

## **THE CRITICAL ROLE OF WEB-BASED COLLOCATION INSTRUCTION ON PROMOTING COLLOCATION INSTRUCTION ESL STUDENTS' NUMBER OF COLLOCATION USE & ESSAY WRITING**

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### **ABSTRACT**

The aim of this survey contains three parts: 1) the influence of web-based collocation instruction on ESL students essay writing 2) increasing the number of collocation use by students 3) whether there is a relationship between number of collocation use and essay writing. Students were divided into experimental & control group and contributed in pre and post-test which was writing an essay. Participants' encompasses: 75 first-year college students who study at JSS College for Women in Mysore city, India. Collocation trained to the experimental group by web-based collocation instruction whereas instructor trained to control group traditionally. Statistical analyses disclosed that experimental group had noticeable amendment on number of collocation use and essay writing ability as well as there is a strong relationship between these two variables. Web-based collocation instruction is considered as appropriate techniques for acquiring collocation due to students are able to enhance their communicative skills.

**Keywords:** *Collocation, Number of Collocation Use, Essay Writing*

### **INTRODUCTION**

The conspicuousness of English is expanding yet not in the light of expansions but in the numbers of persons who learn it as a first language. In broad terms, the explanations behind the developing noticeable of English as a world language lie in the coincidence of English as the language of business, science and technology. Teaching and learning vocabulary showed up at the start of the decade and demonstrated compelling in its comprehensive review of exploration on vocabulary while giving pedagogical direction through transcribing the examination regarding classroom exercises (Nation, 1990).

'Collocations' are commonly introduced as "sequences of lexical items which habitually co-occur [i.e. occur together]" (Cruse, 1986). Teachers face incredible difficulties in helping their students create collocational ability. Collocation learning is a cumulative process that includes significantly more than rote memorization. Students with restricted study time won't learn proper collocations unless they are considerably chosen, prioritized, and incorporated into language material. The significance role of collocations for the advancement of L2 vocabulary and communicative ability has been underscored by various linguists and language educators who suggest learning and teaching of collocations in the second language class. Collocation has been observed as a different level of vocabulary gain. Bolinger (1976) contends that we acquire and remember words in chunks and that the vast majority of our "manipulative grasp of words is by way for collocations". Cowie (1981) brings up "meaning is not the only determinant of the extent and semantic variety of collocating words....The constraint may be situational". Moreover, the importance of collocation could be obviously seen and comprehend when noticing the speech and writing of foreign learners who regularly neglect to create collocations in the correct order. This reveals how vital the knowledge of collocations is and calls for recognition and concern by both second language learners' educators and students (Carter & Maccarthy, 1988). Lewis (2000) defines collocation as "the way in which words co-occur in natural text in statistically significant ways". Knowledge of collocation is some part of native speakers' competence and also they can easily convey what needs be and talk at a generally quick speed due to they own enough ready-made language chunks in their mental vocabularies. Native speaker are fast also in other skills like reading and listening they can continually perceive 'chunks' of language (Quping, 2012). Hill (2000) describes that a great number of learners with good vocabulary 'have problems with fluency because their collocational competence' is very restricted. Thus,

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it is obvious that at higher level of proficiency, students lack of consciousness and accuracy of expression. Student wants to make longer utterances due to they are not aware of collocations which express accurately what they want to tell.

Generally, writing as a communicative approach has been marginalized, it is a key to comprehending second language acquisition in contexts: For example elementary and secondary level substance area classrooms where literacy plays main role in communication and transmission of topic. Writing is a central part of communication so without writing communication would be impossible (Dastjerdi & Samian, 2011). Furthermore, a great number of second language learners struggle with writing as a difficult skill due to they should make meaning and express their own thoughts about a specific subject. Many L2 learners struggle with the writing process as a complicated task because they have to make meaning and reflect on their own ideas on a certain topic (Zimmerman & Risemberg, 1997). Resources like dictionaries and concordancers are valuable devices for learning collocations. In any case, printed dictionaries are costly, the quantity of collocations they give is limited by physical size, and consultation facilities are deficiently adaptable to help learners.

In reality concordancers are among the most, as often as possible utilized instruments for investigating corpora, especially with a perspective to looking at collocation utilization. They permit students to acquire, arrange, and concentrate on real language information inferred from corpora. In spite of the fact that the ascent of computer assisted language learning has brought another measurement and dynamism into language learning, little research has been carried out on computer assisted collocation learning. Online collocation activities have a few restrictions. Firstly, these are deficient contrasted with the sheer size of collocation information that learners need to secure. Secondly, these are made by instructors who concentrate on specific subjects, which may not be appropriate for learners with diverse necessities. Thirdly, collocations are hauled out of their unique connection, and insufficient consideration is paid to their real use in genuine language. To wrap things up, online activities are speeded all through the Web, which makes it troublesome for learners to study collocations in an orderly way.

### **Literature of Review**

Al-Zahrani (1998) scrutinized the knowledge of English lexical collocations among male Saudi college students majoring in English at a Saudi university. The scholar selected four groups of Saudi EFL students that comprise: freshmen, sophomore, junior, and senior. The purpose of this survey was the contrasts in the knowledge of English lexical collocations among four groups of Saudi EFL students along with the relationship between knowledge of collocations and the student's general language proficiency. The collocational knowledge of participants was estimated by a cloze test, consisted of 50 "verb+noun" lexical collocations. Moreover, the participants' general English proficiency was measured by a writing test and a paper-and-pencil TOEFL test. Outcomes indicated that there was a significant contrast in subjects' knowledge of lexical collocations among four academic years, besides the knowledge of lexical collocations elevates with the subjects' academic years. At last he stated that there was a strong correlation between the subjects' knowledge of collocations and their general language proficiency.

Ghonsooly & Pishghadam (2008) studied on the impact of collocational instruction on the writing skill of Iranian EFL learners. The purpose of the scholar was that examining collocational instruction, on students writing through qualitative and quantitative methods: product phase and process phase. Thirty students participated in this survey that divided into two groups: 13 contributors in control and 17 contributors in experimental group. Treatment was administered on experimental group that include: 21 teaching sessions (audio, video and textual input). The scholars taught word combinations, collocations through different techniques to the experimental group while they taught conventional slot and filler approach. The outcomes of statistical analysis revealed that process phase; experimental group got better results in collocation achievement test and writing as well as at the process phase, statistical analysis showed that vocabulary and accuracy had noticeable promotion in writing.

Zaferanieh & Behrooznia (2011) scrutinized on the impacts of four collocation instructional methods: web-based concordancing vs. traditional method, explicit vs. implicit instruction. This paper concerned in a three dimensional way. Firstly it contrasted the competency of teaching collocations through web-based

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concordancing applications along with through traditional methods. Secondly it probed the impact of implicit & explicit collocation teaching on the students' learning. Thirdly it considered the influence of L1 (Farsi) on collocation learning; leads to cause, the effect of congruent and non-congruent collocations. Fifty-four EFL students selected for this survey and in both treatments, learners were arbitrarily classified into two groups: experimental and control. The design of study was a pre-test and a post-test in order to discover the influence of treatments. The consequences disclosed that concordancing approach was tremendously effective in teaching and learning collocations, in addition the participants' scores acquiring collocations through these techniques were better than learners' scores in traditional method; moreover learners' performance in the group acquiring explicit instruction of collocations was significantly greater than those getting implicit instruction through more exposure.

Abdellah (2015) worked on the effect of a program based on the lexical approach on developing English majors' use of collocations. The scholar scrutinized the difficulty of students about acquiring collocation. Senior English majors at two Egyptian universities contributed in this survey. Techniques that administered encompassed: firstly, lexical collocation test and secondly, training program based on the exercises of the lexical approach. Out comes revealed that explicit training of collocation through this techniques was so much successful due to the scores of contributors in post-test increased remarkably.

### **Research Questions and Hypotheses**

Research question1: Does Web- based collocation instruction significantly improves the ESL students' essay writing ability?

Hypothesis<sub>0</sub> 1: Web- based collocation instruction does not significantly improve the ESL students' essay writing ability.

Research question 2: Does Web-based collocation instruction significantly improves the numbers of collocations use in students' writing?

Hypothesis<sub>0</sub> 2: Web-based collocation instruction does not significantly improve the numbers of collocations use in students' writing.

Research question 3: Is there any significant relationship between the students' number of collocation use and their essay writing ability?

Hypothesis<sub>0</sub> 3: There is not any significant relationship between the students' number of collocation use and their essay writing ability.

## **MATERIALS AND METHODS**

### **Method and Techniques**

#### *Setting*

The survey organized two groups: experimental and control. This survey was conducted at a JSS College for Women in Mysore city, India. Students with English major were contributed in this study. Classes disposed twice a week and the duration of each class was one hour.

Experimental group participated in the treatment whereas control group did not receive any treatment and instructor taught them traditionally.

The instructional techniques adjusted by the college are an integration of Web-based collocation instruction and communicative language instruction purposing to expand students' capability in order to communicate appropriately with others.

#### *Contributors*

For this survey scholar selected two classes which include seventy-six female. The age of contributors was 18 to 21 while the data gathered from sixty-seven students because of some of the contributors gained inappropriate score in the English language proficiency test. In order to homogenizing contributors nelson English language test was conducted from the students. The class of experimental group was equipped to thirty-five computers as well internet.

#### *Materials and Process*

This survey applied two essay writing in both Indian students classes which were randomly distributed to experimental and control group. The control group was trained traditionally and participated in pre and

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post- test for contrast whereas the experimental group participated in the web-based collocation instruction which lasted three months.

### *Essay Writing*

The scholar selected IELTS writing scoring in order to measuring essay writing proficiency. The writing scores ranged from 1 to 9. Actually a great number of scholars supported this type of technique to writing evaluation. In order to write an essay the researcher presented three topics and whole topic was differ from each other. The duration of this task is about forty-five minutes for writing 250 words. For scoring the scholar utilized the Oxford Dictionary of Collocations (2009) and Free Online Collocations Dictionary - Pro Writing Aid due to identification of appropriate collocation that contributors applied in their writing. Two raters correct students essay and the last mark for each contributor was the average of these two scores. Regarding to the IELTS scoring role a practice session was administered for ensuring inter-rater reliability. Two raters corrected the essay of sixty-seven contributors and inter-rater reliability was calculated. The inter-rater reliability of 0.82 was gained which is completely high and statistically significant.

### *Treatment Procedure*

Web-based collocation instruction was conducted for students that participated as experimental group. Instructor presented new vocabulary to the contributors and demands them to find out appropriate collocates of these words via Cambridge advanced learners dictionary, free online collocation Dictionary-Pro Writing Aid and web concordances. Perhaps some of the contributors did not comprehend the meaning or they were not able to find out appropriate collocates for the intended words so, instructor trained to them. In order to practicing in the class when students acquired collocation instructor asked them to write an essay while utilizing these collocation in their writing. The source for instructing collocations includes: English Collocations in Use (McCarthy & O'Dell, 2005), Collocations Extra (Walter, 2010) and some dictionaries of collocations. An example of each session is such

Topics: behavior.

New words: -welcome- swallow- company- patience- stay- enjoy- play- pride- lose- reveal – friendship-true- jock- reception- get- frosty- character- warm

Target collocation: Play a jock - swallow your pride- throw a tantrum- lose patience – reveal true character- form a friendship- frosty reception – stay/get in touch-enjoy someone company –warm welcome

The new words were given to the students that participated as control group. Instructor applied traditional methods like synonym, antonym, and definition. Just two sessions after the last treatment session post-test was administered to the contributors. Test comprised essay writing that was given to both groups. Total duration of the treatment lasted three months.

### *Statistical Analyses*

#### *The Influence of Web-based Collocation Instruction on ESL Students' Essay Writing Ability*

In broad terms, enhancing ESL students essay writing ability is considered as an utmost purpose of this survey. The significance of collocation actually can be comprehended through students English language proficiency while they are writing texts due to students are not able to produce an appropriate collocation. For this reason, the first hypothesis is formed to recognize the influence of Web-based collocation instruction on ESL students essay writing ability.

In reality the mean and standard deviations of scores in the pre-test writing among both experimental and control groups are showed in table 5.1. 1. It is very clear from the table, the mean for experimental group ( $M=3.07$ ) is a little fewer than the mean for control group ( $M=3.50$ ) out of possible 9. On the basis of standard deviations, control group ( $SD = 1.16$ ) did not better than experimental group ( $SD = 0.92$ ). So the outcome of pre-test for both experimental and control groups are so much close to each other along with the mean of experimental group is less than control group. The quality of both groups was revealed by English language proficiency test in order to find out that if the intended instruction was significantly influential, the outcomes of post-test among both groups were submitted to SPSS. The descriptive analysis represented that the means for control group is  $M= 5.09$  with  $SD = 0.81$  and for experimental

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group is  $M = 7.20$  with  $SD = 0.89$  (Table 5.1.1). The means scores were calculated out of 9 as the scoring role in IELTS.

**Table 5.1.1: Descriptive statistics for pre and post-test writing on two groups**

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Prewriting	Control group	32	3.50	1.16	0.20
	Experimental group	35	3.07	0.92	0.15
Post Writing	Control group	32	5.09	0.81	0.14
	Experimental group	35	7.20	0.89	0.15

For realizing the difference between the mean scores in both groups is statistically significant, the pre and post- test scores were submitted to an Independent sample t-test. The outcomes are represented in table 5.1.2. The difference in pre-test mean scores of control group ( $M=3.50$ ,  $SD=1.16$ ) and experimental group ( $M=3.07$ ,  $SD=0.92$ ) was not significant at the  $p<0.05$  level, while the  $t$ -value is 1.67 and  $p=0.09$  is higher than 0.05 level of significance with  $df=6$ . The outcome reveals that the contributors' capability in both groups was in a similar level and significant difference was not seen between students. Thus it's better to apply this type of instruction on experimental group and realize the influence of it compare to control group with traditional method whether significant difference was not between both groups. Table 5.1.2 showed the influence web-based collocation instruction on experimental group. Frankly speaking, it is very obvious that experimental group mean score is better than control group. Independent t-test was carried out in order to realize whether the difference between both groups is significant or not. Table 5.1.2 depict that in both groups the difference of means are statistically significant at the  $p<0.05$  level while the  $t$ -value = 10.04 and  $p = 0.00$  with  $df = 65$ . The outcomes reveal that instruction that administered on experimental group was influential and caused a significant difference on essay writing.

**Table 5.1.2: Independent sample t-test for post-test essay writing ability on two groups**

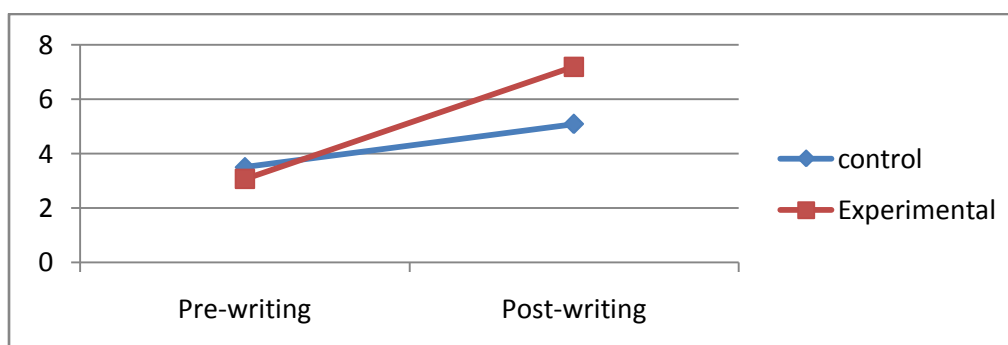
	Levene's Test		T - test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Lower Upper	
Pre-test writing	3.03	0.86	1.67	65	0.09	0.42	0.25	-0.82	0.93
			1.65	59.14	0.10	0.42	0.25	-0.88	0.94
Post-test writing	0.06	0.80	-10.04	65	0.00	-2.10	0.20	-2.52	-1.68
			-10.08	64.99	0.00	-2.10	0.20	-2.52	-1.68

Figure 5.1.showed that the amelioration in experimental group from pre to post-test compare to control group is exceedingly noticeable and reveals the influential effect of Web-based collocation instruction on ESL students writing. Additionally, the group means across two testing times are showed graphically in Figure 5.1. It is reveal that, general, contributors' capability of essay writing has enhanced from pre post-



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test as well both groups are improved while the betterment of experimental group is observable and significant.



**Figure 5.1: Groups' mean scores on writing test across two testing times**

*The Effect of Web-Based Collocation Instruction on the Numbers of Collocations use in Students' Writing*  
 The number of collocations which students use in their writing indicates that their capability in applying professional words. To know whether the Web-based collocation instruction impacts on the numbers of collocation in ESL students' writing, the given data of table 5.2.1 can be considerable. The descriptive analysis showed that there was observable difference between the mean score of two groups in their post-test. The control group has achieved  $Mean=4.56$  and  $SD= 1.16$  while the experimental group  $Mean= 9.65$  and  $SD= 3.60$  in post-test. The two groups pre-test outcomes are so close together and seems have not any considerable difference as the control group  $Mean= 2.78$  and  $SD= 1.69$  and the experimental group  $Mean=2.28$  and  $SD= 1.44$  in their pre-test.

**Table 5.2.1: Descriptive statistics for post-test number of collocation use in ESL students' writing on two groups**

	N	Minimum	Maximum	Mean	Std. Deviation
ConPreNoCollo	32	0.00	8.00	2.78	1.69
ConPostNoCollo	32	2.00	6.00	4.56	1.16
ExpPreNoCollo	35	0.00	5.00	2.28	1.44
ExpPostNoCollo	35	3.00	17.00	9.65	3.60

To find out whether the difference between the two groups in post-test is statistically different, the responds of the control and the experimental groups were submitted to independent sample t-test. Table 5.2.1 confirmed that, there is statistically significant difference between the control and the experimental groups while the result shows  $t\text{-value} = 7.92$  and  $p = 0.00$  is lower than 0.05 level of significance with  $df = 41.58$ .

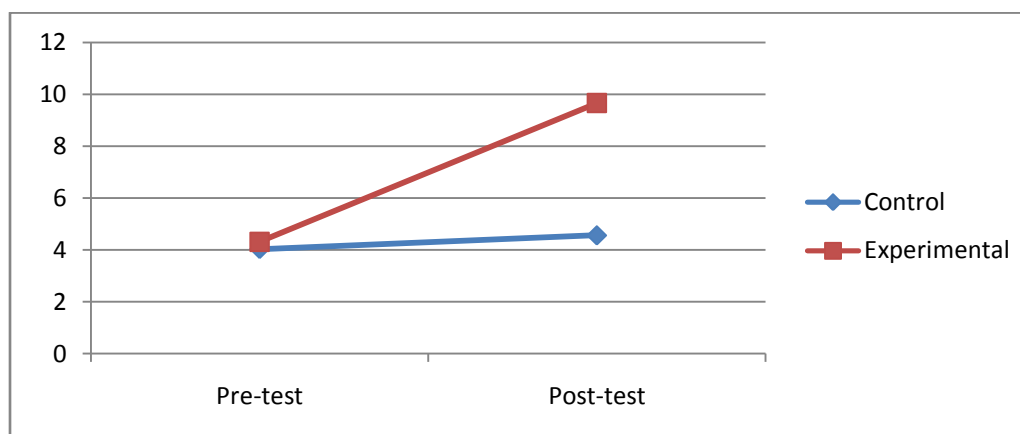
**Table 5.2.1: Independent sample t-test for post-test number of collocation use on two groups**

		Levene's Test		T - test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Lower	95% Confidence Upper
Equal variances assumed		37.55	0.00	-7.63	65	0.00	-5.09	0.66	-6.42	-3.76
Equal variances not assumed				-7.92	41.58	0.00	-5.09	0.64	-6.39	-3.79

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Therefore, the web-based collocation instruction significantly impacts on the number of collocation used in ESL students' essay writing ability. This result confirmed that web-based collocation instruction made ESL students to use more professional word in their essay writing.

In addition by looking at the Figure 5.2, it is clear that the number of collocation used in ESL students' essay writing in the experimental group, improved across two testing times from pre-test to post-test noticeably. As it is clear from the figure, the result of pre-tests in two groups was approximately equal, but after the instruction the experimental group outperformed the control group and showed an impressive progress. In comparison to the experimental group, the control group had a very slight improvement. Hence the web-based collocation instruction significantly improved the number of collocation use in ESL students' essay writing ability in the experimental group, then the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_2$ ) is supported.



**Figure 5.2: Groups' mean scores on Number of collocation use across two testing times**

**Hypothesis 3:** There is significant relationship between the students' number of collocation use and their essay writing ability.

As the effect of web-based collocation instruction on ESL students' writing and number of collocation use, is supported in two previous hypothesizes, so it is very interesting to know whether there is any relationship between these two abilities and how much the writing task can be predicted by number of collocation.

The results of ESL students' post – test writing and number of collocation used in their writing were submitted to correlation analysis and the responses are shown in table 5.3.1 given below.

**Table 5.3.1: Pearson Correlation between essay writing and number of collocation use**

		PostConQ	PostConWr	PostExQ	PostExWri
PostConQ	Pearson Correlation	1	0.53**	0.15	0.01
	Sig. (2-tailed)		<b>0.002</b>	0.39	0.94
	N	32	32	32	32
PostConWri	Pearson Correlation	0.53**	1	-0.14	-0.16
	Sig. (2-tailed)	0.002		0.42	0.37
	N	32	32	32	32
PostExQ	Pearson Correlation	0.15	-0.14	1	0.85**
	Sig. (2-tailed)	0.39	0.42		<b>0.00</b>
	N	32	32	35	35
PostExWri	Pearson Correlation	0.01	-0.16	0.85**	1
	Sig. (2-tailed)	0.94	0.37	0.00	
	N	32	32	35	35

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**Table 5.3.1: Pearson Correlation between essay writing and number of collocation use**

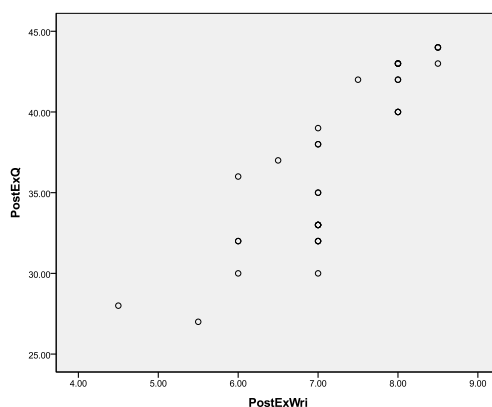
		PostConQ	PostConWr	PostExQ	PostExWri
PostConQ	Pearson Correlation	1	0.53**	0.15	0.01
	Sig. (2-tailed)		<b>0.002</b>	0.39	0.94
	N	32	32	32	32
PostConWri	Pearson Correlation	0.53**	1	-0.14	-0.16
	Sig. (2-tailed)	0.002		0.42	0.37
	N	32	32	32	32
PostExQ	Pearson Correlation	0.15	-0.14	1	0.85**
	Sig. (2-tailed)	0.39	0.42		<b>0.00</b>
	N	32	32	35	35
PostExWri	Pearson Correlation	0.01	-0.16	0.85**	1
	Sig. (2-tailed)	0.94	0.37	0.00	
	N	32	32	35	35

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

As it is indicated in table 5.3.1, both the control and the experimental groups are examined in Pearson correlation. The analysis showed that there is a significant correlation between the ESL students' number of collocation use and their essay writing ability.

It reveals that the P- value of number of collocation use and writing ability in control group is  $P = 0.002$ , and in experimental group the coefficient correlation is  $P = 0.00$  which indicates that variables are positively and significantly correlated at the  $P < 0.05$  level.

Therefore, the null hypothesis stating that there is no significant correlation between ESL students' number of collocation use and essay writing ability is rejected and the alternative hypothesis is accepted. Moreover the graph 5.3 obviously confirms the close correlation between students' number of collocation use and their writing ability in experimental group. In another words, whenever the students' score in number of collocation use increased their ability in writing increased too.



**Graph 5.3: Correlation between number of collocation and essay writing ability**

Table 5.3.2 is the regression table which shows the percentage of prediction which can be considerable for variables. The linear regression analysis of the variables reveals that 73.8 % ability of number of collocation use can predict the success in essay writing ability.

**Table 5.3.2: Linear regression for collocation knowledge and essay writing ability**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
Regression	0.85	0.73	0.73		0.48



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Also, the finding of table 5.3.2 emphasizes on the significant correlation between number of collocation use and students' essay writing ability as it is significant at the level of 0.00.

**Table 5.3.3: Annova table of linear regression**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.831	1	21.831	92.732	0.000
	Residual	7.769	33	0.235		
	Total	29.600	34			

The coefficient table 5.3.3 gives information about the individual contribution of variables in the model. In this case, simple regression was run and there is just one predictor variable. B value represents the change in dependent variable associated with a unit change in the independent variable.  $B_0$  is related to constant which in this case 1.54 means amount of dependent variable without contribution of independent variable is 1.54.  $B_1$  value is the slope of the regression line; it represents the change in the dependent variable associated with a unit of change in the independent variable. In this case it means if in this study the ESL students' essay writing ability is increased by one unit, then the model predict that 0.15 unit of increasing in number of collocation use. Beta value is same as B value with a little difference. Beta value estimates changes in dependent variable in associated with one standard deviation change in independent variable. T-Value tests whether the B- value is different from 0 or not. P- Value less than 0.05 reflects a genuine effect. For this data it is 0.00 therefore, the Bs are different from 0 and we can conclude that ESL students' essay writing ability makes a significant contribution ( $p=0.00$ ) to predicting the ability of number of collocation use.

**Table 5.3.3. Coefficient of variables in contribution in Regression**

Table 1. Descriptive Statistics of Variables in Correlation in Regression						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.54	0.59		2.59	0.01
	PostExQ	0.15	0.01	0.85	9.63	0.00

a. Dependent Variable: PostExWri

### Conclusion & Suggestions

EFL and ESL students cope with acquiring vocabularies and lexical words from the first part and lowest level of acquiring English language to the highest level they perhaps reach. Therefore, teaching and learning vocabulary is an essential factor for all levels of English language proficiency. Collocation is a central component in the acquisition of a creative language system (Durrant, 2008). In point of fact collocations attracted the consideration of various researchers over the time. "Collocation can be a key to differentiate natives from non-natives. Likewise, correct uses of collocation are the symbol of advanced level English and writing proficiency; therefore, collocation is the benchmark for total fluency in L2 learning" (Kheirzadeh & Marandi, 2014). Mounya in (2010) scrutinized the role of teaching collocation in raising foreign language writing proficiency, the scholar claimed that there is a strong correlation between writing proficiency and using collocations. In this reason, he suggested the adjustment of a communicative –collocational approach to teaching writing, which leads to teaching writing through a communicative approach by expanding students' collocational competence. In the most recent decades, computers have significantly changed the expert life of the ordinary working linguists, altering the things we can do and even the ways we can think about them. Computers have a tendency to be more suited to the advancement of reading and writing aptitudes than to the improvement of communicative abilities. With the advancement of information technology, educating with internet resources is turning into a pattern in foreign language teaching environments. An alternate purpose behind utilizing the internet for

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language teaching is education, as the internet offers students chances to create their capacities of tuning in, speaking, reading, writing, communicating, researching, and publishing. Statistical analyses represented that the students who participated as an experimental group after receiving web-based collocation instruction improved observably from pre to post-test.

In reality web-based collocation instruction had beneficial influence on ESL students essay writing capability along with boosts their cleverness. Web-based collocation instruction had positive effect on student number of collocation use and writing ability. It means that students could acquire appropriately collocations and use them through writing an essay. Actually there is a significant relationship between students' number of collocation use and essay writing ability.

The discoveries of this survey look to harmonize with earlier studies on collocation instruction which demonstrated the affirmative influence of such instruction on the betterment of students' language skills, like (Hsu, 2007), writing (Liu, 1999; Ghonsooli *et al.*, 2008). As regards to the utilization of word grouping in the written texts, the scholars came to the point that web-based collocation instruction had a suitable effect on the correct use of collocation by students. Class survey has an important role in language pedagogy, not due to it informs teachers about how to teach but due to it enhances their awareness about the style of teaching and assists them spread reflective activity. It's better to say that the implications gleaned from this study should be treated with attention due to web-based collocation instruction is a complex phenomenon and its benefits cannot be considered without giving attention to pedagogical environment.

Collocations are difficult to learn as they are arbitrary and numerous. Online concordancers and printed/online dictionaries are also useful resources. "There is a wealth of language learning activities on the Web, but those specific to collocations are rare" (Wu, 2010). Based on the result of this study, the researcher propose that English language teachers must bear in mind the fact that students ought to be encouraged to expand a method of collocation learning which will lead them to be independent learners. An implication to the other scholars in this field is to survey with a bigger group of students in a longer period of time due to expanded exposure to collocations is a significant element. "Acquisition of specialized collocations will enable learners to communicate in a professionally acceptable way" (Namvar, 2012). In reality, when time is restricted to express a message and use it in communicating, students would feel more need to use prefabricated chunks to save time and energy.

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