ABSTRACT

Manifestly learning collocations play a significant role in second language environment acquisition. A great number of prior surveys reported, students’ lack of collocational knowledge and the problems they face within acquiring and using collocations. This study was designed to evaluate and explain the effect of web-based collocation instruction on two crucial task; essay writing and speaking ability along with the possible relationship (correlation) between collocational knowledge, essay writing and speaking ability. The researcher selected seventy-six college freshmen female students, at JSS Law College for Women in Mysore, India. In order to homogenizing students Nelson English language proficiency test was administered. After proficiency test Sixty-five students (35 experimental & 31 control groups) participated in treatment. Pre and post test includes: a) Collocational knowledge test b) Essay writing c) Speaking test. Statistical analysis revealed that experimental group that received web-based collocation instruction performed significantly better than control group that acquired vocabulary through traditional techniques. On the basis of research findings, this survey concludes (1) Web-based collocation instruction is an appropriate instruction for learning collocation (2) Collocational knowledge is a resource of fluency and accuracy in written and spoken communication. (3) There is a strong relationship among collocational knowledge, writing and speaking ability. Pedagogical implications for further research are discussed on the basis of the research findings.

Keywords: Collocational knowledge, Essay writing, Speaking ability, Web-based collocation instruction.