

---

## An investigation of the Effects of Prefabricated Patterns or Collocations on the Enhancement of Iranian EFL Learners' Writing Skill

---

Mehdi Yaghoobi<sup>1</sup>, Mehdi Haseli Songhori<sup>2\*</sup>

<sup>1</sup>Department of English, Marivan Branch, Islamic Azad University, Marivan, Iran

<sup>2\*</sup>Department of English, Zahedan Branch, Islamic Azad University, Zahedan, Iran

---

Received: October 07, 2022

Accepted: November 15, 2022

---

### Abstract

The major objective of the present study is to measure up the effectiveness of teaching collocations in raising foreign language writing proficiency. It is widely acknowledged that collocations play an important role in second language learning, particularly at the intermediate and advanced levels. The current research was executed to investigate the influence of collocation instruction and consideration on enhancing Iranian EFL learners' writing skill. To do so, thirty upper-intermediate EFL learners were selected from among the learners in an English language institute. Their level of English proficiency was determined on the basis of a pretest at the outset of the study. Simply speaking, a test of writing ability as a pretest was administered of which the scores were used to assign the subjects into two homogeneous groups. The control group encountered passages without being resorted to prefabricated patterns (collocations), but the experimental group resorted to prefabricated patterns and tasks prior to writing texts respectively. The fundamental aim of this research was to gain a better understanding of the role collocations play in students' writing. This study intended to investigate the correlation between Iranian EFL learners' use of lexical collocations (i.e. frequency and variety) and their writing scores. It was revealed that implementation of the prefabricated patterns had a great influence upon the subjects experiencing them in comparison to the control group. Experimental subjects outperformed in the post-test, at the significant level of .01. In reality, teaching collocations could play a prominent role in improving EFL learners' writing skill.

**Keywords:** lexical collocation, prefabricated pattern, writing skill, upper-intermediate

---

### INTRODUCTION

Writing skills mean writing correct language in daily academic work and in the public situations. Writing is the commonest way of assessing students' performance in English (Salem, 2008). Writing is a medium of communication that represents language through the inscription of signs and symbols. Also, writing is an integral part of reading and a critical component of literacy. Writing is an integral part of reading and a critical component of literacy. Writing is

a medium of communication that represents language through the inscription of signs and symbols. In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet. It is probably fair to say that the vast majority of university work revolves around writing. Undergraduate and postgraduate course-work students frequently write essays or reports

---

\*Corresponding Author's Email:  
*m.haseli@iauzah.ac.ir*

while for postgraduate research students, the thesis is usually the prime writing task. As Baron (Baron, 2007) p.15) notes learning to write effectively is a 'lifelong apprenticeship'. Recent research indicates that many children begin drawing, scribbling, and reproducing letters and letter-like forms long before they understand what the letters mean. These activities encourage writing awareness. The widespread use of writing as a means of informal communication via text messaging, email and social networking sites has changed the way we write. In these contexts, speed and spontaneity take priority, and accuracy has lost some of its importance as a result. To write effectively and authoritatively, you need to use accurate grammar, vocabulary, spelling and punctuation. Some of the writing benefits can be stated as follows: Writing helps us to discover what we know. Writing about a topic stimulates our thinking on that topic and helps us to probe knowledge and experiences we have stored in our subconscious minds. In reality, writing skill generates new ideas. The very act of writing stimulates our minds to make connections, see relationships, and draw analogies that would not have occurred to us if we had not started to write. Writing helps us to organize our ideas and put them in explicit form. Often, we can clarify vague or elusive concepts for ourselves by writing about them. This skill makes our thoughts available for us to look at and evaluate; we can distance ourselves from our ideas and see them more objectively when we write them down. Lexical collocations are sometimes used erroneously in the texts. So that, in order to encourage learners to overcome these barriers in the current study attempts have been made test such a trend. They are one of the difficulties that second language learners, in particular, adult second language learners, have to deal with in the process of learning English. These difficulties depend on a variety of variables such as students' native language (L1) background, age, and personality. Language teaching over the years has been based on the dichotomy of grammar and vocabulary: master the grammar system, learn lots of words, and the speaker will be able to talk about any topic. This view of language has meant that students have learned an extensive vocabulary

of predominantly nouns, and then struggled to use grammar to talk about those things and this is the reason for so many grammar mistakes. As claimed by McCarthy and O'Dell, collocations (McCarthy & O'Dell, 2005) p.6) "...give you the most natural way to say something: *smoking is strictly forbidden* is more natural than *smoking is strongly forbidden*". Therefore, collocations are prefabricated chunks that are already stored in the learners' memory. It is these chunks which are retrieved by the learner when s/he produces the language not isolated words. Collocations are predictable patterns and phrases or groups of words that typically co-occur. They include what have traditionally been considered lexical items, as well as structural patterns which may seem closer to grammar and combinations of words that simply "go together." Collocations include noun phrases like sound investment, wide imagination, and phrasal verbs like make up or other stock phrases like the rich and powerful. Particularly interesting are some subtle and not-easily explainable patterns of usage that native speakers all know: why we say a stiff breeze but not a stiff wind while a strong breeze and a strong wind are acceptable. Collocations can involve a range of different syntactic patterns. The lexicographer, (M. Benson, 1985), classifies collocations into two main types: lexical collocations and grammatical collocations. A grammatical collocation is a recurrent combination of a dominant word (verb, noun, adjective) and a grammatical word (preposition), such as attach to (verb and preposition), anxious about (adjective and preposition), and a choice between (noun and preposition). Furthermore, (I. S. Nation & Nation, 2001) identifies collocations as grammatically connected, grammatically structured, having grammatical uniqueness and grammatical fossilization, and suggests involving syntactic structure in the study of collocations within the lexis level. The majority of Iranian EFL learners have some knowledge of English grammar and vocabulary; however, they seem to have serious problems with the use of collocations. For instance, Iranian learners using the Persian language say "*baran-e-shadid*" which literally means "hard rain" and when it comes to English, they think in their first language and instead of

“heavy rain” they write or say “hard rain.” This example is a semantic expansion, in which learners impose a corresponding word meaning into target-language word, reflecting influence from Persian *shadid* which means “hard” and “heavy”. This inefficiency is most likely due to the lack of knowledge of word combinations among Iranian EFL students, and to a large extent, the inadequate emphasis given to the teaching of collocation patterns in their textbooks, and the type of instruction they receive. Whether you are a student, teacher, or business-person, academic writing skills are necessary in today’s world. Essays, reports, presentations and research papers are just some examples of documents written in the academic style. Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Correct grammar, punctuation and spelling are keys in written communications. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Tribble (as cited in (Samiha & Imane, 2019) p.1) argues that: “it is through the mastery of writing that the individual comes to be fully effective in intellectual organization, not only in the management of everyday affairs, but also in the expression of ideas and arguments”. Thus, foreign language learners are struggling to write correctly since they face many obstacles toward a correct English composition. Writing necessitates, at least, a basic knowledge of grammar, lexis and vocabulary, and the ability to express ideas in an appropriate English language unaffected by the mother tongue. Writing prepares you for school and employment (both of which in most cases require a lot of it). Writing is how much of the world communicates. If you do not write, you cut

yourself off from a large community (including this one, incidentally). Writing can be a great tool to help you know more about the way you think. Writing can solidify ideas and thoughts, and allow you to reflect on them better than if the ideas remained evolving in your head. Writing is one of the ways that we translate our thoughts for other people.

### Research Aim

The present research considered the influence of a kind of strategy named as prefabricated patterns or collocations and frequency of lexical collocations and their employing and learners' writing scores which was supposed to affect writing comprehension ability level of intermediate EFL learners positively. Put another way, this study examined the impact of prefabricated patterns and collocations assignment on the enhancement level of writing of Iranian intermediate EFL learners. So that, all in all, the aim of the present study is twofold:

1. To investigate the correlation between collocations' use and proficiency in writing and
2. To raise students' writing proficiency by teaching collocations to develop their collocation competence mainly through noticing and consciousness-raising.

### Research Hypothesis

If we teach collocations to foreign language learners, they would use them when they write. Consequently, their proficiency in writing would increase virtually. However, the following hypotheses were made:

- a. *There is no relationship between the use of prefabricated patterns and improving writing proficiency.*
- b. *There is no relationship between the frequency of lexical collocations and their employing and learners' writing scores.*
- c. *There is a relationship between the learners' variety of lexical collocations and their writing scores.*

### REVIEW OF LITERATURE

There have always been great controversies about the definition and classification of prefabricated chunks. However, researchers through years of studies and observations

reached a consensus: prefabricated chunk is a language structure that combines the features of both vocabulary and grammar; it performs a specific language function. Simply speaking, prefabricated chunk is a set term which may include one or more words. According to the data retrieved from corpus, prefabricated chunks are the meaningful collocations in the text that reach a certain frequency. Lewis (2008) believes that, it is the repertoire of 'chunks' which forms the raw data by which learners start to perceive patterns, morphology and other linguistic features. (Nattinger & DeCarrico, 1992) categorized the lexical phrases into 4 kinds: (1) poly word (so to speak, by the way,) (2) institutionalized expressions (how are you, have a nice day) (3) phrasal constraint (as far as..., a...ago) (4) sentence builder (my point is that..., not only...but also...). (Biber et al., 1999), according to the academic terms and studies in research papers, classified the chunks into 12 kinds: (1) noun phrase +phrase fragment (2) noun phrase +attribute post modifier (3) prepositional phrase +of phrase fragment (4) other prepositional phrase fragment (5) it +verb phrase/adjective phrase fragment (6) passive verb+ prepositional phrase fragment (7) be+ noun phrase/adjective phrase fragment (8) verb phrase +that clause (9) verb/adjective +phrase fragment (10) adverbial clause fragment (11) pronoun/noun +be(+...) (12) other expressions.

This paper is to take both categorizations into consideration, leaving out the complex parts which are difficult to retrieve from corpus, and recategorize the studied chunks. Collocation term was first introduced by Firth, who considered that meaning by collocation is lexical meaning "at the syntagmatic level" (Firth, 1957), p. 196). The term collocation refers to a group of words that usually occur together in a given sequence. This co-occurrence is not by chance, but the end product is a clearer description. A good example of collocation is fast food. A collocation is a combination of words that are commonly used together; the simplest way of describing collocations is to say that they 'just sound right' to native English speakers. Other combinations that may mean the same thing would seem 'unnatural'. Collocations include

noun phrases like 'stiff wind' and 'weapons of mass destruction', phrasal verbs such as 'to get together' and other stock phrases such as 'the rich and famous'. It is important to learn collocations, because they are important for the naturalization of one's speech. Besides, they broaden one's scope for expression. Many scholars such as (I. Nation, 2011) and (Thornbury, 2006) have underlined the importance and benefits of collocations. They have also mentioned that collocations are essential for EFL learners to boost their communicative competence, enhance their fluency, be native-like and maintain lexical cohesion. (Fan, 2009) on collocations was based on the assumption that L2 learners' collocation use is different from that of the native speakers partially influenced by L1. (Hyland, 2008) argued that multi-word structures are components of fluent linguistic production and key factors in language learning.

Collocations can be defined in numerous ways, but the most commonly shared definition of collocations is the tendency of one word to co-occur with one or more other words in a particular domain (Nesselhauf, 2005) (Hsu, 2007). Using collocations is probably the most important part of turning passive words into active ones; therefore, collocation is a central component in the acquisition of a creative language system (Ashouri & Reza, 2015). Moreover, many researchers have proposed that knowledge of collocations can help language learners speak more fluently and they would be able to process and produce language at a much faster rate (I. S. Nation & Nation, 2001); (Hsu & Chiu, 2008); (Forquera, 2006). The analysis of chunk types in second language learners' writing by (Zhu, 2013) showed that there is a close relationship between second language learners chunk level and their listening speaking reading and writing abilities. According to (Ashouri & Mashhadi Heidar, 2015), Iranian English as Foreign Language (EFL) learners may have a good knowledge of English grammar and vocabulary but serious problems with acquiring the ability to use English language in a collective way.(Shooshtari & Karami, 2013) investigated the interplay between collocation instruction and the development of the

writing skill of Iranian EFL learners. Thirty participants from the English Department of Ferdowsi University were involved in the study. The data gathered were analyzed both quantitatively and qualitatively. Results showed considerable promotion in the students' writing performance in terms of vocabulary gain and fluency due to familiarity with collocation use. (Mahmoud, 2005) worked on the collocation errors which Arab learners of English committed when practicing collocation use. After data analysis, a total of 420 collocations were tracked in 42 essays written by Arab speaking university students majoring in English. Descriptive statistics revealed that about 64% of collocations used were wrong and 80% of these were lexical collocations compared with grammatical ones. He also noted that 61% of the incorrect combinations could be attributed to negative transfer from Arabic. Despite the importance of collocations, researchers have indicated that collocations are an inherent problem for L2 learners and one of the difficult aspects of vocabulary learning for learners of a foreign or second language including advanced learners and professional translators and they continuously stumble over which words go hand in hand with which appropriately (Taiwo, 2004); (Walsh, 2005); (Millar, 2005). Far from translation, other researchers have investigated other matters related to collocations in Foreign Language Learning. In 2003, (Hasanabadi, 2003) has studied learning English lexical and grammatical collocations by Iranian EFL learners. After examining learners' collocations types, he has found that their performance differs according to the patterns of collocation "in favor of verb-noun collocations" and that acquisition of lexical collocations is easier than grammatical ones. In her research about learning collocations, Gitaski (cited in (Hasanabadi, 2003), p.51) has pointed out that learning collocations is facilitated by the level of ESL learners. The higher is the level, the easier is learning collocations. She has further stated that easiness depends also on the degree of complexity of the collocation itself. Concerning the problem of collocation errors, some researchers have approached it within their mother tongue. In 1989, (Kharmā & Hajjaj, 1989) (cited in

(Shafiq & Mahmud, 2017) p. 118) have focused on verb-noun collocations in their analysis of collocation errors made by Arabic learners of English. However, the collocation studies point to the impact of lexical collocation instruction on other specific aspects of general English proficiency (e. g. (Mounya, 2010). It is worth mentioning to say that according to ((Mannocci et al., 2013) feedback on mis-collocations is very important because it will raise learners' collocation competence and consequently communicative competence.

### Collocations Types

This paper utilized the classification of collocations based on Benson, (M. Benson, Benson, & Ison, 1986) into two categories: Grammatical collocations and Lexical collocations. Following (S. P. Benson, 1986), a grammatical collocation generally is a dominant open class word (noun, adjective or verb) and a preposition or particular structural pattern such as an infinitive or a clause. The major types of grammatical collocations are:

- Adjective + Noun (strong tea, major problem, key issue)
- Noun + Preposition/ to infinitive/ that clause (access to, agreement that...)
- Verb + Noun (make an impression, set an alarm)
- Noun + Verb (companies merged, pose a problem).

### Collocation samples

These are some English Collocations and their Persian Equivalents which are supposed to be as a source of threat to Iranian EFL learners.

Album biroon amadan /album comes out\*breaks promise/Ahd shekasta\*Do homework/taklif anjam dadan\*Blank tape/Film/navar khali\*Golden opportunities/Forsat-e talaei\*

And here are common collocations which are used inappropriately by Iranian EFL learners.

do mistake/make mistake\* hard rain/heavy rain\*Give message/leave message\*

darken hair/dye hair\*Watchful neighbor/friendly neighbor\*do suicide/

Commit suicide\*Difficult illness/serious illness\*tall mountain/high mountain

## **METHODOLOGY**

The current semi-experimental study was conducted because of the evidence of effectiveness of prefabricated activities in L1 and L2 writing and scarcity of research in this area in EFL writing skill. The aim of the study was to reveal whether the writing comprehension of Iranian EFL learners would be improved when they were exposed to the intended prefabricated patterns or collocations.

Put another way, the current study sought to examine the effect of this trend on EFL learners writing comprehension achievement.

### **Participants**

The participants in the present study are 30 Iranian male and female postgraduate students studying English in a language institute. They were aged between 24 to 30 years. English was their foreign language and Kurdish or Persian was their mother tongue. Their English proficiency level was intermediate. The students took a placement test to get a score of writing skill. Our sample was composed of two groups which were chosen randomly. Each group consisted of 15 subjects. A group was to be considered as the experimental group which received the treatment while another group was considered as the control one. As a matter of the fact, the experimental group was allowed to be provided with prefabricated collocations prior to writing the texts. The test of collocation for this study was conducted through a multiple-choice test. This test included 50 items selected from Oxford Collocation Dictionary. This test was divided into four parts. The parts were the following subtasks: 1. Noun verb 2. Verb noun 3. Adjective noun 4. Noun preposition. The test of collocation consisted of 50 sentences or items in a multiple-choice format. The scores on the collocation test were to show the participants' knowledge of collocations. The maximum score for answering 50 questions correctly was 50 points.

### **Instruments**

The data gathering instruments were a writing test and a multiple test of collocations. Students were asked to write 50-120 words about one of their experiences or writings within 35 minutes. They were not permitted to use any reference

books including their dictionaries. To score the writing, two experienced teachers were invited to evaluate these writings according to the criteria of CET -4. content and the grades were based on the language and the total score of the writing test was 100, which was divided into five ranks, A (100 -90), B, C (79-70), D (69-60) and F (59-0). In order to make sure of the reliability of the (80-89) marks, the final mark of each composition was based on discrepancies in scores awarded by the two scorers. If there were small discrepancies, the two scores could be averaged. If there were large discrepancies, the two scorers had to discuss together, and then gave a fair and valid score finally. In addition, in order to have a detailed analysis of the results of the tests, the usages of lexical was applied.

### **Data Collection and Data Analysis Procedures**

The data of this study consists of the students' scores on the test of lexical collocations. There were 50 items in the pretest, thus the scores of the students ranged from 0 to 50. For most of the questions, there was only one answer since the first letter of the word was given and this limited the number of words they could write. The data were then entered into the computer, using SPSS version 17. To compare the performances of the male and female students on the collocation test, independent sample t-test was used. And to compare the performances of the students at three academic levels of freshmen, sophomore, and juniors, One-way ANOVA was used.

## **RESULTS**

This study was aimed at rejecting the following null hypothesis:

The is no difference in promoting writing comprehension level of learners resorting to prefabricated patterns in the form a series of collocations related somehow to the content of the texts and those working in the normal traditional way. To answer the above questions two male and female upper-intermediate EFL classes of an institution were selected to take part in a pre-test to be known as homogeneous. Having administered the pre-test and post-test to the results obtained were collected and registered as follows (see Figure 1 for the results obtained on pre-test

and post-test to see the comparison of both group performance on pre-test and post-test respectively.

## DISCUSSIONS AND CONCLUSION

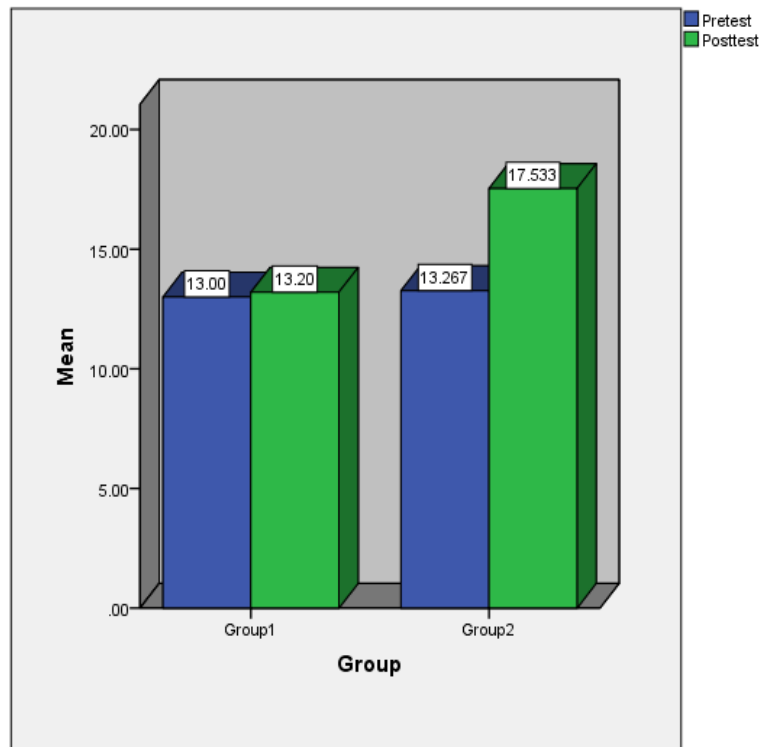
This study found out that the collocation knowledge of Iranian English majors is somehow weak they could answer some of the questions. This is quite disappointing since they had studied English for at least 8 to 10 years at junior and senior high schools, and university. This seems to be, to some extent, due to the fact that teachers do not pay enough attention to collocation teaching, and to a larger extent, to the inadequate emphasis given to collocation knowledge in their books, and the instructions they receive. Moreover, collocations have never been a part of teaching in Iran. However, this is a common problem in English as a Foreign Language teaching. It is believed that collocation seems to be a difficult aspect of vocabulary knowledge for Iranian language learners and it is apparently gained at the later stages of language learning. It might be the case that the learners might not be familiar with the many uses and senses of the most highly frequent words in terms of differing contexts. It was shocking that students did not know what lexical collocation means in English, or that there is a dictionary of collocations available. No Iranian student uses collocation dictionaries in his writing classes, and to make the matter worse, no teacher encourages them to do so. Translation students pass courses related to the translation of idioms, and phrasal verbs, but no course is dedicated to collocations. Nonetheless, collocation knowledge has been shown to influence the production and comprehension of the Language profoundly. Therefore, it is strongly advised that Iranian EFL teachers incorporate collocations into their lesson plans. The results of the present study are; therefore, in line with the findings of studies conducted by some scholars (e.g., (Bahardoust & Moeini, 2012); (Bahardoust, 2013); (Mounya, 2010). According to these results, collocation knowledge is a source of fluency and accuracy in written communication among students. The commonality of these studies is that instruction on lexical collocation should be encouraged to replace conventional single-item vocabulary instruction for the purpose of enhancing

EFL learners' writing abilities. Therefore, in line with the above-mentioned studies and the present study, it could be strongly argued that lexical collocation instruction can significantly influence EFL language learners' developing writing proficiency. However, the study can be wider in scope, to include all the possible lexical collocations and going beyond the two-word collocations so that the data could be more representative of the participants' knowledge of collocations.

After comparing the two mean scores through t-test calculations, the null hypothesis was justifiably rejected. The two groups scored differently on the post-test, and difference was statistically significant. The researcher's interpretation was that prefabricated collocations trend has been proved to be effective and has desirable impact on promoting writing comprehension. It seems justifying to hold the idea that prefabricated patterns have served the intended purpose.

**Table 1**  
*Scores, Mean (Pretest) Mean (Posttest) by groups*

id	group	posttest	pretest
1	1	11.00	10.00
2	1	14.00	15.00
3	1	15.00	14.00
4	1	10.00	9.00
5	1	15.00	15.00
6	1	16.00	14.00
7	1	14.00	16.00
8	1	19.00	20.00
9	1	16.00	14.00
10	1	10.00	10.00
11	1	12.00	11.00
12	1	11.00	12.00
13	1	15.00	15.00
14	1	9.00	8.00
15	1	11.00	12.00
16	2	14.00	14.00
17	2	18.00	15.00
18	2	17.00	10.00
19	2	19.00	8.00
20	2	20.00	8.00
21	2	20.00	16.00
22	2	14.00	19.00
23	2	17.00	13.00
24	2	17.00	15.00
25	2	18.00	14.00
26	2	16.00	10.00
27	2	20.00	10.00
28	2	17.00	15.00
29	2	19.00	14.00
30	2	17.00	18.00



**Figure 1**

*The histogram diagram (mean scores of pre and posttest)*

## References

- Ashouri, S., & Mashhadi Heidar, D. (2015). The impact of teaching corpus-based collocation on EFL learners' writing ability. *International Journal of Foreign Language Teaching and Research*, 3(10), 53-62.
- Ashouri, S., & Reza, M. K. (2015). The Impact of Corpus-based Collocation Instruction on Iranian EFL Learners' Reading Comprehension Ability.
- Bahardoust, M. (2013). Grammatical collocation in writing production of EFL learners. *The Iranian EFL Journal*, 9(1), 266-279.
- Bahardoust, M., & Moeini, M. R. (2012). Lexical and grammatical collocations in writing production of EFL learners.
- Baron, D. (2007). Do your writing skills let you down? *Strategic Communication Management*, 11(2), 15.
- Benson, M. (1985). A combinatory dictionary of English. *Dictionaries: Journal of the Dictionary Society of North America*, 7(1), 189-200.
- Benson, M., Benson, E., & Ilson, R. (1986). *Lexicographic description of English* (Vol. 14): J. Benjamins Publishing Company.
- Benson, S. P. (1986). *Counter cultures: Saleswomen, managers, and customers in American department stores, 1890-1940* (Vol. 331): University of Illinois Press.
- Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English* (Vol. 2): Longman London.
- Fan, M. (2009). An exploratory study of collocational use by ESL students—A task based approach. *System*, 37(1), 110-123.
- Firth, R. (1957). 2. a note on descent groups in polynesia. *Man*, 57, 4-8.
- Forquera, D. (2006). *Goodbye foreign flavour: The hows and whys of teaching collocation*. Paper presented at the Second National Meeting of Teacher Training Colleges. Retrieved March.
- Hasanabadi, S. (2003). A study of the learning of English lexical and grammatical collocations by Iranian EFL learners.



- Hsu, J.-y. (2007). Lexical Collocations and Their Impact on the Online Writing of Taiwanese College English Majors and Non-English Majors. *Online Submission*.
- Hsu, J.-y., & Chiu, C. Y. (2008). Lexical collocations and their relation to speaking proficiency of college EFL learners in Taiwan. *Asian EFL Journal*, 10(1), 181-204.
- Hyland, K. (2008). As can be seen: Lexical bundles and disciplinary variation. *English for specific purposes*, 27(1), 4-21.
- Kharma, N. N., & Hajjaj, A. H. (1989). Use of the mother tongue in the ESL classroom. *International review of applied linguistics*, 27(3), 223-235.
- Mahmoud, A. (2005). Collocation errors made by Arab learners of English. *Asian EFL Journal*, 5(2), 117-126.
- Mannocci, L., Monestiez, P., Bolaños-Jiménez, J., Dorémus, G., Jeremie, S., Laran, S., Ridoux, V. (2013). Megavertebrate communities from two contrasting ecosystems in the western tropical Atlantic. *Journal of Marine Systems*, 111, 208-222.
- McCarthy, M., & O'Dell, F. (2005). *English collocations in use* (Vol. 158): Cambridge University Press Cambridge.
- Millar, N. (2005). The processing demands on non-native-like learner collocations on native speakers. *Manuscript. Lancaster University*. [www.lancs.ac.uk/postgrad/millarn/Files/Background%20to%20study.pdf](http://www.lancs.ac.uk/postgrad/millarn/Files/Background%20to%20study.pdf).
- Mounya, A. (2010). Teaching lexical collocations to raise proficiency in foreign language writing. *Unpublished MA Thesis, Guelma University, Guelma, Algeria*.
- Nation, I. (2011). Research into practice: Vocabulary. *Language Teaching*, 44(4), 529-539.
- Nation, I. S., & Nation, I. (2001). *Learning vocabulary in another language* (Vol. 10): Cambridge university press Cambridge.
- Nattinger, J. R., & DeCarrico, J. S. (1992). *Lexical phrases and language teaching*: Oxford University Press.
- Nesselhauf, N. (2005). *Collocations in a learner corpus* (Vol. 14): John Benjamins Publishing.
- Salem, A. A. M. (2008). The Effectiveness of a Proposed Program Based on Using Workshops in Developing the Functional Writing Skills of Primary Stage Prospective Teachers of English. *Unpublished MA Thesis in TEFL. Institute of Educational Studies, Cairo University, Egypt*.
- Samiha, K., & Imane, K. (2019). *ASSESSING THE COLLOCATIONAL COMPETENCE OF ENGLISH EFL: A Case study of Third Year LMD Students of English at M'sila University*.
- Shafiq, M. U., & Mahmud, H. B. (2017). Sandstone matrix acidizing knowledge and future development. *Journal of Petroleum Exploration and Production Technology*, 7(4), 1205-1216.
- Shooshtari, Z. G., & Karami, N. (2013). Lexical collocation instruction and its impact on Iranian non-academic EFL learners' speaking ability. *Journal of Language Teaching and Research*, 4(4), 767.
- Taiwo, R. (2004). Helping ESL learners to minimize collocational errors. *The Internet TESL Journal*, 10(4), 2004.
- Thornbury, S. (2006). *How to teach vocabulary*: Pearson Education India.
- Walsh, M. (2005). Collocation and the learner of English. *Retrieved August, 20, 2008*.
- Zhu, L. (2013). Analysis of prefabricated chunks used by second language learners of different levels. *Theory and Practice in Language Studies*, 3(9), 1667.

**Biodata**

**Mehdi Yaghoobi** is an assistant professor of TEFL at Islamic Azad University, Marivan Branch, Iran. He has presented at national and international conferences and has coauthored one book and published several articles in national and international journals. He serves as a reviewer of SAGE, Elsevier and some other publishers. His research interests include teacher training, CALL and educational technology.  
Email: [yaghoobimahdi@yahoo.com](mailto:yaghoobimahdi@yahoo.com)

**Mehdi Haseli Songhori** is an assistant professor at Islamic Azad University, Zahedan Branch, Iran. He has presented at national and international conferences and has (co)authored 4 books and published several articles in national and international journals. His research interests include teacher psychology, teacher training, and educational technology.  
Email: [m.haseli@iauzah.ac.ir](mailto:m.haseli@iauzah.ac.ir)