

To get proper and adequate results while applying the categories above, a learner corpus should be designed well and carefully considering ten key design principles proposed by Sinclair (2005), consisting of:

1. Content selection: "The contents of a corpus should be selected without regard for the language they contain, but according to their communicative function" (Sinclair, 2005, p. 1).

2. Representative: "Corpus builders should strive to make their corpus as representative as possible of the language from which it is chosen" (Sinclair, 2005, p. 2).

3. Contrast: "This principle states that comparisons within a corpus can be made only if the corpus has been designed to allow for such comparisons' (Sinclair, 2005, p. 3).

4. Structural criteria; "Criteria for determining the structure of a corpus should be small in number, clearly separate from each other, and efficient as a group in delineating a corpus that is representative of the language or variety under examination" (Sinclair, 2005, p. 5).

5. Annotation: "Any information about a text other than the alphanumeric string of its words and punctuation should be stored separately from the plain text and merged when required in applications" (Sinclair, 2005, 5)

6. Sample size: "Samples of language for a corpus should whenever possible consist of entire documents or transcriptions of complete speech events, or should get to this target as possible. This means that samples will differ substantially in size." (Sinclair, 2005, p. 7).

7. Documentation: "This principle states both the design and arguments in justification of the decisions taken" (Sinclair, 2005, p. 8).

8. Balance: "The corpus builder should retain, as target notions, representativeness and balance. While there are not precisely definable and attainable goals, they must be used to guide the design of a corpus and the selection of its components" (Sinclair, 2005, p. 9)

9. Topic: "Any control of the subject matter [i.e. topic] in a corpus should be imposed by the use of the external, and not internal, criteria" (Sinclair, 2005, p. 10).

10. Homogeneity: "A corpus should aim for homogeneity in its components while maintaining adequate coverage, and rouge texts should be avoided" (Sinclair, 2005, p. 14).

Texts such as articles in scientific research and their speech are useful sources which can help corpus designers to have access to real-world sources. By the use of computational software such as CLAWS, the gathered data can be categorized in different sections such as spoken texts, academic articles, narratives, newspapers and magazines, even TV and radio texts. These sections can also be investigated through their subsections in different decades. For example, a section which belongs to newspapers and magazines can be divided into subsections including politics, economy, finance, science, art and fashion. Table 1 is a good example taken from COCA which illustrates how the frequency of *LIKE* can be counted in a corpus.

SECTION	ALL	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	1995-1999	2000-2004	2005-2009	2010-2012

							1990-1994	1995-1999	2000-2004	2005-2009	2010-2012
FREQ	256353	256353	0	0	0	0	50242	58076	55929	56897	35209
PER MIL	552.08	2,682.50	0.00	0.00	0.00	0.00	483.10	561.41	543.31	557.59	678.29

Table 1: The common structure of subcategories in COCA and the demonstration of the occurrence of words (COCA, 2012)

As Gabrielatos (2005, p. 3) explained, "Written texts, if they are not already in electronic form (e.g., downloaded from internet, […]), must be scanned; spoken texts must be recorded and transcribed." When the 'raw corpus' is ready, it is possible to provide subsections and then emphasize how a word appears in different parts of speech. We can compare the occurrence of different words and/or expressions in various registers. For instance, the occurrence of *LOVE* as a noun can be investigated in fictional works in COCA (Table 2). Then, some information related to some aspects such as the frequency of words, the occurrence of keywords, lemmas and how words are combined with each other are provided to assist researchers who are eager to study about the use of specific words and/or expression in different registers and styles. Table 3 also shows how *LOVE* and *KISS* are used with different words in two subcategories, fiction and newspaper in COCA.

SECTION	ALL	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	1995-1999	2000-2004	2005-2009	2010-2012
FREQ	3390	0	3389	0	0	1	743	792	806	697	352
PER MIL	7.30	0.00	37.48	0.00	0.00	0.01	7.14	7.66	7.83	6.83	6.78

Table 2: The occurrence of *LOVE* as a noun in fictions in COCA (COCA, 2012)

WORD	W2	W1	W2/W1	SCORE

WORD 1 (W1): **LOVE** **N*** (9.23)
WORD 2 (W2): KISS N* (0.11)

	WORD	W1	W2	W1/W2	SCORE
1	LIFE	198	0	396.0	42.9
2	AFFAIR	197	0	394.0	42.7
3	STORY	131	0	262.0	28.4
4	SEAT	118	0	236.0	25.6
5	LETTERS	94	0	188.0	20.4
6	AFFAIRS	74	0	148.0	16.0
7	LETTER	70	0	140.0	15.2
8	SONGS	48	0	96.0	10.4

1	GOODBYE	17	0	34.0	314.0
2	GOOD-BYE	9	0	18.0	166.2
3	FANS	9	0	18.0	166.2
4	CONCERT	9	0	18.0	166.2
5	ASS	8	0	16.0	147.7
6	TICKETS	7	0	14.0	129.3
7	GOODNIGHT	6	0	12.0	110.8
8	DOWN	10	1	10.0	92.3

Table 3: The comparison of LOVE and KISS occurrences as a noun in COCA (COCA, 2012)

Gries (2009) distinguished between *static corpora* and *dynamic corpora* focusing on their size; *static corpora* as fixed-size corpora and *dynamic corpora* as updated corpora with new data, and how flexible corpora are to changes which occur in the content and size of the corpora during time passages. *Dynamic corpora* encompass the full data, whether the written texts or the transcription of spoken samples. However, designers of specific corpora tend to add features which have not existed in the current corpora in order to attract researchers who are interested in observing various aspects, styles and registers of languages. One of the advantages of designing *dynamic corpora* is to give the chance to scholar to observe changes through time periods. The most disadvantageous point of *dynamic corpora* is the lack of the corpus. It seems that there is no equal number of written texts and spoken transcripts, and tokens in each genre, which can reflect specialized texts such as the ones taken from newspapers in comparison to narratives and literature. Because of the variation of subcorpora

sizes and lengths, researchers might not get the same results while analyzing something, such as the occurrence of *KISS* as a noun in different corpora.

2.3. Learner corpora

The number of EFL learners increase and the presence of useful language learning materials are required for both teaching and assessing English language learners, and it is useful to take a deep look at different corpora which can be applied in various types of studies such as corpus-based studies and empirical studies in language learning.

2.3.1. Definition of learner corpora and their uses

Studying learners corpora is useful in figuring out the difficulties which language learners encounter through the process of a language acquisition, and as Kennedy (1998, p. 182) pointed out, '… one can comprehend language transfers, errors and other difficulties non-native speakers may have when learning English'. Hunsten (2002) also touched on learners' corpora, their focus on specific aspect of EFL learners' language and the development of peculiar features in languages. It seems that the combination of these definitions can fulfill the deep vision of what learner corpora are, and why they are useful in the field of applied linguistics. Therefore, one of the essential issues in a corpus-based study is to build learner corpora "underlying representations of learners at a particular stage in the process of L2 acquisition and of the development constraints that limit L2 production. The language produced by learners is the central source for these mental processes, whether spontaneously or through data elicitation procedures" (Myles, 2005, p. 374). As Mackey & Gass (2005, p. 182) stated, researchers apply such elicitation techniques due to their advantages consisting of:

"[…] investigating the particular structure which may not occur in natural production, the presence of a particular structure/feature in the learners' natural output which does not necessarily indicate the learners' knowledge of the structure they produce and the absence of a particular structure/feature in natural language use which does not necessarily show that learners do not know the structure".

Barlow (2005, p. 344) proposed two techniques using learner corpora: '*hypothesis-driven/corpus-based* studies and *hypothesis-finding/corpus-driven* studies'. Each category is defined as follow: "the former involves using learner corpus data to test specific hypotheses or research questions about the nature of learner language generated through introspection,

[…], or as a result of the analysis of experimental or other sources of data, and the latter involves investigating learner corpus data in a more explanatory way to discover patterns of data which may then be used to generate hypotheses about learner language".

There is a wide range of research on second or EFL acquisition focusing on the stages of acquisition and hypotheses on a second or EFL competence. Due to explaining such issues, doing corpus-based research on EFL language learners can make a clearer picture of language learners interlanguage, which is the type of language produced by second language and EFL learners who are in the process of learning a language, making errors because of borrowing patterns from the mother tongue, extending patterns from the target language and/or expressing meanings using the words and grammar which are already known (Richards, Jack C et al, 1992, p.186). Studies in interlanguage (Cobb, 2003; Granger, 2003; Pravec, 2002) reveal how texts produced by language learners vary in terms of how frequent certain words, expressions and syntactic structures are applied in a text. Studying EFL learners' written corpus displays the common problems and errors which language learners with divergent backgrounds encounter on the process of acquiring an SL or an FL. It would be quite useful for researchers who are interested in the studies of interlanguage and the learners' error-making stages in their SL or FL proficiency to have access to real life written examples in different genres. Such texts are gathered and stored under different categories, such as academic texts, in a database where researchers can produce detailed investigations to figure out how EFL learners' proficiency can be assessed in the academic register, and what the most problematic linguistic and grammatical features are in language learners' essays.

The collected data from EFL learners is stored in electronic collections of authentic foreign/second language texts which can deal with various target languages such as English (Granger, 2003, p. 465) and Dutch (Cucchiarini et al., 2008). Beside the importance of students' texts collection, Botley and Dillah (2007, p.75) uttered that "such a collection is not considered a corpus proper unless it is planned and collected according to clear and sound design principles". Pravec (2002, p. 81) stated that learner corpora is a database which provides a "deviation from the standard, i.e. the language of the native speakers of a particular language". Learner corpora can even provide a real data of how language learners use linguistics variables in formal or informal status (Preston & Fasold, 2007; Tarone, 2009). Many language corpora have been conducted for various purposes which are not only in English but also in other target languages such as French.

2.3.2. Typology of learner corpora

Corpora such as Cambridge Learner Corpus (CLC), Corpus of Academic Learner English (CALE), the International Corpus of Learner English (ICLE), British Academic Writing English Corpus (BAWE), and the JPU Corpus are learner corpora which are introduced in the following sections.

2.3.2.1. Cambridge Learner Corpus (CLC)

Cambridge Learner Corpus is one of the largest learner corpora in the world which consists of over 200,000 exam scripts collected from texts written by student who participated in Cambridge English exams worldwide. According to Nicholls (2003, p. 572), "CLC comprises English examination scripts, transcribed retaining all errors, written by learners of English with 86 different mother tongues". Therefore, it is a reliable and detailed corpus which also provides information about the participants' first language, nationality, level of English language proficiency, age, gender, and the date they have taken the exam. Such a database gives an opportunity to scholars to investigate the problematic issues in language learning, such as using appropriate vocabulary and collocations, in specific group of learners. It also provides a lot of real life samples to researchers so that they can identify the errors students may make and help teachers to design better English teaching textbooks in which the problems such as L1 interference can be avoided.

2.3.2.2. Longman Learners' Corpus (LLC)

With its 10 million words collected from the students' and teachers' texts who are involved in English language learning all around the world with diverse nationality backgrounds, Longman Learners' Corpus is an electronic resource presenting a huge database for researchers interested in lexicography, designing textbook and preparing course materials to be used in classroom environment due to providing useful curriculum for English learners to understand the problematic areas, such as the use of a word and its collocations, by studying errors the majority of pupils may make during the process of English language acquisition.

2.3.2.3. Corpus of Academic Learner English (CALE)

Corpus of Academic Learner English (CALE) is another corpus which is for the purpose of academic learner writing projects in empirical, qualitative and quantitative research on 'advanced learner varieties'. It also assists teachers to assess academic learners' proficiency

in writing. The advantage of this learner corpus is to conduct a multicultural database of the texts gathered from advanced learner with divergent L1 backgrounds, such as Polish, Spanish, Portuguese, and Chinese which can be a useful source for the researchers who are interested in comparative/contrastive analysis in corpus studies.

2.3.2.4. International Corpus of Learner English (ICLE)

Another multicultural corpus is called the International Corpus of Learner English built upon argumentative essays gathered from English language learners in Asia with different L1 backgrounds including Bulgarian, Chinese, Czech, Dutch, Finnish, French, German Italian, Japanese, Norwegian, Polish, Russian, Spanish, Tswana, and Turkish. While working with this type of corpus, it is recognized that each section has different sub-corpora. For instance, the French Interlanguage Database carries out three sub-corpora of texts collected from language learners with the background of French, Dutch, and other nationalities mentioned above.

2.3.2.5. British Academic Written English Corpus (BAWE)

With its 6,506,995-token database in which 3000 qualified students' essays at the proficiency level, the British Academic Written English Corpus focuses on how well undergraduate and master's students participating in different academic courses in the departments of Arts and Humanities, Social Sciences Life Sciences and Physical at the level are capable of producing well-structured English texts. The 2,858 texts collected in BAWE are categorized into 13 subcorpora consisting of "case study, critique, design specification, empathy writing, essay, exercise, explanation, literature survey, methodology recount, narrative recount, problem question, proposal, and research report.

2.3.2.6. The JPU Corpus

By collecting 221 essays and research papers, which contains 400,000 words, from both female and male Hungarian students' writing in English between 1992 and 1998, researchers can observe and study issues related to writing, retraining, and language practice are observed and studied quantitatively. The students' performance can be tested statistically and pedagogically in this huge Hungarian learners' English database because teaching writing skill has a direct connection with the outcome of students' progress in how they express their ideas and arguments in their essays and papers. With its five subcorpora including a Russian Retraining sub-corpus, an Electives sub-corpus, a Language Practice sub-corpus, and the two

large sub-corpora listed as a Postgraduate subcorpus, and the Writing and Research Skills sub-corpus, the JPU Corpus focuses on how learner English for language education purposes can be studied descriptively and analytically. Students' texts can be analyzed in order to store a record of students' performance which provides a good source for researchers', especially applied linguists, longitudinal studies; to help scholars with their theoretical and practical analyses while offering them linguistic and pedagogical information; to draw on a beneficial reference for language education and researchers to have a comparative and contrastive analysis on the individual learner's output which producing proper meaningful grammatical and more nativelike English texts, and how learners' L1, Hungarian, may interfere the way they scribe their opinions in their essays and academic papers (Horváth, 2001, p. 124)

By taking a look at the corpora elaborated above, it can be seen that corpora, as the first hand resources of real life texts, can be employed for research on divergent linguistic and language aspects, especially in lexical semantics, syntax, morphology, grammar, and second language acquisition. Such corpora may present texts in different languages such as French and English, or texts written in English by students and teachers with quite different cultural background. Such databases also make good ground for comparative and contrastive analysis to distinguish differences in the style texts in English in various cultures and the errors made by English learners from divergent cultural background.

2.4. The use of corpora in language studies

The most important concepts in corpus linguistics is covering how it is defined, how a corpus is designed and developed, and what are some of the most famous corpora. Corpus linguistics can be applied in many branches of linguistics or language learning such as lexical studies, grammar, language teaching/learning, and even cultural studies. As McEnery and Wilson (2001, p. 103) stated, "empirical data enable the linguist to make objective statements, rather than those which are subjective, or based upon the individual's own internalized cognitive perception of language. This section deals with the use of corpora in language studies.

Corpora are beneficial resources when linguists are interested in compiling, writing and editing dictionaries, and also in how to analyze and describe the semantic, syntagmatic and paradigmatic relationships in the vocabulary of a language, how to develop different parts of a dictionary to give specific information to its users, and how such data can be taken in printed and electronic dictionaries. They give information about the frequency of a lexicon and its collocations to dictionary readers. Lexical studies can also be done in textual and

sociolinguistic areas when researchers tend to get some data about genre, register, domain, users gender and age. Moreover, the data can be encoded, describing how lexical items are used in different situations. In the study of lexical items, part-of-speech tagging gives an accurate image of words or phrases groups with multiple related meanings, and categorizes the list of words with the same spelling and different meanings. Corpora can also bring changes to dictionaries. Hunston (2002, p. 96) classified the changes in terms of "five emphases on frequency, collocation and phraseology, variation, lexis in grammar, and authenticity".

Changes of frequency can be observed in the occurrences of loanwords to investigate how frequent a borrowed lexicon is included or excluded in a dictionary (Podhakecka & Piotrowski, 2003). Corpora assist researchers to compare loanwords of a language in divergent electronic databases as BNC. Researchers can also compile their own corpus to find out how frequently loanwords of a language, such as French, are used in another language, for example Persian.

Lexical studies also emphasize collocation and collocational meanings (Schmitt, 2004) which are "statements of the habitual or customary places of that word … the company that words keep" (Firth, 1968, p. 181). Greenbaum (1974, p. 82) referred to these collocated word chains as "a frequent co-occurrence of two lexical items in the language." It seems that the frequency of collocated lexica is a formidable task when Krishnamurthy (2000, p. 33) highlighted that "collocation is among the linguistic concepts which have benefited most from advances in corpus linguistics", considering the existence of electronic corpora and the software which help researchers count the frequencies of co-occurrence. While observing the collocated forms in a corpus, we can see that there is a direct relation between the specific words looked up in a corpus and its accompanied collocations (Stubbs, 2002). The relation between words and their collocated units can be investigated in a corpus analysis when the vocabulary lists are conducted. To develop such lists, which gather the most important words, corpus designers need to pay attention to build a representable corpus in which different types of words are classified and counted based on their frequent occurrences (Gries, 2013). The frequency of words occurrence and the dispersion and distribution of words, which are vital in corpus analyses, assist researchers to perform corpus-based studies (Biber et al, 2016, p. 439).

Another key factor in examining collocated forms is collocations, "sets of words which have a statistical tendency to co-occur in texts" (Durrant and MathewsAydinli, 2011, p. 59), which go along with words in a corpus. Scott (1998) also defined two types of collocation, coherence and neighborhood. He described the concept of coherence collocation as associated units with a word, and the concept of neighborhood coherence as words which co-occur with the word. Halliday and Hasan (1976, p. 287) stated that coherence collation is "a cover term for the cohesion that results from the co-occurrence of lexical items that are in some ways or the other typically associated with one another, because they tend to occur in similar environments. Sinclair referred to neighborhood collocation as:

A "window collocation in which we may use term node to refer to an item whose collocations we are studying, and we may then define a span as the number of lexical items on each side of a node that we consider relevant to that node. Items in the environment span and we call them collocates" (1966, p. 415).

One issue related to collocational analysis is to investigate the syntactic connection between node words and the words in company of such words. These associated words can present different parts of speech including nouns, verbs, adjectives, pronouns, etc. To explain words grammatical combinations in corpora, Conrad (2010) paid attention to four aspects in the use of corpora to investigate grammatical points in English language. The first aspect is how to understand grammar through patterns and contexts and make a distinction between if a grammatical pattern is correct and appropriate in native-speakers' viewpoints instead of how correctly grammatical patterns are produced. Corpus studies help researchers observe the most common forms and language choices which may seem unpredictable in different situations and conditions. O' Keeffe et al. (2007) declared that corpus analyses describe structural items, the typical social and discourse circumstances connected to how particular grammatical features are applied in contexts.

The second aspect Conrad (2010) mentions is different types of grammatical pattern encompassing 'lexico-grammar' (Halliday, 1961, p. 267) focusing on how grammatical rules are associated with lexicon in texts, especially written texts. Scholars such as Sinclair (1991, p. 73) and O'Keeffe (2007, p. 109) investigated the association of grammar and vocabulary in corpus-based studies, studying how specific verbs express English language speakers' emotions, doubts, logic, etc. with present tenses, how English language speakers use past tenses to refer to their body movements and speech, how specific verbs with their

collocations convey particular meaning in positive and negative situations. The grammatical patterns can also be discussed through discourse analysis focusing on how grammatical structures are perceived, organized and applied in a context.

The other issue investigated in the role of corpora in doing research on grammar is how appropriate grammatical patterns are. The production of a language depends on the styles speakers use, and how familiar speakers of a language are with specific language grammatical structures. In this respect, Newmeyer (2003) investigated grammatical patterns to discover the relation between the knowledge of such structures and how language is applied by language users. His findings show the importance of speakers' intuition and its effect on speakers' knowledge about grammatical rules in a language because what language speakers, especially non-native speakers, know about a language is based on how much they understand such rules instinctively without the need for conscious explanation. Sampson (2007) also concentrated on the essential role of intuition in comparing the data taken from a corpus and how a language is actually used in different situations grammatically and appropriately.

Teachers make lesson plans and provide different task and activities in which students' abilities are assessed in specific language skills like writing. By observing students' performances, teachers can get a lot of information about students' weaknesses and strengths in conducting sentences in English. Therefore, teachers compile a source, assisting them to have useful materials and syllabus covering the required phenomena in English. Such phenomena are considered proper forms in the actual and real environment of English native-speakers. By relying on corpora, teachers can clarify some aspects in English that may appear strange or unfamiliar to language learners. Teachers can bring examples from corpora and answer students' questions about lexical, grammatical, and even semantic patterns. Tsui (2005) is one of the scholars studying about the use of corpora in language teaching. Her observations revealed that while students are in the process of acquiring English language, they encounter a lot of problems in understanding the meaning of confusing words, using connective markers in sentences, applying countable and non-countable nouns, and following the correct form of number agreement in their produced sentences. Thus, she uttered that corpora can be a practical source for teachers which can give teachers precise information about the aforementioned aspects above. Keeping Tsui's comments in mind, we can understand that materials should be chosen to meet both teachers' needs in teaching English and students' needs in acquiring English. Granger (1998) also mentioned that teachers can

detect students' lexical errors which give many ideas to dictionaries designers to create learners dictionaries, and recognizing L1 aspects which interfere L2 syntactic and semantic concepts and the errors occur in the process of L2 language learning. Furthermore, Conrad (2000) noted that corpus linguistics plays a vital role in language teaching in providing required materials and designing appropriate textbooks according to the goals which will be achieved in a language classroom by considering the frequency of linguistic features used in a corpus.

Another use of corpora in language teaching and learning is when teachers lead students to use data in different corpora to be introduced with the texts native speakers compiled from native speakers. Teachers can teach grammatical patterns to students who can practice such rules by making sentences themselves and compare their sentences with the ones produced by native-speakers and gathered in corpora such as BNC. In their research on the role of corpora in grammar teaching, McEnery, Wilson and Baker indicated that "a corpus should be at least integrated into teaching by which grammar teaching may be more effective … and more importantly be rated more positively by learners" (1997, p. 15).

2.5. Qualitative and quantitative data

After compiling the data and identifying the area of research and research questions or hypotheses, scholars decide which statistical or logical techniques they tend to apply in describing, analyzing and evaluating the data in the corpora they design on their own or the ones which are available in different sources such as online databases. Corpora can be analyzed qualitatively and/or quantitatively which is explained in the following sections.

According to Hasko (2012, p.1), "qualitative corpus analysis is a methodology for pursuing in-depth investigations of linguistic phenomena, as grounded in the context of authentic, communicative situations that are digitally stored as language corpora and made available for access, retrieval, and analysis via computer." While applying the qualitative method, researchers look for real and actual data collected from participants' performances when they speak or write about something. The data is collected in different ways such as making open ended survey questions, or doing interviews. A qualitative study is based on strong and solid evidence to explain how specific cases can be generalized broadly. It is assumed that something specific can take place in more general situations and conditions. The analysis requires the data which deal with descriptions, and texts and patterns have to be observed, not measured.

According to Given (2008), quantitative research is the systematic empirical study in which the data are analyzed statistically by means of software, such as Excel 2007, used in the current study. While trying to examine their hypotheses or to answer their questions in a study, researchers focus on more general aspects at first and then they narrow their research and get to more specific conclusion. Therefore, it is implied that "quantitative research is deductive: based on already known theory we develop hypotheses, which we then try to prove (or disprove) in the course of our empirical investigation" (Rasinger, 2008, p. 9). Quantitative data deals with numbers and gives information about quantities which can be measured by numbers in ordinal, interval or ratio scales. Such data refers to the corpus representativeness, frequency counts, proportions, correlation and significance testing in corpus studies.

One feature of quantitative data is its large amount, which in our case is the number of sentences compiled and sampled from a language in learner corpora. Thus, to make a representative corpus, the size of the corpus and the random samples taken from a language such as English need to be considered by corpora designers, especially the ones related to learner corpora. The quantitative data in learner corpora also displays how often and how frequent specific words or collocations are used in English sentences in real life. The measurement of the number of times such samples occur in a corpus is called frequency counts. McEnery and Wilson referred to frequency counts as an approach which helps researchers "to classify items according to a particular scheme and to perform an arithmetical count of the number of items (*tokens*) within the text which belong to each classification (or *type*) … for instance, … the frequency of four major parts of speech – noun, verb, adjective and adverb" (2001, p. 32). Despite its accuracy, frequency counts do not allow scholars to 'compare one dataset to another'. To overcome this disadvantage, the quantitative data can be analyzed to evaluate which of the hypotheses proposed by researchers are true for large proportions of the corpus. McEnery and Wilson (2001, p. 33) stated that there are two ways in indicating proportion: calculating ratio, known as a decimal, which is evaluated by dividing the number of occurrences of the type into the number of token in entire sample. Another point which researchers apply on quantitative data is significance testing which rejects or retains the null hypothesis which refers to a default statement that there is no relationship between the samples measured in the data taken from a corpus (Cumming, 2012). Such a significant relationship can be calculated by different statistical ways such as chi-square test which is the measurement of how hypotheses are compared to the results by

using raw, random data taken from independent variables in a large sample. McEnery and Wilson argued that chi-square test is a "sensitive" measurement which "compares the difference between the actual frequencies observed in the corpus and those which one would expect if no factor other than chance had been opening to affect the frequencies" (2001, p. 34). McEnery and Wilson (2001) explained that closer relationship between actual observed frequencies and expected frequencies in a researcher's investigations reveals "the result of chance", whereas the greater difference between the actual frequencies and the expected frequencies refers to the influence of other factors or the occurrence of different frequencies by chance.

2.6. Conclusion

In this chapter, corpus linguistics has been introduced by bringing together scholars definitions of various concepts within the field. I have shown the use of corpus linguistics as a tool to find logical answers to linguistic questions, to describe the process of language acquisition, and to show how a language has changed over the decades. Later on, I explained how corpora are compiled, designed, and annotated by using markups, POS tagging (applying CLAWS), lemmatization, and parsing (full parsing and skeleton parsing). I also looked at the representations of learners at a particular stage in the process of L2 acquisition and the limitations in L2 productions in second section of the chapter and the issues on sampling, size and dynamism of corpora. In section three, language corpora have been defined and different types of learner corpus such as Cambridge Learner Corpora (CLC), Corpus of Academic Learner English (CALE), International Corpus of Learner English (ICLE), British Academic Written English Corpus (BAWE), and The JPU Corpus. The forth section focused on the use of corpora in language studies in lexical studies, grammatical studies referring to syntactical connections between node words and their collocations), and language teaching/learning. The last section concentrated on different types of data and data analysis, how the quantitative data are defined, how the qualitative data are described and measured by algorithm and statistical procedures, such as chi-square test.

The writing courses at the English departments in Iran and Hungary will be introduced in the following chapter. First, the pedagogical concerns and writing courses and the sources taught in Iran and Hungary will be reviewed. Then, I will introduce the corpus used in my study and explain how it was developed. Finally, some future plans will be outlined.

Chapter 3

WRITING COURSES AT THE ENGLISH DEPARTMENT IN

IRAN and HUNGARY

> *"The limits of my language are the limits of my world."*
>
> *(Wittgenstein, quoted by Ilham Dilman, 2002, p.85)*

Introduction

Due to the importance and impact of the English language as a global language, EFL learners are eager to study English as a foreign language at colleges to gain undergraduate or even graduate degrees by applying to local and/or international schools. They are also keen on getting to know more about various cultures and communicating with other people who speak English as their native language or the second language in their countries as a lingua franca. By learning the English language, Iranian and Hungarian students have the opportunity to study and work in the English language spoken countries, especially the Great Britain and the United States. Since studying or working abroad requires improving and demonstrating reasonable and sufficient language skills, especially writing, which is the main purpose of the current study, EFL instructors intend to provide useful materials for their students and ensure that EFL learners get access to the core curriculum to acquire such skills better in a more academic way and not to encounter serious problems in interacting with English language speakers. In this chapter, I will outline the history of EFL studies in Iran and Hungary and its importance in these countries. Then, it will be followed by sketching out the courses taught in English programs curricula in Iranian and Hungarian universities and colleges, and comparing subjects offered by such academic domains with each other.

3.1. EFL studies in Iran and Hungary

In order to get familiar with studying policy of the English language learners in Iran and Hungary, it would be helpful to begin with some background information displaying the educational history and policy of English language learning in Iranian and Hungarian schools, colleges and universities.

3.1.1. EFL studies in Iran

As Farhady, Sajad Hezaveh and Hedayati (2010) state, Iran's educational system has been under the effect of many factors including political, social, economic and educational factors. The beginning of foreign language learning goes back to 1839 with the emergence of the French language, which was a worldwide business and academic language, among educated people, especially diplomats, in Iran who intended to travel to France to make international diplomatic connection and contracts. According to Riazi (2005), English even became a must-to-learn in the Iranian military particularly among soldiers and officers who were eager to travel to English language countries, especially the United States, to improve their knowledge in the fields related to international relations and air force. Thus, such soldiers and officers tried to learn English as a foreign language to communicate with their partners. Americans were also interested in traveling to Iran and learning the English language seemed to be a "social need" among Iranians so that they could communicate with Americans who either traveled or used to live in Iran before Islamic Revolution. Therefore, the government established private language schools in which teachers, who were originally American native speakers or studied in American universities in the United States, taught Iranians English as a foreign language. However, Iranians were persistent in preserving their own Persian identity reflecting their Eastern culture and beliefs. As mentioned before, the main goal of learning the English language was to enrich their education at higher levels. It is also worth taking the importance of learning other languages consisting of German, Italian, Spanish and Russian to make both political and commercial connections between Iran and European countries because of the occurrence of the Islamic Revolution and the new coming Islamic government which cut its ties with the United States. However, the presence of few instructors with sufficient knowledge in the aforementioned foreign language still made English language as the first popular language taught in both public and private guidance (middle) and high schools, universities, and institutes.

Since learning English is a social need and a vital requirement for most national and international job opportunities, EFL learners attempt to acquire English language efficiently and get the required credits and proficiency certificates to be able to study higher education in Iran or English speaking universities abroad. Thus, some units are considered to be added to the Iranian academic curriculum.

Based on Farhady, Sajad Hezaveh and Hedayati's (2010) findings, university students have to take 3-unit English language courses and 4-unit courses as ESP in all majors. It means that all university students learn English in the respect of the fields they study such as Engineering,

Art, and medicine. Moreover, the teaching method applied in teaching language as a specialized language at the universities is Grammar Translation Method (GTM) which is "translation-oriented", leading students to read materials related to their own field of study in English and to be able to comprehend it by translating the texts into their mother tongue language, Persian. Despite the effort of the educational administration, the EFL policy has encountered some problems in language schools and universities. Such problems is related to Iranian teachers' and linguists' perspective change from how language knowledge is acquired through actual experience, which is a descriptive view, the rules by which English language is governed and assigned, and guiding English language learners along with what they do and what they do not do when they use English language. The problem occurs when language learners start to learn and use the language in real life and they get to know some structures which should be acquired in its production and it is difficult to be explained by English language teachers. Farhady, Sajad Hezaveh and Hedayati's (2010) utter that acquiring "an acceptable range of language proficiency and language knowledge", and teachers' pragmatic knowledge of English language help teachers provide useful and practical "instructional materials" to describe the language actual knowledge through syntactic rules and the knowledge of cultural and mental English life. That is why there is a stereotype among English language learners that EFL learners who graduate from an English speaking university, especially the one in English-speaking country, are more knowledgeable because of their close contact with native/native-like speakers in real English culture and environment.

Writing properly is a skill which is essential to students' academic future and their interaction with not only native English speakers but also transferring their ideas to other scholars specialized in different fields such as humanities. To achieve their target, which is being skillful in English writing, curricula and textbooks designers in English programs made a plan in which students get to know English from the first year of guidance school. Such a 2- or 4- hour journey in the English language learning process goes on EFL students syllabi until they graduate from high school, covering 'alphabet recognition, vocabulary instruction and development, and grammar which are all related to both reading and writing skills (Ghorbani, 2009; Atai and Mazlum, 2013). After being accepted in the universities entrance exam in which their English proficiency is assessed, students choose their academic fields of study. In accordance with admitted students in specific undergraduate and higher education disciplines, there are many sessions and courses in advanced and academic writing offered in

Iranian public and private universities. Such writing syllabi lead students to write coherent essays and well-designed professional emails. In their research about students attending English programs in Noor university, Moazen and Raeisi (2014) state that there is a lack of appropriate materials introduced to students to understand how a paragraph can be created, developed and be original and creative. Moreover, their observation shows that reliable and valid instruction can be helpful for students to get the essenial points in writing native-like English texts. Besides, Moazen and Raeisi (2014) point out to the importance of detecting EFL learners' interests in developing a proficiency writing topics. They also declare that considering EFL learners' ideas will help them create authentic paragraphs about their fantasies or their real life.

3.1.2. EFL studies in Hungary

As Shen and Simon (2012) describe, Hungary was an independent, multicultural and multilingual community until the empire of Hungary lost its majority territory on June 4, 1920 after Hungarian assent to the Treaty of Trianon. Shen and Simon also indicate that at the empire period and socialism, Greek, German, French and Russian were the languages taught at schools until the 70s when the English language started to be noticed despite the disadvantages in acquiring the language by native speakers or giving students the opportunity to travel and study in English speaking countries because of the lack of financial support. Though, British Council put a lot of efforts to provide international funds for students who are keen on studying English abroad. There have been more languages and teachers who can teach them due to students' need of getting higher education and the growth of number of graduate students since the 70s. An article on *The American Interest* website (2011) refers to the Hungarian government's eagerness on students' intension to learn English as a foreign language because it has been the easiest and simplest foreign language to be acquired. It is noted that Hungarian education department attempts to encourage Hungarian students to learn languages "with a fixed, structured grammatical system" such as German which made English have a weaker and lower position in Hungarians' favorite foreign language to be studied. He also points to Hungarians' interest in mastering a foreign language when he mentions that "seventy-five percent of Hungarians do not speak any foreign language at all, and only six percent claim to speak one well."

Lukas (2002) uttered that Hungarian educational system needs to be more "well-designed" by planning foreign language, especially English, curriculum considering pedagogical experts'

ideas so that they can provide a better system to teach not only English grammatical rules and its vocabulary but also how English native speaker interact with each other by applying such structures. Such an effort is made to provide a good path for the English language to be acquired from the early ages and to improve Hungarian students' English language skills through increasing students' "L1 and L2 cultural awareness".

With all its ups and downs, English language learning seems to be more attractive to language learners who tend to have a clear and cognitive communication in English with foreigners who speak English, whether as their native language or as an EFL/ESL, in the fields of business or education internationally. Therefore, having a good command of expressing themselves and using proper words and grammar in English will raise ESL/EFL speakers' self confidence in interacting with English native speakers and spreading their ideas and messages comprehensively. Teachers need to make a progressive clout in teaching EFL learners to make an effective improvement in both understanding and commune in English native or native-like speakers comprehensibly. The educational system has been designed to provide the required knowledge and useful skills and competence while encouraging language learners to practice English and increase their proficiency in English to enhance their chances to be employed in their favorite professional and educational job markets.

Taking its step from the 14th century, when the first university was founded in 1367 in Pécs, till now, the educational system in Hungary has taken big steps in including English as a requirement in Hungarian schools. Hungary has been participating in the Bologna process which is a modern higher education system created in 1999 enforcing students to take English courses and classes seriously if they intend to obtain their higher education degree after secondary or high school in Bachelor's, Master's and/or PhD degree which requires a high level of English proficiency in all language skills consisting of speaking, listening, writing and reading comprehension. One of the most important reasons to put more emphasis on English as an academic language is the exchange of practices, nourishing global connections with prospective associate organizations and institutes in research or business markets worldwide, which is a challenge in such a global competitive platform. The quality and the curriculum of institutes being involved in undergraduate and/or higher education programs are so essential that not only students but also teachers of non-English fields, such as Engineering or even Medical courses, can surpass the academic accomplishment by acquiring the outstanding qualification in English communicative skills.

Considering Hungarian universities efforts in offering English programs at BA, MA and PhD levels and referring to the survey Eurobarometer printed in 2012 about the interest of EFL learning in European countries, we can see that there is a growth of 13% to 35% of learning FLs including English among Hungarians. It might be the result of establishing Hungarian affiliate of IATEFL in 1990 which made a platform for teachers, researchers and who are passionae to learn English language as a foreign language to exchange their ideas about how an FL can be acquired, how it can be taught and what materials, courses and strategies are useful in attracting and arousing students' motivation and confidence to attend English language classes eagerly not only in their schools curriculum but also in private language schools. Besides, there are some publications such as the quarterly Modern Language Teaching, the University of Pécs round table: Empirical studies in English applied linguistics (UPRT) and Working Papers in Language Pedagogy (WoPaLP) in which both local and international scholars have the opportunity to present their articles in the fields of language teaching and applied linguistics (Medgyes & Nikolov, 2014).

3.2. Importance of teaching writing in Iranian and Hungarian EFL Curriculum

As an experienced teacher, I have seen that good writing skills play a critical role for students not only in their education but also in their personal and social life. Writing is a tool which helps people know about each other's ideas, thoughts and decisions. Acquiring proper writing skills is far beyond texting friends, keeping diaries or getting a good score in final exams. It is essential for people who try to be admitted in higher education majors, or strengthen their opportunities in getting a desirable job. Therefore, without having proficient writing skills, it is fairly impossible for applicants to communicate well with administrators, professors, employers, or anyone else to express themselves, and show their interests and qualifications. Writing proposals, memos, academic essays, interviews, filling out applications and emails are some of texts samples which needed to be mastered by college and university students who may have long term plans and take steps towards higher education levels. Moreover, good writing skills lead students to remember important information and use it whenever they need it while promoting their understanding in the academic field they intend to specialize in. The more students write the better they are aware of their weaknesses in showing their knowledge in specific fields of study and the style they choose in expressing it in written form. Such a comparison between written papers one after the other opens students' eyes to their mistakes and paves the way for students to put forth the correct comprehensible facts and information without any spelling and grammar errors. By presenting their proficiency in

verbal and writing skills, students can guarantee both academic and professional opportunities. Furthermore, students with high writing abilities can be more creative and explorative since they can develop their imaginations, explore unknown facts, dive into the problem, dig the problem to find a solution, taking risk to use new vocabulary and concepts, and finally put words all together on a piece of paper as a story, which can even be their research paper.

In both Iranian and Hungarian colleges and universities, writing skills are part of the prior units taught in undergraduate and graduate levels, especially in English fields. However, English courses taught in Iranian universities and their designed curricula are pretty different from the ones in Hungary. Courses and units provided for students who are interested in attending English fields academically in Iran and Hungary are introduced in the following sections. The two discussed sections will also be compared with each other to identify the main focus of learning English and writing skills in each country.

3.2.1. English courses in Iran

Iranian education attempts to encourage students to continue undergraduate and graduate studies in different fields of English encompassing English Literature, General and Applied Linguistics, Teaching English as a Foreign Language, and Translation by offering them an updated insight on issues related to the aforementioned topics, providing them substantial knowledge of research methods. Such valid information about English language leads students to produce theoretical and empirical studies by designing the research framework, conducting reliable data and presenting their original research comprehensible and efficient written styles. Even though the English culture is introduced among the areas students learn in their studies, Iranian educational system puts its effort to overcome the influence of such a foreign culture, which is not compatible and agreeable with the Islamic perspective ruled in Iran in some cases such as showing romance and affection between females and males, a topic which is talked about in English literature a lot.

There are many subject areas taught in language departments of various Iranian universities such as University of Tehran, Allameh Tabataba'I University, Shahid Beheshti University, Islamic Azad University, Science and Research Branch of Islamic Azad University, Shiraz University, The University of Isfahan, Ferdowsi University of Mashhad, Alzahra University, and Payame Noor. Such universities provide English programs at Bachelor's, Master's, and

Doctoral degree which are evaluated by the academic system of both public and private universities through the national entrance exam for each level separately.

All main subject areas and courses taught in the English departments of the aforementioned universities are specifically designed for scientific studies in general linguistics, literature, teaching, and translation, there are some common writing courses, and some issues are related to the writing skill, such as advanced and academic writing, essay writing, research methodology, lexicology, morphology, terminology, syntax, structural linguistics, and text linguistics which students are required to take during their studies.

3.2.2. English courses in Hungary

One of the requirements in entering higher education levels is obtaining proficiency in English which shows students' background knowledge of English and their ability to understand English native speakers' messages both in written and oral form while being enabled to express their own ideas and thoughts to such speakers in proper and fluent English. Some students are eager to put a step forward and continue their studies in English fields such as English studies, English in Media and the EU, English translation skills, Education and English teaching, American studies, English linguistics, English applied linguistics, and English literature and culture. By studying in such fields, students are interested in learning more about English history and culture and how it is used in politics, economy, media, literature and art, business, and even tourist industry. Improving their English skills helps EFL learners to be seen as qualified people when they apply for their desirable career not only in their home country but also abroad.

There are many majors offered in English language departments of various Hungarian universities such as University of Debrecen, Eőtvős Loránd University, Károli Gáspár Egyetem, University of Szeged, University of West Hungary, Eszterházy Károly University of Applied Science, University of National Excellence, and the University of Pécs. Such universities provide English programs at Bachelor's, Master's, and Doctoral degree, which are evaluated by the applicants English proficiency level. Moreover, students should prove that they have enough English knowledge in the courses related to their field of study like applied linguistics, and some experiences in teaching spheres to step forward in higher education levels,

There are some main majors launched and presented in various fields of English language in each aforementioned well-known university. The main focus of English programs is mostly on specialized areas in English and American studies, especially in the domains of applied linguistics, literature, civilization and culture in most Hungarian universities. The Hungarian universities emphasis on writing seems to be mostly on areas such as Essay and Academic writing and research, Research methodology, Vocabulary building and the structure of English, Morphology, Lexicon, and Syntax.

3.2.3. Comparison between English courses in Iranian and Hungarian universities

By taking a look at universities curricula in Iranian and Hungarian universities, it can be comprehended that Iranian academic materials designers bear more detailed issues in English programs in mind while leading students to get more information about language skills such as speaking, listening, reading and writing. When it comes to linguistics studies, Iranian universities have more emphasis on the structure, sound, form, use and content of the language more specifically than Hungarian universities. There are many topics related to American and English history, culture and civilization taught in Hungarian universities which are not concerned to be included in the Iranian universities curriculum. It may be explained through Iranian international viewpoint and belief to preserve its Islamic scope after the Islamic revolution in 1978. It seems that Iranian universities' notice in linguistics, literature, translation, and teaching is more than Hungarian universities interest in such fields. My observation showed there are a lot of courses such as discourse analysis, morphology, syntax, semantics, pragmatics, cognitive and legal linguistics, political and literal translation, and syllabus design and material developments which are studied in most of the foreign English departments in Iran. However, writing, which is my main research focus, is clearly important in both academic systems and all universities in both Hungary and Iran offer academic and advanced writing seminars to assist students to improve their writing skills. Effective and coherent writing styles in texts such as application forms and research make a deep positive impression on their readers and increase the chance of being accepted in business and scientific societies as a talented writer.

3.3. *Happy Corpus* and *HI Corpus*

Iranian and Hungarian students are eager to study English as a foreign language at colleges to gain undergraduate or even graduate degrees. They are also keen on getting to know more about various cultures and communicating with other people who speak English as their

native language or the second language in their countries as a lingua franca. By learning English language, Iranian and Hungarian students have the opportunity to study and work in the English language spoken countries, especially the Great Britain and the United States. Since studying or working abroad requires improving different skills including speaking, listening, writing and reading, EFL instructors intend to provide useful materials for their students in order to lead them to learn such skills better in a more academic way so that they will not encounter serious problems in interacting with English language speakers.

The study of learner's language and how students make progress in the process of English language acquisition, especially writing which plays a vital role in academic stages, has become a major field of corpus linguistics in the past twenty years. Since the beginning of 1990, with the development of the ICLE and the JPU Corpus, the field of learner corpus research (LCR) has established a number of standards specific to the design, analysis, and application of such corpora (Granger, 1996; Horváth, 2001, 2013). In the next chapters, I present the initial results of what can be considered a new vista in LCR: the qualitative and quantitative investigation of diachronic features of written language. I was interested in how EFL learners' writing skills have changed since the early years of the BA program in Hungary and Iran by introducing two corpora: *Happy Corpus*, and *HI Corpus*.

3.4. Conclusion

In the third chapter, I have covered the historical background of how English language learning took its place in Iranian and Hungarian culture and educational systems, especially in academic levels. I have also provided an overview of the main majors and their subject areas, particularly in the field of writing, taught in Iranian and Hungarian colleges and universities and compared courses offered at those universities and colleges to highlight their similarities and differences.

The studies showed that English departments of Iranian universities pay more attention to more general aspects in each field, particularly linguistics and literature. Unlike Iranian higher education materials design, the Hungarian curriculum focuses on more specific areas: American, British, Canadian and Irish cultures, history and civilizations. Based on my understanding of the Iranian government's ideology, belief, and conservative manner about Islamic regulations, I think the education directors try to keep students away from foreign cultures such as American and British to preserve their established Islamic perspectives and to avoid their interference on the current policies in Iran. However, it seems impossible to

decline the presence of the internet and its virtual world which makes quick access for its users to find answers to their questions by a click. Besides the differences, findings presented the importance of writing skills in academic curricula in both Iranian and Hungarian universities where essay, academic and advanced writing skills and styles, syntax, lexicon, and morphology play an important role in each English field of study and their effective influences on students' goals.

Chapter Four

The Happy Corpus

The interest in studying various qualities of learner language, especially in the field of ELs writing skills, has increased in the past two decades. The first creative spark was added to the studies in corpus linguistics in the early 1990s, with the development of the ICLE, European L2 corpora, and the JPU Corpus. Such progress in the field of learner corpus research (LCR) has brought a light to set up several standards related to the design, analysis, and application of such corpora (Granger, 1996, 2002; Horváth, 2001, 2013). In this chapter, I introduce the *Happy Corpus* and present the results of the qualitative and quantitative research of the development and the evolution of written language features through time.

My main focus was on the learner language changes since the early years of the BA program in 2006 when the first BA English programs were offered in Hungary. I have developed a small corpus of students' essays written in English proficiency exams held at the University of Pécs. The corpus encompasses two subcorpora: the 2009 and the 2014 samples. Students were instructed to write a 300-word essay about one of the two topics presented to them. I assumed that the topic of "Don't Worry; Be Happy" would be more popular than the other topic among the proficiency exam attendants in 2014 since I had seen the same result among the participants in the 2009 exam. The content and language features of the two subcorpora were analyzed to determine how students used linguistic patterns in the texts syntactically and semantically. The emphasis on such aspects could help examiners make a distinction between less and more skilled students based on assessment criteria applied in the exam. In the current chapter, I will pinpoint how the corpus was developed, and the results that the analysis in proficiency exams in 2009 and 2014 yielded: the focus will be on the vocabulary profile, the ordering patterns, keywords and collocations, and the annotated patterns.

4.1. The development of the corpus

As mentioned in chapter two, developing corpora, especially learner corpora, gives several insights to researchers who are keen on studying linguistic aspects in different fields including pedagogic and cultural points of view. Learner corpora form the basic data-sets with annotated data not only in essays but also the collected spoken samples.

Following the basic principles in developing and designing my corpus, I followed the standards Sinclair proposed in 2005 (See chapter 2, section 2.2) in my projects. While I was

typing, loading and encoding all participants' handwritten texts in Word document format, I attempted to keep their original form without correcting students' mistakes in using wrong grammatical forms, spelling and punctuation through their essays. Respecting this feature in creating a corpus provides a representative environment for researchers and enables them to collect the samples for researchers to do contrastive research to investigate how various features and transformations occur most or least in the EFL/ESL learners' texts. Therefore, the vital intention in a corpus is to make a document and a record of students' essays for further studies and follow their diachronic development in how students acquire the English language, their weakness and strengths, and their needs. Considering structural criteria, I created two subcorpora presenting texts in different periods of time, 2009 and 2014. The framework of the *Happy Corpus* shows that I have tried to make a reliable balance in my corpus by collecting the same amount of texts from each year's proficiency exam. However, the total numbers of tokens in the subcorpora differ from one another because some students wrote longer texts than expected (See Table 4).

Written Texts Subcorpora (100)			
Happy Corpus 2009		Happy Corpus 2014	
Number of Essays	Tokens	Number of Essays	Tokens
51	19.777	49	17.087

Table 4: Happy Corpus written texts subcorpora at the University of Pécs

2009 and 2014 BA students were instructed to select one of the two topics provided for them in the writing tasks sheet so that the corpus appeared more balanced and homogenized. One of the tasks was *Don't worry! Be happy!*, and the other task was the students' idea about how useful classroom curriculum and its provided activities motivate them to learn from what they were taught in the classroom. They could tell a story about their own favorite classroom in which they eagerly learned something every session they went to the classroom. They were also told to give their opinions about the activities and materials used in the classroom, especially the English language classroom, whether they were useful for their language learning or they were boring and/or confusing. (For the written exam tasks sheet see Appendix A.) As I expected, the majority of students (51 students in 2009 and 49 students in 2014) were interested in the topic about worries and happiness. Thus, I decided to compile

the data in the *Happy Corpus* from the students' essays about the influences of happiness and worries on people's life and even destiny. It is worth mentioning that I developed the corpus with the students' permission by informing them about the project I planned to set up at the beginning of the proficiency exams written section. To get the permission, I explained the process of my research and how I intended to use the students' texts in my investigation anonymously before the written section of the proficiency exam started. I asked the exam applicants to express their decline in having their texts analyzed in the project. All students showed their interest in participating in the project which allowed me to work on their essays.

The proficiency exams 2009 and 2014 participants who were BA students of English programs at the University of Pécs did all their efforts to use proper grammatical rules and vocabulary to create their stories based on their experiences and their ideas as comprehensible as possible. So, I tried to focus on the language and content of students' essays while studying the diachronic changes which might occur in how texts were written between 2009 and 2014. The questions are as follows:

1. How did the content and language used in written texts change between 2009 and 2014?

2. Did students use more academic vocabulary in 2009 or 2014?

3. Did students use functional words rather than content words or vice versa?

4. Did students use common keywords in their essays in 2009 and 2014?

5. Did students use common keywords more in their essays in 2009 or 2014?

6. Did students use similar collocations with common keywords in their texts in 2009 and 2014?

7. Have students used the same preceding/following parts of speech in collocation units more in their essays in 2009 or 2014?

To complete the vocabulary profile analysis and evaluate the lexical density in the two subcorpora, *Happy Corpus 2009* and *Happy Corpus 2014*, and the occurrence of keywords and their co-occurred collocation in these subcorpora, Cobb's *Lextutor* software was used, which is accessible on its website for public usage. I have also employed *Free CLAWS*

Tagger provided online by Lancaster University to analyze the parts of speech which make collocations with keywords.
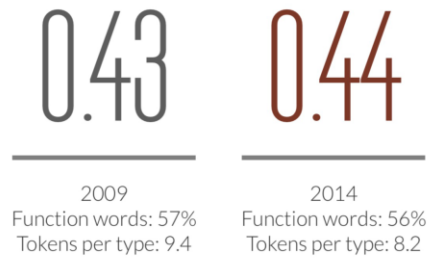
4.2. Happy Corpus 2009 and Happy Corpus 2014 analysis

By checking vocabulary item occurrences, I could evaluate the number of words in the essays. Such an evaluation was a good platform in which I could see how proficient students were in choosing appropriate academic words rather than using very simple and common daily content words. I also intended to discover whether keywords were the ones I expected to see or not, and what were the collocations associating the keywords. By highlighting the keywords and their collocations, applying Cobb's *Lextutor* software, and annotating them by Lancaster's *CLAWS POS TAGGER,* I could also investigate the ordering patterns and parts of speech applied in those lexical chunks. I brought the results of vocabulary occurrences, keywords, collocations and their ordering patterns in 2009 and 2014 proficiency exams in different sections.

4.2.1. Content and language

The analysis of lexical density in students' essays showed that there was no development in the use of content words and function words in the essays in the five years because the lexical density was almost the same in essays written in 2009 (0.43) and 2014 (0.44). Figure 4.1 demonstrates that there is a close percentage of function and content occurring in written texts between 2009 (F = 56.88% and C = 30.75%) and 2014 (F = 56.12% and C = 31.35%).

LEXICAL DENSITY (CONTENT WORDS / TOTAL)

0.43

2009
Function words: 57%
Tokens per type: 9.4

0.44

2014
Function words: 56%
Tokens per type: 8.2

Figure 4.1. Lexical density in the 2009 and 2014 subcorpora

The *Happy Corpus* analysis showed that there was a close ratio of K1 (87% in 2009 and 88% in 2014), K2 (7% in 2009 and 8% in 2014), AWL (2% in 2009 and 3% in 2014) and the Off-List counts (4% in 2009 and 3% in 2014) which was primarily related to the misspelled words in the lexical profile layers in 2009 and 2014. (See Figures 4.2 and 4.3)

2009 SUBCORPUS

①	K1	87%
②	K2	7%
③	AWL	2%
④	Off-list	4%
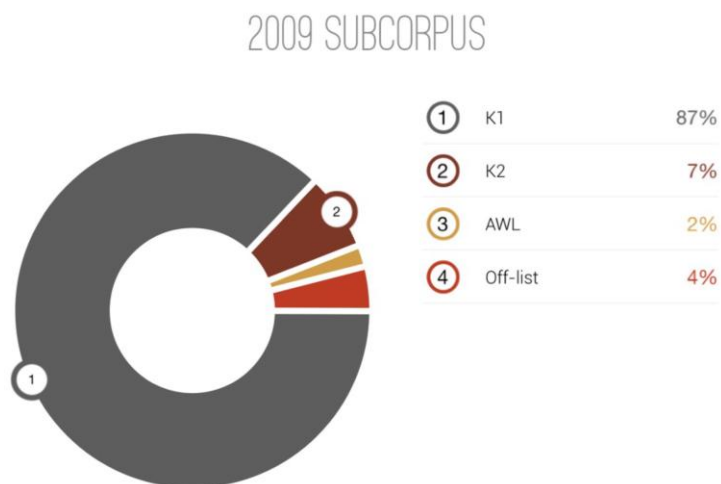
**Figure 4.2. The lexical profile layers of the 2009 subcorpus**
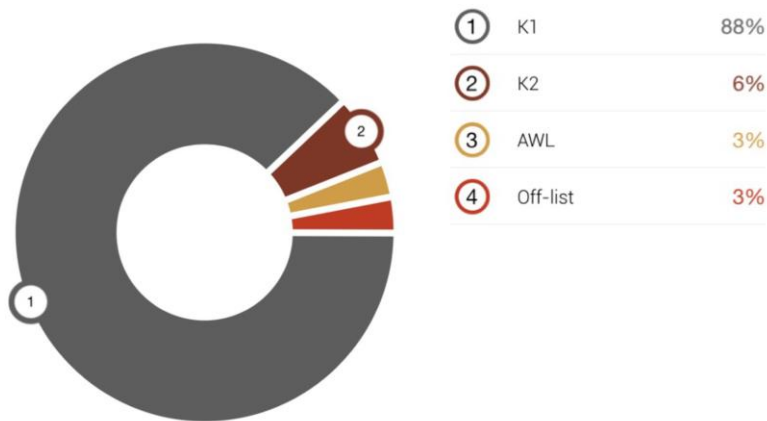
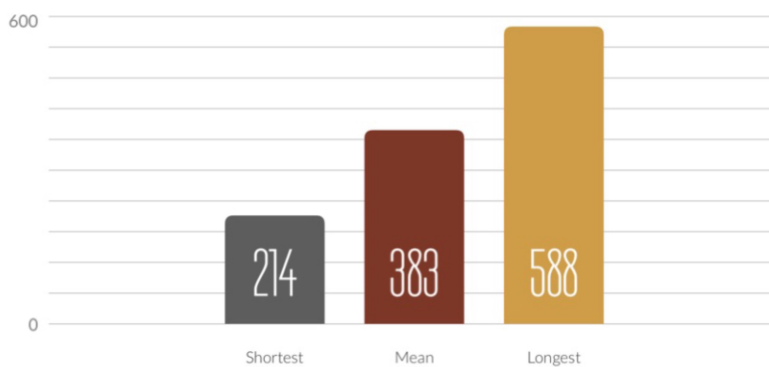**Figure 4.3. The lexical profile layers of the 2014 subcorpus**

While reading participants' essays I noticed that some students wrote much longer essays than expected. As demonstrated in Figures 4.4 and 4.5, the examinees essays' lengths differed from each other during the five years, especially between the texts in 2009 (281 words) and 2014 (214 words). The numbers of words in longer essays were almost the same (284 words in 2009 and 288 words in 2014). The results may reveal that students have sharpened their narrative skills and they could create longer stories about their worries and how they could overcome them. The longer length of essays may reflect the students' vocabulary growth. However, it may also show that some students did not know a concise word to explain something. Thus, they tried to paraphrase the word by using a chunk of words they were familiar with to express their intention. The other factor might be their environment in which they encountered more difficulties in the last five years which can be a good area to be investigated in the future research.

ESSAY LENGTH, 2009

600

281   328   584

0

Shortest   Mean   Longest
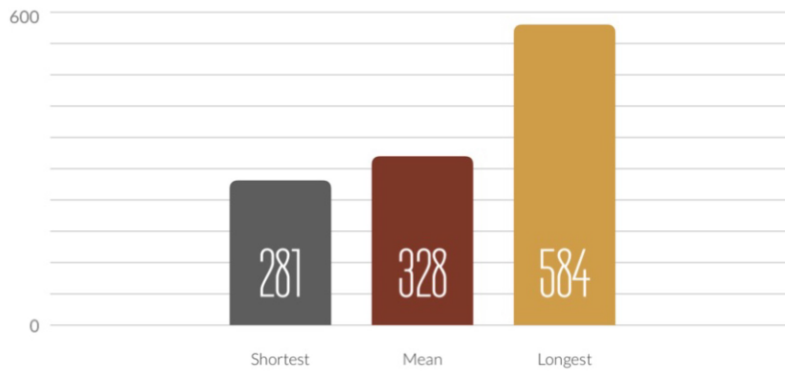
Figure 4.4. Word count of essays in 2009

ESSAY LENGTH, 2014

600

214   383   588

0

Shortest   Mean   Longest

**Figure 4.5. Word count of essays in 2014**

I also focused on the stories students wrote in their texts partly to investigate whom students wrote about. The comparison of texts in 2009 with the ones written in 2014 showed that writing about friends' and classmates' worries took the first place (31 essays), the second places went for the stories about the authors themselves and their mothers with a sharp

decrease to seven essays, the third place belonged to students' sisters worries (4 essays), the fourth place went to stories about students' fathers worries (2 times) and there was just one story about students' brothers worries. Students also wrote about their friends' worries (17 times) rather than their own stressful experiences (7 times) in the proficiency exam 2014. They were more interested in writing about their mothers' worries (10 times) in 2014. Fathers' (2 times) and brothers' (2 times) worries took the places before the last which was stories about sisters' worries with their occurrence of one time (Figure 6 - 7). There were some stories about a neighbor, a relative, a female, a male, he or she instead of referring to a specific person, which were not mentioned in the chart brought in Figure 4.7 because they occurred just once in the corpus.
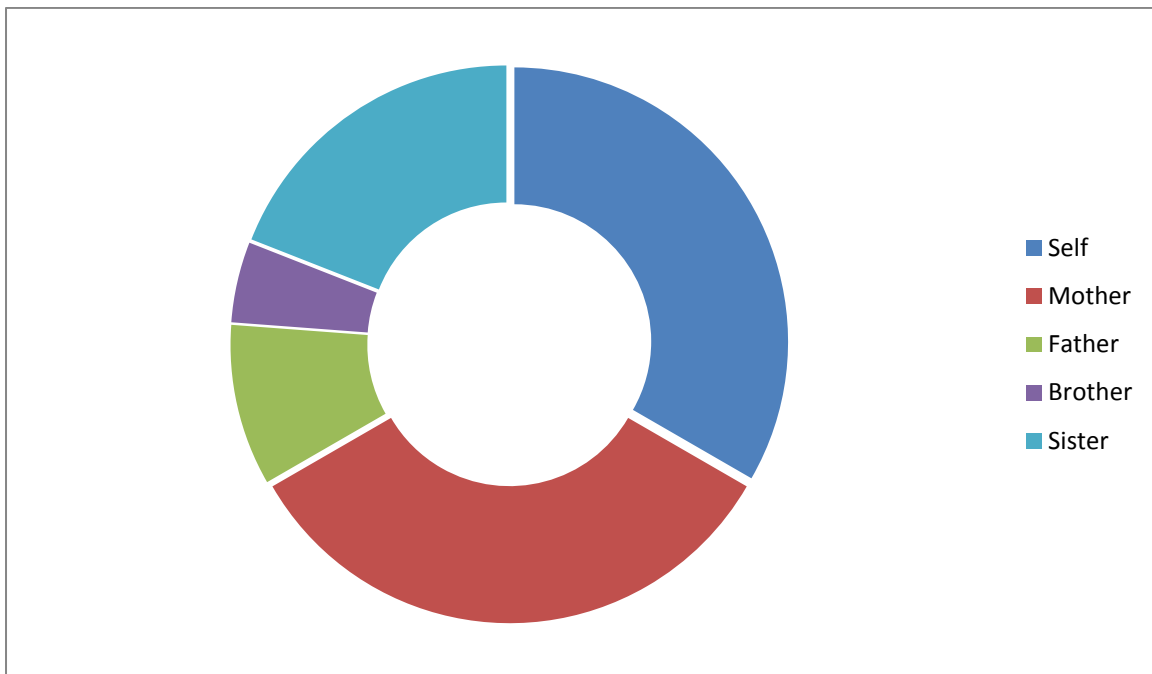
Figure 4.6. Content features of stories written by students in 2009
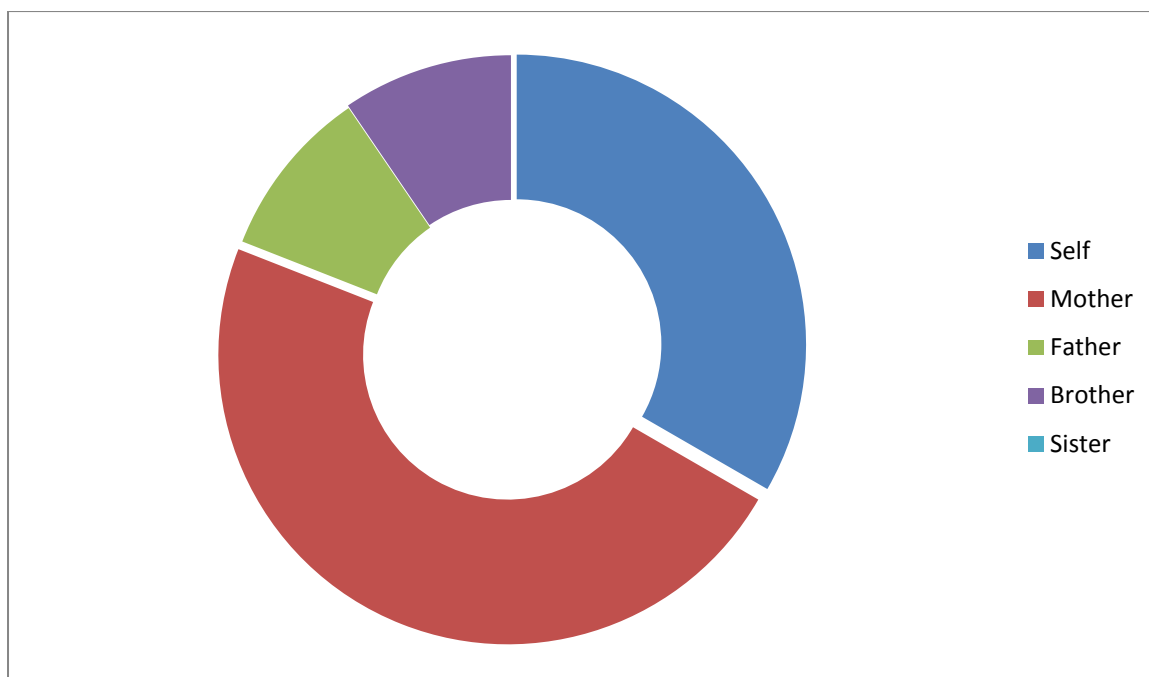
Figure 4.7. Content features of stories written by students in 2014

Some students wrote about logical tales, especially the ones related about their mothers. They described how their worries affected their children's life emotionally and/or mentally, and how they see their mothers as heroes. There were also stories in which students seemed to exaggerate to discuss extreme situations. For example, a student wrote a story about a neighbor's reflection to an argument which made his blood pressure increase and people had to call an ambulance and took him to a hospital, nearby. There was even a story brought from an essay in 2009 which was about a classmate who cut her vein because of the pressure she had in the exam periods. Some scripts were taken from each subcorpus to show how Hungarian students in 2009 (1 – 18) and 2014 (19 – 29) shared their stories about situations in which they themselves, their friends and/or their relatives encountered anxiety.

In the 2009 subcorpus, students shared some stories about themselves and their relatives (Scripts 1 -5) in which one of them referred to herself as a restless person, bagging her classmates with tens of questions about exams, and how her teacher's patience made her calm down and do her exam successfully (Script 1). The other student wrote about the brother who was used to feel panic by serious words of tranquility, and how destructive such a feeling could be in his own life (Script 2). The other participant described how constantly her sister was worried about her future plans, and how such worries made her cry all the time (Script 3). One of the stories was about a mother who had heart attacks because of her anxiety and worries all the time, and how such a condition led her to consume a lot of blood pressure

medicine (Script 4). One of the students was also complaining about her parents and how they made her crazy by their worries and the physical and medical side effect such worries on them (Script 5).

Script 1: *Whenever a fellow student came out, having finished the exam, I bagged him/her with my stupid questions ... I could produce anything useful only after the teacher calmed me down*

Script 2: *If he is not interrupted by the sober and serious words of tranquillity, he easily can overemphasize a simple problem and apt to panic. Undoubtedly, this kind of exaggeration is harmful, and apart from the self destruction, it can turn bad his human relationships.*

Script 3: *Her typical symptoms are that she starts talking about random future events, then she starts thinking about them. At the end, she usually ends up crying that "what if they won't be good for me, what if all the happenings will end up bad?"*

Script 4: *mother almost had a heart-attack ... this very extraordinary Mom also took some medicines to not to worry in this high-level …*

Script 5: *They sometimes drive me crazy ... they just complaining and worry about everything. This unhappiness is on their face and (I think so) cause the high blood pressure by my father ... promised me that they would try to be positive and would not tire me with their problems.*

There were also many scripts about the writers' classmates and friends' reflections when they were anxious in their life. One of them was about a classmate who had serious physical changes, such as red ears and cheeks, on his face when he was feeling tense and/or shy in front of his audience (Script 6). There were really interesting description of a friend's worries as an avatar in a coil of flesh which made his hands shaking while he performed oral presentations (Script 7), and how getting the driving license changed a friend's behavior from a person who had a negative reaction to everything around him to a cool and calm person (Script 8). The participants also wrote about their friends who were worried about the most ordinary things such as missing buses and how they could get rid of irritating unnecessary worries (Script 9), how a friend committed suicide because of worries he had about his final exam (Script 10), cut her veins because of having too much pressure on her shoulders (Script 11), was suffering from everything and criticized everything and everybody (Script 12), who was bad-tempered and morose despite her kind heart, wore black clothes, and had wrinkles on her face (Script 13), who freaked everybody, whining and worrying about their grades, which was the best all the time (Scripts 14 & 15). There were also some narratives about

friends' dog in which the poor dog suffered from his owner's indecisive mood and had to take care of his food himself (Script 16).

Script 6: *He often turned in to red, for instance his ears and cheeks, and that's why he felt uncomfortable. So anxiety makes him a shy and closed and tensed person.*

Script 7: *a physical manifestation of Worry, its avatar in a coil of flesh. He is constantly and extremely worried about something so much so that his hands remain in a permanent state of shaking.*

Script 8: *my friend changed dramatically from worry-bird to cool-dude ... he was worried about what he said, afraid that the others might not like it ... The turning-point in his life came when he applied for a driving license course ... he is as a worry-free as I am*

Script 9: *She has tipical worries; missing a bus or a train, being late from occasions, and so on. Sometimes one the cannot decide if she is really mad or simply have worries. Anyway, she can make me mad with this behaviour ... As I suggested above, purge these worries from their mind, abolish all the remains of it! They only have to think clear. Things cannot be predicted precisely, as noone is an omniscient. They should sit back and relax.*

Script 10: *Adam was always sad, and worry about everything. He always had problems, and thought about bad things ... he failed on his exam. He was comitted suicide.*

Script 11: [...[*when I opened th door I saw that she cut the veins on her hands were cut!* [...] *she had had too much pressure and she had to visist a psychologist frequently.*

Script 12: [...] *who is agonised buy everything. It doesn't matter if it is a test or just a meeting or even her grandmother's birthday she always kicks up a fuss about it. She is scared all the time and thinks that her clothes are not good enough for her rendezvous* [...].

Script 13: *She wears black clothes and has wrinkles on her face because she is always bad tempered. She hasn't got any sense of humour. On the other hand she is a very kind girl that's why is it a shame that she can't leave the gloomy part of her personality behind.* [...] *she was extraordinary morose* [...].

Script 14: [...] *she always starts to worry about an exam a few days before it, saying that, she will certainly fail and that there are lots of things that she didn't learned properly. But of course she always knows everything and she never fails, generaly she gets the mark five.*

Script 15: [...] *she freaked each and every one of us out with her whining. She kept repeating that she didn't know anything and she was going to fail. The annoying thing was that in the end it was always <u>her</u> who got the best mark in class..*

Script 16: *Gábor had to take care about himself and had to look after the dog Max.* [...] *While he was waiting for the idea to come, Max jumped out from the garden over the fence and run to the butcher, where he got some meat. You couldn't wait for Gábor's decision.*

When students wrote about their self experiences and how their relatives dealt with anxiety in their lives, they narrated how a mother's unpleasant annoying behavior affected her health physically (Script 17), how a mother overcame stress and sadness of cancer (Script 18), how

a mother was like the president of worrying club in her daughter's opinion (Script 19), and how a mother had a bad childhood and job, and was worried about her daughter and her future because she was the apple of her eyes, and how she was relaxed when she was asleep (Script 20). The participants also shared some stories about their grandmother who nagged about her belongings and how she was afraid of having them damaged or broken, and how such worries made her and her grandchild get into sulk for months (Script 21).

Script 17: […] *worrying about something is unhealthy because it can cause stomach illnesses and it is an unhappy lifestyle […] they are also pessimistic and do not see the sunny part of the life because of this. If somebody does not search the mistakes and the problems to worry about it instead of it tries to find the goodness in everything he or she can live an enjoyable life.*

Script 18: *Her behaviour was annoying for me. I know she is a mother and her task is to worry, but I think she should be more relaxed, because it has effect on her health like headache. Worry can influence our life and life is short. Wake up every day as it were a new chance to be happy, and live every moment, enjoy if the sun is shining or the snow is falling, see the colors of life, the blue sky and the green grass, see other people, smile at them, take a deep breath.*

Script 19: *She said and says up to this very day that it was constant worrying, stress and sadness that caused the cancer. […] In my opinion people have to notice the importance of coping with any difficulties confidently, with just a healthy amount of anxiety that drives us and motivate us to do better.*

Script 20: *My mom is the president of the "worrying club". With all my love and respect, I can say she is worrying to much, about me.*

Script 21: *Ever since I know her, I have never seen her to be wholly relieved or happy. She had a bad childhood and now her job makes her life even more stressful. Even though I am the apple of her eyes, it is not easy for me to make her smile. Sometimes she is angry because of the smallest things and she is afraid that she will lose her job in the near future. The only period of time when she is not worried is when she is sleeping. Maybe she is happy on her dreams. […] death of her parent […] my mother became an adult […] take care of her little brother […] she kept a pair of earrings that her mother gave her before her death. Two years ago my mom gave a gift to me after I graduated, I was this pair of earrings. From that day I've never stopped smiling.*

Some students wrote about their friends' worries such as the flatmate who was worried about eating something unhealthy and having stomach illness because she was a pessimist and looked at the dark side of life (Script 22), a friend who was afraid of forgetting something and making troubles for others (Script 23), messing things up and looking silly (Script 24), and someone who complained about exams and could not sleep before exams (Script 25).

Script 22: […] *worrying about something is unhealthy because it can cause stomach illnesses and it is an unhappy lifestyle […] they are also pessimistic and do not see the sunny part of the life because of this. If somebody does not search the mistakes and the problems to worry*

about it instead of it tries to find the goodness in everything he or she can live an enjoyable life.

Script 23: *As we were taking at the airport she told me that we must go back because she was worried that something was not right in the house. As I usually act in these situations, I told her that everything was fine and there was no reason about worrying. She seriously scared me.*

Script 24: *And when there is nothing to worry about, it is even more worrying for her, as she considers it a false sense of security, or a result of forgetting something. […] For weeks she was worried about messing up, looking silly, or even being laughed at. She was convinced that everything that could go wrong, would go wrong. After the 'big day' however, she admitted that it was not as bad as she expected it to be.*

Script 25: *She started complaining about her exam that she couldn't do this because she couldn't even sleep last night and didn't understand a lot of things about the lesson, etc. I was just listening her in quite mode, and after she finished I told her that complaining all these would not help her with the exam.*

When students referred to their friends' worries and their influence on their daily life, they attempted to include many references to their physical senses and emotions using vivid imagery.

The analyses of contents in students' essays about worries in 2009 and 2014 subcorpora allowed me to demonstrate how anxiety under specific circumstances affected students, their relatives' and their friends' identity, how worries could hurt them and how they might improve their positive attitudes in their lives. The writers tried to show what made them, their relatives or friends unique in releasing their restlessness and stress, how they looked like physically to others when they were agonized or panicked, and how others see them in terms of the worried persons' personality and character.

4.2.2. Keywords and collocations

I was interested in listing the words which the students more often used in their essays in the proficiency exams in 2009 and 2014. I investigated how frequently specific keywords especially nouns, adjectives and verbs were employed in the students' essays in 2009 and 2014. I also studied how similarly or differently such keywords occurred in essays written in those texts. Furthermore, the collocated parts of speech which preceded and followed the top ranking keywords in *Happy Corpus* were listed. The results were evaluated by submitting *Happy Corpus* subcorpora, 2009 and 2014, separately in the keywords analysis, compared with *Brown US written 1 million corpus*, and concordance sections in *Lextutor* software.

4.2.2.1. Keywords Analyses

The analysis of keyword (Table 5) demonstrates that *Worry* (14800 times in 2009 and 11214 times in 2014) takes the top ranking. *Happy* takes different ranking, considering the number of tokens in 2009 and 2014 subcorpora. *Happy* takes the sixteenth place with 6617 times of occurrence in students' essays in 2009 and the twelfth place with 876 times of occurrence in the 2014 essays. *Life* takes the seventeenth place with 6404 times in 2009 subcorpus in comparison to its sixth position with 10864 times occurrence in 2014 subcorpus. The results taken from the keywords list shows the sharp decrease between the use of *Worry* and *Happy* in the texts scribed in 2009 and a rapid slight falling in the occurrence of the following keywords. Some adjectives such as *Calm* (1637 times in 2009 and 1402 times in 2014), *Positive* (1210 times in 2009 and 2628 times in 2014), *Negative* (640 times in 2009 and 1577), *Stress* (1281 times in 2009 and 2278 times in 2014), *Sad* (712 times in 2009 and 876 times in 2014), *Fear* (427 times in 2009 and 526 times in 2014), *Afraid* (712 times in 2009 and 526 times in 2014) and *Kind* (1565 times in 2009 and 1051 times in 2014), some nouns such as *Opinion* (1779 times in 2009 and 1402 times in 2014), *Health* (854 times in 2009 and 1051 times in 2014), *Pressure* (356 times and 876 times in 2014), and some verbs such as *Love* (356 times in 2009 and 876 times in 2014), *Feel* (1992 times in 2009 and 1927 times in 2014), *Believe* (783 times in 2009 and 876 times in 2014), *Relax* (569 times in 2009 and 526 times in 2014), *Describe* (356 times in 2009 and 526 times in 2014) and *Guess* (285 times in 2009 and 701 times in 2014), did not occur as frequently as I expected in the students' texts. The use of the first ten toppest keywords attracted my attention to the students' focus on things which may make their life good or bad, the problems which may occur during their life, or their friends' life, and how they feel about getting help from someone or giving a hand to someone they know worries too much.

Table 5: Keywords Occurrences in Happy Corpus

Keywords Shared in 2009 and 2014	2009		2014		Statistical Significance
	Keywords Ranking	**Vocabulary Frequency**	**Keywords Ranking**	**Vocabulary Frequency**	**p ≤ 0.01**
Worry	14800 (4)	207 (13)	11214 (5)	65 (20)	0.69
Happy	6617 (16)	92 (42)	876 (12)	50 (28)	0.13
Life	6404 (17)	90 (43)	10864 (6)	62 (21)	0.28
Good	4198 (27)	63 (58)	2103 (48)	12 (113)	0.17
Help	2704 (32)	37 (85)	2103 (52)	12 (114)	0.05
Problem	2633 (35)	35 (91)	1402 (76)	8 (167)	0.08
Bad	2277 (41)	32 (99)	2103 (46)	12 (110)	0.02
Friend	2063 (48)	28 (115)	1402 (70)	8 (160)	0.05

Feel	1992 (49)	28 (114)	1927 (56)	11 (126)	0.01
Opinion	1779 (54)	25 (129)	1402 (79)	8 (166)	0.03
Calm	1637 (61)	21 (145)	1402 (78)	8 (157)	0.01
Nervous	1565 (64)	20 (155)	2278 (43)	13 (103)	0.05
Kind	1565 (65)	22 (141)	1051 (93)	6 (207)	0.05
Stress	1281 (77)	15 (186)	2278 (44)	13 (106)	0.08
Positive	1210 (81)	15 (184)	2628 (38)	15 (93)	0.1
Important	1067 (86)	15 (181)	1402 (77)	8 (162)	0.02
Enjoy	996 (97)	12 (230)	701 (161)	4 (286)	0.01
Mean	925 (100)	13 (215)	526 (193)	3 (393)	0.03
Difficult	854 (115)	12 (229)	701 (139)	4 (281)	0.01
Health	854 (117)	12 (232)	1051 (96)	6 (204)	0.01
Attitude	854 (118)	12 (223)	1927 (55)	11 (123)	0.08
Believe	783 (123)	11 (240)	876 (105)	5 (222)	0
Fail	783 (124)	11 (247)	526 (180)	3 (360)	0.02
Sad	712 (131)	10 (272)	876 (121)	5 (250)	0.01
Afraid	712 (132)	10 (259)	526 (170)	3 (332)	0.01
Negative	640 (154)	9 (303)	1577 (66)	9 (151)	0.06
Relax	569 (159)	8 (331)	526 (214)	3 (414)	0
Fear	427 (189)	13 (210)	526 (188)	3 (363))	0.03
Pressure	356 (208)	6 (412)	876 (103)	5 (247)	0.02
Love	356 (215)	5 (468)	526 (210)	3 (389)	0.01
Describe	356 (246)	5 (444)	526 (209)	3 (349)	0.01
Guess	285 (261)	4 (537)	701 (153)	4 (295)	0.03

The statistical significance results in Table 5 reveal that there is a large difference (0.69) of using *Worry*, as a common keyword, between 2009 and 2014 subcorpora texts. The p-values of *Life* (0.28), *Good* (0.17), *Happy* (0.13), *Positive* (0.1), *Problem* (0.08), *Stress* (0.08), *Attitude* (0.08), and *Negative* (0.06) show quite a difference of these keywords frequency between students' essays in 2009 and 2014. The table may also indicate that there is a slight difference of statistical significance in of the occurrence of *Help* (0.05), *Friend* (0.05), *Nervous* (0.05), *Kind* (0.05), *Mean* (0.03), *Opinion* (0.03), *Fea*r (0.03), and *Guess* (0.03) between texts gathered in 2009 and 2014. The small p-values of *Bad* (0.02), *Important* (0.02), *Fail* (0.02), *Pressure* (0.02), *Feel* (0.01), *Calm* (0.01), *Positive* (0.01), *Enjoy* (0.01), *Difficult* (0.01), *Health* (0.01), *Sad* (0.01), *Afraid* (0.01), *Love* (0.01), *Describe* (0.01), and *Believe* (0) pinpoint that there is very little or no difference between the frequent use of these keywords in 2009 and 2014 subcorpora.

4.2.2.2. Collocations Analyses

Employing correct collocations shows satisfactory association of lexical items and parts of speech, and their use in English. In this section, I intend to bring the parts of speech

preceding and/or following the keywords listed in Table 5 in the last section. I have also put the concordance lines taken from the essays written in 2009 and 2014 in Appendix B.

Worry (Infinitive form of the verb)

As demonstrated in Table 6, there are some parts of speech students used in their essays in both 2009 and 2014. The negative NOT, infinitive market TO, modal auxiliary verb and adverb precede *Worry* (VVI) in both subcorpora while preposition, and the base form of the verb BE follow *Worry*. However, there are parts of speech which occurred before and after *Worry* in one subcorpus. Personal pronoun, the base form of the verb DO, wh-pronoun, possessive determiner form, and coordinating conjunction are the parts of speech preceding, and personal pronoun following *Worry* (VVI) only in 2009 while indefinite pronoun follows *Worry* only in 2014.

Table 6: Collocations used with WORRY (VVI)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Preposition	The negative NOT	Preposition
The negative NOT	Article	Infinitive marker TO	The base form of verb BE
Base form of the verb DO	Coordinating conjunction	Modal auxiliary verb	Indefinite pronoun
Infinitive marker TO	The base form of verb BE	Adverb	
Modal auxiliary verb	Personal pronoun		
Wh-pronoun			
Possessive determiner form			
Coordinating conjunction			
Adverb			

Worry (The base form of the verb)

Neutral noun, wh-pronoun, the base form of lexical verb, and adverb are the parts of speech preceding *Worry* as its base form in both 2009 and 2014 subcorpora. Adverb, coordinating conjunction, article and preposition are the ones following *Worry* (VVB) in both 2009 and 2014 subcorpus. It is also clear that there are some parts of speech which come before and/or after *Worry* in just one subcorpus. Reflexive pronoun and infinitive marker TO are the parts of speech which *Worry* follow while it precedes personal pronoun, -s form of the verb BE,

general determiner, the base form of the verb BE, subordinating conjunction, and the conjunction THAT just in the 2009 subcorpus. Singular noun and coordinating conjunction are the ones preceding *Worry* while the negative NOT is the only part of speech following *WORRY* in the 2014 subcorpus. (Table 7)

Table 7: Collocations used with WORRY (VVB)

| Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Neutral noun	Article	Neutral noun	Adverb
Plural noun	Adverb	Wh-pronoun	Preposition
Wh-pronoun	Personal pronoun	The base form of lexical verb	The negative NOT
Reflexive pronoun	Preposition	Adverb	Coordinating conjunction
Infinitive marker TO	-s form of the verb BE	Singular noun	Article
The base form of lexical verb	General determiner	Coordinating conjunction	
Adverb	Coordinating conjunction		
	The base form of verb BE		
	Subordinating conjunction		
	The conjunction THAT		

Worry (Singular noun)

Table 8 shows that *Worry,* as a singular noun, followed preposition, possessive determiner form, the preposition of OF, and preceded –s form of the verb BE, coordinating conjunction, preposition and adverb in both 2009 and 2014 subcorpora. The table also demonstrates the occurrence of infinitive form of BE, adverb, and article before *Worry,* and the occurrence of singular noun, adjective, general determiner and personal pronoun after *Worry* in 2009. The results in Table 8 also indicate that *Worry* can be preceded by personal pronoun, and followed by subordinating conjunction and infinitive of the verb BE just in collocations used in 2014.
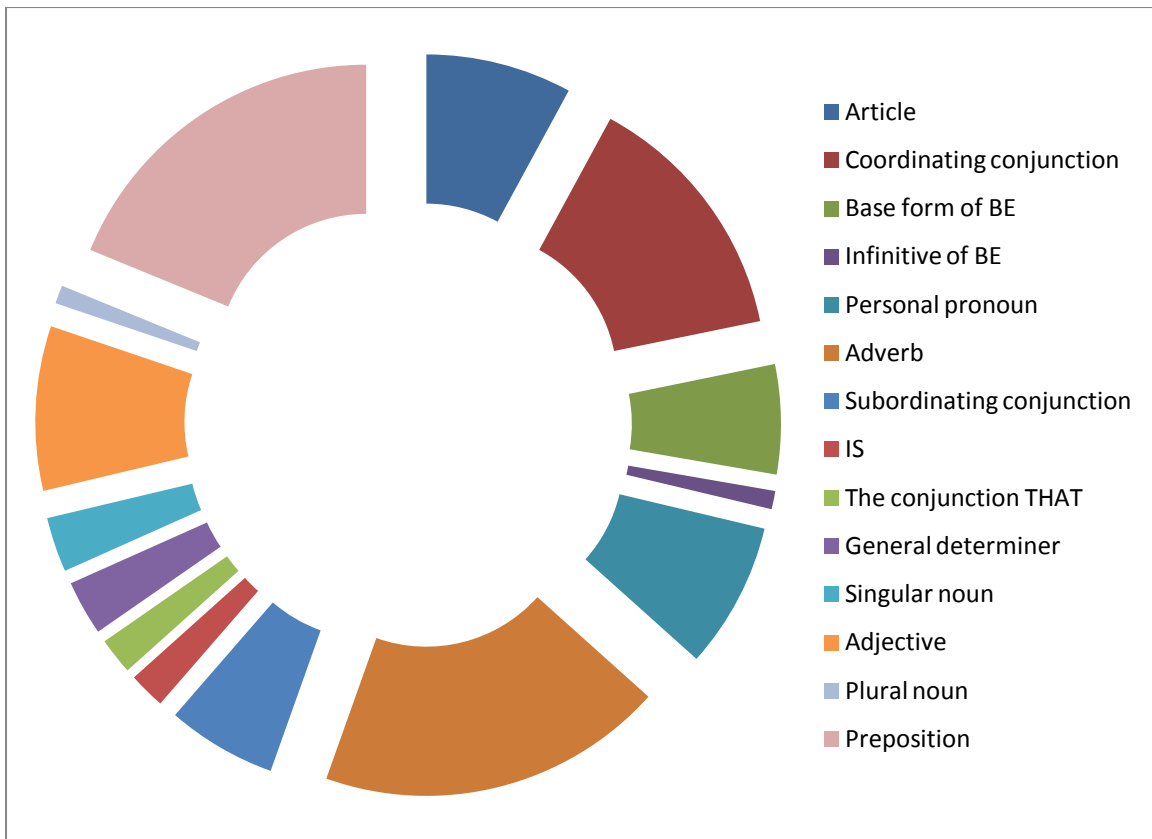
Table 8: Collocations used with WORRY (NN1)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Infinitive of the verb BE	General determiner	Preposition	Subordinating conjunction
The preposition of OF	Coordinating conjunction	Possessive determiner form	Coordinating conjunction
Preposition	Singular noun	The preposition of OF	Infinitive of the verb BE
Adverb	Adverb	Personal pronoun	-s form of the verb BE
Article	Preposition		Preposition
Possessive determiner form	Adjective		Adverb
	Personal pronoun		
	-s form of the verb BE		

When looking at the total numbers of parts of speech occurring before and/or *WORRY* in the 2009 subcorpus, I recognized the high frequency of the negative NOT, infinitive marker TO, and wh-pronoun as preceding parts of speech, and preposition, coordinating conjunction, and adverb as following parts of speech (Figures 4.8. and 4.9). The low occurrence of base form of DO, possessive pronoun, neutral noun, reflexive pronoun, infinitive of the verb BE, preposition of OF, possessive determiner form, -s form of the verb BE, the conjunction THAT, general determiner, singular noun, and adjective, as preceding and/or following parts of speech, could also been observed through the concordance lines analysis (Figures 4.8. and 4.9).
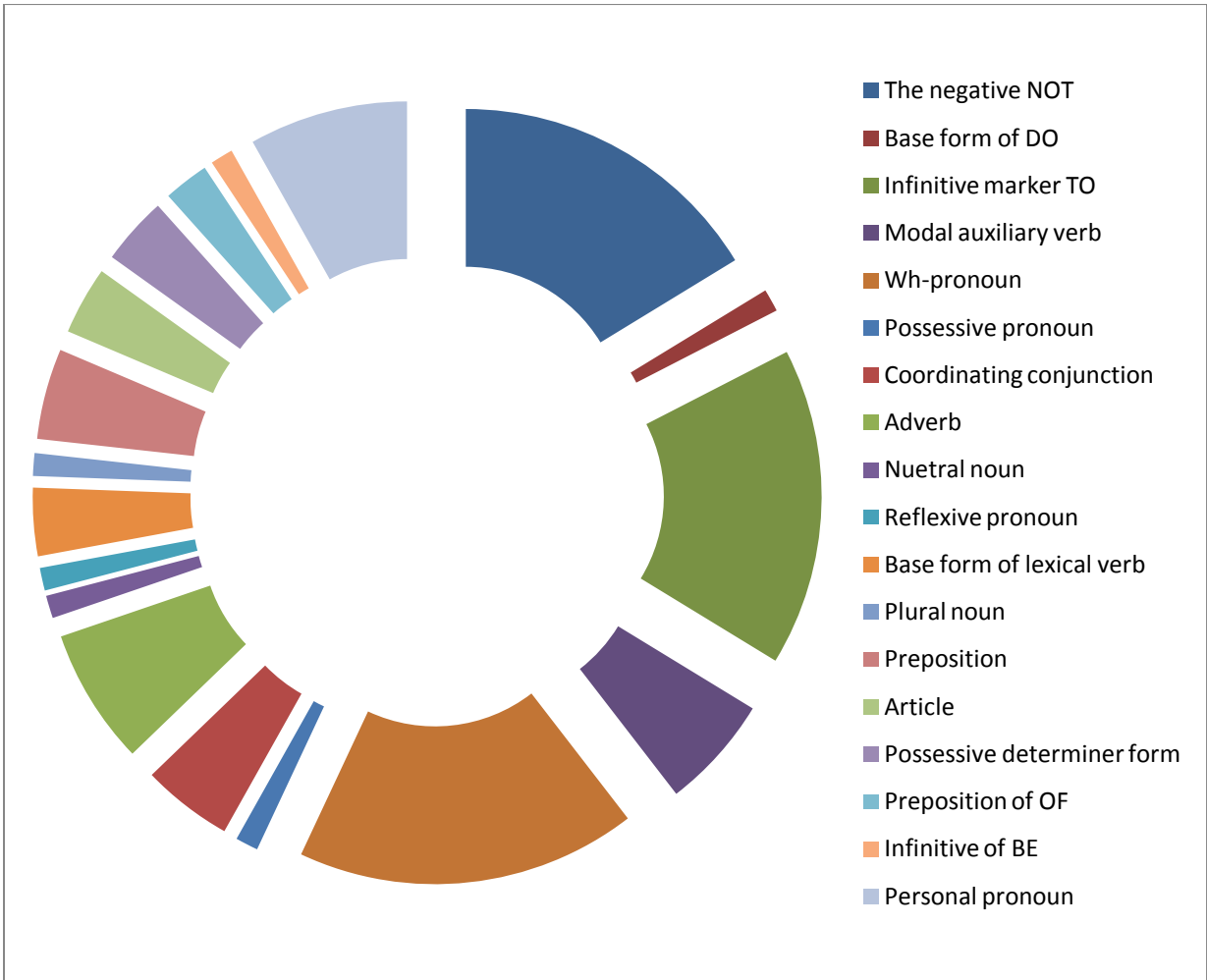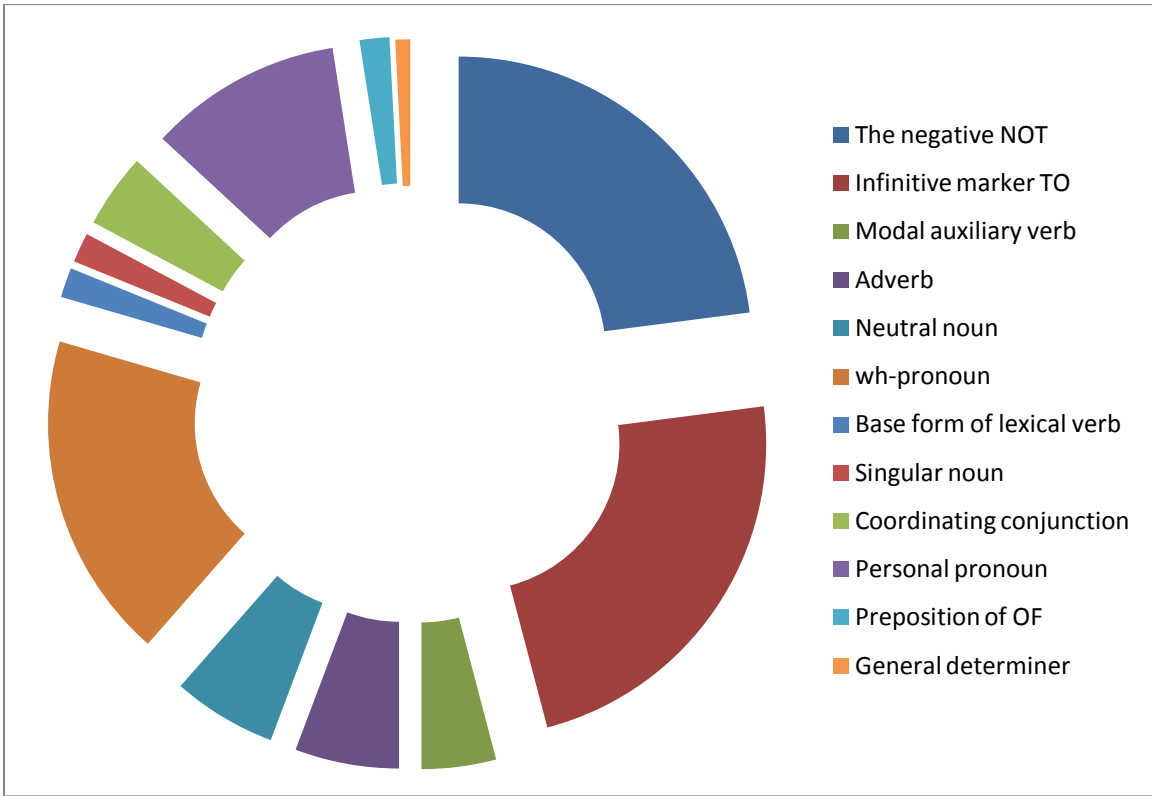
Figure 4.8. Distribution of preceding parts of speech in WORRY concordance lines in 2009

The negative NOT
Base form of DO
Infinitive marker TO
Modal auxiliary verb
Wh-pronoun
Possessive pronoun
Coordinating conjunction
Adverb
Nuetral noun
Reflexive pronoun
Base form of lexical verb
Plural noun
Preposition
Article
Possessive determiner form
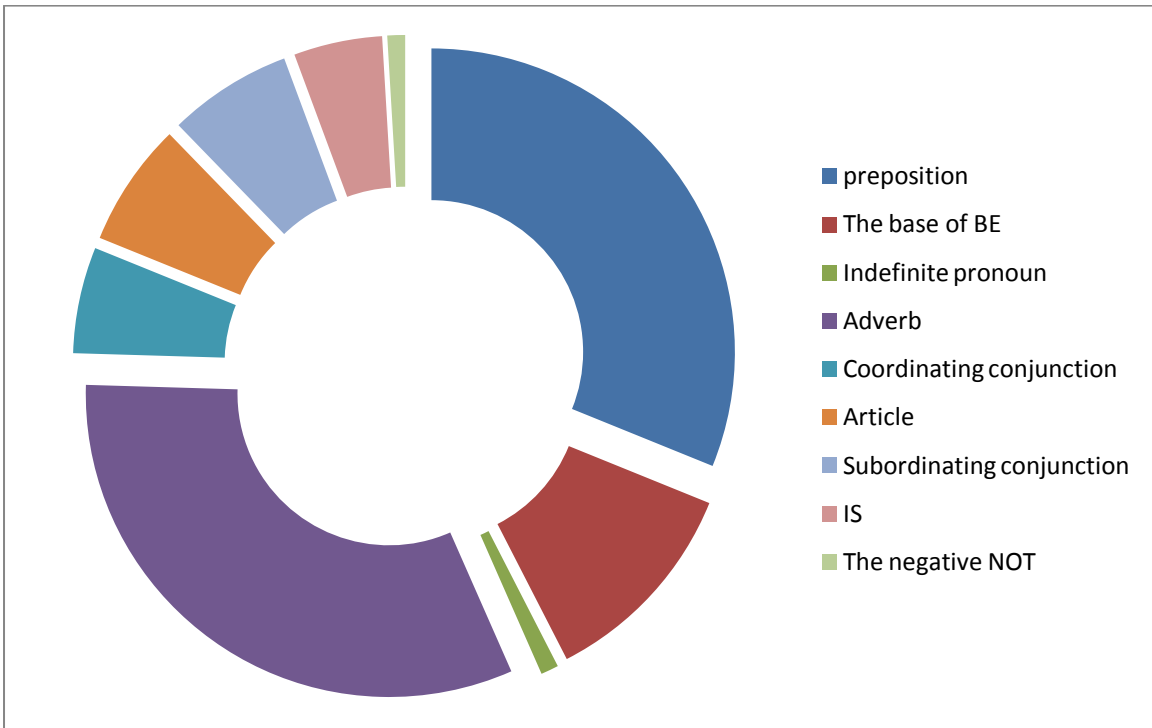Preposition of OF
Infinitive of BE
Personal pronoun

Figure 4.9. Distribution of following parts of speech in WORRY concordance lines in 2009

The total numbers of parts of speech occurring before and/or *Worry* in the 2014 subcorpus show the high frequency of the negative NOT, infinitive marker TO, and wh-pronoun as preceding parts of speech, and preposition and adverb as following parts of speech (Figures 4.10. and 4.11). The figures also demonstrates the low occurrence of general determiner, preposition of OF, possessive determiner, singular noun, modal auxiliary verb, the base of lexical verb, neutral noun, and preposition as preceding and/or following parts of speech in *Worry* concordance lines (Figures 4.10 and 4.11).

Figure 4.10. Distribution of preceding parts of speech in WORRY concordance lines in 2014

Figure 4.11. Distribution of following parts of speech in WORRY concordance lines in 2014

Happy (Adjective)

Happy, as an adjective, came after infinitive of the verb BE, the base form of the verb BE, adverb, -ing form of lexical verb, personal pronoun, and the negative NOT. *Happy* also came before coordinating conjunction, preposition, subordinating conjunction, adverb, personal pronoun, and general determiner in essays written in 2009 and 2014. The base form of lexical verb, singular noun, neutral noun, coordinating conjunction, modal auxiliary verb were parts of speech which preceded *Happy* in texts written in 2009 while infinitive form of lexical verb, -ing form of lexical verb, article, and s form of the verb BE were the parts of speech which *Happy* followed in collocation units used in essays in 2014. The negative NOT and general determiner were parts of speech following *Happy* in the essays compiled in 2009. *Happy* was also followed by singular noun, plural noun, the base form of the verb DO, -s form of the verb DO, -s form of the verb BE, neutral noun, adjective, and past form of lexical verb in essays collected in 2014 (Table 9).

Table 9: Collocations used with HAPPY (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Infinitive of the verb BE	Subordinating conjunction	Infinitive of the verb BE	Plural noun
Singular noun	Coordinating conjunction	The base form of the verb BE	Coordinating conjunction
The base form of the verb BE	Preposition	Adverb	Preposition
Adverb	The negative NOT	-ing form of lexical verb	Singular noun
-ing form of the verb BE	General determiner form	Personal pronoun	Subordinating conjunction
Base form of lexical verb	Adverb	Article	-s form of the verb BE
Neutral noun	Personal pronoun	The negative NOT	Adverb
Personal pronoun		Coordinating conjunction	General determiner
Modal auxiliary verb		Infinitive of lexical verb	Neutral noun
Coordinating conjunction		-s form of the verb BE	Adjective
The negative NOT		-ing form of the verb BE	Personal pronoun
		The base form of lexical verb	Past form of lexical verb

			The base form of the verb DO
			-s form of the verb DO

Figures 4.12 and 4.13 illustrate the high frequency of the base form of BE, low occurrences of other parts of speech, as preceding collocations, high rate of occurrence of coordinating conjunction and subordinating conjunction, as following parts of speech in *HAPPY* concordance lines in 2009.
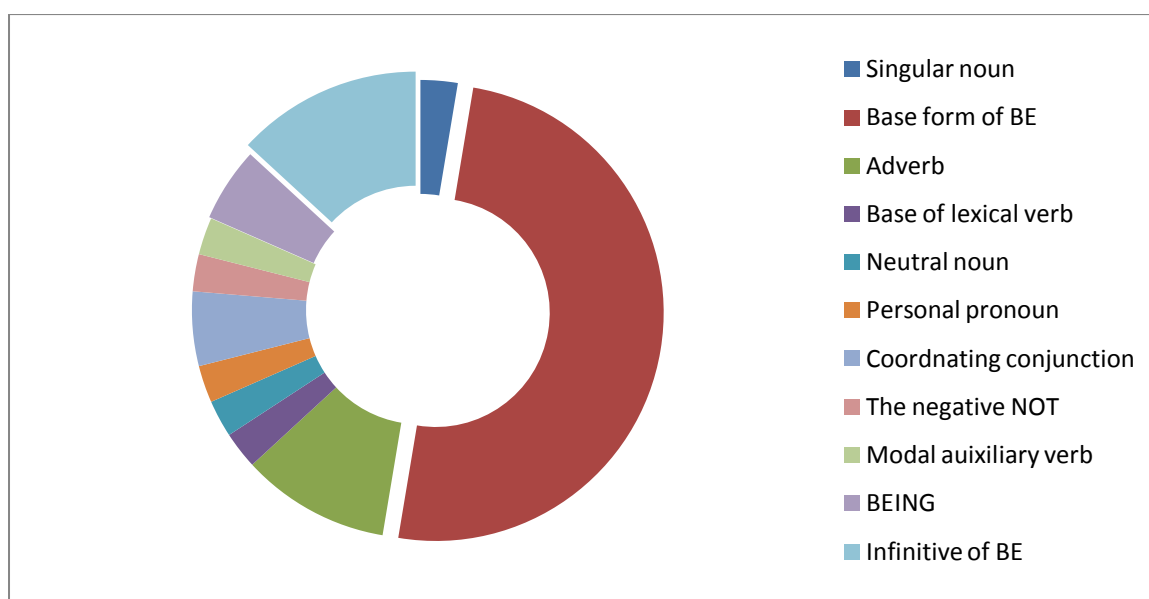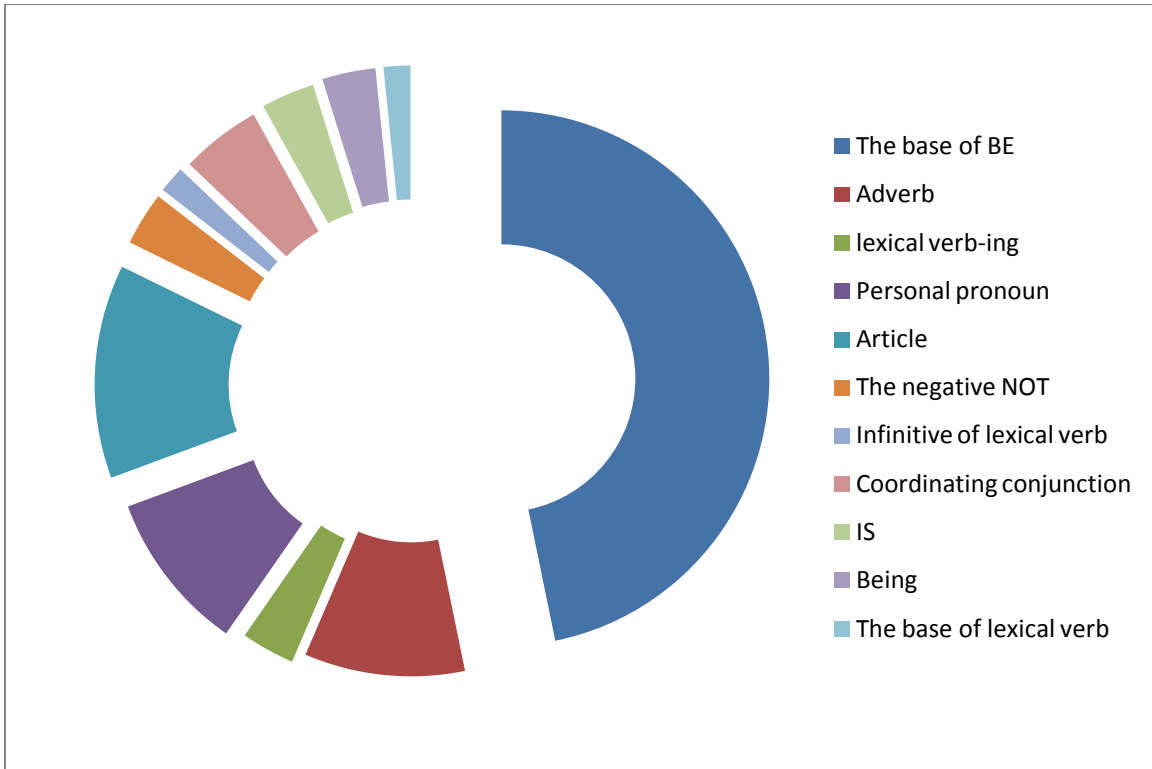

Figure 4.12. Distribution of preceding parts of speech in HAPPY concordance lines in 2009
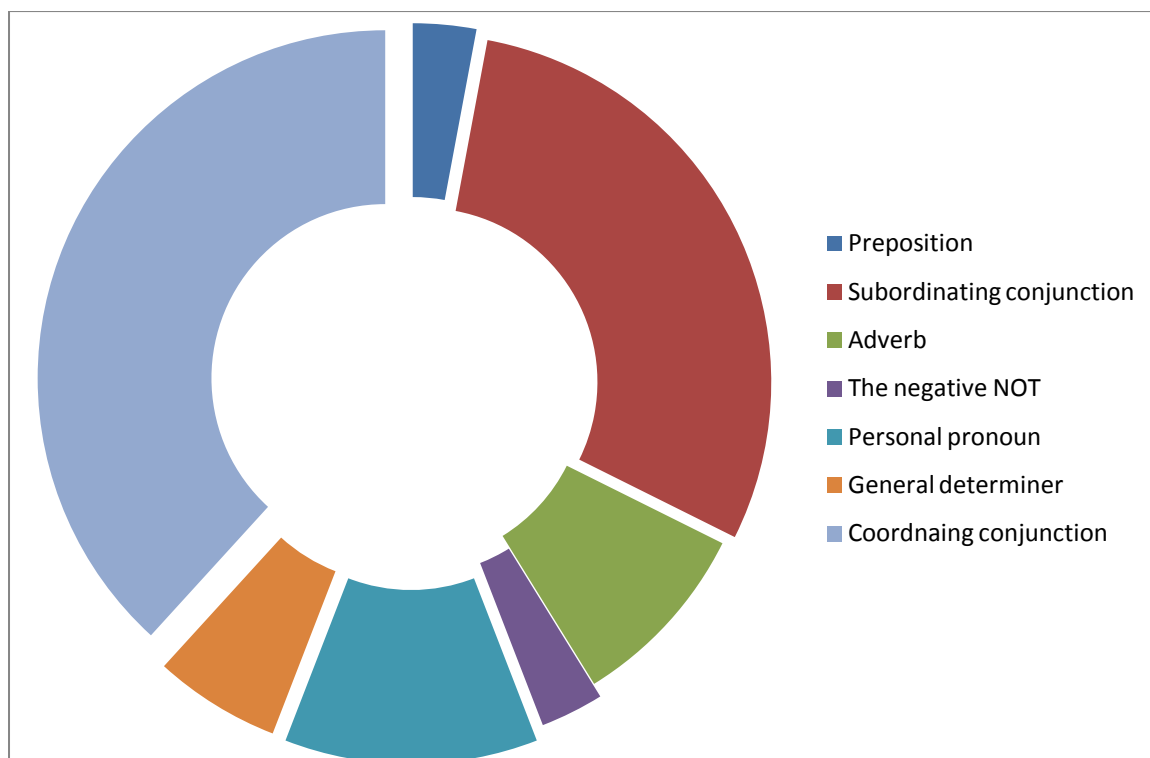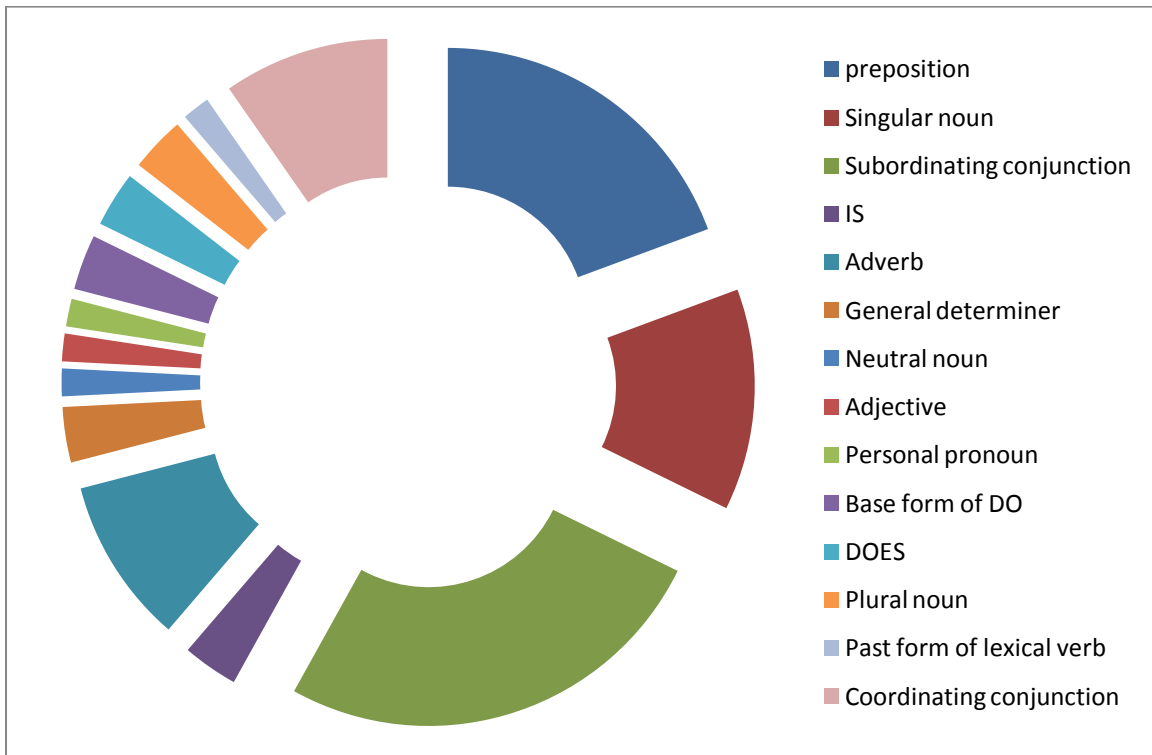
Figure 4.13. Distribution of following parts of speech in HAPPY concordance lines in 2009

The results demonstrated in Figures 4.14 and 4.15 indicate the high occurrence of the base and infinitive forms of BE, and article, as preceding parts of speech, and preposition, subordinating conjunction, and singular noun, as following parts of speech accompanying *Happy* in the 2014 subcorpus. The other parts of speech, such as adverb, -ing form of lexical verb, personal pronoun, article, the negative NOT, infinitive of lexical verb, coordinating conjunction, -s form of BE, -ing form of BE, adverb, general determiner, adjective, neutral noun, the base and –s forms of DO, plural noun, and the past form of lexical verb were not used as preceding and/or following parts of speech frequently (Figures 4.14 and 4.15).

Figure 4.14. Distribution of preceding parts of speech in HAPPY concordance lines in 2014

Figure 4.15. Distribution of following parts of speech in HAPPY concordance lines in 2014

Life (Singular noun)

Table 10 shows that *Life* as a singular noun could be preceded by preposition of OF, adjective, preposition, article, possessive determiner form, plural noun, comparative adjective, and coordinating conjunction in both 2009 and 2014 subcorpora essays. *Life* was also followed by coordinating conjunction, and -s form of the verb BE in both 2009 and 2014 subcorpora texts. Table 10 also illustrates that *Life* came after the past form of lexical verb and modal auxiliary verb while it preceded adverb, the past form of lexical verb, comparative adjective, the base of lexical verb, -s form of lexical verb, personal pronoun, and possessive pronoun in the compiled essays of the 2009 subcorpus. Subordinating conjunction, preposition, article, modal auxiliary, general determiner, plural noun, -ing form of lexical verb, and wh-pronoun were the parts of speech following *Life* only in essays written in 2014.

**Table 10: Collocations used with LIFE (NN1)**

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Preposition of OF	Coordinating conjunction	Preposition of OF	Coordinating conjunction
Adjective	Adverb	Adjective	Subordinating conjunction
Modal auxiliary verb	Past form of lexical verb	Base form of lexical verb	Preposition
Preposition	Comparative adjective	Preposition	Article
Article	Base form of lexical verb	Article	-s form of the verb BE
Possessive determiner form	-s form of the verb BE	Possessive determiner form	Modal auxiliary
Plural noun	-s form of lexical verb	Plural noun	-ing form of lexical verb
Coordinating conjunction	Personal pronoun	Coordinating conjunction	General determiner
Comparative adjective	Possessive pronoun	Comparative Adjective	Wh-pronoun
Past form of lexical verb			Plural noun
-ing form of lexical verb			

Figure 4.16 illustrates the high amount of occurrence of possessive determiner, adjective, and preposition of OF, and low rates occurrence of coordinating conjunction, the base form of

lexical verb, preposition, plural noun, and comparative adjective as preceding parts of speech of *Life* in the 2014 subcorpus. Figure 4.17 shows that –s form of BE and subordinating conjunction occurred as following collocations of *Life* more than the other parts of speech in the 2014 subcorpus.
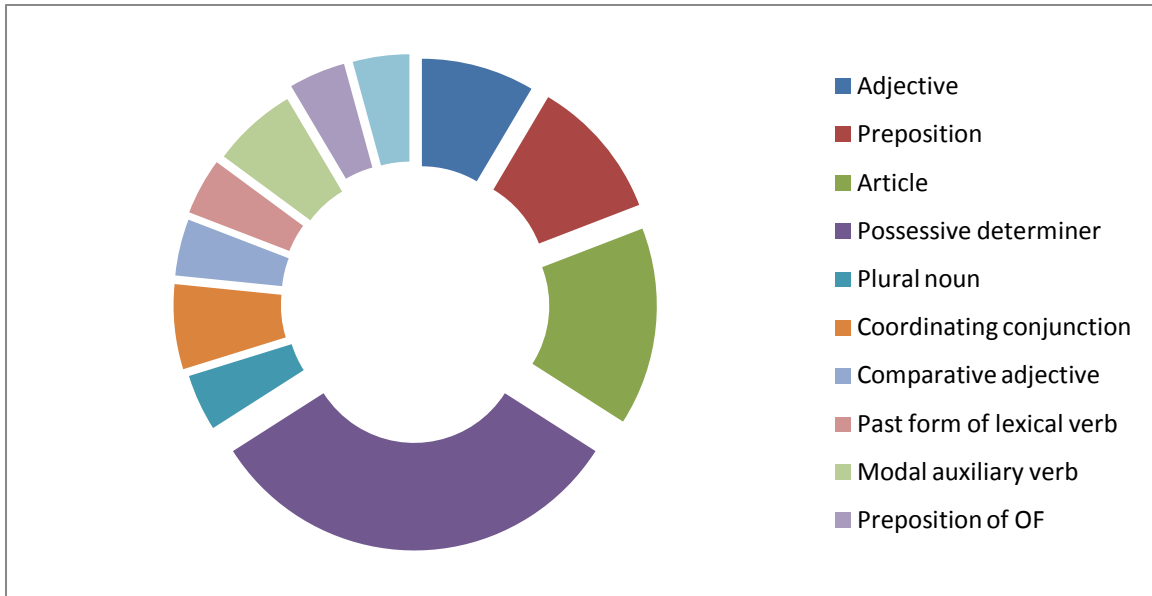
Figure 4.16. Distribution of preceding parts of speech in LIFE concordance lines in 2009
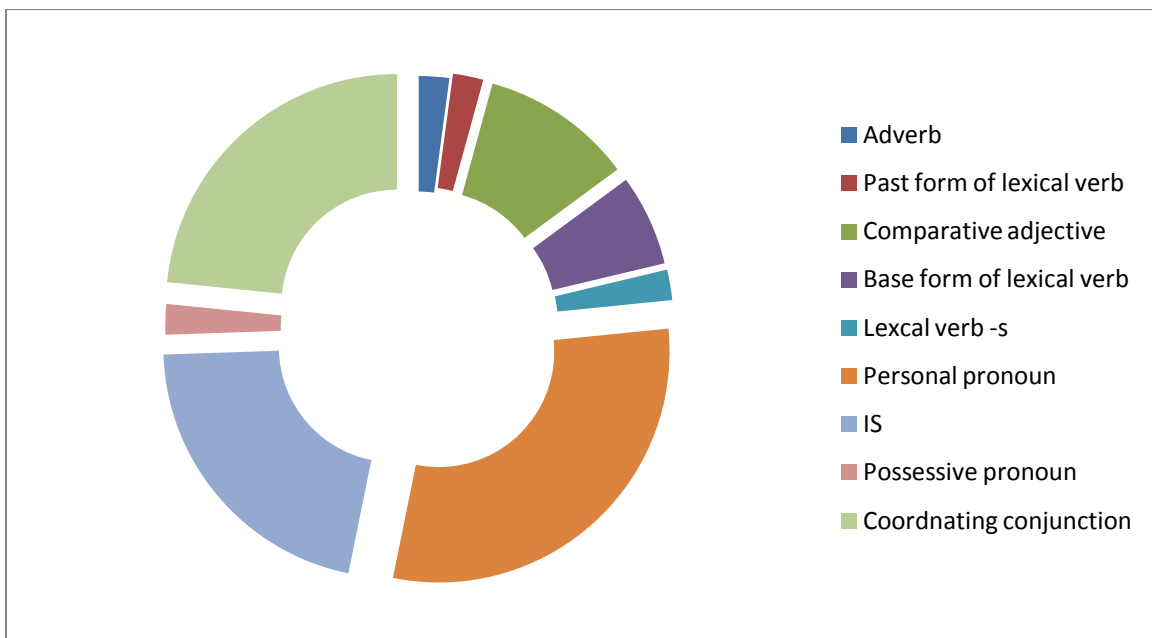
Figure 4.17. Distribution of following parts of speech in LIFE concordance lines in 2009

The high rates of occurrence belong to possessive pronoun, adjective, and preposition of OF as preceding parts of speech, and –s form of the verb BE and subordinating conjunction as following parts of speech of *Life* in the 2014 subcorpus (Figures 4.18. and 4.19.). The

frequency of plural noun, coordinating conjunction, the base of lexical verb as preceding parts of speech, and - ing form of lexical verb, general determiner, modal auxiliary verb, and article as following parts of speech in the 2014 subcorpus, as demonstrated in Figures 4.18 and 4.19.
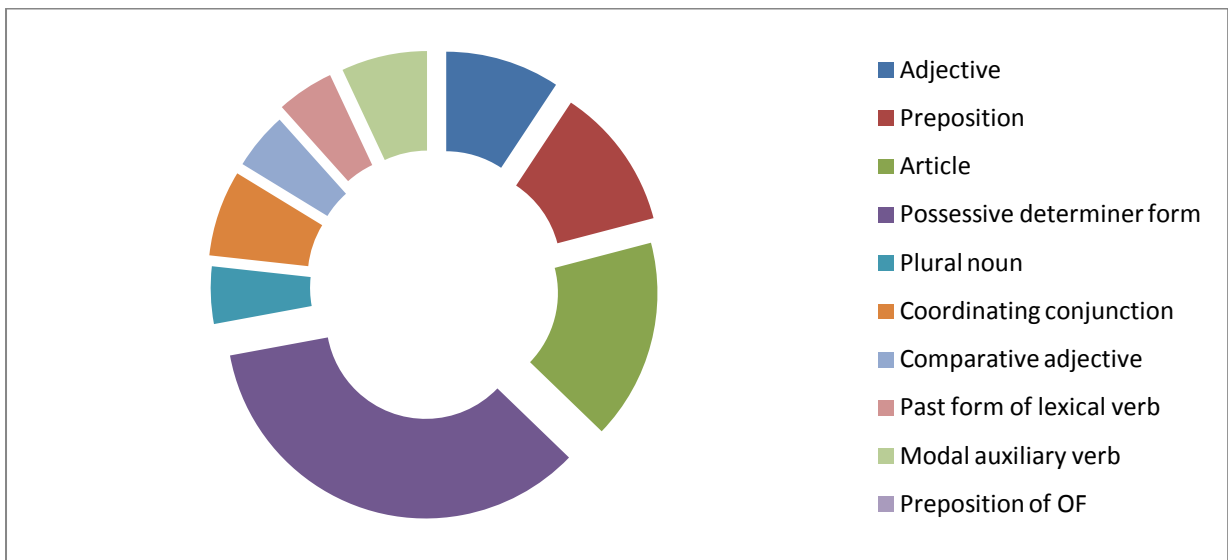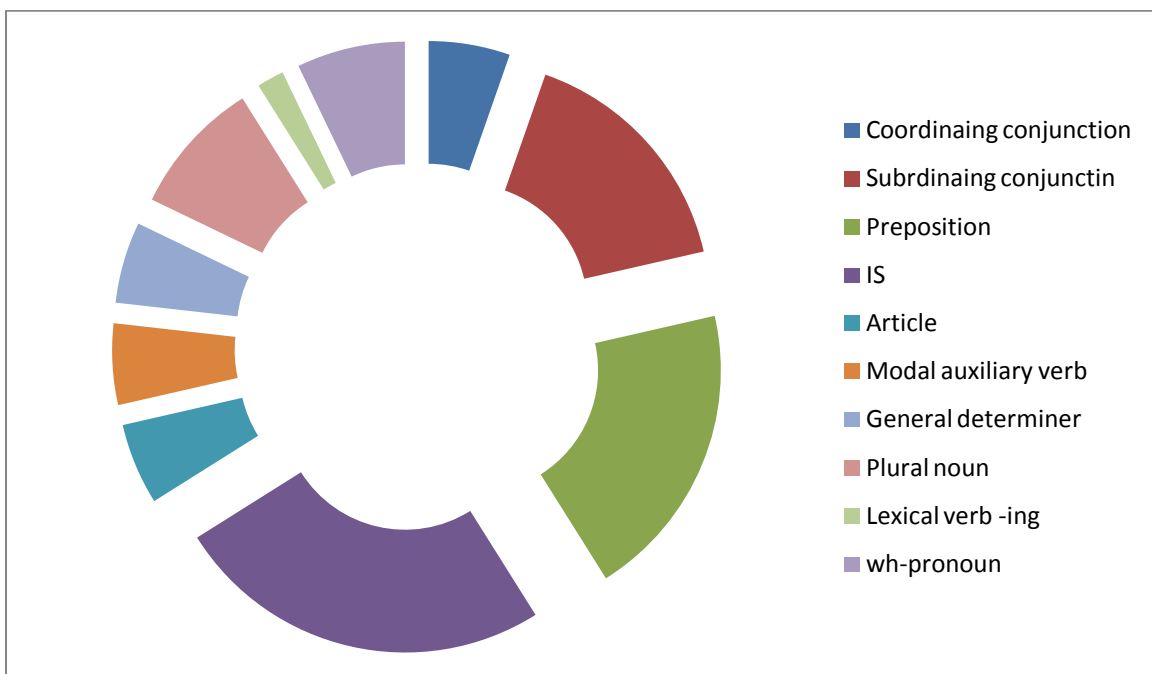

Figure 4.18. Distribution of preceding parts of speech in LIFE concordance lines in 2014

Figure 4.19. Distribution of following parts of speech in LIFE concordance lines in 2014

Good (Adjective)

GOOD was preceded by adverb, infinitive of the verb BE, and followed by preposition, singular noun, coordinating conjunction, and the base form of the verb BE in essays written in both 2009 and 2014 subcorpora. The negative NOT, adjective, general determiner, -s form of the verb HAVE, article, preposition, possessive determiner, -ing form of the verb BE, and the past form of the verb BE were the parts of speech which came before *GOOD* in 2009. Adverb, personal pronoun, and plural noun were parts of speech brought after *GOOD* only in 2009 (Table 11). Indefinite pronoun, subordinating conjunction, and –s form of the verb BE preceded *GOOD* in 2014 while personal pronoun, subordinating conjunction, plural noun, indefinite pronoun, and the past form of lexical verb followed *GOOD* in the 2014.

Table 11: Collocations used with GOOD (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
The negative NOT	Coordinating conjunction	Adverb	Preposition
Adverb	Preposition	Infinitive of the verb BE	Singular noun
Adjective	Singular noun	Article	Personal pronoun
Infinitive of the verb BE	Base form of lexical verb	-s form of the verb BE	Subordinating conjunction
General determiner	Personal pronoun	Indefinite pronoun	Plural noun
-s form of the verb HAVE	Adverb	Subordinating conjunction	Base form of lexical verb
Article	Plural noun		Coordinating conjunction
Preposition			Indefinite pronoun
Possessive determiner form			Past form of lexical verb
-ing form of the verb BE			
Past form of the verb BE			

Help (Infinitive form of the verb)

The results brought in Table 12 indicate that there were parts of speech, including modal auxiliary verb, infinitive marker TO and the negative NOT, which preceded *Help* (VVI), and personal pronoun and preposition, which followed *Help* (VVI) in both 2009 and 2014 subcorpora. However, there were some preceding parts of speech, coordinating conjunction, subordinating conjunction, and general determiner occurring just in 2009 subcorpus. Personal

pronoun and wh-pronoun were the parts of speech, preceding *HELP* in the 2014 subcorpus. The following parts of speech of *HELP* were article, reflexive pronoun, and possessive determiner form in the 2014 subcorpus.

Table 12: Collocations used with HELP (VVI)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Modal auxiliary verb	Preposition	Modal auxiliary verb	Personal pronoun
Infinitive marker TO	Coordinating conjunction	Infinitive marker TO	Preposition
The negative NOT	Personal pronoun	Personal pronoun	Article
	Subordinating conjunction	The negative NOT	Reflexive pronoun
	General determiner	Wh-pronoun	Possessive determiner form

Help (the base form of the verb)

Help (VVB) was preceded by coordinating conjunction, and followed by personal pronoun in both 2009 and 2014 subcorpora. *Help* (VVB) was preceded by personal pronoun and the negative NOT, and followed by indefinite pronoun, possessive determiner form, and the preposition of oF in the 2009 subcorpus. *Help* was followed by subordinating conjunction and article in the 2014 subcorpus (Table 13).

Table 13: Collocations used with HELP (VVB)

| Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Indefinite pronoun	Coordinating conjunction	Personal pronoun
The negative NOT	Personal pronoun		Subordinating conjunction
Coordinating conjunction	Possessive pronoun		Article
	Preposition of OF		

Help (Singular noun)

Table 14 shows that –s form of lexical verb, preceding HELP, and preposition of OF, following *Help*, occurred in both 2009 and 2014 subcorpora. Article came before *Help* while subordinating conjunction and preposition were the parts of speech following *Help*. *Help* followed possessive determiner form in the 2014 subcorpus.

Table 14: Collocations used with HELP (NN1)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Article	Subordinating conjunction	Possessive determiner form	Preposition of OF
-s form of lexical verb	Preposition	-s form of lexical verb	
	Preposition of OF		

The results of *Help* preceding and following parts of speech allowed me to imply that all the amount of collocations coming before *Help* were close to each other in 2009 subcorpus (Figure 4. 20) whereas the high rate of singular noun as a following part of speech was quite noticeable in comparison to the other collocation units in *Help* concordance lines in 2009 subcorpus (Figure 4. 21).
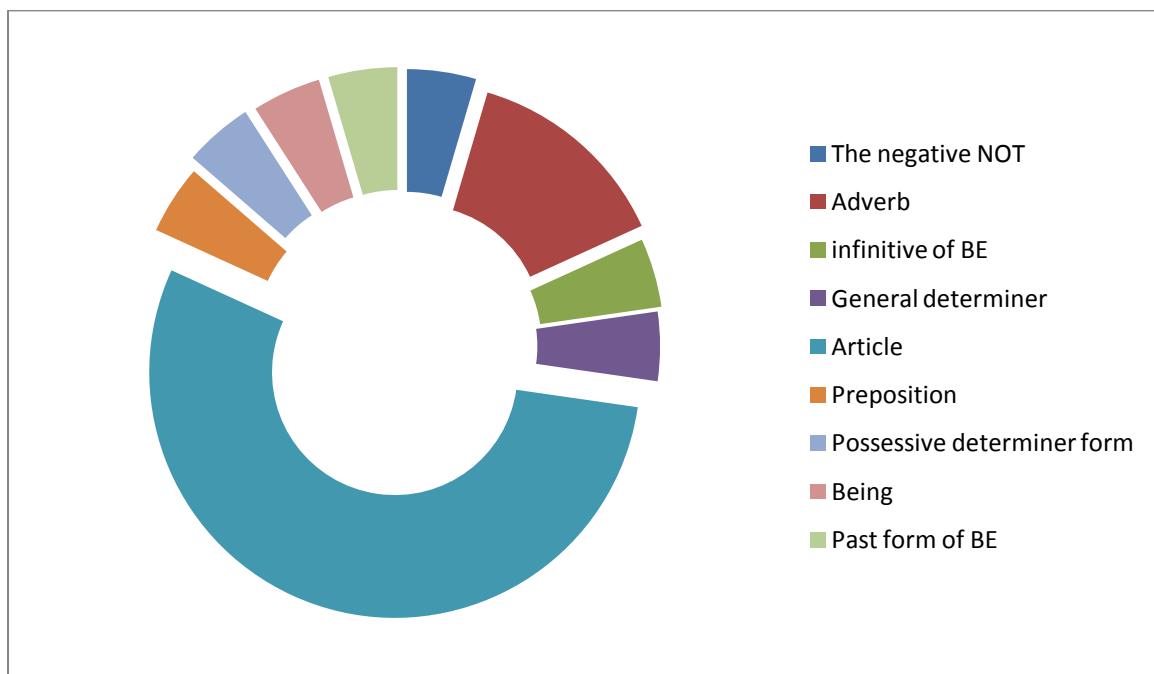
Figure 4.20. Distribution of preceding parts of speech in HELP concordance lines in 2009
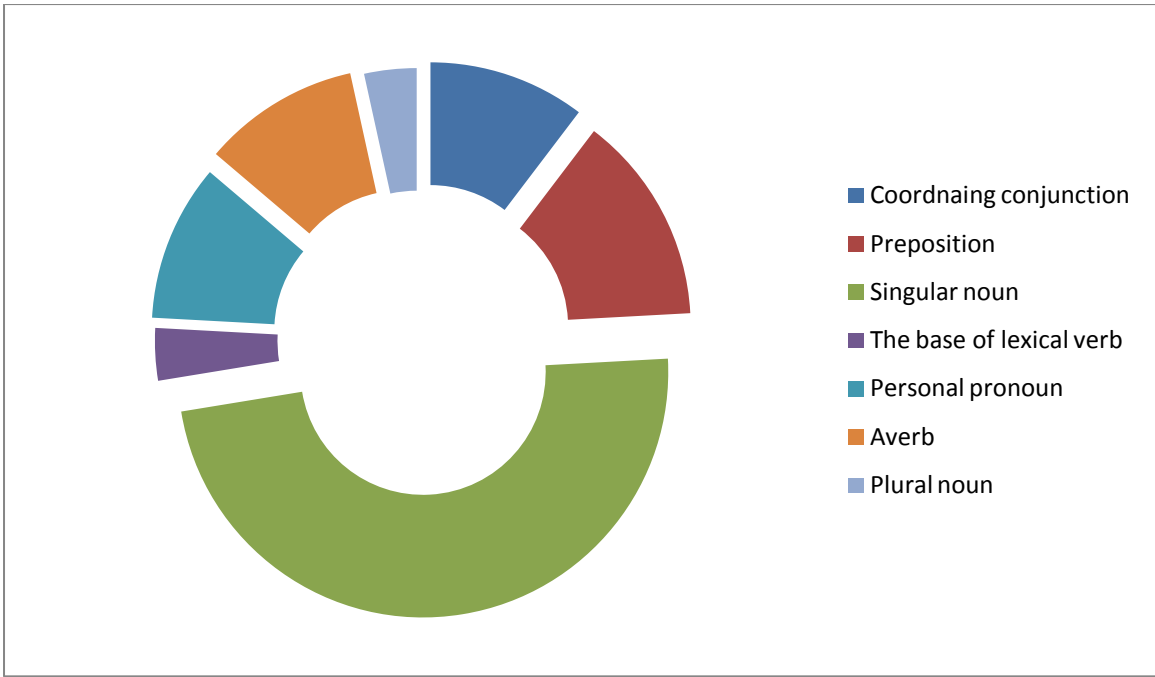
Figure 4.21. Distribution of following parts of speech in HELP concordance lines in 2009

The analysis of *Help* preceding and following parts of speech in 2014 concordance lines reveals that singular noun occurred with the highest rate of frequency as the following collocation in comparison to the other preceding and following collocations which occurred once, twice or three times in *Help* concordance lines in 2014 subcorpus (Figures 4.22 and 4.23.).
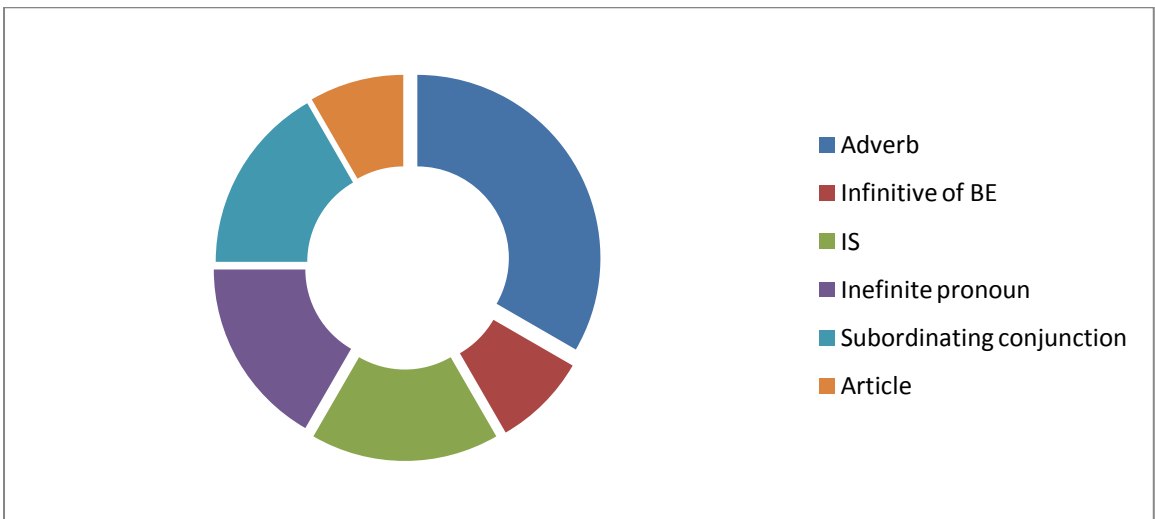

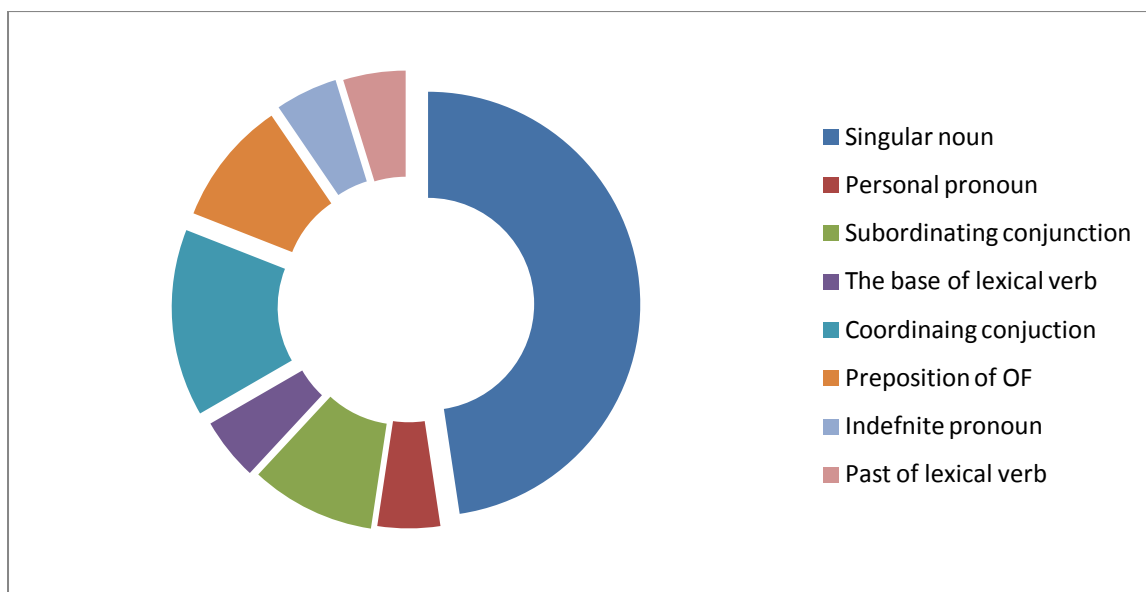**Figure 4.22. Distribution of preceding parts of speech in HELP concordance lines in 2014**

Figure 4.23. Distribution of following parts of speech in GOOD concordance lines in 2014

Problem (Singular noun)

The analysis of the *Happy Corpus* demonstrated in Table 15 shows how students used the collocated units, preceding and following *Problem* as a singular noun in each 2009 and 2014 subcorpora. The parts of speech preceding *Problem* in both 2009 and 2014 subcorpora were article, adjective, general determiner, possessive determiner form and superlative adjective. Singular noun preceded *Problem* just in 2009 subcorpus. We can also see adverb, subordinating conjunction, preposition, and personal pronoun as parts of speech following *Problem* in both 2009 and 2014 subcorpora. The results also indicate that coordinating conjunction, -s form of the verb HAVE, reflexive pronoun, modal auxiliary, and the base form of the verb DO were the parts of speech following *Problem* only in 2009, and the negative NOT, -s form of the verb BE, article, general determiner, wh-pronoun, an adverb are the ones following *Problem* only in 2014 subcorpus.

Table 15: Collocations used with PROBLEM (NN1)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Article	Adverb	Article	Subordinating conjunction
Adjective	Coordinating conjunction	Adjective	Preposition

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General determiner	Subordinating conjunction	General determiner	Personal pronoun
Possessive determiner form	The base form of DO	Superlative adjective	-s form of the verb BE
Singular noun	Preposition	Possessive determiner form	The negative NOT
Superlative adjective	-s form of the verb HAVE		Article
	Personal pronoun		General determiner
	Reflexive pronoun		Wh-pronoun
	Modal auxiliary verb		Adverb

The results demonstrated in Figures 4.24 and 4.25 allowed me to recognize the higher rate of the use of article, adjective and general determiner, as preceding parts of speech, and adverb, as a following part of speech with *PROBLEM* in the 2009 subcorpus. The figures also show the one-time occurrence of possessive determiner, singular noun, and superlative adjective as preceding parts of speech, and −s form of the verb HAVE, modal auxiliary verb, and the base form of the verb DO, as following parts of speech in 2009 subcorpus.
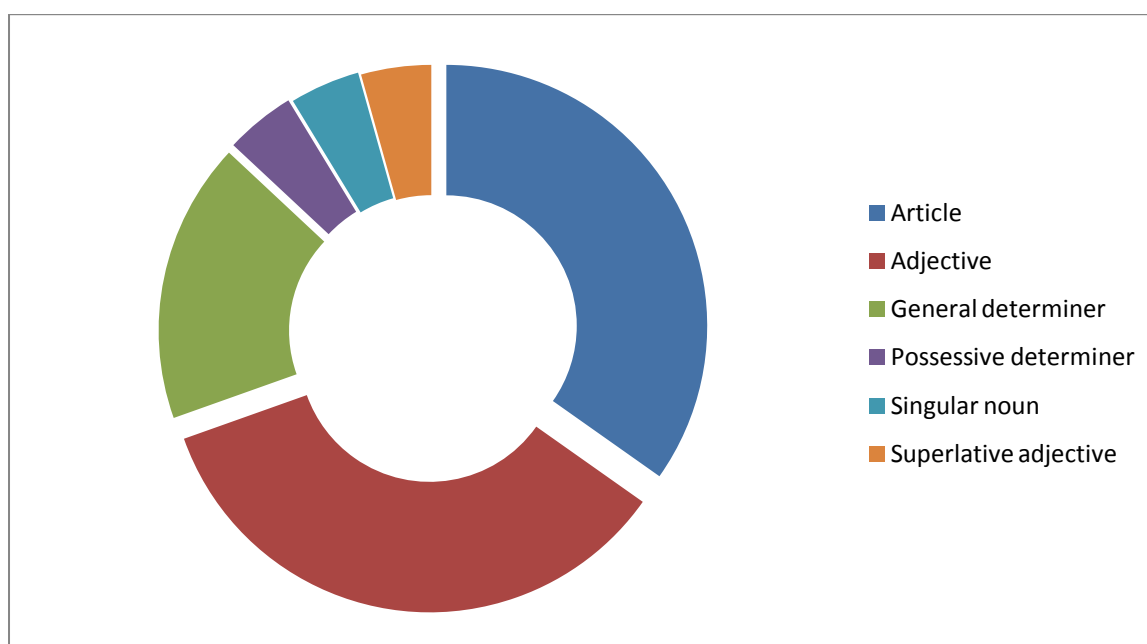
Figure 4.24. Distribution of preceding parts of speech in PROBLEM concordance lines in 2009 subcorpus
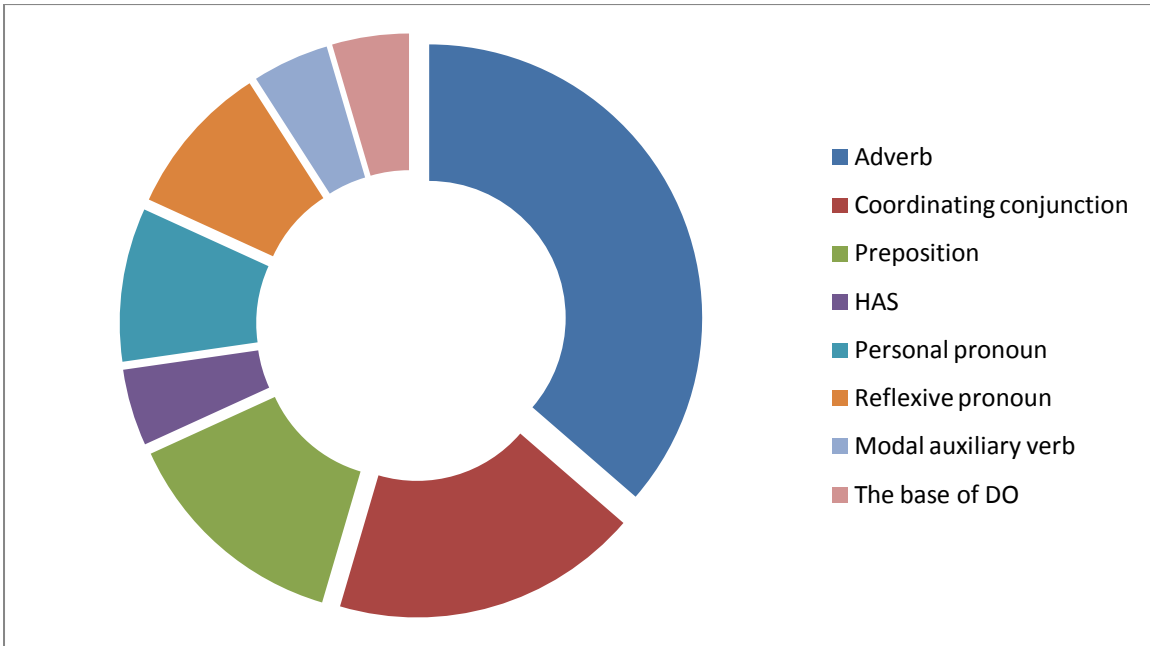
Figure 4.25. Distribution of following parts of speech in PROBLEM concordance lines in 2009 subcorpus

Figures 4.26 and 4.27 demonstrate the highest frequency of article and the lowest occurrence of superlative adjective as preceding parts of speech, and the highest rate of amount of preposition and the lowest frequency of subordinating conjunction, the negative NOT, and adverb as following parts of speech in 2014 subcorpus.
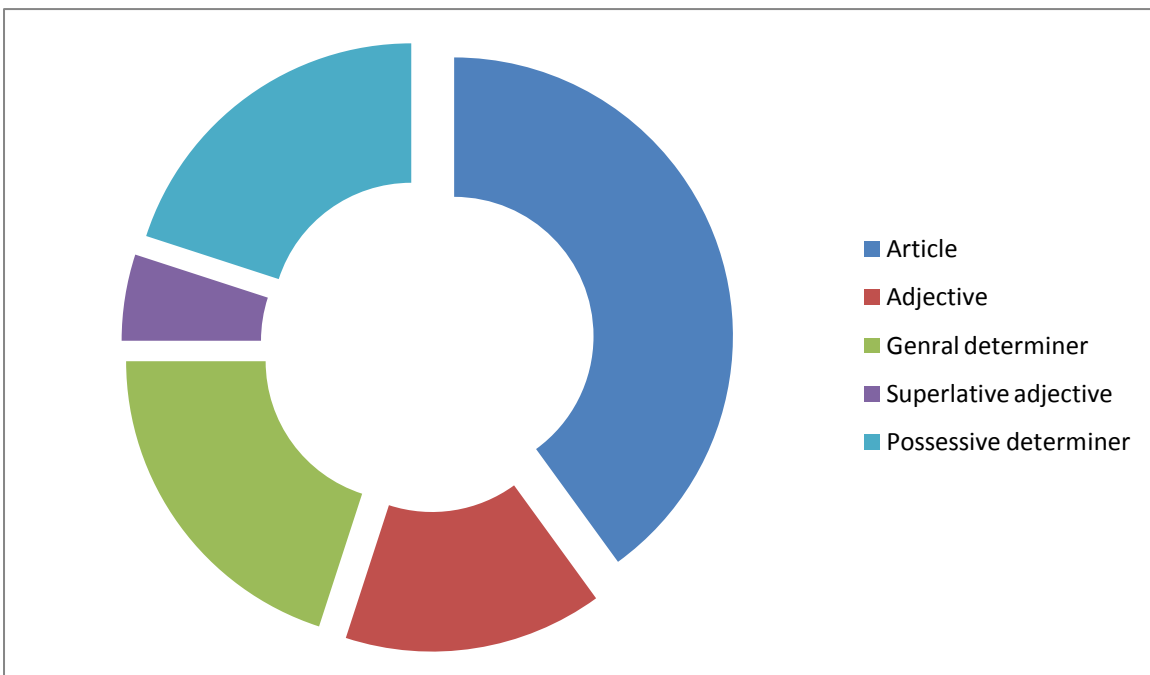
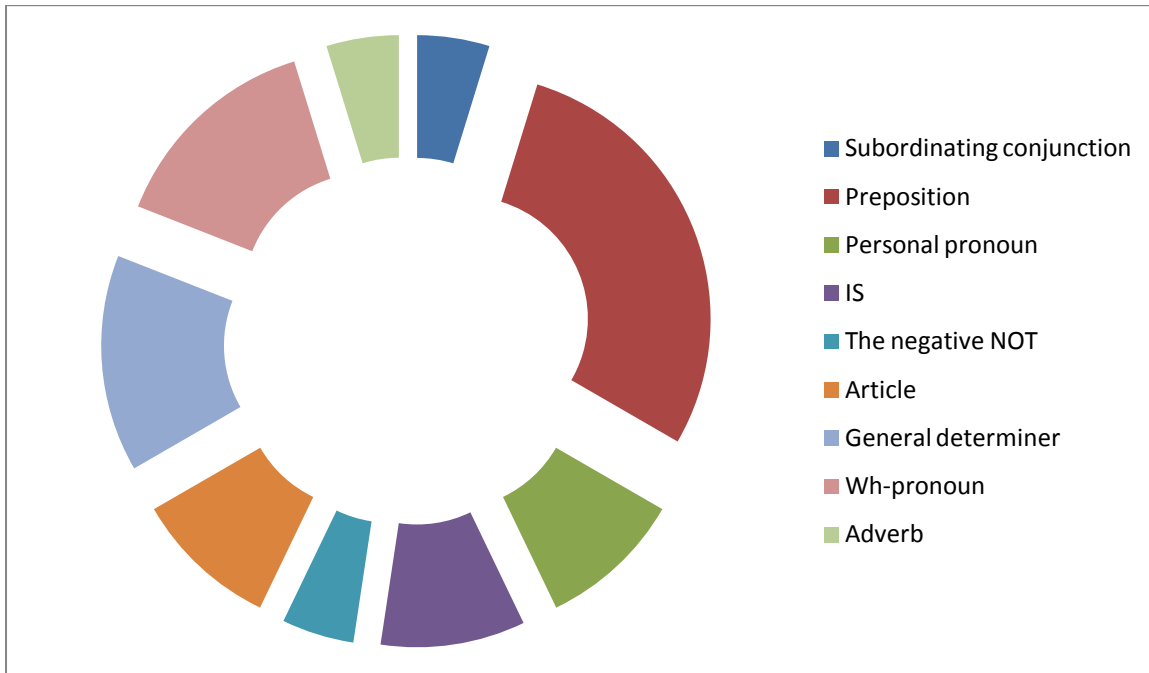**Figure 4.26. Distribution of preceding parts of speech in PROBLEM concordance lines in 2014 subcorpus**

Figure 4.27. Distribution of following parts of speech in PROBLEM concordance lines in 2014 subcorpus

Bad (Adjective)

Bad (ADJ) came after the base of lexical verb and adverb particle and followed by the past form of lexical verb, possessive determiner form, -s form of the verb BE, article, and the base form of the verb DO in 2009 subcorpus. General determiner, preposition, subordinating conjunction and the base form of the verb BE preceded *Bad* in 2014 subcorpus. The following parts of speech in *Bad* 2014 concordance lines were coordinating conjunction, subordinating conjunction, and adverb. There were also some preceding parts of speech including article, adjective, and indefinite pronoun, and following parts of speech encompassing singular noun, plural noun, and personal pronoun used with *Bad* in both 2009 and 2014 subcorpora (Table 16).

Table 16: Collocations used with BAD (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
The base form of	Article	Article	Plural noun

lexical verb			
Article	Singular noun	Adverb	Coordinating conjunction
Adjective	Plural noun	Adjective	Subordinating conjunction
Indefinite pronoun	Past form of lexical verb	Indefinite pronoun	Singular noun
Adverb particle	Possessive determiner form	General determiner	Adverb
	-s form of the verb BE	Preposition	Personal pronoun
	Personal pronoun	Subordinating conjunction	
	The base form of the verb DO	-s form of the verb BE	

Figures 4.28 and 4.29 show the highest occurrence of article as a preceding part of speech, and singular and plural nouns as following collocations with *Bad* in 2009. They also demonstrate the low frequency of indefinite pronoun, the past form of lexical verb, possessive determiner, -s form of the verb BE, personal pronoun, article and the base form of DO as following parts of speech in 2009 essays.

Figure 4.28. Distribution of preceding parts of speech in BAD concordance lines in 2009 subcorpus
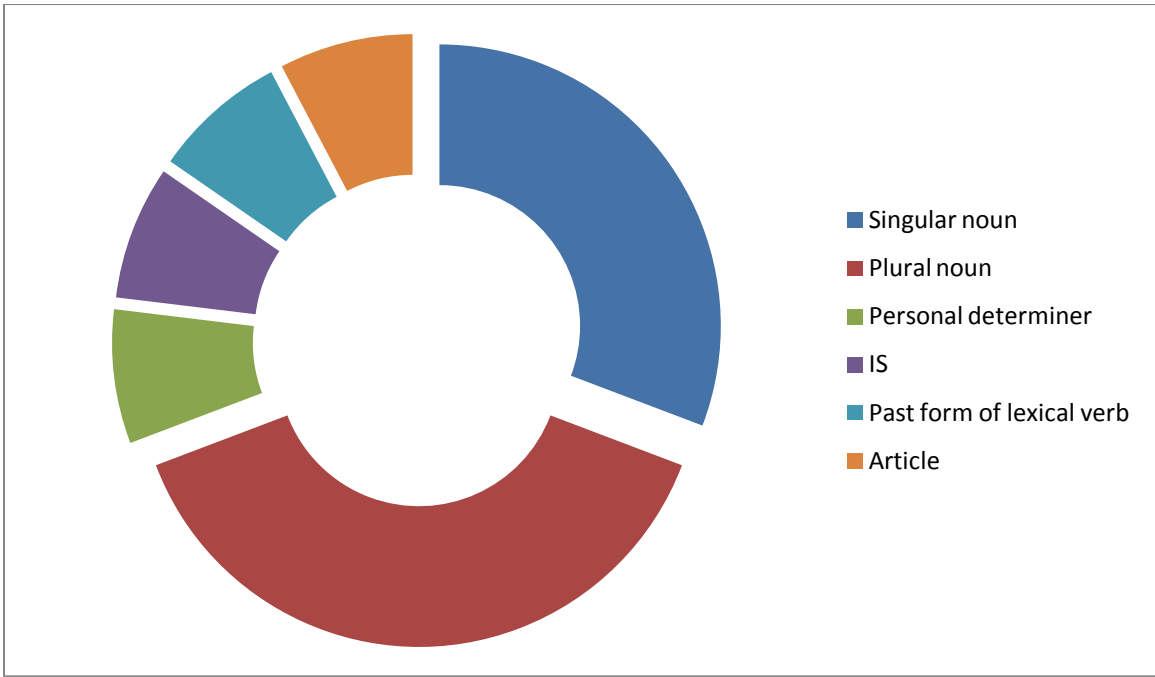
Figure 4.29. Distribution of following parts of speech in BAD concordance lines in 2009 subcorpus

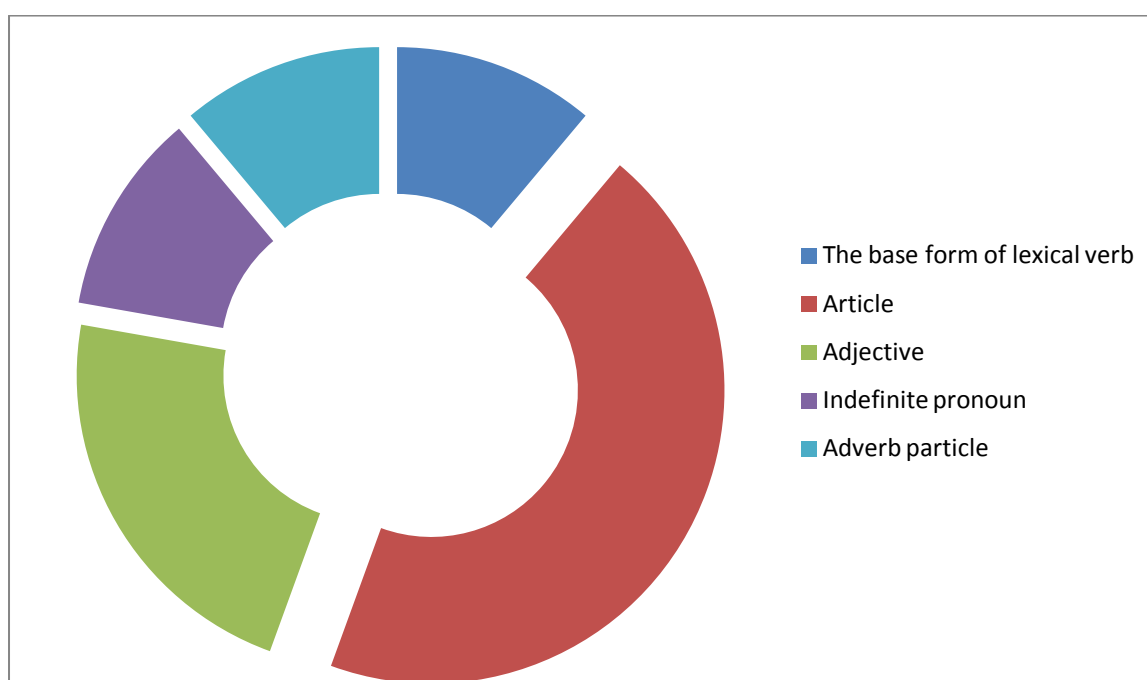As shown in Figures 4.30 and 4.31, there is a considerable occurrence of article, as a preceding collocation, and singular noun, as a following part of speech of *Bad*, in 2014 essays. Figure 4.30 demonstrates the lower frequency rate adjective in comparison to the occurrence of adverb, indefinite pronoun, general determiner and preposition, as preceding parts of speech in 2014 texts. Moreover, it is understood that personal pronoun occurred more than plural noun, coordinating conjunction, subordinating conjunction and adverb, as following collocations in 2014 subcorpus (Figure 4.31).
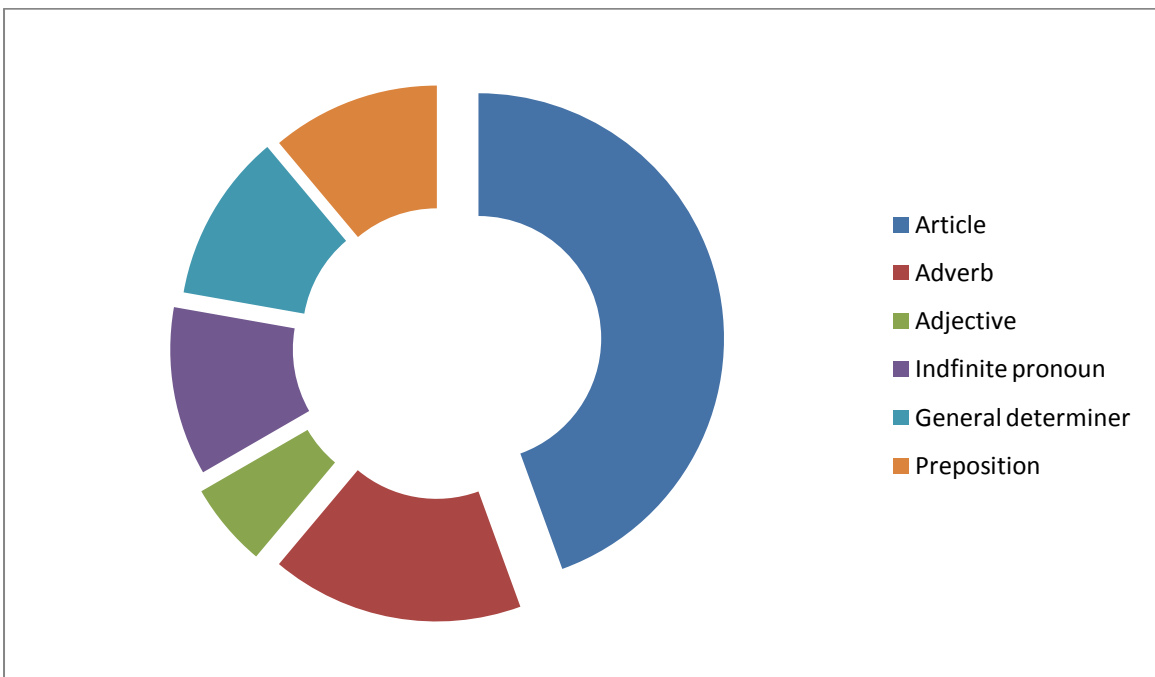
Figure 4.30. Distribution of preceding parts of speech in BAD concordance lines in 2014 subcorpus

Legend:
- Plural noun
- Coordinating conjunction
- Subordinating conjunction
- Singular noun
- Adverb
- Personal pronoun
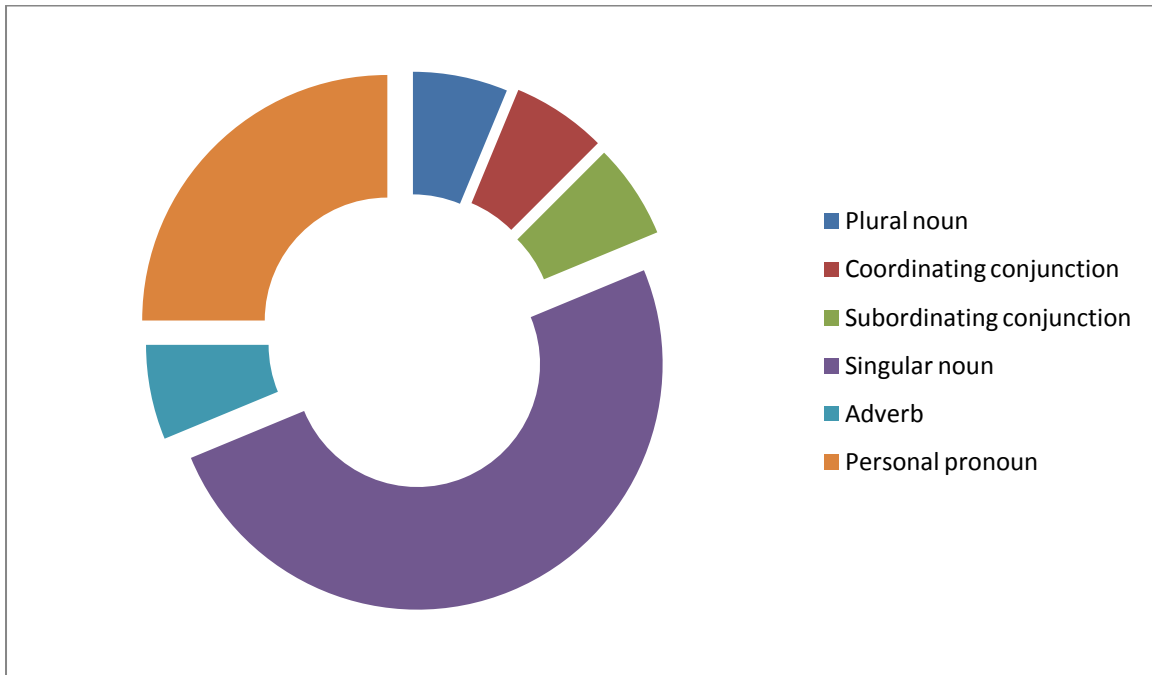
Figure 4.31. Distribution of following parts of speech in BAD concordance lines in 2014 subcorpus

Friend (Singular noun)

Table 17 shows that *Friend* (NN1) could be preceded by possessive determiner form, article and adjective, and followed by coordinating conjunction, past form of lexical verb and preposition of OF in both 2009 and 2014 subcorpora. General determiner, preposition, adverb and adverb particle just occurred before *Friend,* and modal auxiliary verb, possessive pronoun, personal pronoun, neutral noun, -s form of the verb BE and preposition just came after *Friend* in 2009. Superlative adjective and the conjunction THAT preceded *Friend* and wh-pronoun, subordinating conjunction, and adverb followed *Friend* just in 2014 subcorpus.

Table 17: Collocations used with FRIEND (NN1)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Possessive determiner form	Coordinating conjunction	Possessive determiner	Past form of lexical verb
Adjective	Past form of lexical verb	Superlative adjective	-s form of the verb BE

Article	Modal auxiliary verb	Adjective	Preposition of OF
Preposition	Possessive determiner form	Article	Wh-pronoun
General determiner	Personal pronoun	The conjunction THAT	Coordinating conjunction
Adverb particle	Neutral noun		Subordinating conjunction
Adverb	-s form of the verb BE		Adverb
	Preposition of OF		
	Preposition		

Figures 4.32 and 4.33 show the high occurrence of possessive determiner in comparison to the low frequency of preposition and adverb particle, as a preceding part of speech, and the high occurrence of the past form of lexical verb and the preposition of OF in comparison to the low rate of modal auxiliary verb, possessive pronoun, neutral noun, -s form of the verb BE and preposition, as following parts of speech with *Friend* in the 2009 subcorpus.
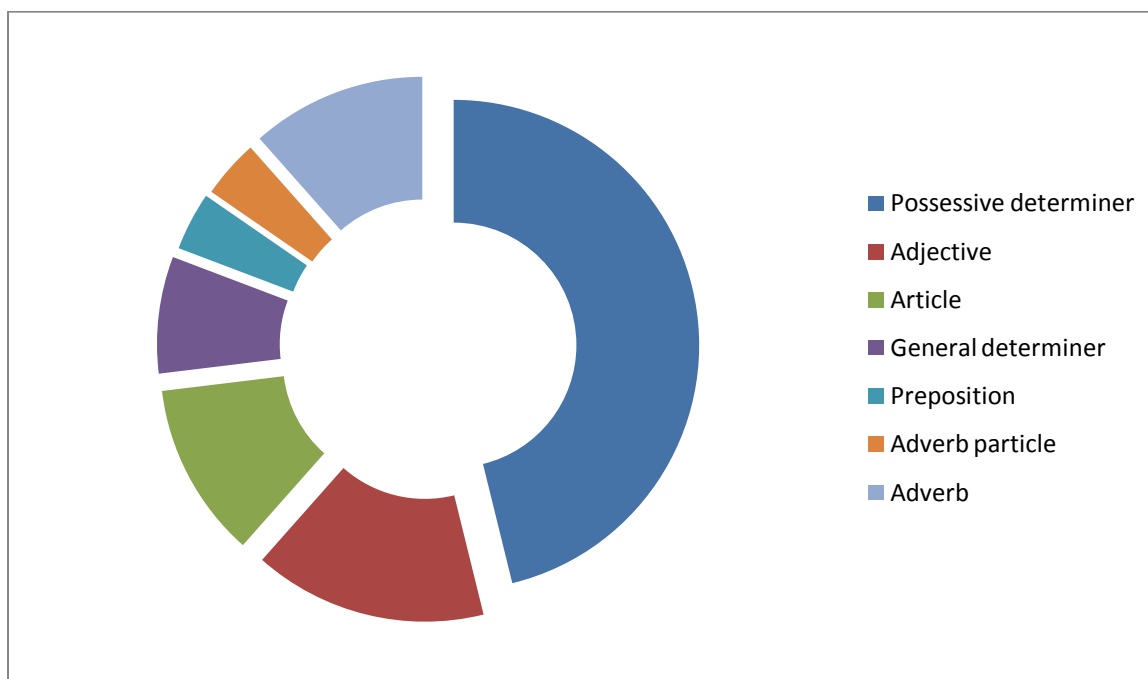
Figure 4.32. Distribution of preceding parts of speech in FRIEND concordance lines in 2009 subcorpus
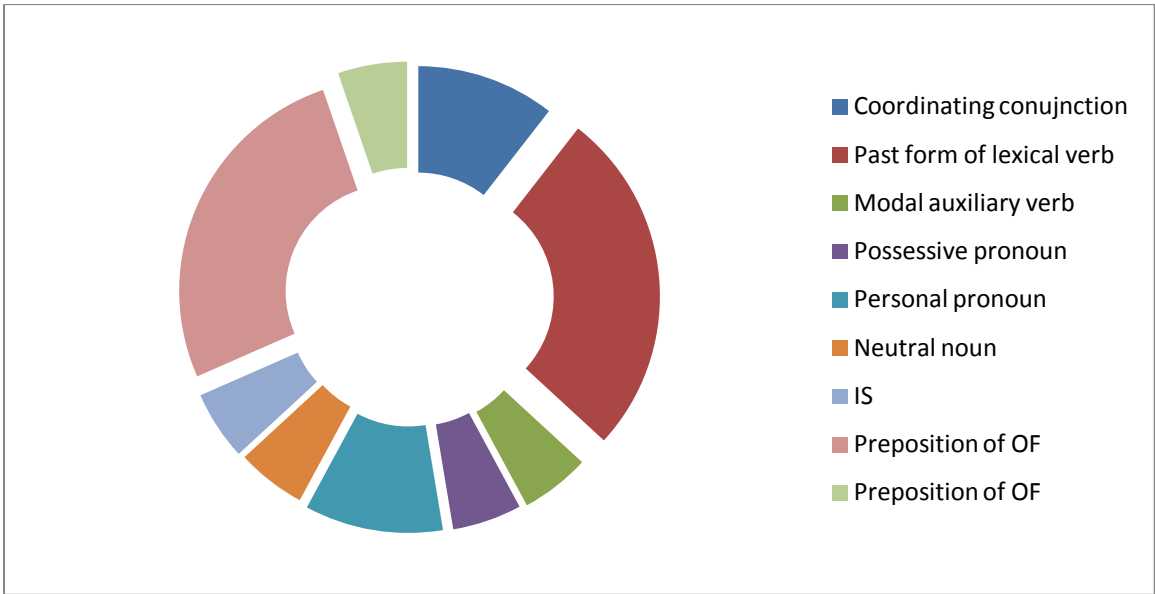
Figure 4.33. Distribution of following parts of speech in FRIEND concordance lines in 2009 subcorpus

Possessive determiner, as a preceding part of speech of *Friend*, and the preposition of OF, as a following collocation, occurred much more than the other parts of speech such as adjective, article, the conjunction THAT, the past form of lexical verb, coordinating conjunction, and subordinating conjunction (Figures 4.34 and 4.35).

Figure 4.34. Distribution of preceding parts of speech in FRIEND concordance lines in 2014 subcorpus
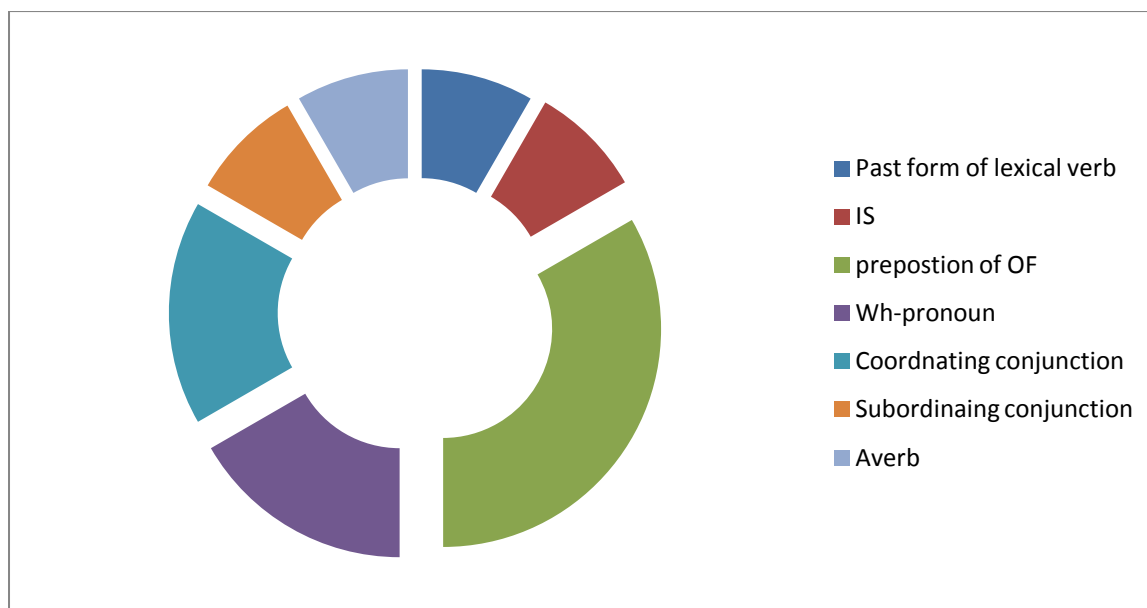
Figure 4.35. Distribution of following parts of speech in FRIEND concordance lines in 2014 subcorpus

Feel (Infinitive of the verb)

As shown in Table 18, *Feel* as an infinitive, was preceded by personal pronoun, modal auxiliary verb, and the negative NOT, and be followed by article and adjective in the essays written in 2009 and 2014 subcorpora. The preceding collocation of *Feel* was coordinating conjunction in 2009. *Feel* was followed by adverb and the conjunction THAT in 2009. The infinitive marker TO as preceding parts of speech and reflexive pronoun, wh-determiner and preposition as following collocations occurred with *Feel* in 2014.

Table 18: Collocations used with FEEL (VVI)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Article	Personal pronoun	Article
Coordinating conjunction	Adjective	Modal auxiliary verb	Reflexive pronoun
Modal auxiliary verb	Adverb	The negative NOT	Adjective
The negative NOT	The conjunction THAT	The infinitive marker TO	Wh-determiner
			Preposition

Feel (The base form of the verb)

Students used *Feel* as the base form of the verb with personal pronoun and adverb, as preceding parts of speech, and adverb, as a following part of speech, in both 2009 and 2014 essays. Adjective and coordinating conjunction, as preceding parts of speech, and adjective, subordinating conjunction, personal pronoun, and general determiner, as following collocation units, occurred in 2009 essays (Table 19). *Feel* also came before article, the base form of the verb BE, singular noun, and the past participle form of lexical verb in 2014 essays as shown in Table 19.

Table 19: Collocations used with FEEL (VVB)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Adjective	Personal pronoun	Adverb
Adjective	Adverb	Adverb	Article
Coordinating conjunction	Subordinating conjunction		The base form of the verb BE
Adverb	Personal pronoun		Singular noun
	General determiner		Past participle form of lexical verb

The high occurrence of personal pronoun in contrast to the low rate of adjective, modal auxiliary verb and coordinating conjunction, as preceding parts of speech of *Feel*, and adjective in contrast to adverb, subordinating conjunction and general determiner, as following collocations could be detected in students' essays in 2009 (Figures 4.36. and 4.37.).
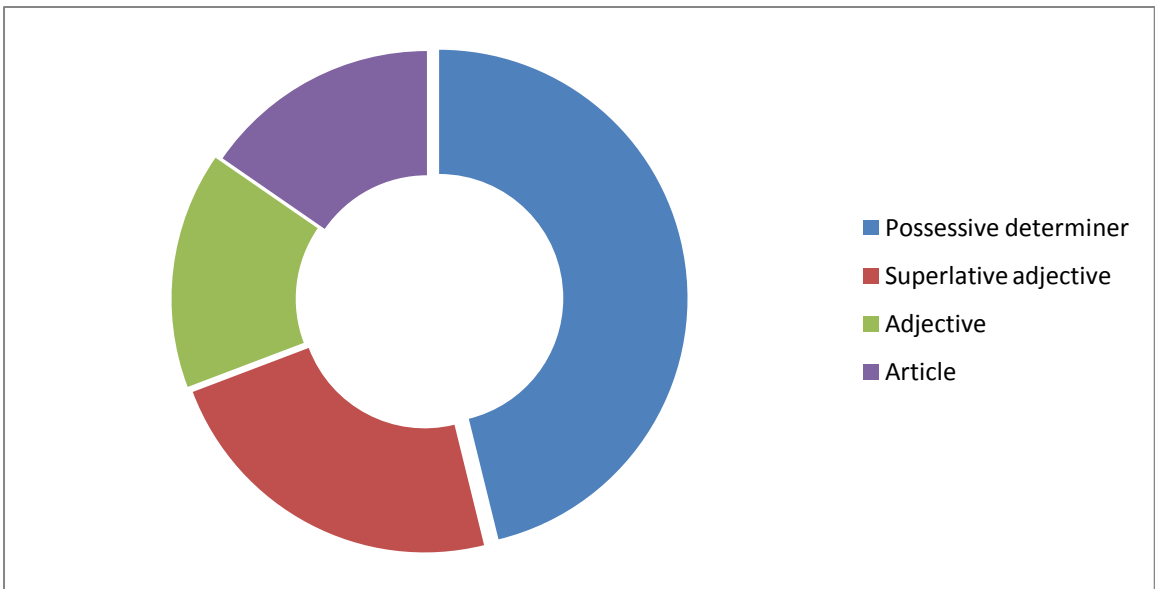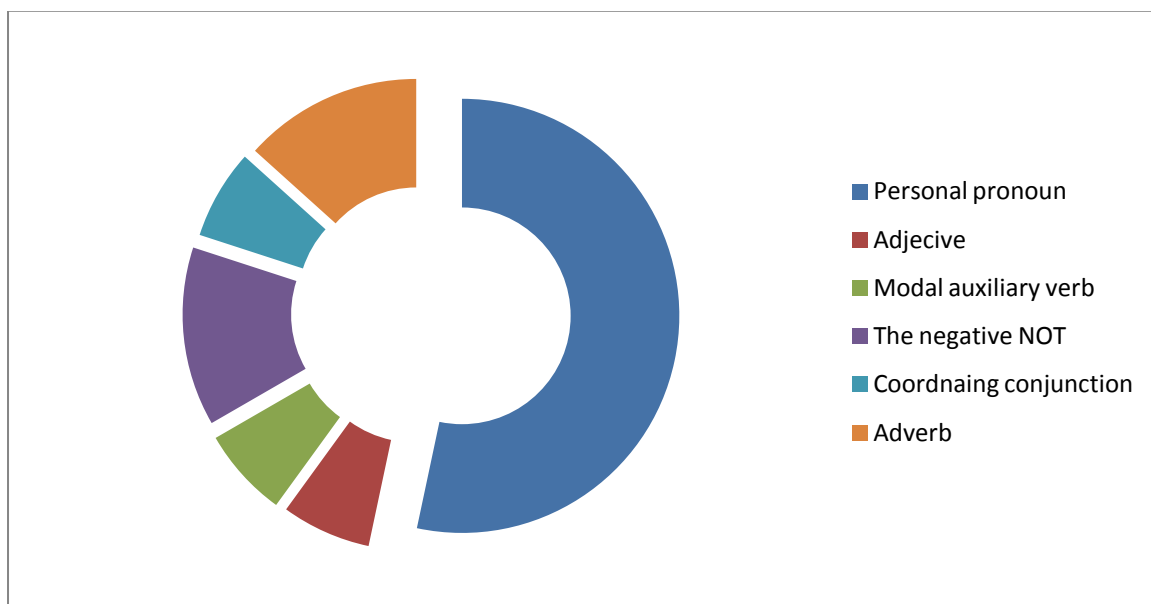
Figure 4.36. Distribution of preceding parts of speech in FEEL concordance lines in 2009 subcorpus
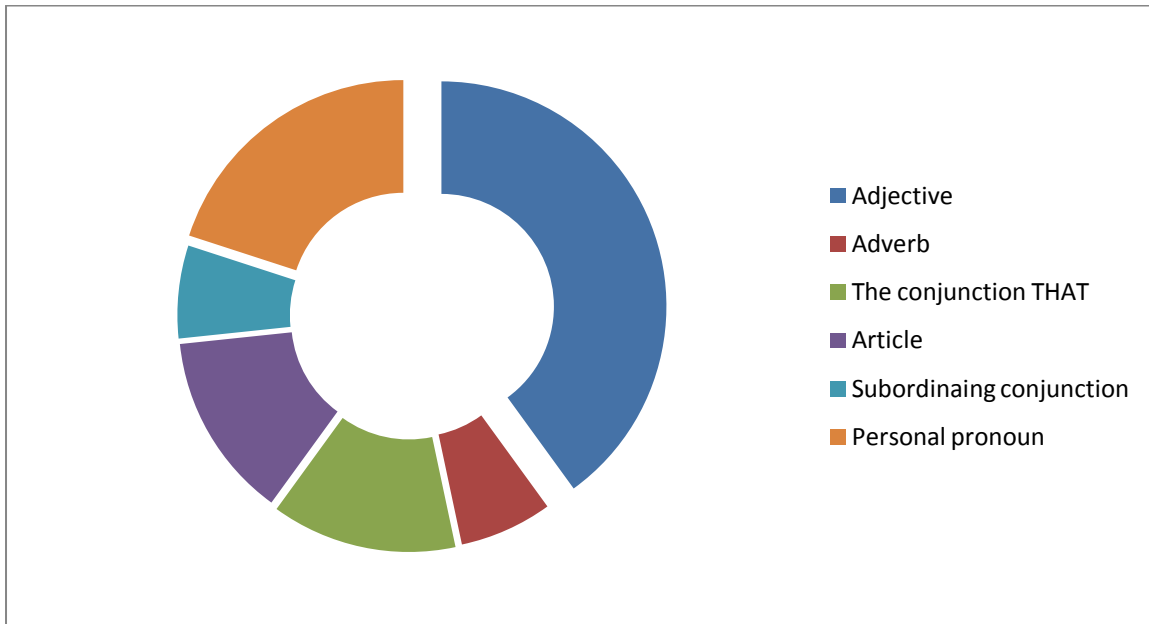
Figure 4.37. Distribution of following parts of speech in FEEL concordance lines in 2009 subcorpus

Figures 4.38 and 4.39 illustrate the high frequency rate in comparison to the quite noticeable occurrence of adverb and low occurrence of the negative NOT, modal auxiliary verb and the infinitive marker TO, as preceding collocations with FEEL in 2014. The frequency of the past form of lexical verb, article and singular noun occurrences was higher than preposition, reflexive pronoun, wh-determiner, the conjunction THAT, adverb and adjective occurrence rates as following parts of speech in the 2014 subcorpus (Figures 4.38 and 4.39).
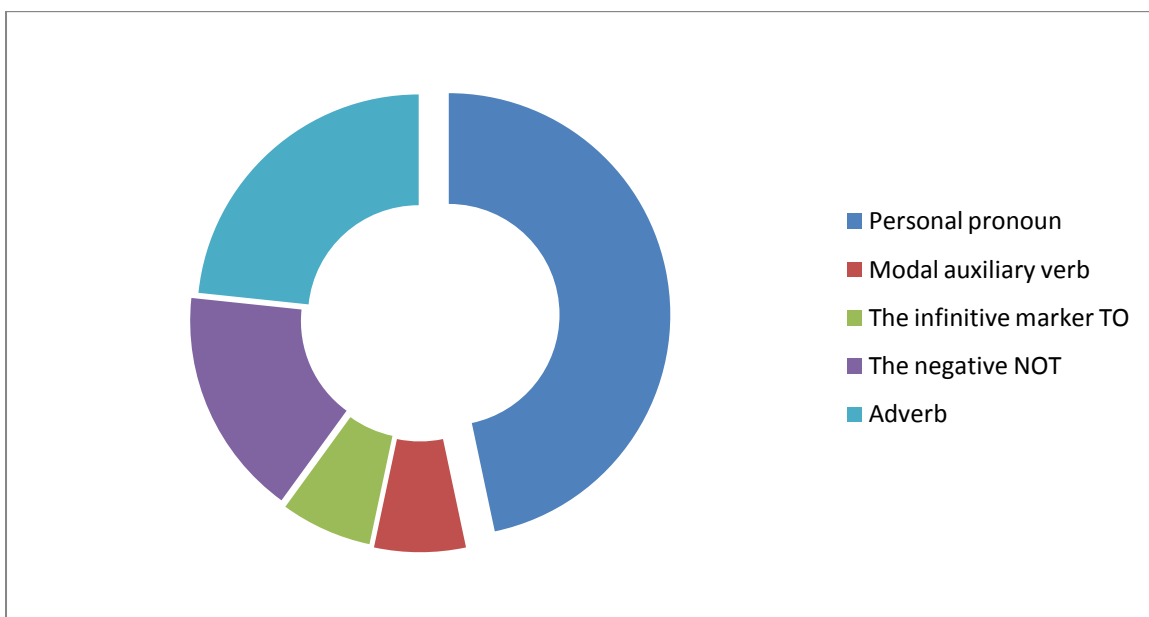
Figure 4.38. Distribution of preceding parts of speech in FEEL concordance lines in 2014 subcorpus
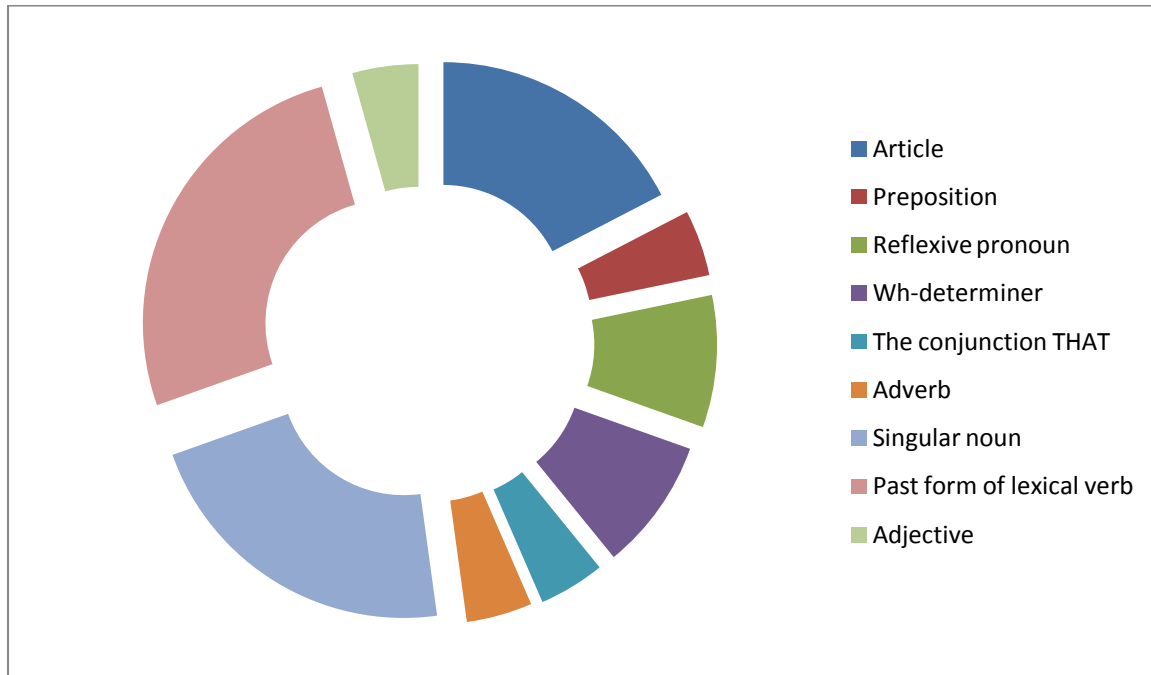
Figure 4.39. Distribution of following parts of speech in FEEL concordance lines in 2014 subcorpus

Calm (Adjective)

Calm was preceded by reflexive pronoun, and followed by coordinating conjunction, singular noun, and possessive determiner form in essays written in 2009. Coordinating conjunction as preceding part of speech, and subordinating and adverb as following parts of speech occurred in 2014. The results also indicated that adverb, as a preceding collocation, occurred in both 2009 and 2014 subcorpora (Table 20).

Table 20: Collocations used with CALM (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Adverb	Coordinating conjunction	Coordinating conjunction	Subordinating conjunction
Reflexive pronoun	Singular noun	Adverb	Adverb
Article	Possessive determiner form		Adjective

CALM (Singular noun)

Calm as a singular noun was preceded by article, personal pronoun, infinitive form of lexical verb, and followed by coordinating conjunction and prepositions (Table 21). *Calm* also came after –ing form of the verb BE and before preposition (Table 21).

Table 21: Collocations used with CALM (NN1)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Article	Coordinating conjunction	-ing form of the verb BE	Preposition
Personal pronoun	Preposition		
The base form of lexical verb			
Infinitive marker TO			

Calm (Infinitive of the verb)

Table 22 demonstrates how students used *Calm* as an infinitive form of the verb in both 2009 and 2014 subcorpora. *Calm* (VVI) was brought after infinitive marker TO, and before adverb particle, personal pronoun, and possessive determiner form in both subcorpora. However, adverb was the only part of speech preceding *Calm* (VVI) in 2009 subcorpus whereas it is personal pronoun which preceded *Calm* (VVI) in 2014 subcorpus essays.

Table 22: Collocations used with CALM (VVI)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Infinitive marker TO	Adverb particle	Infinitive marker TO	Adverb particle
Adverb	Personal pronoun	Personal pronoun	Personal pronoun
	Possessive determiner form		Possessive determiner form

Calm (The base form of the verb)

Adverb was the only part of speech preceding *Calm*, as the base form of the verb, in both subcorpora. *Calm* (VVI) was followed by subordinating conjunction and preposition, only in the 2014 subcorpus (Table 23).

Table 23: Collocations used with CALM (VVB)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Adverb	Preposition	Adverb	Subordinating conjunction
			Preposition

Figures 4.40 and 4.41 show the higher occurrence of the base form of lexical verb in comparison to the occurrence of article, reflexive pronoun, adverb and the preposition of OF, as preceding collocations, and the quite close rates of frequency of coordinating conjunction, singular noun, possessive pronoun, preposition, adverb particle and personal pronoun, as following parts of speech, in 2009 subcorpus.
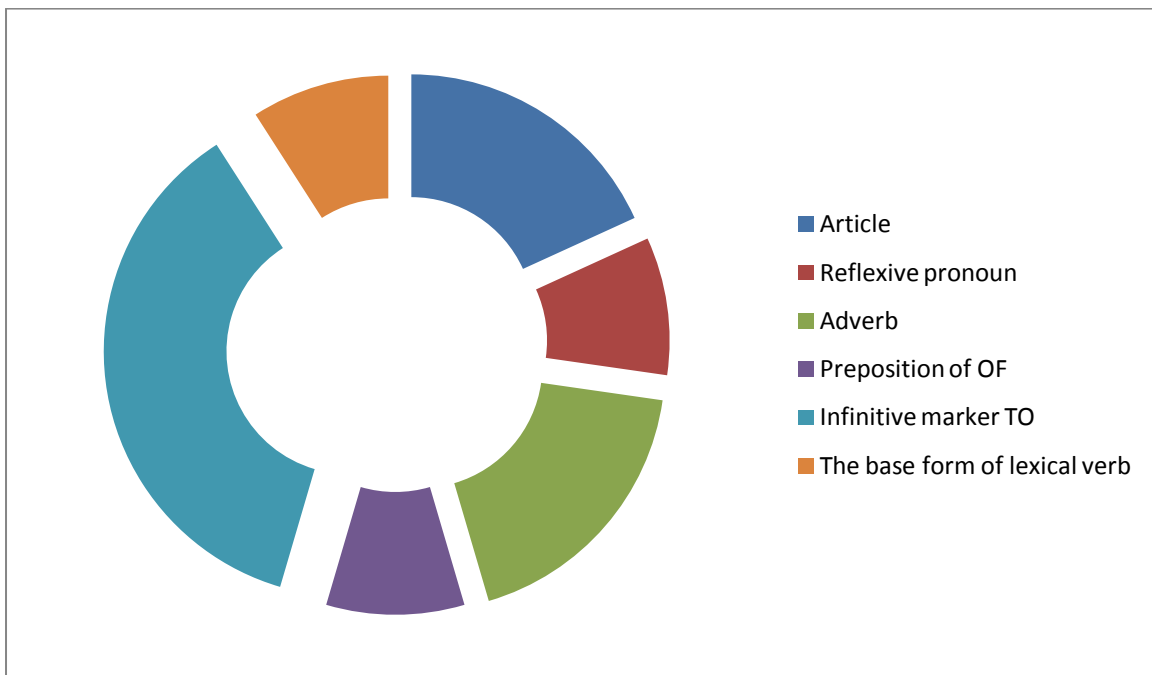
Figure 4.40. Distribution of preceding parts of speech in CALM concordance lines in 2009 subcorpus
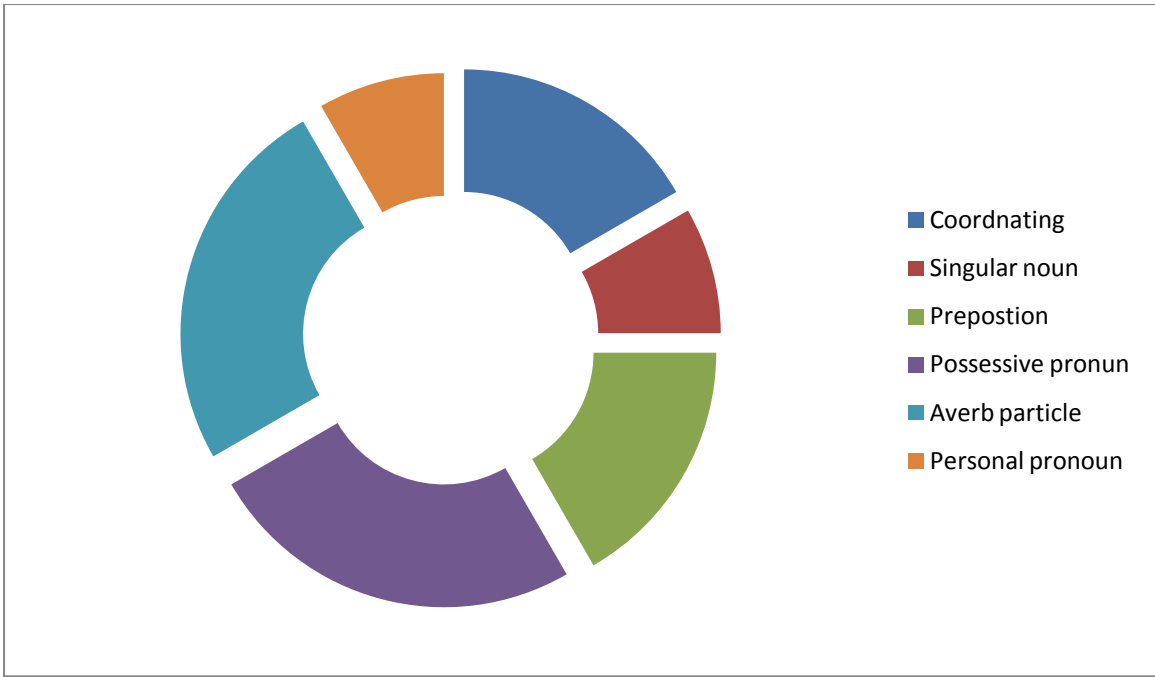
Figure 4.41. Distribution of following parts of speech in CALM concordance lines in 2009 subcorpus

The occurrence of the infinitive marker TO was higher than adverb, -ing form of the verb BE, personal pronoun and the negative NOT, as preceding collocations (Figure 4.42). The frequency analysis of collocations also showed the high frequency of adverb particle in comparison to the low rates of adjective, adverb, preposition, subordinating conjunction, coordinating conjunction, possessive determiner and personal pronoun rates, as following parts of speech with *Calm* in the 2014 subcorpus (Figure 4.43).

Figure 4.42. Distribution of preceding parts of speech in CALM concordance lines in 2014 subcorpus
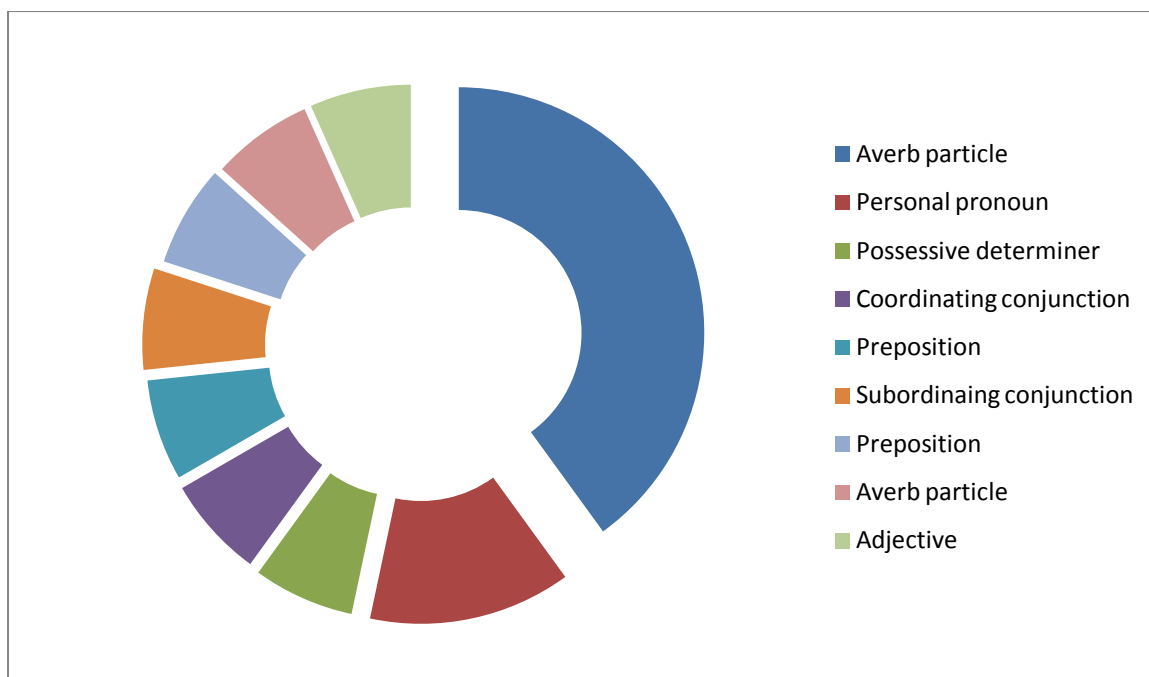
Figure 4.43. Distribution of following parts of speech in CALM concordance lines in 2014 subcorpus

Nervous (Adjective)

As is seen in Table 24, *Nervous* (ADJ) was preceded by the base form of the verb BE, adverb, -ing form of the verb BE, -infinitive of the verb BE, and coordinating conjunction, and followed by coordinating conjunction, subordinating conjunction, adverb, and singular noun in both 2009 and 2014 essays. –s form of lexical verb and preposition were just seen in 2009 subcorpus as preceding parts of speech with *Nervous* (ADJ) whereas the negative NOT, the past form of the verb BE, indefinite pronoun, -s form of the verb BE, adverb, possessive pronoun, and article were the only ones occurring before *Nervous* (ADJ) in 2014 essays. Table 24 demonstrates that singular noun, past tense of lexical verb, plural noun, -s form of the verb BE, and the conjunction THAT were the parts of speech following *Nervous* (ADJ) in 2009 subcorpus essays whereas coordinating conjunction, preposition, preposition of OF, and wh-determiner were the only parts of speech occurring after *Nervous* in 2014 written subcorpus.

Table 24: Collocations used with NERVOUS (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
The base form of the verb BE	Coordinating conjunction	The base form of the verb BE	Coordinating conjunction

-s form of lexical verb	The conjunction THAT	-s form of lexical verb	Preposition of OF
Adverb	-s form of the verb BE	Adverb	Preposition
-ing form of the verb BE	Adverb	Infinitive of the verb BE	Adverb
Infinitive of the verb BE	Singular noun	-ing form of the verb BE	Wh-determiner
Coordinating conjunction	Past form of lexical verb	The negative NOT	Subordinating conjunction
Preposition	Plural noun	-s form of the verb BE	Singular noun
	Subordinating conjunction	Adjective	
		Past form of the verb BE	
		Coordinating conjunction	
		Possessive pronoun	
		Article	
		Indefinite pronoun	

The occurrence of all preceding parts of speech and the most following collocations of *Nervous* was quite the same in the 2009 subcorpus. However, there was a higher rate of coordinating conjunction as a following collocation in the 2009 subcorpus (Figures 4.44 and 4.45)
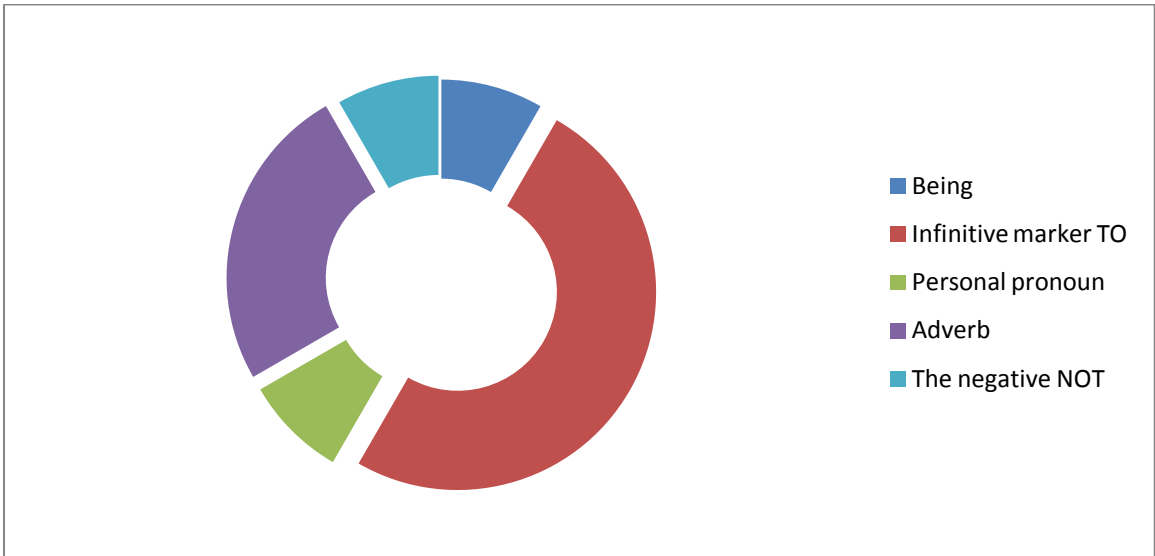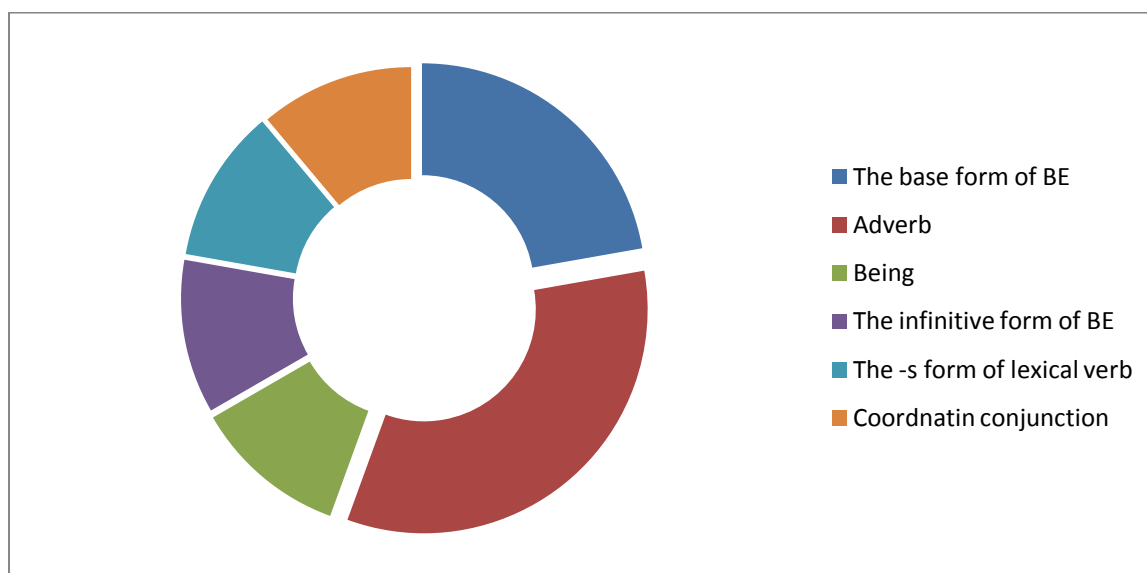

Figure 4.44. Distribution of preceding parts of speech in NERVOUS concordance lines in 2009 subcorpus
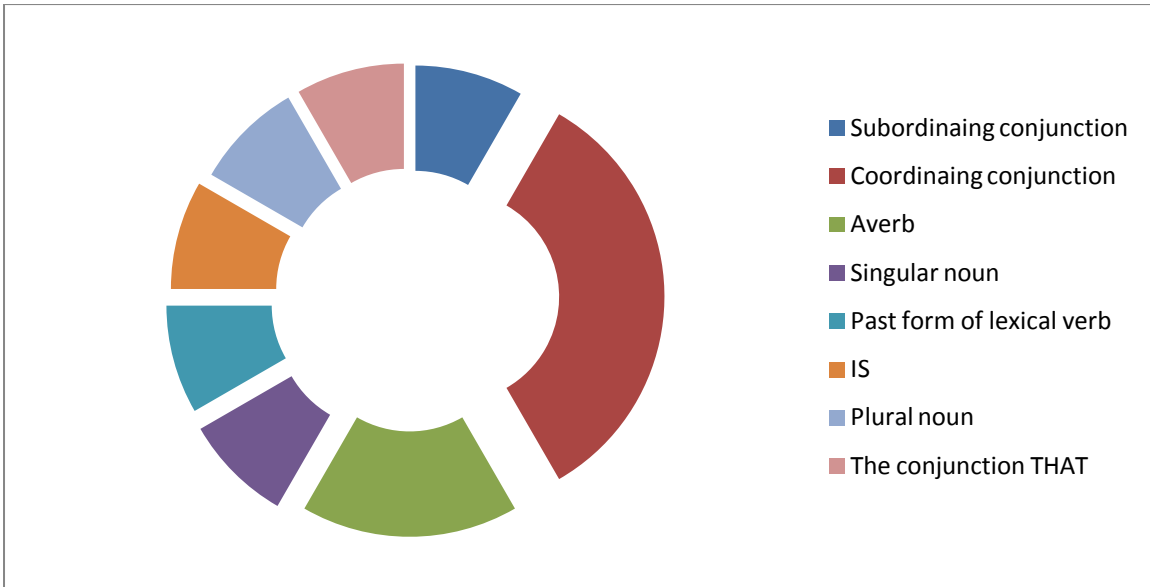
Figure 4.45. Distribution of following parts of speech in NERVOUS concordance lines in 2009 subcorpus

The higher occurrence of adverb, the base form of the verb BE, and possessive pronoun in comparison to the other preceding collocations is shown in Figure 4.46. Figure 4.47. They also show the high frequency of coordinating conjunction and preposition, and the low frequency of preposition, wh-determiner, subordinating conjunction, adverb and singular noun as following parts of speech with *Nervous*.
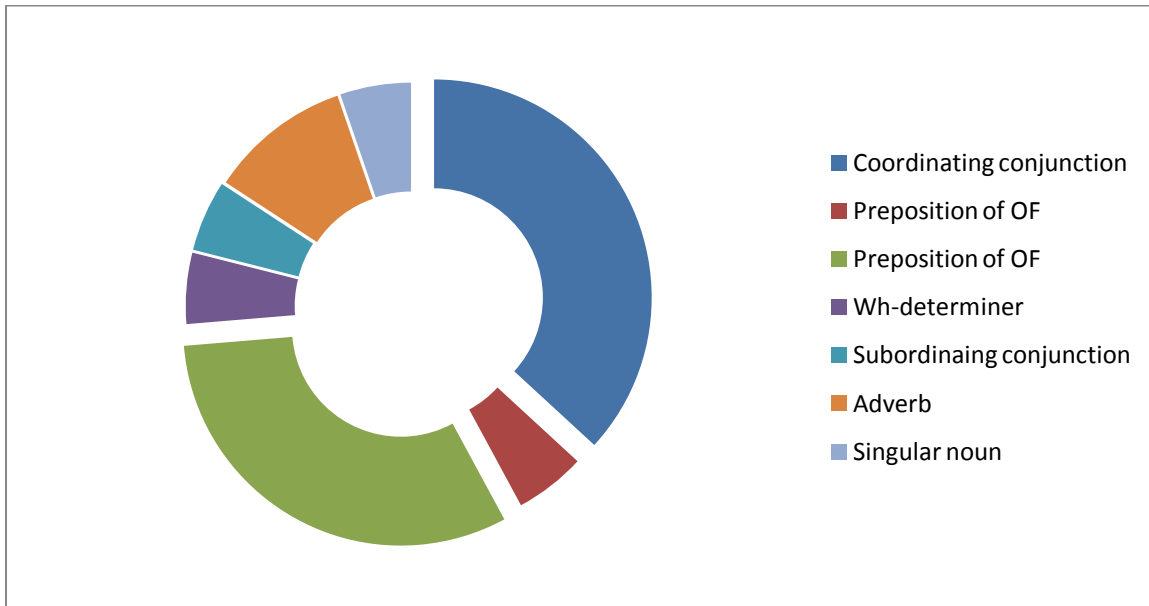
Figure 4.47. Distribution of following parts of speech in NERVOUS concordance lines in 2014 subcorpus

Kind (Adjective, Singular noun, Plural noun)

Kind was used as an adjective, a singular noun, and a plural noun (Tables 25 – 27). *Kind* as an adjective was only used in the 2009 subcorpus, preceded by adverb and followed by singular noun. *Kind* also followed the base form of the verb BE and preceded coordinating conjunction (Table 25). When it came to the use of *Kind* as a singular noun, it occurred in both 2009 and 2014 subcorpora. *Kind* (NN1) was preceded by general determiner and article, and followed by preposition of OF in both 2009 and 2014 subcorpora. The conjunction THAT, preceding *Kind* (NN1), and wh-determiner were just used in 2009 essays (Table 26). The only use of *Kind* as a plural noun, taking place between a wh-determiner and the preposition of OF, occurred in 2009 written subcorpus (Table 27).

Table 25: Collocations used with KIND (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Adverb	Singular noun	Base form of BE	Coordinating conjunction

Table 26: Collocations used wit KIND (NN1)

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Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
The conjunction THAT	Wh-determiner	General determiner	Preposition of OF
	Preposition of OF	Article	Singular noun

Table 27: Collocations used with KIND (NN2)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
		Wh-determiner	Preposition of OF

All preceding parts of speech of *Kind* occurred with mostly the same rates of frequency in students' essays in 2009 (Figure 4.48). The frequency of preposition of OF, as a following collocation of *Kind*, was higher than the other parts of speech shown in Figure 4.49.
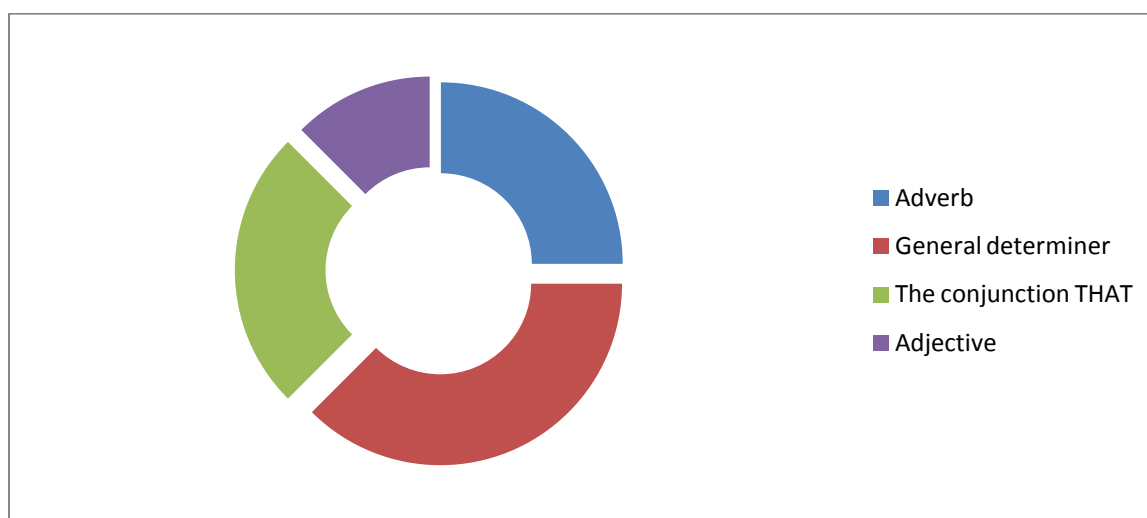
Figure 4.48. Distribution of preceding parts of speech in KIND concordance lines in 2009 subcorpus
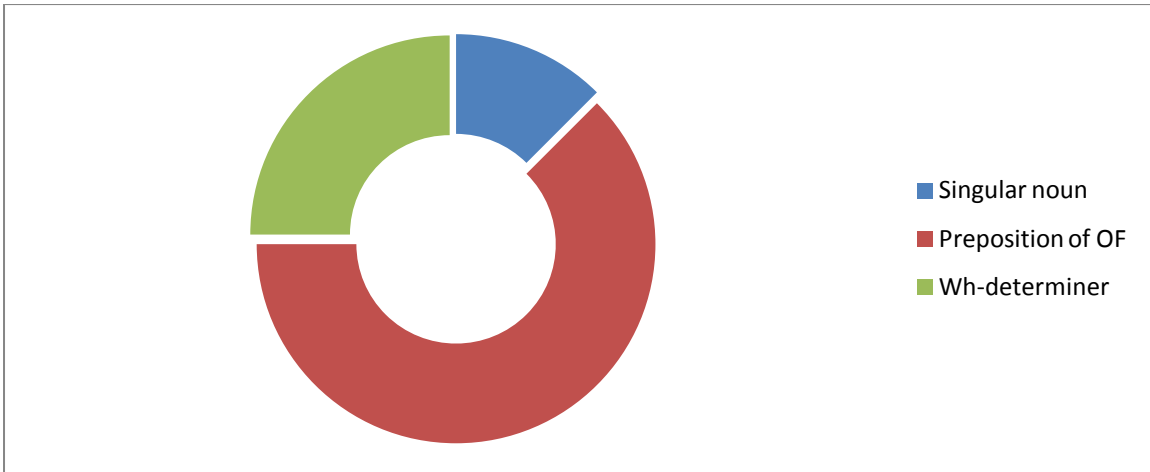
Figure 4.49. Distribution of following parts of speech in KIND concordance lines in 2009 subcorpus

The analysis of the preceding and following collocations of *Kind* in the 2014 subcorpus indicated the high occurrence of general determiner (Figure 4.50), and the extremely high frequency of preposition of OF (Figure 4.51)
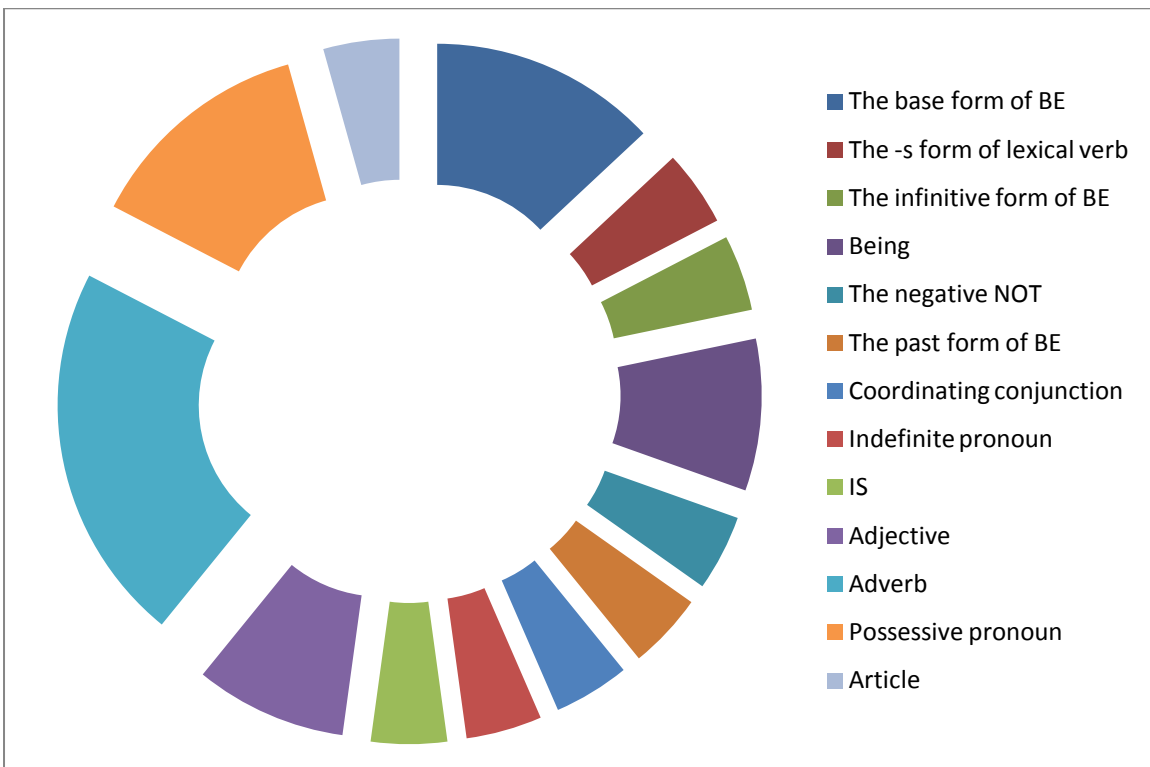

Figure 4.50. Distribution of preceding parts of speech in KIND concordance lines in 2014 subcorpus
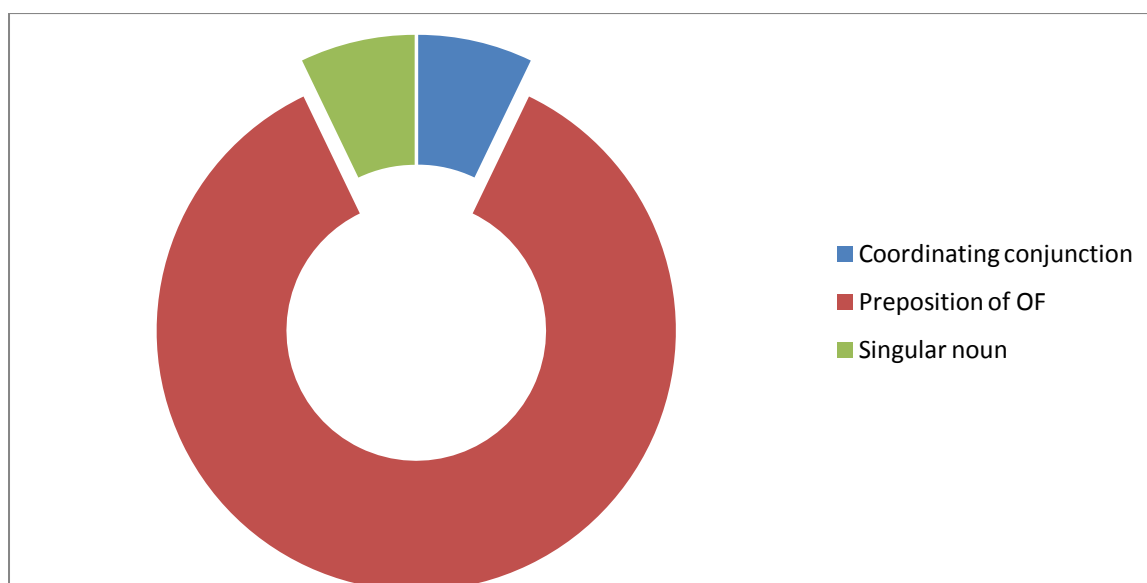
Figure 4.51. Distribution of following parts of speech in KIND concordance lines in 2014 subcorpus

Stress (Singular noun)

As is shown in Table 28, *Stress* as a singular noun was preceded by article, adjective, preposition of OF, and preposition, and followed by coordinating conjunction, personal pronoun, preposition, and –s form of the verb BE in both 2009 and 2014 subcorpora. Singular noun, and infinitive form of lexical verb, as preceding parts of speech, and singular noun, subordinating conjunction, article, and past form of the verb BE, as following parts of speech were just seen in 2009 essays. –ing form of lexical verb, infinitive marker TO, coordinating conjunction, the conjunction of THAT, and general determiner, occurred before *Stress* (NN1), and the base form of the verb BE, -ing form of the verb BE, modal auxiliary verb, and plural noun followed *Stress* (NN1) only in the 2014 subcorpus (Table 28).

Table 28: Collocations used with STRESS (NN1)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Infinitive of lexical verb	Coordinating conjunction	Adjective	Coordinating conjunction
Article	Singular noun	Preposition	Personal pronoun
Adjective	Subordinating conjunction	Preposition of OF	The base form of the verb BE
Preposition	Past form of the verb BE	-ing form of lexical verb	Modal auxiliary verb
Preposition of OF	-s form of the verb	Infinitive marker TO	-ing form of the verb

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	BE		BE
Singular noun	Personal pronoun	Coordinating conjunction	Plural noun
	Past form of the verb BE	General determiner	Preposition
		Article	Indefinite pronoun
		The conjunction THAT	-s form of the verb BE

Stress was accompanied by more frequent occurrence of adjective in comparison to –ing form of lexical verb, article, preposition and singular noun, as preceding parts of speech, and coordinating conjunction, singular noun, subordinating, -s form of BE, preposition, the past of BE, personal pronoun and article, with quite the same amount of frequency, as following collocations in the 2014 subcorpus (Figures 4.52 and 4.53).
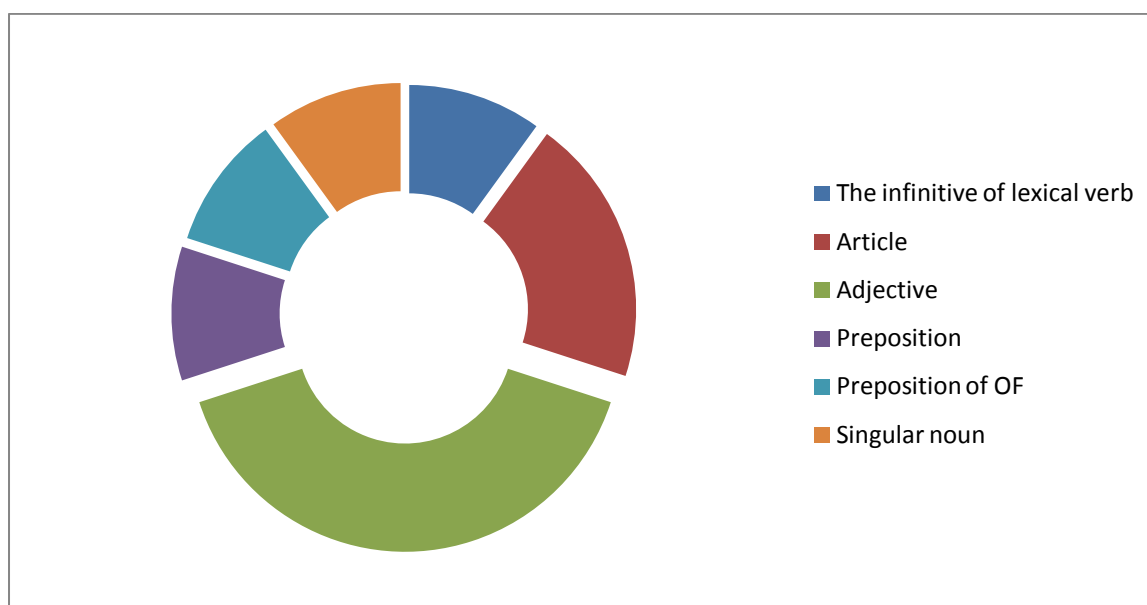
Figure 4.52. Distribution of preceding parts of speech in STRESS concordance lines in 2009 subcorpus
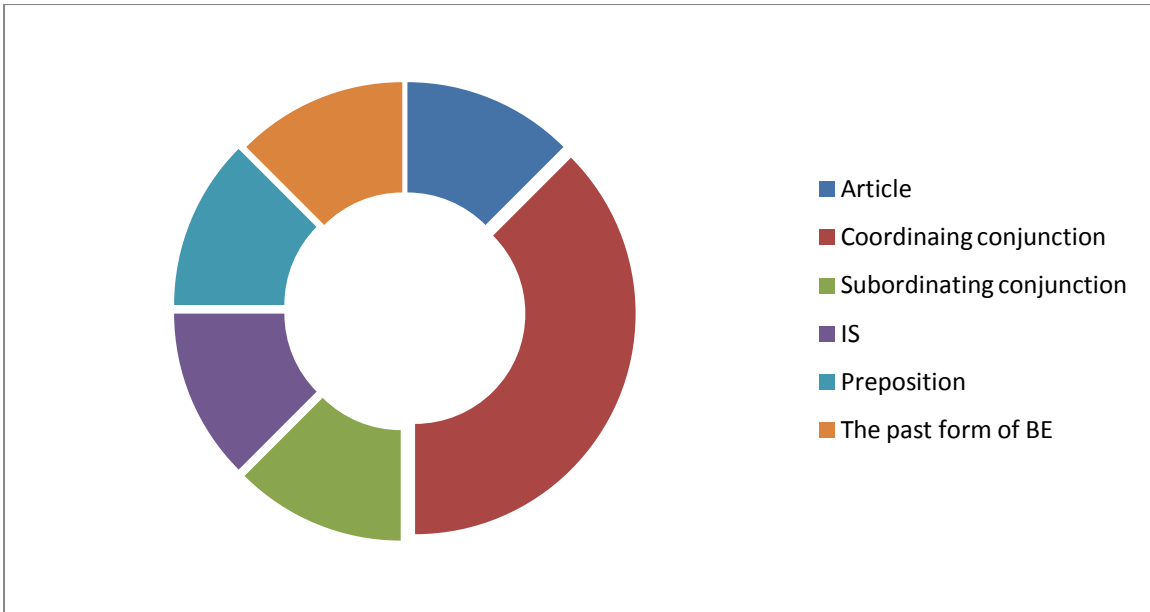
Figure 4.53. Distribution of following parts of speech in STRESS concordance lines in 2009 subcorpus

Figures 4.54 and 4.55 demonstrate the high occurrence of adjective as a preceding part of speech, and the high rate of coordinating conjunction as following collocation of *Stress* in the 2014 subcorpus.

Figure 4.54. Distribution of preceding parts of speech in STRESS concordance lines in 2014 subcorpus
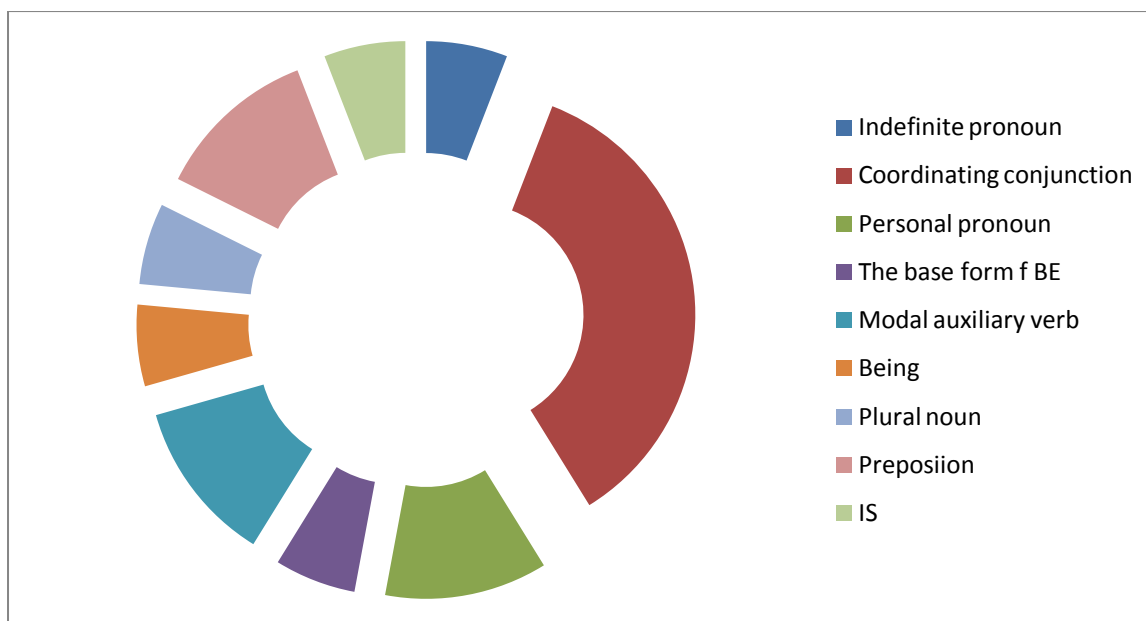
Figure 4.55. Distribution of following parts of speech in STRESS concordance lines in 2014 subcorpus

Positive (Adjective)

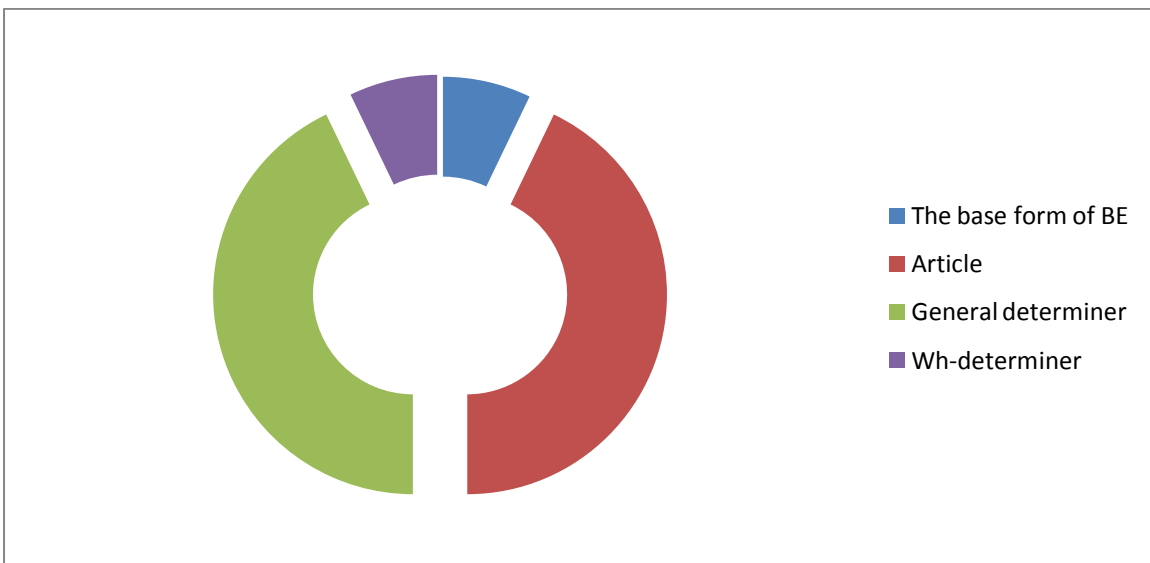*Positive* as an adjective was preceded by coordinating conjunction, adverb and article and followed by coordinating conjunction, singular noun, plural noun, and –ing form of lexical verb in both 2009 and 2014 subcorpora. Infinitive of the verb BE, -ing form of lexical verbs, and the base form of lexical verb occurred before *Positive* (ADJ) in just 2009 subcorpus. The other alternative collocations used in 2014 written samples were possessive determiner form, personal pronoun, general determiner, preposition of OF, adjective, article and infinitive of lexical verb, preceding *Positive* (ADJ), and neutral noun, following *Positive* (ADJ) (Table 29).

Table 29: Collocations used with POSITIVE (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Adverb	Coordinating conjunction	Coordinating conjunction	Coordinating conjunction
Coordinating conjunction	Singular noun	Article	Singular noun
Infinitive of the verb BE	Plural noun	-ing form of the verb BE	Plural noun
Article	-ing form of lexical verb	Possessive determiner form	Neutral noun
Possessive pronoun		Personal pronoun	-ing form of lexical

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			verb
-ing form of lexical verb		General determiner	
The base form of lexical verb		Infinitive of lexical verb	
		Adjective	
		Adverb	
		Preposition o OF	

Figure 4.56 demonstrates that coordinating conjunction, as a preceding collocation, occurred more than the other parts of speech with *Positive* in the 2009 compiled essays. The results of following collocations pinpointed the equal rate of frequency of coordinating conjunction, singular noun, plural noun and the –ing form of lexical verb occurrence in the 2009 concordance lines (Figure 4.57).
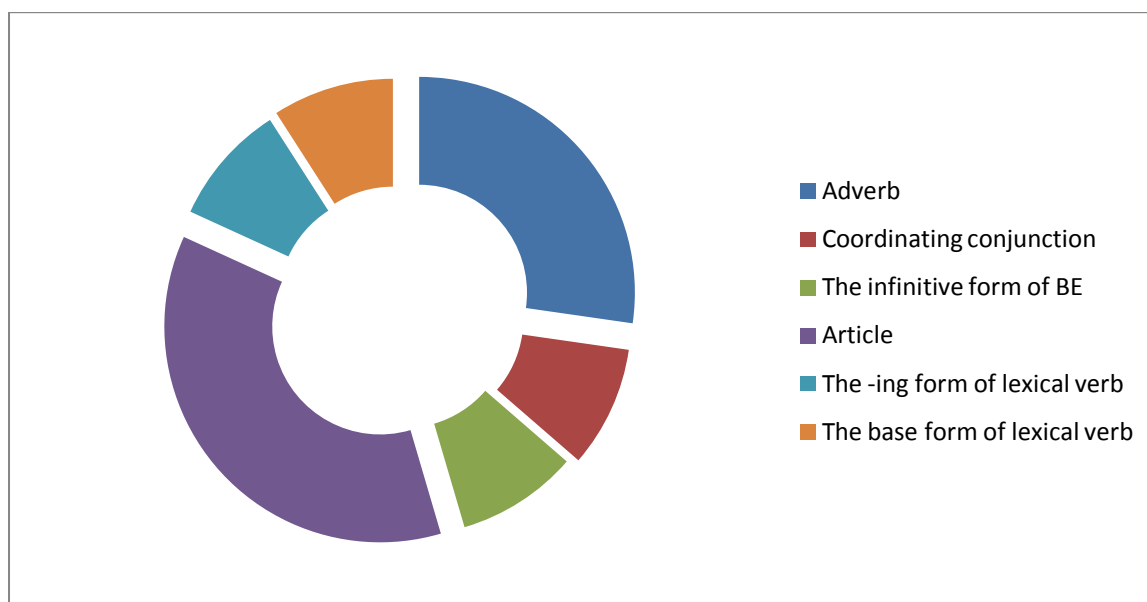
Figure 4.56. Distribution of preceding parts of speech in POSITIVE concordance lines in 2009 subcorpus
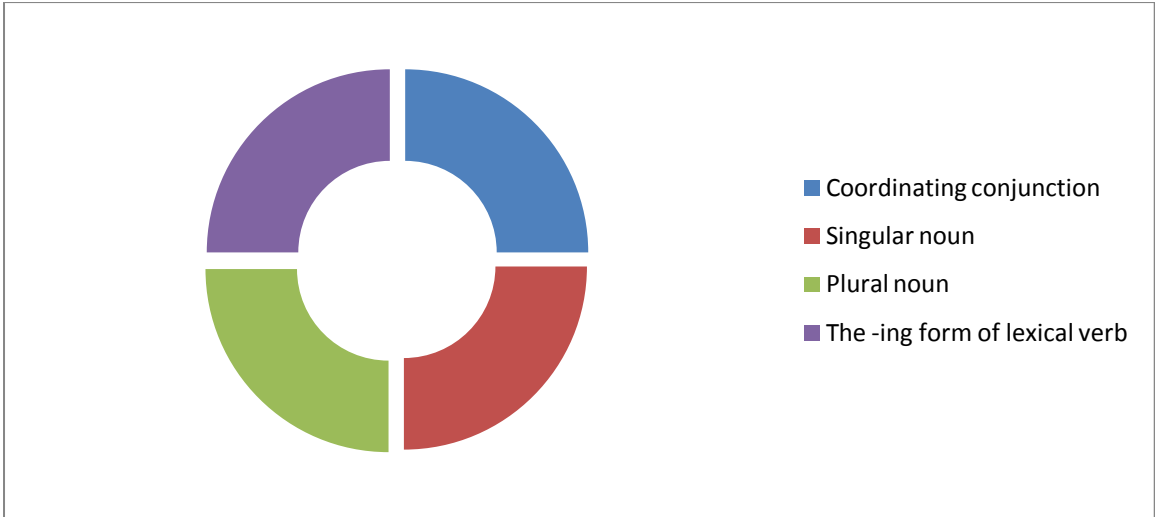
Figure 4.57. Distribution of following parts of speech in POSITIVE concordance lines in 2009 subcorpus

The analysis of 2014 concordance lines indicated the high occurrence of article as a preceding part of speech, and plural noun, as a following collocation, coming with *Positive* (Figures 4.58 and 4.59). The figures also show the close rates of other preceding and following collocations with *Positive*.

Figure 4.58. Distribution of preceding parts of speech in POSITIVE concordance lines in 2014 subcorpus
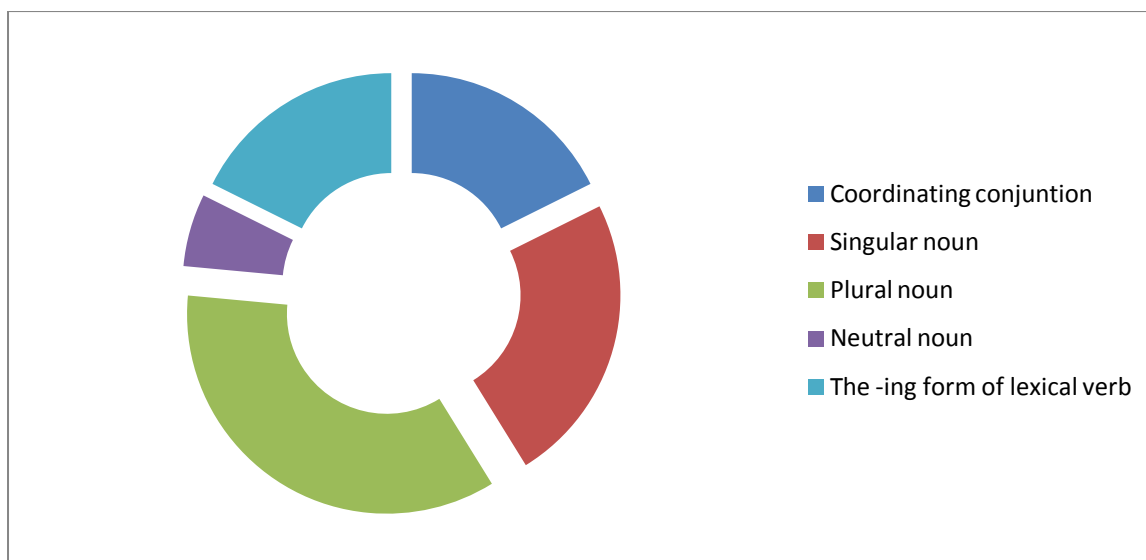
Figure 4.59. Distribution of following parts of speech in POSITIVE concordance lines in 2014 subcorpus

Important (Adjective)

Table 30 indicates that adverb and article preceded *Important* (ADJ) while singular noun, plural noun, and preposition followed *Important* (ADJ) in both 2009 and 2016 written subcorpora. Preposition and –s form of the verb BE, as preceding parts of speech, and coordinating conjunction, and personal pronoun as following collocations occurred in 2009 essays. The distinguished parts of speech detected in the 2014 essays were general determiner form and coordinating conjunction as preceding parts of speech, and –s form of the verb DO, infinitive marker TO, and article following *Important* (ADJ).

Table 30: Collocations used with IMPORTANT (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Adverb	Singular noun	Adverb	Singular noun
Preposition	Plural noun	Article	Plural noun
Article	Coordinating conjunction	General determiner	Infinitive marker TO
-s form of the verb BE	Personal pronoun	Coordinating conjunction	-s form of the verb DO
	Preposition		Preposition
			Article

Figure 4.60 and 4.61 illustrate the close occurrence of preceding and following parts of speech with *Important* in the 2009 subcorpus. Figures 4.62 and 4.63 demonstrate the high

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rate of article and adverb, as preceding collocations, and singular noun, as a following part of speech, accompanying *Important* in the students' texts gathered in 2014 subcorpus.
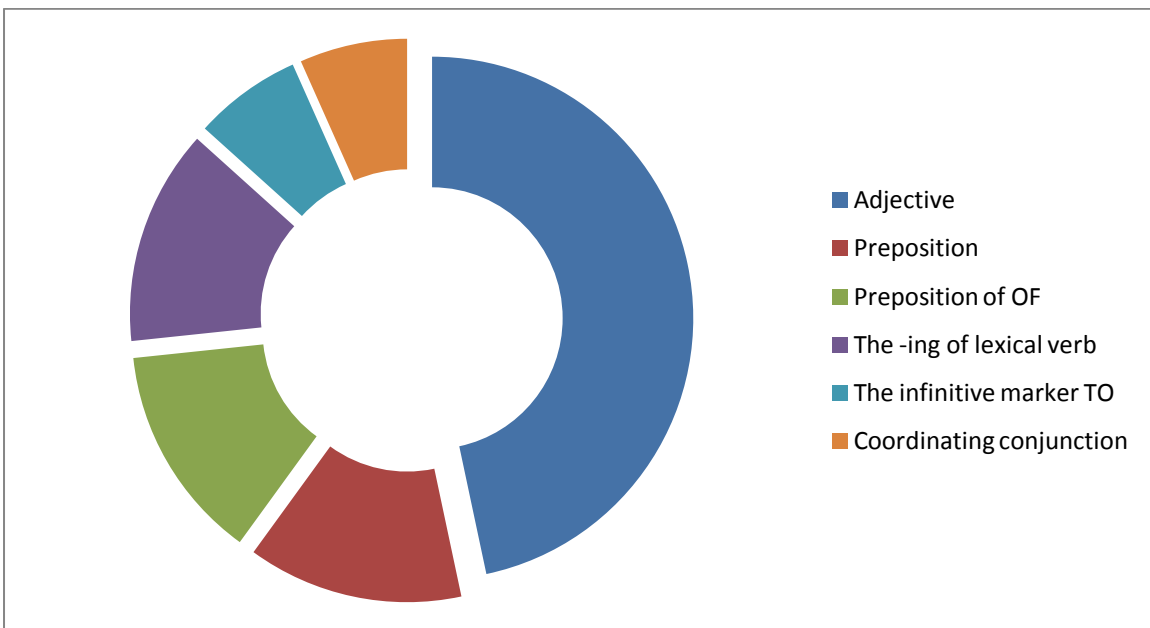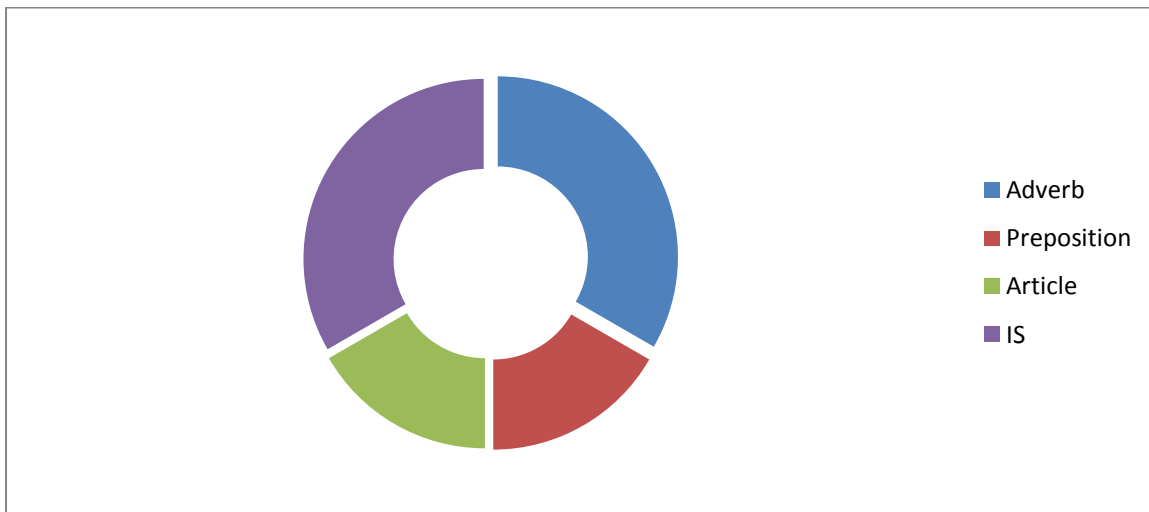

Figure 4.60. Distribution of preceding parts of speech in IMPORTANT concordance lines in 2009 subcorpus
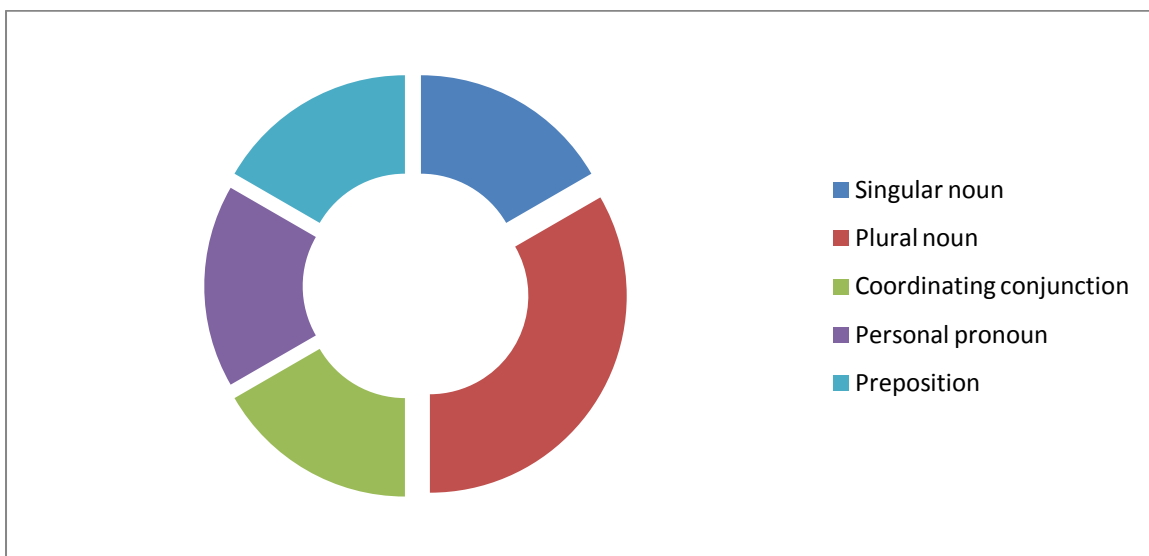
Figure 4.61. Distribution of following parts of speech in MPORTANT concordance lines in 2009 subcorpus
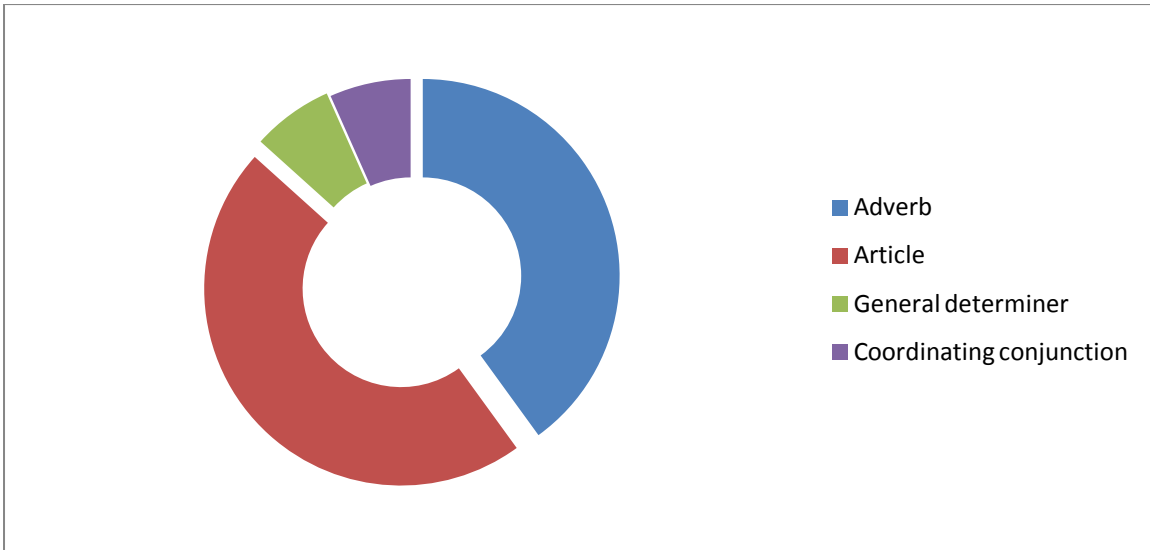
Figure 4.62. Distribution of preceding parts of speech in IMPORTANT concordance lines in 2014 subcorpus

Figure 4.63. Distribution of following parts of speech in IMPORTANT concordance lines in 2014 subcorpus

Enjoy (Infinitive of the verb)

Students preferred to use *Enjoy* as the infinitive form of the verb with modal auxiliary verb and the negative NOT, in the preceding position, and –ing form of lexical verb, singular noun, plural noun and possessive determiner form, in the following position in the 2009 corpus (Table 31). –s form of the verb was the distinctive part of speech occurring prior to

Enjoy (VVI) in 2014 essays. Infinitive marker TO, before *Enjoy* (VVI), and article, after the verb were the only two parts of speech used in both 2009 and 2014 subcorpora.

Table 31: Collocations used with ENJOY (VVI)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Infinitive marker TO	-ing form of lexical verb	Infinitive marker TO	Article
Modal auxiliary verb	Singular noun	-s form of the verb BE	-ing form of the verb BE
The negative NOT	Reflexive pronoun	The negative NOT	Reflexive pronoun
	Article	Singular noun	General determiner
	Possessive determiner form	Personal pronoun	Singular noun
		Adverb	Personal pronoun

Enjoy (The base form of the verb)

Enjoy as the base form of the verb was preceded by adverb, the negative NOT, coordinating conjunction, and Wh-pronoun, and followed by article, personal pronoun, possessive pronoun, and singular noun in the 2009 essays. The only part of speech taking place in the following position in both 2009 and 2014 subcorpora was possessive determiner form (Table 32). The other alternative following collocation with *Enjoy* (VVB) was subordinating conjunction.

Table 32: Collocations used with ENJOY (VVB)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Wh-pronoun	Article		Possessive determiner form
Adverb	Personal pronoun		Subordinating conjunction
The negative NOT	Singular noun		
Coordinating conjunction	Possessive determiner form		

There was a little difference between the occurrences of preceding parts of speech with *Enjoy* in the 2009 subcorpus (Figure 4.64). Possessive pronoun, as a following part of speech,

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occurred more than the other collocations including reflexive pronoun, singular noun, article and –ing form of lexical verb (Figure 4.65).
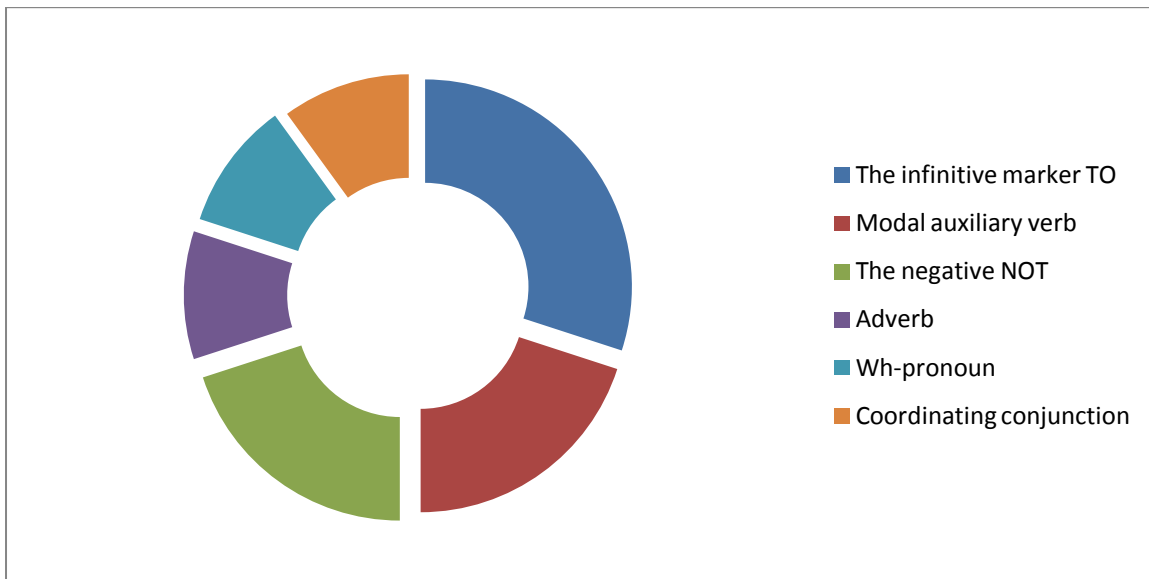
Figure 4.64. Distribution of preceding parts of speech in ENJOY concordance lines in 2009 subcorpus
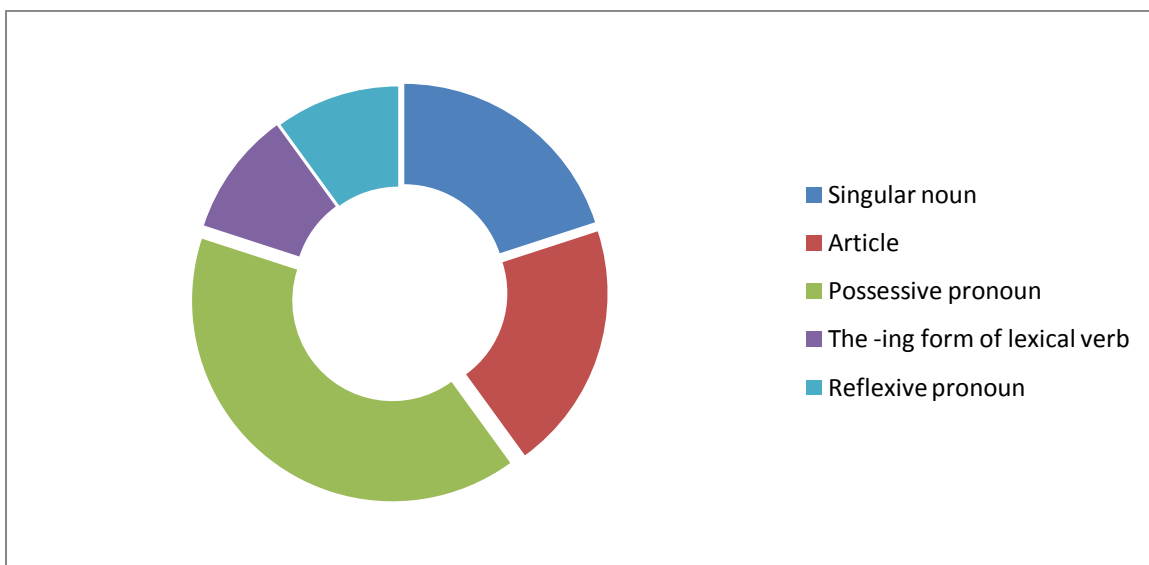
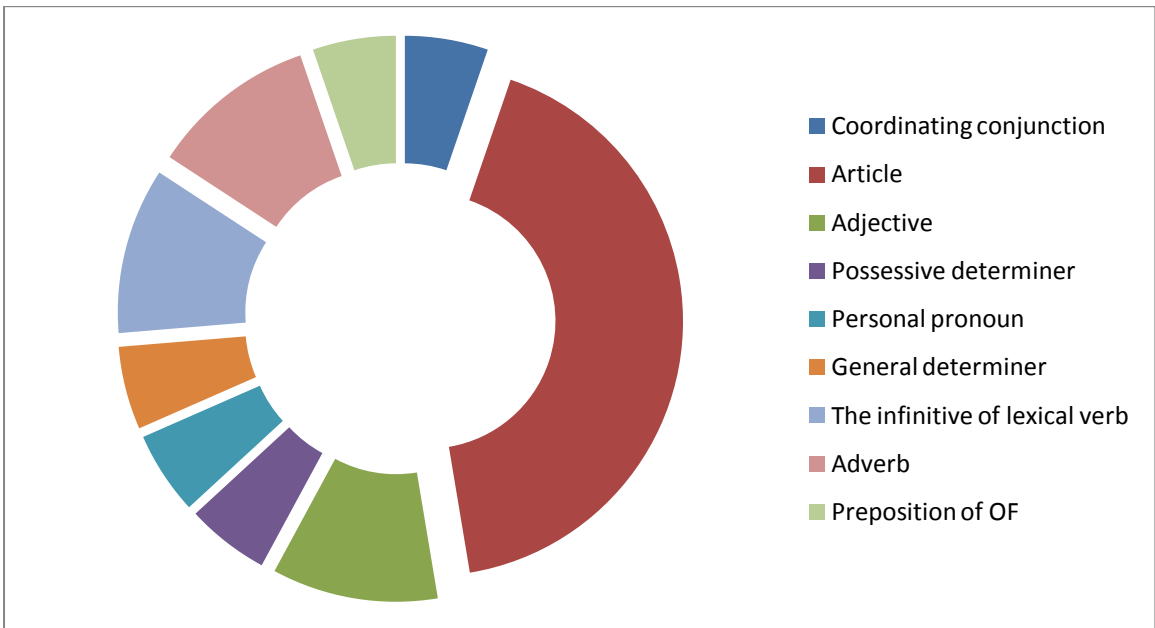**Figure 4.65. Distribution of following parts of speech in ENJOY concordance lines in 2009 subcorpus**

Singular noun, plural noun, adjective, adverb and –s form of the verb BE occurred once in comparison to the higher rates of the negative NOT frequency, as preceding collocations of *Enjoy* (Figure 4.66). Furthermore, Figure 4.67 shows the higher occurrence frequency of article and possessive pronoun as following collocations in the 2014 subcorpus.

Figure 4.66. Distribution of preceding parts of speech in ENJOY concordance lines in 2014 subcorpus
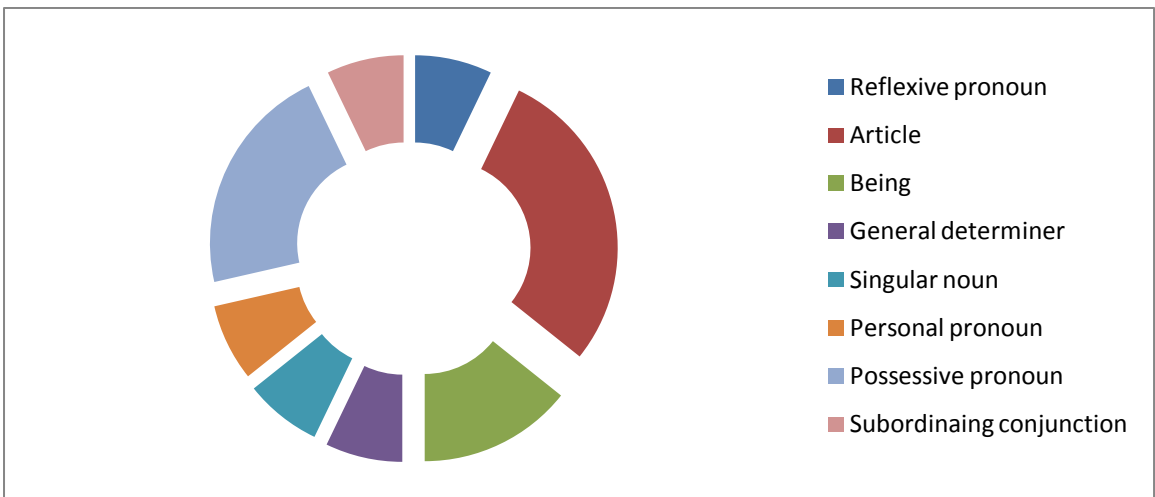
Figure 4.67. Distribution of following parts of speech in IMPORTANT concordance lines in 2009 subcorpus

Mean (The base form of the verb, Infinitive form of the verb)

Mean as the base form of the verb came after personal pronoun and before the conjunction THAT in both 2009 and 2014 concordance lines. Article, -s form of the verb BE, personal pronoun and singular noun occurred as following parts of speech in the essays compiled in 2009. *Mean* was also preceded by adverb and followed by –ing form of the verb BE, singular noun, and preposition in the essays gathered in the 2014 subcorpus (Table 33). When *Mean* was used as its infinitive form, it occurred after the negative NOT, and before singular noun

in the 2009 subcorpus. *Mean* (VVI) also came after adverb and before the conjunction THAT in the 2014 subcorpus (Table 34).

Table 33: Collocation used with MEAN (VVB)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Article	Personal pronoun	-ing form of the verb BE
	The conjunction THAT	Adverb	Singular noun
	-s form of the verb BE	The negative NOT	Preposition
	Personal pronoun	Wh-pronoun	The conjunction THAT
	-s form of the verb DO		

Table 34: Collocations used with MEAN (VVI)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
The negative NOT	Singular noun	Adverb	The conjunction THAT

Personal pronoun occurred more than the negative NOT as a preceding part of speech (Figure 4.68), and there were quite the same occurrences of article, -s form of the verb BE, personal pronoun, singular noun, the conjunction THAT, and –s form of the verb DO as following collocations (Figure 4.69) in the 2009 concordance lines.
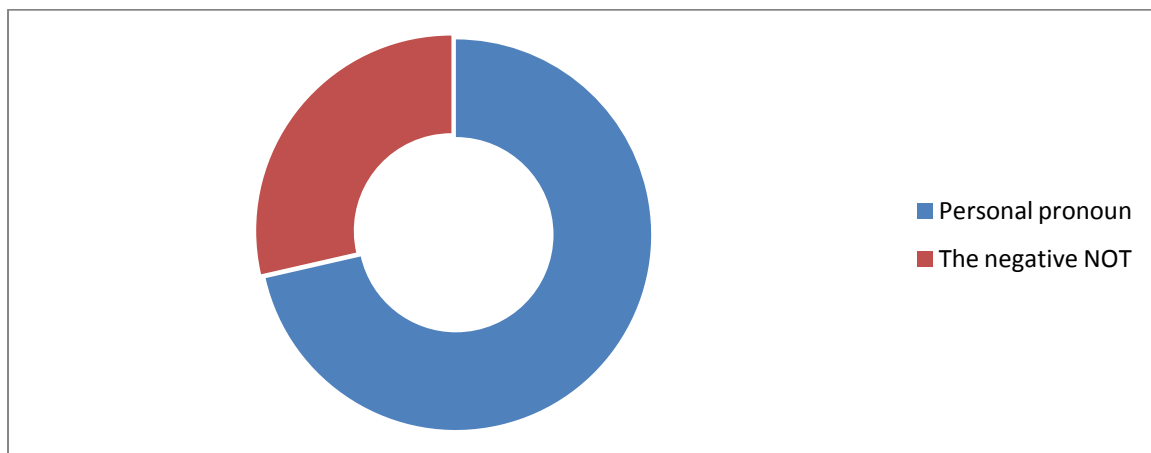
Figure 4.68. Distribution of preceding parts of speech in MEAN concordance lines in 2009 subcorpus

Figure 4.69. Distribution of following parts of speech in MEAN concordance lines in 2009 subcorpus

The equal rates of personal pronoun, adverb and the negative NOT frequency and one-time occurrence of wh-pronoun, and the conjunction of THAT, as preceding collocations, are demonstrated in Figure 4.70. The highest frequency amount of the conjunction THAT and one-time occurrence of –ing form of the verb BE, singular noun, and preposition as following parts of speech is also illustrated in Figure 4.71.
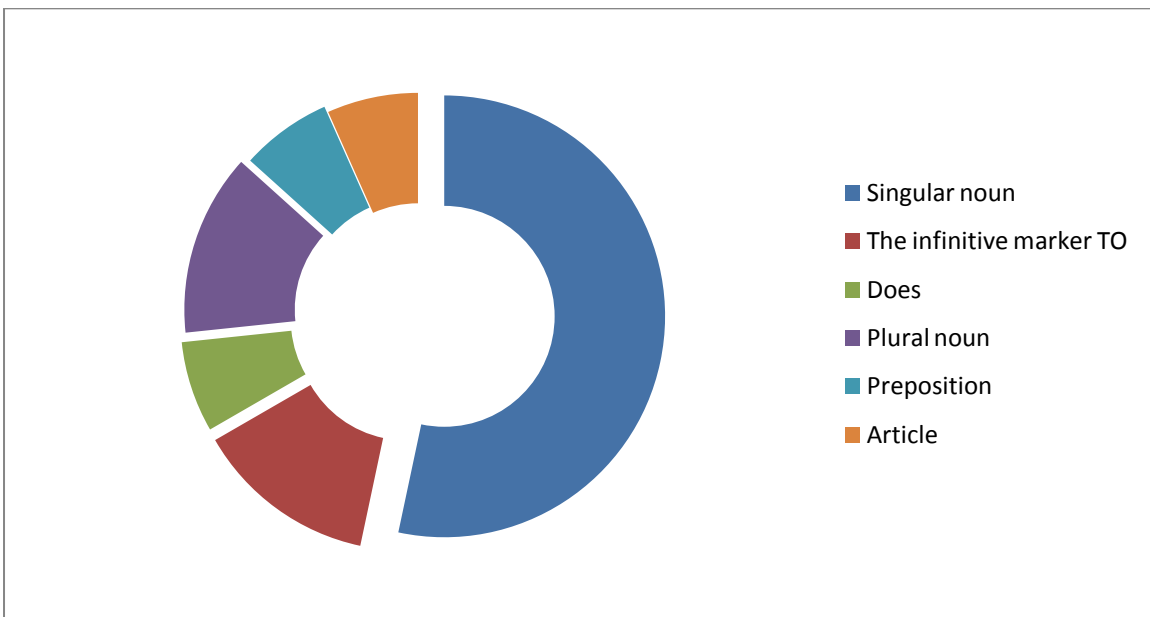

Figure 4.70. Distribution of preceding parts of speech in MEAN concordance lines in 2014 subcorpus
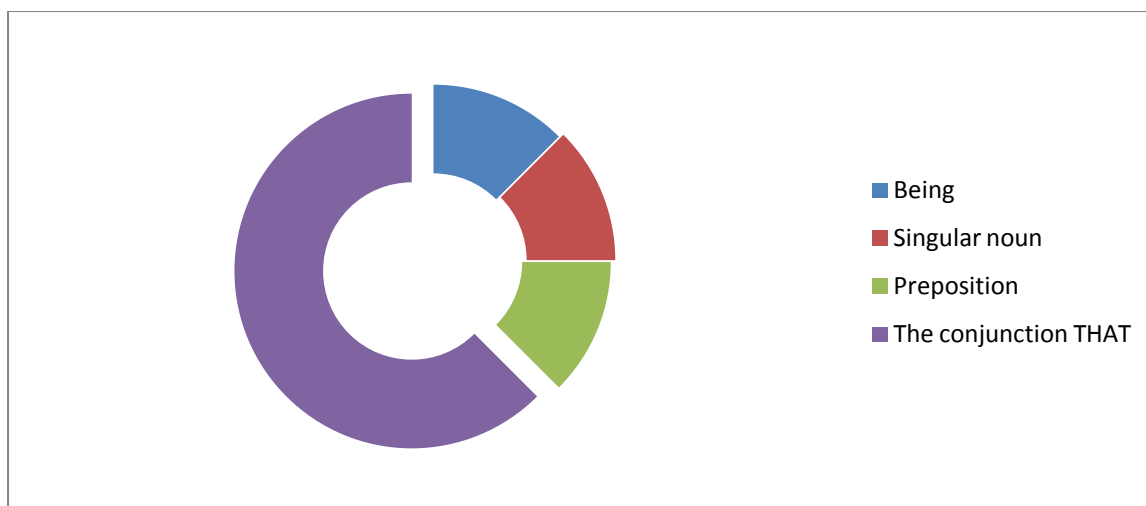
Figure 4.71. Distribution of following parts of speech in MEAN concordance lines in 2014 subcorpus

Difficult (Adjective)

Difficult was preceded by -s form of the verb BE, article, general determiner form and adjective, and followed by personal pronoun, coordinating conjunction, preposition, and the conjunction THAT in the essays of 2009 subcorpus. *Difficult* (ADJ) occurred after the infinitive of the verb BE, and before adverb in the 2014 essays. In addition, *Difficult* (ADJ) took its place after adverb and before singular noun and infinitive marker TO in both 2009 and 2014 subcorpora (Table 35).

Table 35: Collocations used with DIFFICULT (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Adjective	Coordinating conjunction	Adverb	Singular noun
-s form of the verb BE	Singular noun	Infinitive of the verb BE	Adverb
Adverb	Preposition		Infinitive marker TO
Article	The conjunction THAT		
General determiner	Infinitive marker TO		
	Personal pronoun		

Adverb, adjective, general determiner, article and the −s form of the verb BE occurred with very close frequency rates as preceding parts of speech with *Difficult* in the 2009 concordance lines (Figure 4.72). All following collocations of *Difficult* occurred with the same rate of frequency in the 2009 subcorpus, as shown in Figure 3.73.

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Figure 4.72. Distribution of preceding parts of speech in DIFFICULT concordance lines in 2009 subcorpus

Figure 4.73. Distribution of following parts of speech in DIFFICULT concordance lines in 2009 subcorpus

The analysis of *Difficult* in the 2014 concordance lines showed the high frequency of adverb and one-time occurrence of the infinitive form of the verb BE as the preceding parts f speech (Figure 4.74). The close rate of singular noun, adverb, and the infinitive marker TO as following collocations with *Difficult* is also demonstrated in Figure 4.75.

Figure 4.74. Distribution of preceding parts of speech in DIFFICULT concordance lines in 2014 subcorpus
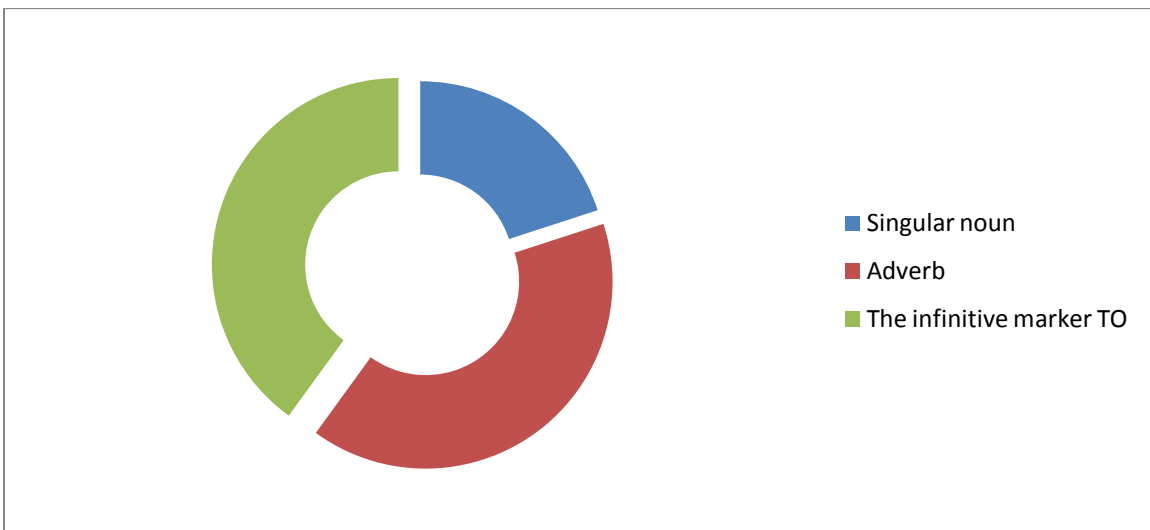
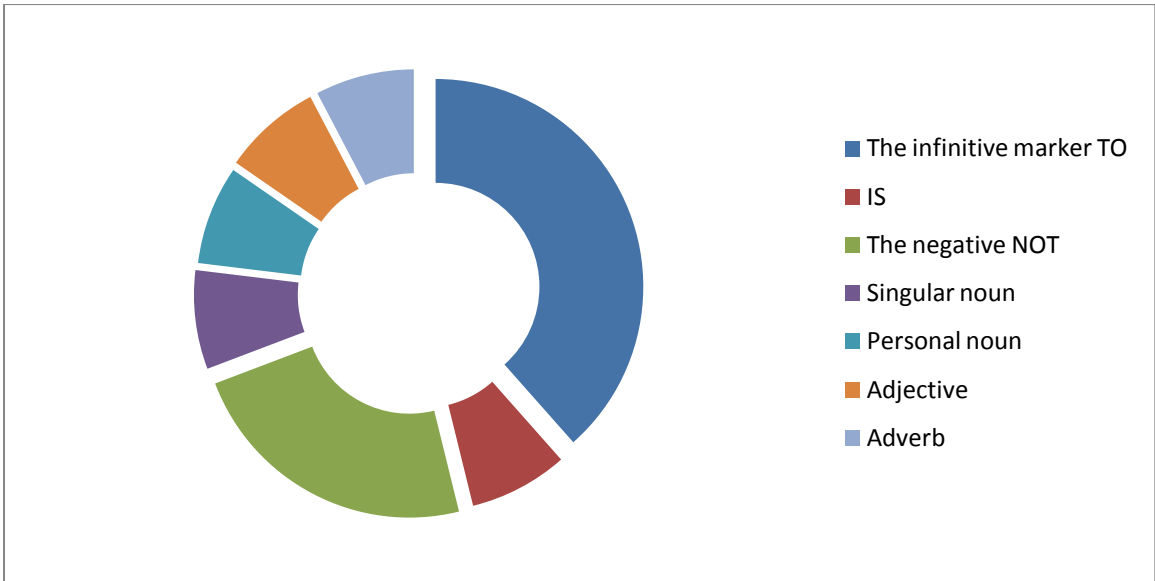**Figure 4.75. Distribution of following parts of speech in DIFFICULT concordance lines in 2014 subcorpus**

Health (Singular noun)

Health, as a singular noun, was used with adjective, plural noun and the indefinite pronoun in the preceding position, and subordinating conjunction and -s form of the verb BE in the following position in the 2009 subcorpus. *Health* (NN1) came after preposition of OF and infinitive form of lexical verb and the possessive 's, and before plural noun, wh-determiner and adjective in the 2014 subcorpus. Possessive determiner form, in the preceding position, and coordinating conjunction, personal pronoun and singular noun, in the following position, occurred in both 2009 and 2014 subcorpora (Table 36).

Table 36: Collocations used with HEALTH (NN1)

Collocations in 2009	Collocations in 2014

Preceding	Following	Preceding	Following
Plural noun	Coordinating conjunction	The possessive 's	Coordinating conjunction
Possessive determiner form	Subordinating conjunction	Possessive determiner form	Personal pronoun
Adjective	Personal pronoun	Preposition of OF	Plural noun
Indefinite pronoun	-s form of the verb BE	Infinitive form of lexical verb	Singular noun
	Singular noun		Wh-determiner
			Adjective

The analysis of HEALTH concordance lines in 2009 subcorpus indicated the close occurrence frequency of plural noun, possessive pronoun, adjective and indefinite pronoun as preceding collocations, and coordinating conjunction, subordinating conjunction, -s form of the verb BE, personal pronoun and singular noun, as following parts of speech (Figures 4.76 and 4.77)

Figure 4.76. Distribution of preceding parts of speech in HEALTH concordance lines in 2009 subcorpus
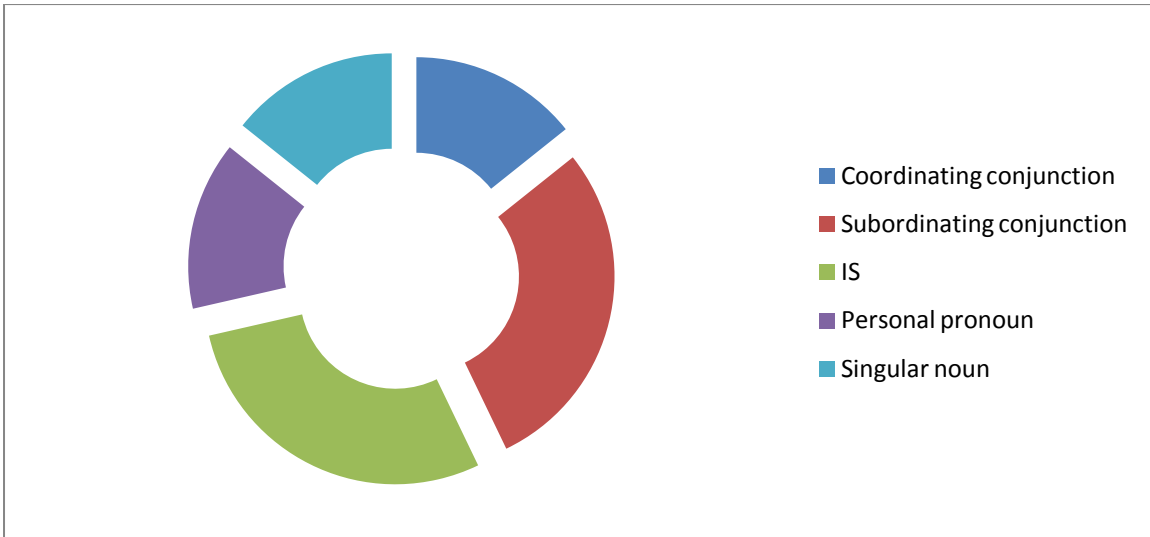
Figure 4.77. Distribution of following parts of speech in HEALTH concordance lines in 2009 subcorpus

Possessive pronoun and the infinitive form of lexical verb, as preceding collocations, and coordinating conjunction, wh-determiner and plural noun, as following parts of speech, occurred with higher rates of frequency than the other parts of speech illustrated in Figures 4.78 and 4.79.

Figure 4.78. Distribution of preceding parts of speech in HEALTH concordance lines in 2014 subcorpus

Figure 4.79. Distribution of following parts of speech in HEALTH concordance lines in 2014 subcorpus

Attitude (Singular noun)

Table 37 demonstrates that *Attitude* (NN1) occurred after and before coordinating conjunction in the 2009 subcorpus. *Attitude* (NN1) was preceded by general determiner, article, past participle form of lexical verb and adjective, and followed by modal auxiliary, -s form of lexical verb, adverb, infinitive marker TO, past participle form of lexical verb, -s form of the verb BE and personal pronoun in the 2014 concordance lines. There were some parts of speech such as possessive determiner form, taking their places before *Attitude*, and some such as coordinating conjunction and preposition coming after *Attitude* in both 2009 and 2014 subcorpora.

Table 37: Collocation used with ATTITUDE (NN1)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Coordinating conjunction	Coordinating conjunction	General determiner	Coordinating conjunction
General determiner	Preposition	Possessive determiner form	Modal auxiliary verb
		Article	Adverb
		Past participle of lexical verb	Preposition
		Adjective	-s form of the verb BE
			Infinitive marker TO
			Past form of lexical verb

			Personal pronoun

Coordinating conjunction occurred once as both preceding and following collocation of *Attitude* in the 2009 subcorpus. Possessive determiner, as a preceding collocation, and preposition, as a following part of speech, occurred twice than coordinating conjunction in ATTITUDE 2009 concordance lines (4.80 and 4.81).
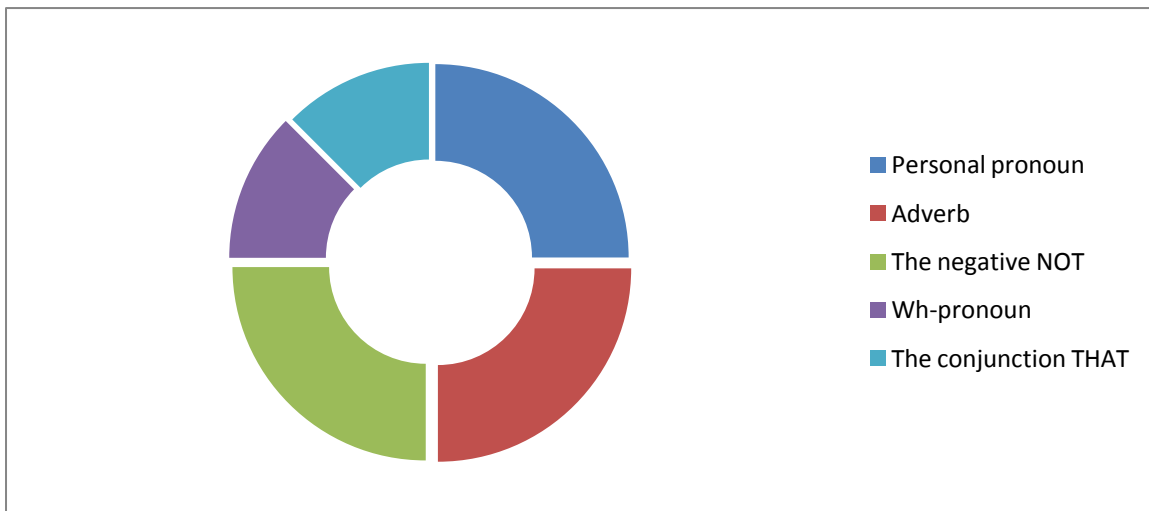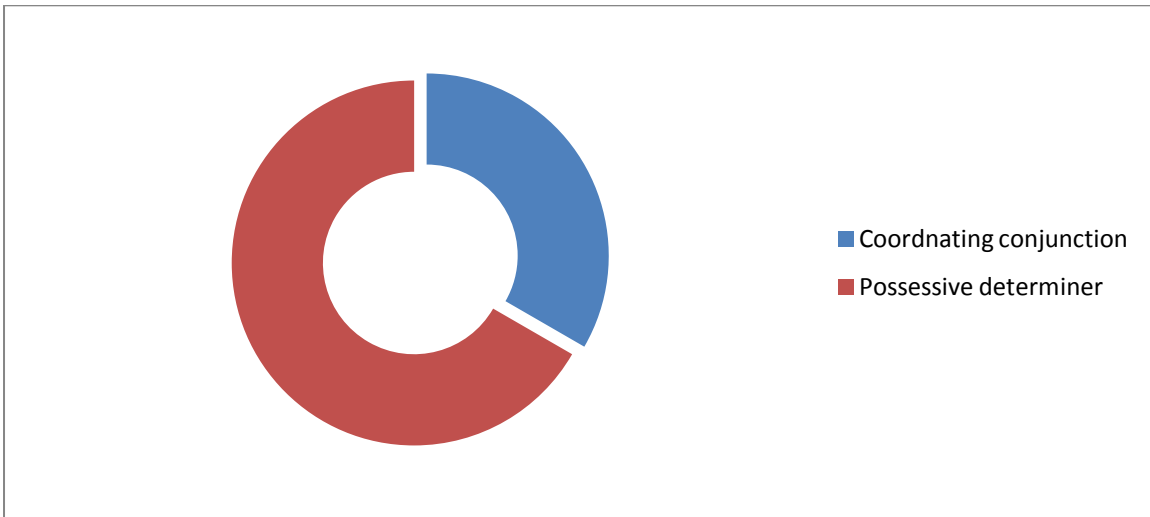

Figure 4.80. Distribution of preceding parts of speech in ATTITUDE concordance lines in 2009 subcorpus
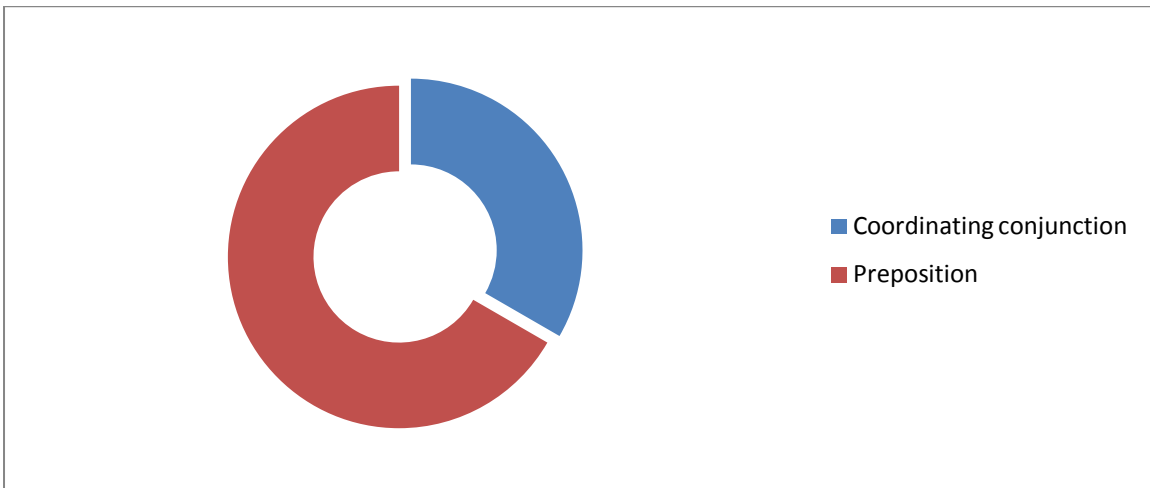
Figure 4.81. Distribution of following parts of speech in ATTITUDE concordance lines in 2009 subcorpus

Figure 4.82 shows the occurrence of possessive determiner twice higher than general determiner, four times higher than article, and nine times higher than adjective and the past participle of lexical verb as preceding parts of speech in *Attitude* concordance lines in 2014.

The higher frequency of preposition, as following collocation, in comparison to the once or twice occurrence of coordinating conjunction, modal auxiliary, the -s form of lexical verb, the past form of lexical verb, -s form of the verb BE, adverb, the infinitive marker TO, and personal pronoun could be observed in the 2014 subcorpus (Figure 4.83).

Figure 4.82. Distribution of preceding parts of speech in ATTITUDE concordance lines in 2014 subcorpus
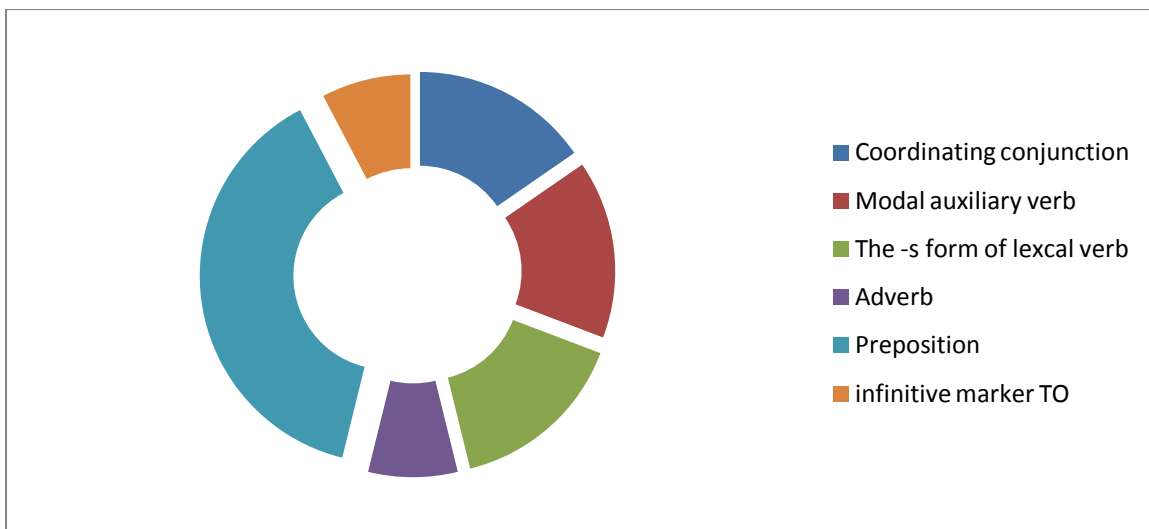
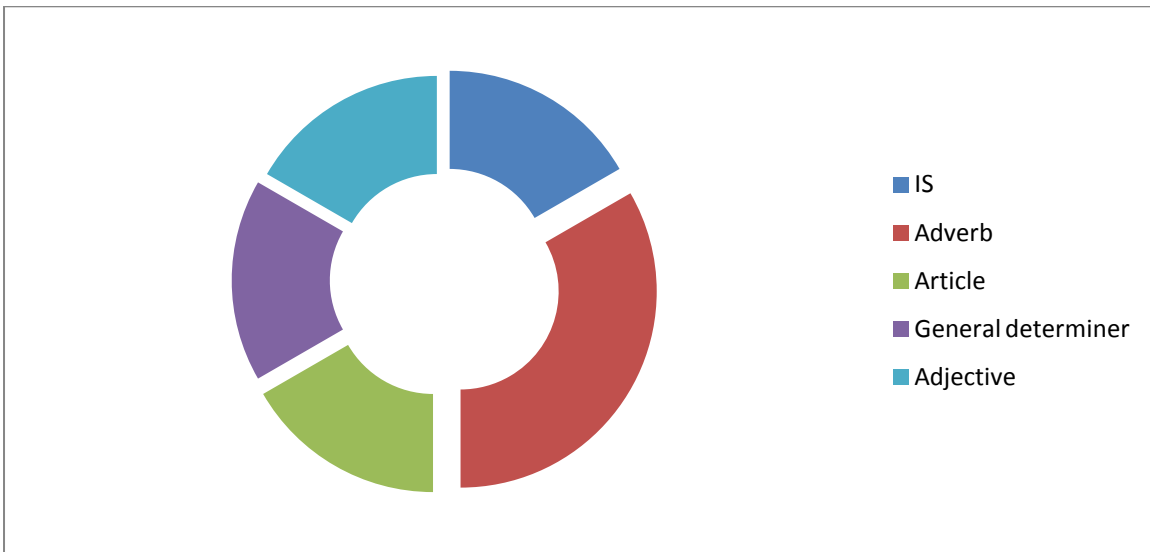**Figure 4.83. Distribution of following parts of speech in ATTITUDE concordance lines in 2014 subcorpus**

Believe (Infinitive form of the verb, the base form of the verb)

Believe was used as the infinitive form and the base form, with different collocation units in students' essays in the 2009 and 2014 proficiency tests. *Believe* as the infinitive form was preceded by infinitive marker TO and followed by the conjunction THAT in the 2009

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subcorpus. The only collocations which just preceded and followed *Believe* (VVI) in both 2009 and 2014 subcorpora respectively were the negative NOT, and preposition (Table 38). When students wanted to write about what they believed, they brought some collocation units with BELIEVE which were used in its base form of the verb. BELIEVE (VVB) came after personal pronoun and adverb, and before the conjunction THAT, personal pronoun, preposition, the conjunction THAT, and general determiner in the 2009 texts. Personal pronoun, the negative NOT, -s form of the verb BE, and adverb were the parts of speech preceding *Believe* (VVB) while preposition, personal pronoun, adverb, general determiner, the conjunction THAT, and comparative adjective were the parts of speech following *Believe* (VVB) (Table 39).

Table 38: Collocations used with BELIEVE (VVI)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Infinitive marker TO	The conjunction THAT	The negative NOT	Preposition

Table 39: Collocations used with BELIEVE (VVB)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	The conjunction THAT	Personal pronoun	Adverb
Adverb	Personal pronoun	The negative NOT	Preposition
	Preposition	-s form of the verb BE	Comparative adjective
	General determiner	Adverb	Personal pronoun
			General determiner
			The conjunction THAT

The results of *Believe* 2009 concordance lines indicated the high occurrence of personal pronoun, as a preceding collocation, and the high frequency rate of the conjunction THAT, as a following part of speech (Figures 4.84. and 4.85). The analysis of *Believe* collocations used in the 2014 subcorpus also showed the higher frequency of personal pronoun, as a preceding

part of speech, and the less occurrence of preposition, adverb, the conjunction THAT, general determiner and comparative adjective, as following parts of speech (Figures 4.86. and 4.87).
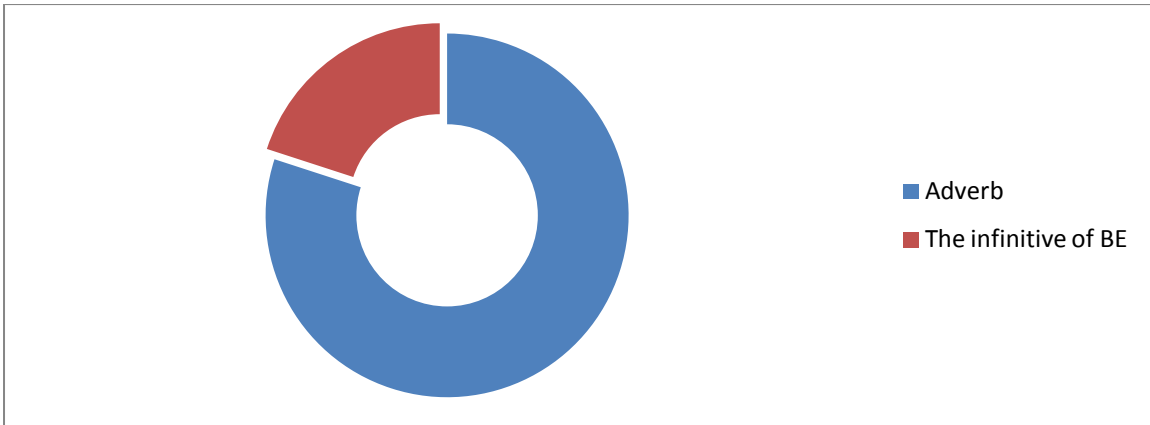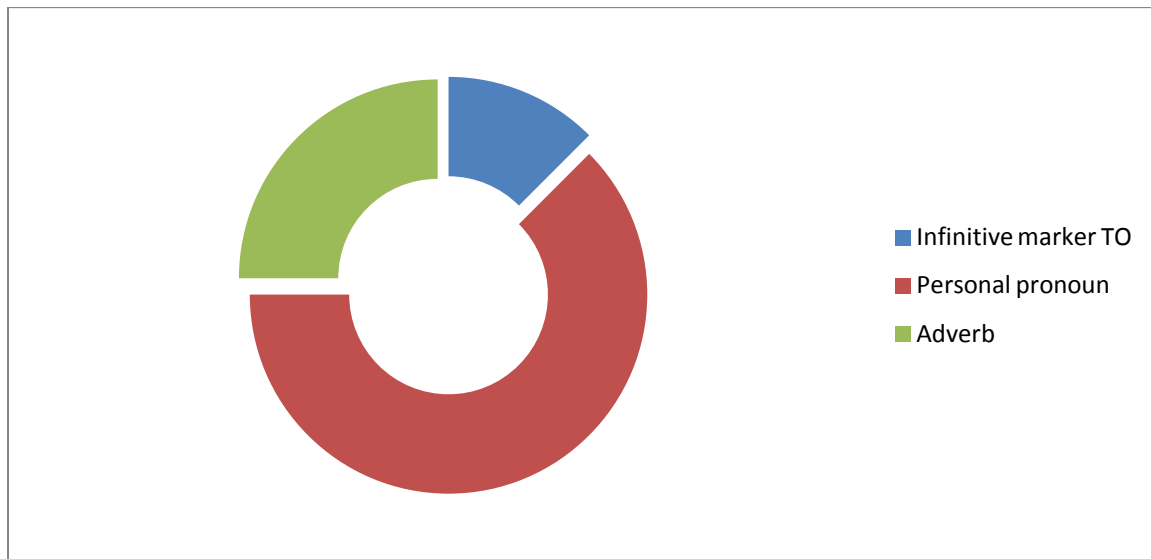

Figure 4.84. Distribution of preceding parts of speech in BELIEVE concordance lines in 2014 subcorpus
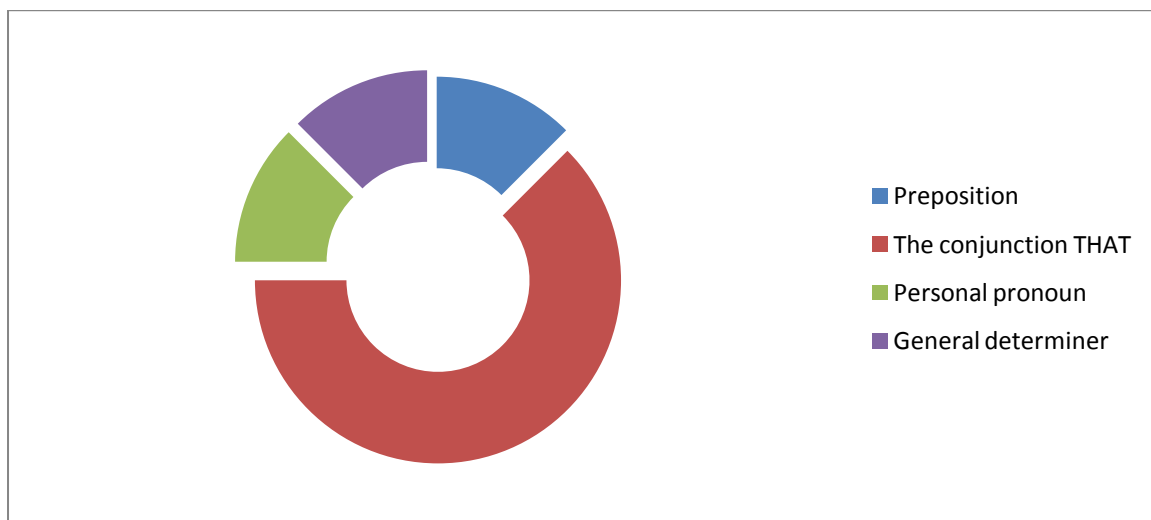
Figure 4.85. Distribution of following parts of speech in BELEVE concordance lines in 2009 subcorpus
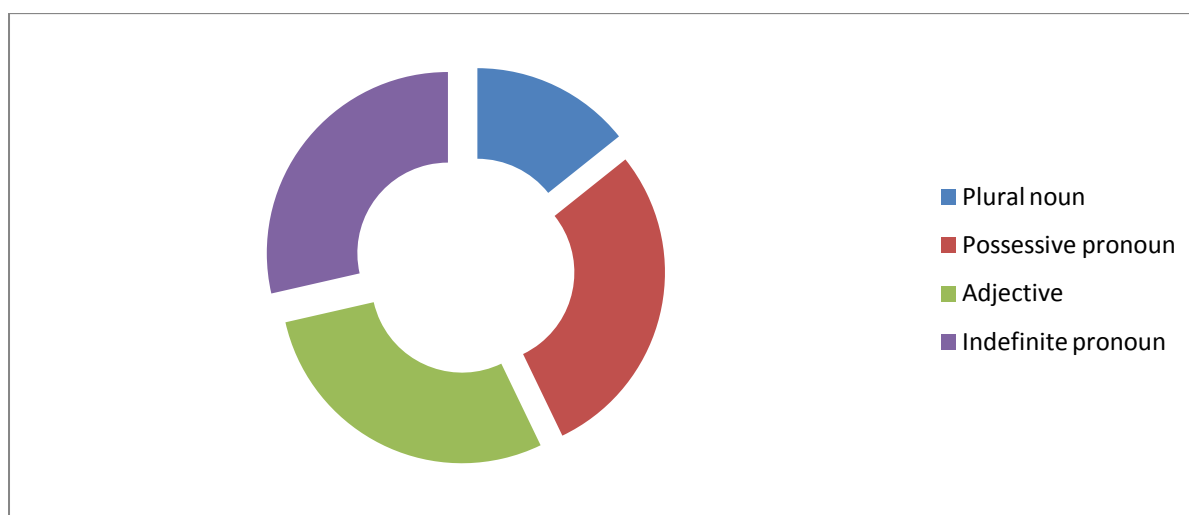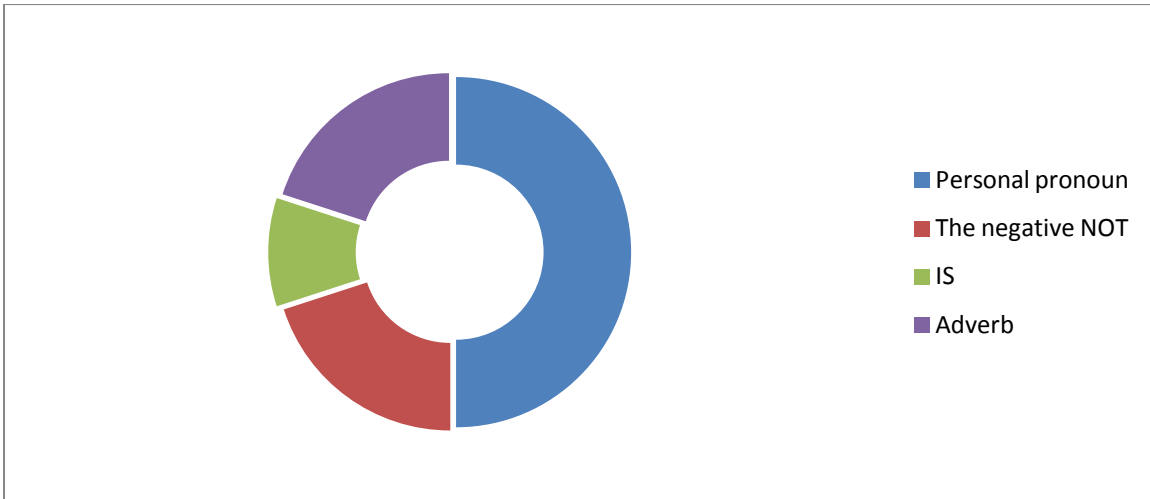
Figure 4.86. Distribution of preceding parts of speech in BELEVE concordance lines in 2014 subcorpus
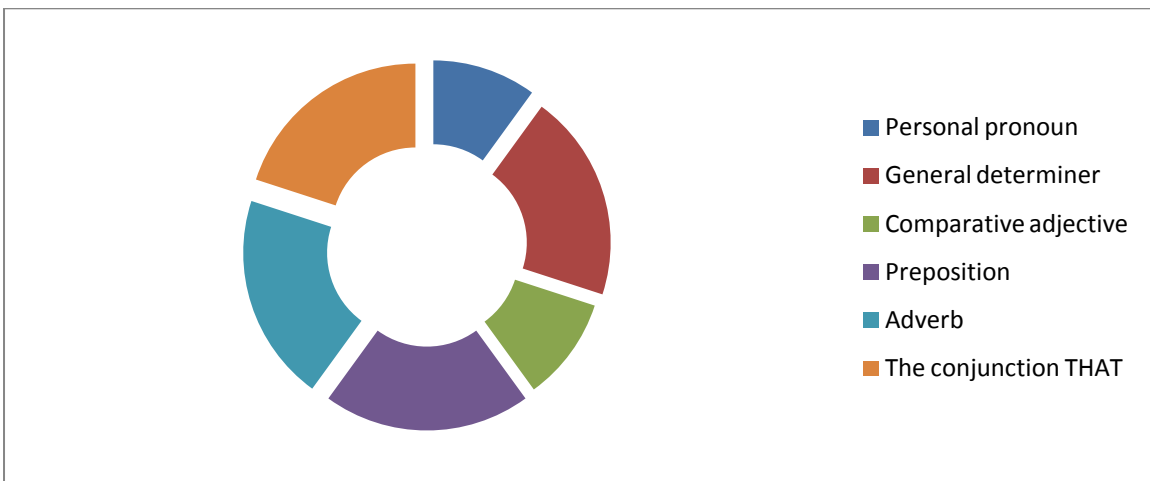
Figure 4.87. Distribution of following parts of speech in BELIEVE concordance lines in 2014 subcorpus

Fail (The base form of the verb, the infinitive form of the verb)

As the base form of the verb, *Fail* was accompanied by adverb, personal pronoun and the infinitive marker TO, in the preceding position, and coordinating conjunction and the infinitive marker TO, in the following position just in the 2009 subcorpus. Modal auxiliary as a preceding part of speech, and article as a following part of speech occurred with *Fail* in the base form of it just in texts created in 2009. There were also following parts of speech, adverb and coordinating conjunction, which occurred in both 2009 and 2014 subcorpora (Table 40). *Fail* (VVI) came after adverb and the infinitive marker TO, and before adverb, coordinating conjunction and article in the 2009 essays. *Fail* (VVI) was preceded by modal

auxiliary verb and infinitive marker TO in both subcorpora. *Fail* was also followed by general determiner and the infinitive marker TO in the collected 2014 essays (Table 41).

Table 40: Collocations used with FAIL (VVB)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Coordinating conjunction	Modal auxiliary verb	Article
Adverb	Infinitive marker TO		Adverb
Infinitive marker TO	Adverb		Coordinating conjunction

Table 41: Collocations used with FAIL (VVI)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Modal auxiliary verb	Adverb	Modal auxiliary verb	General determiner
Adverb	Coordinating conjunction	Infinitive marker TO	Infinitive marker TO
Infinitive marker TO	Article		

The highest frequency of a preceding collocation was modal auxiliary verb, and the highest rate of following collocation occurrence was coordinating conjunction in *Fail* concordance lines in 2009, shown in Figures 4.88 and 4.89. The analysis of *Fail* concordance lines in 2014 also revealed the highest occurrence of modal auxiliary, as a preceding part of speech, and two-time occurrence of adverb and coordinating conjunction, as following collocations, as demonstrated in Figures 4.90 and 4.91.
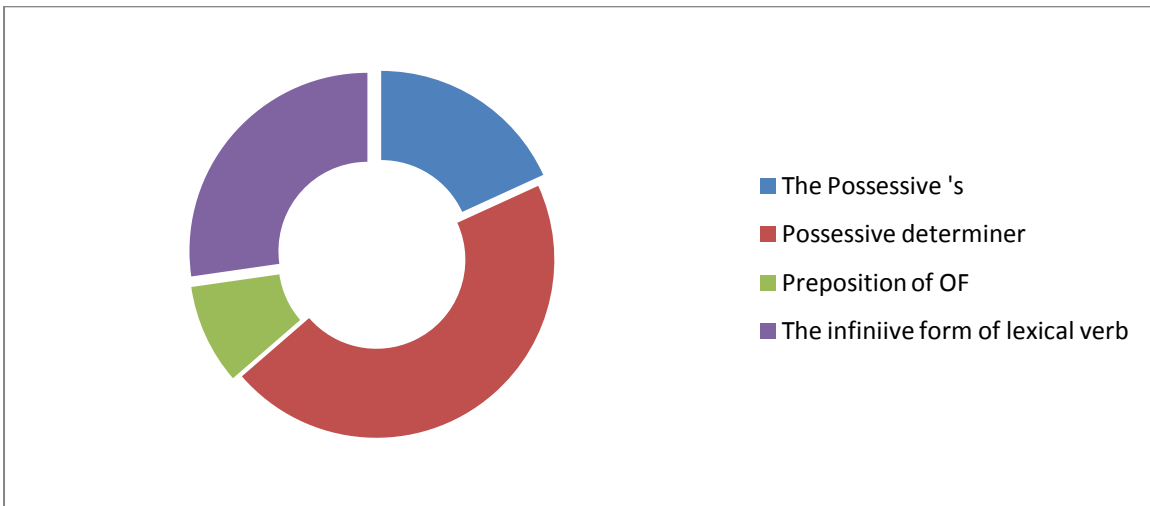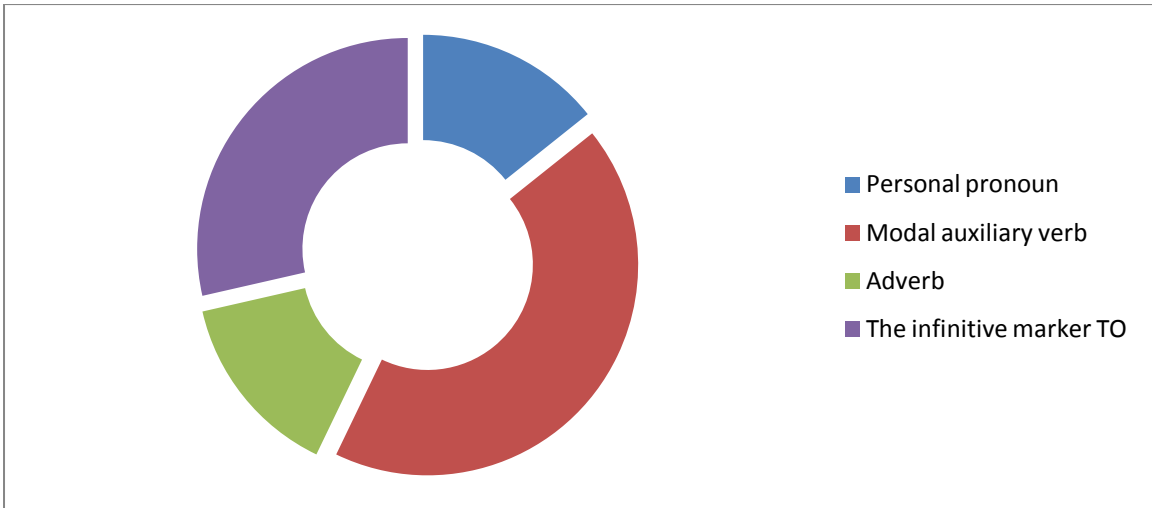
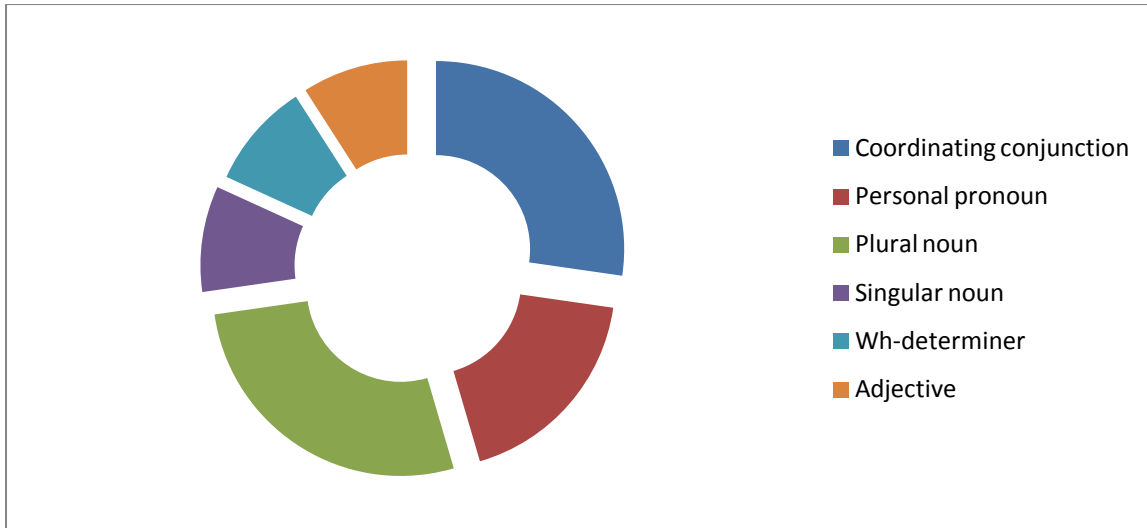**Figure 4.88. Distribution of preceding parts of speech in FAIL concordance lines in 2009 subcorpus**
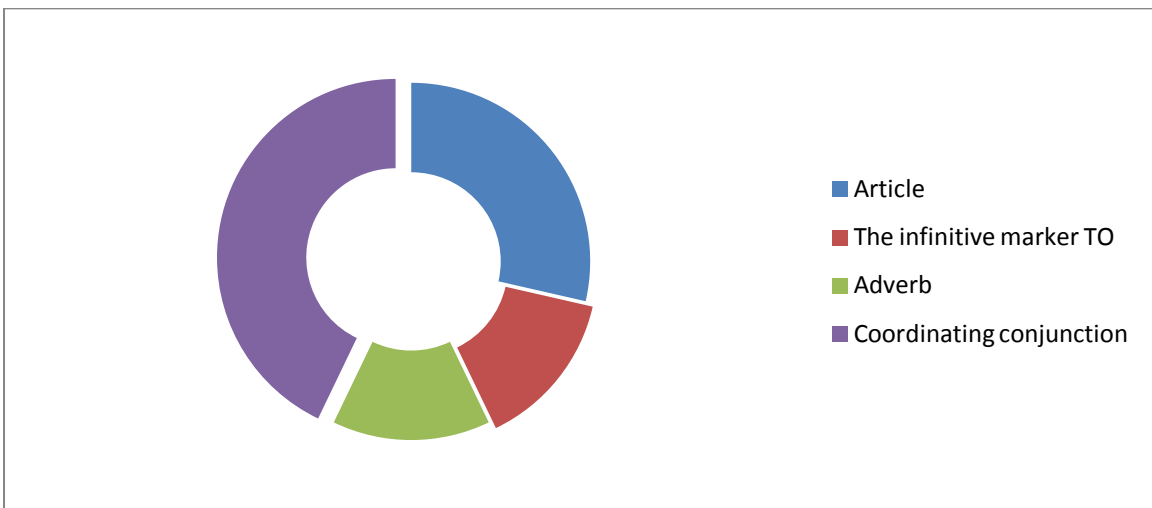
Figure 4.89. Distribution of following parts of speech in FAIL concordance lines in 2009 subcorpus
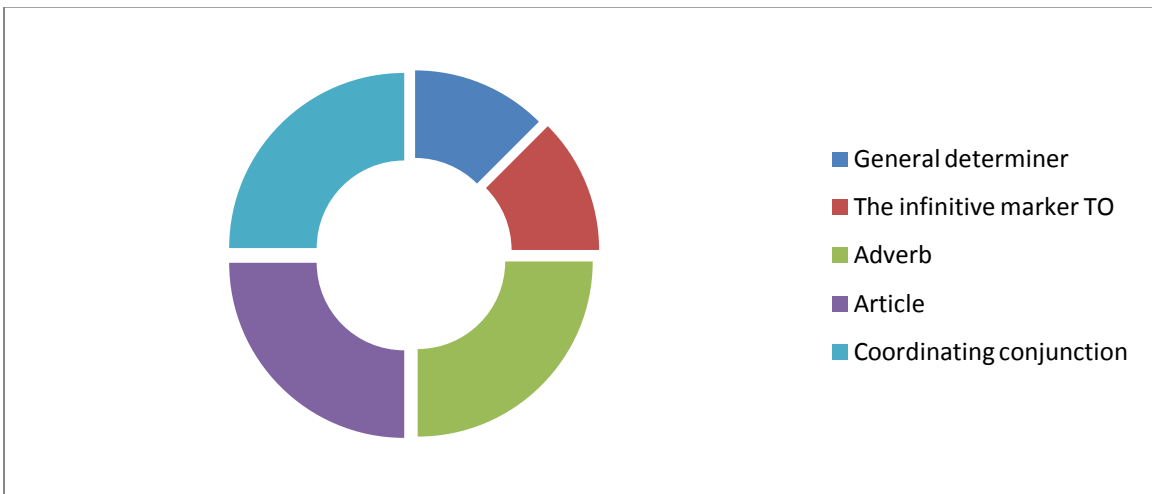
Figure 4.90. Distribution of preceding parts of speech in FAIL concordance lines in 2009 subcorpus

Figure 4.91. Distribution of following parts of speech in FAIL concordance lines in 2009 subcorpus

Sad (Adjective)

Sad (ADJ) was preceded by the base form of the verb BE in the collected texts in 2009. General determiner, article, the infinitive form ob BE, coordinating conjunction, and preposition were the preceding parts of speech in the 2014 subcorpus. Adverb was the only preceding part of speech which took place as a preceding collocation unit in both 2009 and 2014 subcorpora. The following parts of speech including coordinating conjunction, singular noun, and personal pronoun were used in both 2009 and 2014 students' essays. General determiner, article, the infinitive form of BE, coordinating conjunction, and preposition as the following parts of speech, were used only in the 2014 subcorpus (Table 42).

Table 42: Collocations used with SAD (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
The base form of the verb BE	Coordinating conjunction	General determiner	Coordinating conjunction
Adverb	Singular noun	Article	Singular noun
	Personal pronoun	Infinitive form of the verb BE	Adverb
		Coordinating	Personal pronoun

		conjunction	
		Preposition	
		Adverb	

The distribution of parts of speech coming with *Sad* in the 2009 concordance lines shows the higher rate of adverb frequency, as the preceding collocation (Figure 4.92.), and coordinating conjunction occurrence, as the following collocation (Figure 4.93). Figure 4.94 and 4.95 demonstrate the highest occurrence of coordinating conjunction as the following part of speech and very close rate of coordinating conjunction, article, the infinitive form of BE, general determiner, preposition and adverb as preceding collocations of *Sad* in the 2014 subcorpus.
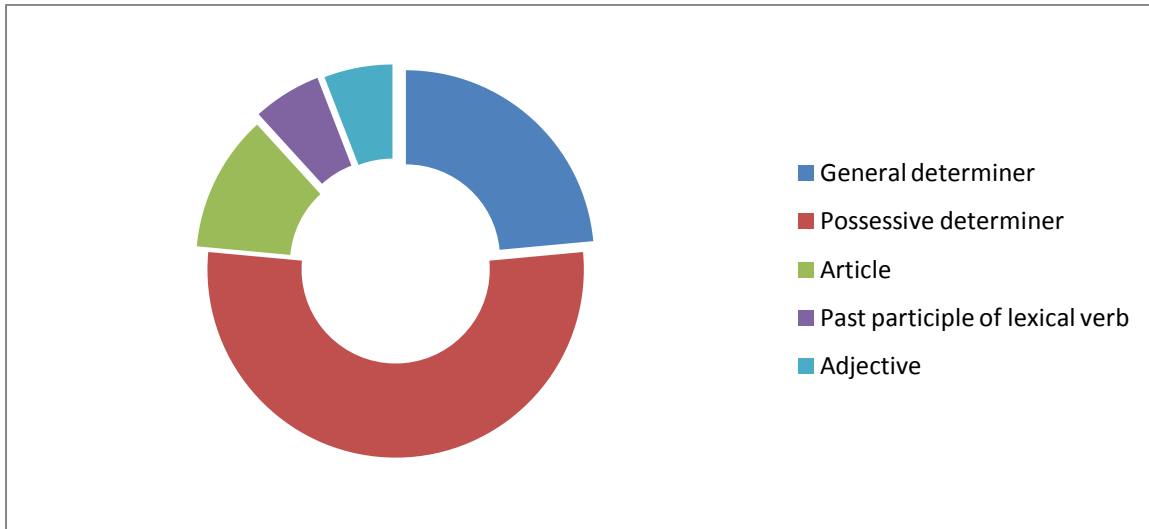

Figure 4.92. Distribution of preceding parts of speech in SAD concordance lines in 2009 subcorpus
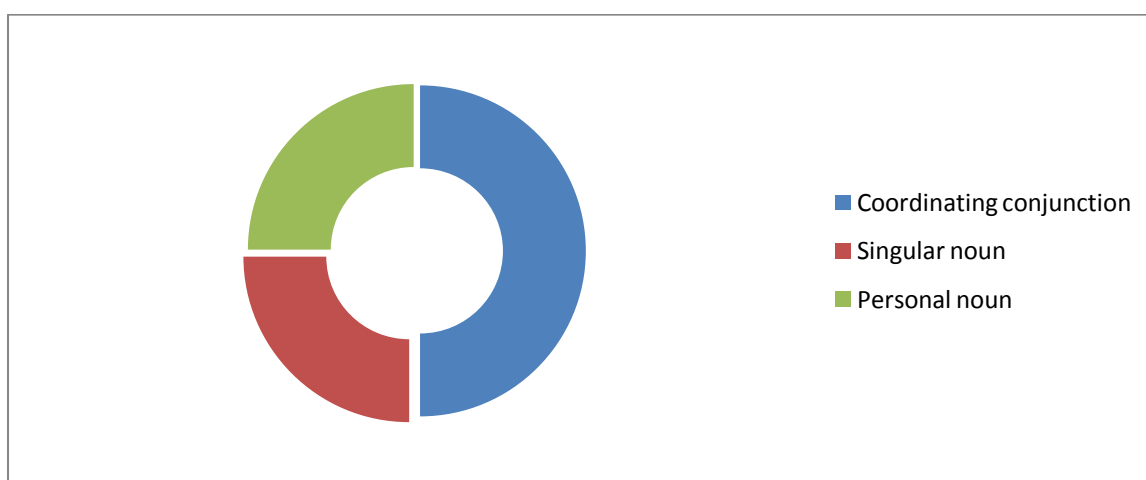
Figure 4.93. Distribution of following parts of speech in SAD concordance lines in 2009 subcorpus

Figure 4.94. Distribution of preceding parts of speech in SAD concordance lines in 2014 subcorpus

Figure 4.95. Distribution of following parts of speech in SAD concordance lines in 2014 subcorpus

Afraid (Adjective)

Table 43 demonstrates the occurrence of –ing form of the verb BE, past form of the verb BE, -s form of the verb BE and adverb as preceding and the conjunction THAT, the infinitive marker TO, and preposition of OF as following parts of speech with *Afraid* (ADJ) in both 2009 and 2014 subcorpora. It also shows the combination of *Afraid* (ADJ) with the past form of lexical verb and the negative marker NOT, in the preceding position, and the base form of the verb BE, in the following position in the 2009 subcorpus. There were a few distinguished collocation units used in the following positions such as personal pronoun in the 2009 essays, and coordinating conjunction and subordinating conjunction in the 2014 texts.

Table 43: Collocations used with AFRAID (ADJ)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
-ing form of the verb BE	Personal pronoun	-ing form of the verb BE	Preposition of OF
Past form of the verb BE	Preposition of OF	Past form of the verb BE	Coordinating conjunction
-s form of the verb BE	The conjunction THAT	Adverb	Subordinating conjunction
Past form of lexical verb	Infinitive marker TO	-s form of the verb BE	The conjunction THAT
Adverb		The base form of the verb BE	The infinitive marker TO
The negative NOT			

The distributions of preceding parts of speech accompanying *Afraid* in Figures 4.96 and 4.98 shows the more frequent use of the –ing form of BE in the 2009, and adverb in the 2014 concordance lines. The results shown in Figures 4.97 and 4.99 also refer to the higher occurrence of the preposition of OF, in essays created in 2009, and the infinitive marker TO, in the 2014 concordance lines, as the following collocations of *Afraid*.
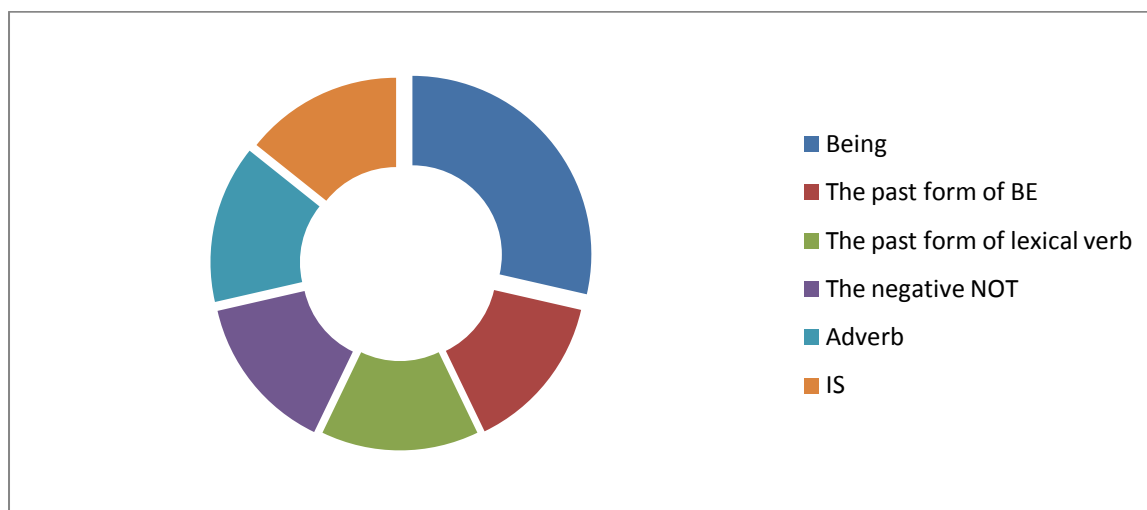
Figure 4.96. Distribution of preceding parts of speech in AFRAID concordance lines in 2009 subcorpus

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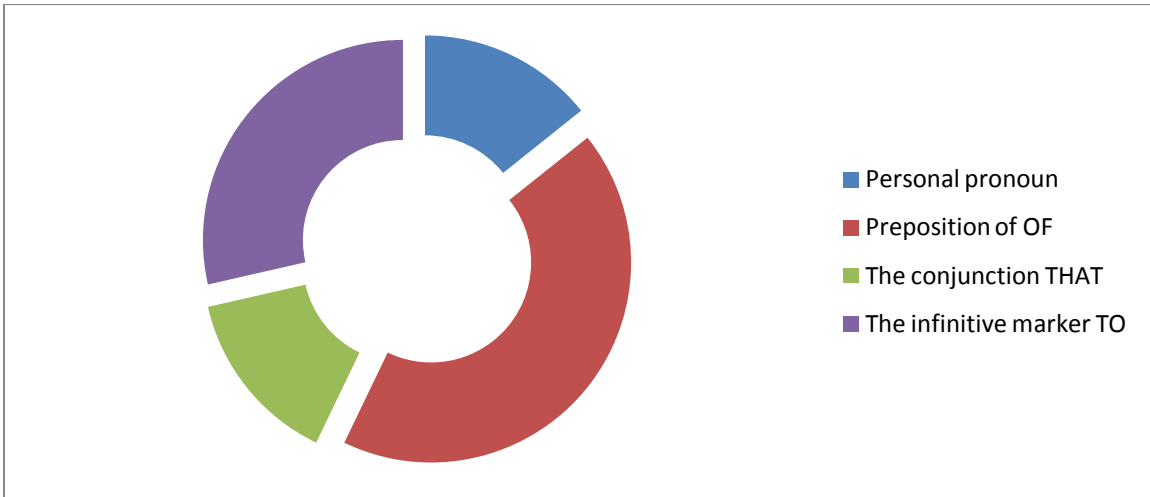
Figure 4.97. Distribution of following parts of speech in AFRAID concordance lines in 2009 subcorpus
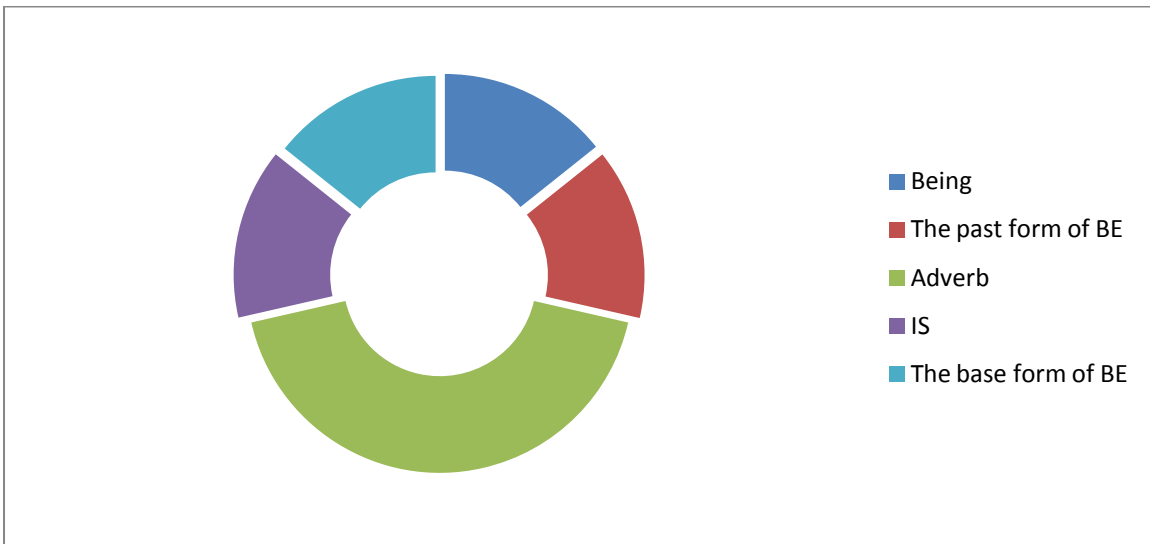
Figure 4.98. Distribution of preceding parts of speech in AFRAID concordance lines in 2014 subcorpus

Figure 4.99. Distribution of following parts of speech in AFRAID concordance lines in 2014 subcorpus

Negative (Adjective)

Negative (ADJ) was accompanied by the negative NOT, possessive determiner form, general determiner form and the base form of the verb BE, in the preceding position, and adverb, in the following position in the 2009 subcorpus. *Negative* (ADJ) also took place after –s form of the verb BE, coordinating conjunction, -s form of the verb HAVE, adverb, adjective, preposition, preposition of OF and the base form of lexical verb, and before personal pronoun in texts students created in 2014. There were some parts of speech such as adverb before *Negative* (ADJ), and coordinating conjunction, singular noun, and plural noun after *Negative* (ADJ) used in both 2009 and 2014 compiled texts (Table 44).

Table 44: Collocations used with NEGATIVE (ADJ)

| Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Base form of the verb BE	Coordinating conjunction	Adverb	Coordinating conjunction
The negative NOT	Singular noun	Article	Singular noun
Possessive determiner form	Plural noun	-s form of the verb BE	Plural noun
Article	Adverb	Coordinating conjunction	Personal pronoun
General determiner		-s form of the verb HAVE	
		Base form of lexical verb	

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		Adjective	
		Preposition	
		Preposition of OF	

The analysis of preceding and following collocations of *Negative* in the 2009 concordance lines demonstrate the same frequency of preceding parts of speech in including the negative NOT, possessive determiner, article, general determiner and the base form of BE, and the same or the very close rate of following collocations encompassing coordinating conjunction, plural noun, adverb and singular noun (Figures 4.100 and 4.101). The results of collocations of *Negative* in the 2014 subcorpus revealed the highest use of plural noun as the following part of speech, and the least number of coordinating conjunction and personal pronoun, and the higher occurrence rates of article and coordinating conjunction than the other preceding collocations of *Negative* (Figures 4.102 and 4.103).

Figure 4.100. Distribution of preceding parts of speech in NEGATIVE concordance lines in 2009 subcorpus
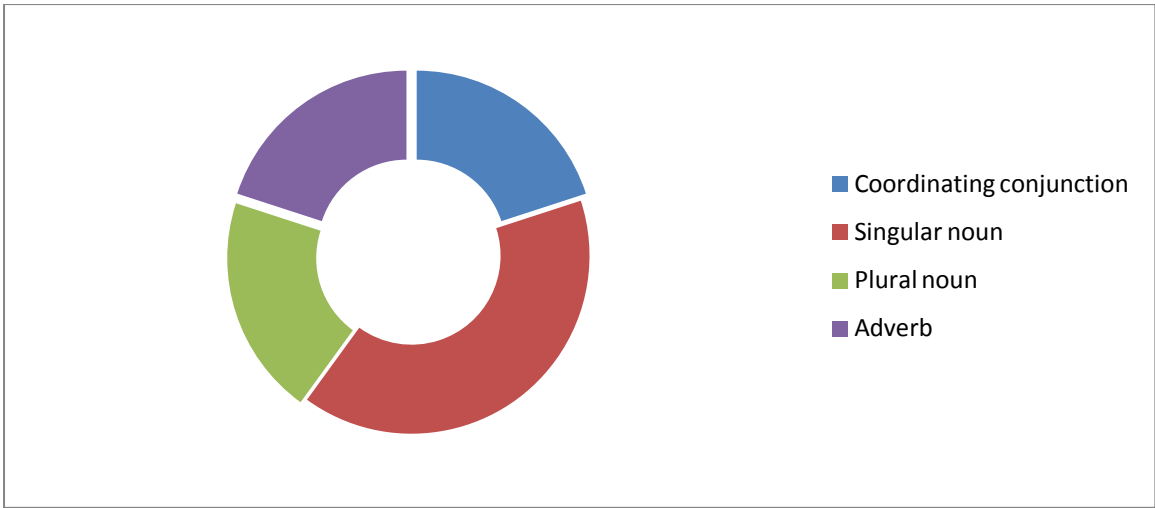
Figure 4.101. Distribution of following parts of speech in NEGATIVE concordance lines in 2009 subcorpus
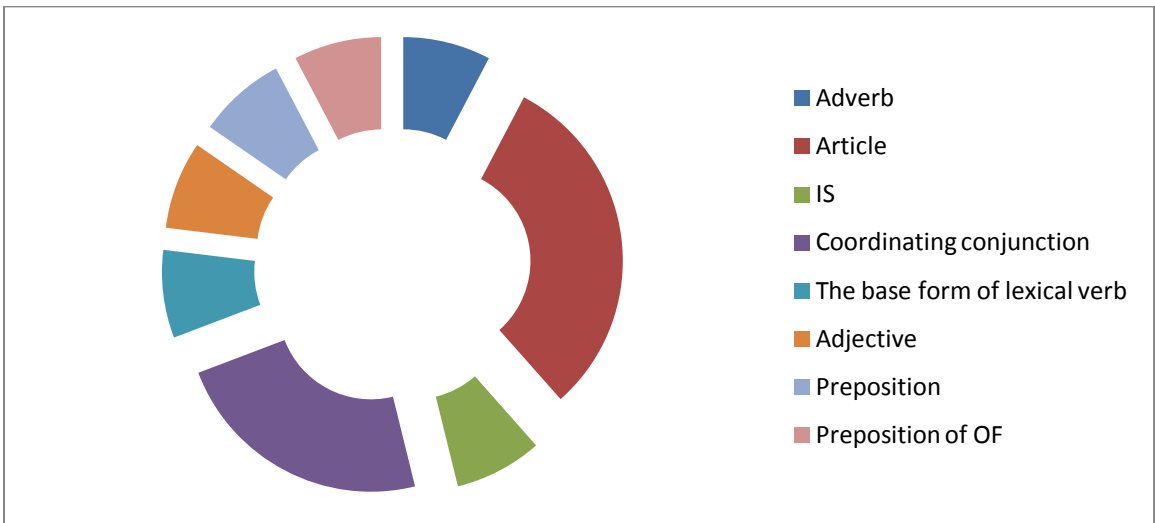
Figure 4.102. Distribution of preceding parts of speech in NEGATIVE concordance lines in 2014 subcorpus

Figure 4.103. Distribution of following parts of speech in NEGATIVE concordance lines in 2014 subcorpus

Relax (the base form of the verb, the infinitive form of the verb)

Relax as its infinitive form of the verb was preceded by the negative NOT, the infinitive marker TO and modal auxiliary verb, and followed by coordinating conjunction in the collected texts in 2009 and 2014 subcorpora. Coordinating conjunction, in the preceding position, and general determiner and wh-determiner were the parts of speech detected in essays brought in the 2009 subcorpus. Subordinating conjunction and article just occurred as a following collocation in the 2014 subcorpus (Table 45). Adverb as a preceding part of speech, and the infinitive marker TO as a following part of speech were seen in the 2009 subcorpus. Singular noun, coordinating conjunction, the negative NOT, and the infinitive marker TO, as preceding collocation, and the base of the verb DO, general determiner, preposition of OF, and coordinating conjunction were used in the 2014 essays. Personal pronoun was the only part of speech used as a following collocation in both 2009 and 2014 subcorpora (Table 46).

Table 45: Collocations used with RELAX (VVI)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Infinitive marker TO	Coordinating conjunction	Infinitive marker TO	Coordinating conjunction
The negative NOT	Wh-determiner	The negative NOT	Subordinating conjunction
Coordinating	General determiner	Modal auxiliary verb	Article

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conjunction			
Modal auxiliary verb			

Table 46: Collocations used with RELAX (VVB)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Adverb	Personal pronoun	Singular noun	Personal pronoun
	Infinitive marker TO	Coordinating conjunction	The base form of the verb DO
		The negative NOT	General determiner
		Infinitive marker TO	Preposition of OF
			Coordinating conjunction

Figures 4.104 and 4.105 demonstrate the equal or very close frequency of the occurrence of the infinitive marker TO, the negative NOT, coordinating conjunction, modal auxiliary and adverb, as *Relax* preceding parts of speech, and coordinating conjunction, general determiner, wh-determiner, personal pronoun and the infinitive marker TO, as following collocations, in the 2009 subcorpus. When it came to the analysis of *Relax* concordance lines in the 2014 subcorpus, it can be understood that the infinitive marker TO and the negative NOT, as preceding parts of speech, and subordinating conjunction, as the following part of speech, occurred with the higher rate of frequency in the 2014 subcorpus (Figures 4.106 and 4.107).
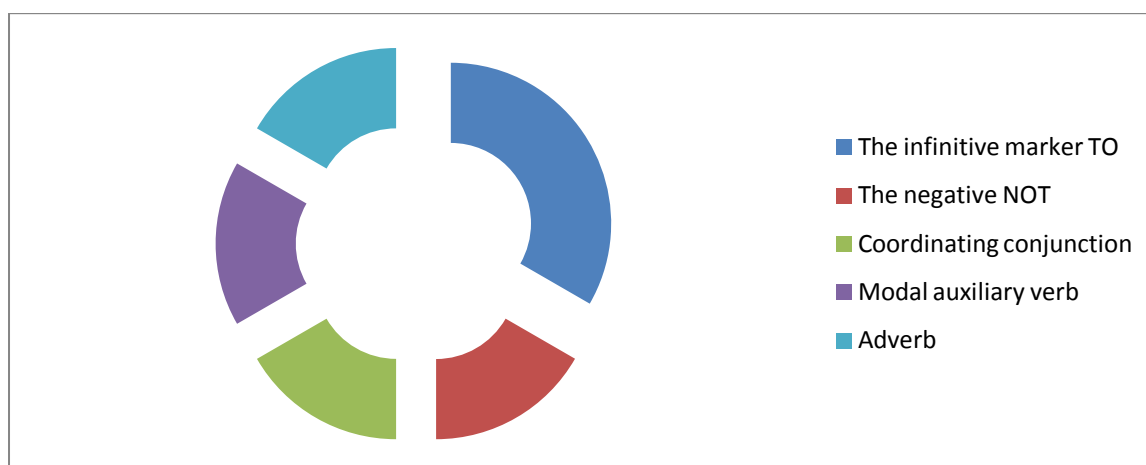
Figure 4.104. Distribution of preceding parts of speech in RELAX concordance lines in 2009 subcorpus
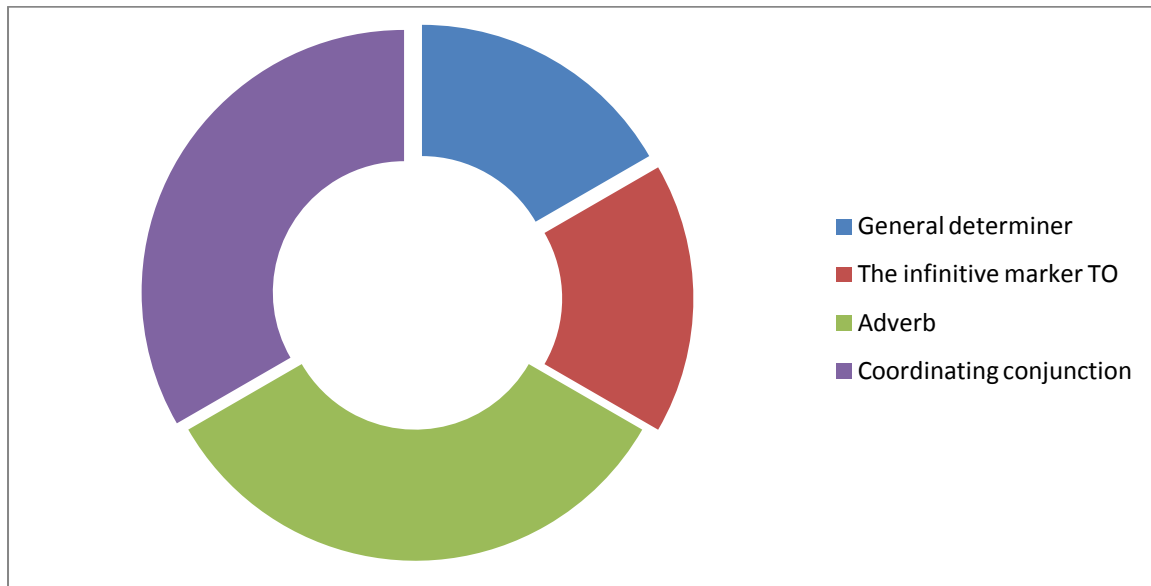
Figure 4.105. Distribution of following parts of speech in RELAX concordance lines in 2009 subcorpus
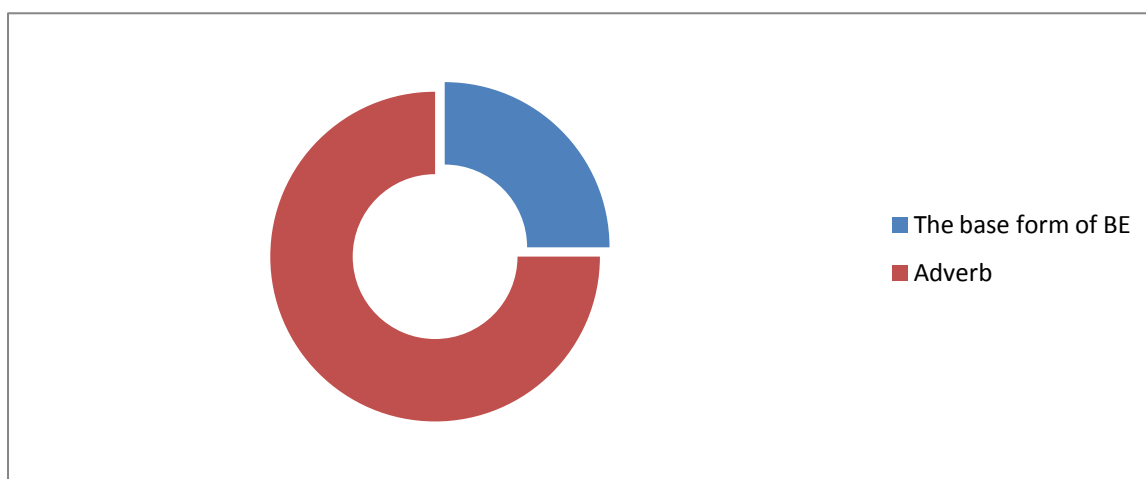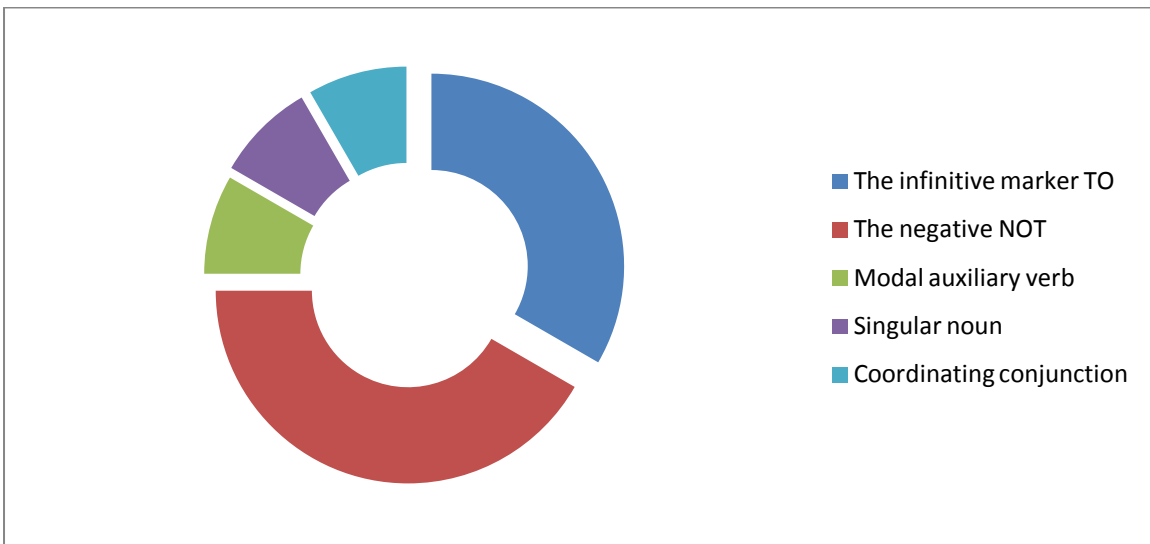

Figure 4.106. Distribution of preceding parts of speech in RELAX concordance lines in 2014 subcorpus
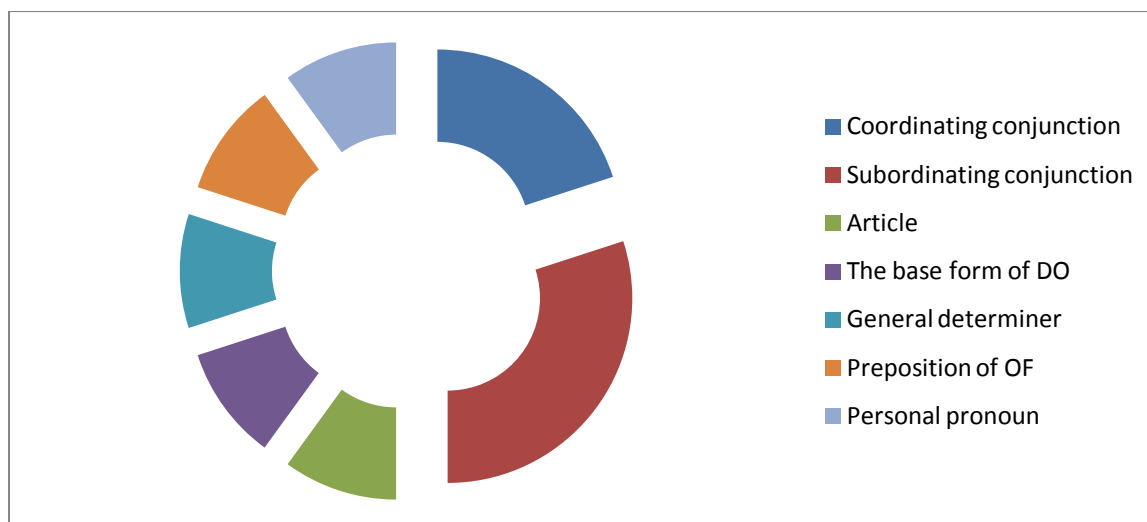
Figure 4.107. Distribution of following parts of speech in RELAX concordance lines in 2014 subcorpus

Fear (Singular noun)

Fear as a singular noun was accompanied by possessive determiner form, general determiner, in the preceding position, and −s form of the verb BE, in the following position, in the 2009 subcorpus. *Fear* (NN1) also came before personal pronoun, adjective, singular noun, the base form of the verb DO and article, and before preposition of OF, the infinitive marker TO, preposition and general determiner in the 2014 essays. The collocation unit shared in both 2009 and 2014 subcorpora was the following coordinating conjunction (Table 47).

Table 47: Collocations used with FEAR (NN1)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Possessive determiner form	Coordinating conjunction	Adjective	Coordinating conjunction
General determiner	-s form of the verb BE	Singular noun	Preposition of OF
		Personal pronoun	Infinitive marker TO
		The base form of the verb DO	Preposition
		Article	General determiner

The occurrence rates of preceding and following collocations frequency of *Fear* were equal in the 2009 concordance lines (Figures 4.108 and 4.109). Figures 4.110 and 4.111 also show the same frequency rate of preceding parts of speech, and a very little difference between the occurrence of preposition and the other parts of speech including coordinating conjunction,

preposition of OF, the infinitive marker TO and general determiner which followed *Fear* in the 2014 subcorpus.
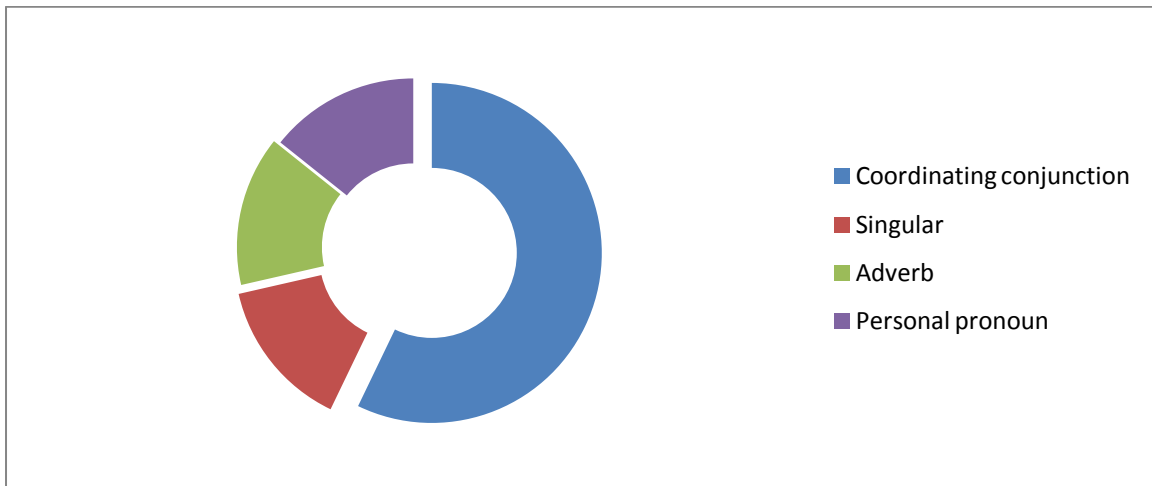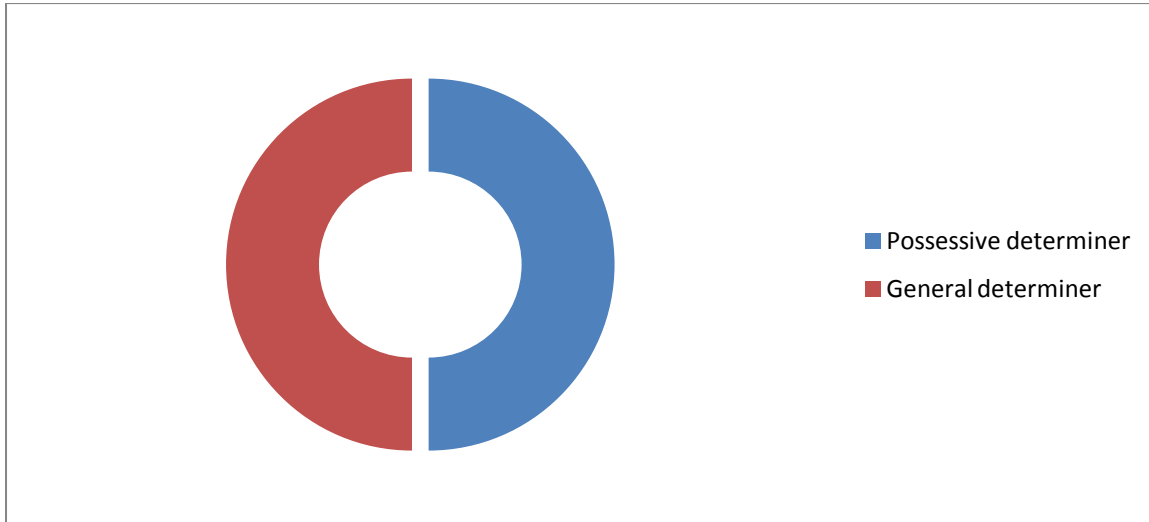

Figure 4.108. Distribution of preceding parts of speech in FEAR concordance lines in 2009 subcorpus
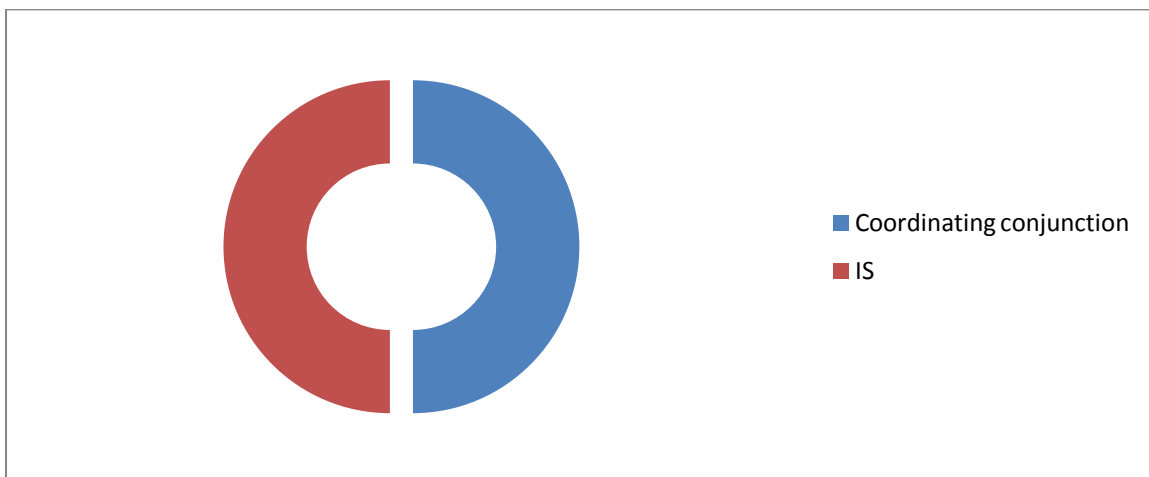
Figure 4.109. Distribution of following parts of speech in FEAR concordance lines in 2009 subcorpus

Figure 4.110. Distribution of preceding parts of speech in FEAR concordance lines in 2014 subcorpus

Figure 4.111. Distribution of following parts of speech in FEAR concordance lines in 2014 subcorpus

Pressure (Singular noun)

Table 48 illustrates the occurrence of singular noun, as a preceding part of speech, and preposition, as a following part of speech, with *Pressure* (NN1) in both 2009 and 2014 subcorpora. Article, subordinating conjunction and preposition of OF, as preceding collocations, and -ing form of lexical verb, adverb and infinitive marker TO, as following collocations, occurred in the 2014 subcorpus.

Table 48: Collocations used with PRESSURE (NN1)

Collocations in 2009		Collocations in 2014	
Preceding	Following	Preceding	Following
Singular noun	Preposition	Singular noun	Preposition
		Article	-ing form of lexical verb
		Subordinating conjunction	Adverb
		Preposition of OF	infinitive marker TO

Singular noun, in the preceding position, and preposition, in the following position, were the only collocations of *Pressure* detected in the 2009 subcorpus (Figure 4.112). Among the preceding collocations occurring with *Pressure*, article had the highest frequency in the 2014 subcorpus (Figure 4.113). The analysis of the following parts of speech of *Pressure* in the 2014 concordance lines also pinpointed the higher occurrence of the –ing form of lexical verb and preposition (Figure 4.114).
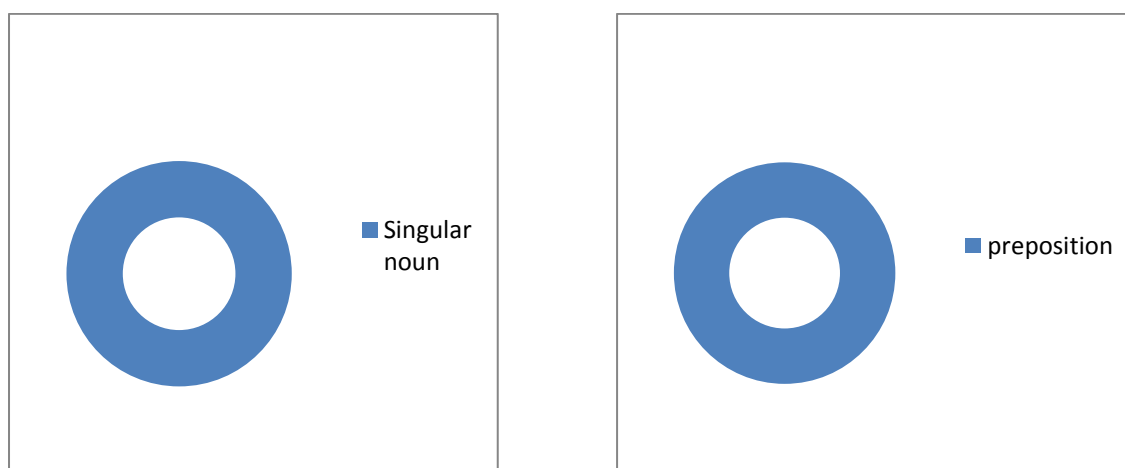
Figure 4.112. Distribution of preceding and following parts of speech in PRESSURE concordance lines in 2009 subcorpus

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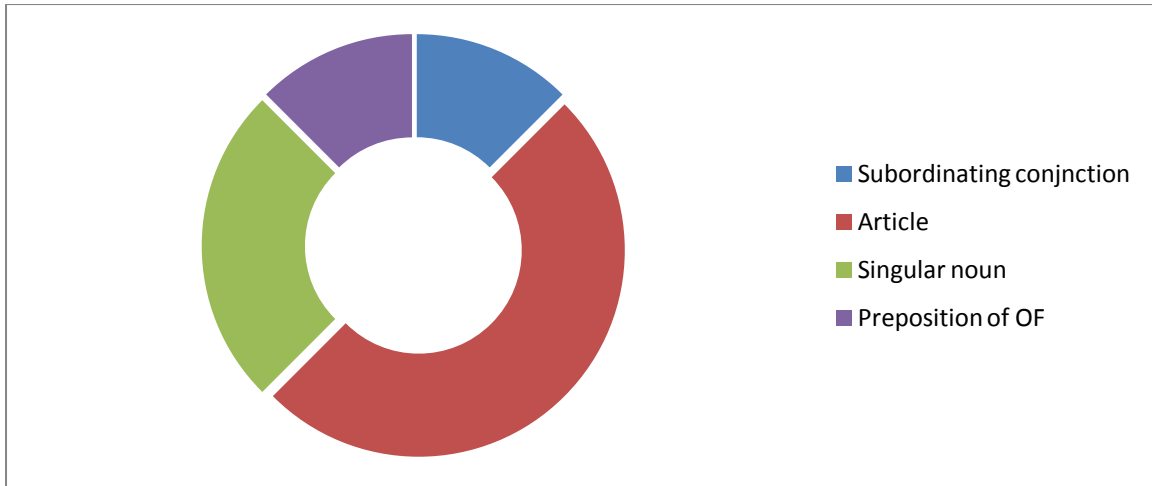
Figure 4.113. Distribution of preceding parts of speech in PRESSURE concordance lines in 2014 subcorpus
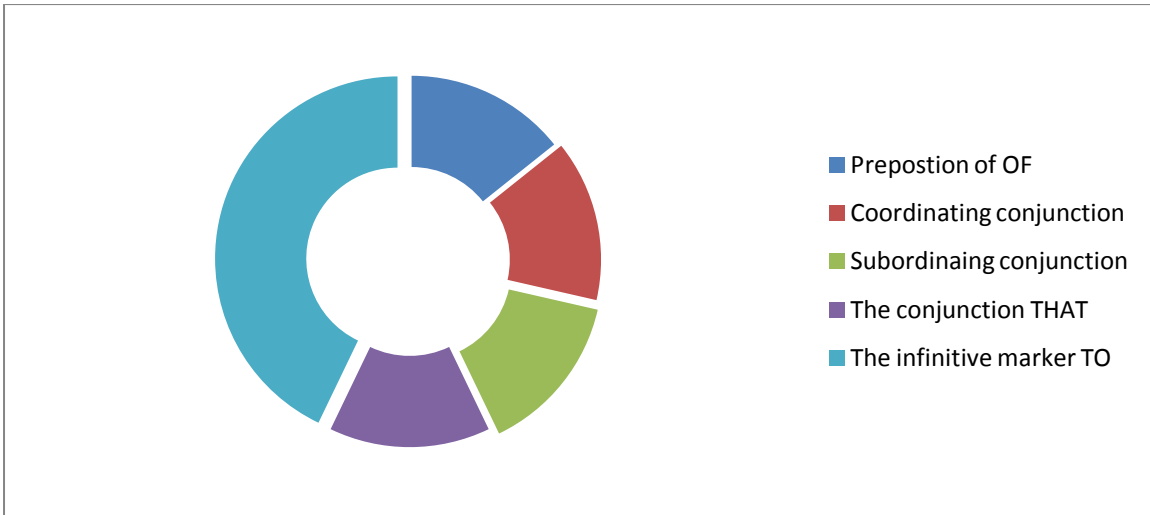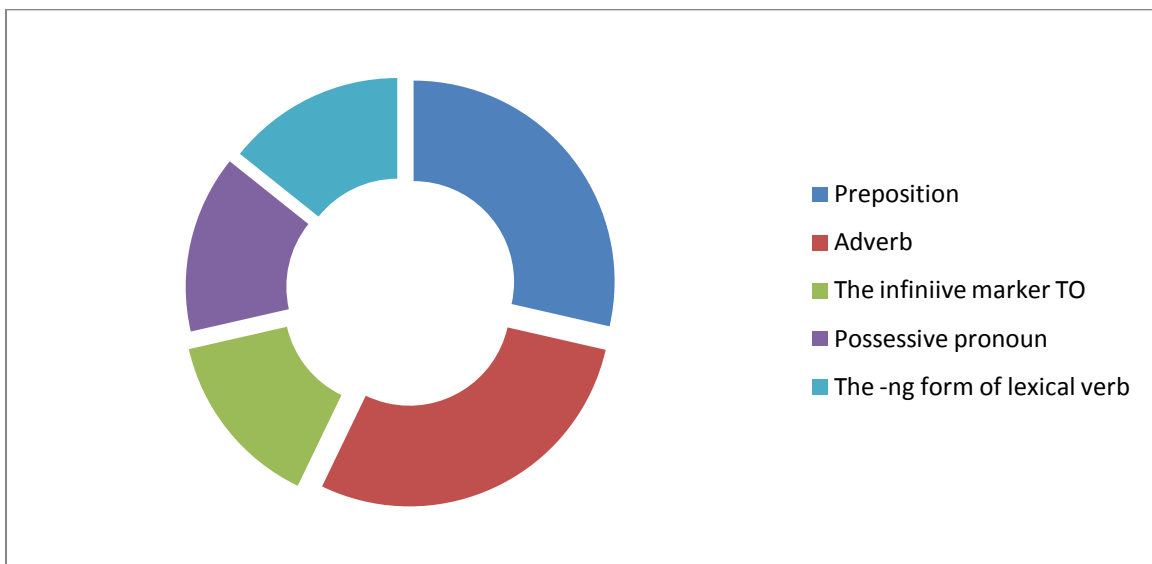

Figure 4.114. Distribution of following parts of speech in PRESSURE concordance lines in 2014 subcorpus

Love (Singular noun, the base form of the verb)

Table 49 shows that *Love* as a singular noun was preceded by singular noun in essays written in 2009. *Love*, as a noun, was followed by adverb, personal pronoun, and indefinite pronoun in the 2014 corpus. *Love* (NN1) came before coordinating conjunction in both 2009 and 2014 subcorpora. Table 50 also demonstrates the occurrence of *Love* as the base form of the verb after personal pronoun, reflexive pronoun and preposition, and before preposition, personal pronoun, possessive pronoun and –s form of lexical verb in the 2014 subcorpus.

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Table 49: Collocations used with LOVE (NN1)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Singular noun	Coordinating conjunction	Adjective	Coordinating conjunction
		Possessive determiner form	Adverb
		Adverb	Personal pronoun
			Indefinite pronoun

Table 50: Collocations used with LOVE (VVB)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
		Personal pronoun	Personal pronoun
		Reflexive pronoun	Preposition
		Preposition	Possessive pronoun
			-s form of lexical verb

Figure 4.115 illustrates the occurrence of singular noun, as the preceding part of speech, and coordinating conjunction, as the following part of speech of *Love* in the 2009 subcorpus. Figures 4.116 and 4.117 demonstrate the higher occurrence of personal pronoun, as the preceding collocation, and coordinating conjunction and personal pronoun, as following parts of speech, of *Love* in the 2014 subcorpora.
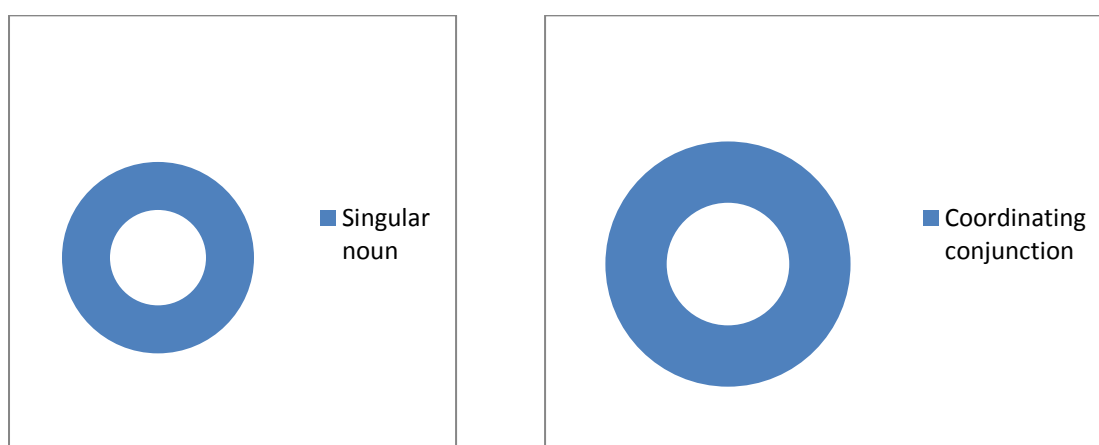
Figure 4.115. Distribution of preceding and following parts of speech in LOVE concordance lines in 2009 subcorpus
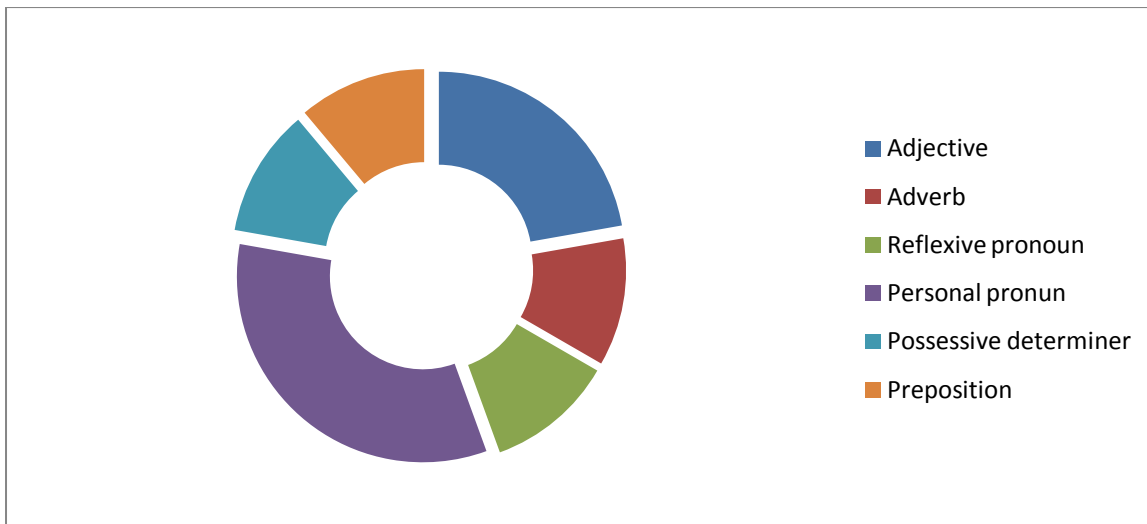
Figure 4.116. Distribution of preceding parts of speech in LOVE concordance lines in 2014 subcorpus
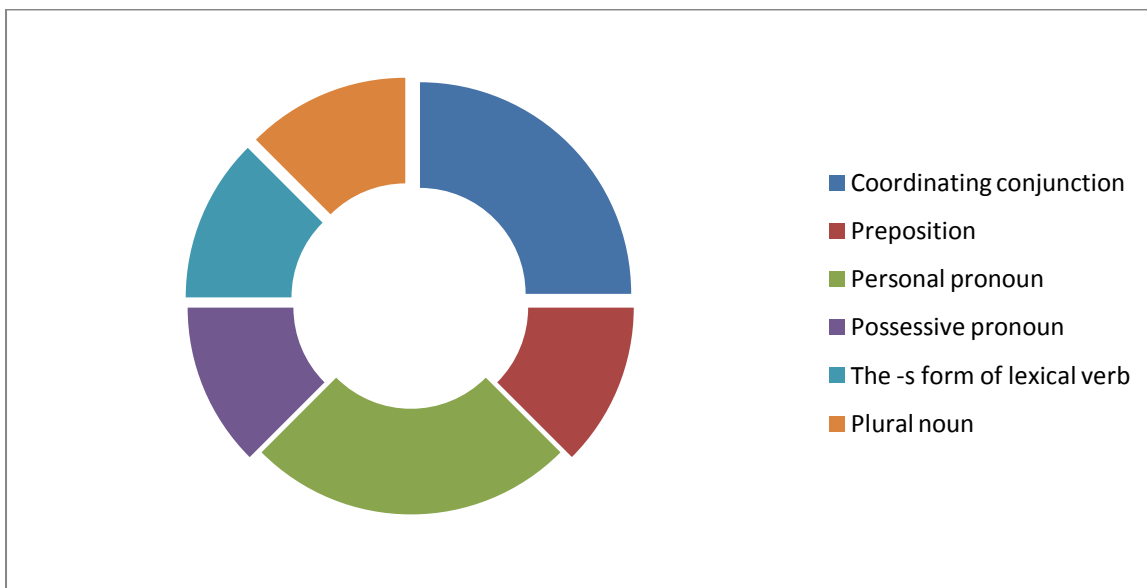
Figure 4.117. Distribution of following parts of speech in LOVE concordance lines in 2014 subcorpus

Describe (The infinitive form of the verb, the base form of the verb)

The only collocation unit of *Describe* as the infinitive form of the verb, the preceding Infinitive marker TO and the following article parts of speech, was used in the students' essays in 2009 and 2014 subcorpora (Table 51). *Describe* (VVB) was tagged after infinitive form of the verb BE, the base form of lexical verb and modal auxiliary verb, and before article and wh-pronoun in the students' essays gathered in the 2014 subcorpus (Table 52).

Table 51: Collocations used with DESCRIBE (VVI)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Infinitive marker TO	Article	Infinitive marker TO	Article

Table 52: Collocations used with DESCRIBE (VVB)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
		Modal auxiliary verb	Article
		Infinitive of the verb BE	Wh-pronoun
		Base form of lexical verb	

The two-time occurrence of the infinitive marker TO, as the preceding collocation, and article as the following part of speech of *Describe* in the 2009 subcorpus is shown in Figure 4.118. Figure 4.119 demonstrates the equal occurrence frequency of modal auxiliary verb, the infinitive marker TO, the base of lexical verb, and the base form of BE as preceding collocations of *Describe* in the 2014 subcorpus. Figure 4.120 illustrates the higher rate of occurrence of article than wh-pronoun as the following part of speech of *Describe* in the 2014 subcorpus.

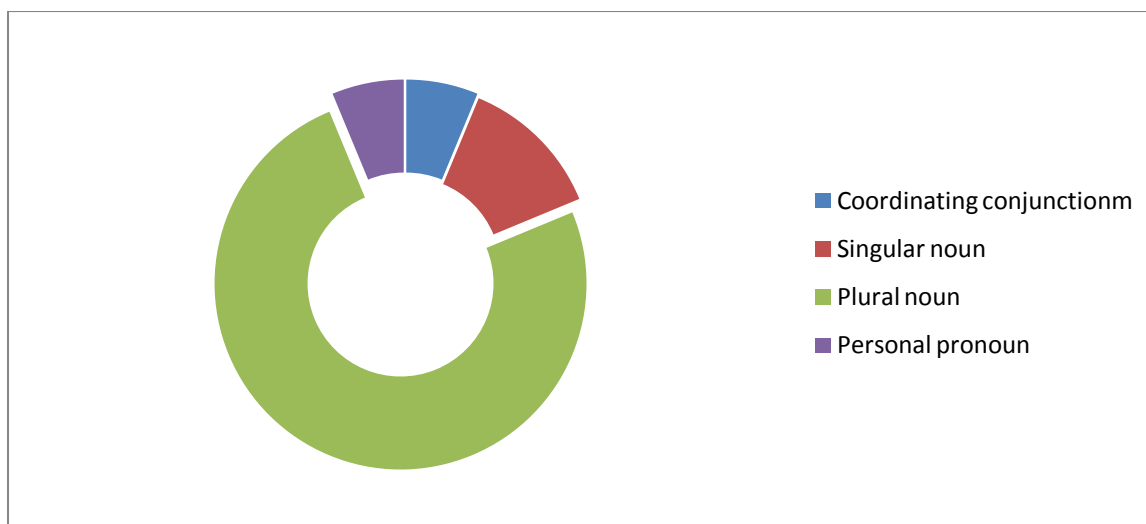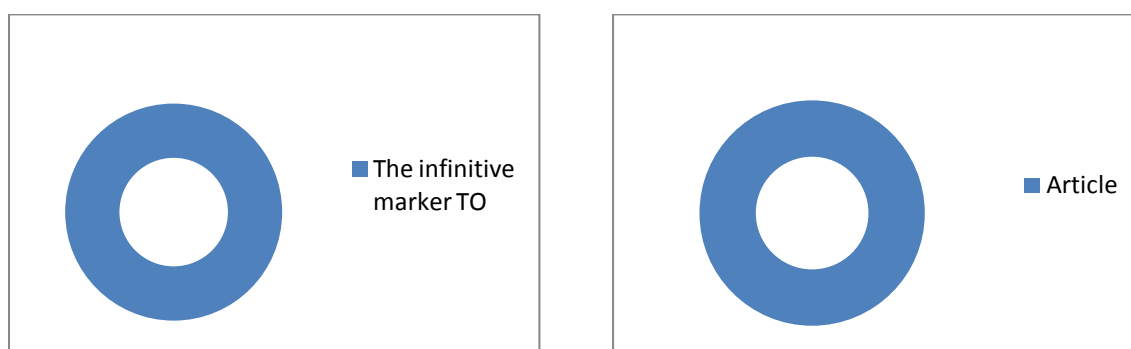**Figure 4.118. Distribution of preceding and following parts of speech in DESCRIBE concordance lines in 2014 subcorpus**
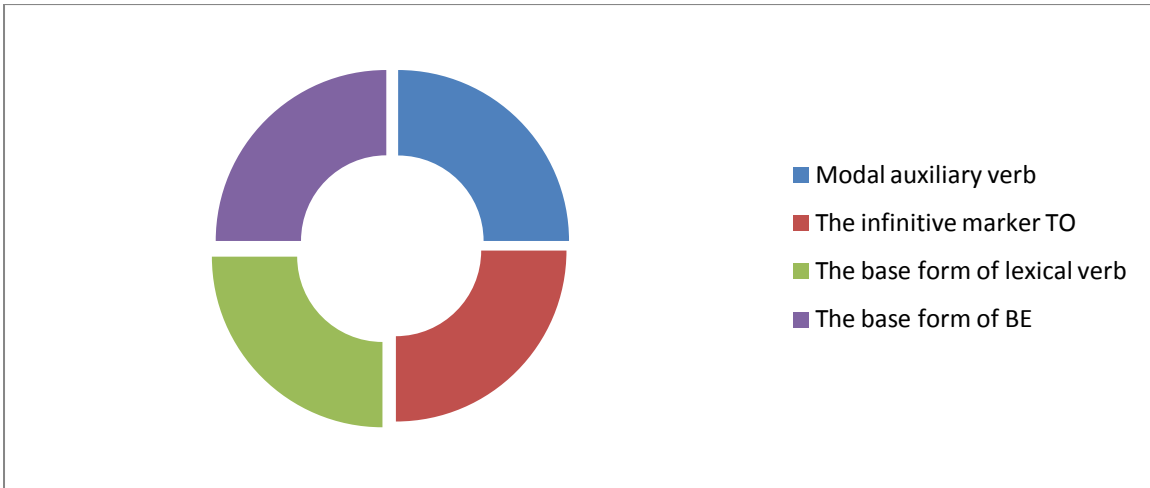
Figure 4.119. Distribution of preceding parts of speech in DESCRIBE concordance lines in 2014 subcorpus
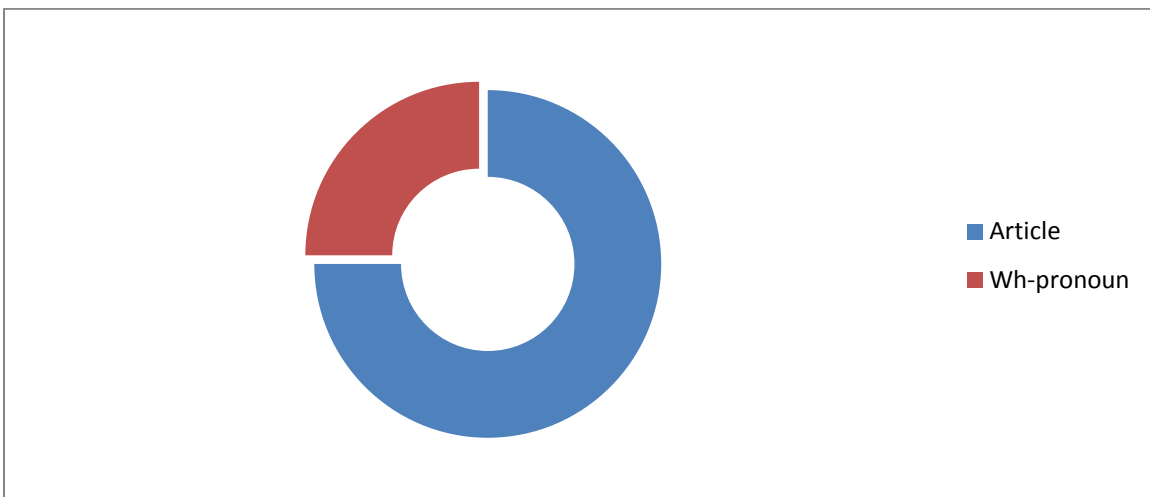
Figure 4.120. Distribution of following parts of speech in DESCRIBE concordance lines in 2014 subcorpus

Guess (The base form of the verb)

Guess (VVB) was preceded by coordinating conjunction and followed by wh-determiner form in the 2009 subcorpus (Table 53). *Guess* (VVB) was preceded and followed by personal pronoun in both 2009 and 2014 subcorpora. Modal auxiliary verb, preposition, wh-determiner, and neutral noun occurred only in the texts written in 2014 (Table 53).

Table 53: Collocations used with GUESS (VVB)

Collocations in 2009		Collocations in 2014	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Personal pronoun	Personal pronoun	Personal pronoun
Coordinating conjunction	Wh-determiner form		Preposition
			Modal auxiliary verb
			Wh-determiner form
			Neutral noun

The analysis of parts of speech in *Guess* concordance lines in 2009 indicated the equal frequency of occurrence of personal noun and subordinating conjunction, as preceding collocations, and personal pronoun and wh-determiner, as following collocations of *Guess*, as shown in Figures 4.121 and 4.122. Figure 4.123 illustrates the five-time higher occurrence of personal pronoun, as the preceding part of speech, than one-time rate of frequency of preposition, personal pronoun, modal auxiliary verb, wh-determiner and neutral noun, as following collocations of *Guess* in the 2014 subcorpus.
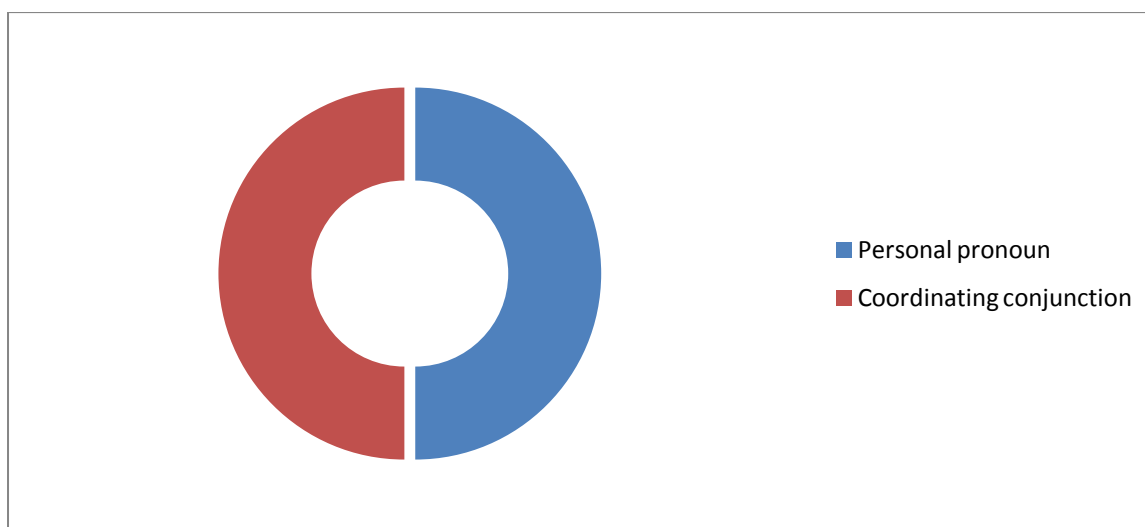
Figure 4.121. Distribution of preceding parts of speech in GUESS concordance lines in 2009 subcorpus
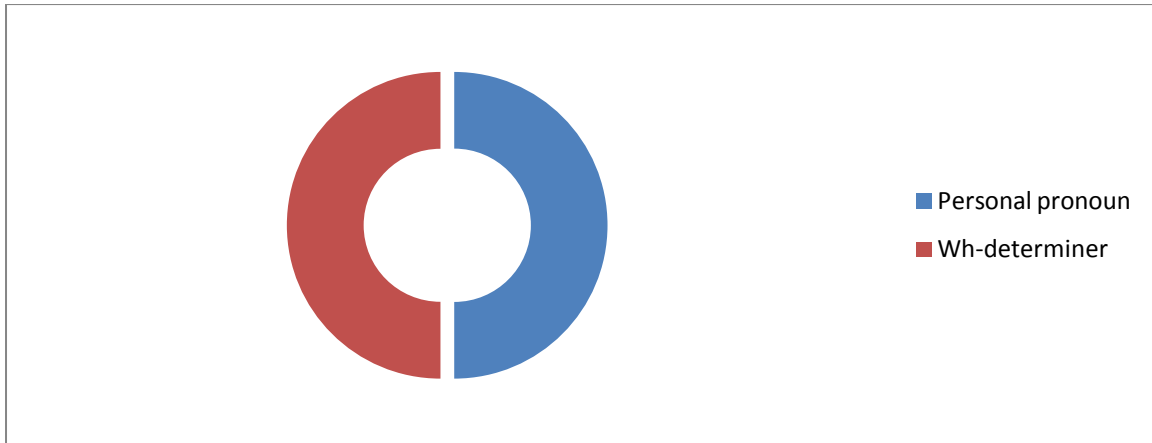
Figure 4.122. Distribution of following parts of speech in GUESS concordance lines in 2009 subcorpus
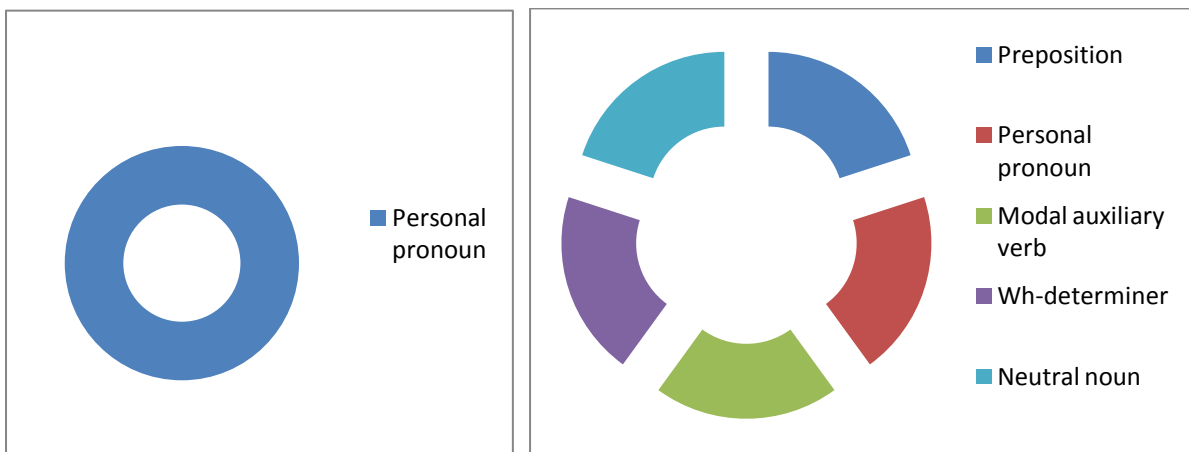
Figure 4.123. Distribution of preceding and following parts of speech in GUESS concordance lines in 2014 subcorpus

4.3. Future studies

By analyzing the combination of speech acts in keywords collocation units, I have noticed that students sometimes had problem in using appropriate correct collocations with keywords, such as a singular noun preceding a singular noun which is not possible in a proper English sentence. Therefore, I am interested in going through all the collocation units and investigating how correctly and differently the speech acts were used in the students' essays besides figuring out the most and the least popular speech acts accompanying each selected keywords in 2009 and 2014 subcorpora. Such a study will make it possible for other colleagues and myself to take a deeper look at students' difficulties in choosing the suitable

collocation units and leads us to help students overcome their fear of expressing their ideas by writing properly and appropriately.

4.4. Conclusion

The analyses of texts in the *Happy Corpus* revealed interesting results of the content and language of the texts, the use of functional and academic vocabulary, the most popular keywords and their collocation units. The lexical density analysis showed that there was just 1% difference in the use of lexical words between essays written in 2009 (3%) and 2014 (4%). The percentages of K1, K2 were also very close to each other with just 1% difference. Looking at the results, we can see that the use of academic words were very little more in essays written in 2014 (3%) in comparison to 2009 (2%). It is clear that the students' proficiency level was not as high as applying more academic vocabulary, which makes us propose some theories; such as their unfamiliarity with the words, or their fear, doubt or confusion of using such words in their scripts. I could also understand that students were keen to use functional words (57% in 2009 and 56% in 2014) rather than content words in their texts. The length of the essays also turned my attention to the fact that students were interested in writing longer essays (580 words) than the 300-word text which they were expected to write in their proficiency exams. The results also indicated that students were interested in writing about their friends in 2009 two times more than the essays in 2014. The number of texts about the students themselves, and the students' fathers was equal, and there was a very slight difference between the number of texts about mothers (few more in 2014), brothers (few more in 2014), and sisters (a few more in 2009). The analysis of keywords showed that there was a difference between their ranking and frequencies in the 2009 and 2014 subcorpora. The p-value of keywords also indicated noticeable differences between the ratios of keywords calculated in 2009 and 2014. The results demonstrated significant differences in the use of specific keywords including *WORRY* (0.69), *LIFE* (0.29), *GOOD* (0.17), *HAPPY* (0.13), *PROBLEM* (0.08), *STRESS* (0.08), *ATTITUDE* (0.08), *NEGATIVE* (0.06), *HELP* (0.05), *FRIEND* (0.05), *NERVOUS* (0.05), and *KIND* (0.05) between the concordance lines of 2009 and 2014 subcorpora. The results of collocation units revealed how students used different alternatives as parts of speech preceding and/or following each selected keywords whether specifically in each subcorpus or shared in both subcorpora.

I used the chi square-test to investigate whether the proportions of 2009 and 2014 preceding and following parts of speech distribution were equal. The results of shared keywords statistic

significance allowed me to find a large chi value of 59.35 for preceding collocations, and chi value of 106.50 for following parts of speech in the 2009 and 2014 samples and rejected their equality hypothesis of those collocations distribution in *Happy* subcorpus.

Further corpus-based studies can also be conducted applying multicultural perspective, which is the topic discussed in the next chapter.

Chapter Five

The HI Corpus

There has been a growth in research on the vital role effective vocabulary use plays in EFL learners' created essays. EFL students attempt to impress their readers by applying well-written meaningful texts. The EFL learners try to construct sentences with a rich vocabulary to show their productive knowledge and proficiency level in English language skills including writing, which has been the purpose of my current research. During my 11-year teaching and testing experiences in Iran I could observe how EFL learners use improper lexicons in their texts. I have intended to study whether EFL learners with a divergent cultural background make the similar mistakes in using vocabulary they acquired through their English studies. In this chapter, I introduce the *HI Corpus* and show the results of diachronic features in language learners' essays, investigated both qualitatively and quantitatively. I was eager to observe how diversely English program students apply English lexicons to express their ideas in the scene they create in essays in Iran and Hungary. I have compiled a bicultural corpus in which I collected and gathered both Iranian and Hungarian BA English program students' essays. The students were participating in English writing courses. There are two subcorpora in the *HI* Corpus: Iranian subcorpus and Hungarian subcorpus. The Iranian data includes 67 texts written by students participating in English writing programs in Amol Azad University in 2013 spring, analyzed in autumn 2013. The Hungarian data contains 47 texts created by students attending English writing courses in the University of Pécs in winter 2014, analyzed in spring 2015. I was interested to discover the content and language features students, with different cultural backgrounds, use in their essays syntactically and semantically. In chapter five, I will explain how the corpus was developed, and the essays analysis results of Iranian and Hungarian subcorpora will be demonstrated to discuss vocabulary occurrences, keywords and collocations students used more in essays.

5.1. The development of the corpus

Developing learner corpora helps researchers have an accurate and authentic source to study the process of learners' language acquisition, especially in the field of English language learning. Such research is done in the fields of written and/or spoken features in EFL. The learner corpus is the accessible platform researcher share with each other to compare the spoken and/or written texts EFL learners create with the ones native speakers produce in both

linguistic and cultural points of view. The study of learner corpora can also give ideas to teachers to focus on mistakes EFL learners make during the process of English language learning. Moreover, teachers' and researchers' observations provide a useful cultural source for pedagogic experts to design and prepare practical English course books based on the learners' cultural background.

To develop my corpus reliably I referred to the principles Sinclair established in 2005 (See chapter 2, section 2.2). The corpus contains the original format of EFL learners' essays without any correction in how words were spelled, how EFL learners used punctuation, and how sentences were built according to proper English language writing. The analysis of the students' original texts can also inspire researchers to do various comparative and/or contrastive studies in students' progress and evolution in acquiring the language synchronically and diachronically. My corpus, the *HI Corpus*, encompasses two subcorpora with 114 essays gathered from 47 Hungarian students studying in English writing course at the University of Pécs and 67 Iranian students attending the same course at Amol Azad University. The total number of tokens in each subcorpus is displayed in Table 54:

Table 54: Subcorpora of the *HI Corpus* and their token numbers

Written Texts (114)									
Hungarian Corpus (47)						Iranian Corpus (67)			
Anxiety Texts		Dreams Texts		Memories Texts		Why Study English Texts		Favorite English Texts	
HU	IRIB	HU	IRIB	HU	IRIB	HU	IRIB	HU	IRIB
9 (3576 tokens)	14 (3976 tokens)	23 (8728 tokens)	12 (2670 tokens)	7 (2383 tokens)	17 (3721 tokens)	4 (1299 tokens)	15 (3206 tokens)	4 (1356 tokens)	9 (2309 tokens)

First, I prepared a formal request letter paraphrasing the purpose of my research and the materials I needed to work on. I sent the letter to the students' teachers and they were kind enough to give their warm hands and permission to me to join their classes to elaborate on my project and give the instructions to the students in person. I explained that the students had to choose one of the five topics provided for them and write an essay between 350 and 400 words. The topics were related to their anxiety in classroom environment and how they could overcome it, their dreams and fantasies in life, their best/worst memories in their life, their purposes of studying English at the university, and their favorite English texts (For the written research design sheet see Appendix C). When the data was compiled, I could clearly

recognize the difference between Iranian students' and Hungarian students' preference in choosing their favorite topics and how they wrote about them with different cultural, Middle Eastern and European, background. Therefore, I intended to emphasize the students' content language and how Iranian and Hungarian students' texts differ from one another. The following questions were the main purpose of my corpus-based bicultural investigation:

1. How do the content and language used in each subcorpus topics vary between Iranian and Hungarian students?

2. Did Iranian students apply more academic vocabulary?

3. Did Iranian and Hungarian students use functional rather than content words?

4. Did Iranian students use similar keywords to those in the Hungarian subcorpus?

5. How differently did students use collocations with the common keywords in their texts in Iran and Hungary?

6. Did students use the same preceding/following parts of speech in collocation units more in their essays in the Iranian or Hungarian subcorpus?

The analyses of vocabulary profile and the lexical density in two subcorpora, the keywords occurrence and their co-occurred collocations were performed by Cobb's *Lextutor* software accessible on its website for public's usage. The tagged version of the keywords concordance was provided by using Lancaster University online *Free CLAWS Tagger*. The tagged concordance lines could help me to detect the parts of speech in collocation units, preceding and/or following keywords, in each subcorpus and its topics.

5.2. The results of Iranian and Hungarian subcorpora

When analyzing the vocabulary profile layers, I could evaluate the number of lexical words Iranian and Hungarian students used in their essays. The results showed me whether Iranian students used more appropriate academic words than Hungarian students in creating their texts or it was the other way around. I was eager to see how the collocation units applied in essays written by Iranian students, on the one hand, and Hungarian students, on the other hand, differ from each other. The use of Cobb's *Lextutor* software and the Lancaster online *Free CLAWS Tagger* helped me figure out the ordering patterns and parts of speech occurring in detected collocation units. The results of vocabulary occurrences, keywords, collocations

and their ordering patterns in Iranian and Hungarian students' essays about their anxiety, dreams, memories, purposes of studying English as an EFL, or their favorite English texts have been compared and brought in the following sections.

5.2.1. Content and language

The comparison of K1, K2, AWL ratios between Iranian Hungarian students' texts revealed a slight difference or at most 2- 0r 3- percent difference, which is demonstrated in Tables 55 – 59 based on the students' chosen topic separately. When we look at the Off-List counts, we can see that Hungarian students made more spelling mistakes than Iranian students especially in texts written about their memories (IRIB: 3.15%, HUN: 6.44%), their favorite English texts (IRIB: 5.02%, HUN: 7.97%), and the essays explaining their purposes of studying English (IRIB: 3.21%, HUN: 6.48%). The tables also show that the lexical density was almost the same in essays created about each topic by Iranian and Hungarian students. Moreover, the tables display the higher ratio of content items in Hungarian students' anxiety texts (HUN 29.97%, IRIB: 27.51%) (Table 55), and the higher use of content items in Iranian students' fantasy (IRIB: 38.24%, HUN: 33.93%), memories (IRIB: 34.06, HUN: 33.93%) essays, their favorite English texts (IRIB: 32.27%, HUN: 52.96%), and their purpose of studying English (IRIB: 40.47%, 36.00%). (Tables 56 -59)

Table 55: Anxiety essays vocabulary profile output

Words Categorizations	Iranian Students' Essays	Hungarian Students' Essays
Lexical density	0.46%	0.45%
Function words	54.44%	54.52%
Content words	27.51%	29.97%
K1	81.45%	84.49%
K2	8.31%	7.83%
AWL	5.18%	3.33%
Off-List	4.56%	4.38%

Table 56: Fantasy and dreams essays vocabulary profile output

Words Categorizations	Iranian Students' Essays	Hungarian Students' Essays
Lexical density	0.47%	0.45%
Function words	53.20%	54.98%
Content words	38.24%	33.93%
K1	91.44%	88.91%
K2	2.23%	3.99%

	2.64%	2.42%
AWL	2.64%	2.42%
Off-List	3.68%	4.68%

Table 57: Memories essays vocabulary output

Words Categorizations	Iranian Students' Essays	Hungarian Students' Essays
Lexical density	0.44%	0.45%
Function words	55.88%	55.30%
Content words	34.06%	31.43%
K1	89.94%	86.14%
K2	5.39%	5.74%
AWL	1.52%	1.08%
Off-List	3.15%	6.44%

Table 58: Best English Texts vocabulary profile output

Words Categorizations	Iranian Students' Essays	Hungarian Students' Essays
Lexical density	0.46%	0.47%
Function words	54.43%	52.96%
Content words	32.27%	31.82%
K1	86.70%	84.78%
K2	4.41%	4.46%
AWL	4.41%	2.78%
Off-List	5.02%	7.97%

Table 59: Why Study English essays vocabulary profile output

Words Categorizations	Iranian Students' Essays	Hungarian Students' Essays
Lexical density	0.51%	0.49%
Function words	49.08%	50.65%
Content words	40.47%	36.00%
K1	89.55%	86.65%
K2	2.65%	2.44%
AWL	4.58%	4.42%
Off-List	3.21%	6.48%

When looking at the data, I recognized that most students wrote essays which were close to 350- to 400- word count as they were instructed. However, there were some essays which were too short or too long (Figure 5.1 – 5.3). As Figure 5.1 shows, Hungarian students wrote the longest essay about their anxiety in a classroom (741 words), and the shortest essays belonged to the ones written about their purpose in taking English classes at the university

(211). The analysis of word count of Iranian students' essays indicated that the longest 508-word text was about a student's anxiety in performing classroom activities while the shortest 65-word essay was about a student's worst memory (Figure 5.1). The comparison of shortest and longest essays results in Hungarian students' data may reflect the students' interest and ability to explain their ideas with concise vocabulary more in writing about their best/worst memories and their most favorite English text because the essays length were close to the instruction they had to follow (Figure 5.2). The results of Iranian students' essays demonstrate a huge difference between the longest essays and the shortest ones in all topics which may pinpoint their lack of vocabulary knowledge in creating authentic essays, or their lack of interest in writing skill itself (Figure 5.3). The reason of such enormous differences in Iranian students' essays length can be an interesting area to be studied in the future research.
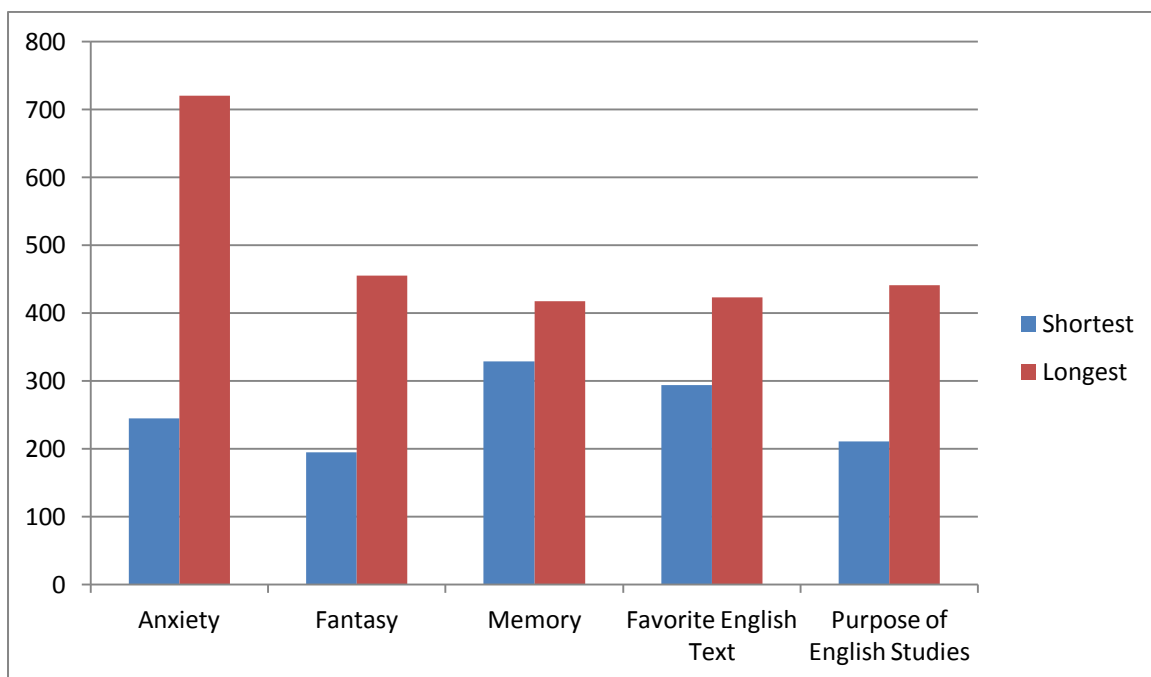
Figure 5.1. Word count of Hungarian students' essays
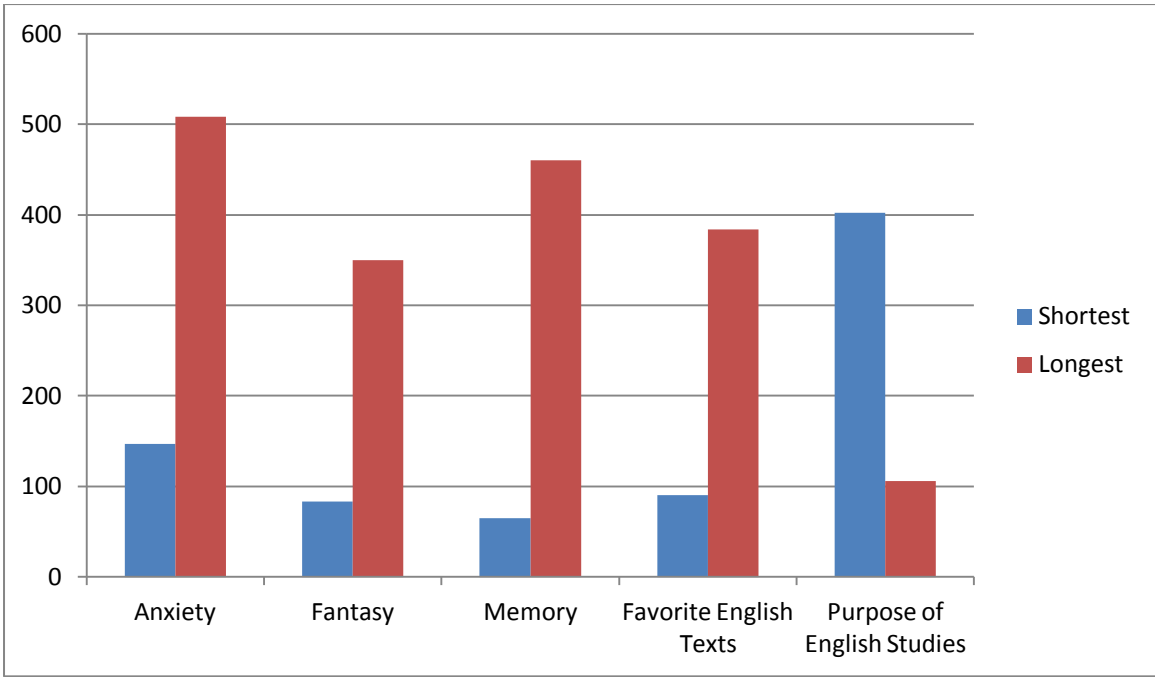
Figure 5.2. Word count of Iranian students' essays
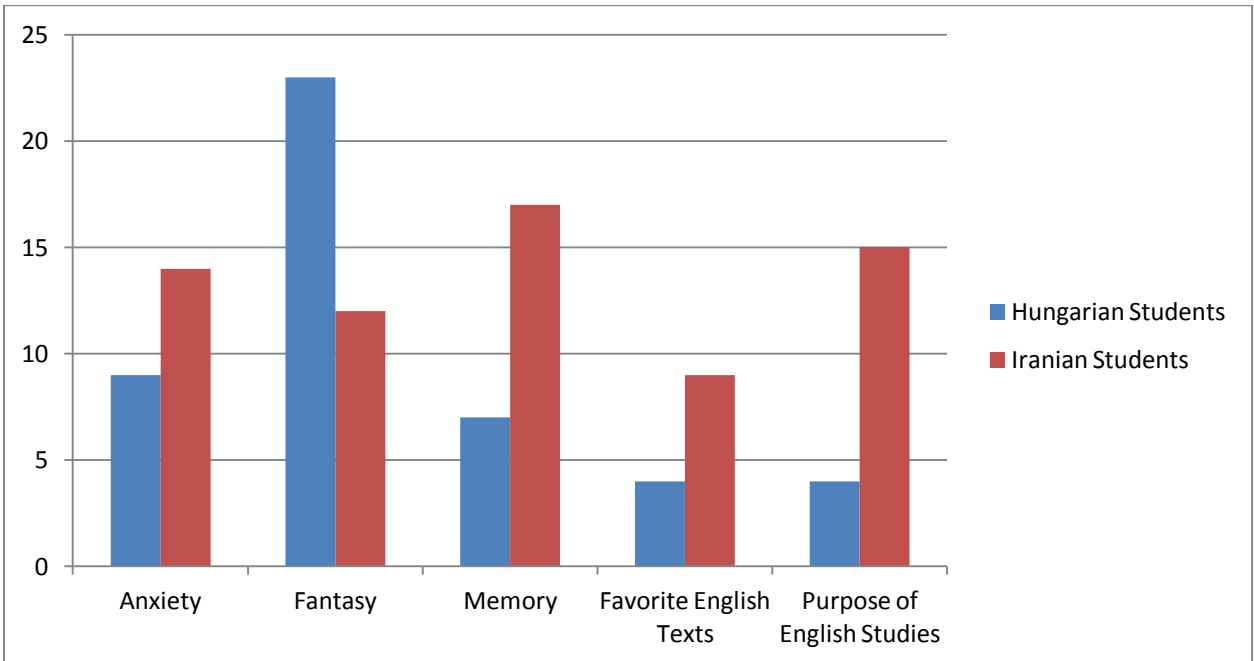
Figure 5.3: Number of texts written by students in each topic

In terms of the number of texts about each topic displayed in Figure 5.3, we can see that the majority of Hungarian students were interested in sharing their fantasy and dreams (23 times) rather than their anxiety in a classroom and how to overcome it (9 times), sharing their

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memories (7 times), recalling the best English texts they have read or written (4 times), and explaining why they study English (4 times). Some examples were taken from the Hungarian subcorpus (Scripts 26 - 37).

When Hungarian students narrated stories about their anxiety in classroom oral performances, they referred to it as a complicated matter in which every student experienced its symptoms differently and tried to describe their feelings and how they suffered from their conditions. One of the students referred to his fear of being in public and shared his nervous feeling of standing in the spot life, the stage fright and anxiety, and how dangerous and annoying such fear could be (Script 26).

Script 26: "*Standing "in the spotlight" is never really convenient or relaxing – no matter whether you are a student or a teacher. Stage fright and anxiety about the potential mistakes we are likely to make if we have to be the central figures of a lecture or presentation can become not only annoying but especially dangerous for you.*"

Another student wrote about the physical and frightening symptoms such as dry mouth, tight throat, racing pulse and rapid breathing, trembling hands, knees and voice, sweating and cold hands, which occurred through her speech (Script 27).

Script 27: "*Although we feel that we prepared completely but the frightening symptoms suddenly crop up. These are the following: dry mouth and tight throat; racing pulse and rapid breathing; trembling hands, knees, and voice; sweaty and cold hands and so on.*"

The essays about the students' fantasy and dreams showed the way they unlocked their future and wrote a bit about their selves, which could even lead teachers and even other students to understand the writers' character s and personalities. One of the students wrote about his love in being a teacher while doing happily day-by-day as an adult (Script 28).

Script 28: "*I have a couple things that i would like to do/ achieve before i die. First and foremost i would like to have a job that i can do happily day-by-day as an adult. I don't have a firm idea about what that would be exactly though. I'm learning to be a teacher but that is not what i imagined as a child.*"

Another student reflected her idea about being a doctor, fighting against the evil of cancer and helping her patients to overcome cancer (Script 29).

Script 29: "*During our childhood, having our whole life ahead us, we expect to become one of our heroes, to fight against evil and achieve all the possible fantasies. [...]As an infant, I always wanted to be a treasure hunter. After some years I decided I had to do something good for humanity; therefore I resolved to be a doctor and discover the cure for cancer.*"

Another student wrote about his future dream identity as an adventurer, a person who desires to travel, explore and discover new things (Script 30).

Script 30: "*First of all, I have a great urge to travel. Explore different cultures, taste new food, experience unfamiliar feelings. On the one hand, it would be good to do this on my own, enjoy the freedom of solitude, read books, which make me think different thoughts than before.*"

One student wrote about her good memories of spending time with her family, especially at Christmas, when there was the smell of peace and togetherness, cake and cocoa, the light of candles and the joy of catching fish with adults (Script 31).

Script 31: "*Holidays were always about love, family, peace, togetherness, and nothing else, expecially at that Christmas.[...] I can recall how was uncle taking care of fish as long as my mother and grandmother were prepearing everything else for the fish soup. During that time, I was baking with my brother a special kind of cake with coco while aunt was making poppy seed roll. That was followed by the best part of the evening: the feast. The candels on the table were alighting the faces of unconditional love and trust beside the fruit of a hard-working day.*"

Another student remembered the worst time in her life when she had a serious epileptic seizure at the age of six and how weak she felt those day. She recalled the terrible feelings she experienced during her illness and explained how she still had flashbacks about her disease (Script 32).

Script 32: "*I had a really serious epileptic seizure at the of 6. [...]I had to spend a week in hospital, they tested me for everything, checked my immune system, made ECG and sleep deprivation tests, everything you can imagine.*"

Some students wrote about their favorite English texts. One of those essays was about a billionaire with great sense of humor and the power of being a good listener. A student

intended to describe the billionaire's effort in sharing happiness with others by telling jokes and wearing funny outfits (Script 33).

Script 33: "*Every gamer out there, including me admires and loves Gabe Newell, because although he is a billionaire, he is still a fun person. He listens to the opinions of the Steam community for ideas or complaints. And he is joking and tricking people all the time. One time, when he was interviewed he was dressed up as a horse.*"

Another student also referred to writing in English and reading poems as a getaway, the best way to get rid of her bad mood and be relaxed. She also mentioned that she could preserve her memories for a lifetime by writing them down (Script 34).

Script 34: "*When I feel that pressure and bad mood encircle me, I try to avoid letting awful things get on top of me. My successful method for this is to write down the accumulated thoughts thus I can get rid of them. Paradoxically my other goal with writing is that I would like to recollect my best memories and pieces of impression so they are preserved for me in a special way. I would like to introduce one of my poems which have the most powerful effect on me, since it is about such situation which I call "the day of summation."*"

When students wanted to write about their intention of studying English, they explained how they were being fascinated by the language itself, its structure and pronunciation, and how important learning English was to them (Script 35).

Script 35: "*The main reason why I took up English at an academic level - apart from the previously mentioned more universal ones - was that the language itself genuinely fascinated me. Particularly the language structure: English starts out as easy to learn then later on it becomes harder to master, and therefore provides an interesting challenge. Being able to speak it with a nearly flawless pronunciation also requires time and practice, so listening to native speakers and reading in English means a great deal to me.*"

Few students referred to their desires to have a gainful future and get many job opportunities by improving their English language proficiency level, and surpassing their communicative competence (Script 36), and being obsessed with the language and its culture (Script 37).

Script 36: "*[...] lots of people speak this world language, but in a very low-down level. Datum-levellers can't expect gainful future, because it's not enough abundant. If you want plentiful vocabulary, reliable grammar knowledge, surpassing communicative competence*

you should study as long as you can. [...]It is likely to happen that I will have a gainful future. Multinational establishments, translator offices and several various possibilities."

Script 37: "*[...] my accent which is absolutely not a Hungarian one and I can learn languages easily if I want. I am sure about that all my life I want to deal with English but in what area and what kind of job I have no idea, the time will solve this. [...]I am obsessed with the English language and culture so there is nothing else to say. I am in the best possible place that is leading the way toward.*"

In comparison to Hungarian students' interests and the difference among the number of chosen essays, Iranian students' interest was more harmonized in the number of essays about each topic: jogging their memories (17 times), intentions of studying English (15 times), expressing their anxiety (14 times), cherished dreams (12 times), and sharing their favorite English texts (9 times), as shown in Figure 5.3. Some examples of Iranian students' subcorpus were brought below (Scripts 38 – 51).

Iranian students described their anxiety, their low degree of confidence and faith they had in themselves and their abilities, and how they think and act about others' feelings and their performance. They recalled how anxious they were in the middle of the audience' attention, their evaluation and judgment about their attitude, speech style, gesture and movement in performing oral tasks (Scripts 38 and 39).

Script 38: "*when I am in front of my classmates, they notice carefully to my attitude including my style of speech, gestures and movements with their two eyes and even I suppose that they borrow some more eyes to evaluate my performance and then they judge about me in their mind. [...] Some mistakes are unavoidable but some mistakes make you nervous and you find no solution for them. In dilemmas, when you are supposed to have an excellent performance, find a way to respond to the questions and make the audience satisfied and persuaded*"

Script 39: "*The other problem is today's modern lifestyle. The modern lifestyle cause people have less interaction with each other, for example now we can send email, talk on the phone so we don't need to worry about others looking at and judging us. This fear is produced through lack of confidence. If we believe our own ability and remind yourself and have not to prove ourselves to others and think that doesn't matter what people think, our fear will decrease.*"

Some students mentioned the positive effect of having friendly contact and respectful attitude on a speaker which made them motivated to grow their perception of abilities they acquired in a classroom (Script 40).

Script 40: "*In oral performance class all the students must be like the friends both sex and one make a mistake they do not scold the person that talks in front of every body .*"

When it came to the Iranian students' fantasy and dreams, they showed their interests in being a person who were knowledgeable and independent enough to stand on their own feet and making their dreams come true. The students also explained how they could build the best future for themselves by planning wisely and removing obstacles on their way (Scripts 41 and 42).

Script 41: "*The first form of fantasy I have in my mind is that I reach to the highest level of education in my major of study. [...] Vertically, I would like to make a business besides teaching and be my own boss. These are first types of my aspiration.*"

Script 42: "*I think every individual person should have a suitable program for their futures according to their wishes and situations, or at least built an acceptable procedure for their future time in their mind and of course not lose their hopes and go forward destroying all obstacles.*"

 Another student tried to establish her identity as a talented housekeeper, a grateful child and a responsible mother (Script 43).

Scripts 43: "*I love to learn every things about housekeeping, such as cooking every kind of foods, dessert, appetizer, taking part in décor classes, learn sew. I want to be a good child for my mother and a good mother for my children.*"

Some students shared their memories when they described their joy and excitement of being married (Script 44), and getting admitted in their favorite field of study, English language translation, at a university (Script 45).

Script 44: "*The subject that I must write is about the best or the worst memory that I have ever had. We know memory is a thought of something that we remember from the past. So every event that happened in the past forms the memory. But some events are so special and stick in our mind for ever,such as: to go a trip or to pass college entrance examination or to*

married and so on. For me the best and the worst memory is the same event is about marriage."

Script 45: "*One of the conditions for register was the print of my university acceptance. I went to coffee net and asked them for my university acceptance print. After a minute they said "English language translation, right?" I was shocked again. I saw the monitor myself in order to sure that I really accept in English language field. Fortunately everything was true.*"

However, some of the essays reflected the students' bad memories of how the use of punishment had the side effects of avoidance and hatred on a student when a teacher broke a students' heart by taking her favorite pencil and made her hate all teachers (Script 46), or what a strong distracter the parents' reward could be when a boy's joy of getting his first own car changed to his failure in the university entrance exams (Script 47).

Script 46: "*I have liked my pencil , I did not want to give it to teacher , but she took it and she punished me and she had gave it to back me never . After that event, I have disliked her , and I have disliked all teachers . I do not like teaching, I have never wanted to be a teacher .*"

Script 47: "*I got my first own car, everyday I went out with my friends to everywhere in this vicinity and had very good times. But gradually my scores at school got downward movement and it was terrible for me because I had entrance exam for university that year and it was so important for me to utilize my time to studying different sources, but I didn't.*"

Some students intended to share how they felt when they read a text or a book because of the messages stories could interpret through the characters' speeches or actions, or the information specific texts gave to the students. For instance, one of students' favorite English texts was Othello because of its attractive characters and amorous theme (Script 48), and another student shared his experience of getting immense pleasure of translating English texts about computer and technology (Script 49).

Script 48: "*The original theme of story is jelousy. And in Othello presentation of love prefer on envy display. I love this story because its cautionary. The carachteristics of story are attractive and the story is complex and amorously.*"

Script 49: "*I think my best text was that I translate a text about computer and technology. When I translate something suddenly a sense of joy appear inside me. Because I love this. So when you do something that you love, it goes on in best way doubtless.*"

Iranians had various purposes in learning English including their love in learning English skills, boosting their motivation and creativity, staying smarter and getting PhD degree and teaching English (Script 50), and how students analyzed their purposes of learning English in more detailed way and explained how internal motivation, the younger they started learning the language, and external motivation, their family's encouragement and support, could pave the way for her success in learning English (Script 51).

Script 50: "*Ichoose english for my academic field of study because I love english and I think it is good a motivation.I love to learn english and can speak english well and graduate to PHD level and teach another people .*"

Script 51: "*There are two kinds of motivation: Internal and External motivation. Internal motivation is your determination to learn a second language and is related to the "Age" somehow, that means if you start a language for example English when you are a kid, there will be a stronger motivation for you in comparison to an older person. External motivation is the encouragement from outside which inspires you to achieve your goal; for example your family persuade you to attend an English class.*"

5.2.2. Keywords and collocations

I looked up the keywords' frequency and the parts of speech which preceded and/or followed specific keywords in students' texts. The results were evaluated by submitting the *HI Corpus* subcorpora separately in keywords analysis section, compared with the *Brown US written 1 million corpus*, and concordance section in Cobb's *Lextutor* software. I have also applied the chi-square test in *Excel 2007* to calculate the statistical significance (See Tables 60 – 69 for the keywords in the Hungarian and Iranian subcorpora).

5.2.2.1. Keywords Analyses

The occurrences of keywords in the Iranian and Hungarian students' anxiety essays (Table 60) shows that fifteen keywords were included in both Iranian and Hungarian subcorpus. *Anxious* which is the keyword directly related to the topic takes the tenth place with 11399 times occurrence in Iranian anxiety keywords. *Anxious* takes the twenty second place with its 4314 times occurrence in Hungarian students' anxiety texts, which shows a quite noticeable difference in its ranking from its occurrence in Iranian students' essays. The results revealed that *Feel* with its 6667-time occurrence in the Hungarian subcorpus takes higher ranking in comparison to its 4836-time occurrence in the Iranian subcorpus. There is also a huge

difference of *Oral* (IRIB: 5181 times, HU: 2745 times) and *Audience* (IRIB: 9672 times, HU: 4707 times) occurrences between two subcorpora. *Overcome* occurrence is quite similar with its twenty-third place (4314 times) in the Hungarian subcorpus and its twenty-eighth place (4836 times) in the Iranian subcorpus. *Problem* (thirty-fifth position) and *Important* (thirty-sixth position) both occur 3800 times in the Iranian subcorpus in comparison to their 1961 times occurrences taking the sixty-first and the sixty-sixth positions in the Hungarian subcorpus. *Fear* also occurred 3800 times (thirty-eighth place) in the Iranian students' collected data, and took the thirty-fifth place with its 2745-time occurrence in the Hungarian students' compiled data. The position of *Confidence* as a keyword in both subcorpora differs clearly from one another (IRIB: 43th with 3454 times occurrence, HU: 96th with 1176 times occurrence). Table 60 also demonstrates a considerable difference between the occurrences of *Help* in the Iranian anxiety subcorpus (115th position) and the Hungarian anxiety subcorpus (58th position). On the contrary to the 119th position and 1036 times of occurrence in the Iranian anxiety subcorpus, *Afraid* takes the 60th position with 1961-time occurrence in the Hungarian anxiety subcorpus. The times that *Avoid* occurred in both Iranian and Hungarian anxiety subcorpora (IRIB: 128th position with 1036 times, HU: 115th position with 1176 times) are pretty close to each other. The 88th position of the Hungarian anxiety keywords analysis result belongs to *Difficult* with 1176 times of occurrence in comparison to its 1036 times of occurrence in the Iranian anxiety subcorpus. The interesting point related to *Difficult* occurrence is the broad difference in positions it takes in each subcorpus (HU: 88th, IRIB: 132nd). *Nervous* is another keyword with an enormous difference in its position (HU: 41st, IRIB: 126th) and the times it occurred (HU: 4314, IRIB: 1036), in each subcorpus. Another keyword which was detected as a keyword was *Voice*. As shown in Table 60, there is a slight difference in the position (HU: 104th, IRIB: 108th) and the times of occurrence (HU: 1176, IRIB: 1036) of *Voice* between the Iranian and Hungarian anxiety subcorpora.

Table 60. Occurrences of keywords in Anxiety Subcorpus

Iranian Anxiety Subcorpora			Hungarian Anxiety Subcorpora		
Keywords	**Keywords Ranking**	**Vocabulary Frequency**	**Keywords**	**Keywords Ranking**	**Vocabulary Frequency**
Anxious	11399 (10)	33 (20)	Feel	6667 (13)	17 (33)
Oral	9672 (13)	28 (31)	Oral	4707 (21)	12 (51)
Audience	5181 (24)	15 (48)	Anxious	4314 (22)	11 (54)
Stress	4836 (25)	14 (56)	Overcome	4314 (23)	11 (56)
Overcome	4836 (28)	14 (55)	Fear	2745 (35)	7 (82)
Feel	4836 (29)	14 (53)	Speech	2745 (38)	7 (92)

Problem	3800 (35)	11 (76)	Nervous	2745 (41)	7 (89)
Important	3800 (36)	11 (73)	Audience	2745 (43)	7 (81)
Fear	3800 (38)	10 (82)	Help	1961 (58)	5 (126)
Confidence	3454 (43)	10 (79)	Afraid	1961 (60)	5 (115)
Energy	1727 (65)	5 (131)	Important	1961 (61)	5 (128)
Negative	1727 (68)	5 (140)	Serious	1961 (63)	5 (137)
Public	1727 (81)	5 (143)	Problem	1961 (66)	5 (134)
Focus	1382 (87)	3 (282)	Control	1569 (69)	4 (156)
Voice	1036 (108)	3 (253)	Calm	1569 (72)	4 (151)
Positive	1036 (112)	3 (237)	Improve	1569 (76)	4 (162)
Afraid	1036 (119)	3 (196)	Difficult	1176 (88)	3 (194)
Difficult	1036 (132)	3 (209)	Confidence	1176 (96)	4 (155)
Emotion	1036 (113)	3 (211)	Voice	1176 (104)	3 (240)
Help	1036 (115)	3 (220)	Stomach	1176 (105)	3 (229)
Forget	1036 (116)	3 (217)	Mouth	1176 (107)	3 (212)
Mistake	1036 (127)	3 (232)	Avoid	1176 (115)	3 (186)
Shy	1036 (124)	3 (246)	Student	1176 (116)	3 (229)
Nervous	1036 (126)	3 (234)	Laugh	1176 (119)	3 (267)

The analysis of p-value of keywords used in both the Iranian and Hungarian Anxiety subcorpora indicated that there was an enormous difference between the occurrences of *Anxious* in the Iranian and Hungarian subcorpora (Table 61). The p-values of *Oral*, *Audience*, and *Confidence* also showed a considerable difference between the Iranian and Hungarian subcorpora (Table 61).

Table 61. Shared keywords statistical significance in Anxiety subcorpus

Keywords	Statistical significance	Keywords	Statistical significance	Keywords	Statistical significance
Anxious	3.59	Important	0.14	Difficult	0
Oral	0.38	Fear	0.06	Help	0.06
Audience	0.19	Confidence	0.14	Nervous	0.11
Overcome	0.04	Voice	0		
Feel	0.12	Afraid	0.06		

The comparison of the analyses of Hungarian and Iranian keywords results revealed that there were some keywords among the first two hundred detected keywords in both Hungarian and Iranian Fantasy subcorpora. The topmost ranking of occurrence, displayed in Table 62, belongs to *Dream*, taking the 10th position (8906 times) in the Iranian Fantasy subcorpus in comparison to its 17th position (7299 times) in the Hungarian Fantasy subcorpus. I expected to see *Fantasy* as one the topmost ranking of occurrence in the keywords list in both Iranian and Hungarian subcorpora, but the results clearly showed a huge difference in the position

(IRIB: 18th, HU: 148th) and the keyword times of occurrences (IRIB: 6927 times, HU:608 times) between two subcorpora. *Achieve* is another shared keyword which takes place in the 41st position (3464 times) in the Iranian Fantasy subcorpus and the 54th position (2129 times) in the Hungarian Fantasy subcorpus. Even though the positions of *University* (IRIB: 46th, HU: 49th) are pretty close to each in the Iranian and Hungarian Fantasy subcorpora, a quite great difference can be seen in its times of occurrences (IRIB: 3462 times, HU: 2129 times) between two subcorpora. Table 62 also demonstrates a huge difference in the position and the times of occurrences of *Love* (IRIB: 44th with 3464 times, HU: 97th with 1064 times), and a real difference of the positions and the times of occurrences of *Kind* (IRIB: 88th with 1484 times, HU: 138th with 760 times) and *Happy* (IRIB: 95th with 1484 times, HU: 127th with 760 times) between two subcorpora.

Table 62. Occurrences of keywords in Fantasy Subcorpus

Iranian Fantasy Subcorpora			Hungarian Fantasy Subcorpora		
Keywords	Keywords Ranking	Vocabulary Frequency	Keywords	Keywords Ranking	Vocabulary Frequency
Dream	8906 (10)	17 (25)	Future	10036 (8)	66 (26)
Fantasy	6927 (18)	15 (28)	Dream	7299 (17)	48 (31)
Life	6927 (19)	14 (35)	Job	2737 (40)	17 (81)
Achieve	3464 (41)	7 (66)	University	2429 (40)	14 (107)
Love	3464 (44)	7 (72)	Hope	2129 (49)	14 (102)
University	3464 (46)	7 (78)	Achieve	2129 (54)	14 (98)
Possible	2969 (51)	6 (89)	Imagine	1673 (64)	11 (126)
True	2574 (65)	5 (108)	Money	1369 (82)	8 (165)
Attempt	1979 (66)	4 (114)	Degree	1217 (87)	8 (165)
Desire	1979 (67)	4 (118)	Skin	1217 (89)	8 (173)
Priority	1979 (68)	4 (135)	Love	1064 (97)	7 (194)
Attain	1484 (85)	3 (144)	Happy	760 (127)	5 (251)
Kind	1484 (88)	3 (162)	Garden	760 (138)	5 (254)
Enjoy	1584 (89)	3 (152)	Fantasy	608 (145)	4 (289)
Happy	1484 (95)	3 (157)	Italy	608 (150)	4 (300)
			Husband	608 (154)	4 (299)
			Sun	608 (160)	4 (322)
			Guitar	608 (172)	4 (293)
			Theater	456 (173)	3 (432)
			Air	456 (174)	3 (334)
			Food	456 (176)	3 (376)
			Trust	456 (177)	3 (437)

Table 63 shows quite large differences, considering the p-values, between the occurrence rates of *Fantasy*, *Love*, *Dream*, and *Achieve* in the Iranian and Hungarian subcorpora.

Table 63. Shared keywords statistical significance in Fantasy Subcorpus

Keywords	Statistical significance	Keywords	Statistical significance	Keywords	Statistical significance
Dream	0.09	Love	0.18	Happy	0.05
Fantasy	0.51	University	0.1		
Achieve	0.1	Kind	0.05		

Table 64 shows that *Memory* comes in higher positions (IRIB: 4th place with 15607 times of occurrences, HU: 10th place with 8045 times of occurrences). *Good* is the next keyword which occurred in the 7th position (10925 times) in the Iranian Memories subcorpus and 16th position (5569 times) in the Hungarian Memories subcorpus. *Family* is the other keyword both Iranian and Hungarian students used in their memories essays. As it is shown in Table 64, there is a sharp decrease between *Good* and *Family* (43rd place with 2731 times of occurrence) in the Iranian Memories subcorpus. The table also demonstrates that there is a slight difference between *Good* and *Family* (22nd position with 4950 times of occurrence) as keywords in the Hungarian Memories subcorpus. *Mother* and *Brother* are the others keywords which occurred in both Iranian and Hungarian Memories subcorpora. *Mother* came in the 45th place with 2475 times of occurrence in the Hungarian subcorpus in comparison to its 97th position with 1171 times of occurrence in the Iranian subcorpus. The interesting point in studying the keywords displayed in Table 64 is the place *Brother* (64th position) takes in both Iranian and Hungarian subcorpora. We can also see that there is a slight difference in its occurrence between Iranian (1561 times) and Hungarian (1856 times) Memories subcorpora.

Table 64. Occurrences of keywords in Memories Subcorpus

Iranian Memories Subcorpora			Hungarian Memories Subcorpora		
Keywords	Keywords Ranking	Vocabulary Frequency	Keywords	Keywords Ranking	Vocabulary Frequency
Memory	15607 (4)	40 (15)	Memory	8045 (10)	13 (30)
Good	10925 (7)	28 (24)	Life	6807 (11)	11 (34)
Bad	9754 (10)	25 (28)	Good	5569 (16)	6 (41)
Family	2731 (43)	7 (83)	Family	4950 (22)	8 (44)
Night	2341 (44)	6 (105)	Trip	4950 (23)	9 (58)
Car	2341 (45)	6 (95)	Feel	3713 (27)	9 (62)
Future	2341 (50)	6 (101)	Christmas	3713 (30)	6 (60)
Mind	2341 (55)	6 (103)	Fish	3094 (34)	5 (75)
Father	1951 (56)	3 (187)	Weather	2475 (37)	4 (110)
Hospital	1951 (57)	5 (120)	Experience	2475 (38)	4 (90)
Death	1951 (58)	5 (114)	Doctor	2475 (39)	4 (89)

Brother	1951 (64)	4 (135)	Travel	2475 (40)	4 (108)
Accident	1171 (90)	3 (170)	Remember	2475 (44)	4 (101)
Mother	1171 (97)	3 (199)	Mother	2475 (45)	4 (96)
Love	1171 (100)	3 (196)	City	2475 (49)	4 (88)
Divorce	1171 (101)	3 (184)	Guide	1856 (52)	3 (124)
Temper	1171 (103)	3 (217)	Summer	1856 (53)	3 (138)
Home	1171 (104)	3 (191)	Brother	1856 (64)	3 (118)
Sad	1171 (106)	3 (207)	Uncle	1856 (65)	3 (146)
			Special	1856 (66)	3 (137)

The analysis of the shared keywords p-values in the Iranian and Hungarian Memories subcorpus pinpointed the sharp differences of *Memory* and *Good* frequency rates between the Iranian and Hungarian essays about students' memories (Table 65). The statistical significance calculation of the Memories subcorpus reveals major differences of *Family* and *Mother* p-values, and a minor difference of *Brother* p-value in the Iranian and Hungarian Memories subcorpora (Table 65).

Table 65. Shared keywords statistical significance in Memories Subcorpus

Keywords	Memory	Good	Family	Brother	Mother
Statistical significance	0.57	0.38	0.14	0.02	0.09

The only keywords detected in both Iranian and Hungarian Favorite English texts were *Like* and *Movie* (Table 66). There is an enormous difference in the rankings and times *Like* was used in the Iranian (46th place with 3088 times of occurrence) and Hungarian (4th place with 15038 times of occurrence) Favorite English texts subcorpora. As Table 66 shows there are unique keywords students used related to their tastes of writing which may reflect their vocabulary knowledge, too. *Steam* (10th place with 8593 time of occurrence), *Poem* (28th place with 3222 times of occurrence), *Valve* (33rd place with 3222 times of occurrence), and *Genius* (36th place with 3222 times of occurrence) are the ones brought in the Hungarian subcorpus. *Story* (11th position with 9265 times of occurrence), *Translate* (36th position with 3706 times of occurrence), and *River* (49th position with 2471 times of occurrence) are the ones used in the Iranian subcorpus (Table 66).

Table 66. Occurrences of keywords in Favorite English Texts subcorpus

Iranian Favorite English Texts Subcorpora	**Hungarian Favorite English Texts Subcorpora**

Keywords	Keywords Ranking	Vocabulary Frequency	Keywords	Keywords Ranking	Vocabulary Frequency
Text	16059 (3)	26 (12)	Like	15038 (4)	14 (16)
English	14206 (7)	24 (14)	Article	13963 (6)	13 (17)
Best	14204 (8)	23 (16)	Steam	8593 (10)	8 (31)
Story	9265 (11)	15 (26)	Time	5371 (18)	5 (56)
Essay	4324 (27)	7 (64)	Idea	4296 (25)	4 (61)
Translate	3706 (36)	6 (80)	Poem	3222 (28)	3 (91)
Like	3088 (46)	5 (90)	Valve	3222 (33)	3 (97)
River	2471 (49)	4 (109)	Company	3222 (34)	3 (76)
Twain	2471 (48)	2 (252)	Game	3222 (35)	3 (82)
Special	2471 (52)	4 (111)	Genius	3222 (36)	3 (83)
Reason	2471 (56)	4 (108)	Real	3222 (38)	3 (92)
Topic	2471 (60)	4 (116)	Movie	3222 (40)	3 (85)
Movie	1853 (69)	2 (229)			

The analyses of the common keywords statistical significance showed a great difference of *Like* frequency in the students' created essays about their favorite English texts in Iran and Hungary. There was also a quite big difference of using *Movie(s)* between the Iranian and Hungarian students' essays (Table 67).

Table 67. Shared keywords statistical significance in Favorite English Texts subcorpus

Keywords	Statistical significance
Like	0.09
Movie	0.51

The analysis of keywords in the Iranian and Hungarian students' essays about their purposes of studying indicates that the highest ranking belongs to *English* (IRIB: 2nd place with 56786 times of occurrence, HU: 2nd place with 43337 times of occurrence) in both subcorpora (Table 68). *Learn* is the next keyword occurring in the 3rd position in Iranian subcorpus and the 8th position in the Hungarian subcorpus. *People* (10248 times of occurrence) takes the 9th place in the Iranian purpose of studying English subcorpus in comparison to its 13th place (9751 times of occurrence) taken in the Hungarian subcorpus. *Study* is another keyword that can be seen in Iranian and Hungarian subcorpora. *Study* took the higher ranking and occurred much more in the Iranian students' texts written about their purposes of studying English (12th position with 8967 times of occurrence) in comparison to its 25th position (5417 times of occurrence) in the Hungarian students' essays. *School* with its 15th position and 6501-time occurrence takes higher ranking in the Hungarian purpose of studying subcorpus in comparison to its 32nd place and 4270-time occurrence in the Iranian subcorpus (Table 68).

As displayed in Table 68, the students' interests in taking a job, being familiar with different culture, and having their own business were shared in both Iranian and Hungarian students' texts about why they study English. With its 20th position and 5417 times of occurrence, *Job* takes higher place in Hungarian subcorpus rather than its 3419-time occurrence and 37th position in the Hungarian subcorpora. *Culture* takes the 21st position (4334 times of occurrence) in the Hungarian subcorpus and the 37th place (3416 times of occurrence) in the Iranian subcorpus. The last shared keyword shown in Table 68 is *Business* which comes in the 36th ranking (3250 times of occurrence) in the Hungarian subcorpus and the 66th place in the Iranian subcorpus.

Table 68. Occurrences of keywords in Purpose of English Studies Subcorpus

Iranian Purpose of English Studies Subcorpora			Hungarian Purposes of English Studies Subcorpora		
Keywords	Keywords Ranking	Vocabulary Frequency	Keywords	Keywords Ranking	Vocabulary Frequency
English	56789 (2)	134 (3)	English	43337 (2)	41 (4)
Language	34159 (3)	86 (8)	Learn	10834 (8)	10 (19)
Learn	11529 (7)	27 (19)	World	9751 (12)	9 (24)
People	10248 (9)	22 (25)	People	9751 (13)	9 (23)
Study	8967 (12)	21 (28)	School	6501 (15)	6 (36)
Communicate	7259 (17)	17 (36)	University	6501 (16)	6 (39)
Field	7259 (19)	17 (37)	Foreign	6501 (19)	6 (39)
Foreign	5551 (23)	13 (48)	Job	5417 (20)	5 (43)
School	4270 (32)	10 (67)	Study	5417 (25)	5 (48)
Job	3416 37)	8 (79)	Culture	4334 (28)	4 (57)
Understand	2135 (54)	5 (120)	Speak	4334 (31)	4 (62)
Culture	2135 (56)	5 (105)	Reason	4334 (32)	4 (61)
Familiar	1708 (66)	4 (130)	Business	3250 (36)	3 (68)
Business	1708 (66)	4 (125)			
Degree	1708 (68)	4 (129)			
Advantage	1281 (75)	3 (148)			
Brain	1281 (76)	3 (154)			
Travel	1281 (83)	3 (188)			
Goal	1281 (92)	3 (163)			
Hope	1281 (95)	3 (165)			
Teach	1281 (97)	3 (182)			

Table 69. Shared keywords statistical significance in Purpose of studying English subcorpus

Keywords	Statistical significance
Business	0.1
English	1.07
People	0
School	0.15

The statistical significance score of *People* was zero, which showed no difference of occurrence in using it in the Iranian and Hungarian subcorpora (Table 69). The results of keywords analysis also allowed me to recognize the enormous difference of using *English* in the Iranian and Hungarian students' essays, as shown in Table 69. The p-values of *Business* and *School* also indicate that there was a difference of the keywords between the Iranian and Hungarian texts (Table 69).

5.2.2.2. Collocations Analyses

In this section, I seek the parts of speech preceding and/or following the keywords shared in the Iranian and Hungarian subcorpora about the students' anxiety, dreams and fantasy, memories, their favorite English texts, and their purpose of studying English listed in Tables 61 – 65. The concordance lines were also brought in Appendix D for the readers' interest and more studies.

5.2.2.2.1. The Anxiety subcorpus collocation unit analyses

Anxious (Adjective)

As is demonstrated in Table 68, there are some parts of speech both Iranian and Hungarian students used in their essays about anxiety. The base of lexical verbs, and adverb preceded *Anxious* (ADJ) in both subcorpora while preposition, adverb, -s form of verb BE, and subordinating conjunction followed *Anxious*. However, there were parts of speech which occurred before and after *Anxious* in one subcorpus. Possessive determiner form, general determiner, article, singular noun, -ing form of the verb BE, coordinating conjunction, base form of the verb HAVE, indefinite pronoun, -s form of the verb HAVE, and plural noun were the parts of speech preceding *Anxious* (ADJ) only in the Iranian subcorpus while infinitive of the verb BE was the part of speech which precedes *Anxious* only in the Hungarian subcorpus. Possessive determiner form was the part of speech following *Anxious* only in the Hungarian

subcorpus while coordinating conjunction, personal pronoun, the infinitive marker TO, and modal auxiliary verb occurred as following parts of speech only in the Iranian students' anxiety subcorpus (Table 70).

Table 70: Collocations used with ANXIOUS (AJ0) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Possessive determiner form	Subordinating conjunction	Adverb	Preposition
General determiner	Coordinating conjunction	Base form of lexical verbs	Adverb
Adverb	Preposition	Infinitive of lexical verbs	-s form of the verb BE
Article	-s form of the verb BE	Infinitive of the verb BE	Possessive determiner form
Base form of lexical verbs	Modal auxiliary verb		Subordinating conjunction
Plural noun	Personal pronoun		
Singular noun	Adverb		
-ing form of the verb BE	Infinitive marker TO		
Coordinating conjunction			
Base form of the verb HAVE			
Indefinite pronoun			
-s form of the verb HAVE			

Audience (Noun)

Possessive determiner form, article, and adjective were the parts of speech preceding *Audience* while preposition was the only part of speech following *Audience* in both Iranian and Hungarian anxiety subcorpora. Subordinating conjunction, the infinitive form of the verb BE, the conjunction of THAT, and preposition of OF were the ones preceding *Audience* while it was followed by singular noun, modal auxiliary verb, plural noun, -s form of the verb BE, the base form of lexical verbs, adjective, wh-determiner and general determiner in the Iranian anxiety subcorpus. It is also clear that there were some parts of speech such as the base form of the verb BE, subordinating conjunction, adverb, and personal pronoun, which came after *Audience* just in the Hungarian subcorpus (Table 71).

Table 71: Collocations used with Audience (NN1) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Possessive determiner form	Preposition	Article	Base form of the verb BE
Subordinating conjunction	Singular noun	Possessive determiner form	Subordinating conjunction
The conjunction THAT	Modal auxiliary verb	Adjective	Preposition
Infinitive of the verb BE	Plural noun		Personal pronoun
Preposition of OF	-s form of the verb BE		Adverb
Article	Base form of lexical verbs		
Adjective	Adjective		
	General determiner		
	Wh-determiner		

Avoid (The infinitive of the verb)

Table 72 shows that infinitive marker TO was the only part of speech which preceded *Avoid* in both Iranian and Hungarian subcorpora. The table also demonstrates the occurrence of plural noun before *Avoid,* and singular noun and base form of lexical verbs after *Avoid* in the Iranian subcorpus. The results in Table 72 also indicate that *Avoid* was followed by –ing form of lexical verbs just in collocations of *Avoid* created by the Hungarian students.

Table 72: Collocations used with AVOID (VVI) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Infinitive marker TO	Singular noun	Infinitive marker TO	-ing form of lexical verbs
Plural noun	Base form of lexical verbs		

Confidence (Singular noun)

Confidence, as a singular noun, came after possessive determiner form, general determiner, and personal pronoun while it came before preposition, and subordinating conjunction in the

Iranian anxiety subcorpora. Infinitive of lexical was the part of speech which preceded *Confidence* in the Hungarian anxiety texts while preposition of OF was the part of speech which followed *Confidence* in collocation units occurred only in the Hungarian anxiety subcorpus. *Confidence* was also followed by coordinating conjunction, and personal pronoun in essays compiled in both Iranian and Hungarian anxiety subcorpora. (Table 73)

Table 73: Collocations used with CONFIDENCE (NN1) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Singular noun	Coordinating conjunction	Infinitive of lexical verbs	Coordinating conjunction
Possessive determiner form	Preposition	Preposition of OF	Personal pronoun
General determiner	Personal pronoun	Singular noun	Preposition of OF
Preposition of OF	Subordinating conjunction		
Personal pronoun			

Difficult (Adjective)

Table 74 that *Difficult* as an adjective could be preceded by adverb, on the one side, and followed by preposition, on the other side, in both Iranian and Hungarian anxiety essays. Table 74 also illustrates that *Difficult* was preceded by −s form of the verb BE, and coordinating conjunction in Iranian subcorpus while it was followed by infinitive marker TO. The table also shows the occurrence of adverb, and article before *Difficult* in the Hungarian anxiety subcorpus. Adjective, and singular noun were also the parts of speech taking the following position after *Difficult* in the Hungarian students' anxiety texts.

Table 74: Collocations used with DIFFICULT (AJ0) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
-s form of the verb BE	Preposition	Adverb	Preposition
Coordinating conjunction	Infinitive marker TO	Article	Adjective
Adverb			Singular noun

Fear (Singular noun)

As a singular noun, *Fear* was preceded by singular noun, preposition of OF, and general determiner in the anxiety essays in both Iranian and Hungarian subcorpora. It was also followed by preposition of OF, and –s form of the verb BE in both Hungarian and Iranian subcorpora. Article, possessive pronoun, and personal pronoun were the parts of speech which came before *Fear* just in the Iranian subcorpus while *Fear* was preceded by the past participle of lexical verb, adjective, and superlative adjective in the Hungarian subcorpus. Coordinating conjunction, the base form of lexical verbs, the base form of the verb BE, preposition, the infinitive marker TO, and plural noun were the parts of speech brought after *Fear* only in the Iranian subcorpus while comparative adjective, modal auxiliary verb, and the conjunction of THAT were the parts of speech following *Fear* in the Hungarian subcorpus (Table 75).

Table 75: Collocations used with FEAR (NN1) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Singular noun	Coordinating conjunction	General determiner	Comparative adjective
Possessive determiner form	Base form of lexical verbs	Adjective	Modal auxiliary verb
General determiner	Base form of the verb BE	Singular noun	-s form of the verb BE
Article	Preposition	Superlative adjective	The conjunction THAT
Preposition of OF	-s form of the verb BE	Possessive determiner form	Preposition of OF
	Preposition of OF	Article	
	Modal auxiliary verbs	Past participle of lexical verb	

Fear (The base form of the verb)

As shown in Table 76, *Fear* occurred as the base form of the verb just in the Iranian students' anxiety texts. It was preceded by personal pronoun, and adverb, and followed by preposition of OF, plural noun, and infinitive marker TO.

Table 76: Collocations used with FEAR (VVB) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Preposition of OF		
Adverb	Plural noun		
	Infinitive marker TO		

Afraid (Adjective)

The figures in Table 77 demonstrate that there were different collocation units used by the Iranian students from the ones applied by the Hungarian students. *Afraid* was preceded by personal pronoun, and the base form of the verb BE while it was followed by the infinitive marker TO in the Iranian anxiety subcorpus. Adverb, proper noun, the negative NOT, and the infinitive form of BE, as the preceding parts of speech, and preposition as the following part of speech, occurred only in the Hungarian subcorpus. Preposition of OF and the conjunction THAT were the following parts of speech used in both Iranian and Hungarian subcorpora (Table 77).

Table 77: Collocations used with AFRAID (AJ0) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Preposition of OF	Adverb	Preposition of OF
Base form of the verb BE	The conjunction THAT	Proper noun	Infinitive marker TO
	Infinitive marker TO	The negative NOT	Preposition
		Infinitive form of the verb BE	

Feel (The base form of the verb)

Adverb and adjective were the parts of speech which preceded and followed *Feel* (VVB) in both Iranian and Hungarian anxiety subcorpora (Table 78). Personal pronoun also came before *Feel* in both subcorpora. The base form of lexical verbs, and plural noun, preceding *Feel*, and personal pronoun, following *Feel*, occurred just in the Iranian subcorpus. The conjunction of THAT, and subordinating conjunction were the parts of speech just seen in the following position of *Feel* in the Hungarian subcorpus (Table 78).

Table 78: Collocations used with FEEL (VVB) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Adjective	Personal pronoun	Adverb
The base form of lexical verbs	Personal pronoun	Adverb	Adjective
Plural noun	Adverb		The conjunction THAT
Adverb			Subordinating conjunction

Feel (The infinitive of the verb)

Table 79 demonstrates that personal pronoun was the only part of speech used before *Feel* in both Hungarian and Iranian subcorpora. The table also shows the presence of adjective after *Feel* in both subcorpora. The analysis shows that Infinitive marker TO, in the preceding position, and article, in the following position, were just used in the Iranian subcorpus. Plural noun, and coordinating conjunction, in the preceding place, personal pronoun, adverb, reflexive pronoun, and general determiner were the parts of speech which just seen in the Hungarian subcorpus.

Table 79: Collocations used with FEEL (VVI) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Adjective	Personal pronoun	Adjective
Infinitive marker TO	Article	Plural noun	Article
		Coordinating conjunction	Adverb
			Reflexive pronoun
			General determiner

Oral (Adjective)

The analysis of the *HI Corpus* indicates that singular noun and plural noun were the only parts of speech following *Oral* in both Iranian and Hungarian subcorpora (Table 80). We can also see article, preposition, preposition of OF, adverb, and singular noun in the preceding position of *Oral* in both Iranian and Hungarian subcorpora. The results also demonstrate that

the infinitive form of lexical verb, possessive determiner form, base form of the verb BE, and the past participle of lexical verbs came before *Oral* in the preceding parts of speech. The preceding parts of speech such as subordinating conjunction, the infinitive marker TO and -ing form of lexical verbs occurred just in the Hungarian subcorpus (Table 80).

Table 80: Collocations used with ORAL (AJ0) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Preposition	Singular noun	Subordinating conjunction	Plural noun
Infinitive of lexical verbs	Plural noun	-ing form of lexical verbs	Singular noun
Article		Adverb	
Possessive determiner form		Preposition	
Preposition of OF		Article	
Base form of the verb BE		Preposition of OF	
Adverb		The infinitive marker TO	
Past participle of lexical verbs		Singular noun	
Singular noun			

Overcome (The base form of the verb)

Table 81 demonstrates the presence of *Overcome* as the base form of the verb with preceding modal auxiliary verb, and following general determiner in both Iranian and Hungarian anxiety subcorpora. *Overcome* came after coordinating conjunction, preposition, and the negative NOT while it was followed by personal pronoun, preposition, and adjective in the Iranian subcorpus. *Overcome* followed personal pronoun and adverb, and preceded coordinating conjunction, article, possessive pronoun and singular noun in the Hungarian subcorpus (Table 81).

Table 81: Collocations used with OVERCOME (VVB) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Modal auxiliary verb	Personal pronoun	Modal auxiliary verb	Coordinating conjunction

Coordinating conjunction	General determiner	Adverb	Article
The negative NOT	Preposition	Personal pronoun	Possessive pronoun
Preposition	Adjective		General determiner
			Singular noun

Overcome (The infinitive of the verb)

Both Iranian and Hungarian students used *Overcome* as an infinitive form of the verb after the infinitive marker TO in their anxiety essays. Personal pronoun, possessive determiner form, and article, as following parts of speech, were shown in collocation units used in both Iranian and Hungarian texts (Table 82). General determiner, as a following part of speech, occurred just in the Hungarian texts, as shown in Table 82.

Table 82: Collocations used with OVERCOME (VVI) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Infinitive marker TO	Personal pronoun	Infinitive marker TO	Personal pronoun
	Possessive determiner		Possessive determiner form
	Preposition		General determiner
	Article		Article

Overcome (Past participle of the verb)

The only shared part of speech in both Iranian and Hungarian subcorpora was the infinitive form of BE which preceded *Overcome* (VVN). As shown in Table 83, *Overcome* was followed by adjective in the Iranian subcorpus, and coordinating conjunction, indefinite pronoun and singular noun in the Hungarian subcorpus.

Table 83: Collocations used with OVERCOME (VVN) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Infinitive form of the verb BE	Adjective	Infinitive form of the verb BE	Coordinating conjunction
			Indefinite pronoun
			Singular noun

Table 84 shows divergent collocation units used with *Voice* as a singular noun. *Voice* was preceded by possessive determiner form, and followed by coordinating conjunction, the base form of DO and possessive determiner form in the Iranian students' anxiety texts. *Voice* was in the following position of possessive pronoun, coordinating conjunction and general determiner, and the preceding position of –s form of the verb BE, adjective and subordinating conjunction in the Hungarian students' anxiety essays.

Table 84: Collocations used with VOICE (NN1) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Possessive determiner form	Coordinating conjunction	Possessive pronoun	-s form of the verb BE
	Possessive determiner form	General determiner	Subordinating conjunction
	The base form of DO	Coordinating conjunction	Adjective

Nervous (Adjective)

Hungarian students created various collocation units when they used *Nervous* as an adjective in writing about their anxiety. The only collocation unit occurred in both Iranian and Hungarian subcorpora were the base form of lexical verbs before *Nervous*, and the coordinating conjunction after *Nervous* (Table 85). The essays parts of speech analysis also revealed that *Nervous* came with personal pronoun in both preceding and following places in the Iranian anxiety subcorpus. This is despite the fact that *Nervous* came after –ing form of the verb BE, infinitive form of the verb BE, adverb, and article, and followed by preposition, indefinite pronoun, -s form of lexical verbs, and subordinating conjunction in the Hungarian anxiety subcorpus (Table 85).

Table 85: Collocations used with NERVOUS (AJ0) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Coordinating conjunction	-ing form of the verb BE	Preposition
Base form of lexical verbs	Personal pronoun	Base form of lexical verbs	Coordinating conjunction

		Infinitive form of the verb BE	Indefinite pronoun
		Adverb	-s form of lexical verbs
		Article	Subordinating conjunction
		Adjective	

Important (Adjective)

Table 86 demonstrates that singular noun, and preposition could be seen in the following position of *Important* (ADJ) in both Iranian and Hungarian anxiety subcorpora while adverb, and the base form of the verb BE could come before *Important*. Possessive determiner was the preceding part of speech which occurred in the Hungarian students' anxiety essays. Iranian students brought more varieties of collocation units with *Important* such as the use of adjective, -s form of the verb BE, the negative NOT in the preceding position, and the use of plural noun, subordinating conjunction, personal pronoun and preposition of OF in the following position (Table 86).

Table 86: Collocations used with IMPORTANT (AJ0) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Adjective	Singular noun	Adverb	Singular noun
Adverb	Preposition	Base form of the verb BE	Preposition
Base form of the verb BE	Plural noun	Possessive determiner form	
-s form of the verb BE	Subordinating conjunction		
The negative NOT	Preposition of OF		
	Personal pronoun		

Help (The infinitive form of the verb)

The results in Table 87 indicate there was just one shared part of speech, modal auxiliary verbs, which preceded *Help* (VVI) in both Iranian and Hungarian texts. Article is the only part of speech coming before *Help* (VVI) in the Iranian students' anxiety texts. There were some parts of speech which the Hungarian students used before *Help* (VVI), the negative

NOT and adverb, and after *Help*, Coordinating conjunction, -ing form of lexical verbs and personal pronoun in the Hungarian anxiety subcorpus.

Table 87: Collocations used with HELP (VVI) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Modal auxiliary verbs	Article	The negative NOT	Coordinating conjunction
		Adverb	-ing form of lexical verbs
		Modal auxiliary verbs	Personal pronoun

Help (The base form of the verb)

Help was used as its base form of the verb in one collocation unit in each Hungarian and Iranian anxiety subcorpora. The preceding part of speech shared in both subcorpora was coordinating conjunction (Table 88). Reflexive pronoun in the Iranian students' texts and personal pronoun in Hungarian students' essays were the only parts of speech following *Help* (VVB), as it is demonstrated in Table 88.

Table 88: Collocations used with HELP (VVB) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Coordinating conjunction	Reflexive pronoun	Coordinating conjunction	Personal pronoun

Help (Singular noun)

The other use of *Help* was its singular noun form which could be seen just in the Hungarian students' scribed texts about why people were anxious in different situations. The only collocation unit was when *Help* was preceded by an adjective and followed by a modal auxiliary verb (Table 89).

Table 89: Collocations used with HELP (NN1) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
		Adjective	Modal auxiliary verbs

5.2.2.2.2. The Fantasy subcorpus collocation unit analyses

Dream (Singular noun)

Dream as a singular noun was preceded by general determiner, superlative adjective and article, and followed by coordinating conjunction, -s form of the verb BE, possessive pronoun and preposition in both Iranian and Hungarian fantasy subcorpora (Table 90). Table 90 shows that possessive pronoun, -s form of the verb HAVE, and ordinal number, in preceding positions, and the base form of lexical verbs and subordinating conjunction, in the following positions, were the collocation units used with *Dream* detected in the Iranian students' essays about their fantasies and dreams. Adjective, possessive determiner form, singular noun, adverb, personal pronoun and the infinitive marker TO were the parts of speech preceding *Dream* in the Hungarian fantasy subcorpus (Table 90). The following table also shows that *Dream* was followed by general determiner, indefinite pronoun, singular noun, adverb, preposition of OF, the conjunction of THAT, the infinitive marker TO, wh-determiner and adjective in Hungarian fantasy subcorpus. Moreover, Tables 90 dmonstrates that adverb was used in both preceding and following positions of *Dream* in the Hungarian students' fantasy essays.

Table 90: Collocations used with DREAM (NN1) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Possessive pronoun	Coordinating conjunction	Adjective	Preposition
-s form of the verb HAVE	Base form of lexical verbs	Article	General determiner
General determiner	Singular noun	Superlative adjective	Coordinating conjunction
Article	Preposition	Possessive determiner form	Article
Superlative adjective	-s form of the verb of BE	Singular noun	Indefinite pronoun

	Possessive pronoun	Adverb	Singular noun
	Personal pronoun	General determiner	Personal pronoun
			Adverb
			-s form of the verb BE
			Preposition of OF
			The conjunction THAT
			Infinitive marker TO
			Wh-determiner
			Possessive pronoun

Dream (The base form of the verb)

The analysis of fantasy subcorpus revealed that *Dream* was used as the base form of the verb with few collocation units. Ordinal number was the only part of speech preceding *Dream,* as its base form of the verb, and subordinating conjunction was the only collocation unit made with *Dream* (VVB) in the Iranian fantasy subcorpus (Table 91). Table 91 illustrates that the Hungarian students' created quite different collocation combinations with *Dream* (VVB), adverb and personal pronoun in the preceding place, and preposition and adjective in the following place in the Hungarian fantasy subcorpus.

Table 91: Collocations used with DREAM (VVB) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Ordinal	Subordinating conjunction	Adverb	Preposition
		Personal pronoun	Adjective

Dream (The infinitive form of the verb)

The only collocation unit with *Dream* as the infinitive form of the verb was seen preceding general determiner and following personal pronoun in the Hungarian fantasy subcorpus (Table 92).

Table 92: Collocations used with DREAM (VVI) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
		General determiner	Personal pronoun
		The infinitive marker TO	

Fantasy (Singular noun)

As is shown in Table 93, *Fantasy* came after possessive pronoun, preposition of OF, and wh-determiner in the Iranian fantasy subcorpus. It was also used before preposition, coordinating conjunction, indefinite pronoun, personal pronoun, -s form of the verb BE, and the conjunction THAT in the Iranian students' fantasy texts (Table 93). General determiner, and adjective were the preceding parts of speech, and –s form of lexical verbs, possessive determiner form and preposition of OF were the following parts of speech accompanying *Fantasy* in the Hungarian students fantasy essays (Table 93).

Table 93: Collocations used with FANTASY (NN1) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Article	Preposition	General determiner	-s form of lexical verbs
Possessive pronoun	Coordinating conjunction	Adjective	Possessive determiner form
Preposition of OF	Indefinite pronoun	Article	Preposition of OF
Wh-determiner	Personal pronoun		
	-s form of the verb BE		
	The conjunction THAT		

Achieve (The infinitive form of the verb, the base form of the verb)

Table 94 demonstrates that infinitive marker TO is the only part of speech preceding *Achieve* (VVI) in both Iranian and Hungarian fantasy subcorpora. The shared parts of speech following *Achieve* (VVI) are preposition, general determiner, and personal pronoun in both Iranian and Hungarian fantasy subcorpora (Table 94). The infinitive form of *Achieve* came

after coordinating conjunction, modal auxiliary verb and the infinitive form of the verb DO in the Hungarian fantasy subcorpus (Table 94). As Table 94 shows, *Achieve* (VVI) was followed by article, plural noun, and possessive determiner form just in the Hungarian students' fantasy texts. The occurrence of *Achieve* as the base form of the verb was seen with preceding the negative NOT and modal auxiliary verb, and the following personal pronoun in the Iranian students' fantasy essays (Table 95). *Achieve* also followed coordinating conjunction and the infinitive form of the verb DO, and preceded article and adjective in the Hungarian subcorpus (Table 95).

Table 94: Collocations used with ACHIEVE (VVI) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Infinitive marker TO	Preposition	Infinitive marker TO	Article
	General determiner	Coordinating conjunction	General determiner
	Personal pronoun	Infinitive of the verb DO	Preposition
		Modal auxiliary verb	Plural noun
			Personal pronoun
			Possessive determiner form

Table 95: Collocations used with ACHIEVE (VVB) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
The negative NOT	Personal pronoun	Coordinating conjunction	Article
Modal auxiliary verb		The infinitive form of DO	Adjective

Love (Singular noun, the base form of the verb)

When *Love* was used as a singular noun in fantasy subcorpus, it came with preceding preposition and following preposition in both Iranian and Hungarian students' fantasy texts (Table 96). It was also accompanied by preceding singular noun and following personal pronoun in the Iranian fantasy subcorpus (Table 96). *Love* (NN1) made collocation units with –s form of the verb BE in the preceding position, and article and modal auxiliary verb in the

following position in the Hungarian fantasy essays (Table 96). *Love* was also used as the base form of the verb after personal pronoun, and before general determiner and the infinitive marker TO in both Iranian and Hungarian fantasy subcorpora, as brought in Table 97. *Love* was also seen with adverb and modal auxiliary verbs in the preceding place, and –s form of the verb BE in the following position in the Hungarian students' fantasy texts (Table 97). Singular noun is the part of speech taking the position prior to *Love* only in the Iranian fantasy subcorpus (Table 97).

Table 96: Collocations used with LOVE (NN1) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Singular noun	Preposition	-s form of the verb BE	Article
Preposition	Personal pronoun	General determiner	Modal auxiliary verbs
Adjective		Preposition	Preposition
Personal pronoun			
Neutral noun			

Table 97: Collocations used with LOVE (VVB) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	Singular noun	Personal pronoun	General determiner
	General determiner	Adverb	-s form of the verb BE
	Infinitive marker TO	Modal auxiliary verbs	Infinitive marker TO

University (Noun)

University was preceded by adjective, preposition, and article, on the one side, and followed by coordinating conjunction, preposition, and the infinitive marker TO in both Iranian and Hungarian fantasy subcorpora (Table 98). As Table 98 reveals the occurrences of the preceding infinitive lexical verbs, the base form of lexical verbs, personal pronoun, and the past participle of lexical verbs, and the following adverb, personal pronoun, -s from of the verb BE, singular noun and preposition of OF just in the Hungarian fantasy subcorpus.

Table 98: Collocations used with UNIVERSITY (NN1) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Adjective	Coordinating conjunction	Infinitive of lexical verbs	Coordinating conjunction
Article	Preposition	Preposition	Preposition
Preposition	Infinitive marker TO	Adjective	Adverb
		Base form of lexical verbs	Personal pronoun
		Article	-s form of the verb BE
		Personal pronoun	Infinitive marker TO
		Past participle form of lexical verbs	Preposition of OF
			Singular noun

Kind (Singular noun)

Kind as a singular noun was used in a few collocation units in both Iranian and Hungarian fantasy subcorpora. Table 99 shows the presence of general determiner in the preceding position, and preposition of OF in the following position of *Kind* in Iranian and Hungarian fantasy texts. The preceding parts of speech of *Kind* belonged to the base form of lexical verbs and article in the Iranian subcorpus, and wh-determiner in the Hungarian subcorpus (Table 99). Singular noun is the following position of *Kind* only taken by in the Iranian subcorpus (Table 99).

Table 99: Collocations used with KIND (NN1) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Article	Preposition of OF	General determiner	Preposition of OF
Base form of lexical verbs	Singular noun	Wh-determiner	
General determiner			

Happy (Adjective)

As an adjective, *Happy* made collocation units with preceding parts of speech including the base form of the verb BE and adjective, and the following parts of speech such as

coordinating conjunction, personal pronoun and plural noun in the Iranian fantasy subcorpus (Table 100). *Happy* was also brought after personal pronoun, coordinating conjunction, article, and –ing form of the verb BE, and before personal pronoun, singular noun, adverb and preposition in the Hungarian fantasy subcorpus (Table 100).

Table 100: Collocations used with HAPPY (AJ0) in Fantasy subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Base form of the verb BE	Coordinating conjunction	Personal pronoun	Personal pronoun
Adjective	Plural noun	Coordinating conjunction	Singular noun
	Personal pronoun	Article	Adverb
		-ing form of the verb BE	Preposition

5.2.2.2.3. The Memories subcorpus collocation units analyses

Memory (Singular noun)

The analysis shown in Table 101 indicates that adjective and superlative adjective in the preceding position, and coordinating conjunction, adverb, personal pronoun, and –s form of the verb BE in the following position were the parts of speech occurring with *Memory* in both Iranian and Hungarian subcorpora. *Memory* was preceded by singular noun, article, the base form of lexical verbs, possessive pronoun and general determiner in the Iranian subcorpus. *Memory* was also followed by the base form of BE, past participle of lexical verbs, superlative adjective, -s form of lexical verbs, the conjunction THAT, possessive determiner form, infinitive marker TO, the base form of lexical verbs, and past form of the verb BE in the Iranian students' essays about their best/worst memories (Table 101). *Memory* came before preposition and preposition of OF in the Hungarian students' memories texts, as shown in Table 101.

Table 101: Collocations used with MEMORY (NN1) in Memories subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**

Adjective	-s form of the verb BE	Superlative adjective	Preposition
Singular noun	Coordinating conjunction	Adjective	Coordinating conjunction
Article	Base form of the verb BE		Adverb
Superlative adjective	Personal pronoun		Personal pronoun
Base form of lexical verbs	Past participle of lexical verbs		-s form of the verb BE
General determiner	Adverb		Preposition of OF
Possessive pronoun	-s form of lexical verbs		
	The conjunction THAT		
	Possessive determiner form		
	Infinitive marker TO		
	Base form of lexical verbs		
	Past form of the verb BE		
	Superlative adjective		
	-s form of the verb bE		
	The base form of the verb BE		

Good (Adjective)

Good came after article and adverb, and before coordinating conjunction, singular noun and plural noun in both Hungarian and Iranian Memory subcorpora (Table 102). ‒s form of the verb HAVE, the base form of the verb BE, the infinitive of the verb BE, preposition, -ing form of lexical verb, coordinating conjunction, the infinitive form of the verb HAVE, and subordinating conjunction preceded *Good*, subordinating conjunction and preposition followed *Good* in Iranian students' Memory texts (Table 102). The occurrence of *Good* was detected with past form of the verb BE, past form of lexical verbs and possessive determiner form in the preceding position, and neutral noun in the following position in the Hungarian memory subcorpus, as demonstrated in Table 102.

Table 102: Collocations used with GOOD (AJ0) in Memories subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**

-s form of the verb HAVE	Coordinating conjunction	Past from of the verb BE	Coordinating conjunction
Article	Subordinating conjunction	Past form of lexical verbs	Singular noun
Base form of the verb BE	Singular noun	Adverb	Plural noun
Adverb	Preposition	Article	Neutral noun
Infinitive verb of the verb BE	Plural noun	Possessive determiner form	
Preposition			
-ing form of lexical verb			
Coordinating conjunction			
Infinitive verb of HAVE			
Subordinating conjunction			

Family (Singular noun)

Table 103 indicates that *Family* made collocation units with preceding possessive determiner form and article, and following singular noun and adverb in both Iranian and Hungarian Memory subcorpora. Possessive pronoun and personal pronoun, as preceding parts of speech, and adjective, as a following collocation unit, were other preceding parts of speech with *Family* which occurred just in the Hungarian subcorpus. The presence of past form of BE, coordinating conjunction, plural noun, neutral noun and possessive determiner form as the following collocation units of *Family* can be seen only in the Hungarian Memory subcorpus (Table 103).

Table 103: Collocations used with FAMILY (NN1) in Memories subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Possessive determiner form	Singular noun	Possessive determiner form	Neutral noun
Article	Adverb	Article	Adverb
Preposition	Possessive pronoun	Adjective	Coordinating conjunction
	Personal pronoun	Singular noun	Plural noun
			Possessive determiner form
			Singular noun

Mother, Brother (Noun)

Possessive determiner form, in the preceding place, and coordinating conjunction, personal pronoun and past form of the verb BE, in the following place, are the parts of speech which were used with *Mother/Brother* by both Iranian and Hungarian students in Memory subcorpus (Table 104). The parts of speech, which were used just in the Iranian Memory subcorpus, were adjective before *Mother/Brother*, and past form of lexical verb, preposition of OF, and past form of the verb HAVE before Family, as shown in Table 104. *Mother/Brother* was also followed by article, preposition, the base form of the verb HAVE, and preposition in the Hungarian Memory subcorpus (Table 104).

Table 104: Collocations used with MOTHER and BROTHER (NN1) in Memories subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Possessive determiner form	Coordinating conjunction	Possessive determiner form	Article
Adjective	Personal pronoun		Coordinating conjunction
	Past form of lexical verb		Preposition
	Past form of the verb HAVE		Base form of the verb HAVE
	Past form of the verb BE		Personal pronoun
	Preposition of OF		Past form of the verb BE

5.2.2.2.4. The Favorite English Texts subcorpus: collocation unit analyses

Like (The base form of the verb)

Personal pronoun is the part of speech which preceded *Like* in both Iranian and Hungarian Favorite English Texts subcorpora (Table 102). When *Like* occurred as the base form of its verb, it was followed by article and general determiner in the Iranian subcorpus, as it is demonstrated in Table 105. *Like* was also accompanied by preceding adverb, plural noun and

modal auxiliary verb, and the following plural noun, adverb, personal pronoun and the infinitive marker TO in the Hungarian subcorpus (Table 105).

Table 105: Collocations used with LIKE (VVB) in the Favorite English Texts subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Personal pronoun	General determiner	Adverb	Plural noun
	Article	Personal pronoun	Adverb
		Modal auxiliary verb	Personal pronoun
			The infinitive marker TO

Like (Preposition)

The collocation units made with *Like*, as a preposition, in both Iranian and Hungarian subcorpora were singular noun, in the preceding position, and article and personal pronoun, in the following position (Table 106). It is also indicated that when *Like* occurred as a preposition in the Hungarian students' essays, it came after –s form of lexical verbs, past form of the verb BE, plural noun, and indefinite pronoun (Table 106). Furthermore, *Like* came before general determiner, preposition and proper noun in the Hungarian favorite English texts subcorpus, as it is shown in Table 106.

Table 106: Collocations used with LIKE (PRP) in Favorite English Texts subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Singular noun	Article	-s form of lexical verbs	Article
	Personal pronoun	Past form of the verb BE	General determiner
		Singular noun	Personal pronoun
		Indefinite pronoun	Preposition
		Plural noun	Proper noun

Movies (Singular noun)

Table 107 shows that *Movie(s)* was preceded by general determiner and followed by personal pronoun in both Hungarian and Iranian students' essays. *Movie(s)* was preceded by the superlative adjective and –ing form of lexical verbs, and followed by preposition and singular noun in the Iranian subcorpus. The parts of speech accompanying *Movie(s)* in the Hungarian students' essays were article and preposition of OF, in the preceding position, and coordinating conjunction and article, in the following position, as demonstrated in Table 107.

Table 107: Collocations used with MOVIE(s) (NN1) in Anxiety subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
General determiner	Preposition	Article	Personal pronoun
Superlative adjective	Singular noun	Preposition of OF	Coordinating conjunction
-ing form of lexical verb	Personal pronoun	General determiner	Article

5.2.2.2.5. The Purpose of English Studies subcorpus collocation unit analyses

Business (Singular noun)

Business was used with preceding preposition and the following plural noun in both Hungarian and Iranian subcorpora (Table 108). *Business* made collocation units with preceding adjective and following adjective and –s form of lexical verbs in the Iranian subcorpus. Moreover, the base form of lexical verbs and article, in the preceding place, and singular noun, in the following place, were the parts of speech accompanying *Business* in sentences created by the Hungarian students in the purpose of English studies subcorpus (Table 108).

Table 108: Collocations used with BUSINESS (NN1) in The Purpose of English Studies subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Preposition	Adjective	Preposition	Singular noun
Adjective	Preposition	Base of lexical verbs	Plural noun

	Plural noun	Article	

English (Adjective)

English, as an adjective, was preceded by infinitive of lexical verbs, the base form of lexical verb, general determiner, preposition and article, and followed by coordinating conjunction, plural noun, singular noun, subordinating conjunction, adverb, preposition and the base of the verb BE in both Iranian and Hungarian subcorpora (Table 109). Table 109 demonstrates the occorrences of the base form of the verb BE, adjective and preposition of OF, in the preceding position, and adjective, personal pronoun and the past form of the verb BE, in the following position, were the parts of speech used with *English* (AJ0) in the Iranian subcorpus. Adverb particle, past participle of lexical verb and coordinating conjunction, as preceding *English* parts of speech, and the –s form of lexical verb and general determiner, as following collocations of *English*, were the combinations which occurred just in the Hungarian subcorpus (Table 109).

Table 109: Collocations used with ENGLISH (AJ0) in The Purpose of English Studies subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Infinitive of lexical verbs	Coordinating conjunction	Article	Subordinating conjunction
Base form of lexical verbs	Plural noun	Infinitive of lexical verbs	Singular noun
-ing form of lexical verbs	Singular noun	Singular noun	
Base form of the verb BE		Preposition	
Article			
Adjective			
Preposition			
General determiner			

English (Singular/Proper noun)

Table 110 shows that when both Iranian and Hungarian students used *English* as a singular noun, they made collocation with preceding –ing form/the base form of lexical verbs, and following preposition and adverb in the purpose of English studies subcorpora (Table 107).

The preceding parts of speech just used with *English* (as a singular noun) in the Iranian subcorpus were infinitive of lexical verbs, the base form of lexical verbs, singular noun and adverb. The parts of speech which followed *English* (NN1) in the Iranian subcorpus included personal pronoun, -s form of the verb BE, subordinating conjunction, and past form of the verb BE (Table 110). The collocation units made with *English* (NN1) occurring only in the Hungarian subcorpus encompassed the preceding adverb particle, subordinating conjunction, preposition of OF, preposition and the conjunction THAT, and the following –s form of the verb BE and –s form of lexical verbs, as demonstrated in Table 110. The only occurrence of *English* as a proper noun was seen with the infinitive of lexical verbs, in the preceding position, and adjective, in the following position, in the Iranian purpose of English studies subcorpus (Table 111).

Table 110: Collocations used with ENGLISH (NN1) in The Purpose of English Studies subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
-ing form of lexical verbs	Preposition	Adverb particle	Preposition
Infinitive of lexical verbs	Adverb	Base form of lexical verbs	Adverb
Base form of lexical verbs	Personal pronoun	Subordinating conjunction	-s form of the verb BE
Adverb	-s form of the verb BE	Preposition of OF	-s form of lexical verbs
Singular noun	Subordinating conjunction	The conjunction THAT	
	Past form of the verb BE	-ing form of lexical verbs	
		Preposition	

Table 111: Collocations used with ENGLISH (NP0) in The Purpose of English Studies subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Infinitive of lexical verbs	Adjective		

People (Proper noun)

People, as a proper noun, occurred with various collocation units in both Iranian and Hungarian subcorpora. Some of the collocations, such as the preceding article, plural noun, general determiner, preposition and preposition of OF, and the following coordinating conjunction and preposition, were shared in both subcorpora (Table 112). However, there were some parts of speech which were used in one of the Iranian or Hungarian subcorpora. The preceding –s form of lexical verbs, the base form of lexical verbs, wh-adverb, and the following adverb, wh-adverb, personal pronoun, -ing of lexical verbs, the base of lexical verbs, modal auxiliary verbs, and subordinating conjunction and wh-pronoun were the parts of speech making collocation units with *People* (NP0) in the Iranian subcorpus. *People* was also followed by the base form of the verb BE, past form of the verb HAVE, past form of lexical verbs, and preposition of OF in the Hungarian subcorpus, as shown in Table 112.

Table 112: Collocations used with PEOPLE (NN0) in The Purpose of English Studies subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Article	Adverb	Plural noun	Coordinating conjunction
Preposition	Coordinating conjunction	General determiner	Base form of the verb BE
-s form of lexical verbs	Preposition	Preposition	Preposition
Adjective	Wh-adverb	Article	Past form of the verb HAVE
Base form of lexical verbs	Personal pronoun	Preposition of OF	Past form of lexical verbs
General determiner	-ing form of lexical verbs		Preposition of OF
Preposition of OF	Base form of lexical verbs		
Plural noun	Modal auxiliary verbs		
Wh-adverb	Subordinating conjunction		
	Wh-pronoun		

School (Singular noun)

School (NN1) was brought with the preceding adjective and the following personal pronoun and possessive pronoun in both Iranian and Hungarian purpose of English studies subcorpus

(Table 113). Preposition and possessive determiner form in the preceding place, and plural noun, past form of the verb BE and the base form of lexical verb in the following place occurred in the Iranian subcorpus. The parts of speech used with *School* in the Hungarian subcorpus were the preceding past form of lexical verbs and article, and the following coordinating conjunction, preposition and general determiner form, as can be seen in Table 113.

Table 113: Collocations used with SCHOOL (NN1) in The Purpose of English Studies subcorpora

Collocations in Iranian subcorpus		Collocations in Hungarian subcorpus	
Preceding	**Following**	**Preceding**	**Following**
Preposition	The base form of lexical verb	Adjective	Coordinating conjunction
Adjective	Personal pronoun	Past form of lexical verbs	Preposition
Possessive determiner	Possessive pronoun	Article	Personal pronoun
	Past form of the verb BE		Possessive determiner form
	Plural noun		General determiner

5.3. Future studies

The analysis of collocation units in both Hungarian and Iranian subcorpora showed how students used divergent combinations in their written creations. Therefore, I am interested in going through all the parts of speech and seeking how appropriately different speech acts were accompanied by the subcorpora keywords by comparing Iranian and Hungarian students' essays in each category: anxiety, fantasy, memory, favorite English texts, and purpose of English studies. Such a comparative analysis may lead me find out the similarities and difference in students' writing styles, on the one hand, and the common mistakes they may make through producing English phrases and sentences. The results may give an intercultural scope of students' English writing proficiency to English instructors. Such a scope may help teachers to have better understanding of students' difficulties and make them think of ways to fall apart the barriers in front of students' learning process.

5.4. Conclusion

The analyses of the results taken from the *HI Corpus* participants' written essays in Iran and Hungary showed concrete results of the content and language of the texts, the use of functional and academic vocabulary, the most popular keywords and their collocation units. The lexical density analysis revealed that there was just 0.01% or 0.02% difference in the use of lexical words between essays written by Hungarian and Iranian students in each topic. The percentages of K1, K2 differed from one another between Iranian and Hungarian subcorpora. The percentage of K1 was higher in Hungarian anxiety subcorpus (84.49%) than the Iranian anxiety subcorpus (81.45%). On the contrary, the percentage of K2 was higher in the Iranian anxiety subcorpus (8.31%) than the Hungarian anxiety subcorpus (7.83%). The percentage of K1 was higher in the Iranian fantasy subcorpus (91.44%) than the Hungarian fantasy subcorpus (88.91%). In contrast, the percentage of K2 was higher in the Hungarian fantasy subcorpus (3.99%) than the Iranian fantasy subcorpus (2.23%). The percentage of K1 was higher in the Iranian memories subcorpus (89.94%) than the Hungarian memories subcorpus (86.14%). Just the opposite, the percentage of K2 was higher in the Hungarian memories subcorpus (5.74%) than the Iranian memories subcorpus (5.39%). The percentage of K1 was higher in the Iranian favorite English texts subcorpus (86.70%) than the Hungarian favorite texts subcorpus (84.78%). Conversely, the percentage of K2 was higher in the Hungarian favorite English texts subcorpus (4.46%) than the Iranian favorite English texts subcorpus (4.41%). The percentage of K1 was higher in the Iranian purpose of English studies subcorpus (89.55%) than the Hungarian purpose of English studies subcorpus (86.65%). The percentage of K2 was also higher in the Iranian purpose of English studies subcorpus (2.65%) than the Hungarian purpose of English studies subcorpus (2.44%). Looking at the results, we can see that the higher percentage of academic words usage in the Iranian anxiety subcorpus (5.18%) and the Iranian favorite English texts subcorpus (4.41%) in comparison to the Hungarian subcorpora (anxiety = 3.33%, favorite English texts = 2.78%). There was also a 1% difference in using academic words between the Iranian favorite English texts subcorpus (3.68%) and the Hungarian subcorpus (4.68%). There was a little difference of the academic words percentage seen in the memories (IRIB = 1.52%, HU = 1.08%) and the purpose of English studies (IRIB = 4.58%, HU = 4.42%) subcorpora. The low percentage of academic words usage in both Iranian and Hungarian subcorpora may indicate the students' low knowledge and low self-confidence in applying more complicated vocabulary. The vocabulary profile output also suggests the higher percentage of functional words in both Iranian and Hungarian subcorpora. I was also surprised with the number and the length of the essays Iranian and Hungarian students created in each topic. Hungarian students wrote more

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about their dreams and fantasies (23 texts) and less write about their favorite English texts, and the purpose of English studies (4 texts). Iranian students wrote more on sharing their memories (17 texts) and less on their favorite English texts (9 texts). The results also demonstrated that the longest essay length belonged to students' anxiety (720 words, which is much more than the instructed length given to them) in comparison to the shortest essay related to describing their fantasy (195 words) in the Hungarian subcorpus. Iranian students also had the longest text about their anxiety (508 words) and the shortest essay about their memories (65 words, which is too shorter that the length they were expected to write). The results of keywords and the collocation units indicated how students used various parts of speech preceding and/or following each selected keywords whether specifically in each subcorpus or shared in both subcorpora. It was also understood that there were some combinations which both Iranian and Hungarian students applied in their essays. The p-value of keywords in each subcorpus also indicated noticeable differences between the ratios of keywords calculated in the Hungarian and Iranian subcorpora. The results demonstrated significant differences in the use of *ANXIOUS* (3.59), *Oral* (0.38), *AUDIENCE* (0.19), *FEEL* (0.12), and *NERVOUS* (0.11) in the anxiety subcorpora; *Fantasy* (0.51), *LOVE* (0.18), *UNIVRSITY* (0.1), *ACHIEVE* (0.05), *DREAM* (0.05) in the fantasy subcorpus; *MEMORY* (0.57), *GOOD* (0.38), FAMILY (0.14), and MOTHER (0.09) in the memories subcorpus; MOVIE (0.51), and LIKE (0.09) in the favorite English texts subcorpus; and ENGLISH (1.07), School (0.15), and BUSINESS (0.1) in the purpose of English studies subcorpus.

I applied the chi-square test to figure out whether the proportions of Iranian and Hungarian preceding and following parts of speech distribution were equal. The results of common keywords statistic significance revealed a large chi value of 62 for preceding collocations, and chi value of 52 for following parts of speech in the Iranian and Hungarian samples and rejected their equality hypothesis of those parts of speech distribution in the Iranian and Hungarian subcorpora.

In the process of developing the *Happy Corpus*, I had some trouble reading the Hungarian students' handwritten essays. Some students had very small or complicated handwritings. There were also some misspelled words which looked very strange in the Hungarian students' texts. I did not encounter such limitations about the students' handwriting in the Iranian students essays gathered in the *HI Corpus* which made me save some time. However, there were some mistyped words which might have occurred because of the students' tiredness or the keyboard's breakdown.

I intend to conduct a more multicultural corpus by collecting more samples from students studying English in other countries to widen the area of studying vocabulary usage in different cultures.

Conclusion

This dissertation has demonstrated a corpus-based study about the EFL writing skills of Hungarian and Iranian university students. The review of pedagogy and linguistics experts' research and empirical investigations has shown the importance of lexical and discourse analysis, on one side, and the beneficial use of learners' corpora, on the other side, in comparative and contrast analyses of students' written products. There were several features giving information about the research orientation, the writing skills basics and its connection to learners' needs in expressing themselves through words and sentences, and different approaches applied to writing process. The vital role of data collection, the corpus conduction of learners' corpora in creating my own corpora, the *HI Corpus* and the *HAPPY Corpus*, was also explained. The glimpse at the courses taught in the English departments in Hungarian and Iranian universities showed the diversity of purposes and intentions of studying English among students from different educational and cultural backgrounds.

The diachronic study of Hungarian students' writing proficiency level between 2009 and 2014 revealed that there was just 1% difference between the learners' vocabulary lexical density in 2009 and 2014. There was a 1% difference of K1 between the 2009 and 2014 subcorpora essays. There was also a minor increase in using academic words between essays collected in 2009 and 2014, which reflected little growth in students' advanced writing skills level. The content and the length of texts turned my attention to students' interest in writing long essays, time to time, and their desire to write more about others than themselves, especially the ones about the students' friends in 2009. The analysis of common keywords statistic significance showed a large chi value of 59.35 for preceding, and chi value of 106.50 for following parts of speech in 2009 and 2014 samples and rejected their equality hypothesis of those parts of speech distribution in the 2009 and 2014 subcorpora.

The comparative research of the *HI Corpus*, demonstrated a 1% or 2% difference between the vocabulary lexical density of the Iranian and Hungarian subcorpora, and the use of academic words percentages in both Hungarian and Iranian students' texts in all categories, their anxiety, their dreams, their memories, their favorite English texts, and their purpose of studying English. The percentages of K1 and K2 of students' texts varied in different categories. The analyses showed that there was a low difference of academic words in favorite English texts, the higher percentage of functional words in Hungarian dream and fantasy subcorpora, and the higher percentage of functional words in the Iranian memories

subcorpus. The length and content comparison revealed the students' favor in creating long stories or wrapping everything up in just short paragraphs. The texts also showed that Hungarian and Iranian students had different tastes in choosing a topic to write and the stories they made up based on their ordinary life, which might be as a result of their different thoughts, lifestyles and customs. The analysis of common keywords statistic significance showed a large chi value of 62 for preceding collocations, and chi value of 52 for following parts of speech in the Iranian and Hungarian samples and rejected their equality hypothesis of those parts of speech distribution in the Iranian and Hungarian subcorpora.

The keywords and the collocation unit analyses in both *HI Corpus* and *HAPPY Corpus* have demonstrated various possibilities of using keywords different parts of speech and collocation units which can assist pedagogy experts and linguists pinpoint the students' difficulties and misunderstandings in applying a word or a combination of words correctly in sentences. Detecting the problematic points can give the curriculum designers the idea of providing more practical and useful tasks in which students' involvement in writing and developing their skills take the higher levels of proficiency.

It was sometimes hard to read the Hungrian students' illegible handwriting. I sometimes had to read a sentence severl times to guess a word which was misspelled or written unclearly. The other problem was the interference of the Hungarian and Iranian students' mother tongues semantically and syntactically. Asking students to type essays might be helpful to read the texts easily while saving time. The results of the analyses of colloction units in both *Happy Corpus* and *HI Corpus* indicated the impact influence of Hungarian and Iranian languages in how to use and arrange words and phrases to carry specific meanings in sentences. It could be a great platform to investigate t-units to figure out how grammatically students create sentences in English. The results of t-units analysis may reveal how students use some words and grammatical ponts of their mother tongue in texts produced in English.

Further empirical work will be conducted in the area of international learner corpora. Such a project can make a vast field of study to understand how different EFL learners acquire and use EFL not only in academic fields but also in their daily lives.

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Appendices

Appendix A: The Written Exam Tasks Sheet of the *Happy Corpus*

Task A: *Don't Worry: Be Happy*

Write an essay about worry and happiness. In the text,

1. explain your attitude to people who worry;
2. describe a person who worries too much;
3. tell a story related to that person;
4. discuss whether people can be happy if they don't worry.

Task B: *Can Anything Worth Learning Be Learned In The Classroom?*

Write an essay about classroom study. In the text,

1. explain your attitude to classroom study;
2. describe a useful classroom activity;
3. tell a story related to that activity;
4. discuss whether anything worth learning can be learned in the classroom.

Appendix B: The *Happy Corpus* Concordance Lines

Happy Corpus 2009
9727.   r me I don t very like people **WORRY** a lot Although I prefer
9728.   we can do things better I do **WORRY** a lot and so do my frien
9729.   ife There are some people who **WORRY** a lot and we know humans
9730.   rying 68 I can't stand people **WORRY** a lot at all I don't lik
9731.   I think nowadays every people **WORRY** a lot because of the str
9732.   ain my attitude to people who **WORRY** a lot I think nowadays e
9733.   s fair to say that people who **WORRY** a lot kind of annoy me e
9734.   ke to put forth that I myself **WORRY** a lot On the other hand
9735.   d though she always starts to **WORRY** about an exam a few days
9736.   el that people who don't ever **WORRY** about anything cannot ev
9737.   e pills and he has nothing to **WORRY** about because he is smar
9738.   Adam Adam was always sad and **WORRY** about everything He alwa
9739.   but they just complaining and **WORRY** about everything This un
9740.   there are a lot of people who **WORRY** about everything: an exa
9741.   always finds something he can **WORRY** about He is my complete
9742.   ways has to find something to **WORRY** about I couldn't find an
9743.   can be happy if they want 32 **WORRY** about important and unim
9744.   annoy me especially those who **WORRY** about minor details I'm
9745.   there's anything they should **WORRY** about On the other hand
9746.   sitive point of view and stop **WORRY** about something what has
9747.   d be happier if they wouldn t **WORRY** about the bus the road t
9748.   nt things better if you don't **WORRY** about them too much and
9749.   essimism and worriness If you **WORRY** about things too much yo
9750.   d people to worrying people I **WORRY** all day I usually worrie

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9751.	orked up and he died He was a **WORRY** all the time He always s
9752.	ssimism and that these people **WORRY** all the time make me ver
9753.	have two different feelings: **WORRY** and happiness I try to b
9754.	l succeed there is no need to **WORRY** and if you know you will
9755.	is amaizing how much she can **WORRY** and sometimes the reason
9756.	ways try to help those people **WORRY** and think negatively If
9757.	oyfriend often says me not to **WORRY** and you can be happy wit
9758.	he okay from this point now I **WORRY** anymore No man can do th
9759.	notion that people who don't **WORRY** are happier in the long
9760.	should keep in mind 80 People **WORRY** are the ones who just th
9761.	has not happened yet So don t **WORRY** be happier! It worth it!
9762.	ree with the sentence: "Don't **WORRY** be happy 57 Nowadays the
9763.	famous singer sang that Don t **WORRY** be happy! But unfortunat
9764.	always happy when they don't **WORRY** because happiness is a v
9765.	want to say that we shouldn't **WORRY** because if we respect so
9766.	hing as a major problem don t **WORRY** before they have an exec
9767.	end changed dramatically from **WORRY** bird to cool dude Before
9768.	hich are caused by stress and **WORRY** but in my view he doesn'
9769.	person though I do sometimes **WORRY** but it makes me angry wh
9770.	hink if we learn we shouldn t **WORRY** But she worries too much
9771.	This is why people shouldn't **WORRY** but should be happy 98 I
9772.	d for our health I don t like **WORRY** but sometimes I can t av
9773.	ned how much it worth both to **WORRY** but thinking positively
9774.	ress and worry People without **WORRY** can be happier and they
9775.	tions when you can't avoid to **WORRY** even if you are well pre
9776.	out anything Today he is as a **WORRY** free as I am As I've sai
9777.	l times To get a straight her **WORRY** I am going to tell a sto
9778.	t kind of person who likes to **WORRY** I don t think that this
9779.	le can be happy if they don t **WORRY** I think nobody should wo
9780.	udes towards those who always **WORRY** I was one of them now th
9781.	ing too much about people who **WORRY** In my opinion this is ab
9782.	you are happier if you don't **WORRY** In the last few years I
9783.	took some medicines to not to **WORRY** in this high level Final
9784.	s where people worry too much **WORRY** is associated with sever
9785.	ople Sure a certain amount of **WORRY** is needed it can give yo
9786.	e a physical manifestation of **WORRY** its avatar in a coil of
9787.	it is very easy to say don t **WORRY** just be happy but for ma
9788.	of energy and time People who **WORRY** just make life harder fo
9789.	orry On the other hand if you **WORRY** less or none at all you
9790.	hind If people don't worry or **WORRY** less then they save a lo
9791.	rying and of course if people **WORRY** less they would be happi
9792.	with others As I mentioned I **WORRY** much but I have a girlfr
9793.	ple can be happy even if they **WORRY** On the other hand if you
9794.	arize I have the question: be **WORRY** or be happy? Which is th
9795.	r thinking So is it better to **WORRY** or just enjoying life wi
9796.	should live it without worry s**WORRY** or other problems 5 Why
9797.	t worry I think nobody should **WORRY** Our life is not easy but
9798.	easier without the stress and **WORRY** People without worry can
9799.	itted above that I am easy to **WORRY** person I think myself wi
9800.	hey don't understand that the **WORRY** really won't help them a
9801.	can say that people we don t **WORRY** should be happier or at
9802.	o shows that people who don't **WORRY** so much are satisfied an
9803.	y think that people shouldn't **WORRY** so much Maybe they can't
9804.	there are certain people who **WORRY** so much that I can hardl
9805.	so we should live it without **WORRY** stress or other problems
9806.	in her life on which she can **WORRY** That is why she doesn't
9807.	t that aren't many people who **WORRY** that much I think maybe
9808.	le can be happy if they don t **WORRY** that s the keyword Conci
9809.	le can be happy if they don't **WORRY** There are many pros and
9810.	py Of course if they wouldn't **WORRY** they could be happier in
9811.	le can be happy if they don t **WORRY** They only have to change
9812.	are to be truely happy but to **WORRY** to much doesn't help So
9813.	an be cheerful when you don't **WORRY** too For example when you
9814.	it harder for himself If you **WORRY** too much about the lotte
9815.	l grades I know of people who **WORRY** too much about unimporta
9816.	nt to describe a person who wo**WORRY** too much and tell a stor
9817.	s not a big problem if people **WORRY** too much because it does
9818.	s tell her that she shouldn t **WORRY** too much but she can t d

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9819.   ve no problem with people who WORRY too much except when the
9820.    in one's life but people who WORRY too much let this chance
9821.    My mother and my father both WORRY too much They always whi
9822.   ut I can tell you that if you WORRY too much you can't enjoy
9823.   mpletely out of his mind with WORRY until I told him I was j
9824.   ob better If we decide not to WORRY we can live a happier li
9825.    people in my environment who WORRY We need to speak our pro
9826.   iate way because of this much WORRY " Finally I would like t
9827.   u a very simple thing: "Don't WORRY: Be Happy " 59 I have no
9828.   rld there are many reasons to WORRY: when the boss watches h
9829.   ther problems 5 Why should we WORRY? — This is a question th
9830.    sure it s not easy to 'don t WORRY' when something is terri
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Happy Corpus 2014

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16277.   d happiness cannot reach with WORRY 14 In our century especi
16278.   se having the right amount of WORRY 19 I consider myself as
16279.   h I am a person who sometimes WORRY a lot but sometimes I do
16280.   you never worry and those who WORRY a lot can be happy as we
16281.   n my opinion those people who WORRY a lot don't have a reall
16282.   asks As I belong to those who WORRY a lot I can certainly un
16283.   an example how a person could WORRY a lot I know many people
16284.    do not like those people who WORRY a lot They are not able
16285.   permanent There are those who WORRY a lot they never feel sa
16286.    lives But the people tend to WORRY about a lot of things On
16287.   s back in the past People can WORRY about all different thin
16288.   you have something to lose or WORRY about and you can not li
16289.   f the people – including me – WORRY about bad their inevitab
16290.   olyday so she doesn't have to WORRY about being alone But si
16291.   merous things that we have to WORRY about But if we do so al
16292.   person's natural behaviour we WORRY about even a simple but
16293.   ve learnt that you should not WORRY about every minutes in y
16294.   re always nervous They always WORRY about everything and the
16295.    much She usually nervous and WORRY about everything She can
16296.   g people I think of those who WORRY about everything they ca
16297.   thing wrong so I gave it up I WORRY about everything " I tri
16298.   s more if there is nothing to WORRY about he finds a scapego
16299.   akes in everything She always WORRY about her job my father'
16300.    mistakes and the problems to WORRY about it instead of it t
16301.    And when there is nothing to WORRY about it is even more wo
16302.   feel myself happy Nowadays we WORRY about many things like s
16303.   llenges and fun if they don't WORRY about one or more things
16304.   g for a problem what they can WORRY about or even if they ha
16305.   at's going around you and not WORRY about small things but u
16306.   e could find a good reason to WORRY about something almost e
16307.   ems like more and more people WORRY about something everyday
16308.   ne of those people who always WORRY about something that is
16309.    we can be happy If we always WORRY about something we will
16310.   ld be if there was nothing to WORRY about Still as long as i
16311.   r her new thing which she can WORRY about that what kind of
16312.   with what they own and do not WORRY about the future 13 As f
16313.   s although we do not have two WORRY about them We discuss al
16314.   ing time As I see most people WORRY about what others thinks
16315.    there is always something to WORRY about You can t talk to
16316.   s it's natural and healthy to WORRY about your family member
16317.   size on worrying But too much WORRY affects almost every asp
16318.   gest problem the source of my WORRY all constantly One day I
16319.   It s message is clear: not to WORRY Although nowadays it is
16320.    often discussed with that of WORRY altogether As I see it t
16321.   e better 35 My essay is about WORRY and happiness I m going
16322.    and meet a lot of people who WORRY and they are always nerv
16323.    does not mean that you never WORRY and those who worry a lo
16324.    k the key element is to avoid WORRY and try to solve your pr
16325.   his is one type of people who WORRY and we can state that th
16326.   ortant thing is how much they WORRY and what about We should
16327.   m not say if people who don t WORRY are happy because I don
16328.   orry be happy!" 12 People who WORRY are the ones who have ex
16329.   ce in life To my mind fear or WORRY as it is referred to in
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16330.    ised by something truly bad I  WORRY  as much as I have to but
16331.    fe were made come true by his  WORRY  based attitude One of ce
16332.    to pay for medication 8 Don t  WORRY  be happy said Bob Marley
16333.    ed a few lines above 38 Don t  WORRY  Be Happy — state the lyr
16334.    ing could be solved "So don't  WORRY  be happy!" 12 People who
16335.     said her new motto is "Don t  WORRY  be happy!" In conclusion
16336.     the solution in us 49 "Don t  WORRY  be happy!" We always hea
16337.     suggested in his song "Don t  WORRY  Be Happy" But all of peo
16338.    I think the famous say "Don't  WORRY  be happy" is true and ha
16339.    48 "Finding happiness" "Don t  WORRY  Be Happy" "Let it go": w
16340.    pen to my family I get easily  WORRY  because I love them but
16341.     be more happy if they do not  WORRY  because if they worry th
16342.    pinion people just should not  WORRY  because it makes the lif
16343.    e are Sometimes it is good to  WORRY  because it must have a r
16344.    eated 22 Nowadays many people  WORRY  because of the casual wo
16345.    le can be happy if they don't  WORRY  because their life chang
16346.    sometimes it can be useful to  WORRY  Being calm and not worry
16347.    s a mother and her task is to  WORRY  but I think she should b
16348.    eir agonies Secondly too much  WORRY  can have a negative effe
16349.    t on her health like headache  WORRY  can influence our life a
16350.    lain my attitude to those who  WORRY  describe a person who wo
16351.    int is that you don t have to  WORRY  even when you happen to
16352.    her people can be happy don t  WORRY  Everybody worries The im
16353.    of 22 My phylosopie is noy to  WORRY  Everything will happen t
16354.    but your whole mindset People  WORRY  from their eyes open in
16355.    to analyze a human behaviour;  WORRY  Honestly deep down in ou
16356.    work we start to complain and  WORRY  how to work it out where
16357.    rowing tendency for people to  WORRY  However it is not surpri
16358.    le can be happy if they don't  WORRY  I am not saying that I h
16359.    to being by myself Whenever I  WORRY  I attract all the wrong
16360.    and dearests Being afraid and  WORRY  is absolutely healthy bu
16361.    sleep at night The vacine for  WORRY  is definitely happiness
16362.    ere is no doubt that too much  WORRY  is just slowly sweeping
16363.    o much is unhealthy Of course  WORRY  is one of a person's nat
16364.    nore it As I mentioned before  WORRY  is unhealthy He who worr
16365.    think it is impossible to not  WORRY  it in an era like this B
16366.    t trying to be happy so don t  WORRY  just be happy  * _____
16367.    dvice all the time And not to  WORRY  Just be happy ϑ 4
16368.    wards us So perhaps we should  WORRY  less For instance there
16369.    mit life can be easier if you  WORRY  less One must understand
16370.    their future performance They  WORRY  me because their behavio
16371.    e of the twenty first century  WORRY  more because they feel t
16372.    nd stressful Furthermore they  WORRY  more than they used to i
16373.    nd worriness Sometimes I feel  WORRY  more that it s necessary
16374.     it's in the family Those who  WORRY  much not only overwhelmi
16375.    ds of attitudes to people who  WORRY  My attitude to people li
16376.    ng dozens of emotions No just  WORRY  Not only happiness One c
16377.    r problems by your own If you  WORRY  nothing will be better b
16378.    ake her and many other people  WORRY  On a sunny Saturday afte
16379.     her life there is no need to  WORRY  People have to make deci
16380.    th the question of how not to  WORRY  Personally I have always
16381.    negative but I think one must  WORRY  sometimes because it mea
16382.    Otherwise it is inevitable to  WORRY  sometimes because of big
16383.     do not worry because if they  WORRY  they cannot relax That i
16384.    n other people But people who  WORRY  they make others sad and
16385.     All in all people should not  WORRY  this much in a longer pe
16386.    n the companion of people who  WORRY  to much is not the best
16387.    o may people in the world who  WORRY  to much It can be a prob
16388.    ry to stay positive and don t  WORRY  too much 44 In our moder
16389.    s learning because if I don't  WORRY  too much about an exam I
16390.    ctations but we don t have to  WORRY  too much about it life i
16391.    ing at me and asked me not to  WORRY  too much about these sil
16392.    ms to me that a lot of people  WORRY  too much about things no
16393.     fear from the exam because I  WORRY  too much and think that
16394.    o no real challenge Those who  WORRY  too much are unable to m
16395.    cern I do not like people who  WORRY  too much because I think
16396.     see I do not like people who  WORRY  too much because they ma
16397.    First and foremost people who  WORRY  too much can alineate th
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16398.    nion is that those people who WORRY too much cannot be reall
16399.    y 25 In my opinion people who WORRY too much don't really ha
16400.    e Gyula who has a tendency to WORRY too much His fears are r
16401.     only be happy if they do not WORRY too much Nothing can be
16402.    ey will facilitate you not to WORRY too much One of my frien
16403.     the information that mothers WORRY too much Those people li
16404.    the test I m sure if we don t WORRY too much we can be happy
16405.    ies and western states people WORRY too much We live in a fa
16406.     I don't understand those who WORRY too much Why on earth wo
16407.    se worriness Personally I get WORRY too of course but it is
16408.    e people whom I know and this WORRY type don't have really h
16409.    apping All in all if we don t WORRY we can be happy If we al
16410.    e message to remember: "Don't WORRY: Be happy " 11 In our pa
16411.    live 37 The title says "Don't WORRY: Be happy" but let me a
16412.     goes there unprepared why to WORRY? He or she'll fail anywa
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Happy Corpus 2009

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3214.     more harmonic and all in all HAPPY 16 Worrying belongs to o
3215.    the sentence: "Don't worry be HAPPY 57 Nowadays there are a
3216.    shouldn't worry but should be HAPPY 98 In the time of the ec
3217.    d be worse so they have to be HAPPY and be satisfied by the
3218.    perfect So if you can just be HAPPY and don t bother with an
3219.    ou have a better chance to be HAPPY and have a joyful life w
3220.    rry and happiness I try to be HAPPY and keep smiling on my f
3221.    tant in the life So try to be HAPPY and keep smiling! 55 I a
3222.    ice a month because here I am HAPPY and nobody disturbes me
3223.    ke life easier they'll become HAPPY as a result This is why
3224.    ing happy Not everyone can be HAPPY but everyone can try to
3225.    sy to say don t worry just be HAPPY but for many people it d
3226.    when you can't be 100 percent HAPPY but that's an other situ
3227.     It is very rare to be truely HAPPY but to worry to much doe
3228.    hese shows that people can be HAPPY even if they worry On th
3229.     true because he's definitely HAPPY I ve never seen him worr
3230.    h and therefore they were not HAPPY If I'm together with a p
3231.    discuss whether people can be HAPPY if they don t worry I th
3232.     life I am sure people can be HAPPY if they don t worry that
3233.     I am sure that people can be HAPPY if they don t worry They
3234.    ell you whether people can be HAPPY if they don't worry Ther
3235.    ost importantly people can be HAPPY if they want 32 Worry ab
3236.     is the better? People can be HAPPY if they want We need smi
3237.    d problems Everybody could be HAPPY if they would see the be
3238.    t something that makes people HAPPY it just makes it easier
3239.    hat she is never satisfied or HAPPY I'm really sorry for her
3240.    ou very much if you try to be HAPPY most of the time instead
3241.    ntastic therapy towards being HAPPY Not everyone can be happ
3242.    t enjoy the trip at all Being HAPPY or being worried can go
3243.    d feelings I try to make them HAPPY or help them The positiv
3244.     hand In this case if you are HAPPY the universe'll match to
3245.    e who are always positive and HAPPY This can have a favorabl
3246.     Maybe they can't feel always HAPPY when they don't worry be
3247.    e not to worry and you can be HAPPY without worrying It migh
3248.    imple thing: "Don't Worry: Be HAPPY " 59 I have no problem w
3249.    ver my girlfriend seems to be HAPPY – she has good results a
3250.    nger sang that Don t worry be HAPPY! But unfortunately it is
3251.     the question: be worry or be HAPPY? Which is the better? Pe
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Happy Corpus 2014

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5179.     happy so don t worry just be HAPPY * _____
5180.    time And not to worry Just be HAPPY ϑ 41 Everybody wa
5181.    t useful at all She cannot be HAPPY after the exam but can s
5182.    anted to change myself and be HAPPY all the time but honestl
5183.     much I wouldn t say that I m HAPPY all the time I could fig
5184.    ough it is not possible to be HAPPY all the time nor is it t
5185.    514; 41 Everybody wants to be HAPPY although some people pur
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5186.   rry a lot don't have a really HAPPY and exciting life Someti
5187.   o do the things that make you HAPPY and find a job which bri
5188.   nd us which can help us to be HAPPY and have a really intere
5189.   nds you are not just nice but HAPPY And I know that this par
5190.   s a higher chance of becoming HAPPY and live a balanced life
5191.   er mind I think people can be HAPPY and live a totally excit
5192.   as it were a new chance to be HAPPY and live every moment en
5193.   s house everybody felt really HAPPY and relaxed but her At t
5194.    suitable way what makes them HAPPY and satisfied To sum up
5195.   us situations My aim is to be HAPPY and stay healthy 15 I wa
5196.   orrying which is the key to a HAPPY and succesful life 51 Th
5197.    those who worry a lot can be HAPPY as well 34 There are too
5198.   somebody is worried cannot be HAPPY at the same time If we a
5199.   if people who don t worry are HAPPY because I don t think ha
5200.   lax I always try to make them HAPPY because I try to be opti
5201.   is my brother He can never be HAPPY because of being nervous
5202.    There are several ways to be HAPPY but I think the key elem
5203.   r again People will surely be HAPPY by avoiding stress and s
5204.    others and do what makes you HAPPY Do your hobbies reach th
5205.   doesn t specificly mean being HAPPY Does it? 47 Nowadays mor
5206.   inly made up their life Being HAPPY does not mean that you n
5207.   discuss whether people can be HAPPY don t worry Everybody wo
5208.   pular things what can make us HAPPY Everybody has to find th
5209.   ause he can not be absolutely HAPPY For example a year ago I
5210.   on t worry too much we can be HAPPY For instance I feel the
5211.   y and what about We should be HAPPY for the little things in
5212.    the exam and then I was very HAPPY From this case I have le
5213.   is the greatest obstacle of a HAPPY fulfilled life One impor
5214.   ive impatiant or rude and not HAPPY I guess what I am trying
5215.   source moreover reasons to be HAPPY I have learned very usef
5216.    is that he is absolutely not HAPPY I see him always worryin
5217.   after the exam but can she be HAPPY if she worries during he
5218.   out that those people who are HAPPY if they can eat every da
5219.    To sum up people can be more HAPPY if they do not worry bec
5220.   ement that people can only be HAPPY if they do not worry too
5221.   y In my opinion people can be HAPPY if they don't worry beca
5222.   clusion I guess people can be HAPPY if they don't worry I am
5223.   appen I am sure people can be HAPPY if they stop worrying ab
5224.   l if we don t worry we can be HAPPY If we always worry about
5225.   d attitudes differ You can be HAPPY if you find the balance
5226.   d I hope that she will become HAPPY In my opinion people can
5227.   more confident successful and HAPPY In my opinion worrying c
5228.   oes not mean that somebody is HAPPY In my perspective it mea
5229.   rry too much cannot be really HAPPY in their lives Otherwise
5230.   ot feel better if we do Being HAPPY is much more essential i
5231.   e first step towards becoming HAPPY is to get rid of our fea
5232.   son why she cannot be totally HAPPY It is harsh to say she i
5233.   ettable moments nobody can be HAPPY Last year it happened th
5234.   ave a better chance to live a HAPPY life 16 As I am someone
5235.   ke he is to loose hope in the HAPPY life and to step into th
5236.    money cannot be enough for a HAPPY life because without per
5237.   sitive thinking we can have a HAPPY life Too much worrying j
5238.   er and a healthy body carry a HAPPY man Even your friends wo
5239.   g and just try to feel myself HAPPY Nowadays we worry about
5240.    she is sleeping Maybe she is HAPPY on her dreams Now some m
5241.   ick up the positive and small HAPPY opportunities of their l
5242.   es Because we were born to be HAPPY or at least to find the
5243.   question of life is how to be HAPPY Or more importantly how
5244.   on us wheater we choose to be HAPPY or stress Being worried
5245.   ut they also feel differently HAPPY people are the prettiest
5246.   ople have more arguments than HAPPY people They are thinking
5247.   ve a little love inside of us HAPPY people were either but t
5248.   oes not result obviously in a HAPPY person but in a more suc
5249.   r medication 8 Don t worry be HAPPY said Bob Marley too It i
5250.    her to be wholly relieved or HAPPY She had a bad childhood
5251.   ng life is about trying to be HAPPY so don t worry just be h
5252.   y single person deserve to be HAPPY Sometimes we need to see
5253.   ystems what can help us to be HAPPY Sport travelling music s
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5254.    more importantly how to stay HAPPY The issue of happiness a
5255.     comes about being worried or HAPPY The way how one lives hi
5256.   er group those who are always HAPPY they are certainly usual
5257.   nion people definitely can be HAPPY They have to make effort
5258.   ely happiness When people are HAPPY they see things differen
5259.   thing good People cannot feel HAPPY unitil they are not rela
5260.   not saying that people can be HAPPY without the feeling of t
5261.   to remember: "Don't worry: Be HAPPY " 11 In our past world w
5262.   lines above 38 Don t Worry Be HAPPY — state the lyrics of th
5263.    be solved "So don't worry be HAPPY!" 12 People who worry ar
5264.    new motto is "Don t worry be HAPPY!" In conclusion I believ
5265.   tion in us 49 "Don t worry be HAPPY!" We always hear the exp
5266.   utomatically mean that we are HAPPY? I would say: not necess
5267.   d in his song "Don t Worry Be HAPPY" But all of people shoul
5268.   e title says "Don't worry: Be HAPPY" but let me a raise the
5269.   he famous say "Don't worry be HAPPY" is true and happiness c
5270.   ng happiness" "Don t Worry Be HAPPY" "Let it go": we can we
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Happy Corpus 2009

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4779.    ave more complete and healthy LIFE 27 Worrying about somethi
4780.     problems that might occur in LIFE and because of not worryi
4781.     would see the better side of LIFE and don t see everything
4782.   the little happinesses in the LIFE and if they think positiv
4783.   oking at the bad sides of our LIFE And most importantly peop
4784.   e much better results in your LIFE and you are going to be m
4785.    lot because of the stressful LIFE But it is not good for ou
4786.    for a lot of things in one's LIFE but people who worry too
4787.    the negative effects on your LIFE But this won't mean nirva
4788.   ress The turning point in his LIFE came when he applied for
4789.   w worse the circumstances and LIFE could be if s he would bo
4790.   e always worrying people that LIFE could be worse so they ha
4791.   che and she tries to live the LIFE easier Finally I want to
4792.   worrying too much people take LIFE easier they'll become hap
4793.   her look at the right side of LIFE For example I have a clas
4794.   lax What if I missed the bus? LIFE goes on another bus will
4795.   me People who worry just make LIFE harder for themselves and
4796.   rries a lot she can makes her LIFE harder She sometimes has
4797.   d you feel it right away: 'my LIFE has changed completely' 3
4798.   ob education or whether in my LIFE I am sure people can be h
4799.   o worry we can live a happier LIFE I know it sounds too simp
4800.   hoice are happier cause their LIFE is just going constantly
4801.   think nobody should worry Our LIFE is not easy but we can li
4802.   e better side of the life Our LIFE is not too long so we sho
4803.   g a lot have a very stressful LIFE it s like if they'e not a
4804.   finds always something in her LIFE on which she can worry Th
4805.    worry I think nobody should wLIFE Our life is not easy but
4806.    because of the her stressful LIFE Secondly I would like to
4807.   elaxation is important in the LIFE So try to be happy and ke
4808.   r and bigger role in people s LIFE There are much more thing
4809.   py 16 Worrying belongs to our LIFE There are some people who
4810.   t you have and gained in your LIFE We create the world witho
4811.   orry too much you can't enjoy LIFE When my friend Marcsi is
4812.   to be happy and have a joyful LIFE where everything seems to
4813.    quit a lot of thing in their LIFE whether their pessimism T
4814.   hinking but not for too long: LIFE will pass you by Be ready
4815.   ter to worry or just enjoying LIFE without being afraid of a
4816.   oose the best moments of your LIFE without knowing loose the
4817.   o do our best in the everyday LIFE Worrying makes our body u
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Happy Corpus 2014

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7887.   better chance to live a happy LIFE 16 As I am someone who wi
7888.   ven by the simplest things of LIFE 21 Imagine a typical Mond
7889.   ing happy and live a balanced LIFE 42 First of all in this e
7890.   successful and thus a happier LIFE 5 To tell the truth I am
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7891.    key to a happy and succesful LIFE 51 The title of my essay
7892.  ppy if she worries during her LIFE all the time? She can I m
7893.  ing you an easier and happier LIFE And after you chased away
7894.  to appreciate small pieces of LIFE and everything will be be
7895.  connection between is unlucky LIFE and his worries By now he
7896.  to look on the bright side of LIFE And if you don't like reg
7897.  essary Worrying can ruin your LIFE and it defines no just yo
7898.  ople in the public or private LIFE and so on The problem is
7899.  that nowadays we live a tough LIFE and there are a lot of pr
7900.   it Because the people whom I LIFE and this worry type don't
7901.  is to loose hope in the happy LIFE and to step into the wron
7902.  time however many outcomes in LIFE are related to our attitu
7903.  ys look on the bright side of LIFE because everything could
7904.   home and does nothing in his LIFE Because he always thinks
7905.  have to face a very stressful LIFE because of school work pl
7906.  not see the sunny part of the LIFE because of this If somebo
7907.   cannot be enough for a happy LIFE because without personal
7908.  y about every minutes in your LIFE because you have to enjoy
7909.   will certainly made up their LIFE Being happy does not mean
7910.  tter results in many parts of LIFE but the solution can not
7911.  d tell how to do things in my LIFE but we always have differ
7912.  rief wonderful periods in our LIFE but we have to face it th
7913.  nds on it but I have to admit LIFE can be easier if you worr
7914.  hey don't worry because their LIFE changes they can live a b
7915.  in situations Worrying effect LIFE conditions and can cause
7916.  hobias in spite of making his LIFE easier Moreover he creats
7917.  ch don't really have a normal LIFE either We only live once
7918.  ood and now her job makes her LIFE even more stressful Even
7919.  an body including the average LIFE expectancy which is about
7920.  y and live a totally exciting LIFE full of friends adventure
7921.  gh many unpleasant effects of LIFE had experienced still her
7922.   people does not live her own LIFE happily and freely becaus
7923.  ecomes nervous what makes his LIFE hard He has difficulties
7924.  r lives if they stressed less LIFE has always unexpected tou
7925.  al and sensitive in her whole LIFE Her parents were poor and
7926.  use of it I couldn t enjoy my LIFE here in Pécs I had to wri
7927.  really difficult period in my LIFE However it wasn't it was
7928.  he same From that point of my LIFE I am not that boy who wor
7929.  d that worrying can ruin your LIFE I guess might own attitud
7930.  like this point of view about LIFE I have an acquaintance wh
7931.  high extent can shorten one's LIFE I think it can be true My
7932.  piness and complainings about LIFE I was really irritated by
7933.  t stand up and continue their LIFE if they get a bit from so
7934.  mits We can live much happier LIFE if we can improve those l
7935.  he does not want to spend her LIFE in a constant state of an
7936.  are closed at night They seem LIFE in a negative way and the
7937.  no time to enjoy the beaty of LIFE In addition his behaviour
7938.  hools for caring their future LIFE In addition to previous f
7939.  uld have They could live they LIFE in an optimistic way but
7940.  ng constantly and poison your LIFE in this way If people con
7941.  ame time a kind of monotonous LIFE in which we are never com
7942.  l or job be with your beloved LIFE is a fight but let's show
7943.  it life is not about worrying LIFE is about trying to be hap
7944.  ant to hang up myself because LIFE is bad and I can't do any
7945.  e truth Every happening in my LIFE is called into being by m
7946.  ppy The way how one lives his LIFE is chosen but I belive th
7947.  ue of happiness as meaning of LIFE is frequently discussed a
7948.  1514; 31 As nowadays everyday LIFE is getting harder and har
7949.   that one central question of LIFE is how to be happy Or mor
7950.  ve to worry too much about it LIFE is not about worrying lif
7951.  ne side I understand them The LIFE is not so easy We have to
7952.   about the risky points a bit LIFE is short it is recommende
7953.  ry can influence our life and LIFE is short Wake up every da
7954.  his behavior and I never will LIFE is so simple and easy if
7955.   the famous saying says: "The LIFE is too short and you only
7956.  y that has been a part of our LIFE It appeares everywhere an
7957.  y are the victims of the real LIFE It could be hard to keep
7958.  r hand it may save somebody's LIFE It happend at 8 years ago
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7959.	tress in this rat race called **LIFE** It is a fact that constan
7960.	e top in every parts of their **LIFE** It is very difficult even
7961.	obably this saved my mother's **LIFE** It turned out that she ha
7962.	ize that we did not enjoy our **LIFE** just cared about the prob
7963.	ld think about themselves and **LIFE** less negatively; if they
7964.	appy for the little things in **LIFE** like the sunshine – for s
7965.	w The way she chose to live a **LIFE** made her being ill since
7966.	hat everyone tries to ruin my **LIFE** make my certain situation
7967.	I have ever encountered in my **LIFE** Many horrible things happ
7968.	oying and it will control his **LIFE** Moreover this person usua
7969.	to see the bright side of the **LIFE** My colleague worries all
7970.	to observe the course of his **LIFE** often led by his worries
7971.	like to forget that era of my **LIFE** On the other hand I can u
7972.	e or less good or bad in your **LIFE** on you or people who are
7973.	obstacle of a happy fulfilled **LIFE** One important factor way
7974.	bout her exams her family her **LIFE** or future She can't decid
7975.	ar will bring into his or her **LIFE** or in what way their life
7976.	peaceful but rather stressful **LIFE** People of the twenty firs
7977.	ys look at the bright side of **LIFE** People should be glad wit
7978.	they can live a better way of **LIFE** People should forget thei
7979.	the most important things in **LIFE** People should need to tru
7980.	e more relaxed and just enjoy **LIFE** Problems will be solved B
7981.	l of stress into our everyday **LIFE** Relax! Don t be so stress
7982.	in her closed and very boring **LIFE** She doesn't have a husban
7983.	o many unhappy moments in her **LIFE** she now turned to be some
7984.	nything else; just don't take **LIFE** so much serious because e
7985.	lthy or the happiest a way of **LIFE** So my attitude can be a b
7986.	e a really happy and exciting **LIFE** Sometimes it's natural an
7987.	ant role in every generations **LIFE** The attitude towards worr
7988.	is falling see the colors of **LIFE** the blue sky and the gree
7989.	hat the insequre condition of **LIFE** the unpaid bills the poss
7990.	iety comes from many areas of **LIFE** There are both external r
7991.	or she can live an enjoyable **LIFE** There are no such things
7992.	hange something in his or her **LIFE** there is no need to worry
7993.	happy opportunities of their **LIFE** they will see it more pos
7994.	tion with great importance in **LIFE** To my mind fear or worry
7995.	thinking we can have a happy **LIFE** Too much worrying just wo
7996.	ot worry because it makes the **LIFE** uncomfortable and complic
7997.	everybody has to try to live **LIFE** up to the fullest A frien
7998.	s these persons live a better **LIFE** usual Sorry for the conve
7999.	t it we can create a harmonic **LIFE** we can live happily witho
8000.	the happiness gives a better **LIFE** we don t have problems Mo
8001.	and have a really interesting **LIFE** We just have to keep our
8002.	at all bad experiences of his **LIFE** were made come true by hi
8003.	sk and and every event in his **LIFE** What is more if there is
8004.	everal kinds of situations in **LIFE** what we can not avoide Fo
8005.	ike problems in one's private **LIFE** which eventually lead to
8006.	lems or difficulties in their **LIFE** which is worthy to worryi
8007.	her life or in what way their **LIFE** will change or what dange
8008.	think about the problems our **LIFE** will fly away and when we
8009.	are forgetting to enjoy their **LIFE** with conditions and with
8010.	important does not miss from **LIFE** With the help of it we ca
8011.	s impossible to live a whole **LIFE** without any problem But t
8012.	eir inevitable parts of their **LIFE** Without doubt it is usefu
8013.	and we can't spend our whole **LIFE** worrying about everything
8014.	d I hate seeing her suffering **LIFE** would be much easier if s
8015.	d to keep the balance in your **LIFE** You have to be almost per
8016.	very little detail of her his **LIFE** You have to learn to make
8017.	ys look on the bright side of **LIFE**!" 36 There are so may peo
8018.	ll never has "the time of his **LIFE**" He will not see a lot fr

Happy Corpus 2009

3028.	d they can generally find the **GOOD** and the better side of th
3029.	ilities in which they are not **GOOD** at Smiling always eases t
3030.	e this exam because we aren't **GOOD** enough and we haven't lea

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3031.  inks that her clothes are not GOOD enough for her rendezvous
3032.   never heared from her before GOOD enough I had to shut down
3033.  My younger sister is a really GOOD example she worries a lot
3034.  think myself will be a pretty GOOD example When I m worried
3035.  nion being concerned is not a GOOD feel These people are sad
3036.  ding to researchers — it s no GOOD for her health If she wor
3037.  g that "what if they won't be GOOD for me what if all the ha
3038.   stressful life But it is not GOOD for our health I don t li
3039.   know for ages He is a really GOOD friend of mine but he has
3040.  is regard Even though he is a GOOD friend of mine I can reca
3041.  d ever heard and Marcsi got a GOOD grade as well I cannot te
3042.  earch in the wrong things the GOOD I believe that the soluti
3043.  ery bad things there are some GOOD I think people who get wo
3044.  le with classmates or parents GOOD idea is that if we take t
3045.  or a trip in the weekend is a GOOD idea to avoid worrying an
3046.  I think 74 Happiness can be a GOOD medicine for a lot of thi
3047.  hen they want to spoil my own GOOD mood as well I feel sorry
3048.  ied and they are usually in a GOOD mood Now I am pretty sure
3049.  ch I have never seen her in a GOOD mood She wears black clot
3050.   to relax and feel the stable GOOD or happiness My girlfrien
3051.  er sure what he was doing was GOOD or not He often got in tr
3052.  d results at school she has a GOOD relationship with her fri
3053.  d seems to be happy – she has GOOD results at school she has
3054.  situation and tryes to give a GOOD solution for it The perso
3055.  gs will end up bad?" A really GOOD story about this is happe
3056.  o find some self confidence A GOOD story and a nice example
3057.  second year and she is a very GOOD student Her worst mark is
3058.  d Then I ask her: "Was it the GOOD thing to torment yourself
3059.  uld pay more attention to the GOOD things instead of looking
3060.  hers health and problems is a GOOD way of showing sympathy a
3061.   time At first they said that GOOD we would miss you but you
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Happy Corpus 2014

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4935.   as well and suddenly a lot of GOOD and hopeful things will h
4936.  ing facts because there is no GOOD answer for these question
4937.  rries a lot cannot success as GOOD as people who try their b
4938.  myself and everything will be GOOD because for me worriness
4939.   deep breath Not every day is GOOD but there is something go
4940.  hts So it is not just for own GOOD Everyone wants to keep th
4941.  catch it and start doing it A GOOD example of being worried
4942.  ple I would like to mention a GOOD friend of mine Gyula who
4943.  uld be necessary for others A GOOD illustration for that is
4944.  s good but there is something GOOD in every day See the good
4945.   they are not able to see the GOOD in situations Worrying ef
4946.   they are not able to see the GOOD in things If I have to ch
4947.  a sunny day in December or a GOOD melted wine in the square
4948.   in shops and if she missed a GOOD opportunity she would be
4949.  fluence might be more or less GOOD or bad in your life on yo
4950.  it could not lead to anything GOOD People cannot feel happy
4951.  t politics so he could find a GOOD reason to worry about som
4952.  people My father has a really GOOD sense of humor and probab
4953.  iversity she was an extremely GOOD student She could learn e
4954.  cerning those internal A very GOOD technique to calm down my
4955.  u need to stay focused on the GOOD things and do not let the
4956.  ing good in every day See the GOOD things in the world help
4957.  thing Even if we are having a GOOD time together she starts
4958.  erever we are Sometimes it is GOOD to worry because it must
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Happy Corpus 2009

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3407.   maximum but worriing doesn't HELP at all I preferred the ca
3408.  I can avoid funny comments or HELP get some confidence for t
3409.  her but unfortunately I can't HELP her although I've tried i
3410.  ys glad to see him I tried to HELP him but he got worked up
3411.  son to a psychologist who may HELP in the problems But I wou
3412.   sensitive to things With the HELP of this sensitivity we fe
3413.   but to worry to much doesn't HELP So what should we do? Tak
3414.  d that the worry really won't HELP them and what is much wor
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3415.     s I try to make them happy or   HELP   them The positive thinkin
3416.     ughts make people happier and   HELP   them to controll their st
3417.     one s mind so I always try to   HELP   those people worry and th
3418.     m and if you I smile it could   HELP   to someone or cause just
3419.     rk at home too that they must   HELP   to their parents since th
3420.     strongly believe that it can   HELP   you very much if you try
3421.     go?" " Is he mean?" "Does he   HELP   youre stuck?" and many ot
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Happy Corpus 2014

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5626.      her calm A friendly talk can   HELP   a lot If he or she stops
5627.     my phone because they need my   HELP   advice I try to do my bes
5628.      the good things in the world   HELP   for others and do what ma
5629.     gh these worries she he could   HELP   for others worries a lot
5630.     mplaining all these would not   HELP   her with the exam Si I su
5631.     comes so nervous She tries to   HELP   me and tell how to do thi
5632.     ause for me worriness doesn t   HELP   Moreover it helps me when
5633.     s not miss from life With the   HELP   of it we can see the ligh
5634.     t also positive ones With the   HELP   of positive thinking we c
5635.     ven we are worried that won t   HELP   So the only thing we can
5636.     it is an uplifting feeling to   HELP   the others In my family t
5637.     wever I try to be patient and   HELP   them For instance in the
5638.      ponder all sides all ways to   HELP   them If they take my advi
5639.     s of problems The only way to   HELP   them is to tell my opinio
5640.     so hard not to judge them and   HELP   them to see the bright si
5641.     t after a while people cannot   HELP   themselves being worried
5642.     into my attitude and if I can   HELP   to my friends at their ha
5643.     g I suppose worrying does not   HELP   us cope with our everyday
5644.     personality Worrying will not   HELP   us It won't mitigate the
5645.     of things around us which can   HELP   us to be happy and have a
5646.     d healthcare systems what can   HELP   us to be happy Sport trav
5647.      you a mental tiredness which   HELP   you getting some sleep at
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Happy Corpus 2009

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6438.     in?" She got in Now there's a   PROBLEM   again: which class wil
6439.     ly can overemphasize a simple   PROBLEM   and apt to panic Undou
6440.     s I knew that that one be any   PROBLEM   And guess what happene
6441.     d at Smiling always eases the   PROBLEM   and if you I smile it
6442.     er parents tried to solve her   PROBLEM   but she didn t want to
6443.     n t see everything as a major   PROBLEM   don t worry before the
6444.     mind and found that solving a   PROBLEM   especially stop worryi
6445.     id it earlier So it is also a   PROBLEM   for the whole society
6446.     e is doing this Actually this   PROBLEM   has become so serious
6447.      place But there was a little   PROBLEM   I had left my wallet o
6448.      this is absolutely not a big   PROBLEM   I mean it is natural t
6449.     I said before it is not a big   PROBLEM   if people worry too mu
6450.     ortant things is an every day   PROBLEM   If we follow history e
6451.     to tell her that won't be any   PROBLEM   if we take an hour but
6452.     rs the result is the same The   PROBLEM   is that after fifteen
6453.     istakes He is focusing on the   PROBLEM   itself and not on solv
6454.     ogist has not solve the whole   PROBLEM   itself Finally I made
6455.      time thinking about a simple   PROBLEM   like what to eat Once
6456.      mention that she have such a   PROBLEM   like worrying Apart fr
6457.     t matter if it's the smallest   PROBLEM   or the largest a delay
6458.     iew helps when somebody has a   PROBLEM   or when the world star
6459.     orry: Be Happy " 59 I have no   PROBLEM   with people who worry
6460.     eve that the solution of this   PROBLEM   would be that people w
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Happy Corpus 2014

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10702.    king about their every little   PROBLEM   A great friend of mine
10703.    live a whole life without any   PROBLEM   But the point is that
10704.     is why she cannot solve this   PROBLEM   by making any further
10705.    who worry to much It can be a   PROBLEM   in their lives or an e
10706.    ople concentrate on solving a   PROBLEM   instead of worrying ab
10707.    tually lead to discomfort The   PROBLEM   is that after a while
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10708.	or private life and so on The **PROBLEM** is when all these peop
10709.	think and say about me is my **PROBLEM** not hers My mother and
10710.	one failure cannot cause an … **PROBLEM** People can be more hap
10711.	ecause of the upper mentioned **PROBLEM** She is always frustrat
10712.	annot quit thinking about her **PROBLEM** She sees that everybod
10713.	mple: worrying never sold any **PROBLEM** That's why I don't und
10714.	t that time it was my biggest **PROBLEM** the source of my worry
10715.	because she cannot forget the **PROBLEM** There are so many stor
10716.	for Christmas and it is a big **PROBLEM** This was the point whe
10717.	hey find joy in looking for a **PROBLEM** what they can worry ab
10718.	annot stop thinking about her **PROBLEM** which is really annoyi
10719.	about or even if they have a **PROBLEM** why they enjoy being n
10720.	turer type of person The only **PROBLEM** with her is that due t
10721.	rtunately he doesn t have any **PROBLEM** with his health but I
10722.	rtainment facilities The main **PROBLEM** with it is that he see
10723.	in their nature and I have no **PROBLEM** with people like that
10724.	"who cares?" "It is not your **PROBLEM** " It happened couples

Happy Corpus 2009	
1192.	nd I also know that this is a **BAD** characteristic but people
1193.	to hesitate Hesitation has a **BAD** effect on people decisions
1194.	his much of worrying has very **BAD** effects on people – it mak
1195.	d don t bother with any other **BAD** feelings 14 In today s str
1196.	self destruction it can turn **BAD** his human relationships In
1197.	ourage the other that nothing **BAD** is going to happen Even th
1198.	m As I've said worrying isn t **BAD** it is much better than bei
1199.	ngs instead of looking at the **BAD** sides of our life And most
1200.	er face because she is always **BAD** tempered She hasn't got an
1201.	hink worrying a lot is a very **BAD** thing but I fully understa
1202.	ad problems and thought about **BAD** things In last semester be
1203.	important activities In every **BAD** things there are some good
1204.	d before I think "worry" is a **BAD** word Try logical thinking
1205.	ll the happenings will end up **BAD**?" A really good story abou

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1839.	ang up myself because life is **BAD** and I can't do anything ab
1840.	e admitted that it was not as **BAD** as she expected it to be D
1841.	y relieved or happy She had a **BAD** childhood and now her job
1842.	this led me to say something **BAD** consequently at the anger
1843.	problems Worrying can have a **BAD** effect on our mood body So
1844.	o do so It can be a bill or a **BAD** event for example Of cours
1845.	much His fears are rooted in **BAD** experiences he was put thr
1846.	I can shortly assert that all **BAD** experiences of his life we
1847.	they have and do not have the **BAD** feelings If they are smili
1848.	't think worrying is always a **BAD** habit Sometimes it helps w
1849.	is in general She also has a **BAD** habit which is the result
1850.	so he was sure that something **BAD** happened to us or even we
1851.	ep and she feels herself very **BAD** I always tell her to try t
1852.	hat our situation is not that **BAD** I do not like the attitude
1853.	surprised by something truly **BAD** I worry as much as I have
1854.	might be more or less good or **BAD** in your life on you or peo
1855.	d also consider the fact that **BAD** influences they feel falle
1856.	would you make your whole day **BAD** just because you will have
1857.	or instance if the weather is **BAD** she always thinks that a b
1858.	– including me – worry about **BAD** their inevitable parts of
1859.	ressed year by year The other **BAD** thing is that I know some
1860.	I wouldn t say worrying is a **BAD** thing My best example for
1861.	eason that she thought always **BAD** things Furthermore she sai
1862.	ce and personality – not in a **BAD** way of course this can be

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2870.	the key factor with witch my **FRIEND** and everyone can avoid

2871.	needed my driving licence My	**FRIEND**	became so worried and n
2872.	e had no friends He wasn't my	**FRIEND**	but I was always glad t
2873.	so really everything Once my	**FRIEND**	came to Pécs by motorbi
2874.	and disturbe others My sweet	**FRIEND**	can create depressive a
2875.	ears of age Five years ago my	**FRIEND**	changed dramatically fr
2876.	nd even heart attack I have a	**FRIEND**	from Barcs who I know f
2877.	"Life is beautiful " I have a	**FRIEND**	her name is Marcsi who
2878.	es too much This person is my	**FRIEND**	I think she really worr
2879.	are my experiences to calm my	**FRIEND**	I told her to be self c
2880.	of ourselves and emotions My	**FRIEND**	is the perfect example;
2881.	y back to the hostel where my	**FRIEND**	lived She called this g
2882.	you can't enjoy life When my	**FRIEND**	Marcsi is agonized by s
2883.	for ages He is a really good	**FRIEND**	of mine but he has got
2884.	gard Even though he is a good	**FRIEND**	of mine I can recall se
2885.	t be called as ordinary This	**FRIEND**	of mine lives in page b
2886.	hink over their choice An old	**FRIEND**	of mine was just like t
2887.	ple before an exam That was a	**FRIEND**	of mine who worries way
2888.	She just cried loudly made my	**FRIEND**	so nervous because of t
2889.	ical things In the morning my	**FRIEND**	started to shake and be

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4696.	someone Almost a year ago my	**FRIEND**	and I had the same exam
4697.	wrong and irony was her best	**FRIEND**	Because of that way she
4698.	't do anything about it So my	**FRIEND**	can easily through me i
4699.	vironment Once with one of my	**FRIEND**	happened that she was r
4700.	s in this situation One of my	**FRIEND**	is dealing with this da
4701.	e no reason for that I have a	**FRIEND**	like that as well I wou
4702.	y common among people My best	**FRIEND**	Lisa is one such person
4703.	small child By having been a	**FRIEND**	of him for a long time
4704.	would like to mention a good	**FRIEND**	of mine Gyula who has a
4705.	live life up to the fullest A	**FRIEND**	of mine has always been
4706.	every little problem A great	**FRIEND**	of mine sometimes reall
4707.	want to move from the way My	**FRIEND**	was too afraid to pass
4708.	Saturday afternoon I asked my	**FRIEND**	what she has seen in th
4709.	to tell a story about my best	**FRIEND**	who always worries too
4710.	son of their chances I have a	**FRIEND**	who has all the potenti

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2660.	orry so much Maybe they can't	**FEEL**	always happy when they do
2661.	ob I can understand what they	**FEEL**	because I am also a perso
2662.	ve it but at least they could	**FEEL**	better It is very rare to
2663.	important I can t get rest I	**FEEL**	I have to do something in
2664.	gether for three months and I	**FEEL**	I m happier People could
2665.	thoughts and attitude and you	**FEEL**	it right away: 'my life h
2666.	ng A person who worries a lot	**FEEL**	lost in the world and tha
2667.	test To be honest we couldn't	**FEEL**	sorry for her any longer
2668.	il my own good mood as well I	**FEEL**	sorry for them because I
2669.	njoy their time on earth So I	**FEEL**	sorry for them since they
2670.	work harder As a conclusion I	**FEEL**	that people who don't eve
2671.	place of those who don't ever	**FEEL**	that there's anything the
2672.	they'e not able to relax and	**FEEL**	the stable good or happin
2673.	being concerned is not a good	**FEEL**	These people are sad and
2674.	ake me very upset and make me	**FEEL**	uncomfortable while being
2675.	e help of this sensitivity we	**FEEL**	we can do things better I

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4395.	sed or at least can make them	**FEEL**	annoyed I do not really l
4396.	by day It sometimes makes me	**FEEL**	annoyed scares me and def
4397.	t have a reason but we do not	**FEEL**	better if we do Being hap
4398.	to them or with them I cannot	**FEEL**	confident or cannot relax
4399.	Energic vampires makes others	**FEEL**	depressed takes all of th
4400.	ngs differently but they also	**FEEL**	differently Happy people
4401.	fact that bad influences they	**FEEL**	fallen victim to is carri
4402.	o anything good People cannot	**FEEL**	happy unitil they are not

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4403.    le or not because she can not  FEEL  herself love etc And this
4404.    o her less because I just can   FEEL  how her worries can get m
4405.    It won't mitigate the pain we   FEEL  inside Once a very wise m
4406.    care anything and just try to   FEEL  myself happy Nowadays we
4407.    ch of people because I always   FEEL  overstressed exhausted an
4408.    or us but on the other hand I   FEEL  pity for him because he c
4409.    se who worry a lot they never   FEEL  safety silence or peace T
4410.    not find a reason Are usually   FEEL  stressed before exams or
4411.     I feel weakness in my body I   FEEL  that I am burning inside
4412.     overstressed exhausted and I   FEEL  that I can't handle my ta
4413.    peak to her I can immediately   FEEL  that I want to hang up my
4414.    e house every day She doesn't   FEEL  that she should change he
4415.     absolutely relaxed but still   FEEL  that something is missing
4416.    e negligent and careless They   FEEL  that their problems will
4417.    y silence or peace They often   FEEL  that they have forgot som
4418.    e can be happy For instance I   FEEL  the happiness when I turn
4419.    oreous until the exam I could   FEEL  the pressure on me and I
4420.    ntury worry more because they   FEEL  the pressure on their sho
4421.     don t have an effect on me I   FEEL  the same next time My fat
4422.    When I have to take an exam I   FEEL  weakness in my body I fee
4423.    we wanted to … she made us to   FEEL  what she felt To sum up p
4424.    ng they automatically make me   FEEL  worried as well I hear wh
4425.    ess and worriness Sometimes I   FEEL  worry more that it s nece
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Happy Corpus 2009

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1668.    t help at all I preferred the  CALM  and relaxed people who th
1669.    n I always try to show myself  CALM  and relaxed when I speak
1670.    me is like this too I sort of  CALM  down and try to encourage
1671.    on and he has to learn how to  CALM  down Once we went on the
1672.     the type of guy who tries to  CALM  down over exited and over
1673.    ar to me I regard myself as a  CALM  guy who always knows the
1674.     high and there was no way to  CALM  her down or to persuade h
1675.    ent methods to keep ourselves  CALM  in different situations W
1676.    ad to share my experiences to  CALM  my friend I told her to b
1677.    stand somewhere I am not very  CALM  my friends and my mother
1678.    ed a bit I do my best to look  CALM  on the outside this way I
1679.    y nice woman but she is never  CALM: she finds always somethi
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2662.    ay words that make him or her  CALM  A friendly talk can help
2663.     can be useful to worry Being  CALM  and not worrying does not
2664.    lems For instance he is never  CALM  because there is always s
2665.    ies We always try to make him  CALM  down but we just can't In
2666.    f in that state and unable to  CALM  down he would be unable t
2667.    ed and it took him a while to  CALM  down I m not say if peopl
2668.    rnal A very good technique to  CALM  down myself as well as th
2669.    n and I said if she could not  CALM  down she would fail the e
2670.    he exam Si I suggested her to  CALM  down try to relax and eve
2671.     days After this … I tried to  CALM  her down and I said if sh
2672.    d at us and became absolutely  CALM  in one second He told us
2673.    licated But being relaxed and  CALM  quite often is almost imp
2674.    py they are certainly usually  CALM  silent and flexible To sa
2675.    do not talk to them or try to  CALM  them which sometimes work
2676.    e not able to keep themselves  CALM  They are always stressful
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Happy Corpus 2009

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5479.    e kids it s normal if you are  NERVOUS  and excited rarely but
5480.    the presentation she was very  NERVOUS  and she worried she wi
5481.    t notice that you become more  NERVOUS  and you were right mor
5482.    ried loudly made my friend so  NERVOUS  because of the whole s
5483.     her worries and was a little  NERVOUS  but I'm used to this I
5484.    of Pécs now and besides being  NERVOUS  right before the exams
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5485.	she couldn't answer She gets	**NERVOUS**	stood up and left the
5486.	reciate spending my time with	**NERVOUS**	students adults and so
5487.	friend became so worried and	**NERVOUS**	that the German police
5488.	red I think she is used to be	**NERVOUS**	too much which is a ve
5489.	eant it I mentioned that I am	**NERVOUS**	type too but her level

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9153.	ver be happy because of being	**NERVOUS**	about his job about th
9154.	ey always find a bit to being	**NERVOUS**	about I think they are
9155.	problem why they enjoy being	**NERVOUS**	about it Because the p
9156.	ly know someone who is always	**NERVOUS**	about something Let it
9157.	does not have anything to be	**NERVOUS**	about than he invents
9158.	st crying because of being so	**NERVOUS**	Afterwards he looked a
9159.	elf I am relaxed and I am not	**NERVOUS**	and annoyed all the ti
9160.	ng behind the wheels I was so	**NERVOUS**	and my whole body was
9161.	at I will fail the exam I was	**NERVOUS**	and sad but I went to
9162.	wer is easy He she looks like	**NERVOUS**	and sad Secondly a per
9163.	opinion which also makes her	**NERVOUS**	and she worries again
9164.	worries too much She usually	**NERVOUS**	and worry about everyt
9165.	ied people only make everyone	**NERVOUS**	around them by talking
9166.	that she is very stressed and	**NERVOUS**	because she do not kno
9167.	self as well as those who are	**NERVOUS**	besides me is to repre
9168.	his semester she almost had a	**NERVOUS**	breakdown For weeks sh
9169.	ut he finds a scapegoat to be	**NERVOUS**	enough to enjoy the mo
9170.	here most of the students are	**NERVOUS**	I can choose from two
9171.	other places They are always	**NERVOUS**	of everything for exam
9172.	magined before she becomes so	**NERVOUS**	She tries to help me a
9173.	who worry and they are always	**NERVOUS**	They always worry abou
9174.	ct that she he worries she is	**NERVOUS**	Thirdly a person who w
9175.	makes of stressful depressed	**NERVOUS**	unbalanced and finally
9176.	n worries too much he becomes	**NERVOUS**	what makes his life ha

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4652.	the other hand she is a very	**KIND**	girl that's why is it a s
4653.	y that people who worry a lot	**KIND**	of annoy me especially th
4654.	nce his mom had to go to some	**KIND**	of conference abroad and
4655.	apt to panic Undoubtedly this	**KIND**	of exaggeration is harmfu
4656.	be a perfect example for this	**KIND**	of lifestyle behaviour Ev
4657.	37 To be honest I'm not that	**KIND**	of person who likes to wo
4658.	unately my family is not that	**KIND**	which's members are satis

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7714.	ve back it them They could be	**KIND**	and more self confident m
7715.	n reality my grandmother is a	**KIND**	nurturer type of person T
7716.	she can worry about that what	**KIND**	of gift will their parent
7717.	much might will fight with a	**KIND**	of health desiase since w
7718.	essful and at the same time a	**KIND**	of monotonous life in whi
7719.	ur As I mentioned before this	**KIND**	of people does not live h
7720.	ortunities and beauties These	**KIND**	of people would be happie
7721.	on stage My brother is such a	**KIND**	of person I remember as i
7722.	hem Fortunately I am not this	**KIND**	of person My parents are
7723.	leave the house Lisa was the	**KIND**	of person who had to chec
7724.	rt an so on I am exactly that	**KIND**	of person who I've mentio
7725.	t something are reading these	**KIND**	of quotes to repress thei
7726.	negative ones and they are a	**KIND**	of reflection of their fe
7727.	tions and unfortunatelly this	**KIND**	of suffering causes physi

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7288.	ay without adding unnecessary	**STRESS**	and problems Everybody
7289.	problems which are caused by	**STRESS**	and worry but in my vie
7290.	an live it easier without the	**STRESS**	and worry People withou

7291.	of problems with unnecessary **STRESS** At least that is what I
7292.	d help them to controll their **STRESS** factory One of the rese
7293.	hand in hand I think a little **STRESS** is fine but if you are
7294.	should live it without worry **STRESS** or other problems 5 Why
7295.	as afraid to talk and in huge **STRESS** The turning point in hi
7296.	ous type too but her level of **STRESS** was constantly up high
7297.	the test well because of the **STRESS** We had right She failed

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12144.	it there would be a lot less **STRESS** altogether On the other
12145.	is correct A day without the **STRESS** and anxiety is just eas
12146.	that it was constant worrying **STRESS** and sadness that caused
12147.	l surely be happy by avoiding **STRESS** and self pression becau
12148.	orries are the main causes of **STRESS** and unhealthyness Peopl
12149.	r to survive are full of with **STRESS** and worriness Sometimes
12150.	led This situation shows that **STRESS** and worrying are really
12151.	rude people Those inclined to **STRESS** are especially threaten
12152.	ater we choose to be happy or **STRESS** Being worried means in
12153.	fe It is a fact that constant **STRESS** can be easily lead to d
12154.	e almost everything Permanent **STRESS** can hamper happiness an
12155.	to pursuit to live with less **STRESS** Everybody has more chan
12156.	black out Also there are many **STRESS** hormons damaging the hu
12157.	g in my stomach caused by the **STRESS** I felt Each time when I
12158.	thy way to cope with everyday **STRESS** in this rat race called
12159.	a never before seen level of **STRESS** into our everyday life
12160.	hy are people full of tension **STRESS** is in a way embedded in
12161.	re he always had a reason for **STRESS** One day I invited him t
12162.	m but because of her instinct **STRESS** she became sick exactly

Happy Corpus 2009

6383.	es such people who are always **POSITIVE** and happy This can ha
6384.	try to think not negative but **POSITIVE** and search in the wro
6385.	me that they would try to be **POSITIVE** and would not tire me
6386.	first step is to have a more **POSITIVE** point of view and sto
6387.	hinking positively and saying **POSITIVE** sentences or words to
6388.	ld learn also how the see the **POSITIVE** side of the wrong thi
6389.	and if they think positively **POSITIVE** things will come Unfo
6390.	is attention About half of his**POSITIVE** thinking and working
6391.	e them happy or help them The **POSITIVE** thinking is one of th
6392.	t We need smile and laugh The **POSITIVE** thinking is the best
6393.	ow that positive thinking and **POSITIVE** thoughts make people
6394.	n persuade everyone to have a **POSITIVE** way of seeing One met

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10638.	t everyone should try to stay **POSITIVE** and don t worry too m
10639.	y; if they try to pick up the **POSITIVE** and small happy oppor
10640.	tive way and they can give me **POSITIVE** energies which are st
10641.	ich was caused by rain So the **POSITIVE** feedback is that I di
10642.	med down I start to broadcast **POSITIVE** images as a consequen
10643.	says I should try to find the **POSITIVE** issues in everytime T
10644.	have an effect on us but also **POSITIVE** ones With the help of
10645.	hey take my advice – either a **POSITIVE** or negative – they wi
10646.	ts are amasing and absolutely **POSITIVE** people My father has
10647.	rder to be able to notice the **POSITIVE** side of our lives Bec
10648.	I will try to search for the **POSITIVE** side to wear it if th
10649.	ation In my opinion humor and **POSITIVE** thinking go hand in h
10650.	modern and running world the **POSITIVE** thinking is inevitabl
10651.	ositive ones With the help of **POSITIVE** thinking we can have
10652.	h helps me all the time These **POSITIVE** thoughts have been bu
10653.	appier if you share them your **POSITIVE** thoughts So it is not
10654.	ht to see the world in a more **POSITIVE** way and forget about
10655.	who can see things in a more **POSITIVE** way and they can give
10656.	r if the things turn out in a **POSITIVE** way The main point is

Happy Corpus 2009		
4064.	e thinking is one of the most **IMPORTANT**	activities In every
4065.	y if they want 32 Worry about **IMPORTANT**	and unimportant thin
4066.	was the worse when we had an **IMPORTANT**	exam We had one oppo
4067.	something Especially if it s **IMPORTANT**	I can t get rest I f
4068.	ends family and relaxation is **IMPORTANT**	in the life So try t
4069.	can concentrate on the really **IMPORTANT**	things better if you

Happy Corpus 2014		
6644.	o make difference between the **IMPORTANT**	an unimportant thing
6645.	om my childhood Humor is very **IMPORTANT**	does not miss from l
6646.	rything Happiness is the most **IMPORTANT**	element in our lives
6647.	nly unsettled before exams or **IMPORTANT**	events might fail an
6648.	few challenge that can be an **IMPORTANT**	exam a job interview
6649.	g with himself Once he had an **IMPORTANT**	exam Before the exam
6650.	at my flatmate learned for an **IMPORTANT**	exam but because of
6651.	hard talk for example a very **IMPORTANT**	exam for a student I
6652.	of a happy fulfilled life One **IMPORTANT**	factor way too often
6653.	on you or people who are very **IMPORTANT**	for you Furthermore
6654.	g that may not happen Another **IMPORTANT**	issue is to find a w
6655.	Christmas work school and the **IMPORTANT**	love She is unbearab
6656.	t worry Everybody worries The **IMPORTANT**	thing is how much th
6657.	f they will identify the most **IMPORTANT**	things in life Peopl
6658.	hat s the secret I think It s **IMPORTANT**	to have faith and al
6659.	se situations it is extremely **IMPORTANT**	to talk with her or

Happy Corpus 2009		
2378.	g feature of mine he seems to **ENJOY**	comparing me with himsel
2379.	happier or at least they can **ENJOY**	happyness when others wa
2380.	you worry too much you can't **ENJOY**	life When my friend Marc
2381.	erately we can smile more and **ENJOY**	ourselfes without making
2382.	Balaton for a couple days to **ENJOY**	the summer Almost every
2383.	n anymore because he couldn't **ENJOY**	the trip at all Being ha
2384.	d they don't have the time to **ENJOY**	their lifes One of my fa
2385.	use I think they can't really **ENJOY**	their lives and they mis
2386.	for me I envy the people who **ENJOY**	their lives without bein
2387.	rs in their lives as they can **ENJOY**	their time on earth So I

Happy Corpus 2014		
3894.	will die once and if we don't **ENJOY**	being alive we have neve
3895.	they have a problem why they **ENJOY**	being nervous about it B
3896.	o the only thing we can do is **ENJOY**	every moment of our live
3897.	e happy and live every moment **ENJOY**	if the sun is shining or
3898.	is short it is recommended to **ENJOY**	it till we can Always lo
3899.	ould be more relaxed and just **ENJOY**	life Problems will be so
3900.	but because of it I couldn t **ENJOY**	my life here in Pécs I h
3901.	nd we realize that we did not **ENJOY**	our life just cared abou
3902.	ut useless things then we can **ENJOY**	ourselves wherever we ar
3903.	rries too much has no time to **ENJOY**	the beaty of life In add
3904.	happy lifestyle They can ever **ENJOY**	the moment as they alway
3905.	egoat to be nervous enough to **ENJOY**	the moment Several stori
3906.	your life because you have to **ENJOY**	the opportunities and be
3907.	ying people are forgetting to **ENJOY**	their life with conditio

Happy Corpus 2009		
5102.	affraid of it In this case I **MEAN**	a difficult exam for exam
5103.	oth inside and outside What I **MEAN**	is that usually this type
5104.	bsolutely not a big problem I **MEAN**	it is natural that somebo
5105.	f someone overdoes worrying I **MEAN**	it worries too much it ca
5106.	s on your life But this won't **MEAN**	nirvana for you Like I sa

5107.	t way Of course that does not **MEAN** that they should not care
5108.	ike: "How did it go?" " Is he **MEAN**?" "Does he help youre stu

<div align="center">**Happy Corpus 2014**</div>

8522.	ng worried doesn t specificly **MEAN** being happy Does it? 47 N
8523.	umstances when these factor I **MEAN** self assurance does not i
8524.	alm and not worrying does not **MEAN** that somebody is happy In
8525.	way how they see the world I **MEAN** that there are way too ma
8526.	worries does it automatically **MEAN** that we are happy? I woul
8527.	e expected it to be Does that **MEAN** that worrying is a waste
8528.	eir life Being happy does not **MEAN** that you never worry and
8529.	d great respect for those who **MEAN** to me a lot Whish the wor

<div align="center">**Happy Corpus 2009**</div>

2134.	more although I know that is **DIFFICULT** but everyone the nee
2135.	d of it In this case I mean a **DIFFICULT** exam for example and
2136.	a consequence it is not that **DIFFICULT** for him to find a re
2137.	xam which was sent to be very **DIFFICULT** She had learnt a lot
2138.	test in question was so damn **DIFFICULT** that the best mark a
2139.	It can make things much more **DIFFICULT** to do as worrying al

<div align="center">**Happy Corpus 2014**</div>

3504.	worry too much Nothing can be **DIFFICULT** enough that we canno
3505.	arts of their life It is very **DIFFICULT** even impossible that
3506.	ude To use ago I had a really **DIFFICULT** period in my life Ho
3507.	sed all the time but it's too **DIFFICULT** to change as this ha
3508.	e So my attitude can be a bit **DIFFICULT** to those people Ever

<div align="center">**Happy Corpus 2009**</div>

3388.	ose Yet worrying about others **HEALTH** and problems is a good
3389.	great effect to the person's **HEALTH** because worrying makes
3390.	fe But it is not good for our **HEALTH** I don t like worry but
3391.	rchers — it s no good for her **HEALTH** If she worries a lot sh
3392.	f we are at ease and physical **HEALTH** is a condition for happ
3393.	y and worrying about your own **HEALTH** is a necessity 44 I thi
3394.	ays worrying about everything **HEALTH** study love so really ev

<div align="center">**Happy Corpus 2014**</div>

5583.	t can have all effects on her **HEALTH** But I see that she's al
5584.	n t have any problem with his **HEALTH** but I think it is just
5585.	lly harmful it may cost one's **HEALTH** but on the other hand i
5586.	ressful It can actually cause **HEALTH** deseases ad make people
5587.	ght will fight with a kind of **HEALTH** desiase since when some
5588.	motions have effects on their **HEALTH** I have a few friends wh
5589.	t several tests to assess her **HEALTH** It was the doctor's gen
5590.	because it has effect on her **HEALTH** like headache Worry can
5591.	happiness and may have cause **HEALTH** problems Those problems
5592.	be stressful and it can cause **HEALTH** problems too People who
5593.	for everything like our pets' **HEALTH** what will be the lunch
5594.	ince when someone worries his **HEALTH** will work harder in his

<div align="center">**Happy Corpus 2009**</div>

1162.	ll match to your thoughts and **ATTITUDE** and you feel it right
1163.	ng I would like to explain my **ATTITUDE** to people who worry a
1164.	ll I would like to explain my **ATTITUDE** to these people Actua

<div align="center">**Happy Corpus 2014**</div>

```
1782.    worries too much However this ATTITUDE all depends on us whe
1783.    ughts have been built into my ATTITUDE and if I can help to
1784.    possible we should change our ATTITUDE and let happiness tou
1785.     happiest a way of life So my ATTITUDE can be a bit difficul
1786.    too much because I think this ATTITUDE can be very harmful F
1787.    t a better job and so on This ATTITUDE distracted her attent
1788.    earning when she came home My ATTITUDE in the exam period is
1789.    money However sometimes their ATTITUDE is the main reason of
1790.    ut In my opinion this type of ATTITUDE leads to nothing In a
1791.    s are defined by worrying The ATTITUDE of mine toward worryi
1792.     can say that it is a typical ATTITUDE of pensioners until t
1793.    ot that bad I do not like the ATTITUDE of people who worries
1794.     come true by his worry based ATTITUDE One of certain experi
1795.    ade a huge decision about her ATTITUDE She called me today a
1796.    itudes to people who worry My ATTITUDE to people like these
1797.    iness I m going to explain my ATTITUDE to those who worry de
1798.    d that I need to give up this ATTITUDE To use ago I had a re
1799.    es in life are related to our ATTITUDE towards us So perhaps
1800.    in every generations life The ATTITUDE towards worrying in g
1801.    n your life I guess might own ATTITUDE turned myself into th
```

Happy Corpus 2009

```
1434.    he reliesed and calmed down I BELIEVE it is very easy to say
1435.    rry about On the other hand I BELIEVE that a little fear is
1436.    thing A pity because I firmly BELIEVE that he would be happi
1437.     and the worriness I strongly BELIEVE that it can help you v
1438.    s in our lives I just tend to BELIEVE that people are better
1439.    n the wrong things the good I BELIEVE that the solution of t
1440.     it I will do it" and if they BELIEVE this they will succeed
1441.    efforts were not successful I BELIEVE without his worrying a
```

Happy Corpus 2014

```
2285.    ry be happy!" In conclusion I BELIEVE every single person de
2286.     that would prove her point I BELIEVE her I believe negative
2287.    d dream of However she is not BELIEVE in herself and she tot
2288.    orth doing that If you do not BELIEVE in me you only need to
2289.    t on the other side even if I BELIEVE in myself and feeling
2290.    tant to have faith and always BELIEVE in ourselves I also ha
2291.    ove her point I believe her I BELIEVE negative thoughts can
2292.    ime: "You are braver than you BELIEVE stronger than you seen
2293.    ing She seriously scared me I BELIEVE that if somebody is wo
2294.    rve their calmness I stringly BELIEVE that this 'behaviour p
```

Happy Corpus 2009

```
2612.    se I tell s he that she could FAIL and it would be much wors
2613.    aying that she will certainly FAIL and that there are lots o
2614.     Barthes on the exam she will FAIL surely To tell the truth
2615.    anything and she was going to FAIL The annoying thing was th
2616.    d what a shame it would be to FAIL the first exam that comes
2617.    orry and if you know you will FAIL then there is no point in
2618.    someone is not To be honest I FAIL to see why that is In my
```

Happy Corpus 2014

```
4299.    ams or important events might FAIL and cause pain to themsel
4300.    am She thought that she would FAIL and she would not get a b
4301.    ed why to worry? He or she'll FAIL anyway Worries whether we
4302.    t my sister will not going to FAIL One time I was with her b
4303.    could not calm down she would FAIL the exam and that she wou
4304.    and I always felt that I will FAIL the exam I was nervous an
4305.    ing and told me that: "I will FAIL this exam it is sure!" Sh
4306.    date on the job interview can FAIL to get the job because of
```

248

Happy Corpus 2009
6687.   a good feel These people are **SAD** and we can see agonies in
6688.   name was Adam Adam was always **SAD** and worry about everything
6689.   k and this makes me sometimes **SAD** I don t like when he start
6690.   vous too much which is a very **SAD** thing I can see that she i

Happy Corpus 2014
11068.   my godfather – sit alone with **SAD** and hopeless face never pl
11069.   le who worry they make others **SAD** and they often take my hap
11070.   il the exam I was nervous and **SAD** but I went to the class an
11071.   ame tired pale girl with that **SAD** glimpse in the eye She tol
11072.   rries so much That was really **SAD** I felt sorry for her but a
11073.   ation we are not damned to be **SAD** or worried something that
11074.   He she looks like nervous and **SAD** Secondly a person acts not
11075.   list of tasks is endless The **SAD** thing is that more and mor

Happy Corpus 2009
406.   worried to a degree as being **AFRAID** I try to seek comfort b
407.   t enjoying life without being **AFRAID** of anything? I leave it
408.   first I must state I m really **AFRAID** of oral exams It went a
409.   e hurries at all times She is **AFRAID** of some teachers lectur
410.   as worried about what he said **AFRAID** that the others might n
411.   ou can't win till you are not **AFRAID** to lose " I think this
412.   speak to girls because he was **AFRAID** to talk and in huge str

Happy Corpus 2014
655.   r nearests and dearests Being **AFRAID** and worry is absolutely
656.   t immediately because she was **AFRAID** if there is somebody in
657.   time of last year I was very **AFRAID** of driving but on the o
658.   he smallest things and she is **AFRAID** that she will lose her
659.   esteem That is why she is too **AFRAID** to apply for a job and
660.   nce a firefighter must not be **AFRAID** to fire; otherwise peop
661.   rom the way My friend was too **AFRAID** to pass by her because

Happy Corpus 2009
5471.   ds They must try to think not **NEGATIVE** but positive and sear
5472.   these people because of their **NEGATIVE** effect on me but what
5473.   areless to totally ignore the **NEGATIVE** effects on your life
5474.   nomic crisis or just they are **NEGATIVE** Furthermore I don t a
5475.   nsenses unless they stop this **NEGATIVE** thinking and complain

Happy Corpus 2014
9129.   owards worrying in general is **NEGATIVE** but I think one must
9130.   dly too much worry can have a **NEGATIVE** effect on people who
9131.   y I would like to present the **NEGATIVE** effects of being worr
9132.   eople because otherwise their **NEGATIVE** energies would have a
9133.   into their minds are usually **NEGATIVE** ones and they are a k
9134.   ose themselves to a plenty of **NEGATIVE** situations due to the
9135.   ple cannot stop talking about **NEGATIVE** things and almost nev
9136.   y I attract all the wrong and **NEGATIVE** things But on the oth
9137.   ways see the disadvantages or **NEGATIVE** things in different p
9138.   not be successful Thinking of **NEGATIVE** things is frequently
9139.   few friends whose always have **NEGATIVE** thoughts by different
9140.   point I believe her I believe **NEGATIVE** thoughts can have a p
9141.   ood things and do not let the **NEGATIVE** thoughts ruin your mi
9142.   will see that it is not just **NEGATIVE** thoughts that can hav
9143.   go hand in hand We don t let **NEGATIVE** thoughts to overload

| 9144. | at night They seem life in a **NEGATIVE** way and they are not |
| 9145. | advice – either a positive or **NEGATIVE** – they will see the s |

Happy Corpus 2009

6608.	s like if they'e not able to **RELAX** and feel the stable good
6609.	lmost always and they can not **RELAX** and say: "Life is beauti
6610.	hardly tolerate – they never **RELAX** they don't have a second
6611.	get worked up sometimes need **RELAX** this is a fantastic ther
6612.	their children People need to **RELAX** to meditate to be able t
6613.	ient They should sit back and **RELAX** What if I missed the bus

Happy Corpus 2014

10954.	nnot feel confident or cannot **RELAX** A person who worries as
10955.	ested her to calm down try to **RELAX** and everything would be
10956.	hem but at that time I try to **RELAX** and focus on myself and
10957.	er children Even if she could **RELAX** and hang out with her fr
10958.	d I always tell her to try to **RELAX** because it can have all
10959.	teps She cannot even sleep or **RELAX** because she cannot forge
10960.	out everything and they can't **RELAX** I always try to make the
10961.	cause she knew that we cannot **RELAX** if she worries so much T
10962.	turn off my brain and try to **RELAX** Of course it s impossibl
10963.	lace there's a girl who can't **RELAX** she always worries and a
10964.	use if they worry they cannot **RELAX** That is why we have to s
10965.	stress into our everyday life **RELAX**! Don t be so stressed ou

Happy Corpus 2009

| 2657. | g about something is always a **FEATURE** of humans We all try t |
| 2658. | resist to mention this wrong **FEATURE** of mine he seems to en |

Happy Corpus 2014

4376.	ut everything they can do! do **FEAR** from everything for insta
4377.	hat I am burning inside and I **FEAR** from the exam because I w
4378.	ld not deal with the constant **FEAR** of "what will happen" Des
4379.	importance in life To my mind **FEAR** or worry as it is referre
4380.	constantly unhappy due to the **FEAR** that someone they love ge
4381.	because of being silent from **FEAR** to speak in an exam like

Happy Corpus 2009

| 6433. | think so cause the high blood **PRESSURE** by my father Once whe |

Happy Corpus 2014

10684.	wever it is not surprising as **PRESSURE** causing anxiety comes
10685.	e enormous pile of duties the **PRESSURE** etc and they can stil
10686.	y more heartbeat so his blood **PRESSURE** going to increase If
10687.	til the exam I could feel the **PRESSURE** on me and I thought t
10688.	ry more because they feel the **PRESSURE** on their shoulders wh
10689.	nd the balance and handle the **PRESSURE** rightly You need to s
10690.	ave problems with their blood **PRESSURE** their heart and not t
10691.	orld there is a big amount of **PRESSURE** to succeed to be 'acc

Happy Corpus 2009

| 4960. | about everything Health study **LOVE** so really everything Once |

Happy Corpus 2014

8258.	ess means to me Unconditional **LOVE** and great respect for tho
8259.	e "worrying club" With all my **LOVE** and respect I can say she
8260.	ause she can not feel herself **LOVE** etc And this makes me ang
8261.	to the fear that someone they **LOVE** gets hurt Even the ones t
8262.	happiness if we have a little **LOVE** inside of us Happy people
8263.	eople that worries much But I **LOVE** my grandmother so as some
8264.	t everything is okay with our **LOVE** one s Finally we will be
8265.	work school and the important **LOVE** She is unbearably in love
8266.	I get easily worry because I **LOVE** them but at that time I t
8267.	ant love She is unbearably in **LOVE** with someone all the time

Happy Corpus 2009	
2106.	next two paragraphs I want to **DESCRIBE** a person who worries
2107.	that person Firstly I want to **DESCRIBE** a person who worries
Happy Corpus 2014	
3433.	the time and the energy I can **DESCRIBE** a person who worries
3434.	y attitude to those who worry **DESCRIBE** a person who worries
3435.	I can found in my thoughts to **DESCRIBE** a person who worries
3436.	egin with how a person can be **DESCRIBE** who worries a lot The

Happy Corpus 2009	
3100.	nna brake your nerves!" But I **GUESS** it's coded to the genes
3101.	t that one be any problem And **GUESS** what happened? She gets
Happy Corpus 2014	
5007.	of course but it is natural I **GUESS** For instance if somethin
5008.	ther is a stressful type so I **GUESS** it s genetics Once when
5009.	worrying can ruin your life I **GUESS** might own attitude turne
5010.	really funny In conclusion I **GUESS** people can be happy if t
5011.	tiant or rude and not happy I **GUESS** what I am trying to say

Appendix C: The Written Research Design Sheet for the *HI Corpus*

The University of Pécs

Department of English Applied Linguistics

Doctoral Research

Dear Participant,

Thank you for agreeing to take part in my research. You can write about your favourite topic chosen from the ones suggested to you below. I would be very grateful if you send the written texts via email to me via my email address: Akasha.Ghaboosi@gmail.com or my colleagues email. Since you play a vital role in the research, your name would be mentioned as the researcher`s appreciation to you in the research acknowledge unless you prefer to have your name been protected as an anonymous in the database. Moreover, the pdf copy of the final research will be sent to you via your email when the project is done.

The title of my research project is *Designing a multicultural corpus based on students` written texts in English.*

I am interested in exploring the most favourable texts among students in different cultures and countries, the style they apply while writing their texts, and the range of linguistic features of their texts.

Please choose one of the topics given you below and write a 350/400-word essay:

1. What are the factors making you feel anxious in participating oral performance (presentations) in classrooms and how you think such anxiety can be overcome?

2. Why are you studying English as an academic field of study?

3. What are your dreams for future?

4. What is the best English text you think you have written and you are proud of?

5. What is the best or the worst memory you have ever had in your life?

Before you write your texts I wish to confirm that:
- Your professor has given permission for this research to be carried out.
- Your anonymity will be maintained and no comments will be ascribed to you by name in any written document or verbal presentation if you wish so. Otherwise your name would be mentioned in the research acknowledgement so that the researcher would show her appreciation to the participants in this project.
- I will write to you on completion of the research and a copy of my completed research report will be made available to you upon request.
- If you have any queries concerning the nature of the research or are unclear about any question please contact me via my email address.

Finally, I thank you for taking the time to help me with my research. It really is much appreciated. I am also looking forward to having your participation in my future research.

Good luck ☺

Best Wishes,
Akasha Ghaboosi

Participant`s name: ---
Participant`s age: ---

Appendix D: The HI Corpus Concordance Lines
The Anxiety Subcorpus

Iranian subcorpus
415.   rmance and sssto reduce their **ANXIOUS** 7 Most of the people e
416.   e relationship to overcome my **ANXIOUS** a little bit And also
417.   kills we can overcome to this **ANXIOUS** and dominate on the or
418.   serious because it cause more **ANXIOUS** and he or she Could ha
419.   r in order to overcome to our **ANXIOUS** and perform more profe
420.   ever we must overcome to this **ANXIOUS** by practicing and repe
421.   you want to overcome on your **ANXIOUS** in a speech for a lot
422.   f the students that I have an **ANXIOUS** in an oral performance
423.   e several factors that I feel **ANXIOUS** in an oral performance
424.   e My opinion is when you feel **ANXIOUS** in every class it make
425.   the factores making you feel **ANXIOUS** in participating an or

426.	ery sentence correctly we are **ANXIOUS** in participating in an
427.	o factors that making me feel **ANXIOUS** in that situation The
428.	rt ant which makes me somehow **ANXIOUS** in the class The prese
429.	presence of makes me some haw **ANXIOUS** in the class The prese
430.	ormance The main reason of my **ANXIOUS** in the classroom is wa
431.	t can cause a student have an **ANXIOUS** in the oral performanc
432.	in my classroom I think feel **ANXIOUS** is depend on everybody
433.	iscussion we found that being **ANXIOUS** is meaningless when yo
434.	e every day I think some time **ANXIOUS** is necessary for us be
435.	nly reason that makes me feel **ANXIOUS** is that I think I am n
436.	nly reason that makes me feel **ANXIOUS** is that I think I am n
437.	the class Of course stress or **ANXIOUS** isn't bad always becau
438.	and exams when a student have **ANXIOUS** it will cause they to
439.	lassroom would make everybody **ANXIOUS** specially for the firs
440.	If we don't exercise we feel **ANXIOUS** surely So practice eve
441.	fear students from lessons or **ANXIOUS** them about giving grad
442.	take it easy to reduce their **ANXIOUS** They suppose that they
443.	good when we do not have any **ANXIOUS** This way is difficult
444.	fficult for the one's who has **ANXIOUS** to speak in front of p
445.	s 4 Factors that make me feel **ANXIOUS** when I want to give a
446.	he teacher will be strict our **ANXIOUS** will Be increase The s
447.	r you and don't make you feet **ANXIOUS** You are know me as my

Hungarian subcorpus

328.	irst thing that makes me feel **ANXIOUS** about these is that I
329.	out different topics Why am i **ANXIOUS** at presentations? Most
330.	t is also common that we feel **ANXIOUS** at school At the unive
331.	ion is higher and then I feel **ANXIOUS** because of the judge o
332.	factors making students feel **ANXIOUS** in participating oral
333.	factors making students feel **ANXIOUS** in participating oral
334.	e the factors making you feel **ANXIOUS** in particular oral per
335.	echanism that causes me to be **ANXIOUS** is a really difficult
336.	on on a class i get extremely **ANXIOUS** my stomach ends u pin
337.	etter because now I only feel **ANXIOUS** right before the perfo
338.	nts including me become quite **ANXIOUS** when they have to do a

Iranian subcorpus

554.	e relax and don t forget your **AUDIENCE** 11 I think am oral pe
555.	ome questions for asking your **AUDIENCE** at the beginning of y
556.	lecture so as to absorb your **AUDIENCE** attention The third o
557.	s you to focus on all of your **AUDIENCE** Base on your lecture;
558.	ker and speak clearly so that **AUDIENCE** can understand my pur
559.	alking please don t look your **AUDIENCE** eyes directly It is n
560.	ow before talking in front of **AUDIENCE** is hard task because
561.	king in public I think may be **AUDIENCE** make me fun or I cann
562.	n or I cannot speak well When **AUDIENCE** make noise and they d
563.	r lecture by question to your **AUDIENCE** pay attention to you
564.	ious in a speech for a lot of **AUDIENCE** perform that speech f
565.	to the questions and make the **AUDIENCE** satisfied and persuad
566.	e speaking in front of a huge **AUDIENCE** some of the most comm
567.	e speaking in front of a huge **AUDIENCE** some of the most comm
568.	uestions Such as who are your **AUDIENCE**? what s their level o

Hungarian subcorpus

446.	n addition the members of the **AUDIENCE** are not bloodthirsty
447.	ve ways as well I think of my **AUDIENCE** as friends – making e
448.	u can try picturing the whole **AUDIENCE** in underwear or imagi
449.	s because of the judge of the **AUDIENCE** It's catch 22 Moreove
450.	ea what to do in front of the **AUDIENCE** Moreover you tend to
451.	ed and freeze in front of the **AUDIENCE** You can try picturing
452.	ugh? Can I manage to amuse my **AUDIENCE**? Is my English satisf

Iranian subcorpus

569.	I think it is not possible to **AVOID** anxiety completely but w
570.	I think it is not possible to **AVOID** anxiety completely but w
571.	I try to control my movements **AVOID** using some gestures beca

Hungarian subcorpus

454.	und on the internet on how to **AVOID** becoming completely debi
455.	f confident enough and try to **AVOID** making public speeches I
456.	ion with them I always try to **AVOID** thinking about what can

Iranian subcorpus

872.	t solution is keep there self **CONFIDENCE** 12 There are two fa
873.	tice a lot we can improve our **CONFIDENCE** and overcome such a
874.	roblem I must take up my self **CONFIDENCE** and take a deep bre
875.	I can do it I can take up my **CONFIDENCE** and there is no pro
876.	ny knowledge and lose my self **CONFIDENCE** and therefore I can
877.	w Also I try to reach to some **CONFIDENCE** by appreciating my
878.	ract Because I havenot enough **CONFIDENCE** I fear to speak in
879.	r is produced through lack of **CONFIDENCE** If we believe our o
880.	se suitable dress it give you **CONFIDENCE** It better start you
881.	this make me calm and give me **CONFIDENCE** Yeah some time a li

Hungarian subcorpus

752.	t it would be I had to gather **CONFIDENCE** and more trust in t
753.	son and these can hide lot of **CONFIDENCE** and private life pr
754.	an negatively affect our self **CONFIDENCE** I think it may be i
755.	erson's identity and his self **CONFIDENCE** Of course that's no

Iranian subcorpus

952.	have any anxious This way is **DIFFICULT** for the one's who ha
953.	ing them together is hard and **DIFFICULT** for us As a result I
954.	make mistake it will be very **DIFFICULT** to cover it and some

Hungarian subcorpus

826.	in knots so it becomes really **DIFFICULT** for me to speak clea
827.	me to be anxious is a really **DIFFICULT** one It definitely ha
828.	el when we have to complete a **DIFFICULT** task This can be red

Iranian subcorpus

1144.	don't concentrate on the text **FEAR** and worry and many other
1145.	It cause distraction and our **FEAR** appear The other problem
1146.	egative emotion such as anger **FEAR** are normal human reponses
1147.	rn with practice control your **FEAR** Before your speech do som
1148.	ooking at and judging us This **FEAR** is produced through lack
1149.	our career It comes from the **FEAR** of being judged When we a
1150.	fears of speaking in public I **FEAR** of speaking in public I t
1151.	ot just a teacher that always **FEAR** students from lessons or
1152.	I havenot enough confidence I **FEAR** to speak in public Speaki
1153.	ds we say create a feeling of **FEAR** We know all eyes concentr
1154.	matter what people think our **FEAR** will decrease We should r

Hungarian subcorpus

982.	is that some of us hide this **FEAR** better than the others Th
983.	and practice it can be tamed **FEAR** can be seen as a tool whi
984.	s a part of our everyday life **FEAR** can't be overcome but wit
985.	such anxiety can be overcome? **FEAR** is a natural instinct whi
986.	ation First of all my biggest **FEAR** is to make a mistake To s
987.	eling which is similar to the **FEAR** of going to the dentist I
988.	n explain it to the others My **FEAR** that the others are only

Iranian subcorpus
138.   ample I am a shy person and I **AFRAID** of oral performance I a
139.   speaking is very bad and I am **AFRAID** that the students laugh
140.   afraid of oral performance I **AFRAID** to say a wrong sentence

Hungarian subcorpus
130.   might raises 'why are you so **AFRAID** of giving oral performa
131.   the only thing you are really **AFRAID** of is yourself You are
132.   e pressure Of course when I'm **AFRAID** of making mistakes the
133.   like your speech and are not **AFRAID** to express their opinio
134.   ve absolutely no reason to be **AFRAID**: in my opinion if Demos

Iranian subcorpus
1157.   re are several factors that I **FEEL** anxious in an oral perfor
1158.   ssible My opinion is when you **FEEL** anxious in every class it
1159.   t are the factores making you **FEEL** anxious in participating
1160.   re two factors that making me **FEEL** anxious in that situation
1161.   cture in my classroom I think **FEEL** anxious is depend on ever
1162.   the only reason that makes me **FEEL** anxious is that I think I
1163.   the only reason that makes me **FEEL** anxious is that I think I
1164.   and… If we don't exercise we **FEEL** anxious surely So practic
1165.   her us 4 Factors that make me **FEEL** anxious when I want to gi
1166.   mor is important for students **FEEL** comfortable in classroom
1167.   our professor I unconsciously **FEEL** I haven't any knowledge a
1168.   in the floor I feel nervous I **FEEL** more comfortable when I'm
1169.   call me to be in the floor I **FEEL** nervous I feel more comfo
1170.   a hearty relationship too to **FEEL** the classroom our home no

Hungarian subcorpus
992.   not paying attention to me I **FEEL** a bit angry if I see that
993.   The first thing that makes me **FEEL** anxious about these is th
994.   ife it is also common that we **FEEL** anxious at school At the
995.   lization is higher and then I **FEEL** anxious because of the ju
996.   e the factors making students **FEEL** anxious in participating
997.   e the factors making students **FEEL** anxious in participating
998.   at are the factors making you **FEEL** anxious in particular ora
999.   lot better because now I only **FEEL** anxious right before the
1000.   mply to make you hesitate and **FEEL** embarrassed then the peop
1001.   is small gesture can make you **FEEL** much more confident durin
1002.   to perform I think many of us **FEEL** nervous about these thing
1003.   the teacher even than will we **FEEL** ourselves so embarrasment
1004.   a group of people Although we **FEEL** that we prepared complete
1005.   s the most terrible Why do we **FEEL** that? It would be much mo
1006.   ot an exceptional person so I **FEEL** these things as well The
1007.   it is no coincidence that we **FEEL** this way Thousands of yea
1008.   irst is the natural stress we **FEEL** when we have to complete

Iranian subcorpus
2439.   sociated with the emphasis on **ORAL** ability arises because tw
2440.   eaking intended to facilitate **ORAL** comptence can also engend
2441.   ave a problem in dealing with **ORAL** materials like participat
2442.   r anxiety in participating an **ORAL** performance 9 There are m
2443.   ould be use full for me in my **ORAL** performance and I all way
2444.   my concentration on doing an **ORAL** performance and I can't d
2445.   o speak in front of people In **ORAL** performance class all the
2446.   ors that I feel anxious in an **ORAL** performance class one of
2447.   a shy person and I afraid of **ORAL** performance I afraid to s
2448.   ecause when I want to show an **ORAL** performance I think he co
2449.   me in their mind So in every **ORAL** performance I try to cont
2450.   l anxious in participating an **ORAL** performance in classroom
2451.   nxious in participating in an **ORAL** performance in classroom

255

```
2452.    t your audience 11 I think am ORAL performance in classroom
2453.    ferent situation specially in ORAL performance in classroom
2454.    n I want to participate in an ORAL performance in classroom
2455.    ety I want to write about the ORAL performance in the class
2456.    s anxious and dominate on the ORAL performance in the class
2457.    tudent have an anxious in the ORAL performance in the classr
2458.    epare for participating in an ORAL performance is common Eve
2459.    n you are participating in an ORAL performance or representi
2460.     or when we participate in an ORAL performance Sense of humo
2461.     that I have an anxious in an ORAL performance The main reas
2462.    ile on my face When I have an ORAL performance this make me
2463.    mportant factor is that in an ORAL performance when you make
2464.    s try to control myself In am ORAL performance you should th
2465.    nguage learning and of course ORAL performence The dilemma a
2466.    e ready you could be overcome ORAL Translation Method 1&2 &3
```

Hungarian subcorpus

```
2086.     to the dentist In my opinion ORAL performance is a serious
2087.    nd to be really nervous while ORAL performances don't worry;
2088.    feel anxious in participating ORAL performances in classroom
2089.    feel anxious in participating ORAL performances in classroom
2090.    ou feel anxious in particular ORAL performances in classroom
2091.    re kind of forced into giving ORAL performances in secondary
2092.    ong students When it comes to ORAL performances sometimes we
2093.    y are you so afraid of giving ORAL performances?' There are
2094.    things can go wrong during an ORAL presentation First of all
2095.    rd situation The Nightmare of ORAL Presentations In almost a
2096.    hool students have to deliver ORAL presentations Maybe the r
2097.    ell when he she takes part in ORAL presentations or performa
```

Iranian subcorpus

```
2530.    t could be bad when you can't OVERCOME it and converts to a
2531.    ce in classroom So how we can OVERCOME it Naturally when I w
2532.     ways try be better I hope to OVERCOME my anxiety For me som
2533.    a friend like relationship to OVERCOME my anxious a little b
2534.    searchers said if you want to OVERCOME on your anxious in a
2535.    en you are ready you could be OVERCOME Oral Translation Meth
2536.    an improve our confidence and OVERCOME such anxiety that may
2537.    ture and even you are able to OVERCOME the obstacles The mos
2538.    ome nonsense questions How to OVERCOME them? As we know befo
2539.    at mentioned over in order to OVERCOME to our anxious and pe
2540.    ng and speaking skills we can OVERCOME to this anxious and d
2541.    I speak about However we must OVERCOME to this anxious by pr
2542.    e atmosphere of the class For OVERCOME to this problem I exe
2543.    hink such an anxiety could be OVERCOME? Some people fears of
```

Hungarian subcorpus

```
2152.    r everyday life Fear can't be OVERCOME but with a bit of rou
2153.    e I really give any method to OVERCOME it except for the cli
2154.    y be impossible to absolutely OVERCOME it; we can just contr
2155.    our own nerves and how can we OVERCOME stage fright? These a
2156.    ces in classrooms and can you OVERCOME such problems? I thin
2157.    first greatest problem was to OVERCOME the feeling that ever
2158.    professional lecturers had to OVERCOME their anxiety during
2159.    nk I can declare that I could OVERCOME these problems The fi
2160.    for me The way I am trying to OVERCOME this anxiety is compl
2161.    you think such anxiety can be OVERCOME? Everybody wants to p
2162.    you think such anxiety can be OVERCOME? Fear is a natural in
```

Iranian subcorpus

```
3663.    t of mirror and recording our VOICE and listening to it seve
3664.    pic Raising and lowering your VOICE Do not talk monotone If
3665.    hout raising or lowering your VOICE your lecture might be bo
```

Hungarian subcorpus
3278.   t My hands are shaking and my **VOICE** is uncertain I always tr
3279.   to be frightened by your own **VOICE** when the time of the pre
3280.   ng; trembling hands knees and **VOICE**; sweaty and cold hands a

Iranian subcorpus
2218.   le but some mistakes make you **NERVOUS** and you find no soluti
2219.   k and that's why it makes you **NERVOUS** But you can control yo
2220.   me to be in the floor I feel **NERVOUS** I feel more comfortabl

Hungarian subcorpus
1864.   for you That means that being **NERVOUS** about speaking for 15
1865.   rform I think many of us feel **NERVOUS** about these things Of
1866.   it follows that they will be **NERVOUS** and unsociable Unfortu
1867.   st that then you will be less **NERVOUS** but this way you can i
1868.   oing to perform better then a **NERVOUS** one These mental walls
1869.   oothly without any unpleasing **NERVOUS** reacts isn t it? In al
1870.   Even if you tend to be really **NERVOUS** while oral performance

Iranian subcorpus
1557.   re giving a lecture The other **IMPORTANT** factor is that in an
1558.   rent reasons I think the most **IMPORTANT** factor is that when
1559.   for example some factors are **IMPORTANT** for me but they aren
1560.   smile good sense of humor is **IMPORTANT** for students feel co
1561.   ortant for me but they aren't **IMPORTANT** for you and don't ma
1562.   al ability arises because two **IMPORTANT** goals _making langua
1563.   ually listen to the music not **IMPORTANT** if it is arrhythmic
1564.   ercome the obstacles The most **IMPORTANT** obstacle is the tens
1565.   is certainly one of the most **IMPORTANT** of effective variabl
1566.   my purpose I think these are **IMPORTANT** tips for everyone wh
1567.   ture because the time is very **IMPORTANT** You must manage your

Hungarian subcorpus
1365.   oodthirsty savages whose most **IMPORTANT** aim is to humiliate
1366.   actise makes perfect ' A very **IMPORTANT** factor was learning
1367.   rfect because good grades are **IMPORTANT** for me The way I am
1368.   he certain event because it's **IMPORTANT** for us not just our
1369.   the best And what's the most **IMPORTANT**: practice practice a

Iranian subcorpus
1397.   of our friend or mirror will **HELP** a lot to decrease the lev
1398.   of our friend or mirror will **HELP** a lot to decrease the lev
1399.   have a good relationship and **HELP** each other The teacher mu

Hungarian subcorpus
1213.   sometimes we –students cannot **HELP** but have a certain feelin
1214.   d practicing at home can also **HELP** Reading the text out loud
1215.   scape from I believe this can **HELP** us to be better and impro
1216.   like to mention that a great **HELP** would be if we were kind
1217.   an be really advantageous and **HELP** you a lot in reference to

The Fantasy Subcorpus

Iranian subcorpus
568.   ss And I will try to reach my **DREAM** And also I would like to
569.   es I love gardening I hope my **DREAM** become true Most people
570.   his future Sometime maybe our **DREAM** come true and some times
571.   come true and some times our **DREAM** doesnot came true But al

572.	_____ 1 Every person has **DREAM** for her or his future So
573.	on I know I should try for my **DREAM** I ever want to have big
574.	afford to wear To follow this **DREAM** I know that this is so h
575.	hings Now my fantasy about my **DREAM** in future is be a good t
576.	D degree When a person have a **DREAM** in future it increase hi
577.	ent types of fantasy about my **DREAM** in the future It depends
578.	should have a fantasy about a **DREAM** in their minds Having bi
579.	iration The second form of my **DREAM** is completely different
580.	ue But all of us has dream My **DREAM** is that I admit at good
581.	cities and country My another **DREAM** is to have a big garden
582.	ral dreams for future My best **DREAM** is travel to whole of wo
583.	t came true But all of us has **DREAM** My dream is that I admit
584.	cher that I ever had It is my **DREAM** to became a successful t
585.	ion to the first In my second **DREAM** whether I reach to the h

Hungarian subcorpus

2047.	ssay about our most important **DREAM** A few days ago a student
2048.	nothing extraordinary I just **DREAM** about long healthy and h
2049.	just die and die As far as I **DREAM** about my future is a wor
2050.	ures and people I also have a **DREAM** about settling down esta
2051.	in the future too My biggest **DREAM** All of us are chasing dr
2052.	my Erasmus stay But I have a **DREAM** And we can call it an Am
2053.	d be part of the having a dog **DREAM** as well As anyone else I
2054.	eryone else is the following: **DREAM** big and do everything to
2055.	n to save money to realize my **DREAM** But I would like first t
2056.	eam; life is about living our **DREAM** every day We shouldn't b
2057.	e is It is can be more than a **DREAM** Everyone has a dream Wha
2058.	special romance As for me my **DREAM** for future suits my ambi
2059.	The three main aspects of my **DREAM** for the future are: my f
2060.	your dream for the future? My **DREAM** for the future is quite
2061.	be tough The last part of my **DREAM** for the future is travel
2062.	d Everyone has their own plan **DREAM** for the future Some peop
2063.	is my plan for the future My **DREAM** for the future When talk
2064.	s that I haven't What is your **DREAM** for the future? My dream
2065.	n the following: what is your **DREAM** for the future? you can
2066.	ith one of the elements of my **DREAM** future As I'm studying t
2067.	ely colorful In conclusion my **DREAM** future has several clear
2068.	ld be like being abroad In my **DREAM** future I would like to h
2069.	e pets The second thing in my **DREAM** future is my job As ever
2070.	lly everything is possible My **DREAM** Future The reason I chos
2071.	my opinion if somebody has a **DREAM** he or she can be happier
2072.	o find another more realistic **DREAM** I decided that I will be
2073.	_____ A poor man s **DREAM** I ve always been interes
2074.	hat this might be the hardest **DREAM** I ve ever set for myself
2075.	k to our main topic my future **DREAM** I would like to found or
2076.	nd we can call it an American **DREAM** Indeed I would really li
2077.	'm afraid of it will remain a **DREAM** Instead of this I'm plan
2078.	nt thing is love the life The **DREAM** is a wrong expression fo
2079.	e or degrees my most secretly **DREAM** is to be a stewardess I
2080.	t is possible Additionally my **DREAM** is to be a teacher to pr
2081.	e wildest things sometimes My **DREAM** is to be a writer and wo
2082.	re just like everyone else My **DREAM** is to finish University
2083.	or not realizable fantasy My **DREAM** is very simple nothing e
2084.	icks In order to achieve this **DREAM** of mine I started to wor
2085.	u in the best way what is the **DREAM** that I really want to re
2086.	what are the reasons of this **DREAM** To begin I would like to
2087.	udy the language It is my big **DREAM** to go to Finland so I ca
2088.	the U S It has always been my **DREAM** to work and live there a
2089.	ave a concrete or an abstract **DREAM** we have to do our best t
2090.	e than a dream Everyone has a **DREAM** What we want desired and
2091.	ressive If you don't have any **DREAM** you fight for you will n
2092.	life is not about pursuing a **DREAM**; life is about living ou
2093.	ght But what about my biggest **DREAM**? My answer is probably t
2094.	l magic for those who dare to **DREAM**" I find this quotation v

Iranian subcorpus
718. think about it should have a **FANTASY** about a dream in their
719. nk every person should have a **FANTASY** about future Because t
720. ous ideas about things Now my **FANTASY** about my dream in futu
721. I have two different types of **FANTASY** about my dream in the
722. her factors he she has Now my **FANTASY** about my dreams is dif
723. our future So I have a lot of **FANTASY** about my future One of
724. ound the world Yes this is my **FANTASY** and I think it everyda
725. laced by many other fantasies **FANTASY** everybody has depends
726. iny somehow The first form of **FANTASY** I have in my mind is t
727. I mentioned them are about my **FANTASY** in future 10 You know
728. conclusion I don't know which **FANTASY** is going to happen to
729. t I had when I was a child My **FANTASY** is simple but very har
730. hink it everyday everytime My **FANTASY** is that the people of
731. dreams is different from the **FANTASY** that I had when I was

Hungarian subcorpus
2377. t scared anymore because this **FANTASY** gives me strenght in d
2378. ualisations or not realizable **FANTASY** My dream is very simpl
2379. ? Maybe it seems just a silly **FANTASY** of a girl who does not
2380. o Arrive Everyone builds up a **FANTASY** of how life should be

Iranian subcorpus
113. sy is simple but very hard to **ACHIEVE** at the current time I
114. for better life and we try to **ACHIEVE** that desire We image o
115. eams So I try to work hard to **ACHIEVE** them and I trust that
116. in their life and they try to **ACHIEVE** them as soon as possib
117. em are so great that we can't **ACHIEVE** them but some others a
118. rs are very small that we can **ACHIEVE** them easily However to
119. chieve them easily However to **ACHIEVE** them we need to intell

Hungarian subcorpus
387. ters too It would be great to **ACHIEVE** a higher degree or eve
388. oes to fight against evil and **ACHIEVE** all the possible fanta
389. jor factors which I wanted to **ACHIEVE** As most of the people
390. hings that i would like to do **ACHIEVE** before i die First and
391. s which you can fight for and **ACHIEVE** Dreams also help us to
392. why they are dreams goals to **ACHIEVE** Dreams of my future Da
393. ils so this is what I wish to **ACHIEVE** in the future The firs
394. imple at all but I hope I can **ACHIEVE** it Teaching makes a di
395. yself but the harder it is to **ACHIEVE** it the more satisfying
396. niversity is my first step to **ACHIEVE** my dreams Currently I
397. real dreamer I would like to **ACHIEVE** several aims which are
398. it is up to us how we like to **ACHIEVE** them I have dreams for
399. dreams I will try my best to **ACHIEVE** these dreams and if it
400. cial fiddlesticks In order to **ACHIEVE** this dream of mine I s

Iranian subcorpus
1464. d successful Feeling the same **LOVE** for him as I felt when I
1465. a lot of flowers and trees I **LOVE** gardening I hope my dream
1466. acher and teach to children I **LOVE** this work; I enjoy that s
1467. should ever learn new thing I **LOVE** to be agood teacher I lik
1468. ot of new things and places I **LOVE** to learn every things abo
1469. I want to become professor I **LOVE** to teach people and learn
1470. ple and our life filling with **LOVE** We bring up well children

Hungarian subcorpus
4679. ave my spouse to be someone I **LOVE** all my heart and have chi
4680. ere are no prejudices Finally **LOVE** is important for me I bel
4681. s the most important thing is **LOVE** the life The dream is a w
4682. like to mention that I would **LOVE** to be a part of some kind

```
4683.   ictim of it for years I would LOVE to help these young peopl
4684.   portant for me I believe that LOVE will have a space in my f
4685.   ging and enjoy nature I am in LOVE with old houses I look fo
```

Iranian subcorpus

```
2496.   ation up to M A in one of top UNIVERSITY and after graduatio
2497.   e to graduate from my current UNIVERSITY and then enter to a
2498.   dream is that I admit at good UNIVERSITY for M I want to cho
2499.    me since I began to study in UNIVERSITY If I reach to my dr
2500.    effort and doing well in the UNIVERSITY to get good grades
2501.    and then enter to a reliable UNIVERSITY to get my M A degre
2502.   f all I want to graduate from UNIVERSITY with high average a
```

Hungarian subcorpus

```
7850.   ne else My dream is to finish UNIVERSITY and get a degree fi
7851.   ms Currently I am studying at UNIVERSITY and my aim is to ge
7852.   cs so that I could teach at a UNIVERSITY But I know that wou
7853.   tunity to go to the Calabrian UNIVERSITY for six months and
7854.   countries As soon as I finish UNIVERSITY here I really want
7855.    I finished my studies in the UNIVERSITY I am going to earn
7856.   hey are very important for me UNIVERSITY is my first step to
7857.   get a well paid job after the UNIVERSITY It would be great a
7858.   t now I'm studying English at UNIVERSITY I'm always trying t
7859.   future I study English at the UNIVERSITY of Pécs and I wish
7860.   ish; I want to go to a Summer UNIVERSITY program to further
7861.    seeing that I've enrolled in UNIVERSITY to study English la
7862.    Firstly I want to finish the UNIVERSITY well if I could do
7863.   living abroad having finished UNIVERSITY with flying colors
```

Iranian subcorpus

```
1364.   keeping such as cooking every KIND of foods dessert appetize
1365.   to practice more But having a KIND teacher like you all way
1366.   ch other and it means to make KIND world to make a honest wo
```

Hungarian subcorpus

```
4342.   se anything i would be a some KIND of artist Any kind of wou
4343.   or the future is to find some KIND of cure or medicine which
4344.   uch as where do you live what KIND of job do you have and so
4345.   uld love to be a part of some KIND of organisation that help
4346.    be a some kind of artist Any KIND of would do The main thin
```

Iranian subcorpus

```
921.   Knowing that our children are HAPPY and successful Feeling t
922.   o my dreams I know he will be HAPPY He like see my success A
923.   minising on all the wonderful HAPPY times we had Knowing tha
```

Hungarian subcorpus

```
2940.   ving a good job that makes me HAPPY I would also like to men
2941.    dream about long healthy and HAPPY life There are some part
2942.   ly will be healthy and have a HAPPY life together even thoug
2943.   he good things: this makes me HAPPY now and probably in the
2944.   tablishing a family and being HAPPY with my partner I think
```

The Memories Subcorpus

Iranian subcorpus

```
1978.   we will never forget this bad MEMORY 8 Life can bring about
```

1979.	eeling about the good and bad **MEMORY** ? 6 My bad memory is wh
1980.	r memories I believe that bad **MEMORY** and good memory are as
1981.	ieve that bad memory and good **MEMORY** are as a friend for eac
1982.	ink I have one best childhood **MEMORY** Best memory is probably
1983.	appened in the past forms the **MEMORY** But some events are so
1984.	ments that we don't The worst **MEMORY** I have ever had was the
1985.	g time My marriage is my best **MEMORY** I married when I was 23
1986.	be successful 3 In my opinion **MEMORY** is a main part of every
1987.	that I have ever had We know **MEMORY** is a thought of somethi
1988.	ght now For everyone the best **MEMORY** is falling in love – fo
1989.	w I love my wife But my worst **MEMORY** is my grand father s de
1990.	ne best childhood memory Best **MEMORY** is probably when I was
1991.	ey are repeated again My best **MEMORY** is related to my high s
1992.	rden and the zoo And my worst **MEMORY** is the death of my cous
1993.	For me the best and the worst **MEMORY** is the same event is ab
1994.	t happen to my family My best **MEMORY** is when me and my husba
1995.	ood and bad memory ? 6 My bad **MEMORY** is when my mother was s
1996.	k about it or remember a good **MEMORY** it can motivate you to
1997.	my wishes and It was my best **MEMORY** One day at school I had
1998.	Telling about my Non personal **MEMORY** One of my best memory w
1999.	d the latest one Now this bad **MEMORY** passed about one year b
2000.	future I m living on my worst **MEMORY** right now For everyone
2001.	ery time that I think to this **MEMORY** sits a smile on my lips
2002.	best and another is the worst **MEMORY** Some events are happy f
2003.	eally in seventh heaven 9 Bad **MEMORY** sometimes annoy people
2004.	s my worst day and also worst **MEMORY** that I ever had It's ab
2005.	in our life It was the worst **MEMORY** that I have ever had *
2006.	t of our life One of the best **MEMORY** that I have ever had is
2007.	s about the best or the worst **MEMORY** that I have ever had We
2008.	my heart for ever 14 The best **MEMORY** that I have had recentl
2009.	r memories if they loss their **MEMORY** their living will be ha
2010.	memory transform into my best **MEMORY** Then whatever we effort
2011.	their life I always have good **MEMORY** to memorize english wor
2012.	rn it very well But I had bad **MEMORY** to memorize physic form
2013.	nd congratulated me So my bad **MEMORY** transform into my best
2014.	ersonal memory One of my best **MEMORY** was about my acceptance
2015.	and future And one of my bad **MEMORY** was about the death of
2016.	makes me smile 16 ** my worst **MEMORY** was probably when I was
2017.	ough If you want to have good **MEMORY** you should do puzzle cr

Hungarian subcorpus

1233.	nclusion that trip is my best **MEMORY** because of all of those
1234.	seem to be a kind of special **MEMORY** but it means a lot to m
1235.	he basis of my best and worst **MEMORY** ever In my case fortuna
1236.	I ever had in my life My best **MEMORY** I can say that I am a l
1237.	nto my best memories The best **MEMORY** I ever had in my life I
1238.	ope we could go home The Best **MEMORY** I Ever Had In My Life I
1239.	happenings overcame my worst **MEMORY** I had a really serious
1240.	mber every moments of my best **MEMORY** in connection with my l
1241.	e best Christmas and the best **MEMORY** in my life Unfortunatel
1242.	a good thing even if my worst **MEMORY** is included and connect
1243.	on why it was really the best **MEMORY** is that i picked an ite
1244.	ll never forget that one Best **MEMORY** of life Although most p
1245.	in the end My best and worst **MEMORY** They say every good thi

Iranian subcorpus

1148.	shortly after 17 Everyone has **GOOD** and bad memories in their
1149.	What is our feeling about the **GOOD** and bad memory ? 6 My bad
1150.	nces Some of our memories are **GOOD** and some of them are bad
1151.	t some times an event is very **GOOD** and we enjoy very much or
1152.	fference;good or bad are very **GOOD** because it cause We think
1153.	am Reza s shrine I had a very **GOOD** feeling there and I enjoy
1154.	completely Marriage is really **GOOD** for me and now I love my
1155.	grade one That year was very **GOOD** for me I and all of my fr
1156.	he life is an event it can be **GOOD** for some people or it can

1157.	of our friends came up with a **GOOD** idea and told us that we
1158.	in my life which taught me a **GOOD** lesson The lesson that I
1159.	iest things 7 I have a lot of **GOOD** memories and some bad mem
1160.	t it is better to think about **GOOD** memories and the future I
1161.	ng good memories by reminding **GOOD** memories as if they are r
1162.	ent we can enjoy by reviewing **GOOD** memories by reminding goo
1163.	int is that we can t keep the **GOOD** memories for long time bu
1164.	are useful in our life either **GOOD** memories or bad memories
1165.	I believe that bad memory and **GOOD** memory are as a friend fo
1166.	think about it or remember a **GOOD** memory it can motivate yo
1167.	rder their life I always have **GOOD** memory to memorize englis
1168.	ce enough If you want to have **GOOD** memory you should do puzz
1169.	d memories 11 Memories can be **GOOD** or bad for everyone If go
1170.	ke our life which they can be **GOOD** or bad Some of them remai
1171.	ere in a high school we had a **GOOD** relationship with our tea
1172.	ebrated for her werally had a **GOOD** time We were very happy t
1173.	teachers and totally we have **GOOD** time with them one day we
1174.	in this vicinity and had very **GOOD** times But gradually my sc
1175.	e good or bad for everyone If **GOOD** when you think about it o

Hungarian subcorpus

747.	ouch with them Everything was **GOOD** and I haven't even got to
748.	fused it with honey It tasted **GOOD** but noone believed it The
749.	usion is that it was a really **GOOD** experience I feel I have
750.	er In my case fortunately the **GOOD** happenings overcame my wo
751.	le trip took 3 5 hours All my **GOOD** memories are connected to
752.	eptic camps I met some really **GOOD** people but unforunately I
753.	was just the beginning of the **GOOD** side I haven't had any pr
754.	always remember to this as a **GOOD** thing even if my worst me
755.	d worst memory They say every **GOOD** thing has a bad side but

Iranian subcorpus

953.	organ and I really rely on my **FAMILY** Anyway we married after
954.	at a family party with all my **FAMILY** around me Stuff like th
955.	shock for every member of my **FAMILY** especially me because I
956.	s a special day for me and my **FAMILY** I feel that I am a big
957.	problem and not happen to my **FAMILY** My best memory is when
958.	ughing and having fun Or at a **FAMILY** party with all my famil
959.	my travel to Mashhad with my **FAMILY** We stayed there about 1

Hungarian subcorpus

634.	l nuptial ceremony with their **FAMILY** and close friends After
635.	nfortunately nowdays when the **FAMILY** get togethet on Christm
636.	on is a Christmas eve with my **FAMILY** Maybe it does not seem
637.	mas It started like every big **FAMILY** meetings The first afte
638.	od with nice friends and fond **FAMILY** members but do not go s
639.	ut that female members of the **FAMILY** my grandmother mum aunt
640.	lidays were always about love **FAMILY** peace togetherness and
641.	at day It was such an idyllic **FAMILY** picture that even a pai

Iranian subcorpus

```
636.   on is a Christmas eve with my FAMILY Maybe it does not seem
637.   mas It started like every big FAMILY meetings The first afte
638.   od with nice friends and fond FAMILY members but do not go s
639.   ut that female members of the FAMILY my grandmother mum aunt
640.   lidays were always about love FAMILY peace togetherness and
641.   at day It was such an idyllic FAMILY picture that even a pai
```

Iranian subcorpus

```
576.   r the New Year celebration My BROTHER called me at morning a
577.    positive thinks Until my big BROTHER came from work to hosp
578.   ice officer that talk with my BROTHER I think with myself in
2051.   s condition and try to cool y MOTHER and don't lose my posit
2052.   I was in elementary school my MOTHER had bought a pencil whi
2053.    ? 6 My bad memory is when my MOTHER was scik and she went t
```

Hungarian subcorpus

```
381.   hat time I was baking with my BROTHER a special kind of cake
382.    housework while the males my BROTHER and uncle was doing th
383.   y grandparents took me and my BROTHER to Italy every summer
1263.   ng care of fish as long as my MOTHER and grandmother were pr
1264.    At the last summer me and my MOTHER have finally reach the
1265.   nderful sights we saw with my MOTHER I hope we could go back
1266.    they arrived my father and my MOTHER were totally clueless I
```

The Favorite English Texts Subcorpus

Iranian subcorpus

```
1105.    able to use English language LIKE a professional person Bet
1106.   ors through some authors work LIKE I can t write nothing We
1107.   n writer williamshakespeare I LIKE reading of English texts
1108.   t it is very attractive and I LIKE the carachteristics of st
1109.    full and full of experience I LIKE this movie base on many r
```

Hungarian subcorpus

```
669.   from 10 to 80% and this seems LIKE a genius marketing idea a
670.   animation in general I really LIKE animations and animated f
671.   ng company Valve First he was LIKE any game developing perso
672.   Björk and Daft Punk In fact I LIKE both of those and it was
673.    person Joining a big company LIKE he joined Microsoft and w
674.   meday I would want to be just LIKE him: funny loved by every
675.   t the actors just as it looks LIKE in real life I think it w
676.    around Piazza San Marco just LIKE Johnny Depp walked around
677.   lorian drinking a coffee just LIKE Katherine Hepburn did in
678.    about animators or something LIKE that before there The art
679.   r me in a special way I would LIKE to introduce one of my po
680.    with writing is that I would LIKE to recollect my best memo
681.   of them And above all I would LIKE to watch those films agai
682.   mes amongst them masterpieces LIKE: Half Life or Portal Each
```

Iranian subcorpus

```
1193.    tors who academy rewards This MOVIE about a women that has 3
1194.   ull of experience I like this MOVIE base on many reasons Som
1195.   g a week I see a lots of best MOVIE in English language Beca
1196.   n reading a text and watching MOVIES I prefer the second one
1197.   e second one Because watching MOVIES is my interest and hobb
```

Hungarian subcorpus

```
756.   ood and Venice are shown in a MOVIE I have chosen this artic
757.    who neither haven't seen the MOVIE nor visited the place So
758.   t of view I did not see every MOVIE the writer listed but I
```

| 759. | e put in some photos from the **MOVIES** I could imagine two pic |
| 760. | o because I am really fond of **MOVIES** I think the best featur |

The Purpose of English Studies Subcorpus

Iranian subcorpus
504.	an international language for **BUSINESS** academic sports and e
505.	nguage especially English for **BUSINESS** for study for travel
506.	nguage especially English for **BUSINESS** for study for travel
507.	motion or of going on foreign **BUSINESS** trips 10 When I was a

Hungarian subcorpus
199.	age but it is widely used for **BUSINESS** communication as well
200.	ne calls and send and receive **BUSINESS** letters written in th
201.	on a daily basis Working as a **BUSINESS** person involves a lot

Iranian subcorpus
709.	a motivation I love to learn **ENGLISH** and can speak english
710.	field of study because I love **ENGLISH** and I think it is good
711.	I have interested to learning **ENGLISH** and my parent help me
712.	esson I believe that studying **ENGLISH** as an academic field i
713.	my diploma I decided to study **ENGLISH** as an academic field N
714.	I try for it because I choose **ENGLISH** as an academic field o
715.	eason that I decided to study **ENGLISH** as an academic major o
716.	learn this language there are **ENGLISH** books in the most fild
717.	class When I started studying **ENGLISH** both in the institute
718.	ll me that they like to learn **ENGLISH** but learning a second
719.	ily persuade you to attend an **ENGLISH** class When I started s
720.	for me to attend in different **ENGLISH** classes If one day I m
721.	ble factors why I am studying **ENGLISH** courses and as an acad
722.	ent reasons why I am studying **ENGLISH** First I have started s
723.	e application I hope we speak **ENGLISH** fluently in future The
724.	can make money better Ichoose **ENGLISH** for my academic field
725.	of literature I love learning **ENGLISH** I think learning a for
726.	day life I enjoy to study of **ENGLISH** I would like to be suc
727.	d I have to say that starting **ENGLISH** in childhood motivatio
728.	those people who didn't learn **ENGLISH** in time to send their
729.	to my daughter 3 So learning **ENGLISH** is a common language a
730.	I enjoyed it 2 Today studying **ENGLISH** is an international la
731.	to learning a forein language **ENGLISH** is an international la
732.	to speak in this language Now **ENGLISH** is spoken by many peop
733.	studying English is an intern**ENGLISH** language in the world
734.	day reach to full ability in **ENGLISH** language skills 5 Ther
735.	academic field of study 4 the **ENGLISH** major is an undergradu
736.	First I have started studying **ENGLISH** since I was a kid and
737.	texts in the English language **ENGLISH** studies comprised a mo
738.	ation The last reason is that **ENGLISH** teachers and professor
739.	read and speak and listen to **ENGLISH** very good I like to te
740.	an academic field of study My **ENGLISH** was good when I studie
741.	o learn english and can speak **ENGLISH** well and graduate to P
742.	start a language for example **ENGLISH** when you are a kid the
743.	nced So I decided to continue **ENGLSIH** academic Beyound of th

Hungarian subcorpus
295.	ost of the people have chosen **ENGLISH** as their second langua
296.	The main reason why I took up **ENGLISH** at an academic level a
297.	use it I would like to master **ENGLISH** because it tends to fi
298.	a of this era Those who speak **ENGLISH** fluently become able t
299.	r the world As for me I learn **ENGLISH** in the University as a
300.	later on Additionally because **ENGLISH** is one of the so calle
301.	eal to me A secondary perk of **ENGLISH** is that many more Lati
302.	ributes to the statement that **ENGLISH** is the modern lingua f

303.	rywhere else as well Studying **ENGLISH** is therefore required
304.	____ Academic English Studies **ENGLISH** is to the best of my k
305.	e me forward in acquiring the **ENGLISH** language itself as wel
306.	nly does an academic study in **ENGLISH** language look good in
307.	ative speakers and reading in **ENGLISH** means a great deal to
308.	become more available to the **ENGLISH** speaker Yet some words
309.	larly the language structure: **ENGLISH** starts out as easy to
310.	_____ Academic **ENGLISH** Studies English is to
311.	anca Paired with the Internet **ENGLISH** supports the idea of s
312.	opened up for me by studying **ENGLISH** This contributes to th

Iranian subcorpus

2040.	e is most useful tool for the **PEOPLE** all over the world 13 T
2041.	nts learn to communicate with **PEOPLE** and find job In my pers
2042.	nts learn to communicate with **PEOPLE** and find job In my pers
2043.	communicate better and helps **PEOPLE** from different countrie
2044.	ble to communicate with other **PEOPLE** from other countries I
2045.	ble to communicate with other **PEOPLE** from other countries I
2046.	re likely to be able to speak **PEOPLE** from other countries It
2047.	composition and writing teach **PEOPLE** how to use words correc
2048.	o PHD level and teach another **PEOPLE** I think when I love som
2049.	rofessors are those groups of **PEOPLE** in Iran that their job
2050.	Now English is spoken by many **PEOPLE** Knowing the other langu
2051.	different in each person Some **PEOPLE** learn a foreign languag
2052.	different in each person Some **PEOPLE** learn a foreign languag
2053.	d as second languages Many of **PEOPLE** need to study in the fo
2054.	ition of second language Some **PEOPLE** often tell me that they
2055.	l language and I think all of **PEOPLE** should be able to speak
2056.	lities as citizens Today more **PEOPLE** than ever before are le
2057.	eign language I suggest those **PEOPLE** who didn't learn Englis
2058.	We can communicate with other **PEOPLE** who have a different la
2059.	ntences paragraphs and essays **PEOPLE** with a degree in Englis
2060.	rs in all over the world when **PEOPLE** with different language
2061.	rs in all over the world when **PEOPLE** with different language

Hungarian subcorpus

846.	ion the British series movies **PEOPLE** and their English produ
847.	as leisure are something most **PEOPLE** are striving for in Hun
848.	anguage is spoken by the most **PEOPLE** around the world Also a
849.	a chance to communicate with **PEOPLE** from different parts of
850.	e skills in a job Most of the **PEOPLE** have chosen English as
851.	tirely different culture Many **PEOPLE** love learning languages
852.	conducted by a vast amount of **PEOPLE** of various nationalitie
853.	hich sounds that almost every **PEOPLE** speak English in the wo
854.	exact It is true that lots of **PEOPLE** speak this world langua

Iranian subcorpus

2160.	high school was science After **SCHOOL** finish for university e
2161.	when I was in the elementary **SCHOOL** I became familiar with
2162.	p in the English exam at high **SCHOOL** I decided to continue t
2163.	hild when I was in elementary **SCHOOL** I like the English a lo
2164.	English a lot so in guidance **SCHOOL** I went to English insti
2165.	sson since I was in secondary **SCHOOL** it was an entertainment
2166.	t to English institute and in **SCHOOL** my English was very goo
2167.	liar with English at guidance **SCHOOL** my interests in English
2168.	ery good And my major in high **SCHOOL** was science After schoo
2169.	n a lesson to me In all of my **SCHOOL** years my English grades

Hungarian subcorpus

905.	ontinued throughout secondary **SCHOOL** and before my matura ex
906.	very wrong because I changed **SCHOOL** and the previous class
907.	language began in elementary **SCHOOL** at the age of eight Of

908.	nglish learner student in the **SCHOOL** I used to go competitio
909.	he grimace of fate at primary **SCHOOL** my English was very wro
910.	decided to learn this at high **SCHOOL** This is the grimace of

Iranian and Hungarian EFL Students' Essays

A Corpus – Based Study

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The dissertation theme and objectives

The study of learner language, mostly written, has become a major field within corpus linguistics in the past twenty years. Since the beginnings in the early 1990, with the development of the ICLE and the JPU Corpus, the field of learner corpus research (LCR) has established a number of standards specific to the design, analysis, and application of such corpora (Granger, 1998; Horváth, 2001, 2015). This dissertation aims to present the results of what can be considered a new vista in LCR: the qualitative and quantitative investigation of diachronic features of written language. I was interested in whether and how learner language has changed since the early years of the BA program, introduced in Hungary in 2006, and how the learner language in the BA programs in Hungary and Iran differ from each other. I have developed two small corpora; the first one is the *Happy Corpus* consisting of essays written at the University of Pécs as part of English majors' proficiency exams, and the second one is the *HI Corpus* encompassing the essays written by the Hungarian students at the University of Pécs and the Iranian students at Amol Islamic Azad University, who attended English writing courses. In this dissertation, I highlighted the most interesting results and suggested ways in which the results could inform future development of essay writing skills as well as testing procedures.

The literature review

While communicating our thoughts and ideas in a language in a readable form, we try to use proper grammar, punctuation and sentence structure beyond vocabulary, correct spelling and formatting. The better we write, the better we can impress our audience and make people get closer to what we mean in our interactions. The style and the proficiency in writing reflect our attitude, our voices and even our intentions. When we write a text, we produce a conceptual model of what is in our mind in different ways. One way is to expand the main idea as clearly as possible by applying micro-skills in writing skills such as aiming at an appropriate style, constituent sentences and coherent texts. Some researchers (Cumming & Riazi, 2000; Zimmerman, 2000) emphasize how people write and how different approaches and models are applied to writing process. By exploring EFL students' texts EFL students, teachers and scholars find what they need to know about learners' English language background knowledge (Bjork, Brauer, Reiecker & Jorgensen, 2003), their learning process and their writing problems. All of these factors may lead teachers and curriculum designers to provide more instructional practices for students' better understanding and their progress in learning English language skills, such as writing. By monitoring students' strategies for planning what they write, revising and editing their texts, teachers can find students' difficulties in using proper vocabulary, collocations and structures in more academic written products.

According to Goldsmith (2011, p. 21) "Writing involves notions of distribution while proposing new platform of receivership. Words might be written not to be read but rather to be shared, moved, and manipulated". EFL students need to understand what they want to write about and how to carry through writing process meaningfully and successfully. Such writing processes lead EFL students to interact with others by printing their personal and

social thoughts on a sheet of paper. Transmitting ideas to each other in written form can be inspected in variety forms of research including text-oriented research, writer-oriented research and reader-oriented research. These approaches will be discussed in what follows.

Hyland (2002, p. 8) describes "writing as a textual product, a coherent arrangements of elements structured according to a system of rules which makes human interaction possible by exchanging ideas from one person's mind to another via language." Paltridge and Phakiti (2010, p.192) also draw attention to descriptive, analytical and critical views of writing in which the emergence of words in a sentence, the reason it occurs, and its relation to social situations in a cohesive way are investigated. Moreover, they claim that a text is an independent sample which can be analyzed in various genres in different periods of time, written by individuals. Kastouli (2005) also mentions that the vital goal in doing text-oriented research is "the expansion of literacy to increase communicative competence […] in the view of various dimensions of social multiliteracy in a multicultural society." In general, text-oriented research enables us to focus on the final piece of writing and by studying the outcome we can measure the text(s) against criteria of vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation, and even its content and how sentences are formulated and organized.

Flower (1989) and Prior (1998) proposed that how writers perform in a text and how they reflect on an event, especially a 'social act' in a 'specific context' is more important than what their personal ideas are. Flower (1998, p. 288) explained that writing as a situated act is "the effect of prior knowledge, assumptions and expectations together with features of the writing environment which selectively tap knowledge and trigger specific processes". Such a 'social act' can also be seen in ethnographic texts which display people's culture and customs, and similarities and differences among them are described while each culture is observed in its own original environment (Ramanathan & Atkinson, 1999). In other words, how EFL students put their thoughts on paper to interact with their readers, how they transmit their messages to their audience, and how readers react to what is written based on their perception of vocabulary and grammar students use in the texts about their experiences, beliefs and/or favors are the reflections of social acts in students' essays which is the focus of writer-oriented research.

Authors may attempt to write effectively and professionally while not spending too much time writing and creating their texts. Creating clear and comprehensible texts requires an open lively mind which has a strong close connection with the reader. Such a connection makes the impact authors need, which is expressing their ideas clearly and drawing their thoughts confidently for readers' better understanding. Hyland (2010, p. 194) refers to reader-oriented research, as "the mediation between writers/institutions/ cultures, and conventions describing the stages that help writers to set out their thoughts in ways readers can easily follow and identifying salient features of texts which allow them to engage effectively with their readers." He also points out that for readers' deep understanding of writers' messages spread over the texts, writers can apply different genres in scribing their texts such as genre portfolio, comparative tasks, and audience analysis (Hyland, 2007, p. 84).

Considering the constructive role of understanding the meaning of a text and what readers can create from it, Lewis (2000) indicated that texts help readers imagine particular moments, places and events by describing them in detail. Thus, it is understood that there is a direct relation between readers' personal and emotional life experiences and what they read and what they decode through the text they read.

Linell (1982) and Hyland (2007) stated that a text has a set of characters which specify its nature and it can be seen through different angles and all readers in different levels of social classes can understand and communicate with it in different locations. It is important for writers to have deep knowledge of writing to make a coherent passage covering their readers' expectations

When we observe English language learners, we recognize how different they are in term of needs, background experiences, cultures, native languages, personalities, and interests. Based on readers' visualization and what they picture in their minds and how texts reflect their experiences, Tomlinson and Imbeau (2010) state that there should be a balance between what EFL learners need to learn to produce the language they acquire properly and what they are looking for in learning the language parallel with their individual needs. Tomlinson and Imbeau (2010) point out that those language learners' interests are essential in motivating them to learn the language. It is also important to observe language learners closely to find out how they "approach the task of learning". To attract learners' attention and keep them highly motivated, a practical beneficial instruction is recommended, which not only covers teachers' expectations but also supports individual language learners' desire in mastering a foreign language. It is also necessary to make content understandable for learners so that they can develop their language skills by their own efforts and their teachers' instructions (Echevarria, Vogt & Short, 2008). In order to assist learners to save time and to keep their track of conveying their messages to readers, Hyland (2007) introduced a cycle which includes five stages in the process of learning how to write meaningful texts. The stages are: setting the context, modeling, joint construction, independent construction, and comparing. It is vital for writers to know how to lay out the content, how to choose a style to write texts with it, and how to elaborate on the content.

The topics of discussing how EFL learners acquire a language, the difficulties they encounter through developing such ability, and how EFL learners' writing problems can be solved attract scholars to do research in these areas. Sasaki (2000), among others, was interested in EFL students' writing fluency and how EFL learners act during writing learning process. Some others, such as Cumming (2001) explored the quality of texts students write in English and how social and cultural background affected their learning process and what they produced as texts. Linguistic and pedagogical experts were also keen on studying the factors which distinguish successful writers from less skilled writers (Kariminia, 2013; Sahragard & Mallahi, 2014), the strategies which EFL learners at different levels of proficiency apply in creating their texts (Farhandezh et al, 2012), teachers' knowledge and ability in instructing students on employing right strategies in writing coherently and properly (Mozaheb, et al, 2013), how original students' essays are considering voice, personal narrative, and role-play

(Horváth, 2015), and EFL students' attitudes toward writing in English (Gholaminezhad et al, 2013).

Academic writers are eager to make an effective piece of writing by brainstorming, planning, generating their ideas (describing, comparing, associating, analyzing, applying, and arguing their ideas to reflect their agreement or disagreement), questioning and revising, rearranging and deleting the irrelevant and incoherent parts in their text, re-reading/proof-reading and producing different drafts, and at last making their final draft. Skilled EFL learners take all aforementioned steps to create something which needs time and requires reliable feedback and information to convey their messages to their readers. There are various approaches which students use in writing their texts to not only evaluate their language learning potential and improvement as a communication tool, but to transfer their experiences and feelings to their readers.

Expressive writing is the way of writing writers choose to discover their deepest emotions and feelings about their past, present and/or future, people they know including their family members and friends, what they like or dislike. Authors reveal their ideas to themselves at first place without being evaluated or judged by others. They attempt to make their personal thoughts, observations and analyses visible in texts they create (Foulk & Hoover, 1996).

Beaugrande (1982, 1984), Calkins (1983), Emig (1983) and Graves (1984) noted that the cognitive approach is a psychologically - and writer-based and scientific aspect in which writers' personally performance, pre-planning and editing, can be directly observed. Their studies showed that the errors they make during writing texts provides a useful source of data for language teachers' better comprehension of how writing activity takes place in EFL learners' mind and action. Teachers can also detect the difference between what weak and skilled writers do and why there are various styles differing from person to person. By focusing on learners' understanding of proper writing, teachers can help learners identify the structure and lexis of the language they learn beside the style they feel more comfortable in expressing their intentions and thoughts in their texts. Teachers present the rules, especially the grammatical ones, in a good writing, and give tasks to learners to practice their writing skill which leads to learners' production.

There are two distinctive outlooks of a social viewpoint to the process of writing. One of the perspectives is 'educational ethnography' which goes beyond reporting events and describing personal experiences in real. It refers to how something in a social community is presented while explaining people's cultures, habits and interactive social differences in that specific group. Graves (1984) and North (1987) propounded that if writers intend to create a piece of writing without its natural context, the main purpose of such a text disappears and it loses its powerful influence on readers' mind. The second effective social perspective in the process of writing is sociological linguistics in which Grabe and Kaplan (1997, p. 97) defined "writing as a process of discovery […] and its development progresses as a problem-solving activity […] and drawing and talking are means for pre-writing and rehearsal of aspects of society encompassing cultural norms, individuals' expectations and how language usage affects societies and communities". It is assumed that writers are inspired by whatever they

observe in the environment in which they are in contact with its members. They have their own ideas and viewpoints, try to elaborate them by thinking loudly on pieces of paper, examine their debates, and finally develop them by omitting the irrelevant and inept parts or adding more logical and convenient parts matching the acceptable norms in their social community. Taking all these steps makes writers' texts more highlighted and noticeable in readers' mind.

One of the main goals EFL learners attempt to achieve is producing meaningful and real communication in writing when they are keen to find out about the environment or to express themselves properly and correctly. Some EFL learners can acquire much better when there is a model text which is a pattern of an acceptable professional text. Modeling is a product-based approach which is defined by Tangermpoon (2008) as EFL learners' production from pre-writing to composing and correcting.

As a communication tool, a language can provide combination of words and expressions in millions of sentences and help people interact with each other and talk about what they feel and what they believe in life. Language reflects the nature of the real world, where people live and their lifestyles, their social identities, and even their specific dialects in a specific area of a country. Corpus linguistics is a method which assists researchers to get advantage of real life texts, both spoken and written, to analyze a language in terms of its vocabulary.

Sinclair (2005) and Taylor (2009) used corpus analysis to do their research in the different fields such as education and social sciences. Kennedy (1998, p. 7) stated that "Corpus linguistics is based on bodies of texts as the domain of study and as the source of evidence for linguistic description and argumentation." Corpus linguistics is a method in which a language is analyzed to give logical answers to linguistic questions and presents a unique view of how dynamic a language is by studying the rules which exist in a language and its patterns, such as grammatical or lexical. Kennedy also referred to the use of corpus linguistics in showing the 'ongoing progress in language' and investigating specific linguistic issues including how a language is acquired and changed during periods of time. Taylor (2009) emphasized the use of corpus as a tool or a method which helps researchers figure out how languages are studied. According to McEnery & Wilson (2001, p.197), "corpus is anybody of text" which is the collected samples and examples of spoken or/and written language.

While looking for a word in a database, we see some comments, explanations or presentational markups which are attached to the original text. Such machine-readable information provided by special software and programs are called annotations which is the practice of adding interpretative linguistic information to a corpus (Leech, 2005). Annotations usually refer to a specific part of the original data. After compiling samples used in a corpus, researchers need to add further information to the "raw corpus", giving linguistic information at different levels such as parts of speech, syntactic, supersegmental, semantic, discoursal, and stylistic (Sinclair, 1991; Baker, 2006). Such levels can be analyzed through the matter of annotating texts in a corpus. Moreover, annotation can also be studied in corpus linguistics as a manual examination of corpus, an automatic analysis of corpus, functional segments in texts stored in a corpus (Leech, 2005). Corpus annotation can be classified into

'part-of-speech (POS), lemmatization, syntactical (parsing), semantic (domain classifications), co-reference (discourse), pragmatic (speech acts – dialogues), stylistic, and research specific (ad hoc) aspects (Leech, 2005; McEnery and Hardie, 2012).

As a reflection of real life and how language is produced among both native and non-native speakers, scholars need to have a database in which written texts and spoken transcripts are gathered and stored for researchers' studies in different fields like linguistics, focusing on issues such as lexico-grammar. In order to get proper and adequate results while applying the categories above, a learner corpus should be designed well and carefully considering ten key design principles proposed by Sinclair (2005), consisting of content selection, representative, contrast, structural criteria, annotation, sample size, documentation, balance, topic, and homogeneity.

Studying learners corpora is useful in figuring out the difficulties which language learners encounter through the process of a language acquisition, and as Kennedy (1998, p. 182) pointed out, '… one can comprehend language transfers, errors and other difficulties non-native speakers may have when learning English'. Hunsten (2002) also touched on learners' corpora, their focus on specific aspect of EFL learners' language and the development of peculiar features in languages. It seems that the combination of these definitions can fulfill the deep vision of what learner corpora are, and why they are useful in the field of applied linguistics. Therefore, one of the essential issues in a corpus-based study is to build learner corpora "underlying representations of learners at a particular stage in the process of L2 acquisition and of the development constraints that limit L2 production. The language produced by learners is the central source for these mental processes, whether spontaneously or through data elicitation procedures" (Myles, 2005, p. 374).

The collected data from EFL learners is stored in electronic collections of authentic foreign/second language texts which can deal with various target languages such as English (Granger, 2003, p. 465) and Dutch (Cucchiarini et al., 2008). Beside the importance of students' texts collection, Botley and Dillah (2007, p.75) uttered that "such a collection is not considered a corpus proper unless it is planned and collected according to clear and sound design principles". Pravec (2002, p. 81) stated that learner corpora is a database which provides a "deviation from the standard, i.e. the language of the native speakers of a particular language". Learner corpora can even provide a real data of how language learners use linguistics variables in formal or informal status (Preston & Fasold, 2007; Tarone, 2009). Many language corpora have been conducted for various purposes which are not only in English but also in other target languages such as French. Cambridge Learner Corpus (CLC), Corpus of Academic Learner English (CALE), the International Corpus of Learner English (ICLE), British Academic Writing English Corpus (BAWE), and the JPU Corpus can be considered as useful learner corpora models.

Tsui (2005) is one of the scholars studying about the use of corpora in language teaching. Her observations reveal that while students are in the process of acquiring English language, they encounter a lot of problems in understanding the meaning of confusing words, using connective markers in sentences, applying countable and non-countable nouns, and following

the correct form of number agreement in their produced sentences. Tsui (2005) uttered that corpora can be a practical source for teachers which can give teachers precise information about the aforementioned aspects above.

Another use of corpora in language teaching and learning is when teachers lead students to use data in different corpora to be introduced with the texts native speakers compiled from native speakers. Teachers can teach grammatical patterns to students who can practice such rules by making sentences themselves and compare their sentences with the ones produced by native-speakers and gathered in corpora such as BNC. In their research on the role of corpora in grammar teaching, McEnery, Wilson and Baker indicated that "a corpus should be at least integrated into teaching by which grammar teaching may be more effective … and more importantly be rated more positively by learners" (1997, p. 15).

After compiling the data and identifying the area of research and research questions or hypotheses, scholars decide which statistical or logical techniques they tend to apply in describing, analyzing and evaluating the data in the corpora they design on their own or the ones which are available in different sources such as online databases. Corpora can be analyzed qualitatively and/or quantitatively which is explained in the following sections. According to Hasko (2012, p.1) "qualitative corpus analysis is a methodology for pursuing in-depth investigations of linguistic phenomena, as grounded in the context of authentic, communicative situations that are digitally stored as language corpora and made available for access, retrieval, and analysis via computer." Given (2008) defined quantitative research as the systematic empirical study in which the data are analyzed statistically by means of software, such as Excel 2007, used in the current study. While trying to examine their hypotheses or answers their questions in a study, researchers focus on more general aspects at first and then they narrow their research and get to more specific conclusion. Therefore, it is implied that "quantitative research is deductive: based on already known theory we develop hypotheses, which we then try to prove (or disprove) in the course of our empirical investigation" (Rasinger, 2008, p. 9).

Due to the importance and impact of the English language as a global language, EFL learners are eager to study English as a foreign language at colleges to gain undergraduate or even graduate degrees by applying to local and/or international schools. They are also keen on getting to know more about various cultures and communicating with other people who speak English as their native language or the second language in their countries as a lingua franca. By learning the English language, Iranian and Hungarian students have the opportunity to study and work in the English language spoken countries, especially the Great Britain and the United States. Since studying or working abroad requires improving and demonstrating reasonable and sufficient language skills, especially writing, which is the main purpose of the current study, EFL instructors intend to provide useful materials for their students and ensure that EFL learners get access to the core curriculum to acquire such skills better in a more academic way and not to encounter serious problems in interacting with English language speakers.

The studies showed that English departments of Iranian universities pay more attention to more general aspects in each field, particularly linguistics and literature. Unlike Iranian higher education materials design, the Hungarian curriculum focuses on more specific areas: American, British, Canadian and Irish cultures, history and civilizations. Based on my understanding of the Iranian government's ideology, belief, and conservative manner about Islamic regulations, I think the education directors try to keep students away from foreign cultures such as American and British to preserve their established Islamic perspectives and to avoid their interference on the current policies in Iran. However, it seems impossible to decline the presence of the internet and its virtual world which makes quick access for its users to find answers to their questions by a click. Besides the differences, findings presented the importance of writing skills in academic curricula in both Iranian and Hungarian universities where essay, academic and advanced writing skills and styles, syntax, lexicon, and morphology play a vital role in each English field of study and their effective influences on students' goals.

The study of learner language and how students make progress in the process of English language acquisition, especially writing which plays a vital role in academic stages, has become a major field of corpus linguistics in the past twenty years. Since the beginning of 1990, with the development of the ICLE and the JPU Corpus, the field of learner corpus research (LCR) has established a number of standards specific to the design, analysis, and application of such corpora (Granger, 1998; Horváth, 2001, 2013). Considering those standards I present the initial results of what can be considered a new vista in LCR: the qualitative and quantitative investigation of diachronic features of written language. I was interested in how EFL learners' writing skills have changed since the early years of the BA program in Hungary and Iran by introducing two corpora: *Happy Corpus*, and *HI Corpus*.

The Happy corpus

My main focus in the *Happy Corpus* analyses was on the learner language changes since the early years of the BA program in 2006 when the first BA English programs were offered in Hungary. I have developed a small corpus of students' essays written in English proficiency exams held at the University of Pécs. The corpus encompasses two subcorpora: the 2009 and the 2014 samples. Students were instructed to write a 300-word essay about one of the two topics presented to them. I assumed that the topic of "Don't Worry; Be Happy" would be more popular than the other topic among the proficiency exam attendants in 2014 since I had seen the same result among the participants in the 2009 exam. The content and language features of the two subcorpora were analyzed to determine how students used linguistic patterns in the texts syntactically and semantically. The emphasis on such aspects could help examiners make a distinction between less and more skilled students based on assessment criteria applied in the exam. I pinpointed how the corpus was developed, and the results that the analysis in proficiency exams in 2009 and 2014 yielded: the focus was on the vocabulary profile, the ordering patterns, keywords and collocations, and the annotated patterns.

The diachronic study of Hungarian students' writing proficiency level between 2009 and 2014 revealed that there was just 1% difference between the learners' vocabulary lexical

density in 2009 and 2014. There was a 1% difference of K1 between the 2009 and 2014 subcorpora essays. There was also a minor increase in using academic words between essays collected in 2009 and 2014, which reflected little growth in students' advanced writing skills level. The content and the length of texts turned my attention to students' interest in writing long essays, time to time, and their desire to write more about others than themselves, especially the ones about the students' friends in 2009. The analysis of common keywords statistic significance showed a large chi value of 59.35 for preceding, and chi value of 106.50 for following parts of speech in 2009 and 2014 samples and rejected their equality hypothesis of those parts of speech distribution in the 2009 and 2014 subcorpora.

The HI corpus

The study of the *HI Corpus* showed the results of diachronic features in language learners' essays, investigated both qualitatively and quantitatively. I was eager to observe how diversely English program students apply English lexicons to express their ideas in the scene they create in essays in Iran and Hungary. I have compiled a bicultural corpus in which I collected and gathered both Iranian and Hungarian BA English program students' essays. The students were participating in English writing courses. There are two subcorpora in the *HI* Corpus: Iranian subcorpus and Hungarian subcorpus. The Iranian data included 67 texts written by students participating in English writing programs in Amol Azad University in 2013 spring, analyzed in autumn 2013. The Hungarian data contains 47 texts created by students attending English writing courses in the University of Pécs in winter 2014, analyzed in spring 2015. I was interested to discover the content and language features students, with different cultural backgrounds, use in their essays syntactically and semantically. I explained how the corpus was developed, and the essays analysis results of Iranian and Hungarian subcorpora was demonstrated to discuss vocabulary occurrences, keywords and collocations students used more in essays.

The comparative research of the *HI Corpus*, demonstrated a 1% or 2% difference between the vocabulary lexical density of the Iranian and Hungarian subcorpora, and the use of academic words percentages in both Hungarian and Iranian students' texts in all categories, their anxiety, their dreams, their memories, their favorite English texts, and their purpose of studying English. The percentages of K1 and K2 of students' texts varied in different categories. The analyses showed that there was a low difference of academic words in favorite English texts, the higher percentage of functional words in Hungarian dream and fantasy subcorpora, and the higher percentage of functional words in the Iranian memories subcorpus. The length and content comparison revealed the students' favor in creating long stories or wrap everything up in just short paragraphs. The texts also showed that Hungarian and Iranian students had different tastes in choosing a topic to write and the stories they made up based on their ordinary life, which might be as a result of their different thoughts, lifestyles and customs. The analysis of common keywords statistic significance showed a large chi value of 62 for preceding collocations, and chi value of 52 for following parts of speech in the Iranian and Hungarian samples and rejected their equality hypothesis of those parts of speech distribution in the Iranian and Hungarian subcorpora.

Conclusions and pedagogical implications

The keywords and the collocation unit analyses in both *HI Corpus* and *HAPPY Corpus* have demonstrated various possibilities of using keywords different parts of speech and collocation units which can assist pedagogy experts and linguists pinpoint the students' difficulties and misunderstandings in applying a word or a combination of words correctly in sentences. Detecting the problematic points can give the curriculum designers the idea of providing more practical and useful tasks in which students' involvement in writing and developing their skills take the higher levels of proficiency.

Further empirical work will be conducted in the area of international learner corpora. Such a project can make a vast field of study to understand how different EFL learners acquire and use EFL not only in academic fields but also in their daily lives.

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