COLLOCATION INSTRUCTION AND ITS INFLUENCE ON RELATIONSHIP BETWEEN ESSAY WRITING AND SPEAKING ABILITY

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ABSTRACT
Sixty-nine ESL learners from English Center Institute, Mysore city, India contributed in this survey. Instructor divided participants into two groups as control and experimental and also trained new words to control group through conventional method and experimental group received collocation instruction. Speaking test and essay writing was administered as pre and post test in order to measure the relationship between speaking ability and writing performance. Statistical analysis disclosed that there is a strong relationship between the students’ improvements in writing performance and their speaking ability. It means that as much as learners enhanced speaking ability, their essay writing amended too. Generally collocation training was a great impact on ESL learners speaking ability and essay writing.

Keywords: Collocation Instruction, Speaking Skill, Essay Writing

INTRODUCTION
Recently with the appearance of learner and learning-centered methods to second language teaching and learning, students and scholars started to highlight a significant role of vocabulary learning and suggested vocabulary treatment in class activities (Chanel, 1981; Lewis, 1997; McCarthy, 1990; Nation, 1990; Nattinger, 1980, etc). The active utilization of language chunks indicates that language clients depend heavily on larger units of language, for example, collocations help them to express their ideas more effectively. It demonstrates that the main reason for acquiring vocabulary is nearly associated with the best possible utilization of collocations. Hill (2000) states that collocation is an important vocabulary aspect that helps a lot to learners’ use of words more fluently and proficiently. Different scholars (Nation, 2001; Durrant & Schmitt, 2010) also opine that it is the learning of collocations that makes native speakers sound native and utilize language easily. In reality the direction from grammar to vocabulary is changed. Up to till now, collocational knowledge or awareness that is considered essential to vocabulary learning looks to be an ignored environment in EFL/ESL syllabus design. A collocation in short, is a pair or group of words that are eager to come together. “Some collocations are fixed or very strong; others are more open and some are not likely to occur; therefore, knowing which words are used together is an important way of understanding the meaning of a text” (Shooshtari & Karami, 2013). Koosha and Jafarpoor (2006) declared that there is a huge store of phrasal and prepositional combinations in English language that draw a great number of collocations. Proficiency of them can influence EFL learners’ fluency and accuracy in both speaking and writing tasks. In addition they stated that the utilization of lexical collocations is greatly correlated with EFL learners' language proficiency. The discoveries of this study perhaps result in the prominent purposes of writing course ought to be integrated with collocation instruction. Possibly each word is known for students, but they probably do not know the whole collocation. In broad terms, teachers ought to consider the significance of collocation in their teaching and learning to make better ESL students communicative skills for instance: writing and speaking. “Writing is a phenomenon invented by humans to help in the communication process. It has become a social and cultural practice in most societies today. There’s a close relationship between speech and writing, each reinforce the other in the process of language development in children (Winch et al., 2010). Supporting students with this chance to participate in a diversity of writing experiences can reinforce to acquire the subject of a course along with to communicate their knowledge to others. Generally, written language employed for a great number of purposes for writers and readers. Some of the important features of writing includes a) writing can act as a great tool to assist students to know more about the way of
thinking. b) Writing can make more unified and stronger ideas and thoughts. c) Writing is one of the procedures that student are able to translate their thoughts for others d) Writing helps students with the other language skills, it assists students acquire how to form language, how to spell and how to make reasonable arguments. It is, therefore, essential for teachers to raise students’ awareness of collocations and to teach students how to use collocations appropriately and accurately in their writing” (Trần, 2012). Archibald (2004) notes that even though mastery in writing is to some extent related to general language proficiency, betterments in language competence do not exactly influence on students writing proficiency in second language. As it is clear writing can be efficient in increasing mastery in a great number of areas. Collocation is an unavoidable part of English language that can be considered as one of the crucial point for differentiating native from non-native speaker. It’s an essential procedure for students to speak accurate like native speaker. Mastery in speaking English language is a very high capability to speak in a language. Moreover, a speaker should use a wide range of vocabulary resource readily and flexibly to transfer accurate meaning and idiomatic language spontaneously and precisely. The outcomes of the earlier surveys Ganji & Beikian (2013) demonstrated that a significant correlation existed between the EFL learners that whether there is any relationship between the collocational knowledge and students writing and speaking abilities. They concluded that there was a meaningful correlation between writing and speaking test but significant correlation was not seen between speaking and the scores of collocational test.

Research Question & Hypothesis
- Is there any significant relationship between the students’ improvements in writing performance and their speaking ability? - There is significant relationship between the students’ improvements in writing performance and their speaking ability.

MATERIALS AND METHODS
Method
Setting
This study is outlined on the basis of two groups: control and experimental. Control or comparison group contributed in pre and post test in order to compare with the performance of experimental group. Instructor taught vocabulary with the use of conventional method to the control group. The study was carried out at English Center Institute in Mysore City, India. The institute offered four semesters per year and the classes was conducted three times a week. The time that is specified to class was about 50 minutes.

Contributors
Sixty nine male and female learners with the age of 20 to 22 years old participated in this survey. Sixty learners took a part in this study due to several contributors did not obtain ideal score in Nelson English language proficiency test. Actually proficiency test was administered for homogenizing learners.

Materials and Procedures
Two essay writing and two speaking test was administered in this survey. ESL Learners that contributed as an experimental group received collocation instruction and instructor taught to control group conventionally. The treatment was lasted one month.

Essay Writing
For writing an essay instructor gave four topics to the learners and topics was different from each other. Instructors specified forty-five minutes in order to write an essay with 250 words. This survey adapted IELTS scoring system for assessing writing proficiency. The writing scores ranged from 1 to 9. For scoring ESL learners essay, the researcher used the Oxford Dictionary of Collocations (2009) and Free Online Collocations Dictionary - Pro Writing Aid for recognizing ideal collocation those participants applied in their writing. In reality two raters corrected essays and the final mark for each learners was the
average of these two scores. The essays of both groups were corrected by two raters and inter-rater reliability was calculated. The inter-rater reliability was 0.82 and it is high and statistically significant.

**Speaking Test**

For assessing speaking skill researcher administered a pre and post speaking test. The duration of test was about 12 minutes as it is in IELTS test. The test includes two sections. The subject for speaking in first section was family, hometown culture, hobbies, education, university and daily life activities and the second section was same with the second section of IELTS exam. It is consisted open-ended questions about a particular topic.

The instructor demanded from the learners to describe, debate, present reasons, or sometimes put themselves in imaginary situations like what would you do if you……..? Indeed these questions give to the ESL learners an appropriate chance to debate more abstract matters and opinions. The scoring system in this test was also the same as IELTS speaking section which ranged from 1 to 9.

**Treatment Process**

For experimental group collocation instruction was conducted. In each session instructor trained collocations to the learners and the subject for teaching collocation in every session was like: study abroad, travel, restaurant, summer vacation, marriage and so on.ESL Learners took apart in some activities like writing an essay and speaking for some minutes about specific subject for empowering writing and speaking ability. Sources for teaching collocation was English Collocations in Use (McCarthy & O’Dell, 2005), Collocations Extra (Walter, 2010) and collocation dictionaries. For control group just instructor trained new word by conventional method and learners in this group contributed as comparison group.

**RESULTS AND DISCUSSION**

**Hypothesis:** There is not any significant relationship between the ESL learners’ improvements in writing performance and their speaking ability.

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This hypothesis tried to find out whether there is any correlation between the ESL learners’ writing performance and their speaking ability. It is so useful to know the ESL learners who have good ability in essay writing are good in speaking too or not.

To find the relationship between the ESL learners essay writing performance and their speaking ability the Pearson correlation is selected to find the answer.

<table>
<thead>
<tr>
<th>Table 4.1: Descriptive statistics for correlation among two tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>ConPostWriting</td>
</tr>
<tr>
<td>ConPostSpeaking</td>
</tr>
<tr>
<td>ExPostWriting</td>
</tr>
<tr>
<td>ExPostSpeaking</td>
</tr>
</tbody>
</table>

Table 4.1 shows the results of both groups post-test in writing and speaking. It is supposed that if there is any relationship between ESL learners writing and speaking, so there should be no matter whether the learners were under treatment or not.

Therefore the results of both control and experimental groups are submitted to the Pearson correlation in SPSS software and the output is shown in table 4.2.
As it is indicated in table 4.2, the results of both groups are examined in Pearson correlation. The analysis indicated that there is a significant correlation between the ESL learners’ writing performance and their speaking ability. It reveals that the P-value of ESL learners’ writing performance and speaking ability in the control group is $P = 0.01$, and in the experimental group the coefficient correlation is $P = 0.00$ which indicates that variables are positively and significantly correlated at the $P < 0.01$ level. The result shows that the ratio of variance in essay writing test is explainable in speaking ability and vice-versa. Therefore, the null hypothesis stating that there is no significant correlation between ESL learners’ essay writing performance and their speaking ability is rejected and alternative hypothesis is accepted. In addition by looking to the graph 4.1, it can be seen that there is a close correlation between the ESL learners essay writing and their speaking. As each point in the graph is the symbol of a score, so by connecting all of them, it appears a direct line from down to up.

![Graph 4.1: Correlation between the ESL students’ essay writing and speaking ability](image)

Pearson correlation shed the light on the relationship among ESL students’ writing performance and their speaking ability (P-value= 0.01 for control group and P-value= 0.00 for the experimental group). Afterward it is useful to know how much ESL learners’ essay writing can predict learners speaking performance. Table 4. 2 is the linear regression which is the most important table in regression analysis. In this table R with a value of 0.77 shows that the correlation between two variables. R square is 0.60 which indicates that ESL learners essay writing’s scores can account for 60% of the variation in speaking...
ability. Therefore, the students with better speaking ability will get better scores in their essay writing scores too.

Definitely there are many factors which can explain the ESL ability speaking performance variation, but the important point is that according to the result of table 4.3, 60% of it can be explained by learners’ writing ability and another 40% of the variation have some other reasons.

Table 4.3: Linear regression for essay writing and speaking ability

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>0.774</td>
<td>0.60</td>
<td>0.58</td>
<td>0.57</td>
</tr>
</tbody>
</table>

Table 4.3 is the ANOVA table which analyses the variances of two tasks. The F ratio is the considerable part of this table which illustrates the reasonable degree of prediction of dependent variable. In this table the F is 49.41 which is significant at p<0.001, so totally the regression model considerably predicts ESL learners speaking ability.

Second table of output report is an analysis of variance (table No 4.4). The most important part is F ratio, Significant F value in the ANOVA tells whether the model results in a significantly good degree of prediction of the dependent variable. A good model should have large F ratio at least greater than 1. For these data, F is 63.84, which is significant at p <.001 in short, the regression model overall predicts ESL students’ speaking ability significantly well.

Table 4.4: ANOVA table and Analysis of variance

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16.24</td>
<td>1</td>
<td>16.24</td>
<td>49.41</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual</td>
<td>10.85</td>
<td>33</td>
<td>0.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27.10</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), ExPoWriting
b. Dependent Variable: ExPospeaking

Finally the coefficient table 4.4 gives data about the individual contribution of variables in the model. In this case, simple regression was run and there is just one predictor variable. B value represents the change in dependent variable associated with a unit change in the dependent variable. B₀ is related to constant in this case -0.51 means amount of dependent variable without contribution of independent variable is 0.51. B₁ value is the slope of the regression line; it represents the change in the dependent variable associated with a unit of change in the independent variable. In this case, it means, if in this study ESL learners’ essay writing ability is increased by one unit, then the model predict that 1.04 unit of increasing in speaking ability.

Beta value is same as B value with a little difference. Beta value estimates changes in dependent variable in associated with one standard deviation change in independent variable. T-Value tests whether the B-value is different from 0 or not. P- Value less than 0.05 reflects a genuine effect. For this data it is 0.000 therefore, the Bs are different from 0 and we can conclude that ESL learners’ essay writing makes a significant contribution (p=0.000) to predicting speaking ability on it.

Table 4.5: Coefficient of variables in contribution in Regression

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>-0.51</td>
<td>0.77</td>
</tr>
<tr>
<td>ExPoWriting</td>
<td>1.04</td>
<td>7.03</td>
</tr>
</tbody>
</table>

a. Dependent Variable: ExPospeaking
Conclusion
The majority of scholars have comprehended that the effect and importance of collocation as well as the necessities for teaching collocation in school, college and university. ESL learners can considerably improve their ability to speak by acquiring more collocations; thus proficiency on collocations can assist second language learners speak more fluent and accurate (Brown, 1974; Sung, 2003). Analysis of data showed that the experimental group that received instruction amended impressively from pre-tests to post-tests. In this reason, the answer to research question is positive, and this hypothesis is accepted. This hypothesis evaluates relationship between the students’ improvements in witting performance and their speaking ability.

The Comparison of pre and post speaking test and essay writing ability indicated that there is a significant relationship between the learners speaking ability and essay writing. In other words, whatever ESL learners’ have improved in speaking ability, their essay writing also improved. Due to the fact that collocation training had affirmative influence on ESL learners essay writing and speaking ability. Indeed Acquiring collocation assisted a lot to ESL learners who studied in the college. With the use of appropriate collocation learners were able to communicate with others effectively. Among four communicative skills (Writing, Speaking, Reading and Listening) writing and speaking perform a significant role in becoming mastery in English language as well as speak and write like native.

The outcomes in this study revealed that the teaching of collocations on ESL learners assisted a lot and the learners ameliorate their familiarity with word chunks and exploited them in their written and spoken activities. In reality whether second language learners do not learn collocational associations as a part of second language vocabulary knowledge, they will produce irregular combinations in writing and speaking through the procedure of transfer.

REFERENCES
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