

**VOCABULARY DEVELOPMENT OF
INTERMEDIATE LEVEL TURKISH EFL
STUDENTS IN THEIR ESSAYS:
AN EXPLORATORY STUDY**

**Doktora Tezi
Revan Serpil
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Revan SERPİL

PhD DISSERTATION

Department of Foreign Language Education

PhD Program in English Language Teaching

Supervisor: Prof. Dr. Gül DURMUŞOĞLU KÖSE

Eskişehir

Anadolu University

Graduate School

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FINAL APPROVAL FOR THESIS

This thesis titled “.....” has been prepared and submitted by in partial fulfillment of the requirements in “Anadolu University Directive on Graduate Education and Examination” for the Degree of Master of Science/Master of Arts/Doctor of Philosophy (PhD)/Proficiency in Arts in Department has been examined and approved on/...../.....

Committee Members

Signature

Member (Supervisor) :	.....	.....
Member :	.....	.....
Member :	.....	.....
Member :	.....	.....
Member:	.....	.....

.....
Director Graduate School

ÖZET

ORTA DÜZEY YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN YAZDIKLARI METİNLERİNDE SÖZCÜK GELİŞİMİ: BİR AÇIKLAYICI ARAŞTIRMA

Revan SERPİL

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Danışman: Prof. Dr. Gül DURMUŞOĞLU KÖSE

Bu çalışmanın amacı İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin yazılı metinlerindeki kelime gelişimini kelime yoğunluğu, kelime çeşitliliği ve kelime profili boyutlarını ele alarak incelemek, bu boyutların öğrencilerin yazma notlarını üzerindeki etkisini irdelemek, belirli akademik kelimelerin kullanımlarını incelemek ve tüm bunların sebepleri üzerine öğrenci ve öğretmen görüşlerini analiz etmek. Bu amaçlar doğrultusunda bu çalışmada açıklayıcı sıralı desen kullanılmıştır. İlk olarak öğrencilerin yazılı metinleri toplanarak elde edilen nicel veri Textalyzer, Coh-Metrix ve Range programları kullanılarak analiz edilmiş ve sonrasında yarı yapılandırılmış görüşme ile nicel veri toplanmıştır. Bu çalışmada seksen yedi birinci sınıf İngilizce Öğretmenliği öğrencisi katılımcı olarak yer almış, bu öğrencilerin sekiz tanesi aşırı durum örnekleme yöntemi ile seçilerek nitel veri toplama sürecinde yer almıştır. Çalışmanın bulgularına göre kelime yoğunluğu, kelime çeşitliliği ve kelime profili bir akademik yıl boyunca dalgalı bir değişim sergilemiştir, bu boyutlar arasında sadece kelime çeşitliliği ve akademik kelime bilgisinin yazma notu üzerinde istatistiksel olarak önemli bir etkisinin olduğu gözlemlenmiştir. Nicel analiz sonuçlarına göre kelime çeşitliliği yazma notlarındaki değişimin %14,3'ünü, akademik ektime bilgisi ise bu değişimin %11'ini açıklamaktadır. Çalışma ayrıca incelenen akademik kelimelerin tekrarlayan kullanım sorunları olduğunu ortaya koymaktadır. Buna en olarak, nitel analiz sonuçları kelime gelişimi ve olası ilerleme ve gerilemenin sebepleri üzerine derinlemesine bilgi vermekte, kelime gelişimindeki dalgalanma üzerinde özellikle ek kaynakların, geri bildirimin ve bireysel deneyimlerin etkisini ortaya koymaktadır. Genel olarak, bu çalışma kelime gelişimi ve kullanımının dil eğitimindeki önemini vurgulamakta, ilerleme ve gerilemenin olası nedenlerini tartışmakta ve hem eğitmen hem de öğrenciler için dikkate değer bilgiler sunmaktadır.

Anahtar Kelimeler: Kelime haznesi gelişimi, Kelime yoğunluğu, Kelime çeşitliliği, Kelime profili.

ABSTRACT

VOCABULARY DEVELOPMENT OF INTERMEDIATE LEVEL TURKISH EFL STUDENTS IN THEIR ESSAYS: AN EXPLORATORY STUDY

Revan SERPİL

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Anadolu University, Graduate School, March 2024

Supervisor: Prof. Dr. Gül DURMUŞOĞLU KÖSE

The aim of this study is to analyze vocabulary development of Turkish EFL learners via the features of lexical density, lexical diversity, and lexical profile, their impact on the overall writing scores, the accuracy of certain academic words, and learners' and teachers' ideas on vocabulary development. An explanatory sequential mixed method research design was adopted, in which first quantitative data were collected through learners' essays and analyzed using Textalyser, Coh-Metrix, and Range, and qualitative data collection followed up via semi-structured interviews. The participants were eighty-seven first-year ELT students, and eight of these participants were selected thorough extreme sampling for qualitative data collection. The findings reveal that lexical density, lexical diversity, and lexical profile exhibit fluctuating patterns, and only lexical diversity and academic vocabulary have a statistically significant relationship with overall writing scores, as lexical diversity and Academic Word List (AWL) vocabulary predict 14.3% and 11% of the variance in writing scores respectively. The study also reveal that academic words selected showcase problematic recurring uses. Additionally, the interview results provide insights into vocabulary development and possible reasons of observed increase and decrease, revealing the impact of especially learning environment, resource integration, in-class experience and outside activities on fluctuating pattern on vocabulary development. Overall, the study highlights the significance of vocabulary development and use in the context of language education, discusses the potential factors contributing the fluctuations by offering valuable insights for educators and learners alike.

Keywords: Vocabulary development, Lexical density, Lexical diversity, Lexical profile

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ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı” ile tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

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STATEMENT OF COMPLIENCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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LIST OF ABBREVIATIONS

- AWL:** Academic Word List
- CDST:** Complex Dynamic Systems Theory
- EFL:** English as a Foreign Language
- ELT:** English Language Teaching
- ESL:** English as a Second Language
- K1:** First Thousand Words in English
- K2:** Second Thousand Words in English
- LFP:** Lexical Frequency Profiler
- L1:** Mother Tongue, First Language
- L2:** Second Language
- MTLD:** Measure of Textual Lexical Diversity
- PROF:** Proficiency Exam
- SLA:** Second Language Acquisition
- SLD:** Second Language Development
- TTR:** Type Token Ratio

1. INTRODUCTION

1.1. Introduction

Being proficient in a language requires various competencies, one of which is being able to communicate in that language through oral and written ways, and to carry out that communication successfully, vocabulary emerges as a significant component of the language. Limited vocabulary may result in lack of communication as the intended ideas cannot be conveyed in speaking or writing, which in turn discourages the learners (Caro & Mendinueta, 2017). As Folse (2004) points out, "... with poor vocabulary, communication is constrained considerably, and you can get by without grammar; you cannot get by without vocabulary" (p. 2). Though not getting enough attention in language learning research history as opposed to grammar (Schmitt, 2000), vocabulary has been acknowledged as "the keystone in successful language learning" and a crucial part of language acquisition (Norberg, Vikström & Kirby, 2018). Nation (1994) states that "rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform" and as taken one of the main dimensions of these skills, the relationship between vocabulary knowledge and the aforementioned skills has been studied from various perspectives. In the existing research, listening and reading skills have been mostly analyzed through the lens of receptive vocabulary knowledge, and speaking and writing have been analyzed from the perspective of productive vocabulary knowledge.

Considering the relationship between vocabulary knowledge and writing, it has been shown that "writing converts our thoughts and ideas into text, a process that requires the purposeful choice and use of words" (Gonzales, 2017), and this selection stage, namely, the productive use of vocabulary, can pose a challenge for foreign language (FL) writers, yet a good knowledge of vocabulary may indicate successful writing. Taking the significance of productive vocabulary in successful writing into consideration, there has been a copious amount of research especially with the advancement in technology and the help of learner corpora research. Some of this research has focused on the learners' written texts and their lexical features from diverse aspects such as the effect of lexical diversity on overall writing quality and proficiency (Engber, 1995; Crossley, Salsbury, & McNamara, 2012; Vögelin, Jansen, Keller, Machts, & Möller, 2019), the relationships among lexical sophistication, writing and proficiency (Laufer & Nation, 1995; Crossley

& McNamara, 2012; Crossley, Cobb & McNamara, 2013; Kyle & Crossley, 2016; Kyle, Crossley & Berger, 2018), and lexical density (Durrant, Moxley & McCallum, 2019). What these studies demonstrate is that analyzing the lexical features of learners' texts can help us gain deeper insights into the relationship between productive vocabulary and writing development, and the effect of vocabulary on writing (Maamuujav, 2021).

1.2. Background to the Study

Vocabulary knowledge is generally assumed to be a good predictor of language proficiency in a second or foreign language, and it has long been recognized that vocabulary size in particular plays a crucial role for L2 learners' communicative competence in English (Stæhr, 2008). Vocabulary related tasks, interviews, and tests have been used to investigate the vocabulary level or usage of the learners in most of the studies related to vocabulary. Apart from these, another method employed to track L2 longitudinal vocabulary development has been to collect learners' written production over time. Among various longitudinal studies, two studies (Laufer, 1991; Horst & Collins, 2006) adopted this design, and both focused on the development of productive vocabulary and lexical diversity. Laufer (1991) looked into the development of productive vocabulary with 47 English department majors in an Israeli university. She collected timed essays at the beginning and the end of one semester from these advanced L2 learners for lexical diversity analysis, and found that learners whose vocabulary was worse than average made progress to function at the average level of their group. On the other hand, those who had higher vocabulary proficiency at the beginning of the semester, and who were able to fulfill the course requirements did not show enrichment in vocabulary. Laufer (1991) concluded that productive vocabulary development was determined not by comprehensible input but by the needs of the learners. Laufer and Nation (1995) also correlated learners' scores on the productive version of the vocabulary level tests (VLT) with the type of vocabulary they used in written compositions. This analysis showed significant correlations between learners' productive vocabulary and their Lexical Frequency Profiles in the sense that learners with large vocabularies used fewer high-frequency words and more low-frequency and academic words than learners with smaller vocabularies. In addition to these, Horst and Collins (2006) demonstrated how examining multiple aspects of word knowledge can provide a more complete interpretation of vocabulary development than focusing on only one dimension via a

single index. The investigation was both longitudinal and large in scale. Narrative texts were collected four times at regular intervals of 100 hours of instruction from 210 beginning-level francophone learners of English (ages 11 and 12). The researchers examined overall vocabulary growth and morphological development with lexical diversity measures, counts of word families, types-per-family ratios, and counts of French cognates. They found that in the narrative texts, the proportion of the most 1,000 frequent words was about 85 percent after 100 hours of instruction, the proportion increased to 90 percent after 200 hours of instruction, and remained approximately the same in subsequent essays after 300 and 400 hours of instruction. The increasing use of high frequency words rather than lower frequency words demonstrated by lexical diversity measures suggested a lack of improvement after 200 hours of instruction. However, further analysis on different aspects of word knowledge showed otherwise. With more instruction hours, the learner essays also featured fewer French cognates and more diverse, morphologically developed word forms in the 1,000-level words. As illustrated from the findings, learners' vocabulary knowledge was developing in diverse directions: these learners were becoming less reliant on the L1, and although not many new words were learned, their vocabulary growth was demonstrated in knowing more word forms than known words; to put differently, in the area of derivational morphology.

One of the other leading studies on vocabulary development was carried out by Laufer (1995), who investigated the development of learners' receptive and productive vocabulary sizes and their relationship to each other, the results of which demonstrated that during one-year study in class, receptive vocabulary size increases dramatically, while there is no significant improvement in productive vocabulary size. Laufer (1995) concluded that the development of productive vocabulary size lags far behind its receptive counterpart, because for the respective use, the learners only need to know a few features of a word while for productive use, they need precise knowledge of the word. In some way, productive vocabulary is more difficult to learn than receptive vocabulary. The progress of productive vocabulary can reveal the nature of the second language learners' vocabulary development. Some research was also conducted on the interrelation between the English level and the productive vocabulary development stages. Jullian (2000) found that second language learners' productive lexical development suffers a plateau after their language proficiency reaches the intermediate level. This phenomenon is in line with what English teachers usually observe in their classroom instruction settings. However,

the results of former studies, which differ greatly for most of them, are based on a small amount of data. In another study on productive vocabulary, Shao (2015) worked on a self-built corpus to carry out a longitudinal study, which explored the developmental tendency of productive vocabulary in English writing from the aspect of lexical frequency profile and the lexical complexity of vocabulary breadth. The study examined the final examination compositions of 30 tertiary English majors in the first six semesters, by applying the Lexical Frequency Profile method. The results showed that the development of lexical complexity in productive vocabulary breadth presented a straight-line progress without any plateau during the development of productive vocabulary.

There has been a lot of research (Astika, 1993; Engber, 1995; Daller & Phelan, 2007) carried out to analyze the relationship between learners' vocabulary use and their writing quality, which has concluded that there is strong relationship between holistic assessments of EFL learners' written compositions and their lexical features. For instance, Astika's (1993) analysis of 210 writing samples showed that the vocabulary section of the rubric used for holistic grading accounted for as much as 84% of the variance in the assessments similar to Engber's (1995) study, revealing that holistic assessments of writing quality were influenced by the lexical proficiency of the learner. Other studies by Daller and Phelan (2007) and Meara and Bell (2001) looked into the predictive value of the lexical richness, and found out a significant correlation between the level of lexical richness and the raters' judgements of essay quality.

Some other studies have also investigated the learners' vocabulary use and their written outcomes focusing on more details. Laufer and Waldman (2011) explored verb-noun collocations across three different proficiency levels by analyzing learners' argumentative and descriptive essays, and found that learners across proficiency levels produced fewer collocations compared to native speakers, only advanced level students used higher number of collocations; however, interlingual errors were observed even in the writings of advanced-level students. Some longitudinal studies have also investigated the vocabulary development via analysis of written texts collected over a period of time. For example, researching intermediate-level ESL learners' longitudinal development of L2 vocabulary for a year, Huang (2010) revealed growth in their meaning, grammar, and collocation knowledge while identifying no change in spelling and association knowledge, and observed individual differences among learners, which he explained with Dynamic Systems Theory. In another study, Zhai (2016) looked into the productive

vocabulary knowledge, arguing that too much attention had been given to receptive word knowledge, overshadowing the productive aspect. Therefore, he studied the relationship between lexical richness (sophistication and variation) and writing of EFL learners at the university level. His results demonstrated that learners mainly relied on the first 1000-word level to express their meanings in their writing tasks, and their lexical sophistication and lexical variation were not high.

All these studies varied in their method, participant background, and theory, yielding contradictory results.

1.3. Statement of the Problem

Nation (2001) states that “vocabulary plays a significant role in the assessment of the quality of written work” (p.178), and the related research has supported this assertion by looking into the effect of lexical variables on writing quality. Thanks to this research, the nature of vocabulary, the amount and type of vocabulary needed to do things in L2, and the effective ways of teaching and learning vocabulary have now been better understood. However, further research is still needed to fill the gaps regarding the key aspects of vocabulary learning (Schmitt, 2019). With the lack of an overall vocabulary acquisition theory (Meara, 1983; Schmitt, 2019), and with the abundance of variables affecting vocabulary acquisition like first language (Laufer, 1997), research still endeavors to understand the vocabulary development of language learners, which needs deeper understanding on the phenomenon. In addition, in search for understanding the true nature of vocabulary learning, various research has been carried out on receptive vocabulary. Yet, productive vocabulary still falls behind, which requires further insights, as Nation (2001) mentions knowing a word is not just knowing its meaning but also knowing how to use it. Particularly, research endeavors that incorporate a combination of both quantitative and qualitative methodologies to scrutinize students' tangible learning outcomes, as well as their subjective reflections on the learning experience and their perceptions of the productive facets of vocabulary acquisition, can yield a more profound comprehension of the phenomenon under investigation.

In general, most of the studies related to productive vocabulary and writing analyze learners' scores on a vocabulary-size test by comparing them to their written compositions, and emphasize the positive correlation between learners' productive vocabulary size, the lexical sophistication of their written compositions and also their

overall writing quality (e.g., Albrechtsen, Haastrup & Henriksen, 2008; Milton, Wade & Hopkins, 2010). However, this relationship is a complicated one, and understanding and generalizing it requires analyses of multiple aspects of it as various studies have produced contradictory results regarding lexical diversity and writing quality (Maamuujav, 2021). Such a finding means that the nature of true relationship between writing quality and different aspects of vocabulary knowledge still needs to be explored. Most of the studies focusing on the link between vocabulary and writing collected data through written outputs of the learners by creating a learner corpus; however, text type, question and L1 background (Berman & Verhoeven, 2002; Kyle & Crossley, 2016) may create differences among the study results, posing another problem for generalizability of the results of such studies. Information about what is happening in the relevant data-set was provided; yet, to be able to gain deeper understanding of the phenomenon, further studies integrating various backgrounds, text types and questions should also be analyzed to validate the current findings and add to the existing body of knowledge on the subject (Gonzales, 2017).

Another dispute regarding vocabulary is its developmental pattern. Laufer (1991) found that development of lexical diversity is not linear and varies among learners, which has been supported by later studies (Laufer, 1994; Bulté & Housen, 2014; Yoon & Polio, 2017). This shows that time creates differences in the development of lexical aspect; hence “the time scales at which development in lexical diversity can be expected” is not clear (Kyle, 2021).

Finally, despite the common consensus that vocabulary size and lexical richness are important indicators of both language acquisition and writing quality (Schmitt, 2008; Crossley & McNamara, 2014; Lee, 2018), whether lexical richness is really an indicator of writing quality or whether it contributes to writing development (Grant & Ginther, 2000; Jarvis et al., 2003) is still questioned by some researchers, as most of the previous studies analyzed lexical richness only as the vocabulary size, without considering accuracy (Ha, 2019). As such, whether the learners use the correct grammar form of the word or they use it in the right context has not been considered (Nation, 2001).

1.4. Significance of the Study

Previous research has demonstrated the importance of vocabulary in writing quality (Crossley & McNamara, 2014), as lexical proficiency greatly strengthens the quality of

writing for academic purposes (Maamuujaw, 2020). This is why it is crucial to address the lexical needs and challenges of learners during academic writing, as highlighted by Maamuujaw (2020). Such attention is vital for both curriculum development and learning strategies. The findings from this research can assist educators in identifying learner needs, emphasizing key areas in vocabulary acquisition, and guiding curriculum planning while considering the learners' proficiency levels and specific vocabulary requirements, as emphasized by Azodi, Karimi, and Vaezi (2014).

Furthermore, previous research has shown inconsistent results about vocabulary development rate, variability in vocabulary gains, and the correlation between different vocabulary features and writing quality mainly because of the differences in task types (Guo et al., 2013; Kyle & Crossley, 2016), genre (Berman & Verhoeven, 2002; Yoon & Polio, 2017), and L1 backgrounds (Öztürk, 2018). Hence, the possibility of variation among the linguistic features of different written outputs should be considered (Crossley, 2020), and different text types should be analyzed to shed more light on the differentiation resulting from task type and mode.

Another point to be mentioned is that, as Öztürk (2018) states “investigations into typical vocabulary growth rates of English as a Foreign Language (EFL) learners are important to the setting of more realistic targets as well as to the evaluation of the success of language programs.” Thus, carrying out research with different L1 groups in different teaching and learning contexts can be expected to help teachers and curriculum designers to integrate reliable tasks into their syllabus. When reviewing studies on vocabulary growth in the Turkish EFL context, it becomes evident that interventions have varied significantly. Most of these interventions have taken the form of either short-term explicit instruction, such as examining the impact of gamification on vocabulary development (e.g., Çakır, 2019; Kılıç, 2019; Uyar, 2019), or long-term incidental learning across diverse learner groups, spanning from primary school to higher education students. While research within English Language Teaching (ELT) departments has addressed the vocabulary knowledge of learners (Kılıç, 2019; Tömen, 2016; Uyar, 2019), many of these studies have primarily adopted cross-sectional designs or employed one-time data collection rather than longitudinal approaches. In most of the conducted research, participants were requested to write texts for research purposes; however, only a limited number of studies have been deliberately designed to minimize researcher bias, with a focus on real-time outputs of learners. Therefore, it would be beneficial for the current

research setting to analyze the learners' real time written texts to gain more reliable insights into their actual vocabulary development because as Widdowson (2019) argues, it is only by scrutinizing real-world situations and recognizing their local relevance that we can rationally determine the appropriate disciplinary intervention for addressing these issues.

1.5. Purpose of the Study

The main purpose of the present study is to analyze the relationship between vocabulary development and its effect on overall writing assessment scores of Turkish L2 learners of English who are first year students studying at English Language Teaching Departments and to analyze the learners' and teachers' opinions on vocabulary development. The research aims to look into the vocabulary development via three different productive vocabulary measures, which are lexical density, lexical diversity, and lexical profile; and by also correlating them to overall writing scores taken from the target texts. The following research questions guide the study:

1. What are the developmental features of vocabulary in terms of lexical density, lexical diversity, and lexical profile in Turkish EFL learners' written texts?
 - a. Is there a correlation between different aspects of vocabulary development and the overall writing assessment score?
 - b. To what extent do the vocabulary development aspects predict the overall writing assessment scores in learners' written texts produced through an academic year?
 - c. To what extent do Turkish EFL learners accurately use vocabulary in their written texts?
2. To what extent and in what ways do qualitative interviews with students and teachers serve to contribute to a more comprehensive understanding of the predicting relationship between vocabulary development, and its relation to overall writing assessment scores?

2. LITERATURE REVIEW

The absence of a standalone vocabulary acquisition theory in second language acquisition literature, as noted by Meare (1983), persists today, with some exceptions attempting to elucidate vocabulary acquisition within various theories or models, as observed by Schmitt (2018). Although this makes it harder for researchers to place their study in the SLA literature, there are models and theories that it can be situated in and the process of vocabulary acquisition can be explained. As such, vocabulary development in this study is analyzed with a *Dynamics Systems Theory* perspective. Therefore, the literature review section will include a conceptual framework section in which the theory and framework this study builds on, and an empirical studies section in which studies about the subject are presented.

2.1. Conceptual Framework

2.1.1. *Complex Dynamic Systems Theory*

Complex Dynamic Systems Theory (CDST) is a theory that has been used in mathematics, and introduced to the applied linguistics by Larsen Freeman (1994). CDST primarily concerns itself with the evolving nature of language learning, as highlighted by Lowei (2013), with change serving as the theory's core, as emphasized by Larsen Freeman and Cameron (2008). Since its application to language learning research, various terms such as “dynamic systems theory” (Larsen Freeman, 2007), “complex systems,” “complex adaptive systems” (Ellis & Larsen-Freeman, 2009), and “dynamic systems” (De Bot, Lowie & Vespoor, 2007) have been used. As noted by Hiver, Al-Hoorie, and Evans (2022), precise or universally accepted terminology remains elusive, and scholars continue to interpret the theory from their own perspectives while incorporating insights from Larsen-Freeman and Cameron (2008). In this study, the term *Complex Dynamic Systems* is preferred, as it is the term of choice in the recent studies.

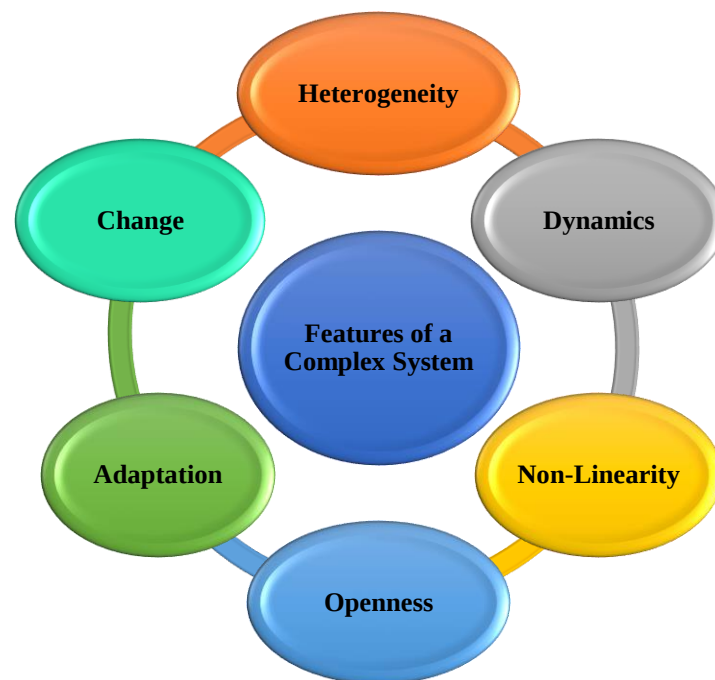
CDST primarily views language and language learning as a complex system, characterizing it as a non-linear and individualized process, as elucidated by Lowei (2013). This perspective leads to the terminology of ‘Second Language Development’ (SLD) being preferred over ‘Second Language Acquisition’ (SLA) because it underscores the developmental nature of the language learning process. Because of this terminological discord, there are still various explanations regarding the main features of CDST;

nonetheless, a careful examination might show that some of the terms may be categorized under one umbrella term despite being named different by various scholars. Based on Larsen-Freeman and Cameron (2008), first the general characteristics of a complex system are explained in the following section.

2.1.1.1. Features of a Complex System

There are six features of a complex system, which are “heterogeneity of elements or agents, dynamics, non-linearity, openness, and adaptation”.

Figure 1. *Features of a Complex System*



According to Larsen-Freeman and Cameron (2008), a complex system is heterogeneous in the sense that all the agents, elements, and processes in the system can be of varying types, and they themselves can be complex. In simple systems, the elements of the system follow patterns; and the predictability or variability in the system is not expected as everything follows the same predetermined rules. However, in complex systems which include other subsystems or sub-subsystems, all the parts of all the complex systems and subsystems are made of various elements which nest in each other, referred to as ‘nestedness’ (Rasmawati, 2013), and all these elements forming the whole are of many different types, thus creating a uniquely *heterogeneous* structure. This feature of a complex system can also be referred as the existence of interconnected subsystems, which is another characteristic of CDST that is centered on the idea that language is

composed of embedded subsystems in all levels of language production and perception (Larsen-Freeman, 1997). Accordingly, language development is an interactive and emergent system (Spivey, 2007), all of which are intertwined. Moreover, it can be assumed that, during the process of acquiring a second language, learners engage in a dynamic and evolving journey. This journey involves the identification, practice, and mastery of various embedded linguistic subsystems over time. The developmental aspect, characterized by changes over time, hinges on the availability of resources, as outlined by De Bot et al. (2007). In the context of language acquisition and usage, these resources encompass both external factors, such as the learning environment (whether formal instruction is involved or not, the extent of exposure, and the meaningful use of the language), and internal factors, including the learner's aptitude, current proficiency level, and attentional capacity, as proposed by De Bot and Larsen-Freeman (2011). These resources are essential for driving developmental progress, yet they are finite and must be allocated across various growing subsystems, potentially leading to *competition* among these subsystems, as discussed by Van Geert (2008).

What 'dynamics' refers to is the constant *change* of everything in all the time, and this change occurs in every agent, element or process of the system. According to Larsen-Freeman and Cameron (2008), along with the change in the entities as agent, element and process, the interaction between or among these entities also change in time; therefore, they indicate human development or change in human activity happens all the time from a very broad (e.g., sociocultural) to a very narrow one (e.g., neural level). When the focus is on dynamics or change, there are no fixed points, as change is a continuous process, whether it involves progress or regress; it is always in motion. Larsen-Freeman and Cameron (2008) indicate that change is the most important characteristics of a complex system; yet they do not include it in the main features of a complex system and explain it separately. However, for the purposes of this study, change is regarded as one of the principal characteristics of a complex system, and it will be addressed as the final feature.

The third feature of a complex system is *non-linearity*, which is also taken as a key construct by other researchers (De Bot et al., 2007; Lowei, 2010). However, in this section it is handled as a feature of a complex system, and as proposed by others, it is also a construct in CDST in SLD research. The non-linearity in complex systems is the outcome of constant change and according to Larsen-Freeman and Cameron (2008), it is the feature that make a system complex because all the elements and the agents of a

system are in change all the time, and neither these nor the interactions between them are steady as both the former and the latter might shift to another state that creates non-linearity.

The fourth feature is *openness*, which refers to being open to what comes from external domains or contexts. Openness is the key to continuing the process of adaptation and sustaining the stability, which is not a fixed condition but the stability of the dynamics. In this way, the system becomes ‘far from equilibrium’ (Larsen-Freeman and Cameron, 2008).

The fifth feature of a complex system is *adaptation*, which means that the system regulates itself to adapt to the changes in the environment. The term environment here refers to the inner or outer elements or agents of the systems. As a result of openness, the system is always in dynamic stability expectantly; thus, it is subject to the effects of agents or elements, so any change in any domain causes a change in the whole system. The adaptation feature also includes what is called self-organization, which refers to the global dynamic nature of the interconnectedness indicating dynamic interaction of all subsystems. Language acquisition is itself seen as a self-organizing process due to its natural growth (Van Geert, 2008), and this forms one of the main characteristics for complex dynamic systems theory which asserts that the interaction in, between, and among all sublevels shapes the whole, continuously creating a dynamic self-organization process.

The last feature focused on is *change*, which is seen as the core feature of complex dynamic systems by Larsen-Freeman and Cameron (2008). Being the principal feature of CDST, change can be either in a smooth transition mode or it can happen radically. It should be noted that change anywhere in the systems might have an impact on the “immediate system, other features in connected systems, or the overall system as a whole” (Amerstorfer, 2020). The characteristics of a change in a complex system are the following:

- “complex systems are always changing,
- complex systems can change smoothly or radically,
- complex systems can show self-organization through phase shifts that produce emergent behavior or phenomena on a higher level of organization,
- complex systems in and near attractors show both stability and variability,

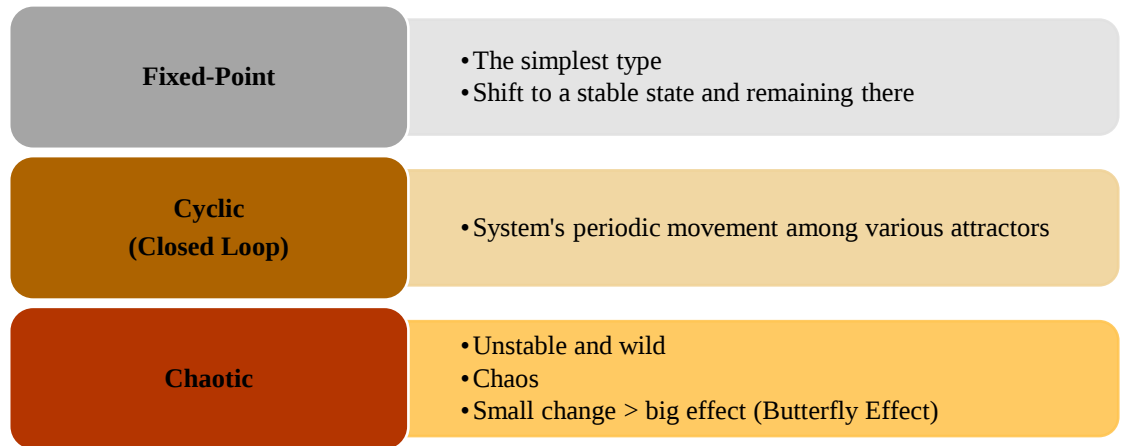
- complex systems near the edge of chaos are very flexible and responsive,
- systems in chaotic regions of their state space (chaotic systems) are extremely sensitive to small changes in the initial conditions,
- some complex systems show criticality around phase transitions,
- two or more complex systems can change in response to each other in a process of co-adaptation, and
- complex systems can be described with collective variables, and their phase shifts through control parameters” (Larsen-Freeman and Cameron, 2008).

In a normal system, smooth changes in its state occur all the time, which can be called “state changes,” but sometimes there are radical or sudden shifts in the state, which is called “phase shifts or bifurcations” (Larsen-Freeman & Cameron, 2008). Whether smooth or radical, the change is always occurring in a system in a “trajectory across a ‘state space’ or ‘phase space’” (Larsen-Freeman, 2015), and a complex system always changes in a self-organizing structure returning to the same state space. According to Kaufmann (1995):

“State/phase space – the landscape of total possible outcome configurations that a system can be found in at any given time, within which a system can transition along a unique trajectory.”

As an element or agent navigates state space, certain domains of state space attract it while others repel it. In a complex system, there are three types of attractors (Larsen-Freeman & Cameron, 2008). The first attractor is called fixed-point attractor, in which the system moves in stable mode, and stays there. However, here stability may become a fixed point or a single mode behavior, or the systems may stop unless there is energy coming. The second attractor type refers to a system which move periodically among different attractors. The third attractor is called a chaotic attractor where the system is in state of unpredictability and wild changes. In this state, even a small change may lead to big differences in another or later states, which is called ‘Butterfly Effect’ (Larsen-Freeman, 2015).

Figure 2. Attractor Types



Larsen-Freeman and Cameron (2008) mention only the attractors, and Hiver (2015) mentions that “attractor states are not necessarily perceived as pleasant or desirable states that a person wishes to be in”. However, De Bot et al. (2007) refers to them as repeller states or repellers, which are not favored by the system yet they have the same function. As in attractors, repeller states are essential in the study of complex systems as they help characterize the system’s long-term behavior. They represent regions in the state space of the system where the trajectories exhibit a form of instability, leading to divergence and a lack of convergence. Understanding repellers is crucial for analyzing and predicting the behavior of complex dynamic systems.

2.1.2. Vocabulary Acquisition Framework

Vocabulary is a significant aspect of language learning as learners’ communication is made possible by their vocabulary knowledge (Viera, 2017). Without adequate vocabulary knowledge, difficulties in communication may emerge as the intended meaning in a particular context cannot be properly interpreted (Viera, 2017). As mentioned by Read (2000), “words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed.” With such an importance in language learning, vocabulary has been the focus of many studies and theories; however, it is still a “complex and multidimensional construct” with various definitions. What vocabulary exactly is, what it is made of, or what its precise categories are remains vague since giving a straightforward definition for a “word” is not easy for many academics (Read, 2000). Therefore, instead of giving the definition of a word, the related concepts that are included in vocabulary studies have

been explained by many researchers. To be able to understand what a word is, these concepts should be clarified first.

- Tokens vs Types: The first concept pair to be explained is “tokens” and “types.” Tokens are any word forms found in a text, namely running words, while types are the word types that are different types of the same word being regarded as one type.
- Function vs Content Words: Function words are the category related to the grammar of the language such as articles, conjunctions, prepositions, etc. Content words are the ones that embody the meaning. The words in this category are nouns, full verbs, adjectives and adverbs.
- Lemma vs Word Family: The final categorization in vocabulary is “lemma” and “word family.” The former here refers to the base form and the inflected forms; that is, different forms of a word are counted as one category which is called *lemma*. On the other hand, word family is the category that includes various derivational forms of a word which can carry a shared or common meaning.

While these concepts help researchers to understand what a word is, there have also been different attempts to figure out what we mean by knowing a word. One of the earliest attempts was made by Dale (1965) who considered vocabulary knowledge as a developmental process and divided “knowing a word” into four stages, which were later adopted in other studies (Wesche, 1993):

Stage 1: “I never saw it before.”

Stage 2: “I have heard of it, but I don’t know what it means.”

Stage 3: “I recognize it in context-it has something to do with ...”

Stage 4: “I know it.”

The following years brought definitions that are more detailed or attempts to explain what knowing a word exactly entails. One of these attempts was made by Richards (1976), who tried to list eight dimensions of knowing a word:

1. Vocabulary knowledge of native speakers continues to expand into their adult life.
2. Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words, we also know the sort of words most likely to be associated with the word.

3. Knowing a word implies knowing the limitations on the use of the word according to variations of function and situation.
4. Knowing a word means knowing the syntactic behavior associated with the word.
5. Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
6. Knowing a word entails knowledge of the network of associations between that word and other words in the language.
7. Knowing a word means knowing the semantic value of a word.
8. Knowing a word means knowing many of the different meanings associated with a word (Richards, 1976, p. 83).

A more recent attempt has been made by Nation (2001) by building up on Richards' (1976) assumptions and also integrating the receptive-productive division. According to Nation (2001), there are three main domains of vocabulary knowledge, which are form, meaning, and use. In addition to these three main domains, vocabulary knowledge can be divided as *receptive* and *productive* vocabulary knowledge which are differentiated based on their use, as the former includes the perception of the form of a word during listening or reading and then getting its meaning, while the latter is the expression of meaning in speaking or writing and also production of spoken or written form.

Table 1. *What is involved in knowing a word*

		Receptive	Productive
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in the concept?	What items can the concept refer to?
	associations	What other words does this make us think of?	What other words could we use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must we use this word?
	collocations	What words or types of words occur with this one?	What words or types of words must we use with this one?
	Constraints on use	Where, when, and how often would we expect to meet this word?	Where, when, and how often can we use this word?
Taken from Nation (2001)			

This distinction of receptive versus productive vocabulary has been analyzed by many researchers, especially by Laufer and Goldstein (2004). The distinction between the two types of vocabulary is related to the learners' use of the words; that is, receptive vocabulary knowledge entails a sort of passive knowledge that can be understood, identified or processed during reading or listening. However, productive vocabulary necessitates the active use of vocabulary to express something especially in writing and speaking.

Various researchers (Malström, Pecorari & Shaw, 2018; Read, 2000) see the distinction between receptive and productive as obscure and complex, as explained by Teichroew (1982): "the distinction is arbitrary and would be more usefully treated as a scale of knowledge". Nation (2001) asserts that receptive and productive knowledge can be placed on a continuum based on the form, meaning and use of vocabulary, while Henriksen (1999) believes that lexical knowledge is divided into three categories as "partial to precise knowledge, shallow to deep knowledge, and receptive to productive knowledge." Yet, Meara (1997) views the distinction as an associational one. Nation's (2001) classification of receptive and productive vocabulary makes it clearer for the purposes of the present study. Since it focuses on the L2 learners' productive vocabulary knowledge, it is imperative to delve more into what is meant by productive vocabulary knowledge. According to Webb (2005), if learners retain the productive vocabulary knowledge, they can understand and pronounce the target words in speech and writing to communicate meaning. In other words, "productive vocabulary knowledge is deemed as the ability to recover the structure and meaning" (Laufer & Goldstein, 2004; Webb, 2005). Carrying many studies on the extent of vocabulary knowledge of learners, Laufer (1998) breaks productive vocabulary knowledge into two as *free* and *controlled* productive vocabulary knowledge. Free vocabulary knowledge is the one that the learner produces automatically without any prompting whereas controlled vocabulary knowledge emerges with the help of cues (Laufer, 1998).

Considering the receptive and productive distinction, learning receptive vocabulary is not viewed as difficult as learning productive vocabulary (Schmitt, 2008; Malmström, et. al., 2018). The challenge in learning productive vocabulary also presents itself in the study of these two concepts. Receptive vocabulary has drawn far more attention in the literature compared to productive vocabulary knowledge, as measuring the former is more straightforward than the latter (Meare & Fitzpatrick, 2000). Despite

the challenges, productive vocabulary knowledge has been measured using various methods, and the following section will look into these measures in detail.

2.2. Productive Vocabulary Measures

2.2.1. Lexical Frequency Profile

Developed by Laufer and Nation (1995), Lexical Frequency Profile (LFP) is a way of measuring the frequency bands of the words that the learners use in their writings. To do so, LFP compares the target text to a reference corpus, then breaks all the words down into different frequency bands to analyze the percentage of words that can be observed in each band. The early LFP used the General Service List (GSL) created by West (1953) as the source corpus (Kyle, 2020, p. 462). Later on, the British National Corpus (BNC Consortium, 2007) and the Corpus of Contemporary American English (COCA) (Davies, 2010) have also been added as the reference source.

In the early versions of LFP, to be able to profile the lexical frequency of words, they were grouped into categories. The division of words into percentages was based on 1,000 most frequent words, the second most frequent 1000 words, words in early academic word list (Xue & Nation, 1984), and then Academic Word List (AWL) (Coxhead, 2000).

According to Kyle (2020), LFP has its limitations, which are related to the results. The first important one is about the presentation of the results. While presenting the results, the system gives out different scores, not one single total score, so it is not easy to work on those scores from a researcher's point of view. The second significant limitation is about the concern that small vocabulary gains may not be shown in the results as the system uses a large-grained method. Overcoming the latter limitation was attempted by Cobb (2017), who used 100-word bands instead of 1000-word bands to create a more fine-grained analysis.

Despite its limitations, different researchers used the LFP to analyze the lexical proficiency of the learners in their written and spoken products. Some of the earliest studies were carried out by Laufer (1994), and Laufer and Nation (1995). Laufer (1994) analyzed the writings of advanced second language learners over an academic year in terms of lexical profile and lexical variation. In her study, she conducted her analysis using LFP, and revealed that while lexical variation showed no progress, lexical profile

showed a degree of progress. Laufer and Nation (1995) correlated learners' scores on the productive version of the vocabulary level tests (VLT) with the type of vocabulary they used in written compositions. This analysis showed significant correlations between learners' productive vocabulary and their Lexical Frequency Profiles in the sense that learners with large vocabularies used fewer high-frequency words and more low-frequency and academic words than learners with smaller vocabularies.

A more recent study was carried out by Crossley, Cobb and McNamara (2013) who compared two different types of measurement as count-based and band-based indices, one of which is LFP. Alongside comparing the two indices, their study showed that proficiency and word use are related because when the proficiency increases, the learners use less frequent words.

2.2.2. Lexical Diversity

Lexical diversity indicates the variety of lexical items used in a text. According to Read (2000), there is a positive correlation between proficiency level and lexical diversity; as the proficiency increases so does the lexical variety. There are various ways of measuring lexical diversity, one of which is type-token ratio (TTR). The calculation of lexical diversity via TTR mainly focuses on division of the number of types to the tokens in a text. Due to the following flaws in the TTR calculations, more recent studies have adopted Root TTR, measure of textual lexical diversity (MTLD), and D index more frequently. The flaws summarized by Kyle (2020) are:

- Which unit will be analyzed should be determined.
- Whether all lexical items will be included or not should be decided.
- Diversity fluctuates based on text length.

As this study is going to use D index analysis, it will be explained in detail. D Index which is also referred as voc-D (Malvern, Richards, Chipere & Duran, 2004), is a diversity index developed to overcome the shortcomings of TTR. Malvern and Richards (1997) define it as “a new research tool: mathematical modelling in the measurement of vocabulary diversity”. Voc-D index uses random sampling to create a plotting curve of

TTR on account of the probability of new words occurring in longer texts. Malvern and Richards (1997) describe three main advantages of voc-D calculation, which are:

- The number of words in a sample is not important,
- All data can be used,
- Compared to TTR, voc-D is more explanatory because it portrays the changes of TTR based on a range of token size.

Despite TTR's widespread use by various researchers, some researchers indicated its negative outcomes due to the flaws created by text length (McCarthy & Jarvis, 2007; 2010). Therefore, some studies (Grant & Ginther, 2000; Jarvis, Grant, Bikowski, & Ferris, 2003) that adopt a fixed number of words to control text size have also been carried out. The studies by Guo, Crossley and McNamara (2013) and Crossley, Salsbury, and McNamara (2012) showed a positive relationship between voc-D scores and writing scores of the participants.

2.2.3. Lexical Density

As an aspect of lexical richness, lexical density is the comparison of the number of content words to the number of all the words in a text so the density of information in a text is indicated (Halliday, 1985). According to Kyle (2020), lexical diversity is calculated as follows:

$$\text{lexical density} = \frac{\text{number of content words}}{\text{number of total words}} :$$

Although research on lexical density has not been as widespread as other lexical richness indices (Kyle, 2020), some research has shown that lexical density is especially effective to see the distinction between written and spoken performances (O'Loughlin, 1995). Apart from analyzing the difference, some studies have also been interested in the relationship between lexical density and proficiency. In one of these studies, Engber (1995) looked into the relationship between writing quality and four different lexical richness measures which are lexical variation, error-free variation, percentage of lexical error, and lexical density. The results of the study revealed that among these four

measures, lexical variation and error-free variation indicated a significant positive correlation with writing quality scores while lexical density had a small effect on writing scores. In another study, Lu (2012) aimed to see the effect of three lexical indices (lexical density, sophistication, and variation) on the quality of oral narratives. His analysis revealed that the relationship between lexical density and oral narrative rankings was low. It also showed weak correlations with lexical sophistication and variation, with correlation coefficients ranging from .042 (with D) to .279 (with NDW–ES50).

2.3. Learner Corpus Research in Language Learning

Since the beginning of the 1970s, researchers have been analyzing ‘corpora’, collections of production data that range in size from very small (e.g., a case-study of one learner in one interview) to much larger samples with an aim to delve more into language learning; however, the term learner corpora research (LCR) was introduced when a group of researchers led by Sylviane Granger at the Université catholique de Louvain in Belgium began to adopt methods similar to corpus linguistics in the 1990s to study second language learners’ language use (Tracy-ventura & Paquot, 2021). LCR uses learner corpus data as its main data source (Meunier, 2021), and starting with a small scale, limited data amounts, LRC now forms a substantial part of language research focusing on lexical features of written outputs (Maamujav, 2021). This progress in LRC has been the result of linguistics analysis tools and software programs such as Coh-Metrix (McNamara et al., 2014), VocabProfiler (Cobb, 2018), and Tool for the Automatic Analysis of Lexical Sophistication (TAALES) (Kyle & Crossley, 2015; Kyle et al., 2018), just to name a few. With the advent of these tools, various research has been carried out analyzing the relationship between writing and vocabulary. For instance, Doro (2014) looked into undergraduate students’ essays to analyze the lexical richness through lexical profile, type/token ratio, and lexical density. The results showed that the participants’ lexical profiles were between 77.67 and 95.37, the type/token ratios were between 0.43 and 0.62, and the lexical density was between 0.43 and 0.58. He concluded that learners attach much greater importance to grammar, organization and spelling than vocabulary production.

In another study, Zheng (2012) analyzed the free productive vocabulary of learners through their free written outputs. For his analysis, he used the Lexical Frequency Profile as a means of measurement for high-frequency words, academic words, and low-

frequency words in the written outputs. His analysis showed that participants' vocabulary profiles declined considering the 2000-word band because the learners tended to use the same vocabulary over the academic year. Malström, Pecorari and Shaw (2018) carried out another study regarding the productive academic vocabulary use of learners in their writings. They put emphasis on the importance of general academic vocabulary use compared to non-academic vocabulary use. Their analysis indicated that the learners' productive and receptive academic vocabulary needs were different, and their vocabulary use in their general and academic writings showed differences as well.

In her study, Shao (2015) focused on the productive vocabulary development by looking into lexical frequency profile and lexical complexity of vocabulary breadth via written products of 30 English major students. Shao (2015) found that the previously mentioned two aspects of productive vocabulary development differ from the lexical frequency perspective, the use of high frequency words decreases between the grades, and lexical complexity shows a linear development without a "plateau".

In a more recent study, Li (2018) analyzed the development of the depth of vocabulary knowledge of English learners in China by only taking the verb "get" as a case. He adapted a longitudinal method covering a period from high school freshman to junior years. The researcher focused not only on the learners' personal development throughout the years but also on the differences between the textbook input and learners' output. His analysis revealed that insufficient textbook input leads to deficiency in the development of the depth of vocabulary knowledge. Also, paradigmatic relations like the basic meaning of a word are acquired well beyond the syntagmatic relations like semantic prosody.

2.4. EFL Writing

As one of the four skills in language, writing is the process in which abstract ideas or information are transferred into a written form (Flower & Hayes, 1981); or in its essential form, writing converts our thoughts and ideas into text, a process that requires the purposeful choice and use of words (Gonzales, 2017). In a more mechanical definition, MacArthur (2006) indicates that writing is one way to communicate ideas or messages by making marks on paper or other surfaces, yet it is not merely putting things down on paper (Almalki, 2019). According to Heaton (1975, p. 138), there are four subskills necessary for writing:

1. Grammatical skill: Being able to write sentences correctly,
2. Stylistic skill: Being able to manipulate sentences and effectively use language,
3. Mechanical skill: Being able to correctly use conventions specific to the written language, e.g., spelling and punctuation,
4. Judgment skill: Being able to write appropriately for the purpose with the ability to choose and organize relevant information.

Almost 50 years later, the above subskills needed for writing still hold, with some modifications or explanations added to them. For example, Hyland (2003) explicitly adds vocabulary construct by mentioning the complexities and challenges it poses for learning as it requires one to master grammatical patterns as well as the rules of writing; for instance, a large amount of organization in developing information and ideas, and selecting the correct sentence structure and vocabulary to create styles appropriate to the subject. During the process of writing, the activation of appropriate grammatical and lexical structures (Flower & Hayes, 1981, p. 367), the acquisition of linguistics skills, more constant practice, commitment and higher order cognitive skills (Manchon, 2011) are required. Therefore, demand for such higher order skills makes writing a challenging endeavor for language learners. Writing, as a product skill (Brandt, 2009), requires several parameters to be acquired by the L2 learners before mastering the skill and as such, it requires a wide range of strategies to be adopted by language learners, whether foreign or second language learners, such as, cognitive, interpersonal, and linguistic strategies, which unfortunately, many ESL/EFL learners are generally unaware of (Hyland, 2004; Luchini, 2010).

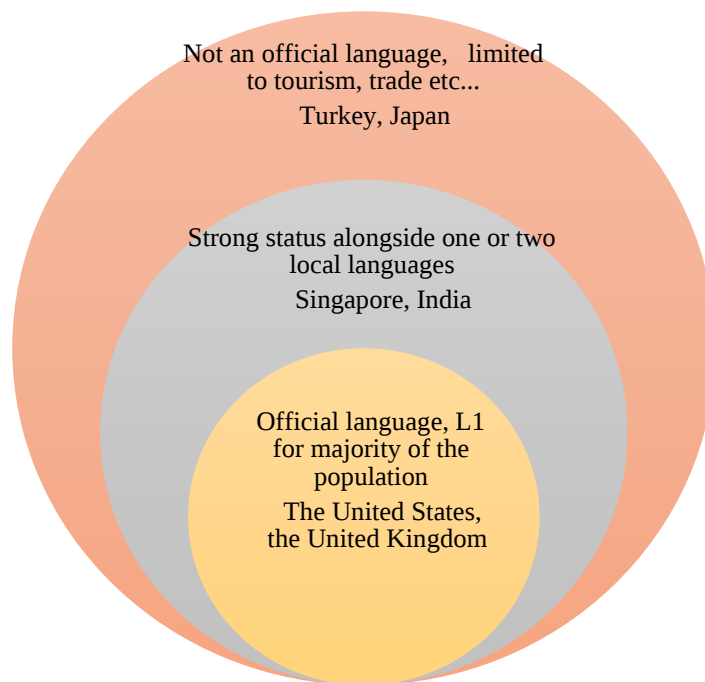
When the requirements of being a good writer are put aside, among many of these skills and strategies, knowledge of the language itself can be regarded as the core of writing as nothing can be expressed without the language itself, and vocabulary knowledge presents itself as an important aspect as writing with its strong predictive value of quality (Albrechtsen, Haastrup & Henriksen 2008; Nation, 2003; Lee, 2003). The importance of vocabulary knowledge in writing has motivated researchers to look into its various aspects, ranging from the use of content and function words in writing (Lee 2003), to word selection and activating less frequent but more appropriate words (Carson 1997), and to the effect of lexical richness in writing (Crossley & McNamara, 2012; Durrant,

Moxley, & McCallum, 2019). Therefore, considering the significance of vocabulary in writing, it is critical to probe deeper into the phenomenon, which firstly necessitates clarifying what is exactly meant by ‘vocabulary knowledge’.

2.5. Empirical Studies

Empirical studies using lexical measures in writing analyses must clearly describe their research context. English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts both have different characteristics, yet not so many distinctions are made between them in the analysis of the writing skill. Pecorari (2018) tries to make a distinction between these two contexts, and reaches the conclusion that the distinction is not a clear-cut one. However, the writer makes a successful portrayal of these contexts by drawing on Kahchru’s (1985) model, which divides the world into three circles:

Figure 3. *Kahchru’s (1985) Circle Model*



The innermost circle is formed by the countries whose official language is English or whole population uses English language as their first language (L1). The outer circle consists of the countries in which English language holds a strong status due to historical reasons and people use it alongside with their local language. The outermost circle is composed of the countries that use English in limited context such as tourism or trade.

According to Pecorari (2018), how this model is related to the EFL vs ESL discussion relies on the fact that the status of English in different countries determines the usage of it by learners. For example, if learners study a language while in the innermost circle, they have ample amount of exposure of the target language; however, the learners in the outermost circle lack such opportunity, as they are limited to classroom language, movies, music, etc. Therefore, in cases where variations in exposure to language play a significant role in shaping language acquisition, this paper will focus on the specific context of Foreign Language (FL) writing. This approach is preferred over categorizing it as ESL/EFL writing, as the latter may be considered overly broad in scope for the purposes of this study. Therefore, the upcoming section will include a review of studies conducted in both EFL and ESL contexts. Subsequently, the research question, which pertains to the EFL domain, will be addressed separately.

2.5.1. Studies in EFL/ ESL Context

One of the earliest and acclaimed studies regarding vocabulary development was carried out by Laufer (1991) in an EFL context. The aim was to detect the productive vocabulary growth of the first-year university students by also looking for any relationship between vocabulary growth and proficiency level. The participants were 47 first-year students studying at an Israeli university. These participants were required to write a free essay on the same topic two times at the beginning and end of the semester. Then their vocabulary growth was analyzed through lexical variation, density, originality, and sophistication. The results of the study showed that after a semester, none of the lexical richness measures showed progress except lexical sophistication. Thus, Laufer (1991) indicated that productive vocabulary growth of advanced learners will only progress until the level required to “function in their target environment,” unlike passive vocabulary, and that the inclusion of comprehensible input to teaching environment does not make any difference unless there is a real need of the learners.

Engber (1995) looked into the timed-writing of 66 ESL students enrolled in an English for Academic Purposes (EAP) program at a university in the United States. The students were placed in four different proficiency levels, from intermediate to high-intermediate. These students were required to write a timed essay for exam purposes, and these essays were holistically evaluated by two graders. The researcher looked into the relationship between overall essay quality and four different lexical measures (lexical

density, lexical error, and lexical variation with and without error). The researcher indicated that lexical density did not affect overall quality scores; as for lexical error, there was a low correlation between lexical error and writing quality (i.e., the higher the lexical error, the lower the quality). The lexical variation was calculated two times, one with lexical error and one without lexical errors. For both with and without error, lexical variation was found to be moderately high and significantly correlated with writing quality.

In a later study that was again carried out by Laufer together with Nation (1995), a new lexical measure was introduced, namely Lexical Frequency Profile (LFP). The study aimed to see if LFP could be used as lexical measure by questioning its validity and reliability and also whether LFP correctly differentiates among three proficiency levels. Their analysis revealed that LFP is a valid and reliable measure to be used to analyze the lexis in learners' writings especially texts with higher than 200 words, and it also differentiated among the proficiency levels as assumed by Vocabulary Size Test (Laufer & Nation, 1995). Their study helped to integrate one more measure into vocabulary studies, providing a deeper and better understanding of language use by language learners. Following that study, another one by Morris and Cobb (2004) was carried out regarding the possibility of using *Vocabprofiler*, a sub-category of Lexical Frequency Profile, as an assessment tool by correlating the learners' vocabulary profiles with their two academic courses. Learners' entrance exam papers and their vocabulary profile in terms of first thousand words (K1), second thousand words (K2), AWL, and off-list words were used as the base data. Then the percentages of these words were correlated with the English grammar and pedagogical grammar courses. The results of the study revealed that *Vocabprofiler* was not a good predictor of the learners' grades in both courses; thus, it could not be used as a sole assessment tool; yet it could be integrated into the system as a part of assessment (Morris & Cobb, 2004).

Like lexical frequency profile, other lexical measures have also been studied separately. For example, Yu (2009) looked into the relationship between lexical diversity, overall writing, and speaking quality of participants taking IELTS, and also investigated the correlation between lexical diversity and overall language proficiency. He analyzed all these overall quality scores based on participants' gender, L1 background, test purpose, and composition topic. For data collection, speaking and writing outputs of 201 IELTS exam takers were used. The research showed that lexical diversity significantly

correlated with three different aspects: overall writing score, overall speaking score, and language proficiency. Among these, the strongest correlation was between lexical diversity and overall speaking quality; although lexical diversity measures were similar on all three aspects.

Crossley and McNamara (2012) compared five different lexical sophistication measures and seven text cohesion measures in terms of their predictive value of overall writing quality with the help of Coh-Metrix. Their analysis showed that, among all the indices, lexical diversities was the most strongly correlated one to overall writing quality and predicted 18% of the variability in the scores. The researchers emphasized the difference in terms of effect-size and corpus size as opposed to the previous studies, which increased the reliability of their results. The study revealed that use of cohesive devices did not increase with proficiency; more proficient learners used less cohesive devices and relied more on lexical sophistication measures, which was contradictory to the results obtained by previous research. In a further study, Crossley, Salsbury and McNamara (2015) aimed to deepen their understanding of lexical proficiency by analyzing the relationship between depth and breadth of lexical knowledge, access to core lexical items, and holistic scores of lexical proficiency. The researchers compared three different proficiency levels by looking into spoken and written products of the learners. The results of the study showed that depth of lexical knowledge was the strongest predictor of lexical proficiency. Collocational accuracy had the strongest correlation with overall lexical proficiency, followed by lexical diversity and word frequency, which were related to the breadth of lexical knowledge.

In a Chinese EFL setting, Hou, Verspoor and Loerts (2016) conducted a study comparing two different university-level students to senior high school students to look into the possible writing development by analyzing the lexical features of learner free-response data with a pre-post design. The analysis revealed that none of the three groups showed progress in terms of their holistic scores; however, individual scoring showed that high school group showed progress in complexity and idiomaticity, low-level university groups showed progress in fluency, and high-level university students showed no progress in any sub-field. Both the holistic and analytic scoring showed that lower-level groups showed the most progress and the most proficiency group showed the least. The study supported previous studies revealing that different proficiency level and different lexical measures show various inter-group and intra-group developmental

patterns, proving the complex nature of vocabulary development. In another study conducted in an EFL Chinese setting, Lei and Yang (2020) compared unpublished research articles written by a group of Chinese PhD students with those written by expert native speakers and native-speaker undergraduate senior or postgraduate students. The aim of their study was to profile Chinese students in terms of vocabulary expertise by looking at lexical density, lexical diversity, and lexical sophistication. The results of their study revealed that all three lexical measures showed variation in Chinese PhD students as lexical diversity was the lowest (the same as native speaker undergraduate students), lexical sophistication levels were in the middle, and their lexical density level was similar to native speaker expert writers. The researchers indicated that in Chinese academic writing setting, expertise is the most important indicator of lexical profile and needs to be improved via specific English for Academic Purposes (EAP) courses. Chinese learners of English have been studied extensively, and in a more recent study, Lee, Ge and Chung (2021) looked into the writings of students who were at secondary level. The aim of the study was to analyze the written texts of three level of students in terms of their lexical and syntactic complexity and find out what predicts the overall writing quality score best. The findings showed that polysyllabic words had the strongest correlation with overall writing quality in all three proficiency groups and abstractness had the weakest correlation. The researchers speculated that the emphasis on receptive vocabulary in school setting hindered learners' in-depth vocabulary development and it needs to be addressed in the target setting. The most recent study focusing on Chinese context was a cross-sectional study looking into the beginner level learners' writing to analyze the development of lexical richness through lexical sophistication, lexical variation, lexical density, and lexical errors from the lens of exposure hypothesis. The findings indicated that beginner learners' writing had low-level density and diversity containing mainly high-frequency words. In terms of development, despite being observable, lexical growth showed a non-linear and unevenly-paced change; thus revealing that limited exposure to target language limits learners' lexical growth (Zhang, Chen and Lee, 2022).

Maamuujav (2021) investigated the lexical density, diversity, and sophistication level of Spanish learners of L2 English in a high school ESL setting, aiming to see the correlation between these three measures, age of acquisition, and overall writing scores. The results revealed that the learners' writing showed low lexical density and diversity and basic words were high in percentage. Learners used lower percentages of academic

vocabulary; yet academic vocabulary use and age of acquisition were the two strongest predictors of overall writing quality.

Table 2. Recent Studies on Vocabulary Development in ESL/EFL Environment

Study	Aim	Participants/Data	Measures	Findings
Laufer, 1991	Analyzing the possible vocabulary growth	47 advanced level first year university students with different L1 backgrounds	Lexical variation, sophistication, originality and density	Throughout a 28-week semester, there were no vocabulary growth in any of the lexical richness measures except lexical sophistication, so vocabulary growth is a result of absolute learner needs regardless of comprehensible input
Engber, 1995	Analyzing the effect of lexical measures to overall writing quality score	66 intermediate to high intermediate university level students	Lexical variation with and without lexical errors, lexical error, lexical density	Among the four measures, lexical density had the lowest correlation and lexical variation without any errors had the highest correlation with overall writing quality scores.
Laufer & Nation, 1995	Analyzing whether LFP reflects learners' vocabulary size and whether there is a relationship between LFP and Vocabulary Level Test.	65 low intermediate to high intermediate students with various L1 backgrounds	LFP, Vocabulary Level Test	LFP was a reliable and valid measure of vocabulary used in learners' writing' and also discriminated among different proficiency levels
Morris & Cobb, 2004	Analyzing the predictive value of learners' vocabulary profiles in their academic courses	122 Canadian TESL students	Vocabprofiler	Vocabprofiler cannot be considered as a stand-alone assessment tool as the correlations were low between course grades and Vocabprofiler measures.
Yu, 2009	Analyzing the effect of lexical diversity on the quality of writing and speaking scores, analyzing the effect of topic on writing, and analyzing the relationship between written and spoken discourse and overall language proficiency.	Writing and speaking section of IELTS, 201 compositions and recorded interviews	Lexical diversity	Lexical diversity was found to be positively correlated with overall writing and speaking quality and language proficiency. And writing topics created significant differences in lexical diversity.

Table 3. (Continued) Recent Studies on Vocabulary Development in ESL/EFL Environment

<i>Study</i>	<i>Aim</i>	<i>Participants/Data</i>	<i>Measures</i>	<i>Findings</i>
Crossley & McNamara, 2012	Predicting L2 writing proficiency by analyzing linguistic features related to cohesion and lexical sophistication	1200 essays of Chinese high school students	Situation model measures, text base measures, surface code measures	All three measures can help to differentiate among proficiency levels. Lexical sophistication was a stronger predictor of the overall writing quality compared to cohesion.
Crossley, Salsbury & McNamara, 2015	Analyzing the relationship among depth of lexical knowledge, breadth of lexical knowledge and holistic scores of lexical proficiency.	Written and spoken outputs of 240 L2 English learners at beginning, intermediate and advance levels	Lexical diversity, word and sense frequency, sense relations, collocation accuracy, word concreteness, word specificity.	Collocation accuracy was the strongest predictor of lexical proficiency, followed by lexical diversity and word frequency.
Hou, Verspoor & Loerts, 2016	Analyzing the language development observed via syntactic and lexical complexity through the lens of DST	Writing samples of high school students and two university groups at different proficiency levels	Lexical and syntactic complexity	All three groups of learners showed different developmental patterns as lexical density and variation showed significant gains whereas lexical sophistication did not.
Lei & Yang, 2020	Profiling the participants by analyzing their written text in terms of lexical richness.	Chinese PhD candidates, final year undergraduates, MA students, native experts' RAs	Lexical diversity, lexical density, lexical sophistication	Native experts had the highest percentages in all three lexical measures followed by CPhD, BA and MA Ss. A divergent patterns was also observed in all three groups for lexical density and diversity especially for CPhDs.
Lee, Ge & Chung, 2021	Analyzing the effect of syntactic and lexical complexity on overall writing quality by differentiating among low, mid and high scores.	60 secondary level Chinese learners of English	Syntactic complexity and lexical complexity (e.g., lexical diversity)	Lexical complexity is a better predictor of writing quality compared to syntactic complexity, and there is a positive correlation between lexical complexity and overall writing quality.

Table 4. (Continued) Recent Studies on Vocabulary Development in ESL/EFL Environment

<i>Study</i>	<i>Aim</i>	<i>Participants/Data</i>	<i>Measures</i>	<i>Findings</i>
Maamuujav, 2021	Analyzing the linguistics features of learners' writings to see the predictive value of lexical density, diversity and sophistication regarding overall writing quality with a focus on academic vocabulary.	70 participants at middle and high school levels	Lexical density, lexical diversity, lexical sophistication	Essays showed low levels of lexical density, diversity and richness in terms of academic vocabulary. Furthermore, the higher the AWL proportion was, the higher the overall writing quality score was.
Therova, D., 2021	Analyzing the effect of academic vocabulary in four different academic genres	1 first year university student	Academic vocabulary knowledge	Topic and genre were important predictors of academic vocabulary use, and reading was the main source of academic vocabulary learning.
Zhang, Chen & Li, 2021	Looking into the developmental features of lexical sophistication, variation, density and error in beginner level learners' writings.	Secondary school students at three grade levels as 7, 8, 9	Lexical sophistication, lexical variation, lexical density, lexical errors	Lexical richness, variation and density level at all three grades were low. Despite showing some growth in all lexical measures, this growth was a non-linear and unevenly distributed one.
Costales, R., 2022	Analyzing the predictive power of productive vocabulary on writing quality	77 pre-service teachers	Vocabulary profile	High frequency words dominated learners' texts regardless of age, year level and sex.
Lin, L. H. F., 2023	Analyzing the effect of vocabulary development on EFL learners' writing proficiency.	83 first year Chinese university students	Contextual factors as in-class studies and out-of-class environments, lexical diversity, lexical density	Vocabulary size was significantly correlated with writing quality while depth of vocabulary has low levels of correlation.

2.5.2. Studies in Turkish Context

Apart from the studies in ESL/EFL context, there are also some studies (Cellat, 2019; Öztürk, 2015; Tömen, 2016; Öztürk, 2018) carried out in Turkish context which have investigated the possible vocabulary development by analyzing the written products of language learners.

Among these studies, Öztürk (2015) looked into the productive vocabulary growth of university students. In her research, she applied both cross-sectional and longitudinal research designs; the first design examining the first- and fourth-year students while the second design examining the receptive and productive vocabulary growth of EFL learners in an English-medium degree program over three years. Her research showed that no evidence was found for significant growth in receptive knowledge and limited evidence for the growth of productive vocabulary knowledge. The researcher discussed that adding new words to their repertoire or transferring receptive knowledge of the words to the productive one could not be observed for advanced-level students, and suggested that English-medium content teaching may not facilitate vocabulary learning.

In another one, Öztürk (2018) investigated the vocabulary growth of EFL learners in a setting which included a greater amount of explicit language instruction. The growth in the written receptive (i.e., reading) vocabulary sizes of 410 EFL learners in an intensive language program was studied over an academic year. Vocabulary sizes of learners from a range of English language proficiency levels were measured using the Vocabulary Size Test (Nation & Beglar, 2007). The study also indicated that vocabulary growth rates were not stable across proficiency levels and showed a fall-rise pattern. However, when proficiency was determined lexically, the results suggested that the growth slowed down as the vocabulary size increased.

In a more recent study, Aslan (2023) focused on the vocabulary development of preparatory school students at university level. He investigated the effect of mobile blended learning on the vocabulary test scores of learners. The researcher carried out an experimental design study with a control and experimental group and taught vocabulary using mobile devices for fourteen weeks. To measure the possible vocabulary development, a pre-test and post-test were administered, and the results showed that while the improvement level was 3.10 in control groups, it was 16.85 in experimental group, revealing the positive impact of mobile blended learning.

Cellat (2019) worked with high school students and analyzed the effects of writing blogs on learners' writing and vocabulary development. By collecting data throughout eighteen weeks, the researcher examined the learners' pre- and post-test results, in other words, before and after blog writings, and concluded that such a treatment helped learners in both their writing and vocabulary development.

Another study was carried out at tertiary level by Tömen (2016) who delved into the relationship between the vocabulary size, lexical density, and lexical diversity in argumentative essays and writing scores of these essays. Tömen (2016) compared the written products of the first- and fourth-year English Language Teaching (ELT) department students. The results of his study showed that for the first-year students, only lexical diversity was found to be significantly correlated with writing scores, and the other two dimensions (vocabulary size and lexical density) were found to be insignificant in explaining the writing scores of the first-year students, while no effect was found for any of the dimensions for the fourth-year students.

Apart from these studies, there have been others (see Table 1) in the Turkish context, which mainly focused on vocabulary development. They focused on the effect of gamification or digital platforms like Google Meet (e.g. Çakır, 2019; Kılıç, 2019; Uyar, 2019; Yüksel Alper, 2022), the effect of implicit vs explicit teaching (Erdoğan, 2016), the effect of various vocabulary learning strategies like vocabulary self-collection strategy on vocabulary development (Aksan, 2020), the effect of using different types of dictionaries as printed vs online on the vocabulary learning of learners (Dönmez, 2022), the effect of creative drama on vocabulary development of young learners (Yumurtacı, 2019), or the effect of adaptation made on vocabulary teaching techniques and/or materials (Subaşı, 2014) on vocabulary development. Moreover, the impact created by the presentation of the vocabulary in various groups like semantic, thematic and unrelated on primary school learners' vocabulary development has also been investigated, favoring the semantic clusters (Doğan, 2021). Most of these cross-sectional studies have mainly focused on vocabulary teaching, not analyzing the written products of language learners longitudinally. Therefore, investigating learners' productive vocabulary development through their real-time written outputs longitudinally may be of help for understanding the vocabulary development of Turkish L2 learners of English

Table 5. *Recent Studies on Vocabulary Development in Turkish Context*

<i>Study</i>	<i>Context</i>	<i>Focus</i>
Aksan, H. İ., (2020)	Secondary School students	The effect of vocabulary self-collection strategy on vocabulary development and learner autonomy
Aslan, M. (2023)	Preparatory School students	The effect of blended mobile learning on learners' vocabulary development
Cellat, S. (2019)	High School EFL learners	The effect of blog writing on learners writing and vocabulary development
Çakır, S. (2019)	Preparatory School students	The effect of gamification on vocabulary development and motivation
Doğan, D. N., (2021)	Primary School students at 3 rd grade	The effect of teaching words in semantic, thematic and unrelated groups on vocabulary development of the learners
Dönmez, B. (2022)	Secondary School students	The effect of dictionary type (printed vs online) on vocabulary development presented as vocabulary learning, retention, perception and search time
Erdoğan, Ş. (2016)	Primary School students at 5 th grade	The effect of implicit and explicit instruction on vocabulary development
Kılıç, T. (2019)	Vocational High School students at 9 th grade	The effect of strategy training and digital flashcard tool use on vocabulary development
Subaşı, S. (2014)	High School students at 9 th grade	The effect of vocabulary teaching techniques designed based on Multiple Intelligences Theory on vocabulary development
Tömen, M. (2016)	Tertiary level, 1 st and 4 th year ELT students	The analysis of vocabulary size, density and diversity between two groups and their relation to essay scores
Uyar, G. (2019)	Tertiary level, 3 th year engineering students	The effect of gamification on vocabulary development and motivation
Yumurtacı, N. (2019)	Primary School students at 2 nd grade	The effect of creative drama on vocabulary development
Yüksel Alper, K. (2022)	Primary School students at 3 rd grade	The effect of online education carried out thorough Google Meet on learners' vocabulary development and autonomy

3. METHODOLOGY

3.1. Research Design

This study employs an explanatory sequential mixed-methods design, wherein the initial phase involves the collection of quantitative data, followed by the use of qualitative data to elucidate and interpret the results obtained from the quantitative phase. Following Creswell's categorization, three primary types of mixed-methods research designs are identified, as illustrated in Figure 4.

Figure 4. *Explanatory Sequential Mixed Method Design*



According to Creswell (2018, p. 304), the explanatory sequential mixed methods approach represents a mixed methods design characterized by a two-phase data collection process. In the initial phase, the researcher gathers quantitative data, analyzes the outcomes, and subsequently utilizes these findings to shape or extend the second, qualitative phase. The quantitative results play a significant role in guiding the purposeful selection of participants for the qualitative phase and determining the questions posed to them. The overarching goal of this design is to leverage qualitative data to provide a more nuanced explanation of the initial quantitative results. Hence, establishing a cohesive link between the quantitative findings and the qualitative data collection is crucial for the success of this approach. Considering these features, in this study, explanatory sequential research design was adopted as the quantitative analysis followed up with qualitative analysis to get deeper insights into the findings of quantitative analysis.

3.2. Participants

The participants of this study are two groups. The first group includes first-year EFL learners of English majoring at English language teaching at Anadolu University, which is a state university in Türkiye. For quantitative data collection, the participants were selected via convenience sampling, and their consent was taken during data collection. However, it should be noted that as the written texts of the learners were

produced as departmental requirements either being exams or assignments, the participants did not write anything only for research purposes; that is why their consent was taken regarding the use of their written outputs. For qualitative data collection, eight participants among these eight seven students were selected via extreme sampling method. Four of these students had the highest score while the other four had the lowest scores in Writing Skills I course. Among these eight participants five were female and three students were male.

At the beginning of their study at Anadolu University, all students are required to show their English proficiency to be able to continue their education at their departments. For this aim, the participants can sit an in-house proficiency test administered by Anadolu University School of Foreign Languages and have to score 60 or above, take the TOEFL-IBT with a minimum score of 72, Cambridge Certificate in Advanced English with a minimum score of C, or Person Test of English with a minimum score of 55.

All of the participants are between the ages of 17 to 21 and their native language is Turkish. The participants whose native language is other than Turkish were excluded from the study. During the data collection, not all of the participants wrote all five texts; therefore, if any one did not write any text, they were also excluded, and there were 87 participants in total, who took part in all the five data collection times.

During the data collection, the participants have continued their undergraduate studies. Their schedule included ten different courses, which are Reading Skills I, Writing Skills I, Listening and Pronunciation I, Oral Communication Skills, Introduction to Education, Educational Sociology, Turkish I, Atatürk's Principles and History of Turkish Revolution I, and a language elective course. Among these courses, the first four use English as medium of instruction, and the rest is in Turkish. The data for this study were collected in the Writing Skills I course, in which the students are expected to learn different academic writing genres and produce texts in these genres.

The second group of participants are four instructors, who took part in qualitative data collection. Three of these instructors were writing skills teachers at the department during fall semester of 2023-2024 academic year. The remaining one instructor was the sole writing skills teacher during data collection of this study. The participants are between the ages of 35 to 55, with at least 15 years of teaching experience. Two of the participants were teaching writing skills course for the first time during qualitative data collection.

3.3. Data Collection and Instruments

For this study, both learners' exam papers written during their proficiency, midterm and final exams as a course requirement, and learner and teacher semi-structured interviews were used as the data source. As mentioned by Polio (2017), written production of the learners has various advantages, one of which is that the number of participants might be greater than when using other methods.

The quantitative data were collected five times throughout the academic year producing 435 texts in total. Figure 5 presents detailed information regarding the times and means of quantitative data collection and Table 4 shows the questions posed for quantitative data collection. The first quantitative data collection was carried out at the beginning of the semester when the learners were required to write a text answering the question stated in the table. That was done as a part of preparatory school language exam, which included three sections as multiple choice, speaking, and writing. That exam was used to determine the learners' language levels to decide whether they could continue their education in undergraduate levels or they should study English language first to reach the required level. The second and the third quantitative data collection were carried out as part of the course requirements, as the midterm and final exam, respectively. These two phases were carried out online where the questions were published online and the learners were expected to write their text within the allocated time. Then the learners were expected to upload their text to the pre-specified submission system in which the texts were checked for plagiarism. All the texts were written four weeks apart. The fourth and fifth quantitative data collection were carried out as midterm and final exams as being a course requirement again. During the fourth and fifth quantitative data collection, the participants wrote their essays in pen and paper, unlike the second and third quantitative data collection.

As the second phase of data collection, qualitative data were procured via the employment of semi-structured interviews with the overarching aim of attaining a nuanced comprehension of teachers' and learners' beliefs on vocabulary development. The interview questions were formulated based on the results of quantitative data analysis. After initial formulation, the questions were analyzed by two experts, and the revised question forms (See Appendix 9) were used during the interview. Data collection was carried out face to face. Each interview lasted around fifteen minutes, and the

interviews with the participants carried out randomly based on their availability. It is noteworthy that a modification to the interview protocol occurred subsequent to the completion of the third student interview. Consequently, the initial three participants were kindly requested to respond to the additional inquiry, which was question five in student version presented in Appendix 9, through a voice message facilitated via the WhatsApp platform. Throughout the qualitative data collection process, interviews were meticulously recorded and simultaneously transcribed utilizing word dictation technology. Before both quantitative and qualitative data collection procedures, both learners' and teachers' consent were taken, the consent form can be seen in appendix 10.

Figure 5. *Data collection times and means*

1st Data Collection	29/09/2021 Pen & Paper Proficiency
2nd Data Collection	14/11/2021 Online Fall Midterm
3rd Data Collection	19/12/2021 Online Fall Final
4th Data Collection	06/04/2022 Pen & Paper Spring Midterm
5th Data Collection	05/06/2022 Pen & Paper Spring Final

Table 6. Essay Questions

Question 1	Pen & Paper Proficiency	• Young people should leave their family home and start living on their own after they graduate from university. Do you agree or disagree?
Question 2	Online Fall Midterm	• “Some people are always in a hurry to go to places and get things done. Other people prefer to take their time and live life at a slower pace. Which one do you prefer?” Use specific reasons and examples to support your opinion.
Question 3	Online Fall Final	• “Some individuals think that success is a result of detailed planning, while others think that success is a result of taking risks.” Which ONE do you think is a better strategy for success in life? Give examples and details.
Question 4	Pen & Paper Spring Midterm	• “What are the 3 most important effects of the Covid-19 pandemic on your life? You can choose 3 areas from the following general effects, social effects, psychological effects, academic/educational effects, health related effects, work-life related, or other areas of your choice.”
Question 5	Pen & Paper Spring Final	• “Think about your favorite musician, or actor/actress, or writer, or fictional character, or director etc. Choose only one of them. Why is this person better than his/her colleagues or peers? Discuss.”

3.4. Data Analysis

The research incorporated a mixed-methods explanatory sequential design encompassing both quantitative and qualitative data collection techniques. The construction of the qualitative data collection instrument was deliberately aligned with the subsequent analysis of quantitative data aiming to amplify the respective strengths of both quantitative and qualitative methodologies in order to achieve a comprehensive and nuanced understanding of the research inquiry. The initial phase of analysis involved the quantitative examination of data. Subsequently, the qualitative data analysis was conducted, informed by and complementary to the insights collected from the quantitative phase. The sequential integration of quantitative and qualitative analyses enhances the robustness of the research findings, allowing for a more thorough exploration of the multifaceted nature of the research phenomenon.

The first step for the quantitative data analysis was to grade the exam papers by three different raters. The first rater was the course instructor herself, as she naturally graded participants' papers for their course grade, her ratings were included in the overall paper score. The instructor used a rubric designed for the course aims which can be seen in Appendix 1. The other two independent raters also graded the papers according to a rubric adopted at the proficiency exam (See Appendix 2). These raters have 15+ years of EFL teaching experience at Anadolu University School of Foreign languages. They hold both a Master's degree in English Language Teaching (ELT) and Diploma in Teaching English to Speakers of Other Languages (DELTA). They have been teaching writing classes and grading learners' essays using the rubric presented in Appendix 2 for more than 5 years. After the raters concluded their grading, for fall midterm, fall final, spring midterm and spring final exams, inter-rater reliability was calculated, and the Cronbach's Alpha value for the exams were found to be .766, .868, .766, and .817, respectively. As the values indicate, there is a high degree of inter-rater reliability among the raters.

For quantitative analysis, the data were analyzed using three different tools. Before the analysis, the students' writings were prepared to run in these tools. As the first data collection was done in pencil-and-paper format, the first step was to transcribe the papers. After the transcription process, the papers were checked and:

1. The numbers were turned from numeric version to written version,
2. Spelling errors that did not distort the word meaning were corrected to make the word recognizable by computer.
3. When there was a spelling error that changed the meaning of the word, it was left as is.

Following the transcription process, to answer the main research question and the first two sub questions, each student's written output was run on the relevant tool one by one. However, one important point to mention is that the essays were also subject to word-limit; that is, the essays below 150 words and above 600 words were eliminated as they failed to follow the instruction during the writing process. Moreover, their use might have created bias in the results, so they were regarded as outliers. The following section presents a detailed explanation about the tools used and how they work.

3.4.1. Vocabulary Profiler: RANGE

RANGE program is used to define the lexical profile of the learners. The program can be reached via <https://www.lex tutor.ca/>. On this website, once the vocabprofile category is chosen, different analyses can be carried out for various age groups and aims. For the purposes of the study, the VP-classic version was used. By copying a text written in “rtf text” format and pasting it on the required field, an online analysis is carried out. Then, the tool shows the results regarding how many words the text contains from the following four frequency levels: (1) the list of the most frequent 1000-word families, (2) the second 1000, (3) the Academic Word List, and (4) words that do not appear on the other lists. A sample output is presented in Figure 6. In the output, K1 words are the most frequently used 1000 words, K2 words are the next 1000-word group, the yellow-colored groups are the words in Academic Word List, and then the final red-colored group is Off-List Words.

Figure 6. Sample output of VocabProfiler

					Words in text (tokens):	243
					Different words (types):	123
					Type-token ratio:	0.51
					Tokens per type:	1.98
					Lex density (content words/total)	0.59
					<i>Pertaining to onlist only</i>	
					Tokens:	241
					Types:	121
					Families:	101
					Tokens per family:	2.39
					Types per family:	1.20
					Anglo-Sax Index:	%
					(A-Sax tokens + functors / onlist tokens)	
					Greco-Lat/Fr-Cognate Index: (Inverse of above)	%

					Current profile	
					%	Cumul.
					90.53	90.53
					6.17	96.70
					2.47	99.17
					0.82	100.00

	<u>Families</u>	<u>Types</u>	<u>Tokens</u>	<u>Percent</u>
K1 Words (1-1000):	86	106	220	90.53%
Function:	...	...	(100)	(41.15%)
Content:	...	...	(120)	(49.38%)
> Anglo-Sax	...	...	(57)	(23.46%)
K2 Words (1001-2000):	10	10	15	6.17%
> Anglo-Sax	...	...	(3)	(1.23%)
1k+2k			...	(96.70%)
AWL Words:	5	5	6	2.47%
> Anglo-Sax	...	...	(2)	(0.82%)
Off-List Words:	?	2	2	0.82%
	101+?	123	243	100%

Figure 7. Sample output of VocabProfiler

Importance of school Education For Real Life In nearly every country school is the first step into life most parents want their child to sent school. Some think that schools are hardly. necessary while the other think the opposite, However, in my opinion, schools are the most important things for preparation_of real life. There are some fans that make me think their way, such as; self-confidence, experiences, and gaining insight into others life As for me , there are three basic reasons for sending children to school. First of all, school makes students more self-confidence. Meeting a lot of information about every brooch and seeing different cities increase their confidence. Thus they trust themselves to do everything and want to include in most exercises./ Another reasons is the experiences that student have in school. Discussing some points, relationships, with their teachers and friends and having boy/girlfriend make them experienced. Thanks to these experiences, when they run into a difficult situation, they know what should be done. Experiences make them more adult. / Finally going insight into others life is very big opportunity for them. When they learn about other life conditions, other experiences and other view of life they make their decisions more logically. To sum up, self-confidence, every experiences and learning other life situations that student have in school are the most helpful preparation them for real life. Therefore, in my opinion schools provide every necessary for real life.	<table><tr><th colspan="2">Current profile</th></tr><tr><th>%</th><th>Cumul.</th></tr><tr><td>90.53</td><td>90.53</td></tr><tr><td>6.17</td><td>96.70</td></tr><tr><td>2.47</td><td>99.17</td></tr><tr><td>0.82</td><td>100.00</td></tr></table>	Current profile		%	Cumul.	90.53	90.53	6.17	96.70	2.47	99.17	0.82	100.00	importance of school education for real life in nearly every country school is the first step into life most parents want their child to sent school some think that schools are hardly necessary while the other think the opposite however in my opinion schools are the most important things for preparation of real life there are some fans that make me think their way such as self confidence experiences and gaining insight into others life as for me there are three basic reasons for sending children to school first of all school makes students more self confidence meeting a lot of information about every brooch and seeing different cities increase their confidence thus they trust themselves to do everything and want to include in most exercises another reasons is the experiences that student have in school discussing some points relationships with their teachers and friends and having boy girlfriend make them experienced thanks to these experiences when they run into a difficult situation they know what should be done experiences make them more adult finally going insight into others life is very big opportunity for them when they learn about other life conditions other experiences and other view of life they make their decisions more logically to sum up self confidence every experiences and learning other life situations that student have in school are the most helpful preparation them for real life therefore in my opinion schools provide every necessary for real life
Current profile														
%	Cumul.													
90.53	90.53													
6.17	96.70													
2.47	99.17													
0.82	100.00													

3.4.2. Lexical Diversity

The analysis of lexical diversity of the target written products of the learners was calculated via “coh-metrix,” which is a tool that carries out the lexical diversity analysis Voc-D via <http://tool.cohmetrix.com>. The online analysis system works in a very straightforward way as the target text is copied and pasted to the mentioned area and then the system runs the calculation in a few seconds. A sample output is presented in Figure 8 below.

Figure 8. Sample output of tool Coh-Metrix

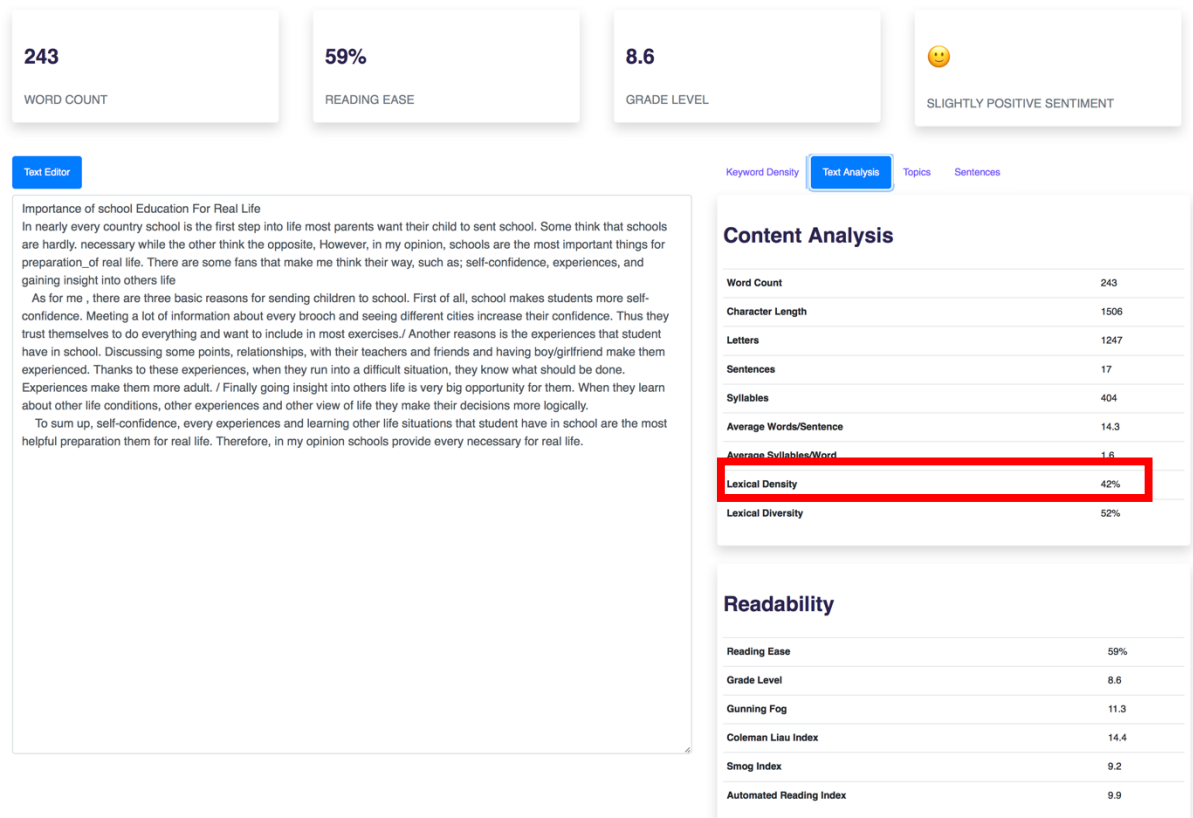
Enter your input			
Importance of school Education For Real Life In nearly every country school is the first step into life most parents want their child to sent school. Some think that schools are hardly. necessary while the other think the opposite, However, in my opinion, schools are the most important things for preparation_of real life. There are some fans that make me think their way, such as; self-confidence, experiences, and gaining insight into others life As for me , there are three basic reasons for sending children to school. First of all, school makes students more self-confidence. Meeting a lot of information about every brooch and seeing different cities increase their confidence. Thus they trust themselves to do everything and want to include in most exercises./ Another reasons is the experiences that student have in school. Discussing some points, relationships, with their			
			
Type text in the image			
Submit			
Lexical Diversity			
46	LDTRc	TYPTOKc	0.662 Lexical diversity, type-token ratio, content word lemmas
47	LDTRa	n/a	0.506 Lexical diversity, type-token ratio, all words
48	LDMTLD	LEXDIVID	83.5/9 Lexical diversity, MTLT, all words
49	LDVOCD	LEXDIVVD	86.085 Lexical diversity, VOCD, all words
Connectives			
50	CNCAI	CONI	133.333 All connectives incidence
51	CNCCaus	CONCAUSi	70.833 Causal connectives incidence
52	CNCLogic	CONLOGi	62.5 Logical connectives incidence
53	CNCADC	CONADVCONi	4.167 Adversative and contrastive connectives incidence
54	CNCTemp	CONTEMPI	33.333 Temporal connectives incidence
55	CNCTempx	CONTEMPEXi	29.167 Expanded temporal connectives incidence
56	CNCAdd	CONADDi	50 Additive connectives incidence
57	CNCPos	n/a	0 Positive connectives incidence
58	CNCNeg	n/a	0 Negative connectives incidence
Situation Model			
59	SMCAUSv	CAUSV	29.167 Causal verb incidence
60	SMCAUSvp	CAUSVP	62.5 Causal verbs and causal particles incidence
61	SMINTEp	INTEI	8.333 Intentional verbs incidence
62	SMCAUSr	CAUSC	1 Ratio of casual particles to causal verbs
63	SMINTEr	INTEC	4.667 Ratio of intentional particles to intentional verbs
64	SMCAUSIsa	CAUSLSA	0.061 LSA verb overlap
65	SMCAUSwn	CAUSWN	0.445 WordNet verb overlap
66	SMTemp	TEMPta	1 Temporal cohesion, tense and aspect repetition, mean

The presented Voc-D index shows how high the learners' diversity score is. According to McCarty and Jarvis (2010), the Voc-D score tends to be between 10 and 100, and the closer the score to 100, the greater the lexical diversity of the text is.

3.4.3. Lexical Density

For the analysis of lexical density, an online lexical density calculator http://textalyser.net/lexical_density.html was used. Like the previously mentioned tools, the design of the webpage is quite simple. The target text is copied and pasted to the provided area named text editor on the page, then the tool automatically analyzes it. The results are presented on the right side of the screen in four different categories as keyword density, text analysis, topics and sentences. Among these four, the text analysis section includes the various measures along with lexical density. Figure 9 shows a sample output.

Figure 9. Sample output of Lexical Density calculator



The final quantitative analysis to see whether there was any progress among learners' outputs across five different exams and whether any lexical measure had predictive value, three-way analysis of variance (ANOVA) and multiple regression was run using the Statistical package for the Social Sciences (SPSS).

To answer the third sub question, after analyzing the lexical profile of the learners, the word category that predicted the learners' grades better than the other categories was determined. After that, the most frequently used five words in the relevant category was found for each exam. Following this, the sentences including these words in every exam were detected, and categorized based on Nation's word knowledge schema (See Table 1). Only the sentences consisting of any mistakes were detected, and any words that were used accurately in terms of form, meaning and use were not included in the analysis. To increase the reliability of the categorization, two evaluators who also graded the essays for the first research question checked the sentences and decided on the category of the accuracy of the target word use.

In the process of answering the third sub research question, the target words were chosen from the academic word list (AWL) category. The reason for this lies in the answer of the first research question. The first research question revealed that both lexical diversity and the words in the AWL predict the overall writing scores more strongly compared to the other variables, namely, lexical density, and the word categories in lexical profile which are K1, K2, and off-list words. Between these two variables, as only the words in AWL can be detected, and lexical diversity does not exhibit any kind of specific words, the words from AWL were selected as the target words. The other important point as to which words should be chosen in AWL was resolved based on the frequency of the words. The most frequently used five words from each exam were chosen and analyzed.

In the context of qualitative data analysis, the transcriptions of both teacher and learner interviews were initially auto-generated using word dictation, as previously mentioned. Subsequent to this automated process, scrutiny and correction of the transcriptions were conducted by two individuals distinct from the primary researcher, ensuring accuracy and reliability. Upon the finalization of the transcription phase, the researcher and two other colleagues proceeded to undertake thematic analysis in accordance with Creswell's established qualitative research coding process (2012, p. 224). This involved the identification of codes and extraction of main themes inherent in the data. Individually, each coder conducted an independent thematic analysis to discern main themes, following which they compared their analyses, fostering a collaborative synthesis aimed at delineating shared thematic patterns. To enhance the accuracy and validity of the findings, the determined codes and main themes were subjected to review by two experts other than the people who took part in identification of the themes, and the results were subsequently presented in accordance with their insights and concurrence. This iterative process aimed to ensure the credibility of the qualitative data analysis

4. RESULTS

This section starts with the presentation of the findings regarding the five exams administered in both the fall and the spring semesters. The students' papers were analyzed by lexical diversity, lexical density, and lexical profile. To provide a general outline, the section starts with a descriptive presentation of the papers analyzed. Table 5 indicates the number of texts analyzed and the mean number of words in students' texts. As Table 5 suggests, the average number of words in the proficiency exam was 329.12, and it was 333.60 for the fall midterm, 550.10 for the fall final, 430 for the spring midterm, and 469.64 for the spring final exam.

Table 7. *Overall Descriptive Statistics for Exams*

	N	Mean
Tokens Proficiency	87	329.12
Tokens Fall Midterm	87	333.60
Tokens Fall Final	87	550.10
Tokens Spring Midterm	87	430
Tokens Spring Final	87	469.64

The study's findings are structured in accordance with the primary research question and its subsequent inquiries. The initial research question tries to find out whether three lexical features that are lexical density, diversity, and profile, exhibit any kind of change. The first subsidiary question investigates the correlation between vocabulary development and overall writing assessment score. The second subsidiary inquiry assesses whether any of these lexical features demonstrate significant correlation and predictive power regarding the variability in overall writing scores. The third subsidiary question analyzes the learners' academic vocabulary usage, specifically examining the accuracy of word usage concerning form, meaning, and contextual appropriateness in written texts. Concurrently, the second research question aims to explore both learners' and instructors' perspectives regarding vocabulary development and its correlation with overall writing assessment scores. Consequently, the presentation of results follows the sequence of these inquiries; yet, the second research question is not presented separately. The outcomes of the second research question are interwoven

within the findings of the primary and subsidiary research questions, and are strategically incorporated with the quantitative outcomes. This deliberate integration serves to illuminate how qualitative insights stemming from the second research question harmonize with and enrich the quantitative findings of the primary and subsidiary investigations. Such an integrative approach contributes to a more nuanced and interconnected comprehension of the intricate dynamics governing vocabulary development and its effects on writing assessment scores.

4.1. Vocabulary Development in terms of Lexical Features

To analyze any possible development or change in the learners' lexical density, diversity or profile measures, a repeated measures ANOVA was conducted via which the measures. The tables below present the results regarding lexical density:

Table 8. Lexical Density Pairwise Comparisons

Pairwise Comparisons						
Measure: MEASURE_1						
(I)	Lexical Density	(J)Lexical Density	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference
						Lower Bound Upper Bound
1	2	3	9.425*	.714	.000	7.367 11.484
		4	5.345	3.645	1.000	-5.157 15.847
		5	7.552*	.668	.000	5.627 9.477
		5	8.379*	.671	.000	6.445 10.314
2	1	3	-9.425*	.714	.000	-11.484 -7.367
		4	-4.080	3.561	1.000	-14.340 6.179
		5	-1.874*	.513	.004	-3.353 -.395
		5	-1.046	.555	.629	-2.645 .554
3	1	2	-5.345	3.645	1.000	-15.847 5.157
		2	4.080	3.561	1.000	-6.179 14.340
		4	2.207	3.576	1.000	-8.096 12.510
		5	3.034	3.619	1.000	-7.392 13.461
4	1	2	-7.552*	.668	.000	-9.477 -5.627
		2	1.874*	.513	.004	.395 3.353
		3	-2.207	3.576	1.000	-12.510 8.096
		5	.828	.465	.787	-.512 2.168
5	1	2	-8.379*	.671	.000	-10.314 -6.445
		2	1.046	.555	.629	-.554 2.645
		3	-3.034	3.619	1.000	-13.461 7.392
		4	-.828	.465	.787	-2.168 .512

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Table 9. *Lexical Density Descriptive Statistics*

	Mean	Std. Deviation	N
Prof. LD	45.94	5.467	87
Fall Midterm LD	36.52	4.305	87
Fall Final LD	40.60	33.231	87
Spring Midterm LD	38.39	3.871	87
Spring Final LD	37.56	4.085	87

The participants have been tested five times over an academic year. The lexical density level of their exam papers has been analyzed at the beginning, in the middle and at the end of the first semester and at the beginning and end of the second semester. A repeated measures ANOVA with an assumption-met sphericity (See Appendix 3) showed that mean lexical density level differed significantly between five time points $F(4,344)=5.193, p=0.000$). To see this difference in depth, a pairwise comparison has been carried out to analyze the difference between essays written at different time points. As the pairwise comparison table suggests, there is a statistically significant difference between proficiency (exam 1) and fall midterm (exam 2), proficiency (exam 1) and spring midterm (exam 4), and proficiency (exam 1) and spring final (exam 5) at $p=.000$ significance level. This difference can be explained via descriptive statistics table; as it shows, the mean scores of lexical densities were 45.94 for the proficiency exam, lowered to 36.52 for fall midterm and increased to 40,60 for fall final and decreased for spring midterm and for spring final as 38,39 and 37,56, respectively. Table 8 and appendix 3 demonstrate the results of ANOVA for lexical diversity.

Table 10. Lexical Diversity Pairwise Comparisons

Pairwise Comparisons						
Measure: MEASURE_1						
(I)	(J)	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
LexicalDi versity	LexicalDi versity				Lower Bound	Upper Bound
1	2	2.679	2.206	1.000	-3.677	9.034
	3	-6.481	2.455	.099	-13.554	.593
	4	-10.940*	2.347	.000	-17.702	-4.178
	5	-1.973	2.158	1.000	-8.191	4.246
2	1	-2.679	2.206	1.000	-9.034	3.677
	3	-9.159*	2.002	.000	-14.927	-3.391
	4	-13.618*	2.156	.000	-19.831	-7.406
	5	-4.651	2.016	.234	-10.459	1.156
3	1	6.481	2.455	.099	-.593	13.554
	2	9.159*	2.002	.000	3.391	14.927
	4	-4.459	2.381	.645	-11.321	2.402
	5	4.508	2.307	.540	-2.139	11.155
4	1	10.940*	2.347	.000	4.178	17.702
	2	13.618*	2.156	.000	7.406	19.831
	3	4.459	2.381	.645	-2.402	11.321
	5	8.967*	2.002	.000	3.198	14.736
5	1	1.973	2.158	1.000	-4.246	8.191
	2	4.651	2.016	.234	-1.156	10.459
	3	-4.508	2.307	.540	-11.155	2.139
	4	-8.967*	2.002	.000	-14.736	-3.198

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Table 11. *Lexical Diversity Descriptive Statistics*

	Mean	Std. Deviation	N
Prof. VOC-D	80.86690	17.119767	87
Fall Midterm VOC-D	78.18830	17.206589	87
Fall Final Voc-D	87.34741	16.110286	87
Spring Midterm Voc-D	91.80669	15.544031	87
Spring Final Voc-D	82.		

A repeated measures ANOVA with a Greenhouse-Geisser correction (See Appendix 3) showed that mean lexical diversity level differed significantly between five time points $F(2.883, 247.905)=14.907, p=0.000$). As repeated measures ANOVA only shows statistical information regarding whether there is a change or not, the nature of this change cannot be seen, which means between which exams there is a change is not clear. Therefore, pairwise comparisons indicate a more in-depth difference between lexical diversity level among different exams. As Table 8 presents, there is a statistically significant difference between proficiency exam (exam 1) and spring midterm exam (exam 4), fall midterm (exam 2) and fall final (exam 3) and spring midterm (exam 4), and spring midterm (exam 4) and spring final (exam 5). The mean scores in Table 9 shows the mean lexical diversity scores of each exam, and the pairwise differences can be easily observed.

Below tables present the results regarding lexical profile by focusing on the first thousand words (K1) in English.

Table 12. K1 Words Pairwise Comparisons

Pairwise Comparisons						
Measure: MEASURE_1						
(I) K1	(J) K1	Mean		Sig. ^b	95% Confidence Interval for Difference ^b	
		Difference (I-J)	Std. Error		Lower Bound	Upper Bound
1	2	5.512*	.423	.000	4.294	6.730
	3	4.272*	.405	.000	3.104	5.440
	4	7.491*	.416	.000	6.294	8.689
	5	7.609*	.567	.000	5.976	9.243
2	1	-5.512*	.423	.000	-6.730	-4.294
	3	-1.240*	.405	.029	-2.406	-.074
	4	1.979*	.405	.000	.812	3.147
	5	2.097*	.567	.004	.465	3.729
3	1	-4.272*	.405	.000	-5.440	-3.104
	2	1.240*	.405	.029	.074	2.406
	4	3.219*	.379	.000	2.127	4.311
	5	3.337*	.592	.000	1.632	5.042
4	1	-7.491*	.416	.000	-8.689	-6.294
	2	-1.979*	.405	.000	-3.147	-.812
	3	-3.219*	.379	.000	-4.311	-2.127
	5	.118	.547	1.000	-1.459	1.695
5	1	-7.609*	.567	.000	-9.243	-5.976
	2	-2.097*	.567	.004	-3.729	-.465
	3	-3.337*	.592	.000	-5.042	-1.632
	4	-.118	.547	1.000	-1.695	1.459

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Table 13. K1 Words Descriptive Statistics

	Mean	Std. Deviation	N
Prof. K1	91.3979	2.69696	87
Fall Midterm K1	85.8856	3.40603	87
Fall Final K1	87.1256	2.79196	87
Spring Midterm K1	83.9064	3.47258	87
Spring Final K1	83.7886	4.79019	87

The K1 levels of the exam papers were analyzed at the beginning, in the middle and at the end of the first semester and at the beginning and end of the second semester. A repeated measures ANOVA with an assumption-met sphericity (See Appendix 3) showed that mean K1 level differed significantly between time points $F(4, 344)=85.117$, $p=.000$). To see this difference in depth, a pairwise comparison was carried out to analyze the difference between essays written at different time points. As the pairwise comparison table (Table 10) suggests, there is a statistically significant difference between all exams except fall midterm and fall final, and spring midterm and spring final. This lack of difference can be explained via descriptive statistics table (Table 11); as it shows, the mean scores of K1 is 85.88 for the fall midterm exam and 87.12 for the fall final exams, which are similar, with no statistically significant difference. For spring midterm, the mean score is 83.90 while it is 83.78 for spring final, which are almost the same.

Table 14. K2 Words Pairwise Comparisons

Pairwise Comparisons						
Measure: MEASURE_1						
(I) K2	(J) K2	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
1	2	-3.014*	.221	.000	-3.652	-2.377
	3	-1.620*	.239	.000	-2.309	-.931
	4	-1.097*	.211	.000	-1.705	-.489
	5	-.078	.213	1.000	-.692	.537
2	1	3.014*	.221	.000	2.377	3.652
	3	1.395*	.247	.000	.684	2.105
	4	1.918*	.222	.000	1.279	2.557
	5	2.937*	.233	.000	2.265	3.609
3	1	1.620*	.239	.000	.931	2.309
	2	-1.395*	.247	.000	-2.105	-.684
	4	.523	.223	.212	-.119	1.165
	5	1.542*	.231	.000	.878	2.206
4	1	1.097*	.211	.000	.489	1.705
	2	-1.918*	.222	.000	-2.557	-1.279
	3	-.523	.223	.212	-1.165	.119
	5	1.019*	.218	.000	.391	1.647
5	1	.078	.213	1.000	-.537	.692
	2	-2.937*	.233	.000	-3.609	-2.265
	3	-1.542*	.231	.000	-2.206	-.878
	4	-1.019*	.218	.000	-1.647	-.391

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Table 15: K2 Words Descriptive Statistics

	Mean	Std. Deviation	N
Proficiency K2	3.6051	1.47354	87
Fall Midterm K2	6.6195	1.59909	87
Fall Final K2	5.2247	1.75296	87
Spring Midterm K2	4.7020	1.43131	87
Spring Final K2	3.6828	1.58015	87

The K2, the first 2000 words, level of the exam papers were analyzed at the beginning, in the middle and at the end of the first semester and at the beginning and end of the second semester. A repeated measures ANOVA with a Greenhouse-Geisser correction (See Appendix 3) showed that mean K2 level differed significantly between time points $F(3.909, 366.168 = 60.398, p = .000)$. To see this difference in depth, a pairwise comparison was carried out to analyze the difference between essays written at different time points. As the pairwise comparison table suggests, there is a statistically significant difference between all exams except proficiency and spring final, fall final and spring midterm. This lack of difference can be explained via descriptive statistics table; as it shows, the mean scores of K2 is 3.60 for the proficiency exam and 3.68 for spring final exam, which are almost identical, and it is 5.22 for fall final and 4.70 for spring midterm, which are close; thus, resulting in no statistically significant difference.

Table 16. AWL Pairwise Comparisons

Pairwise Comparisons						
Measure: MEASURE_1						
(I) AWL	(J) AWL	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
1	2	-1.275*	.233	.000	-1.946	-.603
	3	-2.351*	.236	.000	-3.032	-1.670
	4	-1.411*	.200	.000	-1.988	-.835
	5	-.378	.207	.721	-.975	.220
2	1	1.275*	.233	.000	.603	1.946
	3	-1.076*	.247	.000	-1.786	-.366
	4	-.137	.238	1.000	-.821	.548
	5	.897*	.206	.000	.304	1.490
3	1	2.351*	.236	.000	1.670	3.032
	2	1.076*	.247	.000	.366	1.786
	4	.940*	.249	.003	.223	1.656
	5	1.973*	.250	.000	1.252	2.694
4	1	1.411*	.200	.000	.835	1.988
	2	.137	.238	1.000	-.548	.821
	3	-.940*	.249	.003	-1.656	-.223
	5	1.034*	.210	.000	.429	1.638
5	1	.378	.207	.721	-.220	.975
	2	-.897*	.206	.000	-1.490	-.304
	3	-1.973*	.250	.000	-2.694	-1.252
	4	-1.034*	.210	.000	-1.638	-.429

Based on estimated marginal means

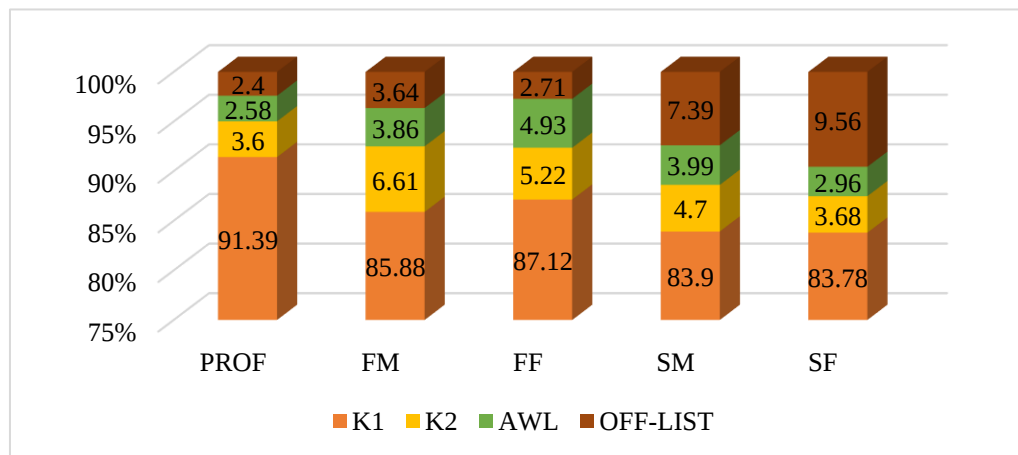
*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Table 17. AWL Descriptive Statistics

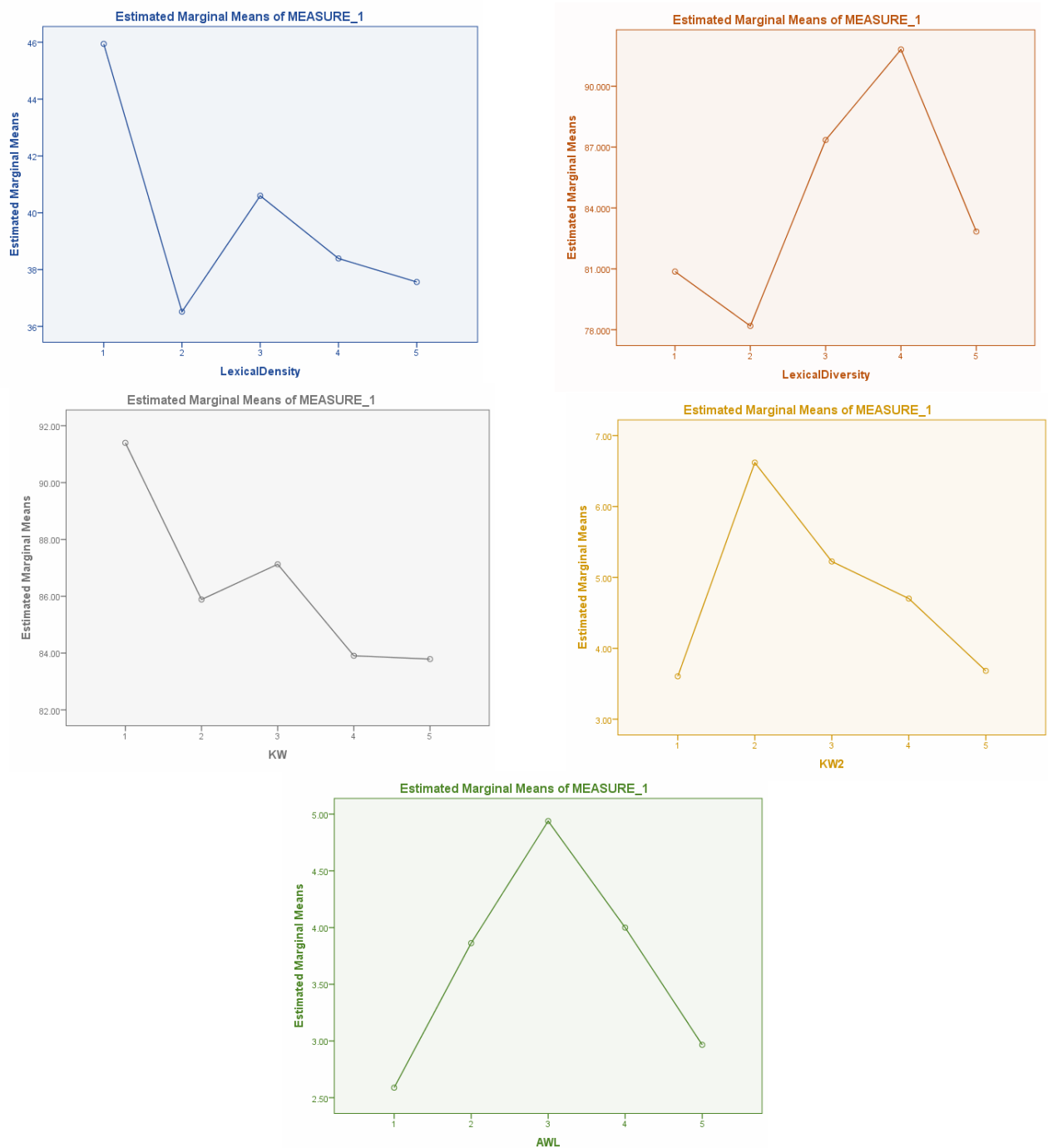
	Mean	Std. Deviation	N
Proficiency AWL	2.5883	1.56556	87
Fall Midterm AWL	3.8630	1.67011	87
Fall Final AWL	4.9392	1.90907	87
Spring Midterm AWL	3.9995	1.70780	87
Spring Final AWL	2.9660	1.48837	87

The AWL, academic word list, level of the exam papers was analyzed at the beginning, in the middle and at the end of the first semester and at the beginning and end of the second semester. A repeated measures ANOVA with Greenhouse-Geisser correction (See Appendix 3) showed that mean AWL level differed significantly between time points $F(3.739, 321.585)=32.832, p=.000$). To see this difference in depth, a pairwise comparison was carried out to analyze the difference between essays written at different time points. As the pairwise comparison table suggests, there is a statistically significant difference between all exams except between proficiency and spring final; and between fall midterm and spring midterm. This lack of difference can be explained via descriptive statistics table; as it shows, the mean scores of AWL is 2.58 for proficiency exam and 2.96 for spring final exam; and it is 3.86 for the fall midterm exam and 3.99 for spring midterm exam, which are similar, indicating no statistically significant difference.

Figure 10. Lexical Profile Change

All in all, all the tables above showing all the measures as lexical density, lexical diversity and lexical profile, and Figure 10 particularly demonstrating collective results regarding K1, K2 and AWL present fluctuating developmental patterns, suggesting that learners' writings may indicate growth at some points and then a decline and another increase, supporting the dynamic nature of language learning. This pattern can also be observed easily in the following figures.

Figure 11. All Measures Developmental Patterns



Subsequent to conducting a rigorous quantitative analysis to afford a comprehensive understanding of the subject matter, semi-structured interviews were systematically administered to both educators and students. Specifically, queries two, three, four and five were strategically designed to elicit responses pertaining to potential alterations in the vocabulary use or any possible change exhibited by the learners or the perceived reasons behind any change, and question nine was designed to get participants' recommendation on for better vocabulary development. Table 16 below presents the main themes of qualitative analysis.

Table 18: Qualitative Data on Vocabulary Development

THEMES	CODES
<i>How do you think your use of words in written texts has changed throughout the first-year writing course?</i>	
Adaptation to Academic Language	- Complex Connectives - Increased Precision
Impact of Learning Environment	- Online Learning Impact - University Level Impact
Self-Directed Improvement	- Diversified Word Choices - Efforts to Enhance Vocabulary
<i>How did the vocabulary you acquired during your first-year writing class impact your writing process? What was it like at the beginning of the semester? What was it like at the end of the semester?</i>	
Vocabulary Development	- Consistency and Stability in Vocabulary - Progress in Word Usage Efficiency - Formal Vocabulary Learning
<i>How did you determine the words you would use when creating your written texts?</i>	
Diverse Word Selection Strategies	- Intuitive Expression - Academic Research - Pre-Planning Strategy
Contextual Factors	- Prior Learning Experience - Topic Dependency
Adaptive Learning and Resource Integration	- Learning from Examples - Resource Utilization
<i>What did you do inside and outside the classroom to improve your vocabulary?</i>	
In-Class Experience	Connectives
Outside Activities	- Vocabulary for Hobbies - Online Content Exploration - Social Interaction - Research for Assignments - Learning from Exams
Limited Engagement	- Limited Class Engagement - Difficulty in Recall

Table 16: (Continued) Qualitative Data on Vocabulary Development

<i>When you think about your first-year writing class, what do you recommend doing in this class for your vocabulary development?</i>	
• Diversified Context	• Integrating listening and Reading • Material Diversification • Writing Topics
• Curriculum Design and Instructional Approaches	• Academic and Formal Language Instruction • In-Class Activities and Continuous Assessment • Long-term Planning
• Teacher Involvement and Modelling	• In-Class Collaboration • Exemplary Essay Analysis • Feedback

The first two questions on the table were primarily formulated to ascertain the learners' perceptions concerning their vocabulary development. As delineated in the table, learners predominantly assert a discernible shift in their vocabulary use, characterized by an inclination toward employing more academic language and formal language by integrating complex connectives and diversifying their lexical choices to augment the overall diversity within their written compositions. Additionally, they have exhibited an increased precision related to word selection and progress in word usage efficiency over the course of the semester. The following excerpts serve as illustrative manifestations of the perspectives articulated by the learners.

L4: “: Kelime açısından daha çok kendimi geliştirdiğimi fark ettim. Çünkü mesela örneğin genellikle paragraf içerisinde bir kelimeyi tekrar etmemeye çalıştığım için bu yüzden yine şeyin kelimelerin eş anlamlılarını araştırmaya başladım. O yüzden kelime bilgim de arttı diyebilirim.” (I realized that I was improving myself more in terms of words because, for example, I usually try not to repeat a word in a paragraph, that’s why I started researching for the synonyms of words. That’s why I can say that my vocabulary has increased.) (Increased Precision)

L7: “Bağlaçları daha etkili kullanmaya başladım; özellikle ‘buna rağmen’ ya da ‘ancak’ gibi bağlaçlar ekleyerek cümlelerimi daha iyi bir şekilde birbirine bağladım.” (I started to use conjunctions more effectively; I linked my sentences together better, especially by adding conjunctions such as ‘despite’ or ‘however’) (Complex Connectives)

L8: “Daha rahat yazıyordum. Başlıyordum yazmaya bir bakıyordum, bitmiş zaten yazacağım şey.” (I was writing more easily. I was starting to write and then I already finished without knowing.) (Progress in Word Usage Efficiency)

L1: “Daha formal bir dil kullanıyoruz. Profesyonel dille iletişim kurmaya daha özen gösteriyorum.” (We use more formal language. I pay more attention to communicating in a professional language.) (Formal Vocabulary Learning)

While most of the learners believe that their vocabulary knowledge was positively affected as mentioned, some believe that there was no change in their vocabulary knowledge as there was a consistency and stability in their vocabulary knowledge.

L9: “Yani dersin gelen olarak bana kattığı şey sadece essay tipini nasıl oluşturmamız gerektiği. Yani kelime bilgisi konusunda kelime seçme konusunda pek bir farklılık olmadı.” (So, what it added to me as a lecturer is just how we should create the essay type. So, in terms of vocabulary, there wasn’t much difference in vocabulary knowledge or choosing words.)

The qualitative analysis substantiates certain observations derived from the quantitative analysis. As illustrated in Figure 10, a discernible reduction in the utilization of K1 is observed concomitant with a notable increase in the incorporation of academic terminology, a trend corroborated by the testimony of the learners. The progression of learners throughout an academic year is distinctly associated with a gradual augmentation in their deployment of academic vocabulary. Despite the predominantly positive trajectory in learners' overall perceptions of their vocabulary development, Figure 10 reveals a fluctuating pattern characterized by periodic changes. The elucidation of this fluctuation can be discerned through the learners' remarks, which was aimed to explore thorough the third and the fourth questions on the table. The answers of the third question revealed that word selection strategies, contextual factors, adaptive learning and resource integration played a part in learners’ vocabulary change. Particularly learners’ prior knowledge affected their intuitive expressions, and their knowledge on the topic also shaped their academic research and pre-planning strategies.

L1: “O konuda, evet dediğim gibi belirleme sürecim olmadı.” (As I mentioned I didn’t have a determination process) (Intuitive Expression)

L1: “Ben yazma konusunda zaten çok ilgili bir insanım. Liseden beri hep hikâye, roman okumayı ve hani hikâye daha çok, genel olarak ben yazmayı çok seviyorum. Akademik yazma olarak da yine lise döneminde bir projem olmuştu. TÜBİTAK kapsamında bölge finaline kadar gidebilmiştik. O yüzden böyle akademik olarak yazma konusunda bir eğitimim vardı.” (I am already a very interested person when it comes to writing. Since high school, I have always loved reading stories and novels and, writing mostly stories. I also had a project in academic writing during high school. We were able to make it to the regional final within the scope of TÜBİTAK. So, I had training in writing academically like that.) (Prior Experience)

L6: “Şöyle kendi bilgim tabii ki ama mesela hoca bize örnekler gösterirken mesela bir paragrafa başlarken örnek paragraflar gösteriyor therefore yazıyor moreover yazıyor. (This is my own knowledge, of course, but for example, when the teacher shows us examples, for example, when starting a paragraph, she shows sample paragraphs and writes ‘therefore’ and writes ‘moreover’.) (Learning from Examples)

The learners’ remarks concerning the fourth inquiry offer insights into the underlying rationales for vocabulary change, centering on both in-class and out-of-class engagements. Particularly underscored in the excerpts is the influential role played by extracurricular activities in fostering vocabulary development, harmonizing academic pursuits with social and personal endeavors. In contrast, discussions pertaining to classroom activities primarily revolve around exercises focusing on connectives, with learners highlighting their restricted participation in class as an important contributing factor.

L5: “Yabancı oyun mesela benim için orada bir karakter hikayeleri yazmam gerektiği oldu...” (For example, games meant that I had to write character stories there) (Vocabulary for Hobbies)

L7: “Bireysel yaptığım, arkadaşlarımla kendi aramızda İngilizce konuşuyorduk.” (Individually, we were speaking English among ourselves with friends.) (Social Interaction)

L2: “Genellikle ödevlerimi hazırlarken araştırmalar yaptım, işte kelime, farklı kelime dediğim gibi, bulmaya çalıştım.” (I usually did research while preparing my homework, tried to find words, different words as I said.) (Research for Assignments)

L8: “Hani mesela ‘but’ falan demek için o dediğim gibi. Bu şekilde, yani daha çok moc- examlara bakarak çalıştım ilerledim.” (For example, like I said, to say ‘but’ or something like that. I studied and progressed in this way, mostly by looking at moc-exams.) (Learning from Exams)

Analyzing learners’ ideas reveal an important factor vocabulary knowledge fluctuation in first and second semesters especially regarding online content exploration suggesting a plausible correlation with the impact of learning environment, particularly the impact of online learning environment via mode of examination. Notably, the first-semester, administration of online examinations afforded learners the freedom to employ various tools and preparation, thereby contributing to the observed variability. While learners underscored the significance of the topic dependency as a determinant of their

vocabulary use, when examinations were conducted online, irrespective of the thematic focus, learners exhibited an inclination to integrate more academic words.

L2: “Şey yaptım. Bu akademik olarak böyle, formal olan kelimeleri, onları araştırıp, oradan hep genelde onları kullanmaya çalışıyorum.... Tamamen internetten.” (Well, I did scuh a thing that I researched formal words and tried to use them from there..... Completely on the internet.) (Online Content Exploration)

Another plausible explanation for the observed variability may stem from divergent engagement levels among learners in both in-class and extracurricular activities aimed to enhance their vocabulary knowledge. The absence of mandatory class attendance has resulted in learner variations, where some diligently participate in the instructional sessions, in which only one time vocabulary teaching was done pertaining to transition words, as alluded to in the remarks provided by the learners below.

L1: “Ders dışında herhangi bir şey yapmadım yani.” (I didn’t do anything else other than the class requirements.) (Limited Engagement)

L1: “...yani şöyle dediğim gibi sadece bağlaç tarzı kelimeleri ayriyeten görmüştüm bir tablo şeklinde...” (...So, as I said, I only saw conjunction type words in the form of a table...) (Connectives)

L5: “...yani derste de öğrenmiştik sanırım böyle daha işte bir şeylere bağlanıp cümleleri birbirine bağlama ya da o tarz geçiş kelimeleri olsun onlara yine dersteki örneklerden de yararlandım diyebilirim...” (I mean, I think we learned that in the lesson, such as connecting sentences to each other or those kind of transition words, I can say that I also benefited from the examples in the lesson...) (Connectives)

The findings derived from the teacher interviews indicate a consensus among educators regarding the positive impact of in-class instruction of transition words on the students’ adeptness in using such linguistic elements. Nevertheless, beyond this specific aspect, teachers contend that there is an absence of observable alteration in the learners’ overall vocabulary use. Evidently, students persist in employing their pre-existing lexical repertoire in their written compositions indicating a consistency or stability in vocabulary knowledge.

T1: “...orada hani sıklıkla kullanılması gereken, yani kullanması gereken bağlaçlar üzerine bir şey karıştırılan kelimeler üzerine bir bölüm vardı... Bunların çok faydasını görüyorduk” (There was a section on words that should be used frequently, that is, on the conjunctions that should be used, which was confused a lot... We benefited these very much...)

T4: “Yani aslında kelime boyutunda çok ciddi bir fark gözlemlemedim. Yani hani o işte müthiş fark etti, şimdi çok daha şey hani advanced kelimeler kullanıyorlar falan diyemem açıkçası...” (So actually, I didn’t observe a significant difference in terms of word use. I mean, I cannot say woow they made a huge difference. Frankly, I can’t say that they use much more advanced words now...)”)

In conclusion, the collective insights gained from both student and teacher interviews underscore the discernible disparities evident in learners’ vocabulary usage, particularly influenced by both contextual factors and learning environment especially the modalities of education and examination. Additionally, notwithstanding the positive influence exerted by in-class instruction on learners' vocabulary development with regard to transition words, out of class or personal studies appear to be particularly important in shaping the nuanced trajectories of learners’ linguistic evolution, thereby contributing to the observed fluctuations in their developmental patterns.

Both learners and teachers expressed their perceptions of learners’ vocabulary development and offered insights into possible reasons behind it. However, both parties acknowledged that there is room for improvement in this aspect, particularly in response to the final interview question seeking suggestions for vocabulary development as can be seen in Table 16. Notably, participants highlighted the importance of factors related to curriculum and teacher involvement. They emphasized the significance of integrating reading and listening activities into the curriculum. They observed that visual exposure to words aids in spelling and improves learning efficiency. Additionally, they recommended diversifying materials, such as incorporating podcasts, to provide students with diverse linguistic inputs. Furthermore, participants stressed the importance of providing diversified writing topics to enhance engagement. They believed that offering topics related to students’ interests would motivate them to complete tasks more enthusiastically.

L1: “Ya bir şeyi görsel olarak gördüğünüz zaman hani spelling konusunda daha kolay oluyor.” (You know, when you see something visually, it becomes easier to write it down when it comes to spelling.)

L5: “Hani o tarz şeyler olsaydı makaleler. Eminim ödevi yapmış olurdum diye düşünüyorum, çünkü hani insanı şeyden, sevdiği konudan zaten keyif alıyor.”. (I wish there were such articles. I'm sure I would have done my homework, because you know, people already enjoy the thing, the subject they love.)

Regarding curriculum design, participants emphasized the need for differentiated instruction for academic and formal language. They advocated for the inclusion of in-class activities and continuous assessment to support ongoing vocabulary development. Additionally, participants suggested assigning tasks that require students to learn specific vocabulary, with grades reflecting their efforts. They also proposed spreading language learning goals across multiple semesters instead of condensing them into a single year.

L3: “Hani şöyle bir ödev geliyor işte bu kelimeleri öğrenin, işte bir şekilde bir ödev geliyor öğrenin. Yaptığınız işte her ödev için işte 3 puan 5 puan alacaksınız diye notunuza yansıyacak denilse öğrenci de bunu yapar zaten. Kendini öyle geliştirebilir. Daha böyle adım adım... ama kesinlikle bence sınıf içinde de bir aktivite olmalı.” (You know, an assignment comes like this, learn these words, here comes an assignment somehow, learn them. If you are told that your work will reflect 3 points or 5 points on your grade for each assignment, the student will do this anyway. He can improve himself that way. Just step by step... but I definitely think there should be an activity in the classroom as well.)

L5: “Bence her dönem bile olabilir, bir seneye sığdırmak yerine her döneme yayılabilir.” (I think it can be in every semester. Instead of fitting it into one year, it can be spread over every semester.)

Moreover, participants underscored the importance of teacher involvement in facilitating vocabulary development. They recommended in-class collaboration between students and teachers in writing activities, enabling students to observe the teacher’s writing process and understand writing conventions better. Furthermore, participants proposed analyzing exemplary essays in class to expose students to advanced vocabulary and demonstrate effective language use. Lastly, participants highlighted the significance of feedback from teachers in the vocabulary development process.

L2: “Mesela örnek essayler o essayde kullanılan kelimeler hoca bunu öğrencilere sağlayıp bunu inceleyebilirler.” (For example, sample essays, the words used in that essay, the teacher can provide this to the students and examine it.)

The next section focuses on the second aspect of the first research question, that is, whether any of the lexical measures has any predictive value on the overall writing score. To see the predictive values, a multiple regression analysis was carried out. For this analysis, first a Pearson correlation was calculated and then based on the significance of the correlation, a regression analysis was carried out. Table 17 shows Pearson correlation coefficients presenting the relationship between all the lexical measures and

overall writing score in the average scores of proficiency, fall midterm, fall final, spring midterm, and spring final exams. As the table indicates, only two variables (lexical diversity and academic words in lexical profile) were found to be significantly correlated with the overall writing scores of the learners.

Table 19: Overall Correlation Coefficients

Correlations								
		AVERAGE LD	AVERAGE VOC-D	AVERAGE K1	AVERAGE K2	AVERAGE AWL	AVERAGE OFF- LIST	AVERAL ALL SCORES
AVERAGE LD	Pearson Correlation	1	.097	-.318**	.167	.140	.297**	.079
	Sig. (2-tailed)		.374	.003	.121	.197	.005	.466
	N		87	87	87	87	87	87
AVERAGE VOC-D	Pearson Correlation		1	-.307**	.044	.316**	.25*	.379**
	Sig. (2-tailed)			.004	.689	.003	.037	.000
	N			87	87	87	87	87
AVERAGE K1	Pearson Correlation			1	-.409**	-.729**	-.791**	-.135
	Sig. (2-tailed)				.000	.000	.000	.212
	N				87	87	87	87
AVERAGE K2	Pearson Correlation				1	.057	-.021	-.013
	Sig. (2-tailed)					.599	.849	.903
	N					87	87	87
AVERAGE AWL	Pearson Correlation					1	.373**	.331**
	Sig. (2-tailed)						.000	.002
	N						87	87
AVERAGE OFF-LIST	Pearson Correlation						1	-.026
	Sig. (2-tailed)							.813
	N							87
AVERAGE ALL SCORES	Pearson Correlation							1
	Sig. (2-tailed)							
	N							
**. Correlation is significant at the 0.01 level (2-tailed). / *. Correlation is significant at the 0.05 level (2-tailed).								

4.2. The relationship between Vocabulary Development and Writing Scores

Following the results of the correlation analysis, a regression was run to see if these two measures, namely, Voc-D and AWL, have any predictive value over the writing scores. A careful analysis of all exams revealed that although lexical diversity has a significant predictive value regarding overall writing scores of the learners' essays, the prediction of variability can be seen to be very low, as the following tables explain in detail.

Table 20: ANOVA for Voc-D

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	954.258	1	954.258	14.224	.000 ^b
	Residual	5702.661	85	67.090		
	Total	6656.920	86			

a. Dependent Variable: AVERAL ALL SCORES

b. Predictors: (Constant), AVERAGE VOC-D

Table 21: Regression for Voc-D

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.379 ^a	.143	.133	8.191

a. Predictors: (Constant), AVERAGE VOC-D

b. Dependent Variable: AVERAL ALL SCORES

Linear regression analysis was used to test if mean lexical diversity level calculated for all exams significantly predicted participants' overall writing scores, again calculated for all five exams. Table 18 and Table 19 suggest that the results of the regression indicated the predictor significantly explained 14.3% of the variance ($F(1, 85) = 14.224, p = .000$), with an R^2 of .143.

Table 22: ANOVA for AWL

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	730.337	1	730.337	10.475	.002 ^b
	Residual	5926.582	85	69.724		
	Total	6656.920	86			

a. Dependent Variable: AVERAL ALL SCORES

b. Predictors: (Constant), AVERAGE AWL

Table 23: Regression for AWL

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.331 ^a	.110	.099	8.350

a. Predictors: (Constant), AVERAGE AWL

b. Dependent Variable: AVERAL ALL SCORES

The second measure that was found to be significantly correlated with writing scores was AWL, namely the academic words in lexical profile section. Table 20 and Table 21 show that the predictor, AWL words, significantly explained 11% of the variance ($F(1, 85) = 10.475, p < .05$), with an R^2 of .110. Overall, in terms of the predictive value of the measures, lexical diversity correlates more strongly than AWL with the overall quality of student writing, which shows that lexical diversity can be seen as a better predictor of writing quality.

Additionally, the qualitative data results substantiate the principal findings derived from the quantitative analysis. Specifically, inquiry four in the interview (See Appendix 9) explores salient aspects of word usage in the composition of written texts. The participants' responses to this question, alongside their overarching remarks in other inquiries, notably emphasize the importance accorded to lexical diversity in their writing. As illustrated in the participants' expressions, lexical diversity assumes a pivotal role in enhancing the expression of ideas and elevating the overall quality of written discourse.

L1: "...Sınav için de aklımda bana daha çok yakın gelen preposition'ı kullanıyordum ya da işte farklı kelimeler kullanmaya çalışıyordum..." (For the exam, I was using the preposition that was closer to me, or I was trying to use different words.)

L3: “Yazılı metinlerimizi oluştururken önemli olan şey kendimizi ifade etmemiz olduğu için kelime çeşitliliği çok önemli oluyor çünkü ne kadar çok kelime kullanırsan kendini o kadar açık şekilde ifade etmiş oluyorsun...” (Since the important thing when creating our written texts is that we express ourselves, word diversity is very important because the more words you use, the more clearly you express yourself.)

L4: “Kelime çeşitliliğinin önemli olduğunu düşünüyorum. Bir paragraf yazarken bir kelimeyi çok tekrar tekrar kullanmanın iyi olduğunu düşünmüyorum.” (I think lexical diversity is important. I don’t think it’s good to use a word over and over again when writing a paragraph.)

Moreover, quantitative analysis indicated that academic words are a notable predictor of writing quality within the spectrum of lexical profile parameters. However, qualitative data present divergent perspectives on this matter. While certain students posit that academic vocabulary is important in writing, others contend that words that are not considered as academic are equally crucial. The rationale underlying the latter perspective posits that an excessive incorporation of academic vocabulary may impose cognitive strain on the reader.

L3: “...Bence ilk bindeki kelimeler, basit kelimeler çok önemli, yani akademik olarak çok yoğun bir makale yazacaksak belki daha akademik kelimeler kullanılabilir ama bizim için bence gerekli değil.” (I think the words in the first thousand, simple words, are very important. If we are going to write an academically intense article, maybe more academic words can be used, but I don’t think it is necessary for us.)

Upon analysis of teachers’ perspectives, it becomes evident that they imply the significance of both academic words and the diversity of vocabulary employed. The following excerpts serve to elucidate the teachers' stance on this matter.

T1: “...Yani kullandığınız kelimeler sizin kompozisyon notunuzu da geliştirecektir her zaman ve hani akademik olarak şu kelime kullanımlarına dikkat etmelisiniz. Aynı kelimenin daha formal daha informal halleri vardır ya da aynı anlamda iki kelime grupları vardır. Dolayısıyla işte akademik olanlara gitmelisiniz ya da şu eklere dikkat edebilirsin...” (...So the words you use will always improve your composition grade, and you should pay attention to the academic word usage. There are more formal and informal forms of the same word, or there are two groups of words with the same meaning. Therefore, you should go for the academic ones or you can pay attention to these suffixes...)

T2: “...Onun haricinde ben öğrencilerime tabii feedback verirken, hani kelime bazında da gramer bazında da feedbacklerimizi veriyoruz elbette. Çünkü kriterimizde de yer alıyor vocab bölümü.... Aynı zamanda şuna da çok dikkat ediyorum, bir kelimenin bir halini verdiğimde acaba diğer hallerini bilip bilmediklerini kontrol etmeye çalışıyorum. Biliyorlarsa benim için her zaman çeşitliliğin önemli olduğunu vurguladığım için biliyorlarsa her seferinde aynı kelimeyi tekrar etmelerinden ise en azından diğer hallerini de kullanmalarını bekliyorum...” (Apart from that, while I give feedback to my students, we also give feedback on vocabulary and grammar because the vocab section is also included in our criteria... At the same time, I pay close attention to this; when I give them one form of a word, I try to check whether they know the other forms. If they know, since I always emphasize that variety is important to me, if they know, I expect them to at least use other forms of the word rather than repeating the same word every time...)

4.3. Accuracy of Five Most Frequently Used Academic Words

The third sub-question investigates the accurate use of vocabulary in learners’ written essays. To analyze the accuracy, five target words were chosen for each exam. As the learner profile tool *RANGE* presented vocabulary in four different fields, which are K1, K2, AWL and off-list words, the words in AWL were used for further accuracy analysis. To decide which words to use, first, the answer of the first research question was taken into consideration. As mentioned earlier, only lexical diversity and AWL had a positive correlation with the writing scores. Furthermore, among the words categories in learner profile tool, only AWL had a correlation with writing scores, it had a predictive value of 11% based on regression analysis results. Therefore, the words in AWL were decided to be used for accuracy analysis. The next step included choosing the words in AWL. During *RANGE* analysis, the tool presented which words used by the learners were in AWL. Thence, every word in AWL was noted down for each essay for five exams. From the resulting list, the most frequently used five words for each exam were chosen for further analysis. The frequently used words for each exam and how many times they were used can be seen in the table below.

Table 24: Most Frequently Used Academic Words

Exam	Word	Times	Category
Proficiency	Job	85	Noun
	Adult	63	Noun
	Financial	19	Adjective
	Economic	18	Adjective
	Sum	16	Verb
Fall Midterm	Focus	49	Verb & Noun
	Job	39	Noun
	Benefit	27	Verb & Noun
	Mental	27	Adjective
	Affect	24	Verb
Fall Final	Achieve	197	Verb
	Goal	179	Noun
	Job	61	Noun
	Benefit	54	Verb & Noun
	Strategy	51	Noun
Spring Midterm	Affect	142	Verb
	Psychological	65	Adjective
	Academic	37	Adjective
	Area	37	Noun
	Sum	36	Verb
Spring Final	Role	49	Noun
	Job	45	Noun
	Sum	38	Verb
	Series	30	Noun
	Create	28	Verb

After finding out the target words, the sentences that included these words were detected. All the sentences on exam basis can be seen in Appendix 4,5,6,7 and 8. The two evaluators put the words into categories based on Nation's classification of knowing a word; that is, they were differentiated according to form-, meaning-, and use-related accuracy problems. Upon the two evaluators' completion of the categorization, a third evaluator checked the sentences to increase the validity of the results. The evaluators followed the following steps to analyze the sentences:

1. Looking at the sentence that includes the target word and to check the whole essays when necessary to see the word in context.
2. Checking online Cambridge dictionary to see both different meanings and uses of a word.
3. In case of any ambiguous situations, checking Corpus of Contemporary American English (COCA) to see various uses. This is especially applied in a case related to collocations.

The table below presents the overall results regarding the academic words, the number of problematic usages and the types of errors in terms of form, meaning and use based on Nation's (2001) categorization. The section following the table presents the detailed results related to the problematic sentences for each word in each exam.

Table 25: Most Frequently Used Academic Words and Error Types

Word	# of Occurrence	# of Problematic Sentences	Types of Errors*
Job	230	22	Meaning (12) Use (10)
Achieve	197	4	Use (4)
Goal	179	1	Use (1)
Affect	166	12	Form (6) Use (6)
Sum	90	11	Form (11)
Benefit	81	2	Use (2)
Psychological	65	2	Use (2)
Adult	63	3	Meaning (1) Use (2)
Strategy	51	2	Use (2)
Focus	49	9	Meaning (1) Use (8)
Role	49	2	Meaning (1) Use (1)
Academic	37	X	X
Area	37	3	Form (1) Use (2)
Series	30	X	X
Create	28	X	X
Mental	27	X	X
Financial	19	X	X
Economic	18	1	Use (1)

PROFICIENCY EXAM

To start with, when the proficiency exam is taken into consideration, it is clear that *job*, *adult*, *financial*, *economic* and *sum* are the most frequently-used academic words in the learners' essays.

JOB

Firstly, when the word "job" is analyzed, its use seems problematic both in meaning and use. As the sentence below shows, the learner misused the word, confusing the meaning with work.

- *"Because we are explain ourselves in school, jobs.." (Wrong meaning <work place>)*

The following sentences demonstrate that job was used inaccurately in singular/plural form, with wrong collocation, as "make job" cannot be used, with missing prepositions and article.

- *"Becouse of the fact that they are well-educated, they can make their own job." (Singular/Plural)*
- *"Becouse there is hardly any support to make or find a job." (Collocation)*
- *"Everyone is looking a job but no one can find." (Missing Preposition)*
- *"I was cooking, cleaning, taking good care of myself and I was working my part time job." (Missing Preposition)*
- *"After all these steps, they can live on their own but if i was in the condition which they are in, I would wait and live with my family until I find high paid job and then think of leaving my home." (Missing Article)*

ADULT

The second most commonly used academic word in the proficiency exam was *adult*. A deeper look into the sentences showed that all the sentences had use-related problems. In the first sentence, learners used the word with an inaccurate verb as it is supposed to "become" instead of "be", the second sentence included a singular/plural problem, and the last sentence contained an article mistake.

- *"The more you early learn how to live, the more you early be an adult." (Collocation)*
- *"When we are 18 we assume ourselves as adult and think that we do not need our family anymore; it is not like this, but it should lessen in somewhere overtime." (Singular/Plural)*

- *“You will live like an true adult.” (Article)*

FINANCIAL

The third most frequently used word is “financial”, and the analysis indicated that in all the sentences, the learners used the word correctly.

ECONOMIC

The fourth word in the list for proficiency exam is *economic*. It was used inaccurately in one sentence. The sentence below includes a use inaccuracy, as *freelance* is not an appropriate word that *economic* can describe.

- *“By this way, they also can gain their economic freelance.”(Collocation)*

SUM

The last most frequently used academic word in the proficiency exam was *sum*. It was used as a formulaic structure to start the concluding paragraph of the essays. In all of the sentences, the inaccurate use is related to form, as some learners did not use a comma after using the formulaic structure.

- *“To sum up what I believe is we as many things as possible in our limited life span.” (Punctuation)*
- *“To sum up being alone after graduated from university contribute to your communication skills, putting up with the hardship of life, dealing with the different people, spending your money carefully, making cook, washing dishes, learning how to make a friendship, understanding the peoples's opinions, how to take care of yourself or your frinds.” (Punctuation)*
- *“To sum up i don't think that this question can be answered for all of the youngsters with a right one, because these isn't any.” (Punctuation)*
- *“To sum up there are both advantage and disadvantage about leaving their family and start living on their own.” (Punctuation)*
- *“To sum up every single guy should learn the real life with hardships without family's help.” (Punctuation)*
- *“To sum up one should leave home and start living alone for being more experienced and more independent but in some part of our lives, generally speaking we'll eventually find someone to live with apart from our families and that person will become how our new family.” (Punctuation)*

FALL MIDTERM EXAM

Analysis of the spring midterm exam revealed that *focus*, *job*, *benefit*, *mental* and *affect* are the most frequently used words included in AWL. The following section looks at each word one by one.

FOCUS

The findings related to *focus* demonstrate that learners have problems both with meaning and use of the word. Even though the word was used in the correct form accompanied with correct preposition, it was used in the meaning of “turn”. As mentioned in Nation’s paradigm, other words can be used instead of *focus* to express the meaning in a more accurate way.

- “*For example, you can focus your attention on a charge and complete it more efficiently with better results.*” (Wrong meaning <turn>)

In use-wise, the word can be seen to be used without an appropriate object/collocation, a required preposition, in the wrong gerund or infinitive form, without a required possessive form. The following sentences are the ones that present inaccurate uses of *focus* in the learners’ essays.

- “*Even though you claim that you can control your stress level and doing jobs immediately saves you from wasting your time, it is a scientific fact that your brain can not do multiple jobs at the same time, and trying to do your jobs immediately decreases your brain focus level seriously.*” (Missing possessive -s)
- “*I don’t like chasing after a lot of stuff because I may not be able to focus completely on my doings.*” (Collocation)
- “*People, always in a hurry, can’t focus what they do, then they don’t realize how time passes in this mess.*” (Missing preposition)
- “*They turn their focus to one prey.*” (Missing preposition)
- “*People with slow lives and rigid routines often focus to be successful in a specific subject.*” (Wrong preposition)
- “*Living at a slow pace does not mean you are living fecklessly, on the contrary it demonstrates that you are focusing the moment and enjoying every moment which you have.*” (Missing preposition)
- “*People should put aside their concerns and focus their life as far as possible.*” (Missing preposition)
- “*But with slow lifestyle, You can’t focus everything you want.*” (Missing preposition)

JOB

The second word in spring midterm exam which poses trouble for learners is *job*. The word's inaccurate use is especially related to the meaning aspect. The following sentences exemplify that job is used for the intended meanings of “work, task, duty, or chore,” or it can be inferred that it was used in the meaning of “handle/perform/undertake/take care of tasks”. The problem regarding *job* can be due to the effect of L1 Turkish because in Turkish usually one word (*iş*) corresponds to all the intended meanings here.

- “*While some people are always in a rush to finish their jobs immediately, get things done as soon as possible is not a priority for others.*” (Wrong meaning <task>)
- “*Trying to do jobs immediately makes you a stressful, impatient and grumpy person.*” (Wrong meaning <task>)
- “*Even though you claim that you can control your stress level and doing jobs immediately saves you from wasting your time, it is a scientific fact that your brain can not do multiple jobs at the same time, and trying to do your jobs immediately decreases your brain focus level seriously. Therefore, it is possible for you to do your job incorrect or missing while you mean to do it perfect.*” (Wrong meaning <task>)
- “*Finally, to do jobs in a rush has no benefit for us, therefore, we should do our jobs not in a rush but carefully.*” (Wrong meaning <task>)
- “*For example, if they don't use fast trains, they won't be able to go to their jobs or schools etc. on time.*” (Wrong meaning <work place>)
- “*Thus i can finish more jobs in a shorter time and spare time for myself.*” (Wrong meaning <tasks>)
- “*While they want to be fast, they may not think clearly and make poor decisions and anyone who tries to do jobs in hurry will fail.*” (Wrong meaning <task>)

When the word *job* is analyzed in terms of use, it is observed that the word is used with the missing verb, a missing possessive pronoun and a missing article.

- “*However, the most important reason why you should not your jobs immediately is that being in a rush can have irreversible consequences.*” (Missing verb)
- “*For instance, let's think about a person and assume that this is the first day of his job. Naturally he needs time to get accustomed to job.*”

- “*Considering these pros and cons, I assume advantages of doing an assignment quickly outweighs doing job in a slower pace.*” (Missing article)

BENEFIT

The third word *benefit* is used accurately only in one sentence in terms of use. The following sentence shows that *benefit* was used with a wrong type of word. Although it can be preceded by an adjective, in this sentence the denoted meaning can be achieved by using *health* instead of *healthful*.

- “*In addition, there is a lot of healthful benefits of living at a slower pace.*” (Collocation)

MENTAL

The fourth most frequently used word in the spring midterm essays is *mental*. The analysis of the essays demonstrated that all the uses of it were accurate. It was used as an adjective preceding the words *health, disease, state, disorder, ailment, life, and illness*.

AFFECT

The final word emerging as a frequently used academic word is *affect*. The data analysis revealed that there were inaccurate uses only with the form and the use of the word. The form-related mistake shows that the learners misspelled the word, as can be seen below. Despite being a one-letter misspelling, this mistake actually changes the part of speech of the word, which is why it creates a problem in terms of wrong word type selection and homophony.

- “*This negatively effects your mental state and people around you as well.*” (Spelling)

The accuracy problem related to use of the word can be seen in one sentence. The first sentence poses a tense problem, as the tense marker is not reflected on the verb.

- “*That’s way I feel anxious and it s affect me badly then I have headache and nauseation.*” (Tense)

FALL FINAL EXAM

The most frequently used five words in the spring final exam are *achieve*, *goal*, *job*, *benefit* and *strategy*. The following section looks at each word separately.

ACHIEVE

The first word that is frequently used is *achieve*. The analysis revealed that the word was used inaccurately in terms of use. As can be seen, in the first and second sentences below, *achieve* is used in a wrong part of speech as the verb form, instead of the noun form. In the third sentence the word *achieve* is followed by an infinitive instead of a gerund. In the last sentence, the correct form of *achieve*, which is “achieving” should have been used.

- “*And that means to achieve.*” (Word form)
- “*These factors bring to achieve.*” (Word form)
- “*I did it, I achieved to pass and be a student at Anadolu University.*” (Gerund & Infinitive)
- “*Risking something for the purpose of achieve something is actually addictive, says Wikipedia and lots of sources.*” (Word form)

GOAL

The second word in fall final exam is *goal*. In learners’ essays, the inaccurate use emerged only in one sentence with a missing verb.

- “*Though there are exceptions, I believe that success comes from planning since it helps individuals to anticipate challenges, which allows them to better prepare, and goals to be more clearly defined.*” (Missing verb)

JOB

The third mostly frequently used word is *job*. As in the fall midterm exam, the word “job” posed more problems compared to the others in terms of meaning. In the next three examples, the word “job” included meaning related problem, and it was confused with “work,” “task,” or “duty”.

- “*Success may include a lot of materials. For example, it can include our job life, family life, school life, etc.*” (Wrong meaning <work life>)
- “*He learned lessons from his mistakes and next times he programmed his jobs better and later he became one of the richest persons in the world.*” (Wrong meaning <set goals>)
- “*Personally, when I plan my day and try to do a job more than one, I use my time effectively without wasting any moment.*” (Wrong meaning <task>)

BENEFIT

The fourth most frequently used word came up as *benefit*. Only in one sentence, *benefit* was inaccurately used in terms of singular/plural form.

- “*Being prepared for extraordinary situations thanks to probability calculation is another important benefits of making a detailed plan since If you know what will happen to you, you have an opportunity to take action.*” (Singular/Plural)

STRATEGY

The last most commonly used academic word is *strategy*. In the sentences below, the word *strategy* is used inaccurately due to missing article. The indefinite article is needed to express the correct meaning here.

- “*You must have strategy to avoid this stress.*” (Missing article)
- “*One of the major reason, if not the main reason, why I believe that planning is the best way to achieve one's goals, is the fact that I have really big dreams which can't be attained without strategy.*” (Missing article)

SPRING MIDTERM EXAM

In the spring midterm exam, the five most commonly used words are *affect*, *psychological*, *academic*, *area*, and *sum*. Each word is examined one by one to reveal any inaccurate uses.

AFFECT

The first most frequently used academic word in spring midterm exam is *affect*. Compared to the other words in the list, this word seems to have created more problems for the learners in terms of both form and use.

When the form related inaccuracies were analyzed, the word *affect* was observed to have been used in the noun form, which needs to be written as *effect*.

- *“But what about its affects on humanity?” (Spelling)*
- *“However, its affects did not just make some lessons online.” (Spelling)*
- *“After a while i succeeded into the university exam and had to go to another city was when i started to really feel the economic affect of the pandemic that was going on and when i came to Eskisehir i needed a place to stay and every place that we asked was too expensive.” (Spelling)*
- *“However, Covid-19 pandemic had huge affects in our socializg, maintaining a healty mentallity and academic achievements.” (Spelling)*
- *“I think our perspective of healthy life, social life and economy are never going to be the same way it was and that is the reason why I think they are the ones it had the most serious affects on.” (Spelling)*

Use-related factors included misuse of the verb following a relative pronoun, missing tense marker and auxiliary, active-passive form, subject-verb agreement, and overuse of tense marker.

- *“It can be said that Covid-19 made us live a life with challenges which affecting health academy/education and social life. The most important effect of Covid-19 is no doubt on health.” (Verb form)*
- *“In the last two years, all the world be affected due to covid-19 pandemic in different areas.” (Missing auxiliary)*
- *“Thirdly, the family members was affected each other.” (Active/Passive form)*
- *“To start with, one of the most significant causes of pandemic is that it affect our academic life.” (Subject-Verb agreement)*
- *“It did affected me in a really bad way.” (Overuse of tense marker)*

EFFECT

In the spring midterm exam, one of the most noteworthy findings is the use of *effect*. The word *effect* is not included in AWL; therefore, the computational tools integrating Coxhead's (2000) AWL into their system cannot detect it. However, as a hyponymy with *affect*, it presents a great deal of problem creating a confusion. The word *effect* was used 524 times in the spring midterm exam, and out of these 524 uses, *effect* was used instead of *affect* 135 times. All the problematic sentences are given in Appendix 4. The following is just three examples of this type of use:

- *“First and foremost , peoples have gone through a last-longing illnesses which effect every area of their life.”*
- *“To sum up; Covid effected our life in a bad way such as healt, psychological and educational Effects.”*
- *“The other area that got effected by pandemic is education.”*

It is obvious from these sentences that the learners have problems differentiating between these two forms. Although they did not exhibit such a confusion in the fall midterm exam, in which affect is one of most frequently used academic words, it should be borne in mind that in the spring midterm learners had access to tools that they could make use of.

PSYCHOLOGICAL

The second most frequent academic word is an adjective: *psychological*. It was used inaccurately only in two sentences. In the first sentence, it was supposed to be used in the noun form, not the adjective. In the second sentence, the word *duration* is the source of inaccuracy.

- *“The pandemic changed our habits and this change caused so many changes as on psychological, social etc.” (Word form)*
- *“It was a bad experience for my psychological duration.” (Collocation)*

ACADEMIC

The third most frequently used academic word appearing in learners’ essays is *academic*, and no inaccurate use was observed.

AREA

The fourth academic word in spring midterm list is *area*. In three of the sentences, inaccurate use was observed in form and use. In the form-related problem, the learner misspelled the word with a missing final “a” letter.

- *“However, health area, social life are, and educational side of our lives have the most crucial effects when they are compared with the other areas.” (Spelling)*

In use-related problems, the learners confused the singular versus plural uses of “every” and “this,” which require singular nouns after them.

- *“To me, I afraid almost every areas of Covid-19.” (Singular/Plural)*
- *“If we leave this areas we can feel useless.” (Singular/Plural)*

SUM

The final most frequently used academic word is *sum*. As in its previous uses, the word is used as a part of a formulaic structure and the only problematic use is related to its form, which is missing a comma.

- *“To sum up 3 most important effect on Covid-19 pandemic on my life: couldn’t afford enough text book which I need to take a good scor, couldn’t go library for studying silent environment and couldn’t sociaize with my friends to get rid of my stress.” (Punctuation)*

SPRING FINAL EXAM

The last exam that learners sat was the spring final exam, in which *role*, *job*, *sum*, *series*, and *create* were the most frequently used academic words.

ROLE

The first academic word in spring final exam is *role*. The word was used inaccurately in terms of meaning and form. When the below sentence was analyzed, it was observed that the intended meaning can be conveyed via the use of “act or star”, and the word *role* cannot be used in the verb form to express that meaning.

- *“Tom hanks roles as Forrest Gump in this movie.” (Wrong meaning <act>)*

The next erroneous sentence included a mistake use wise as the word is used with a wrong verb.

- *“Most of the movies that Jim Carrey has taken a role are comedy movies.” (Collocation)*

JOB

The second word is *job*. It was used inaccurately in terms of meaning and use. When the meaning was analyzed, the word was observed to have been used to mean “task or duty”, as in the previous exam.

- “*Gaspar's jobs stay somewhere else.*” (Wrong meaning <task>)

When the use aspect was examined, the word was observed to have been used with a wrong adjective in the first sentence, and there were problems both related to verb and preposition in the second sentence.

- “*This shows that she can interested in her job and she do true job for herself.*” (Missing article & Wrong modifier<right>)
- “*It is about loving of the job that she loves.*” (Collocation &Preposition)

SUM

The third word *sum* was used inaccurately in terms of form, and as observed in the previous sentences, learners missed a comma.

- “*To sum up there are lots of things that Keanu Reeves can actually do and need to praised and there are certain thing that people claim that he can't do.*” (Punctuation)
- “*To sum up my points I think Robert Downey Jr. is better than his pears because he turned a new leaf and got better but also he makes every character he plays into his own whitout comprimasing the story that is being told on screen.*” (Punctuation)
- “*To sum up what discussed above usually the harder an artist work the more the artist get the results of this by achieving great things and appreciation from listeners.*” (Punctuation)
- “*To sum up we most people think that Walter White is innocent and despareted to money, but they are wrong.*” (Punctuation)

SERIES

The fourth most commonly used academic word is *series*, and no inaccurate use was observed.

CREATE

The final most frequently used academic word is *create*, and it was used accurately in all sentences.

Table 26: Qualitative Data on Accuracy

THEMES	CODES
<i>What did you do to determine the correct use of words while writing your texts? What did you do to determine the correct forms in terms of form, meaning and usage?</i>	
• Word Examples • Intuition • Avoidance • Technological Support	
<i>What went well with your freshman writing class for vocabulary?</i>	
• Vocabulary Expansion • Proficient Use of Professional and Academic Language • Practice Benefits	
<i>What were the aspects that were challenging or did not go well for you in terms of vocabulary?</i>	
• Expression and Translation Hurdles	• Translation and Sentence Construction Challenges • Topic Relevance and Difficulty
• Language Competency	• Spelling Challenges • Active Vocabulary Recall Challenges
• Limited English Writing Exposure	

The qualitative data align with the aforementioned findings. Participants were subjected to interviews aimed at elaborating on their strategies for finding out the precise application of words with respect to form, use, and meaning (See Table 24). The responses obtained substantiate those four factors that are word examples, intuition, avoidance and technological support formed learner strategies to determine the accurate use of a word.

L6: “Kelime daha çok sanırım anlamsal olarak doğru kullanmaya çalıştım. Cümle örneklerine baktım sanırım yani başka cümle örneklerine.” (I think I tried to use the word more semantically correctly. I think I looked at sentence examples, I mean other sample sentence.) (Word Examples)

L5: “Yani o birazcık içgüdüsel bir şey gibi geliyor bana, hani bilmesem bile evet bu böyle deriz ya bazen, ya böyle kullanılıyor ama nedenini bilmiyorum, intuition oldu yani birazcık.” (I mean, it seems like a bit of an instinctive thing to me, even if I don’t know it, we say yes, it’s like that sometimes, it’s used like that, but I don’t know why, it’s a bit of an intuition.) (Intuition)

L4: “Zaten çok fazla bilmediğim kelimeleri kullanmamaya çalışıyordum ben çünkü daha riskli oluyor.” (I was trying not to use words that I didn’t know very well anyway, because it was riskier.) (Avoidance)

During the fall semester as online education, learners predominantly benefitted technological support relying on digital resources, notably online dictionaries and search

engines. This strategic utilization facilitated the verification of word meanings, spelling, and proper contextual usage through exemplar sentences, thereby constraining the occurrence of errors among learners.

L4: “Kelime daha çok sanırım anlamsal olarak doğru kullanmaya çalıştım.... Genellikle kelimeyi direkt arama çubuğuna yazıyordum. Yani tahmin ettiğim şeklinde yazıyordum ve genellikle düzeltilmiş hali de hep karşıma çıktığı zaman tamam diyordum.” (I guess I tried to use the word more semantically correct.... I usually typed the word directly into the search bar. So, I can say that I wrote it as I guessed, and when I saw the corrected version, I said okay.) (Technological Support)

L3: “Sözlüğe yazıyordum genelde. Hani o direkt doğrusunu verdiği için Google translate ya da Tureng’i kullanıyordum ben, ya o sıra o sıralar Cambridge’i falan da kullanıyor olabilirim. Hani daha çok şey verdiği için özellik verdiği için ama genel olarak Tureng’i kullanıyorum.” (I usually wrote it in the dictionary. You know, I was using Google translate or Tureng because it gave the correct answer, but I might have been using Cambridge or something at that time. You know, because it gives more features, but in general I use Tureng.) (Technological Support)

Nevertheless, composing without the aid of technological support revealed that students encountered difficulties related to expression and translation problem, topic relevance, limited exposure and language competency.

L5: “Türkçe olarak, hani direkt onu İngilizce’ye çevirip dökerken mesela bazen cümlelerin yapısı biraz bozulabiliyor mesela.” (For example, when you directly translate a word into English, sometimes the structure of the sentence can get a little distorted.) (Translation Hurdles)

L7: “Yani konu eğer ilgim dışıysa veya bilmediğim bir şeyse çok zorlanıyordum.” (So, if the topic was out of my interest or something I didn't know, I had a hard time.) (Topic Relevance)

L6: “Çünkü ben sanırım daha çok, İngilizce’yi öğrendiğimde de yani daha çok dinlemeye yönelik işte bir şeyler izleyerek olsun o tarz olduğu için, kelimelerin yazımı hakkında birazcık daha zorlanıyordum gibi.” (Because I think I had a little more difficulty in spelling because when I learned English, I learned it listening, or by watching something.) (Limited Exposure)

These difficulties stemmed from the aforementioned points created problems especially regarding spelling and meaning as the learners could not figure out the correct form of the word and which word to use accurately. This can also be seen in some of the words used throughout the examinations. For example, the word “job” posed a substantial

challenge for learners, suggestive of a tendency to transfer from their first language (L1). This predicament was explicitly articulated by a participant, as demonstrated below. Additionally, with respect to form, students expressed challenges in discerning the appropriate word due to uncertainties regarding its meaning. Furthermore, spelling presented a significant problem, as exemplified in the case of the “affect” and “effect” distinction, a concern likewise communicated by the students.

L5: “...kelime kullanımında mesela cümleyi direkt kafamda kuruyorum ya Türkçe olarak. Hani direkt onu İngilizce’ye çevirip dökerken mesela bazen cümlelerin yapısı biraz bozulabiliyor mesela oraya hangi kelimeyi koysam yakıştıramıyorum...” (About word usage, for example, I construct sentences directly in my head, in Turkish. For example, when translating it directly into English, sometimes the structure of the sentence can get a little distorted. No matter what word I put there, I can’t find it to suit it.)

L1: “...kelime kullanımı açısından bazen spelling olabilir. Emin olmadığım çok fazla şey oluyordu. İşte iki tane sesli sözcük yan yana çok geliyor İngilizce’de hangisi önce geliyor gibi...” (Sometimes it may be spelling in terms of word usage. There were so many things going on that I wasn't sure about. There are two vowels that come together a lot, like which one comes first in English?) (Spelling Challenges)

L4: “Daha çok dediğim gibi sanırım bu spelling yani kelimenin yazımı.” (More like I said, I think it is spelling.) (Spelling Challenges)

Upon analysis of the teacher interviews, it was found that three educators addressed certain issues highlighted in the earlier analyses. Specifically, the instructor who was actively teaching during the data collection period drew attention to spelling issues related to homophones, a concern similarly noted in the essays of the learners. Additionally, the other two teachers currently instructing writing skills courses cited instances where learners demonstrated challenges in spelling and punctuation. This recurrence suggests a pervasive issue that requires attention, as both the participants in the present study and other group of students exhibit similar types of errors.

T1: “Ya da sıklıkla, karıştırılan, yazılışı veya telaffuz çok benzeyen ama birbirinden çok farklı anlamı olan kelimeler filan vardı. Bunlarla ilgili kitapta bir language içeriği var kitabın en sonunda hani arada baksınlar diye onu kitabın en sonuna atmıştım...” (Or there were words that were often confused, very similar in spelling or pronunciation, but with very different meanings. There is a language content in the book about these, at the very end of the book. I put it at the very end of the book so that they can look at it from time to time...)

T4: "...Yani daha çok spelling hataları yapıyorlar... Çok fazla mesela wrong word use işte işaretlediğimi hatırlamıyorum..." (So they mostly make spelling mistakes...I don't remember facing "wrong word use" problem...)

Overall, the analysis of academic word usage in learners' essays from proficiency exam, fall and spring midterm exams, and the fall and spring final exams reveals several recurring issues. Among the above-mentioned most frequently used academic words, *job* is a common source of problems, which results from learners' frequently confusing its meaning with "work" or "task", using wrong singular/plural form, collocations, and articles. *Adult* also poses challenges, particularly in relation to verb usage, singular/plural forms, and articles. *Benefit* occasionally shows problems regarding adjective-related issues, while *focus* is sometimes used inaccurately, especially when learners confuse it with "turn". *Financial*, *economic*, *sum*, *mental*, *psychological*, *area*, and *strategy* are mostly used correctly, with occasional errors related to word form, prepositions, and articles. Additionally, the interviews underscore the substantial influence of language learning contexts on learners' vocabulary use, primarily attributable to the accessibility of assistive tools. However, it is notable that unaided spelling and precise semantic determination persist as noteworthy challenges in the absence of supportive assistance.

5. DISCUSSION

5.1. Issues regarding vocabulary development

The primary focus of this study is the analysis of learners' vocabulary development in their essays by looking at the changes in lexical density, lexical diversity, and lexical profile.

Firstly, the analysis of any possible change in learners' lexical density throughout an academic year appears to show a fluctuating pattern. Descriptive statistics show that from beginning to the end of the academic year, lexical density level changes in a volatile manner. Proficiency exam is the first one that is administered prior to any education, yet it appears to have the highest level of lexical density. After proficiency, lexical density level increases from 36.52 to 40.60 during the fall semester, supporting the findings of Cutillas, Tolchinsky, Rosado and Perera (2014) and Hou, Verspoor and Loerts (2016), and it decreases in spring semester to 38.39 and 37.56, which is in line with Aparici, Cuberos, Salas and Rosado (2021), Zhang, Chen and Li (2021), and Maamujav (2021), who have reported minimal change and low levels of lexical density. It should be noted that the way exams were carried out may also be the source of difference between two semesters as in fall semester, the education was delivered online; therefore, the learners created their essays on their own time probably using multiple tools. Yet, in the spring semester, they were carried out in a classroom environment without the help of any tool under time constraints. Therefore, the degree of support that the results regarding the spring semester is clearly higher, as in the studies mentioned, the written outputs were produced under similar conditions.

Building on the descriptive statistics, the inferential analysis to see whether these numbers present any statistical significance shows that only the lexical density level of proficiency exam significantly differed from the others, and over the course of an academic year, lexical density level showed limited progress with a non-linear, uneven pattern in line with Zhang et al. (2021), Maamujav (2021), and Laufer (1991), who observed no development in lexical density over an academic year, and contrary to Hou et al. (2016). This finding also questions the pedagogical work in the classroom and clearly shows that the mode of pedagogical work (online vs. face-to-face) has an effect on language change. However, it still remains as a question, as the exact nature of the help that learners get during online education is unknown.

Secondly, the findings of the current study show similarities to the existent research in the sense that development in lexical diversity shows changing patterns and it does not present a steady increase outline, which is in line with Öztürk (2018) whose study found that vocabulary growth rates were not uniform across proficiency levels, displaying a fall-rise pattern, and she also suggested that the growth slowed down as learners' vocabulary size increased. This may be one of the reasons why lexical diversity level showed a sharp decline in this study as the learners increased their vocabulary repertoire, resulting in a slowed growth in lexical diversity especially between spring midterm and spring final exams. Moreover, Laufer's (1991) study, conducted in an EFL context, emphasized that productive vocabulary growth for advanced learners tends to progress only up to the level required for functional use within their target environment, which may be the case for the learners in the present study as the diversity of lexical choices might not be seen necessarily important. This observation suggests that passive vocabulary may outstrip productive vocabulary (Laufer, 1991), and that the inclusion of comprehensible input does not necessarily accelerate vocabulary acquisition unless there is a genuine need among learners (Laufer, 1991). This finding is also supported by other research that highlights the non-linear nature of vocabulary development, suggesting that learners vary their lexical choices as they progress in their language acquisition journey (Li & Zhang, 2021), and that certain lexical measures are sensitive to pedagogical interventions, resulting in both micro-developmental and macro-developmental changes in lexical choices (Aparici et al., 2021)

However, the results contrast with Öztürk (2015), who mentions a limited growth in productive vocabulary use, with Ait Hammou et al. (2018) who indicated that even after two years of university-level English study, sophomore students were producing texts similar in lexical variety to those of university freshmen, and with Vidal and Jarvis (2018) who observed that their study found no notable distinction between first-year and third-year students, irrespective of the specific lexical diversity measure employed.

The diverse range of studies discussed regarding lexical diversity demonstrates the multifaceted nature of vocabulary growth and choices in language learning. These investigations collectively underscore the influence of factors such as proficiency levels, pedagogical interventions, and the non-linearity of vocabulary development. It is evident that vocabulary development is a complex process influenced by various contextual and

individual factors. These findings encourage educators to adopt a nuanced approach to vocabulary instruction, considering learners' specific needs and stages of development.

Thirdly, the development of learners' lexical profiles, focusing on vocabulary knowledge of the first thousand words (K1), second thousand words (K2), academic words (AWL), and off-list words across an academic year is the third focus in this study, whose numerical values can be seen in Figure 10. The results show that like the other two lexical aspects, namely, lexical density and diversity, lexical profiles of the learners show a fluctuating, non-linear pattern, which is in line with Daller, Turluk and Veir (2013). Previous studies indicate that learners' switching between word bands in their writing is a time-consuming process, and transformation of the receptive word knowledge into productive use, especially when dealing with less commonly encountered words, presents considerable challenges, as discussed by Laufer (1998) and Nation (2001).

Furthermore, the results substantiate the findings of the previous research that observes increased use of less frequent words between initial and final drafts and between timed compositions and final drafts (Muncie, 2002), and the previous research which indicates significant changes in vocabulary profiles over a semester or two, emphasizing shifts in vocabulary richness between basic and advanced words (Laufer, 1994). This study also supports other studies that mention a decrease in the proportion of the first 1,000 frequent words with an increase of the second 1,000 words, academic words, and words beyond the lists signifying the growth in productive written vocabulary (Sun, Zhang & Scardamalia, 2010). If it is assumed that learners' proficiency level increases from beginning to the end of the academic year, the results are in line with Aunsen (2018), who demonstrates a noticeable difference in the use of advanced words between high-level and intermediate-level students, and with Kavanoz and Varol (2018), who found that as students progress in their studies, they make use of incrementally more academic vocabulary and experience a consistent decrease in the number of words known between each frequency level. However, it should be noted that the decrease in K1 and K2 words do not show a consistent decrease in this study, which may be the result of learner needs. In terms of academic word use, the results are in line with prior research that indicates an increase in academic word use between two different drafts regardless of the text type (Csomay & Prades, 2018), an increase in receptive academic lexicon (Warnby, 2023), and a small but significant increase in the use of Academic Vocabulary List items across different academic levels (Durrant, 2016), reinforcing the idea that despite being non-

linear, academic vocabulary use change over time as the learners progress in their studies. In summary, this study provides additional insights into the development of lexical profiles, echoing some trends observed in prior research while also contributing novel observations. The fluctuating pattern of academic vocabulary use, the impact of sample size and duration of language education, and the non-linear nature of vocabulary learning all contribute to our understanding of lexical profile development. The findings highlight the dynamic nature of vocabulary acquisition and its responsiveness to various factors within academic settings.

Overall, considering the interconnectedness of many factors in language learning, the fluctuations observed in lexical density, lexical diversity, and lexical profiles are not isolated events but rather emergent properties of an intricate system. CDST emphasizes that learning processes, including vocabulary development, incorporates nonlinear and often unpredictable patterns. These fluctuations might result from the dynamic interaction of individual factors such as prior knowledge, learning strategies, and proficiency levels, along with contextual elements like the mode of instruction (online vs face-to-face), which may strengthen or weaken language changes. For instance, during online education, students may draw from a variety of online resources and tools, affecting their lexical choices. In contrast, classroom conditions, especially lack of assistance tools, might place constraints on vocabulary selection, contributing to the observed fluctuations. Moreover, competition and interconnectedness in CDST theory emphasize the influence of various vocabulary dimensions on each other. As learners try to adapt to new linguistic contexts, they may shift their focus from lexical density to lexical diversity or from basic to advanced vocabulary. This competitive dynamic, accompanied by interconnectedness, can lead to the observed non-linear patterns in vocabulary development. CDST stresses the importance of Butterfly Effect, which means that one aspect of the system can have a ripple effect across the entire vocabulary profile. In this light, this study aligns with the core principles of CDST by acknowledging the complexity and interconnectedness inherent in vocabulary development. The fluctuations and non-linear patterns observed highlight the need for an elaborate, adaptive approach to vocabulary instruction.

5.2. Issues regarding predictive power of lexical density

According to Read (2000, p.196) there is a strong correlation between the literacy of a text and the density of content words in it. This assertion may be the case for text

literacy; however, the related research has shown the opposite for writing quality. The correlation between lexical density levels and writing scores for each exam in this study shows a very weak correlation ($p=.079$). The results obtained in this study regarding lexical density are consistent with previous research (e.g., Aunsen, 2018; Engberg, 1995; Ha, 2019; Lu, 2012; Maamuujav, 2021; O’Leary & Steinkrauss, 2022; Yang, Yap & Ali, 2023; Zhang, 2022), revealing that lexical density does not affect overall quality of writing.

The results present valuable contribution to the phenomenon under investigation because it provides results regarding a different L1 group, which is Turkish, controlling the genre. As Durrant and Brenchley (2019) states, different genres may create differences of lexical richness of a learner. This study contributes to the existing body of research regarding argumentative writing and shows similar results to Ha (2019), Laufer and Nation (1995), Yang et al. (2023), and Zhang (2022), who specifically looked into the argumentative writings of learners and observed no or low correlation between argumentative writing scores and lexical density levels, with very low or no predictive value.

Furthermore, it should be noted that the lack of relationship between lexical density and overall writing score has been proven for different L1s such as Norwegian learners (Aunsen, 2018), Korean learners (Ha, 2019), Chinese learners (Yang et al., 2023; Zhang, 2022), and Dutch learners (O’Leary & Steinkrauss, 2022), and the current study shows that Turkish learners share the same disposition in their writings. The results also build up on previous research carried out in the same institution with 2nd- and 4th-year learners. Tömen (2016) implemented a cross-sectional design with one-time data collection, whose results demonstrate that lexical density does not positively correlate with the writing scores. This finding also shows that regardless of the grade level, lexical density is not a reliable predictor of writing quality.

5.3. Issues regarding predictive power of lexical diversity

The correlation between lexical diversity and holistic writing quality appears to be relatively weak and positive, yet statistically significant ($r=.379$, $p<.01$). The strength of the correlation reached in this study is in line with other research which has found both weaker and stronger correlations. Some of the previous studies found weaker correlations compared to this one. For example, a correlation of $r=.22$ (Maamuujav, Olson & Chung;

2021), $r=.136$ (Yang et al., 2023), $r=.044$ (Lee, Ge & Chung, 2021), $r=.13$ (Zhang, 2021), $r=.044$ (Lee et al., 2021), $r=.133$ (Ha, 2019), $r=.260$ (Tömen, 2016), $r=.177$ (Susoy), and $r=.294$ (Yu, 2009). Some other studies have found stronger correlations between lexical diversity and writing quality. For example, one of the seminal studies related to lexical diversity and overall writing scores was carried out by Engber (1995) who found a strong positive correlation with a level of $r=.57$. In a later study, Crossley and McNamara (2012) found a positive strong correlation ($r=.426$) between writing quality and lexical diversity, operationalized as Voc-d. Crossley et al. (2015) reported a Pearson correlation of .703, one of the highest levels of correlation between writing quality and lexical diversity. Further, Aunsen (2019) analyzed Norwegian learners' essays and found a strong positive correlation ($r=.605$). The correlation ($r=.37$) found by Wilde (2023) is very close to the present study.

However, comparing these correlations requires caution as the operationalization of lexical diversity; that is, what is being used like voc-d index, TTR, MTLT, creates notable differences. For instance, Yang et al. (2023) indicate a variation among the correlation coefficient values ranging from 0.136 to 0.448; and Woods, Hashimoto and Brown (2023) analyze three different lexical diversity measures and state that while all three measures together correlate positively with the writing score, each measure has separate predictive powers. Among the aforementioned studies, Ha (2019), Lee et al. (2021), Susoy (2022), and Tömen (2016) have used the same lexical diversity measure (voc-d) with the present research, and all of them indicate lower correlational values between lexical diversity and writing quality. This difference may be the result of the collected data, as the current study adopted a longitudinal method and collected data five times as the other studies either applied a cross-sectional method or one-time data collection. Therefore, as Zhang (2021) underscores, studies imply mixed results regarding lexical diversity, and this study shows that one-time measurement of lexical diversity using a single tool may not be adequate to get reliable results. As Table 11 indicates, learners exhibit very different levels of lexical diversity in single exams, and as Jarvis (2002) mentions "if D reaches a given threshold (i.e., ≥ 43), lexical diversity would result in a poorer quality of language." Therefore, in one exam, this threshold may be met and this may result in poorer relationship between lexical diversity and writing score. However, analysis of a combination of essays may yield stronger correlations, as the case in this study.

It is also important to note that in addition to correlational values, the predictive power of lexical diversity might also vary. The findings in this study suggest that lexical diversity explains 14.3% of the variation in overall writing scores. The finding supports Woods et al. (2023), who assert that lexical diversity and its predictive power vary across different measures. This study is line with Crossley and McNamara (2012), who indicate that lexical diversity explains 18% of the variation in writing scores. However, the result falls behind Crossley et al. (2015), who explained 86,7% of the variation. The operationalization of lexical diversity may create differences. For example, Crossley et al. (2015) used MTLTD as the measure, which may have changed the predictive power of lexical diversity. Woods et al. (2023) reported a range from 1% to 8.2%, and controlled for time and genre, this difference is mainly the result of the measure adopted. It should also be noted that Jarvis (2002) claims that when lexical diversity score comes to a threshold, such as ≥ 43 , then it could cause poorer quality of language. Therefore, it can also be assumed that the overall lexical diversity score for all exams may yield lower degrees of relationship as the overall *D* score is 84 in this study, which is well above Jarvis's threshold level.

5.4. Issues regarding predictive power of lexical profile

The Pearson Correlation coefficient between different word bands and overall writing score presents different findings for all the three bands. The analysis revealed a weak negative relationship between K1 and writing score. For K2 and off-list words, there is a negative correlation with writing score, but there is almost no correlation, as the value is too close to zero. However, AWL has a positive and moderate relationship with writing score. Among these values, only AWL shows a statistically significant relationship.

The findings of this study are in line with previous research which has reported a positive correlation between different essay drafts and writing score (Csomay & Prades, 2018), a moderate positive correlation between AWL and writing quality (Maamujav, 2021). For K1 and K2 words also, the results show resemblance to Higginbotham and Reid (2019), who mentioned positive correlation with AWL, yet negative correlation with K1 and K2. However, it should be noted that the correlation values for all word bands are very weak in their study (.21, -.11 and -.27 respectively). Morris and Cobb (2004) also found a positive correlation with AWL and course grades while the correlation is negative

between K1 and course grades. They indicate a moderate correlation, which is .37 for AWL and -.34 for K1.

Although the research group included high school students, Crossley and McNamara (2012) indicated a moderate correlation ($p=-.34$) between word frequency and writing quality, and various other studies (Engber, 1995; Laufer & Nation, 1995; Li, 1997) support this finding as learners who use simple vocabulary tend to get lower grades; in other words, there is a negative correlation between writing score and K1 words, in particular. This study also contributes to existing research and is in line with their findings as the higher the use of K1 words is, the lower the writing score is, but contradicts Tömen (2016), who indicates insignificant association. Ha (2019) states a positive correlation with all the three bands and AWL having the weakest of all ($K1=.319$, $K2=.514$, $AWL=.190$). However, despite including the same genre, these researchers collected data at one time, and this might have an effect on the values, as different tasks at different time points result in varying values.

5.5. Issues regarding accuracy

The findings of this study demonstrate noteworthy parallels with prior studies involving Turkish learners, illustrating recurring patterns and trends in language errors related to word usage. A prominent error type is related to the lexical choices made by learners, mostly involving the selection of an incorrect word. This complies with the findings of previous researchers such as Arıkan (2021), Şen and Şimşek (2020), and Kırmızı and Karcı (2017), who note that the selection of inappropriate words is the most significant issue identified in their datasets. As learners usually base their lexical selections on their L1, intralingual transfer, also highlighted by these researchers, appears to be the plausible explanation for these errors.

Punctuation-related problems form the second most-frequent error category, with the omission of a comma being particularly obvious in this study. This finding concurs with the research of Şen and Şimşek (2020), where the most-recurrent mechanical error was identified as the omission of punctuation markers, especially the failure to use a comma after a conjunction. The third- and fourth-most frequent error types, which are preposition-related errors and spelling issues, support the findings of previous research which has highlighted problematic preposition usage, such as the omission of a necessary preposition or the insertion of an unnecessary one (Kalay, 2017; Kırmızı & Karcı, 2017;

Şen & Şimsek, 2020), as well as spelling problems attributed to various factors such as inadequate word processing skills (Demirel, 2017), carelessness (Duygun & Karabacak, 2022), or the influence of L1 (Kazazoğlu, 2020)

Additionally, the findings are in line with Ayar (2020), who found that the most frequent error types in Turkish learners' writings were verb-related errors, particularly in tense and missing verb parts (e.g., -s). The results also support Duygun and Karabacak's findings (2022), indicating frequent absence of auxiliary verbs and tense related errors. Although this study focuses on single words and only the sentences these words are used in, rather than the whole written text, some of the words display error types that are common in Turkish learners' writings. Overall, the comparisons above underscore the recurring challenges Turkish EFL learners face in their written English samples, and highlight the interlingual transfer and intralingual problems that require further attention.

6. CONCLUSION

This chapter summarizes the research questions, methodology and results. Following the summary of the study, pedagogical implications are discussed and suggestions for further research are presented.

6.1. Summary of the Study

The significance of vocabulary in the overall writing assessment (Nation, 2001) has been accepted and studied by many researchers; however, the need for deeper understanding regarding vocabulary acquisition and learning still persists as the variables affecting vocabulary, like first language (Laufer, 1997), task type (Kyle & Crossley, 2016), and genre (Yoon & Polio, 2017) vary to a great extent. Furthermore, the inconsistency related to results of vocabulary development studies shows that further studies are needed to get more grounded understanding on vocabulary in language education. In addition, when the Turkish context is taken into consideration, the paucity of research focusing on learners' real time vocabulary learning observed in their written outputs in an extended period of time calls for more research to gain deeper insights into both the vocabulary development of learners and the role of vocabulary in writing. For these reasons, this study aimed to analyze the relationship between vocabulary development and its effect on overall writing assessment scores of Turkish L2 learners of English who are first-year students studying at English Language Teaching Department. With this aim, the research questions were as follows:

1. What are the developmental features of vocabulary in terms of lexical density, lexical diversity, and lexical profile in Turkish EFL learners' written texts?
 - a. Is there a correlation between different aspects of vocabulary development and the overall writing assessment score?
 - b. To what extent do the vocabulary development aspects predict the overall writing assessment scores in learners' written texts produced through an academic year?
 - c. To what extent do Turkish EFL learners accurately use vocabulary in their written texts?
2. To what extent and in what ways do qualitative interviews with students and teachers serve to contribute to a more comprehensive understanding of the

predicting relationship between vocabulary development, and its relation to overall writing assessment scores?

In order to answer these research questions, based on the integrated framework developed by Hiver et al. (2022), this study employed an exploratory quantitative method with a focus on group design. The participants of the study were 87 first-year ELT department students at Anadolu University. The data collection procedure included gathering students' essays written for the proficiency exam, fall midterm and final exams, and spring midterm and final exams as their course requirements. After the student essays were collected, they were graded by three different raters. Three out of five exams were carried out in pen and paper; that is why, these exam papers were turned into soft copies, and all the written essays were organized for analysis tools. To answer the first research question, three different features which are lexical density, lexical diversity, and lexical profile were studied using three different tools for each feature separately. The tools used were *textalyser*, *coh-metrix* and *RANGE*. These online tools process learner essays one by one and generate a number or percentage regarding that feature. Following the use of these tools, the obtained results were fed into SPSS to identify any possible vocabulary development via ANOVA and predictive value of each feature via regression analysis. Following this regression analysis, the features with the most predictive value were determined. To answer the second research question, the most frequently used five words were chosen in learners' essays based on AWL because AWL showed a higher predictive value compared to other word categories in the lexical profile section. After the target words were selected, the sentences including these words in each essay were detected, and two different raters analyzed the accuracy of the use of these words based on Nation's word knowledge schema, presented in Table 1.

The detailed analysis revealed the following results: The first research question asked about developmental pattern of vocabulary in learners' essays, and lexical density, lexical diversity, and lexical profile (K1, K2, and AWL) showed wavering patterns. To be more precise, the levels of lexical density, lexical diversity, and K1 were higher for proficiency and lower in the fall midterm, and got higher in the fall final again. The levels of K2 and AWL were lower for the proficiency exam and got higher for the fall midterm; however, for K2, they dropped again in the fall final. Regarding the spring midterm and finals, all the measures displayed a decline.

For the second part of the research question, first, the Pearson correlation was calculated to see the strength of the relationship between writing scores and the lexical measures. This analysis demonstrated that lexical diversity and AWL held a statistically significant correlation. Following this analysis, a regression analysis was run to see the predictive value of lexical diversity and AWL; that is, to identify how well each construct can predict the overall writing scores. The findings revealed that lexical diversity can predict 14.3% of the variation in the writing scores while AWL can predict 11% of the variation in the overall writing scores.

The third part of the research question focused on the accuracy of vocabulary use. As regards the first research question, both the developmental patterns and predictive values were analyzed. This analysis showed overall inclination in learners' writings and did not show an in-depth view on each learner's vocabulary use of each word in their essays. Hence, the most frequently used five words in learners' essays were found out. These words were selected based on AWL, and each exam displayed the use of different five-word categories. Upon determining the mostly used five words, all the sentences including these words were identified and analyzed based on Nation's word knowledge schema; namely, form, meaning, and use. The problematic uses were categorized under these three groups. The analysis showed that in 74 problematic uses, using a word in the wrong meaning, punctuation, and preposition-related errors are the most prevalent. Furthermore, among the academic words chosen, the word "job" emerged as the most problematic one.

6.2. Pedagogical Implications

Knowing that English is the dominant language in academic settings (Mauranen, Hynninen, & Ranta, 2016), it is highly important for academic success (Basturkmen, 2021), and academic achievement varies depending on language performance (Masrai & Milton, 2018, p. 46.). Therefore, the first implication of this study is the need for integrating vocabulary teaching into ELT department curricula. As vocabulary is a significant predictor of writing quality and score, it is critical to focus learners' attention on vocabulary learning. It can be either added as a stand-alone course or blended into writing courses. Knowing that productive vocabulary development is not easy (Laufer, 1995; Gonzales, 2017), and takes more time compared to receptive vocabulary development, it may be useful to integrate more vocabulary into lesson plans. Blending

vocabulary lessons into writing courses can be also done via integration of reading. Such an implementation may expose learners to more topic-related vocabulary helping for idea generation because the results indicate that learners in this research mainly made use of words included in the question itself. This finding suggests that if learners may encounter various words, they actually have the potential to integrate it into their writing. The interview results further emphasize the necessity for integration (See Table 25), with half of the students expressing the belief that reading texts could enhance their exposure to diverse words and their contextual applications. They also indicated how they could benefit from reading by getting familiar with the topic. Teachers echoed this sentiment, noting that learners might transfer words encountered in their reading classes by also emphasizing the importance of content development. Consequently, this suggests that equipping learners with essential content knowledge through reading materials may be advantageous for fostering improvement in their productive vocabulary.

According to Masrai and Milton (2018), having a large vocabulary repertoire of English is important for academic success, as it leads to overall language development. Therefore, academic achievement requires a good language performance, for which a learner needs to have “a lexicon of the right size and quality (Masrai & Milton, 2017)”. Supporting this idea, lexical diversity emerged as a meaningful component of writing scores; thus, any implementation like vocabulary notebooks or extra vocabulary learning activities may help increase learners’ vocabulary repertoire, and a large vocabulary repertoire may help learners to improve their academic success. Additionally, both the learners and teachers stated instances of learners seamlessly incorporating specifically instructed vocabulary, such as transition words, into their written expressions. Thus, given the observable advantages for transition words, learners stand to benefit significantly from targeted vocabulary instruction.

The present study shows that academic vocabulary, in addition to lexical diversity, plays a key role in the explanation of writing scores of learners. Alongside with the importance in writing, knowledge of academic word is considered to be indispensable in understanding academic texts (Dang & Webb, 2014). According to Masrai and Hamilton (2018), academic vocabulary has a crucial role regarding teaching in academic environments, and Hartshorn and Hart (2016) indicate that “it seems that many university-bound and first-year students may benefit from a systematic study of core academic vocabulary” (p. 72). Despite not being systematic, qualitative findings show

that learners believe that improving their academic vocabulary repertoire contributes to their writing. Drawing attention to academic vocabulary's crucial role, teaching these words specifically may be integrated into language classes especially for first-year university students. According to Polio and Park (2016), learners' environments may create differences among them; for this reason, learners in our institution may be subject to a test which assesses their knowledge of academic vocabulary, and then a lesson may be designed based on their needs. However, not only receptive knowledge but also productive vocabulary knowledge should be integrated into the language lessons.

Moreover, analyzing learners' texts or having them take academic vocabulary tests may help determine the problem areas for learners. The present study clearly shows that learners may have difficulties in differentiating between homophones, and such outcomes may be beneficial in designing materials to improve learners' awareness of problem areas. Another important implication of the study concerns the importance of feedback. Both the analysis of academic words and interview results reveal the need for feedback. The interview results clearly highlight learners' need for varied and personalized feedback. Moreover, as the "job" example suggests, learners make similar errors throughout an academic year, which indicates either lack of attention on learners' part or lack of feedback on instructor's part. Hence, analyzing learners' vocabulary use and providing relevant feedback is an important aspect of vocabulary development. One significant way to do that could be building a learner corpus.

As Flowerdale (2023) puts it, incorporating corpus into language classes could help learners examine various uses of certain words and see their usage examples. Although Anthony (2019) questions the possibility of finding an appropriate corpus for the target learners, Flowerdale (2023) indicates that various corpora have been developed in recent years, making it very easy to find a suitable corpus to accommodate learner needs. Furthermore, even a small-scale dataset in this study was able to reveal the tendencies in learners' vocabulary use and problematic areas they experience. Furthermore, as indicated by both teachers and learners, the significance of feedback cannot be denied, yet the hardship it puts on teachers' shoulders, particularly when a teacher is responsible for a large number of learners, may be lessened through the use of learner corpora. Both teachers and learners can build their own corpora for instructional purposes, and make use of it with diverse applications.

Moreover, an analysis of texts generated during both online and face-to-face education reveals that learners exhibited a more proficient use of vocabulary during online education, presumably leveraging additional tools for both word selection and use. Consequently, advocating for a one-timed and without-help examination strategy, permitting learners to access diverse sources of assistance may facilitate an enhanced vocabulary acquisition process. Such an approach would enable learners to explore a range of words and afford them the opportunity to experiment with the integration of various terms into their writing.

A concluding recommendation pertains to the sustained engagement in the writing process. Two learners underscored the integration of writing into their daily routines, continually experimenting with the craft, leading to observable advancements in their academic performance. Consequently, the initial recommendation advocates for the inclusion of process writing within the target course. This would afford learners the opportunity for iterative refinement through trial and error, accompanied by comprehensive feedback. The second proposal extends beyond a specific course, suggesting the integration of writing across the entire curriculum of the department. While not necessarily constituting a distinct course, incorporating tasks or assessments involving the production of written content would contribute to the enhancement of students' proficiency in writing and their effective use of productive vocabulary.

6.3. Suggestions for Further Research

Considering the significance of vocabulary in language learning and teaching, further research may focus on the following areas to achieve a better understanding regarding the vocabulary development, vocabulary use, and the relationship between vocabulary and writing.

First of all, when developmental studies are considered, longitudinal studies stand out presenting more detailed information and deeper understanding into the topics under research. As the effort and time needed for these kinds of studies make them scarce, more studies adopting longitudinal method can be carried out with learners whose L1 is Turkish, as these studies can present deeper understanding into what is going on in learners' vocabulary development process.

Another point with longitudinal studies is that designing these kinds of studies with various learner profiles could lay out varied results regarding vocabulary development.

For instance, the present study focused only on the first-year ELT department students, so other studies may observe learners during their four years of university education. Apart from that, studies that concentrate on learners from different departments may reveal some important results and insights. While studying with learners from different departments, general vocabulary knowledge, general academic vocabulary knowledge and department specific vocabulary knowledge, that is to say, vocabulary for specific purposes, can also be investigated. In this way, a general understanding of vocabulary development both regarding general and department-specific vocabulary knowledge can be achieved.

Moreover, when considering the theoretical dimension, Hiver et al. (2022) propose that CDST research can focus on both group and individual learners. However, group designs tend to provide a more general overview, obscuring specific details, particularly in developmental studies. Consequently, conducting longitudinal studies involving individuals or small groups, coupled with more comprehensive data collection, may offer insights into specific stages of development within the CDST framework.

Furthermore, as mentioned in the literature review section, a lot of research into vocabulary development which has been conducted with Turkish learners of English has analyzed the effect of an intervention. Therefore, further studies that only look into the natural course of vocabulary development during school education may be adopted to shed some light on what is happening in our school both positively and negatively.

Considering the methodology of the present research, further research may focus on collecting data by using only one mode; that is, collecting either essays written online with any help that learners can get or collecting essays written in pen and paper without any help. These two types of data collection may create differences among the results; therefore, it can reveal generalizable findings regardless of the data collection method.

When the accuracy of vocabulary use is taken into consideration, further research may look into the use of more words that are not limited to most frequently used five words. For example, other words from the AWL can be included to see any accuracy problems. In addition, the target words may not be just limited to AWL; they can be chosen from the K1 or K2 words.

The results of the present study provide just a glimpse into the difference between homophones. Thus, other studies may investigate the use of homophones, and the challenges they pose to the learners. Moreover, as the analysis of most frequently used

words revealed, the learners in this study had problems especially with verbs; therefore, future studies may focus on the parts of speech to see if they create any problems, or which parts of speech pose problems for the learners and how.

Regarding both vocabulary development and use, a final suggestion could be the building of a learner corpus. Building a nationwide learner corpus and analyzing it may also help pinpoint Turkish learners' strengths and weaknesses in using English, revealing the exact areas they are good and bad at. This way, we can make the necessary changes in our language-teaching curriculum.

6.4.Limitations of the Study

A few limitations of the study can be listed as follows:

This study focused solely on the lexical aspect of learners' writings, without addressing grammar points, and disregarded grammatical errors during text preparation.

It is important to note that educational adjustments made necessary by the pandemic and an earthquake significantly affected the data collection procedure. Initially, the aim was to collect qualitative data from both learners and the course instructor at the end of the academic year in which quantitative data were collected. However, due to the shift to solely online and hybrid education, it became impossible to collect qualitative data as the researcher could not conduct interviews with the learners. Therefore, qualitative data collection had to be postponed for a year.

Furthermore, the data comprised both hand-written and timed-writing texts, as well as online free-writing texts without time limits. This variation in data collection methods may have influenced the lexical measurements. In the former, learners were not permitted to consult any resources, whereas in the latter, they were free to do so. However, the study also compared these two methods of data collection and their potential effects on the findings.

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APPENDICES

1. Appendix 1: Grading Rubric 1

INÖ 139 SUGGESTED RUBRIC FOR EVALUATING ESSAYS

	Very Good	Good	Average	Poor	Very Poor
Introduction	Uses an introductory technique; introduces the topic; is inviting; clearly states the thesis statement 5 points	Uses an introductory technique; introduces the topic; is not very inviting; clearly states the thesis statement 4 points	Attempts a technique but not very successfully, introduces the topic and states the thesis statement, but is not inviting 3 points	There is no technique, but a paragraph. Thesis statement is stated. 1 point	There is no technique, does not introduce the topic; not inviting. There is just the thesis statement or no thesis statement 0 points
Thesis statement	There is a clear and focused thesis statement that has a focused topic and a strong central idea that indicates the writer's opinion, attitude about the topic. 10 points	There is a thesis statement with a focused topic, but the central idea is not very strong. 7 points	There is a statement, but the topic is not suitable for an essay, and the central idea is not very clear. 4 points	There is a statement, but it is either announcement, fact or. Etc. That does not indicate any idea about the topic. 2 points	There is no clear thesis statement. 0 points
Topic sentences	The topic sentences are clear with strong controlling ideas.. They directly support the thesis statement. 10 points	The topic sentences are clear, but the controlling ideas are not very strong. The topic sentences support the thesis statement. 7 points.	The topic sentences are clear, but their relation to the thesis statement is not very clear. 5 points	The topic sentences are facts, questions, announcements, etc. Although they support the thesis statement. 2 points	There are no topic sentences or they do not support the thesis statement. 0 points
Support	The thesis and the topic sentences are supported thoroughly with sufficient number of major and minor ideas-examples, facts, statistics, personal experiences etc. 30 points	The thesis and the topic sentences are supported thoroughly with sufficient number of major, ideas, but there are not enough details (minor ideas) 20 points	There is support for the topic sentences, but they are not detailed and enough to support the thesis statement. 10 points	There is limited support for the thesis statement, and they are not very detailed. Most of the ideas are irrelevant. 5 points	There is no support for the thesis statement or the support is irrelevant. 0 points
Unity	All the ideas are relevant to the thesis statement and to each other. 10 points	Most of the ideas are relevant to the thesis statement. There are only a few irrelevant ideas. 8 points	There are some irrelevant ideas. It is sometimes hard to understand the relevance of the ideas to the topic sentences and the thesis statement. 5 points	Most of the ideas are irrelevant to the thesis and the topic sentences, and there are only a few relevant ideas. 2 points	The content is irrelevant to the thesis statement. There is no logical link between the ideas. 0 points
Coherence	The principle of organization is clear, and the ideas are arranged logically. There is a smooth flow of ideas. Cohesive devices are also used effectively. 10 points	The principle of organization is clear, and the ideas are arranged logically. There is a smooth flow of ideas. Cohesive devices are mostly used appropriately. 8 points	The principle of organization is clear. However, there is limited use of cohesive devices. 5 points	The principle of organization is not logically chosen and the cohesive devices are either too few or used inappropriately. 2 points	There is no logical order and principle of organization. There is no cohesive device or they are used inappropriately. 0 points

Language	A variety of sentence structures are used, and the grammar is correct. Vocabulary is rich; there is correct use of spelling, punctuation and capitalization. 20 points	A variety of sentence structures are used, there few grammatical errors. There are few spelling, capitalization and punctuation errors. 17 points	Most of the sentences are simple and there are few grammatical problems. There are some spelling, capitalization and punctuation errors. 12 points	Sentences are simple, and there are many grammar, spelling, punctuation and capitalization errors. 8 points	The sentences and simple and most of them have grammatical mistakes. There are many spelling, punctuation and capitalization errors. The sentences cannot be understood because of poor language. 4 points
Conclusion	There is a conclusion technique in the concluding paragraph, and it is effectively used. 5 points	There is a conclusion technique, but the paragraph is quite short. 4 points	A conclusion technique is attempted, but it is either too short or not used effectively. 3 points	The conclusion either does not have any concluding technique, or there is just a concluding sentence instead of a concluding paragraph. 1 point	There is no conclusion paragraph. 0 points

Scores for Criteria

Introduction	Thesis Statement	Topic Sentences	Support	Unity	Coherence	Language	Conclusion
TOTAL SCORE OUT OF 100:							

If any of your assignments or exam paper does not answer the question, or not do it appropriately regarding the conventions of the essay type we discussed in class, that is, if your essay is irrelevant (off-topic or off-genre), you may get a total score of **5%** for that essay.

2. Appendix 2: Grading Rubric 2

Writing Criteria		
Components	Descriptors	Grades
Content	Addresses the topic with a wide range of details (explanations and/or exemplifications)	5
	Has some components of 3 and some components of 5	4
	Addresses the topic with moderate details with a few repetitions and/or some points are considered irrelevant.	3
	Has some components of 1 and some components of 3	2
	Is unable to include most of the details; and/or most details are irrelevant and/or mostly repeated.	1
Organisation	Establishes an effective organisation of ideas with a wide variety of cohesive devices (transitions, sequencers, linking devices, referring expressions and punctuation)	5
	Has some components of 3 and some components of 5	4
	Establishes a moderate organisation of ideas with a moderate variety of cohesive devices (transitions, sequencers, linking devices, referring expressions and punctuation)	3
	Has some components of 1 and some components of 3	2
	Is unable to establish any organisation; no variety of cohesive devices (transitions, sequencers, linking devices, referring expressions and punctuation)	1
Grammatical Competence	Uses a wide variety of language forms appropriately and accurately.	5
	Has some components of 3 and some components of 5	4
	Uses a moderate variety of language forms; and/or there are a few inaccuracies.	3
	Has some components of 1 and some components of 3	2
	Uses almost all language forms inaccurately; and shows no variety.	1
Lexical Competence	Uses a wide variety of vocabulary appropriately and accurately; and/or shows a good control over spelling and capitalisation.	5
	Has some components of 3 and some components of 5	4
	Uses a moderate variety of vocabulary; and/or there are a few inaccuracies; and/or shows a moderate control over spelling and capitalisation.	3
	Has some components of 1 and some components of 3	2
	Uses almost all vocabulary items inaccurately and shows no variety; and/or shows no control over spelling and capitalisation.	1

EXCEPTIONS:

A student will be given **1 out of 20** if

- 1) it is a **totally memorized response** (i.e. the content/topic has **no relevance** to the question and/or does **not deal with the task at all**).
- 2) it has **only too few sentences** (i.e. the student **does not attempt** the task within **the requirements of the task**).
- 3) s/he **submits a blank answer sheet** (i.e. the student **writes his/her name** or just **brainstorms** in phrases and/or fragments).

3. Appendix 3: ANOVA Tables

Lexical Density Repeated-Measures ANOVA

Tests of Within-Subjects Effects									
Measure: MEASURE_1									
		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power
Lexical Density	Sphericity	4883.526	4	1220.82	5.193	.000	.057	20.773	.968
	Assumed								
	Greenhouse-Geisser	4883.526	1.108	4408.117	5.193	.022	.057	5.753	.645
	Huynh-Feldt	4883.526	1.12	4392.462	5.193	.022	.057	5.774	.646
	Lower-bound	4883.526	1.000	4883.526	5.193	.025	.057	5.193	.615
Error(Lexical Density)	Sphericity	80870.474	344	235.089					
	Assumed								
	Greenhouse-Geisser	80870.474	95.275	848.811					
	Huynh-Feldt	80870.474	95.615	845.797					
	Lower-bound	80870.474	86.000	940.354					

a. Computed using alpha = .05

Lexical Diversity Repeated Measures ANOVA

Tests of Within-Subjects Effects									
Measure: MEASURE_1									
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^a
Time	Sphericity	9963.374	3	3321.125	14.907	.000	.148	44.722	1.000
	Assumed								
	Greenhouse-Geisser	9963.374	2.883	3456.359	14.907	.000	.148	42.972	1.000
	Huynh-Feldt	9963.374	2.993	3328.655	14.907	.000	.148	44.620	1.000
	Lower-bound	9963.374	1.000	9963.374	14.907	.000	.148	14.907	.968
Error (Time)	Sphericity	57479.067	258	222.787					
	Assumed								
	Greenhouse-Geisser	57479.067	247.905	231.859					
	Huynh-Feldt	57479.067	257.416	223.292					
	Lower-bound	57479.067	86.000	668.361					

a. Computed using alpha = .05

K1 Words Repeated Measures ANOVA

Tests of Within-Subjects Effects									
Measure: MEASURE_1									
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power
K1	Sphericity	3376.071	4	844.018	85.117	.000	.497	340.466	1.000
	Assumed								
	Greenhouse-Geisser	3376.071	3.206	1052.917	85.117	.000	.497	272.918	1.000
	Huynh-Feldt	3376.071	3.345	1009.245	85.117	.000	.497	284.727	1.000
	Lower-bound	3376.071	1.000	3376.071	85.117	.000	.497	85.117	1.000
Error(1)	Sphericity	3411.111	344	9.916					
	Assumed								
	Greenhouse-Geisser	3411.111	275.750	12.370					
	Huynh-Feldt	3411.111	287.683	11.857					
	Lower-bound	3411.111	86.000	39.664					

a. Computed using alpha = .05

Repeated Measures ANOVA for K2 Words

Tests of Within-Subjects Effects									
Measure: MEASURE_1									
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Param eter	Observed Power ^a
K2	Sphericity	536.905	4	134.226	60.398	.000	.413	241.592	1.000
	Assumed								
	Greenhouse-Geisser	536.905	3.909	137.354	60.398	.000	.413	236.092	1.000
	Huynh-Feldt	536.905	4.000	134.226	60.398	.000	.413	241.592	1.000
	Lower-bound	536.905	1.000	536.905	60.398	.000	.413	60.398	1.000
Error(K2)	Sphericity	764.492	344	2.222					
	Assumed								
	Greenhouse-Geisser	764.492	336.168	2.274					
	Huynh-Feldt	764.492	344.000	2.222					
	Lower-bound	764.492	86.000	8.889					

a. Computed using alpha = .05

Repeated Measures ANOVA for AWL

Tests of Within-Subjects Effects									
Measure: MEASURE_1									
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^a
A W L	Sphericity	297.755	4	74.439	32.832	.000	.276	131.326	1.000
	Assumed								
	Greenhouse-Geisser	297.755	3.739	79.627	32.832	.000	.276	122.769	1.000
	Huynh-Feldt	297.755	3.930	75.755	32.832	.000	.276	129.044	1.000
	Lower-bound	297.755	1.000	297.755	32.832	.000	.276	32.832	1.000
Error(A W L)	Sphericity	779.948	344	2.267					
	Assumed								
	Greenhouse-Geisser	779.948	321.5	2.425					
	Huynh-Feldt	779.948	338.02	2.307					
	Lower-bound	779.948	86.000	9.069					

a. Computed using alpha = .05

4. Appendix 4: Sentences in Proficiency Exam

1. JOB

- Because we are explain ourselves in school, jobs..
- If young people have a good salary and job, they can leave their family home.
- Finally, I think young people graduating from university should stay their family home if they have not salary and job.
- And when you leave your family and get a job, you don't have to rely on them about money problems.
- In my opinion, even if you want to leave your family, you should get a job before doing that; otherwise, you will need them whenever you want to buy something and I think if you buy your needs with your own money you will feel free.
- After thinking about it and deciding to move out, you should be sure that you have proper job and good money.
- If you leave your family as a student, it's okay to spend your family's money but after graduation you should have decent job before moving out.
- After getting a permanent job, I think you should look for a decent roommate in order to prevent being alone.
- They bring up them until they do their own job by themselves.
- To begin with although some people graduate from collage, they can't begin their job immedeatly.
- Also if some of them get a job as long as they graduate from collage, they can get on themselves.
- In an ideal country, when you graduate you can find a job related to your studies.
- After graduated from university firstly, people should find a job which they love and make money.
- I think when this people find a job and start working they should pay back all the money which their parents give them in childs student years because their parents just work for their child's future and maybe they send all their money to their child.
- The number of people who have no job are increasing.
- Everybody wants to do job which is their dream but sometimes, this wish is being dilemma for young people as leaving from the family is scary and sad.
- Such as new friends, new job opportunities, living dreams, learning a new foreign language and learning to live on their own for young people but It has not only advantages but only disadvantages like feeling homesick, missing family and friends.
- These new friends can help us when we have to go their countries for a job or other things.
- Becouse of the fact that they are well-educated, they can make their own job.
- Becouse there is hardly any support to make or find a job.
- In todays world, even after graduating from university finding a job and starting to work is not as easy as most people think.
- After graduation, one should get into a job which requires to be hard-working.
- Therefore, if a newly-graduated person doesn't have this feature or has low social abilities, it may hard for them to pass job interwievs.

- When the child turns eighteen the parents expect from him/her to get a job and move out from the parents home.
- I think at some point they really should either because when they graduated they will be looking for a carrier or a job and after finding it they will be earning their own money that allow them to rule their life.
- he can go to cinema by himself, he can watch football matches in stadium because he has a job and he doesn't need his family's support.
- a young who doesn't have a job can live by himself in just one situation.
- If this happen then the young can leave family's house otherwise he can't if he doesn't get a job after university.
- Because you can't have a job as soon as you graduated from your university.
- Everyone is looking a job but no one can find.
- Because they can have a job whenever they want.
- When they can't find a job their government supports them until they find a job.
- They deserve better conditions, salaries, jobs.
- I will do my job with my heart and I'm going to raise good persons, better teachers, better policies and better presidents.
- If they have a job and economic freedom, they can easily live without their family.
- now you need to find a job that suits your skills and learn it all this you learn all from over, after finding a job its adds new responsibility that you never faced before, you need to work hard and regularly, need to meet new people and learn how to communicate with them in a new habitat.
- So we as theirs children shouldn't leave them after get a job.
- I was cooking, cleaning, taking good care of myself and I was working my part time job.
- And once we get a job our self confident raises.
- After they graduate from university they search for a job and they face a lot of problem.
- For instance they feel themself more comfort and this way they can more easily find themselves a new job.
- Having a self-confident help the person find a job.
- After finding a job they feel more comfort so they more easily used to this condition.
- It can differ from family to family but usually people leave their family home after they graduate from university and find a job.
- Parents will pass away eventually so you need to start somewhere and university years or after finding a job are correct times.
- In short, i agree that young people should leave their family homes after graduating from university or after finding a job and getting some money.
- When they graduate from university, they start looking for jobs to create their own both financial and normal life.
- When they start their own job and earn money, they will become more confident.
- If they want to become a person like I described before, they need to work harder both at job and college -before graduate-.
- After they graduate from university, they can have a job.
- However, if we are able to find a reasonable job and start to create our own economy state it can be a good thing because we would not be depend on our family's money and from my point of view, it is indepenence.

- Because at some point we will have to leave our family home even if we do not want to and if we find a job we will take a lot of responsibilities because there is not any job which does not have any responsibility.
- One day, we will have to leave our family home due to several reasons such as university, job, marriage etc.
- After graduate, the only thing young people need to do is finding a job to be financially independent so they can be adults.
- Imagine you are living on your own and can't find a job.
- After a while if you still can't find a job they will kick you out, which you will be homeless.
- They meet a lot of different people, some of them spend their own money, some of them find a job.
- Almost everyone expect from young people to start find a job and live on their own immediately after they graduated from university.
- Firstly, when we graduate from university the first thing we do is looking for a job which is important for living on our own.
- Therefore the most important thing when we start living by ourselves is indeed a job.
- To conclude, i think it is inevitable that we will leave our families after getting a job that will pay us sufficient amount so while we live with our families we should prepare for the days after we leave them.
- Actually when they graduate from university and their job is ready, I think living apart from family's home is necessary.
- When our acquaintances get their first houses, get a nice job and move forward with their lives, we wouldn't want to feel left behind.
- After graduating from university you are expected to find a job and declare your economic independence.
- After your graduation you find a job and start to make money.
- After university you will get a job and start to earn money.
- If one finds a well-paid job shortly after he graduates, then it is okay for him to leave his family home and start living on his own.
- But if he is not able to find a job which is consistent with his skills and degree, it is much better for him to stay in his family home.
- If he doesn't have a job to get by, especially if he studied in an expensive and crowded city, he might need to return home.
- After students graduate from university, their first thing to do is looking for a job.
- For example, finding a job in Turkey is really hard and also, finding a job immediately after the graduation is nearly impossible.
- The difficulty of finding a job comes with financial problems.
- After all these steps, they can live on their own but if i was in the condition which they are in, I would wait and live with my family until I find high paid job and then think of leaving my home.
- They struggle to find jobs and pursue their dreams which leads to depression and feelings of incompetence.
- She tried so hard to get the job.
- She mentioned that she is old enough to live on her own, and she has a really good job that she is paid well.
- She already has a good job, and she is now old.

- And i hope one day I will get my job and start to live at my own house with a garden.
- If we do not take these risk in early age life can be hard for us when we graduate from university or when we do our own job.
- There will be no people doing your job, reminding what you forgot, making sure you do not get cold when you are sleeping.

2. ADULT/ADULTS

- Every child to be young or adult.
- Although he or she is young or adult still live their family.
- Because when we are adult we should do one things we should'nt wait from family.
- And leaving our parents's house is one big step that we can take at the start of our adult lives.
- Mental maturity plays a great role in our journey of becoming an adult.
- Experiencing the difficulties of life will turn the youth into free adults, and therefore the youth should live on their own.
- An adult and responsible person must care about these stuff.
- They get used to live in there and when they reach the level of young adult, they might think that getting by is such an easy thing that they can easily live on their own.
- And if I add some other advantages, living alone when young creates much more memories than living alone when you're adult.
- Child should learn how to live alone, how to do daily routines and should learn living like an adult.
- We are adults.
- Adult people should be able to take some responsibilities.
- Because we all know that we can't call ourselves literarly as an adult if we haven't lived on our own.
- Young people will become adults eventually.
- Although, being an adult is also a progress that has a lot of difficulties.
- If we want to see our youngs as an independent adults who can take care of themselves, we must be there for them.
- Thus, kicking your pre-adult kids isn't parenting.
- It gives them responsibility so that they will feel more like adults.
- Furthermore, their families would be proud of them when they saw their child as an adult.
- First of all, when someone graduates from university, his/her age is usually considered as young adults.
- Young adults should learn how to live at this point.
- Someone who graduates from university is someone who is an adult.
- Since we are adults, we have to keep up with the hard life.
- In my case, I've seen how when my older sister left home to live in her own home, she was seen as an adult and was respected more by everyone in the family.
- In conclusion, people should leave their family home and experience life as an adult without their families assistance.
- When we are 18 we assume ourselves as adult and think that we do not need our family anymore; it is not like this, but it should lessen in somewhere overtime.

- You are now an adult and don't need your parents but your parents need one thing they need to rest they need to live under peaceful conditions.
- It is best for both you and your parents to live in separate homes after you are an adult.
- They need to learn how to manage difficult situations due to the fact that they are adults.
- If they want to become a real adult and have a strong personality, they should start their own life.
- Apart from these advantages, the most important thing about living alone is it teaches you how too be a responsible adult.
- Living on your own is really necessary for you to become a responsible, confident adult.
- BECOMING AN ADULT
- After gradute, the only thing young people need to do is finding a job to be financially independed so they can be adults.
- It is going to challenging for them to start a new life all alone at first but this is what makes them adults.
- That is a part of on becoming an adult too.
- To be a mature adult young people should sperate their way from their family.
- Ofcourses they will do mistakes but being adult also means that accepting all the consequences of what they do.
- You will live like an true adult.
- So it is good that you learn how to be a true adult by carrying all the responsibilities on your shoulders with living on your own.
- From child age to adult age, our parents help us in every field of life.
- After an age, adults start to dream a life without any noise or problem.
- As a result we slowly comprehend adult life and be in harmony with it.
- As we grow up and become young adult we need to learn living just by ourselves without needing anyone.
- Being Adult After University
- University is one of the experiences that make your people an adult.
- So in my opinion university life is already beginning of the adult life.
- They should have done these activities earlier and after graduated they must ready to become an adult.
- Most of the young adults have one goal in common that is leaving their families and starting new life by themselves.
- However before leaving our families, we should first learn how to do adult things thus we should benefit from our families experiences.
- Secondly, after leaving our family we should know that we are starting a new life as inexperienced young adults and some people will get so emotional while the others like the people who stay in dormitories and apartments won't get as emotional because they will have already been used to it.
- Starting to experience life is always challenging at first, although learning from your mistakes will come in handy as children grow into adults.
- Living on their own after a certain age can improve young adults' skills, capabilities and personalities on many levels.
- Family support plays an important role in freshly adult people's lives.

- With the exception of having a medical condition, no one should be depended on their family if they are adults, that can make logical decisions and are qualified to navigate their lives without anyone's help.
- If you don't open yourself to people around you then you will face problems doing so as an adult.
- It is known that at the age of 18 you become legally an adult but at that age people usually still live with their parents.
- By learning those things you will start to feel more like an adult and it will give you confidence, which you will be needing for the rest of your life.
- Everyone who has graduated from university needs to create a comfortable and appropriate life due to becoming an adult.
- If a person wants to be an adult, he or she has to live like an adult as soon as possible.
- The more you early learn how to live, the more you early be an adult.
- Young people have the energy to do a lot of things, they are young and they will be adults one day.

3. FINANCIAL

- Due to the fact that they have not a high salary and good occupation, they can face financial, economic and family problems.
- This will give them another chance to find their financial freedom both while studying and after graduation.
- I believe that financial stability and self confidence are the two key factors when it comes to young people living on their own.
- Especially if one has a proud attitude which prevent them from accepting financial support from their family or friends that want to contribute.
- When they graduate from university, they start looking for jobs to create their own both financial and normal life.
- At last, they will have a broken financial status, low self esteem and bad health.
- But if our financial state is not enough to meet our daily needs we may want to live in our family home especially if the rent prices are high, i thing, leaving the family home cannot be a wisely decision.
- I will get their financial support but not their emotional one.
- The most crucial disadvantage in my opinion is financial problems.
- Living alone has so many financial problems but it also has emotional problems.
- So to summarize everything it is sensible to live on your own if you don't have financial problems but if you have that problem and your family has that problem it will be so challenging for everyone.
- In which these days it is almost impossible to not have financial problems.
- That's why family support is important both as emotional and financial.
- First of all, they should have financial independence to start living their own since they will obviously have to pay for their bills and stuff.
- On the other hand, living with our family will allow you to have financial freedom.
- "The family support" can be considered both emotional and financial.
- For example, if he studied out of his town and wants to stay in that town after graduating from university, he might not be able to do this because of family issues, health problems, financial unstability etc...
- The difficulty of finding a job comes with financial problems.

- Hence, if they will not have financial problems, they may decide living on their own but unfortunately, money is not enough.

4. ECONOMIC

- If not you need a sidekick and it can also reduce the economic weight on your shoulders relatively.
- We are not burden, (including economic reasons) to our families.
- We learn how to be economic, how to be mature enough to organize our lives.
- Due to the fact that they have not a high salary and good occupation, they can face financial, economic and family problems.
- Due to the economic problems, they want to live with their family.
- If you have economic freedom, you can start living on their own.
- I personally think that young people should leave their family home and start living on their own after they graduate from university so that they can learn how to live by themselves and also they can gain their economic freelance.
- Secondly, young people should leave their family home after graduation so that they can gain their economic freelance.
- By this way, they also can gain their economic freelance.
- The first one may be relax about their economic situation.
- With these, the young individual will have both the economic independence and the confidence that is needed to start living on their own.
- It depends on young people's economic Independence.
- If they have a job and economic freedom, they can easily live without their family.
- If I had the chance of an economic freedom, I would surely chose to live on my own.
- So all in all, if the child can take the responsibilities of life and has the economic freedom, he/she should live on their own.
- There are some more complicated problems such as the economic freedom when you are not living in your family house.
- We have to try and start standing on our feet as soon as possible because if we don't get used to standing on our own feet, we can fall in a deep and dark hole made from our loneliness but if we look from the bright side of things we can say that the pros of not living in your family home have plenty of pros such as the house having the rules you want, being able to relax however you want, the ability to being able to bring your friends whenever you want, but as there's pros of living away from your family home, there are as much as cons of it too such as the silence that wraps around the house if you're alone, putting on the whole economic weight of the house on your back, having your family away from you, the cleaning process of the house every now and then, but despite the cons I think that every young person should at least experience living away from their family home because it really helps a person become the person they want and desire to be but they should also be ready mentally and physically to the problems that could come their way.
- After graduating from university you are expected to find a job and declare your economic independence.

5. SUM

- If I want to sum up this writing I can say that young people can leave their family because they can understand how a person live on his/her own.
- To sum up what I believe is we as many things as possible in our limited life span.
- To sum up, I totally believe that young people should take responsibility, leave their peaceful home behind and move to another city (or maybe country?).
- To sum up being alone after graduated from university contribute to your communication skills, putting up with the hardship of life, dealing with the different people, spending your money carefully, making cook, washing dishes, learning how to make a friendship, understanding the peoples's opinions, how to take care of yourself or your frinds.
- To sum up, I think all young people should start their own life, leave their parents home (leave their comfort zone) and work hard to be happy, untouchable and independent.
- To sum up i don't think that this question can be answered for all of the youngsters with a right one, because these isn't any.
- To sum up, living with or without families has both advantages or disadvantages at the same time.
- To sum up, my view is to leave our family home and stant a new life already.
- To sum up there are both advantage and disadvantage about leaving their family and start living on their own.
- I think you can see my point so I will sum it up the best way I can and end it.
- To sum up every single guy should learn the real life with hardships without family's help.
- To sum up, living a life which belongs to you has advantages and disadvantages.
- To sum up one should leave home and start living alone for being more experienced and more independent but in some part of our lives, generally speaking we'll eventually find someone to live with apart from our families and that person will become how our new family.
- To sum up, I think young people start to live apart from family home after graduate from university.
- To sum up, i think young people should do deep search for their needs to live and calculate them.
- To sum up, I agree that we should leave our family home and start living alone after we graduate from university.

5. Appendix 5: Sentences in Fall Midterm Exam

1. FOCUS

- Second, working bit by bit allows for greater focus on each task.
- You are focusing on experiences rather than having things.
- Slowing down will help you focus on what is significant
- I like doing things that I do not like with haste and taking my time when focusing on the things I like.
- They can focus on their hobbies easily.
- For example, you can focus your attention on a charge and complete it more efficiently with better results.
- You can focus on what matters most, like people in your life.

- People, always in a hurry, can't focus what they do, then they don't realize how time passes in this mess.
- They turn their focus to one prey.
- Firstly, focusing on a task is easier when the task is done slowly.
- On the contrary, fewer mistakes are done when focused.
- Because I jumped from topic to topic, I wasn't able to focus and didn't learn properly.
- Waking up early in the morning and focusing on the things you will do as soon as possible saves you time and lowers your stress level, so you are calmer during the day.
- Factually, you will not learn anything and you will have a fruitless effort to study on account of the fact that you have read it by looking over and focused solely on finishing.
- Because when you try to get things done, your brain doesn't focus on the task anymore; it focuses on finishing it.
- Besides, like I said before, when you hurry things, you focus on finishing it. And that causes
- you to not enjoy the thing you are doing. Because you are not focusing on the moment.
- You can follow your dreams and achieve your other financial goals with the fresh mind given by low density. Instead of focusing on many programs at the same time, focusing on the goals that are more important to you will lead you to success in your career.
- Because you are focusing on doing the thing you need to be doing rather than you having to hurry up, you will see success faster.
- Living in a slower pace of life enables me to avoid stress and makes me focus on my personal needs and social life compared to a high pace.
- I observe that people, who make things in a rush, have no time for focusing on their personal needs.
- I remember some of my friends who had a very busy schedule, and I was thinking that they had no time to focus on themselves they didn't even know who they were actually. In terms of social life effects, unlike the fast life lovers, I never have a busy schedule.
- This makes me focus on the moment and enjoy it.
- Things like multitasking is not always efficient so we need to focus on one task and do it without a haste.
- I wasn't celebrating or focusing on my successes and gloss over them to do the next thing but the failures those I paid way too much attention.
- We only focus on what we are going to do and we isolate ourselves from the environment.
- People with slow lives and rigid routines often focus to be successful in a specific subject.
- Even though you claim that you can control your stress level and doing jobs immediately saves you from wasting your time, it is a scientific fact that your brain can not do multiple jobs at the same time, and trying to do your jobs immediately decreases your brain focus level seriously.

- Living at a slow pace does not mean you are living fecklessly, on the contrary it demonstrates that you are focusing the moment and enjoying every moment which you have.
- People should put aside their concerns and focus their life as far as possible.
- Moreover, you will be able to focus on your religion.
- Because we have time to focus on what we need, it makes us feel more satisfied and comfortable.
- But with slow lifestyle, You can't focus everything you want.
- I don't like chasing after a lot of stuff because I may not be able to focus completely on my doings.
- By focusing on one thing and doing it elaborately, I feel satisfied with what I've done.
- Another benefit provided by slow living is that you can utilize your time to focus on what matters the most to you.
- Researchers should focus on solving the problems rather than messing with some papers, bankers should do some beneficial changes in economy or at least they should help economy to keep steady.
- Secondly, if people are not in hurry when doing a job, they can easily focus with a relaxed mind and complete their work in a shorter time.
- For example, when you work in an office, when you leave the paperwork which you need to work on to the last minute, you rush to get them done, but ideas about other things that you have experienced on the same day fly in your mind and prevent you from focusing on your main job.
- This could mean to buy less stuff but of good quality or focus on one task at a time when you are at work.
- I usually prefer not to hurry because when I'm in rush I can't concentrate clearly, and I can't focus on what I'm doing.
- Secondly there is correlation between focusing on one single job (not multitasking) and success.
- If you take your time you can easily focus on your work.
- Focusing on something can make you pay attention to details nicely and this way your work can come out flawlessly.
- For instance, the "I should merely focus on finishing this homework as soon as possible so that I can have more time for myself" mentality that students have results in poorly written answers, paragraphs and essays.
- When you do more than one thing at a time you tend to not focus on the activity, therefore, you can't get the best results.
- The more you focus on your relationship without thinking of other things the more it is going to be a healthy relationship.

2. JOB

- It can be marriage, a job, or even clothes.
- While some people are always in a rush to finish their jobs immediately, get things done as soon as possible is not a priority for others.
- Actually, what we should do is to do our jobs at the appropriate pace and carefully.
- Trying to do jobs immediately makes you a stressful, impatient and grumpy person.

- Even though you claim that you can control your stress level and doing jobs immediately saves you from wasting your time, it is a scientific fact that your brain can not do multiple jobs at the same time, and trying to do your jobs immediately decreases your brain focus level seriously. Therefore, it is possible for you to do your job incorrect or missing while you mean to do it perfect.
- And if the mistake you made is big enough, it can even make you lose your job. However, the most important reason why you should not your jobs immediately is that being in a rush can have irreversible consequences.
- Finally, to do jobs in a rush has no benefit for us, therefore, we should do our jobs not in a rush but carefully.
- Especially when it comes to responsibilities I try to do my job as fast as i can and get to another one quickly. Thus i can finish more jobs in a shorter time and spare time for myself.
- Secondly, if people are not in hurry when doing a job, they can easily focus with a relaxed mind and complete their work in a shorter time. When someone is in a hurry to do his/her job, he/she has a hard time decoupling from other thoughts in his/her mind and drowns in them.
- For example, when you work in an office, when you leave the paperwork which you need to work on to the last minute, you rush to get them done, but ideas about other things that you have experienced on the same day fly in your mind and prevent you from focusing on your main job.
- Because if you act hastily, you will change your daily routine to finish the job you want to finish as soon as possible.
- Secondly there is correlation between focusing on one single job (not multitasking) and success.
- I don't prefer to graduate from a good school, get a good job, have a good family, live a good retirement life and be buried in a good grave.
- If they don't hurry they can be fired from their job or not be able to attend a class.
- For example, if they don't use fast trains, they won't be able to go to their jobs or schools etc. on time.
- While they want to be fast, they may not think clearly and make poor decisions and anyone who tries to do jobs in hurry will fail.
- For instance, people who do their jobs hurriedly don't enjoy their time and they are usually stressed but people who take it slow can organize it the way they want and do their jobs without stressing too much.
- Considering these pros and cons, I assume advantages of doing an assignment quickly outweighs doing job in a slower pace.
- For instance, let's think about a person and assume that this is the first day of his job. Naturally he needs time to get accustomed to job.
- Getting things done quickly will bring you another new job.
- Although you have done your job quickly, you will be deprived of experience on the road.
- Being fast and doing our job quickly not only spends less time but also saves more time for us to spend on other things.
- It is also a sign of effectiveness because quality and quantity often go hand-in-hand as people who are the masters of their craft are often able to do their job in a real fast pace as well.
- tuğçenur bulut

- To illustrate, you can mention your promptitude in any job interview or any interview so that people assume you are suitable for the job.
- This will cause you to be more efficient under stress because as a fast worker you will know how to get a job as fast as possible.
- This will have effect on your ability to find jobs because employers expect people that can get things done fast and efficient.
- Finally, being able to rush through a job shows that you are great at your job.
- Merve dilara kaya
- For example, let us say you live your life always in a hurry and have a job all the time.

3. BENEFIT

- In addition, there is a lot of healthful benefits of living at a slower pace.
- Finally, in addition to these benefits, being fast during the day brings order to your life.
- Finally, to do jobs in a rush has no benefit for us, therefore, we should do our jobs not in a rush but carefully.
- In addition, knowing what you are going to do in hand has lots of mental benefits.
- In conclusion, by looking at my examples, we all can conclude that living without haste brings you many benefits rather than harm.
- Someone who does that has to hurry up because he/she is trying to complete his/her homework on the deadline, so he/she cannot get the benefit of a calm, slow and planned living.
- In contrast to the positive benefits of living slow, such as having a clear mind, being less stressed, knowing myself better, there are some negative effects of living slow.
- Living life at a slower pace is fruitful because it has many benefits for people.
- One of the greatest benefits is less stress on human life.
- Benefits of Hurrying
- In addition, doing things in a mild pace benefits in organizing our duties we are supposed to do and it also reduces the possibility of making wrong decisions.
- Less stress, being able to plan, and being safer are the many benefits of slowing down.
- Taking your time and not hurrying is going to have lots of benefits.
- I prefer to live my life at a slower pace because living life at slow pace has a lot of benefits.
- Another benefit provided by slow living is that you can utilize your time to focus on what matters the most to you.
- All of these, points to the fact that slow living provides benefits for both your physical and mental health.
- You should be aware of the benefits you will gain by being punctual.
- Living this way has many benefits for you.
- It has so many benefits on your social life .
- Another benefit of being fast and efficient is seeing all your work evaporate like water in a hot summer day, this will definitely make you feel happy and motivated.
- Another benefit of rushing is that it allows us to see our limits.

- Living life at a slower tempo benefits your overall life quality because of these reasons.
- Living life the slow way has many benefits for a person.
- The last benefit of living life slowly is having more precise memories.
- In conclusion, I have seen enormous benefits from taking my time to do things.
- Finally, living at a fast pace will give you priceless benefits.
- To conclude, if you want to acquire more time, boosting your adrenaline hormone without any cost, begin to operate on autopilot, and get the priceless benefits living at a fast paced life is the only way for you.

4. MENTAL

- And this hinders the harm to your mental health.
- All of these, points to the fact that slow living provides benefits for both your physical and mental health.
- In addition, as people have a competition among themselves, their physical and mental health isn't well.
- In addition, knowing what you are going to do in hand has lots of mental benefits.
- Various victories such as better mental health, success or stable income will be on your way when the time obeys you.
- And in the such a world like this we experience more stress, and it may lead to a lot of mental and physical diseases.
- They think that reducing the tempo of our lives a little bit will be good for our mental health.
- This negatively effects your mental state and people around you as well.
- Thirdly, hasty actions put people under tension and stress, which leads to mental disorders.
- As conclusion, the choice of the pace of your life affects people's mental health and how they spend their time.
- Therefore, living at a slower pace boosts people's mental health.
- It is beneficial for both our body and our mental health.
- Firstly, while living in a slower pace, quality of your communication with other peoples will increase this will provide healthy social environment as a result of this mental health of humans will get healthier.
- To have a better mental health and better life standarts, fight the norm 'faster is better'.
- Lastly, living life at a fast pace will damage your both mental and physical health.
- For instance, these stresses and tensions might lead to mental and physical ailments and diseases such as depression and heart attack.
- When people do the things they need to do in a long amount of time, they think that they do better work than in a hurry, which helps them maintain a comfortable mental life.
- Moreover, living slowly can make wonders on your mental and physical health.
- Furthermore, since you always rush into things, your mental health rises gradually.

- Furthermore, these stresses and tensions might lead to mental or physical ailments and diseases such as depression and heart attack but you can cope with them by the help of living at a slow pace.
- Being calmer will help people with mental illnesses like anxiety and depression.
- Secondly, the stress of fast-paced living leads to severe mental health issues.
- In addition, appreciation boosts the immune system, improves mental health and, improves relationships.
- Moreover, trying to do a lot of things in a short time will make you feel stressed and that is not good for your mental health.
- In conclusion, taking your time and living your life at a slower tempo is going to affect your mental and physical health as well as your life in a good way.
- Thus, it reduces the possibility of physical and mental diseases such as headaches, stomach problems, intestinal problems, skin diseases, body aches, heart diseases, depression, anxiety disorders, panic attacks.
- Is saddening and might causes them to be depressed about their lives and the world, this makes them vulnerable to various thing like getting manipulated or more mental illnesses.

5. AFFECT

- That's way I feel anxious and it s affect me badly then I have headache and nauseation.
- For instance, when we want to decide on a career, we should think about the decision we are going to do for a long time because it will affect all our future lives.
- Sleeplessness affects your relationships with people and your productivity.
- It also affects our psychology.
- Our attitude which is in hurry affects quality of our "moments" in very big deal.
- This negatively effects your mental state and people around you as well.
- As conclusion, the choice of the pace of your life affects people's mental health and how they spend their time.
- Coffee comes from diseases such as osteoclast, kidney and heart disease. Also, it affects the blood. If a person has an iron defect when he or she drinks coffee, it can rise iron defects
- it can activate illness, create bad relations, control emotions like anger, affect family regulation badly and doesn't have adequately for spare time activity.
- Living life at a slower pace is literally peaceful lifestyle which affects people because of several reasons.
- This will affect your health adversely and you will have such problems as having depression or anxiety or not being able to concentrate on your daily life.
- Thus; how does being in a hurry affect people?
- Secondly, it will affect your work better.
- To conclude, living life at a slower pace is a better choice because it affects you in a good way in every possible way like health, time management and quality of life.
- To conclude, you should remember being punctual affects every day of your life in a good way from your daily schedule to your occupation.
- Because people have high trust in you, this also positively affects your business life.

- Secondly, living your life at a slower pace affects your social life positively.
- If you don't put any effort into your assignments, it will affect your grades not in a good way.
- So without planning your life, you usually are in a hurry to get things done so you can not pay any attention to the thing which you are doing. And it may affect your life seriously.
- Giving yourself less time to do the task can also affect your productivity in a bad way because people under time pressure mostly don't work to their full capacity.
- Similarly, your relationship with other people is also affected by that.
- In conclusion, taking your time and living your life at a slower tempo is going to affect your mental and physical health as well as your life in a good way.
- To illustrate, if I am on the verge of making a serious decision about anything- especially if it affects other people apart from me- I always evaluate all the aspects and I make my decision- even if it takes so much time.
- In addition, it affects us in a good way.
- Always being in a rush to get things done quickly can produce stress. This way, stress may take over and can affect you in ways that are not very rewarding.

6. EFFECT

- By this precautions it effects our lives in many aspects.
- It has been effect our, life, work, education, economy.
- We was effected all these stuatien.
- Economic effects is so effect our life.
- Everyone was effected economy.
- In this stuatien was effect to markets, restaurants, people and more than more.
- Covid pandemic has been effecting people's life mostly.
- In our country, this case pretty effected as economic, social and educational.
- Apart from that, the whole world effected psychologically too.
- Staying at home for that long time of course would effect our lives.
- The second most obvious result that covid brought about is the economic downfall, not only the death rates effected the general manpower for the labour, but also the methods we had to use to battle covid, such an the quarantine, led to a decrease in production, increase in the prices and major shortages and delays in global trades and sources.
- So many people's psychology got negatively effected by the covid.
- Pandemics or simple illnesses effects our health but Covid has effected many aspects of the life.
- Pandemic has effected us mentally and as a result of that our academic lives effected too.
- Feelings is important for being good in a work and because of the pandemic we couldn't feel good and as a result of that we has badly effected.
- Do you know Covid has effected us in a good way too?
- Although it has effected us mostly in a bad way, the Covid has effected us in a good way too.

- Consequently the illnesses has effected all of us in same way maybe good ways maybe bad ways but any of us couldn't escaped from its effects.
- Covid pandemic has effected so many areas in everybody's life.
- Sitting at home all day at the beggining of the pandemic effects our communications skills also.
- Finally, because of it's a pandemic, Covid effects our health badly.
- First and foremost , peoples have gone through a last-longing illnesses which effect every area of their life.
- To sum up; Covid effected our life in a bad way such as healt, psychological and educational Effects.
- Has covid Effected me Badly?
- At first I was afraid, because it wasn't clear how it effected people.
- I would worry about the people I would've gotten effected.
- It effected my educational life negatively, unfortunately, because this meant online school and even the world wasn't ready for that.
- As it's economic effects, I didn't think I would get effected a lot.
- Well, it effected me more than I thought.
- I never thought it would effect me this much about economy, but it did.
- We love being surrounded by people and it effects us positively.
- Even though it effected me and the world negatively, covid has taught me a lot of things.
- Yes, covid effected us badly, but it is up to us what we are going to do about it.
- It is up to us how we will get effected.
- It also effected the people's psychological health.
- It's a disase that mainly effects your lungs and create deadly symptoms for some people and because of it its change the way of the word progress and efected our daily life.
- This pandemic alsa effect the whole education system world was not ready for a pandemic like this when it happens most of the countries couldnt find a effective way to continue the education.
- I think the lack qualty of education is not effecting us right now but with time I am sure we will easily see effects of this bad education sytem.
- Some higher classes will effect less I think but young student who didnt get the bases and fundamentals of basic education will have a hard time to improve their kit when they reache higher classes.
- So, in this point I think that covid pandemic effected our lifes dramatically in a bad way because of three important effects.
- Firstly, this pandemic has effected us psychologically in a bad way.
- Lastly, as we all know this pandemic effected our educational life.
- In conclusion, we have confronted with a pandemic that dramatically has effected our lifes in terms of psychology, social life and education.
- Covid entered our lives suddenly and effected our lives in many aspects not only health related effects but also social, psychological and educational effects.
- But the time when covid first broke out, I prepared an exam which effect my whole life so covid effect some areas more dominant to others.
- In short, covid effect my life in mostly three areas; social, health-related and economic.

- Firstly, because of preparing an exam which effect my whole life, I need to text book to practice.
- Psychological effects of the process were causing troubles, as humans are meant to be social and suddenly we couldn't socialize, besides that my both social and academic life effected.
- But which ones did it effect the most?
- For me there are three reasons that effected my life in numerous ways which are health, education and the most important one social effect.
- For those who think that covid does not effect them may be right.
- Even though I am young and healthy it effected me badly.
- Even though I am young and healthy it effected me badly.
- Because when I was in eight grade she had almost died is a result of heart problems which effected me badly.
- Another reason why covid effected my social life is due to blocks of going outside neither me nor my friends were able to go outside and no meetings occured during that time.
- Thirdly, covid effected me in terms of education.
- To conclude, covid effected people's lives in many ways which no cures, death, misery and endless blocks which were nerverecking.
- There are three reasons that effected my life in numerous ways which are health, education and the most importantn one social effect for me.
- Covid is a virus that effects all aspects of our lives, coronarius can infect us with a very short distant, so we should take precautions for it.
- To som up, covid has effected many parts of the life.
- It effected the economy, education and social life etc.
- To conclude, covid effected our life generally in a bad way.
- This pandemic effects all people from different ages.
- We all expertered lots of things and covid effected all of us.
- Covid has effected my life in multiple ways.
- Covid effected our lifes in more way then one
- Did covid really effect our lifes?
- Firstly; social effects are important because when we effected from social effects, our psychology are effected too.
- Secondly; academic,educational effects, this effect is crucial because of effecting culture in a bad way so much.
- Thirdly; health related effects. In my opinion, the most important effect is health related effect because the virus effects our health directly, we lost our loved ones, and this is the biggest effect on our lifes.
- To sum up, covid effected, changed our lifes in many way. Over time we were used to it, and this became our new normal.
- Secondly, I now realize that I effected mostly from psychological effects of covid.
- Because of that, I got some important topics online and this effected my educational lifel badly.
- Like everyone around the world it effected my daily life as well.
- Even though these pandemics have effected our life's in many different areas and different ways, there are some common problems that occurred in our life.

- The other area that got effected by pandemic is education.
 - This sticking effected most students in a negative way.
 - Since everyone dreams of the days of the future they will spend with their loved ones, this way of losing someone at a early stage of their effects us deeply.
 - No matter how hard it gets and how badly it effects us in different ways we have to find a way to deal with them is the most effective way and continue our lifes with lessons we got from the experiences this pandemic caused us.
 - Naturally, this pandemic effect our life in so many ways.
 - In the long term I realized how I spend my time in a day would effect my entire life.
 - Can a epidemic effect your life in negative ways?
 - The most recent epidemic Covid showed us that it definately effects our lives in negative ways.
 - To sum up, effecting us economically, socially and psychologically the pandemic was one of the worst experiences in many of our's life without a doubt and I' m sure that we will never forget this nightmare of a experience over.
 - It also effects exams as well.
 - This pandemic has effected the whole worlds economy and I think it has effected our country in one of the worst times economically.
 - At the start of the pandemic I wasnt really getting effected by the economic effects of the pandemic personally but should see my family struggling in the concept of buying new things and as the pandemic went on the prices of everything kept going up and it was like we couldn't stop it.
 - As a conclusion the pandemic has really affected us in a lot of ways but I think the major parts that was effected by are psychological, social and economical and at time time struggles are still going on but it has gotten better.
 - The Covid-19 pandemic has effected us in many ways negatively but it has effected me in economic, psychological and social ways and it has really took its toll on me.
 - How Cavid-19 Pandemic Effect Our Lives?
 - According to me covid Pandemic effect us in the sense of psychological issues the most.
 - Thirdly, this pandemic effect us in recognition of educational life.
 - covid Pandemic effect our lives both in good and bad ways and we are assorting with these changes.
 - To sum up, this three year old pandemic effected humankind in almost every aspects of life keep effecting us, prevents us socializing togoing to someone's funeral whose we love.
 - covid pandemic effected us all, one way or another.
-
- Like most people, covid effected me in many ways but it mostly effected me psychologicly, socially and it also effected my education.
 - Lastly, Cavid-19 effected my education the most because its effects on my education will follow me forever.
 - covid has effected our daily lives in a lot of negative ways.
 - Another thing is that it effected us mentally.
 - So, it effected our mental health in a bad way.

- It has effected us a lot but we hope that someday we can go back to our normal lives where we can freely go outside and do the things that we enjoy.
- Each and every individual has been effected one way or another and we as a society have permanently changed.
- And no different than any other person, I myself have also been effected by the pandemic in three major ways.
- The last but not the least, mostly a result of the previous effects of covid, the pandemic has largely effected my psychological life with all the drastic and swift changes in my life, I was left alone with many problems which seemed to have too few solutions.
- To sum it all up, I was effected by the covid pandemic just as any other person was, in way that might or might not be similar.
- HOW PANDEMIC EFFECT OUR LIVES?
- covid has caused a pandemic and it effected people's communication with themselves.
- It is such a bacteria that even if it does not kill you, it effects your immune system that the possibility of you to be sick rises.
- All of the world effects from covid.
- This effects my life bad way.
- You have to do emphaty because everyone have to live together so if you can't stand, your psychology will effect this situation.
- It effects me bad way.
- This effects me so much.
- It effects my life with three important things.
- Pandemics is a term that effects all world.
- Secondly, covid effected our educational lives.
- Finally, covid parndemic effects our health.
- People who had chronic diseases was effected most from this disease.
- Covid effected us in a bad way, especially our health, social, economic and psychological life.
- This caused loosening the bonds between people. All their social life become online and this situation effected the students most.
- In addition, it effected our psychology.
- Lastly, but the most importantly, it effected our whole health life.
- Adolescentes, adults, old people got effected by the disease, no matter their age.
- The elderly people were the ones who most got effected by it.

6. Appendix 6: Sentences in Fall Final Exam

1. ACHIEVE

- Individuals try various ways to achieve these goals.
- The commander of the army B cannot give orders to the units other than the part he is in, and thus army A wins the war comfortably because even if they are less in number, they achieve victory with planning and with the great risk taken by the opposing commander.
- We have worked hard for a match, but winning the match can never be achieved without a lot of hard work and planned work.

- Write a book: We are planning a long time and detailed and we achieve it, we can be successful and the book can be like by readers.
- The series is liked by the audience. And that means to achieve.
- Detailed planning brings so many advantages. First, of course, achieve.
- Now, of course, I'll have to explain these. Achieve: we know already this planning, long time... These factors bring to achieve.
- Because when we are happy this means to achieve that.
- Everyone wants to be successful and wants to achieve. it takes a lot to be successful. Due to detailed planning, we can be successful. People want to achieve but they don't do anything.
- But, in order to achieve something there are helpful tips.
- It's difficult to achieve success without taking risks in life, if certain risks are taken, success will be inevitable.
- Mistakes are great opportunities for you to achieve good and bad results.
- You must be ready to take big steps to achieve success.
- Everyone strives to achieve success in their lives.
- Consider what risks we might take in order to achieve our goals.
- According to this, there are a couple of ways to achieve success.
- It is important to give them enough education to achieve success.
- As a result of working with a plan, students gain self-confidence when they achieve specific goals.
- We also see that success can be achieved with a detailed planning.
- I had so bad grades at first however, I studied so much that I did not even sleep properly and my score was getting better and improving day by day in spite of the exhausting schedule of the day. Eventually I achieved and, right now I am studying English language teaching in Anadolu University.
- I personally believe that planning your work and then working your plan is the best approach to have if a person wants to achieve their goals.
- One of the major reason, if not the main reason, why I believe that planning is the best way to achieve one's goals, is the fact that I have really big dreams which can't be attained without strategy.
- I believe that there needs to be an order of work as well for someone to achieve their goals.
- There are different views on how to achieve success.
- Firstly, planning provides a guide for you when you try to achieve your goals.
- Remember to expect the unexpected and do not give up until you achieve your goals.
- We can know in advance what is expected of the situation and therefore coherence can be achieved easily.
- I did it, I achieved to pass and be a student at Anadolu University.
- In conclusion, people can achieve with well-developed planning.
- The question is what is the way to achieve success?
- In conclusion, as can be seen from the examples I mentioned, taking risks is not unreasonable to achieve success. If you want to achieve something, you have to calculate the risks and try.
- Best way to achieve success
- While some think great planning brings about success, others think without taking risks one cannot achieve success.

- The contributions of taking risk in achieving success are building confidence, taking responsibility and improving oneself.
- To sum up, taking risks contributes greatly to achieving success but most importantly it contributes to you.
- Taking risks is the best way to achieve success. It always will be.
- This is the reason why planning is important to survive and achieve success in life.
- Those who do not risk anything can not achieve anything.
- If we keep staying in our safe areas and comfort zones, we can not achieve anything.
- For example, a manager can set the goals, and to achieve these goals, this manager determines actions used by workers and does the distribution of duty efficiently thanks to a planned way.
- Some people prefer taking risks to achieve success while others prefer planning everything in detail.
- Planning everything detailed helps you to achieve your goals.
- ACHIEVE SUCCESS BY PLANNING
- Therefore, individuals who want to achieve important things in their life and have goals should roll up their sleeves to make a detailed plan because detailed and versatile planning on the road to success is a better strategy than taking risks in three big ways:
- The last and often forgotten by individuals despite one of the greatest architects of success, the benefit is the feeling of satisfaction because it is the greatest assistant of human beings in their desire to achieve success. For people who want success, achieving a sense of satisfaction is a goal, and making detailed planning is the best way to achieve this goal.
- Reduced probability of making mistakes, being prepared for extraordinary situations thanks to probability calculation, and the feeling of satisfaction are the 3 factors that prove that planning in detail is better than taking risks when trying to achieve success.
- The person gives up delaying or laziness in order to achieve the goal they care about.
- Do people who are very successful in their jobs or students who are very successful in their courses achieve their success because they are very lucky? Of course not, in order to achieve this success, they have to put their finger to the bone in a planned way, improve always themselves and never lose their desire to learn.
- As a leader, it's your job to mitigate risks in whatever way you can, and strategic planning can help you achieve so.
- People can try to do number of things to achieve welfare.
- In my opinion, it is the detailed planning which brings us success and a number of benefits even though there can be exceptions since success can not be achieved easily by only taking risks.
- Many people have goals they want to achieve in their lives, but when they hurry to achieve them and forget to plan before they start to work, they encounter difficulties that they have missed.
- Goals are more difficult to achieve if there is not enough motivation.

- Some people say that planned work is the only way to achieve success, while others argue that taking risks is very important for success.
- In my opinion, the answers to these questions are yes, we can't achieve our goals without taking risks.
- As well as Mark Zuckerberg, most of the people that have affected our daily lives deeply took a lot of risks to achieve their goals and make their dreams come true, such as Steve Jobs, Bill Gates etc.
- Planning is a process that we decide what should be done, by whom or by when, either to achieve what you want to be in the future or to fulfill a task
- Secondly, it provide you to be more productive and helps you to achieve your objectives.
- Sometimes you have to take the first and chancy step in order to achieve your desired goals.
- If you take risks while trying to achieve your goal, you will experience the result of your risk-taking and you will have more knowledge about your way to reaching your goal.
- The last advantage of risk-taking is that it helps you to achieve your dreams. You can't achieve your dreams without taking risks.
- Success is a desire for everybody to achieve.
- Moreover, even though, it is thought that taking risks is one of the most important keys to success, planning carefully is safer than the other ways since individuals that practice thorough planning learn to better manage their time to achieve their objectives.
- This enables individuals to find a faster and easier approach to achieve their objectives and in case of failure they can easily make it right.
- Secondly, people are taught to organize their time more wisely to achieve their objectives through detailed planning.
- Many individuals have objectives they want to achieve in their life, but they go about achieving them as if their eyes are closed and they have no idea where they are headed.
- Goals are achieved more slowly, if at all, when there is insufficient motivation.
- Also, taking risks is very hard to do as the stakes are high for the risk-taker, and being willing to lose some things to achieve success shows how resilient and emotionally strong you are.
- Nevertheless, if someone wants to achieve success he or she should not be afraid and shy of going outside of their comfort zone and take some risks.
- Most of the billonare people we know today took a lot of risk to achieve success
- We can achieve great success in the future by taking small risks.This is the beginning of a new habit that may one day help you achieve your clearest goals.
- In my opinion, not staying within the limits and taking meaningful risks that no one can is the real key to achieve success.
- To achieve your goals, you need to be creative and forward-looking.
- Planning makes things guranteed and easier to achieve.
- In conclusion, no one can achieve success at once.
- If we want to achieve our goals, planning will always be the best choice rather than taking risks and leave our work to chance.

- In my humble opinion success comes from planning because if you don't know what you're doing or what you are trying to achieve how can you move towards that goal.
- Knowing what you need to do and how to do it is impeccable to achieve anything. because without a plan in the words of Fitzhugh Dodson “Without the goals and the plans to reach them, you are like a ship dad has set sail with no destination.”
- Secondly it builds confidence. to achieve anything, you firstly have to convince yourself that you can do it because if you don't believe in yourself no one will believe in you.
- Imagination is key to success because everything you achieve creates or build begins and ends in the imagination.
- It makes it so we have a road map we are confident in what we were doing, and we are passionate and imaginative about what they are trying to achieve.
- And there can be many different criteria for human beings to achieve anything that can be considered as success.
- Moreover, when we want to improve ourselves personally, we choose more complex goals and try to achieve them.
- Another important factor is that we need to make the right plans to achieve success.
- Our plans should not tire and wear us out so that we can achieve success with pleasure.
- They believe that their planned goals will come true and they motivate themselves. In the end, they easily achieve ultimate success.
- In short, everyone can achieve the success they want with detailed planning, hard work and dicipline.
- What is the ideal approach to achieve success? What are they? most people would say there are two approaches to achieve success in life.
- We have to work hard so that we can achieve success or else we can not achieve success.
- Otherwise, we can not achieve success by taking risks.
- Success can only be achieved by making a detailed plan.
- In conclusion, if we want to achieve success, we must make a plan and work to that plan regularly. When we look at the people who achieved something in their lives, we see that they usually work according to the plan.
- There are several ways to achieve our goals
- In conclusion, even though planning your studies may help you to deal with basic things such as an exam, if you really want to be successful and leave a mark in this world, you should take risks and try to achieve your goals fearlessly.
- Success is never a coincidence; you cannot achieve permanent success by taking risks, leaving it to chance, or waiting for something from where you are sitting. Success is a situation that everyone is eager to achieve, but at the same time don't do anything for it.
- It is precisely for this reason that many people believe that success can be achieved by taking risks
- I am definitely one of those who see it as a process that depends on detailed study, we cannot achieve anything in life without difficulty, nor can we achieve success.

- The best way to achieve success is to set a specific goal, and then make a detailed planning in accordance with these goals and proceed step by step without skipping any steps.
 - To sum up, there are no achievements that we can not achieve, difficulties that we can not overcome with a planned work.
 - That's why every person should make a plan to achieve his goals or even for your daily life.
 - People are happier when they achieve success because it gives them confidence and hope. Many people have very different perspectives on how to achieve success.
 - With taking risks you can experience exciting situations and achieve flashy things.
-
- First of all, having a plan means you have a mission and things to achieve, which helps you make more precise decisions about your plan and know what will you get in the end.
 - It gives more pleasure and happiness when you take a risk and achieve your aim.
 - So you become happier when you risk things to achieve your aim because there is another possibility that you can fail.
 - Also if you ask Stephen Covey, he says the answer to the question of "How do you want to be remembered by people?" is the way of describing success. Since there are various ways of describing the word success, likewise there are different ways of achieving success throughout someone's life. In this regard, I personally support the way of achieving success with detailed planning.
 - In other words, do we have to be planned or take risks to achieve success? In my opinion, taking rational risks, however, is a more effective way to achieve success, there are many reasons for this and there are many examples that have already been experienced.
 - Also, it is clear that people who want to make a big debut will not achieve its stability, instead, they have to take a lot of risks.
 - In summary, taking risks is inevitable if you want to achieve success with change, even if you fail in one area, to have a chance to be successful in another area that you do not know, or if you want to make a big breakthrough.
 - From the examples above it becomes obvious that the way to achieve great success is to take risks.
 - Plan it achieve it
 - You know some days you feel unmotivated and no matter how bad you want to achieve something you just don't want to do anything.
 - All in all, to achieve our goals in life and become successful, we are in need of clear guidelines for us to enhance our chances of success, keep us calm and on track.
 - I really think that you can achieve your purpose, goal with detailed planning.
 - You will gain knowledge of what is unknown and you will have the ability to be a part of it, if not all, to achieve your desired result.
 - They think that if they haven't planned this along, they would not be able to achieve success.
 - If you are good, you achieve the success whether you have a plan or not.

- Motivation is like a package deal with confidence. And motivation is essential if you want to achieve success.
- While trying to hit milestones in life, people are either in a rush to achieve success by taking risks or at ease on account of detailed planning and execution.
- Lastly, by careful planning, you can weigh every possible way to achieve success by having a plan B or even C besides your initial plan.
- Success is a difficult task to achieve for nearly everyone.
- Risking something for the purpose of achieve something is actually addictive, says Wikipedia and lots of sources.
- In this ruthless and selfish world, all we can do is sacrifice something that belongs to us, to achieve success.
- After setting your goals and knowing exactly what you want to do you also can plan the things you need to do to achieve these goals.
- Therefore, it is beneficial to plan diligently rather than take uncontrollable risks in order to achieve success.
- Foremost, making a plan allows you to give each activity more time and perform the things you want to achieve in a more peaceful manner.
- After you have made your final selection, you will need to figure out the most efficient and effective strategy to achieve your goal.
- Even though true success can only be achieved by taking risks, that's not always enough.
- But, with hard work that leads to self-satisfaction, we can overcome our weaknesses and achieve our goals. For example, hardworking help us discover many new things that enable us to think smartly to solve a critical problem and achieve success.
- Everyone, at least once in his life, has observed that his plan did not go well, and we often say that things may not go as planned because success cannot be achieved only by designing a detailed plan, success is more than that. In other words, we always have to do more to win, we can do this by taking risks, and the more risk that we take grows the more success can be achieved, we call this the big risk big win rule.
- To sum up, whether we want it or not, there will be risks in every aspect of our life, if we dare to take risks and use this risk correctly, we can achieve success, whenever we want to achieve greater success, the risks we will take will increase accordingly. There is no story of any leader or person who has achieved success without taking risks in history, which shows us that taking risks has a very important place in accordance with human nature.
- No one can achieve success just by dreaming about it.
- At the end of this long way there are valuable things you will achieve and gain.
- So, create your strategy and take the first step to achieve your goals with the help of working hard and an well-organized plan.
- Planning is the process of preparing systematic action programs in order to achieve the desired goals.
- Thanks to planning, we can achieve more realistic goals and reach those goals quickly and easily. We become more determined, patient, calm, happy and motivated. Because we know that we will achieve success through planning and it feels better to live knowing that we have a purpose.

- In this way; we can solve those problems more easily and quickly, find other ways to achieve success, and minimize the consequences of these problems.
- Moreover, taking risks is not a good way to achieve our goals.
- Therefore, if we want to achieve success, we must make a good plan and stick to that plan.

2. GOAL

- We all have various goals in our lives. These goals vary from person to person, from situation to situation, and from time to time. Actualizing goals means achieving success because achieving a goal means meeting various requirements, overcoming difficulties. Individuals try various ways to achieve these goals.
- By reducing the rate of spontaneous lifestyle, you can focus more on your goals, while at the same time, you can take time for yourself by saving a great deal of time.
- Even if you fail millions of time, finally you reach your goal.
- The most efficient way of achieving goals is by taking risks.
- Consider what risks we might take in order to achieve our goals.
- You can be succesful by taking risks, but if you do not have a plan and program for your goal, you will not be successful as in a detailed planning strategy.
- To begin with, it assists in setting realistic and achievable goals.
- As a result of working with a plan, students gain self-confidence when they achieve specific goals.
- You decide to prefer a goal and, you use your time, your effort etc. around your actual aims and general directions.
- Since you have a goal, you always do your best to acquire it. In that way you improve yourself personally and academically.
- Although we are of the same species, each individual of humankind is unique in their own way, whether it be their passions, fears or how they reach their goals.
- I personally believe that planning your work and then working your plan is the best approach to have if a person wants to achieve their goals.
- One of the major reason, if not the main reason, why I believe that planning is the best way to achieve one's goals, is the fact that I have really big dreams which can't be attained without strategy.
- I believe that there needs to be an order of work as well for someone to achieve their goals. Many goals simply cannot be reached without a pattern.
- Writing down your goal and knowing what you want is the foundation of becoming successful.
- Firstly, planning provides a guide for you when you try to achieve your goals.
- Setting your goals and coming up with a plan was just the beginning. Secondly, if you take a look at successful people from all around the world, you will se that they have prepared for their goals constantly.
- Stay focused and hold on to your goals.
- Remember to expect the unexpected and do not give up until you achieve your goals.
- They devote themselves to the goal .
- They focus on the duty so much that they arrange their life according to their goals and plans.

- This type of people just trust their luck and they don't wait for new goals all the time after they finish one.
- The plans can help us to understand what we want. It can create a way to reach our goals.
- Besides, having a meaning of goal can do a lot to make you happier.
- For example, a manager can set the goals, and to achieve these goals, this manager determines actions used by workers and does the distribution of duty efficiently thanks to a planned way.
- Having a well-detailed plan containing certain goals and ways is important for success.
- Planning everything detailed helps you to achieve your goals. When we do not know what to do and do not have a goal, we generally spend our time on the phone doing absolutely nothing. If you have a goal you will be eager and determined to study. It makes you focus on your goals and study hard. As everybody knows, reaching our goals brings us success.
- As the people utterly distinctive from each other, they prefer various routes to reach their goal.
- First of all, I suppose that detailed planning helps a person to categorize his/her goals comprehensively by dividing our target works into small pieces.
- Secondly, it is a fact that one can accomplish his/her goal if she/he has a clear goal.
- So we should have an obvious goal and use our effort to make our goal real.
- What's more, they learn not to give up, they always seek another way in order to accomplish their goal.
- Therefore, individuals who want to achieve important things in their life and have goals should roll up their sleeves to make a detailed plan because detailed and versatile planning on the road to success is a better strategy than taking risks in three big ways: Reduced probability of making mistakes, being prepared for extraordinary situations thanks to probability calculation, and the feeling of satisfaction at the end.
- For people who want success, achieving a sense of satisfaction is a goal, and making detailed planning is the best way to achieve this goal.
- This is why entrepreneurs, people who want to be successful in life and people with goals should use techniques that increase the probability of success when making plans.
- Pablo Picasso, one of the famous painters, once said: "Our goals can only be reached through a vehicle of a plan in which we must fervently believe and upon which we must vigorously act. There is no other road to success." It is clear that with these words he emphasized the importance of planning in reaching goals successfully.
- One obtainment of progressing in planned way teaches people how to follow the path to the goal.
- The person gives up delaying or laziness in order to achieve the goal they care about.
- Your strategic plan will most certainly have long-term goals in mind, but it will also help you make better decisions on a daily basis. Everyone in your business will evaluate actions in light of the long-term strategy, allowing employees to make decisions that will assist you in achieving your long-term goal.

- Last but not least, another reason why detailed planning is the best option is that it help us reach our goals. Many people have goals they want to achieve in their lives, but when they hurry to achieve them and forget to plan before they start to work, they encounter difficulties that they have missed.
- Goals are more difficult to achieve if there is not enough motivation.
- Thanks to it, it help us foresee the challenges we may encounter and reach our goals not faster but safe and sound, organize our work and daily life.
- “What should I do next to accomplish?” is asked every time there is a task or a goal.
- Also, it has a huge impact on the way of your journey when it is dived neatly such as setting little goals that keeps you motivated and fresh.
- In my opinion, the answers to these questions are yes, we can’t achieve our goals without taking risks.
- As well as Mark Zuckerberg, most of the people that have affected our daily lives deeply took a lot of risks to achieve their goals and make their dreams come true, such as Steve Jobs, Bill Gates etc.
- And, detailed planing particularly helps you to determine the right goals that is suitable for you.
- Detailed planing is important while deciding what your goal is, what will you do in the next step and also it helps you not to get tired.
- To give an a suggestion to make a detailed planing, firstly, you should set your goal.
- Sometimes you have to take the first and chancy step in order to achieve your desired goals.
- If you take risks while trying to achieve your goal, you will experience the result of your risk-taking and you will have more knowledge about your way to reaching your goal.
- If you do not take risks while trying the reach your anticipated ambition, you will have fewer experiences and this situation will diminish your chances of finding new techniques while achieving your goal.
- Though there are exceptions, I believe that success comes from planning since it helps individuals to anticipate challenges, which allows them to better prepare, and goals to be more clearly defined.
- The last but not the least, detailed planning is better than the other options because it allows for the establishment of defined goals.
- They lose hope after a while which causes them to lose their beliefs and goals.
- Goals are achieved more slowly, if at all, when there is insufficient motivation.
- Firstly, detailed planning allows us to be realistic about our goals.
- Whether our goal is big or small, we are always likely to encounter all kinds of problems.
- Finally, when we plan our goal, we use our time and energy beneficial.
- But in my opinion, detailed planning is the main method that leads us to success because we are realistic about our goal with a detailed plan, we can take precautions against a possible problem, and we spend our time and energy beneficially.
- We can summarize the word success as the realization of a goal or the fulfillment of expectations.

- Even though failing may give us negative thoughts, it also provides us powerful and resilient character by improving the capacity to recover from challenges and achieving future goals.
 - This is the beginning of a new habit that may one day help you achieve your clearest goals.
 - Lastly, researchers who investigate this topic say that the definition of success is related to making detailed plans. 'The favourable or prosperous termination of attempts or endeavours; the accomplishment of one's goals.'
 - Your goal isn't to blindly risk your career and fortune, but rather to maximize your chances of success.
 - To conclude, I believe, being a risk-taker enables people to succeed in their goals and dreams but every risk must be well evaluated to be meaningful.
 - To achieve your goals, you need to be creative and forward-looking.
 - You should consider your conditions and have a specific goal.
 - Success is defined as achievements of your goals, however, is it true for everyone?
 - Planning helps you to grow positive attitude towards your goal which boosts your efficiency and moral.
 - If we want to achieve our goals, planning will always be the best choice rather than taking risks and leave our work to chance.
 - In my humble opinion success comes from planning because if you don't know what you're doing or what you are trying to achieve how can you move towards that goal.
 - Without the goals and the plans to reach them, you are like a ship that has set sail with no destination." We need a road map so those impossible goals of ours can be made to look and feel possible or in some cases even reachable.
 - Imagination is key since it is where your plan comes from it might even be where your goal comes from so without it you can't hope success.
 - In order to be able to internalize the benefits of planning in the way of success, mankind should ask themselves how the planning does assist one's goal, how does it alleviate their burden in the way of success and what are the earnings from it.
 - Firstly, planning prevents us from distractions in the grueling way of pursuing our goals.
 - In my opinion, the most important thing to do in order to be successful is to set goals in advance, make detailed plans, follow our plans and take time for ourselves.
-
- First of all, it is necessary to set a goal, make an effort and never give up during the process. We should not forget that our goals increase our motivation and add meaning to the work we do. For this reason, it is very important to set goals for what we need to do during the day, even if it is simple.
 - Achieving these goals gives both happiness and courage. Moreover, when we want to improve ourselves personally, we choose more complex goals and try to achieve them. For instance, choosing the university we want to go to, making career plans, trying to create a healthy lifestyle and aiming to learn a second foreign language are examples of long-term goals. Achieving these long-term goals also brings lasting results.
 - While preparing our plans, we should ask ourselves 'Is my goal realistic? , Can I reach my goal? , Is my goal specific enough?' because asking questions like these

makes our job easier and helps us move forward. In addition to these, the logic in our planning is to choose realistic and possible goals.

- Our determination and the rules we set show how committed we are to our goals.
- They believe that their planned goals will come true and they motivate themselves.
- We fulfill our goals with pleasure, not by being bored.
- We can briefly define success as “achieving a goal.” There are several ways to achieve our goals.
- In conclusion, even though planning your studies may help you to deal with basic things such as an exam, if you really want to be successful and leave a mark in this world, you should take risks and try to achieve your goals fearlessly.
- The best way to achieve success is to set a specific goal, and then make a detailed planning in accordance with these goals and proceed step by step without skipping any steps.
- So, what have I done to be succeed? In order to succeed, I set a good goal first and then made a detailed planning, I planned everything from the question I would solve during the day to how many hours I would work, and I adapted to my schedule as much as I could. And as a result of all this, I succeeded. I attained my goal by working day and night in a planned way, putting aside laziness, not waiting for something to happen spontaneously.
- One of the benefits of careful planning is the opportunity to predict potential problems and analyze your goal deeply, which allows you to prepare them better, and since they are prepared carefully, they will minimize the risk of failure and you will be able to control your time.
- On the other hand, people who prefer to take risks will not understand their goals deeply and won't exactly be ready for the situation.
- Finally, a person who makes a detailed plan will be ready for potential risks and understand his goal in a better way.
- Predicting the potential problems, using your time effectively and easiness of achieving goals are the one of the beneficial effects of detailed planning. That's why every person should make a plan to achieve his goals or even for your daily life.
- What is success? Why is it important so much? Achieving a goal or purpose is defined as success.
- It's much easier to focus on our goals when we know what they are rather than be distracted by other things.
- Secondly, Careful planning guides us to our goals. If we look at our goals in the big picture, we might think it is hard or even impossible.
- Planning also makes it easier to define what our goals are.
- I had no idea what goal was I studying for.
- In conclusion detailed planning provides benefits that contribute to our success, such as time management, progress tracking, and goal-setting.
- They spend most of their time for their goals.
- Firstly, what enables successful people to take controlled risks is that they have a clear vision of their goals. This means we should set our goals and what we want before we take a risk.
- From my point of view, the most effective method to success is making detailed plans of your goals. This is the most significant key to success since it enhances

the possibility of reaching your goals, eliminates the frustration of not knowing your steps and increases efficiency.

- In a journey of success, planning your goals with details can do wonders to help you reach your goals and the first step of planning is setting goals. Research conducted at Dominican University in California reveals that people who write down their goals are 45% more likely to accomplish them than those who don't. If writing one's goals down on paper increases the percentage this much, imagine what happens when you also make detailed plans of them. That is to say, planning your goals in detail enhances the possibility of reaching them because it is the first move to actualize them.
- Secondly, having your goals planned gives you marvelous ease and confidence by eliminating the frustration of not knowing what to do.
- Eventually, I had a guideline to move towards my goal and this also kept me sane in the process of university exam preparation.
- As the quotation says "A goal without a plan is just a wish." the generally overlooked formula to success is planning and without it, goals are condemned to stay as wishes.
- All in all, to achieve our goals in life and become successful, we are in need of clear guidelines for us to enhance our chances of success, keep us calm and on track.
- I really think that you can achieve your purpose, goal with detailed planning.
- Nothing will be able to stop you from achieving your goals after you have eliminated all excesses and become more motivated as well as more focused.
- You'll not only reach your goal, but you'll also be able to diversify and go above and beyond and because of these, you will be way more efficient and way more productive.
- This is how people learn to be successful in life and being successful in life requires to fail until achieving your goals.
- Achieving small goals from taking risks not worth to risk at all. On the other hand, playing for big fish instead of small one brings more success.
- In this point Antoine de Saint declared that "A goal without a plan is just a wish."
- It means skipping the challenging steps where you have to create a program and put in the effort to stick to its requirements for the purpose of reaching your goal.
- The definition of success is achieving goals or aims without making mistakes or making few many mistakes that will not be an obstacle for anyone's path to reach it. Success is a difficult task to achieve for nearly everyone. There are multiple ways to reach our goals.
- Alongside, with the help of making the way shorter, you can reach your goal and find new aims and improve yourself.
- Having a detailed plan helps to organize your mind. To begin with, planning helps to set your goals. After setting your goals and knowing exactly what you want to do you also can plan the things you need to do to achieve these goals.
- Reaching your goals takes time, the important part is to plan and use the time effectively.
- To begin, if one sets clearer goals and works harder, one will realize if he is getting closer or further away from achieving them.
- What stands in your way of realizing even your ambitious goals has less to do with having some magical skill or talent and more to do with how we approach challenges and make decisions to overcome them.

- After you have made your final selection, you will need to figure out the most efficient and effective strategy to achieve your goal.
- As human beings, we are afraid of not achieving our goals.
- But, with hard work that leads to self-satisfaction, we can overcome our weaknesses and achieve our goals.
- Knowing that our goals push us forward makes us work hard more seriously.
- For instance, being hardworking means that someone gains many things like learning to solve problems, being respected in society, and achieving goals.
- Working on your goals itself is the willpower you need to keep moving forward.
- The most important thing is that never give up and have the courage to try your best. In the end of the day, it is all about how hard you are worked on the right thing – the one which will get you closer to your goal.
- So, create your strategy and take the first step to achieve your goals with the help of working hard and an well-organized plan.
- Planning is the process of preparing systematic action programs in order to achieve the desired goals.
- Therefore planning helps us better understand our goals and what is important to us. Thanks to planning, we can achieve more realistic goals and reach those goals quickly and easily.
- Moreover, taking risks is not a good way to achieve our goals. Taking risks is the same as not setting goals.
- Exceptional circumstances do not keep us from achieving our goals.
- Successful people take calculated risks because they have a clear vision of their goals.

3. JOB

- Detailed planning brings so many advantages. First, of course, achieve. Secondly, big jobs.
- Big jobs: Actually, these words are just a topic title. But I will say one thing of these.
- Maybe they don't like planning or taking a long-time job.
- Owner of her own media empire, Winfrey took her first risk by quitting the university she attended with full scholarship to have a simple job in the TV industry.
- Success may include a lot of materials. For example, it can include our job life, family life, school life, etc.
- At school especially at high school, students would study hard to get into a good university so consequently to get a good job. Because of the university that we attend, the job that we do affects our lives quality. So if we are not satisfied with the job that we do it means we are not successful at all.
- This can result in bad things including losing your job or your boss not liking you anymore.
- They tried and worked hard to success for example Elon Musk, he did unsuccessful jobs, his businesses collapsed but he did not gave up. He learned lessons from his mistakes and next times he programmed his jobs better and later he became one of the richest persons in the world.
- If there are risks in a job, The workers aren't able to focus on the job efficiently. For example, If workers coincidence with risks when they do a job, They may

turn to it at the beginning of this job or start doing a new action. As a result, they can spend more time and more resources. Also, this situation can reduce productivity. Furthermore, thanks to reducing risks, problems about the job can be detected more easily.

- By doing a plan, workers can know what they should do for a job so a certain plan can prevent surprises and potential problems.
- This is why people should do a well-detailed plan before starting a job.
- Do people who are very successful in their jobs or students who are very successful in their courses achieve their success because they are very lucky?
- As a leader, it's your job to mitigate risks in whatever way you can, and strategic planning can help you achieve so.
- First and foremost, planning is a superior approach of having success in such a way that it allows individuals to anticipate some of the challenges which they may face throughout their jobs, or their works and it reduces the possibility of failure.
- For example, for some people getting their dream job is a success while for others spending time with their family is success.
- Also planning is not only helps to organize our lectures or jobs, it helps to organize our life and manage the time.
- Almost everyone who takes a risk in a job gives up when they face a difficulty whereas increased and sustained effort is the thing necessary.
- Then, in a project like building a skyscraper even before you start it the cost of it, the time when it can be finished, what is necessary to build it can be planned which fastens things essentially it is not possible to do a job like this without a plan.
- Success can be many different things, such as a quality school, a good job or a high salary.
- While preparing our plans, we should ask ourselves 'Is my goal realistic? , Can I reach my goal? , Is my goal specific enough?' because asking questions like these makes our job easier and helps us move forward.
- Personally, when I plan my day and try to do a job more than one, I use my time effectively without wasting any moment.
- They study for years, and then they try to find a decent job. But when they find a job, they find a job that is an ordinary one. For instance, some people may not want an ordinary job and consequently, they have to take a risk and start their own job.
- By taking a risk you break out of the routine and realize that you can do a better job.
- But there is a fact that you will want to do a better job after you stumble on that step.
- He was constantly thinking about the permanence of the job, so he never saved any money.
- Also, if each small job in a large project is correctly included in the time planning, you will have more energy and time for the next project.
- For example, quitting your job to establish your own business like a burger restaurant or an exclusive urban spa.
- I personally agree with the topic of planning our actions will get us the success that we want and deserve because planning helps us see the possibilities in a job or an action

- Having a plan in our education life is really important and very helpful and it helps us do our homework and exams better and it also will help us in the future at our job life
- Most people quit a job in an unfavorable situation, even their adequate capacity.
- For instance, buying new furniture from the store and getting home to build it by yourself is an extremely confusing job.
- For example, whether that be planning your conversations before going to a job interview or making a to-do list before going out to run errands, planning at any moment in your life will help you immensely in being prepared for anything.
- What if your job interview goes very wrong when the job recruiter asks you a question and you have not planned what to say before to impress your possible boss?
- For example, people get promoted at their jobs, if they are consistent with their contributions.
- If you get enough sleep, spare enough time for your self care and create a schedule to finish your work-related tasks, you will be able to perform better at your job.
- For example, if stockbrokers invest by leaving their business to chance, they will most likely lose their job.
- Our jobs take up most of our time and leave us with a little personal time.
- They take a lot of risks, like losing a permanent job, investing everything in one idea, trusting partners and teammates and needing a personal finance source.

4. BENEFIT

- Taking her net worth of \$3 billion into consideration, she is a huge example of the benefits of risk taking.
- Risk-taking, on the other hand, still provides benefits in this situation since it allows you to grow as a person by repeatedly losing. It enhances your capacity to recover quickly from difficulties.
- At this point, we can see one of the benefits of planning.
- The final benefit of planning is that it gives people self-confidence.
- Planning does provide benefits that facilitate progress even when faced with ambiguity and a constantly changing environment.
- Another advantage of taking risks is getting other benefits from an attempt. As people who take risks face the different aspects of a result, they have a chance to gain other benefits different than the ones they were expecting to get.
- The first advantage is reducing risks. Reducing risks is important for success because of its benefits for work management. One of its benefits is team-focused.
- There are a lot of benefits of planning. It can do massive changes in our lives. By stating in advance how work is to be done, planning provides direction for action. Thanks to this benefit of planning, the risks of having last-minute stresses, confusion, fears of not being able to complete the task that needs to be done are very unlikely.
- One of the most paramount benefits of planning is it prevents you from spending your leisure time unproductively.
- Being prepared for extraordinary situations thanks to probability calculation is another important benefits of making a detailed plan since If you know what will happen to you, you have an opportunity to take action.

- The last and often forgotten by individuals despite one of the greatest architects of success, the benefit is the feeling of satisfaction because it is the greatest assistant of human beings in their desire to achieve success.
- From my point of view, success comes with planning because planning has many benefits such as speed and convenience in reaching success, providing some positive features to a person and continuity of success.
- In my opinion, it is the detailed planning which brings us success and a number of benefits even though there can be exceptions since success can not be achieved easily by only taking risks.
- Knowing what you are going to do in hand has lots of mental benefits.
- Planning has to be involved in people's lives because of its benefits.
- Because of this taking risk is not easy but has more benefits than planning.
- Yes, planning has benefits we need to make plans before doing something but at the same time if we want to be successful we need to take the risk and we need to leave our comfort zones.
- Others, on the other hand, feel that benefit is the outcome of careful planning.
- However, you can handle them by using your detailed plan, because it has three main benefits as I said above.
- Taking risks has some benefits too but not like planning.
- In order to be able to internalize the benefits of planning in the way of success, mankind should ask themselves how the planning does assist one's goal, how does it alleviate their burden in the way of success and what are the earnings from it. Therefore, humanity should be required to learn the profits of planning and the ravages of actions that are not planned because they will be benefited in three areas increasing productivity and happiness, managing stress, saving time in this way.
- Another benefit provided by planning in terms of saving time is when a certain deadline is given by a manager or teacher planning does help you a lot because instead of doing things randomly you may put them into an order and eliminate the task one by one rather than striving all of them at once.
- Increasing productivity and happiness is another benefit of planning for those who lack motivation while working due to the reasons of failures.
- Furthermore, even if risks and uncertainty of upcoming events having a plan do help you to handle it rather than seeing it at the first hand by planning you have already found the solutions for it this benefit of planning is the best for managers and companies.
- Increasing productivity and happiness, managing stress, saving time are the benefits of planning this is why humans need to be required to learn the benefits of planning and the demolition of actions that are not planned. Those who are in doubt of the benefits of planning should ask successful people like Elon Musk how he reached the place where he is.
- It takes time to see benefits of the working with a detailed plan.
- It is not enough to understand the benefits of taking risks.
- Another important benefit of detailed planning is that it reduces risks.
- The final benefit of detailed planning, which should not be ignored, is that it equals more piece of mind.
- Effective work, reduced risks and healthy mentality are benefits of detailed planning on success. In order to be successful, the purpose must be clearly

defined, the person must believe in it, and annual, monthly and weekly programs must be organized for this purpose.

- One of the benefits of careful planning is the opportunity to predict potential problems and analyze your goal deeply, which allows you to prepare them better, and since they are prepared carefully, they will minimize the risk of failure and you will be able to control your time.
- The final benefit of detailed planning is the opportunity to know what the next step is.
- In conclusion detailed planning provides benefits that contribute to our success, such as time management, progress tracking, and goal-setting.
- Taking risks has its own benefits.
- In my opinion, real success comes when the necessary risks are taken and also there are other benefits of taking a risk.
- And a benefit of taking risk is even if you fail, you experience what you shouldn't do.
- The success coming with detailed planning provides benefits in many aspects and one of them is that it gives you the opportunity to determine your priorities.
- The other benefit of planning is that it can help us organize our expenses and save money, and it can also influence how we spend our time wisely.
- At this point, he realized the significance of budgeting expenses and how it could benefit him.
- The other benefit of detailed planning that I want to emphasize is it gives you control over the things that would normally make you encounter difficulties.
- The benefits of taking a risk to be successful are opportunities, confidence and learning.
- The last benefit of planning is that it is a means for people to adapt to general rules that were determined by our society.
- People can benefit from making plans in feeling more vocal and active in public institutions, being ready for any unpleasant event that can occur out of nowhere and reaching a better social status.
- They like to be in charge of things, and they make great leaders because of their ability to see other people's skills and they'll know how to capitalize said skill for the benefit of the group.
- Knowing what you are going to do and planning it with details have many benefits.
- It can benefit you in so many ways like these.
- However, what are the benefits of taking risks?

5. STRATEGY

- While the former is about forming and acting on a more long-term strategy, the latter is attempting constantly to win regardless of the failures.
- It is just as Mark Zuckerberg, founding father of Facebook says, "In a world that's changing really quickly, the only strategy that is guaranteed to fail is not taking risks.
- Detailed planning is a better strategy than taking risks thanks to its several features of its.

- Using the detailed planning strategy makes things easier for you on your way to success. At the same time you can increase your self confidence by using this strategy.
- You must have strategy to avoid this stress. This strategy should be detailed planning rather than risk taking.
- You can be succesful by taking risks, but if you do not have a plan and program for your goal, you will not be successful as in a detailed planning strategy. With detailed planning, you make correct and logical decisions. However with a risk taking strategy, you make wrong and sudden decisions.
- Because taking risks is a haphazard strategy, you may make fast decisions, which negatively affect your success.
- In summary, if I were to use a strategy, way or mehod for sucess, I would definitely choose your detailed planning strategy. Since using this strategy, I have been successful in many areas in life.
- One of the major reason, if not the main reason, why I believe that planning is the best way to achieve one's goals, is the fact that I have really big dreams which can't be attained without strategy.
- In a world that is changing really quickly, the only strategy that is guaranteed to fail is not taking risks.”
- You meet consumer demands, Ford took its strategy to the next level and adopted the 'okay or go' principle.
- We talk about detailed planning in life as a strategy but for the most part, it is a process.
- I would not say that this is a logical strategy.
- To sum up, if you study with the right strategy and get help from daily planners or apps, the chance of success will be much higher than taking risks.
- Therefore, individuals who wants to achieve important things in their life and have goals should roll up their sleeves to make a detailed plan because detailed and versatile planning on the road to success is a better strategy than taking risks in three big ways: Reduced probability of making mistakes, being prepared for extraordinary situations thanks to probability calculation, and the feeling of satisfaction at the end.
- Managers in those organizations apply their knowledge and experience to design a sound strategy and assist businesses in becoming more lucrative.
- This, however, changes when you have a strategic strategy in place.
- Everyone in your business will evaluate actions in light of the long-term strategy, allowing employees to make decisions that will assist you in achieving your long-term goal.
- There are several strategies to attain success in life.
- It is more likely to be a successful experience if the new strategy is thoroughly planned.
- I think Jeff Bezos' strategy, detailed planning, is far better than Elon Musk's strategy which is taking major risks, although taking risks could get you where you want to be a little bit faster, detailed planning gets ahead of taking risks with this trio: Stability, safety and commitment.
- In conclusion, I do believe that planning is a better strategy for successs in life since it is more guranteed and organised.
- To sum up, planning is a better strategy for success.

- Elimination of risk is a guarantee of failure. Mark Zuckerberg, the founder of Facebook, said that "The only strategy that is guaranteed to fail is not to take risks."
- Furthermore, when a risk is taken, our gain must be greater than the loss we incur by taking that risk, otherwise, this is not a good risk-taking strategy.
- If you plan everything, you will follow the steps you have chosen as instructions which is a way useful strategy than taking risks, hoping for the better, and possibly disarranging everything.
- Both of these strategies are actually useful for anyone who wants to be successful. The usefulness of these strategies can differ from person to person. In this tricky and unfair globalized world, both of the strategies have their own advantages and disadvantages but I believe success comes with taking risks in this era.
- Moreover, this strategy can make someone less motivated and feel exhausted with improving with baby steps.
- On the other hand, we have "taking risk strategy".
- One of the most successful person on the earth, Elon Musk stated this strategy in his autobiography.
- Despite these advantages, risking strategy has also a lot of disadvantages.
- Gambling is also in "risking strategy", you can double your wage or lose everything in your hand in a short time.
- Gambling on a horse race which has a lot of factors that on purpose to not let you win, is also a risking strategy.
- In summary, both of those strategies have more disadvantages than their advantages. Considering those functions, we can find the most beneficial strategy for us. In my view, taking risks, demolishing yourself and learning from your past is the best strategy.
- If it is further away, he can change some strategies or plans so that his work is better.
- After you have made your final selection, you will need to figure out the most efficient and effective strategy to achieve your goal.
- The most logical success strategy is planning, which adds a lot to a person's potential.
- So, create your strategy and take the first step to achieve your goals with the help of working hard and an well-organized plan.

7. Appendix 7: Sentences in Spring Midterm Exam

1. AFFECT

- Covid-19, a virus that originated from Wuhan/China is dominating and terroring our world. Biggest pandemic virus after the Spanish Influenza in "1918", affected all of our lives negatively.
- This virus affected so many thing that we cannot think.
- While some areas were affected negatively, others like education were affected positively.
- Each has had effect on a specific area. for example, challenges have affected health, academy/education and social life.

- It can be said that Covid-19 made us live a life with challenges which affecting health academy/education and social life. The most important effect of Covid-19 is no doubt on health.
- It not only affected our health but also psychology, economy, education. Even countries tried to take precautions for coping with effects of it.
- During the pandemic, most of people was affected by pandemic.
- The Covid-19 pandemic negatively affected my life in terms of educational, social and psychological.
- Summarily, Covid-19 pandemic mostly affected me unpositively.
- Most of the people, including me, got affected in a bad way because of the corona virus.
- There were three important factors that affected the most and I want to talk about them.
- Firstly, we all got anxious thinking we may have had Covid-19 and this could affect my grandmother.
- Two years ago, all of sudden, a global pandemic called Covid-19 broke out and started to affect our lives in many ways.
- First of all, Covid-19 affected our social lives significantly.
- The most affected area is education.
- It affected students's developments.
- Most people that were caught this virus was dying. This was literally terrifying and this virus called corona virus affected our life in every field.
- Firstly, corona-virus affects our health.
- Moreover, corona-virus affects us mentally.
- In that way this affects our mental health naturally.
- It directly affects our social life.
- All of those feelings affects our psychological health.
- Thirdly, it affects one of the most important thing that is educational/academic life.
- To sum up, coronavirus affects everybody like me. It is not easy to get over.
- It is a deadly virus that can affect man, women, children from all ages.
- It affected so many of us in a bad way obviously.
- Secondly, my academic life was always perfect when I look back but this trapping in my own room affected even my academic life in a way I don't want.
- In the last two years, all the world be affected due to covid-19 pandemic in different areas.
- For some people, global pandemic does not affect the world as experts say.
- However covid-19 affects peoples' lives subsequently.
- Initially, covid-19 affects the education of children.
- To be in safe schools are closed in this pandemic duration. Especially primary school students are affected.
- For example, our daily routine is go to outside in the morning and come back after but we stay away from this daily work cant going to outside affects our daily to do lists.
- Finally, that disease affects us psychologically.
- To sum up, Covid-19 pandemic has effects on people as every pandemic in the past. In my opinion, effects of the area of education, causing less social

interactions and affecting people psychologically are the three most important ones.

- **AFFECTED BY CORONA**

- Firstly, the woman who were pregnat got affected badly.
- Not only the students was ill, but also the teachers affected.
- Thirdly, the family members was affected each other.
- Our academic career, special life was affected by corona.
- Many fields has been affected badly by this fatal virus.
- Firstly, it has affected my education in a negative way.
- Thirdly, the economic part of my life was also affected by coronavirus.
- Because of tryings and changing, Pandemic has affected people in both good and bad way.
- I hope, Covid-19 will be affecting us less on new days.
- This problem affected us in many ways.
- So, I could not attend my lessons and that affected me a lot.
- To start with, one of the most significant causes of pandemic is that it affect our academic life.
- According to some researchs Covid-19 pandemic affect health of society deeply and negatively.
- To sum up, Covid-19 pandemic affected our social life, health life and educational life deeply.
- This virus has affected both my and other people's lives, in terms of our health, our daily life and our relationships with other people.
- Moreover it affected our psychology a bit negatively.
- To sum up, although this pandemic has mostly affected our lives badly like our health, daily life and relationships with others, it enabled us to improve ourselves at home by trying different activities.
- But what about its affects on humanity?
- For example while some people have lost their lives, others survived. In this respect some families broken into pieces and this affected some in psyhological way.
- And these affected society in a bad way.
- Also this overhaul affected people's life.
- And this affected their social life.
- To sum up, pandemic affected every aspect of life mostly education, economy and education in a bad way or good but humanity succeded to adapt new changes and we should be aware of the new dangers and be prepared for everything.
- To conclude that, Covid-19 pandemic affected multiple aspects of our daily life and psychology.
- To sum up, negative effects of the pandemic affected both people themselves and their environments.
- This is how it affected the world and people in general.
- It affected my social life the worst.
- Sadly, this pandemic has affected our social life so much.
- So, psychologically it is really so difficult for us to think that nothing will hapen our loved ones, it is such a pandemic that anytime anyone can be affected by virus.
- This situation affected us badly.
- We also got affected educational.

- This kind of universal changes affects almost every part of our lives.
- Mostly because of that reason, I think area of health stands first at the list of the areas that Covid-19 has affected.
- Covid-19 has affected the social life and its affects will probably stay in our lives for a long time.
- There is no doubt Covid-19 has affected almost every area of life like psychology of people or educational life.
- But the ones it affected the most are the ones that are never going to be the same.
- I think our perspective of healthy life, social life and economy are never going to be the same way it was and that is the reason why I think they are the ones it had the most serious affects on.
- Education was also affected by Covid-19, online lessons and the app Zoom became used all over the world.
- I hope another global pandemic doesn't affect us but now we have experience and still need to be careful.
- Covid 19 is one of the most well-known events in this century and most probably it will continue to be remembered in other centuries as well because everyone was affected by this pandemic.
- Covid-19 has affected my life in terms of health, social and educational. The first effects of this pandemic are on health.
- I think this affected us the most because billions of people died.
- So how did Covid-19 affect our lives?
- All around the world, there has been an ongoing pandemic that affects lots of people for about two years.
- It has affected thousands of people life seriously.
- Generally, most of the people had to spend time in their house to not get affected.
- Thirdly, the Covid-19 pandemic seriously affected our heath.
- For instance, my quite close relatives died at their early ages and it affected not only their family but also me and my family.
- They were affected by the virus and the virus had lasting effect on their body.
- It affected everyone's lives, severe or not.
- It did affected me in a really bad way.
- To conclude, covid affected me in a mostly psychological way though in education and health as well.
- In the end, I am affected like everyone else in the world, and my life probably never be like the before covid hit again.
- WHO, governments and people were not expecting to be affected, but they did.
- To start with, Covid-19 pandemic affected my psychology most.
- However, Covid-19 pandemic had huge affects in our socializg, maintaining a healty mentallity and academic achievements.
- The Covid-19 pandemic which affects the whole world caused so many changes in our life.
- Furthermore, it has affected people's mental health.
- To make a conclusion, Covid-19 pandemic affected so many things in our life.
- Covid-19 pandemic affects our lifes in a bad way.
- However Covid-19 took our social life from us and affected our mental health in a bad way.
- Covid-19 affected everything.

- Covid-19 affected my psychological health, social skills and my academical success.
- It is still affecting our lives but there is no strict effects compared to 2019-2020.
- And unfortunately, that was again broken by a virüs typed pandemic, called Covid-19, which affected our children and keeps attacking them, our education and the world's economy.
- This pandemic, first of all, affected the newest generation very deeply socially and emotionally.
- After than children, secondly, this pandemic affected the whole education system around the world in terms of a change in face to face classes and evaluation.
- And lastly, the pandemic has affected older people, people who work, by making them lose their jobs.
- Unfortunately, during covid, so many adults lose their jobs, which affected them economically and emotionally.
- So, to conclude, even though it hasn't taken away as many lives as the black plague, covid affected people's daily lives around the world a lot more than black plague.
- This is why it affected my life in a bad way and there are three most important effects; educational, psychological and social.
- The first most important effect is educational since it affected my exam year.
- In the first years of 21th century, there were various pandemics which affected the world but none of them affected the world as much as Covid-19 out break.
- To sum up, pandemics have always caused many problems and these problems still affect the world like Covid-19.
- Many people has been affected in a negative way.
- I remember after that my psychology got affected in a very bad way, I was becoming a anti-social person i was only playing games and I couldn't meet up with my friends at all..
- Ever since the beggining, it has affected our lives deeply.
- However, its affects did not just make some lessons online.
- The Covid-19 pandemic has effected us in many ways negatively but it has effected me in economic, psychological and social ways and it has really took its toll on me.
- After a while i succeeded into the university exam and had to go to another city was when i started to really feel the economic affect of the pandemic that was going on and when i came to Eskisehir i needed a place to stay and every place that we asked was too expensive.
- I think that the pandemic has made a bigger effect on my social life because some of my friends didn't care about it and went out but i had to be careful and stay at home because my mother has astma and me carrying the disease to her was unacceptable so i couldn't go out and it has really affected me.
- As a conclusion the pandemic has really effected us in a lot of ways but i think the major parts that was effected by are psychological, social and economical and at the time struggles are still going on but it has gotten better.
- To our surpnise, Covid-19 pandemic has affected us in so many ways for the last three years.
- There is this term called "social distancing " now, a term so strong that affected our social life completely.

- The economical regression caused by the pandemic affected my life in a negative way, as health related issues and self fulfillment needs were not easy to reach.
- On the grounds of social skills and friendships, the pandemic affected my life negatively.
- Academically pandemic caused negative affects in my life as the teaching materials were not sufficient.
- Everyone around the world was affected by Covid-19.
- The Covid-19 pandemic has affected everyone in the world slightly or severely in a negative way.
- Similarly, i was affected by this pandemic as well.
- Covid-19 is such a huge issue that everybody is affected by.
- Similar to other people, it affected my life in many ways.
- Moreover, it affected my life psychologically like all the other people.
- Lastly, it affected my health too much. I had covid-19 and it was quite terrible.
- Secondly, the virus massively affected my educational life.
- The pandemic affected many peoples lives in many ways around the world.
- Of course there are people who is affected by the pandemic in a good way.
- It affected my life in many other ways, but these are the most important ones.
- There are a lot of things that affect our lives.
- That is because it has been affecting most of the part of our lives since its beginning.
- Most students didn't even care to join the lessons and that situation affected their success.

2. PSYCHOLOGICAL

- We were maybe keeping our bodies healthy but by doing that our psychological health was ruining.
- It of course resulted in a bad way for our psychological health side.
- The Covid-19 pandemic negatively affected my life in terms of educational, social and psychological.
- Finally, me and my family had to deal with psychological issues.
- Another reason for psychological issues is being at home with the same people for days or weeks.
- To sum up, Covid-19 had three big effects on me and my life: economical, educational and finally psychological effects.
- Social, psychological and educational effects are the most important effects of Covid-19.
- Psychological effects are one of the important effects of Covid-19.
- Its psychological effects started with fears.
- The most crucial effects of Covid-19 are its social, psychological and educational effects.
- All of those feelings affects our psychological health.
- Covid-19 pandemic has three important effects that most of the people faced and they are social effects, psychological effects and academic/education effects. Another less known effect of Covid-19 pandemic is, psychological effects. The most important effects on our life in Covid-19 is social, psychological and academic/ educational effects. In my opinion, due to Covid-19 pandemic especially children stay away from their rights to education, people

start to feel the lack of social interactions, and because of the fear to be covid people have psychological diseases.

- Naturally, this pandemic forced every individual out there to develop a "new normal" therefore, it has multiple general effects on us, such as social, psychological and educational ones.
- The next crucial effect that the Covid-19 journey had on me was entirely psychological.
- Funny enough, this effect is related to the previous effect i mentioned, psychological.
- Due to its some heath and psychological effects, using online platforms more has bad effects on us.
- For my life, Covid-19 did changed so many things but I want to talk about this 3 most important effects which are: social effect, educational effect, psychological effect:
- Secondly, I want to mention the psychological effects of Covid-19.
- Since the covid broke out, we all had to live similiar challanges and today we are going to focus on three main affections of covid: economic effects, psychological effects and academic effects.
- Health-related effects, eDucational Effects and Psychological Effects are the most important effects.
- Psychological Effect is the worst.
- I think psychological is the worst effect.
- It is not the only effect of the Covid-19. It also effected the people's psychological health.
- I know that people change but during the pandemic every country's people's psychological health was changed by the pandemic.
- The last psychological effect of pandemic is that we became pesimistic about most of the dreams.
- Covid-19 entered our lives suddenly and effected our lives in many aspects not only health related effects but also social, psychological and educational effects.
- Some people afraid Covid-19 because of its academic effect, the others can afraid it's psychological effects and rest of the people can afraid of it's work-life related effects.
- Psychological effects of the process were causing tobles, as humans are meant to be social and suddenly we couldn't socialize, besides that my both social and academic life effected.
- Psychological effects of the pandemic was quite disturbing for me, I was studying for my college exam and I was already stressful when the effects of pandemic occured I was not ready.
- Finally and the most important effect of the pandemic was psychological.
- The second effect is psychological.
- We had some psychological problems during those days.
- To conclude, covid affected me in a mostly psychological way though in education and health as well.
- Three main effects of this outbreak are worklife, psychological and educational effects.
- In my opinion, Covid-19 pandemic has had different effects in our lives such as social, psychological and educational effects.

- Finally the effects of pandemic also about psychological.
- The pandemic changed our habits and this change caused so many changes as on psychological, social etc.
- In the quarantine most people experienced psychological problems like depression, which is probably the most important one and also other diseases that comes with depression.
- From economic to academic and psychological, Its effect are huge and scary.
- And this leads to psychological effects.
- Especially in social, psychological and educational ways.
- Covid-19 affected my psychological health, social skills and my academical success.
- And in my life, I felt the social, psychological and educational effects of Covid-19 most in a bad way.
- Secondly, I now realize that I effected mostly from psychological effects of Covid.
- This is why it affected my life in a bad way and there are three most important effects; educational, psychological and social.
- The second important effect is psychological that comes from our family.
- I read that in this process psychological diseases like depression and anxiety has increased.
- To start off, I think one of the worst effect of the pandemic is the psychological effects.
- Finally, the third one is psychological effects.
- The psychological effect caused by loneliness is different for each individual.
- To sum up, Covid-19 has had three major effects on our lives such as; educational, social and psychological.
- The Covid-19 pandemic has effected us in many ways negatively but it has effected me in economic, psychological and social ways and it has really took it's toll on me.
- The psychological effects of the pandemic has been being alone and being by myself in my room too much and coming to the verge of losing my mind and going insane because i couldn't see my friends on other people eventhough I had online friends it wasn't really the some with going out and seeing people in real life.
- As a conclusion the pandemic has really effected us in a lot of ways but i think the major parts that was effected by are psychological, social and economical and at the time time struggles are still going on but it has gotten better.
- According to me Covid-19 Pandemic effect us in the sense of psychological issues the most.
- Secondly, from the first time Covid-19 appeared to nowadays, psychological problems were more common than before the pandemic.
- Secondly, one of the biggest problem in pandemic, is the psychological effects of it.
- The last but not the least, mostly a resut of the previous effects of Covid-19, the pandemic has largely effected my psychological life. With all the drastic and swift changes in my life, I was left alone with many problems which seemed to have too few solutions.
- These are social effects, psychological effects, academic/educational effects.

- It was a bad experience for my psychological duration.
- Finally, psychological problems have risen during the pandemic.
- Covid effected us in a bad way, especially our health, social, economic and psychological life.

3. ACADEMIC

- Secondly, one of the effects; academic/educational effects.
- Academic and educational effects I think most important of all the effects.
- Covid-19 have made health, education/ academic and social life terrible.
- Thirdly, it affects one of the most important thing that is educational/ academic life.
- Pandemic has effected us mentally and as a result of that our academic lives effected too.
- Because of that, pandemic has had important effects on different areas in life such as economic effects, social effects and, academic/educational effects.
- Covid-19 pandemic has three important effects that most of the people faced and they are social effects, psychological effects and academic/education effects.
- Lastly one of the least known effect or one of the least people care about Covid-19 pandemic is academic/ educational effects.
- The most important effects on our life in Covid-19 is social, psychological and academic/ educational effects.
- I want to tell my bad mood in quarantine phase by taking you to causes like my psychology, my social life and my academic life.
- Secondly, my academic life was always perfect when I look back but this trapping in my own room affected even my academic life in a way I don't want.
- Our academic career, special life was affected by corona.
- Social effects, academic/educational effects and health related effects are the most important ones for me.
- Covid's second effect on me is about my academic life.
- To start with, one of the most significant causes of pandemic is that it affect our academic life.
- Since the covid broke out, we all had to live similiar challanges and today we are going to focus on three main affections of covid: economic effects, psychological effects and academic effects.
- Our last effect is academic and as someone who has to study for university exam in lockdown, I can say Covid-19 changed education system a lot.
- However, to me, health related effects, economical problems, and academic effects of Covid-19 are the worst effects that happened during this pandemic.
- Thirdly, Academic effects are one of the most long-term effects on a person's life.
- Some people afraid Covid-19 because of its academic effect, the others can afraid it's psychological effects and rest of the people can afraid of it's work-life related effects.
- Psychological effects of the process were causing trobles, as humans are meant to be social and suddenly we couldn't socialize, besides that my both social and academic life effected.
- Past two years brought problems with it one of them is undoubtly academic problems.
- Thirdly the academic effect.

- However, most importantly It has given us three main detrimental effects on our life, academic and educational effects, social effects and health effects.
- We have been feeling its negative effects on our health, academic and social life in a bad way.
- However, Covid-19 pandemic had huge effects in our socialing, maintaining a healthy mentality and academic achievements.
- From economic to academic and psychological, Its effects are huge and scary.
- Secondly; academic/educational effects, this effect is crucial because of affecting culture in a bad way so much.
- From social distancing to attending online school, this pandemic made us live a life so chaotic that almost all areas in our life have changed drastically including our social life, our mental health and our academic life.
- Lastly, for students, academic life has been incredibly difficult.
- Following this, academic performance was decreased for lots of students.
- However, the highly infectious virus had quite a few negative effects on my life in terms of economic, social and academic related matters, as its cons outweigh its pros.
- Thirdly, our academic lives suffered a lot because of Covid-19. For instance, we started taking online classes.
- So, online classes decreased the learning of the material in the lectures, therefore, students' academic performance got worse.
- Our lives turned into pandemic so it was really hard to me, so my world has changed with Covid-19's social effects, psychological effects and academic/educational effects
- I realized that education improves my social, academic and personal features.

4. AREA

- In this essay, I'm going to talk about the effects of this virus in economical, educational and social areas.
- Economy, social life, Education etc., all these areas tried to adapt this big change.
- While some areas were affected negatively, others like education were affected positively.
- Each has had effect on a specific area.
- The most affected area is education.
- Because of that, pandemic has had important effects on different areas in life such as economic effects, social effects and, academic/educational effects.
- In the last two years, all the world has been affected due to Covid-19 pandemic in different areas.
- Additionally when we see any person without mask in the public area like transportations we get angry.
- In my opinion, effects of the area of education, causing less social interactions and affecting people psychologically are the three most important ones.
- Covid-19 pandemic has affected so many areas in everybody's life.
- But in pandemic I had so much leisure time and I even improved myself on the other areas.
- First and foremost, people have gone through a last-longing illness which affects every area of their life.

- However, health area, social life are, and educational side of our lives have the most crucial effects when they are compared with the other areas.
- They now lack of reading, writing and many other basic educational areas.
- To me, I afraid almost every areas of Covid-19.
- But the time when Covid-19 first broke out, I prepared an exam which effect my whole life so covid effect some areas more dominant to others.
- For example, economic, social and health related more dominant effect on my life than the others areas.
- In short, Covid-19 effect my life in mostly 3 areas; social, health-related and economic.
- One would say Covid-19 had its effects almost on every area of life and that is true.
- Mostly due to being a lethal virus that brought fear to everyone's life, Covid-19' had its most serious effects on the area of health.
- Mostly because of that reason, I think area of health stands first at the list of the areas that Covid-19 has affected.
- Firstly because of Covid-19 most areas of world like restaurants had to close their restaurants.
- There is no doubt Covid-19 has affected almost every area of life like psychology of people or educational life.
- In conclusion, covid impacted my life in almost all areas.
- Even though these pandemics have effected our life's in many different areas and different ways, there are some common problems that occurred in our life.
- The other area that got effected by pandemic is education.
- If we leave this areas we can feel useless.
- Cafes, restaurants, parks and most of the public areas which people can socialize in were forbidden to use or limited by time.
- When there was no enough public area, people had to use social media to socialize and this caused communication to be so digital and fake.
- However, the lock down times have helped me become quite self-aware in three areas of my life.
- From social distancing to attending online school, this pandemic made us live a life so chaotic that almost all areas in our life have changed drastically including our social life, our mental health and our academic life.
- In conclusion, Covid-19 has been hard on almost everyone in so many areas of their life; most importantly socially, mentally and academically.
- This Covid-19 disease made my life a bit harder than it was before in three major areas.
- The second area that Covid-19 had negative effects on my life was my social life.
- The Covid-19 pandemic has had life changing effects on all of our lives ranging from personal to more social areas.

5. SUM

- To sum up, there are many of effects.
- To sum up, Covid-19 had three big effects on me and my life: economical, educational and finally psychological effects.
- To sum up, coronavirus affects everybody like me. It is not easy to get over.

- To sum everything up, Covid-19 pandemic had many terrible effects on the humankind, but for the most part, it took away a lot of good people from us, destroyed our finance and corrupted our minds and emotions.
- To sum up, we are able to accept Covid-19 has changed us.
- To sum up, Covid-19 pandemic has effects on people as every pandemic in the past.
- If we want to sum up our idea about health, it has big effect on our lives.
- To sum everything up, a pandemic has many perspectives to it, as well as multiple effects.
- To sum things up, we can say that coronavirus has and still having many effects in people's lives.
- To sum up, New tryings and changing caused people to modify their life in not only good but also bad way.
- To sum up, Covid has two bad and one good effect on me.
- To sum up, Covid-19 pandemic affected our social life, health life and educational life deeply.
- To sum up, although this pandemic has mostly affected our lives badly like our health, daily life and relationships with others, it enabled us to improve ourselves at home by trying different activities.
- To sum up, pandemic affected every aspects of life mostly education, economy and education in a bad way or good but humanity succeded to adapt new changes and we should be aware of the new dangers and be prepared for everything.
- To sum up, negative effects of the pandemic affected both people themselves and their environments.
- To sum up; Covid 19 effected our life in a bad way such as healt, psychological and educational Effects.
- To sum up, Covid-19 has many effects on our daily lives.
- To sum up 3 most important effect on Covid-19 pandemic on my life: couldn't afford enough text book which I need to take a good scor, couldn't go library for studying silent environment and couldn't sociaize with my friends to get rid of my stress.
- To sum up, we had pretty hard days, months and years in the world and still we are having some challenging problems in our daily life.
- To sum up, sometimes it was very difficult for me to keep my mind and body healthy, but I knew that everybody was in similar position with me, so I tried to deal with negative effects of the pandemic.
- To sum up, Covid-19 effected, changed our lifes in many way.
- To sum up, this disease had a lot of effects on us and still continue to has.
- To sum up, a sudden health crisis such as pandemics have a huge impact of our lifes in many ways.
- To sum up; we had critical economic problems but we not only learned the value of the money but also learned how to spend it according to our needs.
- To sum up, pandemics have always caused many problems and these problems still affect the world like Covid-19.
- To sum up, many people remembers lockdown as a very dark time.
- To sum up, effecting us economically, socially and psychologically the pandemic was one of the worst experiences in many of our's life without a doubt and I' m sure that we will never forget this nightmare of a experience over.

- To sum up, Covid-19 has had three major effects on our lives such as; educational, social and psychological.
- To sum up, from all the effects stated above we see that we have so many changes in our lives.
- To sum up, the pandemic had changed my life and had negative impacts as it economically put me in a bad state, made me lose my social skills and altered the trajectory of my education.
- To sum up, this 3 year old pandemic effected humankind in almost every aspects of life and keep effecting us, prevents us socializing to going to someones funeral whose we love.
- To sum up, especially the first year of the Covid-19 pandenic was quite hard for me.
- To sum it all up, I was effected by the Covid-19 pandemic just as any other person was, in way that might or might not be similar.
- To sum up, pandemic is not good for me.
- To sum up, pandemics have lots of effects on people's lives.
- To sum up, this pandemic was a disaster for all of us.

8. Appendix 8: Sentences in Spring Final Exam

1. ROLE/ROLES

- Spiderman can shoot webs, swinging in the city thanks to his webs, he fights well, so Spider-man should be acrobatic and the actor Tom Holland who is playing Spider-man role is really acrobatic and he is still trying to become more acrobatic and he wants the people who is watching his Spider-man role say he is Spider-man.
- Andrew's Spider-man is not same as the original character because Andrew is too handsome to become Peter Parker and his Peter role was look like cool guy, bully guy in school but truth is that Peter "was bullied" in school.
- Finally, after we saw all Spider-man actors, their appearances, their acrobatism, we can say Tom Holland is a good choice for Spider-man role and he is better than other Spider-man actors.
- That's why she is better than her colleagues and deserves to be a role model.
- That is an perspective but now one of his roles on the movie John Wick he learned a way to use guns.
- For his role that film he praised by lots of actors to achieve such an hard mission.
- For example he is a father of a baby, which makes him a role model to a society.
- Another factor which makes him educated and role-model for society is that he is a bilingual person.
- To conclude; Tarkan is an real role-model for Turkish society, great father and educated musician.
- Some of them are so proffessional that makes us feel excited while watching a film they have a role.
- First of all, I can say that he is successful if we look at the roles he carried out.
- In his roles, he revived characters whose personalities are at different edges.
- But it is clear that Johnny Depp maintained the roles perfectly.

- He works for his roles many hours and it is explicit that he denotes himself to work more hence even if he have an obstacle hinders him to work, he keep practising regardless of the wounds he have.
- He also got a role in a game.
- First of all, he played so many roles.
- So he never played a role twice.
- To sum up, I think Mads is better than others because, he plays different roles, his shows are great and he is a very helpful people.
- But in this case magicians have a big role on him.
- Everybody in this world needs a role model to follow his or her path to success.
- For example, if you want to be rapper, your role-model is probably Eminem.
- People associate their role-models with themselves and it encourages them somehow.
- Like everybody else, I have a role model, too.
- Even though I have no dreams about becoming a singer, with her beautiful heart and powerful image, Taylor Swift is my role model.
- Although some people may think she is overrated or should not be considered as a role model, in our man overwhelming world, she achieved something looked impossible and made her name written down in history with golden letters, so she can be a perfect role model.
- First of all, she deserves to be seen as a role model especially by girls, because she is a very successful woman in a world where women are seen unsufficient and failure.
- The other reason why I chose her as my role-model is she is not only a successful and independent woman but also has a very beautiful heart.
- These are the reasons why he is my favorite musician and my role model.
- The serie consisting of 26 Episodes and 3 movies, Kaji appeared, mostly, for a total screentime of 40 minutes, which is not so great for a character having a big role and impact for Evangelion.
- Ryoji Kaji who has fans and haters all over the world has one of the most important roles in Neon Genesis Evangelion, and like all people, he has his flaws and good sides.
- Just being a celebrity is enough to get a role in a high budget movie.
- Most of the movies that Jim Carrey has taken a role are comedy movies.
- Thats why people assume that he's only taking role in entertainment types of movies.
- This is partly true since actors having a role in important movies which carry on their legacy should be considered as "A-list" actors because their acting is what makes the movie so highly-noted.
- People have arguments of Johnny Depp being no one but a basic actor, because they think he is hired as an actor, plays the role, gets the money and leaves, and some people think this is his only use.
- What they do not know is that Johnny Depp does have other roles in life including selling his paintings to prove a cause and having his own music band.
- As he kept working hard for the next roles he got, he didn't end up becoming a "one hit wonder".
- Despite the accusations as to the source of his fame, since he is a good-looking man who knows all the people in Hollywood as a result of his movie roles, his

success should not be attributed to these facts but to the general knowledge that he still managed to survive in Hollywood despite all the difficulties he faced, and that beauty standards are subjective and has nothing to do with one's rise in fame.

- When actors know each other thoroughly and become friends, they tend to help each other out with booking new roles.
- Let's take, for example, an actor talking to a director and recommending you to get one of the roles in the movie.
- You will most likely get the role as you are appreciated by an acquaintance of yours.
- When actors audition for roles they have to leave a good impression on the director.
- He doesn't have famous parents nor did he know any famous actor before he was an actor himself but he managed to book the role of "Neo" in the Matrix with his talking abilities.
- To sum up, many people claim Keanu is still taking roles because he has presentable look that just makes you want to look at him more and because he is seen with other famous actors that can help him get a new job to help him pursue his career.
- He is best known for his role as Aragorn in "The Lord of the Rings".
- Furthermore, although he is not very well known for other roles he has played, his success is not to be underestimated because he is just as good an actor in any other movie he took part in.
- Tom Hanks roles as Forrest Gump in this movie.

2. JOB/JOBBS

- Before the fame her situation was so pathetic that she had to work in a job for taking care of her family.
- Since stoicism is a philosophy of virtue and merit, he had the opportunity to test his merits and virtue as an emperor and he did an excellent job.
- Almost an excellent job.
- We can clearly say that the job on the inside of the set is pretty overwhelming.
- Cinema has to be brave and Gaspar Noe is doing his job.
- Gaspar's jobs stay somewhere else.
- They say this because even though he is as good as other actors in his job, he is not recognized by many.
- Although some other musicians claim that they are better than Sezen Aksu, she is accepted as the best since she is more skillful and do her job for years.
- This shows that she can be interested in her job and she do true job for herself.
- She has done her job for years.
- To be the best in a job, working hard and regularly is important.
- To a certain degree they are right but she is doing her job properly.
- He thought that even making it on the street must be seen as a professional job.
- He talk like this to even the people whose job is working for him.
- Although some people think that Tom Hanks is old for being an actor, I believe that he is unique for his job because he can reflect the real emotions, he is very friendly people in this normal life and he is helping numerous people.
- He works with big names in terms of clothing and that is not an easy job.

- In the past and today's world, there are actors and actresses doing their jobs smoothly.
- Their art is better than most of the music in the industry because they don't see it as a job, they see it as a passion.
- If they had seen making music as a job or a way to fame, they would stop doing it when they earned enough money, or when they've got millions of fans all over the world.
- For some it might be money, having a good job or doing well in sport.
- Other than that, most of the actors that worked with Nolan stated that he inspired them and made them better at their jobs.
- The final argument is Christopher Nolan is good at his job but should not be considered one of the best because he does not improve or make an impact on cinema industry since the year 2000s, the movie that had the most impact was the Dark Knight, directed by C. Nolan.
- It is nice to see that people not do their jobs for only money and fame but for their fans and because they enjoy it.
- They were only thinking about “how to study productive in order to get a good job in the Ministry of Magic”.
- It is about loving of the job that she loves.
- The reason why she is better in her job than others is she has courage.
- In the area of music, there are lots of people who deal with this job.
- First of all he is dedicated to his job.
- He puts his job before anything.
- Secondly he takes his job really seriously.
- He is normally someone who likes to have fun with his group members, play game on computer and sleep but when it comes to his job he does everything with passion.
- Laury Hill and Little Kim done an amazing job about that.
- Someone who tries to be the best on their job can achieve it.
- At some point this may be right, but writing is a job to express your thoughts and I try to sprawl them.
- What I mean is that, being the center of the information, Kaji did a great job by manipulating the rivals for the greater good of humanity.
- Thus, he did a very good job with that.
- I'm not saying that other actors/actresses are not so funny and good at their jobs.
- If you can act better than the other who was born into a family full of actor, you will be the one to get the job.
- He had to work at various jobs to provide for his family.
- To sum up, many people claim Keanu is still taking roles because he has presentable look that just makes you want to look at him more and because he is seen with other famous actors that can help him get a new job to help him pursue his carrier.
- Contrary to their belief, i think that people who start their jobs when they are young can gain experience and be a lot better as time passes, and that's what Harry did in his career.
- We have so many examples of people who went to college and still can't do their jobs properly because they have no talent in that file.

- It's a known fact that in the whole process of filming the “Lord of the Rings” movies Viggo fully dedicated himself to the job.
- He was good at his job and he liked being good.

3. SUM

- To sum up, Joey may be thought as a selfish, bad, are childish by some people.
- To sum up, although comments and opponents BTS deserve their fame.
- To sum up, despite U.S. artists which worked in good situation, many competitive artists or other bad claims Osama Tezuka showed that by working hard and doing his best created new thing to world.
- To sum up there are lots of things that Keanu Reeves can actually do and need to praised and there are certain thing that people claim that he can't do.
- To sum up, Baris manço created his own style.
- To sum up, despite all the gossips and hate around him, Ozzy's music reached out to everybody.
- To sum everything up, Halsey is unapologetically unique.
- To sum everything up, we can say that Keanu Reeves is better than most of the people he works with in many ways.
- To sum up, of course you need to be talented for being better than your peers but you can be talented if you try hard.
- To sum up, in terms of voice, music, kindness and courage he is totally better than his peers.
- To sum up, I do not think that there are no one better than Zülfü Livaneli but he is the best from my point of view for different reasons: using language, knowing his readers very well and respond their readers expectation, instead of judging him for what he writes we should focus on the message he want to give.
- To sum up, whether Tom hanks should be retired or continue to acting remains a controversial issue.
- To sum up, SZA writes her own songs and mentions about good things in her songs all the
- time.
- To sum up, besides he is successful, he also have a good heart and do his best for the people to gain their healths back.
- To sum up, I think Mads is better than others because he plays different roles, his shows are great and he is a very helpful people.
- To sum up, there is no best artist, the is no best song.
- To sum up, from my point of view, he is not just the best for his wonderful voice but also this beautiful heart, and success, because even though he left the world while leaving a lot of memories behind, there is no one who matches his iconic performances and his talent.
- To sum up, both with his efforts to make his movies best and with showing his country with all aspects, Amir Khan is the best Actor of last ceuntry.
- To sum up, I think Yaşar Kemal better than his peers in terms of his ability to write more than one kind, like all writers have opinion about political events but doing this with respect and create new word which belongs him or even create new place.

- To sum up my points I think Robert Downey Jr. is better than his peers because he turned a new leaf and got better but also he makes every character he plays into his own without compromising the story that is being told on screen.
- To sum up, in terms of being better written, psychomood, the story, power, the feelings towards animals Uchiho Madara who was stabbed betrayed much more deeply, setting plans and getting the power by himself Madara Uchiho is the strongest and far exceeds Eren Yeager.
- To sum up, in the world where there are interesting and different musicians, we can choose our favorite singer by looking at some criteria.
- To sum up, even if the magic thing, Harry taught us lots of lessons for life for example not to give up.
- To sum up, Harry acted in a way that none of his peers could do.
- To sum up, He is better than his colleagues and peers since he does the things that other players can't do.
- To sum up, just because Steven Spielberg is known well and his works are so popular doesn't mean he is the best.
- To sum up, Iskender Pala is one of the most greatest authors in modern world and his books are therapy.
- To sum up, Cedi is a better player than his colleagues due to his personality, his talent, his hardworking and his energy.
- To sum up what discussed above usually the harder an artist works the more the artist gets the results of this by achieving great things and appreciation from listeners.
- To sum up, there are so many reasons that make Dostoyevsky a legend.
- To sum up, we must accept that Seyh Galib exceeds the other classical poets of his time in terms of his divan, his counter work against one of the most respected poets of his time Nabi, becoming a Seyh which improved his work and doing all these at a very young age.
- To sum it up, I think Tolkien is a great writer and better than most of his fellow writers.
- To sum up, many people claim Keanu is still taking roles because he has a presentable look that just makes you want to look at him more and because he is seen with other famous actors that can help him get a new job to help him pursue his career.
- To sum up, I definitely think that Harry Styles is one of the best stars in the world.
- To sum it all up, Viggo is an amazing actor, considered to be the best by me and many people.
- To sum up we most people think that Walter White is innocent and desperate for money, but they are wrong.
- To sum up, Forrest is the fiction character for my life.
- To sum up; she is a very successful person in the music industry.

4. SERIES

- Most of us know about the series "Stranger Things."
- It is a series about some friends Eleven, Will etc.
- In this series one character is different from the others.
- Most people love watching films or TV series.

- My favorite director is Fincher because his technics that used in films and series are rarely used technics.
- Why is Joey Tribiani is the best in the Tv series Friends?
- Joey Tribiani, the character played by Matt Le Blanc in the tv series Friends, is one of the most liked person the whole series.
- The series is about 6 close friends and their life together.
- But the truth is, he's so different in many ways from his friend in the series.
- These are the things that makes him better than the others in the whole series.
- It took 15 years to finish Harry Potter series.
- Keanu Reeves is a famous actor who is known best for this acting performances in The Matrix and John Wick film series.
- In his famous performances in The Metrix and John Wick series, Keanu Reeves got many positive feedbacks from the media and has won a number of awards from various platforms.
- He adapted the newest technologies in The Matrix series and performed very well.
- Also in John Wick series he only used stunt doubles for extremely dangerous scenes.
- TV shows that he played are underrated and few people know the series.
- For example, in a series which is named as Dr Samuel, he was a succesfull doctor.
- She at leat played in 10-12 high production movies despite of her young age and many more tv series, commercials and short films.
- I can cant much more movies like that she also have many rewards and nominations from the movies, and Tv series.
- Most of the people have read Harry Potter series when they are young and they probably admired Harry's courage and chivalry.
- Harry Potter is a great series that everybody should read at least once.
- Why Harry is The Best Character in The Series?
- Harry Potter is a book series about a boy who learns that he is a wizard at the age of 11 and his adventures through the years.
- Although he is the main character of this series many people dislike him because there are other characters that are much "cooler" than him.
- Even though there is a huge hate towards to Harry, he is still the best character in the series because of his actions and his personality.
- Although he is a spy, kept some secrets from other characters, and didn't apper on our screen for too long, Ryoji Kaji, the two sides spy, is my favourite character from the series "Neon Genesis Evangelion" because he had the future of humanity in his hands, protected people around him and guided Shinji, the main character of Evangelion.
- Robert Downey Jr. is a hollywood actor who starred in many successful movies and series such as Iron Man, The Avengers, Sherlock Holmes etc.
- First of all, he couldn't be possibly more succesful because "Lord of the Rings" is considered to be the best movie series of all time.
- The TV series "Breaking Bad" was started in 2008.

5. CREATE/CREATED/CREATES/CREATING

- Money only enabled him to buy or create his tools.
- Although there were so much bad events such as natural disasters or later wars, he created manga.

- However U.S. cartoons had already new technology and expensive materials to create an animation.
- To sum up, despite U.S. artists which worked in good situation, many competitive artists or other bad claims, Osamu Tezuka showed that by working hard and doing his best created new thing to world.
- Since 1990 many movie was created by companies.
- Creating an imaginary world and making other children find a place in that world was her biggest dream.
- Instead we can talk about her writing skills and hardwork, how she created her path as an independent women.
- In conclusion, she is an author who gave purpose to many kid's lives and helped them understand this world by creating an another one.
- Other than that, some people think that slow music like soul music do not have inspiring backgrounds that helps them create some ideas about life or embrace the life more tight.
- To sum up, Barış Manço created his own style.
- He just wants to create what cinema needs.
- His old age didn't make him give up on creating music.
- As I mentioned before, they do have a style but what makes it interesting is creating an art from an out.
- I think people start to research more one of our world problem we dont create time for the learn the right information abot the people we know and just focusing on the surface knowledge also I think Emma Watson needs to stop being too humble about the thing her done because if she can reach more people actually can create bigger and better support for the thing she try to accomplish.
- To sum up, I thinks Yaşar Kemal better than his peers in terms of his ability to write more than one kind, like all writers have opinion about political events but doing this with respect and create new word which belongs him or even create new place.
- Actually until her last two albums, she writes her songs thinking what she feels, what she like or what she doesn't like, but in her last two albums (folklore and ever more) she creates some characters and she makes up some stories that are really related to our lifes and furthermore, it's kind of a teraphy when these novel-like songs are together with her calm voice she is like a story teller.
- Secondly, Madara tamed a beast called Kyuubi rather than taking over somebodies ability Madara created everything by himself since Kyuubi is a monster who was abused badly by Senju clan for his power.
- They can memorize every lyrics of songs, and also they can create their own songs.
- He is not lefting any closed doors to his reader that will create question marks in their heads.
- They say that some images he creates in minds of the people is tend to lead the people to the depressive thoughts and not good for the young listeners who already struggles a lot mostly due to the period they are in.
- Literature is one of the most beautiful and hard art that humanity has created.
- Creating a new type at anything is hard, let alone books.
- To conclude, although there are good actors in the world Jim Carrey knows how to create spectacular movies from comedy to drama.

- The problems created an invisible bound with acting in him.
- While creating and producing something from zero is hard enough, additionally, he created these music in a very short period of time.

9. Appendix 9: Semi-Structures Interview Questions

ÖĞRENCİ SORULARI

1. Birinci sınıfınız yazma becerileri dersinizi düşündüğünüzde, akademik yazma konusunda nasıl bir süreç geçirdiniz?
2. Birinci sınıf yazma dersi boyunca yazılı metinlerde kelime kullanımınızın nasıl bir değişiklik gösterdiğini düşünüyorsunuz?
3. Yazılı metinlerinizi oluştururken kullanacağınız sözcükleri nasıl belirlediniz?
4. Yazılı metinlerinizi oluştururken kelime kullanımı açısından önemli noktalar nelerdi?
5. Birinci sınıf yazma dersiniz boyunca edindiğiniz kelime dağarcığı yazma sürecinize nasıl yansıdı? Dönemin başında nasıldı? Dönemin sonunda nasıldı?
6. Kelime dağarcığınızı geliştirmek için ders içi ve dışı olarak neler yaptınız?
7. Metinlerinizi yazarken kelimelerin doğru kullanımlarını belirlemek için neler yaptınız? Biçim olarak, anlam olarak ve kullanım olarak doğru formlarını belirlemek için neler yaptınız?
8. Birinci sınıf yazma dersinizin kelime dağarcığı açısından iyi giden yönleri nelerdi? Kelime dağarcığı açısından seni zorlayan ya da iyi gitmeyen yönler nelerdi?
9. Birinci sınıf yazma dersini düşündüğünde, kelime gelişimiz için bu derste neler yapılmasını önerirsin?

HOCA SORULARI

1. Yazma becerileri dersini düşündüğünüzde öğrencilerinizin geçirdikleri süreci nasıl tanımlarsınız?
2. Birinci sınıf yazma dersi boyunca öğrencilerinizin yazılı metinlerde kelime kullanımının nasıl bir değişiklik gösterdiğini düşünüyorsunuz?
3. Sizce öğrenciler metin yazarken kullanacakları sözcükleri nasıl belirliyorlar?
4. Birinci sınıf yazma dersiniz boyunca öğrencilerinizin edindiği kelimeler yazma sürecine nasıl yansıdı? Dönemin başında nasıldı? Dönemin sonunda nasıldı?
5. Öğrencilerin kelime dağarcığını geliştirmek için ders içi ya da dışı olarak neler yapıldı?
6. Öğrenciler metin oluştururken kelimelerin doğru kullanımlarını belirlemek için neler yapıyorlar? Biçim olarak, anlam olarak ve kullanım olarak doğru formlarını belirlemek için neler yapıyorlar?

7. Birinci sınıf yazma dersinde, öğrencileriniz kelime kullanımı/bilgisi açısından iyi giden yönler neler(di)? Öğrencilerinizi zorlayan ya da iyi gitmeyen yönler nelerdi?
8. Birinci sınıf yazma dersini düşündüğünüzde, öğrencilerin kelime gelişimi için bu derste neler yapılmasını önerirsiniz?

10. Appendix 10: Consent Form

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

“Orta Düzey Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrencilerin Yazdıkları Metinlerinde Sözcük Gelişimi: Bir Açıklayıcı Araştırma” başlıklı bir doktora tezi kapsamında derlem çalışması olup temel amacı, Anadolu Üniversitesi Yabancı Diller Eğitimi İngilizce Öğretmenliği Programı birinci sınıf öğrencilerinin kelime gelişimi ve yazma puanları arasındaki ilişkiyi incelemektir. Çalışma, doktora tezi kapsamında Revan Serpil tarafından yürütülmekte ve sonuçları ile kelime gelişiminin yazma becerisi üzerindeki etkisini ortaya konacaktır daha sonraki dönemlerde ders planlama, eğitim müfredatı geliştirme konularına ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı tarafımıza aşağıda belirtilen tel numaraları ya da elektronik posta aracılığı ile iletebilirsiniz.

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

11. Appendix 11: Ethics Committee Approval

Evrak Kayıt Tarihi: 14.02.2020 Protokol No: [Redacted]

Tarih: 27.02.2020



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Doktora Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin Kompozisyonlarındaki Kelime Gelişimi: Bir Açıklayıcı Araştırma
PROJE/TEZ YÜRÜTÜCÜSÜ:	Prof. Dr. Gül DURMUŞOĞLU KÖSE
TEZ YAZARI:	Revan SERPİL
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu
Prof.Dr. Emel ŞIKLAR (Başkan-İkt. ve İdari Bil. Fak.)	
Prof.Dr. İ. Volkan YUZER (Başkan Yardımcısı-Açıköğretim Fak.)	Prof.Dr. Esra CEYHAN (Eğitim Fak.)
Prof. Hayri EŞMER (Güzel Sanatlar Fak.)	Prof.Dr. M. Erkan ÜYÜMEZ (İkt. ve İdari Bil. Fak.)
Prof.Dr. Hândan DEVECİ (Eğitim Fak.)	Prof.Dr. Oktay Cem ADIGÜZEL (Eğitim Fak.)