Hebron University

Faculty of Graduate Studies

The Impact of Textbooks Collocational Tasks on the EFL Arab Learners'

Retention and Use of English Collocational Forms

MA Thesis

Prepared by:

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Supervisor: Dr. Hazem Bader

This thesis is submitted in partial fulfilment of the requirements for the degree of

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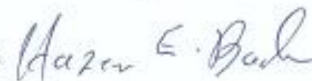
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الخلاصة

تحمل المتلازمات الكلامية (Collocations) قيمة كبيرة للقضايا النحوية والدلالية اللغوية، لذا فقد ارتأت هذه الدراسة التجريبية لبحث مدى تأثير المهام التي تدرس المتلازمات الكلامية في الكتب المدرسية على الطلاب العرب استيعاباً واستخداماً. وقد أجريت هذه الدراسة على 122 طالب من الطلاب العرب الذين يتعلمون اللغة الانجليزية كلغة أجنبية من كتب مدرسية صممت خصيصاً لإعداد الطلاب لمستوى متقدم في إتقان اللغة الانجليزية. وينتمي المشاركون بالدراسة والذين يقيمون في خمس قرى عربية في منطقة النقب (جنوب اسرائيل) لست مدارس ثانوية مختلفة. وكنقطة انطلاق للدراسة، فقد اجريت عملية مسح شامل لتحديد عناصر المتلازمات الكلامية المطروحة في الكتب المدرسية المستعملة، ومن ثم صنفت ضمن أربع أنواع من المتلازمات الكلامية: متلازمات مكونة من فعل واسم، متلازمات مكونة من اسم واسم، متلازمات مكونة من صفة واسم، ومتلازمات مكونة من فعل وعبارة حرف الجر والاسم المجرور. وقد أخضع المشاركون في الدراسة لاختبارين: أحدهما اختبار يتطلب ملء الفراغات في الجمل بالمتلازمات الكلامية المناسبة وذلك لقياس مدى استيعاب المشاركين للمتلازمات الكلامية، والآخر اختبار ترجمة لجمل من اللغة الأم (العربية) إلى اللغة الانجليزية وذلك لقياس قدرة المشاركين على استخدام المتلازمات الكلامية. وعند تحليل نتائج الاختبارين باستخدام النسب المئوية، وحساب عدد مرات التكرار وكذلك عند تطبيق اختبار التوزيع ذي الحدين (Binomial distribution test)، فقد أظهرت النتائج عجزاً كبيراً لدى المشاركين العرب في استيعاب الصور المختلفة للمتلازمات الكلامية وكذلك في استخدامها. وخلصت الدراسة إلى أن مهام الكتب التي تدرس المتلازمات الكلامية ليس لها تأثير إيجابي على استيعاب الطلاب العرب واستخدامهم لتلك المتلازمات.

ABSTRACT

For the substantial weight that collocations carry in the grammatical and semantic perspectives, the current study inquired the effect of school English textbooks collocational tasks on the Arab EFL learners' retention and use of English collocational forms. This research was conducted on 122 Arab EFL learners of English who were taught English with textbooks that were specially designed to prepare them for an advanced level proficiency in the English language. The participants, who come from five Arab villages in the Negev area (south of Israel), belong to six different high schools. As a starting point for the study, a comprehensive scanning process was performed to locate the collocational items presented in the textbooks; then, the detected collocations were classified into four collocational types: verb-noun, noun-noun, adjective-noun and verb-expression with preposition. The participants were given two tests; a fill-in-the-blank test to examine their retention of the collocational forms, and an L1 translation test to examine their ability to use collocations. The participants' achievement in both tests was analysed using, percentages, frequencies and the binomial distribution test. The results of the study revealed serious deficiency in both of the participants' retention and production of the collocational forms and concluded that the textbooks collocational tasks have a negative effect on the learners' retention and production of collocational forms.

DEDICATION

This work is dedicated to:

My wife…

My son and daughters…

My parents…

My eldest sister Halima

who devoted their prayers for me

My teachers and my tutors

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

"Collocations" is relatively a new notion in language that refers to the recurrence of certain combinations of two or more vocabulary items one with another. This new notion has attracted the concern of many researchers, lexicographers, on both of its theoretical and practical aspects of the structure, semantics and use of collocations. Collocations are also considered one of the features that characterize the native speaker language. According to Benson, Benson, and Ilson, (as cited in Bahns, 1993), collocations are divided into two main categories: grammatical collocations and lexical collocations. Lexical collocations are made up by combining verbs, nouns, adjectives, and adverbs in different possible formations that range from free combinations, which is the least restrictive collocational type, to the most restrictive one that is called idioms. Grammatical collocations are verbs, nouns, adjectives, and adverbs that are combined with a preposition or by a particular grammatical structure.

The degree of complexity in the lexical, morphological and syntactic features of different languages (Miestamo, Sinnemäki, Karlsson, 2008; Sampson, Gil, Trudgill, 2009), usually hold a negative effect on the learners' ability to acquire the language (Dahl, 2004). Ellis (2005) assumes that one of the reasons that stand behind learners' errors in language acquisition "overlooking co-occurrence restriction" which leads the learners to inappropriate usage of word synonyms in terms of determining which word(s) is/are acceptable collocates with each of these synonyms; that results in their "inability to

recognize that although quick and fast are synonyms, quick food is not a possible collocation." (P. 66)

One of the problematic areas that Arab learners encounter in the course of learning English as a second language is the errors that they commit during their writing tasks and during their oral presentations as well. Some of these errors are attributed to the learners' inability to select the appropriate word combinations like the idiomatic and collocational forms of L2 that are highly predictable to the native speakers but not to other learners. Another reason for the erroneous productions of collocational forms is that they range from entirely free to totally fixed or idiomatic forms which increase hardship of learners' acquisition (Lewis, 1993; English Collocations Dictionary for Students of English, 2002). Acquiring collocational forms requires the learners to have quite good knowledge of these forms in order to be able to produce them correctly. According to the lexical approach some kinds of lexical items need to have special classroom treatment, in terms of time and practice, in order to avoid being misused and to avoid usage confusion (Lewis, 1993). The issues of acquiring and producing collocations have been dealt with as serious ones in the teaching/ learning process of English in the EFL setting since both help the learners to come out with a more natural language that is more native-like (English Collocations Dictionary for Students of English, 2002). To make this issue as free as possible from confusion and ambiguity, the researcher feels that there is a dire need to study the case of learners' acquisition of collocational forms and their level of competency for the sake of shedding light on the different aspects that stand beyond this problematic area. It is worthwhile mentioning that teachers, in the current context, usually conduct formative,

interim, and summative assessment tests that cover the learned material including vocabulary during the school year. Direct vocabulary assessment has no place in the English "Bagrut" modular tests which only emphasize reading comprehension, writing task, and listening comprehension. On the other hand, it is worthwhile mentioning that only 8 out of 40 points are deducted for inappropriate use of vocabulary items in the writing composition section of the advanced modular tests.

Accordingly, the issue of teaching collocations has been investigated and focused by many studies and researchers because of its importance in language mastery, fluency and coping with the native speaker language. Bahns (1993) suggested that the material used for teaching collocations to non-native speakers should include a wide and "rich variety of teaching material like collections of exercises and workbooks." He added that teaching material should not include the same selection of collocations for all levels of proficiency; therefore, it should be designed in a way that suits learners' mother tongue and goes in line with the level of proficiency of these EFL learners.

This study intends to focus on the competency of using the collocational forms in the written production of the EFL learners of English as a third language in the Arab Bedouin schools in the Negev area from two aspects: From one side, it intends to examine the efficacy of the textbooks collocational exercises on the learners' retention of certain collocational forms, and it intends also to check the influence of such exercises on the production of collocations in the learners' writing. Lewis points out that "[T]he ability to write may be subconsciously acquired through extensive reading of text similar to that which you wish to produce" (Bahns, 1993: 101), and as he continues to say that "the

process of producing written text is often a highly self-conscious, reflective, non-spontaneous activity" (Bahns, 1993:101) that is supposed to cast the effect of the teaching process on the learners' linguistic input and output in terms of their acquisition of the linguistic items and their ability to produce them.

1.1 Theoretical Background

In 1957 Firth (as cited in Yun and Youmei, 2006), introduced for the first time the notion of collocations as a linguistic term through his known theory of meaning. He claimed that "You shall know a word by the company it keeps" (Yun and Youmei, 2006: 197). From that point, the syntagmatic idea, which discusses the relationship among the sentence components, aroused. Yun and Youmei (2006) reported that Palmer presented in 1981 his three types of collocational restriction after reviewing the previous studies, and displayed their view on idioms and tied it to collocations saying that these idioms require the involvement of collocations of special kind. Yun and Youmei (2006) also reported that Sinclair (1991), later on, brought out his contrasting contribution between collocations and idioms and introduced his two well-known principles; the open choice principle which states that it is possible to place any word anywhere in a text as long as one is following the grammar rules, and the idiom principle which states that choosing a specific word affects the choice of other lexical items around it. Naixing and Nesselhauf (as cited in Yun and Youmi, 2006), classified word combinations into three types; collocational forms, idioms, and free combination. As a result of the previous discussion and due to the absence of clear cut definitions for the previous principles, Yun and Youmei (2006) organized them

in three 'working principles'; firstly, whenever the meaning of a combination cannot be guessed from its forming words, it is dealt with as an idiom; otherwise it is considered a collocation or a free combination. Secondly, whenever the meaning of a combination can be guessed from its forming words and the susceptibility that comes from the forming words are restrained, or when the verb and the noun in the combination can occur reciprocally, then it is dealt with as a collocation. Finally, whenever the meaning of a combination can be guessed from its forming words and the sensations that come from the forming words are not restrained, or when the verb and the noun in the combination cannot occur alternately, then it is dealt with as a free combination.

It is proved in language acquisition that knowing the vocabulary of a particular language is a basic element for knowing the language itself and for being able to communicate and interact through that language. Therefore, language instruction, generally, depends on exposing the learners to words audio-visually (shape and sound) so that they recognize them to be able at a later stage to produce them. The learners' knowledge of vocabulary is closely tied to their ability to recognize these items in oral or written contexts and to the time and frequency of exposure to the vocabulary items that the learners need. For Nation (1990), to know a word means to its different spoken and written forms, different meanings, grammatical patterns, its register, word combinations, and its collocations.

Hence, learners may not have the chance to gain the knowledge of certain vocabulary items that would stay off their productive repertoire such as collocations, 'metaphorical uses, connotations associated with synonyms, and stylistic register constraints'. Therefore,

the learners' lexical repertoire is limited, and so their selection chances are confined to that limitation compared to the selection chances of native speakers. The issue of learning collocations insures that learning such lexical combinations requires from the learner to learn these chunks as a whole without looking at the meaning of the constituents of these lexical items in isolation, even not to try to analyse the way they are combined together. The reason that stands beyond that is the fact that these collocations are socially and culturally connected to the language natural setting, and to the different registers in which they are used as well. Learners who are defined as 'near-native' speakers of the language have been extensively exposed to varied input, monitored and given feedback over their grammatical and semantic performance (Saville-Troike, 2006). O'Dell and McCarthy (2008) assert that learners should know the register to which certain collocations conform so as to be able to produce a more accurate and a more natural language that is similar to the language of the native speaker. Nation (1994) confirms that the production of such forms and combinations is an apparent characteristic of the native speakers' language. Laufer (1997) made some kind of summary for the features of the new learned words that are considered substantial requirement for reading comprehension. That summary consisted of a number of features that should be taken into account when teaching vocabulary; such as, word form, word structure, word syntactic patters, meanings, association with other words, antonyms, synonyms, and collocational patterns.

1.2 Statement of the Problem

Arab learners usually suffer from the problem of miscommunication that is attributed either to misunderstanding or mis-conveyance of messages because of their inability to select the proper vocabulary item or/and inability to use the proper English word combinations and collocations. The problem appeared when the researcher noticed that some of his students in one of the Negev Arab villages did not manage to understand some English word associations when they had to interact and communicate with some American English native speakers who were in a short visit to their school. These students also showed weakness in their ability to produce similar combinations in their written presentations. Therefore, the researcher performed a pilot study on 34 high school learners who were considered to be at an intermediate level of proficiency in the English language in order to test their retention of the textbooks collocational forms and to test to what level they can produce such forms. The pilot study revealed a level of deficiency in both areas which stimulated the researcher to conduct a wider research to cover a larger group of participants in order to have a more comprehensive view of the problem. O'Dell and McCarthy (2008) claim that collocations are difficult in nature since they cannot be guessed and that they sometimes have no logical structures. This means that some of these collocations cannot be structurally explained; thus, no reason can be given for being able to say 'making friends' but not 'getting friends'. Another obvious reason for miscommunication or miscomprehension in the case of the Arab learners is that they transfer into English their mother tongues' collocations (Hussein, 1990), which sometimes have different structure or different meaning from English. Whenever teachers check a

presentation that is written by students, or whenever they are asked to evaluate students' oral presentations, they usually express their dissatisfaction of their learners' ability to produce a 'good' language in both skills. They usually describe students' English language as a weak one in terms of semantics and structure. As a matter of fact, students regularly employ individual words to express their thoughts and feelings disregarding the lexical combination that such words may have with other collocates that consequently makes their individual words, sometimes, seem to be decontextualized, irrelevant, or even meaningless. It is possible that the major cause for this problem is the students' negligence of the English collocational forms which hold some restriction on the lexical and semantic items that go and co-occur with each other.

1.3 Significance of the Study

The significance of this study is to spot the actual effects that school textbook collocational exercises have on the acquisition and retention of collocational forms, and to study the extent to which Arab learners are able to use appropriate collocates in their written production. Since this study is the first of its kind to be conducted in the Negev area, the results of this study are expected to help teachers to have a clearer view over the school textbooks that they have devoted their time and effort to teach to their students. O'Dell (1997) noted that "coursebooks traditionally have focused on the narrow lexical meaning of the words while paying scant attention to the more delexicalized uses". Céline (2008) conducted a corpus study on textbooks material, dealing with English for General Purposes, focusing on two frequent verbs "make" and "take". She tried in her study to

examine and evaluate the position of phraseology in the teaching textbooks. The results of her study revealed very narrow presentations of the phraseological forms for the targeted vocabulary items in the textbooks. When she investigated how the textbooks' phraseological patterns dealt with at the intermediate level compared to the advanced level, the results showed a big variance at the intermediate and advanced levels. She concluded that the principles that underlie the choice of phraseological units employed these textbooks should be redefined and revised.

The current study is expected to give teachers an apparent idea of the degree of the impact of these textbooks on their students' acquisition and production of collocations. The results of the study are expected to help teachers to inspect and scrutinize additional and more appropriate teaching methods and strategies, and enriching material for better achievements of their students, and in order to reduce the potential problems related to the issue of teaching collocations as well. In addition, the study might help curricula and textbooks designers to re-think of improving the material they provide to teachers and learners and maybe to revise the teaching methods upon which these textbooks and exercises are built. The study is performed to uncover some of the major reasons that stand behind both of the unintelligibility of student's written presentations, and their misunderstanding as well.

A further distinctive element of the current study is that it is the first of its kind that is conducted to check the effect of the English textbooks used in this context on the Arab learners' retention and production of collocational forms. It is a pioneering study that investigates the acquisition and production of collocations of the Arab learners who live in

the Negev area and learn the English language upon the Israeli curriculum and educational system. One more distinctive element is that the study is bidirectional in its core where it deals with the leaners' retention and production of collocations from one side, and associates that with the textbooks impact on the learners from another side.

1.4 Research Questions

- To what extent would EFL Arab learners be able to complete sentences with the appropriate lexical combinations that conform to collocational parts available in these sentences?

- To what extent would EFL Arab learners be able to appropriately produce English collocations when they translate from their native language into English?

1.5 Research Hypotheses

i.   It is hypothesized that Arab learners are not able to fill in the gaps of incomplete sentences with the appropriate lexical combinations that conform to collocational parts available in these sentences.

ii.   Furthermore, it is hypothesized that Arab learners cannot produce correct English collocations when they translate from their native language into English.

1.6 Limitations of the Study

This research was conducted for the purpose of examining the effect of English textbooks collocational tasks and exercises on the retention and use of English collocational forms by EFL Arab learners in the Bedouin sector in the Negev Area (South

of Israel). This means that the results of this study may not apply to other samples from different educational, social or cultural backgrounds. Adding to that, the textbooks used for teaching English in the current context may have different effect on a different sample; similarly, other textbooks may give different results if used in the current context. The population of the study consists of homogeneous groups of students that included both sexes (males and females); therefore, the study has not taken into account or discussed gender as a variable. This study was conducted during the 2012 school year which makes its conclusions unrepresentative to other learners at a different period of time. The results and conclusions of this study were confined by the conditions under which it was conducted in terms of time, place, and textbooks used in instruction, methods of teaching applied, its participants, the participants' level of motivation, and the extent to which the participants were exposed to language from extracurricular sources such as their contact with the outer world and surrounding societies, electronic social communities and the Internet.

1.7 Definition of Terms

a. Modular English 'Bagrut' Exam: A matriculation modular exam designed, written and produced by the Ministry of Education of Israel for the secondary school students in the English language that tests students' performance in reading, listening, writing, and oral skills. This English 'Bagrut' modular exam has three proficiency levels of examination: a high (advanced) level of five learning units, a regular (medium) level of 4 learning units, and a basic level of three learning units.

At each of the three levels the learners are supposed to sit for three modular tests in which they are examined in reading comprehension, listening comprehension, and writing.

b. Collocations: According to Stubbs (2002), collocations are the frequent co-occurrences of a word-form or 'lemma' with collocate(s) or 'nodes' in a corpus where these collocates may extend to the left or the right of the lemma. Such co-occurrences, according to corpus linguistics, grant the collocating words a special significance. Tanskanen (2006) defines a collocation as "an associative meaning relationship between regularly co-occurring lexical items" (p.12) while Halliday and Hasan (1976) expressed it in different words as a "cohesion that is achieved through the association of lexical items that regularly co-occur" (p. 284).

c. The Binomial distribution test: A probability test that compares the observed frequencies of the two categories of a dichotomous variable to the frequencies that are hypothesized under a binomial distribution with a specified probability parameter which is, by default, considered as 0.5 for both groups.

1.8 Conclusion

The first chapter has introduced a theoretical background around collocations in order to clarify their linguistic concept and to give a historical idea about them. The chapter also included a description for the problem that induced the initiation of the current research. It has also provided an explanation for the significance of conducting such research in its setting, and its importance and relevance to the teaching and learning process. The

researcher included, as well, the research questions and hypotheses that were pursued and investigated in the study. Moreover, the chapter elucidated some terms that appeared along the research topics and discussions. The next chapter will provide a review and presentation of the literature that dealt with relevant and similar cases to the current study.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter displays a historical view of the empirical research conducted in the field of collocational retention and production locally, regionally, and internationally. The goal of this literature is to present a comprehensive view of the volume of the collocational forms acquired by ESL/ EFL learners and to show the extent to which learners were able to produce such lexical combinations in their oral or written presentations.

2.2 Literature Review

2.2.1 Local Studies on Collocations

In the local setting, a study was conducted by Laufer & Girsai (2008) over 75 tenth grade EFL learners whose mother tongue is Hebrew for the purpose of comparing the acquisition of verb noun collocations. The researchers divided the students into in three groups; 26 students in the meaning-focused instruction (MFI) group, 23 participants in the non-contrastive form-focused instruction (FFI) group, and 26 learners in the contrastive analysis and translation (CAT) group. The main goal of researchers study was to examine the extent to which form-focused tasks can lead to the acquisition of lexical items compared to the non-contrastive form-focused tasks and to the message-focused tasks. The researchers focused on comparing the acquisition of verb-noun collocations which were utilized in the mentioned situations after being tested in a pre-test that consisted of 50

single vocabulary items and 41 collocations which were obtained from reading texts that the researchers intended to use in their study. The participants of the MFI group were given reading texts that included the targeted collocations without bringing the learners' attention to these collocations in the discussion that followed the reading activity. The CAT group of participants was given form-focused instruction brought to them in terms of L1 to L2 and L2 to L1 translation in which their attention was drawn to the differences between languages especially when it comes to translating collocations. The third group (FFI) learners were given fill-in-the-gaps and multiple choice tasks that contained the targeted collocations upon a form-focused instruction that they received. For the purpose of assessing the effectiveness of the three types of instruction, the learners were given an immediate translation post-test in which they had to perform a translation of the targeted vocabulary from L1 to L2 and from L2 to L1, and another delayed post-test that was conducted a week later. In these tests the learners once performed a single word translation and in another they did a collocational translation. The results of the study displayed a significant achievement for the CAT participants who gained higher scores than the two other groups (MFI and FFI). In their conclusions, Laufer and Girsai (2008) suggested that a focus on the syntagmatic relationships between words should be taken into account when teachers present collocations to their learners. Their suggestion justifies the need to make learners aware of the cross-linguistic differences which in turn assist them to avoid making collocational mistakes.

Another study for Laufer and Waldman (2011) was conducted on the corpora of 759 L2 Israeli participants' free written production to investigate the use of collocations. The

research was conducted on essays that were gathered from educational institutions; schools and universities. The study was based on argumentative and descriptive essays written by Hebrew native speaker participants, Arabic native speaker participants, and speakers of Hebrew as a second language. The participants of the study were divided into three groups; 9 and 10 grade students in the "basic level", 11 and 12 grade students in the "intermediate level" and college and university students in the "advanced level". The collected database, which contained 759 essays; one essay per participant, was computerized and referred to as the Israeli Learner Corpus of Written English (ILCoWE). The essays of the corpus were scanned for all the nouns that created frequency at the cut-point of 20 occurrences. After making concordances with the nouns, the verb-noun combinations were extracted and verified for their collocability by the BBI Dictionary of English Word Combinations, and The LTP Dictionary of Selected Collocations. After that the corpus of the participants was analysed. The comparative native language corpus was the Louvain Corpus of Native English Essays (LOCNESS) that was written by adult native speakers of English. The nouns (220 nouns) which were identical by both corpora were taken as basis for the comparison of collocations. The results of the study showed that the participants of the study at all their levels of proficiency produced fewer collocations than native speakers. In addition, verb-noun collocations were observed to occur in the advanced learner production when compared to the other two levels of proficiency. The results of collocational use at the basic and intermediate level revealed how slow and uneven it went. The study concluded that the advanced learners' collocational development at that stage did not bring them close to the level of the native speakers' use of collocations. The study

reflected the degree of how problematic collocations were even for the advanced learners. The researchers attributed that difficulty to the nature of collocations, to the communicative nature of the second language, and to the teaching procedures applied.

2.2.2 Regional Studies on Collocations

Regionally, one of the significant studies related to EFL Arab learners' knowledge of English collocations was the research that Farghal and Obeidat (1995) administered on 57 participants; 34 senior and junior students at Yarmouk University in Jordan and 23 English language teachers. For the sake of checking the participants' collocational knowledge, the researchers built two questionnaires; one was an English 'fill-in-the-blank' that was given to the university students whose major was in English, and the other was an Arabic translation questionnaire that was submitted to the English language teachers who had at least 5-10 years of experience in teaching English at schools. The purpose of their study was to shed the light on the extent to which collocations are neglected in the EFL teaching classes and material. The results of their study revealed a serious deficiency in both groups' collocational capabilities. Farghal and Obeidat (1995) reported that the participants tended to paraphrasing, avoidance, use of synonyms and other simplification strategies due to their deficiency in providing the proper collocations which was referred to the lack of awareness of the presence of different types of collocations. The researchers suggested that the learners' attention should have been drawn to the differences in the L1 and L2 collocational forms and to the 'open choice principle' constraints as well.

A further study was performed by Alsakran (2011) to investigate the productive and receptive knowledge of collocations by advanced Arabic-speaking ESL/ EFL learners. The study depended on the data taken from 68 participants: 38 Saudi students at the Institute of Public Administration in Riyadh, Saudi Arabia, and 30 Arab students in the Intensive English program at Colorado State University. The researcher tested the collocational productive knowledge of the participants with three tests; one test was a verb-noun collocation test, a second test was an adjective-noun collocation test and both included the initial letter of the collocant, and a third test, which included the meaning of the given phrasal verb, to examine their knowledge of verb-preposition collocations. The statistical analysis of the tests' results reflected a major influence for the learning environment over the acquisition of L2 collocations. In addition, the study showed that the receptive collocational knowledge of the participants marked a higher value than their productive knowledge. The results of the tests of the study, explicitly, exhibited that Arabic-speaking learners had weakness in their knowledge of the English collocations. A salient result appeared in the tests that the participants showed better achievement on the verb-noun collocational test than on the other collocational types tests (Alsakran, 2011).

In his study on 30 MA graduate Jordanian students (11 males and 19 females) at the Hashemite University, Abu Naba'h (2012) investigated and analysed the participants' knowledge of the different four types of word combinations. The researcher provided the participants with a 40-item test divided into four sections to check the participants' knowledge of free combinations, idioms, figurative idioms and restricted collocations. After conducting quantitative and qualitative analysis of the test results, the study reflected

deficiency in the learners' knowledge of collocations which the researcher referred, mostly, to L1 interference. In addition, the participants showed poor outcomes in the restricted collocations and in the idioms.

In another study that was conducted on third and fourth year students learning English at Yarmuk University as their major subject, Hussein (1990), who wanted to study the ability of students to collocate certain words appropriately, found that some of the incorrect formations of collocational forms performed by Jordanian Arab learners of English were referred to negative transfer, and that the low percentages of correct collocational formations were referred to the translation process that they employed. The sample of the study consisted of 200 students who were given 40 test items, each with 4 options from which they had to make their choice of the appropriate answer to complete the items correctly. The results of the study showed that only 48% of the students managed to give correct answers to the test items. This percentage was far from the presumed percentage of success (60%). Hussein's (1990) study showed that some errors that were committed by the subjects of his study were not attributed to negative transfer, but to the ignorance of the whole expression or structure of the tested idioms.

2.2.3 International Studies on Collocations

At the international level of collocational studies, and similar to the conclusions of Hussein's (1990) study about the incorrect formations of collocational forms, another comparative research was conducted by Sadeghi (2009) on 76 Iranian EFL learners who were selected upon the criterion of admitting participants from different levels of

proficiency. The participants of Sadeghi's (2009) study belonged to three groups; one group consisted of 30 high school learners of low-proficiency level and the other two groups consisted of 1st, 2nd and 3rd year university students who belonged to the Islamic Azad University and studied English as their major subject and varied between mid-proficiency and high-proficiency levels. The participants were given a test that included 60 items where the stem of the items included Persian equivalent of the English collocation; thus, they had to choose the English counterpart from four given options. The results of the study reported that 72% of the high school group participants (low-proficient) committed errors in the test and showed that they had a serious problem in the English collocations more than the other two university groups. The results reflected that the participants, of all levels, experienced a kind of negative transfer of the L1 linguistic knowledge into L2 as well in a proportion of 85% of the collocational problems encountered in the test.

In a comparative study, Fitzpatrick (2006) examined the development of the lexicon of a second language learner and how differently he responded to word association tasks from a native speaker. The study was conducted on 37 students divided into two groups; one group consisted of low-intermediate learners, and the other of advanced learners. Both groups were provided with a stimulus-response instrument that consisted of a list of 60 stimulus lexical items that were chosen from AWL (Academic Word List). The results of the study reflected a significant difference in the responses of native speakers and non-native speakers which showed that native speakers made more collocational responses than non-native speakers whose responses concentrated on form-based ones and conceptual links. Another important result that the study came out with was that the level

of non-native speakers' proficiency had no effect on the number of responses they produced in the items that were used for the purpose of differentiation between them and those of the native speakers in particular. Both of the non-native groups (low-intermediate learners and advanced learners) managed to produce appropriate collocates and showed a good collocational knowledge except for five learners who were not able to make collocates even for the simplest and easiest items of the test.

Along with the previous studies, Bahns and Eldaw (1993) conducted a study on 58 German university students who were learning English as their major or as a minor subject. The purpose of the study was to check the importance of learning collocation for EFL learners, the level of awareness of English collocations, and to what extent would collocations have been a source of difficulty for them. The students were asked to show their best performance in completing a cloze task and in performing a translation task as well so as to get the best results, adding to that that students were not allowed to use any reference books during the two tasks. The students' responses were judged and rated by three native speakers of English who classified them into two categories: acceptable answers (which reflect their semantic accuracy and their idiomatic correctness), or unacceptable ones (which reflected semantic inaccuracy, or idiomatic or grammatical lack of conformity). In the case of students left blank phrases, or incomplete answers, they were considered as unacceptable. Regarding the relationship between the expansion of the students' knowledge of collocations versus their knowledge of vocabulary, Bahns and Eldaw (1993) concluded that it was not astounding. They found also that the participants had more difficulty to select the appropriate collocation than to select a single lexical item

which meant that their knowledge of vocabulary preceded their knowledge of collocations and that the learners' general knowledge of vocabulary had no effect on expanding their knowledge of collocational forms which the researchers referred to the negligence of collocations in the EFL instruction in addition to the learners' unconsciousness of the problematic position of collocations in learning a language. Another significant issue the study came out with was the importance of learners' awareness of collocational forms for the sake of gaining appropriate mastery of the language in communicative situations since the results showed that some collocations did not allow paraphrasing, due to their idiomatic constraints and to the extreme restrictions imposed on their usage. Since learners' awareness of collocations did not expand with their conventional vocabulary, Bahns and Eldaw (1993) suggested that English instruction in the EFL should have given more attention to teaching collocations explicitly in order to help learners to understand how such collocations would have been paraphrased to lead them to better communicative performance.

In an additional study, Chen (2008) conducted over 440 first year non-English major university EFL Taiwanese students to study their competence of English collocations; the students were given a multiple choice collocation test that consisted of 50 items which contained grammatical and lexical collocations. The results of this test were compared with the English language scores of the College Entrance Exam in order to assess the students' collocational competence in relevance to their overall proficiency in the English language. The conclusions of the study viewed the students' insufficient knowledge of the English collocations. They also reflected a positive relationship between

the students' knowledge of collocations and their competence in the entrance exam. Chen's study (2008) asserted the great influence of the learners' learning styles and background on their collocational competence, and showed that the different types of collocations varied in their level of difficulty.

Furthermore, Falahi and Moinzadeh (2012) carried out a study on 94 Iranian EFL university students, males and females, for the purpose of inspecting the effect of certain receptive and productive tasks of a certain modified version of a book, that was used in teaching at the university, on the learning of collocations in that specific Iranian context. The participants were divided into two parts; 64 participants formed the two experimental groups: one that consisted of 36 students and assigned to do a reading task while the other consisted of 28 students who were assigned to do a cloze task. Both of the experimental groups were subdivided upon their level of proficiency into two groups; one was named as the receptive group and the other as the productive group. The rest of the participants (30 students) formed the control group of the study. The students of the experimental and the control groups were given two pre-tests to test their receptive and the productive collocational knowledge. Later, the experimental groups were submitted to treatment material. As the treatment session was completed, the participants were given other receptive and productive post-tests to assess their collocational knowledge after they had been exposed to the treatments. The results of the experiment showed that there was a positive change in the participants' collocational knowledge of the experimental groups in both of the receptive and productive dimensions. Falahi and Moinzadeh (2012) concluded that the different type of tasks used; receptive or productive had no significant influence on

the collocational acquisition, but they attributed that positive change in the collocational knowledge to the amount of time devoted since the participants were not limited in time for doing the tasks.

In a resembling research conducted by Anwar and Aklaq Khan (2012) to inquire the productive knowledge of collocations of Pakistani advanced learners of English in order to decrease the amount of collocational errors and to focus attention on the weak points in the learning process of the collocational receptive and productive areas. The participants of the study were 90 postgraduate students who belonged to three different colleges and were selected randomly. The students were given 30 multiple choice questions for which they had to choose their most appropriate answers from given options. The MC activity was designed to test the participants' receptive knowledge of collocations. For the purpose of testing the participants' productive ability in collocations, they were given an essay writing task. The results of the research revealed that the Pakistani learners did fine at the receptive level where they showed "a satisfactory understanding of collocations" in the multiple choice task while they failed to use that knowledge in satisfactorily in their productive task. The researchers reported that the participants did not produce enough collocations in their essay writing and that they were too far from the presumed number of collocations to be used.

In order to check the adult learners' retention of collocations from exposure, Durrant and Schmidt (2010) put 84 postgraduate university students (56 female, 28 male), who came from 27 different L1 backgrounds, under three different repetition training modes: 'single exposure, verbatim repetition, and varied repetition'. In each situation half

of the participants were shown 10 out of twenty targeted collocations and were shown 10 other targeted nouns in control sentences while their paired adjectives were left out. For the other half of participants, the same action was repeated to them but reversely. As the participants finished their training period, they were given two tests upon which their retention of collocations was judged by the researchers. The results of the experiment showed that the participants' retention of collocations was significantly influenced by pairing. They showed that the participants easily remembered the nouns that were paired with their adjectives more than those that were not paired. The researchers concluded that adult L2 learners unconsciously built their own way of learning collocations the moment they saw certain words going together 'regardless of any intentional study techniques and strategies'. Therefore, Durrant and Schmidt (2010) referred that deficiency in the L2 learners' production of collocations to lack of sufficient exposure to these word combinations.

A further research performed by Zhang (1993) to study the relationship between the knowledge and the use of English collocations by college freshmen students. The research was conducted on 60 students at the Indiana University of Pennsylvania. Half of the participants were native speakers of English and the other 30 participants were non-natives. The participants were given two tests for the purpose of eliciting their knowledge of collocations, and one more writing test for the sake of examining their productive abilities in collocations. The results of Zhang's study (1993) showed that there was a gap in the performance of the native and non-native speakers in favour of the native speakers and similarly in the performance of the 'Good writers' and the 'Poor writers' where the

'Good writers' transcended the 'Poor' ones. In conclusion, Zhang (1993) considered that the collocational knowledge was a basic element in the level of fluency in the participants' writing and that the quality of collocations used by the participants determined the quality of their writing.

Kuo (2009) made a study to investigate the use of collocations by Taiwanese intermediate level college students. Kuo applied his study on 49 learners who were asked to write two different essays ranging between 4 and 5 paragraphs each in an authentic class setting. After checking the participants' writings, the study revealed that intermediate level EFL students suffered from typical errors in collocations in their written production. As a result, Kuo (2009) suggested not to teach isolated vocabulary items, but to do that in their collocational forms.

Jaen (2007) investigated the collocational competence of 63 ESL sophomore university students at Granada University. The participants, who were native speakers of Spanish except for one who was a native speaker of Ukrainian, were pursuing a degree of English linguistics and had attended many English proficiency courses that were supposed to have improved their language. The participants were given an 80-item test parted into two sections; the first section was a multiple choice 40-item subtest designed for the purpose of checking the participants' receptive knowledge while the second subtest was a gap filling 40-item test that was aimed at investigating their productive knowledge of the participants. In the latter test, the participants were asked to provide a given node with an appropriate collocate to complete the sentence. The results of Jaen's study showed that the Spanish learners of English at Granada University had insufficient competence in the

English collocations that might have led to some kind of deficiency in their social and academic demands required for mastering the English language. The conclusion of the study proved the notion that EFL learners' usually face more difficulty at the productive level than at the receptive one.

The study of Koya (2003) was conducted to investigate the effect of vocabulary size on the learners' collocational receptive and productive knowledge, the role of collocational knowledge in earning successful communication ability in English, and the stages of acquiring the receptive and productive knowledge of collocations. Koya (2003) performed his study on 93 Japanese freshmen university students who received three tests; the first was aimed at assessing the participants' written vocabulary level for which the researcher adopted Nations' (1990) test that was designed for that purpose. The participants were divided into three subgroups for the first test to be evaluated on 1000 word level, 2000 word level, and 3000 word level. The second test, which included 26 verb-noun collocations, was designed to test the participants' productive knowledge. The verb-noun collocations were divided into two groups; 13 collocations that had their equivalents in Japanese and the other 13 had no translation. The third test was a multiple choice test that was intended to test the participants' receptive knowledge of collocations. The participants had to choose their answers from three options that included distracters which were synonyms of the correct option. The results of the study showed that the participants who had bigger vocabulary repertoire reflected better knowledge at both the receptive and productive levels. In terms of the effect of L1 on the production of collocation, the results revealed that the participants who had higher level of vocabulary knowledge turned to their

L1 in order to make their selections, while the participants of lower level left test items empty. An additional conclusion showed that the participants of different levels tended to employ paraphrasing to the answers with the presence of synonymous distracters.

2.3 Conclusion

The previous literature provided examples of locally, regionally and internationally studies conducted in the field of collocations. Reviewing the literature reveals the conclusions regarding the learners' abilities in the acquisition and production of English collocations. It was concluded from the above studies that the learners, at different levels of their performance, had slightly better experience in the receptive knowledge of collocations than the productive knowledge despite the fact that they had insufficient knowledge in both areas. In some of the studies previews, there was negative transfer performed by the learners whenever they failed to spot and decide on the appropriate collocation to accomplish their tests while other learners just resorted to paraphrasing the meaning of the required collocation. Other studies in the literature suggested that teachers should raise the learners' awareness toward the collocations and their linguistic features, semantics and usage.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter provides specific information on the setting in which the research was conducted in terms of the participants of the study, the methods applied in collecting data and in data analysis. Furthermore, it presents a descriptive analysis of the English textbooks tasks and exercises of collocations. The chapter gives details on the research design, the research questions and hypotheses set for the study, and the instrumentation applied to obtain and collect the research data. Additional information is given on the pilot study performed, reliability test applied and the end of the chapter there is a clear description of the procedures applied.

3.2 Research Questions

1. To what extent would EFL Arab learners be able to complete sentences with the appropriate lexical combinations that conform to collocational parts available in these sentences?

2. To what extent would EFL Arab learners be able to appropriately produce English collocations when they translate from their native language into English?

3.3 Research Hypotheses

i. It is hypothesized that Arab learners are not able to fill in the gaps of incomplete sentences with the appropriate lexical combinations that conform to collocational parts available in these sentences.

ii. Furthermore, it is hypothesized that Arab learners cannot produce correct English collocations when they translate from their native language into English.

3.4 Setting

The current study was performed in EFL setting where all of the participants were Arabs who belonged to six coeducational secondary schools in five Arab villages in the Bedouin sector in the Negev Area and learning English as a third language after Arabic (mother tongue) and Hebrew (as a second language) since it is the first official language in the country). The participants learned at schools that taught the English language in accordance with the Israeli curriculum. The school sample was selected randomly while the participants were selected upon their schools' classification of their linguistic level of proficiency. All of the participants were considered as learners of English at the level of proficiency (advanced level). Achieving a matriculation 'Bagrut' certificate with English capability at the intermediate or the advanced levels of proficiency is a requirement for entrance at the Israeli higher educational institutes and universities depending on the major subject the learners are pursuing. Although, the passing grade at the 'Bagrut' modular exams is 55%, students, who pass the four-points English modular 'Bagrut' test (Intermediate level of proficiency) and apply for a seat at the Israeli universities, are offered 12.5 bonus points by the universities if their final grade at the test is above 60%.

Similarly, students who pass the five-point English modular 'Bagrut' tests (advanced level of proficiency) and apply for the Israeli universities are offered 25 bonus points by the Israeli universities if their final grade at the test is above 60%. Therefore, this percentage was, at a later stage, used as a cut point for the analysis of the results of the participants' scores in the retention and production tests.

3.5 Population and Sample

The participants of the study were 122, almost of the same age (18 years old), male and female high school students, and native speakers of Arabic. All of the participants live in the Negev area in Bedouin villages and have learned English for nine years as a third language. The participants of the study, who have similar educational and cultural backgrounds, learned English from textbooks that were especially designed for high school students upon the Israeli curriculum to prepare and qualify them for a high level of proficiency in the English language. The participants of the study learned English for nine years and are expected to complete their high school matriculation (Bagrut) English tests at the proficiency level by the end of the 2012 school year. For the sake of selecting the sample, the researcher contacted teachers of English who teach in 6 different schools in five Arab villages and requested their help and permission to conduct the research tests in their schools. The participating schools' teachers were informed that only students who were classified as advanced level learners and were prepared for five point Bagrut tests would be selected to participate in this research. The classification of the students' level is usually decided by the school teachers and coordinators upon the learners' performance

and scores in the English language. The research tests were given to the participants in pre-arranged test conditions one month before their Bagrut tests.

3.6 Descriptive Analysis of the Textbooks Tasks and Exercises of Collocations

The English textbooks used in teaching the English for the EFL Arab learners in the Negev are designed to prepare students for the English Bagrut modular tests. The textbooks are designed to deal with actual and authentic topics that are supposed to provoke the learners' interest. There are different teaching/ learning strategies employed in the different parts and chapters of the textbooks. The textbooks provide both the teachers and the learners with task-based interactive tasks and activities where the four learning skills; listening, speaking, reading and writing are integrated. Textbooks provide the students with vocabulary in varied ways; sometimes, they are presented in lists of single vocabulary items which require the students to locate them in reading texts and try to recognize their meanings as contextualized items. The skill of recognizing new vocabulary items in context requires the learners to know an appropriate repertoire of vocabulary in order to be able to identify and recognize the meaning of these new words. For that reason, whenever the learners fail to make correct guessing of the meaning, they are usually asked to look them up in their dictionaries. In some exercises, the students are asked to match certain vocabulary items with their synonyms or antonyms after checking their meaning in their dictionaries. In some other vocabulary activities, the students are asked to perform a sentence completion, or a fill-in-the-blank task using new vocabulary. In more advanced exercises, the students are asked to match words with their collocating items, and then to

employ them in sentence writing and/ or building up longer compositions. In certain exercises, the students are asked to translate statements and sentences that contain vocabulary items and some word combinations into their mother tongue with the help of dictionaries.

Generally speaking, the textbooks used for teaching the English language in the context of the current study offer a reasonable sum of vocabulary tasks and exercises. Each reading comprehension text and/ or listening comprehension task is accompanied by relevant vocabulary items and then followed by a number of relevant vocabulary exercises.

3.7 Research Design

This research was conducted as a quantitative empirical research study using two achievement tests given to EFL Arab learners for the purpose of studying the effect of the English textbooks collocational tasks on the participants' retention and production of collocational forms. The study procedures were commenced by a scanning process for the English textbooks used in teaching the English language to the targeted sample of this research in order to detect the collocations dealt with in these textbooks. Later on, a fill-in-the-blank test was constructed using 15 items of the retrieved collocations to test the level of the learners' retention of these collocations. Another L1 translation test was also submitted to the participants to test their ability to produce collocations. The experiment was performed during a period of time that lasted for three weeks starting from the last week of April until mid-May. The data generated from the two tests was statistically analysed and interpreted using frequencies, percentages and the distribution binomial test.

The results of the two tests were used to answer the research questions and to test its hypotheses.

3.7.1 Instrumentation

In the present setting, the researcher conducted this empirical study using two tests as dependant variables; a fill-in-the-blank test and an L1 translation test, in order to check the effect of English textbooks collocational tasks, independent variables, on the retention and production of collocations by the EFL Arab learners in the Negev. For the purpose of examining the impact of these tasks on the learners' knowledge of collocational forms, the researcher designed a 15-item fill-in-the-blank test that was aimed at checking the learners' retention of collocations and another 15-item L1 translation test for the purpose of examining the learners' productive abilities in collocations. The researcher selected different collocational items to be used in the two tests in order to cover a wide range of collocations. Involving a large number of collocations in the experimental tests offers the researcher further chances to detect the participants' knowledge and performance of collocations; in addition to that, it offers the participants a wide range of possibilities to be tested on the collocations that they were exposed to during their regular English lessons. This step was taken to add more reliability to the results extracted from the two tests.

To achieve a high level of reliability and to make sure that the selection of collocations, and the design of the tests items were appropriately performed; the researcher consulted seven experienced English referees, one of these referees was an English language counsellor who worked for the Ministry of Education and five were English

language coordinators in their schools. These teachers belonged to the same educational system and were very familiar with the Israeli curricula. The referee teachers, in turn, approved the selection of collocation after they had made the necessary changes and amendments to the items of the two tests.

3.7.1.1 Sentence completion test.

This achievement test contained fifteen incomplete sentences that were expected to be completed by the participants. The missing parts of the incomplete sentences referred to specific collocational forms that were obtained from the learners' English textbooks. The Students were supposed to identify the combinational relationship between the given lexical items in each of the sentences provided in the test and one of the given options to complete the missing parts. This test was designed to examine the effect of the school English textbooks on the participants' ability to extract English collocations which would in turn reflect their retention of English collocations. The choice of the fill-in-the-blank test to examine the learners' retention of collocations is based on the need to provide the students with contextualized test items that draw the learners' attention to the register in which the lexical items are employed and stimulates them to recall the learned collocations. Furthermore, contextualized lexical items help the learners to recognize the meaning of the targeted collocations. The fill-in-the-blank test items also provide the learners with the grammatical patterns of certain word associations that may help them retrieve the learned grammatical collocations.

3.7.1.2 L1 translation test.

The translation test, which was made of fifteen L1 to L2 translation statements, was designed to examine the EFL Arab learners' production of collocational forms by checking their ability to translate sentences from their L1 (Arabic in this case) into English using the proper collocational forms. The learners were given pre-designed sentences in their L1 which held specific meanings that were constructed to drive them to use English collocations when they translate them. The learners are expected to use collocational forms that they have been exposed to during the teaching/ learning process. The choice of L1 translation test is meant to examine the learners' ability to retrieve and produce collocational forms that conform to the given Arabic vocabulary constituents that represent particular previously learned collocations. This type of testing is supposed to stimulate the students to use the learned vocabulary items and their combinations to give the proper structure and meaning of the required collocations. Thus, the test goal of revealing the extent to which these students are able to put words together appropriately and produce correct collocations is achieved.

3.7.2 Data Collection

The current research was performed to investigate the effect of the collocational tasks in the English textbooks on the learners' retention and production of collocations. This study dealt with those collocations in the tasks and exercises of the English teaching textbooks used in the schools and approved by the Ministry of Education in Israel. The researcher performed a long and comprehensive process throughout the collocational tasks

and drills in the textbooks used for teaching English. The goal of the scanning process was to gather the collocational forms that the textbooks focus on. The scanning process took into account the frequently used collocational items in these textbooks exercises. These textbooks are used to prepare the learners for the five-point English Bagrut test. The textbooks dealt with, in the current study, are supposed to have been designed to correspond to the requirements of the Israeli curriculum, and are expected to promote the learners' linguistic ability to an advanced level of proficiency. The researcher scanning process throughout the tasks and exercises resulted in gathering 381 collocations that were classified into seven categories as shown in table (1) below.

Table 1: **The total number of collocations obtained from textbooks and classified by type**

Type of Collocation	Count	Per cent
Adverb-Adjective (AA)	4	1%
Verb-Noun (VN)	112	29.5%
Noun-Noun (NN)	94	24.7%
Adjective-Noun (AN)	126	33%
Verb-Adverb (VA)	6	1.6%
Verb-Expression with Preposition (VE)	35	9.2%
Idiomatic Expressions	4	1%
Total	**381**	**100%**

For the purpose of obtaining the most accurate results in the study, the researcher disregarded three types of the collocations due to their small count and low recurrence. On

the other hand, the researcher dealt with the other remaining four types; verb-noun, noun-noun, adjective noun and verb-expression with preposition collocations, which formed a greater volume of collocations and recorded higher recurrence in the textbooks. The selected four types of collocations counted 367 items (See Appendix V).

Table 2: **Examples of collocational types retrieved from textbooks**

Type of Collocation	Examples
Verb – Noun	Keep promise Solve a problem
Noun[1] – Noun[2]	Application form Speed limit
Adjective – Noun	Formal letter Extreme sport
Verb - Expression with Preposition	Take into account Get along with

After the researcher had made the random selection of collocations, they were adapted for testing the students on the level of retention and production of the targeted collocations.

3.7.3 Piloting

For the purpose of investigating the effect of the English textbooks collocational tasks on the retention and productions of these collocations on the EFL Arab learners, the researcher presented two research questions and two hypotheses. The researcher performed a pilot study on 34 high school learners who were at an intermediate level of proficiency in the English language. The pilot was conducted using the fill-in-the-blank and translation

tests that were used later in the current research to test the learners' retention of the textbooks English collocations and to find out to what level they can produce such forms. The results of the pilot study revealed a salient proportion of deficiency in the fill-in-the-blank test as shown in the following table:

Table 3: **The frequencies and percentages of students' achievement in the fill-in-the-blank test (retention test) classified by type**

Collocation Type	Success	Percentage	Failure	Percentage
Verb-Noun	83	48.8	87	51.2
Noun-Noun	38	27.9	98	72.1
Adjective-Noun	60	35.3	110	64.7
Verb-Expression with Preposition	19	55.9	15	44.1

In addition, the results of the translation pilot study showed that the piloting sample could not achieve high scores in the production test too as that appears in the table (4) below:

Table 4: **The frequencies and percentages of students' achievement in the translation test (production test) classified by type**

Collocation Type	Success	Percentage	Failure	Percentage
Verb Noun	61	35.9	109	64.1
Noun Noun	66	48.5	70	51.5
Adjective Noun	63	37.1	107	62.9
Verb Expression with Preposition	16	47.1	18	52.9

The frequencies and percentages of the pilot study showed low scoring in the different types of the collocational forms in both of the retention and production tests except for the verb- expression with preposition collocation in which the students showed a small proportion of success in the fill-in-the-blank test. The reason for such result can be attributed to the size of the piloting sample which consisted of 34 students. Such small sample does reveal clear view of the learners' performance especially when the difference and gap between the success percentage and the failure percentage is not very salient. Therefore, a larger study was necessary to be conducted in order to clarify and verify this point.

The previous results of the pilot study provoked the researcher to conduct a research that would cover a wider educational area and would cover a larger group of participants in order to provide a deeper and a more comprehensive view of the problem. For that reason, there was a need to conduct a reliability test for both of the exams to make sure that they were reliable to be used for conducting a wider research.

3.7.4 Reliability of the Fill-in-the-blank and the Translation Tests

To measure the reliability of the exams, Alpha (Cronbach) scale for internal consistency was computed for the translation exam and fill-in-the-blank exam. The degree of reliability coefficient for the translation exam was 0.702 and that revealed an acceptable degree of consistency. Subsequently, alpha Cronbach coefficient was computed to examine the internal consistency of the fill-in-the-blank exam, it resulted in 0.719 which was again an acceptable degree of consistency. These values indicated 70% of stability in the results

of the translation exam and about 72% of stability in the results of the fill-in-the-blank exam in case of repeating the study under the same conditions. Finally, it was concluded that the coefficient results indicated that the two tests had acceptable levels of reliability that was needed to prove the instruments validity for a larger research.

3.8 Procedures and Implementation

After the two tests were used in the pilot study and tested for their reliability, the researcher delivered the tests to the English teachers who work for the different schools and briefed them on how to apply the test. The teachers showed their readiness and willingness to assist the researcher to conduct the tests in their classes. The teachers were instructed not to provide any kind of assistance to the students and not to allow them to use any assisting material.

The researcher distributed the test papers to the teachers of the selected schools. The tests were conducted during the last week of April 2012 and continued throughout the following two weeks of May. The targeted students were given 30 minutes time for answering the retention test (fill-in-the-blanks test) and were given 45 minutes for the productive translation test. A 15 minute break was given to the participants between the two tests. The researcher himself instructed the students how to do the tasks and explained the goal and importance of these tests. All needed preventative procedures were taken to guarantee the test fairness and reliability; such as, consulting a group of referee teachers who are experienced English teachers who work for the same educational system over the appropriateness of the items of the two tests before conducting the test, applying the Alpha Cronbach coefficient test to examine the internal consistency of the tests' items so as to

prove their statistical reliability as the pilot study was conducted, and keeping the participants under the teachers' supervision during the time of the tests. The participants were not allowed to use any assisting material such as dictionaries or lists of vocabulary items.

3.9 Analysis:

After conducting the test in the six schools and collecting test forms, the researcher performed a statistical analysis over the students' answers calculating the frequencies and percentages of the answers they provided. Calculating percentages and frequencies was carried out for the sake of unveiling the volume of the correct or/ and the wrong answers the participants gave in the two tests so as to check the students' retention of collocations and their ability to produce them appropriately. The data received from the test also reflected which items were left without answers, which ones were replaced by acceptable alternative answers, and which test items the students understood and paraphrased their meaning using other vocabulary items. These paraphrased items were not accepted in the current study because the study intended to check the participants' retention and production of specific collocational items. To check the validity of the hypotheses that were proposed in the study upon the results of the participants in the two tests, the researcher applied the statistical tool; the binomial distribution test. The participants' achievement results in the two tests were tested binomially according to the pre-assigned cut point (60%) of success that was aimed to help the researcher to decide on accepting or rejecting these hypotheses.

3.10 Conclusion

This chapter covered the research methodology and procedures applied to obtain the needed answers to the research questions and hypotheses. It gave a clear view of the pilot study performed and its results. In addition, it included the method used to check the reliability of the retention and production tests designed and used in this research. The next chapter will present the test results that the researcher gained after examining the participants' answers. The results will provide statistical details about students' achievement in both tests, a statistical testing for both the research questions and research hypotheses to show whether these hypotheses are accepted or rejected.

CHAPTER FOUR

RESULTS OF THE STUDY

4.1 Introduction

This chapter aims to present analysis of the results of the two tests that were given to the participants of the study. It also provides some charts, tables and examples in order to clarify the obtained results. The analysis of the fill-in-the-blank test is performed to answer the research question regarding the students' retention of the English collocations while the results of the L1 translation test are expected to answer the second research question and to uncover the participants' collocational production.

4.2 Research Questions

- To what extent would EFL Arab learners be able to complete sentences with the appropriate lexical combinations that conform to collocational parts available in these sentences?

- To what extent would EFL Arab learners be able to appropriately produce English collocations when they translate from their native language into English?

4.3 Research Hypotheses

1. It is hypothesized that Arab learners are not able to fill in the gaps of incomplete sentences with the appropriate lexical combinations that conform to collocational parts available in these sentences.

2. Furthermore, it is hypothesized that Arab learners cannot produce correct English collocations when they translate from their native language into English.

4.4 Retention of Collocational Forms

The goal of the current study is to explain and verify the level of the EFL Arab learners' acquisition and productivity of the English collocations in the Negev area as a result of learning English collocations from their school English textbooks. For the purpose of clarifying this issue and answering the research questions, the researcher conducted two achievement tests; a fill-in-the-blank test and a translation test. The results of the two tests came with precise answers to the research questions as follows:

Research question 1: To what extent would EFL Arab learners be able to complete sentences with the appropriate lexical combinations that conform to collocational parts available in these sentences?

In order to answer this question, there was a need to check the learners' ability to deduce the collocational items in the fill-in-the-blank task that was assigned to the participants; therefore, reviewing the frequencies and percentages of the results of the students' performance in the fill-in-the-blanks test would be an appropriate method to do that. The table below shows the occurrences of the test items to which the students provided correct answers, wrong answers and those that were left without completion (empty).

Table 5: **Percentages of Students' Answers to the Fill in the Blank Test**

Answers	Frequency	Percentage
Correct Collocation	518	28.31%
Wrong Collocation	702	38.36%
Alternative Collocation	88	4.81%
Paraphrased Collocation	298	16.28%
Empty Answer	224	12.24%
Total	**1830**	**100%**

The results show that the total number of the correct answers for the test items in which the students managed to select appropriate lexical combinations for the given collocates in the test items including those who managed to assign alternative and acceptable collocational forms reached to 606 answers which equalled a percentage of 33.11%. The learners' answers were considered correct as well when the learners produced an alternative correct equivalent to the presupposed collocations as it appeared in the example below where the participant filled in the blank with the word "credit" instead of the presupposed collocate "visa":

Presupposed answer:

     "I don't have cash money. Can I pay by my…**visa**…….card?"

Alternative answer:

     "I don't have cash money. Can I pay by my……**credit**….card?"

This percentage 33.11% reflects the volume of the EFL Arab learners' ability to deduce the collocational items in incomplete sentences and to complete them with the appropriate lexical combinations that conform with the given collocates. More precisely, the results showed that 28.31% of answers were exact and precise answers while 4.81% of the answers were alternative answers that were still considered acceptable and meaningful.

Looking at the participants' answers from a different angle, they showed that the students gave 1000 wrong answers to test items in 1830 occurrences which equalled a percentage of 54.64% of the total number of occurrences that included paraphrased answers. This percentage reflected the level of deficiency in the students' ability to complete the test items with appropriate lexical combinations. A notable result of the analysis was the percentage of collocational paraphrasing occurrences in the test that reached up to 16.28% in which the students, unsuccessfully, gave literal translation to the meaning of the presumed collocational items that resulted in incorrect collocational formation as shown in the following example:

*Behaving nicely and appreciating others helps you …**take**……..the respect of
people.

The learners provided incorrect answer when he filled in the gap with the word "take" of which they mistakenly thought to be a proper replacement for the collocate "gain". That percentage represented a total of 298 paraphrased answers among 1830 test occurrences. In addition, the results revealed that the students left 224 test items without completion which

equalled a percentage of 12.24%. The chart below clarifies the comparative relationship between the different results of the test.

Percentages of Students' Answers to The Fill in The Blank Test
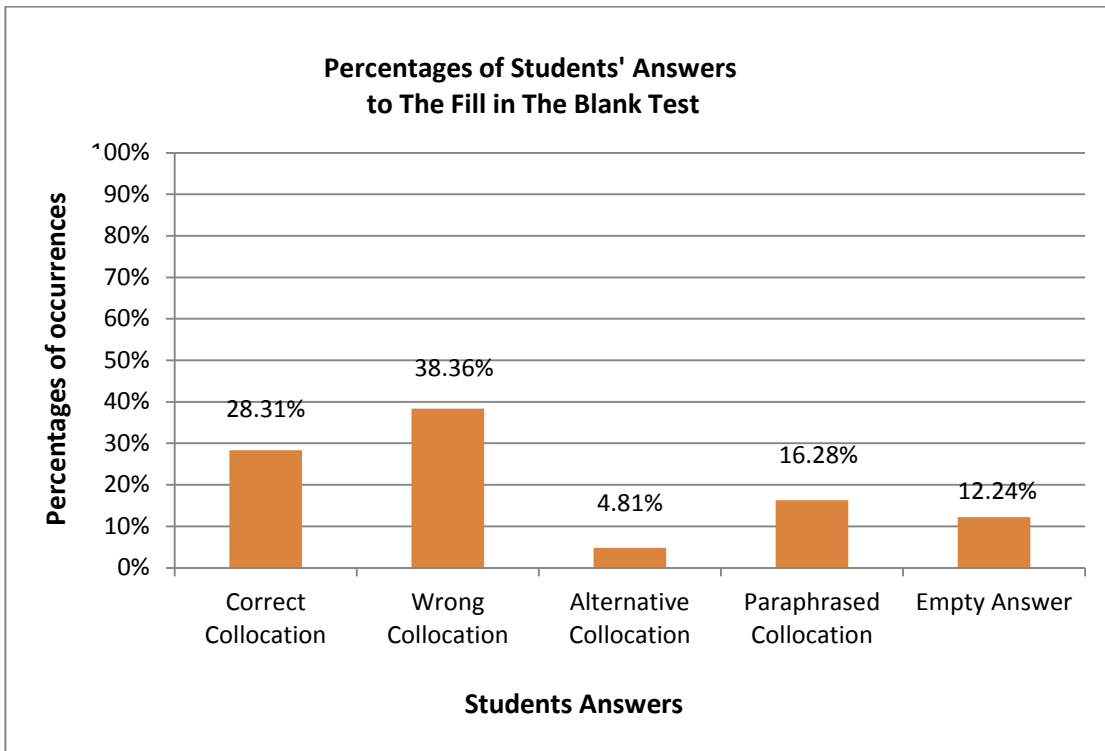
Figure 1: **Percentages of the students' different types of answers to the fill-in-the-blank test**

The results of the retention fill-in-the-blanks test revealed varied conclusions around four types of collocations. The results showed that the learners' retention in three English collocational types was insufficient and that they only succeeded in the adjective noun collocational where they managed to give correct answers in 316 occurrences out of 488. The participants managed to give alternative collocations, which were correct and acceptable ones, in 88 occurrences out of the 1830. On the other hand, the learners' results

showed clear deficiency at the three other types; verb-noun, noun-noun and verb-expression types, as shown in the table below:

Table 6: **Percentages and frequencies of the different types of the participants' answers in four collocational types in the fill-in-the-blank test**

Type of Collocation	Type of occurrence (Fill-in-the-blank test)										Total Occurrences in each type
	Corr.	%	Wron	%	Alter	%	Paraph	%	Empt	%	
Verb-Noun	109	17.9	286	46.9	18	3.0	107	17.5	90	14.8	**610**
Noun-Noun	148	24.3	256	42.0	8	1.3	99	16.2	99	16.2	**610**
Adjective- Noun	257	52.7	141	28.9	59	12.1	1	0.2	30	6.1	**488**
Verb- Expression	4	3.3	19	15.6	3	2.5	91	74.6	5	4.1	**122**
Total	518	28.3	702	38.4	88	4.8	298	16.3	224	12.2	**1830**

The participants failed to complete 286 verb-noun collocations out of 610 occurrences in the fill-in-the-blank test while managed to achieve that in 109 occurrences only. The students were able to give alternative and acceptable answers for only 18 occurrences in the test leaving 90 others uncompleted (empty). The students tended to paraphrase some items without scoring the desired goal reflecting deficiency in providing the appropriate collocations in 107 item occurrences. Not only they failed in the verb-noun collocations, but also recorded another failure in the noun-noun collocations where the number of occurrences was the same and the percentages of achievement were almost very close to those of the verb-noun collocations. For the verb-expression collocations, the students managed to provide only 4 correct answers and to give 3 acceptable and correct alternatives, while they paraphrased 75 and failed 19 out of 122 occurrences. On the other

hand, the students showed more progress in their achievement in the adjective-noun collocations where they obtained 257 correct answers out of 488 occurrences which were resembled by the percentage of 53%; in addition, they managed to provide 59 acceptable alternatives which increased the percentage to 65% of all adjective-noun collocations.

Table 7: **Frequencies and percentages of success and failure in the four collocational types in the fill-in-the-blank test:**

Type of Collocation	Success Frequency	Percentage	Fail Frequency	Percentage	Total Frequencies in each type
Verb-Noun	**127**	20.8	**483**	79.2	**610**
Noun-Noun	**156**	25.6	**454**	74.4	**610**
Adjective- Noun	**316**	64.8	**172**	35.2	**488**
Verb- Expression	**7**	5.7	**115**	94.3	**122**
Total	**606**	**33%**	**1224**	**67%**	**1830**

4.5 Production of Collocational Forms

Research question 2: To what extent would EFL Arab learners be able to appropriately produce English collocations when they translate from their native language into English?

Answering the above question requires appropriate analysis of the frequencies and percentages of the students' answers in the translation test where they were asked to translate L1 Arabic statements which held expressions that required the use of proper

English collocations in order to provide the best and accurate English translation for these sentences. The results of the translation test are shown in the following table:

Table 8: **Percentages of the participants' answers in the translation test:**

Answers	Frequency	Percentage
Correct Collocation	697	38.09%
Wrong Collocation	801	43.77%
Alternative Collocation	5	0.27%
Paraphrased Collocation	178	9.73%
Empty Answer	149	8.14%
Total	**1830**	**100.00%**

The results show that the students managed to perform appropriate translation in 702 occurrences that equal 38% which included those answers of the students who gave alternative collocations. That percentage represented the number of the EFL Arab learners who managed, appropriately, to produce correct English collocations when they translated from their native language into English. On the other hand, the results showed that they failed to perform the same task in 979 test occurrences that equalled 54% of the 1830 test trials. Adding to this percentage, another 9.73% that represented 178 occurrences in which the students performed paraphrasing for the meaning of the Arabic words into English that led to incorrect representation for the equivalent English collocational form. Furthermore, the results of the test showed that 8% of the test occurrences that represented 149 out of 1830 test occurrences were left empty by the participant who did not manage to perform

any translations. The results of this test proved that the students of the current study suffered from a major problem in their production of the English collocations when they translated from their native language into English as clarified in the table below:

Percentages of Students' Answers in The Translation Test
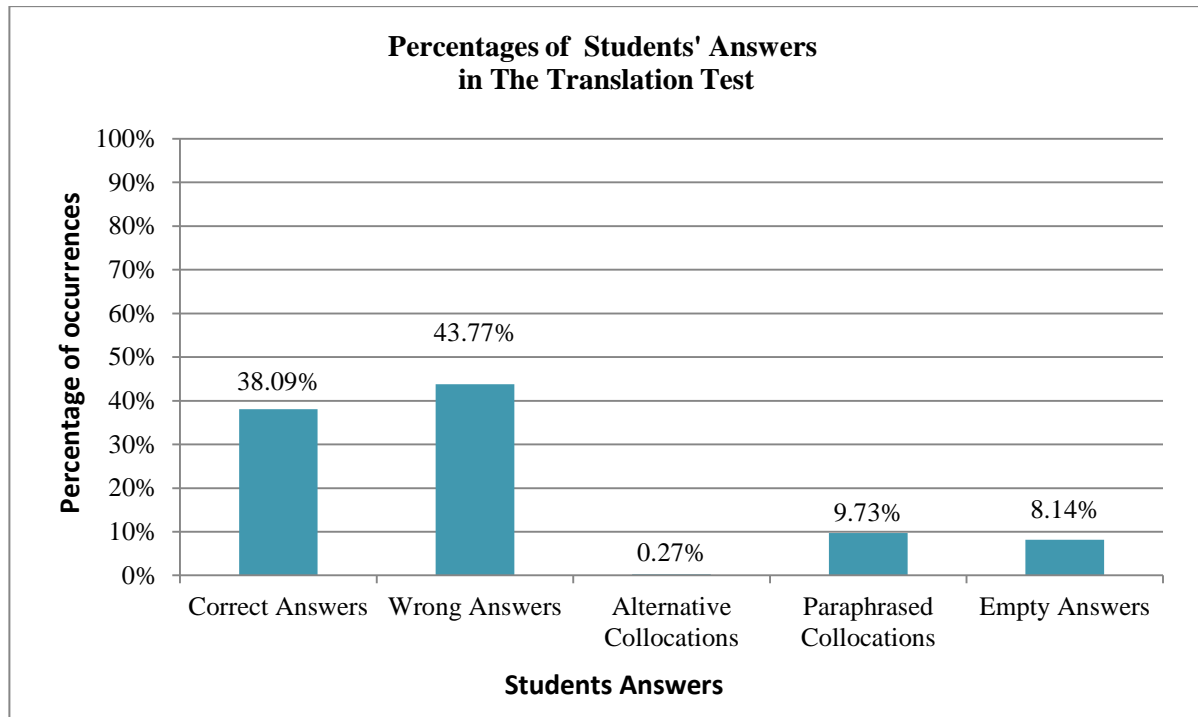
*Figure 2***: Percentages of the students' different types of answers to the translation test**

The results of the production translation test revealed varied conclusions around four types of collocations. The participants' answers were made and presented in various adaptations where they showed either success or failure in their presentations. Looking at the table below clarifies their way of handling their knowledge of collocations.

The results of the translation test, the production test, below show that the percentages of the students' correct production of collocational forms were lower than the incorrect percentages in all of the four tested collocational types. These incorrect

percentages included calculating other types of failure in the test such as leaving test items empty or paraphrasing the meaning of the collocation instead of writing the proper collocates.

Table 9: **Percentages and frequencies of the different types of the participants' answers in four collocational types in the translation test:**

Type of Collocation	Type of occurrence										Total Frequencies in each type
	Corr.	%	Wron	%	Alter	%	Paraph	%	Empt	%	
Verb-Noun	204	41.8	222	45.49	1	0.205	20	4.098	41	8.4	**488**
Noun-Noun	214	43.85	194	39.75	1	0.205	9	1.844	70	14.3	**488**
Adjective-Noun	170	27.87	261	42.79	3	0.492	145	23.77	31	5.08	**610**
Verb-Expression	109	44.67	124	50.82	0	0	4	1.639	7	2.87	**244**
Total	697	38.09	801	43.77	5	0.273	178	9.727	149	8.14	**1830**

In the verb-noun items, the students were capable to perform 204 correct collocational translations out 488 test occurrences, and only gave one acceptable alternative collocation in one single case. The students paraphrased 20 occurrences and left 41 items empty. Analysing the students' answers on the noun-noun collocational items, the results show that they were only able to answer 214 items and managed to give an alternative collocation in one single case. The students' wrong answers reached up to 194 items, in addition to 70 more empty items that they left without completion, and 9 items that they paraphrased. Contrary to the results that the students gained in the retention 'fill-

in-the-blank' test, they showed deficiency in the production of adjective-noun collocation

in the translation test as that appears in the table below:

Table 10: **Frequencies and percentages of success and failure in the four collocational types in the translation test:**

Type of Collocation	Success Frequency	Percentage %	Failure Frequency	Percentage %	Total Frequencies in each type
Verb-Noun	**205**	42	**283**	58	**488**
Noun-Noun	**215**	44.1	**273**	55.9	**488**
Adjective- Noun	**173**	28.4	**437**	71.6	**610**
Verb- Expression	**109**	44.7	**135**	55.3	**244**
Total	**702**	38.36%	**1128**	61.60%	**1830**

The students accomplished only 170 items correctly and provided acceptable

alternative answers for 3 items which made the correct answers 173. The students recorded

failure in 261 cases out of 610 test occurrences in addition to 145 paraphrased test items,

and about 31 items that they left incomplete (empty). Furthermore, the participants gave

only 109 correct answers in 244 verb-expression occurrences and could not provide

appropriate alternative collocation to any of the remaining items. Along with the results of

the previous collocational types, the learners stated 124 wrong answers, paraphrased 4

more items and left 7 without completion (empty). The following table shows total failures

and successes in the different types of collocations in the productive translation test.

4.6 The Impact of English Textbooks

To view the impact of the textbooks collocational tasks on the EFL Arab learners' retention and production of collocations, there was a need to go over the results of both of the fill-in-the-blank test and the translation tests. Textbooks are considered the major and almost the only source of input for learning the English language in the context of the current study. The learners are not intentionally exposed to the English language from other sources that may provide them with additional linguistic knowledge. One of the reasons beyond such lack of exposure to external linguistic sources is the conservative nature of the Bedouin community. The percentages of correct occurrences in the learners' answers of both of the fill-in-the-blank test and the translation tests reveal a significant level of deficiency on the retention level and on the production level of collocations. In the fill-in-the-blank test the learners were unable to present appropriate collocates in three types of the targeted collocations. The only type that they showed a better level of progress was the adjective-noun collocations where they managed to achieve 316 successful occurrences out of 488. This number equals 64.8% of the total number of adjective-noun frequencies.

In the translation test, the participants' achievement was at a very low level in all types of collocations including the adjective-noun collocation in which, surprisingly, they had the lowest percentage of achievement that reached up to 28.4% out of the total number of adjective-noun occurrences. Similarly, the results of the translation test, in the other types of collocations; noun-noun, verb-noun, and verb-expression collocations, also documented low performance as well.

After reviewing the scores and achievements of the students in the two tests the conclusions revealed that the learners failed to show retention of collocations in about 67% of the whole test occurrences; adding to that that learners showed about 61.6% deficiency at the productive level in the translation test as well.

Upon the previous facts obtained from the participants' results of both tests, it is possible to say that the textbooks collocational exercises effect on the EFL Arab learners' retention and production of collocational forms was unsatisfactory; thus, they held a negative effect.

4.7 Research Hypotheses

Hypothesis I: It is hypothesized that Arab learners are not able to fill in the gaps of incomplete sentences with the appropriate lexical combinations that conform to correct collocational parts available in these sentences.

To test the validity of the above hypothesis, a binomial test was applied on the test results of the participants in the fill-in-the-blank test in order to compare the observed proportion of success of the students with the assigned test proportion (cut point) of success which was agreed on with the research referees to be 60%. The following table shows the result of the binomial test that depended on the number of failures and successes achieved by the participants.

Table 11: **The binomial test results of the fill-in-the-blank test**

		Category	N	Observed Prop.	Test Prop.	Sig. level
Fill-in-the-blank Test	Group 1	Success	7	.06	.60	.000*
	Group 2	Fail	115	.94		
	Total		122	1.00		

*significant at level 0.05

The table shows that the observed proportion of success in the fill-in-the-blanks test was (6%) which was less than the hypothesized proportion (cut point=60%) of success. Applying the binomial test to check the difference between these two proportions at the level of significance 0.05, the result showed a significant value of difference between them, that was (0.00), which means that the observed proportion of success was very far from the presupposed test proportion (cut point) of success. Therefore, the results imply that the hypothesis that Arab learners are not able to fill in the gaps of incomplete sentences with the appropriate lexical combinations that conform to correct collocational parts available in these sentences is accepted at the significance level of (0.05).

Hypothesis II: It is hypothesized that Arab learners cannot produce correct English collocations when they translate from their native language into English.

In order to test the hypothesis, it is appropriate to use the binomial test to compare the observed proportion of success of the Translation test with the test proportion (cut point) of success, and the following table exhibits the results:

Table 12: **The binomial test results of the translation test:**

		Category	N	Observed Prop.	Test Prop.	Sig. level
Translation Test	Group 1	Success	12	.10	.60	.000*
	Group 2	Fail	110	.90		
	Total		122	1.00		

*significant at level 0.05

The table above shows that the observed proportion of success in the Translation test (10%) was smaller than the hypothesized proportion of success (cut point=60%). Applying the binomial test of significance on the two proportions, the result (0.00) shows that the two proportions had a significant difference at the significance level of (0.05). Upon that, the hypothesis that Arab learners cannot produce correct English collocations when they translate from their native language into English is accepted at the significance level of (0.05).

The results of the frequencies and percentages of the retention (receptive) and the productive tests reflected insufficient retention of English collocations, and proved that EFL Arab learners' knowledge of collocations was insufficient. The results of the frequencies and percentages of the production test (L1 Translation) showed an obvious shortage in the production of the collocational forms as well. Furthermore, the results of

the binomial test for the fill-in-the-blank test brought to light the fact that the difference between the proportion of success and the hypothesized proportion was too big, and the probability of making that difference smaller at the level of significance 0.05 was 0.000. Similarly, the results of the binomial test for the L1 translation test shed the light on the fact that the difference between the proportion of success and the hypothesized proportion was also too big, and the probability of making that difference smaller at the level of significance 0.05 was 0.000. Upon the previous notes, the results had proved that the English textbooks did not have a positive effect on the EFL Arab learners' retention and production of the English collocations.

4.8 Conclusion

This chapter was devoted to discuss the results of the study and to draw conclusions upon these results that would help the researcher to find solutions for the research questions presented at the end of chapter one of this study. This chapter also included the quantitative statistical tests which the researcher implemented to help him in making decisions on the proposed hypotheses. The researcher used the binomial probability test in order to extract the statistical significance of the deviations that occurred between the success proportion and the hypothesized proportion. The following chapter (Chapter Five) discusses and shows analysis of the results obtained in the current chapter.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1 Introduction

This section is going to discuss and analyse the relationship between the research questions and the research findings which will provide the researcher with a deep insight into that relationship that is expected to reveal the implications of the English textbooks used at school and their influence on the learners' retention and use of English collocations.

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5.2 Interpretation of the Research Questions

The main goal of the current study is to try to evaluate the effect of the school English textbooks on the EFL Arab learners of English in the Negev. For the sake of obtaining an accurate evaluation, the researcher tended to examine the learners' retention and use of collocational forms through two predesigned tests that were specially prepared to meet the research questions.

The research questions and hypotheses proposed that if the learners failed to retrieve the appropriate collocational forms in the fill-in-the blank test, that would infer a certain level of deficiency in the acquisition of the collocational forms presented in the learners' textbooks which would, in turn, imply a negative effect of these textbooks on the learners' retention of the English collocational forms. While in the case that the learners were able to make the proper selection of collocates that would prove a positive effect of

the textbooks on their retention of such lexical combinations. The second hypothesis proposed that if the participants were unable to retrieve previously learned collocations and use them to convey the Arabic meaning of sentences in the translation test into proper English collocational expressions, this would reflect a level of deficiency in their production of collocations in their writing which would shed the light on a negative effect of the English language textbooks had on the EFL Arab learners' ability to produce these collocations reflected in their inability to convey messages from their mother tongue into English using the appropriate English collocations. The research tests are expected to reveal statistical conclusions about the above hypotheses that would lead either to accepting, or rejecting these hypotheses.

5.3 The Retention of Textbooks Collocational Forms

The results of the retention test a (fill-in-the-blank) answer the research question which inquires the extent to which English textbooks have a positive effect on the EFL Arab learners' retention of English collocations. The results show that the learners managed to deduce 28.31% correct lexical combinations from a total of 1830 test occurrences and only performed a 4.81% alternative answers which were counted correct. The learners failed in 66.88% of the occurrences of the whole test which reflected a very negative performance in the fill-in-the-blank test. There was a need to check the learners' performance at four different types of collocations that were examined in the test, the results showed that they failed to deduce three types of collocations; verb-noun, noun-noun and verb-expression which constitute 65.67% of the whole number of collocations

obtained from the textbooks, while they showed better performance in the adjective–noun collocations. It seems that the students gained better performance in the adjective-noun collocations due to the pronounced interest and availability given to this type of collocations in the textbooks. In addition to that, checking and comparing the accessible number of collocations of this type provided by the text books shows precedence over the other different types of collocations. Therefore, the conclusions showed that textbooks had a negative effect on the textbooks collocational tasks on the retention of three collocational types while a positive effect on the adjective-noun collocation was observed. Conforming to the results of Farghal and Obeidat's study (1995), the results of the current study revealed that the participants acted the same way as the subjects of Farghal and Obeidat (1995) when they tended to paraphrase, use other simplification strategies, or simply avoid answering the test items (leaving them empty). In addition, the conclusions retrieved from this study attune to those of Jaen (2007), Alsakran (2011), and Abu Naba'h (2012), which revealed salient weakness in the participants' retention of collocational forms. Comparing the percentage of the correct answers 28.31% that the participants gained in the fill-in-the-blank test with the percentage of the paraphrased occurrences 16.28% which is almost two thirds of the correct one, this corresponds to Bahns and Eldaw's (1993) notion that there is no relationship between the learners' knowledge of vocabulary and their knowledge of collocational form. On the other hand, the results negate those, that Koya (2003) came with, which showed that the learners who have a good vocabulary repertoire performed better at the level of the receptive knowledge. In their study, Durrant and Schmidt (2010) claimed in their study that implicit retention of words occur whenever the learners are

exposed to words that collocate together without considering any use of any intentional study techniques or strategies, and referred the collocational deficiency that their participants suffered from to the insufficient exposure to these collocations. Their claim infers that the textbooks collocational tasks and drills used for teaching the participants of the current study may have not provided the learners with sufficient practice and exposure to the targeted collocations as well. What proves the latter inference is the very low achievement of the participants which recorded only 33.11% in fill-in-the-blank test as whole (Table 3).

To test the effect of textbooks collocational forms on the EFL Arab learners' retention of the English collocations, the researcher performed a binomial probability distribution test. The binomial test was used to check the relationship between the participants' scores (the proportion of success) and the hypothesized proportion of success (60%). The result of the test reflected a big gap and a salient difference between the two proportions which means that the probability of making the difference between the two proportions smaller is far from being attainable in reference to the current results. Checking the validity of the hypotheses depended on the fact that the collocations which were presented in the two tests were taken from the participants' school English textbooks, and on the fact that the results of the frequencies, percentages and the binomial tests applied on the test results were unsatisfactory. Therefore, it can be concluded that the school English textbooks had a negative effect on the EFL Arab learners' retention and production of the English collocational forms.

5.4 The Use of Collocational Forms

The results of the productive translation test of the present study have also revealed an obvious failure in the production of collocational forms by the EFL Arab learners who only achieved 702 correct answers which represent 38.36% of all test occurrences. The failure in the production of collocations confirms the level of deficiency in acquiring collocations from the school English textbooks used in teaching. Scrutinizing the deficiency in the production of collocations, the results show that the participants were unable to score any high points in any of the targeted collocational types. Jaen (2007), Kuo (2009), Sadeghi (2009), Alsakran (2001), Anwar & Aklaq Khan (2012), and Abu Naba'h (2012) reported in their studies that the production of collocation was a major problem for the EFL learners in general, and that the participants of their studies showed better performance in the receptive knowledge than the productive ability of the collocational forms. The current study is in line with the conclusions that the latter mentioned studies came with. Since the current study hypothesizes that Arab learners are unable to produce correct English collocations when they translate from their native language into English, a binomial test was afterwards applied on their performance in the translation test in order to check the validity of the hypothesis. After applying the binomial test of significance on the two proportions; the observed proportion of success and the hypothesized proportion, the result (0.00) showed that the two proportions had a significant difference at the significance level of (0.05). Upon that, the hypothesis that Arab learners are unable to produce correct English collocations when they translate from their native language into English is accepted at the significance level of (0.05). Thus, the result confirms the

negative effect of English textbooks tasks and drills on the participants' productive ability of collocational forms.

5.5 Pedagogical Implications and Recommendations:

Referring to the research literature conducted in the field of collocation acquisition and production, the current study has contributed to support the notion which states that the acquisition (retention) and production of the English collocational forms are problematic issues for the EFL learners. From this point, there are some pedagogical implications to suggest for the sake of improving the EFL English teaching and learning process.

Making reference to the results of the current study, it is advisable that teaching collocational forms occupies a wider sphere in terms of time allotted for practicing and using these forms (Bahns and Eldaw, 1993), and in terms of the frequency and recurrence of these collocational forms that allows more exposure and more practice that would help the learners retain them, and consequently use them perfectly (Durrant and Schmitt, 2010; Falahi and Moinzadeh, 2012). English language textbooks designers are; therefore, preached to extend tasks and drills and develop them in a way that urges language teachers to offer learners more time and practice that guarantees enough and appropriate exposure to the collocational forms presented to their students referring to Nations' (1996) declaration that collocations are less frequent in the corpus and in the most 2000 frequent words than the individual lexical items. Furthermore, there is an urgent need to bring to the knowledge of the learners the restrictions applied on the usage of collocations and idioms. Unlike teaching single or isolated vocabulary, teaching collocations has to be practiced

through authentic orientations in which the learners should be encouraged to take initiative and use them. Since teaching isolated vocabulary in the EFL setting may not lead to proper production of collocations as Kuo (2009) noticed his students suffering from poor production of collocations in their writing, it is advisable to teach collocations in their pairing form or in their word-cluster form as whole units. O'Keeffe, McCarthy, and Carter (2007) reported that one of the most problematic issues in the teaching process is teaching what is called the 'delexical verbs' that cannot stand semantically on their own due to their low lexical content; therefore, they require some kind of lexical complement. Treating that issue requires combinational employment of such words with their complements and avoidance of teaching them as individual cases. In addition, reviewing the textbooks collocational tasks shows that they mostly deal with written assignments where the learners are usually asked to find collocations in a reading comprehension text and try to guess their meaning from context, to look up certain word combinations in their dictionaries, or to match words with their combinations in a matching task. In reference to the previous note, it is obvious that word combinations and collocations are not given a great interest at the oral usage level that undermines the role of the practical oral performance in learning these items. Therefore, it is advisable that textbooks designers assign proper tasks and exercises that would encourage oral practice of the textbooks collocational forms. Putting the learners into practical verbal use of collocations may raise their awareness to the linguistic importance and practicality of these word combinations in more authentic situations. Accordingly, the ministry of education is exhorted to go forward

toward adopting different strategies and apply different policies in favour of improving the teaching and learning process of the English language.

5.6 Suggestions for Future Research

The present study did not take the teaching strategies and methods used at schools as a variable that may interfere in the findings of the current research; as a result, a further study on this variable can be carried out in order to check the influence of teaching methods and strategies on acquiring collocations.

This study dealt only with the issue of measuring the effect of textbooks through the learners' performance on their retention and production of collocations. The study has not taken into consideration the issue of error analysis and studying error types in the learners' performance of collocations. I would recommend other researchers to deal with this topic in future research.

This research did not take into consideration other input resources of language such as surfing the Internet, using smart-phones, social networking services, or any other electronic facilities that are counted as sources of linguistic knowledge that may offer access to learning English collocations that might be an additional factor in changing the results of the study. It is suggested that researchers try to investigate the effect of such electronic resources on the learning of collocational forms in the same setting and context.

Another aspect, which was disregarded during the current study and needs to look at in future studies, is to investigate the difference between males and females in regard to their capabilities of acquiring and using English collocations.

5.7 Conclusion

The current chapter has discussed and analysed the research statistical data collected and studied in order to come out with a clear view over the learners' retention and usage of English collocational forms available in their school English language textbooks. The analysis came out with clear implications in collocation pedagogy in particular and language pedagogy in general. This chapter included suggestions for future research to cover the missing points and override the limitations of the current study in order to widen the scope around the teaching of collocations and the learners' retention and usage of collocational forms.

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APPENDIX I: FILL-IN-THE-BLANK TEST

Fill in the blanks in the following sentences with the most appropriate word(s) that make(s) them correct and meaningful:

1. To watch sunshine the guide advised us to put on our …………… glasses.

2. It was an …………………..interview at Aljazeera TV. You can't see it on another station.

3. If you walk half an hour a day, you will ……………….. weight.

4. I don't have cash money. Can I pay by my …………………card.

5. We cannot sail. We are going to have a……………………weather in few hours.

6. It is unbelievable. What they said does not ………………sense.

7. I'm so tired and falling asleep. I think I need to ………………………….early tonight.

8. May I use your phone! I left my phone at home and I need to make an …………………… call.

9. You should exercise every day in order to ……………………fit.

10. The car needs fuel. We should stop by the next …………………station.

11. They can buy a tax-free computer from the ………………………shop.

12. When your teacher asks questions, you should never give ………………

    responses so as not to give inaccurate answers.

13. Behaving nicely and appreciating others helps you ……………….. the respect of

    people.

14. Overuse of Net connection on you mobile phone may ………………….. damage

    to the battery.

15. Despite the use of high technology in the production of medicine, people now are

    turning to ……………………… medicine.

APPENDIX II: L1 TRANSLATION TEST

Translate the following sentences into correct English language:

1. إن تستيقظ مبكراً فإنك **ستلحق بالحافلة** (الباص).

………………………………………………………………………………………

2. اشتريت **وجبة سريعة** للغداء.

………………………………………………………………………………………

3. أريد أن أرى **شلال الماء** في بانياس.

………………………………………………………………………………………

4. سوف **نصعد للحافلة** قبل أن تغادر.

………………………………………………………………………………………

5. **التقطنا صوراً** جميلة أثناء الحفلة.

………………………………………………………………………………………

6. أنا أعمل **بوظيفة جزئية** بعد الظهر.

………………………………………………………………………………………

7. مسابقة **رفع الأثقال** هي المفضلة لديّ.

………………………………………………………………………………………

8. يحب أخي أن **يستمع لموسيقى** الجاز.

………………………………………………………………………………………

9. والدك ذو **شخصية لطيفة**.

………………………………………………………………………………………

10. هل يمكنك أن تشغل **مكيف الهواء.**

………………………………………………………………………………………

76

11. يمكنك أن تتعلم كيف **تتخطى العقبات** التي تواجهك.

……………………………………………………………………………

12. سأذهب للبنك **لصرف الشيك**.

……………………………………………………………………………

13. أريد أن أجري **مكالمة هاتفية** قصيرة.

……………………………………………………………………………

14. سيجري له الأطباء **جراحة تجميلية** ليده.

……………………………………………………………………………

15. هناك **ازدحامات مرورية** في الشارع رقم 16.

……………………………………………………………………………

APPENDIX III:

List of collocations obtained from English textbooks:

NO.	**Verb-Noun (VN)**	**Noun-Noun (NN)**	**Adjective-Noun (AN)**	**Verb-Expression with Preposition (VE)**
1.	Make a mistake	Peer pressure	Special occasion	Put on clothes
2.	Take a chance	Stomach ache	informal letter	Turn s/o down
3.	Making money	Lunch break	Social class	Jump at the opportunity
4.	Take an exam	Travel agency	Public service	Break out of (jail)
5.	Making trouble	Tour guide	Cellular antennas	Get into trouble
6.	Break the law	Travel guide	healthy meals	Check in counter
7.	Catch the bus	Phone call	Fast food	Get on the bus
8.	Keep promise	Computer game	Hot drinks	Break in/into (a house/ bank)
9.	Save money	Wedding party	Hot weather	Field of vision
10.	Gain respect	Soccer coach	Stormy weather	Go to bed
11.	Get a job	Information office	Blond hair	Go into debt
12.	Set a record	Flight ticket	Curly hair	Out of stock
13.	Pay attention	Junk food	Formal letter	Get along with (sth, s/o)
14.	Overcome obstacle	Weight lifting	Part-time job	Listen to music
15.	Take notes	Application form	First course (food)	Fill in the blank
16.	Raise money	Fortune teller	Loud voice	Hooked up
17.	Collect information	Driving license	Personal details	Take away meals
18.	Solve a problem	Duty free shop	Positive effect	Free of charge
19.	Make (S/o) happy	Work experience	Negative effect	Take over a company
20.	Make sense	Sun glasses	Immediate response	Take up a yoga
21.	Take a photo	Water fall	Heavy traffic	Take care of
22.	Get rid of	Passengers' lounge	Great success	Manage to survive
23.	Lose weight	Summer camp	Good luck	Get on well with people

24.	Gain weight	Health care	Bad luck	Throw out (a bad habit) smoking
25.	Keep a secret	Speed limit	Financial compensation	Run out of food
26.	Gain admiration	Road sign	Sandy beach	Take part in an event
27.	Give advice	Weather forecast	Sunny day	Look forward to seeing you
28.	Cash a check	Air conditioner	Pleasant personality	Suffer from disease
29.	Spend money	Football team	Blank sheet	Keep in shape
30.	Cause damage	Credit card	Exclusive interview	Get off the bus
31.	Ask a question	Package deal	Rising temperatures	Look up to his teachers
32.	Answer a question	School uniform	Freezing temperature	Look after his family
33.	Kick the habit	Computer game	Wide range	S/th will turn up
34.	Make the bed	History book	Humid weather	Drop out of a course
35.	Watch movie	Sunscreen cream	Plastic surgery	Take into account
36.	Feel pity	Research grant	Plastic bottle	
37.	Play game	Charter flight	Fattening food	
38.	Play role	Law enforcement	Tasty food	
39.	Play music	Crime rate	Organic food	
40.	Lose weight	Gas station	Urgent call	
41.	Have (lunch, breakfast)	War zone	Main course (food)	
42.	Have a good time	Combat conditions	Satisfying job	
43.	Book a flight	Consumer society	Delicious food	
44.	Break a rule	Film festival	Reliable person	
45.	Bridge the gap	Summer holiday	Extreme sport	
46.	Break a record	Soccer team	Advanced course	
47.	Catch the eye	Soccer fan	Acute health problems	
48.	Join the army	Soccer player	Advanced technology	
49.	Conduct a survey	Summer vacation	Suspicious object/man	
50.	Keep fit	Police station	Alternative medicine	

51.	break a rule	Train station	Serious offenses
52.	Take an examination	Fire station	Live broadcast
53.	Show interest	Bus station	Violent acts
54.	Tell a story	Health centre	Strong willed (person)
55.	Tell the truth	Movie theatre	Snow-peaked mountain
56.	Make impression	City hall	Historical site
57.	Have breakfast	Science fiction	Supernatural powers
58.	Have a bath	Train ticket	Reckless driver
59.	Make effort	Recommendation letter	Fatal accident
60.	Make a point	Work experience	New world record
61.	Write a letter	Telephone number	Critical injury
62.	Face a problem	Film festival	Special effects
63.	Make friends	Adult life	Developing countries
64.	Make s/th difficult	Adult age	User-friendly programs
65.	Make a phone call	Survey results	Fair treatment
66.	Change his mind	Drug addict	Winding roads
67.	Make his mind	Juvenile court	Famous (singer/ actor)
68.	Take advantage	Job interview	Short story
69.	Drive s/o mad	Flight attendant	Scientific discoveries
70.	Fasten seat belt	Police officer	Natural disasters
71.	Take drastic steps	Passport control	Popular songs
72.	Collect information	Security check	Local people
73.	Take place	Boxing ring	Special offer
74.	Speak a language	Dish washer	Neighbouring countries
75.	Spend time	Life guard	Cold drinks
76.	Go/Travel abroad	Press conference	Social issues
77.	Receive vaccination	Petrol station	Long journey

78.	Make his way home	Night shift	Shocking news	
79.	Appeal a sentence	School principal	Old age	
80.	Report a complaint	School teacher	Frightening stories	
81.	Make progress	Membership form	Early age	
82.	Take for granted	Court room	Balanced meals	
83.	Meet deadlines	Life style	A living nightmare	
84.	Waste time	Course book	A fresh start	
85.	Take a risk	Hand book	Astounding news	
86.	Take the initiative	Foot note	Fatal disease	
87.	Keep warm	Space ship	Medical care	
88.	Keep clean	Community centre	Criminal behaviour	
89.	Stay safe	Police report	Natural sources	
90.	Have friends	Science laboratory	Hot water	
91.	Earn money	Identity card	Remote control	
92.	Find a place	A nature reserve	Formal language	
93.	Call back	Ground floor	Informal language	
94.	Make a request	Swimming pool	Main idea	
95.	Give attention to		Introductory paragraph	
96.	Overcome difficulty		Supporting details	
97.	Save time		Good looking man	
98.	Win a scholarship		Open minded man	
99.	Achieve goals		Kind hearted man	
100.	Watch TV		Soft drink	
101.	Obey road signs		Public transport	
102.	Pirate CDs		Daily/weekly activities	
103.	Aim the gun		Scary movie	
104.	Match clothes		Good night	
105.	Win public support		Ancient city	

106.	Surf the Web		Remedial lesson	
107.	Have fun		Wild animal	
108.	Suit your needs		Funny jokes	
109.	Make a difference		Influential person	
110.	Go bankrupt		Agricultural product	
111.	Conduct a study		Cautious behaviour	
112.	Trigger behaviour		Unpredictable event	
113.			A humiliating remark	
114.			Immoral behaviour	
115.			Living room	
116.			Native speaker	
117.			A determining factor	
118.			Innocent act	
119.			Low price	
120.			High price	
121.			A forged signature	
122.			Loose fitting	
123.			Tight fitting	
124.			A memorable event	
125.			Poor visibility	
126.			Heavy rain	

APPENDIX IV: Data migration: Learners' achievement in the Fill-in-the-blank test

The table records, for each question (rows 1–122) and each of the 15 participants (columns 1–15, each subdivided into C F A P E), a single coded response. The five summary columns (Total C, Total W, Total A, Total P, Total E) are transcribed below; each row sums to 15.

Que. No	Total (C)	Total (W)	Total (A)	Total (P)	Total (E)
1	5	5	1	3	1
2	4	6	0	2	3
3	5	5	2	2	1
4	7	1	1	0	6
5	5	5	2	3	0
6	5	5	2	3	0
7	5	3	3	4	0
8	2	4	1	3	5
9	0	12	0	0	3
10	2	8	1	2	2
11	2	1	0	1	11
12	1	4	0	2	8
13	3	6	0	3	3
14	3	4	1	0	7
15	3	0	0	2	10
16	5	2	0	3	5
17	5	6	0	2	2
18	10	4	1	0	0
19	9	2	2	2	0
20	10	2	1	2	0
21	3	3	1	3	5
22	0	1	0	0	14
23	10	0	1	4	0
24	5	5	2	3	0
25	6	0	1	4	4
26	9	2	2	2	0
27	5	5	2	3	0
28	5	6	0	4	0
29	5	6	0	4	0
30	5	6	0	4	0
31	6	5	1	3	0
32	6	5	1	3	0
33	5	6	0	4	0
34	5	6	0	4	0
35	5	6	0	4	0
36	3	11	0	1	0
37	6	7	0	0	2
38	2	7	1	5	0
39	5	7	0	3	0
40	5	3	1	2	4
41	5	5	1	2	2
42	3	7	1	4	0
43	2	13	0	0	0
44	3	7	0	2	3
45	4	6	1	4	0
46	5	5	0	5	0
47	5	6	0	3	1
48	6	5	0	4	0
49	5	7	0	3	0
50	3	6	0	1	5
51	4	6	0	5	0
52	3	5	0	1	6
53	2	11	1	1	0
54	3	8	0	0	4
55	2	8	0	1	4
56	2	6	1	1	5
57	5	6	0	3	1
58	5	6	0	4	0
59	5	4	3	3	0
60	3	11	0	1	0
61	5	4	2	4	0
62	5	8	0	2	0
63	3	8	1	3	0
64	4	5	1	5	0
65	3	8	0	4	0
66	1	10	0	3	1
67	2	2	1	1	9
68	1	7	1	4	2
69	5	4	1	2	3
70	5	6	1	3	0
71	3	4	1	3	4
72	2	9	1	2	1
73	2	9	2	2	0
74	6	5	1	3	0
75	3	9	1	2	0
76	6	5	1	3	0
77	2	6	1	3	3
78	0	14	0	0	1
79	3	10	0	0	2
80	2	12	0	0	1
81	1	6	0	1	7
82	5	4	1	5	0
83	6	4	0	5	0
84	4	4	0	2	5
85	5	4	0	3	3
86	5	5	1	1	3
87	3	1	0	9	2
88	3	7	0	2	3
89	1	6	3	2	3
90	0	12	0	0	3
91	6	3	0	3	3
92	3	9	0	3	0
93	4	10	1	0	0
94	5	2	1	2	5
95	3	8	1	2	1
96	4	7	2	2	0
97	8	5	0	1	1
98	2	8	0	2	3
99	3	8	2	1	1
100	2	4	3	0	6
101	4	8	2	1	0
102	5	5	0	2	3
103	5	3	1	4	2
104	6	6	0	3	0
105	9	2	1	3	0
106	6	6	3	0	0
107	6	6	0	3	0
108	7	2	0	4	2
109	1	8	0	3	3
110	6	6	0	3	0
111	6	5	1	3	0
112	6	5	1	2	1
113	3	6	2	4	0
114	5	5	1	3	1
115	4	5	1	3	2
116	5	3	2	3	2
117	4	6	0	3	2
118	5	8	0	2	0
119	6	6	0	2	1
120	6	4	1	3	1
121	10	2	1	2	0
122	6	4	1	3	1

APPENDIX V: Data migration: Learners' achievement in the L1-L2 Translation test

The table records, for each of 122 question numbers (Que. No), coded responses (C, W, A, P, E) across 15 items, followed by the five total columns. The aggregate totals are reproduced below.

Que. No	Total (C)	Total (W)	Total (A)	Total (P)	Total (E)
1	4	5	1	3	2
2	6	5	0	2	2
3	6	6	0	3	0
4	4	7	0	3	1
5	5	8	0	2	0
6	11	3	0	1	0
7	7	7	0	1	0
8	4	6	0	2	3
9	4	6	1	1	3
10	6	4	0	1	4
11	6	6	0	1	2
12	6	3	0	1	5
13	5	4	0	4	2
14	4	5	0	2	4
15	3	5	0	1	6
16	4	4	0	3	4
17	6	7	0	2	0
18	9	5	0	1	0
19	9	5	0	1	0
20	6	7	0	1	1
21	3	8	0	1	3
22	4	3	0	1	7
23	7	5	0	2	1
24	8	4	0	2	1
25	7	3	0	1	4
26	9	4	0	2	0
27	4	8	0	2	1
28	5	7	0	3	0
29	6	6	0	1	2
30	2	9	1	2	1
31	6	9	0	0	0
32	4	7	0	1	3
33	5	8	0	2	0
34	4	9	0	1	1
35	5	7	0	2	1
36	6	6	0	2	1
37	9	5	0	1	0
38	7	6	0	2	0
39	6	8	0	1	0
40	7	6	0	1	1
41	5	7	0	3	0
42	6	8	0	1	0
43	5	8	0	2	0
44	7	6	0	1	1
45	7	5	0	3	0
46	6	6	0	3	0
47	9	5	0	1	0
48	5	9	0	1	0
49	6	7	0	2	0
50	5	7	0	2	1
51	6	7	0	2	0
52	5	7	0	1	2
53	6	7	0	2	0
54	5	8	0	2	0
55	4	7	0	2	2
56	5	8	0	2	0
57	5	8	0	1	1
58	5	7	0	2	1
59	5	8	0	2	0
60	6	5	1	2	1
61	5	7	0	2	1
62	4	8	0	3	0
63	2	8	0	4	1
64	7	6	0	2	0
65	6	7	0	2	0
66	7	6	0	0	2
67	4	4	0	3	4
68	6	8	0	1	0
69	5	2	0	2	6
70	8	6	0	1	0
71	5	5	0	2	3
72	5	3	0	2	5
73	4	8	0	1	2
74	7	4	0	2	2
75	5	6	0	2	2
76	6	6	0	2	1
77	7	6	0	2	0
78	7	7	0	1	0
79	5	6	0	3	1
80	5	9	0	1	0
81	5	7	0	0	3
82	10	3	0	2	0
83	7	5	0	0	3
84	6	7	0	2	0
85	7	5	0	0	3
86	3	11	0	1	0
87	5	8	0	0	2
88	4	7	1	2	1
89	2	11	0	0	2
90	5	8	0	0	2
91	4	8	0	2	1
92	6	6	0	2	1
93	4	10	0	0	1
94	4	7	0	0	4
95	9	4	0	1	1
96	6	9	0	0	0
97	6	6	0	2	0
98	5	8	0	0	2
99	9	4	0	2	0
100	4	10	0	1	0
101	5	9	0	1	0
102	7	5	0	1	2
103	6	8	0	1	0
104	7	7	0	1	0
105	10	4	0	1	0
106	5	8	0	2	0
107	5	9	0	1	0
108	6	7	0	1	1
109	5	8	0	1	1
110	5	8	0	0	2
111	9	3	0	2	1
112	6	6	0	1	2
113	7	7	0	1	1
114	4	10	0	0	1
115	6	7	0	0	2
116	6	6	0	2	1
117	5	9	0	0	1
118	6	9	0	0	0
119	3	9	0	2	1
120	7	6	0	1	1
121	9	4	0	1	1
122	4	10	0	1	0

APPENDIX VI: Three examples of the students' answers on the fill-in-the-blank test

(45)

Fill in the blanks in the following sentences with the most
appropriate word(s) that make(s) them correct and meaningful :

1. To watch sunshine the guide advised us to put on our ...eyes.... glasses.

2. It was an ...Special.......interview at Aljazeera TV. You can't see it on another station.

3. If you walk half an hour a day, you will ....lose........ weight.

4. I don't have cash money. Can I pay by my ......visa.........card.

5. We cannot sail. We are going to have a....Slexpin........weather in few hours.

6. It is unbelievable. What they said does not ....make.....sense.

7. I'm so tired and falling asleep. I think I need to ......Sleep..............early tonight.

8. May I use your phone! I left my phone at home and I need to make an ...emerengey... call.

9. You should exercise every day in order to ...lase..............fit.

10. The car needs fuel. We should stop by the next ...Smell.........station.

45

11. They can buy a tax-free computer from the .....cheap.............shop.

12. When your teacher asks questions, you should never give immediate

   responses so as not to give inaccurate answers.

13. Behaving nicely and appreciating others helps you ....like....... the

   respect of people.

14. Overuse of Net connection on you mobile phone may ......give.......

   damage to the battery.

15. Despite the use of high technology in the production of medicine, people

   now are turning to ……………………… medicine.

(114)

Fill in the blanks in the following sentences with the most appropriate word(s) that make(s) them correct and meaningful :

1. To watch sunshine the guide advised us to put on our ....Sun.... glasses.

2. It was an ....TV...............interview at Aljazeera TV. You can't see it on another station.

3. If you walk half an hour a day, you will ....lose........ weight.

4. I don't have cash money. Can I pay by my ......Visa........card.

5. We cannot sail. We are going to have a.........bad.......weather in few hours.

6. It is unbelievable. What they said does not ....sense.

7. I'm so tired and falling asleep. I think I need to ....sleep...............early tonight.

8. May I use your phone! I left my phone at home and I need to make an .i..m..portent. call.

9. You should exercise every day in order to ...become.....fit.

10. The car needs fuel. We should stop by the next ....fuel........station.

11. They can buy a tax-free computer from the ..duty..free....shop.

12. When your teacher asks questions, you should never give immediate

    responses so as not to give inaccurate answers.

13. Behaving nicely and appreciating others helps you ...See.......... the

    respect of people.

14. Overuse of Net connection on you mobile phone may ..result..in.

    damage to the battery.

15. Despite the use of high technology in the production of medicine, people

    now are turning to ....good........ medicine.

(28)

Fill in the blanks in the following sentences with the most appropriate word(s) that make(s) them correct and meaningful :

1. To watch sunshine the guide advised us to put on our ...*sun*.... glasses.

2. It was an ....*special*.......interview at Aljazeera TV. You can't see it on another station.

3. If you walk half an hour a day, you will ......*lose*...... weight.

4. I don't have cash money. Can I pay by my ....*visa*........card.

5. We cannot sail. We are going to have a.......*bad*.........weather in few hours.

6. It is unbelievable. What they said does not ....*have*....sense.

7. I'm so tired and falling asleep. I think I need to ......*sleep*...........early tonight.

8. May I use your phone! I left my phone at home and I need to make an ....*vital*........ call.

9. You should exercise every day in order to ....*be*...........fit.

10. The car needs fuel. We should stop by the next ....*bus*.........station.

28

11. They can buy a tax-free computer from the ..*duty....free*.shop.

12. When your teacher asks questions, you should never give ..*immediate* responses so as not to give inaccurate answers.

13. Behaving nicely and appreciating others helps you .*take*..... the respect of people.

14. Overuse of Net connection on you mobile phone may ...*make*...... damage to the battery.

15. Despite the use of high technology in the production of medicine, people now are turning to ......*good*.......... medicine.

APPENDIX VII: Three examples of the students' answers on the L1 translation test

Rowieala

45

Translate the following sentences into correct English language:

1. إن تستيقظ مبكراً فإنك ستلحق بالحافلة (الباص).

If you wake up early, you will get the bus

2. اشتريت وجبة سريعة للغداء.

I bought a fast meal to the lunch.

3. أريد أن أرى شلال الماء في بانياس.

I want to see the waterfall in Qanisse

4. سوف نصعد للحافلة قبل أن تغادر .

We will take a bus before leaving

5. التقطنا صوراً جميلة أثناء الحفلة.

We took a beatiful pictures during the party

6. أنا أعمل بوظيفة جزئية بعد الظهر.

I work a half work afternoon.

7. مسابقة رفع الأثقال هي المفضلة لديّ.

challange of waight lifting the favorite to me

8. يحب أخي أن يستمع لموسيقى الجاز.

My brother loves to listen to the jazz music

9. والدك ذو شخصية لطيفة.

Your dad have a nice character.

10. هل يمكنك أن تشغل مكيف الهواء.

Can you turn on the condion.

45

11. يمكنك أن تتعلم كيف **تتخطى العقبات** التي تواجهك.

you can learn how to overcome the Obstacles
you face.

12. سأذهب للبنك **لصرف الشيك**.

cash

I will go to ~~cash~~ the check.

13. أريد أن أجري **مكالمة هاتفية قصيرة**.

I want to run a short phone talkin.

14. سيجري له الأطباء **جراحة تجميلية** ليده.

The doctors will make beauty for his hand.

15. هناك **ازدحامات مرورية** في الشارع رقم 16.

There is road crowds in road number 16.

(١١٤)

Translate the following sentences into correct English language:

١. إن تستيقظ مبكراً فإنك ستلحق بالحافلة (الباص).

if you wake early to got the bus.

٢. اشتريت وجبة سريعة للغداء.

I bought a food for afternoon.

٣. أريد أن أرى شلال الماء في بانياس.

I want to see the waterfall in Benias.

٤. سوف نصعد للحافلة قبل أن تغادر .

We will go to the bus befor it leave

٥. التقطنا صوراً جميلة أثناء الحفلة.

take
We ~~the~~ beautefu pictwres in the party

٦. أنا أعمل بوظيفة جزئية بعد الظهر.

I am working in a half werk afternoon.

٧. مسابقة رفع الأثقال هي المفضلة لدي.

best
competation weigh high is my ~~bist~~

٨. يحب أخي أن يستمع لموسيقى الجاز.

my brother loves to listen to the music JaS.

٩. والدك ذو شخصية لطيفة.

your father is nice charater

١٠. هل يمكنك أن تشغل مكيف الهواء.

(١١٤)

11. يمكنك أن تتعلم كيف تتخطى العقبات التي تواجهك.

you learn to step on the front of

12. سأذهب للبنك لصرف الشيك.

I go to the bank spend ~~not~~ meeny ckeck

13. اريد ان اجري مكالمة هاتفية قصيرة.

I went a short telephone speaking

14. سيجري له الأطباء جراحة تجميلية ليده.

Doctors make plastic surgery for her hand

15. هناك ازدحامات مرورية في الشارع رقم 16.

There many roads on the road number 16

(28)

Translate the following sentences into correct English language:

1. إن تستيقظ مبكراً فإنك ستلحق بالحافلة (الباص).

If you wake up early you will take to the bus.

2. اشتريت وجبة سريعة للغداء.

I bought fast meal for a lunch.

3. اريد ان ارى شلال الماء في بانياس.

I would like to see the water river in Baniess.

4. سوف نصعد للحافلة قبل ان تغادر .

We will rides to the bus before it's learning.

5. التقطنا صوراً جميلة أثناء الحفلة.

We pick up beautiful pucture at the party.

6. أنا أعمل بوظيفة جزئية بعد الظهر.

I work in half job afternoon.

7. مسابقة رفع الأثقال هي المفضلة لدي.

My favarite competition is lifting weights.

8. يحب أخي أن يستمع لموسيقى الجاز.

My brother love to lesten to jaz music.

9. والدك ذو شخصية لطيفة.

You father has kind parsanality.

10. هل يمكنك أن تشغل مكيف الهواء.

Can you put on the air condition.

11. يمكنك أن تتعلم كيف تتخطى العقبات التي تواجهك.

You can jump ~~on~~ on the difficulties you face

12. سأذهب للبنك لصرف الشيك.

I will go to the bank to spend the check.

13. أريد أن أجري مكالمة هاتفية قصيرة.

I want to accur a short phone call.

14. سيجري له الأطباء جراحة تجميلية ليده.

Doctors will make a plastic surgery for his hand

15. هناك ازدحامات مرورية في الشارع رقم 16.

There are road crowds in road 16

APPENDIX VIII: List of Referees

Names of referee teachers: (Arranged Alphabetically)

	Name	**Job Title**	**Place of Work/ Address**
1	Mr. Haitham Hleihel	English Teacher/ English Language Counselor	Segev Shalom High School_ Segev Shalom
2	Mr. Mohammad Abu Leil	English Teacher/ English Language Coordinator	Segev Shalom Junior-High School_ Segev Shalom
3	Mr. Mufid Muhra	English Teacher/ English Language Coordinator	Segev Shalom High School_ Segev Shalom
4	Mrs. Nadira Abu Tahoun	English Teacher	Segev Shalom High School_ Segev Shalom
5	Mr. Raed Jubran	English Teacher/ English Language Coordinator	Al-Bayan High School_ Tel Sheva
6	Mrs. Rula Sweiti	English Teacher/ English Language Coordinator	'Atid' An-Nur High School_ Hura
7	Mr. Zeidan Bakri	English Teacher/ English Language Coordinator	Al-Farouq Multidisciplinary High School_ Kuseifa