CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1. Hypothesizes outcomes

“Learning a second language involves the manipulation of four main skills including: speaking, writing, listening and reading, which leads to an effective communication. One crucial factor in this process is the amount of vocabulary that a person possesses, as vocabulary forms are the biggest part of the meaning of any language” (McCarthy, 1988 cited in Rahimi, & Momeni, 2012). Therefore vocabulary learning is recently receiving a great attention in second language acquisition and how students learn vocabulary efficiently and how teacher can teach vocabulary instructively in applied linguistics. EFL and ESL students cope with acquiring vocabularies and lexical words from the first part and lowest level of acquiring English language to the highest level they perhaps reach. Therefore, teaching and learning vocabulary is an essential factor for all levels of English proficiency. Despite that, the way of teaching vocabulary is differs based on the level of the students. “Vocabulary plays an important role in communication as well as the other components of language (Balcı & Çakir, 2011)”. Firth stated that (1957) “a word is characterized by the company it keeps”. A quasi-experimental study along with a survey research was organized to investigate the influence of web-based collocations instructions on essay writing and speaking ability on ESL students.

In this final chapter, the findings are presented and discussed in relation to the research questions and hypothesizes presented in chapter one and the factors that might have led to these findings are discussed in relation to the relevant theoretical and empirical work on web-based collocations instructions in second language studies. The prominent Chinese proverb states “Don't give me a fish, but teach me
how to fish” possibly verified true in language teaching. In fact how teachers and instructors can teach language skill, there by students become more eager in acquiring the language. As well as how teachers can keep their enthusiasm toward language learning while English is not seen as important language for their quick needs other than to pass examination?

5.1.1. Research question 1

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

The first null hypothesis was: Web-based collocation instruction does not significantly improve the ESL students’ essay writing ability.

Analysis of data revealed that the experimental group that received web-based collocations instructions improved considerably from pre-tests to post-tests. Therefore, the answer to Research Question 1 is affirmative, and the first hypothesis is accepted. Based on the present quasi-experimental study, web-based collocation instruction was done on Indian Freshmen College students in second language context in terms of both knowledge of usage and the ability to use the language. These findings support the previous claims for learning collocation through CALL (Computer Assisted Language Learning) Sun & Wang (2003), Harper & Tillett (2007), Lin, & Chiu (2009), Chen (2011), Zaferanieh, & Behrooznia (2011) Pirmoradian, & Tabatabaei (2012), Philip Durrant (2009). In recent years it is so clear for every one learning language had impressive changes. Computer assisted language learning (CALL) alluded to the use of computer in language learning and teaching program. In broad terms, the advancement of computer-assisted language learning has formed the chance and the need for determining the influence of multimedia on
vocabulary learning. As well a great number of studies demonstrated that multimedia and computerized environment can be helpful for acquiring foreign language vocabulary. Dhaif (1989 as cited in Gündüz, 2005) stated that “computers can never replace the live teacher, especially in language teaching, where the emphasis is on mutual communication between people. It can just play a role in teaching the second or foreign language as an aid to the teacher”. Amongst the suggested methods, studies revealed that teaching vocabulary in chunks, greatly increase the range of vocabulary that learners can use in the process of understanding negotiations (Nattinger & DeCarrico, 1992). Students have realized that collocations perform a crucial role in their essay writing so they become aware of the fact that utilizing collocations can ameliorate their writing and make it more natural. The outcomes of the present study suggest that providing freshmen ESL students with web-based collocations instructions in the context of conducting communicative skills results in better performance in post-tests. Generally, teachers commonly gave students some examples while teaching collocations. The shortcoming of such method is that these cases need validness and students frequently experience issues in the underlying pattern from these poor examples. In fact with the improvement of computer technology, electronically stored corpora have been produced like: online collocation dictionaries and online concordance. Min (2007) in her study noted that, “Process writing is learning how to write by writing”. Lynch (1996) said that from 1970s teaching writing is started and it was concerned with the product, indeed with the learners respond. The concentration of writing was on grammar, spelling, punctuation marks and vocabulary. Writing is a difficult task as it needs accuracy and high concentration. It is not an easy task as it needs skills and high thinking abilities. “Teaching writing began to shift its emphasis on accuracy and patterns to the ability
to understand and convey information content. Completing communicative writing tasks would require greater awareness of writer's purpose, audience and the context of writing” (Armana, 2011).

5.1.2. Research Question 2

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

**The second null hypothesis was:** *Web-based collocation instruction does not improve the ESL students’ knowledge of collocation.*

With considering to second research question analysis of data showed that the experimental group that received web-based collocation instruction ameliorated noticeably from pre-test to post-test. Thus, the answer to Research Question 2 is positive, and the second hypothesis is accepted.

In fact, students who are previously weak in collocational knowledge after participating in the treatment make a statistically significant progress in their knowledge of collocation. Some researchers have focused that, it is not important how skilled learners are at grammar, indeed communication will stop without transfer meaning by vocabulary (McCarthy, 1990). “However, the resurgence of interest in vocabulary would be fruitless without a clear understanding of the concept of knowing what a word means” (Alsakran, 2011). Milton (2009) declared that vocabulary is not selective or unimportant notion in the English language acquisition procedure so much as “words are the building blocks of language and without them there are no language”. Decarrico (2001) said that this obvious negligence of vocabulary teaching was greatly because of the scholars’ emphasis on phonology and
syntax over vocabulary, with regard to vocabulary learning could take care of itself. However, by the late of 1970s so many scholars and teachers begun to challenge the opinion that vocabulary can be absorbed naturally. Generally, it is widely approved among scholars that acquiring vocabulary plays a significant role in second language acquisition. A lot of previous surveys have resulted in lack of collocational competence and the problems they face in utilizing and acquiring collocation. In other words, expanding the students’ Knowledge of Collocations may look beneficial for communicative skills. These discoveries support earlier studies of scholars on collocational knowledge Zhang (1993), Al-Zahrani (1998), Bonk (2000), Tseng (2002), Balci & Çakir, (2011), Nasri, Dabbaghi, & Kassaeian (2013).

Such a variety of Scholars accepted that collocational knowledge or collocational awareness is a key element for improving English language. Hence instructors and teachers ought to adjust their syllabuses to raise the training of collocations along with proceed with the notion of collocation into classroom activity. Researchers’ distinguished three fundamental hotspots for educating and acquiring collocation; text books, dictionaries and corpora. Zhang (1993) was one of the pioneer scholars who claimed about collocation knowledge as well as its relationship with writing ability. She declared that “Knowledge of Lexical Collocations is a source of fluency in written communication among college freshmen”. Richards and Rogers (2001) proposed that teaching activities in the classroom ought to draw learners concentration to lexical collocations as well try to increase the use of collocations. One of the prominent duties of language teachers is nothing but expanding exposure to acquiring collocations for the purpose of teaching to the students to utilize collocations properly and subsequently assist the students become independent learners of collocations in their learning in the future. In more details, the focus on
collocations in the classroom could be effective and practicable methods for teachers to improve their students’ language performance.

5.1.3. Research Question 3

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

The third null hypothesis was: There is not any significant relationship between the students’ knowledge of collocation and their essay writing ability.

Third research question analysis of data indicated that the experimental group that received web-based collocations instructions amended obviously from pre-test to post-test. So, the answer to Research Question 3 is positive, and the third hypothesis is accepted. Web-based collocations instructions had positive effect on student collocational knowledge and writing ability. In fact there is a significant relationship between students’ knowledge of collocation and essay writing ability and the improvement on ESL students’ collocational knowledge lead to better writing performance. Within the area of acquiring vocabulary, scholars have focused on the significance of word combinations, as well recognized the formulaic language. Conklin and Schmitt (2007) stated that lexical combinations is common language discourses as well as distinguishes the speech between native and non-native speakers. Absolutely acquiring collocations is considered as a great part in second language learning. Bahardoust (2012) stated that “Collocation is the habitual association of a word in a language with other particular words in sentences. Native speakers have accepted collocations as a normal part of their language without regard to words grammatical relations as members of word classes”. Obviously it is troublesome for non-native speakers to recognize these collocations. Therefore,
collocations have always been risky parts of second language learning. Orwig (1999 cited in Armana, 2011) defined writing as “a skill saying that: It is a productive skill that is more complicated than it seems at first, and often seems to be the most difficult of the skills since it has a number of micro skills such as: using orthography correctly, spelling and punctuation conventions, using vocabulary in a correct way and using the appropriate style”. In accordance with Tanja Deveci (2004) EFL learners memorize a series of words in isolation, they are eager to use these single words in their writings. Therefore EFL learners experience these words in combinations; but they are not able to comprehend them. He also stated that learners perhaps sometimes seek for general rules for collocations that do not utilize for all collocation. In point of fact, they may overgeneralize rules for collocation. In addition, possibly some EFL learners refrain from using collocational phrases in order to prevent doing errors and it can be the reason that perhaps the rate of collocations reduce in their productive skills like writing.

Mounya in (2010) scrutinized the role of teaching collocation in raising foreign language writing proficiency, the scholar claimed that there is a strong correlation between writing proficiency and using collocations. In this reason, he suggested the adjustment of a Communicative – Collocational Approach to teaching writing, which leads to teaching writing through a communicative approach by expanding students’ collocational competence. The discoveries of this study perhaps result in the prominent purposes of writing course ought to be collocation instruction. Possibly each word is known for students, but they probably do not know the whole collocation. In broad terms, teachers ought to consider the significance of collocation in their teaching and learning to make better ESL students communicative skills for
instance: writing. Some scholars agreed to students’ attitude with regards to collocation especially in more problematic sections may broaden vocabulary skill.

5.1.4. Research Question 4

**Research question 4:** Does Web-based collocation instruction significantly improve the cohesion and coherence of ESL students’ essay writing ability?

**The forth null hypothesis was:** *Web-based collocation instruction significantly does not improve the cohesion and coherence of ESL students’ essay writing ability.*

Forth research question analysis of data revealed that the experimental group that received web-based collocations instructions improved considerably from pre-test to post-test. Therefore the answer to Research Question 4 is assertive, and the forth hypothesis is accepted. It is very obvious that cohesion and coherence in the writing is one of the key factors in the essay writing. Cohesion and coherence demonstrates the unity and skillfully manages paragraphing which follow the essay’s topic. So, the web-based collocations instructions significantly influence on the cohesion and coherence of ESL students’ essay writing ability. Generally written language is an important key form of communication. Subsequently, acquiring skill to write correct is considered as paramount educational objective and one that needs the expansion of a complex diversity of skills. “Among these are fluency with transcription (spelling and letter formation/keyboarding), language based skills such as word choice and construction of grammatically correct sentences, and mechanical skills such as the appropriate use of capital letters and punctuation  (Struthers et.al,2013)”. Be that as it may, for students to efficiently communicate their thought in writing they require to do more than write accurately; they should acquire to build coherent texts.
“For the last three decades cohesion and coherence and their relationship have been a subject of discussion in the international linguistic community (Hůlková, Jančaříková 2009)”. In fact coherence is a notion and the comprehending of which is yet not totally agreed upon. Anyhow, the conception of cohesion has been approved as an established category for discourse analysis since the publication of Cohesion in English. So many scholars agreed that there is a functional distinction between coherence and cohesion, observing them to be different approaches (Beugrande & Dressler 1981, Hoey, 1996). Cohesion utilized to be explained as “the way certain words or grammatical features of a sentence can connect that sentence to its predecessors and successors in a text” (Hoey, 1996). In consonance with (Tarnyikova, 2009) cohesion is “a surface structure linkage between elements of a text”. In broad term, it is essential to study cohesion and coherence with each other due to fact that, they signal how the text is joined together and how it transforms its message. Tarnyikova (2007) declared that “Traditionally, written complexes are prototypically associated with a higher degree of complexity, more intricate ways of integrating particular clauses within the complex, as well as a higher probability of longer, more compact (condensed), or fused (amalgamated) structures…”.

In fact cohesion and coherence are not synonymous expressions. Coherence connect to the unity in meaning that transmitted by a text, cohesion equals to the text level markers through which coherence is showed (Bereiter &Scardamalia, 1987; Graesser et al., 2004). “As cohesion is related to text quality and coherence, it may therefore act as a good indicator of coherence. Whereas coherence is not directly observable, cohesion is. Thus, examination of cohesion can help educators pinpoint where some children may be having difficulty in composing well-constructed unified texts Struthers et al., (2013)”. 
5.1.5. Research Question 5

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

**The fifth null hypothesis was:** Web-based collocation instruction does not significantly impact on ESL students’ length of essay writing.

Fifth research question analysis of data demonstrated that the experimental group that received web-based collocations instructions improved noticeably from pre-test to post-test in comparison to control group. For this reason, the answer to Research Question 5 is affirmative, and the fifth hypothesis is accepted. The 5th hypothesis examines the ESL students’ length of essay writing. This hypothesis comprised when it was seen that some ESL students of this study had lack of length in their writing. Therefore, the number of words which were utilized in both groups in essay writing were counted and the result revealed that there is statistically significant difference after treatment in post –test. Web-based collocations instructions had positive influence on the experimental group that received treatment, according to the fact that students were not able to apply sufficient words in their writing before treatment. In point of fact, learning collocations through treatment help students to store more chunks or collocation in order to utilize in their writing. There are some important key factors in essay writing like: lexical resources, cohesion and coherence, considering punctuation and length of essay. There is standardization for length of writing per essays or explaining graph in language proficiency exam like: IELTS and TOFEL. As it is obvious there is no definitive rule to pursue for writing an essay or a paragraph. Some paragraphs perhaps are longer than others. In general, a suitable paragraph ought to be around 150 words and an essay should be around 250 words.
that involve fifth paragraph. “Writing is a phenomenon invented by humans to help in the communication process. It has become a social and cultural practice in most societies today. There’s a close relationship between speech and writing, each reinforce the other in the process of language development in children (Winch, et al., 2010)”. Supporting students with this chance to participate in a diversity of writing experiences can reinforce to acquire the subject of a course along with to communicate their knowledge to others. In broad terms, written language employed for a great number of purposes for writers and readers. Some of the important features of writing are nothing but a) writing can act as a great tool to assist students to know more about the way of thinking. b) Writing can make more unified and stronger ideas and thoughts. c) Writing is one of the procedures that student are able to translate their thoughts for others. d) Writing helps students with the other language skills, it assists students acquire how to form language, how to spell and how to make reasonable arguments.

5.1.6. Research Question 6

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

The sixth null hypothesis was: There are not any kinds of collocation that mostly used in the ESL students’ essay writing task and some are used at least.

The sixth research question analysis of data demonstrated that the experimental group that received web-based collocations instructions ameliorated noticeably from pre-test to post-test. So the sixth hypothesis considers mostly used collocations in the ESL students’ essay writing task and some were used at least. The most and the least used collocation which were observed in pretest and posttest on essay writing were counted.
and the outcome showed that ADJ+N was mostly used collocation among the other kinds of collocation in pre and post test and also the number of ADJ+N increased tremendously in post-test. V+N was the least collocation used in pretest while N+N was the least collocation used in post test. The answer to Research Question 6 is assenting positive, and the sixth hypothesis is accepted.

A great number of scholars have suggested certain criteria so far, for determining different kinds of collocations. This study has adjusted Benson, Benson, & Ilson (1997)’s collocation classification: lexical collocations and grammatical collocations. Lexical collocations are combined of two or more content words, i.e. nouns, verbs, adjectives, and adverbs like: adjective + noun = sour milk, verb + noun: conduct research, noun + verb: dust accumulates, adverb + adjective: mentally disabled, verb + adverb or: move freely, adverb + verb: proudly present.

On the other hand, Grammatical collocations refer to combinations comprising a content word and a function word, which is usually a preposition like: noun + preposition: an increase in, verb + preposition: elaborate on, adjective + preposition: familiar with, preposition + noun: on probation.

Predominantly in second language teaching, so many scholars and linguists have comprehended very important role of collocations in expanding vocabulary, communicative competence and writing like native speakers (Brown, 1974; Channell, 1981; Bahns & Eldaw, 1993; Howarth, 1998a, Gitsaki, 1999; Lewis, 1997, 2000; Nation, 2001; Nesselhauf, 2003; Hsu & Chiu, 2008). Howarth’s (1996) defined collocations as “fully institutionalised phrases, memorized as wholes and used as conventional form-meaning pairings”. It is obvious that there have been few published articles about types of collocation: lexical and grammatical as well as which
kinds of collocation mostly and at least used by students. Owing to the fact that this lack of studies, this hypothesis was organized to explore which kinds of collocation mostly and at least used collocations in essay writing. Acquiring collocations is actually a daunting job for ESL students. Wolter (2006) stated that in second language learning, collocational knowledge is so hard to acquire than grammatical rules. To a great extent advanced language learners have huge difficulties in making collocations. The utilization of collocation is complicated in communicative language skills, specifically in writing due to written contexts need accuracy in the use of words.

5.1.7. Research Question 7

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

The seventh null hypothesis was: Web-based collocation instruction does not significantly improve the numbers of collocations use in students’ writing.

Seventh research question analysis of data displayed that the experimental group that received web-based collocations instructions reformed observably from pre-test to post-test. Thus the answer to Research Question 7 is positive, and the seventh hypothesis is accepted. The 7th hypothesis assesses the ESL students’ number of collocation used in their essay writing. This hypothesis compared the number of collocation use in pre and post test in both groups. The number of collocation used in both groups’ essay writing was counted and the consequences showed that there is statistically significant difference after treatment in post –test in experimental group. In other words, web-based collocation instruction had very affirmative impact on the experimental group that participated in the treatment. Students acquired collocation very well during treatment. There is a general coincidence that collocations perform
an important function in the expansion of second language competence and writing more accurate like native speaker. “It is, therefore, essential for teachers to raise students’ awareness of collocations and to teach students how to use collocations appropriately and accurately in their writing” (Trần, 2012). The outcomes in this study revealed that the teaching of collocations on ESL students assisted a lot and the students ameliorate their familiarity with word chunks and exploited them in their written activities.

The discoveries of this survey look to harmonize with earlier studies on collocation instruction which demonstrated the affirmative influence of such instruction on the betterment of students’ language skills, like (Hsu, 2010), listening (Hsu, 2005) and writing (Liu, 1999; Ghonsooli et. al, 2008). As regards to the utilization of word grouping in the written texts, the scholars came to the point that web-based collocation instruction had a suitable effect on the correct use of collocation by students. In broad terms it is argued that students commonly acquire second language vocabulary in single format, “without attending to ways through which words group together”. In fact EFL / ESL students in different proficiency levels frequently utilize them incorrectly in combinations. Hill (1999) declared that a great number of students with “good vocabulary items” have difficulty with fluency due to their ‘collocational competence’ is so restricted. Considering that a significant area of language teaching lexical recourses has obtained a huge attention recently which focuses on expanding students’ proficiency with lexis or words or words combinations. In accordance with this approach, a fundamental part of language learning is nothing but the capability to understand and produce lexical pattern and chunks while these chunks become the raw data that students comprehend patterns of language traditionally thought of as grammar (Lewis, 1993).
In reality whether second language learners do not learn collocational associations as a part of second language vocabulary knowledge, they will produce irregular combinations in writing through the procedure of transfer. In a general sense, EFL/ESL students ought to be aware of collocations and their sub-classifications and be given the chance to practice collocations in natural environments. Reasonably, it can be proposed that awareness rising on collocations cause to be important for having a suitable command of English.

5.1.8. Research Question 8

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

**The eighth null hypothesis was:** *Web-based collocation instruction does not significantly improve the ESL students’ speaking ability.*

Analysis of data demonstrated that the experimental group that received web-based collocations instructions ameliorated noticeably from pre-tests to post-tests. In this reason, the answer to Research Question 8 is affirmative, and the eighth hypothesis is accepted. The 8th hypothesis evaluates the effect of web-based collocation instruction on the ESL students speaking ability. The Comparison of pre and post speaking test revealed that students who contributed in this survey had a great improvement in post speaking test. In other words, statistical difference was so obvious after treatment in experimental group. It is clear for everyone who is eager for improving communicative skills speaking task is difficult rather than other tasks like: writing, reading and listening.
Second language learners for speaking like native-speaker should observe some important factors such as: fluency and coherence, lexical resource and pronunciation. When students would like to acquire second language, they should memorize its words as well as its rules. This reason means that acquiring second language seem difficult and it occasionally make them feel discouraged. So many people attempt to use various ways in acquiring English as a second language in order to make acquiring English simply and more delighted. One of the ways is using computer and internet that assist students to acquire English effectively.

CALL (Computer Assisted Language Learning) attracted a concentration of a great number of linguist and researchers who believed that advanced technology is a suitable teaching aid. So many scholars have been interested in determining the impact of CALL on second language vocabulary learning and realized that processing supportive information like acquiring collocations and word chunks. Wilkins (1972) declared that “Linguists have had remarkably little to say about the vocabulary and one can find few studies which could be of any practical interests for language teachers”. Researchers came to the point that it is essential for teachers and instructors to encourage EFL/ESL students to expand their own vocabulary store as well as ameliorate and organize with listening and reading outside the class in order to achieve perfect vocabulary knowledge. In general, computer technology has obtained its suitable place as an essential factor of language learning and teaching. Different kinds of vocabulary building activities and skills proofed to be efficient in increasing college students’ vocabulary acquisition in second language CALL environments. One of the ways to have great vocabulary store is nothing but acquiring collocation. In fact collocation is a pervasive feature of language and one which is considered very difficult for second language learners even at advanced level. A great number of EFL/
ESL students suffer from lack of ability in speaking English language well like native speakers. Their speaking is Lack of fluency, accuracy and collocational knowledge. Nowadays, scholars agreed that learning collocation help a lot to second language learners to speak more accurate and natural like native. When students use appropriate collocation while speaking they feel more satisfaction from themselves. So many factors can aid second language learners acquire vocabulary better such as: concordances, online dictionaries and e-books.

5.1.9. Research Question

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

**The ninth null hypothesis was:** *There is not any significant relationship between the students’ improvements in collocation knowledge and their improvements in speaking ability.*

The ninth research question analysis of data demonstrated that the experimental group that received web-based collocations instructions amended observably from pre to post speaking test. In this reason the answer to Research Question 9 is affirmative and the ninth hypothesis is accepted. Firstly students who contributed in the treatment suffered from lack of collocational knowledge or awareness due to the fact that they were not able to contribute in every conversation or speak fluent and natural like native. From the result of data analysis, it is obvious that students had statistically significant improvement in their knowledge of collocation. In reality, teachers and instructors can help their students by increasing collocational knowledge. In broad terms collocation has become the focal point in EFL/ESL learning and teaching environment in recent years. The majority of scholars have comprehended that the
effect and importance of collocation as well as the necessities for teaching collocation in school, college and university. Students can considerably improve their ability to speak by acquiring more collocations; thus proficiency on collocations can assist second language learners speak more fluent and accurate (Brown, 1974; Sung, 2003). Collocation is an unavoidable part of English language that can be considered as one of the crucial point for differentiating native from non-native so It’s an essential procedure for students to speak accurate like native speaker.

Mastery in speaking English language is a very high capability to speak in a language. Moreover, a speaker should use a wide range of vocabulary resource readily and flexibly to transfer accurate meaning and idiomatic language spontaneously and precisely. The consequences of this hypothesis verified that the positive relationship exists between collocational knowledge and speaking proficiency. A great number of empirical studies was done about collocational knowledge and its relationship with other tasks like: Channell, (1981); Aghbar, (1990); Biskup, (1992); Keshavarz,(2007); Shokouhi (2010); Mohajeri & Ketabi, (2013). The outcomes of the earlier surveys (Loan, 2011) demonstrated that a significant correlation existed between the EFL learners knowledge of collocations and speaking proficiency.

Sung (2003) as well as Hsu and Chiu (2008) scrutinized the knowledge of lexical collocations and its relation to the speaking proficiency of the Taiwanese international students. They realized that the learners use their knowledge of collocation in oral productions, and generally in building collocation. Farghal and Obiedat (1995) studied on Arab university students of English for assessing their knowledge of English collocations. They declared that the second language learners cannot handle successfully with collocations. Comprehensively, vocabulary acquiring and its efficient utilization are commonly observed as a significant element in acquiring
languages. Krashen (1989) emphasized that obtaining language proficiency involves developing individual’s vocabulary store. Indeed vocabulary located at the centre of second language learning, a vast concentration ought to be paid to the problems related to vocabulary teaching and learning due to without vocabulary elevation it is hard to communicate.

5.1.10. Research Question 10

Research question 10: Is there any significant relationship between the students’ improvements in witting performance and their speaking ability?

The tenth null hypothesis was: There is not any significant relationship between the students’ improvements in witting performance and their speaking ability.

Analysis of data showed that the experimental group that received web-based collocations instructions amended impressively from pre-tests to post-tests. In this reason, the answer to Research Question 10 is positive, and the 10th hypothesis is accepted. The 10th hypothesis evaluates relationship between the students’ improvements in witting performance and their speaking ability. The Comparison of pre and post speaking test and essay writing ability indicated that there is a significant relationship between the students speaking ability and essay writing. In other words, whatever students’ have improved in speaking ability, their essay writing also improved. Due to the fact that web-based collocation instruction had affirmative influence on ESL student essay writing and speaking ability. Indeed Acquiring collocation assisted a lot to ESL student who studied in the college. Learning collocation through web –concordances and online dictionaries was so effective for elevating the level of collocational knowledge in students’. With the use of appropriate collocation students were able to communicate with others effectively.
Among four communicative skills (Writing, Speaking, Reading and Listening) writing and speaking perform a significant role in becoming mastery in English language as well as speak and write like native.

In broad terms second language acquisition skills: listening, reading, writing and speaking covered approximately whole areas of communication technology. In the procedure of CALL (Computer Assisted Language Learning) second language learners can utilize World Wide Web and multimedia software as well as they can communicate with their instructors, classmates and native speakers by electronic mail. In a general sense, the development of computer assisted language learning has formed the necessity and chance for considering the possibility of multimedia on vocabulary learning. For this reason, a great number of studies revealed that computerized environment can be beneficial for acquiring English language vocabulary. Richards et al., (1998) explored CALL “take advantage of diverse and rapidly expanding spectrum of computer technologies that assist the teaching and learning process”. Recently with the appearance of learner and learning- centered methods to second language teaching and learning, students and scholars started to highlight a significant role of vocabulary learning and suggested vocabulary treatment in class activities (Channel, 1981; Lewis, 1993; McCarthy, 1984; Nation, 1990; Nattinger, 1980, etc).

In reality the direction from grammar to vocabulary is changed. Up to till now, collocational knowledge or awareness that is considered essential to vocabulary learning looks to be an ignored environment in EFL/ESL syllabus design. A collocation in short, is a pair or group of words that are eager to come together. “Some collocations are fixed or very strong; others are more open and some are not likely to occur; therefore, knowing which words are used together is an important way
of understanding the meaning of a text” (Shooshtari& Karami, 2013). Koosha and Jafarpoor (2006) declared that there is a huge store of phrasal and prepositional combinations in English language that draw a great number of collocations. Proficiency of them can influence EFL learners’ fluency and accuracy in both speaking and writing tasks. In addition they stated that the utilization of lexical collocations is greatly correlated with EFL learners' language proficiency.

5.1.11. Research Question

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

The eleventh null hypothesis was: *Web-based collocation instruction does not significantly improve the numbers of collocations’ use in students’ speaking.*

Eleventh research question analysis of data showed that the experimental group that received web-based collocations instructions reformed observably from pre to post speaking test. Thus the answer to Research Question 11th is affirmative, and the eleventh hypothesis is accepted. The 11th hypothesis evaluates the ESL students’ number of collocation used in their speaking ability. This hypothesis differentiates the number of collocation used in pre and post speaking test. The number of collocation used was counted and the results showed that there is statistically significant difference after treatment in post speaking test in experimental group. As a matter of fact web-based collocation instructions were so effective for ESL students who contributed in the treatment. Generally, there is various written information about the advantages of advanced technology in education and the influence of technology on English language learning. Proponents for integrating advanced technology in to the English class accentuate the affirmative impacts of technology. Sanaoui and Lapkin
(1992) also realized that “considerable growth occurred in French-speaking skills and possibly listening and reading comprehension as well, which implies that an explicit focus on one area can have an effect on the other skills”. For so many second language learners, language competence equates the expansion of speaking task as they consider proficiency of oral tasks allows them to role in a better way in various social environments (Ganji, 2012). Chastain (1988) claimed that speaking task has a specific and significant place in the second language learning. Second language instructors ought to bear in mind that speaking is not a skill, which they must expand in isolation. Raising speaking skills is dependent on the input of second language learners who acquire from writing, listening and reading; in this reason, by enhancing the speaking ability teachers can also assist students for expanding their writing, listening and reading. Scholars and teachers have proposed that suitable use of collocations can be effective in the growth of EFL/ ESL learners speaking ability. (Ellis & Schmidt, 1997; Nation, 2001; Nattinger & DeCarrico, 1992; Schmitt, 2000). In other words, second language learners need to expand their knowledge on the basis of word combinations. Shooshtari & Karami (2013) stated that “research on EFL learners’ vocabulary development has mainly focused on the knowledge and production of individual lexical items. However, one main component involved in vocabulary learning, i.e. the problem of word combinability, should be tackled more seriously than before”. It is so hard to create an accurate meaning of collocation since the meanings are not obviously stated. Still, researchers defined collocations from various aspects while administrating their examinations on word combination. Nattinger and Decarrio (1992) mentioned that collocations are “strings of specific lexical items that co-occur with a mutual expectancy greater than chance, such as rancid butter and curry favor”. James (1998) probes collocations as “the other words
any particular word normally keeps company with”. As stated earlier, different surveys have been administered in regards to the effect of acquaintance with collocational use on the betterment of second language proficiency in various skills.

5.1.12. Research Question 12

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

The twelfth null hypothesis was: There are not any kinds of collocation that are mostly used in the ESL students’ speaking task and some are used at least.

Twelfth research question analysis of data revealed that the experimental group that received web-based collocations instructions amended obviously from pre-test to post-test. So the twelfth hypothesis assesses mostly used collocation in the ESL students’ speaking ability and some were used at least. Mostly and the least used collocation which was noticed in pre and post speaking test ability was counted and the result demonstrated that ADJ+N was mostly used collocation among the other kinds of collocation in pre and post speaking test and the number of ADJ+N was boosted greatly in post–test. V+N was at least collocation used in pretest while ADV+ADJ was at least collocation used in post test. The answer to Research Question twelfth is positive, and the twelfth hypothesis is accepted. So many linguists have proposed certain criteria for distinguishing different kinds of collocations. Benson, Benson & Ilson (1997)’s collocation classification was selected for this survey. Collocation classification is divided to lexical and grammatical collocations. Lexical collocations are composed of two or more content words, i.e. nouns, verbs, adjectives, and adverbs like: adjective + noun = sour milk, verb + noun: conduct research, noun + verb: dust accumulates, adverb + adjective: mentally disabled, verb
+ adverb or: move freely, adverb + verb: proudly present. While Grammatical collocations refer to combinations comprising a content word and a function word, which is usually a preposition like: noun + preposition: an increase in, verb + preposition: elaborate on, adjective + preposition: familiar with, preposition + noun: on probation.

It is not secret to scholar and second language learners that collocations are a significant part of language and also collocational proficiency can contrast between native and non-native speakers (Ellis, 2001; Fontenelle, 1994; Herbst, 1996; Koya, 2006; Lennon, 1996; Moon, 1992; Nation, 2001; Wouden, 1997). It is so obvious for everyone who is eager in acquiring English language, vocabulary and grammar are two fundamental factors of a language, while traditionally a great number of EFL/ESL teachers frequently focus on acquiring grammar more than vocabulary in their style of teaching. The importance of vocabulary in learning second language has long been neglected in EFL/ESL education. Recently researchers and linguists began to attract student’s attention to vocabulary learning and started to focus on the instruction of vocabulary in class activities (Nattinger, 1980; Channell, 1981; McCarthy, 1984; Nation, 1990). The study for collocations is one of the significant elements behind corpus linguistics. The concept is traditionally connected with the work of Firth, who developed “the study of key-words, pivotal words, leading words, by presenting them in the company they usually keep” (Firth, 1956). Jones and Sinclair (1974) explored collocation as the “regular collocation between items, such that they occur more often than their respective frequencies and the length of the text in which they occur would predict”. “While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972).
Siavosh (2003) studied on acquiring English lexical and grammatical collocations by Iranian EFL learners. When scholar investigated on types of collocations that learners used, realized that their performance differ in accordance with patterns of collocation “in favour of verb-noun collocations” along with acquiring lexical collocation is easier than grammatical collocations. Hashemi (2012) declared that EFL college (English fields and non-English fields), high school students and instructors suffer from lack of collocational knowledge due to collocation has been neglected in EFL class activities. Bahn and Eldaw (1993) scrutinized advanced German learners’ productive knowledge of 15 verb + noun collocations and realized that verbs translation that is a part of collocations causes various problems than the collocations of other lexical words. Scholars also stated that the collocational knowledge is alongside the general lexical knowledge. Murdoch, (1999) claimed that “increase learner participation, enable learners to self-discover language features and become aware of words and spoken language”.

5.1.13. Research Question 13

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

The thirteenth null hypothesis was: Web-based collocation instruction does not significantly improve ESL students’ fluency and coherence in their speaking performance.

Thirteenth research question analysis of data showed that the experimental group that received web-based collocations instructions improved considerably from pre to post speaking test. So the answer to Research Question 13th is positive, and the thirteenth hypothesis is accepted. It is clear that fluency and coherence in speaking ability is the
most significant elements in speaking well. Web-based collocations instructions had a
great influence on ESL students who participated as an experimental group in this
survey. By acquiring collocation within this treatment students learned a great number
of collocations and in this reason used them in their speaking very well. Zimmerman
(1997) claimed that the knowledge of vocabulary is a central part of language
learning. In broad terms learning vocabulary is a daunting task so EFL/ESL students
do not try hard to acquire the meaning and it is unavoidable that they possibly will not
remember the meaning of the words, or unfortunately they are not able to utilize the
words they have acquired. However they can remember the meaning due to they are
not aware of the suitable collocates. New vocabulary could be given with collocation
procedure which is so important for learning vocabulary; therefore learners will be
able to use these new words in their own performance (Nattinger, 1988). Sinclair et
al., (2004) defined collocation as “tendency of two or more words to co-occur in
discourse”. According to Jackson (1988,) collocation is nothing but “The combination
is not a fixed expression but there is a greater than chance likelihood that the words
will co-occur”. In recent years scholars witnessed that there is various interests in
utilizing computers for foreign language learning and teaching. A decade ago, just a
few numbers of researchers in western countries utilized computers in their language
classes.

Chapelle (1990) noted that “instructors need to understand how CALL can best be
used to offer effective instruction to language learners”. In general, verbal
communication is eminently important in acquiring language. Appearing recently in
the classroom of language, observable emphasis is specified to verbal exercises in
which students use the language they have acquired to communicate together. In other
words, computers have an effective contribution to the advancement of oral skills if
they are used correctly (Hammersmith, 1998). Fluency and coherence cause students speak without hesitation, having rare repetition and speaks coherently with fully appropriate cohesive features. Fluency is nothing but speaking smoothly and easily along with coherence means logical interconnections. Fluency and coherence draws the unity and skillfully manages speaking which follow the speaking topic. Web-based collocations instructions impressively influence on the fluency and coherence of ESL students’ speaking ability.

Hedge (1993) stated that “it is normally restricted to language production, and in ELT it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation”. Faerch et al., (1984 as cited in Hedge, 1993) declared three types of fluency: “a) semantic fluency, i.e. linking together propositions and speech acts (also known as coherence); b) lexical-syntactic fluency, i.e. linking together syntactic constituents and words; c) articulatory fluency, i.e. linking together speech segments”.


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?

The fourteenth null hypothesis was: There is not any significant relationship between the students’ cohesion and coherence ability in writing and their fluency and coherence ability in speaking.

Fourteenth research question analysis of data demonstrated that the experimental group that received web-based collocations instructions improved considerably from
pre-test to post-test in essay writing as well as pre-test to post speaking test. So the
answer to Research Question 14th is affirmative, and the fourteenth hypothesis is
accepted. All scholars and instructors are aware of the importance and necessity of
cohesion and coherence in writing task. Teachers also attempt so hard for helping
students write unity and skillfully paragraphing which follows the writing topic. As
well fluency and coherence in speaking ability is so crucial factor, which attracted the
attention of scholars and teachers. Fluency and coherence cause learners speak
smoothly, easily and use whole suitable cohesive features. In fact web-based
collocations instructions had a great impact on improving essay writing and speaking
ability. ESL students who participated in this study acquired appropriate collocation
through treatment. It is clear communicative skills like: listening, reading, writing and
speaking which are link in a chain. Certainly researcher in this study just worked on
two skills like: writing and speaking. The result of this hypothesis emphasized that,
when students stored a huge source of collocation or chunks they will be able to use
them in appropriate way while composing and talking. In this reason, there is a
significant relationship between cohesion and coherence in essay writing and fluency
and coherence in speaking ability. “In earlier days, linguists focused mainly on
written texts. But the second half of the 20th century is characterized by the
pluralization of speech activity research. One of the causes of this situation is called
pragmatic turn. “Written language is an important form of communication.
Consequently, learning to write well is an important educational goal and one that
requires the development of a complex variety of skills” (Struthers, et al, 2013). In
addition, writers with different developmental capabilities seem to utilize cohesive
devices variously from one another. For example, some researchers (Crowhurst, 1987;
Fitzgerald & Spiegel, 1986; Yde & Spoelders, 1985) realized that the grade level
impacts for cohesion, revealing that students at different levels utilize cohesive devices severally. A great number of scholars have pondered the important role of collocations in SLA (Second Language Acquisition) and TEFL (Teaching English as a Foreign Language). However each scholar worked on collocation from various aspect. In this reason there are various categories like: collocational use and its relation to proficiency in speaking and writing, contrastive and error analysis and the problem of translating collocation. Teaching collocations can elevate students’ proficiency in second language learning. Moreover recently teachers focus on the direct impact of teaching collocations in English language writing and speaking exact where the students face a problem of combining words. Although native speaker may also face a problem in combining words, foreign language learners try hard with making their writing and speaking more accurate and natural.

5.2. Control Group

As it is obvious two groups participated in this study: experimental and control group. An experimental or treatment group is the group that received the variables being tested.

Usually in statistical research, the researcher also used control group for determining the effect of treatment or intervention on experimental group. In reality instruction just will be administrated on experimental group. The control group does not receive any treatment or a standard treatment. In other words, control group is called also as a baseline measure. In this study the scholar administered the web-based collocations instructions on the experimental group while the control group received traditional method of learning vocabulary and the new vocabulary was given to the control group through traditional methods like: synonym, antonym and definition of the word. The
statistical outcomes revealed that the experimental group improved impressively after treatment. It means that web-based collocations instructions were effective as well as they can be applied in future for acquiring collocation and enhancing English language. Additionally the statistical result showed that control group also had improvement through traditional method but it was not very impressive in comparison to experimental group. In other words it was a regular improvement.

5.3. Implication of the study

The importance of English language is enhancing this language but not for increasing the numbers of individuals who acquire it as a first language. English is extending as a global language because it is increasingly the most common spoken language in the whole world. Swaffar, et al., (1982) stated that teaching is nothing but a dynamic interactional procedure that used by teachers. Indeed it is the process of interaction among the teachers, the learners and instructional tasks and this kind of interaction show itself as a different procedure to teaching. Despite the fact that research may not supply complete answers to teachers about the suitable pedagogical technique to employ (Johnson, 1992), it has the ability to inform language pedagogy by subjecting pedagogical activities to crucial survey (Ellis, 2003), and supply new perception into learning and teaching (McKay, 2006). Class survey has an important role in language pedagogy, but not because of awaring teachers about how to teach but due to the fact that, it enhances their awareness about the style of teaching and assists them spread reflective activity (Ellis, 2012), and this survey is not an exception. Even though a great number of pedagogical implication and firm implications can be applied according to the discoveries of this study, it’s better to say that the implications gleaned from this study should be treated with attention due to the fact that, web-based collocations instructions are a complex phenomenon and its benefits cannot be
considered without giving attention to pedagogical environment. It is clear that collocation is considered as one of the most important challenges in second language acquisition. Collocations are difficult to learn as they are arbitrary and numerous. Online concordancers and printed/online dictionaries are also useful resources. “There is a wealth of language learning activities on the Web, but those specific to collocations are rare” (Wu, 2010).

In spite of the general recognition of the prominence of collocation learning, and the developing utilization of computers in second language learning, a few surveys have been accounted on computer assisted or web-based collocation learning. This study demonstrated that teaching vocabulary through web-based collocations instructions improved the vocabulary learning more than traditional techniques. Acquiring vocabulary is a daunting task that is neglected in teaching by instructors. As well as acquiring collocation through web-based collocations instructions had a significant improvement on essay writing and speaking ability. For this reason, students can write accurately along with speak smoothly and naturally. Students store a huge number of collocations in their mind. English teachers could be encouraged to spend some more time for this kind of training in their classes in high schools, colleges and universities, and allocate more prominence to the use of specific learning strategies in vocabulary development in order to make vocabulary learning procedure more meaningful and effective for students. Based on the result of this study, the researcher propose that English language teachers must bear in mind the fact that students ought to be encouraged to expand a method of collocation learning which will lead them to be independent learners. Collocational knowledge is very important and teachers should not insist on a specific collocation teaching techniques and exercises. They ought to accept new innovations and encourage students to expand strategies for acquiring new
vocabulary. An implication to the other scholars in this field is to survey with a bigger group of students in a longer period of time due to expanded exposure to collocations is a significant element. It is obvious longer period time will assist to have the best outcome for students. Evaluation of web-based collocation instruction will be in progress and will result in improvement essay writing and speaking ability. It is hoped that web-based collocation instruction is an exciting development method that will change language learning. It is believed that teachers should describe the potential advantages of collocations in acquiring English language, which arouse the learners’ interest and motivation for acquiring collocation. In broad terms with more ability in using collocations, the anxiety of utilizing English language would possibly be decreased. Collocations perform an important role in writing and speaking tasks. The utilization of collocations absolutely enhances writing and speaking skills. “Acquisition of specialized collocations will enable learners to communicate in a professionally acceptable way” (Namvar, 2012). In reality, when time is restricted to express a message and use it in writing and speaking, students would feel to need more time to use prefabricated chunks to save time and energy. Particularly EFL/ESL students, who are unsatisfied about their word knowledge, acquiring collocation, will be more effective. Students perhaps benefit more from acquiring collocation with the help of computer assisted language learning. Students may be more eager in utilizing computer and internet to improve their writing and speaking ability. With using computer and internet, students are able to elevate the level of their English language knowledge. In general, the role of computer in language teaching and learning has changed impressively. Before computer just used for text, simple exercises and multiple choice drills, while nowadays pedagogical and technological development permit us to integrate computer technology into language teaching and learning
process. For instance: concordance software with large language corpora yield learners investigates language use in authentic contexts. As well the internet provides great chances for learners to communicate better in the target language.

5.4. Limitations

Even though the researcher attempted to the best of her ability to control for the intervening variables in the quasi-experimental study and the survey, there are still some limitations to this study that should be acknowledged. First, one intact class was selected for one treatment group and this raises the possibility that individual differences such as anxiety.

Using more crowded classes with comparable participants in terms of individual differences would provide more robust and reliable outcomes in future studies.

The second limitation of this study is that only two skills (writing and speaking) among four communicative skills (writing, speaking, reading and listening) were chosen by the researcher. In future studies, comparing different kinds of communicative skills like reading and listening will shed light on the differential effects of out-put pushing and input-providing techniques.

The third limitation is about the period of time interaction with web-based collocations instructions that in this study was relatively short. Whole data were collected for analysis was based upon the students’ contribution with web-based collocations instructions during three months treatment. In reality it is obvious that a longer duration of treatment would have provided great insights into the issues determined in this qualitative and quantitative study.
The fourth limitation is that, students were exposed only to the use of Free Online Collocations Dictionary - Pro Writing Aid, Cambridge Advanced Learners Dictionary and Web concordances. These resources helped students cope with their linguistics problems as well its value was confirmed in the discoveries. But there are more online /printed dictionaries and web concordances that can assist students to increase their collocational knowledge.

The fifth limitation of this study is that the researcher concentrated just on teaching collocation in order to improvement in the level of collocational knowledge of ESL students, also collocational errors are not included in this survey that is very obvious among students, so future research can focus on collocational errors.

The six limitation of this research is nothing but this survey limited to two achievement test for measuring collocational knowledge. Indeed, two essay writing and two speaking test for investigating the knowledge of collocation and its relationship to writing and speaking skills. While, more tests and more essay writing and speaking test is necessary for enhancing English language greatly.