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A principled approach to teaching collocations : testing Nizonkiza's collocation web model among english majors at the university of Burundi

Havyarimana, Aminadab; Supervisor: Dr. Déogratias Nizonkiza; Co-supervisor: Dr. I1déphonse Horicubonye

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UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

A PRINCIPLED APPROACH TO TEACHING COLLOCATIONS: TESTING NIZONKIZA'S COLLOCATION WEB MODEL AMONG ENGLISH MAJORS AT THE UNIVERSITY OF BURUNDI

By
Aminadab Havyarimana

Supervisor:
Dr. Déogratias Nizonkiza

Co-supervisor:
Dr. Ildéphonse Horicubonye

A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the Degree "*Licence en Langue et Littérature Anglaises*"

Bujumbura, June 2016

DEDICATION

This work is dedicated to:

My dear parents,

My dear brother and sisters,

All promoters of Quality Education.

ACKNOWLEDGEMENTS

I indeed owe a profound debt of gratitude to my Supervisor, Dr. Déogratias Nizonkiza, for his filial and continuous encouragement, guidance and support without which this work could not have been completed. I am also indebted to Dr. Ildéphonse Horicubonye, Co-supervisor, for having generously accepted to contribute to the completion of this study. My sincere thanks are extended to all my BA lecturers for their interesting lectures and advice during my studies at the University of Burundi, Department of English Language and Literature. I would also like to thank all the members of the jury for reading and evaluating my thesis.

Furthermore, my heartfelt gratitude goes to my dear parents for the love and education they gave me and for their moral and financial support for my studies. Many thanks also go to my family members and all the people who facilitated my studies and contributed to the completion of this work.

Last but not least, I thank all my classmates from the Department of English Language and Literature especially, and some other great friends from other Faculties and Departments of the University of Burundi for sharing their ideas, challenges as well as encouraging words particularly when they were very much needed, which helped me push forward.

ABBREVIATIONS AND SYMBOLS

Adj.	: Adjective
AWL	: Academic Word List
A/Y	: Academic Year
BA	: Bachelor of Arts
BAC	: Bachelor (a first university degree)
CELs	: Chinese English learners
CITC	: Corrected Item Total Correlation
CLEC	: Chinese Learner English Corpus
DELL	: Department of English Language and Literature
EFL	: English as Foreign Language
ESL	: English as Second Language
FASS	: Faculty of Arts and Social Sciences
FL	: Foreign Language
FLOB	: Freiburg-LOB Corpus of British English
i.e.	: Id est.: "That is"
L1	: First Language
L2	: Second Language
S	: Statement
SPSS	: Statistical Package for the Social Sciences
St	: Student
%	: Percentage
&	: and

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ABSTRACT

The present study explores the effectiveness of Nizonkiza's Collocation Web Model (CWM) while teaching collocations. Nizonkiza claimed that the model could be used while teaching both academic and general vocabulary, which this study aimed to assess. Participants, BAC2 and BAC3 English majors from the Department of English Language and Literature (DELL) of the University of Burundi, were administered collocation tests in a pre- and post-experimental design. They were presented with tests before and after being exposed to collocation-based syllabi through Nizonkiza's CWM with academic vocabulary selected from the AWL and general vocabulary selected from Nation's 2000 word-band. Their collocations were selected from the *Oxford Online Collocation Dictionary* (2002). A sample of participants answered a questionnaire as well in order to obtain their assessment of the model.

Results show that participants significantly performed better on post-tests than on pre-tests for both BAC2 and BAC3 and on both collocations of academic and general vocabulary. This implies that teaching collocations from academic and general vocabulary through Nizonkiza's CWM contributes towards improving collocational growth and therefore towards effectively teaching the language. These results confirm Nizonkiza's (in preparation) findings, a study which is replicated here, and other earlier findings that raising students' awareness on collocations results in better mastering them (Barfield, 2009; Coxhead 2008; Ying & O'Neill, 2009). The contribution of this study is that it shows how to teach collocations of academic and general vocabulary and how to do so systematically. Moreover, as the results indicate, the CWM works for students from different learning levels. The students especially assessed the CWM as user-friendly and effective.

On the basis of these findings, it can be confirmed that Nizonkiza's CWM is a good model for teaching collocations. I would thus recommend adopting it in the Burundian educational system and it is my firm belief that doing so could bring about real improvement in terms of getting Burundian EFL learners to be more fluent when it comes to speaking and writing English.

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CHAPTER ONE: GENERAL INTRODUCTION

1.1 Background to the Problem

Language is the principal tool of communication in humans' everyday life. Almost all interpersonal relations are dealt with via language use, either spoken or written. Communicating effectively in any language requires its mastery, i.e. being proficient in this language. A number of researchers have reflected on what being proficient in a language entails. Apart from the mainstream approach to linguistic knowledge equating language knowledge with the four language skills, i.e. speaking, listening, reading, and writing; more recent ones tend to equate linguistic proficiency with mastering vocabulary. In other words, more proficient learners are the ones who know more words.

Such researchers, as Wilkins quoted below, are good examples of this new approach to linguistic proficiency. Wilkins (1972: 111) contends that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Schmitt (2010: 4), on his part says that "the importance of vocabulary is highlighted by the often-repeated observation that learners carry around dictionaries and not grammar books".

Quite a number of studies have established this relationship with empirical evidence. Such studies include Beglar (2010), Meara (1996), Nation (1983, 1990), Nation and Beglar (2007), and Schmitt et al. (2001). All of them have pointed to the same tendency that more proficient learners are the ones with bigger vocabularies. However, as observed by Lewis (1997), Nizonkiza (2011a), Nizonkiza and Van den Berg (2014), Pawley and Syder (1983), among others, language should not only be conceptualised in terms of the number of words understood (receptive knowledge); but also, and more importantly, in terms of how well these words are understood and used (productive knowledge).

At the productive level, the relationship between language proficiency and vocabulary knowledge has also been established. Studies that have established this relationship include Laufer and Waldman (2011), Nesselhauf (2005), Nizonkiza (2011b, 2012), Nizonkiza and Van de Poel (2014).

Collocations which are words which tend to co-occur, for example *do exercise* but not **make exercise*, *say a prayer* but not * *tell a prayer*, and which are native speakers' preferred co-occurrences constitute one aspect of productive vocabulary. Many studies on collocations have shown that the latter are important in second language (SL/ L2) and Foreign Language (FL) contexts. They facilitate production both in speaking and writing. In other words, to be able to produce native-like speech and writing, learners need to know which words go together or co-occur. This entails that knowing the words that co-occur or go together makes students produce fluid and fluent speech and writing. Thus, collocations play a fundamental role in language use for fruitful communication. This view, which I agree with, is highlighted by Nizonkiza (2011b: 1), which he puts in the following terms: "Collocations are important for second/ foreign (L2) language learners, if they want to use the language more efficiently and sound more natural".

Clearly, as appears in the above quotation, Nizonkiza (2011b) is convinced that knowing and using collocations are good indications of second/ foreign language (L2/ FL) proficiency. However, collocations have also proven to be difficult for L2 and FL learners even at advanced learning stages. The difficult nature of collocations and its consequences are supported by Hill (1999: 5) according to whom, "Students with good ideas often lose marks because they don't know the four or five most important collocations of a key word that is central to what they are writing about".

As noted by Hill in the above quotation, students often lose marks because of using inappropriate word combinations, i.e. wrong collocations. The fundamental question here then becomes: why not explicitly teach collocations and thus help students master them?

On the basis of the above observations, it is not wrong to say that neglecting collocations when it comes to teaching SL/ FL (Nizonkiza & Van de Poel, 2014) is regrettable. This echoes earlier observations such as Pawley and Syder's (1983) that collocations have been neglected in educational systems, which they put in the following terms: "Although the general nature and practical importance of nativelike selection and fluency are recognized, at least tacitly, by all second language teachers, these linguistic abilities present certain problems of formal description and explanation that have generally been overlooked".

Given the widely accepted importance of collocations and their difficult nature, many scholars have expressed the need to teach them explicitly (Nizonkiza & Van de Poel, 2014). A number of attempts from different places have been made and point to measurable improvements as a result of teaching collocations. The awareness raising approach (Barfield, 2009; Jiang, 2009; Wray & Fitzpatrick, 2008; Ying & O'Neill, 2009) and phrase-noticing approach (Boers et al., 2006; Coxhead, 2008) constitute teaching approaches to collocations used in many different contexts involving learners from various backgrounds and using different tasks. It has been noticed that all of them pointed to significant improvements of participants' performance as a result of raising learners' awareness of collocations. However, Nizonkiza (2012) and Nizonkiza and Van de Poel (2014) have observed that the above studies have been unsystematic with regard to collocation source and target word selection.

At a local context, i.e. in Burundi, Nizonkiza (in preparation) has trialled an approach he himself (Nizonkiza, 2012) and his colleague (Nizonkiza & Van de Poel, 2014) proposed as an alternative option to teaching collocations with clear steps in terms of how to be systematic with both collocation sources and target word selection. This approach known as the Collocation Web Model (CWM) will be described in detail in the methodology chapter (See section 3.3.1.). Nizonkiza has trialled the approach on Burundian English majors taking a writing course. The words were selected from Coxhead's (2000) Academic Word List (AWL) while the collocations were selected from the *Oxford Collocations Dictionary for Students of English* (2002, 2009). The study was conducted in a pre- and post- experimental design (students were tested before and after the course). This means that the students were tested on their knowledge of collocations before taking the course (pre-test) and after the course (post-test).

The results seem to indicate that students did better on the post-test than on the pre-test implying that the teaching of collocations helped them to improve their knowledge of collocations. Nizonkiza (in preparation) concluded that the approach works. However, he made reservations and urged other researchers to use the model and validate it by involving different groups of learners and/ or involving different words before disseminating it nationwide or otherwise regionally (for example).

As appears in the above description, progress has been made when it comes to understanding what collocations are and the best way to teach them. However, modelling the teaching of collocations is far from being a reality. Not teaching collocations in a systematic way is problematic as this will be described in the following section.

1.2. Statement of the Problem

As pointed out in the previous section, collocations have proven to be important for L2 and FL learners. Following this importance, a number of studies have attempted to teach collocations explicitly. The attempts to teaching collocations we have today include awareness raising and attention-drawing techniques that have been trialled in a number of pedagogical experiments. As described above, however, there is still a long way to go with regard to modelling the teaching of collocations. In Burundi, credit goes to Nizonkiza who has tried to explore a teaching model he has designed to this end since 2012. This approach still has to be validated as acknowledged by Nizonkiza himself, which means that the teaching of collocations in Burundi is left to simple exposure to the English language, which is unfortunately inefficient. I agree with Nizonkiza that not teaching collocations explicitly and systematically to Burundian students is problematic because they are unlikely to achieve the fluency needed to communicate effectively both in speaking and writing without a mastery of collocations.

This is where the present study comes in, and constitutes an attempt to teaching collocations. Clearly, teaching collocations in a systematic way will contribute towards addressing a big concern among L2 and FL users. In the present case, teaching English collocations in a systematic way will help Burundian learners of English to use the word combinations as preferred by native speakers. They will thus be fluent and sound natural and especially will be more proficient in English. In other words, there is a strong need to provide language teachers with a clear methodology on how to systematically go about teaching collocations, which is the rationale of this work. Assuming that this model being trialled proves to work, this study makes an important step towards providing a step-by-step guide to teaching collocations for productive use.

The aims, research questions and assumptions of this study are presented in the next section.

1.3. Aims, Research Questions, and Hypotheses of the Study

The present study is set in a context of teaching collocations to Burundian English majors in a more systematic way. It aims to test the workability of a teaching model developed and trialled by Nizonkiza in an earlier study. This study is an exact replica of Nizonkiza (in preparation) on the one hand and its extension to a group of students from a different learning stage and using a different word source on the other hand. To be exact, this study seeks to assess the effectiveness of Nizonkiza's CWM in teaching collocations to EFL (English as a Foreign Language) learners at the University of Burundi and will be guided by four aims.

The first aim is to test the teachability of academic vocabulary through a productive oriented approach. To this end, the study suggests trialling the Collocation Web Model proposed by Nizonkiza (2012) and Nizonkiza and Van de Poel (2014) while teaching collocations of academic vocabulary. The second aim, that is corollary to the first, is to test the teachability of frequent vocabulary through a productive oriented approach and see whether or not this could lead to measurable improvements. To this end, the study suggests trialling the Collocation Web Model proposed by Nizonkiza (2012) and Nizonkiza and Van de Poel (2014) while teaching collocations of words from Nation's 2,000-word band –frequently used words. The third aim is to gauge the usability of the Collocation Web Model at different learning stages and for words of different frequency, i.e. words from the AWL and from Nation's 2,000-word band. The fourth and last aim is to ask the participants about their overall evaluation of the user-friendliness and effectiveness of the model, which will be achieved by means of a mini-survey.

It is expected that any scientific piece of work must have research questions that are related to its aims. From the above aims, it can be inferred that this study seeks to answer the following four research questions:

(1) Does teaching collocations of words pertaining to the Academic Word List through Nizonkiza's Collocation Web Model lead to measurable improvements?

(2)Does teaching collocations of words from the Nation's 2,000-word band through Nizonkiza's Collocation Web Model lead to measurable improvements?

(3)Is Nizonkiza's Collocation Web Model fruitful for both teaching collocations at different learning stages and for words from different frequency bands?

(4)Is Nizonkiza's Collocation Web Model easy to use and effective?

Looking at these questions, my anticipated answers to them, which scholars technically refer to as hypotheses, are:

(1) Adopting Nizonkiza's Collocation Web Model while teaching collocations of academic words leads to measurable improvements;

(2) Adopting Nizonkiza's Collocation Web Model in teaching collocations of words from frequent vocabulary leads to measurable improvements;

(3) Nizonkiza's Collocation Web Model yields positive results while teaching collocations at different learning stages and for words pertaining to different frequency bands;

(4) Nizonkiza's Collocation Web Model is user-friendly and effective.

1.4. Motivation

My interest in the CWM under exploration in this study dates back to 2013. The setting was a writing course –Writing III- lectured by Dr. Nizonkiza. After being introduced to the qualities of an academic paper and the main parts it consists of and what it takes to write an argumentative paper, Dr. Nizonkiza introduced us to academic vocabulary. The course actually consisted of two main parts, i.e. writing an academic paper and building academic vocabulary.

Dr. Nizonkiza introduced to us what he meant by academic vocabulary. The target words were selected from Coxhead's (2000) AWL [See Appendices A & B for sample excerpts from Sub-lists1 (from word 'analyse' to 'contract') & Sub-list6 (from word 'abstract' to 'expert')]. He aimed to get his students familiarize themselves with the list and collocations of its words. He involved all the students in the process of categorizing the words from the list into their syntactic categories, i.e. nouns, adjectives, verbs, and adverbs. As I was the class representative by then, I was asked to take a more active role by reading the words loud in class and asking the students to decide on the category of a given word. Once all the words were categorized, Dr. Nizonkiza showed us how to map words onto the CWM with collocates selected from the *Oxford Collocations Dictionary for Students of English* (2002). As I worked on my words and their collocations mapped onto the CWM, I was amazed. I particularly liked the way the model could help me –and other students who shared their views with me –retain some important collocations of the given words. This obviously contributed to building our academic vocabulary and thus to making few mistakes when it comes to word combination. And my question to Dr. Nizonkiza was "Why isn't this model used in Burundian schools"? A bit reserved, Dr. Nizonkiza told me that the model was new and still had to be validated.

I did not understand much of it at that time, but I thought it was a good model to adopt and I felt the need to be part of its validation process. A couple of months after the course, and having read a few articles on collocations and their importance in terms of language proficiency, my interest in the model kept growing.

I then asked to meet Dr. Nizonkiza in order to seek for advice with regard to working on this approach to language teaching –his model– and under his supervision, which I was granted.

1.5. Scope and Delimitation of the Study

The present study assesses Nizonkiza's CWM as an approach to explicitly teaching collocations among English Majors at the University of Burundi. Participants were exclusively selected from the Faculty of Arts and Social Sciences (FASS), in the Department of English Language and Literature (DELL) in BAC 3 and BAC 2 during the 2013-2014 Academic Year (A/Y). The study was conducted using Verb + Noun combinations. Target words were selected from the AWL and the Nation's 2000-word band. (For more details, see Chapter Three: 3.2. Research Population and 3.3. Research Instruments)

1.6. Structure of the Study

Regarding the structure of this thesis, the study is composed of five chapters.

The first chapter is a general introduction which presents the main concern of the study by indicating what needs to be done and why. The second chapter is essentially theoretical. It reviews related works which have been done in the field of collocations and from which I got inspired. The third one deals with the methodology I adopted while conducting this study. It especially shows how the data were collected, i.e. (Latin word 'id est' meaning 'that is' in English), pre- and post-tests on collocations that were administered to participants and the way

a mini-survey was carried out in order to find out how user-friendly Nizonkiza CWM is. The fourth chapter and the most fundamental of the work is concerned with data analysis, results and interpretation of the results. The last chapter consists of the discussion of the findings, general conclusion, and recommendations.

CHAPTER TWO: RELATED LITERATURE

2.1. Introduction

In Chapter One, I described the context in which I undertook this study. I stated what was the problem and defined the aims in relation to the rationale of this research. This chapter will provide a brief overview of the literature related to the topic investigated in this study. It will therefore allow us to know the theoretical framework –concepts and issues– related to the topic of collocations. As the present study focuses on a principled approach to teaching collocations– assessing Nizonkiza's CWM, the following sections will review the literature related to approaches to collocations, the importance of collocations, the problematic nature of collocations and approaches to teaching collocations.

2.2. Attempts to Defining Collocations

The notion of collocation has been approached differently by researchers. Gyllstad (2007) highlights the fact that collocation has been defined in literature in many ways because it has been used by researchers working in different domains. As a consequence, aims and methods of their investigations came up with various definitions. For instance, the word collocation can be traced as far back as from the 17th century when it was used by Francis Bacon in his *"Natural History"* from 1627 but not as a linguistic term. He proceeds by saying that it was only used as a linguistic term a century later, in 1750, by Harris who used it to refer to the linear constellation of words (Palmer, 1933). It is in this period – in the 1930s– that the term collocation gained popularity especially thanks to Firth's famous quotation: "You shall know a word by the company it keeps" (1957:179).

For Firth, one only knows a word if s/he also knows the other words that occur with it. Firth is considered by many scholars as having pioneered studies on collocations (Gyllstad, 2007). Firth's approach to collocations is what came to be known as the frequency-based approach. Under this approach, co-occurring words are considered as collocations if they co-occur up to a minimum number of times and researchers use computers today to determine how many times collocation constituents co-occur in a text. For instance the word "roar" though not frequent is most likely to be found near "lion" and form a significant collocation, which means that they co-occur more often than their respective frequencies and length of text in which they appear would predict (Jones & Sinclair, 1974: 21). However, as Nizonkiza puts it, "*'the'* and *'room'* are unlikely to form a significant collocation although they can co-occur frequently because *'the'* is a frequent word occurring nearly in every line of a text" (Nizonkiza, 2011a: 118).There is variation with regard to the minimum number of times, but we pay tribute to Sinclair (1991) who is the one who has worked out a Mathematics formula to be used to this end. His formula is commonly used today.

According to Gyllstad (2007) among others, Firth's followers are the ones who took the debate on collocations a step further. They tried to define and characterize the co-occurring words. Halliday (1966) defined collocations as co-occurring words at a distance from each other and with frequency greater than just mere chance. He added the notion of distance to the idea of co-occurrence and was also the first to introduce the notion of main word, known as the "node", and the co-occurring word, known as the "collocate" (Nizonkiza, 2011a). In support of this idea, Sinclair (1991) made estimates of what this distance could be and came up with a suggestion that it should be about 4 words.

In Sinclair's terms, this distance is a "span" and his definition of collocation is "the occurrence of two or more words, within a short space of each other in a text" (Sinclair 1991: 170).

Another influential scholar who defined collocations within this approach is Wray (2002:9) according to whom collocations are

> "A sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar".

Another popular approach to collocations is known in the literature as the phraseological approach. It is seen to have been influenced by works carried out first in Russia in the 1940s (Cowie, 1998b & 1998c). From this tradition, the point that unites researchers is the treatment of collocation as a combination of words that are syntactically related (Nesselhauf, 2005). This means that, in English, there are acceptable combinations in terms of word class. For instance, an adjective can combine with a noun –e.g. "annual conference"- and adds some description to the noun. A verb can also combine with a noun –e.g. "attend a conference"- which gives information on what one does with the noun. It would not sound English if at all should we have an adverb-noun combination –e.g. "entirely conference".

Basing on the above examples, it can be confirmed that scholars are right when they talk about acceptable and expected combinations. They are also right when they stress that collocations should be transparent in meaning and that there are restrictions when it comes to interchanging collocates with others that are relevant.

For instance, "major theme" is Adj. + Noun combination in which "theme" is the core and "major" the collocate and the combination is transparent in meaning. In "major theme", "major" can be interchangeably used with other adjectives like "central" "main", "large", etc, but not with other adjectives such as "fundamental", or "big" which would express the same semantic value.
Looking on this approach, Nizonkiza (2011a) suggested that while substitution of collocations constituents is possible, it is restricted. He also maintained that proponents of this approach exclude idioms and totally free combinations from the category of collocations. Idioms refer to combinations that are totally opaque in meaning –e.g. "to kick the bucket"– which means "to die" and for which none of its constituents is involved in its meaning. Totally free combinations are such combinations which do not require any restriction. "drink water", for instance, is a correct combination in English, but cannot be a collocation as "drink" may combine with nearly every liquid.

In addition to the above two approaches, there is a third straddling tradition, to paraphrase the terms of Granger and Paquot (2008), which is emerging (Nesselhauf, 2005). According to Nesselhauf (2005), elements from the other two traditions are retained and included in their defining criteria by proponents of this emerging tradition.

Although collocations have been approached differently as observed by scholars, collocations can be said to have the following common features: "(i) collocations consist of co-occurring words but not random combinations, (ii) collocates and nodes co-occur within a span, meaning that they are not necessarily adjacent" (Nizonkiza, 2011a: 120).

Given that my study is a replica of Nizonkiza (in preparation), it adopts the same approach adopted by the same researcher, which is the third approach to collocations. The definition provided in the *Oxford Collocations Dictionary for Students of English* (2002) that collocations are "the way words combine in a language to produce natural-sounding speech and writing" is the one considered in this study.

2.3. Importance of Collocations

It is widely known that collocations play an important role in SL/ FL learning. Collocations improve learners' language skills such as oral communication, listening comprehension, and reading speed. In addition to this, it has been noticed that teaching collocations enables learners to be aware of word combinations made by native speakers in speech and writing.

The importance of collocations is highlighted by Hill (2000: 68) who states that "within the lexicon, collocation is one of the biggest definable areas to which all learners need to be introduced from lesson one". Therefore, collocation acquisition is a major step in SL/ FL learning process and should be given greater attention in class.

The same researcher proceeds and gives some reasons of the importance of teaching collocations. One of the reasons is related to the predictability of vocabulary use. Hence, the speaker should expect and know in advance which words combine with which ones before utterance. Another reason is that collocations improve thought processing and lead to communicational effectiveness. For instance, native speakers read, talk and listen to quick-paced discourses because they have a vast repertoire of chunks of language in storage, ready to be produced and recognized.

A third reason is that collocations facilitate the acquisition of correct pronunciation because producing speech from individual words often results in bad stress and intonation.

On basis of the above, collocation mastery has been found to characterize SL proficiency and this is based on empirical evidence which showed that collocational competence develops with receptive (Gyllstad, 2007) and productive knowledge (Gitsaki, 1999; Nizonkiza, 2011a). Thus, collocations can predict the overall linguistic proficiency. That is why, considering this importance and significance of collocations, many researchers recommended teaching foreign language with explicit emphasis on collocations as a way forward in FL teaching (See among others Nattinger & DeCaricco, 1992 & Lewis, 1993).

Hill (2000) also emphasized the same idea that collocations should be given the same emphasis in class as individual words because students cannot really learn a new word unless they learn how it well combines with other words to sound natural. That is the reason why teachers should teach new words with their most common collocates.

In the same line, Mashharawi (2008) affirmed that enormous benefits can be gained by teaching and learning collocations in his statement that *collocations constitute one and vital aspect of productive vocabulary.* Collocations give the most natural way to say something. For example, *'smoking is* **strictly** *forbidden'* is more natural than *'smoking is* **strongly** *forbidden'*. The same researcher proceeded by saying that a language that is collocationally rich is more precise. Hence, the precise meaning in any context is determined by the words that surround and combine with the core word by collocation. Furthermore, collocations allow language users, especially learners, to predict what kinds of words they can expect to find together.

Many other studies have confirmed the importance of collocations for the knowledge of SL vocabulary and their proficiency in communication (Brown, 1974; Channel, 1981). For instance, Brown (1974) concluded that the mastery of collocations enhances the improvement of learners' oral communication, listening comprehension, and reading speed. According to the same researcher, teaching collocations helps learners to recognize language chunks used in the target language. His assertion was backed by Channel (1981) according to whom knowledge of collocations is the right way to increase communicational competence.

In addition to this, linguists and language practitioners proved collocational knowledge to be so important in that it helps language learners to use the lexical chunks used by native speakers of a language. In the same sense, Nattinger and DeCarrico (1992) and Pawley and Syder (1983) have stated that language chunks/ clusters help language learners to identify which vocabulary or expressions to use in different social situations. As a consequence, collocations are important in SL learning and help SL learners to become more like native-speakers.

Finally, the importance of collocations has also been claimed by Nation (2001) who asserted that collocations are crucial for fluency development when he concludes that "all fluent and appropriate language requires collocational knowledge" (Nation, 2001: 318).

2.4. The Problematic Nature of Collocations to SL and FL Learners

Even though collocations are very important for SL and FL teaching and learning purposes, they create problems and confusion to non-native language users. Researchers have pointed out that collocations are notoriously difficult to SL students who continue having difficulties to use them even at an advanced level.

Nesselhauf (2003) attempted to shed some light on the problems that advanced learners of English face in the collocation production (2003: 2). Hence, she worked on 32 argumentative essays written by German students of 3rd and 4th year from the German sub-corpus of ICLE (The International Corpus of Learner English).

A total of 1072 verb-object-noun combinations were extracted from the learner essays, of which 213 were classified as collocations, 846 as free combinations and 13 as idioms. An in-depth analysis of these combinations pointed out to many mistakes leading most of them to being unacceptable by native-speakers. For example, 56 collocations were found to be unacceptable and the total of mistakes found in them amounts to 65. The most recurrent mistake was found to be related to wrong verb choice. Sometimes, because of insufficient exposure to SL, learners can get short of vocabularies to use in academic contexts as it also was the case with English students of Nesselhauf (2005). Like Laufer and Waldman (2011) among others, she concluded that collocations are difficult for SL learners even at an advanced learning stage.

The conclusions of the above two works, namely Nesselhauf's (2005) and Laufer and Waldman (2011), provide more support to previous researchers' findings that collocations are problematic for SL learners.

These researchers include Granger (1998) and Paquot (2008), both of whom have worked with learners of English in SL contexts with different backgrounds and coming up with the same conclusion regarding the problematic nature of collocations.

It has been noticed that L1 is among the causes that largely influence collocation errors. This was proven by Granger (1998) and Paquot (2008) who observed that SL learners usually overuse the few collocations they know while overlooking the ones which could otherwise help them sound native-like. Concerning other causes, they supported Nesselhauf's (2005) and Laufer and Waldman's (2011) and stated the emphasis placed on individual words while teaching English to SL/ FL learners.

2.5. Approaches to Teaching Collocations

The main idea behind collocation is that some words attract one another and form combinations that sound natural. This linguistic pattern has growingly captured SL/ FL practitioners' and researchers' attention over the last three decades. The question of the best approach to teaching collocations has been raised among other things. Among the main approaches that have so far been proposed we find the awareness raising, attention-drawing techniques and Nizonkiza's approach to teaching collocations. In the next sections, I briefly look at each of them.

2.5.1. Awareness Raising Approach

Considering the importance of collocations, SL/ FL learners need to be aware of this from their early stage in language learning (Hill, 2000). Collocations should not be something that appears later in learners curriculum if we want to help them speak, write and read the target language in a way that is more consistent with native speakers.

The awareness raising approach was trialled in many different contexts. Researchers who conducted these studies involved learners from various backgrounds and used different tasks as well (See among other researchers Barfield, 2009; Ying & O'Neill, 2009 & Jiang, 2009).

For instance, Barfield (2009) involved Japanese students of English at an advanced level. Participants were 4, i.e. 3 females and one male in 3rd and 4th year Politics or International Business and Law majors in the Faculty of Law at Chuo University in Tokyo.

Tasks consisted in out-of-class and in-class activities. During out-of-class activities, participants carried out research projects in English on human rights and global issues where each one chose an issue they were interested in.
They researched their works out of class by finding relevant resources, reading and making notes in English.

Regarding the in-class, participants used their notes to explain their research to one another and discussed them for their understanding and building of their knowledge further. Activities also concerned reflections they wrote about what they were learning and they had to present them in front of groups of students. Topics were poverty and trafficking of young girls and women in Asia, micro-credit in Bangladesh and fair trade. Participants focused on building their English collocation knowledge around key ideas in their research notes. It is worth noting that these students were asked to make collocation notes in their notebooks. They were shown different ways of making collocation notes and were able to consider their strengths and weaknesses that they had to share and discuss. The researcher (Barfield) conducted an interview-based inquiry to encourage students tell the stories of their L2 collocation development and participants also interviewed one another under the guidance of the researcher. Interviews were audio-recorded and transcribed after.

At the end of the process, these students could realize that they had achieved much in terms of collocational competence by recognizing collocations and producing them (Barfield, 2009: 222).

Another research that was conducted in the same line is Ying and O'Neill's (2009). Ying and O'Neill focused on collocation learning through an AWARE approach. They involved in the process 20 Chinese adult students learning English in Singapore, an ESL context. They designed a five-month special English program for them. These students had achieved the intermediate level of proficiency and were able to express their ideas through grammatically correct sentences even if they could still face some problems regarding idiomatic expression pushing them to share collocational incompetence as a common weakness.

These students were involved in a pre- and post-interview intervention, i.e. at the beginning and at the end of the English program and were requested to produce reflective journals that were collected for analysis. The interviews were recorded and transcribed (Ying & O'Neill, 2009: 184-185). Tough students admitted that certain problems such as improving recall when collocations are required for production tasks and may not entirely be solved; they were positive about the focus on collocations and felt that collocations are needed for language proficiency (Ying & O'Neill, 2009: 192).

Trialling the same approach, Jiang (2009) worked in a language teaching and learning context in which he involved teachers and students. He used two corpora to summarize explicit similarities and differences in collocation usage between Chinese English learners (CELs) and native speakers.

The used materials were the Chinese Learner English Corpus (CLEC) and the Freiburg-LOB Corpus of British English (FLOB).

His goal was to understand the Chinese learners' collocation knowledge and development in their process of learning English as a foreign language. To this end, he designed collocation-focused tasks to guide learners in order to become aware of native-like collocations and use them afterwards. In so doing, he designed and piloted collocation tasks to help students raise their awareness of the appropriate use of multiword combinations for the reason of being practical for class activities.

Participants in this research were 2 university teachers and their students, 75 students all in all. The experimentation time-span lasted 12 weeks as a complement of the English course. Activities consisted of a combination of speed reading and collocation tasks partly for in-class use but mostly for out-of-class self-study.

At the end, the students acknowledged the importance of collocations in English while both teachers mentioned that it was important to give collocation teaching and learning a place in the syllabus. These assertions led the researcher to positively conclude his work in the following terms: "It is necessary and important to raise learners' collocation awareness in the process of learning of English as a foreign language" (Jiang, 2009: 113).

In a nutshell, it is worth highlighting that almost all of these researchers pointed out to positive results regarding collocation use by participants thanks to the raising of their awareness of collocations. In this way, awareness raising approach has proven therefore to be an efficient way of teaching collocations (Granger & Meunier, 2008 & Nesi, 2009). Another researcher, Ozaki (2011), supported the collocation awareness raising approach but rather suggests doing so in the learners' mother tongue (L1) even though he has not empirically tested his approach.

His justification is that "the use of an L1 can clarify problems, avoid ambiguity, save time, and consequently reduce students' frustration" (Ozaki 2011:38).

2.5.2. Attention-drawing Approach

Drawing learners' attention to patterns, phrases and semi-fixed expressions and helping them record them effectively is important. This helps learners speak, write and read the target language in a way that is consistent with native speakers.

Attention-drawing referred to as 'phrase-noticing' approach was inspired by Lewis's Lexical Approach and has been tested by Boers et al. (2006) and Coxhead (2008) among other researchers. It is guided by the same fundamental principle as the awareness raising approach but this one was used in a more controlled experimental set-up. In his study, Boers et al. (2006) measured possible gains in terms of oral proficiency of participants as a result of phrase-noticing activities in which participants had been involved. Boers and colleagues (2006) found out that the phrase-noticing approach helped the students recognize chunks that they were able to use in their everyday conversations. This therefore proved to be helpful in improving their oral proficiency.

Another study that attempted the effectiveness of this approach was Peters' (2009). This researcher involved 54 advanced EFL students in a Belgian university college. Almost all participants spoke Dutch as their L1 except 2 of them among whom there were 11 males and 43 females aging between 19 and 23. They were split into two groups and the first group had to work on noticing unfamiliar vocabulary (general vocabulary) while the second group had to find out unfamiliar individual items and unfamiliar collocations.

Findings showed that participants who worked on the collocation oriented task did not recall more target items than those who worked on the general vocabulary and thus no positive evidence as acknowledged by the researcher himself (Peters, 2009: 205). The same researcher proceeded by saying that, even though students in both groups wrote down more individual words than collocations, they still learned more collocations and thought the reason of this was that all the participants were supposed to be familiar with the concept of collocation through their vocabulary textbooks.

Applying the same phrase-noticing approach, Coxhead (2008) helped students notice target common chunks/ collocations presented in reading texts. To retrieve those expressions, students were invited to retell key sections of the source text. Students were expected to apply the target collocations and were also encouraged to take notes of the collocations for self-study.

In this exercise, students were asked to isolate the target collocations and build short essays around them by means of paraphrase and summary of excerpts from the source text.

They were later on required to compose longer essays in the same way and were interviewed on their vocabulary use. After the process, participants acknowledged to have acquired some level of the knowledge of the chunks they had been exposed to. This is what led Coxhead (2008) to the conclusion that training learners to noticing collocations is the start-up to developing collocational competence.

Although the studies discussed above (Sections 2.5.1. & 2.5.2.) do not seem to have been systematic in selecting collocations to teach, results clearly indicate that exposing learners to collocations and raising their awareness bring about collocational growth according to Nizonkiza (2015).

To sum up, these results were confirmed in other studies such as Durrant and Schmitt (2010); Boers, Lindstromberg and Eyckmans (2012) and Boers et al.'s (2014) amongst others. They focused more on seeking techniques that might assist in facilitating a maximum of learners' retention of collocations.

2.5.3. The Seesink's Approach

Another interesting study on teaching collocations is Seesink's (2007). The latter systematically selected collocations to teach from the AWL and both in-class and online activities were used in order to draw learners' attention to academic vocabulary, especially collocations. In-class activities focused on different aspects of vocabulary, i.e. syntactic category of words, word parts, dictionary definitions, and collocations, particularly their role in L2 vocabulary development. The online part of these activities gave an opportunity for reviewing and practicing collocations. Although Seesink (2007) did not specifically state the approach adopted, it can be deduced from these activities that either of the awareness raising and attention-drawing approaches was applied.

The results from this study show that her students indeed used collocations following classroom instruction and online exercises. However, the main limitation of this study is that Seesink did not involve participants in her study in a pre-/post-intervention essay writing (Nizonkiza in preparation). So, the yielded results still have to be confirmed by another study which would involve both a pre-test prior to the course and a post-test at the end of the course.

2.5.4. Nizonkiza's Approach

Nizonkiza (2012) and Nizonkiza and Van de Poel (2014) attempted a new way to teaching collocations. To this end, Nizonkiza adopted a CWM which is an adapted version of McCarthy and O'Dell's (2005) CWM. The main goal here was teaching vocabulary with explicit focus on collocations. Nizonkiza (In preparation) observed that, "if vocabulary is taught through single words, it often leads to lexical incompetence because learners will have to learn later how to combine the words for productive purposes".

Nizonkiza's CWM model is a word web as explained in Nizonkiza's (2012) and Nizonkiza and Van de Poel's (2014). (For details, see Section 3.3.1.). This model was presented by Nizonkiza and Van de Poel (2014) as the core-step in a study through which they proposed seven steps to teaching collocations to EFL students. The seven steps consist in selecting a target noun/ word from a text (from teaching materials at each learning level); checking its frequency in a word frequency count; consulting a collocation dictionary and listing all the collocates of the target word (following their meaning, their lexical class and the direction of the collocation); checking the frequency level of the collocates against a word frequency count; deciding on which collocates to retain; using the CWM while teaching them and, in the end, select exercises in order to reinforce the learning of collocations.

The study suggests developing a teaching syllabus using two types of sources i.e. a collocation dictionary from which to select collocations to teach and a frequency word count in which the frequency of both target words and their collocates should be checked. Nizonkiza advised syllabus designers to use the existing teaching materials (texts) while designing the EFL syllabi or teaching EFL students.

The same researcher affirmed that this way to teaching collocations was found to be in line with Nation's psychological conditions that should be met while teaching vocabulary like noticing, retrieving and generating. (Nizonkiza & Van de Poel, 2014: 7)

CHAPTER THREE: METHODOLOGY

3.1. Introduction

This chapter is concerned with the approaches adopted while collecting, processing and analyzing the data. It comprises three main sections: research population, research instruments and data analysis procedures. The purpose of this chapter is to present the methods that were used in the search to answering the research questions, which are –as presented in chapter one:

(1) Does teaching collocations of words pertaining to the Academic Word List through Nizonkiza's Collocation Web Model lead to measurable improvements?

(2) Does teaching collocations of words from the Nation's 2000-Word band through Nizonkiza's Collocation Web Model lead to measurable improvements?

(3) Is Nizonkiza's Collocation Web Model fruitful for both teaching collocations at different learning stages and for words from different frequency bands?

(4) Is Nizonkiza's Collocation Web Model easy to use and effective?

3.2. Research Population

The present study targeted English majors from the University of Burundi as its research population. This population was chosen from the Faculty of Arts and Social Sciences, Department of English Language and Literature because the study was conducted in English. These students were taught English as a subject from the second year of secondary school, a six year-span before they entered the University. Upon graduation, they are expected to serve mainly as secondary school teachers and/or as translators and interpreters –for just some of them. It is good that the reader know that Burundi is in the process of reforming its educational system.

English, which used to be taught only from the second year of secondary school, is now taught as a subject from Grade One –primary school– onwards, which dates back from 2007.

It is needless to say that the curriculum in the Burundian educational system is being reformed as a whole. The Bachelor of Arts (BA) degree has also been subject to changes recently. It used to take a four-year period, but it is now organized in three years starting from the academic year 2011-2012. Participants in this study were trained in the new system. They came from BAC 3 and BAC 2 classes with 349 students and 225 respectively. All the participants were Burundi nationals and all the students present the day of test administration could participate. Students were invited through their lecturer of Advanced Writing in BAC3 and Lexicology in BAC2. This entails that no sampling was made; every student who was present the day the data were collected participated.

The total number of students in BAC3 is 349, out of which 56 females and 293 males. In total, 277 students sat the pre-test while 289 took the post-test in BAC3.

In BAC2, the total number of students is 225 out of which 22 females and 203 males. The total of those who sat the pre-test is 157 while the one of those who could sit for the post-test is 198.

3.3. Research Instruments

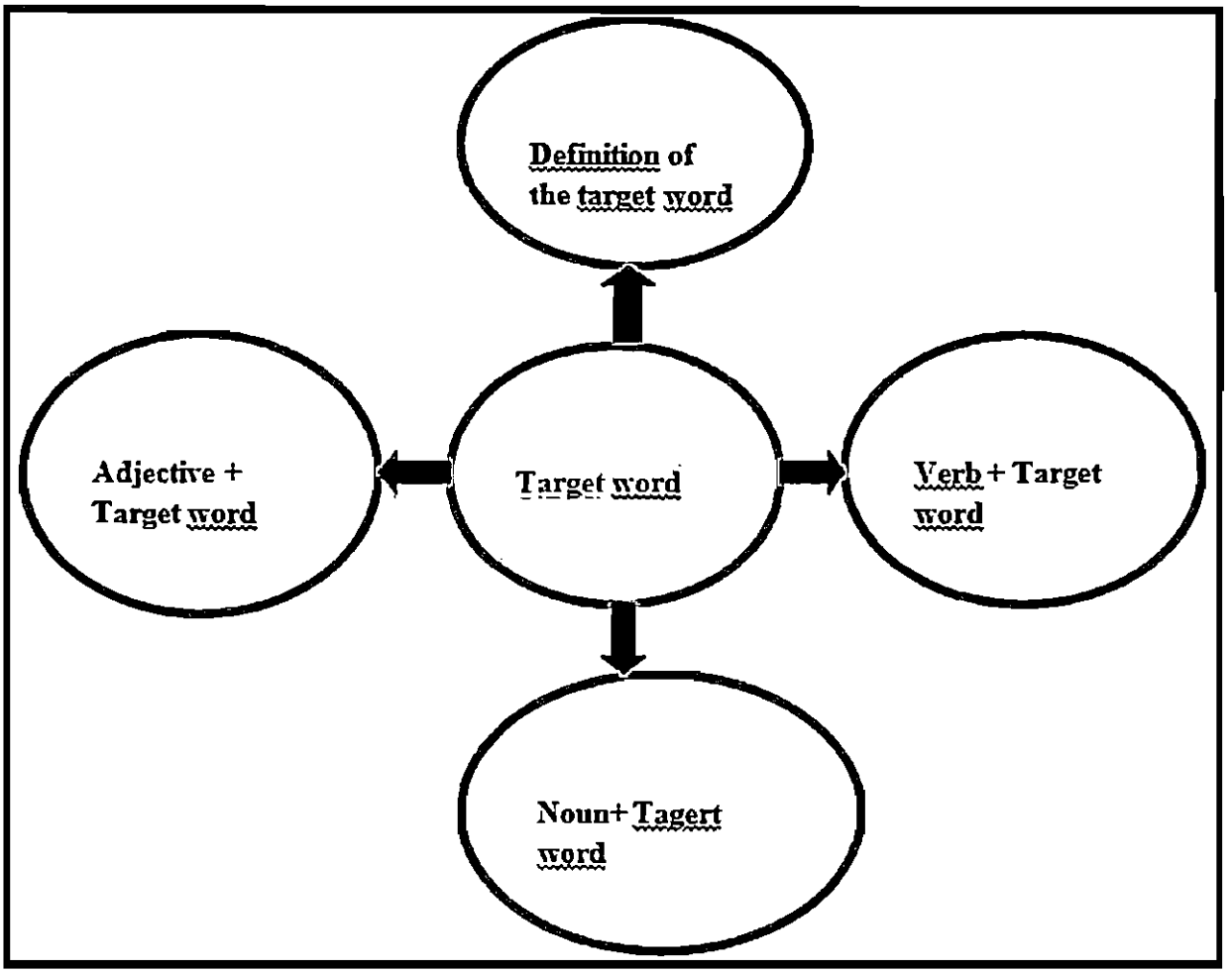
In this research, four instruments were used, namely Nizonkiza's CWM, the *Oxford Collocation Dictionary of English*, two collocation tests and a student questionnaire.

3.3.1. The Teaching Approach: Nizonkiza's Collocation Web Model

First, Nizonkiza's CWM was chosen as the main instrument since the raison d'être of this study is its assessment. The model was used in order to teach explicitly collocations to students.

As appears in Nizonkiza's (2012) and Nizonkiza and Van de Poel's (2014), the model was adapted in order to teach collocations through a recalling activity which is likely to increase positive productive results, i.e. productive use of English with accurate words. While McCarthy and O'Dell's format, of which Nizonkiza's CWM is an adapted version, gives an example word of which a determined number of collocates have to be provided upon reading their definitions (See Nizonkiza & Van de Poel 2014: 10-11), Nizonkiza's format suggests mapping the collocations onto the CWM (see Figure 1 below). For reinforcement and practicing purposes, the model suggests embedding the target word in a sentential context, deleting collocates but with or without the first two letters provided. Once students are given such sentences, they are required to supply the missing words and, as Nizonkiza (2012) and Nizonkiza and Van de Poel (2014) state, this contributes towards retaining the words and their combinations –collocations– and thus using them. They add that this way of doing aligns with Nation's (2001) psychological conditions of teaching words, i.e. noticing, retrieving, and generation, that have to be met for learning to really take place. This approach is productive-oriented and thus likely to result in more effective language use (Nizonkiza, 2012; Nizonkiza & Van de Poel, 2014).

Figure 1: Nizonkiza's Collocation Web Model (CWM):



As can be seen from the CWM in Figure 1 above, students are given target words –nouns in this case– and are asked to look up their collocates in a collocation dictionary, the *Oxford Collocations Dictionary for Students of English* (2002) in this case. They then have to map them onto the model. It is worth noting that the collocation dictionary is available online for free. The CWM suggests adopting a participatory approach to teaching. This entails that students are not just given the words and their collocates, but they have to be active in the process. They have to participate in the selection of the target words, they have to look up the collocates in the dictionary and, especially, they are the ones to map them onto the CWM and have to present to the rest of the class –their classmates– what they have found.

For practical reasons and because of time constraints, all that the CWM suggests considering as steps (See section 2.5.4.) was not included. Students were asked to select only verbs and adjectives –collocates on the target nouns– and then map them onto the model with example sentences of verb-noun collocations only. Verb+ Noun collocations, which are subject of investigation in this study and very important for conveying messages (Nizonkiza 2012 quoting Gyllstad, 2007) were retained for exercises[1].

To make it clear, after being given a word(s), students were asked to:

1. Identify Adj.+ Noun and Verb+ Noun collocations –from the collocation dictionary;
2. Map them onto the CWM;
3. List all the example sentences of Verb+ Noun collocations as presented in the collocation dictionary;
4. Present to the rest of the class their findings;
5. Do exercises: under the guidance of the lecturer, the researcher deleted all the verbs in the Verb+ Noun collocations and passed them to the students who were asked to study them;
6. Check their answers against the keys sent to them by the researcher and get ready for the test (post-test).

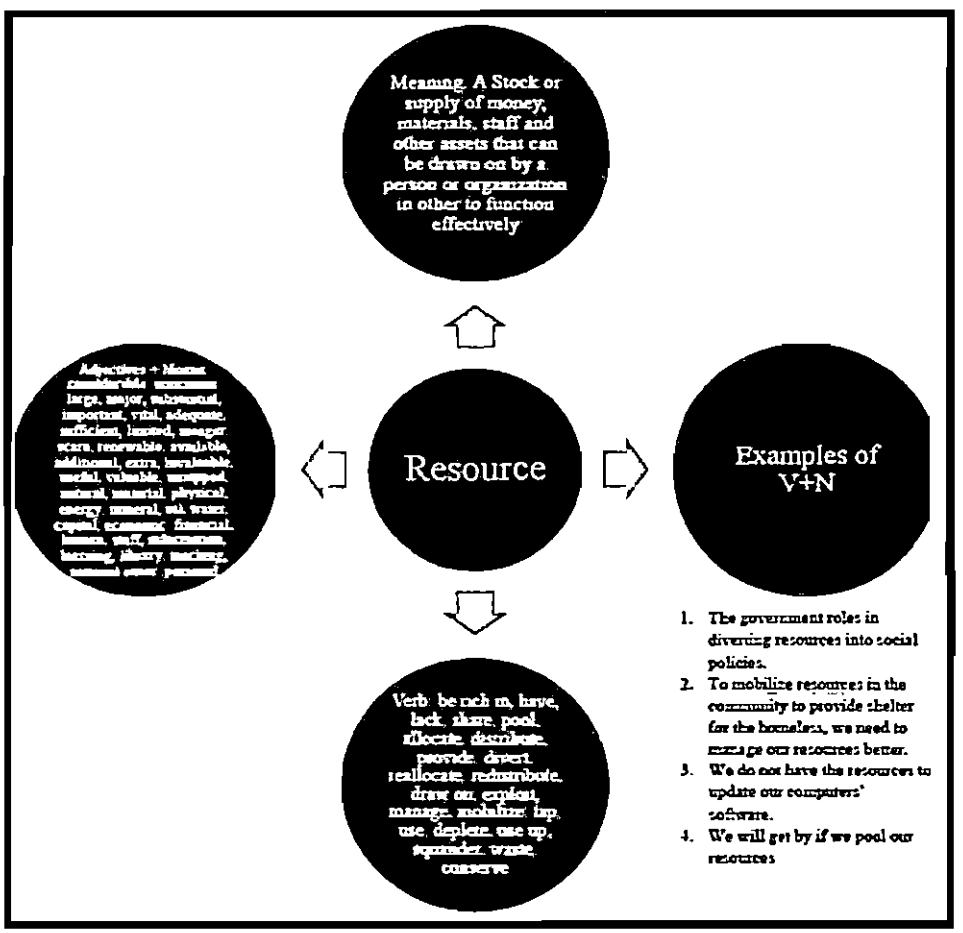
In BAC3, the target nouns were selected from Coxhead's (2000) AWL. The AWL includes such words as 'abstract', 'analysis', 'conclusion', 'discussion', 'procedure', etc..., which are words frequent in academic environments. According to Nizonkiza (personal communication), students must know these words as they have to use them while writing for academic purposes.

[1] This study is a replica of Nizonkiza (in preparation) and has then adopted the same approach and followed the same steps.

In selecting words, students were presented with the AWL by their lecturer and as I was assisting in the teaching, I helped the students decide on which words were nouns and which ones were not. The AWL consists of a total of 570 words that are not included in the most frequent 2000 English words. The procedure was to show students all the words on the board through a Power-Point presentation, which were categorized as nouns, adjectives, verbs, adverbs, etc. After this process, a total of 324 words were classified as nouns and were then retained for the study. As appears in the steps above, each student was given a word(s) the collocates of which had to be looked up from the *Oxford Collocations Dictionary for Students of English* (2002).

For instance, a student who was given the target word 'resource' provided the following web model (See Figure2 below):

Figure2: Collocation Web



In order to have the students' engagement, which should actually be encouraged for the learning to really take place (Nizonkiza, 2012 quoting Schmitt, 2010), the lecturer gave this task as an assignment counting towards students' final grade in the course. In order to make sure students did the task, they had to send their webs with words and collocations to the lecturer and the researcher via email. Students who did not have email addresses by then were invited to create them and were offered assistance; otherwise, they were allowed to send the work via a classmate who had one and the sender had to indicate whose work it was.

In BAC2, the target words were selected from the 2000-word band of Nation's (2006) word list. The latter consists of word bands arranged according to the frequency of words. Each word band is composed of 1000 words and in a similar fashion as BAC3 students, BAC2 students were involved in categorizing them in word classes with nouns amounting to 700. The words were shared among students who had to map them onto the CWM through the steps already discussed above. The nouns were first cross-examined using the *Oxford Advanced Learner's Dictionary 8th Edition (2010)* in order to make sure they were nouns. Then their distribution to students followed. Each student was given 2 to 3 words to map onto the collocation web model.

Similarly to BAC3 students, the instructions made it clear that students had to limit their mapping to Adj.+ Noun and V.+ Noun combinations.

For reinforcement exercises and in order to reduce the workload, the items were further selected and only 100 nouns were retained. The 700 nouns were listed and from a random starting point –as the random sampling technique suggests- every 7th noun was selected. Students who had worked on those nouns in the previous step were identified and were asked to find partners to constitute groups and had to discuss the collocation webs.

This is collaborative learning, which has been proven to enhance productive oriented teaching (Parks, 2000). The groups had to discuss these collocation webs with example sentences and were asked to send to the lecturer and researcher[2] their webs which were considered as in-class assignment. I shall remind the readers that this step was meant to get students' engagement as this would count for their final marks.

The researcher then selected two sentences per noun, –one for Adj.+ Noun and one for Verb+ Noun- deleted the collocates and sent them to students in the form of exercises. In total, 144 sentences among which 70 on Adj.+ Noun and 74 on V.+ Noun combinations (See appendices C & D with keys) were sent to students. It should be noted that even though the total number of nouns explored is 100, which would mean 200 sentences, it was not the case because some words did not have any example sentences and were then dropped from the sample. Keys were sent to them by the researcher and were encouraged to study them as they would form part of the pre-final exam.

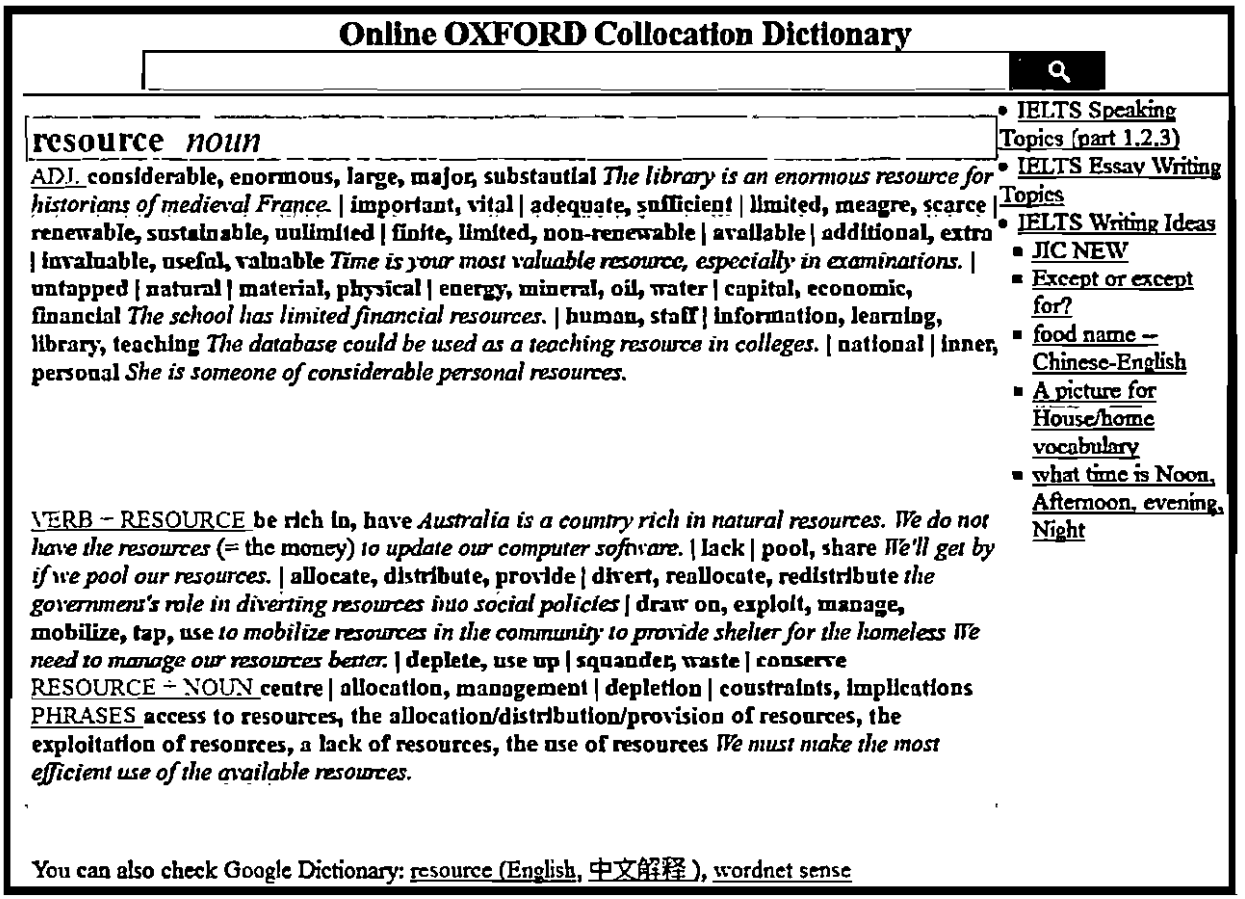
3.3.2. The Collocation Dictionary

The collocation dictionary was used for selecting the collocates. As described in the previous section, students were asked to consult the *Oxford Collocations Dictionary of English* or its online version while mapping the target words and their collocates onto the CWM and while doing exercises as well. The dictionary presents collocations according to the meaning of a target word and the syntactic categories of the collocates and context levels in which a word is embedded.

[2] It should be noted that the researcher was given the status of teaching assistant and had thus authority on the students; otherwise students would not consider the tasks seriously.

Taking examples of two words like 'resource' and 'average', the *'Online Oxford Collocation Dictionary of English'* gives us the following pages with details (All possible combinations with the target words are provided and example sentences given where available):

Figure 3: Shot Screen of the Target Word '*resource*'



Online OXFORD Collocation Dictionary

resource *noun*

ADJ. **considerable, enormous, large, major, substantial** *The library is an enormous resource for historians of medieval France.* | **important, vital** | **adequate, sufficient** | **limited, meagre, scarce** | **renewable, sustainable, unlimited** | **finite, limited, non-renewable** | **available** | **additional, extra** | **invaluable, useful, valuable** *Time is your most valuable resource, especially in examinations.* | **untapped** | **natural** | **material, physical** | **energy, mineral, oil, water** | **capital, economic, financial** *The school has limited financial resources.* | **human, staff** | **information, learning, library, teaching** *The database could be used as a teaching resource in colleges.* | **national** | **inner, personal** *She is someone of considerable personal resources.*

VERB + RESOURCE **be rich in, have** *Australia is a country rich in natural resources. We do not have the resources* (= the money) *to update our computer software.* | **lack** | **pool, share** *We'll get by if we pool our resources.* | **allocate, distribute, provide** | **divert, reallocate, redistribute** *the government's role in diverting resources into social policies* | **draw on, exploit, manage, mobilize, tap, use** *to mobilize resources in the community to provide shelter for the homeless We need to manage our resources better.* | **deplete, use up** | **squander, waste** | **conserve**

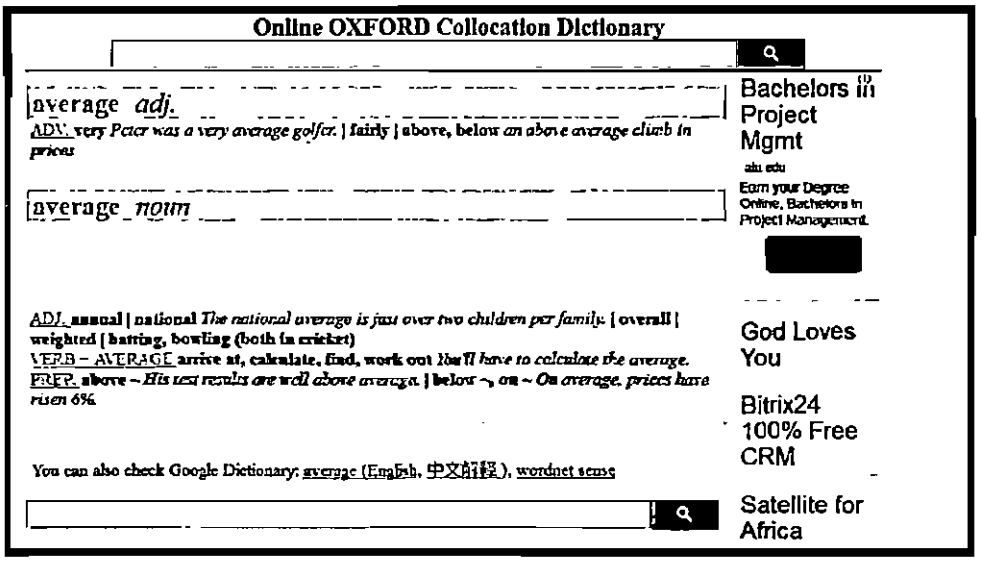
RESOURCE + NOUN **centre** | **allocation, management** | **depletion** | **constraints, implications**

PHRASES **access to resources, the allocation/distribution/provision of resources, the exploitation of resources, a lack of resources, the use of resources** *We must make the most efficient use of the available resources.*

You can also check Google Dictionary: resource (English, 中文解释), wordnet sense

- IELTS Speaking Topics (part 1,2,3)
- IELTS Essay Writing Topics
- IELTS Writing Ideas
- JIC NEW
- Except or except for?
- food name -- Chinese-English
- A picture for House/home vocabulary
- what time is Noon, Afternoon, evening, Night

Figure 4: Shot Screen of the Target Word '*average*'



3.3.3 Collocations Tests

3.3.3.1. BAC3 Test: Nizonkiza's (2014) Collocation Test

Nizonkiza's (2014) collocation test consists of Verb + Noun combinations of words pertaining to the AWL. Underlying reasons were that nouns (i) constitute frequent occurrences; (ii) are difficult for L2 students; and (iii) contain the most important information for communication (Nizonkiza, 2012a:74). Again, when expressing themselves, people tend to start with the noun, which stands for the action they want to do and then think of a verb that goes with it, i.e. standing for how to do the action. I agree with the latter argument as people are surrounded with things, which have names. This entails that, while we are talking about those things, we name them. Verbs are used when we talk about what we do with them (Verb+ Noun collocations).

While developing his test, Nizonkiza selected target words from the AWL (Coxhead, 2000), using a systematic random sampling technique (Babbie, 1990). The AWL consists of 10 sub-lists each containing 60 words except the 10th which has 30 words. Nizonkiza makes us know that his selection of items to include in his study decided to select 60 items in total.

This means that six words were selected from each of the ten sub-lists in the AWL. The procedure was to select every n^{th} (10^{th} in this case) word from a random starting point; and whenever the n^{th} word was not a noun, the next one was selected.

The *Oxford Collocations Dictionary for Students of English* (2002), which presents collocations according to the meaning of the target word and the syntactic categories of the collocates, was consulted for both collocates and sentential contexts in which the words were embedded" (Nizonkiza, 2014: 6). After target words had been selected, the next step was to look them up in the collocation dictionary under the Verb + Noun entry. Wherever examples sentences were supplied, they were retained.

Nizonkiza (2014) makes it clear in his description that once the sentences were selected from the collocation dictionary, the collocates were deleted. As suggested by Laufer and Nation (1999), he provided the first two letters in order to avoid other possible words. The test measures what is known in the literature as controlled productive knowledge as put forward by Laufer and Nation (1999: 37):

> "ability to use a word when compelled to do so by a teacher or researcher, whether in an unconstrained context such as sentence writing task, or in a constrained context such as a fill in task where sentence context is provided and the missing target word has to be supplied".

For the reasons advanced by Nizonkiza (in preparation) that the first six sub-lists are the ones which are important and which consist of more frequent words in academic contexts, this study retained 30 items –the ones from the first six sub-lists– of the test (See appendix E). This test was used for collecting data from BAC3 students for both pre-test and post- test.

3.3.3.2. BAC2 Collocation Tests

In BAC2, two different tests were used to collect the data. Excerpts from Nizonkiza and Van de Poel's (2014) tests were used for the pre-test (See Appendix H). They consisted of V+N and Adj.+ N collocations, the target nouns of which were selected from Nation's (2006) frequency list. Only test items from the Nation's 2000-word band [See appendices F (from word 'above' to 'beyond') & G (from word 'dollar' to 'foreign') for sample excerpts] were retained for this study. The underlying reason is that BAC2 students were taught collocations from the 2000-word band.

As appears in Nizonkiza and Van de Poel (2014), the test items were selected exactly in the same way as test items (Nizonkiza, 2014) just described in the previous section were. This means that the test items were selected from the target word band using a random sampling technique where the sampling ratio was 100. Put differently every 100th noun from a random starting point was selected and each time the 100th word was not a noun, the next noun was selected instead. Their collocations and sentential contexts in which they were embedded were selected from the *Oxford Collocations Dictionary for Students of English* (2002) and its online version.

For the post-test, and bearing in mind the aims of this study, I developed a collocation test for the purpose of this study with target nouns selected from Nation's (2006) 2000-word band.

BAC2 students had been exposed to collocations from this word band. Given that I had the sentences presented to students in the form of exercises, the procedure was simplified. I just had to select a few sentences from them. Owing to the principle that any ten words from any word band are likely to be known to the same extent (cf. Nizonkiza, 2011 quoting Nation, 2006), I selected ten sentences for Adj.+ Noun and ten sentences for Verb+ Noun collocations.

As the exercise sentences were 144 total, i.e. 74 sentences on Verb+ Noun collocations and 70 sentences on Adj. + Noun collocations, I observed a random sampling ratio of 7. I then came up with ten sentences for both Verb+ Noun and Adj.+ Noun collocations making a total of 20 sentences.

However, for comparative purposes (BAC3 students only worked on Verb+ Noun collocations), I ended up dropping the Adj. + Noun part. With regard to the test format, the test was modelled on Nizonkiza's as it aimed to test the same type of productive knowledge: controlled productive knowledge.
This means that the sentences were presented to the students with collocates deleted with the first two letters provided. Students were instructed to supply the missing words/letters (See appendix I).

3.3.4. Test Administration

Participants in this study were involved in pre-test and post-test sessions. As I had shown my interest in testing the CWM used by the Lexicology and Advanced Writing lecturer –Dr Nizonkiza- in teaching collocations, he informed me about his teaching schedule.

In BAC3, Nizonkiza's (2014) test was presented to students at the beginning of the course. As I had the privilege to be co-teaching, I was introduced to the students by the lecturer. He is the one who gave them instructions about the test and what it was aimed at.
He specifically told them that this was meant for research purposes and that students did not have to worry about passing or failing the test. He told them, however, that they had to show seriousness in doing the test as the results could have teaching implications and they were thanked for their contribution and collaboration.

Even though the test was not marked for the purpose of the course, students were compensated for participating in the study and for showing seriousness in doing the task, which was considered as one of the in-class assignments.

In BAC2, the pre-test administered was taken from Nizonkiza and Van de Poel (2014) at the beginning of the course. Only the items selected from the Nation's 2000-word band for both Adj. + Noun and Verb + Noun collocations were considered.

Students sat the post-tests as a pre-final exam. For this reason, during the course, students were specifically told that collocations would be part of the final evaluation and they were advised to attend to them and study them.
As students usually schedule exams –in the form of continuing evaluation- the post-tests were sat more or less in that time frame. It is worth reminding the readers that the idea to administer pre-tests and post-tests in both classes that participated in the study was meant to test whether or not exposing students to collocations through Nizonkiza's CWM could positively influence their performance on collocations.

To sum up, four test sessions were organized, i.e. two pre-tests and two post-tests. During testing sessions, students were given written instructions with an example as appears in the example below. The instructions were read out for them before each session and they were asked if everything was clear before actually starting doing the test. In each of the sessions, the tests were sat in testing classroom conditions, i.e. no collaboration was allowed and the tests were invigilated. During the post-test sessions, students were asked to switch off their telephones because some of them had smart-phones and could use them to check the collocations from the collocation dictionary available online.

The pre-tests were not timed but they allowed us to see that it took between 40 and 60 minutes BAC3 students while it took 40minutes to BAC2 students to finish the tasks. This informed our decision to allow BAC3 students 60 minutes and 20 minutes to BAC2 students during the post-test sessions.

Below is an example of instructions:

Instruction: Complete the underlined words in the sentences below.
Example: They ma..... a beautiful couple.
They make a beautiful couple.

3.3.5. Students' Questionnaire

After test administration, a questionnaire (See appendix J) was designed to ask some of the participants about their satisfaction when it comes to using the CWM. A Likert scale was used to assess the user-friendliness of the CWM and students were asked to show their approval or disapproval of statements given to them. Possible choices were: *"Strongly disagree", "Disagree", "Neither agree nor disagree", "Agree", "Strongly agree"*. To this end, in collaboration with class representatives, 39 students were randomly given the questionnaire as volunteers; i.e. 22 respondents from BAC 3 and 17 from BAC 2, and were asked to as honestly as possible fill it. For strategic reasons, 40 sheets of the questionnaire were distributed. In the beginning, I was looking for 30 respondents (15 respondents per class) but, to avoid loss or damage risks of the sheets paper, I decided to print 40 copies of the questionnaire. Fortunately, 39 sheets were correctly filled with only one respondent who required an extra-sheet for he realized that he had wrongly completed the first. I was advised by my supervisor to retain all of them for the analysis.

The number of respondents was chosen to be 30 because the mini-survey was conducted for qualitative analysis for which numbers do not matter much and by so doing, the principle of sample representativeness was not observed.

Respondents were given seven sentences in total. The sentences were: (1) The Collocation Web Model (CWM) helped me to understand the notion of collocations; (2) During the course, it was easy for me to look up words in the collocation dictionary and map their collocations onto the Collocation Web Model (CWM); (3) If I am given a word, I can look for its collocations and map them onto the Collocation Web Model (CWM) without any problem; (4) I find the Collocation Web Model (CWM) a good tool for teaching collocations; (5) The Collocation Web Model (CWM) helped me to retain many collocations; (6) Providing collocations through the Collocation Web Model (CWM) is a better way of teaching words than providing just a dictionary definition; and (7) I can recommend adopting the Collocation Web Model (CWM) as an excellent teaching tool of vocabulary.

In addition to the seven sentences, participants were given an opportunity to express else ideas and comments they could have about the CWM: (8) Please write any comment you may have on the model.

3.3.6. Data Analysis Procedures

This section is concerned with the description of data processing and analysis procedures. I will provide details on how I proceeded to process the data after the test administration, questionnaire distribution and analyze them.

Each time a test was administered, it was marked manually. During the scoring, one mark was given for a correct answer and zero for a wrong or no answer.

It is worth noting that grammatical and spelling mistakes were not considered as long as the word could still be recognized and the point was awarded as Nizonkiza (2011b, 2012) suggests.

Once the marking was completed, the scores –only in BAC3- were entered in an Excel file item per item for all the participants. The number of items per test amounted to 30 for both tests, i.e. pre-test and post-test. Regarding BAC2 tests, only totals of scores per participant were entered in the Excel file. Tests consisted of 10 items each –pre-test and post- test- and experts (cf. Bouma, 1984) in statistics say that for less than 30 items, it is not a requirement to run statistics tests to measure the reliability of test items. The results of such tests may be misleading because when a test consists of too few items, the reliability tends to be low.

The Excel files were sent to my supervisor who ran the statistics tests for me. He first imported the data in SPSS (Statistics Package for Social Sciences) and processed them afterwards. From psychometric point of view, reliability is very important for all kinds of tests. It is defined as the degree to which a test measures what it is meant to measure (Daller et al., 2007). Reliability is measured by means of "test-retest", which means that the same test presented to the same individuals at two different administrations, for instance, results more or less in the same scores.

Parallel forms of a test are used to see whether the tests behave in the same way and internally consistent (Nizonkiza, 2012a: 50 quoting Bachman, 1990).

This study opted for parallel forms in BAC2 and internal consistency in BAC3. In BAC2, parallel forms were used, i.e. an excerpt from Nizonkiza's and a test developed by myself as mentioned above. The main reason is that the test items were too few to run Cronbach's Alpha.

The latter was used in BAC3 where the same test was presented to participants in both pre- and post-test sessions and where the number of items (at least 30) allows the running of such a statistics test. Cronbach's Alpha shows the internal consistency of test items. Simply put, it allows the researcher to see whether or not the items behave in the same way. It is complemented with the Corrected Item-total Correlation (CITC), which is a test used to measure the discriminating power of test items.

This means that if items are well chosen, they should allow the researcher to distinguish between very good/good students from weak ones (Green, 2013 & Ebel, 1979). This simply means that if good students have the same score as weak students –perform well or poorly- then something is wrong with the test. Once the data were processed, I was given the final output which I had to analyze and interpret in relation to the research questions.

Regarding participants' feedback on the user-friendliness and effectiveness of the CWM, the questionnaire was manually marked with the following rating scale, from 1 to 5: *Strongly disagree: 1, Disagree: 2, Neither agree nor disagree: 3, Agree: 4, Strongly agree: 5*. The scores for each statement were averaged after the marking. The principle was to add up all the scores of the students, statement by statement and dividing the total score by the total number of respondents. This was done for each class separately as summarized in Appendix M for BAC3 and Appendix N for BAC2 students.

After determining group averages for both classes, an overall average was calculated by adding the two averages statement by statement and then dividing the total by 2. The averages were analyzed and interpreted afterwards in relation to the fourth research question of this study.

Question eight was an open-ended one and required participants to comment on the CWM and give their assessment. Their answered were clustered in a table for analysis (See Table 6).

CHAPTER FOUR: DATA ANALYSIS, RESULTS, AND INTERPRETATION

4.1. Introduction

The preceding chapter described the population investigated as well as the data collection and data analysis procedures. This chapter presents the results and interprets them in relation to the research questions the present study purports to answer, which are:

(1) Does teaching collocations of words pertaining to the Academic Word List through Nizonkiza's Collocation Web Model lead to measurable improvements?
(2) Does teaching collocations of words from the Nation's 2000-word band through Nizonkiza's Collocation Web Model lead to measurable improvements?
(3) Is Nizonkiza's Collocation Web Model fruitful for both teaching collocations at different learning stages and for words from different frequency bands?
(4) Is Nizonkiza's Collocation Web Model easy to use and effective?

4. 2. Item Analysis

It is known that the ideal test should be reliable (internally consistent) and should discriminate between participants with different levels (Green, 2013). Cronbach's Alpha, which was adopted for BAC3 students, is the widely used measure of test reliability. It is measured on a scale from -1 to +1 where the higher the Alpha, the higher the internal consistency of the items. According to Pallant (2007), an acceptable Alpha should be around .7 and a test is reliable when it measures what it was designed to measure and does so consistently.

In this study, the pre-test shows an Alpha as high as .721 while the post-test shows an Alpha slightly higher at .770. Weighing Alpha in the two test sessions against Pallant's (2007) cut-off point above, it can be said that the test used in the two sessions was reliable with a slightly better consistency in the post-test session.

The Corrected Item-total Correlation (CITC), which is used to test the discriminating power of the test, is also measured on a scale of -1 to +1. It was computed and the results, as weighed against Ebel's (1979) scale, are summarized in Table1 and Table 2 below. An extended version of the items is found in the appendices (See appendices K for pre-test & L for post-test). Ebel's scale classifies items at four levels:

- .40 and higher indicates definitely good items;
- .30 to .39 indicates reasonably good items;
- .20 to .29 indicates items in need of improvement;
- and below .19 indicates items to be revised or eliminated.

Table 1: Pre-test Items on Ebel's Scale:

CITC	**.40 and higher**	**.30 to .39**	**.20 to .29**	**Bclow .19**
Item number	3	2, 4, 6, 10, 13, 19, 23, 25, 28, 29, 30	7, 8, 9, 12, 14, 16, 20, 24, 26, 27	1, 5, 11, 15, 17, 18, 21, 22
Total items	1 (3.33%)	11 (36.66%)	10 (33.33%)	8 (26.66%)

Table 2: Post-test Items on Ebel's Scale:

CITC	.40 and higher	.30 to .39	.20 to .29	Below .19
Item number	3, 4, 6, 23	8, 10, 11, 12, 13, 14, 18, 20, 30	2, 5, 9, 16, 21, 25, 28, 29	1, 7, 15, 17, 19, 22, 24, 26, 27
Total items	4 (13.33%)	9 (30%)	8 (26.66%)	9 (30%)

As can be seen from Table 1 and Table 2, results for both pre-test and post-test were weighed against Ebel's scale. The CITC respectively shows that 73.4% and 70% of the items function well. Respectively, as many as 8 items (26.6%) in the pre-test and 9 items (30%) in the post-test fall below the cut-off point. This should be interpreted as items which need to be improved because they are bad in being too easy or too difficult or flown items. In this case, I suspect that the items may be difficult for the students given the scores achieved on collocations as will be seen in the next section. Considering the overall results, given the number of good items for each test, the tests can be said to function well. This means that the items can help discriminate between students with different knowledge of collocations. Put differently, an item where every single student gets right or gets wrong is a bad one.

4.3. Results and Interpretation

4.3.1. Teaching Collocations of Academic Vocabulary

The first research question examined in this study regards the teachability of collocations of academic vocabulary using Nizonkiza's Collocation Web Model. As described in the data analysis section, this question was answered by comparing pre-test to post-test scores. Results are presented in Table 3 below.

Table 3: Teaching Collocations of Academic Vocabulary through Nizonkiza's Collocation Web Model

Test	Mean (out of 30)	N (total number of students who sat both tests)	Paired Difference	Sig. (2-tailed)
Pre-Test	16.62	267	1.940	**.000**
Post-Test	18.56	267		

As can be seen from Table 3, BAC3 students achieved an average score of 16.62 out of 30 in the pre-test. In the post-test, students performed slightly better with an average of 18.56. The comparison shows that the difference in terms of performance between the two test sessions is 2 (1.940 can be rounded to 2). The question that can then be raised is whether this difference is significant or not. This is shown through what is in the column of Sig. in Table 3 –which is an abbreviated form of significance- which is .000. Statisticians advise us interpreting this as follows: there is zero chance out of 1000 cases to be mistaken in saying that students' performance is better on post-test than on pre-test.

The interpretation of this significant difference is that teaching collocations from the AWL to Burundian EFL learners through Nizonkiza's CWM led to observable and measurable improvements even though the same results show that participants do not fully master the academic vocabulary. This answers the question of the study which seeks to know if teaching academic vocabulary with explicit focus on collocations through Nizonkiza's CWM helps them notice and retain them.

4.3.2. Teachability of Collocations of General Vocabulary

The second research question addressed in this study is the teachability of collocations of words from the Nation's 2000-word band through Nizonkiza's Collocation Web Model and results are presented in Table 4 below.

Table 4: Teaching Collocations of General Vocabulary Using Nizonkiza's Collocation Web Model

Test	Mean (out of 10)	N (total number of students who sat both tests)	Paired Difference	Sig. (2-tailed)
Pre-Test	7.17	148	1.902	**.000**
Post-Test	9.07	148		

As can be seen from Table 4, the average score is 7.17 for pre-test and 9.07 for post-test out of 10. A comparison between the two scores shows that students performed better on post-test. The paired difference is 2 (1.902 can be rounded to 2) and the significance is .000 which means that there is zero chance out of 1000 cases to be mistaken in saying that BAC2 students' performance is better on the post-test than on the pre-test. In other words, teaching collocations from frequent vocabulary to Burundian EFL learners through Nizonkiza's CWM led to observable and measurable improvements.

Indeed, teaching collocations of words pertaining to the Nation's 2000-word band through Nizonkiza's CWM results in mastery of them.

This answers the second question of the study about whether teaching general vocabulary to Burundian EFL learners with explicit focus on collocations through Nizonkiza's CWM helps them notice and retain them.

4.3.3. Workability of the Collocation Web Model at Different Learning Stages and Word Bands

The third research question considered in this study is the workability of Nizonkiza's CWM with students from different class levels and words from different frequency bands. This question was answered by combining results presented in the two previous sections. The present study targeted participants from two different proficiency levels, i.e. BAC3 and BAC2 students at the University of Burundi (Third and second years) and involved words from the AWL and the Nation's 2000-word band. As we can see from the above results (See Table 3 and Table 4), participants from both levels performed well on both the post-tests for the two sets of vocabulary (academic vocabulary and general vocabulary). The only difference is that for the 2000-Word Band, the teaching resulted in mastery. Students' scores in the post-test were higher than the cut-off point (8 out of 10). Unfortunately, this is not the case for the AWL (academic vocabulary). Of course the teaching led to significant difference, which means positive improvements. But students did not achieve the expected score –which should be 24 out 30- to be granted mastery of collocations of words pertaining the AWL. They simply improved in terms of performance and significance but still they do not master the collocations of words from the AWL.

Anyway, these results still answer the third question of the study which seeks to measure and compare gains from teaching collocations through Nizonkiza's CWM at different learning stages and for words of different frequency (words for academic purposes vs. words frequently used for general purposes).

Considering the gains that participants made, this activity led to significant improvements for both academic and general vocabulary and for both the two proficiency levels. Then, this approach works well.

4.3.4. User-friendliness and Effectiveness of Nizonkiza's Collocation Web Model: Students' Perspectives

The fourth research question investigated in this study is the user-friendliness and effectiveness of Nizonkiza's CWM. It was achieved by means of a questionnaire administered to a sample of students selected from participants. They had to show their degree to which they agreed with statements proposed to them (For extended versions, see appendices M for BAC3 & N for BAC2).

Table 5 summarizes students' answers.

Table 5: Participants' Responses on the Statements

Statements	Group Average		Overall Average
	BAC3	BAC2	
1. The Collocation Web Model (CWM) helped me to understand the notion of collocations.	4.40	4.23	4.31
2. During the course, it was easy for me to look up words in the collocation dictionary and map their collocations onto the Collocation Web Model (CWM).	3.45	3.41	3.43
3. If I am given a word, I can look for its collocations and map them onto the Collocation Web Model (CWM) without any problem.	3.77	3.41	3.59
4. I find the Collocation Web Model (CWM) a good tool for teaching collocations.	4.5	4.23	4.36
5. The Collocation Web Model (CWM) helped me to retain many collocations	4.31	3.70	4.00
6. Providing collocations through the Collocation Web Model (CWM) is a better way of teaching words than providing just a dictionary definition	4	3.88	3.94
7. I can recommend adopting the Collocation Web Model (CWM) as an excellent teaching tool of vocabulary.	4.22	4.05	4.13

As can be seen from Table 5, students found the CWM user-friendly, that means it was easy for them to map collocations onto it. The user-friendliness of the CWM was assessed through statements two and three.

For statement two, which reads as *During the course, it was easy for me to look up words in the collocation dictionary and map their collocations onto the Collocation Web Model* (CWM), the average score is 3.45 out 5 in BAC3. It is 3.41 in BAC2, which makes the overall score of 3.43 out of 5. For statement three, *If I am given a word, I can look for its collocations and map them onto the Collocation Web Model (CWM) without any problem,* the average score is 3.77 in BAC3 while it is 3.41 in BAC2 making an overall average of 3.59 out 5.

The second issue dealt with and the most important one is the effectiveness of the model, which was assessed through the remaining questions of the questionnaire (questions1, 4, 5, 6, and 7). It was deemed important to get the students assess the effectiveness of the model. Statement one which was put as *The Collocation Web Model (CWM) helped me to understand the notion of collocations* was widely supported by the students with an average of 4.40 and 4.23 respectively in BAC3 and BAC2. On this very statement, the overall average is 4.31; which means that a great majority of the participants from both classes appreciated the extent to which the CWM could help them understand the notion of collocations.

The fourth statement that reads as *I find the Collocation Web Model (CWM) a good tool for teaching collocations* was put to get students view-points on adopting the CWM as good approach to teaching collocations. The scores are respectively 4.5 and 4.23 out 5 for BAC3 and BAC2 making an overall score of 4.36. This means that students approved the CWM as a good teaching tool for collocations.

The fifth statement, *The Collocation Web Model (CWM) helped me to retain many collocations*, proved the CWM to be effective in terms of its capacity to help learners retain collocations. The averages are respectively 4.31 and 3.70 for BAC3 and BAC2 and the overall average is 4.00.

The sixth statement that was put as *Providing collocations through the Collocation Web Model (CWM) is a better way of teaching words than providing just a dictionary definition* also highlighted the importance of using the CWM while teaching vocabulary. We can see that the averages are higher than the cut-off point: 4 for BAC3 and 3.88 for BAC2 making an overall average of 3.94.

The seventh statement was openly put to get participants' points of view on recommending adopting the CWM. It reads as follows: *I can recommend adopting the Collocation Web Model (CWM) as an excellent teaching tool of vocabulary*. The averages are respectively 4.22 and 4.05 for BAC3 and BAC2 and the overall average is 4.13. From these averages, we can see that students highly recommended adopting the CWM as a good approach to teaching collocations.

The eighth question was an open-ended question which was also aimed to assessing the effectiveness of the model and to getting any other view they might had on the model. Their answers are summarized in Table 6.

Table 6: Participants' Comments on the CWM

Pro Comments Summarized		**Against-comments Summarized**	
BAC3	**BAC2**	**BAC3**	**BAC2**
• Whoever wants to know about collocations would be advised to use the CWM • It is the best way to teach vocabulary beyond their dictionary meaning • It should be used at earlier stages like in BAC1 • It helps to use words properly, none can say he/she masters the language without mastery of collocations	• The CWM is a key tool to increase knowledge about collocations which leads to fluency in a foreign language • It helps grasping collocations and leads to linguistic efficiency • It helps to know the meanings of words that collocate • It helps sound natural • It raises awareness on how words co-occur • It helps learning vocabulary without any problem • It will still be the preferred tool to learning English	None	Two participants said the model is not good for low level learners and found better providing learners with a collocation dictionary instead because, according to them, the CWM is not easy to use. (This a paraphrase combining what they said.)

As summarized in Table 6 above, the overwhelming majority of the respondents recognized the effectiveness of the model and recommended its use in language teaching, especially while teaching collocations. As appears in the comments from the table, students overwhelmingly supported the model as effective. Some of their comments are actually amazing. For instance, in BAC3, all the respondents were indeed positive on the effectiveness of the CWM and could express it through recurrent comments like *Whoever wants to know about collocations would be advised to use the CWM* and *It is the best way to teach vocabulary beyond their dictionary meaning*. In BAC2, a great number of participants converged on positive comments like the following: *The CWM is a key tool increase knowledge about collocations which leads to fluency in a foreign language, It raises awareness on how words co-occur, It will still be the preferred tool to learning English.* Indeed very few people disagreed with the CWM, i.e. only 2 participants from BAC2. They were concerned with mapping the collocates onto the model. I suspect this maybe a result of not having attended all the classes on the CWM use. Moreover, as the comments were not compulsory, six participants did not comment, i.e. 4 from BAC3 and 2 from BAC2.

Overall, students' comments indicate that they were really positive about the CWM implying that they considered it an excellent approach to teaching collocations.

CHAPTER FIVE: DISCUSSION OF THE FINDINGS, GENERAL CONCLUSION, AND RECOMMENDATIONS

5.1. Discussion of the Findings

The present study was an attempt to assess the effectiveness of Nizonkiza's CWM while teaching collocations to Burundian EFL learners. The CWM proposed by Nizonkiza (2012) and Nizonkiza and Van de Poel (2014) suggests teaching words through a productive oriented approach be it for general or academic vocabulary. This was achieved through four aims.

Through the first aim, this model was trialled on academic vocabulary. This was achieved by administering a collocation test of words from the AWL in a pre- and post-experimental design involving students taking Advanced Writing course at the University of Burundi. This means that participants were tested before and after the course which introduced them to collocations from the AWL using the CWM. Comparing post-test to pre-test scores, I found out that performance was significantly higher on post-test, which implies that the intervention led to measurable improvements. This finding confirms the first hypothesis of the study which stipulates that adopting Nizonkiza's CWM while teaching collocations of academic words leads to measurable improvements. This finding lends empirical support to previous findings that teaching collocations from the AWL explicitly may lead to building academic vocabulary and to using it more productively (Nizonkiza in preparation; Seesink, 2007).

However, students did not master collocations from the AWL although they made positive improvements. What is worrying here is that the score that participants achieved is under the cut-off point when, in fact, collocations of words pertaining to the AWL are important and more frequent in academic environments.

A score of 18.56 out of 30 instead of 24 [the latter represents 80% which is the expected score for mastery of a word band as suggested by Schmitt et al. (2001)] was too low a score at such an important word band for people who are likely to often be exposed to vocabulary from it. This finding supports previous findings that learners fail to use collocations even at advanced levels (Laufer & Waldman, 2011; Nesselhauf, 2005) because they are problematic for EFL learners (Laufer & Waldman, 2011; Nesselhauf, 2005; Nizonkiza & Van de Poel, 2014). This is a good reason why teaching words should actually adopt a productive oriented approach as early as possible (Nizonkiza & Van de Poel, 2014) otherwise, collocations will remain problematic.

The second aim, which was corollary to the first, was to test the teachability of general vocabulary through a productive oriented approach and see whether or not this could lead to significant improvements in terms of collocational competence. Collocations of Nation's 2000-word band were taught using the CWM proposed by Nizonkiza (2012) and Nizonkiza and Van de Poel (2014). This objective was reached by drawing a comparison between pre-test and post-test scores of participants in this study –BAC2 students. The results show that participants did significantly better on the post-test, which implies that the teaching of collocations led to positive improvements. Put differently, the positive change in collocations mastery of words from frequent vocabulary can be attributed to the intervention made, implying that teaching EFL learners collocations through Nizonkiza's CWM leads to significant improvements. This proves the second hypothesis of the study to be true. The latter had anticipated that adopting Nizonkiza's CWM in teaching collocations of words from frequent vocabulary leads to measurable improvements. These results corroborate previous findings that raising students' awareness on collocations results in better mastering them (Barfield, 2009; Boers et al., 2006; Boers & Lindstromberg, 2008; Coxhead, 2008; Ying & O'Neill, 2009).

The contribution of this study is that it tested an approach that seems to be systematic as it suggests clear steps through which the teaching should take place from word and collocation selection to reinforcement exercises. This was the first time words from this band were taught for raising learners' awareness of collocations.

The third aim was to gauge the usability of the CWM at different learning stages and for words used for general purposes as opposed to words used for academic purposes. Participants in this study came from two learning stages, i.e. BAC3 and BAC2 students of the Department of English Language and Literature at the University of Burundi and the study involved words from two different frequency bands. The underlying reason was to test the usability of the model with students of different proficiency levels and also on words from different frequency bands. Results indicate that both groups of participants, using different words in terms of frequency, made significant improvements; confirming the third hypothesis that Nizonkiza's CWM yields positive results while teaching collocations at different learning stages and words pertaining to different word frequency bands. This could be considered as the second part of the modest contribution of this study to the field. In fact, no other research had been carried out before to test if Nizonkiza's CWM works both at different learning stages and for words from different frequency bands at the same time. The strength of this point is that participants in this study consisted of a heterogeneous group as they belonged to different proficiency levels.

The fourth aim was to assess the user-friendliness and effectiveness of the model. A questionnaire was designed to this end and respondents expressed their satisfaction about Nizonkiza's CWM when it comes to using it while learning collocations. Results support the last assumption of the study which stipulates that Nizonkiza's CWM is easy to use and effective.

Another new element in the field is that we, from now on, know that Nizonkiza's CWM can easily be used by learners. It must be acknowledged that teaching collocations through this model may be time consuming even though students assessed it as user-friendly and effective. This is a good indication that if students are guided through the different steps that Nizonkiza suggests, this time consuming nature is compensated for and does not seem to affect learning negatively. This assessment is extremely important in the sense that a model can never work if learners do not like it.

5.2. Summary of the Findings

This study was an attempt to assess the effectiveness of Nizonkiza's CWM while teaching collocations.

The first aim was to test the teachability of academic vocabulary through a productive oriented approach- through this model. The second aim was to test the teachability of frequent vocabulary through a productive oriented approach and see whether or not this could lead to positive improvements. The third aim was to gauge the usability of the CWM at different learning stages and for words of different frequency, i.e. words from the AWL and from the Nation's 2,000-word band. The fourth and last aim was to seek students' assessment of the model in terms of its user-friendliness and effectiveness. These aims were achieved by administering four tests -two pre-tests and two post-tests- to English majors from BAC3 and BAC2 at the University of Burundi and carrying out a mini-survey among participants.

As discussed above, results indicate that (a) teaching collocations from the AWL to Burundian EFL learners through Nizonkiza's CWM led to observable and measurable improvements; (b) teaching collocations from frequent vocabulary to EFL learners through Nizonkiza's CWM led to observable and measurable

improvements; (c) teaching collocations through Nizonkiza's CWM at different learning stages and for words of different frequency (for academic purposes vs. frequently used for general purposes) leads to significant improvements and; (d) Nizonkiza's CWM is user-friendly and effective.

All in all, the present study has demonstrated that Nizonkiza's CWM is a good approach to adopt for teaching collocations among EFL learners. By confirming that teaching collocations of words from different frequency bands through it leads to positive improvements, especially among learners from different learning stages, it is hoped that it contributes to the existing body of literature in this field and takes the debate on how to better teach EFL to a new stage.

5.3. General Conclusion

Through this study, I sought to assess the effectiveness of Nizonkiza's CWM while teaching collocations. This research targeted BAC3 and BAC2 English majors at the University of Burundi. The motivation behind this choice was to seek for a principled approach to explicitly teach collocations. The process was fulfilled through five chapters namely the General Introduction, the Related Literature, the Methodology adopted while carrying out the study, Data Analysis, Results and Interpretation and Discussion of the Findings, General Conclusion, and Recommendations.

The first chapter of this study is an introduction that provides some background information on the topic and stresses what the problem is and, especially, why it should be dealt with. This chapter also highlights the goals to be achieved and the questions to be answered. Anticipated answers to the research questions -- assumptions- as well as the motivation to carry out the study and its scope are also presented in this chapter.

The second chapter is an overview of the existing literature related to the topic. This was accomplished through a critical evaluation of what other researchers found out in relation to the topic.

In the third chapter, I explained the methodology I used while conducting this study. This mainly consisted of the population investigated, the instruments that were used- i.e. the tests and survey questionnaire- and the data analysis procedures adopted for the study. It also was about test administration, the way test scores were analyzed and interpreted in order to answer the research questions.

The fourth chapter presented an analysis and interpretation of the results of the study in relation to its goals. These findings came out as follows: (1) teaching collocations from the AWL to EFL learners through Nizonkiza's CWM leads to observable and measurable improvements even though the same results show that participants do not master the academic vocabulary; (2) teaching general vocabulary to EFL learners with explicit focus on collocations through Nizonkiza's CWM helps them notice and retain them; (3) teaching collocations through Nizonkiza's CWM at different learning stages and for words of different frequency leads to significant improvements and then works well in this sense; (4) Nizonkiza's CWM is user-friendly and effective in learning collocations from vocabulary of different frequency and at different learning levels.

The last chapter is concerned with the general conclusion drawn after discussing the results in relation to the research hypotheses and especially in relation to previous studies. Recommendations that follow the results are presented in this chapter (See Section 5.3.).

5.3. Recommendations

On the basis of the findings discussed above and conclusions made, I found it important to formulate some recommendations to the attention of the stakeholders of the Burundian educational system like the Government of Burundi, teachers and learners, and further researchers.

5.3.1. Recommendation to the Government of Burundi

Through the Ministry of Higher Education, the Government of Burundi should organise in-service trainings in which program designers would be introduced to collocations. This would enable them to design teaching materials through which EFL teachers and learners will be presented with explicit resources on collocations of the AWL and general vocabulary. This would be achieved by considering Nizonkiza's approach to teaching collocations which proved to be effective enough at different learning stages and for collocations from vocabulary of different frequency bands, at least, with participants in this study. This may require some more work for validation purposes but, given that the results from this study confirm Nizonkiza' (in preparation) study on Burundian learners of English, which corroborates results from elsewhere, I am indeed tempted to believe that this model works and should thus be adopted.

5.3.2. Recommendation to EFL Teachers and Learners

For pedagogical effectiveness, I would recommend lecturers and teachers alike at different learning stages to focus more on teaching collocations because they proved to be as very important as they are ignored by both EFL teachers and learners. To lecturers and teachers, it would be of great importance to consider teaching collocations using the CWM for both words pertaining to the AWL and general vocabulary.

To learners, I would recommend using Nizonkiza's CWM more and more while learning collocations and get familiarized with it as much as possible in order to improve their vocabulary use.

5.3.3. Recommendations to Further Researchers

On the basis of the findings from this study, I deem worth formulating two recommendations for further research. The present study attempted to test Nizonkiza's CWM among English majors at a university level. First, I would like to recommend further researchers to complement my study by conducting the same study among secondary school students and targeting general vocabulary in order to know whether collocations can be taught from ante-university level; what would prepare learners to better achievements once at tertiary level. Second, another research targeting explicit teaching of collocations pertaining to the AWL through Nizonkiza's CWM at different learning stages would come up with complementing results on this study. It would also be a good idea to ask students to write an essay and see how they use collocations in their written productions after teaching them collocations using this model. Triangulating studies adopting this model could thus inform our pedagogical practices.

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APPENDICES

Appendix A: Academic Word List (Excerpt from Sub-list 1)

Sublists of the Academic Word List

Each word in italics is the most frequently occurring member of the word family in the Academic Corpus. For example, *analysis* is the most common form of the word family analyse. British and American spelling is included in the word families, so contextualise and contextualize are both included in the family *context*.

Sublist 1 of the Academic Word List

analyse
- analysed
- analyser
- analysers
- analyses
- analysing
- *analysis*
- analyst
- analysts
- analytic
- analytical
- analytically
- analyze
- analyzed
- analyzes
- analyzing

approach
- approachable
- approached
- approaches
- approaching
- unapproachable

area
- areas

assess
- assessable
- assessed
- assuming
- assumption
- assumptions

authority
- authoritative
- authorities

available
- availability
- unavailable

benefit
- beneficial
- beneficiary
- beneficiaries
- benefited
- benefiting
- benefits

concept
- conception
- concepts
- conceptual
- conceptualisation
- conceptualise
- conceptualised
- conceptualises
- conceptualising
- conceptually

consist
- constituent
- constituents
- constituted
- constitutes
- constituting
- constitution
- constitutions
- *constitutional*
- constitutionally
- constitutive
- unconstitutional

context
- contexts
- contextual
- contextualise
- contextualised
- contextualising
- uncontextualised
- contextualize
- contextualized
- contextualizing
- uncontextualized

contract
- contracted
- contracting
- contractor
- contractors

Appendix B : Academic Word List (Excerpt from Sub-list 6)

Sublist 6 of the Academic Word List

abstract
- abstraction
- abstractions
- abstractly
- abstracts

accurate
- accuracy
- accurately
- inaccuracy
- inaccuracies
- inaccurate

acknowledge
- *acknowledged*
- acknowledges
- acknowledging
- acknowledgement
- acknowledgements

aggregate
- aggregated
- aggregates
- aggregating
- aggregation

allocate
- allocated
- allocates
- allocating
- *allocation*
- allocations

assign
- *assigned*
- assigning
- assignment
- assignments
- assigns

author
- authored
- authoring
- authors
- authorship

bond
- bonded
- bonding
- bonds

brief
- brevity
- briefed
- briefing
- briefly
- briefs

capable
- capabilities
- capability
- incapable

cite
- citation
- citations
- *cited*
- citing
- cites

cooperate
- cooperated
- cooperates
- cooperating
- cooperation
- *cooperative*
- cooperatively
- co-operate
- co-operated
- co-operates

diverse
- diversely
- diversification
- diversified
- diversifies
- diversify
- diversifying
- *diversity*

domain
- domains

edit
- edited
- editing
- *edition*
- editions
- editor
- editorial
- editorials
- editors
- edits

enhance
- *enhanced*
- enhancement
- enhances
- enhancing

estate
- estates

exceed
- exceeded
- exceeding
- exceeds

expert
- expertise
- expertly
- experts

Appendix C: Exercises on Adj.+Noun Collocations

1. *She had a* **pronounced** ***Scottish accent.***
2. *Breastfeeding offers a* **clear** ***advantage*** *to your baby.*
3. *His passion is making* **model** ***aircraft.***
4. *Unfortunately, the film lacks* **commercial** ***appeal.***
5. *Is this a* **personal** ***attack*** *on the president, or a criticism of the government?*
6. *The* **national** ***average*** *is just over two children per family.*
7. *The car won't start? the* ***battery's*** **flat**.
8. *.... a house of* **red** ***brick***
9. *Brush the pastry with a little* **melted** ***butter.***
10. *Prospective* **parliamentary** ***candidates*** *met party leaders last week.*
11. *We have created a* **special** ***category*** *for part-time workers.*
12. **Battery** ***chickens*** *have miserable lives.*
13. *She slipped outside for an* **illicit** ***cigarette.***
14. *....foods with a high* **fibre** ***content***
15. *The feel for his* **native** ***countryside*** *comes through strongly in his photographs.*
16. *He has been associating with* **known** ***criminals.***
17. *These ideas have always been central to* **Western** ***culture.***
18. *...pigeons performing their* **mating** ***dance***
19. *...a* **former** ***deputy*** *chairman of the Democratic Party*
20. *...your* **pet's food** ***dish***
21. *A* **rubber** ***duck*** *floated in the bath.*
22. *A row of boats was beached at the* **water's** ***edge.***
23. *I admire her* **boundless** ***energy.***
24. *It's his own* **stupid** ***fault*** *his car was stolen?*
25. *There was a cottage garden at the front and a white* **picket** ***fence.***

26. *Our shower doesn't work very well because of the poor* **water *flow*.**

27. *The* **great *gates*** *of the abbey were shut fast.*

28. *A 'use by' date must be stamped on all* **perishable *goods*.**

29. *The country gives a* **constitutional *guarantee*** *of the rights of minorities.*

30. *Elephants have a very* **tough *hide*.**

31. *Is the* ***ice*** **thick** *enough to walk on?*

32. *... a hut with a* **corrugated *iron*** *roof*

33. *There was a* **distinct *lack*** *of urgency in his manner.*

34. *It's a* **hard *lesson*** *to learn.*

35. *There is a* **compelling *logic*** *to his main theory.*

36. *She hit him with a* **rolled-up *magazine*.**

37. *In 1662?3 he served as* **Lord *Mayor*** *of London.*

38. *Her hair was a* **tangled *mess*.**

39. **UN *monitors*** *declared the referendum fair.*

40. *A smile played around his* **strong *mouth*.**

41. *At the end of a day's teaching, her* ***nerves*** *were absolutely* **shattered**.

42. *The* **sharp *nose*** *and thin lips gave his face a very harsh look.*

43. *The* ***offence*** *is* **punishable** *by up to three months' imprisonment.*

44. *She was the* **dominant *partner*** *in the relationship.*

45. *With practice, an athlete can reach a* **higher *plane*** *of achievement.*

46. *Please read the safety leaflet in the* **seat *pocket*** *in front of you.*

47. **Open *prisons*** *prepare prisoners for life back in the community.*

48. *The company employs men and women in roughly* **equal *proportions*.**

49. *... a* **direct *quote*** *from this morning's paper*

50. *...* **raw *recruits*** *marching up and down with the drill instructor*

51. *How dare you make* **personal** ***remarks!***

52. *We have a* **long** ***ride*** *ahead of us tomorrow.*

53. *...* **bulging** ***sacks*** *of toys*

54. *The* ***sea*** *was too* **rough** *for sailing in small boats.*

55. *Try to keep your* ***sentences*** **short**.

56. *His* **frozen** ***shoulder*** *has stopped him playing tennis.*

57. *There was an* **overpowering** ***smell*** *of burning tyres.*

58. *His plan does not offer a* **real** ***solution*** *to the problem.*

59. *We sang songs to keep our* ***spirits*** **up**.

60. *A* **buffer** ***stock*** *of grain was held in case of emergency shortages.*

61. *There were the sounds of a* **desperate** ***struggle***.

62. *The council undertook a* **sample** ***survey*** *of primary schools in the county.*

63. *... the* **hot and cold** ***water tanks***

64. *Yesterday the town reached its highest ever* **February** ***temperature***.

65. *They lived in a* **ten-storey** ***tower*** *in the town centre.*

66. *The party chairman accused the opposition of* **dirty** ***tricks*** *in their election campaign.*

67. *The market sold a* **bewildering** ***variety*** *of cheeses.*

68. *She has a beautiful* **singing** ***voice***.

69. *Several villages have been destroyed by a huge* **tidal** ***wave***.

70. *It was impossible to walk the route in* **mid*winter***.

Appendix D : Exercises on Verb+Noun Collocations

1. *She* **put on** *a posh* ***accent*** *when she answered the phone.*
2. *He would* **gain** *considerable* ***advantage*** *from staying in that job.*
3. *The* ***aircraft*** *was* **flown** *by a young American pilot.*
4. *They* **made** *a direct* ***appeal*** *to the government for funding.*
5. *Two teenagers* **carried out** *a frenzied* ***attack*** *on a local shopkeeper.*
6. *You'll have* **to calculate** *the* ***average***.
7. *Is the* ***battery*** **connected** *correctly?*
8. *He was* **cutting** ***biscuits*** **out** *and putting them on a baking tray.*
9. *Just before the milk* **comes to** *the* ***boil***, *turn down the heat.*
10. *The river* **forms** *the* ***boundary***.
11. *....learning* **to lay** ***bricks*** *properly*
12. **Put** *some* ***butter*** *on the crackers, please.*
13. *She decided* **to stand as** *a* ***candidate*** *in the union elections.*
14. *The towns investigated fell into two* **broad** ***categories***.
15. *All the proceeds from the sale will* **go to** ***charity***.
16. *Are we just going to sit here like* **trussed up** ***chickens***?
17. *He* **pulled on** *his* ***cigarette*** *and waited for the train.*
18. *The marketplace was where* ***commerce*** *was traditionally* **carried on**.
19. *The* ***countryside*** *has been* **ravaged** *by pollution.*
20. *I told him to pass the information to the police so they could* **catch** *the* ***criminals***.
21. *The Romans gradually* **assimilated** *the* ***culture*** *of the people they had conquered.*
22. *In her delight she got up and* **did** *a little* ***dance***.
23. *A new* ***deputy*** *has not yet been* **appointed**.
24. *I* **went on** *an* ***archaeological*** *dig over the summer.*
25. *It's your turn* **to do** *the* ***dishes***.

26.Every afternoon they went to the park **to feed** *the* ***ducks****.*

27.We had **reached** *the* ***edge*** *of the map and didn't know which way to go.*

28.The children **are** *always* **full of** ***energy****.*

29.We all **have** *our* ***faults****.*

30.Big pension funds **have** *a constant* ***flow*** *of cash.*

31.He almost **died of** ***fright*** *when the fish jumped out of the water.*

32.Don't forget **to shut** *the* ***gate*** *when you leave.*

33.The goods will be **delivered** *within ten days.*

34.*All our products* **come with** *a two-year* ***guarantee****.*

35.The hide **is tanned for** *leather.*

36.The two authors **have** *the same* ***initials****.*

37.Germany **produced** *enormous quantities of coal,* ***iron*** *and steel.*

38.I **go to** *Italian* ***lessons*** *at the local college.*

39.Philosophers **use** *logic to prove their arguments.*

40.Which ***magazines*** *do you* **get** *regularly?*

41.... **running for** ***mayor*** *of Bogota*

42.Must you always **leave** *such a* ***mess****?*

43.We will now **be able to** ***monitor*** *its progress more closely.*

44.He **covered** *his* ***mouth*** *to hide his yawn.*

45.I've **trapped** *a* ***nerve*** *in my spine.*

46.He **tapped** *his* ***nose*** *in a knowing gesture.*

47.The teacher asked the students **to choose** *a* ***partner*** *for the next activity.*

48.The map **had** *a lot of little* ***pins*** *stuck into it.*

49.She **caught** *the first* ***plane*** **out**.

50.He **went through** *all his* ***pockets*** *looking for his key.*

51. **Cook** *gently* **in** *a covered* ***pot*** *for 3 to 4 hours.*

52.He **went to** ***prison*** *for tax evasion.*

53. *The chart shows government spending* **expressed as** *a* ***proportion*** *of national income.*

54. *... **quotes** **taken from** various lifestyle magazines*

55. *A common way for companies* **to find** *new* ***recruits*** *is by taking a stand at a job exhibition.*

56. *He was expelled from the party for failing* **to withdraw** *his controversial* ***remarks***.

57. *Visitors can* **take** *a* ***ride*** *on a steam locomotive.*

58. *They* **filled** *the* ***sacks*** *with potatoes.*

59. *He* **made** *two rounds of tuna* ***sandwiches***.

60. *We* **crossed** *the Mediterranean* ***Sea*** *on a cruise ship.*

61. *Peter* **finished** *Jane's* ***sentence*** *for her.*

62. *When I asked him why he'd done it he just* **shrugged** *his* ***shoulders***.

63. *She* **filled** *the* ***sink*** *with hot water.*

64. *The air was* **filled with** *a* ***pervasive*** *smell of chemicals.*

65. *... attempts* **to find** *a comprehensive political* ***solution*** *to the crisis*

66. *She* **was** *a guiding* ***spirit*** *in primary education.*

67. *The big supermarkets* **carry** *huge* ***stocks*** *of most goods.*

68. *If someone snatched your bag, would you* **put up** *a* ***struggle***?

69. *The charity* **did** *a* ***survey*** *of people's attitudes to the disabled.*

70. *Some places* **had** ***temperatures*** *in the forties during the heat wave.*

71. *We decided* **to play** *a little* ***trick*** *on the teacher.*

72. *Dealing with customers* **adds** ***variety*** *to the job.*

73. *I could* **hear** ***voices*** *in the next room.*

74. *Surfers flocked to the beach* **to ride** *the* ***waves***.

Appendix E : **BAC3 Productive Vocabulary Test**

Name:

Native language: **Date:**

Level of study (year): **Start hour:**

Faculty: **End hour:**

University:

Instruction: **Complete the underlined words in the sentences below.**

Example: **They ma..... a beautiful couple.**
They make a beautiful couple.

---

1. Villagers get together every year to ke..... this old tradition alive.
2. Institutions have to ex..... appropriate contexts in which to present examples of language in use for the children.
3. In order to fight against terrorism, the UN agreed on plans to res..... the export of arms to certain countries.
4. This evening, we need to ad..... the issue of legalisation of soft drugs.
5. She went on to ex..... the principle behind what she was doing.
6. We have to con..... many aspects of pollution in order to better tackle it.
7. If you do not have a regular income, you may be unable to ob..... credit.
8. It is difficult to ju..... the impact of the changes on employment patterns.
9. The latest developments will hardly af..... the perception of the crisis by the public.
10. The family will es..... temporary residence in the manor house.

11.They had to pe..... an in-depth analysis of the results.

12.Investigators are likely to ad..... a set of theories about the princess's death.

13.The school planned to in..... comments from parents about the new curriculum.

14.We must make a real effort to pr..... cooperation between universities and industry.

15.They have to of..... a basic framework of ground rules for discussions.

16.Use enough gravel to fo..... a layer about 50mm thick.

17.The food shortage is likely to re..... crisis proportion.

18.She failed to co..... the task she had been set.

19.The new computer can al..... access to all the files.

20.Such a game may re..... great concentration.

21.Many developing countries hope to ac..... their goals of providing free primary education to everyone.

22.It is hoped that the new scheme will cr..... jobs in the region.

23.Society evolved to en..... a technological phase.

24.The government will re..... new statistics on the cost of living.

25.He was advised to at..... the police academy.

26.We need to ma..... contact with the organisation although it may be difficult after many years.

27.Banks will seek to re..... their exposure to risks.

28.For your notes and explanations, please le..... a wide margin.

29.Any surgery may de..... great precision.

30.Hotels that di..... this symbol offer activities for children.

31.Students have demonstrated that they should re..... big allocation for books.

32.The qualification should in..... my capacity to earn more.

33.It is good to co..... experts for a balanced diet.

34.Se..... the index to find the address of the data file!

35.The president aimed to co..... key ministries and reshuffled his Cabinet.

36.These criteria were used to de..... the scope of the curriculum.

Appendix F : Nation's 2000-word Band (average-beyond)

Nation_2000-word

Nation_2000-word	aircraft	arrive	bake
above	airport	article	band
abuse	alarm	asleep	bang
accent	alive	aspect	bath
access	allocate	assemble	bathroom
accident	alone	assess	battery
accommodate	alter	assign	battle
according	alternative	assist	bean
accurate	altogether	assure	beer
acid	amaze	attach	beg
adequate	among	attache	behalf
adjust	analyse	attack	behaviour
adopt	angle	attempt	bell
adult	animal	attitude	belong
advance	announce	attract	below
advantage	annoy	audience	belt
advice	annual	august	bend
advise	anti	aunt	beside
affair	apology	australia	beyond

Appendix G : Nation's 2000-word Band (dollar-foreign)

Nation_2000-word

dollar	emergency	excellent	feature
domestic	emotion	excess	february
dot	emphasis	exchange	fee
dozen	empty	excite	fellow
draft	enable	exclude	female
drag	energy	exhibit	fence
drama	engage	exhibitionist	fetch
drawer	enormous	expand	finger
dream	enquire	experiment	firm
drug	ensure	expert	fix
duck	entertain	extend	flatting
dump	entire	extreme	flexible
dust	entitle	facility	float
duty	equip	factor	flow
ear	escape	factory	flower
earn	essential	fail	focus
earth	establish	faith	folk
easter	estate	fame	fool
edge	estimate	familiar	foreign

Appendix H: BAC2 Pre-test

Productive Vocabulary Test

Name: **Date:**

Level of study (year): **Start hour:**

University: **End hour:**

Instruction: Complete the underlined words in the sentences below.

Example: She is conducting campaigns to *at*..... new clients.

She is conducting campaigns to *attract* new clients.

Section I

1. **I** ..... no intention of changing jobs because I am happy where I am.
2. Enemy planes were seen ..... bombs along the railway line.
3. They always ..... a 10% commission on every sold encyclopaedia.
4. I wonder, this unusual building seems to barely ..... the definition of a house.
5. Better ..... your energy not trying to persuade people who are not interested.
6. She asked him if he could ..... a secret before telling him the horrible story.
7. Great care is being taken to ..... the accuracy of research data with good planning, several revisions and rewrites as part of the procedure.
8. She felt she would ..... a terrible mess of her life if she were to throw everything overboard now.
9. They did not ..... the permit for a street demonstration against university fees they had applied for a couple of months ago.
10. Her appointment will ..... the gap created when the marketing manager left.

Section B

1. My ..... intention was to study all morning, but I had to change my plans.
2. India started to build a ..... bomb.
3. That bank charges a ..... commission for cashing travellers' cheques.
4. The author provides a ..... definition of the term culture.
5. There was a lack of ..... energy in the British film industry.
6. The film stars were married in ..... secret to avoid publicity.
7. The needle has to be positioned with ..... accuracy.
8. They left the kitchen in a ..... mess after dinner.
9. A ..... permit is required for foreign students to get a job.
10. His death left a ..... gap in my life.

Appendix I : BAC2 Post-test

Productive Vocabulary Test

Name:

Level of study (year): **Date:**

Faculty: **Start hour:**

University: **End hour:**

Instruction: Complete the underlined words in the sentences/ expressions below.

Example: *Breastfeeding offers a* **cl.....** ***advantage*** *to your baby.*

Breastfeeding offers a **clear** ***advantage*** *to your baby.*

Section A :

75. *Is the **battery** **co**..... correctly?*

76. *The towns investigated fell into two **br**..... **categories**.*

77. *The Romans gradually **as**..... the **culture** of the people they had conquered.*

78. *The children **are** always **fu**..... **of** **energy**.*

79. *The hide **is ta**..... **for** leather.*

80. *Must you always **le**..... such a **mess**?*

81. *She **ca**..... the first **plane** **out**.*

82. *He was expelled from the party for failing **to wi**..... his controversial **remarks**.*

83. *She **fi**..... the **sink** with hot water.*

84. *Some places **ha**..... **temperatures** in the forties during the heat wave.*

Section B:

71. *The car won't start? the **battery's** **fl**.....*

72. *The feel for his **na**..... **countryside** comes through strongly in his photographs.*

73. *A **ru**..... **duck** floated in the bath.*

74. *A 'use by' date must be stamped on all **pe**..... **goods**.*

75. *There is a **co**..... **logic** to his main theory.*

76. *The **sh**..... **nose** and thin lips gave his face a very harsh look.*

77. *How dare you make **pe**..... **remarks**!*

78. *His **fr**..... **shoulder** has stopped him playing tennis.*

79. *Yesterday the town reached its highest ever **Fe**..... **temperature**.*

80. *It was impossible to walk the route in **mi**.....**winter**.*

Appendix J : Student's Questionnaire

University of Burundi

FASS/ DELL

Class level:

Date:

Instructions:

Dear Student,

I am carrying out a research for my Bachelor of Arts (BA) thesis on **the teaching of vocabulary –collocations-** and would highly value your contribution. A couple of months ago, in the course of Lexicology and/or Advanced Writing, you were taught collocations. **The approach adopted is a Collocation Web Model (CWM) developed by the lecturer –Dr Déogratias Nizonkiza. The present study aims to evaluate it.** Please tick the appropriate box to show the extent to which you agree with the statements below. The questionnaire is anonymous and your answers will be treated confidently and used solely for the purpose of this study.

Thank you very much for your time and contribution!!

1. The Collocation Web Model (CWM) helped me to understand the notion of collocations.

[ ]***Strongly disagree*** [ ]***Disagree*** [ ]***Neither agree nor disagree*** [ ]***Agree*** [ ]***Strongly agree***

2. During the course, it was easy for me to look up words in the collocation dictionary and map their collocations onto the Collocation Web Model (CWM).

[ ]*Strongly disagree* [ ]*Disagree* [ ]*Neither agree nor disagree* [ ]*Agree* [ ]*Strongly agree*

3. If I am given a word, I can look for its collocations and map them onto the Collocation Web Model (CWM) without any problem.

[ ]*Strongly disagree* [ ]*Disagree* [ ]*Neither agree nor disagree* [ ]*Agree* [ ]*Strongly agree*

4. I find the Collocation Web Model (CWM) a good tool for teaching collocations.

[ ]*Strongly disagree* [ ]*Disagree* [ ]*Neither agree nor disagree* [ ]*Agree* [ ]*Strongly agree*

5. The Collocation Web Model (CWM) helped me to retain many collocations.

[ ]*Strongly disagree* [ ]*Disagree* [ ]*Neither agree nor disagree* [ ]*Agree* [ ]*Strongly agree*

6. Providing collocations through the Collocation Web Model (CWM) is a better way of teaching words than providing just a dictionary definition.

[ ]*Strongly disagree* [ ]*Disagree* [ ]*Neither agree nor disagree* [ ]*Agree* [ ]*Strongly agree*

7. I can recommend adopting the Collocation Web Model (CWM) as an excellent teaching tool of vocabulary.

[ ]*Strongly disagree* [ ]*Disagree* [ ]*Neither agree nor disagree* [ ]*Agree* [ ]*Strongly agree*

8. Please write any comment you may have on the model:

.....

.....

Appendix M: BAC3 Scores on the Survey Questionnaire

Statements	BAC3 Students																						Totals	Average
	St1	St2	St3	St4	St5	St6	St7	St8	St9	St10	St11	St12	St13	St14	St15	St16	St17	St18	St19	St20	St21	St22		
S1	4	5	5	4	5	5	5	5	3	4	4	4	5	5	4	5	4	5	5	5	5	4	97	4.4
S2	4	3	3	2	5	4	4	2	3	5	3	2	5	4	4	4	2	5	2	4	2	4	76	3.45
S3	2	5	3	1	5	4	5	5	4	4	2	4	5	2	4	5	5	4	4	4	4	2	83	3.77
S4	4	4	5	4	4	5	5	5	5	4	5	4	5	4	5	5	5	4	4	4	4	5	99	4.5
S5	5	5	5	4	5	5	5	4	3	4	4	3	5	4	4	4	4	5	4	5	4	4	95	4.31
S6	4	5	4	5	5	3	5	4	5	4	1	4	5	2	4	3	5	4	5	4	5	5	88	4
S7	4	5	5	4	5	4	5	5	2	4	3	4	5	4	4	4	4	4	4	5	4	5	93	4.22

Appendix N: BAC2 Scores on the Survey Questionnaire:

Statements	BAC2 Students																	Totals	Average
	St1	St2	St3	St4	St5	St6	St7	St8	St9	St10	St11	St12	St13	St14	St15	St16	St17		
S1	2	4	4	5	4	4	5	5	4	4	4	5	4	4	5	4	5	72	4.23
S2	4	3	5	2	5	2	2	2	1	5	4	2	5	4	3	4	4	58	3.41
S3	4	4	2	5	3	2	4	3	4	3	2	4	4	4	3	3	4	58	3.41
S4	4	5	4	5	4	3	1	5	5	4	5	4	4	5	5	4	5	72	4.23
S5	4	5	4	1	4	3	5	5	4	4	4	1	4	5	5	4	4	63	3.70
S6	2	3	4	5	5	2	5	3	5	5	4	5	2	2	5	4	5	66	3.88
S7	4	4	5	5	4	2	5	4	5	4	4	2	4	3	5	4	5	69	4.05