

DILLA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MA THESIS

**EFFECT OF COLLOCATION TECHNIQUE ON TEACHING AND LEARNING
VOCABULARY: THE CASE OF BULE HORA SENIOR SECONDARY SCHOOL
GRADE 11 IN FOCUS**

BY
GAMACHU KANCHORE

May 2021

**EFFECT OF COLLOCATION TECHNIQUE ON TEACHING AND LEARNING
VOCABULARY: THE CASE OF BULE HORA SENIOR SECONDARY SCHOOL
GRADE 11 IN FOCUS**

**MA THESIS SUBMITTED TO DILLA UNIVERSITY COLLEGE OF SOCIAL
SCIENCE AND HUMANITIES DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE IN PARTIAL FULFILLMENT OF MA IN TEFL**

**BY
GAMACHU KANCHORE**

My 2021

APPROVAL SHEET I

I the undersigned certify that I have read and evaluate this thesis entitled **Effect of collocation technique On teaching and learning vocabulary** the case of grade 11th; at Bule Hora senior secondary school prepared under my advice by **Gamachu Kanchoe Adola** .I recommend that it would submitted for defense as fulfilling the thesis requirements.

Major Advisor

Signature

date

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

Name; GAMACHU KANCHORE ADOLA

Signature-----

Place –DILLA UNIVERSITY

Date of submission May 16, 2021

Biographical Sketch

The author was born in Oromia region, at West Guji Zone at Melka Soda Woreda on April 20, 1981. He attended his elementary school at Dawa Dimtu Primary School. He completed his senior secondary and Higher education at Bule Hora senior secondary school. Then, he joined Hara Maya University in 2005 and graduated with B.A Degree in English Language and Literature on August 30, 2010 by summer program. Then, he joined the Melka Soda Woreda Education Office in 2010. Then, he joined School of Graduate Studies in Dilla University to pursue his M.A. Degree in TEFL. Now he is being working at Melka education Office as an expert.

ACKNOWLEDGEMENTS

Unexpected expectation was expected and became real because of God whom I trust is not only almighty but also faithful. And also my heartfelt gratitude goes to my advisor, Dr. Mekuriaw Ayenew without whom this paper would not have got its present form. His advice, constructive comments and valuable suggestions were of great help in completing this study. His friendly treatments and encouragements should also be acknowledged.

My next acknowledgment is extended to the students who took part in this study. I would also like to express my heartfelt appreciation to the directors and grade 11 English teachers of Bule Hora senior secondary school. I am also highly indebted to my wife Tinsae Alemayehu and colleagues Dugo Bali, Nagesa Waji, Desta Abebe, Guye Safayi, Karsi Gufu and Dereje Beka, who spent much of their golden time by supporting me morally, psychological and financial during my study. Finally I would like to thanks Melka Soda Woreda administration and Education Office for they gave me full salary and this golden chance.

ACRONYMS AND ABBREVIATIONS

ANOVA: Analysis of Variation

EBC: Ethiopian Broadcast Corporation

CUT: Collocation Using Technique

DU: Dilla University

EFL: English as Foreign Language

FDRE: Federal Democratic Republic of Ethiopia

MoE: Ministry of Education

L1: First Language

L2: Second Language

ESL: English as a Second Language

SPSS: Statistical Package for Social Science

Table of Contents

APPROVAL SHEET I	I
DECLARATION	II
Biographical Sketch	iii
ACKNOWLEDGEMENTS	iv
ACRONYMS AND ABBREVIATIONS	v
LISTS OF TABLES	iv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objective of the Study	7
1.3.1 General Objective	7
1.4 Significance of the Study	7
1.5 Scope of the Study	7
CHAPTER TWO	8
REVIEW OF THE LITERATURE	8
2.1. The concept of Collocation	8
2.2 Approaches to Teaching Collocations	8
2.2.1 Frequency-based Approach	8
2.2.2 Significance- oriented Approach	9
2.2.3 The Lexical Approach	9
2.3 Types of Collocation	10
2.4 Collocation in First and Second language Acquisition	11
2.5 Importance of using Collocation	12
2.6 Challenges to use Collocation in EFL Classroom	14

2.7 Empirical review	15
CHAPTER THREE	18
RESEARCH METHODOLOGY	18
3.1. Research Design.....	18
3.2. Population, Sample size and Sampling Technique	18
3.3 Sampling Technique.....	18
3.4 Procedures in the study	18
3.4.1 Tests.....	18
3.4.1.1 Characteristics of Pre-test items	19
3.4.1.2 Steps to followed while experiment	20
3.4.1.2.1 Step One: Teaching collocation by using adjective +noun	20
3.4.1.2.2 Step Two: Teaching collocations by using noun +verb.	20
3.4.1.2.3 Step Three: Teaching collocation by using adjective + preposition	20
3.4.1.3 Characteristics of Post-test items	21
Table 2: Characteristics of Post-test items	22
3.5 Conclusion of pre-test, while treatment and post-tests	22
3.6 Methods of Data Analysis	23
3.7 Ethical Considerations.....	24
CHAPTER FOUR	25
DATA PRESENTATION ANALYSIS, INTERPRETATION AND DISCUSSIONS	25
4.1. Test Results	25
Table 3: Normality test results.....	25
4.1.1 Descriptive Statistics for the Pre -test and Post-test Scores of Vocabulary Test	26
Table 5: Test-scores	26
4.1.2. Dependent-samples t-test Results of Pre-test and Post-test scores	26
4.1.3. Dependent-samples t-Test Scores of Three Collocation Sub-types	27

Table 7: Paired Samples t-Test.....	28
4.1.4. Pre-intervention and post-intervention collocation use was compared	28
Table 8:Pre-intervention and post-intervention collocation use was compared.....	28
4.2. Results Discussion.....	29
CHAPTER FIVE	30
CONCLUSION AND RECOMMENDATIONS	30
5.1. Conclusion.....	30
5.2. Recommendations	31
REFERENCES	32
APPENDIXES	37
Appendixes A: Pre-test for grade exam for 11 th 2013 academic year.....	37
APPENDIX B: ASWER KEY FOR PRE-TEST	40
APPENDIX C: WHILE EXPERIMENT	42
Duration of the experiment	42
APPENDIX D Post-test for grade exam for 11 th 2013 academic year	43
APPENDIX E ANSWER KEY FOR POST-TEST	46

LISTS OF TABLES

Tables	Page
Table 1: Characteristics of Pre-test items	19
Table 2: Characteristics of Post-test items.....	22
Table 3: Normality test results.....	24
Table 4: Means of collocation pre-test and post-test scores compared	25
Table 5: Test-scores	25
Table 6: Paired Samples t-Test	26
Table 7: Paired Samples t-Test	27
Table 8:Pre-intervention and post-intervention collocation use was compared	27

ABSTRACT

The main purpose of the study was to examine the effect of collocation technique on teaching and learning vocabulary with special reference to grade eleven students at Bule Hora Senior secondary school. The study used single case-experimental research design. The total numbers of students' was forty. The tools that used to collect the data were tests. Then the researcher has been used two tests, pre-test and post-test to collect the data. The collected data were analyzed as per the research question. The findings revealed that students significantly outperformed after the treatment, demonstrating that using collocation technique was quite successful in helping the learners to improve their vocabulary knowledge. The finding indicated that after the treatment the learners' ability using collocation was significantly higher than their ability before treatment. Based on the findings, it was recommended that using collocation will foster the teaching and learning process of vocabulary. Language teachers need to use collocations in order to help learners acquire the language more quickly and efficiently. Moreover, Students should be encouraged to use collocation technique which will lead them to be independent to learn vocabulary.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Collocation knowledge is difficult to acquire simply because there is so much of challenges to learn it. The Native speakers carry hundreds of thousands possibly millions of lexical chunks in their heads, ready to draw in order to produce fluent, accurate and meaningful language (Lewis, 1997 p.38). This presents daunting challenge to language learners. Studies Suggest that, an educated Native Speaker of English has a vocabulary of around 20,000 word families (Goulden, et.al.1990 p.132). That is a large number, but goal for the most determined and motivated learners. However, it pales into insignificance when compared with the total number of items expressions, idioms, collocations that native speakers have (Hill, 2000). Teachers face great challenges in helping their students to develop collocation competence. Classroom time is inadequate even for learning the basic vocabulary. In practice collocation using is neglected (Farghaland Obeidat, 1995 p.56). Collocation learning has been peripheral in the classroom for principal reasons. According to Gabrielatos (2005) first, grammar is the traditional focus of curriculum, especially in EFL because it is relatively easy to teach and assess. Second, identifying set of useful collocations is a daunting task, and because of the limited resources at their disposal most teachers have to rely on intuition. This is challenging even for native speakers, let alone teachers whose mother tongue is not English. Collocation using is a cumulative process that involves a great deal more than rote memorization. Students with limited study time will not use collocations unless they are deliberately selected, prioritized and incorporated into language material (Swan, 1996).

Nation (2001) states that, learning a foreign language is not an easy task. Teachers seek efficient ways of improving students' performance, given the limited time they have to study the language. On the other hand according to Harmer (1991) many teachers have realized that grammar alone is not enough to help students' achievement. Students may have learnt the grammar to construct the sentence. Research shows that, learning collocation knowledge plays a key role in producing language fluently and accurate. Furthermore, Nation (2001) state that, collocation learning has recently become a major focus of interest in foreign language learning. Again Harmer (1991) state that English as an international language is used by people throughout the world for different purposes.

In recent years, researchers have turned their eyes to use collocation technique to teach vocabulary. Morgan Lewis (2000) explain that an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. In order to improve students' vocabulary, collocation has to be taught as the most essential aspect of the language by using collocation technique. Students' vocabulary knowledge is strongly linked to their academic success because students who have sufficient knowledge of vocabulary can understand new ideas and concepts more quickly than students with limited knowledge of vocabulary. On the other hand, a number of studies have attempted to examine the extent to which teachers' beliefs influences their classroom collocation practices. As Allen (1983) suggests that for many years' language teachers give little attention to vocabulary teaching technique, but now scholars are taking a new interest in the study of collocation using technique in EFL classroom.

As Ethiopian context, there were different researchers has been conducted their Studies. Among this, the study by Dessie (1988), Tesfaye (1990), Alemu (1994) and Moges (1998) indicate that, collocation using technique in Ethiopian schools have several limitations. Among the limitations are the lacks of attention given to collocation using technique in the classroom. And the problem with this techniques used in vocabulary teaching and learning process has been brought less result of language ability. In his study Dessie (1988) conducted on freshman English classes at Addis Ababa University, he found out that the vocabulary teaching techniques do not engage students in meaningful learning activities. Consequently, he argues, students could not learn as much as they should. Indeed, he adds, most of the drop-out problems of freshman students at Addis Ababa University are related to poor vocabulary knowledge, which lead to poor performance in the other school subjects.

Similarly, Tesfaye (1990) indicates that the vocabulary teaching and learning situations in elementary schools very discouraging. In relation to this he writes students suffer the difficulty of acquiring vocabulary they highly need for communication. Concerning the effectiveness of the vocabulary teaching and learning techniques used in secondary schools, Alemu (1994: 46) says: The most frequently used vocabulary techniques in high schools are techniques that often test learners' achievements of vocabulary learning rather than techniques that enable learners to use every opportunity of vocabulary expansion. More importantly, a study conducted by Moges (1998:2) indicates that on the productive ability of secondary school students shows that they have a big shortage of words when they express themselves in speaking and writing.

According to Ayeru Debassu (2014) some governmental and non governmental organizations in Ethiopia also use English as least for written communication. For instance, Hospitals, Banks, airlines, post offices, Universities and some federal colleges are some of them. In addition, governmental and non governmental news papers like Herald, capital and Reporter use English as working language. It is true that English has its role in Ethiopia related to the socio-economic and political system of the country. For example, there are daily English broadcast by EBC. Moreover, in the educational policy of the Ethiopia, it has also its own strong position. Furthermore, Ayeru Debasu (2014) states that currently, in both the private and governmental schools, English has been given as a medium of instruction from grade one to twelve. Again in higher level like colleges and universities, it has been given as major, minor and common course. However, according to Moges (1998) still the students and teachers are in difficulty of using the English language in their classroom.

These evidences are indications of how collocation using is handled in our schools at various levels. Apart from exploring earlier studies, the researcher also attempted to look into the collocation using in grade eleven English textbook to find out how many of the collocation using techniques included could facilitate production (unfortunately, most of them are not suitable for teaching production, according to current literature in the field). Minda Mamo (2003) shows that, vocabulary is central to a language and importance to language teaching. Though words we convey our ideas and understand the idea of others. Traditionally, the using of collocation above elementary levels was mostly incidental, limited to present to presenting new items as they appeared in reading or sometimes listening texts. This indirect using of collocation assumes that vocabulary expansion will happen through practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

Although this is what the literature and the research findings recommend that, many English teachers of Ethiopian high schools and students are not still used collocation technique in EFL classroom Minda Mamo (2003). Although the need to teach and learn, by using collocation techniques is very low. As Gashaw Nuiguse (2008) states that a study on the effectiveness of teaching and learning vocabulary in three second cycle elementary schools and concluded that teachers in EFL classroom do not have any experience using different techniques for teaching vocabulary.

1.2 Statement of the Problem

According to George Yule (2010) Collocations are one of the greatest challenges in foreign language teaching and learning. They are difficult to acquire because they are numerous and arbitrary. Printed dictionaries and online concordances are useful resources, but the former are limited by physical size and the latter are not tailored to meet the needs of learners. There is a wealth of language learning activities on the Web, but those specific to collocations are rare. Despite widespread recognition of the importance of collocation learning and the growing use of computers in second language learning, little research has been reported on computer-assisted collocation learning.

Complex ideas are hard to express unless one can use simple vocabulary in arrange of collocations Lewis (1993) and Hill (1999) points out that students with good ideas often lose marks, because they do not know the four or five most important collocates of a key word that is central to what they are writing about. Wray (2002) and Nesselhauf (2003) emphasize that collocations are particularly important for learners striving for a high degree of competence in a second language, because they enhance not only accuracy but also fluency.

Most Studies suggest that an educated native speaker of English has a vocabulary of around 20,000 word families (Goulden et al.1990). That is a large number, but still a manageable goal for the most determined and motivated learners. However, it pales into insignificance when compared with the total number of items expressions, idioms, collocations that native speakers have Hill (2000). Collocation knowledge is difficult to acquire simply because there is so much of it. Native speakers carry hundreds of thousands possibly millions of lexical chunks in their heads, ready to draw upon in order to produce fluent, accurate and meaningful language (Lewis, 1997). This presents a daunting challenge to language learners. Teachers face great challenges in helping their students to develop collocation competence. Classroom time is inadequate even for learning the basic vocabulary.

In practice, collocation teaching is neglected (Lewis & Hill 1995). Collocation learning has been peripheral in the classroom for two principal reasons. First, grammar is the traditional focus of curriculum, especially in EFL teaching, because it is relatively easy to teach and assess. Second, identifying a set of useful collocations is a daunting task, and because of the limited resources at their disposal most teachers have to rely on intuition. This is challenging even for native speakers, let alone teachers whose mother tongue are not English (Gabrielatos, 2005). Collocation learning is a cumulative process that involves great deal

more than rote memorization. Students with limited study time will not learn appropriate collocations unless they are deliberately selected, prioritized, and incorporated into language material (Swan, 1996). Resources like dictionaries and concordances are useful tools for using collocations. However, printed dictionaries are expensive; the number of collocations they provide is restricted by physical size, and consultation facilities are insufficiently flexible to meet all the needs of learners. Concordances are among the most frequently used tools for exploring corpora, particularly with view to examining collocation use. They allow students to obtain, organize, and study real-language data derived from corpora. However, not all concordance results are easily navigated and analyzed by learners. Information must be presented in a way that is both accessible and relevant to learners. They should provide sufficient and varied language data, in combinations that are flexible and generative.

Online collocation exercises have several limitations. First, they are inadequate compared to the sheer size of collocation knowledge that learners need to acquire. Second, they are created by teachers who focus on particular topics, which may not be suitable for learners with different needs. Third, collocations are pulled out of their original context, and scant attention is paid to their actual use in real language. Last but not least, online exercises are scattered throughout the Web, which makes it difficult for learners to study collocations in a systematic way.

Despite the fact, for many years' vocabulary has been the victim of discrimination by researchers who claimed syntax to be a more significant issue in the language development process. As a result, according to Tesfaye (1990) collocation using has not received enough attention in English language in Ethiopian context for a long period of time. However, after many years of being neglect, methodologists and linguists have increasingly been turning their attention to vocabulary and stressing on its importance in language learning.

According to Schmitt (1997) the higher strategy use may be a result of learners' awareness of the importance of the collocation. The researcher, therefore, believed that this severe limitation of using collocation technique to learn vocabulary may hinder students from effective communication. The objective of teaching and learning a foreign and a second language is to achieve an effective communication in the target language at the end of the day. In order to communicate, therefore, there must be knowledge of sufficient amount of its vocabulary without which communication is almost impossible. Collocational knowledge and teaching technique is an important element in second language and foreign language acquisition. Therefore, to develop accurate and fluent communication ability, there must be a reasonable degree of mastery of vocabulary of the language, this was why the current

researcher intended to conduct this particular investigation the effect of collocation in learning vocabulary.

Concerning vocabulary teaching and learning methods, a lot of researches are conducted in Ethiopia. For instance, Dessie (1988) made a study on the evaluation of the modern vocabulary teaching methods on third year at Addis Ababa University students through experimental method. His findings showed that the students were poor in their English language proficiency, but after they learnt by experimental method for one and half month, they showed a little progress and were motivated to learn by this wide range vocabulary teaching methods that includes collocation, synonym, antonym, hyponym and vocabulary network and other motivational techniques. Mekonnen (1984) also conducted an evaluative study of vocabulary presentations on the new series of grade 9-12 Ethiopian English textbooks. His findings revealed that there is a comprehensible vocabulary amount, but the student's English language proficiency is not good, due to the absence of good teaching techniques. Moreover, Getnet (2008) conducted study on vocabulary learning strategy use: the case of high and low achiever students in Gondar College of teacher education. He found out that greater overall use of vocabulary learning strategies are noted among high achiever students than low achiever ones and there is a relationship between language learning achievement and vocabulary learning strategies. This implies that high achievers frequently use more wide range of vocabulary learning technique than low achievers. But all these researchers did not separately conduct their research on single group and single technique, specially the most important one collocation technique to teach vocabulary.

From the experience of the researcher, at Bule Hora senior secondary school, the problem of insufficient students and teachers collocation using in English language classroom, may come from teachers and students poor collocation using techniques. At Bule Hora senior secondary school teaching vocabulary through collocation was not the major concern in the classroom. Teachers were not employing collocation to teach vocabulary. Above all, as far as the researcher's knowledge and experience there is no any researches conducted, specifically, on EFL on the effect of collocation techniques to teach vocabulary in Bule Hora senior secondary school. Therefore, this study was believed to add to the already accumulated knowledge in the area of collocation vocabulary teaching and learning technique with prime target to fill the gaps.

1.3 Objective of the Study

1.3.1 General Objective

The objective of this study is to examine the effect of collocation technique on teaching and learning vocabulary.

1.4 Significance of the Study

The findings of this study are hoped to give valuable information for syllabus designers and material developers. It is also envisaged that it would help higher institutes to revisit their syllabuses and English language course materials, and to make modifications where necessary. It can also give insights for language instructors about CUT.

On the other hand the study would help high school teachers and students to employ different collocation using techniques. It would add some new insights on the existing experience of using variety collocation techniques and would discovered things that were worked best for their learners by constantly realizing themselves to reflection. It also served as a reference material for people who would like to conduct a further study on the issue and related areas in Oromia Regional state west Guji zone Bule Hora Town.

1.5 Scope of the Study

This study was delimited to examine the effect of collocation in teaching and learning vocabulary. It was conducted on grade 11 students at Bule Hora senior secondary school, West Guji zone Oromia Regional state.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1. The concept of Collocation

According to Sinclair, J. (1991) Collocation means a natural combination of words. It refers to the way English words are closely associated with each other. For example, do and homework go together, as do make and mistakes; tall goes with man/woman and high with mountain. The term collocation is used in widely different senses by linguists such as Moon (1998) refers to syntagmatic and paradigmatic relations of words. In one approach, Carter (1998) argues that collocation is the frequent co-occurrence of words within a certain distance recognized to be four words to either side of the specified focal word or node. This view is known as the Frequency Based Approach and it goes back to Firth (1957). It has been developed further in particular by Ellis (1995) and Sinclair (1997). Nesselhauf (2004) on the other hand, claims that collocation can be seen as a type of word-combination, most commonly as one that is fixed to some degree but not completely. This view is known as the Phraseological Approach and has been strongly adopted by researchers extensively working in the fields of lexicography and pedagogy such as Cowie (1981). Sinclair (1997) moreover, asserts that it is possible for any English word to keep company with other words provided they relate to the same cluster like snow and block, or with different clusters but lying within the same lexical set like street and language. Aforementioned language teaching methodologies have shown that teaching practices have moved between language analysis and language use. Similarly, vocabulary has had varied positions.

2.2 Approaches to Teaching Collocations

Linguistic studies have investigated different aspects of the phenomenon of collocations. These studies can be classified into three main approaches to identifying collocations: The frequency-based approach, the significance oriented approach and the lexical approach. To define the concept of collocation, many researches have come out with different definitions, and studies have been insufficient to provide one approach to study collocations. Thus, many linguists who work on collocations cover variant views or approaches.

2.2.1 Frequency-based Approach

It is adopted by researchers who are involved in using analysis of syntagmatic relations. In this approach, a collocation is considered the co-occurrence of words at a certain distance, and a distinction is usually made between co-occurrences that are frequent and those that are

not (Nesslhouf 2005: pp.11-18). This view has been called the frequency based approach. It goes back to J-Firth and has been developed further by Halliday and Sinclair. Some researchers, adopting a frequency based approach to collocations consider co-occurrence of all frequencies to be collocations (Halliday 1966 & Moon 1998), while others like Stubb (1995) reserves the term for frequent co-occurrences. On the other hand, Kjllmer (1987) and Kenedy (1990) use recurrence. This approach demonstrates co-occurrence through a corpus-based data in an inductive approach. It also generates a wide range of collocations.

2.2.2 Significance- oriented Approach

In this approach, collocations are seen as a type of word combination most commonly as one that is fixed to some degree but not completely Cowie (1996). This approach has been referred to as the significance oriented approach or phraseology approach. It has its roots in the Russian phraseology. The main adherents of it are Howie and Housman (1996). The most important variation in Cowie's use (1996) of the term concerns the distinction between collocations and other types of word combinations. However, Housman (1996) has stressed that, there is a difference in the nature of the elements in a collocation. Unlike the frequency-based approach, the phraseology approach constantly requires that the elements of collocations should syntactically be related to (adj+ noun, noun+ verb, noun+ noun). The frequency –based approach and the phraseology approach are two outstanding and significant approaches that shed light on collocations and provide linguists with basic analysis elements to classify collocations into various categorizations and distinguish the term collocation from other phraseological types. From the above definitions given under each approach, it is noticed that there is no single definition of the word collocation between linguists. Therefore, there is an agreement among them that collocations are two or more words combined together. For example, the expression 'fast food' is called collocation because the word fast collocates or co-occurs frequently with the word food. In this context, the word fast cannot be replaced by the word quick or rapid because this replacement will not be natural.

2.2.3 The Lexical Approach

According to Horwarth, p (1998) purely syntactic description of language especially those of the generative schools could not really explain how language works. He argues that the generative school has neglected the words that have their collocations; rather, it has focused on the explanation of free association of lexical items on the basis of grammar. The starting attempts to design a lexical syllabus started with Willis (1990). Later, Lewis created the term

lexical approach to indicate a theory in which lexis and vocabulary play an important role in language learning.

The lexical approach has emerged as a reaction to the behaviorist view that is based on PPP (presentation, practice, and production). Thornbury-Scott, (2002), Woolard and George (as cited in Lewis: 2000: p,31) pointed out that within the lexical approach, vocabulary is learnt by learning words combinations not as individual words but also word combinations have to be discussed as whole not as separated individual words. They are prefabricated chunks: group of words that can be learnt as a unit by somebody who is learning a language. For example, chunks are: Can I have the bill please? And pleased to meet you? These prefabricated chunks are stored in the mind as individual wholes. Whenever learners want to speak or write, they recall these ready-made chunks instead of brainstorming their mind looking for which word goes with which. This view is also shared by Lewis, Morgan (as cited in Lewis, 2000: 15) who claims that, so much of the language of the effective language use is already in prefabricated chunks stored in their mental lexicons just waiting to be recalled for use as a result, we see that collocations represent an important part of lexical chunks. Thus, we think that if learners are exposed to these families of words (chunks), they may internalize the rules of writing and speaking.

2.3 Types of Collocation

It is a widely accepted idea that collocations are very a significant part of knowledge and they are very essential to the users of English in order to speak and write fluently and correctly respectively. At the beginning of the 1990s, two dominant books appeared, Paul Nations Teaching and Learning Vocabulary (1990) and John Sinclair's Corpus, Concordance, and Collocation (1991), which stimulated research into vocabulary and more precisely into collocation. Morgan Lewis (2000) argues that increasing the learner's collocation competence is the way to expand their language as a whole. The reason so many students are not making any perceived progress is simply because they have not been trained to notice which words go with which. They may know quite a lot of individual words which they struggle to use, along with their grammatical knowledge, but they lack the ability to use those words in a range of collocations which pack more meaning into what they say or write. Most of the definitions are paraphrases of Firth's (1957) definition that collocations are words in habitual company. The term collocation refers to the way in which two or more words are typically used together. For example, one can say heavy rain but not strong rain, or make a decision, but not do a decision. Therefore, heavy rain and make a decision are often referred

to as collocations. According to Michael McCarthy (2017) collocations are based on the elements they contain. Following are some of the categories of formation of collocations.

At higher levels, collocations can be taught and practiced overtly and students can be encouraged to write down collocations as well as single words. But even at the elementary level, the idea of words and expressions that are used together can be introduced. Similarly, collocation can be encouraged by keeping notes of the important vocabulary items. Nattinger (1980) in Carter and McCarthy (1988) rightly points out. It teaches students expectations about which sorts of words go with which ones. Students will not go about reconstructing the language each time they want to say something. The relationship of collocation according to McCarthy (1988) is fundamental in the study of vocabulary.

Firth (1957) said you know a word by the company it keeps. Knowledge of appropriate collocations is part of the native speakers' competence. Therefore, collocation deserves to be a central part of vocabulary learning for the non-native learners. Thus, Hill (1997) claims that it is possible that up to 70 % of everything we say hear; read or write is to be found in some form of fixed expression. Underlining that collocation has an overriding importance in language learning he further argues: A student with a vocabulary of 2,000 words will only be able to function in a fairly limited way. A different student with 2,000 words, but collocation competent with those words, will also be far more communicatively competent.

2.4 Collocation in First and Second language Acquisition

The existence of collocations has been acknowledged by the majority of linguists in the field of first and second language acquisition. According to Lewis (2000), young children acquiring their first language produce unanalyzed chunks that an adult would recognize as multi-morphemic. This phenomenon questions the validity of the general assumption that most children start producing only one word at a time.

The importance of collocations in the process of first language acquisition was highlighted by Wray (2002). He describes several essential roles of collocation in learning a first language. By using collocations, young children supplement gestures and other nonlinguistic behaviors when conveying salient messages prior to the development of their rule-governed language. Thus, children store and use complex strings before developing their grammatical knowledge. For example, a child may produce the string what's-that before knowing the internal makeup of which questions. Another role that their use of collocations can play is to reduce the child's processing load once novel construction is possible. This allows the child to maintain

fluency while obtaining control of processing. The significant role of collocations in the acquisition and use of a first language was also underlined by Peters (1983). In her study, Peters reveals that young children adopt both a gestalt (holistic) and an analytic (inferential) approach to acquiring a language. Children begin by extracting speech formulas from adults and then store and later reuse them creatively as both analyzed or segmented units and unanalyzed or whole chunks.

In the field of second language acquisition, children seem to have many advantages over adults with regard to the acquisition of collocations. Leaving aside the biological factor, children interact with other children who are very lenient to incomprehension. They are also involved with various types of ritualized play that presents them with highly anticipated, constant, and contextualized language. Additionally, an adult, unlike a child, avoids the shock of being a no speaker of the new language by choosing not to communicate with other peers (Wray, 2002). Such advantages facilitate the second language acquisition process in general, and assist children to sound native and idiomatic in their use of formulaic expressions in particular.

2.5 Importance of using Collocation

Most language teachers have experienced students with good ideas who often lose marks because they do not know the four or five most important collocations of a key word that is central to what they are writing. As a result, they create longer, wordier ways of defining or discussing the issue, increasing the chance of further errors. A student may write; His disability will continue until he dies which can be easily substituted by He has a permanent disability. In signaling the lexical approach, Lewis (2002) puts vocabulary acquisition in a central role in language acquisition. This centrality moved vocabulary to the forefront of language teaching. Nattinger (1980) and Schmitt and McCarthy (2005) claim that teaching vocabulary should be done through lexical phrases not individual words, and students' attention, on the other hand, should be focused on larger sequences of language, of which fluent discourse is made in order to acquire the sense of how words get together, through collocations, from the beginning.

As Nattinger (1980) for a great deal of the time anyway, language production consists of piecing together the ready-made units appropriate for a particular situation and comprehension relies on knowing which of these patterns to predict in these situations. Our

teaching therefore would center on these patterns and the ways they can be pieced together, along with the ways they vary and the situations in which they occur.

According to Nation (2001), during the last two decades, the importance and value of collocations has been underscored by a number of linguists who identified the benefits of learning collocations, including improving language performance. Brown (1994), who is one of the first advocates to emphasize the importance of collocations in L2 learning and their incorporation in the EFL/ESL classroom, points out that increasing students' knowledge of collocation helps improve oral proficiency, listening comprehension, and reading speed. Moreover, she argues that learning collocation enables learners to observe language chunks in the speech and writing of native speakers and consequently use these word combinations in their own speech.

According to Channell (1981) collocations, along with context and concept, should be incorporated when introducing new words to advanced learners because of their vital importance in language learning. Nattinger, (1980) claims that, language production comprises piecing together the ready-made units appropriate for particular situations and that comprehension relies on knowing which of these patterns to predict in these situations.

Furthermore, Nattinger (1988) asserts that collocations are helpful in improving comprehension for the word combinations that aid learners in committing words to memory, as well as allowing learners to predict what kind of lexical items could occur together. As to the development of L2 vocabulary, Laufer (1988) notes that the evident rule lessens of collocations is one issue that obstructs or hinders L2 vocabulary learning. She maintains that collocations represent a crucial aspect in the vocabulary knowledge of learners. Despite the fact that L2 learners encounter difficulties in the use of word combinations, collocations, as suggested by Laufer, can aid in many levels of vocabulary development. Collocations can also aid the development of self-learning strategies, such as guessing. For instance, when hearing the word *intense*, speakers are aware that it is combined with either *pressure*, *heat*, *light*, or *feeling*. They are also aware that the word *convenient* is not usually combined with *people*. Thus, a sentence like *I'm not feeling convenient today* is considered unacceptable. Such a guessing strategy can be developed through learning collocations.

The important role that collocations play in the development of EFL learner's communicative competence is underscored by Nattinger (1980). Nattinger claims that conventionalized language forms, including collocations, make communication more orderly because they are

regulatory in nature. Along the same lines, Channell (1981) asserts that increasing learner's awareness and knowledge of collocations is a very effective way of heightening their communicative competence. Additionally, Cowie (1988) maintains that lexical phrases and collocations serve communicative needs and allow learners to reuse and produce the institutionalized units.

2.6 Challenges to use Collocation in EFL Classroom

Teaching collocations has raised a huge problem which is the unlimited number of collocations in the English language that makes their teaching impossible. Richards and Rodgers (2001) supposes the teaching of lexical collocations in EFL should concentrate on items for which there is no direct translation equivalence in English and in the learner's respective mother tongues. However, supporting Krashen's theory (1982) of exposing the learner to a large amount of language input. Lewis (2000) considers this huge number of collocations as a challenge or an advantage rather than a problem. He sees that using collocations, whatever is their number is an effective way in learning. At the same time, 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.

Moreover, much time has to be spent on using collocation. Therefore, the learner is exposed to a maximum number of collocations. Nattinger, (1992) thinks 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. He explains this matter in the following lines. 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 (Bahns, 1993). Consequently, we see that the main challenge to using collocations is time especially if their number is huge. Therefore, we think that English language teachers have to concentrate on the most common collocations that are used by native speakers and could lead to fluent and natural writing. Hence, teachers could proceed to other collocations that are less frequent in speech/writing provided that there is much time.

2.7 Empirical review

In this section, the researcher review previous findings about the impact of collocation activities on learners' knowledge of vocabulary. Lewis (2006) studied the effect of collocation teaching on reading comprehension. Her quasi experimental study has been conducted at a national university in central Taiwan which lasted four-weeks. The results of this study showed that teaching collocation had more positive effects on the participants' reading comprehension than vocabulary teaching and no teaching. In another study, Howarth, p (1998) explored the effect of explicit collocation teaching on EFL learners' listening comprehension. Accordingly, the participants performed significantly better in listening comprehension after receiving lexical collocation instruction. Hogben, D (1996) examined the impact of direct collocation instruction on Taiwanese college English majors' reading comprehension and vocabulary learning. Three groups of Taiwanese college English majors were divided based on their academic levels. Each group received (a) a vocabulary pretest, (b) 3 different types of instruction single-item vocabulary instruction, lexical collocation instruction, and no instruction in separate classes, (c) a reading comprehension test, and (d) 3 vocabulary recall tests (immediate, 1-week delayed, and 2 week delayed). The results of this study revealed that (1) the lexical collocation instruction improves the learners' vocabulary learning more than their reading comprehension across all three academic levels; (2) the treatment of collocation instruction improves the learners' performance on the 3 recall tests, outscoring the other two instruction kinds in the vocabulary retention patterns.

Zughoul (2003) carried out a study to investigate the differences between two vocabulary acquisition techniques, collocations and dictionary definition in EFL classes. The participants were 65 intermediate level learners in three classes. The research investigated whether there were any significant differences between the three groups in terms of learning vocabulary items. One of the treatment groups received vocabulary items together with their collocations whereas the other treatment group received just definitions. The control group did not receive any vocabulary presentation. To identify the vocabulary to be utilized in the presentations, two pre-tests were given to the learners.

Then, these vocabulary items were presented in two consecutive sessions in two reading texts. After practicing these vocabularies, two post-tests were given learners a day after. Delayed post-tests were given 10 days later to measure remembering. To analyze the results of the post-tests, analysis of variance (ANOVA), and T-tests were done too understand if there were any significant differences between the scores of the three groups. Although the

groups revealed differences in the test results, ANOVA indicated that the differences were not statistically significant. This finding represents that; using collocation may not help learners in vocabulary learning strategy. The results of the delayed post-tests indicated that means were rather different but ANOVA showed that there were no significant differences among the groups. This implies that collocations may not help learners remember vocabulary items.

Some studies have been conducted on the impact of collocation activities on learners' knowledge of vocabulary in Iran. Kennedy (2001) examined the effect of teaching collocation on Iranian EFL learners' writing skill. The results showed significant improvement in the students' writing performance due to familiarity with collocation use. Michael (2017) examined the impact of teaching collocations on English language proficiency. 60 learners took part in a pretest-posttest quasi-experimental design study. For four months, the control group was taught the new words in isolation with traditional techniques like translation and definition. In the experimental group, vocabulary was taught by providing learners with collocations of a specific word by using concordancers and corpus-based activities. After the experiment, both groups participated in a language proficiency test. The results of this study represented that the experimental group outperformed the control group in the posttest, showing that teaching collocations can improve learners' language proficiency. Zimmerman (1997) investigated the relationship among knowledge of collocation and reading, writing, speaking, and listening proficiency of Iranian EFL learners. To this end, 50 learners participated in this study and took a test of both lexical and grammatical collocations to measure their collocation knowledge. Then, an International English Language Testing System (IELTS) sample test was administered to find the learners' reading, writing, speaking, and listening proficiency. The results showed that knowledge of collocation can be a predictor for all four language skills. Moreover, knowledge of collocation had a great impact on participants' speaking proficiency. This study confirmed the significant role of collocation knowledge in essential language learning.

Stubbs (1995) investigated the effect of lexical collocation instruction on Iranian intermediate EFL learners' vocabulary size. 84 Iranian learners were chosen and then they were randomly divided into two groups; experimental and control. They were given a test with one-week interval time (a vocabulary size test). The aim was to understand that there was no significant difference between the two groups in terms of their vocabulary prior to the implementation of the particular treatment. Then, lexical collocation was practiced for the experimental group

while traditional teaching was used for the control group. The data were collected through the pre-test and post-test of vocabulary tests to the both groups. The findings revealed that the efficiency of the treatment was considerable. This research suggests that lexical collocation instruction is a valuable technique for increasing the vocabulary knowledge. It was also indicated that the experimental group outperformed the control group in using collocations and learning them properly.

Nation (2001) examined the effect of explicit instruction of collocations on EFL learners' English proficiency. To this aim, the performance of two groups of EFL learners in the form of time-series evaluation was compared. A pre-test namely Preliminary English Test (PET) was administered to ensure the homogeneity of the participants. The teacher and the textbooks for both groups were similar and in the experimental group, there was an explicit emphasis on collocations in all four language skills. These learners were required to keep track of collocations by taking careful notes and utilizing them in their productive skills to activate and internalize them. They were also taught to transcribe the listening passages of the textbook after the tests were administered in class. The control group was just exposed to collocations. Continuous formative evaluation was used to keep track of the learners' progress towards reaching the intermediate proficiency level.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The researcher used single case-experimental research design. This design was used because it focused only on a single group.

3.2. Population, Sample size and Sampling Technique

The participants for this study were grade eleven students of Bule Hora High School. In 2020/2021 academic year the numbers of grade 11thA students were 40. The sampling technique of this research was purposive sampling.

3.3 Sampling Technique

The sampling technique of this research was non probability sampling. Why the researcher has selected this technique, because the researcher has selected targeted particular group for his study. The research also conducted on single case experimental in narrow environment area. From the non-probability sampling the researcher was used purposive sampling. Because in purposive sampling researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality.

3.4 Procedures in the study

3.4.1 Tests

There was pre-test and post-tests that was given for single group. The post-tests also were on one vocabulary teaching technique by using collocations. The first pre-test was on Teaching Words in collocation technique which was taught by the researcher himself. And the second one was on collocation which was taught by the researcher himself again. The questions were prepared from three collocation types that were from adjective-noun, adjective- preposition and noun-verb. Each collocation types contain 10 questions. The total question was 30. There were post-tests which contain the same number of question which was given for single group. This would have helped the researcher to find the difference between pre-test and post-test result.

3.4.1.1 Characteristics of Pre-test items

Thirty questions having multiple choices, blank space and matching were prepared by the researcher. Then the researcher selected forty students, who took tests before treatment on vocabulary learning through collocation, scored 21- the highest and 11- the lowest result respectively.

Table 1: Characteristics of Pre-test items

No	Formats of items	Number of items	High score	Low score	Number of respondents
1	Multiple Choices	10	21	11	40
2	Blank space	10			
3	Matching	10			

The pre-test was given for three times in the classroom for practice before treatment. It was prepared from adjective-noun, adjective-preposition and noun-verb respectively. Then the researcher has used the collocation technique in classroom for his target objective to solve the problems of vocabulary teaching and learning technique in the school. Collocation technique is one of the vocabulary teaching techniques in EFL classroom. The test was made to appear in three formats, multiple choice, gap filling and matching formats. These formats were deemed appropriate because they were increased the chance for test takers to recall the meaning of the target word fairly easily. In the case of the multiple choice format, for each target word a carrier sentence was constructed providing clues to its meaning. The students were used the clues to choose the “right” answer from the alternatives given. The matching format consists of a list of collocation items in one column, and a list of the collocational definitions of the items in the other column. Students match the vocabulary items with their collocations.

3.4.1.2 Steps to followed while experiment

As much as possible, the researcher was made practice with students for two months in classroom. Then the duration of this single group case-experimental research was for two months only. In this experiment stage the researcher has been practiced in the classroom with students to saw the changes. Then researcher used three steps in the classroom while experiment.

3.4.1.2.1 Step One: Teaching collocation by using adjective +noun

Students working in groups were asked to make at least ten possible collocations. Then they compare the original expression. The students were able to produce ten different collocation forms of the expression making use of collocation technique. Then they made simple adjective +noun word combination.

Notice adjectives that are typically used with particular nouns.

E.g. Emabet always wears red or yellow or some other bright color. We had a **brief chat** about the exams but didn't have time to discuss them properly. Unemployment is a **major problem** for the government at the moment. Improving the health service is another **key issue** for government.

3.4.1.2.2 Step Two: Teaching collocations by using noun +verb.

Notice how nouns and verbs often go together. The examples below are all to do with economics and business. The economy boomed in the 1990s. [The economy was very strong] The company has grown and now employs 50 more people than last year. The company has expanded and now has branches in most major cities. The two companies merged in 2013 and now form one very large corporation. The company launched the product in 2012. [Introduced the product] The price increase poses a problem for us. [is a problem] The internet has created opportunities for our business. [Brought new opportunities]

3.4.1.2.3 Step Three: Teaching collocation by using adjective + preposition

Aware of, kind to, angry about, get lost, blessed with

Capable of, fed up with, married to

Famous for, Accustomed to

3.4.1.3 Characteristics of Post-test items

The following table shows the result of students after treatment. As indicated, the scored high score and low score were 27 and 18 respectively. This indicates that there was better improvement on students' collocation using effect after they learned new words trough collocation.

Table 2: Characteristics of Post-test items

No	Formats of items	Number of items	High score	Low score	Number of respondents
1	Multiple Choice	10	27	18	40
2	Blank space	10			
3	Matching	10			

The post-test also was given for three times in the classroom. The post-tests also were prepared from collocation subjects such as adjective +noun, adjective +preposition and noun +verb which were studied during the experiment. The post-tests were made to appear in three formats: multiple choice, matching and gap filling. It was made to appear so for three important reasons. The multiple choice type was intended to approximate the speaking production, giving students extended context to help them recall the right words fairly easily. The gap filling format also has the purpose of assisting students to use their knowledge of the word in a particular situation in responding correctly. It was also gave students chance to use their knowledge of word combination. The matching format was intended to give test takers an opportunity to use collocation technique in arriving at the correct answer.

3.5 Conclusion of pre-test, while treatment and post-tests

Learning collocation is, learning how to communicate idiomatically. The storage of collocations enables EFL students' to add a special flavour to their speech. Promoting this skill in the classroom requires teaching vocabulary in chunks and meaningful contexts; whereas students' identification of the most important collocations of the focal word enhances this idiomaticity. During this treatment the researcher used three steps, Pre-test, treatment and post-test. To achieve this, the researcher tried to use collocation technique to raise students' awareness of collocations and the constraints that govern word-combinations in English, and how risky it is to isolate words from their natural contexts. It is because words cannot operate as independent and interchangeable parts of the lexicon but as parts of a lexical system. This notion is asserted in activity one where students read the text for gist before they work on collocations. These collocations were made clear and the students worked to try many syntagmatic and paradigmatic substitutions to check whether their findings semantically and syntactically match with or contradict the original expression. Having done this, the

researcher managed to see how the students worked, modify the activities when necessary and observe the difficulties students encountered while working on treatments. Nevertheless, whatever effective collocation using technique applied by teachers to present collocation is, can EFL Learners of English acquire the same degree of automatism in using collocations in the same way as competent native speakers of English. This is a point that would need to be explored in a further essay.

3.6 Methods of Data Analysis

The data which were gathered from students through pre-test and post-test were analyzed, interpreted and discussed accordingly. Quantitative data which was collected from the students were analyzed by using standard deviation, mean, percentage and frequency. Based on the results, conclusion and recommendations were provided. The scores on both tests were analyzed on the basis of: ANOVA (to see interactive effects of the teaching learning of vocabulary and the collocation technique) t-dependent for repeated measures mean scores difference on the two tests. Reliability (to check the dependability of the items employed), and correlation coefficient (to see whether or not the students' scores on both tests correspond with each other) The dependability of each instrument was calculated as follows:

$$r_{XY} = \frac{N \sum YX - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

r_{XX} =reliability

N= respondents number $(\sum X)^2 = (523.5)^2 = 274052.3$

$\sum$ = Sum $(\sum Y)^2 = (523.5)^2 = 274052.3$

$\sum X$ = pretest result

$\sum Y$ = post test result

$\sum XY$ = the sum of pre and post test result

$$r_{xy} = \frac{53*5451 - 523.5*523.5}{\sqrt{[53*5442.5 - (274052.3)][53*5480.75 - (274052.3)]}} =$$

$$\frac{288903 - 274052.25}{sq [288452.5 - 274052.5][290479.75 - 274052.3]} = \frac{14850.75}{sq (14400*16427.45)} = \frac{14850.75}{sq (236555280)} = 0.874$$

Checking reliability

$$r_{xy} = \frac{N \sum YX - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$
$$\frac{57 * 5805 - 540 * 567}{\sqrt{([57 * 5543.5 - 291600][57 * 6099.5 - 321489])}}$$
$$= 0.874$$

To check the reliability of the items, twenty respondents were selected, examined and their responses were entered in to Statistical Package for Social Sciences (SPSS) version 20.0 and analysis of reliability test was done by employing coefficient alpha. According to Korb, coefficient alpha (otherwise called Cronbach's alpha) is the preferable statistics to calculate reliability. A reliability coefficient of 0.71 is considered high enough for the instruments to be used for the study (Creswell, 2012). It was found that the reliability of this particular items test was 0.874 which was above 0.71. As a result, it is reliable.

3.7 Ethical Considerations

Ethics in a research consists of informed consent, anonymity and confidentiality, and plagiarism. All these issues should be taken in to account while conducting a research. Participants were informed about the reasons and contents of the study prior to their participation. The researcher also gave clear information about the general target of the research for the participants so that they can have sufficient information regarding the research, before the test is provided. Participants of the study were guaranteed with full freedom that is participation is voluntary and they are at freedom to withdraw from the research process at any time

CHAPTER FOUR

DATA PRESENTATION ANALYSIS, INTERPRETATION AND DISCUSSIONS

Under this chapter, data were presented in two tests: pre-test results and post-test results in the first section of the study; then the interpretation was made and results discussions were followed.

4.1. Test Results

In this section of the study, the analysis of the data collected by the aforesaid instruments has yielded the following results. In this phase of the study, a two-way analysis of variance (ANOVA), and t-test for repeated measures were used to see the effectiveness of collocation technique and its impact in teaching and learning vocabulary. Before running the parametric statistical tests including independent samples T-test, Skewedness analysis was done to check the normality assumption. The results of the Skewness analysis are represented. It is computed by dividing the statistic of Skewness by the standard error.

The findings disclosed that the supposition of normality was fulfilled in the distribution of the scores. Besides, one sample Komogrov- Smirnov was run to the results of the collocation tests for the both groups at pre and post-tests to confirm the normality assumption. The results are presented in the following table.

Table 3: Normality test results

		Pre-test	Post-tet
Most extreme differences	Absolute	0.155	0.147
	Positive	0.155	0.147
	Negative	-0.106	-0.109
Test statistic		0.155	0.147
Asymp.Sign.(2-tailed)		0.63	0.95
	a. Test distribution is Normal b. Calculated from data		

The above table (Table 3) demonstrated the probabilities of the Z statistics are all above 0.05, conveying that the normality is observed in the distributions. The results of the Kolmogrov Smirnov test suggested the normality of the samples distribution.

Table 4: Means of collocation pre-test and post-test scores compared

		Mean	N	Std. Deviation	Gain	Significance (2-tailed)
Test scores	Pre-test score	7.70	40	1.908	3.4	0.000
	Post-test score	11.06	40	2.921		

These scores show that students achieved a better score on the post-test, with a fair gain of 3.4. This difference is statistically significant, meaning that participants performed significantly better on the post-test than on the pre-test [$t(40) = 3.4, p = 0.000$]. This implies that teaching collocations explicitly contributes to their retention and therefore to building students' productive academic vocabulary. This gain in performance represents possible additions of collocations as a result of the intervention. These results indicate that teaching collocations could result in an improved use of them, thus building and improving students' productive academic vocabulary.

4.1.1 Descriptive Statistics for the Pre -test and Post-test Scores of Vocabulary Test

The knowledge of vocabulary technique was scrutinized before proposing the specific treatment of collocation techniques teaching at the beginning of the study. An independent samples t- test was used to analyze students' scores in the pre- test to examine the possible initial differences in terms of their vocabulary techniques.

Table 5: Test-scores

	N	High score	Low score	Mean	Std. deviation	Std. error mean
Pre-test	40	21	11	3.150	0.992	0.181
Post-test	40	28	18	3.512	1.092	-2.142

4.1.2. Dependent-samples t-test Results of Pre-test and Post-test scores

According to the following Table, the Dependent-samples t-Test showed there was a statistically significant difference between the pre-test and the post-test scores, where Sig. (2 tailed) = .000, which was lower than 0.05. It can be interpreted that after the students received a series of collocation vocabulary lessons, overall the students' post-test scores were significantly higher than their pre-test scores.

Table 6: Paired Samples t-Test

Paired differences								
Pre-test total scores- post-test total scores	Mean	Std deviation	Std. error mean	95% CI of the Difference		T	df	Sign.(2- tailed)
				Upper	Lower			
	-2.639	3.432	0.572	-3.800	-1.478	-4.613	35	0.000
p≤0.05								

4.1.3. Dependent-samples t-Test Scores of Three Collocation Sub-types

The following Table showed the result of the Dependent-samples t-Test for the three collocation sub-types. For the noun + noun sub-type, there was a statistically significant difference between the pre-test and the post-test scores, Sig. (2 tailed) = .001, which was lower than .05.

While for the verb + noun sub-type, there was a statistically significant difference between the pre-test and the post-test scores, Sig. (2 tailed) = .005, which was lower than .05. However, there was not a significant difference in the scores for adjective + noun sub-type, Sig. (2 tailed) = .098, which was higher than .05. The results from the three collocation sub-types suggest that the students benefited from the collocation lessons of teaching technique.

Table 7: Paired Samples t-Test

Paired differences								
Pre-test and post-test adjective + noun	Mean	Std deviation	Std Error Mean	95% CI of the Difference		T	DF	Sign.(2- tailed)
				Upper	Lower			
	-5.00	1.765	0.294	-1.097	0.97	-1.700	35	0.098
Pre-test and post-test adjective preposition	0.889	1.769	0.295	-1.488	-.290	-3.015	35	0.005
Pre-test and post-test noun + verb	-1.250	2.170	0.362	-1.984	-.516	-3.457	35	0.001
p≤0.05								

4.1.4. Pre-intervention and post-intervention collocation use was compared

This gain of approximately one collocation on average, as small as it may seem, is statistically significant [$t(40) = 3.30, p = 0.002$]. What we learn from these findings is that, in this study, the significant gains observed between the pre- and post-intervention tests indicate that the teaching of collocations may result in their being used more accurately. These findings answer the second research question addressed in this study, regarding whether teaching collocations can bring about an improvement in the use of collocations in students' vocabulary through teaching them.

Table 8: Pre-intervention and post-intervention collocation use was compared

		Mean	N	Std. Deviation	Gain	Significan ce (2- tailed)
Collocations	Pre-intervention	1.31	40	1.213	.962	.002
	Post-intervention	2.27	40	1.880		

4.2. Results Discussion

This section provides a specific discussion for the research question and makes endeavor to link the findings to the existing literature. The research questions were answered by administering a collocation test in a pre-/post- setup involving students learning vocabulary. A comparison of the pre- and post-test scores shows that performance is better on the post-test, which suggests that the intervention led to measurable improvements. The findings of this study showed that the learners, who took treatment, the exam and instruction outperformed better in learning collocation. As a result it can be concluded that the effectiveness of collocation technique in teaching and learning vocabulary and its possible contribution to building academic vocabulary and improving EFL grade 11 students' vocabulary.

It was also answered by comparing the same participants' pre- and post-intervention vocabulary results. The results indicate that students used significantly more collocations in the post-intervention collocation learning. This improved performance in terms of collocation use can be attributed to the intervention that was conducted, which implies that using collocations explicitly in a vocabulary class is likely to improve students' vocabulary learning effectiveness.

Based on the quantitative findings of the present study through measuring the pre- and post-test scores of the learners, it was found that students significantly outperformed after the treatment, demonstrating that using collocation activities was quite successful in helping the learners improve their vocabulary knowledge. In other words, students who taught through collocation activities underwent the traditional method of vocabulary teaching. This finding proved that collocation activities can be accounted for at the service of teaching vocabulary within collocation. Hence, the findings obtained from this study implied that it would be beneficial to teach vocabulary via collocations.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The main purpose of this study was to examine the effect of collocation technique on teaching and learning vocabulary. The researcher has used single case-experimental research design. Then participants for this study were grade eleven students of Bule Hora Senior secondary School. In 2020/2021 academic year the numbers of grade 11thA students were 40. The sampling technique of this research was purposive sampling. The questions were answered through tests. Sampled and provided a pre-test and post-test evaluation which focus on the vocabulary learning through collocation vocabulary teaching technique. From the finding of the study it can be conclude that learning vocabulary through collocations is an effective technique which positively contributes to the development of vocabulary learning and retention of vocabulary. Teaching vocabulary through collocation led to an increase in knowledge about different types of word collocation. It was found from the test result (30 test items) that after the treatment learners' ability using collocation was significantly higher than their ability before treatment, at 0.00. The mean score of collocation after the treatment were higher than those before the treatment with the difference value of 3.4.

The study showed that teaching vocabulary through collocations improved the vocabulary learning technique. Therefore, teachers of English could be encouraged to spare some more classroom time for this type of teaching in their classes and to assign more importance to the application of certain learning strategies in vocabulary development in order to make vocabulary learning process more effective and more meaningful for the students. So collocation instruction could be worthwhile to explore as a teaching option. The effectiveness of collocation technique in learning and teaching vocabulary was favorable. This is to say, the learners scored significantly higher after receiving vocabulary teaching by emphasizing word collocation. Thus collocation vocabulary teaching is an effective technique for the learners' proficiency development.

5.2. Recommendations

Based on the results found and conclusion made the following recommendations were forwarded.

- Teaching vocabulary by emphasizing collocation should be implemented at grade eleven as to increase their word power.
- Learning materials, such as text books with word collocation should be adequately provided.
- Students should be encouraged to develop a technique of vocabulary learning through collocation which will lead them to be independent vocabulary learners.
- Language teachers need to teach collocations in order to help learners acquire the language more quickly and efficiently.
- Further studies should be conducted on single groups of different levels in order to attain suitable standard of teaching vocabulary through emphasizing word collocations.

REFERENCES

- Alemu, H. (1994) *High school teachers' attitude towards an awareness raising approach to vocabulary teaching* (MA Thesis). University of Addis Ababa, Addis Ababa.
- Allen, Y.F. (1983). *Techniques in teaching vocabulary*: Oxford: Oxford University Press.
- Ayeru, D. (2014). *Teachers' belief and practice of vocabulary teaching techniques*: (Unpublished MA Thesis). Dilla University: Dilla.
- Bahns, J. & Eldaw, M. (1993). Should we teach EFL students collocations? *System*, 21(1), 101–114
- Brown, D. (1994). *Advanced vocabulary teaching: The problem of collocation*: RELC
- Brown, D.H. (1994.) *Principles of language learning and teaching* London: Prentice Hall reagents.
- Carter, R. & McCarthy, M. (1988). *Vocabulary and language teaching*. United Kingdom: Longman Group.
- Channell, J. (1981). *Applying semantic theory to vocabulary teaching*: *ELT Journal*, 35 (2), pp. 115-122. London: Macmillan.
- Cowie & Haworth, (1996) *phraseology Selected Bibliography*: *International journal of lexicography* 1996.(11): 38-51. Oxford University Press
- Cowie, A. (1981). The treatment of collocations and idioms in learners' dictionaries: *Applied Linguistics*, 2(3), 223–235.
- Cowie, A. (1993). *Stable and creative aspects of vocabulary use*: Harlow: Longman.
- Creswell, J. W. (2012). *Educational research : planning, conducting, and evaluating quantitative and qualitative research* (4th ed. ed.). Boston,: Edwards Brothers, Inc.
- Dessie, B. (1988). *An evaluation of the effectiveness of modern vocabulary teaching methods and the extent, to which these are implemented in the Freshman English* (Unpublished MA thesis). Addis Ababa: Addis Ababa University.
- Ellis, N.C. (1995). *Vocabulary acquisition: Psychological perspectives and pedagogical implications*, the language teacher Journal.

- Farghal, M., and Obeidat, H.(1995). Collocations: a neglected variable in EFL. *IRAL*, 33(4), 315–331.
- Firth, J.R. (1957). *Modes of Meaning: Papers in Linguistics 1934-51*, 190–215, Oxford University Press.
- Gabrielatos, C. (2005). Corpora and language teaching: Just a fling or wedding bells *Teaching English as a second or foreign language*, Retrieved March 12, 2009, from <http://tesl-ej.org.ezproxy.waikato.ac.nz/ej32/a1.html>
- Gashaw, N. (2008) *Effectiveness of teaching and learning vocabulary* (MA Thesis).University of Addis Ababa, Addis Ababa.
- George Yule (2010). *The study of language* ;(4th ed p. 123). Cambridge University Press, New York.
- Getnet, T. (2008). *Vocabulary learning strategy use*: Gondar College of teacher education; Gondar.
- Goulden, R., Nation, P. & Read, J.(1990). *How large can a receptive vocabulary be* *Applied linguistics* 11, 341-363
- Halliday, M. (1966). *Lexis as a linguistic level :In memory of J.R. Firth*, eds. C.E. Bazell, J.C. Catford, M.A.K. Halliday, & R.H. Robins. 148-162. London: Longmans.
- Harmer, J. (1991). *The Practice of English Language Teaching*: United Kingdom: Longman
- .Haussmann, F. J. (1996) Collocations in monolingual and bilingual English dictionaries: In I. Vladimir, & D. Kalogjera (Eds.), *Languages in contact and contrast: Essays in contact linguistics* (pp. 225-236). Berlin: Mouton de Gruyter.
- Hill, J. (2000). Revising priorities: From grammatical failure to collocational success.
- Hill, N. (1997). *Modern dictionary of synonyms and antonyms*: New York: Webster's Read Seal.
- Hogben, D. (1996) *the vocabulary learning strategies of foreign-language*: (ed., pp. 285-299). Boston: Heinle. Hove, Brighton: Language Teaching Publications
- Howarth, P. (1998).The phraseology of learners' academic writing in a Cowie (Ed.), *Phraseology: Analysis Theory and Applications*, 161–86. Oxford: Oxford University Press.

- Kennedy, C. & Tiziana M. (2001). An evaluation of intermediate students' approaches to corpus investigation. *Language Learning and Technology* 5(3): 77-90.
- Kjellmer, G. (1987). *Some problems relating to the study of collocations in the Brown corpus*: In *Computer corpora in English language research*, ed. Stig Johansson, 25-33. Bergen: Norwegian Computing Center for the Humanities.
- Krashen, S. & Tracy, T. (1982). *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon Press.
- Laufer, B. (1988). *What percentage of text-lexis is essential for comprehension?* In C.
- Lewis, M. (1997). *Implementing the lexical approach: putting theory into practice*, Hove: Language Teaching Publications.
- Lewis, M. & McCook, F. (2002). *Cultures of teaching: Voices from Vietnam*; *ELT Journal*
- Lewis, M. (1993). *The lexical approach Language: teaching publications*.
- Lewis, M. (2000). *teaching collocation: Further developments in the lexical approach*. M. Lewis (Ed.), *Teaching collocation. Further development in the lexical*, London: Longman.
- McCarthy, M. (1990) *Vocabulary*. Oxford: Oxford University Press.
- McCarthy, M.J., & O'Dell (2005). *English Collocations in use*: Cambridge University Cambridge University press.
- Mekonnen, H. (1984). *Evaluation of the underlined English vocabulary items in the English for New Ethiopia' Series of Grade 9-12'* (M.A thesis, unpublished). Addis Ababa: Addis Ababa University.
- Michael, C. (2017). *English collocation in use intermediate*: Cambridge University Press.
- Minda, M. (2003) *Effectiveness of current vocabulary teaching techniques* (MA thesis). University of Addis Ababa, Addis Ababa.
- Moges, A. (1998) *Enhancing the Development of Productive Vocabulary of Learners of English as a Foreign Language* (B.A Thesis). Addis Ababa University, Addis Ababa.
- Moon, R. (1998). *Textual aspects of fixed expressions in learners' dictionaries*: In P.J.L.
- Morgan Lewis (2000). *Teaching collocation: Further development in the lexical approach*.

- Nation, P. (2001). *Learning vocabulary in another language*: Cambridge University Press.
- Nattinger, J. (1980). A lexical phrase grammar for ESL. *TESOL Quarterly* 14: 337-44. In
- Nattinger, J.R. & Decarrico, J. (1992). *Lexical phrases and languageteaching*. Oxford: Oxford University Press.
- Nesselhauf, N. (2005). *Collocations in a learner corpus*: Amsterdam and Philadelphia: Benjamins.
- Oxford Advanced Learners' Dictionary* (6th Edition) (2000), Oxford University Press.
- Oxford Collocation Dictionary for Students of English* (2nd Edition) (2009), Oxford University Press
- Partington, H. (1998). *Patterns and Meanings: Using Corpora for English Language Research and Teaching*. Amsterdam: John Benjamins. PP:16-29.
- Peters, A. (1983). *The units of language acquisition* Cambridge: Cambridge University Press.
- Richards, J.C. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University press.
- Schmitt, N. (1997). *Vocabulary learning strategies in Vocabulary: Description, acquisition and pedagogy* eds. Norbert Schmitt & Michael McCarthy, 199-227. Cambridge: Cambridge University Press.
- Sinclair, J. (1991). *Corpus, Concordance Collocation: Describing English Language*. Oxford University Press
- Sinclair, J. McH. (2004a). *Trust text: language, corpus and discourse*. Routledge, London.
- Stubbs, M. (1995). Collocations and semantic profiles: On the cause of the trouble with quantitative studies. In *Functions of Language* 2(1): 1-33. *teaching Journal*, 35, 115–122. *thinking machines* (pp. 316-323). Clevedon, UK: Multilingual Matters.
- Swan, M. (1996). *Language teaching is teaching language*. Plenary IATEFL

- Tesfaye, M. (1990). *An evaluation of the effectiveness of current techniques in vocabulary teaching to grade four students*. (MA Thesis). Addis Ababa university: Addis Ababa.
- Thornbury, S. (2002). *How to Teach Vocabulary*: Oxford University Press
- Willis, D. (1990). *The lexical syllabus*. London: Collins-COBUILD.
- Woolard, G. (2000). Collocation encouraging learner independence in M.
- Wray, A. (2002). *Formulaic language and the lexicon* Cambridge; UK: Cambridge University Press.
- Zimmerman, C.B. (1997). Does reading and interactive vocabulary instruction make a difference? An Empirical Study; TESOL Quarterly Journal.
- Zughoul, M. & Abdul-Fattah. (2003). *Collocational strategies of Arab learners of English: a study in lexical Semantics*. Yarmou University; Irbid, Jordan.

APPENDIXES

Appendixes A: Pre-test for grade exam for 11th 2013 academic year

Part I. Choose an appropriate word that can replace the underlined word.

1. The government chooses deliberately to **understate** the increase in price. A.
underestimate B. devalue C. judge D. interfere
2. There is a widespread **prejudice** against the disabled all over the world.
A. discrimination B. misjudge C. verdict D. decision
3. Her speech is almost **incomprehensible**.
A. comprehensible B. comprehensive C. unintelligible D. plain
4. There is a degree of solidarity and **sisterhood** among the women.
A. love B. fellow C. discord D. disagreement
5. By **midweek**, officials will speak hopefully of a compromise.
A. coming week B. weekends C. middle of the week D. three days
6. This medicine will act _____ on you.
A. beneficially B. beneficial C. benefit D. benefited
7. An international agreement aimed at halting the _____ of the ozone layer.
A. destructive B. destructively C. destruction D. destruct
8. Loss of his memory is a _____ problem, rather than a physical one.
A. psychology B. psychologically C. psychologist D. psychological
9. Most of our have been working with us for a number of years.
A. Supplies B. Suppliers C. Supporters D. supplements
10. Unfortunately the recent takeover will result in a number of _____ at the plant.
A. rationalizations B. Dealings C. Redundancies D. exchanges

PartII Fill the following words in the blank space the correct adjective and prepositions as it can be the correct meaning.

Accustomed, capable, dependent, famous, full, afraid, ashamed, aware, good, jealous, proud, ready, relevant, Responsible, sensitive, typical
--

at for of on to

- 1 She was _____ her friend because she had a better dress.
- 2 The waste paper bin was _____ crumpled sheets of paper.
- 3 This computer is _____ producing sophisticated graphics.
- 4 I felt very _____ making such a stupid mistake.
- 5 After weeks of preparation the hall is nearly _____ the grand opening.
- 6 Who is _____ writing those words on the wall?
- 7 She was so _____ her nephew's achievement that she couldn't stop talking about it.
- 8 Are you _____ any reason why he should be late?
- 9 This is not really _____ our discussion so can we get back to the main point of the meeting?
- 10 He sleeps with the light on because he's _____ the dark.

**Part III. Match each noun on the left with a verb on the right. Use each word once only.
Write your answers in the boxes provided.**

A	B
1 an accident	A Atmosphere
2 Weather	B / beats
3 a heart	C boils
4 snow	D falls
5 Global warming	E. fits
6 a sweater	F .happens
7 a team	G. loses
8 Disability	H .soldiers
9 Troops	I. paralyzed
10 water	J .greenhouse effect

Good luck

APPENDIX B: ASWER KEY FOR PRE-TEST

PART I CHOICE

1 B

2 A

3 C

4 A

5 C

6 C

7 C

8D

9 B

10 C

PART II BLANK SPACE

1 sensitive to

2 full of

3 capable of

4 ashamed for

5 ready to

6 proud of

7 famous at

8 aware for

9 relevant for

10 afraid to

PART III MATCHING

1 F

2 A

3 B

4 D

5 J

6 E

7 G

8 I

9 H

10 C

APPENDIX C: WHILE EXPERIMENT

Duration of the experiment

As much as possible, the researcher was made practice with his students for two months in classroom. Then the duration of this single case experimental research was for two months only. In this experiment stage the researcher has been practiced in the classroom with his students to see the changes. The researcher has been used three steps in the classroom to teach his students.

Step 1. Teaching collocation by using adjective +noun

Students working in groups were asked to make at least ten possible collocations. Then they compare the original expression. The students were able to produce ten different collocation forms of the expression making use of collocation technique. Then they made simple adjective +noun word combination.

Notice adjectives that are typically used with particular nouns.

e.g. Emabet always wears red or yellow or some other bright color. We had a **brief chat** about the exams but didn't have time to discuss them properly. Unemployment is a **major problem** for the government at the moment. Improving the health service is another **key issue** for government.

Step 2 Teaching collocations by using noun +verb.

Notice how nouns and verbs often go together. The examples below are all to do with economics and business. The economy boomed in the 1990s. [The economy was very strong] The company has grown and now employs 50 more people than last year. The company has expanded and now has branches in most major cities. The two companies merged in 2013 and now form one very large corporation. The company launched the product in 2012. [Introduced the product] The price increase poses a problem for us. [is a problem] The internet has created opportunities for our business. [Brought new opportunities]

Step 3 Teaching collocation by using adjective + preposition

Aware of, kind to, angry about, get lost, blessed with

Capable of, fed up with, married to

Famous for, Accustomed to

APPENDIX D Post-test for grade exam for 11th 2013 academic year

PART I. Complete each sentence with an adjective from the list on the left and a preposition from the list on the right. You must use each adjective once only but you can use each preposition more than once.

absent better guilty harmful keen late opposed satisfied short similar sorry suitable suspicious terrible terrified tired	at for from of on to with
--	----------------------------------

- 1 Because of the flu epidemic many staff were_____ work.
- 2 They were_____ strangers so they kept following us around and watching what we were doing.
- 3 I feel really_____her because she has to do all the work while the others go out and enjoy themselves.
- 4 They won't be _____ just a small party! They'll want to invite every single one of their friends!
- 5 I must hurry or I'll be _____ work.
- 6 She's never been very _____ going to meetings so I wouldn't be surprised if she doesn't turn up.
- 7 The jury found him _____ robbing the bank.
- 8 We're totally _____ the road-widening scheme and will fight it all the way.
- 9 She's much _____ driving than he is.
- 10 I'm a bit _____ money at the moment so could you pay?

PART II

Match the following words with its correct collocation meaning.

A	B
_____ 1. Pretty	A. Camera
_____ 2. Large	B. Rain

_____3.big	C.Roar
_____4. Heavy	D. Women
_____5. High	E. Gun
_____6. Lions	F. Temperature
_____7. Fast	G. Worry
_____8. Make	H. train
_____9. Enormous	I. Lunch
_____10. Blonde	J. Hair
	K.Floor

PART III

Choose the best answer

- I was running late so I only had time for a_____ Shower.
A. short B. Quick C.FastD.all
- Excuse me “would you mind -----a photo of me and my boyfriend?
A. making B. taking C.catching D doing
- Which is a common adverb + adjective collocation?
A Richly decorated B .richly wealthy C. Greedily rich D. all
- could you -----me a favor? Would you mind answering the phone for a minutes I need to pop out the post office?
A.do B. Make C. takes D. all of the above answer.
- Three of the following nouns follow the verb “catching ‘very naturally. Which verb and noun combination does not go together?
A. catch a fish B. catch a bus C. Catch a cold D. Catch new word in English.

Read the following sentences and underline the correct meaning that suits the word written in bold.

- Many of us have **ambivalent** feelings about our committee members, admiring but also distrusting them.

A. mixed B. Critical C. Approving D. alternative

7. **Nocturnal** creatures: bats and owls, have highly developed senses that enable them to function in the dark. A. feathery B. Living C. big eyed D. active at night

8. Computer manuals are often very hard to understand, so I was surprised to discover how **lucid**, this one is. A. long B. Expensive C. Clear D. new

9. When my sister first got her job at the recording studio, she was happy to go to work each day. Now after ten years, she's **blasé** about her work and wants to change her job. A. curious B. blessed C. bored D. thrilled

10. A person can be very **intelligent** and yet be deficient in common sense. A. lacking B. well supplied C. over qualified D. lucky

APPENDIX E ANSWER KEY FOR POST-TEST

PART I

1. Absent from
2. Tired at
3. Satisfied on
4. harmful from
5. Late at
6. suitable to
7. similar to
8. Opposed to
9. guilty for
10. Short for

PART II

- 1.D
- 2.E
- 3.A
- 4.B
- 5.F
- 6.C
- 7.H
- 8.I
- 9.G
- 10.J

PART III

1 C

2 B

3 D

4 C

5 D

6 A

7 D

8 D

9 C

10 C