

Investigating the Impact of Lexical Collocation on Improving Students' Paragraph WritingA Case study of AL-Noor Collage Gezira State Medani (2021 - 2022)

Fatima Essa Attoum Osman

Prof. Ahmed Mokhter Almardi

College of Graduate Studies - College of Education -English Language - Sudan University of Science and Technology

Dr. El-sadiq Osman Abakar

College of Graduate Studies - College of Education -English Language - Sudan University of Science and Technology

Abstract

The study investigated the impact of lexical collocation on improving students' vocabulary and paragraph writing. The problem of the study was summarized in the main question; To what extent can lexical collocation improve vocabulary and paragraph writing what are University teachers' attitudes toward using lexical collocation in developing students writing ? To what extent are EFL learners aware of lexical collocation (verb + noun) (adjective + noun) knowledge when writing paragraph the study investigated the University teachers attitudes toward using lexical collocation on improving students' paragraph writing via questionnaire by hand from the teachers' perception during teaching process the result was positive the study also tested the undergraduate students who studying English as a foreign language of Al-Nour College focusing on (verb + noun) (adjective + noun) collocation via pre and post tests the results showed that students in the pre test facing many difficulties of collocation but in the post test they did well by concentrating on teaching collocation, teachers resolve the

problems of writing as general and paragraph writing particular, EFL learners are not aware of lexical collocation when they proceed to higher levels . The study also recommended a number of recommendations, including teachers should enable students to be aware of collocation through making more emphasis on collocation while teaching process.

مستخلص:

استقصت الدراسة أثر المتلازمات اللفظية وتجميعها المعجمي في استيراد المفردات وتحسين الكتابة لدى الطلاب وتتلخص مشكلة الدراسة في السؤال الرئيسي. إلى أي مدى تقوم بالتدقيق في تطوير كتابة الفقرة لدى الدارسين وما هو موقف أساتذة الجامعة تجاه استخدام المتلازمات اللفظية في تحسين كتابة الطلاب؟ وإلى أي مدى يصير متعلمو اللغة الإنجليزية كلغة أجنبية على دراية بمعرفة متلازمات المفردات اللفظية عند كتابتهم للفقرة. تناولت الدراسة آراء ومواقف أساتذة الجامعات تجاه استخدام المتلازمات اللفظية في تحسين كتابة الفقرة بواسطة الاستبيان الذي تم تناوله باليد ومن ملاحظاتهم أثناء عملية التدريس كانت النتيجة ايجابية كما اختبرت الدراسة الطلاب الذين يدرسون اللغة الإنجليزية كلغة أجنبية في كلية النور بالتركيز على (الفعل والاسم) و(الصفة والاسم) عن طريق الاختبار القبل و البعد و قد واجهت الطلاب صعوبات جمة في الاختبار القبل ولكن تحسن الأداء في الاختبار البعد وبالتركيز على تدريس المتلازمات اللفظية يقوم المعلمون بحل مشاكل الكتابة بشكل عام وكتابة الفقرة بشكل خاص كما قامت الدراسة بعدد من التوصيات بما في ذلك حث المعلمين على جعل الطلاب أكثر وعياً بهذه المتلازمات أثناء عملية التدريس.

1-0: Introduction

This study is concentrated on knowledge of collocation as general and lexical collocation (verb + noun) and (adjective + noun) particular that are used in various types of paragraph writing also the study dealt with the difficulties that face EFL learners in the use of collocation in learning English and do not produce like native speaker when they using the language despite of the fact that they have been studying English for about more than 8 years. One reason for this is the lack of the knowledge of collocation in speech and writings.

Accordingly collocation is now considered an important aspect of foreign language learning and necessary for knowing how

to combine words to make other special meanings. Firth says: “you shall know a word by the company it keeps”. In cohesion in English Halliday and Hassan (1976) argue that: collocation a mean of cohesion is the co-occurrence of lexical items that are in same way or other typically associated with one another, because they tend to occur in similar environment. The word doctor implies such word as: nurse, midiron, symptoms, hospital etc., and the word night closely related with darkness. Collocation in this sense is overlapped with the so-called some semantic field. Words occurring in collocation or in the same field exists as a group fit in a given situation but the presence of one word does not necessarily lead to the occurrence of others in the group. Hatch (1992) agreed that collocation is a type of cohesive tie for lexical items which means , if the speaker says a word the listener will think of all alternatives that have relationship with this word as when: somebody says *flower*, the listener normally will think of ‘stem’ the ‘petal’ and the ‘leaf’ and so on. Obviously collocation is an important aspect in vocabulary acquisition and also it is a universal linguistic phenomenon. Words are always used together; they always present themselves in collocation. In fact words seldom occur in isolation. Collocation is not only a necessary element of language but also an outstanding feature that make language specific and correct.

1-1: Statement of the Problem

The (problem which recent) study attempts to investigate, is that the lexical collocation in paragraph writing, which is marked as a serious problem among University students, according to a number of observations during teaching and researching those students face a profound problem in their writing paragraph which requires knowledge of vocabulary, and collocation but among these aspects lexical collocation which is considered a crucial problem that requires a radical solution so as to help students to develop

their collocation knowledge and to improve their paragraph writing as well. Therefore the problem which the research wants to investigate is collocation knowledge which rises up in their writing paragraph and to shed some light on this problem due to find out some solutions and suggestion for both students and teachers.

1.2 Objectives of the Study

The present study is considered significant for the following reasons:

1. To investigate how EFL learners are aware of using lexical collocation knowledge when writing paragraph. (verb +noun , adjective +noun)

1.3 Questions of Study

The present study attempts to provide answers for the following questions☺ (how many of them)

1. To what extent are EFL learners aware of lexical collocation (verb +noun, adjective +noun) knowledge when writing paragraph.

1.4 Hypotheses of the study

The present study proposes the following as its hypotheses:
EFL learners are not aware of lexical collocation (verb +noun , adjective +noun) when writing paragraph.

1.5 Significance of the Study

The present study is considered significant for the following reasons:

1. The lack of lexical collocation (verb +noun, adjective +noun) knowledge among University students which negatively affects on their writing paragraph. It is obvious that those students un able to combine words in writing paragraph due to the lack of lexical collocation which gives the words their correct combination and reflect the real sense of sentences within the paragraph, so, lexical collocation(verb +noun , adjective +noun) takes a great importance among the elements of writing.

1.6 Methodology of the study

Since the present study adopts the experimental and descriptive methods; the researcher will use two instruments to conduct this study. Firstly: pre test and post test for two groups of second third and fourth year students. Secondly: a questionnaire will be distributed among University teachers who are teaching English language at different suddenness universities.

1.7 Limits of the study

The current study attempts to measure only the investigating lexical collocation (verb +noun , adjective +noun)on improving paragraph writing many University students, so the students of University will be the participants of the study, and the second third and fourth year students of ALNOUR College– will be the sample who will be about (41) students. English language teachers of universities will be the second sample of the study who will respond the questionnaire.

The study will be applied at Gezira State / ALNOUR COLLEGE OF SCIENCE and TECHNOLOGY – Madani. The study will be limited to academic year 2020-2021.

1.8 Collocation's Definition:

The first linguist who draw attention to the fact that meaning is not restricted to single lexical unit was the British linguist J.R Firth (1957), he considers the father of collocation. He proposed that the meaning of a word is at least partly determined by its contextual environment or by collocation and he defines collection as:

Firth (1957: 85)”(*Statements of the habitual or customary places of that word*). He also says (*you shall know a word by the company it keeps*).

Firth looked at the collocation as combination of words and the meaning of these combinations was lexical meaning at syntactic level. Firth (1957 - 81) example word an **ass** can collocates with **silly,obstinate, stupid, and awful**. He understood collocation as

convenient first approximation¹⁽¹⁾ to the meaning at purely lexical level that can be operationalized.

The same notion is emphasized by Leech (1974-20) but in different words: Leech states that (*collective meaning consists of the association a word acquires on account of the meaning of words which tends to occur in its environment*) Leech gives an example of pretty and handsome share the good looking, but they are distinguished by range of nouns with which they occur. (*Pretty girl, handsome man*).

According to Halliday and Hassan (1976) (*collocation is an aspect of lexical cohesion which embraces relationship between lexical items that regularly co-occur*) example: the word *doctor* implies such words as: **nurse, midiron hospital, symptoms**. Their definition rests on a tendency of lexical items to occur in the same context because it belongs to the same semantic field.

Sinclair (1991) defines collocation as (*a frequent combination between some words which happens more often than other words that cannot keep company with each other*). He also states (1991 - 179) (*collocation is the co-occurrence of two or more words within a short space of each other in a context*).

1-9. Collocation's classifications:

In the present studies the classification of collocation is based on the categories of collocation proposed by Benson (1985). He classifies collocation into two groups' **grammatical** collocation and **lexical collocation**. (1986) Benson, M, Benson, E and Ison, R also classify collocation into two groups' grammatical collocation and lexical collocation.

1-10: Grammatical collocation

Benson in (1985) illustrates grammatical collocation: it consists of the dominant words like "noun, a verb or an adjective followed by functional words like preposition, particles or "to" plus infinitive

or that clause: e.g.

1. Verb + preposition: abide by, abstain from, and aim at.
2. Noun + preposition: access to / admiration for amazement at.
3. Adjective + preposition: absent for / afraid of / angry (about, with, at).
4. Preposition + noun: by accident/
5. Adjective + that clause: it was imperative that I be here.
6. Adjective + to – infinitive. It's nice to be here.

Note: The preposition in this kind of collocation is not predicable.

• **Colligation**

To Crystal (1997:69) and (ibid) the term *colligation* is used in Fir-thian linguists to differentiate between collocations and co-occur of syntactic elements. It refers to syntactic aspects of collocated words. So if a collocation is typically co- occurrence of words, colligation will be a typical co- occurrence of syntactic elements. Crystal says(1997) (*it devotes the process or result of grouping a set of word on the basis of their similarity interning into syntag-matic grammatical relationship*)For example a set of verbs which take a certain kind of compliant constructions e.g. **agree: choose** etc.: colligate with to + infinitive construction as opposed to(ing) form, as I **agree** to go vs I **agree** going.

In colligation there are no individual lexical items in contrast of collocation. It is difficult to study collocation a way from grammar because the words that come together are automatically related by grammar.

1-11: Lexical collocation

To Mortan Benson (1985) Lexical collocations in contrast to gram-matical collocation, contains no clauses ,infinitives or prepositions and do not include subordinate elements, and they are composed of two lexical components. In the lexical collocation there are **fixed** combination, and **loose** combination. Especially in the **verb**

+ **noun** combination. The fixed combination in which the choice of words that collocate each other is define such as: a **make an assumption** and **do business**, and these combination” **do an assumption**, and **make a business** unlikely. This **fixed structures** are idiomatic, their meaning are still predictable from the element of the combination. In constant to **loose** combination the collocates are freely combined such as (practice, study) → law. (analyze witness, study) → murder.

There are fixed combination consisting of several lexical items which are relatively frozen expression whose meaning are sometimes hardly derivable from their component words this called, Idiom.

Lexical collocation or semantic collocation as many linguistic and scholars named it, has many types but the major types are:

(**verb + noun**) collocation and (**adjective + noun**) collocation. But also can be (**noun + verb**) bees string (**adverb + noun**) Truly mad / absolutely right (**adverb + adjective**) strikingly different, or (**noun + noun**) flock of sheep/ herd of cows / school of whales/ many linguistics consider this type: grammatical collocation (**verb + adjective**) turn grey /go blind / keep clean (**verb + adverb**).

The researcher study concentrates on the lexical collocation (**verb + noun**) and **adjective + noun**) rain heavily / argue heatedly / appear suddenly.

1) **Verb + noun collocation:** in this case the noun carries most of the meaning of construction e.g. *do an experiment make progress to have a try, take a bus, get a friend*, there is a fixed combination in some verbs: *take a path commit crimes* instead **do** (a path, crime) unacceptable **Pass, respect, break,** and **introduce** collocate with **law**.

Speak and **tell** collocate with the **truth** and **say** the truth is unlikely.

2) **Adjective + noun:** in the case of adjective + noun may

be more than one adjective can collocate with some nouns *pretty*, girl, picture **fast**, collocates with (*car, train, food, computer*), **quick** collocates with look, *glance, answer, decision* shower **rapid** collocates with growth, change, progress, increase, movement ...the adjective dry in dry hair the opposite is **greasy** as in greasy hair and **dry** in dry dry skin” the opposite of dry is oily as in *oily skin*: that means” hair collocate with **dry** greasy and **skin** collocates with **dry oily**, also skin it collocates with smooth, rough:

3) Noun + verb collocation: bees string

4) Adverb + noun.

Truly mad / absolutely right.

5) Adverb + adjective: strikingly different.

6) Noun + noun: flock of sheep/ herd of cows / school of whales/ many linguists consider this type: grammatical collocation.

7) Verb + adjective/ turn grey /go blind / keep clean.

8) Verb + adverb / rain heavily / argue heatedly /appear suddenly.

2.18 Previous Study:

The Lexical Collocational Competence of Arab Undergraduate EFL Learners:

Dina Abdul Salam EL-Dakhas-

Prince Sultan University; Raydh; Saudi Arabia Date; (2015).

The purpose of the study examines the collocational competence and to assess learners productive knowledge of English collocation .The participants of the study constituted of 90 undergraduate Arab students studying at private Saudi University where English is the medium of instructions .The Participants were recruited from three stages of university education,30 participants from preparatory year programme,30 participants from second year of university education, and 30 students from the fourth year of university

education .All Participants were female, Arab learners ranging in age between 17-25.

The study assessed the student's productive knowledge of English collocation through productive filling and translation. The first exercise consisted of 15 sentence each of which with of missing verb. The participants were required to fill in the missing verb per sentence relying on their understanding of the sentence, in addition to an Arabic equivalents provided for the missing verb. The second exercise also consisted of 15 sentence ,each of which a missing adjective, similar of the first exercise, the participants had to write the missing adjective based on their understanding of the English sentences and provided Arabic equivalents of the adjectives. The finding showed that collocational competence of learners was notably unsatisfactory despite of the fact the English is medium of instructions at university. It is also was found that the collocational competence improves with increased language exposure but at slow rate and that the learners were more confident in their use of (verb + noun) collocations than the (adjective +noun) collocation: The study also revealed that learners produce intralingual than in-trilingual errors of collocations

3.1 procedure & data collection:

3.4. Sample size:

The study participants for this study are 40 students from all over college of Science and Technology Gezira state Madani The test was used to collect data a lexical collocation test consisting of 60 the sub types of lexical collection (verb + noun) and (adjective +noun) Each one consists of 30 sentences fist question multi choice of 10 sentence second one fill the gab and the third write the missing word.

3.5. Tools of data collection:

Test for university students (pre-test and post-test) for the group of

students.

Reliability:

Investigating the impact of lexical collocations (verb+ noun, adjective +noun)on improving students paragraph writing.

Table (3-3): Shows the correlation coefficient of lexical collocations (verb+ noun, adjective +noun)on improving students paragraph writing

Hypotheses No ((1	N	Cronbach's Alpha if Item Deleted	Hypotheses No (2	N	Cronbach's Alpha if Item Deleted
lexical collocation can improve paragraph writing among University students	1	0.793	Teachers have negative attitudes toward using lexical collocation in paragraph writing	1	0.706
	2	0.804		2	0.795
	3	0.810		3	0.736
	4	0.715		4	0.660
	5	0.628		5	0.602
	6	0.828		6	0.659
	7	0.696		7	0.741
	8	0.657		8	0.619

Source: Prepared by the researcher by SPSS, 2020

From the above table, it can be seen that the Cronbach's Alpha of all

the items are statistically significant at the level of greater than (60.0%).

4.3 Test analysis

In this topic the researcher deals with a precise description of the method and procedures that I follow in carrying out this study, and this includes a description of the study community, the method of preparing the tool represented in the pre-test and post-test, the procedures that were taken to ensure its effectiveness and impact, the method followed to apply it, and the statistical treatments by which the data were analysed, and extract the results.

Table (4-7) comparison between the means of the pre-test and the post test

Group	Question	Pre-test		Post-test		Differ-ent mean	result
		Mean	SD	Mean	SD		
Experimental group	write	1.00	1.071	3.90	1.841	2.90	Very high
	fill	1.07	1.264	3.85	1.740	2.78	high
	mult	1.24	1.435	3.66	1.825	2.42	Medi-um
	Mark	1.11	1.694	3.68	1.171	2.57	high
Control group	write	1.00	0.730	3.90	2.095	2.90	Very high
	fill	1.00	0.811	3.90	2.095	2.90	Very high
	mult	1.29	0.716	4.07	1.456	2.78	high
	Mark	1.07	0.802	3.94	2.053	2.87	Very high

Source: Prepared by the researcher by SPSS, 2020

Looking at the table, we note that results of the pre-test and post-test correction in the Experimental group first question of write in pre-test the mean (1.00) and SD (1.071), while in post-test mean

(3.90) and SD (1.841) There is a difference between the means of an intermediate level, in the second question of fill in pre-test the mean (1.07) and SD (1.264), while in post-test mean (3.85) and SD (1.740) There is a difference between the means to a very high level , in the Third question of mult in pre- test the mean (1.24) and SD (1.435), while in post-test mean (3.66) and SD (1.825) There is a difference between the means to a very high level, and the pre-test and post-test correction in the Control Group first question of write in pre-test the mean (1.00) and SD (0.730), while in post-test mean (3.90) and SD (2.095) There is a difference between the means of an intermediate level, in the second question of fill in pre-test the mean (1.29) and SD (0.716), while in post-test mean (4.07) and SD (1.456) There is a difference between the means to a very high level , in the Third question of mult in pre- test the mean (1.07) and SD (0.802), while in post-test mean (3.94) and SD (2.053) There is a difference between the means to a very high level .

4.3.1 Group (1) Experimental group

4.3.1.1 Experimental group Pre-test

1/ write:

Table (4-8) showing write scores in the pre-test

Pre-test write	Frequency	Percent	Cumulative Percent
Less than 50%	36	87.8%	87.8%
to less than 50% 60%	5	12.2%	100.0%
to less than 60% 70%	0	00.0%	100.0%
to less than 70% 80%	0	00.0%	100.0%
to less 90 80%	0	00.0%	100.0%
or more 90%	0	00.0%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

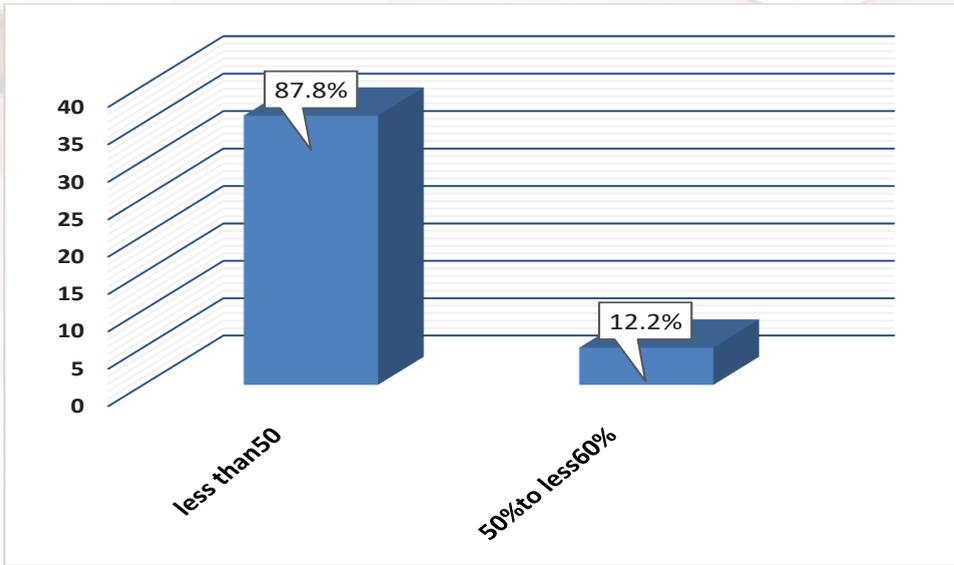


Figure (4.5) showing write scores in the pre-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the first question of write Less than 50% (36) a ratio 87.8%, 50% to less than 60% (5) a ratio 12.2%.

2/ fill:

Table (4-9) showing fill scores in the pre-test

Pre-test fill	Frequency	Percent	Cumulative Per- cent
Less than 50%	38	92.7%	92.7%
to less than 50% 60%	3	7.3%	100.0%
to less than 60% 70%	0	00.0%	100.0%
to less than 70% 80%	0	00.0%	100.0%
to less 90% 80%	0	00.0%	100.0%
or more 90%	0	00.0%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

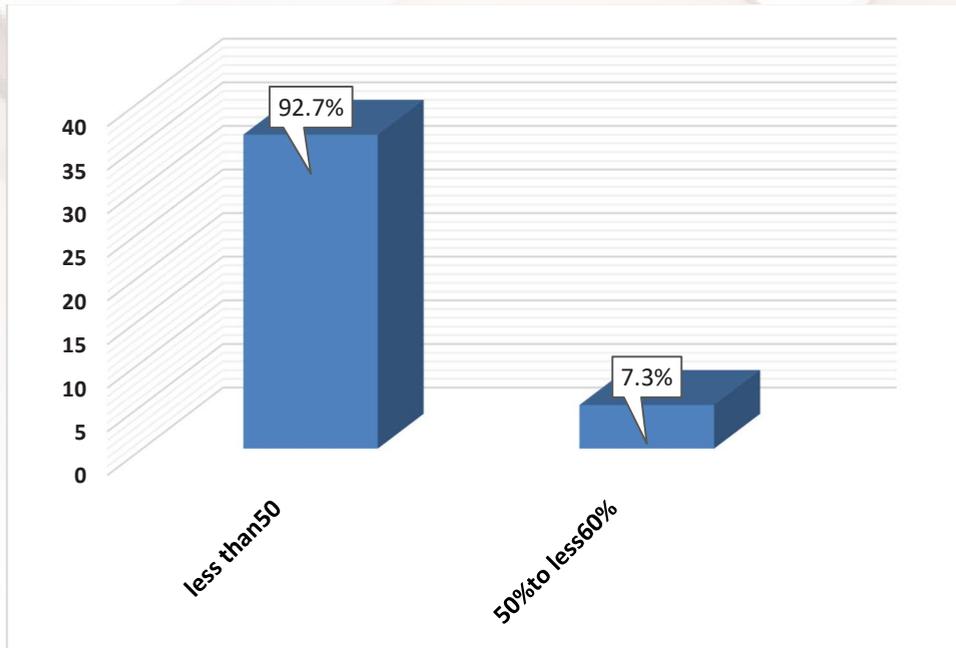


Figure (4.6) showing fill scores in the pre-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the second question of fill Less than 50% (38) a ratio 92.7%, 50% to less than 60% (3) a ratio 7.3%.

3/ mult:

Table (4-10) showing mult scores in the post-test

Post-test mult	Frequen- cy	Percent	Cumulative Per- cent
Less than 50%	31	75.6%	75.6%
to less than 60% 50%	10	24.4%	100.0%
to less than 70% 60%	0	00.0%	100.0%
to less than 80% 70%	0	00.0%	100.0%
to less 90 80%	0	00.0%	100.0%
or more 90%	0	00.0%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

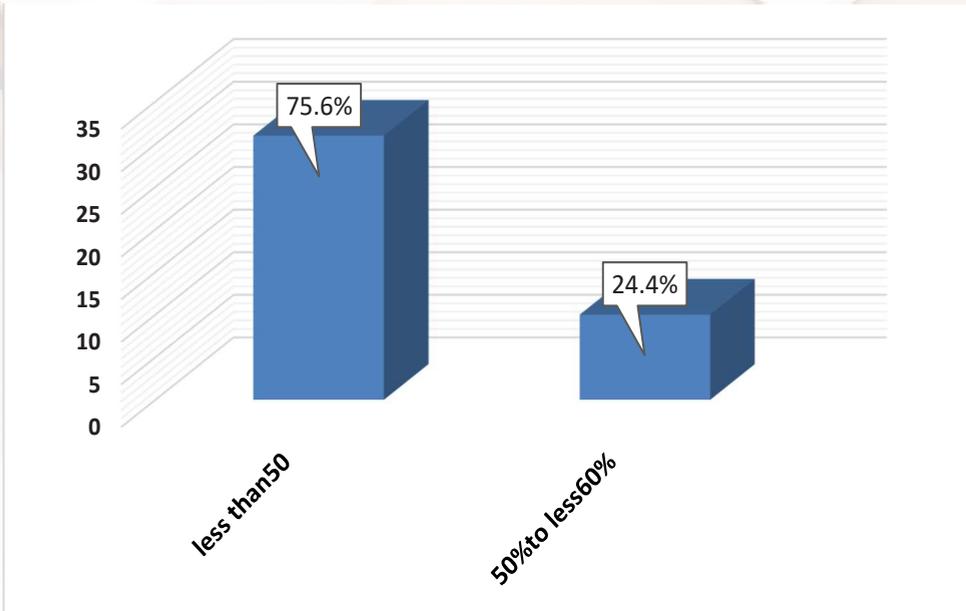


Figure (4.7) showing mult scores in the post-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the third question of mult Less than 50% (31) a ratio 75.6%, 50% to less than 60% (10) a ratio 24.4%.

4.3.1.2 Experimental group Post-test

1/ write:

Table (4-11) showing write scores in the post-test

Post-test write	Frequency	Percent	Cumulative Percent
Less than 50%	8	19.5%	19.5%
to less than 60% 50%	2	4.9%	24.4%
to less than 70% 60%	5	12.2%	36.6%
to less than 80% 70%	8	19.5%	56.1%
to less 90 80%	7	17.1%	73.2%
or more 90%	11	26.8%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

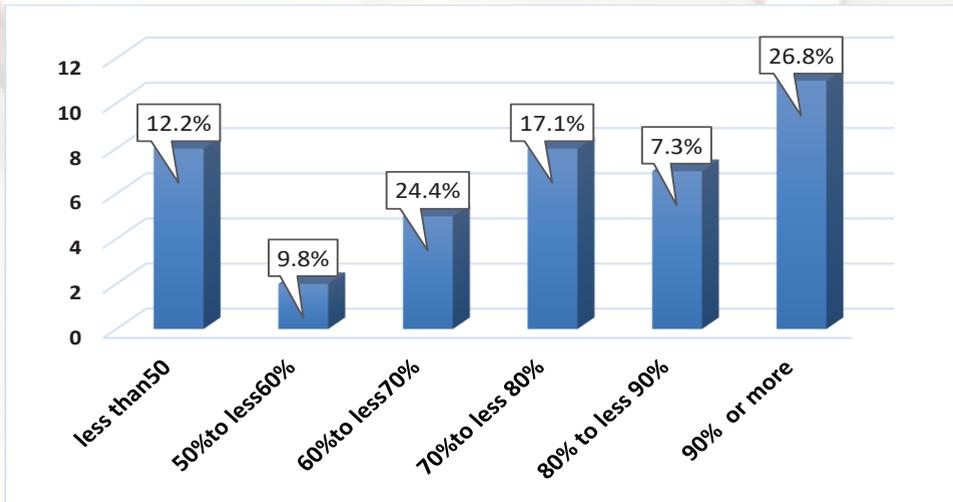


Figure (4.8) showing write scores in the post-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the first question of write Less than 50% (8) a ratio 19.5%, 50% to less than 60% (2) a ratio 4.9%, 60% to less than 70% (5) a ratio 12.2%, 70% to less than 80% (8) a ratio 19.5%, 80% to less than 90% (7) a ratio 17.1%, 90% or more (11) a ratio 26.8%.

2/ fill:

Table (4-12) showing fill scores in the post-test

Post-test fill	Frequency	Percent	Cumulative Percent
Less than 50%	5	12.2%	12.2%
to less than 60% 50%	4	9.8%	22.0%
to less than 70% 60%	10	24.4%	46.3%
to less than 80% 70%	7	17.1%	63.4%
to less 90% 80%	3	7.3%	70.7%
or more 90%	12	29.3%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

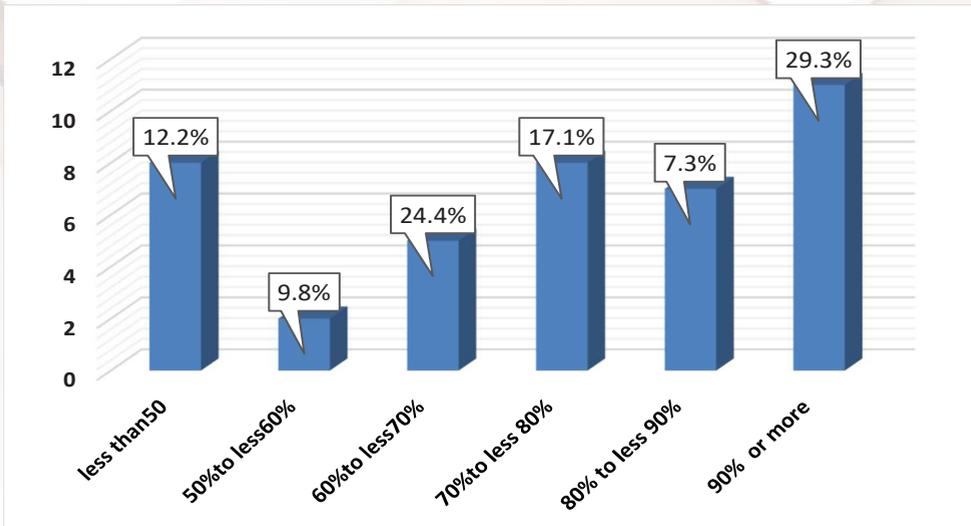


Figure (4.9) showing fill scores in the post-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the second question of write Less than 50% (5) a ratio 12.2%, 50% to less than 60% (4) a ratio 9.8%, 60% to less than 70% (10) a ratio 24.4%, 70% to less than 80% (7) a ratio 17.1%, 80% to less than 90% (3) a ratio 7.3%, 90% or more (12) a ratio 29.3%.

3/ mult:

Table (4-13) showing mult scores in the post-test

Post-test mult	Frequency	Percent	Cumulative Percent
Less than 50%	7	17.1%	17.1%
to less than 60% 50%	7	17.1%	34.1%
to less than 70% 60%	4	9.8%	43.9%
to less than 80% 70%	7	17.1%	61.0%
to less 90 80%	7	17.1%	78.0%
or more 90%	9	22.0%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

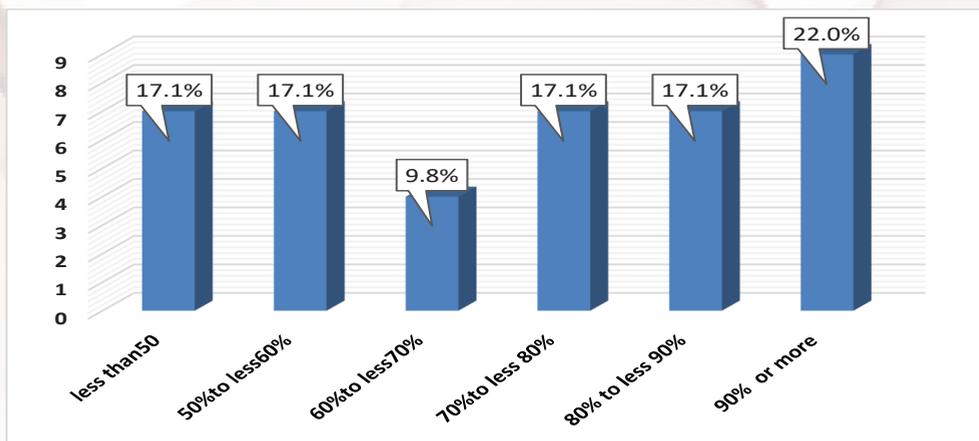


Figure (4.10) showing mult scores in the post-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the third question of mult Less than 50% (7) a ratio 17.1%, 50% to less than 60% (7) a ratio 17.1%, 60% to less than 70% (4) a ratio 9.8%, 70% to less than 80% (7) a ratio 17.1%, 80% to less than 90% (7) a ratio 17.1%, 90% or more (9) a ratio 22.0%.

4.3.2 Group (2) Control group

4.3.2.1 Control Group Pre-Test

1/ write:

Table (4-14) showing write scores in the pre-test

Pre-test write	Frequency	Percent	Cumulative Percent
Less than 50%	29	70.7%	70.7%
to less than 60% 50%	8	19.5%	90.2%
to less than 70% 60%	3	7.3%	100.0%
to less than 80% 70%	0	00.0%	100.0%
to less 90 80%	0	00.0%	100.0%
or more 90%	0	00.0%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

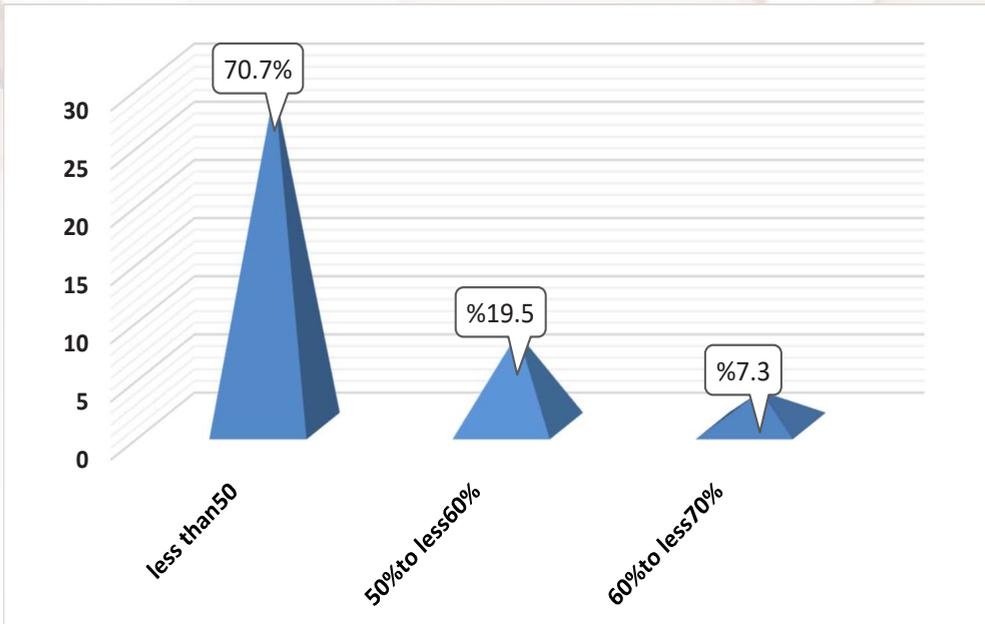


Figure (4.11) showing write scores in the pre-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the first question of write Less than 50% (29) a ratio 70.7%, 50% to less than 60% (8) a ratio 19.5%,60% to less than 70% (3) a ratio 7.3%.

2/ fill:

Table (4-15) showing fill scores in the pre-test

Pre-test fill	Frequency	Percent	Cumulative Percent
Less than 50%	30	73.2%	73.2%
to less than 60% 50%	11	26.8%	100.0%
to less than 70% 60%	0	00.0%	100.0%
to less than 80% 70%	0	00.0%	100.0%
to less 90% 80%	0	00.0%	100.0%
or more 90%	0	00.0%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

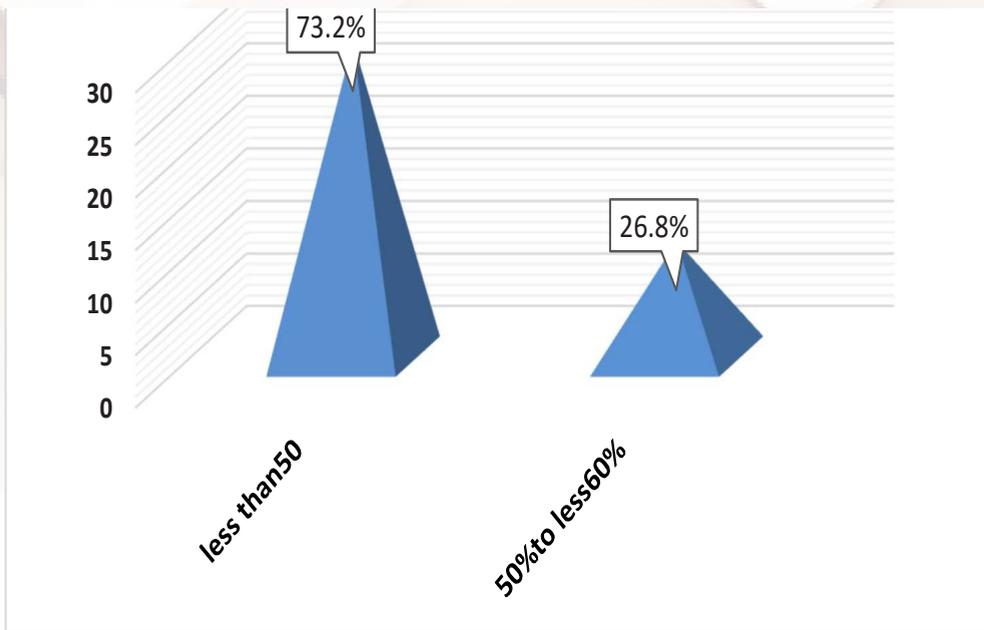


Figure (4.12) showing fill scores in the pre-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the second question of fill Less than 50% (30) a ratio 73.2%, 50% to less than 60% (11) a ratio 26.8%.

3/ mult:

Table (4-16) showing mult scores in the post-test

Post-test mult	Frequency	Percent	Cumulative Percent
Less than 50%	32	78.1%	78.1%
to less than 60% 50%	8	19.5%	97.6%
to less than 70% 60%	1	2.4%	100.0%
to less than 80% 70%	0	00.0%	100.0%
to less 90 80%	0	00.0%	100.0%
or more 90%	0	00.0%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

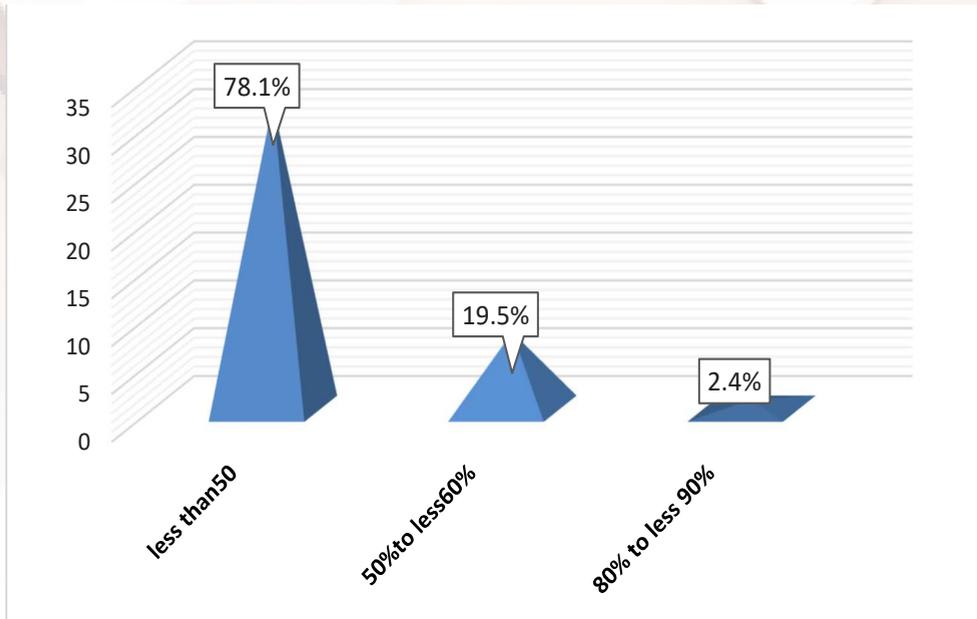


Figure (4.13) showing mult scores in the post-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the third question of mult Less than 50% (32) a ratio 78.1%, 50% to less than 60% (8) a ratio 19.5% , 60% to less than 70% (1) a ratio 2.4%.

4.3.1.1 Control Group Post-Test

1/ write:

Table (4-17) showing write scores in the post-test

Post-test write	Frequency	Percent	Cumulative Percent
Less than 50%	10	24.4%	24.4%
to less than 60% 50%	5	12.2%	36.6%
to less than 80% 70%	5	12.2%	48.8%
to less 90 80%	6	14.6%	63.4%
or more 90%	15	36.6%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

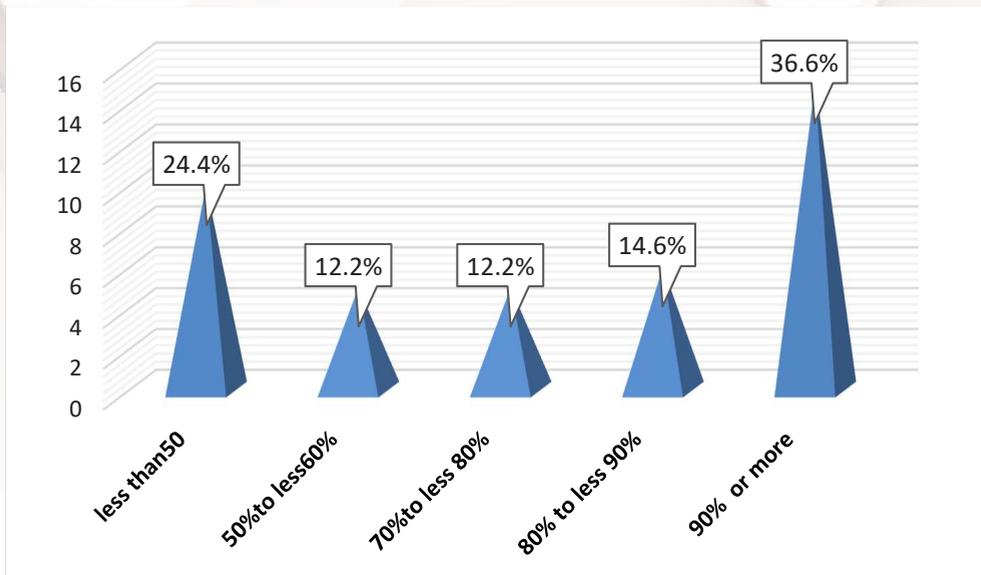


Figure (4.14) showing write scores in the post-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the first question of write Less than 50% (10) a ratio 24.4%, 50% to less than 60% (5) a ratio 12.2%, 70% to less than 80% (5) a ratio 12.2%, 80% to less than 90% (6) a ratio 14.6%, 90% or more (15) a ratio 36.6%.

2/ fill:

Table (4-18) showing fill scores in the post-test

Post-test fill	Frequency	Percent	Cumulative Percent
Less than 50%	10	24.4%	24.4%
to less than 60% 50%	3	7.3%	31.7%
to less than 70% 60%	2	4.9%	36.6%
to less than 80% 70%	5	12.2%	48.8%
to less 90% 80%	6	14.6%	63.4%
or more 90%	15	36.6%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

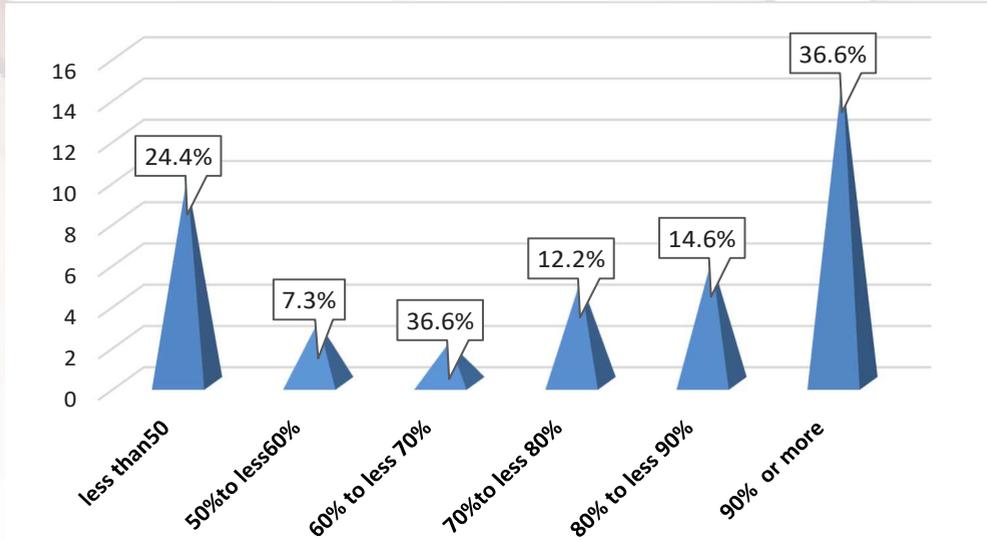


Figure (4.15) showing fill scores in the post-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the second question of write Less than 50% (10) a ratio 24.4%, 50% to less than 60% (3) a ratio 7.3%, 60% to less than 70% (2) a ratio 4.9%, 70% to less than 80% (5) a ratio 12.2%, 80% to less than 90% (6) a ratio 14.6%, 90% or more (15) a ratio 36.6%.

3/ mult:

Table (4-19) showing mult scores in the post-test

Post-test mult	Frequency	Percent	Cumulative Percent
Less than 50%	2	4.9%	4.9%
to less than 60% 50%	1	2.4%	7.3%
to less than 80% 70%	5	12.2%	19.5%
to less 90 80%	9	22.0%	41.5%
or more 90%	24	58.5%	100.0%
Total	41	100.0%	

Source: Prepared by the researcher by SPSS, 2020

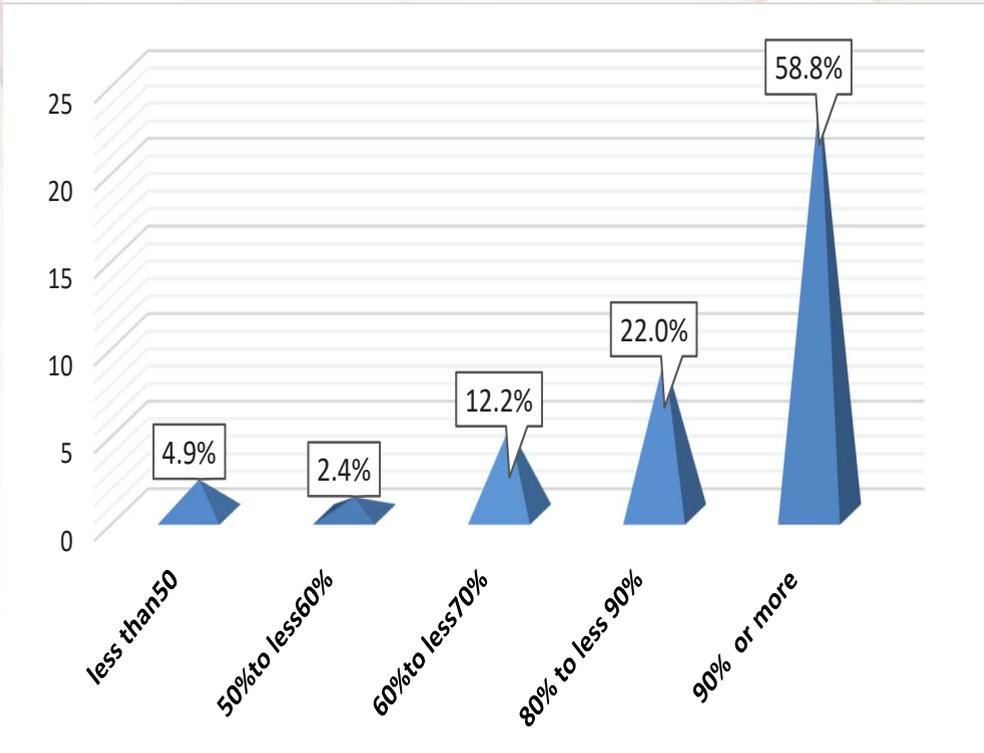


Figure (4.16) showing mult scores in the post-test group (1)

Looking at the table and the figure, we note that the results of the pre-test correction in the third question of mult Less than 50% (2) a ratio 4.9%, 50% to less than 60% (1) a ratio 2.4%, 70% to less than 80% (5) a ratio 12.2%, 80% to less than 90% (9) a ratio 22.0%, 90% or more (24) a ratio 58.5%.

4.4 Testing the Hypothesis:

To examine the hypothesis of the study, the multivariate analysis through was used to test the main and hypotheses in their null form, correlation Pearson, Chi-Square Test in statistically significant ($\alpha = 0.05$).

Hypotheses No (1):

lexical collocation can improve paragraph writing among University students.

Table (4-20)

Item	Mean	Std. Deviation	Chi-Square	df	.Sig
lexical collocations contributes effectively to improve writing paragraph among University students	4.11	1.180	61.300 ^a	4	0.000
lexical collocations enhance students' knowledge of vocabulary	4.11	1.222	65.300 ^a	4	0.000
Lexical collocations are essential to university students when they want to write naturally	3.45	1.459	33.700 ^a	4	0.000
Applying Lexical collocations activities help students to master writing paragraph	4.43	1.281	54.300 ^a	4	0.000
The lack of lexical collocation knowledge affects negatively among University students	4.22	1.050	46.000 ^a	4	0.000
Lexical collocations makes learners more competent in writing English paragraph	3.83	1.138	67.100 ^a	4	0.000
Lexical collocations develop learners' awareness	4.19	1.125	75.920 ^b	3	0.000
Lexical collocations allows learners investigate how meaning beyond the words can be understood	3.72	1.147	44.300 ^a	4	0.000

Source: Prepared by the researcher by SPSS, 2020

null hypothesis: lexical collocation can improve paragraph writing among University students.

Alternative hypothesis: lexical collocation can't improve paragraph writing among University students.

It is clear from the above table that the values of chi-square test, all values probability, are greater than 0.05, so we reject the null hypothesis and accept the alternative hypothesis, i.e. lexical collocation can improve paragraph writing among University students.

Hypotheses No (2):

Teachers have negative attitudes toward using lexical collocation to teach paragraph writing. By concentrating on teaching lexical collocation, teachers resolve the problems of writing as general and paragraph writing particular.

Table (4-21)

Item	Mean	Std. Deviation	Chi-Square	df	.Sig
in my opinion learners have negative attitude toward using lexical collocation in paragraph writing	3.71	1.221	48.100 ^a	4	0.000
University syllabus does not help you to apply lexical collocation in paragraph writing	3.28	1.043	51.800 ^a	4	0.000
applying materials contained of lexical collocation help Teachers to facilitate learning process	3.37	1.179	43.475 ^b	4	0.000

Item	Mean	Std. De- viation	Chi- Square	df	.Sig
lexical collocation help you to train students to be more competent in writing paragraph	4.38	1.135	92.800 ^a	4	0.000
Workshop in lexical collocation support university Teachers to teach in a better way	4.29	1.131	22.300 ^a	4	0.000
University Teacher has little time to develop materials for developing writing paragraph	3.94	1.186	44.889 ^b	4	0.000
Teacher uses authentic materials such as newspapers, stories, essays to facilitate writing paragraph	4.04	1.064	32.200 ^a	4	0.000
Teacher focus on fluency rather than accuracy	3.71	1.103	60.700 ^a	4	0.000

Source: Prepared by the researcher by SPSS, 2020

null hypothesis: Teachers have negative attitudes toward using lexical collocation to teach paragraph writing.

Alternative hypothesis: Teachers have positive attitudes toward using lexical collocation to teach paragraph writing.

It is clear from the above table that the values of chi-square test, all values probability, are smaller than 0.05, so we accept the null hypothesis and reject the alternative hypothesis, i.e. Teachers have negative attitudes toward using lexical collocation to teach paragraph writing.

Hypotheses No (3):

EFL learners are not aware of lexical collocation when they proceed to higher levels.

Table (4-22)

Group	Test	Q u e s - t i o n	Mean	Std. De- viation	C h i - Square	df	.Sig
Experimental group	Pre- test	Write	1.00	1.071	29.878 ^a	1	0.000
		Fill	1.07	1.264	10.756 ^a	1	0.001
		Mult	1.24	1.435	6.854 ^b	5	0.232
	Post- test	Write	3.90	1.841	9.195 ^b	5	0.102
		Fill	3.85	1.74	1.878 ^b	5	0.866
		Mult	3.66	1.825	38.683 ^c	2	0.000
Control group	Pre- test	Write	1.00	0.73	9.122 ^d	4	0.058
		Fill	1.00	0.811	9.122 ^d	4	0.058
		Mult	1.29	0.716	42.780 ^d	4	0.000
	Post- test	Write	3.90	2.095	29.878 ^a	1	0.000
		Fill	3.90	2.095	10.756 ^a	1	0.001
		Mult	4.07	1.456	6.854 ^b	5	0.232

Source: Prepared by the researcher by SPSS, 2020

null hypothesis: EFL learners are aware of lexical collocation when they proceed to higher levels.

Alternative hypothesis: EFL learners are not aware of lexical collocation when they proceed to higher levels.

It is clear from the above table that the values of chi-square test, all values probability, are greater than 0.05, so we accept the alternative hypothesis and reject the null hypothesis, i.e. EFL learners are not aware of lexical collocation when they proceed to higher levels.

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