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Journal Name:	Asian Journal of Language, Literature and Culture Studies
Manuscript Number:	Ms_AJL2C_41702
Title of the Manuscript:	The Use of Corpus and a Collocation Framework in the Comparison of the English Tests of Two Major College Entrance Examinations in Taiwan
Type of the Article	Original Research Papers

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This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

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PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
Compulsory REVISION comments	More contemporary articles, preferably from 2015-2017 must be sourced so as to locate the study findings to the wider body of knowledge, highlighting similarities, differences and flagging its uniqueness in the research domain. The manuscript must be language edited.	1. Researchers claim that collocation acquisition is an important element for foreign language (FL) learners to use the FL like first language (L1) speakers (Aston, 1995; Chen, 2008; Fillmore, 1979; Pawley & Syder, 1983). References: Chen, M. H. (2008). A Study of the English Collocation Competence of College Students in Taiwan. Master's thesis, National Taiwan University of Science and Technology, Taiwan. 2. The intention of having the keyword list is to explore words in the smaller corpus to compare it with the other reference corpus for such features as word frequency or stylistic characteristics (Hung & Chin, 2016). References: Hung, M. S. & Chin, Y. H. (2016). A corpus-based comparison of the English tests of two major college entrance examinations in Taiwan. <i>Journal of National Huwei University of Science & Technology</i>, 33(2), 87-109. 3. The corpus of the GSAT comprised 10 files, and the corpus of the AST contained 11 files that were constructed for linguistic analysis (Hung & Chin, 2016). 4. As regards the reading comprehension test, it assessed the examinees' reading ability through a few articles (Hung & Chin, 2016). 5. In brief, the English exam of the AST was harder than that of the GSAT due to its increased amount of vocabulary, length of the article, and difficulty level of sentence structure (Hung & Chin, 2016). 6. For example, <i>take a risk</i> is recognized as a collocation, whereas <i>get a risk</i> should be deemed as a misunderstanding of a unit of words. When people are doing something that is a risk, they normally use "take" (not "get") to collocate with a risk. Therefore, collocations not only concentrate on a single word but also involve a focus on word associations. 7. Two representative categories of collocations have emerged among the many theories of researchers and linguists in regard to collocations. 8. These recurrent semi-fixed combinations or collocations can be divided into two groups: lexical collocations and grammatical collocations" (p. ix). 9. Based on Benson et al. (1986 & 1997), lexical collocations are primarily comprised of adjectives, adverbs, nouns, and verbs. They do not include infinitives, clauses, and prepositions. 10. A difference between verbs in the L1 and the L2 lies in that verbs in the L1 denote creation and/or activation but verbs in the L2 denote eradication and/or nullification. 11. In contrast to lexical collocations, grammatical collocations not only contain a dominant word such as a noun, adjective, and verb, but also involve a preposition or grammatical structure such as infinitives and clauses. 12. Lexical collocations and grammatical collocations share a similar characteristic: both are comprised of adjectives, verbs, and nouns. In terms of their differences, only adverbs appear in lexical collocations. Prepositions, infinitive, and clauses occur in grammatical collocations. In addition, a disadvantage of the two categories is that they do not concentrate on the collocations which are associated with two function words such as "as if". Fortunately, an advantage of the two classifications by Benson et al. (1986 & 1997) is that complete collocations not only provide a framework for content words (lexical collocations) but also provide collocates with function words (grammatical collocations). 13. Researchers claim that collocation acquisition is an important element for foreign language (FL) learners to use the FL like first language (L1) speakers (Aston, 1995; Chen, 2008; Fillmore, 1979; Pawley & Syder, 1983). A few research studies have further found that learners with sufficient collocation acquisition can obtain productive and accurate language proficiency and perform with L1 fluency (Benson, Benson, & Ilson, 1999; Chang, Chang, Chen, & Liou, 2008; Nation, 2001; Schmitt, 2000). More specifically, Shin and Nation (2008) have asserted that learning collocations is a way to increase a person's language fluency. Unfortunately, other researchers have indicated that a large number of English as a foreign language (EFL) learners have insufficient collocation competence (Bahns & Eldaw, 1993; Farghal & Obiedat, 1995; Wu, 1996). 14. In addition, Huang (2009) found that senior high school students usually overlook collocation patterns in English sentences, indicating the need for further training. Hence, the results of this study can serve as guidance for students to pay more attention to collocation knowledge in order to receive the highest score in reading and writing on the English tests of these two vital examinations (i.e., the GSAT and AST). Also, the data derived from this project can be used to develop teaching materials so that language instructors can bring up the collocation patterns when they are teaching vocabulary in sentences. 15. The findings of this research can be viewed as a reference material for further studies. The researchers of this project collected data from 2002 to 2011 because the AST started in 2002. Prospective researchers could involve an exploration continuously of the following yearly examinations as the current study focuses only on the first 10 years. Moreover, the frequency size of the present research was set to the top 200 frequent words. Therefore, if further studies can expand the frequency size, perhaps more findings will be revealed.



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		16. Other revisions in yellow in the revised manuscript (for language edited)
<u>Minor</u> REVISION comments	Kindly replace, “ Native like” with first language or mother tongue” Kindly indicate what the acronym EFL (Line 125) denotes	1. Researchers claim that collocation acquisition is an important element for foreign language (FL) leaners to use the FL like first language (L1) speakers (Aston, 1995; Chen, 2008; Fillmore, 1979; Pawley & Syder, 1983). 2. A few research studies have further found that learners with sufficient collocation acquisition can obtain productive and accurate language proficiency and perform with L1 fluency (Benson, Benson, & Ilson, 1999; Chang, Chang, Chen, & Liou, 2008; Nation, 2001; Schmitt, 2000). 3. Unfortunately, other researchers have indicated that a large number of English as a foreign language (EFL) learners have insufficient collocation competence (Bahns & Eldaw, 1993; Farghal & Obiedat, 1995; Wu, 1996).
<u>Optional/General</u> comments	None	