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**A STUDY ON TEACHING COLLOCATIONS  
(Verb+Noun)  
IN A SECONDARY SCHOOL EFL CONTEXT**

**URAL BOZOĞLU**

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IN A SECONDARY SCHOOL EFL CONTEXT

URAL BOZOĞLU

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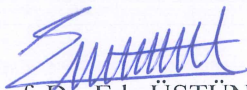
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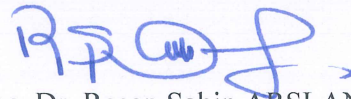
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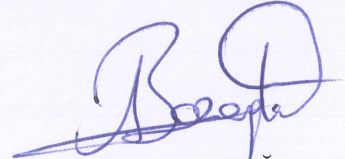
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Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan “A Study on Teaching Collocations (Verb+Noun) in a Secondary School EFL Context” başlıklı Yüksek Lisans tez çalışmasında;

- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
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## ÖZET

### İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRETİLDİĞİ ORTAOKUL ORTAMLARINDA EŞDİZİMLİLİKLERİN ÖĞRETİMİ ÜZERİNE BİR ÇALIŞMA

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Bu araştırmanın amacı, eşdizimlilikleri öğretmenin öğrencilerin kelime bilgileri ve bellekleri üzerine etkisini araştırmaktır. Çalışma; öntest, sontest ve ertelenmiş sontest olarak tasarlanan deneysel bir çalışmadır. Deneysel bir çalışma olarak tasarlanmış olmasına rağmen bu çalışma, katılımcılara yazma ödevlerinin verilmesi, açık uçlu soruların yöneltmesi ve alan gözlem notları gibi nitel veri toplama araçlarını da içermektedir. Araştırma, Türkiye'deki bir devlet ortaokulunda gerçekleştirilmiştir. Araştırmanın katılımcıları, 16'sının uygulamayı alan deney grubunda yer aldığı toplam 52 yedinci sınıf öğrencisinden oluşmaktadır. Uygulamadan önce tüm katılımcılar, deney grubu ile kontrol grubunun arasında kelime öğrenimleri açısından bir farkın bulunup bulunmadığını görmek için önteste alınmıştır. Uygulamadan sonra ise her iki grup, eşdizimlilikleri öğretmenin öğrencilerin kelimeleri daha iyi öğrenmesine yardımcı olup olmadığını anlamak için sonteste alınmıştır. İki hafta sonra, sontest her iki gruptaki katılımcıların belleklerini ölçmek için ertelenmiş sontest olarak uygulanmıştır. Nitel veri olarak öğrendikleri kelimeleri kullanıp kullanmadıklarını ölçmek için katılımcılara yazma ödevleri verilmiştir. Ayrıca katılımcıların eşdizimlilik hakkındaki görüşlerini öğrenmek için görüşme formunda açık uçlu sorulara yer verilmiş ve öğretmen, her iki grubu da uygulama boyunca gözlemleyerek notlar almıştır. Test sonuçları; eşdizimlilikleri öğretmenin katılımcıların kelimeleri daha iyi ve kolay öğrenmelerine, belleklerinde uzun süre saklamalarına yardımcı olduğunu göstermiştir. Deney grubunda yer alan katılımcıların ödevlerde de daha iyi performans gösterdiği görülmüştür. Bu katılımcılara göre kelimeleri eşdizimlilikler yoluyla öğrenmenin daha eğlenceli olduğu sonucuna varılmıştır.

**Keywords:** Kelime öğretimi, Eşdizimlilikler, Eşdizimliliklerin Öğretimi, Bellek

## ABSTRACT

### A STUDY ON TEACHING COLLOCATIONS (Verb+Noun) IN A SECONDARY SCHOOL EFL CONTEXT

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The purpose of this study was to find out whether teaching collocations would enhance learners' vocabulary knowledge and improve their retention. Our study was a quasi-experimental study with pretest, posttest and delayed posttest. Although the study was designed as a quasi-experimental study, it also included qualitative data collection procedures such as assigning writing tasks to the participants, field notes and open-response items. The study was carried out in a state secondary school in Turkey. The participants of the study were 52 seventh grade students, 16 of whom were placed in the experimental group which took the treatment. Before the treatment, all of the participants took the pretest in order to figure out whether a significant difference in participants' vocabulary knowledge would occur between experimental and control groups. After the treatment, both groups took the posttest to see whether teaching collocations helped the participants learn the words better. Two weeks later, the same posttest was conducted as the delayed posttest in order to check the retention of the participants in both groups. As for qualitative data, writing tasks were assigned to the participants to check the production. Open-response items were also included in the study in order to learn the participants' opinions about collocations. Moreover, the teacher took some notes by observing both groups during the treatment. The results of the tests showed that teaching collocations could help the participants gain vocabulary items better and easier. It was also concluded that the participants who were in the experimental group performed better in writing tasks and stated in the open-response items that learning words through collocations was more enjoyable.

**Keywords:** Vocabulary teaching, collocations, teaching collocations, retention.

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Ural BOZOĞLU

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## LIST OF ABBREVIATIONS

**ESL : English as Second Language**

**EFL : English as First Language**

**ELT : English Language Teaching**

**L1 : First Language**

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## CHAPTER I

### INTRODUCTION

#### 1.1. Field Background

As we live in a world in which almost all of the people from different parts of it share ideas and thoughts through English, teaching English has become more significant than ever. When it comes to ELT, the main focus was on how to teach grammar effectively in the past. According to Nunan (1991), vocabulary teaching had been seen as a part of grammar and handled under the grammar teaching before 1970s. This ignorance of vocabulary teaching caused learners to undergo some problems mostly related to using proper word combinations where needed, which is now named as productive skills in vocabulary teaching.

After so many years, with the introduction of communicative approach, the focus started to shift from grammar towards vocabulary teaching and nowadays, vocabulary has been seen as a vital area for both native and foreign languages (Morra & Camba, 2009). Whoever is involved in ELT should give special importance to how to gain vocabulary items effectively (Zu, 2009). Today, it is admitted that people who try to communicate with others around can express themselves with insufficient grammar use but they cannot express what they want with very few numbers of vocabulary. If one looks deeper inside the four main language skills which are listening, speaking, reading and writing, it is obviously seen that without vocabulary, none of these skills can be performed (Nation, 2005). So, no one can ignore how important vocabulary teaching is for doing the most basic daily requirements.

After the admission of vocabulary as the key element of both native and foreign language acquisition, how to teach and gain vocabulary items more easily and effectively creates another dramatic question. Many methods, techniques and strategies have been put forward in order to answer this question so far. Synonyms and antonyms, finding the definitions in the dictionaries using visual posters and explaining the target language equivalents of vocabulary items can be regarded as examples for these vocabulary teaching techniques (Hedge, 2001). For many years, vocabulary has been taught via these classical strategies. These strategies have forced learners to memorize words but not to produce anything with these words (Acat, 2008). So, in order to trigger learners' productive skills and to make them recall words easily, different strategies have been searched for. Thus, in ELT, it is not possible to say that one method is the only one which works with all the learners because learner differences really matter while teaching a language. Instead, which strategy is more influential in specific learner groups is definitely much more applicable. As an answer to this question, many researchers (such as Nattinger & DeCarrico, 1992; Willis & Willis, 2007; Richard & Rodgers, 2003 and Lewis, 2000) have claimed that instead of processing words individually, processing them as phrases and chunks can ease and enhance the vocabulary acquisition.

One of the preliminary researchers dealing with collocations is Nattinger (1988). He basically stated that collocations play a highly significant role in order to obtain necessary word combinations during vocabulary teaching period. What collocations mean is that two or more words come together and carry a meaning instead of individual meanings of each word. For this reason, association of companioned words can help learners retrieve the meaning from their memory. However, according to Nattinger (1988), the importance of collocations has not been understood enough since many language teachers still give more importance to grammar teaching. When it comes to vocabulary teaching, they mostly utilize synonyms and antonyms, translating and giving definitions in L1. Although these strategies can be sometimes useful, learners who are taught words through these strategies have some struggles using the words when they need them in communicative tasks. That is why chunks and collocations have a great importance in terms of communication.

The umbrella term which includes collocations is Lexical Approach. Lexical Approach is a language teaching method and it is put forward by Michael Lewis. Chunks and

collocations occupy the basis of this approach. Lewis (1997) indicates that collocations have been more important in Lexical Approach since even the native speakers store words as units of collocations in their brain. So, the proficiency of both a foreign language learner and a native speaker is mostly based on collocations.

Shortly, since acquiring the necessary amount of vocabulary is crucial for learning English, how to acquire these vocabulary items has been an important question for many researchers and scholars for decades. As an answer to this question, this research study tries to find out whether teaching words as collocations enhances learners' vocabulary storage.

## **1.2. Statement of the Study**

The aim of this research study is to figure out whether teaching collocations is going to increase learners' vocabulary knowledge and their vocabulary retention when compared to the predetermined vocabulary teaching techniques stated in the curriculum of Ministry of National Education. These techniques are synonyms, antonym, inferring the meaning from the text and translating the words into the learners' L1. Zimmerman (1997) indicates that vocabulary should be placed just at the centre of any language education although its value has been understood only recently.

The fact that vocabulary is significant in mastering all of the skills in English has been accepted and regarded as the basis for mastering in a language. From this perspective, implementing the appropriate techniques in order to teach vocabulary more easily and permanently is also crucial. It is teachers' responsibility to find the proper vocabulary teaching techniques which help learners to learn the vocabulary items easily and keep them in their long-term memory for better vocabulary retention. Yet, in Turkish context, a lot of English language teachers benefit from conventional techniques such as synonym, antonym and even the L1 translation of the words. Learners who are taught through these techniques can recall some of the words but they cannot produce any sentences with the target words or they cannot analyze which word goes with which during both written and oral communication. In order to fill this gap, this study aims to see whether teaching collocations is effective for learners' vocabulary retention.

### **1.3. Goal and Scope of the Study**

Without vocabulary, communication cannot occur both in written form and orally. Sheehan (2004) claims that English language teachers must be familiar with the lexical terms such as collocations as much as grammatical terms. If the vocabulary is such a vital aspect in ELT, then effective methods and techniques ought to be sorted out and implemented. For this purpose, although many research studies both around the world and in Turkey try to figure out whether implementing collocations in the classroom has any effect on learners' retentions and whether teachers can integrate this strategy into their own eclectic methods, there still exists a need for further studies especially in Turkey, where most of the language teachers still use classical ways of vocabulary teaching such as giving L1 definitions and encouraging only dictionary work. Therefore, this study aims to figure out that as a new strategy of vocabulary teaching, whether collocations can have any effect on learning words and recalling them when needed in a state secondary school in Turkey.

### **1.4. Significance of the Study**

Since vocabulary is admitted as the core of a language, how to teach vocabulary has gained great interest by both language teachers and researchers in the field. Because of this raising interest for vocabulary teaching, most of the studies have dealt with the theory and explanations related to lexical approach and its strategies such as synonyms and antonyms. Yet, very few of the studies have dealt with what is happening inside the classroom in terms of vocabulary teaching. Especially in Turkey where grammar is mostly seen and taught as the most important skill and vocabulary is taught only via memorization of L1 equivalences, collocations have not been studied by many researchers as a novel strategy for vocabulary teaching. However, language teaching is a pragmatic field which is beyond theory since communication forms the basis of each language. Della and Hocking (1992) stated that without having vocabulary proficiency, learners cannot express themselves and contact with others around, which means there cannot be any signs of interaction. Furthermore, if a learner learns a word by its definition, it does not necessarily mean that this learner can use it while producing written or oral structures. Vocabulary items need to be learned more productively.

Therefore, this research study aims to fill this gap and tries to find out whether collocations can improve the learners' vocabulary learning. Also, in many language classrooms in Turkey, language has been taught through traditional strategies such as giving L1 definitions and searching for the L1 meaning in the dictionaries. Benefitting from only these traditional strategies can lower learners' motivations and cannot attract the interests of all learners because of learner differences in language education. That is why this research study also aims to integrate a new strategy into language teaching environment in Turkey.

### **1.5. Research Questions**

As the world changes, needs and characteristics of the language learners change, too. Nowadays, this change is mostly towards communication-based learning and vocabulary teaching plays an important role in this process. There are many ways to teach vocabulary if the aim is just to teach words for memorization. Yet, words memorized by the learners do not usually help them write or speak. Something more effective and targeting the production proficiencies of the learners are required. Although traditional ways of vocabulary teaching are still popular among language teachers in Turkey, so as to provide more enjoyable and effective vocabulary learning process for learners, collocations can be an efficient way which can be implemented in secondary schools. To see whether they are beneficial or not in a secondary school in Turkey and if yes, to what extent they can be benefitted from, following research questions are addressed in the present study:

1. What are the students' opinions and thoughts about vocabulary learning and collocations?
2. Is there any significant effect of teaching collocations on students' vocabulary learning?
3. Does using collocations in an explicit way in language classroom improve students' vocabulary retention?

The Table 1.5.1 shows the distribution of the data collection tools according to these research questions.

Table 1.5.1

*The Distribution of Data Collection Tools According to Research Questions*

Research Questions	Tools
1. What are the students' opinions and thoughts about vocabulary learning and collocations?	<ul style="list-style-type: none"> <li>• Open-response items</li> </ul>
2. Is there any significant effect of teaching collocations on students' vocabulary learning?	<ul style="list-style-type: none"> <li>• Pretest/Posttest</li> <li>• Writing tasks</li> </ul>
3. Does using collocations in an explicit way in language classroom improve students' vocabulary retention?	<ul style="list-style-type: none"> <li>• Delayed posttest</li> </ul>

**1.6. Assumptions of the Study**

It is assumed that all of the participants in the present study are eager to be part of the process since this study is definitely based on learners' willingness. Since traditional ways of vocabulary teaching are implemented by many language teachers in Turkey, thanks to this research study, a new strategy which is using collocation to teach vocabulary is presented to the learners. Teachers in Turkey generally complain that learners do not study the words and they do not want to memorize them. On the other hand, learners usually complain that English language teachers always give us hundreds of words and order us to memorize them as our homework. If both sides of the process are not satisfied with both the process and the result, it does not need to be persistent on the method or technique. Teachers are supposed to find and implement new, more effective and enjoyable ways. Teaching words as collocations can both enhance learners' vocabulary knowledge and make this happen with ease and joy for learners for better permanence.

**1.7. Limitations of the Study**

This research study whose purpose is to figure out whether teaching collocations has a positive impact on learners' both vocabulary knowledge and their vocabulary retention is limited to only 52 secondary school students in a state school in Afyon. Thus, the

findings of the treatment included in the study cannot be generalized for all secondary school students in both Turkey and abroad. Moreover, as a data collection procedure, writing tasks were included in the study. Since this study is only related to the collocations which the participants can learn and remember, sentence structures of the tasks are not analyzed or commented. In addition, since the target participants of this study are secondary school students, the findings of this study cannot be seen as a fact for primary or high school students.

### 1.8. Definitions

**Lexical Approach:** Lewis put forward this term in 1993 as a new method for teaching language. What is different in this approach is that grammar comes after the lexis, which means that lexical items can enhance the language learning and even the language acquisition more than grammatical aspects. According to lexical approach, rather than single-word units, lexical units such as collocations are the fundamental parts of a language (Lewis, 1997).

**Collocations:** Palmer (1959) introduced collocations for the first time despite being implemented in the field for the first time by Firth (1957). Collocations can be described as the lexical units which are used together by native speakers of a language. According to Lewis (1997), collocational units are the vocabulary items which are frequently used together such as *do homework* and *make progress*.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Introduction

Vocabulary should always be placed at the centre of any kinds of language because communication takes place through languages and there cannot be any languages without vocabulary. Although vocabulary is that much important for both language acquisition and learning, its value had not been fully understood by both teachers and learners until a couple of decades ago. Because of some researchers asserting that syntax was much more important than lexicon at those times, vocabulary had always been disregarded and undervalued. At those times, mostly audio-lingualism and the direct method was popular among the language teachers and researchers. Vocabulary does not play a primary role in audio-lingualism especially at the very beginning of the teaching process. Instead, grammatical structures are at the center of process and if the words are simple enough to understand the grammatical structures, then they are taught to the learners (Zimmerman, 1997). The Direct Method, however, gives some importance to the vocabulary items but they ought to be taught only in-text form. The times when these two methods were favored in both ESL and EFL were also the times when teaching vocabulary either was a little popular or was not popular at all. Sometime later, Carter and McCarty (1988) stated that vocabulary started to be given the necessary significance by the language teachers and researchers. Since words form the basis for creating sentences, it does not matter whether they are correct or not in terms of grammar, they are also essential for communicating with people around. Ellis (1999) asserted that grammar and grammatical structures are much harder to search for than vocabulary knowledge, so much more importance should be placed on vocabulary learning.

The scholar and the researcher who put forward the term lexical approach was Michael Lewis (1993). According to him, within the lexical approach, lexis which means the vocabulary items and some grouped words lie just at the heart of learning a language. Thanks to these chunks and grouped vocabulary items, learners' overall language proficiencies can develop much more effectively than grammatical structures. One of the most obvious contributions of the lexical approach to the vocabulary teaching and learning is that according to this approach, vocabularies are divided into two groups. One is conventionally known vocabulary items separated word by word then listed and required to be memorized. The other one is word combinations, words which go together, chunks and collocations. This distinction allows teachers to think about their lesson plans and do necessary modifications according to predetermined lesson objectives since the techniques used to teach words are supposed to be determined in line with teaching goals.

Among these chunks, grouped words and collocations, the one which gets more interest and attention is collocations. Collocations are two or more vocabulary items which are used together and sound correct. While teaching vocabulary items, handling the items as collocational units helps learners to recall the words frequently used together. Lewis (1997) states that instead of thinking words as single, thinking them as collocations is much more effective.

## **2.2. Vocabulary Teaching and Learning**

At the times when the concept of second language learning first occurred, most of the teachers were following the grammar-based syllabuses in order to teach a language because grammar was regarded as the fundamental element of teaching a language. These teachers claimed that grammar was more essential for a learner in order to master in target language. However, after being ignored for a long time by both teachers and researchers, vocabulary teaching is now seen as an important and irreplaceable part of the language teachers. While teaching and learning a language, structural system of that language is definitely important to teach and learn. Yet, having a good knowledge of that system cannot guarantee that learners can achieve sufficient amount of communication. On the other hand, when learners acquire enough number of

vocabulary items, they are able to express what they want in that language even if they do not know much about structural system of that language (Wallace, 1982). Now, a striking question occurs in the minds. How can vocabulary items be taught and learned effectively and permanently? Although a lot of English language teachers who accept vocabulary as the key point of English spend a great amount of time trying to teach words to the learners, the outcomes cannot reach the desired level. So this question stated above attracted a lot of attention by the scholars and researchers. Since both teachers and learners are aware of the importance of vocabulary and the mistakes made during skill-based activities are mostly related to insufficient amount of vocabulary, teaching and learning vocabulary need to be achieved according to planned and systematic techniques (Nation, 1990). Thanks to numerous research studies carried out in the field, a lot of information is gathered about vocabulary and through what kinds of ways it can be acquired by learners. Though vocabulary learning means solely memorization of words according to many teachers and learners, it actually means much more than that. Having a good knowledge of a word should also mean remembering and benefitting from it when necessary during written or oral interaction. Also, knowing a vocabulary item ought to mean writing it in a correct way in terms of spelling and using it with other words which can be used together. According to Taylor (1990), there are some necessities for learners to be said that they know a vocabulary item. These necessities include;

1. Knowing how frequently the word is used in target language,
2. Knowing in what functions and situations the word can be used,
3. Knowing what other words the word can be used with as collocates since rather than isolating words, learning them in combinations with other words can enhance the probability of remembering the words during interactions,
4. Knowing the morphemes which the word derives from,
5. Knowing what the word actually means,
6. Knowing how many other meanings the word has,
7. Knowing what the word means in learners' first language (p. 1-2).

As it is not possible for learners to learn all of the vocabulary items which are required to be known, how to separate the words which learners are not familiar with should also be taught to learners. What is more, learners need to be independent on dictionaries they

have while they are dealing with these words whose meanings they do not know because vocabulary teaching has become a field in which learners actively take part. After the importance of vocabulary teaching was accepted widely in the field, the notions and the ideas about the ways of teaching words underwent some changes. Learners started to be placed at the center of teaching and they are supposed to participate in the teaching activities more actively than ever. With the help of communication-based syllabuses and natural approach, obtaining a good amount of vocabulary and developing a long-lasting retention of words in mind have become major objectives to be achieved in order to be sufficient in using target language efficiently. Sheehan (2004) states that although focusing on teaching grammatical rules is favored by a lot of teachers and researchers as it is easy to follow and finish the grammar topics, some proof has been obtained recently emphasizing that instead of grammar teaching, vocabulary development should lie just at the center of the process of teaching a language.

Furthermore, a significant aspect of vocabulary teaching is selecting the correct words to teach. According to Nation (2005), deciding on what vocabulary items to teach depends on deciding on what parts and meanings of the word needs to be learned by learners. There are many different meanings which some words can have. So, how to make a decision on which ones to include in the teaching process is another hot issue in the field of vocabulary teaching. Teachers decide these according to where learners need to use the words, while speaking or writing, for what purposes they need them to learn, to send an e-mail or to read a newspaper. These circumstances and more are going to determine the content of vocabulary teaching. So, it is teachers' responsibility to work on vocabulary items to be sure that learners can learn them because the meanings and functions of the words which are decided to be taught are beneficial for learners.

### **2.3. Historical Background of Vocabulary Teaching and Learning**

Although many experts about vocabulary teaching agree that vocabulary is the fundamental part of language teaching, until a couple of decades ago, vocabulary had been neglected and undervalued by the researchers and teachers who were in favor of

teaching grammar first. Fries (1945) stated that grammar teaching was the basis of language teaching. Therefore, learners needed to be taught grammatical structures since learning a language was seen quite similar to drilling structures and habit formation. At those times, audio-lingual method was accepted quite widely in the field. According to this method, main focus while teaching a language should be on teaching grammar rules and carrying out intensive repetitions in order to be accurate in target language. In addition, lexical competence always comes after the structural competence in this method since vocabulary is just a secondary element which fills the grammatical structures. During the 1960s, a scholar whose name is Chomsky appeared and put forward some principles and theories. According to Chomsky (1957), language learning cannot be achieved well through making the process like a habit for learners but can be accomplished through generative grammar. Generative grammar means that all the learning process happens in the learners' minds. So it is a mental process for learners and rules are important for learning a language since thanks to the grammatical rules, correct structure for a specific situation is generated in learners' minds. Despite all these changes in language teaching, grammar still stayed stronger and more significant than vocabulary.

The years when the pragmatism and social communication started to be favored were the 1970s. Using the language effectively became important at those times. With the communicative competence, Hymes (1972) especially stressed the importance of using a language for communicating in certain circumstances such as ordering a meal at a café, shopping for souvenirs, having a haircut and etc. according to him, all these daily life situations are the real times when learners can need to use the language properly. So, Carter & McCarty (1988) state that structural language teaching started to be seen as less effective in language teaching with the help of communicative approach. Because rather than speaking as correctly as a robot, speaking according to your communicative needs is much more pragmatic and helpful for the learners. When all these conditions of vocabulary teaching are taken into account, it can be surprising for many vocabulary learners that vocabulary was once seen just as a complementary figure in language teaching. Today, it is accepted as the key figure and this importance has been given to vocabulary teaching since the second half of 1970s. According to Nunan (1991) vocabulary teaching has started to be important and lexical items have started to be seen as the center units of communicative purposes from those times on. Rising interest in

how memory works, how to make learners store words for longer periods and how to remember them when they need has been the major reason for the today's significance of vocabulary teaching. One common solution for how to keep words in the learners' memory systems for longer periods is handling the vocabulary items as word combinations and collocations rather than dividing the words into single units and trying to teach them. Collocations form the basis of this idea and regarded as an effective and beneficial way of teaching vocabulary.

## **2.4. Collocations**

### **2.4.1. Definitions of Collocations**

Collocations are similar to idioms in that there must be two or more vocabulary items which go with each other in order to be called as collocations and idioms. However, Lewis (1997) states that these two terms, collocations and idioms are also quite different in that in collocations, learners can guess the meaning of a collocation from one of the words which it collocates. On the other hand, in idioms, it is not so easy to deduce the meaning from one word. According to Partington (1988), the scholar who put forward the term collocation for the first time was J. R. Firth who was an expert on linguistics. Firth's famous slogan which was "you shall judge a word by the company it keeps" is worth remembering even today since this slogan led a light on collocations for a lot of researchers to work on it and for a lot of teachers to benefit from it while teaching vocabulary. For example, one of Firth's students, Sinclair (1991) stated that a group of words which occur one after another or in a narrow line in a text can be named as collocations. Learners can make use of the collocates of a word in order to grasp the general meaning of that collocation. Regardless of the age of learners, when they run into a word which is not known for them, another word or words which accompany that word can help learners to deduce the meaning. One of what Hall (2006) suggests for learners trying to learn vocabulary is that learners should not force themselves to learn words as single units. Another suggestion proposed by him is that authentic materials such as newspapers and magazines include more collocations than the ones prepared especially for language teaching and in order to understand whether a group of words is

collocations, learners should be given proper education about identifying the collocations.

Carter (1998) claims that as collocations are groups of words which have frequent possibility of occurrence, this occurrence can happen in two ways; one is grammatical and the other is lexical. The first one means that a collocation consists of a word which can be noun, adjective or verb and a grammar-based structure such as prepositions. For the second one, lexical collocations are the collocations in which only nouns, adverbs, adjectives and verbs can be found. Simpson (1996), on the other hand, gives a definition for a collocation as grammatically combined words. In every language, collocations exist and they are cruel for language learner to master in target language. Native speakers of English have a good quality of collocational competence since they acquire them naturally. If learners can possess a good number of collocations, then it is surely possible for them to sound like natural, not for their pronunciation but for their word choice during their speech. When they cannot select the proper collocation for a specific situation, although what they want to express can be comprehended, it is not likely to sound as natural (Van der Wouden, 1997).

What is mostly emphasized in collocations is the probability of the words' occurrence together in a sentence since every one of the words can have possibilities of creating collocates with other words. For example, it is much more possible for the word "attitude" to be collocated by the word "positive" than the positive by the attitude since many other words can be used with positive although the number of words which can be used with attitude is less. There is not any structural rule that governs the formations of collocations, which means that collocations are not the word combinations occurring according to some determined rules or principles. So, there are no terms such wrong collocations since every kind of word in English can create collocations and this is not based on a rule. New collocations can always be created and used. Yet, collocations are not freely combined words. They are linked to their collocates through common usage and meaning. When the words in a collocation change, then the meaning changes, too. The meaning of a collocation is dependent on each of the words included in the collocations. For this reason, it is much easier to comprehend the general meaning just by looking at one of the words even if the other one is not known. According to Lewis (1997), three types of collocations can be mentioned and these three collocation types are listed and explained below:

1. Strong: A quite number of collocations can be categorized in this group.
2. Medium strength: The words which are frequently used as collocations and this frequency is much more than that of weak collocations.
3. Weak: The words which are used as collocations much more than random frequency (p. 30).

A collocation is a combination of two or more single words and Hill (2000) suggested that collocations can be created in following formations (In Deveci, 2004)

1. Adjective + noun  
heavy traffic
2. Noun + noun  
ceasefire agreement
3. Verb + adjective + noun  
learn a foreign language
4. Verb + adverb  
whispered softly
5. Adverb + verb  
half understand
6. Adverb + adjective  
richly decorated
7. Verb + preposition + noun  
speak through an interpreter (p.17)

According to Deveci (2004), since benefitting from collocations provides great advantages for learners in terms of being understood by the people they are having conversation with, learners improve their skills at selecting the proper collocations during the interaction. For all four main skills of English which are writing, speaking, listening and reading, collocations are great chances to deliver what is meant to be expressed. Like overall vocabulary teaching, two main parts of the teaching can be mentioned for collocations, too. One is recognition and the other one is production. Reading and listening are opportunities for learners to develop their recognition skills and via these skills; learners can identify the collocations appropriately. The other two skills, writing and speaking, are the platforms in which learners produce utterances, clauses of sentences by using the collocations.

As forming a collocation has no specific and determined rules, grouping collocations into categories is quite difficult. So, what teachers need to do while they are teaching vocabulary is that they should present the collocations as they naturally occur. Even if the formation is not formulated like a grammar rule, collocations are and should be regarded as beneficial parts of both vocabulary and language teaching. Word combinations with two or more vocabulary items can be called collocations if they are often used together. That is why teachers should always consider that each of the words in a combination is linked to one another so the meaning definitely depends on all of the words (Nattinger, 1998). Thanks to collocations, learners can create meaningful links between words and can understand the existing links more correctly. Collocations also help learners to deduce the meaning of a context by looking at collocations because they provide clues even though one of the words in a collocation is unknown. So when learners store collocations in their minds, they realize that even if a rule does not exist, collocations are formed in a particular way. For example, when they learn *take part* means participating in an activity, they do not even try to say *get part* or *buy part* without conscious. As they become master in vocabulary learning especially in collocations, they tend to make less and less mistakes related to formation of the collocations. So, it should never be missed that words must be taught in their natural combinations with other words not as single elements since this increases both the permanent storing of the words and the immediate recalling them in any situations (Wallace 1982). According to Williams (2003), there are a lot of possible definitions for what a collocation is. However, he prefers to define a collocation as the combination of two or at most three single words that go with each other with a meaningful structure. According to him, eight most common categories can be listed as:

<b>Verb + noun</b>	make the bed, catch a cold
<b>Adjective + noun</b>	hard times, soft music
<b>Verb + adjective + noun</b>	have a strong coffee, take the express train
<b>Adverb + verb</b>	completely forget, deeply regret
<b>Adverb + adjective</b>	highly recommended, highly profitable
<b>Adverb + adjective + noun</b>	richly decorated room, highly satisfying result
<b>Adjective + proposition</b>	aware of, responsible for
<b>Noun + noun</b>	board game, case study

Among thousands of words, it is quite difficult for learners to pick some words and state that these words are collocations. Despite this hardship, when they learn collocations once, then it becomes just like picking up an apple from an apple tree. Provided that learners learn English through collocations, word combinations and chunks, not only increases their mental storage of words but also helps them develop their pronunciation skills during oral communications. Zughoul and Abdul-Fattah (2003) assert that within the lexical approach, collocations have a notable privilege in that native speakers of English use the language as structural combinations and chunks. The more learners become successful at using correct collocations, the fewer mistakes they make while producing correct collocational combinations. They can also find the proper combination during a communication without thinking for a long period. One possible problem for learners may be the order of collocational combinations. Since native speakers acquire this order naturally from their birth on, learners learning English as foreign language or second language need to have adequate education on how to select proper words to combine in the correct sequence.

Vocabulary teaching and collocations have come a long way to be seen as important and may be the most important parts and elements of language teaching. Once there were only dictionaries which gave mere definitions of words and maybe an example sentence in which the words were used. However, today, different kinds of dictionaries exist and can be benefitted from by language learners. Collocational dictionaries are very common and affordable for many learners. They not only provide the meaning of specific collocation but also possible other collocational combinations of a word with other words. Even the native speakers of English benefit from already-prepared word combinations and chunks even idioms while they are uttering sentences. They can distinguish what combinations are inappropriate and appropriate since they started to be exposed to these naturally combined words as soon as they are born. Firth (1954) gives a name ‘‘*expectancies*’’ to this situation which means knowing which words generally create combinations naturally with which other words in written or spoken interactions. So thanks to these dictionaries and collocation-based vocabulary exercises, learners, no matter how old they are, can grasp and store vocabulary items in their minds permanently.

With these advances in vocabulary teaching, collocations are now seen as the practical ways of presenting natural word combinations existing in real life conversations or

written texts. This practicality is in learners' favor in that when learners understand how practical and easy producing sentences and communicating with the help of collocations and chunks are, they can start feeling that they can be successful at using the language since language is more than memorizing thousands of single words and vocabulary teaching can be practical (McCarty 1984).

#### 2.4.2. Varieties of Collocations

With the help of all the studies carried out as to collocations, it can be concluded that basically three types of collocations exist. First of these types is syntactically appeared collocations. Word combinations are formed according to their word classifications to which they belong. Hausmann (1989) claimed that there are six varieties of collocations:

Adjective + noun	deep sleep
Noun + verb	duty calls
Noun + noun	a clock radio
Adverb + adjective	seriously addicted
Verb + adverb	apologize publicly
Verb + noun	make appointment

According to Aisenstadt (1981), the category verb + noun should be dealt with deeply and divided into two different categories which are:

Verb + noun	take a nap
Verb + preposition + noun	result in dismissal

Furthermore, when prepositions are taken into account, some more classifications can be mentioned as well:

Noun + preposition	impact on
Preposition + noun	on strike
Adjective + preposition	good at

Second of the three types of collocations is semantically appeared collocations. For this type, semantic, the meaning of a word, is fundamental line that determines the differences between this type and the other types. Function is another term that can be used to describe the meanings of the words. For instance, "*deliver a speech*" is a function which means speaking in front of a specific crowd. So, all kinds of functions

expressed via collocational combinations are listed in this group. Finally, the last type of collocations is the commutability of collocations. Some words can create more than one collocation by combining with other words although some can only create one collocation. The second one is also called restricted collocations. For the restricted collocations, both of the words in some collocational combinations can be restricted to each other while only one of them is restricted to another word in other collocations. For example, “*have/take a look*” is a one-word restricted collocation on the other hand, “*take a nap*” is a two words restricted collocation. That is why for this type of collocation, whether the same meaning of a specific collocational combination can be expressed with other words or collocational combinations determines the commutability of collocations.

#### **2.4.3. The Significance of Using Collocations in Classes**

Collocations are word combinations whose significance in daily communications and language teaching and learning has been realized recently. Chunks, word combinations and structural word units can be all called collocational combinations. In English, it is believed that there are so many collocations that the exact number of them cannot be known. Since they are abundant everywhere in language, how important they are in order for a learner to master in English is clear. According to Sinclair (1991), collocations are the occurrence of word combinations frequently and they include combinations, chunks and word patterns which can be found while speaking a language and writing on a language. Collocations are considered to be crucial in different aspects. One of them is that because collocations, chunks or other word combinations are quite abundant in language, they are also claimed to be the basis of teaching and learning a language creatively.

Psycholinguistic studies reveal that speakers can be fluent when they stop processing information in their brain and start using the information stored in the brain simultaneously with the conversation. For this reason, instead of analyzing words, just memorizing the collocations which are structurally combined, learners can create fluent productions both in written and oral types of interaction because improving speaking should be one of the major aims which every learner ought to have. What is more, when

learners start using collocations more and more, the people whom they are talking to can have a much better understanding about what has been told them.

Another important aspect of using collocations is that every learner wishing to learn English also wants to speak like a native speaker. As native speakers use a lot of collocational or word combinations, which are predetermined structures, while they are using the language, it can be concluded that benefitting from these word combinations helps people speak better and more native-like. Whether people speak native-like or not, anyone who can speak English a little can both understand others speaking and can be understood by others around. However, the way a learner who is not a native speaker of English speaks can be frustrating for a native speaker. Wallace (1982) indicates that;

Not being able to find the words you need to express yourself is the most frustrating experience in speaking another language. Of course vocabulary is not the whole story: the system of language is also important. Nevertheless, it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; whereas if we have the vocabulary we need it is usually possible to communicate (p. 9).

So, anyone aiming at learning English should develop storing collocational prefabricated word combinations in their mind and using them during their production. In spite of all these significant roles collocations have during teaching and learning a language, they have just been regarded as significant and dealt with more delicately for only a couple of decades. Nevertheless, lexical syllabus by Willis and lexical approach by Lewis are great chances for teachers wishing to focus on using collocations more frequently and effectively in their classes. These steps towards placing vocabulary in the centre of language teaching and learning may lack of some aspects such as observations systematically carried out of native or native-like speakers. Yet, when considered that vocabulary was ignored for decades, these efforts in vocabulary teaching and learning worth being praised.

Nattinger and DeCarrico (1992) state that there is no limit of the brain storage and instead of thinking and analyzing which words are proper to be used together and which ones are not for a specific circumstance, learners should select the correct combinations as fast as they can since communication flows and it does not wait anybody. In order to be fast during an interaction, storing words as units, collocations and chunks in the brain gives a great speed to the learners to choose and use appropriate combinations. Beside

positive aspects and perspectives of collocations for language teaching and learning, using collocations still have some unanswered ambiguous questions. For example: Şimşek (2008) states these questions:

1. What does ‘‘frequent’’ or ‘‘typical’’ mean in the definitions of a collocation?
2. Can any word combinations found in the textbooks be regarded as collocations?
3. What are the necessities for a word combination to be called as collocations?
4. Who can claim that a collocation sounds natural? (p.38)

Since collocations do not have any particular rules to govern which combinations are habitual and which ones are not, answering these questions is not easy at least for now. These unanswered questions create some difficulties for both language teachers and language learners, though.

#### **2.4.4. Studies Abroad**

Since the time when collocations started to gain importance on vocabulary teaching, research studies have been mostly emphasized on theoretical issues about collocations such as what the collocations types are and how they are built up. For instance, when the findings of Zhang (1995) are analyzed, it is found out that using grammar-based collocations is more common than lexis-based collocations when the proficiency level of learners are low and this is most probably because of putting emphasis on grammar more. On the other hand, few research studies have dealt with the practicality of collocations in classroom environment.

However, in terms of competence, how to use collocations in EFL classrooms and to what extent collocations are effective in order to enhance long-term storage of words and recalling them when needed should be more significant. For example, according to Webb and Kagimoto (2009), teaching collocations is effective in order to increase the number of vocabulary items which learners keep in their minds even if they are in a conventional learning environment. Nation (2001) and Ellis (2001) claimed that the proficiency level of learners is directly influenced by how many collocations they know

and how well they know how to use them. Moreover, collocations improve the vocabulary learning of the learners. Tseng (2002) conducted an experimental study with high school learners and it was concluded at the end of the study that learners taught through collocational units became more successful according to posttest analysis.

Some research studies have also focused on the comparison of collocations with the traditional techniques such as translating and explaining the L1 equivalences. For instance, when the findings of the study by Rahimi and Momeni (2012) are analyzed, it is stated in the study that teaching vocabulary items as collocations provides a great chance to gain more words and retain them in the mind for longer periods. Their study also shows that including collocations during the vocabulary teaching period increases the learners' language proficiency. Both Bonk (2000) and Gitsaki (1996) tried to see whether collocational competence affects the language proficiency of the learners. Both researchers concluded in their studies that there was a significant correlation between them, which means that as the collocational competence of the learners becomes higher, the language proficiency of the learners improves, too. According to William (2000), learners' capability of learning new vocabulary items through collocations increases as their proficiency levels progress. Thanks to all these findings and results, it can be claimed that if the vocabulary items are taught as co-occurring words such as collocations, learners can both enhance their vocabulary storage and improve their long-term memory storage.

Vocabulary and language skills which are speaking, writing, reading and listening are highly interrelated issues in language teaching. Without vocabulary, any kinds of those skills cannot be accomplished completely and correctly. To see how related vocabulary and language skills are, Hsu and Chiu (2008) carried out a research study to figure out if the collocational competence of the learners affected their speaking proficiency or not. According to the results of Hsu and Chiu's study, strong relationship existed between the collocational competence and speaking proficiency. If the learners can learn more collocations, they can speak much better.

In the Iranian context, Attar and Allami (2013) conducted a four-week experimental research study to figure out how teaching collocational units affected learners' speaking skills. According to the interview results of the learners, the experimental group far exceeds the control group in terms of speaking. Writing is another language skill which

is mostly associated with vocabulary. If the learners learn more vocabulary items, can they write better? A study on whether there is any relationship between learners' language proficiency on writing and their collocational competence is Hsu's (2007) research study in Taiwanese context. In that study, the researcher tried to find out whether learners' writing skills improve as their knowledge of collocations increases. After the analyses of the findings, the researcher stated in the conclusion part of the study that collocational competence played a significant role in enhancing learners' writing skills. It was also indicated in the study that the more collocational units learners used while writing, the higher their writing scores were.

As to the last research question of the present study which is about learners' perceptions about collocations, more research needs to be carried out in the field. One of the studies having been carried out so far is the study of Phuong (2012). In that study, Phuong (2012) wanted to learn what teachers think about using collocations while teaching vocabulary. According to the results of that study, teachers find collocations applicable and effective. On the other hand, what are the learners' perceptions on the topic is also significant for teachers in terms of modifying their teaching styles. To see how learners think about collocations, Wu (2015) carried out a study using questionnaire and interview with learners. Their answers indicated that learners had positive attitude towards including collocations in their learning process. Learning the perceptions of the learners about collocations can create a chance to understand how learners can feel and what aspects of vocabulary teaching are missing during the teaching period. Thus, this can help teachers to fill the gap in their teaching methodologies in favor of learners.

#### **2.4.5. Studies in Turkey**

Although there has been shifting interest towards teaching collocations around the world for about two decades, collocations have attracted a little attention recently in Turkey. Ördem and Bada (2016) searched social, health and physical sciences in terms of collocational similarities and differences and concluded that physical and health sciences were really close to each other in terms of collocational verbs used. However, collocational verbs utilized in social sciences were quite different from other two fields. Balcı and Çakır (2012) conducted a research study in order to find out whether teaching vocabulary through collocations can affect learners' proficiencies. They found out that

collocations could be utilized as a major way of vocabulary teaching as using collocations can help learners remember the words more easily. Moreover, preparing groups of collocations and presenting them according to these groups can make the teaching more effective in terms of keeping words in the brain (Akpınar & Bardakçı, 2015).

In order to understand the correlation between the learners' reading proficiencies and their collocational competence, Ördem and Paker (2016) carried out an experimental research study whose purpose was to look for whether teaching words as units of collocations improves the retention of learners. According to the results of that study, it was indicated that the group which took the treatment was far better in keeping words in their minds and benefitting from them during reading sessions. Furthermore, Tekingül (2013) studied whether teaching collocations was more influential in reading proficiency than teaching words as single units. Interestingly, no significant difference was found according to the results of that study, which means that teaching both collocations and words as single units affected the learners' reading proficiency almost equally.

Since collocations are seen crucial in vocabulary teaching, how to teach them more effectively has been also an important issue to be tested by various research studies. To draw attention to this point, Akıncı (2009) carried out a study to see if explicit collocation teaching improves learners' overall knowledge of collocations. When the findings were analyzed, it was revealed that teaching collocations could be used as a beneficial way of teaching vocabulary. According to the study by Koç (2006), teaching collocations to the learners was beneficial for both learning of vocabulary items better and retaining them for longer periods.

Regarding the last research question which is about how teachers and learners think about collocations, Mutlu and Kaşlıoğlu (2016) conducted a research study on both teachers' and learners' perceptions. They benefitted from questionnaires and open-response items. At the end of the study, it was stated that both teachers and learners mostly agree on the significance of collocations in vocabulary teaching. However, the main thing which they did not think similarly was the time allocated for the activities including collocational units. While the teachers thought that the time was enough, learners believed more time needed to be allocated. All these research studies clearly

state that in order for learners to master in vocabulary and for teachers to make their learners masters in vocabulary, making use of collocations is a great chance and strategy and therefore, it should be integrated into classroom activities by the language teachers.

## CHAPTER III

### METHODOLOGY

#### 3.1. Research Design

Since quantitative data (through pre, post and delayed posttests) were gathered first and qualitative data (through open-response items before and after the treatment and field notes during the treatment) were gathered after the quantitative data were collected, the research design of this study is sequential explanatory design which is under the mixed method design. If the results of quantitative data analysis can be combined with the ones of qualitative data analysis, it can give a chance to reach more precise answers to the research questions (Cresswell, 2009). Gathering quantitative data ensures that any kind of change is because of the treatment, not anything else (Şener & Bostan, 2017). Pretest/Posttest design was implemented in the study to see whether there was any effect of the strategy which was supposed to be measured on vocabulary teaching. Furthermore, this design can lead researchers to determine the immediate effect of the treatment on the participants (Mackey and Gass, 2005). Qualitative data, on the other hand, provides comments, observations and opinions of participants in a study. Since these issues cannot be measured with quantitative data, gathering qualitative data and combining it with quantitative data can definitely enhance the reliability of research studies.

#### 3.2. Participants

This study was carried out during the spring term of 2018-2019 education year at a state secondary school. The participants of the study are 52 Turkish secondary school

students of seventh grade with the age range of 12 to 13 (21 male and 33 female). Why the seventh grades were chosen for the study was that the number of fifth and sixth grade students were not enough for homogeneity of both control and experimental groups and since all students were supposed to do writing tasks related to the pre-determined collocations weekly, fifth and sixth grades might not be suitable for such kinds of tasks. On the other hand, eighth grades were busy with their high school entrance examination. 36 students were placed in the control group which was taught through activities as proposed in students' course book and other 16 students were placed in the experimental group which was taught through collocations. Participants were assigned to both experimental and control groups according to their overall exam grades by the administration. After applying the pretest, it was ensured that the scores of the participants were similar in both experimental and control groups. All of the participants had similar opportunities to reach extra information about the subject of this study. None of the participants had any kind of health problems which could affect the treatment.

Table 3.2.1

*Participants' Demographic Features*

Gender	Number	%
Male	21	38.88
Female	33	61.12

### 3.3. Instruments

In order to obtain both quantitative and qualitative data in the study, the following instruments were utilized:

#### 3.3.1. Vocabulary test as the pretest/posttest / delayed posttest

Before starting the treatment, researcher prepared a vocabulary test as pretest, posttest and delayed posttest (see appendix E). As for the content of the test, verb+noun

collocations from the students' course book were selected. Some examples for the verb+noun collocations from the book are "save money, set a goal, make a wish, make a guess, break a rule, take a break, take a nap, pay attention, get permission and get a job". As for the question types of the test, they include choosing the correct answer(s) among multiple choices, matching given words with the pictures, matching vocabulary items with their collocates, fill in the blanks exercises.

When the test was prepared, expert opinion was gathered from four EFL academicians and necessary changes and modifications were done to make sure that the researcher-made vocabulary test could be both reliable and valid. This pretest was applied to be sure that there was no significant difference between experimental and control groups in terms of participants' level of vocabulary knowledge. At the end of the study, the same pretest was applied to both groups as the posttest with the aim of checking if there was any significant effect of the treatment on participants' vocabulary retention. After two weeks, the same posttest was implemented to both control and experimental groups again as the delayed posttest to check participants' retentions.

### 3.3.2. Open-Response Items

Both before and after the treatment, open-response items were used (see appendix D). Why open-response items were benefitted before and after the treatment was to see if there was any change in participants' opinions about learning vocabulary through collocations. In order to increase validity of the research study, expert opinions were gathered and necessary changes were carried out accordingly.

Table 3.3.2.1

#### *The Questions included as Open Response Items*

---

Q. 1. Genel olarak İngilizce öğrenme konusunda ne düşünüyorsunuz?

---

Q. 2. İngilizce kelimeleri nasıl öğreniyorsunuz?

---

Q. 3. Kelime eşdizimliliği hakkında ne biliyorsunuz?

---

Q. 4. Sizce İngilizce öğretiminde kelime öğreniminin önemi nedir?

---

### **3.3.3. Field Notes**

During the treatment, teachers took notes (see appendix F) about how participants in both groups reacted to the strategies used to teach pre-determined vocabulary items. In what aspects participants had positive and negative attitudes towards the strategies was also noted down by the teacher. Furthermore, any struggle which participants might have during the treatment was also stated by the teacher. All these field notes contributed to the results of tests and open-response items.

### **3.3.4. Writing Tasks**

After each week, participants were supposed to carry out a writing task which included weekly determined collocations. The main purposes of these tasks were to understand how both groups performed during the treatment and to see if there was any difference between the production skills of both groups. For example, participants were required to write some sentences describing a real or imaginary birthday party and possible good and bad things which might happen during the party for the first week's assignment (see appendix G). After they completed the task, how many collocations were used in the task was analyzed. For the rest of the weeks, see the appendix H, I, J, K and L. Some examples from participants' writing papers are presented in the findings part of this study without giving the names of the participants.

### **3.3.5. The instructional Materials**

The book which was benefitted for both groups was the same. Its name is "Moonlight English 7" and it is used in the Turkish secondary schools for seventh grade students. The book is written by Esra KANDILCI and published by Dikey Publishing. It is accepted as the course book for 2018-2019 academic year with the approval of ministry of education and contains 10 units. Since this research study was carried out in the spring term of the year, the vocabulary items of the study were selected based on the key words from the last five units of the book in order to increase the reliability because only the last five units had not been studied in the classroom yet.

### 3.4. Data Collection Procedure

In order to collect data during the study, the same vocabulary test was applied as pre-test, post-test and delayed posttest. The pre-test was applied in two groups at the same time without announcing it to participants beforehand. In the experimental group, teacher taught pre-determined collocations using pictures, fill in the blanks exercises and matching collocations with their meanings. In the control group, the teacher benefitted from vocabulary teaching activities which were placed in the participants' course book. Vocabulary items in these activities were placed separately as single words, not as collocations. These activities were based on matching words with their definitions and fill in the blanks. The teacher also asked participants to search dictionaries for definitions in the control group. After that, the teacher checked what the participants had found and corrected the ones which were incorrect.

At the end of the sixth week's treatment, the same pretest was applied to all groups as the posttest to make comparisons about how much they learned and to see whether teaching through collocations was influential. Two weeks later, the same posttest was applied again as the delayed posttest to check the participants' retention. In addition to these tests as quantitative data, open-response items as qualitative data were utilized both before and after the treatment. In addition, the teacher took notes about what happened in the classroom during the treatment for both groups and what the participants' attitudes towards the process were. These notes provided a chance to collect data during the treatment process. Since qualitative data is generally seen as significant in terms of understanding participants' thoughts, opinions and emotions, integrating qualitative data into quantitative data made the findings more important and also more respectable.

Table 3.4.1

*The Distribution of the Instruments According to the Groups*

Experimental Group	Control Group
Pretest	Pretest
Open Response Items (Before Treatment)	Open Response Items

Treatment	-
Posttest	Posttest
Open Response Items (After Treatment)	Open Response Items
Delayed Posttest	Delayed Posttest
Field Notes	Field Notes
Writing Tasks	Writing Tasks

### 3.5. Data Analysis

Both qualitative and quantitative data were gathered separately. However, after completing the analysis of each data, the relationship between these data was analyzed, too.

#### 3.5.1. Quantitative Data Analysis

Since quantitative data is related to numerical values, the results of pretest, posttest and also delayed posttest were analyzed with SPSS (version 22) program. The mean scores, significance and normality values were calculated by applying t-test with the program in order to interpret the quantitative data. The tables, descriptive statistics and analysis based on these data were placed in the findings part of the present study.

#### 3.5.2. Qualitative Data Analysis

The answers which the participants gave to the statements included in the open-response items both before and after the treatment were analyzed through coding process. First, the codes related to each question were determined and then, whether the answers which the participants provided were similar to these codes was stated. For example, answers to the question which is ‘‘*Genel Olarak İngilizce Öğrenme Konusunda Ne Düşünüyorsunuz?*’’ were coded as ‘‘*positive*’’ and ‘‘*negative*’’. Then, the answers of the learners were analyzed whether they were positive or negative

answers in terms of their attitudes. The whole process was implemented both before and after the treatment and later, the interpretation of the results was carried out. Also, the field notes were analyzed qualitatively. At the end of the analysis of both quantitative and qualitative data, an overall combination of the findings was discussed, compared to the results and the findings of the previously conducted research studies in the field and concluded.

## CHAPTER IV

### DATA ANALYSIS

In this research study, the researcher aims to see whether there is any significant impact of teaching collocations on participants' vocabulary learning and retention. Two groups were included in this study. One of them was control group and the other one was experimental group. Participants in control group were taught vocabularies according to the activities included in their books provided by Ministry of Education. On the other hand, participants in the experimental group were taught vocabularies as collocational units. 16 participants for the experimental and 36 participants for the control group, 52 participants in total, were included.

At the beginning of the study, a pretest which was prepared by the researcher and took the opinions of experts was implemented to the participants to see the proficiency level of each group. After the treatment was done, the same pretest was applied to the participants as the posttest to see whether the treatment made any difference in participants' vocabulary storage. And as the third and final quantitative test, the same pretest was implemented as the delayed posttest two weeks later to check the participants' vocabulary retention.

Beside these tests, teacher took some notes for each week's treatment while participants were carrying out the predetermined activities related to collocations. The purpose of these notes was to see in what aspects of the treatment participants would struggle and had some difficulties and in what ways teaching collocations would ease their vocabulary learning. Furthermore, open-response items including only four main questions were implemented to the participants both before and after the treatment. With these items, the aim was to see whether the participants' attitudes towards English

and vocabulary learning changed thanks to the treatment. As the final data collection procedure, with each week's collocations, participants were supposed to write simple paragraphs each week. Since learning a vocabulary item contains being able to use that item while speaking or writing, too, this production aspect of the study was taken into consideration as well.

#### 4.1. The Analysis of Vocabulary Test as the Pretest / Posttest / Delayed Posttest

Since 40 collocations were studied in this study, 40 questions in all of the tests were included and so, calculations were done according to points out of a hundred for each test. Pretest, posttest and delayed posttest were implemented to the participants and before starting the analysis of the data set, first, normality check was carried out to see whether the data was normally distributed. In this respect, the Skewness and Kurtosis values for the three variables (Pretest score, Posttest score and Delayed Posttest score) were all between the suggested range  $\pm 1$  which means that the data were normally distributed. In addition, Shaphiro-Wilk test results for Pretest score ( $p=.298$ ) and Posttest score ( $p=.062$ ) were insignificant, which means the data were normally distributed. However, the same test result for Delayed Posttest score ( $p=.008$ ) indicate a significant difference. But when the histograms and the Q-Q plots were examined it was decided that the normality assumption was not violated.

As mentioned in the methodology part of the study, 52 participants, 16 participants in the experimental and 36 participants in the control group, took part in the study. To be sure that there was not a significant difference between the proficiency levels of both experimental and control groups at the beginning of the study, a pretest was applied to the participants. Some statistical data of the pretest are shown in Table 4.1.1.

Table 4.1.1

##### *The Results of Pretest*

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental Group	16	17.97	9.584	2.396
	Control Group	36	18.47	7.821	1.304

When Table 4.1.1 was analyzed, it was seen that the mean of the experimental group is 17.97 and the mean of the control group is 18.47. On the other hand, standard deviations of each group are respectively 9.584 and 7.821. All these findings show that the distribution of both groups was homogeneous at the beginning of the study. Although this table provides some basic information about the proficiency levels of participants at the very beginning of the treatment, independent t-test for the pretest was utilized.

According to the results of independent t-test for the pretest, Levene's Test for Equality of Variances for pretest was calculated. Since the significance value of pretest (sig.=.384) is higher than .05, equal variances were assumed for the pretest. Moreover, Box' Test of Equality of Covariance Matrices was carried out and the significant value of this test was calculated as .166, which means that the proficiency levels of both groups were close. In this respect, independent t-test results were interpreted accordingly. As the significance value of the independent t-test of pretest (sig.=.842) is higher than .05, it can be claimed that both groups were distributed equally at the beginning of the treatment.

This shows that there is no significant difference between experimental and control groups. These test results also show that participants of both experimental and control groups perform almost similarly in the pretest before the treatment, which means that the participants are distributed to both groups homogeneously according to their test results.

Since one of the research questions of this study is about whether teaching collocations will affect the participants' vocabulary learning or not, the same pretest was implemented to the participants right after the treatment as the post test to see if there is any change in their vocabulary learning and if so, whether this change is significant or not. Table 4.1.2 shows the statistics of the post test.

Table 4.1.2

*The Results of Posttest*

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental Group	16	25.63	15.586	3.896
	Control Group	36	19.72	10.260	1.710

Table 4.1.2 indicates that the mean of the experimental group is 25.63 and the standard deviation of experimental group is 3.896. The mean score of the experimental group in the pretest was 17.97, which might mean that teaching collocations had a positive impact on participants' vocabulary learning according to their posttest mean scores. On the other hand, the mean score of the control group is 19.72 and the standard deviation of the control group is 1.710. The mean score of the control group in the pretest was 18.47 meaning that the experimental group outperformed the control group.

To be able to see whether the treatment employed by the researcher led any significant differences in terms of participants' vocabulary knowledge, a within-between subjects ANOVA test was carried out. The scores obtained from the three tests (pre-, post-, and delayed post-) were dependent variables whereas the type of group (experimental, control) was used as independent variable. Table 4.1.3 shows the descriptive statistics.

Table 4.1.3

*Descriptive Statistics*

	Groups	Mean	Std. Deviation	N
Pretest	Experimental Group	17.9688	9.58379	16
	Control Group	18.4722	7.82117	36
	Total	18.3173	8.30959	52
Posttest	Experimental Group	25.6250	15.58578	16
	Control Group	19.7222	10.26050	36
	Total	21.5385	12.29891	52
Delayed Posttest	Experimental Group	26.5625	13.84061	16
	Control Group	15.6944	7.47881	36
	Total	19.0385	10.97182	52

It can be seen in the Table 4.1.3 that the mean scores of the experimental group increased according to the test results of all three tests. On the other hand, the mean scores of the control group for all three tests increased a bit in the posttest but decreased in the delayed posttest. These results show that the treatment is effective since there is a significant difference between the scores of tests in the experimental group before and after the treatment.

In order to prove these claims scientifically, a MANOVA test was carried out and according to Multivariate test results, the significance value of Wilk's Lambda was .000

which was lower than .05 meaning that there occurred a significant difference between groups.

Furthermore, Mauchly's Test of Sphericity was carried out to learn whether the variance differences are equal. The results indicated that the significance value ( $p$ ) was .895 ( $p > .05$ ) meaning that sphericity was assumed for pretest, posttest and delayed posttest. That is why Tests of Within-Subjects Effects were done and  $p$  value was calculated as .000 ( $p < .05$ ), which means that a significant difference occurred within groups. In addition, eta squared effect which also means size effect was calculated in this test in order to figure out how effective the independent variable was on dependant variable and found as .215. This value means that size effect was high and the difference which occurred within groups was because of the treatment.

Since time (the treatment) was effective, pairwise comparisons were carried out to figure out where the difference occurred between times. The results are shown in Table 4.1.4.

Table 4.1.4

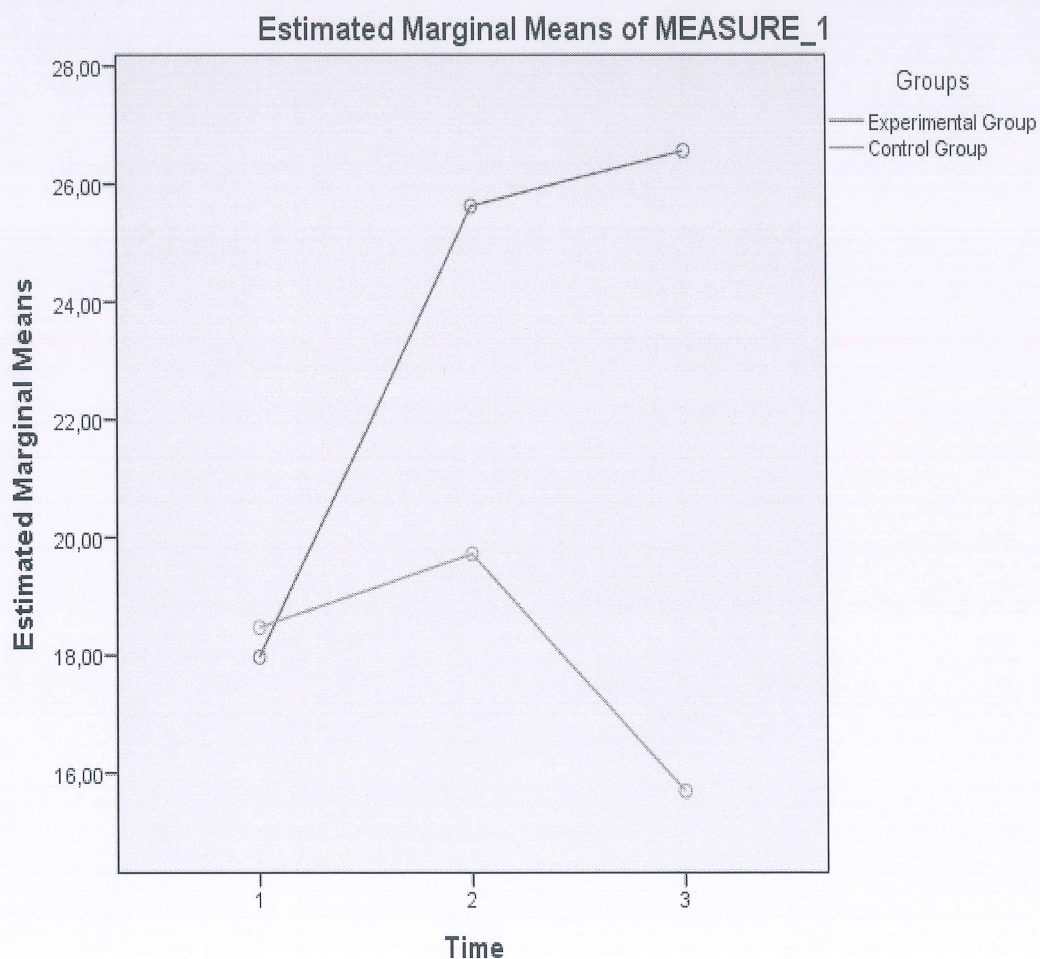
*Pairwise Comparisons*

(I) Time	(J) Time	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
1	2	-4.453*	1.054	.000	-7.065	-1.842
	3	-2.908*	1.116	.036	-5.673	-.143
2	1	4.453*	1.054	.000	1.842	7.065
	3	1.545	1.099	.498	-1.178	4.268
3	1	2.908*	1.116	.036	.143	5.673
	2	-1.545	1.099	.498	-4.268	1.178

At the beginning of the study, it was expected that there should be a significant difference between pretest and posttest and should not be a significant difference between posttest and delayed posttest in the experimental group to claim that the treatment was effective. In case the difference might occur because of something else, delayed posttest was carried out to eliminate this possibility. According to the results, all of the conditions remained the same and the only thing that changed between groups

was the treatment but the score of the experimental group did not change. So it can be understood that the difference which occurred was because of the treatment. This conclusion is shown in Table 4.1.5.

Table 4.1.5



When all these quantitative data were considered, the participants in the experimental group who took the treatment outperformed the others who were taught vocabulary items according to the curriculum based on their course book. Teaching collocations can ease the learning process and help participants remember the words easily.

#### 4.2. The Analysis of Open-Response Items

Before the treatment, a questionnaire which includes four open-ended questions was implemented to the participants. The aim of this questionnaire was to have an idea about

what participants thought and knew about both English and collocations. After the treatment was carried out and completed, the same open-response items were implemented to the participants again to figure out whether there occurred any change in the answers of participants. The analysis of each question both before and after the treatment is presented question by question.

#### **4.2.1. Question 1: What Do You Generally Think about Learning English?**

This question seeks to understand participants' opinions and attitudes towards English as a foreign language. Before interpreting the data collected through this question, the answers of the participants were coded as positive and negative statements and the comments were provided based on these codes.

After the answers of the participants of both control and experimental groups were analyzed, it could be clearly seen that most of the participants stated positive statements such as "*English is fun*", "*I can understand songs with English*", "*I learn new cultures*" for the first question before the treatment started. Moreover, some of the reasons stated by the participants about why they like English are even impressive. For instance, some participants stated that learning English could be helpful for their future work life. Also, some others indicated that through learning English, they could learn some new vocabulary items which they did not know even in Turkish, their native language, yet. So, it enhances their overall language proficiency according to their answers. However, there are still some participants who have negative feelings towards English. It was claimed in the questionnaire that English was really tough to learn and it was complex to understand.

On the other hand, after the treatment, the answers of the participants of the control group remained almost the same. According to those participants who indicated negative statements for this question, English is hard to understand and it is difficult to memorize words. These were the main negative answers which remained the same for the control group. For those who are in the experimental group, only a couple of negative answers remained the same. For example, at the beginning of the treatment, some participants stated "*English is difficult*" and "*I cannot learn English*". These statements remained the same at the end of the treatment. All others turned into positive attitudes after the treatment. Some reasons for this change based on participants'

answers are learning new culture through daily phrases, understanding word utterances around and being able to learn and apply what is learned is perfect. What is clear after the treatment is that teaching collocations might be a good way to teach words as phrases and this might increase both participants' knowledge and motivation.

#### 4.2.2. Question 2: How Do You Learn English Vocabulary Items?

With this question, the researcher wants to figure out whether participants of the study utilize any techniques consciously or unconsciously and if they do, what the names of these techniques are.

Some answers are "*I learn words through dictionary*", "*I memorize words*" and "*I write words on small papers*". According to the answers of all participants from both experimental and control groups, it is obvious that participants make use of different types of vocabulary learning techniques. For example, memorization is the most commonly used technique for vocabulary learning among all of the participants. Based on the answers, other techniques are writing the words on small pieces of papers and picking up a word and guessing the meaning, repetition, studying the dictionaries, creating links with the words already known, learning from the teacher, reading texts and recording their own voices with the definitions of words in their native language and listening to the recordings. Participants may not be aware of the names of these techniques but they benefit from some of them unconsciously. Furthermore, as can be seen, participants of this research study already use a lot of vocabulary learning techniques in order to improve their vocabulary knowledge. Among these techniques, benefitting from collocations has not been mentioned, though.

In order to learn whether any change or addition occurred when the treatment was completed, the same question was addressed to the participants of both groups. The techniques which the participants in the control group added are writing words on small papers and hanging these papers on the walls, studying the synonyms and antonyms, writing down the words again and again, asking and answering the vocabulary cards with friends and learning from pictures through smart board. Only the participants of the experimental group placed learning through collocations, learning through phrases among the list of vocabulary learning techniques.

#### 4.2.3. Question 3: What Do You Know about Collocations?

As the main focus of this study was to learn if teaching collocations can enhance participants' vocabulary knowledge and retention, with the help of this question, it was targeted to understand whether participants knew anything about what collocations were before the treatment. All the answers were analyzed and according to the results, except for a couple of participants, nearly all of them stated on the paper that they had no idea about what a collocation was. Those who are among the minority have written some statements which are a bit similar at least. What those among this minority wrote was that collocations were something like phrases or words that were known and utilized by everybody.

Once the 6-week treatment was over, the same question was again asked to the participants of both groups. As might be expected, participants of the control group could not give proper answers for the definition of collocations. They did not even state closer remarks on what the meaning of collocation was. On the other hand, participants of the experimental group indicated in their answers to the question that collocations are phrases, words used together and words which are accepted as units. From these results, it can be inferred that teaching collocations can also improve participants' awareness of how they learn vocabulary.

#### 4.2.4. Question 4: What Do You Think about the Significance of Learning Vocabulary in Learning English?

As the main subject of this research study is about vocabulary teaching and learning, this question was addressed to the participants of both groups in order to learn if the participants are aware of the significance of vocabulary learning in learning a language. Prior to the analysis of the answers given to this question, the answers were coded as positive and negative statements and the interpretation of the answers were carried out according to these codes. Both before and after the treatment, the answers of all the participants in the study were almost the same. For example, some participants from the experimental group stated "*English is a world language*" and "*We can communicate with people if we learn English*". Positive statements like these remained the same after the treatment. On the other hand, some participants from the control group stated

*“English is important in school”* and *“It is good but I cannot talk”*. These opinions did not change as well since the control group did not take the treatment. The treatment has not made a change in the answers of the participants for this question since most of them already provided positive statements towards the importance of vocabulary learning before starting the treatment. The answers of both pre and post questionnaire showed that learning vocabulary is important and without vocabulary, there would not even be a language. Also, improving vocabulary knowledge helps to learn English and through English, it is easy to talk to the people around. One of the other views which can be concluded from the answers is that a lot of events such as travelling, finding a job and translating the books are dependent on vocabulary items. Without them, none of these events would be fulfilled according to the statements of the participants on the questionnaire.

#### **4.3. The Analysis of Field Notes**

Participants encountered the term *“collocation”* for the first time in their life. It was clear from the first week’s notes that they did not even hear of something familiar. When the researcher asked what came to their minds when the term *“collocation”* was written on the board, participants could not make any comments. So, it was hard to explain the meaning of the collocations as well. The researcher used pictures in the lesson plan prepared for every week’s collocations in order to eliminate this hardship in the treatment process. On the other hand, as the course flow proceeded through collocations, participants started to be aware of what could be called as collocations. The participants claimed that the treatment was a new approach for them in terms of vocabulary learning. For this reason, they had some trouble in deciding what words were put together to create a collocational unit.

Moreover, at the beginning of the treatment, participants mostly tended to forget the meanings of collocations taught previously. As the weeks proceeded, they became more accustomed to the process and learning words as collocations. Since verb+noun collocations were targeted in this study, participants in the experimental group could not distinguish what words are noun and what words are verbs before starting the treatment. Thanks to the treatment, participants became familiar with word formations to some extent and this progress helps them to recognize collocations as complete units.

However, production part of the treatment which is creating sentences by the collocations taught each week was a big difficulty in the beginning. Participants did not even know how to start and proceed writing a sentence in general. So, that part was the most problematic area of the whole treatment. Although Turkish and English have different sentence formations and rules, participants generally tried to apply their native language formations while they were trying to produce sentences with the collocations. Yet, after a couple of weeks, with the help of learning collocations, participants started producing more accurate sentences in terms of using correct collocations in the correct meaning. Towards the end of the treatment, the number of sentences participants created correctly with the collocations they learned significantly increased. Finally, based on field notes, most of the participants in the experimental group were in favor of learning words through collocations while small number of them did not even have any interest for the lesson at all.

#### **4.4. The Analysis of Writing Tasks**

As the last data collection procedure, each week, participants of both control and experimental group were assigned a writing task which was supposed to be completed in the classroom so as to check how well they could utilize collocations during these tasks. In total, six writing tasks were assigned to the participants and the analysis of these tasks is explained in this part.

For the first week of the treatment, participants from both groups were assigned a writing task in which they were supposed to create or describe a birthday party with possible good and bad things which could happen before, during and after it. The researcher did not provide any vocabulary items on the paper to be used while writing the task. The aim was to understand whether there was any difference in benefiting from collocations between control group and experimental group. For this reason, only the number of collocations used in the sentences produced by the participants was considered as the main point of analysis. Grammatical or structural analysis of the sentences was not included and mentioned in this field of the study as our main topic is using collocations in vocabulary teaching. Participants of the control group, 36 participants in total, could not utilize even a single collocation while they were trying to write their ideal or their own birthday party. Not a single collocation was placed into

their sentences correctly. For example, some participants wrote “*present wrap*” instead of “*wrap a present*”. Some others stated “*see*” instead of “*have a look*” and “*bump into*” instead of “*have an accident*”. On the other hand, participants of experimental group, 16 participants, achieved to use five collocations such as “*throw a party*” and “*take a nap*” correctly during the task. The difference in the numbers of collocations used in the sentences between two groups might seem very slight. However, since we deal with how many collocations participants of each group benefit for their writing tasks, there seems that experimental group is a bit ahead for the first week.

Second week’s writing assignment for all of the participants was about fortune telling. They were assigned to write about future predictions for one of their friends as if they were fortune tellers. Participants were not provided any vocabulary items on their task papers to be used. Instead, they were expected to choose whatever word they wanted to use. Since the participants of control group did not take the treatment, they could not comprehend which words should go together to have a meaning. That is why they could not select correct words in order to create a meaningful collocation. An example from the participants’ writing tasks in the control group for this is given below.

Extract 1:

*Participant 3: You will win money.*

*You will grow friends.*

*You will take home.*

As can be seen in the sentences above taken from the writing assignments of the participants from control group, they tried to combine vocabulary items to explain their opinions. Yet, they had clearly no idea about the correct words which could create meaning collocations when used together. For example, the participant used some verbs (win instead of earn, grow instead of make and take instead of buy) to combine with nouns for meaningful utterances. On the other hand, participants from experimental group used 44 collocations in total while they were writing their sentences or paragraphs, which can show that the treatment helped the participants comprehend the logic behind the term ‘collocations’.

For the third week’s task, five public place names were given to the participants. They were asked to write sentences about the activities which can be carried out in these places. The participants of the control group tried to write sentences, some of which

were really meaningful. However, only one collocational unit was used while participants were writing these sentences. An example of the written task from the control group is presented here.

Extract 2:

*Participant 10: We go to hospital, if see a doctor.*

*Cinema very beautiful.*

*Hospital very boring.*

As can be seen in the extract 2, participants tried to express their opinions with different words even if some structural patterns were problematic. Omitting the subject and auxiliary is an example for these problematic issues. However, here, in this study, whether participants could benefit from collocations was the main analysis issue and the control group could not show any progress for this perspective. On the other hand, the participants of the experimental group used 24 collocational units while trying to carry out the same task in their sentences even though there were grammatical or structural problems for their sentences. Since the main aim was collocations, these problems would not be analyzed or taken into account. An example from one of the participants of the experimental group is provided as following.

Extract 3:

*Participant 16: You gym go do sport.*

*You the hospital go to should see a doctor.*

*You see a drama but theatre.*

From the extract 3, it is clear that participants of the experimental group tried to use as many collocations as they can in order to express their opinions. So, it can be concluded that teaching collocations has a positive effect on participants' writing skills. As for the fourth week's writing assignment, participants were asked to write about the effects of global warming and possible solutions for these effects. The participants who are in the control group could only use two correct collocations in total for this writing task. The extract below is taken from one of the participants in this group.

Extract 4:

*Participant 22: We should trees plant.*

*We shouldn't rubbish discard.*

*We shouldn't habitat pollute.*

Since the control group did not take the treatment, participants of this group did not know about how to combine words to create correct collocations. As seen from the sentences above, they have written "*trees plant*" instead of "*plant trees*". This can show that without the treatment, it is difficult for participants to create the correct collocational combinations even if they know the meanings of the words separately. However, the participants in the experimental group benefitted from 22 collocational combinations correctly for this task. An example is given here for more accurate analysis.

Extract 5:

*Participant 5: Global warming in necessary take precaution*

*Plant trees*

*Don't make a fire*

That the participants of the experimental group had some trouble in writing sentences correctly by obeying several rules related to the sentences formation. Yet, this point was not the criteria by which the writings of the participants were evaluated. Therefore, they could use much more collocations than the participants in the control group thanks to the treatment. The topic of the fifth week's task was about making suggestions about different situations which were provided for the participants in their paper. The researcher wanted to know how many collocations the participants of both groups used in order to give some suggestions for each situation provided. An example from the control group is placed here.

Extract 6:

*Participant 7: Shopping list should make.*

*Excess money not spend.*

*You baby take care.*

The participants who were in the control group utilized five collocations for their sentences in total even if some of the sentence formations were incorrect. On the other hand, the participants who were in the experimental group made use of 24 collocational combinations. From the example given, it is clear that the treatment helped them comprehend how to combine words correctly to make collocations and use these collocations in their writings.

Extract 7:

*Participant 8: You not have a haircut. You go out not. Have a cold.*

*You save some money. You make a list.*

*You will baby take care friends find.*

Since this research is a six-week study, the topic of the task for the last week was again giving suggestions for different situations from the previous week. Five collocations were included in the writings by the participants of the control group. However, in the experimental group, 44 collocations were used in order to give suggestions while doing the task. All these six tasks and sentences created by both groups indicate that when participants were taught collocations, they could both combine words correctly to create meaningful and appropriate collocations and include these collocations in their writings.

## CHAPTER V

### DISCUSSION, CONCLUSION, IMPLICATIONS

This research study aims to search for whether teaching collocations will have significantly positive effects on learners' vocabulary knowledge and retention. In other words, this study is an experimental research which compares the effects of the techniques used in the course book and using collocations.

#### 5.1. Discussion

Vocabulary plays a significance role in communicating with people around like the other parts of language. It is thought that the learners in EFL classes in Turkey have problems in expressing themselves because of the inadequacy in learning necessary vocabulary, which is a very common reason. Although learners in Turkey study English for years, they are not able to use English in daily needs. They also encounter some difficulties in using appropriate collocates of words mainly due to the fact that the sentence formations of English and Turkish are not the same.

According to Nist and Simpson (1993), storing the knowledge of what a word means is not a mere start for learning a language and much more is hidden behind the visible misconception which is memorizing words will be enough to master in a language. They, with this point of view, offer that classical vocabulary teaching techniques fail to improve the learners learning and retention of new vocabulary items as much as teaching collocations. A new way of dealing with vocabulary items was offered and

named as Lexical Approach. Nesselhauf (2005) stated that this approach was a broad perspective of vocabulary learning and teaching and more effective than mere mother tongue translations. Thanks to this research study, not only teachers but also learners can be familiar with using collocations because it was found out that utilizing from the collocations enhance learners' vocabulary knowledge and retention according to the findings of this study. Many research studies have found similar results with this study so far.

Ördem and Paker (2016) carried out a ten-week experimental study with the experimental and control groups. The purpose of this study was to understand if teaching words as collocations would improve learners' retention. For this aim, pre and posttests were implemented. The results indicated that there was a strong, positive relationship between using collocations and improving retention, which means that the results of this study are parallel with the results of the present study. Balcı (2006) tried to figure out whether using collocations and cliches created significance enhancement for language learners. In the conclusion and discussion part of the study, it was concluded that when learners became familiar with the collocations and how to use them correctly, their overall language proficiency increased. When compared to the results of our study, both study concluded that the more vocabulary the learners learned, the better they got in terms of language proficiency. Another study about collocations is the one which was conducted by Avcı (2006). This study was an experimental study aiming at seeing if there were any relationships between knowing collocations and writing skills. According to the results and conclusion of the study, the experimental group outperformed the control group meaning that storing the words as collocations helped the learners create better writing tasks. Since writing tasks were included as data collection instrument in our study, the findings were similar in that learners could produce more appropriate sentences as their vocabulary knowledge improved.

Furthermore, Maghsodi (2010) states that memorizations of the vocabulary items word by word is quick and popular, yet, there is no depth or detail and the learners cannot use the words in contextual tasks. In addition, according to Hsu (2010) who studied the impacts of teaching collocations directly on Taiwanese college learners' proficiency of reading and developing vocabulary knowledge, it is claimed that teaching collocations directly to the learners helps the learners increase the number of vocabulary items they know and also improves their long term memory by enhancing their retention. The

findings of our study are similar to his in that using collocations is a good way of teaching vocabulary for teachers. Moreover, Şimşek (2008) investigated whether teaching collocations would increase learners' vocabulary knowledge better than traditional techniques such as mother tongue translations. The results of this study showed that although using collocations was not more effective in learning new words than the classical techniques, it was more influential in retaining the words than traditional techniques. These results had both similar and different parts with the results of our study since it was concluded in our study that using collocations was more effective in both learning new words and retaining words.

Additionally, Qader (2018) carried out an experimental study on the effect of collocations on learners' speaking proficiencies. The hypothesis of this study was that knowing enough number of collocations correctly would enhance speaking fluency. According to the results of the study, the hypothesis was proved true and it was concluded in the study that the more collocations learners know, the better and the more fluent they can speak. Also our results are in line with the findings of Maghsodi (2010), Hsu (2010), Nist and Simpson (1993) who indicated that collocation technique is a useful way of teaching new vocabulary items in EFL classes.

However, Altınok (2000) suggests that using collocation technique does not have positive effects on learners group. Even if the results of his research study are different from our results, her suggestion is very similar to ours, which is that the collocations should be presented to teach new vocabulary items, especially for Turkish learners who face troubles in choosing correct collocations while using the words.

All in all, the results which were obtained after the analysis of every piece of data indicate that developing vocabulary with teaching collocations is a useful technique for improving vocabulary learning and retention of vocabulary.

## **5.2. Conclusion and Implications**

It is concluded that the results of this experimental research study which is about using collocations in teaching vocabulary are more effective compared to teaching vocabulary with classical techniques. According to our results, utilizing collocations in vocabulary teaching would be beneficial for secondary school students. Since all the test scores of

the experimental group were higher than the control group, teaching collocations enhance learners' both vocabulary knowledge. As to the delayed posttest, the scores of the experimental group were also quite higher than the control group. According to these results, it seems that the collocation technique was successful in enhancing learners' retention levels in the experimental group. However, in the control group, the techniques which the curriculum included in the course book were not as successful as using collocations in the experimental group. The study showed the potential impact of collocation technique in terms of vocabulary teaching. The results could suggest that using collocation technique may help better learning of new vocabulary in EFL classes. Additionally, the experimental group did quite different scores in the pre and posttests. In other words, the group made progress in their proficiency level during the vocabulary teaching. Thus, it might be offered that this new technique is a useful way for improving the learners' proficiency level. The situation is quite different in control group. There is not an important difference between the results of pre and posttests in this group. As can be seen in the analysis part of the study, the proficiency level of the control group did not significantly change. Therefore, we might propose that classical techniques of vocabulary teaching in the course book did not have notable impacts on the proficiency level of learners.

### **5.3. Suggestions**

Vocabulary was formerly disrespected to some extent since grammar was seen more important for language proficiency. It became important with new attitudes towards vocabulary learning. Therefore, learners should be aware of new vocabulary learning techniques. They should put an end to the traditional memorization techniques, preparing word lists or other classical vocabulary learning techniques which decrease their motivation. Teachers should get used to the new vocabulary instruction strategies and implement them in their classes. Collocation technique is a new and useful technique, so it can be applied even in secondary schools. McCarten (2007) supports our hypothesis which is teaching vocabulary through collocation is applicable by stating that it can be used consciously in advanced learners and unconsciously in lower levels.

According to our study, using collocations in vocabulary teaching is more effective than using classical strategies. Thus, English language teachers should give more time to use this technique in teaching vocabulary and give priority to the implementation of some vocabulary teaching techniques to help their learners' vocabulary learning. Deveci (2004) proposes that English teachers and theorists understand the importance of vocabulary much more compared to the previous years in that vocabulary supports the development of grammar. According to him, broad vocabulary knowledge does not mean anything for learners without grammar. A word is not so much thing on its own. So, teaching with collocations is required to support the learners' learning the language easily and effectively. With the help of our results, we can say that the teachers should increase their learners' awareness of understanding what knowing a word means. They should understand that memorizing the definition and translation of a word does not mean learners know this word. So, the collocations should be utilized to operate the word in context. Forming own learning system for learners should be supported to make them autonomous learners.

Furthermore, it can be suggested that teachers should not always use only one vocabulary teaching technique. They should be open to new techniques and refresh themselves to help their learners improve vocabulary learning. They should be ready to some negative assumptions of vocabulary learning and struggle to make their learners enjoy learning and improving their vocabulary. Studying the effects of collocations with a lot more participants for longer periods can be a suggestion for other researchers. The participants should be exposed to collocations extensively. It will be good to make the period longer for getting more reliable results particularly for young learners.

#### **5.4. Limitations**

Our study has some limitations in order to generalize the findings. First of all, this study was conducted only with the seventh graders in one secondary state school. Moreover, the number of the participants in our study is not enough to conclude that the results can apply to all of the learners in Turkey. Another obstacle for generalizing the findings is that there has been a limited time for teaching and learning vocabulary in the curriculum. Much more exposure to the collocations is needed, so this seems to be a

limitation for our study. Finally, the last problem is the attitudes of some learners towards vocabulary learning. They show negative attitudes even toward English, at all. We know that the findings may not be generalized to a wide range of population due to the small number of participants and limited scope of participants of this research study. However, we hope that the overall result of the study might be an initiation of further studies and researches on teaching vocabulary by using collocations in secondary schools.

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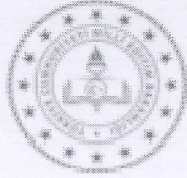
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APPENDICES  
APPENDIX A  
ARAŞTIRMA İZİNİ



T.C.  
AFYONKARAHİSAR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü



Sayı : 86649407605.01-E.7014656  
Konu: Ural BOZOĞLU'nun Araştırma İzni

05/04/2019

VALİLİK MAKAMINA

- İlgi : a) Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2017/25 sayılı Genelgesi,  
b) Muğla Sıtkı Koçman Üniversitesi Öğrenci İşleri Daire Başkanlığı'nın 28/03/2019 tarihli ve 32827 sayılı yazısı.

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü'nün Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans programı öğrencisi Ural BOZOĞLU'nun "A Study On Teaching Collocations (Verb Noun) Explicitly In a Secondary School EFL Context" konulu tez çalışmasında kullanılmak üzere 2018-2019 Öğretim Yılı Dönemi içinde Müdürlüğümüzle bağlı ilgi (b) yazı ekinde ismi belirtilen okullarda öğrenim gören öğrencilere ilgi (a) Genelgenin hükümleri doğrultusunda anket çalışması yapmaları, çalışmalarını tamamlandıktan sonra sonuçlarının birer örneğinin İl Millî Eğitim Müdürlüğüne teslim edilmesi şartıyla, Müdürlüğümüz AR-GE Birimi teklifi doğrultusunda araştırma yapmaları Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Metin YALÇIN  
İl Millî Eğitim Müdürü

OLUR  
05/04/2019

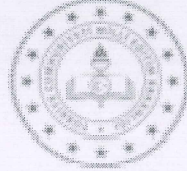
Dr. Mehmet BÖZTEPE  
Vali a.  
Vali Yardımcısı

Ek:  
- İlgili Yazı ve Ekleri ( 35 Sayfa)

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APPENDIX B  
ARAŞTIRMA İZİNİ



T.C.  
AFYONKARAHİSAR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü



Sayı : 86649407-605.01-E.7033177  
Konu: Araştırma İznî

08.04.2019

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) Valilik Makamı' nın 05/04/2019 tarihli ve 605.01-E.7014656 sayılı Olurları,  
b) 28/03/2019 tarihli ve 32827 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsünün Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans programı öğrencisi Ural BOZOĞLU'nun "A Study On Teaching Collocations (Verb Noun) Explicitly In a Secondary School EFL Context" konulu tez çalışmasında kullanılmak üzere 2018-2019 Öğretim Yılı içinde Müdürlüğümüze bağlı ilgi (b) yazı ekinde belirtilen okullarda öğrenim gören öğrencilerine araştırma çalışması yapabilmesine dair ilgi (b) talebi bulunmaktadır.

Müdürlüğümüz AR-GE Birimi tarafından "Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü" 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 sayılı yazısı ile yayımlanan 2017/25 No'lu Genelge doğrultusunda incelemiş olup ilgi (a) "Valilik Oluru" ve onaylanmış veri toplama aracı ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Fatih AKÇİL  
İl Millî Eğitim Müdür V.

EKLER:

- Valilik Onayı ( 1 sayfa )
- Onaylanmış Veri Toplama Aracı (... sayfa)

Not: 1- Anket çalışmalarında Müdürlüğümüz tarafından onaylanmış (mühürlü) veri toplama araçlarının çözülerek kullanılması zorunludur.

2- Çalışmalar tamamlandıktan sonra sonuçların birer örneğinin İl Millî Eğitim Müdürlüğüne teslim edilmesi zorunludur.

Ayrıntılı bilgi için Tolpa YEŞİLÇAYIR (Memur)  
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## APPENDIX C

### VELİ ONAM FORMU

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, " A Study On Teaching Collocations (Verb+Noun) Explicitly in a Secondary School EFL Context" adıyla, 01.04.2019 - 31.05.2019 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

**Araştırmanın Hedefi:** Kelime eşdizimliliklerinin |açıktan öğretiminin İngilizceyi yabancı dil olarak öğrenen ortaokul öğrencilerinin kelime bilgisi üzerine etkisi.

**Araştırma Uygulaması:** Test / Görüşme / Gözlem şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamen gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmaya tamamlanmayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumsuzluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşıp soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Üral BOZOĞLU

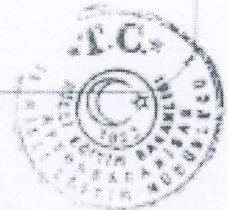
İletişim bilgileri : Tel: 5053410878 Mail: uralbozolu@gmail.com

Veli/bulduğum ..... sınıfı ..... numaralı öğrencisi .....  
.....'ne yukarıda açıklanan araştırmaya katılmasına izni veriyorum.  
(Lütfen forma imzalıdıktan sonra çocuğunuzla okula geri gönderiniz\*).

İsim-Soyisim İmza:

Veli Adı-Soyadı :

Telefon Numarası :



APPENDIX D  
GÖRÜŞME FORMU

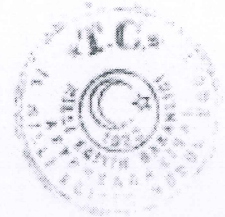
GÖRÜŞME FORMU

Araştırmacı, İngilizcede kelime öğrenimi ve kelime efdizimlilikleri hakkındaki görüş ve düşüncelerini öğrenmeyi amaçlamaktadır. Lütfen soruları nesnel bir şekilde ve etrafınızdakilere göre değil yalnızca kendinize göre cevaplayınız. Cevaplarınız tamamen gizli olacaktır. Ayrıca, cevaplarınız araştırmacının çalışmasında veri olarak kullanılacaktır. İş birliğiniz için çok teşekkür ediyorum.

Ural Bozoğlu

İngilizce Öğretmeni

1. Genel olarak İngilizce öğrenme konusunda ne düşünüyorsunuz?
2. İngilizce kelimeleri nasıl öğreniyorsunuz?
3. Kelime efdizimliliği hakkında ne biliyorsunuz?
4. Sizce İngilizce öğretiminde kelime öğreniminin önemi nedir?



## APPENDIX E

Class:

## Collocation Test of the Research Study

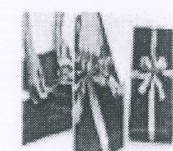
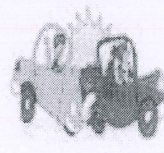
1. Fill in the blanks with the words in the box. Two are extra. (Boşlukları kutudaki kelimelerle doldurunuz. 2 kelime fazladır.)

throw catch take drama have do save

- A. see a \_\_\_\_\_  
 B. \_\_\_\_\_ a cold  
 C. \_\_\_\_\_ a break  
 D. \_\_\_\_\_ a look  
 E. \_\_\_\_\_ a party

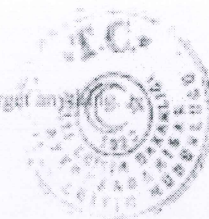
2. Match the pictures with the collocations in the box. Two are extra. (Kelime gruplarıyla resimleri eşleştiriniz. 2 kelime grubu fazladır.)

wrap a present take a nap make a guess get a job tell a lie take photographs have a haircut  
 light a fire plant trees have an accident do sports set a goal



3. Choose the best choice. (Doğru seçeneği seçiniz.)

- Before you go out at night, you should \_\_\_\_\_ permission from your father or he will be very unhappy.  
 a. break      b. make      c. get      d. see
- Where is John? I want to \_\_\_\_\_ a word with him.  
 a. have      b. take      c. make      d. set
- Animals are in danger today. We should take \_\_\_\_\_ to protect them.  
 a. part      b. video      c. action      d. care
- I was ill yesterday. So, I went to hospital to \_\_\_\_\_ a doctor.  
 a. tell      b. see      c. set      d. have
- Before my mother goes shopping, she always makes \_\_\_\_\_ in order not to forget anything.  
 a. a goal      b. part      c. money      d. a list



4. Match the words to create correct collocations and fill in the blanks with the correct collocations. (Doğru kelime gruplarını oluşturmak için kelimeleri eşleştiriniz ve eşleştirdiğiniz kelime gruplarıyla boşlukları doldurunuz.)

- |                |                 |
|----------------|-----------------|
| 1. make _____  | a. roles        |
| 2. tell _____  | b. attention    |
| 3. break _____ | c. part         |
| 4. take _____  | d. the truth    |
| 5. pay _____   | e. a prediction |

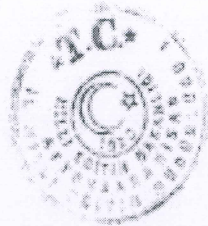
- A. Marry and her husband, Mike, are honest people. They always \_\_\_\_\_.
- B. In order to be a good citizen of your country, you should never \_\_\_\_\_.
- C. My parents \_\_\_\_\_ to what they say because they don't want to hurt us.
- D. Don't tell me the numbers of the lottery. Let me \_\_\_\_\_.
- E. When students \_\_\_\_\_ in the activities, teachers feel happy.

5. Fill in the blanks with the correct collocations. First letters of the words are given. (Doğru kelime gruplarıyla boşlukları doldurunuz. Kelime gruplarının ilk harfleri verilmiştir.)

- A. My dream car is too expensive. So, I must s\_\_\_\_\_ m\_\_\_\_\_ to buy it.
- B. Look! The cats are playing. Let's go and t\_\_\_\_\_ a v\_\_\_\_\_ of them.
- C. Jason needs to d\_\_\_\_\_ s\_\_\_\_\_ every day because he is fat.
- D. Hey Julia! Today is your birthday. Blow out the candles and m\_\_\_\_\_ a w\_\_\_\_\_ for yourself.
- E. I am going to Istanbul tomorrow and I want to say goodbye and t\_\_\_\_\_ e\_\_\_\_\_ of yourself.

6. Fill in the blanks in the dialogues with the correct collocations. (Doğru kelime gruplarıyla boşlukları doldurunuz.)

- |  |  |
|--|--|
| 1. A: Where are you going?<br>B: To my house<br>A: Ohh! I have a car. I will _____ you _____.<br>B: Ohhh. Really! Thank you very much. | 3. A: How can we protect polar bears?<br>B: We can _____ to protect them.<br>A: For example?<br>B: We should not waste food and water. |
| 2. A: What is your plan for the future?<br>B: I don't know.<br>A: Really! You should _____ for your future.                            | 4. A: Did Michael _____ any _____ for the party location?<br>B: Yes, he offered the cafe in the beach.                                 |
|  | 5. A: What do you think about cutting trees and destroying forests?<br>B: Ohh! They _____ on global warming.                           |



**APPENDIX F**  
**OBSERVATION FORM**

**Form completed by:**

\_\_\_\_\_

**School Name:**

\_\_\_\_\_

**Date of Assessment:**

\_\_\_\_\_

**Class Name:**

\_\_\_\_\_

**Time of Assessment:**

\_\_\_\_\_

**Observation:** Use this area to take notes during observation. Take notes related to the areas of positive and negative which learners may have during the vocabulary activities in the class.

## APPENDIX G

### Writing Task of Week 1:

You will write a small paragraph following the instructions below.

- Create your ideal birthday party or describe a party you have already had.
- Write about good things and bad things which can happen before, during or after a birthday party.
- You can exaggerate your story, use your creativity.

## APPENDIX H

### Writing Task of Week 2:

You will write a small paragraph following the instructions below.

- Let's say that you are a fortune teller and a girl comes to hear about her future from you.
- Tell your predictions about her job and friends.
- You can exaggerate your story, use your creativity.

**APPENDIX I****Writing Task of Week 3:**

**You will write a small paragraph following the instructions below.**

- **GYM – THEATRE – HOSPITAL – CINEMA – NATURAL PARK**
- **There are some public places above.**
- **You are talking to one of your friends and you will suggest going to each of these places and tell your friend what s/he can do in each place.**
- **Use your creativity.**

**APPENDIX J****Writing Task of Week 4:**

**You will write a small paragraph following the instructions below.**

- **Write about the effects of global warming.**
- **Write about the solutions for these effects.**

**APPENDIX K****Writing Task of Week 5:**

**You will write a small paragraph following the instructions below.**

- **There are 5 different situations below.**
  1. **A friend of yours has very long hair and s/he doesn't know what to do with his/her hair.**
  2. **A friend of yours wants to go out in a very cold weather.**
  3. **A friend of yours wants to buy a house but s/he wants advise from you.**
  4. **A friend of yours wants to go shopping today.**
  5. **A friend of yours wants to go to a holiday with his/her friends but s/he doesn't know what to do with his/her baby.**
- **Write some suggestions for these situations for your friend.**

## APPENDIX L

## Writing Task of Week 6:

You will write sentences following the instructions below.

- There are 5 different situations below.
  6. A friend of yours is a liar and you are sorry for him/her.
  7. A friend of yours wants to go out whenever s/he wants without asking his/her parents.
  8. A friend of yours wants to be successful in his/her career but doesn't know how to do it.
  9. A friend of yours always escapes from school, never come on time, etc.
  10. A friend of yours studies without stopping for even a minute.
- Write some suggestions for these situations for your friend.

## CV

**PERSONAL DETAILS**

Name and Surname: Ural BOZOĞLU

Place of Birth and Date: Ula/MUĞLA, 09/01/1991

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Telephone: 0 505 341 08 78

**EDUCATIONAL BACKGROUND**

Degree	Institution	Year
Bachelor	Middle East Technical University Faculty of Education Department of Foreign Language Education English Language Teaching	2013

**WORK EXPERIENCE**

Employment	Institution	Year
English Language Teacher	Ministry of National Education	2014-still on

**PUBLICATIONS**