

University of Bahrain

College of Arts



**Department of English
Language and Literature**

**English Collocations: UoB English major
students' collocational competence and
perceptions of teachers and students**

A thesis submitted in partial fulfillment of the requirements for the
degree of Master in Applied English Language Studies

Submitted by
Marwah Ahmed Alafoo
20080949

Supervised by
Dr. Abdulaziz Mohammed Bulaila
Associate Professor
University of Bahrain

Kingdom of Bahrain
June 2018

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Defense committee's approval page

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Department of English Language and Literature

Master Degree in Applied English Language Studies

Student Marwah Ahmed Alafoo ID number 20080949 defended his thesis by which she fulfilled the requirements for the degree of M.A. in Applied English Language Studies entitled '**English Collocations: UoB English major students' collocational competence and perceptions of teachers and students**' on this day of **June 4th, 2018**.

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DECLARATION

I declare that this work, which I submitted to the University of Bahrain, contains my own investigation. This research has not been previously accepted for any degree and is not being currently considered for any other degree at any other University.

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ABSTRACT

This study aims to investigate the collocational competence of the University of Bahrain students who are majoring in English, and to investigate the perceptions of teachers and the students towards collocations at the same university. In addition, it aims to see whether there is a correlation between students' collocational competence and their English language proficiency. The study proposed (4) research questions as follow: What is the level of UoB students' collocational competence measured by CONTRIX? Is there a correlation between students' CONTRIX test results and their TOEFL test results? What are teachers' perceptions regarding the teaching and learning of collocations? What are students' perceptions regarding the teaching and learning of collocations? The sample for this study consisted of (40) English language teachers at the University of Bahrain and (77) English major students. The study used quantitative methodology, as the researcher adapted three tools to carry on the research; a CONTRIX test; a TOEFL test; and perceptions questionnaires. The tests were administered to students, while the questionnaires were given to both teachers and students. The collected data were analyzed statistically by calculating percentages, mean and standard deviation using (SPSS). The results showed that most teachers and students have positive perceptions towards the learning and importance of the knowledge of collocations regardless of the poor performance of students at the CONTRIX test. In addition, a significant correlation was found between students' collocational competence and their English language proficiency. Finally, the study proposes a series of recommendations based on the findings of the research.

DEDICATION

بسم الله الرحمن الرحيم
(يُدَبِّرُ الْأَمْرَ)
(سورة السجدة: 5)

I dedicate this work to my beloved mother and father for their continuous support, encouragement, and their honest prayers. Thank you for keeping me together throughout my life, and this journey in specific.

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First of all I thank Almighty Allah for giving me the strength to write this work. I would like to extend my sincerest thanks and gratitude to my adviser Dr. Abdul Aziz Bulaila for his continuous feedback, input and guidance. To my precious small family for always standing by me in all my ups and downs. To all those people who mentioned me in their prayers. Without their help and encouragement, this dissertation would never have been accomplished. I would also like to thank all the students and teachers who willingly participated in this study. Any mistake in this thesis is my sole responsibility.

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CHAPTER ONE

Introduction

CHAPTER ONE: Introduction

1.1. Introduction

As recently cited in Dig (2018), it was the British linguist H. E. Palmer who first brought the term ‘collocation’ to linguistics in the 1930s. However, in modern linguistics, collocations are greatly linked to J. R. Firth, who is the founder of the London School of Linguistics. He presented “the idea of collocation as a source of meaning” (p.18) to descriptive linguistics. Firth influenced three main scholars who explored the term even more extensively; Halliday (1966), Mitchell (1966, 1971, 1975), and Sinclair (1966, 1987, 1988, 1991). Dig (2018) indicated that the research on collocation has generally emphasized three main domains including: Lexicography, Descriptive Grammar, and Language Teaching. According to lexicography, collocations were problematic, which led to note the need for dictionaries to provide more than word description. Therefore, lexicographers “started to compile special dictionaries of collocation and prefabricated language” (p.6). In descriptive grammar, Firth separated lexical matters from semantic and grammar. This notion triggered Halliday and Sinclair to work on this separation more clearly attempting to consider collocation as a linguistic level.

The main outcome of language teaching research related to collocation is the importance of memorizing necessary chunks especially towards the beginning phases of the language teaching process (Nattinger and DeCarrico, 1989). This indication is originally based on Chomsky’s review on B. F. Skinner’s (1957) Verbal Behavior, as “He argued against the idea that imitation and memorizing were techniques used in language acquisition” (p.7). Moreover, the main literature on teaching collocation highlights the names of Kennedy (1990), Carter and McCarthy (1988),

Nattinger and DeCarrico (1992). It should be noted that “The Firthian tradition of collocational study has run parallel to, and cross-fertilized, studies of idioms and other prefabricated language forms that constitute single, indivisible meaning and display degrees of semantic transparency or opacity and degrees of syntactic productivity” (p.26). Since the current study is conducted in an educational context, the researcher focused on the teaching of collocation related literature. Thus, Carter’s (1998) theoretical framework in classifying collocations according to semantic transparency was adopted.

1.2. The Research Problem

The problem for this research stems from the importance of collocations, and the problematic nature of collocations for EFL. Collocations are part of the English language and therefore no learner is expected to improve their English language skills without understanding them. Numerous studies attempted to measure learners' collocational knowledge (Aghbar, 1990; Al-Zaharni, 1998; Bahns & Eldaw, 1993; Farghal & Obiedat, 1995). The results indicated that EFL learners lack collocational knowledge (Hill, 2000). In addition to this fact, there’s a spread notion about collocations being more problematic for EFL learners in terms of production (Hussein, 1990). However, collocations are not given the attention they deserve compared to the role they play in the language as it was cited in Dig (2018) “The study of prefabricated linguistic expression has been almost neglected” (p.1). For example, collocations do not have an independent and recognized entity when it comes to the teaching and learning of English, as they are viewed as a part of vocabulary.

1.3. The Research Questions

The research questions for this study are as follow:

1. What is the level of UoB students' collocational competence as measured by CONTRIX?
2. Is there a correlation between students' CONTRIX test results and their TOEFL test results?
3. What are the teachers' perceptions regarding the teaching and learning of collocations?
4. What are the students' perceptions regarding the teaching and learning of collocations?

1.4. Research Objectives

This study has a number of objectives:

1. To investigate the level of UoB students' collocational competence using CONTRIX test.
2. To investigate the relationship between students' results in a standardized proficiency test i.e. TOEFL, and a collocational competency test i.e. CONTRIX.
3. To investigate UoB teachers' perceptions on collocations.
4. To investigate UoB students' perceptions on collocations.

1.5. Research Significance

The significance of this study is based on the significant role of collocations in EFL learning and teaching. The investigation of this problem would widen the perspectives of researchers who are interested in collocations, and may open new areas in the field of EFL learning. The results of the intended study could improve the attitudes towards collocations. The results could improve the curriculum, books, and

teaching methods of the English language. This goes hand in hand with the special attention and continuous development that is given to the educational sector in the kingdom of Bahrain especially with education reform that has already started during the last decade. This research will support the previous studies that supported the importance of collocations. In addition, collocations are to be reconsidered when designing teaching materials. For instance, UoB might reconsider the types of textbooks used to teach English language since it always aims at improving the students' English language skills especially that it is the medium of instructions there. Moreover, UoB might take the initiative to start teaching collocations in a separate course in order for it to receive more attention, or at least to include collocations in all English language teaching objectives i.e. CILOs.

1.6. Research Setting

The study is conducted at the University of Bahrain (UoB) and the sample consisted of teachers and students. The teachers were English language teachers who currently teach at the University of Bahrain. The students were level three English Language major students (EM). The teachers' questionnaire data were collected during December 2017, in addition to students' tests and questionnaire data.

1.7. Definitions of Terms

As far as the definitions are concerned, they are as follow:

Collocation: a term used to describe a group of words that occur repeatedly in a language.

CONTRIX test: a standardized test to measure collocational competence for EFL.

TOEFL test: a standardized test to measure the English language ability of non-native speakers.

UoB teachers: the English language teachers who teach at the University of Bahrain.

UoB students: Year three English major students at the University of Bahrain (EM).

Collocational competence: the ability to recognize, use, and / or produce collocations accurately.

Teachers' perceptions: UoB teachers' ways in which collocation is regarded, understood, or interpreted.

1.8. Organization of the study

This study consists of five chapters. The first chapter gives a brief about the topic of the study. Then, it discusses the research problem, questions, objectives, significance and definition of main terms used. Chapter two reviews the literature by first describing the topic of the study, and then by reviewing recent studies in the field of collocation. Chapter three describes the methodology of the study then chapter four previews the findings and discussion. Finally, chapter five states the study's conclusion and recommendations.

CHAPTER TWO

Literature Review

CHAPTER TWO: Literature Review

2.1.Introduction

This chapter discusses two main parts; the theoretical part and the review of the recent relevant studies. In the first part, the term collocation is reviewed and explained thoroughly by discussing the definition, the types and the importance of collocation. In the second part, the most recent research on collocations is reviewed by first providing brief summaries for each, and then by establishing connections between their results. Finally, the chapter ends by providing a general summary on what was covered in the chapter.

2.2.Definition of collocation

The term “collocation” has been first coined by Firth during the 1950s; therefore, he is considered the father of collocation. Throughout history linguists provided many definitions for collocations, each according to the way they approached the concept. For example, some of them have viewed them from a discourse aspect while others incorporated grammar in their definition. In addition, some linguists defined collocations from statistical aspects as well. Halliday and Hasan are an example of linguists who viewed collocations from a discourse aspect, while Kjellmer and Hoey are examples of linguists who incorporated grammar into collocations. Halliday and Hasan (1976) defined collocation as “cohesion that is achieved through the association of lexical items that regularly co-occur” (p.284). In short, they viewed collocation as “cohesive pairs” such as the case in *boy* and *girl*; they are related – opposite meanings – and thus “typically associated with one another” (p.284-286). Kjellmer (1984) defined collocations as “words that are determined lexically and restricted grammatically” (p.163) similar to Hoey (2000) who stated that

“collocation is the grammatical company a word keeps and the positions it prefers” (p. 234). Cambridge dictionary (2008) defines it as simple as “a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning” (p.268). The statistical approach has two common definitions as follow:

1- “Collocation is the statistical tendency of words to co-occur” (p.12) as in Hunston (2002).

2- “The occurrence of two or more words within a short space of each other in a text” (p.12) Sinclair, J. cited in Nesselhauf (2005).

Although the topic is trendy, as it has been recently researched during the past five decades, there are numerous definitions for it. Regardless of this fact, the definition of a collocation is not a matter of serious controversy since all the definitions share the same concept that goes around ‘words that go together’. The reason as to why they share the same notion is because of Firth’s (1957) famous definition “You shall know a word by the company it keeps” (p.11). Carter (1998) also defined collocations as “A term used to describe a group of words which occur repeatedly in a language” (p.51). In this dissertation, Carter’s definition is adapted.

2.3.Types of collocation

There are different ways to categorize collocations. In The BBI Combinatory Dictionary of English, Benson, Benson, and Ilson (2009) divided collocations into two large categories: lexical collocations and grammatical collocations. This categorization is grounded on the structural approach theory, and it simply suggests that grammatical collocations often consist of a noun plus a preposition, while lexical

collocations are basically combinations of nouns, adjectives and so on (Radhi, 2013).

(1) Lexical collocations example:

Verb+ Noun	<i>Make a decision, take place/part</i>
------------	---

(2) Grammatical collocations
example:

Verb + preposition	<i>I believe in ...</i>
--------------------	-------------------------

Hill (2000) for instance, categorized collocations into seven main categories as follow:

Adjective + noun	<i>a huge profit</i>
Noun + noun	<i>a pocket calculator</i>
Verb + adjective + noun	<i>learn a foreign language</i>
Verb + adverb	<i>live dangerously</i>
Adverb + verb	<i>half understand</i>
Adverb + adjective	<i>completely soaked</i>
Verb + preposition + noun	<i>speak through an interpreter</i>

Carter (1998) categorized collocations according to three main categories

(1) collocational restriction, (2) syntactic structure and (3) semantic opacity as follow:

(1) Collocational restriction

(a) Unrestricted collocations: when a specific lexical item has a great capacity to collocate with a wide range of items, such as the verb *have*. For example, *have a look/ a holiday/a rest/a letter/ time/notice/a walk*. In the previous example, the verb *have* is called a core word.

(b) Semi-restricted collocation: this category has more determined substitute items than the first category, such as *harbour doubt/grudges/uncertainty/suspicion*.

(c) Familiar collocation: the combinations between particular words that keep regular company with each other. Examples here are *innocent bystander/ unrequited love/ unmitigated disaster/ readily admit*.

(d) Restricted collocation: the combination between words in this category is general more fixed and closed, as when we say *pitch black*. Irreversible binomials are included in this category, for example *cash and carry/ ups and downs/ hit and miss/ assault and battery/ swings and roundabouts*.

(2) Syntactic structure

(a) Flexible structure: for example *break somebody's heart* is flexible in terms of grammar and word order.

(b) Regular with certain constraints: for example *to drop a brick* allows insertions and transformations in certain positions: e.g. *He's dropped a really enormous brick this time*.

(c) Irregular structure: the structure is more fixed under this category as in *to go one better, to be good friends with somebody*.

(3) Semantic opacity

(a) Transparent: when all parts of a collocation contribute the lexical meaning overtly. For example, *long time no see, when all is said and done*.

(b) Semi-transparent: when at least one of the lexical items does not contribute the lexical meaning, as in *the business really took off, there's more here than meets the eye*

- (i) Opaque: following the previous brief definitions of transparent and semi-transparent, opaque is a semantically non-transparent lexical item. This category is divided into two sub-categories
- (ii) Overt: lexical items which can be interpreted without contextual and or cultural knowledge, such as: *right on, yuk*
- (iii) Covert: lexical items which require cultural and/ or contextual knowledge for interpretations, such as: *to be on the ball, to carry the can, to kick the bucket.*

Regardless of the different categories, the cline in each category communicates almost the same concept, as it runs from less fixed - e.g. unrestricted collocation, flexible structure, and transparent – to more fixed – e.g. restricted collocation, irregular structure, and opaque.

2.4.Importance of collocation

Hill (2000) devoted a whole chapter to highlight the importance of collocation. He first started by giving a fact that 70% of the language is made of collocations. Then, he referred the ability of a native speaker to speak at the speed of the thought to the process of calling ready-made chunks from their mental dictionary. In addition, he pointed out that a native speaker deals with language by recognizing the multi-word units rather than processing everything word by word, which makes thinking easier. This is a feature of collocations, as they have the ability to “describe complex ideas quickly so that we can continue to manipulate the ideas without using all our brainspace to focus on the form of words” (p.55). The provided examples about the native speaker supported the importance of collocations. Hill also declared the relationship between language fluency and collocational knowledge, in which Walsh (2015) and Henriksen (2013) supported the same idea later on. Brown (1974)

indicated the relationship between a learner's collocational knowledge and the improvement of reading speed, and oral skills. This indication was supported later by other researchers as cited in (Bahas, 1993, Kenedy, 1990; Shin and Nation, 2007), as they reassured that collocational knowledge contribute to learner's ability of obtaining native-like performance in productive skills such as speaking and writing. In addition, Zarei and Tondaki (2015) supported the same point as they pointed out the relation between collocational knowledge and the improvement of other aspects of language. Farrokh (2012) for instance, concluded that language knowledge and fluent language use require collocational knowledge.

2.5. The teaching and learning of collocation

Hill (2000) gave a number of implications for the teaching and learning of collocations. He emphasized that the first step in teaching collocation is to acknowledge its entity in the language. Collocation should be treated as the other aspects of language are treated i.e. pronunciation, grammar and intonation. He also assured that collocation is not only to be taught to advanced students, but it should be included in teaching from the early stages. He directed teachers to present collocations in context rather than waiting for the students to encounter them on their own, as he advised "when teaching a new word, teach some of its most common collocations at the same time" (p. 60).

Hill (2000) identified three general steps to teach collocations. The first step was to raise students' awareness of collocations, the second step was to extend what students' already know, and the third step was to store collocations. Raising students' awareness can be done through inviting

students to constantly look for two word combinations and more. Another way to help students become more aware of collocations is to ask them to underline a specific type of collocations i.e. verb + noun collocations in a given text. Although this activity might look typical, it is helpful for students. It is also useful when teachers provide students with a common word and encourage their students to find collocates to this word. As far as extending what students already know; Hill (2000) made a critical comparison between two students in which both of them had a vocabulary of (2,000) words. The first student was expected to function in a limited way, while the second student who was collocationally competent in addition to the same vocabulary size of words, was expected to function in a more communicative way. The important message for English language teachers is “more class time needs to be spent with some of the more common words, in particular the ‘de-lexicalised’ verbs, *get, put, take, do, make* etc. Students who know 2,000 words and six collocations with each know 12,000 expressions” (p.62). Finally, for storing collocations, it was suggested that each student should have their own notebook in which they write down the learned collocations in an organized ways according to specific classifications i.e. by topic: collocations related to school, travel, food etc.

Hill (2000) also recommended ways to approach collocations at different levels. For elementary, it was advised that teachers increase the number of individual words through teaching them with small number of collocates. “For example, there is no point in learners knowing the word *holiday* unless they also know that you *go on holiday*” (p. 66). For intermediate students, they need to learn more words with collocates. Moreover, they need to improve their collocational competence with the previously learned words. For levels above intermediate, students should

read a lot, and they should have reached a stage where they understand the importance of learning new words with collocates. It is important for the students at this stage to know the inefficiency of learning individual new words. Finally for advanced students, it was pointed out that there should be a continuous enrichment to their store of collocations, including the words they have learned at the elementary level. “For example, all advanced students are familiar with the words *book*, *family*, *holiday* and *light* but how many would be familiar with the following collocations: *a coffee-table book*, *the nuclear family*, *a busman’s holiday*, *a blinding light*. Teachers are invited to devote more time in class in helping students discovering words and their collocates and recording them in a systematic way. Because this practice will enhance students’ skills in will eventually result in students doing it on their own.

2.6. Previous related studies

Studies related to English collocations in general were tracked back in the last decade for this section of the study, and almost all studies shed light on the teaching and learning practices of collocations. The extensive attention given to these implications of collocations is referred to the lack of agreed upon approach to teaching collocations (Nobahar, 2017, Karami, 2013). The studies have been categorized according to the major topics investigated, and thus three main themes have been developed accordingly (1) Implicit vs. explicit instructional method, (2) Collocations and receptive-productive skills (3) Corpus-based instruction and collocations. Each study was reviewed thoroughly and thus summarized highlighting the main points such as: title, author, population, research tools, analysis method and main results. Later, this researcher briefly

discussed the results of the reviewed studies and how they correlate with each other.

2.6.1. Implicit Vs. Explicit instructional method studies

Hosseini and Akbarian (2007) conducted a study which aimed at studying the relationship between collocational competence and general language proficiency. Thirty EFL students participated in this study who were selected through a tailored TOEFL test. A multiple-choice test of lexical collocations was administered to the participants and the results indicated a significant relationship between the scores on the TOEFL and the collocation test. Therefore, the study emphasized the importance of direct teaching or consciousness-raising techniques when teaching collocations.

Later, Durrant and Schmitt (2008) conducted a study aimed at examining the effects of different forms of repetition on collocation acquisition. The participants in the study were (84) EFL learners who were postgraduate students at the University of Nottingham. Since the university has an entry requirement of 6.0 IELTS or 550 TOEFL, the selected participants were assumed to be proficient in English. The participants were divided equally into three different groups that received three different training conditions. The first group received single exposure condition, where participants saw sentences from the first of the two sets of training materials. The second group received verbatim repetition condition, where participants were exposed only to sentences from the first of the two sets of training materials twice. The third group received varied repetition condition, where participants were exposed to sentences from both sets of training materials. The materials consisted of two sets of two lists, as each list contained: (10) sentences with a target word pair, (10) sentences with only the noun part of a target word pair, and (20)

sentences with other nouns. Towards the end of the experiment, a test was administered that took the form of a naming task based on the tasks used in Schooler and Anderson (1997). The results of the study indicated that adult second language learners retain information about what words appear together in their input. This result highlights the importance of the quality of the input for EFL.

Lin (2009) also conducted an empirical study where she aimed at examining the effects of explicit and long-term collocation instruction on the development of reading proficiency of EFL vocational high school students in Taiwan. The number of participants was (76) in total, as they were divided into two groups: experimental group consisted of (40) students, and the control group consisted of (36) students. The learners in both groups had the same level, which was low-proficiency in English. The duration of the study was of six months (which equaled one semester), both groups had the same English teacher and used the same English textbook. The experimental group was taught using explicit and systematic collocation instruction along with their regular English class. The control group had their regular English class with no focus or practice of collocations. Both groups were exposed to regular English language courses in addition to English for Specific Purpose (ESP) courses, namely: tourism English, nursing English and technology English. The participants had difficulties in learning the formulaic expressions or language chunks in the proposed courses, and this fact was due to the lack of their collocational competence. Therefore, the researcher designed and implemented her collocation instruction for based on Lewis's (2000) lexical approach and Van Lier's (1996) 3A curriculum design. The results of the conducted study indicated that the experimental group showed significant progress than the control group in

their English reading proficiency. In addition, the statistical analysis showed a significant positive correlation between students' collocational competence and their English reading proficiency. Therefore, the study recommends adding explicit collocation instruction to vocational high school English curriculum, raising EFL learners' awareness of collocations, and providing learners with systematic and repetitive practice of collocation technique.

In addition, Zaferanieh and Beharoonia (2011) conducted a study which investigated the impacts of four collocation instructional methods: Web-Based Concordancing vs. Traditional Method, Explicit vs. Implicit Instruction on (54) EFL students who were given a Michigan test for selecting those who are of same level of proficiency. They were streamed into two groups, where the first group's treatment was concordancing and traditional approach, and the second group's treatment was implicit and explicit collocation teaching. The participants for both groups were randomly divided and they both had a pre-test and a post-test to determine the effect of the applied treatments. The data were analyzed statistically through (t-Test) and the results showed that concordancing approach was effective in the teaching and learning of collocations, as the participants scored higher than those who were exposed to traditional method. Moreover, the participants who received explicit instructions were better than those who received implicit instruction through mere exposure.

Moreover, Mahvelati and Mukundan (2012) investigated the effects of input flood (implicit) and consciousness-raising approach (explicit) on collocation knowledge development of language learners that aimed at measuring the effectiveness of consciousness-raising approach against input flood collocation instruction. The participants in the study were (95)

upper intermediated learners who were randomly assigned into two groups, the control group and the experimental group. One of the experimental groups was provided with input flood treatment (implicit), while the other group received consciousness-approach treatment (explicit). The participants in the control group did not receive any instruction on learning collocations. The data were collected through pre-tests, immediate post-tests, and delayed post-tests. The results indicated that both methods of teaching collocations are effective; however, the consciousness-approach was significantly better than the input flood treatment.

Karami (2013) conducted a study, which aimed at investigating the effectiveness of two different methods of teaching collocations which were explicit and implicit, on the Iranian ELF learners' performance in using these collocations in writing paragraphs. The participants were (36) students who were randomly selected, and then divided into two different groups. The first group, which was the experimental group, received explicit instruction, while the second group which was the control group, received implicit instruction. The two groups took a pre-test to determine their writing ability at the beginning of the semester and after the class treatment. Then, again both groups were given the same topics as a post-test. It should be noted that the mean score for both groups in the pre-test was almost equal. However, there was a significant difference in the post-test. The results of this study indicated that the participants of the treatment group, which received explicit method of teaching collocations outperformed in using collocations in their paragraph writing.

Following that, Lina and Cortina (2014) investigated the effects of explicit English collocation instruction and vocabulary learning motivation on second language collocation and reading recall

performances. The study aimed at investigating the interrelations between the weekly effect of vocabulary related instruction and the effect of explicit collocation instruction and motivation on second language collocation performance and recall with collocations of non-English major undergraduates in Taiwan. The sample consisted of (50) students who were divided into experimental and control groups, where each group had (25) students. The researcher administered a reading proficiency test, a second language vocabulary learning motivation questionnaire, and (2) self-check vocabulary tests over (3) weeks. The treatment took a period of two weeks, as it used a vocabulary related instruction, collocation test, text-reading and reading recall in learners' first language. The experimental group was exposed to explicit instruction on (13) collocations and the control group was exposed to explicit instruction on each content word of the collocations. The collected data from this study was analyzed using a three-way multivariate analysis of variance. The results confirmed the effectiveness of explicit collocation instruction.

Likewise, Zareia and Tondaki (2015) investigated the effects of explicit and implicit techniques on Iranian EFL learners' comprehension and production of lexical collocations. The study aimed at investigating the effect of explicit and implicit techniques of presentation on EFL learners' comprehension and production of lexical collocations. The population for the study consisted of (250) male and female upper-intermediate level EFL students at four different English Language institutes, and the actual sample was only (180) participants who were randomly assigned according to a placement test. The researchers administered a pre-test to the participants to assure they did not have any prior knowledge of the targeted collocations, and then they were randomly assigned into two

groups where each group received different treatments, namely implicit and explicit instructional techniques. The total of the techniques were six different implicit and explicit instructional techniques. After the treatment, comprehension and production tests of lexical collocations were administered as a post-test. This study showed no significant difference between the effects of implicit and explicit techniques on the comprehension and production of lexical collocations.

Recently, Nobahar (2017) conducted a study which attempted to investigate the effect of explicit teaching of collocations and to investigate the effects of tests formats on students' results. The participants of the study were (30) female students who were selected due to their availability. However, a PET Standard English Test was administered to them in order to check for the homogeneity of the subjects. A pre-test on collocations was given to the participants towards the beginning of the semester to evaluate their current knowledge of collocations before the treatment. The study used the following instruments: Vocabulary knowledge scale, vocabulary pre-test, collocations instruction and comprehension questions. Then, there was a post-test that aimed at assessing which instruction was more effective. The results showed that the explicit teaching of collocations had improved the learner's knowledge of collocations, and the test format had also a significant effect on the participants' scores. In addition, the learners showed that participants demonstrated significant learning of collocations that was clearly reflected in the post-test scores.

To summarize the previous studies it can be said that Zaferanieh and Behrooznia (2011) compared not only explicit and implicit methods, but they incorporated web-based concordance lists of collocations vs. traditional methods. The results showed that explicit method was

significantly better than implicit method and concordance method was highly efficient in teaching and learning collocations as it was clearly shown in students' post-test results. Karami (2015) for instance, reached the same conclusion in regard to superiority of explicit method on implicit method, supporting Zaferanieh and Behrouznia (2011). Karami (2015) also reported that explicit teaching had great influence on students' performance in writing skills. Mahvelati and Mukundan (2012) indicated that both methods were effective as suggested in their study. However, the explicit method had greater effect than the implicit method on language learners' collocational knowledge. This finding was supported later in (2017) by Nobahar, as his study's results also concluded that explicit method improved learners' collocational knowledge. On the other hand, an Iranian study administered by Zarei and Tondaki (2015) suggested that there was no significant difference between the influence of implicit and explicit method on learners' comprehension and production of lexical collocations. Hosseini and Akbarian (2007) recommended the explicit method to teach English collocations, and so did Lin (2009) in addition to Lina and Cortina later in (2014). The previous researchers supported the explicit method in their conducted studies. However, Durrant and Schmitt (2008) emphasized the great role of implicit method, as they had proven that learners retain the words appearing together from their input. Thus, they highlighted the importance of adequate input of collocations.

2.6.2. Collocations and receptive, productive skills studies

To begin with, Brashi (2009) conducted a study that aimed at two points, first it aimed at examining some EFL learners' knowledge of English verb + noun collocations in terms of producing collocations of the same type accurately, and the second aim was to test the participants' receptive

knowledge of verb + noun collocations. The participants in this study were (20) senior English major students, where they were given the chance to volunteer for the study. The data were collected by tests; (Test 1) was of a production nature as it asked the students to fill in the blanks. (Test 2) for instance, was a multiple choice test of English collocations. The results revealed that the participants' receptive level is better than their productive level in terms of English verb + noun collocations.

Then, Jean (2009) investigated a corpus-driven design of a test for assessing the ESL collocational competence of university students. The aim of the study was to report an assessment of the collocational competence of students of English. The sample of the study consisted of (62) Spanish students at the University of Granada. They majored in English Linguistics year two, so they had already taken some English language courses to improve their language proficiency. The researcher designed an (80-item) test to estimate the participants' competence in the receptive and productive collocations. The test was statistically analyzed using the Statistical Package of Social Sciences (SPSS) and it was significant from the results that students scored lower on productive items than in the receptive items. This was already expected by the researcher.

Later on, Kim and Bea (2015) conducted a study which aimed at examining the relationship of collocation to two different language skills: reading and writing of EFL learners. The sample consisted of (86) Korean university students and they were administered three tests as follow: a collocation knowledge test, a reading test, and a writing test. Later on in the analysis, the sample was divided into two groups (good and poor) according to the reading test results. The test was administered on one day for (70) minutes. It first started with the collocation knowledge test, then the reading, and ended with the writing test which had a similar

theme to the reading passages used for the reading test. The collocation knowledge test and the reading test were corrected per correct answers, while the writing test was evaluated overall by two independent native speakers. In addition to the overall judgment for the writing test, collocations use was observed and analyzed as well. Data were analyzed statistically using Statistical Package of Social Sciences (SPSS) through testing correlation and multivariate analysis of variance (MANOVA). The results showed that students' collocation knowledge and reading skills had no significant correlations. Yet, a correlation was found significant between the writing quality and the use of collocations. A noticeable difference was clearly shown by the good and poor students in their usage of grammatical and lexical collocations. On average, good students used grammatical collocations more than poor students did. This last result validated the correlation between the usage of collocations and the writing quality. Based on these results, the researchers asserted the importance of learning grammatical and lexical collocations by an EFL writer to produce quality writing.

Moreover, Shoshtarri and Karami (2013) investigated lexical collocation instruction and its impact on Iranian Non-academic EFL learners' speaking. The study's aim was to see if using lexical collocations improve pre-intermediate EFL students' speaking proficiency. The sample for this study was (50) students of pre-intermediate level in English, who were studying English at the Iran Language Institute. Initially, the researchers administered an English placement test to (162) students to enable them to choose the sample. They selected those students of pre-intermediate level, as they were (50) students and assigned them into two groups as follow: (25) in experimental group, and (25) in the control group. Both groups had a pre-test on the first session,

and then over a period of (10) sessions – each lasted for (30) minutes – the control group was taught using only the course book materials, while the experimental group was taught lexical collocations in addition to the course book materials. As for the experimental group, participants received the treatment as follow: lexical collocations instruction and then fill in the blanks tests. Throughout the period of treatment, speaking activity was administered to both groups, in which participants had to choose two topics out of ten topics and express their perspectives on them. Their performance was rated according to a specific checklist after adding a criterion for collocations as well. After the tenth session, both groups were administered a post-test to measure their collocation patterning. The study's results reported that the intended teaching on lexical collocation had a positive effect on learners' speaking proficiency, and a modest effect on the use of lexical collocations. In other words, instructing lexical collocations to EFL students can enhance their language skills, especially their oral production proficiency.

In addition, Webb, Newton and Change (2013) conducted on incidental learning of collocation. The study's aim was to investigate the effects of repetition on the learning of collocations. The sample in the study consisted of (161) first and second year university Taiwanese students who were attending three different universities in Taiwan. The participants in the study were learning English as a foreign language (EFL) at their universities. The students were randomly divided into five groups: (4) experimental groups and (1) control group, all groups were administered a pre-test and a post-test. The control group did not receive any treatment during the study time period, as they did not read or listen to the reader at all. The experimental groups for instance, were given the same treatment (but in different ways) which was reading a modified

graded reader while listening to a recording of the story. The first experimental group encountered the targeted collocations for once only, the second experimental group encountered the targeted collocations (5) times, the third experimental group encountered the targeted collocations (10) times, and the fourth experimental group encountered the targeted collocations (15) times. The study's results indicated the possibility of learning collocations incidentally through reading while listening to a graded reader. In addition, it declared that learning may occur when the learners are encountered with collocations for (15) encounters.

Peters (2014) conducted a study that aimed to investigate the effects of repetitions and time of post-test administration on EFL learners' form recall of single words and collocations. It also aimed at examining the effect of repetition, type of lexical items, and the time of post-test for form recalling of single words and collocations. The sample of the study consisted of (35) first-year EFL business students, and they were assigned to two groups. Before assigning the participants in groups, the researcher made sure that all participants mastered the (2000) most frequent words in English, and he did that through administering Vocabulary Levels Test as the average score given was (27.8 out of 30). The first group consisted of (21) students and the second group consisted of (14) students, both groups had almost the same level of English Proficiency measured by the Vocabulary Levels Test. A productive vocabulary pre-test was given to all participants to make sure that the targeted items by the researcher for the experiment were unknown for the participants. Based on the test, the researcher selected (24) vocabulary items, in which (12) of them were single vocabulary and (12) items were collocations. The experiment was assigning decontextualized vocabulary activities for the selected items and then administering post-tests. It was meant for some items to occur

in the learning materials for one time, three times, and (5) times accordingly. The effect of learning was measured by recall tests and post-tests. Both groups received the same treatment, but they were given the post-tests in different times. The first group had the post-test immediately after the treatment, while the second group had the post-test one week after the treatment, then after two weeks both groups had a second post-test without prior notification. The results indicated that collocations are more difficult to learn than collocations, and that the repetition effect was significant regardless of time factor. In addition, the occurring times had a clear effect in both groups for single words and collocations, the more items occurred the more learners learned.

Similarly, Multu and Kasliogla (2016) conducted a study on vocabulary size and collocational knowledge of Turkish EFL learner and it aimed to investigate the relationship between the receptive vocabulary size, and the productive and receptive collocational knowledge of Turkish EFL learners. Three hundred and twenty six students were selected to participate in the study using convenient sampling technique. It should be noted that the participants attended (5) different schools in Turkey, but they were all senior students. The data was collected through a vocabulary size test by Nation and Beglar (2007), a productive collocation test and receptive collocation test called (COLLMATCH 3) by Gyllstad (2007). The results of the study declared a positive correlation between the average vocabulary size (8.450) word families and students' collocational level. In addition, it showed that students' receptive knowledge of collocations was wider than their productive knowledge on the same type of collocations.

Based on the reviewed studies above, Multu and Kasliogla (2016) conducted a study on vocabulary size and collocational knowledge of Turkish English language learners, which indicated that learners' receptive knowledge of collocations was much broader than their productive knowledge. This goes hand in hand with a previously done study by Brashi (2009) when he investigated the problem of collocations for second language learners of English, as his study's results showed that learners performed better at receptive level tests. Jean (2009) for instance, had already proven this in a prior study, as she clearly declared the poor collocational competence of learners especially in productive items at the performed test. Webb, Newton and Chang (2013) proved through a study the ability of learning collocations through receptive skills which are reading and listening. The result of their study yielded that collocations can be learned through reading while listening. Not only that, but they also highlighted the role of repetition in the learning process. As far as repetition is concerned, Peters (2014) also supports the importance of repetition in learning collocations. On the other hand, Shoshtari and Karami (2013) attested the positive effect of lexical collocations instruction on the development of language skills, namely speaking skills. Previously, Kim and Bae (2012) had given the same conclusion but regarding writing skills, as the results of their study demonstrated substantial correlation between writing quality and lexical collocations.

2.6.3. Corpus-based instruction and collocations studies

First, Jafarpour, Hashemian and Alipour (2013) investigated a corpus-based approach toward teaching collocation of synonyms that aimed at providing insights into the use of the corpus-based approach in second language classes. In addition, it aimed at comparing the effectiveness of corpus-based approach with the effectiveness of the traditional approach

on learning collocations of near-synonymous pairs. Near-synonyms pairs are words that are close in meaning according to Edmonds and Hirst (2002). The participants in this study were a hundred learners who took the Michigan Test of English Language Proficiency (MTELP). Then, based on the test, only (90) learners were permitted to the next stage, where participants took collocation test for the sake of homogeneity. The collocation test permitted only (84) learners based on their collocational knowledge, as they scored above the mean score of the collocation test that was piloted earlier for its reliability and validity. Finally, the participants were divided randomly and equally experimental group and control group. The experimental group studied with concordancing using materials from Britain National Corpus (BNC). The control group studied collocations explicitly. The data for this study was collected using a pre-test, a post-test, a pre-writing test, and a post-writing test. The data were analyzed statistically and the results indicated a difference between the two groups, as the concordance-based approach was more effective than the traditional approach on collocation knowledge of second language learners. The result of this study indicated that corpus data tools improved the participants' writing fluency and quality of writing.

In addition to that, Ucar and Yukselir (2015) conducted a study that investigated the effects of corpus-based activities on verb-noun collocations in EFL classes. The study aimed at the effectiveness of corpus-based activities collocation learning in EFL classes. The participants of the study were (30) students who were divided equally into experimental and control groups. A pre-test was administered to both groups and no significant difference was found between the two groups. The experimental group received the treatment as teaching verb-noun collocations by using corpus-based materials that was taken from the

Corpus of Contemporary American English (COCA). The control group was taught by traditional method through using dictionary meaning and exercises from students' textbook "Speak Out Intermediate". After the treatment, the participants in both groups were administered the same pre-test as a post-test this time, and the data were statistically analyzed through running t-tests and by Statistical Package for Social Sciences (SPSS) and it resulted in statistically significant difference between the experimental and control group according to the type of treatment. The corpus-based activities showed significant impact on learning collocation in EFL classes.

The two studies incorporated corpus-based instruction method in their treatment for teaching collocations, although both studies targeted collocations differently, they agreed that corpus-based instruction method was effective in the learning and teaching of collocations. Ucar and Yukselir (2015) compared corpus-based method to conventional method, and the results of their study demonstrated clear impact of corpus-based activity on learners' collocational knowledge. This study goes in line with the previously conducted study by Jaferpour, Hashimian and Alipour (2013), as they had also emphasized on the effectiveness of corpus-based method in teaching collocations.

2.7. Summary

In conclusion, most of the studies were in preference of the explicit method over the implicit method. However, the existence of other studies supporting the implicit method suggests the controversy between both methods, which creates a clear gap in the literature that needs to be filled by further extensive and precise research. The role of corpus-based instruction is in preference for teaching collocations as suggested by the

reviewed studies. Finally, it was clear how learners of English lack productive knowledge of collocations, yet the correlation between knowledge of collocations and the development of productive skills was proven to be positive. Filling the current gap in the field of collocation needs extensive research of different aspects. This research might not be able to fully fill the gap, but it contributes to establish a starting point in Bahrain context by investigating the collocational competence of Bahraini students in addition to investigating the perceptions of teachers and students on collocation. This chapter previewed theoretical information about collocation by providing different definitions of it, in addition to types of collocation, and it also highlighted the importance of collocations based on the literature. Then, it shed light on some teaching and learning practices of collocation and finally it summarized the recent research done on collocation.

CHAPTER THREE

Methodology

CHAPTER THREE: Methods and Procedures

3.1. Introduction

In this chapter, there are (5) points to be discussed in the light of methods and procedures. First, it starts with describing the methodology used and justifying the preference of this methodology. Following that, the research population and the sample are described in details, reaching the research tools, as this chapter discusses the tools and their reliability. Then, the data collection procedures are described as well as the statistical method used to interpret the results.

3.2. Methodology

This research was conducted using the quantitative methodology. The nature of the research questions proposed for this study required quantitative methods to answer them. For example, the first question aimed at determining the level of UoB (EM) students' collocational competence. Therefore, there was a need to use a testing tool in order to enable the researcher to describe the competence statistically through using the students' scores. Moreover, the second question's focus was correlation between CONTRIX test results and TOEFL test results, which again requires scores to be statistically interpreted. Finally, the last question sought the perceptions of UoB teachers and students, which was thought best to be collected through questionnaires that were divided into thirteen themes as listed in table (1).

Table (1)
Themes of the perceptions' questionnaire

No.	The Theme
1	Perceptions of attitudes towards collocations
2	Perceptions towards collocational awareness
3	Perceptions towards culture and its influence on the learning and teaching of collocations
4	Perceptions towards the current practices of collocations
5	Perceptions towards exams and homework and their relationship to collocations
6	Perceptions towards the adopted exercises to teach collocations
7	Perceptions towards the importance of collocations
8	Perceptions towards the learning of collocations
9	Perceptions towards the materials used to teach collocations
10	Overall perceptions towards the teaching and learning of collocations
11	Perceptions on the language skills and their relationship to collocations
12	Perceptions towards the teaching methods used to teach collocations
13	Perceptions towards the textbooks used to teach collocations

3.3. Population and Sample

The population for this study is UoB English language teachers and UoB English language major students (EM). The sample of the teachers consisted of (40) English language teachers who currently teach at the University of Bahrain. The teachers were all experienced, as some of them have taught for (26) years. The teachers' sample included (26) Master's holders in different majors; applied linguistics, English

language, and literature. It also included (14) Ph.D. holders who majored in translation, English language, applied linguistics and literature. Only one teacher had an experience of less than (6) years, while there were (14) teachers who had more than (26) years of experience. Six teachers had an experience of (6-10) years, (9) teachers had an experience of (11-15) years, (7) teachers had an experience of (16-20) years, and (3) teachers had an experience of (21-25) years. The sample of the students consisted of one group of (77) students. The students were enrolled in semester one of the academic year 2017-2018, and they were level three. They studied English for (12) years at school, and for (3) years at the university.

It should be noted that the population of both teachers and students was purposive population, and the sampling technique chosen for the samples selection was convenience sampling. According to Freankel and Wallen (2008), purposive population is “a nonrandom sample selected because prior knowledge suggests it is representative or because those selected have the needed information” (p. G-4), while convenience sampling is “a sample that is easily accessible” (p. G-2). The researcher went for a purposive population for teachers of English language at the university because they would provide clear and specific perceptions since they encounter a huge number of students every semester. The population of students was purposive as well because third year English major students would have covered a number of English courses and thus would be able to provide clear perceptions on collocations. The convenience sampling technique was chosen due to time limitation and availability of the sample of both teachers and students.

3.4. Data Collection Tools

Four different tools were used in this study; TOEFL test, CONTRIX test, and two questionnaires on perceptions, one for students and one for teachers. Two tools were of a testing nature, such as a TOEFL test and a CONTRIX test. The third tool was a perception questionnaire for teachers, and the fourth tool was a perception questionnaire for students. The TOEFL was a condensed version that was obtained from the English Language Center (ELC) at the university. The CONTRIX test by Revier (2015) was carefully developed to measure EFL collocational competency. The researcher had asked for a permission to use the test from the test developer himself, and she got it. The test is reliable according to its specifications that were provided by Revier (2015); as its Alpha test (α) gave (0.86). The CONTRIX test contained (45) items that were extracted from the BNC as indicated by the developer. The questionnaires for both teachers and students were parallel (where applicable). The statements in the questionnaire were developed carefully by the researcher with reference to questionnaire items in Mutlu (2016) and Ali (2016). The questionnaires were given to a panel of judges consisting of (5) English Language professors from the Department of English Language and Literature (DELL) at UoB in which they agreed on the questionnaires' items after some recommended modifications. Moreover, both questionnaires were tested using Cronbach's Alpha, and they registered a very good reliability. The teachers' questionnaire Cronbach's Alpha was (0.82), while the students' questionnaire was (0.83).

3.5. Data Collection Procedures

To serve the objectives of the study, a quantitative data collection method was used to collect data represented in tests and questionnaires. The researcher administered CONTRIX tests in two different classes of year three English Major in order to increase the number of participants to maintain external validity of the study. The test was administered towards the end of the first semester of the academic year (2017-2018), and took approximately (30) minutes. Students were informed that the test would reveal their knowledge of an English Language concept, and the results would be reported anonymously. Students were given the freedom to choose to do or not to do the test, assuring them that their academic performance in their course which was (ENGL 309) would not be affected under any circumstances. In the same session, students did the perceptions questionnaire, as it was tailed with a short consent for taking permission to use the data for research purposes only. The number of participants was (77) students. After one week, the condensed TOEFL was administered to the same groups, but it turned out that (13) students were absent on the day of the test so the total number of the students who completed the TOEFL was (64) students. The reason for giving the TOEFL on a different day was to avoid pressure on the participants by asking them to do two tests and a questionnaire on one day. Since the researcher aimed at finding the correlation between the CONTRIX test results and the TOEFL test results, she used the sample of students who completed both CONTRIX test and TOEFL test which was (64) students. In addition, the researcher aimed at investigating the perceptions of students, so she used all the responses for the questionnaire which were of (77) students.

As for the teachers, they only completed the questionnaire. The questionnaire data for teachers was administered by the researcher and this process took two weeks. It took this amount of time because it was conducted by only one person, and it took each teacher approximately (15) minutes to complete the questionnaire. Each teacher completed the questionnaire in their free time in the presence of the researcher. The total number of teachers who completed the questionnaire was (40).

3.6. Statistical Tools Used

The data was analyzed statistically through finding mean, and standard deviation. The data collected from the participants were coded and transferred into spreadsheets using Microsoft Excel. To ensure validity, the data was analyzed using the Statistical Package of the Social Sciences (SPSS). The results for both the CONTRIX and TOEFL were used to answer the first and second questions of the study. On the other hand, the results of the perceptions questionnaires for both teachers and students were used to answer the third, which is the last question of the study.

The results of the questionnaires were analyzed using (SPSS) by calculating percentages, mean and standard deviation. It should be noted that the questionnaire was based on Likert scale out of (5), starting with strongly agree and ending the scale with strongly disagree. Strongly agree weighted (5) points on the scale, and strongly disagree weighted (1) point respectively. Based on the traditional way of analyzing the mean on a scale of five; means from (0.01 to 2.00) are considered disagree, while means from (2.01 – 3.00) are considered not sure, and finally means from (3.01 – 5) are considered agree.

3.7. Summary

This chapter discussed methodology used to conduct this research. First, it started with a description of the methodology and a justification of the choice of research approach. Then, it provided detailed information about the population and sample, as well as the research tools. After that, it explained the steps of data collection procedures and concluded by explaining the statistical method used to interpret the results.

CHAPTER FOUR

Findings and Discussion

CHAPTER FOUR: Findings and Discussion

4.1. Introduction

This chapter introduces the findings and discussion of the proposed research questions in the current study. It used statistical calculations to obtain the finding that answers the following research questions:

1. What is the level of UoB students' collocational competence?
2. Is there a correlation between students' CONTRIX test results and their TOEFL test results?
3. What are the teachers' perceptions regarding the teaching and learning of collocations?
4. What are the students' perceptions regarding the teaching and learning of collocations?

It first previewed the findings of the tests results i.e. CONTRIX and TOEFL to answer the first two questions. Then, it previewed the questionnaire data according to themes for both teachers and students in order to answer question three and four. After the preview of findings, a discussion was made for each question. The discussion for question one and two were discussed separately, but the discussion for question three and four was discussed at once because both questions dealt with perceptions and thus they were mostly parallel.

4.2. Findings

To obtain the findings of this study, two tests were used in addition to two questionnaires. The first test was a CONTRIX test which aimed at testing the students' collocational competence, while the second test was a TOEFL in which it aimed at testing the students' proficiency level in English language. Next, there were two questionnaires, where one questionnaire was distributed among teachers, and the second

questionnaire was distributed among students. It is worth noting that both questionnaires had some parallel items to check responses from both sides.

4.3. Findings of Question One: What is the level of UoB students' collocational competence?

To answer this question, a CONTRIX test was administered to students to reveal their competency level in collocations.

4.3.1. CONTRIX Test Results

Below is a table for group statistics for CONTRIX test results, as it illustrates the number of test items, the number of test takers, the mean score, the maximum score, the minimum score and the standard deviation.

Table (2)
Group statistics for CONTRIX test results

CONTRIX items	N	Mean score	Max.	Min.	SD
45	64	17.2	40	1	7.18

According to table (1) the mean of students' results in CONTRIX test was (17.2) with a standard deviation of (7.18). The test consisted of (45) items and students scored less than half the intended points, therefore the students' results are low compared to the total intended marks of the CONTRIX test.

4.3.2. Discussion of Question one

To answer question one; one should consider the mean of the test results. As mentioned earlier, the students' mean was less than half the intended mark for the test. The test consisted of (45) items, and according to table (1), students answered approximately (17) items correctly. Answering the proposed question in the current study, the level of UoB English major students' is below the average, which means the students are not competent in collocations. In reference to the literature, there were a number of studies that tried to measure learners' collocational knowledge throughout the years starting from (1990) as seen in (Aghbar, 1990; Al-Zaharni, 1998; Bahns & Eldaw, 1993; Farghal & Obiedat, 1995). According to Hill (2000), the common results of such studies indicated that EFL learners lack collocational knowledge. The finding of the current research supported the findings yielded earlier in previous research. The standard deviation as shown in table (1) is high, as it gave (7.18). This is due to the huge variance in students' results in the test, as the highest mark which was attained by only one student was (40), while the lowest mark which again was attained by only one student was (1). It should be noted that the second highest mark was (33), and the rest of the results were below that reaching to (5) marks.

4.4. Findings of Question Two: Is there a correlation between students' CONTRIX test results and their TOEFL test results?

To answer this question, the results of both tests were calculated statistically using (SPSS) through applying the (Pearson Correlation) technique.

4.4.1. CONTRIX Rest Results

Table (2)

Group statistics for CONTRIX test results

CONTRIX items	N	Mean score	Max.	Min.	SD
45	64	17.2	40	1	7.18

The results were reported in section (4.3.1). The students scored below half of the intended mark for the test.

4.4.2. TOEFL Test Results

Table (3)

Group statistics for TOEFL test results

TOEFL items	N	Mean score	Max.	Min.	SD
60	64	496.25	625	400	53.84

In table (2) it shows that (64) students performed the TOEFL test and the mean score was (496.25).

4.4.3. Discussion of Question Two

As seen in table (1) the students' results reflected poor collocational competence as measured by the CONTRIX test. Table (2) showed the results of the TOEFL test. In order to see whether there was a correlation between the students' scores in both tests, Pearson Correlation Coefficient was used.

Table (4)

Descriptive statistics of Pearson Correlations between CONTRIX test results and TOEFL test results

		CONTRIX	TOEFL
CONTRIX	Pearson Correlation	1	.753**
	Sig. (2-tailed)		.000
	N	64	64
TOEFL	Pearson Correlation	.753**	1
	Sig. (2-tailed)	.000	
	N	64	64

** . Correlation is significant at the 0.01 level (2-tailed).

Table (3) shows that correlation is significant at the 0.01 level (2-tailed). Therefore, the answer for the second question is, yes there is a correlation between students' CONTRIX test results and students' TOEFL test results. This significance adds to the value of English collocations and assures the importance of them. So, it is important for collocations to be taught in classes. This result supports the study conducted by Hosseini and Akbarian (2007), as they too had conducted a study that proved the significant relationship between collocational competence for EFL students, and their general language proficiency measured by TOEFL. Moreover, Rahimi and Momeni (2011) conducted a study to investigate the effects of teaching collocations on English language proficiency and it implied that collocations could improve students' language proficiency. Namvar (2012) also assured that English collocations are related to English language proficiency and he emphasized the existence of a strong relationship between collocations and the overall proficiency.

4.5. Findings of Question Three: What are the teachers' perceptions regarding the teaching and learning of collocations?

To answer this question, a perceptions questionnaire was administered to teachers, in which it was initially divided into thirteen themes to provide clear description of teachers' perceptions.

4.5.1. Questionnaire's Findings

In this section, the findings of the teachers' questionnaire findings will be presented and then discussed.

4.5.1.1. Theme 1: Teachers' perceptions of students' attitudes towards collocations

The table below contains (6) items that shows the teachers' perceptions of students' attitudes towards collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (5)
Descriptive statistics for teachers' perceptions of students' attitudes
towards collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
50	My students have problems in learning collocations.	40	37.5%	45%	17.5%	100%	3.20	0.82

51	My students can understand the meaning of collocations when they see them	40	35%	57.5%	7.5%	100%	3.30	0.65
52	My students can identify collocations when they see them.	40	42.5%	42.5%	15%	100%	3.28	0.72
55	My students have positive attitudes towards learning collocations.	40	37.5%	47.5%	15%	100%	3.20	0.85
56	My students are able to remember the meaning of collocations they are taught in class	40	57.5%	27.5%	15%	100%	3.43	0.75
58	My students are competent at their collocational knowledge.	40	25%	42.5%	32.5%	100%	2.93	0.86
Total average		40	39.2%	43.8%	17%	100%	3.22	0.78

The first theme addressed the attitudes of students towards collocations as seen by the teachers. Table (5) introduces (6) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (3.22), which indicates agree. Item (56) in the proposed table had the highest mean (3.43). Fifty seven and a half percent of the teachers stated that their students were able to remember the meaning of collocations taught in class. Item (58) had the lowest mean (2.9) that indicated not sure. Accordingly, (42.5%) of the teachers were not sure that their students were competent at their collocational knowledge.

4.5.1.2. Theme 2: Teachers' perceptions towards collocation awareness

The table below contains (2) items that shows the teachers' perceptions towards collocation awareness. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (6)
Descriptive statistics for teachers' perceptions towards collocation awareness

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
27	I know there are special dictionaries for collocations.	40	70%	15%	15%	100%	3.90	1.13
49	My students are already aware of collocations	40	40%	27.5%	32.5%	100%	3.13	0.94
Total average		40	55%	21.2%	23.8%	100%	3.52	1.04

The second theme addressed the awareness of teachers towards collocations. Table (6) introduces (2) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (3.52), which indicates agree. Item (27) for instance had the highest mean (3.43). Seventy percent of the teachers agreed that they know about collocations special dictionaries. Item (49) had the lowest mean (3.13) which also indicated agree. Accordingly, (40%) of the teachers agreed that their students are already aware of collocations.

4.5.1.3. Theme 3: Teachers' perceptions towards culture and its influence on the learning and teaching of collocations

The table below contains (2) items that shows the teachers' perceptions towards culture and its influence on the learning and teaching of collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (7)
Descriptive statistics for teachers' perceptions towards culture and its influence on the learning and teaching of collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
59	Culture plays an important role in learning collocations	40	80%	15%	5%	100%	4.03	0.80
60	Cross-cultural collocations are the easiest to teach.	40	57.5%	30%	12.5%	100%	3.65	0.95
Total average		40	68.8%	22.5%	8.7%	100%	3.84	0.88

The third theme addressed the role played by culture in the teaching and learning of collocations. Table (7) introduces (2) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (3.84), which indicates agree. Item (59) as seen in the table had the highest mean (4.03). Eighty percent of the teachers agreed that culture plays an important role in learning. Item (60) had the lowest mean (3.65) which also indicated agree, where (57.5%) of the teachers assured that cross-cultural collocations are the easiest to teach.

4.5.1.4. Theme 4: Teachers' perceptions towards the current practices of collocations

The table below contains (6) items that shows the teachers' perceptions towards the current practices of collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (8)
Descriptive statistics for Teachers' perceptions towards the current practices of collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
1	I teach collocation in my classroom.	40	77.5%	15%	7.5%	100%	3.93	0.92
3	Teaching collocation is one of my objectives in teaching English language.	40	55%	17.5%	27.5%	100%	3.43	1.13
11	I teach collocation in the textbook only.	40	37.5%	10%	52.5%	100%	2.65	1.37
12	I only teach common collocation.	40	47.5%	27.5%	25%	100%	3.15	1.05
30	My students use a dictionary of collocation in my class.	40	22.5%	15%	62.5%	100%	2.38	1.08
31	I use different activities on collocation in my class.	40	40%	25%	35%	100%	3.05	1.11
Total average		40	46.7%	18.3%	35%	100%	3.10	1.11

The fourth theme addressed the current practices of collocations by teachers. Table (8) introduces (6) items under this theme, calculates the

percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (3.10), which indicates agree to nearly not sure. Item (1) in the proposed table had the highest mean (3.93). Seventy seven and half percent of the teachers agreed that they teach collocations in the classroom. Item (30) had the lowest mean (2.38) which indicated not sure, where (62.5%) of the teachers disagreed that their students use dictionaries in the classrooms.

4.5.1.5. Theme 5: Teacher's perceptions towards exams and homework on collocations

The table below contains (2) items that shows the teachers' perceptions towards exams and homework on collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (9)
Descriptive statistics for Teacher's perceptions towards exams and homework on collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
48	I give homework on collocations.	40	47.5%	10%	42.5%	100%	3.05	1.18
57	Collocations help my students to score better marks in English language tests.	40	60%	30%	10%	100%	3.53	0.91
Total average		40	53.8%	20%	26.2%	100%	3.29	1.05

The fifth theme addressed exams and homework and their relationship to collocations. Table (9) introduces (2) items under this theme, calculates

the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (3.29), which indicates agree. Item (57) for instance had the highest mean (3.53). Sixty percent of the teachers agreed collocations help students to score better marks in English language tests. Item (48) had the lowest mean (3.05) which also indicated agree, where (47.5%) of the teachers agreed that they give homework to their students. It worth noting here that (42.5%) of the teachers disagreed on the same statement.

4.5.1.6. Theme 6: Teachers' perceptions towards the adopted exercises to teach collocations

The table below contains (5) items that shows the teachers' perceptions towards the exercises to teach collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (10)
Descriptive statistics for teachers' perceptions towards the adopted
exercises to teach collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
32	Multiple-choice questions are helpful exercises to teach collocations	40	62.5%	30%	7.5%	100%	3.68	0.97
33	Matching is a helpful exercise to teach collocations	40	77.5%	22.5%	0%	100%	3.90	0.59
34	True and false is a helpful exercise to teach collocations	40	42.5%	37.5%	20%	100%	3.25	0.98

35	Gap filling activities are helpful exercises to teach collocations	40	70%	30%	0%	100%	3.80	0.61
36	Finding synonyms and antonyms is a helpful exercise to teach collocations	40	55%	35%	10%	100%	3.53	0.88
Total average		40	61.5%	31%	7.5%	100%	3.63	0.81

The sixth theme addressed exercises adapted to teach collocations. Table (10) introduces (5) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (3.63), which indicates agree. Item (33) in the proposed table had the highest mean (3.9). Seventy seven and half percent of the teachers agreed that matching is a helpful exercise to teach collocations, and it should be considered as well that (0%) of the teachers disagreed on this statement. Then comes item (35) with a high mean (3.8) and (70%) of the teachers' agreement that gap-filling activities are helpful exercises to teach collocations, with (0%) disagreement as well. Item (34) had the lowest mean (3.25) which also indicated agree, where (42.5%) of the teachers agreed that true and false is a helpful exercise to teach collocations.

4.5.1.7. Theme 7: Teachers' perceptions towards the importance of collocations

The table below contains (2) items that shows the teachers' perceptions towards the importance of collocations. The table illustrates the statements under this theme, the number of participants, the responses

percentages, the mean, the standard deviation and calculates the total average for them.

Table (11)
Descriptive statistics for teachers' perceptions towards the importance of collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
2	Collocations have an important role in vocabulary learning	40	85%	10%	5%	100%	4.35	0.95
5	It is important to teach collocations to improve EFL learners' language proficiency in English.	40	82.5%	12.5%	5%	100%	4.23	0.86
Total average		40	83.8%	11.2%	5%	100%	4.29	0.91

The seventh theme addressed importance of collocations. Table (11) introduces (2) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (4.29), which indicates agree. Item (2) as proposed in the table had the highest mean (4.35). Eighty five percent of the teachers agreed that collocations have an important role in vocabulary learning. Item (5) had the lowest mean (4.23) but it is still a high agreement, where (82.5%) of the teachers agreed that it is important to teach collocations to improve EFL learners' language proficiency in English.

4.5.1.8. Theme 8: Teachers' perceptions towards the learning of collocations

The table below contains (2) items that shows the teachers' perceptions on the way of learning collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (12)
Descriptive statistics for teachers' perceptions towards the learning of collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
6	Collocations are acquired.	40	62.5%	20%	17.5%	100%	3.68	1.02
43	Students learn collocations incidentally.	40	45%	40%	15%	100%	3.33	0.86
Total average		40	53.8%	30%	16.2%	100%	3.51	0.94

The eighth theme addressed how the learning of collocations occurs. Table (12) introduces (2) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (3.51), which indicates agree. Item (6) for instance had the highest mean (3.68). Sixty two and half of the teachers agreed that collocations are acquired. Item (43) had the lowest mean (3.33) which also indicated agree, where (45%) of the teachers agreed that students learn collocations incidentally.

4.5.1.9. Theme 9: Teachers' perceptions towards the materials used to teach collocations

The table below contains (4) items that shows the teachers' perceptions towards the materials used to teach collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (13)

Descriptive statistics for teachers' perceptions towards the materials used to teach collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
4	I have enough materials to teach collocations.	40	47.5%	40%	12.5%	100%	3.48	0.88
40	Exposure to English media materials improve students' competency in collocations.	40	85%	15%	0%	100%	4.23	0.70
41	Reading authentic materials in English (Literary works, books, newspapers, etc.) improves students' competency in collocations	40	92.5%	5%	2.5%	100%	4.38	0.70
42	English newspapers are good source for learning collocations	40	77.5%	17.5%	5%	100%	3.95	0.78
Total average		40	75.6%	19.4%	5%	100%	4.01	0.77

The ninth theme addressed the materials used for the learning of collocations. Table (13) introduces (4) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (4.01), which indicates high agreement. Item (41) for instance had the highest mean (4.38). Ninety two and half percent of the teachers agreed that reading authentic materials in English improves students' competency in collocations. Then, (85%) of the teachers also emphasized on item (40) which stated that exposure to English media materials improve students' competency in collocations. It should be noted that (0%) of the teachers disagreed on this item. Item (4) had the lowest mean (3.48) which also indicated agree, where (47.5%) of the teachers agreed that they have enough materials to teach collocations. another (40%) of the teachers said they were not sure about the availability of enough materials.

4.5.1.10. Theme 10: Teachers' overall perceptions towards the teaching and learning of collocations

The table below contains (9) items that shows the teachers' overall perceptions towards the teaching and learning of collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (14)
Descriptive statistics for teachers' overall perceptions towards the
teaching and learning of collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
7	I allocate enough time to teach collocations in the classroom.	40	37.5%	32.5%	30%	100%	3.08	1.00
8	Teaching collocations is time consuming.	40	25%	40%	35%	100%	2.88	1.14
10	Teachers need special skills to teach collocations.	40	37.5%	27.5%	35%	100%	3.05	1.06
13	Collocations should be taught at the university only.	40	5%	17.5%	77.5%	100%	1.95	0.93
20	Teaching collocations is a difficult task.	40	17.5%	15%	67.5%	100%	2.38	1.00
21	Teaching collocations requires a separate course.	40	15%	25%	60%	100%	2.33	1.21
24	Native speakers are better than non-native speakers to teach collocations.	40	27.5%	20%	54.5%	100%	2.70	1.34
25	Collocations are not given enough attention in the English language teaching.	40	42.5%	40%	17.5%	100%	3.33	0.94
26	I don't know how to teach collocations.	40	5%	10%	85%	100%	1.80	0.91
Total average		40	23.6%	25.2%	51.2%	100%	2.61	1.06

The tenth theme addressed the overall perceptions of collocations. Table (14) introduces (9) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (2.61), which indicates agree. Item (25) for

instance had the highest mean (3.33). Forty two and half percent of the teachers agreed that collocations are not given enough attention in the English language teaching. Item (26) had the lowest mean (1.8) which indicated disagree, where (85%) of the teachers disagreed that they do not know how to teach collocations.

4.5.1.11. Theme 11: Teachers' perceptions on the language skills and their relationship to collocations

The table below contains (6) items that shows the teachers' perceptions towards the relationship between the language skills and collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (15)

Descriptive statistics for teachers' perceptions on the language skills and their relationship to collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
44	Reading helps my students learn collocations.	40	92.5%	2.5%	5%	100%	4.20	0.82
45	Listening helps my students learn collocations	40	77.5%	17.5%	5%	100%	3.98	0.89
46	Speaking helps my students learn collocations	40	77.5%	20%	2.5%	100%	3.98	0.73
47	Writing helps my students learn collocations	40	75%	15%	10%	100%	3.90	1.06

53	My students use collocations when they speak.	40	40%	40%	20%	100%	3.18	0.81
54	My students use collocations when they write.	40	42.5%	35%	22.5%	100%	3.15	0.89
Total average		40	67.5%	21.7%	10.8%	100%	3.73	0.87

The eleventh theme addressed the skills associated to the teaching and learning of collocations. Table (15) introduces (6) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (3.73), which indicates agree. Item (44) as proposed in the table had the highest mean (4.2). Ninety two and half percent of the teachers agreed that reading helps their students to learn collocations. Item (54) had the lowest mean (3.15) which nearly indicated not sure, where (42.5%) of the teachers agreed that their students used collocation when they write. It should be noted that (35%) of the teachers were not sure about the same statement as well.

4.5.1.12. Theme 12: Teachers' perceptions towards the teaching methods used to teach collocations

The table below contains (7) items that shows the teachers' perceptions towards the teaching methods used to teach collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them

Table (16)
Descriptive statistics for teachers' perceptions towards the teaching
methods used to teach collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
22	I have clear strategies/ methods on how to teach collocations.	40	45%	22.5%	32.5%	100%	3.18	1.24
23	I have attended workshops/seminars on teaching collocations.	40	22.5%	10%	67.5%	100%	2.25	1.26
28	I use a dictionary to teach collocations.	40	37.5%	20%	42.5%	100%	2.83	1.28
29	Students can learn collocations better when they use a dictionary.	40	50%	25%	25%	100%	3.25	1.08
37	Students learn collocations better if I use translation technique.	40	27.5%	37.5%	35%	100%	2.93	1.05
38	Students learn collocations better if I corpus data tool.	40	40%	40%	20%	100%	3.30	0.99
39	Students learn collocations better if I use collocational grids.	40	37.5%	55%	7.5%	100%	3.38	0.74
Total average		40	37.2%	30%	32.8%	100%	3.02	1.09

The twelfth theme addressed the teaching methods used to teach collocations. Table (16) introduces (7) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (3.02), which indicates not sure. Item (39) for instance had the highest mean (3.38). Thirty seven and

half percent of the teachers agreed that students learn collocations better if they use collocational grids. However, a higher percentage of teachers (55%) were not sure about the effectiveness of this method. Item (23) had the lowest mean (2.25) which indicated not sure. Twenty three percent of the teachers agreed that they had attended workshops or seminars on teaching collocations, while a higher percentage (68%) disagreed on the same statement.

4.5.1.13. Theme 13: Teachers' perceptions towards the textbooks used to teach collocations

The table below contains (6) items that shows the teachers' perceptions towards the textbooks used to teach collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (17)

Descriptive statistics for teachers' perceptions towards the textbooks used to teach collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
14	The textbooks require teachers to teach collocations.	40	42.5%	30%	27.5%	100%	3.13	0.97
15	The textbooks I use have enough collocations.	40	30%	25%	45%	100%	2.85	1.03
16	The textbooks I use are enough to teach collocations.	40	25%	37.5%	37.5%	100%	2.85	0.92

17	The textbooks have clear guidelines on how to teach collocations	40	22.5%	25%	52.5%	100%	2.45	1.11
18	The textbooks motivate students to learn collocations.	40	17.5%	47.5%	35%	100%	2.73	0.96
19	The textbooks offer a wide range of collocation exercises	40	17.5%	27.5%	55%	100%	2.48	1.04
Total average		40	25.8%	32.1%	42.1%	100%	2.75	1.01

The thirteenth theme addressed the teachers' perceptions towards the textbooks used in the university to teach collocations. Table (17) introduces (6) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (2.75), which indicates not sure. Item (14) as proposed in the table had the highest mean (3.13), although it is the highest mean, it is still indicating not sure. Forty two and half percent of the teachers agreed that the textbooks require teachers to teach collocations, while (30%) of the teachers were not sure about this statement. Item (17) had the lowest mean (2.45) which nearly indicated not sure, where only (22.5%) of the teachers agreed that the textbook had clear guidelines on how to teach collocations. It should be noted that (52.5%) of the teachers disagreed on this statement.

4.6. Findings of Question Four: What are the students' perceptions regarding the teaching and learning of collocations?

To answer this question, a perceptions questionnaire was administered to students, in which it was initially divided into thirteen themes to provide clear description of students' perceptions.

4.6.1. Questionnaire's Findings

In this section, the students' questionnaire findings will be presented and then discussed.

4.6.1.1. Theme 1: Students' attitudes towards collocations

The table below contains (6) items that shows the students' attitudes towards collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (18)
Descriptive statistics for students' attitudes towards collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
41	I have problems in learning collocations.	77	24.7%	19.5%	55.8%	100%	2.57	1.21
42	I can understand the meaning of collocations when I see them.	77	66.2%	28.6%	5.2%	100%	3.92	0.94
43	I can identify collocations when I see them.	77	68.8%	28.6%	2.6%	100%	3.91	0.85

46	I have positive attitudes towards learning collocations.	77	75.3%	19.5%	5.2%	100%	4.03	0.95
47	I am able to remember the meaning of collocations taught in class	77	79.2%	13%	7.8%	100%	4.08	0.94
49	I am competent at my collocational knowledge.	77	46.8%	45.5%	7.8%	100%	3.52	0.82
Total average		77	60.2%	25.8%	14%	100%	3.67	0.95

The first theme addressed the students' attitudes towards collocations. Table (18) introduces (6) items under this theme, calculates the percentages of students' responses, the mean and the standard deviation. The mean average for this theme is (3.67), which indicates agree. Item (47) for instance had the highest mean (4.08). Almost (79%) of the students agreed that they were able to remember the meaning of collocations taught in class. Item (41) had the lowest mean (2.57) which indicated not sure. Nearly (25%) of the students agreed that they had problems in learning collocations, while a higher percentage of almost (56%) disagreed on the same statement.

4.6.1.2. Theme 2: Students' perceptions towards collocation awareness

The table below contains (3) items that shows the students' perceptions towards collocation awareness. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (19)
Descriptive statistics for students' perceptions towards collocation awareness

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
18	I know what are collocations	77	70.1%	22.1%	7.8%	100%	3.95	1.05
19	I know there are special dictionaries for collocations.	77	49.4%	28.6%	22.1%	100%	3.43	1.28
40	I am already aware of collocations	77	70.1%	26%	3.9%	100%	4.04	0.94
Total average		77	63.2%	25.6%	11.2%	100%	3.81	1.09

The second theme addressed the students' collocation awareness. Table (19) introduces (3) items under this theme, calculates the percentages of students' responses, the mean and the standard deviation. The mean average for this theme is (3.81), which indicates agree. Item (40) as proposed in the table had the highest mean (4.04). Seventy percent of the students agreed that were already aware of collocations. Item (19) had the lowest mean (3.43) which indicated agree as well. Forty nine and half percent of the students agreed that they knew there are special dictionaries for collocations.

4.6.1.3. Theme 3: Students' perceptions towards culture and its influence on the learning and teaching of collocations

The table below contains (2) items that shows the students' perceptions towards culture and its influence on the learning and teaching of collocation. The table illustrates the statements under this theme, the

number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (20)

Descriptive statistics for students' perceptions towards culture and its influence on the learning and teaching of collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
50	Culture plays an important role in learning collocation	77	71.4%	16.9%	11.7%	100%	4.00	1.17
51	Cross-cultural collocations are the easiest to learn.	77	49.3%	44.2%	6.5%	100%	3.62	0.96
Total average		77	60.4%	30.5%	9.1%	100%	3.81	1.07

The third theme addressed the students' perceptions towards culture and its influence on the teaching and learning of collocations. Table (20) introduces (2) items under this theme, calculates the percentages of students' responses, the mean and the standard deviation. The mean average for this theme is (3.81), which indicates agree. Item (50) for instance had the highest mean (4.00). Seventy one and half percent of the students agreed that culture plays an important role in learning collocations. Item (51) had the lowest mean (3.63) which indicated agree as well. Almost (49%) of the students agreed that cross-cultural collocations are the easiest to learn.

4.6.1.4. Theme 4: Students' Perceptions towards the current practices of collocations

The table below contains (4) items that shows the students' perceptions towards the current practices of collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (21)
Descriptive statistics for students' Perceptions towards the current practices of collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
1	I learn collocations in my classroom.	77	64.9%	26%	9.1%	100%	3.75	0.96
3	Learning collocations is one of the objectives of English language courses	77	57.1%	33.8%	9.1%	100%	3.74	0.99
7	I learn collocations from the textbook only.	77	20.8%	19.5%	59.7%	100%	2.36	1.11
22	My teacher uses different activities on collocations in my class.	77	33.8%	36.3%	29.9%	100%	3.00	1.11
Total average		77	44.2%	28.9%	26.9%	100%	3.21	1.04

The fourth theme addressed the students' perceptions towards the current practices of collocations. Table (21) introduces (4) items under this theme, calculates the percentages of students' responses, the mean and the standard deviation. The mean average for this theme is (3.21), which

indicates agree. Item (1) according to the table, had the highest mean (3.75). Almost (45%) of the students agreed that they learn collocations in the classroom. Item (7) had the lowest mean (2.36) which indicated not sure. Near (21%) of the students agreed that they learn collocations from just the textbook, while a higher percentage disagreed on the same statement.

4.6.1.5. Theme 5: Students' Perceptions towards exams and homework on collocations

The table below contains (2) items that shows the students' perceptions towards exams and homework on collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (22)
Descriptive statistics for students' perceptions towards exams and homework on collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
39	My teacher gives homework on collocations.	77	29.8%	35.1%	35.1%	100%	2.84	1.23
48	Collocations help me score better marks in English language tests.	77	59.7%	32.5%	7.8%	100%	3.75	0.99
Total average		77	44.8%	33.8%	21.4%	100%	3.3	1.11

The fifth theme addressed the students' perceptions towards exams and homework and their relationship to collocations. Table (22) introduces (2)

items under this theme, calculates the percentages of students' responses, the mean and the standard deviation. The mean average for this theme is (3.3), which indicates agree. Item (48) as proposed in the table had the highest mean (3.75) which indicated agree. Nearly (60%) of the students agreed that collocations help them score better marks in English language tests. Item (39) had the lowest mean (2.84) which indicated not sure. Almost (30%) of the students agreed that their teachers give them homework on collocations, (35%) were not sure about it, and the rest were also (35%) who disagreed on this statement.

4.6.1.6. Theme 6: Students' perceptions towards the adopted exercises to teach collocations

The table below contains (5) items that shows the students' perceptions towards the exercises used to teach collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (23)
Descriptive statistics for students' perceptions towards the adopted exercises to teach collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
23	Multiple-choice questions are helpful exercises to learn collocations	77	67.5%	19.5%	13%	100%	3.83	1.14
24	Matching is a helpful exercise to learn collocations	77	67.5%	20.8%	13%	100%	3.74	1.09

25	True and false is a helpful exercise to learn collocations	77	50.6%	29.9%	19.5%	100%	3.42	1.18
26	Gap filling activities are helpful exercises to learn collocations	77	63.6%	31.2%	5.2%	100%	3.88	0.95
27	Finding synonyms and antonyms is a helpful exercise to learn collocations	77	61%	32.5%	6.5%	100%	3.75	0.86
Total average		77	62%	26.6%	11.4%	100%	3.72	1.05

The sixth theme addressed the students' perceptions towards the adopted exercises to teach collocations. Table (23) introduces (5) items under this theme, calculates the percentages of students' responses, the mean and the standard deviation. The mean average for this theme is (3.72), which indicates agree. It should be noted that almost all items were of similar means, which indicates the preference of such exercises to learn collocations. Item (26) as shown in the table had the highest mean (3.88) which indicated agree. Sixty three and half percent of the students agreed that gap filling activities are helpful exercises to learn collocations. Item (25) had the lowest mean (3.42) which also indicated agree. Fifty and half percent of the students agreed that true and false is a helpful exercise to learn collocations.

4.6.1.7. Theme 7: Students' Perceptions towards the importance of collocations

The table below contains (1) item that shows the students' perceptions towards the importance of collocations. The table illustrates the statements under this theme, the number of participants, the responses

percentages, the mean, the standard deviation and calculates the total average for them.

Table (24)

Descriptive statistics for Students' perceptions towards the importance of collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
2	Learning collocations helps me in vocabulary learning	77	81.8%	13%	5.2%	100%	4.10	0.82
Total average		77	81.8%	13%	5.2%	100%	4.10	0.82

The seventh theme addressed the importance of collocations as perceived by the students. Table (24) introduces (1) item under this theme, calculates the percentages of students' responses, the mean and the standard deviation. Since this is a one item theme, the mean average equals the mean of the item. Item (2) for instance, had a high mean (4.10) which indicated agree. Almost (82%) of the students agreed that learning collocations helps them in vocabulary learning.

4.6.1.8. Theme 8: Students' perceptions towards the learning of collocations

The table below contains (1) item that shows the students' perceptions towards the way they learn collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (25)
Descriptive statistics for students' perceptions towards the learning of
collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
34	I learn collocations incidentally.	77	63.6%	28.6%	7.8%	100%	3.79	0.89
Total average		77	63.6%	28.6%	7.8%	100%	3.79	0.89

The eighth theme addressed the students' perceptions towards the learning of collocations. Table (25) introduces (1) item under this theme, calculates the percentages of students' responses, the mean and the standard deviation. Since this is a one item theme, the mean average equals the mean of the item. Item (34) for instance, had a high mean (3.79) which indicated agree. Sixty three and half percent of the students agreed that they learn collocations incidentally.

4.6.1.9. Theme 9: Students' perceptions towards the materials used to teach collocations

The table below contains (4) item that shows the students' perceptions towards the materials used to teach collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (26)

Descriptive statistics for students' perceptions towards the materials used to teach collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
4	My teacher uses enough materials to teach collocations.	77	41.5%	33.8%	24.7%	100%	3.19	0.97
31	Exposure to English media materials improve students' competency in collocations.	77	55.8%	35.1%	9.1%	100%	3.71	0.98
32	Reading authentic materials in English (Literary works, books, newspapers, etc.) improves students' competency in collocations	77	85.7%	9.1%	5.2%	100%	4.25	0.88
33	English newspapers are good sources for learning collocations	77	63.6%	28.6%	7.8%	100%	3.83	0.92
Total average		77	61.6%	26.7%	11.7%	100%	3.75	0.94

The ninth theme addressed the students' perceptions towards the used materials to teach collocations. Table (26) introduces (4) items under this theme, calculates the percentages of students' responses, the mean and the standard deviation. The mean average for this theme is (3.75), which indicates agree. Item (32) as proposed in the table had the highest mean (4.25) which indicated agree. Nearly (86%) of the students agreed that reading authentic materials in English improves their competency in collocations. Item (4) had the lowest mean (3.19) which also indicated agree. (42%) of the students agreed that their teachers uses enough

materials to teach collocations, while near (34%) of the students were not sure about this statement.

4.6.1.10. Theme 10: Students' overall perceptions towards the teaching and learning of collocations

The table below contains (7) items that shows the students' overall perceptions towards the teaching and learning of collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (27)
Descriptive statistics for students' overall perceptions towards the
teaching and learning of collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
5	Learning collocations is time consuming.	77	40.2%	31.2%	28.6%	100%	3.09	1.15
6	Teachers need special skills to teach collocations.	77	35%	36.4%	28.6%	100%	3.21	1.13
8	Collocations should be taught at the university only.	77	16.9%	15.6%	67.5%	100%	2.18	1.20
14	Learning collocations is a difficult task.	77	26%	20.8%	53.2%	100%	2.61	1.15
15	There should be a separate course for learning collocations.	77	58.4%	18.2%	23.4%	100%	3.53	1.31
16	Native speakers are better than non-native speakers to teach collocations.	77	54.5%	29.9%	15.6%	100%	3.65	1.18

17	Collocations are not given enough attention in the English language teaching.	77	55.8%	28.6%	15.6%	100%	3.64	1.19
Total average		77	41%	25.8%	33.2%	100%	3.13	1.2

The tenth theme addressed the students' overall perceptions towards the teaching and learning of collocations. Table (27) introduces (7) items under this theme, calculates the percentages of students' responses, the mean and the standard deviation. The mean average for this theme is (3.13), which indicates agree. Item (16) as shown in the table had the highest means (3.65), which indicated agree. Fifty four and half percent of the students agreed that native speakers are better than non-native speakers to teach collocations. Item (8) had the lowest mean (2.18) which indicated not sure. Nearly (17%) of the students agreed that collocations should be taught at the university only, while (68%) of the students disagreed on the same statement.

4.6.1.11. Theme 11: Students' perceptions on the language skills and their relationship to collocations

The table below contains (6) items that shows the students' perceptions towards the language skills and their relationship to collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (28)

Descriptive statistics for students' perceptions on the language skills and their relationship to collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
35	Reading helps me to learn collocations.	77	84.4%	10.4%	5.2%	100%	4.31	0.86
36	Listening helps me to learn collocations	77	76.6%	18.2%	5.2%	100%	4.18	0.96
37	Speaking helps me to learn collocations	77	74%	19.5%	6.5%	100%	4.06	1.00
38	Writing helps me to learn collocations	77	74%	18.2%	7.8%	100%	4.00	1.00
44	I use collocations when I speak.	77	62.3%	29.9%	7.8%	100%	3.87	1.00
45	I use collocations when I write.	77	64.9%	20.8%	14.3%	100%	3.74	1.16
Total average		77	72.7%	19.5%	7.8%	100%	4.03	1.00

The eleventh theme addressed the students' perceptions on the language skills and their relationship to collocations. Table (28) introduces (6) items under this theme, calculates the percentages of students' responses, the mean and the standard deviation. The mean average for this theme is (4.03), which indicates agree. Item (35) as proposed in the table had the highest mean (4.31), which indicated agree. Eighty four and half percent of the students agreed that reading helps them to learn collocations. Item (45) had the lowest mean (45) which also indicated agree. Sixty five percent of the students agreed that they use collocations when they write.

4.6.1.12. Theme 12: Students' perceptions towards the teaching methods used to teach collocations

The table below contains (5) items that shows the students' perceptions towards the teaching methods to teach collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (29)
Descriptive statistics for students' perceptions towards the teaching methods used to teach collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
20	I use a dictionary to learn collocations.	77	27.2%	29.9%	42.9%	100%	2.83	1.20
21	I can learn collocations better when they use a dictionary.	77	44.2%	35%	20.8%	100%	3.27	1.05
28	Translation technique helps me to learn collocations	77	53.2%	28.6%	18.2%	100%	3.55	1.08
29	Corpus data tool helps me to learn collocations	77	32.5%	59.7%	7.8%	100%	3.36	0.84
30	Collocational grids help me to learn collocations	77	35.1%	58.4%	6.5%	100%	3.35	0.85
Total average		77	38.5%	42.3%	19.2%	100%	3.27	1.00

The twelfth theme addressed the students' perceptions towards the teaching methods used to teach collocations. Table (29) introduces (5) items under this theme, calculates the percentages of students' responses, the mean and the standard deviation. The mean average for this theme is

(3.27), which indicates agree. Item (28) as proposed in the table had the highest means (3.55), which indicated agree. Almost (53%) of the students agreed that translation technique helps them to learn collocations. Item (20) had the lowest mean (2.83) which indicated not sure. Nearly (27%) of the students agreed that they use a dictionary to learn collocations, while (43%) of the students disagreed on the same statement.

4.6.1.13. Theme 13: Students' perceptions towards the textbooks used to teach collocations

The table below contains (5) items that shows the students' perceptions towards the textbooks used to teach collocations. The table illustrates the statements under this theme, the number of participants, the responses percentages, the mean, the standard deviation and calculates the total average for them.

Table (30)

Descriptive statistics for students' perceptions towards the textbooks used to teach collocations

No	Statements	N	Responses Percentage			Total	Mean	SD
			Agree (%)	Not sure (%)	Disagree (%)			
9	The textbooks help students learn collocations.	77	57.1%	29.9%	13%	100%	3.57	1.01
10	The textbooks have enough collocations.	77	23.4%	50.6%	26%	100%	2.99	0.97
11	The textbooks have clear guidelines on how to learn collocations	77	31.1%	45.5%	23.4%	100%	3.12	1.03
12	The textbooks motivate students to learn collocations.	77	35%	31.2%	33.8%	100%	3.01	1.04

13	The textbooks offer a wide range of collocation exercises	77	32.5%	28.5%	39%	100%	2.90	1.18
Total average		77	35.8%	37.2%	27%	100%	3.12	1.05

The thirteenth theme addressed the students' perceptions towards the textbooks used to teach collocations. Table (30) introduces (5) items under this theme, calculates the percentages of teachers' responses, the mean and the standard deviation. The mean average for this theme is (3.12), which indicates agree. Item (9) as seen in the table had the highest means (3.57), which indicated agree. Fifty seven percent of the students agreed that the textbooks help them learn collocations. Item (13) had the lowest mean (2.9) which indicated not sure. Thirty two and half percent of the students agreed that the textbooks offered a wide range of collocation exercises, while (39%) of the students disagreed on the same statement.

4.7 Discussion of Question Three and Four

In this section, the themes will be discussed by providing more information about each of them, and then comparing between teachers' and students' findings. Then, the findings will be compared to previous findings in other studies in order to validate them.

4.7.1. Theme 1: Perceptions of attitudes towards collocations

This theme discussed the students' attitudes as seen by teachers, and the attitudes of students' themselves. The teachers' perceptions had the mean of (3.22) which indicated agreement and nearly not sure. This is clearly shown in the percentages. Almost (45%) of the teachers were not sure that their students have problems in learning collocations, another (48%) were not sure about the positivity of students' attitudes towards

collocations and (58%) of the teachers were not sure about the ability of their students at understanding the meaning of collocations when encountered. Teachers were also not sure about the competency of students' collocational knowledge as (43%) of them stated so. The mean for this statement was (2.93) which assured that they are not sure.

Students on the other hand seemed more positive towards collocations as they had the average mean of (3.67). They agreed with the teacher on their ability to remember the meaning of collocations taught in class with (79%) of them agreeing on this statement. Students agreed on most of the statements under this theme. Seventy five percent of the students stated that they have positive attitudes towards collocations, (66%) agreed that they can understand the meaning of collocations when encountered, the thing that teachers were not sure about. Near (47%) agreed that they are competent at their collocational knowledge while another (45%) were not sure about it. This comes hand in hand with what teachers perceived, as they were also not sure about the collocational knowledge of their students.

As far as teachers are concerned, Phuong (2012) investigated teachers' perceptions of teaching collocations and the findings showed that teachers were already aware of the important role of collocations, and thus they hold positive attitudes towards them. On the other hand, Wu (2015) conducted a study on the effect of teaching collocations on the students' perceptions toward language learning, and the findings indicated that learners had positive attitudes towards collocations. This finding comes in line with the finding of the current study.

4.7.2. Theme 2: Perceptions towards collocational awareness

High average means were noted for this theme, as teachers had the mean of (3.52) while the students had the mean of (3.81). Seventy percent of the teachers agreed that they know about the existence of special dictionaries for collocations and (40%) stated that their students are already aware of collocations. Seventy percent of the students agreed on two items in this theme; the first stated knowledge of collocation, and the second stated their awareness of collocations. On the other hand, (49%) of the students knew that there are special dictionaries of collocations, while (29%) were not sure, and a (22%) disagreed on this statement.

Awareness as a theme was found reflected in the literature as the awareness of the importance of collocations. Gençer (2004) examined the influence of raising students' awareness of collocations on their collocational knowledge, and the results showed that the students' who were exposed to awareness-raising task performed better in productive and receptive collocation tests. In addition, Lin (2009) conducted a study where she attempted to investigate the effects of explicit collocation instruction on reading proficiency of EFL, and she recommended raising EFL learners' awareness of collocations.

4.7.3. Theme 3: Perceptions towards culture and its influence on the learning and teaching of collocations

This theme also received high mean average, as the teachers had a mean average of (3.84), and the students had a mean average of (3.81). Both teachers and students had similar responses in this theme, as they both agreed on the important role that culture plays in the learning of collocation. In addition, teachers and students agreed that cross-cultural

collocations are the easiest to teach. These two statements received high agreement responses in which (80%) of the teachers and (71%) of the students agreed on the important role that culture plays in the learning of collocations.

Zhan (2016) investigated the importance of culture factor in foreign language teaching and he highlighted the important role that culture plays in the teaching and learning of language. He stated “Culture factor permeates into all the aspects of the language, and the language itself accumulates numerous culture sediments in the history” (p. 581). Then, he shed some light on the role of teachers and linguists as he declared “the linguist and the teacher advocate the idea that the culture background is permeated into the language teaching” (p. 581). In addition to this, Hodne (2009) stated that “Culture has had a central place in CLT” (p. 25) in which she assured the important role that culture play in the communicative language teaching in specific, and the language teaching in general. Since collocation is a part of the language, then the importance of culture is to be considered as well.

4.7.4. Theme 4: Perceptions towards the current practices of collocations

This theme had (6) statements for the teachers, and (4) parallel statements for the students. Surprisingly, the paralleled items received similar means and agreement percentages. Moreover, when they were ranked according to the mean, they had the same order suggested by both teachers and students. Almost (78%) of the teachers agreed that they teach collocations in the classroom, and so (65%) of the students confirmed it. Then, (55%) of the teachers agreed that teaching collocations is one of the objectives

in English language teaching, and so (57%) of the students supported this statement as well. Nearly (40%) of the teachers stated that they use different activities on collocations in the classroom and (34%) of the students agreed on this. In the last paralleled statement, (53%) of the teachers disagreed that they only teach collocation in the textbook, and (60%) of the students confirmed that by disagreeing on the same statement.

4.7.5. Theme 5: Perceptions towards exams and homework and their relationship to collocations

This theme had only two items in which they received similar responses from both teachers and students. Almost (60%) of the teachers and students agreed that collocation helps students score better marks in English language tests. Again, both were not sure about homework on collocations, as (48%) of the teachers agreed while another (43%) disagreed. Same for students, as (30%) agreed, (35%) were not sure, and finally (35%) disagreed. Based on the importance of collocations and its clear correlation to language proficiency, it will for sure improve students' results in tests and exams.

4.7.6. Theme 6: Perceptions towards the adopted exercises to teach collocations

The sixth theme received high mean averages from both teachers and students, as they were (3.63) and (3.72) respectively. However, there is a difference in the preference of exercises for teachers and students. For example, teachers first preferred matching activities, then came gap filling activities, multiple choice questions, finding synonyms and

antonyms, and finally came true and false exercises. Students chose gap filling as a first preference, then it was multiple choice questions, finding synonyms and antonyms, matching exercises and finally true and false exercises. It can be noted that true and false exercises are not in preference for both sides.

Lewis and Hill (2000) suggested fill in the gap activity as an exercise to teach collocations (p.108), and they also suggested using synonyms and antonyms (p.110). The fill in the gap activity was preferred by the (UoB) students as well, but Daskalovska (2015) found that if students were trained to use Corpus of Contemporary American English (COCA) are likely to perform better in collocational task whether productive such as; fill in the gaps or receptive such as; matching and multiple choice. The students are already aware of the mentioned task, so teachers may take advantage of it and incorporate corpus data tool to develop students' collocational competence.

4.7.7. Theme 7: Perceptions towards the importance of collocations

The mean average for this theme was high, as teachers had the mean of (4.29), while the students had the mean of (4.10). However, teachers had two items in this theme, whereas students had one paralleled item. Almost (83%) of the teachers agreed that teaching collocations improve EFL learners' language proficiency in English. Then, both students and teachers gave high agreement percentages for the important role that collocations play in vocabulary learning as agreement extended to (85%) of the teachers, while it extended to (82%) of the students.

The importance of collocation is made clear in the literature as almost all papers written on collocation highlighted the important role of it. As cited in Martyńska (2004), the authors of Oxford Collocation Dictionary (2000) “stress the role of collocation in a language, claiming that it runs through the whole of a language to such extent that no piece of natural spoken or written language is totally free of collocation” (p.11). Not only that; but she also emphasized on the importance of collocations by linking them to English language fluency, proficiency and competence. Multu and Kasliogu (2016) concluded that the importance of collocation teaching is reflected in vocabulary knowledge. In addition, Demir (2017) declared “the importance of collocation for foreign language learners was mentioned long before any other linguistic components and terms emerged” (p.76)

4.7.8. Theme 8: Perceptions towards the learning of collocations

In this theme, the teachers had two items, while the students had one paralleled item. (63%) of the teachers agreed that collocations are acquired. In the paralleled item, (45%) of the teachers agreed that students learn collocations incidentally, another (40%) were not sure about it. On the other hand, a high percentage of students agreed that they learn collocations incidentally, as (64%) gave agreement to this statement. Multu and Kasliogla (2016) concluded that teachers, as stated in the literature review chapter, numerous studies; Hosseini and Akbarian (2007), Durrant and Schmitt (2008), Lin (2009), Zaferanieh and Beharoonia (2011), Mahvelati and Mukundan (2012), Karami (2013), Lina and Cortina (2014), Zareia and Tondaki (2015), Nobahar (2017) confirmed the superiority of explicit method or instruction over implicit

method or instruction. This contradicts with what was suggested by teachers and students at the (UoB).

4.7.9. Theme 9: Perceptions towards the materials used to teach collocations

The data for this theme showed high mean averages from teachers and students, as they had the mean of (4.01) and (3.75) respectively. Near (93%) of the teachers agreed that reading authentic materials in English improve students' collocation competence, similarly (86%) of the students agreed on the same statement. In fact, this statement came the first for both teachers and students according to the mean. Teachers highly agreed that exposure to English media materials improve students' collocation competence, as (85%) of them showed agreement. Farrokh (2012) suggest that teachers should use texts from authentic materials such as newspapers and magazines. Almost (78%) of the teachers agreed that English newspapers are good source for learning collocations. Teachers had different views regarding the sufficiency of the materials they have to teach collocations. This was clearly reflected in the responses percentage, as (48%) agreed on the statement, while another (40%) were not sure. As far as students are concerned, (64%) of them agreed that newspapers are good sources for learning collocations. Almost (56%) of the students agreed that exposure to English media material improves their competency in collocations. As teachers had different views on this item, students also were the same as (42%) of the students agreed that their teacher uses enough materials to teach collocations, another (34%) were not sure, and (25%) of the students disagreed on this statement.

4.7.10. Theme 10: Overall perceptions towards the teaching and learning of collocations

The mean average for teachers in this theme indicated not sure, as they had the mean of (2.61). Students had the mean average of (3.13), which falls in the range of agreement, but it is nearly not sure. The teachers' questionnaire had (9) items under this theme, while the students had (7) in which they were parallel. It should be noted that teachers were not sure about allocating enough time to teach collocations in the classroom, the thing that contradicts what they had stated earlier about teaching collocations in their classroom in theme (4). At the same time, (85%) of the teachers disagreed that they do not know how to teach collocations.

As for the paralleled items, it is clear that teachers and students have different perceptions in this theme. Teachers agreed that collocations are not given enough attention in the English language teaching. However, the responses percentage reflected that they are somehow not sure about it, because (43%) agreed on the statement, while another (40%) were not sure. Then, the teachers were not sure that they need special skills to teach collocations and that teaching collocations is time consuming. (53%) of the teachers disagreed that native speakers are better than non-native speakers to teach collocations, and (68%) disagreed that teaching collocations is a difficult task. In addition, (60%) of the teachers disagreed that teaching collocations requires a separate course, and another (78%) of the teachers disagreed with collocations should be taught at the university only. Students had different perceptions, as they agreed that native speakers are better than non-native speakers to teach collocations in which (55%) of them agreed on this statement. Students were more assured than teachers when it came to the insufficient attention given to collocations in the English language teaching, as (56%) of them

agreed on this statement. Unlike teachers, students agreed that there should be a separate course for learning collocations, as (58%) agreed on this. Similar to what teachers stated, students were not sure that teachers need special skills to teach collocations, as (35%) agreed, (36%) were not sure, and finally (29%) disagreed. Fifty three percent of the students disagreed that learning collocations is a difficult task. Similar to what teachers stated, (68%) of the students disagreed that collocations should be only taught at the university. Eskicirak (2011) agreed on the concept of introducing collocations to students at earlier level. This was supported by Multu and Kasliogu (2016) as they suggested “students’ awareness on collocations should be raised at elementary level and maintained throughout their learning” (p. 94)

4.7.11. Theme 11: Perceptions on the language skills and their relationship to collocations

This theme had high mean averages from teachers (3.73) and students (4.03). When the statements were put in order to the highest and lowest means, they were almost the same for both teachers and students. Eighty four percent of the teachers and (93%) of the students agreed that reading help in learning collocations. Speaking skills came second according to teachers with (78%) agreement, while listening came second for students with (77%) agreement. Then, listening came in the third place for teachers, as (78%) agreed on it, while speaking this time came in the third place for students with (74%) agreement. The difference in preference of speaking and listening was the only difference seen in both results. Then, both teachers and students agreed that writing helps in learning collocations, as (75%) of teachers agreed, while (74%) of students agreed on the same statement. Forty percent of teachers agreed that students use

collocations when they speak, while (40%) of the teachers were not sure about it. The students were more assured on this, as (62%) of them agreed that they use collocations when they speak. (43%) of teachers agreed that students use collocations when they write, and (35%) were not sure about it. The students again assured that they use collocations when they write as seen by (65%) of them.

Ghonsooli, Pishgaman and Mahjoobi (2008) indicated that students' writing performance was better for the students who were familiar with collocations. Lien (2003) found a relationship between collocations and reading comprehension. In addition, Hsu (2005) proved that explicit collocation instruction had positive impact on learners' listening skills.

As cited in Akbarov (2016), Brown (1974) suggested that "the increase of the students' knowledge of collocations will result in an improvement of their speaking and listening comprehension and reading speed" (p.206).

4.7.12. Theme 12: Perceptions towards the teaching methods used to teach collocations

The teachers questionnaire in this theme had (7) items, where (5) of them were paralleled to students'. Teachers were generally not sure about the best teaching methods used to teach collocations, and this is seen reflected in the mean average of this theme which was (3.02). Almost (55%) of the teachers were not sure that students learn better when using collocational grids, and students stated the same as (58%) of them were not sure about this method as well. It should be noted that collocational grid item came first in preference according to mean calculation for both teachers and students. Nearly (40%) of the teachers agreed that students learn collocations better when using corpus data tool, and another (40%)

were not sure about it. (60%) of the students were not sure about using corpus data tool to learn collocation, while only (32%) agreed on it. Near (50%) of the teachers agreed that students can learn collocations better when they use a dictionary, while the other half were divided equally between not sure and disagreement. Following that in order, (28%) of the teachers agreed that students learn collocations better when using translation technique and another (38%) were not sure about it. Students on the other hand preferred translation technique over using a dictionary to learn collocation, as (53%) agreed on using translation, while (44%) agreed on using dictionaries. Teachers also disagreed on using dictionaries to teach collocations, as (43%) of the teachers and students disagreed on this statement. On the other hand, (38%) of the teachers agreed that they use a dictionary to teach collocations, and (27%) of the students agreed that they use a dictionary to learn collocations.

Apart from the paralleled items, (45%) of the teachers agreed that they have clear strategies/methods on how to teach collocations, while (33%) disagreed on this statement. In addition, (68%) of the teachers disagreed that they have attended workshops/seminars on teaching collocations. Although the results showed that teachers and students are not concerned in dictionaries, they are valuable sources of collocations. Farokh (2012) advocated using dictionary in the classrooms as it promotes learners' independency. He also cited Channell (1981) advising using collocational grids (p.120), while Nesselhauf (2005) was against it. However, Farokh made a recommendation when using grids "it is important to remember the limitations of grids and to use them appropriately in conjunction with other learning activities" (p. 67).

4.7.13. Theme 13: Perceptions towards the textbooks used to teach collocations

Teachers and students are not sure about the textbooks used to teach collocations, as teachers had the mean of (2.75) while the students had the mean of (3.12). Almost (43%) of the teachers agreed that the textbooks require teachers to teach collocations. Thirty eight percent of the teachers were not sure, and another (38%) of them disagreed that the textbooks used are enough to teach collocations. Near (45%) of the teachers disagreed that the textbooks used have enough collocations, while (48%) of the teachers were not sure whether the textbooks motivate students to learn collocations. Fifty five percent of the teachers disagreed that the textbooks offer a wide range of collocation exercises, and another (53%) also disagreed that the textbooks have clear guidelines on how to teach collocations. Students had somewhat different perceptions on the textbooks. Almost (57%) of the students agreed that the textbooks help them learn collocations. Near (45%) of the students were not sure about having clear guidelines in the book on how to learn collocations. Similar to teachers, the students were not sure whether the textbooks motivate them to learn collocations, as (35%) were in agreement, while (31%) were not sure, and finally (34%) were in disagreement. Fifty one percent of the students were not sure that the textbooks have enough collocations. thirty nine disagreed that the textbooks offer a wide range of collocation exercises, while (32%) agreed on the same point.

The Department of English Language and Literature uses *Going for Gold* textbook series to teach English language for English major students, and thus the textbooks were reviewed by the researcher for any collocation

instances. Generally speaking, the series is rich in collocations; however, they do not explicitly invite teachers to devote special attention to them.

In *Going for Gold intermediate level* course textbook (2003), the term ‘collocation’ is mentioned only once in the contents under vocabulary section, and once in one of the vocabulary exercises provided. The first exercise that dealt with collocations introduced (5) collocations related to computer orders. Then, it asked the learner to fill in the gaps using the provided collocations. After that, (7) sentences were provided where the student is asked to elicit another (7) collocations from these sentences. In another vocabulary section; the term ‘collocations’ was defined as “words that go together”. Then there was a short cloze-text where the student has to fill three gaps from the provided choices. It should be noted that the choices were all prepositions. The third and last exercise was some weather related collocations, labeled as ‘phrases’ in the textbook, where the student has to classify them according to weather conditions. Then, three questions were listed to be answered by the student, where she/he will have to use the learned collocations.

Going for Gold upper intermediate level course textbook (2003), introduced collocations implicitly under vocabulary section in (7) different exercises through the textbook. In most exercises, collocations were introduced under the title ‘*expressions with ____*’. The first exercise consisted of (6) collocations related to the verbs ‘bring’ and the verb ‘take’, as they were presented in sentences. The student has to match the collocation to the provided correct definition. The second exercise gave (8) different collocations that described amounts of certain things with some pictures, where the student is asked to match the collocations to the pictures. The third exercise introduced (7) collocations in sentences that go with the verb ‘get’. The student is asked to match the collocation or

‘expression’ as (mentioned in the textbook) to the provided meaning. Then, the student was given a further practice where she/he has to rewrite sentences using the learned collocations. The fourth exercise dealt with collocations related to the action of speaking. It introduced (8) different collocations in sentences, and then asked the student match them to the provided definitions. A rewriting sentences exercise followed it. The fourth exercise introduced (7) collocations related to money and shopping. First, the student was given the list of collocations with gapped sentences, where he had to fill the gaps using the provided collocations related to money. Then, a similar exercise was given to the student, but it introduced collocations related to shopping. After that, students had to correct mistaken sentences, and fill in the gaps to complete the sentences. The fifth exercise introduced a diagram that shows how the verb ‘waste’ collocates with other nouns. Then, the student has to fill in the gaps, and to choose the correct alternative to make correct sentences. Finally in the sixth exercise, a diagram of the verb ‘make’ was introduced to students, and they were asked to develop another one for the verb ‘do’. It should be emphasized here that the textbook encouraged students to keep a record of expressions with key words, i.e. make and do.

The *Advanced Gold textbook* (2001) acknowledged collocations as ‘expressions with _____’, but it used the term ‘collocations’ once in the contents under the vocabulary section. In general, there were (7) different attempts to practice collocations throughout the textbook. The textbook introduced collocations for three instances as expressions with carry, expressions with make/ get/ keep/ gain/ resolve, and expressions with take. The exercises specified for these collocations consisted of fill in the gaps, and sentences to be matched to the meaning. The textbook also introduced collocations as compound adjectives, where the student is

asked to fill in the gaps to complete the sentences. In addition, there were two exercises that provided phrases related to business and computers, where students had to discuss the content afterwards, or fill in the gaps to complete the sentences. As mentioned earlier, the term ‘collocations’ was mentioned once in a vocabulary exercise related to our bodies. The student was provided with (10) collocations related to body and she/he was asked to match them to the provided appropriate situations. As cited in Lewis (2000), Conzett stated “currently, few textbooks for ESL students address collocations explicitly” (p.75). This is a point to consider.

4.8. Summary

This chapter attempted to answer the study’s research questions by analyzing the tests’ results, and the questionnaires data. It first previewed the findings of question one using the CONTRIX test results, then it previewed the findings of question two using the CONTRIX test results and the TOEFL test results. For question three and four, the questionnaire data was first previewed and then analyzed by calculating responses percentage, means, and standard deviations. After each question, there was a specified section to discuss the findings and link them to previous studies.

CHAPTER FIVE

Conclusion and Recommendations

CHAPTER FIVE: Conclusion and Recommendations

5.1. Summary of the Results

The study attempted to answer four main research questions in relation to collocations. The first question aimed at measuring the level of (UoB) students' who were majoring in English. The second question aimed at investigating whether there is a correlation between students' collocational competence and English proficiency. Finally, the third and fourth questions aimed at examining the teachers' and the students' perceptions on collocations according to previously developed themes.

The reported results in the previous section indicate that (UoB) English major students lack collocational competence. This fact was expected, due to the difficulty of collocations for EFL learners. The results of the administered tests revealed that there is a correlation between collocational competence and the English language proficiency. The perceptions questionnaires for both teachers and students indicated many facts, and showed that students and teachers agree on some points to some extent.

When it comes to the perceptions of teachers and students, many items in the teachers' questionnaire paralleled with items in the students' questionnaire, and according to the analysis, they agree to some extent. The first theme which was meant with attitudes, teachers were not sure about their students' attitudes towards collocations, but students stated that they have positive attitudes towards collocations. In the second theme that was about awareness, both teachers and students seemed already aware of collocations. Then, both teachers and students stated that culture

plays an important role in the teaching and learning of collocations as seen in theme three. In the fourth theme that examined the current practices of collocations, it showed that teachers teach collocations in the classrooms and this was confirmed by the students. Regarding the fifth theme that was about exams and homework on collocations, both teachers and students agreed that collocations help in scoring higher marks in English. In the sixth theme, both teachers and students acknowledge the importance of collocations in the language learning process. The seventh theme asked about the learning of collocations, where students stated that they learn collocations incidentally, an item that the teachers were not sure about.

The ninth theme examined the materials used to teach collocations, and both teachers and students stated that authentic materials are the best to improve collocational competence. Then, in the tenth theme, the overall perceptions for both teachers and students were examined and both sides had different perceptions. Teachers had no preference of specifying a special course to teach collocations, but students agreed on this statement. Then, students preferred native speakers over non-native speakers to teach them collocations, the thing that received high disagreement from teachers. After that in theme eleven, teachers and students highly agreed on the association between the language skills and collocations, as they both agreed that reading skill is the most associated skill to learning collocations. As far as the theme of teaching methods was concerned, teachers and students were in preference of collocational grids over the other methods such as corpus tool and translation. Theme thirteen examined the perceptions on the textbooks used, whereas teachers and students were not sure about this theme in general. Finally, in the last

theme, teachers clearly acknowledged the correlation between English language proficiency and collocations.

5.2. Recommendations

As mentioned earlier, this current study examined the level of collocational competence of English major students at the University of Bahrain, in addition to the perceptions of teachers and students on the teaching and learning of collocations. Based on the obtained findings from the study, a number of recommendations have been recognized with respect to the teaching and learning of collocations. It should be noted that the recommendations will be made according to importance, and then recommendations for future research will be suggested.

First, taking into account the importance of collocations and their correlation with language proficiency; the teachers should pay more attention to students' collocational competence as they did poorly in the CONTRIX test. The emphasis on developing students' collocational skills would solve many problems regarding students' general abilities in the language. Although many teachers preferred to leave collocations for incidental learning, many studies as mentioned in chapter two and four respectively, assured the importance of explicitly teaching collocations to students. Teachers did not agree that teaching collocations is time consuming nor a difficult job, adding to this, students hold positive attitudes towards collocations especially that they acknowledged their importance. Therefore, this would ease the process on teachers as they start teaching collocations to students.

Moreover, according to Hill (2000), teachers are encouraged to select text from the available textbook they are teaching. Especially that the textbooks devoted for teaching collocations explicitly are very limited as

seen by Conzett (2000). As a result, the teachers can adapt these textbooks and make them useful to teach collocations. This is an important point to consider because according to the questionnaire, teachers were not sure of the usefulness of the current textbook to teach collocations. The researcher analyzed the addressed textbooks and found that they are very rich in collocations and natural language, but they do not address collocations explicitly or give it special attention.

Corpus data tools usage is increasing in recent years, and it is considered a very rich tool to learn collocations in context. Although students were not in preference of using corpus for learning collocations, teachers should consider teaching collocations using corpus. Furthermore, Hill (2000) encouraged the using of collocational dictionary as an exercise to teach collocations, while Farokh (2012) stated that using collocational dictionary help students in developing their independent learning. In addition to using corpus and collocation dictionaries, it is recommended that teacher incorporate the four language skills when teaching collocations, especially receptive ones i.e. Reading, listening to develop productive skills i.e. writing and speaking. Reading is the preferred skill to teach collocations, and thus teachers may incorporate reading authentic materials to teach collocations.

Due to the importance of collocation to EFL learners, it is recommended that UoB considers specifying a course to teach collocation. The university should consider raising students' awareness towards collocations and their importance in developing the language. Therefore, there should be a course at introductory levels where it emphasizes the role of collocations, and trains students how to learn them. The aim of this course is to encourage students to spot collocations and learn them on

their own, an outcome that would clearly have an impact on their proficiency levels.

The questionnaire given to the teachers in this study revealed some unknown facts about the teachers' perceptions towards collocation. However, there were some topics that could not be tackled further as it needed teachers to explain them. Explanations could not be provided through close ended questionnaires, so this is one of the study's limitations that should be taken into account for future research. Interviews would have provided detailed explanation to some of the statements in the questionnaire, the thing that could not be done by the researcher in this study due to time limitation.

Although there are numerous studies in recent years that addressed EFL learners and collocations, nothing has been found in a Bahraini context except a paper by a Bahraini TESOL practitioner (Radhi, 2013). Therefore, there is a need to examine and investigate the status of collocations for Bahraini EFL learners in order to come up with effective solutions on raising Bahraini learners' collocational competence. This is important due to the development expected to occur in learners' English language proficiency.

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APPENDICES

University of Bahrain

College of Arts

Department of English Language and Literature

English Collocations: UOB Teachers' Perceptions Questionnaire

Dear Instructors,

I would like to learn about your perceptions on collocations in your classes. This survey questionnaire is a part of an experiment about English collocations as a part of my MA project. Your assistance in completing this questionnaire is highly appreciated. All the information you provide here will be treated in the strictest confidence. Thank you for your valuable time!

Points to consider before doing the questionnaire:

- **Students** refer to UOB students
- **Textbooks** refer to the textbooks selected by UOB and taught in your classes

Personal Profile

Field of specialization:

☐ Language ☐ Literature ☐ Applied linguistics ☐ Other _____

Degree:

☐ M.A. ☐ Ph.D.

Gender:

☐ Male ☐ Female

Years of experience:

☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 and over

What does the term "Collocation" mean?

As defined in Cambridge Online Dictionary, a collocation is the combination of words formed when two or more words are frequently used together in a way that sounds natural.

For example: in the phrase 'a strong tea', 'strong' is a collocation of 'tea', and 'powerful' would not sound natural.

In this Likert scale questionnaire please rate the level you think reflects your perceptions regarding collocations. This questionnaire will be used for the purpose of scientific research only. Thank you for your kind participation.

(SA=Strongly Agree; A=Agree; NS= Not Sure; D=Disagree; SD=Strongly Disagree)

No.	Statement	SA 5	A 4	NS 3	D 2	SD 1
1	I teach collocations in my classroom.					
2	Collocations have an important role in vocabulary learning					
3	Teaching collocations is one of my objectives in teaching English language.					
4	I have enough materials to teach collocations.					
5	It is important to teach collocations to improve EFL learners' language proficiency in English.					
6	Collocations are acquired.					
7	I allocate enough time to teach collocations in the classroom.					
8	Teaching collocations is time consuming.					
9	There's a correlation between students' collocational competency and their language proficiency.					
10	Teachers need special skills to teach collocations.					
11	I teach collocations in the textbook only.					
12	I only teach common collocations.					
13	Collocations should be taught at the university only.					
14	The textbooks require teachers to teach collocations.					
15	The textbooks I use have enough collocations.					
16	The textbooks I use are enough to teach collocations.					
17	The textbooks have clear guidelines on how to teach collocations					
18	The textbooks motivate students to learn collocations.					
19	The textbooks offer a wide range of collocation exercises					
20	Teaching collocations is a difficult task.					

21	Teaching collocations requires a separate course.					
22	I have clear strategies/ methods on how to teach collocations.					
23	I have attended workshops/seminars on teaching collocations.					
24	Native speakers are better than non-native speakers to teach collocations.					
25	Collocations are not given enough attention in the English language teaching.					
26	I don't know how to teach collocations					
27	I know there are special dictionaries for collocations.					
28	I use a dictionary to teach collocations.					
29	Students can learn collocations better when they use a dictionary.					
30	My students use a dictionary of collocations in my class.					
31	I use different activities on collocations in my class.					
32	Multiple-choice questions are helpful exercises to teach collocations					
33	Matching is a helpful exercise to teach collocations					
34	True and false is a helpful exercise to teach collocations					
35	Gap filling activities are helpful exercises to teach collocations					
36	Finding synonyms and antonyms is a helpful exercise to teach collocations					
37	Students learn collocations better if I use translation technique.					
38	Students learn collocations better if I corpus data tool.					
39	Students learn collocations better if I use collocational grids.					
40	Exposure to English media materials improve students' competency in collocations.					
41	Reading authentic materials in English (Literary works, books, newspapers, etc) improves students' competency in collocations					
42	English newspapers are good source for learning collocations					

43	Students learn collocations incidentally.					
44	Reading helps my students learn collocations.					
45	Listening helps my students learn collocations					
46	Speaking helps my students learn collocations					
47	Writing helps my students learn collocations					
48	I give homework on collocations.					
49	My students are already aware of collocations.					
50	My students have problems in learning collocations.					
51	My students can understand the meaning of collocations when they see them					
52	My students can identify collocations when they see them.					
53	My students use collocations when they speak.					
54	My students use collocations when they write.					
55	My students have positive attitudes towards learning collocations.					
56	My students are able to remember the meaning of collocations they are taught in class.					
57	Collocations help my students to score better marks in English language tests.					
58	My students are competent at their collocational knowledge.					
59	Culture plays an important role in learning collocations.					
60	Cross-cultural collocations are the easiest to teach.					

University of Bahrain
College of Arts
Department of English Language and Literature
English Collocations: UOB Students' questionnaire

Dear students,

I would like to learn about your perceptions on collocations in your classes. This survey questionnaire is a part of an experiment about English collocations as a part of my MA project. Your assistance in completing this questionnaire is highly appreciated. All the information you provide here will be treated in the strictest confidence. Thank you for your valuable time!

Points to consider before doing the questionnaire:

- **Teachers** refer to UOB teachers who teach you
- **Textbooks** refer to the textbooks selected by UOB and taught in your classes

Personal Profile	
Name of student: _____	Student's ID
number: _____	
College: _____	Major of
Study: _____	
Gender:	
☐ Male ☐ Female	
GPA:	
☐ Less than 1 ☐ 1.00 – 1.99 ☐ 2.00 – 2.66 ☐ 2.67 – 3.32 ☐ 3.33 – 4.00	

What does the term "Collocation" refer to?

As defined in Cambridge Online Dictionary, a collocation is: the combination of words formed when two or more words are frequently used together in a way that sounds natural.

For example: in the phrase 'a strong tea', 'strong' is a collocation of 'tea', and 'powerful' would not sound natural.

In this Likert scale questionnaire please rate the level you think reflects your perceptions regarding collocations. This questionnaire will be used for the purposes of scientific research only. Thank you for your kind participation.

(SA=Strongly Agree; A=Agree; NS= Not Sure; D=Disagree; SD=Strongly Disagree)

No.	Statement	SA 5	A 4	NS 3	D 2	SD 1
1	I learn collocations in my classroom.					
2	Learning collocations helps me in vocabulary learning					
3	Learning collocations is one of the objectives of English language courses					
4	My teacher uses enough materials to teach collocations.					
5	Learning collocations is time consuming.					
6	Teachers need special skills to teach collocations.					
7	I learn collocations from the textbook only.					
8	Collocations should be taught at the university only.					
9	The textbooks help students learn collocations.					
10	The textbooks have enough collocations.					
11	The textbooks have clear guidelines on how to learn collocations					
12	The textbooks motivate students to learn collocations.					
13	The textbooks offer a wide range of collocation exercises					
14	Learning collocations is a difficult task.					
15	There should be a separate course for learning collocations.					
16	Native speakers are better than non-native speakers to teach collocations.					
17	Collocations are not given enough attention in the English language teaching.					
18	I know what are collocations					
19	I know there are special dictionaries for collocations.					

20	I use a dictionary to learn collocations.					
21	I can learn collocations better when they use a dictionary.					
22	My teacher uses different activities on collocations in my class.					
23	Multiple-choice questions are helpful exercises to learn collocations					
24	Matching is a helpful exercise to learn collocations					
25	True and false is a helpful exercise to learn collocations					
26	Gap filling activities are helpful exercises to learn collocations					
27	Finding synonyms and antonyms is a helpful exercise to learn collocations					
28	Translation technique helps me to learn collocations					
29	Corpus data tool helps me to learn collocations					
30	Collocational grids help me to learn collocations					
31	Exposure to English media materials improve students' competency in collocations.					
32	Reading authentic materials in English (Literary works, books, newspapers, etc) improves students' competency in collocations					
33	English newspapers are good sources for learning collocations					
34	I learn collocations incidentally.					
35	Reading helps me to learn collocations.					
36	Listening helps me to learn collocations					
37	Speaking helps me to learn collocations					
38	Writing helps me to learn collocations					
39	My teacher gives homework on collocations.					
40	I am already aware of collocations					
41	I have problems in learning collocations.					
42	I can understand the meaning of collocations when I see them					

43	I can identify collocations when I see them.					
44	I use collocations when I speak.					
45	I use collocations when I write.					
46	I have positive attitudes towards learning collocations.					
47	I am able to remember the meaning of collocations taught in class.					
48	Collocations help me score better marks in English language tests.					
49	I am competent at my collocational knowledge.					
50	Culture plays an important role in learning collocations.					
51	Cross-cultural collocations are the easiest to learn.					

Name: _____ SID: (obligatory) _____

Instructions: The sentences below are each missing two or three words in a row.
Your job is to complete the sentences by circling the most natural combination of words. You must choose only one word from each column.

Dashes [----] are to be selected to indicate the absence of an article (as seen in second example)

Example

00. Your landlord has the right to decide whether or not you can 	keep	a/an	animals
	hold	the	creatures
	tend	--	pets

Response

00. Your landlord has the right to decide whether or not you can 	keep	a/an	animals
	hold	the	creatures
	tend	--	pets

Example

0. The quickest way to win a friend's trust is to show that you are able to 	tell	a/an	joke
	take	the	secret
	keep	--	truth

Response

0. The quickest way to win a friend's trust is to show that you are able to 	tell	a/an	joke
	take	the	secret
	keep	--	truth

1.	If you win the contest, you'll _____ stating when and where the prize can be picked up.	take obtain get	a/an the ----	message order report
2.	I understand what you're saying, but your argument doesn't seem to _____.	stand clear hold	a/an the ----	air ground water
3.	Jane had prepared some fun interactive games to _____ at the start of the party.	make break clear	a/an the ----	atmosphere mood ice
4.	Sarah claims that her husband refuses to _____ when it comes to cleaning.	do give raise	a/an the ----	effort finger share
5.	We're moving next Saturday. Would you by chance have time to drop by and _____	raise play give	a/an the ----	part hand effort
6.	Finally having found the murder weapon, the police are convinced that they will soon _____	catch obtain detect	a/an the ----	offender killer attacker

7.	In the evening my mother was always the first to _____ and to turn on the light.	fix draw drag	a/an the ----	curtains covers screens
8.	If you are subjected to discrimination at work, you should _____ with your union representative.	raise pose mention	a/an the ----	question topic matter
9.	Joseph wanted to get into medical school, but he failed to _____	meet cut make	a/an the ----	bill grade mark
10.	Declining profits often force companies to _____	curb cut scratch	a/an the ----	jobs occupations careers
11.	You should avoid becoming too tired when skiing. Otherwise you could easily lose control or even worse _____.	tear break smash	a/an the ----	knee hand leg
12.	I can't be there to direct the meeting next week. Would you be willing to step in for me and _____?	guide lead run	a/an the ----	matter show scene

13.	I have to take a train to Copenhagen, but I'm afraid I just don't have enough money to _____.	pay foot meet	a/an the ----	rate fare price
14.	In some countries people _____ to choose the new government.	make take hold	a/an the ----	votes elections surveys
15.	The children will have to _____ to decide who gets to go first.	pick flip draw	a/an the ----	lots coins dice
16.	The surest way to _____ is to come in contact with someone who is sneezing or coughing.	take catch draw	a/an the ----	cold fever chill
17.	Jill didn't think it was wise to _____ in the argument between her two best friends.	take join make	a/an the ----	sides choices forces
18.	Michael is a safety control technician. His job is to _____ on electrical equipment to ensure that they fulfil safety requirements.	make take run	a/an the ----	test samples exams

19.	Can you _____ so I can find your house?	write draw plot	a/an the ----	graph chart map
20.	When I saw my sister's purse lying on the table, I decided to _____ that she had owed me for ages.	take get draw	a/an the ----	money cash change
21.	When you paint your apartment, you should resist the temptation to _____ by not cleaning the walls thoroughly before you begin.	take save cut	a/an the ----	edges corners steps
22.	In order to get rid of the dampness in our bathroom, we had to _____ in the wall and install a fan.	chop cut hook	a/an the ----	hole nick gap
23.	We don't have time to stand here and wait any longer for the bus. If we are to arrive on time, we'll have to _____	run draw get	a/an the ----	taxi wagon car
24.	As a child, Heidi always looked forward to April Fools' Day when she and her classmates were allowed to _____ on each other.	stage do play	a/an the ----	drills tricks numbers

25.	The father was delighted when he got to _____ just after it was born.	carry bear hold	a/an the ----	baby toddler kid
26.	She sat completely alone for hours. There was only the tick of the clock to _____	stop break cut	a/an the ----	stillness silence quietness
27.	There's no direct connection between Copenhagen and Svendborg. You'll have to _____ in Nyborg.	change shift trade	a/an the ----	trains cars wagons
28.	She suspected that she'd be made to _____ for her supervisor's mistakes	pay carry take	a/an the ----	can sack bag
29.	What makes a hurricane extremely dangerous is that it can suddenly _____ and hit an entirely different place than expected.	turn vary change	a/an the ----	path direction aim
30.	When they are asked to help the victims of disasters, many people are willing to _____	grant give lend	a/an the ----	capital money cash

31.	In a large city like Copenhagen, a small business can easily _____ two to three times a year.	replace pass change	a/an the ----	hands control pockets
32.	In some countries, only the police are authorized to _____.	bring carry hold	a/an the ----	shotgun rifle gun
33.	If you continue to show up late for work, you're going to _____	take get hit	a/an the ----	sack dust road
34.	At French universities, all English students are required to _____ in pronunciation.	take perform get	a/an the ----	course lesson study
35.	Some medicines are known to _____ of serious side-effects.	carry contain bring	a/an the ----	risk chance worry
36.	When the Danish national football team entered the 1992 European Cup as a substitute, no-one had imagined that Denmark would go on to _____ by winning the cup.	gain take make	a/an the ----	shape history ground

37.	Military officers have the authority to _____ , and soldiers must do as they are told.	take give make	a/an the ----	rules requests orders
38.	The next time you decide to _____ remember to strain off the leaves before you serve it.	boil cook make	a/an the ----	cocoa coffee tea
39.	Today, in gym class, Steve and I were asked to _____ to find out which of us was faster.	hold run stage	a/an the ----	event race contest
40.	If the teenagers next door don't turn down the music, I'm going to _____ to the police	pay lay make	a/an the ----	complaint protest claim
41.	Jill encourages her children to _____ as a way to learn numbers.	play do deal	a/an the ----	drums cards tricks
42.	In the summer, our children like to _____ to their grandparents who live on a farm.	pay go spend	a/an the ----	trip visit tour

43.	If you continue to neglect your homework, you'll _____ when exam time comes.	pay bear carry	a/an the ----	cost damage penalty
44.	When it's hot and dry, it doesn't take much for a straw roof to _____ .	draw catch set	a/an the ----	flame fire flare
45.	Car manufacturers plan to _____ to offset the rising cost of labour and raw materials.	hoist heave raise	a/an the ----	fees prices charges

Thank you for your valuable time and effort. Kindly sign the following consent to enable us to use your results in the research; any provided information will be treated in the strictest confidence. Participation in this study is voluntary. You have the right not to participate at all, as deciding not to participate will not result in any penalty or loss of benefits to which you are entitled.

Name: _____ Signature: _____ Date: _____

المخلص

تهدف هذه الدراسة إلى التحقق من مستوى الكفاءة في المتلازمات اللفظية للطلاب المتخصصين في اللغة الإنجليزية في جامعة البحرين، و معرفة توجهات و آراء المعلمين والطلاب نحو "المتلازمات اللفظية" في نفس الجامعة. بالإضافة إلى ذلك ، تهدف الدراسة إلى معرفة ما إذا كان هناك ترابط بين مستوى كفاءة الطلاب في المتلازمات اللفظية و إجادة اللغة الإنجليزية لديهم. استهدفت الدراسة الإجابة عن أربعة أسئلة على النحو التالي: ما هو مستوى كفاءة طلاب جامعة البحرين المتخصصين في اللغة الإنجليزية مقاساً بواسطة إمتحان الكونتركس؟ هل هناك علاقة بين نتائج اختبارات الكونتركس للطلاب ونتائج اختبارات التوفل؟ ما هي توجهات و آراء المعلمين فيما يتعلق بتدريس وتعلم المتلازمات اللفظية؟ ما هي توجهات و آراء الطلاب فيما يتعلق بتدريس وتعلم المتلازمات اللفظية؟ تكونت عينة الدراسة من أربعين معلم لغة إنجليزية في جامعة البحرين و سبع و سبعين طالباً في اللغة الإنجليزية. استخدمت الدراسة منهجية كمية ، حيث قام الباحث باستخدام ثلاثة أدوات لتنفيذ البحث و هي اختبار كونتركس ، واختبار التوفل ، واستبانات التوجهات. تم تقديم الاختبارات للطلاب ، في حين تم إعطاء الاستبيانات للمعلمين والطلاب على حد سواء. تم تحليل البيانات التي تم جمعها إحصائياً عن طريق حساب النسب المئوية والوسط الحسابي والانحراف المعياري. وأظهرت النتائج أن معظم المعلمين والطلاب لديهم توجهات إيجابية تجاه تعلم و أهمية معرفة المتلازمات اللفظية بغض النظر عن ضعف أداء الطلاب في اختبار الكونتركس. بالإضافة إلى ذلك ، أكدت الدراسة ان هناك ارتباط كبير بين مستوى كفاءة الطلاب في المتلازمات اللفظية وإتقانهم للغة الإنجليزية. و بناءً على نتائج الدراسة تم تقديم سلسلة من التوصيات.

جامعة البحرين

قسم اللغة الانجليزية و آدابها



كلية الآداب

المتلازمات اللفظية: كفاءة طلاب تخصص اللغة الإنجليزية في جامعة البحرين و توجهات المعلمين و الطلاب

أطروحة مقدمة لاستكمال متطلبات الحصول على درجة الماجستير في
الدراسات التطبيقية في اللغة الإنجليزية

تقديم
مروة أحمد العفو
٢٠٠٨٠٩٤٩

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