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**Exploring the Effectiveness of Lexical Sets in the Learning of
Lexical Collocations Through Reading**
**The Case of third year high school students majoring in foreign
languages**

Dissertation submitted in partial fulfilments of the requirements for the degree of Master
in didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled “Exploring the Effectiveness of Lexical Sets in the Learning of Lexical Collocations Through Reading” is our own work and all the sources we have used have been acknowledged by means of references. we also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Ouail Signature

Thamir Signature

Date

Dedication

In the name of Allah, the most gracious, the most merciful

I dedicate this work to all my beloved ones

To my father, my biggest win and my biggest loss

To the who provided me with long lasting education

To my mother who did everything for me

To my brother who has got my back

To my uncles who has willingly strived to help me

To my cousins who helped us immeasurably

To my teacher, mentor, and brother Dr. Fateh Bounar who provided me with constant guidance during my journey

To my friend and brother Thamir whose presence is really appreciated in my life

To Moussa di Beli, Rafik, Idris, and Housseem, Bilel, Reda, Haroun with whom I shared many unforgettable moments

To my friends of the class of 2018 with whom I shared some precious moments

To the battles I have fought

To the hardships I have been going through

To the bold man who refused to give up

Ouail

Dedication

In the name of Allah, the most kind and forgiving, I dedicate this work to all my beloved ones

To my father who has always supported me

To my mother who had made the man I have become

To my sister Nada who has always stood with me

To my brothers Moussaab and Daoud who have made my life more enjoyable

To friend and brother Ouail whom we were together in facing all ups and downs

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Abstract

Lexical collocations are among the language aspects that can be used to enhance learners' overall proficiency. However, learning such collocations without any specific method or technique can be ineffective. In other words, the process of learning lexical collocations can be of little benefit if it lacks the use of a suitable technique. To this regard, to teach and learn vocabulary, several scholars suggested certain techniques including lexical sets. The latter can be defined as technique that involves grouping words or lexical items in accordance to their semantic coverage. In this context, the current research aimed to explore the effectiveness of lexical sets in the learning of lexical collocations through reading. In others words, the researchers strived to see if lexical sets can boost the learning, understanding, and retention of lexical collocations. It was hypothesized that learning lexical collocations through lexical sets can make that learning process more effective. The present study used mixed methods wherein a quasi-experiment was conducted in the form of a pre-experiment with one experimental group. The latter involved fifteen third year high school students of foreign languages at Kiamouche Ferhat High School, Jijel. These students were selected on the basis of purposive sampling. In addition to the pre-experiment, a questionnaire was administered to ten EFL teachers in order to gain further in-depth insight into the research. The findings revealed that learning lexical collocations through reading while they are grouped into semantically related items can boost not only the learning and understanding of such word combinations but can also pave the way for an easier retention. It is recommended for EFL instructors and those who are immersed in planning language policy to include lexical sets in combination with reading to learn lexical collocations in the curriculum of EFL learning.

Keywords: Collocations, Lexical Sets, Lexical Collocations, Reading.

List of abbreviations

Df: Degree of Freedom

EFL: English as a Foreign Language

i.e.: id est (That is to say)

N: Number

P value: Probability Value

S: Statement

SD: Standard Deviation

SEM: Standard Error Deviation

Vs.: Versus

X: Scores

%: Percentage

Σ : Sum

\bar{X} : Mean

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ملخص

General Introduction

Learning English has become a central and a common practice among not only those who are immersed in the field of languages but also those who are not like doctors, coaches or common people. To put it differently, learning and mastering this universal language has been a desirable target for the vast majority of people around the world. With regard to the huge development that occurred in the world, English along with its spoken and written discourse have become an indispensable means of communication, and the need to master this language climaxed. Therefore, teachers have been striving actively to find ways that boost the learning process of this language. Numerous scholars suggested that EFL learners should be driven to learn collocation because they make one's discourse accurate and smooth. According to Rao "A key element of natural fluency in English is mastery of collocations in both their oral and written forms" (p3).

The learning of collocations, however, can be carried out through several ways and techniques. Nation (2011) and Gowdasiaei (2005) are among the scholars who stressed on a technique known as lexical sets. This technique involves grouping lexical items in accordance with their semantic coverage. It has been stressed by several scholars who tried to shed light upon its importance in teaching lexical items along with collocations which play a central role in EFL learning. As an example, Basal (2019) stated: "It is important to help foreign language learners to learn collocations to enable them to become proficient and fluent in the target language." (p. 350)

The idea expressed above relates to what extent it is important to learn collocations. A lexical collocation, which is one of the main variables of the study, refers to words that co-occur and that are used frequently in the discourse of native speakers. Such word combinations do not have certain concrete rules for their occurrence. Instead of this, they just co-occur naturally (Halliday and Hasan 1967, p.289).

In the context of English learning, considerable importance should be attached to collocations, for they play a significant role in enhancing learners proficiency (Rao 2018, p.2). Teachers, therefore, have been striving actively to find ways and strategies that boost the learning of collocations. In other words, the question of how to make learners learn lexical collocations effectively and fully understand them was central. For this reason, numerous scholars conducted several studies and suggested some strategies to teach and learn collocations. When it comes to such techniques in general and lexical sets in specific, Nation (2011), a proponent of using lexical sets, stated the following: “it seems a good idea to present words of related meaning together so that learners can see the distinction between them and gain reasonably complete coverage of a defined area of meaning.” (p.6)

Using lexical sets is thus a strategy that involves grouping words and lexical items together in accordance with their semantic coverage. Therefore, it is believed that learners can save time and energy when learning collocations through this strategy. Clark (1993) claimed that when children begin acquiring a lexical domain, there will be a higher chance for them to acquire more words of the same domain simultaneously (as cited in Hashemi and Gowdasiaei, 2005, p.343)

1. Background of the Study

A number of studies have been conducted to investigate the area of collocations. Such studies strived to offer different methods and techniques to teach collocations and shed light on their importance. More significantly, they tried to explore effective methods and techniques to teach and learn collocations.

Goudarzi (2012), an Iranian scholar, tackled collocations and some related techniques used to learn them. Carried out in the department of English of Islamic Azad University in Isfahan, Iran, Goudarzi’s research (2012) aimed to shed light on the

relationship of a technique known as input enhancement with the learning and retention of collocations by EFL learners. Following the experimental design, the scope of her study focused on the teaching of collocations through reading, which was combined with the input enhancement strategy. Following the experimental design, Goudarzi divided the participants into three groups giving them texts to be read. The text of the first group contained glossed collocations. The second group, however, was given some texts containing highlighted (in bold) collocation. On the other hand, the third group as the control group received neither highlighted nor glossed collocations. After the analysis of the obtained from the experiment, it showed that L1 glossed collocations group outperformed the highlighted and non-highlighted collocations groups. In brief, according to Goudarzi the use of glossed collocations in texts reading has a beneficial impact on collocations learning.

Webb, Chang, & Newton (2013) conducted a research with the aim of investigating the effect of repetition on the learning of collocation through reading while listening. In order to investigate this, an experimental design was followed to find the effectiveness of such method in teaching collocations. The results of this investigation revealed that the repetition of presented collocations through reading while listening seemed to be an effective method for learning L2 collocations. Furthermore, the findings of this study revealed that increasing the number of repetition of collocations leads students to learn collocations better.

Basal (2019) carried out an investigation at Foreign Languages Education Department, Yildiz Technical University, Istanbul, Turkey employing the quasi-experimental design. He investigated the effects of online tools on teaching English adjective-noun collocations, comparing in the process this approach to the traditional approach that uses regular classroom activities. However, the experimental group received instruction of collocations through using online tools such as the Oxford online dictionary. The comparison of the immediate tests and post-tests results demonstrated that the

experimental group, who were taught collocations with online tools, performed significantly better than the control group using the traditional activities. In brief, the findings of the study show that the combination of different online tools is an effective way for teaching collocations.

However, after having reviewed the existing body of knowledge and research on the teaching of lexical collocations, no researcher, to the researchers' mind, has explored the role that lexical sets can play in improving EFL students' understanding and learning of lexical collocations. Therefore, the present study aimed to fulfil this existing gap by exploring the effectiveness of lexical sets when learning lexical collocations through reading. While writing, for instance, requires a lot of work both on the part of teachers and students, reading, a receptive skill, allows teachers to prepare classroom activities beforehand, saving the time and energy of teachers and students alike. Besides, learning through reading does not involve many adversities as when learning through listening, which requires learners to focus on suprasegmental features. By contrast, when students tackle lexical collocations through reading, they merely have to deal with a structured and ready-made composition rather than producing one.

2. Statement of the Problem

Learning lexical collocations as small segments of a session is not enough for learners to fully understand them. In other words, allocating a small portion of time in a session without any pre-determined method to teach lexical collocations is believed to be not only insufficient but also inadequate. This problem has been tackled by some studies and scholars trying to find ways to solve it. To overcome this problem, it is suggested that EFL students learn lexical collocations in lexical sets through reading. This technique is assumed to be effective to help students understand, use, and retain lexical collocations.

3. Research Questions

The present study aims at investigating the following research questions:

1- To what extent is the use of lexical sets, through reading, effective in the learning of lexical collocations?

2- What are EFL teachers' attitudes towards the use lexical sets to teach lexical collocations?

4. Research Hypothesis

- Null hypothesis: The use of lexical sets through reading has no effect on the learning of lexical collocations.

- Alternative hypothesis: The use of lexical sets through reading has a positive effect on the learning of lexical collocations.

5. Significance of the Study

The present study aims to shed light on the efficiency of implementing lexical sets as technique to learn lexical collocations through reading. In other words, it aims at exploring the effectiveness of the use lexical sets not only in the learning but also in the understanding and retention of lexical collocations. Therefore, this study could be helpful not only for the students but also for the teachers in the sense that it is most likely to raise their awareness towards learning lexical collocations through this technique, lexical sets.

6. Research methodology

The present study adopted a mixed method approach in order to be conducted. Aiming to answer this study question, a pre-experiment design and a questionnaire were utilized. In conducting the experiment, a sample of fifteen 3rd year high school students majoring in foreign languages were selected, which they served as the experimental group.

Concerning the questionnaire, ten teachers were asked to answer it in order to explore their attitudes toward the use of lexical sets.

7. Organization of the dissertation

The present research is divided into two chapters. The first chapter is concerned with the theoretical framework of the dissertation. The second chapter, on the other hand, encompasses the practical framework of the topic at hand. Furthermore, chapter one is devoted to the literature review of the current study. This chapter comprises two sections; the first section covers the theoretical aspects of collocations including definition, importance and types. The second section, however, presents an overview of lexical sets and reading. Moreover, chapter two is divided into two sections. The first section discusses the methodology utilized in conducting the study. While the second section elucidates a detailed analysis of gathered data and interpretations of the major findings.

Chapter One: Literature Review

Section One: Collocations

Introduction

Collocations are considered one of the main elements in learning vocabulary. Learning collocations has always been a challenging task, as there are no rules to follow in formulating these word chunks. In this regard, this chapter is divided into two sections devoted to presenting some theoretical aspects of this study. First, section one provides an overview of collocations. The second section, however, casts light on lexical sets and different aspects of reading, such as types and techniques

1.1.1 Definition of Collocations

Collocations are word combinations that occur together naturally with a high frequency. Unlike free word combinations, which have specific rules or norms that must be followed to construct them, collocations do not have concrete rules; they just naturally co-occur. For instance, in English, there is no rule that states the adjective “heavy” must be used with the noun “rain.” Instead, these two words naturally collocate. Native speakers often use these word combinations spontaneously, and they can be easily noticed in their speech.

When discussing collocations, it would be imperative to bring the reader’s attention to the definition put forward by J.R. Firth, who stated “You shall know a word by the company it keeps.” In addition to Firth's definition, Halliday and Hasan (1976) sought to provide further explanation of collocations. Collocations were defined as “a cover term for the cohesion that results from the co-occurrence of lexical items that are typically associated with one another in some way or another, because they tend to occur in similar environments” (p. 287). McCarthy and O’Dell (2017) also defined collocations as “the natural combination of words; it refers to the way English words are closely associated with

each other” (p. 4). Another clear definition of collocations is provided by the Oxford (2010) Dictionary: “the habitual juxtaposition of a particular word with another word or words with a frequency greater than chance.”

1.1.2 Importance of Collocations

In English, collocations occupy a central role because they pave the way for EFL learners to be more fluent and accurate when conveying messages or ideas, i.e, they make their speech smoother and more accurate. Fluency and accuracy are two important aspects echoed in Lewis’s (2000) words through which he stated the following: “When students learn that it does indeed matter ‘what word goes with what’ and have the tools to discover this information on their own, they are able to produce language that is more natural and accurate” (p.86). Additionally, collocations enhance students’ understanding of discourse and stimulate their critical thinking by leading them to read between the lines and go beyond the literal meaning of a certain message. In other words, collocations can train and prepare learners to deal with the connotative and deep meaning of language.

Furthermore, they are believed to be of crucial importance when it comes to vocabulary because they do not only increase the learners’ range of vocabulary, but they also play a significant role in the remembrance or retention of words. For Bartsch (2004), the use of collocations is considered a useful strategy that assists language learners to convey complex ideas in an effective way (pp.18-19). To put it differently, it has been proven that learners acquire a large number of words and remember a considerable amount of them when learned in chunks.

In brief, collocations enhance the overall language proficiency and understanding, alongside paving the way for native-like fluency. In this regard, Bartsch (2004) said the

following: “Command of collocations is a prime desideratum for all speakers seeking to attain natively like fluency and proficiency in the use of language” (p.20).

1.1.3 Properties of Collocations

1.1.3.1 Semantic Non-Compositionality

Manning and Schutze (1999) defined semantic non-compositionality as follows:

The meaning of a collocation is not a straight- forward composition of the meanings of its parts. Either the meaning is completely different from the free combination (as in the case of idioms like kick the bucket) or there is a connotation or added element of meaning that cannot be predicted from the parts. For example, white wine, white hair and white woman all refer to slightly different colors, so we can regard them as collocation. (p.184)

In English, the meaning of a sentence, a phrase, or an expression can not only be determined through the words of which it is composed. It is not merely grasped by looking at the literal meaning of those words, but it can also be understood by going beyond the surface meaning of a given utterance. In other words, in certain cases, the learner is required to focus more on the deep meaning of a sentence rather than trying to deal with the literal meaning of its composing words or treating those words as separate units, each with an independent meaning. This feature is known as non-compositionality. In this context, Manning and Schutze (1999) stated that collocations tend to have a limited compositionality (p.151). This means that the meaning of a collocation cannot be predicted by focusing on its composing words. As a result, semantic non-compositionality is considered as a defining characteristic of lexical collocations. To clarify, the meaning of the collocation “strong coffee” cannot be appropriately understood by perceiving its composing words as separate units that hold separate and independent meanings. At the literal level, the previous collocation has a weird meaning. Thanks to the feature of non-compositionality, however, the learner will be able to deduce that the collocation “strong coffee” has a deep meaning which is an intense flavour. In brief, non-compositionality is the feature that makes lexical

collocations distinct from other free word combinations and stimulates the students' critical thinking along with engaging them in creative and deep analysis of language.

In a nutshell, non-compositionality concerns the semantic aspect of the language, and once this concept is properly grasped, a learner can deal with the large amount of meanings that are conveyed by a wide array of lexical collocations.

1.1.3.2 Lexical Non-Substitutionality

Concerning lexical substitutionality, Manning and Schutze (1999) said:

We cannot substitute other words for the components of a collocation even if, in context, they have the same meaning. For example, we can't say yellow wine instead of white wine even though yellow is as good a description of the color of white wine as white is (it is kind of a yellowish white). (p.184)

In free-word combinations or utterances, it is possible to substitute or replace a word with its synonym without producing an odd structure. However, this does not apply to the case of lexical collocations. As demonstrated by Abdaoui (2010) in his article, the components of such formulaic expressions should not be replaced by synonyms or similar words (p.23). Otherwise, the learner will end up producing unnatural language that distances them from native-likeness. For instance, in the previously discussed example of "strong coffee," the adjective "strong" cannot be substituted with the adjective "powerful". Otherwise, the structure and the meaning of that lexical collocation will be distorted. Additionally, the expression "powerful coffee" is not considered a lexical collocation in English. Therefore, EFL learners must be made aware that lexical collocations are characterized by the feature of non-substitutionality, and changing or replacing one of its composing words will result in producing odd language.

1.1.3.3 Syntactic Non-Modifiability

Manning and Schutze (1999) tackled the notion of the non-modifiability of collocations and stated the words below:

Many collocations cannot be freely modified with additional lexical material or through grammatical transformations. This is especially true for frozen expressions like idioms. For example, we can't modify frog in to get a frog in one's throat into to get an ugly frog in one's throat although usually nouns like frog can be modified by adjectives like ugly. Similarly, going from singular to plural can make an idiom ill-formed, for example in people as poor as church mice. (p.184)

Syntactic non-modifiability, which relates to syntax, is believed to be a key characteristic of collocations. Bateni's (2010) also argued amply for the importance of non-modifiability, pointing out that the syntactic structure of a given collocation should not be altered or modified (p. 593). In other words, the form of a certain collocation must not be changed neither by changing the word order nor by inserting other words to that formulaic expression. For example, the collocation "burst into tears" means to start crying because of something. Therefore, because of the syntactic non-modifiability, it is not possible to say "burst into happy tears", or it will lead to an ill-formed discourse.

1.1.4 Classification of Collocations

Collocations can be viewed and classified from different perspectives and according to an array of characteristics.

1.1.4.1 Open vs Restricted Collocations

Collocations can be classified by taking into consideration the criteria of openness and restrictedness. In other words, collocations can be either open or restricted. Moreover, speaking of this classification, McCarthy and O'Dell (2017) labelled this criteria as weak and strong collocations (p.8).

The former, open collocations, pertain to those word combinations, or words, which are lexically flexible and can be combined with a large set of words to form other collocations. To clarify, the following word combinations can be classified as open collocations: "go insane", "go abroad", "go bankrupt", and "go bald". The verb "to go" can

be combined with a considerable number of adjectives which can be easily substituted by others to form a different collocation. In other words, these combinations are classified as open collocations because they are not limited to a specific set of words and can be formed in different ways.

Restricted collocations, on the other hand, refer to those words or word combinations that are relatively fixed or have little lexical flexibility, i.e.; they can be used only with a limited set of words. To exemplify, the following lexical collocations are considered to be restricted: “take a shower,” “catch a cold,” “have a drink.” The nouns in the previous examples are typically used with a restricted set of verbs and are not easily substituted with other nouns to form another collocation. For instance, the verb “to have” in the collocation “have a drink” cannot be replaced by the verb “to take” because the chunk “to take a drink” is not a collocation used by native speakers. It is an unnatural form of language.

In brief, open and restricted collocations differ with regard to the degree of their lexical flexibility. As a result, if a word can be used with a large set of words to form different collocations, those collocations are said to be open. Similarly, if a word is used with a limited range of words to form collocations, they are believed to be restricted.

1.1.4.2 Technical vs Academic Collocations

Another angle through which collocations can be viewed is that of context. They can be classified as technical or academic by taking into consideration in which context a collocation is utilized along with paying attention to the words that constitute that collocation, i.e, whether they are peculiar to a given field or not. This means that some collocations are used in special fields and contexts. Others, on the other hand, are utilized in general contexts.

By considering the criteria of context and specificity, it is possible to say that technical collocations are formulaic expressions used in scientific, specialized, and specific domains where precise and specialized language should be used in order to arrive at accurate descriptions and explanations of certain results. In a nutshell, technical collocations refer to word combinations that include technical terms specific to particular fields. For example, in computer sciences, there are several lexical collocations considered technical, such as "machine learning" and "database management system" (not "machine studying" or "information base management system").

In contrast to technical collocations, academic collocations are used in a more general scope or context such as scholarly writing or academic discourse along with research papers. In comparison to technical collocations, words that constitute academic collocations are less specialised like "heavy rain" and "warm welcome". However, they are formal and still can convey certain precise and accurate meanings.

1.1.5 Collocational Competence

Speaking of collocational competence, Jimmie Hill as cited in Michael Lewis (2000) elucidate the meaning of collocational competence as follows: "Such learners produce language which is fluent, accurate and stylistically appropriate. This involves the learner having a sufficiently large and sufficient phrasal mental lexicon, where many single choices are multi-word items. Jimmie Hill has called this ability collocational competence" (p.177).

Collocational competence is an umbrella term which encompasses several competencies. It is not only about knowing or memorizing formulaic expressions, i.e. learners cannot achieve collocational competence simply by memorizing word chunks. In other words, collocational competence refers not only to having a large repertoire of word combinations, but also to understanding how to combine these words effectively with each

other to create natural and fluent language and to use them appropriately in context. Additionally, collocational competence involves being aware of the various properties of collocations, such as non-compositionality, non-substitutionality, and non-modifiability. When learners are aware of these characteristics, it will be easier for them to understand and construct collocations adequately, and to avoid ill-formed language expressions.

To put it differently, by being aware of the principles of non-substitutionality and non-modifiability, a learner will avoid forming odd collocations which are commonly found in the discourse of unqualified learners who tend to substitute certain lexical items of collocations or to modify the order of a given collocation. Similarly, understanding the premises of non-compositionality will increase the students' understanding of these formulaic expressions and will make them aware that in some cases they should go beyond the literal meaning in order to grasp certain ideas. In more concise words, collocational competence provides language users with the ability to communicate what they wish without communicating things they do not intend. Furthermore, reaching collocational competence will help a learner to avoid communicative breakdowns and confusion.

For instance, the words "tall" and "man" co-occur naturally in the context of body description. However, if a learner has still not reached collocational competence, he might say "My father is a very high man". The word "high" and "man" are a type of unnatural language which may cause confusion because the expression "high man" can refer to someone who has a high position in government. As a result, knowing how to combine words effectively and where to use them is believed to decrease ambiguity and communicative breakdowns. In a nutshell, collocational competence paves the way for intelligible interaction.

1.1.6 Types of Collocation

Benson and Benson et al (2010) distinguished two types of collocation. The latter was divided into lexical and grammatical collocations.

1.1.6.1 Grammatical Collocations

For Benson et. al (2010), “Grammatical collocations consist of a dominant word — noun, adjective/participle, verb — and a preposition or a grammatical construction” (p.XIII). Therefore, when combining a noun, adjective, participle or verb with a preposition or a grammatical construction, this leads to the construction of a grammatical collocation.

Table 1

Grammatical collocations

Type of grammatical collocation.	Examples
Noun and preposition	Blockade against, apathy towards
Noun and to + infinitive	Pleasure to do, nice to meet
Noun followed by a that clause	He took an oath that he would do his duty
Preposition and noun combinations	By accident, in agony
Adjective and preposition combinations	Angry at everyone, hungry for
Adjective followed by to + infinitive	Necessary to work, ready to go
Adjective followed by a that clause	It was nice that he was able to come home
Verb and preposition	Look at

Note. Adapted from Benson et. al .2010

1.1.6.2 Lexical Collocations

Benson et. al (2010) stated that “Lexical collocations, on the other hand, do not have a dominant word; they have structures such as the following: verb + noun, adjective + noun,

noun + verb, noun + noun, adverb + adjective, adverb + verb” (p.XIII). In other words, lexical collocations are those combinations of nouns, verbs, adjectives and adverbs.

Table 2

Lexical collocations types

Type of lexical collocation	Examples
Verb and a noun or pronoun (or prepositional phrase); with the verb denoting creation and/or activation	Compose music, set a record, inflict a wound, set an alarm, launch a missile
Verb + noun; with the verb denoting eradication and/or nullification	Reject an appeal, reverse a decision, annul a marriage, ease tension
Adjective and noun	Strong tea, a chronic alcoholic, a crushing defeat
Noun and verb	Blood circulates, bombs explode, alarms go off
Noun+ of + noun	A pack of dogs, a pride of lions,
Adverb and adjective	Strictly accurate, sound asleep, hopelessly addicted
Verb and adverb	Argue heatedly, apologize humbly, appreciate sincerely

Note. Adapted from Benson et. al .2010

Section Two: Lexical Sets and Reading

1.2.1 Lexical Sets

Lexical sets can be considered as a technique that is implemented to teach vocabulary in general. Speaking about lexical collocations which represent one of the main variables of this study, lexical sets refer to grouping lexical items in accordance with their semantic coverage (Swanepoel, 2010).

To put it differently, following the core principle of this technique, words should be grouped with regard to the domain or aspect that they related to. To exemplify, a teacher who relies on this method may teach lexical collocations that are related to travelling together and separately from lexical collocations that are linked to studying.

1.2.2 Importance of Lexical Sets

Concerning the use of lexical sets, it can be a beneficial method for teaching vocabulary because the use of such method helps learners grasp more new words and collocations. This idea can be supported in Nation (2011) words: “It seems a good idea to present words of related meaning together so that learners can see the distinction between them and gain a reasonably complete coverage of a defined area of meaning.” (P.6)

Furthermore, Hashemi (2005), in his own words, supported the use of lexical sets stating: “it would be more likely that words are processed at a deeper cognitive level in the lexical sets method than in the semantically unrelated, in which words are presented sporadically, irrespective of other semantically-related items.” (p.343). Additionally, when words are organized into semantic fields, it is more likely that speaker will find recall words from a particular topic (Aitchison, 1987, p.192). As an illustration, if learners are taught words or collocations that belong to lexical set of weather, they will find it easier to retain words related to that lexical set in their everyday life use.

1.2.3 Reading

Reading is considered as one of the four main skills of English, namely speaking, listening, reading, and writing. According to the theory of receptive and productive skills, there is a distinction between these two types of skills. This distinction is shown in Harmer (2007), who explains that reading is a receptive skill of the language because the learner receives and deals with a ready-made written composition, rather than producing one (p.265). Thus, it is treated as a receptive skill and not a productive one. Additionally, according to Zimmerman (1997), reading is considered one of the most useful methods for learning vocabulary, unlike other methods of presenting words in isolation, such as the use of lists or dictionaries (p.136).

1.2.4 Types of Reading

In reading, two types can be distinguished, which are labelled intensive and extensive reading. These two types are complementary to each other, as Nuttall (as cited in Carrell and Carson, 1997, p.52) stated that “intensive and extensive reading are complementary and both necessary.”

1.2.4.1 Intensive Reading

Intensive reading is the type of reading which often takes place in an academic setting such as classrooms. As in Nuttall (1982), it is usually done as part of an assignment following the guidelines of the instructor where learner is obliged to pay great attention to the text (as cited in Carrell and Carson, 1997). Intensive reading concerns merely short texts such as a passage of certain activity or a text of a quiz (Grellet 1981). Additionally, it is not done for pleasure. Instead of this, Nuttall (1982) explained that it involves reading thoroughly short pieces of writing to attain certain clear objectives, rather than enjoyment (as cited in Carrell and Carson, 1997). In brief, intensive reading is a kind of guided reading where the learner reads carefully a short piece of writing seeking to achieve certain aims.

1.2.4.2 Extensive Reading

It is believed that the scholar who coined the term "extensive reading" was Harold Palmer (as cited in Firth's 2009, p.241), which he defined as "reading rapidly, book after book, and with a focus on the meaning and not the language of the text." Unlike other types of reading, such as intensive reading which is done to achieve specific objectives, extensive reading occurs when the learner is reading rapidly for enjoyment or pleasure. Therefore, Carrell and Carson (1997) maintain that it is not done solely for the sake of mastering certain linguistic structures or skills (p.50). Extensive reading is typically unguided and takes place not only in classrooms but also in other settings such as at home, on the beach, or even in a garden. In comparison to intensive reading, extensive reading involves dealing with longer texts, such as novels, which are not read as part of an assignment, but rather out of passion or interest.

1.2.5 Techniques of Reading

When reading, readers tend to make use of several techniques and strategies. Among the most common utilized techniques, there are the following: skimming and scanning.

1.2.5.1 Skimming

Skimming is considered as one of the most popular techniques, also known as "reading for gist" because it involves quickly reading a given text to get a general idea or overview, as reported in Riddell (2014). Through skimming, Maxwell (1972) stated that a learner can go through a text as quickly as possible just to understand what it is about (p.48). In certain cases, learners make use of such technique to determine whether a given text is worth reading and serves their aim. Furthermore, this technique is attached a great value in the sense that it saves time and energy for the learner, for it enables him to quickly evaluate the content of a text or a written composition and determine whether it is relevant for their needs. In a nutshell, skimming pertains to reading quickly to get an overview of a text.

Despite of the similarity that it shares with reading for comprehension, skimming cannot substitute it if a learner strives to fully understand a topic.

1.2.5.2 Scanning

In addition to skimming, scanning is another reading strategy that is worth teaching and implementing, as it was tested in Abdelrahman and Bsharah's (2014) study. According to Grellet (1981), scanning is also a kind of rapid reading that is carried out to identify or extract a specific piece of information. This feature is what makes it distinct from skimming. In other words, despite the fact that both skimming and scanning rely on the use of rapid eye movement to go through a text, they are slightly different in the sense that the former is carried out for the sake of getting a general overview of a text, whereas scanning is done in order to identify a specific piece of information. Additionally, scanning saves time for the learner. Instead of reading a whole text, the student can make use of the scanning strategy to identify the particular information that they need, rather than reading the whole text. To illustrate, if a learner scans a long essay and finds what they are looking for in the first paragraph, they may stop reading. In brief, scanning refers to a rapid reading technique through which a learner disregards other information and looks for what they need as quickly as possible. Thus, it is also referred to as reading for specific information.

1.2.6. Definition of Glossing

When it comes to glossing, Nation (2001) defined it as follows: “A gloss is a brief definition or synonym, either in L1 or L2, which is provided with the text. Sometimes the words in the text are marked to show that they are glossed” (272). To clarify, glossing is the process of giving explanation of some words in order to facilitate comprehension of the text while reading. For example, when you read a book and you face some difficult words, those words maybe glossed which helps the reader grasp its meaning easier.

1.2.7. Types of Glosses

There are many types of glosses to consider, but Uchihara, Webb and Yanagisawa (2020) have demonstrated two types of them. The former is divided into interactive glosses and non-interactive glosses.

1.2.7.1 Interactive Glosses

It refers to the type of glossing where the learner has the opportunity to interact actively with the material at hand. In interactive glossing, the learner has more responsibility and control over the material at hand (Uchihara et. al, 2020, p.3). To clarify, taking hyperlinked glosses as an example, if a learner does not know a word, then they can click on it and read about it. However, if that learner knows that word, they may circumvent it because they are already aware of it.

1.2.7.2 Non-Interactive Glosses

Non-interactive glossing pertains to the type of glossing in which the learner has less responsibility and control over the material being dealt with, and in which glossing is inserted at a specific place, such as in the margin of the text (Uchihara et. al., 2020, p.3). In this type of glossing, the definitions of words are pre-selected and predefined, without taking into consideration whether the learner is aware of them or not. When reading a text that involves only non-interactive glossing, the learner might encounter a number of word definitions with which they are already familiar. Uchihara et. al. (2020) presented other sub-types of non-interactive glossing, which include marginal glosses, interlinear glosses, in-text glosses, and glossaries (p.3).

1.2.7.2.1 Marginal

It refers to the provision of glosses for specific words in a given text, usually in the margin of the page either at the right hand or the bottom of the text (Uchihara et. al, 2020).

1.2.7.2.2 Interlinear

It pertains to the provision of the explanation of specific word or words, typically provided between the lines of the text (Uchihara et. al, 2020, p.3).

1.2.7.2.3 In-Text Glosses

It is the kind of glossing in which the explanation of a given word is provided to the learner between the lines of text (Uchihara et. al, 2020, p.3).

1.2.7.2.4 Glossaries

In this type, the definitions of certain words are provided at the end of the text or in a separate paper in the form of a list (Uchihara et. al, 2020, p.3).

1.2.8 Importance of Glossing

The strategy of glossing has several advantages and disadvantages. Thus, when talking about vocabulary and collocations, the importance of collocations should not be left out of the discussion. As it has already been mentioned by Bowels (2004), glossing refers to the provision of definitions and explanations of a given word, which can be done in the target language (p.541). Therefore, glossing is regarded as one of the crucial techniques because it engages learners to think in the target language and prevents excessive translation, which decreases learners' fluency or ability to communicate smoothly in the target language. Additionally, since the words provided can be in the target language, glossing is believed to enlarge the learners' repertoire, which encompasses words, expressions, and collocations (Nation, 2001, p.273). Furthermore, Hee Ko (2005) believed that such a strategy enhances learners' comprehension of texts and increases learners' retention of words or word

combinations because of the constant exposure to the vocabulary items that it provides (p.126). Being provided with definitions and examples of certain collocations or word combinations, the heavy reliance of learners on the teacher will be decreased (Hee Ko, 2005, p.126). Consequently, they will rely on themselves to understand the words by looking at the offered definitions. To put it differently, glossing pushes students to be more responsible for their learning and boosts their autonomy. Moreover, Nation (2001) believed that glossing not only makes reading and vocabulary learning enjoyable but also saves time and energy for the learners (p.273). To clarify, glossing reduces interruptions when reading and decreases dictionary checking. As a result, vocabulary learning will be enjoyable and less time-consuming. In addition, thanks to this strategy, a learner can stay focused on what they are learning rather than on looking up words in a dictionary, which, in most cases, demotivates them (Nation, 2001).

Conclusion

To sum up, this chapter tackled the general background (or body of knowledge) that is related not only to lexical collocations but also to lexical sets. In other words, through this literature review, researchers sought to attach considerable attention to the main variables of the study by dealing with their importance in EFL learning. In addition to tackling their importance, researchers shed light on the different characteristics and features of lexical collocations by giving examples and explanations along with implementing some quotes to strengthen the researcher's standpoint. Besides, since the content of the treatment was dealt with through reading, researchers cast light upon its different types and techniques. The reason behind stressing on lexical sets along is to highlight its importance in the learning of lexical collocations through reading. While speaking about reading, it is noteworthy to mention that researchers implemented a sub technique related to reading which is known as

glossing. The rationale behind this technique is that it leads learners to read and explore the meaning of lexical collocations autonomously.

Chapter Two: Fieldwork

Introduction

In the previous chapter, theoretical aspects of the study were discussed. In contrast, this chapter is devoted to the practical part of the dissertation. The latter presents the procedures used for the investigation of effectiveness of using lexical sets in teaching lexical collocations. This chapter is divided into two sections. The first section is dedicated to presenting the methodology adopted to conduct this study. This section provides information about the target population, sample, instruments used to collect data, and a description of the treatment given. Additionally, the second section consists of the presentation, describing and analysing the data gathered through the experiment and questionnaire.

Section One: Research Methodology

2.1.1 Research Paradigm

When it comes to the experimental studies along with the types of experiments, researchers have the choice to conduct either a true-experiment or a quasi-experiment. Choosing one of the previous types is heavily related to the conditions and practical constraints of the study (Nunan, 1992). To clarify, a true-experiment is conducted when a researcher has sufficient time to conduct their study. It aims to use random assignment (Cohen, Manion & Morrison, 2007). Additionally, researchers carry out true-experimental studies when practical constraints such as population allow for the establishment of two groups or more which are controlled and experimental groups. On the other hand, if a researcher does not have an abundance of time or participants along with the inability to randomly assigning subjects to groups, they resort to conducting quasi-experiment. However, it should be noted that quasi-experiment itself has numerous forms such as pre-experimental design. The latter is a form of quasi-experiment that was adopted to conduct

this study because it was not possible to establish a control group. Furthermore, having no access to a large enough sample size resulted in the inability to achieve random assignment. Therefore, a pre-experiment was used to carry out the current research. When it comes to reasons or incentives behind using a quasi-experiment instead of a true experiment, Nunan (1992) stated the following: “circumstances such as the impossibility of randomly assigning subjects to experimental and control groups sometimes dictated that a quasi- or pre-experiment rather than a true experiment be conducted”. (p.40)

2.1.2 Mixed Method

Seeking to provide a more comprehensive understanding of the research problems, researchers resorted to the use of mixed methods. Such methods occur when a study is investigated by means of qualitative and quantitative approaches. In this study, both numerical data and non-numerical data were collected and analysed by means of some tests and a questionnaire. While numerical data refers to quantitative research, non- numerical data is a kind of verbal description that relates to qualitative research. Therefore, it can be said that this study relied on mixed methods

2.1.3 Setting

This study was conducted with a group of intermediate learners at Kiamouche Ferhat High School, Jijel. The experiment was carried out by making use of printed materials to do the treatment sessions. The latter usually took place in the morning either from 8 to 10 or from 10 to 12.

2.1.4 Sampling

Due to the fact that in most cases it is impossible to study an entire population, researchers resort to selecting only a portion of the targeted population. Such selection is done through what is known as sampling. The latter refers to the process of selecting a

sample (that is supposed to be representative of the whole targeted population) or a subset group from a larger population. To this regard Bailey and Nunan (2009) said: “the term means the selection of research subjects from the wider population to be in the sample (i.e., to be participants in the experiment)” (p.47). It should be noted, however, that the selected subset of individuals should be representative of the entire population. The previous idea can be seen in Cohen et. al (2007) word by which he stated “Careful sampling of items is required to ensure their representativeness.” (p.137)

If the researcher succeeds in selecting a representative sample, he will save time and energy when conducting the study (Dörnyei ,2007). Thus, when talking about the quality of a research paper not only the appropriateness of methodology and instrumentation should be pointed out at. Instead of this, considerable focus should be attached to sampling (Morrison, 1993 as cited in Cohen et. al., 2007).

Sampling has several types. Among these types, there is purposive sampling which was used in the current study.

2.1.4.1 Purposive Sampling

It is a non-probability sampling technique (Cohen et. al., 2007). It is also known as judgemental or selective sampling. It takes place when the researcher selects a sample according to some definite purposes. In other words, through purposive sampling, a researcher selects a subset group of a given population in accordance with some desired features and criteria. Cohen etal (2007) was among the scholars who tackled purposive sampling. According to him:

In purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought (p.134)

In the current study, this type of sampling was relied on. The researchers targeted 3rd year high school students of Kiamouche Ferhat High School, Jijel. Based on their proficiency and through purposive sampling, 3rd year high school students of foreign languages were selected as the sample of this study

2.1.5 Data Gathering Instruments

Seeking to test the hypotheses of the present study, a set of tests was used, encompassing the pre-test and the post test. While the former was administered to evaluate the participants' proficiency concerning some aspects of collocations, the latter was administered in order to determine whether the intervention or the treatment would have a positive effect. Concerning the questionnaire, it was utilized to explore teachers' attitudes towards the use of lexical sets to teach collocations.

2.1.5.1 Description of the Questionnaire

This questionnaire aims exploring teachers' attitudes towards the use of lexical sets in teaching collocations. It served as a means to support researchers' standpoint of the use of lexical sets. The questionnaire was divided into two sections comprising ten closed-ended questions. Additionally, there were other two semi open-ended questions and two open-ended questions. The first section was considered with the general information of the participants, including their gender, educational degree and years of experience. The second section, however, focused on collecting teachers' point of view concerning the use of lexical sets.

2.1.5.2 Administering the pre-test

The pre-test took place in the 20th of April at 10:00. On the 22nd of April and after obtaining an informed consent from the participants, the treatment sessions started. In research, such consent refers to the process through which participants are fully informed

about the nature, risks, purpose, and benefits of participating in a research. Thus, it was obtained from them initially in order to avoid any ethical issues.

2.1.5.3 Administering the Post-Test

Participants sat for the post-test 4 days after the completion of the treatment sessions. The post test, however, was not identical to the pre-test. Instead of this, it underwent certain elaborations in order to trigger students' critical thinking along with leading them to analyse and synthesise rather than just relying on memorizing the structure of the pre- test.

2.1.6. Data Collection Procedures

Data collection process was performed through two successive phases: the preliminary phase which was devoted for the experiment design and the implementation phase in which interaction, observation, and teaching took place in order to test the research's hypothesis.

A. Preliminary Stage

Since the lexical sets count as one of the main variables of the study, the lessons were based on their premises. Each of the 5 sessions which were delivered encompassed a lexical set along with some activities. Additionally, the lexical sets along with the glossing of each collocation was taken from the book of McCarthy and O'Dell (2008) "English Collocations in Use" which dealt with numerous aspects of collocations in a detailed way.

When forming the lessons, the following criteria were taken into consideration:

1- Interest: When learning something that meets one's preferences and interests, the targeted input will be grasped easily and in short periods of time. In other words, dealing with the content that is perceived as interesting makes learners motivated to learn and boosts their understanding of the subject matter. Before the treatment, some discussions took place with

the participants in order to have an overview of their preferences and to meet them. Thanks to such discussions, it was deduced that subjects such as "travelling, studying, weather" represented some common areas of interest. Hence, the lexical sets that were chosen revolved around such subjects.

2- Variety: When selecting the lexical collocations, the researcher took into account the criteria of variety. To put it differently, striving to trigger the learners' interests, varying the scope was central during the treatment sessions, i.e, the lexical sets which constituted the lessons didn't revolve only about one subject and kept being repeated each session. Instead of this, multiple scopes or domains were covered such as travelling, weather, sports As a result, learners' repertoire will be enlarged and they will be able to discuss multiple domains with confidence.

3- Language Mastery: After getting an overview of the learners' language proficiency, the lessons were chosen in accordance with their level of difficulty. Following the principles of the input hypothesis of Krashen, the lessons were neither too hard nor too easy. In other words, the content of the lessons was designed so as to be adequately challenging. To clarify, the input was delivered in accordance with Krashen's principle of $i+1$ in order to stimulate students' thinking and boost their productivity along with their engagement and proficiency.

B. Implementation Stage

The experiment was conducted in a period of 2 weeks started on the 12th of April. It involves 5 sessions of treatment that were assigned to the only group of the study. During this treatment, each session lasted for about 30 minutes during which the researchers tried to deliver content through the technique of lexical sets. Three days before the start of the treatment, however, students sat for a test which they were given sufficient time to answer it. This test serves as the pre-test of the study, and it was administered mainly for the sake

of getting knowledge on students' mastery and understanding of lexical collocations. During the treatment sessions, participants were asked to read some passages and to guess the meaning of lexical collocations without much explanation. When struggling to understand the meaning of a given lexical collocation, they were urged to work in pairs and read the glossed items. Additionally, the researcher asked numerous comprehension based questions to ensure that the participants have successfully grasped the meaning of the targeted collocations.

The reason behind leading them to work on those passages mainly autonomously was to prepare them to do the exercise that took place at the end of each session. Such exercise was in the form of a passage which they were required to read and fill its gaps with the correct lexical collocation. When working on the exercise, the researchers tried to observe whether students were using the techniques of reading which they had been already familiarized with.

Finally, 2 days after the last session of the treatment, students were required to take the same test which had been taken earlier. As a result, it can be said that this test does not serve only as the pre-test of the study but also as its post-test. The latter was conducted to see whether there's an evolution in students' understanding and use of lexical collocations after being exposed to the treatment.

Conclusion

To conclude, this section has covered the practical framework of the current experimental study. In other words, it tackled the systematic research methodology adopted to conduct the study. Basically, it involves research paradigm, setting, and sampling, along data elicitation techniques. The coming section is devoted for the data analysis alongside the interpretation of the obtained results.

Section Two: Data Analysis

2.2.1 The Pre-Test

2.2.1.1 Description of the Pre-Test

The pre-test was administered to fifteen participants during the first meeting. They were asked to do four exercises of collocations in which they had to form collocations, choose the correct collocation, and fill the gaps with the suitable one. They were given 40 minutes to complete the pre-test without any prior exposure to collocations using the lexical sets. The content of the exercises was taken from McCarthy O'Dell (2008) book "English Collocations in Use." The pre-test took place on the ninth of April, and the participants were given 30 minutes to complete it.

2.2.1.2 Analysis of the Pre-Test

Table 03

Marks of the Pre-Test

The participants	Pre-test marks
1	6.875
2	9
3	8.75
4	11.25
5	8.75
6	3.125
7	8.75
8	13.125
9	13.125
10	10
11	11.875
12	13.75
13	9.375

14	13.75
15	10
$\bar{X}_1 = 10.10$	

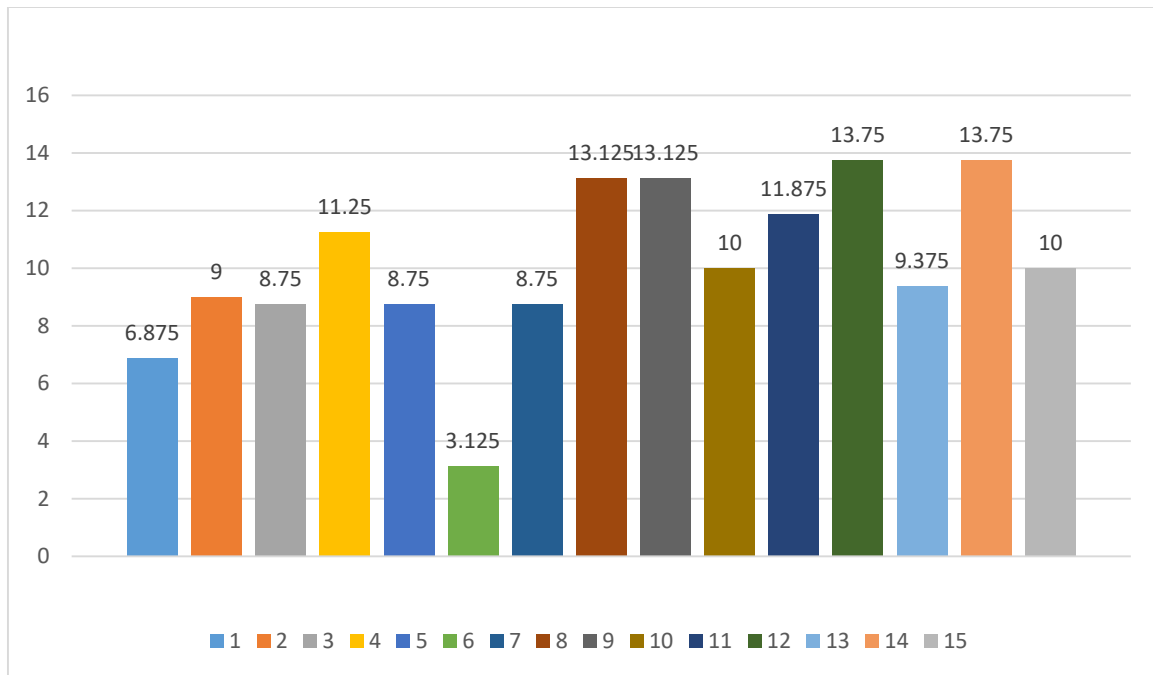


Figure 1. Marks of the Pre-Test

From the table 3 and figure 1 above which represents the scores of the pre-test, it is noticeable that the participants achieved an average performance by acquiring a mean of $\bar{X}_1 = 10.10$. In this test, more than half of the participants got a mark which is above 10. Moreover, it is worth mentioning that the lowest mark was 3.125 while The highest one reached 13.75.

2.2.2 The Post-Test

2.2.2.1 Description of the Post-Test

After the five-session treatment in which the participants were taught lexical collocations through reading and by using the lexical sets, the post-test was conducted on April 20th. The post-test had the same structure and content as the pre-test. Additionally, the

content of the test was taken from McCarthy and O'Dell (2008) book "English Collocations in Use."

2.2.2.2 Analysis of the Post-Test

Table 04

Marks of the post-test

The participants	Post-test
1	8.32
2	13.52
3	11.75
4	14.11
5	12.348
6	2.94
7	11.172
8	15.3
9	17.64
10	14.11
11	17.64
12	17.05
13	15.88
14	15.29
15	11.875
	$\bar{X}_2 = 13.263$

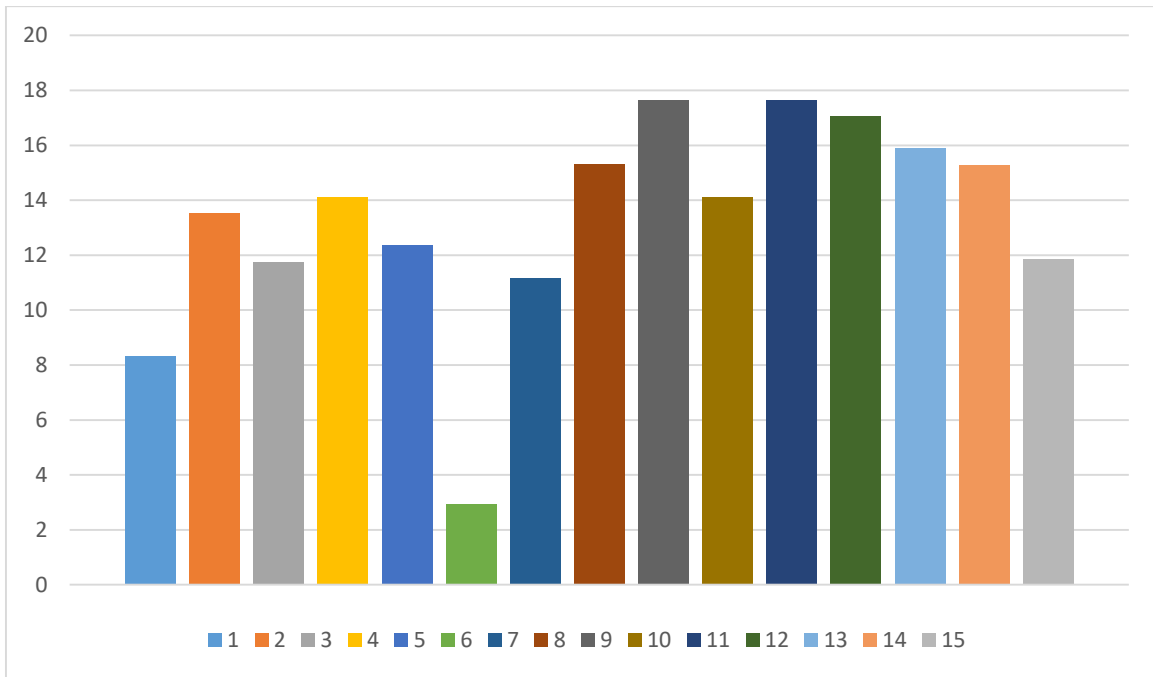


Figure2. The marks of the post-test

From the table 4 and figure 2 above which represents the scores of the post-test, it can be observed that the participants achieved an average performance by acquiring a mean of $\bar{X}_2 = 13.263$. In the post-test, all the participants except two scored a mark that is above 10. Additionally, it is noteworthy that the lowest mark was 2.94 while the highest mark reached 17.64.

2.2.3 Pre-Test and Post-Test Differences

This table represents the marks scored by the participants in the pre-test and post-test. The aim of drawing this table is to calculate the difference between the participants' marks in both tests.

Table 5

The marks of the pre-test and post-test

The participants	Pre-test marks	Post-test	Difference
1	6.875	8.32	+1.463
2	9	13.52	+4.52
3	8.75	11.75	+3
4	11.25	14.11	+3.14
5	8.75	12.348	+3.598
6	3.125	2.94	-185
7	8.75	11.172	+2.442
8	13.125	15.3	+2.175
9	13.125	17.64	+4.515
10	10	14.11	+4.11
11	11.875	17.64	+5.765
12	13.75	17.05	+3.3
13	9.375	15.88	+6.505
14	13.75	15.29	+1.54
15	10	11.875	+1.875
	$\bar{X}_1 = 10.10$	$\bar{X}_2 = 13.263$	$d = 3.163$

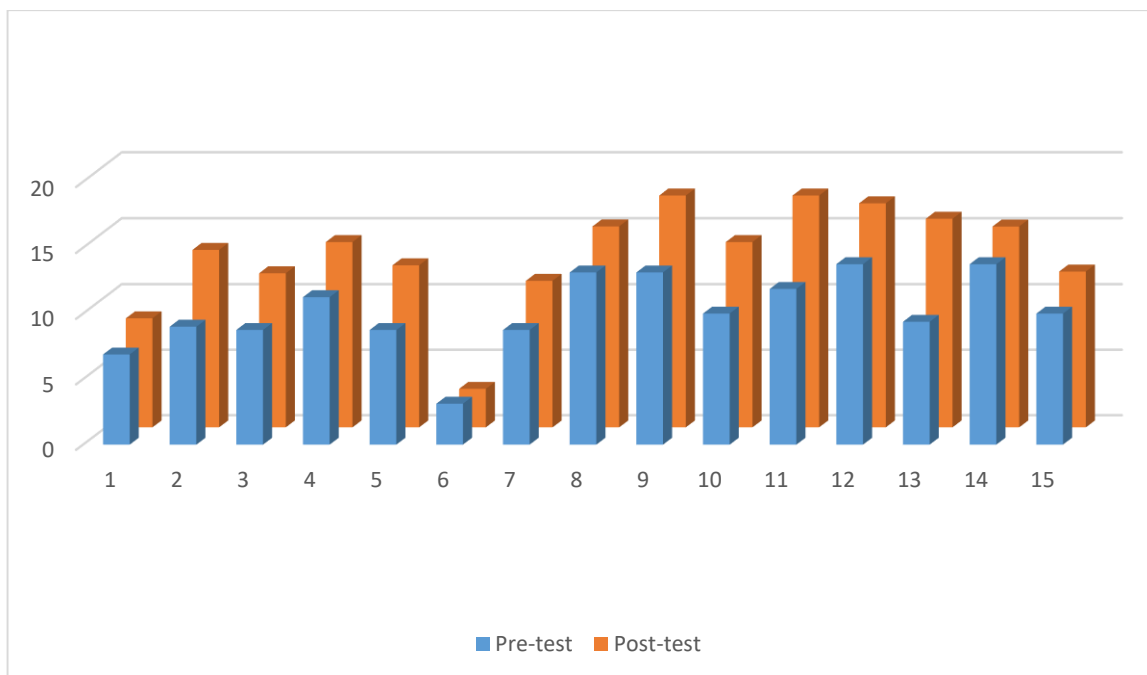


Figure3. The marks of the pre-test and post-test

From the table 5 and the figure 3, it is evident that all the group participants, except two, got higher marks in the post-test. Concerning the mean of the pre-test, it is ($\bar{X}_1= 10.10$) and the one of the post-test is ($\bar{X}_2= 13.263$). This signifies that there is a significant increase from the pre-test to the post-test. Furthermore, the mean difference which is found to be ($d^- = 3.163$) is a further indication that there is a considerable improvement. In brief, this means that their collocational knowledge has been improved.

2.2.4 The paired Samples T-Test

It is called the dependent t-test, and it is a statistical test used to compare the differences between two variables or sets of data for the same group (Dörnyei, 2007). This kind of test can be used to measure the performance of a sample before and after a period of time during which a treatment takes place. The aim of the dependent t-test is to provide evidence that the difference between pre-test and post-test marks is due to the given treatment rather than chance. Therefore, the following measures are needed to support the research alternative hypothesis:

1- The mean obtained in the pre-test and post-test in order to compare them to see if there is any significant difference between the scores of the pre-test and post-test.

2- The t-value that is compared if it exceeds the t tabulated one.

3- The p-value, which is also called the sig. (2-tailed), where this value is compared to the predetermined significant level (0.05) to determine whether the results are statistically significant. Therefore, if the p-value is less than significant value this means that null hypothesis is rejected.

To obtain the paired t-test some procedures have to be done. Hence, the Spss statistical program was used in order to obtain the paired t-test in which the Spss provided the following:

Table 06

Statistics obtained by Spss

	Paired differences					t	Sig. (2-tailed)
	Mean	Std. deviation	Std. Error men	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1 pre - post	- 3.163000	1.748690	0.451510	- 4.131392	-2.194608 7.005385	- 7.005385	0.000006

- The mean difference = -3.163
- the standard deviation = 1.74869
- the standard error mean = .45151
- t-value = -7.005
- P-value = 0.000006

The paired t-test was conducted to determine whether the improvement of learners' marks could be attributed to the given treatment. The results showed a significant increase in the marks of the students before ($\bar{X}_1 = 10.10$, $SD = 2.87469$) to after ($\bar{X}_2 = 13.263$, $SD = 3.87011$). Additionally, when comparing the t value, which was (-7.005), to the tabulated t value at a 14 degree of freedom which was found (2.1) at 0.05 level of significance (see appendices), it was revealed that the t value exceeds the t tabulated one. Consequently, based on this comparison we can accept the research alternative hypothesis. Moreover, based on the p-value, which was scored (0.000006) and less than the significant value (0.05), the null hypothesis is rejected. In conclusion, the results of the t-test indicate that the increase of the marks is attributed to the implemented treatment.

2.2.4 Change Percentage

It is performed to show the difference of the mean in the marks of the pre-test and post-test between and before and the treatment takes place. The percentage change is calculated by solving the following equation:

$$((\text{after value} - \text{before value}) / \text{before value}) * 100 = \text{change \%}$$

$$((13.263 - 10.10) / 10.10) * 100 = 31.31 \%$$

The change percentage shows a significant difference in the overall performance of the participants in the pre-test, which was conducted before taking the treatment, and the post-test which was performed after the treatment. This change is linked to the use of lexical sets through reading to teach the participants the lexical collocations.

2.2.5 Data Analysis of the questionnaire

Q01: Gender

Table 07

Participants Gender

Gender	Participants (n ^o)	Percentage (%)
Male	2	20%
Female	8	80%
Total	10	100%

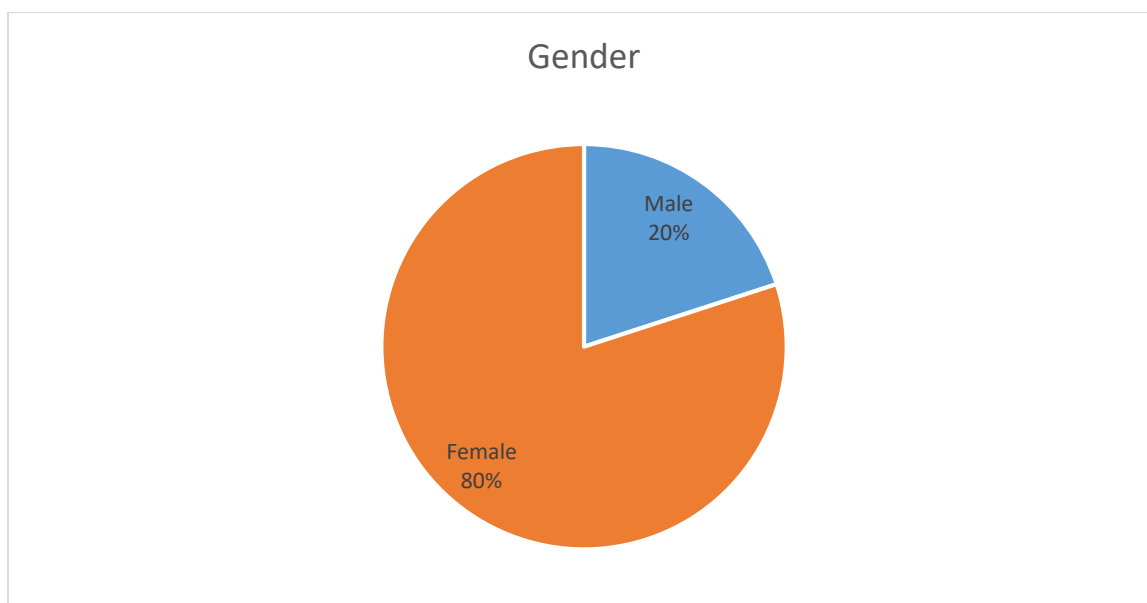


Figure 4. Participants gender.

Table 07 shows a preponderance of females among the participants, with 80% women and 20% men. This is a clear indication of women's dominance in the field of teaching.

Q02: Which degree do you hold?

Table 08

The degree held by teachers

Degree	Participants (n ^o)	Percentage (%)
Bachelor (license)	0	0%
Magister or master	6	60%
PhD	4	40%
Total	10	100%

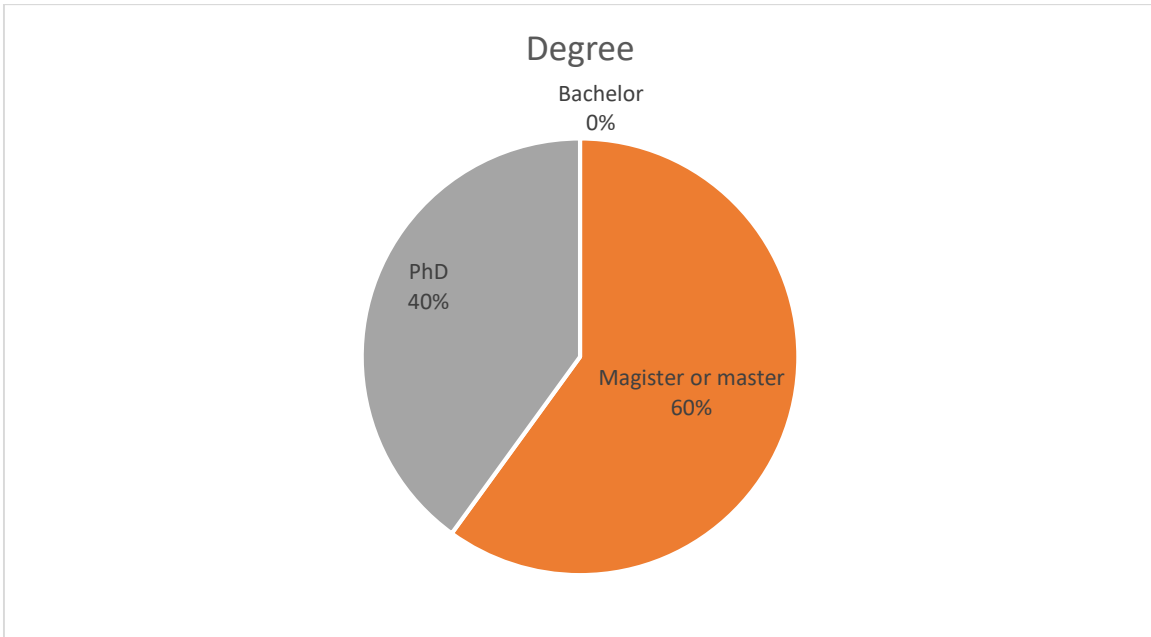


Figure 5. The degree held by teachers

Table 08 indicates that the majority of those teachers hold an MA degree, magister, or master, comprising of 60% of the participants. In addition to that, 40% of the teachers hold a PhD degree. The majority of the population hold an MA degree. This can be due to the general requirements set by the department in order to teach.

Q03: How many years of experience do you have?

Table 09

Teachers' years of experience

Years of experience	Participants (n°)	Percentage (%)
1-6	3	30%
6-10	3	30%
11-15	4	40%
More than 15	0	0%
Total	10	100%

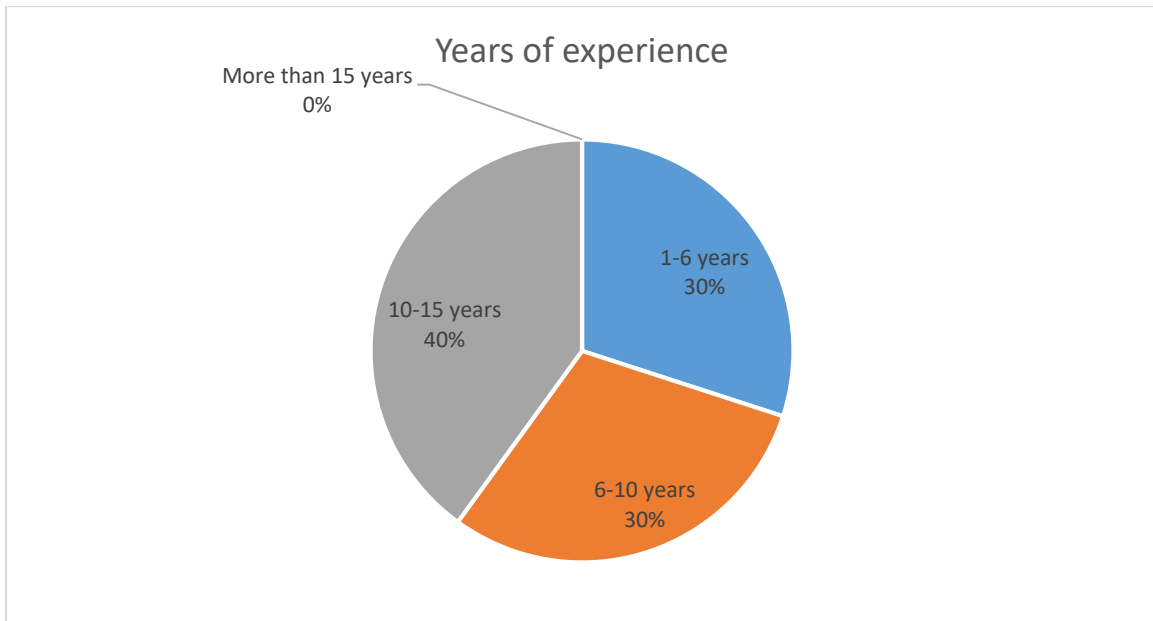


Figure 6. Teachers' Years of experience

Table 09 shows how many years of experience teachers possess. 40% percent of the teachers answered by having (10-15) years of teaching. Additionally, 30% of them answered that they have been teaching for (1-6) years. Similarly, another 30% percent of them responded by having (6-10) years. However, no one of them reported by having more than 15 years.

S04: Lexical sets is an effective method for teaching collocations.

Table 10

Teachers' choice of statement 04

Options	Participants (n ^o)	Percentage (%)	Mean
Strongly disagree	0	0	
Disagree	0	0	
Neutral	1	10.0	4.1
Agree	7	70.0	
Strongly agree	2	20.0	
Total	10	100.0	

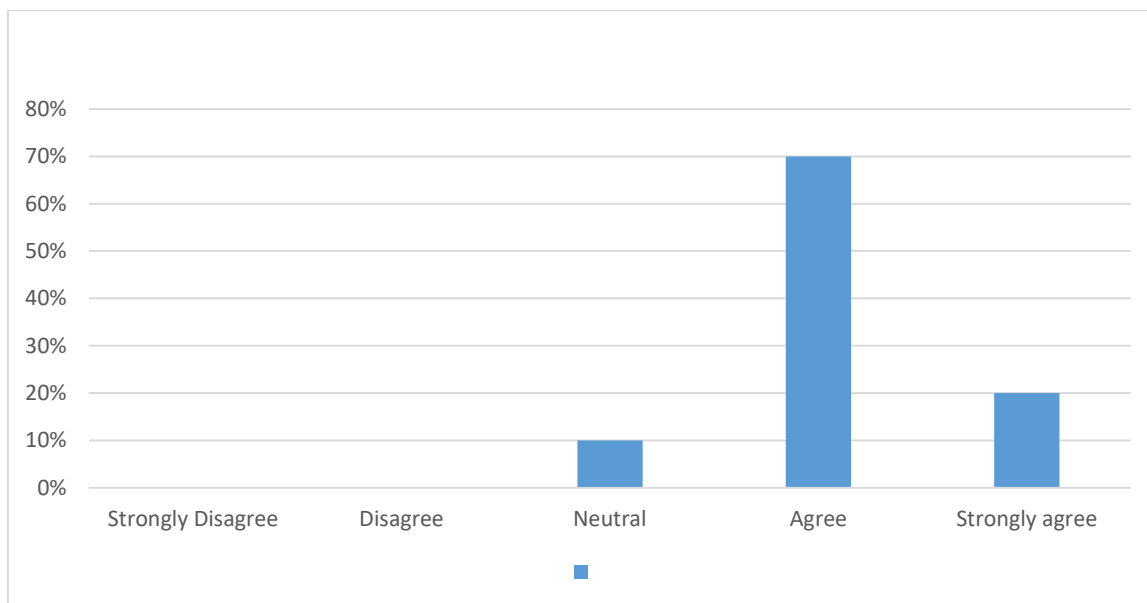


Figure 7. Teachers' choice of statement 04

From the statistical data in the table 10 and figure 7, a mean of (4.1) indicates the high agreement of the participants regarding the effectiveness of the lexical sets. Additionally, it is notable that (70%) of the participants agreed with the effectiveness of the lexical sets as a teaching method. Besides, (20) reported a strong agreement. Meanwhile, (10%) of the participants were neutral concerning the topic. In brief, it can be held that the use of lexical sets helps the learners to acquire more collocations in their learning of lexical collocations.

S05: Using lexical sets in teaching lexical collocations makes me more confident when delivering content.

Table 11

Teachers' choice of statement 05

Options	Participants (n°)	Percentage (%)	Mean
Strongly disagree	0	0	
Disagree	2	20.0	
Neutral	4	40.0	3.3
Agree	3	30.0	

Strongly agree	1	10.0
Total	10	100.0

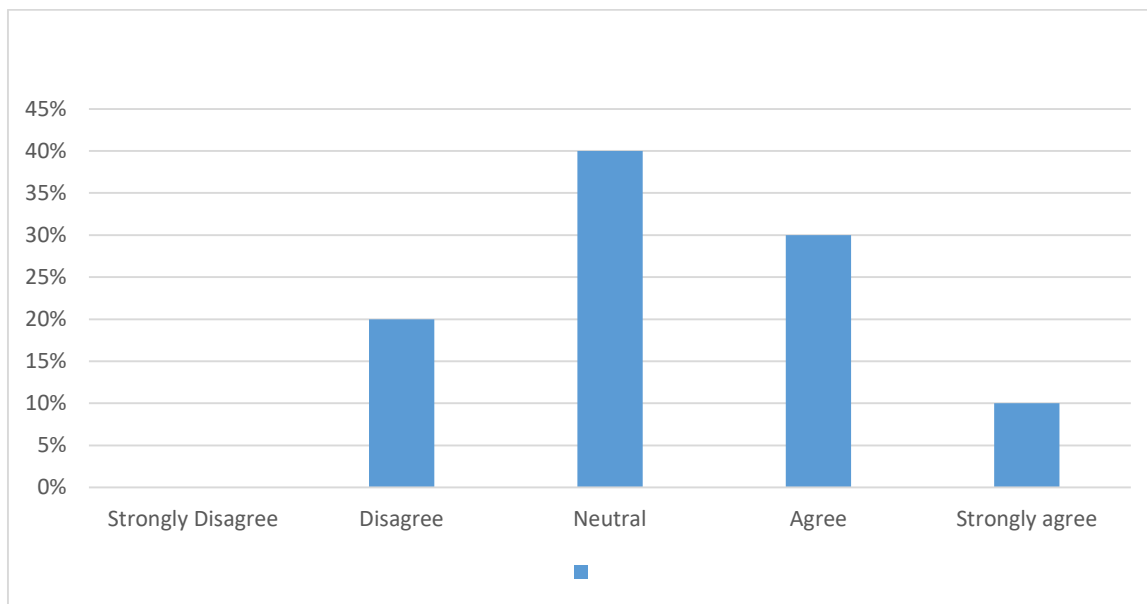


Figure 8. Teachers' choice of statement 05

Table 11 and figure 8 signify that (30%) of the teachers agreed on the role of lexical sets in making them more confident when teaching. On the other hand, (20%) disagreed with regard to the same statement. Meanwhile, (40%) of the teachers remained neutral. Consequently, it can be viewed that the use of lexical sets has no effect on teachers' performance during the teaching process.

S06: The use of lexical sets helps learners understand and remember lexical collocations easier.

Table 12

Teachers' choice of statement 06.

Options	Participants (n°)	Percentage (%)	Mean
Strongly disagree	0	0	
Disagree	0	0	
Neutral	0	0	
Agree	8	80.0	4.2
Strongly agree	2	20.0	
Total	10	100.0	

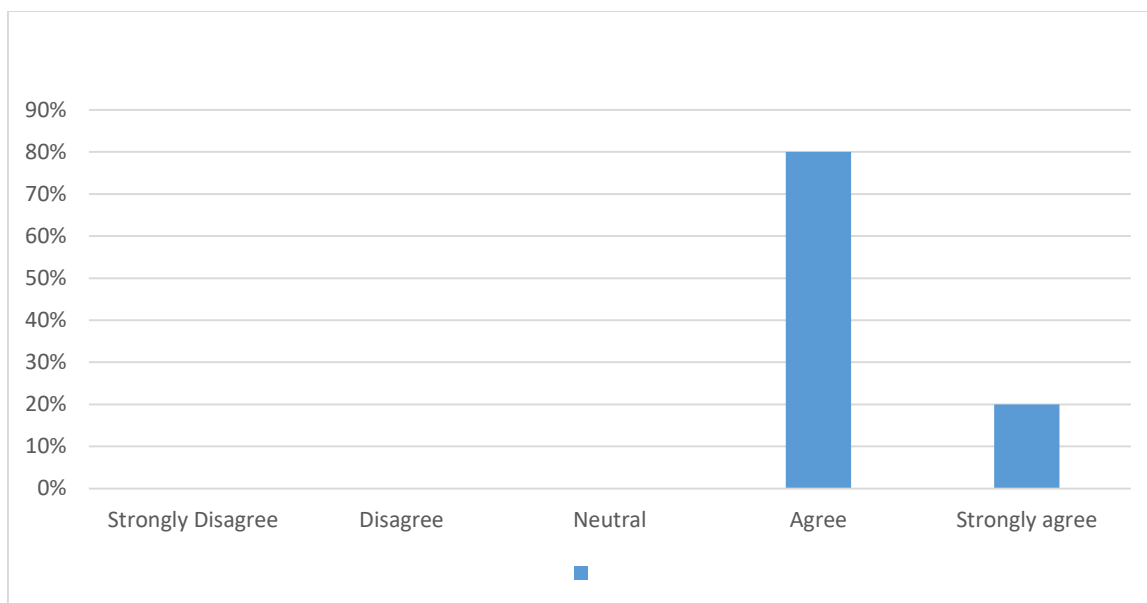


Figure 9. Teachers' choice of statement 06

Based on table 12 and figure 9, the mean of (4.2) demonstrates a high agreement regarding the role of lexical sets in helping learners to understand and remember lexical collocations. It is noteworthy that (80%) of the participants agreed with the role of lexical sets in the understanding and remembrance of lexical collocations. Additionally, the remaining (20%) showed a strong agreement with the role of lexical sets in helping learners to understand and remember lexical collocations. On the whole, it can be held that the lexical sets is a useful method which helps learners to understand and remember lexical collocations because of the link between them.

S07: Incorporating lexical sets into the curriculum improves learners' language proficiency.

Table 13

Teachers' choice of statement 07

Options	Participants (n°)	Percentage (%)	Mean
Strongly disagree			
Disagree	1	10.0	
Neutral	4	40.0	3.5
Agree	4	40.0	
Strongly agree	1	10.0	
Total	10	100.0	

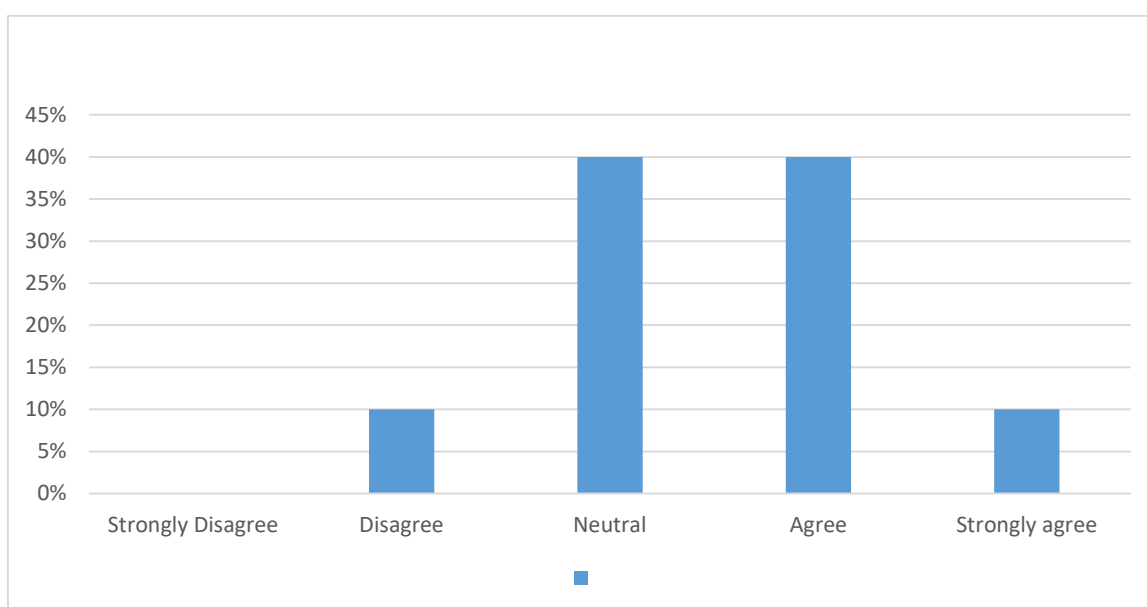


Figure 10. Teachers' choice of statement 07

As it can be seen in figure 10 and table 13, half of the participants agreed on incorporating the lexical sets into the curriculum as a means to improve learners' proficiency. With regard to this statement, (40%) agreed and (10%) strongly agreed. In addition, (40%) remained neutral. However, the remaining (10%) expressed disagreement with the statement.

S8: The use of lexical sets helps learners to recall and use lexical collocations in real-life situations.

Table 14

Teachers' choice of statement 08

Options	Participants (n ^o)	Percentage (%)	Mean
Strongly disagree	0	0	
Disagree	1	10.0	
Neutral	0	0	3.8
Agree	9	90.0	
Strongly agree	0	0	
Total	10	100.0	

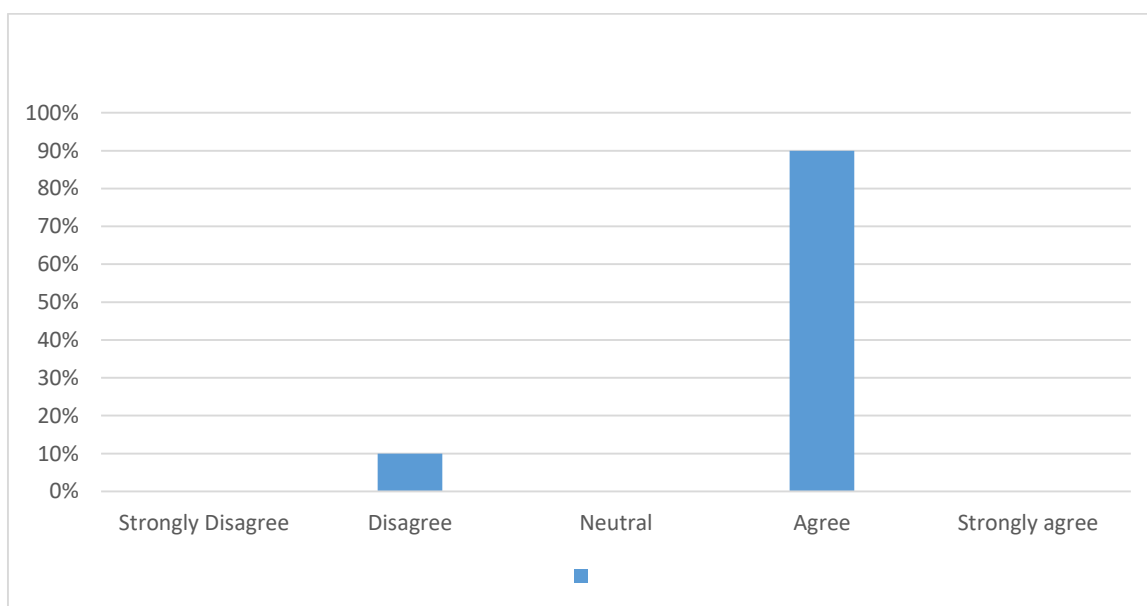


Figure 11. Teachers' choice of statement 08

From the table 14 and figure 11, it is noticeable that (90%) went along with the idea that lexical sets help learners to recall lexical collocations in real-life situations. Conversely, (10%) of the participants disagreed with the statements. Therefore, it can be established that

lexical sets has positive effect in helping learners to recall lexical collocations since they have learnt them in their context.

S09: Exposing learners to collocations in their context using lexical sets helps them to learn their meaning and usage.

Table 15

Teachers' choice of statement 09

Options	Participants (n°)	Percentage (%)	Mean
Strongly disagree	0	0	
Disagree	0	0	
Neutral	7	70.0	
Agree	3	30.0	4.3
Strongly agree	0	0	
Total	10	100.0	

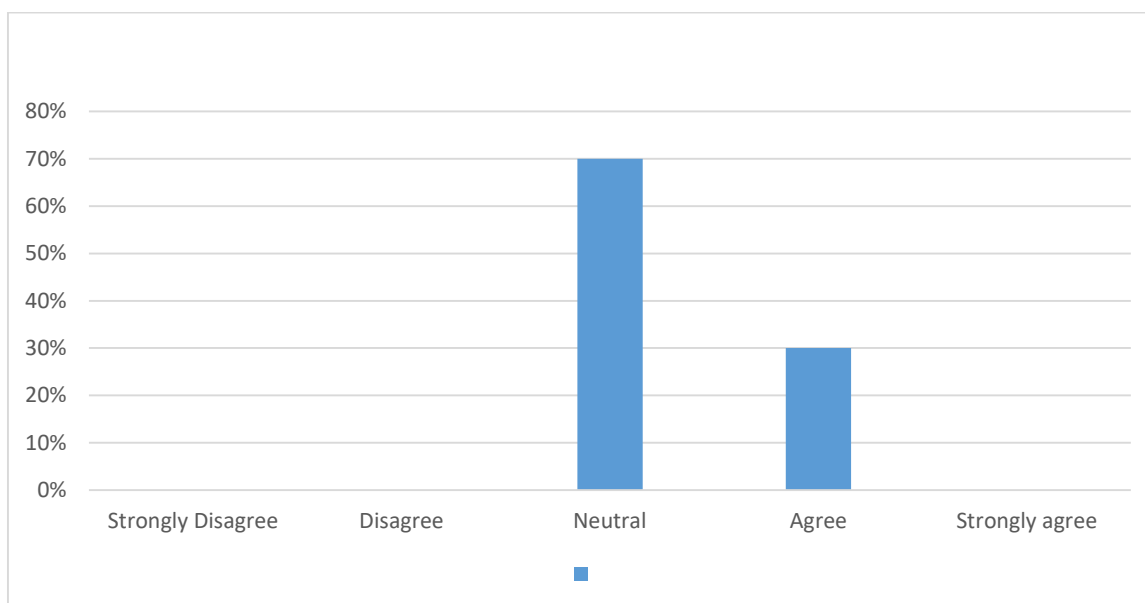


Figure 12. Teachers' choice of statement 09

Concerning this statement, table 15 and figure 12 elucidate that (30%) of the participants expressed their agreement. On the other hand, the remaining (70%) chose to be neutral concerning the same statement.

S10: Lexical sets is a useful method to keep learners motivated in their learning of collocations.

Table 16

Teachers' choice of statement 10

Options	Participants (n°)	Percentage (%)	Mean
Strongly disagree	0	0	
Disagree	2	20.0	
Neutral	6	60.0	3.0
Agree	2	20.0	
Strongly agree	0	0	
Total	10	100.0	

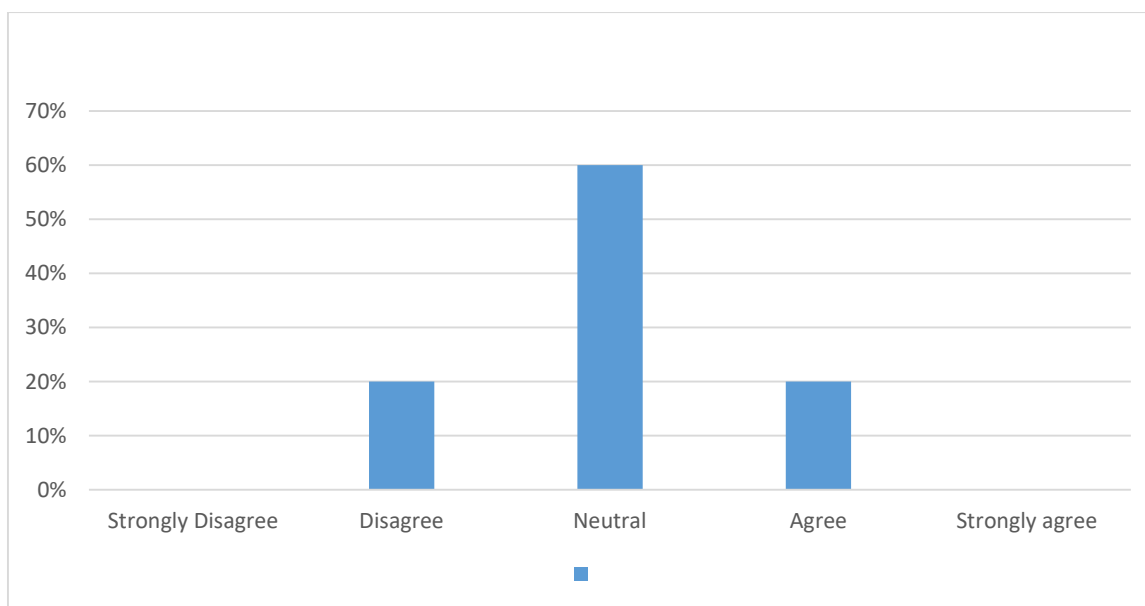


Figure 13. Teachers' choice of statement 10

Table 16 and figure 13 show that (60%) of the participants chose to be neutral regarding the lexical sets in keeping learners motivated in their leaning of collocations. Furthermore, (20%) of the participants expressed their agreement with the statement. On the

contrary, the other (20%) expressed their disagreement for the same idea. In a nutshell, this revealed that learners may lose their motivation during the learning of collocations.

S11: There should be more opportunities for the use of lexical sets in classrooms to learn collocations.

Table 17

Teachers' choice of statement 11

Options	Participants (n°)	Percentage (%)	Mean
Strongly disagree	0	0	
Disagree	0	0	
Neutral	3	30.0	3.8
Agree	6	60.0	
Strongly agree	1	10.0	
Total	10	100.0	

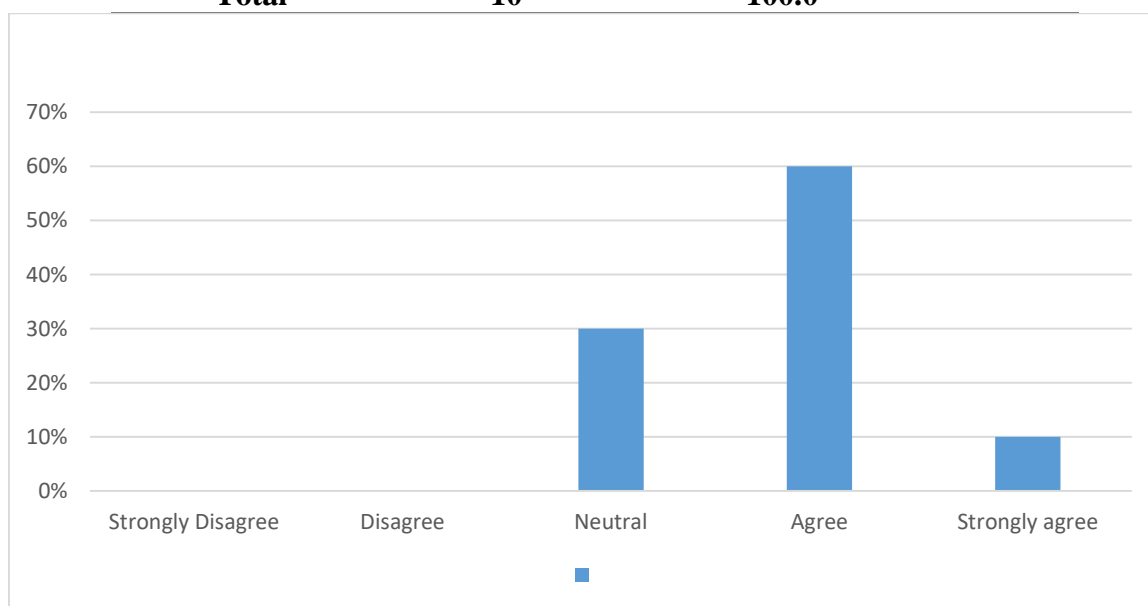


Figure 14. Teachers' choice of statement 11

Table 17 and figure 14 illustrate that (60%) of the participants expressed their agreement to be given more space to use lexical sets in classrooms. Additionally, (10%) of participants expressed strong agreement concerning the statement. Furthermore, (30%) of the participants were neutral regarding the topic. These results indicate that teachers are

along with the use of lexical sets in teaching inside classroom, but they just need more opportunities to be provide.

S12: Teachers would use lexical sets more if they had more support

Table 18

Teachers' choice of statement 12

Options	Participants (n°)	Percentage (%)	Mean
Strongly disagree	0	0	
Disagree	1	10.0	
Neutral	3	30.0	3.7
Agree	4	40.0	
Strongly agree	2	20.0	
Total	10	100.0	

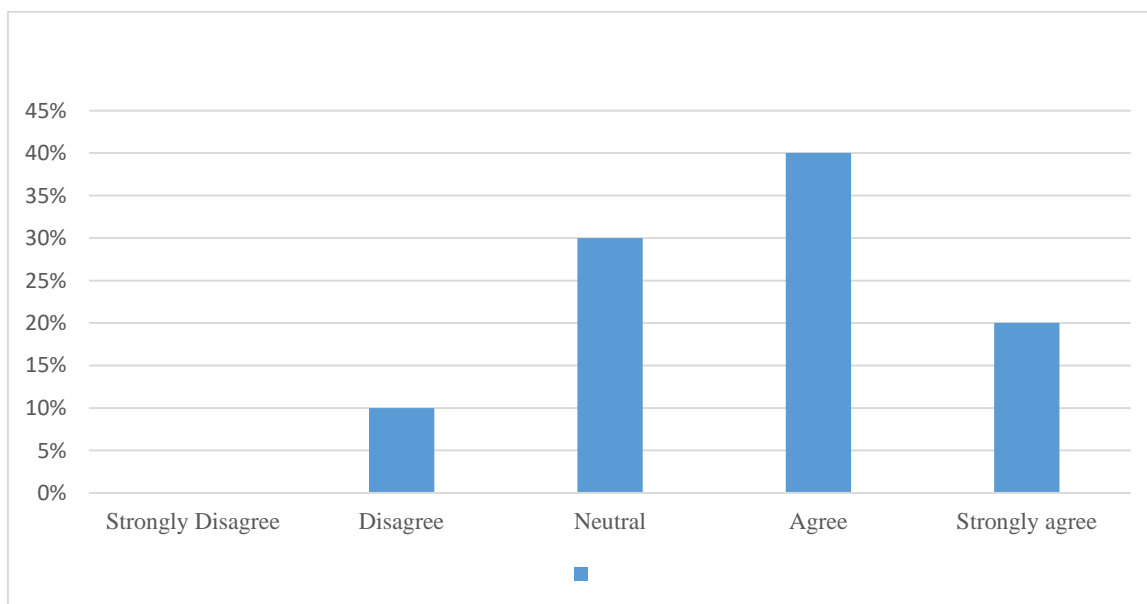


Figure 15. Teachers' choice of statement 12

Table 18 along with figure 15 indicate that (60%) of the participants agreed on using lexical sets more if they have more support. Meanwhile (30%) of the participants were

neutral regarding the use of lexical sets. Consequently, it can be held that teachers would use lexical sets because they just need more support and tools in order to use it.

Q13: How would you present lexical sets to the learners?

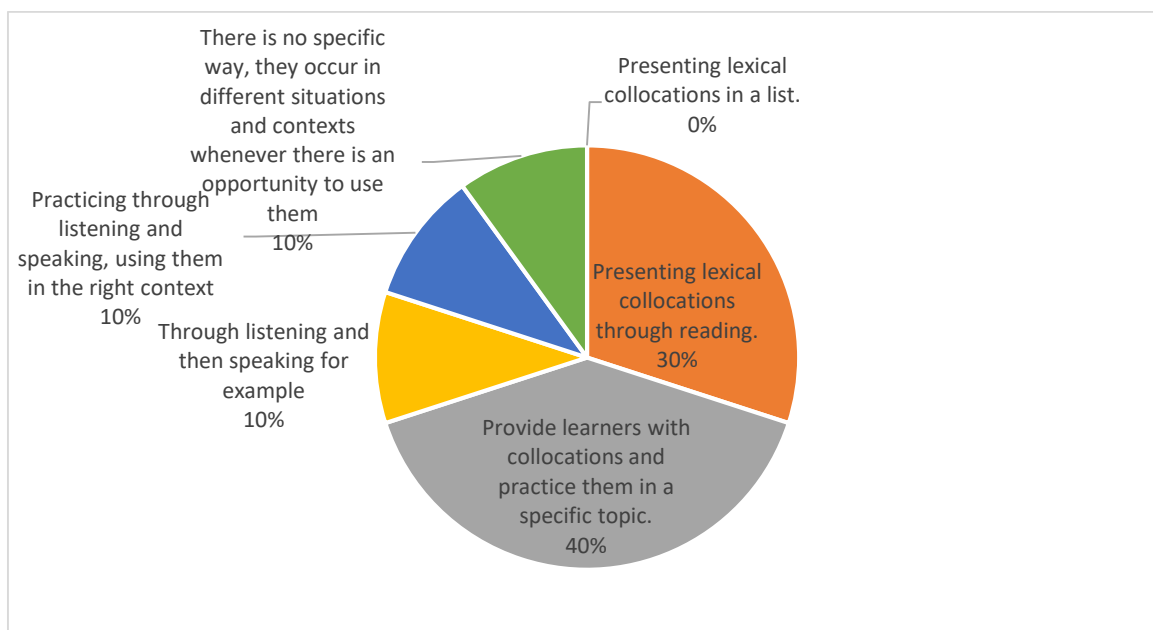


Figure 16. how would teachers present lexical sets

Figure 14 demonstrates how participants prefer to present lexical sets to learners. (40%) of the participants prefer to provide learners with collocations and practice them in a specific topic. Additionally, (30%) of the participants prefer to present lexical collocations through reading. Interestingly, no one of the teachers prefer to present lexical collocations in a list. The remaining three options were given by three teachers as further suggestions for their preferences, apart from the given options. To conclude, teachers’ preferences of application of lexical sets in teaching differ from one to another. However, most of them chose to use it either by providing lexical collocations or through reading, as was suggested by the researchers.

Q14: In your opinion, what are some of the challenges or difficulties that may be encountered when using lexical sets to teach lexical collocations?

This question was asked to identify what are the challenges and adversities that may be faced when using lexical sets to teach lexical collocations. Their answers were cited as follows:

“Lack of knowledge, lack of training, lack of interest, lack of familiarity”

“Boredom”

“1) Students may experience overload if many collocations taught in the same session.

2)Lack of sources of lexical sets in the same authentic input”

“Time constraints, teachers and students’ unawareness of their importance. maybe lack of authentic materials.”

“Lack of context and meaning because lexical sets often present words in isolation without providing the context or meaning behind the collocations. This can make it challenging for learners to understand the precise meaning and usage of collocations without understanding the underlying semantic relationships, learners may struggle to produce collocations appropriately.”

“It is time consuming, students do not know the best strategies to learn them. Students are interested in learning idioms rather than learning lexical collocations and both teachers and learners are not aware of their importance.”

“It is not always convenient to refer to lexical sets to teach lexical collocations”

“Lack of knowledge, lack of training, lack interest, lack of familiarity....”

“Time consuming”

“Not all collocations could be classified into lists of certain topics”

Q15: According to your experience, what are the benefits of using lexical sets to teach lexical collocations?

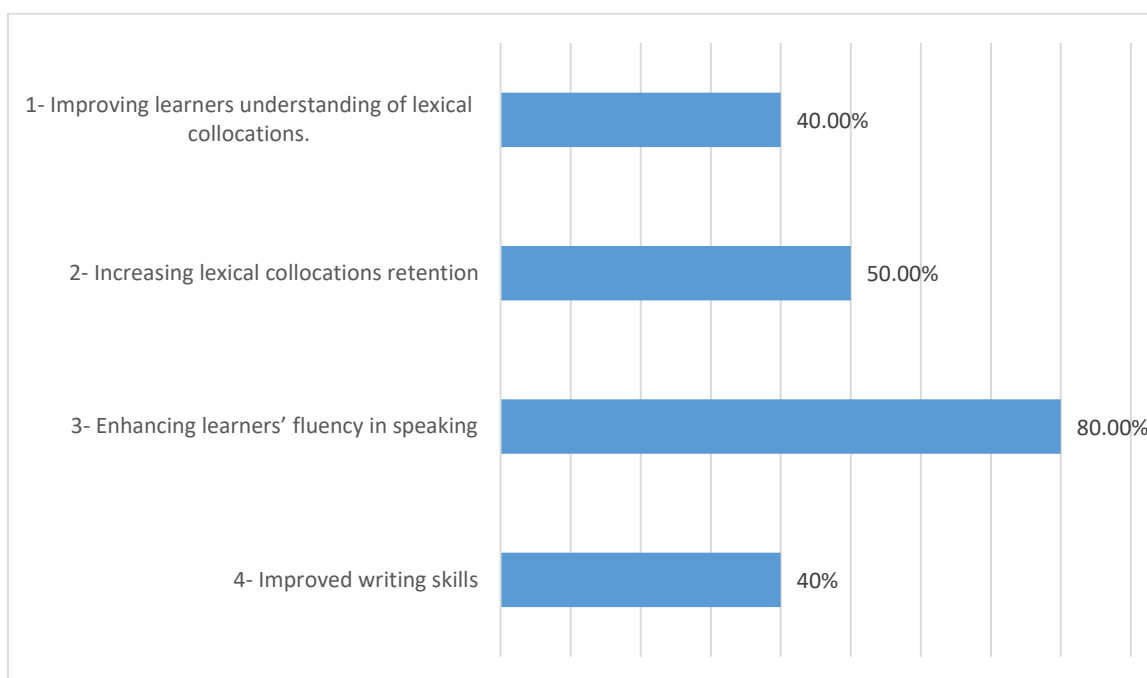


Figure 17. The benefits of using lexical sets to teach lexical collocations

Figure 15 demonstrates the benefits of using lexical sets to teach lexical collocations. The first option was chosen by (40%) of the participants, whereas the second option was chosen by half of the participants. The third options, which is enhancing learners' fluency, was selected by the majority of participants, scoring (80%). Besides, the last option was chosen by (40%) of the participants.

2.2.6 Discussion and Data Interpretation

This sub-section is mainly concerned with the summary of results obtained from the investigation. In brief, it introduces interpretations and discussions of the gathered data through the utilised research tools which are the experiment and the questionnaire. Consequently, this sub-section is an answer to the following research questions:

1- To what extent the use of lexical sets, through reading, is effective in the learning of lexical collocations?

2- What are the attitudes of teachers towards the use of lexical sets to teach lexical collocations?

2.2.6.1 The Effectiveness of Lexical Sets in Teaching Lexical Collocations

To answer the first question, an experiment was conducted for the sake of investigating the effectiveness of the previously mentioned method. Therefore, as elucidated in the data analysis, the participants took a pre-test to assess their knowledge of lexical collocations before taking the treatment. Successively, their scores of the pre-test indicated that the learners had moderate knowledge of lexical collocations. On the other hand, the scores of post-test underwent a significant increase which is believed to be attributed to the given treatment.

Regarding the comparison between the scores of the participants between the pre-test and the post-test, all of the participants succeeded to achieve a higher score except two participant. The statistical data obtained from the pre-test, before the treatment that they had, indicated that participants had a moderate knowledge of lexical collocations by getting a mean of $\bar{X}_1 = 10.10$. Conversely, the analysis of the scores of the post-test indicated an improvement in participants' scores. This improvement resulted in an increase in the mean by a variance of (3.163). Hence, it can be said that the mean noted an increase to reach $\bar{X}_2 = 13.263$. Moreover, to support the significant difference, the statistical analysis revealed a p-value of (0.000006) which is smaller than (0.05), confirming the positive effect of the given treatment.

2.2.6.2 Teachers' Attitudes Towards Using Lexical Sets

To explore teachers' attitudes towards the use of lexical sets, a questionnaire was administered to ten teachers for the aim of investigating their attitudes towards the use of lexical sets. The analysis of the questionnaire revealed that teachers have positive attitudes

towards the use of lexical sets to teach lexical collocations. Hence, they agreed that lexical sets is an effective and useful method to teach collocations. Additionally, they went along with the idea that the use of lexical sets helps learners to recall and understand lexical collocations more easily. Furthermore, teachers expressed their agreement for more opportunities to use lexical sets in classrooms. Statistically, (70%) of them agreed to that. In fact, the obtained results of the questionnaire were supported by Nation (2011), who provided the following advantages for the use of lexical sets in teaching vocabulary:

- 1- Less effort is needed to learn words presented in sets.
- 2- lexical sets make the process of item retention easier.
- 3- It provide items in a clear way that make them easy to be understood.
- 4- Learning vocabulary in its semantic domain helps learners to know in which context to use it.

2.2.7 Limitations of the Study

Since perfection is never attainable, researchers faced certain limitations and obstacles that hindered the smooth execution of the research. These limitations and obstacles are presented as follows:

- 1- Lack of resources related to collocations and lexical sets. Besides, some of the primary resources are either inaccessible or paid.
- 2- Time limitations: the experiment required more time, but participants were preparing for their baccalaureate exam. Consequently, they could not attend more treatment sessions.
- 3- The study was planned to be a quasi-experiment with a controlled and experimental group. Due to participants' absences, it had to be done through a pre-experiment, a form of quasi-experiment which involves only an experimental group.

2.2.8 Pedagogical recommendations for further research

Taking into consideration the outcomes and limitations of this study, it is worthwhile to make certain recommendations for future research. Due to the findings of the current research, researchers are advised to attach more importance to the topic at hand and embrace it. To this regard, it is suggested to conduct more research about the technique of lexical sets and the crucial role it plays when learning lexical collocations. Additionally, researchers can widen their perspective and explore the effectiveness of lexical sets in the teaching of other vocabulary items. Similarly, a researcher can conduct a true experiment to explore lexical collocations in relation to other language aspects like writing accuracy. To exemplify, this can be done by Exploring the effect of lexical sets when learning lexical collocations on learners writing accuracy

Conclusion

In this chapter, researchers cast light on the general practical framework that paved the ground for the analysis and interpretation of the data of the study. The first section was devoted to the systematic procedures of the academic research. It encompasses the implemented research tools utilized to conduct this piece of research. The second section, on the other hand, focuses on the analysis and interpretations of the data gathered using the research instruments. Therefore, the detailed inferential and descriptive statistical data laid the groundwork for reaching key findings. First, the experiment started with a pre-test before the treatment where participants got moderate scores. After the test, the participants received the treatment to end up with the post-test. After conducting the paired t-test to compare the results of pre-test and post-test, the participants showed a significant improvement in their scores. Based on the outcomes of the experiment, it was concluded that the significant improvement can be attributed to the use of lexical sets through reading which was used to teach participants lexical collocations. Moreover, the researchers administered a

questionnaire to ten teachers to assess their attitudes towards the use of lexical sets in teaching collocations. The findings of the questionnaire revealed that those teachers held positive attitude towards utilizing this method in teaching collocations. To conclude, this section tackled the limitations that impeded the research and offered pedagogical recommendations for further research.

General Conclusion

Collocations can be classified among the language aspects that play a vital role in enhancing learners' proficiency. This important role notwithstanding, the researchers had noticed that little importance is given to collocations in the academic setting and the learning environment of which they have been part for five years. Collocations, however, are of several types which a great deal of EFL learners are not aware of. In the realm of EFL or ESL teaching, both teachers and learners are often encountered by several challenges that can sometimes slow the learning of collocation. The teaching or learning of collocations should be carried out following certain pre-determined techniques or strategies. Therefore, the current study was conducted as an attempt to give enough importance to lexical collocations from one hand. On the other hand, it seeks to explore the effectiveness of lexical sets in the learning of lexical collocations through reading. Through this study, the researchers tried to cast light upon the efficiency of lexical sets and to what extent they can be helpful in the learning of lexical collocations. Practically, this study made use of a pre-experiment which is considered as a form of quasi-experiment. In order to carry out the treatment of the pre-experiment, fifteen 3rd year high school students majoring in foreign languages were selected as a sample. However, they were not randomly selected. Instead of this, they were chosen following the premises of purposive sampling in order to meet some desired criteria. After sitting for the pre-test and receiving the treatment, participants took a post-test.

Based on the scores of the quantitative analysis of the post-test, the most significant results revealed that there was a difference between the scores of both tests. To clarify, after learning collocations using lexical sets through reading, participants gained more understanding of lexical collocations and generated more correct answers in comparison to

those in the pre-test. By taking into account such differences, it can be said that teaching lexical collocations using lexical sets through reading was effective.

As an attempt to strengthen the findings of the study and to back up the researchers' standpoint, a teacher questionnaire was administered to explore their attitudes towards the use of lexical sets. Similar to the results of the pre-experiment, the quantitative analysis of the questionnaire elucidated that there were positive attitudes towards the idea that the lexical sets can be effective in learning lexical collocations.

Given the findings of the study, this research paper attempted to fill an existing gap in the field of English teaching. This was done by giving considerable attention to lexical collocations which were taught through reading by means of a technique known as lexical sets. Thus, it can be stated that the current study sought to raise awareness not only towards the importance or other aspects of lexical collocations but also to cast light upon the effectiveness of the lexical sets when learning lexical collocations through reading. As it had already been mentioned, the previous studies related to collocations investigated certain techniques and instruments like repetition along with online tools for retaining, learning, and teaching collocations. Such studies, however, tackled collocations in general and didn't pay attention to lexical collocations. Additionally, in the body of research related to collocations, the technique of lexical sets is somehow neglected. Therefore, instead of investigating an old dated technique like repetition or exploring a worldwide known topic like online tools without combining them with reading, this study sought to bring something original. This was done by combining the technique of lexical sets with reading while learning lexical collocations. To conclude, the present study aimed at shedding light on the importance of lexical sets when combined with reading to learn, understand, and retain lexical collocations.

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Appendices

Appendix A: Teacher Questionnaire

Teacher Questionnaire

Dear teachers,

This questionnaire is used as a data collection tool in order to prepare a master's dissertation investigating the effectiveness of using lexical sets in teaching lexical collocations for EFL learners. Your answers to this questionnaire will be of a great contribution that will pave the way for this questionnaire to achieve its objectives. You are requested to simply tick (✓) the statement that corresponds to your choice or write any necessary information if needed. Your collaboration is extremely appreciated.

Section One: General Information

1- Gender:

Male Female

2- Which degree do you hold?

Bachelor (License)

Master or Magister

PhD

3- How many years of teaching experience do you have?

1-5 years 6-10 years 11-15years More than 15 years

Section Two: Attitudes towards the use of lexical sets

Statement	S	D	N	A	S A
04- Lexical sets is an effective method for teaching collocations.					
05- Using lexical sets in teaching lexical collocations makes me more confident when delivering content.					
06- The use of lexical sets helps the learners understand and remember the lexical collocations easier.					
07- Incorporating lexical sets into the curriculum improves learner's language proficiency					
08- The use of lexical sets helps learners to recall and use lexical collocations in real-life situations.					
09- Exposing learners to collocations in their context using lexical sets helps them to learn their meaning and usage.					
10- Lexical sets is a useful method to keep learners motivated in their learning of collocations.					
11- There should be more opportunities for the use of lexical sets in classrooms to learn collocations.					
12- Teachers would use lexical sets more if they had more support					

14- How would you present lexical sets to the learners?

A. Presenting lexical collocations in a list.

B. Presenting lexical collocations through reading.

C. Provide learners with collocations and practice them in a specific topic.

D. Other, please specify:

.....
.....
.....

15- In your opinion, what are some of the challenges or difficulties that may be encountered when using lexical sets to teach lexical collocations?

.....
.....
.....
...

16- According to your experience, what are the benefits of using lexical sets to teach lexical collocations?

A. Improving learners understanding of lexical collocations.

B. Increasing lexical collocations retention.

C. Enhancing learners' fluency in speaking.

D. Improved writing skills.

E. Other, please specify:

.....
.....
.....

17- If there is any additional comment or suggestion, you are welcomed to write below.

.....

.....

.....

.....

.....

Appendix B: Pre-test and post-test

Activity 01 :

1- Travelling :

	Agent	Entertainments	Seatbelts	Trip	Arrangement	Magazine
Fasten						
Travel						
Business						
In-flight						

2- Feelings and emotions:

	Couple	Thing	Temper	Happiness	Occasion	Control
Happy						
Sad						
Lost						
Lasting						

Activity 02: Choose the right answer:

1. A) Take an exam B) Have an exam
2. A) Do homework B) Make homework
3. A) Get a grade B) Take a grade
4. A) Strong frost B) Hard frost
5. A) Strong sun B) Shinning sun

6. A) Unbroken sunshine B) Sunny sunshine

Activity 03: Filling the gap:

- 1- John is away on a business all week.
- 2.. Tom is of hunger because he hasn't eaten anything yet.
3. When driving, one needs to their seatbelt.
4. Achieving dreams and helping one's family brings lasting
5. I do not like that teacher; he always loses his and shouts at us.
6. Losing the competition is a sad
7. I like how Karl and Maria treat each other. They are a couple.
8. Sun bathing at midday can be dangerous because of the sun.
9. Having three decent is the key for a healthy life.
10. Look at that cloud. I think, we are going to have a rain.

Activity 4: Make five collocations out of the words in the box.

A	decent	sad	strong	cloud	sun	hard
Rain	happy	food	Drink	temper	thing	lecture
Lost	travel	big	junk	thick	heavy	
Lasting	driving	moon	rain	hot	organic	quick
Meal	happiness	snack	refreshing	couple	attend	

- 1- 2- 3-
- 4- 5-

Appendix C: T Distribution Table

df	0.1	0.05	0.02	0.01	0.005	0.002	0.001
1	6.3138	12.7065	31.8193	63.6551	127.3447	318.4930	636.0450
2	2.9200	4.3026	6.9646	9.9247	14.0887	22.3276	31.5989
3	2.3534	3.1824	4.5407	5.8408	7.4534	10.2145	12.9242
4	2.1319	2.7764	3.7470	4.6041	5.5976	7.1732	8.6103
5	2.0150	2.5706	3.3650	4.0322	4.7734	5.8934	6.8688
6	1.9432	2.4469	3.1426	3.7074	4.3168	5.2076	5.9589
7	1.8946	2.3646	2.9980	3.4995	4.0294	4.7852	5.4079
8	1.8595	2.3060	2.8965	3.3554	3.8325	4.5008	5.0414
9	1.8331	2.2621	2.8214	3.2498	3.6896	4.2969	4.7809
10	1.8124	2.2282	2.7638	3.1693	3.5814	4.1437	4.5869
11	1.7959	2.2010	2.7181	3.1058	3.4966	4.0247	4.4369
12	1.7823	2.1788	2.6810	3.0545	3.4284	3.9296	4.3178
13	1.7709	2.1604	2.6503	3.0123	3.3725	3.8520	4.2208
14	1.7613	2.1448	2.6245	2.9768	3.3257	3.7874	4.1404
15	1.7530	2.1314	2.6025	2.9467	3.2860	3.7328	4.0728
16	1.7459	2.1199	2.5835	2.9208	3.2520	3.6861	4.0150

Note. Adapted from [T Table \(easycalculation.com\)](http://easycalculation.com)

Appendix D: Treatment

First Session

Collocations about Travelling

jane,

Have you made your travel arrangements for the sales conference yet? If you want a good travel agent, I can recommend Atlas World. They specialise in business travel. Their number is 2587996. They're very helpful.

Rickie

Travel arrangement: preparations for a journey, or making plans for a trip.

Travel agent: a person or business whose job is to make arrangements for people wanting to travel.

Hi Natalie,

I know next week is a business trip, but you must do some sightseeing too. I suggest we take a day trip to Canamuca. It's about two hours by car, and we can take a boat trip to the island and have lunch there. Looking forward to seeing you. Safe journey.

David

Business trip: It is the kind of travel that is made for work purposes on the behalf of a company.

Passenger: Can you show me how to fasten my seatbelt?

Flight attendant: Sure. Just insert the seat belt into the buckle and pull it snug against your body until you hear a click. Remember to always wear your seat belt for safety.

To fasten one's seatbelt: It is by doing up the belt in a car or airplane, in order to reduce the risk of being injured in an accident.

Passenger: Are there any in-flight magazines on this flight?

Flight Attendant: Yes, there are! They're located in the seat pocket in front of you.

Passenger: Great, thanks. Do you recommend any?

Flight Attendant: There's a lot of great content! We have articles on travel, food, fashion, and more.

In-flight magazines: It is the kind of magazine that is distributed for free via the seats of an airplane, usually by an airline company.

Passenger: Hi, where can I find any in-flight entertainment on this flight?

Flight Attendant: We have a variety of options available in which you can access them through the screen in front of you.

Passenger: That's great. What kind of movies do you have?

Flight Attendant: We have a mix of new releases and classics in various genres, such as action, comedy, drama, and more.

Passenger: Ok, thank you.

In-flight entertainment: It is through providing passengers in a plane with shows, films, television, or other performances or activities that entertain them.

Second Session

Collocations about Feelings and Emotions:

Mike: have you seen Mark lately?

Tom: No, I haven't, have you?

Mike: yes, I have, and he seems to be sad.

Tom: why is that?

Mike: I think that he and jane are getting a divorce.

Tom: Wow that is surprising! But they seemed to be a happy couple.

Mike: well, I don't know; that is what I have heard.

Happy couple: It refers to a man and a woman who are content in their relationship and living happily together

Dear Alen,

Hope this message find you well. I am writing you this message wishing you the best for this happy occasion. I am so happy for you that you have reached your dream, and now you are a private school owner as what you always wished. I hope this happy occasion is just the beginning for other success and lasting happiness.

Yours mark,

Happy occasion: It refers to an important event or a special day which makes people happy about it.

Lasting happiness: it pertains to being or feeling happy for a long period of time.

It was a sad occasion when I met my brother for the last time before he went abroad for the following two years. As I saw him walking away, I have just started missing him before he even goes. The thought of not seeing him for two years was making me sadder, but when I remembered that there is social media to keep in touch with him, that brought a smile to my face.

Sad occasion: An event that makes people feel sad.

James had always been known for his calm, but today was different. A series of stressful events had made lose his cool, and he had lost control over himself. He yelled at his siblings, slammed door, and even broke a vase. His face was red with anger. It was as if he had become a completely different person, but when he realized that he has lost his temper he directly apologized for what he had become.

Lost control: It is the state of not being able to control one's emotions and feelings.

Lost temper: It is the state of being angry about something.

Third Session

Collocations about studying and learning:

Taking an exam can be a stressful. Alen is a medical student who is always ready to take an exam. In his academic year, Alen takes an exam each month. Whenever his friends call him to hang out, he just tells them that he is studying, and he needs to pass the exam. Because of this, Alen has become a very stressed person. Lately, however, he decided to draw up a schedule in which he puts some plans to chill with his friends in order to minimize the stress and anxiety of exams.

Take an exam: it means the act of participating in a test, assessment in order to be evaluated in a given course.

Pass an exam: it refers to be successful in an exam or test.

Yesterday, as soon as I got home from school, I sat down to do my homework. I knew that later is my night game with my friends, so if I were not going to do it then, I would not do it after the end of the night game. Because of that, I avoided thinking that “I have to do my homework”, and I had a more joyful night doing my best winning my friends in PES.

Do homework: it means to complete assigned tasks and activities at home, in which this homework is given by teacher as part of the lesson.

Next week I am going to sit for my math exam, and I have been studying hard for a long time. In my family, we have been famous of being good at math. As a result, I am doing my best in order to get a grade that makes my parents

Get a grade: it refers to receiving a mark or score on a test or exam, usually by a teacher.

proud of me. If I get a good grade, in addition, I will represent my school in the coming math competition.

Wail and Thamir are master two English students at Mohamed Sadik ben Yahya university. As a part of their studies, they are conducting a research to fulfill their master degree. To conduct this research, they are running an experiment at a high school in Taher city. As part of their research, they are teaching collocations to third year students by using a technique that is called the lexical sets. Till now, they have taught the students three sessions and two are remaining. After that, they are finishing their experiment with a test to evaluate the used technique.

Conduct a research: it refers to the process of collecting, analyzing, and interpreting to answer a research question, as in master dissertation or PhD thesis.

University students tend to skip lectures because absences are not taken into consideration in their final mark. However, they don't know that not attending a lecture, results in missing the chance to ask the teacher for further explanations and clarifications. In brief, if you want to get good grades, you need to attend lectures.

Attend lecture: it means to be present with teacher to take notes about the lesson being taught.

Fourth Session

Collocations about weather:

During this time of the year, Canada is classified as one of the coldest places in the world. Each day, Canadians wake up to a hard frost where everything is covered with a layer of ice. Hard frosts can cause serious accidents, so drivers should be more cautious when driving their vehicles. When the road is covered with hard frost, it becomes very slippery making the drivers lose control over their car with even the smallest mistake.

hard frost: A thick layer of ice which covers the road and everything outside.

Yesterday, it rained heavily all day, but it's dry at the moment. There's a thick cloud, though, which is a clear indication that it may rain soon again. It seems like the calm before the storm. glad we brought warm clothes because it is getting colder. I think a heavy rain is on the way; we should take an umbrella with us to avoid getting wet or catching a cold.

Thick cloud: pertains to a dense layer of cloud that can cover the sun and often ends up with stormy or rainy weather conditions.

Heavy rain: refers to a large amount of falling rain over a short period of time.

Sunbathing is an activity practiced by people whenever they are looking for a clear mind and trying to relax. In such activity, you only need sun and a beach. However a strong sun can have an opposite effect. As a result, you should avoid going to the beach at midday when the sun is the strongest. In other words, when sunbathing, a warm sun is the key for a very relaxed and healthy atmosphere.

Strong sun: it refers to the extreme heat and light coming from the sun.

Dear jane,

It's great here in Maldives. We Have had unbroken sunshine ever since we arrived. We're having a wonderful time, though in the middle of the day it's just too scorching hot to do anything, so we just stay inside and play some video games waiting for afternoon.

Anna.

Unbroken sunshine: it refers to the continuous sunshine without any clouds for a period of time.

Scorching hot: it refers to a very high temperature that is considered too hot to be bearable.

Fifth Session

Collocations about eating and food:

Nowadays, people are always in a rush. When it comes to food, they just buy ready meals. Most of these ready meals are considered as junk food. Consuming too much of such food, however, can have negative effects on one's health. In other words, having a diet that is heavily based on junk food causes health problems such as obesity, heart disease, and diabetes. However, it is important to balance junk food with nourishing meals to maintain a healthy and balanced diet.

Junk food: it is the type of food that is high in calories, low nutrients, and considered unhealthy.

Nourishing meal: it is the kind of meals which makes you grow healthy and strong.

Ready meals: meals which are already prepared or that just need to be heated quickly before eating.

Mark: Hi Tom. it has been a long day, isn't it.

Tom: yeah, it has been the longest.

Mark: Now, I am dying of hunger; I haven't eaten anything yet.

Dying of hunger: the feeling of being very hungry.

Quick snack: it refers to a light meal which is not eaten at the usual time of meals like lunch or dinner. For example, the brunch can be considered as a quick snack

Tom: really. I have had a quick snack before; I am not hungry. Why didn't you bring anything with you?

Mark: I didn't know that we are going to work for 12 hours consecutively, but now I am going directly to the cafeteria to eat something.

For Muslims, Ramadan is considered as the most special month. During this holy month, muslims strive to strengthen their faith. This Ramadan, we fast for 16 hours each day. At the end of the day, I found myself dying of hunger and thirst. By this, we can experience how poor people live and feel and empathize with them. After Maghreb, however, we may break the fast. For me, having a refreshing drink is one of the first things to do.

Refreshing drink: It refers to a cool and hydrating drink like a cup of juice.

Résumé

Les collocations lexicales sont parmi les aspects linguistiques qui peuvent être utilisés pour améliorer la compétence globale des apprenants. Cependant, apprendre de telles collocations sans méthode ou technique spécifique peut être inefficace. En d'autres termes, le processus d'apprentissage des collocations lexicales peut être peu utile s'il n'utilise pas une technique appropriée. À cet égard, pour enseigner et apprendre le vocabulaire, plusieurs érudits ont suggéré certaines techniques, y compris des ensembles lexicaux. Dans ce contexte, la recherche actuelle visait à explorer l'efficacité des ensembles lexicaux dans l'apprentissage des collocations lexicales par la lecture. En d'autres termes, les chercheurs se sont efforcés de voir si les ensembles lexicaux peuvent stimuler l'apprentissage, la compréhension et la rétention des collocations lexicales. On a émis l'hypothèse que l'apprentissage de collocations lexicales au moyen d'ensembles lexicaux peut rendre ce processus d'apprentissage plus efficace. Notre étude a utilisé des méthodes mixtes où une quasi-expérience a été menée sous la forme d'une pré-expérience avec un groupe expérimental. Ce dernier a impliqué quinze lycéens de troisième année de langues étrangères au lycée Kiamouche Ferhat de Jijel. Ces étudiants ont été sélectionnés sur la base d'un échantillonnage ciblé. En plus de l'expérience préalable, un questionnaire a été administré à dix enseignants d'EFL afin d'obtenir un aperçu plus approfondi de la recherche. Les résultats ont révélé que l'apprentissage des collocations lexicales par la lecture alors qu'ils sont regroupés en éléments sémantiquement liés peut stimuler non seulement l'apprentissage et la compréhension de ces combinaisons de mots, mais peut également ouvrir la voie à une rétention plus facile. Il est recommandé pour les instructeurs de l'EFL et ceux qui sont plongés dans la planification de la politique linguistique d'inclure des ensembles lexicaux en combinaison avec la lecture pour apprendre les collocations lexicales dans le programme d'apprentissage de l'EFL.

Les Mots clé: Les Collocations Lexicales, Ensembles Lexicaux, La Lecture

ملخص

إن المتلازمات اللفظية من بين الجوانب اللغوية التي يمكن استخدامها لتعزيز كفاءة المتعلمين عموماً. ومع ذلك، فإن محاولة تعلم المتلازمات دون أي طريقة أو تقنية محددة يمكن أن يكون غير فعال. بكلمات أخرى يمكن أن يكون بدون فائدة تذكر إذا لم تتوفر على طريقة مناسبة. ولهذا إقترح العلماء العديد من التقنيات من أجل تعلمها، حيث كانت المجموعات اللغوية واحدة منها. و في هذا السياق تم إجراء هذا البحث الذي يهدف إلى إستكشاف فعالية المجموعات اللغوية في تعلم المتلازمات اللفظية وذلك من خلال القراءة. بعبارة أخرى سعى الباحثان إلى لرؤية إمكانية المجموعات اللغوية على تعزيز تعلم المتلازمات اللفظية. حيث تم إفتراض أن تعلم المتلازمات اللفظية من خلال المجموعات اللغوية يمكن أن يكون أكثر فعالية. إتبعنا هذه الدراسة الأساليب المختلطة حيث تم القيام بشبه تجربة في شكل قبل تجربة. وشارك في هذه التجربة خمسة عشر تلميذاً من ثانوية كيعموش فرحات يدرسون تخصص اللغات الأجنبية. حيث تم إختيار العينة على أساس الإختيار الهادف للعينات. إضافة للتجربة تم توزيع إستبيان على عشرة أساتذة من أجل الحصول على معلومات أكثر. حيث كشفت نتائج هذه التجربة أن تعلم المتلازمات اللفظية بإستعمال المجموعات اللغوية من خلال القراءة بوضعهم في مجموعات لغوية ذات صلة يستطيع أن يعزز فهم المتلازمات اللفظية، كما يمهد الطريق لتذكر هذه المتلازمات بطريقة أسهل. ختاماً يوصى بأن يستخدم مدرسو اللغات الأجنبية بإستعمال المجموعات اللغوية من خلال القراءة من أجل تدريس المتلازمات اللفظية في المنهاج المتبع من أجل تدريس اللغات الأجنبية.

الكلمات المفتاحية: المتلازمات اللفظية، المجموعات اللغوية، القراءة.