

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
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**Enhancing EFL Students' Learning and Retention of Target  
Language Collocations through Interactive Websites  
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University**

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**By Mr. Mohammed El Amin GHOUES**

**Supervisor: Dr. Mokhtar HAMADOUCHE**

**Board of Examiners**

**Chairman: Dr. Farid CHAIRA**

**Supervisor: Dr. Mokhtar HAMADOUCHE**

**Examiner: Prof. Ahmed Chaouki HOADJLI**

**Examiner: Prof. Sabrina BAGHZOU**

**Examiner: Dr. Nassira BOUDERSA**

**Examiner: Dr. Haroun MELGANI**

**Oum El Bouaghi University**

**Oum El Bouaghi University**

**Biskra University**

**Khenchela University**

**ENS Constantine**

**Oum El Bouaghi University**

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## DEDICATION

*I dedicate this work to*

*My beloved parents, **Salah** (May Allah have mercy upon his soul) and **Zakia**, for their heartfelt prayers in times when I needed them the most, and for setting an example by teaching me to work hard for the things that I aspire to achieve,*

*My dear wife, **Roufaida Zernadji**, whose presence has always been a special gift from Allah.*

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## ABSTRACT

In the Algerian tertiary level syllabi, EFL vocabulary teaching is split up between different courses while relying mostly on undeliberate learning or learners' own efforts. Moreover, current teaching practices tend to consider the learning of word combinations of secondary importance. Therefore, learners' linguistic production will always remain crammed with idiosyncratic wording due their lack of knowledge about word combinations, particularly collocations. Despite the evolution and great potentialities of online interactive platforms in education, the use of basic platforms in most Algerian universities is still prevalent, which may, eventually, lead to learners' demotivation and disinterest in any item being taught. The main aim of the current research is to probe into the effectiveness of interactive websites vis-à-vis the conventional classes in teaching collocations. It is hypothesised that incorporating these online platforms will lead to better learning, retention and then eventually use of the target collocations. For the experimental design, 120 second-year EFL undergraduate students were randomly selected from Oum El Bouaghi University following the Solomon Four-Group Design while using different statistical measurements such as *ANOVA*, *t-test*, etc. The results corroborate the main research hypothesis in a sense that the experimental groups outperformed their counterparts in learning the target collocations achieving higher mean scores in the post-test: EG1 (44.5), EG2 (39.5), CG1 (34.9) and CG2 (30.1). Their retention has even improved in the tracer test with mean scores as follows: EG1 (46.6) and EG2 (40.7). The study therefore concluded that interactive platforms can play a vital role in increasing students' collocational competence, especially when there is instant feedback on their performance. Eventually, teachers should embrace the inclusion of online learning and raise students' awareness of the importance of learning collocations through interactivity.

**Key words:** collocations, collocational knowledge, EFL learners, formulaic language, interactive websites/platforms



## LIST OF ABBREVIATIONS

|               |                                                      |
|---------------|------------------------------------------------------|
| <b>AJAX:</b>  | Asynchronous JavaScript and XML                      |
| <b>APIs:</b>  | Application Programming Interfaces                   |
| <b>CDN:</b>   | Content Delivery Network                             |
| <b>CEO:</b>   | Chief Executive Officer                              |
| <b>CG1/2:</b> | Control Group 1/2                                    |
| <b>CGI:</b>   | Common Gateway Interface                             |
| <b>CLC:</b>   | Conversational Learning Community                    |
| <b>CLT:</b>   | Communicative Language Teaching                      |
| <b>CNN:</b>   | Cable News Network                                   |
| <b>CTAs:</b>  | Call to Action Buttons                               |
| <b>EFL:</b>   | English as a Foreign Language                        |
| <b>EG1/2:</b> | Experimental Group 1/2                               |
| <b>EGGs:</b>  | Electroencephalograms (recordings of brain activity) |
| <b>ELT:</b>   | English language teaching                            |
| <b>ESL:</b>   | English as a Second Language                         |
| <b>FAQ:</b>   | Frequently Asked Questions                           |
| <b>FL:</b>    | Foreign Language                                     |
| <b>GG:</b>    | Generative Grammar                                   |
| <b>GGG:</b>   | Giant Global Graph                                   |

|                  |                                                               |
|------------------|---------------------------------------------------------------|
| <b>GSL:</b>      | The General Service List                                      |
| <b>GUI:</b>      | Graphical User Interface                                      |
| <b>HTML:</b>     | The Hypertext Markup Language                                 |
| <b>HTTP:</b>     | The Hypertext Transfer Protocol                               |
| <b>ICTs:</b>     | Information and Communications Technologies                   |
| <b>LFP:</b>      | Lexical Frequency Profile                                     |
| <b>L1:</b>       | The First Language (Mother Tongue)                            |
| <b>L2:</b>       | The Second Language                                           |
| <b>MEU:</b>      | Morpheme Equivalent Unit                                      |
| <b>MWE:</b>      | Multi-word Expressions                                        |
| <b>NLP:</b>      | Natural Language Processing                                   |
| <b>OS:</b>       | Operating System                                              |
| <b>OWL:</b>      | Ontology Web Language                                         |
| <b>PCs:</b>      | Personal Computers                                            |
| <b>PTIC 1/2:</b> | Proficiency Test in Collocations 1/2 (Pre-test and Post-test) |
| <b>PVLT:</b>     | Productive Vocabulary Levels Test                             |
| <b>RDF:</b>      | Resource Description Framework                                |
| <b>RSS:</b>      | Really Simple Syndication                                     |
| <b>VCM:</b>      | Vocabulary Control Movement                                   |
| <b>VLТ:</b>      | Vocabulary Levels Test                                        |

**WebOs:** Web Operating System

**WWW:** World Wide Web

**XML:** Extensible Markup Language

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## **GENERAL INTRODUCTION**

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# GENERAL INTRODUCTION

## 1. Background of the Study

The English language has risen as one of the main active languages, which is widely used in various domains. The mastery of this universal language is key to intercultural communication, technology manipulation and business. Learning English requires constant practice, patience and understanding of the different aspects of the language such as grammar, phonology, syntax, semantics, etc. As any language, there are four foundational skills of learning, namely listening, writing, speaking and reading— also known as macro skills and they are related to two modes of communication: oral and written.

One of the main concerns for those teaching an additional language is how to help students deal with situations, which require a fairly advanced level of proficiency, in order to understand and be understood. Perry and MacDonald (2001) argued that learners who have ‘advanced level of proficiency’ should possess a good vocabulary size where grammatical structure is crucial to understanding the subtle nuances of meaning. Several approaches could be adopted to develop students’ vocabulary. For example, Coady (1997) attached importance to the explicit teaching of vocabulary items together with some kind of strategy training. These are meant to improve and manage students’ learning to gain the required exposure to lexis and build up word knowledge. However, before talking about vocabulary instruction, understanding word knowledge is crucial.

Beck and McKeown (1991) explained word knowledge as a continuum ranging from not knowing to “rich de-contextualised knowledge of a word’s meaning, its relations to other words and its extension to metaphorical uses” (p. 792). The notion involves being— more or less— familiar with a set of features such as pronunciation, spelling, grammatical patterns, meaning(s) in different contexts, appropriateness in different contexts, relations with other words (typical

associations, frequent collocations, and so forth.) and derivations. These features, then, refer to ‘the depth of knowledge’ of a word, which may range from superficial to deep at different stages of learning (Read, 1993). To put it differently, the higher the degree of familiarity, the closer this knowledge comes to being productive (Melka, 1997). It could be argued that what is more important for comprehension is knowing what the words mean (Coady, 1993; Grabe & Stoller, 1997).

Research in the area of language acquisition has revealed that one of the major challenges ahead of learners of English as a foreign language (EFL) is learning and producing proper and natural formulaic sequences, specifically collocations. Learners mistakenly think that learning a language is solely limited to memorising single words along with their meanings and definitions. Even if they can memorise thousands of words and meanings, they will still face difficulties in producing natural chunks of language regardless to their proficiency level (Bahns & Eldaw, 1993; Nesselhauf, 2003).

To fulfil their functions within a phrase or a sentence, words connect with neighbouring constituents. Those connections call for other linguistic elements to serve syntactic, lexical and pragmatic functions in a given context. Understanding these word associations is of higher priority in the process of learning a language, and such associations are characterised by being arbitrary, recurrent and bound by cultural restrictions.

Natural occurrence of words is bound to the notion of ‘formulaic language’, which encompasses all various word associations such as frequent phrases, collocations, idioms, and so on. The formulaic sequences are believed to have some properties in common. Learners should take into account these recurrent words, which are part of the formulaic language and which tend to follow an idiom principle— they are troublesome to learners in acquiring the language (Paquot & Granger, 2012). In this respect, teachers are required to raise their students’

awareness towards this aspect and teach them how to notice formulaic sequences in the spoken and written forms of the language since many EFL learners pay no or less attention to what is frequently used and what is not, or what is formulaic and what is not. They will often find it difficult to express themselves naturally (Wood, 2002). He (2002) further suggested that such sequences should be processed as ready-made chunks; they should be learnt and memorised as wholes for the mind to retrieve them effectively at a faster rate in the same way native speakers do.

A central issue that the Algerian higher education faces is the widespread adoption of the conventional teaching approaches and methods, which have proved to be rather inadequate in modern education. The current pedagogical curricula and the teaching approaches fail to yield desired results and still place much emphasis on grammar while lacking the understanding of vocabulary and how it is supposed to be taught. Precisely, should vocabulary be taught deliberately or incidentally? Concerning this point, Ur (2012) maintained that teaching vocabulary incidentally in additional languages is not enough. Laufer (2003) claimed that the process would be rather slow and unreliable. Hence, the inclusion of some deliberate, focused vocabulary-teaching procedures for incidental acquisition through extensive reading and listening is much required. Deliberate teaching of vocabulary can be selected for some purposes such as developing learners' repertoire or consolidating and deepening their knowledge of the new items.

Selecting which items of vocabulary to teach is of great importance. The usefulness of teaching items lies in their frequency in speaking or writing. This does not mean, however, that frequency is the only criterion why vocabulary items are being taught in the first place. They can also be of great importance and relevance to students' culture and context. Easiness could be another criterion as well. By easiness, it is meant that words can either be short, easily articulated and, perhaps, similar to students' L1. Ur (2012) also stressed the importance of

providing activities, which specifically target vocabulary expansion. As an example, teachers might teach new words and phrases in the very beginning of their lessons under the label of ‘word of the day’ or ‘expression of the day’.

Speaking of natural phrases and recurrent combinations of words, incorporating the idiomatic language in classes has become a necessity in EFL settings, especially in Algeria. Teachers can highlight the most frequent and useful expressions (e.g., collocations) in relation to the contexts they are used in. Collocations comprise a substantial part of these combinations of words with patterns, and they have certain features and tendencies that are yet subtle. Their features and influence on learners’ knowledge development have been evidenced in a plethora of research (e.g., Gitsaki, 1999; Kellerman, 1978; Koya, 2005; Kurosaki, 2012; Nesselhauf, 2005).

Much has been said about the conventional and traditional teaching methods and practices and how they proved to be outdated, in times when teachers needed to deliver their lessons and interact with their students with no restrictions whatsoever (Serroukh & Serroukh, 2022). There is a necessity to turn to technological tools that can cope with any of the unexpected challenges in the modern world. In retrospect, the majority of the Algerian universities, if not all, have been crippled by the outbreak of the Covid-19 pandemic and the process of teaching was halted by the onset of an unexpected problem that challenged the entire world. Institutions had to treat the idea of digitalising education with greater responsibility, and most of which had to resort to basic platforms such as Moodle as the only means available that time, in addition to other free chatting platforms such as Zoom, Teams and Google Meet. Indeed, plans were needed for the digital transformation of education and how to develop new ways to solve urgent problems and ensure the continuity of teaching and learning. As an epitome, the University of Oum El Bouaghi adopted Moodle where teachers and students could interact with one another. However, interaction through Moodle can only be basic. Instructors merely used it to upload

documents so students can just download (Evgenievich et al., 2021). Generally, the use of interactive websites in teaching and assessing students at the University of Oum El Bouaghi was and is still totally absent. Consequently, students can only get demotivated and disinterested.

Nowadays, people spend more time on the Internet. Hockly (2011) labelled them as digital or cybercitizens, digital natives, digital youth, to name a few. Prensky's (2001) terms, however, were more specific as they target people who use the Internet and technology within the scope of English language teaching, and they are digital natives and digital immigrants. In fact, the generation of digital began to emerge in the 1990s together with the advent of the World Wide Web (Dzhusubaliyeva et al., 2021). Hietajärvi et al. (2015) attempted to analyse the key differences between the conventional learning and the digital 'socio-digital' and found that the digital generation has more tendency to use visual perception to channel and acquire information. Conventional learning is based on reading and narration. Digital learning is characterised by being non-linear and focuses on situational immersion, whereas conventional learning is rather linear in its nature. One other key difference is the presence of gamification in digital learning unlike the passive schools. Seminovskikh (2014) and Pendikova (2016) highlighted an essential feature of digital learning, which they referred to as 'clip of thinking', and which is closely linked to perception, awareness, sensation, attention, memory and other cognitive processes.

The integration of new Web technologies has led to the emergence of a new perspective in learning (Selwyn, 2007). These technologies made the process of education more independent without temporal or spatial limitations, with enriched course contents (Işık et al., 2010). The main aim of digital learning is to foster interaction between the teacher and student and overcome the restrictions of conventional learning. It is widely believed that the new generation of students is more familiar with the digital technologies and they can perform

different tasks such as having access, creating and sharing information (Yazıcıoğlu et al., 2020). With the technological skills of students coming to the forefront, researchers and practitioners have shifted their attention to the creation of rich courses, which cater for learners' needs, learning styles and expectations (Blau et al., 2018). It has become the main quest of modern education to train teachers and students to be more effective when using technologies (Korucu, 2020).

Current Algerian students should be also labelled as the 'digital generation'. One can notice how they are attached most of the time to their phones, whether to communicate on social media or to study. Instead of using pen and paper, they generally download documents and files on their phones. They have developed their unique characteristics, hence other learning strategies are needed to teach them. There are teaching characteristics specific to the 'digital generation', which should be taken into account. Students should be motivated to work in groups and collaborate in making projects, while integrating technology into the learning environment and fostering active and interactive learning activities. Interactive websites can bring much life to conventional classes and generate motivation towards the subject being taught.

Researchers such as Wong and Looi (2010), Lin et al. (2014), Tanaka et al. (2015) conducted studies to investigate the role of interactive tools in vocabulary learning. Tanaka et al. (2015), for instance, created an interactive online platform for Japanese university students. They (2015) found that this tool facilitated the process of visualisation, practice and use of the words they encountered on the web. In addition, learners were more optimistic and motivated to learn through the platform. They (2015) concluded that the tool used had great potential of creating an authentic learning experience.

Overall, incorporating interactive online platforms is feasible. These tools can make learners more responsible for their own learning since they allow them to create the contents

for their own learning. Moreover, the incorporation of platforms is not a heavy burden for teachers as they can only lead and guide their students. These tools are meant to overcome the widening gap between teachers and learners since they can make classes much more appealing for learners (Eren, 2015).

## **2. Statement of the Problem**

When learning any foreign language, errors are inevitable due to the gap in knowledge of the target language usage and its rules. These errors occur in the different aspects of the language such as vocabulary, grammar, phonetics and so forth. One of the most problematic areas that still hinder the linguistic development of students in Oum El Bouaghi University as in most Algerian universities is how to combine words together and use them in the most natural and accurate manner whether in their spoken or written production. In the Algerian context, several studies (e.g., Arabet, 2017; Bouf, 2021; Boulaiche, 2021), raised an interesting point that students tend to pay no or little attention to the words being used in combinations and they ignore the aspect of choice of words when they write or speak. In addition, teachers at the university may spend some time teaching collocations explicitly through reading, writing and even speaking activities, but they still cannot make teaching these combinations more appealing to students, thus leading to students' disinterest and de-motivation. The methods of teaching collocations are very traditional and do not really help students memorise, retrieve and use collocations as they are supposed to be (Al Musa, 2022).

Another chief reason, which may hamper the process of effective learning of these combinations of words, is the ignorance of formulaic language or inadequate understanding of the concept and how it can contribute to learners' language proficiency development. In addition, teaching methods must meet learners' needs. They should not totally discard the inclusion of interactivity and online learning in the classrooms.



The current generation seems to know more about devices and how to use the Internet, so they are expecting more out of the teaching practices, in which technology can be manifested in various forms and ways, and one of these ways is learning through interactivity. It is very important to create alternative teaching styles for those students at Oum El Bouaghi University who generally have problems with learning and using collocations appropriately in a setting where instant feedback and interactivity are almost absent.

### **3. Aims of the Study**

The aim of the present study is threefold, in which subsidiary and main aims can be outlined. It attempts at raising teachers' awareness of the significance of explicit teaching of collocations through interactivity and discussing the importance of raising students' awareness of learning collocations in order to improve their language production. The overriding aim of the current study is to improve the collocational knowledge and competence of students at Oum El Bouaghi University through interactive websites. Second-year students at the University of Oum El Bouaghi are still struggling to find the right tools and suitable environment to learn collocations in order to enhance their linguistic proficiency. Hence, the study introduces some of the interactive tools that can be used to teach collocations while making use of multimedia to engage learners and bring much life to the lessons. In other words, the study sets out to investigate the role of interactive websites in modern classes and the extent to which they can improve students' understanding and performance in learning natural combinations. These websites can help students to memorise, retrieve and use collocations effectively vis-à-vis the conventional methods of teaching.

To sum up, the present research work incorporates interactive websites to teach second-year EFL undergraduate students at Oum El Bouaghi University how to notice collocations and arouse their attention to their existence in any form of the language while listening and reading. The study concludes with further theoretical and practical insights, tips and suggestions based

on the findings of the study so as to help them better their teaching practices to the optimum with the use of technology.

#### **4. Research Questions**

The research work attempts to answer these questions:

- 1) To what extent do the interactive websites boost EFL learners' retention of collocations in comparison to the class-based teaching?
- 2) How does instant feedback in interactive websites contribute to the learning and retention collocations in EFL settings?
- 3) What are EFL learners' attitudes and feedback on the use of an interactive website to learn collocations?

#### **5. Research Hypotheses**

Based on the research questions stated above, the following hypotheses are formulated:

- 1) The use of interactive websites would boost EFL learners' retention of the target collocations in comparison to the traditional class-based lessons.
- 2) Instant feedback provided by interactive websites would be of substantial contribution to the learning and retention of collocations.
- 3) Second-year EFL undergraduate students at Oum El Bouaghi University would appreciate the use of interactive websites in their learning of collocations.

#### **6. Research Methodology**

Practically, the study investigates the role of using an interactive website in teaching collocations and whether it will help learners improve their performance after the experiment in comparison to the traditional teaching approach that is based on face-to-face lessons and handouts. A population of 150 participants is assigned for the current research. However, the main study sample consists of 120 participants who were randomly selected and assigned in four groups equivalent in terms of the number of participants in each group. The experimental

groups (EG1 and EG2) were asked to enrol in the online interactive course, whereas the control groups (CG1 and CG2) had in-class lessons. Following the Solomon Four-Group design, a pre-test and post-test were administered to both EG1 and CG1 in order to measure their learning of collocations before and after the course with and without the treatment procedure, respectively. Another experimental and control group (EG2 and CG2) were randomly chosen and they both had a post-test only. In addition, EG1 and CG1 were assessed throughout the course by means of three instructional tests. A tracer test was also applied to EG1 and EG2 after to check whether the treatment procedure and the course have helped them commit collocations to their memory. As to measure the students' results and examine their progress in all the groups, various statistical measurements were applied such as t-test, one-way ANOVA, ANCOVA, etc.

Overall, the experimental design of the current research attempts at measuring the participants' collocational competence and examining the role of interactive websites in helping second-year EFL undergraduate students at Oum El Bouaghi University to effectively learn, retrieve and use the target collocations. It also seeks to draw comparisons between the experimental and control groups in order to raise students' and teachers' awareness of the significance of learning/teaching collocations through interactive websites.

## **7. Structure of the Thesis**

The present research work is divided into six chapters: three theoretical, two practical, and one chapter for pedagogical implications concerning the teaching of collocations using interactive websites. The first chapter surveys and discusses the two fundamental notions in language acquisition and use, namely vocabulary and formulaic language in foreign language learning. It casts light on vocabulary perspectives, key studies on the categories of vocabulary, and the history of vocabulary approaches. In addition, the chapter tackles the notion of formulaic languages as an essential part in language acquisition discussing relevant studies and approaches in the area. It provides the multifarious definitions and classifications suggested by

researchers in the area to better understand the notion. It concludes with a discussion on the identification of formulaic language.

Chapter Two highlights an important aspect of language, which is collocation. It attempts to inspect concept, which is the foremost point of investigation in the present study. Furthermore, some definitions are given according to different approaches. The chapter discusses the different types and patterns of collocations, the collocational knowledge and its dimensions, and it also sheds light on studies that were conducted on the different categories of collocations. The impact of collocation features on learning knowledge and the significance of learning collocations are addressed in the remainder of the chapter.

The third chapter is devoted to the role of interactive websites and interactivity in modern education. It includes the evolution of the Web while providing a definition to interactive websites. This chapter provides examples of interactive websites used to teach collocations including the evaluation of websites in terms of features and format. Ultimately, it shows the importance of incorporating these websites in online distance learning and the role they play in improving learners' English proficiency.

Chapter Four involves the description of the research design, the different statistical procedures to test out the research hypotheses. It introduces the research approaches, population, data collection process, instruments, testing and, finally, research ethics.

The fifth chapter is dedicated to the analyses and evaluation of the students' performance in all the groups through experimental research design. It analyses the different waves of data in order to provide comparisons between students' results with and without the treatment. The chapter devotes some sections to gathering students' feedback on the use of interactive websites in their learning of collocations through post-treatment questionnaires.

Ultimately, Chapter Six attempts to present some pedagogical implications and recommendations on the role of interactive websites in teaching collocations or any aspects of the language, in addition to their contribution to increasing students' language proficiency. It serves as a guide to both teachers and students on how to make use of technology and the Web in teaching and learning.

## **Chapter One**

### **Vocabulary Learning and Formulaic Language Surveys**

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## **Chapter One**

### **Vocabulary Learning and Formulaic Language Surveys**

#### **Introduction**

Vocabulary has traditionally been regarded to be of crucial importance in language acquisition (Zimmerman, 1997). Wilkin (1972) emphasised that vocabulary is no more inferior than grammar and therefore plays an indispensable role to the extent that “[...] without vocabulary nothing can be conveyed” (p. 111). The notion is too broad to encompass other linguistic aspects that EFL learners do not often pay attention to while learning additional languages. Given its importance, lexical knowledge is also central to communicative competence and to the acquisition of languages (Schmitt, 2000), and a complementary correlation exists between vocabulary knowledge and language practice (Nation, 2001). It is worth mentioning that a substantial part of vocabulary is formulaic. Thus, the attention of linguistics studies has shifted to formulaic language from various perspectives (Myles & Cordier, 2017; Schmitt & Carter, 2004; Wood, 2015; Wray, 2002), focusing on the intricacy of multi-word expressions (MWE) and recurrent lexical structures, which characterise natural language. Knowledge of multi-word expressions is fundamental to understanding how language is used.

The current chapter casts some light on vocabulary and formulaic language since both notions have more connections to share with each other. Understanding the importance of one without neglecting the role of the other is of great value to ESL/EFL teachers and learners because they are necessary for fluent and natural language processing and production.

## **1.1. Perspectives on Vocabulary**

This section discusses some of the proposed definitions of vocabulary. Broadly, the notion refers to knowing words and their meanings as it can also refer to lists of words that are alphabetically organised along with definitions, synonyms, antonyms, collocations, etc. Linguistically, vocabulary is a group of words, each comes with a set of meanings, register, associations, collocations, grammatical behaviours, written forms (spelling), spoken forms (pronunciation) and frequency knowledge (Schmitt, 2000). Vocabulary could be acquired either incidentally (indirect exposure) or intentionally (direct instruction) using specific words and word-learning strategies. Richards and Renandya (2002) further maintained that vocabulary is an integral component of language proficiency, and it is an important aspect of language and the cynosure of a considerable number of investigations in applied linguistics. What follows next are some of the definitions and taxonomies of vocabulary.

### **1.1.1. Definitions**

Irrespective of the definitions given by dictionaries on the word ‘vocabulary’, there are other more comprehensive definitions provided by scholars to fully understand the notion. Hornby (2006), for instance, defines vocabulary as all words that one knows or uses in any given language. He (2006) referred to it as lists of words bearing meanings. Nation (2008) added that vocabulary has a pivotal role, and it is a key element of any language. Words are the necessary tools used to express ideas and feelings, and without them, it would have been nearly impossible to establish intelligible communication. Vocabulary is also viewed as a list of words with meanings that a speaker knows and uses to communicate with others (Hatch & Brown, 1995; Linse & Nunan, 2005).

Furthermore, Roget (1980) defined vocabulary as words or word lists that are often defined or translated, all the words of a particular language and expressions that are specialised



and indigenous to a given field, subject, trade, etc. As an example, under the theme ‘sport’, the words *boxing, skateboarding, and football* are stored together. Words such as *passive* and *active* are opposites. Super-ordination refers to words that cover other words, which are subordinate to them. When people, for instance, mention the word *animal*, others can easily associate it with *cat, goat, horse, dog*, and so on. The third one is synonymy, and it refers to words having the same or similar meanings that are stored together. *Happy* and *glad*, *surprise* and *shock* tend to appear together since they are considered synonyms. Collocation means words that are usually stored together to collocate with one another: *black and white, salt water, bright red* are collocations, and they usually combine with one another based on people’s habit of actual use.

The large number of proposed definitions can indicate that vocabulary is at the heart of language learning and language use. It makes the essence of a language, and speakers will never be able to convey the meaning and communicate with one another in any language without vocabulary (Laufer, 1997). In a similar vein, Edward and Vallette (1997) stated that “Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure, and as they practise sound systems” (p. 149). Altogether, vocabulary is beyond single words and a combination of meanings, it is more complex than what these definitions might suggest, since it covers more types and categories.

### **1.1.2. Types of Vocabulary**

The essential role of vocabulary is to bridge the gaps among the four macro skills, namely speaking, writing, listening and reading, whether in oral or written forms. It has been evidenced that the size of receptive vocabulary is typically larger than productive vocabulary with words and meanings assigned to them (Nagy, 2005). Schmitt (2000) maintained that word meaning consists of the link between the word and its referent (the person, thing, action, and situation). The dictionary meaning of a word is the basic meaning; yet, a word can have extra meanings in different texts.

Melka (1982) categorised vocabulary as receptive and productive, active and passive, comprehension and production, understanding and speaking, recognitional vocabulary and actual or possible vocabulary use. In addition, Henriksen (1999) proposed three dimensions to the development of vocabulary, namely a “partial-precise knowledge” dimension, a “depth of knowledge” dimension and a “receptive-productive” dimension (p. 304). According to Henriksen (1999), this categorisation of receptive and productive vocabulary is one that is upheld by most researchers, and it is yet the most adequate distinction made to understand word knowledge (Laufer & Nation, 1999). Moreover, receptive and productive vocabulary are commonly used in most of the investigations that revolved on the categories of vocabulary. Nonetheless, there are no clear-cut definitions for them. For this reason, Melka (1997) emphasised the necessity to have a clear and adequate definition for what is actually meant by receptive and productive vocabulary. In an attempt to clarify this distinction, it is crucial to understand what each category means. Receptive vocabulary has to do with the perception of any word or form and retrieving the meaning through the receptive skills (listening and reading), whereas productive vocabulary is the expression of a meaning through speaking or writing while retrieving and producing the appropriate spoken or written form of a word (Nation, 2001).

In addition to the aforementioned types of vocabulary, there are at least five kinds of vocabulary according to Hatch and Brown (1995). They are word classes, word families, word formation, collocation and homonyms.

#### *- Word Classes*

Ten parts of speech were mainly suggested for grammatical purposes, namely noun, verb, adjective, adverb, pronoun, preposition, conjunction, numeral, article and interjection. Words are classified upon various criteria. These criteria are listed as follows: phonological properties

(e.g., monosyllabic/polysyllabic words), social factors (e.g., general /technical vocabulary), and language history (e.g., loanwords/native words).

#### - *Word Families*

These cover affixes, inflections and derivatives. For instance, the verb ‘clean’ changes depending on the tense used like adding –s in the present simple with third person singular and –ed when forming the past simple tense. Derivatives are formed when prefixes or suffixes are added, as in the case of *replay* and *playful* whose root word is *play*.

#### - *Word Formation*

Word-formation can denote either a state or a process. It can be viewed either diachronically or synchronically such as compounding (e.g., word processor), blending (e.g., infotainment) and clipping (e.g., email).

#### - *Collocation*

This often refers to a pair or groups of words; they are usually found together such as *this week, once more, once again, as well* and so forth.

#### - *Homonyms*

These are words, which have the same spelling and/or sound but have different meanings. Examples of homonyms are *no* and *know*, *bow* (bend at the waist) and *bow* (part of a weapon).

Regarding all these types and kinds of vocabulary, Schuyten (1906), Stoddard (1929), Griffin and Harley (1996), Waring (1997) and Schneider et al. (2002) investigated receptive and productive vocabulary, in addition to how to develop each to increase learners’ linguistic proficiency. The painstaking investigations set the foundations to more research in attempts to examine the role of vocabulary in one’s linguistic development and to draw comparisons between receptive and productive vocabulary.

To start with, Schuyten's (1906) study consisted of Dutch and Belgian students. Classes were about learning words in French, German and French. The experimental design made use of a group of target words. The sequence containing the first set of words was productive learning, receptive test and productive test, whereas the second sequence was receptive learning, productive test and receptive test. The results revealed that receptive retention was substantially higher than productive retention. This suggests that receptive learning is easier than productive learning. Moreover, receptive learning led to a substantial amount of productive knowledge and vice versa. Students received a test on each set of words receptively and productively. It was found that their performance was boosted by the first test in each sequence. The results of the experiments were based on an immediate test instead of a delayed test.

Stoddard (1929) conducted another study on American high school students without prior knowledge of French. The aim was to teach them some French words. Each half of students followed a different way to their learning. Half of them learnt the words from French to English, whereas the second half followed the opposite way of learning, i.e., learning words from their mother tongue to French. Both groups had the same retention test; they had a test on their receptive knowledge of half of the words. The second half of the words was in a form of a productive test. Results showed that what students got in the receptive part of the test was about twice higher than their results on the productive part of the test. To clarify more, in each part of the test, whether receptive or productive, the higher results obtained in the receptive part were when students learnt them receptively. Higher results in the productive part were obtained when words were learnt productively. One of the drawbacks of this study is that students had no knowledge of French and this had a negative impact on their productive learning and testing compared to their receptive learning, as they were not familiar with the French orthography.

Griffin and Harley (1996) carried out an experimental study. The sample was again high school students in their first year of learning French. The aim of their study is to teach them

French words. Students followed the same way of learning French words as in Stoddard's (1929) experiment with the same principle of testing (receptive and productive testing). Students took the tests immediately after learning. Both receptive and productive learning yielded a substantial amount of productive and receptive knowledge, respectively. Furthermore, testing students receptively on their receptive knowledge and testing them productively on their productive learning yielded better results than the non-equivalent way of testing. That is, the type of learning must be equivalent to the type of testing. The overall results obtained in the receptive tests were significantly higher than the results obtained in the productive tests. Additionally, the total retention of either receptive learning or productive learning decayed at a comparable rate. The total retention of both receptive and productive knowledge taken together of receptive learning were not different from the total retention of both areas of knowledge taken after productive learning. Moreover, productive learning is better when it comes to dealing with difficult tasks; however, receptive learning is best suited for less difficult tasks. In conclusion, productive association is more effective than receptive association when dealing with tasks of greater difficulty.

In Waring's (1997) investigation, students had to learn one set of words receptively and the other set productively, i.e., each set of words was combined with each type of learning. Tests were on their knowledge of both sets of words productively and receptively a few minutes after learning, then after a day, a week and three months later, in addition to homework after learning. Students had to write a short essay about their experience during the experiment. Productive learning took more time than receptive learning. Receptive tests yielded higher scores than productive tests; receptive learning led to a certain amount of productive knowledge, and it was the same with the productive tests. The higher results on a receptive test were when students learnt the words receptively, which was the same in productive tests and

learning. The main finding of this study was that, regardless of the type of learning, productive knowledge decayed faster than receptive knowledge.

Schneider et al. (2002) carried out two experiments to teach American college students a set of French words. For the first half of the experiment, students learnt a set of words receptively followed by an immediate retention test. In the second half of the test, words were learnt productively, and an immediate productive retention test followed. Students received a delayed retention test one week later. Each half of the students followed equivalent learning and testing. That is, half of them learned words receptively and were tested on their receptive learning; however, the other half had a productive test on their productive learning. In almost all cases, receptive learning was always outperforming productive learning in terms of the proportion of correct responses as well as the results obtained in retention tests. In the delayed retention tests, receptive learning led to a certain amount of productive knowledge. In contrast, productive learning led to a considerable amount of receptive knowledge, enough to draw a comparison between both types of learning. Interestingly, students who learned words receptively between each test were more likely to forget words than those who learned them productively. This led them to conclude that words, which were learnt in a more difficult productive way, are not easy to forget.

Measuring receptive and productive vocabulary was a main interest to other scholars such as Laufer (1998), Laufer and Paribakht (1998), Fan (2000) and Webb (2008). In their studies, different research tools and scoring systems were deployed such as multiple-choice, checklist and translation (Read & Nation, 1986). The scholars used three distinct tests. Nation (1990 & 1997) developed both the Vocabulary Levels Test (VLT) and the productive Vocabulary Levels Test (PVLVT). The Lexical Frequency Profile (LFP) was another test developed by Laufer and Nation (1995). In terms of the grading system, all studies adopted rigorous criteria, which were, however, non-identical in the levels of strictness. Fan (2000), Laufer (1998), Laufer and

Paribakht (1998) used the VLT. This type of test does not allow much space for ambiguity and it is much easier to tell a correct answer from an incorrect one. All researchers gave one point for each correct answer. In the PVLT test, however, Laufer (1998) and Laufer and Paribakht (1998) awarded one point for answers that are semantically correct even if the answers still contain grammatical or spelling errors. In contrast, Fan (2000) did not allow any grammatical or spelling mistakes. Waring (1997) scores the PVLT using a more sensitive measure, i.e., half a point is awarded to answers with wrong spelling or grammatical mistakes if the word has the overall shape of the target word. Interestingly, these studies found that receptive vocabulary knowledge is generally found to be larger than productive vocabulary knowledge for EFL/ESL learners.

## **1.2. Cognitive Processes of Learning Vocabulary**

Vocabulary started to gain more interest partly due to a period of sustained attention and research, which picked up momentum in the early 1990s. Bogaards and Laufer (2004), Nation (1990 & 2001), Schmitt and McCarthy (1997) published a number of influential books focusing on vocabulary this time. As with learning a new language, and among all language skills, vocabulary is likely to be one of the most formidable challenges that students still face nowadays. Wilkins (1972) succinctly put it that with no vocabulary, nothing can be conveyed. That line does not seem to trivialise the central role of vocabulary in learning languages, and, certainly, the lack of vocabulary knowledge will lead to the lack of meaningful communication (Boyd, 1997). A considerable number of volumes (e.g., Carter, 1987; Carter & McCarthy, 1988; Gairns & Redman, 1986; Nation, 1990 & 2001; Read, 2000; Schmitt 2000) provided insights into vocabulary: typical lessons, practical tips and even practical studies conducted in the field.

The National Middle School Association (2008) asserted that vocabulary is at the heart of language learning and development. Conceptual learning is a critical aspect of circular programs in all disciplines, and above all, work knowledge, which is essential in learning

vocabulary. This aspect, which is complex in its nature, contributes to the understanding of words at the various levels. What really goes beyond the meaning of words is known as meta-cognition, yet it is another important aspect of vocabulary learning and instructions. The importance of teaching vocabulary implicitly in classrooms through direct instructions is also paramount (Cited in Alizadeh, 2016). In this respect, there are underlying cognitive processes that govern the overall process of learning vocabulary.

Nation (2001) maintained that the multiple exposure to a particular word is certainly the key to remembering that word. Repetition and recycling of vocabulary are therefore of crucial importance when it comes to actually learning new words (Nation, 2001; Schmitt, 2010). Milton (2009) believed that repeating and recycling new vocabulary items are important for these items to be learnt effectively. Nation (2001) suggested three major processes of vocabulary learning, namely noticing, retrieval and generative use.

Noticing is the first process in vocabulary learning. It means paying attention to the word item. That occurs in a variety of language learning environments. Nation (2001) believed that noticing only occurs in decontextualisation, i.e., when the word is thought of as a separate item, but not as a part of a message. Situations that usually involve de-contextualisation, are negotiation and definition. Ellis et al. (1994) found that words that were negotiated were learned more than others that were not negotiated. Furthermore, Stahl and Vancil (1986) stressed the importance of negotiation during semantic mapping activities. They (1986) referred to negotiation as discussion in their research. Accordingly, the importance of semantic mapping in learning vocabulary cannot be overstated since it facilitates connecting new information with existing knowledge. This is not, however, the only reason why this strategy is considered as an effective device. Semantic maps operate as devices, which promote discussion or negotiation, that are both regarded as crucial in learning vocabulary. They claim that when language learners see other students negotiate word items, they will be able to retain word knowledge. That is,



either negotiation itself or observing negotiation will provide opportunities for vocabulary acquisition. Regarding definition, words that were explained are likely to be remembered, compared with those that were not and that was evidenced in Toya's (1993) experiment with Japanese students in which she found that explicit vocabulary explanation is helpful. Elley (1989) and Watanabe (1997) also reached the same conclusion concerning the importance of explaining words to learners in vocabulary learning.

Another major process that contributes to the learning of vocabulary is retrieval. It occurs when the learner responds to an instruction or a definition given by the dictionary. The process can occur receptively or productively, and this also takes place when meaning and form are not shown at the same time, otherwise it will not be considered as such. When learners remember a word meaning when encountering the form is known as receptive retrieval. However, productive retrieval is the recovery of a word either in its written or oral form to express its meaning (Nation, 2001). As an explanation to retrieval, Stahl and Fairbanks (1986) use the word "comprehension" to refer to this process as "[...] comprehension, in which the child demonstrates the comprehension of a learned association either by showing understanding of a word in a sentence or by doing something with definitional information, such as finding an antonym, classifying words, and so forth" (p.76). Various studies (e.g., Elley, 1989; Ellis et al., 1994; Stahl & Fairbanks, 1986) discussed the significance of retrieval in incidental vocabulary learning and found that one of the essential factors of retrieving words is related to word frequency. When learners encounter the same words several times, they are more likely to be retained easily.

According to Nation (2001), the third process in vocabulary teaching/learning is generative (creative) use. It is a major process and it occurs when the learner "produces a novel response to the word" (Stahl & Fairbanks, p.76). That is, it refers to the process when the learner rather uses the word differently from the first use when the word was already encountered, and

that experience is exactly known as generative use. In this process, learners tend to change the concept of a word when producing their own sentences. In productive skills, for instance, learners can even realise new properties and features of words that were not known to them in the first encounter or even use. Learners may even change a word to meet different meanings or parts of speech as in the verb *to water* and the noun *water*. The learner in this case will re-conceptualise the word *water* after encountering one of the two parts of speech. The last process is essential in learning vocabulary (Joe, 1994).

### **1.3. History of Vocabulary Teaching Approaches**

Different approaches to language learning adopted varying and wide perspectives on vocabulary since the beginning of language teaching as a formal practice. At times, vocabulary was the cynosure in teaching methodologies, but neglected at other times. Students in their early school were instructed to learn the alphabet, then to broaden their knowledge on syllables, words and connected discourse. According to Bowen et al. (1985), the whole process of learning was through reading texts that offered students the lexis they needed to enrich their vocabulary whether in an alphabetised or topical way. The art of rhetoric was highly prized and its mastery was linked to the possession of extensive lexis (vocabulary).

According to Schmitt and Schmitt (2020), vocabulary was underrated even in mediaeval times. In their book, entitled “Vocabulary in Language Teaching”, they (2020) mentioned that the study of grammar dominated the scene when students studied Latin. During the Renaissance, language instruction focused on grammar, which led some educators to protest against the rapt attention given to syntax only. However, William of Bath put too much emphasis on vocabulary acquisition in a text he wrote in 1611, highlighting 1,200 proverbs and demonstrating the common Latin vocabulary and homonyms used in different contexts. The onset of the twentieth century witnessed further development in the notion of a limited vocabulary as a significant notion to include in the Vocabulary Control Movement (VCM).

Scholars who were advocates of vocabulary attempted to raise the status of this notion while promoting translation as a means of directly using the target language while avoiding rote memorisation and focusing on grammar (Schmitt & Schmitt, 2020).

Vocabulary was not entirely neglected in teaching even in the heydays of the Communicative Language Teaching (CLT) (Meara, 1980). One of the early advocates of CLT was Wilkins (1972) who gave both grammar and vocabulary equal importance. According to him (1972), attaining near native-like speaking proficiency is linked to the mastery of collocations. Sound grammar without the ability of using collocations as accurately as possible will impede one to achieve close native-like proficiency. In speaking, there are always lexical hindrances to expect and these are highly likely to occur when there is no careful selection and use of words (Allen, 1983). This stresses the significance of teaching vocabulary, which would be nigh impossible without communication. The notional and functional aspects of language were then given the highest priority in teaching, as they were believed to help learners enhance their communicative competence. This means that the teaching of vocabulary was much less directly emphasised in many ELT classrooms (Shen, 2003). It was integrated in a general framework of foreign language teaching; however, less attention was given to its importance (Ostyn & Godin, 1985).

Only a handful of reliable and well-known handbooks were devoted to the teaching of vocabulary with a few recommendations based on theories and research findings. Wallace (1982) and Allen (1983) authored some of those books. Books, which were devoted to the purely practical approaches to teaching vocabulary, as Carter (1998) argued, do not identify the issues in vocabulary learning. Vocabulary was an area that had drawn researchers' interest within the mainstream of L2 acquisition since the late 1980s (Nation, 1997). It had been realised that most learners' receptive and productive hindrances were the direct result of inadequate

vocabulary. Learners still feel the need to learn vocabulary despite their higher levels of language competence and performance (Laufer, 1986; Nation, 1990).

In this respect, attempts were made to standardise vocabulary, albeit the prolonged dominance of grammar. Many dictionaries were produced such as Robert Cawdrey's 'A Table Alphabetical' in 1604. Numerous dictionaries followed and some of them became standard references. Samuel Johnson's Dictionary in 1755 was a chef-d'oeuvre. It squarely focused on spelling, contemporary pronunciation and definitions. Other subsequent works were published, all challenging in their nature and influence. Grammar-Translation as an approach was the main language teaching methodology that was adopted from the beginning of the nineteenth century, and it typically focused on some grammatical rules, lists of words or phrases with examples for practice, using translation from L1 into L2/FL or vice versa.

The aforementioned approach attempted to facilitate language learning and example sentences were extensively used instead of whole texts (Howatt, 1984). Nonetheless, that approach put too much emphasis on accurately using grammar rules. Obsolete vocabulary of the classics was used in most of the literary contents in teaching reading and writing. The ability to illustrate grammar was then one of the main reasons why vocabulary was selected (Zimmerman, 1997). Bilingual dictionaries were used as a tool since students were expected to learn the required vocabulary themselves through bilingual word lists. Perhaps one of the main shortcomings of Grammar-Translation is its increasing pedantry, which focused on language analysis rather than its usage. This called for a new method in teaching methodology since reading and writing did little to promote the ability of oral communication.

By the end of the nineteenth century, new use-based ideas had coalesced into what became known as the Direct Method. Listening was the primary skill, stressing the importance of exposure to oral language. No translation or reference to explicit grammar were needed whatsoever— it would be possible to say that rules as such were downplayed. The new

approach encouraged natural learning and imitating the language used by native-speakers. Listening was the number-one priority, then speaking, reading and writing. The use of L1 was banished. Strong proponents deemed vocabulary crucial and it could only be acquired by means of interaction. However, concrete vocabulary was explained with pictures or through physical demonstration, with simple and familiar vocabulary items. Vocabulary was therefore connected to reality as much as possible, and only abstract words were presented in the traditional way of being grouped according to topic or association of ideas (Zimmerman, 1997).

Other subsequent approaches followed, especially when the previous ones proved to be pedagogically vulnerable. Audiolingualism, for instance, which grew out of foreign language teaching approaches developed during World War 2, was a huge success because it focused on the required vocabulary. It was selected according to its simplicity and familiarity. New vocabulary was rationed, and only added when necessary to keep the drills viable. Coady (1993) maintained that, “good language habits and exposure to the language itself would eventually lead to an increased vocabulary” (p. 4), so no clear method of extending vocabulary later on was spelled out. The Situational Approach was a similar approach that was current in Britain from the 1940s to the 1960s. It grouped lexical and grammatical items according to what would be required in various situations (e.g., *at the post office, at the store, at the dinner table*) (Celce-Murcia, 1991). Consequently, that approach treated vocabulary in a more principled way than Audiolingualism did.

In terms of a meaning-based approach, vocabulary would have been expected to figure prominently, but was given a secondary status. Guidance with regard to how to handle vocabulary was then insufficient and no solid support was demonstrated for its role in functional language use. Distilling the essence of vocabulary in language acquisition is more than necessary because being merely exposed to language and practice with functional communication would be of little use. Adequate selection of most frequent vocabulary lists in

a principled way along with an instruction methodology certainly encourages meaningful engagements with words, which are mandatory to ensure adequate learning (Schmitt & Schmitt, 2020).

The first approach limited vocabulary to the maximum. Ogden (1930) developed a list known as Basic English to include 850 words. He (1930) claimed that learning words with the ability to express any meaning that could be communicated in regular English is much easier and faster. Many words did not exist when paraphrasing took place and those words were substituted by phrases bearing the same meanings most of the time. As an example, *for*, *ask* and *want*, *put a question* and *have a desire* (Carter, 1998). The list contained several items such as essential adjectives, nouns in addition to a blend of word classes. As for suffixes, *-ed* and *-ing* were added to some words such as nouns, and so many of those were used as verbs. This approach has not lasted for long and was later collapsed. Its apparent simplicity was seen as an illusion however. According to Nation (1983), it was estimated that the words that the list consisted of have around 12,425 meanings. Learning multiple meaning senses is not necessarily any easier than learning multiple words. The list lacked some of the key items that are deemed crucial in social interaction; and if some were, these would have been uncommon to teachers who had hard times adapting to that new language. Howatt (1984) stated that “if courses were offered which claimed to teach basic English, they should in fact teach basic English” (p. 254). This led them to say that a basic English course was a rather unnatural way of acquiring English.

Subsequently, a second more successful approach in Vocabulary Control Movement Basic English emerged and it was called the Carnegie Report. Systematic criteria were used in the selection of words, which are most useful in learning. Guidelines were also given in contrast to the Direct Method. The Carnegie Report refers to results of special efforts made in 1936 to publish a list of words (West, 1953). It immensely contributed to the production of simple reading materials. Additionally, the selection did not focus on frequency of words; the context

in which words were used was another key criterion. The words *pen* and *pint* may not be necessarily frequent words; however, they are frequently used in the classroom and British pubs, respectively. These are some of the criteria that were used on the eventual selection of words as outlined by Howatt (1984): frequency structural value, universality (excluding offensive words), subject range (special terms were excluded), definition words, word-building capacity and style (excluding colloquial or slang words). According to West (1953), the final version of the list contained about two thousand words, known as the General Service List of English Words (GSL). It consisted of various parts of speech and meanings. This list was immensely influential and it underwent another revision as it contained very old words.

The use of frequency information was clearly a major feature of this second approach to vocabulary control. Word frequency has a long history dating back to the Hellenic era. This means counting the number of words to see how frequently they occur (DeRocher et al., 1973). Based on intuitions, Prendergast (1864), who opposed the word lists used in the Grammar-Translation Method, suggested a list of the most common words that turned out to be surprisingly accurate. According to him (1864), the words used in the aforementioned approach were archaic, calling for drastic changes (Cited in Zimmerman, 1997). It was not, however, the first compiled list then. Kaeding (1897 and 1898) created an exhaustive list with an estimated number of 11 million words. This idea of word frequency was probably harnessed by the best-known scholar in the field at that time, West (1953), who brought this to second language learning. Besides pioneering the General Service List (GSL), he (1953) actively promoted reading skills through vocabulary management.

The list exhibited major improvements for the sake of greater readability of his new method texts. To illustrate, words such as *isle*, *nought* and *ere* were substituted with more frequent items such as *island*, *nothing*, and *before*, respectively. The second step in the process of compilation was to decrease the number of new occurring words by increasing the length of

the overall texts compared to others current at that time. Consequently, the percentage of words that readers would meet in texts dramatically declined. In West's readers, a new word will occur after every 44-56 words on average compared to the previous readers, in which one was expected to meet a new word every 5-20 words on average. The aim was to make it easier for readers who are always desperately struggling with new words in sentences and to help them develop and increase their reading fluency, which would lead to better understanding of what they read. The previously encountered words would be also recycled and learnt at a more rapid rate.

In the light of what has been said about vocabulary and approaches to teaching this aspect, contemporary work has been addressing vocabulary control paradigm in order to help students learn and improve through controlling the type and amount of vocabulary they were expected to meet, by dealing with vocabulary from a psychological frame and perspective. Ebbinghaus (1885) conducted a self-experiment charting his own progress. He (1885) measured his retention of non-words, i.e., combinations of letters with no meaning and form and which do not exist in English language. He (1885) associated each non-word with a word (known as paired-associates procedure). This entails giving a word that is already memorised when looking at a non-word, and, surprisingly, he found that the amount of practice affected the amount learnt. His findings drove him to establish a rigorous and scientific standard for future study on vocabulary acquisition.

Word associations were a central part and they were mainly adopted to measure the language produced by ill people. However, Kent and Rosanoff (1910) found that all people tend to have consistency in recurrent associations, i.e., they all tend to have similar kinds of mental connections between words, and they suggested a list of associations, which Russel and Jenkins (1954) later surpassed with another list of suggested association norms compiled from students at the University of Minnesota. Their research work kept evolving on the concept of vocabulary



learning and the strategies, and their aims diversified from the individual strategies that make a good learner to any of the reciprocal relationships between learning strategies, outcomes and the language proficiency (Bialystok, 1979; Gu & Johnson, 1996; Schmitt, 1997; Wu & Wang, 1998). What really contributes to learning vocabulary is the learning strategies one follows and it is highly likely that one with a higher linguistic proficiency will use a diverse range of complex vocabulary strategies.

As for computer-assisted learning, Knight (1994), Laufer and Hill (2000) carried out studies on the understanding of the impact of digitalised dictionaries. They targeted vocabulary used by the L2 and EFL learners on their use of strategies in learning vocabulary through the internalisation of computer-assisted technologies, which were enhanced to assist learners to increase their word recognition ability. Cummins (2003) developed a system that was used with Chinese ESL learners to provide a computer-mediated learning environment.

All these attempts to define and standardise vocabulary is proof that this concept gained a special position, which is not inferior to grammar. Vocabulary covers various types and kinds, all of which are investigated along with the categories in relation to language acquisition. Moreover, the history of vocabulary indicates nothing but the vital role it plays in the linguistic development, thus diverse approaches have been competing with one another ever since vocabulary came onto the scene. It is too broad to encompass more than just single words, and should take into account sequences. These natural sequences are what essentially make a whole language, known as formulaic language.

#### **1.4. Understanding Formulaic Language**

Formulaic language is an essential part in learning vocabulary. It is often labelled in different terms such as ‘formulae’, ‘formulaic sequences’, ‘prefabricated patterns’, ‘idioms’, ‘collocations’, ‘lexical bundles’, ‘multi-word sequences’, and so forth. However, ‘formulaic

language’ or ‘formulaicity’ are the two prevalent terms used in most contemporary research. As a growing body of work suggests, these natural sequences occupy a substantial role in language acquisition and production. Formulaicity as a notion was once regarded as basic in comparison with language learning, processing, and production. Wray (2002) was one of the first authors to have investigated formulaic language and to have studied formulaicity vis-à-vis first and second language of adult learners as well as language disorders. She (2002) further dispelled any claims tending to marginalise the notion and its role in native language. She (2002) even attempted to provide her own definitions, which are still adopted today.

#### **1.4.1. Definitions**

Investigating the phenomenon of formulaic language is most definitely challenging—perhaps one of the most persistent and unsettling challenges is how to ensure whether an appropriate definition is used for the analyses. Among dozens of interesting questions, revolving around the nature of formulaic language is how to explore and defy any claims or beliefs of the theoretical models. A scrutiny of any reliable examples of the phenomenon is even crucial and in order to identify these examples, various types of definitions serving appropriate different purposes are required. However, there are difficulties with the identification and definition of formulaic language—the difficulty lies in ensuring the right choice of a particular definition.

The term ‘formulaic sequences’ has gained some currency in recent literature. Wray (2002) proposed a comprehensive definition as follows “a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar” (p. 9).

The definition was suggested to encompass all combinations that might be considered or even turn out to be formulaic, thus enabling more working space for a phenomenon to be investigated in advance. Her (2002) definition belongs to the first type. Overall, the second type serves as an anchor for a theory to be tested (Corrigan et al., 2009).

It is essential to be particular with the purpose of a definition, and select the one that can achieve that purpose effectively. Some might be stipulative, others might be descriptive instead. In some cases, an overlap of definitions can be expected depending on the phenomenon being undertaken. Given the general difficulties with definition and identification, even selecting input material must be done with care since making a wrong decision at the design stage could lead to the collection of invalid data. For those researchers stipulating their own definitions, it can have major advantages; however, they need to be carefully justified. As an example, Underwood et al. (2004) required formulaic material for use in their investigation of eye movement. They stipulated features about word strings saying that these strings should have an obvious beginning and end in order for readers to avoid any ambiguity and easily realise if an item is formulaic or not. To Corrigan et al. (2009), the set of criteria proposed to describe word strings might be of less significance in some other types of study.

Formulaic language is an umbrella term to refer to any particular manifestations of the phenomenon in any narratives, proverbs, idioms, collocations, frequent sequences, lexical bundles and other units. Studying formulaic language entails the analyses of data-based corpora and psycholinguistic experimentations. In healthy and impaired adult language users, the nature of formulaic language manifests itself and the extent of formulaic language and its pervasiveness is then processed and revealed by computers. For these sequences to be selected, analysing, interpreting, designing a model of language with psycholinguistic verification is mandatory—this is by far the most difficult step in the process. Formulaic sequences exhibit fundamental characteristics in spite of the terminological variation (Schmitt, 2004). These

sequences are seemingly stored as wholes (holistically processed and stored); this, however, leads to the conclusion that formulaic sequences may not be acquired in an all-or-nothing manner. Formulaic sequences are treated as prosodic units; they have more flexibility in terms of the slots that are semantically constrained.

In attempts to define formulaic language, Wray (2002) elucidated the notion as any natural and pre-fabricated strings or sequences (hence the term formulaic sequences) of words or units, either continuous or discontinuous in their occurrence, that can be stored and retrieved. These sequences cannot be generated and analysed by the rules of grammar of the language. This type of definition is common in the literature. According to Wray (2002), there is no standard definition to cover all the linguistic phenomena under formulaic language. As her definition implies, formulaic sequences encompass a wide range of structures and word units; these sequences do not only come as wholes, whether as whole sentences or idiomatic phrases; they could be any form on a continuum where all the different units such as bound forms, words and phrases lie (Bloomfield, 1993). Wray (2002) has used different terms to label this linguistic phenomenon; notwithstanding, she subsequently reverts to the term ‘formulaic sequence’. Perhaps this term is — less or more — related to her theory-sensitive definition. In some of her books, she used the term as a neutral mass and often as a neutral countable noun.

Formulaic language is associated with units, whether simple or complex, modifiable and non-modifiable, the wholes and parts (bi-directionality), interaction between phonology, lexis, syntax, semantics and pragmatics, and other aspects. Metaphorically speaking, it is like a sea of particularities as Langacker (1987) described it. Langacker’s (2000) cognitive, usage-based approaches did not only reflect or account for the immense intricacies and complexities of linguistic structure; they also postulated a genitive account that is unified and based on psychological principles. Despite the fact that formulaicity appears in a wide array of written texts, it also occurs in spontaneous spoken language. However, there are several processing and

production constraints in speaking, and these constraints seem to be very different from much of the written language. Additionally, speaking is primary in humans. The concept of formulaicity tends to be especially pertinent along with usage-based models. That is, psycholinguistic and linguistic components are both included.

This linguistic phenomenon was approached from various and broad spectra of perspectives, but there is a certain amount of agreement on basic definitions of formulaic language, the constituents of a formulaic sequence and the shared properties that make them distinct. The main focus of these agreed-upon definitions is how these formulas are cognitively stored and processed. It has become the common consensus that formulaic sequences are multi-word units. They are stored in a long-term memory the way single lexical units are memorised. The term ‘sentence stems’ was proposed by Pawley and Syder (1983) to refer to formulas; the latter are lexicalised and “regular form-meaning pairings” (p. 192). Nattinger and DeCarrico (1992) echoed the same in reference to lexicalisation. Their highly influential work puts much emphasis on lexical phrases. This term describes formulaic units, which have pragmatic functions to perform; they also play a role in bridging lexis and grammar. In other words, these phrases are labelled as “lexico-grammatical units”, occupying a position that lies between lexicon and syntax. They are not single lexical units though they are treated as such in spite of containing more than a word. Most of these units are derived from regular syntactic rules the way sentences are. “Their use is governed by principles of pragmatic competence, which also select and assign particular functions to lexical phrase units” (Nattinger & DeCarrico, 1992, p. 36). This claim that lexical units be stored as any single unit or lexico-grammatical unit is key to a common definition. In the same fashion, Hickey (1993) succinctly notes that these definitions would be better expressed in terms of processing these multi-word strings and their production and retrieval as chunks, without any differences to the way single lexical items are being generated.

Definitions of formulaic language have tended to evolve and shift somewhat over time as researchers have taken new and varied approaches to the task. Wray (2008) modified the standard definition as presented above, positing a new term for a subcategory of formulaic sequences, Morpheme Equivalent Unit (MEU). She (2008) defined the MEU as “a word or string, whether incomplete or including gaps for inserted variable items, that is processed like a morpheme, that is, without recourse to any form-meaning matching of any subparts it may have” (p. 12). While this definition is more specific about the nature of prefabricated multi-word strings of language, it is important to note that this definition is shared with most other definitions in the literature. The focus is on the psycholinguistic processing of multiword units and the way in which these units may be stored in the mental lexicon. However, there are some significant differences in how researchers operationalise a definition of formulaic sequences in research. Wray (2008) pointed out that researchers may use frequency of reoccurrence of a word string in a corpus (Biber et al., 2004), or inclusion in a corpus-derived dictionary of idioms (Conklin & Schmitt, 2008) as bases for analysis.

### **1.4.2. Classifications**

There has been a variety of ways of classifying formulaic sequences in research literature over the years. Linguists such as Wray and Perkins (2000) gave over 40 labels to this notion, leading to a number of distinct categories. This also resulted in the emergence of various themes related to the degree of syntactic and structural flexibility, not to forget any of the pragmatic functions formulaic sequences serve in the community.

#### **1.4.2.1. Situation Formulas**

Yorio's (1989) function-based classification identifies four categories; all these categories are ‘situation formulas’, which are subject to particular parameters that govern any conversations such as *excuse me*, or formulas that are categorised as ‘stylistic’. That is, they are

specific to particular registers of language. An example of this is *in conclusion* or *by way of conclusion*. Formulas which are typically used in certain formal settings and which tend to be more ritualistic are known as ‘ceremonial formulas’, for instance *May I have your attention please?* Or *ladies and gentlemen*. Finally, ‘gambits’ are used to organise some activities or interactions such as: *What do you think?* Or *it’s your turn*.

#### **1.4.2.2. Pragmatically and Grammatically Specialised Phrases**

Cowie (1998) later elaborated other classifications, which is a distinction between pragmatically specialised phrases and those, which are grammatically specialised. Word combinations can be divided into two major groups. They both differ according to the kinds of meaning which their members convey and to the structural level at which they operate. Cowie (1998) attempted to refine his classification referring to formulaic sequences as ‘composites’. According to him (1998), formulaic sequences are combinations of words, more or less, invariable in form and in their unitary meaning. These composites, which are lexical chunks, are parts of sentences; nonetheless, they tend to be distinct from any syntactic functions that nouns, adjectives, adverbs and verbs do in a sentence. This description of formulaic sequences as composites or lexical blocks, which have grammatical functions just as any other units have, shows their utility and ubiquity in language.

#### **1.4.2.3. Delexical Verbs**

Classifications on ‘delexical verbs’ were also provided. Examples of delexical verbs are *have* and *give*; they are troublesome to learners because they too often collocate with nouns in regular patterns, as in *give advice*, *give information*, or *have a look*, *have a strange feeling*. The classification made by Sinclair and Renouf (1988) is based on corpus study, claiming that such verbs in English possess a quality they refer to as ‘delexicality’. Their classification has led to the creation of a considerable number of formulaic sequences serving different functions.

Consequently, large numbers of formulaic sequences of various functions were created as well. Both researchers consider delexicality as a major linguistic feature. It is the propensity of some of the common verbs, transitive as they are, to hold particular nouns or adjectives. They (1988) added “In general, the more frequent a word is, the less independent the meaning it has, because it is likely to be acting in conjunction with other words, making useful structures, or contributing to familiar idiomatic phrases” (p. 153). It is also claimed that other types of regular word combinations are characteristics of everyday language.

#### **1.4.2.4. Strings of Specific Lexical Items and Generalised Frames**

Nattinger and DeCarrico (1992) nonetheless provided a complex and broad classification of lexical units. According to them (1992), two large categories of phrases can be identified: strings of specific lexical items and generalised frames. The first category generally refers to any unitary lexical strings, whether canonised in grammar or not. As for the second category, it has symbols and specific lexical items. The classification of the phrases was based on four key criteria, namely “length and grammatical status, canonical or non-canonical shape, variability or fixedness and whether phrases are continuous, unbroken string of words or discontinuous, allowing lexical insertions” (Nattinger & DeCarrico, 1992, pp. 37-38). The classification allowed more categories to emerge displaying these four criteria. One of these larger categories is the notion of polymorphemic, as the name implies, and it refers to units including two words or even more operating as single units. Units should be invariable in their constituents with no possibility for any lexical items to be inserted (fixedness); they occur in a form of two-word collocations, continuous, etc. As can be deduced from their classification, their taxonomy covers a large variety and diversity of formulaic sequences and utterances produced in the language.

Another vital aspect tackled with in other recent descriptive schemes is the semantic and syntactic irregularities of the sequences. Wray and Perkins (2000) mainly did this. They (2000)



claimed that sequences such as idioms and metaphors are semantically composed as whole elements. They are also syntactically irregular. One cannot put the phrase *beat around the bush* into the plural or even *face the music* into the passive form; such units are restricted to any manipulation. Most of the classifications and descriptions provided by the most prominent researchers as to elucidating the nature of formulaic sequences tend to put much emphasis on the functional pragmatic aspects of their use, or on syntactic and linguistic aspects of their structure. Most of the research underlying all of these classifications and descriptions demonstrate that formulaic sequences are common, widespread, and necessary parts of human communication, yet the most important question is how to identify these phrases.

### **1.5. Identifying Formulaic Language**

The identification of formulaic language in texts requires a scope of discussion as well as judgement to decide on what is formulaic, by means of computer-assisted identification. Researchers may also require eye identification in case of qualitative research work. Their interests and biases have some roles to play during the identification of sequences and this is largely due to the considerable number of different potential criteria in the foreground. Idioms, for instance, are formulaic for their non-literal meanings and they are units that are treated holistically. Stipulations are expected in any research, and those making any judgements should broaden their definitions to cover any word string that is not part of novel language and therefore taken as formulaic—these strings are not generated by any form-meaning rules whatsoever. Erman and Warren (2000) claimed that there is no such thing as a stable prefab's' meaning. Idiomaticity functions when the constituents are replaced by synonyms. The realm of formulaicity is full of oddities and one of these is associated with grammar as in *come a cropper* and *believe you me*. Those irregularities can be marked or stipulated as one key feature of formulaicity. In contrast, the morpheme-equivalence model sees this claim or definition as

too conservative or narrow that it excludes any other formulaic sequences, which have not yet developed any oddities in both form and meaning.

The most recurrent strings are seen as the most interesting for identification. Learners spend a great deal of time learning words in order to become more familiar with them. There is a sense in highlighting the strings that appear in texts more frequently (Ellis et al., 2006). Although frequency search might seem easy and it is adopted as the basis for the identification. Selecting the most frequent word strings can also be problematic. Identification requires the right sampling tools based on frequency; however, frequency is not such a straightforward case. Formulaic sequences can be either frequent or infrequent, yet the more frequent strings arise, the more oddities and irregularities are expected in terms of form, meaning or pronunciation. It is advisable that one avoids looking at the more frequent sequences as this may distort the understanding of the various manifestations of formulaic language.

While frequency is considered as an appropriate approach to the identification of the language, others challenges have presented themselves. Regardless of any means used in the identification process, parameters of the definition used must be clearly defined and definitions themselves should be framed to acknowledge the way these definitions have led to make selective identification Wray (2002). Additionally, there are more stipulations on sequences such as their nature, length and frequency. Stipulations may not always be useful in the identification as they might result in an exclusion of relevant sequences. A sequence can have other items, which may intervene, as in *bite the bullet*, *have/has bitten the bullet* or, perhaps, *many bullets have, over the years, been bitten*. Can these instances be treated similarly? The only effective way is knowing that formulaic sequences are there. It should be known that no analysis is invulnerable and challenges remain unforeseen.

To conclude, recognising formulaic language in texts or even in any form of the language is not as easy as it may seem, for there are manifold models concerning formulaic language.

Some features might be included in one model while other features could be overlooked, arriving at the point that no definition or approach has yet been proposed to make the phenomenon and its manifestations in the language fully understandable.

### **1.5.1. Using Intuition**

Intuition is probably the most troublesome approach among a set of other potential approaches used in the identification of formulaic sequences in texts. It is widely recognised that intuition plays a key role provided that, of course, intuitions are sufficiently similar among researchers for conclusions to be considered robust. Irrespective of the validity of intuition as a solid approach to identification, researchers are obliged to indicate when their intuition is used. Another way to lay a solid ground for any intuition is to use native speakers as a reference when making judgements—this would bolster confidence in any judgement being made. Foster (2001) sought five native speakers to serve as adjudicators before considering any items as formulaic.

It seems highly unlikely that a convincing definition can ever be given, even for reliable and accurate identification. Methods that can further advance identification are still required. It is fair to acknowledge what Wray and Namba (2003) did for the sake of finding practical solutions to the identification of what is formulaic in texts. Their experiment combined both intuitive judgement and other approaches. The researcher pulls out all seemingly plausible formulaic instances after thoroughly examining the text. Their eleven criteria, which were used as a means upon which the judgement has been made, was by all means helpful. Note that these criteria were set to reflect multifarious approaches of form, meaning, function for these formulaic sequences to be adequately defined and identified. The rest that is considered as non-formulaic was then marked as special, other than, perhaps, that they are known to have been said or heard before. Apart from this, the list may not, however, serve as a scoring system for formulaicity. These criteria are not accumulative and one cannot judge if a sequence is

formulaic just because it meets more criteria while ignoring other instances, which meet one criterion only. There is no such ‘more formulaic’ if instances are compared with the number of criteria they meet. The experiment with whatever approaches followed was carried out to assist researchers so that they would be able to demonstrate consistency between judgements and across dataset, articulate the basis of their intuitions, and gain more insights into possible biases in the intuition.

### **1.5.2. Processing Formulaic Language: An Eye-Movement Study**

Researchers like Wray (2002) believed that fluency is often attributed to the use of formulaic sequences. There is an underlying belief that sequences as such are processed and stored in the mind as blocks of words to be later retrieved quite effortlessly with a minimum effort processing. Given the significance of this area of study, there is a lack of research on formulaic sequences and the mechanisms used in processing such linguistic units. This lack is probably due to the fact that most of the studies were corpus-driven while focusing on the description and acquisition of formulaic sequences, whether in second or foreign language acquisition.

The eyes do not move in a continuous sweep across the page being read; the movement tends rather to be jerky, occasionally stopping and inspecting words and moving back to other parts or even words in the text, which readers have previously fixated upon. Once the movement is completed, the eyes should finally come to a rest— that moment is called fixation and the time for this is incredibly fast; it takes place in mere milliseconds. These fixation points help extract the information quite effectively. Since English words are read from left to right, this does not mean that readers will occasionally go back to words or parts of the text they have previously fixated. This is known as regression. Factually, for a normal adult reader, regressions tend to occur on average 10 –15% of the time. One reason that may urge a reader to regress is when there are some parts that cause linguistic confusion. Some difficult words might cause

that, too. For more details about this experiment, it is highly recommended to read the descriptions of eye-movement experiments carried out by researchers such as Rayner (1998) and Underwood (1998).

One reason to conduct an eye-movement study is to identify the underlying processes that are taking place in a reader's mind. The more difficult a text is, the more regressions and fixations there will be, with longer durations compared with texts of less complexity. Another interesting fact is that longer regressions and fixations are highly likely to occur when readers have an inadequate level (Tinker, 1958). The number and duration of fixations can measure text difficulty and this supports Just and Carpenter's (1980) theory on movement-to-movement control of the dynamics of reading and text difficulty. A fixation means processing. This means that the eye is stationary at that moment. There are two assumptions mentioned in Just and Carpenter's (1980) theory: a reader encounters an interpretation of content words in a text, and the processing of a word is linked to the duration of fixation.

Word frequency is a potent determiner of fixation duration. Inhoff and Rayner (1986) and Rayner and Duffy (1986) compared the fixations on sentences. They (1986) used the words *hail* and *rain* in sentences, and the fixation durations on these target words were 262 msec and 225 msec, respectively. The word *hail* has a lower frequency of occurrence than the word *rain*. In conclusion, as frequency decreases, the amount of time required to extract the necessary information from the word increases. There are in fact many claims and theories as well as experiments, which investigate the processing of formulaic language and high frequency units. Some focused on the length, frequency, predictable and unpredictable words through context and so on. Overall, the eyes would appear to be under the control of various cognitive processes while reading any passage.

## **Conclusion**

One synthetic chapter cannot do justice to the broad spectrum of approaches and the details of studies into vocabulary and formulaic language—and this is a sure sign of two flourishing fields of inquiry in language acquisition. Prior to stressing their importance, the initial task of researchers and scholars was to provide clear-cut definitions for each. However, the two notions are devoid of a stable definition due to their different and subtle manifestations in the language. Researchers have attempted to provide various approaches to teaching vocabulary over time. Similarly, a growing body of research has been revolving around formulaic language in attempts to fully grasp this linguistic phenomenon and then to suggest a set of elaborated criteria to recognise formulaic chunks in language, especially in the EFL setting. Clearly, vocabulary and formulaic language have a means of connection with natural and fluent English.

## **Chapter Two**

### **Collocations in Foreign Language Learning**

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## **Chapter Two**

### **Collocations in Foreign Language Learning**

#### **Introduction**

Vocabulary as a term can refer to the words used in the language; nevertheless, it may also include items that are more than merely single words. It encompasses longer chunks that are stored in the memory as single concepts (Ur, 2012). ESL/EFL learners need to know more about words, which have several aspects such as grammar, connotations, denotations, pronunciation, spelling, appropriateness and collocational links with other items. The links between words, in particular, are often overlooked in EFL settings and they refer to the possible occurrences of words (collocations) in the most natural and appropriate way.

The chapter deals with collocation, which is one of the major variables in the present research work. It attempts to clarify the concept with an in-depth look at its definitions, perspectives and types as well as the multifarious classifications proposed by various researchers and linguists. In addition, the chapter casts light on the hybrid approach for the sake of providing a comprehensive definition to collocation and overcome the shortcomings of previously adopted approaches. Collocations tend to have certain features, which have impact on learning; the remainder of the chapter will discuss them. Eventually, the literature that follows will highlight the importance of learning collocations and the significant role they play in language acquisition and development.

#### **2.1. Collocation Defined**

Collocation as a term and as a promising area of enquiry has recently gained special importance in language description and analysis. The term in its technical sense is credited to Palmer (1966) who made special contributions and who, therefore, is regarded as a pioneer in



the studies of collocation, along with Firth (1957) who is a doyen and a father of this field itself. Firth (1957) defined the term as a “combination of words associated with each other”, and he (1957) indicated that these are “habitual co-occurrences of lexical items” (Cited in Martynska, 2004). Firth (1968) added that knowledge of words comes from knowing “the company that words keep” (p. 182). In Palmer’s (1966) definition, a collocation is “a succession of two or more words that must be learned as an integral whole and not pieced together from its component parts” (p.5).

Taylor (1995) defined the term as “a well-known dichotomy between syntagmatic and paradigmatic relations of lexical items” (p.38). Woolard (2005) considered collocation as the grammar that governs words and how they tend to occur with particular words. Another perspective adopted by Tajalli (2008) defined the term as “... fixed non-idiomatic constructions whose meaning reflects the meanings of their components. Collocations tend to be different from idioms whose meanings are not the combination of the meanings of the individual words in them” (p. 30). Yan (2010) defined collocation as being single words having companions or their fellowship. As for Hsu’s (2007) definition, the concept refers to “the tendency of a lexical item to co-occur with one or more words in a particular domain” (p. 192).

The distinct definitions are a seemingly true firm indication that researchers have not yet reached an absolute agreement on one specific definition. What brought them to propose diverse definitions to collocations is the complexity of their nature, in addition to the multifarious perspectives on this linguistic phenomenon and the set of criteria proposed to the classification of these chunks. Collocation, overall, refers to arbitrary word chunks used by native speakers or even proficient users of English in given social settings or contexts. A specific meaning lies in the relations between the words and this meaning cannot be generated via free combinations since the collocational range exists beyond the grammatical one. The phenomenon is devoid of

a stable definition and more studies are required to investigate this concept for the sake of a unified and exact definition.

### **2.1.1. Frequency-based Definitions**

Coming to an agreed-upon definition of collocation has never been easy in the investigation of the linguistic phenomenon. Some of the features that are attributed to collocations are certainly a step forward to defining and categorising them, yet various designs of collocational knowledge are required in the investigation. One or two features cannot help in the exploration of the various aspects of collocations (Koya, 2005), and it is therefore inevitable to approach the notion from different angles. To clarify, frequency is the one feature used in identifying and defining collocation. It refers to the recurrence of these combinations in spoken and written language; it is a key indicator that word associations do have some sort of behaviour. The words *in*, and *affair* are strongly associated with the word *love*. The appearance of one of the two words increases the probability of being combined with *love* (Brezina et al., 2015). Such combinations are considered important in the language.

Frequency as a feature was very useful in proposing definitions based on the habitual co-occurrence of words in association with other words. These definitions are known as frequency-based definitions. Firth (1957), Halliday (1966), Pawley and Syder (1983), Hoey (1991, 2003 & 2005) are among several contributors who investigated the term from a frequency-based perspective. Collocations according to this view are generally any patterns of words that are habitually recurrent (McEnery et al., 2006). Furthermore, Nesselhauf (2005) argued that any of the criteria of syntactic relationships between the lexical components cannot help decide whether this combination is a collocation. Moon (1998) claimed that collocation is a term that encompasses all combinations and their co-occurrences of all frequencies and another view of Stubbs (2001) restricted the term to only frequent co-occurrences of words.

More definitions followed and all seemed to have reflected the same ideas of Firth (Jabir, 2011). However, some of them acknowledged the syntactic relations of collocations while others completely discarded them. Firth's (1957) definitions were all based on frequency of items with regard to semantics. As opposed to Firth's definitions, Halliday (1966) introduced another definition, which was instead based on the co-occurrence and syntactic relations of collocations, i.e., focusing on the lexical groups of words in the framework of these combinations. He (1966) further explained that collocations are any of the syntagmatic relationships or any sequential co-occurrences of lexical items with a certain distance from each other, and will in all likelihood occur more often than chance could predict. Halliday's (1966) definition and claims are based on two aspects: frequency of co-occurrences and syntactic relations of the items that constitute collocations. Why is it *a quick shower* and *a fast car*? Why is it not then proper to say *a fast shower* and *a quick car*? What really governs any of the grammatical structures as well as collocability, which are independent from each other, is the syntagmatic relations that exist between the components.

Notwithstanding the importance of this approach in identifying collocations and frequent co-occurrence of components, it was subject to criticism. Gavioli and Aston (2001) and Kjellmer (1984) contended that relying on this aspect is not sufficient. The reason behind their claim is that the process of defining collocations may still require further features such as semantic transparency and syntactic features. The feature of frequency of occurrence alone fails to depict what native speakers really experience when using the language. Other studies have evidenced that larger corpora can mirror learners' real experience (Trofimovich, 2011) while others have claimed the impossibility of reflecting the whole real experiences (Gavioli & Aston, 2001). What makes it impossible, according to Gabrielatos and Language (2005), is undertaking this in practice along with the different dialects and varieties of the language, and this is far from being achievable. Seretan et al. (2003) mentioned another limitation of the

frequency-based approach claiming that the large number of possibilities that are included in this approach will lead to a significantly huge number of collocations, some of which may be syntactically unrelated to each other, thus blurring the boundaries among the various types of collocations. This, in return, makes it difficult to distinguish between these types.

To sum up, the frequency-based approach has innumerable essential features that can be used in identifying, defining collocations; yet basing all investigations and analyses on this aspect is rather insufficient. This idea was subject to heated debate and criticism by various linguists and researchers.

### **2.1.2. Phraseology-based Definitions**

Collocations in this approach are viewed as structures restricted by certain rules. Proponents of this view are Howarth (1996 & 1998) and Nesselhauf (2003 & 2005). They are highly influenced by Russian phraseology. In their attempts to define collocations, they took into account several aspects such as grammar (structure), semantics (transparency) and substitution as guiding principles along with topological grounds that help in their investigations (Gyllstad & Wolter, 2015). Collocations are considered as word combinations occupying the space between idioms and free word combinations along the continuum. By definition, an idiom is a combination of words whose overall meaning cannot be guessed from the meanings of its individual components; a free combination, on the other hand, is a combination as well, yet substituting some of its components does not have any serious effect on its meaning (McKeown & Radev, 2000).

Based on several characteristics of items such as the degree of restrictedness, Howarth (1996) distinguished four types: free combinations, restricted collocations, figurative idioms and pure idioms. Free combinations are constituents used in their literal meanings and others can substitute those constituents, which share the same literal meanings. An example of this

type is; *drink tea*. Restricted collocations are combinations in which there is one element that is used in its literal meanings while the other one has a rather figurative or specialised meaning or function. Limited substitutions can be made, however, in this type as in the combination *perform a task*. Figurative idioms, as they imply, have figurative reference with little changes to be made; the constituents are more flexible and can be therefore substituted while their literal meanings are maintained such as *do a U-turn*. Pure idioms are combinations in which the meanings of their constituents cannot be used to refer to their overall meanings of the combinations. This type does not give more room for substitutions at all, as with *pass the buck*.

Cowie (1998) argued that defining collocations as “groups of words which frequently occur in combination with each other” (p. 191) is too general and unspecified. This definition does not indicate or give any extra information about the number of constituents required to form a combination nor does it indicate their degree of frequency of occurrence or classes of words that can combine to be considered as collocations (Cited in Ramadan, 2017). Cowie (1998) made a distinction among four categories while taking the degree of opacity and fixedness into account. In addition, his classification does not outline any clear-cut boundaries among these combinations due to their overlap. The four categories are placed on a cline whereby the most opaque and the most fixed combinations are on one edge, and the most transparent and variable ones are placed on the other. Free combination, restricted collocations, figurative idioms and pure idioms are all placed on the continuum, from the least opacity and fixedness to the most.

Nesselhauf (2005) set three criteria to test the collocability of constituents, namely syntactic relations, semantic transparency and substitutability. Syntactic relationships refer to syntax and the connections that bring words of different classes together such as a combination of a verb + noun. The second criterion refers to the meaning of the individual constituents, which can be used to retrieve the whole meaning of a collocation. The third criterion is

substitutability, and it refers to the extent to which the constituents can be substituted by other similar items from the same semantic pool. Furthermore, combinations should be following one of the common syntactic patterns governed by grammatical rules to be counted as collocations. If one of the criteria was not met, then the combination cannot be seen as a collocation. For the second criterion, *make a mistake* can be understood in its general meaning from the meanings of the two constituents, *make* and *mistake*; however, the verb *make* here can have different meanings and it is not used in the complete literal sense. When it comes to substitutability as the last criterion, this refers to the degree of freedom for one combination's constituents to be replaced by another similar word in terms of meaning and word class. There are, however, some restrictions to substitutability. One can replace 'make' in '*make*' a mistake by *commit* instead, hence to *commit a mistake*.

The syntactic feature of combinations can also be useful in patterning, and it is a key criterion upon which classifications of collocations are made (Hausmann, 1984). He (1984) maintained that the node dominates over the collocate and determines its choice- and here lies the hierarchical nature and structure of collocations. According to Evert (2004), what makes collocations easy to extract from the corpus is the grammaticality of the constituents; this is yet another feature which contributes to the teaching and learning of collocations as well as the identification of the various types and multi-word combinations and collocations in texts (Seretan et al., 2003). As claimed by Renouf and Sinclair (1991), the syntactic feature, in which units tend to appear grammatically, is also believed to help in predicting or guessing the meaning of a lexical item as in some that are usually used to refer to quantity. Again, this criterion must cover whatever comes between free combinations and pure idioms.

Hausmann (1989) believed that the syntactic relationships are not sufficient to distinguish between all the types of combinations and that other criteria, such as the semantic criterion, should be therefore added. Gledhill (2000), accordingly, contended that the reason

behind any inadequacies in the syntactic criterion is that the latter deals with the abstract aspects of collocations. He (2000) believes that including frequency of occurrence as another essential criterion is much more necessary. In contrast to the syntactic criterion, frequency deals with the concrete aspects of collocations, providing tangible evidence from real-life context, whether in the spoken or written form of the language.

Since the phraseological approach tends to focus more on the syntactic relationships, it is seen as rather more subjective (Henriksen, 2013). Accordingly, two notable features are completely disregarded by researchers: co-occurrence of collocations and frequency. The approach is deemed ineffective, as it cannot provide the information needed on collocations and their actual frequency of use. The deficiency in the phraseological approach may result in the incorporation of any inappropriate collocations into the curriculum or learning materials. Here are two typical examples of collocations that are rarely encountered by learners in real-life, and as stated by Henriksen (2013): *judicial organ* or *ruggedly handsome*. These collocations are considered of very low frequency, yet they are collocations.

Notwithstanding the significance of the syntactic relationships in the phraseological approach, it is of considerable importance to incorporate other major features such as frequency while examining the phenomenon for clear-cut and comprehensive definitions.

### **2.1.3. A Hybrid Approach**

There were other attempts to reconcile the Frequency Approach with the Phraseology Approach, giving birth to The Phrasal-Frequency Approach. The name of the approach upon which definitions were based infers that both textual co-occurrence of combinations as well as their frequency were used as the main criteria. Collocations are approached from their concrete aspects as opposed to the abstract ones in which the syntactic and semantic frameworks were taken into account in the analyses in the second approach. This approach focuses on the co-

occurrences and recurrences of collocations in texts and collocations are considered as partly restricted while certain grammatical patterns are taken into consideration in the classifications of collocations. The yoking of the two approaches is believed to bring the best of each approach into one approach that covers all the key criteria in defining and classification of collocations (Gledhill, 2000; Henriksen, 2013; Nation, 2013).

Collocations were initially understood as lexical combinations with syntactic relationships, leading phraseologists to propose distinct syntactic patterns of these combinations (Poulsen, 2005). There are other aspects used in the classifications and even sub-classifications of collocations; definitions were also based on these: motivation, commutability, and selectional restrictions grounds (Schilk, 2011). The chief reason that urged researchers and linguists to bond two major approaches are the drawbacks in each approach. They were both denounced for neglecting a key aspect that exists in the other approach. However, none of these two approaches discards the existence of the collocational feature.

In order to bridge the gap and exclude any elusive shortcuts, and to benefit from their differing assets and perspectives, a call for a new approach was needed. It provides a firm grasp and deep understanding of the notion, bringing both approaches into one unified approach. By this hybrid approach, as claimed by Granger and Paquot (2008), researchers can gain deep insights into the study of phraseology and, more specifically, collocations with all features in mind, i.e., the syntactic and lexical features along with the frequency co-occurrences of collocations. It is, however, important to note that this hybrid approach underwent two phases by Henriksen (2013): firstly, frequency-based procedures were followed in the identification of the most frequently occurring combinations in the corpus; secondly, the recognition of particular combinations as collocations or not was achieved according to semantic and syntactic criteria.



Proponents believed that even combinations that meet the two criteria of syntactic relationships and frequency recurrences cannot be all considered as collocations. Combinations with particular grammatical patterns in which their constituents are more frequently occurring and commutable are the only combinations that can be regarded as collocations. It is this view that makes this approach the one that fills the gap and remedies the deficiencies in both approaches. Furthermore, it helps in increasing the awareness of the vital role that collocations play in learning and development (Barfield & Gyllstad, 2009; Granger & Paquot, 2008; Gyllstad, 2007; Nesselhauf, 2005). On a different note, neglecting the two previous approaches with what perspectives they have is not advisable as certain features and criteria are needed in other linguistic analyses. Granger and Paquot (2008) explained that the frequency-based approach is fitting for more automatic and corpus-based methods of extraction, whereas the phraseological approach serves better when it comes to the linguistic analytical studies.

To recapitulate, the hybrid approach is a blend of the frequency and phraseology approach, and it is meant to provide a more comprehensive definition of collocations. Building up on this, collocations are seen as recurrent co-occurrences of pairs or groups of words, which are partly transparent in meaning and restricted in substitutability; these occur according to certain syntactic and grammatical patterns, which do not occur by any chance. The attempts of reconciliation between the two notable approaches aimed at providing deeper insights into this intricate linguistic phenomenon, collocations, while taking advantage of the perspectives of each separate approach and discarding any irrelevancies and deficiencies they had.

## **2.2. Types and Patterns of Collocations**

‘Upward’ and ‘downward’ collocations are two types proposed by Sinclair (1991). An ‘upward collocation’ refers to words, which collocate with other words that are more frequently in use than those words collocating, for instance, ‘get’ collocates with *down*, *up*, *into*, *on* and *out*. All those words are more frequently used than *get*. On the other hand, a ‘downward

collocation' is quite the opposite, i.e., words that collocate with other words, which are less frequently used. *Back* collocates with less frequent words such as *arrive*, *bite*, *call*, *change*, *bring* and *climb*. There is a clear difference between the two types in the grammatical structure. In the first type, the constituents of these combinations, and more specifically nodes, tend to be prepositions, adverbs, conjunctions and pronouns; however, nodes in the second type habitually collocate with nouns and verbs (semantic words).

Collocations that Hausmann (1989) suggested are established on syntactic structures mainly following these patterns: noun + adjective, noun + verb, verb + noun, verb + adverb, adjective + adverb, noun + preposition + noun. Smadja's (1993) classification identified the following patterns: noun + adjective, noun + verb, verb + noun, verb + preposition, verb + adverb, verb + verb, noun + preposition, noun + determiner. Gitsaki (1996) proposed a further detailed classification including a large number of patterns of 8 lexical collocations and 29 grammatical collocations.

Howarth (1996) based his classification on commutability. He (1996) proposes five distinct types in terms of restrictedness. Various linguists such as Hausmann (1989) focused on open-class words and proposed other classifications. However, Benson et al. (1986) based their classification on open-class words, function words and syntactic structures. In this respect, two categories can be highlighted: lexical and grammatical collocations. A lexical collocation is a combination that generally consists of an array of verbs, nouns, adjectives and adverbs as in *painfully shy*, *make a mistake*, *immensely grateful*, *storms rage*, *appreciated sincerely*, etc. (Benson et al., 1986). A grammatical collocation is common to consist of one of the previous words being combined with prepositions, infinitives or clauses such as *afraid of*, *account for*, *adjacent to*, *advantage over*, and *to be afraid that* (Bahns & Eldaw, 1993). This dichotomy of lexical and grammatical collocations is widely accepted among researchers and linguists.

Now comes a very pertinent question as far as the classifications of collocations are concerned: Why is it important to classify collocations? According to Duan and Qin (2012), it was initially thought that classifying collocations into lexical and grammatical patterns has a central role to play. This is more probably linked to the understanding and recognising of a particular word in a particular sense, i.e., the textual context in which a word is used determines its meaning to a larger extent, and the use of a particular word in different patterns certainly yields different senses. The use of words in patterns is not random. One says, for instance, *to enjoy dinner*, but not *to enjoy death*.

Knowing the different patterns of collocations can be helpful as they are used in the corpus-based studies. This also helps EFL learners in identifying their errors, weaknesses and strengths (Granger & Paquot, 2012). These patterns can function as a parsing tool which sorts phrases according to the set patterns in computational studies (Biber, 1993), and they are also used to extract collocations from larger corpora through computer-assisted software. Otero (2008) added that patterns and classifications can help distinguish between collocations and idioms as well. Classifying collocations can be useful in pedagogical contexts, too. Learners will be able to generate combinations with patterns that are identical to the original formulas (Tutin, 2005). To exemplify, an original pattern can be an adverb + adjective such as *fundamentally different*. Based on this pattern, a learner can propose another combination such as *sharply different*.

Regarding what has been stated above, the divisions and classifications proposed by the various researchers and linguistics (e.g., Baker, 1992; Benson, Benson & Ilson, 1986; Gitaski, 1996; Wei, 1999) were based on types and patterns. In terms of types, two major classifications can be highlighted: lexical and grammatical collocations. As for patterns, researchers' various views and suggestions make it difficult to propose a fixed number of patterns. The total number of the suggested patterns should be taken into consideration since all these patterns appear in

the spoken and written forms of the language used by native speakers. Furthermore, identifying and classifying collocations in the spoken and written language is of enormous practical and theoretical benefit. The classifications also prove useful when applied in dictionaries and any other parsing software used for extracting collocations from larger data corpora. These are all encompassed in what is known as NLP (Ramadan, 2017).

### **2.3. Collocational Knowledge and Dimensions**

The claims that knowledge of collocations can be associated with knowledge of vocabulary has aroused considerable controversy. Collocations as combinations of words have their own characteristics, which set them apart from single words, and the structure is also one reason making the two concepts distinguishable. Some researchers such as Catalán (2002), Milton (2009) and Nation (2013) used the term ‘vocabulary’ while including collocations to be part of learners’ overall knowledge of vocabulary. Conversely, other researchers like Firth (1957) regarded the aspect of collocations as a totally independent and separate area in linguistics, and it is not easy to draw an absolute distinction between collocational knowledge and vocabulary knowledge. Henriksen (1999), Read (2000) and Nation (2013) inserted that the multidimensional, interlinked and complex nature of collocations calls for more careful and detailed investigations from various perspectives.

Vocabulary as a term is often used to include learning and teaching collocations. The latter constitute a larger part in vocabulary knowledge or rather another level in that knowledge, since both vocabulary and collocation tend to share similar features and characteristics, most of which are linked to knowledge dimensions and classifications. What applies to vocabulary is seen to be applicable to collocations as well. Levelt (1993), Meara (1996 & 2002), Nation (2013) stressed the role of vocabulary knowledge in learning. According to them, learning a language is inextricably linked to learning vocabulary, and any issues encountered while learning a language are largely related to vocabulary. This knowledge is generally said to

encompass various aspects such as grammar, meaning, pronunciation, syntax, derivations, connotations, denotations, and so forth (Catalán, 2002; Richards, 1976). Other researchers like Henriksen (1999) and Nation (2013) suggested distinct classifications. The former identifies three main aspects of vocabulary, namely form, meaning, and use. Each aspect has receptive and productive knowledge. Speaking of the three aspects, they have been further elaborated upon and classified into three sub-categories: spoken knowledge, written knowledge and word parts knowledge; meaning was divided into form and meaning, concept referents and associations. As for the use, three other classifications were proposed: knowledge of grammatical functions, collocations and constraints on use. As can be deduced, knowledge of vocabulary far exceeds the first three aspects proposed, viz. meaning, form and use (Cited in Ramadan, 2017).

Studies on vocabulary indicated that the significance of certain aspects of vocabulary knowledge are certainly tied to the understanding of collocability. It is therefore concluded that the terminologies used in classifying vocabulary knowledge (receptive knowledge and productive knowledge) are seen to be applicable to collocational knowledge as well. What accounts for this conclusion is the fact that collocational knowledge is regarded as an integral part, or at least similar to some extent, to vocabulary knowledge.

#### **2.4. Studies on Receptive and Productive Collocational Knowledge**

Various studies have attached importance to receptive knowledge in the learning and use of the language by ESL and EFL learners. Gallego and Llach (2009), Schmitt et al. (2001) stressed the substantial role of receptive collocational knowledge for learners' academic progress. It is also believed that receptive knowledge could indicate one's language proficiency (Milton, 2010). Mehrpour et al. (2011) believed that deeper knowledge of vocabulary is a result of an expanded size of vocabulary. There is also a correlative relationship between receptive knowledge and productive knowledge: an increase in the first leads to an increase in the second

and vice versa. This does not mean that they both contribute to a certain skill to a similar extent. In this sense, it has been argued that receptive knowledge does not contribute as much as productive knowledge does when dealing with text comprehension.

Knowing words does not stop at the superficial levels of a word, and far exceeds meaning and form. One should deepen one's knowledge in other areas such as frequency, morphology, syntax, and collocational properties. Learning thousands of words is not necessarily enough to attain native-like proficiency as this level requires deep understanding of other linguistic features beyond the meaning and form (Zhong, 2011). Hence, proficient users of the language are fully aware that a reasonable size of vocabulary should go hand in hand with a certain depth of knowledge. Productive knowledge of collocations refers to the mastery of using words in a way that the combinations generated are natural and correct. This type of knowledge is fundamentally essential. This comparison does not in any way diminish the importance of receptive knowledge. This is based on various beliefs and claims in which productive knowledge is deemed crucial in one's performance, especially in reading comprehension (Mehrpour et al., 2011). Tahmasebi et al. (2013) also stressed the importance of productive knowledge as an indicator of skilful use of the language.

These claims were subject to criticism, as there is a growing body of research with regard to learners' receptive knowledge. Claims have challenged what other studies in favour of productive knowledge have revealed, indicating that learners' productive knowledge has not yet reached the level of receptive knowledge in terms of the role it should be playing in language learning. Proponents of this claim are Alsakran (2011), Laufer (1998), Webb (2008), etc. In all cases, the ratio of productive knowledge to receptive knowledge is estimated to be 77-93% (Webb, 2008). Similarly, it was observed that productive knowledge comprises 50-80% as compared with their receptive knowledge (Milton, 2009). These two findings tip the balance showing the weight of each amount of knowledge, all in favour of the receptive knowledge, in

which productive knowledge has been found to lag behind by about 20-50%. According to Laufer (1998), the more proficiency increases, the greater the gap will seem to be between the two notable types of knowledge.

The two aspects addressed in this section are believed to be insufficient for learners of a second or foreign language in order to attain native-like proficiency. It is agreed that they are simply two dimensions of vocabulary knowledge; yet, the complexity of vocabulary knowledge still requires much more than these (Zhong, 2011). In terms of collocability, Milton (2009), Nation (2013), Gyllstad (2013), along with others, firmly believed in the role of collocations and collocation knowledge to be more profound than vocabulary knowledge. There are deep levels upon which one's proficiency can be measured; however, these beliefs and claims seem to have been unfounded as there is no clear-cut evidence to support them.

Amidst intense controversy, Milton's (2009) statement allowed other researchers to back their argument that assigning collocations and collocational knowledge to the depth dimension and to the ambiguous definition of the depth dimension has not been adequately and clearly defined at the moment. There is nothing to prove that collocations lie in the depth dimension of vocabulary knowledge. Like vocabulary knowledge, collocation knowledge can also be receptive and productive (Koya, 2005; Laufer, 1998; Melka, 1997; Milton, 2009). More studies have been forthcoming in offering more insights concerning the aspect of collocational knowledge. Hausmann (1984) emphasised the significance of this type of knowledge and attributes one's knowledge of vocabulary to knowledge of collocations, which develops learners' skills in their learning of vocabulary, and also improves receptive and productive skills.

Learning vocabulary is said to be effective when words are learned in combinations instead, this makes remembering and using words faster and effortless. Yazdandoost et al. (2014) put forward that pursuing this method in learning is a step forward towards recognising

lexical restrictions and advanced use of ready-made chunks. Words are easily stored as wholes instead of parts; the process of retrieval occurs at a faster rate (Conklin & Schmitt, 2008; Ellis et al., 2008). Collocational knowledge also contributes to writing proficiency and fluency as observed by Zhang (1993). Accordingly, a correlation between knowledge of collocations and writing proficiency and fluency exists. This claim was based on an experimental study, leading Zhang (1993) to conclude that the quality of learners' writing is an indication that collocations are of quality in terms of accuracy and variety.

Ultimately, both aspects of vocabulary knowledge (receptive and productive) as well as collocational knowledge (receptive and productive) are not similar in any way; nonetheless, they both contribute to learners' overall proficiency and knowledge. As far as collocational knowledge is concerned, receptive and productive knowledge are positively correlated with each other, albeit at different rates. That is, receptive knowledge is said to develop much faster compared to productive knowledge. Other interesting findings have revealed that collocational knowledge has a major influence on learners' skills such as writing quality, fluency and comprehension.

## **2.5. Factors Affecting Learners' Collocational Knowledge**

Several factors are believed to have effects on the development of an individual learner's knowledge on collocations. These apply to both ESL and EFL learners with no exceptions whatsoever. Some of the factors are personal characteristics, context where learning takes place and the properties of collocations. Due to the complexity of collocations and their nature, various claims and views emerged while investigating these factors and the impact or influence they have on learners' knowledge and development. Collocations were approached in terms of their types, study designs or acquisition models used in the investigation. In brief, the factors explained below cast some light on their impact and describe the various studies conducted by researchers.



In learning a language, the first and foremost factor that has a large impact on the learning curve of an individual learner is personal characteristics. It is no different when addressing one's collocational knowledge, either. What is meant by this is that one's age, gender, motivation, aptitude, learning strategies and attitude have enormous influence on collocational knowledge. Taking gender as an example, there have been various claims from both proponents and opponents on the impact of gender on learners' use of the language. Opponents such as Ashiyan and Salehi (2017), Tabrizi and Moghadam (2016), Ganji (2012) and so forth, see that gender has no marked effect on collocational knowledge and development. However, proponents such as Mazaji (2015) claimed that the factor of gender has some impact over learning and using the language and, more specifically, over collocational knowledge.

In the several studies that were carried out to investigate the impact of gender on learning collocations, one of the key findings was the higher scores obtained by males compared with their female counterparts. Another interesting finding in a study conducted by Schwartz et al. (2013) showed that females used the possessive pronoun 'my' with 'husband' less than males when using the pronoun with 'wife'. According to the study, males and females are different in the sense that they do not have the same linguistic behaviour.

Other studies have commonly highlighted the positive influence of other factors such as motivation, attitude and language aptitude. They have found that these factors have influence on learners' collocational knowledge and development. Dörnyei et al. (2004), Dörnyei and Skehan (2003), and Sawyer and Ranta (2001) conducted examples of these studies. A longitudinal study was carried out by Schmitt et al. (2004) to probe into the influence of the aforementioned factors on learners' receptive and productive knowledge of formulaic sequences, including collocations. It has been found that there is no significant influence of those factors on learners' receptive and productive knowledge. Researchers justified these unexpected results arguing that there are other underlying factors, which might have affected

these factors while learning, and the study should take longer time for this influence to take place.

In parallel with the above study and the results, Dörnyei et al. (2004) undertook another longitudinal quantitative study in order to explore the individual differences such as language aptitude, attitudes, motivation, in addition to the contextual factors, on learners' acquisition of formulaic sequences. Unlike the previous study, data were analysed in a rather continuous manner throughout the data collection phase. Interactive influences of learners' language aptitude, motivation, and learners' socio-cultural adaptation capability on the learners' acquisition of formulaic sequences have been found. There are degrees of influence on the knowledge of formulaic sequences, and socio-cultural adaptation capability seemed to have greater impact compared to all other factors. In conclusion, being involved in the learned social context has a significant role in the development of learners' knowledge of formulaic sequences, specifically collocations.

Along with the personal characteristics that are seen as affecting factors on the development of collocational knowledge, there seem to be other factors, namely contextual factors, which have a role to play while learning. The number of years, contact with native speakers, the degree of explicitness in learning and teaching collocations, familiarity with the topics, use of references, technological means and social media networks, curricula textbook settings and language of instruction are examples of contextual factors. Their influence on the learners' vocabulary knowledge has been evidenced in a growing body of research and literature (Hu, 2013). They have a substantial impact on learning vocabulary meaning (Webb, 2008). Hu (2013) maintained that contextual richness has a considerable influence on developing learners' information about the form-meaning connections and grammatical functions of vocabulary. The key difference between L1 learners and L2 learners when acquiring the language is the contextual richness, in which the L1 learners tend to acquire the

language in a rich context as opposed to the L2 learners, hence the difference between their vocabulary knowledge.

Segalowitz and Freed (2004) contended that the role of learning context is of great contribution in developing one's linguistic proficiency, especially speaking. For instance, one who studies in a native-speaking country is extremely likely to be more fluent and efficient in using the language. What is more, there will be richness in vocabulary and the proper use of expressions compared to one who only studies in a local context. What has been said about those linguistic skills is also applied to the use of collocations and natural phrases. Alsulayyi (2015) examined the productive collocational knowledge of Saudi undergraduate students in two different contexts: The school of English at Manchester Metropolitan University (the UK) and Najran University (SA). The study investigated the writing productivity of the two groups and revealed that the results of those who studied in an ESL setting outperformed learners who studied in an EFL setting with less grammatical errors.

The main reason for the huge difference between the two learners is that the environment has a central role to play in linguistic development. Environment here refers to teachers, institutions, teaching materials and curricula. Any unnecessary emphasis on individual and decontextualized words while using ineffective teaching methods as well as materials lead to linguistic deficiency; therefore, teachers will fail to raise learners' awareness of the existence of collocations (Henriksen, 2013). Gaballa and Al-Khayri (2014) confirmed the influence of learning context, which is believed to have greater impact on learners' knowledge of collocations.

Collocations must be adequately taught in educational settings; curricula designers must consider this aspect with much care by selecting the more highly frequent and useful collocations for the indispensable role they play in language development. Moreover, collocations must be associated with a context for optimum learning. That is, learners are more

likely to use collocations efficiently when they are used in highlighted contexts and they will be able to use collocations when experiencing any similar context in which a number of collocations are already taught in relation to it. Ellis et al. (2008) stressed the importance of adopting the appropriate approaches that include the most frequently used collocations with contexts in order to help students gain a higher level of proficiency.

Years of studying collocations is another factor that affects language development and collocational knowledge. There exists a positive correlation between the length of the study period and learners' knowledge of collocations and development (Ganji, 2012). However, the process may be rather slow and is unlikely to lead to improvements overnight (Ebrahimi-Bazzaz et al., 2014). In the same vein, Siyanova-Chanturia (2015) suggested a period of five months as sufficient exposure for beginner learners to be able to demonstrate native-like use of collocations. Nesselhauf (2005) claimed that the length of exposure to the target language reduces the number of errors and has a greater impact on collocational knowledge. This is the time when a learner is expected to familiarise themselves with collocations where they serve purposeful pragmatic functions in social contexts.

Nesselhauf (2005) suggested teaching collocations at earlier levels, in which learners have more exposure to the language for an extended period of time as this helps them to acquire a certain collocational knowledge and makes them able to create proper combinations. Additionally, the importance of the explicit teaching of collocations can have more considerable influence on learners' proficiency, since it raises their awareness of the abundance of collocations in the target language (Ashouri et al., 2014; Liu, 2002; Mahvelati & Mukundan, 2012). As far as teaching is concerned, using the target language as a means of instruction will expose learners to more linguistic input and contribute to their language development. Bergström (2008) contended that reinforcing the use of English in instructions can consequently

enhance collocational knowledge, specifically receptive knowledge. This, in return, enhances the linguistic performance of ESL and EFL learners.

The influence of hardware and software on learning English, in general, and collocations, in particular, is undeniable. Examples of such means are books, references, electronic dictionaries and social networking websites (González & Schmitt, 2015). Having access to digital dictionaries, for instance, is much easier now, and learners can look up words and even collocations on various devices such as tablets, laptops and smartphones. These tools have a greater impact in acquiring vocabulary and developing the collocational knowledge and awareness of such combinations. Digital tools can also influence reading, whether inside or outside the classroom since learners can consult their dictionaries with no time or place restrictions (Hamilton, 2012). Digital dictionaries have become a powerful tool, and are at every learner's own disposal; they are even more useful and appropriate than the paper version. They help retrieve words and their meanings and possible collocations more effectively (Dziemianko, 2010). These dictionaries test learners with quizzes based on the database of the dictionary itself while providing them with answers by directing learners to the corresponding page where a particular word or answer can be found.

A great deal has been evidenced concerning the influence of both personal and contextual factors on learners' performance when it is a matter of their linguistic proficiency and collocational knowledge. To avoid any overgeneralizations, however, the influence they have may differ from one learner to the next due to the interference of other diverse elements affecting the learning process. There is some sort of correlation between these factors and collocational knowledge even though it might not seem straightforward and direct. They tend to interact with each other in a rather intricate network that is impossible to notice in shorter spans of time. The influence of contextual factors such as learning context, on the other hand, has been subject to controversy; nevertheless, the significance of context and the role it plays

in the development of learners' linguistic knowledge is evidenced. Accordingly, a greater part of learners' collocational knowledge is attributed to learning contexts. Researchers may find it useful to carry out more investigations on all the factors to better understand the key role of each factor and to uncover more linguistic mysteries in the development of collocational knowledge.

## **2.6. The Impact of Collocation Features on Learners' Knowledge**

Scholars such as Kellerman (1978), Kurosaki (2012) and Gitaski (1999) indicated the impact of collocation features in their research. According to them, the characteristics that collocations possess may bear strongly on ESL/EFL learners' collocational knowledge and development. All research ever conducted was to tackle either the concrete or fluid aspects of collocations. To exemplify, some studies have investigated the aspect of frequency occurrence of collocations, their form, phonology and so on; others have delved into the aspects of semantics, syntax, pragmatics, culture, etc. (Gledhill, 2000). As can be seen, numerous characteristics have been attributed to collocation, yet only the key ones are to be highlighted in the following sections while showing their influence on one's collocational knowledge and development, and these aspects are frequency, the syntactic structure, the semantic and phonological features and congruence with L1.

### **2.6.1. Frequency of Co-occurrence of Collocations**

This feature has played several roles in various studies (e.g., Firth, 1957; Sinclair, 1991) as in the identification and defining collocations. To Hama (2010), Shehata (2008), Wolter and Gyllstad (2013), frequency is a relevant factor requiring investigation into its impact on learners' collocational knowledge. Moreover, the identification of external factors such as context has great influence on one's knowledge and development (Alsakran, 2011). Evidently, frequency of co-occurrence is a key feature in the investigation of collocations and their

influence on learning, since it helps in the identification of the different patterns of collocations as well as in other pedagogical contexts (Durrant, 2008; Shin & Nation, 2008).

The versatility of frequency in the investigation of this linguistic phenomenon, i.e., collocation, is a strong indication of the significance of this feature. Proponents have long been stressing the importance of frequency in the process of identifying, extracting and defining collocations. In terms of collocational knowledge and its development, the effect of the frequency of co-occurrence of collocations seems to be clearly marked and significant, especially on L2 learners (Gyllstad & Wolter, 2015). However, others such as Bybee and Hopper (2001) argued that this impact seems to affect native speakers' acquisition and representation of the various patterns of collocations as well. The fundamental underlying assumption is that there is a positive correlation between learners' (ESL/EFL and native speakers) writing and speaking proficiency and the repeated exposure to the frequently co-occurring collocations.

Ellis (2002) also confirmed the role of frequency in terms of effective processing of the language and its various aspects such as formulaic language, language comprehension, lexis and so forth. This can be done through repeated exposure through which acquisition occurs. In line with this, Kirsner (1994) contended that providing sufficient exposure to the lexical items is essential in order to attain native-like proficiency. This will also increase the process and rate of retention and retrieval of the linguistic items (Kennedy, 2003). Durrant (2014) concluded that learning collocations is a process that is frequency-driven and there exists a correlation between learners' proficiency and enough exposure to these frequency co-occurrences of collocations.

Howarth (1998), on the other hand, claimed that it is essential to bear in mind other aspects for the effective processing of lexical combinations. Neither English native speakers nor ESL/EFL learners rely on frequency and the probability of co-occurrences in the production

of these combinations, as relying solely on frequency will lead to deficiencies in the production of combinations. He (1998) stressed the importance of phraseology as well, for the previous frequency-based studies tend to overlook productive knowledge (e.g., Durrant, 2014). Productive knowledge is considered as Howarth's (1998) main focus, and his claims do not seem to fully support the frequency-based approach.

In a phraseological manner, Gitsaki's (1996) study examined the productive collocational knowledge of a significantly large number of Greek high school students who were studying English as a second language, through tracing the knowledge development of 37 patterns of lexical and grammatical collocations. The study revealed that frequency had a positive influence on learners' productive collocational knowledge. Interestingly, increasing the amount of exposure to a certain type of collocation improved their knowledge of the target type or pattern of collocations taught. He (1996) reached the conclusion that the occurrence of a particular type of collocation has a greater influence on the acquisition and development of a given type or pattern.

Altenberg and Granger (2001) carried out a corpus-based study to investigate EFL learners' productive knowledge of high frequency verbs and compared their use with that of a native speaker learner corpus. The aim of the study was to investigate L2 learners' use of the delexical verb '*make*'; moreover, it examined whether they overused or underused high frequency verbs vis-à-vis native speakers. Clearly, the main aim was to examine the influence of this feature of frequency on their use of the verb *make* with the words this verb collocates with, using a larger learner corpus and comparing it with native learners' corpora. They (2001) found that using such high-frequency verbs is challenging to non-native learners even at their higher linguistic levels. It has also been revealed that non-native learners' rate of use of such verbs is less than that of natives. These findings were subject to various interpretations as follows: exposure to collocations was not sufficient, in that frequency of co-occurrence does



not seem the only influential factor on learners' collocational knowledge. The length of exposure and the frequency rate were not sufficient to develop non-native learners' production of native-like collocations in the presence of other factors, which will require further investigations into learners' deficiencies and the various underlying factors, which seemed to have affected their collocational knowledge.

Shehata (2008) investigated the effect of the amount of exposure to the target language on the collocational knowledge of advanced non-native learners. He (2008) found that there is only so much of a moderate correlation between the amount of exposure and learners' collocational knowledge, while Durrant and Schmitt (2010) carried out another study in order to highlight the significance of frequency of input to L2 learners' collocational knowledge, by testing the non-formulaic model of L2 learning. The results showed that learners acquire words individually without learning about their collocational links. In this respect, they adopt a non-formulaic model in their learning (Wray, 2002). In contrast, Hama's (2010) study found that the frequency of exposure to the targeted collocations was one of the major factors affecting their productive collocational knowledge deficiency; there was a positive relationship between frequency and learners' knowledge and use of collocations.

Although there is a conflict of claims about the role of frequency in developing non-native learners' collocational knowledge, the connection between the two variables cannot be neglected. There is an influence of frequency on one's collocational knowledge; indeed, one's mental representation of collocations can be anticipated by the rate of the frequency and the amount of exposure to the occurrence of collocations in the target language. Durrant (2008 & 2014) argued that frequency has been considered as an indicator and a dependable criterion for testing learners' knowledge of collocations. In the light of all the aforementioned claims and the significant findings of former studies, the connection between the two variables does not seem to be lucid yet. Non-native learners' use of collocations has not been analysed enough to

reach a valid and firm conclusion on how their use is different from native speakers'. ESL or EFL learners tend to use the highly frequent collocations while almost neglecting the less-frequent ones though the latter might be of strong associations and salient for native speakers. It is recommended that the differences between the use of non-native and native speakers' use of collocations in terms of frequency be taken into account so that an understanding of the feature of frequency for appropriate use can be reached. In sum, more investigations are required to clarify any ambiguities in the influence of frequency on learners' collocational knowledge and development.

### **2.6.2 The Syntactic Structures of Collocations**

As evidenced in a substantial part in studies (e.g., Shehata, 2008; Shokouhi & Mirsalari, 2010), the syntactic structure of collocations has an influence on non-native learners' collocational knowledge and development. ESL or EFL learners tend to learn some collocational patterns and structures prior to learning other structures- this might mean that some syntactic structures can be more or less challenging than others, hence learners' inclination to start with particular structures instead.

It is undeniable that learners' collocational knowledge is influenced by several underlying factors; however, according to Gitaski (1996), the syntactic feature's influence is an essential factor. She (1996) noted that the different syntactic structures compared to the structures in their L1 are more challenging for learners who find these difficult to translate into similar structures in their L1. This feature has been found to influence learners' productive knowledge of collocations at different linguistic levels of proficiency. Furthermore, the syntactic structures of some grammatical collocations are deemed much easier to learn than the lexical collocations. In earlier studies carried out, Gitsaki (1996) revealed three key phases that learners undergo when learning collocations: learners first start with acquiring collocations as unanalysed lexical units, in which they produce lexical collocations correctly prior to producing any collocations

of different and complex syntactic structures. As learners' grammatical knowledge expands, they focus on producing more grammatical collocations than lexical collocations. Their use of lexical collocations in this phase even decreases compared to the first phase. In the final phase, learners will be able to use both lexical and grammatical collocations in a native-like manner assuming that their competence and proficiency increase. The study also revealed that learners' tendency to fluctuate from one structure to another while learning collocations and their structures until becoming able to use them all in a native-like manner is a strong indication of the influence of the syntactic structure on their collocational knowledge.

The syntactic structure is a significant feature and its influence is clearly noticeable on learners' productive collocational knowledge (Koya, 2005). The study revealed that their productive knowledge of simple collocations was significantly higher than complex ones in terms of their syntactic structures. There was no sign of influence on their receptive collocational knowledge at all. Other factors such as context seem to have an impact on collocational knowledge and development. Additionally, Shokouhi and Mirsalari's (2010) study results found that those grammatical collocations were more difficult and challenging compared to lexical collocations. These results were, in fact, in contrast with those of Gitsaki (1996). Their study revealed that some syntactic structures such as *n+v* collocations were even harder to acquire than other structures.

Mahmoud (2005), and Bahardoust and Moeini (2012) conducted a study and found out that grammatical structure of collocations develops and hampers the collocational knowledge of certain grammatical structures at the same time, i.e., some of these structures are acquired while others are not. Lexical collocations exist abundantly in learners' writings indicating that these collocations are less challenging than grammatical collocations. In the same line of thought, the study revealed that the use of *v+n* and *adj+n* collocations was significantly higher than that of *n+v* collocations.

To conclude, various factors are involved in learners' collocational knowledge and development such as context, the differences between L1 and the target language, pragmatic and semantic features. Since the syntactic feature has an impact on learners' acquisition of collocations, this feature does not seem prominent enough to guarantee proper and correct use and production of collocations. This is largely due to the vague correlation between the syntactic feature and collocational knowledge, thus more investigations are required in case there are other reasons behind the influence of the syntactic feature on the collocational knowledge.

### **2.6.3. The Semantic Properties of Collocations**

Two key aspects highlight the feature of the semantic properties of collocations as will be discussed in this section, namely commutability and degree of opacity. Howarth (1996) defined the first aspect, commutability, in relation to collocations as "the extent to which the elements in the expression can be replaced or moved" (p. 36). It also refers to arbitrariness, whereby replacing one item in a collocation with a synonym may induce the creation of an unnatural or incorrect lexical combination (Fan, 2009). To exemplify, McKeown and Radev (2000) explained that '*make an effort*' is a natural combination by convention, whereas '*make an exertion*' is unacceptable and rather odd. Collocations vary in the degree of flexibility allowing room for certain substitutions, whereas others may not be open to any replacements whatsoever (Koya, 2005). In collocations such as *make a decision*, various delexical verbs can replace *make* such as *reach* or *take*, whereas in *shrug one's shoulders*, no appropriate verbs seem to satisfactorily replace the verb *shrug*.

Semantic feature is a property used to differentiate between collocations and other combinations such as idioms and free combinations, which tend to have characteristics in common (Cowie, 1981; Howarth, 1996; Nesselhauf, 2005). However, the degree of commutability is not the same among these combinations, to wit: collocations, idioms and free

combinations. In other words, free combinations allow for substitutions to be made at one of its components, like a verb being replaced by another verb or a noun with another noun; idioms are more fixed than they are flexible. Collocations, however, are not as limited and restricted (Aisenstadt, 1979).

Semantic transparency is yet another significant factor that can be employed to differentiate between the types of combinations. According to Nesselhauf (2005), this feature can assist in distinguishing between elements, which have a literal and non-literal meaning. Semantic transparency can play a vital role in distinguishing between expressions such as idioms and collocations. The semantic range in which collocations are used has been found to be of immense contribution towards learners' collocational knowledge of the pragmatic relations and combinatory restrictions of the lexical items and towards the appropriate production of collocations. Some collocations can help anticipate the meaning of the whole combination from the meanings of their constituent parts (Jaff, 2013). However, in other collocations, the meaning of one of the component items of a collocation becomes restricted to the context in which it is used. For instance, in the two collocations '*heavy drinker*' and '*heavy smoker*', the meaning of the adjective *heavy* that is expressed in the two collocations differs from the meaning of the same adjective when used in another collocation such as *a heavy bag* (Cruse, 1986). The adjective has a specific meaning that is imposed by what comes next in each collocation, viz. *smoker* and *drinker*, respectively. The meaning added by the adjective does not seem to have an effect on the semantic transparency of the two collocations. Collocations, in this respect, are compositionally limited due to an emerging element of meaning being added to the entire meaning of the combination while maintaining the element of transparency (Manning & Schütze, 1999). The whole meaning cannot be therefore retrieved from the meanings of the constituent parts of a collocation, since some elements preserve their literal

sense, an additional meaning is added to the whole meaning, which does not exist in any of the constituents singularly.

In terms of compositionality, Granger and Paquot (2008) differentiated between a non-compositional chunk and compositional chunks. The former refers to chunks in which the total meaning of an expression varies from the total meaning of its individual constituents; accordingly, the overall conventional meaning of this expression cannot be extrapolated from the individual lexical items, as is the case with idioms.

It is interesting to note Zheng's (2014) claim about learners' semantic awareness and how it tends to develop. Accordingly, learners' awareness tends to develop slowly and unpredictably with fluctuations, and it does so through phases. Some researchers (e.g., Kolesnikova & Gelbukh, 2012; Laufer & Waldman, 2011) maintained that this feature of collocations has significantly greater influence on learners' knowledge development than the frequency of exposure to the target collocations. The underlying assumption of this feature is that non-native learners are unable to transfer the figurative meaning of collocations as native speakers can, and the challenge increases by augmenting the opacity of the component items of collocations, i.e., when used in their figurative not literal senses.

In sum, the significance of the semantic feature in the non-native learners' collocational knowledge and development is prominent in literature. However, there is always interference from other factors such as frequency and syntactic structure. Identifying the impact of the semantic transparency feature alone while excluding the impact of other factors has not yet been achieved. Again, this feature requires more investigation into the field.

#### **2.6.4. The Congruence with Learners' L1**

Ahmadian and Darabi (2012) brought to attention the influence of congruence with the learners' L1 on their collocational knowledge and development. By a congruent collocation, it

is meant that a collocation has the same lexical components in both L1 and L2. Collocations, which do not have any of these similarities in both languages, are known as incongruent collocations. Numerous studies addressed the vital role of congruence with L1 on learners' knowledge development in ESL and EFL settings (Alsulayyi, 2015; Nesselhauf, 2003; Shehata, 2008; Wolter & Gyllstad, 2011; Zhang, 1993). The differences between L1 and L2 may provide an explanation of the arbitrary nature of collocations. Even learners who have some knowledge of collocations may still be unable to translate them literally (Smadja, 1993). In order to adequately produce certain patterns of collocations, one has to become familiar with the culture as well as the pragmatic functions of collocations (Bartsch, 2004). In other words, the functional, pragmatic and cultural features can be reasons behind the co-occurrence of some collocation items being produced appropriately. Bartsch (2004) further exemplified the role of these aspects as carriers of meaning and she provided three sentences, which are both semantically and syntactically correct, yet lacking naturalness. Only a native-speaker can discern whether they are natural or not.

- *He was convicted of performing murder.*
- *He was convicted of executing murder.*
- *He was convicted of committing murder.*

All sentences are grammatically correct and all have a clear meaning, but, nonetheless, the first sentence and the second are considered unacceptable, whereas the last sentence is acceptable and natural. The collocation '*to commit murder*' is correct and natural as opposed to '*to perform/execute murder*'. In other words, the two verbs do not collocate with *murder* and therefore sound unnatural to native speakers.

Some collocations are also culturally bound and can be only understood in the source context of the language (Baker, 1992). This is by far one of the biggest challenges for non-native learners since they are unaware of their connotational meaning and the cultural

restrictions, as in the example *to go bananas*, which means to go crazy. It is clearly evident that deficiency in cultural competence is one of the reasons why learners produce odd and unnatural combinations. Furthermore, Shooshtari and Karami (2013) contended the significance of the cultural element, which helps in transferring culture-bound collocation meanings appropriately. However, according to Badawi (2008), translating the culturally-bound expressions appropriately may remain a tough challenge even at advanced levels of linguistic proficiency.

Some of the errors of non-native learners can be more or less attributed to the differences and similarities of L1 and L2 or even L3. A large part of this influence is engendered by the L1 rather than any other combination restrictions (Gitsaki, 1999). Learners should be therefore aware of such differences existing between their L1 and the target language they are learning. Alternberg and Granger (2001), on the other hand, stressed the importance of L1 in raising learners' awareness about the differences between their mother tongue and the target language. L1 interference has an influential role in learning collocations as claimed by Koya (2005). These similarities between the two languages are deemed to play a positive role in the acquisition of collocations of the target language unlike the differences, which may result in negative transfers. In this respect, Koya (2005) highly recommended using these similarities for effective acquisition of collocations and raising learners' awareness of such differences to avoid any errors and negative transfers while learning. Furthermore, there is no clear evidence as to whether L1 can have greater influence on learners who are studying in ESL settings than those studying in EFL settings.

Yamashita and Jiang (2010) investigated the influence of LA on the acquisition of collocations in the target language. They compared the performance on a phrase-acceptability judgement task in three contexts: native speakers of English, ESL users, and EFL learners. They were all tested on the congruent and incongruent collocations. Although the results showed ESL learners' superiority compared to EFL learners in terms of the number of errors made in both



types of collocations. It has been revealed that developing L2 learners' knowledge on incongruent collocations through a considerable amount of exposure to L2 was particularly difficult. The study also revealed that once L2 collocations are memorised, they are processed separately with no influence from L1, though this cannot be done through the amount of exposure to L2 collocations

In light of the sheer number of studies conducted by researchers on the influence of L1 on non-native learners' collocational knowledge and development, it turns out that there are more factors such as context, semantic transparency, syntactic structure, etc. that interfere while learning the collocations of the target language, irrespective of the setting. This does not mean that all the studies accorded or yielded the same results. The subtlety of this feature calls for more research for the sake of providing more details and insight that help clarify the correlation between L1 and ESL/EFL learners' knowledge and development of collocation.

#### **2.6.5. The Phonological Properties of Collocations**

As a matter of fact, there are some other features, which might have influence on non-native learners' collocational knowledge and development. This one is related to phonology. As mentioned earlier regarding formulaic language and what it takes to consider a combination formulaic is the way these units are uttered. In general, formulaic sequences or even these combinatory blocks of words tend to be pronounced following intonation and fluency contours. Chunked language units are uttered faster with no pauses or hesitations compared to non-chunked language.

As far as the phonological feature of collocations is concerned, as Boers et al. (2014) argued, the facilitative roles of assonance and alliteration of collocations help recall formulaic sequences, and these can be of immense contribution to non-native learners to develop their knowledge of collocations. These phonological features also raise their awareness of these

phonological phenomena. They (2014) argued that specific phonological characteristics such as repetition may hamper the acquisition and retrieval of collocations. This necessitates the adoption of various strategies, regardless of whether the phonological features may facilitate or impede learners' development, that are flexible according to the influences these features have on the language learners (Cited in Ramadan, 2017). More investigation is required to provide deeper understanding of the nature of the influence that these phonological features may have on learners' collocational knowledge and development.

There is by no means an exhaustive list of all the seemingly influential features, which affect the collocational knowledge of non-native learners. However, these features are recognised as the most highly influential factors in the light of the studies mentioned earlier in the previous sections.

## **2.7. The Importance of Learning Collocations**

A large and essential part in one's vocabulary knowledge consists of collocations. However, learning collocations and using them properly has been shown to be demanding and depends on multiple factors. Laufer (1998) acknowledged that a fair number of obstacles when learning vocabulary crop up through the inappropriate use of word combinations. Not only do collocations help learners in the various levels of vocabulary, they also develop self-learning strategies as well as vocabulary knowledge. One of these strategies is guessing. As far as the problems while learning vocabulary are concerned, highlighting and including word-combinations with the grammatical rules that govern collocations should also be taken into consideration (Cowie, 1981). It is necessary then to teach collocations in EFL classes as they aid students in overcoming any difficulties related to vocabulary, style and usage. Teachers should therefore include the possible lexical functions while designing their materials and tasks.

New approaches to vocabulary teaching should be updated; approaches should examine the syntagmatic relations of collocation, which is an evident skill that native speakers possess and demonstrate when using the language (Carter, 1987; McCarthy, 1984; Sinclair, 1991). In this case, lexis becomes the core principle in syllabus organisation; collocation becomes the essence of that core while generating any syllabus. Barnbrook et al. (2013) inserted that those learners are, in some cases, unaware of the existence and behaviour of collocations in language, for their aspects considerably vary as they sometimes come in fixed combinations, and sometimes as general semantic associations. There are other types of collocations, which tend to be visible in corpora (conscious collocations), but learning these collocations requires keen awareness and deep knowledge of the other constituents that come together with specific words. They are what makes someone's written and spoken production more natural and accurate. It is a matter of first-rate importance to raise EFL learners' awareness and understanding of collocations.

Although collocations are considered as one of the most daunting components of vocabulary learning and vocabulary knowledge even at an advanced level, the role they play, however, can be perceived in rather various ways. These ready-made chunks have increasingly been found to be of significant importance in learning English (Ahmadian & Darabi, 2012; Farrokh, 2012). This applies to English learning whether as a second or a foreign language. When learning collocations, difficulties are expected. Learners may not be able to produce these combinations appropriately and accurately- *making a question* or *performing a favour*, for instance, are unacceptable combinations.

Fan, (2009), González Fernández and Schmitt, (2015), Keshvarz and Salimi (2007) and Nizonkiza et al. (2013) attributed the significance of collocations to the linguistic proficiency in writing and speaking that learners can achieve when deepening their collocational knowledge. This, in return, leads to attaining a native-like proficiency to effectively and

naturally produce spoken and written forms of the language (Pawley & Syder, 1983). Additionally, Sinclair (1991) added that the nature of collocations is another significant reason why one should learn them; they are characterised by arbitrariness, frequency, recurrence and co-occurrence. They also have some degree of fixedness (Wu et al., 2010). Besides, the complex nature of these combinations makes them just as difficult for native-speakers themselves. It is therefore required that researchers and lexicographers undertake in-depth, extensive and careful investigations to provide comprehensive understanding of the phenomenon. At an advanced level, learning collocations becomes an inevitability and learners as argued by Mohajeri and Ketabi (2013) should acquire this aspect of the language. This is an indication of how important it is to learn collocations to enhance the linguistic proficiency from various aspects.

Researchers also note that native speakers demonstrate an ease of natural expression (e.g., collocations) and this feature sets them apart from any non-native speaker of the language. As can be deduced, the role of collocations, in brief, has been evidenced in a plethora of research, and all findings seem to agree on the correlation between the linguistic proficiency and the collocational knowledge that one has. They contribute to any written or spoken forms of the language in terms of coherence, appropriateness, fluency, etc. They are marked as a distinctive competence between native speakers and non-native speakers (Bahns & Eldaw, 1993; Gitsaki, 1999; Hill, 2000; Jabir, 2011; Nesselhauf, 2005; Pawley & Syder, 1983; Stubbs, 2001; Wray, 2002). To know a word and its meaning and to be familiar with the associations (collocational links) a word can have is paramount as well (Yule, 2003). This step is considered as a prerequisite of knowing a language and appropriately using it. EFL learners as non-native speakers are found to be lacking in the collocational knowledge irrespective of their level and proficiency (Arnaud & Savignon, 1997; Channell, 1981; Howarth, 1996; Nesselhauf, 2005; Nizonkiza et al., 2013; Takač & Lukač, 2013). There is clear-cut evidence that learning

collocations is never an easy task and therefore requires more devotion and practice even at the highest levels of learning that one can reach.

Erman and Warren (2000) and Howarth (1996) argued that collocations constitute around 34% of the academic texts written by native speakers. They are also pervasive in texts of different genres, be that in technical or non-technical texts. Their use in writing far exceeds the use of other combinations such as idioms. Certainly, the abundance of collocations leads one to raise several questions. Why are they virtually present in all genres of texts? Simply answered, it is their importance that makes collocations exist in rich abundance in any form of the target language.

From a cognitive perspective, the importance of collocations is also evidenced in association with fluency. The construction of utterances becomes much easier and faster as one's collocational knowledge increases offering users more independence and creativity in constructing utterances. These utterances tend to be more accurate, natural, grammatically and syntactically sound in a variety of lexical ways. Consequently, learners' linguistic processing becomes more effective leading to greater fluency (Bonk, 2000; Ellis, 2003; Siyanova-Chanturia & Martinez, 2015). There is one more point about ESL and EFL learners' collocational knowledge. Learners often resort to this kind of knowledge when they feel unable to construct correct combinations as is sometimes the case with using prepositions in an attempt to create meaning; their tendency to use their collocational knowledge is much higher in order to fill in the gap in their semantic knowledge. Mueller (2011) put it succinctly that a failure in predicting a correct combination based on the meaning of its individual components leads one to make recourse to memorised collocations of that category.

In spite of rigorous investigation by previous researchers, the role of collocations in improving learners' proficiency and mastery of the language is yet subtle (Manning & Schütze, 1999; Zaabalawi & Gould, 2017) and more studies are needed to elucidate that role and

importance in language learning and development. On a different point, researchers agree that frequent exposure to collocations while being fully aware of their existence is highly likely to have considerable impact on one's knowledge and use of the language. One of the best ways, according to them (2017), is to incorporate collocations in reading activities prior to teaching writing. This will certainly help them resort to the target collocations when they are asked to write about a particular topic. It is not useful to focus on teaching vocabulary through separate words. Highlighting lexical phrases is believed to be much more effective and easily committable to long-term memory. Accordingly, raising learners' awareness of using collocations as a means to expand knowledge and improve linguistic proficiency saves effort, time and expense (Farrokh, 2012). According to these claims and thoughts, it is unquestionably fundamental and desirable to teach collocations to improve learners' proficiency and competence so that they may reach higher levels of accuracy and fluency.

Various linguistic scholars and researchers believe in the central role of collocations in learning vocabulary and language processing- these combinations are considered as fundamental ingredients to attain significant linguistic development (Ellis, 2003; Krashen, 1989; Shooshtari & Karami, 2013). There are several practical and theoretical reasons that account for the importance of vocabulary in general. According to Krashen (1989), in a practical sense, the larger one's vocabulary is, the more linguistic proficiency there needs to be; the more one's awareness is, the more likelihood there is for one to resort to dictionaries instead of grammar books as their deficiency derives from a lack of vocabulary knowledge. In a theoretical sense, on the other hand, Krashen (1989) argued that one can assist their understanding of the language processing through studying the process of vocabulary; learning vocabulary is no different from learning any other aspects of the language. Learning vocabulary has become much more inclined towards learning lexical phrases instead. Since language has a large number of units, the traditional approaches of learning vocabulary have become

inadequate, since some units themselves consist of two items such as the phrasal verb *give up* (Schmitt & Carter, 2004), or even three or more, which is the case of many collocations.

Other researchers such as Nattinger and DeCarrico (1992), Lewis (1993), Shooshtari and Karami (2013), Alali and Schmitt (2012) have equally highlighted the importance of learning lexical phrases. Teaching learners how to skilfully use prefabricated chunks and collocations contributes to their overall linguistic proficiency. It has also been argued by those researchers that acquiring L1 is no different from acquiring L2. Nattinger and DeCarrico (1992) gave an example of a child to show that L1 and L2 learners are similar in learning a new language. In illustration, a child starts with the phrase *I want to go* in its fixed form and sense. Through time, the child begins to identify the syntactic potentials of the chunk and creates new chunks such as *I want to eat*. In the same fashion, an L2 learner tends to behave in a similar way. They first learn a chunk, then isolate its components after recognising their syntactic structures to create new similar chunks, which suit different contexts.

Lewis (1993) also acknowledged the significance of learning lexical phrases. He (1993) was a doyen in the field and he was the one who first introduced the concept of ‘The Lexical Approach’. Language, according to him, is grammaticalised lexis and not lexicalized grammar. For one to be called a proficient user of the language, one has to be able to demonstrate the capacity to create lexical phrases that are comprehensible. In this respect, it is evident that Lewis’s claim puts lexis, rather than grammar, in a central position. The latter is believed to have a managerial function instead. He (1993) also stressed the importance of time and practice, i.e., more time is surely spent on learning lexical chunks while grammar is given less compared to lexis. In order to raise learners’ awareness, more activities on the identification of lexical phrases must be given. Most frequently used phrases and collocations should be taught in contexts and in speaking activities, using dictionaries, which can provide more textual insight and examples. In a few words, Lewis (1993) lifted lexis to a higher ranking and suggested

dedicating more time to learning lexical phrases used in real contexts without placing much emphasis on grammar.

Another salient role of collocations is their significance in Natural Language Processing (NLP) software (Agrawal et al., 2014) such as in lexicography, translation, parsing and corpora (Stubbs, 1996), which are of great utility and advantage to ESL and EFL learners. Furthermore, authentic dictionaries such as the Oxford Advanced Learners Dictionary reduce learners' collocational errors and expand their repertoire of ready-made phrases for native-like and natural production; this results in rich collocational knowledge (Sadeghi, 2010). The use of collocations in applications is not only restricted in learning language, but also in a wide range of other fields such as machine translations, statistical applications, statistical approaches and so forth. Plainly, incorporating collocations in various applications will not serve to simply develop learners' collocational knowledge and proficiency, their role far exceeds that; they help them perceive other aspects of linguistic investigation and applications, especially with the advance of technology and statistical applications.

The role of this universal linguistic phenomenon has also transcended to theoretical knowledge and language theories. Obviously, when bringing up Generative Grammar (GG), Noam Chomsky crosses one's mind. Collocations are found to be essential in other theories such as usage-based models, idiom principles and lexical priming (Ramadhan, 2017). The concept of collocation, nonetheless, has also created issues in certain theoretical models such as in Generative Grammar Theory, yet there is some sort of partial role that has to be played by collocation as well. The prime reason is that the concept has not been adequately and clearly defined, whether it is syntactic phenomenon or semantic (Clear, 1993). Generative Grammar is a set of universal rules that are innately acquired to generate an infinite number of possible utterances in accordance with the correct rules of the language (Chomsky, 1976). Syntax was the cynosure with no explicit reference to collocation in the literature. Generativists limit the



sentences that are generated to certain grammatical structures; phraseologists argue that combinations with no certain grammatical structures are not therefore collocations. There is another belief, which would appear to be more accurate, whereby GG and collocation have some sort of complementary relationship, and either one supports the other.

In brief, a growing body of literature indicates that collocation is a linguistic phenomenon that is still elusive and subtle to researchers and linguists. Collocations are important not only in theory but also in practice. They tend to overlap with other multi-word phrases and idioms and that is why they are found in abundance in the language. One more practical advantage of using collocations is that they enable one to generate natural and native-like expressions, especially in academic writing and computer-assisted applications like dictionaries. Since learners are more prone to generate unnatural combinations, their deficiency can be remediated through the correct instruction and adequate practice to raise their awareness and improve their collocational knowledge to be able to identify more collocations when they encounter them. Collocations must be given a higher priority in EFL classes.

## **Conclusion**

Ever since the coinage of the notion ‘collocation’ by Firth (1957), there has been a growing interest in investigating this linguistic phenomenon. Research has given collocations higher priority when investigating learners’ linguistic proficiency due to their subtlety and intricacy. While adopting various approaches, namely the frequency-based approach and phraseological-based approach, researchers have not fully defined the notion. This then called for a unified approach that bridges the gap between the two former approaches, which failed to provide enough insight into collocation. Principally, this third approach has cast more light on the key features of combinations to be regarded as collocations while suggesting a definition based on various aspects such as the frequency of co-occurrence of collocations. A plethora of research attempted to classify collocations into various types and patterns to provide further

implications and significance in theory and practice. One cannot deny the importance of these classifications. They can be helpful in recognising and understanding collocations and the different types of collocations, and also useful in identifying learners' deficiencies when producing appropriate combinations. Moreover, they can be used to find pedagogical solutions to develop their knowledge and raise their consciousness about the significance of this linguistic phenomenon. Collocations can also be of great worth in a wide range of applications, and, therefore, taking into serious consideration a collocation and its typology is invariably indispensable in any conducted study in the area of linguistics. The ultimate verdict is that the importance of learning collocations cannot be exaggerated; they are key in achieving native-like proficiency in ESL/EFL settings, whether in speaking or writing.

## **Chapter Three**

### **The Role of Interactive Websites and Interactivity in Modern Education**

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## **Chapter Three**

### **The Role of Interactive Websites and Interactivity in Modern Education**

#### **Introduction**

The development of computer and web technologies has gone beyond the confines of what human beings could ever imagine. A broad array of diverse tools, such as computers and phones, has become available and they, together with the rapid stream of electronic information flowing constantly through the Internet, are proving to be incredibly useful in teaching and learning. Indeed, top-notch technologies are being embraced to foster academia, encouraging a great number of schools and institutions to install computer labs/areas with access to the Internet. As technology continues to advance, more and more institutions feel the urge to update their labs with these technologies and stress their importance in teaching and learning, while thinking of the best ways to use these tools and benefit from them to the fullest. In this respect, Wishnietsky (2004) claimed that by ignoring the advantages of what these most recent technologies, associated peripherals and software in the classroom offer, current generations of learners would certainly find it difficult to cope with what the future holds for them. Educators should be introduced to interactive websites with guidelines on how to use them to boost teaching and learning. They are exactly what their name suggests: pages designed with special codes to facilitate the interaction between the user and information. Websites have been more extensively used ever since the Covid-19 pandemic disrupted normal activities in the world and made it difficult to attend lectures in schools and universities.

The literature aims to redefine interactive websites to fully understand the central role they play in 21st century classes. It entails the comparison between the different generations of Web pages, from static to interactive. Examples of interactive websites are to be presented along with how the activity can be incorporated into the curriculum as well. Ultimately, the

literature highlights the importance of incorporating interactive websites into modern education and elucidates the substantial role they play in teaching vocabulary, specifically collocations.

### **3.1. Interactivity and Modern Education**

Daniel and Marquis (1983), Wagner (1994), Bodomo et al. (2003) are among those whose works revolved around interactivity. All their studies revolved around key concepts but mainly on ‘active learning’, ‘two-way communication’, ‘critical conversation’, and ‘transactional distance learning’ (Moore, 1993). These concepts are in sharp contrast to the traditional lecture-based learning. While Moore’s (1992) classification highlighted only three types of the concept of interactivity, Markwood and Johnstone’s (1994) identified four types. The three types according to the former classification include learner-content, which can be illustrated by a learner reading a book or a printed material (Parker, 1999). This type is crucial in how the materials are structured and accessed. Learner-instructor as the second type is the core of the teaching process. In this type, learners essentially construct knowledge from the interaction with the instructor, which can also lead to self-direction while learning. Finally, learner-learner interaction involves students’ collaboration and discussion to find solutions to the problems that arise in their studies. Moore (1992) provided a very useful framework, especially to discuss how interactivity is achieved in teaching. The notion of ‘transactional distance theory’ (Moore, 1992 & 1993; Moore & Kearsley, 1996) immensely contributed in defining the relations between participants, whether in distance learning or traditional face-to-face classroom learning.

It is worth mentioning that Markwood and Johnstone (1994) described interaction as the “silent, critical, creative conversation within the learner’s mind that is spurred and supported by the learning environment” (p. 94). Their classification outlines four different types of interaction, which trigger what is known as ‘critical conversation’. The first type is known as

interaction with media in which individual students scrutinise textbooks, videotapes or any other course material. The second type is interaction with resources. In this type, learners can make use of tools or spaces, such as word processors, electronic libraries, laboratories and studios that can even be used by professionals. The third type of interaction involves interaction with experts, i.e., students converse with an instructor or other experts in real time. The last type of interaction is electronic exchange or interaction. As can be implied, students exchange their knowledge through digital or electronic means of communication.

Moore (1992), Markwood and Johnstone (1994), Simms (1999 & 2000) and Allen (2003) provided a solid foundation on which to build an idea of interaction and draw up a typology of interaction within the larger framework of Conversational Learning Community (CLC). In conceptualising CLC, it can be seen that the pedagogical process is taking place in an interactive conversational learning community. In this community, there are instructors, learners, course materials, and links to remote experts and resources. All these are the core components for the function of instructional interactivity in a CLC. Allen (2003) defined instructional interactivity as the interaction that actively stimulates the learner's mind to do those things that improve ability and readiness to perform effectively. Interactivity is shown to be the single cementing factor that binds all the elements together in a CLC.

It is well documented that ICTs are now used intensively and that knowledge accumulation is increasing more than ever. Along with globalisation, the dissemination of knowledge has urged educators in particular to find and use the best information and communication technologies to the optimum. With the advent of the Internet, larger communication networks have been created to connect individuals from all over the world for different purposes (Şahan, 2005). There is a preponderance in the use of the Internet in education and it is continually flourishing, more than ever now due to the Covid-19 pandemic of the last two years or so. Teachers and students are connected with no time and space

restrictions. Interactive websites are extensively used and they are proving to be of considerable advantage.

It is essential that teachers develop their students' global awareness, using various effective, appropriate and authentic educational technologies (Crawford & Kibry, 2008). Yeşiltaş and Kaymakçı (2014) claimed that interactive platforms are designed in a way to provide the opportunity to use technological products for various aims such as teaching, assessment, evaluation and even determining the technological dimension of social studies teaching programs. Moreillon (2015) attached importance to the role of interactivity as a key feature of online modern education. Interactive online tools provide opportunities for instructors to amplify communication with students and enhance students' online learning experience. Accordingly, a well-designed online website cannot only provide some face-to-face teaching techniques but also can increase individual students' engagement and motivation to learn (Sun & Hsu, 2013).

Furthermore, it has been found that interactive visual learning tools have great potential to engage students in the learning process as students are likely to experience constant flow (Csikszentmihalyi, Abuhamdeh & Nakamura, 2005). These platforms offer personalisable options to make students more focused and motivated as they can select the learning level that matches their skills (Pandey, 2017). Ou et al. (2019) also emphasised the critical role of personalised online teaching materials in stimulating learners' interest and engaging them in learning.

To sum up, interactive tools are vital since they can enhance learning because they allow users to control the learning process by engaging in the learning activity at their own pace and by skipping, reviewing, or repeating the content as needed (Wang et al., 2011). The interactions



within the instructional tools help engage learners in the learning process and prolong their concentration on learning (Esteban-Millat et al., 2014).

### **3.2. Interactive Websites**

Teaching nowadays has become exceptionally easier for both educators and learners. Educators, for instance, can now set up a creative and meaningful learning environment where computers improve the learning experience. The introduction and adoption of the World Wide Web in the world of academia, students and teachers has made it possible to explore a wealth of information in a non-linear way. Now, it has become very easy for users to employ any search engine to find a web page containing information on any given topic. Servers can make the whole job of requesting and displaying documents, texts, pictures, audio or video files extremely easy within seconds. Previously, the process of learning from these websites was rather dull as these sites displayed the information in a static way, i.e., users were not able to interact with the content, enhance, or alter what was already presented.

#### **3.2.1. The Definition of an Interactive Website**

An interactive website allows for interaction and communication with users. Not only does the word 'interaction' here refer to clicking and scrolling up and down to reach the information you seek, but it also means providing users with content that is amusing, informative, collaborative, and engaging. This is by far the main reason an interactive website should be designed in the first place. Apart from the design, a display of attractive and interactive content should be compelling to users to allow them to enjoy communicating and engaging with the website (Shetty, 2019).

Since many businesses in the digital market tend to wish to expand their audience, increasing traffic is simply not enough to enthrall potential customers. Engaging users should therefore be the prime motive. A good interactive website is the one that drives more

engagement and makes the process of obtaining information less complicated and daunting. It also increases the level of conversation rate between owners and users and develops a more personalised user experience that can result in overall satisfaction for everyone.

Wiesen (2022), for his part, defined an interactive website as a web page that creates an interactive experience for the user by means of different software and mechanisms that enable users to visualise and be actively engaged with the site or its content. Interactivity cannot be in any way achieved without a number of methods, software, mechanisms or algorithms. An interactive website goes beyond the confines of static texts allowing users to change the way in which the website displays or allows the user to perform multifarious tasks- or even playing games, why not! In slightly more technical parlance, an interactive website largely depends on graphical user interface (GUI) to display what should be displayed while creating more interactivity with the viewer. That is, a user can simply type to get the details they want. This is, however, a glimpse of interactivity from a mere technical perspective. It would be an unimpressive level of interactivity if the term itself were restricted to such a basic example.

A more elaborate interactive website can use intricate processes to allow users to obtain various kinds of information like the ones used in weather forecasts, displaying, for example, an image of the earth with details on the weather or even any approaching storms with all of these being represented in three-dimensional rendering, allowing interactivity with the globe. This is a very complicated level of interactivity per se. Websites as such are also used for education, as many universities or educational institutions showcase their academic publications. They use three-dimensional samples like electronic books or even display the human body in such an incredible and almost realistic way that a user can interact with the images to learn more about anatomy. The tools or software used in an interactive website depend on the purpose and audience. According to Wiesen (2022), there are types of software, which have a wide range of features such as displaying animations or manipulating images to

appear as desired on the page. These tools and programmes can be used to create and design interactive websites for the purpose of education, entertainment and a number of other purposes and reasons like in science, for instance, where plants can be explored at a microscopic level.

As for learning languages, for example, interactive websites are equipped with online dictionaries, educational videos, and proficiency tests that can display graphs and percentages or even numbers of correct and incorrect answers. Some can even generate an electronic certificate displaying the name you used, the score, the date and even reference number.

### **3.2.2. The Evolution of the Web**

The World Wide Web (WWW) refers to the system in which the Internet is used to have access to interlinked hypertext documents. With web browsers, it has become possible to view different types of content displayed on web pages, and navigate through them via hyperlinks. A British computer scientist, Tim Berners-Less, proposed the World Wide Web on March 12, 1989. This concept was not meant for the entire globe, but, later, Berners-Lee realised that nothing could make this concept come to life without its implementation on a worldwide scale. In 1990, he worked on this plan along with a Belgian scientist, Robert Cailliau, and both proposed using hypertext so that users could browse and get access to various kinds of information via the Internet. The Word Wide Web was born and then tested as the first international web service (Cited in Salisah, 2019).

The Web has witnessed major and notable improvements, bringing a revolution to the entire world. What the Web could do in recent history is just beyond estimation. It is now considered as an ever-growing, evolving and omnipresent bank that offers a wealth of information. Access to the Web, however, cannot be had without search engines or portals. Notwithstanding that major business transactions are done by means of the Web, the latter is considered as a platform and media repository that stores a huge number of items, which are

gratis. Behind the Web lie several technologically advanced mechanisms that immensely contributed to its relentless evolution. This is largely related to the role of ever-progressing hardware and software. The two concepts will be elaborated later in the remainder of the literature without delving too deeply into technical jargon. Vossen and Hagemann (2007) claimed that “it will not come as a surprise that, especially, the younger generation today deals and interacts with the Web in an entirely different way than people did when it all started” (p. 1). Since the late 1970s and the early 1980s, academics relied on the Internet to transfer files and send emails. However, that was not enough. There arose the need for a website, which would use a written language, known as HTML (the Hypertext Markup Language). It would be useful to introduce the key terms that represent the stages of the evolution of the Web in the correct order.

#### **3.2.2.1. Web 1.0**

Web 1.0 refers to the early evolution of the Web (WWW). This global space was an idea suggested by Tim Burners-Lee, which would allow for an information exchange on a greater global-scale than ever known before. In 1989, that idea was finally realised. Web pages were basically simple and static. At that time, advertisements were not allowed on its pages. In addition, information was only displayed by going directly to a main source. These websites constituted a content delivery network (CDN) and they were not without charge. There were even fees for every single page visited for viewing or reading content.

The World Wide Web was the Web 1.0 itself and the acronym WWW came about upon its initial implementation. Tim first coined the term Web 1.0 in 1989. According to the founder of the Web, Berners-Lee (1989), this type of the Web was read-only, thus finding the information and reading it without having the possibility to interact with or contribute to the content. Information was disseminated through ‘Push Model’ and the development of Web 1.0

pages was mainly based on HTML following a simple protocol for communications known as HTTP (The Hypertext Transfer Protocol). The main goal was to share information by establishing an online presence in order for content to be readily available to anyone at any time (Cited in Sharma, 2022).

#### **3.2.2.2. Web 2.0**

As opposed to static pages, which cannot purvey users with the experience of contributing to the content being viewed, Web 2.0 offers more space for interoperable content. The participative social web, as this implies, refers to Web 2.0. It allows for any modifications or participation in the creation of web pages; interaction and collaboration are possible among users through an establishable virtual community. This is the enhanced version of its predecessor, Web 1.0. Web pages are now using technologies that allow browsing, and the most popular means that are used as frameworks in the development of Web 2.0 are JavaScript and AJAX (Asynchronous JavaScript and XML).

The second generation of these web pages are read-write as described by the founder himself. This ability has immensely contributed to the way users interact and use content with other users. Within just a short span of time, the landscape of the web has been dramatically changed. Web 2.0 has witnessed enormous improvement to web pages providing technologies such as blogs, wikis, podcasts, RSS feeds, social software, web APIs, and online web services. Stephen Fry, a technology writer for The Guardian, provided an interesting definition of Web 2.0. during an interview. He succinctly said that this newly enhanced Web 2.0 was an idea in people's heads more than anything else. This idea is all about interaction, participation and reciprocity. In a web 2.0 world, people can easily upload and download information (Cited in Lincoln, 2009).

Web 2.0 is definitely the next giant leap in history after WWW was developed and launched, making use of every bit of technology for the sake of fully interactive, useful and interconnecting user experience. Information can be collected and shared effectively by means of interconnectivity. Web 2.0 has been around since about 2004 when WWW transitioned to fully-fledged websites that compute as desktop computing applications. Web 2.0 is also known as ‘the wisdom Web’, ‘people-centric Web’, ‘participative Web’ and ‘read-write Web’. At this stage of web development, it has become much easier for users to publish their content in a more dynamic participatory model, in which the content can be updated on their own media-rich web. There was a flow of information from both sides, between content providers and viewers; sharing content-generated contents were in forms of videos, blogs, emails, instant messages, etc. Interactivity was possible and has taken many forms and kinds, making this new developed Web a huge success (Dincer, 2020).

There is a prevailing consensus that the greatest gift of Web 2.0 to mankind is social media sites where people can connect to others on a global-scale. The emergence of a new generation of web-related technologies and standards called for the further development of Web 2.0. More applications emerged offering users with a rich interactive experience such as Adobe Flash. These technologies display and deliver Web services just like desktop software, making distribution-processing difficulties minimal.

### **3.2.2.3. Web 3.0**

This is the third stage in the development of the Web. The newly minted term describes the evolution of Web usage, and interaction that includes transforming the Web into a database. It is a new era that focuses on upgrading the back-end of the Web rather than the front-end (Web 2.0). By throwing some light onto one of Tim Berners-Lee’s explanations, it emerges that the concept refers to a read-write-execute web. It is during this phase that high quality content

and services are produced by means of platforms and technologies that were formerly used in the development of Web 2.0. The Web is transformed into a database, making content accessible by multiple non-browser applications. These kinds of websites, which are making use of advanced technologies and artificial intelligence, are known as ‘Semantic Web’, ‘the Geospatial Web’, or ‘the 3D web’. Tim Berners-Lee coined Giant Global Graph (GGG) as another facet of Web 3.0. The latter is a Web where the concept of website or webpage disappears, where data is not owned but instead shared, where services show different views for the same web/the same data. Those services can be applications (like browsers or virtual worlds) or devices, which have to be focused on context and personalisation, and both will be attainable by using vertical search.

Accordingly, Naik and Shivalingaiah (2008) argued that data is easily presented on Semantic Web, and it is now efficiently shared using a language and specific codes that are understandable by machines. Documents with content are linked to larger databases as well. Ontologies were used in semantic technologies, which refer to the rules, concepts and categories with relationships with each other. In fact, the concept of Semantic Web is not a totally new model or design; it is, rather, an extension of a previously existing Web. They maintain that this concept focuses on semantic searches. For instance, one can insert just a few details to receive more ample detail about flight times, departures and arrivals, number of the flights and destinations with a simple click. The semantic search will also link flight times to a particular country as well as the weather conditions there. A map is often provided to offer more useful details to passengers such as places to visit, landmarks, hotels, restaurants, etc.

Now, for the nature of data to be presented for readers or viewers, semantic websites generate the details and represent them in graphical forms through RDF (Resource Description Framework); Ontology Web Language (OWL) provides standard vocabulary. There are many other protocols and means by which data is presented, the nature of data calls for specific

mechanisms and codes to be displayed to viewers. Digital signatures verify these protocols to ensure trustability of input. Another feature of Semantic Web is the possibility to design applications without prerequisite knowledge on coding or designing apps with the help of the infrastructures this kind of Web is equipped with to reduce human effort. This newly polished model has revolutionised human life and provided much comfort while working on the Internet. It is useful to draw one simple comparison between Semantic Web (Web 3.0) and the former (Web 2.0) in terms of purpose and function: one can create content on Web 2.0, whereas data created can be linked to be presented in more effective ways on Web 3.0 (Dipendra et al., 2011).

#### **3.2.2.4. Web 4.0**

It is evident that the development of the Web is moving forward towards what is known as artificial intelligence, hence the alternative term ‘Intelligent Web’ (Patil & Surwade, 2018). This revolutionary idea is still in process though. By the end of 2020, this concept was becoming a reality. According to Nils Muller, CEO of TrendOne, a German Micro Trend analysis firm, Web 4.0 is an ‘always-on’ world where humans can self-upgrade through technology extensions. Web 4.0 will represent the era of cloud system storing data using a special OS, offering multiple choices to allow access to all kinds of information through various devices. Participation is also permitted, and all through the use of the Internet.

There is yet another name to call Web 4.0, which is ‘Symbiotic Web’. This idea clearly means that human and machines can interact, using very intelligent machines to read the contents of the Web. They tend to execute on the basis of particular commands with mind-controlled interfaces. This feature boosts the time taken for some elements to be displayed with higher quality and performance. Unlike the other previous generations, Web 4.0 is read-write-execution-concurrency, in which a wide range of online participations is allowed in industry, politics, economy, social and other communities. Overall, Web 4.0 is an OS per se, hence



webOS. It will not be like any OS, but a system that operates in parallel to the human brain with higher intelligence.

### 3.2.2.5. Web 5.0

Despite the attempts to clarify the nature of Web 5.0, the definitions given to the new generation remain speculative (Veenendaal, 2016). Web 5.0 is referred to as the sensory and emotive Web or intelligent Web. As these labels may imply, it focuses on emotional interaction based on neurodiversity to establish a connection between users and devices. It is also known as the ‘symbiotic Web’ just like Web 4.0. However, the network in Web 4.0 is emotionally neutral and there is no perception on its part of users’ feelings and emotions whatsoever (Fleerackers & Meyvis, 2019). The technologies that are speculated to be used in the forthcoming generation Web 5.0 will be able to read users’ feelings and change specific features depending on the emotional status of the person, as in changing the avatar of someone after reading facial expression in real time. The algorithms of Web 5.0 will also allow more space to improve the user’s experience and it will even be able to act on behalf of the person. Web 5.0 seems to be still anchored in the human-device-software relationship, connected by cables, sensors or in a wireless network (Król, 2020). The table below shows all the key differences between all the five generations of the Web:

| Parameters            | Web 1.0 | Web 2.0        | Web 3.0          | Web 4.0           | Web 5.0           |
|-----------------------|---------|----------------|------------------|-------------------|-------------------|
| Term                  | The Web | The Social Web | The Semantic Web | The Symbiotic Web | The Symbionet Web |
| Year of establishment | 1996    | 2006           | 2016             | near future       | future            |

|                      |                        |                   |                                   |                            |                          |
|----------------------|------------------------|-------------------|-----------------------------------|----------------------------|--------------------------|
| <b>Inventor</b>      | Tim Berners<br>Lee     | Tim O'Reilly      | Tim Berners<br>Lee                | -                          | -                        |
| <b>Focus</b>         | Read                   | Read and<br>write | Read, write<br>and<br>personalise | Read, write<br>and execute | Read, write and<br>emote |
| <b>Orientation</b>   | Business               | Society           | Individual                        | Personal                   | Private                  |
| <b>Model</b>         | Client-pull            | Two-way           | Semantic                          | Ubiquitous                 | Decentralised            |
| <b>Technologies</b>  | HTML                   | XML               | RDF                               | WebOs                      | EEGS                     |
| <b>Applications</b>  | CNN                    | Wikipedia         | Facebook                          | HomeSearch                 | Emotion<br>Detector      |
| <b>Communication</b> | Lectures               | Conversation      | Semantic                          | Interface                  | Emotional                |
| <b>Objective</b>     | Information<br>sharing | Interaction       | Immersion                         | Symbiosis                  | Smart<br>communicator    |

**Table 1:** Comparing the Different Web Generations (Tambe & Vora, 2016)

Irrespective of the different stages of the Web, which have been previously discussed, the Web has opened doors and brought more opportunities in various domains and uses; it breaks the chains, thus leading to more personal freedom and independence; it saves time, money and efforts. It has helped people to invest more in their capabilities and take their skills to new heights. Combined with the Internet, the wonders that interactive websites can do cannot be left unnoticed. For optimum and beneficial use of what technology has offered, web designers and developers have given web accessibility a higher priority without excluding any segment of the population.

### **3.2.3. Evaluating Interactive Websites**

While technology has brought a revolution to the world in all aspects of life. Education, in particular, was calling out for new and radical changes to ensure the continuity and efficacy of teaching and learning in a new digital era. One of the speculations about education is that computers and other super intelligent and virtual spaces will replace teachers, yet none of these came true. With the advent of the Internet and websites, teachers have become the cynosure, and their roles within or outside classrooms have become vital and critical more than ever. One of their main roles is to evaluate available technology and incorporate what is appropriate and beneficial for their learners. Besides, teachers should select those, which are well enough designed to ensure motivation and effective learning, as poorly designed products can impede the learning process. The teacher is regarded, in this case, as a guide who is responsible for evaluating these tools to make sure that the learning experience is safe and beneficial for all.

Prior to incorporating any website in the curriculum, websites must be evaluated, and one of the criteria that any teacher should take into account is whether the website works properly. Website developers test every single page and aspect before publishing the final version on the Web. Examining the aspects is a crucial step in order to make sure the website will operate with at least the minimum number of technical issues or bugs, although some further updates and tweaks would usually be required to enhance the look and operability of the website. The lethargy of some developers and designers might often lead to unexpected errors and glitches.

The process of developing a website is intricate and delicate. For the sake of effective teaching/learning, teachers should test functionality first prior to using any website in the classroom. Perhaps the question that needs to be asked and answered is as follows: What else is there to test in terms of functionality? It is quite simple. One should navigate through the different sections of the website and test the links to see whether they direct to the corresponding

content. There are also some interactive links and buttons to try as well. Some of these might not respond to the user's click, and that often causes frustration. Another essential step is to test the website on various devices, as developers have to polish both versions whether on computers or small devices like smartphones and tablets. The OS is something to be considered as well. Some websites tend to crash or may not work properly on some operating systems with a certain browser although some websites ask for immediate updates to be compatible with the browser one is using. Some websites, however, often impose the use of a particular browser even if the browser currently in use is up-to-date.

The teacher should be familiar with all these steps and know how to find the best solutions to deal with any of the unexpected issues when testing a website. Sometimes, it is necessary to keep abreast with the latest website updates and to see if they run well on the present specifications of the device or computer and the minimum specifications required to run a website in order to guarantee a smooth experience without crashes or lags. Since students will be using these websites for their learning or particular tasks, keeping them informed of the hardware and software where these websites have been tested is important and helpful so as to avoid any difficulties or issues using them. It is also not uncommon to find no content or no website interface when clicking on a link; sometimes developers transfer their address or content to another page, and the old one will not be functional anymore, therefore leading to 'no page found'.

Now, moving to other important features to check after ensuring the functionality of a particular interactive website. Is the website relevant to the curriculum or not? Will it enhance the teaching and learning experience and help achieve the goals and outcomes? Wishnietsky (2004) described a good interactive website as one that helps both teachers and learners meet all these requirements and standards. The information on the website should be scrutinised in case there is any misleading or erroneous information on it. It should be trustworthy and well

designed, well-structured and furnished with appropriate content. The last thing to check in any website is whether the website is motivating, engaging and entertaining. A dull experience will never lead to effective learning; thus, interactive content must successfully motivate and engage learners to learn and should spark their desire to explore further. That is by far the essence of any good interactive website.

#### **3.2.4. Format and Features of Interactive Websites**

Although some interactive websites provide convenient interactive activities for learners, they do not always have clear instructions, which allow educators as well as learners to properly understand how the site functions. Wishnietsky (2004) emphasised that interactive websites should take the needs of teachers and students into consideration. The correct procedures should be given to avoid confusion or ambiguity. This section attempts to cast light on the essential features of well-designed interactive sites, which teachers and students ought to rightly expect.

It is imperative, upon requests by teachers and students, that web developers and designers create pages that are user-friendly, and which bring no threat to their devices whatsoever; this is essential, especially when users are spending some time trying to navigate a website and figure out how it works. A well-designed user-friendly website is a website that creates no frustration or leads to confusion. A key element that ensures easy navigation is a well-organised layout. A good website entails a good structure of the page with the necessary links that makes navigation smooth and effective while discarding all elements that are surplus to requirement. This, nevertheless, does not mean that excluding other features such as maps and internal search bars is needed. These are optional and they should be included depending on the purpose of the web and the audience being targeted. If a web designer wants users to visit an institution, for instance, a map showing its location would be desirable.

A well-designed web is one that is adequately mapped to offer users information that is more necessary or to outline the website's content and location. In this case, users will not feel confused and can link the content or activity easily through the site map. A teacher, for instance, can access the site map, which lists topics such as Formulaic Language, and one of the topics would be Understanding Collocation. The site map provides the teacher with a direct link to access Understanding Collocation in this case, as the information wanted by the teacher without their having to go through a multitude of other topics. In contrast, websites that do not have any maps will require the teacher to navigate from one page to another until the information is located- this can often be confusing and time consuming.

Another key feature of good websites is a list of interactive activities with categories. It is by far beneficial to users. If one is interested in idioms, there is a category about idioms and can be easily accessed from a list. Some users do not have enough time to browse the entire site subject by subject and it is therefore importance to consider this feature. The content should be also graded, i.e., vocabulary as a relevant topic can be classified according to the different levels of complexity (from beginner to advanced), so that learners can have access to the level it suits them most without filtering out the content by their level. This is the most efficient way to locate the target content on a particular interactive website.

This section as it implies tackles the importance of creating a space where students and teachers can benefit from extra learning materials, or where they can even make comments, ask questions or give feedback. For any publishing company that offers a variety of coursebooks with supplementary materials as to guide and help teachers incorporate them when delivering their lessons, their website designers and programmers develop web pages or add sections that can be accessed from the main menu or by clicking on an icon or a link. These aids come in a digital form under some labels such as 'Teacher Space', 'Teacher Corner', 'Teacher Hub', 'Teacher Resources/Materials', and so forth.

Speaking of what this section should include, website developers usually provide a detailed list of instructions and guidelines about how to use the activity in the classroom. These are not in fact mere instructions, but they could be also elaborated clarifications certain pedagogical objectives and activities to attain those objectives in the classroom. Furthermore, tips on well-designed lessons can also be included in this area and the essential steps to ensuring that a lesson meets the standards of a good lesson such as laying out a comprehensive abstract, objectives, students' prerequisites, etc. In some websites, this can be often found as 'Extra Tips for Teachers' or 'Ideas for Teachers', but who might do all such things for novice teachers or even teachers with several years of experience? These extra tips are usually suggested by those who have many years in teaching and other professionals who can design a wide range of pedagogical activities based on their long years of observation in classes. It is common to find interactive areas nowadays since technology has offered much to facilitate learning and sharing information. Most interactive websites have a discussion board or a forum where strategies and methods are usually reviewed. It is actually the best place where teachers can even ask questions and keep in touch with developers and professionals about particular activities, lessons or even outcomes. As mentioned earlier, there is enough room for suggestions, comments and enquiries in this section, and if frequent questions arise, the acronym FAQ (Frequently Asked Questions) is seen most of the times.

In addition to tools and materials for instructors and teachers, well-designed and appropriately planned interactive websites offer another section for students, usually labelled as 'Student Area' or 'Student Resources'. This helps students maximise the use of the selected activity. Like teachers, students must understand how to use each assigned lesson and its purpose, or how to deal with a particular activity to deepen their knowledge and therefore improve their level in a particular aspect. A list of the necessary materials and tips on a lesson are also provided to students prior to dealing with any interactive activity. For the information

to be accessed, websites can provide a link, or a separate section from the menu; or it can also be included within ‘Teacher Area’.

Well-designed interactive websites should provide as many learning ways as possible for students to effectively learn and improve. In anatomy, for instance, students are given an interactive task in which they can name the different bones of a human skeleton or even internal organs. There can also be an embedded dictionary of scientific terms to be further explained by a simple click on the terms themselves. In vocabulary learning, specifically learning collocations, interactive matching tasks can also be possible to help students learn and memorise chunks of words in the natural combinations as native speakers use them. If any difficult words, students can resort to an in-built dictionary to learn more about a particular word.

Educators always feel perplexed when thinking about the multifarious aims and pedagogical methods for a topic to be adequately taught in their classes. Designing an interactive website remains a problem as authoring is quite complex, yet it is also common to find teachers designing their own websites using the current technological tools. What used to be complex has become much easier and simpler, and authoring is not a nightmare anymore; as a result of customisable templates which come in very handy, teachers can have well-designed pages completed in no time. Designers and website developers have created their own platforms equipped with useful and easy-to-use programs to shorten the time and reduce efforts so that teachers who do not have time to or aspirations to code and test web pages can have these pages designed and published as interactive web pages easily to be used in classrooms. Teachers, in this case, should bear in mind that quality of their interactive web pages matters most. They should look for the appropriate content for their class evaluating them for suitability and using only the sites that promote effective learning and reinforce their curriculum.



### **3.2.5. Interactive Websites to Teach Collocations**

When learning a new language, one of the biggest hurdles that learners fear most is to learn and remember new words of that target language, especially when they are associated with other words. With the creation of interactive websites, learning words, whether single words or word combinations, has now become much easier than it used to be- this is all thanks to the Internet in the first place. A single click can direct one to a variety of interactive and multimedia-based contents as well as resources aimed at helping students improve their repertoire of new words and natural chunks. What really drives website developers and programmers to design interactive web pages to teach vocabulary is that the latter is key to the mastery of language; learning occurs when there is a firm grasp of new words as this skill is prerequisite in writing and speaking in particular. Good command of words and collocations contribute to the overall linguistic proficiency. Without further ado, what comes next is a list of the most useful interactive websites to teach vocabulary and collocations:

#### **3.2.5.1. FLAX Interactive Website**

This interactive website was developed to bring much learning and fun in classrooms through games. One can navigate the site on different devices. The main aim of the games is to teach more frequent collocations that can be found on Wikipedia whose texts are being continually updated (Vrandecis & Krotzsch, 2014). Wikipedia has been used as an extensive and contemporary corpus for language learning (Nothman et al., 2013). FLAX extracts those texts from Wikipedia and provides a set of options to teachers in designing their games. Teachers have the full control to adjust the level, the content, the complexity and difficulty of the games. FLAX offers three types of games, namely collocation matching, collocation guessing and collocation dominoes.



**Figure 1: FLAX Interface**

Navigating the website is simple and easy. The interface is also easy to use and students or teachers feel no frustration how to use since it has only a few sections. It accessible for both teachers and students and it has tools that can be effectively used for language analyses. Learners or teachers can easily understand the concept of the website and how the different games tend to work. For instance, students can identify words that collocate with a given word. Answers are displayed once each game is over showing all correct and incorrect answers while revealing the key answers as well. Collocation Guessing trains learners to respond quickly. Here is how this type looks like:

Collocation Guessing

[How to play](#)
[Summary report](#)

Bricks left: 9

Attempts: 0

hot \_\_\_\_\_

Type in your guessed word:

Total score: 0
Question No. 1 out of 3

[Previous question](#)
[Next question](#)

**Figure 2:** Collocation Guessing Interface (FLAX)

As an example, one might be given a list of words/phrases such *bitter, a bar of, hot, milk, white*; the most obvious answer is *chocolate* and learners has to guess the word. It is an effective method to commit words and their associations to their memory quite efficiently.

The second type is collocation Dominoes. As it may imply, this game mimics the traditional game of dominoes. Think of this a game and how it is played. A word that is first put calls for another word to complete the combination; the last word in a previous combination is the first word of a new combination- as simple as that. Here is an example: *life cycle – cycle time – time period* and it goes on. This type of games can also arouse learners' attention to the various word classes, i.e., a word can be both a verb and a noun.

Collocation Dominoes

[How to play](#)
[Summary report](#)

stands needs change place fall love takes head society

solve

remains

Total score: 0 / 10

[Check Answer](#)

**Figure 3:** Collocation Dominoes Interface (FLAX)

As can be seen, words are given to learners to drag them to the right box to form collocations. It is a fun a game and more informative. Above all, it makes learners think and memorise more collocations.

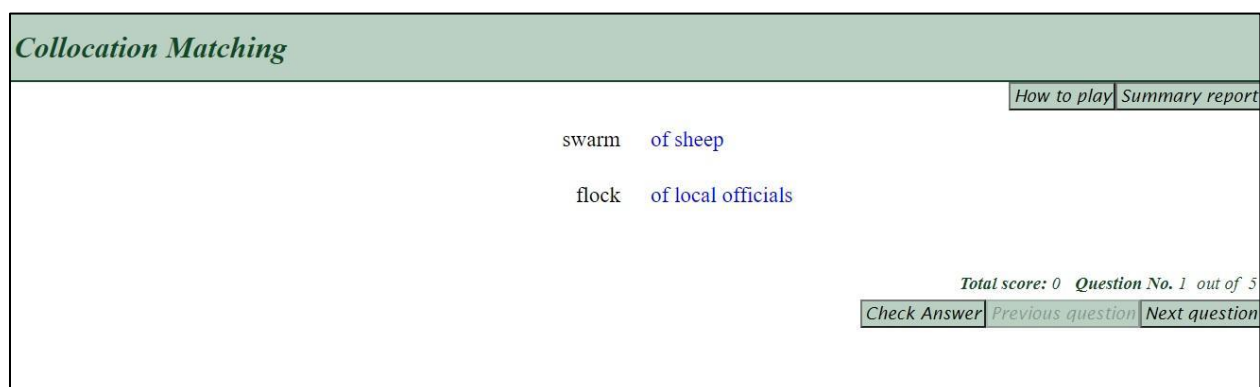
The third type is known as Related Words. This is a common activity in the classrooms, in which the aim is to make the difference between words having similar meanings or usage such as *recognise* and *identify* through their collocates. Once the target words are selected, FLAX system displays a list of words retrieved from its database so that learners complete them with the target words.

| Related Words                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">How to play</a>   <a href="#">Summary report</a>                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                           |
| <p><b>appreciate (10)</b></p> <p>_____ the value of</p> <p>_____ the importance of</p> <p>_____ the need for</p> <p>_____ the experience</p> <p>_____ reading</p> <p>_____ life</p> <p>_____ the significance of</p> <p>_____ the company of</p> <p>_____ the support of</p> <p>_____ the difference between</p> | <p><b>enjoy (10)</b></p> <p>_____ the fruits of</p> <p>_____ the advantages of</p> <p>_____ the game</p> <p>_____ the beauty of</p> <p>_____ the view</p> <p>_____ the work</p> <p>_____ your concern</p> <p>_____ the rest of</p> <p>_____ the variety of</p> <p>_____ the nature of</p> |

**Figure 4:** Related Words Interface (FLAX)

The instruction is clear. A learner has to drag the target word to the right box to form a correct collocation. In case of any confusion, there is a button to explain how to play the game. See *How to Play* above on the right corner. One can learn dozens of collocations with two confusing words in terms of meaning and usage. Identifying collocates is a good technique to tell the difference between similar words.

Matching Collocations is another fun game that is not really different from the previous game. Each word has to be matched with the rest of words to make on collocation. The figure below shows the interface of the game:



**Figure 5:** Collocation Matching Interface (FLAX)

Collocations are given following the same syntactic pattern on the right, whereas words are given on the left, all shuffled. For instance, *flock of sheep* and *swarm of local officials*. However, the information is presented as *swarm of sheep* and *flock of local officials*– these are rather incorrect and one has to be able to identify that through more practice and exposure to more collocations.

### 3.2.5.2. Collopedia: Natural English

Collopedia is an interactive website that was mainly deigned to teach collocations in a fun and engaging way through multimedia contents. It was initially designed and published in 2016. Several lessons about collocations were posted, but it was all simple with no use of multimedia and its wonders. *Collo* is a shorthand for ‘collocation(s)’, whereas *-pedia* (Ancient Greek) is a suffix, that stands for ‘education’ or ‘learning’. Altogether, the name was coined to mean learning collocations. In 2018, the website has undergone major tweaks and modifications, especially when Wix platform was upgraded bringing new interesting features and customisations to users and designers, which were all user-friendly. One can upload audio

recordings, videos and pictures along with the lessons; it is now also possible to design online courses and embed other websites like testing platforms. Learners can navigate through the different sections (podcasts, lessons for the intermediate and advanced level, courses, proficiency tests and quizzes) at much ease. The figure below shows the interfaces of Collopedia.



**Figure 6:** Collopedia Interface

This interactive website comes with an online collocation dictionary (Collocationary) to teach collocations in real-life examples. The content of the dictionary is powered by Longman Collocations Dictionary and Thesaurus (Pearson Education), and the aim now is to create a large database including thousands of words with their collocates used in examples. The dictionary is still under development and new entries are added occasionally. Here is a glimpse at the interface of the dictionary and how it appears for users.



**Figure 7: Collocationary Interface**

When a word is typed in the search bar, more details such as its transcription(s) and category are displayed. The meaning(s) is/are also provided along with the different types of collocations. Examples are used to help learners memorise and use these expressions appropriately in the right context. One can also find extra information given to clarify something on a particular word or the use of an expression. For more details about the website and how it works, see Chapter Four for more details on the website.

### **3.3. Incorporating Interactive Online Learning in Higher Education**

Online distance learning describes any process in which teachers and students are set to be apart in terms of space, time and face-to-face communication. They rather exchange information or knowledge by means of asynchronous communication. Websites already provide pre-packaged self-instructional correspondence courses that allow distance students to study at the time and location of their choice. Along with the technological advances, Web has offered many opportunities and opened up new possibilities to the exploitation of interactive multimedia contents to the optimum. Teachers can now adapt different learning styles when teaching their students by drawing appropriate learning objects from the Web or content

repositories. Online courses, which are mostly interactive in their nature, come to offer hypermedia structures that allow students to take different paths following their own paces through the course content. Such courses can determine what paths to take based on a student's individual performance in online tests.

The seemingly continuous development the Web and interactivity has made it much easier than ever to collaborate and communicate effectively in online forums, while offering diverse social software tools for students to participate actively and in real-time in educational processes with no any physical proximity restrictions. Numerous studies have attempted to draw comparison between online and face-to-face learning in higher education; their aim was to understand the effects of web-based learning technology. Regarding the considerable number of studies, very little research evidence was provided as to clearly outline the advantages and disadvantages of incorporating web-based and interactive learning in higher distance education. Hering et al. (2014), as an interdisciplinary researcher, carried out one comprehensive study in attempt to fill any gap that exists in the previous studies. The experimental study was based on quantitative research on online learning. This study required a huge number of students to enrol on a learning course on OOP (Object-oriented Programming), in which a pre-test and post-test were administered to the sample. The main goal is to evaluate students' understanding and modelling competencies on a particular area. Furthermore, volunteers' online behaviour on a new interactive version of a course module was evaluated anonymously after having their consent, prior to performing an assessment technology assessment at the end. The findings of this study were published during the Sixth International Conference on Mobile, Hybrid, and On-line Learning (Hering et al., 2014). The results of the study were not reliable in terms of statistics as the number of participants was small. A different group was subsequently selected for a second similar study for more statistically reliable results.



During the last two decades, a plethora of research has been undertaken online face-to-face learning while investigating learning outcomes and suggesting innovative ways and designs to effective learning. It has been found that, on average, students who enrolled on online courses slightly outperformed those who have chosen face-to-face teaching and instruction (Means et al., 2010). Conversely, Ferguson and Tryjanowski (2009) found that students who had face-to-face classes scored significantly higher than their counterparts. Interestingly, a previous study that Cooper (2001) conducted on the “Fundamentals of Computer Applications” course found no significant difference at all. As can be seen, results and claims differed from study to study with no evidence on the role of online learning and its impact on students’ results compared with the traditional face-to-face learning.

Many people strike a balance between distance and e-learning, and they even see them to be similar. According to Guri-Rosenblit (2005), the two former concepts of learning are not certainly the same at all. He further explains that e-learning is not necessarily to be physical distant, and this feature is only attributed to distance learning, i.e., those who have difficulties to attend a course due to other obligations or commitments can enrol on distance learning depending on distance-teaching university or institution. Furthermore, Hering et al. (2014) described this kind of learning as complete distance learning in which the materials used are specifically designed to maintain asynchronous communication. It also offers qualified tutors some flexibility in the examination conditions.

The key question that should be raised here is not about the difference between the two learning/teaching concepts, rather the question seeks to find solutions whether online learning can be a boon in higher distance education. Krämer (2001) argued that the diverse options that the Web has to offer so far, it has become much easier to design distance-teaching courses tailored to students’ learning needs. What is more, one can have access to e-books and textbooks that making advantage of interactive multimedia systems. Other learning materials are delivered

electronically by means of the Web; learners can have access to virtual spaces and labs, and they can even give and receive feedback during virtual discussions in real-time (Krämer & Wegner, 1998). Actually, there are many advantages to get from distance-learning such as, to mention but a few, asynchronous e-mail, text forums and synchronous webinars, etc. Social interactions are perhaps reduced; however, money, time and energy are clearly saved.

Educators and researchers alike have been trying to find answers to their enquiries about the efficacy of distance teaching/learning vis-à-vis face-to-face teaching/learning in higher education settings ever since distance education emerged. Russel (1999), in which he targeted the concept of distance education and classroom education, addressed such enquiries in a rich body of literature. He (1999) claimed that the former concepts are not necessarily of equal efficacy, yet his main aim is to cast light on the various individuals along with the extraneous variables to draw a firm conclusion about the use of distance learning and face-to-face education. More studies and a huge meta-analysis of various empirical studies support his conclusion on the difference between distance education and classroom instruction.

### **3.4. The Impact of Interactive Websites on EFL Learners' English Proficiency**

Ever since English has become a lingua franca in almost all areas such as advertising, broadcasting, computer software, etc., its influence on the academic sector along with the rapid growth of technology and the Internet has become inevitable. This universal language has facilitated globalisation and immensely contributed to the age of information and technology with the use of the Internet. This section deals more with the role of online learning and, more specifically, the impact of embracing interactivity on learning English. Internet technologies and online interactive learning, unlike the traditional face-to-face teaching and learning practices, can foster and support effective learning. What is really meant by 'effective learning' is the strong bond between effective learning processes such as interaction and collaboration

and learning outcomes such as higher order thinking and critical thinking (Pomorina, 2000; Watkins et al., 1996). In contrast, traditional face-to-face teaching and learning practices involve limited participation and active learning while students take little responsibility for their own learning experiences (Coventry, 1997; Kennedy, 1998; Poulter, 2000). According to Poulter (2000), the traditional learning is rather ineffective and does not provide opportunities for learners, since it is bound to some restrictions. This, in return, impedes or even prevents effective learning from taking place.

The active role of the Web in education cannot be denied since it offers many useful resources that can even enhance and support traditional teaching instruction and delivery and learning. One of the considerable advantages of the Web is that it encourages meaningful interactions with the content and foster active collaboration among users (learners and teachers) (Greeno et al., 1998; Tan & Wong, 1996). This leads to creating an authentic environment that facilitates effective learning. It is not, however, an easy task to achieve this if instructors are not adequately experienced with the technical aspects of web-based course design. It is highly recommended that instructors can maintain their focus on aspects relating to pedagogy and learning strategies. Cronje (2008) maintained that some of the major concerns in modern education is the lack of knowledge about technology as well as WebCT. Instructors should learn how to use these optimally in their teaching programmes. Teaching/learning sessions require highly qualified and trained synchronous tutors who, in return, can relentlessly assist and guide their students (OLT, 2001).

The key role of the Web and interactivity is to increasingly motivate and engage learners. Greater benefits are likely to accrue in adopting the Internet as a learning tool in the future, especially to English in ESL/EFL settings. A blend of the online and face-to-face learning is likely to yield effective learning outcomes. The Internet should be intergraded and incorporated in teaching curricula, whether by refining or adapting existing designs or creating new ones. In

Algeria, for instance, one of the biggest challenges at universities is access to the Internet or even the quality of the Internet. The total absence of this powerful tool has led to inactive and ineffective learning, thus difficulty to yield short-term or long-term outcomes. The concept of interactivity is not completely incorporated in teaching curricula, especially in teaching languages such as English. E-learning is still at its infancy in almost all the Algerian universities for several technical and pedagogical reasons such as lack of equipment and the necessary knowledge to use ICTs in classes. Some of the fundamental modules in teaching English require the optimal use of the Web and interactivity such as speaking and learning vocabulary. Inadequate learning environment certainly leads to linguistic deficiencies, for the essence of effective and active learning is not maintained.

The implementation of the Internet with the technological advances is a step towards to the enhancement of the teaching process as well as the acquisition of knowledge. Websites can make learners more independent and autonomous while helping them to discover their potentials when dealing with the pedagogical subjects and resources of the English language. They can also acquire the information according to their own interests and needs. These resources can be printable materials or downloadable audio-visual contents, which are free to access any time.

Learning English as any other language with the use of the Internet and interactive websites has become an inescapable priority. These platforms offer a diverse array of highly productive activities specifically designed to reinforce students' language skills (Larenas & Bruce, 2011). Learning English requires several factors that tend to converge and interrelate, and the use of the Internet and interactivity has renewed the process of learning this language inside and outside the classroom. Moreover, online interactivity fostered teachers and students' autonomy (Becerra, 2017). Learning the English language is therefore inextricably linked to

the evolution of ICTs and essential skills in order to offer students the opportunity to develop their language proficiency.

There was an ambitious project that aimed at strengthening the teaching of English as a Foreign Language in an Ecuadorian school to help children obtain a functional level of use of the English language. The main goal, nonetheless, was to strengthen teachers' knowledge and methodologies to ensure the level of linguistic competence of their students. Major overhauls have been made to their teaching curricula as well as the tools used in teaching while updating teachers' professional development of active teaching and continuous improvement of teaching training in English as a foreign language. These radical changes aimed at developing teaching English and coping with the challenges of the globalised world (Montes et al., 2016). In the education system, using the Internet and interactivity is much more demanding because it plays a preponderant role in the teaching of the different subjects and with greater precision in the subject of English. It is important to mention that not all teachers use ICTs and technological resources. This, as a result, discourage learners to be active in the class, leading to passive learning instead. They completely tend to overlook the fact that learners have different learning styles and one learning style is kinaesthetic learning, in which learners can acquire something through observing and listening (Richards & Renandya, 2002).

As far as using the Internet and interactivity in teaching English as a foreign language, there have been many controversies around this subject. There are proponents as well as opponents. However, the fundamental questions that everyone should ask are as follows: Why is students' communicative and linguistic competence still stagnant even after five consecutive years of learning English at university? What was the secret ingredient that is missing for one to attain higher and proficient level? It is very important to take into account the conditions in which this teaching develops in a particular country, say Algeria, and the characteristics of students. Since English language is a universal language, the need to learn it demands for

innovative tools that help in enhancing the learning experience. The Internet as one of the technological boons in the 21<sup>st</sup> century has offered interactive, social and practical opportunities to students all over the world meaningful and authentic linguistic use. Furthermore, training in the use of the e-learning platforms is mandatory; therefore, teachers must adapt to this system of using these platforms to create virtual spaces as part of the educational process (Barroz & Carolina, 2016).

## **Conclusion**

It is an irony having a conclusion to what has been said about the Web and the technology of interactivity particularly in education, from the infancy of interactivity to its seemingly ceaseless growth. Sites were rather static when they were born in the 90s become fully-fledged interactive websites. Interactivity has linked a diverse range of materials and data to be at the user's disposal, revolutionising educational spaces and classes for long-term outcomes. Additionally, computer-assisted programmes have led to very sophisticated classes where teachers and learners can exchange knowledge on a faster rate as opposed to the traditional classes when learning was rather rudimentary and lacked the ingredient to rapid development.

As technology continues to expand and improve into the foreseeable future. Computer-based technologies and interactivity have brought a new era in education. While interactivity has also brought so many challenges to educators and teachers, the latter are supposed to determine the worth of these educational means and implement them effectively according to their learners' needs. Interactive websites are considered as a top-notch tool that has proven its effectiveness in modern education, yet if these websites are poorly designed, learning will never occur. In contrast, a well-designed interactive website stimulates learning and leads to fruitful results; they help educators enrich the curriculum and students discover their potential skills. They were created to make a bigger difference, excluding none from the learning process.

Despite the unexpected difficulties and challenges that can arise in education, interactive websites are created for the sake of reducing some of them, since there is no program or tool that can solve all the problems.

## **Chapter Four**

### **Research Methodology for this Study**

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## **Chapter Four**

### **Research Methodology for this Study**

#### **Introduction**

This chapter provides a detailed description of the research methodology and its different components: design, population, instruments, statistical analysis, data collection process, and so forth. The main aim is to put all steps and measures in context and explain the rationale behind every choice made to test the research hypotheses. The chapter concludes with some ethical guidelines that the researcher adhered to in conducting the research experiment.

#### **4.1. Research Design**

In an endeavour to test the usefulness of interactive websites vis-à-vis the conventional classes in teaching collocations and examining participants' performance in the study groups throughout experiment, the present study adopts various approaches and statistical measurements such as one-way ANOVA, t-test, ANCOVA, Mann-Whitney test, the Kolmogorov-Smirnova, coefficients of skewness and kurtosis, split-half way, Alpha Cronbach coefficient and other measurements. The reason of selecting a research design is to scientifically deal with all the kinds of data obtained, which need interpretations for the sake of reaching meaningful conclusions based on the study's findings. The current study adopts both the quantitative and qualitative approach, following the Solomon Four-Group design.

##### **4.1.1. Quantitative Research Design**

The quantitative research design deals with statistical data and measurements in the description of observations (Goodwin & Goodwin, 1996). It aims at establishing cause-effect relationship between two variables by using mathematical, computational and statistical methods. This type of research is described or known as empirical, since it can be accurately

and precisely measured. It makes it easier for whoever is undertaking research to categorise data into ranks to construct graphs and tables, and in which raw data can be presented for analyses. In every quantitative research, the researcher must bear in mind the following main steps: identifying the target population, selecting the type of instrumentation needed, choosing or constructing the measures required, collecting and analysing and, finally, reporting the results. (Surbhi, 2018).

This approach is used in this study to examine students' performance on collocation tests, which is presented in the form of numbers, means and percentages in tables and graphs; hence, the data collected is purely numerical. Quantitative approach can project the scores of students to provide tangible evidence about their progress for accurate comparisons and conclusions. It also creates a general understanding of students' development of collocation for their results to be processed in a way that is fast, focused, scientific and relatable. However, to process these data and obtain robust evidence on their progress, a research framework or design is mandatory in order to approach the results more scientifically and methodologically.

In this respect, Solomon (1949) elaborated a design known as the Four-Group design, which is the one used in this study. The advantage about Solomon's design is its ability to eliminate the shortcomings of the most commonly used design, namely pre-test-and-post-test two group design, which are related to the internal and external validity. This design consists of two experimental groups and two control groups. The first experimental (treatment) group takes a pre-test and a post-test with exposure to the treatment. The first control group takes the pre-test and post-test, but with no treatment or stimulus. The second experimental group receives the treatment and a post-test. The second control group does not receive any treatment except the post-test. The results of the four study groups will be then calculated and compared. Following this elaborated design, it becomes possible to assess the main effect of testing,

treatment and the interaction effect of both testing and treatment. The Solomon Four-Group design is often represented visually in the following figure:

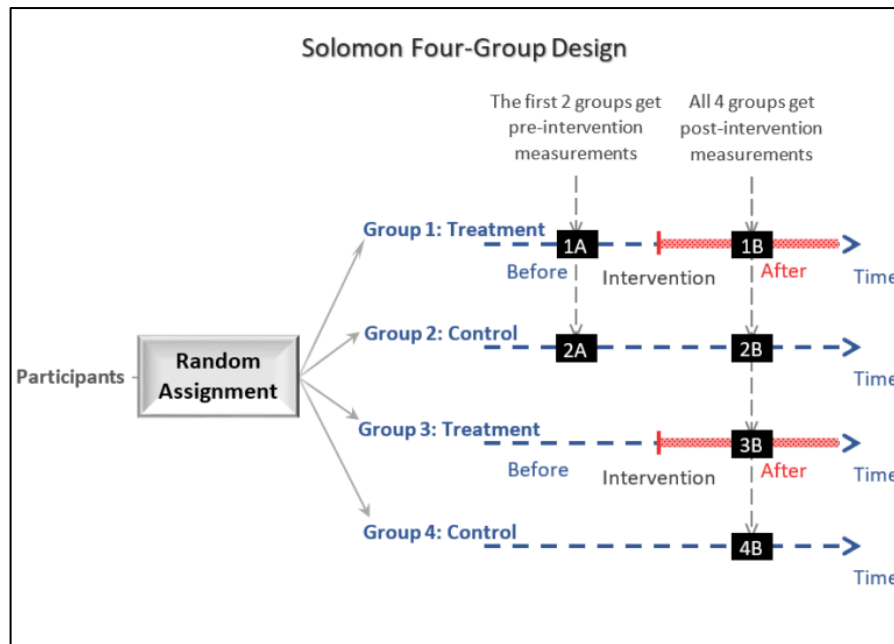
| <b>Group</b> | <b>Random<br/>Assignment</b> | <b>Pre-test</b> | <b>Treatment</b> | <b>Post-test</b> |
|--------------|------------------------------|-----------------|------------------|------------------|
| 1            | R                            | O <sub>1</sub>  | X                | O <sub>2</sub>   |
| 2            | R                            | O <sub>3</sub>  |                  | O <sub>4</sub>   |
| 3            | R                            |                 | X                | O <sub>5</sub>   |
| 4            | R                            |                 |                  | O <sub>6</sub>   |

**Table 2:** The Solomon Four-Group Design (Allen, 2017)

R refers to the random assignment to all groups, while O represents observation. In other words, it refers to the measurement on the pre-test or post-test. As for X, it has to do with the presence of exposure to the treatment or stimulus, which is available for both experimental groups.

This design insures more validity over simpler research designs. According to Allen (2017), the two-group design has been criticised because it may result in issues to both internal and external validity. The external validity means that one can generalise the results of a study obtained to other similar populations or situations; on the other hand, the internal validity is the evidence that the researcher can provide based on a cause-and-effect relationship between the independent and dependent variables. Budert-Waltz et al. (2022) claimed that deploying a pre-test-and-post-test two group design may lead to an interaction between the treatment and the pre-test, which results in different scores (outcomes) in the post-test. This research designs then fails to control the interaction effect of testing and treatment, limiting generalisability of the results and the researcher's ability to conclude that the treatment caused the differences between the pre-test and the post-test.

On the other hand, Shuttleworth (2009) maintained that the Solomon four-group design is one of the true experimental designs that can overcome many of the internal validity issues that can jeopardise research findings. It allows the researcher to exert complete control over the variables and allows the researcher to check that the pre-test did not influence the results. According to Shuttleworth (2009), the Solomon four-group design is an amalgamation of the standard pre-test-and-post-test two-group design and the post-test control design, and the various combinations of tested and untested groups with treatment and control groups allows the researcher to ensure that confounding variables and extraneous factors have not influenced the results. Hence, the objective is to assess the efficacy of the treatment (or intervention). Choueiry (2019) ascertained that the four-group design is more efficient than the standard two-group design as it offers the researcher total control on both the threats to internal and external validity. Although the two-group design can control threats to internal validity, it fails to control any threats to external validity such as pre-test sensitisation, i.e., the interaction between the pre-test and treatment. More precisely, this occurs when the pre-test influences the outcome of the post-test, only in the presence of the intervention (the treatment/stimulus). The figure illustrates how groups are deployed including the different steps that the researcher must follow with each group and how data can be gathered and assessed.



**Figure 8:** Steps of the Solomon Four-Group Design (Choueiry, 2019)

In order to overcome any threats to both internal and external validity, the researcher must follow some steps. They are listed as follows:

- **Step 1:** calculating the effect of the pre-test on the outcome of the post-test in the presence of the intervention: This is the difference between 1B and 3B.
- **Step 2:** calculating the effect of the pre-test on the outcome of the post-test in the absence of the intervention: This the difference between 2B and 4B.
- **Step 3:** comparing the result of Step 1 with that of Step 2 (the difference between 1B and 3B with the difference between 2B and 4B):

A difference between these two quantities means that the effect of the pre-test is different in the presence of the intervention. In other words, there is an interaction between pre-test and treatment.

The Solomon Four-Group design requires various statistical measurements. The aims behind deploying each are shown below:

- T-test is used to calculate the differences between the mean scores of the students from the two groups (EG1/CG1) in the pre-test and to check the differences between the independent groups. Using the t-test allows the researcher to compare the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different (Welch, 1947). T-test, however, cannot make comparisons among more than two groups. Since the study deals with multiple groups, one-way ANOVA is used.
- One-way ANOVA or ‘analysis of variance’ is applied to verify the significance of the differences between multiple independent groups. It determines whether there is statistical evidence that the associated population means are significantly different (Kent State University, 2023).
- The discriminant ability of the scale items and the coefficient of ease and difficulty to remove any unwanted items and to increase the reliability and validity of the test
- Mann-Whitney test, U and Z values are used as an alternative to the t-test to compare two sample means that come from the same population and used to test whether two sample means are equal or not. Usually, the Mann-Whitney U test is used when the data is ordinal or in the case when the assumptions of the t-test are not met.
- Test-retest, split-half way and Alpha Cronbach coefficient are used to test the reliability of the test before final application with the main study sample.
- The Kolmogorov-Smirnova and coefficients of skewness and kurtosis in the post-test measurement are calculated to verify the normality and homogeneity of the study sample.

These statistical measurements can provide corroborating evidence on every aspect of the experiment such as the equivalence of the study groups in terms of age and level, the reliability and validity of the test and students’ development in each group. The calculations allow making

comparisons where possible in order to reach valid conclusions on the usefulness of the treatment compared to the conventional classes.

In sum, the Solomon Four-Group design is the most suitable framework as it overcomes any shortcomings that stem from the other research designs. Assigning the four groups allows for gathering robust data and drawing comparisons in terms of the scores. The design can also make it possible to see whether the results obtained in the study groups with/without the treatment are equivalent and significant, since it requires specific statistical measurements, which were already mentioned, to evaluate the impact of the presence/absence of the intervention on the groups. Since the main aim of the current research is to prove the usefulness and effectiveness of interactive websites (intervention), this design can project all the differences between the groups in terms of performance, so that the researcher can later draw comparisons and conclusions and conclude about the intervention and its efficacy.

#### **4.1.2. Qualitative Research Design**

As opposed to the quantitative research, the qualitative research relies on comments and non-statistical arguments in the interpretation of data. The qualitative research helps researchers to generate hypotheses for later quantitative research and gain in-depth understanding of several human aspects such as attitudes, motivations, intentions, human behaviour, through observation and interpretation. This approach of research allows researchers to consider participants' views (Surbhi, 2018).

In brief, the aim of adopting this approach is to clarify and understand participants' attitudes and feedback on their learning experience using the interactive websites. The interactive course allows students to give their feedback on their overall experience or even each particular section and test through responding to a series of online-inbuilt questionnaires. This kind of data collected is non-numerical and it is based on participants' attitudes and

feedback to reach a conclusion on their overall experience. Their responses will indicate how interesting and beneficial they perceived online interactive course to evaluate the different sections and the interactive websites.

#### **4.2. The Informants**

The number of the whole population is 150, which consists of second-year EFL undergraduate students at Oum El Bouaghi University. A randomly assigned group that consists of 30 participants was deployed for the psychometric efficiency of the sample and for checking the validity and reliability of the test, whereas 120 participants were randomly selected as the main study sample, then equally divided into four groups, namely EG1, CG1, EG2 and CG2<sup>1</sup>. The reason behind choosing this level as the population under examination in this study is that the writing courses students take in their first year are rather introductory and function at the level of the sentence. Most students in this level get first used to studies at university unlike students in their second year who are supposed to write essays in the different modules. At this level, students will have speaking classes and presentations. Speaking as another key skill requires rich vocabulary and good fluency.

Furthermore, the second level serves as a bridge between their first year at university and the last year of graduation (2022/2023). It is crucial to arouse their attention to the fact that writing and speaking require more than using single words, literal translation or random combinations. Students should therefore familiarise themselves with the expressions native-speakers use (collocations), and learning to use them appropriately can make a huge difference in their level as far as their speaking and writing proficiency are concerned.

---

<sup>1</sup>EG1= Experimental group 1  
EG2= Experimental group 2  
CG1= Control group 1  
CG2= Control group 2



### **4.3. Instrument and Data Collection**

The research has relied on creating the content of the course, designing the tests and calculating students' scores and gathering their feedback on several instruments. The next sub-sections discuss each instrument and explain how each contributed to the present study:

#### **4.3.1. Collocation Coursebooks**

McCarthy and Felicity's (2017) *English Collocation in Use (Intermediate & Advanced)* were the main resources used for creating the content of both the online and onsite course. Their coursebooks contain instructional material and practice activities on collocations for intermediate and advanced learners of English; they are designed for both self-study and classroom activities with exciting everyday topics entailing the use of collocations in different contexts. Smith (2013) recommended using them in classrooms as they can help non-native speakers to eradicate odd and unnatural things from their speech and gain a more native command of English. Moreover, the coursebooks can also help learners in their preparation for Cambridge exams and IELTS as suggested by an IELTS expert and trainer, Zuhana (2022). According to her, these materials covering hundreds of collocations in typical contexts ideal for intermediate level students and above to score well in IELTS Writing and Speaking.

The materials include some theoretical lessons about collocation such as types, register, using the dictionary to find collocations, comparing them to idioms and compounds, in addition to other various topics. They were used for creating the content of the course (the online interactive and paper-based). Both versions of the course are identical in the content, but different in the way the lessons are integrated. In order to integrate some of the contents of these coursebooks in the interactive course, some pictures were added along with texts; other texts were presented in the form of videos and podcasts presented by the researcher and some

volunteers without changing the content of the texts. As for the paper-based course, the content remained the same, however without pictures or any form of interactivity or multimedia.

Oliveira's (2017) *1000 English Collocations in 10 Minutes a Day* is another coursebook designed for ESL/EFL learners with an intermediate level. It helps learners expand their vocabulary while learning hundreds of collocations used in various topics. Lessons come as texts with bolded collocations. At the end of every lesson or topic, learners can practise more with a variety of activities. The only topic selected from this coursebook was about 'family' and it was used as a text in both courses. Walter and Woodford's (2019) coursebook, entitled *Using Collocations for Natural English*, is the last material used for the content. Again, the researcher selected some lessons for the courses. Since the coursebook includes audio recordings, some of them were used for the content of the interactive course to expose learners to some listening. Scripts of these audio recordings were given as handouts for students in the in-class course. Similarly, this book has different topics and activities. Learners can listen and do some cloze tasks; they can match halves to complete sentences. The main aim is to help learners memorise collocations and use them appropriately.

So far, these are the coursebooks used in designing the content of both courses. They are authored by prominent scholars in the area and acknowledged by the academic community. They were also chosen for the variety of activities and authentic materials they offer as well as progress in difficulty and levels of proficiency.

#### **4.3.2. Courses and Treatment**

Two distinct courses were designed for the experiment: an interactive course and a paper-based course. It is also worth mentioning that each course has a second version designed for the post-test groups only. To clarify, EG2 receive the same interactive course without a pre-test and the three instructional tests. As for CG2, the group receives the same paper-based course

without a pre-test and the instructional tests. All courses, however, have identical content targeting the same collocations.

The first section, entitled ‘An Introduction to Collocation’, includes six lessons (step). It revolves around the concept of collocation, highlighting over 90 collocations. The lessons are as follows:

- What is collocation
- Types of collocations
- Why learn collocations
- Finding, recording and learning collocations
- Using your dictionary
- Register

The second section, entitled ‘Everyday Topics’, has nine lessons. The estimated number of collocations that this section includes is up to 260. Steps are listed below as follows:

- Beginnings
- Giving a presentation
- Relationships
- Countryside
- Sport
- Festivals and celebrations
- Family
- Hot and cold
- Films and books

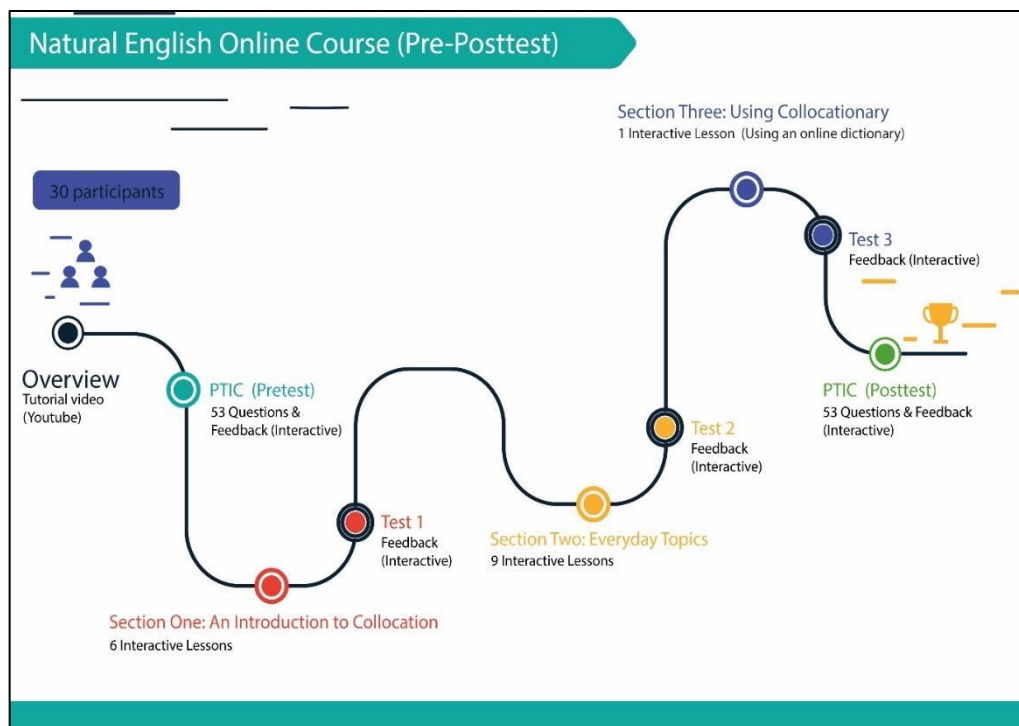
The third section in the course is entitled ‘Using Collocationary’. It teaches learners how to use collocations dictionary known as ‘Collocationary’. It gives more alternative ways with some of the key words selected from the course, which are beginning, presentation, relationship,

countryside, sport, festival, celebration, family, hot, cold, film and book. These key words were already seen in lessons in the second section. An estimate number of collocations presented in this dictionary is 468. The third section has only one lesson under the heading ‘Key Words, which provides words to look up in the dictionary.

In the process of proofreading the main content for the courses and the tests, the researcher assigned two native speakers to ensure that the collocations used in the course are still currently in use as it does not make any sense to teach collocations that are no longer in use in the English community. As to provide short bios of both, James Cairns is a former English teacher from Scotland with almost twenty years of teaching in one of the language schools in Tunisia. Dr. Frances Amrani has been delivering lectures and international teacher trainings for over 30 years. She has been working for publishing since 1991 and as an academic consultant for several prominent institutions such as the British Council. She is currently Series Editor for a series of Modern Foreign Language books with Hachette and a lecturer in EMI for Girton College’s short programmes at the University of Cambridge, in addition to other many roles and positions in the field of teaching and editing.

#### **4.3.2.1. The Interactive Courses**

The interactive course comes in two versions: pre-test-and-post-test interactive course and post-test-only course. EG1 participants are assigned to enrol in the pre-and-post-test course while EG2 participants must select the other (post-test course). Once a participant selects the assigned course, a window will appear containing all the sections and lessons. Figure 4.5 and 4.6 illustrate the main differences and similarities between the two interactive courses:



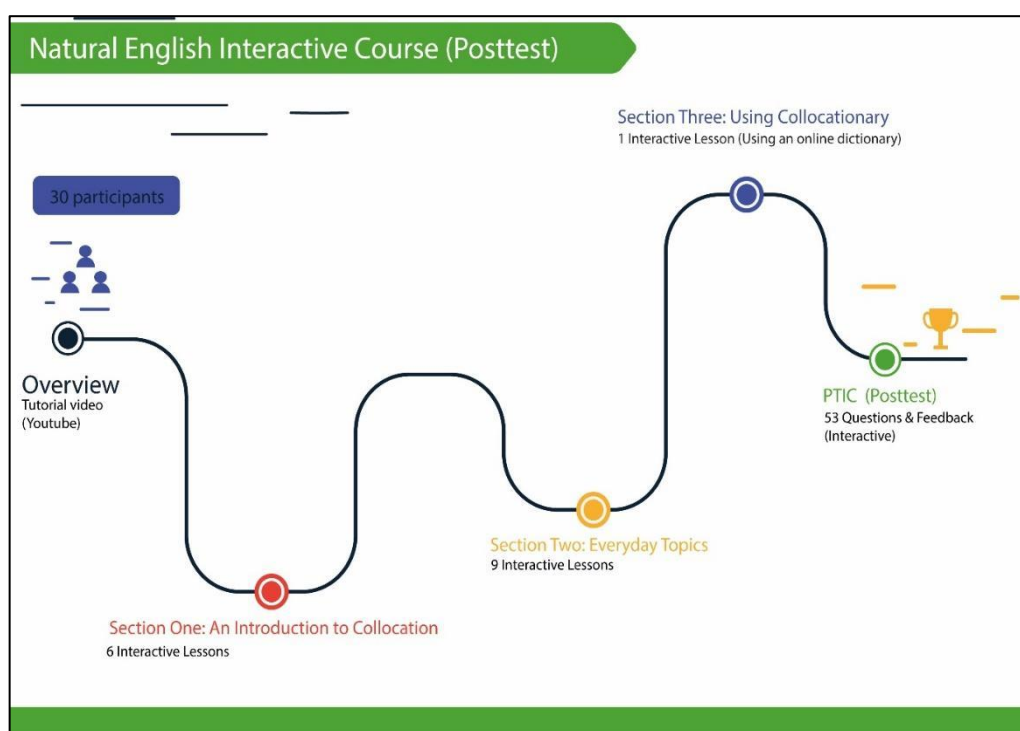
**Figure 9:** The Pre-Post-test Interactive Course Designed for EG1

Participants were asked to watch a tutorial video first on how to sign up and navigate through the different sections, lessons and tests. After watching the video and creating an account in the platform, learners were instructed to take a pre-test that was embedded in the course. There was a test at the end of every section, which examined learners' understanding and charted their progress on the content of the corresponding section only. The course ended with a post-test. Each test concluded with an inbuilt brief questionnaire as to gather their feedback concerning each section and test in terms of content and difficulty. This course was designed for EG1 (the first experimental group).

Learners' progress through the treatment was available and they also had the ability to resume from the lesson they last viewed or start with any section or lesson they wanted. The instruction, however, was to follow the order of sections and lessons as they appear. Once learners have dealt with each lesson, they should click on the button to move to the next lesson.

An icon of a small tick is shown in each lesson, which marks that a lesson has already been viewed by the learner.

The second version of the interactive course is designed for EG2 (Experimental Group 2). The content, again, is the same, with a post-test only as shown below:



**Figure 10:** The Post-test Interactive Course Designed for EG2

As stated earlier, this course differs from the pre-and-post-test course. It only includes a post-test.

Finally, instant feedback and support is available in both interactive courses, especially when learners feel they are lost and when they face any technical problems. There is a chat box in which they can write messages and attach pictures/screenshots of the problematic or ambiguous parts. The researcher's role, in this case, is to fix any of technical problems and provide clarifications and answers to any enquiries.

#### **4.3.2.1.1. Online Dictionaries**

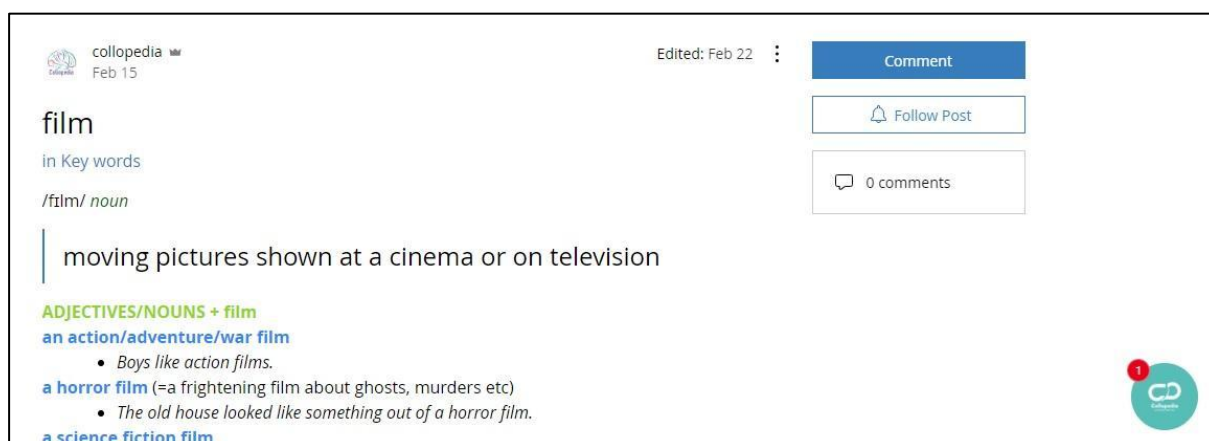
According to Pearson website, the Longman Collocations Dictionary and Thesaurus comes with a blend of two dictionaries to help learners select the correct collocations of words with examples. This online dictionary is derived from corpus research to ensure better learning of natural and correct combinations that are used in various contexts and in everyday conversations. This dictionary includes 75,000 collocations with all words that occur together and 80,000 corpus-based examples in which collocations are used in contexts. Moreover, the dictionary contains 7,000 synonyms and antonyms highlighted along with the typical collocations. Using the dictionary allows learners to notice collocations and be familiar with the different types presented in the dictionary.

In order to help learners practise finding collocations in a dictionary, the researcher designed an online dictionary using Wix platform. Collocationary shows all the words that collocate with a particular word, which could be nouns, verbs, adjectives, adverbs, and prepositions as well as common phrases. Longman Collocations Dictionary and Thesaurus (Pearson Education) power the content of this dictionary, which teaches learners only the key words selected in the course and it is therefore limited in terms of the number of words to search. There is an intention to develop this dictionary to cover as many thousands of words with collocates used in examples. The dictionary is specifically designed for the course; it is a smaller and limited version that focuses on the key words highlighted in the third section in the course. That is, learners can only find details on the highlighted words without being distracted by more entries or the online advertisements that often appear on that the original dictionary. It is also important to note that Collocationary is designed by the researcher and integrated in the main website, Collopedia.



**Figure 11:** The Interface of Collocationary (www.collopedia.com/collocationary)

One can select ‘Collocationary’ from the main menu of the interactive website ‘Collopedia’. The dictionary has a search bar and it highlights the key word typed and where it exists in the database. The first highlighted suggestion leads to the word itself with its meanings, collocates and examples. Figure 4.2 shows how result when searching a particular word.



**Figure 12:** Displaying Results of a Given Word Search (e.g., film)

Wix platform can offer more customisations such as highlighting or bolding the types and examples with different fonts, colours and sizes. The word *film* is a key word used in the course and it combines with many other words. The different types are presented with the various possible combinations. Each combination is used in an example to help users understand the



collocations and use them correctly. Since this dictionary is based on a thesaurus as well, definitions and other related words such as synonyms and antonyms are displayed to enrich one's vocabulary.

#### **4.3.2.1.2. Interactive Website: Collopedia**

Collopedia is the name given to an interactive website designed by the researcher to teach collocations. It was first designed in 2016 using Wix platform. It represents a hub where users can learn collocations, take quizzes and enrol on courses. It is mainly designed to respond to visitors whose main interest is learning collocations. It receives questions from all over the world. Simply, the website is a platform in itself whereby the interactive course and the dictionary (Collocationary) are created with the tools and customisations the website offers to refine the learning experience. Collopedia has been constantly developed and updated in terms of design and content. It is a user-friendly website and it is available for all devices such as PCs and smartphones. Collopedia is a combination of two words, collocation(s) and 'pedia' (Greek word for learning), hence learning collocations. As the newly minted name may imply, this website is only for those who are interested to learn more about collocations. It is only recently that podcasts, videos and interactive courses have been included presenting more new collocations to learn. Users can take quizzes and proficiency tests on particular lessons.

This website helps fostering the learning of collocations through an in-built interactive course that is organised and divided into sections. Each section includes some lessons in which learners deal with the different aspects of the concept and learn the highlighted combinations presented using multimedia: audio recordings, videos, images, scripts, etc. All in the all, this website is the hub where all the learning, evaluation and testing took place.

#### 4.3.2.1.3. In-built Questionnaires

Online inbuilt questionnaires were only available in the interactive courses. Participants were asked to respond to some questions and give their feedback after finishing each section or test. The questions were about the difficulty of each section/test and what suggestions participants can give to enhance the course. These questionnaires appear automatically once a participant has finished a section or a test. Responding to the questionnaires is obligatory to move to the next section as skipping one of these will not lead to the completion of the course.

The screenshot shows a web application interface with a sidebar on the left and a main content area on the right. A questionnaire pop-up is centered over the main content area. The sidebar contains a list of course sections: 'Natural English Free Online Course : (Full Course)', 'Group Discussion', '1. An Introduction to Collocation (6/7 steps)', '2. Everyday Topics (9/10 steps)', '3. Using Collocatory (0/2 steps)', 'Test Your Memory on English Collocations (0/1 steps)', 'Proficiency Test in Collocations 2 (PTIC 2)', and 'References (0/0 steps)'. The main content area shows a test titled 'Test Your Memory on En... > Proficiency Test in Colloc...'. The questionnaire pop-up has three sections: 'Do you have any suggestions or comments concerning the test? (required)' with a text input field; 'We're looking forward to your feedback concerning the whole course. Could you kindly give us your feedback? (required)' with a text input field; and 'Could you kindly rate our course? (required)' with a star rating widget showing '1 star'. At the bottom of the pop-up, it says '0/4 Questions' and has 'Cancel' and 'Send' buttons. A 'Complete' button is visible at the bottom of the sidebar.

**Figure 13:** An Example of an Inbuilt Questionnaire

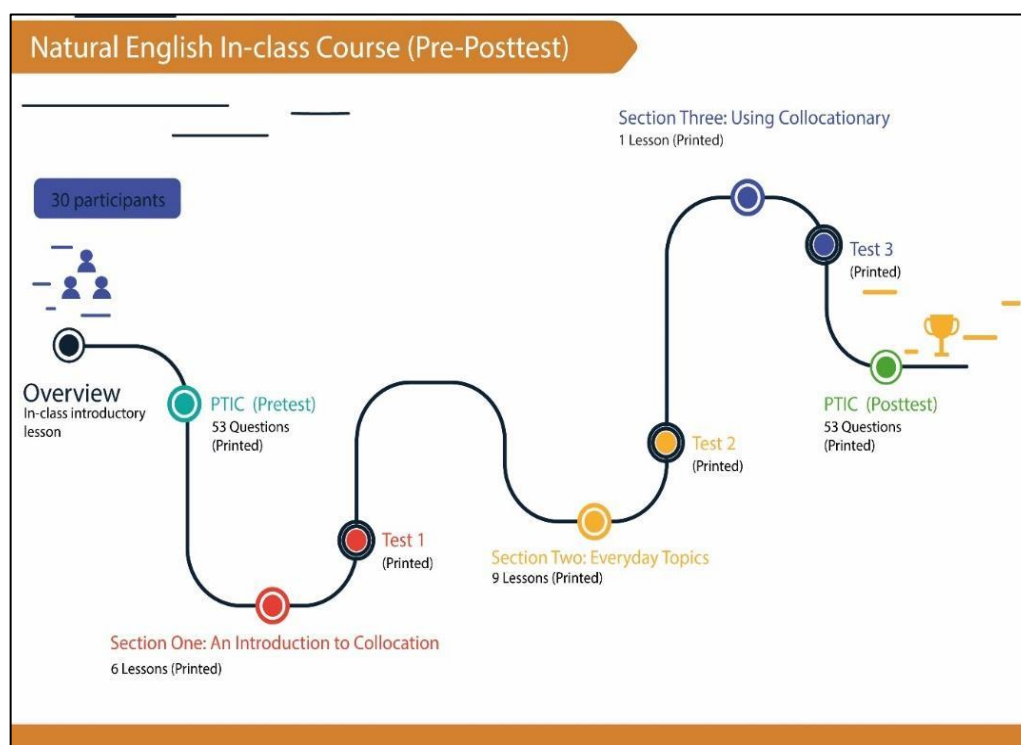
In general, all the questionnaires sought learners' feedback on the things they have learnt from each test and section; how difficult each section and test were; and what other suggestions they have to improve the content and the course. The final questionnaire was right after finishing the post-test, in which learners were asked about their opinion on the course and what suggestions and recommendations they can offer to improve this experience. There was also a question in which learners were invited to rate the course out of five.

#### 4.3.2.2. The In-class Course

This course has the same content delivered by the researcher, and it consists of the exact number of sections and lessons but all printed. Learners have to follow the same order of sections and lessons as well. There are, however, fundamental differences, which can be outlined as follows:

- Printed lessons and face-to-face clarifications
- The absence of virtual interactivity and multimedia.
- Feedback is limited to the class only
- Tests are manually graded

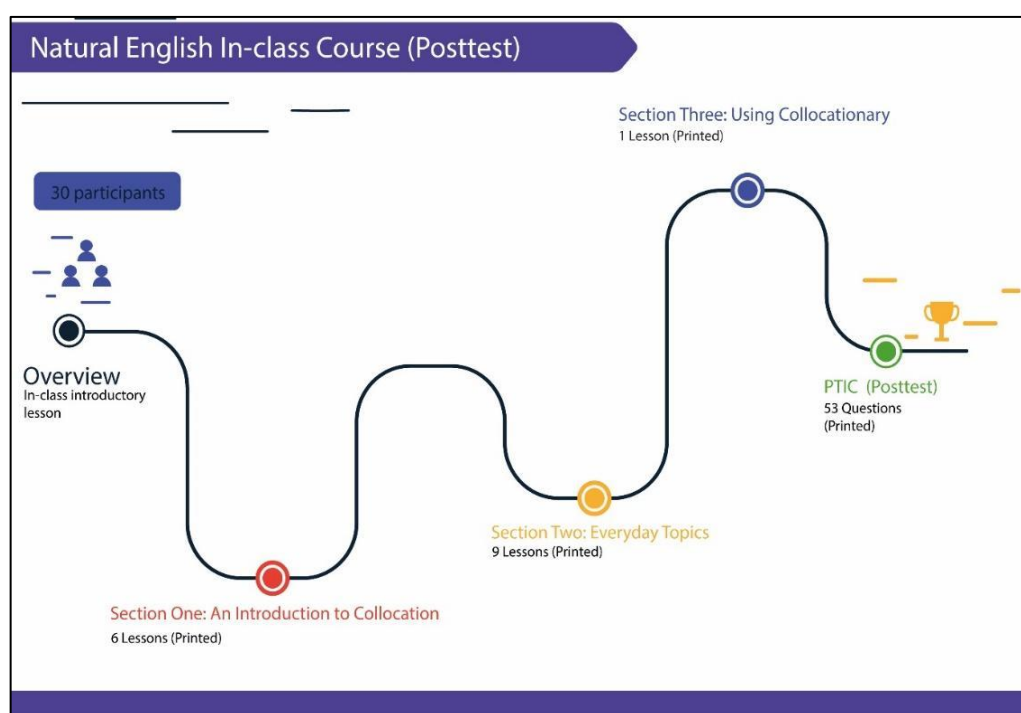
Like the interactive course, this course has also two versions. The first version is a pre-post-test course, which is designed for CG1. It includes all the three tests as well, yet printed. Here are more details on this course:



**Figure 14:** The Pre-and-Post-test In-class Course Designed for CG1

Learners have an introductory lesson on the course in general in the form of handouts. Instead of using a dictionary, all the entries are printed including the key words and collocates in examples as though they are using a paper-based dictionary. Feedback is restricted by time and place, i.e., learners can only ask questions with the presence of the teacher in the class. Apart from this, nothing has been changed in the content of the whole course. Instead of audio recordings and videos, learners are given scripts only to read with all the target collocations highlighted.

As for the other version of the in-class course, the post-test course includes all sections and lessons; however, learners took a paper-based post-test only. The figure below shows the steps:



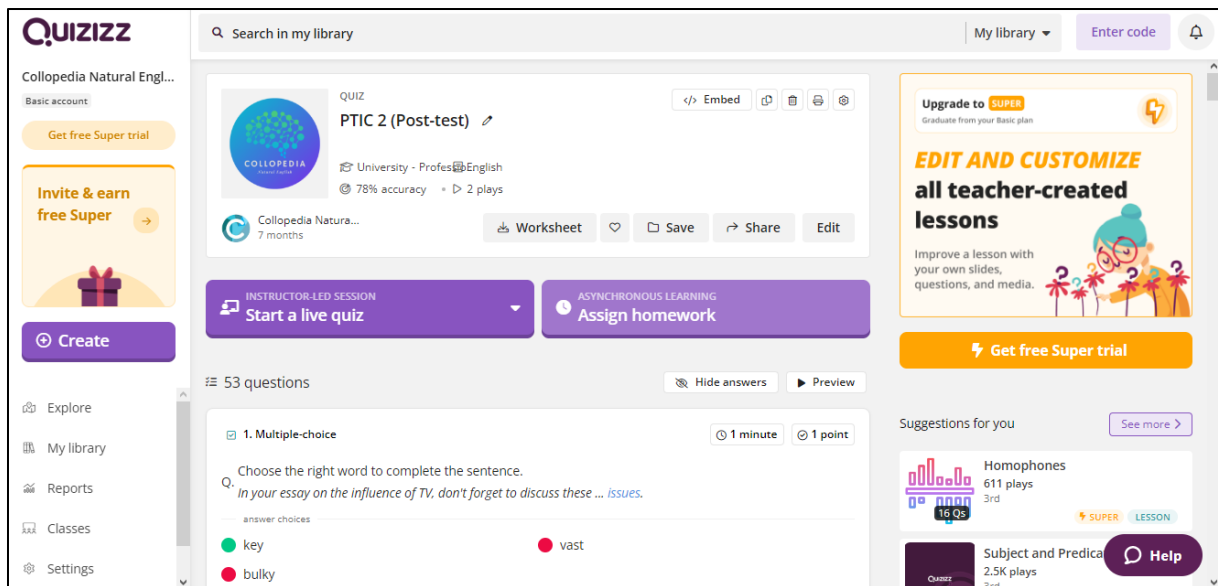
**Figure 15:** The Post-test In-class Course Designed for CG2

This course is designed for the second control group (CG2) and it excludes the pre-test as well as the other three instructional paper-based tests. All lessons and tests are printed, and teacher's support is only given in class.

### **4.3.3. Tests and Testing Platforms**

The present investigation encompassed six tests for both the pre—and-post-test interactive and paper-based course, namely a pre-test (PTIC1), three instructional tests and a post-test (PTIC2). Except the pre-test, the other tests were designed to examine the students' acquisition of the target collocations that can be found in the course along with hundreds of other collocations. PTIC1 and PTIC2 target the same collocations, yet questions and choices were randomised or shuffled. PTIC1 is applied before the course and PTIC2 is after. The three instructional tests, hence Test 1, 2 and 3, are applied during the course in correspondence with each section, i.e., Test 1 highlights some of the collocations presented in Section 1 and the same for Test 2 and 3. These tests are designed to help learners improve their memory of the collocations presented in each section and to prepare them for the post-test. The type of the course determines the format of the tests, whether online or paper-based.

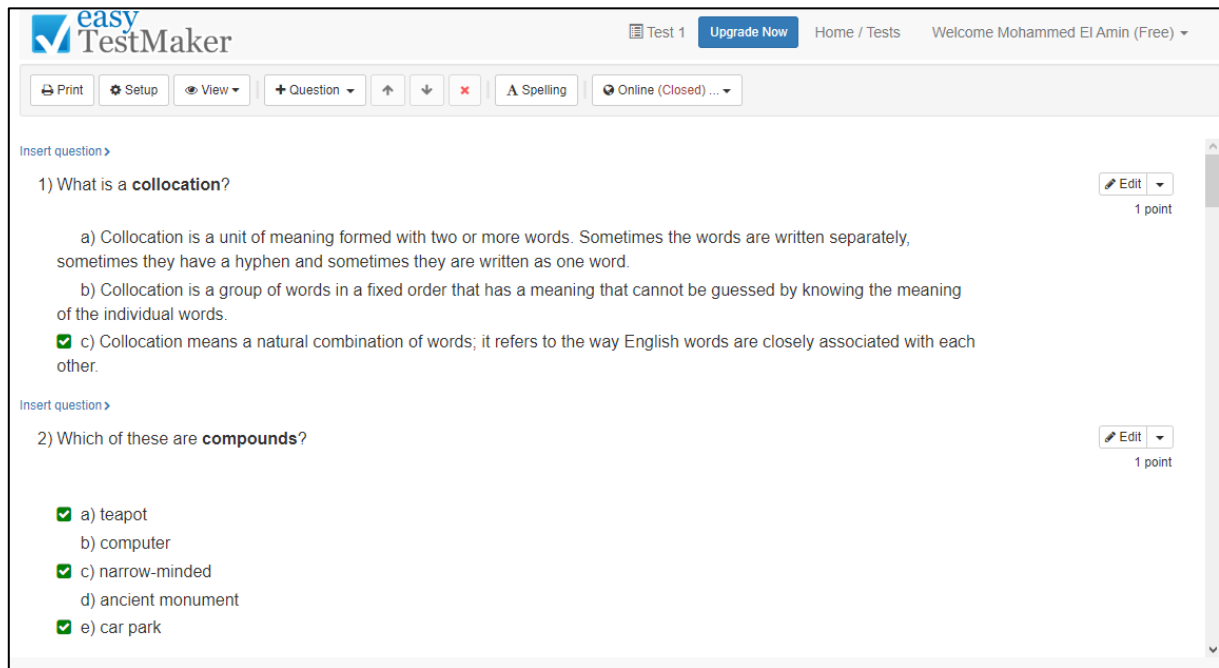
Speaking of online testing, which is the option that participants in EG1 and EG2 had, the researcher used two testing platforms to design the tests. Each platform has some features and customisations to offer. Both platforms allow for interactivity and both automatically calculate learners' scores while displaying the wrong and correct answers. Quizizz is used for designing PTIC1 and PTIC2. It has some free features available such as randomising questions, selecting different question types and inserting pictures.



**Figure 16:** Quizizz Platform (www.quizizz.com)

The platform is easy to use and does not require any skills. One can watch tutorials for better understanding on how to use it and make use of all the features available in this platform. The best thing about Quizizz is that it adds motivating music, timer and other exciting options to make tests live and engaging.

EasyTestMaker is the second testing platform that has many similarities to Quizizz. It also offers several options to customise the tests and choose different question types. Students can take any test using their names or emails and a password that the instructor sets to a given test. This platform offers manual and automatic grading. EasyTestMaker can help the instructor or assessor download digital reports with all the details such as the overall score, the wrong and correct attempts highlighted in different colours.



**Figure 17:** EasyTestMaker Platform (<https://www.easytestmaker.com>)

In sum, the two testing platforms are free and they provide instructors with the necessary options for a better testing experience and accurate results. They can generate digital reports and they were both embedded in the main interactive website to give students a good learning experience in just one place.

#### 4.4. Ethical Considerations

The ethical guidelines within the experimental context in Algeria were highly considered as one of the major prerequisites in conducting this study. The researcher's responsibility towards participants who were mostly between 19-22 years old was multifaceted. The researcher ensured to obtain a voluntary verbal consent from the students and they were all informed about the purposes behind carrying out the study. They were all aware of the time and effort they devote from the beginning to the end of the research experiment. In addition to that, both the supervisor and head of the department at Oum El Bouaghi University were informed before the study was carried out. A further sensitive issue was the confidentiality of participants' personal details. It was assured to them that all the data are kept highly confidential

and used for research purposes only. The recruited participants were not deceived or tricked to take part in the study. However, some procedures were adopted to motivate their participation and reduce the attrition rate such as explaining the significance of the taken tests for the analyses. Their privacy and their data confidentiality were of great significance in the study. If participants wished to have their data disclosed after scoring their test papers, they were guaranteed that.

Another sensitive point is that participants had the right to withdraw from the study at any time without any consequences on them. In fact, there were no such cases of participants who decided to withdraw from the study. Incentives were offered such as useful websites of learning English and certificates of participation, and the negative consequences of any incentive was considered in advance to avoid their effects on participants, accordingly, on the study findings.

## **Conclusion**

In short, the experimental research design is based on comparing students' learning of collocations and examine the usefulness of the treatment (interactive websites) in facilitating the learning, retrieval and use of the target collocations in comparison to the conventional in-class teaching. Moreover, deploying the Solomon Four-Group design is of great value in the current study since it provides more validity to the data obtained on the participants' performance. It can effectively eliminate any shortcomings to the external or internal validity of the experiment and results. The combination of the pre-and-post-test design and post-test-only design can also ensure robust data, hence easily examining the effectiveness of the treatment and providing reliable results. Charting participants' progress through the different tests (e.g., the pre-test, post-test and tracer test) will more convenient. Although this rigorous design requires complex statistical measurements such as the t-test, ANOVA, ANCOVA, etc., it, however, ensures more valid and reliable data for carrying out effective analysis.



## Chapter Five

### Data Analysis/Enhancing Students' Acquisition of Collocations through Interactive Websites

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## **Chapter Five**

### **Data Analysis/Enhancing Students' Acquisition of Collocations through Interactive Websites**

#### **Introduction**

This chapter lays out the various waves of data collection in order, and it provides an evaluation of students' performance in each test for each group. It analyses the data of different treatments and stages of the experiment. The aim of the chapter is twofold: to numerically trace students' development during the research experiment and to test the main research hypothesis that interactivity in teaching/learning collocations is more effective than the conventional teaching/learning.

#### **5.1. Experimental Design**

##### **5.1.1. Study Samples**

The current research experiment required a population of 150 participants. They were divided into two study samples: the psychometric efficiency sample (30 participants) and the main study sample (120 participants).

##### **5.1.1.1. The Psychometric Efficiency Sample**

The psychometric efficiency sample consists of 30 students of second-year EFL undergraduate students at Oum Bouaghi University, and it was randomly selected. Their ages range between 19 and 21 years old, with an average of (19.6) and a standard deviation of (0.77). The researcher assigned this group to check the validity and the reliability of the pre-test in its first version. The participants' results helped in highlighting and omitting the unwanted items, which may later cause difficulty when administered to the main study sample.

#### 5.1.1.1.1. Checking the Validity of the Pre-test

In order to check the validity, the discriminant ability of the scale items was calculated by arranging the sample in descending order according to the total score in the pre-test, then determining the upper and lower quartiles of the sample. The discriminant ability of the scale items and the coefficient of ease and difficulty for the items are given as shown in the table:

| Items | Coefficient of Difficulty | Coefficient of Ease | Discriminant Coefficient for item | Estimation <sup>2</sup> |
|-------|---------------------------|---------------------|-----------------------------------|-------------------------|
| 1     | 0.38                      | 0.63                | 0.50                              | very good               |
| 2     | 0.31                      | 0.69                | 0.375                             | good                    |
| 3     | 0.25                      | 0.75                | 0.25                              | fair                    |
| 4     | 0.31                      | 0.69                | 0.625                             | very good               |
| 5     | 0.81                      | 0.19                | 0.125                             | poor                    |
| 6     | 0.44                      | 0.56                | 0.125                             | poor                    |
| 7     | 0.63                      | 0.38                | 0.50                              | very good               |
| 8     | 0.31                      | 0.69                | 0.125                             | poor                    |
| 9     | 0.50                      | 0.50                | 0.50                              | very good               |
| 10    | 0.75                      | 0.25                | 0.25                              | fair                    |
| 11    | 0.88                      | 0.13                | 0.25                              | fair                    |
| 12    | 0.38                      | 0.63                | 0.75                              | very good               |
| 13    | 0.50                      | 0.50                | 0.75                              | very good               |
| 14    | 0.63                      | 0.38                | 0.50                              | very good               |

---

<sup>2</sup> Eble & Frisbie (1991)

#### Estimation of Discriminant Coefficient

Less than 0.10: needless item

From 0.10 to 0.19 poor items.

From 0.20 to 0.29 fair item

From 0.30 to 0.39 good item

Greater than 0.40 very good item

|    |      |      |       |           |
|----|------|------|-------|-----------|
| 15 | 0.56 | 0.44 | 0.375 | good      |
| 16 | 0.25 | 0.75 | 0.25  | fair      |
| 17 | 0.19 | 0.81 | 0.375 | good      |
| 18 | 0.75 | 0.25 | 0     | needless  |
| 19 | 0.44 | 0.56 | 0.375 | good      |
| 20 | 0.63 | 0.38 | 0.25  | fair      |
| 21 | 0.44 | 0.56 | 0.375 | good      |
| 22 | 0.44 | 0.56 | 0.625 | very good |
| 23 | 0.69 | 0.31 | 0.625 | very good |
| 24 | 0.56 | 0.44 | 0.625 | very good |
| 25 | 0.69 | 0.31 | 0.625 | very good |
| 26 | 0.56 | 0.44 | 0.125 | poor      |
| 27 | 0.63 | 0.38 | 0.75  | very good |
| 28 | 0.19 | 0.81 | 0.125 | poor      |
| 29 | 0.19 | 0.81 | 0.375 | good      |
| 30 | 0.19 | 0.81 | 0.125 | poor      |
| 31 | 0.44 | 0.56 | 0.375 | good      |
| 32 | 0.31 | 0.69 | 0.375 | good      |
| 33 | 0.38 | 0.63 | 0.50  | very good |
| 34 | 0.69 | 0.31 | 0.375 | good      |
| 35 | 0.31 | 0.69 | 0.625 | very good |
| 36 | 0.56 | 0.44 | 0.375 | good      |
| 37 | 0.31 | 0.69 | 0.625 | very good |
| 38 | 0.31 | 0.69 | 0.375 | good      |
| 39 | 0.44 | 0.56 | 0.375 | good      |
| 40 | 0.19 | 0.81 | 0.125 | poor      |

|    |      |      |       |           |
|----|------|------|-------|-----------|
| 41 | 0.19 | 0.81 | 0.375 | good      |
| 42 | 0.13 | 0.88 | 0.25  | fair      |
| 43 | 0.19 | 0.81 | 0.375 | good      |
| 44 | 0.44 | 0.56 | 0.875 | very good |
| 45 | 0.63 | 0.38 | 0.50  | very good |
| 46 | 0.44 | 0.56 | 0.875 | very good |
| 47 | 0.31 | 0.69 | 0.625 | very good |
| 48 | 0.44 | 0.56 | 0.625 | very good |
| 49 | 0.06 | 0.94 | 0.125 | poor      |
| 50 | 0.25 | 0.75 | 0.50  | very good |
| 51 | 0.44 | 0.56 | 0.375 | good      |
| 52 | 0.31 | 0.69 | 0.125 | poor      |
| 53 | 0.50 | 0.50 | 0.75  | very good |
| 54 | 0.63 | 0.38 | 0.75  | very good |
| 55 | 0.56 | 0.44 | 0.375 | good      |
| 56 | 0.56 | 0.44 | 0.125 | poor      |
| 57 | 0.63 | 0.38 | 0.50  | very good |
| 58 | 0.63 | 0.38 | 0.75  | very good |
| 59 | 0.69 | 0.31 | 0.125 | poor      |
| 60 | 0.56 | 0.44 | 0.375 | good      |
| 61 | 0.63 | 0.38 | 0.50  | very good |
| 62 | 0.75 | 0.25 | 0.50  | very good |
| 63 | 0.13 | 0.88 | 0.25  | fair      |
| 64 | 0.81 | 0.19 | 0.375 | good      |
| 65 | 0.50 | 0.50 | 0.75  | very good |

$N=$  “30”

**Table 3:** Coefficient of Difficulty, Coefficient of Ease and Discriminant Coefficient for Item and Estimation for the Pre-test Items

The coefficients of ease ranged between (0.06) and (0.88), whereas the coefficients of difficulty ranged between (0.13) and (0.94). The discriminant ability of the test items ranged between (0%) and (87.5%), and their estimations ranged from ‘needless’ to ‘very good’. Additionally, the discriminant ability of 28 ‘very good’ items was greater than (40%), and a number of 18 items whose discriminant ability ranged from (30%) to (39%) is estimated ‘good’. Seven (7) of their discriminant ability ranged from (20%) to (29%), which are considered ‘fair items’ that need to be modified. As for the ‘poor items’, there were 11 items whose discriminant ability ranged from (0.10) to (0.19). There is just one (1) item with discriminant coefficient (0), and it is considered as ‘needless item’. ‘The poor’ and ‘needless items’, which are (12) in total, were excluded from the test in its final form with 53 questions left instead of 65. The only reason behind calculating the psychometric efficiency of the pre-test is to delete the items that can cause difficulty to the participants based on the results obtained participants in the psychometric efficiency sample. This step was crucial in maintaining the validity of the pre-test.

Moreover, the discriminant validity was calculated to verify the validity of the test. The upper quartiles and lower quartiles of students in PTIC test were determined according to the total scores on the scale.

| Test             | Groups | Means of squares | Sum of squares | (U) Value | (Z) Value | Significant level (P) Value |
|------------------|--------|------------------|----------------|-----------|-----------|-----------------------------|
| The Psychometric | Lower  | 4.5              | 36             | 0.000     | 3.368     | >0.001                      |

|                                    |       |      |     |  |  |  |
|------------------------------------|-------|------|-----|--|--|--|
| <b>Efficiency for the Pre-test</b> | Upper | 12.5 | 100 |  |  |  |
|------------------------------------|-------|------|-----|--|--|--|

**Table 4:** Results of Mann-Whitney Test, (U) and (Z) Values in Verifying Discriminant Validity for the Pre-test

There are differences between lower and upper groups. The value of (Z) is (3.368), which is a statistically significant value at significant level that is less than ( $< 0.001$ ) and this proves the validity of pre-test.

#### 5.1.1.1.2. Checking the Reliability of the Pre-test

To check the reliability of the psychometric efficiency of the pre-test, test-retest, split-half way and alpha Cronbach coefficient were used. The psychometric efficiency sample took the test again after twenty days to verify its reliability by calculating the Pearson correlation coefficients between the first application and the second application of the pre-test. Table 5 displays the details as follows:

| Variable            | Re-test Reliability Coefficient |
|---------------------|---------------------------------|
| <b>The Pre-test</b> | 0,820                           |

**Table 5:** Correlation Coefficients between the First and Second Application of the Pre-test

In the table above, Pearson correlation coefficients between the first application and the second application reached (0,820). The closer that the number is to  $-1.00$  or  $1.00$ , the stronger



the correlation of the data. The value obtained means that the scale has a high level of reliability. The following table shows the results after deploying Alpha Cronbach coefficient and split-half way to calculate the test reliability:

| <b>Variable</b>     | <b>Alpha Cronbach Coefficient</b> | <b>Correlation Coefficient between Forms</b> | <b>Corrected Sperman Coefficient</b> |
|---------------------|-----------------------------------|----------------------------------------------|--------------------------------------|
| <b>The Pre-test</b> | 0.915                             | 0.795                                        | 0.886                                |

**Table 6:** Alpha Cronbach and Corrected Sperman Coefficients for the Pre-test

The results show that alpha Cronbach coefficient with split-half way reached (0.915). The Correlation coefficient between the test's forms reached (0.795). After processing it with Spearman corrected formula, the reliability coefficient became (0.886). This is an indication of high-level reliability of the test.

#### **5.1.1.2. The Main Study Sample**

The main study sample consists of 120 participants. They were also randomly selected and divided into four groups: EG1-EG2-CG1-CG2. Details on the sample are presented in the sub-sections to follow.

#### 5.1.1.2.1. Age Variable

Students' ages range between 19 and 21 years old, with an average of (19.4) and standard deviation of (0.67). The following table shows the study groups with age data:

| Variable | Groups | Count | Means | Std. Deviation |
|----------|--------|-------|-------|----------------|
| The Age  | EG1    | 30    | 19.5  | 0.73           |
|          | CG1    | 30    | 19.4  | 0.82           |
|          | EG2    | 30    | 19.1  | 0.35           |
|          | CG2    | 30    | 19.4  | 0.67           |
|          | Total  | 120   | 19.4  | 0.67           |

**Table 7:** The Age Means and Std. Deviation of the Study Groups

All groups are equal in terms of the number of participants; each group consists of 30 participants. The age mean of EG1 is (19.5), with standard deviation of (0.73). EG2 has an age mean of (19.4) and standard deviation of (0.82). As for CG1 and CG2, their age means are (19.1) and (19.4) with standard deviation of (0.35) and (0.67), respectively. EG2 has the lowest age mean (19.1). CG1 and CG2 are equal (19.4), whereas EG1 has the highest age mean (19.5). The reason for this comparison between groups on age is that this variable could have any influence on learners' overall performance or aptitude, in a way that older participants may have had more exposure to English compared to younger participants and, therefore, more tendency to acquire the target collocations selected in the study. In this respect, Chen (2014) investigated the strategies employed by EFL learners at different educational settings in order to examine the impact of age in language learning. His findings indicated that meaningful relationships existed between the use of memory strategies, compensation strategies, metacognitive strategies and affective strategies. In one particular study done by Riazi and

Rahimi (2005), a positive relationship between students' proficiency level and their use of vocabulary learning strategies existed, especially those strategies that were cognitively deeper. Age is also another factor affecting students' use of vocabulary learning strategies. Riazi and Rahimi (2005) found that as the age of the students increased, their use of cognitive strategies increased as well.

The second table shows the results obtained after deploying one-way ANOVA. It was deployed to verify the significance of the differences between multiple independent groups and to check the equivalence of the study groups in the age variable.

| Variable       | Groups         | Sum of squares | df  | Means of squares | (F) Value | Significant level (P) Value |
|----------------|----------------|----------------|-----|------------------|-----------|-----------------------------|
| <b>The Age</b> | Between groups | 2.333          | 3   | 0.778            | 1.751     | <b>Not significant</b>      |
|                | Within groups  | 51.533         | 116 | 0.444            |           |                             |
|                | Total          | 53.867         | 119 |                  |           |                             |

*N= EG1 "30", CGI "30", EG2 "30", CG2 "30"*

**Table 8:** One-way ANOVA and (F) Value for the Differences between Study Groups in Terms of Age

There are no statistically significant differences between the study groups as (F) value reached (1.751), which is not a significant value. Therefore, the study groups are equivalent in age.

### 5.1.1.2.2. The Normality and Homogeneity of EG1 and CG1

To verify the normality of the study sample distribution in the pre-test, the Kolmogorov-Smirnova and coefficients of skewness and kurtosis of the study sample in PTIC test are applied. The following table presents the details as follows:

| Variable     | Kolmogorov-Smirnov |     |       | Skewness | Kurtosis | Sig.            |
|--------------|--------------------|-----|-------|----------|----------|-----------------|
|              | Statistics         | df  | Sig.  |          |          |                 |
| The Pre-test | .102               | 120 | .200* | 0.075    | 0.178    | Not Significant |

*N*= "60"

**Table 9:** Verifying the Normality and Homogeneity of the EG1 and CG1

The table shows the value of the Kolmogorov-Smirnov test and the coefficient of skewness and kurtosis. Kolmogorov-Smirnov test produces statistics used to check for normality. The test takes value of (.102). This has degrees of freedom, which equals the number of data points, namely (120). (P) value provided by the SPSS (quoted under Sig. for Kolmogorov-Smirnov) is (0.200). As can be noticed, (P) value is higher than the significance level ( $> 0.001$ ). If the (p) value is larger than the significance level, the decision is that there is not enough evidence to conclude that data do not follow a normal distribution (Ghasemi & Zahediasl, 2012). However, the values of skewness and kurtosis are (0.075) and (0.178), respectively. These values are considered acceptable in order to prove normal distribution, as skewness and kurtosis statistics are below an absolute value of (2.0) (Hair et al., 2022).

### 5.1.1.2.3. The Equivalence of EG1 and CG1 in the Pre-test

To check the equivalence of the study groups in the pre-test in terms of their results, a t-test is used to calculate the differences between the mean scores of the students from the two groups (EG1/CG1). Details are shown in the table below:

| Test                | Groups | Mean | Std. Dev | (T) Value | df | Significant level (P) Value |
|---------------------|--------|------|----------|-----------|----|-----------------------------|
| Pre - test (PT IC1) | EG1    | 29.7 | 7.9      | 0.189     | 58 | Not significant             |
|                     | CG1    | 29.5 | 7.1      |           |    |                             |

*N= EG1 “30”, CG1 “30”*

**Table 10:** The Results of the Pre-test for EG1 and CG1

There are no statistically differences between EG1 and CG1 in the pre-test, as their means are (29.7) and (29.5), respectively. (T) value is (0.189), which is statistically insignificant. The study groups are equivalent in terms of scores as well as the level.

### 5.1.2. Waves of Data Analysis (EG1/CG1)

#### 5.1.2.1. The First Wave (Pre-test)

The first wave of data collection occurred after administering the pre-test with EG1. The analyses of the pre-test gauged participants' prerequisite knowledge on the various types and patterns of collocations to see how well they are familiar with these combinations and their different manifestations in the language. The following table shows all the scores of EG1 participants obtained in the pre-test:

| Participants | Pre-test    | Correct       | Incorrect |
|--------------|-------------|---------------|-----------|
| 1            | 60%         | 32            | 21        |
| 2            | 32%         | 17            | 36        |
| 3            | 72%         | 38            | 15        |
| 4            | 55%         | 29            | 24        |
| 5            | 74%         | 39            | 14        |
| 6            | 68%         | 36            | 17        |
| 7            | 75%         | 40            | 13        |
| 8            | 68%         | 36            | 17        |
| 9            | 66%         | 35            | 18        |
| 10           | 47%         | 25            | 28        |
| 11           | 43%         | 23            | 30        |
| 12           | 26%         | 14            | 39        |
| 13           | 55%         | 29            | 24        |
| 14           | 62%         | 33            | 20        |
| 15           | 40%         | 21            | 32        |
| 16           | 62%         | 33            | 20        |
| 17           | 70%         | 37            | 16        |
| 18           | 57%         | 30            | 23        |
| 19           | 51%         | 27            | 26        |
| 20           | 74%         | 39            | 14        |
| 21           | 58%         | 31            | 22        |
| 22           | 45%         | 24            | 29        |
| 23           | 85%         | 45            | 8         |
| 24           | 68%         | 36            | 17        |
| 25           | 47%         | 25            | 28        |
| 26           | 49%         | 26            | 27        |
| 27           | 58%         | 31            | 22        |
| 28           | 28%         | 15            | 38        |
| 29           | 64%         | 34            | 19        |
| 30           | 23%         | 12            | 40        |
| <b>N= 30</b> | <b>M=56</b> | <b>M=29.7</b> |           |

**Table 11:** Results of Participants in EG1 in the Pre-test

Participants' scores in EG1 ranged from the lowest score (26%) to the highest score (85%), which is a very good score to be obtained in the pre-test without having any previous course or lessons on collocations. The number of correct answers has a mean of (29.7). The pre-test in its final form consists of 53 questions (items) after excluding the unwanted items (12 items). In this sense, the participant who has received (85%) in the pre-test had 45 correct

answers out of 53. Any differences in the level of students in English were highly expected. In the light of the results, the group contains of students of mixed levels.

Another wave of data was collected from the results of participants in CG1. It can be now easy to draw comparisons between the two groups in terms of the results obtained in the pre-test and the level of students as far as knowledge on collocations is concerned. The table shows the scores of CG1 participants in the pre-test:

| <b>Participants</b> | <b>Pre-test</b> | <b>Correct</b> | <b>Incorrect</b> |
|---------------------|-----------------|----------------|------------------|
| 1                   | 66%             | 35             | 18               |
| 2                   | 62%             | 33             | 20               |
| 3                   | 66%             | 35             | 18               |
| 4                   | 40%             | 30             | 32               |
| 5                   | 68%             | 36             | 17               |
| 6                   | 62%             | 33             | 20               |
| 7                   | 75%             | 40             | 13               |
| 8                   | 64%             | 34             | 19               |
| 9                   | 42%             | 22             | 31               |
| 10                  | 45%             | 24             | 29               |
| 11                  | 66%             | 35             | 18               |
| 12                  | 51%             | 27             | 26               |
| 13                  | 55%             | 29             | 24               |
| 14                  | 72%             | 38             | 15               |
| 15                  | 58%             | 31             | 22               |
| 16                  | 43%             | 23             | 30               |
| 17                  | 64%             | 34             | 19               |
| 18                  | 36%             | 19             | 34               |
| 19                  | 26%             | 14             | 34               |
| 20                  | 26%             | 14             | 34               |
| 21                  | 43%             | 23             | 30               |
| 22                  | 68%             | 36             | 17               |
| 23                  | 53%             | 28             | 25               |
| 24                  | 47%             | 25             | 28               |
| 25                  | 60%             | 32             | 21               |
| 26                  | 55%             | 29             | 24               |
| 27                  | 72%             | 38             | 15               |
| 28                  | 64%             | 34             | 19               |
| 29                  | 42%             | 22             | 31               |
| 30                  | 58%             | 31             | 22               |
| <b>N= 30</b>        | <b>M=55</b>     | <b>M=29.5</b>  |                  |

**Table 12:** Results of Participants in CG1 in the Pre-test

In CG1, participants' scores ranged from the lowest (26%) to the highest (72%). Like EG1, this group consists of students of mixed levels. The highest score obtained is a very good score. Students who had scores above the average seem to have a decent level in English and familiarity with the collocations presented in the pre-test. This does not mean that those students know the concept of collocation. Below are the means difference the students' scores and correct answers in EG1 and CG1.

| <b>Groups</b>                   | <b>Mean of Scores<br/>(Pre-test)</b> | <b>Mean of correct<br/>answers</b> |
|---------------------------------|--------------------------------------|------------------------------------|
| <b>EG1</b>                      | 56                                   | 29.7                               |
| <b>CG1</b>                      | 55                                   | 29.5                               |
| <b>Mean Difference<br/>(MD)</b> | 1                                    | 0.2                                |

*EG1-EG2 (N=60)*

**Table 13:** Means Difference of EG1 and CG1

As a comparison between the results of students in both EG1 and CG1, there are slight differences in the means of students' scores as well as correct answers in both groups. EG1 students had a mean of (56) in their scores with (29.7) as a mean of their correct answers; on the other hand, CG1 has a mean of (55) of their scores with a mean of (29.5) of their correct answers. The mean difference, or difference in means, measures the absolute difference between the mean values in two different groups. It gives an idea of how much difference there is between the averages of the experimental group and control groups (Glen, 2023). EG1 and CG1 are found virtually equivalent in students' knowledge and/or familiarity with the collocations presented in the pre-test; yet, again, there is nothing to indicate that the participants in both groups theoretically know collocation as a concept.



### 5.1.2.2. The Second, Third and Fourth Waves (Test 1, Test 2 and Test 3)

Students in EG1 and CG1 were tested throughout the course. The course consists of three sections, and each section has a test corresponding to it. Students had a test at the end of every section with one-week span between each test. This means that every week, students have a test on particular lessons in each section. It took three weeks to administer all the three tests. What comes next is the results of students in the two groups:

| Participants | Test 1         | Test 2         | Test 3      |
|--------------|----------------|----------------|-------------|
| 1            | 89%            | 61%            | 33%         |
| 2            | 86%            | 36%            | 55%         |
| 3            | 58%            | 58%            | 55%         |
| 4            | 75%            | 41%            | 42%         |
| 5            | 94%            | 44%            | 33%         |
| 6            | 72%            | 39%            | 55%         |
| 7            | 58%            | 31%            | 39%         |
| 8            | 53%            | 33%            | 45%         |
| 9            | 92%            | 84%            | 88%         |
| 10           | 78%            | 42%            | 76%         |
| 11           | 72%            | 39%            | 48%         |
| 12           | 78%            | 72%            | 67%         |
| 13           | 53%            | 33%            | 33%         |
| 14           | 81%            | 44%            | 42%         |
| 15           | 89%            | 89%            | 76%         |
| 16           | 83%            | 72%            | 42%         |
| 17           | 31%            | 39%            | 45%         |
| 18           | 56%            | 20%            | 42%         |
| 19           | 56%            | 31%            | 67%         |
| 20           | 67%            | 61%            | 67%         |
| 21           | 64%            | 53%            | 55%         |
| 22           | 53%            | 39%            | 61%         |
| 23           | 78%            | 67%            | 85%         |
| 24           | 58%            | 34%            | 55%         |
| 25           | 83%            | 78%            | 85%         |
| 26           | 64%            | 44%            | 67%         |
| 27           | 56%            | 38%            | 36%         |
| 28           | 61%            | 61%            | 55%         |
| 29           | 81%            | 41%            | 94%         |
| 30           | 83%            | 63%            | 67%         |
| <b>N= 30</b> | <b>M=70.06</b> | <b>M=49.56</b> | <b>M=57</b> |

**Table 14:** EG1 Participants' Scores in Test 1, 2 and 3

The discrepancies in scores are clearly noticeable in each instructional test. These scores provide a clear idea about participants' different collocational competence and knowledge. In addition to this, all students made collocational errors (mis-collocations) when answering the questions in each test. The wrong answers are rather unnatural combinations and are not used by native speakers or even proficient users of the language. The tiny minority, however, managed to make as few errors as possible. This indicates that these learners have some knowledge or they made mental efforts to memorise the target collocations presented in each corresponding section.

Now, in terms of higher scores, students performed well in Test 1 with a mean of (70.06) and the lowest mean was obtained in Test 2. These differences in their means might have to do with the level of difficulty of expressions presented in each section as well as the number of questions, which test participants' memory on several collocations. For example, participants encountered advanced collocations such as 'compulsive reading', 'carefree childhood', 'blistering attack' in Section 2 and they were also asked about these in the test.

Scores of students in CG1 in all the three tests are displayed below. Students had also one-week span between each test and data were collected after each test.

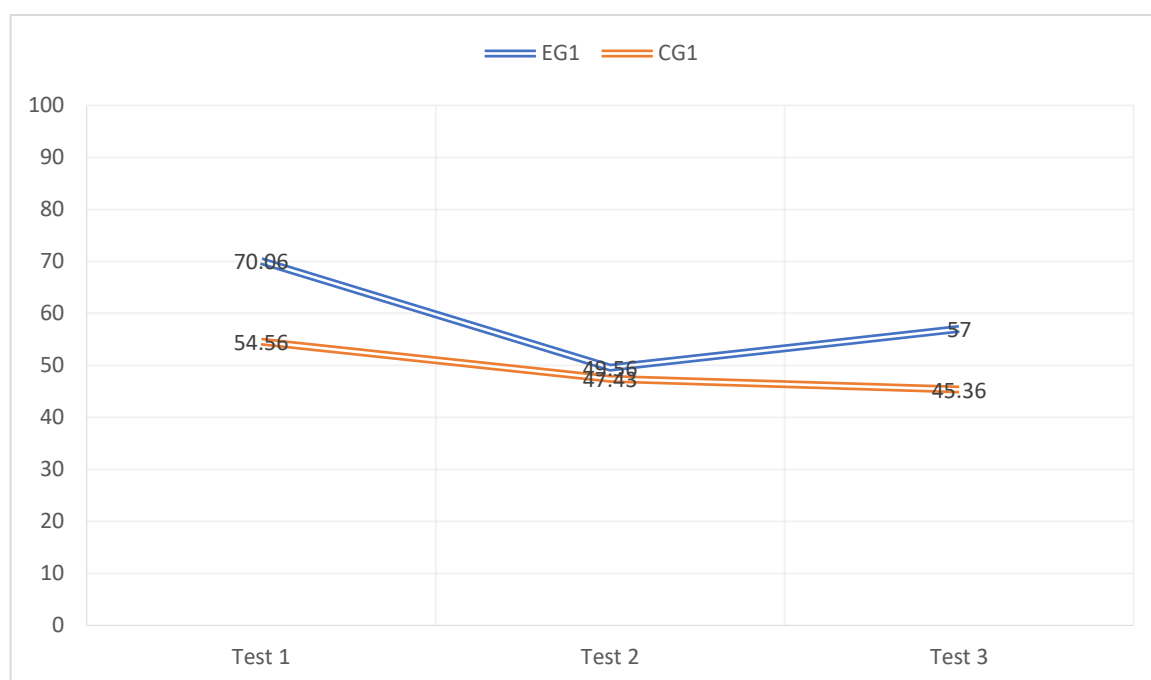
| <b>Participants</b> | <b>Test 1</b> | <b>Test 2</b> | <b>Test 3</b> |
|---------------------|---------------|---------------|---------------|
| 1                   | 42%           | 41%           | 33%           |
| 2                   | 58%           | 61%           | 39%           |
| 3                   | 39%           | 31%           | 36%           |
| 4                   | 58%           | 42%           | 21%           |
| 5                   | 31%           | 28%           | 39%           |
| 6                   | 53%           | 53%           | 39%           |
| 7                   | 47%           | 39%           | 20%           |
| 8                   | 89%           | 83%           | 73%           |
| 9                   | 58%           | 38%           | 42%           |
| 10                  | 53%           | 30%           | 33%           |
| 11                  | 64%           | 78%           | 58%           |
| 12                  | 67%           | 23%           | 36%           |
| 13                  | 36%           | 27%           | 45%           |
| 14                  | 78%           | 61%           | 76%           |

|              |                |                |                |
|--------------|----------------|----------------|----------------|
| 15           | 61%            | 53%            | 48%            |
| 16           | 33%            | 61%            | 55%            |
| 17           | 67%            | 34%            | 36%            |
| 18           | 47%            | 50%            | 36%            |
| 19           | 53%            | 59%            | 39%            |
| 20           | 72%            | 63%            | 64%            |
| 21           | 56%            | 39%            | 36%            |
| 22           | 56%            | 38%            | 55%            |
| 23           | 39%            | 59%            | 58%            |
| 24           | 58%            | 67%            | 67%            |
| 25           | 56%            | 50%            | 45%            |
| 26           | 33%            | 30%            | 36%            |
| 27           | 58%            | 30%            | 48%            |
| 28           | 42%            | 44%            | 45%            |
| 29           | 72%            | 52%            | 58%            |
| 30           | 61%            | 59%            | 45%            |
| <b>N= 30</b> | <b>M=54.56</b> | <b>M=47.43</b> | <b>M=45.36</b> |

**Table 15:** CG1 Participants' Scores in the Test 1, 2 and 3

Participants in CG1 got the highest scores in Test 1 with a mean of (54.56). Test 2 ranked the second in terms of the highest scores with a mean of (47.43). Unlike EG1, Test 3 was the most challenging test with the lowest mean (45.36). In Section 3, participants had to deal with entries (key words) with collocates used in examples. For instance, 'cold' was one of the entries or key words in this section. It collocates with the adverb 'exceptionally', hence 'exceptionally cold'. Participants should read all the words used in combinations and examples and memorise them, as they will be tested on some of these. Participants in EG1 could use and interact with an in-built online dictionary to search those words; yet, for this group, participants can only read the results that are already printed. The absence of interaction could be the reason why students in this group had the lowest scores in Test 3 compared to the scores of students in EG1. Overall, the means place the tests in terms of difficulty in the following order: Test 1, Test 2, and then Test 3.

The following chart displays participants' scores in the three tests in each group. This allows for drawing a comparison between students' results in the three tests in each group.



**Graph 1:** Participants' Performance in the Instructional Tests (EG1 and CG1)

Students in EG1 outperformed their counterparts in CG1 despite the fluctuations in the mean scores in the three tests. There is a sharp decrease in their results in Test 2 to increase once again in Test 3 and reach (57). On the other hand, students' scores in CG1 gradually decreased throughout the tests. This could mean that participants found more difficulties in every test to come to finally reach (45.36) as a mean for their overall scores. Overall, students' performance in EG1 was much higher in all the three tests compared to their counterparts.

### 5.1.2.3. The Fifth Wave (Post-test)

Another wave of data collection took place after administering the post-test, which took place in the fourth week. After finishing the whole course in its both versions (interactive and traditional course), students are now expected use the collocations that they learnt during the course correctly. The post-test was also designed to see whether students' collocational knowledge as well as performance has increased in comparison to their results in the pre-test.

| Participants  | Post-test | Correct     | Incorrect |
|---------------|-----------|-------------|-----------|
| 1             | 92%       | 49          | 4         |
| 2             | 72%       | 38          | 15        |
| 3             | 94%       | 50          | 3         |
| 4             | 75%       | 40          | 13        |
| 5             | 100%      | 53          | 0         |
| 6             | 85%       | 45          | 8         |
| 7             | 96%       | 51          | 2         |
| 8             | 94%       | 50          | 3         |
| 9             | 77%       | 41          | 12        |
| 10            | 85%       | 45          | 8         |
| 11            | 74%       | 39          | 14        |
| 12            | 77%       | 41          | 12        |
| 13            | 74%       | 39          | 14        |
| 14            | 79%       | 42          | 11        |
| 15            | 72%       | 38          | 15        |
| 16            | 89%       | 47          | 6         |
| 17            | 100%      | 53          | 0         |
| 18            | 83%       | 44          | 9         |
| 19            | 75%       | 40          | 13        |
| 20            | 98%       | 52          | 1         |
| 21            | 74%       | 39          | 14        |
| 22            | 77%       | 41          | 12        |
| 23            | 100%      | 53          | 0         |
| 24            | 91%       | 48          | 5         |
| 25            | 66%       | 35          | 18        |
| 26            | 87%       | 46          | 7         |
| 27            | 85%       | 45          | 8         |
| 28            | 77%       | 41          | 12        |
| 29            | 92%       | 49          | 4         |
| 30            | 75%       | 40          | 13        |
| <b>N = 30</b> | <b>84</b> | <b>44.5</b> |           |

**Table 16:** EG1 Participants' Scores in the Post-test

There is a considerable improvement in the scores of EG1 students in the post-test with an overall score mean of (84) and (44.5) as a mean of their correct answers. The highest score obtained is (100%), while the lowest score is (66%). This means that students could learn, memorise and use as many of the target collocations and, perhaps, some of the combinations, which posed difficulty to learners in the pre-test, are no longer challenging. As to compare participants' means of the pre-test and post-test, (56) and (84), respectively, the mean difference

is (28), and this represents a significant value, which refers to the extent of improvement after taking the interactive course. Additionally, the mean difference of their correct answers (44.5-29.7) is (14.8), which is again a significant value. The following table shows the results of participants in CG1 after taking the post-test:

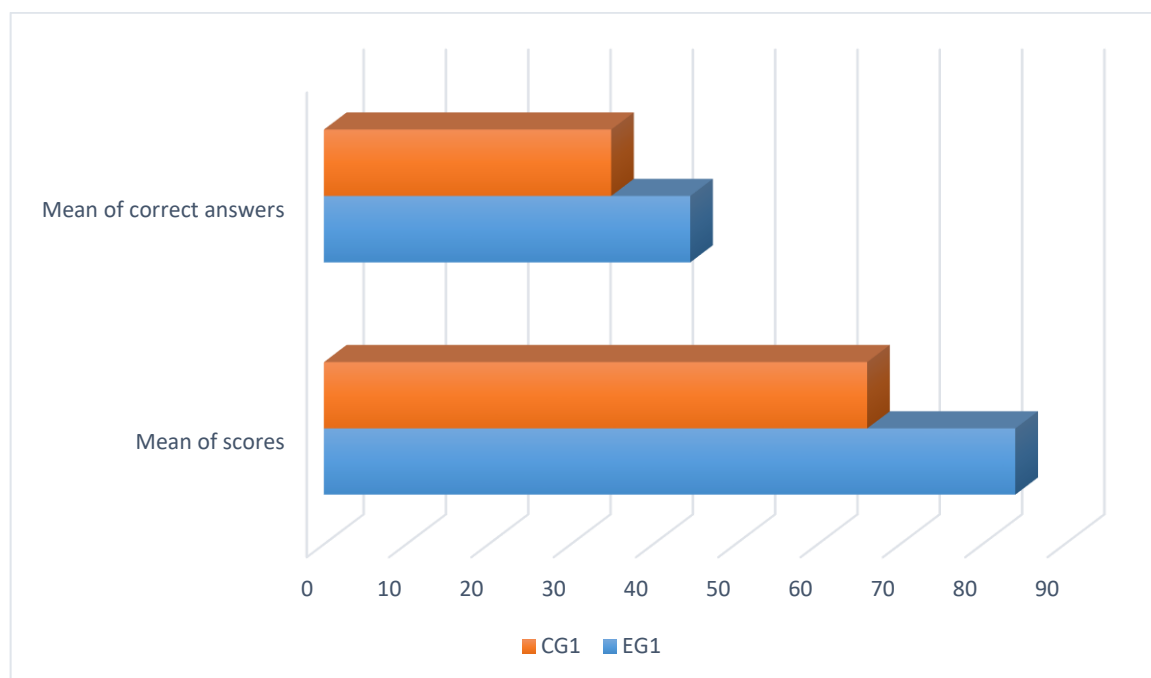
| <b>Participants</b> | <b>Post-test</b> | <b>Correct</b> | <b>Incorrect</b> |
|---------------------|------------------|----------------|------------------|
| 1                   | 66%              | 35             | 14               |
| 2                   | 64%              | 34             | 15               |
| 3                   | 68%              | 36             | 13               |
| 4                   | 66%              | 35             | 14               |
| 5                   | 74%              | 39             | 10               |
| 6                   | 66%              | 35             | 14               |
| 7                   | 79%              | 42             | 7                |
| 8                   | 68%              | 36             | 13               |
| 9                   | 60%              | 32             | 17               |
| 10                  | 49%              | 26             | 23               |
| 11                  | 70%              | 37             | 12               |
| 12                  | 58%              | 31             | 18               |
| 13                  | 66%              | 35             | 14               |
| 14                  | 79%              | 42             | 7                |
| 15                  | 64%              | 34             | 18               |
| 16                  | 57%              | 30             | 19               |
| 17                  | 74%              | 39             | 10               |
| 18                  | 53%              | 28             | 21               |
| 19                  | 49%              | 26             | 23               |
| 20                  | 64%              | 34             | 23               |
| 21                  | 79%              | 42             | 15               |
| 22                  | 64%              | 34             | 7                |
| 23                  | 51%              | 27             | 15               |
| 24                  | 70%              | 37             | 22               |
| 25                  | 57%              | 30             | 12               |
| 26                  | 74%              | 39             | 19               |
| 27                  | 68%              | 36             | 10               |
| 28                  | 66%              | 35             | 13               |
| 29                  | 81%              | 43             | 14               |
| 30                  | 72%              | 38             | 11               |
| <b>N = 30</b>       | <b>66</b>        | <b>34.9</b>    |                  |

**Table 17:** CG1 Participants' Scores in the Post-test

In this group, participants' scores considerably improved. The lowest score is (49%) and the highest score is (81%). The mean of their scores is (66) with (34.9) as a mean of their correct

answers. The mean difference of their improvement is (11) with a mean difference of (5.4) of their correct answers. Statistically, there is a modest improvement in their overall performance.

The following chart illustrates the difference between the improvements of students in both groups in the post-test. The data allow for drawing comparisons between EG1 and EG2 in terms of their means of scores and correct answers.



**Graph 2:** Comparing the Score Means and Means of Correct Answers of EG1 and CG1 in the Post-test

The chart above clearly illustrates the difference between EG1 and CG1 in the extent of students' improvement in the post-test. All the results are in favour of EG1 with marked differences between the means of scores and correct answers. Students in EG1 have outperformed their counterparts in CG1 and their rates of learning as well as performance in the post-test were even higher.

#### 5.1.2.4. The Sixth Wave (Tracer Test/EG1 Only)

The tracer test is the last step in the whole course. It represents the last wave of data collection for EG1. Results are given below.

| Participants | Tracer Test | Correct     | Incorrect |
|--------------|-------------|-------------|-----------|
| 1            | 94%         | 50          | 3         |
| 2            | 66%         | 35          | 18        |
| 3            | 100%        | 53          | 0         |
| 4            | 89%         | 47          | 6         |
| 5            | 94%         | 50          | 3         |
| 6            | 92%         | 49          | 4         |
| 7            | 100%        | 53          | 0         |
| 8            | 98%         | 52          | 1         |
| 9            | 89%         | 47          | 6         |
| 10           | 83%         | 44          | 9         |
| 11           | 72%         | 38          | 15        |
| 12           | 91%         | 48          | 5         |
| 13           | 83%         | 44          | 9         |
| 14           | 77%         | 41          | 12        |
| 15           | 74%         | 39          | 14        |
| 16           | 91%         | 48          | 5         |
| 17           | 96%         | 51          | 2         |
| 18           | 79%         | 42          | 11        |
| 19           | 81%         | 43          | 10        |
| 20           | 100%        | 53          | 0         |
| 21           | 83%         | 44          | 9         |
| 22           | 92%         | 49          | 4         |
| 23           | 100%        | 53          | 0         |
| 24           | 89%         | 47          | 6         |
| 25           | 79%         | 42          | 11        |
| 26           | 98%         | 52          | 1         |
| 27           | 89%         | 47          | 6         |
| 28           | 85%         | 45          | 8         |
| 29           | 91%         | 48          | 5         |
| 30           | 85%         | 45          | 8         |
| <b>N= 30</b> | <b>88</b>   | <b>46.6</b> |           |

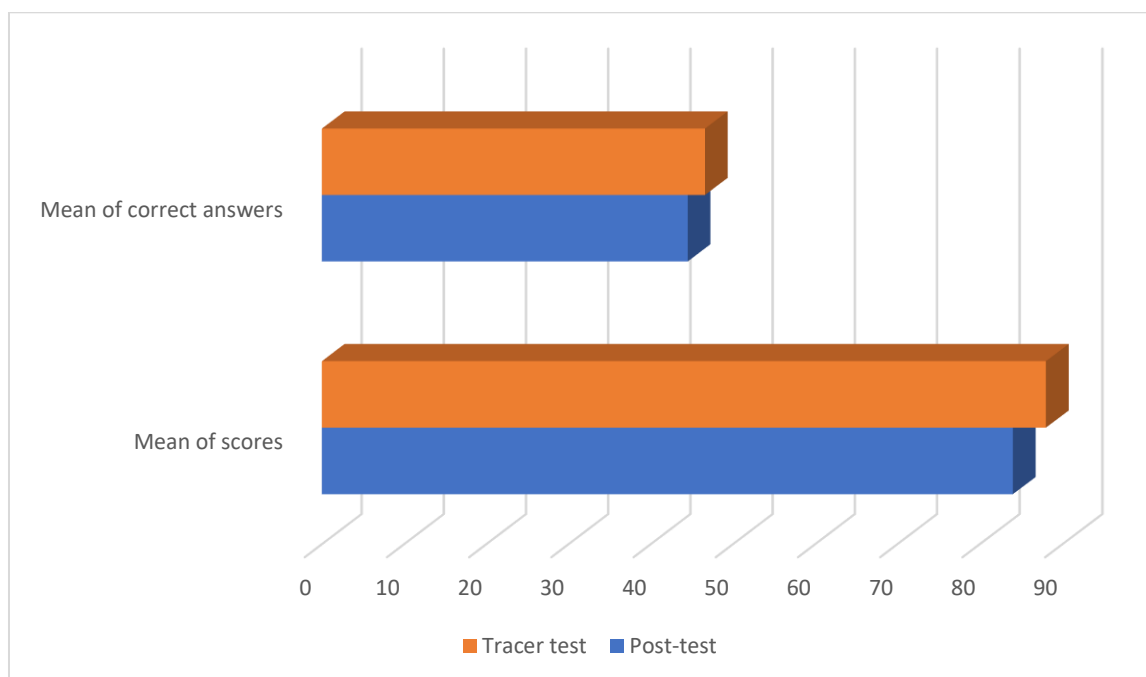
**Table 18:** EG1 Participants' Scores in the Tracer Test

The tracer test is the sixth and final wave of data collection for EG1. This step is crucial and followed in both experimental groups to test the effectiveness of interactive websites in



teaching collocations. This test took place after the post-test with a span difference of twenty days to see how well students remember the target collocations they have encountered in the course and the previous tests and whether learning from interactive websites have long-term outcomes. The mean of scores is (88) with (46.6) as a mean of correct answers. If these results are compared with the means obtained in the post-test, the scores are much higher than those in the post-test are. The results indicate that students' performance even increased showing signs of retentive memory and increased collocational development.

The following graph illustrates the differences between the post-test and tracer test. The mean of scores and correct answers are displayed in the graph.



**Graph 3:** The Differences between the Post-test and Tracer Test in Terms of Mean of Scores and Correct Answers in EG1

The chart shows the differences between the values of means of students' scores and correct answers. Students' results in the tracer test were slightly better as far as their scores and number of correct answers. This proves the effectiveness of the course as well as the interactive websites in boosting learners' rate of learning and retrieving collocations. Given the span of

time allotted between the post-test and tracer test, students could retain the target collocations. Students were not informed of test to make sure that they are not frequenting with collocations presented in the course.

### 5.1.3. Waves of Data Analysis (EG2/CG2)

This section analyses students' scores in EG2 and CG2. It attempts to draw comparisons where necessary throughout the various waves of data collection and analyses.

#### 5.1.3.1. The First Wave (Post-test)

Unlike the previous two groups (EG1-CG1), these two groups have the post-test only, and this is considered as the very first step and wave of data collection. The following table shows all the scores of students in EG2 after learning with the interactive websites.

| Participants | Post-test | Correct | Incorrect |
|--------------|-----------|---------|-----------|
| 1            | 66%       | 35      | 20        |
| 2            | 75%       | 40      | 15        |
| 3            | 70%       | 37      | 18        |
| 4            | 83%       | 44      | 13        |
| 5            | 74%       | 39      | 16        |
| 6            | 77%       | 41      | 14        |
| 7            | 62%       | 33      | 22        |
| 8            | 85%       | 45      | 10        |
| 9            | 64%       | 34      | 21        |
| 10           | 92%       | 49      | 6         |
| 11           | 68%       | 36      | 19        |
| 12           | 81%       | 43      | 12        |
| 13           | 66%       | 35      | 20        |
| 14           | 72%       | 38      | 17        |
| 15           | 92%       | 49      | 6         |
| 16           | 68%       | 36      | 19        |
| 17           | 75%       | 40      | 15        |
| 18           | 64%       | 34      | 21        |
| 19           | 58%       | 31      | 24        |
| 20           | 70%       | 37      | 18        |
| 21           | 83%       | 44      | 11        |
| 22           | 57%       | 30      | 25        |
| 23           | 87%       | 46      | 9         |

|              |           |              |    |
|--------------|-----------|--------------|----|
| 24           | 66%       | 35           | 20 |
| 25           | 72%       | 38           | 17 |
| 26           | 85%       | 45           | 10 |
| 27           | 92%       | 49           | 6  |
| 28           | 83%       | 44           | 11 |
| 29           | 66%       | 35           | 20 |
| 30           | 83%       | 44           | 11 |
| <b>N= 30</b> | <b>75</b> | <b>39.53</b> |    |

**Table 19:** EG2 Participants' Scores in the Post-test

Students' scores in EG2 ranged between (57%) and (92%). The mean of scores for this group is (75) with (39.53) as a mean of correct answers. As to compare their results to students' in EG1 in the post-test (84 and 44.5), the difference of mean of scores and correct answers are as follows: 9 and 4.97, respectively, in favour of the EG1.

What comes next is the results obtained after administering the post-test with CG2. Participants' correct and incorrect answers are also provided.

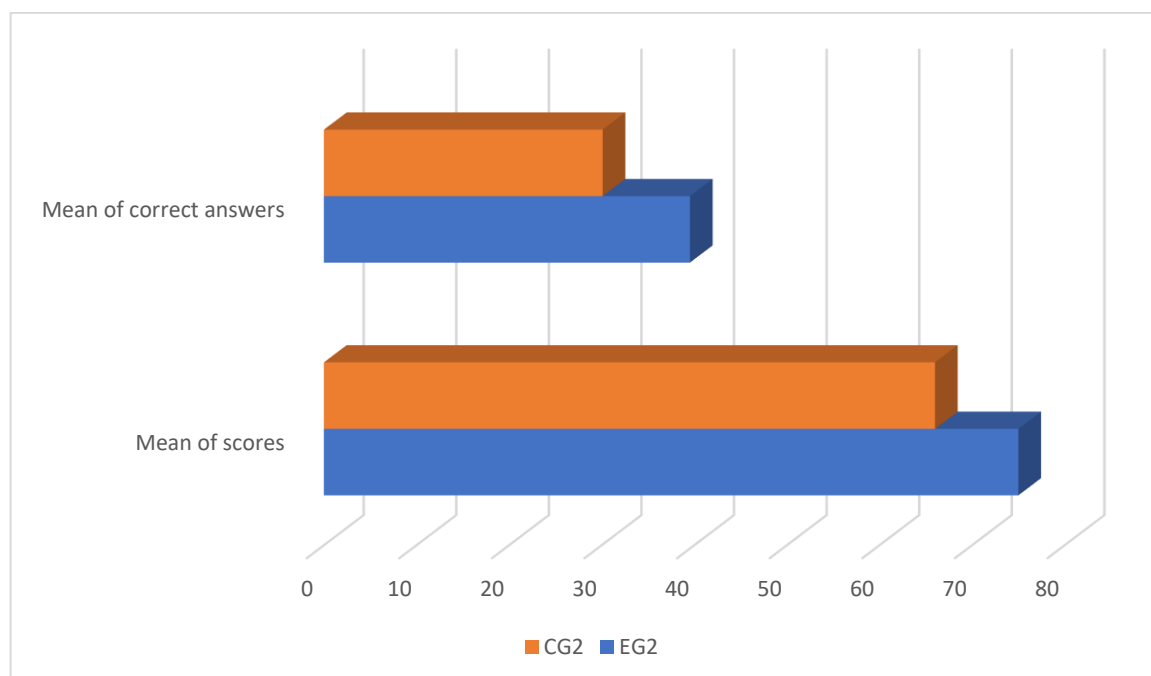
| <b>Participants</b> | <b>Post-test</b> | <b>Correct</b> | <b>Incorrect</b> |
|---------------------|------------------|----------------|------------------|
| 1                   | 66%              | 30             | 23               |
| 2                   | 79%              | 37             | 16               |
| 3                   | 77%              | 36             | 17               |
| 4                   | 55%              | 24             | 29               |
| 5                   | 70%              | 32             | 21               |
| 6                   | 60%              | 27             | 26               |
| 7                   | 53%              | 23             | 30               |
| 8                   | 81%              | 38             | 15               |
| 9                   | 70%              | 32             | 21               |
| 10                  | 72%              | 33             | 20               |
| 11                  | 51%              | 22             | 31               |
| 12                  | 42%              | 17             | 36               |
| 13                  | 60%              | 26             | 27               |
| 14                  | 75%              | 35             | 18               |
| 15                  | 74%              | 34             | 19               |
| 16                  | 58%              | 26             | 27               |
| 17                  | 68%              | 31             | 22               |
| 18                  | 66%              | 30             | 23               |
| 19                  | 51%              | 22             | 31               |
| 20                  | 62%              | 40             | 13               |
| 21                  | 77%              | 28             | 25               |
| 22                  | 64%              | 36             | 17               |

|               |           |             |    |
|---------------|-----------|-------------|----|
| 23            | 77%       | 29          | 24 |
| 24            | 53%       | 36          | 17 |
| 25            | 75%       | 23          | 30 |
| 26            | 79%       | 35          | 18 |
| 27            | 51%       | 37          | 16 |
| 28            | 62%       | 22          | 31 |
| 29            | 75%       | 28          | 25 |
| 30            | 66%       | 35          | 18 |
| <b>N = 30</b> | <b>66</b> | <b>30.1</b> |    |

**Table 20:** CG2 Participants' Scores in the Post-test

Students' scores in CG1 ranged between (42%) and (81%). The mean of scores for this group is (66) with (30.1) as a mean of correct answers. As to compare the results to students' in CG1 in the post-test (66 and 34.9), the difference of mean of scores and corrected answers are as follows: 24 and 4.8, respectively, in favour of the CG1.

The chart below shows the difference of performance between the two groups in the post-test. The means of scores and correct answers are provided.



**Graph 4:** Comparing the Score Means and Means of Correct Answers of EG2 and CG2 in the Post-test

There is a notable difference between the scores of students in both groups in favour of EG2. The means of score and correct answers of EG2 were significantly higher compared to CG2.

#### 5.1.3.2. The Second Wave (Tracer Test/EG2 Only)

The following table provides data on participants' scores in the tracer test. This test was applied once again with the second experimental group to test the effectiveness of using the interactive websites as well as the memory of learners after using these websites to learn collocations. The results are shown below.

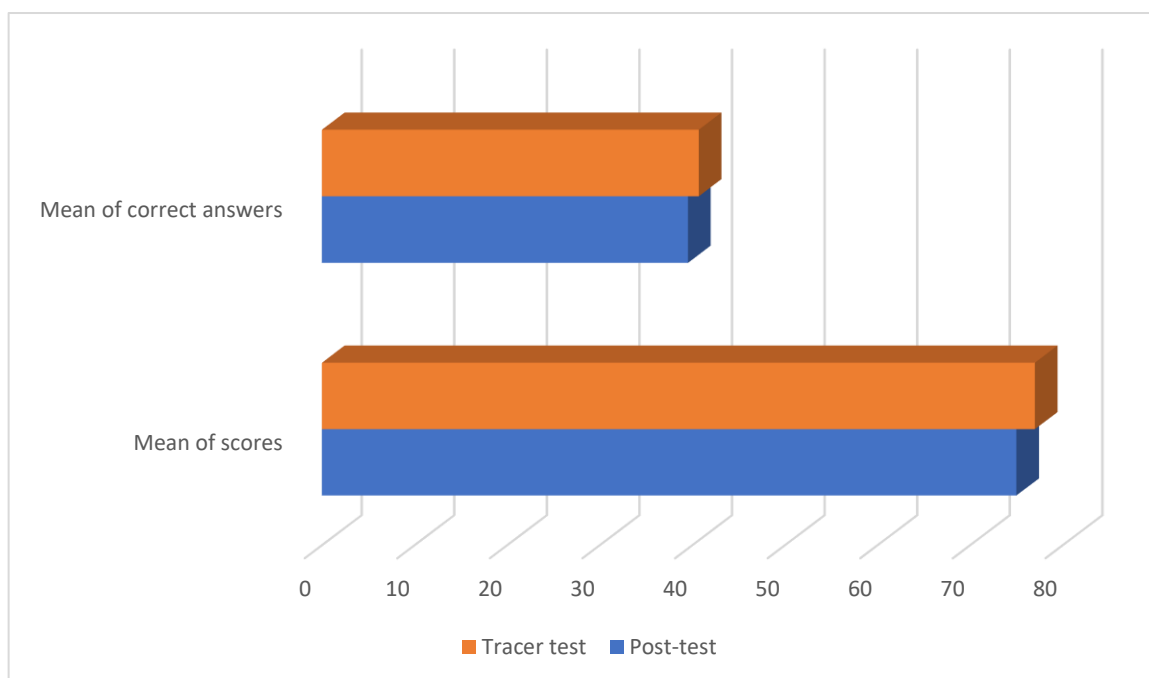
| Participants | Tracer test | Correct | Incorrect |
|--------------|-------------|---------|-----------|
| 1            | 70%         | 37      | 16        |
| 2            | 81%         | 43      | 10        |
| 3            | 58%         | 31      | 22        |
| 4            | 83%         | 44      | 9         |
| 5            | 87%         | 46      | 7         |
| 6            | 85%         | 45      | 8         |
| 7            | 64%         | 34      | 19        |
| 8            | 75%         | 40      | 13        |
| 9            | 70%         | 37      | 16        |
| 10           | 91%         | 48      | 5         |
| 11           | 58%         | 31      | 22        |
| 12           | 83%         | 44      | 9         |
| 13           | 72%         | 38      | 15        |
| 14           | 77%         | 41      | 12        |
| 15           | 96%         | 51      | 2         |
| 16           | 72%         | 38      | 15        |
| 17           | 83%         | 44      | 9         |
| 18           | 79%         | 42      | 11        |
| 19           | 68%         | 36      | 17        |
| 20           | 60%         | 32      | 21        |
| 21           | 85%         | 45      | 8         |
| 22           | 68%         | 36      | 17        |
| 23           | 89%         | 47      | 6         |
| 24           | 70%         | 37      | 16        |
| 25           | 75%         | 40      | 13        |
| 26           | 79%         | 42      | 11        |
| 27           | 85%         | 45      | 8         |

|               |           |             |    |
|---------------|-----------|-------------|----|
| 28            | 83%       | 44          | 9  |
| 29            | 74%       | 39          | 14 |
| 30            | 85%       | 45          | 8  |
| <b>N = 30</b> | <b>77</b> | <b>40.7</b> |    |

**Table 21:** EG2 Participants' Scores in the Tracer Test

This test was administered after the post-test with a span difference of 20 days. The mean of scores is (77) with (40.7) as a mean of correct answers. If these are compared with the means obtained in the post-test, the scores are much higher than those in the post-test (75 and 39.53) are. The results indicate that students' performance increased and students could use most of the target collocations effectively. This is a sign that students learnt much from the course and any inclusion of the pre-test or even the other three tests during the course would not have much influence on their overall scores in the post-test or even the tracer test. This proves the validity and effectiveness of the course in helping learners to acquire and retrieve the target collocations. Like the EG1, students in EG2 were not also informed of this test to ensure that results are more credible.

Below is a graph that illustrates the differences between the post-test and tracer test. Participants' mean of scores and correct answers are given.



**Graph 5:** The Differences between the Post-test and Tracer Test in Terms of Mean of Scores and Correct Answers in EG2

Students' results in the tracer test are higher than their results in the post-test. In the light of the results, using interactive websites has improved learners' performance and helped them commit the target collocations to their memory. Although the tracer test was applied twenty days after the post-test, learners could easily retrieve and construct the correct combinations based on the instructions given in each question. This is a sign that learners could enhance their collocational knowledge of certain collocations and avoid the mistakes that could lead to miscollocations. The number of their mistakes was even lower.

#### **5.1.4. Learners' Common Mistakes in in PTIC1 and PTIC2**

##### **5.1.4.1. EG1 and CG1**

This section sheds light on students' performance in terms of the common mistakes made in the pre-test and post-test. The analyses start with EG1 and CG1 since they both had a pre-test (PTIC1) and post-test (PTIC2).

| PTIC1        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Study Groups | Common Mistakes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| EG1-CG1      | Vast/bulky issues, blistering strike, a book comes down, two companies diverge, easy to overlook, granted sole support/protection, reach the energy, book receipts, striking up a discussion, a female hit, box-office lead, take at the chance, showed hot, scalding/extremely hot, a substantial engine, make a good relationship, burst into fears/anger, at first look, swelling with nostalgia/tears, strictly/severely denied, denied, to tie the rope/ribbon, stops/jams the view, a casual guidance/assistance, careful childhood, submitted partnership, the economy was raising, a feature video, rolling city, to take on a role in a sport |

**Table 22:** Common Mistakes Made by EG1 and CG1 Participants in PTIC1

The table highlights the most common mistakes that students made in both groups during the pre-test. These target collocations are used in sentences in various contexts and students had to choose or tick the right word or phrases to complete the collocation. Any other combinations that students create with no prior knowledge or encounter may lead to a wrong combination (mis-collocation), which means that these wrong combinations do not sound natural or common to native speakers. As to exemplify, participants were given an example as follows: *In your essay on the influence of TV, don't forget to discuss these ... **issues***. The main aim is to complete the target collocation in which one of its constituents were bolded with options given: *vast, bulky and key*. The majority of students in both groups made the same errors such *bulky/vast issues*. Here is another example of their errors in which context plays a significant role in finding the right answer: *There are always some problems when **two companies** join together but I*



*think it will be worth it in the long run.* Students must select the right answer to replace the underlined phrase to make the sentence sound more natural. The best answer from these options (*diverge, immerge* and *merge*) is ‘*merge*’, which one of its meanings is to combine or make two or more things combine to form a single thing. The instructions as well the highlighted collocations given in the test challenges students to find the right words/phrases to form natural combinations and to understand the context in which these combinations are used.

There are other questions, which required true-or-false answers such in the following instruction: The verb in the following sentence is correct and collocates with **hot**. *His face showed hot at the memory of his embarrassment.* The verb in this case does not collocate with ‘*hot*’ and the statement is therefore false. Others questions tested students’ knowledge on the formality and informality of collocations (register) as in: Is the statement true or false? *The collocation in this sentence is formal. The students were all bored stiff by the lecture.* The collocation is not formal in this sentence. These questions generally test students’ knowledge and understanding of collocations as well as the contexts they are used in to find the right answers and form natural combinations. The collocations shown in the table above are the most frequent mistakes while there are other less frequent mistakes such when students are asked to tick several words that collocate with a given word such as ticking the three words that collocate with ‘*cold*’ with the following options: *grow, come, get* and *become*. The only word that does not collocate with ‘*cold*’ is ‘*come*’. Other questions asked about the nature of highlighted expressions, whether they are idioms, compounds or collocations, to make them aware of the different labels of such constructions and patterns as in these two questions: Which of the types would **make a decision** fit into?

- Noun+verb
- Verb+noun
- Adverb+adjective

The collocation consists of a verb and a noun, yet some students gave the wrong answers. It is really important to differentiate between word categories (verbs, nouns, adjectives, etc.). Another type of questions in which students made mistakes when answering is as follows: Put the expression **a storm in a tea cup** into the right category.

- Compounds
- Idioms
- Collocations

The correct answer is ‘idioms’, whereas the minority of students failed at giving the correct answer. Idioms, compounds and collocations are all combinations of words and essential part of formulaic language and EFL learners should learn when to tell the difference. Table 23 also highlights the most frequent mistakes students committed in the post-test (PTIC2):

| PTIC2        |                                                                                                                                                                                                                                                                      |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Study Groups | Common Mistakes                                                                                                                                                                                                                                                      |
| EG1-CG1      | easy to regard, book comes down, reach the trusting victory, striking up a chat, scalding/extremely hot, burst into fears/anger, to tie the rope/ribbon, the economy was raising, to take role in, has recently taken a second career, book tags, striking up a chat |

**Table 23:** Common Mistakes Made by EG1 and CG1 Participants in PTIC2

Once again, this table shows the most common mistakes made in the post-test. Clearly, there are fewer highlighted mistakes compared with PTIC1. Some of the mistakes highlighted in PTIC1 are no longer found in PTIC2 or not as frequent mistakes as they were in the pre-test.

This indicates that students either realised that some of their answers were incorrect and they had to select another. Some of them successfully chose the right answers reducing the number of their mistakes throughout the whole test while others chose other words, which do not collocate with the target word. For example, students who previously chose ‘comes up’ to collocate with ‘book’ chosen another verb ‘comes down’ in the post-test. These two verbs do not collocate with ‘book’, so the same mistake with choosing the right answer persists with the same target collocation. There were some other mistakes related to the context as in the instruction: Choose the right adverb to complete the sentence. *Wash the tablecloth in ... hot soapy water.* The options were as follows: *scalding*, *extremely* and *fairly*. The majority chose either *scalding* or *extremely*. As a note, all the three options collocate with *hot*; however, only one fits the context, which is *fairly*. One cannot wash a tablecloth in scalding or extremely hot water. Students must read the sentences carefully and understand the context. The only explanation to these common mistakes has mainly to do with adverb scalding which could be a new word to them. The word extremely is a common word in English and students who selected this option could either give less attention to the context or did not bother to give the right answer to this question. Generally, the majority of students learnt from their mistakes in the pre-test, hence a few common mistakes highlighted in the post-test. These results are attributed to the role of instant feedback that the interactive testing platforms provided during the pre-test while showing whether their answers are correct or wrong.

#### **5.1.4.2. EG2 and CG2**

The following table shows the most common mistakes of students in EG2 and CG2 in the post-test. It was the only test applied with these two groups.

| PTIC2        |                                                                                                                                                                                                                                                                                                                                                                      |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Study Groups | Common Mistakes                                                                                                                                                                                                                                                                                                                                                      |
| EG2-CG2      | <p>blistering raid, a book comes up, two companies emerge, accepting victory, has recently struck a second career, granted sole protection, to reach the energy, book tags/receipts, striking up a chat, take at the chance, scalding/extremely hot, substantial mistakes/engine, create a good relationship, at first look, a feature celebration, take in role</p> |

**Table 24:** Common Mistakes Made by EG2 and CG2 Participants in PTIC2

Students in both groups made these mistakes, in addition to other mistakes when answering other questions related to the context or knowledge on collocations and whether they are formal or informal. Identifying the type of combinations (compounds, idioms, collocations) were also some of the mistakes that students made in the test. As an example, Is the statement true or false? We call expressions like *pass the buck* and *be over the moon* collocations. Well, students found difficulties answering this question. The two expressions are idioms and knowledge on these expressions beforehand is essential. These examples are presented in the course and students were tested on such in the post-test. Students were unable to memorise this or they did not pay attention to some of the idioms included in the course.

The number of the most frequent errors in the post-test for EG1 and CG1 are comparatively lower. However, students in EG2 and CG2 made mistakes that are more frequent. The pre-test helped learners to narrow down the options and, therefore, higher chance or probability to answer correctly, especially that the pre-test instantly gives feedback whether the options chosen are correct or not. Unlike EG1 and CG1, the last two groups have solely relied on the lessons seen in the course and their memory of these target collocations or

information given in the lessons. They had only one chance to test their knowledge and narrow then the list of options in each question. What can be deduced is that the pre-test gave students some advantage over those who have not had any and the role of instant feedback has proved pivotal to their overall results.

### 5.1.5. Learners' Common Mistakes in the Tracer Test (EG1/EG2)

The only reason why these two groups were chosen for the comparison is that they both received a tracer test. The number of the most frequent mistakes in the two groups is not certainly the same. Students in EG1 had more chances to reduce the probabilities of making mistakes, however less chances with students in EG2. Here are the most common mistakes in each group:

| Tracer Test  |                                                                                                                                                                                                                                                                    |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Study Groups | Common Mistakes                                                                                                                                                                                                                                                    |
| EG1          | two companies diverge, easy to overlook, has recently taken a second career, book tags, striking up a discussion, box-office lead, strictly declined, rolling city                                                                                                 |
| EG2          | to take job/role in a sport, rolling city, a feature video, The economy was raising, swelling with fear, extremely hot, substantial mistakes, at first vision, granted sole support, blistering strike, book tags, striking up a discussion, two companies diverge |

**Table 25:** Common Mistakes Made by EG1 and EG2 Participants in the Tracer Test

Apparently, students in EG1 made less mistakes compared to their counterparts in EG2. The first group managed to reduce the number of their wrong attempts at each question and avoid their mistakes in the previous tests. Although both groups made their best to avoid as many mistakes as possible, EG1 have made significant improvement in their final scores.

Students in EG2 have also learnt a lot from their mistakes in the post-test and their results in the tracer test are reliable indicator of their learning and improvement. Applying the pre-test has certainly had influence on students' overall results, yet the way the whole course was designed and lessons were arranged, in which learners can interact with the contents with the help of multimedia, has also contributed to their results in the tests.

## **5.2. The Discussion of the Study Hypotheses**

The subsequent sections are devoted to check the validity of the research hypotheses throughout the research findings. There will be a reference made to each hypothesis in the subsequent sections.

### **5.2.1. Comparing the Results of the Study Groups**

Prior to testing the validity of the first hypothesis that “The interactive websites would boost EFL learners’ retention of the target collocations in comparison to the traditional class-based lessons”, it is crucial to examine:

- The differences between the mean scores of the study groups (EG1, CG1, EG2, CG2) in the post-test
- The differences between the mean scores of EG1 and CG1 in the post-test
- The differences between the mean scores of EG1 students in the pre-test-and-post-test
- The differences between the mean scores of EG1 students in the post-test and tracer test
- The differences between the mean scores of (EG2) students in the post-test and tracer test

One-way ANOVA was calculated to verify the significance of the differences between multiple independent groups. All the four groups were examined on their performance in the post-test. Results are given below:

| Variable                 | Groups         | Sum of squares | df  | Means of squares | (F) Value | Significant level (P) Value | Size of effect    |
|--------------------------|----------------|----------------|-----|------------------|-----------|-----------------------------|-------------------|
| <b>PTIC2 (Post-test)</b> | Between Groups | 3394.892       | 3   | 1131.631         | 39.009    | <0.001                      | <b>0.5 Medium</b> |
|                          | Within Groups  | 3365.100       | 116 | 29.009           |           |                             |                   |
|                          | Total          | 6759.992       | 119 |                  |           |                             |                   |

*N= EG1 "30", CG1 "30", EG2 "30", CG2 "30"*

**Table 26:** One-way ANOVA and (F) Value for Differences between the Study Groups (EG1, CG1, EG2 & CG2) in the Post-test

According to the results, there are statistically significant differences between the study groups in the post-test as (F) value reached (39.009). Therefore, it is a statistically significant value at the level of significance ( $P < 0.001$ ).

To check the differences between and within groups, the means, standard deviation and Scheffe test were calculated. Table 27 and 28 show the results in detail:

| Variable | Groups     | Means | Std. Deviation | Direct of differences |
|----------|------------|-------|----------------|-----------------------|
|          | <b>EG1</b> | 44.5  | 5.5            | <b>EG1</b>            |

|                  |            |      |     |  |
|------------------|------------|------|-----|--|
| <b>Post-test</b> | <b>CG1</b> | 34.9 | 4.7 |  |
|                  | <b>EG2</b> | 39.5 | 5.4 |  |
|                  | <b>CG2</b> | 30.1 | 5.9 |  |

*N= EG1 “30”, CG1 “30”, EG2 “30”, CG2 “30”*

**Table 27:** The Differences between the Study Groups (EG1, CG1, EG2 & CG2) in the Post-test

Table 27 shows that the differences between the study groups in the post-test appears in favour of EG1 with the highest mean (44.5) compared to EG2, CG1 and CG2, with means of 39.5, 34.9, 30.1, respectively. The experimental groups (EG1-EG2) have outperformed their corresponding counterparts in the control groups (CG1-CG2).

Table 28 clearly illustrates the results after applying Scheffe test. This statistical measurement was applied in order to examine the differences between the study groups in the post-test:

| <b>(I) Post-test</b> | <b>(J) Post-test</b> | <b>Mean Difference (I-J)</b> | <b>Std. Error</b> | <b>Sig.</b> |
|----------------------|----------------------|------------------------------|-------------------|-------------|
| <b>EG1</b>           | EG2                  | 5.00**                       | 1.39067           | .01         |
|                      | CG1                  | 9.56**                       | 1.39067           | .001        |
|                      | CG2                  | 14.33**                      | 1.39067           | .001        |
| <b>EG2</b>           | EG1                  | -5.00**                      | 1.39067           | .01         |
|                      | CG1                  | 4.56*                        | 1.39067           | .05         |
|                      | CG2                  | 9.33**                       | 1.39067           | .001        |
| <b>CG1</b>           | EG1                  | -9.56**                      | 1.39067           | .001        |
|                      | EG2                  | -4.56*                       | 1.39067           | .05         |
|                      | CG2                  | 4.76*                        | 1.39067           | .05         |
| <b>CG2</b>           | EG1                  | -14.33**                     | 1.39067           | .001        |
|                      | EG2                  | -9.33**                      | 1.39067           | .001        |
|                      | CG1                  | -4.76*                       | 1.39067           | .05         |

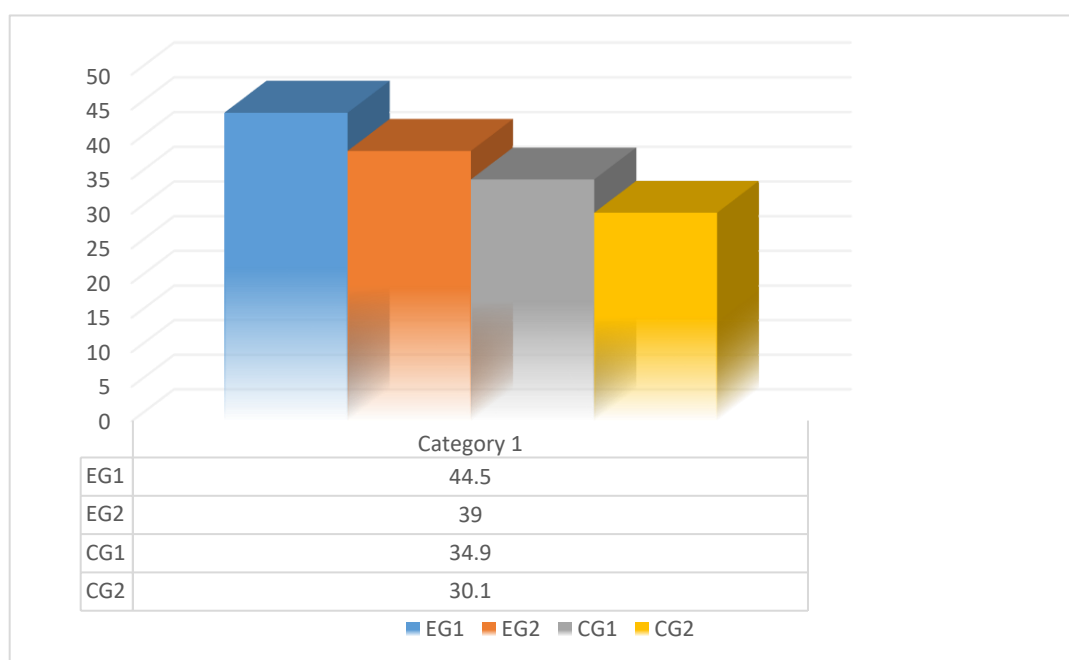
*P<0.001\*\* P<0.01\*\* P<0.05\* N= EG1 “30”, CG1 “30”, EG2 “30”, CG2 “30”*

**Table 28:** Scheffe Test for the Differences within the Study Groups in the Post-test

There are statistically significant differences between EG1 and the other study groups (EG2, CG1 & CG2) in favour of EG1. There are also statistically significant differences



between EG2, CG1 and CG2 in favour of EG2. Moreover, statistically significant differences are found between CG1 and CG2 in favour of CG1.



**Graph 6:** The Mean Scores of (EG1, CG1, EG2 & CG2) in the Post-test

In the light of these results, it is clear that there are statistically significant differences between the mean scores of the study groups (EG1, CG1, EG2, CG2) in the post-test. EG1 participants got the higher score compared to all the three remaining groups.

To examine the differences between the mean scores of EG1 and CG1 in the post-test, ANCOVA was applied. The results are displayed in the table below:

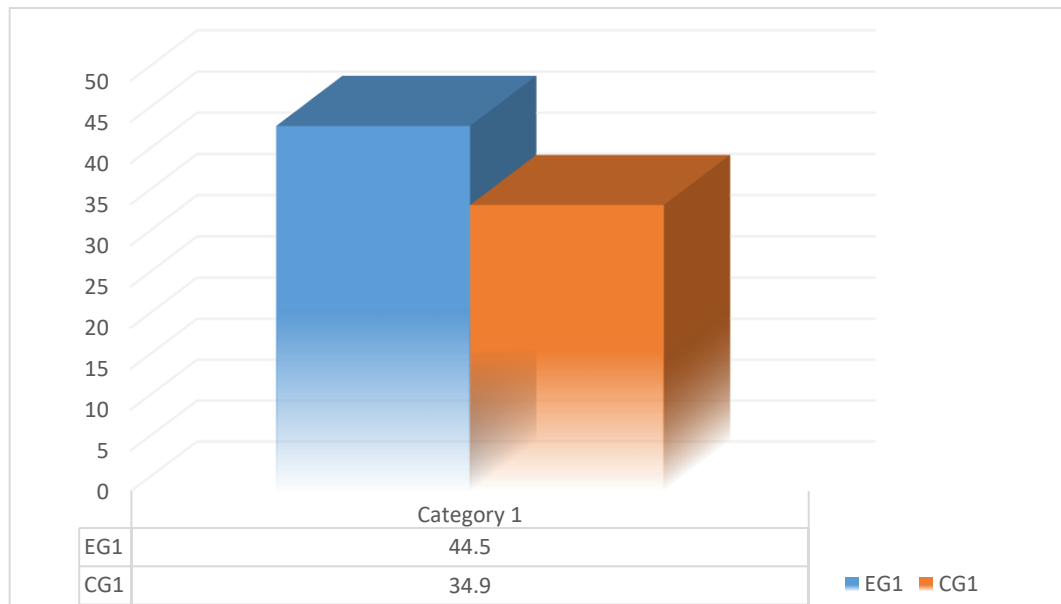
| Source of variance     | Sum of squares       | df | Mean square | F       | Significant level (P) Value |
|------------------------|----------------------|----|-------------|---------|-----------------------------|
| <b>Corrected Model</b> | 613.238 <sup>a</sup> | 2  | 306.619     | 11.884  | <0.001                      |
| <b>Intercept</b>       | 4155.218             | 1  | 4155.218    | 161.045 | <0.001                      |
| <b>Groups</b>          | 360.106              | 1  | 360.106     | 13.957  | <0.001                      |

|                        |            |    |         |       |       |
|------------------------|------------|----|---------|-------|-------|
| <b>Pre-test</b>        | 238.238    | 1  | 238.238 | 9.233 | <0.01 |
| <b>Error</b>           | 1470.695   | 57 | 25.802  |       |       |
| <b>Total</b>           | 107756.000 | 60 |         |       |       |
| <b>Corrected Total</b> | 2083.933   | 59 |         |       |       |

*N= EG1 "30", CG1 "30"*

**Table 29:** ANCOVA and (F) Value for Differences between of EG1 and CG1 in the Post-test

The results above indicate that there are statistically significant differences between EG1 and CG1 in the post-test in favour of EG1, as (F) value was (13.957), which is a significant value at level of significance less than ( $< 0.001$ ). There are also statistically significant differences between EG1 and CG1 in the post-test after including the effect of the pre-test in favour of EG1. (F) value reached (9.233), and it is a significant value at the level of significance less than ( $< 0.01$ ).



**Graph 7:** The Mean Scores of EG1 and CG1 in the Post-test

There are statistically significant differences between the mean scores of EG1 and CG1 in the post-test with means of 44.5 and 34.9, respectively. The scores are higher in EG1 compared to CG1.

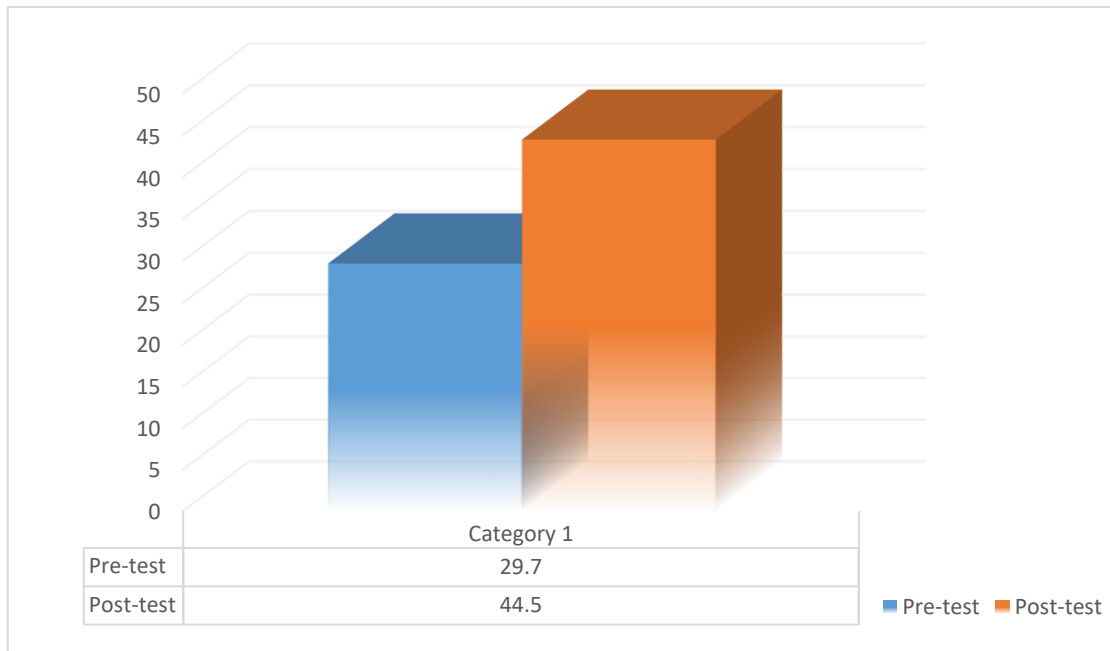
In order to examine the differences between the mean scores of EG1 students in the pre-test and post-test test after applying the experimental processing procedures, the t-test was calculated to verify the significance of the differences between paired samples. The results are shown in the following table:

| Variable        | Group            | Mean | Std. Dev | Mean of differences | (T) value | df | Significant level (P) value | Size of effect |
|-----------------|------------------|------|----------|---------------------|-----------|----|-----------------------------|----------------|
| <b>The Test</b> | <b>Pre-test</b>  | 29.7 | 8.27     | -14.733             | 14.535    | 29 | < 0.001                     | 0.9<br>Large   |
|                 | <b>Post-test</b> | 44.5 | 5.46     |                     |           |    |                             |                |

*N*= "30"

**Table 30:** The Differences of the Mean Scores of EG1 Students in the Pre-test and Post-test

There are statistically significant differences between the mean scores of EG1 students in the pre-test and post-test, in favour of the post-test. (T) value reached (14.733) and it is therefore considered as a significant value at the level of significance that is less than ( $< 0.001$ ), whereas the mean of the pre-test was (29.7) and the post-test was (44.5), with large effect size of (0.9).



**Graph 8:** The Mean Scores of EG1 in the Pre-test and the Post-test

According to the above, there are statistically significant differences between the mean scores of EG1 in the pre-test and post-test, in which participants got 44.5 as a mean score with a mean difference of 14.8. Therefore, it is considered as a significant improvement.

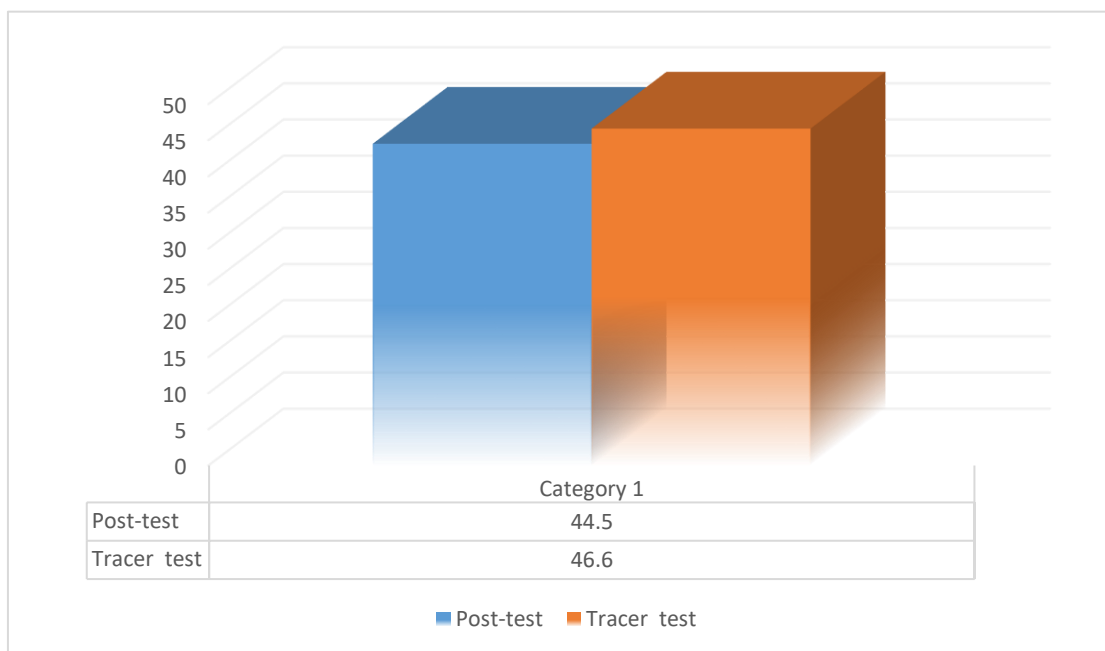
This table shows the differences between the mean scores of EG1 in the post-test and tracer test using t-test. Details are given as follows:

| Variable | Group       | Mean | Std. Dev | Mean of differences | (T) Value | df | Significant level (P) Value | Size of Effect |
|----------|-------------|------|----------|---------------------|-----------|----|-----------------------------|----------------|
| The Test | Post-test   | 44.5 | 5.5      | -2.18               | 3.516     | 29 | < 0.01                      | 0.3 small      |
|          | Tracer test | 46.6 | 4.9      |                     |           |    |                             |                |

*N= "30"*

**Table 31:** The Differences between the Mean Scores of EG1 in the Post-test and Tracer Test

The results show that there are statistically significant differences between the mean scores of EG1 in the post-test and tracer test in favour of tracer test, in which (T) value reached (3.516). It is considered as a significant value at level of significance less than ( $< 0.01$ ). The mean of EG1 in the post-test was (44.5) and the tracer test was (46.6) with mean of differences of (-2.18), and small effect size of (0.3).



**Graph 9:** The Mean Scores of EG1 in the Post-test and Tracer Test

Participants' scores in the tracer test slightly improved with a mean difference of 2.18. However, it is not considered as a statistically significant difference between the mean scores of EG1 in the post-test (44.5) and tracer test (46.6).

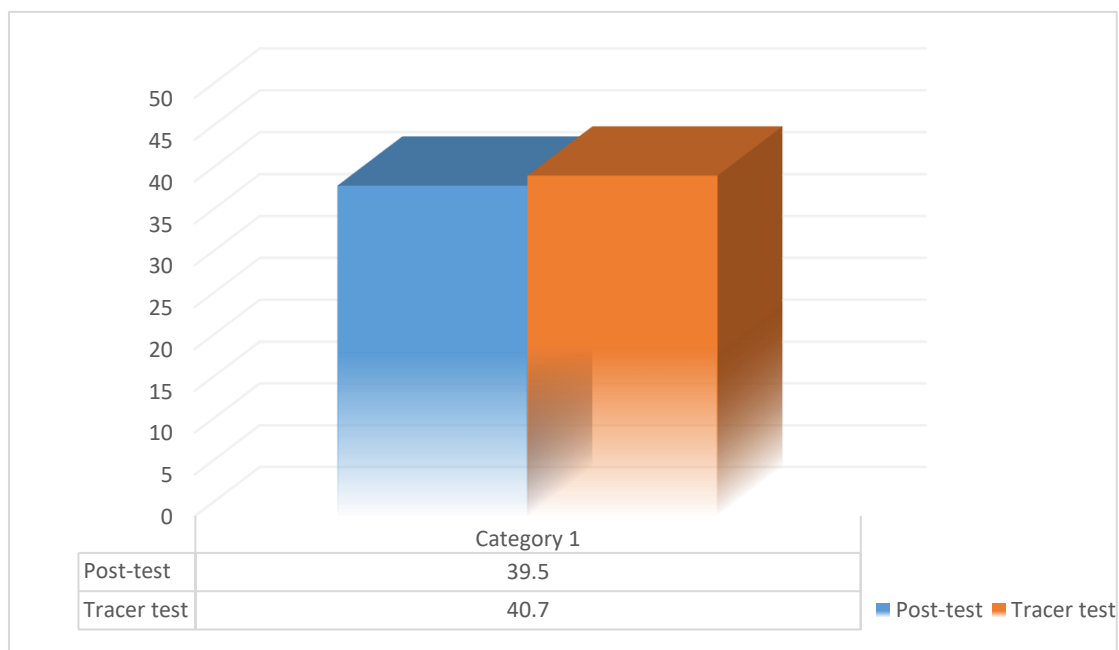
The next step was to examine the differences between the mean scores of EG2 students in the post-test and tracer test. T-test was applied.

| Variable | Tests       | Mean | Std. Dev | Mean of differences | (T) Value | df | Significant level (P) Value | Size of effect |
|----------|-------------|------|----------|---------------------|-----------|----|-----------------------------|----------------|
| The Test | Post-test   | 39.5 | 5.4      | -2.26               | 3.367     | 29 | < 0.01                      | 0.3 small      |
|          | Tracer test | 40.7 | 5.2      |                     |           |    |                             |                |

*N*= “30”

**Table 32:** The Differences of the Mean Scores of EG2 in the Post-test and Tracer Test

The results indicate that there are statistically differences between the mean scores of EG2 students in the post-test and tracer test in favour of the tracer test, in which (T) value was (3.367). It is a significant value at level of significance less than ( $< 0.01$ ). However, the mean difference between the post-test and the tracer test was (2.26) and small effect size of (0.3). Therefore, it is not a statistically significant difference.



**Graph 10:** The Mean Scores of EG2 Students in the Post-test and Tracer Test

Based on the results, there are no statistically significant differences between the mean scores of EG2 in the pre-test and tracer test. The graph shows that there is no significant difference after calculating the mean difference.

Overall, there are statistically significant differences in terms of participants’ scores in all the study groups. The experimental processing procedures were effective (interactive and in-class); however, all results were in favour of the experimental groups (EG1-EG2). In the light of these results, the first hypothesis “The interactive websites would boost EFL learners’ retention and use of the target collocations in comparison to the traditional class-based lessons” is confirmed. Using interactive websites has immensely contributed to learners overall scores in the experimental groups compared to control groups. This proves the usefulness of interactive websites in the participants in learning, retrieving and using the target collocations.

### 5.2.2. Post-treatment Questionnaires

Shorts post-treatment questionnaires were administered to collect data about learners’ experience and feedback on the different tests. Their feedback will provide evidence to check

the validity of the second and third research hypothesis concerning instant feedback and learners' attitudes towards using interactive websites in learning collocations.

Participants provided their feedback on their learning experience using the interactive websites throughout the different sections of the course. They were also invited to give their suggestions and recommendations to enhance the experience. Rating the course was the last step in the questionnaires, which were in-built in the interactive course and automatically appeared once a participant finishes a section or a test. Only participants in the experimental groups had the chance to respond to these questionnaires.

#### 5.2.2.1. EG1 Participants' Feedback on the Pre-test

- **How hard was this test?**

| Pre-test     |                         |
|--------------|-------------------------|
| Participants | How hard was this test? |
| 6 (20%)      | too easy                |
| 20 (67%)     | just right              |
| 4 (13%)      | too hard                |

**Table 33:** Participants' Feedback on the Difficulty of the Pre-test

The majority of participants (67%) found said that the pre-test is 'just right', i.e., it was neither 'too easy' nor was it 'too hard'. For most questions, participants had to select the right answer, say whether a statement was 'True/False' or select a word to complete a collocation. It was not 'too easy', as the concept was totally new to many learners. The feedback reflects the different levels of participants and their familiarity with collocations. It could be also possible that participants have encountered such combinations without being fully aware of the concept itself.



- If you have any suggestions concerning the pre-test, please state them in the space provided.

| Participants | Feedback |
|--------------|----------|
| 13 (43%)     | Yes      |
| 17 (57%)     | No       |

**Table 34:** Feedback on the Pre-test

More than the half of the participants (57%) provided their suggestions concerning the pre-test, which are outlined below:

| Participants | Comments                                                                                                                              |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1            | In order to answer one of these questions, you really need to have a good level in English and some knowledge on the English culture. |
| 3            | Nice questions, indeed!                                                                                                               |
| 4            | There were some tricky questions. Too challenging as well.                                                                            |
| 9            | It was a good test, full of new expressions.                                                                                          |
| 13           | Interesting questions and expressions.                                                                                                |
| 14           | Great test!                                                                                                                           |
| 16           | It was too easy, but I love it.                                                                                                       |
| 18           | I just want to thank you. This test was really informative.                                                                           |
| 19           | It was so hard.                                                                                                                       |
| 20           | I don't know what to say. It's a good test in general.                                                                                |
| 23           | Entertaining and cultivating.                                                                                                         |
| 25           | The test was easy and it contained useful expressions, but this needs a good memory.                                                  |
| 29           | The test was rich in new and interesting phrases.                                                                                     |

**Table 35:** Students' Comments on the Pre-test

Interestingly, almost all students' comments were in favour of the content of the pre-test and its questions. Many have reported that they have enjoyed it mainly because of the role of

interactive platform that helped creating fun and excitement while answering the questions with other options like music and sounds when interacting with the questions or receiving scores and ranking. All these audio and visual effects piqued learners' curiosity to advance more in the test and discover new expressions.

#### 5.2.2.2. Feedback on Sections and Tests

##### 5.2.2.2.1. Section 1 and Test 1

- **What did you learn from this section?**

All participants responded to this question in the questionnaire. The table states all of these below:

| Participants | Comments                                                                                                                                                                         |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1            | I learnt new words that I didn't know before.                                                                                                                                    |
| 2            | Collocations are important because they make our language sound more natural.<br>We should master them to sound like native speakers.                                            |
| 3            | This section was too easy for me to understand. I learnt about a new concept and how to find these expressions. I didn't know that they are important until I had these lessons. |
| 4            | I learned how to distinguish between collocations and compounds and idioms.                                                                                                      |
| 5            | I learnt what a collocation is and other new natural expressions.                                                                                                                |
| 6            | Alternative ways to talk about things                                                                                                                                            |
| 7            | A variety of new ways and expressions to improve our vocabulary                                                                                                                  |
| 8            | I learned what collocations, compounds and idioms are in addition to the types of collocations and why we must learn them.                                                       |
| 9            | The different types of collocation                                                                                                                                               |
| 10           | New information that I need to improve my level in writing and speaking                                                                                                          |

|    |                                                                                                                                                                                                                                                                                                                                                             |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 | Well, I learned a lot like the differences between collocations, idioms and compounds, their uses and how we use them accurately.                                                                                                                                                                                                                           |
| 12 | I learned what a collocation is and how learning these expressions is important. I also learned about the types and how we should take notes.                                                                                                                                                                                                               |
| 13 | New dimension to learning vocabulary                                                                                                                                                                                                                                                                                                                        |
| 14 | I've dealt with the definition of collocations and their types, some examples and how I can find them.                                                                                                                                                                                                                                                      |
| 15 | The difference between collocations and compounds                                                                                                                                                                                                                                                                                                           |
| 16 | I learned that these collocations help me improve my English to sound like native-speakers.                                                                                                                                                                                                                                                                 |
| 17 | I learned the types of collocations, how I can learn them using the dictionary and other ways. I learned about compounds as well.                                                                                                                                                                                                                           |
| 18 | I've come to learn about a new term, which is collocation. That's really interesting.                                                                                                                                                                                                                                                                       |
| 19 | How to distinguish between collocations, compounds and idioms; some useful tips and how to use the dictionary to learning collocations; some collocations that are used in formal English and other expressions that are used mostly in spoken English; finally, the importance of learning collocations to improve our English and to make it more natural |
| 20 | New vocabulary to me. I have learned some collocations that I used to use them incorrectly.                                                                                                                                                                                                                                                                 |
| 21 | I have realised that collocations are very important to speak and write naturally.                                                                                                                                                                                                                                                                          |
| 22 | The definition of collocation, which was considered new to me; the reasons why we should learn them, since they help master English like native-speakers. And I was surprised that we use these in our daily-life conversations without knowing that it is a field in itself and not just a way of learning words.                                          |
| 23 | When we learn and practice on collocations, we will understand what is spoken and written easily.                                                                                                                                                                                                                                                           |

|    |                                                                                                                                                              |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 24 | Be careful when choosing words                                                                                                                               |
| 25 | I did very well in the test. I have learned a lot of collocations; I can add them to my vocabulary.                                                          |
| 26 | I still have some problems with identifying nouns, prepositions...etc.                                                                                       |
| 27 | I must have a strong memory.                                                                                                                                 |
| 28 | According to the content of this section, I really want to learn a lot about collocations.                                                                   |
| 29 | I learned about collocation and that expressions can be learned like any other words; they help me as a student of English to enhance my writing and speech. |
| 30 | I learned lots of things about English collocations thanks to these lessons, these will help me to improve my English skills.                                |

**Table 36:** Learners' Feedback on Section 1

Section 1 seems to have taught students a variety of interesting collocation in particular and how they are extremely important in learning the language. Apparently, students have really enjoyed learning and they were very satisfied with the content and the new expressions they encountered in Section 1. Evidently, this contributed to raising their awareness of the importance of learning collocations since the first section was mainly theoretical in its content, the different aspects and types of collocation have aroused students' attention to spend more time learning these expressions. Additionally, learning new words is never effective without learning these words in chunks, i.e., with collocates. This is something that learners had to be aware of when learning from the course. Not all students were aware of the concept in spite of their familiarity with such expressions.

- **How hard was Test 1?**

| <b>Test 1</b>       |                                |
|---------------------|--------------------------------|
| <b>Participants</b> | <b>How hard was this test?</b> |
| 5 (17%)             | too easy                       |
| 23 (77%)            | just right                     |
| 2 (7%)              | too hard                       |

**Table 37:** Participants' Feedback on the Difficulty of Test 1

The majority of students in EG1 (77%) see that Test 1 is 'just right'. This means, again, that the instructions and the target collocations they were tested on were neither easy nor were they hard. The very minority of them (7%) found the test very difficult. The discrepancies in these results indicate that learners do not have similar level in English. Clearly, Test 1 was 'just right' for the majority of participants. This test focused on the concept of collocation, compounds and idioms in attempt to arouse students' attention of the differences between these concepts. Learners also practised on what they have learnt in Section 1 by responding to different instructions as to help them grasp the concept and learn new natural expressions. Some of the collocations in the test might have been either difficult or easy to learners depending on their understanding and level.

- **If you have any suggestions concerning the section/test, please state them in the space provided.**

| <b>Participants</b> | <b>Feedback</b> |
|---------------------|-----------------|
| 9 (30%)             | Yes             |
| 21(70%)             | No              |

**Table 38:** Participants' Comments on Test 1

This is the last question in the second short questionnaire, in which learners are supposed to provide any suggestions or comments on Section 1. Only (30%) decided to give their feedback and they are stated in the table below:

| Participants | Comments                                                                                                            |
|--------------|---------------------------------------------------------------------------------------------------------------------|
| 4            | I think the web page should be improved to be more flexible and easier to deal with.                                |
| 11           | It was very useful. Thanks for the info.                                                                            |
| 12           | I've learned new items and idioms and a new strategy to keep them in my mind quickly.                               |
| 14           | No, nothing. It contains all what we need. Thank you.                                                               |
| 19           | You should send us other courses that may be good for us in the future concerning collocation. It's so interesting. |
| 21           | No. Thanks for the hard work.                                                                                       |
| 22           | This test was very useful. Thank you.                                                                               |
| 24           | They are good lessons, full of information. Thank you, sir.                                                         |
| 27           | Some of the questions are a little tricky and need concentration.                                                   |

**Table 39:** Learners' Suggestions and Comments on Section 1

Learners were given more room to give their feedback as well as any suggestions concerning the whole section. These suggestions were taken into account as to enhance their experience learning from the course. Some students suggested designing similar courses on collocation since they have found this one very helpful and informative. The majority of their comments appreciated what they have learnt in the first section and the way the target collocations were presented in the test, which seemed 'tricky' to some.

#### 5.2.2.2.2. Section 2 and Test 2

- **What did you learn from this section?**

| Participants | Comments                                                                                                                                                        |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1            | Mastering collocations means natural and native-like speaking and writing.                                                                                      |
| 2            | I learned new words and collocation to use as part of vocabulary.                                                                                               |
| 3            | Talking about landscape and friendship in different ways                                                                                                        |
| 4            | How to prepare a presentation with interesting expressions about this                                                                                           |
| 5            | Well, I learned how to use collocations in sport, countryside, friendship, etc. I like the video about making a good presentation with nice expressions to use. |
| 6            | Many collocations of different words with different meanings                                                                                                    |
| 7            | New words and collocations                                                                                                                                      |
| 8            | 229 collocations                                                                                                                                                |
| 9            | Collocations used in different topics                                                                                                                           |
| 10           | All about collocation and a variety of ways to express many important things in our lives                                                                       |
| 11           | I took notes of many collocations.                                                                                                                              |
| 12           | Interesting topics and many more expressions related to them                                                                                                    |
| 13           | Very complex and advanced collocations and idioms                                                                                                               |
| 14           | New Vocabulary items that we can use in our daily life, such as how to talk about relationships, family, tourism, etc.                                          |
| 15           | New collocations and difficult expressions                                                                                                                      |
| 16           | Remembering some of these collocations is somewhat hard.                                                                                                        |
| 17           | How to recognize collocations                                                                                                                                   |
| 18           | I learnt the collocation 'jump at the chance'.                                                                                                                  |
| 19           | Things about presentation, films and books                                                                                                                      |
| 20           | I learned about making good presentations and collocations like 'violent protests', etc.                                                                        |
| 21           | There was a lot of information, so I couldn't memorize them all.                                                                                                |

|    |                                                                                                                                                                    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22 | Useful texts and descriptions about the countryside, sports, relationships, films and books.                                                                       |
| 23 | Collocation is an important part to learn to master the language.                                                                                                  |
| 24 | I absorbed many informative things.                                                                                                                                |
| 25 | Beginnings, how to give great presentations, relationships, countryside, festivals, hot and cold, family, films. Useful collocations were presented in each topic. |
| 26 | I learned new collocations to talk about different topics, and collocations can make my writing much better.                                                       |
| 27 | How to make a good presentation. Great tips and great collocations.                                                                                                |
| 28 | A great summary of all topics with expressions that we can learn and use in different contexts                                                                     |
| 29 | The word 'dress' is an uncountable noun when it refers to the style of clothing. That is a new information. Thanks!                                                |
| 30 | How to make a presentation and how to compare between formal and informal expressions                                                                              |

**Table 40:** Students' Feedback on Section 2

Learners have found this section rich in collocations presented in exciting topics. Not only have they learnt about collocations, but they have also learnt new things related to other aspects such as grammar. However, some of them could not memorise all the target collocations, for the section has covered many combinations.

- **How hard was Test 2?**

| Test 2       |                         |
|--------------|-------------------------|
| Participants | How hard was this test? |
| 2 (3%)       | Too Easy                |
| 10 (36%)     | Just Right              |
| 18 (61%)     | Too hard                |

**Table 41:** Participants' Feedback on Test 2 Difficulty



The majority of students found Test 2 ‘too hard’. This test was the longest targeted many collocations used in several topics. Over the half of participants (61%) found the test ‘too hard’. That is, participants either found the target collocations difficult to memorise or the test includes many questions.

- **If you have any suggestions concerning the section/test, please state them in the space provided.**

| Participants | Feedback |
|--------------|----------|
| 9 (30%)      | Yes      |
| 21(70%)      | No       |

**Table 42: Participants’ Comments on Test 2**

The majority of students (70%) provided their suggestions on the section. Their comments are listed as follows:

| Participants | Comments                                                                                                                                               |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2            | The time allotted to finish the 2nd test wasn’t enough, 45 minutes would've been much better.                                                          |
| 6            | This section was a little bit harder than the first one, but presented a wide variety of expressions to use in our daily conversations.                |
| 14           | Time was too short.                                                                                                                                    |
| 15           | Time is too tight; we needed more time to think.                                                                                                       |
| 16           | It was a hard, long test.                                                                                                                              |
| 18           | Questions were too hard.                                                                                                                               |
| 22           | Oh, I didn’t finish the test because of time- it was too short.                                                                                        |
| 25           | Too hard!                                                                                                                                              |
| 26           | For me, this part was more difficult than the last section; there were some questions I couldn’t find answers to. I did my best to answer them though. |

**Table 43 : Participants’ Comments on Section 2**

Section 2 was the rich in the number of collocations compared to Section 1. Accordingly, Test 2 was long and difficult for the majority of students and, perhaps, the hardest section and test in comparison with the previous section and subsequent one. Another point is that all the tests were timed (30 minutes). Students had to read questions quickly and decide on the right answers. Some students suggested allotting more time to Test 2.

#### 5.2.2.2.3. Section 3 and Test 3

- **What did you learn from this section?**

Learners were asked to give their opinions on the third section and the new things they have learned from this section. Although all sections revolve around the concept of collocations, yet there are always new things to learn. The table shows their answers regarding this question above.

| Participants | Comments                                                                                                                                 |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1            | New words and collocations clarified in examples                                                                                         |
| 2            | Collocations are used a lot in everyday topics. That's what I got to learn from this section with dozens of expressions."                |
| 3            | Collocations are essential, so somebody had to teach us about these before.                                                              |
| 4            | Many key words and collocations. The Collocationary was really helpful, especially when examples were given to explain each combination. |
| 5            | I got more details about collocations.                                                                                                   |
| 6            | New words and how they can be combined with many other words. Interesting.                                                               |
| 7            | Some Key words. Collocations helped me enhance my memory. I could memorise many of them, so that I can use them in communication.        |
| 8            | IT IS HARD.                                                                                                                              |
| 9            | It's all about the different types of collocation and learning many collocations."                                                       |
| 10           | New collocations in this section, many of them.                                                                                          |

|    |                                                                                                                                                                                                                                                                                                                                                           |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 | I learned how to use collocations accurately.                                                                                                                                                                                                                                                                                                             |
| 12 | More collocations. I like this new way of learning them.                                                                                                                                                                                                                                                                                                  |
| 13 | A lot of words                                                                                                                                                                                                                                                                                                                                            |
| 14 | The meaning of these key words with their collocations                                                                                                                                                                                                                                                                                                    |
| 15 | Different collocations                                                                                                                                                                                                                                                                                                                                    |
| 16 | Definitions of key words and the different types                                                                                                                                                                                                                                                                                                          |
| 17 | Some common collocations                                                                                                                                                                                                                                                                                                                                  |
| 18 | How to use expressions to talk about festival and celebration. In addition to that, I learned other ones related to sports. I learned most of them from the test that, but I needed a very good memory to remember all of them and what other words they collocate with them. It's a bit hard to remember these and using them correctly was a challenge. |
| 19 | It was a bit hard.                                                                                                                                                                                                                                                                                                                                        |
| 20 | Collocations about celebrations                                                                                                                                                                                                                                                                                                                           |
| 21 | Same topics that you mentioned before but in more details.                                                                                                                                                                                                                                                                                                |
| 22 | The Collocationary is very helpful.                                                                                                                                                                                                                                                                                                                       |
| 23 | Collocations about sport.                                                                                                                                                                                                                                                                                                                                 |
| 24 | Several ideas and collocations used in wonderful topics"                                                                                                                                                                                                                                                                                                  |
| 25 | I could guess which verb to use to complete a collocation in a sentence. Matching tasks helped learn a lot.                                                                                                                                                                                                                                               |
| 26 | How I can choose the appropriate words to form correct sentences with natural expressions                                                                                                                                                                                                                                                                 |
| 27 | I learned how to use the right words when I speak or write.                                                                                                                                                                                                                                                                                               |
| 28 | I got to know how to use words in a sentence correctly and this strategy makes our language sound natural.                                                                                                                                                                                                                                                |
| 29 | It was hard, but full of new and interesting information.                                                                                                                                                                                                                                                                                                 |
| 30 | A great experience. Many new things to learn.                                                                                                                                                                                                                                                                                                             |

**Table 44:** Students' Feedback on Section 3

Students' answers were by all means promising as they showed great favour in learning. As usual, they have learned more about the concept as well as these combinations and how words are combined to form natural and native-like sentences. Some of them appreciated using the customised dictionary used to teach them how words can have other words to form natural expressions in examples. The key words were selected from different topics in Section 2 and this helped students discover and learn more about these key words.

- **How hard was Test 3?**

| Test 3       |                         |
|--------------|-------------------------|
| Participants | How hard was this test? |
| 1 (3%)       | Too Easy                |
| 25 (83%)     | Just Right              |
| 4 (14%)      | Too hard                |

**Table 45:** Participants' Feedback on Test 3 Difficulty

The vast majority of participants (83%) found the test 'just right'. This probably indicates that as participants advanced with the sections and tests, they gained more familiarity with the website and the concept of collocation.

- **If you have any suggestions concerning the section/test, please state them in the space provided.**

| Participants | Feedback |
|--------------|----------|
| 7 (23%)      | Yes      |
| 23 (77%)     | No       |

**Table 46:** Participants' Comments on Test 3

Only 23% of participants responded to this question, whereas 77% of them did not. Their responses were recorded and then listed in the following table:

| Participants | Comments                                      |
|--------------|-----------------------------------------------|
| 1            | I think is harder than the previous sections. |

|    |                                                                                                                                                      |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2  | I think it's a little bit hard to remember all these collocations since we are going to fill in blank spaces.                                        |
| 5  | I like it, thanks a lot.                                                                                                                             |
| 8  | Next time, try to avoid repetition please.                                                                                                           |
| 19 | The dictionary was very helpful. I have learnt many key words with collocations related to the previous topics.                                      |
| 21 | The idea of Collocationary was amazing. I will use to learn more collocations.                                                                       |
| 23 | Thank you so much for this wonderful experience. I have learnt many expressions in lovely topics and I have learnt how to learn from the dictionary. |

**Table 47 :** Participants' Comments on Section 3

The dictionary shows all the possible words (verbs, nouns, adjectives, adverbs, prepositions) that can collocate with the key words provided in the section. Hence, memorising all the collocations in examples was not easy. It was time consuming and required much effort and dedication. Overall, the students appreciated this new experience regardless of any kind of inconvenience.

### 5.2.2.3. EG1 Participants' Feedback on the Post-test

- **How hard was this test?**

| PTIC2        |                         |
|--------------|-------------------------|
| Participants | How hard was this test? |
| 3 (10%)      | Too Easy                |
| 20 (67%)     | Just Right              |
| 7 (23%)      | Too hard                |

**Table 48:** Participants' Feedback on the Difficulty of PTIC2

Twenty (20) participants found the post-test 'just right'. This number represents the majority of participants with a percentage of (67%). Only 3% of participants found it 'too easy'.

- **If you have any suggestions concerning the post-test, please state them in the space provided.**

| Participants | Feedback |
|--------------|----------|
| 8 (27%)      | Yes      |
| 22 (73%)     | No       |

**Table 49:** Participants' Comments on PTIC2

Only (8%) provided their feedback on the post-test. The majority (73%) decided not to make any comments or provide suggestions. Perhaps learners had no further comments or suggestions to give concerning the post-test or their only feedback was already given on the difficulty of the test in a rather indirect way, and which has already been provided in the previous question. Here are the different comments made by participants after taking PTIC2:

| Participants | Comments                                                                                                 |
|--------------|----------------------------------------------------------------------------------------------------------|
| 2            | It was enjoyable.                                                                                        |
| 7            | I want to thank those whoever designed this course for us. I have learnt a lot.                          |
| 11           | It was much fun and informative.                                                                         |
| 12           | Informative. This made me realise that I need to work more on my vocabulary and English as well.         |
| 15           | I think it's a great course and interesting tests that we learned a lot from.                            |
| 20           | We want more similar courses with challenging questions. This test was not easy at all, but informative. |
| 22           | Could you please share more similar quizzes? Because it's really useful to learn more collocations.      |
| 27           | Good experience.                                                                                         |

**Table 50:** Participants' Feedback on PTIC2 (Post-test)

All participants found the post-test so useful in learning collocations. They enjoyed the experience in which collocations are interactively presented in different contexts. However, this does not mean that participants found all the questions easy to answer.

- **We are looking forward to your feedback concerning the whole course. Could you kindly give us your feedback?**

| Participants | Feedback |
|--------------|----------|
| 23 (78%)     | Yes      |
| 7 (22%)      | No       |

**Table 51:** Participants' Feedback on the Course

When it comes to learners' feedback on the whole course, 78% of them responded to this question leaving a minority of 22% deciding not to give their feedback. These are their comments on the course:

| Participants | Comments                                                                                                                                                         |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1            | It was a nice course. More to learn.                                                                                                                             |
| 2            | Very useful course to recommend.                                                                                                                                 |
| 3            | Wonderful learning experience.                                                                                                                                   |
| 4            | It was a new and exciting experience to learn a new concept, not following the traditional way.                                                                  |
| 6            | Well, I like this course. It taught me new words and collocations and how I can use them in a smart way. Thank you so much.                                      |
| 7            | The course was great! It is the first time to know about collocations. I have learnt many expressions that I can use while speaking and writing.                 |
| 8            | Time wasn't sometimes enough, but I find it interesting to practise on vocabulary.                                                                               |
| 10           | Wonderful and enjoyable exams, especially when we had to do tests with time limit to see what we learnt. This way kept us motivated throughout the whole course. |
| 11           | It is very helpful.                                                                                                                                              |
| 13           | Some questions haven't been counted although I selected to the correct ones. It was great fun though.                                                            |
| 14           | Looking for more similar courses.                                                                                                                                |
| 16           | Cool!                                                                                                                                                            |
| 17           | Happy to learn new collocations.                                                                                                                                 |
| 19           | It was an incredible course with new information. We just needed this.                                                                                           |
| 20           | I found that these tests are cultivating and exciting.                                                                                                           |

|    |                                                                                                                                                                                                     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 | I think the majority of tests were about ‘good memory’. I tried to learn and memorise a lot.                                                                                                        |
| 22 | I think the second section of the course was a bit long, but rich in collocations and expressions and it’s somehow difficult to memorise all of these. Thank you. Truly, it was a great experience. |
| 23 | Nice experience. Thank you.                                                                                                                                                                         |
| 24 | I have learnt a lot thanks to this course.                                                                                                                                                          |
| 26 | The course is easily understood and the method of teaching is very impressive and motivating.                                                                                                       |
| 27 | The same questions you can say in both tests, but in different ways. I like that.                                                                                                                   |
| 28 | The best website ever.                                                                                                                                                                              |
| 29 | It was great experience; the tests require memorising more than understanding.                                                                                                                      |

**Table 52:** Students’ Feedback on the Course

Participants found the course the best way to learn many collocations and, therefore, improve their level and enrich their vocabulary. Their comments were not in any way negative when saying a section was longer than they thought, or some of their answers were not counted. As to respond to this issue, in fact, these questions were double-checked and it has been found that the only reason leading to this technical problem is the poor connection. This often happens when there is a sudden cut-off in the Internet or poor connection making one of these questions take a long time to load and reveal the correct answer. On a different note, those correct answers, which were marked wrong, were later counted displaying the overall score as it is supposed to be. In sum, participants’ feedback was in favour of such interactive courses in which they have enjoyed learning many collocations being used in very exciting topics and in a more engaging way. It was interesting to know much more about their feedback in terms of rating. Table 53 illustrates that:



- **Could you kindly rate the course?**

| <b>Participants</b> | <b>Rating</b> |
|---------------------|---------------|
| 1 (3%)              | 1 star        |
| 1 (3%)              | 2 stars       |
| 1 (3%)              | 3 stars       |
| 7 (23%)             | 4 stars       |
| 21 (68%)            | 5 stars       |

**Table 53:** Rating the Course

The course received 21 full stars, which represents 68% of the whole participants who gave the top rating. Only one participant (3%) in each rating (1 star, 2 stars and 3 stars) was found, whereas 7 participants (23%) gave a four-star rating to the course. The statistics above suggest that the course has earned the highest number of the most favourable ratings (5 stars), and this number leads to say that the course helped participants learn new interesting expressions in a way that makes them feel extremely satisfied with their progress and what they could attain so far. In reflection to their feedback on the post-test, which represents the last step in the course. Twenty-four participants gave favourable comments on the test. Similarly, 21 participants gave the whole course 5 stars in general. Being satisfied with the final score after a long series of lessons and tests will most assuredly result in complete satisfaction with the course.

#### **5.2.2.4. EG2 Participants' Feedback on the Post-test**

Participants were tested on their understanding and memory through a post-test only. The following figure illustrates the different steps of the course.

- **How hard was this test?**

| <b>PTIC2</b>        |                                |
|---------------------|--------------------------------|
| <b>Participants</b> | <b>How hard was this test?</b> |
| 2 (7%)              | Too Easy                       |
| 13 (43%)            | Just Right                     |
| 15 (50%)            | Too hard                       |

**Table 54:** Participants' Feedback on the Difficulty of PTIC2

More than half of the participants found the post-test ‘too hard’ representing 50% of the whole group and only 43% said it was ‘just right’. Only 7% found the post-test too easy. Since participants were randomly selected, they are expected to have different levels in English. Perhaps the minority who found the post-test ‘too easy’ have already had a good level in English or they studied the course extensively and memorised as many collocations to be able to do the post-test. A substantial minority (6%) voted for ‘too hard’. A significant majority (55%), however, chose ‘Too Hard’, leaving only 39% saying that the post-test is ‘Just Right’.

- **If you have any suggestions concerning the post-test, please state them in the space provided.**

| Participants | Feedback |
|--------------|----------|
| 13 (43%)     | Yes      |
| 17 (57%)     | No       |

**Table 55:** Participants’ Comments on the PTIC2 (Post-test)

More than half of the participants (57%) commented on this test. The next table lists all of their comments on the PTIC2 (the post-test).

| Participants | Comments                                                                                                                   |
|--------------|----------------------------------------------------------------------------------------------------------------------------|
| 1            | It seems like a funny quiz.                                                                                                |
| 2            | I just like the questions because they are about different topics and these expressions used in our daily life. That’s it. |
| 4            | The test was very helpful and it introduced me to many expressions I’ve never seen before.                                 |
| 5            | Is a great idea. I want you to give us tests about difficult words in order to improve our vocabulary.                     |
| 8            | I like this game although it was a little bit hard for me.                                                                 |
| 13           | I have learned a lot.                                                                                                      |
| 14           | It was fun and a bit hard because I didn’t study collocations. But I got it now.                                           |

|    |                                                                                                                                                                                                                                                                                                    |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 | In some questions we had to choose several answers ... it is better to specify the number of answers, so we won't be confused. For example, I chose two correct answers and did not mention the third, the answer was considered wrong. And this is because we did not know the number of answers. |
| 17 | Words are so much hard to understand; however, I did my best to read a lot, but it still hard for me.                                                                                                                                                                                              |
| 18 | It was fun.                                                                                                                                                                                                                                                                                        |
| 21 | It is professionally designed.                                                                                                                                                                                                                                                                     |
| 23 | The test contains many hard questions.                                                                                                                                                                                                                                                             |
| 28 | For me, the test was hard because it contained very hard vocabulary.                                                                                                                                                                                                                               |

**Table 56:** Participants' Feedback on the PTIC2

A few participants mentioned the test difficulty in their comments. Evidently, the test would seem somehow difficult since learners did not practise on collocations as much as participants did in the first experimental group. Those in the first course gained greater familiarity with some of the expressions presented in the course through the pre-test and other additional tests. There was another interesting comment made by a participant suggesting to provide an accurate number of answers to select in response to multiple-choice questions. That was a very meticulous remark. Although this kind of questions were putting participants' memory to the test, it was also preferable to provide the exact number of answers to be selected in the instruction. This suggestion will be taken into consideration for further trials and future research endeavours. Apart from this, most of their comments were in favour of the test and its content. This means that learners enjoyed this experience being tested on what they have learnt from the course.

- **We are looking forward to your feedback concerning the whole course. Could you kindly give us your feedback?**

| Participants | Feedback |
|--------------|----------|
| 16 (53%)     | Yes      |
| 14 (47%)     | No       |

**Table 57:** Participants' Feedback on the Interactive Course

Only 53% of participants provided their feedback on the interactive course. What comes next is a list of their comments:

| Participants | Comments                                                                                                                                                                                          |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3            | Despite the fact that the test was hard, the course was full of information that helps me improve my vocabulary and writing.                                                                      |
| 5            | It was really good but long.                                                                                                                                                                      |
| 6            | An interesting course                                                                                                                                                                             |
| 8            | The whole program was really professional.                                                                                                                                                        |
| 10           | It took us much time until we forgot what we have already learnt. I suggest to improve and develop the web page.                                                                                  |
| 11           | The whole course was very useful. Videos, audio recordings explained some points and lessons really well. It was well understood.                                                                 |
| 13           | It was very amusing and cultivating. I learnt so many things with much fun.                                                                                                                       |
| 15           | It is a good experience.                                                                                                                                                                          |
| 17           | Generally, there are easy questions and there are difficult ones, and I learned a lot from these questions and course. This is great.                                                             |
| 18           | I like the course because it has more information and benefited us and not all teachers are doing this kind of courses.                                                                           |
| 19           | It was very helpful and educative; I'm definitely recommending this course to my friends.                                                                                                         |
| 20           | It is very rich course in natural expressions.                                                                                                                                                    |
| 23           | It was really great although it was a little difficult because my language is not that great. I really enjoyed it and I would be grateful if there were more challenges like this one. Good luck! |

|    |                                                                                                   |
|----|---------------------------------------------------------------------------------------------------|
| 24 | I think that these collocations are very important to learn in order to write in a beautiful way. |
| 26 | A good technique to learn more collocations and memorise them.                                    |
| 30 | Excellent work, great course with much to learn.                                                  |

**Table 58:** Participants' Feedback on the Interactive Course (Post-test only)

Almost all participants were in favour of learning collocations from this interactive course. Although useful and cultivating, there were some minor issues such as improving some aspects like design and navigability from one section or a lesson to another and providing flexibility.

- **Could you kindly rate our course?**

| <b>Participants</b> | <b>Rating</b> |
|---------------------|---------------|
| 0 (0%)              | 1 star        |
| 1 (3%)              | 2 stars       |
| 2 (6%)              | 3 stars       |
| 9 (27%)             | 4 stars       |
| 21 (64%)            | 5 stars       |

**Table 59:** Rating the Course

The majority of participants (64%) rated the course with five stars, then (27%) of them gave four stars. This is a good sign that the course was up to the expectations of the large majority of them.

As to recapitulate, participants provided their feedback on their overall learning experience and they were instantly told whether their attempts were correct or not. The correct answers were highlighted in green, whereas the wrong answers were in red. The instant feedback has in fact played a significant role during each test. Moreover, the colours and sounds have also served as mnemonics for visual and auditory learners. Mnemonics can help memorising the target collocations for later retrieval and use. The instant responses that participants received during the tests made it clearer and easier for them to avoid any further mistakes. The vast majority of participants learnt as many collocations and the feedback they

received was of great significance in the first place. This goes in the same direction of the second hypothesis that “Instant feedback provided by the interactive websites would be of substantial contribution to the learning and retention of collocations”. Furthermore, participants’ comments and rating have mirrored their positive attitudes towards the adoption of interactive websites in learning collocations. They found these tools more useful and effective compared to paper-based classes as they kept them motivated and interested in the content they are learning. Therefore, the hypothesis that “Second-year EFL undergraduate students at Oum El Bouaghi University would appreciate the use of interactive websites in their learning of collocations” is corroborated.

## **Conclusion**

Based on the analysis of data provided in this chapter, the findings corroborate the research hypotheses. The experimental groups (EG1 and EG2) have got higher scores in all the tests compared to the control groups (CG1 and CG2). Hence, interactive websites have proved useful in improving students’ performance in learning collocations, in which the results of the experimental groups were significantly higher than students’ results in the control groups. The incorporation of online has facilitated the learning and retention of the target collocations. Therefore, the first research hypothesis was confirmed.

Since the study has also attempted to raise students’ awareness of the significance of learning collocations through instant feedback. Participants in the experimental groups have benefited from the instant feedback during their learning of collocations. This strategy has immensely contributed to noticing and retrieval of the target collocations, hence the improvement in their scores in both the post-test and tracer test. It is safer to say that the second research hypothesis is confirmed since instant feedback serves as one way of explicit teaching of the target items and it directs students’ attention to the items being taught.

Furthermore, students' feedback reflects their appreciation of the using interactive websites for these platforms created a special atmosphere that is certainly conducive to their learning of collocations. It seems that today's generation of learners are more interested in interactive online learning since the inclusion of interactivity made their learning of this aspect more appealing than the conventional classes. This, again, confirms the third research hypothesis. The students appreciated the use of interactive websites in their learning of collocations.

## Chapter Six

### Pedagogical Implications

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## **Chapter Six**

### **Pedagogical Implications**

#### **Introduction**

The current chapter offers some suggestions about the usefulness of incorporating interactive websites in the EFL classes, particularly to teach and learn collocations. Moreover, the subsequent sections attempt to outline the main findings of the study with some relevant pedagogical implications regarding the teaching of collocations, mainly through the adaptations of ‘AWARE’ approach and its usefulness to both teachers and learners, in addition to other tools and materials needed in pedagogy. As a conclusion, the chapter lays out the contributions of this study, its limitations and directions for further research in the same area.

#### **6.1. Pedagogical Implications**

The key findings of the experimental study have revealed significant implications in pedagogy, which contribute to the enhancement of teaching and learning English as a foreign language. This study is, to the best of our knowledge, the first in Algeria to investigate the notion of collocation using interactive websites. The findings have mirrored the impact of interactive websites on EFL learners’ retention, retrieval and use of the target collocations in the light of the comparisons made at the level of participants’ results.

It is also worth saying that mirroring these impacts can help learners realise the importance of learning collocations, which, in return, will contribute to their overall proficiency and the development of their knowledge on these natural combinations. Most of the participants were explicitly unaware of the concept though they were, to some extent, familiar with the existence of such structures.

### **6.1.1. For Curriculum Designers and Teachers**

To ensure better learning of collocations, curriculum designers should be first fully aware of the growing body of research that evidenced the key role of learning collocations in enhancing learners' proficiency. In addition, highlighting the most relevant contexts and topics are of great value in the learning process. Effective learning occurs when there is curiosity or even great interest in the topics in which collocations are presented. It is therefore essential to think of collocation and context as inseparable and include multi-word expressions in topics that are more appealing to learners. Even the tasks and instructions should target the explicit learning of collocations using interactive tools as support materials with coursebooks to engage learners and foster their self-study skills as well as autonomy.

The achievement of the majority of participants in all the groups is a strong indication of their weakness in using natural English as reflected in the lack vocabulary knowledge and/or collocational knowledge. Thus, teachers should pay more attention to developing their students' collocational knowledge, explaining some of the difficult words separately and making the meanings of the whole chunks clear to them. The only way to achieving this is through increasing reading and listening assignments and speaking workshops about topics that interest students. Teachers should also provide clues and useful collocations to encourage and motivate learners to use the language naturally and accurately.

Furthermore, teachers should pay attention to students' interlingual and intralingual errors. Their mother tongue has some passive influence on their answers. It is essential to provide students with instructions to gauge their awareness on how languages function each time they encounter collocations, which, in most cases, have no L1 or L2 equivalents. Some of the patterns such as adjective + noun; verb + noun (dilexical verbs such as *make*, *do* and *have*) were more challenging, requiring more emphasis and practice on such types of collocations. At the instructional level, teachers should use the techniques to arouse students' attention such as

highlighting and bolding. The visual highlights attract attention to any uncommon or unknown collocations for the sake of enhancing the input, as EFL learners usually fail to notice these combinations. Students can also benefit from videos that contain subtitles with the highlighted expressions to ensure that they absorb the target input (collocations). When it comes to podcasts or any audio recordings, another technique to use is to mention some of the highlighted collocations and provide explanations when necessary. Audio and video scripts can be easily downloaded and edited. Thus, it is crucial to make advantage of those features to help students absorb the input effectively.

Speaking of features and techniques, mapping is another key element to consider while teaching collocations. Form and meaning should be both included and arranged in a way to make learners more involved and conscious of what they are learning. This could have positive effects on their recall. Although the techniques of highlighting and bolding were used with all groups (experimental and control groups), they were better exploited in the interactive course as the platform offers a diverse array of customisations to make the target collocations more noticeable. This was reflected in students' scores as those techniques drew their attention and helped them remember and retrieve the sequences even after some time.

Including tasks or lessons necessitate more interaction to boost the learning, retrieving and using collocations. It is through the interactional nature of the lessons and tests that learners in the experimental groups got higher results compared to their counterparts in the control groups. Teachers must incorporate interaction process and focus on mapping. Another key point is context. Before designing any course, whether interactive or not, it is advisable that designers or educators include everyday topics, which engage learning and interaction. For example, talking about films or a picturesque village may be more interesting to learners than politics or economics. Choosing the right topics has also proved to be effective as reported by some of the students about their efficacy in learning collocations.

In terms of frequency and patterns, the course (online interactive or offline in-class) has focused on all the types and patterns of the most frequent collocations in two different manners, however identical content was used in both versions. Learners in the experimental and control groups were given time to carefully study the different sections and lessons prior to taking each corresponding test. This has allowed for more exposure that can later help in memorising and retrieving collocations. The appropriate guiding and instructions that help learners to stay within the course and the learning path that is set for them was provided.

Throughout the interactive course, two skills can be highlighted: reading and listening. Students were tested on receptive skills, as they are the first steps to productivity. One cannot write or speak very well with no input. Again, teachers or syllabus designers should care about the content and the selected texts that interest learners and arouse their curiosity to learn while highlighting the target collocations. Graphs or even pictures can be of great help to reinforce understanding of the context and draw more attention, especially for visual learners. Extracts were used from various authentic materials by recognised authors and publishing institutions. The quality of materials has certainly some sort of impact on learning. Credibility and authenticity are of first-rate importance in designing any course.

Listening and watching videos are also essential. Some learners may prefer listening to reading as it goes effortlessly. Others may prefer reading and moving their eyes at some fixation points (for more details, read about eye-movement experiment in Chapter One). By providing enough listening, learners will be more exposed to collocations as used by native speakers in real life situations. Scripts can help learners keep up with the speakers for those who might have some difficulties understanding what is being said. Generally, students were in favour of the topics chosen for listening.

Another essential feature of the course is testing the students' knowledge and numerically measuring their performance. It is suggested that the tests are based on what learners have seen

in the course; instructions are clearly and succinctly put to avoid any ambiguity, which might have some negative impact on their overall scores. The tests used in the course were subject to trials to make sure that no technical issues can be encountered and to guarantee the continuity of the testing experience. At the linguistic level, the language and instructions were scrutinised for any points that could cause misunderstanding or raise skepticism about the proper and correct use of the language. For this reason, teachers are required to proofread their content and instructions, in addition to the possible answers before any final publication.

### **6.1.2. For Students**

ESL/EFL students should make special effort to learn collocations. There are several ways to expand their vocabulary with these ready-made combinations. Students are supposed to learn words in blocks instead of separate words. Learning words in combinations can be stored in the long-term memory, hence effective retention. It is also important that they learn to notice and highlight any strings of words they found interesting while learning. Although noticing collocations is not an easy task; however, the more one is exposed to these combinations through reading and listening, the more one's proficiency increases. This includes noticing skills as well.

There are many useful tools that learners can use to increase their collocational competence such as dictionaries of collocations. A good case in point is the Oxford Collocations Dictionary for Students of English. Another interesting and informative source for learning collocations is English Collocations in Use. These materials are beneficial for enriching the knowledge of collocations, and they should be recommended to the learners of English. The materials used in the study such as coursebooks can be more beneficial to students on their quest of learning English.

Students should boast certain qualities that are essential for them to nurture their knowledge, hence maximising their benefits. Autonomous students are more likely to learn (Chalupa & Haseborg, 2014). This internal trait is by far essential in learning and it a result of motivation, willingness and readiness for learning. In the context of collocations, learners should be more encouraged to learn them from authentic sources in order to develop their collocational knowledge and can use what they learn in real life situations.

In sum, this study is aspired to be of considerable benefit to the Algerian Ministry of Academic Research and Higher Education. It opens a door to many researchers to investigate collocation or any other aspects using interactivity. It would be interesting to investigate the effects of interactive websites on learning other types of formulaic sequences such as idioms. Further research could also be conducted to shed light on the productive knowledge of collocations since this study focused on the receptive collocation knowledge only. It is highly recommended that teachers start focusing on the very simple and basic collocations at Middle and Secondary School as the usefulness of teaching collocations at an early stage could be in various ways. Accordingly, educators need to highlight the significance of collocations in designing future new English textbooks for students with their interactive presentation tools. Increasing the input while teaching vocabulary with specific emphasis on collocations is fruitful and will certainly pay dividends. It is also hoped that this course will be of considerable help to EFL teachers of English in identifying their students' strength and weakness areas, setting tests, and adapting their teaching plans and, accordingly, increasing their collocational knowledge and language proficiency. The insights that one can get from the whole experiment and the course can be of considerable help to designer and instructors as well; these features could lead to better retention rates through interactivity. Coursebooks or lessons should have at least some parts where interactive tasks or courses are incorporated, or these could even be units of analysis of the classroom syllabus (Long & Crookes, 1987).

## **6.2. Techniques and Strategies for Teaching Collocations**

Technology and the Internet have enabled people to achieve more and more tasks without even realising how complex they are. Teachers and curriculum designers are now expected to learn how use and incorporate websites in their teaching and exploit their benefits to the fullest. However, prior to learning how to design an interactive website, teachers and designers should embrace the idea of online interactive teaching of any aspect of the language and be acutely aware of the its significance in learning.

This segment suggests various techniques to use in order to enhance learners' collocational knowledge and competence. Second/foreign language learners are not all equal in terms of age, aptitude, motivation, memory, hindrances, and so forth (Wray, 1999). These variables have an impact on each individual's processing capacity and desire to interact and learn. Irrespective of these variables and factors, several strategies and techniques can help learning collocations quite effectively.

One important strategy is to utilise collocation dictionaries. They are a valuable source that provide rich information on collocations. Using them inside or outside classrooms is a good way to develop learners' autonomy and encourage them to learn these combinations, especially in contextual sentences. Just looking a word up will give plenty of collocations related to that word. This tool is by far one of the essential ways to increase the collocational knowledge and expand the vocabulary repertoire of learners. In addition to collocations dictionaries, texts can also be useful to teach collocations if teachers use authentic extracts or excerpts. They are rich in collocational input. Students learn fast when they encounter words in authentic contexts and notice how they function when typically used in combinations (Alsakran, 2011). There are plenty of authentic resources where teachers can extract texts from such as books, newspapers or magazines. Asking students to read and highlight collocations and identify their categories or look them up in their dictionaries has proven effective to learning potential collocations and

commit them to the memory (Laufer, 2011). This technique of highlighting can increase learners' awareness and perception of such combinations through underlining or bolding collocations to make them easy to notice.

Apart from the aforementioned techniques, students can be encouraged to practise more through production activities, which can provide them with an opportunity to reflect on their syntactic processing when writing. In order for them to attain native-like proficiency and higher accuracy, learners must be fully aware of the difficulties they face to convey precisely what is in their minds. These difficulties allow them to reflect on their collocational competence and work to enhance it more (Farrokh, 2012).

#### **6.2.1. AWARE Approach**

According to Ying and O'Neill (2009), prior to solving any problematic situation, it is important to be aware of the problem and identify it through instruction. It is through awareness that one can run diagnoses of the likely problematic areas and provide practical solutions. They (2009) contended that the majority of EFL learners lack instruction to be fully aware and this, consequently, causes problems as far as language production is concerned. All of these problems can be results of the inadequate teaching of collocations, ignorance of the differences between L1 and the target language and, finally, their overuse of general terms that result in oversimplified writing style, awkward language and odd constructions.

Learners at the intermediate level or below are often obsessed with polishing their grammar and being good enough at the rules that govern each sentence they construct. In fact, enriching one's repertoire with such combinations is a great boon and, consequently, enhances one's linguistic competence and language use proficiency. The onus then is on the teacher to raise learners' awareness of their significance as a vital part in vocabulary learning.



Noticing collocations in any form of the language is what this approach attempts to teach. As the name implies, this word stands for awareness and raising learners' consciousness of collocations and how to be able to notice them in any source of input. It also questions the purpose of learning collocations. Then, comes the acquisition of the highlighted collocations using various effective techniques and strategies that suit learners' styles of learning collocations. Reflection is yet another purpose why this approach was founded in the first place. Learners should reflect on the process and content of learning while making adjustments whenever needed. Finally, 'exhibiting' refers to what they have learnt so far through reports following particular themes and demonstrating the collocations they have noticed and learned.

Ultimately, the 'AWARE' approach highlights the substantial role of language awareness in learning through various distinctive levels. It attaches importance skills such as noticing, employing different cognitive strategies to guarantee internalisation of word combinations and developing a psychological relation between the learner, content, and the process (Ying & O'Neill, 2009).

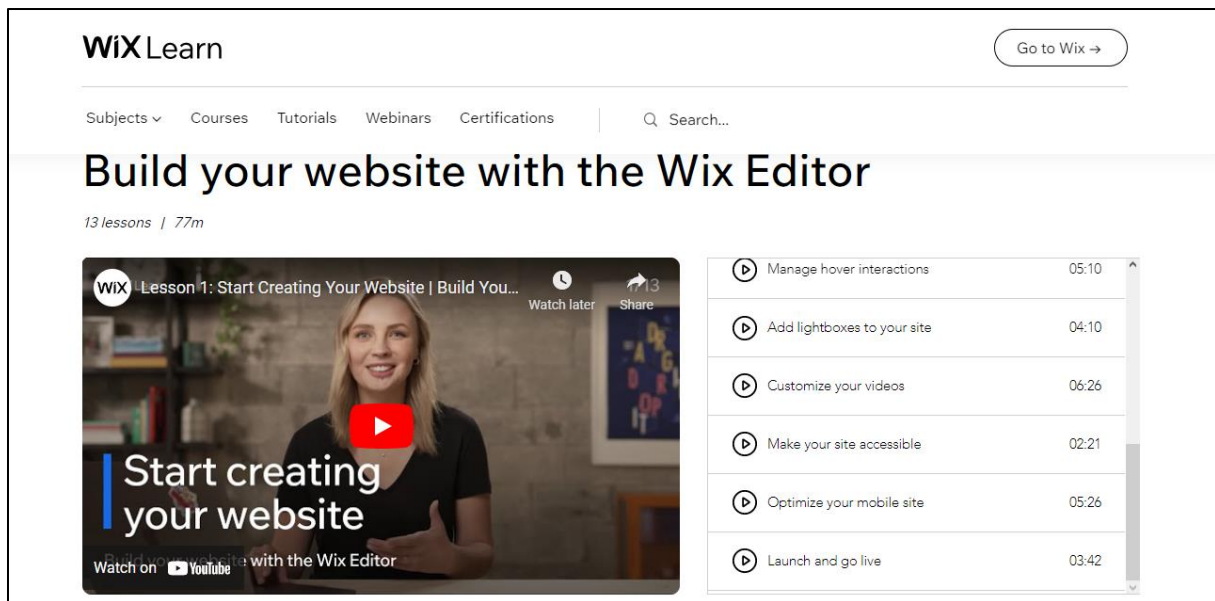
### **6.2.2. Designing an Interactive Website**

It is true that designing a website has always been a challenging task for both academics and practitioners, and perhaps an impossible thing to do for many without specialised knowledge (Polyxeni et al., 2014). Irrespectively of the difficulty, it is high time that teachers devoted some of their time and efforts to grasp the basics of websites and design one to suit their goals and needs. With the evolution of website builders, it has become much easier to design a website and create an impressive online presence. The few lines give the very basic steps for anyone who wants to set foundations to their first website.

One must be crystal-clear about the goals they are expecting to achieve. In fact, an overwhelmingly large number of platforms offers various types of websites, so deciding which

type of website to choose is a crucial step ahead to meeting the goals. The most exciting part comes when the aim is already defined and the kind of website is selected. Unlike before, where designing websites used to be rigorous and almost impossible for most common people, as they require coding skills, nowadays, the case is no longer the same with dozens of platforms designed for this purpose. One should keep overarching the purpose in mind and think about how the design will help achieve their objectives. The platform will generate a set of elements based on the choice that someone wants to accomplish. For example, if someone wants to sell photos online, the platform will suggest various options as displaying one's work in a portfolio format and including an online store where one can print and sell photos. In fact, it is obvious that the main goal tackled here in the literature is an interactive website to disseminate knowledge, interact with the students and assess their outcomes.

After identifying the goal, choosing a website builder can be often a hard choice to make as each offers different subscriptions and plans. Each plan charges users for the services they use and the features that are available for them. This step is very important as well. For the record, a website builder is also known as CMS; it is a space or a workshop where one can design, customise the website before making it public without any knowledge of coding at all. There are dozens of platforms available on the market, yet according to my humble experience with CMSs, Wix.com is not a mere platform. It is even the leading platform—if not the first—website builders in the world. With this CMS, creating, publishing and hosting the website is gratis with no time trials. There are premium packages for those who want to move to more tailored and upgraded online presence, with more features to enhance the website. There are plenty of images and backgrounds as well as innovative features such as transparent videos and scrolling effects. Tutorial videos guide users on how to create a website from A to Z.



**Figure 18:** A List of Tutorial Videos Offered by Wix (Wix.com)

Once logged into the platform, it is time to conceptualise the layout of the website. It is possible to drag and drop object available on the platform or just select layouts that professional designers already created for you. To users' delight, Wix gives a wide array of diverse templates and layouts, which makes this platform's library extensive and rich in customisable layouts. Depending on the goal, one can browse through the library and select one among hundreds of layouts. The user can fully customise all its elements by removing, replacing, adding, and changing texts, colours, images, etc.

Now that one has set the foundations to the design, another key step is to put all of these concepts and ideas into practice by preparing the featured content on the website. The content can be nothing but images, texts, videos, etc. The logo is also indispensable. Users should use their own materials as much as possible to ensure they are offering unique content. One can also resort to Wix's library where thousands of media features including photos, illustrations and interactive videos from various partners. More details on building a website are at: <https://www.wix.com/blog/2020/05/how-to-design-a-website/>.

### **6.2.3. Building an Online Course**

More people such as educators and assessors are seeking novel types of quality content to explore online and use with their students, especially when it comes to teaching new skills or even languages. One way to cater to this rising demand is to create an online interactive course like found on popular platforms such as Udemy and Coursera. Imparting expertise through online courses is a greater chance for teachers to position themselves as an authority in their field, foster a community of like-minded individuals around their business, and expand their reach - all from within your home. Teachers can have a clearer vision and idea concerning the different steps of how to create an online interactive course while always using the same CMS, but it all starts from a clear aim and branded website. The topic of the course is entirely in one's hands, for instance, it could be about teaching EFL learners some phrasal verbs, idioms, collocations all in one course. There could be endless list of choices, yet the right choice is a determining factor in an online course's success.

There are some main criteria to evaluate any particular online course. One of which is whether the course appeals to the designer/creator and the users/audience. It is important that whoever is attempting to create one to be at least knowledgeable about the topic or the subject that they want to publish to the audience and to be passionate about it. These criteria usually make for the most successful online courses. Furthermore, users can browse the Wix Learn Online Courses to get some inspiration and brush up on their skills (Sernoff & Spivak, 2021).

It is important to know what the audience think of the content or subject through gathering feedback. The best way to do that is to create polls or share online surveys. One can even make a short tutorial video and share it with the community to know what they think and to bring as many people to test your course and, above all, to learn from the topic one already chose. Therefore, doing some research on the selected subject or topic is mandatory. In this respect, finding similar courses is recommended. It is also a good idea to create content that can

comfortably fit into an existing, tried-and-tested space. According to bloggers Sernoff and Spivak (2021), an online course requires hard work and much time creating, testing and fixing before bringing the whole experience to the audience. There are call-to-action buttons (CTAs) to invite visitors to sign up for free for your upcoming online course.

Developing the curriculum of the course is the most important step. It is always useful to write down a list of the lessons you want to see on the course and break each lesson down to the main topics you want to cover. Logical order is a delicate step to take into account. Ideas must evolve and flow naturally as one advances further throughout the course to ensure a smooth and frictionless learning process. Teaching should be also working as a guide itself, i.e., taking the audience to one idea through systematic steps to make sure that learning occurs gradually and in a comfortable pace. Speaking of lessons, each must have an objective or outcome to attain at the end of each lesson.

Based on the materials gathered, the outline and research from the previous steps, now comes the creation of the actual content for the online course. Most courses use video as their main form of communication, and the course used in the present research work has exactly done the same. The written content, audio recordings, slides or a blend of a few different types of media are also useful. As for the study's course, a few steps were followed in the creation of the content:

#### **6.2.3.1. Filming and Editing**

Creating an online course requires relatively simpler equipment than one can imagine. There is no real need for professional or top-notch equipment to create a high-quality course. What really matters most is the quality of the content delivered to the audience, the credibility, authenticity of the information included in the course. For me, I just had to film myself talking using a green background (Chroma key effect) to replace it later by the background that I would

like to include. In case of using the green background, a video editing software will be then required as Wondershare Filmora. There are plenty of tutorial videos on how to change the green background using that software and how to edit the raw footage. Videos do not have to be pixel perfect, but fine lighting is essential. Videos need to be simple and straight to the point. It is essential to spend some time crafting a nice rhythm to the video by breaking it up into digestible bites, while leaving out unnecessary pauses and cutting longer takes up into a series of shorter, dynamic clips. There is always time to add titles, like the name of the course and lesson, and video captions to make the course accessible and easier to follow. Background music is optional without affecting the main voice(s).

#### **6.2.3.2. Assignments and Tests**

One useful way to check students' understanding of a particular subject is to create assignments, which can be in different forms and easy to view and download. Apart from files, teachers can include other online options such as quizzes and games. Like Wix platform, there are other platforms specialised in designing and creating interactive quizzes (e.g., Quizizz and Kahoot). Teachers should take advantage of the digital opportunities they have to improve their curriculum by asking for feedback whenever possible. It could be in the very beginning, during and after the course. They can use in-built questionnaires or surveys from the builder itself.

In sum, all the tools and techniques used to create a successful online course should endeavour to foster an active community of learners. In return, their contribution and experience can greatly help teachers to enhance the course. Through online assignments, users will be able to share their learning process with a group of peers. Together, they can celebrate their successes and raise any questions they may have. In addition, students can bounce ideas off one another, generating a vibrant conversation and enhancing the interest and excitement around the class.

### **6.3. Materials for Teaching Collocations**

The strategies and techniques that teachers use to help learners acquire collocations can be useless without correlating them with suitable materials. In order to bridge the gap between theory and practice, learners will be much more into putting the things they learn in class into practice. There are several materials that both teachers and learners can rely on to achieve certain objectives; and these materials require careful consideration, whether they align with the learning objectives. Nunan (1988) argued that materials are an indispensable part of the curriculum. The reason why they play a vital role in the process of teaching and learning is that they give both teachers and students more space to practice on certain aspects through activities. Materials in this case facilitate teaching and learning and they might offer models to help teachers build their lessons without having to do that from scratch.

Authenticity is another delicate matter when using materials in class. According to Nunan (1988), authentic materials are those, which project the real world with no exclusiveness for teaching only. Materials can be excerpts from books, newspapers, magazines, videos or any other form where language is used naturally in a communicative situation. On the contrary, Widdowson (Cited in Ahlstrom, 2005) opposed Nunan (1988) on authenticity as the only key element when referring to materials. Meaningfulness is yet another key to consider. Are these materials used in a meaningful manner to learners? Teachers must be aware enough to bring compelling themes and topics to their learners and project their real-life situations. For Lewis (2000), on the other hand, teachers must strike a balance between what is interesting and useful to learners. For a material to be interesting and useful, teachers must carefully use what meets with the learner's needs and develop their mental lexicon at the same time.

#### **6.4. Limitations, Significance and Suggestions for Further Research**

Despite the efforts to overcome the effects of potential confounding variables identified by previous collocation research, the current study, due to the complexity of its design and the use of multiple statistical measures, could have some limitations despite the significance of the findings. The first limitation relates to the relatively small number of sessions due to the protocol adopted during the pandemic. More sessions imply more interaction with students to know more about their experience and provide more assistance, especially with participants in the control groups. Gathering feedback from control groups was impossible, since the course required more time and dedication to the content. I had to administer various tests during each meeting unlike participants who used the interactive website. They went through all these online sessions and their results were automatically graded and stored in the database. The time allotted between each section and a corresponding test was not enough to go through the lessons in details, so the course rather focused on their ability to skim and memorise as many collocations as possible. Students could have obtained even better results if there were longer spans of time given before testing.

One more limitation of the present study is some of the technical issues students encountered when running the website on their smartphones. Some of them do not have PCs and they use old phones with outdated browsers. These browsers could not display the website or, in some cases, it took longer time loading to appear. Others did not have enough familiarity with using similar websites or courses. To solve these problems, I had to create a group on WhatsApp and guide them step by step. I suggested downloading efficient browsers such as Mozilla, Opera or Google Chrome instead of their default ones, which are usually basic and lack the necessary features. It was successful but not for all. I had again to make more tweaks to the website and create an app to make access easy and errors-free. It helped the majority of participants. More difficulties were expected, especially with those who did not have reliable



Internet. The app must be connected to the Internet and there is no such offline navigation as much as I wish I could provide this feature. There were also some technical problems in the testing platforms due to the poor connexion and interaction with the screen becomes impossible. On a positive note, all students got over these problems listed after so many attempts or using other devices.

Despite these limitations, the current study has thrown up many questions in need of further investigation. Further work is needed to understand the potential benefits of interactive websites as modern pedagogical tools and their superiority over the non-interactive classes and the subtle role they play to teach all types of collocations. The study can contribute to pedagogy and further research from various perspectives.

Theoretically, the literature states some of the various definitions proposed by several scholars and linguists; each of those perceived collocation from a different angle. However, the hybrid perspective is the one adopted in defining the concept, and which is a blend of the frequency-based and phraseological definitions. The hybrid perspective gives much emphasis on the occurrence of combinations more than once with no luck or misuse, and these must have specific syntactic structure with restricted combinability, with meaning and usage according to the intuition of native speakers. Practically, using the hybrid definition of collocations can improve the extraction of collocations from large corpora. By combining both approaches, researchers can avoid the shortcomings of each approach to yield better results.

Empirically, the study employed various strategies and instruments to investigate learners' collocational knowledge and performance on their receptive skills (reading and listening). For example, the interactive course exposed learners to various collocations through reading passages or even listening to podcasts and watching videos before being tested on the input they received though each stage of learning. The lessons in the course focused on both the implicit and explicit learning of collocations through interactivity. The content of the course

and the presence of interactive learning can be of significance specifically in pedagogical contexts, especially that learners are more accustomed with face-to-face learning. Bringing this new method of teaching through interactive websites and online courses can be much more useful and lead to better results compared to the conventional methods.

The experiment is a revelation to educators and assessors who can benefit from such tools and courses for more sophisticated evaluation and assessment practices. Learners' collocational knowledge can be assessed using several platforms, which saves time and reduce efforts. Not only do these courses help teachers evaluate their learners' performance, they also help teachers themselves to reflect on their teaching skills and methodologies. The content presented in the digital manner encourages educators and designers to put their skills to the test in order to create lessons that are more engaging. A further contribution was the design of the study. The Solomon Four-Group design has massively contributed to the current study as it can provide data that are more robust. Researchers should not shy away from using it in further studies for more accurate results. It requires complex statistical measurements; therefore, one should be more familiar with the various tests and measurements as well as the purpose of each.

The framework of the study in collecting raw data contributed to these valuable findings to finally draw conclusions on learners' performance and knowledge on collocations. It allowed for making comparisons between various groups who received the stimulus and those who did not; it also made possible to observe whether there are other factors influencing both internal and external validity of the results. Through the different stages of data collection, this study design helped in identifying knowledge change on collocations, which could not be diagnosed using just one-time data studies. Accordingly, I would suggest a similar study that lasts from more than a year including a large number of participants to better understand and obtain more accurate results on their collocational knowledge and performance that are likely to change over time.

In terms of the findings, the study suggested the outperformance of interactive websites and their superiority over the traditional classes since today's generations are more inclined to online interactive learning. The results revealed that learners' collocational performance increased over the allotted time, however more significant in the experimental groups.

Accordingly, curriculum and textbook designers, teachers, and educators in general should highlight the most challenging aspects of learning collocations and language in a way that facilitates the process of learning. Another new challenge is to put their expertise into more practice using these platforms to design more engaging lessons and courses. Designing has transcended the confines of ordinary paper-based courses and contents moving to cutting-edge online ones. The various sections that revolved around using the platforms to teach and assess learners during the experiment as well as the suggestions can hopefully provide educators and designers with insights on how to embark on a new experience creating their first websites and enrich them with fully interactive contents.

Furthermore, the results raise the significance of context in teaching collocations. The topics proved to be of great interest to learners in which real life situations can help them memorise and use the target combinations adequately. The study stressed the importance of the teaching of collocation in relation to context where topics must be carefully selected. An uninteresting topic can lead to students' demotivation and disinterest, hence affecting their results.

Finally, one of the main contributions of the study is the use of any device learners want. A mobile-friendly application was also available for those who spend much time on their smartphones without being bothered to turn on their computers use any browsers. Apparently, this generation of learners use their mobiles more than laptops and they can wisely invest this time learning more collocations using the app.

## **Conclusion**

The previous pages offered a couple of suggestions to help improve and accelerate the learning of collocations. A discussion was made regarding the significance of teaching collocations using interactive websites and the benefits teachers and learners can have when adopting these tools in teaching the target linguistic aspect. The findings proved the usefulness and the benefits of implementing interactive websites to teach collocations. It is also important to adopt the 'AWARE' approach with learners for it raises learners' consciousness of collocations, thus maximising the results students can get when learning collocations. The chapter also explored some other useful techniques to enhance collocational competence. The experiments that were carried out confirmed the utility and usefulness of interactivity in today's classes in both instruction and assessment. Eventually, the challenge of decision-makers is the smooth and effective incorporation of online learning at different educational levels.

## **GENERAL CONCLUSION**

Vocabulary learning is one of the fundamental elements that contribute to the attainment of a high level of proficiency in the target language (Boers & Lindstromberg, 2008). It is seen as an integral part of learning a foreign language since it is unquestionably essential in communication and foreign language learning. However, vocabulary knowledge may not be sufficient without word knowledge. According to Nation and Waring (1997), someone's word knowledge largely depends on the number of words known to them, the amount of knowledge present for each word (depth of knowledge) and how quickly they can use the words (automaticity). Furthermore, word knowledge entails a number of factors to consider, and which are pronunciation, spelling, grammatical patterns, meaning, register, typical associations and so forth. Read (1993) referred to these factors as 'depth of knowledge' of a word.

A substantial part of the structures that learners encounter while learning vocabulary is formulaic. A growing body of work suggests that ready-made chunks or preferred sequences of words play a significant part in language acquisition and production. These formulaic language units include fixed phrases, idiomatic chunks, longer phrases, clauses, and sentence-building frameworks of words. This aspect of the language has been categorised and evidenced to be basic to language development, processing, production, and learning. Therefore, formulaic language has been found to provide a basic framework for curriculum development and classroom teaching. Wood (2002) attached importance to the understanding of how words collocate, or occur together with other lexical items since much of language acquisition is learning and memorising sequences. Ellis (1996) added that short-term repetition and rehearsal permit the development of long-term sequence information for language acquisition.

With the recognition of the importance of vocabulary and formulaic language, many aspects for teaching and learning vocabulary have emerged, and collocation is just one of those

aspects. It is a widely accepted idea that collocations are very important in additional language acquisition and they are essential to non-native speakers of English in order to speak or write fluently and accurately.

The notion of collocation is extremely important for acquiring vocabulary but its potential has not been fully utilised (Nattinger, 1988). Similarly, the teaching of collocations in English foreign language classes did not get enough attention; as a result, students learning English as a foreign language are weak in collocation use (Chan & Liou, 2005). Rather than teaching vocabulary as single lexical items, which causes a lexical incompetence, teachers must gauge students' awareness of the necessity of acquiring collocations (Fan, 2009; Farghal & Obiedat, 1995).

While vocabulary knowledge is central to language and of critical importance to the typical language learner, in EFL classes, teachers still prefer to use classical vocabulary teaching techniques such as synonyms, antonyms, mother tongue translation and definition. As a result, students do not make any effort to reach the meaning and it is expected that they probably will not remember the meaning of the new words, or they will not be able to use the new words they have learned even if they remember the meaning because they do not know the suitable collocates. Siyanova and Schmitt (2008) advised that teachers should make fundamental changes in their vocabulary teaching pedagogies by focusing on phrasal elements rather than individual words. More student-centered approaches beyond rote memorisation should be adapted for the purpose of improving retention and usage (Nation, 2005). Teaching vocabulary through classical techniques is thought to be too mechanical for the classroom learning. Acat (2008) stated that mechanical learning, just memorising new vocabulary word by word without interaction with existing knowledge, does little to enrich students' vocabulary. Genç (2004) stated that in order to arouse interest and awareness in students about vocabulary development and make the vocabulary learning process more meaningful, teachers should try

out different vocabulary teaching techniques. New words could be presented with collocation technique, which is extremely important for acquiring vocabulary and has yet to be exploited to its full potential, so that students will be able to use these words later in their own performance. Despite the growing interest in teaching collocations in foreign language classes, experimental studies in Algerian foreign language classroom settings are still few, specifically with the use of technology.

The modern technology is no longer new to students. We probably overlook the fact that students are born into this technology and the devices. Although today's teachers are in a transition period from traditional classroom teaching with chalk and board into the use of smart boards, learners are already engaged with surrounding technology and they are inevitably labeled as digital natives (Prensky, 2001). The rise of the use of internet has enabled learning to escape from the boundaries of usual classroom environment. In language teaching and learning, web presents an ocean of information for improving language skills. It is possible to find examples for every subject that is taught in classroom. Interactivity has also linked a diverse range of materials and data to be at the user's disposal, while revolutionising educational spaces and classes for long-term outcomes. Interactive learning has led to very sophisticated classes where teachers and learners can exchange knowledge on a faster rate as opposed to the traditional classes when learning was rather rudimentary and lacked the ingredient to rapid development. It is evident that incorporating the technological interactive resources within the English language teaching will yield considerable results. Universities and teaching institutions in ESL/EFL settings should use the Internet as the primary tool to work with the different interactive resources that allow maintaining the students' attention while also improving their knowledge, acquisition and the skills of the English language (Eren, 2015).

In the current research work, we have attempted to (1) measure the effectiveness of students' collocational knowledge after using the interactive websites in comparison to the

class-based teaching, (2) raise EFL learners' awareness of the importance of learning collocations as a key aspect in language acquisition that immensely contributes to their overall language development and native-like proficiency and, (3) raise teachers' awareness of the key role that explicit teaching of collocations through interactivity can play in helping students expand their vocabulary and, above all, use it naturally. One way to achieve these aims is to adopt an experimental research design that can provide data that are more valid, and which can mirror the real performance of the participants while gathering more details on their experience of learning collocations. In the course of our quest, a number of questions arise in search for sound academic answers.

The current research, which is experimental in its nature, was based on the quantitative and qualitative approach in the analysis of data. The use of the Solomon Four-Group design has proved useful in dealing with the study groups and their results throughout the experiment. Additionally, the application of various statistical measurements such as ANOVA, ANCOVA and t-tests have yet provided tangible and robust findings concerning the participants' results in all the tests, and the implementation of the tracer test has given more insights on the role of interactivity in facilitating the retrieval of the target collocations. Finally, incorporating instant feedback and inbuilt questionnaires in the learning process have given a great value to the experiment through which the participants could improve and express their attitudes towards the use of interactive websites in their quest of learning the target aspect.

Using interactive websites in teaching collocations to the participants (experimental groups) proved useful since this kind of learning has significantly contributed to their scores in the post-test to outperform their counterparts in the control groups. On the other hand, the participants made a significant statistical difference between their performance before and after the treatment. These findings confirm the first research hypothesis that interactive websites



would boost EFL learners' retention of the target collocations in comparison to the traditional class-based lessons.

Additionally, the second research hypothesis that instant feedback provided by interactive websites is of substantial contribution to the learning and retention of collocations has been corroborated through the short online questionnaires, which were administered to gather students' feedback on their learning experience through the interactive websites. The instant feedback that participants received on their performance throughout the experiment triggered their attention to avoid further mistakes. The sounds, highlighted correct/wrong attempts served as mnemonics to help them commit the target collocations to their memory, hence their scores before and after the treatment and their feedback about their overall experience.

Finally, it has been hypothesised that the participants would appreciate the use of interactive websites in their learning of collocations. Their comments and suggestions were an indication of their interest in such online interactive courses, which were appealing to them in terms of design, content and interactivity, which helped them learn the target collocations effectively. The vast majority gave the highest rating as an appreciation to the use of interactive websites in their learning irrespective of the linguistic aspect being taught. The research hypothesis was therefore also corroborated.

Furthermore, the participants' answers and feedback in the online questionnaires clearly indicate that students are now aware of the existence of collocation and its significance of learning these natural combinations to improve their language proficiency and attain a native-like level. This unawareness is expected since most teachers do not devote enough time to explicitly teach collocations during listening, speaking, reading and writing. Curricula designers do not consider this aspect as well. Consequently, students lack the adequate understanding of this key aspect and tend to use words randomly without proper choice of words and their collocates. In this respect, it could be concluded that second-year EFL

undergraduate students at Oum El Bouaghi University are not acutely aware of collocation, which is highly likely why they have a tendency to produce unnatural combinations in their production. Although their deficiency in using natural combinations does not necessarily have negative impact on the correctness of their grammatical, it has, however, negative effects on the quality of their production, be it spoken or written.

Despite the fact that we made special efforts to avoid any research design flaws, we cannot claim that the current study is totally devoid of any limitations. In the light of the results obtained, we attempted to provide some recommendations based on the variables of the present study; yet, these recommendations cannot be generalisable whatsoever, especially when one or a number of variables are not considered. One of the main limitations of the current research work is the time factor. The participants needed more time to familiarise themselves with the concept of collocation and explore the different techniques that could help them learn and use collocations appropriately. More time was needed to train students to notice collocations presented in any form of the language and expand their repertoire by deliberately teaching them the most frequent collocations needed for effective communication or production. We also wanted to gather feedback from the control groups after giving them a trial to learn through the interactive websites and make comparisons between the different modes of learning collocations based on their feedback. Unfortunately, none of these were possible due to time restrictions and the precautionary measurement taken during the pandemic.

Notwithstanding the limitations, this study could reveal some of the reasons or issues related to students' deficiencies in learning vocabulary in general and collocations in particular, and exploring the usefulness of one of the innovative tools to teach collocations effectively. Teachers should focus on deliberate vocabulary instruction regarding all the macro skills and arouse students' attention to the fact that words are better learnt in combinations, and this way can help them store words in the long-term memory and retrieved easily. The study has made

significant contribution to students' collocational competence through the incorporation of interactive websites, hence transforming their way of learning in a rather interactive manner. This is, again, a useful method, as today's learners are accustomed to technology and they tend to spend more time surfing on the Internet using their phones, PCs and tablets. Ultimately, learning collocations through interactive websites is unquestionably focal to the enhancement of EFL learners' linguistic competence where learning, retention and use of the target collocations is smoother and more effective. Interactivity in modern education is paramount and should not be estranged from any pedagogical practice.

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## **APPENDIX 01**

### **Samples of Students' Paper-based Tests**



## Pre-test (PTIC1)

PTIC 1 (Pre-test)

**Quizizz**  
PTIC 1 (Pre-test)  
53 Questions

29/53

55%

NAME : Student 26

CLASS : CG1

DATE : 02/03/2022

1. Choose the right word to complete the sentence.  
*In your essay on the influence of TV, don't forget to discuss these ... **issues**.*

A

key,

B

bulky

C

vast

2. Choose the right word to complete the sentence.  
*The report delivered a **blistering** ... on all those whose poor work contributed to the disaster.*

A

raid

B

attack

C

strike

3. Choose the right answer to complete the statement.  
*When a book is published for the first time, we say a **book** ...*

A

comes up

B

comes out

C

comes down

4. Replace the underlined words with a collocating verb.  
*There are always some problems when two companies join together but I think it will be worth it in the long run*

A

immerge

B

merge

C

diverge

5. Choose the right word to correct the collocation error in this text about presentations.  
*Do you want to give great presentations which make an impact on the audience? Firstly, make sure that your slides are easy to ... (watch).*

A

regard

B

read

C

overlook

1/8

6. Complete the sentence.

*The home team won a ... victory.*

- A convincing                      B accepting  
C trusting

7. Choose the right word to complete the sentence.

*The troubled singer has recently ... a second career as a fashion designer.*

- A launched                      B struck up  
C taken

8. Tick 3 key words that collocate with *cold*.

- A become                      B grow  
C come                      D get

9. Choose the right word to complete the sentence.

*Sally was granted sole ... of the children from her first marriage.*

- A protection                      B custody  
C support

10. Choose the right verb to complete the collocation.

*I'm finding it hard to ... the energy to do anything much in the evenings these days.*

- A reach                      B summon up  
C taste

11. Choose the correct answer.

*She always bought me book ... for my birthday.*

- A receipts                      B tags  
C tokens

12. Choose the right word to complete the statement.

*The collocation take out a book means to ... a book.*

- A lend                      B buy  
C borrow

13. Choose the right answer to complete the sentence.

*This weather's ... **hot** for me.*

☐ A a lot

☒ B a bit

☐ C a few

14. Choose the right answer to complete the sentence.

*The actor (59) was spotted at the Oscars **striking up** a ... with an attractive young blonde at the next table.*

☐ A discussion

☐ B chat

☐ C conversation

15. Choose the right word that collocates with **female**.

☐ A lead

☐ B reading

☐ C hit

16. Choose the right word that collocates with **box-office**.

☒ A hit

☐ B lead

☐ C reading

17. Choose the right word that collocates with **bedtime**.

☒ A reading

☐ B hit

☐ C lead

18. Choose the right verb to complete the collocation.

*I'd ... **at the chance** of a trip to Venice if I were offered one!*

☐ A take

☐ B jump

☐ C rise

19. Answer this question about weddings.

*What does **get hitched** mean?*

☒ A get married

☐ B get engaged

☐ C get divorced

27. Is the statement true or false.  
The collocation in blue means to become an actor.  
*I'd like Judi Dench to take on a cameo role.*
- ☐ A True ☐ B False
28. Choose the right word to complete the sentence.  
*When she saw her exam results, Kate burst into ...*
- ☐ A tears ☐ B fear  
☐ C anger
29. Which of the types would make a decision fit into?
- ☐ A adverb+adjective ☐ B noun+verb  
☐ C verb+noun
30. Choose the right word to complete the question.  
*Have you ever fallen in love at first ...?*
- ☐ A vision ☐ B sight  
☐ C look
31. Match the beginning of the sentence to its ending.  
*This year's National Day festival...*
- ☐ A festival in spring. ☐ B tradition of poetry, music and dance.  
☐ C celebrates 50 years of independence.
32. Match the beginning of the sentence to its ending.  
*In this region we have a rich...*
- ☐ A celebrates 50 years of independence. ☐ B festival in spring.  
☐ C tradition of poetry, music and dance.
33. Match the beginning of the sentence to its ending.  
*The first time I gave a presentation, I was so nervous I didn't listen...*
- ☐ A carefully to one of the questions. ☐ B with the audience. He needs to make his presentations more interactive.  
☐ C contact will be difficult for him.

34. Match the beginning of the sentence to its ending.

Nick is quite a shy person, so *maintaining eye...*

☐ A contact will be difficult for him.

☐ B with the audience. He needs to make his presentations more interactive.

☐ C carefully to one of the questions.

35. Match the beginning of the sentence to its ending.

Scott is very well-respected in his field, but he *doesn't* really *connect...*

☐ A carefully to one of the questions.

☐ B with the audience. He needs to make his presentations more interactive.

☐ C contact will be difficult for him.

36. Is the statement true or false?

We call expressions like *pass the buck* and *be over the moon* collocations.

☐ A False

☐ B True

37. Choose the right word to complete the sentence.

*Swelling with ...*, Jack watched his daughter pick up her violin and play.

☐ A tears

☐ B pride

☐ C nostalgia

38. Choose the right collocation to complete the sentence. *Today's newspapers all carry reports that the environment minister accepted bribes from building companies. He *has* ... these allegations.*

☐ A severely refused

☐ B strictly declined

☐ C hotly denied

39. Put the expression *a storm in a tea cup* into the right category.

☐ A collocations

☐ B idioms

☐ C compounds

40. Choose the right word to complete the statement about weddings.

*When the bride and bridegroom get married, they *tie* ...*

☐ A ribbon

☐ B the tie

☐ C the knot

☐ D the rope

41. Choose the correct word to complete the collocation. *Unfortunately, the new hotel ... the view of the castle.*

A jams  
 B stops  
 C blocks

42. Choose the right word to avoid collocation error in this sentence.  
*But for me it is the ... (family) landscape of my childhood and I am happy that the government has decided to protect this environment.*

A unfamiliar  
 B familiarity  
 C familiar

43. Is this sentence formal or informal?  
*Cyclists should dismount before crossing the footbridge.*

A Informal  
 B Formal

44. Choose an appropriate word to complete the sentence.  
*I wouldn't call Graham a close friend, more a casual ...*

A guidance  
 B acquaintance  
 C assistance

45. Choose the right word to complete the sentence.  
*John had a ... childhood, growing up with happily married parents and three brothers.*

A careless  
 B carefree  
 C careful

46. Match the beginning of the sentence to its ending to make typical collocations used in business English.  
*They submitted...*

A a tender for the new stadium.  
 B partnership to supply sports equipment to schools.  
 C capital to expand the business.

47. Replace the underlined words with a collocating verb.  
*The economy was extremely high 30 years ago.*

A was ascending  
 B was raising  
 C was booming



48. Complete the following statement.

Say *do* (a) *sport* or ... (a) *sport*.

A flaunt

B play

C show

D make

49. Complete the collocation.

A feature...

A celebration

B film

C festival

D video

50. Complete the collocation.

Rolling ...

A countryside

B city

C festival

D organizer

51. Say whether the statement is true or false.

We can say *to go to a festival* or *to attend a festival* (formal).

A True

B False

52. Complete the following statement.

Don't say 'my family is five', 'my family is (of) five *members* /... '.

A individuals

B relatives

C people

53. Choose the right noun to complete the sentence.

Students are encouraged *to take ... in a sport* of some kind.

A job

B task

C role

D part

## Instructional Tests:

### Test 1:

Test 1/Student 4

21/36  
58%

#### 1) What is a **collocation**?

- a) Collocation is a unit of meaning formed with two or more words. Sometimes the words are written separately, sometimes they have a hyphen and sometimes they are written as one word.
- b) Collocation is a group of words in a fixed order that has a meaning that cannot be guessed by knowing the meaning of the individual words.
- c) Collocation means a natural combination of words; it refers to the way English words are closely associated with each other.

#### 2) Which of these are **compounds**?

- a) teapot
- b) computer
- c) narrow-minded
- d) ancient monument
- e) car park

#### 3) Is the statement true or false?

We call expressions like **pass the buck** and **be over the moon** collocations.

- a) True
- b) False

#### 4) Complete the statement.

The adjective fast collocates with car and food.

#### 5) Complete the statement.

The adjective quick collocates with meal and glance.

Match the words on the left with the words on the right to complete the collocations.

- 6) f substantial
- 7) e ancient
- 8) g make
- 9) h have
- 10) c powerful
- 11) i bitterly
- 12) b watch
- 13) d pitch
- 14) a strictly

- a) forbidden
- b) TV
- c) engine
- d) dark
- e) monument
- f) cold
- g) mistakes
- h) breakfast
- i) meal

#### 15) Put the expressions below into the correct category:

- 1) a storm in a tea cup
- 2) pull somebody's leg

- a) idioms
- b) compounds
- c) collocations



16) Put the expressions below into the correct category:

1) bitterly disappointed

2) valid passport

☒ a) collocations

b) idioms

c) compounds

17) Is the statement true or false?

**Checkpoint, key ring and teapot** are compounds.

☒ a) True

b) False

18) Is the statement true or false?

Learning collocations is not so different from learning any vocabulary item.

a) True

☒ b) False

19) Is the statement true or false?

Training yourself to notice collocations whenever you read or listen to anything in English is a good way to learn them.

☒ a) True

b) False

20) Which one of these dictionaries can be used to learn collocations?

☒ a) Cambridge Advanced Learner's Dictionary

b) Black's Law Dictionary

c) Oxford Children's Dictionary

21) Choose the right word to complete the sentence.

In your essay on the influence of TV, don't forget to discuss these ... issues.

☒ a) bulky

b) big

☒ c) key

22) Replace the underlined words with a collocating verb.

The economy was extremely high 30 years ago.

a) was raising

b) was booming

☒ c) was increasing

23) Replace the underlined words with a collocating verb.

There are always some problems when two companies join together but I think it will be worth it in the long run.

- a) converge
- b) diverge
- c) merge

24) Replace the underlined word with a collocating verb.

The increase in oil prices certainly creates a problem for us.

- a) gives
- b) poses
- c) makes

25) Choose the right word to complete the sentence.

Swelling with ..., Jack watched his daughter pick up her violin and play.

- a) nostalgia
- b) pride
- c) tears

26) Choose the right word to complete the sentence.

When she saw her exam results, Kate burst into ...

- a) tears
- b) fear
- c) anger

27) Choose the correct adverb to complete this sentence.

Place the glasses ... in the box – they're very fragile.

- a) softly
- b) calmly
- c) gently

28) Choose the correct adverb to complete this sentence.

William whispered ... in Anna's ear that he would always love her.

- a) softly
- b) calmly
- c) smoothly

29) Which of the types would the collocation **make a decision** fit into?

- a) verb+noun
- b) adverb+adjective
- c) noun+verb

30) Which of the types would the collocation **burst into tears** fit into?

- a) verb+adverb
- b) verb+noun
- c) verb+expression with a preposition

(1)

31) Is this sentence formal or informal? Write F or I.

Cyclists should dismount before crossing the footbridge. ( F )

(1)

32) Is this sentence formal or informal? Write F or I.

The students were all bored stiff by the lecture. ( I )

(1)

Match the beginning of each sentence on the left to its ending on the right to make typical collocations used in business English.

33) c They went into

34) d We raised

35) a We started up

36) b They submitted

a) a tender for the new stadium.

b) partnership to develop a new range of products.

c) capital to expand the business.

d) a business to supply sports equipment to schools.

## Test 2:

Test 2/Student 4

27/64  
42%

- 1) Choose the right word to complete the sentence.

The troubled singer has recently ... a second career as a fashion designer.

- a) launched
- ☒ b) taken
- c) commenced

- 2) Choose the right word to complete the sentence.

Traders have urged the governments to ... new laws to regulate the import of cheap goods from abroad.

- a) come in
- ☒ b) bring in
- c) take in

- 3) Choose the right word to complete the sentence.

The actor (59) was spotted at the Oscars striking up a ... with an attractive young blonde at the next table.

- a) discussion
- b) chat
- ☒ c) conversation

- 4) Complete the collocation in this sentence.

He burnt the toast, which set off the smoke device.

- 5) Complete the collocation in this sentence.

Today, aged 82, she still remembers the day that            broke out.

- 6) Complete the collocation in this sentence.

They want the government to give legislation to restrict the sale of guns.

- 7) Say whether the statement is true or false.

Your English will sound more impressive if you are able to avoid the over-use of simple words.

- ☒ a) True
- b) False

8) Choose the right word to complete the sentence.

The government has recently ... on a project to care for young, single mothers in communal homes.

- a) taken
- b) jumped
- c) embarked

1

9) Choose the right collocation to complete the sentence.

Today's newspapers all carry reports that the environment minister accepted bribes from building companies. He has ... these allegations.

- a) severely refused
- b) hotly denied
- c) badly rejected

2

10) Complete the sentence.

The head teacher seemed unimpressed by our suggestions for more parental involvement in the school. There was a fairly \_\_\_\_\_ response from the teachers too.

3

11) Complete the sentence.

The report delivered a blistering \_\_\_\_\_ on all those whose poor work contributed to the disaster.

4

12) Choose the correct expression to complete the sentence.

Social workers had organised a meeting between the two gangs. But the police had to be called when ... and fighting broke out.

- a) tempers started
- b) tempers flared
- c) tempers cooled

5

Match the beginning of each sentence on the left to its ending on the right.

- |                                                                                       |                                                                            |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 13) <u>g</u> The first time I gave a presentation, I was so nervous I didn't listen   | a) the audience's attention by asking questions.                           |
| 14) <u>b</u> It's important to be aware of your body                                  | b) language. It can have a big impact.                                     |
| 15) <u>f</u> Nick is quite a shy person, so maintaining eye                           | c) speaking more than death. That's crazy!                                 |
| 16) <u>de</u> A lot of people are worried about dealing                               | d) with the audience. He needs to make his presentations more interactive. |
| 17) <u>c</u> I read somewhere that Americans fear public                              | e) with questions at the end of the presentation.                          |
| 18) <u>a</u> Rosie knows how to hold                                                  | f) contact will be difficult for him.                                      |
| 19) <u>d</u> Scott is very well-respected in his field, but he doesn't really connect | g) carefully to one of the questions.                                      |

20) Type the right word to replace the one in brackets.

Do you want to give great presentations which make an impact on the audience? Firstly, make sure that your slides are easy to see (watch).

21) Type the right word to replace the one in brackets.

Don't use an unusual or small font. Also, don't have too much text on each slide. Keep them simple so people can have (take) your argument.

22) Type the right word to replace the one in brackets.

Use pictures or examples to carry (carry) your ideas to life. You can also use pie charts or bar charts to show figures or data more clearly.

23) Type the right word to replace the one in brackets.

Finally, repeat your important (big) points several times to make sure the audience has understood your message.

24) Choose an appropriate word to complete the sentence.

Ellie is quite a shy person and finds it hard to ... friends.

- a) create
- b) get
- c) make

25) Choose an appropriate word to complete the sentence.

Do Matthew and Emily ... a good relationship?

- a) make
- b) have
- c) possess



26) Choose an appropriate word to complete the sentence.  
I wouldn't call Graham a close friend, more a casual ...

- a) acquaintance
- b) assistance
- c) guidance

27) Complete the question.

Have you ever fallen in love at first sight?

28) Complete the question.

Do you think it is possible to have one person who is the love of your soul?

29) Choose an appropriate word to complete the question.

Do you think it's true that men are more reluctant to ... a commitment than women?

- a) offer
- b) provide
- c) make

30) Correct the word in brackets.

A chain of snow-covered snowy mountains runs down the east of the country. The Wassa River, the country's biggest, winds slowly from the northern mountains to the sea. Even in summer it is a bleak landscape, with its dark, rocky (stony) mountains and its cold streams.

31) Correct the word in brackets.

But for me it is the family (family) landscape of my childhood and I am happy that the government has decided to protect this environment.

32) Choose the right word to complete the sentence.

It is a dramatic setting which is well a lot worth visiting for anyone who likes ... views.

- a) speculating
- b) spectacular
- c) spectacle

33) Choose the right word to complete the collocation in this sentence.

We ... a lot of photographs because it was such a beautiful day.

- a) made
- b) took
- c) put

34) Choose the right word to complete the collocation in this sentence.

Unfortunately, the new hotel ... the view of the castle.

- a) blocks
- b) jams
- c) stops

35) Complete statement about countryside.

The verb, which means 'damage something so badly that it no longer exists or cannot be used' is to break.

36) Is the statement true or false?

**Unspoilt countryside** is countryside where mountains are rising dramatically.

- a) True  
b) False

37) Replace the words in brackets in the sentence with one word only.

It's a beautiful town and the surrounding countryside (which is all around it) is even more beautiful.

38) Replace the words in brackets with one word only.

We travelled through some amazing scenery (which was extremely exciting and beautiful).

39) Choose the correct collocation.

I'm finding it hard to ... the energy to do anything much in the evenings these days.

- a) summon up  
b) call  
c) reach

40) Choose the correct collocation.

I'd ... at the chance of a trip to Venice if I were offered one!

- a) rise  
b) jump  
c) take

41) Complete the sentence using the right word.

Don't push yourself to the limits now. Conserve some strength for later on.

42) Complete the sentence using the right word.

John Shane was given a yellow card for performing an illegal tackle on an opponent.

43) Complete the sentence using the word in brackets in the appropriate form.

The home team won a mutual victory. (convince)

44) Complete the sentence using the word in brackets in the appropriate form.

Our team put up an excellent performance. (perform)

45) Answer this question about weddings.

What does 'get hitched' mean?

- a) get engaged  
b) get married  
c) get divorced



46) Answer this question about weddings.  
What do the bride and bridegroom 'tie' when they get married?

- a) the rope
- b) the knot
- ☒ c) the laces

47) Correct the word in brackets to avoid collocation error in this sentence.

All the men wore traditional (garments) clothes consisting of green jackets and white trousers.

Match the beginning of each sentence to its ending.

- 48) c This year's National Day festival a) tradition of poetry, music and dance.  
49) b In this region we have a rich b) festival in spring.  
50) a The town holds its annual c) back hundreds of years.  
51) d The tradition of carol singing dates d) celebrates 50 years of independence.

52) Choose the right word to complete the sentence.

After a ... divorce from his wife of 20 years, the actor married a woman young enough to be his daughter.

- a) hostile
- ☒ b) cruel
- c) bitter

53) Choose the right word to complete the sentence.

John had a ... childhood, growing up with happily married parents and three brothers.

- ☒ a) carefree
- b) careful
- c) careless

54) Complete the sentence.

Sally was granted sole support of the children from her first marriage.

55) Complete the sentence.

I was grown by my grandparents after my parents passed away.

56) Say whether the statement about this collocation is true or false.

The underlined collocation in the sentence means to become an actor.

I'd like Judi Dench to take on a cameo role.

- ☒ a) True
- b) False

Match the words on the left to the word on the right to form collocations.

57) c female

58) e box-office

59) a big

60) d full

61) b bedtime

a) house

b) reading

c) lead

d) hit

e) screen

62) Complete this collocation.

compulsive / bedtime reading

63) Complete this collocation.

flick / see through a book.

64) Write the appropriate word instead of the one used in brackets.

Matthew: Have you downloaded that new e-book that has just emerged about Ireland? (appeared)

Camilla: No, I don't use my e-book reader app much and I don't visit websites with book reviews. What's it about?

### Test 3:

Test 3/Student 4

7/33 21%

1) Choose the right answer.

To look at the pages of a book quickly, we use the verb...

- a) look through
- b) look onto
- c) look across
- d) look over

2

2) Choose the right answer.

When a book is published for the first time, we say a book ...

- a) shows up
- b) comes out
- c) appears

1

3) Choose the correct word to complete the collocation in this sentence.

If you need to ... a book, you can do it by phone.

- a) renovate
- b) update
- c) renew

2

4) Choose the right word to complete the collocation in this sentence meaning 'a ticket that you can use to pay for a book'.

She always bought me book ... for my birthday.

- a) receipts
- b) tickets
- c) tokens

2

5) Is the statement true or false?

The collocation **take out a book** means to **borrow a book**.

- a) True
- b) False

2

6) Choose the right answer to complete the sentence.

This weather's ... hot for me.

- a) more
- b) a bit
- c) a few

1

7) Choose the correct verb to complete the sentence.

His face ... hot at the memory of his embarrassment.

- a) showed
- b) started
- c) grew
- d) became

2

- 8) Choose the right adverb to complete the sentence.  
Wash the tablecloth in ... hot soapy water.  
a) scalding  
☒ b) extremely  
c) fairly
- 9) Choose the correct preposition to complete the sentence.  
The president made a presentation ... the businesswoman of the year.  
a) to  
☒ b) towards  
c) for
- 10) Choose the right noun to complete the sentence.  
Students are encouraged to take ... in a sport of some kind.  
a) part  
☒ b) role  
c) job
- 11) Choose the right answer to complete the sentence with the collocation meaning 'sport that people enjoy watching'.  
Football is the most popular ... sport.  
☒ a) public  
b) spectator  
c) spectacular
- 12) Complete the sentence with the appropriate noun (sports + noun). This collocation means 'someone who is famous for playing sport'.  
The event will be opened by a well-known sports man.
- 13) Complete the following statement.  
Don't say 'make (a) sport'. Say practice (a) sport or play (a) sport.
- 14) Choose the right word to complete the sentence with the collocation meaning 'to make it firm and strong'.  
We want to ... relationships with other transport associations.  
a) spur  
b) empower  
c) cement  
☒ d) create

15) Is the statement true or false?

The combination 'working relationship' in the following sentence means 'a relationship that is appropriate for people who work together'.

She's a fine actress and we developed a great **working relationship**.

a) True

b) False

Match these halves.

16) b a feature

17) d distribute

18) a celebrate

19) a a festival

20) a the film

a) organizer

b) studio

c) film

d) a festival

e) a film

Match these halves.

21) d the whole

22) d rolling

23) a a member of

24) d a family

25) e ruin

a) the family

b) history

c) the countryside

d) countryside

e) family

26) Complete the following statement.

Don't say 'my family is five', 'my family is (of) five persons /people'.

27) Complete the following statement about festivals.

We can say to go to a festival or to visit a festival (formal).

Match the words.

28) b exceptionally

29) b a cold

30) c centenary

31) c join in

32) a take part in

a) the celebrations

b) celebration

c) spell

d) a festival

e) cold

33) Choose the right verbs that collocate with the word **cold**.

- a) grow
- b) become
- c) come
- d) get
- e) change

2

## Post-test (PTIC2):

PTIC 2 (Post-test)

**QUIZZZ**  
PTIC 2 (Post-test)  
53 Questions

39/53  
74 %

NAME : Student 26  
CLASS : CG1  
DATE : 10/05/2022

1. Choose the right verb to complete the collocation.  
*I'm finding it hard to ... **the energy** to do anything much in the evenings these days.*

☐ A taste ☐ B reach  
☒ C summon up

2. Answer this question about weddings.  
*What does **get hitched** mean?*

☒ A get married ☐ B get engaged  
☐ C get divorced

3. Is the statement true or false.  
The collocation in blue means to become an actor.  
*I'd like Judi Dench to take on **a cameo role**.*

☒ A False ☒ B True

4. Choose the right adverb to complete the sentence.  
*Wash the tablecloth in ... **hot** soapy water.*

☒ A extremely ☐ B scalding  
☐ C fairly

5. Is this sentence formal or informal?  
***Cyclists** should **dismount** before crossing the footbridge.*

☐ A Informal ☒ B Formal

6. Match the following.  
***A substantial...***

☒ A meal ☐ B mistakes  
☐ C engine ☐ D monument

1/9



7. Choose an appropriate word to complete the sentence.

Do Matthew and Emily ... *a good relationship*?

☐ A make

☒ B have

☐ C create

8. Choose the right answer to complete the sentence.

The actor (59) was spotted at the Oscars *striking up a ...* with an attractive young blonde at the next table.

☐ A chat

☒ B conversation

☐ C discussion

9. Choose the right word that collocates with *female*.

☐ A hit

☒ B lead

☐ C reading

10. Complete the following statement.

Say *do (a) sport or ... (a) sport*.

☒ A play

☐ B show

☐ C flaunt

☐ D make

11. Which of the types would *make a decision* fit into?

☒ A verb+noun

☐ B noun+verb

☐ C adverb+adjective

12. Choose the correct answer.

She always bought me *book* ... for my birthday.

☐ A tags

☒ B tokens

☐ C receipts

13. Is the statement true or false?

The combination *working relationship* in the following sentence means 'a relationship that is appropriate for people who live together'.

She's a fine actress and we developed a great working relationship.

☐ A True

☒ B False



14. Match the beginning of the sentence to its ending.

*In this region we have a rich...*

- ☐ A tradition of poetry, music and dance.
 ☒ B festival in spring.
- ☐ C celebrates 50 years of independence.

15. Replace the underlined words with a collocating verb.

*The economy was extremely high 30 years ago.*

- ☐ A was booming
 ☐ B was raising
- ☒ C was ascending

16. Choose the right noun to complete the sentence.

*Students are encouraged to take ... in a sport of some kind.*

- ☒ A part
 ☐ B task
- ☐ C job
 ☐ D role

17. Replace the underlined words with a collocating verb.

*There are always some problems when two companies join together but I think it will be worth it in the long run*

- ☐ A immerge
 ☐ B diverge
- ☒ C merge

18. Choose the right word to complete the sentence.

*Swelling with ..., Jack watched his daughter pick up her violin and play.*

- ☐ A pride
 ☒ B nostalgia
- ☐ C tears

19. Choose the right word to complete the question.

*Have you ever fallen in love at first ...?*

- ☒ A sight
 ☐ B vision
- ☐ C look

20. Say whether the statement is true or false.

*We can say to go to a festival or to attend a festival (formal).*

- ☐ A False
 ☒ B True

21. Choose the right word that collocates with *box-office*.

☐ A reading

☒ B hit

☐ C lead

22. Choose the right word that collocates with *bedtime*.

☐ A lead

☒ B reading

☐ C hit

23. Choose the right word to avoid collocation error in this sentence.

*But for me it is the ... (family) *landscape* of my childhood and I am happy that the government has decided to protect this environment.*

☒ A familiar

☐ B familiarity

☐ C unfamiliar

24. Choose the right word to complete the sentence.

*In your essay on the influence of TV, don't forget to discuss these ... *issues*.*

☒ A key

☐ B bulky

☐ C vast

25. Is the statement true or false?

The collocation in this sentence is formal: *The students were all *bored stiff* by the lecture.*

☐ A True

☒ B False

26. Choose the right word to complete the sentence.

*When she saw her exam results, Kate *burst into* ...*

☐ A tears

☐ B fear

☒ C anger

27. Choose the right verb to complete the collocation.

*I'd ... *at the chance* of a trip to Venice if I were offered one!*

☐ A jump

☒ B take

☐ C rise

28. Choose the right word to complete the statement.

The collocation *take out a book* means to ... *a book*.

☐ A buy

☐ C lend

☒ B borrow

29. Choose the right collocation to complete the sentence. *Today's newspapers all carry reports that the environment minister accepted bribes from building companies. He *has* ... these allegations.*

☐ A hotly denied

☐ B severely refused

☒ C strictly declined

30. Tick 3 key words that collocate with *cold*.

☐ A get

☒ B come

☒ C become

☒ D grow

31. Match the beginning of the sentence to its ending to make typical collocations used in business English.

They *submitted*...

☒ A a tender for the new stadium.

☐ B partnership to supply sports equipment to schools.

☐ C capital to expand the business.

32. Complete the sentence.

The home team won a ... *victory*.

☐ A convincing

☒ B accepting

☐ C trusting

33. Is the statement true or false?

We call expressions like *pass the buck* and *be over the moon* collocations.

☒ A False

☐ B True

34. Complete the collocation.

A *feature*...

☐ A festival

☒ B video

☐ C film

☐ D celebration

35. Match the beginning of the sentence to its ending.

Nick is quite a shy person, so *maintaining eye...*

- ☒ A contact will be difficult for him. ☐ B carefully to one of the questions.  
☐ C with the audience. He needs to make his presentations more interactive.

36. Choose the right answer to complete the statement.

When a book is published for the first time, we say a *book ...*

- ☐ A comes up ☐ B comes down  
☒ C comes out

37. Put the expression *a storm in a tea cup* into the right category.

- ☒ A idioms ☐ B collocations  
☐ C compounds

38. Complete the collocation.

*Rolling ...*

- ☒ A countryside ☐ B organizer  
☐ C festival ☐ D city

39. Choose the right word to complete the sentence.

The report delivered a *blistering ...* on all those whose poor work contributed to the disaster.

- ☐ A strike ☐ B attack  
☒ C raid

40. Match the beginning of the sentence to its ending.

Scott is very well-respected in his field, but he *doesn't* really *connect...*

- ☐ A carefully to one of the questions. ☒ B with the audience. He needs to make his presentations more interactive.  
☐ C contact will be difficult for him.

41. Match the beginning of the sentence to its ending.

The first time I gave a presentation, I was so nervous I *didn't listen...*

- ☐ A with the audience. He needs to make his presentations more interactive. ☐ B contact will be difficult for him.  
☒ C carefully to one of the questions.

42. Choose an appropriate word to complete the sentence.

*I wouldn't call Graham a close friend, more **a casual** ...*

- ☐ A assistance ☒ B acquaintance  
☐ C guidance

43. Is the statement true or false?

*The collocation **cement relationships** in the following sentence means 'to make it weak'.*

*We want to **cement relationships** with other transport associations.*

- ☐ A True ☒ B False

44. Choose the right word to complete the sentence.

*The troubled singer **has** recently ... **a second career** as a fashion designer.*

- ☐ A struck up ☒ B launched  
☐ C taken

45. Is the statement true or false?

*The verb in the following sentence is correct and collocates with **hot**.*

*His face **showed** hot at the memory of his embarrassment.*

- ☒ A False ☐ B True

46. Choose the right word to complete the sentence.

*John had a ... **childhood**, growing up with happily married parents and three brothers.*

- ☐ A careful ☒ B carefree  
☐ C careless

47. Choose the right word to correct the collocation error in this text about presentations.

*Do you want to give great presentations which make an impact on the audience? Firstly, make sure that your slides are easy to ... (watch).*

- ☐ A regard ☐ B overlook  
☒ C read

48. Choose the correct word to complete the collocation. *Unfortunately, the new hotel ... **the view** of the castle.*

- ☐ A jams ☒ B blocks  
☐ C stops

49. Choose the right word to complete the statement about weddings.  
*When the bride and bridegroom get married, they tie ...*

A the rope                      B the tie  
 C the knot                      D ribbon

50. Choose the right answer to complete the sentence.  
*This weather's ... hot for me.*

A a lot                      B a few  
 C a bit

51. Match the beginning of the sentence to its ending.  
*This year's National Day festival...*

A celebrates 50 years of independence.                      B festival in spring.  
 C tradition of poetry, music and dance.

52. Choose the right word to complete the sentence.  
*Sally was granted sole ... of the children from her first marriage.*

A support                      B custody  
 C protection

53. Complete the following statement.  
*Don't say 'my family is five', 'my family is (of) five members/... '.*

A individuals                      B relatives  
 C people

## **APPENDIX 02**

### **Samples of Students' Online Tests**



## Pre-test (PTIC1):

**QUIZZZ**

Quiz : PTIC 1 (Pre-test)

Date : Wed Mar 02 2022 7:23 PM

Student : Student 29

Accuracy

**64%**

Total Questions ✓ Correct ✕ Incorrect ⏸ Unattempted ⌚ Timed Out

**53**

**34**

**19**

**0**

**0**

| No. | Question                                                                                                                                                                                                                                      | Time    | Points | Response    |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|-------------|
| 1   | Choose the right word to complete the sentence.<br><i>In your essay on the influence of TV, don't forget to discuss these ... <u>issues</u>.</i>                                                                                              | 5 secs  | 0      | ✕ vast      |
| 2   | Choose the right word to complete the sentence.<br><i>The report delivered a <u>blistering</u> ... on all those whose poor work contributed to the disaster.</i>                                                                              | 3 secs  | 1      | ✓ attack    |
| 3   | Choose the right answer to complete the statement.<br><i>When a book is published for the first time, we say a <u>book</u> ...</i>                                                                                                            | 11 secs | 1      | ✓ comes out |
| 4   | Replace the underlined words with a collocating verb.<br><i>There are always some problems when two companies <u>join together</u> but I think it will be worth it in the long run</i>                                                        | 5 secs  | 1      | ✓ merge     |
| 5   | Choose the right word to correct the collocation error in this text about presentations.<br><i>Do you want to give great presentations which make an impact on the audience? Firstly, make sure that your slides are easy to ... (watch).</i> | 7 secs  | 1      | ✓ read      |
| 6   | Complete the sentence.<br><i>The home team won a ... <u>victory</u>.</i>                                                                                                                                                                      | 8 secs  | 0      | ✕ accepting |
| 7   | Choose the right word to complete the sentence.<br><i>The troubled singer <u>has</u> recently ... a second <u>career</u> as a fashion designer.</i>                                                                                           | 11 secs | 0      | ✕ taken     |



| No. | Question                                                                                                                                                                                   | Time    | Points | Response       |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|----------------|
| 8   | Tick 3 key words that collocate with <i>cold</i> .                                                                                                                                         | 19 secs | 0      | ✓ grow         |
|     |                                                                                                                                                                                            |         |        | come           |
|     |                                                                                                                                                                                            |         |        | ✓ get          |
| 9   | Choose the right word to complete the sentence.<br><i>Sally was <b>granted</b> <b>sole</b> ... of the children from her first marriage.</i>                                                | 4 secs  | 0      | ✗ protection   |
| 10  | Choose the right verb to complete the collocation.<br><i>I'm finding it hard to ... <b>the energy</b> to do anything much in the evenings these days.</i>                                  | 4 secs  | 0      | ✗ reach        |
| 11  | Choose the correct answer.<br><i>She always bought me <b>book</b> ... for my birthday.</i>                                                                                                 | 4 secs  | 0      | ✗ receipts     |
| 12  | Choose the right word to complete the statement.<br><i>The collocation <b>take out a book</b> means to ... <b>a book</b>.</i>                                                              | 6 secs  | 0      | ✗ buy          |
| 13  | Choose the right answer to complete the sentence.<br><i>This weather's ... <b>hot</b> for me.</i>                                                                                          | 5 secs  | 1      | ✓ a bit        |
| 14  | Choose the right answer to complete the sentence.<br><i>The actor (59) was spotted at the Oscars <b>striking up</b> a ... with an attractive young blonde at the next table.</i>           | 5 secs  | 1      | ✓ conversation |
| 15  | Choose the right word that collocates with <i>female</i> .                                                                                                                                 | 8 secs  | 1      | ✓ lead         |
| 16  | Choose the right word that collocates with <i>box-office</i> .                                                                                                                             | 3 secs  | 1      | ✓ hit          |
| 17  | Choose the right word that collocates with <i>bedtime</i> .                                                                                                                                | 3 secs  | 1      | ✓ reading      |
| 18  | Choose the right verb to complete the collocation.<br><i>I'd ... <b>at the chance</b> of a trip to Venice if I were offered one!</i>                                                       | 5 secs  | 0      | ✗ take         |
| 19  | Answer this question about weddings.<br><i>What does <b>get hitched</b> mean?</i>                                                                                                          | 8 secs  | 0      | ✗ get engaged  |
| 20  | Is the statement true or false?<br><i>The verb in the following sentence is correct and collocates with <b>hot</b>.<br/>His face <b>showed</b> hot at the memory of his embarrassment.</i> | 6 secs  | 1      | ✓ False        |

| No. | Question                                                                                                                                                                                                                                                                      | Time   | Points | Response                                |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------------------------------------|
| 21  | Choose the right adverb to complete the sentence.<br><i>Wash the tablecloth in ... <b>hot</b> soapy water.</i>                                                                                                                                                                | 7 secs | 0      | ✗ scalding                              |
| 22  | Match the following.<br><i>A <b>substantial</b>...</i>                                                                                                                                                                                                                        | 6 secs | 1      | ✓ meal                                  |
| 23  | Is the statement true or false?<br><i>The collocation <b>cement relationships</b> in the following sentence means 'to make it weak'.</i><br><i>We want to <b>cement relationships</b> with other transport associations.</i>                                                  | 3 secs | 1      | ✓ False                                 |
| 24  | Is the statement true or false?<br><i>The combination <b>working relationship</b> in the following sentence means 'a relationship that is appropriate for people who live together'.</i><br><i>She's a fine actress and we developed a great <b>working relationship</b>.</i> | 4 secs | 1      | ✓ False                                 |
| 25  | Is the statement true or false?<br>The collocation in this sentence is formal. <i>The students were <b>all bored stiff</b> by the lecture.</i>                                                                                                                                | 7 secs | 1      | ✓ False                                 |
| 26  | Choose an appropriate word to complete the sentence.<br><i>Do Matthew and Emily ... <b>a good relationship</b>?</i>                                                                                                                                                           | 3 secs | 1      | ✓ have                                  |
| 27  | Is the statement true or false.<br>The collocation in blue means to become an actor.<br><i>I'd like Judi Dench to take on <b>a cameo role</b>.</i>                                                                                                                            | 4 secs | 1      | ✓ False                                 |
| 28  | Choose the right word to complete the sentence.<br><i>When she saw her exam results, Kate <b>burst into</b> ...</i>                                                                                                                                                           | 4 secs | 0      | ✗ fear                                  |
| 29  | Which of the types would <b>make a decision</b> fit into?                                                                                                                                                                                                                     | 6 secs | 1      | ✓ verb+noun                             |
| 30  | Choose the right word to complete the question.<br><i>Have you ever fallen in love <b>at first</b> ...?</i>                                                                                                                                                                   | 5 secs | 1      | ✓ sight                                 |
| 31  | Match the beginning of the sentence to its ending.<br><i>This year's National Day festival...</i>                                                                                                                                                                             | 7 secs | 1      | ✓ celebrates 50 years of independence.  |
| 32  | Match the beginning of the sentence to its ending.<br><i>In this region we have <b>a rich</b>...</i>                                                                                                                                                                          | 4 secs | 1      | ✓ tradition of poetry, music and dance. |
| 33  | Match the beginning of the sentence to its ending.<br><i>The first time I gave a presentation, I was so nervous I <b>didn't listen</b>...</i>                                                                                                                                 | 5 secs | 1      | ✓ carefully to one of the questions.    |

| No. | Question                                                                                                                                                                                                             | Time    | Points | Response                                                                  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|---------------------------------------------------------------------------|
| 34  | Match the beginning of the sentence to its ending.<br><i>Nick is quite a shy person, so maintaining eye...</i>                                                                                                       | 5 secs  | 1      | ✓ contact will be difficult for him.                                      |
| 35  | Match the beginning of the sentence to its ending.<br><i>Scott is very well-respected in his field, but he doesn't really connect...</i>                                                                             | 5 secs  | 1      | ✓ with the audience. He needs to make his presentations more interactive. |
| 36  | Is the statement true or false?<br>We call expressions like <i>pass the buck</i> and <i>be over the moon</i> collocations.                                                                                           | 12 secs | 1      | ✓ False                                                                   |
| 37  | Choose the right word to complete the sentence.<br><i>Swelling with ..., Jack watched his daughter pick up her violin and play.</i>                                                                                  | 3 secs  | 1      | ✓ pride                                                                   |
| 38  | Choose the right collocation to complete the sentence. <i>Today's newspapers all carry reports that the environment minister accepted bribes from building companies. He has ... these allegations.</i>              | 9 secs  | 0      | ✗ strictly declined                                                       |
| 39  | Put the expression <i>a storm in a tea cup</i> into the right category.                                                                                                                                              | 10 secs | 0      | ✗ compounds                                                               |
| 40  | Choose the right word to complete the statement about weddings.<br><i>When the bride and bridegroom get married, they tie ...</i>                                                                                    | 8 secs  | 0      | ✗ ribbon                                                                  |
| 41  | Choose the correct word to complete the collocation. <i>Unfortunately, the new hotel ... the view of the castle.</i>                                                                                                 | 4 secs  | 1      | ✓ blocks                                                                  |
| 42  | Choose the right word to avoid collocation error in this sentence.<br><i>But for me it is the ... (family) landscape of my childhood and I am happy that the government has decided to protect this environment.</i> | 7 secs  | 1      | ✓ familiar                                                                |
| 43  | Is this sentence formal or informal?<br><i>Cyclists should dismount before crossing the footbridge.</i>                                                                                                              | 3 secs  | 1      | ✓ Formal                                                                  |
| 44  | Choose an appropriate word to complete the sentence.<br><i>I wouldn't call Graham a close friend, more a casual ...</i>                                                                                              | 6 secs  | 0      | ✗ assistance                                                              |
| 45  | Choose the right word to complete the sentence.<br><i>John had a ... childhood, growing up with happily married parents and three brothers.</i>                                                                      | 7 secs  | 1      | ✓ carefree                                                                |
| 46  | Match the beginning of the sentence to its ending to make typical collocations used in business English.<br><i>The ...</i>                                                                                           | 37 secs | 1      | ✓ a tender for the new stadium.                                           |

| No. | Question                                                                                                                             | Time   | Points | Response      |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|--------|--------|---------------|
| 47  | Replace the underlined words with a collocating verb.<br><i>The economy <u>was extremely high</u> 30 years ago.</i>                  | 7 secs | 0      | ✗ was raising |
| 48  | Complete the following statement.<br><i>Say <u>do</u> (a) sport or ... (a) sport.</i>                                                | 4 secs | 1      | ✓ play        |
| 49  | Complete the collocation.<br><i>A <u>feature</u>...</i>                                                                              | 4 secs | 0      | ✗ celebration |
| 50  | Complete the collocation.<br><i>Rolling ...</i>                                                                                      | 9 secs | 0      | ✗ city        |
| 51  | Say whether the statement is true or false.<br><i>We can say <u>to go to a festival</u> or <u>to attend a festival</u> (formal).</i> | 6 secs | 1      | ✓ True        |
| 52  | Complete the following statement.<br><i>Don't say 'my family is five', 'my family is (of) five' /... '.</i>                          | 5 secs | 1      | ✓ people      |
| 53  | Choose the right noun to complete the sentence.<br><i>Students are encouraged <u>to take ... in a sport</u> of some kind.</i>        | 3 secs | 1      | ✓ part        |

## Instructional Tests:

### Test 1:

#### Student 1

Taken 3/22/2022 6:55 PM - Not Finished (In Progress) from Ip Address [hidden]

Return Code 82N7-DPC8

32 / 36 pts. (89%)

/ 1 pt.

1) What is a **collocation**?

a) Collocation is a unit of meaning formed with two or more words. Sometimes the words are written separately, sometimes they have a hyphen and sometimes they are written as one word.

b) Collocation is a group of words in a fixed order that has a meaning that cannot be guessed by knowing the meaning of the individual words.

c) Collocation means a natural combination of words; it refers to the way English words are closely associated with each other.

(not answered)

/ 1 pt.

2) Which of these are **compounds**?

a) teapot

b) computer

c) narrow-minded

d) ancient monument

e) car park

(not answered)

/ 1 pt.

3) Is the statement true or false?

We call expressions like **pass the buck** and **be over the moon** collocations.

a) True

b) False

(not answered)

/ 1 pt.

4) Complete the statement.

The adjective **Fast** collocates with car and food.

/ 1 pt.

5) Complete the statement.

The adjective **substantial** collocates with meal and glance.

/ 9 pts.

Match the words on the left with the words on the right to complete the collocations.

- |     |                                |             |              |
|-----|--------------------------------|-------------|--------------|
| 6)  | <input type="text" value="i"/> | substantial | a) forbidden |
| 7)  | <input type="text" value="e"/> | ancient     | b) TV        |
| 8)  | <input type="text" value="g"/> | make        | c) engine    |
| 9)  | <input type="text" value="h"/> | have        | d) dark      |
| 10) | <input type="text" value="c"/> | powerful    | e) monument  |
| 11) | <input type="text" value="f"/> | bitterly    | f) cold      |
| 12) | <input type="text" value="b"/> | watch       | g) mistakes  |
| 13) | <input type="text" value="d"/> | pitch       | h) breakfast |
| 14) | <input type="text" value="a"/> | strictly    | i) meal      |

/ 1 pt.

15) Put the expressions below into the correct category:

- 1) a storm in a tea cup
- 2) pull somebody's leg

- b) compounds
- c) collocations
- (not answered)

/ 1 pt.

16) Put the expressions below into the correct category:

- 1) bitterly disappointed
- 2) valid passport

- b) idioms
- c) compounds
- (not answered)

/ 1 pt.

17) Is the statement true or false?

**Checkpoint**, **key ring** and **teapot** are compounds.

- b) False
- (not answered)

/ 1 pt.

18) Is the statement true or false?

Learning collocations is not so different from learning any vocabulary item.

- b) False

(not answered)

---

/ 1 pt.

19) Is the statement true or false?

Training yourself to notice collocations whenever you read or listen to anything in English is a good way to learn them.

☒ a) True

b) False

(not answered)

---

/ 1 pt.

20) Which one of these dictionaries can be used to learn collocations?

☒ a) Cambridge Advanced Learner's Dictionary

b) Black's Law Dictionary

c) Oxford Children's Dictionary

(not answered)

---

/ 1 pt.

21) Choose the right word to complete the sentence.

In your essay on the influence of TV, don't forget to discuss these ... issues.

a) bulky

b) big

☒ c) key

(not answered)

---

/ 1 pt.

22) Replace the underlined words with a collocating verb.

The economy was extremely high 30 years ago.

a) was raising

☒ b) was booming

c) was increasing

(not answered)

---

/ 1 pt.

23) Replace the underlined words with a collocating verb.

There are always some problems when two companies join together but I think it will be worth it in the long run.

a) converge

b) diverge

☒ c) merge

(not answered)

---

/ 1 pt.

24) Replace the underlined word with a collocating verb.

The increase in oil prices certainly creates a problem for us.

a) gives

☐ b) poses

c) makes

(not answered)

---

/ 1 pt.

25) Choose the right word to complete the sentence.

Swelling with ..., Jack watched his daughter pick up her violin and play.

a) nostalgia

☐ b) pride

c) tears

(not answered)

---

/ 1 pt.

26) Choose the right word to complete the sentence.

When she saw her exam results, Kate burst into ... .

☐ a) tears

b) fear

c) anger

(not answered)

---

/ 1 pt.

27) Choose the correct adverb to complete this sentence.

Place the glasses ... in the box – they're very fragile.

a) softly

b) calmly

☐ c) gently

(not answered)

---

/ 1 pt.

28) Choose the correct adverb to complete this sentence.

William whispered ... in Anna's ear that he would always love her.

☐ a) softly

b) calmly

c) smoothly

(not answered)

---

/ 1 pt.

29) Which of the types would the collocation **make a decision** fit into?

☐ a) verb+noun



b) adverb+adjective

c) noun+verb

(not answered)

/ 1 pt.

30) Which of the types would the collocation **burst into tears** fit into?

a) verb+adverb

b) verb+noun

c) verb+expression with a preposition

(not answered)

/ 1 pt.

31) Is this sentence formal or informal? Write F or I.

Cyclists should dismount before crossing the footbridge. ( **F** )

/ 1 pt.

32) Is this sentence formal or informal? Write F or I.

The students were all bored stiff by the lecture. ( **i** )

/ 4 pts.

Match the beginning of each sentence on the left to its ending on the right to make typical collocations used in business English.

33) **b** **b** They went into

34) **c** **?** We raised

35) **d** **d** We started up

36) **a** **?** They submitted

a) a tender for the new stadium.

b) partnership to develop a new range of products.

c) capital to expand the business.

d) a business to supply sports equipment to schools.

## Test 2:

### Student 1

Taken 3/22/2022 7:08 PM - 7:38 PM (30 minutes) from Ip Address [hidden]

Return Code XA8S-9C5M

39 / 64 pts. (61%)

/ 1 pt.

- 1) Choose the right word to complete the sentence.

The troubled singer has recently ... a second career as a fashion designer.

☒ a) launched

b) taken

c) commenced

/ 1 pt.

- 2) Choose the right word to complete the sentence.

Traders have urged the governments to ... new laws to regulate the import of cheap goods from abroad.

a) come in

☒ b) bring in

c) take in

/ 1 pt.

- 3) Choose the right word to complete the sentence.

The actor (59) was spotted at the Oscars striking up a ... with an attractive young blonde at the next table.

a) discussion

b) chat

☒ c) conversation

### Word Bank

come out

read

/ 1 pt.

- 4) Complete the collocation in this sentence.

He burnt the toast, which set off the smoke ☒ Alarm.

/ 1 pt.

- 5) Complete the collocation in this sentence.

Today, aged 82, she still remembers the day that ☒ She broke out.

/ 1 pt.

- 6) Complete the collocation in this sentence.

They want the government to ☒ Bring in legislation to restrict the sale of guns.

---

/ 1 pt.

7) Say whether the statement is true or false.

Your English will sound more impressive if you are able to avoid the over-use of simple words.

☒ a) True

☐ b) False

---

/ 1 pt.

8) Choose the right word to complete the sentence.

The government has recently ... on a project to care for young, single mothers in communal homes.

☐ a) taken

☐ b) jumped

☒ c) embarked

---

/ 1 pt.

9) Choose the right collocation to complete the sentence.

Today's newspapers all carry reports that the environment minister accepted bribes from building companies. He has ... these allegations.

☐ a) severely refused

☒ b) hotly denied

☐ c) badly rejected

---

/ 1 pt.

10) Complete the sentence.

The head teacher seemed unimpressed by our suggestions for more parental involvement in the school.

There was a fairly ☒ \*not answered\* response from the teachers too.

---

/ 1 pt.

11) Complete the sentence.

The report delivered a blistering ☒ \*not answered\* on all those whose poor work contributed to the disaster.

---

/ 1 pt.

12) Choose the correct expression to complete the sentence.

Social workers had organised a meeting between the two gangs. But the police had to be called when ... and fighting broke out.

☐ a) tempers started

☐ b) tempers flared

☒ c) tempers cooled

---

/ 7 pts.

Match the beginning of each sentence on the left to its ending on the right.

- 13) ☐ g The first time I gave a presentation, I was so nervous I didn't listen a) the audience's attention by asking questions.  
14) ☐ b It's important to be aware of your body b) language. It can have a big impact.  
15) ☐ f Nick is quite a shy person, so maintaining eye c) speaking more than death. That's crazy!  
16) ☐ e A lot of people are worried about dealing d) with the audience. He needs to make his presentations more interactive.  
17) ☐ c I read somewhere that Americans fear public e) with questions at the end of the presentation.  
18) ☐ a Rosie knows how to hold f) contact will be difficult for him.  
19) ☐ d Scott is very well-respected in his field, but he doesn't really connect g) carefully to one of the questions.

---

/ 1 pt.

- 20) Type the right word to replace the one in brackets.

Do you want to give great presentations which make an impact on the audience? Firstly, make sure that your slides are easy to  (watch).

---

/ 1 pt.

- 21) Type the right word to replace the one in brackets.

Don't use an unusual or small font. Also, don't have too much text on each slide. Keep them simple so people can  (take) your argument.

---

/ 1 pt.

- 22) Type the right word to replace the one in brackets.

Use pictures or examples to  (carry) your ideas to life. You can also use pie charts or bar charts to show figures or data more clearly.

---

/ 1 pt.

- 23) Type the right word to replace the one in brackets.

Finally, repeat your  (big) points several times to make sure the audience has understood your message.

---

/ 1 pt.

- 24) Choose an appropriate word to complete the sentence.

Ellie is quite a shy person and finds it hard to ... friends.

- a) create  
b) get

---

/ 1 pt.

- 25) Choose an appropriate word to complete the sentence.

Do Matthew and Emily ... a good relationship?

a) make

**b) have**

c) possess

---

/ 1 pt.

26) Choose an appropriate word to complete the sentence.

I wouldn't call Graham a close friend, more a casual ...

**a) acquaintance**

b) assistance

c) guidance

---

/ 1 pt.

27) Complete the question.

Have you ever fallen in love at first **Sight**?

---

/ 1 pt.

28) Complete the question.

Do you think it is possible to have one person who is the love of your **Life**?

---

/ 1 pt.

29) Choose an appropriate word to complete the question.

Do you think it's true that men are more reluctant to ... a commitment than women?

**a) offer**

b) provide

c) make

---

/ 1 pt.

30) Correct the word in brackets.

A chain of snow-covered snowy mountains runs down the east of the country. The Wassa River, the country's biggest, winds slowly from the northern mountains to the sea. Even in summer it is a bleak landscape, with its dark, **Bleak** (stony) mountains and its cold streams.

---

/ 1 pt.

31) Correct the word in brackets.

But for me it is the **Spectacular** (family) landscape of my childhood and I am happy that the government has decided to protect this environment.

---

/ 1 pt.

32) Choose the right word to complete the sentence.

It is a dramatic setting which is well a lot worth visiting for anyone who likes ... views.

a) speculating

☐ b) spectacular

c) spectacle

/ 1 pt.

33) Choose the right word to complete the collocation in this sentence.

We ... a lot of photographs because it was such a beautiful day.

a) made

☐ b) took

c) put

/ 1 pt.

34) Choose the right word to complete the collocation in this sentence.

Unfortunately, the new hotel ... the view of the castle.

☐ a) blocks

b) jams

c) stops

/ 1 pt.

35) Complete statement about countryside.

The verb, which means 'damage something so badly that it no longer exists or cannot be used' is to ☐ Spoilt.

/ 1 pt.

36) Is the statement true or false?

**Unspoilt countryside** is countryside where mountains are rising dramatically.

a) True

☐ b) False

/ 1 pt.

37) Replace the words in brackets in the sentence with one word only.

It's a beautiful town and the ☐ Tranquil countryside (which is all around it) is even more beautiful.

/ 1 pt.

38) Replace the words in brackets with one word only.

We travelled through some ☐ Breathtaking scenery (which was extremely exciting and beautiful).

/ 1 pt.

39) Choose the correct collocation.

I'm finding it hard to ... the energy to do anything much in the evenings these days.

☐ a) summon up

b) call

c) reach

---

/ 1 pt.

40) Choose the correct collocation.

I'd ... at the chance of a trip to Venice if I were offered one!

a) rise

**b) jump**

c) take

---

/ 1 pt.

41) Complete the sentence using the right word.

Don't **Force** yourself to the limits now. Conserve some strength for later on.

---

/ 1 pt.

42) Complete the sentence using the right word.

John Shane was given a yellow **\*not answered\*** for performing an illegal tackle on an opponent.

---

/ 1 pt.

43) Complete the sentence using the word in brackets in the appropriate form.

The home team won a **Convincing** victory. (convince)

---

/ 1 pt.

44) Complete the sentence using the word in brackets in the appropriate form.

Our team put up an excellent **Performance**. (perform)

---

/ 1 pt.

45) Answer this question about weddings.

What does 'get hitched' mean?

a) get engaged

**b) get married**

c) get divorced

---

/ 1 pt.

46) Answer this question about weddings.

What do the bride and bridegroom 'tie' when they get married?

a) the rope

**b) the knot**

c) the laces

---

/ 1 pt.

47) Correct the word in brackets to avoid collocation error in this sentence.

All the men wore traditional (garments) **Dress** consisting of green jackets and white trousers.

---

/ 4 pts.



Match the beginning of each sentence to its ending.

- |     |                            |                                      |                                          |
|-----|----------------------------|--------------------------------------|------------------------------------------|
| 48) | <input type="checkbox"/> d | This year's National Day festival    | a) tradition of poetry, music and dance. |
| 49) | <input type="checkbox"/> a | In this region we have a rich        | b) festival in spring.                   |
| 50) | <input type="checkbox"/> b | The town holds its annual            | c) back hundreds of years.               |
| 51) | <input type="checkbox"/> c | The tradition of carol singing dates | d) celebrates 50 years of independence.  |

---

/ 1 pt.

52) Choose the right word to complete the sentence.

After a ... divorce from his wife of 20 years, the actor married a woman young enough to be his daughter.

- a) hostile
- b) cruel

☐ c) bitter

---

/ 1 pt.

53) Choose the right word to complete the sentence.

John had a ... childhood, growing up with happily married parents and three brothers.

- a) carefree
- b) careful
- c) careless

(not answered)

---

/ 1 pt.

54) Complete the sentence.

Sally was granted sole ☐ \*not answered\* of the children from her first marriage.

---

/ 1 pt.

55) Complete the sentence.

I was ☐ \*not answered\* by my grandparents after my parents passed away.

---

/ 1 pt.

56) Say whether the statement about this collocation is true or false.

The underlined collocation in the sentence means to become an actor.

I'd like Judi Dench to take on a cameo role.

- a) True
- b) False

(not answered)

---

/ 5 pts.

Match the words on the left to the word on the right to form collocations.



- |     |                                     |            |            |
|-----|-------------------------------------|------------|------------|
| 57) | <div><div>c</div><div>?</div></div> | female     | a) house   |
| 58) | <div><div>d</div><div>?</div></div> | box-office | b) reading |
| 59) | <div><div>a</div><div>?</div></div> | big        | c) lead    |
| 60) | <div><div>e</div><div>?</div></div> | full       | d) hit     |
| 61) | <div><div>b</div><div>?</div></div> | bedtime    | e) screen  |

---

/ 1 pt.

62) Complete this collocation.

compulsive / bedtime \*not answered\*

---

/ 1 pt.

63) Complete this collocation.

flick / \*not answered\* through a book.

---

/ 1 pt.

64) Write the appropriate word instead of the one used in brackets.

Matthew: Have you downloaded that new e-book that has just \*not answered\* about Ireland?  
(appeared)

Camilla: No, I don't use my e-book reader app much and I don't visit websites with book reviews.  
What's it about?

## Test 3:

### Student 1

Taken 3/26/2022 1:06 PM - Not Finished (In Progress) from Ip Address [hidden]  
Return Code 2PTY-5PC7

11 / 33 pts. (33%)

/ 1 pt.

1) Choose the right answer.

To look at the pages of a book quickly, we use the verb...

☒ a) look through

b) look onto

c) look across

d) look over

/ 1 pt.

2) Choose the right answer.

When a book is published for the first time, we say a book ...

a) shows up

b) comes out

☒ c) appears

/ 1 pt.

3) Choose the correct word to complete the collocation in this sentence.

If you need to ... a book, you can do it by phone.

a) renovate

☒ b) update

c) renew

/ 1 pt.

4) Choose the right word to complete the collocation in this sentence meaning 'a ticket that you can use to pay for a book'.

She always bought me book ... for my birthday.

☒ a) receipts

b) tickets

c) tokens

/ 1 pt.

5) Is the statement true or false?

The collocation **take out a book** means to **borrow a book**.

☒ a) True

b) False

/ 1 pt.

6) Choose the right answer to complete the sentence.

This weather's ... hot for me.

a) more

☒ b) a bit

c) a few

---

/ 1 pt.

7) Choose the correct verb to complete the sentence.

His face ... hot at the memory of his embarrassment.

☒ a) showed

b) started

c) grew

d) became

---

/ 1 pt.

8) Choose the right adverb to complete the sentence.

Wash the tablecloth in ... hot soapy water.

a) scalding

b) extremely

☒ c) fairly

---

/ 1 pt.

9) Choose the correct preposition to complete the sentence.

The president made a presentation ... the businesswoman of the year.

a) to

b) towards

☒ c) for

---

/ 1 pt.

10) Choose the right noun to complete the sentence.

Students are encouraged to take ... in a sport of some kind.

☒ a) part

b) role

c) job

---

/ 1 pt.

11) Choose the right answer to complete the sentence with the collocation meaning 'sport that people enjoy watching'.

Football is the most popular ... sport.

☒ a) public

b) spectator

c) spectacular

/ 1 pt.

- 12) Complete the sentence with the appropriate noun (sports + noun). This collocation means 'someone who is famous for playing sport'.

The event will be opened by a well-known sports .

/ 1 pt.

- 13) Complete the following statement.

Don't say 'make (a) sport'. Say  (a) sport or play (a) sport.

/ 1 pt.

- 14) Choose the right word to complete the sentence with the collocation meaning 'to make it firm and strong'.

We want to ... relationships with other transport associations.

- a) spur
- b) empower
- c) cement

/ 1 pt.

- 15) Is the statement true or false?

The combination 'working relationship' in the following sentence means 'a relationship that is appropriate for people who work together'.

She's a fine actress and we developed a great **working relationship**.

b) False

/ 5 pts.

Match these halves.

16)  a feature

a) organizer

17)  distribute

b) studio

18)  celebrate

c) film

19)  a festival

d) a festival

20)  the film

e) a film

/ 5 pts.

Match these halves.

21)  the whole

a) the family

22)  rolling

b) history

23)  a member of

c) the countryside

24)  a family

d) countryside

25)  ruin

e) family

---

/ 1 pt.

26) Complete the following statement.

Don't say 'my family is five', 'my family is (of) five **group**/people'.

---

/ 1 pt.

27) Complete the following statement about festivals.

We can say to go to a festival or to **Perform** a festival (formal).

---

/ 5 pts.

Match the words.

- |     |          |          |               |                     |
|-----|----------|----------|---------------|---------------------|
| 28) | <b>e</b> | <b>?</b> | exceptionally | a) the celebrations |
| 29) | <b>e</b> | <b>c</b> | a cold        | b) celebration      |
| 30) | <b>b</b> | <b>a</b> | centenary     | c) spell            |
| 31) | <b>a</b> | <b>d</b> | join in       | d) a festival       |
| 32) | <b>d</b> | <b>b</b> | take part in  | e) cold             |

---

/ 1 pt.

33) Choose the right verbs that collocate with the word **cold**.

- a) grow
- b) become**
- c) come
- d) get**
- e) change

## Post-test (PTIC2):

**QUIZZZ**

Quiz : PTIC 2 (Post-test)

Date : Sat May 07 2022 2:11 PM

Student : Student 29

Accuracy

**92%**

Total Questions ✓ Correct × Incorrect ⏸ Unattempted ⌚ Timed Out

**53**

**49**

**4**

**0**

**0**

| No. | Question                                                                                                                                                                                                                                      | Time   | Points | Response     |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------------|
| 1   | Choose the right word to complete the sentence.<br><i>In your essay on the influence of TV, don't forget to discuss these ... <u>issues</u>.</i>                                                                                              | 8 secs | 1      | ✓ key        |
| 2   | Choose the right word to complete the sentence.<br><i>The report delivered a <u>blistering</u> ... on all those whose poor work contributed to the disaster.</i>                                                                              | 4 secs | 1      | ✓ attack     |
| 3   | Choose the right answer to complete the statement.<br><i>When a book is published for the first time, we say a <u>book</u> ...</i>                                                                                                            | 4 secs | 1      | ✓ comes out  |
| 4   | Replace the underlined words with a collocating verb.<br><i>There are always some problems when two companies <u>join together</u> but I think it will be worth it in the long run</i>                                                        | 3 secs | 1      | ✓ merge      |
| 5   | Choose the right word to correct the collocation error in this text about presentations.<br><i>Do you want to give great presentations which make an impact on the audience? Firstly, make sure that your slides are easy to ... (watch).</i> | 3 secs | 1      | ✓ read       |
| 6   | Complete the sentence.<br><i>The home team won a ... <u>victory</u>.</i>                                                                                                                                                                      | 3 secs | 1      | ✓ convincing |
| 7   | Choose the right word to complete the sentence.<br><i>The troubled singer <u>has</u> recently ... a second <u>career</u> as a fashion designer.</i>                                                                                           | 7 secs | 1      | ✓ launched   |

| No. | Question                                                                                                                                                                                   | Time    | Points | Response       |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|----------------|
| 8   | Tick 3 key words that collocate with <i>cold</i> .                                                                                                                                         | 12 secs | 1      | ✓ grow         |
|     |                                                                                                                                                                                            |         |        | come           |
|     |                                                                                                                                                                                            |         |        | ✓ get          |
| 9   | Choose the right word to complete the sentence.<br><i>Sally was <b>granted sole</b> ... of the children from her first marriage.</i>                                                       | 3 secs  | 1      | ✓ custody      |
| 10  | Choose the right verb to complete the collocation.<br><i>I'm finding it hard to ... <b>the energy</b> to do anything much in the evenings these days.</i>                                  | 4 secs  | 1      | ✓ summon up    |
| 11  | Choose the correct answer.<br><i>She always bought me <b>book</b> ... for my birthday.</i>                                                                                                 | 6 secs  | 0      | ✗ tags         |
| 12  | Choose the right word to complete the statement.<br><i>The collocation <b>take out a book</b> means to ... <b>a book</b>.</i>                                                              | 7 secs  | 1      | ✓ borrow       |
| 13  | Choose the right answer to complete the sentence.<br><i>This weather's ... <b>hot</b> for me.</i>                                                                                          | 5 secs  | 1      | ✓ a bit        |
| 14  | Choose the right answer to complete the sentence.<br><i>The actor (59) was spotted at the Oscars <b>striking up</b> a ... with an attractive young blonde at the next table.</i>           | 4 secs  | 1      | ✓ conversation |
| 15  | Choose the right word that collocates with <i>female</i> .                                                                                                                                 | 3 secs  | 1      | ✓ lead         |
| 16  | Choose the right word that collocates with <i>box-office</i> .                                                                                                                             | 3 secs  | 1      | ✓ hit          |
| 17  | Choose the right word that collocates with <i>bedtime</i> .                                                                                                                                | 4 secs  | 1      | ✓ reading      |
| 18  | Choose the right verb to complete the collocation.<br><i>I'd ... <b>at the chance</b> of a trip to Venice if I were offered one!</i>                                                       | 3 secs  | 1      | ✓ jump         |
| 19  | Answer this question about weddings.<br><i>What does <b>get hitched</b> mean?</i>                                                                                                          | 6 secs  | 1      | ✓ get married  |
| 20  | Is the statement true or false?<br><i>The verb in the following sentence is correct and collocates with <b>hot</b>.<br/>His face <b>showed</b> hot at the memory of his embarrassment.</i> | 8 secs  | 1      | ✓ False        |

| No. | Question                                                                                                                                                                                                                                                                      | Time     | Points | Response                                |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------|-----------------------------------------|
| 21  | Choose the right adverb to complete the sentence.<br><i>Wash the tablecloth in ... <b>hot</b> soapy water.</i>                                                                                                                                                                | 4 secs   | 1      | ✓ fairly                                |
| 22  | Match the following.<br><i>A <b>substantial</b>...</i>                                                                                                                                                                                                                        | 3 secs   | 1      | ✓ meal                                  |
| 23  | Is the statement true or false?<br><i>The collocation <b>cement relationships</b> in the following sentence means 'to make it weak'.</i><br><i>We want to <b>cement relationships</b> with other transport associations.</i>                                                  | 7 secs   | 1      | ✓ False                                 |
| 24  | Is the statement true or false?<br><i>The combination <b>working relationship</b> in the following sentence means 'a relationship that is appropriate for people who live together'.</i><br><i>She's a fine actress and we developed a great <b>working relationship</b>.</i> | 13 secs  | 1      | ✓ False                                 |
| 25  | Is the statement true or false?<br>The collocation in this sentence is formal. <i>The students were all <b>bored stiff</b> by the lecture.</i>                                                                                                                                | 5 secs   | 1      | ✓ False                                 |
| 26  | Choose an appropriate word to complete the sentence.<br><i>Do Matthew and Emily ... <b>a good relationship</b>?</i>                                                                                                                                                           | 3 secs   | 1      | ✓ have                                  |
| 27  | Is the statement true or false.<br>The collocation in blue means to become an actor.<br><i>I'd like Judi Dench to take on <b>a cameo role</b>.</i>                                                                                                                            | 173 secs | 1      | ✓ False                                 |
| 28  | Choose the right word to complete the sentence.<br><i>When she saw her exam results, Kate <b>burst into</b> ...</i>                                                                                                                                                           | 414 secs | 1      | ✓ tears                                 |
| 29  | Which of the types would <b>make a decision</b> fit into?                                                                                                                                                                                                                     | 4 secs   | 1      | ✓ verb+noun                             |
| 30  | Choose the right word to complete the question.<br><i>Have you ever fallen in love <b>at first</b> ...?</i>                                                                                                                                                                   | 4 secs   | 1      | ✓ sight                                 |
| 31  | Match the beginning of the sentence to its ending.<br><i>This year's National Day festival...</i>                                                                                                                                                                             | 4 secs   | 1      | ✓ celebrates 50 years of independence.  |
| 32  | Match the beginning of the sentence to its ending.<br><i>In this region we have <b>a rich</b>...</i>                                                                                                                                                                          | 3 secs   | 1      | ✓ tradition of poetry, music and dance. |
| 33  | Match the beginning of the sentence to its ending.<br><i>The first time I gave a presentation, I was so nervous I <b>didn't listen</b>...</i>                                                                                                                                 | 4 secs   | 1      | ✓ carefully to one of the questions.    |



| No. | Question                                                                                                                                                                                                             | Time   | Points | Response                                                                  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|---------------------------------------------------------------------------|
| 34  | Match the beginning of the sentence to its ending.<br><i>Nick is quite a shy person, so maintaining eye...</i>                                                                                                       | 3 secs | 1      | ✓ contact will be difficult for him.                                      |
| 35  | Match the beginning of the sentence to its ending.<br><i>Scott is very well-respected in his field, but he doesn't really connect...</i>                                                                             | 3 secs | 1      | ✓ with the audience. He needs to make his presentations more interactive. |
| 36  | Is the statement true or false?<br>We call expressions like <i>pass the buck</i> and <i>be over the moon</i> collocations.                                                                                           | 7 secs | 1      | ✓ False                                                                   |
| 37  | Choose the right word to complete the sentence.<br><i>Swelling with ..., Jack watched his daughter pick up her violin and play.</i>                                                                                  | 4 secs | 1      | ✓ pride                                                                   |
| 38  | Choose the right collocation to complete the sentence. <i>Today's newspapers all carry reports that the environment minister accepted bribes from building companies. He has ... these allegations.</i>              | 9 secs | 0      | ✗ severely refused                                                        |
| 39  | Put the expression <i>a storm in a tea cup</i> into the right category.                                                                                                                                              | 5 secs | 1      | ✓ idioms                                                                  |
| 40  | Choose the right word to complete the statement about weddings.<br><i>When the bride and bridegroom get married, they tie ...</i>                                                                                    | 5 secs | 1      | ✓ the knot                                                                |
| 41  | Choose the correct word to complete the collocation. <i>Unfortunately, the new hotel ... the view of the castle.</i>                                                                                                 | 3 secs | 1      | ✓ blocks                                                                  |
| 42  | Choose the right word to avoid collocation error in this sentence.<br><i>But for me it is the ... (family) landscape of my childhood and I am happy that the government has decided to protect this environment.</i> | 4 secs | 1      | ✓ familiar                                                                |
| 43  | Is this sentence formal or informal?<br><i>Cyclists should dismount before crossing the footbridge.</i>                                                                                                              | 3 secs | 1      | ✓ Formal                                                                  |
| 44  | Choose an appropriate word to complete the sentence.<br><i>I wouldn't call Graham a close friend, more a casual ...</i>                                                                                              | 5 secs | 0      | ✗ guidance                                                                |
| 45  | Choose the right word to complete the sentence.<br><i>John had a ... childhood, growing up with happily married parents and three brothers.</i>                                                                      | 5 secs | 1      | ✓ carefree                                                                |
| 46  | Match the beginning of the sentence to its ending to make typical collocations used in business English.<br><i>The bank ...</i>                                                                                      | 4 secs | 1      | ✓ a tender for the new stadium.                                           |

| No. | Question                                                                                                                             | Time   | Points | Response      |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|--------|--------|---------------|
| 47  | Replace the underlined words with a collocating verb.<br><i>The economy <u>was extremely high</u> 30 years ago.</i>                  | 7 secs | 1      | ✓ was booming |
| 48  | Complete the following statement.<br><i>Say <u>do (a) sport</u> or ... (a) <u>sport</u>.</i>                                         | 3 secs | 1      | ✓ play        |
| 49  | Complete the collocation.<br><i>A <u>feature</u>...</i>                                                                              | 4 secs | 1      | ✓ film        |
| 50  | Complete the collocation.<br><i>Rolling ...</i>                                                                                      | 7 secs | 0      | ✗ festival    |
| 51  | Say whether the statement is true or false.<br><i>We can say <u>to go to a festival</u> or <u>to attend a festival</u> (formal).</i> | 6 secs | 1      | ✓ True        |
| 52  | Complete the following statement.<br><i>Don't say 'my family is five', 'my family is (of) five' /... '.</i>                          | 3 secs | 1      | ✓ people      |
| 53  | Choose the right noun to complete the sentence.<br><i>Students are encouraged <u>to take ... in a sport</u> of some kind.</i>        | 4 secs | 1      | ✓ part        |

## Tracer test:

**QUIZZZ**

Quiz : Tracer test

Date : Tue May 24 2022 11:32 PM

Student : 10

Accuracy

**91%**

Total Questions

✓ Correct

✗ Incorrect

⌚ Unattempted

⌚ Timed Out

**53**

**48**

**5**

**0**

**0**

| No. | Question                                                                                                                                                                                                                                      | Time    | Points | Response                |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|-------------------------|
| 1   | Choose the right word to complete the sentence.<br><i>In your essay on the influence of TV, don't forget to discuss these ... <b>issues</b>.</i>                                                                                              | 5 secs  | 1      | ✓ key                   |
| 2   | Choose the right word to complete the sentence.<br><i>The report delivered a <b>blistering</b> ... on all those whose poor work contributed to the disaster.</i>                                                                              | 43 secs | 0      | ✗ raid                  |
| 3   | Choose the right answer to complete the statement.<br><i>When a book is published for the first time, we say a <b>book</b> ...</i>                                                                                                            | 3 secs  | 1      | ✓ comes out             |
| 4   | Replace the underlined words with a collocating verb.<br><i>There are always some problems when two companies <u>join together</u> but I think it will be worth it in the long run</i>                                                        | 3 secs  | 1      | ✓ merge                 |
| 5   | Choose the right word to correct the collocation error in this text about presentations.<br><i>Do you want to give great presentations which make an impact on the audience? Firstly, make sure that your slides are easy to ... (watch).</i> | 9 secs  | 1      | ✓ read                  |
| 6   | Complete the sentence.<br><i>The home team won a ... <b>victory</b>.</i>                                                                                                                                                                      | 4 secs  | 1      | ✓ convincing            |
| 7   | Choose the right word to complete the sentence.<br><i>The troubled singer <b>has</b> recently ... a second <b>career</b> as a fashion designer.</i>                                                                                           | 3 secs  | 1      | ✓ launched              |
| 8   | Tick 3 key words that collocate with cold.                                                                                                                                                                                                    | 8 secs  | 1      | ✓ grow<br>come<br>✓ get |
| 9   | Choose the right word to complete the sentence.<br><i>Sally was <b>granted sole</b> ... of the children from her first marriage.</i>                                                                                                          | 3 secs  | 1      | ✓ custody               |
| 10  | Choose the right verb to complete the collocation.<br><i>I'm finding it hard to ... <b>the energy</b> to do anything much in the evenings these days.</i>                                                                                     | 3 secs  | 1      | ✓ summon up             |
| 11  | Choose the correct answer.<br><i>She always bought me <b>book</b> ... for my birthday.</i>                                                                                                                                                    | 4 secs  | 1      | ✓ tokens                |
| 12  | Choose the right word to complete the statement.<br><i>The collocation <b>take out a book</b> means to ... a <b>book</b>.</i>                                                                                                                 | 4 secs  | 1      | ✓ borrow                |
| 13  | Choose the right answer to complete                                                                                                                                                                                                           | 3 secs  | 1      | ✓ a bit                 |

| No. | Question                                                                                                                                                                                                                                                                | Time    | Points | Response       |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|----------------|
|     | <i>This weather's ... <b>hot</b> for me.</i>                                                                                                                                                                                                                            |         |        |                |
| 14  | Choose the right answer to complete the sentence.<br><i>The actor (59) was spotted at the Oscars <b>striking up</b> a ... with an attractive young blonde at the next table.</i>                                                                                        | 3 secs  | 1      | ✓ conversation |
| 15  | Choose the right word that collocates with <b>female</b> .                                                                                                                                                                                                              | 4 secs  | 1      | ✓ lead         |
| 16  | Choose the right word that collocates with <b>box-office</b> .                                                                                                                                                                                                          | 3 secs  | 1      | ✓ hit          |
| 17  | Choose the right word that collocates with <b>bedtime</b> .                                                                                                                                                                                                             | 4 secs  | 1      | ✓ reading      |
| 18  | Choose the right verb to complete the collocation.<br><i>I'd ... <b>at the chance</b> of a trip to Venice if I were offered one!</i>                                                                                                                                    | 3 secs  | 1      | ✓ jump         |
| 19  | Answer this question about weddings.<br><i>What does <b>get hitched</b> mean?</i>                                                                                                                                                                                       | 9 secs  | 1      | ✓ get married  |
| 20  | Is the statement true or false?<br><i>The verb in the following sentence is correct and collocates with <b>hot</b>.<br/>His face <b>showed</b> hot at the memory of his embarrassment.</i>                                                                              | 4 secs  | 1      | ✓ False        |
| 21  | Choose the right adverb to complete the sentence.<br><i>Wash the tablecloth in ... <b>hot</b> soapy water.</i>                                                                                                                                                          | 4 secs  | 1      | ✓ fairly       |
| 22  | Match the following.<br><i>A <b>substantial</b>...</i>                                                                                                                                                                                                                  | 3 secs  | 1      | ✓ meal         |
| 23  | Is the statement true or false?<br><i>The collocation <b>cement relationships</b> in the following sentence means 'to make it weak'.<br/>We want to <b>cement relationships</b> with other transport associations.</i>                                                  | 4 secs  | 1      | ✓ False        |
| 24  | Is the statement true or false?<br><i>The combination <b>working relationship</b> in the following sentence means 'a relationship that is appropriate for people who live together'.<br/>She's a fine actress and we developed a great <b>working relationship</b>.</i> | 11 secs | 1      | ✓ False        |
| 25  | Is the statement true or false?<br><i>The collocation in this sentence is formal. The students were all <b>bored stiff</b> by the lecture.</i>                                                                                                                          | 5 secs  | 1      | ✓ False        |
| 26  | Choose an appropriate word to complete the sentence.<br><i>Do Matthew and Emily ... a <b>good relationship</b>?</i>                                                                                                                                                     | 4 secs  | 1      | ✓ have         |
| 27  | Is the statement true or false.                                                                                                                                                                                                                                         | 3 secs  | 1      | ✓ False        |

| No. | Question                                                                                                                                                                                                       | Time   | Points | Response                                                                  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|---------------------------------------------------------------------------|
|     | The collocation in blue means to become an actor.<br><i>I'd like Judi Dench to take on a <b>cameo</b> role.</i>                                                                                                |        |        |                                                                           |
| 28  | Choose the right word to complete the sentence.<br><i>When she saw her exam results, Kate <b>burst into</b> ...</i>                                                                                            | 3 secs | 1      | ✓ tears                                                                   |
| 29  | Which of the types would <b>make a decision</b> fit into?                                                                                                                                                      | 3 secs | 1      | ✓ verb+noun                                                               |
| 30  | Choose the right word to complete the question.<br><i>Have you ever fallen in love <b>at first</b> ...?</i>                                                                                                    | 4 secs | 0      | ✗ vision                                                                  |
| 31  | Match the beginning of the sentence to its ending.<br><i>This year's National Day festival...</i>                                                                                                              | 4 secs | 1      | ✓ celebrates 50 years of independence.                                    |
| 32  | Match the beginning of the sentence to its ending.<br><i>In this region we have a <b>rich</b>...</i>                                                                                                           | 3 secs | 1      | ✓ tradition of poetry, music and dance.                                   |
| 33  | Match the beginning of the sentence to its ending.<br><i>The first time I gave a presentation, I was so nervous I <b>didn't listen</b>...</i>                                                                  | 3 secs | 1      | ✓ carefully to one of the questions.                                      |
| 34  | Match the beginning of the sentence to its ending.<br><i>Nick is quite a shy person, so <b>maintaining eye</b>...</i>                                                                                          | 3 secs | 1      | ✓ contact will be difficult for him.                                      |
| 35  | Match the beginning of the sentence to its ending.<br><i>Scott is very well-respected in his field, but he <b>doesn't</b> really <b>connect</b>...</i>                                                         | 4 secs | 1      | ✓ with the audience. He needs to make his presentations more interactive. |
| 36  | Is the statement true or false?<br>We call expressions like <b>pass the buck</b> and <b>be over the moon</b> collocations.                                                                                     | 4 secs | 1      | ✓ False                                                                   |
| 37  | Choose the right word to complete the sentence.<br><i><b>Swelling with</b> ..., Jack watched his daughter pick up her violin and play.</i>                                                                     | 7 secs | 1      | ✓ pride                                                                   |
| 38  | Choose the right collocation to complete the sentence. <i>Today's newspapers all carry reports that the environment minister accepted bribes from building companies. He <b>has</b> ... these allegations.</i> | 8 secs | 0      | ✗ strictly declined                                                       |
| 39  | Put the expression <b>a storm in a tea cup</b> into the right category.                                                                                                                                        | 4 secs | 1      | ✓ idioms                                                                  |
| 40  | Choose the right word to complete the statement about weddings.<br><i>When the bride and bridegroom get married, they <b>tie</b> ...</i>                                                                       | 4 secs | 1      | ✓ the knot                                                                |
| 41  | Choose the correct word to complete                                                                                                                                                                            | 3 secs | 1      | ✓ blocks                                                                  |

| No. | Question                                                                                                                                                                                                                    | Time   | Points | Response                        |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|---------------------------------|
|     | hotel ... <i>the view</i> of the castle.                                                                                                                                                                                    |        |        |                                 |
| 42  | Choose the right word to avoid collocation error in this sentence.<br><i>But for me it is the ... (family) <b>landscape</b> of my childhood and I am happy that the government has decided to protect this environment.</i> | 4 secs | 1      | ✓ familiar                      |
| 43  | Is this sentence formal or informal?<br><i><b>Cyclists</b> should <b>dismount</b> before crossing the footbridge.</i>                                                                                                       | 3 secs | 1      | ✓ Formal                        |
| 44  | Choose an appropriate word to complete the sentence.<br><i>I wouldn't call Graham a close friend, more a <b>casual</b> ...</i>                                                                                              | 3 secs | 1      | ✓ acquaintance                  |
| 45  | Choose the right word to complete the sentence.<br><i>John had a ... <b>childhood</b>, growing up with happily married parents and three brothers.</i>                                                                      | 4 secs | 1      | ✓ carefree                      |
| 46  | Match the beginning of the sentence to its ending to make typical collocations used in business English.<br><i>They <b>submitted</b>...</i>                                                                                 | 3 secs | 1      | ✓ a tender for the new stadium. |
| 47  | Replace the underlined words with a collocating verb.<br><i>The economy <u>was extremely high</u> 30 years ago.</i>                                                                                                         | 4 secs | 1      | ✓ was booming                   |
| 48  | Complete the following statement.<br><i>Say <b>do (a) sport</b> or ... (a) <b>sport</b>.</i>                                                                                                                                | 3 secs | 1      | ✓ play                          |
| 49  | Complete the collocation.<br><i>A <b>feature</b>...</i>                                                                                                                                                                     | 4 secs | 1      | ✓ film                          |
| 50  | Complete the collocation.<br><i>Rolling ...</i>                                                                                                                                                                             | 5 secs | 0      | ✗ city                          |
| 51  | Say whether the statement is true or false.<br><i>We can say <b>to go to a festival</b> or <b>to attend a festival</b> (formal).</i>                                                                                        | 3 secs | 1      | ✓ True                          |
| 52  | Complete the following statement.<br><i>Don't say 'my family is five', 'my family is (of) five' ... '.</i>                                                                                                                  | 4 secs | 0      | ✗ relatives                     |
| 53  | Choose the right noun to complete the sentence.<br><i>Students are encouraged <b>to take</b> ... <b>in a sport</b> of some kind.</i>                                                                                        | 4 secs | 1      | ✓ part                          |

# **APPENDIX 03**

## **The Paper-based Course**



### **Section One: An introduction to collocation**

The collocations presented in these lessons were mainly selected from those identified as significant by the Cambridge International Corpus of written and spoken English (now known as the Cambridge English Corpus) and also the CANCODE corpus of spoken English, developed at the University of Nottingham in association with Cambridge University Press. The Cambridge English Corpus is a vast database of real English taken from a range of sources, such as books, newspapers, advertising, letters and emails, websites, conversations and speeches, radio and television. By studying this corpus, we obtained a representative picture of how English is really used and which words naturally and frequently go together. We also made much use of the Cambridge Learner Corpus, a corpus of learner English made up of exam scripts from students taking Cambridge English examinations all over the world. This particular corpus showed us what kind of collocation errors learners tend to make.

These corpora show that there are many thousands of collocations in English. So how could we select which ones would be most useful for you to work on in this book? Firstly, of course, we wanted to choose ones that you might want to use in your own written and spoken English. So, in the unit on Eating and drinking we include, for example, have a quick snack and processed food but not cocoa butter, which is a very strong collocation, but one which has very limited use for most people. Secondly, we decided it would be most useful for you if we focused on those collocations which are not immediately obvious and which the Cambridge Learner Corpus shows can cause problems for students. A friendly girl, cold water or to eat an apple are all collocations, but they are combinations which you can easily understand and produce yourself without any problems. So, we deal here with less obvious – though equally useful – word combinations, with, for instance, make friends (not get friends) and heavy rain (not strong rain).

Idioms are a special type of collocation where a fixed group of words has a meaning that cannot be guessed by knowing the meaning of the individual words.

### ***1.1. What is collocation***

- **Definition**

A collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound wrong to native speakers of English. For example, the adjective fast collocates with cars, but not with a glance. Learning collocations is an important part of learning the vocabulary of a language.

Some collocations are fixed, or very strong, for example take a photo, where no word other than take collocates with photo to give the same meaning. Some collocations are more open, where several different words may be used to give a similar meaning, for example keep to / stick to the rules. Here are some more examples of collocations.

- You must make an effort and study for your exams (NOT do an effort)
- Did you watch TV last night? (NOT look at TV)
- This car has a very powerful engine. It can do 200 km an hour. (NOT strong engine)
- There are some ancient monuments nearby. (NOT antique monuments)

Sometimes, a pair of words may not be absolutely wrong, and people will understand what is meant, but it may not be the natural, normal collocation. If someone says I did a few mistakes, they will be understood, but a fluent speaker of English would probably say I made a few mistakes.

- **Compounds and idioms**

Compounds are units of meaning formed with two or more words. Sometimes the words are written separately, sometimes they have a hyphen and sometimes they are written as one word. Usually, the meaning of the compound can be guessed by knowing the meaning of the individual words. Some examples of compounds are car park, post office, narrow-minded, shoelaces, teapot.

It is not always easy to separate collocations and compounds and, where they are useful for learners or an important part of the vocabulary of a topic. Idioms are groups of words in a fixed order that have a meaning that cannot be guessed by knowing the meaning of the individual words. For example, pass the buck is an idiom meaning 'to pass responsibility for a problem to another person to avoid dealing with it oneself'.

### ***1.2. Types of collocations***

There are many different types of collocation. Here are some examples.

**Adjectives and nouns:** Notice adjectives that are typically used with particular nouns.

- Emma always wears red or yellow or some other bright colour.
- We had a brief chat about the exams but didn't have time to discuss them properly.
- We had a brief chat about the exams but didn't have time to discuss them properly.
- Unemployment is a major problem for the government at the moment.
- Improving the health service is another key issue for government.

**Nouns and verbs:** Notice how nouns and verbs often go together. The examples below are all to do with economics and business.

- The economy boomed in the 1990s. [the economy was very strong]
- The company has grown and now employs 50 more people than last year.
- The company has expanded and now has branches in most major cities.

- The two companies merged in 2013 and now form one very large corporation.
- The company launched the product in 2012. [introduced the product]
- The price increase poses a problem for us. [is a problem]
- The internet has created opportunities for our business. [brought new opportunities]

**Noun + noun:** There are a lot of collocations with the pattern *a ... of ....*

- As Max read the lies about him, he felt a surge of anger. [literary: a sudden angry feeling]
- Every parent feels a sense of pride when their child does well or wins something.
- I felt a pang of nostalgia when I saw the old photos of the village where I grew up.

**Verbs and expressions with prepositions:** Some verbs collocate with particular prepositional expressions.

- As Jack went on stage to receive his gold medal for the judo competition you could see his parents swelling with pride. [looking extremely proud]
- I was filled with horror when I read the newspaper report of the explosion.
- When she spilt juice on her new skirt the little girl burst into tears. [suddenly started crying]

**Verbs and adverbs:** Some verbs have particular adverbs which regularly collocate with them.

- She pulled steadily on the rope and helped him to safety. [pulled firmly and evenly]
- He placed the beautiful vase gently on the window ledge.
- 'I love you and want to marry you,' Dylan whispered softly to Madison.
- She smiled proudly as she looked at the photos of her new grandson.

**Adverbs and adjectives:** Adjectives often have particular adverbs which regularly collocate with them.

- They are happily married.
- I am fully aware that there are serious problems. [I know well]
- Harry was blissfully unaware that he was in danger. [Harry had no idea at all, often used about something unpleasant]

### ***1.3. Why learn collocations***

Learning collocations is a good idea because they can:

- give you the most natural way to say something: smoking is strictly forbidden is more natural than smoking is strongly forbidden.
- give you alternative ways of saying something, which may be more colourful/expressive or more precise: instead of repeating 'It was very cold and very dark', we can say 'It was bitterly cold and pitch dark'.
- improve your style in writing: instead of saying poverty causes crime, you can say poverty breeds crime; instead of saying a big meal you can say a substantial meal. You may not need or want to use these in informal conversations, but in writing they can give your text more variety and make it read better.

### ***1.4. Finding, recording and learning collocations***

- **Finding collocations**

There are two main ways in which you can find collocations.

- You can train yourself to notice them whenever you read or listen to anything in English.

Look at the collocations that are worth learning from this short text in English.

After giving Mark a lift to the airport, Julie made her way home. What an exciting life he led! At times Julie felt desperately jealous of him. She spent her time doing little more than taking care of him and the children. Now her sister was getting divorced and would doubtless

be making demands on her too. Julie had promised to give her sister a call as soon as she got home but she decided to run herself a bath first. She had a sharp pain in her side and hoped that a hot bath might ease the pain.

- **Tip:** Get into the habit of making a note of any good collocations you come across in any English text you read. You can find them in any good learner's dictionary.

For example, if you look up the word sharp you will find some of these collocations:

- a sharp pain
- a sharp bend/turn
- a sharp contrast/difference/distinction
- a sharp rise/increase/drop
- **Tip:** When you look up a new word, make a point of noting it down in several different collocations.
- **Recording collocations**

The best way to record a collocation is in a phrase or a sentence showing how it is used. Highlight the collocation by underlining it or by using a highlighting pen. For example: I don't have access to that kind of secret information. Or: Jim gave me a very useful piece of advice.

- **Learning collocations**

Learning collocations is not so different from learning any vocabulary item. The key things are to:

- regularly revise what you want to learn
- practise using what you want to learn in contexts that are meaningful for you personally

- learn collocations in groups to help you fix them in your memory. You might group together collocations relating to the same topic. Or you might group collocations based on the same word, for example:
  - I must find a way to help him.
  - Can you find your way back to my house?
  - I learnt the hard way that Jack can't be trusted.
  - Please tell me if I'm getting in your way.
  - You must give way to traffic from the left.
  - I've tried every possible way to get him to change his mind.

### 1.5. Using your dictionary

A good learner's dictionary will give you information on collocations. Sometimes the information is highlighted in some special way. In other cases, the examples used in the dictionary include the most common collocations.

In the Cambridge Advanced Learner's Dictionary (CALD), common and useful collocations are given in bold type. Look at the CALD entry for the word pain and note how useful collocations are highlighted in bold.

**pain** **E** /peɪn/ *noun* [C or U] **1** a feeling of physical suffering caused by injury or illness: *Her symptoms included abdominal pain and vomiting.* ◦ *Are you **in** (= suffering from) pain?* ◦ *She was **in constant** pain.* ◦ *These tablets should help to **ease** the pain.* ◦ *I felt a **sharp** pain **in** my foot.* ◦ *He's been suffering various **aches and pains** for years.* **2** emotional or mental suffering: *It's a film about the pains and pleasures of parenthood.* ◦ *The parents are still in great pain **over** the death of their child.*  
 ● **a pain (in the neck)** *INFORMAL* someone or something that is very annoying: *That child is a **real** pain in the neck.*

A good dictionary will also tell you if a collocation is formal or informal. For example, CALD indicates that to take somebody up on an offer is an informal collocation (accept an offer would be a more formal alternative).

- **Tip:** When you buy a dictionary, make sure it gives good, clear information about collocations. When you look up words, if you don't know the collocations, highlight them in your dictionary or transfer them to your vocabulary notebook.

### 1.6. Register

Often, collocations rather than individual words suggest a particular register. For example, phrases using pretty meaning fairly sound informal when used with negative adjectives (pretty awful, pretty dreadful, pretty dull), and are typical of spoken English.

- **Spoken English**

Here are some more collocations which are almost exclusively found in spoken English.

- I'm bored stiff in this lesson! [extremely bored]
- You badly need a haircut!
- I'll have a think about it and let you know.
- Give me a ring when you get home. [give me a phone call]

- **Formal English**

Some collocations are typical of formal English and are most likely to be found in an official, often legal, context, such as in notices.

|                                                                                                                                                                                     |                                                                                                                                                               |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Passengers must not alight from the bus whilst it is in motion.</p>  <p>[get off the bus]</p> | <p><b>CYCLISTS</b> must dismount here</p>  <p>[get off their bicycles]</p> | <p>Trespassers will be prosecuted</p>  <p>[people who go onto someone's land or enter their building without permission will be taken to court]</p> | <p>Please dispose of<sup>1</sup> unwanted items in the receptacle<sup>2</sup> provided</p>  <p><sup>1</sup> throw away<br/><sup>2</sup> container used for storing or putting objects in</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Section Two: Everyday topics

### 2.1. Beginnings

- **How it all began**

The collocations used in these lessons will show you a variety of ways to express the idea of starting something or of something starting.

- The troubled singer has recently launched a second career as a fashion designer.
- Rising food prices have triggered angry protests in various parts of the country.
- Traders have urged the governments to bring in new laws to regulate the import of cheap goods from abroad.
- After a run of defeats, the English coach has decided to adopt a new approach to training, including bringing in specialists from the world of dance and yoga.
- The actor (59) was spotted at the Oscars striking up a conversation with an attractive young blonde at the next table.
- The government has recently embarked on a project to care for young, single mothers in communal homes.
- New companies are springing up at the rate of fifty a day, signalling the end of recession.
- Although the police did their best to keep rival fans apart, violence erupted twenty minutes into the game.

✓ See the script provided about this topic *How it all began*.

- **Making a start**

- He burnt the toast, which set off the smoke alarm.
- A newspaper recently reported that the actress had put on weight, prompting speculation that she is pregnant.

- Today, aged 82, she still remembers the day that war broke out.
- We set off on our journey just as dawn was breaking.
- Their advertising campaign generated a lot of interest in the product.
- As soon as they have approval, they can start to implement the plan.
- The troubled singer has recently launched a second career as a fashion designer.
- My brother plans to set up his own company once he has left college.
- They want the government to introduce legislation to restrict the sale of guns.
- **Tip:** Your English will sound more impressive if you are able to avoid the over-use of simple words such as start and began.

## 2.2. Giving a presentation

- **How to give great presentations**
  - ✓ See the script about **Giving a presentation**.
- **Visual aids**

Clear *visual aids*<sup>1</sup> are a great way to *make/have an impact* on your audience. Using *PowerPoint® slides* or other *presentation software* can create a very *effective presentation*.

You should *keep* slides *simple* with just a few words or images on each one. Be sure to use a clear font which is *easy to read*.

Think about your *key points*<sup>2</sup> for each area and try to write these in just a few words on the slide. You might want to use *bullet points* to help the audience *follow your argument*<sup>3</sup>.

If you are presenting numbers or data, *pie charts*, *bar charts* or graphs are often the clearest way to present them.

Using pictures or animations can help *bring* the presentation *to life*<sup>4</sup> and make it more memorable, but too many can be confusing and distracting.

- <sup>1</sup> *pictures, charts, films etc.*

- <sup>2</sup> main points (*We can also talk about key issues, key areas, key elements and key questions.*)
- <sup>3</sup> understand your reasons or explanation
- <sup>4</sup> make more interesting and lively

### 2.3. Relationships

- **Friendship**

Here are some common collocations relating to friends and friendship.

| collocation                 | example                                                                              | comment                                               |
|-----------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------|
| - make friends              | - When you go to university you will make a lot of new friends.                      | - NOT find friends<br>(a common student error)        |
| - strike up a friendship    | - Nathan struck up a friendship with a girl he met on holiday.                       | - = start a friendship                                |
| - form/develop a friendship | - Audrey formed a lasting friendship with the boy she sat next to at primary school. | - NOT make a friendship                               |
| - cement/spoil a friendship | - Spending several weeks on holiday together has cemented their friendship.          | - cement = strengthen<br>spoil = have a bad effect on |

|                                           |                                                                                     |                                                             |
|-------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------|
| - a friendship grows                      | - We were at school together, but our friendship grew after we'd left school.       | - grow = get stronger                                       |
| - close/special/mutual friends            | - I'm glad that our children are such close friends, aren't you?                    | - mutual friends = friends that you share with someone else |
| - a casual acquaintance                   | - I don't know Santiago well. We're just casual acquaintances.                      | - = someone you know a little                               |
| - having a good relationship with someone | - Anna and Samantha have a very good relationship. They love doing things together. | - NOT have a relation/relations with                        |
| - keep in contact/touch                   | - We must keep in contact when the course ends.                                     | - opposite = lose contact/touch                             |

- ✓ See the script provided about this topic **A love story**.

#### 2.4. Countryside

- ✓ See the script about **Countryside**.

- **The language of tourism**

| collocation                     | example                                                                                                              |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------|
| - uninterrupted view            | - From most rooms there are <i>uninterrupted views</i> of the castle. [nothing blocks the views of the castle]       |
| - panoramic view                | - From the top floor restaurant diners have a <i>panoramic view</i> of the countryside. [view over a very wide area] |
| - spectacular view              | - From the balcony there is a <i>spectacular view</i> of the mountains. [very dramatic view]                         |
| - enjoy/admire a view           | - We stopped for a few minutes to <i>admire the view</i> .                                                           |
| - breathtaking scenery          | - The area has some <i>breathtaking scenery</i> – mountains, cliffs, lakes. [extremely striking and beautiful views] |
| - dominate the landscape        | - The castle <i>dominates the landscape</i> for miles around. [can be seen from a long way away]                     |
| - beach stretches               | - A beautiful <i>beach stretches</i> for miles along the coast.                                                      |
| - sandy beach                   | - The hotel has its own <i>sandy beach</i> .                                                                         |
| - secluded beach                | - You'll love the <i>secluded beaches</i> . [without many people]                                                    |
| - golden sands                  | - You can wander for miles along the <i>golden sands</i> .                                                           |
| - peaceful/tranquil countryside | - You can quickly go from the hustle and bustle of the town to the <i>tranquil countryside</i> . [formal]            |

## 2.5. Sport

- **Sports training**

Read this blog entry by a professional swimmer trying out a new training camp.

CURRENT ARTICLES

ARCHIVE

ABOUT

PHOTOS

CONTACT

It's week two of our training programme here in the New Zealand training camp. We've had the chance to **do**<sup>1</sup> several **extreme sports** like white-water rafting and rock climbing. I've also **acquired** quite a **taste for**<sup>2</sup> snowboarding. I didn't like it much at first – I found it really hard to **keep my balance**. But my instructor said she was sure I'd **get the hang of it**<sup>3</sup> in a couple of hours, so I decided to **take up the challenge** and, sure enough, I mastered it. I thought I was **pretty fit**<sup>4</sup> but I'm really having to **push myself to the limits**<sup>5</sup> to be able to cope. I'm so shattered at night that it only takes me about two seconds to fall into a deep sleep. Anyway, despite the tiredness, I'm **having a whale of a time**<sup>6</sup>. Anybody would **jump at the chance**<sup>7</sup> to try out some of these sports, I'm sure. Must go to bed now to **summon up the energy** for tomorrow. Let's hope all this will help me **keep in shape**<sup>8</sup> for the next swimming tournament!



- <sup>1</sup> *NOT make*
- <sup>2</sup> *begun to enjoy*
- <sup>3</sup> *(informal) become able to do something*
- <sup>4</sup> *(informal) fairly fit*
- <sup>5</sup> *make a considerable effort*
- <sup>6</sup> *(informal) having a fantastic time*
- <sup>7</sup> *(informal) really like to do something*
- <sup>8</sup> *stay in good physical condition*

- **Sports news**

- The mood amongst the crowd reached **fever pitch**<sup>1</sup> at yesterday's match between India and Pakistan. In the last few minutes of the game Khan **played brilliantly** and secured a **convincing victory** for Pakistan.
- In the cricket match between Australia and South Africa the **score** currently **stands at** 65 for 3 wickets. We'll bring you **the latest scores** on the hour, every hour.
- The teams **took the field**<sup>2</sup> to the applause of 40,000 spectators. Despite **putting up a** determined **performance**, the England team seemed unable **to break through**

the formidable Italian **defence**. After some impressive tackles, Italy **was awarded a penalty** just before half time. The **penalty was missed**, much to the delight of ...

- Yesterday's match was full of excitement with three players being **given yellow cards** and some controversial **free kicks**. The game was lost when the Blues **scored an own goal**<sup>3</sup> in the last two minutes. The crowd **went wild**<sup>4</sup>.

- <sup>1</sup> *became very excited/agitated*

- <sup>2</sup> *went on the pitch*

- <sup>3</sup> *scored a goal in error against their own team*

- <sup>4</sup> *became crazy with excitement (can also be used for other emotions, such as rage)*

- **Tip:** Listen to commentaries in English relating to a sport that interests you and find a website dedicated to that sport. Note down any collocations about the sport that you notice being frequently used. You may find this website useful: [www.bbc.com/sport](http://www.bbc.com/sport).

## 2.6. Festivals and celebrations

- **Talking about festivals**

✓ See the script about the topic **Festivals and celebrations**.

- **Traditional festivities**

Different religions often have **movable feasts**<sup>1</sup> which depend on the phases of the moon.

There is a **rich tradition** of music and dance in central Sweden. Jazz and blues are part of **the cultural heritage** of the southern United States. Every year the town **puts on** a firework **display** as part of the festival. We have a **proud tradition** of raising funds for charity through our annual town festival. This month some of our students are observing **the festival of Ramadan**. In a **break with tradition** this year's festival will feature modern dances alongside traditional ones.

- <sup>1</sup> *can refer to any arrangement, plan or appointment where the date is flexible*

- **A wedding celebration**

✓ See the script about **Wedding celebration**. It is a speech by the best man (usually the bridegroom's best or oldest male friend) at a wedding. He mixes informal and formal collocations, which can have a humorous effect.

- **Common mistakes:** *Dress* is an uncountable noun when it refers to a style of clothing (e.g., traditional dress, formal dress). Don't say *traditional dresses*; this would mean dresses for women only.

## 2.7. Family

- **Family**

Your parents and siblings (brothers and sisters) are your *immediate family* – and your *extended family* includes all your relatives – uncles, cousins, great-aunts, etc.

You can use a *family tree* to diagram the relationships among your family members. A person who is related to you by a long series of connections can be called a *distant relative*.

If you're lucky, you have a *loving family* or a *close-knit family* – these expressions refer to a family that has good relationships, where everyone loves each other and helps each other. If you were raised in a loving family, then you probably had a *carefree childhood* – that means you had nothing to worry about when you were young.

On the other hand, a family in which the relationships are bad or unhealthy can be called a *dysfunctional family*. If the children experience abuse, poverty, or problems with the law, we can say they had a *troubled childhood*.

Perhaps the parents went through a *bitter divorce* – that means a separation in which there were bad/angry feelings between the husband and wife. It's also possible to have a *messy divorce*, with a prolonged legal battle involving lots of conflicts about the separation of the former couple's assets (money and possessions). The decisions about the separation of assets



are made in *the divorce settlement*. A family in which there are divorces or separations is sometimes called a *broken home*.

Sometimes the mother and father fight over *custody of the children* – that refers to who has the primary responsibility of caring for the kids. A judge can *grant joint custody* –that means the ex-husband and ex-wife share the responsibility – or *sole custody* to only one parent. For example, a judge might award sole custody to the mother, and the father has to *pay child support* – regular payments to help with expenses for the kids.

If it was a *mutual divorce/separation* – that means the ex-husband and ex-wife agreed to separate without fighting – then they will probably *stay on good terms with each other* (meaning to have a polite relationship without conflicts).

If a woman *gets pregnant* without being married or in a relationship, then she will become a *single mother*. Some women in this situation choose to *have an abortion*, and others prefer to *give the baby up for adoption*. The time when the baby is planned to arrive is called *the due date* – you can also say *the baby is due* in mid-October, for example.

After the woman *has the baby* (or gives birth to the baby), the baby is given to *the adoptive parents*, who will *raise the child* or *bring up the child* as if it was their own. Sometimes, when the *adopted child* is older, he or she tries to find their *birth mother* (biological mother).

## **2.8. Hot and cold**

The collocations in this lesson use the metaphor of temperature being connected to emotion. Words meaning heat are often connected to positive or strong emotions, including anger, while words meaning cold are often connected to negative emotions. Paolo and Sylvia are describing a work meeting. Listen to them and learn the expressions they used to describe different emotions.

- ✓ See the script about the topic *Hot and cold*.

## 2.9. Films and books

- **Talking about films and books**

- ✓ See the script about the topic *Films and books*.

- **Just about films and acting**

I've never had any desire to *go on the stag*<sup>1</sup> myself but I'd love to produce a film. I think historical dramas work particularly well on *the big screen*<sup>2</sup> and I'd love to make a film about Vikings in Britain. There'd be plenty of opportunities to use *special effects*<sup>3</sup> during battle scenes. I'd want *the male lead*<sup>4</sup> to be played by Hugh Jackman, while Jennifer Lawrence could have *the female lead*. Liam Neeson could *play the role of* a Viking warrior and I'd like Judi Dench to take on *a cameo role*<sup>5</sup>. I'm sure that, as always, she would *give* an excellent *performance*. My dream is to make a film that would be *nominated for an Oscar*<sup>6</sup>. Of course, I'd also like it to be an immediate *box-office hit*<sup>7</sup>, playing to *full houses*<sup>8</sup> worldwide.

- <sup>1</sup> *become an actor*
- <sup>2</sup> *the cinema*
- <sup>3</sup> *powerful visual effects, often created using technology*
- <sup>4</sup> *main male part*
- <sup>5</sup> *small but special part*
- <sup>6</sup> *put on the official list of people in the film world who may receive a special prize (an Oscar)*
- <sup>7</sup> *extremely successful with audiences*
- <sup>8</sup> *cinemas/theatres with no empty seats*

Other strong collocations are *cast a film* [select the actors for a film], *star in a film*, *shoot a film*, *make a film*.

- **Just about books, audiobooks and e-books**

| collocation                                    | example                                                                                                                                                                           |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| - be engrossed/absorbed in a book              | - Claudia was so <i>engrossed/absorbed in</i> her <i>book</i> that she didn't hear me.                                                                                            |
| - compulsive reading                           | - Many people find articles about the private lives of film stars <i>compulsive reading</i> . [so interesting you can't stop reading]                                             |
| - bedtime reading                              | - I don't think a horror story makes good <i>bedtime reading</i> . We stopped for a few minutes to admire the view.                                                               |
| - an easy read                                 | - Detective stories are good for train journeys as they're <i>an easy read</i> .                                                                                                  |
| - download an audiobook / an e-book reader app | - You can look up the latest book releases and <i>download an audiobook</i> from the iTunes store. I've just helped my mother <i>download an e-book reader app</i> on her tablet. |
| - flick/skim through a book                    | - Mona <i>flicked/skimmed through the book</i> without reading                                                                                                                    |
| - beautifully written                          | - The book is <i>beautifully written</i> – I highly recommend it.                                                                                                                 |

- **Common mistakes:** Critics review books and films, NOT criticise them. To criticise a book or film means to say negative things about it. Remember that you *watch television*, NOT see television, but you can *see* or *watch a film* or *programme* on television. We usually say *see a film* at the cinema.

### Section Three: Using Collocatory

Use our dictionary with the following key words to learn more collocations related to each key word.

- **Key words**

The selection of these key words was based on their relevance to the topics you have seen in Section Two (General Topics). I would like you to learn more collocations presented in the following entries: *beginning, presentation, relationship, countryside, sport, festival, celebration, family, hot, cold, film and book.*

This is a sample of the word 'beginning'.

➤ **beginning (noun):** /bi'gɪnɪŋ/

*the start or first part of an event, story, period of time etc*

#### **VERBS**

*mark the beginning of sth (=be the beginning of something)*

- *This event marked the beginning of a ten-year worldwide depression.*

*signal/herald the beginning of sth (=show that something will happen soon)*

- *The release of Mandela signalled the beginning of the end of South Africa's racist system.*

*see the beginning of sth (=be the time when something important starts to happen)*

- *The 1970s saw the beginning of a technological revolution.*

#### **ADJECTIVES**

*a new beginning*

- *The country needed a new government and a new beginning.*

*Don't say a fresh beginning. Say **a new beginning** or **a fresh start**.*

### **PREPOSITIONS**

#### ***at the beginning***

- *The store opened at the beginning of February.*
- *There is a quotation at the beginning of the book.*

#### ***in the beginning***

- *In the beginning I found the work quite hard.*

#### ***since the beginning***

- *Since the beginning of the year, 238 soldiers have been killed.*

#### ***from the beginning***

- *I opposed this war from the beginning.*

### **PHRASES**

#### ***right from/at the beginning from/at the very beginning (=used for emphasis)***

- *He had been lying to me from the very beginning.*
- *That's what I suggested right at the beginning.*

#### ***from beginning to end***

- *This piece of work was a challenge from beginning to end.*

#### ***start at the beginning (=start a story or activity at the first part)***

- *Just start at the beginning and tell us exactly what happened.*

#### ***sth is just/only the beginning (=used to emphasize that many more things will happen)***

- *Signing the contract is just the beginning of a long process.*

*the early signs or stages of something that later develops into something bigger or more important*

### **ADJECTIVES**

*humble/modest beginnings*

- *She rose from humble beginnings to become a senator.*

*small beginnings*

- *From small beginnings the firm grew into a major computer manufacturer.*

*early beginnings*

- *The Royal Society had its early beginnings in informal meetings.*

### **PREPOSITIONS**

*from ... beginnings*

- *We learn how the planet evolved from its beginnings to its present state.*

➤ **countryside:** /'kʌntrisaɪd/ noun

*land that is outside cities and towns*

### **ADJECTIVES**

*beautiful/lovely/stunning countryside*

- *The countryside between the mountain villages is stunning.*

*open countryside (=with few buildings, walls, trees etc)*

- *The farmhouse has views over open countryside.*

***the surrounding countryside***

- Both the town and the surrounding countryside are worth exploring.

***rolling countryside (=with hills)***

- They live in a valley surrounded by rolling countryside.

***unspoilt countryside (=with natural beauty not spoiled by buildings)***

- We walked through miles of unspoilt countryside.

**VERBS**

***protect/conserv*** the countryside (=stop people building on it or spoiling its beauty)

- How can we protect the countryside for future generations?

***spoil/ruin the countryside***

- Too many tourists can spoil the countryside.

**ADJECTIVES**

***the countryside around/near a place***

- The countryside around London is surprisingly pretty.

**THESAURUS:**

***The country:*** the area away from towns and cities, where there are fields, forests etc:

- Tired of city life, they moved to the country.

- I've always wanted to live in the country.

***Landscape:*** a large area of countryside that you see from somewhere:

- The house looks out over a peaceful rural landscape.

•Adams is famous for his photographs of the American landscape.

**Scenery:** the natural features of part of a country, such as mountains, forests etc, especially when these are attractive:

•New Zealand has some spectacular scenery.

•I looked out of the window and admired the scenery (=looked at the scenery).

**Wilderness:** a large area of land that has never been developed or farmed:

•Yukon is a vast wilderness of mountains, lakes, and forests.

**the bush:** wild country that has not been cleared, especially in Australia or Africa:

•The camp is popular with tourists wishing to experience the African bush.

**Rural:** relating to the country:

•People are moving away from rural areas.

•Keillor writes about small rural communities.

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## **APPENDIX 04**

### **The Scripts (In-class and Online Course)**

**Script 1: How it all began**

***Smoking ban***

- a) It is thought that they will attempt to ban smoking in all public places, including open-air spaces, such as parks.
- b) It is likely that this wider ban will encounter fierce opposition.
- c) Today it is said they may be about to adopt a more radical approach to the problem.
- d) It is now three years since the government attempted to tackle the problem of smoke-related illnesses by bringing in a law banning smoking in all work places.

***Violent protests in south of country***

- a) The arrest triggered protests especially in the south of the country.
- b) One person was killed in the demonstration and three were seriously injured.
- c) At the largest demonstration, in the capital city, violence erupted after police clashed with demonstrators.
- d) Following last week's election, the opposition leader was arrested and is now in prison.

***Success story!***

- a) A year ago today, the local council embarked on a project to address this problem.
- b) The result was that within six months of the project, small companies were springing up on every street and the city centre had been transformed into a vibrant and successful shopping centre.
- c) Two years ago, this paper reported that one in three companies in the city centre had failed and that no one was shopping there anymore.

d) They gave grants to anyone starting up a company in the area.

*Al Granger, politician?*

a) Granger himself hasn't confirmed or denied that this is the case.

b) This has started rumours that he intends to stand for parliament.

c) There have recently been suggestions that the 48-year-old actor and former singer, Al Granger, is about to launch a career as a politician.

d) He has mentioned his political aspirations in interviews, has a number of friends in the cabinet and was recently seen at a high-profile social event, striking up a conversation with the Prime Minister himself.

*Walter, E. & Woodford, K. (2019). Using Collocations for Natural English. Delta Publishing by Klett.*

#### **Script 2: Giving a presentation**

Here are our top tips:

- **Prepare** your **presentation** carefully. Is the structure easy to follow? Will it communicate your **core message**<sup>1</sup>?
- Consider **the target audience**<sup>2</sup>. Make sure that what you say is at the right level to **hold/keep** their **attention**. An **interactive presentation**<sup>3</sup> is a good way to **connect with** your **audience** and keep them interested.
- Don't forget that **body language**<sup>4</sup> is really important too. Try to **stand up straight**<sup>5</sup> as you talk. You might want to use a few **hand gestures**<sup>6</sup> to help emphasise your point.
- Look at the audience. You should **make eye contact** with about five or six different people. (But don't **maintain eye contact** with one person for too long!)

- If you feel nervous, ***breathe deeply***. This will also help you to ***speak clearly***. Your ***tone of voice***<sup>7</sup> is important and you will be easier to understand if you sound calm.
- Even people who are used to ***public speaking*** can feel nervous about ***dealing with questions*** after a presentation. The best way is to ***listen carefully*** and be honest if you don't know the answer!
- If you ***prepare handouts***, it's better to give them out at the end so the audience focuses on you, rather than the handouts.
  - <sup>1</sup> *the most important point(s)*
  - <sup>2</sup> *the people you are focusing on*
  - <sup>3</sup> *a presentation which involves the audience*
  - <sup>4</sup> *the way you move, stand, hold your arms etc.*
  - <sup>5</sup> *keep your back straight and your shoulders back*
  - <sup>6</sup> *a movement of your hands*
  - <sup>7</sup> *the sound and volume of your voice*

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### Script 3: A love story

I ***fell madly in love with*** Anton from the moment I met him. It was certainly ***love at first sight***. I knew at once that he was the ***love of my life***, but at first, I was not sure if my ***love was returned*** or not. Within a few days, however, he had told me that he was ***desperately in love*** with me too. A couple of weeks later, we realised that we wanted to ***make a commitment*** to each other and, when Anton asked me to marry him, I immediately ***accepted his proposal***. I'm sure we will always ***love each other unconditionally***<sup>1</sup>. Neither of us would ever consider ***having an affair***<sup>2</sup> with someone else.

- <sup>1</sup> love that is total and does not change regardless of what you or the object of your love does
- <sup>2</sup> having a sexual relationship with someone outside marriage

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#### **Script 4: Countryside**

##### **Speaker 1:**

From my room I look out over the **surrounding countryside**. It's very different from the **familiar landscape** I see from the windows at home. At home it's a **gentle landscape**<sup>1</sup> with **open fields**<sup>2</sup>. Here it's a **bleak landscape** with **rocky mountains** in the distance.

##### **Speaker 2:**

Yesterday we **followed a path** down to the lake. As we **turned a corner**, we **caught a glimpse of**<sup>3</sup> a kingfisher standing in the water. John tried to **take a picture**<sup>4</sup> of it but it **caught sight of** us and flew off. A little further on we **rounded a bend**<sup>5</sup> and St John's Abbey **came into view**. The Abbey **fell into ruin**<sup>6</sup> about three hundred years ago. Although it **lies in ruins**, it is **well worth seeing** as it stands in a **dramatic setting** on a **steep slope** beside a **fast-flowing river** with **mountains towering**<sup>7</sup> above it.

##### **Speaker 3:**

The cottage is in some wonderful **unspoilt countryside**<sup>8</sup> on the edge of a **dense forest**<sup>9</sup>. Unfortunately, the trees **block the view** of the **snow-covered mountains**. It has a little garden with a stream at the end of it. The **stream winds**<sup>10</sup> through the forest. They wanted to build a timber factory here but the local people said that it would **destroy the countryside** and, fortunately, their campaign to **protect the environment** succeeded.

- <sup>1</sup> a landscape with nothing extreme or threatening about it
- <sup>2</sup> fields uninterrupted by woods or houses
- <sup>3</sup> saw for a moment
- <sup>4</sup> take a photo
- <sup>5</sup> turned a corner
- <sup>6</sup> became a ruin
- <sup>7</sup> mountains rising dramatically
- <sup>8</sup> countryside that has not been changed by industry or modern buildings
- <sup>9</sup> thick forest
- <sup>10</sup> makes lots of bends, doesn't flow in a straight line

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#### **Script 5: Festivals and celebrations**

##### ***Ballynoe Fiddle Festival:*** (18 JULY)

This fun ***festival falls on*** the third Saturday of July, and the village becomes the centre of wild music for the whole day. The ***festival celebrates*** the birthday of Pat Davey, a famous local musician. This year's special guests include Anne O'Keeffe (fiddle) and Ger Downes (guitar), who will ***uphold<sup>1</sup> the annual tradition*** of playing at the house where Darvey was born.

##### ***Golden Apple Week:*** (3–9 SEPT)

Every year, the villagers of Hartsby ***hold an unusual festival*** – the Week of the Golden Apple. Hartsby, at the centre of the apple-growing region, celebrates this ***tradition***, which ***dates back to*** the Middle Ages, at the beginning of every September. The festival is held to celebrate the apple harvest. Come and ***join in the festivities*** and eat as many apples as you want! Tickets £5 (children £2).

**Fire and Light Festival:** (18 DEC)

It may be winter, dark and cold, but the village of Taft will be in **festive mood** on December 18th. **Wearing traditional dress**, the women of the village **perform dances** around a huge fire in the main square, while the men keep up **the age-old<sup>2</sup> tradition** of wearing large, brightly coloured hats and carrying lanterns. The **event marks<sup>3</sup>** the beginning of the **festive season<sup>4</sup>**.

- <sup>1</sup> also keep up
- <sup>2</sup> (journalistic/literary) very old
- <sup>3</sup> also festival marks
- <sup>4</sup> usually refers to the time around Christmas and New Year

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**Script 6:** Wedding celebration

'Ladies and gentlemen, according to **long-standing<sup>1</sup> tradition**, I now have to make a speech, but it'll be very short, so here goes. I never thought Theo would ever **get hitched<sup>2</sup>**, but he's finally decided to **tie the knot<sup>3</sup>**. Yesterday he was suffering from **pre-wedding nerves**, but today he looked calm and happy as he and Jade were **joined in matrimony<sup>4</sup>**. So now, I'd like to **propose a toast<sup>5</sup>** to the bride and groom. Please **raise your glasses**. To Jade and Theo! May they have many years of **wedded bliss<sup>6</sup>**!'

- <sup>1</sup> which has existed for a long time
- <sup>2/3</sup> (informal) get married
- <sup>4</sup> (formal: used as part of the marriage ceremony) married
- <sup>5</sup> also make a toast
- <sup>6</sup> (usually used slightly humorously) happiness through being married



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**Script 7: Hot and cold**

**Paolo:**

I don't know what I did in last week's meeting to offend Sylvia but she fixed me with an *icy stare* in the office canteen at lunch today. It had been a difficult meeting, I'll admit. Sylvia was anxious anyway, because her department has had a number of staff problems recently. I dared to suggest a solution which met with a decidedly *lukewarm response*. I don't know why — it was a perfectly sensible suggestion as far as I was concerned. I was a bit frustrated by Sylvia's attitude and I told her so. There followed a *heated debate* with both of us speaking our minds. At times *tempers flared* and frank words were exchanged but, for my part, I said nothing that I regret; suppose I can be quite blunt but I'm always careful to be professional. I've seen Sylvia several times since the meeting and tried to be friendly but my attempts at friendly conversation have all met with a *frost reception*.

**Sylvia:**

Paolo is known throughout the company for his *hot temper* and I never look forward to meetings with him. I'd had some problems with two members of staff just before the meeting and was calmly discussing the issues with my colleagues when Paolo arrived, late, for the meeting. He obviously thought he had all the answers to my problems and proceeded to tell me them. I listened respectfully to what he had to say and even acknowledged one or two good points that he'd made. Then, quite out of the blue, he launched a *blistering attack* on my department — or more specifically, the way I run the department. I was outraged by this and felt the *anger boil up* inside me but I was careful not to let it show — I think it's important to stay calm in a work situation. I said to Paolo that I thought he had a rather negative attitude

towards my department, a suggestion that he **hotly denied**. **Relations** between us **have thawed** somewhat since the meeting. I've bumped into him once or twice in the canteen and made a point of being pleasant to him.

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#### **Script 7: Films and books**

When a new **book** or **film comes out**, newspapers and websites, like BookLikes and IMDb, will review it. The people who **review the book/film** are called **book reviewers/film critics** and they write **book/film reviews**. If they don't like a book/film they **give it a bad review**. We can say that a novel or film is **based on a true story**. We say that a **book/film captures an atmosphere** or that a **book/film deals with a topic**. We talk about the **opening/closing scenes** of a film and the **opening/closing chapters** of a book. We talk about the **beginning** and **end of a book/film** (NOT start and finish). If everything works out well for the **central characters**, we say that the **book/film has a happy ending**. You may **recommend a book/film** that you enjoyed to a friend. If a lot of people have enjoyed it, it is **highly recommended**.

*McCarthy, M. and O'Dell, F. (2017). English Collocations in Use- intermediate. Cambridge University Press.*

## RÉSUMÉ

Dans les programmes algériens au niveau tertiaire, l'enseignement du vocabulaire s'étend sur de différents cours et les enseignants comptent principalement sur l'apprentissage non prémédité ou sur les propres efforts des apprenants. En outre, les méthodes d'enseignement les plus courantes tendent à accorder une importance secondaire à l'apprentissage des combinaisons de mots. Par conséquent, la production linguistique des apprenants restera toujours entassée de mots idiosyncrasiques en raison d'un manque de connaissances, en particulier en ce qui concerne les collocations. Malgré l'évolution et le grand potentiel des plates-formes interactives en ligne dans l'éducation, l'utilisation de plates-formes de base dans la plupart des universités algériennes est encore répandue, ce qui peut, à terme, conduire à la démotivation et au désintérêt des apprenants pour tout ce qui est enseigné. L'objectif principal de la recherche actuelle est d'étudier l'efficacité des sites Web interactifs vis-à-vis des classes conventionnelles dans l'enseignement des collocations. On suppose que l'intégration de sites Web interactifs en ligne permettrait d'améliorer l'apprentissage, la rétention et, finalement, l'utilisation des collocations. Les travaux de recherche actuels tentent d'explorer l'efficacité de ces plateformes dans l'enseignement de l'aspect cible. De façon expérimentale, 120 étudiants en deuxième année qui apprenaient l'anglais comme langue étrangère ont été sélectionnés au hasard à l'Université Oum El Bouaghi, suivant le plan à quatre groupes de Solomon, et plusieurs mesures statistiques telles que l'ANOVA, t-test, etc., ont été utilisées. Les résultats corroborent la principale hypothèse de recherche, à savoir que les groupes expérimentaux ont surpassé leurs homologues dans l'apprentissage des collocations cibles en obtenant des scores moyens plus élevés dans le post-test : EG1 (44,5), EG2 (39,5), CG1 (34,9) et CG2 (30,1). Leur rétention s'est même améliorée dans le test du traceur : EG1 (46,6) et EG2 (40,7). On pourrait conclure que les plateformes interactives peuvent jouer un rôle vital dans l'accroissement de la compétence collocative des étudiants, en particulier lorsqu'il y a un retour instantané sur leur

performance. À terme, les enseignants devraient adopter l'inclusion de l'apprentissage en ligne et sensibiliser les élèves à l'importance des collocations qu'ils pourraient apprendre par l'interactivité.

**Mots clés :** collocations, connaissances collocatives, apprenants d'anglais comme langue étrangère, langage des formules, sites/plateformes interactives

## ملخص

يتم تدريس علم المفردات من خلال توزيعه على عدة دروس مختلفة تبعا للمنهج الجزائري للتعليم العالي والذي يعتمد فالغالب على التلقين غير المتعمد أو على المجهودات الذاتية للطلبة. علاوة على ذلك، تميل معظم طرق التدريس الحالية إلى إعطاء أهمية ثانوية لتعلم تجميعات الكلمات ولهذا يبقى الإنتاج اللغوي للطلبة دائما محشوا بالصياغات الحرفية بسبب افتقارهم للمعرفة المتعلقة بالمتلازمات اللفظية. على الرغم من التطور والإمكانات الكبيرة التي تقدمها المنصات التفاعلية المتصلة بالإنترنت في مجال التعليم، لا يزال استخدام وسائل تعليمية بسيطة في معظم الجامعات الجزائرية سائداً مما قد يؤدي لفقدان عاملي التحفيز والاهتمام بالمادة التي يتم تدريسها. ان الهدف الرئيسي للبحث الحالي هو تقصي فعالية مواقع الويب التفاعلية بالمقارنة بالدروس التقليدية في تعليم المتلازمات اللفظية. من المفترض أن دمج هذه المواقع قد يؤدي إلى تحسين تعلم، ترسيخ واستخدام هذه المتلازمات. بالنسبة للجانب التجريبي، تم الاختيار العشوائي لـ 120 طالباً جامعياً للغة الإنجليزية كلغة أجنبية في السنة الثانية من جامعة أم البواقي بعد اتباع تصميم سلمون للمجموعات الأربعة مع إجراء حسابات إحصائية مختلفة مثل اختبار(ت)، اختبار التباين الاحصائي (ANOVA) وغيرها من الاختبارات والعمليات الاحصائية. تؤكد نتائج الدراسة الحالية فرضية البحث الرئيسية بمعنى أن المجموعات التجريبية تفوقت على نظيراتها في تعلم المتلازمات اللفظية المستهدفة وكان المعدل المتوسط في الاختبار البعدي لكل مجموعة كالتالي: EG1 (44.5)، EG2 (39.5)، 1 CG (34.9) و 2CG (30.1). كما تم تسجيل تحسن في قدرة المتعلمين على استرجاع المتلازمات اللفظية في الاختبار التتابعي بمعدل متوسط لكل مجموعة كالتالي: 1EG (46.6) و 2EG (40.7). يمكن استخلاص الدور الحيوي الذي تلعبه المنصات التفاعلية في زيادة كفاءة الطلاب للمتلازمات اللفظية خاصةً عندما يكون هناك رد فوري على أداؤهم. ولهذا يجب على المدرسين تبني إدراج التعلم عبر الإنترنت وزيادة وعي الطلاب بأهمية تعلم المتلازمات اللفظية خاصة عبر المنصات التفاعلية.

**الكلمات المفتاحية:** المتلازمات اللفظية، المعرفة الخاصة بالمتلازمات اللفظية، متعلمي اللغة الإنجليزية كلغة أجنبية، لغة الصيغ، مواقع/منصات تفاعلية.