CHAPTER ONE: INTRODUCTION

1.1. Overview and Background

“A language is the written and spoken methods of combining words to create meaning used by a particular group of people. Language is something specific to humans, that is to say, it is one of the most important characteristics of the human beings which distinguishes them from all other living beings. Language therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes” (Armana, 2011). The conspicuousness of English is expanding yet not in the light of expansions but in the numbers of persons who learn it as a first language. English is spreading as the global language due to the fact that, it is progressively the most regularly spoken second-or higher language in the world. In broad terms, the explanations behind the developing noticeable of English as a world language lie in the coincidence of English as the language of business, science and technology. The strengths of globalization that permit, motivate and to what extent take after ways of communication, and the inspiration of societies and people to contribute in the political, economic, scientific matters that are dominated by the English language. Brown (1987) describes English as “a way of life”, “the context within which we exist, think and relate to others”, a context of cognitive and affective behavior, and a blueprint for personal and social existence. Swaffar et al., (1982) claimed that educating is a dynamic interactional process in which the educator's strategy results from the methodology of cooperation between the instructor, the learners, and the instructional assignments and exercises over time. Such an association shows uncovers itself as a very distinctive approach to teaching, one in which educators are included in watching and reflecting upon their educating and the learning practices of their students.
'Collocations' are commonly introduced as ‘sequences of lexical items which habitually co-occur [i.e. occur together]’ (Cruse, 1986). The word collocation was initially presented by Firth, who considered that meaning by collocation is nothing but lexical meaning “at the syntagmatic level” (Firth, 1957). The paradigmatic and syntagmatic relations of lexical word could be schematically revealed by two axes: a vertical and a horizontal. The paradigmatic axes are the vertical axis and include sets of words that have a place with the same class and could be substituted by each other in a particular syntactic and lexical context. The horizontal axis of language is considered as a syntagmatic axis and alludes to a word capability to join together with different words (Gitsaki, 1996). Throughout the 1990s enthusiasm towards vocabulary teaching and exploration expanded. Teaching and learning vocabulary showed up at the start of the decade and demonstrated compelling in its comprehensive review of exploration on vocabulary while giving pedagogical direction through transcribing the examination regarding classroom exercises (Nation, 1990). “With the recognition of the importance of vocabulary, many techniques and approaches to teaching and learning vocabulary have emerged, and collocation is just one of those techniques” (Balcı & Çakir 2011).

Collocation is still described as the tendency of a lexical item to co-happen with one or more different words. (Halliday, McIntosh & Strevens, 1964; Ridout & Waldo-Clarke, 1970; Backlund, 1973& 1976; Seaton 1982; Crystal, 1985; Cruse, 1986; Zhang, 1993).

“Why do language learners find it difficult to differentiate between words like look, see and watch injury and wound, or broad and wide? Why do students who know many individual words still struggle to express complex ideas simply and precisely? Why are so many frustrated that they make little visible progress? How is it that
native speaker communicate so much more effectively? The answers rest on the collocation knowledge of learners. It is the collocates of look, see and watch, injury and wound, or broad and wide that reveal their different shades of meaning, rather than their dictionary definitions Wu, S. (2010)

Investigations propose that an educated native speaker of English has a vocabulary of around 20,000 word families (Goulden et al., 1990). That is a vast number, yet a sensible objective for the majority determined and actuated learners. While, it pales into unimportant when contrasted and the aggregate number of items: expressions, idioms, collocations that native speakers have (Hill, 2000). Collocational knowledge is hard to obtain just in light of the fact that, there is such a large amount of it. Native speakers convey many thousands perhaps a huge number of lexical chunks in their heads, prepared to attract upon to produce fluent, precise and comprehensive language (Lewis, 1997). These factors introduce an overwhelming challenge to language learners. Teachers face incredible difficulties in helping their students create collocational ability. In broad terms, classroom time is insufficient, actually for taking in the essential vocabulary. In practice, collocation instructing is dismissed (Farghal and Obeidat, 1995). Learning collocation has known peripheral in the classroom for two primary reasons. Firstly, grammar is the customary center of educational program, particularly in EFL instructing, in light of the fact that it is generally simple to teach and survey. Secondly, recognizing a set of valuable collocations is an overwhelming task, and despite of the restricted resources available to them most instructors need to depend on instinct. This is challenging actually for native speakers, without taking into consideration educators whose mother tongue is not English (Gabrielatos, 2005). Collocation learning is a cumulative process that includes significantly more than rote memorization. Students with restricted study
time won't learn proper collocations unless they are considerably chosen, prioritized, and incorporated into language material. The movement of premium towards lexical learning is obvious in the acquaintance of another methodology with L2 instruction. The Lexical Approach, as it is sketched out by Lewis (1993), views language as grammaticalised lexis and spots the way words join together at the middle of its hypothetical viewpoint (Hewitson & Steele 1993). Lexis turns into the focal arranging guideline of the syllabus, and collocation accept a paramount syllabus-creating part (Lewis, 1993). The significance of collocations for the advancement of L2 vocabulary and communicative ability has been underscored by various linguists and language educators who suggest learning and teaching of collocations in the second language class. Collocation has been observed as a different level of vocabulary gain. Bolinger (1968, 1976) contends that we acquire and remember words in chunks and that the vast majority of our “manipulative grasp of words is by way for collocations” (Bolinger, 1976). Amongst the early proponent for the vitality of collocations in second language learning and their consideration in second language educating is Brown (1974), who recommends that increasing the students’ knowledge of collocation will bring about a change of their listening comprehension, oral and their reading speed. In an exertion to make the progressed students accomplish a superior feel of what is worthy and what is suitable, Brown frameworks various activities. The integrating of lexical item as a source of trouble in vocabulary learning has been mentioned via scientists like Korosadowicz-Struzynska (1980), who asserts that the learner's authority of these troublesome combination, instead of her/his knowledge into single words, ought to be a sign of her/his advancement. The scholar reports that students face intralingual and interlingual issues in the utilization of collocations, and even so advanced students who have impressive fluency of representation in a foreign
language make collocational errors. Generally teaching and learning of collocations for creative reasons is viewed as fundamental by Korosadowicz-Struzynska, who additionally portrays certain steps that ought to be followed for the purpose of elevating the instruction of collocations from the introductory phases of foreign learning. These incorporate choice of the most key words on the premise of value and recurrence of event, determination of the most continuous collocations these lexical terms, expression of collocations in the most typical contexts, and differentiating any of the chose collocations with the equivalent native speaker language collocations that could result in obstruction issues for the learners. The “apparent rulelessness” of collocations as one component that meddles with foreign language vocabulary learning has been stated by Laufer (1988). She declared that collocations form a key factor in the learners’ knowledge vocabulary, and also she recognized that issues can appear in the learners’ utilization of word combinations. Laufer additionally recommends that, collocations could be found to give help in numerous levels of vocabulary advancement and the improvement of learning toward self-learning strategies, for example, guessing. Understanding the foreign language learners’ troubles in learning vocabulary, Cowie (1978, 1981) emphasized that the essentialness of the accumulation of English dictionaries “in which collocation and examples play a separate but complementary role”. Cowie brings up “meaning is not the only determinant of the extent and semantic variety of collocating words....The constraint may be situational”. Succeedingly, particular treatment of the social variable of collocability in a learner's dictionary is proposed. Moreover he proposes the incorporation of ‘free word-combination' that could still cause issues for the foreign language learners, and additionally the consideration of grammatical rules that will demonstrate the correct grammatical treatment of the embraced collocations
Learning collocations is viewed as a critical and essential part in second language learning in light of the fact that the importance of a lexical item has much to do with other lexical items that are integrated with it. Learning collocations is regarded as an important and crucial part in L2 acquisition because the meaning of a lexical item has much to do with other lexical items that are combined with it. “Not only do these associations assist the learner in committing these words to memory, they also aid in defining the semantic area of a word” (Nattinger, 1988). McCarthy (1990) indicated that collocation is “an important organizing principle in the vocabulary of any language”.

Moreover, the importance of collocation could be obviously seen and comprehend when noticing the speech and writing of foreign learners who regularly neglect to create collocations in the correct order. This reveals how vital the knowledge of collocations is and calls for recognition and concern by both second language learners’ educators and students (Carter & Maccarthy, 1988). Lewis (2000) defines collocation as “the way in which words co-occur in natural text in statistically significant ways”. Additionally, Krishnamurthy (1997) recommend that the definition of common or significant collocations is nothing but “Lexical items occurring within five words either way of the headword with a greater frequency than the law of averages would lead you to expect”. Knowledge of collocation is some part of native speakers’ competence. Native speakers can easily convey what needs be and talk at a generally quick speed due to they own enough ready-made language chunks in their mental vocabularies. Native speaker are fast also in other skills like reading and listening they can continually perceive ‘chunks’ of language (Quping, 2012). Because of having a lot of collocation items, native speakers can communicate and think more proficiently. kjellmer (1991) contends that:
“In building his utterances, he [the native speaker] makes use of large prefabricated sections. The learner, on the other hand, having automated few collocations, continually has to create structures that he can only hope will be acceptable to native speakers. His building material is individual bricks rather than prefabricated sections.”

Hill (2000) describes that a great number of learners with good vocabulary ‘have problems with fluency because their collocational competence’ is very restricted. Thus, it is obvious that at higher level of proficiency, students lack of consciousness and accuracy of expression. Student wants to make longer utterances due to they are not aware of collocations which express accurately what they want to tell. Research discoveries support that it is important to teach collocations in classrooms and that teaching collocations has positive consequences for the development of learner's collocational competence. (Wei, 1999; Hodne, 2009; Webb & Kagimoto, 2010; Hsu, 2010). Students may have a large store of vocabulary, but yet, produces unnatural English because of lack of collocational knowledge. Wei (1999) declared that for moving from receptive to productive vocabulary, teachers should teach collocations and students ought to acquire a wide range of ways that words collocate with each other. To help learners produce natural English, collocations ought to be incorporated when teaching all English skills. Collocations in various ways to be taught in the classroom. While teaching collocation, educators need to bear in mind that not all of the collocations must be learned. Attention needs to be set on building students consciousness of how words function in combination with each other, so they can keep creating their collocational competence after class. To conclude, the major contrast between native speaker and non-native speaker is nothing but native speakers possess a greater number of collocations to demonstrate for their spoken and
written communication necessities. Words might be integrated in various approaches to structure meaningful groups if those words are most certainly not limited. That is what makes it hard to clear up the concept of collocation. Among these conceivable combinations of words, some are fixed and others are looser. In order to accomplish a clearer understanding of collocation, it is important to draw a contrast among collocations, idioms, and different sorts of word combinations (Bahns, 1993; Wang, 2001; Wu, 1996), however these combinations are very like each other, even, one might say, having a place with the category of collocations. “That lexical bundles and collocations, mastering of which has always been a challenge for second and foreign language learners, play a crucial role in writing is an undeniable fact. Had students realized the significant importance of them, they would have deliberated on them much more meticulously” Oskuee, et al., 2012). Generally, writing as a communicative approach has been marginalized, it is a key to comprehending second language acquisition in contexts: For example elementary and secondary level substance area classrooms where literacy plays main role in communication and transmission of topic. Among four communicative skills: reading, listening, writing and speaking, it is very clear that writing skill plays a crucial role for developing English language. Writing is a central part of communication so without writing communication would be impossible (Dastjerdi & Samian, 2011). Furthermore a great number of second language learners struggle with writing as a difficult skill due to they should make meaning and express their own thoughts about a specific subject. Moreover, many L2 learners struggle with the writing process as a complicated task because they have to make meaning and reflect on their own ideas on a certain topic (Zimmerman & Risemberg, 1997).
Resources like dictionaries and concordancers are valuable devices for learning collocations. In any case, printed dictionaries are costly, the quantity of collocations they give is limited by physical size, and consultation facilities are deficiently adaptable to help learners. Concordancers are among the most, as often as possible utilized instruments for investigating corpora, especially with a perspective to looking at collocation utilization. They permit students to acquire, arrange, and concentrate on real language information inferred from corpora. Then again, not all concordance outcomes are effectively explored and dissected by learners. Data must be introduced in a manner that is both available and applicable to learners. They ought to give sufficient and differed language information, in associations that are adaptable and generative. In spite of the fact that the ascent of computer assisted language learning has brought another measurement and dynamism into language learning, little research has been carried out on computer assisted collocation learning. Online collocation activities have a few restrictions. Firstly, these are deficient contrasted with the sheer size of collocation information that learners need to secure. Secondly, these are made by instructors who concentrate on specific subjects, which may not be appropriate for learners with diverse necessities. Thirdly, collocations are hauled out of their unique connection, and insufficient consideration is paid to their real use in genuine language. To wrap things up, online activities are speeded all through the Web, which makes it troublesome for learners to study collocations in an orderly way.

1.2. Significance of the Study

The function of vocabulary has been ignored in the ESL/EFL education. Under the impact of communicative approach, vocabulary has been played down, eliminated in classroom teaching. Researchers like: Brown (1974) and Smith (1983) notified our ESL/EFL field about the threat of omitting vocabulary instruction, while it was not
until the 1990s that people commenced to observe the significance of vocabulary in the education of English as a second or foreign language. Farghal and Obiedat (1995) mentioned that the knowledge of collocation is a great prominent feature of language and realized it as an essential factor in knowing a word. It is stated that the utilization of collocations in speaking, or writing could assist students “think more quickly and communicate more efficiently” furthermore, they look more like native speakers (Hill, 2000). Numerous students often face trouble whenever they meet multi-word units, encompassing fixed expressions, compound words, idioms and especially collocations in understanding and production of English. The current survey particularly determines the impact of web-based collocations instructions on ESL students’ essay writing and speaking ability, as well as the relationship between collocational knowledge and writing and speaking ability.

better speaking ability. Forth, by focusing on collocational competence like Zhang (1993), Al-Zahrani (1998), Balci& Çakir, (2011), Nasri, Dabbagi, & Kassaeian (2013) who believed that collocational knowledge is a main element for ameliorating English language, this study is designed to research on such an issue. It is very obvious that through the utilization of collocational knowledge, ESL students are able to manage and have more control on writing and speaking ability in English. In broad terms, collocation is a central part of vocabulary learning and it can support a reasonable direction for language learning and teaching. The researcher anticipates that the outcomes of this survey will shed some light on English language teaching and learning, and also assist students to reach native-like competence and performance.

1.3. Statement of the Problem

Learning a language is the outcome of many numerous abilities assembled together; henceforth, we ought to deal with all these aspects to acquire the entire language. Vocabulary is a fundamental segment of prosperous communication (Widdowson, 1989). Language learning and teaching has been repeatedly recognized in theoretical and empirical examinations. Within the area of vocabulary examination, scholars have underlined the prominence of word combinations, which are usually alluded to the formulaic language. They contend that these formulaic expressions are very common in language discourse and recognize the speech of native from non-native speakers (Conklin & Schmitt, 2008). Collocations could be defined in various ways, but the most commonly imparted meaning of collocations is the tendency of one word to co-occur with one or more other words in a specific area (Nation, 2001; Nesselhauf, 2003; Hsu, 2007). The other reason why collocations are vital in acquiring a language is that words are learned and utilized in context. Knowing a word incorporates
knowing how and where we can utilize that word (Phythian- Sense & Wagner, 2007) and without effectively utilizing its companions, out-of-context acquiring of word lists will be ineffective. Collocations are one of the areas that produce problems for EFL/ESL students. The significant part of Indian ESL students’ problems is related with producing appropriate chunks of words or collocation in order to speak and write fluently and accurately. Even it is contend that the problem for advanced students is not so much with encountering a great number of new words as working with already half-known words and investigating their collocational fields (Hill, 1999). The other obvious problem among Indian ESL students is that they are not able to make a good and natural speech and writing while they own good grammatical competence. Students obtain high mark in grammar tests, but their writing is full of unsuitable combinations of words. In addition, some investigations revealed that the level of advanced ESL students’ collocational competence is fewer than native speakers. Hill (2000) argued that students with suitable ideas often lose marks as they are not aware of most important collocations of the main word that is central part of the topic which they are writing about. In broad terms, Nesselhauf (2003) realized that collocational knowledge has some impact on learners’ general language proficiency. “Computer technology has become a state-of-the art component in second and foreign language classrooms (Pacheco, 2005)”. Utilizing technology in the classroom had positive impacts on EFL/ESL students attitudes, due to students are able to work at their own step and do not have to keep up with or stay for other students. The World Wide Web certainly starts communication. In reality, it is one of the most thrilling pedagogical resources in use nowadays. The World Wide Web includes an important and unrestricted amount of educational information that remodels teaching methodology by integrating web-based learning in order to move from traditional teacher – centered
classroom to learner-oriented area. It “gives the green light” to learners to become active participants in the learning procedures for active communication in the second language.

1.4. Purpose of the Study

In fact learning collocation is necessary to make our language more natural and more easily understood. As well as, it is easier for our brains to remember and use language in chunks or blocks rather than as a single word. Lack of proficiency is perhaps due to the ignorance of collocations; therefore ESL/EFL students would increase their proficiency in writing and speaking by utilizing collocation. The main purpose of this research is to improve the ESL students’ essay writing and speaking ability by web-based collocation instructions. The purpose of this research is two-folded. First, through an experimental design, this study seeks to examine the potential benefits of web-based collocations instructions to ESL students’ essay writing, collocational knowledge and speaking ability. Through making comparison between two control and experimental groups that did and did not receive web-based collocations instructions based on the using of collocation in their writing and speaking skills, this study aims to discover the impact of web-based collocations instructions on communicative skills.

Second, a survey will be conducted on the relationship between collocational knowledge, essay writing ability and speaking performance. The purpose of this survey will be mostly pedagogical and deals directly or indirectly with the controversial issues that will be discussed in CALL and Web-based collocation literature and language pedagogy section. Experimental study in particular and
recommendations put forth by educators and experts in the field of language teaching research and pedagogy.

1.5. Research Questions and Null Hypothesizes of This Study

The researcher in this study will attempt to examine the effects of web-based collocations instructions on essay writing and speaking ability in an ESL context and extent these different instructional techniques in order to the development of knowledge of usage collocation and elevate ability to utilize it in second language. So, the experimental study along with the survey will be an endeavor to answer the following questions in an Indian ESL context:

Research question 1: Does Web-based collocation instruction significantly improves the ESL students’ essay writing ability?

Hypothesis$_0$ 1: Web-based collocation instruction does not significantly improve the ESL students’ essay writing ability.

Research question 2: Does web-based collocation instruction significantly improve the ESL students’ knowledge of collocation?

Hypothesis$_0$ 2: Web-based collocation instruction does not improve the ESL students’ knowledge of collocation.

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

Hypothesis$_0$ 3: There is not any significant relationship between the students’ knowledge of collocation and their essay writing ability.

Research question 4: Does Web-based collocation instruction significantly improve the cohesion and coherence of ESL students’ essay writing ability?
Hypothesis 4: Web-based collocation instruction significantly does not improve the cohesion and coherence of ESL students’ essay writing ability.

Research question 5: Does Web-based collocation instruction significantly impacts on ESL students’ length of essay writing?

Hypothesis 5: Web-based collocation instruction does not significantly impact on ESL students’ length of essay writing.

Research question 6: Which kinds of collocation are mostly used in the ESL students’ essay writing task and which kinds are used at least?

Hypothesis 6: There are not any kinds of collocation that mostly used in the ESL students’ essay writing task and some are used at least.

Research question 7: Does Web-based collocation instruction significantly improves the numbers of collocations use in students’ writing?

Hypothesis 7: Web-based collocation instruction does not significantly improve the numbers of collocations use in students’ writing.

Research question 8: Does Web-based collocation instruction significantly improves the ESL students’ speaking ability?

Hypothesis 8: Web-based collocation instruction does not significantly improve the ESL students’ speaking ability.

Research question 9: Is there any significant relationship between the students’ improvements in collocation knowledge and their improvements in speaking ability?

Hypothesis 9: There is not any significant relationship between the students’ improvements in collocation knowledge and their improvements in speaking ability.
Research question 10: Is there any significant relationship between the students’ improvements in writing performance and their speaking ability?

Hypothesis$_{10}$: There is not any significant relationship between the students’ improvements in writing performance and their speaking ability.

Research question 11: Does Web-based collocation instruction significantly improves the numbers of collocations’ use in students’ speaking?

Hypothesis$_{11}$: Web-based collocation instruction does not significantly improve the numbers of collocations’ use in students’ speaking.

Research question 12: Which kinds of collocation are mostly used in the ESL students’ speaking task and which kinds are used at least?

Hypothesis$_{12}$: There are not any kinds of collocation that are mostly used in the ESL students’ speaking task and some are used at least.

Research question 13: Does Web-based collocation instruction significantly improves ESL students’ fluency and coherence in their speaking performance?

Hypothesis$_{13}$: Web-based collocation instruction does not significantly improve ESL students’ fluency and coherence in their speaking performance.

Research question 14: Is there any significant relationship between the students’ cohesion and coherence ability in writing and their fluency and coherence ability in speaking?

Hypothesis$_{14}$: There is not any significant relationship between the students’ cohesion and coherence ability in writing and their fluency and coherence ability in speaking.
1.6. Alternative Hypotheses

Hypothesis 1: Web-based collocation instruction significantly improves the ESL students’ essay writing ability.

Hypothesis 2: Web-based collocation instruction improves the ESL students’ knowledge of collocation.

Hypothesis 3: There is significant relationship between the students’ knowledge of collocation and their essay writing ability.

Hypothesis 4: Web-based collocation instruction significantly improves the cohesion and coherence of ESL students’ essay writing ability.

Hypothesis 5: Web-based collocation instruction significantly impact on ESL students’ length of essay writing.

Hypothesis 6: There are some kinds of collocation that mostly used in the ESL students’ essay writing task and some are used at least.

Hypothesis 7: Web-based collocation instruction does not significantly improve the numbers of collocations use in students’ writing.

Hypothesis 8: Web-based collocation instruction significantly improves the ESL students’ speaking ability.

Hypothesis 9: There is significant relationship between the students’ improvements in collocation knowledge and their improvements in speaking ability.

Hypothesis 10: There is significant relationship between the students’ improvements in writing performance and their speaking ability.

Hypothesis 11: Web-based collocation instruction significantly improves the numbers of collocations’ use in students’ speaking.
Hypothesis 12: There are some kinds of collocation that are mostly used in the ESL students’ speaking task and some are used at least.

Hypothesis 13: Web-based collocation instruction significantly improves ESL students’ fluency and coherence in their speaking performance.

Hypothesis 14: There is significant relationship between the students’ cohesion and coherence ability in writing and their fluency and coherence ability in speaking.

1.7. Scope and Delimitations

The present quasi-experimental study focused on investigating the impact of web-based collocations instructions on ESL students’ essay writing and speaking ability. A number of delimitations of this study are as follows:

As for the quasi-experimental study, first, the study was delimited to investigating the effect of web-based collocations instructions on just two communicative skills: writing and speaking in ESL context (i.e., India) and did not cover other communicative skills like: reading and listening.

Second, the researcher limited the quasi-experimental study to two type of communicative task, which plays a significant role in acquiring English as a second language. The choice of speaking and writing tasks was motivated by the fact that these tasks enabled the researcher to elicit lacks and abilities of students more easily than other communicative tasks.

Third, the quasi-experimental study was also limited to 2 intact classes of undergraduate students at a JSS college for women during the 01/02/2014 till 01/05/2014 (three month treatment). The classes were chosen randomly by the researcher out of
the 8 juniors classes at the college and no actual randomization of individual participants into different groups was done.

Fourth, the study addressed only the immediate effect of web-based collocation instructions after three month treatment and no delayed effect was examined.

As for the survey study, it was limited to just one bachelor college in Mysore city, one of the cities in India. The survey included female ESL students. The adopted methodology of the college might have influenced on the teaching style of the instructor in the college and the acquiring style of English language ESL students. Therefore, the pedagogical and theoretical relevance as well as any kind of generalizations to other contexts, linguistic features, and participants should be done with caution.

1.8. Definition of Key Terms

1.8.1. CALL (Computer Assisted Language Learning)

CALL (Computer Assisted Language Learning) is the choice to integrate technology into second language learning and encouraged the advancement of an open deliberation among instructors. The idea that technology might potentially replace language teachers inside the classroom is a terrifying and captivating idea. Computer assisted language learning is the utilization of computers and different innovations to help direct an individual through direct and individualized learning.

1.8.2. Web-based Learning

The Internet is giving a new influential, adaptable, and proficient tool for technology improved learning. Online training or through the World Wide Web (WWW or Web) has become a conspicuous aspect of CALL and is additionally examined as the
easiest and the most prevalent approach to progressive education due to advanced computer technology. This current trend is known as Web-based Learning. Web-based learning program includes: online dictionaries, online encyclopedias, online concordancers, news/magazine sites, e-texts, web-quests, web publishing, blog and wiki, etc. Researchers defined WBL as “a hypermedia-based educational program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported” (Khan, 1997).

1.8.3. Collocation

“Collocations have recently become one of the main concerns of lexicography. Lexicographers have been discussing the role and importance of collocations in general-purpose dictionaries as well as in learners’ dictionaries” (Bahns, 1993). Collocation alludes to words that generally go together. Even though it is possible to utilize other word combinations, understanding collocations assists English language learners to enhance their fluency and accuracy. Moon (1997) collocations are words that occur together with high recurrence and allude to the combination of words that have a certain shared expectancy.

For example: make tea - I made a cup of tea for lunch.

Do homework - I did all of my homework yesterday.

1.8.4. Collocation Pattern

Benson, Benson, and Ilson (1997) categorized English collocations into two patterns: Lexical collocations and Grammatical collocations; lexical collocations are made up only of verbs, adjectives, nouns and adverbs in different possible combinations while
grammatical collocations contain words such as verbs, adjectives or nouns combined with a preposition or a grammatical structure.

Lexical Collocation: Adj+n = sour milk, V+n= conduct research, N+v= dust accumulates, Adv+adj= mentally disabled, V+adv= move freely, Adv+v= proudly

Grammatical Collocation: N+pre= an increase in, V+pre = elaborate on, Adj+pre= familiar with, Pre+ n= on probation

1.8.5. Writing

There are numerous reasons why you may need to enhance your written work skills in English. Whatever the reason for which you have to enhance your English writing skills, you will need to work hard. Having great writing abilities in English is not something which is not difficult to attain. English writing is thought to be a fundamental skill for accomplishment in the current world. Archibald (2001) says that writing is a skill that needs information and also capability in numerous areas. It is a multidimensional ability. It is a complex skill that comes about because of the collaboration of the author's information, experience, skills and also the cognitive requests of the task.

1.8.6. Speaking

Speaking is considered as a significant skill of second language learning and teaching. In broad terms speaking is one of the most interesting skills for second language learners due to most of the time they study the language having in mind to have a good level of communication to travel English –speaking countries, working or just for understanding movies they like. Chaney (1998) declared that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998).
1.8.7. ESL (English as a Second Language)

ESL is called an abbreviation for "English as a Second Language". This is usually used to talk about foreign students learning English while living in an English-speaking country. (For example, a Korean person learning English in Canada).

L2: This is a commonly used acronym for second language.

1.8.8. EFL (English as a Foreign Language)

EFL is known an abbreviation for English as a Foreign Language. It is commonly utilized by non-native speakers in countries where English is not generally a local language of communication, i.e. travelling, hobby, etc.

1.9. Summary and Organization of the Thesis

Computer assisted language learning (CALL) is achieving a suitable position in the pedagogical area of English as a second or foreign language (ESL /EFL). Web-based learning is turning into a considerably all the more effective source that builds learners knowledge and that ensures quantity and quality of language input and output. Investigations besides displayed that the long-term impact of learning by computers motivates learners communication and involvement in the entire learning procedure. Integrating Web-based teaching and exercises is a recent method followed by instructors to use computer technology to improve learning. A great number of scholars pondered the significance of collocations in SLA (second language acquisition), while each scholar has approached collocations from diverse aspects. In addition researchers concentrated more on the direct impact of teaching collocations on the area of writing and speaking precisely where the students face problem of combining words together. Generally there is still a need for more studies which
concentrate on Web-based collocation instruction and its relationship to communicative skills from different angles with different operationalizations.

In first chapter, the researcher introduces an overview of the web-based collocation instruction and purpose of the study. Then researcher states research questions and hypothesizes. In second chapter, the researcher reviews the relevant research on Web-based collocation instruction, notion of collocation, writing and speaking which motivate the current study. In third chapter, reviews the design and methodological procedures which are employed in this research. A detailed description of the participants, methods, treatment materials and measurement instruments is given in this chapter. In forth chapter, the results of the quantitative analyses of the data are presented. In fifth chapter, reviews and discusses the main findings of the study regarding the specific research questions and hypotheses of first Chapter and implications of the findings, delimitations and recommendations for prospective researchers are provided.