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Understanding the Impact of Teaching Collocations on Building English as a Foreign Language Students' Vocabulary: The Case Study of Second-year EFL Students at Biskra University

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Declaration

I, Zohra **TAIEB,** do hereby declare that the dissertation entitled "Understanding the impact of teaching collocations on building English as foreign language students' vocabulary" is my own work except the ideas of other authors which I include them through the appropriate text –citation and referencing rules. I also declare that this work has not been submitted to any other university or institution for obtaining a degree.

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Dedication

In the Name of Allah, the most Gracious, the most Merciful

With affection and gratitude, I dedicate this work

To the source of love and courage, my parents… may Allah protect them.

To my brothers Abdullah & Adel…who always support and strengthen me may Allah reward them happiness

To the source of wisdom and inspiration, my sister Ilham

To my brother's wife Fathia .

To all my nephews and nieces …Aicha , Yasser, Nouh, Dina, Tarek, Mahmoud, Chaimaa, Asmaa & Yassmine .

To my friends Khaoula and Hayet … Who always stand by my side and enlighten me with their advices.

To everyone makes the creation of this work possible…

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Abstract

Teaching collocations can be useful in foreign language learning, since it enables learners to acquire the language as lexical chunks. Accordingly, the current study aimed at understanding the impact of teaching this major type of formulaic language on building English as Foreign Language students' vocabulary at Biskra University. Although collocations are largely existed in oral and written discourse, the majority of students are probably not aware of their importance. Consequently, they seemed they are not able to produce accurate, proper and native-like expressions. The current study comprises a sample of 24 students who were selected through the purposive sampling technique for understanding the impact of learning collocations on their vocabulary knowledge. The qualitative approach that involves both teachers' and students' questionnaire was employed to reach qualitative data which would help us to answer our research questions. Expectedly, the research finding revealed that the students are not aware about the existence and importance of collocations. We also uncover the strong relationship between teaching collocations and vocabulary building and the major difficulties which hinder students' vocabulary development. Besides, the positive attitudes of the teachers and students towards teaching and learning collocations were shown in the results of our research work.

Keywords: Collocations, Collocational Competence, Formulaic Sequences, Vocabulary Building.

List of Acronyms and Abbreviations

EFL: English as a foreign language

ESP: English for specific purposes

FL: Foreign language

L1: First language

L2: Second language

OF: Observed frequency

EF: Expected frequency

MWEs: Multi-words expressions

FSs: Formulaic sequences

CRA: Collocations' raising awareness

RTs: Receptive tasks

PTs: Productive tasks

MWUs: Multi-word units

SL: Second language

FL: Foreign language

CA: Componential analysis

Vs: versus

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General Introduction

General Introduction

1. Background of the Study

Vocabulary had been neglected in language teaching and it always been taught in relation to other skills. Although some teaching methodologies tried to make vocabulary dominant, there had been no significant teaching technique that would make learners more interested in learning words and lexical units. Teaching the language was a matter of teaching grammatical rules with a few lists of separate words, therefore; vocabulary learning proved to be useless. The importance of vocabulary has been raised recently, and the interest was shifted from learning the language as grammatical structures into learning more about lexical items. In 1993, Michel Lewis advocated the lexical approach and he questioned "The Grammar/Vocabulary dichotomy" .The Lexical Approach argues that language consists of chunks which, when combined, produce continuous coherent text (Lewis, 2008, p.7).

In other words, language is related much more with learning vocabulary and lexical units which are the basic of communication and no type of linguistic knowledge or grammatical rules can replace them. "One of the two central specifically linguistic ideas of the Lexical Approach is that of collocation" (Lewis, 2008.p8). Following Michel's Lewis views we believe that is important to put the ideas which came in the lexical approach into practice especially those who are related to collocations. We hypothesised that teaching collocations would contribute in raising learners' capacity in acquiring vocabulary of language to have more natural and native-like expressions

2. Statement of the Problem

Learning a language is highly related to learning its vocabulary .Therefore, English as foreign language learners should pay more attention to their vocabulary stock. In order to build correct word combinations, learners are required to learn as much as possible lists of words .However, we past that learning vocabulary as single units is not enough and the gaps between the acquisition of words and the utilisation of those words still exist. In the objective of using adequate and stylistic expressions, learners face the problem of creating appropriate word combinations.

> We now know that native speakers tend to use a great deal of language that is formulaic in nature. These formulaic expressions are so common that they become memorized. They then act as prefabricated language units that can be used as wholes, rather than being composed through vocabulary + syntax (Norbert Schmitt, 2000.101).

Learners' knowledge about formulaic expressions is limited, so they cannot naturalise their language through using prefabricated language units such as collocations. Importantly, collocations are word combination in language that occurs frequently as lexical chunks. Learning collocations through memorisation would help students not only in vocabulary acquisition, but also it would give them feedback to improve their writing and speaking proficiency.

Moreover, it would enable them to be more precise and accurate and sound like native speakers. In this regard, our research intends to shed light on the issue of teaching collocations and its impact on improving vocabulary building of second year university students of Mohamed Kheider Biskra. Accordingly, the qualitative research framework is selected to undertake our study since it would be appropriate to reach valuable data concerning the descriptive nature of this research work.

3. Aims of the Study

This study aims at understanding the impact of teaching collocations on the process of vocabulary building among English as foreign language students. First, it seeks to examine the students' consciousness about the usage and the importance of English collocation. It also aims at exploring the main difficulties that hinder students' vocabulary development and identifying the attitudes of teachers and learners towards teaching collocations. More specifically, this study aims to test the effectiveness of teaching collocations on the acquisition as well as the production of accurate and proper English expressions.

4. Research Questions

This research seeks to answer the following research questions:

RQ1: Are English as foreign language students aware of the importance of learning collocations?

RQ2: Is there a relationship between teaching collocations and vocabulary building?

RQ3: What are the main difficulties that hinder students' vocabulary development?

RQ4: What are the attitudes of teachers as well as learners towards teaching collocations to second year students in the course of reading?

5. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: The participant students are probably not aware about the importance of learning collocations.

RH2: Teaching collocations may have a positive impact on vocabulary building.

RH3: The possible reasons that may hinder students' vocabulary development are the difficulty in recognizing different vocabulary items, the limitation of teaching materials and the lack of practicing the language.

RH4: Both teachers and students are possibly interested in teaching collocations in the course of reading.

6. The Research Methodology of this Study

This research project aimed at understanding the relationship between teaching collocations and building English as a foreign language students' vocabulary. Accordingly, we adopt a qualitative research approach in order to have an in-depth understanding of the relationship between our research variables. Thus, we will undertake a descriptive research methodology since it would be helpful to reach valuable data to check the validity of our research hypothesis.

The research design of this study includes two questionnaires. The first questionnaire targeted the students whereas the second is organised for the teachers. Thus, using those qualitative data collection tools will serve to obtain a deep understanding the studied phenomenon including a descriptive analysis of the students and teachers attitudes, opinions, and perceptions towards collocations.

7. Population and Sampling Technique

This study involves second year English as a foreign language students at Biskra University where there are a total number of around 100 students. Due to time constrains and the large number of groups, we select to work with one group comprised of 24 students. Thus, the methodological selection of the participants carried out under the non-probability purposive sampling technique. Unlike the other levels at the section of English, second year students are interested in learning vocabulary more than any other language aspect and they have a fresh mind to grasp certain lexical items. Subsequently, the results of this research work will serve to answer appropriately our research questions.

8. Significance of the Study

This study intends to uncover the relationship between teaching collocations and building vocabulary of English as Foreign Language learners (EFL). It is an attempt to raise second year EFL students' awareness of English collocations and the different usages of this type of formulaic language. Moreover, it intends to find out whether teaching vocabulary through collocations will result in better acquisition of words than teaching vocabulary using classical techniques. It is hoped that the finding of our study would shed some light into these matters, and open doors for future teaching methods, especially those that are related to teaching vocabulary.

9. Definition of Key Terms

- **Collocations:** are the co-occurrence of two words or more together.

- **Collocational Competence:** is the ability to use collocations appropriately.

- **Formulaic Sequences:** encompasses a set of words that have a syntactic and semantic well-formed structure.

- **Vocabulary Building:** is the process of building new vocabulary items through exposing to them regularly

10.   Structure of the Dissertation

This dissertation is divided into three chapters: two theoretical chapters and practical one. The first chapter is devoted to the review of literature related to the concept of collocations; whereas, the second chapter concerned with vocabulary. Besides, the last chapter involves the methodological aspect of this study, the results and discussion of the findings.

Chapter One: It involves collocations' origins, definitions, and several approaches in the study of this linguistic phenomenon. It also presents the distinctive types and categories of collocations along with collocations' errors. Moreover, we discuss collocations as major type of formulaic sequence and the importance of collocations in foreign language learning.

Chapter Two: It provides a general overview of vocabulary knowledge including the definition, and the nature of vocabulary. Accordingly, different approaches of vocabulary teaching will be discussed in relation with vocabulary types and the main steps and techniques to learn vocabulary. We also discuss the importance of vocabulary then we compare vocabulary with grammar.

Chapter Three: In this chapter, we present the methodological aspect of this study. Moreover, we display and describe the data along with the analysis and the interpretation of results based on the findings of this research work. At the end, we draw general conclusion in addition to a set of implications and recommendations for further research.

Chapter One: Collocations

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

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Introduction

As an attempt to clarify the notion of 'collocations', our first chapter provides an overview of their origins, definitions and the various approaches to the study of this lexical aspect of language. In this chapter, we also try to make the distinction between collocations and other formulaic sequences. Moreover, different types of collocations and various categories will be presented. We also discuss how collocations play an important role in the process of language teaching and learning .In addition, this chapter presents several ways to raise learners' awareness about the existence and the different usages of collocations both in the educational context and outside classrooms. Furthermore, we underline the main sources of collocations' errors which can affect learners' written and spoken productions. This chapter consists of debatable views about how collocations should be taught in classrooms and a variety of techniques and strategies to facilitate the process of teaching and learning collocations. Finally, we discuss the collocational competence as a conditional step towards language proficiency.

1.1.   The Origins of Collocations

The term "collocation" has its roots from the Latin word "collocate" which means putting or placing things together (Neshkovska, 2018)

> Some things in language - in any language- are the formula character; that is to say, no one   can change anything in them [...], One may indeed analyze such as formula, and show that it consists of several words, but it is felt and handled as a unit, which may often mean something quite different from the meaning of the component words taken separately (Jespersen, 1924, p. 8).

The notion of collocation was firstly questioned by Otto Jespersen in his work "The philosophy of Grammar" (1924). He argued that there is a kind of lexical bounds that we cannot change anything in them, and if that happens the meaning will be changed as well. Jespersen was probably the first who hypothesised the arbitrary relationship between words. Research on collocation had been continued, since Palmer's significant work (1938) on labelling the term collocations in his dictionary, 'A Grammar of English Words' (Biskri, 2012).

The word collocation became familiar until it had been categorised as a technical term after Firth's establishment of his "modes of meaning". Firth (1957) stated the following: "I propose to bring forward as a technical term, meaning by collocation, and apply the test of "collocability" (p.8). Additionally, he gave a support to his views through giving the example of "dark night" as adjective+ noun collocations, and he argued that the collocability between those two words is the main reason for giving each of them its meaning. In other words, the meaning of a word is basically depending on the word it collocates with.

A critical view had been raised against Firth's perspective that collocations help in understanding the meaning. Lyon (1966) used the distributional theory of meaning as a proof to gain support for his view that the meaning of words did not depend on their collocability with the other words; However, he later rejected his opposite view and argued that "there is frequency so high a degree of interdependence between lexemes which tend to occur in texts in collocation with one another that their potentiality for collocation is reasonably described as being part of their meaning" (as cited in Biskri, 2012, p.8).

According to Biskri (2012), a group of scholars in Corpus Linguistics including Halliday (1966), Greenbrae (1974) ,Wong Fillmore (1976), Nattinger (1980), Sinclair (1991), Hoey (1991), Stubbs (1995), Partington (1998), Mc Enery and Wilson (2001), and Hunston (2002) were known as Neo-Firthians. They followed the path of Firth in defining collocations as the co-occurence of words. For instance, Halliday (1966) introduced the notion of a "set" as an extra dimension of collocability and he defined it as "the grouping of members with like privilege of occurrence in collocation" (as cited in Biskri, 2012, p.9).

In order to understand such linguistic phenomenon, most of scholars did not extend the scope of defining what "collocations" is. To have more details, we will discuss some of the definitions of collocations in the newt section.

1.2.   Definitions of Collocations

Different scholars have defined "collocations" from their own perspectives. Each of these definitions contributed to a more understanding of collocations, for example Firth- who introduces collocations in his theory of meaning- suggested that collocations of a given word are statements of the habitual or customary places of that word (Gill, 1996).

Actually this definition was criticised as lacking clarity; however, Firthian collocations is the one that most frequently referred to.

Sinclair (1991, p170) gave a statistical definition based on computational perspective when he said "collocation is the occurrence of two or more words within a short space of each other in a text". Moreover, Nation (1994) described collocations as "an instinctive reflex of the native speaker, but for non native speaker, it involves difficult decisions concerning word coverage and relies on extensive exposure to the language" (p.151).

Hence, Nattinger and Deccario (1997, p.36) tried to provide a clearer definition of collocations. They defined it as "strings of specific lexical items that co-occur with a mental expectancy greater than chance", which means that the relationship between co-located words did not happen incidentally, but it is a natural relationship (Alsakran, 2011, p.24).

Howarth (1998) viewed collocations as the co-occurence of lexical items with grammatical functions as components of sentences, for example nouns or prepositional phrases. Benson, Bensom,and Ilson (2009) who were influenced by the corpus-based research , generalise the notion of collocations and provide a new definition. Benson et al stated that "In English, as in other languages, there are such group of words are called recurrent combinations, fixed combinations, or collocations" (p. XIX).

Moreover, McCarthy, O'Keefe, and Walsh (2010) claimed that "Collocation is all about how likely it is that two words will occur next to each other, or very near each another"(p.28). They also asserted that collocations give as information about the words and their meaning when they used together in a certain context.

Thornbury (2002, p.7), on the other hand, claimed that collocations are a neglected phenomenon unlike compound and multi-words units, and then he describes collocations as the following:

> Two words are collocated if they occur together with more than chance frequency, such that, when we see, we can make a fairly safe bet that the other is in the neighbourhood … collocation is not as frozen a relationship as that of compounds or multi-word units (as cited in Biskri, 2012, p.13).

The Collocation, according to Oxford Collocations Dictionary, is defined as: "The way words combine in a language to produce natural-sounding speech and writing". Regardless the various definitions that we have seen, there is a kind of agreement about what a 'collocation' is. Most of scholars considered the co-occurrence of words as the major criterion that can describe what collocations are.

1.3.   Approaches to the Study of Collocations

Different approaches have been proposed for the study of collocations as a lexical phenomenon. Each approach provided a varied vision about how collocation should be tackled. In this regard, we discuss two main approaches to the study of collocations. These are the frequency-based approach and the phraseological approach.

1.3.1. The Frequency-based Approach

The frequency based -approach advocated by a group of scholars working in the field of corpus and computational linguistics. Collocations in this approach are related to frequency and statistics. They are considered as lexical units which contain a set of co-occurring words which placed at a certain distance from each other, and there is a distinction between frequently and infrequently co-occurring words (Nasselhauf, 2005).

Carter (1998) proposed that is possible to analyse collocational acceptability by using techniques of informat analysis in which a statistical measurement of intersubjective intuitions of a native language speakers is made. The idea of operationalizing collocability that is suggested by Carter is realised due to mega- size computerised corpora and concordance software (Nasselhauf, 2005).

The frequency-oriented view uses corpus tool in searching for nature of the relationship between the components of a word combinations that would be either statistically significant or strong reciprocal. As claimed by Norbert Schmitt (2010), the frequency –based approach intent to investigate the difference between the observed frequency (OF) and the expected frequency (EF) of a word pair in a corpus using whether a hypothesis testing measures or a mutual information measures (Gyllstad, 2007) which means that by using the statistical formula ,collocations will be quantitatively identified .

Halliday (1966) suggested the technical terms within the frequency based approaches which are 'node', 'colocate' and 'span'. The 'node' refers to the main element in the collocation, the 'collocate' for the other words that combine the main word; whereas, the 'span' is the number of collocates that accompany the node (Gyllstad, 2007).

Gyllstad (2009) suggested that collocations should not be less frequent than the target word (node) .Collocate frequencies had been checked against Nation's frequency list, therefore; most of the collocations were more frequent than the target words, and the few which were less frequent were placed. Although the frequency –based approach identifies significant collocations with a statistical value, it cannot incorporate all the collocations of phraseological value.

1.3.2. The Pharaseological-based Approach

In contrast to statistical views, the phraseological approach concerned with classifying schemes of phraseological units according to their degree of fixedness. This approach is a result of an influential work made in Russia in 1940s (Gylstad, 2009). In the same sense, Cowie (1998) claimed that a phraseological combination is difficult to delimit, because collocations are located between two other word combinations which are free combinations and idioms. The role of phraseologist is to propose categorisation frameworks of word combinations (Haiyan, 2019).

Gries (2008), also, defined phraseologism as the co-occurrence between words and 'paradigmatic slots' that accept to be filled with any number of word types from a lexical class (Gomez and Sanchez, 2018). Furthermore, Sag et al (2002) made a distinction between different stages of lexico-syntactic flexibility .They proposed a taxonomy which consisted fixed expressions, semi-fixed expressions and flexible expressions. According to them, fixed expressions are a set of sequences that often show lexico-syntactic irregularities, such as "Palo Alto", "by and large" ...etc. Besides, Semi-fixed expressions accept to be inflected into several variations and it includes a group of non-decomposable idioms, compound nominals, and proper names. Finally, syntactically flexible multi word expressions (MWEs) involve verb-particle constructions, decomposable idioms, and light verb constructions (Sag et al, 2002).

The phraseological-oriented field investigated collocations qualitatively in terms of compositionality, transparency, and restrictions of the substutability of two words .It is more pedagogically oriented, and it focuses on L2 learners' knowledge and use of word pairs. Furthermore, it does not acquire to use corpus tools for identifying the word pairs under study; however, it requires native speaker's intuition or recurring word combinations (Haiyan, 2019).

Recently, Howarth (1998) provided a comprehensible taxonomy in which the position of collocations stated between other different phraselogical categories based on criteria such as collocational restrictedness and semantic opacity (Kuei-Ju, 2011). The suggested taxonomy is as follows:
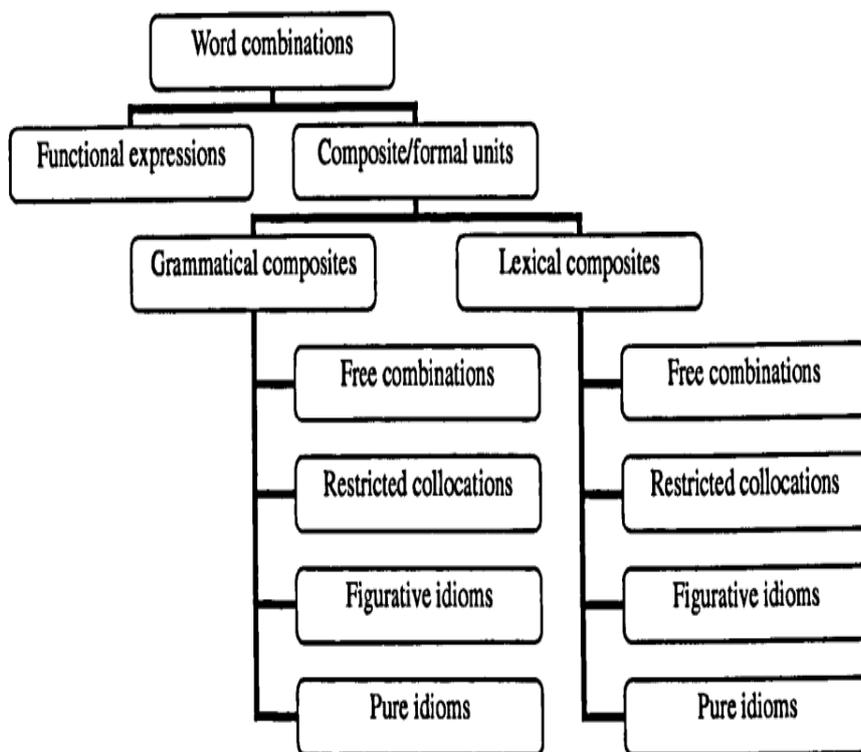
Figure.1.1 The phraseological taxonomy

1.4.   Collocations in the Lexical Approach

The lexical approach is highly related to the development of student's proficiency with lexis including words, word combinations and formulaic sequences. It had been

emerged due to Firth's work (1957) on words meaning. The major principle of the lexical approach is that the words receive their meaning from the other words they collocate with (Biskri, 2012).

Inspired by Firth's ideas and other linguists such as Willis (1990) and Nattinger and DeCarrico (1992), Lewis (1997) formulated the basic principles of the 'lexical approach'. Lewis (2008) stated that "The lexical approach can be summarised in few words, language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks" (p, 3). One of the ideas that come within the lexical approach is that it is related to collocations. Lewis described collocations as an observable phenomenon in which certain words co-exist in a natural text with greater than a random frequency.

He gave the example of word pairs as common collocations which can be known easily eg. chase/ miss the bus , make/do a mistake, slump dramatically / gracefully, then he asked the following questions: "Do we really know?" , "Are our intuition reliable?" and if they are "What part does collocations play in standard classroom activities". However, the main question that we should ask is how collocations been taught within classroom environment. Are they an extension of vocabulary teaching or we should find patterns and paradigms to move them into vocabulary-grammar spectrum (Lewis, 2000).

Furthermore, Lewis (2000) discussed the process of translation. He explained learners' methodologies of translating a given language and suggests new insights for translation stating that "the secret of course, is to translate chunk for chunk[...] such a translation will have some rough grammatical edges, but almost certainly success conveys the content" (p.64).

Learners' ability to translate chunks is not sufficient, but they need to be successful while identifying those lexical chunks. One of the majors of implementing the lexical approach is to develop the ability to chunk various kinds of texts. Thus, teachers must pay more attention to developing many skills with their learners, rather than simply 'teaching them language (Lewis (2000).

1.5.   Collocations and Formulaic Language

The concept of a collocation is derived from the basis that certain words co-occur frequently with a specific word rather than other ones (Kjemellmer, 1996 as cited in Lehecka, 2015). He added that collocations are classified as a subset of formulaic language. Research on formulaic language assumed that most of language users produce a linguistic output in a form of lexical chunks not as single words, so that they are based on a set of prefabricated word combinations.

The nature of formulaic language back to an early observation, Saito (1915), for instance, stresses the importance of partnership between words .According to him combination between words is that necessary condition to achieve words' meaning ;whereas, words in isolations are not sufficient to convey their meaning (Snoder, 2019).

Moreover, Pawley and Syder (1983) pave the way for extra research in formulaic language .They gave a clear example of someone wish to marry. It is usually worded as "I want to marry you", but not "I wish to be wedded to you or "My becoming your spouse is what I want".

Due to the diversity of works to define formulaic language, it had been developed as a field of study with a group of subordinate terms that can be used interchangeably, 'FSs', 'collocations', 'multiword units', 'prefabs', 'chunks'..etc. Furthermore, Sinclair (1991, p.9) pointed out in the area of formulaic language what he called the 'collocational principle'. According to him this principle governs learners' choice of words. It includes two other main principals which are 'the open choice principle' and 'the idiom principle'. The open choice principle requires free choosing of words which the learner go with, in condition he constrains himself with correct grammatical rules. Besides, the idiom principle requires learners' consideration of prefabricated chunks while using the language .Sinclair, also, contend the importance of the idiom principle in controlling learners' choice of words.

Nattinger and DeCarrico (1992) made a form-based classification of formulaic language which consists of two main features. These are variability and continuity. The first feature 'variability' refers to the possibility to adjust certain phrases

morphosyntactically and continuity is the process where certain words inserted within empty slots (Romer and Shculze, 2009).

Furthermore, Gries (2008) identified various common criteria that appear within different definitions of formulaic language. The first way in which MWEs' definitions vary is perhaps the role of semantic (non-) compositionality. For some researchers, semantic-non compositionality is a basic element to access formulaicity; however, to others, it does not matter whether a word sequence is compositional or not, thus it would help them to categorize different word sequences into various types. An example of this is the idiomatic vs non-idiomatic formulaic language (Gomez and Sanchez, 2018).

Additional differences between the proposed definitions of formulaic language have been suggested by Gries (2008) such as "types of units that can make up a co-occurrence" , "lexical and syntactic flexibility", "the role of unit co-occurrence frequency" , the "number of units in the MWE" and the "syntagmatic distance between units" as the major criteria.

In general, collocations are considered as a type of formulaic language. They are situated in the area between free combinations and idioms. The major characteristic that distinguishes them from the other formulaic sequences is their formal flexibility (Koike, 2011 as cited in Gomez et al, 2018).

1.6.   Types of Collocations

Several linguists classify collocations from their varied perspectives; consequently, there are different types of collocations. The prominent classifications belong to Benson et al. (1986), Lewis (2000) and Hill (2000). The BBA Dictionary of English Words Combinations also classifies collocations into two major groups, grammatical and lexical collocations.

1.6.1. Grammatical collocations

A grammatical collocation is a correlation between a dominant word (noun, adjective, verb) with a preposition or a grammatical structure such as an infinitive or clause (The BBA Combinatory Dictionary of English). We have eight major types of grammatical collocations (Benson et al., 1986).

Type	Form	Example
G1	Noun + Preposition	Argument with
G2	Noun + to infinitive	A pleasure to do
G3	Noun + that clause	An arrangement that
G4	Preposition + noun	By accident
G5	Adjective + preposition	Angry at
G6	Adjective + to infinitive	She was happy to meet him
G7	Adjective + that clause	I was afraid that i would fail the exam

Table1.1 (Source: The BBI Combinatory Dictionary of English (2009, p.19-34)

Group 8 contains verb patterns which are identified by numbers. They will be organized from 1 to 19 as following:

Form	Example
VO to O / VOO	He sent me the book
VO to O	He sent the book to me
TransitiveV+O +for O / VOO	She brought a shirt for him
V+ O + pre	We cut the bread with a knife
V+ to infinitive	He began to speak
V + infinitive without to	He must work
V + gerund (-ing)	They enjoy watching television
TransitiveV+O +to infinitive	She ask me to come
TransitiveV+O+ infinitve without to	We let the children go
V+O+gerund(-ing)	We caught him stealing apples
V + poccesive noun and gerund	Please excuse my walking
V+noun clause beginning with 'that'	They admitted that they were wrong
Transitive V+O+the infinitive to be +(adj/pp)	We consider her to be very capable
TransitiveV+O+Adj/pp/N	The police set the prisoner free

Trasitive V+O+O	The teacher asked the pupil a question
Transitive/reflexive/transitive + adverbial	He carried himself well
V+ interrogative word	He wants what I want
It+ transitive verb+ (to+inifinitive) / (that+clause)	It surprised me to learn of her decision
TransitiveV+(predicate noun / predicate pronoun)	She become an engineer

Table 1.2 (Source: The BBI Combinatory Dictionary of English (2009, p.19-34))

Phrasal verbs belong to grammatical collocations, but we usually do not include

(Noun +of), (Noun+ by) combinations in this type of collocations.

1.6.2. Lexical Collocations

Unlike grammatical collocations, lexical collocations consist of nouns, adjectives, verbs, adverbs, however they do not contain prepositions, infinitives, or clauses (The BBI Dictionary of English Words Combinations). There are mainly seven common types of lexical collocations which organized from L1 to L7 such as the following:

Type	Form	Example
L1	Verb (usually transitive) +noun/pronoun/prepositional phrase	Pose a questions
L2	Verb + noun	Reject an appeal
L3	Adjective+noun	Strong tea
L4	Noun+ Verb	Alarms go off
L5	Noun1 of Noun2	A pride of lions
	Adverb + Adjective	Deeply absorbed
L7	Verb + adverb	Apologize humbly

Table 1.3 (Source: The BBI Combinatory Dictionary of English (2009, p.19-34))

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Besides, Benson et al (1986), Lewis (2000, pp.133-134) introduce another classification of collocations .According to Benson et al, we can divided collocations into 20 types in terms of phrases and expressions. His classification was seen in his list as the following:

1. Adjective + noun (e.g., a difficult decision)

2. Verb + noun (e.g., submit a report)

3. Noun + noun (e.g., radio station)

4. Verb + adverb (e.g., examine thoroughly)

5. Adverb + adjective (e.g., extremely inconvenience)

6. Verb + adjective + noun (e.g., revise the original plan)

7. Noun + verb (e.g., the fog closed in)

8. Discourse marker (e.g., to put it another way)

9. Multi-word prepositional phrase (e.g., a few year ago)

10. Phrasal verb (e.g., turn in)

11. Adjective + preposition (e.g., aware of)

12. Compound noun (e.g., fire escape)

13. Binomial (e.g., backwards and forwards)

14. Trinomal (e.g., hook, line, and sinker)

18 . Semi-fixed expression (e.g., see you later/tomorrow/on Monday)

15. Fixed phrase (e.g., on the other hand)

16. Incomplete fixed phrase (e.g., a sort of …)

17. Fixed expression (e.g., not half!)

18. Semi-fixed expression (e.g., see you later/tomorrow/on Monday)

19. Part of a proverbs (e.g., too many cooks …)

20. Part of quotation (e.g., to be or not to be …)

Collocations 'types are totally different from collocations' categories. Thus, types of collocations refer to their grammatical or lexical consistency; however, categorization may include different types of collocations that belong to the same group .We usually categorize collocations according to their strength and use.

1.7. Categorization of Collocations

Collocations have been divided by different scholars and lexicographers, each of the present a new classification according to his perspective .Some scholars considered their strength; whereas others considered their use. The most common categories are discussed below:

1.7.1. Open Vs Restricted

According to Cowie and Howarth (1996), collocations can be divided into two different types, open and restricted collocations. Collocation can be open when both parts and one of them refers to a figurative meaning for example when we say ' white man' which refers to skin color. Besides, a collocation can be restricted when it reserve the literal meaning for example 'vested interest' (cited in Benayad, 2017).

1.7.2. Technical Vs Academic Collocations

Both types of collocations are constructed from General or specific English. Technical collocations are related to grammatical and lexical collocations. They are utilized within a special register i.e. ESP (English for Specific Purposes) , in order to help learners how to use the language. Partington (1998), claims that technical collocations are "powerful indicators of register". Besides, Academic collocations are general, so they can be utilized both in general or specific English.

1.7.3. Strong Vs Weak Collocations

Collocations' strength is related to the degree of words' association .When two words collocate most of the time with each other, thus they form a strong collocation. However when they collocate rarely, it means they form a weak collocation.

Hill (as cited in Lewis, 2000) suggests four major types of collocations according to their strength, unique, strong, weak and medium strength collocations. Unique collocations are guessable since their word combinations cannot be collocated with other words. Hill gives the example of 'foot the bill' and 'shrug your shoulders'. Both collocations are unique because the verbs 'foot' or 'shrug' do not collocate with other nouns (Hill as cited in Lewis, 2000).

Strong collocations include a large number of collocations, for example when we say "trenchant criticism" or "rancid butter". Although, there are other things that can be trenchant or rancid, but those collocations are few. According to McCarthy et al (2010), strong collocations are those words which combined with a small number of other words such as: 'profoundly disturbing', 'superficially similar', 'benignly disposed' and 'utterly reliable' (p.30).

Finally, we have the 'medium-strength collocations' which we use frequently while speaking or writing. The problem with this kind of collocations still exist because most students cannot know how to form a correct collocation, for example, most of students know the words ' hold' and ' conversation' ,but not all of them know that we can say ' hold a conversation'.

McCarthy et al (2010) classified collocation into strong and weak collocations. According to McCarthy strong collocation are a set of words which combined with a few number of other words such as : 'profoundly disturbing' , 'superficially similar' , 'benignly disposed' and 'utterly reliable' (p.30).However, he defined weak collocations as "Words that will make a large number of collocations" such as : 'very good' , 'really difficult' and so on (p.30).

1.8. The Importance of Collocations

Learning vocabulary is considered as the process of acquiring a set of single words and words families. This view had been changed after a research revealed that vocabulary knowledge is mainly related to learning lexical chunks. Thus, a great number of scholars stressed the importance of learning collocations for EFL learners.

Lewis (2000) claimed that the way the words relate to each other is the main reason that makes collocations important to language users. Native speakers of a certain language use collocation s unconsciously as they can know how words occur together and how to retrieve lexical units and produce correct combinations without being aware of this process ;however, foreign language learners struggle to get them right. Consequently, the native-like proficiency was the major interest of most scholars. It depends   on a considerable stock of collocations, so they proposed designing special syllabuses that can be presented immediately to non-native learners.

Moreover, Ellis (1997) argued that learners measures of competency are highly related to the ability to speak idiomatically and giving frequent collocations. According to him, collocations are meaningful units which can have a crucial role both in thinking and speaking. Although collocations are somehow complicated, Ellis believed that retrieving those collocations is similar to retrieving single words units (as cited in Altinok, 2000).

Hill (1999) stated that "students with good ideas often lose marks because they do not know the four or five important collocations of a key word that is central to what they are writing about". In other words, collocations play a significant role in improving students' writing performance; hence, students with a poor collocations' background cannot express their ideas clearly (as cited in Gulay, 2006, p.20).

According to Hill (2000) (as cited in Lewis, 2000), collocations reserve approximately 70% from what we read, write, say or hear. Therefore, if the students do not acquire enough ready-made chunks to be used, they will commit a numerous grammatical mistakes through generating utterances in the basis of grammar rules (ibid). He proves his words by giving the example: "his disability will continue until he dies" rather than "he has a permanent disability" (p.49).

McCarthy and O'Dell (2005) indicated an obvious importance of collocations. They argued that it is important to learn collocations because they improve EFL students' speaking and writing performance. Therefore, learning collocations would encourage students to use language naturally and accurately.

1.9. Raising Awareness of Collocations

In order to know the difficulties that the students face while identifying collocations , testing their language production will help teachers to highlight where their miss-collocations occurs (Lewis,2000).

Lewis (2000) claimed that "an effective platform for raising awareness of collocations is to focus on a selection of your students' miss collocations" (p.30). To extend vocabulary teaching, teachers must keep records about students' miss-collocations in order to discuss them later. It would be a good technique to correct their mistakes concerning the use of collocations and to raise their awareness as well (p.30).

Brown (1994) gave three examples about miss-collocations that made up by his students "Biochemists are making research into the causes of AIDS", "The result was an extreme disappointment", "we'll experience many costs, and few benefits will come" (ibid). If the reader or listener knows the meaning of the individual words, the process of communication will be effective. However, in English we cannot say "making a research", but we frequently say "doing a research".

In the second example, it is not correct to say "extreme disappointment" because the word "extreme" and "disappointment" do not collocate with each other. Moreover, third example consists of topic-specific words that belong to business language. In the previous example it is better to say "We'll incur substantial costs, and few benefits will accrue", to give strength for the expressions.

As mentioned by Yang (2000), researchers have classified three levels of awareness. The first basic level is "Noticing" in which we notice particular features of the target language input. It is considered as basic step towards developing learning process, and a critical stage to acquire such features (Schmidt, 1992).

Yang and Hendrick (2004) show the effect of collocations' raising awareness (CRA) tasks on improving their students' drafting essays .They find that the CRA approach make their students more aware about the existence of collocations while reading and they intent to develop the use of collocations in other tasks.

According to Shmidt and Frota (1986), the basic step in learning language is to pay attention to specific language features of the target input. This idea had been reflected on Schmidt's 'noticing hypothesis'(1990) which identifies that Whenever learners develop their capacity of noticing the language, they will reach a deeper level of cognitive awareness since they are in a constant processing of the noticed features in their input (Gyllstad et al, 2009).

Little (1997) introduced a "Higher level of metacognitive awareness". According to him, this level would be the last level in which the student can access because it is related to learners' psychological dimension. At this stage learners are able to control their language learning and use. Gnutzman (1997) suggested a broader perspective about language awareness in which the following three components are involved: a simultaneous

focus on the learning content, the learning methodology, and the learner in teaching and learning. The given components are learners-centred dimensions in which learners should have an idea about what they learn or what is called the knowing content. Furthermore, they must participate in the learning process (the role of the learner), and make sure that they undertake suitable strategies to develop a metacognitive awareness of the two previous dimensions (learning methodology) (Gyllstad et al, 2009).

1.10. The Causes of Collocational Errors

Several factors can affect EFL/ESL learners' production of accurate and correct collocations. Researchers such as   Bahns & Eldaw, 1993; Channel, 1981; Ellis, 1985; Farghal & Obiedat, 1995; Liu, 1999a, 1999b, 2000b conducted several studies to discover the sources of collocational errors that are frequently committed among learners (Bhumadhana, 2010). Liu (1999a) explored the different causes that obscure learners' to produce acceptable English collocations. His examination results in a set of possible reasons for collocational errors.

The first source of collocations' errors among EFL learners is related to the lack of the concept of collocations .While the students did not have an idea about how a collocation should be, they use incorrect word combinations unconsciously. They probably know the meaning of a single word, however they ignore which word can be associated with this word. Consequently, they would not produce any collocation (Liu, 1999a).

The interference of the mother language can be another main reason for producing false word combinations. Most of students made a literal translation from L1 to L2, so they will produce collocational errors, for example they say "learn knowledge" rather than "gain knowledge", or " eat a breakfast" instead of " have a breakfast" (Liu, 1999a).

Moreover, Liu (1999a) claimed that some students did not take grammar rules into consideration, others ignore where it should have restrictions concerning the meaning or the range of a word, so they produce such collocations' errors: "few knowledge" instead of "little knowledge". Moreover, the ignorance of collocational properties can be another main reason to fall in collocations' errors. Most of students did not know the qualities of certain words, so they are unable to guess the possible collocations that can be constructed from those words. For example they already know that they can say "good boy", but they

cannot consider other words which can be associated with the word "good" such as "good knowledge". Furthermore, (Liu 1999 as cited in Bhumadhana, 2010) explored the most common collocational errors in Chinese students' writing. He classifies them into seven main sources (see table 4)

Strategies	Category	Sources of errors
Cognitive strategies	Intralingual transfer	•False concept hypothesized •Ignorance of rule restrictions •Overgeneralization •Use of synonyms
	Interlingual transfer	• Negative transfer
Communication strategies	Paraphrase	•Wordcoinage •Approximation

Table 1.4 Sources of Collocation Errors Based on Liu's (1999) Study

The first source of collocations' errors in which Liu (1999) proposed is the false concept of collocations that the students have in their minds .If learners have false comprehension about certain words, they will use them incorrectly (ibid).Most of students think that   the verbs "do" and "make" are similar, so they use them freely, such as "do plans" rather than "make plans".

Richard (1973) suggested other main source of collocations' errors which is the ignorance of rules restrictions. He   refers to as   " analogy and failure to observe the restrictions of existing structures" (ibid).For example some students say "to make joyce surprise" instead of " to make joyce surprised" ,therefore there is a false analogy of the pattern of (verb+object+infinitive).

Students generalize certain rules, because they did not know how to distinct between different items. Li (2005) considered 'overgeneralization' as   another main source   which   caused   problems   in   creating   correct   collocations. He   defined overgeneralizations as "the creation as one deviant structure in place of two regular structures on the basis of students" (Liu, 1999a); for example, when the student says "am

used to take" rather than "am used to taking", he probably has an idea about how to say "am used to something or am used to do something", but he is unable to distinguish between them.

Farghal and Obiedat (1995) claimed that the use of synonyms offers for students the opportunity to use multiple choices of words. Thus the students would use a synonym to replace other word which they could not find. Consequently, they produce false word combinations. For instance, students might use the word "receive" to say "receive other people's opinions", but it is more frequent to say "accept other people's opinions".

The first language (L1) of learners may create several difficulties to them while using their second language (L2) in oral and written productions. Most learners express their ideas using a direct translation from L1 to L2; consequently, they will face miss-collocations' problem .For example in Chinese, it is understandable to say "listen his advice" ,or "wait your phone" ;however, in English the verbs "listen" and "wait" are transitive verbs ,so they cannot be followed by a noun.

Tarone (1978) proposed the concept of 'word coinage' as a source of collocations' errors. Students may use substantial words to explain a desired concept, but it would lead them to miss-collocations .For example when the student says "to see sun-up" instead of "to see sun-rise".

Approximation, also, considered being a source of collocational errors. It means to use unconsciously incorrect vocabulary or structure which would share similar semantic features with the desired items to transfer specific knowledge (Tarone, 1978). For instance, when we say "middle exam" is approximately the same with "midterm exam".

To conclude, several factors would influence the production of acceptable collocations. Being aware about those possible reasons would be the first step towards correcting errors concerning the accuracy of word combinations.

1.11. Explicit and Implicit Teaching of Collocations

The lack of collocational knowledge on the part of L2 learners created the need for searching efficient tools and procedures to extend vocabulary learning. Therefore, scholars

in pedagogical research put forward two possibilities whether to teach collocations explicitly or implicitly.

A great conflicting views had been raised to prove the effectiveness of those teaching approaches in the area of second language acquisition (SLA) especially those teaching and learning methodologies related to collocations .Different scholars including Nagy and Herman (1987), Nation (2001) and Gass (1999) advocated the implicit techniques on teaching collocations ,whereas others such as Nasselhauf (2003,2005), Leow (2000), as well as Rosa and Leow (2004) stressed the importance of explicit teaching of language (as cited in Mahvelati, 2019).

According to implicit teaching advocates, providing learners with explicit instructions about language features is not necessary, since they are able to learn the objectives of the target language only from the context. Gass (1997, p.1), for example, contend the importance of input while he said "the concept of input is perhaps the most important concept of second language acquisition" (Mahvelati, p. 107).

Krashen's (1998) perspective of the mere exposure for target language input was challengeable view due to its extreme non-interventionist position. Thus, scholars such as, Gass 1997, Goudarzi & Moini, 2012, Lee 2007, Sharwood-Smith, 1993 , claimed that such implicit exposure is not sufficient to draw learners' attention on language features, so they suggest to provide new teaching techniques to benefit the most from the exposure input (as cited in Mahvelati, 2019).

For the sake of compensate the absence of explicit instructions concerning the role of attention drawing strategies, Doughty and Williams (1998),Spada (1997) ,Eliss (2000) , believed that adding more pedagogical efforts to enhance learners' attention is essential. As a result, they proposed that focus on form teaching would be incidental focus on form and planned or preplanned focus on forms. Both focuses involve a variety of pedagogical activities, in order to draw learners' attention on language features (Mahvelati, 2019).

The implicit teaching of collocations did not gain much support, because of its slowness, the rate of acquisition, the inaccuracy of some of the guesses, its disregard of individual abilities and learning styles, and especially the lack of retention of the new

vocabulary (lewis, 2000).Therefore, teaching collocations explicitly, becomes a frequent strategy towards enriching learners' collocational knowledge.

Boers et al. (2006) investigated the role of teaching formulaic sequences explicitly to develop learners' linguistic abilities. Their study resulted in a considerable awareness of the formulaic language and a set of strategies which would help them to learn vocabulary. Similarly, Boonyasaquan (2009) suggested that developing the habit of noticing input among second language learners would develop their capacities to notice more spoken or written linguistic forms and therefore raise their consciousness towards collocations (Mahvelati, 2019)

Moreover, Boers and Lindstromberg (2009) underlined three main reasons for the misdirection of the pedagogical recommendations in teaching collocations (TC). They suggested that learners need help while identifying collocations outside class and the effect of willingness to identify collocations outside class; moreover, they considered the disregard of memory in storing lexical chunks (Snoder, 2019).

Barnbrok, Mason and Krishnamurthy (2013) claimed that it is necessary to produce corpus-based dictionaries for learners, in order to provide them with information about collocations. This idea would change materials and strategies used in the language class from implicit to explicit teaching environment, in order to acquire accurate and natural English (p.120).

Modern computer-based research shows that fluent spoken or written speech consists of short phrases rather than sentences .Therefore, teachers' role is to encourage learners to learn and use collocations for the accuracy and fluency of their language production (Golovina, 2014).

1.12. Techniques and Activities for Teaching Collocations

There has been a great disagreement between scholars about how collocations should be taught in the classroom (CF. Lewis, 1993, 1997, 2000; Meunier and Granger 2008; Webb and Kagimoto, 2011 as cited in Snoder, 2019). Web and Kagimoto (2009), for instance; investigated the effect of different tasks on learners' performance. They made a distinction between receptive tasks (RTs) and productive tasks (PTs). As a result, they found that both tasks are beneficial for learners. However, when they take learners'

proficiency into consideration, a significant difference appears. High proficiency learners are more efficient in PTs, whereas low proficiency learners benefiting more from RTs (Snoder, 2019).

Shmidt (1990) hypothesized the important role of noticing in language acquisition process; in this regard a group of scholars followed his views, such as Sharwood Smith (1991, 1993) Richard and Renandya (2000). Sharwood Smith (1991, 1993), for instance, suggested input enhancement to give learners more opportunities to intake their target language input. He proposed several formatting techniques to call learners' attention to linguistic input for example highlighting, underlining, or italicizing (Mahvelati, 2019).

The importance of collocations in L2 and FL context was the motivator element that makes researchers work on developing strategies and activities to better supply the collocational knowledge to language learners. Boers et al. (2014) suggests four popular formats as a considerable teaching practices, 'connect', 'insert the verb, 'underline' the verb, and 'insert the collocation' formats. He tested those formats through using verb-noun collocations (Snoder, 2019).

The 'connect' format involves classifying both parts of a collocation in two different columns (right and left) .This activity intents to enable students to guess the parts of a collocation by matching them together. A critical view had been recognized against this format, since it would not stimulate students to construct a whole collocation from the beginning (Snoder, 2019).

The second format 'insert 'the verb, based on matching technique. It is a 'contextualized matching', which provides students with a list of verbs, and then they have to fill the gaps. Since it is a conscious practice which requires knowing the meaning of the verbs and their application within the context, it will be an advantageous activity for learners. Besides, the 'underline' the verb formats is similar to the previous format in term of their sentential context. However, it based on underlying the appropriate verb in a given sentence. Similarly, students need to be familiar in both formats, in order to avoid ending up with a 'guessing game' (Snoder, 2019).

The fourth popular format that had been tested by Boer et al (2014) is the "insert a collocation" format. This activity involves inserting a whole collocation in a similar

context to 'insert' and 'underline' the verb formats. However it is fundamentally different because it is in accordance with the psycholinguistic literature .The collocational units that have been processed by learners and they proved to be stored in the memory as a "holistic" representation (Snoder, 2019).

Moreover, another two popular approaches have been identified by Boers' group, but they did not test them .These approaches are the 'correct a collocation' and the 'odd one out'. They assume that the "insert a collocation" practice would be the best format that improves students' capacity to retain verb-noun collocations (Snoder, 2019).

1.12 Collocations and Communicative Competence

In any language, developing a set of competencies is necessary. Most of students are familiar with the "communicative competence"; however, they possibly do not have idea about what is called "collocational competence".

Lewis (2000) admitted that "We are familiar with the concept of communicative competence, but we need to add the concept of "collocational competence" to our thinking" (p.49). He, also, claimed that even those good learners with an available stock of vocabulary cannot use language appropriately, because of their limited collocational competence.

In this regard, Hill (as cited in Lewis, 2000, p.49) stated that "students tend to create longer utterances because they do not know collocations which express precisely what they want to say". In other words, using language accurately requires a considerable knowledge about collocations and a certain degree of collocational competence.

To conclude, the lack of collocational competence can be reflected in students' grammatical mistakes, since they are commonly prone to express their ideas using longer sentences. Lewis (2000) described this problem when he said "Students with good ideas often lose marks because they do not know the four or five most important collocates of a key word that is central to what they are writing about" (p.50) .Teachers responsibility to overcome this miss-collocations issue is not to correct their learners' grammatical mistakes, but it is to make them aware about collocations and developing their collocational competence (Lewis, 2000).

Conclusion

Collocations have become an important language concern in which most linguists contribute to the understanding and development of this lexical entity. Knowing the origins and the meaning of collocations is a basic step towards raising awareness about their existence both in written and spoken productions. It is essential for language learners to discover the main types and categories of collocations, thus they would use them more precisely and naturally. In addition, viewing collocations from different dimensions provides a variety of perspectives about how can collocations being studied and tackled. However, the miss- collocations issue is a major problem that would affect learners' understanding and communication, so we spotlight into the main collocational errors. As a major part of vocabulary learning, collocations have a great importance in educational institutions. Therefore, teaching collocations needs more than random methodological strategies, and rather precisely studied techniques to achieve a high degree of collocational competence.

Chapter Two:

Vocabulary Building

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

Table of Contents

Introduction

Vocabulary is the vital side in language teaching and learning; thus, building vocabulary is the major goal of English as a foreign language learners. Our second chapter intends to give a clear description for the concept of vocabulary. This chapter provides several definitions of vocabulary, and then we will explain the nature of this central part of language. In order to have a general overview about how vocabulary had been approached and how it had been taught, the major approaches of vocabulary learning will be discussed. Moreover, we will present the various types of vocabulary and the main steps of learning certain vocabulary items. Likewise, the aspects and the importance of vocabulary will be viewed. This chapter finally examines the basic techniques in teaching vocabulary and a distinction between grammar and vocabulary will be presented.

2.1.   Definition of Vocabulary

Vocabulary is a fundamental aspect in language; therefore, it plays an important role in foreign language acquisition. The notion of vocabulary had been explained by different scholars and from various perspectives. The Oxford Dictionary, for instance, provided a simple definition about what vocabulary is. It defined vocabulary as "all the words that a person knows or uses" (p.495). In addition Hornby (1995) described vocabulary as the whole number of words which form certain language. According to Hornby, vocabulary is strongly related to the amount of words known to a person, and used as meaningful items (Ben Ali, 2019).

Moreover, Hatch and Brown (1995) indicated the relationship between the ability to speak and vocabulary (Leksouri, 2019).Besides, Ur (1996, p. 60) stated that "vocabulary can be defined, roughly, as the words we teach in the foreign language" (ibid).Additionally, Diamond and Gutlohm (2006) suggested that vocabulary related to learners' knowledge about words including their meaning (Saad, 2019).

Neuman and Dwayer (2009) stressed the importance of vocabulary both in speaking (expressive vocabulary) as well as in listening (receptive vocabulary).In this vein, Neuman and Wright (2014) relied vocabulary with the ability to understand while they said "the size of person's vocabulary is strongly related to how well that person understands what he or she reads" (p.4).

2.2. The Nature of Vocabulary

Words are the central constituent of vocabulary; therefore, knowing more about words, how they formed and how they grouped together to deliver meaning would help to better understanding of the nature of vocabulary.

2.2.1. Words

Words are the central component of vocabulary learning; therefore, we cannot speak about vocabulary without speaking about words. Thornbury (2002) stated that "All languages have words. Language emerges first as words both historically ,and in terms of the way each of us learned our first or any subsequent languages" (p.1). He also claimed that words acquisition is a continuous process and the production of new words never stops.

Vygotskey also asserted the value of words when he said "A word is a microcosm of human consciousness" (as cited in Thornbury, 2002) .In other words, words are the basic constituent in vocabulary knowledge .Thus, learners' cannot achieve a whole understanding of vocabulary unless they comprehend words as single units.

2.2.2. Word Formation

For teaching and learning purposes, it is necessary to classify vocabulary. This last is strongly combined with the study of how words are formed. Structural classification, for instance, offers to teachers the opportunity to organize certain vocabulary items and it helps learners as well to memorize words easily especially when there is a morphemic similarities (McCarthy, 1990).

The process of word –formation can be manipulated in different ways. Teachers may use its principles to clarify and explain certain grammatical or pronunciation   rules; whereas, others used them encourage learners produce new words from a group of prefixes or suffixes (McCarthy, 1990).

Thornbury (2000), suggested five ways of word-formations which are: affixation, compounding, blending, conversion and clipping. According to Thornbury (2002), "affixation is one of the ways new words are formed from old" (p.5). Moreover, he refers to compounding as joining two or more words to form one single meaningful unit such as: "word processor" or "paperback" (p.5).

Furthermore, Thornbury (2002) stated that "two words can be blended to form one word" (p.5). Word blending is to get one meaningful word through mixing tow different words together, for example "information + entertainment = infotainment" .Besides, conversion is to convert a part of speech and use it as another for instance to use a noun as a verb in this example "The shell impacted against a break wall".

Lastly, the fifth way of word –formation is "clipping" which refers to the possibility to shorten some longer words for instance to say "flu" rather than "influenza". (Thornbury, 2002).

2.2.3. Word Families

It refers to a group of words which are usually share the same root (e.g. look), however they contain different endings: "looking", "looks", "looked". The process of adding parts into the base of a word is called affixation and those extensional parts called "suffixes" or "prefixes" .We habitually use them for certain grammatical purposes. The resulted forms from the affixations process called "inflexions"; besides, a "derivative" is a word which shared the same root with other words whereas it delivers different meaning (Thornbury, 2002).

Thornbury (2002) stated that "A word family comprises the base word plus its inflections and its most derivatives" (p.4). He ,then , gives the example of the base word "understand" and its family members "understands" , "understanding" , "understood" , "understandable" , "misunderstand" and "misunderstood" .Those derivatives are grouped together in the mind ,so we describe learners' knowledge about words as the number of word families he acquire (Thornbury, 2002).

2.2.4. Multi-Word Units

Multi-word units (MWUs) are groups of more than one word which can be applied as one single unit and they may have either a fixed or a semi-fixed form. Thornbury (2000, p.6) called those MWUs as "lexical chunks" which may vary in term of their fixedness and their idiomacity. He also classified them into "idioms", "phrasal verbs", "fixed phrases" and "semi-fixed phrases".

Similarly, McCarthy (1990) admitted that "when we look at written or spoken texts in English, we see a large number of recurring words fixed forms which consist of more than one word yet which are not syntactically the same as compounds" (p.6) .

2.3.   Approaches to Vocabulary Learning

In order to find more efficient and more effective ways of teaching languages, a set of classroom activities and approaches had been invented .Major trends and methodologies in language teaching had been raised for the sake to organize language programs (Richard, 1986).As an example of teaching vocabulary methodologies, we select three major teaching approaches which are: the grammar translation method, the audiolingual method, the natural method.

2.3.1. The Grammar Translation Method

It was firstly known in the United States in a significant work by Sears (1845). Grammar translation, then, had been adopted by German scholars and becomes a frequent teaching technique which most of language instructors based on (Lewis, 2000).

The major characteristics of Grammar translation had been underlined by different scholars. Stern (1983, p.455) pointed the role of the first language in second language acquisition when he said "The first language is maintained as the reference system in the acquisition of second language" (Richard and Rodjers, 1986, p.3).Thus, the main criterion of the Grammar translation is the total reliance with the first language; therefore, its major concern is to translate sentences and texts into the target language.

Moreover, Rivers (1981) underlined some classroom implications of the Grammar-translations when he said:

The grammar-translation method aims at inculcating an understanding of the grammar of the language, and training the student to write the new language accurately by regular practice in translating from the native language. It aims at providing the student with a wide literary vocabulary, often of an unnecessarily detailed nature. It aims at training the student to extract the meaning from texts in the new language by translation into the native language and, at advanced stages, to appreciate the literary significance and value of these texts (p.29).

Additionally, this method focused on reading and writing skills rather than speaking and listening. According to grammar translation method, learning vocabulary is based only on reading texts and words are taught through memorizations, bilingual words lists, or dictionaries; thus, a comparison between native language and foreign language is made (Richard et al, 1983).

2.3.2. The Audiolingual Method

The audiolingual method originated in the United States by the end of the 1950. It was firstly appeared for military purposes, and then it had been developed as a foreign language teaching method. A group of American linguists suggested the theory of audiolingualism as a reaction to traditional grammar theory, consequently, the interest had been shifted from studying grammar rules and literature to speaking fluency (Richard et al, 1983).

Audiolingualism, as any other teaching approach, contains several types of learning and teaching activities. The basic classroom practices related to audiolingualism are dialogues and drills. Dialogues are mainly used to repeat and to memorize certain language items; besides, several types of drills will be selected to practice more a specific target language features ,such as repetition, inflection, replacement, restatement, completion, transposition, expansion, contraction, transformation and integration (Richard et al, 1983).

As mentioned by Richard and Rodgers (1983), Rivers (1964) suggested that learning words is basically depended on their linguistic and cultural context, thus teaching a language should involve certain aspects of cultural language teaching used by native speakers. As a result, one of the main principles of grammar translation is to connect vocabulary teaching with cultural context.

Moreover, other clear principles had been proposed such as the concept of habit formation which reflected on stimuli and responses mechanism. Analogy and oral-training, also take place in audiolingual practices, because of their importance in verbal communication (Rivers, 1964).

2.3.3. The Natural Method

It is based on a theory of second language acquisition and it had been applied by many language teachers. Its central hypothesis is that "we acquire language when we obtain comprehensible input, when we understand what we hear or read in another language" (Krashen, 1988, p.1).

Krashen (1998), in his natural approach, neglected the role of conscious activities in language acquisition and he did not considered noticing as learning tool. He also distinguished between learning language consciously and acquiring language unconsciously. According to Krashen (1998), the items that have been acquired unconsciously are needed to be used spontaneously. Moreover, he asserted that acquisition is essential, whereas learning is less important, so that learning does not contribute to acquisition (Lewis, 2000).

Hence, Lewis (2008) reported that:

If Krashen is right, then all formal instruction is pointless, or even impedes acquisition. While this is more often the case than many teachers admit, it is not always so. Teaching helps, precisely when it encourages the transition from input to intake. Meaning and message are primary, but Exercises and Activities which help the learner observe or notice the L2 more accurately ensure quicker and more carefully-formulated hypotheses about L2, and so aid acquisition which is based on a constantly repeated Observe-Hypothesise-Experiment cycle (p.52).

The role of vocabulary also had been highlighted in the stages of the natural approach. One of the key terms in this approach is the "prespeaking' stage which is basically related to listening for a comprehensible amount of input. The natural approach activities concentrate on listening skills in order to expand learners' recognition ability; therefore, they will focus on certain key terms in the speech of the instructor and then interpret the general meaning (Krashen, 1998). In this vein, he also stressed the importance of recognition when he said "A large recognition vocabulary will contribute a great deal to their classroom success, their social life, and to their continuing acquisition of the target language" (p.156).

The natural approach is a practical approach for both foreign language (FL) study and for second language (SL) study .Despite of the differences between them, both needs to be acquired if there any expected achievement and both need to be acquired through an amount of comprehensible input. Since it is difficult to obtain this input outside classes for certain reasons, the natural approach supplied students with this comprehensible input for both second language and foreign language learners (Krashen, 1998).

2.4. Types of Vocabulary Learning

The nature of the lexical knowledge and its acquisition had been explained by different scholars such as Hulstijn (2001), Meara (2002) and Nation (2001). As a result, vocabulary knowledge can be productive of receptive, whereas, it can be possessed weather incidentally or intentionally.

2.4.1. Incidental Vs Intentional

According to Wesche and Parikbakht (1996, p.176), unplanned learning can be defined as "new knowledge or competencies that learners acquire as by- product, that is when they do not specifically intend to learn them" (as cited in Saad, 2019, p.9).

Richard and Shmidt (2002) stated that incidental vocabulary is unplanned learning where there is no purpose to do so. They also claimed that it is unintentional acquisition of vocabulary through different strategies such as: interaction, communicative activities or reading. Therefore, incidental vocabulary learning is the contrast of intentional one where it follows certain programs to develop vocabulary (Richard and Shmidt, 2002).

Incidental vocabulary learning had been defined by Boers, Demechelleer and Eyckmans (as cited in Bogaards and Laufer, 2004) as to learn vocabulary items without intention to learn them. They, also, used computerized programs to compare between the extent of acquisition of different Medias, such as listening and reading.

Hulstjin (2013) contend that "The term incidental learning is used, in applied linguistics, to refer to the acquisition of a word or expression without the conscious intention to commit the element to memory" (p.1).

Moreover, it is asserted that modern technology contributes to develop learners' vocabulary effectively. Unplanned vocabulary learning is basically affected by using such

technologies such as: foreign language TV programs, and online reading of English texts (Saad, 2019).

Intentional vocabulary; however, is a planned learning in which words are learned on purpose. Hulstijn (2001) indicated that purposeful vocabulary learning refers to any planned activity which intends to memorize certain lexical information.

Hulstjin (2013) ;moreover, clarified the notion of intentional learning when he said "Incidental learning stands in contrast to intentional learning, which refers to attempt to commit factual information to memory, often including the use techniques, like preparing for a test in school or learning a song by heart" (p.1).

Furthermore, Breiter and Scardarmalia (1989) claimed that 'on purpose learning' refers to any cognitive process that involves a goal oriented learning rather than incidental one (Saad, 2019).

Besides, Hulstjin (2013) claimed that "Learning, whether incidental or intentional, is mainly a matter of selective attention and elaborated processing" (p.3). He also suggested that neither incidental nor intentional learning of words reflects a successful acquisition of vocabularies; however, vocabulary acquisition is determined only by the nature and the frequency of use of new words.

2.4.2. Productive Vs Receptive

Receptive vocabulary (passive vocabulary) refers to the ability to recognize and comprehend certain language items from their context using receptive skills (reading and listening) (Gairns and Redman, 1986).

According to Nation (2001, p.18), receptive vocabulary is to perceive the form and to retrieve the meaning of a word using listening or reading .He, also, explain the notion of passive vocabulary while he said "the passive vocabulary consists of the total number of lexical items that the learner can understand correctly. The teacher main concern is to increase .gradually the size of the students' passive lexical stock" (as cited in Baaziz, 2019).

Similarly, McCarthy (1990) claimed that people acquire fast retrieval skills; therefore, they can retrieve vocabulary through giving stored explanations for certain spoken or written input.

Furthermore, Nurgun (2010) stated that "a learner's passive vocabulary consists of the total number of lexical items which he can understand correctly" (p.16). He also suggested that increasing learners' passive vocabulary needs contextualized and meaningful presentation of words; thus learners will remember those items once they read or listen them again (Nurgun, 2010).

Productive vocabulary (active vocabulary), in the other hand, involves recalling and using language items appropriately weather in speaking or writing (Gairns and Redman, 2019). According to Nation (2001), active vocabulary is a number of lexical items that can be used accurately by learners both in speaking and writing.

Benjamin and Crow (2010) stated that learners control their words while they use them to express themselves in speaking and writing .In other words, learners have a total responsibility to use their words to express their ideas and emotions.

As claimed by Nurgun (2010):

A learners' active vocabulary consists of the total number of the lexical items which he can accurately use in speech and writing. A learner's passive vocabulary will always be larger than his active vocabulary as he will have heard or read items which he will never need to use, and he will be able to understand approximately many items which he cannot use with any degree of accuracy (p.17).

In language learning, we should select what to learn for productive use and what is useful only for recognition. Clearly, teachers' role is to decide which productive vocabulary is relevant for students, since he is able to consider items' complexities and usefulness. Nevertheless, the student has a strong position to decide whether an item is worth to acquire productively, for example the case of ESP students. Moreover, it is possible to convert certain items from the receptive vocabulary to the productive one. This transitional process happens gradually and it requires repetition for a long period; however, it could be accelerated by teachers for educational purposes (Gairns et al, 1986).
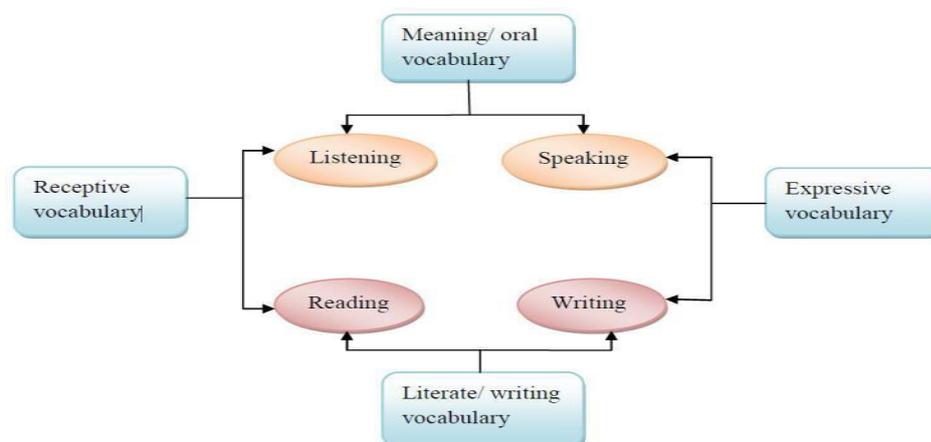
Figure 2.1 The aspects that encounter the concept of Vocabulary

2.5. Five Steps to Learn Vocabulary

Knowing about learners' strategies and what help them to learn vocabulary is the central interest of language teachers. Most of teachers make assignments or even give advices for the purpose of ameliorating learning process. Payne (1988) conducted a formal study to discover the main learning strategies that learners undertake while they learn vocabulary. Using this research data, Brown and Payne (1994) reported that there are five common steps in which most of learning strategies follow (Hatch, 1995). Those steps were classified by Hatch (1995) as the following:

2.5.1. Encountering New Words

According to Payne (1988,p.33), different strategies included "learning new words by reading books" , "listening to TV and radio" and "reading newspapers and magazines" are helpful to encounter new words (as cited in Hatch,1995, p.373). It is necessary for learners to encounter new words and their motivation make them interested to some words rather than others. In addition to learners' interest, the need plays a significant role in words' acquisition.

Videos materials also considered as an effective tool to raise learners' desire to encounter new vocabulary items. In other words, when learners have seen an action or an object they will be curious to know the words. Moreover, learners may be influenced by the number of times in which a word is encountered. Learners are sensitive towards the

frequency of encountering familiar and unfamiliar words. A group of scholars asserted the importance of encountering words including Nagi and Herman (1987) ,Jenkins and Dixon (1983), Brown (1993), Dixon (1983), for instance, claimed that it is necessary to encounter a word between six and twelve times to ensure that it would be learned (as cited in Hatch, 1995).

2.5.2. Getting the Word Form

It is an essential step in vocabulary learning, since it involves getting a clear visual or auditory form of certain vocabulary items such as: associating a sound of word with similar sound from the mother language, using first language to write sounds of words or associating a written form of a word with other word's form (Hatch, 1995).

Retrieving words can be strong evidence about the importance of having a clear image about how they are formed. This importance appears when a teacher asks his students to give definitions for certain items. In this regard, a study was done by Brown and McNeill (1966) which revealed that all the aspects of a word including initial sound, final sound, and number of syllabuses were all used to retrieve the form of words

The importance of getting the word form can be proved in a situation where a teacher asked his students to give him definitions. In this case, learners are likely to commit mistakes concerning a considerable confusion between word forms. Those confusion mistakes are commonly caused by similar words from the mother language or even another English word (Hatch, 1995).

2.5.3. Getting the Word Meaning

The idea of vocabulary learning is strongly associated with the step of getting the word meaning. This step involves several strategies such as "asking native speakers what word mean", "making pictures of word meaning in my mind" or "explaining what I mean and asking someone to tell me the English word" (Hatch, 1995, p.382).

The nature of meaning explanation may vary in term of the requirement of the topic and learners' level. Although some general explanations seem to be satisfactory for beginning learners, it may not satisfy more advanced learners. Thus, taking into consideration learners differences is important to vary definitions and explanations (Hatch, 1995, p.382).

For the sake of identifying the meaning of words, learners may use different ways and strategies. Dictionaries are the most common source of word definition; therefore, students carry around dictionaries but not grammar books. A study was done by Oskarsson (1975) revealed that using bilingual glosses (written or spoken) is helpful to students in answering either oral interviews or written tests; whereas those who receive monolingual glosses encounter several difficulties to answer (Hatch, 1995).

Dictionaries are not the only source of getting the word meaning; however, there exist other sources such as asking a bilingual friend or a teacher to explain or using the context to delimit the right meaning.

2.5.4. Consolidating Word Form and Meaning

Brown and Payne's analysis (1994) revealed that the consolidation between the word form and meaning is an important step. Strengthen the form-meaning connection requires several kind of drills such as "flash cards" , "matching exercises" , "crossword puzzle", etc (Hatch, 1995, p.387).

Oxford (1990) also suggests ten strategies which consolidate the form-meaning connection in the memory. Those strategies had been classified by Oxford into four major categories: (1) "Creating mental linkages", (2) "applying images and sounds", (3) "reviewing well", and (4) "employing actions" (as cited in Hatch, 1995, p.387).

Cohen and Aphec (1981) studied the impact of using mnemonic devices to refine learners' form-meaning consolidation. The keyword method , for instance, seems beneficial in connecting the meaning of a word with its form .This method based on giving contextual cues about words in a sentence and then learners required to guess the meaning from what they already know (Hatch,1995).

In the other side, learners who face difficulties in adapting those strategies for word forms consolidation are probably go for more traditional ways. Memorization is possibly the most traditional technique to do this, since it involves memorizing words and their meaning from lists; whereas, it includes other varied tools such as using flashcards (Hatch, 1995).

2.5.5. Using the Word

This can be a crucial step in learning vocabulary, since it reflects the productive knowledge about the items. Using words assured that words and meanings will not be faded from the memory. This is probably the outcome of a deep understanding of the words; thus, learners are able to use words confidently (Hatch, 1995).

Use of the word, moreover, gives insight about the gained knowledge in the previous steps. Sugawara (1992) tested learners' confidence while doing a productive test. He, then, assumed that using new words leads to increase students' confidence about their stored knowledge.

Additionally, Crow and Quigley (1985) claimed that learners who do not apply their productive skills cannot test their knowledge concerning certain vocabulary components such as collocations, syntactic restrictions, and register appropriateness. In order to have a full knowledge about the words, learners should follow carefuly the previous steps in their vocabulary learning process.
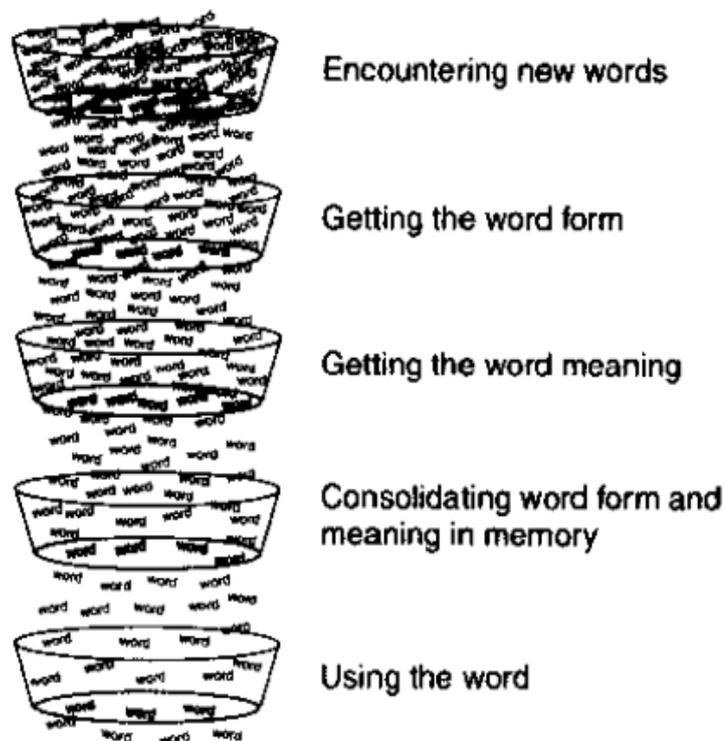
Figure 2.2 Five essential steps to learn new words

2.6.   The Importance of   Vocabulary

Vocabulary is the central object of language teaching; therefore, learning grammar rules is not sufficient to access language proficiency. English as a foreng language learners are able to convey the meaning without taking into consideration grammar accuracy. This proves why learners should pay more attention to their vocabulary rather than just memorizing grammatical structures (Lewis, 1993).

Similarly, Wilkins (1972) stressed the importance of vocabulary when he said "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (McCarten and Jeanne, 2007, p.20). Linse (2005) suggested learning vocabulary as learning language structures and sound system (Ben Ali, 2019). Similarly, Dellar and Hocking asserted that learning as much as possible grammar rules will not improve learners' English very much; however, the most improvement happens when they learn more words and expressions (as cited in Ben Ali, 2019).

Additionally, McCarthy (1990, n.p) described vocabulary as "the chaos of the lexicon" .He also reported that:

It is the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

O'Dell (1997) ;moreover, suggested to give vocabulary its merit importance in language syllabus and classrooms .When learners are aware of the necessity to learn vocabulary, they will understand that language learning is not concerned only with grammatical structures. Furthermore, Rivers (1981) stated that:

It would be impossible to learn a language without words. One could learn a language through some symbol system which would demonstrate relations and how they are realized, but this would like examining the skeletal remains of dinosaur and believing that one had actually encountered the creature.

Language is not dry bones. It's a living growing entity, clothed in the flesh of words (p. 462).

2.7.   Aspects of Vocabulary

Several frameworks to present the concept of vocabulary had been made. Therefore, a set of explicit and implicit materials reflected how vocabulary can be organized and functioned .In this regard three main aspects of vocabulary have been identified.

2.7.1. Form

The study of word –formation showed that the creation of a large number of words is happened through a small number of regular processes. Thus; native speakers unlike non-native ones are able to perceive the presence of certain derivational signals such as: roots, suffixes and prefixes and then guess the meaning of new derived words. However, language learners are not competent enough as native speakers to create and understand such derivations (McCarthy, 1990).

Nation (2001) combined the ability to use words with learners' knowledge about grammatical functions, collocations and constraints on use. He also distinguished different types of activities according to word forms. Moreover, he asserted that producing spoken forms needs two necessary conditions: the learners' ability to identify the word and the capacity to produce words to convey a meaning.

2.7.2. Meaning

Word-meaning can be accessed only through an internal description of the language system by using the lexical relations or the componential analysis (CA). Lexical relations include a set of related words such as: synonymy, hyponymy and collocations; whereas, the componential analysis involves the description of words using their shared and non-shared semantic features (McCarthy, 1990).

McCarhy (1990) stressed the importance of meaning when he said "However, most of the time, meaning will be the organizing principle of most vocabulary learning" (p.111). He also stated that "Retrieving the appropriate meaning depends on matching verbal input with features of the context and going very rapidly to the appropriate meaning"(p.44). In

other words, the meaning of a word is selected through using the context of its use, then choosing its right meaning from a set of possible ones.

Taylor (1986) found that there are two related methods to learn words in the basis of their meaning, meaning to word or word to meaning; however, the second method is strongly used in written contexts (ibid) . In this vein, Nation (1994) claimed that knowing the meaning of a word is not sufficient to learn it. Although, the meaning had been communicated clearly after one meeting, to learn a word it is necessary to meet it further times.

2.7.3. Use

The ability to use language is a part of a cognitive process which involves creating meanings from the previously learned knowledge (McCarthy, 1990). McCarthy (1990) stressed the need to study the use of the language when he said "We shall now begin to look at how we have to alter our perspectives on words the moment we start to involve the users of language in our description, and consider some of the uses to which vocabulary is put" (p. 49).

Nation (2001) asserted that using words is basically connected with learners' knowledge about certain aspects of language including grammatical functions, collocations, and constrains of use. In other words, learners' could not produce meaningful utterances unless they acquire the basic rules of grammar, certain knowledge about collocations and the different situations which constrain the appropriate use of the language. He also differentiated between the diverse aspects of the knowledge, their suitable kind of learning and the appropriate activities involved.

Kinds of knowledge		Kinds of learning	Activities
Form		implicit learning involving noticing	repeated meetings as in repeated reading
Meaning		strong explicit learning	depth of processing through the use of images, elaboration, deliberate inferencing
Use	grammar collocation	implicit learning	repetition
	constraints on use	explicit learning	explicit guidance and feedback

Table 2.1 Kinds of vocabulary knowledge and the most effective kinds of learning

(Nation, 2001, p.35)

2.8.   Techniques to Vocabulary Teaching

Using the traditional ways in teaching vocabulary is not pejorative as it seems; however, teachers who did not use those common ways cannot achieve a successful performance to their lesson plan .We are going to propose three main teaching techniques: visual techniques, verbal techniques and translation.

2.8.1. Visual Techniques

This can be categorized into two various techniques: visuals or memes and gestures. Visuals include flashcards, photographs blackboards drawings, wallcharts and realia .Those techniques are mostly used to convey a concrete concept to learners such as food, furniture or certain areas of vocabulary for instance places or profession (Redman and Gairns, 1986).

In the other side, teachers need to use certain strategies to better supply certain meanings. Therefore, they use memes and gestures as substituted ways to ensure that their learners grasped the concepts (Redman and Gairns, 1986).

2.8.2. Verbal Techniques

These include using several techniques such as: oral or written illustrative situations, use of synonyms or opposites, scales and examples. Teachers make use of illustrative situations to clarify abstract items such as idioms. They build of different situations and contexts to make sure that their students grasp the right meaning (Redman and Gairns, 1986).

Moreover, they often give synonyms or opposites with weak or intermediate students in order to compromise the complexity of their explanations. Besides, using scales can be useful for students to revise and feed in new items. Once the students learn contrastive or related items for instance "hot" and "cold", they will discover other items which belong to the same field such as "boiling", "freezing". Teachers can also exemplified certain items to illustrate their exact meaning ,for example explaining the word "furniture" using other words such as "tables" , "chair" , "bed" (Redman and Gairns, 1986).

2.8.3. Translation

Although most teachers are feeling guilty while using translation in their classrooms, translation can be an effective tool to convey the meaning. Using translation in classrooms help teachers to save time that might be spent on unsuccessful explanations in English. It also enables learners to discover quickly some unfrequented items or just highlight to them the right equivalents in the target language (Redman and Gairns, 1986).

Translation; however, may not always give the exact sense of words. It can be a real danger for languge learners to use translation constantly, because it may obscure their linguistic development in the new language. If teachers overuse translation to deliver certain explanation using the first language, they will make their students less motivated to learn the language.

2.9.   Grammar Vs Vocabulary

The importance given to grammatical structures classified vocabulary in the second position. However, without acquiring a significant amount of vocabulary items learners will not use the language freely. In this regard, Richards (1976) contend that learning vocabulary did not receive its merit importance as other aspect of language do. (Abdaoui, 2010).

Lewis (2000) argued that the biggest problem in which learners face is to acquire sufficient amount of vocabulary .He also claimed that "The centrality of lexis means that the teaching of traditional grammar structures should play a less important role than in the past" (p.8).

Additionally, Morgan Lewis and Michael Lewis (2000) proposed the concept of grammar-vocabulary dichotomy". They, then, stated that:

So much of language teaching over the years has been based on the dichotomy of grammar and vocabulary: master the grammar system, learn lots of words and then you will be able to talk about whatever you want. This view of language has meant that students have learned to name a lot of things - an extensive vocabulary,

predominantly nouns- and then struggled to use grammar to talk about those things. (p.15)

They also believe that this dichotomy is invalid one. Besides, this view of second language acquisition changes the traditional perspective form a grammar /vocabulary centered learning into lexical chunks acquisition (Morgan Lewis and Michael Lewis (2000).

Conclusion

This second chapter aimed at explaining the concept of vocabulary using different learning as well as teaching perspectives. This chapter aimed at defining vocabulary, then discussing its nature and the varied approaches of learning this major part of language. Furthermore, it indicated the several parts of vocabulary and its considered importance, and then we discussed the aspects of vocabulary including its form, use, and meaning. In the present chapter, various types of vocabulary had been highlighted and the main steps to learn vocabulary were also underlined .Finally, we proposed the main traditional techniques to learn vocabulary and we discussed the value of vocabulary learning and grammar acquisition.

Chapter Three:

Fieldwork and Data Analysis

Table of Contents

Introduction

This chapter starts with the methodological side of the current research work. It also intends to give a clear textual and verbal description of our research findings. Moreover, it includes both illustrative and textual analysis of the obtained data in order to reach deep understanding of the relationship between our research variables. This chapter also involves a summary of the findings along with a detailed discussion to check the validity of our research hypothesis.

3.1 Research Methodology for this Study

3.1.1 Research Approach

The choice of the research approach is strongly related to the nature of the study; thus, the current study is based on qualitative research approach to collect valuable data that serve to address our research objectives. Accordingly, the qualitative research approach would provide us with a profound understanding of the research problem which was concerned with the relationship between the research variables. Consequently, the interpretation of the participants' attitudes, opinions, values, and interests would be possible through the analysis of the qualitative data gathered.

3.1.2 Data Collection Methods

In this inquiry, we choose to work with two main data collection tools in order to collect varied data from learners' perspective as well as teachers' perspective. Consequently, we will answer the research questions based on the results of teachers and learners questionnaires.

3.1.2.1 The Students' questionnaire

This questionnaire is considered as the main data collection tool which used in this inquiry to answer the research questions. In order to gain wealthy data, this questionnaire was administered to the participant students after studying collocations in the course of reading.

3.1.2.1.1 Structure and aim

The current questionnaire is organized to collect qualitative data concerning the students' awareness about the usage and the importance of collocations, the relationship between teaching collocations and vocabulary building and the main difficulties that encounter English vocabulary development. Moreover, it is meant to know the teachers as well as the students' attitudes towards implementing collocations in the course of reading.

In relation with the objectives of our study, we select to organize a semi-structured questionnaire which would serve to gain a detailed description of the students' previous and current opinions as well as their attitudes and beliefs concerning teaching collocations and their vocabulary development. Through asking factual, behavioral and attitudinal items, this questionnaire will help us to collect varied types of data which will contribute in the descriptive methodology of this research work.

3.1.2.1.2 Piloting and Validation

With the aim of confirming the reliability and the credibility of the results, it is necessary to pilot and validate the questionnaire. Those two processes would help us in improving and editing the items of the questionnaire; as a result, we gain more comprehensive and organized version .The validation of this questionnaire is done by the supervisor teacher and other teacher who are experienced in teaching the course of reading as well dealing with this kind of questionnaires. We take into consideration every remark or comment concerning the organization and the formulation of questions; hence, our questionnaire is ready to be distributed to students.

Additionally, we piloted this questionnaire through selecting five students from our sample to give us comments concerning the structure and the form of the questions. However, none of the participant found difficulties or irrelevancies in the questionnaire.

3.1.2.2 The teachers' questionnaire

Teachers' perspectives have a crucial role in this research inquiry .Thus; we organize a questionnaire that would enable us to collect qualitative data from the teachers who are in charge of the reading course.

3.1.2.2.1 Structure and aim

In order to reach reliable data, we organize a semi-structured questionnaire which consists of both open-ended and close-ended questions. This questionnaire seeks at collecting as much as possible qualitative data from the teachers that we can use them to answer our research questions especially those are related to vocabulary hurdles and teachers' attitudes towards teaching collocations.

3.1.2.2.2 Piloting and validation

To check the consistency and the precision of the items, it is necessary to validate the questionnaire by some experienced teachers. This questionnaire was shared with two teachers who have been chosen purposefully to pilot it and it is deduced that no more items can be added except some ambiguous items which need to be clarified

	Teachers' Questionnaire	Students' Questionnaire	Objectives
Section One	1-3 General knowledge	1-7 General Kowledge	To uncover teachers' profile. To collect general information about the participant students and to test their awareness about the usage as well as the importance of collocations.
Section Two	4-9 Teachers' opinions concerning vocabulary development hurdles	8-12 Students' Vocabulary Knowledge	To recognize the most difficult vocabulary items that encounter students' vocabulary development and to discover students' vocabulary level and to know how they recognize learning vocabulary.
Section Three	10-17 Teaching Collocations	13-18 Collocational Knowledge	To find out the best ways to vocabulary teaching in general and collocations' teaching in specific. To know students' opinions concerning learning collocations, the main difficulties they face while learning collocations and the major changes after learning collocations and to uncover teachers and learners' attitudes towards teaching and learning collocations.

Table 3.1 Teachers and Students Questionnaires

3.1.3 Data Analysis Procedures

Following the qualitative framework of this study, a set of steps should be followed to analyze verbal and textual data that we have collect them from the previous data collection tools. In order to give meaningful interpretations to the results of questionnaires, we select a set of procedures that would make the decoding of the transcribed questionnaires possible. Beginning with the items we have put in our questionnaires, we interpret each item solely through using illustrations, percentages, and colours then we analyze contently those transcribed data.

3.1.4 Population and Sampling

The population of this study includes second year English as foreign language students at Biskra University. We selected a sample of 24 students, because we believe that they are able to grasp the concept of collocations and they are more interested to learn vocabulary at this specific stage. Moreover, second year students are able to understand certain lexical units since they have been studying English for two years. Accordingly, the sample in this study is selected through the non-probability purposive sampling technique which implies that we do not select the participants randomly. On the other hand, seven reading' teachers are purposefully chosen to respond to our questionnaire to gain as much data as possible for a deep understanding of the studied phenomenon.

3.2 Results of the Study

3.2.1 Results of the Students' Questionnaire

Section One: General Information

Item 1. Would you specify your age, please?

Option	Participants	Percentage
a) Less than 22 years old	11	46%
b) 22-25 years old	10	42%
c) More than 25 years old	3	12%
Total	**24**	**100%**

Table 3.2 Age Distribution
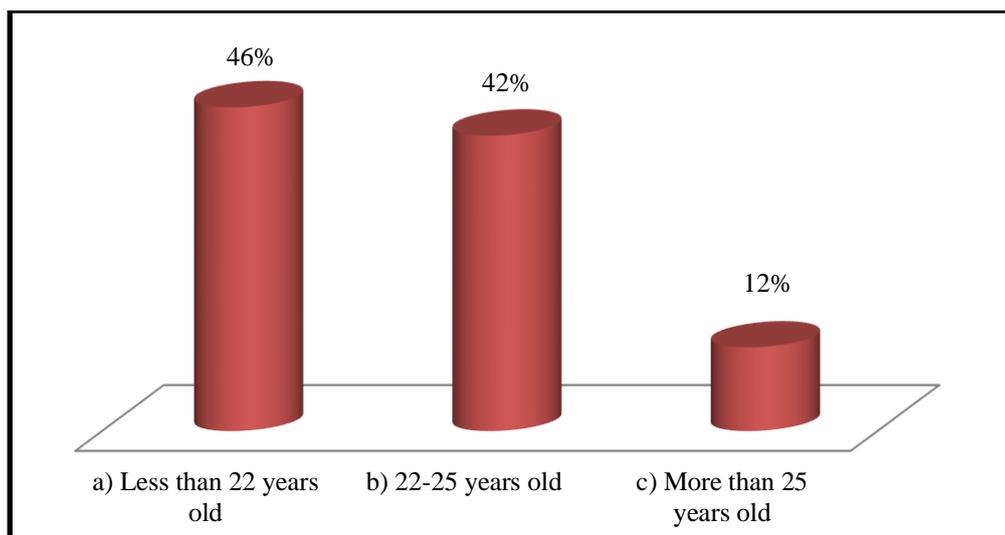
Figure 3.1 Age Distribution

It had been long argued that students' age has a significant effect in foreign language learning; thus, we asked this question to discover the variety of age between second year students. Figure 4 displays that most of the students are aged less than 22 years old (46%) which refers that most of them study the second year license for the first time. However, (42 %) is the percentage of those students who aged between (22-25) years old. About (12%) of the students are aged more than 25 years old which could be due to their failure in previous years or they may study English to graduate .Subsequently, learning a foreign language is not constrained by age and no matter how the students are aged but their desire to learn the language.

Item 2. Would you specify your sex, please?

Option	Participants	Percentage
a) Female	22	92%
b) Male	2	8%
Total	**24**	**100%**

Table 3.3 Gender Distribution
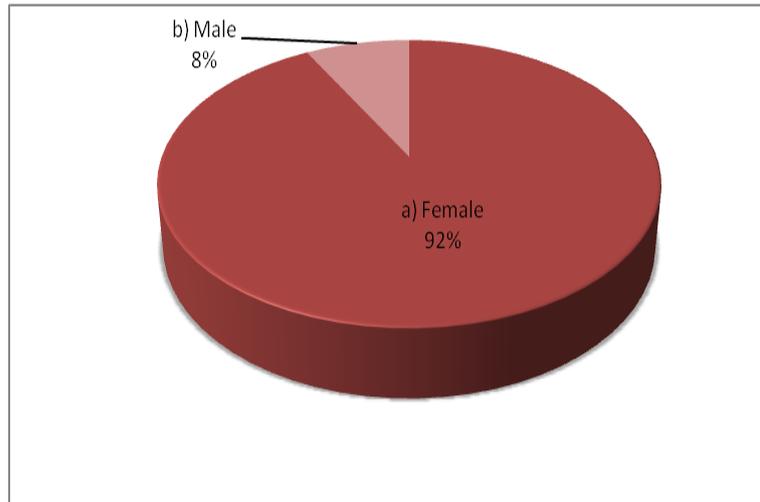
Figure 3.2 Gender distribution

Before diving deeper in the questions, it is important to identify the dominant gender in our questionnaire. For certain feminine interests, choosing to learn a foreign language is commonly shared between females rather than males. Evidently, table 7 shows that the total number of participants is 24 students in which 22 of them are females (92%), whereas the rest two students are males (8%).This results displays the dominance of females in the English division in particular and in foreign language learning in general. This variation is resulted from the view that English teaching is a feminine profession; however, this is not an absolute reality since a large number of males dominating females in learning more than a single language

Item 3. How long have you been studying English at university?

Option	Participants	Percentage
a) Two years	17	71%
b) More than two years	7	29%
Total	**24**	**100%**

Table 3.4 Students' Period of Study at University
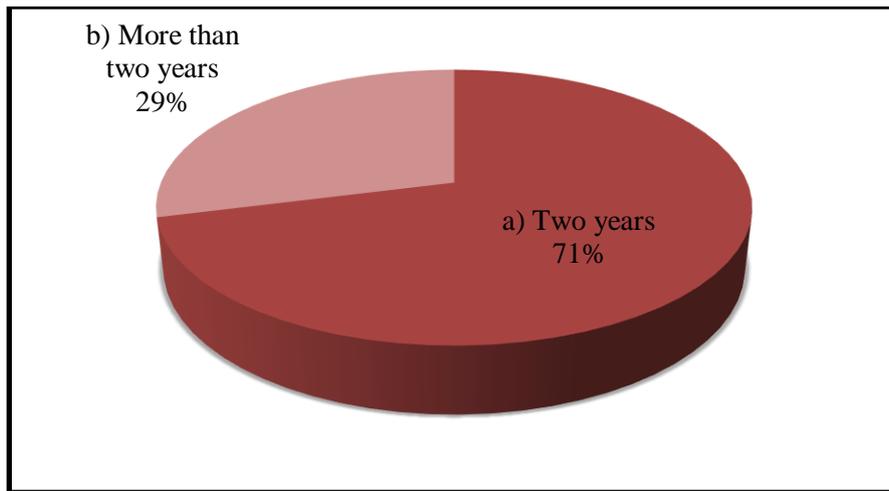
Figure 3.3 Students' Period of study at University

Item 4. Was it your own choice to study English?

Option	Participants	Percentage
a) Yes	22	92%
b) No	2	8%
Total	**24**	**100%**

Table 3.5 Students' Choice concerning Studying English
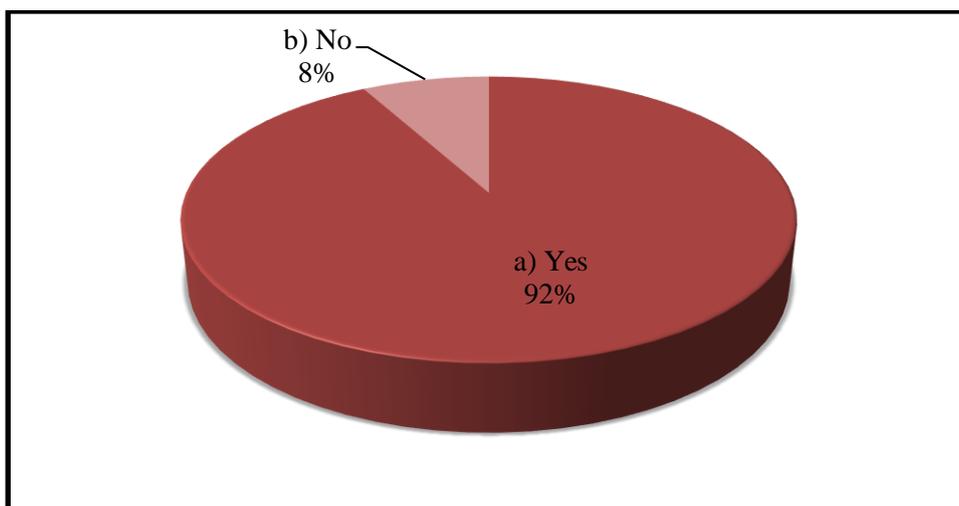
Figure 3.4 Students' Choice concerning Studying English

We intend to ask this question for a simple reason which is to know more about students' desire on learning English language. As a result, we may guess the degree of students' motivation, successfulness, and adherence to English language learning. As displayed in   figure 7 that the majority of students (92%) are free in their choice to study English, whereas (8%) of the participants are obliged to do so. Those who choose English language freely are probably more successful in learn English, because of their motivation to learn it. On the other side, the participants who were not free in their choice are prone to be less motivated and less qualified to undertake other fields.

Item 5. Do you use the dictionary when learning English?

Option	Participants	Percentage
a) Yes	21	88%
b) No	3	12%
Total	**24**	**100%**

Table 3.6 Students' Use of Dictionary
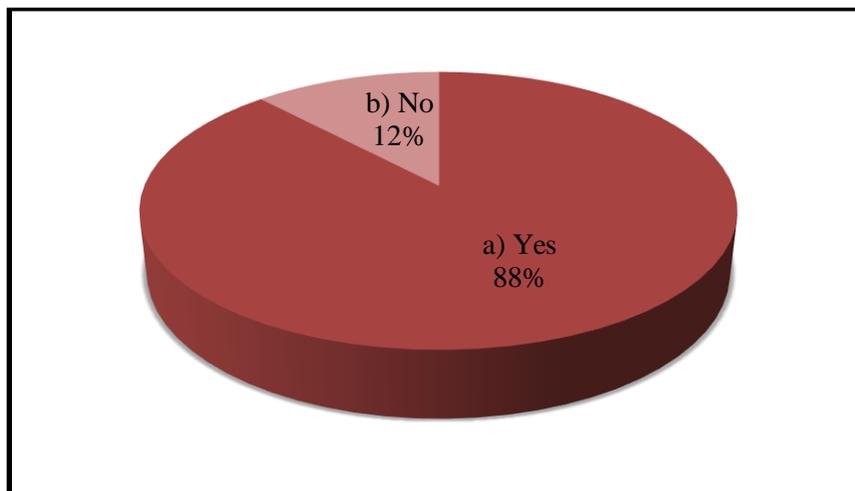
Figure 3.5 Students' Use of Dictionary

If yes, what kind of dictionaries do you have? (Choosing more than one choice is possible)

Option	Participants	Percentage
a) English-English dictionary	3	14%
b) English –Arabic dictionary	1	5%
c) Arabic-English dictionary	0	0%
d) All of them	10	48%
e) More than one kind	7	33%
Total	**21**	**100%**

Table 3.7 The Most Frequent Kinds of Dictionaries
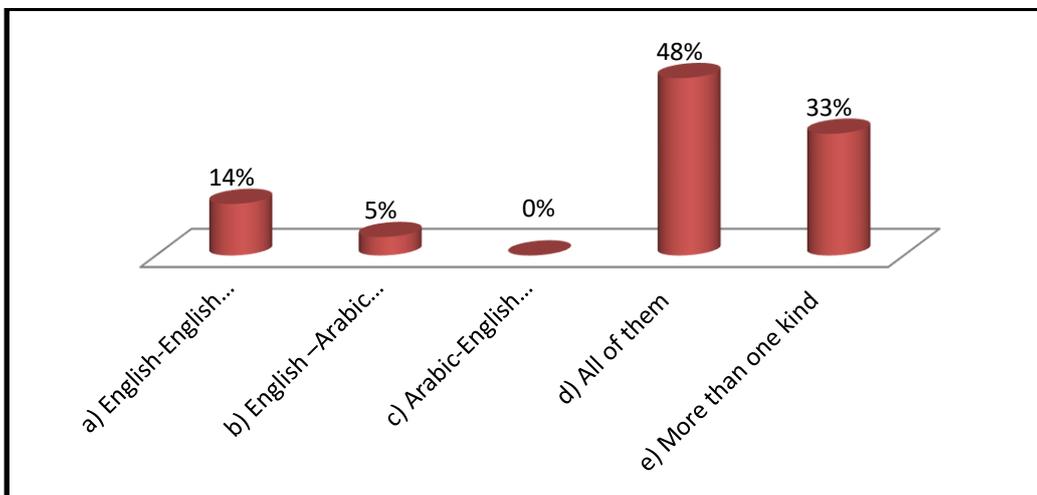
Figure 3.6 The Most Frequent Kinds of Dictionaries

Item 6. How often do you use them?

Option	Participants	Percentage
a) Never	0	0%
b) Rarely	2	8%
c) Sometimes	17	71%
d) Always	5	21%
Total	**24**	**100%**

Table 3.8 The Frequency of Using Dictionaries
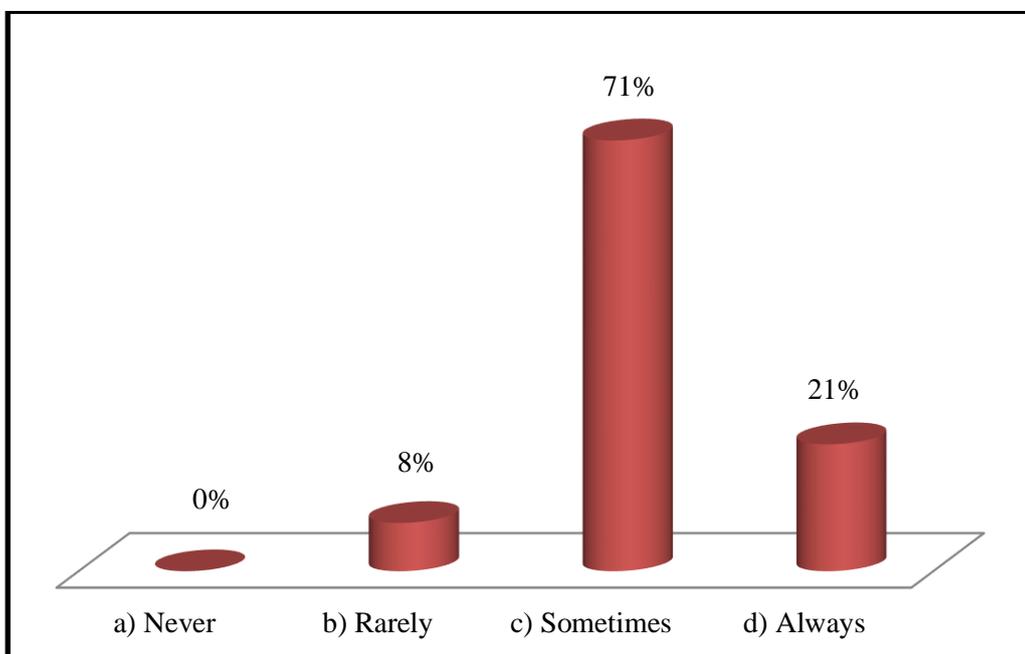
Figure 3.7 The Frequency of Using Dictionaries

We intentionally grouped the items 5 and 6 together since they are interrelated. In agreement with literature, dictionaries are the first reference of vocabulary acquisition and the main reason of miss-collocations errors. Our intention in asking this question is to know to what extent our students depend on using dictionaries and what kind of dictionaries they find them useful in foreign language learning. Predictably, Figure 8 shows that (88%) of the students utilized the dictionary in their study of English, because they found it useful to understand the language or to develop their vocabulary stock. Besides, (12%) of the participants were not fascinated in using the dictionary in their

learning ,since they did not have difficulties to get the right meaning of words or they are not satisfied with doing a literal translation for some passages.

A further classification had been done for those participants (21 students) who are habitually use whether bilingual or monolingual dictionaries while learning the English language. As shown in table 11, the majority of participants (48%) were habitually use three types of dictionaries including the Arabic-English dictionary, the English-Arabic dictionary and the English-English dictionary. The next percentage (33%) belongs to those who frequently use more than one kind of dictionaries, whereas the English-English dictionary is commonly used by (14%) of the participants. The lower rate of usage is for the English-Arabic dictionary (5%) and the Arabic-English dictionary (0%).The results confirms the significant role of dictionary in language learning due to the variety of dictionaries in which the students acquired.

Following the results of item 5, table 12 demonstrates that the supremacy of the respondents (71%) are commonly using the dictionary from time to time, because they need to explain certain ambiguous words or to search for words' equivalents in the target language. Therefore, they found it crucial tool which enable them to accelerate their learning process. Then, (21%) is the percentage of students who always use their dictionaries. This can be explained by the learners' level of understanding and recognizing the items, or they just need to use the dictionary to develop their vocabulary through memorizing new English words. A limited number of students (8%) are rarely using the dictionary, probably to discover new English words or they prefer to use other learning techniques.

Item 7. For which reason(s) do you usually use dictionaries? You may choose more than one option.

Option	Participants	Percentage
a) Translating texts from Arabic to English or vice versa	0	0%
b) Searching for synonyms of words	0	0%
c) Discovering the different usages of the same word	0	0%
d) Acquiring new English words	0	0%
e) Identifying words and words families	0	0%
f) Checking the exact meaning for some unclear words	1	5%
g) All of them	8	33%
h) More than one reason	15	62%
Total	**24**	**100%**

Table 3.9 The Reasons Behind Using Dictionaries
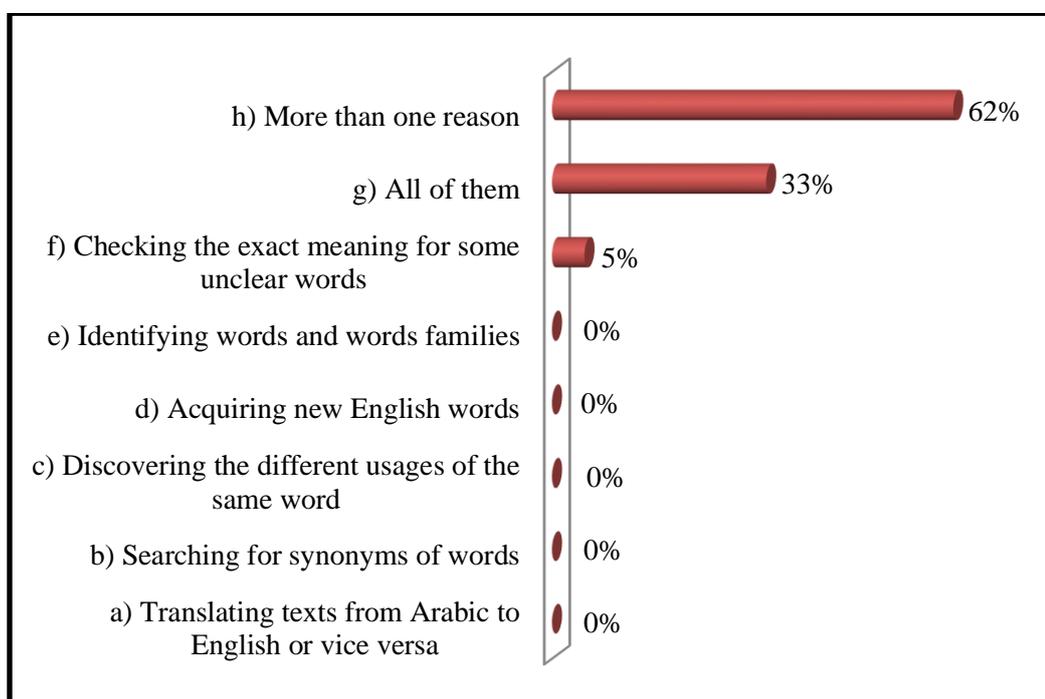
Figure 3.8 The Reasons Behind Using Dictionaries

In this item, we intend to explore the different reasons behind using the dictionary and to check learners' understanding of language accuracy. As displayed in figure 11, the answers were divided between only three possibilities. Most of the respondents select 'more than one reason' (62%) and 'all of them' (33%) to answer this question. Subsequently, figure 7 identifies that a huge number of students use the dictionary for several reasons including checking the exact meaning for certain words, identifying words and words' families, the acquisition of new English words, discovering the different usages of the same word, searching for synonyms and translating texts. Besides, only one participant (5%) specifies his answer through choosing the possibility (f) which is to check the exact meaning unlike the other choices which all rated as (0%). These results explain clearly how learners depend on dictionaries to understand and use the language.

If you use dictionary for translating texts, how do you find the Arabic/English version?

Option	Participants	Percentage
a) Meaningful	12	50%
b) Not meaningful	6	25%
c) I don't know	6	25%
Total	**24**	**100%**

Table 3.10 Students' Opinions about the Literal Translation
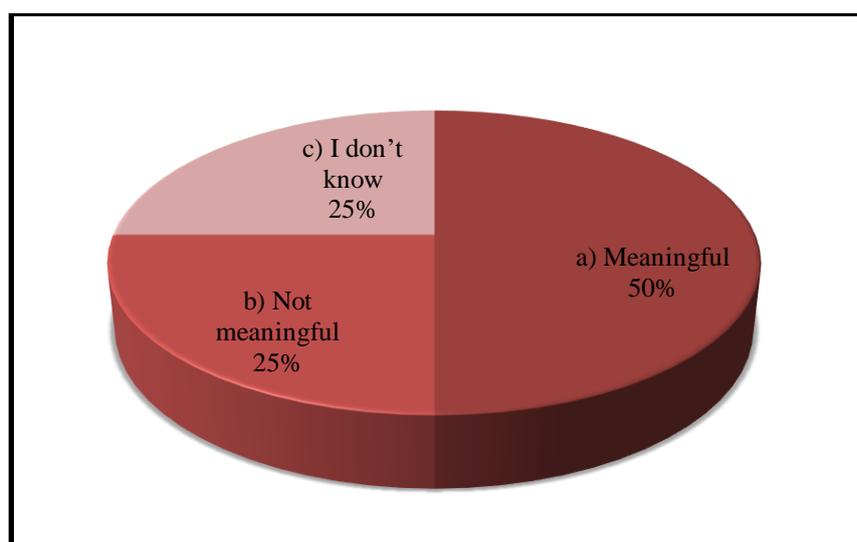
Figure 3.9 Students' Opinions about the Literal Translation

Through asking the question in item 7, we intended to inspect weather the participants are satisfied with literal translation or not and weather they are conscious about the importance of certain pre-fabricated chunks .Unexpectedly, as figure 12 displays, half of the population (50%) found that the translated passages from Arabic to English or vice versa are meaningful and, the rest of respondents were divided equally between the other two possibilities. Additionally, (25%) of the participants think that the translated texts are not meaningful; whereas, the other (25%) of the students do not know whether it is meaningful or not.

Section Two: Students' Vocabulary Knowledge

Item 8. What is your level in English?

Option	Participants	Percentage
a) Beginner	0	0%
b) Pre-intermediate	4	16%
c) Intermediate	19	79%
d) Advanced	1	5%
Total	**24**	**100%**

Table 3.11 Students' Level in English
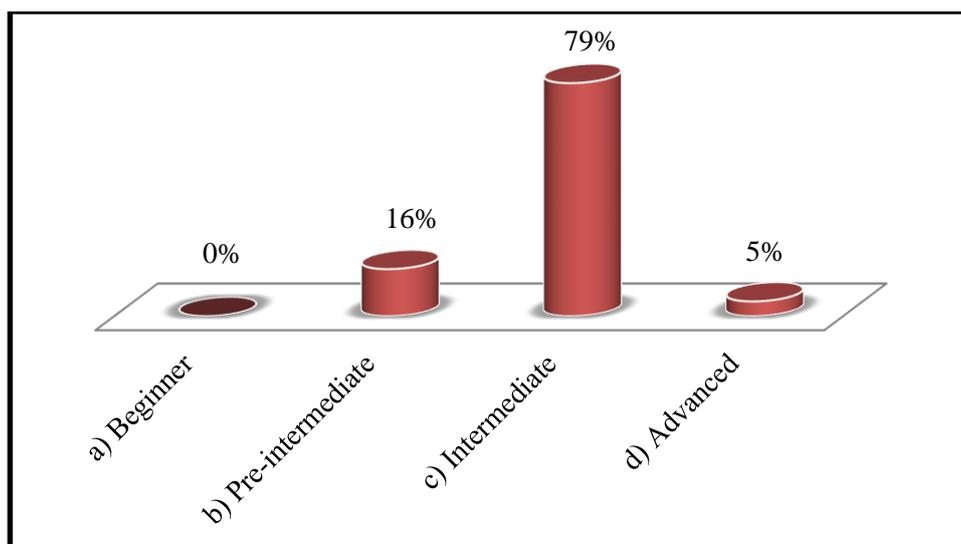
Figure 3.10 Students' Level in English

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Unquestionably, knowing the students' level is the basic step towards predicting their achievement in any aspect of language. Therefore, we intend to be acquainted with the different classifications of our respondents to know the level of students we are dealing with. Figure 13 shows that most of the participants (79%) rated themselves as intermediate ones and (16%) are pre-intermediate students. However, only one respondent (5%) considered himself as advanced student and none of the participants (0%) claimed that he is beginner.

Item 9. Put the following language skills in order according to their degree of difficulty where number 1 is the most difficult and number 4 is the easiest.

Skill	1	2	3	4
Speaking	21%	33%	25%	21%
Listening	13%	17%	33%	37%
Reading	13%	21%	33%	33%
Writing	25%	25%	33%	17%

Table 3.12 The Degree of Difficulty of the Four Language Skills
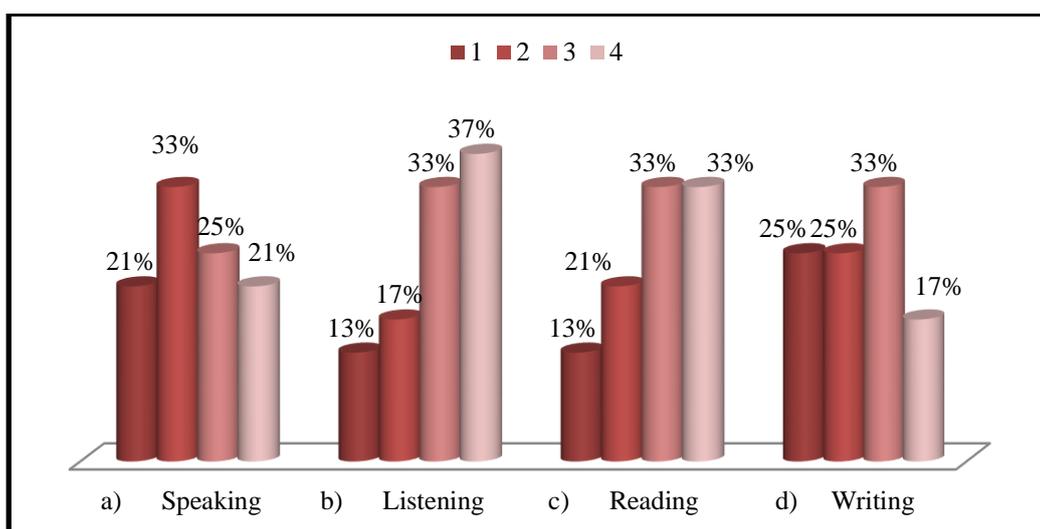
Figure 3.11 Students' Classification of the Four Language Skills

Item 10. How often do you practice these language skills in or outside classroom?

Skill	Always	Often	Sometimes	Rarely
Speaking	21%	21%	37%	21%
Listening	21%	37%	42%	0%
Reading	12%	33%	37%	21%
Writing	12%	33%	43%	12%

Table 3.13 Students' Practice of the Four Language Skills
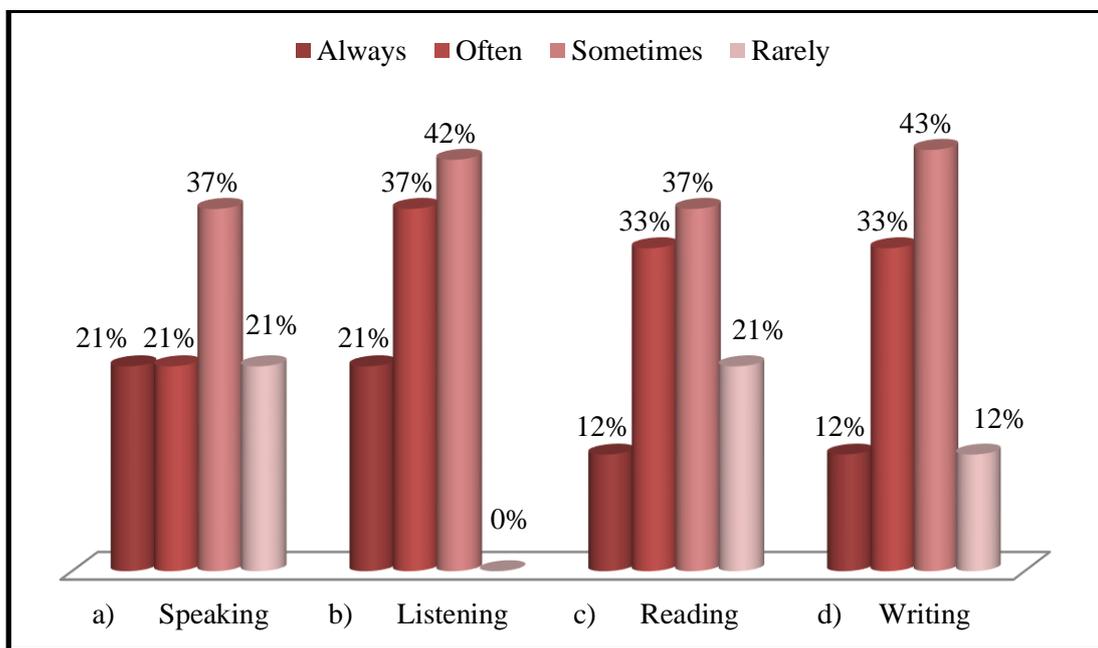
Figure 3.12 Students' Practice of the Four Language Skills

It is argued that language input is basically the main source of language output. Therefore, our purpose in question 9 and 10 is to prove that the difficulties faced by the students at the level of their receptive skills (reading and listening) are the main reason which hinders their language production (speaking and writing). Thus, learning collocations requires more exposure to natural language through reading and listening. Evidently, as shown in table 16, the top two skills in which the students face difficulties with are writing (25%) and speaking (21%). Furthermore, as table 17 shows, we test the extent to which they use (sometimes) different language skills and we explore that the lowest activated skills are reading (37%) and listening (42%).

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Attempting to simply synthesize the results of a similar research works, in 1999, Yong Wei made a report about teaching collocations for the development of productive vocabulary. His research was a description of the major types of collocations and some typical collocational errors which made by English as a foreign language students .Thus, he found that learners should learn a large group of techniques to know how words are collocated , in order to move from a merely receptive vocabulary to a more productive vocabulary.

Item 11. Would you evaluate your Vocabulary background?

Option	Participants	Percentage
a) Very Good	1	5%
b) Good	17	70%
c) Average	6	25%
d) Poor	0	0%
Total	**24**	**100%**

Table 3.14 Students' Vocabulary Background
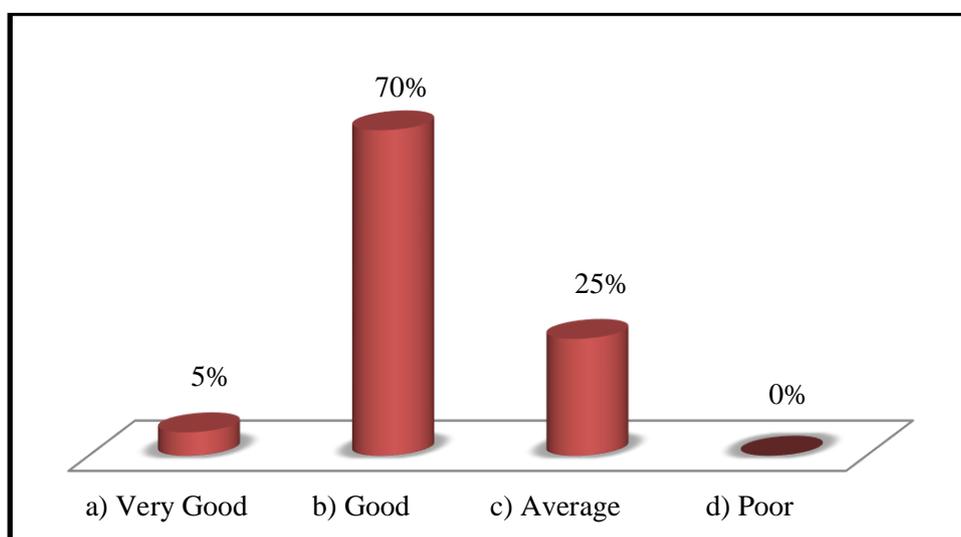
Figure 3.13 Students' Vocabulary Background

We intentionally posed this question to be acquainted with students' vocabulary background; therefore, evaluating the level of students we are dealing with. According to table 18, the majority of participants (70%) said that they acquire a good vocabulary

background; however, none of them (0%) had poor vocabulary knowledge. This variety of results shows that most of second year students possess a considerable amount of vocabulary and only one participant (5%) has very good vocabulary knowledge. Moreover, a quarter of the respondents (25%) evaluate their vocabulary background as average. Hence, the results of this item show that our sample is almost consist of pre-intermediate to intermediate students.

Item 12. To what extent do you agree or disagree with the following statements?

Statement	Totally agree	Agree	Neutral	Disagree	Totally disagree
The complexity of words obscures my vocabulary building	8%	59%	29%	4%	0%
Developing vocabulary needs direct instructions from teachers	12%	17%	38%	21%	12%
Simple memorization of words in lists is an effective way develop my vocabulary knowledge	33%	29%	21%	17%	0%
Acquiring words in context helps me to produce accurate and natural expressions	46%	46%	8%	0%	0%
Lexical competence reflected on the ability to speak and write effectively	46%	37%	17%	0%	0%
Lexical competence reflected on the ability to read and listen effectively	33%	42%	17%	8%	0%
Language comprehension needs a considerable stock of vocabulary items.	33%	63%	0%	4%	0%

Table 3.15 Students' Opinions concerning Vocabulary Knowledge
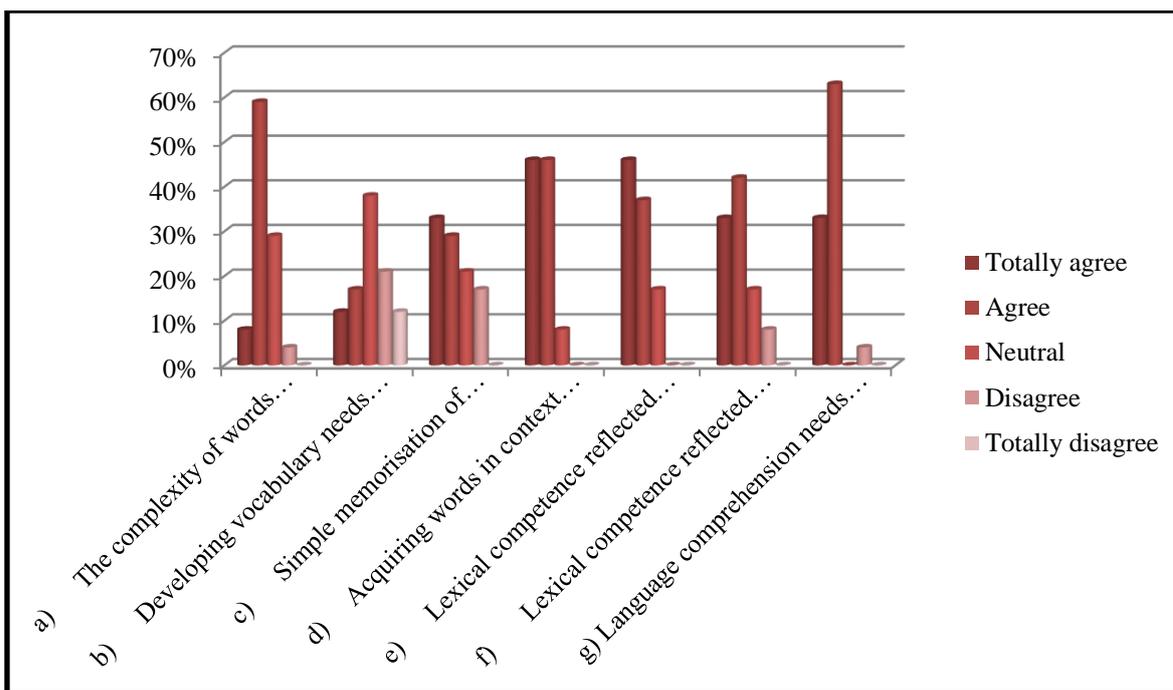
Figure 3.14 Students' Opinions concerning Vocabulary Knowledge

Our intention in this question is to pick out learners' different perspectives concerning vocabulary learning and to figure out how they consider and understand this crucial part of language .As table 19 displays more than half of the respondents (59%) agree that the complexity of words obscure their vocabulary building; however, (38%) of the participants were neutral concerning learning vocabulary through direct instructions from their teachers. The majority of students (33%) maintain the role of memorization in learning vocabulary and (46%) of the participants agree that learning words in context reinforce their producing of natural and accurate English expressions. Besides, we examine learners' understanding of the lexical competence, in order to know whether they focus on developing their productive skills (writing and speaking) or their receptive skills (listening and reading) .Subsequently, (46%) of the respondents totally agree that lexical competence reflects on learners' ability to read and listen effectively, whereas (42%) agree that it can be reflected on the ability to speak and write effectively.

Section Three: Collocational Knowledge

Item 13. Are you familiar with 'collocations'?

Option	Participants	Percentage
a) Yes	21	88%
b) No	3	12%
Total	**24**	**100%**

Table 3.16 Students' Familiarity with Collocations
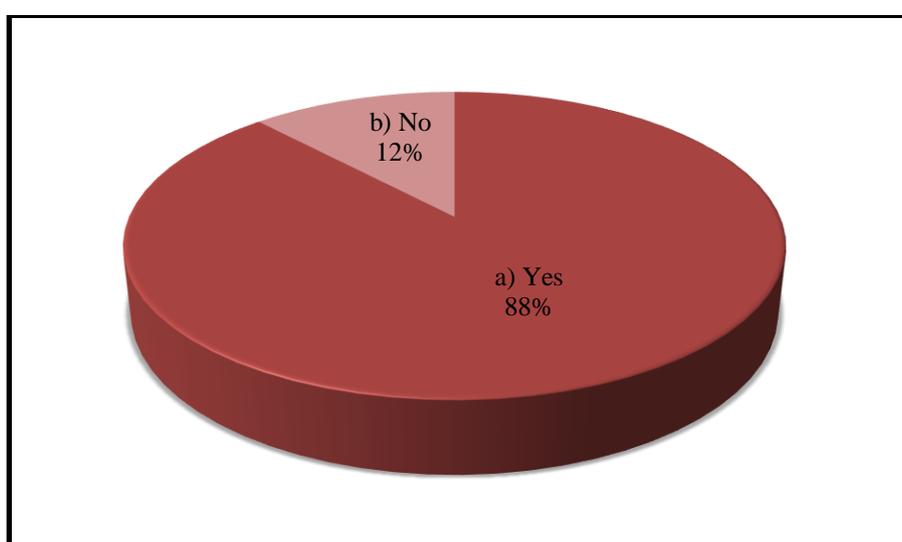
Figure 3.15 Students' Familiarity with Collocations

We embraced this question to examine learners' familiarity with the concept of collocations and to check their understanding of the concept. As table 20 displays, the majority of respondents (88%) were familiar with collocations and only three of them (12%) did not know what 'collocations' are. We, then, allow the respondents to use their own words to convey what they already know about collocations. One respondent define collocations in few simple words "Words that go together" ;however , other participant provides more detailed definition "The habitual juxtaposition of a particular word with another word or words with a frequency greater than chance". Thus, identifying the meaning of a collocations varies from one student to another, but almost all the definitions turned around the principle of the 'co-occurrence' .Similarly, one respondent states that "Collocations are natural combination of words that are closely affiliated

with each other" and other student claims that "Collocation is two or more words that often go together these combinations just sound "right" to native English speakers, who use them all the time".

Item 14. In which course have you studied collocations?

Option	Participants	Percentage
a) Grammar course	7	29%
b) Oral expressions course	1	4%
c) Written expression course	3	12%
d) Reading course	13	55%
Total	**24**	**100%**

Table 3.17 The Courses in which the Students have studied Collocations
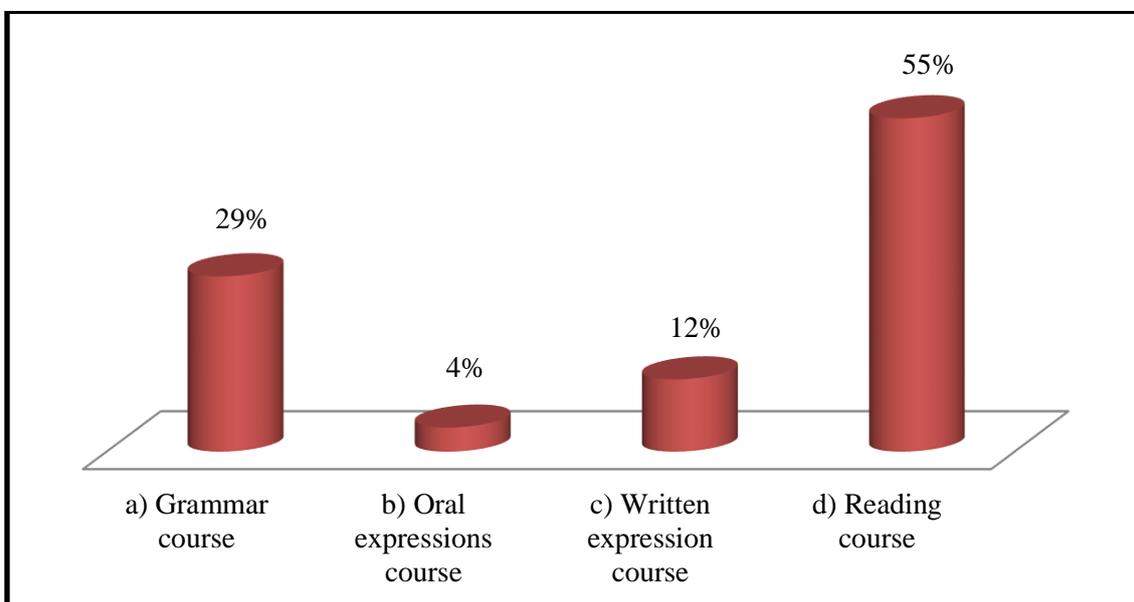
Figure 3.16 The Courses in which the Students have studied Collocations

In question 14, we intended to know where learners are mostly build their prior knowledge about collocations .Table 21 shows that more than half of the participants

(55%) admitted that they studied collocations in reading course and (29%) of the students have studied them in grammar module. Moreover, (12%) of the respondents studied collocations in written expression course and only one student learned them in oral expression sessions.

Item 15. Have you been aware of collocations before studying them in the class?

Option	Participants	Percentage
a) Yes	4	17%
b) No	20	83%
Total	**24**	**100%**

Table 3.18 Students' Awareness of Collocations
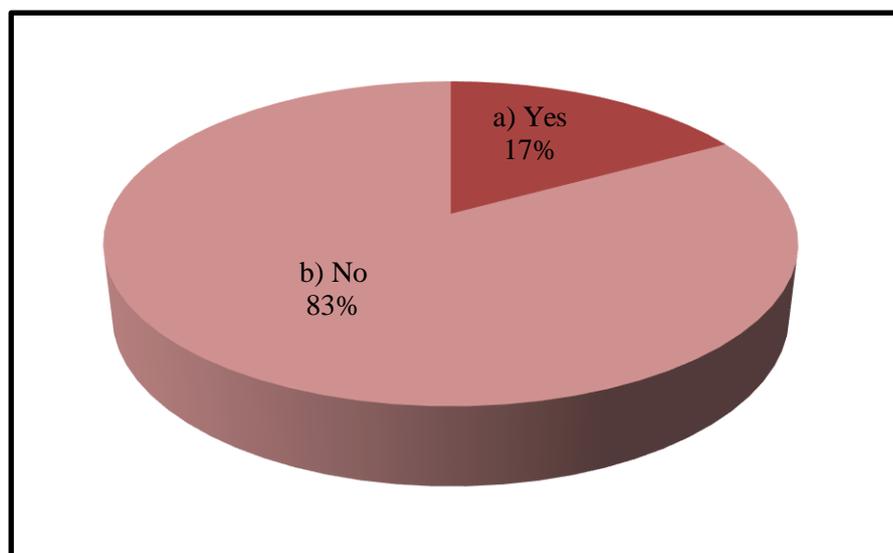
Figure 3.17 Students' awareness of collocations

This question intended at testing learners' awareness about collocations before studying them in class, in order to recognize whether they are able to notice certain linguistic features outside classes or they need direct instructions from their teachers. We also want to determine the degree of exposure to this major part of formulaic language outside classrooms .Surprisingly, as figure 20 shows, the majority of students (83%) were not aware about collocations until they learnt them in class; however, (17%) of the respondents have a prior knowledge about the concept of collocations.

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Item 16. What kind of difficulties did you face when you first dealt with collocations?

Option	Participants	Percentage
a) Difficulty in identifying and recognizing English common collocations	6	25%
b) Difficulty in recognizing different types of collocations	5	21%
c) Difficulty in recognizing different usages of collocations	6	25%
d) The interference of your first language in using English collocations	3	12%
e) All of them	4	17%
Total	**24**	**100%**

Table 3.19 Collocations' Learning Difficulties
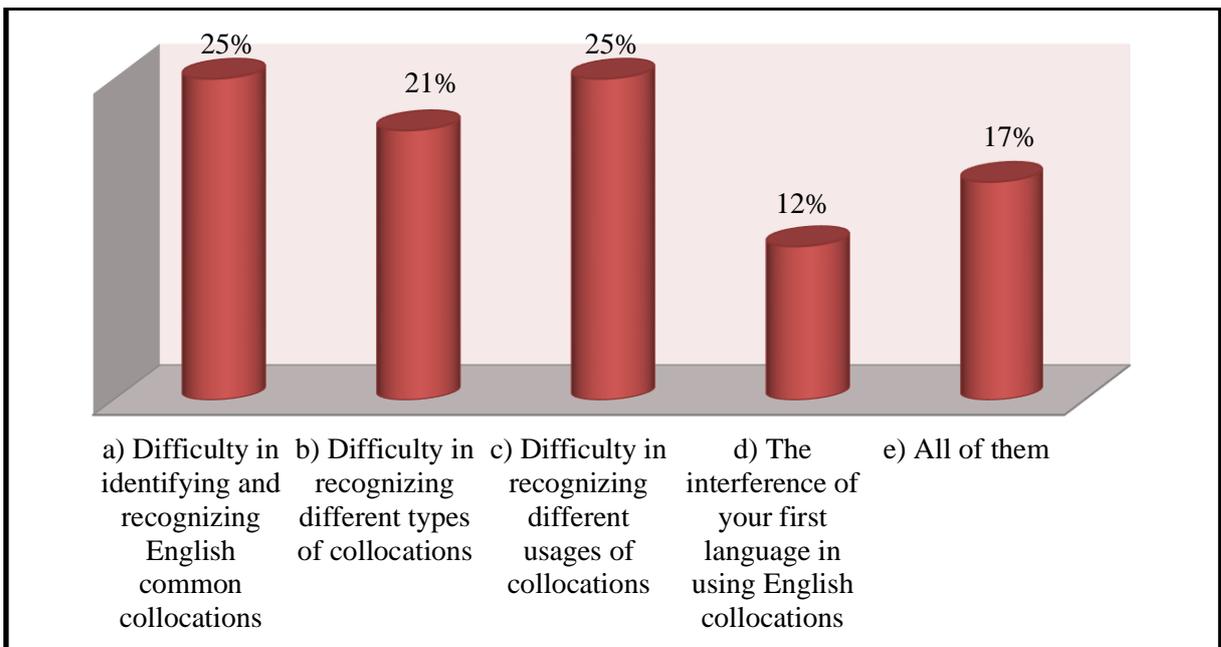
Figure 3.18 Collocations' Learning Difficulties

As learning any other part of vocabulary, collocations may likely provoke a degree of difficulty to students. This question aimed typically at pinpointing the most difficulties which obscure students' learning of collocations as well as to delimit the major sources of collocations' errors. In table 23, we notice that the most difficulty which learners face while first dealing with collocations is that to identify and recognize English common collocations (25%) and to recognize their different usages (25%) . We can explain that they were not aware about the existence of collocations while reading and listening to natural English or they just do not receive much instruction from their teachers to notice this type of formulaic language. Developing 'noticing' is teachers' responsibility, in order to raise their learners' consciousness about the existence of collocations.

Subsequently, learners who do not know how to identify collocations are not able to use them appropriately. (21%) of the respondents have difficulties with recognizing the different types of collocations, because they may not receive enough exposure to English collocations or they did not utilize collocations in their spoken or written productions. Table 16 shows that (17%) of the participants face all the mentioned difficulties while learning collocations and few of them (12%) are interfered by their mother language .Thus , teaching collocations to students is not an easy task but it needs more elaborated and organized syllabus to cover all the aspects including collocations' identification ,types and utilization.

Item 17. After you studied collocations, did you notice any changes in your Vocabulary and written/oral productions?

Option	Participants	Percentage
a) Yes	20	83%
b) No	4	17%
Total	**24**	**100%**

Table 3.20 Students' Opinions after Studying Collocations
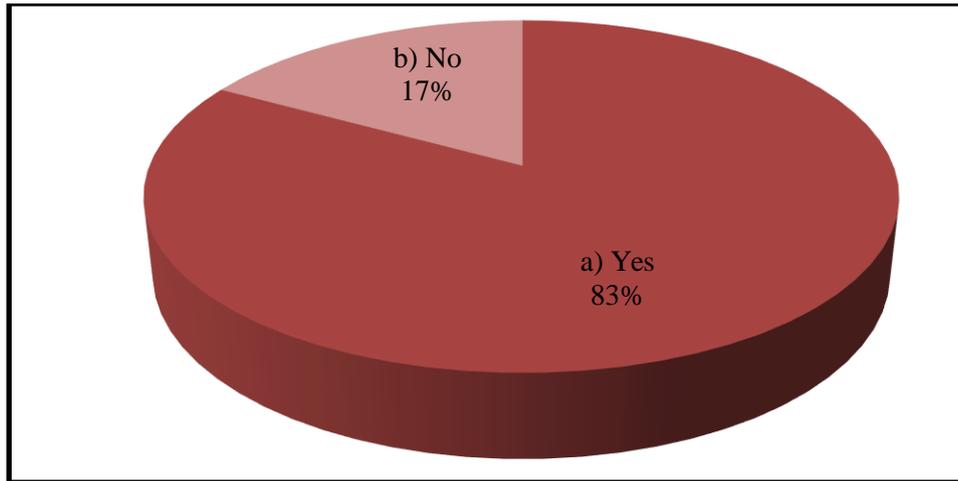
Figure 3.19 Students' Opinions after Studying Collocations

If yes, what kind of changes? You may choose more than one option.

Option	Participants	Percentage
a) Speaking more fluently	0	0%
b) Gaining more vocabulary	2	8%
c) Noticing collocations in whatever piece of reading	0	0%
d) Acquiring correct word combinations	1	4%
e) Building natural English expressions	1	4%
f) Accurate selection of words while writing	0	0%
g) More than one kind of changes	15	80%
h) All of them	1	4%
Total	**20**	**100%**

Table 3.21 Students' Vocabulary Enhancement
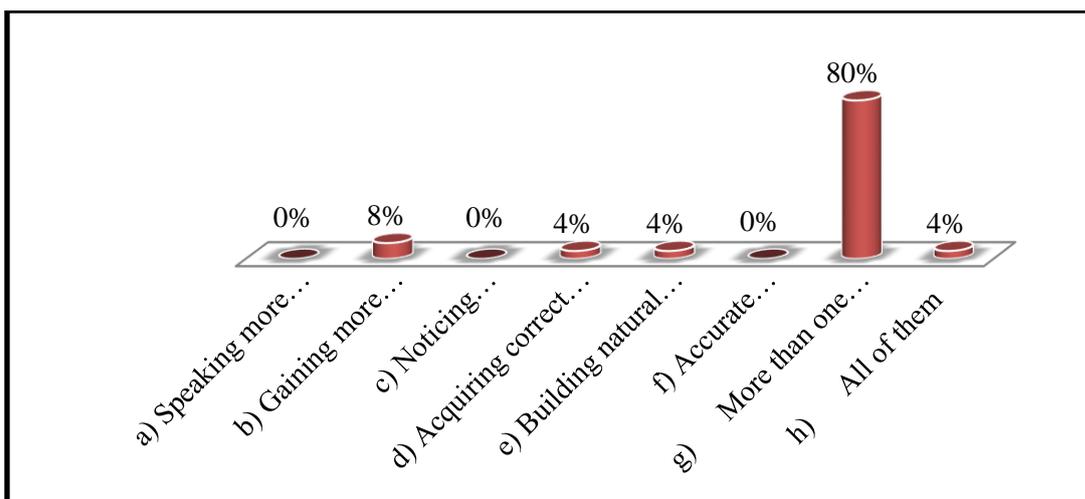
Figure 3.20 Students' Vocabulary Enhancement

The current question aimed at examining whether or not teaching collocations to students serves significant changes concerning their vocabulary and language use. According to the results in table 24 , (83%) of the participants agreed on the response 'yes' ,meaning that they receive a considerable improvement in their vocabulary and productive skills (written and speaking) from learning collocations ;whereas , (17%) of the respondents did not notice any enhancement .

Further classification is done to those respondents who answered by 'yes', to pinpoint which kind of improvement is commonly shared between the participants. The majority of students (80%) agreed that more than one kind of enhancement is received from learning collocations including speaking more fluently, gaining more vocabulary, noticing collocations while reading, and the acquisition of correct word combinations. Additionally, 2 participants (8%) acquired more vocabulary from learning collocations; whereas, one respondent (4%) get more than one kind of changes. The rest two students were divided between two different possibilities; thus learning collocations help them in building correct word combinations and the acquisition of natural English expressions.

Item 18. Did classroom activities help you to learn collocations?

Option	Participants	Percentage
a) Yes	22	92%
b) No	2	8%
Total	**24**	**100%**

Table 3.22 Students' Opinions concerning the Classroom Activities
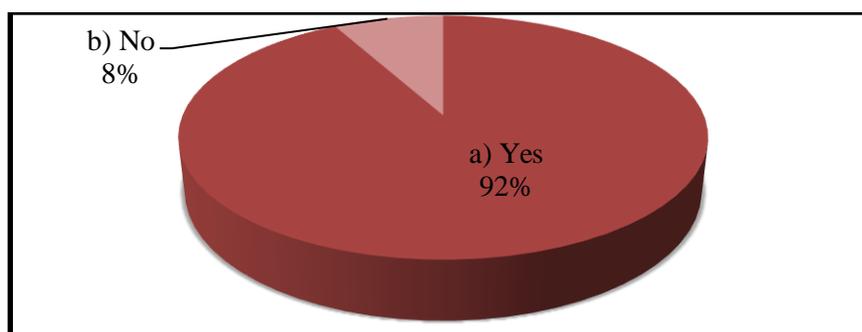
Figure 3.21 Students' Opinions concerning the Classroom Activities

If yes, which of the following activities do you find useful in learning collocations?

Option	Participants	Percentage
a) Making collocations from words in the box	2	9%
b) Matching the two parts of certain collocations	5	23%
c) Choosing a word to form a collocation and to complete the sentence	2	9%
d) Correcting collocations' errors	4	18%
e) Writing a paragraph using some collocations you learnt	3	14%
f) All of them	6	27%
Total	**22**	**100%**

Table 3.23 The usefulness of the in-class activities
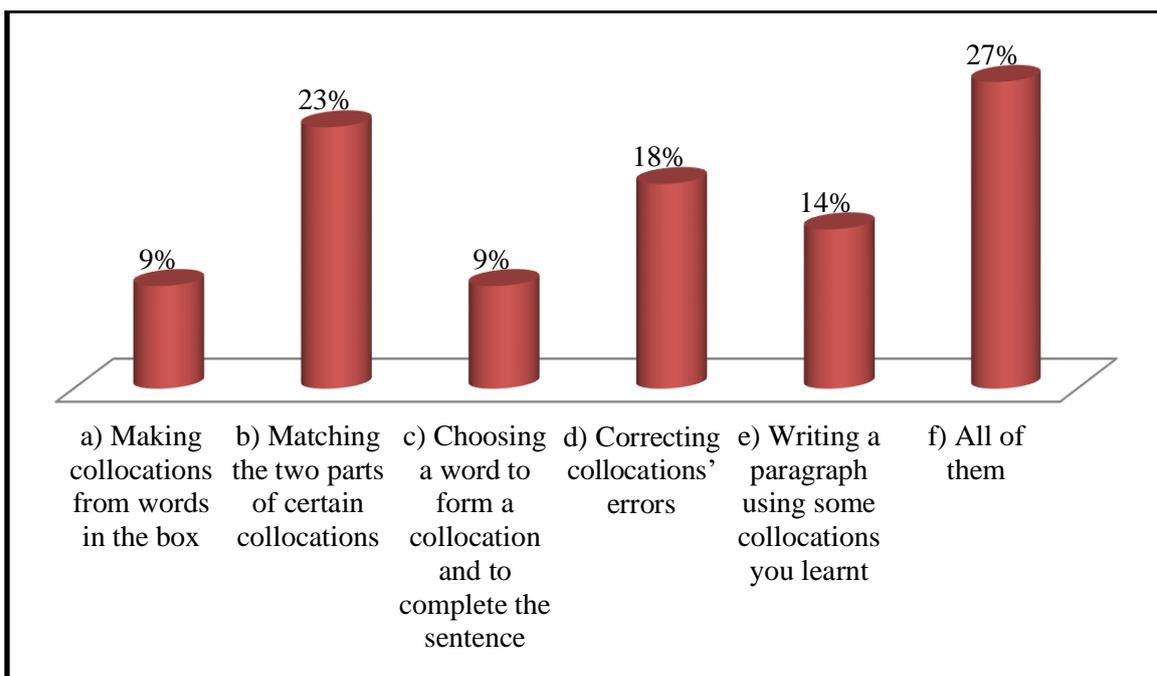
Figure 3.22 The Usefulness of the in-class Activities

The intention of item 18 is to affirm that classroom activities help students to learn collocations and to select the most useful activity that would enable learners to grasp the concept of collocations easily and to help them understand then memorize the most frequent collocations. Unexpectedly, as shown in figure 24, the results of this question show that (92%) of the students were benefited from the in-class activities and only two students (8%) were not satisfied with those practices.

The majority of students select all kinds of activities (27%) but the top three activities that the students choose are: matching the two parts of certain collocations (23%), correcting collocations errors (18%) and writing a paragraph using some collocations you learnt (14%). Besides, (9%) of the participants select 'making collocations from words in box' as the most useful activity and the rest of participants (9%) prefer 'choosing word to form a collocation and complete the sentence'. In general, the results of this item proved that the students were satisfied with the in-class activities in learning collocations.

Item 19. To what extent do you agree or disagree with the following statements

Statement	Totally agree	Agree	Neutral	Disagree	Totally disagree
Learning collocations helped me raise my awareness of their existence and their importance	38%	50%	8%	4%	0%
Learning collocations helped me to acquire new English words	36%	42%	8%	4%	0%
The in-class activities helped me to notice collocations errors while reading	21%	58%	21%	0%	0%
The in-class activities helped me to discover more collocations	42%	33%	21%	4%	0%
The in-class activities were helpful because they sustain my writing production	25%	33%	29%	13%	0%
Learning collocations was a comprehensible lesson	25%	50%	17%	4%	4%
Learning collocations through memorization will improve my range of English vocabulary	25%	54%	17%	4%	0%
Learning collocations gave me an idea about how I should use language appropriately	33%	54%	9%	4%	0%
It is better to learn vocabulary as co-related items	25%	42%	33%	0%	0%
Learning collocations helps me to improve my comprehension on English authentic discourse	33%	54%	9%	4%	0%
Using English collocations helps me to make more elaborate, natural and expressive spoken and written discourse	12%	67%	17%	4%	0%
Using collocations in my speech and writing helps me gain more fluency and self confidence	42%	37%	17%	4%	0%

Table 3.24 Students' Opinions concerning Learning Collocations
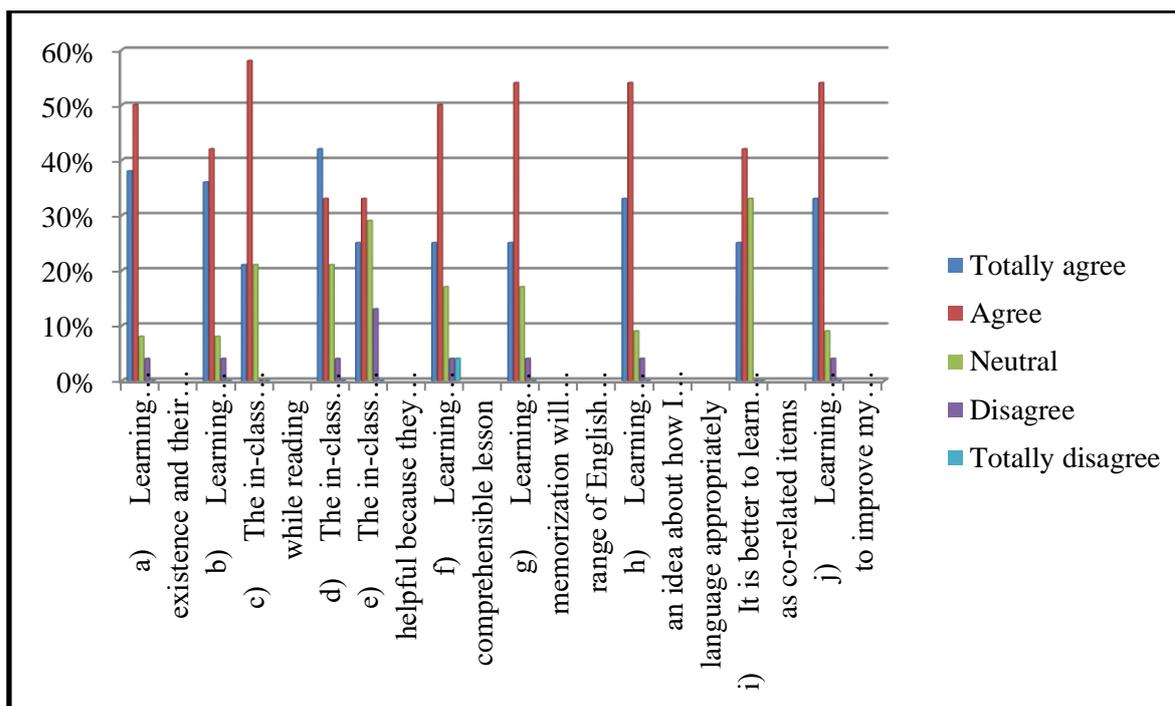
Figure 3.23 Students' Opinions concerning Learning Collocations

This item intended to display to what extent do learners agree or disagree with certain statements related to the concept of collocations as well as the in-class activities. Evidently, table 28 demonstrates that half of the participants (50%) agree that learning collocations helps them to be aware about the existence of this major type of formulaic language .This result reflects the efficiency of the activities given to students and its role in consciousness –raising process.

Moreover, 42% of the respondents agree that learning collocations helps them to acquire new English words; therefore, the acquisition of collocations would enlarge learners' vocabulary background and sustains their vocabulary building. More than half of the respondents (58%) agree that the in-class activities help them noticing collocations' errors and about half of the participants (42%) totally agree the usefulness of those activities in discovering more collocations. Most of the participants (33%) find that the in-class activities sustains their writing; however, (29%) of them were neutral. A percentage of 50% agree that the lesson about collocations was a comprehensible one and more than half of the participants (54%) find that learning collocations through memorization is useful technique to reinforce their range of English vocabulary.

In addition, 54% of the respondents support that learning collocations would give learners an idea about how to use language appropriately; besides, (42%) of students agree that it is better to learn vocabulary as a co-related items. Concerning language comprehension, more than half of the respondents (54%) agree that learning more collocations would enable them to understand English authentic discourse. Additionally, (67%) of the students find that using English collocations would help them to produce more elaborative, expressive and natural spoken or written discourse. Also, a percentage of (42%) support that using collocations in speaking and writing would assist learners' fluency and self confidence.

Item 20. To what extent do you think learning collocations is important for building new vocabulary?

Option	Participants	Percentage
a) Very Important	13	54%
b) Important	9	38%
c) Not important	2	8%
Total	**24**	**100%**

Table 3.25 Collocations and Building New English Vocabulary
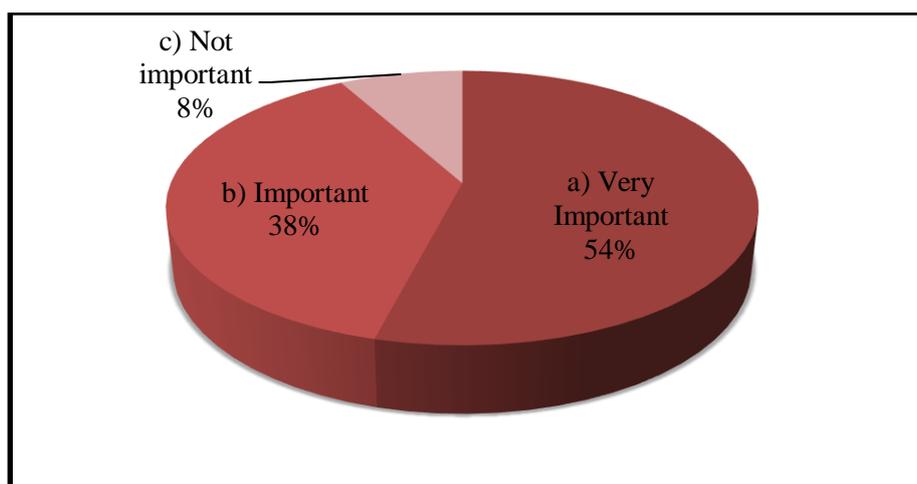
Figure 3.24 Collocations and Building New English Vocabulary

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The intention of this item is clearly to take students' opinions about the importance of collocations for building new English vocabulary. Evidently, as table 29 demonstrates, the majority of students agree that it is importance to learn collocations for building new English vocabulary; however, only two students (8%) disagree that.

3.2.2 Analysis of Teachers' Questionnaire

Section One: General Information

Item 1. How long have you been teaching English at university?

Option	Respondents	Percentage
1-5 years	2	29%
6-11	4	57%
12-20	1	14%
More	0	0%
Total	**7**	**100%**

Table 3.26 Period of Teaching
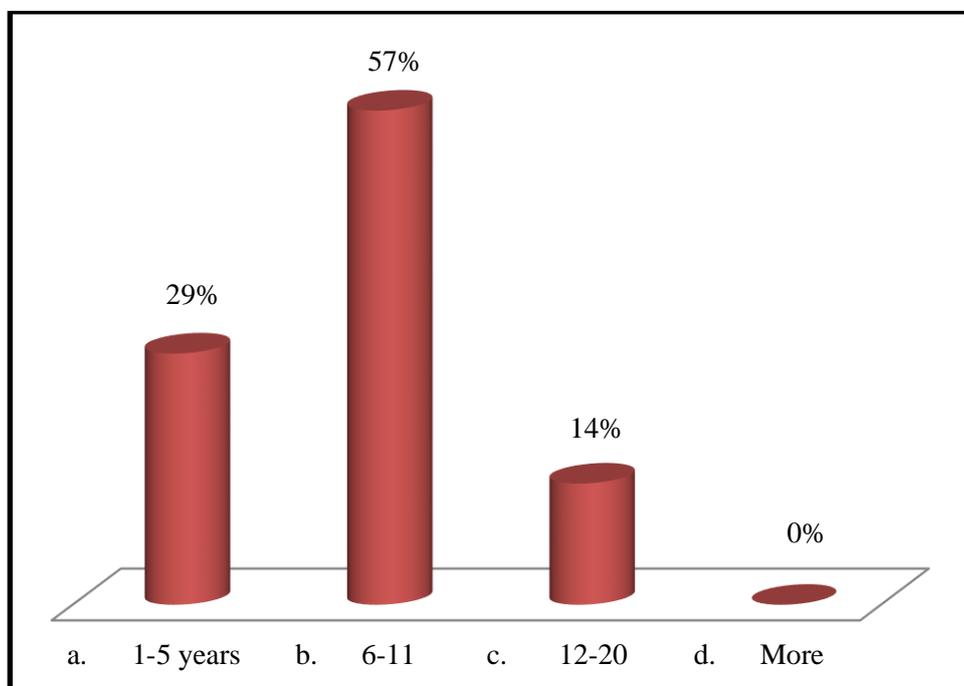
Figure 3.25 Period of Teaching

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Item 2.Would you please specify your degree?

Option	Respondents	Percentage
License	0	0%
Magister/ Master	4	57%
Doctorate	3	43%
Total	**7**	**100%**

Table 3.27 Teachers' Degree
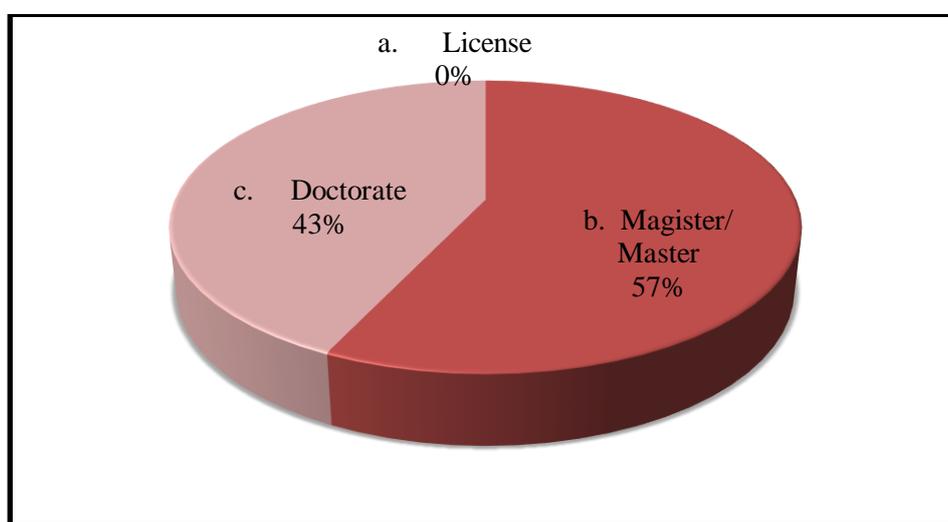
Figure 3.26 Teachers' Degree

It has long been asserted that learners' achievement is mainly influenced by teachers' profile .Thus, asking teachers about the period of teaching as well as their degree would give us an idea about their experience and competency in teaching various English courses. As displayed in table 30, four teachers (57%) have been teaching English at the university for a period of 6 to 11 years and two others were teaching for 1 to 5 years. Moreover, one teacher (14%) has the experience of more than 12 years teaching English. Besides, as shown in figure 29 (43%) of the teachers hold the same doctorate degree; whereas, the rest three teacher (57%) have the master or magister degree. Consequently, this variety of results would give us different data that would help us to answer our research questions.

Item 2. What are the modules that you are teaching at the moment?

Our intention while asking this question was to confirm that our sample consist the teachers who are in charge of reading course. Consequently, the entire number of teachers is experienced in teaching reading as well other related modules such as written expression and oral expression.

Section Two: Vocabulary Building

Item 4. It would be better to teach vocabulary as:

Option	Respondents	Percentage
A separate module	4	57%
Within other modules	3	43%
Total	**7**	**100%**

Table 3.28 Teaching Vocabulary
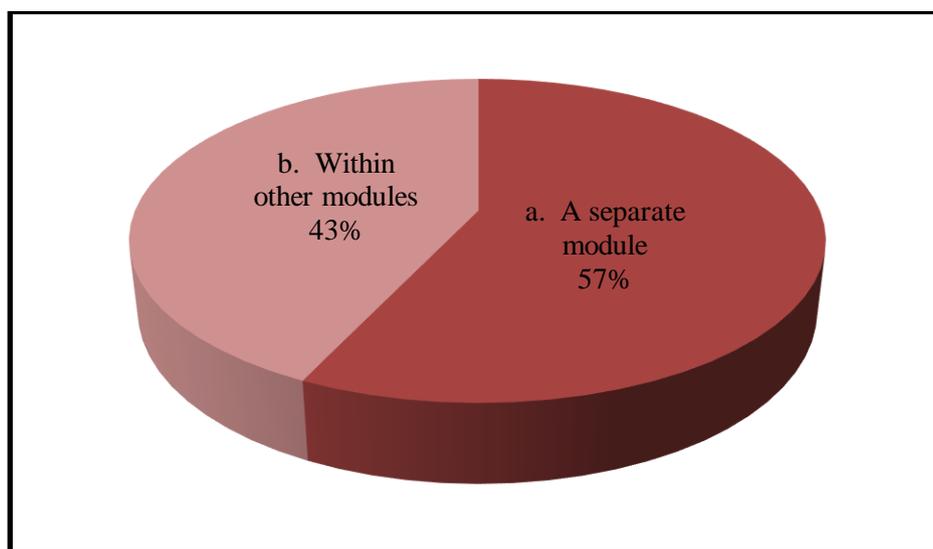
Figure 3.27 Teaching Vocabulary

This question was meant to identify which method is better to teach vocabulary. Accordingly, we intend to explore teachers' attitude towards the importance of teaching vocabulary in foreign language learning. As shown in figure 30, (43%) of teachers prefer teaching vocabulary within other modules. Their justifications are cited here after:

> ➤ It would be better to teach it within a context
> ➤ Language should be taught in context to get used to its structures which matters most than isolated vocabulary.
> ➤ Vocabulary is a part of all modules.

On the other hand, the majority of teachers (57%) agree that it is better to teach vocabulary as separate module and they justify their answers as following:

> ➤ The modern approaches ascertain teaching vocabulary as a separate module because teaching it with other modules ranked vocabulary in a lower position. Most modules focus on grammar rather than vocabulary which made learners' language empty of vocabulary.
> ➤ Integrated vocabulary proved to be not effective to students
> ➤ Separate module to remedy the problem of students' vocabulary
> ➤ To focus more on learners' vocabulary knowledge

Item 5. How often do you encourage your students to acquire vocabulary?

Option	Respondents	Percentage
Usually	6	86%
Sometimes	0	0%
Rarely	1	14%
Never	0	0%
Total	**7**	**100%**

Table 3.29 The Frequency of Encouraging Students to Acquire Vocabulary
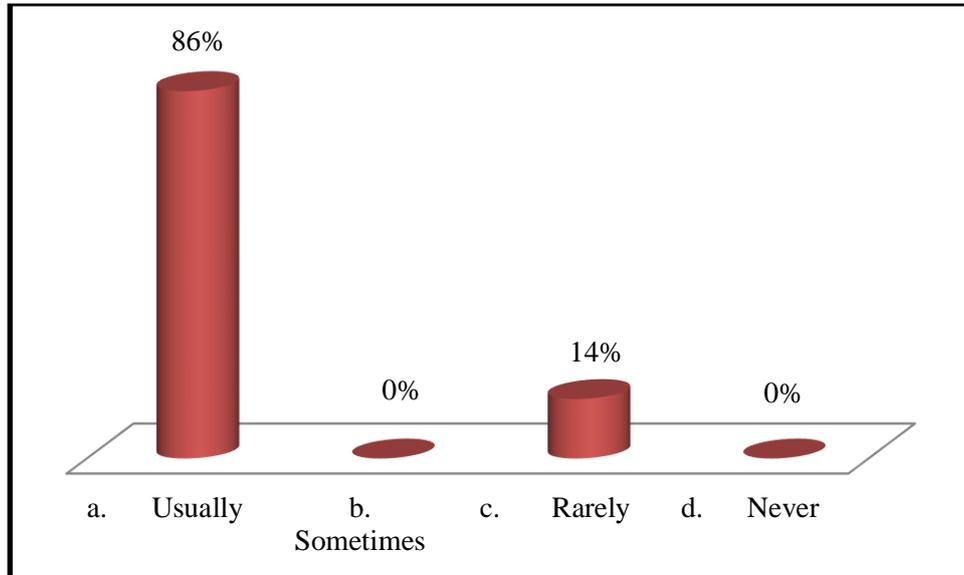
Figure 3.28 The Frequency of Encouraging Students to Acquire Vocabulary

We choose to ask this question to explore the frequency in which our teachers encourage their students to acquire vocabulary. Figure 31 shows that the greater part of our teachers (86%) is usually encourage their students to gain additional vocabulary; whereas, only one teacher admitted that he rarely do this. Evidently, the results of item 5 displays the considerable importance given to vocabulary in English language classrooms

Item 6. What is the best way to learn vocabulary? Is it through?

Option	Respondents	Percentage
Reading	3	43%
Listening	0	0%
Translating	0	0%
Memorizing	1	14%
All of them	3	43%
Total	**7**	**100%**

Table 3.30 The Best Way to Learn Vocabulary
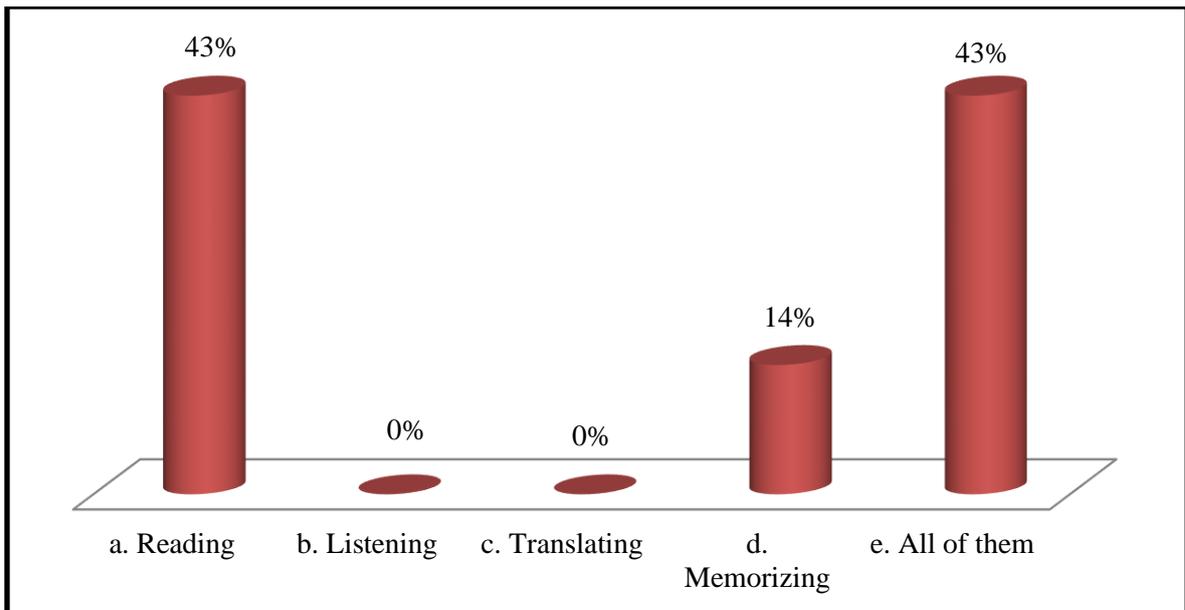
Figure 3.29 The Best way to Learn Vocabulary

This question soughs to discover the best way to learn vocabulary according to the teachers. Surprisingly, about half of teachers (43%) agree that all kind of techniques are useful to learn vocabulary including reading, listening, translating, and memorizing whereas similar number of teachers (43%) choose reading as the best way to learn vocabulary and only one teacher (14%) chooses memorization.

Item 7. How can you describe the ability of your students to learn new vocabulary?

Option	Respondents	Percentage
Very good	0	0%
Good	1	14%
Average	5	72%
Low	1	14%
Total	**7**	**100%**

Table 3.31 Students' Ability to Learn New Vocabulary
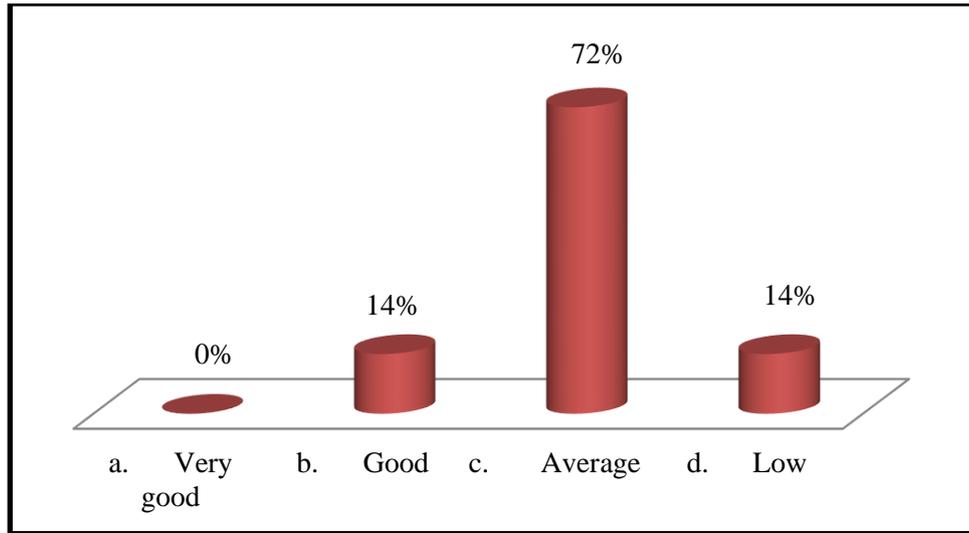
Figure 3.30 Students' Ability to Learn New Vocabulary

Item 8. What is/are the main obstacle(s) to vocabulary development in English? (You can choose more than one answer).

Option	Respondents	Percentage
The complexity of words	0	0%
The differences between spoken English and written English	2	29%
The limitations of teaching materials	1	14%
Differences in vocabulary usage	1	14%
More than one obstacle	3	43%
Total	**7**	**100%**

Table 3.32 The Main Obstacles to English Vocabulary Development
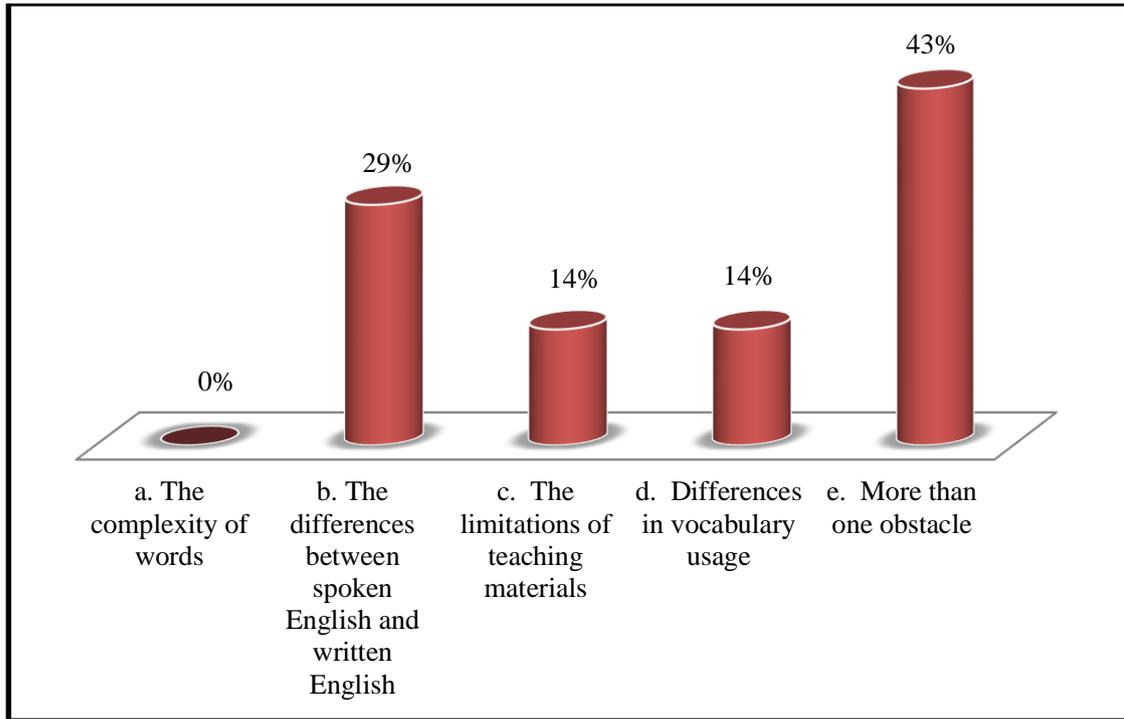
Figure 3.31 The Main Obstacles to English Vocabulary Development

Item 9. What type of English vocabulary items do your students struggle the most to learn?

Option	Respondents	Percentage
Scientific words	0	0%
Compound words	0	0%
Collocations	4	57%
Idioms / slangs/proverb	3	43%
Total	**7**	**100%**

Table 3.33 The Most Difficult English Vocabulary Items
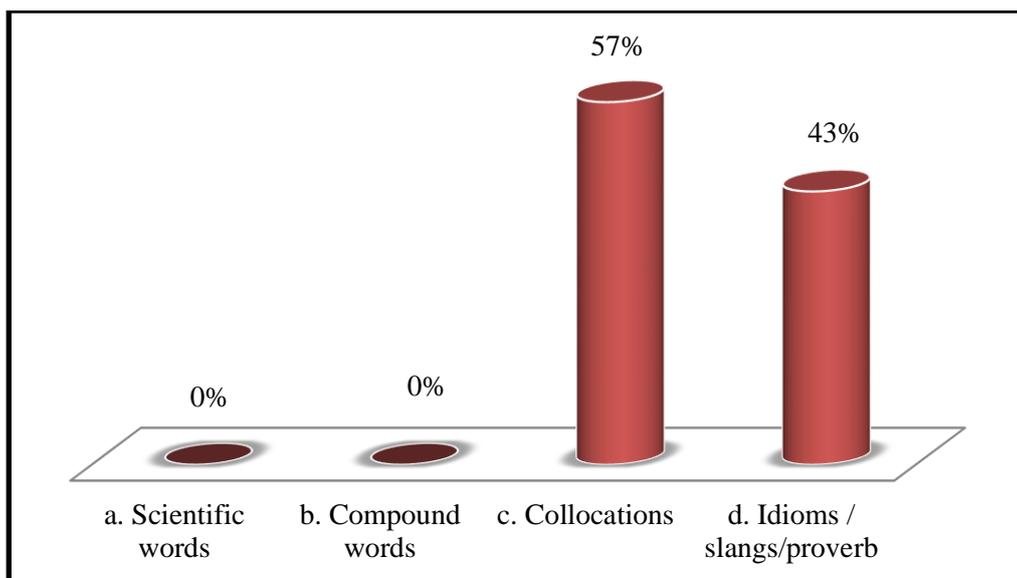
Figure 3.32 The Most Difficult English Vocabulary Items

We grouped the items 7, 8, 9 together since they are interdependent. The seventh question aimed at assessing students' capacity to acquire vocabulary; while, the other two questions intend to spotlight the main obstacles to English vocabulary development and then pinpoint which vocabulary items do our students struggle the most while learning vocabulary. As shown in table 7, the majority of teachers (72%) agree that their students' ability to learn vocabulary is average. However, one of the rest two teachers reports (14%) that is good and the other one admits that is low.

Moreover, as table 37 displayed, the supremacy of teachers (43%) agree that more than one obstacle is included, whereas, (29%) of the teachers select the differences between spoken and written English as the main problem. In addition, one teacher select the limitation of teaching materials and the other one choose the differences in vocabulary usage. Besides, other factors disrupt the development of vocabulary are mentioned by the teachers such as:

➢ Lack of reading and lack of practicing the language
➢ The size of the task (the number of words students need to learn is large)

Also, as table 38 shows, we precisely choose the most difficult English items to be acquainted with the major parts of vocabulary that hinders students' vocabulary learning.

Evidently, more than half of teachers (57%) agree that collocations are the most part of vocabulary that their students are struggle to learn; whereas, (43%) of the teachers select idioms and slangs as the most difficult part.

Section Three: Teaching Collocations

Item 10. It will be helpful for students to build their vocabulary through learning

Option	Respondents	Percentage
Words in isolation	1	14%
Word combination	6	100%
Total	**7**	**100%**

Table 3.34 Vocabulary Learning
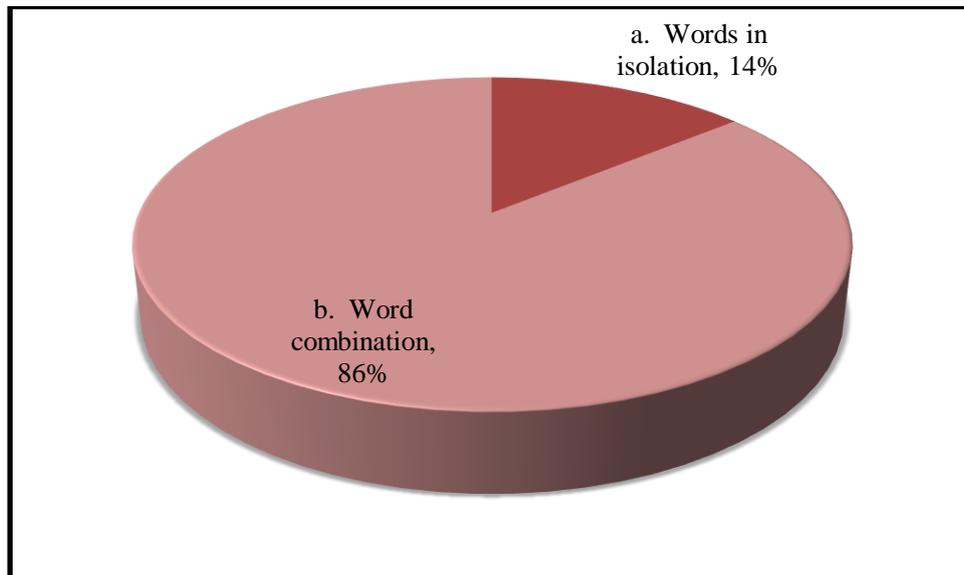
Figure 3.33 Vocabulary Learning

Since the teachers are experienced in teaching varied aspects of language, our question intend to capture teachers' opinion about the best way which would help their students to acquire vocabulary. We, also, intend to prove that teaching collocations would enlarge students' vocabulary knowledge as well as enable them to gain more accuracy.

Interestingly, 86% of the teachers agree that teaching vocabulary as word combination is useful for students' vocabulary building. We further asked them to provide justifications and they claimed that:

➢ Many experiments made on teaching vocabulary (based on Paribakht and Wesche's vocabulary knowledge scale 1997) through word combination showed retention rates higher than those taught in isolation.

➢ It would help them to be more accurate and concise

On the other hand, only one teacher (14%) maintains that students should receive vocabulary as single items and justifies his choice as "both are equally important". That is to say, learners should receive vocabulary both as word combination and as words in isolation.

Item 11. Based on your teaching experience and observation, how many undergraduate EFL students in our department are aware of the usages of collocations?

Option	Respondents	Percentage
Most of them	1	14%
Some of them	2	29%
Few of them	4	57%
None of them	0	0%
Total	**7**	**100%**

Table 3.35 Students' Awareness of Collocations' Usages
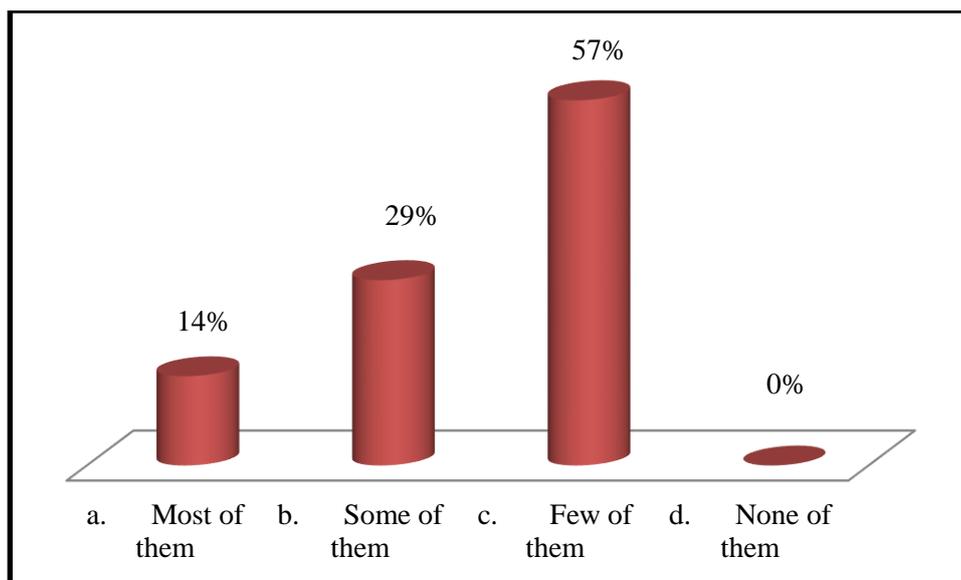
Figure 3.34 Students' Awareness of Collocations' Usages

Our intention in this question is to probe the awareness of English as foreign language students' of the usage of collocations. As displayed in Figure 37, most of the teachers (57%) agree that just few of the students are aware about collocations. Besides, (29%) of the teachers regarded that some of the students are aware of the usage of collocations and only one teacher supports the choice 'most of them'.

Item 12. If we suppose that most of them are not aware of this type of formulaic language, why is that?

The intention of this question was to select the main reasons behind the ignorance of the concept of collocations among English as foreign language students. Thus, we picked up teachers' opinion about this matter:

➢ I think that most of those who are studying English in the department are not equipped with the necessary tools for language learning
➢ They did not have a prior knowledge about collocations
➢ Lack of reading and usage and listening
➢ The lack of exposure to the target language and learning for the sake of passing the exam.
➢ Because of the application of old methods and also because of old thoughts about foreign language acquisition that focuses on the meaning of words from dictionary not the type of words with which they are associated
➢ The lack of exposure to the target language

The results of item 12 shows that most of teachers' answers were turned around the lack of exposure to the target language including reading and listening and the lack of necessary tools to learn the language. In the same vein, Chanell (1981) found that learners are not able to understand "the potential of known words" when they use them only in a limited number of collocations. Hence, he suggested that teachers should largely expose their learners to typical collocations so that learners would have more opportunities to learn collocations. (Farokh, 2012)

 Item 13. How often do you make your students notice some co-related words (collocations)?

Option	Respondents	Percentage
Usually	4	57%
Sometimes	2	29%
Rarely	1	14%
Never	0	0%
Total	**7**	**100%**

Table 3.36 The Frequency of Noticing Collocations
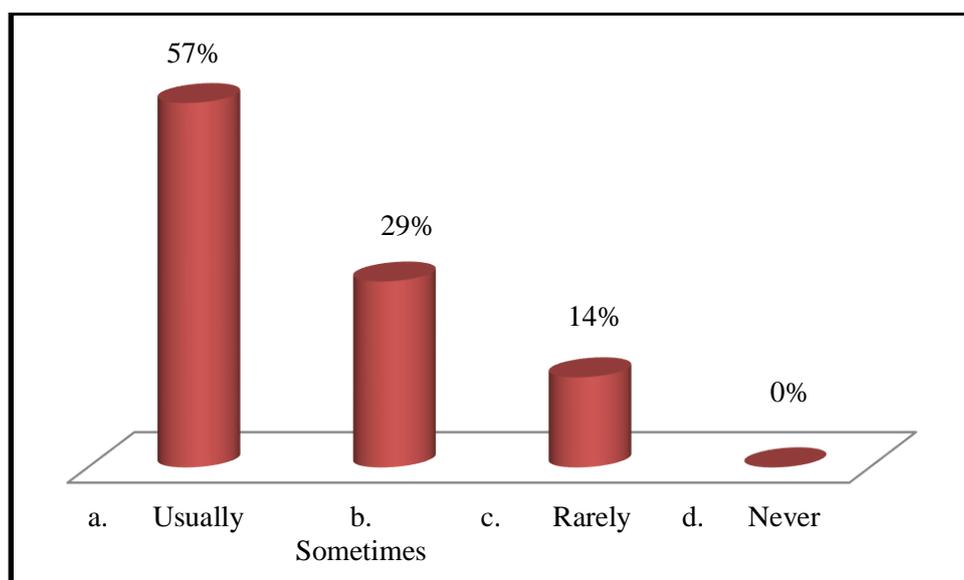
Figure 3.35 The Frequency of Noticing Collocations

This question was designed to explore to what extent our teachers make their students notice some collocations. We also intend to examine teachers' contribution in consciousness-raising process. Table 41 displays that more than half of the teachers (57%) are usually help their students in noticing collocations and two teachers (29%) admits that he do this sometimes and only one teacher (14%) respond with 'rarely'.

Item 14. In teaching collocations, do you prefer?

Option	Percentage	Percentage
Explicit teaching methods	5	71%
Implicit teaching methods	2	29%
Total	**7**	**100%**

Table 3.37 Explicit Vs Implicit Teaching Methods
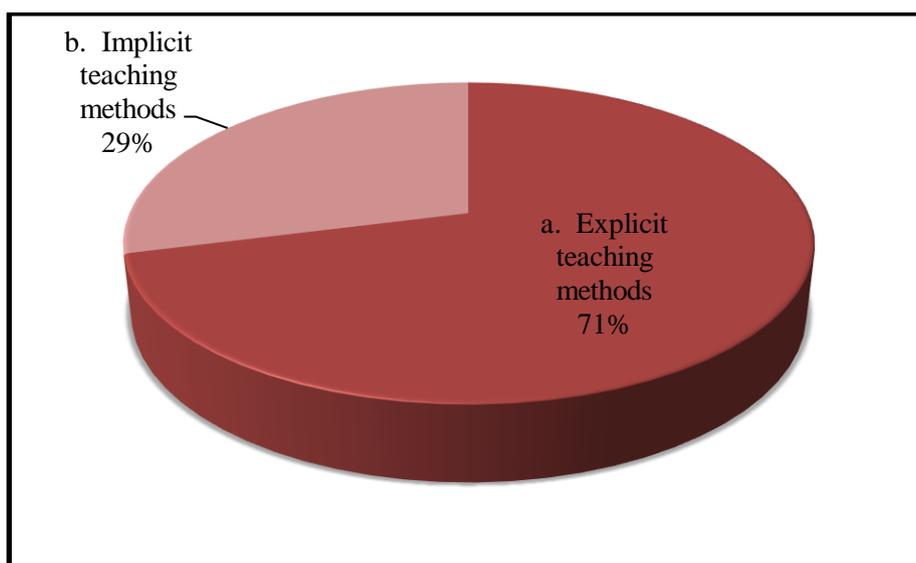
Figure 3.36 Explicit vs Implicit Teaching Methods

In an attempt to explore better teaching strategies, this question was organized precisely to identify whether the teachers prefer using explicit or implicit methods while teaching collocations. Thus, as shown in table 42, the greater part of teachers (71%) prefers using explicit teaching methods. We further asked them to provide explanations to their choice, so their justifications are:

➢ It would be more practical.

➢ They need to conceive these combinations.

➢ To raise their awareness on them.

➢ Many studies have reported positive results regarding explicit collocation instructions because the implicit way has provoked controversy. However, the scarcity of empirical studies regarding the effectiveness of implicit and explicit methods of teaching collocations created disagreement among specialists due to the lack of consistency and neglect of some factors as learners' individual differences.

➢ It provides learners with direct instructions.

Following teachers' opinions concerning the usefulness of teaching collocations explicitly, Benayad (2017) investigated the impact of the explicit teaching of collocations on students' writing achievement .As a result; she found that this technique of teaching collocations has a significant impact on raising students' awareness about collocations and developing their writing production. Moreover, Keshavarz (2018) studied the effect of explicit instruction on language proficiency; consequently, the results of his study indicated that teaching collocations explicitly may improve learners' linguistic ability. On the other hand , one teacher supports the use of implicit teaching methods and the other one claims that both are equally important ;hence, they justify their choices as following:

➢ It would be helpful to give them indirect instructions to learn collocations.

➢ Both of them, depending on the students' needs.

Item 15. Do you find errors concerning the use of collocations in your students' written or spoken productions?

Option	Percentage	Percentage
Yes	6	86%
No	1	14%
Total	**7**	**100%**

Table 3.38 Collocational Errors
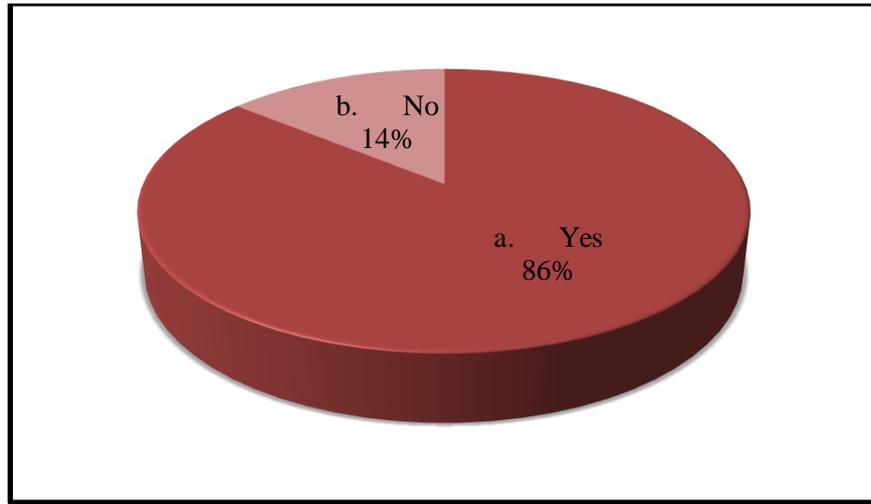
Figure 3.37 Collocational Errors

If yes, what kind of errors?

Option	Respondents	Percentage
Grammatical errors	1	14%
Lexical errors	3	43%
Errors of usage	3	43%
Total	**7**	**100%**

Table 3.39 Kinds of Collocational Errors
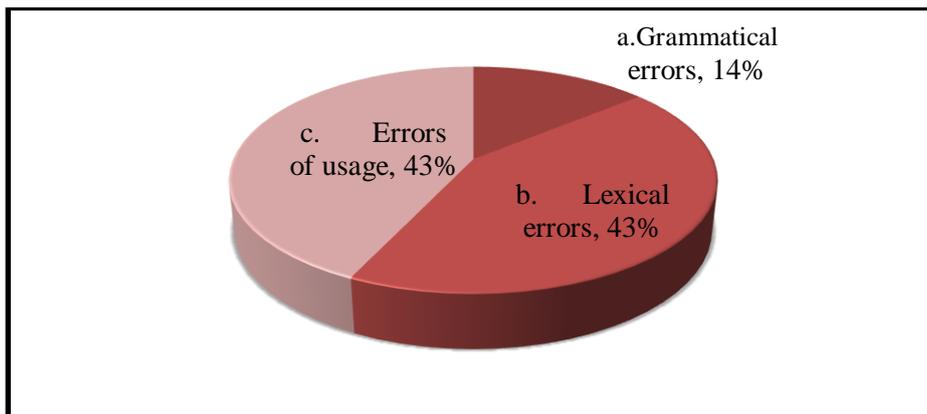
Figure 3.38 Kinds of Collocational Errors

We intentionally grouped the items 14 and 15 together since they are interrelated. Our intention to ask those questions was to capture teachers' opinion about collocational

errors concerning learners' written and speaking productions as well as to classify which error appears the most. Evidently, as Figure 43 displays, around the whole number of teachers (86%) agreed that they find some errors of collocations in their students' written as well as spoken production. However, only one teacher did not find errors concerning collocations.

To identify which error is dominant, we further classified those errors into grammatical, lexical and errors of usage. (43%) of the teachers believed that lexical errors appear the most ,whereas, the same number of teachers (43%) agreed that their students struggled the most with the errors of usage .However, only one teacher believed that his students faced difficulties with grammatical errors.

Item 16. According to you, what is (are) the most effective classroom strategy(s) for teaching collocations?

Option	Respondents	Percentage
Using flashcards	3	44%
Make collocation lists	1	14%
Using collocations dictionaries	2	29%
Help student noticing, classifying and recording them	1	14%
Total	**7**	**100%**

Table 3.40 Classroom Strategies for Teaching Collocations
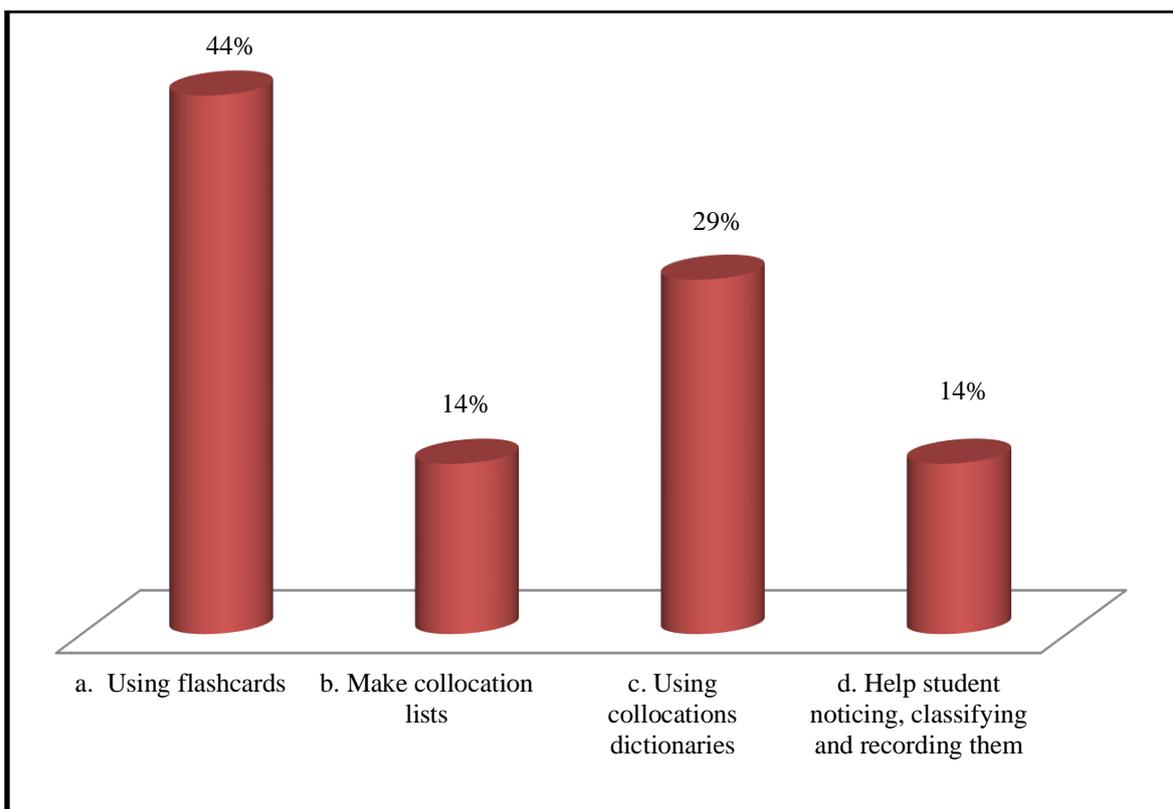
Figure 3.39 Classroom Strategies for Teaching Collocations

We embraced this question to know the most effective classroom strategy for teaching collocations according to the teachers. As shown in Figure 42 and table 45, the supremacy of teachers (44%) agreed that using flashcards would be an effective technique in teaching collocations. Whereas, (29%) of the teachers believed that using collocations' dictionaries is the better way to teach collocations. Besides, only one teacher selected making collocations' lists and the other one opted helping students to notice, classify and record collocations.

Item 17. Do you think that teaching collocations to students would improve their written and speaking performance?

Option	Respondents	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

Table 3.41 The Impact of Teaching Collocations on Written and Speaking Performance
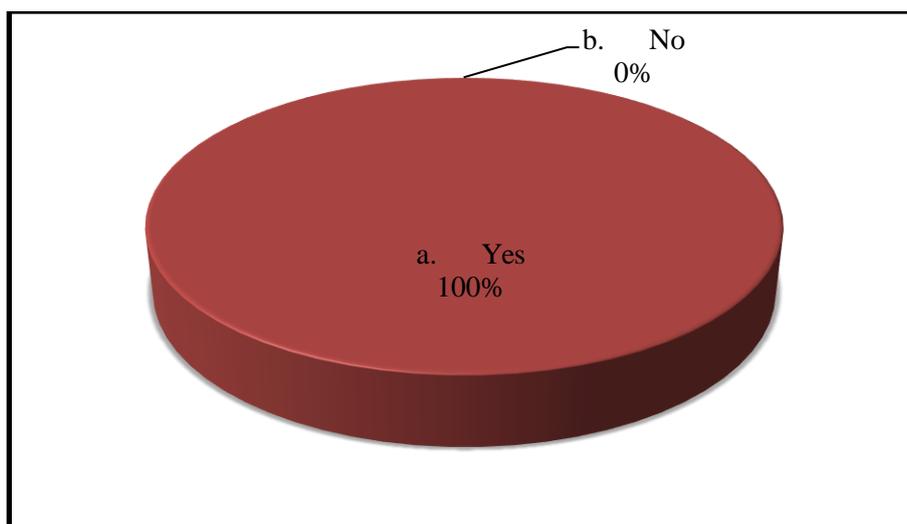
Figure 3.40 The Impact of Teaching Collocations on Written and Speaking Performance

Although the teachers were not acquainted with teaching collocations, we purposefully organized this question to uncover their opinions about the implementation of collocations in English vocabulary program. Through asking this question, we examine to what extent teachers are satisfying with the benefits resulting from teaching as well as learning collocations. Evidently, the entire number of teachers (100%) believed that teaching collocations would improve learners' written and speaking performance .We further asked them to provide justifications for their choice, and they responded as follows:

➢ This will improve the quality of their writings and oral feedbacks
➢ It would improve their speaking performance
➢ It would make their language sound as native speakers
➢ It improves their fluency and accuracy
➢ It would show their language mastery degree
➢ This will help them avoid the negative transfer from Arabic language by inclusion of bilingual glossaries in the EFL course book (syllabus) and also designing bilingual collocation dictionaries.
➢ Teaching collocations would make learners accurate both in their speaking and writing production.

The results of this item showed that the teachers have a positive attitude towards teaching collocations in classrooms. Accordingly, the entire number of teachers (100%) agreed that teaching collocations to students would improve their writing and speaking

production. Similar results had been revealed in other studies .Ashouri (2016), for example, attempted to uncover the impact of teaching corpus-based collocations on EFL learners' writing. As a result, he found that there is a positive correlation between teaching lexical collocations and students writing proficiency.

Moreover, Attar and Allami (2013) investigated the effects of teaching lexical collocations on speaking ability of Iranian EFL learners. His study demonstrated that significant positive changes had been noticed on learners' speaking performance after they studied lexical collocations unlike those who did not.

3.3 Summary and Discussion of the Findings

This part aimed at continuing the previous section which was devoted to displaying and summarizing the obtained data resulted from the teachers' and students' questionnaires. The present part includes discussion and summarization of the findings in order to access a full comprehension of the impact of teachings collocations on building English as foreign language students' vocabulary.

We, also, intend to inspect students' awareness about the importance and the usage of English collocations while reading and listening and to know the kind of difficulties that encounter them to develop their collocational competence. Moreover, our research work intends to evaluate the classrooms activities and to select the most applicable ones to better learn of collocations. Besides, our study attempts to discover the main problems that hinder vocabulary development in general and in particular to find out the main vocabulary items in which the students find difficulties with while learning vocabulary.

In addition, we try to identify the most frequent collocational errors and to uncover the usefulness of certain classroom strategies. Furthermore, our research work seeks to know students' and teachers' attitudes towards teaching as well as learning collocations to second year English students in the course of reading. Thus, we answer our four principle research questions and we check the validity of our research hypotheses.

Our first research question was designed to check students' awareness about the importance of collocations. Accordingly, we hypothesize that the participant students are not aware of collocations while reading and listening to English language. Based on students' questionnaire, we get more significant answers in which they are analyzed using

tabular and graphical presentations. It was shown that most of students are not aware about collocations' usages before they learn them in reading course. It was also clear that they cannot notice the collocations' errors resulted from the literal translation of English texts. This can be justified by the fact that they are not exposed enough either to speaking or written authentic English language. This idea had been explained by George Woolard in Lewis (2000) when he said "we provide more concentrated exposure to collocations through careful planning of the vocabulary input to our courses" (p.36). , In other words developing students' awareness about collocations needs enough exposure to this part of formulaic language using efficient and organized vocabulary courses.

Although the majority of our participants seem to be intermediate and their vocabulary knowledge is good, they were not aware about collocations before studying them in classroom. These results affirm that the vocabulary background does not reflect the collocational competence of students. Moreover, the analysis of the teachers' questionnaire allows us to get more detailed data concerning the reasons behind the absence of awareness about collocations among English as foreign language students. Teachers' answers were varied; however, most of them consider the lack of exposure to the target language as the main reason.

The second research question inquired about the relationship between teaching collocations and building vocabulary. It was hypothesized that there is a strong relationship between teaching collocations to students and their vocabulary acquisition. In reliance to the results of our students' questionnaire, it was revealed that a large number of students receive a considerable changes concerning their vocabulary background and their language production after learning collocations. In addition, the teachers who respond to our questionnaire assert that it is better to learn vocabulary as word combinations in order to help students gain more accurate and selective word choice. Thus, we get clear evidence about the connection between our research variables (teaching collocations and vocabulary building).

Our third research question is organized to discover the main difficulties that may likely stand against students' vocabulary building in general and learning collocations in specific. Accordingly, we hypothesis a set of reasons that may create vocabulary development hurdles including the difficulty in recognizing different vocabulary items, the limitation of teaching materials and the lack of practicing the language. Following the

results of this research work, we deduce that the students are probably have a problem with understanding and applying certain "lexical chunks" so students' knowledge about formulaic language is low. English as foreign language students are probably not able to understand the meaning of certain formulaic sequences such as collocations and idioms thus their vocabulary development would be handicapped.

Based on the analysis of questionnaires, we seek to answer our last research question which was designed to reveal teachers' and learners' attitudes towards teaching collocations. It was hypothesized that both teachers and learners are interested in teaching collocations. Surprisingly, a great satisfaction was revealed with the usefulness of teaching collocations in building students' vocabulary. Moreover, most of the students consider learning collocations as very important for building English vocabulary and their reactions towards the in-class activities reflect their understanding and interest of learning collocations. Besides, all the teachers react positively towards teaching collocations in the course of reading, since they all agree that collocations' lessons would improve students' vocabulary learning.

Conclusion

Our last chapter is devoted to present the methodological aspect of this research work .It also intends to display, analyze, and summarize the data which were collected from using teachers' as well as learners' questionnaires as a qualitative data collection tools. In this chapter, we successively introduce the results illustratively and textually then analyze them through qualitative data analysis procedures .We also provide a discussion in which we test the validity of our research hypothesis and answer our main research questions.

General Conclusion

General Conclusion

The weaknesses in students' vocabulary background may prevent them from producing accurate and adequate English expressions. Observably, English students are not aware about some fixed and semi-fixed expressions so their words are associated inappropriately. Thus, searching for better ways to accelerate and facilitate vocabulary building and reinforce language production is put into priority. The results of this research work prove the strong relationship between teaching collocations and vocabulary building. It was deduced that learning vocabulary as "prefabricated chunks" would enlarge students' vocabulary and provide learners with the opportunity to acquire precise and natural word combinations. In addition, the existence of collocations both is spoken and written language is further emphasized to gain more stylistic, accurate, and natural English expressions. On the other hand, teachers' responsibility is to provide their students with sufficient exposure to authentic English language. The current study concluded that second year English as foreign language students are not aware about the importance of collocations. We also underlined the main difficulties that encounter students' vocabulary development. Moreover, we found that teaching collocations would affect learners' written and spoken performance positively and both students and teachers were interested in implementing collocations as a new technique in teaching vocabulary.

Implications and Recommendations

In the previous sections, we could prove the strong relationship between teaching collocations and students' vocabulary building. We, also, revealed the positive outcomes of learning collocations on students' vocabulary background as well as language production. The findings of this inquiry gave us inspiration to draw a set of recommendations to guarantee the implication of teaching collocations on vocabulary educational programs.

Students are recommended to be aware about the existence and the importance of collocations as a major part of vocabulary.

Teachers' responsibility is to raise students' awareness about collocations using attention drawing strategies and consciousness-raising techniques.

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

Teachers need be aware about their learners' hindrances related to learning collocations in order to help them grasping the concept of collocations and developing their collocational competence.

Teachers need to be acquainted with learners' difference in order to select the most useful classroom activities.

Teachers are invited to provide their learners with sufficient exposure to authentic English language in order to know how language is used by native speakers.

Teachers need to develop the lesson about collocations gradually from the most general items such as definitions, types and importance, to more specific items for example collocations' use.

Teaching vocabulary as separate module would give learners the opportunity to develop their lexical competence and gain as much as possible word combinations.

Teaching collocations through different units and topics would extend learners' collocational knowledge and make it classifiable.

Teaching collocations would help learners to prevent the interference of their mother language (L1) with their second language (L2).

Teachers need to be consciously aware about the collocations' errors of their students and give them weather explicit or implicit instructions to overcome miss-collocations.

Teaching collocations environment need to be supplied with the appropriate authentic materials which would be adapted or adopted.

Students are invited to acquire collocations' dictionary and a lexical notebook to store the collocations.

It would be better to encourage students doing collocations' exercises collaboratively to make sure they receive the same classroom instructions and to create competitive atmosphere.

Limitations and Suggestions for Further Research

As any other research work, our research had been developed through a set of hurdles and obstacles. The availability of resources concerning the first variable (collocations) was the major obstacle of our research work .Although there are a plenty of books relating to teaching as well as learning collocations, most of them were difficult to access and download. Thus, using research papers, articles, and previous studies was our alternative solution.

In addition, the inaccessibility of the participants is another obstacle in completing our study. The current circumstances of corona-virus pandemic hindered the accessibility of our study's sample; as a result we make use the online questionnaire to gather research data. Besides, the overloaded timetables of the teachers prevented them from doing interviews and meetings with us, so we asked them to respond our questionnaire whenever they have time.

Knowing that we planned to conduct our study through a mixed methods approach to get more accurate data, we faced a problem with applying sufficient treatment sessions. The current circumstances of teachers including time limitation and the overloaded timetables do not allow us to complete the desired treatment sessions. Accordingly, we canceled the whole experiment which was consisted of three sessions and we appraised our research problem from a different dimension which is to understand the relationship between our research variables.

Based on teachers' responses to our questionnaire as well as the limitations of our study, we draw some suggestions and recommendations for further researcher:

Future researchers are suggested to investigate the usefulness of teaching collocations implicitly and to find out the most appropriate teaching techniques that can be used for.

Future researchers are recommended to check the impact of gender and motivation on learning collocations.

Future researchers are recommended to investigate the impact of learning collocations on reading, writing, and speaking performance. Future researchers are recommended to investigate the usefulness of flashcards for learning collocations.

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Appendices

Appendix 1:

Opinionnaire

1. Do you think that the questions are clear enough?

   Yes   No ☐
   -If no, please explain
   …………………………………………………………………………………

2. Are there any unnecessary or repetitive questions?

   Yes ☐   No ☐
   -   If yes, please specify them
   ....
   -   If no, please explain why
   …………………………………………………………………………..............

3. Are there any ambiguous questions?

   Yes ☐   No ☐
   -   If yes, please specify them
   …………………………………………………………………………………
   -   If no, please explain why
   ……………………...

4. Do you think that the layout is appropriate?

   Yes ☐   No ☐
   -   If no, please explain why
   ………………...

5. Are the possible responses appropriate?

   Yes ☐   No ☐
   If no, please explain why
   …………………………………………………………………………………

6. If you have comments, suggestions or questions , write them below
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

Appendix 2:

Students' Questionnaire

Dear students

   You are kindly invited to respond to the following questionnaire which is a part of a research project. Your answers will help us to understand the impact of teaching collocations on the process of building vocabulary. Please put a tick (√) for the appropriate choice or provide a full answer whenever it is necessary. Your responses will be kept confidential and they will be just used for research purposes.

Thank you

Section One: General Knowledge

1- Age: ……………years old

2- Sex: a- Male ☐   b- Female ☐

3- How long have you been studying English?
………………years

4- Was it your own choice to study English?
 a- Yes ☐   b- No ☐

5- Do you use the dictionary in learning English?
 a- Yes ☐   b- N ☐

 -If yes, what kind of dictionaries do you have? (Choosing more than one choice is possible)

 a- English-English dictionary ☐

 b- English –Arabic dictionary ☐

 c- Arabic-English dictionary ☐

 d- all of them ☐

6- How often do you use them?
 a- Never ☐ b- Rarely ☐ c-sometimes ☐ d- always ☐

7- For which reason (s) do you usually use dictionaries?

    a- Translating texts from Arabic to English or vice versa. ☐

    b- Searching for synonyms of words. ☐

    c- Discovering the different usages of the same word. ☐

    d- Acquiring new English words. ☐

    e- Identifying words and words families ☐

    f- Checking the exact meaning for some unclear words ☐

    g- All of them ☐

-If you use dictionary for translating texts, how do you find the Arabic/English version?

a- Meaningful ☐   b- Not meaningful ☐   c- I don't know ☐

Section Two: Student's Vocabulary Knowledge

8- What is your level in English

    a- Beginner ☐

    b- Pre-intermediate ☐

    c- Intermediate ☐

    d- Advanced ☐

9- Put the following language skills in order according to their degree of difficulty where number one is the most difficult and number four is the easiest.

    a- Speaking ☐   b- listening ☐   c- reading ☐   d-writing ☐

10- How often do you practice these language skills in or outside classroom

- **Speaking**

  a- Always ☐ b- Often ☐ c- Sometimes ☐ d- Rarely ☐

- **Listening**

  a- Always ☐ b- Often ☐ c- Sometimes ☐ d-Rarely ☐

- **Reading**

  a- Always ☐ b- Often ☐ c- Sometimes ☐ d-Rarely ☐

- **Writing**

  a- Always ☐ b-Often ☐ c-Sometimes ☐ d-Rarely ☐

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

11- Would you evaluate your Vocabulary background?

a- Very Good ☐   b- Good ☐   c- average ☐   d- poor ☐

12- To what extent do you agree or disagree with the following statements

General statements about vocabulary building	Totally agree	Agree	Neutral	Totally disagree	Disagree
The complexity of words obscure my vocabulary building					
Developing vocabulary needs direct instructions from teachers					
Simple memorisation of words in lists is an effective way develop my vocabulary knowledge					
Acquiring words in context helps me to produce accurate and natural expressions					
Lexical competence reflected on the ability to speak and write effectively					
Lexical competence reflected on the ability to read and listen effectively					
Language comprehension needs a considerable stock of vocabulary items.					

Section Three: Collocational knowledge

13- Are you familiar with 'collocations'?

a- Yes ☐   b- No ☐

-If yes, try to define briefly what 'collocations' are

....

14- In which course have you studied collocations?

a- Grammar course   ☐

b- Oral expressions course   ☐

c- Written expression course ☐

d- Reading course   ☐

15- Have you been aware of collocations before studying them in the class?

    a- Yes ☐   b-No ☐

16- What kind of difficulties did you face when you first dealt with collocations?

a- Difficulty in identifying and recognizing English common collocations ☐

b- Difficulty in recognizing different types of collocations ☐

c- Difficulty in recognizing different usages of collocations ☐

d- The interference of your first language in using English collocations ☐

e- All of them ☐

-Others

……………………………………………………………………………………………
……………………………………………………………………………………………

f- After you study collocations, did you notice any changes in your Vocabulary and written/oral productions?

    a- Yes ☐   b- No ☐

  -If yes, what kind of changes?

      1) Speaking more fluently ☐

      2) Gaining more vocabulary ☐

      3) Noticing collocations in whatever piece of reading ☐

      3) Acquiring correct word combinations ☐

      4) Building natural English expressions ☐

      5) Accurate selection of words while writing ☐

      -Others

      ………………………………………………………………………………
      ……………………………...

18- Did classroom activities help you to learn collocations?

        a- Yes ☐   b- No ☐

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

-If yes, which of the following activities do you find useful in learning collocations?

a) Making collocations from words in the box ☐
b) Matching the two parts of certain collocations ☐
c) Choosing a word to form a collocation and to complete the sentence ☐
d) Correcting collocations' errors ☐
e) Writing a paragraph using some collocations you learnt ☐
f) All of them ☐

17- To what extent do you agree or disagree with the following statements

General statements about collocations	Totally agree	Agree	Neutral	Disagree	Totally disagree
Learning collocations helped me raise my awareness of their existence and their importance					
Learning collocations helped me to acquire new English words					
The in-class activities helped me to notice collocations errors while reading					
The in-class activities helped me to discover more collocations					
The in-class activities were helpful because they sustain my writing production					
Learning collocations was a comprehensible lesson					
Learning collocations through memorization will improve my range of English vocabulary					

Learning collocations gave me an idea about how I should use language appropriately					
It is better to learn vocabulary as co-related items					
Learning collocations helps me to improve my comprehension on English authentic discourse					
Using English collocations helps me to make more elaborate, natural and expressive spoken and written discourse					
Using collocations in my speech and writing helps me gain more fluency and self confidence					

18- To what extent do you think learning collocations is important for building new vocabulary?

a- Very Important ☐   b- Important ☐   c- Not important ☐

- If you have other suggestions or comments, please state them below!

....

....

....

Your collaboration is much appreciated

Appendix 3:

Questionnaire Validation Form

Dear teacher,

You are kindly invited to fill in the following questionnaire as a part of a master dissertation entitled "Investigating the Impact of Teaching Collocations on Building English as Foreign Language Students' Vocabulary". Your answers and will help us to accomplish this research project. Please put a tick (√) for the appropriate choice or provide a full answer whenever it is necessary.

Thank you for your collaboration.

Section One: General Information

1. How long have you been teaching English?

        a- 1-5 ☐

        b- 6-11 ☐

        c- 11-20 ☐

        d- More ☐

2. What are the modules you have taught during this period?

....

....

3. What degree do you have?

        a. License ☐

        b. Magister/ Master ☐

        d. Doctorate ☐

Section Two: Vocabulary Building

4**.** It will be better to teach vocabulary as

        a- Separate module ☐   b- In relation to other skills ☐

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

5.   How often do you encourage your students to acquire vocabulary?

      a- Usually ☐

      b- Sometimes ☐

      c- Rarely ☐

      d- Never ☐

6. By which strategy do you think your students can learn more vocabulary?

      a- Reading ☐
      b- Listening ☐
      c- Translating ☐
      d- Noticing ☐
      e- All of them ☐

7. How can you describe the ability of your students to build their vocabulary?

      a. Good ☐   b. average ☐   c. low ☐

8. Do you think that some students' failure to learn vocabulary is due to?

      a- The difficulty of words ☐

      b- The nature of the teaching materials ☐

      c- The students' weak memorisation ☐

Others

....

....

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

9.   What type of vocabulary items your students face difficulties with?

    a- Scientific words ☐
    b- Compound words ☐
    c- Collocations ☐
    d- Idioms / slangs ☐

Section Three: Teaching Collocations

10. It will be helpful for students to build their vocabulary through learning

    Words in isolation ☐   Word combinations ☐

    Explain your choice please

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

11. Based on your teaching experience and observation, how many undergraduate EFL

    students in our department are aware of collocations?

    a. Most of them ☐
    b. Some of them ☐
    c. Few of them ☐
    d. None of them ☐

12. If we suppose that most of them are aware of this type of formulaic language, why?

....
....

13. How often do you make your students notice some co-related words (collocations)

    a. Usually ☐
    b. Sometimes ☐
    c. Rarely ☐
    d. Never ☐

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

14. Do you find errors concerning the use of collocations in your students' written or spoken productions?

Yes ☐   No ☐

Which kind of errors?
   a. Grammatical errors ☐
   b. Lexical errors ☐
   c. Usage errors ☐

15. Do you think that teaching collocations to students would improve their writing and speaking performance?

Yes ☐   No ☐

How?

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

16. What strategy do you think it is useful for teaching Collocations?

   a- Using flashcards ☐
   b- Practicing them in conversations ☐
   c- Using collocations dictionaries ☐
   d- Memorisation ☐
   e- Others

- If you have other suggestion, state them below please!

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

Thank you

Appendix 4:

Final Version of Teachers' Questionnaire

Dear teachers,

You are kindly requested to fill in this questionnaire as a part of a master dissertation entitled "Investigating the Impact of Teaching Collocations on Building English as Foreign Language Students' Vocabulary". Your answers would be of great importance to us for accomplishing this research project. Please put a tick (√) for the appropriate choice or provide a full answer whenever it is necessary. Your responses will be kept confidential and they will be just used for research purposes.

Thank you.

Section One: General Knowledge

1. How long have you been teaching English at university?

      a- 1-5 years ☐

      b- 6-11 ☐

      c- 12-20 ☐

      d- More ☐

2. Would you please specify your degree?

      a. License ☐

      b. Magister/ Master ☐

      c. Doctorate ☐

3. What are the modules that you are teaching at the moment?

....

....

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

Section Two: Vocabulary Building

4**.** It would be better to teach vocabulary as

a- A separate module ☐   b- Within other modules ☐

Please justify

....

....

5. How often do you encourage your students to acquire vocabulary?

a- Usually ☐

b- Sometimes ☐

c- Rarely ☐

d- Never ☐

6. What is the best way to learn vocabulary? Is it through

a- Reading ☐
b- Listening ☐
c- Translating ☐
d- Memorizing ☐
e- All of them ☐

7. How can you describe the ability of your students to learn new vocabulary?

a. Very Good ☐   b. Good ☐   c. average ☐   c. low ☐

8. What is the main obstacle to vocabulary development in English? (You can choose more than one answer)
a- The complexity of words ☐
b- The differences between spoken English and written English ☐
c- The limitations of teaching materials ☐
d- Differences in vocabulary usage ☐

Others

....

....

9. What type of English vocabulary items do your students struggle the most to learn?

    a- Scientific words   ☐

    b- Compound words   ☐

    c- Collocations   ☐

    d- Idioms / slangs/proverbs ☐

Section Three: Teaching Collocations

10. It will be helpful for students to build their vocabulary through learning

    Words in isolation ☐   Word combinations ☐

Explain your choice please

....

....

....

11. Based on your teaching experience and observation, how many undergraduate EFL students in our department are aware of the usages of collocations?

    a- Most of them   ☐

    b- Some of them   ☐

    c- Few of them   ☐

    d- None of them   ☐

12. If we suppose that most of them are not aware of this type of formulaic language, why is that?

....

....

....

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

13. How often do you make your students notice some co-related words (collocations)

    a- Usually   ☐

    b- Sometimes ☐

    c- Rarely   ☐

    d- Never   ☐

14. In teaching collocations, do you prefer:

a.   Explicit teaching methods ☐   b. Implicit teaching methods ☐

-Explain why

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

15. Do you find errors concerning the use of collocations in your students' written or spoken productions?

    Yes ☐   No ☐

- If yes, what kind of errors?

    a- Grammatical errors   ☐
    b- Lexical errors   ☐
    c- Errors of usage   ☐

16. Do you think that teaching collocations to students would improve their writing and speaking performance?

    Yes ☐   No ☐

How?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

TEACHING COLLOCATIONS AND VOCABULARY BUILDING

17. According to you, what is (are) the most effective classroom strategy(s) for teaching Collocations?

a- Using flashcards

b- Make collocation lists

c- Using collocations dictionaries

d- Help student noticing, classifying and recording them

Others

....

....

If you have other suggestions, comments or recommendations please state them below!

....

....

....

Your collaboration is highly appreciated.

ملخص الدراسة

تعتبر المفردات جزءا أساسيا في عملية تعلم اللغة لما لها من دور هام في إنتاج الخطابين الشفهي والكتابي. لكن مع ذلك، فقد تم إهمالها لفترة طويلة في عملية التدريس وتم تصنيفها دائمًا في مرتبة أدنى. على الرغم من أن تعليم المفردات في وحدات مختلفة أمر ممكن إلا أن غالبية طلاب السنة الثانية من قسم اللغة انجليزية بجامعة بسكرة لا يزالون يواجهون صعوبة في بناء واستخدام عبارات انجليزية بطريقة صحيحة و دقيقة . افتقارهم لمعرفة سابقة فيما يخص بعض التسلسلات النمطية للغة أمر واضح لذلك فإن تطويرهم لمهارات التجميع الخاصة بهم سيكون غير ممكنا. تهدف دراستنا الحالية إلى معرفة كيف يمكن أن يكون تدريس المتلازمات اللفضية مفيدًا في بناء المفردات لطلاب اللغة الإنجليزية بصدد إنشاء تقنيات تدريس أكثر فاعلية.لغرض دراسة هاته القضايا ، تضمنت هذه الدراسة عينة من 24 طالبًا تم اختيارهم باستخدام أسلوب أخذ العينات الهادف و ذلك لفهم تأثير تعلم هاته التجميعات على بنائهم اللغوي كما تم استخدام نهج بحثي نوعي الذي يتضمن استبيان المعلم والطالب لتحقيق البيانات النوعية التي من شأنها أن تساعدنا في الإجابة على أسئلة البحث لدينا. كما هو متوقع، كشفت نتائج البحث أن الطلاب غير مدركين لأهمية استخدام هاته المتلازمات اللفضية . من جهة اخرى اكتشفنا العلاقة القوية بين هاته المتلازمات اللغوية و عملية بناء الرصيد اللغوي كذلك المواقف الايجابية لكلا طرفي الاستبيان السالف ذكره.