The impact of collocational proficiency features on expert ratings of L2 English learners' writing

Supplementary materials: Collocation identification checklist

Essential criteria

By my judgement…

1. the wordstring consists of 2-3 lexical words (nouns, verbs, adjectives, adverbs, or prepositions) and potentially other grammatical words (e.g., pronouns or determiners).

2. the wordstring is not a phrasal verb (e.g., *brought up*), a compound noun (e.g., *pocket money*), or a proper noun (e.g., *Microsoft corporation*).

3. the wordstring is a community-wide formula for ESL/EFL language teachers and learners, i.e., it constitutes a chunk.

4. there is a greater than chance-level probability that the writer will have encountered this precise wordstring before, from other spoken or written texts.

Guiding criteria

By my judgement…

5. this wordstring has a cohesive meaning or function as a phrase and may lack semantic transparency.

6. this wordstring is associated with a specific situation and/or register.

7. this precise formulation is the one most commonly used by this writer when conveying this idea.

8. this wordstring has been marked grammatically, lexically, or with punctuation in a way that gives it special status as a unit.

9. this wordstring is formulaic, but it has been unintentionally applied inappropriately.

10. this wordstring has greater complexity than other output in the text.

11. this wordstring is more likely to be worth teaching as a bona fide collocation.

Notes

- Items 1, 2, 6, 9 are based in part on criteria from Coulmas (1979)
- Items 2, 5, 11 are based in part on Simpson-Vlach and Ellis (2009)
- Items 4 to 9 are based in part on criteria from Wray and Namba (2003)
- Item 10 is based in part on criteria from Wood (2002)

References

Coulmas, F. (1979). On the sociolinguistic relevance of routine formulae. *Journal of Pragmatics, 3*(3), 239-266. https://doi.org/10.1016/0378-2166(79)90033-X

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Wood, D. (2002). Formulaic language acquisition and production: Implications for teaching. *TESL Canada journal, 20*(1), 1-15. https://doi.org/10.18806/tesl.v20i1.935

Wray, A., & Namba, K. (2003). Use of formulaic language by a Japanese-English bilingual child: a practical approach to data analysis. *Japanese Journal for Multilingualism and Multiculturalism, 9*(1), 24-51.