

TEACHERS' PERSPECTIVES TOWARDS SIGNIFICANCE OF COLLOCATION LEARNING AT GRADUATE LEVEL

*Faiza Latif, **Maria Saleem, ***Aqsa Sarwar, ****Muhammad Rashid

ABSTRACT:

Vocabulary learning is the integral part of linguistic proficiency because no-language can be learnt properly without vocabulary storage in cognition. Collocation is the integral part of vocabulary learning as English language has a lot of collocations consisting on their denotative meanings. The study is quantitative in its nature and is conducted through a survey. Selected sample is 100 teachers teaching at graduate level in Multan. Five Likert scale questionnaires are used to note the perception of teacher teaching at graduate level. Analysis is made through the percentage of response and mean value. The study describes that 71% of the teachers have high intentions regarding collocations learning at graduate level and highly recommend making sure collocations part and parcel at graduate level. The disagreeing attitude is shown by 17% of the teachers while 11% remain neutral. The calculated mean value is 3.7 which describe the high intentions of the teachers to include the contents and other relevant constituents of collocations learning in the syllabus.

Keywords: Collocation, Vocabulary Learning, Writing Skill

Introduction:

Collocations refer to a group of words that go together, to form fixed or semi-fixed expressions. They compose a significant portion of a native speaker's linguistic competence (Wray, 2002; Schmitt, 2004). In the context of foreign language learning, many scholars have viewed collocation knowledge as a crucial element that improves students' vocabulary knowledge and use of target language (Nation, 2001). Given the importance of collocations and their relevance to foreign language teaching and learning, a growing body of research studies has focused on measuring the productive and/or receptive collocational knowledge of learners, exploring how collocational competence relates to overall linguistic competence, and identifying ways of enhancing learners' collocational competence (Bağcı, 2014; Gitsaki, 1996). Collocations consist of two parts: a pivot word which is the focal word in the collocation and it collocate(s), the word or words accompanying the pivot word (Shin & Nation, 2008). Collocations fall into two categories: grammatical collocations and Lexical collocations. Following Benson, Benson, and Ilson (1986), a grammatical collocation generally consists of a dominant open class word (noun, adjective or verb) and a preposition or particular structural pattern such as an infinitive or a clause. The major types of collocations are: noun + preposition / to infinitive/ that clause (access to, agreement with that), preposition + noun (in advance, to somebody's advantage), adjective + preposition/ to infinitive/ that clause (aware of, necessary to, afraid of that) a verb combining in different ways with a preposition, an infinitive with to, an infinitive without to, a verb form ending in -ing, that clause (Adjust to, begin to, keep doing, think of that).

*Institute of English Studies, University of the Punjab

**PhD Scholar, Department of English Linguistics, the Islamia University of Bahawalpur

***M.Phil in English Literature, Department of English Literature, the Islamia University of Bahawalpur

****M.Phil English Linguistics, Institute of Southern Punjab, Multan

Emery (1991) calls “collocations as unpredictable and language-specifics” so it is doubtful the phenomenon could have a frequency list of phrases, as there is abstraction to make its definition. Stubs (2002) says there is arbitrariness in the semantics of the collocations but its significance cannot be neglected at all. However, studies investigating learners’ perceptions of collocations are limited worldwide and nonexistent in the Pakistani context. Thus, the present study aimed to investigate the perceptions of English as a foreign language (EFL) learners related to the learning of collocations. In doing so, it aims to provide insight into how provision of collocation studying practices in Pakistan can be improved.

Statement of the Problem:

Vocabulary learning is not given as much importance as is given to the grammar. The researches illustrate that linguistics competence is based on the proficiency in vocabulary. The collocations which are the integral part of vocabulary learning should be learned to enhance the writing skills and could be groomed by studying collocations preferably.

Research Objective:

- To illustrate the significance of learning collocations for improvement of academic writing skills.

Research Questions:

- 1) What is the teacher’s understanding regarding the significance of collocation learning at graduate level?

Significance of the Study:

The study will help to understand the need of collocations learning for the better writing skills so that the writing skills would be developed among the learners. It also gives stress to manipulate the teaching methodologies and content setting through which the collocation learning would be improved.

Literature Review:

Namvar (2012) in his study said that there is a strong relationship between language proficiency and collocations learning. The four skills of language are dependent on the development of the vocabulary so in this regard, there are two types of vocabulary, one word and combinations. The one-word vocabulary is easy to learn, while the vocabulary of combinations of the words makes the person more proficient in the language learning. Endian, Gorjjan & Aghvami (2013) conducted a research study to find out the effects of lexical collocation awareness on the Iranian EFL learners’ writing skills. The study was based on the pre and posttest, being made on the 50 male and female students of Ahvaz Islamic Azad University. The study was quantitative in its nature. The results of the study illustrated that the significance difference was noted among the mean scores of control and experimental group. The conclusion of the study also suggests that there would be a high emphasis on the collocation teaching so that the writing skills would be groomed while the focus mostly is given in the grammar learning and only sentence formation. Mutlu & Kaslioglu (2016) made a research study on the *Turkish EFL Teacher’s and Learner’s Perception of Collocation*. The study was quantitative by its method. The study reveals that collocation learning is given importance by the Turkish teachers as well as by the students. The teachers claim and feel confidence while teaching collocations but the student shows that their understanding is not being completed by the teachers’ teaching methods. The teachers claim that the students are given proper teaching in the meantime while the time is least for teaching and practicing the

collocations. The teachers also stress that the learning of collocations would be implicit while the students say that there would be explicit strategies for learning and teaching English collocations. The use of mother tongue being the obstacle is also shown in the study. Farghal& Al-Humble (2017) made a study on the *Lexical Collocation in EFL Writing*. The study was qualitative in its nature which was conducted on the basis of the 100 descriptive essays written by the EFL learners of literature and linguistics in Kuwait University. The results of the study described that the collocation errors were very much evident in the writings of students. The collocation errors were found as 84% in the writings of the students. Out of these errors of collocations, 64%, 23% and 13% were the errors of verbal collocations, adjective collocations and prepositional collocations respectively. The results of the study illustrate the collocation study must be given due attention for the enhancing of the writing skill.

Research Methodology:

Present study is quantitative in its nature which consists of the questionnaire. The study is survey bases, in which the frequencies and percentages are described of the teacher's perceptions. The perception of the teacher is calculated through a Likert scale-based questionnaire. Sample of the study are 100 teachers teaching at different institutes of District Multan. Sampling process is convenient and the data is collected from the teachers teaching at graduate level, in different institutes and academies. Analysis of the data is made through frequencies and the significance is noted through the mean value.

Data Analysis:

Table No. 1

Questions		SA	A	U	DA	SDA	Total	Mean Value
Q.1	Frequency	57	32	4	7	0	100	4.39
	Percentage	57%	32%	4%	7%	0%	100%	
Q.2	Frequency	24	51	12	8	5	100	3.81
	Percentage	24%	51%	12%	8%	5%	100%	
Q.3	Frequency	37	36	16	11	0	100	3.99
	Percentage	37%	36%	16%	11%	0%	100%	
Q.4	Frequency	32	53	4	10	1	100	4.05
	Percentage	32%	53%	4%	10%	1%	100%	
Q.5	Frequency	20	57	6	8	9	100	3.71
	Percentage	20%	57%	6%	8%	9%	100%	
Q.6	Frequency	33	45	10	7	5	100	3.94
	Percentage	33%	45%	10%	7%	5%	100%	
Q.7	Frequency	28	42	13	10	7	100	3.74
	Percentage	28%	42%	13%	10%	7%	100%	
Q.8	Frequency	50	34	5	2	9	100	4.14
	Percentage	50%	34%	5%	2%	9%	100%	
Q.9	Frequency	26	47	5	13	9	100	3.68
	Percentage	26%	47%	5%	13%	9%	100%	
Q.10	Frequency	6	64	20	10	0	100	3.66
	Percentage	6%	64%	20%	10%	0%	100%	
Q.11	Frequency	17	55	17	8	3	100	3.75
	Percentage	17%	55%	17%	8%	3%	100%	

Q.12	Frequency	37	40	14	9	0	100	4.05
	Percentage	37%	40%	14%	9%	0%	100%	
Q.13	Frequency	40	31	9	14	6	100	3.85
	Percentage	40%	31%	9%	14%	6%	100%	
Q.14	Frequency	22	54	9	15	0	100	3.83
	Percentage	22%	54%	9%	15%	0%	100%	
Q.15	Frequency	21	41	8	19	11	100	3.42
	Percentage	21%	41%	8%	19%	11%	100%	

Q. No. 1 I think that English writing skill is very important nowadays.

Analysis:

The early first question was asked to the teacher about the writing skill whose integral part is also collocation. The significance of the writing skill is being asked in this question from the teachers of graduation level teaching at graduation level. 57% of the teachers showed their strong intention towards giving high significance to the writing skill while 32% of the teachers also had the same view while in research. Disagreement is being shown by 7% of the participants while 4% of the respondents remained neutral and have no specific view in this regard. The mean value 4.39 describes that there is high significance of the statement of the question among the teachers as the writing skill has the integral part in the study and being the teachers of Pakistani students, the teachers have to pay special attention to the teaching and making the students skilled with the writing skill.

Q. No. 2 I believe that English language writing skills must be learnt as a priority in the class.

Analysis

The Question No. 2 is being put before the teachers to know their views about the property of learning English language writing skill. The writing skill of the English language has its own significance as it is the great source of providing the communicative message to the rest of the linked persons or authorities. The views of the teachers are of high significance as the 24% teacher are strongly in favour and agreeing that there would be given high priority to writing skills of English language while 51% have the same views as the writing skills is integral part of assessment and official correspondence in the market. As there are four skills of learning a language so 5% teachers are not in the same views while disagreement is also being shown by 8% of the teachers as well. 12% remain unbiased and have no specific views of writing skill priority. The significance of the statement is there before the teacher as the mean value is 3.81 which shows that the teachers are in the view that the writing skill has its integral and different significance than other skills and it would be paid special concern at all.

Q. No. 3 I think that learning collocations will improve the writing skills of students at academic level.

Analysis

The Question No. 3 is being raised to the teacher about the academic writing skill and the integral part of writing skill which collocation in the present study. Vocabulary learning of any language has great significance because without learning a certain type of vocabulary, no competency can be achieved from the language skills perspectives. Collocations consist of the set of words rather than a single word learning. The present question is also being raised in the same perspective as the collocations have a great deal of importance in the field of academic writing so the significance level of the question is also high here when 37% teachers strongly agree and 36% of the teachers agree with the statement of the question. Disagree are 11% while 16% remain neutral. The mean value is as high as 3.99 from 5 which describes that the academic writing has gained great importance before the teachers of graduation level while the integral parts must be given high significance for the purpose of academic writing learning as well.

Q. No. 4 I think that learning collocations will improve the writing skills out of institutes also

Analysis

The English language has gained high importance in the field of education, profession and in the personal life of every individual. The question is being asked in the same perspectives as every individual is in the same concern that his/her language proficiency would be liked and idealized. The people do practice for the purpose of enhancing their language skills, so things are of high significance in this regard. 53% and 32% teachers are agreed and strongly agree in this respect as they have view that the practice of collocation would be made in the personal life as well while the contrastive view is being gained by the minors of the teacher as 10% and 1% of disagree and strongly disagree view because they things that the understanding of language with collocations could not be so easy by the student in the private life. 4% remain undefined and have no specific attitude in this regard. The mean value of the study illustrates that there is high significance of the question as it is 4.05 which denotes that teachers intended that there would be practicing and use of collocations in every field of life even personally so that the linguistic fluency could be gained as well.

Q. No. 5 I think that collocations must be taught for speaking skills as well.

Analysis

Collocations are mostly referred to the writing skills and vocabulary learning in the field of language learning. There are few studies in this field that show the collocations would be used in the speaking scenario as well. Question No.5 is being raised in the same perspectives and the obtained and analyzed data describe that 57% teachers are in favour that collocations would be taught and would be used as the integral part of the speaking skill as well while the strong agreeing attitude is also gained by 20% of the teachers of the study. In contrast, 9% and 8% teachers strongly disagreed and disagreed respectively. The neutral behaviour is being shown by the 6% of the teachers as they could not be familiar with the phenomenon of language learning or teaching with respect to the collocations. The mean value describes the significance of the statement as it is 3.71 which denotes that the teachers intended that there would not only be attention paid on collocation learning for the purpose of writing or vocabulary learning only rather than it would be paid attention for the speaking ability enhancement as well.

Q. No. 6 I think that collocations learning is an integral part of English language learning.

Analysis

The present Question is being asked to teachers to know their view about the part and parcel of English language which collocation as the subject of the study is. The question is being raised to have the view

that 45% and 33% teachers have the agreeing and strongly agreeing attitude and views that collocations learning is the integral part of English language learning. The English language is given high prestige in our daily life so after learning the single word vocabulary, there is a need to learn the complex rules of the vocabulary. In these complex rules of vocabulary, the distractive rules are mostly of collocations. Therefore, the teacher could have same agreeing view. The opposite view is being shown by the 7% and 5% of the teachers as disagreeing and strongly disagreeing because they could have views that vocabulary learning basically is taken as the single word learning. The mean value 3.94 shows that there is high importance of the statement before the under-study teachers and they keep it very much important at all.

Q. No. 7 I think that the importance of collocations learning would be told in the class.

Analysis

Question No.7 is about making the minds of the students by telling the significance of collocation in the classroom so that the attention and intentions would be developed in the minds of the people. Repose of the question, 42% teachers are seemed as agree while the strong agreement is being shown by 28% of the teachers. This tendency is being shown as the teachers know that the classroom can be the best place where the students mind could be mapped for the purpose of specific intentions and attention. This situation is built as the students come with the intention that they would keep on thinking and they would tell such things which would be more beneficial to teachers and keep this platform as the beneficial state of telling. In opposition to the statement of the question, 7% teachers strongly disagreed while 10% remained disagree while the neutral tendency was shown by 13% of the teachers. This disagreement is being shown by the teachers as the teachers see the things which are made in the memorization rather than in the mid set of creativity. The mean value 3.74 shows that the tendency of teachers to teach the significance of collocations is too high as the classroom is the more reasonable platform of telling what a teacher wishes to tell the students.

Q. No. 8 I think that the English language must be taught with different ways of teaching vocabulary.

Analysis

Question No. 8 is about the teaching of English vocabulary with the different methods and ways. As it is known that English vocabulary has the status of backbone in terms of language learning, the question is being asked to know the attitude and perception of the teachers. In response to the question, 50% teachers have been seen as strongly in agreement while 34% teachers are also seen as agreeing to the statement because English language as foreign language has great significance in the field of language learning so this language is being taught and studied initially with the vocabulary learning and teaching. In opposition to the statement 2% of the participants were disagreeing while 9% have been seen as sportingly disagreeing and neutral behaviour has been seen by 5% of the teachers of the study. The disagreeing attitude could be seen due the teaching and learning remedies in the institutes where the concern is not much shown to see the things as ground level. Despite this, the mean value describes that there is a huge tendency of the teachers towards teaching and learning English vocabulary with different methods and ways. The mean value is so high so it can be observed that the tendency lies in a huge significant way as the mean value is 4.14 which is quite high.

Q. No. 9 I think that collocations would be used in regular discussions.

Analysis

Daily discussion is the way in which the huge amount of practices can be maintained under the perspectives of practices and usage of the required things. Question No. 9 is also asked in the same perspective to know the view of the teacher regarding collocational use in the daily and routine of life. The positive response as favour is being given by 47% of the teachers as they think it important that the indulgence of collocation in daily life can be more helpful to understand the use and proper use of collocations. The same effective positive response is also being given by 26% of the teachers as they think it more important that the student would use it in their daily discussion. In opposition of the statement, the response is being taken by 13% as negative and 9% as more opposing. This tendency could be due to the intentions of the society which is not more in favour of the language used in the society and take English language as the alien language. The neutral behaviour is shown by 5% of the teachers as the teachers keep it as unnecessary aspects of the concern because of the dual enforcing on both sides regarding use of language. The mean value 3.68 as shown in the figure describes that the tendency of the teachers regarding use of language with collocation usage, is quite high and they are intended to keep it more necessary to use English language collocation in daily discussion for betterment of English language.

Q. No. 10 I think that collocations would be practiced in the class for better English language learning.

Analysis

Question No. 10 is asked to the teachers about the practicing of collocation for better English language learning. The results of the question as shown in Table No. 1 shows that most teachers are in favour of practicing collocations in the classroom as the classroom could be the better platform of learning and practices. Such tendency is being shown by the teachers due to the high requirement of collocations learning for the purpose of enhancing the English compound vocabulary as the singular vocabulary is easy to learn but there comes difficulty while learning compound vocabulary. 64% of the teachers have shown their tendency towards practicing English collocation in the classroom as the more effective source of learning because of this, there could be a high tendency of the students towards learning English vocabulary. The same perspective is also being gained by 6% of the teachers because the teachers believe firmly that the learning of collocation in the classroom can give better results of vocabulary learning. 10% of the teachers show the tendency in opposition as there could be issues in time management, learning intentions or could be the reason for learning other aspects of the English language. The neutral behaviour is being given by 20% of the teachers as the teachers think that there could be a better environment for learning intentions by practicing English collocations in the classroom. The mean value as shown in the table is 3.66 which shows that there is a huge tendency of the teachers in learning collocation because the classroom could be a better place of learning and the same level of the students could provide a better environment of competition and learning collocations.

Q. No. 11 I believe that collocations are necessary to be used for better language skills.

Analysis

The English language has four necessary skills which includes listening, speaking, reading and writing. The dependency of fluency of any language could depend on these four skills therefore Question No. 11 is being asked in this perspective to know the tendency of the teachers of collocations learning. After putting this question of the importance of collocations learning for language skills, the obtained results as shown in Table No. 1 describes that the teachers' tendencies towards learning collocations is high for the betterment of the language skills. The tendency of the teachers is very much positive towards learning collocations as 55% of the teachers show that they agree with the statement while 17 % of the teachers are highly in this favour as they strongly agree that language skills could be better with the use of

collocations. This shows that the teachers are highly in this favour because the language skills could only be groomed due to the vocabulary enhancement. The compound vocabulary is quite necessary that the students would be intended to learn English collocations for better language fluency. 8% and 3% teachers show disagreement and strong disagreement towards the statement. This could be due to the tendency of single world learning vocabulary. In this perspective the agreeing attitude is more than of the disagreeing. The neutral behaviour is being shown by 17% of the teachers as the things could be of no importance before them. The mean value as shown in the Table No. 1 is 3.75 which describes that there is huge significance in the favour of the statement of the teachers that the collocations would be learnt and there can be better language fluency due to practicing collocations.

Q. No. 12 I believe that collocations learning makes a student more efficient in language.

Analysis

Language efficiency is the result of all linguistic categories of learning which are taken in the perspectives of the linguistic fluency. The fluency has also been donated as the symbolize completion of all those strategies which are the integral part of language learning. The present question is also being asked in the same perspective to know the views of the teachers about the language proficiency of the students with the help of collocation learning. The results of the question as shown in the Table No. 1, that 40% of the teachers are agree that collocation learning is helpful and supportive to enhance the language proficiency while 37% of the teachers are stirringly with the statement as the teachers know that learning of collocation is the integral part of learning of vocabulary. The opposition is being made by 9% of the teachers about the statement and this tendency is because the things mostly are ignored in many of the perspectives so this view is being retrieved. The mean value 4.05 is so high that it can be illustrated that the high significance level is found in the perspectives of the teachers' view. The teachers know that the language efficiency is also rooted in the learning of collocation in which the learning attitude is very much necessary so that the proficiency of the language would be retrieved.

Q. No. 13 I believe that collocations learning makes a student more prestigious in the class.

Analysis

To become prestigious in any field of life is the main aim of any individual in life. The Question No. 13 is also asked in the same perspectives of collocation learning and its impact on the life of a student of becoming prestigious in the class. The obtained results as shown in the Table No. 1 tells that most of the teachers have same tendency that collocation learning can make a student more prestigious in the classroom as the personality of the student would have been groomed and the tendency of the teachers is also of favouring at all. This scenario could be helpful to become prestigious with language proficiency. The obtained results shown in Table No.1 describes that the tendency of the teachers is also favouring that learning of collocation can be helpful to become prestigious and this statement is being shown by the 40% of the teachers as strongly agree and 31% of the teachers as agreeing too while strongly agreement and disagreement is being shown by 6% and 14% of the teachers respectively. This tendency could be that the learning environment could not be favoured in this perspective. The opposing tendency could also be due to the competitive environment as well. The neutral attitude is being shown by 9% of the teachers as they have no specifics view in this regard and are aside. The obtained mean value shown in the Table No.1 describes that there is a high tendency of the teachers towards the aspects of collocation learning and learned persons 'prestigious values in the classroom.

Q. No. 14 I believe that through collocations learning students can enhance their command on language use.

Analysis

Language command is necessary for the language fluency while the integral part is being played by the vocabulary learning as well. The language command can only be gained through practicing the vocabulary as well. The present question is being asked to the teachers about collocation learning and the command on language. 54% of the teachers agree that collocation learning can enhance language proficiency and language commands while the same view is also being given by 22% of the teachers as strongly agreeing that collocation learning can play an integral part in enhancing language use and command. This could be because of fluency as the primary stage is being groomed by the student and the collocation learning is the second stage of linguistic proficiency. The disagreeing attitude is given by 15% of the teachers while the neutral behaviour is seen by 9% of the teachers in this regard. The linguistic fluency can also be gained through the use of collocation as the collocation can make the language of a person more fluency and more comprehensive. The significance of these aspects is also seen here as the mean value is too high because the teachers think that there is a high relation of collocation and vocabulary learning as the mean value is 3.83 which denotes high intentions of the teachers towards collocation learning and command on language use.

Q. No. 15 I think that collocations learning will provide a chance to be more intended for language learning.

Analysis

Every language is learnt through the proper attention and intention so that the cognate as well as the parameters of learning a language. The question is also asked in the same perspective as whether the students are intended or not to learn the English language. The question is put before teachers, the majority of the teachers as 41% are agreeing with the statement that the students would practice English collocation then their intentions in learning language will be enhanced while a strong agreeing attitude is also seen by 21% of the teachers as well. This could be because the teachers think that collocational learning level is the next step of learning a language and through learning collocations, the student will be able to learn English with more intentions and attention. The disagreeing attitude is being seen by 19% of the teachers while strongly disagreeing teachers are 11% in this regard. Such behaviour is due to the no interests of the students or the load of the work on students as they could not be able to learn collocations in the same perspectives. The neutral behaviour is seen by 8% of the teachers as the teachers can think that the involvement of highly learning of collocation may disturb the rest of the constituents of English language. Mean value 3.42 describes that the teachers are highly intended in this regard and they think that learning of collocation could be better to create intention and attention regarding learning of language.

Conclusion:

Graduation level is considered to be the highest degree in Pakistan because, after this degree, the students have to take part in professional studies or professional activities. Most of the tests in Pakistan are taken to check the writing skills as well as the comprehension skills of the students for the purpose of future planning. The present study is of high significance as it describes that the teachers teaching at graduate level are in high concern to enhance the writing skills of the students for the purpose of better exposure and manipulation of the situation. The analyzed data describe that more than 70% teachers are in favour of teaching the student collocations so that the writing skills of the students could be enhanced. The obtained mean values are 3.7 which describes that the collocations have high significance in the eyes of the teachers teaching at graduate level. The data is also in favour of setting the future directions for the

purpose of better teaching and learning process regarding vocabulary enhancement after taking part in collocations learning.

References:

- Bağcı, N. F. (2014). *Turkish university level learners' collocational knowledge at receptive and productive levels*, Unpublished Master Thesis. Middle East Technical University. Ankara, Turkey.
- Benson, M., Benson, E., & Ilson, R. (1986). *The BBI combinatory dictionary of English*, Amsterdam: John Benjamins Publishing Company.
- Eidian, F, Gorjian, B, Aghvami, F. (2013). The Effect of Lexical Collocation Awareness on Iranian EFL Learner's Writing Skill, *Academia Journal of Educational Research*, 2(1). 1-6.
- Emery, P. G. (1991). Collocation in Modern Standard Arabic, in *Zeitschrift fur Arabische Linguistik, Journal of Arabic Linguistics*, (23), 56 – 65.
- Farghal, M. & Hmaley, A. M. (2017). Lexical Collocations in EFL Writing, *The Journal of Asia TEFL*, 4(2), 69-94.
- Gitsaki, C. (1996). *The development of ESL collocational knowledge*. Published Doctoral Dissertation, The University of Queensland, Brisbane, Australia.
- Mutlu, G. & Kaslioglu, O. (2016). Turkish EFL Teachers' and Learner's Perceptions of Collocations, *Sakarya University Journal of Education*, 6(3), 81-99.
- Namvar, F., Mohdnur, F., Ibrahim, N. & Mustafa, J. (2012). Analysis of Collocations in the Iranian Postgraduate Students' Writings, *The Southeast Asian Journal of English Language Studies*, Vol. 18(1), 11-22.
- Nation, P. (2001). *Learning vocabulary in another language*, Cambridge: Cambridge University Press.
- Schmitt, N. (2004). *Formulaic sequences: Acquisition, processing and use*, Amsterdam: John Benjamins.
- Shin, D., & Nation, P. (2008). „Beyond single words: the most frequent collocations in spoken English“. *ELT Journal*, 62, 339-348. Retrieved on January 05, 2022. Retrieved from <http://dx.doi.org/10.1093/elt/ccm091>.
- Stubbs, M. (2002). Two Quantitative Methods of Studying Phraseology in English, *International Journal of Corpus Linguistic*, 7 (2), 215 – 244.
- Wray, A. (2002). *Formulaic language and the lexicon*, Cambridge: Cambridge University Press.