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*Investigating the Collocation Errors Committed by EFL Learners in the
Written Production*

Case Study: Master One Learners at Chadli Bendjedid University El Tarf

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Table of Contents

Acknowledgment	<i>i</i>
Dedication.....	ii
Table of content	iii.
List of tables	<i>vii</i>
List of figures	viii
List of abbreviations and acronyms	ix
Abstract	x
Abstract in Arabic(المخلص).....	xi
Chapter One: Introductory Chapter to the Research Problem	1
Introduction	2
Statement of the Problem	2
Aims and significance of the Study	3
Research Questions	3
Research Hypotheses	3
Research Methodology.....	4
Method.....	4
Participants	4
Data Gathering Tools	4
Structure of the Dissertation	5
Conclusion	5
ChapterTwo: Literature Review about Collocation Errors and the Writing Skill.....	6

Introduction7

Part One : The Writing Skill7

Definition of the Writing Skill7

The Importance of Writing8

The Approach to Teaching and Learning Writing8.

Product –Oriented Approach9.

 Process –Based Approach.....10

 Genre –Based Approach11

Part Two: LiteratureReview about Collocation and Its Importance.....12.

Collocation Definition.....12..

Approaches to Defined Collocation13.

 The Statistical Approach13

 The Traditional Approach13

Types of Collocations14

 Collocations and Idiom Expressions14

Lexical Collocation14.

Grammatical Collocation15.

Importance of Learning Collocations18..

Collocation Errors and Its Significance.....18

Collocation Patterns.....19

Misuse Collocation Foreign Language Writing21

Chapter Three: Methodology.....23

Introduction	24
Methodology.....	24
Method	24
Participants	24
Students' as Participants	24
Teachers' as Participants	25
Data Gathering Instruments and Procedures	25
The Students' Test	25
The Teachers' Questionnaire	26
The Research Procedure	26
The Teachers' Questionnaire	26
The Students' Test	27
Data Analysis Procedure	28
The Rubrics for Assessing the Written Production Through the Criteria of Collocation item	28
The Rubrics for Assessing the Teachers' perception Concerning the Collocation Errors That are Committed by Their Students' in the Written Production	30
Conclusion	30
Chapter Four : Results (Data Analysis).....	31
Introduction	32..
Data Analysis	32.
The Analysis of the Students' Test	32
The Analysis of the Teacher' Questionnaire	42

Conclusion.....48

Chapter Five : Discussion50

Introduction51.

Pedagogical Implication Drawn From the Research Findings.....51

Discussion of the Research Hypotheses52

Limitations of the Study.....54

Recommendations54

Suggestions For Further Studies56

Conclusion56

References57

Appendices

List of Tables

2. 1 : Lexical Collocations adopted from (Benson ,et al . , 1980 a p23).....	15
2.2: Grammatical Collocation (Adopted from Benson et al . , 1986).	16
2.3 : Collocation Patterns According to Lewis (2000:133).....	19
2.4: Collocation Patterns According to McCarthy and O'Dell (2005:12).....	20
3.1: Criteria for Assessing the Learners' Grammatical word combination.....	28
3 .2 :Criteria for Assessing the Learners' Lexical word combination.....	29
3. 3: Criteria of Idiomatic Word Combination Error.....	29
3 .4 : Scoring Scale of Teachers Perception About the Major Causes of Learners Collocation Errors While they Write.....	30
4.1: Participants ' Test Score.....	33
4.2: Learners 'Grammatical Collocation Scores.....	34
4.3 : Idiomatic Collocation Score	36
4.4 : Lexical Collocation Score	37
4.5 :Learners' Idiomatic Collocation Errors.....	39
4 .6 : Learners' Lexical Collocation Errors.....	40
4 .7 : Learners' Grammatical Collocation	41
4.8: Teachers' Perceptions About Designing Collocation Within The Syllabus	46

List of Figures

2.1: Model based approach. (white 1998 , p .46).....	9
4.1 : Grammatical collocation score.....	35
4.2:Idiomatic collocation score.....	36
4.3: lexical collocation score.....	38
4.4:Learners' idiomatic collocation score.....	39
4.5:Learners' lexical collocation errors.....	41
4.6: Teachers' opinion about language skill	42
4.7: teachers' opinion about collocation error assessment.....	43
4.8: Teachers perception about vocabulary must be taught as separate module.....	44
4.9: Major causes of learners collocation error.....	45
4.10: Designing the collocation within the syllabus.....	47

List of Abbreviations and Acronyms:

EFL: English as Foreign language

ESL: English as Second Language

No: Number

%: Percentage

i.e. : That is to say

L1: First language

L2: Second Language

TL: Target Language

Abstract

The present study attempts to investigate . In depth , the collocation errors that are committed by EFL learners' in their written production , then measuring the level of collocation knowledge and the source of word combination errors of the Master One students of ChadliBenjedid El – Taref . To reach this target , we opted for analytical method to investigat the collocation errors in the written production of EFL learners' and measure their writing skill improvement . On one hand , a questionnaire was administred to the teachers to check if their students are committed misuse collocation in their written production . On the other hand , a test was handed out to students in order to investigate their knowledge of fixed combination words and whether they actually commit word combination errors in their written production . The obtained findings have confirmed our hypotheses which stipulate that " if learners are aware towards committing collocation errors , they will take them into consideration when they write " and " if learners are taught the use of collocation knowledge through grammatical features , vocabulary items and idiomatic expressions their misuse collocation will minimized in their written production " . In fact , the results obtained have strongly emphasized pointed out that EFL learners are aware of committing collocation errors in their written production and their native teachers should raise their awareness about the significance of the differnet types of collocation and foster the knowledge of collocation competence in their students written production .

Key words : collocation errors ,written production ,questionnaire , test .

ملخص

تحاول هذه الدراسة التحقيق في أخطاء المتلازمات اللفظية التي يرتكبها متعلمي اللغة الإنجليزية كلغة أجنبية في إنتاجهم الكتابي، ثم قياس مستوى معرفة المتلازمات اللفظية و مصدر أخطاء تركيبية الكلمات لطلاب ماستر واحد في الشاذلي بن جديد الطارف. للوصول إلى هذا الهدف، اخترنا الطريقة التحليلية للتحقيق في أخطاء المتلازمات اللفظية في الإنتاج الكتابي لمتعلمي اللغة الإنجليزية كلغة أجنبية وقياس تحسين مهارات الكتابة لديهم. من ناحية، تم تقديم استبيان إلى المعلمين للتحقق مما إذا كان طلابهم قد أساؤوا استخدام المتلازمات اللفظية في إنتاجهم الكتابي. ومن ناحية أخرى، تم تسليم اختبار للطلاب من أجل التحقيق في معرفتهم بالمتلازمات اللفظية وما إذا كانوا يرتكبون بالفعل هذه الأخطاء. أكدت النتائج التي تم الحصول عليها فرضياتنا التي تنص على أنه " إذا كان المتعلمون على دراية بارتكاب أخطاء المتلازمات اللفظية، فسوف يأخذونها في عين الاعتبار عند الكتابة و"إذا تم تعليم المتعلمين استخدام معرفة المتلازمات اللفظية من خلال السمات النحوية وعناصر المفردات والتعبيرات الاصطلاحية سيقبل من سوء استخدامهم في إنتاجهم الكتابي". كذلك أكدت النتائج التي تم الحصول عليها بقوة أن متعلمي اللغة الإنجليزية كلغة أجنبية على دراية بارتكاب أخطاء المتلازمات اللفظية في إنتاجهم الكتابي لذلك يتطلب الأمر زيادة وعيهم حول أهمية الأنواع المختلفة من المتلازمات اللفظية وتعزيز المعرفة بكفاءة المتلازمات اللفظية لتحسين مستواهم الكتابي.

الكلمات المفتاحية: أخطاء المتلازمات اللفظية، الإنتاج الكتابي، الاستبيان، الاختبار.

Chapter One

Introductory Chapter to the Research Problem

Introduction

Recently, Collocations have become a top priority in language learning and teaching processes. Thus, making word combination errors leads to less effective usage of achieving the written production. As such in this chapter we investigate the collocation errors committed by English as Foreign Language EFL learners in the written production. It attempts to display the statement of the problem which indicates students' errors in their written production. Also, it maintains the hypotheses research questions, the significance of the study and the methodology that is used to explore this phenomenon.

Statement of the Problem

EFL learners usually face difficulties in their written production and making errors reflects as a gap of learners' knowledge. Thus, teaching collocation may be a key aspect for better educational achievements. However, it was neglected and had not been the same degree of interest in the previous educational system.

Master one students of English at Chadli Bendjedid El –Tarf are not aware of making errors specifically by the dint of grammatical devices, vocabulary items of grammatical, lexical, and idiomatic devices. Eventually, helping EFL learners to minimize misuse collocation due raising their awareness towards the source of errors for achieving successful pieces of written production.

Aims and significance of the Study

The gist of the current study is to investigate the collocation errors committed by master one students in their writing production. This study exposes the aims of developing collocation knowledge and raises the learners' awareness towards the source of errors . By doing so , we shed light on the significance of using the collocation item towards learning and teachings processes and minimize the errors of collocation knowledge committed by EFL learners' in composing written pieces .

Moreover,it is hoped that this study will provide a useful information to teachers and educators , thus it will help learners' to achieve a well structured written form . Besides , it helps students' to reach at higher level of proficiency, comprehension and production in written production .

In addition , it attempts for teachers to provide a real strategies and methodologies for enhancing learners' choice of vocabulary , grammatical patterns and idiomatic expressions

Research Questions

This research attempts to answer the following questions :

1. Do master one students commit collocation errors in their written production ?
2. To what extent does teaching the different collocation types: the grammatical features, lexical devices and idiomatic expressions, boosts the learners' written production?

Research Hypothesis

1_ If learners are aware of committing collocation errors, they will take them into consideration when they write .

2_ If learners are taught the use of collocation knowledge, due to grammatical features, lexical items and idiomatic expressions, their misuse collocation will minimized and their written production .

Research Methodology

Method:

In order to answer the questions and our aforementioned hypotheses, we relied on the analytic method. As , an appropriate approach for this study to identify the problem of collocation errors that is committed by master one learners' at ChadliBendjedid University ,EL_Taref , in their written production .

Participants:

Our sample consists of the whole groups of the master one students of English at ChadliBendjedid University, El_Taref , and teachers at the same department during the second semester of academic year (2020_2021) . To get Insights about their perceptions and beliefs about their students' misuse of collocation.

Data Gathering tools :

This study on one hand uses the questionnaire that has been administered for teachers to check if their students are committed collocation errors in their written production . On the other hand , it dealt with test was handed out for students in order to investigate their collocation knowledge and whether they actually commit words combination errors in their written production.

Structure of The Dissertation :

This dissertation includes five chapters ,the first one is an introductory chapter to the research problem which tends the problem statement , aim of study , research question, research hypothesis and research methods that are used .

Moreover , the second chapter deals with review of literature related to key terms of topic concerning with collocation errors and writing skill .

The practical side consists of three chapters .the third chapter is about the methodology that is used to collect the necessary data in which they are analysed ,interpreted and discussed in the fourth and fifth chapters .

Conclusion :

This chapter has introduced our research which is about «The collocation Errors committed by EFL learners' written production. " starting by presenting our research problem and overview about other research section . Hence, the present section is very important that gives a general description about the study being examined.

Chapter Two

Literature Review about the writing skill and Collocation Errors

Introduction

This chapter is reviewing the existing literature about «Investigating the collocation errors committed by EFL learners 'in the written production.

We divided this chapter into two sections .First part provides brief definitions related to the concept of the writing skill ,its importance and the main approaches to teaching writing .

the second part is devoted to overview collocations , the notion of collocation, its types(lexical , grammatical and idiomatic) , its competence ,and its errors.

Part One:

The Writing Skill

Definition of the Writing Skill

The writing is an extremely complex process ,skill and an art .Since ,writing is an essential element of the language performance, there are several researchers and linguists who attempt to define this item .As ,Collins (2003) argued that , “writing is an activity for producing a piece of written language that is designed to be read . However , writing is more than producing an accurate sounds , signs , or graphic presentation of symbols and combination of letters” .

Nunan (1991) assumed that , writing is an extremely cognitive activity tends to include control of the content , format, sentences structure , vocabulary , spelling and letter formation within the sentences , the writer must be able structuring and integrating information into

cohesive and coherent paragraphs and texts. thus, the written production tends for individual learners' to be equipped for mastering and organizing the writing skill even at least the basic components of grammatical constructions , vocabulary items and rhetorical patterns.

In addition , (as cited in Rao ,2019) writing is viewed as a result of a complex process of planning , drafting, reviewing and revising. The writing is complex process that involves various stages for taking into account the reader expectations and the Lerner attentetions that guaranty the transparency of well structured written forms.

The Importance of Writing

The main purpose of writing is to express one's own ideas thoughts , beliefs in consecutive way according to conventions of language particularly correcting expressions , spelling , punctuation ,syntactic variety , range of vocabulary , sentences structure in order to create a tone style and information appropriately for conveying the message to the reader .

Furthermore, Cumming (1995p;148) stated that "the main importance of writing in that level is that it helps students to learn . Writing new words and structures help students to remember them; and as writing is done more slowly and carefully than speaking , written practice helps to focus students attention on what they are learning "

In pedagogical and functional context ,Walsh (2010) explored, that writing is significant because it is used in educational system and simplifying that if the student cannot express themselves through writing they would not be able to communicate effectively .

Approaches to Teaching Writing:

Writing is considered as a crucial part in language learning that requires a several approaches. These, approaches mainly implement a successful correlation from one into

another (Nemouchi , 2008) .

Product _Oriented Approach :Product based approach is also known as the text approach , the controlled _to free approach, the guide composition (Kaimes ,2008 ; Silvia , 1990 ; as cited in Tangpermpoon ,2008) . In this approach, teachers supplied materials are imitated, copied and transformed by the learner (Nunan, 1991). Thus, the text approach provide the final outcomes of writing process and the teacher is the central approach that requires from learners to engaged in transmitting and copying

Model text . White (1998) designed a model based approach as bellow :

Study the Model => Manipulate Elements => Produce a Parallel Text

Figure .2.1: Model based approach. (white 1998 , p .46)

According to Steel (2004), the guide composition mainly comprises of four stages :

First Stage: In this stage, students study the model text and then the features of the genre are highlighted.

Second Stage: It consists of controlled practice of the highlighted features.

Third stage: Deals with organization of ideas.

Forth stage :The end of learning process , tend for learners ' to be fluent users of the language .

We can deduce that, this kind of writing hampered the creativity of learners in which

instructors does not offer opportunities for students to discuss and interact with their classmates rather than to empowers and innovates them .

Process-Based Approach :

Unlike the product approach that emphasize on the outcomes of final product . This approach is concerned more with effective writing works which can be done by students whom can illustrate , organize and formulate their ideas clearly .

Hedge (2004) , strongly emphasized that “writing requires a wide range of varies strategies and involves several stages for implies a successive drafts of a text . such as , setting goals , generating ideas , organizing information , selecting appropriate language , making draft , reading , reviewing , revising and editing” .

Steel (2004), had believed that the process approach model of comprises of eight stages as bellow:

Stage One : (Brainstorming)

In this stage , students are able to generate ideas via brainstorming .

Stage Two : (Planning and Structuring)

Students exchange ideas into note forms and judje the quality and usefulness of ideas .

Stage three: (Mind Mapping)

Students organize and illustrate ideas into a mind map ; this stage helps learners to structuring their text :

Stage Four :(Writing the First Draft)

Students are able to write down their first draft and ideas without thinking of committing mistakes. .

Stage Five : (Peer Feedback)

Drafts are exchanged between the peers . Which they become writers and reader at the same time . So that , they can improve and achieve their own drafts .

Stage Six : (Editing)

Drafts are returned and achieved through peer feedback .here, students after getting the feedback ,start to revise their drafts of spelling ,grammatical and language mistakes

Stage Seven : (Final Draft)

The final draft is already written and final piece is achieved.

Stage Eight : (Evaluation and Teachers ' Feedback)

Students' written works are presented to their teachers who are going to assess and evaluate their students' writing and provide the necessary feedback.

Thus , the process approach provide a cyclic terms i.e. allows the writer to go back into the pervious stages and encourages the learners to illustrate their own personal factors according to their desires and needs

Genre _ Based Approach:

This kind of approach generates and describes the techniques of both process and product approaches . The genre approach , consider the writing progress as social convention and cultural practice . Paltridge (2004) considers writing as socio_ cultural exercise .

In fact , the genre approach focused on the reader expectations purposefully on communicative access as it build up a relationship between the writer and the reader . As such , Reppen (2002, P.322) stated that, "with direct instruction of particular text features , students can better understand how to make a piece of writing more effective and appropriate to the communicative writer _ audience relationship " .

genre oriented approach makes textual convections transparent and contextualizes writing for audience and purpose .Paltridge (2004) assumed that it is difficult to identify the exact knowledge that teachers need to impart to the students . Hence , it is difficult for non _ native teachers to recognize and understand certain access of genre approach .

Part Two :

Literature Review about Collocation and Its Importance

Collocation Definition

The item collocation originally belonged to the Latin verb « collocare » i.e. to set in order / to arrange (Muller, 2008,p . 1). From the morphological analysis, the term collocation constitutes of two main parts : ‘ **col**’ – mean “together” , with –‘**loc**’- means “to place or put “; -‘**ate** ‘is a verb suffix , and’ **ion**’ is a non suffix .

The notion of collocation appeared from the work of Palmer (1938) it ‘s dictionary was the first that included the term collocation,’ A Grammar of English Words ‘. However J,R Firth’s theory in 1957 , used the collocation knowledge to describe “the co-occurrence of the lexical items “. Thus , the collocation can be defined as sequence of words which occur together either within grammatical structure or lexical features .

According to Palmer (1938) , collocation is successions of two or more words that must be learned as an integral whole and not pieced together from their component parts . Nation (2001, p. 318) pointed out that “ all fluent and appropriate language requires collocation knowledge” . Thus, through the recurrent word the language will be manifested.

Approaches to Define Collocations:

Collocation is mainly determined by two major approaches; the first is frequency-based or also called “the statistical oriented approach” as defined by Herbst (as cited in Nesselhauf,p.14). The second one is the traditional approach .

The Statistical Approach :

according to (Hunstone, 2002, p.12), “collocation is the statistical tendency of words to co-occur” . Then lately , (Sinclair, as cited in Nesselhauf, 2005, p. 12) declared that it is the occurrence of two or more words within a short space of each other in a text.

The traditional approach

the traditional approach is basically the combination of two or more words and it relies on the co-occurrences taken from the statistical approach . Both approaches complete one another. (Carter, 1992, p. 47) defined the traditional approach to collocation as “a group of words which occur repeatedly in a language” .Besides ,Abdelmoneim (2005) identified the combination of words as :

“we define collocations as two words belonging to different grammatical categories to exclude binomials where the two words belonging are from the same category and are connected implicitly or explicitly by a conjunction (e.g. and , or) or a preposition such as ‘in’ or ‘by’ (e.g.

push and shove , sick and tired , here and there , in and out , life and death , hand in hand , dead or alive)”

From the above approaches , the term collocation classified under a correlation items in which collocates frequently the word combination according to the level of language .

Types of Collocations

Collocations are categorized into several categories, with each researcher dividing them into distinct dimensions. Some researchers have looked at their strength, while others have looked into its utility, and so on. The most prevalent types are described in the following sections:

Collocations and Idiom Expressions:

These terms are slightly used interchangeably; to differentiate between them it is important first to tackle their definitions. As such, idiom expressions are word combination, its meaning is metaphoric or figurative rather than the literal sense. Besides, idioms are similar to collaboration due to its constitution of words that goes together. From this perception it is marked that collocations are often idiomatic. Accordingly Hill (as cited in Lewis , 2000, p. 51) mentioned that “ ... in a sense , all collocations are idiomatic and phrasal verbs and idioms are collocations or contain collocation”.

Lexical Collocation:

It consists only of four lexical words (verbs , adjective, nouns , and adverbs) with various possible combination (Bahns,1993)

Table 2.1 : lexical collocations adopted from (Benson ,et al . , 1980 a p .23)

Type	Structure	Examples
L1	Verb (donating creation or activation) + Noun (pronoun or prep. Phrase)	Compose music , make an impression , draw up a will
L2	Verb (meaning eradication for nullification) + noun	Revoke a license , demolish a house
L3	Adjective + NOUN	Strong tea , a rough estimate
L4	Noun + VERB	Bees buzz , bombs explode
L5	Noun 1 of noun 2	A PACK of dogs , a herd of buffalo
L6	Adjective + adverb Adverb + adjective	Sounds a sleep Hopelessly addictive
L7	Verb + adverb	Anchor firmly , Argue heatedly

To sum up the lexical collocation meaning is basically reflected by the meaning of their lexical constituents.

Grammatical Collocation:

Grammatical collocation is a combination of basic words (noun , adjective , verb) and preposition or grammatical structure such as a clause or infinitive . Most grammatical

collocations are verb patterns with infinitive, bare infinitive or ing form as it is shown below in the table: (i.e. the collocation patterns symbolized as : s = subject , v = verb , o = object , 'direct or indirect' , c = complement , a = adverbial , 'when obligatory' v – ing = verb form in ing)

Table 2.2 : Grammatical Collocation (Adopted from Benson et al . , 1986).

Type	Structures	Examples
G1	Noun + Prep	Apathy toward
G2	Noun + To inf	He was a full to do it
G3	Noun + That clause	He took oath that he would
G4	Prep + Noun	In Advance ; at Anchor
G5	Adj + Prep	They are afraid of him
G6	Predicate adj + To inf	It was a stupid for them to go
G7	Adj + That clause	She was afraid that she would fail the exam
G8	Svo o (or)Svoo	He sent a book to his mother He sent his mother a book
	Svo for o (or) Svoo	She bought her a shirt for her husband She bought her husband a shirt
	Sv prep . O (or) Vso prep .o	He came by train We invited them to the meeting

	Sv to inf	They began to speak
	SvInf	He had better go
	Svv – ing	They enjoy watching television
	Svo to Inf	She asks me to come
	SvoInf	She heard them leave
	Svov- ing	I caught them stealing apples
	Svpossible v – ing	Please excuse me waking you so early
	Sv (o) that – clause	They admitted that they were wrong
	Svo to be c	We consider her ten pounds
	Svoc	She dyed her hair red
	Svoo	We bet her ten pounds
	Sv (o) a	He carried himself well
	Sv (o)Wh – word	He wants what I want
	S (it)vo to Inf . (or) S (it) vo that – clause	It surprised me to learn of her decision It surprised me that our offer was rejected
	Svc (adj or noun)	She was enthusiastic (a good girl)
	Svc (adj)	The flower smell nice

Importance of Learning Collocations

According to Lewis(2000), collocations are basic for learners to expand the proficiency in learning lexis . Also, the learners communicative competences may be developed due to learning the language chunks better than to learn words in isolation .As more as the language is collocationally rich , it would be more precised for conveying better meaning .

Learning collocations frequently tends to help students and enhances their language performance in writing to sound naturally and accurately. Besides the learning these items lead to increase the students' range of vocabulary, syntactic variety and mechanics. For making a good impression in the written piece particularly, collocation asserts the students to boost a coherent production by choosing a word that fits the context and has more precised meaning .So, collocation allow students to be more fluent and create a successful language acquisition.

Collocational Errors and their Significance

Before defining collocational errors we need first to know the term "error".Chomsky (as cited in Dulay 1982) believed that there are two main concepts of defining errors : Fatigue and inattention which are marked as the first identification for errors .On the other hand ,errors come from the lack of grammatical knowledge in which it refers to competence .Over the centuries , languages are associated with various domains that construct interrelated communities . However , bilinguals considered to have a substantial proportions to study the error within context .

Corder(1967) ,pointed out two features highlight essential contribution in learners' error : "that the errors of learner , whether adult or child , are not random , but are in fact systematic , and are not ' negative ' or 'interfering ' in any way with learning a TL but are , on the contrary , a

necessary positive factor , indicative of testing hypotheses " .

The same author explained that errors are significant in three ways :

a) to the teachers : they show the students' progress .

b) to the researcher : they show how a language is acquired .

c) to the learner : they can learn from these errors .

Several factors may influence EFL learners 'ability to make proper collocations which have been identified in recent research studies .Collocational errors are caused by analogy , over generalization, paraphrasing , L1 interference , interlingual transfer , intralingual transfer and lack of collocational understanding ,and this is according to the study (as cited in Bahns&Eldaws 1993) Thus the fixed word errors occurs with the L2 language because the lack of collocation competence , overlap of grammatical, idiomatic and lexical devices, fossilization, backsliding , overused of the grammatical rules and inadequate collocation knowledge .

collocation patterns

According to Lewis (2000) , collocations are a grammatical words gathered in different patterns commonly are classified as it is shown in the following tables

Table 2.3 : collocation patterns according to Lewis (2000 , p.133)

Adjective + Noun	A difficult decision
Verb+ Noun	Submit a report

Noun+Noun	Radio station
Verb+Adverb	Examining thoroughly
Adverb+Adjective	Extremely inconvenient
Verb+Adjective +noun	Revise the original plan
Noun+Verb	The fog closed in

McCarthy and O'Dell(2005) had also provided collocation patterns:

Table 2.4: collocation patterns according to McCarthy and O'Dell (2005 , p . 12)

adjective + noun	Bright colour
noun+verb	The economy boomed
noun+noun	A sense of a pride
verb+preposition +noun	Filled withhorror
verb+adverb	Smiledproudly

adverb+adjective	Happilymarried

We can see from the above tables, collocations have got a variety of types and both patterns are closely similar as it is shown (adverb +adjective , noun + noun ,verb+ adverb, noun + verb ,adjective + noun) .but ,the two tables differ in two patterns ;starting by the first table it contains Verb + adjective +noun , the second contains verb +preposition +noun. Also the first table contains verb+ noun while the second does not.

Misuse Collocation Foreign Language Writing :

It has been observed that foreign language learners have a significant difficulty in writing, despite the fact that they have the ideas and lexical words to storm their brains to find the words. However, They do not know which words can be combined to form correct expressions. As a result, their essays contain a wide range of misuse -collocations. This is due to the EFL learners' lack of collocational competence as a result of receiving grammar-focused instruction with no direct instruction in vocabulary .To address this issue, teachers should direct students' attention toward collocations, as teaching grammar and individual words is insufficient . They learned vocabulary through other subjects, and the majority of the time, they only discovered individual words. Despite this, the majority of students are unaware of what collocations are. In addition, teachers should draw students' attention to collocations, as long as teaching grammar and individual words is insufficient. When the students have figured out which words frequently appear together, they can move on to the next stage.

Furthermore, learners have difficulty identifying collocations when reading a text. They begin to guess the meaning of each word based on its context so that they can use it when asked to write. As a result, they would not be able to figure out which words go together based on casual reading. As a result, unless it is led by the teacher, reading will not solve the problem. Moreover, the infinite number of collocations may perplex learners who are unsure how they will process such a large amount of information. Because learning a language necessitates knowing its vocabulary, the teacher should make the work easier for students by recommending them to begin with the most common collocations used by native speakers. Then, with the help of dictionaries, they can expand their knowledge of collocations through teaching.

Conclusion:

This chapter outlines the main elements of our research work; the writing skill and the collocation error. The collocation term is a substantial part for learning the language appropriately and correctly. However, the master one students at Chadli Ben Djedid University, EL-Taref, are committing word combination errors in their written production. Wherein, applying this term in their writing can achieve a successive written piece. So that, the collocation item can help students' to produce a well-structured written form.

Chapter Three

Methodology

Introduction

This chapter is devoted to methodology that undergone this research work. It generates where the study is conducted and provide information about the participants, the research design, research instruments and the carried out procedures.

Method

In order to investigate the collocation errors that are committed by EFL learners' in their written production, an analytic method has been adopted in the present research. As, an appropriate tool for analyzing the wanted statistical data . It entails to identify the problem of word combination errors that are committed by EFL learners' in the written production. In addition , this research yields a systematic integration of the mixed approaches 'quantitative method which provide a test and qualitative method that deals with questionnaire'; thus , these approaches facilitate deeply this study because it offer a comprehensive understanding of the addressed issue with valuable and reliable results .

Participants

Students as participants

The participants of this study conducted are the whole groups of the master one students at Chadli Ben Djedid University , EL _Tarf , Algeria , the sample consists of thirty one (N =31) students . They were chosen due to their level since they are considered ranking as advanced level ; thus , they are familiar with the collocation knowledge .

Teachers as participants

In this study, the teachers (N=6) chosen were those mainly who teach master one from the same department. The selection was up to collect the needed information about investigating the collocation errors that are committed by their students

Data Gathering Instruments and Procedures

To ensure that the analytic method was conducted under the proper circumstances and the data collocated are valid as possible, a set of instruments were carefully selected for achieving a valid and reliable results .

The student Test :

To gauge the learners' written production , a test was designed by the researchers in which the whole groups of Master One students at ChadliBendjedid , EL_ Taref , were asked to answer three activities ; which tackled the main types of collocation knowledge .

Furthermore , the test adapted from a reliable sources by Michael McCarthy and Felicity O' Dell under the titles of 'English Collocations In Use Intermediate & English Idioms in Use ' . As it highlights a certain criteria of grammatical collocation , idiomatic collocation and lexical collocation .

In addition, to diagnose the learners' written level whether they actually committed collocation errors in their pieces of writing process we take into consideration these activities. The learners' really enjoyed for answering the test as they display their collocation knowledge for responding the test.

The Teachers' Questionnaire:

A questionnaire, which was administered to the selected teachers consists of two open-ended questions in which the teachers are asked to write their own answers according to their own perception. The questionnaire contains different types: multiple choice question to choose a suitable option and scale question discovered to reach the clue about the minimization of committed the word combination error in their written production.

The Description of teachers' Questionnaire / Students' Test and Procedure**Teachers' Questionnaire**

Initially the teachers' questionnaire tends for gathering the needed data about their perception of collocation error that is committed by their students' in the written production (see Appendix B). The questionnaire comprises of two sections as characterized as bellow:

Section (A) :

This section deals with written production. It tackles teachers' assessment of students' written production relevant to collocation error. It aims to highlight the obstacles that face the students' while delivering written production. It contains three questions (see appendix B)

Section (B):

This section strongly focused on the collocation. It dealt with implementation of solution to rectifying the misuse collocation that is committed by EFL learners' in the written production. It aims to take into consideration the collocations' term while teaching and its importance. It contains six questions (See appendix B)

The questionnaire was administered to the teachers by hand, and was given up to period of one week to respond to the questions .

The Students' Test:

The study involved also a test for EFL master one students (N=31).The test was handed out by hand . Besides ,the participants were asked about different set of activities about the collocation items in order to demonstrate their collocation knowledge .The test characterized as bellow :

• *Activity One:*

It tackles to maintain the collocation idioms relevant to the written production. Thus, we design this activity in order to evaluate the learners' knowledge of the collocation idioms and whether they really differentiate between the recurrent word idioms and the other items. (See appendix A)

• *ActivityTwo:*

This activity tends for completing the task by the suitable adverb to fit the words combination of various expressions. Therefore, to diagnose the learners knowledge about the lexical collocation and whether they actually committed a lexical fixed words error in their written production (see appendix A)

• *Activitythree:*

This activity designed to assess the students capacity about the grammatical collocation particularly the past tense and diagnosing their ability in order to see whether

they can really correct the misuse collocation for correcting the grammatical collocation error within a paragraph . (See appendix A)

Data Analysis Procedure

The Rubric for Assessing the Written production Through the criteria of collocation item :

In order to provide an analytical assessment for the learners' written production . The researchers designed the scoring scales as follows :

Table 3.1:Criteria for assessing the learners' grammatical word combination

Criteria	Unacceptable	Poor	Fair	Excellent
Grammatical word combination	The learners commit more than six fixed word combination grammatical error concerning the past tense in which it may obscure the meaning due to rhetorical patterns and the syntactic variety	The learners' commit three four fixed word combination grammatical error concerning the past tense which it may obscure the meaning due to rhetorical constructions and syntactic variety	The learners' commit less than two fixed word combination grammatical error concerning the past tense	The learners' do not commit fixed word combination grammatical error concerning the past tense

Table 3.2: Criteria for assessing the learners' Lexical word combination

Criteria	Acceptable lexical word combination	Unacceptable lexical collocation error
Lexical word combination	The learners' do not committed collocation lexical error	The learners' committed collocation lexical error and cannot combine the adverbs and adjectives correctly

Table 3.3: Criteria for assessing the learners' idiomatic word combination

Criteria	Correct idiomatic word combination	Incorrect idiomatic word combination
Idiomatic word combination	The learners' do not committed idiomatic word combination error	The learners' committed idiomatic word combination errors in which they cannot differentiated between idiomatic collocation and other classification of collocation items

The Rubric for assessing the teachers' perceptions concerning the collocation errors that are committed by their students in the written production:

Table 3 .4 : scoring scale of teachers perception about the major causes of learners collocation errors while they write

Major causes	Percentage%
L1 interference	100%
Lack of mastering grammatical features	50%
Lack of choice of vocabulary	83%
Lack of combining the words	66%

Conclusion:

To sum up, the research work has been aligning systematically with the previous chapters, these chapter pre-requisites criteria that designed the present work. So that, the reader will be able to understand how this study carried out. The next chapter will generate the data analysis and answering the research questions and hypothesis.

Chapter Four

Results: Data Analysis

Introduction

This chapter is devoted to show the results of the study applied to investigate the collocation errors committed by EFL learners' in the written production whether it affects their level of writing or not . So that, this chapter covered the obtained results by means of the students' test and the teachers' questionnaire.

Data Analysis

The Students' Test:

The learners test was assessed and scored using the previously mentioned rubrics in third chapter tables (3 .1 ; 3 .2 ; 3.3) that concerned with the grammatical recurrent words , lexical fixed combined word and idiomatic collocation knowledge criteria . Wherein they have been formally covered applied in the test .

In addition , the learners' assessment of the levels of collocation items concerned with grammatical collocation valued by the scale from 0 to 7 , idiomatic collocation valued by the scale from 0 to 8 , lexical collocation valued by the scale 0 to 10 as mentioned in the third chapter data analysis procedure . The gained scores and their percentage are tabulated in the following disclosed tables .

Participants' test classification of collocation knowledge

Table 4.1 : Participants ' test score

Participants	Grammatical Collocation	Lexical Collocation	Idiomatic Collocation	Score /20
1	0	2	3	5
2	1	2	1	4
3	1	2	5	8
4	0	2	4	6
5	0	2	4	6
6	0	1	1	2
7	0	5	6	11
8	0	0	4	4
9	0	3	4	7
10	0	3	4	7
11	0	3	4	7
12	0	3	5	8
13	0	5	3	8
14	1	4	5	10
15	1	5	3	9
16	0	0	5	5
17	0	4	2	6
18	0	0	5	5

19	0	3	1	4
20	1	3	2	6
21	1	0	0	1
22	1	1	5	7
23	1	10	5	16
24	1	2	3	5
25	1	8	5	14
26	3	2	5	10
27	1	5	4	10
28	1	5	3	9
29	1	3	5	9
30	1	2	4	8
31	2	4	5	11

Table 4.2 :Learners 'grammatical collocation scores

Score 8/8	0	1	2	3
Learners' Number	14	12	4	1
Percentage 100 %	46%	39%	12%	3%

As far as the results obtained from the table above of the grammatical collocation activity that is shown above describes the following data : 46% participants received 0 points in grammatical collocation , 39% participants received 1 point in grammatical collocation ,

12% participants received 2 points in grammatical collocation , 3% participants received 3 points in grammatical collocation

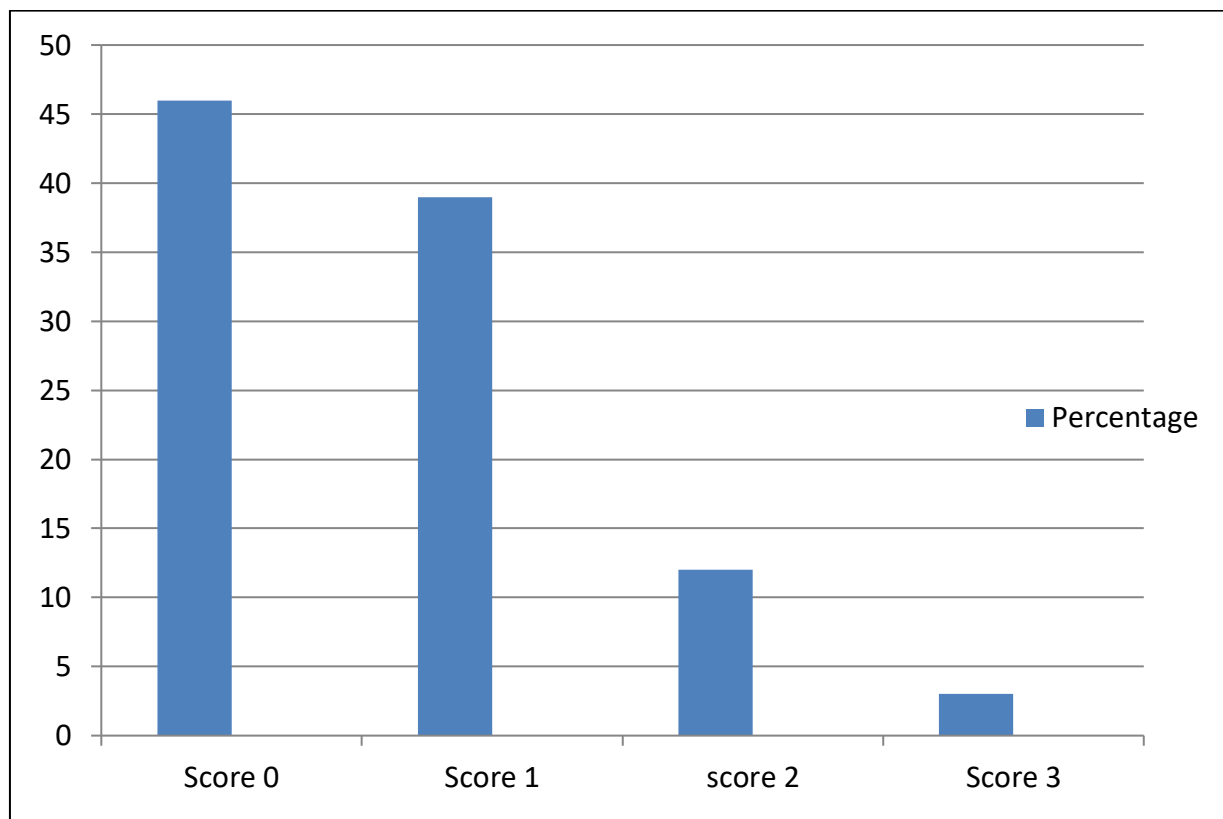


Figure 4.1: Grammatical Collocation Score

This bar chart illustrates the highlighted percentage of grammatical collocation score between 0 to 3 scores.

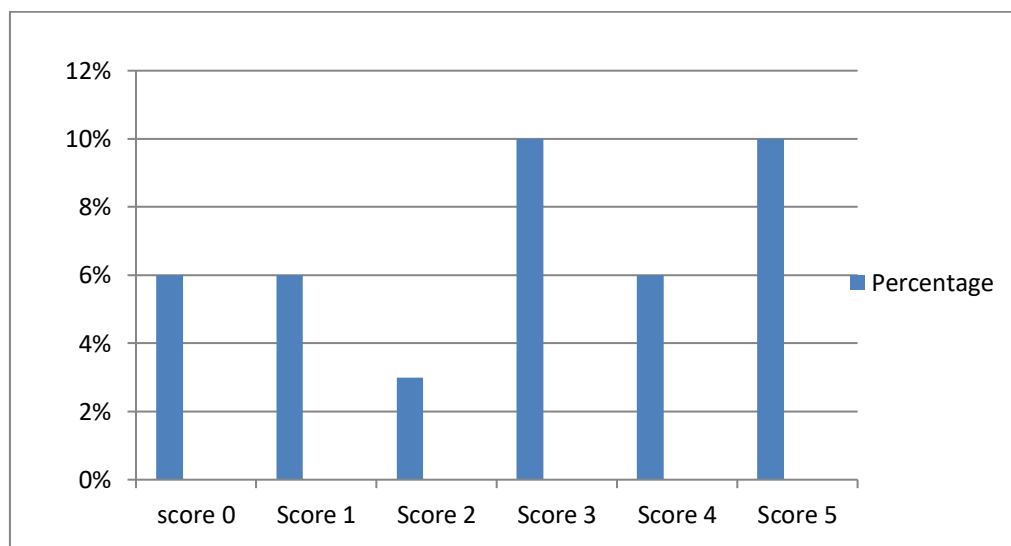
In details , it is clearly evident that 46% reach a peak in all the scores in which received 0 score . While , 39 % slightly increased which received 1 score . Meanwhile 12 % decreased which received 2 scores and 3% the lowest point received 3 score

Overall , we can see a clear changes 'raising and falling' within the trends of grammatical collocation scores .

Table 4.3 :Idiomatic Collocation Score

Score 8/8	0	1	2	3	4	5	6	7	8
Learners' number	2	2	1	3	2	3	9	6	3
Percentage 100	6%	6%	3%	10%	6%	10%	29%	20%	10%

The table above illustrate the idiomatic collocation score in which the participants of the test are represented by the percentage that is shown as bellow : 6% participants received 0 point , 6%participants received 1 point , 3% participants received 2 points , 10% participants received 3 points, 6% participants received 4 points ,10% participants received 5 points, 29% participants received 6 points , 20% participants received 7 points and 10% participants received 8 points relevant to idioms collocation score

**Figure 4.2: Idiomatic Collocation Score.**

The previous bar chart indicates the highlighted percentage of Idiomatic collocation score between 0 to 8 scores. It is clearly evident that the trends slightly staying the same . In which 29% reach a peak in score 2 . While 20 % dramatically went down in score 7 . Besides , (10 %) that represents the score 3 , the score 5 and the score 8 are slightly reach at the same points . Moreover , 6% depicts in the score 4 , score 0 and score 1 which are slightly reach at the same points . Additionally, 3% similarly represents the lowest trends in the graph that outlines score 2 .

Table4.4 : lexical collocation score

Score 8/8	0	1	2	3	4	5	6	10
Learners' number	3	1	9	9	2	5	1	1
Percentage 100 %	10%	3%	29%	29%	6%	16%	4%	3%

As it is shown in the table above the lexical collocation activity presented like : (10%) participants received 0 point, (3%) participants received 1 point, (29%) participants received 2 points , (29%) participants received 3 points , (6%) participants received 4 points , (16%) participants received 5 points, (4%) participants received 6points and (3%) participants received 10points related to the lexical collocation score.

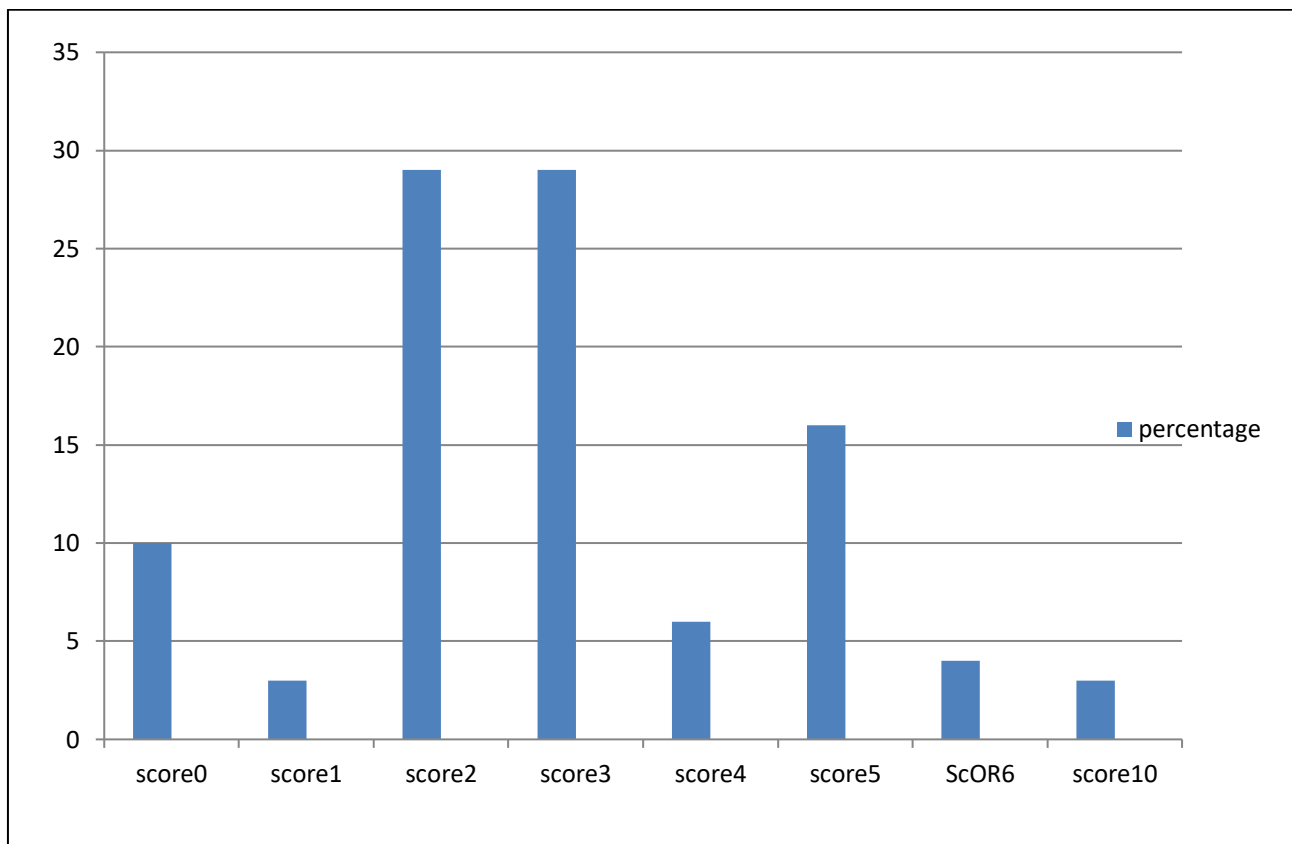


Figure 4.3: Lexical Collocation Score

As it is shown in bar graph illustrates the highlighted percentage of lexical collocation scores between 0 to 10 scores. It is clearly evident that the trends slightly staying the same . In which 29% reach a peak in score 2 and score 3 . While 16 % dramatically went down in score 5 .Besides , 10 % that represents the score 0 and 6% depicts the score 4 are slightly reach at the same points . Additionally, 3% similarly represents the lowest trends in the graph that outlines both scores ; score 1 and score 10 , 4 % downward in score 6 .

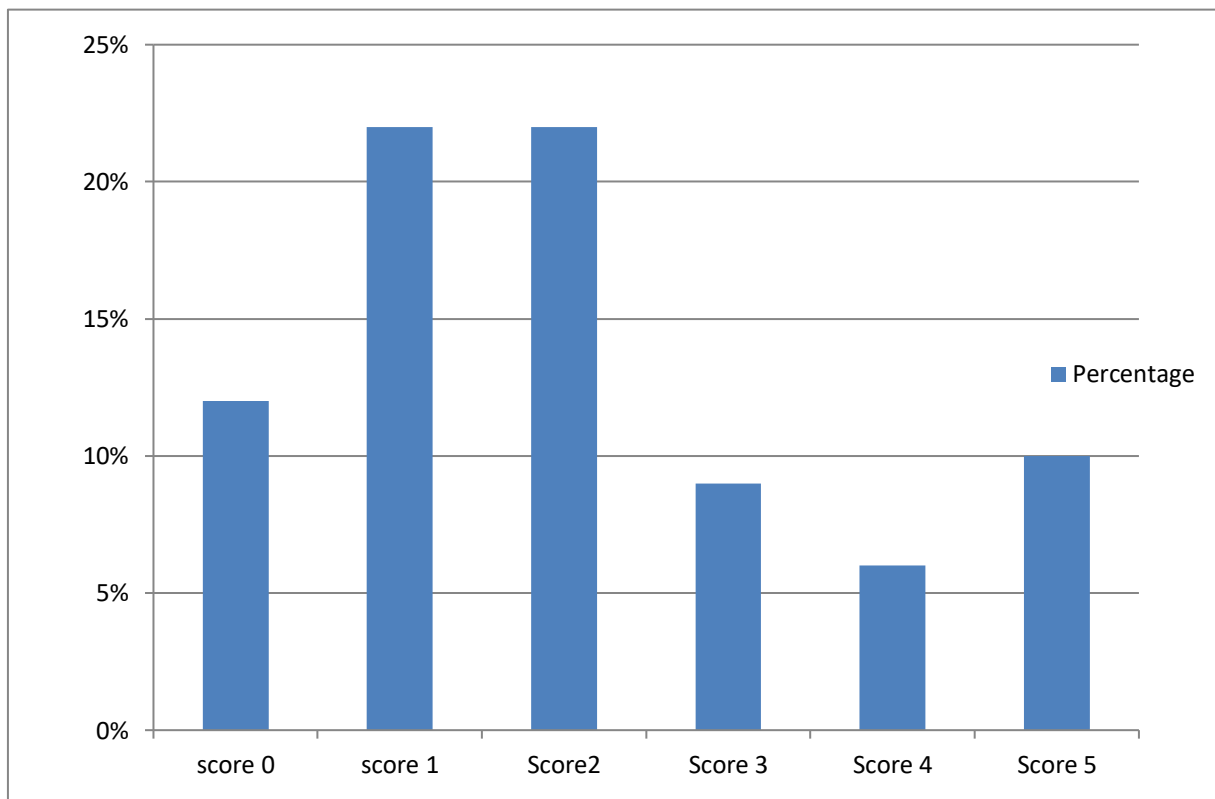
Learners' Idiomatic Collocation Errors

The next table shows the scoring of idiomatic collocation errors:

Table4.5 :Learners' idiomatic collocation errors

Score	0	1	2	3	4	5	6	7	8
Learners' Number	4	7	7	3	2	3	1	2	2
Percentage	12%	22%	22%	9%	6%	10%	5%	7%	7%

As it is highlighted in the table above (12%) participants received 0 point , (22%) participants received 1 point, (22%) participants received 2 points , (9%) received 3 points , (6%)participants received 4 points , (10%) participants received 5 points , (5%) participants received 6 points , (7%) participants received 7 points and (7%) participants received 8 points .

**Figure 4.4. : Learners' Idiomatic Collocation Errors Score .**

The given bar graph indicates variety of changes within the learners' idiomatic fixed word errors score . In details, it is clear that the trends has falling and raising or staying at the same rank. Which,(22%) reach a peak of both scores 1 and 2 . While , (12%) in 0 score ,(10%) in 5 score and(9%) in score 3 are slightly similar . However , (7%) in score 7 and in score 8 witnessed the same point of the trends . In addition , (5%) is the lowest point in the bar graph .

Learners' Lexical Collocation Errors

Table 4. 6: Learners' lexical collocation errors

Score	0	5	6	7	8	9	10
Learners' Number	1	4	3	9	8	2	4
Percentage	5%	12%	9%	29%	26%	7%	12%

From the obtained results in the table above that generates the percentage of learners' lexical collocation errors stated as bellow : (5%) participants received 0 point , (12%) participants received 5 points , (9%) participants received 6 points , (29%) participants received 7 points , (26%) participants received 8 points , (7%)participants received 9points and (12%) participants received 10 points related to learners' lexical collocation error .

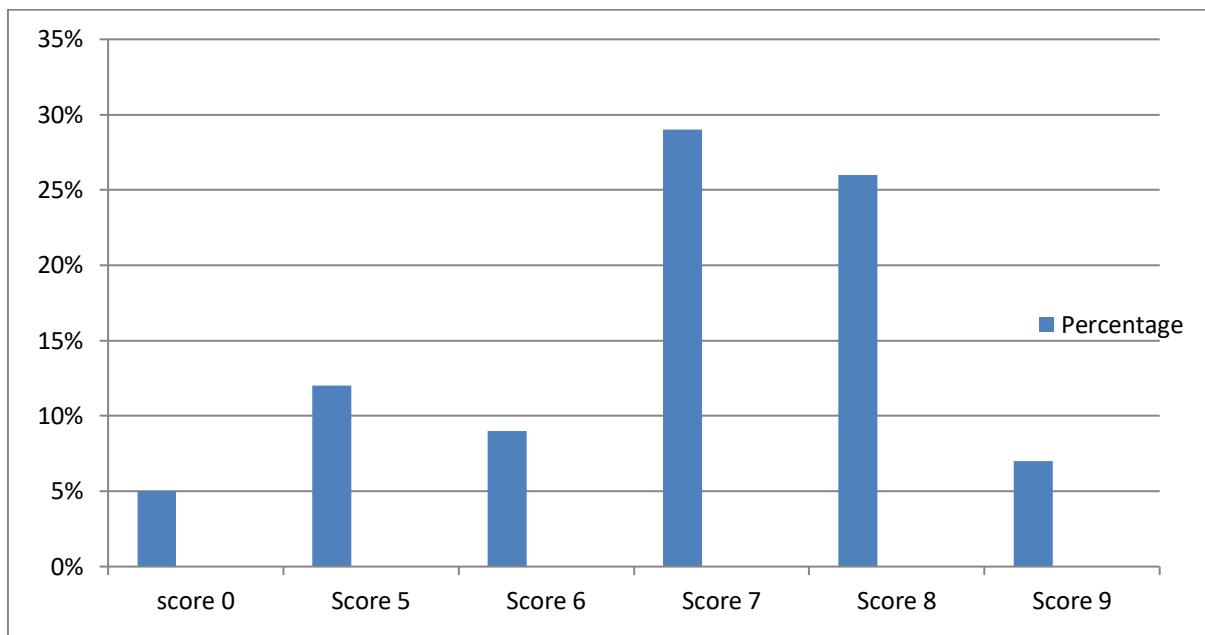


Figure 4.5: Learners' Lexical Collocation Errors

This bar chart illustrates the highlighted percentage of learners' lexical collocation errors score. In details, it is clear that the trends has falling and raising or staying at the same rank. Which, (29%) reach a peak of scores 7. While, (16%) slightly downward in 8 score, (12%) in 5 score and score 10 are reaching at the same points. However, (9%) moved down in score 6, and (5%) in score 0 witnessed the a sharp falling within the trends.

Learners' Grammatical collocation Errors

Table 4.7 : learners Grammatical collocation errors

Score	5	6	7
Learners' Number	5	12	14
Percentage	16%	38%	46%

As it is highlighted in the table the learners' grammatical collocation error presented as : (16%) participants received 5 points , (38%) participants received 6 points and (46%) participants received 7 points related to learners' grammatical collocation error

Teachers' Questionnaire Analysis

Section A : written production

Q1 : in your opinion which language skill is the most difficult for students to master ?

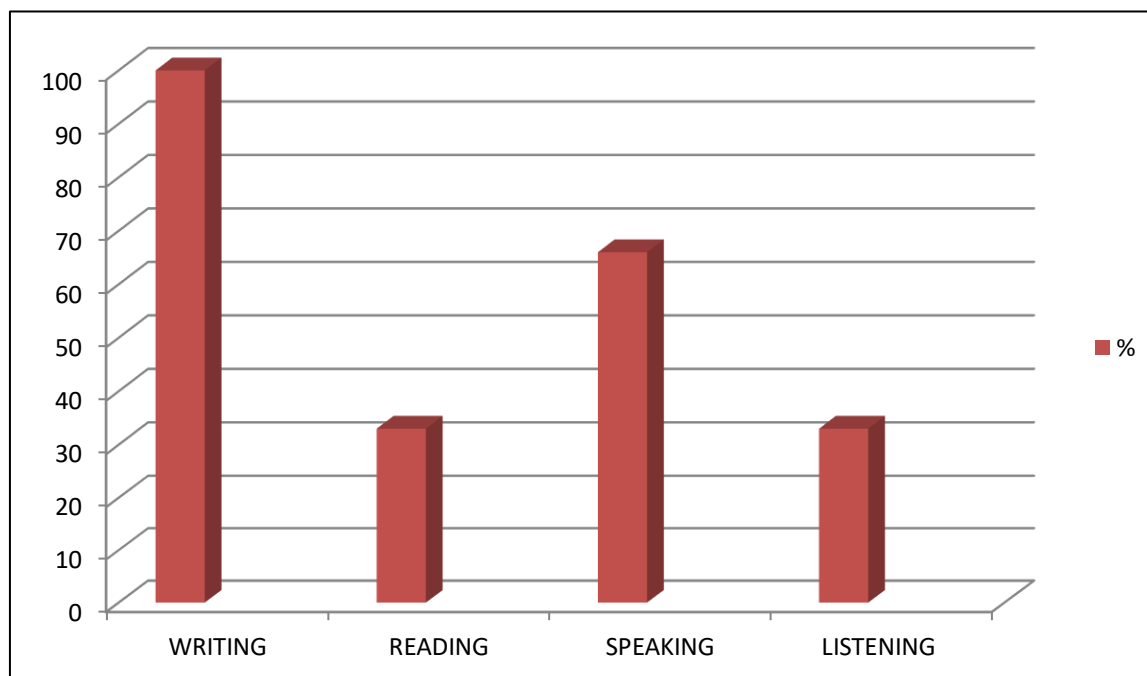


Figure 4.6: Teachers' opinion about language skill

The given graph indicates a variety of language skills (Writing, reading , listening andspeaking) of teachers' perception about the most skill is difficult for students to master .

In details, it is clear that there has been a rise 100% that outlines the writing skill which reach a peak. While 66% shows the speaking skill that is slightly decreased. In addition, 33% represented the listening and reading skill in which they similarly reach at the same point .

Q2: How would you assess your students 'written production'?

This question was asked to discover the EFL teachers' perspective about how to assess students' written production in which the results of the respondents varies from one to another. Mainly, they assess their learners' pieces of writing throughout the individuals' level and the grammatical components. As such , the teachers' responded was like ; from bad to average , from grammatical and spelling mistakes , mechanics , style ,coherent and cohesive devices .However , teachers' admired that students written production differ from one to the other in which their students are always suffering from poor vocabulary, problems of coherent , cohesion , writing needs a continues evaluation that this can be through multiple tests, pop quizzes with different criteria involved and using different approaches like product , process or genre approaches .

Q3:A/ do you take into consideration the collocation errors while correcting students' assessment ?

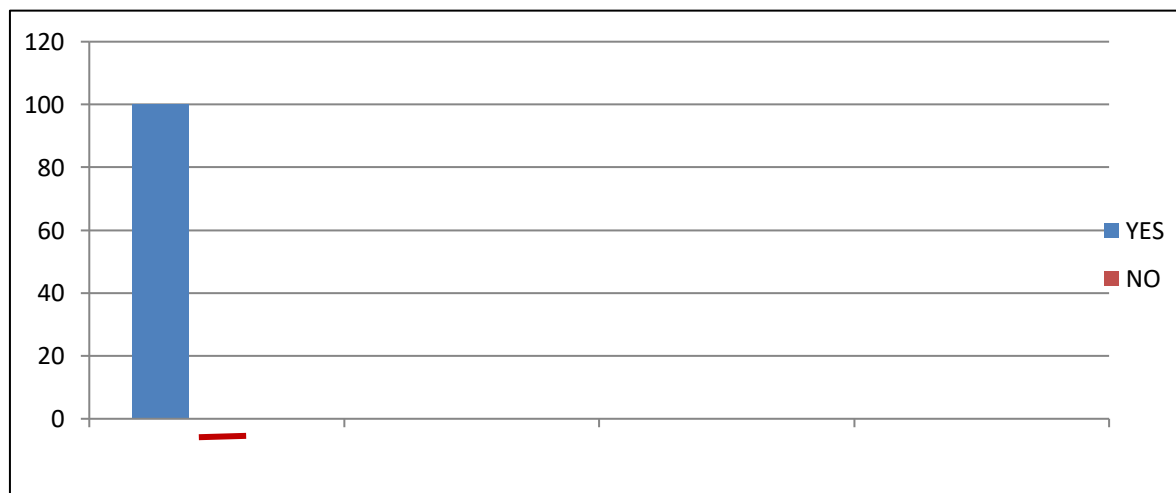


Figure 4.7: teachers' opinion about collocation error assessment

According to the previous bar graph outlines the teachers' perceptions about assessing their learners' collocation error. It is clear that 100% the highest point of the trends, while 0% the lowest point of the trend.

Besides, the teachers had justified by saying that it is important to take it into consideration while correcting the students' assessment because collocations are a central part to convey a meaning and are part of English language. However, some teachers claimed that, writing needs stockage of vocabulary so students should know to learn English vocabulary and which words collocate with other words and which do not.

Section B: collocations

Q4: do you think that vocabulary must be taught as a separate module (like grammar)?

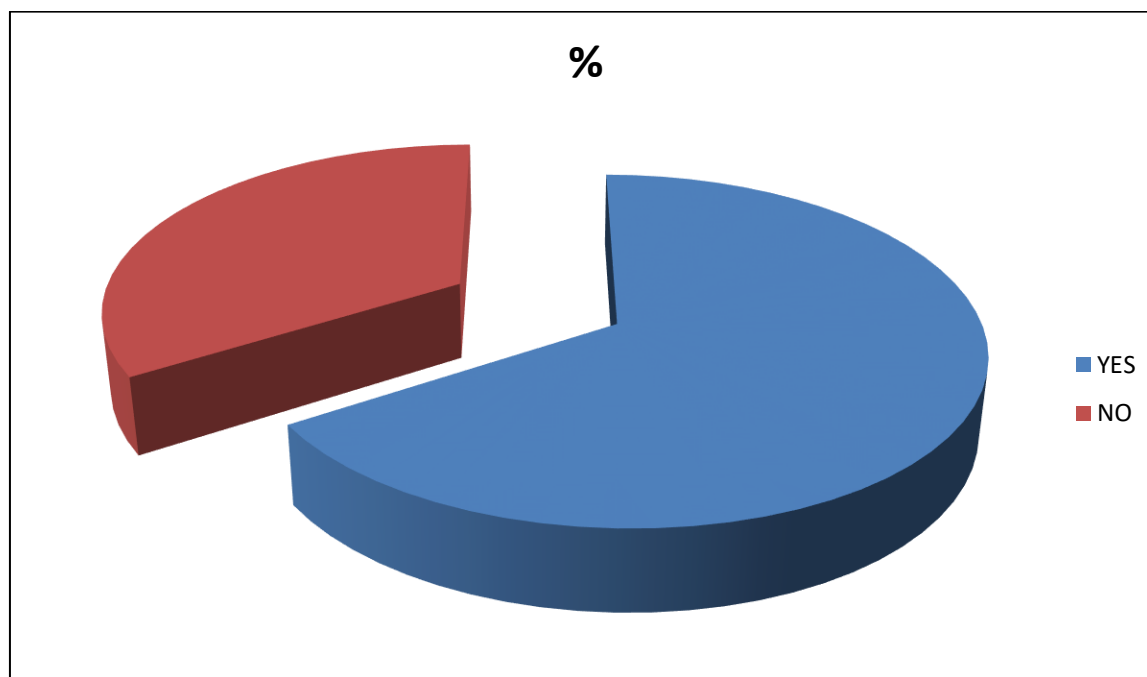


Figure 4.8: Teachers perception about vocabulary must be taught as separate module .

According to the above pie graph the percentage of teachers' perception about teaching vocabulary as a separate module .Most EFL teachers (66%) agreed about designing collocation within the syllabus . However, 34 % of teachers responded (NO) we must not taught the vocabulary as a separate module

Q5: From your perspective, what is collocation?

This question tends to highlight the definition of collocation from teachers' point of view in which some teachers define it as: sub-type of phrase in which two words are commonly go together and occur together in way that sounds correct. Other teachers responded that collocation is a familiar grouping of words which appears together because of their habitual use and thus creating the same meaning. Others stated that it is a combination of fixed word which conveying an appropriate meaning. Besides, others identified the fixed words as a set of words combined together to transfer meaning and it is group of words that always go together or are likely to occur together.

Q6:a/ According to you , what are the major causes of your learners collocation errors in their written production?



FIGURE 4.9 : Major causes of learners collocation error

the above pie graph illustrates the teachers' perception about the major causes of learners' collocation error . So that , over these pies changes through the causes of learners' collocation error . Whereas , L1 interference witnessed (100%) the biggest of the pies of main causes of learners' fixed word error ,lack of grammatical features witnessed (50 %) slightly in the main causes of learners' fixed word error , lack of vocabulary witnessed (83 %) increased to reach the main causes of fixed word error , lack of combining word witnessed (66%) sharp fall in the main causes of the fixed word error.

In fact , some teachers had added other reasons of learners collocation errors as : some of the teachers stated that the major causes of learners' collocation errors is mainly reflect to a pre-formed idea of wrong collocations . Others refer it to the lack of collocation knowledge.

Q7: Do you think that collocations must be taken into consideration when designing the syllabus ?

Table 4.8: Teachers' perceptions about designing collocation within the syllabus

	Yes	No
N	5	1
%	83%	16%

The table above shows that 83% participants (5 teachers) responded YES and16% participants (1 teacher) responded NO.

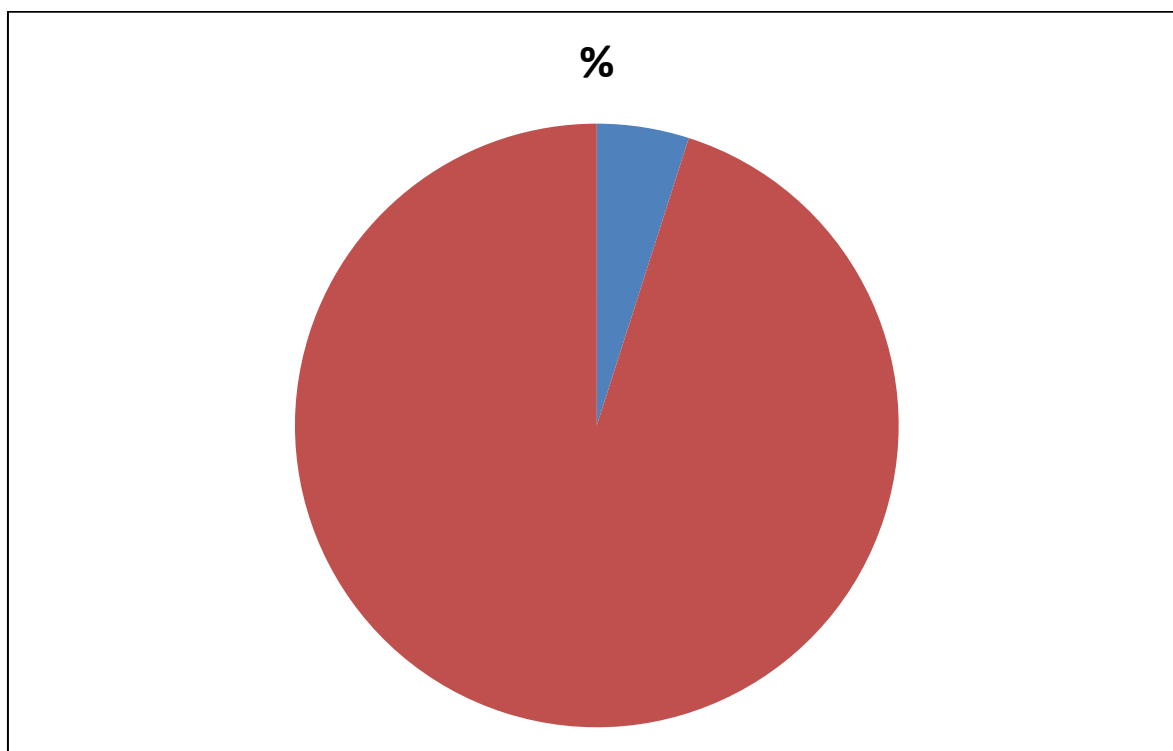


Figure 4.10: Designing the collocation within the syllabus

Most EFL teachers of Chadli Ben Djedid , EL –Taref , agreed about designing collocation within the syllabus . In details 83% of teachers responded (YES) we must take into consideration the term collocation within the syllabus. However, 16 % of teachers responded (NO) we must not take into consideration the collocation within the syllabus.

Q8: To what extent teaching collocations reduce the errors that are committed by EFL learners?

This question varies in teachers' answers which it highlights teachers' opinion about teaching collocations may reduce the errors that are committed by their students. As such, the

teachers' answers were like: it is so beneficial to teach collocations to learners as a way to get wide of their L1 interference and to acquire correct use of wording in their writing. Others stated that, teaching collocation may reduce the collocation error since most teachers they did not take it into consideration. The other teacher assumed that, teaching collocation depends on students' grasp of the appropriate use of these collocations.

In addition, the other teacher declined that teaching collocations helps to reduce the errors to a large extent if they are taking into consideration. They are useful and helpful. However, other teachers claimed that, teaching collocation may at least helps to give a coherent passage and the other ones said that teaching the term collocation has not an effect .

Q9: If you have additional information about teaching collocations, please add more details below:

This question tends to get further information about teaching collocation wherein the response of some teachers sheds the light as: it should be involved in different modules like oral / written expressions ,phonetic and grammar .

Besides , a teacher suggest that teaching collocation could be integrated in our teaching curriculum or program . Learners may practice it through match –up exercises or filling the blanks and filling them with appropriate list of collocations according to target meaning.

Conclusion:

To round off, this chapter is designed to show the analysis of the students' test and the teachers' questionnaire which was analyzed quantitatively and qualitatively through using a numerical data as tabulation , graphic presentation , percentage and words . Also, to prove or

disprove the proposed hypotheses and to answering the posed research questions . In addition, this chapter is deemed as a key for deducing all the answers concerning the test and the questionnaire of the effect of collocation errors on the learners' written production.

Chapter Five

Discussion

Introduction

This chapter discusses the results of the study in an attempt to prove or disprove the already stated hypothesis, and to answer the research questions of current research. Besides, this chapter includes the drawn implications of collocation errors in the written production of the learners along with the limitations which are encountered in the high way course of the study. In addition, the researchers proposed some recommendations expected to be beneficial for EFL students, EFL teachers, and for further studies.

Pedagogical Implications Drawn From the Research Finding

It is worth to offer some practical implications based on the previously mentioned findings covered by the research study. The students' should be aware towards committing collocation errors in which it will be minimized through teaching recurrent combination words: idiomatic expression, grammatical construction and lexical items for enhancing their written production.

The findings suggested that the effects of the recurrent word as a term tend for students' to grasp word combination in the written production throughout a certain criteria of collocation item.

In same vein, our research work confirms that the misuse of collocation item in learners' written production will be minimized through raising the students' awareness toward the source of error and through teaching the recurrent word combination under the classification of

collocation. Also, the fixed words help students to enrich their own diction, to sound naturally in the language performance and produce fluent and accurate written forms .

The outcomes of the study show that demonstrating learners' fixed word error is really limited because of the lack of collocation knowledge.

Discussion of the Research Questions and Hypotheses

Based on the results acquired from the questionnaire and the test answers, we can deduce that there is an improvement in the written production of the master one students' at ChadliBenDjedid , EL _ Taref , after the implementation of collocation knowledge .

In the same context, there was clear reflection of learners' response about collocation error throughout the apparent improvement in the learners 'grammatical collocation, lexical collocation and idiomatic collocation'.

Furthermore , the test results highlighted that the students' level according to the term of collocation was low because of the ignorance of teaching the recurrent words, lack of collocation knowledge due to grammatical construction , lexical patterns and idiomatic expressions .So that , this obstacle should be rectified throughout increasing the learners collocation knowledge within the level of the written production .

For example, (46%) of students received low score in the level of collocation showing that they are not familiar with the grammatical collocation but they use it unconsciously within the paragraph of the test

In addition , the students answered a set of activities were related to the previous taught lesson by their teacher concerned with collocations and idiomatic expressions .The majority of

learners answered that activity correctly it was a clear indication of their understanding of the given topic.

Similarly , there were clear reflection of teachers perception about recurrent words errors in their learners' written production related to ' grammatical collocation , lexical collocation and idiomatic collocation'

Moreover , the questionnaire results have determined that the teachers' point of viewed about teaching words combination would reduce the collocation errors that was committed by their students in written production if it would be taken into consideration within syllabus program .

For example, (83%) of teachers responded if the collocation would be integrated within the curriculum , the results have shown that combination word error would be minimized in students' written production.

To all these , we can answer the research hypotheses "if learners are aware of committing collocation errors , they will take them into consideration when they write "and "if learners are taught with the use of the collocation knowledge through grammatical features , lexical items and idiomatic expression their misuse of collocation will be minimized in their written production" .the already stated hypotheses are proved successfully to disclose that the collocation knowledge enhances the written production and promotes through the development of both grammar , vocabulary, and idiom collocation .

To sum up the usage of the collocation knowledge will play a great role in the improvement of the learners' written production.

The Limitations of the Study:

Through the spread of 'covid19', corona virus prevented the researchers from acquiring the stable results as it was expected. For instant, this phenomenon caused psychological and physical problems to the researchers due to the work with the participants in such conditions.

Also, the recent rules and studying conditions affected by corona virus notifications prevented the researchers from communicating with the participants (teachers and students) since they study in groups; per weeks in a month. Besides, The researchers' study was done in timed conditions which the work was limited and insufficient to make the research as should be. Meanwhile, we are as team of three members and we are working beyond our studies ; we should meet constantly to discuss the work and agreed upon it that is going to take time .

Despite the previously mentioned obstacles that faced the researchers during the high way of the study , the researchers finished the work successfully .

Recommendations

After reviewing the results and findings of this research ,and willing to increase the learning-teaching process knowing that Learning collocations is considered as an substantial part in mastering English language , the researchers have shared the following recommendations to highlight the importance/role of teaching and using collocations in enhancing and developing the learner's outcome in the written production as suggested bellow:

- English teaching curricula have to involve explicit instructions of collocations 'teaching.

Implicate the collocation term into the guideline of educators .

- Offer opportunity for making more conferences and meetings for teachers showing them the

role and significance of taking collocations into consideration for better foreign language learning.

- Guide teachers to ask students to practice the collocation and taking into account grammatical constructions, idiomatic expressions and lexical items while producing written pieces .
- Teaching the lexical items as a separate module as grammar.

In fact EFL teachers are recommended to :

- Motivate learners to acquire words in combination
- Take chance to let the student practice collocations in their writing .
- Maintain the role of teaching collocations in writing expressions module .
- Focus on errors that learner makes frequently and misused in the written production.
- Make more efforts concerning collocations and create time for it.
- Make students get used the words combination in their written production.
- Give more activities related to collocation and engage them to correct themselves.
- Foster the collocation competence.

As well, EFL students are recommended to :

- Foster the collocation knowledge
- Increase learners' knowledge accurately and fluently in language performance.
- If the collocation knowledge it would be taken into consideration the errors would be reduced in their written production
- Learning collocation enrich the learners diction
- Word combination helps the students to demonstrate background knowledge and cultural preferences.

- The appropriateness usage of the fixed word create a good style and tone of well structured written form .

Suggestions for further studies:

This study attempts to enhance the students written production through using collocations, further studies must focus on the use of collocation with the rest of the skills as: reading, listening and speaking.

To round off, collocation should be taught as a separate module in order to allow both teacher and student to give their best and get exposed more to the collocation and its use also to be able to practice and enhance the written production.

Conclusion

The collocation item is an extremely complex concept which was a difficult task for the master one students at Chadli Ben Djedid , El – Taref . Because the co_ocurrence word was neglected with the syllabus design . The results of the research work confirmed that teaching collocation through grammatical construction , lexical patterns and idiomatic expressions enhanced the student written production in Chadli Ben Djedid El_ Taref .

As synopsis , this chapter has pointedly the obtained findings from the test which highly and successfully assured our hypotheses an answered our research questions . Also , this chapter presents the implication , and the limitations that confronted the researchers align with the highlighted recommendation for future practices

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Appendix A

Students' Test

1/_ Underline Collocation idioms in the text below :

Mark had been feeling under the weather for weeks . One day he came into work looking for like death warmed up and so we told him to go away for a few days to recharge his batteries . After one day beside the sea , he no longer felt off _colour and by the second day he knew he was on the road to recovery . He sent us a postcard and we were all glad to learn that he was on the mend . By the end of the week , he returned to work as fit as a fiddle . And, he's been as right as rain .

Adapted by :

McCarthy,M.F.O.,(2002). English Idioms In Use .Cambridge university press.

2/_ Choose an adverb from the box to replace 'Very ' in each of these expressions :

Utterly , Ridiculous , Strongly , Bitterly , Highly. Deeply

- 1-Very ashamed →
- 2-Very cheap →
- 3_ Very controversial →.....
- 4_ Very stupid →.....
- 5_ Very successful →.....
- 6_ Very disappointed →
- 7_ Very opposed →.....
- 8_ Very ridiculous →.....
- 9_ Very easy →.....
- 10_ Very concerned . →.....

Adapted by :

McCarthy,M.& D' Oell (2008) . English collocation Use : Intermediate. Cambridge University Press .

3/_ Correct the Collocation errors in this text :

I made some work in the garden , then I spent a rest for about an hour before going out to have some shopping in town . It was my sister 's birthday and I wanted to do a special effort to cook a nice meal for her. I gave a look at a new Thai cookery book in the bookshops and decied to buy it . It has some totally easy recipes and I managed to do a good impression with my very first Thai meal . I thinkmysisterutterlyenjoyedherbirthday .

Adapted by :

McCarthy, M. &D'Oell ,(2008) English Collocation In Use : Intermediate . CambridgeUniversit

Teachers' Questionnaire

Dear Teachers ,

This questionnaire is intended to gather information about teaching and learning collocations in EFL . The collected information will help me to enrich my dissertation about mastering the writing skill through teaching collocations. Data from this research will be reported in the dissertation anonymously, we are grateful for your help.

Section A: Written Production

1/ In your opinion , which language skill is the most difficult for students to master :

listening

speaking

reading

writing

2/How would you assess you students written production ?

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

3/Do you take into consideration the collocational errors while correcting students assessments?

Yes No

Please, justify:

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

Section B: Collocation

4/Do you think that vocabulary must be thought as a separate module (like grammar)?

Yes No

5/ From your perspective, what is collocation?

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

6/ According to you , what is the major causes of your learner's collocation errors in their written

Appendices

production ?

1- L1 interference

2- lack of mastering grammatical features

3- lack of the choice of vocabulary

4- lack of combining words

Others :

.....
.....

7/- Do you think that musttaken into consideration when designing a collocational syllabus ?

Yes No

8/-To what extent teaching collocations reduce the errors that are committed by EFL learners ?

.....
.....

9/-If you have additional information about teaching collocations, please add more details bellow:

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

Thank you for taking time to complete this questionnaire