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**COLLOCATIONAL ERROR ANALYSIS:  
INVESTIGATING LEXICAL AND GRAMMATICAL  
MISCOLLOCATIONS IN STUDENTS' WRITTEN PRODUCTION**

*The Case of Third Year LMD EFL Learners at University-Sétif 2*

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of Magister in English (Didactics).*

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## **Declaration**

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

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## **Dedication**

*In gratitude, this modest work is dedicated:*

*To the two candles of my life*

*the ever-precious persons who I am genuinely grateful for all what they have done for me*

### ***'My Dear Parents'***

*I owe you, in fact, so much that no word can really express my feelings and thankfulness to you*

*To my beloved brother and sisters, Isak, Meriem, and Faiza, who are always standing  
by me in all my endeavors and keeping me sane throughout this journey*

*To my dearest friends for their encouragement, support, and prayers*

*To the memory of*

### ***"My Darling Grandmother"***

*whose affection and unconditional tenderness still embrace me and inspire my heart*

*I could not have reached this far without your prayers and everlasting love*

*God Bless!*

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## **Abstract**

This study was carried out primarily to investigate collocational errors in 100 English written production of Third Year students at Mohammed Lamine Dabaghine University-Setif-2 during the academic year 2014-2015. It seeks to examine the lexical and grammatical collocational errors, to show the most frequent error types, to determine the areas and hierarchy of difficulties as well as the major reasons for their occurrence. Besides, it aims to explore the students' attitudes towards collocation teaching method, the teachers' opinions about the role of collocational knowledge in the EFL students' writings and the most effective way to minimize miscollocations. Further, it attempts to explore the teachers' perceptions and attitudes towards the impact of collocations misuse on the students' writing quality. To achieve these aims, an analytical-descriptive exploratory research design adopting a mixed method approach was followed. Also, two questionnaires were distributed to the students and 14 teachers of Written Expression Module, and a semi-structured interview with Third Year Written Expression teachers was conducted. To delve into this under-researched line of the study, the writings sample consisting of 50 in-class and 50 First Term exam learners' essays were collected and analyzed. To detect the errors, a particular reference was made to Taxonomy of Benson's et al., (1986) modified version and Error Analysis Procedures. Further, the BBI Combinatory Dictionary of English (2010) and Oxford Collocations Dictionary for Students of English (2002) were used to identify the errors and provide correction. The statistical analysis revealed that a total of 396 errors were found in both lexical collocation (259: 65.40%) and grammatical collocation (137: 34.60%). In addition to that, violation of the former has

been occurred more. Further (v+n), (adj+n), (n/quantifier+n), (pre+n), and (adj+pre) patterns were unveiled to be the most recurrent, and among these error types (v+n) and (pre+n) were found to be the most problematic. The study also demonstrated that there was no significant difference between the argumentative (50.57%) and descriptive (49.43%) writings in terms of the occurrence of miscollocations; however, with respect to gender it was discovered that males (72: 58.54%) commit more collocational errors than females (51: 41.46%). With regard to the sources of collocational errors, ignorance of rule restrictions and negative transfer were determined to be the most prominent. Based on the questionnaires and interview, the results displayed unsatisfactory collocation knowledge and consciousness raising activities were stressed. Thus, teaching and learning these multiword expressions should be taken seriously, with more focus on lexical chunks, and developing collocation competence, through awareness-raising, is highly needed.

## List of Abbreviations and Acronyms

<b>BBI</b>	Benson, Benson, Illson
<b>EA</b>	Error Analysis
<b>EFL</b>	English as a Foreign Language
<b>ESL</b>	English as a Second Language
<b>FL</b>	Foreign Language
<b>G</b>	Grammatical
<b>GCEs</b>	Grammatical Collocational Errors
<b>L</b>	Lexical
<b>LCEs</b>	Lexical Collocational Errors
<b>L1</b>	First Language
<b>L2</b>	Second Language
<b>LMD</b>	License, Master, Doctorate.
<b>NNS</b>	Non-Native Speakers
<b>Q</b>	Question
<b>SLA</b>	Second Language Acquisition
<b>TEFL</b>	Teaching English as a Foreign Language
<b>T</b>	Teacher
<b>TN</b>	Total Number
<b>WE</b>	Written Expression

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## General Introduction

Generally, words are the building blocks of language, and, further, it has been acknowledged that no matter how good learners are at grammar, communication will stop without the words to convey meaning (McCarthy, 1990). However, vocabulary knowledge means more than just knowing the meaning of a word in isolation; it rather means how far a learner knows the combinatory possibilities of that word. In other words, knowing the meaning of a word does not only require recognizing its dictionary definition, one must also identify the type of words with which it may combine. According to Lewis (2000) every word has its own grammar and knowing a word involves knowing the patterns in which it is regularly used, specifically its grammar. Given this, “language does not expect us to build everything starting with lumber, nails and blueprint, but provides us with an incredibly large number of prefabs” (Bolinger, 1976, p. 1). Among these prefabs, prefabricated expressions, the main learning load for all language users is *Collocation* which constitutes a considerable amount of what native speakers say and write (Howarth, 1998; Conzett, 2000; Hill, 2000). To put it another way, as stated in *The Oxford Collocation Dictionary*, “Collocations run through the whole of the English language and no piece of natural spoken or written English is totally free of collocations” (2002, p. vii). Thus, collocations form a major portion of a native speaker language competence.

In simple terms, there are situations in which a learner production is not completely wrong but does not sound English. It is here that the notion of collocation comes in handy (Zari, 2002). Accordingly, such word combinations become awkward although they may be grammatically accurate; these erroneous combinations are called

miscolllocations. It is repeatedly reported that EFL/ESL learners produce numerous collocational errors. In this respect, Benson, Benson, and Ilson (1986) have stressed that collocations are word pairs and phrases that are the source of the difficulty for nonnative speakers of a language. Moreover, McCarthy (1990), McCarthy and O'Dell (2005) argue that if EFL learners can use collocations accurately, their writing and speaking will be natural and accurate; if not, their English will remain a major indicator of foreignness. For that reason, the use of incorrect word combinations, rather than incorrect grammatical usage, has been found to be the main source of a foreign 'accent' even in advanced L2 learners' language (Pawley & Syder, 1983).

Many researchers have revealed that learners of English are deficient in collocations in their writing (Nesselhauf, 2003). According to Hill (1999), "Students with good ideas often lose marks because they don't know the four or five most important collocations of a key word that is central to what they are writing about" (p. 5). Consequently, longer, verbose ways of explaining or discussing the issue raise the chance for more errors. These problems are the consequence of insufficient knowledge about the companies that words keep. Given that, Bahns (1993) argues, one specific aspect of vocabulary that deserves more attention than it has received up to now is the problem of word combinality because, as pointed out by Howarth (1998), which words go together and which do not is a major problem for learners.

It has been suggested that collocations provide most of the 'initial lexical units', and thus their study is of great importance for the early stages of language acquisition and the following years of vocabulary development (Greenbaum, 1970). Substantial evidence has been produced that collocation errors make up a high

percentage of all errors foreign learners make. Therefore, having good collocational knowledge is essential to have good knowledge of a language because “the learners' awareness of the way the words are combined with others is a vital factor in the production of accurate and natural sounding language” (Grimm, 2009, p. 164). Likewise, it is claimed by McCarthy and O'Dell (2005, p. 6): “collocations ... give you the most natural way to say something: smoking is strictly forbidden is more natural than smoking is strongly forbidden”.

Since the knowledge of which collocations are acceptable in English and which are odd can help learners to achieve higher proficiency in the target language, Lewis (2000) has proposed that ESL learners need to know not only what is right but also what is wrong. Woolard (2000) has also claimed that an effective way to raise awareness of collocations is to help EFL learners pay more attention to their mis-collocations in their production of the language. In that way, learners gradually realize that learning vocabulary is not just learning new words, but being familiar with word combinations. Moreover, previous studies have indicated that EFL learners make many English collocation errors and a further exploration of English collocations among EFL learners becomes necessary (Wang, 2001; Chan, 2005; Li, 2005). Further, Benson et al., (1997) state that to be native-like in a language a language learner should learn how words collocate with one another. This calls for more research to be conducted on this subject in order to increase language learners' awareness of their collocational errors and performance in producing the language production. Thus, studying students' mis-collocations is important for learners of English to realize the fact that words have their collocational fields, or more precisely to be aware of what is

known, linguistically, as collocation. Based on that, the current research introduces a linked area of study on the misuse of lexical and grammatical collocations in students' essay writing. Hence, the stated problem in this research is elaborated in the ensuing.

Indeed, EFL learners, at all educational levels, commit various errors such as grammatical, phonological, and spelling; however, a very little attention is paid to errors attributed to collocation. Being in touch with WE teachers, the driving force behind embarking on this study prompted by the fact that at University of Mohammed Lamine Debaghine Setif-2, there has been a growing concern among teachers over students' poor performance in writing. Also, it has been indicated that second language learners have problems in the production of collocations (Bahns & Eldaw 1993; Nation 2001). In fact, many problems exist in students' compositions, and learners usually do not know how to choose words to express themselves clearly. That is, they often use unnatural English expressions that have right word items but improper collocations in their spoken and written communication (Wu, 2003). This study, then, is an attempt to validate this observation by investigating the collocational knowledge of EFL Third year students.

Furthermore, the focal motive for doing this research is the lack of collocation knowledge that third year students have displayed. For them acquiring or recalling individual words is a bit problematic; what if they are required to use word combinations appropriately i.e., collocations (cf. Appendix B, pp.4-5). According to McCarthy (1990), "Even very advanced learners often make inappropriate or unacceptable collocations" (p.13). The use of collocation is more problematic on productive language skills, especially in writing because written contexts require

precision in the use of words. In addition, the inappropriate combination of words makes students' writing sound odd to native speakers of English. Indeed, though collocation plays an important role in foreign language production it demands a great attention because it is not that easy subject to be mastered. It is, therefore, essential to raise students' awareness of collocations and how to use them appropriately and accurately in their writing since truly knowing a word means not only knowing its meaning but also the words with which it frequently co-occurs. Given the often-long-lasting problems and challenges facing EFL learners and the fact that errors reveal insightful information on the prominent and stubborn difficulties fronting learners, it is, therefore, interesting to know the learners' ability in using collocations.

The main purpose of the present study is to investigate and analyze the learners' collocational errors in their writings sample in order to ascertain if both lexical and grammatical collocational errors are committed by third year EFL students and which type is occurred more with a, small-scale, comparative study related to gender and writing genre. Further, to identify the major sources which pose considerable difficulties to learners in the use of collocations as it is one of the major factors for reducing the rate of students' collocational errors. It aims chiefly at raising learners' awareness of collocational errors to improve their quality of writing and helping them to enhance their collocational knowledge and thus recognizing that its proper use is one of the paramount cultural aspects in foreign language. It also investigates the participants' opinions about the methods of teaching collocations. Moreover, to explore the teachers' perceptions and attitudes towards the impact of such errors on learners' writing quality. Further, this study is also an indirect way to

encourage students to realize the existence of the different collocations' pattern types, to highlight the importance of English collocations in language production, and to stress the importance of explicit teaching of collocations. Based on these setting aims the study attempts at answering the following research questions:

**1.** What are the most frequent committed collocational errors in English written production by the third year EFL LMD students?

- Do they make lexical and grammatical collocational errors?
- Do they make lexical or grammatical collocational errors more?
- Do these errors' frequency vary according to the essays' genre: Argumentative and Descriptive?
- Do these errors' frequency vary according to gender?

**2.** What are the sub-categories of collocational errors most commonly committed by the third year EFL LMD students in their written production?

- Which collocational errors' patterns are the most problematic/difficult for students?

**3.** How do collocational errors happen in the third year EFL LMD students' written production?

**4.** What are the WE teachers' opinions about the role of collocational knowledge in the EFL students' writings and the most effective way(s) of raising their awareness about their collocational errors?

**5.** What are the third year WE teachers' perceptions and attitudes towards the impact of collocational errors on their students' written productions quality?

During the process of answering the above-mentioned research questions, the study significance is inevitably met.

This study, then, would be momentous in several aspects. According to the knowledge of the researcher, it is the first study that investigates the phenomenon of collocational error analysis at Setif-2-University. More importantly, since there has been no study to date that has examined lexical and grammatical collocational errors in students' writings sample (essays) in the Algerian context, this current study is significant. With respect to the types of collocations, this study takes into account both grammatical and lexical collocations since analyzing the two different categories can provide more specific information on learners' collocational competence. Besides, this study would bring new ideas to the field of TEFL concerning grammar-vocabulary teaching method, and writing skill improvement. In addition, this study could be used as a base for further experimental research; teaching grammatical and lexical collocations can be used by other researchers to explore their effects on students' writing and speaking. Concerning teachers, it will show them a holistic picture of their students' level of the collocational knowledge which in turn would enable them to identify effective ways of promoting phraseological competence in their learners, and it would raise their awareness of the most problematic aspects of collocation errors made by students while writing.

Also, this study is possibly beneficial for the Department of English to take practical steps to prioritize teaching collocations and to enhance teachers' skills in teaching lexis. Because students are the heart of the learning process, this study would be of considerable value to them as to draw their attention to the important role of

collocations in language production and communicative skills. It is of the utmost importance for students to realize that there are word combinations which are frequently used by native speakers and that individual words in the combinations are not replaceable by any other words. Furthermore, it is significant for them in the sense it provides valuable practical motivating guidelines for using and practicing collocations so as to help them diminish or avoid such errors in their writings in the future. Undeniably, the appropriate use of collocations plays a crucial role in writing, especially at the University level where students are required to write academically. Correspondingly, this study may not be only an example for English department at Setif-2-University, but also for other English departments at Algerian Universities in which the designed curricula may consider the integration of collocation in writing skill as an important authentic strategy to enhance students' collocation knowledge and promote their written production.

This analytic-descriptive exploratory study has followed a mixed-method approach; thus, both qualitative and quantitative methods have been used for data collection. Quantitative and qualitative data are gathered through learners' corpus, two questionnaires, and a semi-structured interview. The study sample consists mainly of 100 third year students and all the WE teachers (14) at Mohamed Lamine Debaghine University-Sétif 2. Three types of sampling have been used: simple-random sample and census sample for the quantitative data collection phase; meanwhile, a purpose sample for the qualitative data collection phase. Indubitably, pilot testing of data collection tools is of paramount importance. Given this, both questionnaires and the semi-structured interview have been pilot tested.

## **The Operational Definition of Key Terms**

The operational definition of concepts is of a paramount importance due to the straightforward and focused guiding it affords to the reader:

### **Collocations:**

- “are the way words combine in a language to produce natural-sounding speech and writing” (Oxford Collocations Dictionary, 2002, p. vii).
- “the way in which some words are often used together, or a particular combination of words used in this way” (Longman Dictionary of Contemporary English, 2003, p. 294).
- In general collocations are of two major types: **Lexical Collocations** relate to word associations and **Grammatical Collocations** relate to the grammatical categories rather than meaning associations (Zarei, 2002).

**Error:** is a warning signal which provides evidence about the knowledge of learners (Gass & Selinker, 2008).

- It is a deviation from what is standard in English.

**Error Analysis:** is an examination of errors made by students in spoken or written medium (Mohideen, 1996).

- It is an analytical tool to analyze the committed collocational errors by learners.

**Written Production:** is the combination of the in-class and the first-term exam writing essays performed by third-year EFL LMD University students- Setif 2.

## **Organization of the Dissertation**

The present study is basically structured into two main parts: a descriptive part which includes a theoretical chapter about the review of the related literature, and an empirical part which includes three practical chapters. Regarding both parts; Chapter one is associated with collocation and devoted to the collocational error analysis in English writing. Chapter two deals with the research methodology framework and design. Chapter three reports an in-depth analysis of data collection. Finally, the discussion of the results obtained from the field research is presented in chapter four incorporating recommendations, pedagogical implications and suggestions for further research which are put forward by the end of this last chapter hoping to diminish collocational errors among Algerian EFL learners and, thus, enhancing collocation knowledge as a most vital aspect of vocabulary.

## **Chapter One**

### **Theoretical Background on Collocational Error Analysis in English Writing**

#### **Introduction**

The topic of collocation is worth studying in vocabulary studies (McCarthy, 1990). In view of that, this chapter is concerned with this linguistic phenomenon which forms the central focus of the current study. The chapter presents the various dimensions regarding collocation including the origin, its nature, related concepts, types, importance, and others are reviewed. In what follows, collocational error analysis sources and the relationship of collocation and writing are provided. To end up with related studies about lexical and grammatical collocational errors in students' writings. This literature selection is critical to the design of this study as it spells out the criterion framework upon which the subjects' collocation ability is assessed.

#### **1.1 Collocation Origin and its Development**

According to Nation (1990) the term collocation can be separated into some parts, containing its own meaning; col- (from com- meaning 'together, with'), -loc- (meaning 'to place or put'), -ate (a verb suffix), and -ion (a noun suffix). Collocation as a term is originally derived from the Latin verb collocare which means to set in order; that is, to arrange or to assemble (Martynska, 2004). Concerning the word collocation itself can be traced as far back as the 17<sup>th</sup> century when it has been used by Bacon in his "Natural History". Supposedly, the first time it is used as a linguistic term is more than a century later, in 1750, by Harris who has used it to refer to the linear constellation words (Palmer, 1933).

Yet, scholarship on collocation as the focus of linguistic studies can be dated back as early as 300 B. C. when Robins (1967) states that collocations studies have started 2300 years ago in Greece. Further, he maintains that Greek Stoic philosophers have acknowledged collocations in the studies of lexical semantics. He indicates that these ancient scholars oppose the equation of “one word, one meaning”, and highlight the significant aspect of the semantic structure study of language: "word meanings do not exist in isolation, and they may differ according to the collocation in which they are used" (ibid. p. 21). Indeed, many of Firth's (1957) collocation statements, the British applied linguist, are similar to that of Greek scholars in the sense that “words are mutually expectant and comprehended” or as he has summed this up in his famous exclamation: “You shall know a word by the company it keeps” (p.179).

Aghbar (1990), via his proclamation, proposes that the notion of collocation is not raised creatively for the first time but, in fact, people have a memory of hearing or seeing these constructions before and have used them as such. Nevertheless, the notion of collocation has been familiar since the pioneering work of Palmer (1933) who collects examples from dictionaries and notes that “a collocation is a succession of two or more words that must be learnt as an integral whole and not pieced together from its component parts” (p.1). He gives examples of collocations such as: ‘at last, give up, let alone, go without, carry on, as a matter of fact, all at once, to say the least of it, give somebody up for lost, throw away, how do you do, and let us make it do’. Later, Firth (1957) advances the word ‘collocation’ as a technical term by writing, “I propose to bring forward, as a technical term, meaning by collocation” (p. 194).

So, although Palmer pioneers collocational research, collocation as a terminology is formerly coined by Firth who has considered that meaning by collocation is lexical meaning at the syntagmatic level not at the paradigmatic level. Schmitt (2000) continues with the fact that Firth, in 1957, is the first scholar who has made this notion noticeable. Since then, this notion has got ascendingly significant. Based on that, the term collocation has only become well known as a part of the technical terminology of linguistics after the work of Firth. Though, it is widely accepted that Firth is the first linguist and the father of collocational studies in modern times to explicitly introduce the notion of collocation into a theory of meaning by indicating the habitual co-occurrence of lexical items, Mitchell (1971) believes that Firth in the selection of the term collocation may have been influenced by Palmer's monograph on collocation. Regardless Palmer uses "collocation" as an umbrella term to generally refer to all "comings-together-of-words", he is believed to be the first to use collocation in its present-day sense. Accordingly, the term collocation first brought up and conceptualized by Palmer (1933), as a language teacher in Japan, and then is originally introduced into theoretical linguistics by Firth (1957); however, its importance has been realized far later. Given this, collocation originated from the field of lexicon studies as a term defined and understood in many different ways (Bahns, 1993). Thus, since the introduction of Firth's collocation concept, many overlapping collocation terms and definitions have been discussed for ages (Benson et al., 1986a; Nation, 1990; Bahns & Eldaw, 1993; Lewis, 2000; McCarthy & O'Dell, 2005).

## 1.2 Terminology and Definition

In fact, different labels are addressed to refer to collocations as fixed lexical units or chunks. Yet, lexical chunk is an umbrella term which refers to any pair or group of words that usually appear together including 'phraseological units' (Ginzburg et al., 1979); 'gambits' (Keller, 1979); 'lexicalized stems' (Pawley & Syder, 1983); 'speech formulae' (Peters, 1983); 'word-combination' (Cowie, 1981); 'phrasal lexeme' (Lipka, 1990); lexical phrases (Nattinger & DeCarrico, 1992; Schmitt, 2000); and, above all, 'prefabricated chunks' (Lewis, 2000). Collocations have also been called "formulaic sequences, chunks (...) multiword units (...) conventionalised forms, ready-made utterances" (Wray, 2002, p. 9); naturally co-occurring 'strings of words' (Chan & Liou, 2005); and 'word partnerships' (Mudraya, 2006). Alternatively, as the concept collocation is associated with different terms it is not yet definitely defined.

In this respect, on one hand, formulaic sequences can be very diverse and collocation belongs to this broad family of formulaic speech (Boers, Eyckmans, & Stengers, 2006). This implies that collocations are a special kind of formulaic speech in which "certain words co-occur in natural text with greater than random frequency" (Lewis, 1997, p.8). Lewis describes collocation as a subcategory of multi-word items made up of individual words which habitually co-occur and can be found within the free-fixed collocational continuum. In his opinion, they differ from another important subcategory of multi-word items called 'institutionalized expressions' because collocations tell more about the content of what a language user expresses rather than what the language user is doing, e.g. apologizing or denying. On the other hand, collocations are given a broader definition as pointed out by Nation (2001), for

instance, that most multi-word units such as idioms (e.g. pass the buck) and fixed expressions or phrases (e.g. binomials back and forth) as collocations. Therefore, while some of scholars consider collocation and the related terms referring to formulaic language interchangeable, others hold the opposite view. Consequently, the term collocation is used in widely different and often rather vague senses. Given this, it is a major problem to determine what should be classified as a collocation or which words frequently occur together (Fontenelle, 1994; Nation, 2001).

In fact, the term collocation has been discussed prevalently in many areas of linguistics, such as semantics, systematic linguistics, morpho-syntax, phraseology, corpus linguistics, and lexicography. Yet, for reasons of space, suffice it to say that there are as many definitions as there are authors who have researched the topic.

Generally speaking, collocations are structured word phrases or combinations that simply bond together, appear recurrently in the usage of English. Particularly interesting, researchers in the field declare that collocations are some subtle and not-easily explainable patterns of usage that native speakers all know; why, for instance, saying ‘a stiff breeze’ but not ‘a stiff wind’, while ‘a strong breeze’ and a ‘strong wind’ are acceptable.

Benson et al., (1986) provide a more synthetic definition stating: “In English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions. Such groups of words are called recurrent combinations, fixed combinations or collocations, collocations fall into two major groups: grammatical collocations and lexical collocations” (p. ix). On his hand, McCarthy (1990) considers collocation as a kind of cohesive device; in his view, collocation is “a marriage

contract between words, and some words are more firmly married to each other than others” (p. 12). While collocation often occurs between immediately adjacent words (stupid cow or go on holiday) it can also be discontinuous as co-occurring words can appear several words apart, as in ‘I made him some tea’ (Sinclair, 1991; Nattinger & DeCarrico, 1992). Taking the pragmatic view of collocation, Nattinger and DeCarrico (ibid.) regard lexical phrases like ‘how are you, how do you do’ as collocations with pragmatic functions and they consider collocations as high frequency word combinations describing them as chunks of language of varying lengths such as ‘on the other hand’. In similar vein, Deveci (2004) points out that the relationship between words is collocation involving structural patterns and combinations of words; this means ‘take a break’, an example of idiom, and ‘get on a bus’ a word combination, are collocations. In its simplest definition, collocation refers to "an arbitrary and syntagmatic link between at least two lexemes (verbs, nouns, adverbs and adjectives), for example: commit a crime, blissfully unaware" (Zinkgraf, 2008, p. 93). To end, Benson et al., (1986) clearly state that:

Collocations are arbitrary and non-predictable. Non-native speakers cannot cope with them; they must have a guide. They have no way of knowing that one says in English make an estimate, (but not make an estimation), commit treason (but not commit treachery). In English one says commit fraud and perpetrate fraud. However, only the collocation commit suicide is possible; one does not say perpetrate suicide. One says bake a cake, but make pancakes. (p. 258)

It is worth mentioning that the term collocation has been defined in different ways throughout the literature. What is common to these definitions are paraphrases of Firth’s (1957); yet, there is still no clear exact, non-controversial and all-embracing definition of what a collocation is (Fontenelle, 1994). Such a view is supported by

Martyńska (2004), among other scholars, who declares, “there is no exhaustive and uniform definition or categorization of collocation. Therefore, it tends to be one of the most problematic and error-generating area of vocabulary” (p. 5). In other words, collocations are notoriously difficult to be defined as stated by Leśniewska (2006); Wang and Shaw (2008). However, in spite of the confusion and inconsistency in approaching and defining collocation, the most common shared definition of collocations is the tendency of one word to co-occur, frequently, with one or more other words in a, text, particular context (Aghbar, 1990; Al-Zahrani, 1998; Gitsaki, 1999; Hsu, 2002; Nation, 2001; Nesselhauf, 2003; Zhang, 1993).

### **1.3 Approaches of Collocation**

Collocation has been examined from different theoretical perspectives; however, three main approaches are worth mentioning while defining it (Gitsaki, 1996). These three distinctive trends are offered by linguists to see whether collocation should be examined lexically, semantically or syntactically.

#### **1.3.1 The Lexical Approach**

In fact, the lexical Approach as a term is coined by Lewis to indicate a theory in which lexis and vocabulary play a major role in language learning; however, its roots dated back to Firth (1957) who is widely regarded as the father of this most traditional trend. In Firth's view, the meaning of a word should be known by the company it keeps which means that collocation is about the meaning of a word and about its relationship with other words. Even though Firth does not enter into a thorough exploration of collocation, one of his revolutionary concepts is the novelty of his theory that comes from the fact that he views the meanings of lexical relations

from the syntagmatic relations rather than the paradigmatic relations. Subsequently, Firth's concept of lexical meaning has been taken one step forward by his followers, who have inspired by his ideas, the so called 'Neo-Firthian Lexicologists' as documented by Poulsen (2005). In this vein, Halliday (1966), as one of the prominent advocates of this trend and replying on Firth, brings the notion of 'set' as an extra dimension of the words' collocability. For him, bright, hot, shine, light, and come out all belong to the same lexical set as they frequent collocates of the same word sun. He offers the lexico-grammatical system in his own framework as follows:

**Table 1.1 Lexico-Grammatical System by Halliday (1966, pp. 152-153)**

	grammar	lexis
paradigmatic axis	system	set
syntagmatic axis	structure	collocation

In sum, the advocates of the lexical approach consider collocations as an independent entity from grammar and they look at the lexical items at a syntagmatic level to best examine collocation patterns. However, they admit that assistance from grammar is still required. So, they separate grammar from lexis, though they do not try to devalue grammar in any way (Martynska, 2004). Indeed, a good point of this approach is that it draws attention to lexis and uncovers the insufficiency of grammatical analysis to account for the patterns a word enters in and the collocatory idiosyncrasies of lexical items.

Yet, the inadequacy that some supporters of the semantic trend have found in this approach is its inability to explain the arbitrariness of collocability. In other words, the lexical approach categorizes lexical units into sets based on their collocations;

however, there is no justification as to why some lexical words collocate only with certain other lexical words (Lehrer, 1974). Thus, the semanticists have tried to put together the theory of lexical meaning into semantics.

### **1.3.2 The Semantic Approach**

In parallel to the lexical approach, in which linguists have recognized lexis as a level of language analysis separated from grammar, the semantic trend explores collocation from the semantic perspective separately from the grammatical one (Gitsaki, 1996). In contrast to descriptive studies, semanticists have discussed lexical relations and types of meanings in terms of the paradigmatic aspect of lexis; then, they have attempted to investigate collocations in terms of the semantic framework and syntagmatic lexical relations under the scope of semantics. In this sense, Lehrer (1974) maintains that the main goal of this approach is to describe why words are combined with certain other words (, e.g. why saying blond hair but not blond car). This approach transcends the sheer observation of collocations and tries to determine their specific shape. Among the first researchers who suggests treating collocation under semantics, although he does not specifically examine the concept, is Chomsky (1965). Given that, the semanticist Cruse (1986) is regarded as the main proponent for this approach who examines the syntagmatic meaning relations between lexical units. To illustrate, blond refers to hair; however, it can only be used with human hair; it is not possible to use it to describe a hairy animal. Due to the fact that under this approach each lexical item will be defined by semantic markers based on its meaning(s), Lehrer (ibid.) argues that this trend is more likely to explain why certain words can be found together; nevertheless, the semantic view has a limitation since it cannot provide an

explanation about arbitrary collocations. The semanticists concern the semantic properties of the lexical item as the key for determining the words it collocates with. For instance, rancid collocates with butter, lard, oil, and salad dressing since they all have the same semantic feature of “oily” in common (Decrarrico, 2001). Yet, this view creates criticism for the semanticists since there are number of arbitrary restricted collocations for instance there is nothing in the meaning of drinker to explain why it collocates with heavy but not with strong or powerful (Lehrer, *ibid*; Shehata, 2008).

Accordingly, though semanticists argue that the syntagmatic lexical relations should be examined under the scope of semantics, they do not proceed any further with the study of collocations, nor have they made the concept of collocation any more explicit (Gitsaki, 1999). This means that semanticists do not afford anything new regarding collocation apart from criticizing the lexical approach and arguing that syntagmatic lexical relations should be studied within semantics. Still, there are some other researchers as Greenbaum (1974), Mitchell (1971), and Kjellmer (1984) who follow a more grammar-oriented tradition and emphasize the role of syntax as a central determinant in the meanings and the use of collocations.

### **1.3.3 The Structural Approach**

This trend consists of studies which are centered on the belief that collocation is affected by structure and hence collocational knowledge should be examined by taking into account their syntactic features (Hsu, 2002). The advocates of this perspective claim that to study collocation one should not only focus on the linear and syntagmatic co-occurrence of items, but also on the syntactic and semantic aspects of

collocations. One of the leading figures of this approach is Greenbaum (1974) who although he has followed the Firthian concept of collocations yet he argues for the necessity of taking syntactic relationships into account when analyzing collocations by giving importance to grammar. He proposes that the collocability of words should bond to syntax and he emphasizes the fact of the influence of structural patterns on collocation as certain collocational instances require grammatical information or syntactic relationship to occur. To exemplify this, he provides the word *much* which collocates with the word *like* in a negative sentence (e.g., I don't like him much), but not in an affirmative sentence (e.g., I like him much). He believes that without reference to syntax, the notion of collocability (collocations) becomes vacuous. To emphasize more the role of the grammatical tradition, Kjellmer (1984) further declares that collocations should be studied in a grammatical framework and defines collocations as lexically identified and grammatically constrained sequences of items. The main achievement of the structural trend is the compiling of the BBI Combinatory Dictionary of English by Benson et al., (1986) which is regarded as the first attempt to organize and systemize English collocations. Thus, the studies following the structural (syntactic) trend underline the significance of both lexis and grammar in the examination of collocations. Collocation is determined by structure and occurs in patterns; therefore, the study of collocation should include grammar (Gitsaki 1996).

To recap, the semantic and the lexical composition approaches are restricted to the study of a small number of collocations (usually 'verb noun' and 'adjective noun' collocations). Both have excluded grammatical words from their scope and eventually they achieved only limited results. Conversely, the structural approach examines more

patterns of collocations including grammatical words in the study of collocations providing a well-developed, feasible, and systematic framework. However, these traditions could benefit from the co-occurrences drawn from each other and understanding their existence allow appreciating the complexity of the field. In the following the recent views on the approaches to define collocation are discussed.

#### **1.3.4 Frequency-based Approach vs. Phraseological-based Approach**

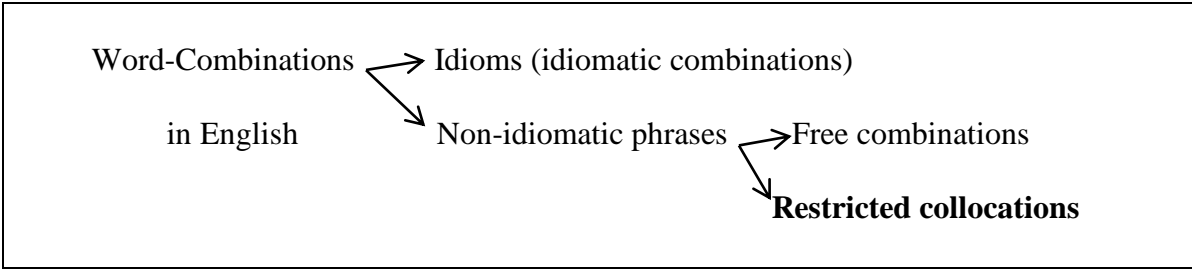
Among the many interests in defining the term collocation and its diverse uses, two major views can be identified. In one view, a collocation is perceived as the co-occurrence of words at a certain distance, and a distinction is usually made between frequent and non-frequent collocations. This view is referred to as: the ‘statistically-oriented approach’ (Herbst, 1996) or ‘frequency-based approach’ (Nesselhauf, 2004). In the other view, collocation is, typically, seen as a kind of word combination and a particular type of phraseological unit that is fixed to a certain degree, but not entirely. This view has been called: the ‘significance-oriented approach’ (Herbst, *ibid.*) or the ‘phraseological approach’ (Nesselhauf, *ibid.*). In presenting these two conceptual views, the researchers within the phraseological tradition dismiss frequency as the only important criterion for the identification of collocations where criteria such as restricted collocability, semantic specialization, and idiomaticity are used instead. For the frequency-based collocation as a statistical concept, quantifiable as a probability of co-occurrence, has been introduced (Gyllstad, 2007). Interestingly, there are researchers who are not as easily labeled or who apply criteria which can be found in both approaches. According to Gyllstad, this approach that tries to eliminate the restrictive sides of the first two approaches is known as: ‘the Best of the Two Worlds’;

such view includes researchers from both approaches, yet they differ from the advocates of those approaches in some respects, notably Mitchell (1971), Greenbaum (1974), Kjellmer (1984), Stubbs (1995), and Altenberg (1998).

As a conclusion, all the previous approaches described so far cannot be separated completely as in practice they often overlap and merge together. The variety of different approaches is, also, reflected in the various classifications of collocations.

**1.4 Collocation and Other Major Word Combinations Classification**

In 1981, Aisenstadt states that all English word associations in the language can be categorized into two major parts as shown below:



**Figure 1.1** Categorization of English Word Combinations by Aisenstadt (1981, pp. 53-54)

It is worth mentioning, here, that Benson et al., (1986) divided the restricted collocations into Lexical and Grammatical systematic categories (cf. section 1.5).

Another collocational continuum, that is perceived as a best model for the description of word combinations, has been offered by Wood (1981) and, then, defined more precisely by Nattinger and DeCarrico (1992, pp. 177-178). It is presented from most to least fixed and from least to most predictable criteria as follows:



**Figure 1.2** The Collocational Continuum by Nattinger and DeCarrico (1992)

Along the same line, the BBI: A Guide to Word Combinations (1986) provides a model of five major phraseological combinations separating them from the most to the least fixed according to their degree of cohesiveness as illustrated below:

**Table 1.2 Categorization of Word Combinations by Benson et al., (1986)**

<b>Word Combinations</b>	<b>Examples</b>
<p><b>Compounds</b> They are totally frozen and no variation is possible at all.</p>	definite article, floppy disk and aptitude test
<p><b>Idioms</b> They are relatively frozen expressions.</p>	to kick the bucket, to spill the beans
<p><b>Transitional Combinations/Collocations</b> They are more frozen and less variable than collocations.</p>	for old time's sake, all dressed up, the facts of life, foot the bill
<p><b>(Lexical) Collocations</b> loosely fixed, arbitrary recurrent word combinations and the meaning of the whole reflects the meaning of the parts.</p>	to commit murder/a crime, close attention, keen competition, pure chance
<p><b>Free Combinations</b> Their components are the freest in regard to being combined with other lexical items.</p>	The noun murder can be freely used with many verbs such as: to analyze/ condemn/denounce/acclaim/investigate and these verbs, in turn, combine, also freely, with a large number of other nouns such as accident, adventure, discovery, event.

More recently, Cowie (2001) has basically distributed word combinations into two major categories: semantic combinations (composites) and pragmatic combinations (formulae). While pragmatic combinations (which are units of sentence-length with primarily pragmatic functions such as: how are you? Good morning) are further divided into proverbs and routine formulae, the semantic combinations (which are units from below the sentence level) are further distributed into free combinations, collocations, and idioms. That is, collocations belong to composites having a primarily syntactic function. In order to have a better overview of what collocation includes one might look at other multi-word items as presented above where collocations are placed between the free combinations on the unrestricted end and idioms on the frozen end.

However, it is not always that easy since it does not become clear where exactly the boundaries between the different categories lie as they seem to be blurred.

#### **1.4.1 Collocation Boundaries and the Degree of Idiomaticity**

Collocations, the ready-made linguistic building blocks, are felt to be neither totally free-combinations nor idioms. Nevertheless, the concept collocation itself remains somewhat hazy as some authors do not differentiate between collocations and idioms. There are different views not only as to when, for example, a lexical combination ceases to be an idiom and should be regarded as a collocation but also regarding shadings within these categories. Besides, what makes the matter more complicated is the fact that sometimes collocations themselves are categorized as idioms since it is often thought that no precise distinction can be made between a collocation and an idiom. Accordingly, on one hand, Smith (1947), for instance, considers collocations as idiomatic expressions in which two words are habitually combined together. Similarly, Wallace (1979) perceives collocations (e.g., to be honest with) and proverbs (e.g., do not count your chickens before they are hatched, a watched pot never boils) as subcategories of idioms. On his hand, Kjellmer (1994) views an idiom as a subcategory of the collocation class in that an idiom is a collocation whose meaning cannot be deduced from the whole meaning of its parts. Holding the same view, Jones and Sinclair (1974) regard idioms as a subclass of collocations. Moreover, Sinclair (1991) suggests a very general definition of collocation that, certainly, indicate that all occurrences, of two or more words, including idioms to be collocations.

Nonetheless, on the other hand, collocations remain different from idioms as there are researchers who have attempted to draw a clear line between collocations and idioms. In that vein, Baker's (1992) idea, for e.g., towards not considering idioms as collocation, he makes a discrete distinction between collocations and idioms declaring that although the meaning of a word often depends on its association with other words, the word has an individual meaning in a given collocation. Another difference between collocations and idioms implies that the former has fairly flexible patterns of language which allow several variations in form. Given that, deliver a letter, delivery of a letter, a letter has been delivered, and having delivered a letter are all acceptable collocations. While the importance of how clear-cut the distinction is between collocations and idioms seems to vary among linguists, with some arguing: "it is, of course, a matter of terminology whether collocations should be classed separately from idioms or as a major sub-class" (Bolinger, 1976, p. 5). Moreover, Cruse (1986) distinguishes collocations from idioms claiming that collocations show 'a kind of semantic cohesion'. Most importantly, Fontenelle (1994) points out collocations as non-idiomatic expressions on the one hand and non-free combinations on the other.

Still, it can be difficult to draw the line between these categories since collocation in its broadest sense is regarded as recurrent word combination while in its stricter sense is regarded as habitually co -occurring lexical items or mutually selective lexical items as the Firthian linguists generally interpret it. Moreover, Nattinger and DeCarrio (1992) view the development of collocations akin to a lifecycle; a collocation starts as a free combination and once it is used habitually it becomes more fixed until it is called an idiom. For that, Altenberg and Eeg-Olofsson (1990) think that

the fuzzy borderline between idioms, free combinations, and collocations is caused by collocation interpretations. Yet, the concept of collocation may better be understood when compared with idioms on the one hand and free combinations on the other.

#### **1.4.2 Collocations vs. idioms and free word combinations**

Gitsaki (1999) claims along the continuum where idioms are situated at one extreme and free-combinations at the other, collocations seem to fall somewhere between these two boundaries. In that vein, Hsu (2002) indicates if word combinations can form a continuum with idioms and free word combinations, collocations are most likely to be placed in the middle of this spectrum since they blend idioms' and free combinations features together. Interestingly, Benson et al., (1986) determine free word combinations as a combination of lexical items that abide by the general rules of syntax and the lexical components are not bound to each other. The verb write, for instance, can freely collocate with a letter, a book, an essay, and so on. Whereas, idioms are perceived as fixed phrases made up of a smaller group of semantically opaque word combinations and relatively frozen expressions for example one can say 'kick the bucket (to die) but not kick the pail or boot the bucket'. To have an axe to grind (i.e., to seek personal advantage) and to have one's back to the wall (i.e., to be in a desperate situation) are, also, examples of this category. And between, collocations are loosely fixed pairings or chunks such as commit murder.

To recap, the view of placing collocations in the middle part of the scale has been largely accepted by many scholars of lexical units (Gitsaki, 1999; Howarth, 1998; Lewis, 2000; Nattinger & DeCarrio, 1992; among others). Nonetheless, there are

certain lexical combinations that are semantically transparent and therefore should be classified as collocations, but which also show a certain degree of syntactic frozenness and resistance to lexical substitution just like idioms. Accordingly, Cowie (1981) point out that many idioms have two meanings: a literal and an idiomatic one. In this regard, examples are given to 'kick the bucket, go to the country, and pull one's leg'. There are also some composite units such as 'foot the bill', 'curry flavour', 'high explosive', 'highest confidence' which, in Cowie's view, colligate collocations and idioms. Such units have been called 'partial idioms' by Palmer (1976); 'semi-productive expressions' by Nagy (1978); and 'bound collocations' or 'transitional collocations' by Cruse (1986) and Benson et al., (1986) as they argue that there are "transitional areas" between free combinations, collocations, and idioms. All in All, it is not surprising, as mentioned earlier, that the delimitation is not clear-cut, but rather realized on a scale where collocation falls along a continuum between idioms and free combinations (Benson et al., 1997, among others).

### **1.5 Collocation Types**

Collocations have witnessed a divergence on both meaning and categorization levels. However, in general, while some Applied linguists (Bahns, 1993; Benson et al., 1986), based on the degree of fixedness (idiomaticity), classify lexical collocations/combinations into free combinations, collocations, and idioms. Others, referring to the degree of words' association (strength), place them on a weak-strong continuum (Conzett, 2000). In this sense, Kjellmer (1984) argues that English words are spread over a continuum with items whose contextual company is entirely predictable at one end, and items whose contextual company is completely

unpredictable at the other. This is illustrated clearly as shown in *Figure 1.3* of collocation continuum:

<u>Weak</u>	<u>medium-strength</u>	<u>strong</u>	<u>fixed</u>
Free combination	lexical collocation	grammatical collocation	idioms

***Figure 1.3 (cited in Malligamas & Pongpairoj, 2005)***

Actually, it is largely advocated that collocations belong to a continuum and divide them basically into the two main categories: grammatical and lexical (Bahn, 1993; Baker, 1992; Benson, et al., 1986; Conzett, 2000; Gitsaki, 1996; Hill, 2000; Lewis, 2000; Zarei 2002, among others), or variously syntactic and semantic collocations (Decarrico, 2001; Kjellmer, 1994). That is, in general, collocations are of two major types: grammatical collocations which relate to the grammatical categories rather than meaning associations and lexical collocations which relate to word associations (Zarei, 2002). At this point, Martyńska (2004, p.3) indicates that the two categories “represent two distinctive but related aspects of one phenomenon”.

What is more important, the best source of collocation classification, as argued by many researchers, is the BBI Combinatory Dictionary of English compiled by the lexicographers Benson et al., (1986). In this Dictionary, (pp. x-xxiv), the authors present a clear model for collocation spectrum. According to them collocations can be sorted systematically into two major groups-grammatical and lexical collocations and each group has been divided into sub-categorization. Thus, fifteen different types of essential grammatical and lexical recurrent word combinations are defined. Following the BBI a grammatical collocation is a morphological form or a phrase that generally consists of a dominant open class word (nouns, adjectives or verbs) and a preposition or particular grammatical structural pattern (such as the construction “to + infinitive”

or “that- clause”). Meanwhile, a lexical collocation does not contain prepositions, infinitive or that clauses but rather it typically consists of open class words (nouns, adjectives, verbs or adverbs). Thus, on one hand, grammatical collocations (or syntactic collocations) refer to the combination between a content or main word with a grammatical word, which can be further divided into eight sub-categories (small groups) marked as G1 to G8. G8 collocation type contains nineteen English verb patterns. On the other hand, lexical collocations (or semantic collocations) refer to the combination between two content words and which can be further divided into seven subtypes, labeled from L1 to L7. For more details and examples (cf. Appendix L, p. 38-40). This research is conducted in line with these types.

### **1.6 Criteria and Characteristics of Collocation**

According to Handl (2008), criteria for defining collocations can generally be divided into two main types namely ‘prerequisites’ and ‘continua’. On one hand, the former basically involve two more or less obvious conditions; that is, there has to be a co-occurrence of at least two words and that they have to be mentioned together in one context but do not necessarily have to be adjacent. If these two preconditions are not fulfilled, one cannot talk about collocation at all. On the other hand, the latter are more complex as they are not a matter of application but rather a matter of degree of application. Yet, the most widely accepted criteria among scholars for categorizing the different types of word combinations basically include semantic opacity (whether the meaning of the combinations is retrievable from each constituent) and collocation restriction (whether other synonymous words can be substituted for any constituent in the word combinations) or variously semantic opaqueness and cohesiveness/range

as identified respectively by Benson et al., (1986). However, even these two collocational criteria are termed differently in literature.

With the purpose of restricting the possible interpretations of what a collocation is, a number of characteristics are offered. In this respect, Boonyasaquan (2005, pp.11-13) summarizes four main features of collocation: Firstly, they are frequent co-occurrences of items between which no word can be added. For example, in knife and fork, it is very unusual to add a word to this collocation like, knife, spoon and fork. Secondly, they consist of components that cannot be replaced by a synonym such as he is away on business trip not journey. Thirdly, they are binomials that cannot be reversed; the order of collocation parts is more or less fixed, for example, bread and butter, not butter and bread. Fourthly, some collocations are predictable for example if a person hears a collocation ‘apply... and shrug...’ s/he automatically expects that for and shoulder will follow respectively. Still, their major features are “their meanings reflect the meaning of their constituent parts and that they are used frequently, spring to mind readily, and are psychologically salient” (Bahns & Eldaw, 1993).

Further, it is important to emphasize that the relationship between words (collocations) is not determined by logic or frequency but it is arbitrary, decided only by linguistic convention (Lewis, 1997; Karoly, 2005). Regarding that, Liu (2000) argues collocational combinations are not recognized by logic or ‘semantically unmotivated’ and cannot be acquired by learning rules for how to combine them. That is, “collocational use is not rule-governed and, in most cases, arbitrary and idiosyncratic” (Fan 2009, p. 120). According to, Woolard (2000) there is no reason why a car can only be powerful while tea can only be strong even if powerful and

strong can be used synonymously in other examples. The only answer a teacher can have for the students is that “this is simply the way the language is” (ibid. p. 34). Accordingly, collocation arbitrariness explains the restricted substitutability; for that reason, the use of white with milk; powerful/thick with coffee for example, is a redundancy. Moreover, this arbitrary nature of collocations persists across languages and dialects; thus, American and British English exhibit arbitrary differences in similar phrases for instance in American English one says ‘set the table’ and ‘make a decision’ while in British English ‘lay the table’ and ‘take a decision’ are given instead.

However, as pointed out by Boers et al., (2006) there some collocations which are motivated rather than arbitrary. Besides, some collocations may differ in their degree of arbitrariness, fixedness, and semantic transparency. In the ensuing, the reasons for why collocation deserves more attention will be clarified.

### **1.7 The Importance of Collocation**

The value of collocation has been accentuated by a number of researchers, linguists, and language pedagogists who have identified enormous benefits of learning collocations such as enhancing language performance (Brown, 1974; Nattinger, 1988); developing L2 vocabulary (Aghbar, 1990; Laufer, 1988); improving communicative competence (Channell, 1981; Lewis, 2000); and achieving native-like fluency (Howarth, 1998; Nation, 2001). Undoubtedly, collocations play a vital role in language in a sense they are its beautiful part besides to their function in the coherence of the language structure (Ghazala, 1995).

In 1997, Patessan summarizes the importance of learning collocations as follows: a) It gives the most natural way to say something for example, 'smoking is

strictly forbidden' is more natural than 'smoking is strongly forbidden'. b) It gives alternative ways of saying something which may be more expressive and more precise for example, 'he has a permanent disability' is more expressive and more precise than 'he has a disability that will continue until he dies'. c) It improves the writing and speaking style for example, 'poverty breeds crimes' seems to be more stylish expression than 'poverty causes crimes'. Collocation, thus, is thought to be an important dimension in language learning since the system words combine in collocations is fundamental to all language use (Hill, 2000). Interestingly, the most robust declaration of the importance of collocation is that collocational competence is a vital element in the development of language learning and central feature of a language production (Lewis, 2000). Furthermore, from the pedagogical point of view, Benson et al., (1986) emphasize the importance of collocation acquisition in order for second or foreign language learners to achieve active mastery of English. As a result, collocational competence is necessary to be acquired to enhance foreign language learning because collocation teaching contributes to accuracy and native-like lexical selection in writing or speaking as argued by McCarthy and O'Dell (2005).

### **1.8 Collocational Competence and Communicative Competence**

Nyssonen (2004) claims that competence is used by Chomsky (1965) to represent knowledge of grammar; however, it is used by Hymes (1971) to indicate communicative competence which in turn highlights the sociolinguistic and pragmatic factors governing effective language use. According to Hymes (ibid.), knowledge of a language includes the “competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner” (p.15).

Lewis (2000) takes this one-step further arguing that learning a language is the result of many competences grouped together. He has coined a new concept of competence by stating: “within the mental lexicon, collocation is the most powerful force in the creation and comprehension of all naturally occurring text” (p. 49). Hill (2000) supports this view declaring that besides being acquainted with the concept of communicative competence, the notion of collocational competence is necessary to be added to our thinking. Briefly, Lewis’s theory of ‘Collocational Competence’ is an extension of Hymes’s ‘Communicative Competence Theory’ which, in turn, is formulated as a response to Chomsky’s dual concepts. More specifically, collocational Competence is a central component of native speakers’ communicative competence (Bahns & Eldaw, 1993; Fontenelle, 1994). Similarly, Lewis (2000) argues that learning chunks or strings of words aid language learners in improving their communicative competencies better than merely learning words in isolation. Hence, Channell (1981) affirms that increasing learners’ awareness and knowledge of collocations is a very effective way for heightening their communicative competence. According to Partington (1998, p. 18) “the use of collocations manifests the native speaker/writer’s communicative competence”. Consequently, without this competence learners tend to make longer utterances as they do not know collocations which express precisely what they want to say (Hill, 2000).

### **1.9 Collocation as a Learning Problem**

Nesselhauf (2005) indicates that although collocations are important, learners are challenged to produce appropriate collocations in their writing. Also, Marton (1977) and Arabski (1979) show that collocation errors constitute a high percentage of

errors committed by L2 learners. Likewise, Bahns and Elaws (1993) point out that collocation presents a major problem in the production of correct English, even for advanced ESL students. Therefore, the task of acquiring native-like collocational knowledge in an L2 is long and difficult because learners do not have adequate collocational mastery. In fact, many studies have documented that collocational competence develops very slowly and unevenly (e.g. Groom, 2009).

In this sense, McCarthy (1990, p. 15) argues that “knowledge of collocation is based on years of experiences of masses of data”. In addition, since there are no precise rules of collocation and competence of collocational knowledge belongs to native speakers’ intuition, it may be natural for learners to have this area remains tricky and unmanageable for quite a long time. Even the so called ‘very advanced learners’ who are fairly competent in other aspects of English, e.g. morpho-syntax, often experience problems in using appropriate collocations (Farghal & Obiedat, 1995). Equally, McCarthy (ibid.) has declared that even very advanced learners often make inappropriate collocations. That is why, any scrutiny of students’ speech or writing displays a lack of collocational competence (Hill, 2000). These views reveal that it is very difficult to gain universal recognition of acceptability in collocation among adult native speakers of English. Also, Crystal (1994) claims that collocations differ greatly from a language to another and cause a major difficulty in mastering FL. “Collocational errors may block mutual communication. Since a collocation is not determined by logic or frequency nor any rules but arbitrary, it has become one of the main obstacles for foreign learners to achieve native- like competence” (Tang, 2004, p. 40). Based on this fact, it is necessary to consider the causes of making these errors.

## 1.10 Collocational Errors' Sources

Generally, errors have been defined as expressions that are deviant from normal forms, and therefore, are not acceptable to native speakers. According to Corder (1967) error is a way through which student tests his hypotheses about the nature of the target language being learned. Indeed, errors in foreign language teaching and learning are the cases which are difficult enough to avoid. In this regard, several strategies, that lead to errors, have been identified by many researchers (e.g., Biskup, 1992; Farghal & Obiedat 1995; Howarth, 1998; Zughoul & Abdul-Fattah, 2003, among others). Yet, it is revealed by Liu, in her series of studies on the use of collocations (1999a, 1999b, 2000a, 2000b), that collocational errors in students' writings are related mainly to six factors. This study, then, based principally on Liu's systematic classification of collocational errors' sources. On the whole, this categorization of errors' sources on the fundamental concepts of cognitive and communicative strategies comes after the major classification of collocational errors' sources namely interlingual transfer, intralingual transfer, and paraphrase as shown below:

**Table 1.3 Classification of Major Sources of Making Collocational Errors**

(Liu, 1999b)

Strategies	Major Sources' Categorizations	Sub-Categorizations of Sources
<b>Cognitive Strategies</b>	<b>Intralingual Transfer:</b>	Overgeneralization Ignorance of rule restrictions False concepts hypothesized The use of synonym
	<b>Interlingual Transfer:</b>	Negative transfer
<b>Communication Strategies</b>	<b>Paraphrase:</b>	Approximation and word coinage

According to Richards (1974) interlingual errors (interference errors) are made as a result of the inclusion of components from another language. A learner may produce ‘cut a relationship’ instead of ‘break a relationship’. Whereas, intralingual errors arise from properties of the target language itself. For instance, a learner may produce ‘he is comes’ based on a blend of the English structures ‘he is coming and he comes’. When learners cannot think of the proper word to use in a certain context, they may provide paraphrasing to convey the intended meaning. Regarding the students’ collocation problems in their writings, Bahns and Eldaw (1993) pointed out that collocation presents a major problem in the English production.

### **1.11 Collocation and Writing Relationship**

Writing is required to “answer questions after a reading passage, to review a text, or to write a composition on a given topic” (Bouyakoub, 2012, p. 34). The process of writing is basically different from the other skills since in producing a good writing, the writer should have competence to fill the criteria of good writing includes content, organizations, vocabulary use, grammar use, and mechanical consideration as stated by Brown (2000). Also, Kitao and Kathleen (1966) present six main writing components including lexical ability which refers to the ability to know vocabulary and how to use each word correctly and appropriately. So, writing sounds simple but in fact it is a highly complex process which involves a number of cognitive and metacognitive activities. In other words, it is not a graphic symbolization of speech but rather it is a productive skill and a communicative activity. Indeed, making errors in writing is inevitable for EFL learners and one of them is lexis building; hence, writing is an area in which students commit errors as argued by Raimes (1994). Regarding

that, when we look at the error types of students, we accept that collocations play a major role in EFL/ESL contexts, since many of the errors are in collocations (Meara, 1984). In addition, Waller (1993) has explored that among lexical problems, collocational errors formed the largest category in texts written by non-native speakers (NNS). He goes further stating that collocations emerge as the most tangible marker of non-nativeness, “a foreign accent in writing” (p. 224). Accordingly, dealing with collocational errors in students’ written production is of a paramount importance; this is not only because English writing is one of the vital language skills for communication but because it is a crucial indicator of students' productive ability. It is widely acknowledged that collocation is one of the key factors to help EFL learners promote the writing proficiency and quality.

Despite that, empirical studies on collocations have not started until Zhang’s doctoral dissertation (1993) in which he has compared the participants’ knowledge of collocations, the use of collocations in the participants’ essays and their writing quality. In other words, he measures a correlation between the EFL learners' use of lexical collocation and their writing fluency concluding that collocational knowledge is a source of fluency in written communication and the production of accurate collocations improves the quality of writing. Also, Nesselhauf (2003) asserts that collocations play an important role in improving the writing skill of EFL learners at an advanced level as it can help them express ideas clearly and concisely. On discussing the relationship between collocational knowledge and writing proficiency, there has been another empirical evidence by Hsu (2002) which was consistent with Zhang’s study in terms of that there seems to be a noteworthy correlation between Taiwanese

college EFL students' occurrence of lexical collocations and their online writing scores. Thus, it is absolutely essential for ESL/EFL learners to be aware of English collocations and to learn how to use them effectively in writing.

In the following, a chronological synthesis of studies related to both lexical and grammatical collocational errors in writing is to be presented.

### **1.12 Review of Related Studies**

In this regard, Chang (1997) has pointed out that English collocation is the most problematic lexical cohesion when checking on grammatical and lexical cohesive devices used in students' writing. In his study on the various types of grammatical and lexical collocations employed in college freshman English compositions, he discovered that the lexical collocational errors which involved the structure (adj + n) showed the highest frequency, followed by those concerning the structure (v + n); on the other hand, the grammatical collocation errors which involved the construction (prep + n) had the highest frequency, followed by those concerning the construction (v + prep).

Similarly, Liu (1999b) examined lexical and grammatical collocational errors in 127 Chinese college students' final examination papers and 94 copies of their compositions. She found sixty-three collocational errors in the writings of those University English majors. Among these errors, it was revealed that the verb-noun collocation errors occurred most frequently and verb + preposition + noun pattern were also noticeable errors. There were five sources of learners' errors. According to her, negative transfer was the most obvious source of collocational errors.

In Taiwan, Chen (2002) conducted a study by using 30 senior high school students as participants to investigate their collocational errors in three writing assignments. The unacceptable grammatical/lexical collocational errors were classified according to types of errors they contained, using a modified classification originally established by Benson et al., (1986b). Findings revealed that a total of 272 collocational errors consisting of 147 (54.04%) grammatical collocational errors and 125 (49.96%) lexical collocational errors in the subjects' writing. It was also found that adjective-noun and verb-noun were the most frequent lexical collocational error types. Preposition + noun and verb collocations were the most frequent types of grammatical collocational errors. Other common lexical collocational error types in descending order were (v + adv), (n + v), and (adv + adj). The least frequent types were (n+ to infinitive), (adj + to infinitive), (n + that clause) and (adj + that clause).

What is more, Li (2005) investigated how Taiwanese college EFL learners used collocations in their writing. She analyzed their collocational errors and found that different types of collocations posed different degrees of difficulty for learners. The data for her study came from 38 sophomores. As a result, a total of 188 collocational errors (121 grammatical and 67 lexical) were found using error analysis. She showed that the number of grammatical collocational errors which the participants made was far greater than the number of lexical collocational errors. Further, the findings demonstrate that (v + n) and (v+ prep +o /v + o + prep + o) errors occurred most frequently in the participants' writing and (adj + to-infinitive) errors were the least occurring ones. She indicated the ignorance of rule restrictions as the most important source of those errors.

Also, Darvishi (2011) investigated the collocational errors in EFL Iranian college learners' writing. 34 assignments and 34 in-class practices were collected from 68 sophomores and. The unacceptable grammatical and lexical collocational errors were identified based on the modified version originally proposed by Benson et al., (1986) and Chen (2002). Ignorance of rule restrictions was the major source of collocational errors.

The above-mentioned studies relatively differ in terms of population, research design, use of elicitation procedures, and the level under investigation. Further, till now, little research has been conducted on this area in the EFL context. More importantly, to the full acquaintance of the researcher, to date, no such investigation has been carried out on collocational errors in students' writing essays with a reference to lexical and grammatical taxonomy of Benson's et al., (1986) following the EA procedures in the Algerian context, and particularly at the level of Setif-2 University. Therefore, based on this fact, the current research is proposed to fill up this gap.

## **Conclusion**

This chapter provided a thorough theoretical background and a descriptive overview, from pertinent literature, about the phenomenon being studied. It centered on the review of issues which are closely tied to the study of collocational error analysis in EFL writing. Over and above, the coming chapter is going to present an ample delineation of the research methodology framework that empirically grounds the current research.

## **Chapter Two**

### **Research Methodology**

#### **Introduction**

Undoubtedly, the research methodology forms an integral component of any research that is undertaken and thus it is one of the major request parts of the current study. Therefore, this chapter is developed to handle the methodological framework which has been followed to answer the research questions of this study. It describes the methods of investigating the issue of lexical and grammatical collocational errors committed by the Third LMD EFL learners' in written production, and identify how these errors are collected and analysed. It includes research approach design which is followed by a detailed description of the population and the sampling techniques. Besides to a comprehensive review of the data collection tools, data analysis procedures, and pilot test study, accompanied by ethical considerations as well as reliability and validity of the study.

#### **2.1 Research Design and Methods**

Any research should have a plan which controls and guides the process of collecting and analyzing data, this kind of framework is called the research design (Hassan, 2015). According to Tavakoli (2012, p. 546) research design is “the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data”. Deciding which research design to follow is, in fact, a basic matter for the entire research. For that, the researcher is required to choose the appropriate research design to the research problem and the purpose. Moreover, the design assures consistency among the various steps of

research. Thus, the various elements of research are framed according to a specific design which “facilitates the smooth sailing of the various research operations ” (Kothari, 2004, p. 32). To put it another way, a research design is a framework for the data collection and analysis. As far as the current research is concerned, to achieve the aim of the study, the following research design has been implemented.

### **2.1.1 Analytical-descriptive Exploratory Research Design**

Basically, analytic approach means that the “second language phenomenon is analyzed in its constituent parts and one or cluster of these constituent parts is examined in greater detail to the exclusion of other factors” (Seliger & Shohamy, 1989, p. 56). That is, analytic approach focuses on a more specific aspect of language proficiency. In that vein, this study looks at, one factor, collocational error analysis in the written production of third year LMD EFL students at Setif University. On the other hand, a descriptive research “is designed to provide a picture of a situation as it naturally happens” (Burns & Grove, 2005). It generally seeks to answer the question “what is going on?” to make reality known. In other words, the purpose of descriptive research is to explore the real-life situation and provide more information about things as they are with a view to improve the outcomes. This study, then, describes phenomenon that occurs naturally without the intervention of an experiment. Accordingly, the descriptive-analytical approach can be used to obtain pertinent and precise information about events, phenomena and practices that are available for a study and accessible for measurement without interference of the researcher.

Moreover, this study involves exploratory mode. Referring to Business Dictionary (2015), an exploratory research is about investigating a problem or a

situation that provides insights to the researcher; it seeks to provide details for the purpose of gaining more in-depth information. This reasoning justifies the use of an exploratory approach in the study of collocation which much is written about but still little is known about empirically. Opting for this approach gives more extensive data to address the research problem and develop a better understanding of the research framework by minimizing any possible gaps to the data collected.

As an exploratory phase, a pre-questionnaire was handed to the 30 third year students to fill it out (cf. Appendix B, pp. 2-3). As a follow-up, informal interviews were conducted with some subjects from the whole Section. These interviews generated similar results from the groups whose OE teacher was the same; they said that they had been given only few ideas on collocations of verbs: have, take, make, do, and give in one-two lesson(s) in the module of OE in the first semester in that year. On the other hand, there were some participants who declared that is the first time for them to hear such term ‘collocation’. Surprisingly, such definitions are proposed: “collocation is to collect information from different sources”; “to collect and combine ideas”; or “collection of ideas and combinations of vocabulary skills”. Thus, the obtained results from both the exploratory test and the informal discussion proved the existence of the problem and they were the basis for the current research.

### **2.1.2 Quantitative and Qualitative Research Methods**

Quantitative method, on one hand, as its name demonstrates, relies on the presentation of data in a form of numbers or statistics, tables, and graphs. On the other hand, Qualitative method involves data collection procedures that result basically in open-ended (non-numerical) data which is then analyzed primarily by non-statistical

methods namely the interviews (Dörnyei, 2007). Yet, either quantitative or qualitative research imposes certain limitations which affect the validity of research findings. Therefore, collecting data from different sources of information yields more in-depth understanding of the problem, and variation in data collection leads to greater validity. That is to say, “a mixed method design is useful to capture the best of both quantitative and qualitative approaches ” (Creswell, 2003, p. 22).

### **2.1.3 Mixed Method Research Approach (Triangulation)**

The choice of the research method is determined by the nature of the subject to be treated, the purpose, the sample under investigation, and the data collection. Conducting a mixed method approach in a single research, indeed, requires an understanding of both qualitative and quantitative approaches. This makes such type of research an advanced methods procedure that is time-consuming and demands extensive data collection and analysis (Creswell, *ibid.*). However, despite the complexity of the mixed methods research, a big advantage to using it is manifested in uniting the characteristics of both qualitative and quantitative approaches to serve the study. In addition, Dörnyei (*ibid.*, p. 62) stated that “mixed methods inquiry offers a potentially more comprehensive means of legitimizing findings than do either QUAL, or QUAN methods alone by allowing investigators to assess information from both data types ”. To put it in a nutshell, quantitative research aims to find out the amount of various aspects in a phenomenon, situation, problem or issue, while qualitative research aims to find out and explain a phenomenon, situation, problem or issue. Additionally, Kothari (2004) indicates that qualitative research is concerned with a subjective assessment of attitudes, opinions and behavior. This was applicable to the

current study as it looks also into teachers' perceptions and opinions with regard to the learners' misuse of collocations. Similarly, since the present study corporates a comparative sort of errors in the learners' English writings, a quantitative method was appropriate for this part also. For that reason, to be able to reach harmony with the research aims, to gather the necessary data that would meet the research objectives through finding clear answers to the research questions, to strengthen the validity of research findings and provide a comprehensive view about the phenomenon, obtaining and analyzing data by merging both qualitative and quantitative perspectives is best suited to carry the current study since the quantitative approach show us what works, while the qualitative methods show us how it works. The significant key term, then, in mixing methods is methodological triangulations. In that vein, a 'triangulation process' is adopted as a best research method design for this inquiry context which is examined from a variety of perspectives.

## **2.2 Population and Sampling Techniques**

Population might be defined as "an aggregation or totality of all subjects that conform to a set of specifications" (Polit & Hungler, 1995, p.38). The targeted population for this study consists of Third Year LMD EFL students at the English Department at Mohammed Lamine Debaghine University, Setif -2- in the academic year 2014-2015, which encompasses: 75 males, 425 females, and 48 repetitive. They represent a total number of 500 students. Concerning written expression teachers of third year are four in all. Logically speaking, it is neither possible nor desirable to investigate the entire population. Dealing with 500 students of the same department requires a lot of financial fees, effort, and time. A simple random sampling method

was used because it is regarded as one of the most reliable methods to obtain a representative sample. Thus, selecting a representative sample through ‘randomizing’ is the appropriate strategy as it increases credibility of findings (Shenton, 2004). Regarding sampling, Dörnyei (2003) says that it refers to the representative subset or segment of the targeted population for study. Random sampling technique is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand until the sample reaches a desired, designated size (Connaway & Powell, 2010). Hence, the 1/5 of the whole population as sampling statistics theory suggests which denotes 100 out of a population of 500 is the representative sample of this study. Their ages range from 22 to 24 years, i.e., they are adult learners.

The rationale for choosing the subjects (3<sup>rd</sup> year students) as a population for this study is primarily based on the assumption that it serves the purpose of the proposed study. As an initial inquiry has been conducted and results disclosed that some participants have studied, by and large, only one basic type of collocations (delixicized verbs) during the first semester included in the course of OE in one session. This limited study aids to introduce the general notion of collocation to some students but is not enough to give them extensive knowledge about the topic itself. In fact, the actual problem has been observed among first, second, and third year EFL LMD University students. Yet, the third year students of English have been deliberately selected for the current research because it is thought that receiving ten academic years of learning English: 4 years at the middle; 3 years at the secondary school; and three years at university are quite enough for the participants to have a

secured solid English background to produce a fluent, an accurate, and more importantly an appropriate pieces of writing as they are trained enough in English writing, particularly being taught as a separate module, and they are going to be graduated as well.

Moreover, the reason behind choosing third year students, and not first or second year, is that they are supposed to attain a sufficient linguistic knowledge and a good command of communicative competence as they have been extensively exposed to English grammar and vocabulary with which they are able to write the target language appropriately with low frequency of collocational errors. Also, it is based on the assumption that evaluating learners' collocational competence at this specific phase, as an advanced stage, which is the reflection to what have been achieved academically in the previous stages (1<sup>st</sup> and 2<sup>nd</sup> years) is likely to be fruitful, in the sense that it will stimulate their language learning and thereby foster success as English learners in general, and improve their achievements as English writers in particular, mainly as they are going to write research papers or theses in the coming years. Accordingly, these students have been chosen because they have the required criteria which meet the objectives of the study. Ultimately, it is worth mentioning that the current research focuses on advanced EFL students in Setif University-2 because collocations present a major problem for advanced learners, therefore the knowledge of collocations does not expand at the same rate as the acquisition of individual lexical items as indicated by Bahns and Eldaw (1993). The aim of this selection, then, is to prove that the knowledge of collocations lags behind the knowledge of general vocabulary as argued by the scholars above, among others.

Besides, all WE teachers are included in this study in order to obtain more comprehensive data. Since the population is already limited in number consisted of 14 WE teachers, no sampling technique is followed. Thus, the whole population has been selected as a 'census sample' for the quantitative phase of data collection. In this sense, Lodico, Spaulding, and Voegtle (2006, p. 146) state that "in census sampling, the researcher surveys the entire realistic population without drawing a random sample from the population. This technique may be used when the study has unlimited resources or the realistic population is not too large". They are one male and thirteen females, aged between 26 and 40's, and have different professional qualifications: Magister and Doctorate degrees. Another technique of sampling used in this study is a 'purposive sample' which is represented in three third year WE teachers from the whole population. In this sense, Cohen, Manion, and Morrison (2007) state, purposeful sampling allows the researcher to pick participants who possess particular characteristics being sought. In fact, the researcher has opted for this technique of non-probability sampling in order to achieve the aim of the fifth research question. Basis for this selective sample is that participants should be teachers of third year level who have considerable experience in teaching writing, and an expertise in the area being researched. The participants, who are all expert female teachers in teaching academic and creative writing, are purposefully invited to participate in the interviews to get in depth understanding. This sampling technique is used for qualitative data collection. As a result, the sampling method used in this study is a multi-sampling.

### **2.3 Data Collection Tools and Procedures**

According to Gay, Geoffrey, and Peter (2009, p. 144), research instruments are “tools that enable researchers to collect data”. Indeed, the development of data collection instruments is not a simple matter as it requires much time, energy, and passes through a variety of stages before obtaining the required data including development, pilot testing, administration of instruments, and data collection. The data is collected by the researcher herself to ensure the reliability and the scientific procedure of data collection, and that all factors that might interfere with data collection are eliminated. This is also done to ensure that all questions related to the instruments are comprehensible and unbiased to save time and minimize expenses which otherwise would have been incurred.

In order to diagnose, analyze, and describe the targeted work variables in the Algerian context, the design which is constructed to inform the present research questions involves three research instruments: the subjects’ corpus, two questionnaires, and an interview. First, the analysis of learners’ writing sample has been done to allow for a direct and authentic interaction with the subjects’ collocational ability. Second, two questionnaires, one for teachers and the other for students, are used as research instruments to elicit the wanted data. Students questionnaire attempts to inspect their knowledge about collocation, reasons behind their collocation misuse, and show their attitudes toward collocation teaching method. On the other hand, teachers questionnaire seeks to detect the collocational status and to reveal the problems students face with collocation. It also gives teachers the chance to

expose their suggestions for enhancing collocation use. And third, an interview is conducted to gather information about the last research question.

### **2.3.1 Students' Writing Sample**

The researcher's interest is basically on the identification of lexical and grammatical collocational errors in students' written production. To this end, the learners' corpus is used in this study as a primary data collection tool to detect, describe, and analyze students' collocational errors. It has been chosen to gather data from the perception of the researcher as opposed to the questionnaire which generates information from students' perception. Further, this technique is used to triangulate data from both qualitative and quantitative in a hope of compensating for each tool's weaknesses. The writing sample collected in this study comprises 100 compositions; 50 in-class writing essays (cf. Appendix J, p. 37) and 50 writing essays from the students' first exam (cf. Appendix K, p. 37). The participants are all adult EFL university learners, so their writing ability, on average, do not vary as a function of university grade levels. The data has been collected from the participants' writing essays because essays are a rich source of data for research as stated by Punch (2005). Also, the purpose behind mixing the corpus is to support and validate the findings of the study since tests are adequate source of data as they naturally happen during the exam session. In the same vein, the research has been primarily relied on learners' writings sample as data for two different reasons: the first reason, investigating learners' written performance can provide clear insights into how learners develop their competence; this means that the corpus analysis of 100 subjects indicates to what extent Third Year LMD students of English have extended and developed their

collocational knowledge based on grammar and vocabulary aspects related to writing during the tenth years of formal education in English. The second one, the production has usually been regarded as supplying the clearest evidence of what the learner has learnt (Ellis & Barkhuizen, 2005). Concerning the sampling procedure for the corpus, besides to the random sampling, a purposive sampling has been, also, used to compare the collocational errors committed by gender; whereby a total number of 15 essays for males and 15 essays for females are selected. This is, merely, done to ensure the equal numbers of both categories. With regard to the task (in-class compositions) is administered in the EFL classroom settings by the researcher. Each subject has been allowed sufficient time to write individually on the selected topic. The students have been informed that their writings are going to be under investigation. It takes from 30 to 35 minutes for all the subjects to finish their writing essays. Thus, in the present study, the whole source of data including the two sampling techniques is that of Third Year students' written production on different topics. The language errors are also analyzed in terms of writing genre (Argumentative and Descriptive) to determine if there are any statistically significant differences in the committed collocational errors.

To analyze the data collection, the method should also be systematic. To identify students' lexical and grammatical collocational errors, orthographic sentence is used as a unit of analysis through which students' essays are segmented. By orthographic sentence is meant the series of words which represent a complete thought. It is defined by Crystal (1994) as an independent unit which can be given both formal and functional classification. By doing so, a particular reference is made to the Benson's et al., (1986) Collocations Taxonomy.

### **2.3.1.1 The Reasons for the Choice of the BBI Collocation Model**

In fact, collocations are categorized in a variety of ways resulted in different models. Regarding the current study, the collocation classification system to be used is Benson's et al., (1986), taking into account both the lexical and grammatical collocations. The justifications for this system preference are objectively stated:

First, the classification system is simple and clear; the model provides a thorough explanation of the classification criteria with easy-to-follow examples. As listed, Benson et al., (1986) classify English collocations into two major groups: lexical collocations and grammatical collocations. There are merely 7 types of content words in the first category and the second category comprises 8 basic types involving a main word plus a preposition. This latter has further 19 patterns of English verb drills. That is 26 grammatical collocation types. Overall, there are 33 collocation patterns (cf. Appendix L, pp. 38-40). Second, it is, still, the widely accepted system and it is, also, the most adopted used classification in studies of collocation; to name, (Bahns, 1993; Gitsaki, 1996; Chang, 1997; Liu, 1999; Wang, 2001; Chen, 2002; Fan, 2009). Finally, it can be taught with explicit collocation teaching through which learners can be trained to use the BBI classification as a model to recognize collocations during reading and listening, to identify collocation patterns and choose which collocation can be used in spoken and written communication.

To recap, as for categorizing collocations many research such as Zughoul and Abdul-Fattah (2003) have recognized Benson's et al., (1986) model of grammatical and lexical collocations as theoretically sound and pedagogically useful. In the same vein, Wei (1999) affirms that Benson's et al., classification systematically incorporates

syntax into a semantic and lexical construct; thus, encompassing a wide range of data. The broader scope is consistent with the pervasive nature of collocation and the inclusion of syntax makes the model more amenable to teaching. Moreover, it is claimed when it comes to the classification of collocations, Benson's et al., has been second to none so far (Liu, 1999).

Since this research has mainly been concerned with analyzing lexical and grammatical collocational errors occurring in the written compositions of EFL learners, a particular reference is also made to error analysis procedures.

### **2.3.1.2 Procedures of Error Analysis**

It is generally agreed that Error Analysis (hereafter, EA) can help the teachers and students gain an understanding of the nature, distribution, and the frequency of error types (Chen, 1979; Chiang, 1981; Wu, 1978). EA is defined as “a set of procedures for identifying, describing and explaining learners' errors” (Ellis & Barkhuizen, 2005, p. 51). Therefore, EA is the appropriate method to be undertaken in the current study rather than Contrastive Analysis Theory to identify not only the likely types but also the sources of learners' collocational errors since it explores learners' writing samples rather than contrasting languages.

In analyzing those errors, procedures of EA as stated by Corder (1974), who is still considered to be the founding father of SLA research, are followed in this study: 1) collection of a learner' language samples; 2) identification of errors; 3) description of errors. In the third stage, Corder marks that in order to describe an error one has to specify how the English learner's error differs from the native speaker's; 4) explanation of errors by classifying them according to their nature and causes. This

fourth step is recognized as the most crucial part in EA since it really describes which factors have affected the learner to make such error; however, because it is not an easy matter to make a distinction between errors and mistakes this might make the elucidation of errors also difficult; 5) the last step is error evaluation to draw a conclusion on the gathered results to distinguish which errors should get more attention and be taught in class.

Once the data is collected, certain systematic steps and procedures are followed to analyze the students' writings sample. Basically, the productions are organized according to their nature: assignments on one side and exam papers on the other side, they have been coded from 1 to 50 and 51-100 respectively to order each one with the collocational errors and to make it easier to distinguish between the participants' collocational errors. Then, all samples have been carefully read for more than once to be sure that any lexical or grammatical collocational error occurred is detected and identified. Moreover, they have been classified into their major categories and subcategories (patterns). After that, the deviations are replaced by the right versions. Their classification permits to count the occurrences of each deviation type. According to Lennon (1991), the question is whether the error analyst should score types or token; that is the repeated occurrences of the same error are counted as one error or as distinct errors. Thus, all the detected deviations are counted on the basis of occurrences and each occurrence is counted as single deviation. Because, if a deviation can be classified into more than one type, then, all the different classifications are taken into consideration. Further, the aim is to know what are the errors frequently made by each learner and by all the participants of the sample. After, the data are

manually transcribed and computationally processed and the different types of errors from each piece of writing production are recorded on tables and presented in figures. Moreover, the findings are discussed, as well as, the errors recurrently made by the students are explained from the perspective of the likely sources that cause the misuse of the English lexical norms. However, the overall research approach used in the present study is qualitative using written documents with data gathered from the research participants' first term-papers and an in-class writing task.

Thus, the written data are analyzed using a mixed method. Since quantitative paradigm focus primarily on numbers, it has been applied for the identification of learners writing errors. Employing the quantitative method also helps to arrive at a more objective conclusion by minimising the subjectivity of judgment as can be observed, especially when looking at the most frequent problematic pattern EFL learners encounter. For the in-depth analysis of EFL writing errors, a qualitative paradigm has been used because it uncovers complexities and provides understanding why learners make the collocational errors. This application aims at revealing which category cause more confusion and the most challenging collocation error types.

### **2.3.2 Questionnaires**

As stated by Kumar (2011, p. 145), “the questionnaire is a written list of questions, the answers to which are recorded by respondents”. Therefore, the questionnaire is used for conducting a survey to explore the research problem from a different perspective than that of the researcher. There are a variety of questionnaire types: Structured, semi-structured, and unstructured questionnaires which researchers can use to obtain the required data to answer the research questions. Though, the

questionnaire has a number of limitations such as superficiality of answers, it is advantageous in many ways as, basically, collecting huge amount of information in a short period of time, possibility to maintain the highest levels of anonymity, confidentiality, and reliability.

### **2.3.2.1 Development of the Questionnaires**

Development of the questionnaire items and format is based upon existing literature following Dörnyei's (2003) steps, as a valuable source of information, who provides a concise and clear description of how to construct, administer and process a questionnaire. In fact, designing a questionnaire is a complex process that requires a lot of attention to be paid to ensure that the individual questions are appropriate, relevant, precise, comprehensible and unbiased. When designing the questionnaires, which are developed based on the literature review, many drafts are written, and then they have been checked by expert MTU and TEFL teachers, after that revised by some teachers of WE, before the final copy was achieved. The questions included in the questionnaires of this study are a combination of both close and open-ended items. For Makey and Gass (2005) close-ended questions usually include a greater consistency of measurement and therefore greater reliability. On the other hand, open-ended questions, on account of their nature, they provide respondents the opportunity to express their own opinions more freely which may result answers that are hard to be interpreted and decoded. Through this procedure of merging both types of questions we could obtain qualitative and quantitative data. Thus, making use of both forms of questions is intended to permit triangulation of results. To answer the fourth and the sixth research questions, two questionnaires: one for learners and one for teachers are

designed respectively.

### **2.3.2.2 Administration of the Students Questionnaire**

The questionnaire was administered to 100 Third year LMD EFL students by the researcher herself. Before distributing the questionnaire, the students were told that they should respond anonymously and frankly to all questions individually since the questionnaire requires the personal views of each student. In addition, the purpose behind the questionnaire was explained. Respondents have been given the sufficient time to answer the questionnaire in order to minimize haste and untruthful responses, and to make sure all the questions stated were answered appropriately. 15 minutes was enough for them to respond all the questions, and the return rate of the questionnaire was 100%.

### **2.3.2.3 Aims and Description of the Students Questionnaire**

This questionnaire is originally designed to diagnose students' collocational knowledge and the sources of this linguistic phenomenon misuse that might influence their written production quality. Also, it attempts to investigate their attitudes toward the desirable approach of teaching collocations.

The entire questionnaire is made up of twenty-two (22) items classified under four sections each focusing on a particular aspect. It consists of a mixture of closed questions which require from the students to answer by "yes" or "no" or pick out the right answer from a multi-choice options, and open questions which require from them to express their personal views about the research topic. To avoid making participants feel bored with answering the questionnaire's questions, the answers are organized into tables, with the request to tick/circle the most appropriate answers which represent

what the participants think is true for them and not what should be or what the others think it should be.

The first introductory section (**Q1-Q4**) aims at collecting general information about participants: Gender, age, the duration spent in studying English, and the choice of learning this language. The second section (**Q5**) seeks to shed light on the students' opinions about writing skill, requiring responses to six-sub questions measured on a five-point Likert-type scale ranging from 'strongly agree' to 'disagree'. Section three (**Q6-Q7**), which serves us to answer the 2nd main research question, figures out the students' collocational competence and the sources of collocational errors in their writing skill. In fact, this section is divided into two sub-major parts: The first part (**Q6**) that consists of nine items answered with 'yes' or 'no' is concerned with investigating the participants' collocation background. Whereas, the second part (**Q7**) is generally devoted to examine the factors that contribute to the participants' misuse of collocations related to writing. Students' are requested to circle the letters with the availability to choose more than one option. The fourth section (**Q8**) is an open-ended question which produces textual data treated qualitatively. The objective of this last section is to gather information about the method of teaching collocations, taken from the students' perspectives with justifications for their answers (cf. Appendix C, p.6-9).

#### **2.3.2.4 Administration of the Teachers Questionnaire**

Teachers may have different ways of drawing students' attention towards written errors. A questionnaire was devised to see if students' collocational errors while writing were taken into account or not. The printed questionnaires were handed out to the WE expression teachers. However, the fourteenth participant was sent, again, a soft

version of the questionnaire. Some participants completed the questionnaire with the presence of the researcher and turned it back immediately. Others, however, needed time for its completion and turned it back after a period of time.

### **2.3.2.5 Aims and Description of the Teachers Questionnaire**

In order to gain deep insights into collocation phenomenon among EFL LMD third year students, we believe that it is necessary to consider the teachers' perceptions towards the problems that face the students to use collocations appropriately. It also aims at investigating teachers' attitudes towards the integration of collocation in writing, opinions about the techniques of teaching this linguistic phenomenon, and thought on the importance of collocation strategy in enhancing writing.

The teachers' questionnaire is a whole of twenty-four items distributed to twenty-one close-ended questions, and three open-ended questions (**Q7, Q23, Q24**) under four major sections. The first section is, in fact, further divided into two parts A and B; the former (**Q1-Q7**) is intended to gather data about teachers' background information including professional qualification, WE teaching experience length and training. Besides, to get a general overview about their collocational knowledge. Whereas the latter (**Q8-Q14**) attempts to gain information about the teachers' perspectives about English WE module and their impressions on the students' writing level. The second section that contains three items (**Q15-Q17**) seeks to discover the teachers' perceptions towards the problems and the effect of collocational misuse on students' writings. For the purpose to question the teachers' attitudes towards the ways of teaching collocation and the integration of this neglected vocabulary aspect in writing, the third section (**Q18-Q22**), then, is designed. To end, the fourth section that

comprises two open-ended items (Q23-24) aims at highlighting the importance of collocation competence and gaining more detailed about its function in enhancing writing. In this respect, Nunan (1992) states: “It is also likely that responses to open questions will more accurately reflect what the respondent wants to say” (p.143). In other words, this last section is devoted to obtain any worthwhile insights into collocation significance related to writing and useful suggestions that can help in enhancing the students’ English collocational competence and hence improving their writings (cf. Appendix D, p 10-15).

### **2.3.3 Interview**

Despite the fact that interviews may face a problem of subjectivity on the part of the interviewer, they are good means for collecting data through oral quiz using a set of pre-planned core questions. Cohen et al., (2007) state that the interview is a flexible or adaptable tool for data collection. Based on the degree of structuring, there are three interview types: Structured, semi-structured, and unstructured interviews. For obtaining a rich valid data as students might not notice the problems they encounter while writing, a semi-structured interview is designed. In fact, the interview is used in this study instead of classroom observation mainly because the focus here is on the students’ written production rather than teachers’ writing teaching strategies. However, it is restricted by the fact that individuals may present themselves in the way they want the interviewer to see them as the researcher can intentionally or unintentionally show agreement or disagreement (Newman & Newman, 2008).

#### **2.3.3.1 Teachers Semi-Structured Interview**

As its name denotes, semi-structured interview combines the aspects of both

types structured and unstructured interviews. In that vein, Denscombe (2010) states: “With semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered. However, with the semi-structured interview the interviewer is prepared to be flexible in terms of the order in which the topics are considered” (p. 175). This means, semi structured interview is beneficial in gaining detailed information about the problem, also in reducing the interviewer effect and bias (Klenke, 2008). For that reason, a semi-structured interview has been used in the current study to provide more insights into the subject under investigation. Following the requirements of the research, only third year WE teachers are the sample to be interviewed. Hence, for the sake of investigating the teachers’ perceptions and attitudes towards the impact of collocations misuse on the students’ writing quality, a semi-structured interview, on the basis of purposeful technique, has been conducted with three teachers as to its flexibility in ordering the posed questions and to the amount of ease it gives to the interviewees for expressing themselves freely and spontaneously (Denscombe, *ibid.*). The aim behind it as well as the participants’ concomitant association with the research insofar as they are the teachers of the selected population with respect to the studied skill, i.e., writing have been delineated, and, also, the informants inspect their readiness and show their willingness to participate. The interview has been conducted with the targeted three third year WE teachers for the qualitative data collection phase.

Practically, the teachers’ semi-structured interview guide is formulated consisting of nine questions which are mixture of close and open-ended items. This latter gives the respondents, in one end of the spectrum, a full freedom to answer and

express their own attitudes/views about the topic, and it gives the researcher, in the other end of the spectrum, the opportunity to explore, investigate and proceed deeply in the topic. The interview close and open-ended questions are presented and described briefly as follows: **Q1** is determined to shed light on the main challenges that WE teachers generally encounter while teaching writing. **Q2** is included to gain general information about the reasons behind students' errors in writing. **Q3** is devoted to investigate the errors' types that mostly affect the students' writings, and to see whether collocational errors are considered as one of those types or not. **Q4** as a main question aims to know the major focus of teachers in evaluating the students' written productions that is followed by a sub-question to gain a grip of the English collocation competence position once doing that. **Q5** gets more deeply to the heart of the research to examine the collocational errors degree of influence on the two general aspects of writing: form and content. **Q6** is asked to investigate teachers' attitudes towards the impact of collocation misuse as a cohesive device on text coherence. **Q7** seeks to go further in exploring teachers' views about the more influenced aspect(s) of writing by miscollocation. **Q8** is targeted towards getting teachers' opinions about the more influenced teaching method as a cause in increasing students' collocational errors. By the end, the researcher has desired to inspect whether teachers would attribute the raise the EFL learners' collocational competence awareness to enhance their writing mainly to the effective vocabulary or grammar teaching method. Given this, the **Q9** is incorporated in the interview.

In fact, some questions of teachers' semi-instructed interview are partially adapted from students' questionnaire to investigate whether both participants share

similar attitudes. Thus, besides to the semi-structured interview's primary purpose to answer the fifth research question, it is used, also, as a relatively back up to the questionnaire to strengthen its findings (cf. Appendix G, p. 20).

### **2.3.3.2 Interview Recording**

After obtaining consent from participants to be interviewed, an e-mail interview is conducted with participants for the purpose to avoid the impact that might happen at the level of interviewees' responses. It is indicated that the presence of the interviewer may negatively affect the interviewed people since it may prevent them from expressing their real opinions and true feelings (Cresswell, 2012). Accordingly, the interviews are recorded using web. In this sense, Cresswell (ibid.) has recently acknowledged e-mail Interviews as a useful interviewing type in collecting qualitative data quickly from a dispersed group of people. For him, this form of interviewing will probably increase due to expanding technology. He argues that e-mail interviewing as a procedure of collecting data provides a detailed, rich text database for qualitative analysis. It can also promote a conversation between the researcher himself and the participants, so that through follow-up conversations, he can extend his understanding of the topic or the central phenomenon being studied.

### **2.3.3.3 Interview Transcription**

According to Cresswell (ibid.), "transcription is the process of converting audiotape recordings or field notes into text data" (p. 239). Denscombe (2010) has illustrated the basics of interview transcription as saying: Transcription is not a mechanical process of putting the recorded data into written sentences. It needs tidied up and edited a little to put it in a format on the written page which is comprehensible to the reader. Thus,

interview transcription is not simply the act of repeating what has been said during the interview but rather it is the process of organizing and making certain systematic modifications on the original version of the interview before putting it in a written form (cf. Appendix H, p. 21-28). The contents of interviews are analyzed and categorized into emerging themes. In order to ensure the appropriateness and clarify the quantitative and qualitative data collection, a pilot testing study has been conducted.

#### **2.4 Research Instruments Pilot Testing**

Before conducting the actual study and understanding a full-scale research project, the researcher conducts a preliminary study known as a ‘pilot test’ that refers to the act of handing the tool to a small number of participants or experts to assure that all the bugs have been out of the research procedure. Pilot testing involves trying out the research tools or adjusting a questionnaire or an interview with individuals knowledgeable in the topic being studied (Gliner & Morgan, 2000). Lodico et al., (2006) state, a pilot test is a dress rehearsal that needs to be carried out to ensure better validity and reliability. This means, pilot testing of tools is an essential procedure for the development of data collection instruments. Moreover, the importance of conducting a pilot test, to develop a sound research, is well documented as a so critical step in doing a research project. It is worth noting that, a pilot test differs from a pilot study as assumed by Gliner and Morgan (ibid.), a pilot study occurs when formal data are collected and analysed. Thus, unlike pilot study, a pilot test does not require review and approval from an institutional review board because the data collected will not be used in the study. Thus, the obtained data from the pilot tests in this study are not

incorporated into the final results but they are only used to improve the data collection tools. To check the clarity of instructions, to evaluate the fitness of the research questions, to identify the ambiguous items, the irrelevant or problematic questions, and to determine the allotted time for completion. Accordingly, the instruments of this study have been piloted to test and successfully refined to achieve the final copy. Findings from the pilot study are used to streamline the final study. This increased validity and reliability of the study.

#### **2.4.1 Pilot Testing of the Questionnaires (Quantitative Phase)**

The two questionnaires of students and teachers were designed and developed, through writing many drafts, by the researcher. Then, for the purpose of pilot testing, they were given to eight (8) teachers: five of them have an experience in teaching WE course, one expert MTU teacher, and two expert TEFL teachers. The teachers have provided certain suggestions that are immediately taken into account for making adjustments on the various first drafts of the questionnaires. The final versions of the questionnaires are provided in the list of appendices (cf. Appendix C and D, p. 6-15). Moreover, prior to the study, the students' questionnaire is, also, given to a group of ten third year students who are selected randomly to provide a feedback on it. The subjects respond the questionnaire with the presence of the researcher to ensure a 100 percent return rate. Before answering the questions, the respondents have been informed about the pilot test and its purpose. Results showed that the questions were clear for them to be answered in less than twenty minutes (from 10 to 15 minutes). After they finished, an informal discussion was conducted to gain more insights about the content of the questionnaire and their familiarity with collocations. During the

discussion, students revealed that they have never learned about collocations in the WE module. Correspondingly, decision was made to carry out a pre-interview (cf. Appendix F, p. 19) and an interview with teachers.

#### 2.4.2 Pilot Testing of the Interview (Qualitative Phase)

As a basic step in the process of developing data collection tools, the designed semi-structured interview was pilot tested. The teachers' semi structured interview was pilot tested with a teacher out of the real case, and three teachers (who contributed before to the questionnaires' pilot testing: a teacher of EFL writing for specific purposes, The MTU teacher, and the two TEFL teachers) who also requested to dispense their feedback on the interview. Then the instrument, based on their comments, was slightly modified and refined in its formulation to achieve the final version of the interview guide (cf. Appendix G, p. 20).

#### 2.4.3 Research Instruments Pilot Test Design

Accordingly, the main target participants for this pre-testing study as a whole are 8 knowledgeable teachers and 10 third year LMD students from different groups. This is described in table 2.1 below with the targeted sampling in this research.

<b>Table 2.1</b> <i>Participants in the Pilot Testing</i>		<b>Number of participants in the Pilot Test</b>	<b>Total Number of Participants of Data Collection and Pilot Testing</b>
<b>Research Participants in the Quantitative Phase and their Numbers</b>	Students (100)	<b>10</b>	110
<b>Research Participants in the Quantitative and Qualitative Phases and their Numbers</b>	Teachers (14)	<b>8</b>	22
<b>TN</b>	114	<b>18</b>	132

**Table 2.2 Participants in the Study**

Phases	The Nature of Phase		Participants	N	TN
Exploratory	Preliminary Study	Pre-Questionnaire/ Exploratory Test	Students	30	35
		Pre-Interview	WE teachers	5	
	Pilot Testing of :	Questionnaires Semi-Structured Interview	TEFL teachers MTU teacher WE teachers Students	2 1 5 10	18
Analytical	Students' Writing Samples (Essays)	First term Exam Papers Task Topics	Students	50	100 ↓
			Female/Male	15/15	
			Writing Genre	15/15	30
Descriptive	Quantitative	Questionnaires	Students WE teachers	100 14	114
	Qualitative	Interview	WE teachers	3	3

## 2.5 Data Analysis Procedures

Data analysis in this study proceeds on two phases: Quantitative and Qualitative data.

First, quantitative data gathered from students' written production are coded numerically, then the values are calculated, converted into percentage, and transferred to figures (tabulated and graphed) using "the Excel software". While, Qualitative data analyzed through content analysis and interpretative approach. Basically, Benson's et al., (1986) the BBI classification of collocations to identify the participants' collocational errors occurring in their writing with the procedures of EA are followed to analyze the students' corpus. Besides, the Oxford Collocations Dictionary for Students of English (2002) and the BBI Combinatory Dictionary of English (2010) have been used as a tool to check students' performance. The researcher has opted for

these tools because direct data are needed to achieve a thorough investigation of collocational errors in the subjects' corpus analysis.

Second, data collected from close-ended questions in the participants' questionnaires are coded numerically and treated using Statistical Package of Social Sciences (SPSS) version 20, then illustrated in tables and graph or bar charts to facilitate access and understanding of these data. On the other hand, qualitative data resulted from open-ended questions are analyzed using document analysis technique followed by interpretations. Analyzing documents incorporates coding content into themes similar to how interview transcripts are analyzed. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2006). He argues that document analysis is an important research tool in its own right and is an invaluable part of most schemes of triangulation.

Third, the teachers semi-structured interview, as a source of qualitative data, is carefully read. After an in-depth reading, is recorded, transcribed, and classified on the basis of themes (categories) and codes using the 'Thematic-Interpretive Approach'. The interpretive approach, as Cohen et al., (2007) suggests, is an appropriate analysis approach for word-based data. And the main phase in the thematic approach is the creation of codes to data. Coding refers to the process of classifying and grouping data under themes (Gibson, 2006). In other words, it is the classification or organization of the material into chunks or segments before giving meaning to information. To indicate, the results of some research questions, from both quantitative and qualitative data, have been cross-checked for the sake of reaching more reliable findings.

To make it easier, the research methodology is summarized in figure (cf. Appendix P, p. 55).

## **2.6 Ethical Considerations**

For ethically sound study, the researcher has to be conscious of a set of ethical issues throughout the research field design. It is assumed by McNamara (1994) that the four significant ethical issues that should be taken into consideration in the research process are: informed consent, identifying purpose and sponsor, no harm to respondents, anonymity and confidentiality. Since this study required the participation of human subjects, all these ethical issues are carefully handled.

Initially, in order to secure the consent, the administrative permission from English department to allow the researcher to embark on her research was obtained (cf. Appendix A). Also, the participants were all informed about the study prior to data collection procedures. Yet, Lodico et al., (2006) argue if informing participants about the details of research can result in a change of their behaviour. Given this, a general description of the research was given instead of a detailed in order not to distort research findings. Besides, consent was obtained from participants as far as taking part in the study during its qualitative phase and recording the interview are concerned. Further, the identity of the subjects was kept undisclosed, for their reputation, throughout the study in which numbers were basically used to refer to respondents in the research instead of their names. In addition, the subjects were not forced to participate in the research rather the choice to be able to quit participating whenever they want was given to them. Thus, all provided information were strictly protected because “No harm should come to the respondents as a result of their participation in

the research” (Dörnyei, 2003, p.91). The study has been purely for academic purposes, and that the privacy of participants was assured. This is essentially done to conduct a valid and a reliable research.

## **2.7 Research Validity and Reliability**

Among the major concerns of investigators is to achieve validity and reliability in conducting a research. First validity is the degree to which an instrument measures what is intended to measure (Polit & Hungler, 1995). That is accuracy of results. Validity of the research instrument, in the present study, was evaluated for external, internal, content, and face validity. To assure internal validity; this study is free from the researcher bias. Since the representative sample of the whole population is taken for the study, then current research has an external validity. In addition to this, the materials were subjectively assessed, then reviewed by experts in the field, and underwent a pilot test, to measure time and wording, to ensure face validity. On the other hand, content validity concerns with validity of instruction and content layout of the instruments being used. Also, to ensure the face and content of the study instrument, an expert teacher is asked to evaluate the given topics. The expert has approved that the topics are appropriate for students’ standard and suit their ages. The writing topics task is constructed to be logically related to research questions, the objectives of the study, and suggested based on the learners’ needs as well. This is to ensure that the participants can understand, easily, the topics that they have been asked to write about.

Reliability, however, according to Polit and Hungler (ibid) is defined as the degree of consistency with which an instrument measures the attribute it is designed to

measure; it is the degree of accuracy in the measurements made by a research instrument. For that reason, the questionnaires contain close-ended items that are followed by likert's scale or multi-options to ensure reliability (Internal consistency) in this research. Besides, another type of reliability in the present study is inter-rater reliability. Since the data analysis process deals with correcting errors of English sentence structure, authentic materials of English native speakers were needed to verify the findings. Data were analyzed by the researcher and then materials were selected to check and edit errors to establish the reliability of the coding. Then adjusting of the coding was made. It is, also, worth noting that the questions used in the interview are semi-structured and carry out by the same person to assure validity and reliability. Thus, the instruments of data collection were edited via verifying response consistency, accuracy, and checked for usability as they were received.

## **Conclusion**

In summation, in this chapter, a detailed description of the research methodology framework was delineated and a scant attention was given to the data collection procedures and ethical considerations also. In order to investigate collocational errors committed by Third Year LMD EFL Students at the Department of English-University of Setif 2 were chosen as the population for this study, from which, a sample was selected. A mixed method design was adopted to carry out the study, using a corpus analysis, two questionnaires, and an interview. Both quantitative and qualitative tools were used for data collection so that to approach the phenomenon from both perspectives. In the ensuing chapter an in-depth description for data collection analysis will be presented and revealed.

## Chapter Three

### Data Analysis

#### Introduction

Data analysis is the phase that allows providing answers to the research questions. To this end, chapter three is dedicated to present a comprehensive overview of the analysis and interpretation of data gathered from both quantitative and qualitative data: students' sample, the students and teachers questionnaires, and the semi-structured interview with teachers. To end up with a conclusion for the whole chapter.

#### 3.1 Students' Corpus Analysis

**Table 3.1.1** *Frequency of Lexical and Grammatical Collocational Error Types in Students' Essays*

Writing Samples' Error Type	L1	L2	L3	L4	L5	L6	G1	G2	G3	G4	G5	G6
Frequency	113	90	16	22	8	11	11	2	4	72	25	1
Percentage	56.37	45.82	8.47	11.22	4.28	5.38	5.66	0.50	1.01	36.53	13.04	0.25
Error Type	G8A	G8D	G8E	G8G	G8L	G8Q	G8R	G8S	TN			
Frequency	2	3	7	4	1	1	1	2	396			
Percentage	0.50	0.75	3.51	2.03	0.25	0.25	0.25	0.50				

The analysis of the students' essays show that third year students have difficulties in the use of English collocations; they have made both categories: lexical and grammatical collocational errors and the general misuse is corresponding to 396. This big number is really significant as it indicates the students' inadequate of collocational competence. Furthermore, the most frequent error types, as stated above in the table, from each category are: L1 (56.37%), L2 (45.82%), L4 (11.22%), G4 (36.53%), and G5 (13.04%). Based on these findings, it is obvious that L1 and G4 with the highest ratio are the most difficult collocational patterns for students. To know which collocational category is misused more by

students in their written production, the following table is presented:

**Table 3.1.2 The Results of Lexical and Grammatical Collocational Errors**

Students' Writing Samples	In-Class Writing Essay	1 <sup>st</sup> Term-exam Writing Essay	TN	%
Lexical Collocational Errors	119 (66.86%)	140	259/396	65.40
Grammatical Collocational Errors	59 (33.14%)	78	137/396	34.60

From this table, the statistics demonstrate that students regardless the nature of the writing, in-class or Exam, they commit more lexical collocational errors than grammatical collocational errors. This implies their lack of vocabulary Knowledge.

**Table 3.1.3 Collocational Errors in Argumentative and Descriptive Writings**

Error Type		L1	L2	L3	L4	L5	L6	TN	G1	G4	G5	G8	TN	
In-Class Essays' Errors N°	Argumentative Writing (1-25) 1 <sup>st</sup> &2 <sup>nd</sup> Topics	28	20	3	7	3	2	63	2	16	8	1	27	90
	Percentage	44.44	31.76	4.76	11.11	4.76	3.17	70%	7.40	59.28	29.62	3.70	30%	50.57%
	Descriptive Writing (26-50) 3 <sup>rd</sup> Topic	16	24	8	4	3	1	56	4	18	7	3	32	88
	Percentage	28.57	42.86	14.30	7.14	5.35	1.78	63.64 %	12.5	56.25	21.88	9.37	36.36 %	49.43%

As it can be seen in this table, there is no significant difference between collocational errors' frequency in students' argumentative essays (50.57%) and descriptive essays (49.43%). This means that students' collocational errors are not really affected by writing genre. However, they could be influenced heavily by other genres. For that, further studies are suggested to investigate this issue to provide more information.

**Table 3.1.4 A Comparison of Collocational Errors made by Gender**

Error Type		L1	L2	L3	L4	L5	L6	TN	%	G1	G3	G4	G5	G8	TN	%	T	%
Error N°	Females	19	7	1	2	X	2	31	60.79	1	2	8	3	6	20	39.21	51	41.46
	Males	19	14	2	5	1	5	46	63.89	4	X	15	2	5	26	36.11	72	58.54

According to the results that are illustrated in the table, above, male students make more collocational errors in their written production (58.54%) than female students (41.46%) which indicates that there are statistically significant differences due to gender. This is possibly due to the fact that females have more tendency towards studying foreign languages and thus they reinforce their skills in language arts whereas males are less interested in studying English; they tend to prefer scientific branches then they strengthen their skills in technical fields. Consequently, collocational errors are influenced by gender differences. Such findings are in line with the view that females find foreign languages easier than males. Indeed, this is supported by several scientific evidences, for instance *Brizendine's evidence*, of how the brains of males and females function differently.

**Table 3.1.5 The Typical Lexical and Grammatical Collocational Errors found in this Study**

Type	Erroneous Collocations' Examples	Error Correction
L1	I <b>create</b> friendship, to <b>go</b> hurry, we <b>made</b> a party	<b>make</b> , to <b>be</b> in hurry, <b>organized</b>
L2	It was <b>horrible</b> situation, a <b>big</b> smile, <b>small</b> people	<b>bad</b> , <b>wide/broad</b> , <b>young</b>
L3	When the lunch time <b>come</b> , the results <b>was appeared</b>	lunch <b>is</b> ready, <b>were displayed</b>
L4	a <b>number</b> of flowers, <b>plenty</b> of cows, the <b>way</b> of building	a <b>bunch of</b> , a <b>herd of</b> , <b>structure</b>
L5	They know each other very <b>deeply</b> , I visit <b>much</b> places	very <b>well</b> , <b>many</b>
L6	This type is <b>totally</b> spread	<b>widely</b>
G1	They laugh <b>on</b> me, as a way <b>for</b> entertainment	<b>at</b> , way <b>of</b>
G2	They advised me to <b>plan</b> myself	to <b>organize</b>
G3	Because of happiness that <b>full</b> the house	<b>fill</b>
G4	<b>In</b> the night, <b>in</b> university, <b>in</b> the last holiday	<b>at</b> , <b>at</b> , <b>on</b>
G5	Djjel is famous <b>from</b> El-Kouhouf, I was afraid <b>from</b>	<b>for</b> , <b>of</b>
G6	It was nice to <b>be inside</b> an adventure	<b>embark on</b>
G8A	All of them gave me <b>confident</b> in myself	<b>confidence</b>
G8D	We <b>insisted</b> her to come, I went <b>from</b> my house	<b>insisted on</b> , <b>of</b>
G8E	I try to <b>collect</b> my ideas, we decided to <b>spent</b> it there	<b>form/shape</b> , <b>spend</b>
G8G	We will <b>stopped to have</b> photos	<b>stop taking</b>
G8L	I <b>feeled</b> that I <b>had</b> born again	<b>felt - was</b>
G8Q	She just <b>looked to</b> us how to swim	<b>at</b>
G8R	It took me around two hours <b>to stopped</b> crying	<b>to stop</b>
G8S	She was <b>kindness</b> and very <b>politeness</b>	<b>kind - polite</b>

It should be noted that for reasons of space this table summaries instances of the students' lexical and grammatical collocational errors identified in this study (For the full list cf. Appendix O, p. 43-54).

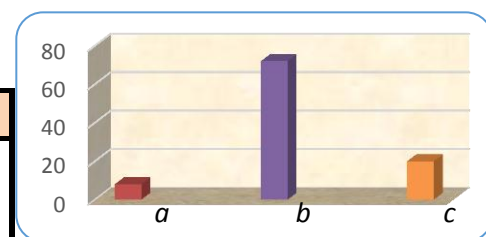
## 3.2 Students Questionnaire Analysis

### 3.2.1 Section One: Personal Information

**Q3:** How long have you been learning English?

**Table 3.2.3 Students' Experience in Learning English**

	Frequency (F)	Percent (P)	Valid Percent (VP)	Cumulative Percent (CP)
Valid Below 10 years	8	8,0	8,0	8,0
10 years	72	72,0	72,0	80,0
+ 10 years	20	20,0	20,0	100,0
Total	100	100,0	100,0	



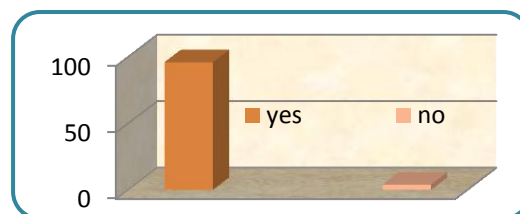
**Figure 3.2.3 Students' Experience in Learning English**

It is important to know the differences related to students' duration spent on learning English. It provides clear picture about how long students have been exposed to English language, and it can, also, disclose variances in students' level. A glance at the obtained results stated above reveals that the majority of respondents (72%) have been learning English for 10 years. Whereas, the minority whose proportions (20%) and (8%) have been studying English for more than 10 years or less than 10 years respectively. This can be elucidated by the fact that they probably repeated some years or started studying English earlier at private schools. Accordingly, since almost the subjects have been experienced English language for a long period of time, this indicates that they are advanced EFL learners which in turn serves the aim of the study.

**Q4:** Studying English at university was it your choice?

**Table 3.2.4 Students' Choice to Study English at University**

	F	P	VP	CP
Valid Yes	96	96,0	96,0	96,0
No	4	4,0	4,0	100,0
Total	100	100,0	100,0	



**Figure 3.2.4 Students' Choice to study English at University**

Concerning this question, (96%) out of all the respondents' rate personally have chosen to study English language at university level and were not oriented to do so. Their free choice

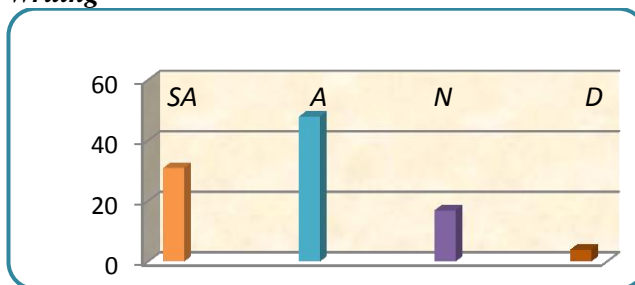
implies that they are interested in this target language. Accordingly, such motivation would have a positive effect on the process of EFL learning in general and the improvement of productive language skills in particular. While (4%) have answered negatively. It could be they wanted to be directed to another field of study which requires a higher average such as ‘medicine’ or English is a parental choice.

### 3.2.2. Section Two: Students’ Opinions about Writing Skill

**Q5(A):** Is writing interesting for you?

**Table 3.2.5(A) Students’ Impression on English Writing**

	F	P	V P	C P
Valid Strongly agree	31	31,0	31,0	31,0
Valid Agree	48	48,0	48,0	79,0
Valid Neutral	17	17,0	17,0	96,0
Valid Disagree	4	4,0	4,0	100,0
Valid Total	100	100,0	100,0	



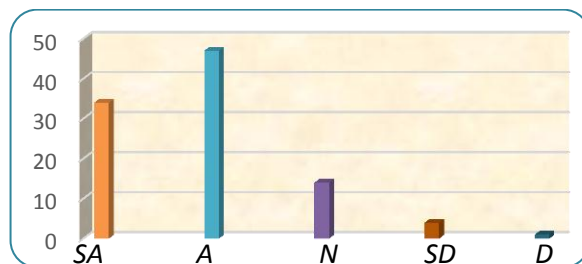
**Figure 3.2.5(A) Students’ Impression on English Writing**

For this item, the majority of participants (48%) agree that writing is interesting for them and percentage of (31%) represents those who strongly agree holding the same view. On the other hand, (17%) of participants have expressed their neutrality and the remaining with a lowest ratio (4 %) show their disagreement. The results, then, illustrate that most of the students have acknowledged writing as an important language skill.

**Q5(B):** Do you like writing in English?

**Table 3.2.5(B) Students’ Attitudes towards Writing in English**

	F	P	V P	C P
Valid Strongly agree	34	34,0	34,0	34,0
Valid Agree	47	47,0	47,0	81,0
Valid Neutral	14	14,0	14,0	95,0
Valid Strongly disagree	4	4,0	4,0	99,0
Valid Disagree	1	1,0	1,0	100,0
Valid Total	100	100,0	100,0	



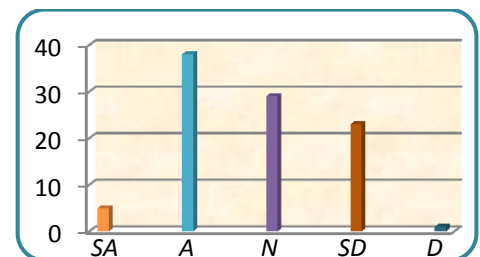
**Figure 3.2.5(B) Students’ Attitudes towards Writing in English**

In this respect, (47%) representing the majority of participants agree and others with (34%) strongly agree that they like writing in English. This, in fact, may stress the importance of English writing for learners. As English is rarely spoken outside the classroom, writing remains as one of the expedient manners that allows students to keep their interests and stay in touch with English language. However, other participants with (14%) are neutral; (4%) strongly disagree and only (1%) disagree declaring that they don't like writing. This is maybe due to the impediments students encounter during the process of writing such as getting negative feedback from teachers or because of the belief that language is based more on speaking abilities which, in turn, negatively affect their attitudes towards writing.

**Q5(C):** How do you appreciate your current level in writing skill?

**Table 3.2.5(C) Students' Self-Evaluation of their English Writing Level**

		F	P	V P	C P
Valid	Strongly agree	5	5,0	5,0	5,0
	Agree	38	38,0	38,0	43,0
	Neutral	29	29,0	29,0	72,0
	Strongly disagree	23	23,0	23,0	95,0
	Disagree	5	5,0	5,0	100,0
	Total	100	100,0	100,0	



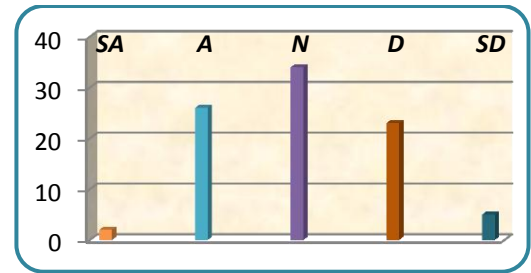
**Figure 3.2.5(C) Students' Self-Evaluation of their English Writing Level**

In this question, students are kindly asked to evaluate their English writing level. Among the whole sample, (38%) opted for agree and (5%) for strongly agree appreciate their current level in English writing. Whereas (29%) of the participants stay undecided; (23%) strongly disagree as they are really not satisfied with their writing level and (5%) have disagreed as well. These results explain that students' writing level is affected by certain internal and external factors.

**Q5(D):** Is writing the most difficult skill for you?

**Table 3.2.5(D) Students' Opinions about the Difficulty of Writing**

	F	P	V P	C P	
Valid	Strongly agree	2	2,0	2,0	2,0
	Agree	26	26,0	26,0	28,0
	Neutral	34	34,0	34,0	62,0
	Disagree	33	33,0	33,0	95,0
	Strongly disagree	5	5,0	5,0	100,0
	Total	100	100,0	100,0	



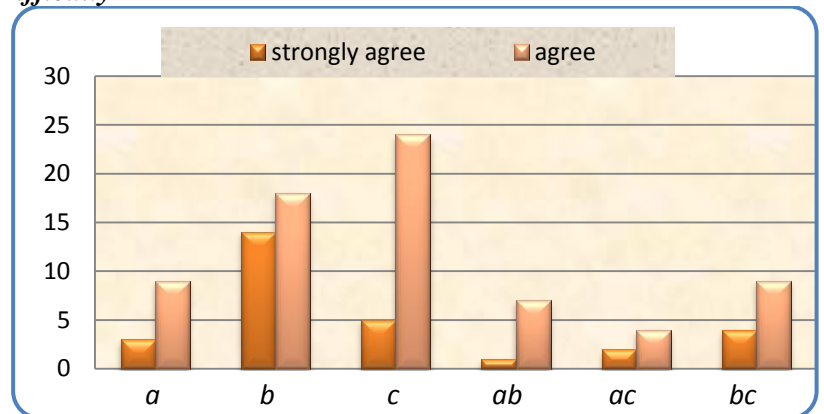
**Figure 3.2.5(D) Students' Opinions about the Difficulty of Writing**

It is noticed from the results of this question that whereas only (2%) of the respondents strongly agree and (26%) agree that writing is the most difficult skill for them; followed by (34%) who show their neutrality, (33%) and (5%) of the respondents have reported that writing is not the most difficult skill for them opted for disagree and strongly disagree respectively. The results demonstrate that some EFL learners consider writing skill not that demanding compared to other language skills but still it should be given a special attention.

**Q5(E): What makes writing more difficult for you?**

**Table 3.2.5(E) Students' Sources of Writing Difficulty**

Degree	Choices	F	P	V P	C P
Strongly agree	a	3	3,0	25,0	25,0
	b	14	14,0	43,8	43,8
	c	5	5,0	17,2	17,2
	ab	1	1,0	12,5	12,5
	ac	2	2,0	33,3	33,3
	bc	4	4,0	30,8	30,8
Agree	a	9	9,0	75,0	100,0
	b	18	18,0	56,3	100,0
	c	24	24,0	82,8	100,0
	ab	7	7,0	87,5	100,0
	ac	4	4,0	66,7	100,0
	bc	9	9,0	69,2	100,0
TN	a	12	12,0	100,0	
	b	32	32,0	100,0	
	c	29	29,0	100,0	
	ab	8	8,0	100,0	
	ac	6	6,0	100,0	
	bc	13	13,0	100,0	



**Figure 3.2.5(E) Students' Sources of Writing Difficulty**

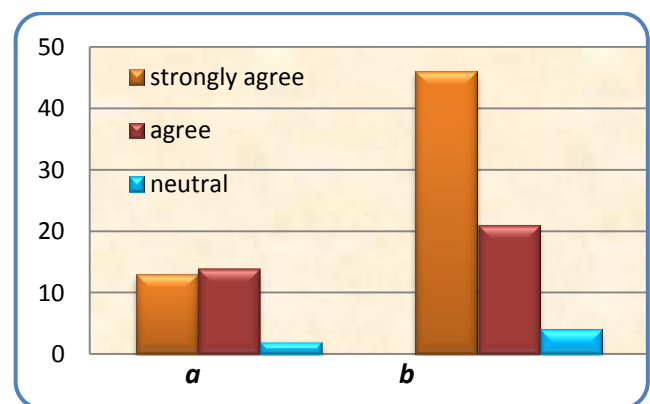
This question is raised to understand which language aspect makes writing more difficult for learners. In that vein, the results show that whereas (9%) and (3%) of the participants opted for grammar choice (a) with

strongly agree and agree respectively; (14%) with strongly agree and (18%) with agree opted for the vocabulary choice (b); followed by (5%) with strongly agree and (24%) with agree opted for the choice of appropriate word combinations (c). Moreover, there are other participants who involve two options together; (1%) with strongly agree and (7%) with agree opted for a and b; (2%) with strongly agree and (4%) with agree opted for a and c; and finally, (4%) and (9%) strongly agree and agree respectively on the choice of b and c. What is worth noting, regardless the respondents' degree of agreements or disagreements, the difficult aspects of language as reported by learners are rated from the most to the least difficult aspect as follows: vocabulary; word combinations; and lastly grammar. This is possibly because the focus on teaching grammar, as a separate module, is given attention in the early stages of EFL learning at university; unlike vocabulary which is insufficiently taught as a part of language skills, mainly, speaking skill; though the meaning of words and messages is in fact understood and conveyed through lexis rather than grammar.

**Q5(F):** To make your writing sound naturally, do you prefer to learn words in isolation (a) or in combination (b)?

**Table 3.2.5(F) Preferable Vocabulary Learning Strategy to Enhance Writing**

Degree	Choices	F	P	V P	C P
Strongly agree	a	13	13,0	44,8	44,8
	b	46	46,0	64,8	64,8
Agree	a	14	14,0	48,3	93,1
	b	21	21,0	29,6	94,4
Neutral	a	2	2,0	6,9	100,0
	b	4	4,0	5,6	
TN	a	29	29,0	100,0	
	b	71	71,0	100,0	



**Figure 3.2.5(F) Preferable Vocabulary Learning Strategy to Enhance Writing**

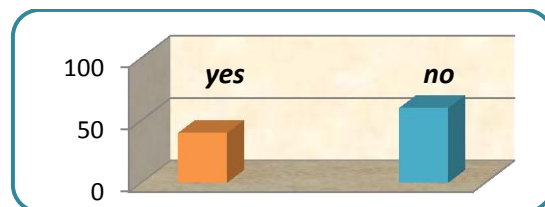
Based on the recorded results, (13%) of the participants opted for strongly agree and (14%) for agree think that to make writing sound naturally, it is better to learn words in isolation. Meanwhile, (46%) have attributed to strongly agree and (21%) to agree declaring their desire to learn words in a form of combinations as a best way to improve writing. Between the two groups, there are others who remain neutral for both choices (a) and (b) with the percentages of (2%) and (4%) respectively. This is most likely they do not understand that if they know how words normally combined together in English, they would write effectively. In general, most students prefer to be directed towards the strategy of learning vocabulary in a form of combination rather than individually. This means that they want to deepen their vocabulary knowledge which, in turn, would enhance their writing proficiency.

### 3.2.3. Section Three: Students' Collocational Knowledge and Errors' Sources in Writing

**Q6(A):** Have you ever heard about the concept of collocation?

**Table 3.2.6(A) Students' Awareness of the Collocation Concept**

		F	P	V P	C P
Valid	Yes	40	40,0	40,0	40,0
	No	60	60,0	60,0	100,0
	T	100	100,0	100,0	



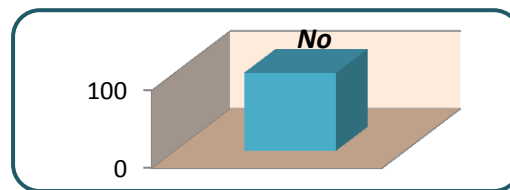
**Figure 3.2.6(A) Students' Awareness of the Collocation Concept**

This question investigates whether the participants have ever heard about the concept of collocation before or not. Surprisingly, the responses recorded on the table and figure above show that the minority (40%) of the participants are familiar with this term, whereas the majority (60%) of the population are not as they admit that. Thus, the results display that most of the EFL learners are not aware of the concept of collocation itself.

**Q6(B):** Have you been trained at university level about the use of collocation?

**Table 3.2.6(B) Collocational Training at University**

		F	P	V P	C P
Valid	No	100	100,0	100,0	100,0



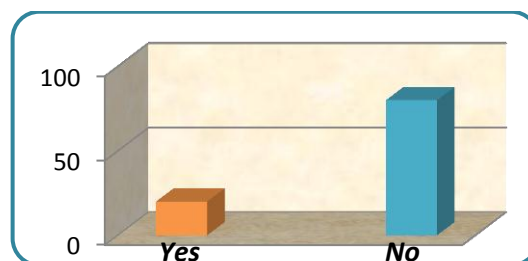
**Figure 3.2.6(B) Collocational Training at University**

Concerning this question, All the participants (100%) respond negatively stating that they did not receive any kind of training related to the use of collocation at University. This confirms the fact that collocation is a neglected aspect in the EFL teaching learning process.

**Q6(C):** Do you learn collocations on your own?

**Table 3.2.6(C) Students' Collocational Learning**

		F	P	V P	C P
Valid	Yes	20	20,0	20,0	20,0
	No	80	80,0	80,0	100,0
	Total	100	100,0	100,0	



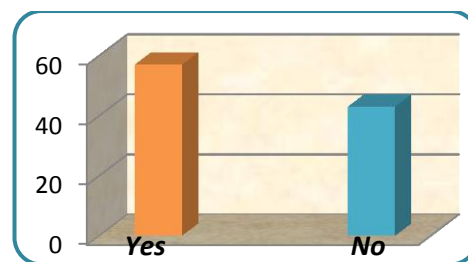
**Figure 3.2.6(C) Students' Collocational Learning**

This question investigates whether students learn collocations on their own or not. Actually, only (20%) of the respondents reply positively whereas the greatest rate represents (80%) of the whole population assert the contrary. This indicates that most of University EFL learners lack the autonomous learning and they have not really recognized the value of learner-centeredness as they still rely heavily on their teachers.

**Q6 (D):** Do you think that Collocation is a combination of only two words from different parts of speech?

**Table 3.2.6(D) Students' Beliefs about the Notion of Collocation**

		F	P	V P	C P
Valid	Yes	57	57,0	57,0	57,0
	No	43	43,0	43,0	100,0
	Total	100	100,0	100,0	



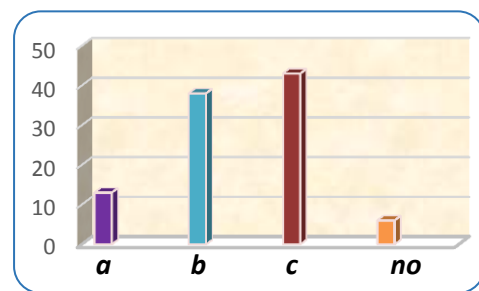
**Figure 3.2.6(D) Students' Beliefs about the Notion of Collocation**

This question also seeks to explore the students' awareness of collocation; based on the obtained results more than half of the respondents (57%) proclaim that collocation is a combination of only two words from different parts of speech, whereas the remaining represents the minority (43%) reply negatively. The findings of this question demonstrate that the majority of subjects think that collocation restricted to the combination of two words which is, indeed, not only the case. This again reflects the limited knowledge of students about collocation.

**Q6(E):** Collocations are idioms (a), compounds (b), or free combinations (c)? Yes or No?

**Table 3.2.6(E) Students' Beliefs about the Nature of Collocation**

Choices	F	P	V P	C P
a	13	13,0	68,4	68,4
b	38	38,0	86,4	86,4
c	43	43,0	95,6	95,6
No	6	6,0	22,7	22,7
Total N	100	100,0	100	



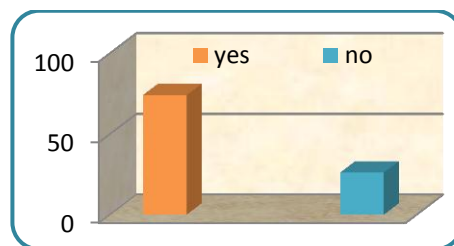
**Figure 3.2.6(E) Students' Beliefs about the Nature of Collocation**

According to the data gathered from the respondents, (13%) of them determine that collocations are idioms; (38%) consider them as compounds; while the majority (43%) perceive them as free word combinations. On the other hand, only (6%) state that they are not one of these concepts. In fact, these concepts are confused to a certain degree as they are interrelated with collocation, yet hardly any of participants who have recognized that the nature of collocation stands by itself.

**Q6(F):** Do you think that the misuse of collocation is only a linguistic behavior?

**Table 3.2.6(F) Students' Views about the Misuse of Collocation**

		F	P	V P	C P
Valid	Yes	74	74,0	74,0	74,0
	No	26	26,0	26,0	100,0
	Total	100	100,0	100,0	



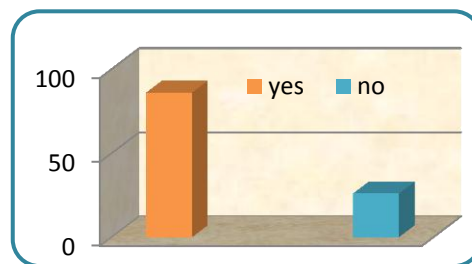
**Figure 3.2.6(F) Students' Views about the Misuse of Collocation**

Concerning this question, the biggest proportion of participants (74%) state that collocation is only a linguistic behavior whereas (26%) of the respondents hold the opposite view. The results denote once more the learners' lack knowledge of collocation.

**Q6(G):** Do you think that collocational errors not often occurred in writing?

**Table 3.2.6(G) The Occurrence of Collocational Errors in Writing**

		F	P	V P	C P
Valid	Yes	86	86,0	86,0	86,0
	No	14	14,0	14,0	100,0
	Total	100	100,0	100,0	



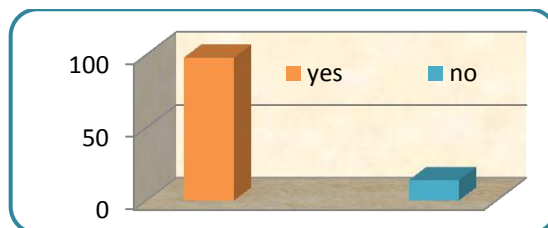
**Figure 3.2.6(G) The Occurrence of Collocational Errors in Writing**

It is obviously noticed from the results that (86%) of participants think that collocational errors are not often happened in writing, meanwhile only (14%) of them respond negatively. That is the majority are unconscious of their collocational errors in writing. Further, maybe they believe that such errors occur at the level of speaking only.

**Q6(H):** would you like to learn more about English collocations?

**Table 3.2.6(H) English Collocation Learning**

		F	P	V P	C P
Valid	Yes	98	98,0	98,0	98,0
	No	2	2,0	2,0	100,0
	Total	100	100,0	100,0	



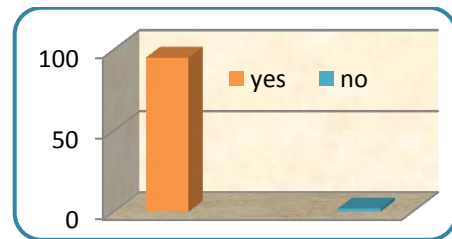
**Figure 3.2.6(H) English Collocation Learning**

In terms of this question, most of the participants (98%) show their willingness to learn more about collocation, whereas only (2%) of the respondents show their unwillingness to do so. This indicates that learners are in need to develop their collocational competence.

**Q6(I):** Do you think that developing collocational competence needs trainings at university?

**Table 3.2.6(I) Improving Collocational Knowledge through Providing Trainings**

		F	P	VP	CP
Valid	Yes	95	95,0	95,0	95,0
	No	5	5,0	5,0	100,0
	Total	100	100,0	100,0	



**Figure 3.2.6(I) Improving Collocational Knowledge through Providing Trainings**

This question is asked to investigate whether students see that trainings at university for the appropriate use of English collocations would develop collocational competence or not. The results reveal that all most the subjects (95%) hold a positive view, meanwhile (5%) of the respondents reply negatively as they probably ignore the importance of trainings.

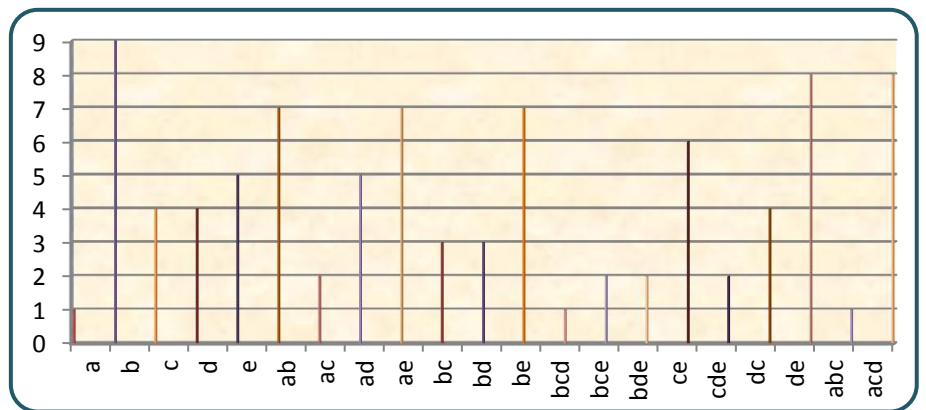
### **Q7. Students' sources of collocational errors in writing**

**Q7(A):** What is the basic reason(s) behind your miscollocation in writing?

**Table 3.2.7(A) The Basic Reason(s) Behind Students' Miscollocation in Writing**

		F	P	VP	CP
Valid	a	1	1,0	1,0	1,0
	b	9	9,0	9,0	10,0
	c	4	4,0	4,0	14,0
	d	4	4,0	4,0	18,0
	e	5	5,0	5,0	23,0
	ab	7	7,0	7,0	30,0
	ac	2	2,0	2,0	32,0
	ad	5	5,0	5,0	37,0
	ae	7	7,0	7,0	44,0
	bc	3	3,0	3,0	47,0

bd	3	3,0	3,0	50,0
be	7	7,0	7,0	57,0
bcd	1	1,0	1,0	58,0
bce	2	2,0	2,0	60,0
bde	2	2,0	2,0	62,0
ce	6	6,0	6,0	68,0
cde	2	2,0	2,0	70,0
dc	4	4,0	4,0	74,0
de	8	8,0	8,0	82,0
abc	1	1,0	1,0	83,0
acd	3	3,0	3,0	86,0
abcde	2	2,0	2,0	88,0
ace	5	5,0	5,0	93,0
abd	1	1,0	1,0	94,0
ade	2	2,0	2,0	96,0
abe	4	4,0	4,0	100,0
Total	100	100,0	100,0	



**Figure 3.2.7(A) The Basic Reason(s) Behind Students' Miscollocation in Writing**

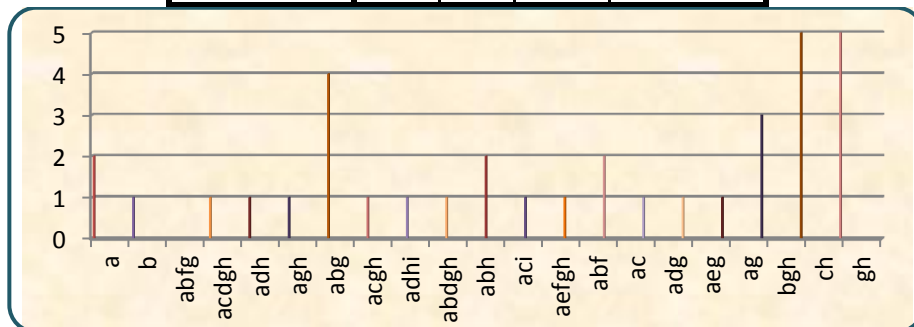
This question helps to state the basic reasons behind students' miscollocations in written production. According to the respondents' answers, it can be discerned that participants are divided into many groups with various rates selecting different options; the first group representing lowly proportions (1%) opted for (a; abc, abd; bcd); the second group with ratios of (2%) opted for (ac, ade, abcde, bde, bce, cde); The third group with ratios of (3%) opted for (acd, bc, bd); The fourth group with proportions of (4%) opted for (abe, c, d); the fifth group with ratios of (5%) opted for (ad, e); the sixth group (6%) opted for (ce); the seventh group with ratios of (7%) opted for (ab, ae, be); the eighth group (8%) opted for (de); and the last group with the highest proportion (9%) opted for (b). That is to say, all the options have been chosen by participants as causes for their miscollocations; lack of the collocational concept **(a)**; shortage of collocational knowledge **(b)**; lack of consciousness of collocation role **(c)**; lack of knowledge of collocation properties **(d)**; and lack of awareness of collocational patterns **(e)**. It is worth mentioning that the first rank is given to **(b)** among the individual options and **(de)** among the combinational options.

**Q7(B):** Which of these strategies lead you to commit collocational errors in writing?

**Table 3.2.7(B) *The Strategies Used by Students Lead to Collocational Errors***

	F	P	V P	C P
a	2	2,0	2,0	2,0
b	1	1,0	1,0	3,0
abfg	1	1,0	1,0	4,0
acdgh	1	1,0	1,0	5,0
adh	1	1,0	1,0	6,0
agh	1	1,0	1,0	7,0
abg	4	4,0	4,0	11,0
acgh	1	1,0	1,0	12,0
adhi	1	1,0	1,0	13,0
abdgh	1	1,0	1,0	14,0
abh	2	2,0	2,0	16,0
aci	1	1,0	1,0	17,0
aefgh	1	1,0	1,0	18,0
abf	2	2,0	2,0	20,0
ac	1	1,0	1,0	21,0
adg	1	1,0	1,0	22,0
aeg	1	1,0	1,0	23,0
ag	3	3,0	3,0	26,0
bc	2	2,0	2,0	28,0
bcdgh	1	1,0	1,0	29,0
bcdh	1	1,0	1,0	30,0
bdefgi	1	1,0	1,0	31,0
bdgh	1	1,0	1,0	32,0
bgh	5	5,0	5,0	37,0
bchi	2	2,0	2,0	39,0
abc	1	1,0	1,0	40,0
i	1	1,0	1,0	41,0
c	1	1,0	1,0	42,0
cdg	4	4,0	4,0	46,0
cdh	2	2,0	2,0	48,0
cef	1	1,0	1,0	49,0
cfg	1	1,0	1,0	50,0
cfg	1	1,0	1,0	50,0
cfg	1	1,0	1,0	50,0
cfg	1	1,0	1,0	50,0
cg	3	3,0	3,0	54,0

cgh	3	3,0	3,0	57,0
cgi	1	1,0	1,0	58,0
ch	5	5,0	5,0	63,0
cie	1	1,0	1,0	64,0
d	4	4,0	4,0	68,0
dc	1	1,0	1,0	69,0
dei	1	1,0	1,0	70,0
dfg	2	2,0	2,0	72,0
dfgh	1	1,0	1,0	73,0
dg	2	2,0	2,0	75,0
dgh	2	2,0	2,0	77,0
dh	2	2,0	2,0	79,0
di	3	3,0	3,0	82,0
ef	1	1,0	1,0	83,0
eghi	1	1,0	1,0	84,0
fgh	1	1,0	1,0	85,0
g	1	1,0	1,0	86,0
gh	8	8,0	8,0	94,0
ghi	2	2,0	2,0	96,0
h	1	1,0	1,0	97,0
hi	3	3,0	3,0	100,0
Total	100	100,0	100,0	



**Figure 3.2.7(B) The Strategies Used by Students Lead to Collocational Errors**

The results obtained reveal that participants have attributed to various answers forming six different groups; the first group with the proportions of (1%) opted for (abc, abfg, acdgh, adh, agh, acgh, adhi, abdgh, aci, aefgh, ac, adg, aeg, b, bcdgh, bcdh, bdefgi, bdgh, c, cef, cfg, cfg, cgi, cie, dc, dei, dfgh, ef, eghi, fgh, g, h, i); the second group with the proportions of (2%) opted for (a, abh, abf, bc, bchi, cdh, dfg, dg, dgh, ghi); the third group with the

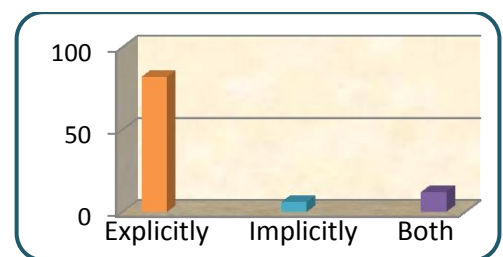
proportions of (3%) opted for ( ag, cg, cgh, di, hi); Then, the fourth group comes with proportions of (4%) opted for (abg, cdg, d); afterward, the fifth group with proportions of (5%) opted for ( bgh, ch); and finally, the sixth group with the proportion of (8%) opted for (gh). Accordingly, based on all the groups’ options, the identified strategies of the respondents’ miscollocations are arranged systematically from the highest to the lowest as follows: Negative transfer (**h**); False concept hypothesized (**c**); The use of synonym (**d**) and language switch (**g**) with a similar rank; Overgeneralization (**a**); Ignorance of rule restrictions (**b**); Approximation and word coinage (**i**); Verification (**f**); and Avoidance (**e**) comes in the end. As demonstrated, the overwhelming majority of the students declare L1 interference as the main factor for miscollocations. This is possibly because they study English but they think in Arabic. The findings refer directly to the third research question of the study: How do collocational errors happen in the third year EFL LMD students’ written production?

**3.2.4 Section Four: Students’ Attitudes towards the Effective Collocation Teaching Method**

**Q8:** Do you think that teaching collocations explicitly and/or implicitly would reduce collocational errors in writing skill? (please, explain)

**Table 3.2.8 Collocation Teaching Methods**

	F	P	VP	CP
Valid Explicitly	82	82,0	82,0	82,0
Valid Implicitly	6	6,0	6,0	88,0
Valid Both	12	12,0	12,0	100,0
Valid Total	100	100,0	100,0	



**Figure 3.2.8 Collocation Teaching Methods**

Through this question, the students’ attitudes toward the preferable method of teaching collocation in EFL classrooms, in order to avoid or at least to minimize collocational errors in written production, are explored. In that, the majority of the whole population (82%) report the explicit method as the best way to do so, and others (12%) attribute to both methods; the

explicit and implicit, whereas the minority (6%) select the implicit method. Though all students recognize the importance of teaching collocation, they express their opinions inversely in terms of collocation teaching methods. Even so, most of them want to learn collocation explicitly. It seems, then, that third year students are unaware of collocation competence. Concerning the students' attitudes are justifiable; the main reasons behind each desirable choice are organized and presented (they are included at the end of Appendix C, p. 9).

### 3.3 Teachers Questionnaire Analysis

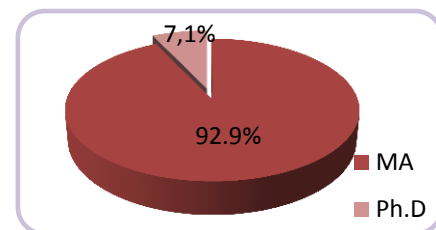
#### 3.3.1 Section One:

##### 3.3.1.1 Part A: General Information

**Q1: Teachers' Degree**

**Table 3.3.1 Teachers' Professional Qualification**

	F	P	V P	C P
MA	13	92,9	92,9	92,9
Valid Ph.D.	1	7,1	7,1	100,0
Total	14	100,0	100,0	



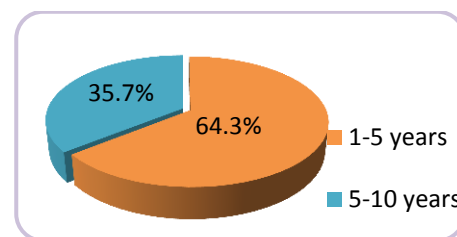
**Figure 3.3.1 Teachers' Professional Qualification**

According to what is mentioned above the majority of teachers (92,9%) have the MA (Magister) degree and those who have Ph.D. degree represent the smallest proportion estimated to be (7,1%). Furthermore, most of those who hold MA degree confess that they have registered for further post-graduate studies and now they are preparing for their doctorate. Subsequently, since there is no choice for license degree all the participants in this study are qualified with higher professional grades.

**Q2: How long have you been teaching WE module?**

**Table 3.3.2 Teachers' Experience in Teaching Writing**

	F	P	V P	C P
Valid 1-5 years	9	64,3	64,3	64,3
Valid 5-10 years	5	35,7	35,7	100,0
Total	14	100,0	100,0	



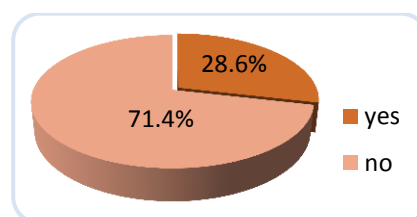
**Figure 3.3.2 Teachers' Experience in Teaching Writing**

This question seeks to know the teachers' experience length in teaching writing. As illustrated above, teachers whose experience ranges between 1-5 years their proportion is estimated to be the highest (64.3%), whereas others whose experience is between 5-10 years in teaching writing represent the lowest percentage of (35.7%). Besides to that, no choice is opted for '10-above'; hence, the results are interesting in the sense that though some teachers are experienced in teaching writing since they have spent more than five years in the field, the majority of them are still novice in teaching this skill.

**Q3:** Have you got trainings, seminars or workshops to teach WE module?

**Table 3.3.3 Teachers' Training in Teaching Writing**

	F	P	V P	C P
Valid Yes	4	28,6	28,6	28,6
Valid No	10	71,4	71,4	100,0
Total	14	100,0	100,0	



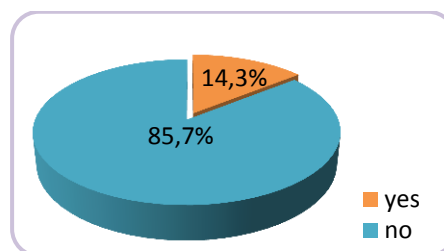
**Figure 3.3.3 Teachers' Training in Teaching Writing**

The results of this question display that only (28, 6 %) of the participants have got training, seminars, or workshops to teach written Expression module. Whereas the majority (71, 4%) declare that they have not received any kind of academic training about how to teach this module. This implies that there is no educational motive or actual professional cooperation at Setif-2 University to develop this most complex skill since even those who provide a positive answer, they have declared: "Yes, but not at University of Sètif".

**Q4:** Do you have an English collocation dictionary/ collocation checker?

**Table 3.3.4 Teachers' Ownership of an English Collocation Dictionary**

	F	P	VP	CP
Valid Yes	2	14,3	14,3	14,3
No	12	85,7	85,7	100,0
Total	14	100,0	100,0	



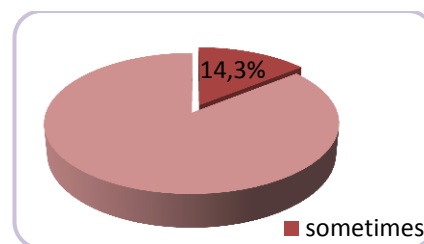
**Figure 3.3.4 Teachers' Ownership of an English Collocation Dictionary**

Through this question, we want to check whether the teachers have collocational dictionary or not. According to their responses, the minority (14.3%) say that they have this kind of dictionary. Unfortunately, the majority of them (85.7%) declare that they do not have. This indicates that some teachers themselves are not really aware of the value of such useful educational material and its role in enhancing writing proficiency.

**Q5:** If yes, how often do you use it?

**Table 3.3.5 Teachers' Frequency of Collocation Dictionary Use**

	F	P	VP	CP
Valid Sometimes	2	14,3	100,0	100,0
Missing System	12	85,7		
Total	14	100,0		



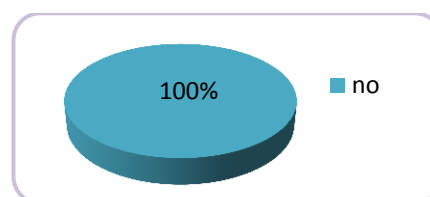
**Figure 3.3.5 Teachers' Frequency of Collocation Dictionary Use**

This a follow-up question is related to the previous one (Q4) and concerned with the category of participants (14.3%) who have collocational dictionary. Based on their answers, both teachers use collocational dictionary 'sometimes'. This reveals that these participants are interested in this phenomenon and more eager to know about.

**Q6:** Have you ever got trainings, seminars, or workshops about teaching collocations?

**Table 3.3.6 Teachers' Qualifications to Teach Collocations**

	F	P	VP	CP
Valid No	14	100,0	100,0	100,0



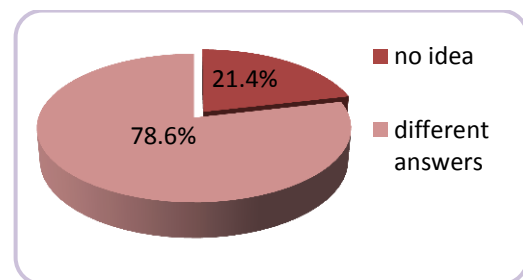
**Figure 3.3.6 Teachers' Qualifications to Teach Collocations**

All the responses gathered from this question show that none of the teachers (100%) have got any kind of training, seminars, or workshops about how to teach collocations. This affirms that collocation is a neglected aspect in teaching, and teachers do not have prior knowledge or standard guidelines about how to teach this aspect academically in accordance with the norms of native speakers.

**Q 7:** What is your understanding of the term Collocation?

**Table 3.3.7 Teachers' Conceptual Notion of Collocation**

	F	P	VP	CP
No clear idea	3	21,4	21,4	21,4
Valid Different answers	11	78,6	78,6	100,0
Total	14	100,0	100,0	



**Figure 3.3.7 Teachers' Conceptual Notion of Collocation**

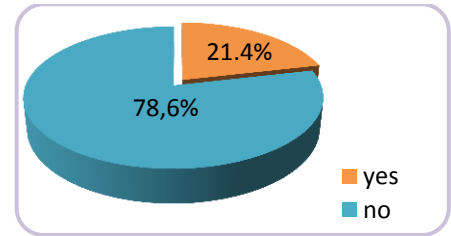
The aim of this question to investigate how much teachers are acquainted with the concept of collocation. On one hand, three of the participants whose percentage is (21.4%) say that they do not have a clear idea about the term collocation. They answered respectively: “ I do not no (forget it) mmm no answer”, “No idea, I use it but I am not aware of the name of this way or technique”, “No idea, maybe if something collocates with another, it works with it or it sounds suitable ( maybe collocation to me means words' agreement)”. Based on their declarations, one can deduce either the participants are unaware of the phenomenon itself or just they are confused about ‘collocation’ as a terminology since they use some other names like ‘word choice’; in this sense a participant has stated “ I do not know that it is called so (collocation), I use word association”. On the other hand, the remaining ratio (78.6%) represents the majority of the respondents who have provided divergent but generally simple close definitions which imply that even teachers ignore the fact that collocations can be also grammatical and contain more than two words (for these definitions cf. Appendix E, p. 15/6).

**3.3.1.2 Part B: Teachers’ Perspectives about English WE Module and their Impressions on the Students’ Writing level**

**Q8:** Do you have an official syllabus to teach written expression module?

**Table 3.3.8 Syllabus Availability to Teach WE Module**

	F	P	V P	C P
Yes	3	21,4	21,4	21,4
Valid No	11	78,6	78,6	100,0
Total	14	100,0	100,0	



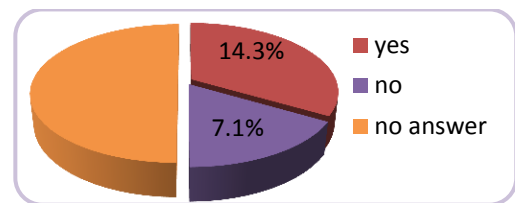
**Figure 3.3.8 Syllabus Availability to Teach WE Module**

This question aims to find out whether the teachers have an official syllabus to teach written Expression module or not. The responses recorded both in the table and figure above show that teachers with only a proportion of (21.4%) say ‘yes’ whereas the majority (78, 6%) of the respondents say ‘no’. This is maybe because the participants are obliged to work with what the course teacher decides as declared by some respondents, or because they are not pleased with the official curriculum.

**Q9:** If yes, is it satisfactory?

**Table 3.3.9 Teachers’ Impression on the WE Syllabus**

	F	P	V P	C P
Yes	2	14,3	66,7	66,7
Valid No	1	7,1	33,3	100,0
Total	3	21,4	100,0	
Missing System	11	78,6		
Total	14	100,0		



**Figure 3.3.9 Teachers’ Impression on the WE Syllabus**

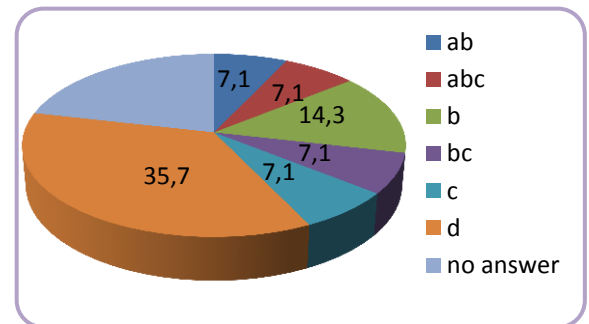
This sub-question seeks to know if those three teachers (21.4%) who have replied positively in (Q8) are satisfied with the official syllabus or not. Two participants who represent (14.3%) say yes while the remained one (7.1%) is not satisfied with that type of official syllabus. The problem of the syllabus, in fact, is not with teachers’ satisfaction but

rather with its design as there is no collaboration between the syllabus designers and teachers, and even among the teachers themselves of such module at Setif-2 University.

**Q 10:** If no, on what basis do you make your own program?

**Table 3.3.10 Teachers' Bases for Own Program Development**

		F	P	V P	C P
Valid	ab	1	7,1	9,1	9,1
	abc	1	7,1	9,1	18,2
	b	2	14,3	18,2	36,4
	bc	1	7,1	9,1	45,5
	c	1	7,1	9,1	54,5
	d	5	35,7	45,5	100,0
Total		11	78,6	100,0	
Missing	System	3	21,4		
Total		14	100,0		



**Figure 3.3.10 Teachers' Bases for Own Program Development**

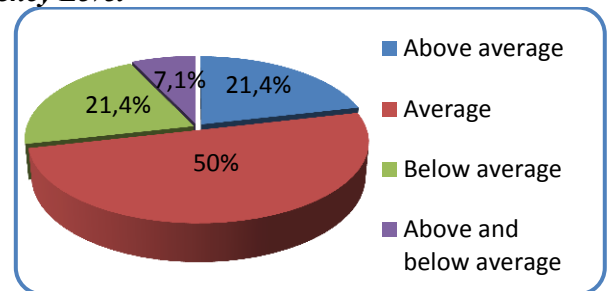
This second sub-question has pointed for those teachers who are not satisfied with the syllabus to get more information about the bases they follow to devise or develop their WE program. In that vein, four participants with an equal percent (7.1%) have opted for different choices but share some factors: The first one has chosen (ab) which refers to students' level and their needs. The second one takes the three options (abc) i.e., the required level, students' needs and the teacher's objectives since for her these suggestions are all interrelated. The third one has stated the options (bcd) i.e., students' needs, teacher's objectives, and time restriction (1.5 per week for 3<sup>rd</sup> year) as a further suggestion, whereas the fourth one has preferred one option (c) as she relies only on her objectives while teaching writing. Meanwhile participants who represent (14.3%) declare that their own program is developed according to students' needs i.e., option (b). In addition, an important percentage of the participants (35.7%) have selected option (d), which stands for other suggestions, by indicating that their program goes in accordance with what the teacher in charge of lecture

has decided. From the results, it seems that the respondents deal with a particular perspective in WE module and disregard another, though some of them provide more than one option they still cannot manage them equally as one works at the expense of the other, which in turn may affect the writing achievement.

**Q11:** Which of the following describes your student’s English writing proficiency?

**Table 3.3.11 Teachers’ Views about Students’ Writing Proficiency Level**

		F	P	VP	CP
Valid	Above average	3	21,4	21,4	21,4
	Average	7	50,0	50,0	71,4
	Below average	3	21,4	21,4	92,9
	Above and below average	1	7,1	7,1	100,0
	Total	14	100,0	100,0	



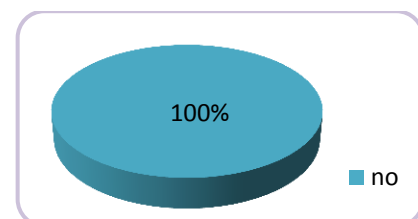
**Figure 3.3.11 Teachers’ Views about Students’ Writing Proficiency Level**

The purpose behind this question is to gain insights into teachers’ evaluation of their students’ English writing proficiency level. 2 equal proportions (21.4%) of participants indicate that students are above average (but for the minority) or below average respectively. Another participant (7,1%) opted for both above and below average asserting that the former represents the few whereas the latter refers to the rest. The remaining representing the majority of the respondents (42.9%) state that students’ level in writing, in general, is on average. It seems that the English writing level of students is not satisfactory though some teachers consider it to be average. So, students’ writing ability needs more improvement.

**Q12:** Are you satisfied with the EFL students’ writing productions?

**Table 3.3.12 Teachers’ Satisfaction with Students’ Written Productions Quality**

		F	P	VP	CP
Valid	No	14	100,0	100,0	100,0



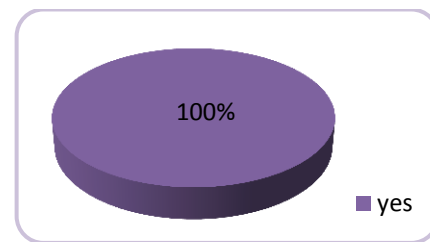
**Figure 3.3.12 Teachers’ Satisfaction with Students’ Written Productions Quality**

This question seeks to investigate whether teachers are satisfied with EFL students' written production or not. Surprisingly the results reveal that none of the teachers (100%) are satisfied with, which means that students' writings are not at the required level. This is may be because of the fact that writing skill is one of the most difficult skills to be learned.

**Q13:** Do you provide feedback on your students' written productions?

**Table 3.3.13 Teachers' Feedback on Students' Written Production**

	F	P	V P	C P
Valid Yes	14	100,0	100,0	100,0



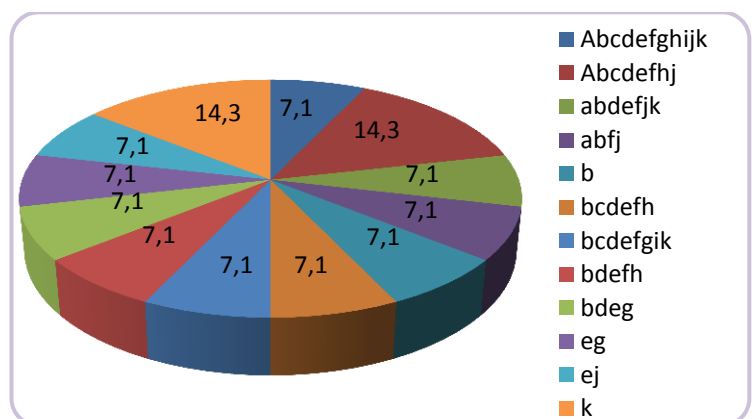
**Figure 3.3.13 Teachers' Feedback on Students' Written Productions**

It is observed above that all teachers (100%) respond positively indicating that they provide feedback on their students' written productions. The data provided by teachers demonstrate that successful writing needs many aspects to be presented.

**Q14:** If your answer is 'yes', what is your major focus in doing so?

**Table 3.3.14 Teachers' Major Focused Aspect(s) in Providing Feedback on Students' Written Productions**

	F	P	V P	C P
Valid abcdefghijk	1	7,1	7,1	7,1
abcdefhj	2	14,3	14,3	21,4
abdefghj	1	7,1	7,1	28,6
abfj	1	7,1	7,1	35,7
b	1	7,1	7,1	42,9
bcdefh	1	7,1	7,1	50,0
bcdefgik	1	7,1	7,1	57,1
bdefh	1	7,1	7,1	64,3
bdeg	1	7,1	7,1	71,4
eg	1	7,1	7,1	78,6
ej	1	7,1	7,1	85,7
k	2	14,3	14,3	100,0
Total	14	100,0	100,0	



**Figure 3.3.14 Teachers' Major Focused Aspect(s) in Providing Feedback on Students' Written Productions**

This question is related to the previous one; the intention behind it is to find out which bases teachers are based on to provide feedback on their students' writings. The data obtained above reveal that the participants are divided into two portions; each with specific options. The first group of ten participants which represent the percentage of (7.1%) have opted for different responses: (abcdefghijk); (abdefghj); (abfj); (b); (bcdefh); (bcdefgik); (bdefh); (bdeg); (eg); (ej). Whereas, the second group of four participants stand for the proportion of (14, 3%); two of them have chosen (abdefhj) to evaluate the students' writings, and the remained two participants with the similar percentage have replied that they give a holistic feedback (K) without any specification. According to what have been demonstrated through the results, only two participants have further specified some other suggestions (K); while one has added essays/paragraph (genre/type/pattern), organization and layout. The other one has included hand writing, poetic devices use, and creativity (original ideas). Furthermore, referring mainly to those participants who have focused on more than one aspect; only two out of them involve word-combinations to their options. This does not mean that other participants are not interested in this concept, at all, but they give it a second rank as one of the respondents has commented "No element can be neglected in writing but there are some elements should take priority than others". Yet, this may affect writing skill negatively in one way or another since it is not a matter of superiority or inferiority rather a complementary-interrelated relationship among all the aspects listed below:

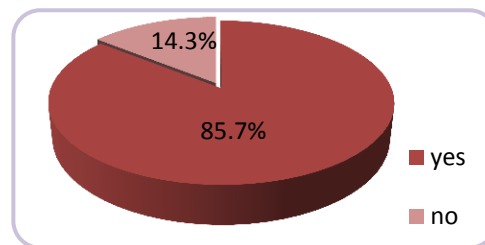
- a. Punctuation    b. Grammar    c. Vocabulary    d. Cohesion    e. Coherence
- f. Sentence structure            g. Content            h. Format            i. Word combinations
- j. Spelling and letter formation            k. Other, please specify.....

### 3.3.2 Section Two: Teachers' Perceptions Towards the Problems that Face Students to Use Collocations Appropriately

**Q15:** Do you think that EFL learners have major difficulties in producing collocations?

**Table 3.3.15 Students' Difficulties in Producing Collocations**

		F	P	VP	CP
Valid	Yes	12	85,7	85,7	85,7
	No	2	14,3	14,3	100,0
	Total	14	100,0	100,0	



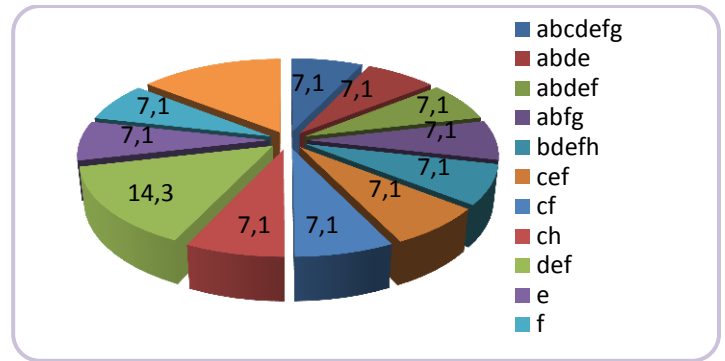
**Figure 3.3.15 Students' Difficulties in Producing Collocations**

To answer this question, the majority of respondents (85.7%) reply positively; though some of them have declared that they cannot really judge whether collocations are the students' major or minor difficulties, they affirmed that many EFL learners do not use them or misuse them. For those participants who have provided a negative answer, they represent the proportion of (14.3%). As a consequence, for the first category of participants, though they differ in terms of the degree of collocation difficulties for students, all of them have agreed upon the students' difficulties in producing collocations. Contrary to that, the second category which composed of three participants declare that students have no difficulties in producing collocations. This means that they are not aware of the complicated nature of collocation and thus they ignore that their students face challenges in making correct collocations in writing. The next question about the sources of this difficulty has been directed to those participants who hold a positive response.

**Q16:** If yes, what is it due to? (cf. Appendix D -section two- p. 13)

**Table 3.3.16 The Sources of Students' Difficulties in Producing Collocations**

	F	P	V P	C P
Valid				
abcdefg	1	7,1	8,3	8,3
abde	1	7,1	8,3	16,7
abdef	1	7,1	8,3	25,0
abfgh	1	7,1	8,3	33,3
bdefh	1	7,1	8,3	41,7
cef	1	7,1	8,3	50,0
cf	1	7,1	8,3	58,3
ch	1	7,1	8,3	66,7
def	2	14,3	16,7	83,3
e	1	7,1	8,3	91,7
f	1	7,1	8,3	100,0
Total	12	85,7	100,0	
Missing				
System	2	14,3		
Total	14	100,0		



**Figure 3.3.16 The Sources of Students' Difficulties in Producing Collocations**

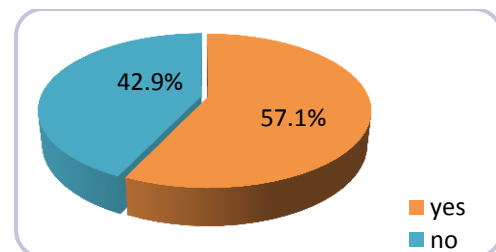
Responses obtained from this sub-question, which is concerned with those participants who say yes in the previous question, reveal that the participants, also, split into two groups with the percentages of (7, 1%) and (14, 3%). Those who represent the first rate, their answers vary between: (abcdefg); (abde); (abdef); (abfgh); (bdefh); (cef); (cf); (ch); (e); (f). Whereas those two participants who represent the second rate have opted for the same choice (def). What can be deduced from the results is that 8 participants out of 12, regardless their other different options, have a common factor among them as they all have referred the difficulties of producing collocations to 'the level of students in the TL' rather than the properties of collocation. Interestingly, there are three participants have added the other option (h) as a main source for the difficulty of producing correct forms of collocations. Their responses are presented respectively: "Students are less exposed to target language and they are not sensitized"; "Lack of reading"; "Lack of teacher focus/content of collocations, and

automatic handling in use”. Undoubtedly, this supports the idea that the problem of collocation difficulties is not with the concept itself but rather with the students’ ability and the amount of knowledge about FL and its culture which in turn denotes their unawareness of collocational competence.

**Q 17:** Do you agree that miscollocation is one of the main factors responsible for EFL learners’ inadequate writing performance?

**Table 3.3.17 Teachers’ Perceptions about the Effect of Collocations Misuse on Students’ Writing Performance**

		F	P	V P	C P
Valid	Yes	8	57,1	57,1	57,1
	No	6	42,9	42,9	100,0
	Total	14	100,0	100,0	



**Figure 3.3.17 Teachers’ Perceptions about the Effect of Collocations Misuse on Students’ Writing Performance**

With regard to the results of this question more than half of the whole sample (57,1%) have actually think that miscollocation (collocation misuse) is one of the main factors responsible for EFL learners’ inadequate writing performance supporting that with different views: “Yes, because this will affect the intended meaning and harm accuracy”; “since it results in redundancy, awkward sentence and hence it affects meaning seriously”; “It will affect fluency and form”; “It can affect and influence the fluency and more importantly the accuracy of writing”; “The production cannot be really considered academic. It does not allow learners to be professional writers”; “Words shape ideas, and the misuse of words in collocation may affect the quality of the expressed ideas. It may create confusion to the reader or ridiculousness”; “It can cause misunderstanding of the idea or even change the path of idea. In addition to destroying the musical aspect of the English language”; “It may cause a misunderstanding of the writer’s purpose, also it may cause a lack of coherence and

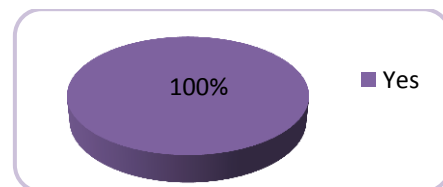
the piece of writing becomes clumsy”. while the remaining proportion (42,9%) of the participants do not perceive collocation misuse as a main cause for poor writings. In this sense, a respondent declares: “No, not necessarily though it might be the case. I think that although collocations are used in writing, they may not be abundantly used in a given piece of writing. And if the former are misused, they would not be necessarily contributed to a poor writing performance, though they may affect the meaning of a sentence or expression. Therefore, it is difficult to attribute the learners’ inadequate writing performance to miscollocation only, as there are various factors that may contribute dramatically to poor writing. Miscollocations might be a minor factor”. This again confirms that most of the teachers do not concentrate on collocational errors in their students’ written production since those who provide a negative answer regard collocation misuse as a minor factor, and even those 8 participants who hold the positive response, four out of them, though they say yes, are not really sure whether miscollocation is a main factor or not as they state the modal “may/can” in their statements to express probability/possibility.

**3.3.3 Section Three: Teachers’ Attitudes towards the Ways of Teaching Collocation and the Integration of this Neglected Vocabulary Aspect in Writing.**

**Q18:** Do you think fostering EFL students to learn collocations would help them promote writing?

**Table 3.3.18** *Benefits of Encouraging Learning Collocation to Improve Students’ Writing Skill*

	F	P	VP	CP
Valid Yes	14	100,0	100,0	100,0



**Figure 3.3.18** *Benefits of Encouraging Learning Collocation to Improve Students’ Writing Skill*

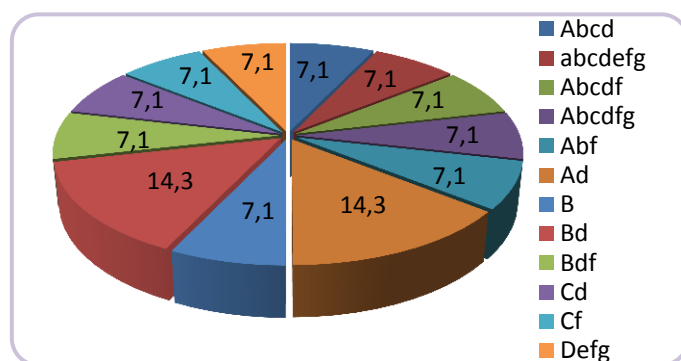
According to the responses gathered from this question. The results show that all the participants (100%) affirm that encouraging EFL students to learn collocations would help them promote their writing skill. Subsequently, this illustrates that teachers recognize the

importance of learning collocation and its benefits in respect to writing.

**Q19:** If yes, what is the best way(s) to make the EFL learners aware of collocation errors in their written productions? (cf. Appendix D -section three- p, 14)

**Table 3.3.19** *The Preferable Activities to Raise Students' Consciousness of their Collocation Errors while Writing*

	F	P	V P	C P
abcd	1	7,1	7,1	7,1
abcdefg	1	7,1	7,1	14,3
abcdf	1	7,1	7,1	21,4
abcdfg	1	7,1	7,1	28,6
abf	1	7,1	7,1	35,7
ad	2	14,3	14,3	50,0
b	1	7,1	7,1	57,1
bd	2	14,3	14,3	71,4
bdf	1	7,1	7,1	78,6
cd	1	7,1	7,1	85,7
cf	1	7,1	7,1	92,9
defg	1	7,1	7,1	100,0
Total	14	100,0	100,0	



**Figure 3.3.19** *The Preferable Activities to Raise Students' Consciousness of their Collocation Errors while Writing*

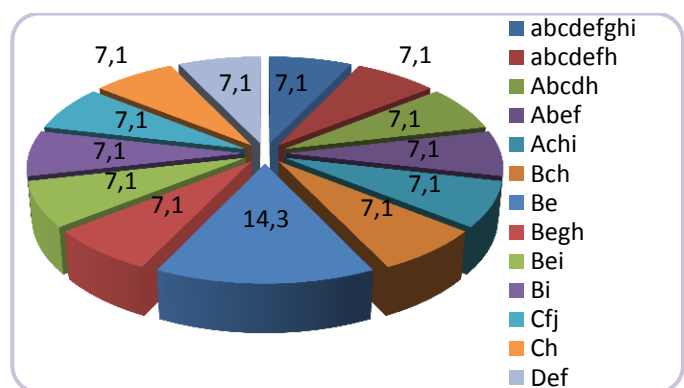
Referring to what is reported above from the results, there are two groups of participants with a distinguished percent. The first group with an equal proportion of (7, 1%) state these options respectively: (abcd); (abcdefg); (abcdf); (abcdfg); (abf); (b); (bdf); (cd); (cf); (defg). Meanwhile the second group of participants with a similar proportion of (14.3%) have opted for the same option either (ad) or (bd) as best ways to raise the EFL awareness about their collocational errors in their writings. Along the same line, just only three participants from the first group, besides to the selected list, have proposed some other options (g): “Dictionary of collocation use, and keeping a written journal of collocations”; “Show students the mistake”; “Crossword and other puzzle activities”. More importantly, it

can be deduced from the given data that though teachers have different attitudes towards the crucial strategy/strategies to make learners aware of their collocational errors, an effective common tactic among most of them (8 participants) is ‘Consciousness-Raising Activities’ (d) with the highest rank (it has been repeated 11 times), whereas just 2 participants out of the whole sample comprise ‘Translation tasks’ with their options taking the lowest rank in this case (it is mentioned twice only). On the other hand, the remaining options “a (6times), b (8times), c (6times), and f (7times)” are distributed, with various close ratio, between these two ranked levels. This reflects the necessity of teaching collocations explicitly.

**Q20:** In your opinion, what are the types of collocation activities or techniques that suit the EFL students to develop their collocational competence? (cf. Appendix D-section three-p, 14)

**Table 3.3.20 Teachers’ Views about the Suitable Collocations’ Techniques to Help Learners Develop their Collocation Competence**

	F	P	VP	CP
abcdefghijkl	1	7,1	7,1	7,1
abcdefghijkl	1	7,1	7,1	14,3
abcdh	1	7,1	7,1	21,4
abef	1	7,1	7,1	28,6
achi	1	7,1	7,1	35,7
bch	1	7,1	7,1	42,9
be	2	14,3	14,3	57,1
begh	1	7,1	7,1	64,3
bei	1	7,1	7,1	71,4
bi	1	7,1	7,1	78,6
cfj	1	7,1	7,1	85,7
ch	1	7,1	7,1	92,9
def	1	7,1	7,1	100,0
Total	14	100,0	100,0	



**Figure 3.3.20 Teachers’ Views about the Suitable Collocations’ Techniques to Help Learners Develop their Collocation Competence**

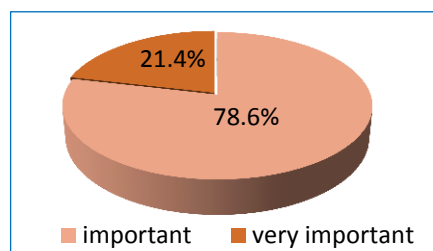
According to the responses of this complementary question there are also two categories of the participants with divergent points of view. The first group with an equal

proportion of (7, 1%) opted for these choices respectively: (abcdefghi); (abcdefhi); (abcdh); (abef); (achi); (bch); (begh); (bei); (bi); (cfj); (ch); (def). Meanwhile the second group of participants with a portion of (14.3%) have determined the same option (be) as a suitable technique to help students improve their collocation competence. Moreover, what can be noticed from the results is that only one participant adds other option (j) which is represented in dictionary exercises (teacher gives words and the students check for what other words go with or can be joined to). Also, those eight participants, from both categories, who include the letter e (i.e., error correction) to their options, only one of them has further specified 'teacher correction' as a preferable type of error correction, whereas the others indicate all the suggested types of error correction (self-correction, peer-correction, and teacher-correction). What is worth noting again is that only two participants from the former category takes into consideration the option of translation (g) with its two forms (from L1 to L2/L2 to L1). This is may be because most teachers have a negative impression on translation utility in language learning which can be clarified better through the declaration of one of the participants who has opted for all the choices only (g i.e., translation) stating: "I do not encourage translation in teaching language aspects to EFL learners. So, I skipped it". This implies that they ignore that translation may play a significant role in FL learning if it is used appropriately, and it can be an effective strategy especially in the arena of collocation to enhance EFL learners develop their collocational competence by showing them the similarities and differences of collocational among the languages, and thus recognizing the linguistic behaviors and cultural aspects of this phenomenon. However, this can only be proved through conducting experimental studies not only for translation but for other tasks also to see their practical effects on learning in general and collocation in particular.

**Q21:** How important is the teaching of collocations in relation to the written expression module?

**Table 3.3.21** *The Importance of Teaching Collocations in Relation to Writing*

		F	P	V P	C P
Valid	Important	11	78,6	78,6	78,6
	Very important	3	21,4	21,4	100,0
	Total	14	100,0	100,0	



**Figure 3.3.21** *The Importance of Teaching Collocations in Relation to Writing*

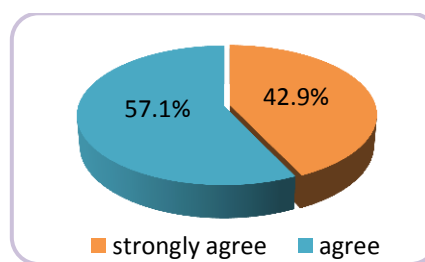
The aim of this question is to explore to what extent participants think that teaching collocations are significant for the WE module. Fortunately, all the teachers show a positive view as no one of them indicates ‘Not important’. Accordingly, the majority of respondents’ answer (78.6%) is ‘important’, and the other proportion’s response (21.4%) is ‘very important’. Consequently, based on the obtained results, all of respondents approved on the importance of collocation teaching related to writing, though they vary the degrees of collocation value in respect to WE module and even the proficiency level as one of the participants argues “it is important but at higher levels of learning” while another participant designates “it is important, especially for young learners and beginner/intermediate level”.

**Q 22:** Please indicate how far you agree upon the following statement:

Incorporating collocation in written expression module would benefit the EFL learners to enhance their collocation competence and improve their written productions quality?

**Table 3.3.22** *Incorporating Collocation Instruction in Writing and its Effect on Learners’ Written Production Quality*

		F	P	V P	C P
Valid	Strongly agree	6	42,9	42,9	42,9
	Agree	8	57,1	57,1	100,0
	Total	14	100,0	100,0	



**Figure 3.3.22** *Incorporating Collocation Instruction in Writing and its Effect on Learners’ Written Production Quality*

In the same vein, this question examines whether WE teachers are with the idea of integrating collocation teaching in WE module, and if this would benefit the EFL learners to enhance their collocation competence and improve their written production quality or not. Surprisingly, the responses recorded above show that all the participants' reactions towards/about collocation incorporation in writing are positive as no one of them demonstrates a disagreement attitude or neutrality. The respondents are composed of two sets: the first having the proportion of (54, 1%) admit that they 'strongly agree', and the second one representing the highest percentage of (57, 1%) disclose that they 'agree' on that. This, in fact, reflects an optimistic vision given by the participants to enhance students' collocational competence and their writing production quality.

### **3.3.4 Section Four: The Importance of Collocation Competence and its Function in Enhancing Writing**

This section presents the results of open-ended questions which are answered by all the teachers (cf. Appendix E, p. 16-19). The aim behind these two items (**Q23-Q24**) is:

- To get more detailed information about teachers' expectations and comments in respect to the mutual relationship between collocation and writing.
- To provide some suggestions that may foster and serve for further preparing recommendations and implications, or provide remedial solutions for the improvement of students' collocation ability and their writings.

Concerning the question (**23**) which refers to the role of collocation in the English writing, all the respondents state that collocation knowledge has a positive and beneficial role in writing. Based on their answers, the most common shared view among them is: collocations are useful for the improvement of students' writing proficiency and their written

productions. Regarding the question (24) different suggested answers are provided by the participants to develop the EFL learners' collocational knowledge and help them avoid or reduce the collocational errors in their production. The results of these questions indicate that despite the teachers' different potential suggestions, at Setif-2 University, for minimizing collocational errors in students' writings, they announce that students' awareness of collocation significance should be raised. More important, some of them indicate that even teachers' attention about collocation knowledge should be drawn to emphasize its essential status in the learning process. This is possibly due to the fact that collocation as a crucial aspect of vocabulary and lexis is neglected and not given a great interest, as should be, at the level of EFL educational settings.

### **3.4 Teachers Semi-Structured Interview**

In order to understand the issue under scrutiny as thoroughly as possible, a semi-structured interview has been conducted with three third year WE teachers. The findings of the interview data analysis are related to research question five which seeks to explore mainly the teachers' views on how collocational competence is being dealt with, their perceptions and attitudes towards the impact of collocation misuse on the students' writing quality. The interview findings principally show that though all the interviewed 3<sup>rd</sup> Year WE teachers perceive the effect of word combinations misuse (Miscollocatins) on their students' written production, they do not deal with this issue sufficiently because of several factors as it is stated clearly in detail (cf. Appendix I, p. 28-36).

To sum up, data analysis gathered from the research tools (corpus-questionnaires-interview) used in this study are respectively summarized and given in tables (cf. Appendix Q, p. 56/9).

## **Conclusion**

In recapitulation, this chapter presented the gist of the empirical findings and the manner with which they were analyzed, interpreted and discussed. The implementation of the design described in the previous chapter generated a big amount of data. Data resulted from students' writings sample were presented first; followed by the quantitative data obtained from students and teachers' questionnaires; and finally, qualitative data collected from teachers' semi-structured interview is displayed. A rigorous analysis of the data elicited from the instruments, in addition to the support of the literature review, provided answers to the research questions asked at the outset of this study. Ultimately, this chapter which raises a practical backdrop about the research work constitutes the blueprint for myriad pedagogical insinuations and an array of suggestions that are to be delivered in the succeeding chapter.

## **Chapter Four**

### **Analysis and Discussion of the Results**

#### **Introduction**

The fourth chapter is considered as the concluding part of this research work. In this last chapter the main findings, of both quantitative and qualitative data types, retrieved from the previous chapter are discussed. Afterwards, research questions are revisited in order to be answered precisely and concisely. The chapter ends up with some recommendations, that can be realized from the work, to teachers, learners, and course designers, hopefully to raise the learners' awareness of English collocational competence to improve the quality of language production in writing. Also, putting under the spot light the main implications, followed by a discussion on the limitations of the study, generalisability of findings, and then possible suggestions which can be further researched on if a future interest arises.

#### **4.1 Discussion of Findings**

In order to answer the main research questions and the sub-questions, it is compulsory to discuss the quantitative and qualitative findings that have sprang from the data collection analysis. After analyzing and interpreting the data obtained from the research instruments: the students' writing sample (corpus), the two questionnaires, and the interview which are geared to answer the research questions stated in the first chapter, the results of the conducted research became apparent.

Initially, data collection tools were structured in a way that the first and the second research questions were answered through the database taken from the students' writing corpus (cf. Appendix N, p. 42/3 and section 3.1, p. 73/5).

Subsequently, the third research question was answered through the explanation of the students' corpus analysis and crosschecked with the students questionnaire in addition to the question (16) included in the teachers questionnaire and question (08) in the semi-structured interview (cf. Appendices C, D, and G; pages: 8, 13, and 20).

The fourth research question was answered through the teachers questionnaire principally under sections three and four and question (09) incorporated in the semi-structured interview (cf. Appendices D, p.13-15and G, p. 20).

Ultimately, the fifth research question was answered through questions (03), (04), (05), (06), and (07) included in the teachers semi-structured interview (cf. Appendix G, p. 20).

Accordingly, a thoroughly discussion is primarily conducted around students' misuse of lexical and grammatical collocations errors and detecting the most problematic collocational errors patterns. Yet before deepening in the discussion of the results of this research under investigation, it is interesting to point out while some researchers, such as Chen (2002), Li (2005), Shokouhi and Mirsalari (2010) find out that learners make more grammatical collocational errors than lexical ones, some other researchers, such as Dechert and Lennons (1989), and Mahmoud (2005) prove the opposite. Moreover, it is worth noting that there is a third group of researchers whose studies reveal that both lexical and grammatical collocations are equally problematic

for L2 learners (Chen, 2008). Thus, in these studies which have been done to figure out the type of collocation errors in the L2 learners' written production reported different results. These contradictory results indicate that both grammatical and lexical collocations can be the source of difficulty for language learners and there is a need for teaching both types.

In the present study, based on the student' corpus as a primary source, the first research question investigates the most frequent committed English collocational errors in students' writing essays to see whether they make both lexical and grammatical collocational errors and if so which type is occurred more. The findings have revealed that students produced both lexical and grammatical collocational errors with a total of 396 errors. This big number is, in fact, not surprising since collocation is one of the most fascinating challenges for everyone especially those who learn and teach foreign language as declared by Barfield and Gyllstad (2009). Clearly enough, this result confirms those of Bahn and Eldaw (1993), Farghl and Obiedat (1995), Howarth (1998), Zughoul and Abdul Fattah (2003), Martynska (2004), and Mahmoud (2005) among others, which reveal the English language students' insufficient knowledge of collocations. Thus, the overall competency has been found to be unsatisfactory. This implies that EFL teaching and learning language should concentrate on the chunks rather than individual words because as argued by Shokouhi and Mirsalari (2010): "collocations have received less attention than grammar and vocabulary even though their number amounts to tens of thousands" (p. 5).

Furthermore, the results of this study show that the participants' number of lexical collocational errors 259 (65.40%) outperforms the number of grammatical

collocational errors 137 (34.60%) in their writings sample which implies that though learners have committed both error types, lexical collocations are more problematic for them. Even though these results significantly differ from the earlier findings of Chen (2002), Li (2005), Shokouhi and Mirsalari (2010), they are in line with those of Dechert and Lennons (1989), in addition to Mahmoud (2005) who has acknowledged that both lexical and grammatical collocational errors are equally important, and the lexical errors are more serious because effective communication depends on the choice of words. Similarly, Gitsaki (1999) argued that grammatical collocations are easier to acquire than lexical collocations declaring that:

Collocational knowledge develops as overall language proficiency develops, as students become more mature, and as more exposure to collocations takes place. The development of collocational knowledge is also influenced by the 'saliency' of the particular collocation types. Grammatical collocations that are simple and frequent in everyday speech are acquired early. The more complex structures are acquired later. Lexical collocations are more difficult to acquire than the simple grammatical collocations. They are syntactically simple, but their acquisition is affected by other factors of semantic complexity, e.g. arbitrariness, predictability and idiomaticity, i.e. the more fixed and idiomatic they are, the more difficult they are to acquire. (p. 146)

Also, as an exploratory stage, argumentative and descriptive writings are compared in terms of their occurrence of miscollocations but no significant impact is identified; there is only slight difference in percentages. However, concerning gender the male students have demonstrated a lower level of collocation competence than the female students; the collocation errors made by the males are higher than those made by the females. This is probably due to the distinction between males and females in their brain linguistic system as supplied by various scientific evidences that the brains of males and females function differently. In this respect, Baron-Cohen (2003)

supports this view by highlighting that for males, language is most often just in the dominant hemisphere (usually the left side), but a larger number of females seem to be able to use both sides for language. This gives females a distinct advantage. If a female has a stroke in the left front side of the brain, she may still retain some language from the right front side. While a male who has the same left side, damage is less likely to recover as fully.

Further, on the basis of students' corpus and the two questionnaires findings, it is plausible to say that Algerian EFL learners as non-native speakers of English are not enough aware of the existence of collocations in language production. In fact, most of them use many expressions but very few who know that these lexical chunks are called collocations or how they are defined; it seems they have been probably not trained on vocabulary specialization. It is worth noting, as an indirect conclusion drawn from the results, that even teachers themselves have limited collocational knowledge. Given this, according to a small-scale study, Zimmerman (1993) indicates that language teachers themselves are often unaware of collocation as a concept. As a result, they may not draw the students' attention to collocations during the lessons although collocations may be present in the teaching materials. Consequently, despite the fact that many learners have achieved a high level of proficiency with large reservoirs of vocabulary and good command of grammar, their collocational competence is usually far from that of the native speakers of English. As argued by Lewis (2000):

The reason so many students are not making any perceived progress is simply because they have not been trained to notice which words go with which. They may know quite a lot of individual words which they struggle to use, along with their grammatical knowledge, but they lack the ability to use those words in a range of collocations which pack more meaning into what they say or write (p.14).

Referring, again, to the students' samples, the second research question examines the most common committed sub-categories of collocational errors to determine which patterns are the most problematic for students. Based on the previous findings (cf. section 3.1.1, p. 73), this study identifies twenty sub-categories of both lexical and grammatical English collocational errors as follows: **L1** (v+n), **L2** (adj+n), **L3** (n+v), **L4** (n/quant+n), **L5** (adv+adj), **L6** (v+adv), **G1** (adj+pre), **G2** (n+to+inf), **G3** (n+that clause), **G4** (prep+n), **G5** (adj+pre), **G6** (adj+to+inf), **G8A** (v+ direct O + to + indirect O), **G8D** (v+prep +O), **G8E** (v+ to inf), **G8G** (v+ v-ing), **G8L** ( v+ that clause), **G8Q** ( v+ (O)+ wh-clause/ wh-phrase), **G8R** ( It+ v+ O+ to inf/that clause), and **G8S** ( v+c {adj or n}). Among all these subcategories, the most noticeable collocational error types are: **L1**, **L2**, **L4**, **G4**, and **G5**. Importantly, among the lexical collocational errors, **L1** which involves the structure (v+n) shows the highest frequency. on the other hand, among the grammatical collocation errors, **G4** which contains the construction (**prep+n**) has the highest frequency; consequently, these two patterns are found to be the most problematic for EFL learners. Thus, the current results are in consistent with the previous findings of Liu (1999) and Li (2005) regarding the highest frequency of the lexical collocational error type i.e., **L1(v+n)**, and they are also in consistent with the previous findings of Chang (1997) and Chen (2002) concerning the highest frequency of the grammatical collocational error type i.e., **G4 (prep + n)**. These findings are illustrated by examples as stated in the previous chapter (cf. table 3.1.5, p. 75 and for more examples cf. Appendix O, p. 43-54).

In order to know why do collocational errors happen in the students' written production, the third research question, under this study, is raised. The results show

that, besides to the shortage of students' collocational knowledge, the participants' collocational errors attributed to both cognitive and communicative strategies (cf. table 1.3, p. 36). However, the results of both the quantitative and qualitative data analyses display that the learners' collocational errors resulted primarily from two major, intralingual and interlingual, sources which have heavily influenced the production of collocations: ignorance of rule restrictions and negative transfer. Though based on the students' corpus analysis, ignorance of rule restrictions which is discovered to be the first noticeable source of English collocation errors (cf. Appendix O, p. 43-54), whereas in the students questionnaire negative transfer which is found to be the first responsible for that (cf. section 3.2.3 -Q7B- p. 88-90). This confirms the findings of Li (2005) and Darvishi (2011) in terms of ignorance of rule restrictions and that of Liu (1999) in terms of negative transfer. Referring to the latter, similar conclusion is made by Al-Zahrani (1998), Bahns and Eldaw (1993), Boonyasaquan (2005), Fan (2009), Farhal and Obiedat (1995), Mahmoud (2005), Nesselhauf, (2003), and Zinkgraf, (2008). In this respect, Sadeghi (2009) designates that differences between L1 and L2 collocations lead substantially to errors in producing L2 collocations. Therefore, learners should take into account the similarities and differences between the native language and the target language to help positive transfer and avoid collocation failure. As Bell (1991, p. 6) argues "language cannot be translated word-for-word because forms of any two languages may differ, it is almost impossible that any form of each language will communicate exactly the same messages".

In fact, many authors have stressed the positive effect of collocations on the foreign language, and that collocation plays an important role in language learning in general and productive skills in particular. Benson et al., (1997) claims that:

Learners of English as foreign or second language, like learners of any language, have traditionally devoted themselves to mastering words-their pronunciation, forms and meanings. However, if they wish to acquire active mastery of English, that is; if they wish to be able to express themselves fluently and accurately in speech and writing, they must learn to cope with the combination of words into phrases, sentences and texts (p. ix).

James (1998) adds that if the students want to master the language or to be native-speaker like, they should be competent in using collocations. Otherwise, they will surely be foreign. Given this, one of the present research's aims is to answer the fourth research question regarding the WE teachers' opinions about the role of collocational knowledge in the EFL students' writings and the most effective way(s) of raising their awareness of collocational errors. On the basis of the results, the participants have stated that collocation knowledge has a positive role in writing. In this regard, teacher four declares that "Collocations mastery plays a significant role in the EFL writing skill in that it gives the writer a sense of self-confidence that in turn allows him/her to express him/herself clearly and concisely" (For more illustrations cf. Appendix E, p. 16-19). Meanwhile, consciousness raising activities which are considered to be the most effective way to raise students' awareness of their collocational errors, followed by examples and context. Besides to the effective vocabulary teaching method as acknowledged by the interviewed teachers.

Finally, in response to the fifth research question that seeks an answer to the third year WE teachers' perceptions about and their attitudes towards the impact of collocational errors on their students' written production quality, the findings of the

interview disclose that the three participants have recognized the negative effect of miscollocations on writing; however, they put them in secondary position and believe that they are just as the many errors/mistakes students commit in their writings. As asserted by the three interview participants respectively: “yes, collocational competence is considered under the language ability evaluation in the students writing. I evaluate it through the students’ ability to choose the appropriate words”; “I consider collocation within the criterion of word choice among many other criteria”; “Collocational competence is simply one of the aspects that may be taken into consideration in evaluating writing, but I would not consider it as a main criterion”. Instead, teachers should, normally, give them special attention because the reason why many learners cannot progress beyond certain levels is that they are not familiar with how words go with each other as highlighted by Lewis (2000), in his words, “they may know quite a lot of individual words which they struggle to use along their grammatical knowledge, but they lack the ability to use those words in a range of collocations which pack more meaning into what they say or write” (p.14). Moreover, a host of studies have shown that collocational knowledge and vocabulary development do not proceed neck by neck with their vocabulary knowledge due to the fact that "collocations have been largely neglected in EFL/ESL instruction and that learners are therefore not aware of collocations as a potential in language learning” (Bahns & Eldaw, 1993, p.108).

It should be noted that production data was chosen for the current study because it reflects the underlying competence of students which means learners’ production competence as declared by Brown (2000). Furthermore, learners’ responses

were copied as they were written with their mistakes, we didn't pay much attention to grammatical mistakes, since our interest was collocational competence and not grammatical accuracy. In a nutshell, given these results, though the subjects were advanced learners, they manifested lower and deficient collocational competence by making different types of collocation errors in their writings sample and, thus, showing their unawareness of lexical and grammatical collocational errors. Consequently, a greater emphasis on collocation in language teaching and learning is needed if learners of English are to truly find their feet in the language. As argued by Lewis (1997), it is widely accepted that incorrect collocations are a serious problem for EFL students. Therefore, teachers should concentrate more on students' collocational problems.

In order to provide a clear picture about the issue being examined, the discussion of data analysis gathered from the three research tools used in this study is precisely and briefly restated below through revisiting the research questions.

#### **4.2 Research Questions Revisited**

Based on the discussion, research questions can be answered as follows:

1. What are the most frequent committed collocational errors in English written production by the third year EFL LMD students?

- Do they make lexical and grammatical collocational errors?
- Do they make lexical or grammatical collocational errors more?
- Do these errors' frequency vary according to the essays' genre: Argumentative and Descriptive?
- Do these errors' frequency vary according to gender?

- Third year EFL students made both lexical and grammatical collocational errors, though the former are higher than the latter. In addition, there was no significant difference in terms of essays' genre, yet the male students demonstrated a lower level of collocation competence than the female students.

2. What are the sub-categories of collocational errors most commonly committed by the third year EFL LMD students in their written production?

- Which collocational errors' patterns are the most difficult for students?
  - The most common committed collocational errors are:
    - 1) verb+noun
    - 2) adjective+noun
    - 3) noun/quantifier+noun
    - 4) preposition+noun
    - 5) adjective+preposition

But still the first and the fourth types (L1 and G4) are more problematic.

3. How do collocational errors happen in the third year EFL LMD students' written production?

- The basic reason:
  - The Shortage of Collocational Knowledge
  - Vocabulary Teaching Method
- Depending on the strategies used referring to both students' writing samples and their questionnaire:

➤ Ignorance of Rule Restrictions and Negative Transfer

4. What are the WE teachers' opinions about the role of collocational knowledge in the EFL students' writings and the most effective way(s) of raising their awareness of collocational errors?

- Sufficient collocation knowledge has a beneficial role in writing skill.
- Consciousness Raising Activities.

5. What are the third year WE teachers' perceptions and attitudes towards the impact of collocational errors on their students' written production quality?

➤ A Negative Impact

#### **4.3 Recommendations**

It is reasonable to provide some recommendations to be taken into account in teaching and learning situations which are not planned to be used only for university levels but also for all levels of teaching and learning EFL in the Algerian context since the results obtained are the consequence of learning ten years of English language instruction. In the light of the findings of the study and the purpose to raise learners' awareness of collocational appropriate use to, at least, diminish collocation problems and errors, the following recommendations have been structured:

Both teachers and learners should give much care of collocation inside classroom while teaching or learning English language. That is, focus on collocational knowledge is not to be delayed; it is important to seek collocational competence development starting from early stages because collocations run through the whole skills of English language: listening, reading, speaking and writing. We strongly

supported Lewis' (2000, p. 8) words: “we now recognize that much of our 'vocabulary' consists of prefabricated chunks of different kinds. The single most important chunk is collocation. Self-evidently, then, teaching collocation should be a top priority in every language course”.

Concerning students, they should be made aware of their weaknesses in collocation and the various collocational error types. Before anything, students should understand the importance of collocation and its correlation with language proficiency.

Furthermore, teachers should develop consciousness of their own teaching strategies and how they affect their students' collocational knowledge. To do so they can ask for students' feedback, ask for colleagues' feedback, or attend seminars. Thus, on one hand, teachers should give students apposite and sufficient feedbacks on collocation knowledge with much more focus on lexical collocational errors. On the other hand, learners must take teachers' feedback and learn from them by for instance following the process of revising and reviewing to avoid collocational errors and attain a good language production.

Also, curriculum designers have to increase collocational lessons and activities in the curriculum. Moreover, it is highly recommended to teach vocabulary as a separate module so that learners will have an opportunity to be exposed to as much word combinations as possible. In this case, they would develop their lexical competence better including both individual words and Multi-Word Units.

#### **4.4 Pedagogical Implications of the Study**

Given the findings of this study, a number of educational implications can be offered in an attempt to raise learners' awareness of the variety of the committed lexical and grammatical collocational errors in writing at the department of English University -Setif 2. The outcomes of this probe devised enclosed conclusions but by no means exclusive ones which would enlighten the arena of EFL language learning.

Both teachers and students bear a part of responsibility of the incompetent collocational knowledge and usage; hence, they should play mutual complementary decisive role that is vitally required, since students are no longer considered passive recipients but rather subjects who actively participate in planning, managing and achieving their learning goals. The results of study showed that learners do not have sufficient collocational competence both in grammatical and, particularly, lexical types in FL. That is, collocations present a source of difficulty for English language learners. Accordingly, it is essential to promote students' collocation awareness and increase their collocational competence. There are many procedures to take in charge for the sake of minimizing miscollocations.

The common problem in collocational production lies in the way of teaching vocabulary as isolated words. If learners' sensitivity to various relations between words is not high lightened enough or words are not learned in chunks, learners are not bound to approach the native-like level of proficiency (Martynska, 2004). Because vocabulary knowledge includes word meaning, collocation rules, associative knowledge, and grammatical knowledge (Berrin, 2008). In this sense, Seal (1991) regards collocations as a vital characteristic of vocabulary knowledge and states that

what should be offered to students is collocational knowledge not individual words. Thus, when teaching vocabulary, teachers need to teach a new word with its collocates since through teaching chunk forms they can reconsider their approach towards vocabulary teaching. And both formal and semantic aspects of words need to be given attention in teaching learning process. Furthermore, the instruction on vocabulary learning strategies in general and collocation in particular should be systematically promoted. This may be achieved through teaching collocations in relation to topics or specific situations.

The focus of language teaching should be on vocabulary and more specifically lexis because EFL students cannot use collocation correctly in their writings due to the lack of vocabulary knowledge. For that reason, the vocabulary aspect of language should be stressed since it is as important as the grammatical aspect. In this respect, many researchers (Nattinger and DeCarrico, 1992; Bahns, 1993; Nesselhauf, 2003; among others) have noticed that it is not the use of grammar which separates higher level students from native speakers, but the way words are combined into lexical chunks. Therefore, teachers should avoid focusing on teaching either grammatical rules or lists of vocabulary; rather they should emphasize teaching both grammatical and lexical combinations as Lewis (2000, p. 45) points out: “Practice should be directed towards helping students collocate words and grammaticalize from words to sentences”. In addition, vocabulary would be better acquired if it is taught as a separate module because though it is integrated through other modules the majority of students do not know collocations.

Because the lexicon is far too vast to “teach”, the Lexical Approach puts the emphasis on getting students to notice lexical chunks during their exposure to English. Accordingly, the teacher’s role is to help students develop their “noticing” skill, or in other words, to convert input (language exposure) into intake (language acquisition). Thus, the development of the students noticing ability would go beyond the classroom and occur whenever they encounter the language. although input is important, intake is what is really helpful to the learners, and the turning point of input to intake starts with the ability to notice the difference and similarity. Therefore, Lewis (2000) urges teachers to help learners to notice the kinds of chunks they meet in text and the kinds of prefabricated chunks since the central idea for effective communication and efficient acquisition is chunking.

In spite the fact that EFL third year students at universities are supposed to be advanced learners, the inquiry about learners’ productive English collocation prove the opposite. Therefore, based on the findings, the study clearly indicates that collocations should be taught explicitly which can be effectively carried out by both intralingual and interlingual approaches. With an intralingual approach, teachers can juxtapose various meanings of a lexical item with different collocates to sensitize learners to the differences. In comparison, an interlingual approach makes use of current corpora of collocations produced by native English speakers. It functions to attract learners' attention to the native like usage of collocations. Accordingly, when teaching collocations, teachers need to compare and contrast similar collocations in the L1 and L2. It would also be useful to point out the different lexical items used in the parallel

collocations in English and learners' L1. Learners can thus attend to the lexicon-semantic distinctions between the two languages and reduce errors caused by L1 interference.

It is important to give students phrases in their native language and their equivalents in English and ask them to match the phrases in order to help students recognize collocations (Lewis, 2000). Therefore, to help them avoid literal translation teachers should highlight cross-linguistic differences and compare synonyms that are hardly interchangeable in all contexts. Also, Teachers may create exercises based on the common combinations that are problematic and highlight problems caused by the differences between English and the native language (Nisselhauf, 2005). In this way, learners would be aware of the fact that collocation production can be influenced by their native language. Thus, to avoid literal translation, teachers may encourage learners to seek parallels equivalents in L 1 and L 2/FL. First and second language comparisons and translation, carried out chunk-for-chunk rather than word-for-word, aim at raising language awareness can be used in order for students to avoid the tendency to think in Arabic or French. An effective way to improve collocational knowledge is practice; hence, an extensive practice of collocation differences among the two languages pays the attention of students that language and culture are inextricably linked and help them to minimize negative language transfer.

Creating a list of target collocations, for EFL learners to help them overcome collocational errors, in which the focus should be on the most challenging error types.

Yet, there should be a balance between all collocations types integrated in the list. To raise learners' awareness of those challenging collocational errors and booster their collocational knowledge, teachers should integrate the problematic patterns into practice. To do so, Chen (2002) states that teachers may point out collocation errors occurring in learners' productions and ask them to correct errors.

Surely the educational system cannot cover all collocational knowledge. For this reason, students should take certain procedures into account in order to get rid of their collocational problems; they should emphasize on reading which is an excellent way to enrich vocabulary and learn collocations in context. Because, it is worth noting that, reading comprehension tasks can develop EFL learners' collocational competence since the learners can be requested to elicit the significance of terms provided in collocations (Brown, 2000).

Also, they have to write down every new word, they learn, joined with its possible collocates. They need to keep vocabulary journals, notebooks, and log forms for collocational expressions, also mind maps box formats and word trees to build a mental lexicon can be used which, in turn, is a resource to the language production. It is preferable to design them into themes and make a special for confusable collocations (such as make a mistake NOT do a mistake). The students can take the most useful collocated words they come in contact with when attending class and record them. This requires them to pay attention to the language expressions used in the class; to benefit from them in their production. Recording collocations in

notebooks with an appropriate manner is a pivotal process in the acquisition phase. this protocol is critical to encourage the learner to perceive their role in developing a holistic lexicon. Establishing the lexico-grammatical vocabulary notebook, for example, in which the emphasis is on what Woolard (2000) terms ‘word grammar’, the advantages of which are that this approach matches the outdated trend to grammar by attracting the students’ attention to the syntactic restrictions on the use of lexis. Such focus on word grammar accentuates that lexis is already grammaticalised. Further, endless websites can facilitate such communication through exchanging ideas with native speakers gets the students experience the cultural collocation expressions and provides them with more information.

In terms of increasing students’ knowledge of collocation, students should be trained how to notice, retrieve, and recall collocations through authentic teaching material aids which are based on naturally occurring data: articles, the integration of English collocations dictionaries, and online concordances, language corpora created by the teacher for use in the classroom or accessible on the internet. Thus, EFL teachers will make their students autonomous; once they become aware of collocations and are equipped with basic resources to use them, the students gain the power to develop their collocational competence independently. Make use of collocational dictionaries, corpora and concordancing programs are practical and suitable authentic materials for EFL learners to reinforce the concept of collocation as they offer learners opportunities to discover how collocations are used and to encounter real English outside the classroom. Concordances provide much richer sources of co-textual

information; thus, corpora can be used to extract concordance lines which can then be used as a pedagogical tool to explore co-text. Using corpora and data driven learning approach are essential for a learner in which can examine and extrapolate collocations patterns.

Learners have always been encouraged to look up the meaning of an unfamiliar word in dictionaries, but they are seldom asked to study the unfamiliar words together with other words with which they co-occur. That is why learners who usually know the meaning of a word can only use the words in a grammatically well-formed sentence and fail to produce appropriate and acceptable English. Both Woolard (ibid.) and Nesselhauf (2005) emphasise the importance of dictionaries as a resource to gain the knowledge of collocations. Students can work on different practical authentic tasks that make them experience collocations, and systematically use of hardware/software collocations dictionaries like Oxford Collocations Dictionaries, COBUILD recommended by many linguists as a good software dictionary because such dictionaries are efficient tools that allow the students to build up their own collocational competence in the sense they present collocations in their most typical forms in context, offer frequent formal and informal collocations used in spoken and written language.

It is perceived that collocational errors are due to the neglect of awareness raising of collocations in EFL classes. Most teachers put emphasis on grammatical errors, providing students with immediate/holistic feedback, and neglected

collocational errors. However, the majority of students make more collocational errors than grammatical ones, as reported in this study. Therefore, giving appropriate feedback on students' written production focusing on lexical collocations collocational and including grammatical collocations is needed. Feedback on miss-collocations is very important because it will raise learners' collocational competence and consequently communicative competence (Jeremie & Amvene, 2013). Besides, collocation should be included in evaluating compositions as a main criterion and more attention should be given to teaching verb-noun, adjective-noun, preposition-noun, noun/quantifier noun, and adjective-preposition collocations which on the basis of the results, are revealed to be the more difficult types for learners to produce in their written production. According to Woolard (2000), an effective way for improving learners' collocational knowledge is to focus on a selection of students' miscollocations.

EFL teachers should help their students to develop not only communicative competence, the desired teaching goal, but also collocational competence. In other words, EFL teachers should help students to use English adequately aiming at communicating effectively by using collocations. Therefore, a Communicative-Collocational Approach to teaching writing or speaking could be used in which the objective is to teach writing following a communicative approach concentrating on attracting students' attention to collocations. To deepen the learners' knowledge of collocations, teachers may also extend the learners' current knowledge to new knowledge (Hill, 2000). Thus, learners should be trained to use their existing lexicon

to generate more collocations as learners who are “collocationally competent ... will also be far more communicatively competent” (ibid, p. 62).

EFL teachers should take into consideration how to attract students' intention, interest, and needs towards what they teach. In this sense, Biskup (1992) pointed out, collocations usually pose no specific perception problem to a learner, and therefore are very often unnoticed; consequently, they may not be available for learners' later recall. It is essential then to resort to instructional intervention to raise learners' awareness of collocations. Thus, learners recognize that there are combinations that are neither freely combinable nor largely opaque and fixed (such as idioms) but that are nevertheless arbitrary to some degree and therefore have to be learnt (Nesselhauf, 2005). Given that, noticing and becoming aware of collocations are important stages in learning these combinations.

It is necessary to resort to instructional intervention to raise learners' awareness of collocations. Interestingly, students may be trained to write a summary of long story or short story by simply drawing their attention towards the common collocations that constitute such a story. Additionally, the teacher can ask the students to write any piece of writing using specific collection of collocations related to a given topic. Furthermore, leading them through the whole pre-writing, in-writing and post-writing process helps them "learn to write" and "write to learn". They "learn to write" better when they understand that writing is a recursive process and they can make use of the collocation resources to prepare for writing. More importantly, they "write to

learn" when the writing process drives them to actively search for suitable collocations. For example, in the pre-writing stage, very often learners are engaged in brainstorming, searching for information, and outlining.

The use of the collocation awareness process encouraged learners to explore in language, looking for useful phrases for the particular genre and theme of the writing at hand. The collocations students noticed and recorded offered them more language learning input as well as adequate resources to aid in expressing their ideas. As famously summed up in Swain and Lapkin's (1995) output hypothesis, learners improve their language production when pushed to use what is not in their current repertoire. Further, the process would enhance the learners to become more reflective, independent, and equipped for learning. Also, the teaching of collocations inevitably needs to be integrated with the teaching of other modules as well. Awareness-raising of collocations can be introduced through, for instance, grammar teaching whatever the grammar exercise intended to be answered.

Teliya et al., (1998) propose phraseology as a language of culture since cultural stereotypes are most prominent in the idiomacity of a language. Thus, it is important to set a specific time to allow the students reading any authentic material and writing a report regarding the collocation types used in that source. Students could collect words from their own topics of interest. This would help them make good use of collocations in their essays, systematically. Also, by memorising the collocations, students become aware of their restrictions that help them to use collocations as pre-

packaged building blocks. Teachers should train students in using collocations from the very beginning stage in order for students to be able to recall them as ready-made chunks and use them correctly. “When students see words in authentic contexts, they learn how the words function and what their typical collocations are” (Burger & Gallina, 2008, p. 7).

Language learning materials as being instructional tools must support the approach of "learning by doing" through putting theoretical knowledge of language into practice. In this regard, well-designed language learning materials should be structured in a way that feature all the skills of the language and orient students' attention to collocations. Teachers can prepare/design materials for teaching collocations, from various authentic resources, which should be related to the students' interests and needs to bridge the gap between learners' weaknesses and teaching objectives. In this respect, autonomous learning is much advocated and the teacher is always a guide for learners. Autonomous learning is emphasized since the teacher cannot provide the students with everything. The students should be motivated to frequently check websites and browse some topics related to any topic of their choice. This will enrich the students' lexis to help them internalize appropriate collocational expressions. After all, being autonomous learners unchains students from depending only on teachers and makes them look for their own personal.

Teachers need to choose carefully the activities that focus on the most problematic types of collocation errors. Several types of activities can be used, such as

textual analysis activities through which students can be asked to analyze authentic texts in order to draw their attention to collocations. The students can be asked to find five useful collocations that occur around a specific topic. It is also possible to go beyond the text and ask them to find further possible collocations with certain items in the text using a collocation dictionary. Activities in which collocational errors have to be corrected are also useful. Granger (1998) has cited that non-natives treated collocations as separate units, and as such they are generated through the rules of grammar rather than from the phrasal lexicon. Thus, the implementation of grids (cf. Appendix M) will facilitate storing collocates of a word as a holistic unit. Besides to that, learning collocations through context can actively help learners to notice and then memorize them for later appropriate use in production. By doing this, students will be able to extend their vocabulary knowledge. Also, as Woolard (2000) suggested, teachers should encourage learners to find important collocations for themselves by developing searching strategies, not only in the classroom but also outside the classroom. Thus, learners would expose themselves to collocation learning frequently.

What must not also be underestimated is the essential role of the English department in developing the teaching practice. In this sense, the English department needs to examine the current goals and methods of teaching English lexis. To this end, there should be a joint effort among the instructors to set out a practical and innovated framework to develop the teachers' practice in this regard and maintain high quality outcomes. Further, material and syllabus designers should design suitable instructional

materials and course contents in which specific care and salience is given to collocations.

To recap, this may not lead to radical methodological changes but at least it involves a change in the teachers and learners' mindset and brings some useful suggestions on English teaching learning process.

#### **4.5 Limitations of the Study**

When dealing with human beings as subjects it is hard to tell about the reliability and truths coming out from their analysis and any research is exposed to a variety of limitations that need to be addressed. Accordingly, this study like any other research is not without its limitations.

We were utterly conscious that other factors can have an effect on the learners' written production quality such as language proficiency, educational level, writing experience, rhetorical strategies, the quality and the quantity of the input, teaching approaches, personal cognitive abilities, lack of efforts, anxiety, etc. Also, while writing EFL students executed an endless number of errors that have different types that could be, for example, in spelling, punctuation; however, this study was intentionally restricted to collocational errors. Besides, the detected errors originated in Arabic language can be just mistakes resulted from the lack of attention and not serious errors. The fact that the researcher is not an English native speaker is also an extra factor that could affect the results of the study. That is the researcher may misinterpret the meaning of the context and regard it as an error, which maybe not the

case, because it is laborious, with EA, to analyze accurately what is an error in a production.

In addition to the previous limitations, the number of participants in the qualitative phase was limited to three which might have an effect on the qualitative data obtained from the semi-structured interview. To get more reliable data, interviews could be conducted with teachers from other universities. It has, also, to be stressed that collocation is a complex phenomenon and that it is not easy to gather concise information about it on the base of questionnaires. Furthermore, the study would have been strengthened by inclusion of native speakers but they were not available. Also, the investigation was conducted only at one university setting and deals with a limited population of learners who were at the advanced level (3<sup>rd</sup> year students). Nonetheless, these shortcomings were outweighed by the advantages and more than one research tools were used to compensate for each other's drawbacks.

#### **4.6 Generalizability of Findings**

In fact, there are a number of aspects to take into account when generalizing findings. However, according to Lodico et al., (2006), the sampling technique and sample size are the main determiners of generalizability. Accordingly, regarding the findings of this study, due to a representative sample, can be generalized and reliable but only for students who exhibit similar characteristics in terms of first language, classroom environment and previous language learning experiences (into a similar target case under the same circumstances).

In addition, a number of efforts have been made to increase the generalizability of the study like raising the validity of the questionnaire through

opting for three different research methods, and ensuring a high response rate for the questionnaires. It would be inaccurate though, to claim one hundred percent reliability and validity. Nonetheless, to the extent those Algerian students have similar educational background (the overall homogeneity), the results are generalized to the target population which constitutes of third Year University LMD EFL Students at the Department of English- Setif-2.

#### **4.7 Suggestions for Further Research**

As a result of the findings from the research reported on here, and as a consequence of the limitation of the study, suggestions for further studies are worthy to supplement the present study and provide a better understanding of the issue researched.

The current study investigated the phenomenon of collocational errors in written production to enhance collocational competence and improve the writing performance quality among the case of third year EFL learners. Further research may be conducted on other cases in which the focus is on more advanced level: master one or master two EFL learners or a comparative study of undergraduate and graduate students' knowledge of collocations, either lexical, grammatical or both can be an excellent area of research. In the same vein, to get a clearer picture of EFL learners' collocational knowledge in English, data pertaining to learners' misuse should target collocation knowledge in speaking. On top of that, further research is needed to study the issue in other departments of English throughout Algeria in order to improve learning teaching process in higher education. Moreover, it would be useful to make a comparative study about learners' collocational errors from diverse backgrounds to

determine how cultural and linguistic background or individual characteristics influence learners' performance. In addition, this study based on the BBI Taxonomy, further studies could use other collocation models such as Lewis's (2000) and Howarth (1998). Least but not last, conducting studies about the effect of consciousness raising activities is highly advised. Besides to that, the following suggestions can be also considered:

- Investigating the effects of lack of collocation proficiency on productive skills.
- An experimental study on the methods of teaching can be carried out to see if there is a relationship between collocational errors and those methods.
- It is valuable to find out the effect of error correction feedback related to collocation on students' writings.
- Investigating the difference between the EFL learners' productive and receptive knowledge of collocations.
- Assessing the collocation knowledge and proficiency of the EFL teachers (Middle school, Secondary school, University).
- Assessing the collocation knowledge included in the school textbooks of different levels (Beginner, Intermediate, Advanced).
- It is obvious that there are dialectical differences between American and British English; therefore, the interesting issue of exploring these variances at the level of collocations to develop an awareness in students that there are dialectical differences not only with single words but also with the collocates of these words, can be tackled in future.

To sum up, we hope that this study would pave the way to conduct those suggested studies in the future, and it has provided some motivations for further investigations by envisaging some interesting and provoking further research questions in this field.

## **Conclusion**

The discussion chapter serves as a bridge between the findings and the research questions. Fortunately, the careful analysis of data gathered from different research tools, in addition to the support of the related literature review, helped answering the research questions and achieving the research purposes stated in the beginning of the research. Not surprisingly, that students lack collocational competence and misuse its usage in their writings. Therefore, more efforts in enhancing this competence and raising awareness of its paramount importance should be made by both students and teachers to lessen students' collocational errors.

## **General Conclusion**

Collocation is a significant aspect especially for higher education where its appropriate use should be given more focus. A number of empirical studies have been done to emphasize its importance in learning generally and productive skills particularly. That is speaking and writing; hence, EFL learners are required to be conscious of this crucial competence for the sake of developing their language production in English. In fact, though the recognized usefulness of English collocation in enhancing the appropriateness of English language learning, teachers and students have not paid much attention to this fundamental criterion in the Algerian university context. This is despite the fact that students frequently commit various collocational errors in their productions. For that, even though teaching strategies for writing texts (paragraphs, essays) are widely taught and practiced throughout a student's academic career, EFL students' writings are still full of word combinations errors.

As far as this study is concerned, Third Year University students at the department of English at Mohamed Lamine Debaghine University Sétif 2- seem to lack sufficient experience in collocation. Graduating from high school, where instruction does provide neither intensive implicit collocation nor comprehensive explicit one. Hence, with little or no instruction in this domain, students might develop insufficient or even hindering word combination ability, which in turn affects their production negatively. In this vein, the case of third university adult students, though they are assumed to be advanced level, they are incompetent in respect to the use of English collocations and their productions are generally full of such errors. The issue has been approached from the perspective of raising learners' awareness of their

collocational errors to enhance collocational competence and improve their writing quality.

Therefore, the current study was primarily conducted to detect collocational errors in students' writings sample to raise their awareness of collocation competence. Having, then, the main purpose of undertaking this research in mind, the study sought to provide answers to five main research questions about: diagnosing students' collocational ability in writing by identifying the most frequent collocational errors, describing the problematic patterns for students, considering the whys of collocations' misuse, exploring teachers' perceptions and attitudes towards collocations' status, how can be enhanced as a competence, and also the impact of the miscollocations on students' writing quality were examined.

To that end, an analytic-descriptive exploratory design adopting a mixed method approach was followed. The rationale behind this choice was triangulation. Besides, in order to achieve a better understanding of the issue researched, both students and teachers were involved in the study. Data were collected from different perspectives in order to understand the problem under investigation as thoroughly as possible. Three research methods were employed to reach this goal: A document-error analysis was carried out on students' written production; a questionnaire was distributed to one-fifth of the population of Third Year students; another one was administered to WE teachers; and a semi-structured interview was conducted with three teachers of third year WE module. The quantitative data were analyzed first using SPSS and Excel software and then qualitative data were analyzed second using

the thematic-interpretive approach. The analysis of data demonstrated valuable insights about the phenomenon.

The findings have illustrated unawareness of students' collocational competence despite its importance; it is exposed that students frequently miss-collocations while writing. In this context, it has been revealed that the participants have made numerous collocational errors in both lexical and grammatical categories. Further, it has been discovered that the high frequency is traced to the lexical miscollocations. Besides, it is worth noting that teachers themselves seem that they are not using sufficient strategies to help students notice better their collocational errors. It is also indicated that the major sources behind students' collocational errors are the lack of collocation knowledge, ignorance of rule restrictions and negative transfer, and also vocabulary instruction.

So, it is crucial to pay more attention to this competence through raising awareness of its importance in language production. This should be accomplished by all those involved in the higher education field. Curriculum should include collocation instruction by organizing study days and workshops; teachers should give a sufficient interest to their students' collocational errors and collocation aspect should be put at the heart of their lessons because it would maintain and empower its own vital role to improve the outcome, and students should be trained to use collocations effectively and encouraged to move forward in order to take it seriously into their own hands to enhance their collocational knowledge since this would lead to optimal students' learning, improvement in productions quality and consequently to a higher overall competence. Similarly, this would be beneficial to get rid of the spoon-feeding method on

one hand and achieve more autonomy in learning on the other hand.

To conclude, this present study has shed some light on collocational errors of Third Year-Setif- University students in the Algerian context and tried to offer a realistic account of what Foreign Language WE teachers need to know about such errors and how to put what they know into practice. Interestingly, learner should know about words with their collocates and the teacher should devise effective ways how to teach word-combinations and treat the learners' errors. The findings of this study have implications for both teachers and students. EFL students do not frequently notice the precise way an idea is expressed by a collocation, unless their attention is explicitly drawn to it through Consciousness-raising Activities. Obviously, it is not possible for teachers to present every example of collocations in English, but they can raise students' awareness of collocations. Teachers need to reconsider their language teaching practices and incorporating collocations into the EFL classes. From a pedagogical point of view, this study provides a plethora to develop the English collocational knowledge in EFL learners. In addition, for EFL students to reach an acceptable level of writing language proficiency, the significance of lexical and grammatical collocations, with a greater emphasis the first type, should receive increased attention from EFL teachers who should in turn promote making students aware of target language collocations. Hopefully, the findings of the current study would be beneficial for, at least, narrowing down collocational errors and could help learners to improve the production of acceptable collocations.

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Appendices

Appendix A

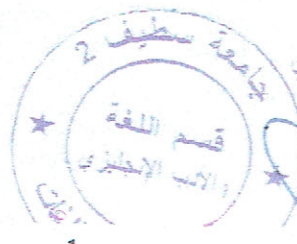
Informed Consent of English Department

السيدة:  
رئيس قسم اللغة الإنجليزية  
جامعة سطيف 2 - سطيف 2 -

السيدة: بلعامل أمينة  
رقم الهاتف: 07 99 63 59 49  
البريد الإلكتروني: a.bellamel@hotmail.com

الموضوع: طلب أوراق امتحان المراسم الأول الخاصة  
بالتعبير الكتابي لطلبة اللغة الإنجليزية الطور الثالث جامعي.

يتم في أن أقدم إلي حضرتكم بعد الطلب المتمثل  
في الموافقة على تسليم أوراق امتحان المراسم الأول الخاصة  
بالتعبير الكتابي لطلبة اللغة الإنجليزية الطور الثالث جامعي  
بموضوع: دراسة تحليلية باستخدام معاني مذكرة الماجستير تحت عنوان  
" Collocational Errors in the EFL learners' Written Production"  
وأحييكم علما أنني طالبة ماجستير تخصص تعليمية  
اللغة "Didactics" بجامعة بوزريعة - الجزائر 2 -  
في انتظار تلبية طلبي هذا تقبلوا مني فائقا  
عبارات التقدير والإحترام.  
المعتمد:



رئيس قسم اللغة و الأدب الإنجليزي  
الأستاذ: رفيق مصباح

## Appendix B

### Collocation knowledge Students Pre-Questionnaire

**Dear Respondents,**

This pre-questionnaire is intended to gather information on a research conducted in partial fulfilment for Magister degree. You are kindly requested to answer the following tasks.

Your cooperation is highly appreciated.

**Tasks: Blank-filling test of English collocations**

**Time: 20 minutes**

*Please respond to the following:*

#### **Task A:**

*Find the missing words in the list above the sentence and fill in the blanks*

**status quo – implications – issues – scope – conclusions – account – clues – rise – granted – light – insights – emphasis**

1. Social and ideological crises usually give .....to non-traditional religions and beliefs.
2. Ecologists lay.....on the consequences of human utilization of natural resources.
3. The data he has found will shed.....on theoretical assumption.
4. Advances in molecular biology may have.....for therapy.
5. Recent research into mental illnesses has provided..... to the causes of schizophrenia.
6. The recent elections have shown that political forces managed to maintain the.....
7. The participants of the conference have raised many burning.....
8. The paper offers.....into the history of the Ukrainian emigration to Canda.
9. For the purposes of this research, this theorem will be taken for.....
10. The tests of gene therapy have allowed medical scientists to draw.....about its possible risks and benefits.
11. Practical consequences of the research lie outside the.....of this paper.
12. When investigating the origin of different disease, researchers take into.....the hereditary and environmental factors.

**Task B:**

*Now choosing a missing verb and fill in the blanks*

**extended – provides – submit – elaborate – corroborate – heightened – laid – fall – contributed – draw on – places – faces**

1. Traditionally, higher education.....importance on the development of the wide erudition of students.
2. The authors of the article.....recent research to show how the goal of learning English vocabulary can be integrated into speaking activities.
3. N. Bohr, the outstanding Danish physicist, .....the foundation of a ‘liquid droplet’ theory of nuclear phenomena.
4. Few facts.....the theory of the virus nature of cancer.
5. In the history of science, some researchers.....the theories that already existed to include the new phenomenon.
6. He.....research into the use of optics.
7. Many scholars think that humankind.....the problem of overpopulation.
8. If you try to be as accurate as possible when learning a foreign language, you.....into a category of the analytic learner.
9. Cloning of animals.....further opportunities for biological research.
10. Intensive space exploration in the second half of the 20<sup>th</sup> century has essentially.....to our understanding of the Universe.
11. You may try.....the paper to an international journal.
12. Political and economic changes in Ukraine have.....the need of society for economists and lawyers.

**(Task 16: Taken from English Academic Writing- *English Academic Style and Language*- by Yakhontova, 2003)**

<b>Collocation knowledge Students Pre-Questionnaire Results</b>				
<b>Answers</b>				
<b>Tasks</b>	<b>A</b>	<b>B</b>	<b>A</b>	<b>B</b>
<b>Participants</b>	<b>T</b>	<b>T</b>	<b>F</b>	<b>F</b>
1	6	7	6	5
2	4	2	8	10
3	6	1	10	11
4	2	1	10	11
5	1	4	11	8
6	6	5	6	7
7	4	4	8	8
8	2	1	10	11
9	1	0	11	12
10	1	0	11	12
11	2	3	10	9
12	3	2	9	10
13	6	3	6	9
14	1	1	11	11
15	2	1	10	11
16	6	3	6	9
17	2	1	10	11
18	4	6	8	6
19	1	6	11	6
20	5	3	7	9
21	0	3	12	9
22	3	0	9	12
23	2	0	10	12

24	2	3	10	9
25	3	2	9	10
26	0	0	12	12
27	0	0	12	12
28	0	2	12	10
29	0	0	12	12
30	6	1	6	11
TN	81	65	279	295
	146		574	

### Answers to the Task 16: (pp. 186-187)

#### A)

1. give rise
2. lay emphasis
3. shed light
4. have implications
5. provided clues
6. maintain the status quo
7. burning issues
8. offers insights
9. taken for granted
10. draw conclusions
11. lie outside the scope
12. take into account

#### B)

- places importance
- draw on recent research
- laid the foundations
- corroborate the theory
- extended the theories
- elaborates research
- faces the problem
- fall into a category
- provides further opportunities
- contributed to our understanding
- submit the paper
- heightened the need

## Appendix C

English Department  
Faculty of Arts and Languages  
Mohamed Lamine Debaghine University-Setif 2.

### Students Questionnaire

2014-2015

Dear students,

I am conducting a study about the collocational errors in writing. (collocations are relatively stable word-combinations that occur regularly). The main purpose of this designed questionnaire is to diagnose your collocational knowledge and to collect data about the sources of this linguistic phenomenon misuse that might influence your written productions. In addition to your attitudes toward the preferable method of teaching Collocations. Completing this questionnaire means that you have consented to participate in this study. Please respond to all the items in this questionnaire as carefully, honestly and accurately as possible according to the specifications of each section. Your responses will be highly appreciated and kept confidential. Besides, bear in your mind that your identity is to be held anonymous.

*Thank you very much for your cooperation*

#### Section One:

##### Personal Information

<b>1. Gender:</b>	Male <input type="checkbox"/>	Female <input type="checkbox"/>	
<b>2. Age:</b>	20-25 <input type="checkbox"/>	26-30 <input type="checkbox"/>	30-above <input type="checkbox"/>
<b>3. How long have you been learning English?</b>	below10years <input type="checkbox"/> 10years <input type="checkbox"/> more than10 years <input type="checkbox"/>		
<b>4. Studying English at University was it your choice?</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

#### Section Two:

##### Students' Opinions about Writing Skill

5. Please, tick (✓) the appropriate choices

1= Strongly Agree 2= Agree 3= Neutral 4= Disagree 5= Strongly Disagree

The statement		1	2	3	4	5
A. Writing is interesting for me.						
B. I like writing in English.						
C. I appreciate my current level in writing skill.						
D. Writing is the most difficult skill for me.						
E. What makes writing more difficult for me is:	a. Grammar					
	b. Vocabulary					
	c. The appropriate combinations of words					
F. To make my writing in English sound naturally, I prefer to learn new words:	a. Individually (words in isolation)					
	b. In combination (words go together)					

**Section Three:**

**Students' Collocational Knowledge and Errors' Sources in Writing**

**6. Students' Collocational Competence Awareness**

Please, indicate 1 = 'Yes' or 2 = 'No'

Statement		1	2
A. I have never heard about the concept of 'Collocation'.			
B. I have received a collocational training at University level.			
C. I learn collocation on my own.			
D. Collocation is a combination of only two words from different parts of speech.			
E. Collocations are:	a. Idioms		
	b. Compounds		
	c. Free Combinations		
F. For me the misuse of collocations is only a linguistic behavior.			
G. I think that Collocational Errors not often occurred in writing.			
H. I would like to learn more about English collocations.			
I. I think to develop the collocational competence, trainings at university for the appropriate use of English collocations are necessary.			

## 7. Sources of Collocational Errors in writing

For the following items, please **circle** the answer that best shows your opinion.

**(You may choose more than one answer)**

A. What is the basic reason behind your miscollocations in writing?	<ul style="list-style-type: none"><li>a. Lack of the Collocational concept</li><li>b. Shortage of Collocational knowledge</li><li>c. Lack of consciousness of Collocations role</li><li>d. Lack of knowledge of Collocation properties</li><li>e. Lack of awareness of Collocational patterns</li></ul>
B. Which of these strategies lead you to commit Collocational Errors in writing?	<ul style="list-style-type: none"><li>a. Overgeneralization</li><li>b. Ignorance of Rule Restrictions (analogy)</li><li>c. False Concepts Hypothesized(misconceptions)</li><li>d. The use of Synonym</li><li>e. Avoidance</li><li>f. Verification</li><li>g. Language Switch (to Arabic or French)</li><li>h. Negative Transfer</li><li>i. Approximation and Word Coinage (paraphrases)</li></ul>

### Section Four:

#### Students' Attitudes towards the Effective Collocation Teaching Method

8. Do you think that teaching collocations explicitly (directly) and/or implicitly (indirectly) would reduce Collocational Errors in writing skill? **(please, explain)**

.....

.....

.....

.....

.....

.....

## **Students' Justifications for the Choice of Collocation Teaching Method**

### **➤ Explicitly because:**

“When we get it directly, we will pay more attention to collocational errors so that we could avoid them”; “Students’ awareness or consciousness of collocation is very low”; “Not all students are able to acquire language in an indirect way, so collocations should be taught directly”; “It will highlight their common use and their importance as to be more conscious about them to prevent wrong use”; “The direct method will better motivate us to learn more about collocations and push us to search, then practice them”; “It allows to understand collocations easily; thus, this will enlarge our vocabulary knowledge and help us to use them in the right way effectively”; “Sometimes the implicit method which leads students to make mistakes”; “It helps us to recognize how to use them better and makes us more aware about [of] our mistakes”; “It is the best way because it is easy for our level”.

### **➤ Implicitly because:**

“It is going to put learner in a better framework and effective use”; “When we learn them indirectly and through situations we do not get boring [bored] and they will be memorized”; “The implicit method goes directly to the mind”.

### **➤ Both because:**

“It is an important solution to reduce the collocational errors”; “Students’ need to be aware of this kind of ready-made expressions whether in speaking or writing”; “It will show the importance of collocation and its right use”; “The student must be active and learn collocation by himself through reading and writing, but this does not mean that the teacher is free from this matter; he should help students as much as possible”.

## **Appendix D**

### **Teachers Questionnaire**

*2014-2015*

Dear participants,

The present study is conducted in partial fulfilment of the requirements of the MAGISTER degree, and his questionnaire serves as a data collection tool for a research work that mainly aims to see your views about the EFL students' written production as far as collocation difficulty is concerned, collocation integration, role, and the ways of teaching this criterion to enhance the EFL learners' collocational competence to improve their written production quality.

Your responses are the key without which the study would not complete. They will be used for the greatest possible advantages to promote the teaching-learning process including collocational knowledge related to grammar and vocabulary aspects at Mohamed Lamine Debaghine University-Setif.

The findings of the study may contribute to the improvement of EFL quality written production, and enhancing academic writing. Furthermore, the results may be of benefit to you as teachers, to the researchers, and ultimately to the students. You are kindly requested to answer all the questions. Your personal information and answers will be kept strictly confidential. Besides, our research work seeks to provide some implications and suggestions for appropriate use of collocations in writing. Thank you very much in anticipation.

**Section One:**

**Part A:**

**Teachers' Background Information:**

**1. Degree(s) held:** a. BA (License)  b. MA (Magister)  c. Ph. D. (Doctorate)

**2. How long have you been teaching Written Expression module?**  
1-5years  5-10years  10-above

**3. Have you got trainings, seminars or workshops to teach Written Expression module?**  
a. Yes  b. No

**4. Do you have an English Collocational dictionary/Collocational checker?**  
a. Yes  b. No

**5. If yes, how often do you use it?**  
a. Never  b. Rarely  c. Sometimes  d. Often  e. Always

**6. Have you ever got trainings, seminars or workshops about teaching Collocations?**  
a. Yes  b. No

**7. What is your understanding of the term 'Collocation'?**  
.....  
.....  
.....  
.....

**Part B:**

**Teachers' Perspectives about English WE Module and their Impressions on the Students' Writing level**

8. Do you have an official syllabus to teach Written Expression module?

- a. Yes       b. No

9. If yes, is it satisfactory?

- a. Yes       b. No

10. If no, on what basis do you develop/make your own program? *please put a circle.*  
(You may tick more than one answer)

- a. According to your students' level    b. According to your students' needs  
c. According to your objectives  
d. Other, please specify.....

11. Which of the following describes your students' English writing proficiency?

- a. High     b. Above average     c. Average   
d. Below average     e. Low

12. Are you satisfied with the EFL students' writing level?

- a. Yes       b. No

13. Do you provide feedback on your students' written production?

- a. Yes       b. No

14. If your answer is "yes", what is your major focus in doing so? *Please, circle the letter.*  
(you may tick more than one answer)

- a. Punctuation,    b. Grammar,                      c. Vocabulary,                      d. Cohesion,  
e. Coherence,    f. Sentence structure,              g. Content,                      h. Format,  
i. Word combinations,              j. Spelling and letter formation,  
k. Other, please specify.....





**Section Four:**

**The Importance of Collocation Competence and its Function in Enhancing Writing**

**23.** What role can collocations mastery play in the EFL writing skill?

.....  
.....  
.....  
.....  
.....

**24.** What can you suggest to develop the EFL learners’ collocational knowledge and help them reduce the collocational errors in their written production?

.....  
.....  
.....  
.....  
.....  
.....

*We welcome your feedback  
Thank you very much for your participation in this study.*

**Appendix E**

**Teachers’ Definitions of Collocation and the Results of Open-Ended Questions**

**1. Definitions**

- 1) “Words that go together and can not be substuted by other synonyms like fast food, and not quick food, though fast means quick.”
- 2) “I think collocation is the relationship between two words where the presence of one necessates the presence of other as teaching a lesson...”
- 3) “Words that collocate together.”
- 4) “A combination of two words that form a meaningful unit.”
- 5) “Appropriate word combination, which word should be go with which word in the target language, which is usually different from one’s mother tongue (L1).”

6) “How words fit together to form meanings that can not be inferred when words occur in isolation.”

7) “Word association, the occurrence of one word leads to the occurrence of another: night/fear and blond/hair.”

8) “ Collocations are about the correct combination of some words. That is to say, which word goes with which.”

9) “Co-existence of words e.g., time management instead of time control.”

10) “Appropriate language use and accuracy in terms of selecting words that linguistically fit with each other e.g., I have a bath not I take a bath.”

11) “Collocations are word pairings or combinations that are used together in writing or speaking, and they are usually used with make and do”.

## **2. The Results of Open-Ended Questions**

Teachers’ responses are as follow:

### **Q 23: what role collocation mastery play in the EFL writing skill?**

**T 1:** “Making the style of the student better and more beautiful.”

**T 2:** “To reach a native-like competence, for better readability, and high writing style.”

**T 3:** “Good correct English.”

**T 4:** “Collocations mastery plays a significant role in the EFL writing skill in that it gives the writer a sense of self-confidence that in turn allows him/her to express him/herself clearly and concisely.”

**T 5:** “The mastery of collocation helps students improve the quality of their texts, increase the vocabulary knowledge, and improve the readability of their productions.”

**T 6:** “Improve students’ written production.”

**T 7:** “Improve students’ writing skill.”

**T 8:** “Help students to reach proficiency in writing.”

**T 9:** “Reach a native-like production and an academic writing.”

**T 10:** “Mastering collocations can help learners of English achieve proficiency in their writing; they can sound as native-like. In addition, their writing would be more accurate and correct.”

**T 11:** “Mastery of collocation use will refine the linguistic aspect of written essays. Accuracy will be achieved and clarity of expression will not confuse the reader.”

**T 12:** “Collocations mastery is going to help learners be aware of their writing errors (lessen the errors), achieve fluency, write well-formed sentences and attain cohesion.”

**T 13:** “It is a major part of target language, for example saw red = to get angry. One collocation may replace the whole sentence.”

**T 14:** “The appropriate use of collocations may play an important role in producing a better quality written production, especially at the level of style and vocabulary appropriateness, accuracy and richness.”

**Q 24: What can you suggest to develop the EFL learners’ collocational knowledge and help them avoid/ reduce the collocational errors in their production?**

**T 1:** “Learners need to do more readings in the target language and have a collocational dictionary if they want to write correctly, and combine words appropriately. Revising their piece of writing either by self-correcting it or by asking another (teacher or classmate) to do so can also help minimize or eliminate the errors.”

**T 2:** “Teaching collocations in context, especially after the feedback.”

**T 3:** “In addition to the sentence structure and the paragraph writing, we should add collocation to the syllabus of first year.”

**T 4:** “Introduce students with contextualized sentence structures i.e., sentences should not be out of context, so that the student can match between the word and its use e.g., different verbs or words used in different situations.”

**T 5:** “Giving more exercises about collocations as: reading, context, examples.”

**T 6:** “Provide examples of the most common collocational errors among students and teach them how to correct them. Teach students how to use dictionaries because most of them think that dictionary is only meant to get the meaning or synonyms of words. Provide reading materials intended to raise awareness about the accuracy of collocations. Assign exercises in which that are required to correct/ detect collocation errors in their peers’ writings.”

**T 7:** “Practice always makes perfect. It is preferable to take all kinds of collocations; from easy to complex and from words to phrases. Each time a new collocation is introduced, learners are going to use them in their writings until the pyramid is done.”

**T 8:** “Exposing them to authentic input.”

**T 9:** “Presenting and explaining the problem for students, illustrating this via true examples in their writings; then, advice for reading because it is only through reading that students can notice and get how words go with other in certain contexts. Collocations can be also introduced in oral expression sessions and can be expressed best in written expression.”

**T 10:** “I would suggest that our students get exposed to collocation in the oral expression class, and if possible in the syllabus of 1st year students, we have to make our students aware of the existence of collocations, and I believe examples would help a lot.”

**T 11:** “The use of effective strategies such as reading, and examples with contexts.”

**T 12:** “Teaching collocations should be integrated in the writing, especially syllabus in the first year, then teachers should pay attention to their feedback in 2<sup>nd</sup> and 3<sup>rd</sup> year to insist on collocation use and accuracy. Inductive teaching is required to raise awareness.”

**T 13:** “Both teachers and learners’ awareness **about** the importance of collocations should be raised. Teaching collocations should be added officially to the syllabus as being basic factor in writing. Various strategies like collocational dictionaries may be used.”

**T 14:** “Every skill requires practice, and improving collocational knowledge can only happen if the learners are encouraged to produce more and use collocations more often in their daily learning habits, not only through writing activities but also speaking, reading and listening. Exposure to native language is also very important in that it widens the learners’ knowledge and motivates them to practice the language skills in general and collocations in particular.”

## **Appendix F**

### **Teachers Pre-Interview Guide**

- 1) What are the objectives you set to achieve through teaching WE module?
- 2) Which competence or competences do you consider in teaching writing?
- 3) Do you make your students pay attention to miscollocations (wrong combination of words)? If yes, how does this happen?
- 4) How do you respond to their collocational errors in the written production?
  - Detect them and provide correction.
  - Underline/circle/cross them without correction.
  - Let your students identify them by themselves.
  - Tolerate them.
  - Other
- 5) What are the types of collocational errors that you frequently find?

*Thank you very much in advance*

## Appendix G

### The Interview Guide (Teachers Semi-Structured Interview)

- 1) As an EFL written expression teacher, what are your main challenges in teaching writing?
- 2) According to you what are the reasons that lead your students to commit errors in writing?
- 3) What types of errors that mostly affect the students' written production?
  - **What about collocational errors, to what extent do you think they are responsible for that?**
- 4) What matters most for you in correcting your students' written production?
  - **Do you consider collocational competence as a criterion to evaluate their written production? (If so, how this?)**
- 5) Do you think that collocational errors are less helpful in achieving a good written production at the level of: (**why?**)
  - a- form
  - b- content
- 6) Do you agree that the misuse of collocation, as a cohesive device, impacts on text coherence? (**If yes, how this?**)
- 7) Which one of the following aspects of writing is more influenced by miscollocations?
  - a- fluency
  - b- accuracy
  - c- meaning (message and communicative value)
  - d- style
  - e- Others
- 8) What makes learners commit more collocational errors? (Whatever your answer, please say why?)
  - a- Vocabulary teaching method
  - b- Grammar teaching method
- 9) In your opinion, what can raise the learners' awareness of their collocational competence more to improve their writing? (Whatever your response, please explain)
  - a- An effective vocabulary teaching method
  - b- An effective grammar teaching method

***THANK YOU FOR COOPERATION***

## Appendix H

### Transcriptions of Interviews

**Q1) As an EFL written expression teacher, what are your main challenges in teaching writing?**

**Teacher one:** “As an EFL teacher of writing, there are several challenges to cope with. First, finding the best method to structure and present content is a challenge because the students’ level in writing is not diagnosed through standard texts and the classes include different writing abilities. The second challenge is at the level of motivating the learners to write. As the most difficult skill, writing requires the learners to produce ideas and structure them in order to develop their writing proficiency. The third challenge is in finding the best method to provide feedback because of the large class size. So, treating every individual student is impossible and holistic feedback is often challenging to prepare.”

**Teacher Two:** “The big challenge for me is how to help my students organize their ideas and how to write correct English as well. Teaching coherence and good English are my biggest challenges in teaching.”

**Teacher Three:** “There are many challenges an EFL written expression teacher encounters in teaching writing. Writing is the most difficult language skill to learn, hence, teaching it is even more challenging. It doesn’t only involve teaching the language aspects that are required for writing, but it requires a deep understanding and mastery of the writing conventions, strategies and rhetorical skills. What is much more challenging in teaching writing is tracking the students’ progress, as it is sometimes almost impossible to provide feedback to individual student writers in a large class on a regular basis. Moreover, most undergraduate students at the undergraduate level do not take responsibility in serious terms, and they fail to understand that learning autonomy is a key characteristic of university studies.”

## **Q2) According to you what leads the EFL students to commit errors in writing?**

**Teacher one:** “There are many reasons for errors in the written compositions. First language interference is often the main reason, but there is also lack of practice, holistic feedback, misuse or no use of writing strategies, not respecting the writing process, etc.”

**Teacher Two:** “The main reason that maybe they don’t read a lot, they already have a writing probe in the mother tongue, and the language transfer and the lack of mastery of the target language. There could be many other reasons: lack of practice, they are not trained how to write correctly, they receive little feedback, etc. Differences in structures of, both, languages (mother tongue and target language), structure and language rules in general.”

**Teacher Three:** “All learning involves making errors at different levels and different aspects of the learning process, i.e., in writing, speaking, or other language forms. Learning to write better requires much practice, regular feedback, and revision based on constructive one-on-one feedback. Students committing errors more frequently are either unaware of their own errors or are not taking it further to revision and editing stages of the writing process, where they can check any major or minor errors and correct them either individually, with a peer or instructor. Most students are lazy to conduct any revisions after they finish writing the first draft of their pieces.”

## **Q3) What types of errors mostly affect the EFL students’ written productions?**

**Teacher one:** “I classify the errors of the compositions into two broad categories. The first is writing skill errors which emerge from not respecting the norms of writing in English at the level of the compositions organization, structure, coherence, unity and overall development. The second type of errors is the language errors and these concern grammatical errors, word choice and punctuation use.”

**Teacher Two:** “punctuation, collocation, grammar, coherence and cohesion, the right choice of words.”

**Teacher Three:** “Most student writers commit almost all types of errors, including but are not limited to the following types of errors:

- Errors at the level of vocabulary appropriateness/ use of specific register
- Errors at the level of sentence structure/ organization, relatedness
- Errors at the level of grammatical accuracy and fluency
- Errors at the level of stylistic aspects of writing
- Errors at the level of cohesion (use of appropriate/ or no use of cohesive devices and transitions at the sentence or paragraph levels)
- Coherence and unity
- Paragraph or essay organization pattern (s)
- Mechanical errors (spelling, punctuation, capitalization, and form)”

**• Well, what about collocational errors, to what extent do you think they are responsible for that?**

**Teacher one:** “collocational errors are categorized among vocabulary errors and emerge because of lacking vocabulary knowledge. Although they are common in learners’ compositions, they are less common in comparison to grammatical errors. I think that the vocabulary of the learners justifies the number of collocational errors committed.”

**Teacher Two:** “ok, usually when the student uses the wrong collocation, this might cause a negative impact on the meaning. That is, collocational mistakes would affect the transmission of the ideas adequately.”

**Teacher Three:** “Yes, collocational errors are among the many errors students commit in writing as some of them ignore the (exact) meaning of words and how they are associated together to convey a specific meaning in a specific context. Many students find it difficult to use appropriate vocabulary to convey a given meaning because they lack in the knowledge of word association/ collocational phrases/ expressions.”

**Q4) What matters most for you in correcting your students’ written productions?**

**Teacher one:** “In writing assessment, I divide the scores on three areas; First, content, ideas, and organization; Second, coherence and cohesion; Third, grammatical and mechanics errors.”

**Teacher Two:** “I mostly focus on correcting the language functions and punctuation as these are very recurrent. Then comes the choice of words; Included in the choice of words is collocation.”

**Teacher Three:** “The major aspects I consider in evaluating students’ written production are related to content (richness/ variety of ideas, and appropriate use of vocabulary), organization (at various levels: sentence, paragraph, and essay levels), language accuracy and fluency as well as stylistic and mechanical errors. The latter (mechanics) are considered as minor errors compared to the others.”

**• Do you consider collocational competence as a criterion to evaluate their written productions? (If yes, how?)**

**Teacher one:** “yes, collocational competence is considered under the language ability evaluation in the students writing. I evaluate it through the students’ ability to choose the appropriate words to express meaning vividly and communicationally. I also treat it through

examining the correct use of words at both form level and combining words together to form meaningful units of discourse (whether the right words are put together).”

**Teacher Two:** “yep; definitely yes. As I told you previously, I consider collocation within the criterion of word choice among many other criteria. The evaluation criteria involve: the writing mechanics, spelling and punctuation, the tone of the writer, coherence of ideas, the use of cohesive devices, the right choice of words, etc. Grammar also.”

**Teacher Three:** “Collocational competence is simply one of the aspects that may be taken into consideration in evaluating writing, but I would not consider it as a main criterion, but rather as an aspect of vocabulary as well as style. This is not to mean that it is not important, but, it is one of aspect of vocabulary use within specific context. It is also an aspect of style and polish that can lead to good writing.”

**Q5) Do you think that collocational errors are less helpful in achieving a good written production at the level of: (why?)**

a- Form

b- Content

**Teacher one:** “I think content is more affected because breakdowns in understanding may result.”

**Teacher Two:** “both actually, if the form is wrong, the content will be affected; they are related.”

**Teacher Three:** “This depends on the importance of the committed collocational error. If there is a major effect on content/ meaning, then it automatically would be difficult for the reader to grasp or interpret the idea. However, if there is a slight effect on form that does not necessarily affect meaning, so, this would be considered as a minor error. Sometimes, formal errors (errors that affect form) may affect meaning, hence, they can be considered as major

errors.”

**Q6) Do you agree that the misuse of collocation, as a cohesive device, impacts on text coherence? (If so, how this?)**

**Teacher one:** “yes, I think it affects coherence. The lack connections between words or the wrong connection of words will make the composition difficult to read and understand.”

**Teacher Two:** “I do agree (as both form and content are related) coherence and cohesion go hand in hand. Usually, students think in mother tongue and they tend to transfer their mother tongue habits. When they do this, the local teacher can understand what they meant/ they wanted to say. But for other English speakers, the word combination would sound strange and ambiguous, hence it hinders the message the student writer wanted to convey. So, the role of the teacher is to raise the EFL learner to such a serious writing criterion.”

**Teacher Three:** “I think that the misuse of collocations, when used as a cohesive device, may impact negatively on text coherence. This is because cohesion and coherence are closely related in achieving clarity and flow in writing. Thus, the misuse of cohesive devices (e.g., inappropriate use of one or two cohesive devices) may result in an unclear/ confused meaning/ or a wrong interpretation of meaning, hence, coherence / flow is interrupted/ distorted.”

**Q7) Which one of the following aspects of writing is more affected by miscollocation?**

a- Fluency b- Accuracy c- Meaning (message and communicative value) d- Style e- Other

**Teacher one:** “the choice (c)”

**Teacher Two:** “just two; the option is b and c”

**Teacher Three:** “a-b-c-d and e (cohesion/ coherence, and clarity of meaning)”

**Q8) What makes learners commit more collocational errors? (Whatever your answer, please say why?)**

a- Vocabulary teaching method

b- Grammar teaching method

**Teacher one:** “a, because collocations are related to linking words into lexical units that convey meaning.”

**Teacher Two:** “a, probably the EFL learner is not taught how to use collocations properly. Usually learners study collocation only in oral expression not in written expression course. Most teachers of written expression focus much more on the writing mechanics explicitly and neglect vocabulary and grammar. They refer to them only when students make mistakes. Collocational errors are more related to option a as vocabulary is not taught sufficiently, and then its impact. Grammar is given due attention in the first-year syllabus.”

**Teacher Three:** “It’s a (I am not quite sure about b). I believe that collocations are an aspect of vocabulary rather than grammar. Therefore, it is more appropriate to teach them as a vocabulary mini-lesson within a specific context. Vocabulary teaching methods incorporated in writing and speaking may affect positively or negatively on the acquisition and use of collocations among students. However, regular practice and careful/ conscious use of collocations within specific contexts may increase their acquisition, understanding, and hence, correct use. Every aspect of language use has to be practised extensively and within the required contexts in order to be acquired appropriately and used at a long-term level. Lack of practice affects negatively on the acquisition of any language aspect regardless of the approach used in teaching them.”

**Q9) In your opinion, what can raise the learners’ awareness of their collocational competence to improve their writing? (please clarify)**

a- An effective vocabulary teaching method      b- An effective grammar teaching method

**Teacher one:** “both aspects (a and b) should be developed to raise learners’ awareness about collocations.”

**Teacher Two:** “option a. All students need to improve their collocational competence is to learn more about vocabulary.”

**Teacher Three:** “In addition to what has been said above in (Q8), it would be very useful if students are exposed to native speakers (in both written and oral forms/ situations). Thus, reading and writing (practice) help the student get familiar with the various language forms, including collocational use, and listening and speaking would expose the students to an everyday situational/ context of language use. The four language skills can be taught interactively and integratively, which would create more real-life situations and discussions among students.”

## **Appendix I**

### **The Interpretations of Teachers Interview**

#### **1. The Main Challenges in Teaching Writing**

The aim behind this question is to shed light on the main difficulties that written expression teachers can face in teaching writing. Basically, all the interviewed teachers have agreed on the point that writing is the most demanding skill and its teaching is the most challenging ever as the first participant declares, it requires “the learners to produce ideas and structure them in order to develop their writing proficiency”. Whereas, the second participant displays this fact behind the lines of her statement. Along the same line, the third participant states: “writing requires a deep understanding and mastery of the writing conventions, strategies and rhetorical skills”.

Concerning the challenges in respect to writing aspects, all the interviewed teachers, in fact, find ‘providing feedback’ as the most difficult element in teaching writing, because of the large size class mainly. Hence, treating and assessing every student individually seems to be impossible in teaching writing. Another problem that the written expression teacher may encounter is the method of presenting the content, as participant two exemplifies “teaching coherence and good English are my biggest challenges in teaching writing”. Therefore, the best way to structure and present the content is extremely difficult especially when having to teach students who, for participant three, “fail to understand that learning autonomy is a key characteristic of University studies”. Additionally, participant one determines a further great challenge which is the best way to motivate the learners to write; hence, motivating them is quite the most struggling objective to achieve for written expression teachers.

## **2. The Reasons behind Students Committing Errors in Writing**

For the sake of having a clear idea about the different reasons that may lead learners to commit errors whilst writing, this question has been asked. According to the participants’ answers, the source of learners’ errors in writing is first and foremost language interference (L1). EFL learners usually tend to use their mother tongue structures while writing because they think in the mother tongue then give the production in the target language, a problem which makes them commit errors in the target language as participant one points out that, “First language interference is often the main reason”. Likewise, participant two asserts: “they already have a writing probe in the mother tongue, and the language transfer”, continuing by clarifying that, “there are differences in structures of both languages: mother tongue and target language”. A further main reason behind errors in writing, according to the interviewees, is ‘the lack of practice’. Most EFL learners do not write a lot unless it is a must. Hence, their productions are poor and full of errors of different kinds. In addition to that, all the three interviewed teachers agree on the point that the problem of receiving little feedback,

or the type of feedback, is another reason behind committing errors in written productions. When learners lack the good sufficient feedback that can help them improve their writing, they would quite certainly commit many errors.

Eventually, the participants do not hesitate to argue that EFL learners' written productions include errors because learners do not respect the writing strategies and process. For example, participant three mentions one of the essential steps in the writing process that is revision, she states: "Most students are lazy to conduct any revisions after they finish writing the first draft of their pieces". That is to say, EFL learners do not respect or follow all the writing strategies and process, which would prevent them from avoiding major and minor errors while writing. This supports the view that most learners are passive as they only write the first draft. This is maybe because they are unmotivated to write in-class or because they do not have the habit of writing out-class.

### **3. Types of Errors in Students' Written Productions**

Since identifying the types of errors that students commit while writing plays a crucial role in evaluating their written productions, the interviewed teachers are said to have a clear image about the classification of those errors. As far as the interviewees' answers are concerned, the errors that EFL learners commit in their productions are categorized as follows: errors at the level of the overall structure (coherence, cohesion, unity, organization, and style), and errors at the level of language (grammar, mechanical errors including spelling and punctuation). Besides to that, it is worth noting that a specific aspect of vocabulary errors is the main feature shared among all the participants; this latter means "the right choice of words" as advocated by respondents one and two or "vocabulary appropriateness/ use of specific register" as illustrated by respondent three. Accordingly, in one way or another, they refer to collocational errors. This implies that the three participants regard collocational errors

sub-category of vocabulary errors, and they believe that they are among the many errors/mistakes students commit in their writings.

However, when the interviewees are inquired about specifying the Extent of Collocational Errors' influence on the EFL Learners' Written Production in comparison to the other kinds of errors, a sub-question is asked in order to put collocation errors under scrutiny. So, following the participants' answers students usually use wrong word combinations because of "lacking vocabulary knowledge" as participant one argues, or because "learners lack the knowledge of word association" as participant three illustrates this clearly: "The ignorance of the 9 (exact) meaning of words and how they are associated together to convey a specific meaning in a specific context". Undeniably, the participants recognize the fact that such errors are frequently occurred in the students' pieces of writing; However, to a lesser extent compared to other errors. In this sense, participant one contends: "Although they are common in learners' compositions, they are less common in comparison to grammatical errors". Nevertheless, "they might cause a negative impact on the meaning and they would affect the transmission of ideas inadequately" as remarkably declared by the second participant.

#### **4. Teachers' Main Focus in Correcting Students' Written Production**

Through this question, it is possible to check or inspect written expression teachers' main focus while correcting their students' written production(s). In fact, to evaluate students' writings there are many aspects have to be taken into consideration; but what is important is whether these components are treated equally or some are prioritized than the others as they may play quite an important role in assessing written productions. As long as the interviewees' points of view are concerned, the common areas among teachers one and three in writing assessment or evaluation from the most to the least preferable aspects; i.e., from

their highest/lowest degree of focus are: First, content and organization, Second, coherence and cohesion/language accuracy and fluency; Third, grammatical and mechanical errors. On contrary, what is minor for those participants as participant three puts it clearly: “The latter (mechanics) are considered as minor errors compared to the others.” is considered as major for teacher two who says: “I mostly focus on correcting the language functions and punctuation”. Besides, it is worth mentioning that all the participants, whether directly or indirectly, pay attention to ‘the choice of words’ as named by participants one and two or ‘appropriateness of vocabulary use’ as participant three has referred to.

Thus, though the interviewees take into account the right use of word combinations/collocations while correcting their students’ written production(s), still they either consider them only as a sub-element included in the content like the case of the first and the third participants or directly give them a secondary position as it is clarified by participant two who affirms: “Then comes the choice of words; Included in the choice of words is collocation”. Consequently, the three teachers regard collocations to some extent, yet as a sub or minor aspect.

In order to gain a deeper insight into the position of collocation competence, in evaluating students’ written production from the interviewees; hence, this sub-question is asked. As a matter of fact, teachers’ transcripts reveal positive answer as they all hold similar opinions about taking this concept into account while correcting their students’ writings, yet they give it a secondary/inferior status as mentioned previously. This is expressed as follows:

**T 1:** “yes, collocational competence is considered under the language ability evaluation in the students writing. I evaluate it through the students’ ability to choose the appropriate words”.

**T 2:** “I consider collocation within the criterion of word choice among many other criteria”.

**T 3:** “Collocational competence is simply one of the aspects that may be taken into consideration in evaluating writing, but I would not consider it as a main criterion, but rather as an aspect of vocabulary as well as style”. However, this does not imply, on the other hand, that they absolutely disregard this competence as participant three asserts: “This is not to mean that it is not important, but, it is one of aspect of vocabulary use within specific context”. Subsequently, referring to the three respondents, whose answers are relatively alike, collocation competence is merely seen as a subdominant criterion in evaluating students’ written productions through mainly two aspects: word choice (words’ appropriateness) as indicated by the first and the second teachers or the use of appropriate vocabulary and style as shown by the third teacher.

### **5. Collocational Errors Degree of Influence on Form and Content**

The major objective of this question is to see whether collocational errors have a greater influence on form or on content and whether this kind of errors do not affect much in achieving a good form and a good content in written productions. Following the first interviewee statement, “content is the more affected because breakdowns in understanding may result”. However, participants two and three do not identify which one is more affected, rather they believe that both form and content are influenced with the same degree. Accordingly, for the second interviewee, “both content and form are influenced by collocational errors as they are related”. Whereas for the third interviewee this, according to her declaration, “depends primarily on the importance of the committed collocational error”.

### **6. Teachers’ Attitudes towards The Impact of Collocation Misuse on Text Coherence**

When writing any piece of writing as a paragraph or an essay, students should take into consideration a very important aspect which is ‘coherence’, that is to say, they should pay attention to many areas to achieve an overall coherence of their written production; among

those areas collocation plays a crucial role. So, the intention behind this question is to have a clear picture about whether the use of the wrong connections of words (collocations) has an impact on the text coherence or not with reference to the teachers' perspectives.

According to the teachers' beliefs, the misuse of collocation as a cohesive device has certainly a negative impact on text coherence, because "the wrong connection of words will make the composition difficult to read and understand." as stated by the first teacher. Similarly, teacher two agrees that it affects/hinders the message that students (writers) want to convey. In the same vein, teacher three indicates that "the misuse of collocation may result in an unclear/ confused meaning/ or a wrong interpretation of meaning, hence, coherence / flow is interrupted/ distorted". As to add more details about the main cause of collocational errors that influence text coherence, the second teacher has claimed that students usually tend to transfer their mother tongue habits; Consequently, the word combinations that they use, though they can be understood by the local teacher, would sound strange and ambiguous for other English speakers. For that matter, as a remedial solution, she suggests that: "the teacher should raise the EFL learners' awareness to such a serious writing criterion".

### **7. The More Influenced Aspect(s) of Writing by Miscollocation**

This question is raised to know the main areas that are highly affected by the misuse of word combinations. Apparently, all the participants maintain that meaning is undoubtedly and inevitably influenced; however, the second participant decides on 'accuracy' as a further aspect, and the third participant has opted for those two aspects (meaning and accuracy) by adding 'cohesion/coherence and clarity of meaning'.

## **8. Vocabulary and Grammar Teaching Methods as Reasons behind Collocational Errors**

As far as teaching is concerned, the interviewees have been inquired either vocabulary teaching method or grammar teaching method which leads the EFL students to commit more collocational errors. Regardless the various justifications that participants provide, all of them, indeed, have opted for the choice of vocabulary teaching method.

Basically, the first teacher states that the cause is chiefly referred to vocabulary teaching “because collocations are related to linking words into lexical units that convey meaning”. However, for the second teacher, she has reasoned that students’ collocational errors are due to vocabulary teaching method because “most written expression teachers focus much more on teaching the writing mechanics explicitly but they neglect vocabulary”; that is, students do not receive enough or adequate vocabulary input. As for the last teacher who, also, believes that “collocations are an aspect of vocabulary rather than grammar”, she has mentioned: “vocabulary teaching methods incorporated in writing and speaking may affect positively or negatively on the acquisition and use of collocations among students”; nevertheless, on the other hand, she has supplemented that teaching collocation within specific contexts followed by a regular/consistent practice may increase students’ acquisition, understanding and consequently correct use. Because for her, “Every aspect of language use has to be practised extensively and within the required contexts in order to be acquired appropriately and used at a long-term level”. This means that the main concern should be given to practice; this essential factor that has an intimate relationship with theory, and without its actual presence this latter cannot be applied successfully since practice which makes perfect. For that, she affirms: “Lack of practice affects negatively on the acquisition of any language aspect regardless of the approach used in teaching them”.

## **9. Teachers' Opinions About the More Contributed Method to Raise the EFL Learners' Collocational Competence Awareness to Enhance their Writing**

Obviously, the teaching method has certainly a big role in developing the learners' collocational competence. Interestingly, because it is highly probable that both vocabulary and grammar teaching methods' effectiveness may develop learners' awareness of their collocational competence, this question's aim, then, is to explore which method is the most helpful in raising learners' awareness about their collocational Errors to improve their writings quality.

Actually, the first respondent does not specify a particular aspect than the other as she thinks that both methods are equally advantageous for the students to be aware of their collocational competence. For that reason, she argues: "both should be developed to raise learners' awareness about [of] collocations". However, for the second and the third respondents, it is 'the effective vocabulary teaching method' which help students better to improve their collocational competence. In that vein, the second teacher confirms: "All students need to improve their collocational competence is to learn more about vocabulary".

In addition, it is interesting to note that respondent three suggests some ideas about the best way of teaching collocations, she has focused on the idea that it would be much better if collocations are taught included in every language skill and in real language contexts, as she claims: "It would be very useful if students are exposed to native speakers. Thus, reading and writing (practice) help the student get familiar with the various language forms, including collocational use, and listening and speaking would expose the students to an everyday situational/ context of language use".

## Appendix J

University of Setif-2  
Faculty of Literature and Languages  
English Department  
Third Year Students

### Students Writing Task

Dear students,

Choose and discuss one of the following topics:

- 1) The View of **Friendship** inside the World of **Facebook**.
- 2) The **Threat of Smartphones** against the **Family's Relationships**.
- 3) Your Philosophy of a **Happy Life**.

.....  
.....  
.....  
.....

*Thank you for your cooperation*

## Appendix K

### First-term Writing Essay Examination

**Third-year** Undergraduate Level

Exam Date: **Jan. 06<sup>th</sup>, 2015**

**Question 3:** Write a short piece about One of the following topics/genres (8pts.)

- a. A **Travel essay** about a **place** you visited that has left a remarkable memory in your brain.
- b. A **Memoire** about a **special** moment you spent/lived with your family or friend (s).
- c. A **personal essay** about a teacher, **classmate** or **lesson** that has inspired you.

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*“Strive to be beyond what others perceive you to be, by striving beyond the limits of yourself.”*

*Debbie Tosun Kilday*

## Appendix L

### *Typology of Collocations by Benson et al., (1986)*

#### **BBi Dictionary classification of collocations–Grammatical Collocations**

<b>Types</b>	<b>Patterns</b>	<b>Examples</b>
<b>G1</b>	N+ Prep	sympathy towards, put forward, mercy on, blockade against
<b>G2</b>	N + to + Inf	an attempt to do it, they felt a need to do it, it was a pleasure to do it, he was a fool to do it, a compulsion to do
<b>G3</b>	N + that-clause	we reached an agreement that she would represent us in court, he took an oath that he would do his duty
<b>G4</b>	Prep + N	on somebody's advice, in agony, on purpose, on time, at anchor, by accident, in advance
<b>G5</b>	Adj + Prep (+prep)	angry at, hungry for, deaf to, adjacent to, account for, advantage over, curious about, fond of, fed up with, pleased with
<b>G6</b>	Adj + to + Inf	she is ready to go, it was stupid for them to go, it is nice to be here, it was nice to see you, it was important/necessary to work, she was bound to find
<b>G7</b>	Adj + that-clause	she was afraid that she would fail the exam, it was nice that he was able to come home for the holidays, she was afraid that she would fail the examination, it was important/imperative that you be there/here on time
<b>G8</b>	<b>19 different verb patterns (drills) in English</b>	
<b>G8 (A)</b>	V+ direct 0 + to + indirect 0 V+ indirect 0+ direct 0	she sent him the book she sent the book to him
<b>G8 (B)</b>	V+ direct 0 + to+ indirect 0 (do not allow the dative movement transformation)	they mentioned the book to her
<b>G8 (C)</b>	V+ direct 0+ for+ indirect 0 V+ indirect 0+ direct 0	she bought a shirt for her husband she bought her husband a shirt
<b>G8 (D)</b>	V+ Prep +0	they came by train.
<b>G8 (d)</b>	V+ 0+ Prep+ 0	we invited them to the meeting
<b>G8 (E)</b>	V+ to Inf	she continued to write, he planned to finish the project in two weeks
<b>G8 (F)</b>	V+ bare Inf	Mary had better go
<b>G8 (G)</b>	V+ V-ing	they enjoy watching TV

G8 (H)	V+ 0 + to Inf	we forced them to leave, she asks me to come
G8 (I)	V+ 0 + bare Inf	she heard them leave
G8 (J)	V+ 0+ V-ing	he felt his heart beating, I caught them stealing apples
G8 (K)	V+ a possessive and V-ing	I cannot image their staling apples, please excuse my waking you so early
G8 (L)	V+ that clause	the doctor suggests me that I take vitamins, they admitted that they were wrong
G8 (M)	V+ 0 + to be+ C	we consider her to be well trained, we consider her to be very capable
G8 (N)	V+ O+C	she dyed her hair red
G8 (O)	V+01+02	the teacher asked the pupil a question, we bet her ten pounds
G8 (P)	V (+0) + Adverbial	he carried himself well
G8 (Q)	V+ (0) + wh-clause/ wh-phrase	she asked why we had come, he wants what I want
G8 (R)	It+ V+ 0+ to Inf	It surprised me to learn of her decision
	It+ V+ 0+ that-clause	It surprised me that our offer was rejected
G8 (S)	V+C (Adj or N)	he was a teacher, she was enthusiastic/ a good girl
G8 (s)	V+ C (Adj)	the flowers smell nice, the food tastes good

- There are grammatical collocations that have a preposition  
(egs: catch up with/on/to not under; aware of not with)
- There are grammatical collocations that involve grammatical structures, egs:  
someone made him to change his mind (make somebody+bare infinitive)  
he was trying to avoid answering my questions (avoid+verb+ing)

## BBI Dictionary classification of collocations–Lexical Collocations

Types	patterns	Examples
<b>L1</b>	V (denoting creation or activation) + N/ Prep/ prepositional phrase	set an alarm, lift a blockade, come to an agreement, inflict a wound, make an impression, do homework, reach a verdict, reach a goal, achieve success, draw a conclusion, fly a kite, draw up a will, set an alarm, carry a story, do the laundry, conjugate a verb, set the table, kick the ball, make a sandwich, express admiration, compose music, launch a missile
<b>L2</b>	V (eradication and/or nullification) + N	crush resistance, break a code, repeal a law, annul a marriage, revoke a license, demolish a house, inflect a wound, cease fire, cancel an appointment, reverse a decision, reject an appeal
<b>L3</b>	Adj + N/ N+N	strong/weak tea, a chronic alcoholic, a crushing defeat, house arrest, land reform, best wishes, water freezes, clock ticks, house arrest, land reform, film star, finance director, sour cherry, greatest man, warmest regards, best regard, reckless abandon, terrible mistake, small fortune, heavy smoker, heavy rain, fresh breath, bitter enemy, a rough estimate
<b>L4</b>	N + V (an action)	bombs explode, bees sting, the bomb/alarm goes off, cars crash, storms rage, adjectives modify, blizzards rage, babies cry, dancer dances, bees buzz
<b>L5</b>	N+ of + N / Quantifier + N	a pride of lions, a banquet of flower, a bit/piece of advice, a pack of dogs, an act of violence, dozens of mistakes, a box of matches, a bunch of keys, a herd of buffalo, a bouquet of flower, flock of sheep, a bar of chocolate, parts of our lives, a school of whales, a swarm of bees
<b>L6</b>	Adv + Adj/Adj + Adj	hopelessly addicted, sound asleep, strictly accurate, keenly aware, completely disappointed, highly recommended, closely acquainted, deeply, absorbed, completely satisfied, bitterly hurt, quite safe, deeply religious
<b>L7</b>	V + Adv	affect deeply, apologize humbly, anchor firmly, walk heavily, appreciate sincerely, smile broadly, run rapidly, write simply, depend purely, work diligently, argue heatedly, amuse thoroughly

### ***N.B.***

V: verb, O: object, C: complement, Prep: preposition, Adj: adjective, Adv: adverb,

N: noun Inf: infinitive etc., these forms are organized and condensed from the BBI.

## Appendix M

### Potential Recommended Collocational Authentic Resources for EFL Learning Use

(To master collocational competence and develop a natural-sounding English production)

#### *Dictionaries:*

- The Macmillan English Dictionary for Advanced Learners.
- The BBI Dictionary of English Word Combinations.
- Oxford Collocations Dictionary for Students of English (Lea, 2002).
- Oxford Collocations Dictionary for Students of English (Runcie, 2002).
- Oxford Dictionary of Current Idiomatic English.
- Longman Dictionary of Contemporary English/The Longman Language Activator.
- The Collins COBUILD English Dictionary.
- LTP Dictionary of Selected Collocations.
- A Bilingual Dictionary: English Arabic Collocations Dictionary (Ghazala, 2007).

#### *Practical Books entitled:*

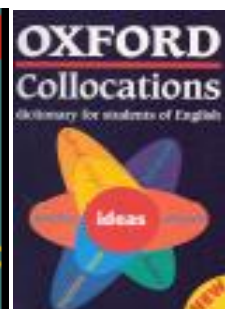
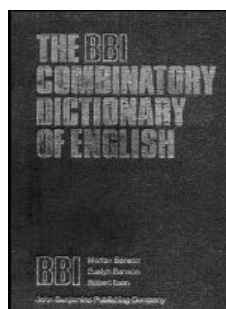
- The Words You Need and More Words You Need;  
(they are full of semantic matrices of words, especially collocational grids).
- English Collocations in Use (Intermediate/Advanced).

#### *Web Sites (online corpora and concordances):*

- Simple Search of British National Corpus (<http://sara.natcorp.ox.ac.uk/lookup.html>)  
or <http://www.natcorp.ox.ac.uk/>
- American National Corpus (<http://americannationalcorpus.org>)
- VLC Web Concordance (<http://vlc.polyu.edu.hk/concordance/WWWConcappE.htm>)
- <http://www.greenstone.org>
- [http://www.winfieldcollege.com/tesl\\_collocation1.html](http://www.winfieldcollege.com/tesl_collocation1.html)
- <http://www.fis.edu/eslweb/eslpatents/easy/colloc.htm>
- [http://www.disal.com.br/nroutes/nr6/pgnr6\\_03.htm](http://www.disal.com.br/nroutes/nr6/pgnr6_03.htm)
- <http://www.eli.ubc.ca/teachers/resources/>
- <http://depts.washington.edu/cidrweb/ITAPAWfluency4.html#collocation>
- [www.answers.com/topic/collocation](http://www.answers.com/topic/collocation)
- [www.englishclub.com](http://www.englishclub.com)

	homework	aplan	advice	acall	ababy	abath	abook	aphoto
to make								
to do								
to take								
to get								
to give (sb)								
to have								

	weapon	drug	dose of a poison	wounds	danger	combat	enemies	blow	disease	poison	injuries	accident	mistake	step
fatal			+	+							+	+	+	+
deadly									+	+	+			
mortal				+	+	+	+	+	+		+			
lethal	+	+	+											



Collocation grid (Farrokh, 2005/2012, p. 67)

## Appendix N

### *The General Results of Collocations Misuse in Students' In-Class Essays and Exam Essays*

I)

<b>In-Class Essay Number</b>	1	2	3	4	5	6	7	8	9	10	11	12	13			
<b>Argumentative</b>	<b>LCEs</b>	1	3	3	2	4	2	1	1	3	X	1	4	3		
	<b>GCEs</b>	1	4	1	1	1	X	1	1	1	1	1	X	2		
<b>Essay Number</b>	14	15	16	17	18	19	20	21	22	23	24	25	<b>TN</b>	<b>%</b>		
<b>Argumentative</b>	<b>LCEs</b>	2	1	1	2	3	3	6	5	5	2	4	1	<b>90</b>	<b>50.57</b>	
	<b>GCEs</b>	1	1	X	1	1	1	1	X	1	2	2	1			
<b>Essay Number</b>	26	27	28	29	30	31	32	33	34	35	36	37	38			
<b>Descriptive</b>	<b>LCEs</b>	3	2	2	2	1	1	1	3	1	3	X	5	1		
	<b>GCEs</b>	X	2	2	2	1	1	2	X	1	2	3	2	1		
<b>Essay Number</b>	39	40	41	42	43	44	45	46	47	48	49	50	<b>TN</b>	<b>%</b>		
<b>Descriptive</b>	<b>LCEs</b>	1	3	2	4	2	3	3	3	4	2	2	2	<b>88</b>	<b>49.43</b>	
	<b>GCEs</b>	1	1	X	2	1	X	1	2	2	1	X	2			
<b>Exam Essay Number</b>	1	2	3	4	5	6	7	8	9	10	11	12	13			
<b>LCEs</b>	2	2	2	1	2	1	3	1	1	3	2	2	4			
<b>GCEs</b>	4	2	1	3	1	2	1	2	2	1	2	1	2			
<b>Essay N°</b>	14	15	16	17	18	19	20	21	22	23	24	25	26			
<b>LCEs</b>	5	3	2	8	4	3	3	4	7	3	5	5	4			
<b>GCEs</b>	1	2	2	3	X	1	1	2	2	1	1	2	1			
<b>Essay N°</b>	27	28	29	30	31	32	33	34	35	36	37	38	39			
<b>LCEs</b>	3	2	2	3	3	2	1	3	1	1	3	1	2			
<b>GCEs</b>	X	2	1	X	1	1	1	1	3	1	X	1	2			
<b>Essay N°</b>	40	41	42	43	44	45	46	47	48	49	50	<b>TN</b>	<b>Percentage</b>			
<b>LCEs</b>	3	2	2	4	2	2	3	4	1	3	5	<b>140</b>	<b>64.22%</b>			
<b>GCEs</b>	1	2	1	1	1	3	3	1	5	2	1	<b>78</b>	<b>35.78%</b>			

**LCEs:** Lexical Collocational Errors    **GCEs:** Grammatical Collocational Errors

## II)

In-class	Error Type	L1	L2	L3	L4	L5	L6	G1	G4	G5	G8E	G8G	TN
	Frequency	44	44	11	11	6	3	6	34	15	2	2	178
	Percentage	24.72	24.72	6.18	6.18	3.37	1.68	3.37	19.10	8.44	1.12	1.12	100%
Exam	Error Type	L1	L2	L3	L4	L5	L6	G1	G2	G3	G4	G5	G6
	Frequency	69	46	5	11	2	8	5	2	4	38	10	1
	Percentage	31.65	21.10	2.29	5.04	0.91	3.70	2.29	0.91	1.84	17.43	4.60	0.45
	Error Type	G8A	G8D	G8E	G8G	G8L	G8Q	G8R	G8S	TN	T	%	
	Frequency	2	3	5	2	1	1	1	2	218	178/396	(44.95%)	
	Percentage	0.91	1.37	2.39	0.91	0.45	0.45	0.45	0.91	100%	218/396	(55.05%)	

L: Lexical

G: Grammatical

## Appendix O

### *Types and Sources of Students' Collocational Errors Identified in the Study*

<i>Exam Writing Samples</i>				
Paper no <sup>o</sup>	Type	Miscollocation	Error Correction	Source
1	L4	There was <b>a line of light</b>	a flash of light	IRR
	G4	It was directly <b>for the hotel</b>	to	IRR
	L1	I <b>didn't win</b> Bac Exam	failed	FCH
	G4	<b>In my way</b> to it	on	IRR
	G4	I went to there <b>by foot</b>	on	IRR
	G5	Who <b>dazzled about</b> what was inside	by	IRR
2	G4	We were <b>sitting in</b> the table	around/on	IRR
	L1	<b>Discussing about</b> the marriage of our friend	talking	NT
	G4	<b>In the same time</b>	at	IRR
	L1	We <b>gain</b> second <b>chance</b> to live it again	take/have/get	FCH
3	L1	We <b>studied in the same class</b>	were	NT
	G4	After <b>succeeding</b> the BEM Exam	passing	FCH
	L2	We choose <b>literary branch</b>	stream	NT
4	L1	We <b>removed</b> the <b>floor's</b> dirty	cleaned/washed/swept the floor	FCH
	G4	We sat <b>at the floor</b>	on	IRR
	G8A	Then she <b>passed the phone</b> to my little girl	gave	FCH
	G8D	We <b>insisted</b> her <b>to come</b> and have dinner with us	insisted on	IRR
5	L2	It was one of the <b>better moment</b>	best	Apprx
	G3	The moment that <b>happen to</b> my life	came	NT
	L1	I <b>choose</b> a wish	make/have	NT

6	<b>G8S</b>	The pen and paper <b>was</b> my <b>friends</b>	were	Overg
	<b>G5</b>	I was <b>afraid from</b> that	of	IRR
	<b>L4</b>	Our tears <b>hadn't stop</b>	we were in floods of tears	NT
7	<b>L6</b>	I <b>waked up</b> early to prepare myself	woke up	Overg
	<b>L1</b>	I <b>wearred</b> new <b>clothes</b>	wore	Overg
	<b>G3</b>	The <b>smile</b> that I <b>draw in</b> the <b>faces</b> of my parents	I flashed smile flickered across their faces	NT
	<b>L1</b>	When we <b>reached</b> the <b>school</b>	arrived at	FCH
8	<b>G4</b>	It took me <b>far away from</b> the <b>existence</b>	reality	NT
	<b>L6</b>	<b>In sudden way</b> I <b>came</b> to reality	suddenly I come back	IRR
	<b>G4</b>	Till we parked <b>front to</b> the mosque	in front of/next to	IRR
9	<b>G4</b>	First time for me <b>in university</b>	at	IRR
	<b>G5</b>	<b>Far of</b> my friends and family	from	IRR
	<b>L1</b>	I <b>passed</b> good <b>moments</b>	spent	SU
10	<b>G4</b>	The moment <b>for getting</b> my Bac	of	IRR
	<b>L1</b>	I <b>took</b> the <b>exam</b>	had/gave/did	FCH
	<b>L2</b>	Telling her <b>beautiful news</b>	excellent/good/great/wonderful	SU
	<b>L1</b>	Everyone <b>provided</b> a <b>gift</b> for me	brought/give	FCH
11	<b>L1</b>	He decided to <b>pass</b> some <b>days</b> all together	spend	SU
	<b>L6</b>	We <b>geted up</b> early	got	Overg
	<b>G8Q</b>	She just <b>looked to</b> us how to swim	at	IRR
	<b>G4</b>	<b>In</b> which <b>car</b> he wants to travel	by	IRR
12	<b>L2</b>	I will never forget the <b>magic ice-cream</b>	wonderful/superb	NT
	<b>L1</b>	I had <b>passed</b> my faviourate <b>holiday</b>	spent	SU
	<b>G4</b>	<b>In</b> the previous <b>holiday</b>	on	IRR
13	<b>G8D</b>	When you <b>look to</b> their houses	towards	IRR
	<b>L2</b>	The <b>old design</b>	traditional/classical	SU
	<b>G8L</b>	Some say that <b>Turkish</b> and <b>American</b> are beautiful than <b>Algeria</b>	Turkey-America	Apprx
	<b>L5</b>	<b>Much places</b> we visit, we adore our country	many	IRR
	<b>L2</b>	<b>Simple people</b>	modest/ordinary	NT
<b>L1</b>	If you entered inside, you <b>get</b> it as a <b>castle</b>	find	FCH	
14	<b>L1</b>	The sad moment that <b>put a great impact</b> on me	left	NT
	<b>G4</b>	It has an <b>impact in</b> my life	on	IRR
	<b>L2</b>	My <b>grand</b> cousin	eldest	NT
	<b>L1</b>	He <b>loosed</b> his <b>finger</b>	lost	Overg
	<b>L1</b>	He <b>faced</b> a <b>dangerous accident</b>	had/met with	NT
	<b>L2</b>	<b>A dangerous accident</b>	serious/terrible	SU
	<b>L1</b>	I <b>shared</b> my <b>life</b> with them	spent	NT
	<b>L3</b>	When the little <b>girl were</b> there	was	Overg

15	<b>G8D</b>	One day, I went out <b>from</b> my <b>house</b>	of	IRR
	<b>L2</b>	It is <b>next for</b> the school	to	IRR
	<b>G4</b>	I found a friend <b>to me</b>	of mine	IRR
16	<b>G1</b>	And will be a <b>part from</b> it	of	IRR
	<b>L1</b>	I <b>did</b> some <b>gestures</b>	made	FCH
	<b>L1</b>	I <b>lost</b> the <b>stability</b> on myself	control	NT
	<b>G5</b>	I was <b>scared for</b> hurting their feelings	of	IRR
17	<b>L1</b>	This would probably <b>enlight</b> our <b>mood</b>	lighten/improve/lift	NT
	<b>G4</b>	<b>In secondary school</b>	at	IRR
	<b>L1</b>	It <b>inquires</b> a plenty of <b>light</b> inside	provides	FCH
	<b>L2</b>	We spent <b>beautiful moment</b>	precious/good/perfect	SU
	<b>L1</b>	She <b>planned a vacation</b> for all family	booked	NT
	<b>G4</b>	<b>In the night</b>	at	IRR
	<b>G5</b>	They are <b>grateful with</b> others	to	IRR
	<b>L4</b>	The <b>smell</b> of <b>water</b>	quality	NT
	<b>L1</b>	It <b>gave</b> us a <b>fresh mind</b>	put in	NT
	<b>L2</b>	A <b>fresh mind</b>	cheerful/good mood	NT
<b>L1</b>	We <b>have a tour</b> of two hours in a big boat	make/take/do/go on	FCH	
18	<b>L1</b>	I <b>was visited</b> Djijel city	visited	IRR
	<b>L2</b>	It has wonderful places for <b>doing</b> the picnics	having/making	FCH
	<b>L1</b>	That <b>place contains</b> a wonderful nature	has	NT
	<b>L1</b>	There <b>is many</b> beautiful places	are	Overg
19	<b>L4</b>	This life is a <b>group of stories</b>	a collection of	SU
	<b>L1</b>	To realize it, you should <b>to do efforts</b>	make	FCH
	<b>L2</b>	A really <b>nice gift</b>	perfect/kind/valuable	SU
	<b>G3</b>	Because of <b>happiness</b> that <b>full</b> the house	fill	NT
20	<b>L4</b>	It was a <b>look of proudness</b>	pride	Apprx
	<b>L4</b>	They are the <b>sun</b> of my <b>life</b>	light	NT
	<b>L2</b>	My <b>beloving brother</b> told me that I will get it	beloved	IRR
	<b>G5</b>	He was <b>sure about</b> that	of	IRR
21	<b>L1</b>	My <b>memories stayed</b> as they are	remained the same	SU
	<b>L3</b>	<b>Time have went on</b>	has gone on/is running	Overg
	<b>L2</b>	<b>Delicious plates</b>	meals	NT
	<b>G4</b>	<b>In that vacation</b>	during	IRR
	<b>G1</b>	I saw my brother between trees <b>coming to</b> me	towards	IRR
	<b>L3</b>	When the <b>lunch time come</b>	is ready	NT
	<b>L2</b>	It (the town) was a <b>green place</b>	as green as grass	NT
	<b>L4</b>	With <b>plenty of cows</b>	a heard of	IRR

22	<b>G4</b>	They (cows) were singing with the birds <b>upon trees</b>	in/on	IRR
	<b>G4</b>	As we were <b>in a party</b>	at	IRR
	<b>L4</b>	A <b>number of flowers</b> with different colours	a bunch of	IRR
	<b>L1</b>	And when you try to <b>see your shape</b> -in the river- you saw a ghost and not your figure	reflection	NT
	<b>L1</b>	It (river) <b>becomes like</b> stars in the sky	looks	NT
	<b>L2</b>	It was really <b>an enjoying time</b>	a good	SU
	<b>L1</b>	When I saw them (flowers) it <b>became</b> to my <b>mind</b> that we were in paradise	came	NT
23	<b>L2</b>	It was <b>pretty day</b>	lovely/great/wonderful/fantastic	SU
	<b>G8E</b>	I try to <b>collect</b> my <b>ideas</b>	shape/form	NT
	<b>L2</b>	And he was really deserving that description in the <b>full sense</b> of the word	true	NT
	<b>L1</b>	I <b>wish to</b> you the best	wish you	IRR
24	<b>L2</b>	Any one of us has a <b>beauty and pain</b> moments	happy and sad	NT
	<b>L2</b>	<b>The most happy</b> moments	happiest	IRR
	<b>L2</b>	To celebrate the marriage of my <b>oldest sister</b>	eldest	NT
	<b>L2</b>	And bring <b>the cartes of invent</b>	invitation cards	NT
	<b>L2</b>	Their <b>clothes</b> were <b>so fantastic</b>	beautiful, fine, lovely, pretty	SU
	<b>G2</b>	The first thing that we do <b>were to bought</b> a new clothes	was to buy	IRR
25	<b>L2</b>	Life sometimes give us a very <b>happy instants</b>	moments	SU
	<b>L6</b>	I <b>can't never</b> forget about encouraging of my parents	can never	IRR
	<b>L4</b>	<b>The encouraging of</b> my parents	encouragement/support	IRR
	<b>L1</b>	I <b>made a party</b>	organized	FCH
	<b>G8A</b>	All of them <b>gave me confident in myself</b>	confidence	IRR
	<b>L3</b>	When the <b>results was appear</b>	were displayed/demonstrated	SU
	<b>G2</b>	They adviced me to <b>plan myself and time</b>	organize	FCH
26	<b>L1</b>	I just <b>remember</b> this <b>travel</b>	trip/journey	NT
	<b>L1</b>	The most thing which <b>stoll my look and attention</b>	caught (sight) /captured/attracted/draw	NT
	<b>L1</b>	I just want to <b>take shopping</b>	go/do	FCH
	<b>G1</b>	I can't remember everything specially before <b>arrive to</b> Dubai	arriving at	IRR
	<b>L2</b>	<b>People</b> there are <b>educative</b>	educated	Apprx
27	<b>L2</b>	It was <b>unforgotten day</b>	unforgettable/memorable	Apprx
	<b>L3</b>	All my <b>plans and dreams went over</b>	fadeaway	NT
	<b>L1</b>	My plan was to <b>obtain money</b> and become funny	make/earn/get/collect	FCH
28	<b>G4</b>	I went <b>hand with hand</b> with my sister	in	IRR
	<b>G4</b>	<b>On the other part</b>	side	NT
	<b>L1</b>	I <b>did</b> my <b>investigation</b> her and there	conducted/carried out	NT
	<b>L2</b>	I was wearing <b>white and dark performs</b>	black uniforms	SU
29	<b>L2</b>	Election was a <b>near event</b>	forthcoming	NT
	<b>G1</b>	<b>Laughing on</b> me	at	IRR

	L1	I was angry <b>crying on</b> him	to	IRR
30	L1	She <b>lets me alone</b>	left	NT
	L2	Actually, it was a <b>huge destroyed house</b>	large/big	SU
	L1	I <b>stayed in</b> home	at	IRR
31	L2	A <b>kinkiest relation</b>	best/strong//special	NT
	G8R	It took me around two hours <b>to stopped</b> crying	stop	Overg
	L1	To <b>go hurry</b>	be in hurry	NT
	L1	The loss of beloved one is not an <b>easiest of tasks</b>	easy matter	NT
32	L2	My <b>special travel</b> it is when we go to Wargla	fantastic/nice/great trip	NT
	L1	When we <b>had a game</b>	match	SU
	G8G	We will <b>stopped to have photoes</b>	stop taking	IRR
33	G8E	She called me <b>to told</b> me	tell	Overg
	L2	The doctor gave me a <b>good lecture</b>	useful/valuable lesson	NT
34	L2	One of <b>the most beauty</b> thing in my life	beautiful	IRR
	L2	It was <b>unresistable moment</b>	precious/magical/marvelous	NT
	G4	<b>In that moment</b>	at	IRR
	L1	My <b>success open to me the way</b> to see life in a correct term	paves me	NT
35	G8E	Me and my friends decided <b>to spent</b> a whole night in Adrar	spend	Overg
	G4	<b>At the evening</b> we went to the desert	in	IRR
	G8E	We decided <b>to stay woke (to pass white night)</b> till morning	to be awake/ to have a sleepless night	NT
	L1	We <b>choosed</b> a very nice <b>place</b>	chose	Overg
36	G4	<b>In the primary school</b>	at	IRR
	L4	My mum brought me a spoon from <b>the bottle of honey</b> to eat	jar/pot/dollop	FCH
37	L2	Talking about <b>memorioal event</b>	special	NT
	L1	That <b>place teach me</b> a lot of information	supplied me with	NT
	L1	I <b>create friendship</b>	make	FCH
38	G5	They were <b>interested on</b> me	in	IRR
	L1	The leather <b>coat contains a smelled like the dead cat</b>	has a bad smell	NT
39	G4	Taj Mahel situated <b>at Indian</b>	in India	IRR
	L1	It <b>increase the beauty</b> of this building	grows/enhances	NT
	L4	The thing that attracts me is <b>the way of building</b> this beautiful locate	structure	NT
	G1	Happiness <b>into ourself</b>	inside/within ourselves	IRR
40	L1	I <b>dressed</b> my best <b>clothes</b>	dressed in	IRR
	G4	I was too glad to see my mother waiting for me <b>on the school gate</b>	at	IRR
	L1	I <b>gained</b> a lot of <b>friends</b>	won	FCH
	L1	All <b>the eyes were on me</b>	had been	NT
	G4	<b>In the same time</b>	at	IRR
	L1	I'll <b>defend on</b> her	defend her	NT

41	<b>G5</b>	I was <b>afraid to touch</b> my little sister	of touching	IRR
	<b>L1</b>	I <b>learned the meaning of responsibility</b>	got/grasped/understood	NT
42	<b>G8G</b>	I felt my heart <b>stopped beat</b>	beating	IRR
	<b>L1</b>	I <b>went at home</b>	went home	NT
	<b>L2</b>	He was <b>white colour skin</b>	white skinned	IRR
43	<b>L5</b>	I <b>was so exciting</b>	excited	IRR
	<b>G4</b>	I would complete my life <b>with your side</b>	by	IRR
	<b>L1</b>	I <b>couldn't</b> even to <b>raise</b> my eyes from the floor	couldn't raise	Overg
	<b>L1</b>	I didn't even <b>pick up a sight</b> on their faces	catch/have/get	FCH
	<b>L6</b>	I <b>felt shyness</b>	shy	IRR
44	<b>L2</b>	It was <b>summer one day</b>	summer day	NT
	<b>L2</b>	It was <b>enjoyed animal</b>	enjoyable/amusing	Overg
	<b>G4</b>	A large place <b>by</b> a many <b>people</b>	with	IRR
45	<b>G4</b>	I <b>travelled</b> with my family <b>in</b> Jijel	to	IRR
	<b>G4</b>	There was a table <b>in the beach</b>	on	IRR
	<b>L2</b>	<b>Heavy sun</b>	strong	SU
	<b>G5</b>	Jijel also is <b>famous by</b> Elkohouf El-Ajiba	for	IRR
	<b>L1</b>	There is a <b>zoo involves</b> many animals	has	NT
46	<b>L1</b>	I can't <b>tell</b> my <b>feeling</b>	express	IRR
	<b>L1</b>	I <b>didn't accepted</b> his invitation	accept	Overg
	<b>G4</b>	I was <b>on my road</b>	way	SU
	<b>L2</b>	It was a <b>horrible situation</b>	bad/unpleasant/terrible	SU
	<b>G6</b>	It was nice <b>to be inside</b> an <b>adventure</b>	to embark on	NT
	<b>G8L</b>	I <b>feeled</b> that I had born again	felt/was	Overg
47	<b>L1</b>	I <b>sitted</b> at desk	sat	Overg
	<b>G8E</b>	I started <b>to gave</b> them the instructions	give	Overg
	<b>L6</b>	I <b>laughing</b> a lot without stopping	laughed	Overg
	<b>L6</b>	Kids <b>kept silence</b>	silent	IRR
	<b>L1</b>	I <b>threw up</b> them <b>with</b> eggs	threw eggs at them	IRR
48	<b>G4</b>	I <b>learned</b> English module <b>with</b> brilliant teacher	from	IRR
	<b>G8s</b>	She <b>was kindness</b> and very <b>politeness</b>	kind – polite	IRR
	<b>G3</b>	I will never <b>let all things</b> that taught me go	forget	NT
	<b>G5</b>	She made me <b>proud into</b> women that study and work	of being	IRR
	<b>G4</b>	<b>In that time</b>	at	IRR
	<b>L2</b>	She was my <b>sweaty heart</b>	sweetheart	Apprx
	<b>L2</b>	It is really <b>fantastic place</b> on Algeria	wonderful/magnificent/beautiful/impressive	SU
	<b>G4</b>	<b>On Algeria</b>	in	IRR
	<b>L2</b>	It is <b>near of sea</b>	near the sea	NT

49	<b>G4</b>	The green trees put a special touch <b>for Tegzert</b>	in	IRR
	<b>L2</b>	Tegzert is <b>unique place</b> in over all the world	special/ideal	NT
50	<b>L6</b>	I <b>got up earlier</b>	early	Apprx
	<b>G4</b>	I can work <b>with relax</b>	ease	NT
	<b>L1</b>	I buy what I need <b>to make a birthday</b>	celebrate	FCH
	<b>L1</b>	I <b>took the phone</b> and called him	picked up/ lifted	NT
	<b>L1</b>	I <b>prepared a cake</b>	made	FCH
	<b>L2</b>	With a <b>big smile</b>	wide/broad	SU

### *In-Class Writing Samples*

Paper no°	Type	Miscollocation	Error Correction	Source
1	<b>L2</b>	But we just have to have <b>the same interested</b>	common interests	NT
	<b>G4</b>	<b>To friends</b> it's very easy to break up with just silly things	for	IRR
2	<b>L5</b>	Since facebook had an <b>extremely spread</b> in our society	widely	NT
	<b>L1</b>	And <b>do contacting</b> with other <b>people</b>	keep contact	NT
	<b>G1</b>	Make use of it as a <b>way for</b> entertainment	of	IRR
	<b>G4</b>	<b>In the sake</b>	for	IRR
	<b>G4</b>	<b>In the other hand</b>	on	IRR
	<b>G4</b>	It is dangerous to be <b>on contact with</b> strangers	in	IRR
3	<b>L2</b>	Friendship is a <b>pure easy word</b> but its meaning is too sophisticated	clear/simple	NT
	<b>L3</b>	I think that friendship <b>is not exist</b> at all	doesn't	Overg
	<b>L4</b>	There are <b>a lot of lies</b>	pack/web/tissue of lies	NT
	<b>L2</b>	No one give his or her <b>real identity</b>	true	SU
4	<b>G4</b>	<b>In this reason</b>	for	IRR
	<b>G8E</b>	They <b>pretends somebody else</b>	pretend to be	Apprx
	<b>L2</b>	To hide their <b>true personality</b>	self	NT
5	<b>L1</b>	This <b>can be change to something</b> more than friendship	can turn into	FCH
	<b>L1</b>	People like <b>to meet</b> more in the <b>net</b>	chat	NT
	<b>G4</b>	<b>In the net</b>	on	IRR
	<b>L2</b>	They live an <b>immaginary life</b>	unreal	SU
	<b>L4</b>	Facebook becomes <b>the line of contact</b>	means of communication	NT
6	<b>L2</b>	They reformulate the <b>real meaning</b> of friendship	true/original/correct	SU
	<b>L5</b>	They know each other <b>very deeply</b>	well	NT
7	<b>L4</b>	As a <b>symbol of</b> your <b>friendship</b>	token of	Apprx
	<b>L6</b>	This type is <b>easily run</b>	spread	FCH
7	<b>G4</b>	To know someone through facebook	on	IRR
	<b>L1</b>	So <b>we back</b> to them	come back	Apprx

8	G4	To speak with each other <b>in chatrooms</b>	on chat rooms	IRR
9	L1	We <b>experienced</b> some bad <b>experiences</b>	got/had	FCH
	G4	We <b>replace</b> the real friend <b>by</b> online friend	with	IRR
	L1	<b>Forming</b> new <b>friends</b>	making	FCH
	L2	Specialy the age of <b>sociable media</b>	social	SU
10	G1	Here, you can't tell them the <b>secret for</b> someone success	Behind/of	IRR
11	G5	For me the real fried who fight for you and <b>stand with</b> you	by you/ your side	IRR
	L2	<b>In specific periods</b>	fixed periods/specific times	SU
12	L3	It <b>help improve</b> language	helps improving	IRR
	L1	To <b>close a gap</b> where they can meet and agree	fill/bridge	NT
	L4	As negatives, a <b>loss of time</b>	waste	NT
	L1	It may <b>influence at</b> people attitudes and beliefs	on	IRR
13	G5	He should be <b>the one</b> who is <b>near to me</b>	close to	SU
	G4	<b>For my point of view</b>	from	IRR
	L1	I can't trust anyone until I <b>discover</b> his <b>attention</b> or desire	intention	Apprx
	L1	The <b>time</b> I would <b>pass with</b> him	spend	FCH
	L1	I <b>passed</b> a miserable <b>experience</b>	went through/underwent	NT
	L2	<b>A miserable experience</b>	bad	SU
14	G4	Friendship is important <b>in having</b> a happy life	For	IRR
	L6	They are <b>used false</b>	wrongly/in wrong way	SU
	L1	To <b>give</b> your <b>secret</b>	reveal	FCH
15	L2	Facebook is a good <b>kind of communication media</b>	means/site of social media	NT
	G4	<b>In all round the world</b>	around/over the world	IRR
16	L1	You can <b>have friendship</b> with many persons	develop/make/start up	FCH
17	L4	With technology the <b>conception of friendship</b> has been changed	sense/meaning	Apprx
	G4	<b>At the real life</b>	in reality	NT
	L1	To <b>change ideas</b>	exchange	Apprx
18	L1	To <b>make every faith</b> in somebody	have	FCH
	L2	<b>His made up personality</b>	made up self/assumed identity	NT
	G1	This new <b>world for lies</b>	of lies	IRR
	L2	It takes a <b>lot of faith</b> and <b>self-confidence</b>	great/tremendous	IRR
19	L4	It has killed our <b>spirits of duties</b>	sense of duty	NT
	L1	<b>To broke</b> those relations between family and people	break	Overg
	L1	We should <b>do and keep the calls</b>	make phone calls	FCH
	G4	Those who are <b>for the needs</b>	in need	IRR
	L2	<b>In the net chatting</b>	online chat	Apprx

20	L1	<b>Get a facebook account</b>	make/create	FCH
	L1	You may <b>stay</b> so long <b>hours</b> and hours searching for things	spend	NT
	L5	<b>So long</b> hours and hours	very long hours	SU
	L1	The new <b>drug</b> that <b>memerized</b> the people head	entered	NT
	G5	No <b>gathering at</b> the dinner <b>table</b>	meeting around	SU
	L1	Everybody is <b>working in the net</b>	surfing on	NT
21	L1	To <b>found other applications</b>	create	FCH
	L2	It is mainly used by <b>small people</b>	Young	SU
	L2	<b>Family persons</b>	members	NT
	L1	They haven't time to <b>take news</b>	get/have/receive	FCH
	L2	<b>Smartphone addicted</b>	addiction	Apprx
22	L2	We are denying the <b>great principles</b> of our grandfathers	basic/central/key	Apprx
	L1	We <b>do</b> such <b>behavior</b>	display/show	NT
	G4	This will create a problem <b>in a case or other</b>	in one way or another	IRR
	L2	It is <b>dangerous on</b> our family's relationship	for/to	IRR
	L1	<b>Smartphones created</b> a secret and isolated life	made	FCH
	L2	A <b>secret and isolated life</b>	private and lonely/solitary	NT
23	L3	<b>Smartphones include</b> all applications	contain/have	FCH
	L1	Applications <b>arrive us to</b> web 2.0	offer/provide with (access)/access	NT
	G5	They can help us to be <b>part from family</b>	of	IRR
	G5	Those who are <b>aware about</b> how to use technology	of	IRR
24	L1	They <b>learn</b> bad <b>habits</b>	acquire/develop	FCH
	L1	They could <b>create distance</b> between families	keep/maintain	NT
	L2	<b>Interested Persons</b>	interesting	IRR
	G4	Technology sometimes could have advantages that help the people <b>with their daily life</b>	in	IRR
	L1	They <b>forget about</b> the <b>outside world</b>	ignore/neglect	NT
	G5	They became as strangers, no one knows what <b>happened with</b> another	to other	IRR
25	L4	All of them have this <b>kind of machine</b> (smartphone)	device/tool/medium	SU
	G4	Having smartphones <b>in early age</b> is not good for children	at	IRR
26	L1	A family where the father <b>covers his little birds</b> (kids)	protects/look after	NT
	L2	Even <b>hard moments</b> make you strong	hard times/difficult times or moments	SU
	L1	And they don't <b>give</b> you their <b>backs</b>	turn	NT
27	L2	<b>Religion's rules</b>	religious teachings	NT
	G4	<b>Through respect</b>	with	IRR
	G5	Because if a god <b>satisfied for</b> you will satisfied for your self	with	IRR
	L2	A person should avoid <b>psychology problems</b>	psychological	Apprx

28	L2	No <b>danger diseases</b> threat my life	dangerous	Apprx
	L3	<b>Which threat my life</b>	threaten	Overg
	G4	To reach what you <b>hope with the future</b>	for/in	IRR
	G4	And don't <b>think for the coming</b>	about	IRR
29	L3	Spiritual life <b>is before everything</b>	comes	NT
	G4	The pleasure of my parents is the secret <b>key of happiness</b>	key to	IRR
	G4	<b>At compuse</b> I lived with them more what I lived with my family	on campus	IRR
	L2	They lead to <b>bad living atmosphere</b>	conditions	NT
30	L4	It is a <b>feeling of conviction</b> of what you have	a sense of satisfaction	NT
	G5	Life is <b>full with</b> events	of	IRR
31	L4	As <b>one of advices</b> to be happy forgiving others whatever they do	a piece of advice	IRR
	G4	I ignore the others' words <b>towards my personality</b>	about me	IRR
32	G4	The main <b>reason of this lost</b> philosophy theories	for this loss	Apprx
	G4	<b>With few words</b> Islam short way to happiness, long way to sadness	in brief	NT
	L2	Happiness is absent and many social scientists justify this by <b>philosophy theories</b>	philosophical	Apprx
33	L2	Others wanted to live <b>in a rich way</b>	good (luxury life)	NT
	L3	The <b>death comes and surprise you and finish</b> your happiness	ends/puts an end	NT
	L1	The <b>money</b> sometimes <b>gives</b> us happy life	brings	NT
34	L2	I think about who I am what <b>the good and the bad thing or aspect in</b> my personality	pleasant and unpleasant aspects of	SU
	G5	And what's most <b>important to</b> me is to be satisfied about what I have	for	IRR
35	G5	Happy life for me <b>is starting from</b> family	with	IRR
	L2	With a <b>prime importance</b>	paramount	SU
	L1	When I feel sad or <b>be put through pain</b>	to go through	NT
	L5	I <b>feel</b> really <b>calmed</b> down	calm	IRR
	G1	The elements of my family are <b>the making in</b> me	of	IRR
36	G4	<b>In this earth</b>	on	IRR
	G8G	Many people <b>are live</b> diiffrent life in this earth	living	Overg
	G5	Happy life is the life that makes people <b>jalouse from</b> you	jealous of	IRR
37	L1	Friends and family all together can <b>bring happy and enjoy</b> to life	happiness and joy	Apprx
	L2	God bless everyone who had a <b>heart of gold</b>	good/soft/kind/warm/tender	NT
	G4	<b>Within</b> our life	in	IRR
	L3	My mother is <b>the wind that push</b> me higher and higher	pushes	Overg
	L3	Happy life <b>it depend at</b> person and his view to this world	depends on	IRR
	G4	In these world everyone search for happiness everywhere and <b>at everywhen</b>	at any time/on each occasion	NT
	L2	Whether he is <b>optimist person</b> or not	optimistic	IRR
	L2	They will be live a <b>beautiful life</b>	good/happy	NT

38	G4	In the other side live in respect	on	IRR
39	L2	We need to <b>social persons</b> and think carefully before any reaction	to be sociable	SU
	G8E	I think to realizing a happy life we need to plan for everything	have/make	FCH
40	L2	We have to take into consideration in how to get the aimed goal	desirable/prime/primary	NT
	G1	My own view to this world	about	IRR
	L1	Happy life is the difficulties that I face while get going to my dreams	fulfil/realize	FCH
	L1	I didn't find any other way to get to my goals	to reach/attain/achieve	FCH
41	L5	People should profit life as possibly as they can	as much as possible	NT
	L1	Every moment passes make profit from it	take advantage of	NT
42	L6	It doesn't come by sudden	happen suddenly	NT
	G4	He can find it in living by harmony	in	IRR
	G1	There must be a praising for your efforts	a reward	SU
	L3	Happiness can't be gained by wishing because a wish is an idiot's merchandise as said	achieved	FCH
	L3	And to think about all the miracles that are around him	surrounding	Apprx
43	L4	Satisfaction is the way of happy life	the source of happiness	NT
	L2	We may face a hard stages in our life	difficult moments/serious obstacles	NT
	L3	I think we find happiness when our family collected	gather	FCH
	G4	If you are in the right way	on the right path	IRR
	44	L4	The guidness of Islam	the tenets
L2		Life will be always a hard test	difficult/demanding	SU
L1		They give up of wishing	give up hope	SU
45	L2	My life had non meaning	no sense	SU
	L1	Which caused me sadness and calamities	brought me	NT
	L2	Now, I'm one among the happy people	one of the happiest persons	NT
	G1	Since the day I know Allah and approached him I forget about this temporary trip/life	short/brief	SU
46	G4	In one hand and in the other hand	on	IRR
	G4	We judge the others from their appearance	by their appearance	IRR
	L2	And if you have a straight mind you just be satisfied about your life	logical/nimble	NT
	L5	And how many your mind is opened	much open-minded	IRR
	L2	If you are on the correct path	right/straight	SU
47	L1	My happiness is when I get to home	get home	IRR
	G8G	And I find my family wait for me	keep my family waiting me	NT
	G4	Happiness is not in having wealthy	about having wealth	IRR
	L2	Unbelievable feeling	strong/real	NT
	L2	Praying is a beautiful resource of happiness	primary/original source	NT
	L1	To be happy we must just keep a chaine between us and him	maintain/foster/preserve a link	FCH

48	<b>G4</b>	Look for <b>the light in you</b>	inside you	IRR
	<b>L1</b>	When you <b>put a goal in your head</b>	set/have/establish	NT
	<b>L1</b>	You will <b>arrive to your objective</b>	achieve/accomplish/fulfil/attain	FCH
49	<b>L1</b>	<b>To getting a good person</b> with people in general give you chance be loved by others	to be	FCH
	<b>L2</b>	The <b>big enduring</b> when you want something you cannot get it	great endurance	SU
50	<b>G5</b>	Being tightly <b>related in</b> God	to	IRR
	<b>G5</b>	Be <b>good for the others</b> and life will <b>be good for you</b> in return	to	IRR
	<b>L1</b>	Life is not to <b>find yourself</b> but to <b>create yourself</b>	know – make	NT
	<b>L2</b>	And having <b>a tight relation</b> with your religion and prayer	close/strong relationship	SU

***N.B.***

***The Slightly Modified Version of Lexical Collocations originally proposed by Benson, et al. (1986)***

***Used in this Study:***

L1 and L2 combined to one type as L1	⇒	<b>L1=</b> (v+n/pron)
L3 becomes L2	⇒	<b>L2=</b> (adj+n/n+n)
L4 becomes L3	⇒	<b>L3=</b> (n+v)
L5 becomes L4	⇒	<b>L4=</b> (qunt/n+of+n)
L6 becomes L5	⇒	<b>L5=</b> (adv+adj)
L7 becomes L6	⇒	<b>L6=</b> (v+adj/adv)

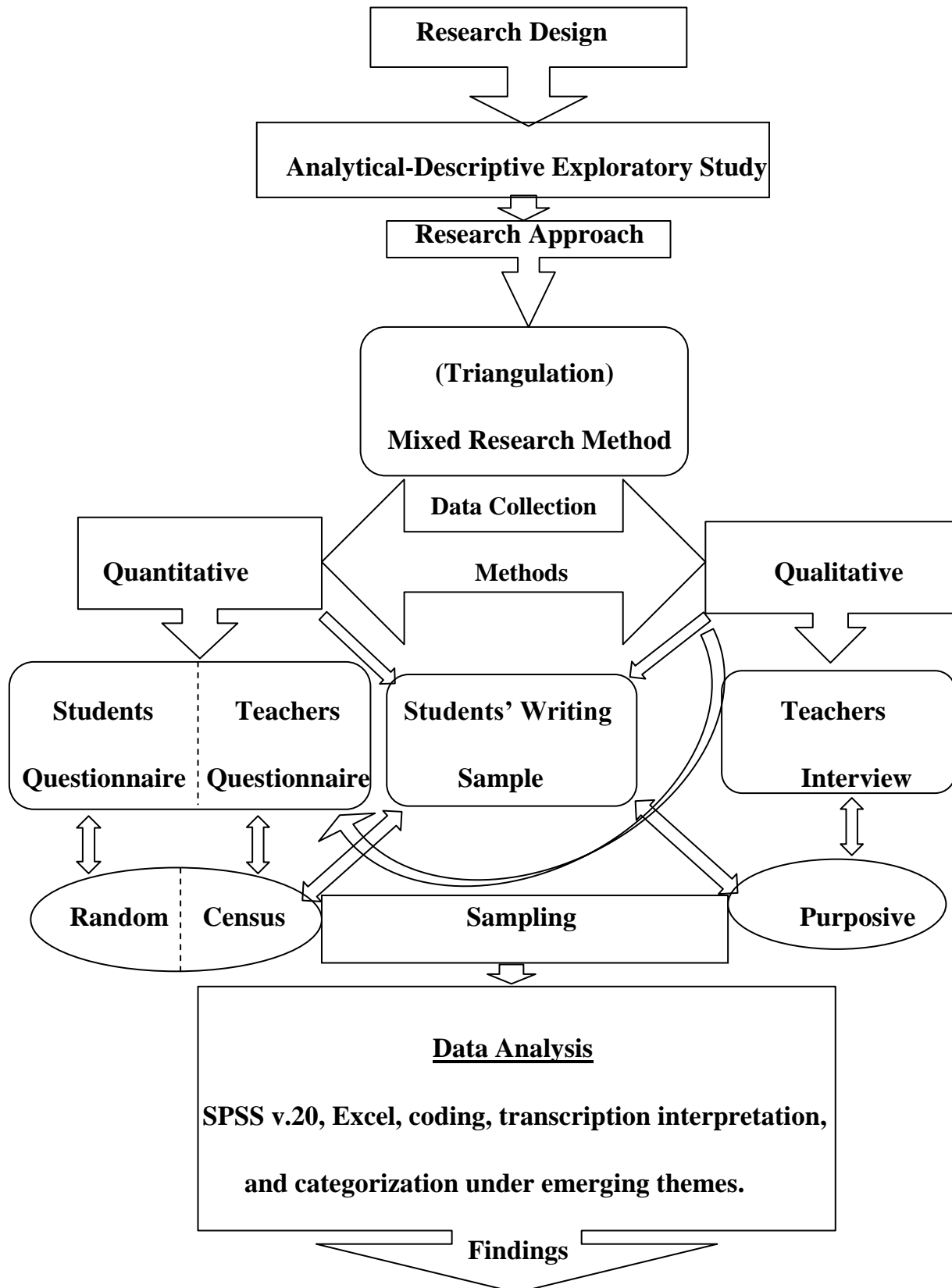
**The Rates of the Miscollations Sources:**

- 1) **IRR:** Ignorance of Rule Restrictions (137)
- 2) **NT:** Negative Transfer (120)
- 3) **SU:** Synonym Use (48)
- 4) **FCH:** Falce Concepts Hypothesized (45)
- 5) **Overg:** Overgeneralization (24)
- 6) **Apprx:** Approximation (22)

## Appendix P

### Research Methodology Summary

The research methodology adopted in the current study can be summarized below:



## Appendix Q

### *The Results of Quantitative and Qualitative Data*

**Table 1. *The Results of Students' Writing Samples***

Lexical and Grammatical Collocational Errors' Occurrence in Students' Written Production:	In-Class Writing Samples: 178 1st Term-exam Writing Samples: 218 The Whole Corpus: 396
The Most Frequent Collocations Error Types:	L1 L2 L4 G4 G5
The Most Problematic Collocation Types for Students:	L1 G4
The Frequency of Lexical and Grammatical Collocational Errors:	Lexical: 259 (65.40%) Grammatical: 137 (34.60%)
The Main Sources	1) Ignorance of Rule Restrictions 2) Negative Transfer
The Effect of Writing Genre on Students' Collocational Errors:	No Significant Impact
The Effect of Gender on Committing Collocational Errors:	There is an Impact

**Table 2. The Results of Quantitative Data (Students Questionnaire)**

<b>Personal Information</b>	
Gender	Male: 22                      Female: 78
Age range	From 20 to 30 years old.
English learning experience	From below ten to more than ten years.
English choice	Yes: 96                      No: 4
<b>Students' Opinions about Writing Skill</b>	
Writing interest	SA: 31    A: 48    N: 17    D: 4
Having a liking for English writing	SA: 34    A: 47    N: 14    SD: 4    D: 1
Appreciation of English writing	SA: 5    A: 38    N: 29    SD: 23    D: 5
Difficulty of writing	SA: 2    A: 26    N: 34    SD: 33    D: 5
Order of writing difficulty sources	1. Vocabulary 2. Word combinations 3. Grammar
Preferable vocabulary learning strategy to enhance writing	a).      SA: 13      A: 14      N: 2 b).      SA: 26      A: 21      N: 4
<b>Students' Collocational Knowledge and Errors' Sources in Writing</b>	
Awareness of the concept of collocation	Yes: 40                      No: 60
Collocational training	No: 100
Autonomous collocation learning	Yes: 20                      No: 80
Collocation notion	Yes: 57                      No: 43
Collocation nature	a). Idioms: 13 b). Compounds: 38 c). Free combinations: 43 f). None of them: 6
Collocation misuse as a linguistic behavior only	Yes: 74                      No: 26
The rarely occurrence of collocational errors in writing	Yes: 86                      No: 14
Having a desire for knowing more about English collocation	Yes: 98                      No: 2
Trainings as a way for enhancing collocation competence	Yes: 95                      No: 5
The main basic factors of miscollocation in writing	1. Shortage of collocational knowledge 2. Lack of knowledge of collocation properties and lack of awareness of collocational patterns
The arrangement of collocational errors' sources from the highest to the lowest	1. Negative transfer 2. False concept hypothesized 3. The use of synonym and language switch 4. Overgeneralization 5. Ignorance of rule restrictions 6. Approximation and word coinage 7. Verification 8. Avoidance
<b>Students' Attitudes towards the Effective Collocation Teaching Method</b>	
Collocation teaching methods	Explicitly: 82      Implicitly: 6      Both: 12

**Table 3. The Results of Quantitative Data (Teachers Questionnaire)**

Questionnaire's Items	Teachers' Answers
1. Professional Qualification: 2. WE Teaching Experience: 3. WE Teaching Training: 4. Collocation Dictionary Ownership: 5. Frequency of Collocation Dictionary Use: 6. Collocation Teaching Qualifications: 7. Collocation Defined:	<b>General Information</b>
	MA (Magister)                      Ph.D. From one to more than five years Yes: 4 (Ts)                              No: 10 (Ts) Yes: 2 (Ts)                              No: 12 (Ts) Sometimes (the two teachers) No: 14 (Ts) No clear idea: 3 (Ts) Different relative responses: 11 (Ts)
8. Having WE Teaching Official Syllabus: 9. Participants' Impression on the Syllabus: 10. Criteria for the WE developed Program: 11. Participants' Views about Students' Writing Proficiency Level:  12. Participants' Satisfaction with Students' Written Production Quality: 13. Giving Feedback: 14. Frequency of Focus in Providing Feedback on Students' Writings:	<b>Teachers' Opinions About the WE Module and the EFL learners' Writing Level</b>
	Yes: 3 (Ts)                              No: 11 (Ts) Yes: 2 (Ts)                              No: 1 (T) The eleventh teachers choose different options Above average: 3 (Ts) Average: 7 (Ts) Below average: 3 (Ts) Above and Below average: 1 (T)  No: 14 (Ts) Yes: 14 (Ts) The focus degree among the participants' various options is classified as follows: First, grammar/coherence (10 times) Second, sentence structure/cohesion (8 times) Third, Format (6 times) Fourth, mechanics/content/vocabulary (5times) Finally, word combinations (Twice)
15. Students' Difficulties in Producing Collocations: 16. Sources of Students' Collocation Misuse:  17. The Impact of Miss-collocations on Students' Writing Proficiency:	<b>Teachers' views on Students' Collocation Problems</b>
	Yes: 12 (Ts)                              No: 2 (Ts) The main reason is given to students' low proficiency language level, lack of collocation practice, and collocational cultural specificity.  Yes: 8 (Ts)                              No: 6 (Ts)
18. Positive Role of Encouraging Students to Learn Collocation in Developing Writing: 19. Arranging Activities of Drawing Students' Attention to their Collocational Errors from the most to the least Emphasis:  20. The Best Techniques to Help Students Enhance their Collocational Competence: 21. Collocation Teaching Significance in respect to Writing: 22. Integration of Collocation Teaching in WE Module to Improve Students' Writing:	<b>Teachers' Attitudes towards the ways of Teaching Collocation and its Integration in Writing</b>
	Yes: 14 (Ts) 1. Consciousness Raising Activities 2. Examples and Context 3. Input Enhancement 4. Reading Comprehension A positive Attitude, with a variety of choices, about all the stated techniques only Translation. Important: 11 (Ts) Very Important: 3 (Ts) Strongly Agree: 6 (Ts) Agree: 8 (Ts)
23. Collocation Mastery Role related to Writing:  24. Suggestions for Developing Collocational Competence and Raising Learners' Awareness of their Collocational Errors in writing:	<b>The Value and Function of Collocatioanl Competence in Enhancing Writing in English</b>
	All participants state that sufficient collocation knowledge has a beneficial role in writing skill.  All participants provide a set of suggestions with relatively responses as well.

**Table 4. The Results of Qualitative Data (the Semi-Structured Interview)**

<p><b>Q1</b> <b>Teaching Writing Main Challenges</b></p>	<p>Providing feedback; Motivating students to write; Method of presenting the content</p>
<p><b>Q2</b> <b>Students' Errors Causes in Writing</b></p>	<p>First language interference is the main reason Receiving little feedback/holistic feedback Lack of practice/lack of mastery of the target language Misuse or no use of writing strategies No respect to the writing process; in which, for e.g., (students' laziness to conduct any revision after writing the first draft)</p>
<p><b>Q3</b> <b>Students' Errors kinds in Writings</b></p>	<p><b>At the level of the overall structure:</b> coherence, cohesion, unity, organization, and style <b>At the level of language:</b> grammar, vocabulary, and mechanical errors Collocational errors (or the use of wrong word combinations as referred to) are considered under the category of vocabulary errors, among the many errors students, usually, commit in writing, that emerge because of lacking: vocabulary knowledge/ vocabulary appropriateness/the right choice of words/ the knowledge of word association.</p>
<p><b>Q4</b> <b>Main Focus in Correcting Students' Writings</b></p>	<p>Content, organization, coherence and cohesion ( Ts '1-3' ) Language functions and punctuation ( T 2 )</p>
	<p>Collocation competence is given a secondary importance</p>
<p><b>Q5</b> <b>Collocational Errors Influence Degree on Form and Content</b></p>	<p>Content ( T 1 ) Both ( Ts '2-3' )</p>
<p><b>Q6) Collocation Misuse Impact, as a Cohesive Device, on Text Coherence</b></p>	<p>Certainly, a negative impact</p>
<p><b>Q7</b> <b>The More Affected Aspects due to Miscollocation</b></p>	<p>Meaning is the main highly affected criterion; Accuracy; Cohesion/coherence and clarity of meaning</p>
<p><b>Q8) The More Influenced Teaching Method in increasing Collocational Errors</b></p>	<p>Vocabulary teaching method</p>
<p><b>Q9</b> <b>The More Contributed Method to Raise the EFL Learners' Collocational Competence Awareness to Enhance their Writing</b></p>	<p>Both methods have an equal stimulus ( T 1 ) The effective vocabulary teaching method is the most influenced ( Ts '2-3' )</p>

Example 1  
 "Dubai", it is the first country I have travelled to; and every time when I feel sad I just remember this travel, simply!! I became cool. It was on Tuesday, September 4<sup>th</sup> 2013 the date which I will never ever forget. I can't remember every thing specially before arriving to "Dubai" because I was very tired but sure very happy, also I can't forget the voice of the woman when she said welcome to Dubai. That voice is in my ears till know. Dubai is really another world, every thing there is shine: roads, hotels, restaurants, coffee shops, shop, etc. The most thing which stall my look and my attention is "Males" Wau. It really unbelievable, I was like a baby very happy, I couldn't stop. I just want to stall shopping all the day. People there are generous and educative, this is the most important note I have taken and then that Dubai is a wonderful world. (916)

Example 2  
 Everyone has a story that needs to be told. That is my story, it is not sad, not is it wonderful but it is my story.

It was summer, my all I went with my sweet family to a place which is beautiful but a recator that situated in the country side near to my grand father home, when we reach the town we were sitting near to a small river, by which river? it is the one that become like stars in the sky when the sun reflect its light on it and when you try to see your shape you saw a ghost and not your figure surrounding with a large number of flowers with different colors. When I saw them it became to my mind that we were in paradise and not in a real life. It was a green place with plenty of cows they were singing with the birds upon trees as we were in a party. My mother gave us a delicious food when you taste it you feel that it's a sweet and not food, we were playing all together and my father too, so it was a really enjoying time that I can't never ever forget it. (221)

Example 3

In one hand,

Since Facebook had an extremely spread in our society to be used as a means of communication and contacting with other people all over the world, all people with all ages (children, adults and old ones) make use of it as way for entertainment. Among many applications exist, chatting has taken a place. It is good to make relations with others in the sake that your purpose is to exchange information and cross cultural boundaries i.e. do have an idea about other's cultures. But in the other hand some times it is easy done out to get access (exposure) to other's accounts, and to be in contact with strangers. i.e. In some situations, giving your personal information may cause you a set of problems as well as your access to other's properties etc.

It is right that friendship is a pure (word) easy word but its meaning may be a sophisticated. due to (2) the book

The Effect of Smartphones against our Family's Relationships is really silent nowadays unfortunately we are denying the right principle of our grand father that they used to live with it in the past. Nowadays smartphones had really great a lot of bad things causing our relationships within the family. For example the mother ~~is~~ now as it check and control their children because she can't ever leave the house. To do so, smartphones in the smartphones had created a secret life and isolated one that most of us do it because it leads to the us to hide a lot of things pictures, videos, messages, and so on. From our mother's we are in a such way living on our mother's eyes we are not doing bad things to be hidden unfortunately by doing such behaviors and hiding our pictures and messages will create a problem in a case of an other. Finally what can I say is that smartphones really destroy the long time of parents and even the fathers and we can say it is a danger for our family's relationships.

Example 4

..... Travelling is the best way for everyone to have some rest.....  
..... in his mind, it is helpful for a new beginning in our lives because.....  
..... seeing new things and new people would probably enlighten our mind.

Example 5 Turkey was the 1st destination after my success in the 1st year in  
security school, my mother have some work there so she planned a vacation for  
all family precisely it was in Istanbul, our first visit was the blue  
mosque the biggest mosque ever, it is quite a plenty of light inside,  
it is a beautiful architecture. In the night we walked in the sultanahmet  
street, it is where there is people from every where and there is everything you want  
there. Next day was the day of beach, we have done a tour of two hours in  
a big boat to visit B. Bos phore, the smell of water gave us a fresh mind also  
we have seen the beautiful architecture of the turkish houses.  
..... finally turkish people are so proud and respectful, these ~~are~~  
~~people~~ and others are grateful with others, we spent beautiful moment.  
..... there and I hope that everyone could visit that ~~place~~ country. (17)

..... In this world everyone search for happiness where and at  
every where where there is happiness and sadness, crying and laughing children  
family, friends all together, combining happy and enjoy to life.

Example 6 everyone have to decide his way and the person who will  
choose his life with himself. The basic elements for happy life is honesty  
with people and mutual respect, love, honesty, mercy, respect all  
human feeling just within our life can be more comfortable and easy.  
my mother is the sunshine of my life, is a wind that push me higher and  
higher in addition, god that bless everyone who had heart of gold  
and the person who help people and not selfish.

The philosophy for happy life it depend on the person and his  
view to this world. Whether is optimistic or not we must just love  
good people surround and life in both side with it, problems or  
it's good condition. (37)

## ملخص البحث

### دراسة أخطاء المتلازمات اللفظية والنحوية في التعبيرات الكتابية لطلبة اللغة الإنجليزية

لقد أجريت هذه الدراسة أساساً لفحص أخطاء المتلازمات في مئة مقالة خاصة بطلبة السنة الثالثة لغة إنجليزية بجامعة محمد لمين دباغين - سطيف 2 - حيث تهدف إلى تحليل أخطاء المتلازمات اللفظية والنحوية مع تحديد أنواع الأخطاء الأكثر حدوثاً، وكذا مناطق الصعوبة والأسباب الرئيسية لحدوثها.

إلى جانب ذلك تسعى إلى معرفة مواقف الطلبة حول منهجية تدريس المتلازمات، وأراء الأساتذة فيما يخص دور الإستعمال الجيد للمتلازمات في مقالات الطلبة وأنجع طريقة لتقليص أو الحد من الإستعمال الخاطئ للمتلازمات. علاوة على ذلك تحاول إكتشاف مدى إدراك الأساتذة ومواقفهم من تأثير سوء إستعمال المتلازمات على نوعية مقالات التعبير الكتابي الخاصة بالطلبة. ولتحقيق هذه الأهداف فقد تمّ إتباع المنهج التحليلي-الوصفي الإستكشافي القائم على النوعية والكمية بالإضافة إلى توزيع إستبيانات لمئة طالب وطالبة وأخرى لأربعة عشر أستاذاً وأستاذة لمادة التعبير الكتابي بالإضافة إلى إجراء مقابلة مع ثلاث أستاذة التعبير الكتابي - للطور الثالث -

وللتدقيق أكثر فقد تمّ الإعتماد على خمسين مقالة كتابية خاصة بإختبار التعبير الكتابي للفصل الأول

وخمسين أخرى تمّ تحريرها في القسم ولتصنيف هذه الأخطاء فقد تمّ الرجوع إلى ثنائية بانسون ورفقائه

(1986) المعدلة ومعايير تحليل الأخطاء بالإضافة إلى إستعمال قاموس تركيبات بي بي أي الإنجليزي 2010

وقاموس أوكسفورد الخاص بمتلازمات طلاب اللغة الإنجليزية 2002 لتحديد وتصحيح الخطأ. ولقد كشف التحليل

الإحصائي عن مجموع 396 خطأ للمتلازمات بنوعها الضمنية 259 (65.40%) والنحوية 137 (34.60%)

حيث أنّ عدد أخطاء النوع الأول كان أكثر من النوع الثاني وقد تم الوصول إلى تحديد النماذج الأكثر تكراراً

التالية: (فعل + اسم)، (صفة + اسم)، (اسم أو معرف + اسم)، (حرف جر + اسم)، (صفة + حرف جر). وأكثر

من ذلك فإن النوعين (فعل + اسم) و (حرف جر + اسم) وجدوا على أنهم الأكثر تعقيداً للطلبة. أما فيما يتعلق

بالفروقات المتعلقة بأخطاء المتلازمات بين نمطي الكتابة الحجاجي والوصفي فلم يكن هناك سوى فرق طفيف

على مستوى النسب. وعلى العكس فإن الإختلاف بين عدد أخطاء الجنسين كان ملحوظاً حيث تم تحديد 51 خطأ

(41.46%) بالنسبة للإناث و72 (58.54%) للذكور.

أما فيما يخص أهم الأسباب الكامنة وراء وقوع أخطاء المتلازمات فهي الجهل بخصوصية القاعدة والتدخل السلبي للغة الأخرى. وقد كشفت نتائج الاستبيانات والمقابلة عن تدني وقصور كفاءة الطلبة اللغوية في استخدام المتلازمات في اللغة الإنجليزية وللحد من هذه الأخطاء فقد إعتبرت نشاطات رفع الوعي أكثر نجاعة. وعليه فإن تدريس وتعلم هذه الوحدات متعددة الكلمات يجب أن يؤخذ بجدية مع التركيز أكثر على المتلازمات اللفظية وأن تطوير كفاءة المتلازمات أمر في غاية الأهمية.

## **Le Résumé en Français**

Cette étude vise principalement à analyser les erreurs de collocation dans 100 productions écrites en anglais des étudiants de troisième année, en 2014-2015, à l'Université de Mohammed Lamine Dabaghine-Setif-2. Elle a pour but d'examiner les erreurs lexicales et grammaticales de collocation, et de démontrer les types d'erreurs les plus fréquents, de déterminer les zones et les hiérarchies des difficultés, et les raisons principales de leur apparue.

En outre, elle cherche à connaître les attitudes des étudiants à propos de la méthode d'enseignement de collocation, et d'explorer les opinions des enseignants sur le rôle du bon usage de collocations dans les écrits des étudiants d'Anglais Langue Étrangère et la manière la plus efficace de minimiser ces erreurs. De plus, elle tente de déterminer les perceptions des enseignants et leurs attitudes à l'égard de l'impact de mauvais usage des collocations sur la qualité de l'écrites des étudiants. Pour atteindre ces objectifs, une étude analytique-descriptif exploratoire, méthode de recherche, qui a adopté une approche mixte, basée sur la qualité et la quantité, a été suivie. En outre, deux questionnaires ont été distribués aux 100 étudiants et à 14 enseignants d'expression écrite, et un entretien semi-structuré a été mené avec trois enseignants d'expression écrite de troisième année.

Pour plus de précision, un échantillon d'écrits composé de 50 essais, ont été édités, en classe et de 50 essais extrait d'écrits sur le test de l'expression écrite du premier semestre ont été rassemblés et analysés. Pour détecter et classer les erreurs, une particulière référence a été faite à la Taxonomie de Benson et ses Collègues (1986) Version Modifiée et aux Procédures d'Analyse d'Erreur. De plus, *The BBI Combinatory Dictionary of English* (2010) et *The Oxford Collocations Dictionary for Students of English* (2002) ont été utilisés pour identifier et corriger les erreurs.

L'analyse statistique a révélé qu'un total de 396 erreurs a été trouvé dans les collocations lexicales (259: 65,40%) et dans les collocations grammaticales (137: 34,60%). Le nombre d'erreurs de type 1 était supérieur à celui du deuxième type. D'autres, modèles: (v + n), (adj + n), (n / quantificateur + n), (pre + n) et (adj + pre) ont été dévoilés comme étant les plus récurrents, et parmi ces types d'erreurs (v + n) et (pre

+ n) se sont révélés être les plus complexes pour les étudiants. L'étude a également démontré qu'il n'y avait qu'une légère différence dans le taux, d'erreurs de collocation, entre les deux types d'écrits argumentatifs et descriptifs. Cependant, en ce qui concerne le sexe, on a découvert que les garçons (72: 58,54%) commettaient plus d'erreurs de collocation que les filles (51: 41,46%).

En ce qui concerne les sources d'erreurs de collocation, l'Ignorance de la Spécificité de la Règle et l'Ingérence Négative de l'Autre Langue ont été déterminés à être les plus importants. Sur la base des questionnaires et des entretiens, les résultats ont révélé une connaissance insatisfaisante de la collocation, et les Activités de Sensibilisation ont été soulignées pour réduire ces erreurs. Par conséquent, l'enseignement et l'apprentissage de ces expressions Multi-Mots doivent être pris au sérieux, en mettant davantage l'accent sur les Segments Lexicaux, et il est absolument nécessaire de développer les compétences de collocation, par le biais de la sensibilisation, est extrêmement important.