The Effectiveness of Text Based Teaching of Collocation on Promoting Students Precision in Writing

The case of third-year students Department of English at Larbi Ben M’hidi University-Oum El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language

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2016-2017
Dedication

In the Name of Allah, Most Gracious, the most Merciful.
All the praise is due to Allah alone, the sustainer of the entire world.

I dedicate this work to my mother the greatest influence on my life, for her unconditional support. No words are sufficient to describe my mother contribution to my life. I owe every bit of my existence to her.

I have been lucky to receive tremendous affection and support from my sister: Silya,

and from my friends Farouk, Nouh, Hamza, Mohamed, Sarah, Djalel, Nariman they are considered as my second family.
ACKNOWLEDGEMENT

First of all, my deep thanks to Allah for helping me to Complete this work.

Special thanks and respect also to my supervisor Dr. HAMMADOUCHE Mokhtar, For his encouragement, guidance and valuable comments, it was with a great help in the implementation of this work.

I would like to thank Mr. MELGANI Haroun for advocating his precious time in reading and criticizing my dissertation.

A special thanks goes out to Mr. Chaïra, Ms. Snoussi, Mr. Melgani, Ms. Zerouki.Z, and Mr. Fillali for giving me the chance to conduct my experimental study in their sessions.

My special appreciation is for students who seriously assisted and participated in my experiment.

My deep gratitude to all the teachers of the Department of English at the University of Oum El Bouaghi.
ABSTRACT

This present study is conducted to investigate the effect of the text-based teaching of collocation on promoting student’s precision in writing. To fulfill the purpose of this study, a quasi-experimental design is opted for third-year students at Larbi Ben M’hibdi University, Oum El Bouaghi. Two pre-existing groups of learners are randomly assigned, as an experimental and control group. The texts and the textual activities focusing on collocations are used as the target structures of the study. In which, the two groups are pre-tested on the written precision by collocation accurate usage. Then the experimental group is exposed to collocations and their usage through the text-based language teaching procedure, while the control group has no treatment except giving them a list collocations and its definition. After the treatment period, a post-test that is similar to the pre-test is administered for both groups to measure their written precision. The data analysis indicates that there is a positive relationship between the research variables in other words text-based analysis teaching of collocation shows a greater capacity in using those collocations to produce a well formed and precise piece of writing, since the number of collocations went high whereas the amount of the possible and misused or misformed collocations are reduced. It can be concluded that the research hypothesis is confirmed. Therefore, we recommend that teachers to adopt the text-based language teaching approach to enhance the students’ use of collocations and eventually develop writing performance in terms of precision.

Keywords: collocations, writing precision, text-based language teaching
LIST OF ABBREVIATIONS

C: Collocations

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

L1: First Language

L2: Second Language

MC: Misformed/Misused Collocations

PC: Possible Collocations

PPP: Present, Practice, Produce Approach.

TBL: Task-Based Learning

TBLT: Text Based Language Teaching definition

TL: Target Language

TLT: Task-Based Language Teaching
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General Introduction

1. Introduction

The English language probably contains the greatest number of words when compared to other languages, which makes learning a sufficient amount of its vocabulary a hard task. Learning collocations becomes one of the most vital and challenging aspects of the language to be learned. With this recognition of the importance of vocabulary, many techniques and approaches have emerged to teach and learn it. Furthermore, researchers, teachers, and others involved in foreign language learning are paying special attention to the written performance in terms of precision.

In Algerian recent researches about the topic, for example, the focus was on analyzing the errors, testing the lexical knowledge of collocations, using the intensive reading as a technique for teaching. However, our study tends to investigate the effectiveness of text-based approach for teaching collocations in order to enhance its use on written production to achieve precision.

2. Statement of the Problem

Learning collocations enhance EFL learners’ capacity to have rich and diverse ways of expressing themselves in a precise piece of writing. Unfortunately, collocation seems to be a confusing matter for third-year Algerian students of English at Larbi Ben M’hidi University, Oum el Bouaghi. The Reason behind this is that collocations are not well-covered by teachers in the vocabulary class. On the other hand, students neglect them and make modest efforts to learn them. The teaching of vocabulary has always been associated with the classical techniques of giving synonyms, antonyms, translations and definitions. As a result, students do not have the ability to remember the meaning of the new vocabulary or its correct combinations to form an accurate collocation as native speakers.
and they will not be able to use them and place them appropriately in a sentence or paragraph. Hill (1999) “Students with good ideas often lose marks because they don't know the four or five most important collocations of a keyword that is central to what they are writing about” (p. 5) So, they create longer sentences to express themselves opening more chances for mistakes.

3. Aims of The study

The present study aims to investigate the effectiveness of text-based teaching (i.e. textual analysis activities) in learning collocations and eventually producing a precise piece of writing. It will help students to obtain an enough amount of vocabulary to use. This research tends to reduce the number of differences in language between native speakers of English and the Algerian learners. Also, test their lexical background of collocation, develop their own style of acquiring new items and raise their attention toward collocations and its importance in the process of learning English in general and written performance in terms of precision in particular

4. Research Questions and hypothesis

In order to achieve the aims and hypothesis of the study, the following questions are put forward

Does text-based teaching for collocations enhance learner’s capacity of using those items in order to produce a precise piece of writing?

Are textual analysis activities useful as a method to teach collocation?

On the light of previously mentioned questions, it is hypothesized that:

Text-based teaching of collocation is an effective method that promotes students precision in writing
5. Methodology of the Research

In order to assess the hypothesis stated above a quasi-experimental design is adopted. The participants are third-year students from the Department of English at the University of Larbi Ben M’hidi, Oum el Bouaghi. They are chosen to represent the population of 155 students. This sample is divided into two groups: a control group of twenty-four students and the experimental group by twenty-nine students, the treatment period takes an amount of time extends approximately from 30 to 60 days. In details, both groups pretesed on collocations use and writing precision. The experimental group went through a period of treatment that includes four sessions each one takes a period of 45 minutes divided into four. The first part of 5 minutes to introduce the lecture and giving instructions, the second part of 10 minutes to read the paragraph and identify the collocations individually, then 15 minutes to answer it collectively. Finally 10 minutes are given to explain any difficult collocations that students faced problem in understanding it while the control group is exposed to the definition of the collocation as a term, and they are provided only with the list of collocations. Post-test similar to the pre-test is distributed for both groups. However, this time they are directly demanded to use the studied collocations.

The dissertation includes two chapters: the theoretical and the practical one. The first chapter tackles the origins of collocation, its definitions, types, and classification in its first section. However, the second section devoted to text-based language teaching and the written precision. It highlights the relationship between the use of collocations and the written performance development in terms of precision. After that we have chapter two about the practical part divided into two sections: the first section devoted to methodology and procedure of the research in details and the second section will be for analyzing and discussing the results.
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Section One: Collocations

Introduction

Learning collocations becomes an up to date issue. Most recent studies and current researchers have tackled EFL learners’ difficulties in acquiring collocations and use them appropriately in order to achieve precision in writing. In this section, we will present the different definitions, types, patterns and classification of the term “collocation”, identify its origins, and we will provide an explanation for the collocational competence and the aims behind teaching those collocations.

1.1.1. Definitions of Collocation

Collocation by the definition of Cambridge dictionary (1995) is the combination of words that are often used together in a way that sounds correct. For example; ‘make mistakes’ is the correct collocation though ‘faults’ have the same meaning of mistakes. However, it is not considered as a collocation. McCarthy (2008) stated that: “Some combinations just sound wrong to native speakers of English” (p. 6) Collocations are difficult to predict that’s why students of English must make efforts to grasp them. According to George Woolard (2005):

You have probably spent a long time learning new words. However, it is not enough to know only a word and its meaning; you also need to know what other words it combines with to make a natural expression in English. Words have friends, and you need to know who they are! (p.3)

In other words, Woolard (2005) defines it as a combination of words that is naturally uttered by native speakers of English and we need to learn them.
Cruse (1986) defines collocations as a "sequences of lexical items which habitually co-occur (i.e. occur together)" (p. 40). Thus, EFL learners should be equipped with a good number of collocations in order to use them appropriately.

1.1.2. Origins of Collocation

Collocation has been studied for at least five decades. Its origins sorted out from the Latin verb “collocare”; which means “place/put/set in order/proper position, arrange, station, post” (Latin Dictionary, 1982).

However, the British linguist Firth (1957) sees the notion of collocation as a quantitative technical concept, he outlines how we can obtain meaning through collocation along with his famous slogan “you shall judge a word by the company it keeps” he considered that meaning by collocation is lexical meaning "at the syntagmatic level" (Firth, 1957, p.196). in an article entitled modes of meaning;

Firth's (1757) attempts to describe the word's meaning on the collocational level was new in that it looked at the meaning by the relations between lexical items, i.e. the relation between expressions that occur next to one another which is the syntagmatic relation. Unlike the paradigmatic relations in which an individual sign may be replaced by another (e.g. antonyms, synonyms).

Those syntagmatic relations between sentence component had been widely used by structural linguists (e.g. 'John ate the apple' is a 'Subject-Verb-Object' construction), but not in the study of lexical meaning. Collocations represent lexical relations along the syntagmatic ones, Firth (1957) used the example of “dark night” as an adjective + noun collocation and asserted that one of the meanings of night is collocated with dark, and one of the meanings, of dark, is night. In other words, he thought that collocations help us to understand its meaning. Firth considered the word that needs an explanation here is “night” as the node word and the words that could be combined with are collocates.
Lyons (1966) criticized Firth's argument of “word's collocations are of its Meaning”. Based on a distributional view of meaning, an alternative theory sees that the meaning of collocation cannot be understood from all the components of the expression within which the collocation appears. The part of the meaning of one word in the collocation does not depend on its association with the other word(s). However, Lyons (1977p. 613) later on accepted Firth's theory of meaning, and rejected his opposite view. He justified that, by the perspective of having so high-frequency degree of interdependence between lexemes. Which, tends to occur in texts in collocation with one another. Thus, their capability for collocation is reasonably described as being part of their meaning.

Firth's statistical theory to collocation is accepted by many corpus linguists like; Bolinger (1972), Sinclair, J (1987, Halliday (1966), Hoey (1991), Sinclair, J (1991). All of these linguists, known as Neo-Firthians, follow Firth’s view that collocation refers to the characteristic co-occurrence of patterns of words. For instance, Halliday (1966, p. 148) considered lexis as complimentary to, but not part of, grammatical theory. Halliday (1966) presented the concept of “set” as an extra dimension of words combination. A set, as he defined by Halliday (1966, p. 153) is: “the grouping of members with like the privilege of occurrence in collocation”.

Sinclair (1966, p. 411) argues that in grammar, language patterns are treated as if they could be described by a system of choices. However, according to Sinclair himself (1966), the basic issue is the propensities of lexical components to collocate with one another. These tendencies “ought to tell us facts about language that cannot be got by grammatical analysis” (Sinclair, 1966, p. 411). After that, he pointed out that the relation between lexical items is more flexible than that of grammatical ones. According to Sinclair's words (1966): “there are virtually no impossible collocations, but some are much more likely than others” (p. 411). Sinclair defined the collocation’s structure, by distinguishing between
three Items: node, span, and collocate. A node is a component whose total pattern of co-occurrence with other words is under examination, and a collocate is defined as any one of the items appearing with the node within a specified span, whereas a span is the amount of text within which collocation between items is said to occur, disregarding the grammatical structures of which they form a part. For example, if we want to study the collocational patterns of the word effort, then the effort is the “node”. If we decide to have a “span” of four, it means that we study the four lexical items that occur before and after the word effort. All the lexical items that are within the 'span' of the word effort are considered to be its “collocates”.

However, Hoey (2005) mentioned that not only the lexical but also the grammatical and textual structure of sentences and texts depend on the very principle of predictions, underlying the Firthian view of collocation. Moreover, the basic notion of Hoey’s Lexical Theory is priming. It is recognized as a basic psychological effect exploited by psycholinguists in so-called priming tasks. Priming is understood as the property of pre-fabricated expressions to provoke in the minds of language users, a particular target word or construction or textual organization. Hoey points out those lexical patterns are not just primed for occurring with other individual words, but also they could be combined with semantically similar groups of words and certain pragmatic functions or moves, with grammatical constructions, as well as with textual structure. In brief, Hoey (2005,p. 1-16); collocation is a statistical fact and a psycholinguistic reality. Thus, collocation can be categorized as a general term covering all the syntagmatic relations. We conclude that each lexical item is primed for particular collocational use, for instance, today is primed to occur in newspaper texts.

However, not all linguists would agree with Hoey’s statistical approach to collocation. for instance, Herbest(1996), argues against this perspective, proclaiming that the most
familiar collocates of a word such as *house* include the determines *the* and *this* and the verb *sell*, this is neither particularity surprising nor interesting, Herbest (1996) insists on the general truth that grammatical words sit on the top of a frequency list. This matter does not lower the value of collocation, referring to such combinations as colligations. Nevertheless, many linguists tried to limit the scope of collocation definition in order to understand well such linguistic phenomenon, yet, it still vast and controversial point as the definitions stated above.

### 1.1.3 Collocations’ Patterns

Oxford Collocations Dictionary (2002), Lewis (1998 in Deveci, 2004) and many linguists presented collocation from another view. They propose the following:

#### 1.1.3.1 Classifications for collocation strengths

- **Unique collocations**: Hill, Jimmie (as cited in Michael Lewis, 2000, p. 63), gives the two collocations “*foot the bill*” and “*shrug your shoulders*”. The two collocations are unique because the verbs “foot” and “shrug” are not used with any other nouns.

- **Strong collocations**: A large number of collocations are strong or very strong according to Cambridge dictionary (2013): “Strong collocations are where the link between the two words is quite fixed and restricted” For example, the collocational expression make /express /fulfill plus a wish. Very few words can be combined with the noun wish. This makes wish a strong collocutor.

- **Weak collocations**: words that co-occur with a greater than random frequency. Like big/ large / enormous. However, some combinations are more predictable, which could be called collocation; for example, white /red collocates with wine.
Medium strength: words go together with a greater frequency than weak collocations. Some examples are: *hold a meeting, carry out a study*. Hill, Jimmie (as cited in Michael Lewis, 2000, p. 63) thinks that students are concerned with this type which is neither strong nor weak.

1.1.3.2 Lexical and Grammatical Collocations

Collocations are classified in various manners. Each scholar has divided them according to different dimensions. Some scholars have considered their strength like what we have seen above, others classified them according to their use, nature…etc. and the scholars, Benson, and Ilson (1986) categorized English collocations into two classes:

**a- Lexical collocations**

Consist of two content words or open class words, That is made up only of verbs, adjectives, nouns and adverb in different possible combinations. Lewis (2000, p. 133) has classified lexical collocations into six types (see table 1).

**B- Grammatical collocations**

Contain words such as verbs, adjectives or nouns combined with a preposition or a grammatical structure that are derived from the combination of one open class word, e.g. noun, verb, adjective, etc., and one closed class, which is mainly a preposition (Lewis, 2000, p. 134)

There are other classifications like Technical Collocations, Academic Collocations Open Collocations, and Restricted Collocations

1.1.4. Types of Collocations

Learners need to be aware of the fact that words have their own collocational field, bellow are the most distinguishable types that are classified by the most common patterns According to Lewis, M (2000, p. 133) and McCarthy and O’ Dell (2005, p. 12):
Table .1

Collocations’ Patterns of Lewis, M

<table>
<thead>
<tr>
<th>Adjective + noun</th>
<th>a difficult decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb + noun</td>
<td>submit a report</td>
</tr>
<tr>
<td>Noun + noun</td>
<td>radio station</td>
</tr>
<tr>
<td>Verb + adverb</td>
<td>examine thoroughly</td>
</tr>
<tr>
<td>Adverb + adjective</td>
<td>extremely inconvenient</td>
</tr>
<tr>
<td>Verb + adjective + noun</td>
<td>revise the original plan</td>
</tr>
<tr>
<td>Noun + verb</td>
<td>the fog closed in</td>
</tr>
</tbody>
</table>

Lewis, M (2000, p. 133)

Table.2

Collocations’ Patterns of McCarthy and O’ Dell

<table>
<thead>
<tr>
<th>Adjective + noun</th>
<th>bright colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun + verb</td>
<td>the economy boomed</td>
</tr>
<tr>
<td>Noun + noun</td>
<td>a sense of pride</td>
</tr>
<tr>
<td>Verb + preposition + noun</td>
<td>filled with horror</td>
</tr>
<tr>
<td>Verb + adverb</td>
<td>smiled proudly</td>
</tr>
<tr>
<td>Adverb + adjective</td>
<td>happily married</td>
</tr>
</tbody>
</table>

McCarthy and O' Dell (2005, p 12)

The five parts of speech which are: noun, adjective, adverb, verb, a preposition can be collocated. We notice from the two tables above that Michael Lewis’ patterns and McCarthy and O’ Dell’s ones are nearly similar, in which in both classifications there are the following patterns: adjective + noun, noun + noun, verb + adverb, noun + verb and adverb + adjective. However, in the first table, there is the pattern verb + adjective +
noun while in the second one there is: verb + preposition + noun. In the second table the pattern verb + noun is not found whereas in the first one we find both patterns: verb + noun and noun + verb. As a result, we can deduce from those two tables mentioned above a new classification, Learners need to be aware of the fact that words have their own collocational field, below is the most distinguishable types according to McCarthy, O'Dell, and Lewis:

**Table.3**

*Collocations’ Patterns of McCarthy, O'Dell and Lewis, M*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb + noun</td>
<td>Launch a product /accept responsibility</td>
</tr>
<tr>
<td>Adjective + noun</td>
<td>Bright color/square meal/major issue</td>
</tr>
<tr>
<td>Verb + Adjective+ noun</td>
<td>Take vigorous exercise/make steady progress</td>
</tr>
<tr>
<td>Adverb + Verb</td>
<td>Strongly suggest/barely see</td>
</tr>
<tr>
<td>Adverb + Adjective</td>
<td>Utterly amazed /completely useless</td>
</tr>
<tr>
<td>Adverb + Adjective+ noun</td>
<td>Totally unacceptable behavior</td>
</tr>
<tr>
<td>Adjective+ preposition</td>
<td>Guilty of/blamed for/happy about</td>
</tr>
<tr>
<td>Noun+ noun (also known as compound nouns)</td>
<td>Pay packet /window frame</td>
</tr>
</tbody>
</table>

**McCarthy, O'Dell and Lewis, M**

Though different views are addressed above regarding collocation types, it can be said that they all share the same idea which is the way that words co-occur precisely in combination to be considered as normal and acceptable in a language.
1.1.5. Collocational Competence Importance in Written Precision

Learning a language is the result of many competencies grouped together; hence, we should work on these competencies to achieve the learning objectives. We are used to hear of communicative and linguistic competence but "collocational competence" is usually an unfamiliar phrase. This concept is coined by Michael Lewis (2000: 49) who said: "We are familiar with the concept of communicative competence, but we need to add the concept of collocational competence to our thinking”.

Collocational competence is “the ability to accurately combine chunks of language thus enabling the production of fluent, accurate and stylistically appropriate speech.” (Heikkila, 2005, p. 1) The lack of collocational competence will make students face many problems in writing. One of these problems is grammatical mistakes as "students tend to create longer utterances because they do not know collocations which express precisely what they want to say" (Hill, as cited in Michael Lewis. 2000, p. 49).

David Crystal (2010) also claims that:

Collocations differ greatly between languages and provide a major difficulty in mastering foreign languages. In English we ‘face' problems and ‘interpret' dreams; but in Modern Hebrew, we have to ‘stand in front of' problems and ‘solve' dreams. In Japanese, the verb for ‘drink' collocates with water and soup, but also with tablets and words. (p. 109)

Therefore, they need help in the classroom to pass overcollocational problems. So, in order to overcome word associations, collocational competence need to be developed to achieve a highly advanced level of English as a Foreign Language (EFL) generally and Foreign Language writing precision particularly. The development of students’ collocational competence would result in the improvement of communicative competence. Consequently, proficiency in the foreign language would increase as far as the learners’
competencies are developed. Writing as well as speaking would be more fluent, accurate and meaningful since the learner knows the most common collocations that enable him/her to speak and write more efficiently. So, the collocational competence will enhance vocabulary knowledge that makes the learner perform better in the foreign language.

1.1.6. The Aims of Teaching Collocations

Teaching collocations were neglected for a long period of time as an influential way to increase foreign language learners' fluency and developing the writing skill to achieve the notion of precision. However, it is expected by Lewis that; collocations will become an essential part of teaching stating that: "Collocation will become so central to everyday teaching that we will wonder whatever took up so much of our time before” (2000, p. 27). If this can be realized, learners’ written productions would meet the qualities that could make them native-like.

Teaching collocations are the step towards fluent writing Hill (cited in Lewis, 2000) commented that "within the mental lexicon, collocation is the most powerful force… in the creation and comprehension of all naturally occurring text" (p.49). As claimed by Cowie and Howarth that: "Another feature of mature writing is the linking of collocations into larger sequences, which can produce a highly admired effect of fluency and confidence.” (Cited in Blue, George M., and Mitchell, R. 1996, p. 90) They farther comment that familiarization with collocations is the result of "a gradually growing perception of their idiosyncratic properties and specifically of the arbitrariness with which their components select each other". (Cowie, A. P and Howarth, P, cited in Blue George M. and Mitchell, R, 1966, p. 92), as collocational competence could influence students’ learning proficiency of any language, the aims of teaching collocations can be summarized in the following sequence,
Daniela Forquera (2006) states that:
- to maximize the value of language.
- to identify the powerful partnerships in a text.
- to expand their mental lexicons.
- to make better use of language they already partly know.
- to process and produce language at a much faster rate.
- to improve their stress and intonation in larger phrases (pronunciation). (p. 2)

Daniela in here put an emphasis on the lexicon knowledge as McCarthy and Carter (1988, p.70) assert that “the whole notion of collocations is extremely important for acquiring vocabulary.” And this lexicon knowledge enhance the natural follow of language, Bolinger (1975, p. 8) believes that "manipulative grasp of words is by way of collocations" of language to be like native speakers, McCarthy thinks that Raising the learners' understanding of the collocations of words is a matter of first-rate importance (1984, p. 21) which we can add to the mentioned above aims.

In brief, knowing collocation will improve your English speaking and writing skill mainly because:

- Using wrong collocation is an error.
- Using correct collocation will show the level of your English, the better you use collocation, the better your English will be.
- Using correct collocation makes your English more like a native speaker.

From what has been mentioned above that Teaching collocations are beneficial for language learning as a whole and for the writing skill particularly.
1.1.7. Problems facing Collocations teaching

Collocations teaching have faced a big problem that makes it impossible to apply, which is the unlimited number of collocations in the English language. As a result, Bahns suggests that “the teaching of lexical collocations in EFL should concentrate on items for which there is no direct translational equivalence in English and in the learners’ respective mother tongues”. (Cited in Richards and Rodgers, 2001, p. 134)

However, Supporting Krashen’s theory (1982) of providing the learner a large amount of ‘language input', Michael Lewis considers this big number of collocations as an advantage rather than a problem. He thinks that teaching collocations, whatever is their number, is an effective way in learning. At the same time, Michael Lewis argues that this is a heavy burden for the foreign learner: "A mature language user’s mental lexicon is much larger than we previously thought, and the non-native learner's task in mastering a sufficiently large lexicon correspondingly more difficult." (Lewis, 2000, p. 128) Moreover, much time has to be spent on teaching collocations so that the teacher provides a maximum number of collocations to his learners. Stockdale (2004, p. 3) believes that success in second language learning is based on two points that must be followed in teaching: definition and collocations. Yet, a different amount of time is allocated to both points.

So He argues that:

Collocation is of much higher importance, however, in terms of use, acquisition and ultimate success in language learning. In a vocabulary presentation, one-tenth of our time should be spent on establishing a definition, and the rest of the time should be spent on collocation and use. (Stockdale, Joseph G. 2004, p. 3)

Always, we see that the main challenge to teaching collocations is “time” especially if their number is huge. So, English language teachers must focus on the most common collocations that are used by native speakers to obtain fluent and precise writing. Once this
is achieved, teachers could provide other collocations that are less frequent in speech/writing if there is time.

1.1.8. Directions for Teaching Collocations

Skilled teachers must help their students to develop awareness toward collocations and their importance to the writing skill and the process of acquiring the English language as a whole. Especially, Mis-collocations are widely spread in foreign learners' writing. This problem has to be solved by exposing the learner to highlighted word combinations as “...a sequence of words that occurs more than once in identical form in a corpus, and which is grammatically well-structured” (Kjellmer, 1987, p. 133), and raising his/her attention to them on the basis of text-based teaching that is conducted mainly through reading and locating the collocations in the text and derive its meaning from the targeted combination and Consciousness-raising to the importance of this set of words because Collocation” is a fundamentally semantic unit, as when it is said to include all those items in a text that are semantically related, as in biology terms (Nunan, 1993, p. 29).

Conclusion

In this section we had provided multiple definitions, types, patterns and classifications to the term of “collocation”, identifying its origins, and we gave explanation for the collocational competence and the aims behind teaching those collocations plus the directions for teachers to teach those collocations in order to enrich the student vocabulary and enhance their writing skills.

However, the following section is devoted to discuss the different ways through which collocations could be taught within the approach of text-based teaching and its characteristics and defining this method with its elements.
SECTION TWO: Text Based Teaching and Written Precision

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Section Two: Text Based Teaching and Written Precision

Introduction

Task-based conveys instruction in which EFL learners, performing activities, are engaged in meaningful, goal-oriented communication to solve an issue, complete assignment, to reach a conclusion and derive the rule. Tasks have been used for a wide range of instructional purposes.

This section is devoted to Text Based language Teaching origins, some definitions of it as an approach, plus definitions of the term “tasks” and its different types, categories and defining the written precision and highlight Text Based Collocation Teaching Collocation Importance In Written Texts

1.2.1. Text Based Language teaching origins

After the decline of Audio-lingualism, a group of new approaches and methods emerged in the 1970s and 1980s. At the head was Communicative Language Teaching (CLT) as the most widely influential, which was followed by some less influential methods such as Total Physical Response, the Silent Way, Community Language Learning, the Natural Approach, and Suggestopedia. The Approaches that were popular prior to Communicative Language Teachings such as Situational Language Teaching and The Audio-lingual Method tended to place emphasis on the elemental components of language (Richards & Rodgers, 1986, pp. 35, 48-50).

Since the 1970s, CLT has been gaining popularity worldwide. Though we have reached the “post-methods era” (Richards and Rodgers, 2001), CLT still has a great influence on language teaching worldwide (Liu, 2002) As a variation of CLT, Task-Based Language Teaching (TLT), also referred to as Task-Based Language Learning, started to receive attention in English language teaching, in the late 1970s and 1980s, these tasks were often
called “communicative activities” (Crookes, 1986). The term “communicative activities” has been gradually replaced by “tasks” (Bygate et al., 2001). The interest in tasks comes from the belief that they are “a significant site for learning and teaching” (Bygate, 2000, p. 186). So as a common fact, task-based language learning has its origins in communicative language teaching and is a subcategory of it. Educators adopted task-based language learning for a variety of reasons. Some moved to task-based syllabi in an attempt to make the language in the classroom truly communicative, rather than the untrue-communication that results from classroom activities with no direct connection to real-life situations. The use of tasks in language pedagogy has a long tradition, particularly in the "communicative approach" to language teaching.

Yalden (cited in Richards & Rodgers, 1986) lists major communicative syllabus types of CLT:

<table>
<thead>
<tr>
<th>Type</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. structures plus functions</td>
<td>Wilkins (1976)</td>
</tr>
<tr>
<td>2. functional spiral around a central core</td>
<td>Brumfit (1980)</td>
</tr>
<tr>
<td>4. functional</td>
<td>Jupp and Hodlin (1975)</td>
</tr>
<tr>
<td>5. notional</td>
<td>Wilkins (1976)</td>
</tr>
<tr>
<td>6. interactional</td>
<td>Widdowson (1979)</td>
</tr>
<tr>
<td>7. task-based</td>
<td>Prabhu (1983)</td>
</tr>
</tbody>
</table>

Yalden (cited in Richards & Rodgers, 1986)
As we can notice in the table above the seventh element was the task based in 1983 by the Indian linguist Prabhu, so we can deduce from this table that task-based method was a part of CLT

1.2.2. Text Based Language teaching definition

1.2.2.1 Definition of Text Based language teaching approach

TBLT or what is known as TBL is a new approach which gives a distinctive way of teaching to the language teaching specialists. TBLT is variously defined by different people. Given below are some of them.

Skehan (1998) pointed out that as an approach to instruction, TBLT is theoretically defensible and practically feasible. The assumption here, then, is the fact that transacting tasks will engage naturalistic acquisitional mechanisms, cause the underlying inter-language system to be stretched, and drive development forward. (P. 95).

In other words, Skehan saw the approach of TBLT as a natural way to acquire the language and to achieve foreign language proficiency

Newby (1998) believes that TBL approach gives the learners the opportunity to use their background knowledge of the target language. Focusing on communication and transmitting the messages regardless of the structure, similar real-life communicative situation. The classroom activities are learners centered in which it make it directly involved, by the end they will deduce the conclusion by a small gaudiness of the teacher that makes those learners feel the accomplishment .in Learning/teaching process that employs of Immersion Techniques, where learning takes place through the learner's interaction with his classmates. The Teaching process via activities is basically a learner-centered approach. Underlying some of these approaches is the view that a language 'can not be taught' but can only be acquired by the learner. The teacher is playing the role
facilitator in this process of learning. “Thus, grammar rules explained by the teacher give way to discovery techniques and awareness-raising tasks by the pupil.”(Newby, D., 1998) in which Though Newby stated it in reference to grammar, this is suitable to all other skills of English, i.e. speaking, writing, vocabulary knowledge enhancement etc. also he pointed out important features of the approach in which learners are the center of the teaching and learning process feeling more involved and motivated to accomplish the task as a result of awareness-raising toward the goal of those assignments.

However, Ellis (2003) defines TBLT in the following words:

TBLT is an approach to teaching a second/foreign language that seeks to engage learners in interactionally authentic language use by having them perform a series of tasks. It aims to both enable learners (1) to acquire new linguistic knowledge and (2) to procedural their existing knowledge. (Ellis, R., 2003:30)

Ellis shed lights the benefits from the approach, that is to say, TBLT enhance the linguistic competence and the performance skill of the EFL learners through the actual usage and interaction with the authentic materials like texts as a basis and activities related to it to indicate certain feature as collocations

1.2.2.2 Definition of “Task”

The concept of Task holds a central position in TBLT. A task can be any activity which produces some outcome. It is defined by various theorists in different ways.

Nunan (1989) then goes on defining a task as follows:

A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form. The task should
also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end. p. 10

A ‘Task’ as suggested by Nunan (2004) can be briefly divided into two broad categories: Target tasks and Pedagogical tasks.

- **Target tasks**, as the name implies, refers to uses of language in the world beyond the classroom; what is called a real-world or target task (uses of language in real life)

- **Pedagogical Tasks** are those that occur in the classroom. Nunan (1989) (what the learners do in class).

Nunan (1989) further argues that tasks are different from any other activity in that they have a non-linguistic outcome, e.g., painting a fence, dressing a child and etc.

Breen (1987, P. 23) defines the task as “any structured language learning Endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task.” In which the task is oriented for a specific goal with a particular item and underlined results

For Long (1985) a task is:

a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between.(p. 89)
Long defines the word task in general not only a specified pedagogical activity it can go beyond that to the different domain of the real life

A carried out an activity that comes as the result of processing language like listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. So a task needs clear instructions to be correctly fulfilled by the learner and using different types of tasks in language teaching process make it communicative that gives a goal from the task to achieve that goes beyond the practice of language for its own sake.

Prabhu (1987), one of the great supporters of TBLT, believes that
a task is an activity which require learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, p24

In here, the teacher is the controller and the learners play the center role of answering the activity and deriving the rules and the results from it

Researchers Bygate et al., (2001, p. 11) put forward the following definition for a task as “an activity, susceptible to brief or extended pedagogic intervention, which requires learners to use language, with emphasis on meaning, to attain an objective”. Again the main focus is on the language itself rather than the structure o achieve the underlined goal

Samuda & Bygate (2008) point out,
While a widely agreed definition of the term is both desirable and necessary ...
arriving at such a definition is not straightforward – a considerable part of the
second language task literature has been concerned with the search for a precise, yet comprehensive definition of a “task. p 62

Richards and Renandya (2002), define the task as:

an activity which learners carry out using their available language resources and leading to a real outcome. Examples of tasks are playing a game, solving a problem or sharing and comparing experiences. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrase, and experimentation, which are thought to lead to successful language development. (p. 94)

In other words; Richards and Renandya(2002) like other scholars while defining the term, they put an emphasis on the learner as the center of teaching and learning process

According to Widdowson (2003, p. 124), Skehan provided the most comprehensive theoretical rationale for the task-based learning, so it seems rational to take his definition as having some authority.

Skehan (1998, p. 95) regarded a task as an activity which satisfies the following criteria: “Meaning is primary; There is some communication problem to solve; There is some sort of relationship to comparable real-world activities; Task completion has some priority; the assessment of task in terms of outcome”

However, as Bygate (2001) sees the above-stated definition of Skehan incomplete in a number of respects. Apart from the ideas of the primacy of meaning, the existence of an objective, and the possibility of assessment, there is the fact that tasks are susceptible to pedagogic intervention as well as that tasks can be influenced by the choice of the learner and it might reinterpret by learners.
Prabhu (1987) focused chiefly on ‘meaning’, thus he argued that a task had some kind of ‘gap’. He categorized three main types of such gap: information gap, reasoning gap, and opinion gap. A learner was required to use some thought process to fill the gaps.

Willis (1996, p. 53) A task is “a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences.”

As was mentioned earlier, a very important objective of a task for language teachers is to get learners to talk with interest and willingness. This requires teachers to set up a task for the learners so that they want to involve themselves in it and have to communicate with each other in order to accomplish the task for the sake of the sense of achievement. Within the definitions stated above and some others, apparently, two features are quite outstanding. The first is that tasks should have goals or objectives. Learners should be able to use the target language to accomplish a goal. They should have a sense of responsibility of achieving a real outcome by the end of any task. The second feature of the task is activity. This means the learners have to be active in carrying out a task. They have to try to solve any problems themselves or seek help from others. We can also say that tasks do not include activities which only require learners to use the language for practice mechanically.

1.2.3. Task-Based Learning (TBL) Vs the Traditional Present, Practice, Produce (PPP) Approach.

Many teachers are quite familiar with the PPP (Presentation, Practice, and Production) cycle. They will probably ask what differences there are between the PPP cycle and the TBL framework.
1.2.3.1. (TBL) Approach and (PPP) Approach definition

- **(PPP) Approach.** Based on the constructivist theory of learning and communicative language teaching methodology, the task-based viewpoint of language teaching has emerged in response to some constraints of the traditional PPP approach, denoted by the process of presentation, practice, and performance (Ellis, 2003; Long & Crookes, 1992). Most teachers become familiar with the PPP paradigm. A PPP lesson would proceed in the following manner; first, the teacher *presents* an item of language in a clear context to get across its meaning. Than Students are then asked to complete a controlled *practice stage*, where they may fill gaps or match halves of sentences. All of this practice demands that the student uses the language correctly and naturally finally, they move on to the production stage, sometimes called the 'free practice' stage.

- **Approach (TBL)** Hence, it has the significant meaning that language learning is a developmental process enhancing communication and social interaction rather than a product internalized by practicing language items, and that learners master the target language more powerfully when being exposed to meaningful task-based activities in a natural way. It was in the 1980s that this viewpoint of language learning gave rise to the various task-based approaches (Breen, 1987; cited in Candlin & Murphy, 1987; Nunan, 1989; Prabhu, 1987). Moreover, during the nineties, it developed into a comprehensive structure for the communicative classroom where learners did task-based activities via cycles of pre-task preparation, task performance, and post-task feedback via language focus (Skehan, 1996; Willis, 1996). In *Pre-task* the teacher *presents* the topic and provides the students with clear instructions on what they should do at the task stage this gives
the students a clear view of what is expected from them. The students may take
notes and prepare for the task. In Planning Students prepare a short oral or written
report to tell the class what happened during their task and practice it. Meanwhile,
the teacher is available for the students to ask for advice to clear up any language
questions they may have. Students then report back to the class what they have
done. The teacher may give the students some quick feedback on the content. The
teacher may highlight relevant parts from the text for the students to analyze. They
may ask students to notice interesting features within this text. Finally, the teacher
highlights language items to practice based upon the needs of the students and
what derived from the task. The students then do practice activities to increase
their confidence and make a note of useful language.

Obviously, as Ellis (2003) states, task-based language teaching that has been re-
investigated recently from a variety of perspectives covering oral performance, writing
performance and performance assessment makes the approach applicable in EFL
classes to enhance the language acquisition and an interesting field of investigation.

1.2.3.2. The problems with PPP

Thornbury’s (1999) states that the Present, Practice, Produce approach seems quite logical
in ordering matter, however, teachers who use this method will soon identify problems
with it. So, this approach came under sustained attack from academics. Some of the major
problems as Skehan (1996) points out that:

such a sequence does not reflect principles of second language acquisition: The
underlying theory for a PPP approach has now been discredited. The belief that a
precise focus on a particular form leads to learning and automatization (that learners
will learn what is taught in the order in which it is taught) no longer carries much
credibility in linguistics or psychology. (p. 18)

Thus, Students may not make an effort to concentrate in order to produce the TL because
they know in the coming stages they will find language resources to complete the task.

Lewis (1993) suggested that this approach was inadequate because it reflected
neither the nature of learning nor the nature of language. In which the learners are asked to
merely mimic a model in a fixed linear order without paying attention to the student’s level
and the complexity of the language itself as well the teaching/learning process So, Students
will often produce the language but overuse the target structure so that it sounds
completely unnatural. Also, they may give the impression that they are comfortable with
the new language as they are producing it accurately in the class. Often though a few
lessons later, students will either not be able to produce the language correctly or even
won't produce it at all.

1.2.3.3. A Task-based approach advantages

Task-based learning has some clear advantages unlike a PPP approach; the students are
free of language control.

Richards and Schmidt (2002) believes that: “Motivation is generally considered to be one
of the primary causes of success and failure in second language learning” in other words
Students tend to be active and participate with great motivation towards tasks and activities
in a TBL environment. It offers a platform for students to display their skills through their
efforts and develops them.

Nunan (2004) states that TBL emphasizes on learners to communicate through
interaction in the target language, introduces authentic texts into the classroom, learners
focus not only on language but the learning process itself and TBL make the learners' own
personal experiences important contributing factors to the classroom.
So, Language learners work and co-operate with each other in groups which build bonds between them. When working in groups they are able to display and produce meaningful interaction on a given topic. Also, the class work together and assess the whole outcome of the lesson with the teachers’ giddiness that it is provided by clear instructions. As Ellis (2005) states that:

Instruction plays a major role in both foreign and second language learning. While it may not be necessary to achieve competence in the second language it undoubtedly helps. Nor should instructed language learning be seen as a poor alternative to naturalistic learning for there is plenty evidence to show that it is as, if not more, effective. The crucial question is, therefore, not whether instruction works but rather what kind of instruction works best. (p. 725).

By the end, learners will not only concentrate on one aspect of a certain language feature, in all three stages of a TBL lesson students rely on teachers’ instructions and on their previous language, knowledge, and experience. This process enables the students to explore previous and new features of the language.

PPP offers a very simplified approach to language learning. It is based on the idea that you can present language in neat little blocks, adding from one lesson to the next. However, research shows us that we cannot predict or guarantee what the students will learn and that ultimately a wide exposure to the language is the best way of ensuring that students will acquire it effectively.

1.2.4. Task-based approach and the written performance

The task-based language teaching approach was first performed by Prabhu, who published the Bangalore’s research report in (1982) and advanced the concept of task-based approach (Wei, 2004). Researchers involved in task based approach have internalized
experience from language research, the research of language learning and the research of foreign language acquisition, and it is getting more and more mature together with them. Its functions and value in constructing learner-centered classrooms and language learning contexts, giving learners the opportunity to interact and communicate and enhance learners' ability to deploy the target language and sort out communicative problems were highly appreciated and recognized by researchers in the area of language teaching (Lin, 2009). A task-based approach has attracted much attention in the foreign language teaching field since the 1980s. Being a learner-centered approach, it views language as a communicative tool. The task-based approach aims at presenting chances for learners in order to master language both spoken and written via learning activities designed to engage learners in the functional, practical and natural use of language for meaningful goal (Lin, 2009). In spite of the widespread employment of tasks in language pedagogy, some prominent challenges behind devising proper task-based syllabi and designing natural task-based materials, both of which have been regarded as key factors to detecting the powerfulness of TBLT in communicative classrooms, still remain unresolved. Many SLA researchers, in response to these challenges, are presently shifting their focus from conceptualizing tasks to arranging and performing tasks relying on observation of the practical efficacy of TBLT methodology in classroom practice (Jeon and Hahn, 2005).

1.2.5. Written Precision Definition

Precise conveys meaning of exactness, to the point, something definite. According to English oxford dictionary (1995) the term precision is: “The quality, condition, or fact of being exact and accurate.” Precision refers to the idea of saying exactly what you mean. This is largely due to vocabulary. That’s not to say that it’s important to sound smart or knowledgeable or to use the biggest word in the dictionary. What’s important is to use the right word that communicates the specific message you are trying to send. In fact, large or
hard to understand words often interfere with our message and confuse or frustrate our readers. In our attempts to sound intelligent, we often alienate our audience. Consequently, I tell my students that each word they learn is a tool in their writer’s toolbox, and that the more words they know (and can use accurately and effectively), the more successful they will be as writers.

1.2.6. Text based collocation teaching and written texts

Thornbury claims that “language always happens as text and not as isolated words and sentences” (2005, p. 8). Texts include rich word information such as word family, word meaning, lexical chains, and word association.

Halliday (1970) states that:

Linguistics ... is concerned . . . with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus. (p. 145)

Halliday (1970) highlights the importance of language components with their actual use. There are three kinds of texts used in teaching: texts that are written especially with a pedagogical purpose in mind by teachers; so authentic texts the teacher has chosen because they contain many examples of a particular feature of language; the authentic texts adapted by teachers to contain Texts help learners speak and write words rightly. Doing role-play and talking about the text are the ways to speak certain words; writing issues about the text is to use the words in the written form. Both speaking and writing make students use the contexts and collocation words highlight certain features of the language.

As pointed out by Nation and Coady (1988):

The very redundancy or richness of information in a given context which enables a reader to guess an unknown word successfully could also predict that the same
reader is less likely to learn the word because he or she was able to comprehend the text without knowing the word. (p. 101)

Hiebert and Kamil also claim that “Receptive vocabulary is the words that we can understand recognize, and productive vocabulary is the words for which we know meanings when we speak and write” (2005, p. 3).

Conclusion

This section provided some definitions of Text Based language Teaching as an approach, its origins, plus definitions of the term “tasks” and its different types, categories and defining the written precision and highlight Text Based Collocation Teaching Collocation Importance In Written to conclude, Texts Task-based language teaching that has been re-investigated recently from a variety of perspectives covering oral performance, writing performance and performance assessment makes the approach applicable in EFL classes to enhance the language acquisition and an interesting field of investigation in relations to collocations as an element to focus on from the broad word “language” to enrich the EFL learners vocabulary that gives them the ability to enhance the writing skills to be much more precise in transmitting their ideas that’s what will be tested in the Algerian pedagogical setting in the following chapter.
CHAPTER TWO: THE PRACTICAL FRAMEWORK
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CHAPTER TWO: THE PRACTICAL FRAMEWORK

(Analysis and Interpretation of the Results)

Introduction

This chapter is devoted to the practical part of the research study that aims at investigating the effectiveness of text-based teaching of collocation on promoting students' precision in writing. It starts with explaining the general procedures such as the choice of method, description of the sample, the tools used to carry out the study, and ends up with a discussion of the obtained results in detail.

2.1 Choice of the Method

In fact, the choice of the method as in any research study has mainly to do with the nature of the topic being investigated, the sample under investigation, the aims set behind and the data collected. For this reason, a Quasi-experimental design (Non-randomized control group, Pre-test-Post-test design) was opted for pedagogical reasons. It is a must to have intact classes rather than any sampling that goes under another method of investigation that could lead to the problem of feasibility. Because of time constraints, we have conducted the experiment within five weeks, and we have specified the type of collocations (lexical and grammatical collocations) that students are supposed to learn. Thus, we used the experimental tests as the main research tool of this study.

2.2 The Sample

We cannot reorganize groups according to our research needs. Thus, it results in problems with the administration, so in such cases, it is better to work with the intact groups (readymade groups). Thus, our case of study is Third year Students of English from
two groups in the Department of English at the University of Larbi Ben M’hidi - Oum el Bouaghi. With 155 students as the population’s total number, for the academic year 2016/2017. The sample is of (53) students; 24 students in the control group and 29 students in the experimental group. We have specified the third year level because they are advanced learners, and they do not have the ability yet to identify what the researcher tend to do in the treatment period. Thus, the opted sample will not threaten the experiment’s validity.

2.3 The Research Design

The design used to conduct this study is a quasi-experimental design, which offers a broader scope of design and allows the research to occur in its natural setting. The validity of quasi-experimental research can be improved by specific methods that assist in identifying a comparison group, controlling bias, and using appropriate statistical analyses and a specific type of quasi-experimental design that is generally better than either the nonequivalent group's design or the pre-test-post-test design is one that combines elements of both. There is a treatment group that is given a pre-test, receives a treatment, and then is given a post-test. But at the same time there is a control group that is given a pre-test, does not receive the treatment, and then is given a post-test. The question, then, is not simply whether participants who receive the treatment improve but whether they improve more than participants who do not receive the treatment.

The study questions are:

Does text-based teaching for collocations enhance learner’s capacity of using those items in order to produce a precise piece of writing (paragraph)?

Are textual analysis activities useful as a method (way) to teach collocation?

To answer those questions, alternative and null hypotheses were given:
H1: Text-based teaching of collocation is an effective method for promoting students written precision.
H2: Textual analysis activities are a useful way to teach collocations.
H01: Text-based teaching of collocation is an ineffective method for promoting students written precision.
H02: Textual analysis activities are an unuseful way to teach collocations.

2.4 Procedures

2.4.1 Pre-testing

In the pre-test we asked them to write a paragraph without mentioning a thing about the collocations for two main reasons: first to avoid students questions about what is collocation in the first place and the second reason, if they know collocations which is not the case that will effect there writings and raise their awareness toward the pre-test objective. The provided instruction was:

The University is considered as a priority to have a bright future; however it requires hardworking students who can fulfill their duties that are assigned by the teacher in the process of learning.

Discuss in a form of a paragraph those assignments inside and outside the classroom.

The chosen topic to students to write depended on the learners’ level in which they are third year students, it is a comprehensible material that it is to say they experienced it in their previous years studying in university plus the current year. In which the same assignments are addressed to them year by year. So the focus of students will not be about finding what to write or selecting the ideas but in here the scope will be limited and the analysis will be more valid
In brief, the main purpose behind this pre-test is to analyze student’s writings and see whether they have problems in terms of precision via collocation implementation also the distribution for both groups (experimental and control group) will give us an idea about whether our sample is homogeneous or not.

2.4.2 The Treatment Period

After finishing with the pre-test and its analysis, the results allowed us to proceed for the next stage in which there are problems in using the collocations in a correct form or applying them when it is needed to prevent the writer from falling on exhaustive writing rather than a precise one, and that is exactly what the students faced on the pre-test written material, in which, they wrote in exhaustive manner, misused the collocations and even they did not use them when it is necessary, in brief the problematic issue was proven and now we will go through a period of treatment to solve it, for the control group the learners where exposed to the term “collocation” , it’s definition and a list of collocations that will be introduced to the experimental group but in a different manner.

The experimental group was exposed to four sessions each session the learners were provided with a text that contains collocations plus activities related to it, that fall under the scope of textual analysis activities of the text based language teaching method. The worth mentioning that students go by the TBLT approach in which the lesson introduced goes by four phases.

First, the text was distributed and they were asked to read it silently and allocate the collocations individually or in pairs, as a second phase the teacher read this text and they answer the previous question collectively and stop on some collocations that need explanation. The third phase students will try to answer on the activities that follow the text, in the fourth phase; we correct those activities collectively, by the end we stop on certain collocations that needs further explanations.
2.4.3 Post-testing

After we have finished with the period of treatment, both groups received the same test of the pre-test as a post-test with a slight difference which is adding the instruction of writing the needed paragraph using the learned collocations. The provided instruction was:

The University is considered as a priority to have a bright future; however, it requires hardworking students who can fulfill their duties that are assigned by the teacher in the process of learning.

Discuss in a form of a paragraph those assignments inside and outside the classroom using the collocations that we have studied.

The main aim of providing the post-test is to see the improvement of the experimental group. We have also administered it to the control group to compare between groups’ achievements after the period of treatment. In order to give much more credibility to our research results. In which, this post-test eliminated the assumption of the improvement due to other factors rather than the experiment like self-maturation.

2.5 Instruments

In this experimental study, we have used tools that helped us to manipulate, collect, calculate and analyze the data, which are:

2.5.1 Instruments Used During The Period of Treatment

- Two papers that contain the definition of collocation with its two types (grammatical and lexical) and a list of collocations (60 copies). These copies are distributed for the control group to identify the concept of “collocations”, and provide a list of collocations that is similar to the ones tackled in the experimental group treatment period.
• Four copies that contain texts tackling different topics combined with their textual activities. It contains collocations that may be used interchangeably with the pre and post-test subject matter (176 copies). This copies distributed to the experimental group. It is used as an instrument of teaching collocations in the treatment period. Those copies followed by their key answers (176 copies).

2.5.2 Instruments used in Pre-testing and Post-testing

• The pre-test and post-test copies for both groups (120 copies). These copies are administered to collect the data before and after the period of treatment.

2.5.3 Instruments used in Preparing and Analyzing the Data

• The SPSS program used to calculate the data.
• The Excel program to transform the data to figures, and to calculate the percentage.
• two collocation dictionaries and a book:
  ▪ Free Online Oxford Collocation Dictionary for Advanced English Learners.
  ▪ Free Online Collocations Dictionary.
  ▪ A printed book entitled “Keywords for fluency intermediate collocation practice” by George Woolard that contains the most frequent collocations in different domains especially the lexical one.

These aforementioned dictionaries are used to design the provided texts and activities for the experimental group.

2.6 Scoring

Our work is both quantitative and qualitative. in which, we have analyzed the text focusing on three elements that serve our goal in terms of collocation usage and precision evaluation.
So, the three elements are:

- **Collocations**: paying attention to the correct combination and accurate placing in the written paragraph and calculate them.
- **The misused or misformed collocations**: a wrong word combination of collocations or the wrong placement of it, in the written paragraph.
- **Possible collocations**: no collocation i.e. when the writers provide a sentence or phrase that could be simply replaced with a collocation and this is the key element to achieve precision plus the above-mentioned elements.

We calculate each one of them can give scores separately i.e. collocations number, misused/Misformed collocations number and the possible collocations number. These scores will help us to determine the student's collocational competence combined with writing precision. Since one of the precision’s definitions is targeting the exact meaning without wordiness.

### 2.7 Statistical Analysis

In this section, we are going to present and analyze all the data obtained from both Groups in the pre-test and post-test through statistical procedures. On the one hand, the independent sample t-test for the pre-test of both groups to compare the means. In order to determine whether our sample is homogeneous or not. On the other hand, the paired sample t-test is used to compare the means of the same group before and after the period of treatment. This will help us to see the improvement scale of the obtained results, and to decide whether it is attributable to the effectiveness of the independent variable or due to chance. By the end, we return to the independent t-test of the post-test. It is used to compare the means of two different groups (the control group and the experimental group). In order to indicate that the use of TBLT is an effective method to teach collocation and it promotes the written precision better.
2.7.1 The Control Group Versus The Experimental Group Scores on The Pre-Test

In order to compare the results, we should first calculate the mean of the pre-test for both groups by SPSS, we have obtained the following table:

Table.5

Independent Samples Test of the pre-test

<table>
<thead>
<tr>
<th></th>
<th>Levene’s Test for Equality of Variances</th>
<th>1-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Collocations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.209</td>
<td>.650</td>
<td>.820</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
<td>.830</td>
</tr>
<tr>
<td>Misformed/misused collocations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>1.268</td>
<td>.265</td>
<td>-1.075</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>-1.062</td>
<td>46,292</td>
<td>.294</td>
</tr>
<tr>
<td>Possible collocations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>1.128</td>
<td>.293</td>
<td>-1.302</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>-1.283</td>
<td>45,590</td>
<td>.206</td>
</tr>
</tbody>
</table>

As we can notice from the table above of the independent sample t-test of the pre-test for both groups (control and experimental group). The Sig. Value which is in bold type is greater than .05

- **Collocations** sig: 0.209 > 0.05
- **Misformed/misused collocations** sig: 1.268 > 0.05
- **Possible collocations** sig: 1.128 > 0.05

The values are greater than .05 which means that the variability in our two groups is about the same (in the control and the experimental group). The scores of the experimental group
for the three elements of analysis (collocations, Misformed/misused collocations and Possible collocations) do not vary too much more than the scores in our experimental group. Put scientifically, it means that the variability in the two groups is not significantly different. This is a positive thing to our study. Because from this data, we can conclude that our sample is homogeneous, and it does not contain a large difference in level that could affect the results of our experimental study.

2.7.2 Experimental Group Post-Test versus Experimental Group Pre-Test

In order to compare the results, we should first calculate the mean of the pre-test and of the post-test for the experimental group by SPSS. We have obtained the following table:

Table 6

*Paired Samples Test of the pre-test and post-test of the experimental group*

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
<td>95% Confidence Interval of the Difference</td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>Exp.pret.MC - Exp.post.MC</td>
<td>3.276</td>
<td>3.172</td>
<td>.589</td>
</tr>
<tr>
<td>Pair 3</td>
<td>Exp.pret.PC - Exp.post.PC</td>
<td>2.276</td>
<td>3.184</td>
<td>.591</td>
</tr>
</tbody>
</table>

.000

.000

.001
As we can notice from the table above of the paired sample t-test of the pre-test and post-test of the experimental group, there are a lot of data in this table but what concerns us more is the Sig (2-Tailed) value in the last row of the table, this value will tell us if the two condition “Means” are statistically different. Often times, this value will be referred to as the p-value. As we can see the Sig (2-Tailed) value which it is in bold type is less than 0.05.

- Pair 1 of collocations: of the pre-test and the post-test of the experimental group shows that: Sig (2-Tailed): 0.000 < 0.05
- Pair 2 of Misformed/misused collocations: of the pre-test and the post-test of the experimental group shows that: Sig (2-Tailed): 0.000 < 0.05
- Pair 3 of possible collocations: of the pre-test and the post-test of the experimental group shows that: Sig (2-Tailed): 0.000 < 0.05

We can conclude, that there is a statistically significant difference between our pre-test and post-test in the experimental group. We can conclude that the differences between the pre-test and post-test “Means” are not likely due to chance, but, they are probably due to the period of treatment manipulation i.e. due to the effectiveness of text-based language teaching method of collocation on promoting written precision.

The following table shows with details some statistics of the pre-test and post-test results of the experimental group:
Table 7

Statistics of the Pre-test and Post-test Scores in the Experimental Group

<table>
<thead>
<tr>
<th>Statistics</th>
<th>collocations</th>
<th>Post.C</th>
<th>Misformed/Misused collocations</th>
<th>Post.MC</th>
<th>Possible collocations</th>
<th>Post.PC</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>N Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.34</td>
<td>11.79</td>
<td>5.34</td>
<td>2.07</td>
<td>3.90</td>
<td>1.62</td>
</tr>
<tr>
<td>Median</td>
<td>4.00</td>
<td>9.00</td>
<td>5.00</td>
<td>2.00</td>
<td>3.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Mode</td>
<td>4</td>
<td>7a</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Variance</td>
<td>8.805</td>
<td>32.527</td>
<td>4.305</td>
<td>4.638</td>
<td>8.096</td>
<td>2.958</td>
</tr>
<tr>
<td>Sum</td>
<td>126</td>
<td>342</td>
<td>155</td>
<td>60</td>
<td>113</td>
<td>47</td>
</tr>
</tbody>
</table>

a. Multiple modes exist. The smallest value is shown

As we can notice this table contains the valid number of the sample participants which is 29 in the pre-test and in the post-test also we find the mean, the median, The mode, the variance and the sum or the total number we will clarify more the results depending on this table.

- Collocations development between the pre-test and the post-test of the experimental group:

First, the following examples are taken from the post-test collocations written by students:

- Student One: …crucial step¹ ……fruit of the hard work² …… Learning process³ …… intensive reading⁴ …… double edged sword⁵ ……

  - C1: “crucial step” is a correct combination of words
  - C2: “fruit of” is a collocation, “hard work” is collocation and “fruit of the hard work” is an expression of collocation.
  - C3: “Learning process” is a correct, precise combination of words
  - C4: “intensive reading” is a correct, precise combination of words
  - C5: “double-edged sword” is an expression of collocation
In order to calculate the percentage, as a first step; we take the means of both pre-test and post-test of the experimental group and put them in Excel or use this mathematical formula:

\[ x\% = \frac{y(\text{mean})}{\text{the total number of (means)} \sum (y + x)} \times 100 \]

Example: the mean of the post-test collocations scores is: 11.79

The total of the pre-test and post-test collocations mean is: 4.34 + 11.79 = 16.13

Applying the mathematical rule to have the following:

\[ \text{post-test collocations percentage}\% = \frac{11.79}{16.13} \times 100 = 73.09 \cong 73\% \]

So the post-test collocation percentage of the experimental group is: 73% and logically the rest is the pre-test percentage i.e. 100-73= 27 so the percentage of the pre-test of the experimental group is 27%.

Figure 1. The Percentage of collocations score of the pre-test and post-test in the experimental group
In the above figure, we can clearly distinguish the difference between the scores of the pre-test and post-test of the experimental group in which the percentage of collocations in the pre-test is 27% where as in the post-test it is 73%.

- **Misformed/misused collocations development between the pre-test and the post-test of the experimental group:**

First, here are some examples of the misformed/misused collocations committed by learners in the pre-test:

- **Student One:** ……. Is reading for obtain\(^1\) ……. also ask us of\(^2\) writing\(^3\) essay…
  - MC 1: the correct collocation to be combined with the verb obtain is “to”
  - MC 2: the correct collocation to be combined with “ask” is “to” and with “to ask” is “for” in this case it is combined with “to”
  - MC3: in here the correct collocation is “write an essay” an essay could be replaced by any written material like “a paragraph”, “a novel” …etc however the chosen word by this student is paragraph it must be combined with the verb “write” + “a”

- **Student Two:** …. teachers do not make us\(^1\) even breath…….
  - MC1: the misused collocation is make us instead of it we use let us that express the precise meaning that the learner want to express

The same example of the second student will be taken in the possible collocation analysis for much more improvements, to obtain a precise expression that learners want to convey.

In order to have the percentage of the Misformed/misused collocation, we have followed the same steps used in collocations percentage calculation, we were depending on the statistics table to get “the mean” of the pre-test and the post-test of the experimental group of the MC.
Figure 2. The Percentage of Misformed/misused collocations score of the pre-test and post-test in the experimental group

As we can notice after the period of treatment the misformed/misused collocation percentage reduced in the pre-test it was 72% and in the post-test is 28% that shows the effectiveness of the period of treatment i.e. the use of TBLT method to teach collocation in order to achieve precision.

➢ Possible collocations development between the pre-test and the post-test of the experimental group:

Here are some examples of the possible collocations on the written paragraphs of the pre-test:

✓ Student One: ………. teachers do not make us\textsuperscript{1} even breath…….

⇒ We have dealt with this example above in MC of student two, this word combination could be replaced by “give us a moment to catch our breath”

✓ Student two: ……… what they are asked to do by their teachers…….
We could replace this sentence by a precise collocation convey what the learner wants to express that could be “teachers assignments/tasks”

To calculate the percentage of the possible collocation we follow the same steps used in collocations and MC percentage calculation depending on the statistics table to get the mean of the pre-test and the post-test of the experimental group of the possible collocations.

![Comparing the Percentage of Possible Collocations Score in the Experimental Group](image)

**Figure 3.** The Percentage of possible collocations score of the pre-test and post-test in the experimental group

By observing the figure above, we can conclude that after the period of treatment the possible collocation percentage reduced in the pre-test it was 71% and in the post-test is 29% that shows the effectiveness of the period of treatment i.e. TBLT method to teach collocation an achieve precision.
2.7.3 The Control group Post-Test versus The Control Group Pre-Test

In order to compare the results, we should first calculate the “mean” of the pre-test and of the post-test for the Control group by SPSS. As a result we have obtained the following table:

**Table 8**

*Paired Samples Test of the pre-test and post-test in the control group*

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Mean</td>
<td>95% Confidence Interval</td>
<td>Lower</td>
</tr>
<tr>
<td>Cont.pret.C - Cont.post.C</td>
<td>-1,833</td>
<td>4,270</td>
<td>.872</td>
<td>-3,636</td>
</tr>
<tr>
<td>Cont.pret.MC - Cont.post.MC</td>
<td>.208</td>
<td>3,788</td>
<td>.773</td>
<td>-1,391</td>
</tr>
<tr>
<td>Cont.pret.PC - Cont.post.PC</td>
<td>.750</td>
<td>4,014</td>
<td>.819</td>
<td>-1.945</td>
</tr>
</tbody>
</table>

We can notice from the table above of the paired sample t-test of the pre and post-test of the experimental group. The **Sig (2-Tailed) value** in the last row of the table, this value shows us if the two condition Means are statistically different. This value is also called the **P value**. As we can see the **Sig (2-Tailed) value** in the above table in the bold type is **bigger than 0.05**. For two elements of analysis and **less than 0.05 for one element**

- Pair 1 of **collocations**: of the pre-test and the post-test of the Control group shows that: Sig (2-Tailed): **0.047< 0.05**
- Pair 2 of **Misformed/Misused Collocations**: of the pre-test and the post-test of the Control group shows that: Sig (2-Tailed): **0.790>0.05**
- Pair 3 of **Possible Collocations**: of the pre-test and the post-test of the Control group shows that: Sig (2-Tailed): **0.369> 0.05**

The first element which is **collocations** Sig (2-Tailed) is greater than 0.05. It means that there is a significant change due to the collocation’s exposure. However, it is a slight
improvement comparing to the experimental change. Also, it lacks the improvement of the other two elements of analysis (Misformed/misused collocations and the possible collocations). We can conclude that there are no significant differences between the pre-test and post-test “Means” of the control group. In other words, there is no improvement to mention except the slight difference in collocations “means”. This change can be due to chance, and the students’ awareness raising toward collocations. However, it still insufficient without the TBLT method that is used in the experimental group.

2.7.4 The Experimental Group Vs the Control Group Post-Test

In order to compare the post-test results of both groups (control and experimental group), we should calculate the mean of the post-test for both groups. By SPSS. As result we obtained the following table:

### Table 9

*The Independent Samples Test of the Post-Test of the Experimental and Control Group*

<table>
<thead>
<tr>
<th></th>
<th>Independent Samples Test</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collocations</td>
<td></td>
<td>6.273</td>
<td>.015</td>
</tr>
<tr>
<td></td>
<td>Equal variances assumed</td>
<td>4.976</td>
<td>46,127</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misformed/misused collocations</td>
<td>Equal variances assumed</td>
<td>3.179</td>
<td>.081</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>-4.950</td>
<td>39,646</td>
</tr>
<tr>
<td>Possible collocations</td>
<td>Equal variances assumed</td>
<td>1.448</td>
<td>.234</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>-4.812</td>
<td>43,453</td>
</tr>
</tbody>
</table>
We can notice from the table above of the independent sample t-test of the post-test of the control group and post-test of the experimental group, the Sig (2-Tailed in bold type is less than 0.05.

- **collocations**: of the post-test of both groups (experimental and control group)
  
  shows that: Sig (2-Tailed): \(0,000 < 0.05\)

- **Misformed/misused collocations**: of the post-test of both groups (experimental and control group) shows that: Sig (2-Tailed): \(0,000 < 0.05\)

- **Possible Collocations**: of the post-test of both groups (experimental and control group) shows that: Sig (2-Tailed): \(0,000 < 0.05\)

We can conclude that there is a statistically significant difference between our post-test of the experimental group and post-test in the control group. We can conclude that the differences between the post-test of the experimental group and the post-test of the control group Means are probably due to the period of treatment period manipulation.

**Summary of results**

This study indicates four main results, on one hand, the independent sample t-test for the pre-test. It shows that the “mean” of both groups were similar. In which, the P value was greater than .05. Thus, we concluded that our sample was homogeneous. On the other hand, the paired sample t-test for the experimental group shows a significant change in results. This was deduced from The P value that was less than .05 for the three elements of analysis (the collocations, misformed/misused collocations and possible collocations).

The paired sample t-test used also for the control group. It shows no significant change in results between the pre-test and post-test, except a slight difference on the P value of collocations. In which it was less than .05. These data ensure the results of previous sample t-test was not due to chance however, we can put factor to justify the slight...
difference that appeared on collocations. Yet, it was not a threatening factor because the remaining two elements P value was greater than .05, and this is proved through the comparison between the post-test of both groups. The independent sample t-test shows that there is a significant change between the two groups’ post-test “means”. The P value was less than .05. The collocations usage enhanced, the misformed/misused collocation, and the possible collocations reduced. By the aforementioned result we can accept the alternative hypothesis of the research. Which is, Text based teaching of collocation is an effective method for promoting students written precision.

**Conclusion**

This chapter was devoted for collecting and analyzing the data, in which we started by defining our method, sample, the research design, and the procedure followed to undertake the experiment. Then, we have tackled the used tools on the whole procedure and the scoring technique that we have implemented. After that we started analyzing and interpreting our data results, in which we have compared between the pre-test and the post-test scores within the same group, and we also compared the pretest and the posttest of both groups, finally, we had a general discussion of the results that permitted us to accept our hypothesis, i.e. Text based teaching of collocation is an effective method for promoting students written precision.
General Discussion

The study is conducted to examine the effectiveness of text based language teaching of collocations on promoting students precision in writing. In order to eliminate the student’s problems of wordiness while writing, and enhance the vocabulary knowledge of vocabulary to use it accurately, in order achieve precision. We have opted the third year students of Department of English, University of Larbi Ben M’hidi, Oum El Bouaghi as our sample. They were pre-test to evaluate their level of collocations’ use in accordance with their writing precision efficacy. After that, both groups (control and experimental) were given similar collocations but in different manner, the control group it was merely listing of collocations, a brief definition to the term, and its types (the lexical and the grammatical one). However, the experimental group was exposed to the TBLT method. In which, we followed the TBLT procedure in teaching and presenting the lesson. Worth mentioning, that the TBLT approach is used as a natural way to acquire the collocational vocabulary as it is used in the texts, this will give them an idea about where to place the accurate collocations, and eventually, they use it appropriately in their writings to achieve precision.

The scores taken from the experiment helped in realizing that there was a significant difference between the use of collocations, Misformed/misused collocations and possible collocations that result more precise paragraphs which convey the exact meaning without exhaustiveness and wordiness of the two groups. The results proved that the main focus of the study was to make a correlation between; the texts based language teaching as an effective method to teach collocation and their enhancement for correct usage of those collocations to produce precise paragraphs.
Limitations of the study

However, in our attempt to investigate the effectiveness of text based teaching of collocation on promoting students precision in writing, we have encountered some limitations such as the lack of time to conduct the experiment, students’ absences and the time of the post-test was in period of pedagogical tests and presentations, so it was difficult to collect the post-test data especially for the control group.

Suggestions for Further Research

The use of text based teaching of collocation method in order to promote students precision in writing proved to be crucial for the learning process. Therefore, adopting such technique in EFL classrooms should be taken into account. Further researches can be conducted to examine the effect of text based teaching collocation in enhancing the speaking skill as well as the written one that we have focused on in this dissertation.
List of References


From: www.danielaforquera.com.ar


Appendices

Appendix A: a sample of an answer paper on the pre-test of a student from the experimental group

Appendix B: the four texts combined with its activities of the treatment period for the experimental group

Appendix C: the key answer of the textual activities of the four lessons

Appendix D: a sample of an answer paper on the post-test of a student from the experimental group
Appendix A

a sample of an answer paper on the pre-test of a student from the experimental group
University is considered as a priority to have a bright future; however, it requires hardworking students who can fulfill their duties that are assigned by the teacher in the process of learning.

Discuss in a form of a paragraph those assignments inside and outside the classroom.

Answer:

The university encourages students must work boldly without dependency and without relying on the teacher. In some cases, in the purpose of modernization, the teacher gives some assignments to his students to facilitate the course. For them, one of this assignments is preparing for the following lecture by doing researches, reading particular books, and when they cannot inside the classroom, they start analyzing the daily life and the things around them. Some exercises in order to do it at home, to make them understand more.

In addition to that, the projects which make them work in groups work, and exchange information. Some homework helps to understand the assignments are beneficial for the students' careers.
Appendix B

the four texts combined with its activities of the treatment period for the experimental group
Dear class,

You know, it was a long year full of hard work and stress, but you made it, you are such great students. It is obvious that you are making progress with your English, and you must feel really happy. You have to keep in mind that the factors that lead to success, It was self-discipline and self-motivation. Also remember that in life nothing is impossible to achieve, as a teacher I admit that, I don’t have flexible attitudes toward discipline in classroom but you made my job easier by your good manners, I’m happy to see that you are all responsible students because you do your homework on time; you do the exercises in your workbook and submit your assignments before the deadlines. Even when you are not obliged to submit it, you also make an effort to write much improved paragraphs after you get the feedback for your first drafts. As another good habit, you keep vocabulary journals and make a contribution to your remarkable improvement. When you make a mistake, you don’t give up; instead, you try harder. So you do the right thing. I love the classroom comfortable atmosphere. That we cannot do without your positive energy. I love the overwhelmingly positive attitude you have towards learning. One can easily feel the sense of togetherness you have; you always help each other, you can be really inspiring to each other at times. I will always remember this class, every one of you… And I think you will also remember each other, too (by the way we must make a cake to celebrate with each other). All in all, it was a pleasure to have such students. Thank you for being good students. And I know that you will be very successful in the future.

Lots of Love, your teacher
A. Read the text silently and locate the collocations in it

B. Complete the sentences with a collocation using **make** or **do**. Use each word/phrase in the box once only. (Be careful with the tense!)

| her best, your homework, an effort, a contribution, a choice, progress, without |

1. I know you don’t like her, but please ______________ to be polite.
2. She promised to ______________ to get higher grades.
3. Here’s your coffee but I don’t have any sugar so you’ll have to ______________.
4. All her teachers are pleased with my little niece because she is ______________ with all her schoolwork.
5. She ______________ to the discussion with her interesting ideas.
6. All the food in the menu looks delicious; I can’t ______________.
7. You can’t watch TV until you’ve ______________ all ______________.

C. Match the sentences in column A with a meaningful ending in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thank you for your honesty. You <strong>did</strong>…</td>
<td><strong>A.</strong> my homework at the last minute.</td>
</tr>
<tr>
<td>2. My father got very angry when he noticed that the waiter <strong>made</strong>…</td>
<td><strong>B.</strong> exercise to stay healthy.</td>
</tr>
<tr>
<td>3. Old people should <strong>do</strong>…</td>
<td><strong>C.</strong> a cake?</td>
</tr>
<tr>
<td>4. I hate <strong>doing</strong>…</td>
<td><strong>D.</strong> a mistake in our bill.</td>
</tr>
<tr>
<td>5. It tastes a bit strange. When was the last time you <strong>made</strong>…</td>
<td><strong>E.</strong> the right thing by telling me the truth.</td>
</tr>
<tr>
<td>6. The company seem to have a very <strong>flexible</strong>…</td>
<td><strong>f.</strong> attitude towards the economic crises</td>
</tr>
<tr>
<td>7. playing piano is the kind of skill that only <strong>comes</strong>…</td>
<td><strong>g.</strong> in his homework on time</td>
</tr>
<tr>
<td>8. he never managed to hand</td>
<td><strong>h.</strong> with years of practice</td>
</tr>
</tbody>
</table>
French sports troubles

French sports minister Roselyne Bachelot has revealed President Nicolas Sarkozy has asked her to extend her stay in South Africa to try to sort out the shambles engulfing the French squad. She will meet with Patrice Evra, Raymond Domenech and French Football Federation (FFF) chief Jean-Pierre Escalettes on Monday. "We are taking note of the indignation of the French people," she said. "We are calling for dignity and responsibility." Asked if she would be taking immediate action against any of those involved, she replied: "It's not yet the right time to take disciplinary action - but that time will come very soon." "We're in another world here," Christian Teinturier, the vice president of the FFF, told reporters. "French football is in a catastrophic situation." "Everyone in the whole world is mocking us now," winger Franck Ribery said. "I'm gutted, because we're not playing football anymore." While other countries’ coaches have looked on in bewilderment and kept their thoughts to themselves, one, Switzerland's Ottmar Hitzfeld, said the conduct of the French players was bewildering. "What can I say? If something like this happens, I am going to say bye," he said. "This is where our paths part." (196 words)
Activity 1

What do these words and expressions from the article mean? Choose a or b. How did you guess the meaning?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. extend her stay</td>
<td>a. stay longer</td>
<td>b. go home quickly</td>
</tr>
<tr>
<td>2. Sort out this shambles</td>
<td>a. be unable to solve the problem</td>
<td>b. fix the problem</td>
</tr>
<tr>
<td>3. Catastrophic situation</td>
<td>a. a good situation</td>
<td>b. a bad situation</td>
</tr>
<tr>
<td>4. Was bewildering</td>
<td>a. easy to understand</td>
<td>b. difficult to understand</td>
</tr>
</tbody>
</table>

Activity 2

1. Extremely sad or disappointed   
2. Watch something without becoming involved yourself   
3. To deal with problems successfully   
4. Making you feel confused   

1. To extend …the deadline…….  
   ….........her stay.........  

2. To look ……..on in disbelief…..  
   ……….into the matter…….  
   … like his mother…….  

Activity 4: Choose the correct answer (×)

<table>
<thead>
<tr>
<th>Action</th>
<th>Situation</th>
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</thead>
<tbody>
<tr>
<td>Catastrophic</td>
<td>Immediate</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Third lesson text

*Student handout*

NAME:

Identify all the collocations included in the following text and underline them.

After giving Mark a lift to the airport, Cathy made her way home. What an exciting life he led! At times Cathy felt desperately jealous of him. She spent her time doing little more than taking care of him and the children. Now her sister was getting divorced and would doubtless be making demands on her too. Cathy had promised to give her sister a call as soon as she got home but she decided to run herself a bath first. She had a sharp pain in her side and hoped that a hot bath might ease the pain. After giving her sister a ring Cathy went to bed.

In the morning, Cathy did some work in the garden, then took a rest for about an hour before going out to do some shopping in town. It was her sisters’ birthday and she wanted to cook a nice meal for her. She had a look at a new Thai cookery book in the bookshop and decided to buy it. It has some very easy recipes and Cathy managed to make a good impression with her very first Thai meal.
Nelson Mandela

The South African leader Nelson Mandela changed history, but he suffered a lot. Mandela was born to the son of a chief, and he was also named after the son of a king. He was the first in his family to attend school. His teacher gave him the English name Nelson, but his real name is Rolihlahla. His name means “troublemaker”. In his life he made a lot of trouble, but it was trouble for people who did not do the right thing. Mandela's father died when Nelson was very young, but he stayed in school. He became a lawyer and started the first black law firm in South Africa. He fought apartheid, which kept black and white people separate. He went to prison (was sentenced to five years in prison) for many years for what he believed in. Later, however, the people of South Africa elected him president, and he won a Nobel Peace Prize. He was a great and courageous man. The hard life he led was mixed with his good sense of humor. He died on December 5, 2013, at the age of 95.

D. Read the text silently and locate the collocations in it
E. Put those collocations in the correct column

<table>
<thead>
<tr>
<th>Lexical Collocations</th>
<th>Grammatical Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

the key answer of the textual activities of the four lessons
The first lesson answer

Teacher handout

Answer key

Dear class,

You know, it was a long year full of hard work and stress, but you made it, you are such great students. It is obvious that you are making progress with your English, and you must feel really happy. You have to keep in mind that the factors that lead to success, It was self-discipline and self-motivation. Also remember that in life nothing impossible to achieve, as a teacher I admit that, I don’t have flexible attitudes toward discipline in classroom but you made my job easier by your good manners, I’m happy to see that you are all responsible students because you do your homework on time; you do the exercises in your workbook and submit your assignments before the deadlines. Even when you are not obliged to submit it, you also make an effort to write in result you’ve much improved in writing coherent paragraphs after you get the feedback for your first drafts. As another good habit, you keep vocabulary journals and make a contribution to your remarkable improvement. When you make a mistake, you don’t give up; instead, you try harder. So you do the right thing. I love the classroom comfortable atmosphere. That we cannot do without your positive energy. I love the overwhelmingly positive attitude you have towards learning. One can easily feel the sense of togetherness you have; you always help each other, you can be really inspiring to each other at times. I will always remember this class, every one of you… And I think you will also remember each other, too (by the way we must make a cake to celebrate with each other). All in all, it was a pleasure to have such students. Thank you for being good students. And I know that you will be very successful in the future.

Lots of Love, your teacher
A. Complete the sentences with a collocation using *make* or *do*. Use each word/phrase once only. (Be careful with the tense!)

| her best | your homework | an effort | a contribution | a choice | progress | without |

1. I know you don’t like her, but please **make an effort** to be polite.
2. She promised to **do her best** to get higher grades.
3. Here’s your coffee but I don’t have any sugar so you’ll have to **do without**
4. All her teachers are pleased with my little niece because she is **making progress** with all her schoolwork.
5. She **made a contribution** to the discussion with her interesting ideas.
6. All the food in the menu looks delicious; I can’t **make a choice**.
7. You can’t watch TV until you’ve **done** all **your homework**

B. Match the sentences in column A with a meaningful ending in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thank you for your honesty. You <strong>did</strong>…</td>
<td>e. the right thing by telling me the truth.</td>
</tr>
<tr>
<td>2. My father got very angry when he noticed that the waiter <strong>made</strong>…</td>
<td>d. a mistake in our bill.</td>
</tr>
<tr>
<td>3. Old people should <strong>do</strong>…</td>
<td>b. exercise to stay healthy.</td>
</tr>
<tr>
<td>4. I hate <strong>doing</strong>…</td>
<td>a. my homework at the last minute.</td>
</tr>
<tr>
<td>5. It tastes a bit strange. When was the last time you <strong>made</strong>…</td>
<td>c. a cake?</td>
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<td>6. The company seem to have a very <strong>flexible</strong>…</td>
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<td>h. with years of practice</td>
</tr>
<tr>
<td>8. he never managed to hand</td>
<td>g. in his homework on time</td>
</tr>
</tbody>
</table>
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Activity 1

What do these words and expressions from the article mean? Choose a or b. How did you guess the meaning?

1. extend her stay
   a. stay longer
   b. go home quickly

2. Sort out this shambles
   a. be unable to solve the problem
   b. fix the problem

3. Catastrophic situation
   a. a good situation
   b. a bad situation

4. Was bewildering
   a. easy to understand
   b. difficult to understand

Activity 2

1. Extremely sad or disappointed ______ be gutted________________________

2. Watch something without becoming involved yourself ______ look on ______

3. To deal with problems successfully ___________sort out_____

4. Making you feel confused ______________bewildering_________________

1. To extend …the deadline……..

………………her stay…………

2. To look ……on in disbelief…..

……into the matter……

…like his mother………..

Activity 4

<table>
<thead>
<tr>
<th>Action</th>
<th>Catastrophic</th>
<th>Immediate</th>
<th>Disciplinary</th>
<th>Happy</th>
<th>Effective</th>
<th>Volatile</th>
<th>Violent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>Situation</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>X</td>
</tr>
</tbody>
</table>
### MODULE 3: ASSIGNMENT 3

Identify all the collocations included in the following text and underline them.

<table>
<thead>
<tr>
<th>Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>After giving Mark a lift to the airport, Cathy made her way home. What an</td>
</tr>
<tr>
<td>exciting life he led! At times Cathy felt desperately jealous of him.</td>
</tr>
<tr>
<td>She spent her time doing little more than taking care of him and the</td>
</tr>
<tr>
<td>children. Now her sister was getting divorced and would doubtless be</td>
</tr>
<tr>
<td>making demands on her too. Cathy had promised to give her sister a call</td>
</tr>
<tr>
<td>as soon as she got home but she decided to run herself a bath first. She</td>
</tr>
<tr>
<td>had a sharp pain in her side and hoped that a hot bath might ease the</td>
</tr>
<tr>
<td>pain. After giving her sister a ring Cathy went to bed.</td>
</tr>
<tr>
<td>In the morning, Cathy did some work in the garden, then took a rest for</td>
</tr>
<tr>
<td>about an hour before going out to do some shopping in town. It was her</td>
</tr>
<tr>
<td>sisters’ birthday and she wanted to cook a nice meal for her. She had a</td>
</tr>
<tr>
<td>look at a new Thai cookery book in the bookshop and decided to buy it. It</td>
</tr>
<tr>
<td>has some very easy recipes and Cathy managed to make a good impression with</td>
</tr>
<tr>
<td>her very first Thai meal.</td>
</tr>
</tbody>
</table>

The fourth lesson

Teacher handout

Answer key

Nelson Mandela

The South African leader Nelson Mandela changed history, but he suffered a lot. Mandela was born to the son of a chief, and he was also named after the son of a king. He was the first in his family to attend school. His teacher gave him the English name Nelson, but his real name is Rolihlahla. His name means “troublemaker”. In his life he made a lot of trouble, but it was trouble for people who did not do the right thing. Mandela’s father died when Nelson was very young, but he stayed in school. He became a lawyer and started the first black law firm in South Africa. He fought apartheid, which kept black and white people separate. He went to prison (was sentenced to five years in prison) for many years for what he believed in. Later, however, the people of South Africa elected him president, and he won a Nobel Peace Prize. He was a great and courageous man. The hard life he led was mixed with his good sense of humor. He died on December 5, 2013, at the age of 95.

Points to remember:
1) His birth
2) His father’s status
3) His and his family’s education
4) How he had his name and meaning of his real name
5) His revolutionary behavior
6) His father’s death
7) His career
8) His political beliefs
9) Consequences of his beliefs
10) His achievements
11) His personal traits
12) His death

Lexical Collocations

<table>
<thead>
<tr>
<th>Attend school</th>
<th>Born to the son of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave him the English name Nelson</td>
<td>Named after the son of</td>
</tr>
<tr>
<td>Made a lot of trouble</td>
<td>Stayed in school</td>
</tr>
<tr>
<td>Do the right thing</td>
<td></td>
</tr>
</tbody>
</table>

Grammatical Collocations

<table>
<thead>
<tr>
<th>Started the first black law firm</th>
<th>Sentenced to – years in prison/went to prison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kept black and white people separate</td>
<td>Believed in</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elected him president</th>
<th>Good sense of humor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Won a Nobel Prize</td>
<td></td>
</tr>
<tr>
<td>The hard life he led</td>
<td></td>
</tr>
</tbody>
</table>

At the age of 95
Appendix D:

a sample of an answer paper on the post-test of a student from the experimental group
University is considered, as a priority to have a highstand, however it requires understanding of students who can fulfill their duties that are assigned by the teacher in the process of learning.

Discuss in a form of a paragraph those assignments inside and outside the classroom.

**Answer:**

University is considered to be a crucial step in someone’s academic future. Success is the fruit of hard work, which includes regular preparation, attendance, and... The role of the teacher in university is a guide for students who should be...autonomous in their learning process. This latter requires many efforts in both in and out of the classroom. The student in this step is supposed to make research, intensive reading and homework, work, because a continuous study at home...it would make that model the student more regular in his learning process. In my point of view, I see that extra...assignment will be double edged. Second, in other words, if...can benefit the student, it may demotivate him too. Since...after a long time of studying, the student went home to have...sat, he just himself obliged to do extra work, which is too much for him. How ever, it can benefit him to be more organized and systematic in his learning...because he will be always ready for exams and tests. So...assignments are beneficial, but...There should be a balance...rational process to finding that.
RÉSUMÉ

La présente étude est menée pour étudier l'effet de l'enseignement textuel de la collocation sur la promotion de la précision de l'élève par écrit. Pour répondre à l'objectif de cette étude, un modèle quasi expérimental a été menée sur les étudiants de troisième année à l'Université Ben Larbi Me hidi, Oum El Bouaghi. Deux groupes d'apprenants préexistants ont été assignés au hasard en tant que groupes expérimentaux et témoins. Nous avons utilisé les textes et les activités textuelles se concentrant sur collocations comme structures cibles de l'étude, les deux groupes ont été pré-testés sur la précision écrite par collocations utilisation précise. Ensuite, le groupe expérimental a été exposé à des collocations et à leur utilisation par la procédure d'enseignement de la langue basée sur le texte, tandis que le groupe témoin n'a eu aucun traitement, sauf en leur attribuant une liste de collocations et sa définition. Après la période de traitement, un post-test semblable au pré-test a été administré pour les deux groupes pour mesurer leur précision écrite. L'analyse des données indiquait qu'il y avait une relation positive entre les variables de recherche. En d'autres termes, l'enseignement de la collocation par analyse textuelle montre une plus grande capacité à utiliser ces collocations pour produire une écriture bien formée et précise, puisque le nombre de collisions est allé Alors que le montant des collocations possibles, mal utilisés ou mal formés a diminué. On peut conclure que l'hypothèse de recherche est confirmée. Par conséquent, nous recommandons que les enseignants adoptent l'approche de l'enseignement du langage basé sur le texte afin d'améliorer l'utilisation des collocations par les élèves et, éventuellement, d'écrire des performances en termes de précision.

Mots clés: collocations, précision, l'enseignement des langues à base de texte.
تم إجراء البحث الحالي لدراسة تأثير منهجية التدريس المعتمد على النص المكتوب للمتلازمات اللفظية، من أجل تعزيز دقة الطالب في الكتابة. لتحقيق الهدف من هذه الدراسة، تم استخدام التصميم شبه التجريبي على طلبة السنة الثالثة في جامعة العربي بن مهيدي، أم البواقي. تم تعين مجموعتين من المتعلمين عشوائيا كمجموعة تجريبية و مجموعة ضابطة. وقد استخدنا النصوص والأنشطة النصية التي تركز على المتلازمات اللفظية باعتبارها الهياكل المستهدفة للدراسة، تم اختيار المجموعتين عشوائيا على الدقة في الكتابة عن طريق الاستخدام الصحيح للمتلازمات اللفظية. ثم تعرضت المجموعتين للتدريس القائم على تحليل النص، حيث تم استخدام النصوص والأنشطة اللفظية في التدريس، وفي النهاية، تم توزيع اختبار 두 مماثل للاختبار السابق لكل المجموعتين. وشارك تحليل البيانات أن هناك علاقة إيجابية بين استخدام المتلازمات اللفظية في الكتابة، حيث ارتفع عدد المتلازمات اللفظية مع زيادة الدقة في الكتابة. ثم استنتجت الدراسة أن الفرضية البحثية مثبتة، بناءً على رفع الدقة والتفاني في الكتابة. من هنا يمكن استنتاج أن استخدام المتلازمات اللفظية يعزز دقة الكتابة. المفتاحية: المتلازمات اللفظية، الدقة في الكتابة، منهجية تدريس اللغة المكتوب.

الكلمات المفتاحية: المتلازمات اللفظية، الدقة في الكتابة، منهجية تدريس اللغة المكتوب.