

Running head: THE DEVELOPMENT OF ENGLISH COLLOCATION COMPETENCE

Testing Saudi English Collocational Competence and its Development

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Abstract

This study is aimed at investigating Saudi female students' competence of English collocations at two different proficiency levels and whether collocation raising-awareness activities lead to better collocation recognition. The first experiment involves two multiple-choice tests which will be administered to both level one and level nine translation majors in order to determine whether collocation competence correlates with general English proficiency, and if so, to what extent. For the second experiment, 2 groups of level five students (an experimental group and a control group) will be asked to read a passage and underline all the collocation sequences they find. This test is designed to reveal whether or not collocation raising-awareness activities increase collocation recognition. Descriptive and correlation statistics will be used to analyze the data. It is predicted that collocation competence correlates with general English proficiency based on the findings of previous studies, and that students who are frequently made aware of collocations will have better recognition of them in the future. Finally, the findings of the collocation-recognition test will aid language teachers in making decisions relating to which collocations should be emphasized in language classrooms, and in what order to present them.

Introduction

Collocations have been recognized as one of the ways that differentiate native speakers and second language learners. If a non-native speaker wants to help someone, s/he will say, "Can I help you?" whereas a native speaker will say, "Can I give you a hand?" (Salkauskiene, 2002). The English language is full of collocations, recurrent combinations of words that co-occur more often than expected by chance. Why do we say 'last year' and not 'last hour'? And why do we go somewhere 'by car' or 'by train' but 'on foot'? The reason is 'collocation'. Knowing the 'meaning' of a word not only requires knowing its dictionary definition; one must also know the type of words with which it is often associated. Collocations, either fixed or more flexible, are the result of many years of habitual use by fluent speakers of the English language (Prodromou, 2004). It is believed that automation of collocations helps native speakers to fluently express themselves since it provides 'chunks' of English that are ready to use. Second language learners, however, lacking this automation, may make non-native errors when producing utterances. In order to achieve native-like competence and fluency, second language learners need to be aware that an important part of language acquisition is the ability to comprehend and produce collocations as unanalyzed chunks. Both learners and teachers of the English language realize how complicated the area of collocation is. *Teaching Collocation* (2000) edited by Michael Lewis, who is also a contributing author to the book, encourages teachers to raise students' awareness of collocations and to initiate their own action research to make sure the changes they make are of benefit to students.

The purpose of this study is to investigate Saudi female second language learners' knowledge of different types of English collocations in order to determine whether collocational competence should be left to naturally develop as learners become progressively proficient in English or could collocation-awareness enhance collocation recognition, frequently referred to in SLA literature as "noticing". In theory, the first step in acquiring a new language is noticing particular language items, which later have the potential of becoming internalized intake. Based

on this theory, would collocation-awareness training result in students' increased ability to notice such collocations? If so, collocations should have a central place in all language classrooms. In the present study, both natural and instructional collocation proficiency in English will empirically be tested. More specifically, the current study will address the following research questions:

1. Is there a correlation between collocational competence and general English proficiency? If so, to what extent?
2. Is there a correlation between noticing collocations and collocation awareness-raising activities?
3. Which collocation types are most or least noticeable?

Literature Review

Several studies (Bonk, 2000; Haung, 2001; Wei, 1999; Zughoul & Hussein, 2001; Zughoul & Hussein, 2003) have explored the collocational competence of second language learners. These studies have examined a variety of subject populations and included collocation tests of various kinds. For example, in one study (Bonk, 2000), ESL learners of a wide range of proficiency levels were asked to complete a collocation test consisting of three subtests in order to determine among other things the reliability and validity of the tests that Bonk had designed himself. In his quest to make collocation testing more systematic, Bonk's study used a carefully developed and analyzed collocation test to address testing concerns and to determine the relationship between collocational knowledge and more controlled measures of language proficiency. Descriptive statistics and reliability estimates for the test administration were calculated, and the characteristics of the test items were also examined. Two of the three subtests were found to perform well as norm-referenced measures of construct, and areas for further testing and research were pinpointed. Observed collocational knowledge was found to correlate

strongly with general English proficiency, while length of residence had little or no effect on the subjects' collocational knowledge.

As for categorizing collocations, where Bonk and others (Zughoul & Hussein, 2001; Zughoul & Hussein, 2003; Wei, 1999) have recognized Benson's 1986 model of 'grammatical and lexical' collocations as theoretically sound and pedagogically useful, Haung (2001) adopted Howarth's (1998) categorization model of lexical collocations. In this model, the collocational continuum contains four categories of collocations: free combinations, restricted collocations, figurative idioms, and pure idioms. In fact, Haung's study investigated Taiwanese English as a Foreign Language (EFL) students' knowledge of English collocations and the collocational errors they made. The subjects were 60 students from a college in Taiwan. The research instrument was a simple completion test which the researcher designed himself. The results indicated that free combinations created the least amount of difficulty for his subjects, whereas pure idioms were the most challenging. Additionally, students performed about equally well on restricted collocational and figurative idioms. In general, the students' deviant answers demonstrated their insufficient knowledge of English collocations.

Hence, both researchers, Bonk and Haung, called for further research in this area. Bonk explains that language teachers should try to make the effort to design tasks which will stimulate students' awareness of "how collocation works and what effect it has on language, as well as through explicit instruction...but it remains to be seen whether different types of instruction can facilitate this learning" (p. 33). It is hoped that the results of this current study will show improved collocation recognition through collocation-awareness tasks regularly integrated within language courses of all kinds, not just in vocabulary courses. Hill (2000) reassuringly states, "Your teaching does not need to be turned upside down to make room for collocation" (p. 27). Haung further states that, "ESL/EFL teachers need to address the cultural data, metaphorical meanings, and the historical origins associated with the collocations to be introduced" (p. 15). In this respect, the current study tries to address this new type of instruction as collocations in this

study are introduced through a cultural context where awareness-tasks are based on authentic texts (See Appendix D for samples) from students' 'Comparative Culture' course textbooks, a level 5 course requirement. Finally, this study is different because it will combine and use a section of Lewis' (1997) taxonomy of lexical items (as cited in Olga, 2001), i.e. polywords, institutionalized utterances, idioms & phrasal verbs as well as Hill's (2000) collocation categories (i.e. Adj + N, N + N, V + Adj + N, V + Prep + N, V + Adv, Adv + V, Adv + Adj, & Adj + Prep). As such, the table below is the collocation model that will be used for this study.

Table 1

Collocation Categorization Model

Type of collocation	Examples
Polywords	upside down
Institutionalized utterances	Would you like ...?
Idioms	under the weather
Phrasal verbs	run into
Adjective + Noun	a huge profit
Noun + Noun	a window frame
Verb + Adjective + Noun	learn a foreign language
Verb + Preposition + Noun	speak through an interpreter
Verb + Adverb	live dangerously
Adverb + Verb	half understand
Adverb + Adjective	completely soaked
Adjective + Preposition	excited about

Finally, the most and least noticeable collocation types will also be explored. Lewis' & Hill's collocation categories are very clear and students' have found them easy to comprehend.

Collocation awareness-raising in a meaningful context, using a simple user-friendly model, is predicted to improve students' recognition of collocations, which hopefully will lead to better collocational fluency.

Method

Participants and Selection Process

This study will be conducted in the Translation Department in the College of Languages and Translation (COLT) at King Saud University, female campus. The study is a longitudinal one, involving a quasi-experimental, control & experimental group design using intact level 1 and level 9 undergraduate students enrolled in a 5-year bachelor program in the Translation Department at COLT. Before entering this college, they had received at least 6 years of English instruction. Since this study investigates different, yet interrelated questions, the participants will inherently be different for each; however, all the groups will be accessible by arranging appointments. For the first research question, a total of 60 subjects (30 from level 1 and 30 from level 9) will be selected according to their target language proficiency. This will be determined from their results on a TOEFL 'structure' test adapted from Sharpe (2004) - (See Appendix A). An equal number of level 1 students who get approximately an average score on this test (which will be determined later according to the students' mean) and level 9 students who also get an approximate average score on the same adapted TOEFL will be chosen as the subjects for the next step, the collocation test (See Appendix B), which will be used in answering the first research question. The rationale for selecting these students is that they are most likely to be equally proficient at their respective levels. Indeed, this factor plays a crucial role in determining whether a correlation exists between general English proficiency and collocational competence. As for the second research question, a total of 60 subjects from level five (30 from the control

group and 30 from the collocation training group) will undergo a similar selection process. An equal number of level 5 students from the control and experimental groups who get an average score (to be determined later according to students' mean) on the adapted TOEFL test (See Appendix A) will be chosen as the subjects who will undergo a further collocation-recognition test (See Appendix C) which will serve in answering the second research question. Students are chosen on this basis because this is a quasi-experiment which means the more procedures are controlled, the more valid the results are expected to be.

Measurement

Regarding the first research question, the correlation between general English proficiency and collocational knowledge, can be realized by using two key independent variables (levels 1 & 9) and two dependent variables, the number of correct answers chosen by level 1 students and also the number of correct answers chosen by level 9 students. A correct answer in this case is defined as choosing the correct answer out of 4 possibilities where there is only one correct answer. Students will be presented with a multiple-choice type collocation test which will measure the students' knowledge of collocations. The measurement methods used for this research question are adapted from Bonk's (2000) systematic testing of collocation knowledge by first using a 30-item TOEFL test to test general proficiency and then a 60-item collocation test. Only 10 of the test items are adapted from Bonk's collocation tests (5 V + N items & 5 phrasal verb items), and where Bonk uses sentence completion in some parts of his test, the test that will be used for this study will only include multiple-choice type items. The rest of the test items are self-designed by the researcher with occasional reference to *Collins COBUILD Advanced Learner's English Dictionary* (2003) on CD. 5 items each for polywords, institutionalized utterances, idioms Adj + N, N + N, V + Adj + N, V+ Prep + N, V + Adv, Adv + V, Adv + Adj, & Adj + Prep collocations were devised. There are also two other differences. First, the TOEFL structure test used in this study is adapted from Sharpe (2004) with a focus on intermediate level

items, not from a past version of the TOEFL test. In addition, in his collocation test, Bonk only tests V + N and phrasal verb collocations and Haung does not test polyword and institutionalized utterance type collocations; however, in this study, a wider range of 12 types will be tested (See Table 1). As for the second research question, the correlation between collocation awareness-raising activities and collocational recognition will be investigated using 2 key independent variables, specifically level 5 control and experimental groups, as well as 2 dependent variables which are the number of correct collocations the experimental group will be able to identify and the number of correct collocations that the control group will be able to identify. A correct collocation is one of 12 types found in Table 1 as categorized by Lewis (1997) and Hill (2000). Collocation recognition will be measured by asking the subjects in both groups to read an authentic text, adjusted with minor collocation additions (e.g. idioms), from a 2005 on-line issue of *Readers' Digest* (See Appendix C) and to underline all the collocations they find.

Data Collection

Data will be collected on two occasions spanning a three month semester at COLT. The subjects' answers to both types of tests, TOEFL & collocation tests, and the collocation recognition test (CRT), will serve as the data for this study. Data collection for the first research question will involve an administration of both TOEFL and collocations tests in the same order during one of the groups' (levels 1 & 9) free hours. A complete administration of both tests will be allocated 1 hour and a half. As for the second research question, it will involve the administration of the TOEFL 'structure' test on the same day so that both control and experimental groups take the same test on the same day. As for the CRT, it will be administered at a later date in their classrooms during regular lecture time since the subjects will only be given 30 minutes to complete the test. All the tests used for both research questions will be piloted by giving them to 10 subjects of the same population. If the results of this test are either negatively or positively skewed, test items will be re-evaluated and moderated accordingly. However, since

the CRT has never been used, at least two pilots will be administered; first to 3 teachers of different nationalities (one of which will be a native-speaker), then to 10 subjects of the same population in order to ensure that not only a native speaker would notice the collocations embedded in the text. It is predicted that the TOEFL & collocation tests will need minor changes, if any. However, if the CRT pilot results show that not enough collocations could be observed, more collocations can be naturally inserted into the existing text. As soon as changes have been made to the text, further piloting of the CRT will take place. Once enough collocations are observed (approximately 50) in the text, the CRT test will be ready to be administered.

Data Analysis

The subjects' answer sheets will be collected, scored by hand by the researcher, and analyzed using a quantitative paradigm. Data will be counted as correct if they match pilot test responses. For the first research question, the correct responses of the students on the proficiency exam will be tallied for levels 1 and 9, and the mean for each level will be calculated. Subjects (30 from level 1 and 30 from level 9) who get an average, or near average, score will be asked to participate in the second stage; taking the collocation test. In analyzing the collocation and proficiency tests, a simple regression analysis will be applied to the means of the collocation and proficiency test scores for both levels to observe the ideal line of regression; a scatter plot graph will also be provided for both levels. Descriptive statistics will be performed as well to observe the mean score of the collocation tests for both levels to determine to what extent collocational knowledge naturally improves over time. As for the second research question, the correct responses of the students on the proficiency exam will be tallied for level 5 control and experimental groups, and the mean for each level will be calculated. Subjects (30 from the control group and 30 from the experimental group) who get an average, or near average, score will be asked to participate in the second stage; taking the CRT. Correct underlined collocations will be tallied for each student, and then the sum of the student's correct responses will be

calculated for each group. Finally, the mean, standard deviation, frequency and percentage will be calculated for both groups. The last research question will involve descriptive statistics in order to compare students' performance in each collocation category and to observe how noticeable the different collocation categories are in the CRT. A histogram will be provided to show the frequency of each collocation category as perceived by the subjects.

Potential Obstacles and Proposed Solutions

Since part of the study involves level 1 & level 9 students, the head of the College of Languages and Translation must be notified and permission must be requested. The head of COLT may insist on getting consent from the men's college. In that case, a request will be addressed to the head of the men's COLT. When permission is granted (to be attached later with research paper), then schedules of levels one and nine will be examined to see which groups will be addressed for participating in the experiment. Such a decision will be based on time and room availability as well as the cooperation of the students' teachers. Since the level 5 subjects are also the researcher's students, time and location coordination is less problematic; however, as an incentive, students will be awarded 4 points for participating in this experiment as part of their evaluation. Approximately 25 minutes each week is dedicated to this study. This is not enough time but intensive instruction and activities take place during this limited time, and as compensation, students are assigned at least two paragraphs to work on each week.

Work Schedule

Since this study is a longitudinal one, which spans over a three-month period, a detailed week-by-week schedule was devised and is currently being followed. Both control and experimental groups were introduced to collocations and their importance in the first two weeks, then starting from week 3, collocation instruction was suspended in the control group while collocation instruction and activities continue in the experimental group. Every week subjects are reminded

of the importance of collocations in terms of their prospective translating and interpreting endeavors and in achieving native-like fluency. Subjects are also introduced to different types of collocations through their texts (following Table 1 as a model), in-class guided and individual practice is provided and collocation-recognition in paragraphs is assigned as homework which is reviewed at the beginning of the following lecture. After a sufficient amount of time, tests will be administered, graded and analyzed. For more details, see Appendix E.

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Appendix A

Level: _____ Date: _____ Score: _____/30

Instructions: This test is designed to measure your ability to recognize language that is appropriate for standard written English. You will be required to answer two types of questions.

1. Sentence Completion

In the sentence completion questions, one or more words are left out of each sentence. Under each sentence you will see four words or phrases. Choose the one word or phrase that completes the sentence correctly, and then color in the correct circle. Example:

1. Birds make nests in trees _____ hide their young in the leaves and branches.

- can where they
- where they can
- where can they
- where can

2. Error Identification

In the error identification questions, each sentence has four underlined words or phrases. Choose, and then color in the circle of the one word or phrase that must be changed in order for the sentence to be correct. Example:

1. Aspirin is recommend to many people for its ability to thin the blood.

-
-
-
-

Part One: Sentence Completion

1. _____ the passage of light, many new plastics are processed using technologies rivaling those used in the manufacture of computer chips.

- To better permit
- Permitting better
- For the better of
- It is better for

2. Sleeping, resting, and _____ are the best ways to care for a cold.

- to drink fluids
- drank fluids
- one drink fluids
- drinking fluids

3. Despite Hollywood's portrayal of them, most types of sharks are not _____ their reputation would suggest.

- as dangerous
- as the most dangerous
- as dangerous as
- dangerous as

4. It is the lack of gravity on the moon that makes _____ leaps of 30 feet or more.

- possible
- it possible
- to be possible
- it to be possible

5. From the beginning of the twentieth century to the present, technology _____ people are beginning to imagine there are no limits to what we can achieve.

- progressed to the point that
- has to progress to a point
- has progressed to the point that
- progressed a point that

6. The development of the light bulb _____ partly as a result of the widespread availability of electricity and the need for cheap, clean light.

- occurring
- was occurring
- was occurred
- occurred

7. It is believed that the modern bird _____ the pterodactyls that existed millions of years ago.

- was evolved from
- evolved from
- evolved
- was evolving from

8. _____ big cats, housecats have polyphasic sleeping patterns; that is, they take several naps a day.

- They are like
- Like
- It is the
- The

9. _____ many communications companies are now able to offer radio and television broadcasts over the Internet.

- Advanced technology has enabled
- Introducing advanced technology and
- Because the introduction of advanced technology
- With the introduction of advanced technology

10. It was _____ the Industrial Revolution that the United States was able to increase productivity through mechanization.

- when
- at the time
- during
- because

11. John Hancock's signature on the Declaration of Independence is known for _____.

- large size
- its large size
- being large size
- to be large size

12. It was _____ the Industrial Revolution that the United States was able to increase productivity through mechanization.

- when
- at the time
- during
- because

13. While oxygen is readily available in isolated form, _____ .

- hydrogen does not
- no hydrogen
- not any hydrogen
- hydrogen is not

14. _____ are most mammals able to receive the most information about what is happening in their immediate environment.

- Because they use sight
- By means of sight
- With the sights
- Using sight

15. Information technology is quickly becoming the most important economic export _____.

- in certain geographical areas
- for area that are geographic
- in certain areas geographical
- of certain geographical area

16. Most wood will float in water, but if it is _____ , it will sink.

- dense enough
- so dense that
- enough dense
- density

17. _____ are contained in DNA, the complex chemical mixture that determines the hereditary characteristics of an organism.

- The genes
- The genes that
- Although the genes
- There are genes

18. Born in 1924, Shirley Chisholm became _____ elected to the Congress of the United States.

- the first African-American woman who
- the first African-American woman to be
- first African-American woman who was
- the first African-American woman to

19. Geysers have often been compared to volcanoes _____ they both emit hot liquids from below the Earth's surface.

- due to
- because
- in spite of
- regardless of

20. During the early period of ocean navigation, _____ any need for sophisticated instruments and techniques.

- so that hardly
- where there hardly was
- hardly was
- there was hardly

Part Two: Error Identification

1. The smaller of all nine planets in the solar system is Pluto.

-
-
-
-

2. Cotton was one of the first major agricultural industries establishment in North America after the arrival of the Europeans.

-
-
-
-

3. Weighing less than gram at birth, infant kangaroos are reared in their mothers' pouches from birth to roughly seven to ten months.

-
-
-
-

4. Because of extensive research in the field of genetic engineers, scientists can now create plants that farmers can grow in harsh climates.

5. Martha Graham was an excellent dancer; her body was strong and flexible, her movements graceful and power.

6. The Great Fire of 1906 in San Francisco was happened primarily as a result of the great earthquake preceding it.

7. While it is actually a planet, Venus is often mistaken a star in the night sky.

8. Engraving is a process which the surface of metal is first covered with an acid and then inscribed with some sharp instrument.

9. Though difficult, it possible for an adult learner of a new language to master the subtleties of the grammar and syntax of the new language.

10. The human body is composed largely of water and needs a steady supply of water to remain healthily.

Thank you!

Appendix B

Level: _____ Date: _____ Score: _____/60

Instructions: In the following multiple-choice test, one or more words are left out of each sentence. Under each sentence you will see four words or phrases. Choose the word or phrase which best collocates with the word following the blank or that best completes the sentence, and then color in the correct circle. Example:

1. When she's cold, she really loves to drink ____ tea.

- hard
- strong
- heavy
- tough

1. Grandfather has been feeling very sad. Let's go to his house and cheer him ____.

- off
- up
- over
- beyond

2. They were surprised ____ their good fortune.

- toward
- for
- at
- till

3. Why don't we go ____ the movies tonight?

- into
- upon
- around
- to

4. The vase fell over Sarah's head and, unfortunately, she was hurt ____.

- badly
- angrily
- hardly
- highly

5. When the fire ____ went off everybody left the building.

- number
- machine
- tool
- alarm

6. Dr. Hasan is an excellent dentist. He _____.

- is used to being out on a limb
- turns all the tables
- knows all the ropes
- knows how to spill the beans

7. Lama said that she felt so _____ alone and isolated because even her sister couldn't help.

- utterly
- readily
- quickly
- keenly

8. She's furious _____ her son's grades in school.

- for
- with
- without
- below

9. We're going to _____ some tests on your mother to see if the accident affected her brain.

- take
- add
- make
- run

10. He committed so many crimes. I want him to pay _____ for everything he's done!

- extremely
- dearly
- highly
- greatly

11. Please put on your _____ belts. We're about to take off.

- seat
- leather
- fasten
- metal

12. When you enroll in Children's Book-of-the-Month Club®, we'll send you a natural canvas hand bag - _____ free!

- definitely
- quickly
- absolutely
- gladly

13. ____, I need some money today. Could you lend me some?

- By the road
- By the way
- By the path
- By the wallet

14. Our teacher asked us to ____ flip through the pages of our books to find the map of Saudi Arabia.

- lastly
- hurriedly
- speedily
- quickly

15. Once I get home, I'll ____ in order to confirm our plans for tonight.

- give you a call
- make you a call
- do you a call
- ring you a call

16. The boys were playing ball outside, then suddenly the ball came flying through my bedroom ____.

- frame
- window
- gate
- ceiling

17. A common stereotype is that it always rains ____ in England.

- seriously
- heavily
- deeply
- terribly

18. How long were you ____ the phone for? Don't you get tired of talking so much?

- over
- till
- on
- for

19. Oh look! The neighbors are having a garage sale right out there on the tennis ____.

- court
- area
- place
- land

20. Don't forget about me once you leave Riyadh. Please ____.

- keep a message
- keep hearing
- keep in touch
- keep a tie

21. We ____ our best, but it wasn't good enough to win.

- made
- had
- put
- did

22. Other kids always pick ____ her because she's so overweight.

- by
- away
- on
- off

23. You must be pulling my _____. That can't be true.

- foot
- thigh
- toe
- leg

24. Put a little oil into the frying ____ and quickly fry the vegetables.

- pot
- bowl
- pan
- dish

25. She's rather worried ____ Khaled's studies.

- about
- around
- after
- at

26. Laiyla! Don't be rude ____ your aunt!

- at
- to
- for
- on

27. Somebody should wake that man up. He's really snoring ____.

- loudly
- powerfully
- soundly
- seriously

28. I'm sorry. I ____ forgot your birthday. Please forgive me.

- happily
- perfectly
- fully
- completely

29. Just give me a few minutes to think about what you're saying and I'll ____ to you in a few minutes.

- talk back
- say back
- get back
- be back

30. I think he works ____ the Military Hospital.

- during
- out
- upon
- at

31. You are ____ stubborn! Why can't you ever agree with what I say?

- highly
- finally
- so
- greatly

32. Mr. Brown is shaking Mr. Rodgers' hand. I think they're finalizing an important business ____.

- deal
- tool
- measurement
- map

33. There's so much fog outside. I can ____ see the car in front of me!

- blindly
- really
- barely
- politely

34. _____. It's raining and we don't want to have an accident.

- Drive solidly
- Drive slowly
- Drive firmly
- Drive forcibly

35. Bob said he would bring the computer over to my house, but I ____ his offer.

- regretted
- stopped
- jumped
- refused

36. We've been talking about this for over an hour now; let's move ____ to another topic now.

- on
- away
- against
- beyond

37. I feel sorry ____ Jack. He is so lonely these days.

- from
- to
- for
- on

38. I dare you to say that to his ____.

- head
- face
- eyes
- eye

39. She would like to see the return of the death ____ in America. If one kills, s/he must die.

- role
- penalty
- rule
- issue

40. The reason ____ this meeting is to discuss the exam.

- since
- throughout
- for
- besides

41. We stayed ____ the hotel because it was snowing outside.

- into
- about
- between
- inside

42. ____, she has no idea about what's been happening in the college.

- As far as I listen
- As far as I have
- As far as I speak
- As far as I know

43. The photographer wants to take their picture, but they'll have to be ____ still.
- absolutely
 - easily
 - similarly
 - greatly
44. Picasso is famous ____ his paintings.
- for
 - of
 - from
 - off
45. Why are you giving me your broken computer? I don't want it; it's ____ useless.
- completely
 - fully
 - wholly
 - loudly
46. I'm afraid I took your coat ____ mistake.
- for
 - under
 - after
 - by
47. Let's ____ the subject. I don't want to talk about it anymore.
- transfer
 - turn
 - change
 - fix
48. The teacher needs a ____ calculator. Does anyone have one?
- hand
 - pocket
 - pen
 - finger
49. The research findings ____ suggest that learners learn more effectively when given positive feedback.
- painfully
 - strongly
 - powerfully
 - harshly
50. Sylvester Stalone's new movie is scheduled to come ____ on April 19th.
- outside
 - through
 - out
 - on

51. That poor, homeless man is so miserable. He's always trying to ____.

- get the cold shoulder
- split hairs
- make ends meet
- carry the day

52. At 94 he's still quite active, although he walks with the aid of a walking ____.

- stick
- pole
- bar
- hook

53. The cause ____ his problems is his family.

- with
- beneath
- before
- of

54. Dania was so tired that she slept ____ through the night.

- healthily
- solidly
- logically
- soundly

55. It's taken me more than a month to get ____ this cold.

- out of
- outside
- off
- over

56. Do you have a good relationship ____ most of your relatives?

- for
- across
- around
- with

57. They are excited ____ their trip to Rome next June.

- since
- about
- during
- from

58. Go ahead and take a break. I'll keep ____ on the kids.

- an eye
- an arm
- a stare
- a look

59. On the seashore there is a new hotel with two pools, a health ____ and playground.

- place
- area
- spa
- court

60. Can you ____ your signature at the bottom of this letter, please?

- sign
- apply
- put
- carry

Thank you!

Appendix C

Level 5: Control or Experimental (*circle*) **Date:** _____

Number of correct underlined collocations: _____

Type	poly	inst	Ph. V	idiom	Adj+N	N+N	V+Adj+N	V+Prep+N	V+Adv	Adv+V	Adv+Adj	Adj+Prep
Freq.												

Instructions: As you read the following text (on the next page), please underline all the collocations you find. You will need to look for the following combinations:

COLLOCATION TYPES	EXAMPLES
Polywords	upside down
Institutionalized utterances	Would you like ...?
Idioms	under the weather
Phrasal verbs	run into
Adjective + Noun	a huge profit
Noun + Noun	a window frame
Verb + Adjective + Noun	learn a foreign language
Verb + Preposition + Noun	speak through an interpreter
Verb + Adverb	live dangerously
Adverb + Verb	half understand
Adverb + Adjective	completely soaked
Adjective + Preposition	excited about



10 Easy Ways to Catch More ZZZs

If you've had one or two bad nights lately, we can help you say good night to your sleep problems. Here are effective strategies for getting a better night's sleep. These strategies may require you to change your sleeping habits, but the effort is well worth it in the long run.

1. Your room should be quiet and sufficiently dark, because darkness prompts the pineal gland to produce melatonin, the hormone that regulates circadian rhythms (your 24-hour body clock). Heavy drapes can help keep the light out, and a fan or white-noise machine can help drown out any annoying sounds. Cool temperatures help you sleep, so set your thermostat appropriately. For better air circulation, open a window or use a fan. If the air in the room is too dry, buy a humidifier.
2. A nighttime routine can be very effective in letting your body know when it's time to sleep. Go through whatever rituals help you get mentally prepared for sleep. (Read a few pages of your novel, spend 5 to 10 minutes on personal grooming, meditate, stretch.) It's also critical to go to bed and get up at the same time every day -- even on weekends.
3. Avoid working, paying bills, reading, or watching television in bed. If you associate your bed only with sleep, you'll be more likely to fall asleep when you get under the covers for the night.
4. Going to bed either hungry or too full can disrupt your sleep. Don't have a big meal too close to bedtime or the digestion process might keep you awake. Also, if you lie down after stuffing yourself you can end up with gastric reflux -- stomach acid backing up into the esophagus. If you're hungry, have a snack rich in carbohydrates, which trigger the release of the brain chemical serotonin, associated with relaxation. Try a graham cracker or bowl of cereal. Pair it with some milk or a slice of turkey, both rich in the amino acid tryptophan, which also induces sleep.
5. Too much caffeine throughout the day, even if it's not consumed right before bedtime, can contribute to fitful slumber. Once you hit 50, your metabolism slows, so caffeine may stay in your system longer -- up to

10 hours. Limit yourself to two cups of tea, coffee, or cola, taken at least 6 hours before bedtime. If that doesn't work, try cutting out caffeine altogether.

6. It's a simple fact: If you're physically tired at the end of the day, you'll sleep better. In a study from Stanford University School of Medicine, a group of 50- to 76-year-olds who had complained of sleep problems began moderate exercise for about half an hour four times a week. Compared with a similar group of people who didn't exercise, the more active group slept an average of one hour more each night, took less time to fall asleep, spent less time napping, and reported an overall improvement in sleep quality. Outdoor exercise is especially helpful. By exposing yourself to sunlight (particularly in the afternoon), you help prevent midday sleepiness and reinforce your body's circadian rhythms. Exercise at least three hours before bedtime.

7. Take a warm bath an hour or two before bed. Your body temperature will slowly drop after you get out of the tub, making you feel tired. Don't bathe right before bed, however, because it can briefly stimulate you enough to make it hard to fall asleep.

8. Investigate the benefits of chamomile, valerian, kava, passionflower, skullcap, catnip, or hops. These herbs can be taken in tea and other forms. A cup of chamomile tea before bedtime may be all you need to relax. If you're trying valerian, the suggested dose for the concentrated form is equal to two to three grams of the root a day. If you're using kava, try a dose of between 60 and 120 mg before bedtime.

9. If 30 minutes go by and you haven't fallen asleep, don't lie in bed feeling frustrated. Get up and do something relaxing, like listening to soothing music or flipping through a magazine. Or make yourself a cup of warm milk.

10. A bed that's too soft can cause poor sleep postures (which can also lead to muscle stiffness and back problems). If you're leaving a divot in the mattress when you get up, it's too soft. Replace your mattress if it's more than 10 years old, and buy one that's as firm as you can tolerate but still comfortable.

Thank you!

Appendix D

The following samples of text were analyzed by the teacher (researcher) and students (subjects); some during the lecture period and others were assigned as homework. Students were asked to manipulate such extracts by underlining all the collocations they could find, the various types of collocations were pointed out collaboratively, and students were asked to use some of the underlined collocations in other sentences and combinations. These are just some of the numerous ideas found in Hill's (2000) *Teaching collocations*. The following paragraphs are extracts from various lessons found in Level 5's *Comparative Culture* course booklets, titled *Comparative Culture - Spring 2005*.

Extract from: *History – The Story of the American People* (p.6)

The process of ending slavery began in April 1861, the beginning of the Civil War, when President Abraham Lincoln issued the Emancipation Proclamation, which abolished slavery throughout the United States. The Civil War was the most traumatic episode in American history. But it resolved two matters that had vexed Americans since 1776. It put an end to slavery, and it decided that the country was not a collection of semi-independent states but an indivisible whole. Even after the end of slavery, however, American blacks were hampered by segregation and inferior education. In search of opportunity, African Americans formed an internal wave of immigration, moving from the rural South to the urban North. But many urban blacks were unable to find work; by law and custom they had to live apart from whites, in run-down neighborhoods called ghettos. Today, African Americans constitute 12.7 percent of the total U.S. population.

Extract from: *Economic Systems – The Saudi Economy* (p.13)

The government is currently encouraging private sector growth to lessen the Kingdom's dependence on oil and increase employment opportunities for the swelling Saudi population. Economic reforms proceed cautiously because of deep-rooted political and social conservatism. A yearly budget is set by which different sums of money are distributed between various ministries. Unlike in the States, people living in Saudi Arabia are not required to pay taxes for their purchases. Some of the major agriculture products available are wheat, barley, tomatoes, melons, dates, citrus, mutton, chickens, eggs, & milk. The main export commodities are petroleum and petroleum products, while the basic imports are machinery and equipment, foodstuffs, chemicals, motor vehicles, & textiles.

Extract from: *Arabic and American Cultural Patterns – Time and its control* (p.18)

For Americans, time is of utmost importance. It is something to be on, kept, filled, saved, used, spent, wasted, lost, gained, planned, given, and even killed. Their lives seem controlled by the little machines they wear on their wrists, cutting their discussions off abruptly to make their next appointment on time. This philosophy has enabled Americans to be extremely productive, and productivity is highly valued in their country. On the other hand, Arabs are much more relaxed about time. People do not stop conversations abruptly because time does not control their lives.

Extract from: *Body Language – Eye behavior* (p.32)

Eye contact alone possesses considerable complexity. Once an American has allowed another to catch his eye, he's held to be open to whatever follows. That's why waitresses develop such skill at not allowing their eyes to be caught when they're particularly busy. Children learn this particular function of eye contact very early. Eye contact varies from one culture to another. Americans are taught to look directly; Japanese and Koreans are taught to avoid direct eye contact, direct eye contact to them is considered rude.