

The relationship between collocation competence and writing skills of EFL learners

Bilan Mohamad Abdi

University of Djibouti, Djibouti
bilanmedabdi24@gmail.com

Adlina Ariffin

International Islamic University Malaysia (IIUM), Malaysia
adlina@iium.edu.my

Received: 09 April 2020; Accepted: 03 June 2020; Published: 04 June 2020

Abstract: This paper aims to highlight the importance of collocations in learning English as a foreign language. Learning collocations is deemed crucial for it enables EFL learners to position words in suitable context and use them appropriately. A word may not be correctly utilised or understood unless one is familiar with the immediate context in which the word is used. Furthermore, collocations are regarded as an important factor in communicative competence and in determining learners' level of proficiency (James, 1998; Nation, 2001). The current study aimed to explore the effects of students' knowledge of collocation on their writing production. The participants were 20 Djiboutian postgraduate students undergoing their studies in one of the higher learning institutions in Malaysia. Using a multiple-choice test consisting of 60 items and a writing test, this study sought to investigate the correlation between lexical collocation knowledge and writing skills of the Djiboutian students. The results from the study revealed a positive correlation between the collocational knowledge and writing production. It was also found that Djiboutian EFL learners did have difficulties in English lexical collocations. These findings corroborated the need for EFL students to learn lexical collocations in order to develop their writing skills. The outcomes of this study provide useful lessons to foreign language learners, teachers, curriculum designers and material developers in the teaching and learning of English as a foreign language.

Keywords: collocation competence, writing skills, collocational knowledge, lexical collocations, EFL learners

INTRODUCTION

The understanding of what we read and write is, to a great extent determined by our vocabulary. It is undeniable that vocabulary lies at the heart of language acquisition as asserted by considerable number of researchers such as Milton (2009) who considered vocabulary to be the building blocks of a language without which there is no language. In that sense, it is only vital for a language learner to be equipped with a rich vocabulary repertoire which is a key element in the mastery of any given language. As aptly put by Wilkins (1972), "There is not much value in being able to produce grammatical sentences if one has not

got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.111). This is the reason for which it is suggested that more attention should be given to the teaching of vocabulary as much as grammar in language classes (Krashen, 1988).

Within the field of vocabulary, researchers have highlighted the importance of word combinations, also known as chunks or formulaic language. These word sequences have been defined in diverse studies. While the definitions are varied, they overlap to some extent. Some of these chunks are predominantly put together to form a complex word altogether. However, some word combinations are created through a process called fusion where two or more words come together to form a formulaic language. These types of words are referred to as fixed expressions e.g. “all of a sudden” and semi-fixed expressions e.g. “at work”. Collocations, thus, are the semi fixed expressions and are less flexible than fixed expressions that are rather frozen.

To explain collocation, a prominent researcher, J. R. Firth (1957) once said “You shall know a word by the company it keeps.” This statement signifies that some words often occur next to each other and it can be predicted that when one word is found the other should come along (Namvar, 2012). This is due to the repeated use of these words as set by the native speakers of any given language. Moreover, Kim (2009) notes that, “Truly knowing a word means not only knowing the meaning of the word but also knowing the words with which it frequently co-occurs” (p. 1). To produce language effectively, learners need to have abundant supply of words from which they can pick the right ones to express themselves in an appropriate manner.

However, it is reported in various studies that EFL students’ level of collocational knowledge is in need of improvement (Alsakran, 2011; Koosha and Jafarpour, 2006; Shehata, 2008). Granger & Tyson (1996) hypothesised that learners are more likely to use less collocations in their writing than their native speaking counterparts, given that the use of such language is universally presented as typically native-like. This phenomenon is not only due to limited exposure to the English language but also it is argued that collocation is one of the factors that mark “non-nativeness” in the writings of both ESL and EFL learners. Lack of collocational competence is observed even in advanced learners who sometimes fail to produce acceptable collocations as used by native speakers.

RESEARCH ON COLLOCATION

In recent times, language instructors and researchers in the field of language teaching have given their attention and utmost consideration to collocations in language teaching and learning approaches, particularly for EFL learners. However, as stated by Benson et al. (2010) collocations are unpredictable and challenging for non-native speakers. ESL and EFL learners are likely to pick up new vocabularies individually without giving importance to the collocational properties that each word may have. They learn words individually and do not pay attention to the context in which the word may be used. This issue has raised the attention of teachers and researchers to emphasise on the importance of collocational instructions for language learners.

Various studies have been carried out to look into the relationship between general English language proficiency and collocational knowledge. One such study which delved into this matter was by Hatami (2015). The main outcome of the research indicated a positive relationship between the participants’ overall language proficiency and their collocational competence. In the same vein, an investigation on the same issue conducted by Abdullah and Noor (2013) concluded that even though more advanced ESL learners tended to use almost equal percentage of collocation of several lexical verbs as the native speakers,

the usage was observed to deviate from the norms of the native speakers which created a sense of ‘non-nativeness’. On this note, Henriksen (2013) opined that collocational competence is “acquired late and often not mastered very well by even fairly competent L2 language learners” (p. 29).

However, some studies indicated a negative relationship between participants’ overall language proficiency and their collocational competence. Haiyan (2015) conducted a corpus-based cross-sectional study on Chinese EFL learners’ written production where he explored the role of vocabulary growth and L2 collocation learning. The study revealed that there is a delay in L2 learners’ Verb + Noun collocations due to an increase in the lexical verbs acquired at a higher level. His study indicated that a rise in the L2 learners’ proficiency level delays the learners’ collocational knowledge. Another similar finding was made by Bowen, Lin & Ziyang (2019) who investigated the Verb + Noun collocation of Chinese EFL learners. Their study made three important findings: firstly, that collocation accuracy did not improve significantly as overall L2 (second language) proficiency increases; secondly, that L1 (first language) influenced the acquisition of collocational knowledge and finally, deficiency in L2 knowledge affected collocation usage. Both these researches accentuated the negative association between the acquisition of collocational knowledge and language proficiency.

On the other hand, a study by Obukadeta (2019) showed a mix relationship between learners’ general language proficiency and their collocational competence. His study on the relationship between L2 learners’ use of collocations and frequency of and exposure to target language input signifies that the production of collocations increases in tandem with proficiency increase but the production of congruent collocations decreases as proficiency increases. The most proficient group which produced more acceptable collocations than the others also produced the highest number of unacceptable collocations with L1 negative transfer being the biggest source of collocational errors.

The above-mentioned studies on collocations examined the collocational competence of EFL learners from different contexts; however, some inconsistencies are noted since some studies indicated a parallel increase of collocational competence with improvement in language proficiency while some claimed that language proficiency does not have any bearing toward collocational knowledge.

Several studies on collocation have also indicated that lack of exposure to the target language as well as collocation could cause serious issues in language learning which in turn can impact language production. For instance, Shehata (2008) investigated the influence on the use of adjective noun collocations and verb noun collocations by Arab EFL students. The participants of her study were 97 Egyptian students majoring in English. The data collection instruments for the study were divided into 4 parts. The first instrument was a fill in the gap productive tests. The second was an appropriateness judgment receptive test and third instrument was a vocabulary test while, the fourth instrument was a self-reporting questionnaire. The findings of the study revealed that the students’ native language and their learning context were two major factors influencing their acquisition of English collocations. The findings also showed that there is a positive correlation between the learners’ collocational competence and their exposure to the language.

Likewise, Ahmed (2012) explored the English lexical collocation knowledge of Libyan university students. The study was conducted using three instruments namely multiple-choice test, translation test and a self-reporting questionnaire. The multiple-choice test consisted of 60 questions on the different types of lexical collocations while the translation test was made up of 28 items. Lastly, a questionnaire was used to triangulate the data. The findings of the study indicated that the participants’ collocational competence was at a low level. The learners had problems with both reception and production of all patterns of English lexical collocations. The study also highlighted the importance of raising collocational awareness among EFL learners.

In this regard, El-Dakhs (2015) examined the collocational knowledge of Arab undergraduate students who studied English in an EFL environment. Particularly focusing on lexical collocation, the study aimed

to investigate the relationship between collocational knowledge and language exposure. The study used a designed collocational test to assess the participants who were 90 undergraduate students from a private university in Saudi Arabia. The outcomes revealed that the collocational proficiency of the participants was inadequate even though they studied in a university in which English is the medium of instruction. Moreover, the results indicated that collocational knowledge is positively related to increased language exposure.

Looking at the varied factors related to collocational competence, the present study aimed to find out the correlation between collocation competence and writing production of EFL learners. The essential features that set this research apart from the rest of the previous studies lie in the nature of the EFL learners and the context of the study. In general, Djiboutian students learn English language as a supplementary subject in their home country which is mainly restricted to the formal learning time. They are multilinguals who rarely use the English language in their daily activities except for academic purposes. Furthermore, French language is given more prominence than English language in Djibouti. On top of that, these Djiboutian students are learning English in a country where English is a second language which means that they do not have any direct exposure to English native speakers yet English language is very crucial for their survival.

This study aspired to look at the relationship between collocational knowledge and writing skills of the Djiboutian students to examine the correlation between the frequency in their correct use of lexical collocations and the writing scores attained plus to identify the most problematic type of lexical collocation they encounter in their learning. Additionally, it targeted to find out the problems they faced in acquiring collocational knowledge.

METHODOLOGY

In achieving the objectives of the research, the study employed a mixed method approach in collecting the data via collocation test, essay writing test and interview method. Mixed method, which integrates qualitative and quantitative approaches, is considered most apt to be applied in this study as it provides a more comprehensive understanding of the phenomenon under investigation compared to the utilisation of one approach (Almalki, 2016; Shannon-Baker, 2016). Twenty Djiboutian postgraduate students from a higher learning institution participated in this research.

Instrument

1. Collocation test

2.

The multiple-choice test was used to measure the participants' knowledge in lexical collocation. This test contained six lexical collocation type as classified by Benson, Benson and Ilson (1986) (Please refer to Figure 1). The items in the multiple-choice question were made up of 60 sentences.

The table below shows the distribution of all six types of lexical collocations in the collocational test.

Table 1: Number of items allocated for each type of lexical collocation

Type	Patterns	Number of recurrence	Item number
L1	Adj+N	12	2,14,19,29,32,33,36,42,44,45,50,52,

L2	V+N	11	8, 10,17,18,21,25,26,28,43,47,54
L3	N+N	12	11,12,16,19,31,34,35,37,39,40,46,60
L4	N+V	9	5,9,13,22,27,30,41,49,55
L5	Adv+Adj	7	4,6,7,15,23,53,57
L6	V+Adv	9	1,3,24,38,48,51,56,58,59

The maximum score for answering 60 questions correctly was 60 points. The researcher graded the test by referring to the Oxford Dictionary of Collocations (2009).

3. Writing test

The writing test was the second instrument used in this study. The researcher chose an IELTS essay topic as the main question which was “*Some people think that you can never understand the culture of a country unless they speak the language. Do you agree?*”. The writing topic was chosen based on “pertinence”, “brevity” and “clarity”.

The scoring for the writing test was done in two phases. In Phase 1, the researcher identified the number of correctly used lexical collocation in each essay and calculated the percentages. In Phase 2, a qualified ELT teacher from the university’s English proficiency programme was requested to assess the writing test of the participants. The teacher provided the band for each essay based on the IELTS essay marking scheme.

4. Semi-structured interview

For the semi-structured interview, the questions developed were aimed at identifying the problems learners faced in acquiring collocation and the reasons for such difficulties.

1. How do you feel about English language in general?
2. How often do you use English in your daily life?
3. How long have you been exposed to English language?
4. What are your methods/strategies to learn vocabulary?
5. Are you familiar with collocations prior to this research? If yes, how much do you know about it?

The present study utilized the classification model of collocational competence proposed by Benson, Benson, & Ilson (1986). In his model of classification, he divides collocations into grammatical and lexical collocations. A grammatical collocation, according to Benson et al. (1986), is a phrase consisting of a dominant word and a preposition or a grammatical structure; lexical collocation, on the other hand, consists of nouns, adjectives, verbs and adverbs. This research mainly focused on lexical collocation. Figure 1 below illustrates the classification model of collocational competence used in the present study.

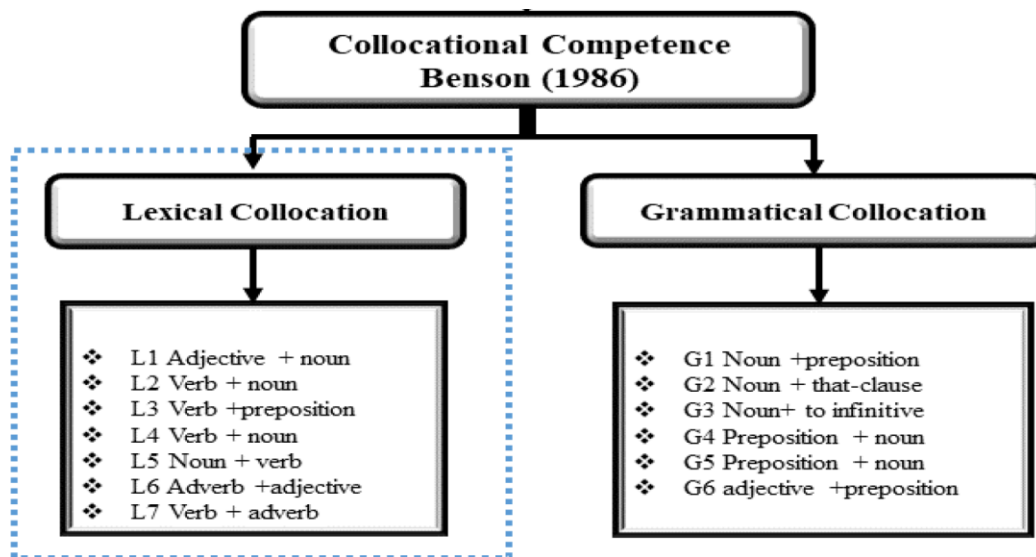


Figure 1: Classification model of collocational competence

FINDINGS AND DISCUSSION

Types of lexical collocation patterns used by the Djiboutian EFL learners

An essay writing test was administered to identify the types of lexical collocation patterns used by the students. The topic given was “Some people think that you can never understand the culture of a country unless they speak the language. Do you agree?”. The collocation patterns used in the writing task were extracted according to the classification model proposed by Benson et al. (1986). Then the frequencies of the correct lexical collocations used in the writing were tabulated. The scores attained for each lexical collocation in the writing test are as shown in Table 1. The result shows that *adjective+noun (Adj+N)* type of lexical collocation achieved the highest percentage of correct usage with 65%. This suggests that Djiboutian learners are more familiar with *Adj+N* type of lexical collocations compared to other types of collocation.

Table 2: Percentage of correct use of lexical collocations

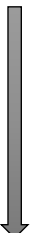
Student	L1	L2	L3	L4	L5	L6	Total score
	(Adj+N)	(V+N)	(N+N)	(N+V)	(Adv+Adj)	(V+Adv)	
1.	6	1	0	0	0	0	7
2.	1	0	0	0	0	0	1
3.	5	1	0	0	1	0	7
4.	1	2	0	0	0	0	3
5.	1	1	0	0	1	0	3
6.	0	1	0	0	0	0	1
7.	0	3	0	0	0	0	3
8.	0	1	0	0	0	0	1
9.	3	0	0	0	0	0	3
10.	1	0	0	0	0	0	1

11.	1	0	0	0	0	0	1
12.	2	0	0	0	1	0	3
13.	1	1	0	0	0	0	2
14.	1	1	0	0	0	0	2
15.	1	1	0	0	0	0	2
16.	0	0	0	0	0	0	0
17.	1	0	0	0	0	0	1
18.	3	0	0	0	0	0	3
19.	1	0	0	0	0	0	1
20.	1	0	0	0	0	0	1
Total	30	13	0	0	3	0	
	65%	28%	0%	0%	6%	0%	

Lexical collocation types are the most and the least problematic

A multiple-choice test was used to measure the participants' knowledge of lexical collocation. It contained 60 sentences which were developed based on the six types of lexical collocation classified by Benson et al. (1986). A statistical analysis was employed to determine the overall level of performance of the participants on the target lexical collocations in the multiple-choice test. The results, presented in Table 2, shows that the most difficult lexical collocation type was the L4 (*Noun+ Verb*) with only 49.2% of correct answers in total while the easiest was L5 (*Adv+Adj*) with 72.14%.

Table 3: Percentage of correct answers ranging from most difficult to least difficult

Most difficult	Lexical collocation	Patterns	Mean score
 Least difficult	L4	N+ V	49%
	L1	Adj +N	50%
	L3	N +N	55.8%
	L6	V + Adv	67%
	L2	V + N	70.83%
	L5	Adv + Adj	72.14%

Relationship between EFL learners' L2 writing skills and their collocational competence

A Spearman correlation test was used to determine the correlation between the collocation test results and the writing score of the participants (Refer to Table 3). The bands for the writing test were correlated with the scores of collocations which showed a significant level ($r_s = .59, p < .01$). Correlation is significant at the 0.05 level for a 1-tailed prediction. The p value was 0.038 which showed that there was a significant positive correlation between both outcomes. Hence, it could be deduced that the better the students were at using their knowledge of lexical collocations, the higher they scored in the writing test.

Table 4: Correlations results

	Collocation	Writ_Band
Collocation	Pearson Correlation	1
	Sig. (1-tailed)	.405*
	N	20
Writ-Band	Pearson Correlation	.405*
	Sig. (1-tailed)	.038
	N	20
*. Correlation is significant at the 0.05 level (1-tailed).		

The basis for the participants’ difficulties with lexical collocations

For the qualitative part of the study, a semi-structured interview was conducted with six Djiboutian students who were selected based on convenient sampling. The main purpose of the interview was to understand the problems they faced in learning English language and collocations and the reasons for such difficulties. The interview data was transcribed and analysed thematically.

1. Perception on English language

The first question concerned their overall perception of the English language. This question intended to elucidate their attitude towards English in general. The attitude of learners towards language is considered as an essential factor in determining language performance. Eshghinejad (2016) noted that there is a significant relationship between the students’ attitudes toward learning English and their performances in that language. The findings from this interview showed that all the interviewees had a positive attitude towards English as they all claimed that it is an ‘important language to learn’. Below is an excerpt of the reply from Respondent 2:

“Well umm, I think English language is one of the most used language in the world. so if you want to study you err probably you have to know English so it is a very important language. Nowadays everything is in English even study and books so it is very important to know”. (Respondent 2)

The response above clearly indicates that the student has a positive attitude towards English language. Moreover, Respondent 1 shared the same view towards English language. He said:

“First of all, personally ehhh I may say that English language is needed in today’s live, for now Umm, so as it become an international language. I feel proud to speak it and I think”. (Respondent 1)

Based on the answer given by the respondents above, it could be deduced that in general learners do perceive English language in a positive light. It is a ‘must have’ tool in order to succeed in academic life.

2. Exposure to English

The second theme covered by the interview was about exposure to language. It is usually assumed that exposure to language contributes a lot to the learning process. Moreover, exposure is one of the essential factors affecting EFL learners' language acquisition process. Krashen (1988) stated that learners with an early exposure to the target language are far more competent than their counterpart who were exposed later in life. Hence, in this study, the researcher attempted to elucidate the extent to which Djiboutian students have been exposed to English language. The answers from the informants were all similar where most of them reported that they started English in high school. This is because English is a foreign language in Djibouti and it is taught only as a supplementary language. It is clear from the students' answers that their exposure to English was only limited to class hours. However, the students reported that during their stay in Malaysia for the past two years, their level of exposure had increased as they were studying in a university where English is the medium of instruction. Below is an excerpt of the interview on this issue with Respondent 5:

“for the first in my country when I was in high school I started to learn English language but I was not giving attention because I was not interested. In my country no one use English so it was not very important like the French language” (Respondent 5).

3. Vocabulary learning strategy

The third theme elicited during the interview was about the strategies that these participants used in order to learn vocabularies and acquire new words. This question intended to probe on how the Djiboutian EFL learners approach vocabulary acquisition and the techniques they employ. The interviewees reported that they mostly resorted to dictionaries to find the meanings of unfamiliar words they encountered. One of the participants said:

“I used YouTube I was watching some movies in English to learn about the pronunciation and if words are difficult for me I search using dictionaries and I write try to memorize the definition and then use it with my friends when talking”. (Respondent 5)

Based on their answers, it is obvious that the participants were not accustomed to the acquisition of vocabulary in chunks. Oxford and Scarcella (1994) explained that “Relying on a dictionary as the primary way to increase vocabulary does not work, because good learners do not think about the definition of individual words”. This statement highlights that vocabulary should be learnt within context not in isolation. It can be deduced that since Djiboutian students are not familiar with vocabulary as chunks, this affected their acquisition of collocational knowledge.

4. Collocation awareness

The fourth and last theme of the interview focused on the topic of this study and the researcher asked the participants about their awareness of collocations. Although all the informants stated that collocation is a new concept for them, most of them performed well in the collocation test. Below is the response from Respondent 6:

“actually this is my first time hearing what’s collocations I get to know the meaning of collocations and how to use it from this research before this research I knew that some words should be used with some words but I didn’t know it is called collocations” (Respondent 6).

However, one of the respondents gave a brief description of collocations and it was as follows:

“I think collocations is something we learn unconsciously it depends on the words go together because there are errr some word if you put together it sounds wrong. I don’t know exactly the reason why I choose one word and not the other even though the two words have the same meaning. For example, when I say do homework I cannot say make homework because this ehhe look strange” (Respondent 1).

Respondent 1 provided information about how the concept of collocation is implicitly acquired by language learners as they themselves are not aware of it. A close look at the answers given shows that almost all the respondents are to some extent users of collocations but they did not realise that the process of selecting words that goes together is called collocations.

Overall, this part of the study intended to provide some explanations on the participants’ performances implied from the analysis of the interview data. It was revealed from the analysis that despite having a positive attitude towards English language, they actually lack the exposure of the target language by their unawareness of the concept of collocation in the English language. This echoes the findings made by Ahmed (2012), El Dakhs (2015) and Shehata (2008) which accentuated the importance of frequent exposure to the target language in increasing collocational production. Besides that, the data also revealed another important factor affecting their collocational competence which is their heavy reliance on dictionary in acquiring meanings of new words. They are accustomed to learning new English words at an individual level rather than in chunks and acquire the dictionary meanings of the words rather than the meanings in context.

CONCLUSION AND RECOMMENDATION

This study examined collocation used by EFL Djiboutian learners. The main objective of the study was to determine the collocational competence of the Djiboutian learners and its relationship with their writing skills. In order to reach the aim of this study, the researcher employed a mixed-method research design which combined the use of collocation test, essay writing and semi-structured interview. Based on the overall analysis of the quantitative data, a positive correlation was found between the students’ lexical collocation competence and their writing skills. Students who were competent in using their collocational knowledge scored higher in the writing test. This concurs with the studies of Abdullah & Noor (2013) and Hatami (2015) which showed a positive relationship between collocational knowledge and language proficiency. Moreover, the study revealed that the most difficult lexical collocation was Noun+ Verb while the easiest was Adverb+Adjective. Adjective+Noun type of lexical collocations was found to be the type of collocation which the students were most familiar with.

In addition, a closer look into the Djiboutian students’ source of collocation difficulties through a semi-structured interview unveiled that lack of exposure was among the main factors causing the errors. Therefore, it is indispensable for EFL learners to familiarize themselves with words

association and how words are put together to achieve fluency and near native language proficiency. Besides that, their overdependence on dictionary in enhancing their vocabulary acquisition does have an effect on their acquisition of collocational knowledge as they tend to learn new English words at an individual level rather than in chunks and acquire the dictionary meanings of the words rather than the meanings in context. In general, the present study highlights the fact that collocational competence does have a positive correlation with the EFL language learners' general proficiency level as depicted in their correct use of collocation in their writing production.

REFERENCES

- Abdullah, S. & Noor, N.M. (2013). Contrastive analysis of the use of lexical verbs and verb-noun collocations in two learner corpora: WECMEL vs LOCNESS. In S. Ishikawa (Ed.). *Learner corpus studies in Asia and the world Vol 1*: 139-160
- Ahmed, Zinab Ali Aboulgasem. English Lexical Collocation Knowledge of Libyan University Students. Bangor University (United Kingdom), ProQuest Dissertations Publishing, 2012. 10089566.
- Almalki, S. (2016). Integrating Quantitative and Qualitative Data in Mixed Methods Research - Challenges and Benefits *Journal of Education and Learning*; Vol. 5, No. 3; 2016.
- Alsakran, R. A. (2011). The productive and receptive knowledge of collocations by advanced Arabic-speaking ESL/EFL learners. Unpublished MA dissertation, Colorado State University, USA.
- Benson, M., Benson, E., & Ilson, R. (1986b). *Lexicographic description of English*, 24. Amsterdam/Philadelphia: Benjamins.
- Benson, M., Benson, E., & Ilson, R. (2010). *The BBI Combinatory Dictionary of English*. Amsterdam: Benjamin.
- Bowen, G., Lin Z. & Ziyan L. (2019). A Corpus-based Study of Collocation Production of Chinese EFL Learners. *International Journal of Education*. ISSN 1948-5476 2019, Vol. 11, No. 4. doi:10.5296/ije.v11i4.15895
- El-Dakhs, D.A. (2015). Collocational Competence in English Language Teaching: An Overview. *SSRN Electronic Journal* 6(1):68-82. DOI:[10.2139/ssrn.2834432](https://doi.org/10.2139/ssrn.2834432)
- Eshghinejad, S. (2016) EFL Students' Attitudes toward Learning English Language: The Case Study of Kashan University Students. *Cogent Education*, 3, 1-13. <https://doi.org/10.1080/2331186X.2016.1236434>
- Firth, J. R. (1957). *Papers in linguistics, 1934-1951*. London, Oxford University Press.
- Granger S. & S. Tyson (1996). Connector Usage in Native and Non-native English Essay Writing. *World Englishes* 15/1: 17-27.
- Haiyan Men. (2015). *Vocabulary Increase and Collocation Learning*. China: Springer
- Hatami, S. (2015). *Collocations of Farsi L2 Learners of English: The role of Proficiency and L1 Language Transfer*. Master thesis in English Linguistics. The Arctic University of Norway.
- Henriksen, B. (2013). Research on L2 learners' collocational competence and development – a progress report. *EUROSLA MONOGRAPHS SERIES 2 L2 vocabulary acquisition, knowledge and use*, 29-56
- James, C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis*. New York: Addison Wesley Longman Limited.
- Krashen, S. (1998). Comprehensible output. *System*, 26, 175–182.
- Kim, D. H. (2009). A study on the use of lexical collocations of Korean heritage learners: identifying the sources of errors. Unpublished thesis. University of Southern California, California.

- Koosha, M., & Jafarpour, A. A. (2006). Data-driven Learning and Teaching collocation of prepositions: The Case of Iranian EFL Adult Learners. *Asian EFL Journal*, 8(8), 200-216.
- Milton, J. (2009). *Measuring Second Language Vocabulary Acquisition*
- Namvar, F. (2012). Analysis of collocations in the Iranian postgraduate students' writings. *The Southeast Asian Journal of English Language Studies*, 18(1), 11 – 22.3.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge; New York: Cambridge University Press.
- Obukadeta, P. (2019). *Collocations in a Learner English Corpus: Analysis of Yoruba- Speaking Nigerian English Learners' Use of Collocations*. Doctoral Thesis Kingston University London.
- Oxford, R. and Scarcella, R.C. (1994). *Second Language Vocabulary Learning among Adults: State of The Art in Vocabulary Instruction System*, 22 (2) (1994), pp. 231-243
- Shannen-Baker, P. (2016). Making Paradigms Meaning in Mixed Methods Research. *Journal of Mixed Methods Research* 2016, Vol. 10(4) 319–334 DOI: 10.1177/1558689815575861
- Shehata, A. (2008). *L1 Influence on the reception and production of collocations by advanced ESL/EFL Arabic learners of English*. Published Master Thesis. The College of Arts and Sciences of Ohio University, Ohio.
- Wilkins, D. (1972). *Linguistics in language teaching*. London: Arnold