Teachers must help learners become familiar with these collocations and such familiarity will develop best when the learner is consciously aware of this tendency of words to go together. It is necessary to mention that translators can also benefit from the study. Since collocational problems due to lack of good knowledge in this area are the source of many problems in translation, translators should be made aware of collocations and vigilantly consider their equivalences in both L1 anc FL to improve the quality of their translations.

References

Anderson, C., and Freebody, P. (1983). *Reading comprehension and the assessment and acquisition of word knowledge.* **Advances in Reading Language Research**, Vol. 2, No. 1. pp. 231-56.

Aston, G. (1995). Corpora in Language Pedagogy: Meaning Theory and Practice. In G. Cook and B. Seilhofer (Eds). *Principle and Practice in Applied Linguistics: Studies in Honor of H. G. Widdowson.* Oxford: Oxford University Press.

Bahns, J., and Eldaw, M. (1993). *The Development of EFL Learners collocations.* **System** Vol. 21, No. 1, pp. 101-114.

Bahns, J. (1993). *Lexical Collocation: A Contrastive View.* **ELT Journal.** Vol. 47, No. 1, pp. 56-63.

Barfield, A. (2002). *Learner constructions of collocational use.* Chuo University, Japan. Available online at: http://www1.harenet-ne.jp/waring/vocab/colloquium/jalt.

Bonk, W. J. (2000). *Testing ESL learners' knowledge of collocations.* **ERIC Documents 442309** (cited in Barfield 2002).

Carter, R. and McCarthy, M. (Eds.) (1988). *Vocabulary and language teaching.* Harlow: Longman.

Celce-Murcia, M. C. (Ed.). (2001). *Teaching English as A Second or Foreign Language.* (3rd Ed.). London: Thomson Learning Inc.

Center for Instructional Development and Research (2000). **Collocation** (International teaching assistant program). George Town: Washington University.

Cowie, A. P. (1988). Stable and creative aspects of vocabulary use. In Carter and McCarthy (Eds.) *Vocabulary and language teaching* (pp. 126-137). Harlow: Longman.

DeCarrico, J. (2001). Vocabulary learning and teaching. In Celce-Murcia, M. C. (Ed.) *Teaching English as A Second or Foreign Language.* (pp. 285-99). London:

Thomson Learning Inc.

Firth, J. R. (1957). *Personality and Language in Society.* **Papers in Linguistics.** London: Oxford University Press.

Gitsaki, C. (1996). *The Development ESL Collocational Knowledge.* Ph.D.Dissertation. Brisbane: Australia: **Center for Language Teaching and Research,** The University of Queensland. Available at: <http://www.cltr.uq.oz.au:8000/users/christina.gitsaki/thesis/contents.html>.

—— (1997). *Patterns in the development of English collocational knowledge.* **Journal of Communication and International Studies,** Vol. 1, No. 4, pp. 43-54.

Hill, J. (2000). *Collocation.* Internet Online Essay. http://www.cs.unca.edu/bruce/ac101/collocation.html.

Hill, J, & Lewis, M. (1997). *Dictionary of selected collocations.* Hove, England: Language Teaching Publications.

Hussein, R. F. (1990). *Collocations: The missing link in vocabulary acquisition amongst EFL learners.* **Papers and Studies in Contrastive Linguistics** *(PSCL),* Vol. 26, pp. 123-136.

Kjellmer, G. (1991). A Mint of Phrases. In K. Aijmer and B. Altenberg (Eds.) *English Corpus Linguistics: Studies in Honour of Jan Svartvik* (pp. 111-27). Harlow, Essex: Longman.

Lewis, M. (1993). *The Lexical Approach: The State of ELT and The Way Forward.* Hove, England: Language Teaching Publications.

—— (1997). *Implementing the lexical approach.* Hove, England: Language Teaching Publications.

McCarthy, M. (1990). *Vocabulary.* Oxford: Oxford University Press.

Meara, P. M., and Buxton, B. (1987). *An Alternative to Multiple-choice Vocabulary Tests.* **Language Testing,** Vol. 4, No. 2, pp. 142-151.

Moudria, O. (2001). *Lexical approach to second language teaching.* Internet online article.

Nation, I. S. P. (1990). *Teaching, and Learning Vocabulary.* Rowley, MA: Newbury House.

Nattinger, J. R. (1988). Some Current Trends in Vocabulary Teaching. *In Carter, R., and M. McCarthy (Eds.) Vocabulary and Language Teaching* (pp. 62-82) London: Longman.

Newmark, P. (1988). *A textbook of translation.* NJ: Prentice-Hall.

Sinclair, J. (1991). *Corpus, concordance, and collocation.* Oxford: Oxford University Press.

Willis, D. (1990). *The lexical syllable: A new approach to language teaching.* London: Collins Cobuild.

Zhang, X. (1993). *English Collocations and Their Effect on the Writing of Native and Non-native College Freshman.* Ph. D. Dissertation. Indiana University.

done by Hussein (1990) it was found that many collocational errors were due to negative transfer from L1, e. g. 'pipe water' instead of 'tap water'. Other scholars like Newmark (1988) consider collocations as a significant problem in translation. Newmark states that recognizing whether or not a collocation is familiar, natural, or acceptable is one of the most important problems in translation.

In sum, the findings rejected the Null hypothesis and showed that Test Method and Language Proficiency level have a significant effect on recognition of English collocations by Iranian EFL Learners.

Pedagogical Implications

Most teachers are familiar with the concept of communicative competence, but they need to become familiar with the concept of collocational competence, as well. The findings of this research, especially with regard to translation, revealed that lack of collocational competence forces students to commit grammatical mistakes. They normally produce long utterances since they do not know the collocations which can express precisely what they want to say.

The findings of the present study lead to the view that the main objective of vocabulary teaching, especially at intermediate and advanced levels, should be to increase students' collocational competence. Each individual word may be known to students, but they probably do not know the whole collocation. For example, most intermediate students will know the words 'hold' and 'conversation', but may not know that they can be used as one item, i.e. 'hold a conversation', because they have not stored this chunk in their mental lexicon as a single item.

Most current teaching approaches put a great deal of emphasis on getting students to talk. This is futile if students have not had input in chunks which they can call on when needed. Teachers therefore need to place a much greater emphasis

on good quality written and spoken input at lower levels by incorporating a frequent range of lexical phrases and using them in various exercises to guide learners towards more fluent talking.

In addition, teachers and syllabus designers should take into account the importance of word combination patterns in language and their use in teaching and learning to improve EFL learners' accuracy and fluency. Since collocation is one of the most important and problematic parts for EFL learners, syllabus designers should incorporate collocations into lessons and integrate them into reading and writing courses. Teachers should concentrate on this area and consider numerous classroom strategies, activities, and exercises in order to give students more practice with collocation. With consideration of these points in teaching, high frequency lexical phrases should be taught first.

Moreover, test developers can benefit from the present study. Since testing is somehow a kind of teaching, and there is a mutual relationship between them, test developers can contribute to the progress of the students' learning as well. By exposing the learners to different kinds of tests (Test Method) test developers not only can evaluate the students' performance, but also they can recognize the problematic areas, which mutually help teachers to focus more on their students' problems.

Another relevant and quite important point in language teaching through lexical items is the students' ability to find out an equivalent in mother tongne (L1) to match a lexical item in Foreign Language (FL). This is because most English teachers probably consider proficiency in FL as the ability to be bilingual-using L1 and FL appropriately and interchangeably.

Also, there are specific types of collocations in English that cause students' errors due to the lack of translation equivalence between the first language (L1) and the Foriegn Language (FL).

teacher-made test against the Nelson standard test. Furthermore, the Post-Hoc Scheffe test was run to locate the exact points of differences in this study; however, the relevant statistical tables have been omitted upon the recommendation of the journal's editorial for the sake of brevity and simplicity.

Results and Discussion

After piloting the teacher-made tests and estimating their reliability and validity, several statistical analyses were performed to probe the research question and the corresponding null-hypothesis, formulated in this study. First, subjects were grouped into 3 levels (High, Intermediate, and Low) on the basis of the dispersion of Nelson test scores around the mean of 27.27. That is, the scores below 22 were considered as Low, the scores above 33 were considered as High, and the scores between 22 and 33 were considered as Middle groups of language proficiency. Thus, there existed 38 Low, 39 High, and 23 Mid Proficiency Level subjects. In order to make sure that significant differences existed between the mean scores of the three groups of language proficiency, a One-Way ANOVA test was run the results of which showed that significant differences existed between the mean scores of the three groups of language proficiency.

After dividing the subjects into three groups of language proficiency, the descriptive statistics of the four test methods used by the three groups of language proficiency was calculated. The results showed that the highest mean score of belonged to the high proficiency group's performance on the multiple-choice test and the lowest mean score belonged to the low group's performance on Translation test.

In order to investigate the effect of language proficiency on the learners' performance on Fill-in-the-blanks, Translation, Multiple-choice, and Cloze tests, a multivariate analysis of variance (MANOVA) was run. Based on the results it can

be concluded that the subjects' language proficiency level has a significant effect on their performance on the four teacher-made tests.

Next, the interaction between language proficiency and test methods was investigated and it was revealed that there are significant differences among the means, which are modified by the proficiency level of the subjects.

Based on the results, the following conclusions can be drawn:

1. The High Proficiency group did better than the other groups on the Multiple-choice and Cloze tests.
2. The High Proficiency group performed better than the Mid proficiency group on both Fill-in-the-blanks and Translation tests.
3. The High Proficiency group performed better than the Low proficiency group on all four teacher-made tests.
4. The Mid Proficiency group performed better than the Low proficiency group on all teacher-made tests.

With regard to the interaction between proficiency levels and test methods it can be concluded that:

1. The High-Proficiency group performed better on Cloze and Multiple-choice tests than Translation and Fill-in-the-blanks.
2. The Mid-Proficiency group performed better on Multiple-choice and Cloze tests than Translation and Fill-in-the-blanks.
3. The Low-Proficiency group performed better on Multiple-choice test than the other three tests.

Furthermore, all these proficiency groups performed better on Multiple-choice and Cloze tests than fill-in-the-blanks. It is worth noting that Translation was the most problematic test method for many of the EFL learners since there is always interference coming from the learners' mother tongue. This is in line with the findings of some other research studies. For example, in a study

Method

Participants

100 female EFL Learners (within the age range of 20-30) were selected from two English institutes in Tehran (i.e. Goftar Institute and Jahad Daneshgahi Institute) which used the same materials for teaching English namely Headway series. The proficiency level of the subjects was determined by a standard test namely Nelson (1976) according to which the participants were divided into three levels: High, Mid, and Low

Instrumentation

The instruments used in this study included a standard proficiency test (i.e. Nelson, 1976, Advanced Level 450B) and four teacher-made tests. The Nelson test consisted of 50 multiple-choice items, and it was administered to determine the language proficiency levels of the subjects. The teacher-made tests included a cloze test consisting of two passages with 23 missing words in which students were asked to choose the most appropriate phrasal verbs (verb+noun collocations), a multiple-choice test including 20 questions in which the subjects were asked to choose the most appropriate alternative, a fill-in-the-blanks test comprising 18 questions in which students were asked to write an appropriate noun collocation from the given words (noun+noun), and finally a translation test with 23 given expressions in Persian which the subjects were asked to translate into English. The time that was allocated to each test was 20 minutes. It is worth mentioning that all of the teacher-made tests were piloted to verify their reliability and validity.

Pilot Study

In this research, a pilot study was conducted to estimate the reliability and validity of the tests. The tests were administered to 20 female subjects from an English institute in Tehran (Goftar institute). After collecting the data, item discrimination, and item facility indices were analyzed. The reliability of the tests was estimated through Kudar-Richardson (KR-21) formula.

The cloze, multipled-choice, fill-in-the-blanks, and Translation tests were validated against the Nelson proficiency test, which was also given to the same 20 female students. The concurrent validity of the tests was estimated through computing the correlation between the scores obtained from these five kinds of tests. The correlation coefficients between the Nelson test and the teacher-made tests confirmed a reasonable degree of empirical validity at 0.01 level of significance.

Design

The dependent variable in this study was test method which consisted of four test types, as explained above, and the independent variable was proficiency level. Since the researchers did not have any control over the manipulation of the independent variable, and also there was no treatment, 'ex post facto' design was used. That is, since there was no treatment only the degree or type of relationship between variables, rather than cause-and-effect relationship, was examined.

Data Analysis

In this study, an attempt was made to investigate the effects of the four different test methods (Cloze, Multiple-choice, Fill-in-the-blanks, and Translation tests) and also the language proficiency levels of the EFL learners (High, Intermediate, and Low) on the recognition of English Collocation. The statistical procedure MANOVA (Repeated Measurement) was employed for Data Analysis. A One-Way ANOVA was run to make sure that a significant difference existed between the mean scores of the three groups of language proficiency. A Correlation Cofficient test was also run to validate each

Foreign Language Teaching Journal

listening comprehension, and reading speed. Collocational knowledge could also help students overcome problems of vocabulary style and usage. According to the findings obtained by The Center for Instructional Development and Research (2000) at Washington University, our brain tends to store language in chunks, rather than individual words. Thus, familiarity with collocations and the resulting ability to make guesses about a speaker/writer's speech should increase a non-native speaker's efficiency as a listener or reader. Lewis (1993) asserts that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes, or "chunks," and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar.

Empirical studies have been done on the effect of different vocabulary test methods on learners' performance are scarce. One such a study which was conducted by Anderson and Freebody (1983) on Yes/No test and conventional multiple-choice vocabulary tests by children revealed that Yes/No vocabulary tests are better suited as a means of assessing their vocabulary knowledge. Their

reasons for reaching this conclusion are: Yes/No tests are easier to construct; include more items; were easier for the children to answer, and the scores from the Yes/No tests are better predictors of reading ability than conventional vocabulary tests. Furthermore, Meara and Buxton (1987) used the same method with a group of EFL students and found that the scores from Yes/No tests were better at predicting students' grades on the First Certificate Examination (FCE) than the scores from FCE multiple-choice vocabulary performance. The purpose of their study was to investigate the efficacy of administering a 'spoken' cloze test. Two versions of 50-word, every-7th deletion cloze passages were developed: one open-ended and the other multiple-choice. Forty-five ESL students were asked to successively read these two versions aloud on tape. They were required to supply or choose the answers for each blank as they proceeded. The results were scored in a variety of ways including multiple-choice, exact-answer and acceptable-answer scoring methods. The results were analyzed for relative reliability across scoring methods. Then, they were compared to scores on the three subtests of TOEFL, a writing sample, and a written cloze passage in order to explore the relationship of spoken cloze to other types of language tests. The results indicate that spoken cloze is a reasonably reliable alternative test format. The possibility of using this format for exploring discourse strategies is also discussed.

Based on the above review, this study aims at scrutinizing the effect of language proficiency and test methods on the recognition of English collocations by High, Intermediate, and Low EFL learners. Therefore, the following null hypothesis is formulated:

Null Hypothesis: Test methods and language proficiency have no effect on the recognition of English collocations by Iranian EFL Learners.

*rancid butter and 'spoiled' milk as sour milk, but not as * sour butter or *rancid milk. A few example of wrong word combinations that have occurred in non-native speech are *feeble tea, *laugh broadly, *hold a burial, and *healthy advice. (p. 292)*

These restrictions may at first glance seem to present additional learning problems to overcome, but in fact they may be incorporated into vocabulary study as useful aids in learning. This is what Nattinger (1988) has in mind when he maintains that collocational associations assist the learner in committing these words to memory help in defining the semantic area of a word. Concerning collocational associations as memory aids, researchers have noted that vocabulary is best learned in context and that words which are naturally associated in a text are more easily learned than those having no such associations.

Related Empirical Studies on Collocation

The importance of learning collocations to master FL communicatively has recently attracted the attention of many researchers. They have studied collocations from different dimensions as follows:

Bahns and Eldaw (1993) carried out an experiment to find out whether collocations should be taught explicitly. The result showed that learners' knowledge of collocations lagged behind their knowledge of vocabulary in general. They concluded that "learners' knowledge of collocations does not develop in parallel with their knowledge of vocabulary and this may be in part due to the fact that collocations are not taught so learners do not pay attention to learning them." (Bahns & Eldaw, 1993, p. 109).

Hussein (1990) conducted an experiment to measure the ability of Arab EFL learners to collocate words correctly in English. Results

revealed that FL learners' errors in collocation were traceable to *negative transfer*, and *overgeneralization.*

During the 1990s, interest in vocabulary teaching and research increased. Nation's (1990) book entitled "Teaching and Learning Vocabulary" appeared at the beginning of the decade and proved influential in its inclusive review of research on vocabulary while providing pedagogical guidance through interpreting the research in terms of classroom applications. Sinclair's (1991) book, "Corpus, Concordance, Collocations", and subsequent concordance studies have revealed new understandings of how English words lead to new descriptions of the language.

Furthermore, recent developments in corpus studies have led to major changes in language description and have greatly expanded our knowledge of collocations, idioms, and other multiword units. One insight from corpus studies is that many words collocate with other words from a definable semantic set. The results of corpus studies have been incorporated into recent dictionaries such as the *Collins COBUILD English Dictionary (1995)* or the *Dictionary of Selected Collocations* (Hill and Lewis, 1997).

Kjellmer (1991) studied collocational behavior of parts of speech categories on the basis of corpus analysis. He found that singular nouns and verb base forms have a higher collocational tendency while adjectives and adverbs do not. In investigating the verb-noun collocations, it was found that verb base forms always have higher collocating ability than other verb forms, like past tense or third person singular. Gitsaki (1996) also found the verb-object type collocation to be the most difficult for second language learners.

Findings of these studies, in general, point to the fact that EFL learners have great problems with the use of English collocations. In other words, an increase of the students' knowledge of collocations will result in an improvement of oral skills, their

learners. Gitaski (1996) also identifies some factors which influence the development of collocational ability during language acquisition, for example frequency in the input, complexity of the collocations, degree of L1-L2 difference, and the order of collocational parts. For instance, Preposition-Noun Collocations were found to be more difficult than Noun-Preposition Collocations. More research is needed, however, to strengthen and elaborate on these conclusions.

Despite the scarcity of empirical studies, it is nevertheless generally agreed that collocational knowledge is one of the things which greatly contribute to the difference between native speakers and second language learners. For example, Kjellmer (1991) believes 'automation of collocation' helps native speakers to utter sentences more fluently. Language learners, being deficient in this automation, constantly have to create structures and are less fluent when speaking. Similarly, Aston (1995) notes that the use of large fabricated items speeds language processing in comprehension and production alike, and thus creates native-like fluency.

McCarthy (1990) also asserts that "knowledge of collocational appropriacy is part of native speakers' competence... which is based on years of experience of masses of data" (p. 13).

Some researchers tend to see collocational competence as a separate aspect of lexical development in L2/FL (e.g. Bahns and Eldaw, 1993); whereas, others such as Gitaski (1997) and Bonk (2000) locate it as an intrinsic process of vocabulary development. However, in the general sense that language users must put words repeatedly together in production, there can be little question that collocational competence is intrinsic to L2 vocabulary acquisition (cf. Barfield, 2002).

Learners' Problems with Collocations

The task of learning collocations can present both intralingual and interlingual challenges. Collocation refers to lexical relations and word combinations, but joining words that are semantically compatible does not always produce acceptable combinations. For example, 'many thanks' is an acceptable English collocation, but 'several thanks' is not. On the other hand, collocations can differ from language to language, e.g. someone who drinks a lot is 'a heavy drinker' in English and 'a strong glass' in Greek.

In a study done by Hussein (1990), many of collocational errors that learners commit were found to be due to negative transfer from L1, e.g., 'pipe water' instead of 'tap water'. Moreover, Hussein states that collocations present a special problem for linguistic description in having the following features:

1. Generally, one element in a collocation has greater freedom of co-occurrence than the other element(s) in a given sense (e.g. the sense of the verb 'adopt' in *adopt a policy* is limited to the context of a definable set of nouns (measure, scheme, etc.), while the noun *policy* can co-occur with an almost intermediate range of verbs: *argue over, discuss, present, vote on, etc.*)
2. The relationship between the elements in collocation is mostly unidirectional not bi-directional.
3. Collocation has an internal grammatical structure that contributes to its meaning as a whole (e.g. *adopt a policy* can be analyzed as a sequence of transitive verbs+direct object).

According to Nattinger (1988), the meaning of a word has a great deal to do with the words with which it commonly associates. Bahns (1993, cited in DeCarrico, 2001) also asserts that:

if collocational associations are not learned as part of L2 vocabulary knowledge, the resulting irregularities will immediately mark the learner's speech or writing as deviant or odd in some way and as decidedly non-native. Native speakers of English, for example, refer to 'spoiled' butter as

collocation tests namely cloze, multiple- choice, fill-in-the-blanks, and translation were given to the subjects. Next, a Multivariate Analysis of Variance (MANOVA) for Repeated measurement was applied to the data. The results showed that the F observed value for the effect of language proficiency was 194.73 at 2- tailed and 92 degrees of freedom which at the 0.05 level was greater than the critical value of F, i.e. 3.15. Thus, it can be concluded that test method and language proficiency level have significant effect on recognition of English collocation by Iranian EFL learners. The results are interpreted as having implications for language teachers, syllabus designers and test developers (For further details, see the section on pedagogical implications).

Key Words: collocation, language proficiency, test methods, Iranian EFL learners.

Introduction

The lexical approach to second language teaching has received considerable attention in recent years as an alternative to grammar-based approaches (cf. Willis, 1990; Lewis, 1993, 1997; Moudria, 2001). The lexical approach concentrates on developing learners' proficiency with lexis, or words and word combinations. It is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes, or *chunks*, and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar (Lewis, 1993).

The lexical approach makes a distinction between vocabulary-traditionally understood as a stock of individual words with fixed meanings and lexis, which includes not only the single words but also the word combinations that we store in our mental lexicon. The advocates of lexical approach argue that language consists of meaningful chunks that, when combined, produce continuous coherent texts, and only a minority of spoken sentences are entirely novel creations. Furthermore, within the lexical approach special attention is directed to collocations and expressions that include institutionalized utterances and sentence frames and heads. As Lewis (1993) maintains, instead of words, we consciously try to think of collocations, and to present these in expressions. Rather than trying

to break things into ever-smaller pieces, there is a conscious effort to see things in larger, more holistic, ways.

The notion of collocation was first introduced by Firth (1951) as part of his theory of meaning. In Firth's theory of meaning, there are three levels of analysis: situational, collocational, and grammatical. In this theory, syntagmatic relation between lexical units or collocation plays an extremely important role. It is at the collocational level of analysis, intermediate between situational and grammatical levels, that he proposes to deal in whole or part with lexical meaning, i.e. with part of the meaning of the lexemes which depends not upon their functions in particular contexts of situation, but upon their tendency to co-occur in texts. He asserts, for instance, that one of the meanings of 'night' is its collocability with 'dark', and of 'dark' with 'night'.

Collocation and Language Learning

Though collocation plays an important role in language acquisition, very few systematic studies have addressed this issue. One recent study is by Zhang (1993), in which a series of experiments were conducted to explore the relationship between the knowledge of collocation and proficiency in writing. Zhang found that more proficient second language writers use significantly more collocations more accurately, and in more diverse ways than less proficient

Mohammad Hossein Keshavarz
email:mhkeshavarz@yahoo.com
Teacher Training University

Nadia Rashnavadi
English Department
Khatam University
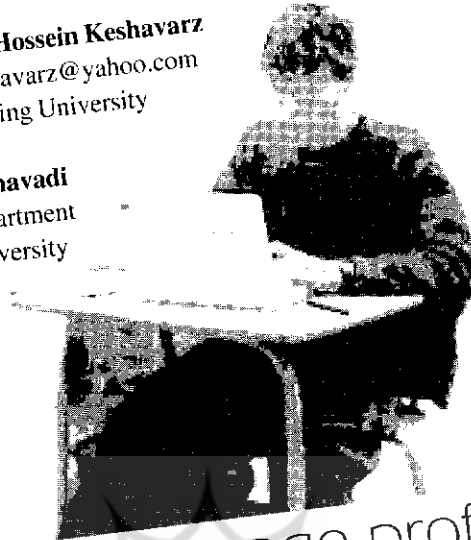
The effect of language proficiency and test methods on the recognition of English collocations by Iranian EFL learners

چکیده

هرچند همنشینی (collocation) یکی از مهم‌ترین و مشکل‌ترین جنبه‌های یادگیری زبان دوم است ولی عمدتاً مورد کم‌توجهی محققان و معلمان زبان بوده است، لذا هدف از مقاله حاضر بررسی تأثیر نوع آزمون و مهارت زبانی بر تشخیص کلمات همنشین انگلیسی توسط دانش‌آموزان ایرانی می‌باشد. برای این منظور ابتدا آزمون استاندارد نلسون از یکصد زبان‌آموز ایرانی برای تعیین سطح آن‌ها گرفته شد. براساس پراکندگی نمرات در این آزمون، دانش‌آموزان به سطوح پائین، متوسط و بالا گروه‌بندی شدند. سپس چهار نوع آزمون واژه‌های همنشین شامل آزمون بند (Cloze Test)، چندگزینه‌ای (Multiple-Choice)، پر کردن جاهای خالی (Fill-in-the-blanks) و ترجمه گرفته شد. به دنبال آن از روش آماری Manova برای تجزیه و تحلیل داده‌ها استفاده شد. از نتایج به‌دست‌آمده چنین می‌توان نتیجه گرفت که مهارت زبانی و نوع آزمون تأثیر بسزایی بر تشخیص واژه‌های همنشین انگلیسی توسط زبان‌آموزان ایرانی دارد. این نتایج می‌تواند مورد استفاده معلمان و برنامه‌ریزان زبان و همچنین دست‌اندرکاران تهیه آزمون قرار گیرد.

کلید واژه‌ها : واژه‌های همنشین، مهارت زبانی، روش‌های آزمون، زبان‌آموزان ایرانی.

Abstract

Although collocation is a pervasive feature of English and one of the most difficult and important aspects of second language learning, it has largely been neglected by researchers and practitioners. Therefore, the present study aimed at finding out the effect of test method and language proficiency on recognition of English collocations by Iranian EFL learners. To provide empirical evidence for the study the following procedures were employed. First, a Nelson test was administered to 100 participants to determine their language proficiency levels. Based on the dispersion of the Nelson scores around the mean, the subjects were grouped into three levels: High, Intermediate, and Low. Then, four