6-1-2014

Investigating the effect of explicit and implicit instruction on the acquisition of verb + noun collocations: a case of L2 Egyptian learners

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Investigating the effect of explicit and implicit instruction on the acquisition of verb + noun collocations: a case of L2 Egyptian learners

A Thesis Submitted

To the Department of Applied Linguistics,
Teaching English to Speakers of Other Languages

In Partial Fulfillment of the Requirements

For the degree of Master of Arts in Teaching English to Speakers of Other Languages

By

Omneya Hesham Kamal

Under the supervision of **Dr. Lori Fredricks**

May 2014

Acknowledgments

I would like to extend my sincerest thanks and gratitude to

My adviser, Dr. Lori Fredricks,

for her invaluable and precious input and guidance

My second reader, Dr. Marilyn Plumlee & my third reader, Dr. Robert Williams

for their extensive feedback and support

My role model Dr. Manar Shalaby,

for her great support and encouragement

My family,

Hesham, Hayam, Manar, Abdelrahman, Hany, Haitham, Madiha & Essam

for always standing by me in all my endeavors

My friends,

Mona, Lydia, Dina and Karim

For their support

Dr. Atta Gerbil

for his great guidance

Without their help and encouragement, this thesis would never have been accomplished.

Thank you!

Abstract

This study examines the effect of explicit and implicit instruction on the acquisition of verb + noun collocations. It also investigates L2 learners' attitudes about learning collocations both explicitly and implicitly. Forty intermediate level Egyptian L2 learners of English were given a collocations familiarity test from which the researcher chose the 21 least familiar target collocations to include in the study. Two experimental groups composed of 20 participants each were taught the target collocations through reading, listening and speaking activities. One group was taught with the explicit method and the other was taught with the implicit method. A post-test was administered to both groups assessing both their receptive and productive acquisition of the target collocations. A Likert scale survey was conducted on the 40 participants to investigate the students' attitudes toward learning collocations. The results of the t-test indicated that the group of learners who learned collocations explicitly significantly improved their receptive and productive knowledge of the verb + noun collocations. The general attitude of both groups about learning collocations was positive, as most of the participants expressed interest in learning collocations in the future and felt that that learning collocations would raise their language proficiency level.

Table of Contents

List of Tables

List of Figures

List of Abbreviations

L2: Second Language

EFL: English as a Foreign Language

ESL: English as a Second Language

ELG: Explicit Learning Group

ILG: Implicit Learning Group

1. Introduction

1.1. Background and Rationale

The acquisition of vocabulary has been a topic of interest for researchers and teachers in the field of English teaching (Coady & Huckin, 1996; Khoii & Sharififar, 2013). Krashen (1988) refers to the importance of vocabulary acquisition and argues that it is as important as grammar acquisition. One cannot communicate using L2 without knowing a range of words that express different meanings and that is why vocabulary teaching is important to L2 learners (McCarthy, 1990). Within the field of vocabulary research, word combinations have attracted considerable attention (Shehata, 2008). A subcategory of word combinations is collocations. Collocations are "word combinations involving two lexical items, one of which is selected arbitrarily by the other lexical item to convey a particular meaning." (Melcuk, 1998, p. 14). Collocations are very important for the competence of second language learners and "have attracted substantial attention from researchers on second language acquisition in the past 15 years" (Pei, 2008, p.72). Firth is considered one of the first researchers who have drawn attention to the importance of collocations, as cited in Ellis (1996), he defines them as "the company words keep together". The term *collocation* is also defined by Cruse (1986) as a term which "refers to sequences of lexical items which habitually co-occur" (p. 40)

Research has shown that nonnative speakers need to have knowledge of collocations in order to produce natural and fluent language discourse and improve their competence as foreign language learners (Ellis, 1996; Produromou, 2003; Nation 2007).Lewis (1997) claims that collocations help L2 learners to communicate more effectively, because they have "the ability to say more of what they want to say with the limited language resources at their disposal" (p.33).

Shin and Nation (2007) argue that collocations help L2 learners to use the language in a fluent and native-like manner and they maintain that each language has thousands of lexical items that occur together and as the L2 speaker's knowledge of these items increases, his fluency increases. That is because the "chunked expressions" that L2 speakers use will enable them to decrease both "cognitive effort" and "processing time".

Previous studies have found that learning collocations is problematic for L2 learners (Ellis, 1996; Lewis, 1997; Produromou, 2003; Sehata, 2008; Miyakoshi, 2009; Pei, 2008; Vural, 2010). Learners face problems decoding and encoding meanings of words if they do not have enough knowledge of collocations (Vural, 2010) . In fact, learners usually sound foreign to native speakers when they cannot use collocations properly. Vural (2010) argued that "learners tend to combine words according to their meaning alone (and) they also process some items individually according to their meaning". Furthermore, Shin and Nation (2007) also claim that the limited knowledge of collocations is problematic for L2 learners who are in a grammar - based learning context as they may produce correct grammatical sentences but nevertheless sound non-native. Based on her experience as an L2 teacher in Egypt, the researcher noticed that the students have difficulties in acquiring collocations and that this hinders them from reaching an advanced or a near-native proficiency level as they tend to use vocabulary items that do not match correctly. An example of that could be their use of the verb receive with the word *cold* instead of the verb *catch* which mainly depends on their understanding of individual vocabulary words rather than word combinations. This present research aims at finding a suitable way of instruction that can help upper- intermediate Egyptian L2 learners of English to efficiently acquire collocations and thus move to an advanced or a near native proficiency level.

Shehata (2008) mentioned that Egyptian L2 learners face difficulties while learning and acquiring collocations and she attributes the poor knowledge of collocations of L1 Arabic learners of English to various factors among which are their unfamiliarity with the structure of English collocations and negative transfer from L1. As an L2 learner of English in Egypt, the researcher noticed that collocations do not get much attention from the teachers and are not focused on in the English language curriculum provided in schools. Vocabulary in general is explained through drills and exercises and even translated lists of words provided for the students to memorize. Students are also used to only learning individual words that form collocations. Consequently, students finish basic education without the ability to communicate or use the words they learned in context.

In the field of English language teaching, there has been a debate about the effectiveness of explicit and implicit instruction in vocabulary learning (Brown, 2007, Ellis 1997). Brown (2007) stated that examining whether the students are better served with explicit or implicit instruction is one of the "hot topics" of the preceding decade in vocabulary teaching. Furthermore, Ellis (1997), referring to both explicit and implicit instruction, mentioned that there have been "swings in the educational practice (which) make it clear that there is no simple answer to which of these methods is 'best'" (p. 291). Therefore, more research needs to be done investigating the effectiveness of both types of instruction on the L2 acquisition of vocabulary.

Brown (2007) defined explicit instruction as the "intentional exposure to lexical items". Explicit instruction is "when learners receive information concerning rules underlying the input" (Hulstjin, 2005, p.132). In the previous literature there has been a discussion on the definition of implicit learning (Hulstjin, 2005) which is viewed by Reber et al. (1999) as the processing of

input that takes place unconsciously and without an intention. Brown (2007) defined implicit instruction as the "incidental exposure to lexical items" (p. 435). Incidental learning is defined by Hulstjin (2005) as "The unintentional picking up of information" (p. 132) and is defined by Brown (2007) as the exposure to the language items through intensive input flood. Another definition of implicit instruction is that it is a method that involves teaching the students in an implied way while the teaching objective is not directly stated (Norris & Ortega, 2000). Implicit learning has been connected to inductive learning in which examples are given before rules, but some studies considered inductive as partially explicit as the rule is directly stated at a specific point (Hulstjin, 2005). In other studies, implicit instruction is not only incidental, it also requires drawing the learners' attention and raising their awareness and consciousness towards the L2 target items (Schmidt, 2001). The current study adopts the definitions of Norris and Ortega (2005) and Schmidt (2001). During the study treatment, implicit instruction included repetition and incidental exposure to the target items accompanied with teaching without stating the learning objectives and awareness raising activities in which the target items were embedded.

1.2. Research Gap

The existing literature addresses the effectiveness of both explicit and implicit instruction of collocations, but none of it addresses the effectiveness of both instructional methods on Egyptian L2 learners. In the previous studies, the implicit method of teaching is viewed as entirely "incidental" and mainly depends on input flood of specific target items in reading texts and nothing more is included. None of the previous research implemented implicit instruction while relating it to both incidental exposure (repetition) and awareness raising activities (reading, speaking and listening activities). The present research aims at implementing the implicit method as previously defined. It also aims at reassessing its effectiveness compared

to the explicit instruction which proved to be more effective in the previous research. Moreover, based on the reviewed literature no research has been done to examine the perceptions of Egyptians L2 learners on learning collocations through explicit and implicit ways. Thus, further research is needed to investigate the effect of both implicit and explicit instruction on the acquisition of collocations of L2 Egyptian learners and examine the perceptions of Egyptians L2 learners on learning collocations through explicit and implicit ways.

1.3. Research Questions

The present research attempts to answer the following questions:

1. Which teaching method, explicit or implicit, is more effective for Egyptian EFL learners' acquisition of verb+noun collocations?

2. What are the perceptions of Egyptian intermediate EFL learners on learning collocations explicitly and implicitly?

1.4. Delimitations of Study

Most previous studies in the field of collocations acquisition were done on verb+ noun collocations (Miyakoshi, 2009; Nakata, 2009; Shehata, 2009; Vural, 2010; Web & Kagimoto, 2009). These studies claimed that this type of collocation is the most frequently used. Other studies tackled other types of collocations. For example, Shehata (2009) focused on both verb+ noun collocations and adjective+ noun collocations and Rassaei and Karbor (2012) focused on adjective+ preposition collocations and verb+ preposition collocations. This study focuses on only verb + noun collocations and not on other types of collocations due to the availability of previous literature related to that particular type. Additionally, these collocations are very

frequent in the language and are problematic for L2 learners (Vural, 2010). Also most of the previous research was done on verb+ noun collocations and that gives the researcher the chance to compare the results of the present research to the results of the previous studies.

1.5. Definitions of Constructs

Collocations.

Web, Newton and Chang (2012) defined collocations from a statistical point of view as "a regular co-occurrence of words within a given span demonstrating a statistical strength of co-occurrence" (p.92). Miyakoshi (2009) also stated a definition of collocations which is based on a corpus point of view adopted by Kjellmer (1994), stated as follows: "collocations are sequences of items which are grammatically well formed." (p. 24). The present research views collocations semantically not syntactically. The definition of collocations closest to the current study is the one provided by Melcuk (1998) and used by Vural (2010). Melcuk (1998) defines collocations as "word combinations involving two lexical items, one of which is selected arbitrarily by the other lexical item to convey a particular meaning" (p. 14).

In this study collocations are distinguished from idioms. Vural (2010) defined idioms' specific features in which "meaning is not immediately deducible from the individual meaning of the elements in the combination." In other words, idioms are "frozen expressions whose meaning cannot be built compositionally from the meanings of its component words, and the component words cannot be replaced with synonyms" unlike collocations which "are sequences of words which habitually co-occur and whose meanings can be derived compositionally; they often permit a limited degree of substitution of their component words" (Vural, 2010, p.15).

Verb + noun collocations.

There are two categories of collocations, grammatical and lexical (Miyakoshi, 2009).

Examples of grammatical collocations as mentioned by Benson (1986) are:

- verb + preposition: *go for*
- adjective + preposition: *curious about*
- adjective + preposition + preposition: *fed up with*
- preposition + noun: *on time*

Examples of lexical collocations that Benson (1986) viewed are:

-verb + noun: *draw a conclusion*
-adjective + noun: *reckless abandon*
-noun + verb: *adjectives modify*
-noun + *of* + noun: *a piece of advice*
-adverb + adjective: *deeply religious*
-verb + adverb: *(to) apologize humbly*

The main concentration of the present research is on lexical collocations specifically, verb+ noun collocations. More examples of such collocations are: *take root, conduct a survey, strike a deal, polish shoes and make an escape.*

1.6. Definitions of Variables

The following variables are found in the design of the present study.

Independent variables.

- Explicit instruction: One group was taught verb+noun collocations through reading, listening and speaking lessons. The term *collocation* was introduced and the form and meaning of the target collocations were explained by the teacher.

- Implicit instruction: One group was taught verb+noun collocations through reading, listening and speaking lessons. The term *collocation* was introduced and the form and meaning of the target collocations were not explained by the teacher. The target collocations were consistently repeated and used in various tasks.

Dependent variables.

- Receptive/ productive knowledge of the verb+ noun collocation word form: Students are expected to recall the correct target collocations form which includes a specific verb and a noun and match the verbs and nouns together correctly.

- Receptive knowledge of the verb+ noun collocation meaning: Students are expected to recall the correct meaning of the target collocations form.

- Productive knowledge of the verb+ noun collocation meaning: Students are expected to recall the correct meaning of the target collocations form and to use the target collocation correctly in a meaningful sentence.

Control variables.

- Collocations familiarity: The researcher chose the 21 collocations that the 40 participants were not familiar with after a collocations familiarity test which included 50 collocations was answered by the students before the experiment was conducted.

- Proficiency level: The participants' proficiency level is described as upper intermediate according to their IELTS and TOEFL test scores which are internationally proved to be reliable.

- Time gaps: The teacher gave the three lessons to the two groups in three separate weeks. There was an equal time gap between the three lessons and the post test for both groups.

- Subject attrition: The institution in which the participants are available has a very strict absence policy which contributed to the presence of the 40 participants in classrooms during the experiment and the post test.

The study compares two experimental groups and does not include a control group for two reasons. The study comparatively examines the effect of explicit and implicit instruction on the two groups that is why the results of the post-test of the two experimental groups were compared.

2. Literature Review

One of the most debated issues in the field of second language vocabulary acquisition is the implicit and explicit methods for vocabulary learning (Hodne, 2006). Krashen (1989) argued that implicit vocabulary learning is beneficial and that was explained through the operation of his input hypothesis which relies on providing a comprehensible input that leads to the natural acquisition of new words. Mason and Krashen (1997) also conducted a study on the effect extensive reading as an implicit teaching method on the L2 language development and found it more effective than the traditional explicit method. Gardener (2004) agreed with Mason and Krashen (1997)'s claims on extensive reading as the findings of his study indicated the effectiveness of extensive reading in vocabulary acquisition. Horst (2005) study's results also supported the claims mentioned by both Mason and Krashen (1997) and Gardener (2004).

Huckin and Coady (1999) emphasized that Krashen's hypothesis about vocabulary acquisition through exposure and extensive reading for meaning is not enough for vocabulary learning. In other words, implicit vocabulary learning requires the learners' attention during communicative and text-based tasks. Schmidt (2001) also argues that unconscious incidental language learning without attention is nearly impossible.

Oguz and Cubuku (2014) carried out a study to investigate the effect of implicit, explicit and blended instruction on the acquisition of vocabulary by L2 Turkish fourth graders. The experiment included three experimental groups; each group was taught vocabulary through one of three instructional methods mentioned above. The three groups were given a pre-test and a post-test and then a delayed post test. The results showed that the group which received the explicit treatment developed significantly more than the other two treatment groups. On the other hand, Dana (2006) supported Krashen's (1989) theory after conducting as experiment which

included teaching vocabulary explicitly through the grammar translation method and concluded that vocabulary acquisition does not happen through direct conscious learning of rules. Furthermore, Rashidi and Avidi (2010) investigated the effect of reading short stories on vocabulary learning. Their participants were 40 Iranian L2 learners divided into two experimental groups. A group read five short stories for the purpose of comprehension, while the other group was taught the target words explicitly. The results of the study suggested that the implicit vocabulary learning is more effective than the explicit one. Souleyman (2009) also conducted a study to investigate the effect of explicit and implicit computer assisted teaching on vocabulary acquisition. The study was conducted on 78 L2 learners in an American university who were divided into two experimental groups. The findings of the study suggested that the implicit and the explicit vocabulary instruction have their weaknesses and strengths and that each instructional mode is effective. Consequently, further research needs to be done to investigate the effectiveness of both the explicit and the implicit instructional methods on vocabulary acquisition.

Formulaic language is widely recognized to be of central importance to fluent and idiomatic language use. The phenomenon of frequent collocation between pairs of words holds a central place in the scheme of formulaic language" (Durrant & Schmitt, 2010, p.163). Researchers like Nation (2001) and Ellis (1996) argued that the knowledge of a word should include knowing the words that co-occur with it. They also claimed that collocations are important parts of the reception and production of vocabulary knowledge. In light of the importance of collocations' learning and teaching in the SLA field, various studies were carried out to investigate the effect of several teaching techniques and tasks on the acquisition of

collocations. (Dziemianko,2009; Fahim & Vaezi, 2011; Goudarzi & Moini, 2012; Nakata,2006; Rassaei & Karbor, 2012 ; Web & Kagimoto,2009).

Fahim and Vaezi (2011) examined the effectiveness of input visual/ textual enhancement on the acquisition of verb+noun collocations of Iranian L2 learners. The participants of the study were a total of 96 participants divided into three equal groups; two experimental groups and a control group. The first experimental group received 10 reading passages in which collocations were bolded or underlined, the second experimental group received the same reading passages and underwent a conventional-based treatment and the control group received no treatment. The results showed that input enhancement is equally beneficial as the conventional method of teaching. Goudarzi and Moini (2012) also conducted a study to investigate the effect of input enhancement on Iranian upper intermediate learners. Three groups of participants, 20 in each received reading passages under three different conditions; collocations were bolded, L1 glossed collocations were included and non highlighted collocations (text only) were provided. The study suggested that using L1 glossed collocations was the most effective. This parallels the results of the study of Rassaei and Karbor (2012) which was conducted also on Iranian EFL learners; the results also suggest that input enhancement techniques were less effective than form comparison techniques.

In an attempt to investigate the effect of using paper and electronic dictionaries on the acquisition of collocations, Dziemianko (2009) conducted a research experiment on 64 upper-intermediate Polish students. The results proved that electronic dictionaries are more effective than paper dictionaries. Nakata (2006) conducted a study to investigate the effect of form-focused and meaning-focused activities on the acquisition of verb+ noun collocations. The participants of the study were 28 Japanese first year university students. The participants were

assigned into two groups. The results showed that form-focused intentional learning is more

effective than meaning-focused learning. Moreover, Web and Kagimoto (2009) examined the

effect of receptive and productive tasks on learning verb+noun collocations. The study was

administered on 145 Japanese speakers who are at their first-, second- and third- year classes in

the university. The participants were divided into three groups; two experimental groups and one

control group. The results indicated that both tasks were effective tools for collocations

knowledge. Miyakoshi (2009) investigated the effect of explicit instruction on the acquisition of

verb+ noun collocations. This study was conducted on 60 Japanese L2 learners. Their levels

were advanced and intermediate. Pre- and post-tests were used to determine the results which

showed that explicit instruction improves collocations' competence in the target language.

Based on the previous studies reviewed, explicit instruction has been given considerable

attention in previous research related to collocations and teaching. Unlike implicit instruction,

explicit instruction of vocabulary in general has been tackled a lot in a number of previous

studies which investigated the depth of this type of instruction through various teaching

techniques and tasks (Sonbul & Schmitt, 2013).

In the previous literature various studies attempted to investigate the effectiveness of

explicit and implicit instruction of collocations (Karami,2013; Mahvelati & Mukundan, 2012;

Muller, 2010; Vural, 2010; Szudarski,2012; Zaferanien & Behrooznia, 2011). Vural (2010)

examined three different instructional conditions to know which of them can help in the process

of learning collocations. These three different conditions are "(1) an explicit condition, (2) an

incidental condition and (3) an incidental teaching condition +higher frequency" (p. i). The study

was conducted on 105 Turkish adults whose level was intermediate. Immediate and delayed

post-tests were used to examine both the acquisition and retention of verb+ noun collocations.

Concerning the incidental groups, the procedures included teaching collocations through reading passages and exercises that included the collocations and focused on reading comprehension only. As for the explicit group, students were introduced to the term *collocations* and answered practice exercises and drills. The analysis of results of both immediate and delayed post-tests showed that explicit instruction was the most effective of the three teaching conditions.

Karami (2013) investigated the effect of implicit and explicit instruction of verb + noun collocations on 36 Iranian pre-university students. The participants of the study were divided into two groups; the explicit instruction group was the experimental group while the implicit instruction group was considered as a control group. The participants of the explicit experimental group were taught collocations included in reading passages explicitly, while the implicit control group was incidentally exposed to collocations through the same reading passages. The results of the post-test indicated the superiority of the explicit method over the implicit one. Zaferanien and Behrooznia (2011) also implemented a study similar to Karami's on 54 EFl Iranian learners .The Participants in this study were divided into two experimental groups and one control group. One group was taught collocations explicitly through reading passages and another group was only exposed to collocations embedded in reading passages. The control group had no treatment. The results also suggested that explicit instruction is more effective than implicit instruction.

Mahvelati and Mukundan (2012) also carried out a study to investigate the effectiveness of both explicit and implicit instruction of collocations. The participants of the study were 95 Iranian upper intermediate learners which were divided into three groups; two experimental groups and one control group. The target collocations of the study were not only noun+verb collocations; all types of lexical collocations were included in the treatment. The group which underwent explicit instruction was taught collocations through textbooks and corpus activities

while the group which underwent implicit instruction was taught through reading passages and varied exercises in which the target collocations were embedded. The reading exercises only focused on the gist of the text rather than the target collocations. After the immediate and delayed post-tests were administered, the results indicated that both experimental groups acquired collocations during the treatment but the explicit group outperformed the implicit one.

Furthermore, Szudarski (2012) conducted another study to find out the effect of meaning-focused instruction plus focus on forms (explicit) and meaning-focused instruction only (implicit). The study was conducted on 43 intermediate Polish students. The students were divided into three groups: two experimental groups and one control group. The implicit group was given reading texts in which the target collocations were embedded and no mention of the collocations was made. The explicit group was introduced to collocations through reading texts and exercises. After a treatment that lasted for three weeks, an immediate post-test was administered. The results of the post-test indicated the superiority of the explicit method over the implicit one.

Muller (2010) also carried out a study on the effect of implicit and explicit instruction on the acquisition of metaphorical collocations. The study included 36 non-native speakers of English attending a university in the USA. The participants were divided into three groups: a group was taught collocations through instruction and exposure (readings and explanation provided), one group was taught through exposure only (readings only provided), and the third group was taught through instruction only (no reading provided). The results were in favor of the instruction and exposure technique which is mainly explicit.

To sum up, most of the previous studies were conducted on Iranian L2 learners and the rest were conducted on Turkish and Polish L2 learners. No studies examining the effect of both explicit and implicit instruction on the acquisition of collocations have been conducted on Egyptian L2 learners or speakers of Arabic in general. The researcher believes that the studies mentioned above are not enough to determine that the effectiveness of explicit instruction is higher than the effectiveness of implicit instruction considering the L2 acquisition of collocations. Moreover, the previous studies viewed implicit instruction as incidental and based on that view explicit instruction is suggested superior to explicit instruction of collocations. In the present research, the researcher adopts Norris and Ortega's (2000) definition of implicit instruction which includes teaching specific target features in an indirect way without stating the teaching objective. The previous studies collocations were taught only through reading texts and drills, while in the current research collocations were explicitly and implicitly taught through reading, listening and speaking lessons.

Considering the studies that have been done in relation to Egyptian EFL learners' acquisition of collocations, so far, only one study has been conducted by Shehata (2008) who examined "how L1 influences learners' production and reception of collocations" (p.19). The study has been conducted on 97 advanced Egyptian participants. It focused on both verb+noun collocations and adjective+ noun collocations. The findings revealed that "L1 and the (students') learning environment had a strong influence on the acquisition of L2 collocations" (p. 99) and that their "receptive knowledge of collocations was broader than their productive knowledge of collocations" (p. 99)

Furthermore, understanding the perceptions of students towards the learning process can help teachers overcome the range of problems students face during learning (Horwitz, 1999;

Tseng & Schmitt, 2008; Yoon & Hirvela, 2004; Yoshii & Flaitz, 2002; Zimmerman, 1997). Most of the studies conducted in the second language acquisition field have examined the perceptions of students in relation to both using Internet and technology and motivation (Arishi, 2012; Baniabdelrahman, Bataineh, & Bataineh, 2007; Bernaus & Gardner, 2008; Chan & Liou, 2005; Kamin, Deterding, & Lowry, 2002; Kung & Chuo, 2002). Some studies have been conducted to examine the perceptions of students on vocabulary learning (Bernat & Gvozdenko, 2005; Catalan, 2003; Chan & Liou, 2005; Chen, 2011; Durrant & Schmitt, 2010; Liu, 2000; Pang, 2009; Wei, 2007; Zimmerman, 1997). Only one study has been done to examine the perceptions of learners on learning collocations (Chan & Liou, 2005). Chan and Liou (2005) examined the perceptions of students on learning collocations through "online collocation practice units and the bilingual concordancer "(p. 231). None of the previous studies examined the perceptions of learners on learning collocations through explicit vs. implicit instruction or examined the perceptions of Egyptian L2 learners on learning collocations.

3. Methodology

3.1. Design

The current research is a quantitative, quasi-experimental one with a pre-test, a post-test and a questionnaire. The researcher could not carry out a complete experimental study because the students and participants of the study were already assigned to classes and the researcher could not divide them into new groups. The study has no hypotheses and is of an exploratory nature as studies tackling the effect of implicit (not incidental) and explicit teaching methods on the acquisition of collocations are limited.

3.2. Participants

The participants of the current study were 40 EFL Egyptian learners who were students in the English Language Institute in a private university in Egypt. According to their scores in either the TOEFL or the ILETS exam, their proficiency level was described as upper-intermediate. The age range of the participants was between 17 and 19 years. The study was carried out during the 1st, 2nd, 3rd and 4th and 5th weeks of classes in the spring 2014 semester. Four classes of 10 students each and their teachers were informed about the study details after the International Review Board permission was obtained by the researcher. Two classes and a total of 20 participants were taught by the researcher using the explicit method and the other two classes and a total of 20 other participants were taught by the researcher using the implicit method. The students of the implicit method were informed that the research related to a broad analysis of their language skills. The explicit group was informed that the study is about learning collocations. None of the groups were informed about the specific details of the study.

Details about the study and the target collocations lists along with the reading, listening

and speaking materials were sent to the students and their teachers by e-mail after the study was completed and the researcher offered cake to the students in order to thank them for participating in the study.

3.3. Data Collection Procedures

Pre-test.

A pre-test was administered before the experiment. This pre-test is a collocation familiarity test developed by Gyllstad (2007) and was used by Vural (2010) in his study which examined both incidental and explicit teaching of collocations. Gyllstad (2007) aimed at developing several tests that are "capable of yielding reliable and valid scores of receptive knowledge of English collocations" (p.5). The results of Gyllstad's (2007) research showed that the tests "yield reliable scores, and showed evidence of different types of validity, such as construct validity, concurrent validity, and face validity." (p. 5). Vural (2010) also mentioned that "the original test, which contained a battery of subtests in different test formats, was previously administrated to learners from various L1 backgrounds" (p. 45). Before Vural chose one of these tests to use in his study, he consulted two English language teaching specialists from his dissertation committee and they agreed on the form of the test which is a multiple-choice collocations test. The researcher of the current study also consulted ELT specialists before using the test. The researcher also consulted other teachers of upper-intermediate students to make sure the test is suitable for the students' proficiency level. The researcher used the same test Vural (2010) used in his study, as Vural's students were all upper-intermediate, which is the same proficiency level of the participants of the current study. The test was piloted to ensure the

reliability of its results. The 50 questions were answered by 50 students. After a reliability test was done using the SPSS program, the test's validity was proved to be high. According to the pilot study some changes were made to the test. The researcher changed some distracters that are included in the test and replaced them with stronger ones that related to the L1 of the participants. This was done with the help of another Arabic native speaker and language teacher (see Appendix A and B).

As Vural (2010) mentioned, the selected test contains 50 items. "In the test, verb + noun collocations were presented along with two incorrect collocations". For example:

a) make apologies   b) do apologies c) lay apologies

The collocations familiarity test was given to the 40 participants a week before the experiment. According to the test results, the researcher selected the 21 least familiar collocations (see Appendix C) and included them as the target collocations of the study in the teaching materials.

Post-test.

The researcher gave the participants a surprise collocations test a week after the experiment (see Appendix D). The post-test examined their receptive and productive abilities of the word form of verb+noun collocations through a matching task in which they were asked to match seven verbs with their seven suitable nouns. It also examined their receptive knowledge of the meaning of verb+noun collocations through a fill-in-the-gap task in which the participants were asked to use a set of seven collocates to fill in a reading passage. Then it tested their productive knowledge of meaning of collocations as they were asked to write sentences in which other seven collocations are used meaningfully. Students of both groups were trained on the skill of writing a meaningful sentence using vocabulary words during the treatment. The post-test

was piloted before the study and necessary changes were made according to the piloting results and the suggestions of a testing expert and two professional English teachers and native speakers.

Attitudes questionnaire.

In order to answer the last research question which examines the students' perceptions towards learning collocations both explicitly and implicitly, a questionnaire was given to the students to complete after the post-test (see Appendix E). The data provided by the students was confidential. According to the questionnaire's piloting results and after consulting other experts in the field, necessary changes were made to the questionnaire. The questionnaire consists of 6 questions, questions 1,2 and 3 were answered through Likert-scale items. Questions 4, 5 and 6 were open-ended. The questionnaire's results were analyzed quantitatively through descriptive statistics.

3.4. Instructional Materials and Experiment Procedures

Based on the familiarity test results, 21 least familiar collocations were chosen as the target items of the study as can be seen in table 1, below.

This experimental study attempted to investigate the effect of explicit and implicit instruction on the acquisition of verb+noun L2 collocations. For this purpose, specific instructional materials were developed. For the explicit teaching group (ETG) 21 previously unknown collocations were included in reading, listening and speaking lessons that mainly

Table 1. Target collocations used in the study

strike a deal	pass judgment	conduct an orchestra
seize the opportunity	exercise one's rights	spoil the fun
clench one's fist	pay heed	press charges
hold a discussion	pay a visit	conduct a survey
draw a conclusion	shed tears	strike a pose
gain access	defeat the purpose	make an escape
take root	speak one's mind	lose count

provide a focused vocabulary instruction (see Appendix F) . Each lesson concentrated only on 7

target items and the teacher did a fast recap on the previously taught 7 items. During these

lessons students were introduced to the concept of collocations. They knew that the objective of

each lesson was learning collocations. They were provided with different contexts in which the

collocations occurred. They were encouraged to guess the meaning of the target collocations

from context and then the teacher explained the meaning of each collocation. For the implicit

teaching group (ITG) reading the 21 previously unknown collocations were incorporated into

reading, listening and speaking lessons (see Appendix G). During these lessons students were not

introduced to the concept of collocations. They were informed that the lesson's main objective is

to improve their reading, listening or speaking skills. The 21 target collocations were embedded

and repeated in the materials for each lesson, but each of the three lessons focused on teaching 7

main target collections. In each lesson the 7 target collocations were embedded in reading

comprehension questions, listening comprehension questions and speaking discussion questions.

Students were encouraged to indirectly use them while answering the questions. They also were encouraged to paraphrase their answers and work in groups while doing so. An overview of both the implicit and explicit lesson plans is included in table 2, below.

3.6. Data analysis and Treatment of the Research Questions

The effect of the independent variable (explicit and implicit instruction) was realized by using two treatment groups. The main research question was answered with the results of the post-test that was administered after the experiment. Each correct answer was given one point. The results of the post-test for each experimental group were compared through a t-test using the SPSS program. Descriptive statistics were also done for the test results. The second research question regarding the attitudes of L2 learners on the acquisition of collocations was answered by the results of the questionnaire which were quantitatively analyzed through descriptive statistics using SPSS software.

Table 2. Overview of the experiment procedures and instructional materials

Week 1	Pre- test		
	Imbedded Target collocations	EGT Lessons	IGT Lessons
Week 2	*Seize the opportunity* *Hold a discussion* *Draw a conclusion* *Pay heed* *Conduct a survey* *Take root* *Gain access*	Reading *"Smart energy"* *passage and* *collocations meaning* *and form discussion.*	Reading *"Smart energy"* *passage* *and reading* *comprehension* *questions*
Week 3	*Strike a deal* *Exercise one's rights* *Conduct an orchestra* *Pay a visit* *Shed tears* *Strike a pose* *Make an escape* + *Week 2 previously taught collocations* *Recap (explicit)* *Repetition (implicit)*	Listening *"Robert Cappa"* *fill-in-the-gaps* *exercise* *And collocations* *meaning and form* *discussion.* *Collocations were* *bolded in the passage*	Listening *"Robert Cappa"* *fill in the gaps* *exercise in which* *week 3 set of* *collocations were* *imbedded* *and listening* *comprehension* *questions in which* *both weeks 2 and 3* *sets of target* *collocations were* *embedded.*
Week 4	*Clench one's fist* *Pass judgment* *Spoil the fun* *Press charges* *Defeat the purpose* *Speak one's mind* *Lose count* + *Week 3 previously taught collocations* *Recap (explicit)* *Repetition (implicit)*	Speaking " Quotes and story guessing" *Discussing the* *meaning and form of* *the collocations* *imbedded in famous* *quotes and in a story* *excerpt.* *Students expressed* *their opinions on the* *both the quotes and* *the story using the* *target collocations*	Speaking " Quotes and story guessing" *Discussing the quotes* *and the story through* *speaking discussion* *questions.* *Weeks 2, 3 and 4* *target collocations* *were both imbedded* *in the materials and* *discussion questions.* *Some target* *collocations from*
Week 5	Post- test/ Attitudes questionnaire		

4. Results

This study aimed at measuring the effects of explicit and implicit instruction on the acquisition of L2 verb+noun collocations. It had a pre-test/post-test design. The results of the post-test for both teaching methods were compared through a t-test. The tasks in the post-test indicated the students' receptive and productive knowledge of collocations. The results are reported below with the necessary tables and figures illustrating the statistical information.

4.1. Post-test Results

Table 3, below, shows the means, standard deviations, and the number of participants for the post tests in each group and for the four dependant variables. The mean scores show the superiority of the explicit group over the implicit group and this superiority is more visible in the scores of receptive and productive form task than the receptive and productive meaning tasks. The highest scores were achieved by the explicit group on the receptive and productive knowledge of form task (M =5.05, SD =1.76) and the lowest scores were obtained by the implicit group on the same task (M = 2.70, SD =1.80). The implicit group's highest scores were on the receptive meaning task (M=3.75, SD=1.74).

While the descriptive statistics show that the explicit group outperformed the implicit one in the post-test, it is necessary to look at the results of the t-test to see if this superiority is significant. Table 4, below, shows that there is a statistically significant difference between the performances of the two groups on the post-test total results T (2, 17), p <.04. Looking at the results of each task interdependently, the only significantly different score was one of the receptive/productive form task T (4, 16), p <.00. There was no significance between the scores of

the two groups in the receptive meaning task T (0,498), p >.62 and the productive meaning task

T (0,226), p >.82.

Table 3. Post-test descriptive statistics

Dependant variable	Group	Mean	Std. Dev.	N
Receptive/productive form	Explicit	5.05	1.76	20
	Implicit	2.70	1.80	20
Receptive meaning	Explicit	4.00	1.41	20
	Implicit	3.75	1.74	20
Productive meaning	Explicit	3.10	1.99	20
	Implicit	2.95	2.18	20
Post-test	**Explicit**	**12.15**	**3.89**	**20**
	Implicit	**9.400**	**4.10**	**20**

For individual test scores of the items, please see Appendix H.

Table 4. t-test results

Dependant variable	df	T	Sig.
Receptive/productive form	37.9	4.16	.000
Receptive meaning	36.4	.498	.621
Productive meaning	37.6	.226	.822
Post-test	**37.8**	**2.17**	**.036**

For individual test scores of the items, please see Appendix H.

4.2. Attitude Questionnaire Results

The study attempted to investigate the attitudes of Egyptian L2 learners towards

learning collocations explicitly and implicitly through a questionnaire. The questionnaire

consists of 6 questions. The first three question items were answered through a Likert scale while the last three questions were open-ended. The questionnaire's results were determined by descriptive statistics (See Appendix I). The results of the first question with which the researcher attempts to know what the learners of both groups believe they learned during the experiment are shown in Figures 1, 2, 3, 4 and 5, below.

Figure 1, below, indicates that 60% of the ELG and 30% of the ILG strongly agreed that they learned new vocabulary items during the treatment. The rest of the participants of both groups agreed while 5% of the ILG showed a natural attitude towards the statement.
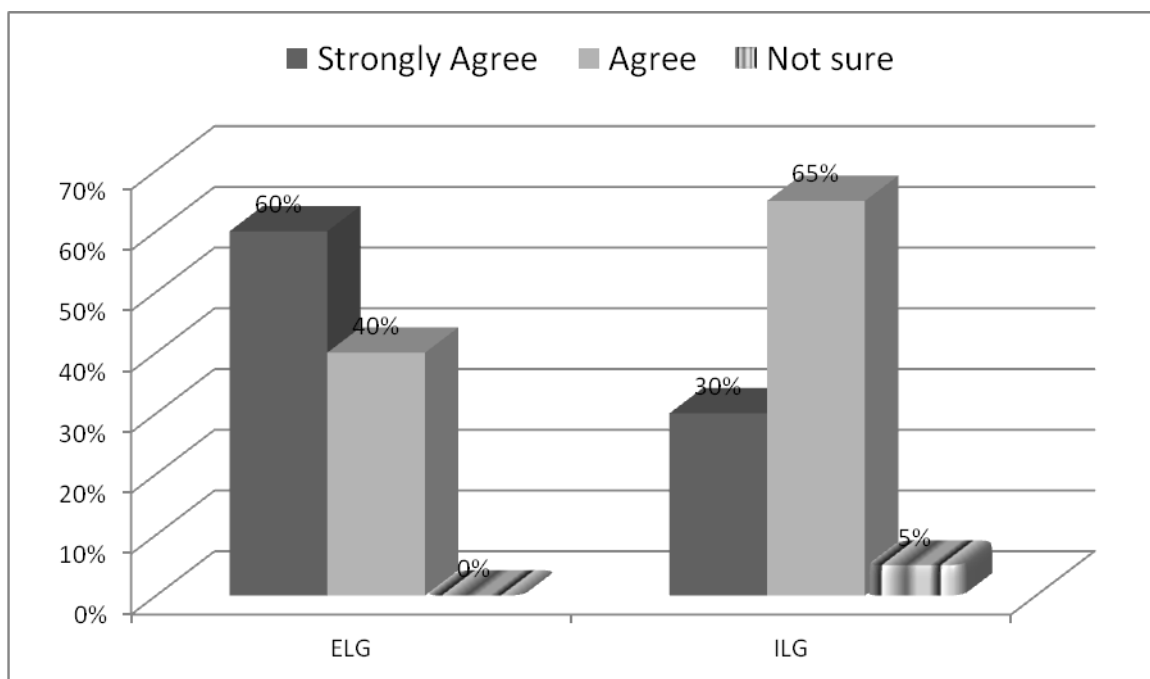
Figure 1. *Learning new vocabulary Items*

Figure 2, below, shows that 85% of the ILG and 45% of the ELG agreed while 35% of the ELG and 5% of the ILG were not sure that they learned listening skills during the

experiment. The results also show that 20% of the ELG and 10% of the ILG strongly agreed to the statement.
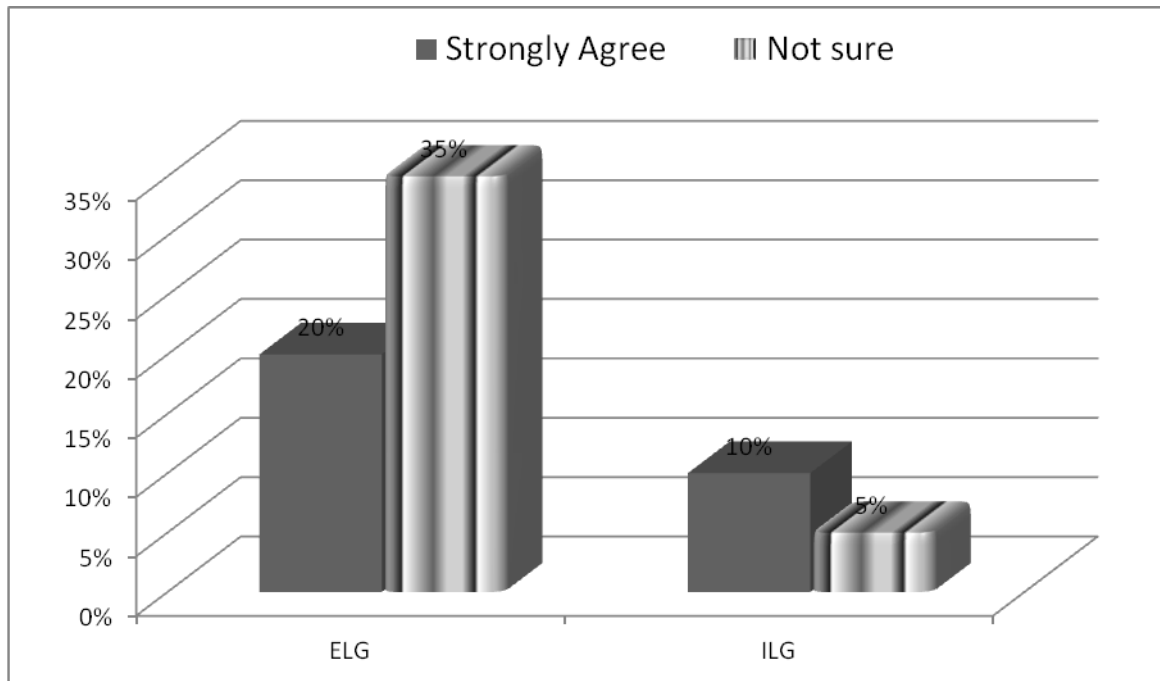
Figure 2. *Learning listening comprehension skills*

Figure 3, below, indicates that 25% of the ELG while 10% of the ILG strongly agreed and 55% of both groups agreed that they learned reading comprehension skills during the experiment.

Figure 4, below, shows that both the ELG and the ILG agreed that they learned speaking skills during the treatment and that 40% of the ILG and 25% of the ELG strongly agreed while a very low number of participants from both groups had a neutral attitude about learning this skill during the experiment.
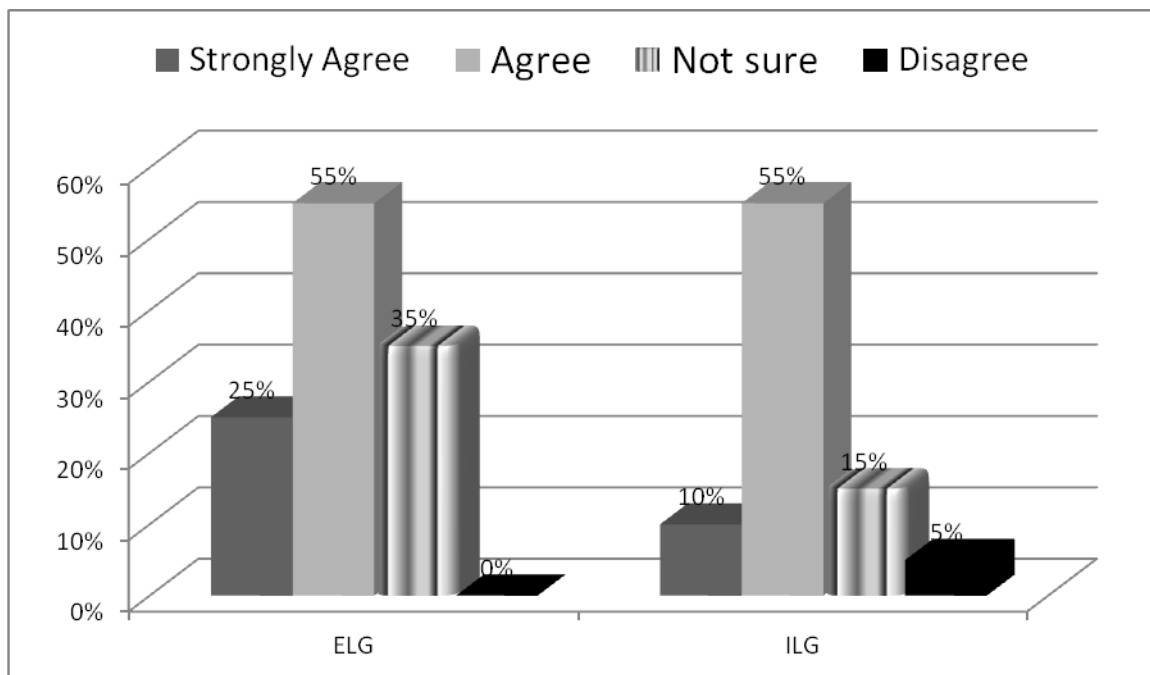
Figure 3. *Learning reading comprehension skill*
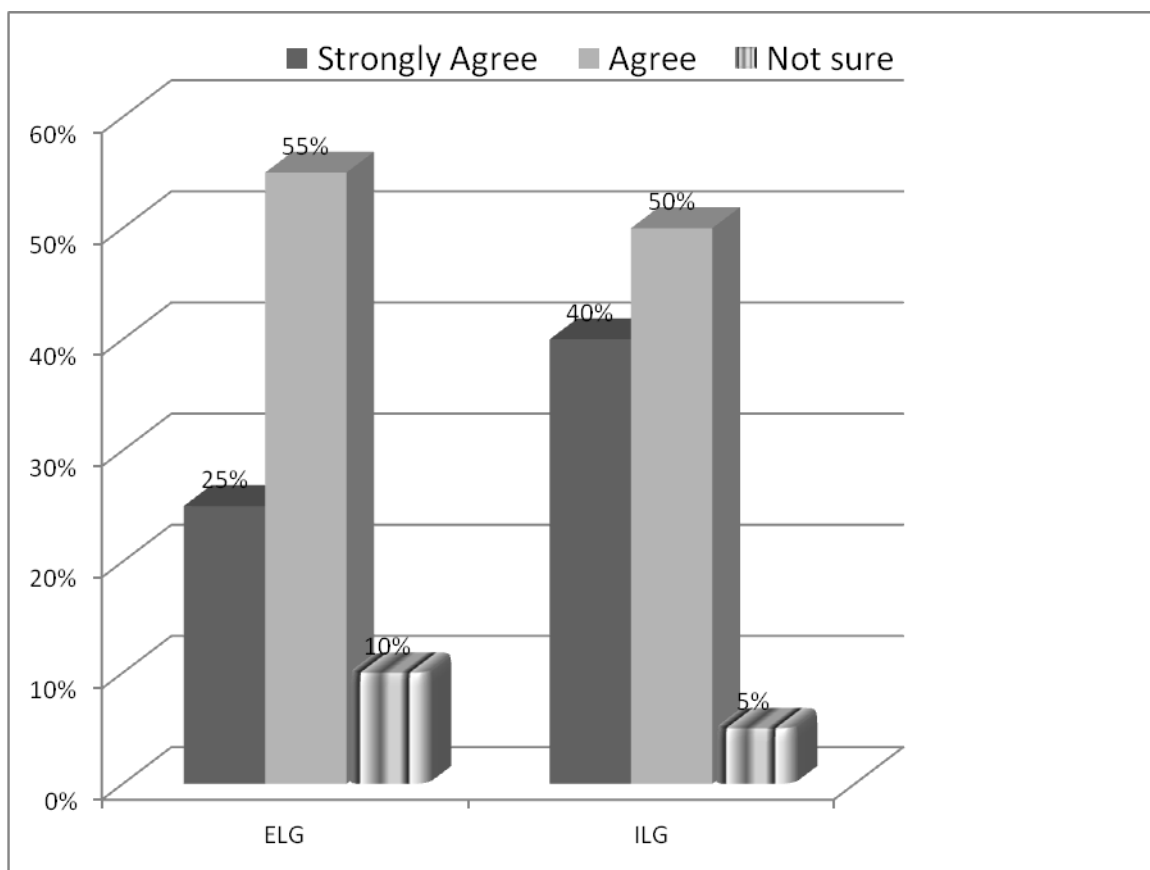
Figure 4. *Learning speaking skills*

Figure 4, above, shows that both the ELG and the ILG agreed that they learned speaking skills during the treatment and that 40% of the ILG and 25% of the ELG strongly agreed while a very low number of participants from both groups had a neutral attitude about learning this skill during the experiment.
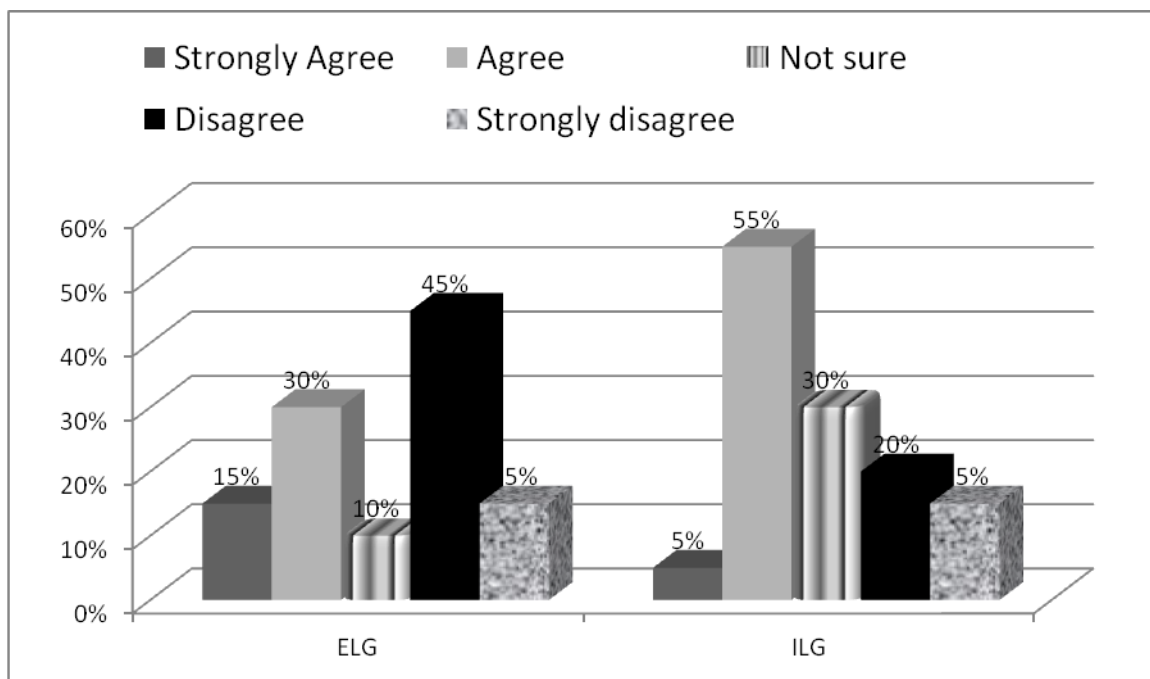
Figure 5. *Learning new vocabulary items was difficult*

Figure 5, above, indicates that ILG found learning new vocabulary more difficult than the ELG as 55% of the ILG and 30% of the ELG agreed while 45% of the ELG and 20% of the ILG disagreed to the statement.

Based on figures above, the results of question one indicate that 60% of the explicit learning group (ELG) strongly agreed that they learned new vocabulary items during the experiment while only 30% of the implicit learning group (ILG) strongly agreed. The rest of the participants agreed. The results also show that 85% of the ILG agreed that they learned listening skills while only 45% of the ELG agreed and 35% were not sure. The two groups equally agreed that they learned reading comprehension skills but a higher number of students from the ELG strongly agreed. Considering speaking skills, 40% of the ILG strongly agreed that they learned speaking while 25% of the ELG strongly agreed.

Question two of the questionnaire investigated the various teaching strategies which the learners from both groups found effective for learning collocations. The results of question two are shown in figures 6, 7, 8, 9, 10, 11, 12 and 13, below.
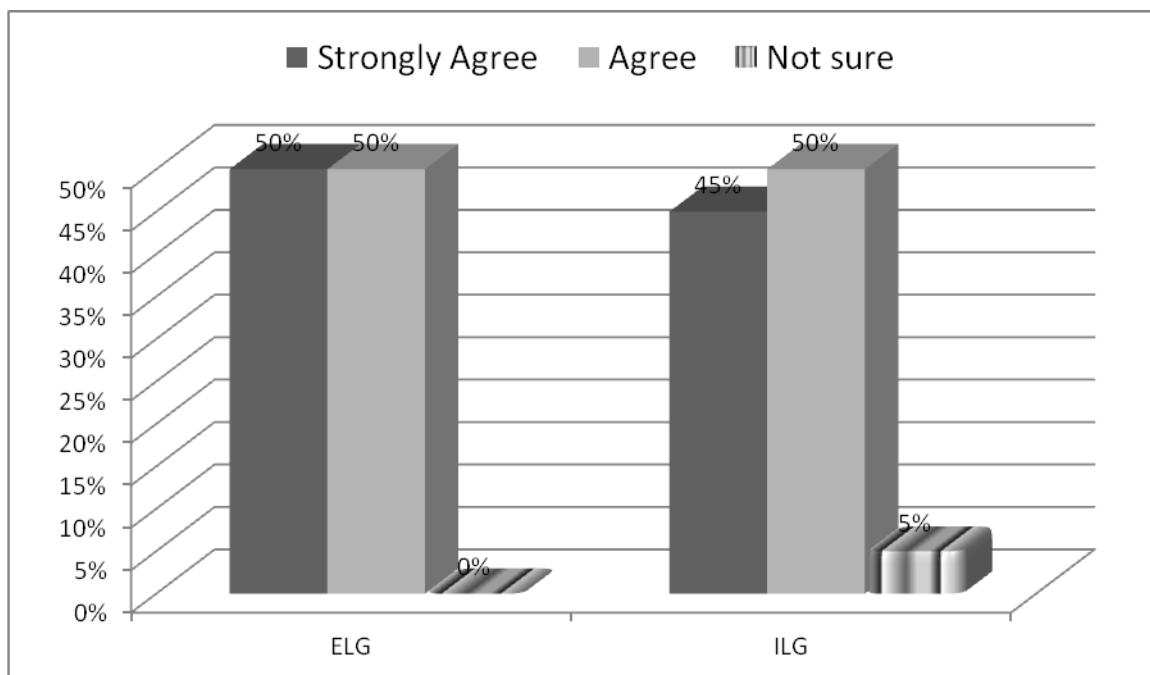
Figure 6. *Guessing the meaning of collocations and discussing it with the teacher*

Figure 6, above, indicates that both the ELG and the ILG equally agreed that guessing the meaning of collocations and discussing it with the teacher is a beneficial tool for teaching collocations. The results also showed that nearly half of the students from both groups strongly agreed on the effectiveness of this teaching technique.

Figure 7, below, shows that 60% of the ELG and 50% of the ILG agreed that seeing collocations repeated in various lessons and tasks is beneficial while 20% of both the ELG and the ILG strongly agreed. Both groups included a nearly similar number of participants who were not sure about this teaching tool.
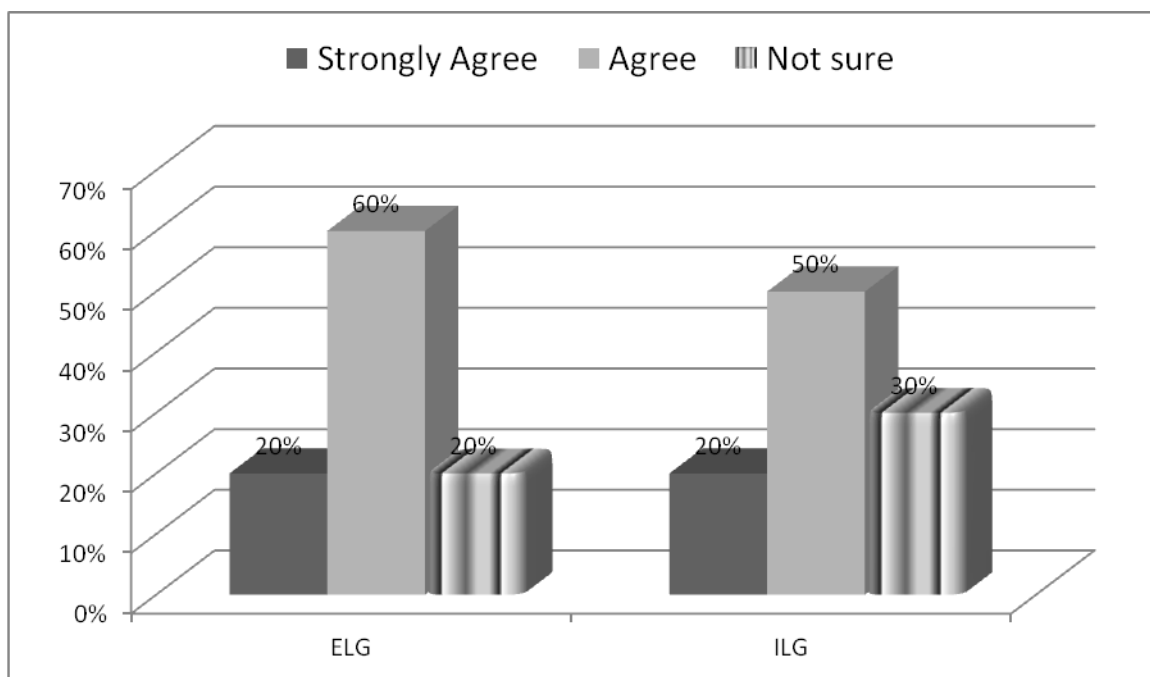
Figure 7. *Seeing collocations repeated in various lessons and tasks*

Figure 8, below, shows that nearly a similar number of participants and in both the ELF and the ILG agreed that seeing collocations bolded or underlined in a reading passage is beneficial and that 20% of both groups showed a neutral attitude towards the teaching tool.
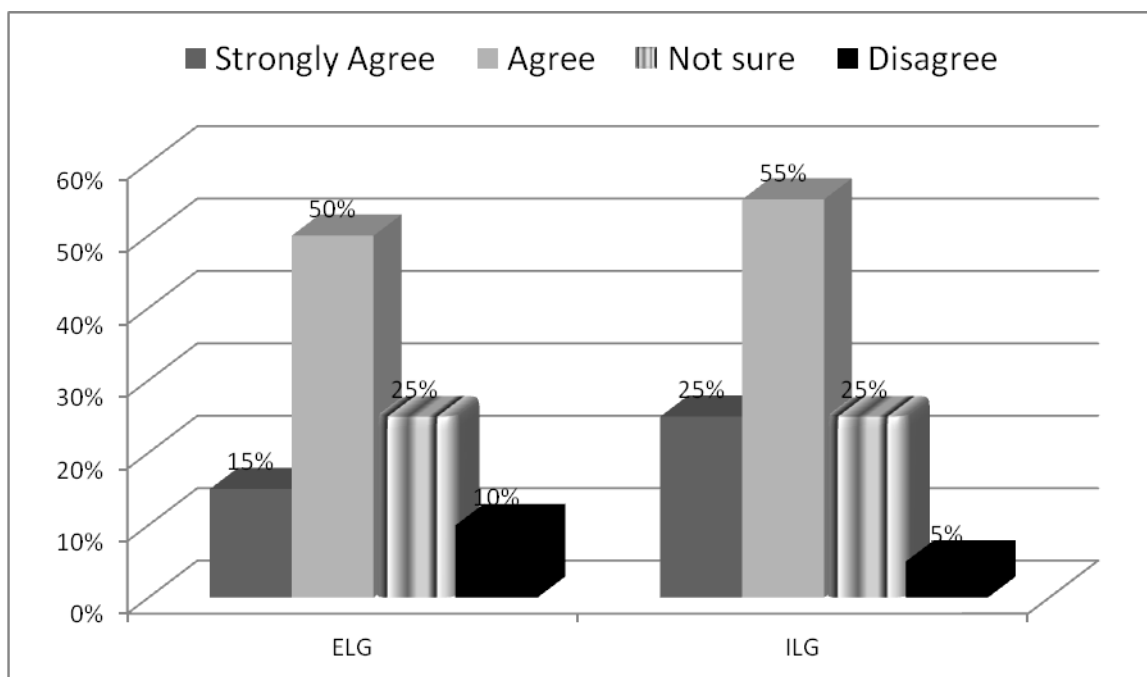
Figure 8. *Seeing collocations bolded or underlined in a reading passage*

Figure 9, below, indicates that 65% of the ELG and 40% of the ILG agreed that using collocations while answering reading and listening comprehension questions is beneficial. The results also show that 20% of the ELG and 30% of the ILG strongly agreed that this teaching technique is beneficial.

Figure 10, below, indicates that both groups have the same opinion about using collocations in group discussions as 25% of the two groups strongly agreed and 40% agreed; however, 35% showed neutral attitude towards the statement.
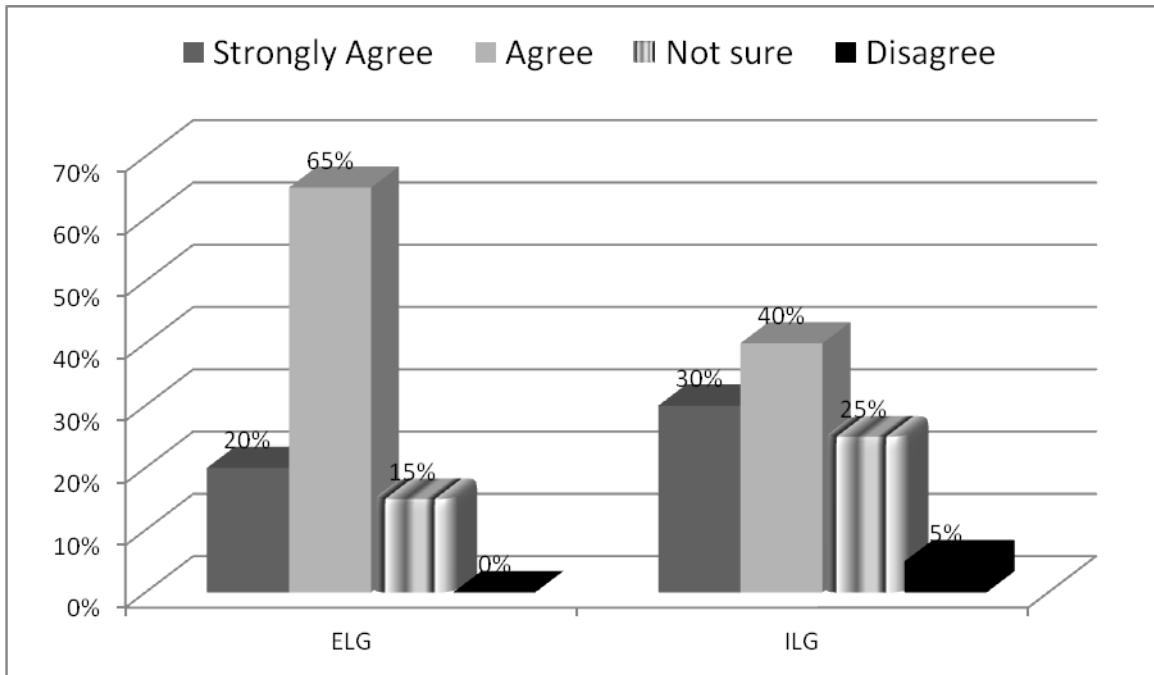
Figure 9. *Using collocations while answering reading and listening comprehension questions*
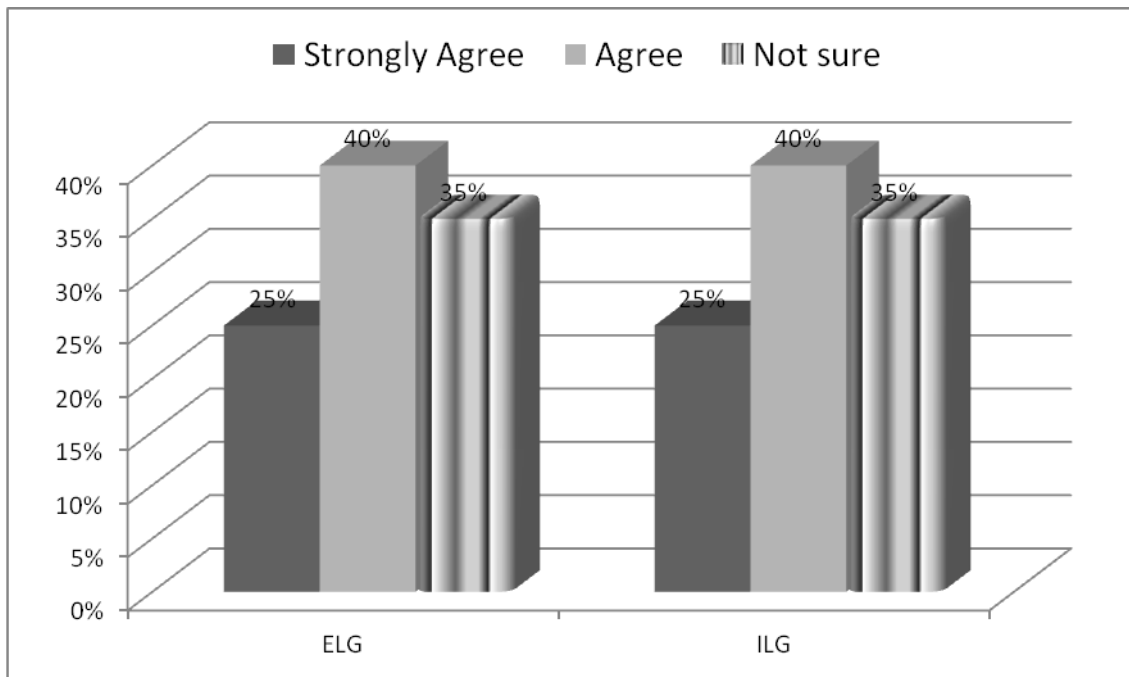
Figure10. *Using collocations in group discussions*

Figure 11, below, shows that unlike the ELG, the ILG highly agreed that seeing collocations in a listening fill-in-the-gaps activity is beneficial. The results also indicated that 40% of the ELG were not sure about the statement.

Figure 12, below, indicated that 30% of the ELG and 35% of the ILG strongly agreed that seeing collocations included in quotes is beneficial. Also, 50% of the ELG and 40% of the ILG agreed to the statement.
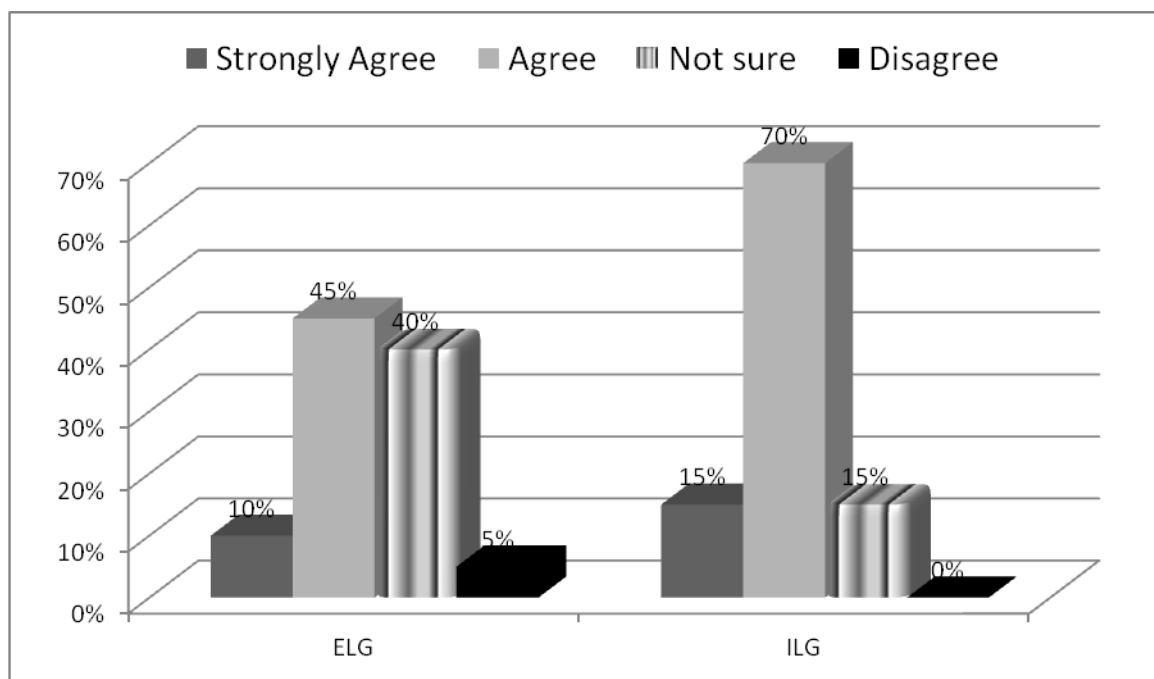
Figure11. *Seeing collocations included in a listening fill-in-the-gaps activity*

Figure 13, below, indicates that 25% of both groups strongly agreed that seeing collocations included in a story guessing activity. The results also show that 60% of the ELG and 50% of the ILG agreed to the statement while 25% of the ILG was neutral towards it.
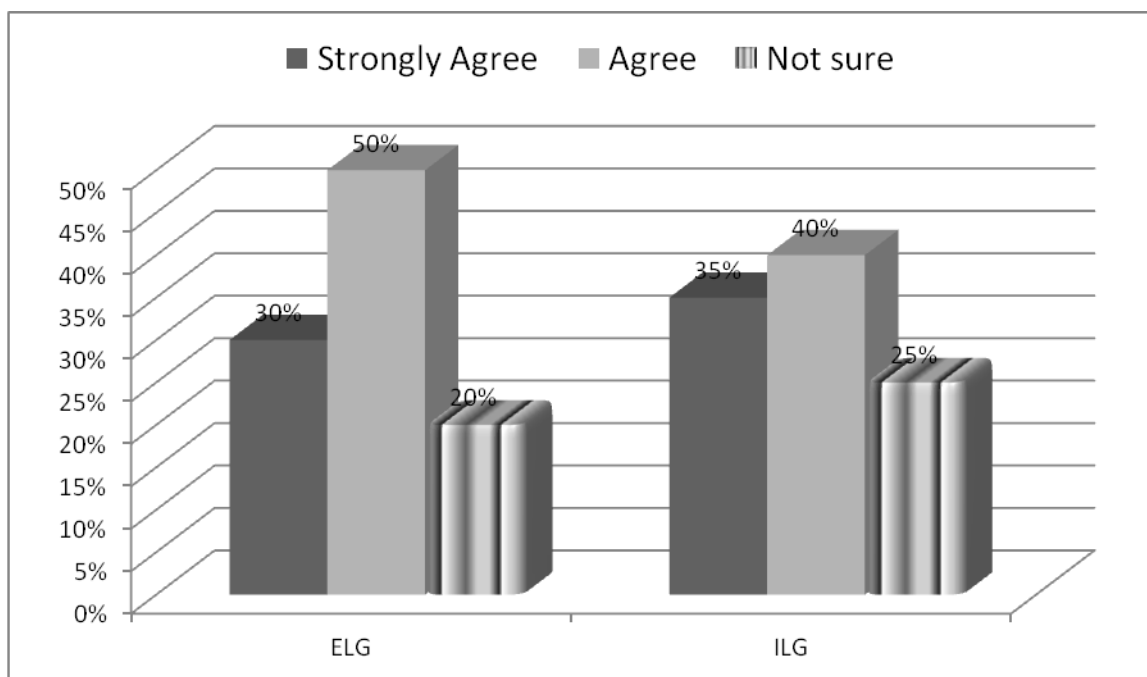
Figure12. *Seeing collocations included in quotes*
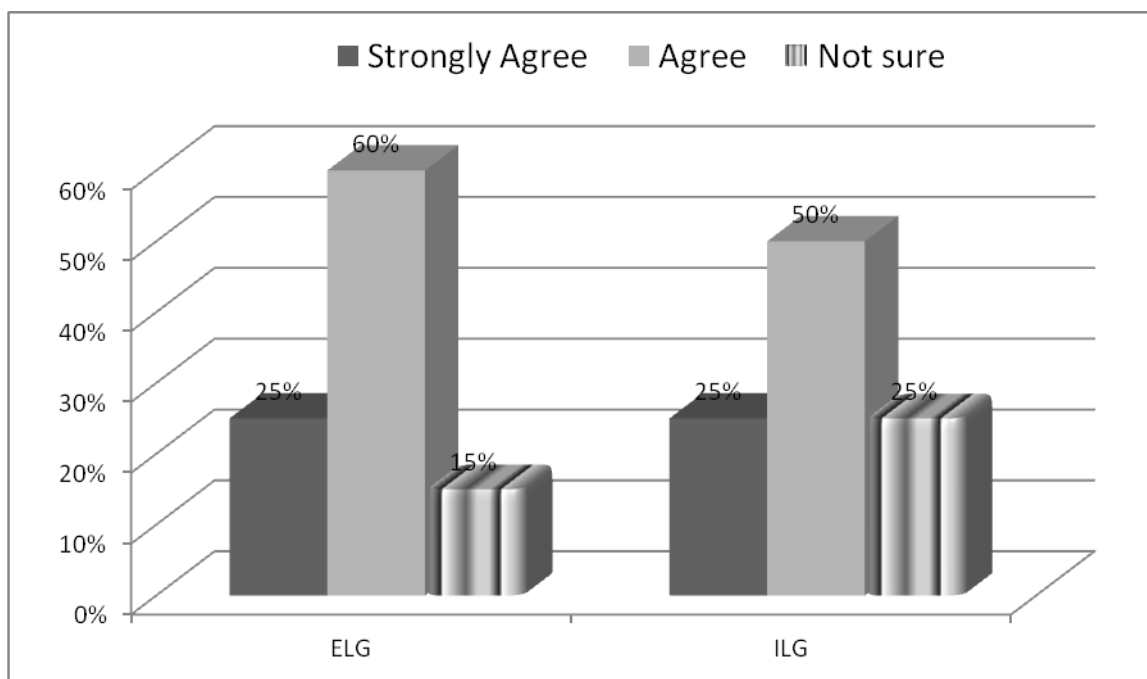
Figure 13. *Seeing collocations included in a story guessing activity*

Based on the results seen in figures 6,7,8,9,10,11,12 and 13, above 50% of students from both groups agreed that guessing the meaning of collocations and then discussing it with the teacher is effective and the rest of them strongly agreed. Both groups mostly agreed that seeing collocations repeated in various task is effective. Approximately half of the participants in both groups agreed that seeing collocations bolded in a passage is effective and 25% of them were not sure. Both groups equally agreed that using collocations in group discussions is effective and 35% of both groups were not sure. The ILG found the gap-filling listening activity effective as 70% of the group agreed while only 45% of the ELG agreed. Both groups nearly equally agreed that seeing collocations embedded in quotes is effective. Finally, 60% of the ELG and 50% of the ILG agreed that including collocations in a story guessing activity is effective.

Question three attempted to know if the participants agreed that learning collocations can raise their proficiency level or not. The results show that 60% of the ELG and 50% of the ILG group agreed and 25% of both groups strongly agreed. Question four attempted to investigate why the participants from each group perceived learning collocations as difficult or easy. The results indicated that 33.3% of the ELG and 40% of the ILG found it difficult while 50% of the ELG and 40% of the ILG found it easy. Students from both groups found it easy to learn collocations because they were included in context and this helped them guess their meanings. ELG found it easy as they enjoyed the learning process which is different from how they learned collocations in the past. They preferred learning collocations through reading, listening and speaking and not through drills and exercises. Students in both groups believed that learning collocations would be easy if included in class activities and hard if memorized. Only the ILG mentioned that learning collocations was easy because they were frequently repeated during the lessons they attended. Question five attempted to know if the participants from each group are

interested in learning collocations in the future or not. 94.4% of the ELG agreed while 100% of

ILG agreed. Both group participants mentioned that they were interested in learning collocations

because this will eventually raise their language proficiency level, improve their writing skills,

raise their fluency level in speaking and help them express themselves easily. Question six

encouraged the participants to mention any suggestions for the researcher and the suggestions

included adding more collocations in reading passages and learning collocations through quotes.

5. Discussion and Conclusion

5.1. Explicit and Implicit Instruction of verb+noun Collocations

The findings of the study suggest that teaching collocations through the explicit method is more effective than the implicit method. This parallels the results of previous studies conducted to examine both methods' effect on the acquisition of collocations (Karami , 2013; Mahvelati & Mukundan, 2012; Muller, 2010; Vural 2010; Szudarski,2012; Zaferanien & Behrooznia, 2011). Although in the previous studies collocations were taught implicitly through incidental exposure only and during the current study collocations were taught implicitly through indirect awareness raising techniques along with exposure and repetition during reading, listening and speaking lessons, the results of the current study also showed the explicit method to be more effective than the implicit method. None of the previous studies examined the effect of both teaching methods on the productive knowledge of meaning of collocations. In the current study, there was no significant difference between the explicit and the implicit groups concerning their productive knowledge of collocations' meaning. Both groups were able to include the target collocations in a correct meaningful sentence. Moreover, both groups' scores on the task testing their receptive knowledge of the collocations meaning were not significantly different. On the other hand, there was a significant difference between the implicit and the explicit groups' receptive/productive knowledge of form. The implicit group got the highest score on the receptive meaning task. This indicates that the implicit method is nearly as effective as the explicit for the acquisition of the meaning of the collocations but is not as effective for the acquisition of the form of collocations.

5.2. Learners' Attitudes on Learning Collocations Implicitly and Explicitly

Most of the previous studies of the acquisition of L2 collocations indicated the importance of learning them in order to gain a higher language proficiency level and to reach a near-native speaker language fluency (Ellis, 1996; Produromou, 2003; Nation 2007). The attitudes of the Egyptian L2 learners and participants of this study parallel the claims of the previous studies considering this issue. Nearly all of the participants from both the explicit and the implicit groups believed that learning collocations will raise their language proficiency level and their fluency level. The attitude of the students concerning difficulties while learning collocations also parallels the claims of the previous studies which indicated that L2 learners face difficulties while learning collocations (Ellis, 1996; Lewis, 1997; Produromou, 2003; Sehata, 2008; Miyakoshi, 2009; Pei, 2008; Vural, 2010). The findings shows that the implicit group faces more difficulties than the explicit one while learning collocations and this is projected in the findings of the current experiment that indicated the superiority of the explicit method over the implicit one.

Concerning the learning tools used during the experiment, various learning tasks were believed to be beneficial tools for learning collocations both explicitly and implicitly. Guessing the meaning of collocations and discussing it with the teacher was believed to be very beneficial for students in both the explicit and the implicit groups. Although the implicit group members did not discuss the meaning of collocations with the teacher and were not encouraged by the teacher to guess the meaning of the target collocation from the provided context, the implicit group members were able to use contextual clues during class activities in order to guess the meaning of the target collocations. Additionally, using collocations in group discussions and speaking activities was thought of as an effective learning tool. However, the implicit group's

attitude towards the gap-filling listening activity was mostly positive, the explicit group's attitude towards the same activity was not as positive. This can be attributed to the main focus of the lesson for each group as the implicit group was only focusing on learning listening skills while the explicit group was focused on learning collocations. The findings of the questionnaire also suggest the use of authentic texts in which collocations are included as a learning tool as the students' attitude to the quotes activity was positive.

The overall attitude of the participants who are Egyptian L2 students on learning collocations is positive as nearly all of them showed interest in learning collocations in the future. After the experiment many participants asked the researcher to provide them with self study materials with which they can learn collocations on their own. They also showed interest in using collocations during both academic writing and speaking and they thought the knowledge of collocations is relevant to their academic university life.

5.3. Teaching Implications

The results of the study suggest that the use of explicit instruction aids L2 learners to acquire collocations. Unlike the previous studies which taught collocation explicitly through drills and exercises, this study included teaching collocations explicitly through incorporating them into contextualized activities. The students' attitudes reflected their preference to learning collocations through class activities rather than drills and exercises. Moreover, Including collocations in interesting class activities that tackle speaking, listening, reading and writing skills can be very beneficial for L2 learners. The use of authentic materials in class in which collocations are included can motivate the students to learn collocations and help them acquire their meaning and produce them correctly. Explicit teaching along with exposure and repetition

of collocations can be used to enhance the process of acquisition. Finally, holding class discussions, in which students are encouraged to use collocations while speaking, can be a beneficial tool for developing both their receptive and productive knowledge of collocations.

5.4. Suggestions for Further Research

The present study looked at the effect of explicit and implicit instruction on the acquisition of verb+noun collocations of Egyptian L2 learners. The findings showed the superiority of the explicit instruction over the implicit instruction. Collocations were taught explicitly and implicitly through reading, listening and speaking tasks. Further research can investigate the effectiveness of explicit teaching of collocations through reading, listening and speaking activities. In the current study, authentic texts were used as a tool for teaching collocations and that suggests conducting further research on the effect of the use of authentic materials on the acquisition of collocations. Furthermore, the current study focused on verb+noun collocations only ; further studies can be done to test the effect of explicit and implicit instructional methods on other types of collocations. Additionally, further studies could be done to investigate the effect of explicit versus implicit instruction on the acquisition of transparent and opaque collocations. Most of the previous studies done on collocations as well as the current study were conducted on university students; more research could be done on high school students, adult learners and children. Finally, most of the previous studies were done on L2 learners from different countries but no cross-linguistic study has been conducted to investigate the differences between L2 learners from different linguistic backgrounds concerning the acquisition of collocations.

5.5. Conclusion

There has been a debate concerning the effectiveness of explicit and implicit teaching and vocabulary acquisition. Most of the studies that tackled the effect of these two teaching methods on collocations indicated that the explicit method is more beneficial the implicit one. The explicit method in previous research mainly revolved around exercises and drills and the implicit method mainly depended on repetition and input flood. During the current experiment collocations were taught both implicitly and explicitly through contextualized activities. The researcher believes that each of the two methods has its weaknesses and its strengths. For example, it is essential for the learners to be aware of the lesson's objective and to be introduced to the concept of collocations but at the same time they need to be frequently exposed to the target collocations in order to easily acquire them. It is also important for learners to discuss the meaning of collocations with the teacher but at the same time they need to be provided by contextual clues that could help them guess the meaning of these collocations on their own. To sum up, the researcher suggests the use of both explicit and implicit instruction as instructional methods for teaching collocations while taking into consideration the strengths and weaknesses of each instructional method.

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Appendices

Appendix A

Pre-test (familiarity test)

<u>Choose the right answer:</u>

1. a) do damage	b) make damage	c) run damage
2. a) turn out a fire	b) put out a fire	c) set out a fire
3. a) hold discussions	b) make discussions	c) set discussions
4. a) receive cold	b) take cold	c) catch cold
5. a) do a visit	b) make a visit	c) pay a visit
6. a) strike a pose	b) beat a pose	c) hit a pose
7. a) fell tears	b) shed tears	c) raise tears
8. a) employ one's rights	b)exercise one's rights	c) conduct one's rights
9. a) pull an opportunity	b)seize an opportunity	c)catch an opportunity
10. a) press charges	b) run charges	c) push charges
11. a) make a complaint	b) perform a complaint	c) lodge a complaint
12. a) make a conclusion	b)pull a conclusion	c) draw a conclusion
13. a) commit a crime	b) comply a crime	c) conduct a crime
14. a) tell a prayer	b) say a prayer	c) speak a prayer
15. a) give a speech	b) hold a speech	c) perform a speech
16. a) strike a deal	b) set a deal	c) begin a deal
17. a) go on a journey	b) do a journey	c) pull a journey
18. a) keep one's breath	b) house one's breath	c) hold one's breath
19. a) direct an orchestra	b) conduct an orchestra	c) control an orchestra
20. a) lose count	b) drop count	c) pass count
21. a) take root	b) make root	c) dig root
22. a) hold a secret	b) keep a secret	c) speak a secret
23. a) take one's revenge	b) make one's revenge	c) obtain one's revenge
24. a) keep a diary	b) run a diary	c) lead a diary
25. a) brush shoes	b) polish shoes	c) sweep shoes
26. a) make apologies	b) do apologies	c) say apologies
27. a) ties one's fist	b) fix one's fist	c) clench one's fist
28. a) strike a fuse	b) knock a fuse	c) blow a fuse
29. a) show heed	b) pay heed	c) spread heed
30. a) make an escape	b) take an escape	c) draw an escape
31. a) lose faith	b) drop faith	c) cut faith
32. a) perform a survey	b) commit a survey	c) conduct a survey
33. a) push a bike	b) lead a bike	c) walk a bike
34. a) send judgment	b) pass judgment	c) set judgment

35. a) say one's mind	b) speak one's mind	c) talk one's mind
36. a) spoil the fun	b) break the fun	c) destroy the fun
37. a) earn a purpose	b) win a purpose	c) serve a purpose
38. a) make friends	b) create friends	c) gain friends
39. a) make measures	b) take measures	c) stick measures
40. a) speak shop	b) say shop	c) talk shop
41. a) defeat the purpose	b) break the purpose	c) refuse the purpose
42. a) reply to the door	b) respond to the door	c) answer the door
43. a) lay birth	b) give birth	c) bring birth
44. a) close a habit	b) break a habit	c) lay a habit
45. a) earn access	b) take access	c) gain access
46. a) run the streets	b) walk the streets	c) stroll the streets
47. a) take harm	b) do harm	c) make harm
48. a) make progress	b) take progress	c) gain progress
49. a) let bombs	b) drop bombs	c) fell bombs
50. a) do sacrifices	b) give sacrifices	c) make sacrifices

Appendix B

Reliability Test

```
******
 Method 1 (space saver) will be used for this analysis******
 R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A(
Item-total Statistics
```

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
Q4	19.8000	22.8163	.0234	.7139
Q6	20.4400	22.0473	.1886	.7066
Q7	20.2800	21.2261	.3348	.6969
Q8	20.2000	21.7551	.2098	.7055
Q9	20.4800	21.2343	.4297	.6931
Q10	20.3400	20.8412	.4411	.6900
Q11	20.4400	22.5371	.0670	.7136
Q13	19.7800	22.7057	.0693	.7117
Q14	20.2200	22.1343	.1287	.7110
Q15	19.9600	22.2841	.1186	.7109
Q16	20.6200	22.5669	.1637	.7081
Q17	19.8200	22.3547	.1569	.7081
Q18	19.8800	21.8220	.2681	.7022
Q24	19.9400	22.1392	.1588	.7084
Q25	20.0200	22.4282	.0751	.7140
Q26	20.0400	22.1616	.1316	.7105
Q29	20.3800	22.1996	.1338	.7101
Q30	20.1600	21.1984	.3323	.6970
Q31	19.8200	22.0690	.2447	.7039
Q32	19.9600	21.7943	.2356	.7038
Q34	20.5600	22.2922	.1928	.7065
Q35	20.2600	22.5229	.0478	.7162
Q36	20.2400	21.3290	.3060	.6989
Q37	20.0200	21.1629	.3647	.6952
Q39	19.9400	21.9759	.1987	.7060
Q40	19.9800	22.1424	.1471	.7093
Q41	20.2800	21.7976	.2067	.7057
Q42	19.9400	21.5269	.3099	.6993
Q43	19.9400	21.1188	.4131	.6929
Q44	19.9400	22.0984	.1687	.7078
Q45	20.0000	21.0612	.3964	.6932
Q46	20.0600	21.2412	.3354	.6970
Q47	20.1800	21.6608	.2301	.7041
Q48	19.8200	22.4771	.1196	.7099
Q49	19.9600	22.4882	.0706	.7138
Q50	20.1000	21.8061	.2025	.7060

```
Reliability Coefficients

N of Cases =    50.0                    N of Items = 36

Alpha =    .711
```

Appendix C

List of Target collocations

	Item number	Item Name	Number of correct responses
1	16	Strike a deal	1
2	9	Seize the opportunity	4
3	27	Clench one's fist	5
4	34	Pass judgment	5
5	8	Exercise one's rights	6
6	3	Hold a discussion	6
7	19	Conduct an orchestra	8
8	36	Spoil the fun	10
9	12	Draw a conclusion	10
10	29	Pay heed	11
11	5	Pay a visit	11
12	7	Shed tears	12
13	10	Press charges	13
14	32	Conduct a survey	14
15	6	Strike a pose	15
16	41	Defeat a purpose	15
17	30	Make an escape	16
18	21	Take root	17
19	45	Gain access	18
20	35	Speak one's mind	20
21	20	Lose count	21

Post Test

A. Match the following words:

1. Draw
2. Gain
3. Take
4. Get
5. Hold
6. Set
7. Control
8. Conduct
9. Seize
10. Catch
11. Exercise
12. do
13. strike
14. hit

a. an orchestra
b. a discussion
c. the opportunity
d. one's rights
e. access
f. a conclusion
g. A deal

B. **Read the following passage carefully and fill in the spaces using the following Words:**

take root	pay heed	lose count	shed tears	build a reputation	spoil the fun
pay a visit	retain ownership	give an incentive	lose faith	strike a pose	give a speech

Can couples afford to get married anymore?

Do you want to get married in the near future? Or perhaps the question should be can you afford to get married in the near future? All countries must deal with the rising cost of marriage in one way or another. If they do not 1) ………………to these problems, they will get worse. In many countries in the world, wedding are becoming extremely expensive affairs. The problem started to 2)………………many years ago. A relatively simple wedding costs more than £ 50,000. The money goes to the bride's wardrobe and to her jewelry. Finally, there is a huge reception for all the friends and relatives where the bride and groom 3)………………….. for some fancy wedding pictures. The expense is simply too high for many grooms and their families. If they do not have the money, they either give up the whole idea of marriage or go into dept to pay for the wedding. Young people in these countries know all about the cost of a wedding. 'When my sister got married, it was very grand' said Huda, who is studying graphic design at college. 'It was a traditional wedding and it lasted three days. It was beautiful and made us very happy, but, for me, the waste of money would just 4)…………………. Today, when I ask my sister about the cost, she regrets it. She says, "If I had money now, I would spend it on my child and house or maybe I would 5) ……………..to my best friend in Paris." Nabila, a Media Studies student, nods in agreement. 'I have a cousin who got married 11 years ago and he doesn't think he'll ever be able to pay off all the debts, so he will probably 6)…………. for years over his decision to go for an expensive wedding!' When I get married, I will not spend a lot of money. People come to weddings to criticize others. In some countries, men decide to marry foreign brides because the bride price is much lower. But surely that is not really a solution? If men marry out of their religion and their culture, this may negatively affect local women as there might not be

enough nationals for them to marry in the future. In some countries the government has started to 7) ……………of the number of unmarried women and men. Some countries have taken extreme decisions making marriages between nationals and foreigners illegal.

C. Include each of the following in a correctly written sentence that shows its meaning.

1. **Clench one's fist:** ………………………………………………………………………..

   ………………………………………………………………………………………………….

2. **Pass judgment:**………………………………………………….....................................

   ………………………………………………………………………………………………….

3. **Press charges:**………………………………………………………………………………...

   ………………………………………………………………………………………………….

4. **Conduct a survey:**……………………………………………………………………………

   ………………………………………………………………………………………………….

5. **Defeat the purpose:**……………………………………………………………………………

   …………………………………………………………………………………………………..

6. **Make an escape :**……………………………………………………………………………..

   ……………………………………………………………………………………………………

7. **Speak one's mind:**……………………………………………………………………………

Attitude Questionnaire

Name:…………………..

Class:………………………

Note: The results of this questionnaire are confidential.

To what extent do you agree or disagree with the following statements?

1. **During the three lessons I attended:**

   a. **I learnt new vocabulary items.**

   (5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

   b. I learned   listening comprehension skills.

   (5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

   c. I learnt reading comprehension skills.

   (5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

   d. I learnt speaking skills.

   (5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

   e. I had difficulty learning new vocabulary items.

   (5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

2. During the three lessons I attended, I found it helpful to learn vocabulary phrases (ex: shed tears/ draw a conclusion) through:

a. Guessing their meaning and then discussing it with the teacher

(5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

b. Seeing them repeated in various tasks and lessons

(5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

c. Seeing them bolded or underlined in a reading passage.

(5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

d. Using them while answering a set of reading/listening comprehension questions

(5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

e. Using them in group discussions

(5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

f. Seeing them included in a listening fill in the blank activity.

(5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

g. Seeing them included in quotes discussed in the classroom

(5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

h. Seeing them included in a story guessing activity

(5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

61

3. I think that learning vocabulary phrases will improve my language proficiency level.

(5) Strongly Agree   (4) Agree   (3) Not sure   (2) Disagree   (1) Strongly disagree

4. In general, do you find learning vocabulary phrases easy or difficult? Why?

5. Are you interested in learning more vocabulary phrases in the future? Why?

6. Do you have any suggestions or comments for the teacher about learning vocabulary phrases?

Appendix F

Explicit Lesson Plans

Lesson plan 1

Set of target collocations

Seize the opportunity

Hold a discussion

Draw a conclusion

Pay heed

Conduct a survey

Take root

Gain access

Materials needed: A reading from http://www.examenglish.com/TOEFL/TOEFL_reading2.htm about smart energy with the target collocations embedded and written in bold.

Class time: 1 hour

Number of students: 9

Teaching procedure	Details	time
Warm up	a. Ask the students what some ideas for saving energy they have in mind. b. Ask students about what comes on their mind when they see the title of the reading " smart energy"	5 minutes
Introducing collocations	a. Ask the students to look at the words written in bold; ask them what these words have in common. b. Tell the students that words which occur together to convey a	10 minutes

	certain meaning are called collocations.	
A reading a vocabulary activity	a. Ask the students to read the passage. b. Ask students questions about the passage in general. c. Ask students to look at the highlighted collocations and guess their meanings d. Discuss the form and meaning of each collocation with the students.	30 minutes
Sentence production practice activity	a. Ask students to include the following vocabulary which is not a target item in a sentence as a training for them to form correct comprehensible sentences in their post test: **Give incentive** **Utilize power** **Pilot schemes**	15 minutes

"Smart Energy" Reading Passage

Smart Energy

The next few decades will see great changes in the way energy is supplied and used. In some major oil producing nations, 'peak oil' has already been reached, and there are increasing fears of global warming. Consequently, many countries **pay heed** to providing a solution for this issue. This transition will lead to major changes in the supply and use of electricity. Firstly, there will be an increase in overall demand, as consumers switch from oil and gas to electricity to power their homes and vehicles. Secondly, there will be an increase in power generation, not only in terms of how much is generated, but also how it is generated, as there is growing electricity generation from renewable sources. To meet these challenges, countries are investing in Smart Grid technology. This system aims to provide the electricity industry with a better understanding of power generation and demand, and to use this information to create a more efficient power network.

Smart Grid technology basically involves the application of a computer system to the electricity network. The computer system can be used to collect information and **draw conclusions** about supply and demand and improve engineer's ability to manage the system. With better information about electricity demand, the network will be able to increase the amount of electricity delivered per unit generated, leading to potential reductions in fuel needs and carbon

emissions. Moreover, the computer system will assist in reducing operational and maintenance costs.

Smart Grid technology offers benefits to the consumer too. They will be able to **gain access** to real-time information on their energy use for each appliance. Varying tariffs throughout the day will give customers the incentive to use appliances at times when supply greatly exceeds demand, leading to great reductions in bills. For example, they may use their washing machines at night. Smart meters can also be connected to the internet or telephone system, allowing customers to switch appliances on or off remotely. Furthermore, if houses are fitted with the apparatus to generate their own power, appliances can be set to run directly from the on-site power source, and any excess can be sold to the grid.

With these changes, a range of challenges start to **take root**. The first involves managing the supply and demand. Sources of renewable energy, such as wind, wave and solar, are notoriously unpredictable, and nuclear power, which is also set to increase as nations switch to alternative energy sources, is inflexible. With oil and gas, it is relatively simple to increase the supply of energy to match the increasing demand during peak times of the day or year. With alternative sources, this is far more difficult, and may lead to blackouts or system collapse. Potential solutions include **conducting a survey** to investigate new and efficient ways to store energy and encouraging consumers to use electricity at off-peak times. Also **holding a discussion** with professional experts in the field from different countries in the world to share ideas and points of view about the survey results could be another solution.

A second problem is the fact that many renewable power generation sources are located in remote areas, such as windy uplands and coastal regions, where there is currently a lack of electrical infrastructure. New infrastructures therefore must be built. Thankfully, with improved smart technology, this can be done more efficiently by reducing the reinforcement or construction costs.

Although Smart Technology is still in its infancy, pilot schemes to promote and test it are already underway. Consumers are currently **seizing the opportunity** to test the new smart meters which can be used in their homes to manage electricity use. There are also a number of demonstrations being planned to show how the smart technology could practically work, and trials are in place to test the new electrical infrastructure. It is likely that technology will be added in 'layers', starting with 'quick win' methods which will provide initial carbon savings, to be followed by more advanced systems at a later date. Cities are prime candidates for investment into smart energy, due to the high population density and high energy use. It is here where Smart Technology is likely to be promoted first, utilizing a range of sustainable power sources, transport solutions and an infrastructure for charging electrically powered vehicles. The infrastructure is already changing fast. By the year 2050, changes in the energy supply will have transformed our homes, our roads and our behavior.

http://www.examenglish.com/TOEFL/TOEFL_reading2.htm

Lesson plan 2

Set of target collocations

Strike a deal

Exercise one's rights

Conduct an orchestra

Pay a visit

Shed tears

Strike a pose

Make an escape

Materials needed:

-A reading http://www.examenglish.com/TOEFL/toefl_reading.htm about Robert Capa with the target collocations embedded.

-A listening track of the reading recorded and read by a native speaker.

Class time 1 hour

Teaching procedure	Details	Time

Recap	Teacher asks -What collocations have we discussed the previous time and write down the students' answer on the board and then add the collocations they missed.	10 minutes
Warmup	-Ask the students if they know what war photography means. -How can war photography be a form of innovation?	5 minutes
Listening activity	-Hand in to the students the reading about Rober Capa the first war photographer in the world. - In the reading there are some missing words mostly a whole collocation or part of a collocation. - Ask the students to listen to the speaker reading the passage and fill in the spaces. -Check the correct answers with the students.	10 minutes
Collocations discussion	Discuss the target collocations with the students and their meaning referring to the reading	25 minutes
Sentence Production Practice Activity.	Ask students to include the following vocabulary which is not a target item in a sentence as a training for them to form correct comprehensible sentences in their post test: **retain ownership** **question the authenticity** **built reputation**	10 minutes

"Robert Capa" fill in the gaps listening passage

Robert Capa

Robert Capa is a name that has for many years been synonymous with war photography. Born in Hungary in 1913 as Friedmann Endre Ernő, Capa was forced to **make an ………………**after his involvement in anti government protests. Capa had originally wanted to become a musician and to **…………………an orchestra**, but after his arrival in Berlin had first found work as a photographer. He later left Germany and moved to France due to the rise in Nazism. He tried to find work as a freelance journalist and it was here that he changed his name to Robert Capa, mainly because he thought it would sound more American.

In 1936, after the breakout of the Spanish Civil war, Capa went to Spain and it was here over the next three years that he built his reputation as a war photographer. It was here too in 1936 that he took one of his most famous pictures, *The Death of a Loyalist Soldier*. One of Capa's most famous quotes was 'If your pictures aren't good enough, you're not close enough.' And he took his attitude of getting close to the action to an extreme. His photograph, *The Death of a Loyalist Soldier* is a prime example of this as Capa captures the very moment the soldier falls. However, many have questioned the authenticity of this photograph, claiming that a person was hired to **………………………….**on a war themed stage.

When World war II broke out, Capa **……………… a visit** to a friend in New York, but he was soon back in Europe after **………………. a deal** with Life magazine. This deal included taking war photographs that will be later published in the magazine. Some of his most famous work was created on 6th June 1944 when he swam ashore with the first assault on Omaha Beach in the D-Day invasion of Normandy. Capa, armed only with two cameras, took more than one hundred photographs in the first hour of the landing, but a mistake in the darkroom during the drying of the film destroyed all but eight frames. It was the images from these frames however that inspired the visual style of Steven Spielberg's Oscar winning movie 'Saving Private Ryan'. When Life magazine published the photographs, they claimed that they were slightly out of focus, and Capa later used this as the title of his autobiographical account of the war.

In 1947 Capa was among a group of photojournalists who founded Magnum Photos. This was a co-operative organisation set up to support photographers and to help them **…………. their …………..** and retain ownership of the copyright to their work.

Capa went on to document many other wars. He never attempted to glamorise war or to make people ……………. **tears**, but to record the horror. He once said, "The desire of any war photographer is to be put out of business."

Capa died as he had lived. After promising not to photograph any more wars, he accepted an assignment to go to Indochina to cover the first Indochina war. On May 25th 1954 Capa was accompanying a French regiment when he left his jeep to take some photographs of the advance and stepped on a land mine. He was taken to a nearby hospital, holding his camera, but was pronounced dead on arrival. He left behind him a testament to the horrors of war and a standard for photojournalism that few others have been able to reach.

Lesson Plan 3

Set of target collocations

Clench one's fist

Pass judgment

Spoil the fun

Press charges

Defeat the purpose

Speak one's mind

Lose count

Materials needed:

-Quotes with the collocations imbedded.   –Story guessing handout

-Power point presentation

Teaching procedure	Details	Time
Recap	Teacher asks -What collocations have we discussed the previous time and write down the students' answer on the board and then add the collocations they missed.	5 minutes
Warmup	-Ask the students What does a quote mean? -Ask them what is their favorite quote?	
Quotes speaking activity	Project the quotes with collocations embedded to the students and ask them to explain the meaning of each collocation in their own words s then discuss the meaning with the students. Details: Quote 1: " You know, don't judge a person, do not pass judgment unless you have talked to them one on one, I don't care what the story is, do not judge them because it is a lie" anonymous -Tell me a situation when you passed judgment on someone else. Quote 2: "I speak my mind. If it offends some people, well, there is not much I can do about that. But I am going to be honest. I am	25 minutes

	going to continue to speak my mind, and that's who I am." Jesse Ventura	
	-Have you ever decided to speak your mind although you might know it would offend some people?	25 minutes
	Quote 3: " Better to lose count while naming your blessings, than to lose your blessings to counting your troubles" Maltbie D. Babcock	
	Quote 4: " I went to the bookstore and asked the sales woman ' where is the self-help section?' she said if she told me , it would defeat the purpose"	
Story Guessing activity	- Divide the students into three groups - Ask each group to read 2 parts of a story - Tell them to underline the collocations used - Ask them to guess what they mean - Ask the students to guess what the complete story is and narrate it using the target collocations to the whole class. (the collocations included in the story are Press charges Spoil the fun Clench one's fist	25 minutes
Sentence Production Practice Activity.	Ask students to include the following vocabulary which is not a target item in a sentence as a training for them to form correct comprehensible sentences in their post test: **Go on a journey** **Put out fire**	

Story guessing activity

Rochelle's Point of View

"Would you like to press charges?" the police officer asked. She felt so nervous that she clenched her fists. Nobody pressed charges against stars of such teams, especially ones like Dander Ander who was in his final year and on the brink of a superlative career.
"I'd love to press charges," Rochelle answered. "That would be joyous."
The officer smiled. "Wouldn't it?"

Dander's Point of View

During the party to celebrate his amazing success, he heard that Rochelle Ashley was going to press charges against him. He didn't know how she could prove anything. How could they possibly prove anything? How could anyone prove that he was the one who did that to her? How could they even prove it had happened? He never expected such news to spoil the fun! Rochelle should pay for this; He will make her shed tears while begging for forgiveness. "Let's see who will laugh at the end" he said.

Work in a group to guess and narrate the full story behind the previous paragraphs.

Lesson plan 1

Set of target collocations

Seize the opportunity

Hold a discussion

Draw a conclusion

Pay heed

Conduct a survey

Take root

Gain access

Materials needed: A reading from http://www.examenglish.com/TOEFL/TOEFL_reading2.htm about smart energy with the target collocations embedded and reading comprehension questions.

Class time: 1 hour

Teaching procedure	Details	time
Warm up	c. Ask the students what some ideas for saving energy they have in mind. d. Ask students about what comes on their mind when they see the title of the reading " smart energy"	5 minutes
Reading comprehension	c. Ask the students to Read the passage about smart energy.	10 minutes
Reading comprehension questions.	d. Ask students to work in pairs and answer the questions attached to the reading 1. "Many countries pay heed to providing a solution for this issue" (paragraph 1) -What does the word issue refer to? -What solution do you think many countries are paying attention to providing? 2. " Smart grid technology basically involves the application of a computer system to	20 minutes

	the electricity network" (paragraph 2) -What are the functions of this computer system? 3. What benefits does smart grit technology offer to the consumers? 4. Lots of challenges start to emerge when smart Grid technology is applied. What are these challenges? 5. What are some possible solutions for the challenges that face the smart grid technology? 6. What pilot schemes are made to promote and test smart technology?	
Group Discussion activity	7. **Hold a discussion with two of your peers on some possible ways to lessen the risks of global warming**.	15 min
Sentence Production Practice Activity.	b. Ask students to include the following vocabulary which is not a target item in a sentence as a training for them to form correct comprehensible sentences in their post test: **Give incentive** **Utilize power** **Pilot schemes**	10 min

Smart Energy

The next few decades will see great changes in the way energy is supplied and used. In some major oil producing nations, 'peak oil' has already been reached, and there are increasing fears of global warming. Consequently, many countries pay heed to providing a solution for this issue. This transition will lead to major changes in the supply and use of electricity. Firstly, there will be an increase in overall demand, as consumers switch from oil and gas to electricity to power their homes and vehicles. Secondly, there will be an increase in power generation, not only in terms of how much is generated, but also how it is generated, as there is growing electricity generation from renewable sources. To meet these challenges, countries are investing in Smart Grid technology. This system aims to provide the electricity industry with a better understanding of power generation and demand, and to use this information to create a more efficient power network.

Smart Grid technology basically involves the application of a computer system to the electricity network. The computer system can be used to collect information and draw conclusions about supply and demand and improve engineer's ability to manage the system. With better information about electricity demand, the network will be able to increase the amount of electricity delivered per unit generated, leading to potential reductions in fuel needs and carbon emissions. Moreover, the computer system will assist in reducing operational and maintenance costs.

Smart Grid technology offers benefits to the consumer too. They will be able to gain access to real-time information on their energy use for each appliance. Varying tariffs throughout the day will give customers the incentive to use appliances at times when supply greatly exceeds demand, leading to great reductions in bills. For example, they may use their washing machines at night. Smart meters can also be connected to the internet or telephone system, allowing customers to switch appliances on or off remotely. Furthermore, if houses are fitted with the apparatus to generate their own power, appliances can be set to run directly from the on-site power source, and any excess can be sold to the grid.

With these changes, a range of challenges start to take root. The first involves managing the supply and demand. Sources of renewable energy, such as wind, wave and solar, are notoriously unpredictable, and nuclear power, which is also set to increase as nations switch to alternative energy sources, is inflexible. With oil and gas, it is relatively simple to increase the supply of energy to match the increasing demand during peak times of the day or year. With alternative sources, this is far more difficult, and may lead to blackouts or system collapse. Potential solutions include conducting a survey to investigate new and efficient ways to store energy and encouraging consumers to use electricity at off-peak times. Also holding a discussion with professional experts in the field from different countries in the world to share ideas and points of view about the survey results could be another solution.

A second problem is the fact that many renewable power generation sources are located in remote areas, such as windy uplands and coastal regions, where there is currently a lack of electrical infrastructure. New infrastructures therefore must be built. Thankfully, with improved smart

technology, this can be done more efficiently by reducing the reinforcement or construction costs.

Although Smart Technology is still in its infancy, pilot schemes to promote and test it are already underway. Consumers are currently seizing the opportunity to test the new smart meters which can be used in their homes to manage electricity use. There are also a number of demonstrations being planned to show how the smart technology could practically work, and trials are in place to test the new electrical infrastructure. It is likely that technology will be added in 'layers', starting with 'quick win' methods which will provide initial carbon savings, to be followed by more advanced systems at a later date. Cities are prime candidates for investment into smart energy, due to the high population density and high energy use. It is here where Smart Technology is likely to be promoted first, utilizing a range of sustainable power sources, transport solutions and an infrastructure for charging electrically powered vehicles. The infrastructure is already changing fast. By the year 2050, changes in the energy supply will have transformed our homes, our roads and our behavior.

http://www.examenglish.com/TOEFL/TOEFL_reading2.htm

Lesson Plan 2

Implicit collocations lesson 2

Set of target collocations

Strike a deal

Exercise one's rights

Conduct an orchestra

Pay a visit

Shed tears

Strike a pose

Make an escape

Materials needed:

A reading http://www.examenglish.com/TOEFL/toefl_reading.htm about Robert Capa with the target collocations embedded.

A listening track of the reading recorded and read by a native speaker.

Class time 1 hour

Teaching procedure	Details	Time
Recap	Recapping the previous 7 target These collocations will be used by the teacher frequently during the class discussions. Also they are included in the questions about the listening passage.	(Done indirectly during the whole class time)
Warmup	-Ask the students if they know what war photography means. -How can war photography be a form of innovation?	5 minutes
Listening activity (note taking)	-Play the listening passage to the students. -Ask them to take notes while listening. -Hand in the questions sheet to the students and ask them to use their notes and check which questions (from 1 to 8) they can answer using their notes. -Ask the students how many questions they were not able to answer.	10 minutes

		10 minutes
Listening activity (fill in the spaces)	-Hand in to the students the reading about Rober Capa the first war photographer in the world. - In the reading there are some missing words mostly a whole collocation or part of a collocation and other general vocabulary words. - Ask the students to listen to the speaker reading the passage and fill in the spaces. -Replay the passage if needed. -Check the correct answers with the students.	
Questions competition	-Divide the students into two groups. -Ask each group to answer a question together. -Give a point to the group if the answered correctly. -Groups take turns in answering the questions. -Discuss the answers of the questions.	20 minutes
Group discussion	In the same groups students discuss the two topics attached at the end of the questions sheet. Teacher acts as a facilitator and monitors the activity	10 minutes
Sentence practice	Ask students to include the following vocabulary which is not a target item in a sentence as a training for them to form correct comprehensible sentences in their post test: **retain ownership** **question the authenticity** **built reputation**	5 minutes

Robert Capa

Robert Capa is a name that has for many years been synonymous with war photography. Born in Hungary in 1913 as Friedmann Endre Ernő, Capa was forced to make an 1)……………………after his involvement in anti government protests. Capa had originally wanted to become a musician and to 2)………………………..an orchestra, but after his arrival in Berlin had first found work as a photographer. He later left Germany and moved to 3)…………………due to the rise in Nazism. He tried to find work as a freelance journalist and it was here that he changed his name to Robert Capa, mainly because he thought it would sound more American.

In 1936, after the breakout of the Spanish Civil war, Capa went to Spain and it was here over the next three years that he built his 4)………………………..as a war photographer. It was here too in 1936 that he took one of his most famous pictures, *The Death of a Loyalist Soldier*. One of Capa's most famous quotes was 'If your pictures aren't good enough, you're not close enough.' And he took his attitude of getting close to the action to an 5)……………………….. His photograph, *The Death of a Loyalist Soldier* is a prime example of this as Capa captures the very moment the soldier falls. However, many have questioned the authenticity of this photograph, claiming that a person was hired to 6)………………………..a pose on a war themed stage.

When World war II broke out, Capa paid a 7) …………………….to a friend in New York, but he was soon back in Europe after 8)…………………………………with Life magazine. This deal included taking war photographs that will be later published in the magazine. Some of his most famous work was created on 6th June 1944 when he swam ashore with the first assault on Omaha Beach in the D-Day invasion of Normandy. Capa, armed only with two cameras, took more than one hundred photographs in the first hour of the landing, but a mistake in the 9)…………………during the drying of the film destroyed all but eight frames. It was the images from these frames however that inspired the visual style of Steven Spielberg's Oscar winning movie 'Saving Private Ryan'. When Life magazine published the photographs, they claimed that they were slightly out of 10)…………………….., and Capa later used this as the title of his autobiographical account of the war.

In 1947 Capa was among a group of photojournalists who founded Magnum Photos. This was a co-operative organization set up to support photographers and to help them

11)………………….their rights and retain ownership of the copyright to their work.

Capa went on to document many other wars. He never attempted to glamorize war or to make people 12)…………………………….but to record the horror. He once said, "The desire of any war photographer is to be put out of business."

Capa died as he had lived. After promising not to photograph any more wars, he accepted an assignment to go to Indochina to cover the first Indochina war. On May 25th 1954 Capa was 13)………………………a French regiment when he left his jeep to take some photographs of the advance and stepped on a 14)…………………….. He was taken to a nearby hospital, holding his camera, but was pronounced dead on arrival. He left behind him a testament to the 15)……………………….of war and a standard for photojournalism that few others have been able to reach.

Questions:

1. Capa seized the opportunity to leave Hungary and go to France. Why was Capa forced to make an escape?

2. What did Capa want to do before he became a photographer?

3. Why did many people question the authenticity of Capa's photograph 'the death of a loyalist soldier'?

4. After Capa paid a visit to a friend in New York, He had to return back to Europe. Why did he return?

5. From your general understanding of the passage, when did war photography take root?

6. Why did Capa and a group of journalists found Magnum Photos organization?

7. He once said, "The desire of any war photographer is to be put out of business." What conclusion can you draw from this quote?

8. Capa "never attempted to glamorize war or to make people shed tears" (paragraph 5)
   Explain this quotes

In a group, hold a discussion on the following:

1. If you get a chance to conduct a survey about war photography, what do you think people will say? Do you think they will be against it or not. You can ask each other this question for a start.

2. Do you think that people nowadays pay heed to war photography like they did in the past?

Lesson Plan 3

<u>**Set of target collocations**</u>

Clench one's fist

Pass judgment

Spoil the fun

Press charges

Defeat the purpose

Speak one's mind

Lose count

<u>**Materials needed:**</u>

-Quotes with the collocations imbedded.   –Story guessing handout

-Power point presentation

Teaching procedure	Details	Time
Recap	Recapping the previous 7 target These collocations will be used by the teacher frequently during the class discussions. Also they are included in the speaking task.	(Done indirectly during the whole class time)
Warm-up	-Ask the students What does a quote mean? -Ask them what is their favorite quote?	5 minutes
Quotes speaking activity	Project the quotes with collocations imbedded to the students and ask them questions about them Details: Quote 1: " You know, don't judge a person, do not pass judgment unless you have talked to them one on one, I don't care what the story is, do not judge them because it is a lie" anonymous -Did any one pass judgment on you before? -What happened? -Tell me a situation when you passed judgment on someone else. Quote 2: "I speak my mind. If it offends some people, well, there is not much I can do about that. But I am going to be honest. I am	25 minutes

	going to continue to speak my mind, and that's who I am." Jesse Ventura -Have you ever decided to speak your mind although you might know it would offend some people? -If yes, why did you choose to do so? If no, why did you prefer not to speak your mind? Quote 3: " Better to lose count while naming your blessings, than to lose your blessings to counting your troubles" Maltbie D. Babcock -Explain this quote in your own words. Quote 4: " I went to the bookstore and asked the sales woman ' where is the self-help section?' she said if she told me , it would defeat the purpose" -Explain the idea behind this quote.	
Story Guessing activity	- Divide the students into three groups - Ask each group to read 2 parts of a story - Ask the students to answer the questions attached with the story - Ask the students to guess what the complete story is and narrate it using the target collocations to the whole class. (the collocations included in the story are Press charges Spoil the fun Clench one's fist	25 minutes
Sentence Production Practice Activity.	Ask students to include the following vocabulary which is not a target item in a sentence as a training for them to form correct comprehensible sentences in their post test: **Go on a journey** **Put out fire**	5 minutes

Story guessing activity

Rochelle's Point of View

"Would you like to press charges?" the police officer asked. She felt so nervous that she clenched her fists. Nobody pressed charges against stars of such teams, especially ones like Dander Ander who was in his final year and on the brink of a superlative career.
"I'd love to press charges," Rochelle answered. "That would be joyous."
The officer smiled. "Wouldn't it?"

Dander's Point of View

During the party to celebrate his amazing success, he heard that Rochelle Ashley was going to press charges against him. He didn't know how she could prove anything. How could they possibly prove anything? How could anyone prove that he was the one who did that to her? How could they even prove it had happened? He never expected such news to spoil the fun! Rochelle should pay for this; He will make her shed tears while begging for forgiveness. "Let's see who will laugh at the end" he said.

Answer the following questions to help you guess the story:

-Where did Rochelle's and the police man conversation take place? Was it in the police station or did the police man pay Rochelle a visit?

- Do you think Rochelle and the police man are striking a deal or is he trying to help her exercise her rights?

-What do you think Dander is accused of?

-Do you think Dander is innocent or not? Why?

Work in a group to guess and narrate the full story behind the previous paragraphs.

Appendix H

t-test results

Group Statistics

	group no	N	Mean	Std. Deviation	Std. Error Mean
a1	1	20	.65	.489	.109
	2	20	.35	.489	.109
a2	1	20	.80	.410	.092
	2	20	.55	.510	.114
a3	1	20	.55	.510	.114
	2	20	.10	.308	.069
a4	1	20	.65	.489	.109
	2	20	.20	.410	.092
a5	1	20	1.00	.000	.000
	2	20	.35	.489	.109
a6	1	20	.85	.366	.082
	2	20	.55	.510	.114
a7	1	20	.55	.510	.114
	2	20	.60	.503	.112
b1	1	20	.65	.489	.109
	2	20	.70	.470	.105
b2	1	20	.50	.513	.115
	2	20	.60	.503	.112
b3	1	20	.50	.513	.115

	2	20	.35	.489	.109
b4	1	20	.60	.503	.112
	2	20	.50	.513	.115
b5	1	20	.95	.224	.050
	2	20	.75	.444	.099
b6	1	20	.30	.470	.105
	2	20	.40	.503	.112
b7	1	20	.50	.513	.115
	2	20	.45	.510	.114
c1	1	20	.350	.4894	.1094
	2	20	.250	.4443	.0993
c2	1	20	.450	.5104	.1141
	2	20	.350	.4894	.1094
c3	1	20	.500	.5130	.1147
	2	20	.600	.5026	.1124
c4	1	20	.800	.4104	.0918
	2	20	.600	.5026	.1124
c5	1	20	.250	.4443	.0993
	2	20	.150	.3663	.0819
c6	1	20	.450	.5104	.1141
	2	20	.750	.4443	.0993
c7	1	20	.300	.4702	.1051
	2	20	.250	.4443	.0993
a	1	20	5.0500	1.76143	.39387

	2	20	2.7000	1.80933	.40458
b	1	20	4.0000	1.41421	.31623
	2	20	3.7500	1.74341	.38984
c	1	20	3.1000	1.99737	.44662
	2	20	2.9500	2.18789	.48923
abc	1	20	12.1500	3.89703	.87140
	2	20	9.4000	4.10904	.91881

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
a1	Equal variances assumed	.000	1.000	1.939	38	.060	.300	.155	-.013-	.613
	Equal variances not assumed			1.939	38.000	.060	.300	.155	-.013-	.613
a2	Equal variances assumed	9.686	.004	1.707	38	.096	.250	.146	-.046-	.546
	Equal variances not assumed			1.707	36.325	.096	.250	.146	-.047-	.547
a3	Equal variances assumed	31.382	.000	3.376	38	.002	.450	.133	.180	.720
	Equal variances not assumed			3.376	31.204	.002	.450	.133	.178	.722

88

a4	Equal variances assumed	4.435	.042	3.151	38	.003	.450	.143	.161	.739
	Equal variances not assumed			3.151	36.881	.003	.450	.143	.161	.739
a5	Equal variances assumed	192.111	.000	5.940	38	.000	.650	.109	.428	.872
	Equal variances not assumed			5.940	19.000	.000	.650	.109	.421	.879
a6	Equal variances assumed	16.850	.000	2.135	38	.039	.300	.140	.016	.584
	Equal variances not assumed			2.135	34.470	.040	.300	.140	.015	.585
a7	Equal variances assumed	.354	.555	-.312-	38	.757	-.050-	.160	-.374-	.274
	Equal variances not assumed			-.312-	37.991	.757	-.050-	.160	-.374-	.274
b1	Equal variances assumed	.430	.516	-.330-	38	.744	-.050-	.152	-.357-	.257

	Equal variances not assumed			-.330-	37.939	.744	-.050-	.152	-.357-	.257
b2	Equal variances assumed	.792	.379	-.623-	38	.537	-.100-	.161	-.425-	.225
	Equal variances not assumed			-.623-	37.984	.537	-.100-	.161	-.425-	.225
b3	Equal variances assumed	1.879	.178	.946	38	.350	.150	.159	-.171-	.471
	Equal variances not assumed			.946	37.916	.350	.150	.159	-.171-	.471
b4	Equal variances assumed	.792	.379	.623	38	.537	.100	.161	-.225-	.425
	Equal variances not assumed			.623	37.984	.537	.100	.161	-.225-	.425
b5	Equal variances assumed	17.453	.000	1.798	38	.080	.200	.111	-.025-	.425
	Equal variances not assumed			1.798	28.046	.083	.200	.111	-.028-	.428

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
b6	Equal variances assumed	1.583	.216	-.650-	38	.520	-.100-	.154	-.412-	.212
	Equal variances not assumed			-.650-	37.832	.520	-.100-	.154	-.412-	.212
b7	Equal variances assumed	.192	.664	.309	38	.759	.050	.162	-.278-	.378
	Equal variances not assumed			.309	37.999	.759	.050	.162	-.278-	.378
c1	Equal variances assumed	1.805	.187	.677	38	.503	.1000	.1478	-.1992-	.3992
	Equal variances not assumed			.677	37.650	.503	.1000	.1478	-.1993-	.3993
c2	Equal variances assumed	1.325	.257	.632	38	.531	.1000	.1581	-.2201-	.4201
	Equal variances not assumed			.632	37.933	.531	.1000	.1581	-.2201-	.4201
c3	Equal variances assumed	.792	.379	-.623-	38	.537	-.1000-	.1606	-.4251-	.2251

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			-.623-	37.984	.537	-.1000-	.1606	-.4251-	.2251
c4	Equal variances assumed	7.238	.011	1.378	38	.176	.2000	.1451	-.0937-	.4937
	Equal variances not assumed			1.378	36.538	.176	.2000	.1451	-.0941-	.4941
c5	Equal variances assumed	2.502	.122	.777	38	.442	.1000	.1288	-.1607-	.3607
	Equal variances not assumed			.777	36.670	.442	.1000	.1288	-.1610-	.3610
c6	Equal variances assumed	5.544	.024	-1.983-	38	.055	-.3000-	.1513	-.6063-	.0063
	Equal variances not assumed			-1.983-	37.291	.055	-.3000-	.1513	-.6065-	.0065
c7	Equal variances assumed	.478	.493	.346	38	.731	.0500	.1446	-.2428-	.3428
	Equal variances not assumed			.346	37.879	.731	.0500	.1446	-.2428-	.3428

A	Equal variances assumed	.029	.866	4.162	38	.000	2.35000	.56464	1.20695	3.49305
	Equal variances not assumed			4.162	37.973	.000	2.35000	.56464	1.20692	3.49308
B	Equal variances assumed	.852	.362	.498	38	.621	.25000	.50197	-.76618-	1.26618
	Equal variances not assumed			.498	36.449	.621	.25000	.50197	-.76761-	1.26761
C	Equal variances assumed	1.115	.298	.226	38	.822	.15000	.66243	-1.19102-	1.49102
	Equal variances not assumed			.226	37.689	.822	.15000	.66243	-1.19139-	1.49139
abc	Equal variances assumed	.260	.613	2.172	38	.036	2.75000	1.26631	.18648	5.31352
	Equal variances not assumed			2.172	37.894	.036	2.75000	1.26631	.18624	5.31376

Appendix I

Questionnaire Results

q1a * group no Crosstabulation

			group no		Total
			1	2	
q1a	Not sure	Count	0	1	1
		% within group no	0.0%	5.0%	2.5%
	Agree	Count	8	13	21
		% within group no	40.0%	65.0%	52.5%
	Strongly agree	Count	12	6	18
		% within group no	60.0%	30.0%	45.0%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q1b * group no Crosstabulation

			group no		Total
			1	2	
q1b	Not sure	Count	7	1	8
		% within group no	35.0%	5.0%	20.0%

			9	17	26
	Agree	Count	9	17	26
		% within group no	45.0%	85.0%	65.0%
	Strongly agree	Count	4	2	6
		% within group no	20.0%	10.0%	15.0%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q1c * group no Crosstabulation

			group no		
			1	2	Total
q1c	Disagree	Count	0	1	1
		% within group no	0.0%	5.0%	2.5%
	Not sure	Count	7	3	10
		% within group no	35.0%	15.0%	25.0%
	Agree	Count	11	11	22
		% within group no	55.0%	55.0%	55.0%
	Strongly agree	Count	2	5	7
		% within group no	10.0%	25.0%	17.5%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q1d * group no Crosstabulation

			group no		Total
			1	2	
q1d	Not sure	Count	4	2	6
		% within group no	20.0%	10.0%	15.0%
	Agree	Count	11	10	21
		% within group no	55.0%	50.0%	52.5%
	Strongly agree	Count	5	8	13
		% within group no	25.0%	40.0%	32.5%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q1e * group no Crosstabulation

			group no		Total
			1	2	
q1e	strongly disagree	Count	3	3	6
		% within group no	15.0%	15.0%	15.0%
	Disagree	Count	9	4	13
		% within group no	45.0%	20.0%	32.5%
	Not sure	Count	2	6	8
		% within group no	10.0%	30.0%	20.0%
	Agree	Count	3	6	9

			15.0%	30.0%	22.5%
	Strongly agree	Count	3	1	4
		% within group no	15.0%	5.0%	10.0%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q2a * group no Crosstabulation

			group no		Total
			1	2	
q2a	Not sure	Count	0	1	1
		% within group no	0.0%	5.0%	2.5%
	Agree	Count	10	10	20
		% within group no	50.0%	50.0%	50.0%
	Strongly agree	Count	10	9	19
		% within group no	50.0%	45.0%	47.5%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q2b * group no Crosstabulation

	group no	Total

			1	2	
q2b	Not sure	Count	4	6	10
		% within group no	20.0%	30.0%	25.0%
	Agree	Count	12	10	22
		% within group no	60.0%	50.0%	55.0%
	Strongly agree	Count	4	4	8
		% within group no	20.0%	20.0%	20.0%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q2c * group no Crosstabulation

			group no		
			1	2	Total
q2c	Disagree	Count	2	1	3
		% within group no	10.0%	5.0%	7.5%
	Not sure	Count	5	5	10
		% within group no	25.0%	25.0%	25.0%
	Agree	Count	10	11	21
		% within group no	50.0%	55.0%	52.5%
	Strongly agree	Count	3	3	6
		% within group no	15.0%	15.0%	15.0%
Total		Count	20	20	40

| | | | 100.0% | 100.0% | 100.0% |

q2d * group no Crosstabulation

			group no		
			1	2	Total
q2d	Disagree	Count	0	1	1
		% within group no	0.0%	5.0%	2.5%
	Not sure	Count	3	5	8
		% within group no	15.0%	25.0%	20.0%
	Agree	Count	13	8	21
		% within group no	65.0%	40.0%	52.5%
	Strongly agree	Count	4	6	10
		% within group no	20.0%	30.0%	25.0%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q2e * group no Crosstabulation

			group no		
			1	2	Total
q2e	Not sure	Count	7	7	14

			35.0%	35.0%	35.0%
	Agree	Count	8	8	16
		% within group no	40.0%	40.0%	40.0%
	Strongly agree	Count	5	5	10
		% within group no	25.0%	25.0%	25.0%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q2f * group no Crosstabulation

			group no		Total
			1	2	
q2f	Disagree	Count	1	0	1
		% within group no	5.0%	0.0%	2.5%
	Not sure	Count	8	3	11
		% within group no	40.0%	15.0%	27.5%
	Agree	Count	9	14	23
		% within group no	45.0%	70.0%	57.5%
	Strongly agree	Count	2	3	5
		% within group no	10.0%	15.0%	12.5%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q2g * group no Crosstabulation

			group no		
			1	2	Total
q2g	Not sure	Count	4	5	9
		% within group no	20.0%	25.0%	22.5%
	Agree	Count	10	8	18
		% within group no	50.0%	40.0%	45.0%
	Strongly agree	Count	6	7	13
		% within group no	30.0%	35.0%	32.5%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q2h * group no Crosstabulation

			group no		
			1	2	Total
q2h	Not sure	Count	3	5	8
		% within group no	15.0%	25.0%	20.0%
	Agree	Count	12	10	22
		% within group no	60.0%	50.0%	55.0%
	Strongly agree	Count	5	5	10
		% within group no	25.0%	25.0%	25.0%

			group no		
					Total
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q3 * group no Crosstabulation

			group no		
			1	2	Total
q3	Agree	Count	5	6	11
		% within group no	25.0%	30.0%	27.5%
	Strongly agree	Count	15	14	29
		% within group no	75.0%	70.0%	72.5%
Total		Count	20	20	40
		% within group no	100.0%	100.0%	100.0%

q4a * group no Crosstabulation

			group no		
			1	2	Total
q4a	Difficult	Count	6	8	14
		% within group no	33.3%	40.0%	36.8%
	Easy	Count	9	8	17
		% within group no	50.0%	40.0%	44.7%

			0	1	1
it is easier after the 3 classes I attended	Count		0	1	1
	% within group no		0.0%	5.0%	2.6%
it depends	Count		3	3	6
	% within group no		16.7%	15.0%	15.8%
Total	Count		18	20	38
	% within group no		100.0%	100.0%	100.0%

q4b * group no Crosstabulation

			group no		Total
			1	2	
q4b	Words were repeated all the time	Count	0	3	3
		% within group no	0.0%	16.7%	9.1%
	I cannot memorize them	Count	0	1	1
		% within group no	0.0%	5.6%	3.0%
	They raised my language comprehension	Count	2	0	2
		% within group no	13.3%	0.0%	6.1%
	I guessed their meaning from context and during class activities	Count	5	4	9
		% within group no	33.3%	22.2%	27.3%
	I was never taught vocabulary phrases or introduced to them	Count	0	6	6
		% within group no	0.0%	33.3%	18.2%
	It is hard to use them in	Count	2	1	3

			13.3%	5.6%	9.1%
context	% within group no		13.3%	5.6%	9.1%
They are easy if included in class activities and hard if memorized	Count		2	3	5
	% within group no		13.3%	16.7%	15.2%
I need to practice using them more	Count		2	0	2
	% within group no		13.3%	0.0%	6.1%
The teacher explained them	Count		1	0	1
	% within group no		6.7%	0.0%	3.0%
They were taught in a different way from what I had been previously taught	Count		1	0	1
	% within group no		6.7%	0.0%	3.0%
Total	Count		15	18	33
	% within group no		100.0%	100.0%	100.0%

q5a * group no Crosstabulation

			group no		Total
			1	2	
q5a	Yes	Count	17	19	36
		% within group no	94.4%	100.0%	97.3%
	No	Count	1	0	1
		% within group no	5.6%	0.0%	2.7%
Total		Count	18	19	37
		% within group no	100.0%	100.0%	100.0%

q5b * group no Crosstabulation

			group no		
			1	2	Total
q5b	Improve my writing skills	Count	6	1	7
		% within group no	33.3%	5.6%	19.4%
	Improve my language proficiency	Count	6	8	14
		% within group no	33.3%	44.4%	38.9%
	Boring and difficult	Count	1	0	1
		% within group no	5.6%	0.0%	2.8%
	They improve my overall vocabulary knowledge	Count	1	0	1
		% within group no	5.6%	0.0%	2.8%
	Improve my speaking skills	Count	1	1	2
		% within group no	5.6%	5.6%	5.6%
	Help me to become fluent and to express my self	Count	1	3	4
		% within group no	5.6%	16.7%	11.1%
	Develop my academic language	Count	0	2	2
		% within group no	0.0%	11.1%	5.6%
	Improves my writing and speaking skills	Count	2	2	4
		% within group no	11.1%	11.1%	11.1%
	9	Count	0	1	1
		% within group no	0.0%	5.6%	2.8%
Total		Count	18	18	36

| | | | 100.0% | 100.0% | 100.0% |

q6 * group no Crosstabulation

			group no		Total
			1	2	
q6	Keep teaching vocabulary they way you did in the previous lessons, the teaching way beneficial and effective	Count	1	4	5
		% within group no	50.0%	66.7%	62.5%
	Add more vocabulary phrases in reading activities	Count	1	1	2
		% within group no	50.0%	16.7%	25.0%
	Quotes are the best way to learn vocabulary	Count	0	1	1
		% within group no	0.0%	16.7%	12.5%
Total		Count	2	6	8
		% within group no	100.0%	100.0%	100.0%