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Investigating the Impact of the Mother Tongue on the EFL Students' Perception and Generation of Collocations: First-Year EFL Students as a Sample

A Dissertation Submitted to the Department of English in Partial Fulfillment for the Requirements of Master's Degree in Linguistics

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DEDICATION

With all my love I dedicate this work to

The light of my eyes my dear father and mother for their encourgements and

support throughout our academic journey

my beloved siblings; Selin, Younes, Rayane, Aya, Mouhammed

All Benali's and Mellal's family members

&

My dear lovely cousins

&

My dear friends

To all those whom I know Chouaib, Malak

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Abstract

The overarching objective of this study is to investigate and assess the influence of Arabic as the mother tongue (MT) on Arabic-speaking students' comprehension and generation of collocations in English as a Foreign Language (EFL). Additionally, it aims to provide an overview of the current status of Arabic and English languages in the modern world. To achieve these objectives, the researchers surveyed 50 first-year English students and 3 tenured teachers at Tiaret University. Data was collected using two research instruments: a corpus analysis of first-year English student writings and teacher interviews. The study and interpretation of the data revealed that the students' Arabic mother tongue heavily influences their perception and generation of English collocations. This influence was observed across several linguistic aspects, including syntax, lexis, and word order. The findings suggest that the differences between the Arabic and English language systems pose significant challenges for Arabic-speaking EFL learners in acquiring and producing appropriate English collocations. The study provides valuable insights into the role of MT influence in EFL learning, particularly in the context of Arabic-speaking students. The results can inform the development of targeted pedagogical approaches and materials to help Arabic-speaking EFL learners overcome the challenges associated with English collocation acquisition. Further research is recommended to explore the extent and nuances of MT influence on other linguistic features in EFL learning.

Keywords: Collocations, mother tongue, EFL, Arabic-speaking students, linguistic challenges, pedagogical implications

List of Acronyms and Abbreviations

BMD: Bachelor, Master, Doctorate

CA: Classical Arabic

CIA: The Central Intelligence Agency

Col A: Colloquial Arabic

EFL: English as a Foreign Language

MSA: Modern Standard Arabic

MT: Mother Tongue

UK: United Kingdom

UNESCO: the United Nations Educational, Scientific and Cultural Organization

USA: United States of America

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General Introduction

General Introduction

One of the numerous factors that can influence a person's capacity to learn a new language is the native language of the person who is speaking the language. There have been a great number of research conducted in the field of language that have attempted to answer the question of how the first language of an individual influences their linguistic proficiency. Numerous studies have been conducted to investigate the ways in which a person's first language influences their vocabulary, word combinations, and an assortment of other linguistic characteristics. Because of this phenomenon, there is a possibility that it will have a substantial impact on the way that we teach and learn languages. There has been a significant amount of research conducted on the ways in which native language influences many areas of language, including vocabulary and word combinations, as a result of the possible consequences that this impact could have on language instruction and learning. The purpose of this research is to investigate the ways in which the native language of Algerian students of English as a foreign language (EFL) affects their ability to comprehend and produce collocations. It is possible to view Algeria as a diglossic context, in which the MSA is considered to be the most authoritative form of official discourse. MSA comprises a subvariety known as ADA, which stands for the Low variety of the country. It is also possible to use this language in addition to the one that was discussed earlier. As a result of Algeria's history of colonization, a significant percentage of the French language is profoundly ingrained in the linguistic repertoire of the country. When they are studying English, students of English as a Foreign Language in this country rely, for the most part, on the grammatical patterns, vocabulary, and structures of their mother tongue. It would be beneficial for Algerian students of English as a second language to become familiar with the ways in which Arabic, and ADA in particular, influences the creation of English collocations on their writing. Having this level of comprehension is absolutely necessary in order to build effective instructional strategies and materials for these students.

Collocations are sets of words or phrases that are used together often throughout a language. If you want to become fluent in that language and comprehend what others are saying, you need to master collocations. Collocations are the most common way that words and phrases are paired together. Verbal communication is characterized by greater sincerity, fluency, and correctness when it is employed in an acceptable manner. On the other hand, those who are not native English speakers may have a more difficult time comprehending and utilizing appropriate collocations due to differences present in their respective language systems. The primary objective of this research is to investigate the influence that native Arabic speakers from Algeria have on the English as a Foreign Language (EFL) students' capacity to comprehend and produce collocations in American English. In light of the specific circumstances that are present in this setting, it is essential to have a comprehensive awareness of the opportunities and dangers that pupils are confronted with. In addition to assisting us in filling in some of the gaps in our knowledge regarding collocations and the acquisition of a second language, the findings of this study will be helpful for language instructors and curriculum makers in Algeria as well as in other countries that have significant ties to Algeria. Mixed methods, which are a strategy for obtaining information that blends qualitative and quantitative approaches, will be utilized in the research pertaining to the topic. Because of this, the research will be able to achieve the goals that it set out to achieve. In order to acquire qualitative information, we will be able to benefit from conducting interviews and other methods such as think-aloud. On the other hand, we shall collect quantitative data during the course of the perception and production activities.In order to conduct an analysis of the data, a combination of statistical methods and qualitative content analysis will be utilized. In order to discover trends and patterns, the participants in the study will be asked to reflect on their own thoughts on the utilization of collocations.

To phrase it another way, the purpose of this research is to gain a better understanding of the ways in which the participants' native language, Arabic, affects their capacity to notice and

make use of collocations when translating from English to Arabic for English as a second language (ESL) students from Algeria. The researchers have high hopes that their findings will contribute to the improvement of language teaching tools and methods by providing light on the challenges that students experience and the solutions that they discover in conjunction with this particular setting. This study may have far-reaching repercussions, which go beyond the scope of the examination that is now being conducted. In settings where many languages are spoken, it has the potential to affect more general conversations and behaviors that are associated with the learning of a second language.

Problem Statement

Acquiring second language proficiency poses a significant and difficult task for the majority of persons. Mastering writing is a challenging task due to the complexities of its syntax, mechanics, stylistic nuances, and other components. An important component contributing to this problem is most likely the influence of the learners' mother tongue. This tendency, known as language transfer, frequently hinders the production of well-crafted written compositions by individuals whose first language impacts their second language writing.

When it comes to EFL students, writing assignments can be quite challenging due to their lack of familiarity with the English language. However, one specific obstacle stands out among these difficulties - the use of certain word combinations that, although grammatically correct, sound strange or unconventional. These instances, known as collocation errors, are largely influenced by the learners' first language and are particularly noticeable in their writing.

Researchers noted that first-year EFL students at Ibn Khaldoun University made mistakes in combining/pairing words, known as lexical collocation errors. These errors were caused by the influence of their mother tongue, Arabic and its variations, which negatively affected their written work. This highlights the significant role of interference from the students' mother tongue in contributing to these

errors in word pairing and usage.

Aims of the Study

The study's overarching goal is to learn more about how first-year EFL students' home languages affect their use of lexical collocations in Arabic composition. The study also intends to find out why Arabic compositions by EFL students revert to the students' native languages. In addition, it offers suggestions to both EFL instructors and students in an effort to shed light on the best practices for learning and teaching collocations. The goal of these tips is to help students avoid or correct collocation mistakes when writing.

Research Questions

The objective of this study is to examine how students' native language impacts their capacity to identify and generate collocations in a second language. Collocations, which are frequent and natural pairings of words, are essential for establishing fluency and naturalness in language use. Gaining insight into the impact of one's native language on the understanding and creation of word combinations in a second language can offer significant knowledge about the difficulties encountered by language learners and guide the development of efficient teaching methods. The objective of this research is to tackle the following inquiries:

RQ1: To what extent does the MT influence the EFL students' ability to identify and recognize collocations in the target language?

RQ2: What challenges do EFL students face when attempting to understand and generate collocations from their MT?

RQ3: What instructional strategies and practices can help EFL students avoid/correct and overcome collocation mistakes when writing?

The current study seeks to deepen comprehension of the intricate correlation between the native language and the capacity to identify and generate collocations in a second language. Ultimately, this research strives to improve language instruction and learning methods.

Research Hypotheses

Collocations—word pairings that occur frequently—are vital for language fluency and naturalness. Understanding how the mother tongue impacts foreign language collocation perception and generation can help language learners and guide efficient teaching techniques. This study investigates these hypotheses:

Hypothesis 1: EFL students' ability to identify and recognize collocations in the target language may be positively or negatively correlated with the degree of dis/similarity between collocations in their MT and the FL.

Hypothesis 2: EFL students may face greater challenges understanding and generating collocations owing to significant differences in lexis, syntax, idiomatic expressions, and cultural connotations, in addition to the lack of collocation knowledge and negative transfer between the MT collocations and the TL.

Hypothesis 3: A combination of explicit instruction and constrastive analysis between MT and TL may be most effective in helping EFL students avoid and correct collocation mistakes when writing.

Research Design

The findings accuracy and trustworthiness rely mainly on the research methodology adopted for the targeted purpose. Especially, to answer the research questions, it includes the overall strategy, methods, and instruments used to glean, analyze, and interpret data. Ensuring the accuracy and integrity of study findings and enhancing the overall credibility and reproducibility of scientific information are both achieved through a well-designed and conducted research methodology. The purpose of this introductory section is to give a thorough introduction to research methodology by outlining its importance, essential components, and the diverse methodologies used for different kinds of investigations. A perfect grasp of the research process, its underlying ideas, and methodology entail into significant contributions to the scientific field. This research constitutes a qualitative and descriptive study.

This study is conducted with the participation of Arabic-speaking first-year EFL students at Ibn Khaldoun University. The reasoning behind choosing this specific group is that they are relatively new to the field of English as a Foreign Language training. Although these students have studied English as a foreign language for around seven and a half years, beginning in middle school, they have never been taught how to use collocations correctly. In addition, as they are just starting out with the language, it is expected that they will mix FL with parts of their MT. We are studying this linguistic phenomenon in relation to lexical collocation formation.

Structure of the Dissertation

The current study is structured into two main distinctive, yet complementary chapters. The initial chapter is subdivided into three sections. The first section delves into the concept of language transfer, encompassing its various forms, and briefly touches on the concept of negative transfer, exploring its definition, types, and associated outcomes. The second section addresses the multifaceted realm of writing skills, encompassing its definition, classifications, and motivations for writing, reasons behind teaching writing, and an overview of second language writing. The third and final section is dedicated to an examination of collocations: their definition, typologies, significance, and methodologies employed in their instruction.

The second chapter, consisting of two sections, is exclusively dedicated to the empirical investigation. It endeavors to present the adopted research methodology and meticulously scrutinize and derive insights from the amassed data obtained through the evaluation of students' written papers and the gleaned insights from teachers thanks to semi-structured interviews. The objective is to formulate conclusive findings pertaining to the research problem. Furthermore, this chapter concludes with a series of recommendations and suggestions directed toward EFL curriculum designers, educators, and learners. These insights aim to guide in the context of ameliorating the occurrence of collocation errors in Arabic writing.

Research Delimitation

This study is delimited in its scope to examine the mastery of lexical collocations among a sample of 50 EFL students enrolled at the Department of English at Ibn Khaldoun University. Collocations, which refer to the common co-occurrence of words, are a crucial aspect of language proficiency that can pose significant challenges for language learners. By focusing on this specific linguistic phenomenon within the context of the selected student population, the research aims to provide valuable insights into the factors influencing collocation acquisition and strategies that can be employed to enhance EFL students' mastery of this essential linguistic component. Despite providing in-depth insights into the collocation learning experiences of the selected sample, the findings may not be readily generalizable to all EFL learners. The participant pool is relatively small and confined to a single academic department, which could introduce contextual factors and institutional influences that may not be representative of the broader EFL student population. Additionally, the sociocultural and linguistic backgrounds of the students at Ibn Khaldoun University may differ from EFL learners in other regions or educational settings.

Chapter One: Literature Review

Section One: Key Concepts Framing

Chapter One: Literature Review
Section One: Key Concepts Framing Language Transfer

Section One: Language Transfer

Introduction

It is generally acknowledged that individuals who are learning a new language can use what they know from their MT to accomplish tasks that are comparable to those in their target language. Language transfer describes the function of a person's native tongue in the process of learning a new language. In this part, we will examine language transfer in further detail, including its definition, kinds, repercussions, etc. It also makes a quick reference to the significance of contrastive analysis and error analysis in identifying language transfer-induced mistakes and other kinds of errors, as well as their definitions.

I.1. Definition of Language Transfer

When people use what they already know about their native language to help them learn a new language, this is called language transfer, linguistic interference, or L1 interference. Though it may have beneficial effects in some situations, language transfer is often thought of as an obstacle to students' efforts to acquire a new language.

According to Lado (1964), interference occurs when a learner's native language (L1) hinders their competency in the target language (L1). This includes situations where parts of the mother tongue's vocabulary make it harder to properly use the structures of the target language. However, according to Oldin (1989, p. 27), "Transfer" refers to the impact that arises as a result of similarities and differences between the target language and any previous experiences with language learning. What we mean when we talk about "transfer" is the impact that one's existing linguistic knowledge has on the acquisition and use of a new language.

Learning a new language is heavily influenced by the learner's prior understanding of the language, according to Doughty and Williams (1998, p. 26). structured, albeit not necessarily simple, pattern of contrast. The effect is more negative when the learner's first language gets in the way of their efforts to become fluent in the target language.

Many researchers, to cite only few R. Lado, (1975), S. Sharwood & Kellerman, 1986), C. Faerch, & G. Kasper, (1987), T. Odlin (1989), Ellis, R. (1999) have conducted studies and published findings on the phenomenon of language transfer and its impact on second language learning. They have anonymously agreed that the transfer of L1 to the target language with both its pros and cons remains inevitable. In fact, foreign languages learners often make errors due to this phenomenon. These errors manifest at all levels, viz., syntactical, morphological, semantic and phonological.

Semantics, grammar, and even the use of collocations are all areas where language transfer has an impact. Because of the impact of their mother tongue, learners are able to express themselves competently when collocations in both their native language (L1) and the target language are compatible (Ellis, 2008). In contrast, unorthodox collocation patterns that seem discordant or irregular emerge when the two languages collocations diverge.

Bahms and Eldaw (1993) conducted an empirical study to evaluate the competence of German EFL students in using collocations. They had students translate statements from German to English. The study found that when the collocation patterns were identical in both languages, the job was successfully completed. On the other hand, students struggled to complete the assignment when there was a wide gap between their L1 and the task's expected collocation patterns. In a similar vein, Ellis argues (1994, p. 300) that:

> When the collocations were identical, the process of learning was facilitated by the positive transfer of familiar patterns from the native language. However, when differences emerged between the collocations, challenges in learning emerged, leading to the likelihood of errors arising from negative transfer.

Therefore, it is fair to say that learners' production of incorrect collocation patterns in their second language is mostly driven by language transfer. These patterns may seem linguistically sound to the learner, but they are actually incorrect.

I.1.1. Types of Language Transfer

Both pros and cons of language transfer are clearly apparent in learners' oral and written productions. While negative transfer is a hindrance to learning the target language, positive transfer helps students immensely. When two languages are very similar, positive transfer occurs, and the results are accurate and satisfactory. As part of this procedure, the using principles from one's original language (L1) during the learning process, provided that this use is beneficial.

On the flip side, interference or negative transfer surfaces when L1 learners transpose structures from their native language that diverge from the norms of the target language. This often culminates in learners making errors. In such instances, transfer functions as a barrier for learners, obstructing the production of correct L1 elements or structures.

Hence, it is highly probable that the majority of collocation errors made by Arabic-speaking EFL learners stem from the influence of negative interference from their native language (L1).

I.1.1.1. Types of L1 Interference or Negative Transfer

There are two distinct kinds of L1 interference. To begin with, proactive inhibition refers to the phenomenon where the native language hinders the process of acquiring the target language. This phenomenon arises when learners' prior knowledge of their mother tongue influences their endeavors to acquire a new language. Furthermore, retroactive inhibition occurs when language learners suffer difficulties in remembering knowledge they have previously acquired in their native language as a result of acquiring new information in the target language. In this situation, the acquisition of a new language affects the process of recalling knowledge from one's original language.

I.1.1.2. Intentional and Unintentional Language Transfer

Transfer can occur either through Intentional or Unintentional means. During conscious moments, learners may purposeful rely on speculation while producing speech or written text in a second language as a result of inadequate learning or forgotten use. Conversely, unconscious or automatic transfer occurs when learners are unaware of the differences in the structures and internal laws of the languages being used. Another situation arises when learners

are aware of these language differences, but they do not possess the necessary skills to properly utilize them. As a result, learners often rely on their native language to help them overcome these difficulties.

Both intentional and unintentional language transfer can have both positive and negative effects on language learning. On the positive side, intentional transfer can help learners make connections between languages and accelerate their learning process. Unintentional transfer, however, can sometimes lead to errors or interference that needs to be addressed and corrected.

The phenomenon of language transfer is a multifaceted matter, which is affected by several aspects including the learner's level of skill in the languages in question, the structural and typological disparities between the languages, the extent of exposure to the target language, as well as the learner's motivation and tactics for learning. Proficient language teaching and ample exposure to the desired language can assist learners in reducing detrimental transfer and optimizing the advantages of deliberate transfer.

Language transfer is an inherent and typical aspect of acquiring a second language. Language learners frequently experience a phase of linguistic intermingling as they grapple with the intricacies of acquiring a new language. Over time, via consistent practice and more exposure to the target language, learners can progressively diminish the impact of their native language and cultivate more precise and fluent linguistic abilities in the new language.

I.1.1.3. Common Areas of Language Transfer

Common areas of language transfer pertain to distinct domains or facets of language that regularly exhibit the phenomenon of transfer from one language to another. The specific regions might differ based on the combination of languages and the learner's personal history. Below are many instances of prevalent language transfer phenomena:

- Phonological aspect: Students often transmit pronunciation patterns and phonetic qualities from their original language to the target language. This can cause accent-related difficulties, where native language sounds, stress patterns, and intonation patterns affect target language pronunciation.
- Syntactical Aspect: It is not uncommon for grammatical structures and syntactic patterns to be transferred from one language to another. It is possible for learners to bring over from their original language aspects such as word order, verb tense use, and other grammatical norms, which might result in mistakes or interference in the target

language learned.

- Lexical Aspect: Transfer of vocabulary is the process of using words or phrases from one's original language when speaking or writing in the target language. This can be done in both oral and written communication. There is a possibility that learners will depend on cognates, which are terms that are similar in form and meaning between languages, or directly translate idiomatic phrases, which may result in use that is either foreign or inappropriate.

- **Culturo-pragmatic aspect**: Transfer can also extend to features of pragmatics, such as speech actions, politeness standards, or cultural norms. It is possible for learners to accidentally adopt communication methods or social conventions from their original language to the target language, which can result in misunderstandings or misinterpretations.

- **Scripturo- conventional aspect**: Transfer may also take place in writing, when learners may apply the rules of their home language to the rules of the target language, such as the norms of punctuation, spelling, or sentence structure. It is possible that this will lead to mistakes or variations from the written conventions that are considered conventional in the target language.

Identifying the precise linguistic components impacted by interference from one's own language can be a formidable task. Pavlenko and Jarvis (2000) did a research focused on the notion of transfer to investigate how one language may affect another. They addressed problems about how to identify the impact of one language on another and provided examples of cross-linguistic influence. Their objective was to pinpoint specific linguistic features that differ between different languages. For instance, they studied the contrast between Spanish and English, where directionality is encoded in the Spanish verb 'Entrar' (meaning to enter), the concept of direction is inherent, but in Arabic, prepositions are commonly used to indicate direction, such as 'to walk into'. Both alternatives are accessible in both languages, and the choice of linguistic form depends on the speaker's assessment of appropriateness within the context of the language they are using.

In a nutshell, recognizing common language transfer processes helps explain learner mistakes, provide effective teaching materials, improve language evaluation, facilitate language research, and customize language instruction. By acknowledging language transfer problems, educators and researchers can enhance language learning outcomes and second language proficiency.

Consequences of L1 Interference

Language interference can result in many effects creating challenges in effective communication and comprehension. According to Odlin (1993), when learners use structures from their native language while learning a foreign language, there are four specific outcomes. Overproduction may occur when individuals, in an attempt to compensate for language limitations, produce excessive amounts of information or use verbose expressions that overwhelm the listener or reader. This can lead to information overload, confusion, and disengagement. Avoidance arises when individuals choose to avoid certain topics, conversations, or interactions due to difficulties in expressing themselves accurately or fear of making mistakes. This can hinder meaningful communication and limit personal and professional growth. Misunderstanding is a common consequence of language interference, where linguistic differences, cultural nuances, or inaccurate translations lead to misinterpretation of intended meanings. This can result in confusion, conflicts, and breakdowns in communication. Errors can arise when individuals make grammatical, syntactic, or semantic mistakes due to limited language proficiency. These errors can distort the intended message, create confusion, and undermine the credibility of the speaker or writer. To mitigate these consequences, it is crucial to foster language proficiency, cross-cultural understanding, and effective communication strategies to enhance clarity, comprehension, and successful communication across linguistic boundaries.

The interrelated problems of overproduction, avoidance, misunderstanding, and errors can have far-reaching effects on many facets of human undertakings. The term "overproduction" describes the practice of making more products, services, or data than is really needed or wanted. Economic inefficiency, environmental deterioration, and resource wastage are all possible outcomes. Conversely, avoidance is the intentional evasion or disregarding of particular obligations, chores, or difficulties. Though it may originate from insecurity, a lack of self-assurance, or the need to avoid pain, it frequently gets in the way of one's own development, advancement, and progress. When people fail to properly comprehend or use information, signals, or messages, it can lead to misunderstandings, disputes, and poor decision-making. Errors, inconsistencies, or inaccurate results can be introduced into processes, computations, or judgments due to errors, which can compromise credibility and compromise the results. All of these things put together show how important it is to look closely, think critically, and try to improve things all the time so that we can lessen their negative impacts and make things better.

Approaches Studying Language Interference

Language interference, also known as cross-linguistic influence, is a phenomenon that occurs

when the linguistic features of one language influence the production or comprehension of another language. It is a pervasive aspect of bilingual and multilingual language use, and its study is essential for understanding the complex interactions between languages in individuals' linguistic repertoires. Investigating language interference provides valuable insights into how languages are processed, acquired, and maintained in the mind of bilingual and multilingual speakers. In this introductory section, we will explore the various approaches to studying language interference, including psycholinguistic experiments, corpus analyses, and linguistic comparisons. By adopting a multidisciplinary perspective, researchers can uncover the underlying mechanisms and patterns of language interference, shedding light on the intricate interplay between languages and informing language teaching, language policy, and our understanding of the human capacity for language processing and acquisition. In fact, In fact a set of approaches that are not mutually exclusive, are often employed in combined methods by researchers for the sake of gaining a comprehensive understanding of language interference. By utilizing these approaches, researchers can unravel the intricate dynamics of language interference and its implications for bilingualism, language acquisition, and language contact.

Contrastive Analysis Approach

The main goals of comparative analysis are to identify and explain the most common difficulties that students face. The way this is achieved is by contrasting the similarities and differences between the students' mother language and the one they are learning.

Contrastive analysis is based on the idea that students may identify possible problem areas by comparing and contrasting the linguistic systems of their native language and the target language. First language (L1) teachers and students alike can benefit from using contrastive analysis to their advantage in the classroom. Teaching becomes more successful and valuable "when the similarities and differences between an L1 are considered," according to Al-Sibai (2004, p. 2). In the context of education, this highlights the critical need of comparative analysis.

Fundamental errors are the focal point of comparative analysis. Learners make mistakes when they try to apply patterns from their home language to their new language skills, according to the contrastive analysis theory. Also, according to the theory, interference is more likely to happen when the target language (L2) is more different from the original language (L1). Therefore, the ability to recognize difficulties caused by differences between the target language's structural elements and those of the native language is what contrastive analysis is all about. The ability to effectively resolve mistakes is enhanced by this understanding (Ibid, p. 170).

The main goal of contrastive analysis, as stated by Lado (1957), is to look at the similarities and differences between the target language and the native language. According to Lado, learning a second language is much easier when there are a lot of parallels between the target language and the learner's native tongue. On the flip side, things might get tricky and provide less-than-ideal results if the two languages are quite different.

The following is an excerpt from Lado (1957): "elements resembling the learner's native language will be easier for them, while those that deviate will present challenges." (Alam-Khan, 2011, p. 107). Olden (1989) uses Arab learners of English who, since it is not present in their native language, choose to leave out the word "be" as an example of a linguistic similarity and dissimilarity. Despite the fact that Spanish and English share many grammatical structures, Spanish does not exhibit this phenomenon.

Many experts in the field of language and research have put up similar approaches to doing contrastive analysis. As an example, Lock (1996) laid out a system for analyzing languages that included phonology, syntax, semantics, and vocabulary (lexis). Similarly, Troike proposed a method similar to Lock's (2006, p. 35), with a little change in emphasis. Instead of giving discourse and vocabulary (lexis) more weight in contrastive analysis, Troike argued that grammar should be given more weight.

Error Analysis

Analyzing and recognizing errors made by speakers of two or more languages is the main goal of error analysis. This technique thoroughly examines the classification and origins of these mistakes, while also clarifying the many approaches used within this structure.

Definition of Error Analysis

According to language specialists, mistakes are a key indicator of how far down the path to mastery language learners are. These mistakes also show where students are falling short and what they should work on most to improve their learning. When it comes to language instruction, error analysis is all about finding out where students go wrong and fixing it, whether they're speaking or writing. Known as the "father of Error Analysis," Corder (1967) was an early proponent of this framework for analysis that came into existence in the '60s and '70s. While acknowledging the value of mistakes as learning aids, Corder also identified them as flaws that learners must rectify in order to achieve expertise. Corder (1973, p. 275) defines error analysis as a comparative endeavor wherein utterances in the learner's native language are juxtaposed with those in the target language. Consequently, error analysis is positioned as a specific instance of contrastive analysis. The scope of error analysis extends to examining errors made

by students in both spoken and written forms of communication (Ali, 1996, p. 1).

"The processes to observe, analyze, and classify the deviations of the rules of the second language and then reveal the systems operated by a learner." (Brown, 1980, p. 160, as referenced in Hasyim, 2002, p. 43). According to Troike (2006, p. 37), mistake analysis is a method for studying second language acquisition that focuses on the creative abilities of learners.

To put it in another way, Error analysis involves the identification, evaluation, and detection of breaches of rules in second language usage. The linguistic errors made by language learners while acquiring a second language are analyzed and classified based on the specific linguistic norms that were violated. This methodology enables researchers and educators to identify learning difficulties and provide customized educational interventions by elucidating error patterns and trends. Error analysis facilitates comprehension of second language acquisition and the development of effective language pedagogy through meticulous examination and identification of deviations from linguistic norms.

Definition of Errors

Although the terminology may vary, the core ideas behind the many linguists' definitions of the term "error" are constant. In order to better understand how students learn a new language and the techniques they use, researchers have begun to focus on errors (Lungu, 2003, p. 323). An error is defined by Norrish (1987, p. 7) as "systematic deviations, occurring when the learner consistently errs due to not having acquired a specific aspect." By his own definition, errors are defined by Cunningworth (1987, p. 87) as systematic deviations from the learnt language's norm.

According to Corder (1967), errors are systematic and stem from the learner's deficiency in second language knowledge (as cited in Troike, 2006, p. 39). Corder (1973, p. 283) further indicates that "errors result from incomplete knowledge, as the teaching-learning process evolves over time." This implies that the process necessitates adequate time for learners to absorb and integrate new information, and for educators to effectively impart knowledge without being constrained by time. Differently couched, this perspective highlights that errors are not random or haphazard occurrences but rather reflect the learner's ongoing development and evolving understanding of the second language. By recognizing errors as a natural part of the language learning journey, educators and learners can adopt a constructive approach that focuses on identifying and addressing specific areas of weakness, ultimately facilitating language improvement and proficiency.

Additionally, Corder (1981, p. 10) has offered another definition, asserting that errors are

systematic and serve as a means for teachers to evaluate learners' language knowledge at a specific juncture in the learning journey. Gass and Selinker (1994), as per Al-Hassan (2013, p. 258), have characterized errors as 'red flags' that furnish insights into the learner's grasp of the foreign language.

This view suggests that errors can provide valuable information about the learner's progress and areas that require further attention and instruction. In alignment with Corder's idea, Gass and Selinker (1994), as cited by Al-Hassan (2013, p. 258), characterize errors as "red flags" that offer insights into the learner's understanding of the foreign language. This implies that errors can act as indicators or signals that reveal the learner's comprehension gaps, linguistic patterns, and areas for improvement. By recognizing errors as valuable diagnostic tools, educators can gain a deeper understanding of the learner's language acquisition process and tailor instructional approaches accordingly.

Both Corder, Gass and Selinker's perspectives underscore the significance of errors in language learning and teaching. Errors are not merely mistakes to be corrected, but rather meaningful sources of information that inform educators about learners' language proficiency, developmental stages, and instructional needs. By leveraging errors as valuable feedback, educators can design targeted interventions, provide appropriate support, and facilitate more effective language learning experiences.

Having said that, the words 'error' and 'mistake' must be understood in a certain context. Specifically, Corder (1967) defined an error as "an evident deviation from the grammatical norms of a native speaker, revealing the learner's competence." and a mistake as "a performance error characterized by a haphazard assumption or a slip, indicating an inability to accurately apply a known system." James (1998, p. 83) also aimed to elucidate the distinction between these terms. He noted that errors are "inherently uncorrected" and cannot be rectified spontaneously by the speaker, whereas mistakes can be rectified through self-correction when the deviation is pointed out. Errors are characterized as "systematic", indicating their recurrence over time without recognition by the learners.

Further distinction between the terms 'error' and 'mistake' is found in The Dictionary of Teaching and Applied Linguistics (1992). This source highlights that mistakes, unlike errors, frequently emerge due to factors like fatigue or inattentiveness. Consequently, students can independently rectify their mistakes once their attention is drawn to them. Conversely, an error is defined as the erroneous application of a linguistic element in a manner that appears incorrect or unnatural to proficient or native speakers of the foreign language. In simpler

words, errors arise from learners' lack of awareness regarding the correct and incorrect usage of language components.

In his work, Ellis (1997, p. 17) presents two approaches for differentiating errors from mistakes. Firstly, assessing the consistency of learners' language performance helps to identify the contrast. If learners continuously utilize the same inaccurate linguistic patterns, the label "error" is appropriate. Conversely, if learners exhibit inconsistent usage of these patterns, appropriately at times and poorly at other times, the term 'mistake' is more appropriate. Furthermore, the practice of encouraging learners to rectify their incorrect language patterns acts as an additional method to distinguish between the two. Successful self-correction classifies the incident as a 'mistake', but the failure to self-correct signifies it as a mistake.

However, determining whether a learner's erroneous language usage qualifies as an error or a mistake is a challenging task. This endeavor requires meticulous and thorough study, as well as several studies, to fully explore the complexities of this issue.

Understanding the Origins of Errors

Disruptions to the normal flow of speech might affect both speakers' ability to understand and use the language. Common sources of errors resulting from language interference, as stated by Brown (2000, p. 224), errors primarily stem from two main sources, viz., interlingual and intralingual.

Transferring characteristics from one language to another might lead to interlingual mistakes. So, a person who speaks two languages fluently may say something like "I have 20 years." instead of "I am 20 years old." since the expression "I have" is used to indicate age in the first language.

When a person is still in the early stages of learning a second language, it is more likely to make mistakes that are specific to that language. These mistakes are called intralingual errors, developmental errors, or "interlanguage" errors. These *mistakes* show how the learner is always working on the target language, rather than being influenced by the first language.

To sum up, interlingual errors result from the influence of learners' mother tongue on their acquisition of a foreign language. These errors can be attributed to what's termed as negative interlingual transfer. The linguist Larry Selinker (1969) coined the term "interlingual" to denote the knowledge of a linguistic system that is distinct from both the learner's native language and the target foreign language. On the other hand, the term "transfer" (derived from the Latin word "transferre") is defined as the "generalization of learned responses from one type of situation to another" (ibid).

The lack of sufficient background knowledge in the target language hinders learners from smoothly adapting to the patterns and norms of the second language (L1), which leads to mistake transfer. There are two forms of transmission that fall under this phenomenon: positive and negative. When two languages are very similar, a phenomenon known as positive transfer occurs, wherein the learner's original language is positively infused into their target language. On the other hand, there's a possibility of negative transfer or interference—the creation of inaccurate L1 structures—when there's a large difference between the L1 and the target language.

Interlingual errors may manifest across various linguistic levels, involving the transfer of grammatical, phonological, morphological, semantic, and lexical elements and structures from the native language into the foreign language.

Intralingual errors, also known as developmental errors, arise from incorrect or imperfect learning of the foreign language and are not influenced by language transfer. According to Richard and Sampson (1974, p. 6), intralingual interference refers to situations where learners generate things that do not reflect the structure of their native language, but instead result from generalizations made based on limited exposure to the target language. Erdogan (2005, p. 266) explains that intralingual errors occur when learners try to form ideas and theories about the target language using their limited experiences with it.

This type of errors commonly occurs in the written and spoken language of those learning a foreign language. They are frequently analyzed to comprehend the techniques or approaches employed by language learners in their pursuit of acquiring the desired language, which inadvertently results in the presence of intralingual errors. Richard (1974, p. 174) classifies intralingual errors into four distinct categories: overgeneralization, simplification, communication-based errors, and induced errors.

Categorizing Errors

The process of errors identification and comprehension is crucial in attaining precision, effectiveness, and dependability across many fields and specialties. Error classification offers a methodical structure for identifying and examining various forms of errors that may arise in a certain situation. Through the process of classifying errors, researchers, practitioners, and experts can get significant understanding of the characteristics, origins, and possible remedies for these errors. Error categorization is a crucial technique used in several fields such as computer science, statistics, and quality control. It helps diagnose and manage deviations from intended outcomes, leading to development and advancement.

Linguistic academics and experts in the field of error analysis have classified errors in several manners. Corder (1973, p. 277) has classified errors into four main categories: omission of a necessary element, inclusion of an unnecessary or incorrect element, choice of an incorrect element, and misarrangement of elements. Additionally, he has observed that these categories encompass phonological, morphological, syntactical, and lexical considerations at all levels.

Furthermore, Burt and Kiparsky (1974, p. 73) have introduced a distinction between two categories of mistakes: global errors and local errors. Global errors, which encompass mistakes that affect the entire sentence structure, hinder the reader or listener's ability to understand the text. Erdogan (2005, p. 264) has asserted that "global errors impede efficient communication." On the other hand, although there may be some local errors, they do not hinder the communication of the message.

On the other hand, local errors simply affect one specific element in a phrase and so do not impede the understanding of the message. Consequently, the receiver (whether they are listening or reading) may easily understand the intended communication.

Errors may be also classified into two categories: overt errors and subtle errors. Brown (2000, p. 220) has distinguished between these two types, elucidating that "overtly erroneous utterances are unmistakably ungrammatical at the sentence level. Covertly erroneous utterances refer to sentences that are grammatically correct but lack interpretability in the context of communication."

Lennon (1991) has offered a categorization of erroneous language patterns that goes beyond the 'overt' and 'covert' distinction. Errors may also be categorized into two groups depending on both their 'domain' and 'extent'. The 'domain' error type relates to the range of the context that the analyst has to consider, whereas 'extent' refers to the scope of the utterance that needs to be amended to correct the error. ("Second Language Acquisition," n. d.)

Conclusion

To conclude, language transfer pertains to the influence of learners' mother tongue on their learning of a second language. This phenomenon covers two distinct forms: positive transfer and negative transfer. Positive transfer is shown when learners proficiently produce precise and appropriate phrases in their second language (L2). On the other hand, negative transfer occurs when learners stray from producing fluent, genuine, and accurate structures

in their first language as a result of the impact of their native language. Negative transfer may be categorized into two distinct types: proactive and retroactive inhibition.

According to the principles of Contrastive Analysis, negative transfer leads to several forms of errors among language learners, ultimately culminating in incorrect production of the second language (L1). This phenomenon of negative transfer arises when learners assimilate linguistic patterns from their MT into their process of acquiring a second language, especially in cases when there may exist disparities between their native language (L1).

Moreover, the Error Analysis approach suggests that the difficulties encountered by EFL Arabic-speaking learners in acquiring language skills, particularly in writing tasks, can be attributed to negative transfer. This negative transfer manifests in errors made in interlingual lexical collocations throughout their language acquisition process.

Chapter One: Literature Review
Section Two: Key Concepts Framing
The Writing Skills

Section Two: The Writing Skill
Essence and Meaning
Introduction

Acquiring proficiency in writing in a foreign language is a complex undertaking that requires consistent commitment and focused efforts from language learners. This complex procedure does not happen naturally but requires incremental improvement over a period of time. This section seeks to elucidate the complex nature of the writing talent, providing insights into its definition, many varieties, and enumerating a variety of reasons for its education.

Furthermore, this section aims to examine the key characteristics of skilled writing, emphasize the crucial role that educators have in developing language learners' writing skills, and explore the various difficulties faced by learners when trying to write in a second language. One of the obstacles is the significant differences between writing in one's mother tongue and writing in a second language. Furthermore, this part explores the essential subject of providing constructive criticism to learners in a way that promotes their growth in writing.

I.1.Writing Skills: Essence and Meaning

The ability to put thoughts down on paper is vital in many parts of our life and is the bedrock of good communication. Here we will go into the importance of writing abilities, what they mean, and how they help us communicate, express ourselves creatively, and build understanding. Below the significance of sound writing skills and their influence will be explored.

Collins (2003) defines writing as the process of organizing letters and symbols to establish a method of communication. According to The Free Dictionary (2016), writing is the process of creating and documenting words in a way that can be understood when read. According to Widdowson (2001), writing may be defined as the process of converting linguistic concepts into practical application. Nevertheless, these definitions just provide a superficial understanding of the intricate nature of the writing talent. According to Byrne (1988, p. 1), writing goes beyond simply organizing visual symbols, similar to how speaking is more than just making sounds.

Writing is a complex process that requires dedication and time investment (White and Ardnt, 1991, p. 3). In addition, Ransdell and Levy (1996) contribute their viewpoint, depicting writing as a complex activity that requires significant self-regulation and concentrated attention. The process include transforming thoughts into written form, ensuring proper structure and mechanics, while also monitoring the advancement, with the ultimate goal of effectively communicating a cohesive message (Singleton-Jackson, 2003, p. 9). This highlights the complex mental activity involved in writing; aspiring skilled authors must become proficient in these many processes in order to create a refined and impactful article.The acquisition of writing skills is not innate, but cultivated within formal educational settings. It necessitates practice and experiential learning (Miles, 2002, p. 1). This view aligns with the notion that writing serves as a medium for interaction, providing a platform through which individuals can express ideas and emotions. It operates as a means of communication, enabling authors to convey their thoughts and sentiments in written form to readers (Hidayati, 2018).

I.2. Writing Skills: Purposes and Benefits

Without a doubt, developing and refining writing abilities is of great importance. This talent is applicable in several fields, such as academia, personal relationships, and professional settings. According to Bowker (2007), writing is a crucial talent that is necessary in various complex life circumstances. The justifications for supporting student writing practice are nearly limitless. The following list, in agreement with Hedge's recommendations (2005, p. 9), outlines many compelling reasons that motivate educators to promote student writing.

Writing tasks play a crucial role in assessing students' writing proficiency and tracking their development over time. By engaging in writing, students become more familiar with the intricate mechanisms of the language, gaining a deeper understanding of its structure and usage. Writing assignments also provide constructive engagement for students, redirecting their energy in a positive manner and minimizing distractions. Through the act of writing, students develop a heightened awareness of linguistic nuances and intricacies, further refining their language skills.

Moreover, writing exercises contribute to cognitive growth, boost self-esteem, and nurture self-assurance among students. These tasks also help identify areas of weakness, allowing for targeted support to enhance students' writing competence. Additionally, writing assignments assist students in overcoming any apprehensions or anxieties they may have about the writing process, promoting a more positive attitude towards writing. The cultivation of writing skills extends beyond academic requirements, empowering individuals to express ideas effectively, advance personal development, and excel in various domains. Bailey (2011) outlines four key motives for writing, including reporting research, responding to queries, engaging in discussion, and synthesizing research, highlighting the multidimensional nature of writing and its significance in scholarly, communicative, and intellectual pursuits. Writing serves as a powerful tool for documenting and communicating research findings, addressing questions, participating in meaningful discussions, and consolidating existing research on specific subjects. This underscores how writing facilitates information dissemination, knowledge sharing, and interaction in diverse contexts.

I.3. Unveiling the Rationale for Teaching Writing

To uncover the justification for teaching writing, one must delve into the essential reasons why this talent is crucial in education. To put it simply, writing is more than just a drill; it's a potent medium for expression, analysis, and the generation of new information. The power of writing instruction to improve students' lives in every aspect of their lives—academically, personally, and professionally—can be better understood by exploring the reasons for its implementation.

According to Harmer (2004), there are four primary justifications for instructing writing to English as a Foreign Language (EFL) learners: reinforcement, language development, learning style and writing as a stand-alone skill.

- **Reinforcement:** While some children excel in language acquisition through auditory or spoken interaction, a considerable number of learners identify as visual learners, who

demonstrate greater proficiency in understanding a language when exposed to written information. Despite the inherent challenges of writing, students recognize its importance as a tool to assess their memory and gauge their previous classroom learning. This method improves the retention of freshly acquired linguistic knowledge by strengthening the topic in the learners' minds through visual presentation. Raimes (1983, p. 3) asserts this notion, noting that "writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students." This approach not only enhances linguistic skills but also encourages a deeper engagement with the language material.

- **Language development**: Writing plays a crucial role in enhancing learners' language skills since it is considered a cognitive activity that facilitates the generation of innovative and original thoughts. According to Harmer (2004), the act of writing, similar to speaking, aids in our learning process as we progress. Put simply, the mental process that kids engage in when writing is an integral part of their continuous learning journey. In addition, Tahaineh (2010, as quoted in Hamadouche, 2015) Highlighting the importance of writing, it is clear that it plays a crucial role in developing language skills, cultivating critical thinking, and enabling learning in many academic subjects.

- **Preferred Learning Approach:** Students' learning styles differ, and for certain individuals' writing becomes a more favored method of communication. This preference may arise from the fact that writing provides individuals with the time to arrange their thoughts and ideas, resulting in the production of well-structured written material. Furthermore, certain children excel when they are given the opportunity and freedom to engage in creative thinking without the limitations of immediate stress.

- **Foundational Ability:** Teaching writing is based on the principle that it is a fundamental language ability. The acquisition of proficient writing skills is of great significance as it provides learners with a valuable instrument that can be applied in many areas of their

lives, surpassing the boundaries of the educational setting. Proficiency in writing is necessary for performing daily duties and engaging in many activities, rendering it a vital attribute for the comprehensive growth of pupils. Hence, it is the duty of educators to provide guidance to their students in navigating the complexities of writing, by delivering valuable ideas and insights to enhance and cultivate their writing skills.

I.4. A Survey of Various Types and Genres of Writings

The many objectives of writing have led to the emergence of several genres of writing, each serving certain modes of communication. Personal writing refers to the creation of diaries, reminders, notebooks, and other similar kinds of written expression. Although mostly found in writing done in one's original language, this genre can also have motivating significance for individuals learning English as a Foreign Language (EFL). Study writing, in contrast to the casual style of personal writing, is a formal version that is commonly used in academic and educational contexts. Academic writing is utilized in composing essays, critiques, bibliographies, and similar types of documents. A significant number of students view academic writing as complex and difficult to acquire proficiency in. In addition, creative writing is a significant area that is frequently taught as a separate subject in language programs, regardless of whether they are focused on the original language or a second language. Instances of imaginative writing include narrative, composition of songs, poetry, and other forms of expression. In addition to personal, formal, and creative writing, social writing assumes prominence as individuals employ it to establish and maintain social connections, whether in the form of letters, emails, messages, or other written correspondence.

Moreover, social writing functions as a mechanism for individuals to cultivate and maintain social connections. Letters emails, and text messages are examples of several types of social writing that help to establish interpersonal ties. In addition to this, there are two further kinds commonly seen in professional contexts such as organizations and institutions, namely public writing and

institutional writing. Public writing involves the creation of many types of written communication, such as creating letters for purposes such as job applications, expressing dissatisfaction, or seeking information. In contrast, institutional writing involves the creation of reports, speeches, agendas, and other documents that are pertinent to the operations of institutions.

I.5. Highlighting the Writing Advantages and Positive Outcomes

Without a doubt, the acquisition of writing skills provides learners with several benefits, as stressed by Harmer (2004) as an essential part of the educational curriculum. Harmer (ibid) emphasizes the role of writing in improving learners' language skills and fostering their growth as skilled problem solvers. Undoubtedly, the act of acquiring writing skills involves persistent troubleshooting, as learners confront a multitude of obstacles that emerge throughout the writing process. Similarly, Withrow (1997, p. 5) supports a practical approach, proposing that students should be motivated to autonomously navigate through solutions rather than being promptly given the answers.

In addition, Hedge (2005, p. 12) emphasizes the efficacy of writing as a means for teachers to evaluate their students' advancement in English language competency. Writing allows teachers to pinpoint areas in need of work, especially when it comes to the mistakes children make in their writing or language usage in general. The diagnostic feature of writing allows instructors to offer focused direction and assistance for children' language development.

Students engage in writing for a multitude of reasons, which is clearly apparent. Weigle (2002, p. 4) explains that numerous kids develop writing abilities to participate in diverse social activities, whether they are school-related or not, while others acquire these skills with the intention of using them in their future professional pursuits. Weigle emphasizes the importance of writing as a crucial medium, not just for interpersonal contact but also for pursuing higher education in colleges. The value of the writing talent is unquestionable, yet its importance may vary depending on the circumstance. According to Harmer (2004, p. 31), in certain educational

environments, writing is considered as important as other language abilities. However, in other settings, writing is mainly used to evaluate students' comprehension and advancement in certain language areas, such as grammar and vocabulary that have been recently taught. A concrete example of this method involves giving students writing assignments to implement recently learned grammatical principles (ibid).

According to Harmer (1998, p. 112), there are two primary objectives for writing: 'writing for learning' and 'writing for writing'. 'Writing for learning' functions as a mechanism for studentsto engage in the application of previously acquired language components or knowledge. By engaging in this exercise, students reinforce their comprehension by expressing it in written form, resulting in improved memorization and increased retention. This style of writing predominantly focuses on the process of language instruction. Conversely, 'writing for writing' emphasizes the improvement of pupils' writing abilities and the resolution of their writing deficiencies. The program aims to enhance students' general writing skills, enabling them to effectively tackle a diverse range of subjects. The duties related to 'writing for writing' are around enhancing language proficiency, style, logical flow, unity, and other writing characteristics.

In agreement with Hedge (2005, p. 12), writing provides more benefits to language learners in comparison to speaking. This claim is substantiated by the notion that writing facilitates the process of making changes or improvements, owing to its enduring nature and ease of access. Harmer (1998, p. 112) emphasizes the effectiveness of writing in enabling students to carefully create well-structured solutions. This is in opposition to verbal communication, when studentsare frequently expected to give prompt answers, a job that may not be preferred by many. According to Harmer (2004, p. 31), writing allows studentsto have more time for reflection compared to spoken activities. However, the realization of these advantages relies on the first attainment of writing proficiency, a procedure helped by educators through their direction, training, and assistance. The next part explores the responsibilities that teachers assume in order to improve

their students' writing skills and overall educational experience.

I.6. Teachers' Vital Roles and Responsibilities

Teachers play vital roles and hold significant responsibilities in the education system. First and foremost, teachers are facilitators of learning, tasked with imparting knowledge and skills to their students. They design and deliver effective lessons, ensuring that the content is accessible, engaging, and aligned with educational objectives. Moreover, teachers create a positive and inclusive classroom environment where students feel safe, respected, and supported in their learning journey. They foster a sense of belonging and promote collaboration among students, encouraging active participation and the exchange of ideas. Teachers also serve as mentors and role models, guiding students not only academically but also in their personal and social development. They provide guidance, advice, and academic support, helping students overcome challenges and reach their full potential. Additionally, teachers assess student progress, using a variety of methods to evaluate learning outcomes and provide timely feedback to students and parents. They identify areas of strength and areas that require improvement, tailoring instruction to meet individual student needs. Teachers also collaborate with colleagues, administrators, and parents to create a supportive network that enhances student learning and well-being. In essence, teachers hold the key to shaping the minds and futures of their students, making their roles and responsibilities vital in nurturing

In order to help their students learn as much as possible and improve their writing abilities, teachers play a number of crucial functions. Educators, in their quest to foster skilled writers, assume roles as information suppliers, inspiration for students' ideas, drivers of student involvement, and givers of helpful criticism.

I.6.1. As Trusted Sources of Information

Teachers are highly beneficial as reliable sources of education when it comes to cultivating writing expertise in a foreign language. Writing in a non-native language has distinctive obstacles,

and educators may assist learners in overcoming these hurdles and enhancing their writing skills.

Foreign language instructors possess a profound grasp of the grammar, vocabulary, syntax, and cultural subtleties of the language they teach. They are capable of offering precise guidance on the particular writing rules and structures of the desired language. Teachers facilitate the development of a solid basis for proficient writing by instructing students on the proper utilization and integration of words, phrases, and sentence constructions.

Teachers can offer help on the writing process, in addition to instructing linguistic skills. They possess the ability to instruct studentsin techniques for generating ideas, structuring thoughts, and composing and refining their written compositions. They can assist students in comprehending the various genres and structures of writing in the foreign language, while offering exemplars and templates for studentsto imitate.

In addition, instructors, who are regarded as reliable authorities in providing guidance, may provide essential feedback and correction on pupils' written work. They possess the ability to detect faults, offer explanations, and propose alternate methods of articulating thoughts. Teachers utilize this feedback loop to assist studentsin honing their writing abilities and progressively enhancing their precision, lucidity, and logical consistency in the foreign language.

In addition, educators establish a nurturing educational setting in which students are at ease to engage in experimentation and embrace errors. They cultivate a classroom environment that promotes active engagement, cooperation, and constructive criticism among students. Teachers facilitate the development of students' confidence and individual writing style in the foreign language by offering them chances to practice writing and participate in real-life writing activities.

I.6.2. As a Prompter in Inspiring Creative Writing

Teachers are highly skilled at stimulating creative writing in their students through their promptings. They possess the capacity to spark creativity and motivate children to articulate their own thoughts and ideas via writing. They have the ability to offer innovative writing prompts that invigorate students' creativity and ignite their imagination. These triggers may encompass thought-

provoking inquiries, captivating situations, or visual cues. Through the use of these prompts, educators stimulate students to engage in creative thinking and venture into unexplored territories of ideas, places, and characters in their written work.

In addition, they have the ability to expose children to other literary genres and styles, so expanding their comprehension and admiration for the art of creative writing. They broaden students' creative repertoire and acquaint them with multiple writing styles and structures by introducing many genres of literature, including poetry, short stories, and plays.

Indeed, teachers are crucial in establishing a conducive and caring atmosphere for the development of creative writing. Students are encouraged to engage in risk-taking, linguistic experimentation, and the acceptance of their individual writing styles. Teachers assist students in honing their creative writing abilities and cultivating their own writing styles through the provision of constructive criticism and advice.

They might provide prompts and instruction by imparting their personal experiences as writers or by introducing literary works by renowned authors. Through the presentation of accomplished instances of creative writing, educators motivate students to strive for comparable levels of ingenuity and skill. Furthermore, they may promote peer cooperation and the exchange of ideas, enabling students to obtain feedback from their peers. The collaborative method cultivates a communal atmosphere and offers studentsa range of viewpoints, therefore augmenting their abilities in creative writing.

 The lack of inspiration and clarity that often accompanies writing assignments is a cnallenge that many students suffer from. Teachers can help students overcome this obstacle and succeed in writing since they are knowledgeable and experienced in the subject. Hedge has emphasized that teachers may greatly assist studentsin coming up with ideas (2005, p. 55). Effective ways for improving students' vocabulary and grammar skills include exposing them to a variety of texts, using visual aids such as photos with captions, adding audio resources, and showing instructive movies or documentaries. Students' anxiety when faced with writing assignments is alleviated by this method, which helps them gain self-assurance and competence.

I.6.3. As a Motivator in Encouraging Writing

Undoubtedly, the EFL teacher assumes a crucial function as a catalyst in fostering students' writing proficiency in SL. He may cultivate a constructive and encouraging classroom setting that motivates students to articulate their thoughts through written communication. One may do this by giving positive criticism, commending effort and progress, and establishing a secure environment for students to experiment with their writing. Besides, he has the ability to set clear goals and expectations for writing tasks. The instructor establishes clear standards and objectives, enabling studentsto comprehend their responsibilities and fostering a feeling of guidance and purpose. He can provide intriguing and pertinent writing prompts that inspire students' imagination and analytical skills. Compelling prompts have the ability to inspire studentsto write and aid in the cultivation of their writing abilities within a significant framework. He can offer direction and assistance to students during the whole writing process. This entails providing techniques for generating ideas, structuring thoughts, and refining initial versions. Offering personalized support and targeting pupils' unique writing difficulties might enhance their self-assurance and drive. He might incorporate genuine writing assignments into the curriculum, such as composing letters, emails, blog entries, or essays on themes that are of interest. Authentic activities provide a connection between writing and practical problems, enabling students to see the significance and intent behind their writing abilities. Additionally, he might commend students' writing accomplishments by emphasizing outstanding work, disseminating it to the class, or establishing avenues for publishing or presentation. Commending pupils' achievements cultivates a feeling of self-esteem and promotes increased involvement in writing.

All in all, he has a vital responsibility in offering constructive criticism on pupils' writing. The teacher fosters the development of students' writing abilities and encourages them to persistently enhance their work by providing precise and practical suggestions for improvement.

I.6.4. As a Constructive Feedback Provider in Developing Writing Skills

Assessing students' work has an equally important part as the other tasks described before. The relevance of this rests in its ability to offer students a thorough comprehension of their performance, shedding light on the magnitude of their errors and identifying areas that require development. Feedback may be classified into two distinct categories: positive and negative feedback. The skill of carefully choosing words is crucial for instructors, since their criticism has the power to either motivate students to work towards development or unintentionally demoralize them. The potential influence of feedback is significant—it may either inspire students to diligently strive towards improving their abilities or, on the contrary, leave them dejected/low-spirited and lacking motivation. According to Harmer (2007), it is crucial to respond in a good and encouraging manner to the material produced by students. This highlights the importance of instructors continually cultivating an atmosphere of encouragement and support, conveying to students that their professors are by their side, directing them towards success at every stage.

I.7. Exploring the Challenges and Benefits of Writing in a Second Language

Writing in a second language has distinctive difficulties and thrilling prospects for those aiming to articulate themselves via language. This inquiry examines the many facets of writing in a second language, revealing the challenges encountered by writers and the tremendous advantages that emerge from this linguistic endeavor. We explore the challenges and benefits of creating written works in a language that is unknown to us, including dealing with syntax and vocabulary and understanding cultural subtleties. Explore the captivating domain of writing in a second language, analyzing the difficulties it presents and the abundant development it can provide to ambitious authors.

Second language writing is part and parcel of second language learning. Therefore, educators emphasize the significance of learners gaining this talent as it will greatly assist them in their language studies. However, students frequently encounter difficulties when trying to write in their first language (English in this case) because they have become accustomed to writing in their native language (Arabic in this context). As a result, their native language habits continue to influence their English writing, leading to EFL students struggling to make a strong impression and making errors related to interference from their first language. Next, I will discuss the distinctions between first and second language writing, as well as the appropriate methods for giving feedback to learners.

I.8. A Comparative Analysis of Writing Practices: L1 vs. L2

In the realm of language learning and development, exploring the differences and similarities between writing practices in one's native language (L1) and a second language (L2) offers valuable insights into the complexities of language acquisition. By examining the distinct characteristics and approaches employed in L1 and L2 writing, we can gain a deeper understanding of the challenges faced by language learners and the strategies they employ to navigate between these linguistic domains. This exploration sheds light on the nuanced nature of writing proficiency and provides a foundation for effective language instruction and pedagogy.

In the same wake, Raimes (1985, cited in Silva et al., in Kroll, 2003, p. 93) says that "all of us who have tried to write something in a second language… sense that the process of writing in an L2 is startlingly different from writing in our L1." This means that there is a huge gap between writing in one's native language and writing in another. Along the same vein, Hedge (2005, p. 7) maintains that EFL learners often confuse the writing conventions of their first language with those of English. In addition to that, as opposed to native speakers, most English as a Foreign Language students seems to be lacking in self-confidence when writing in English, state Hyland and Hyland (2006, p. 4). Moreover, Weigle (2002, p. 36) clarifies that the fact that EFL learners have a limited knowledge of the workings of the second language also goes plays a major role in hampering their L2 writing because they focus more on language than content. Furthermore, writing in a second language is more constricted and poses much more difficulty for learners, states Silva (1993, cited in Weigle, 2002, p. 36) who also said that "second language writers plan less, revise for content less, and write less fluently and accurately than first language writers."

Comparing non-native English learners who view writing in English as a superficial skill with native English speakers, Ferris (n.d., as cited in Kroll, 2003, p. 126) highlights that foreign language learners may not recognize the same degree of significance in thoroughly proofreading and revising their written work. On the other hand, those who understand that being skilled in English writing is crucial for their future professions tend to make knowing the rules of written English a top priority. In the same vein, Myles (2002, p. 1) sheds light on the considerable difficulties encountered by L1 students when endeavoring to write in English, especially in an academic setting, emphasizing the demanding character of second language (L2) writing. He emphasizes that foreign language learners face significant challenges when it comes to writing in English, especially when they are assigned to write essays. The reason behind this is that compared to writing a paragraph, writing an essay requires a deeper and more nuanced

understanding of the language.

I.9. Enhancing Writing Proficiency: Providing Feedback for Improvement

When assessing students' writing in a second language, it is essential to take into account several criteria including grammar, the development of the issue, word selection, and other relevant aspects. EFL instructors should provide students a variety of subjects to select from for their writing tasks in Arabic. This methodology guarantees the evaluation of students' L1 writing proficiency, rather than assessing their overall knowledge on a particular subject. In addition, teachers must determine their students' proficiency in the complexities of Arabic writing and explicitly establish the standards by which they will assess their writing tasks.

Additionally, it is advisable for second language writing instructors to embrace a straightforward and unambiguous method of providing feedback, as proposed by Ferris (n.d., as referenced in Kroll, 2003, p. 124). This involves providing precise, tangible, and unbiased advice to second language authors, allowing them to comprehend their abilities and areas that need development in a clear and straightforward way.

Conclusion

Undoubtedly, developing the talent of writing is a tough undertaking and is typically considered one of the most difficult language abilities for many pupils. In order to achieve mastery in writing in a foreign language, learners must have a thorough grasp of the complexities of writing in their second language (L1). This understanding enables individuals to traverse their language learning path without the hindrance of insufficient writing abilities. However, attaining proficiency in writing in a foreign language is not a simple task, and here is where the crucial function of the instructor becomes apparent.

Teachers have a crucial role in promoting students' writing skills by offering them necessary assistance, suggestions, directions, and constructive criticism. This assistance empowers learners to overcome their anxieties about writing in a second language. The difficulty of L1 writing arises from the necessity for studentsto transfer their writing abilities from their home language while adjusting to the specific rules and subtleties of the target language. With the dedicated efforts of teachers, students may overcome these challenges and progressively develop more proficiency and self-assurance in writing in their second language.

The difficulty frequently arises from the enduring impact of their ingrained language learning patterns in their home tongue, which might impede their proficiency in the second language and impede their achievements in writing assignments. Hence, students who are engaged in the pursuit of a foreign language education, namely those learning Arabic as a foreign language, must demonstrate significant dedication and perseverance in order to overcome these obstacles. Acquiring

a strong command of writing is crucial not only for academic advancement, but also has importance in personal and professional domains. Through using their writing skills, learners may have access to a wide range of possibilities that go beyond the confines of the classroom.

Chapter One: Literature Review
Section Three: Key Concepts Framing
Collocations

Section Three: Collocations

Introduction

Within the domain of language acquisition, a particularly fascinating and frequently puzzling obstacle encountered by EFL learners is the notion of collocation. Collocation pertains to the innate tendency of native speakers to habitually combine or associate words in order to efficiently communicate meaning. Linguistic artistry is the skillful integration of words in a manner that is both harmonious and idiomatic. Although individual word has distinct meanings, the true power is in the combinations they create, which have the ability to significantly modify the intended message. Proficiency in collocation is vital for EFL learners as it is crucial for attaining fluency and effectively conveying their thoughts in English. Nevertheless, as a result of the fundamental disparities in culture and language, the use of collocation presents a substantial obstacle that necessitates concentrated effort and repetition. This article aims to examine the difficulties encountered by EFL students in dealing with collocation and offer effective solutions to overcome these barriers, therefore facilitating the development of fluent and idiomatic English proficiency. Thus the current section explores a frequent challenge faced by EFL students, including the incorrect use of word combinations, offers a thorough comprehension of collocations by defining them, categorizing their types, and emphasizing their importance for EFL learners, and discusses the difficulties students encounter in understanding collocations, the underlying reasons for the mistakes they make, and effective approaches for teaching collocations. By and large, the underpinning objective behind this examination is mainly conducted to emphasize the pivotal significance of accurate collocation use in enhancing language competency among EFL learners.

I.1. Definition of Collocations

Collocation, in the field of corpus linguistics, refers to a sequence of words or concepts that appear together more frequently than would be anticipated by random chance. In the field of phraseology, a collocation is a specific sort of compositional phraseme, which means that its meaning can be deduced from the individual words that form it.

The term 'collocation' derives from the verb 'collocare,' meaning to arrange or set in order (Martynska, 2004, p. 2). The Oxford Advanced Learner's Dictionary defines collocations as "a combination of words in a language that occurs more frequently than by chance." The concept was introduced by British linguist Firth, who initially used the term to refer to the habitual co-occurrence of lexical items (1957, p. 196). Cruse (1986) describes collocations as "words that

habitually co-occur" (p. 40). The Collins Cobuild Advanced Dictionary of English defines collocations as "the regular occurrence of some words whenever another word is used." Collocations can be seen as inseparable word pairs or words that naturally combine. James (1998, p. 152) defines collocation as "the consistent pairing of words with a particular word." Furthermore, according to Richard & Schmitt (2002, p. 87), collocation refers to "the regular manner in which words are used together." Nattinger and DeCarrico provide their own definition, stating that collocations are "sequences of specific lexical items that co-occur with a mutual expectancy higher than chance, such as 'rancid butter' and 'curry flavor'" (1992, p. 36). A recurring theme throughout the aforementioned definitions is the notion that collocations comprise words that are commonly found together or inherently linked.

I.2. Types of Collocations

The interesting realm of collocation shows that not all word pairings are equal. Collocations can be categorized   by structure and meaning. Language learners must understand collocations to understand natural language use and develop more genuine and fluent statements. EFL learners can increase their vocabulary, accuracy, and target language competency by understanding these collocational patterns.

Linguists have classified collocations in numerous ways.. For instance, according to Lewis (2000), collocations can be classified as either grammatical or lexical.

I.2.1. Grammatical Collocations

Collocations with open-class words like nouns or verbs and closed-class items like prepositions are common. Grammatical collocations include:

- **Adjective – preposition collocations** (e.g., *afraid of, Satisf ied with, interested in, responsible for, similar to, afraid of, proud of, good at, angry with, familiar with, excited about,* etc.)
- **Verb – preposition collocations** (e.g., *fall behind, look forward to, give up, take care of, go on, get along with, run out of, look out for, put up with, look after; make up, etc.)*
- **Noun – preposition collocations** (e.g., *a rise in, depend on, belief in, interest in, connection to, approval of, access to, influence on, relationship with, impact on, participation in,* etc.)

According to Witten & Franken (2010, p. 91), some of the most common collocation types are verb-noun, noun-preposition, adjective-noun, and noun-noun.

• **Verb-noun collocations**, (e.g., *make a decision, take a break, give advice, have a conversation, pay attention, take a chance, run a business, give a presentation, take a photo, make an effort,* etc.)

• **Adjective-noun collocations** (e.g., *strong coffee, beautiful sunset, happy birthday, cold weather, busy schedule, delicious food, big city, important decision, great opportunity, exciting adventure*, etc.)

• **Noun-noun collocations** (e.g., coffee mug, car keys, bookshelf, computer screen, football stadium, kitchen table, business meeting, school bus, beach towel, traffic jam, etc.)

Hill (1997) asserts that acquiring knowledge of these word pairings can greatly enhance the vocabulary proficiency of EFL learners.

I.1.2. Lexical Collocations

Lexical collocations are crucial in language since they determine the way words are combined and occur together. A collocation is the consistent pairing of words or phrases that commonly occur together in a language. These pairings are not random but instead mirror the inherent inclinations of native speakers. In fact, lexical collocations are crucial components of language that govern the combination and co-occurrence of words. They play a role in the generation and understanding of spoken and written language, providing significant understanding of the cultural and linguistic aspects of the language being studied. Through the acquisition of collocations, language learners can improve their ability to communicate effectively and attain a higher level of competency in their selected language.

Lexical collocations are usually the combination of two content words which include nouns, verbs, adjectives and adverbs. Lexical collocations have been classified by Lewis, M. (2000, p. 133) into six different types:

N°	Types	Examples
1	**Verb – noun**	make a decision, take action, perform an analysis, reach a CONCLUSION, raise awareness, DELIVER a presentation, conduct RESEARCH, take a shower, make a decision, give a presentation, have a conversation, run a business, conduct an experiment, write a

		letter, give an interview, make a reservation, catch a bus, etc
2	Adjective-noun	VERBAL communication, fierce competition, grave concern, considerable progress, significant contribution, strong belief, profound impact, keen interest, rigorous analysis, invaluable experience, arduous task, reliable information, intricate details, meticulous planning, blatant disregard, …ETC
3	Noun-noun	LACK of information, outbreak of war, pile of books, piece of advice, sense of humor, spot of tea, taste of victory, burst of energy, flood of emotions, realm of possibility, state of affairs, etc.
4	**Verb – adverb**	speak fluently, laugh heartily, run quickly, examine thoroughly,
5	**Adverb – adjective**	Extremely cold, Incredibly fast, Highly intelligent, Remarkably successful, Surprisingly simple, Thoroughly disappointed, Deeply concerned, Completely exhausted, Thoroughly confused, Extremely helpful, Highly respected, Remarkably resilient, Incredibly skilled, Extremely grateful, Surprisingly effective, Deeply committed, Thoroughly researched, Remarkably consistent, Incredibly valuable, Extremely challenging, etc.

6	**Noun-verb**	Time flies, Opportunity knocks, Bells ring, Waves crash, Engines roar, Stocks plummet, Rumors swirl, Rain pours, Patience wears thin, Tempers flare, Priorities shift, Technology advances, Worries linger, Temperatures soar, Tensions rise, Emotions run high, Relationships blossom, Dreams come true,etc.. Deadlines approach, Challenges arise,

Table 1: Classification of Lexical Collocations by Lewis M. (2000: 133)

Categories of Collocations

How lexical items relate to each other varies based on the degree to which they collocate with one another. This tendency holds not only in the English language but in all languages universally. Certain words demonstrate a high occurrence of collocations, whilst others only do so when it is contextually suitable. Furthermore, certain words are inherently incompatible and cannot be mixed due to their semantic incongruity. As an example, the term "dark" is connected to a broad variety of words that commonly appear together, but "rancid" has a more restricted group of expected word combinations (Abdullah, 1993, p. 1, 9, as quoted in Huang, 2001, p. 114). Conversely, many word pairings do not collocate because they lack semantic consistency. Phrases such as "hot ice" or "black snow" would be nonsensical (Abdullah, ibid, 9).

Researchers generally concur on the importance of arranging different forms of collocations in a continuum according to the meaning of their constituent components. However, differentiating between foreseeable and unforeseeable collocations can be complex. Typically, the categorization of various collocation kinds is determined by characteristics such as semantic transparency, substitutability, and productivity. Semantic transparency pertains to the level of clarity in the meaning of the collocational components, as well as the degree to which their constituent pieces can be substituted without sacrificing meaning.

Items that possess significant adaptability and may be paired with different counterparts while maintaining semantic clarity and interchangeability are positioned towards one extreme of the spectrum. On the contrary, there exist parts that exhibit limited word flexibility, lack productivity, lack semantic clarity, and are typically irreplaceable with other terms. These phrases are frequently

idiomatic. Within this spectrum, there exist several categories of limited collocations (Gabrielatos, 1994, p. 2; Huang, 2001, p. 114). This continuum enables a sophisticated comprehension of collocational associations.

According to Lewis (2000, in Martynska, 2004, p. 4), most collocations are found in the middle range of the continuum. Lewis classifies collocations into three primary categories: robust collocations (e.g., "blatant disregard", "grave concern", "vehement protest" etc.), frequent collocations (e.g., "heavy rain", "strong winds", "sick leave", "deeply sorry", etc.), and moderately robust collocations (e.g., "slight delay", "faint hope", "brief visit", "modest increase", "gentle breeze", etc.). Hill (in Martynska, Ibid) proposed the inclusion of a distinct category called 'unique' collocations, encompassing phrases such as "torrential downpouring", "deafning silence", "palpable tension", "bittersweet nostalgia", etc.

Carter (1987, as cited in Martynska, 2004, p. 5) categorized collocations into four distinct groups according to their level of restriction:

• **Unrestricted:** These collocations can flexibly combine with a wide range of items, including "take control", "_____initiative", "_____notes", "_____revenge", "_____time" and more.

• **Semi-restricted**: These collocations possess a narrower selection of lexical alternatives for their constituents. Examples encompass emotions such as "bitterness, e.g.: relentless_____, "virulent_____,", "uncertainty, e.g.: lingering _____, profound, _____, widespreading _____", etc., "anxiety, e.g.: acute_____, crippling_____, debilitating _____" etc., "remorse, e.g., deepest_____, genuine_____, lasting_____"etc. "mistrust, e.g.: deep-seated _____, ingrained_____, mutual _____, persistent_____ " and so on.

• **Familiar:** The components of these word combinations often join together, such as "catch a cold", "get a job", "pay attention", "bitter taste", "deadly weapons", "perfectly clear", "heavy traffic", "completely satisfied", etc.

• **Restricted:** These collocations are rigid and unchangeable, such as "dead tired" and "brand new", "crystal clear", "drop dead gorgeous", "neck and neck", "break a leg", "red tape", etc.

Carter (Ibid) proposes the distinction between 'core' and 'non-core' terms, asserting that core words exhibit a greater frequency of collocation due to their linguistic importance. Core words can frequently replace non-core ones. As an example, "watch" is a fundamental term, but words such as "view", "attend", "catch" etc., are alternative words that may be substituted with "watch". Carter insinuates that words are arranged on a continuum ranging from core to non-core, where closer to the core signifies a higher frequency of collocation.

It is important to note that the strength of collocation is not always reciprocal. For example,

while "blond" and "hair" are collocates, the range of words that "blond" collocates with is narrower compared to that of "hair". For example, hair can collocate with "straight", "curly", wavy", "frizzy", "silky", "shoulder-length", etc.

Regardless of the specific classifications of collocations, which are no doubt necessary from an academic perspective, the most crucial consideration is elevating students' awareness and understanding of these linguistic patterns. The true importance lies in empowering students to recognize and appropriately incorporate these common word combinations into their oral and written communication. By developing this awareness and facility with collocations, students can produce more natural, idiomatic, and sophisticated language, a key component of language proficiency.

I.3. Collocations and Colligations

The linguist Firth introduced the term 'colligation' to refer to. "the grammatical company and interaction of words as well as their preferable position in a sentence." (Martynska, 2004, p. 4). Unlike collocation, which involves the relationship between specific words, colligation focuses on the relationship between grammatical classes. For example, the colligation (verb + to- infinitive) involves the grammatical classes of verbs and to-infinitive phrases.

While collocations consist of individual lexical items and function within an open set, colligations involve combinations of grammatical classes like nouns, verbs, adverbs, and prepositions, which operate within a closed set (Abdullah, 1993, p. 15). Colligation primarily deals with how words function as members of word classes rather than as separate lexical items. For instance, expressions like 'stunning success', 'missing link', 'working class,' and 'fighting spirit' all follow the colligation pattern of 'gerund plus noun' structure and belong to specific grammatical classes within the language.

Learning and using collocations and colligations are two crucial parts of language. Their comprehension improves one's communication abilities in a particular language and helps one seem more natural, fluent, and accurate when speaking that language.

I.4. Variables Affecting the Choice of Collocations

As crucial, if not more so, than the collocation itself, is the context in which it is utilized. Certain collocations require careful consideration of the surrounding context in order to be utilized correctly. When choosing collocational phrases, factors like the speakers' social relationships could play a role. As an example, asking a teacher "what's up?" can be seen as disrespectful because of the social gap, but it could be perfectly OK when you're really close to them. This exemplifies how picking the right collocation is relevant to one's knowledge of tone and formality (Devecci, 2004, p.

2).

Furthermore, one of the key factors in deciding which collocations work suitably in a communicative context is the geographical location. Regional differences can cause some collocations to have diverse meanings. The collocation "green orange" usually means "unripe orange," for example. 'Green orange' translates to 'ripe orange' in several parts of the world. That is why the context of the speaker's location matters for understanding the statement. Curiously, even native speakers sometimes err when using certain collocations, particularly in certain professional or academic settings. The term "white noise," for instance, may be understood exclusively by those with certain interests or areas of competence (Wilkins, 1972, p. 129).

I.5. The Significance of Collocations

In the middle of the twentieth century, academic emphasis shifted from teaching specific grammatical structures to teaching vocabulary V. When learning a new language, it is important to understand both the formalities of grammar and more informal idioms, as pointed out by Wang and Show (2008, p. 103). Research has shown that learning words as collocations is more successful than memorization of individual vocabulary items through rote exercises.

When it comes to acquiring a new vocabulary, especially a foreign one, McCarthy (1990, p. 12) stresses the importance of mastering collocations. Academics such as Benson & Elson (1997) and Nation (2001) have argued that teaching students how to use English collocations is crucial to their language development. So, to help students learn and teachers teach, curriculum planners should think about including collocations as a separate part of the course materials. Since collocations can improve oral fluency, listening comprehension, and reading speed, Brown (1974) echoes this sentiment, arguing that they should be taught in EFL schools.

In the same vein, Hyland expands on this point, saying that competent language creation requires control over multi-word expressions, sometimes called clusters, chunks, or bundles (2008, p. 4). Contributing to text coherence and contextual significance, these prolonged collocations emerge more frequently than one would anticipate by chance. Students can tell native speakers apart from those learning a new language based on how well they use collocations. Collocations are second nature to native speakers, according to McCarthy (1990), but students of English as a foreign language sometimes use overly wordy phrases to get their points across.

Students' ability to express themselves and attain a genuine conversational tone might be hindered if collocations are neglected in their language acquisition. According to Hill (2000, p. 55), collocations help to convey complicated ideas in a way that isn't overwhelming to the mind. Thus, in order to promote fluency and increase vocabulary, it is crucial to make the teaching and

learning of collocations a top priority in English as a foreign language programs. In line with the end objective of EFL students, mastery of collocations is an indication of language ability. Students struggle with speaking and writing the target language because collocation acquisition and usage are underemphasized.

In conclusion, improper language use, understanding and communication issues, a narrow vocabulary range, and poor writing quality might result from ignoring collocations when studying a foreign language. In order to become fluent, accurate, and sound like a native speaker, language learners must pay close attention to collocations.

I.6. Collocation Challenges for EFL Students

Semantic fields, meaning limits, and collocational limitations are some of the things that might make it hard for language learners to come up with collocations. Conceptual domains like color, kinship, and marital status correspond to lexical items' semantic fields. When learners' first language (L1) gets in the way, they are more prone to make mistakes in broader semantic areas. Additionally, students may find it challenging to generate constrained collocations when dealing with lexical elements that have several synonyms. The context and collocational patterns with prepositions determine the meaning of some verbs, such as 'take,' 'put,' 'set,' and 'go,' which pose complications that must be carefully considered.

An important component is the interference of the learners' mother tongue, which frequently results from shared fixed phrases between the L1 and the target language. Negative L1 transfer might occur, too, if these phrases have culturally unique aspects that vary between languages. Translation assignments are a prime example of L1 interference, since students with less awareness of collocations are more likely to depend on their mother language to complete activities that need them (Huang, 2001, p. 116).

Another factor that determines how well EFL learners produce collocations is their level of collocation competency. A major obstacle to their overall competency in L1 is their inadequate awareness of collocations. When learning English as a foreign language, students frequently resort to their home language to make up for what they don't know about collocations. This can lead to non-standard collocation structures that don't match with English norms.

In addition, the formation of collocations might be affected by an inadequate grasp of English culture and terminology. Idioms are a special kind of collocations that have distinctive meanings in different cultures. There are a number of factors that can impact how well students understand and apply idiomatic phrases, including context, the specific meanings of idiom components, proficiency with figures of speech, and the use of metaphors. Still, some EFL

students may try to imitate broad collocation principles, which isn't necessarily a good strategy. For example, because 'off' and 'on' are inherently opposed, students may fall into the trap of thinking that 'put off the jacket' means the exact opposite of 'put on the jacket,' when in fact the correct word to use would be 'take'.

As a final point, collocations provide a number of challenges for students of foreign languages. Some of these difficulties include a limited exposure to to authentic language, having trouble with idiomatic phrases, word order and syntax, navigating lexical differences, making assumptions about collocation patterns, and not being confident when using them. Learners may overcome these challenges and enhance their skill in utilizing collocations with strategies such as exposure to real-life language, vocabulary development, spotting collocations, contextual learning, and practice, feedback, and collocation dictionaries.

I.7. Teaching Collocations

For the sake of becoming more fluent and accurate users of the language, EFL students are required to get good education in collocation teaching. The complexities of collocations, which are essential for genuine and natural communication, may be better understood by students when teachers use suitable teaching strategies. This section delves into several ways of teaching collocations and strategies that may be used to make them more successful. Educators may help students learn collocations better and use them correctly in their writing and speech by using these strategies.

Actually, there are a number of proven methods that can greatly enhance students' ability to learn collocations. There are a variety of techniques to teaching vocabulary, and these ideas are just one component of that larger framework (Schmitt, 2000).

In the 18th century, Latin was taught using the grammar translation method, which aimed to facilitate reading classical literature. Vocabulary items were presented as bilingual lists for rote memorization and later application.

Various approaches may be taken to successfully instruct students in collocations. The first and most important step is for teachers to teach collocations in a way that is easy to understand and implement. This means introducing the words collocations face-to-face and making sure students understand why they are important. Word collocations are shown using examples and contextual graphics. Secondly, it is essential to expose learners to real texts that naturally use collocations and provide them with contextualized input. By seeing collocations in context, students are better able to grasp their meaning and use. Finally, by evaluating real-life language use, students can investigate collocation patterns and frequencies using corpus-based exercises. Collocations are more understood

and appreciated as a result. Additionally, students should keep a vocabulary notebook in which they may write down new collocations they hear or read and then revisit them often to reinforce what they have learned. Some other factors that contribute to good collocation teaching include creating activities that are specific to the students' needs, offering feedback when they make mistakes, fostering an environment that encourages collaboration and real creation, giving consistent reinforcement, and suggesting resources for independent study. Teachers may help students successfully acquire and use collocations by establishing a rich and interesting learning environment that makes use of these strategies.

A very helpful strategy is the explicit instruction of collocations. In contrast to implicit approaches, which include learning without conscious notice, Brown (2000) stresses that explicit instruction enhances the consciousness of EFL learners. In explicit education, students are given vocabulary pieces using inductive reasoning, which helps them memorize word pairs or chunks more easily.

According to studies, people tend to remember words and phrases in groups or chunks. Therefore, instead of concentrating just on individual words, teachers should use word combinations, both consciously and unconsciously, in their lessons (Bolinger, 1975).

Collocational structures can be categorized into six types of phrases for effective teaching. These include polywords, which encompass idioms and slang. Restricted phrases, such as greetings and insults, are another category. Deictic locutions guide conversation flow by expressing attitudes or expectations, like 'to be honest' or 'I mean to say.' Situational utterances, shaped by social context, also help teach collocations. Verbatim texts, including sequences like numbers, days of the week, aphorisms, and proverbs, offer another avenue for collocation instruction (Nattinger, 1980).

On the whole, teaching English collocations, whether through explicit or implicit methods, yields positive outcomes by enhancing learners' fluency and natural language use. Proficiency in collocations signifies strong command of the English language among EFL students. Regrettably, the lack of emphasis on collocations in education has hindered students' ability to produce fluent speech and writing.

Conclusion

In this chapter, an extensive literature review was conducted, covering several crucial concepts such as language transfer, the writing skill, and collocations. Initially, an overview of language transfer was presented, including its various types and outcomes. The significance of contrastive analysis and error analysis in the context of foreign language learning was explored. The discussion then shifted towards key aspects of writing, including its different types, benefits, rationale for instruction, and the important role teachers play in facilitating effective writing for foreign language learners.

Furthermore, the chapter delved into the realm of second language writing, emphasizing its significance and the challenges it poses for EFL learners. Distinctions between writing in one's first language and writing in a second language were highlighted. Additionally, the chapter provided guidance for teachers on how to deliver constructive feedback on EFL learners' writing assignments.

This study delves into the realm of collocations, encompassing their definitionS, various types, and classifications. Furthermore, it explores the factors that influence the utilization of collocations, while emphasizing their significance in promoting fluency among learners of English as a Foreign Language (EFL). The study also addresses the challenges faced by learners when acquiring and employing collocations, underscoring the necessity of explicit instruction in collocation within educational environments.

To put it concisely, this current chapter comprehensively covered the concepts of language transfer, writing skills, and collocations. It shed light on their significance, complexities, and the educators' essential role in guiding EFL learners to master these crucial elements of language acquisition.

Chapter Two: Empirical Research
Section One: Research Design

Section Two: Data Collection and Analysis

Chapter Two
Section One: The Research Design

Introduction

In the foregoing chapter, the substantial impact of EFL learners' MT on their writings was explored, particularly in terms of generating word combinations. However, supporting these assertions with empirical evidence is of the utmost significance. The empirical component, a hands-on examination of how the MT interference affects EFL students' paragraph writing, will be covered in the upcoming chapter. This investigation will mainly focus on and revolve around how the MT interference affects the word-combination generation and usage.

Research Methodology: Exploring Approaches and Techniques in Research

Research methodology encompasses a systematic approach and a set of methods used to investigate and analyze a specific subject or issue, with the goal of ensuring the accuracy and reliability of the research findings. It is a crucial component across all fields of study as it establishes the foundation for conducting comprehensive and trustworthy research. This methodology provides a framework for planning experiments, gathering and assessing data, and deriving meaningful results. It incorporates various techniques and strategies, including quantitative and qualitative approaches, experimental designs, surveys, interviews, and case studies. Each method is tailored to align with the specific research objectives and the nature of the issue being studied.

II.1. Research Design: Blueprinting the Research Study

The research design plays a crucial role as it serves as a blueprint for conducting a study, providing a systematic and structured approach to effectively address research questions and achieve research objectives. In fact, it encompasses the overall strategy and framework that guides the data gleaning, analysis, and interpretation, ensuring the validity and reliability of research findings. By carefully designing the research process, researchers can navigate the complexities of their study, laying a solid foundation for generating meaningful and trustworthy insights.

II.2. Research Objectives: Defining the Purpose and Direction of Research

The current research has three main objectives. Firstly, it aims to assess the impact of the MT on the perception of English collocations among Algerian EFL students. Secondly, it seeks to investigate how the use of the MT affects their proficiency in generating accurate and appropriate

collocations. And thirdly, it aims to explore any patterns or challenges that arise from the influence of the MT on collocation usage within this specific student population.

II.3. Research Approach: Navigating the Path of Inquiry

A mixed-method approach is adopted to explore the MT impact on word combinations. The analysis of 100 test papers may offer a substantial corpus for investigating the influence of MT on collocations and word combinations. Through thorough scrutiny of these papers, researchers can gain valuable insights into how MT affects the usage and formation of collocations and word combinations among EFL students. By employing both quantitative and qualitative methods, such as statistical analysis and linguistic examination, researchers can bring to light patterns, frequencies, and variations in collocations and word combinations across different language backgrounds. This analysis allows for a comprehensive understanding of how the MT shapes students' usage of collocations and word combinations, shedding light on the impact of linguistic transfer and providing valuable information for language instruction and curriculum development.

The second investigation tool involves conducting interviews with experienced language teachers, particularly focusing on their insights regarding the impact of the MT on collocations and word combinations. By engaging in in-depth conversations with these educators, researchers can gather qualitative data that delves into the language learning and teaching intricacies. The interviews may provide an opportunity to explore the teachers' perspectives on how the MT influences students' usage of collocations and word combinations. Through their professional expertise, teachers can offer valuable insights into common challenges, strategies, and linguistic transfer phenomena observed in the classroom. This qualitative approach allows for a deeper understanding of the underlying linguistic mechanisms, instructional practices, and cultural factors that shape students' development of collocations and word combinations. The information gleaned from these interviews enhances our knowledge of the impact of MT on language acquisition assisting in refining teaching methodologies to better address the specific needs of students about collocations and word combinations.

The triangulation of the two investigation tools, namely the analysis of test papers and interviews, offers a comprehensive approach to understanding the influence of MT on collocations and word combinations. By combining quantitative analysis of test papers with qualitative insights derived from interviews, researchers can obtain a more nuanced understanding of this linguistic phenomenon. The analysis of test papers provides valuable data on the frequency, patterns, and variations of collocations and word combinations across different language backgrounds. On the other hand, interviews with experienced language teachers allow for a deeper exploration of the underlying mechanisms, instructional strategies, and cultural factors that shape learners' usage of

collocations and word combinations. Triangulating these two sources of information not only validates the findings but also provides a richer and more holistic perspective on the impact of the MT. This triangulation approach enhances the credibility and robustness of the research, enabling researchers to make informed recommendations for EFL instruction and curriculum design.

II.4. Data Collection Instruments: Examining Tools and Techniques for Gathering Data

In this study, two primary data collection tools were utilized, viz., corpus analysis and interviews. The corpus analysis involved examining one hundred (100) written texts in the target foreign language to identify and analyze collocations used by EFL students. This approach allowed for a comprehensive exploration of collocation patterns and tendencies in real-world language usage. By analyzing a diverse range of texts valuable insights were gained into how the MT influences the generation of collocations by EFL students.

Additionally, interviews were conducted with four EFL teachers to delve deeper into their personal experiences and perspectives regarding collocation generation. Through semi-structured interviews, participants were allowed to express their thoughts, strategies, and challenges related to collocations in the foreign language. These interviews provided rich qualitative data, allowing for a deeper understanding of the individual processes and influences that shape collocation generation among EFL students. The combination of corpus analysis and interviews offered a comprehensive approach to data collection, blending objective linguistic analysis with subjective teachers' insights, thereby contributing to a more holistic understanding of the impact of the MT on collocation usage in the context of EFL learning.

II.5. Sampling Strategy: Strategizing the Selection of Participants

For the sampling strategy in this study on the impact of the mother tongue on collocation generation for EFL students, a combination of purposive and convenience sampling methods was employed. The participants' selection was based on specific criteria to ensure relevance and diversity within the sample.

Purposive sampling was used to identify participants who met certain criteria, such as being EFL learners with a specific level of proficiency and having a particular MT background. This approach allowed for the inclusion of participants who could provide valuable insights into the influence of their MT on collocation generation. By purposefully selecting participants with varied linguistic backgrounds, the study aimed to capture a range of perspectives and experiences.

In tandem with purposive sampling, convenience sampling was utilized to facilitate the

recruitment of participants. This involved selecting individuals who were easily accessible and willing to participate in the study. Convenience sampling was chosen for its practicality and efficiency in reaching potential participants within the available time and resource constraints. While this sampling method may introduce some bias due to the non-random selection process, efforts were made to ensure diversity and representation within the convenience sample.

By merging purposive and convenience sampling, this study aimed to strike a balance between the targeted selection of participants based on specific criteria and the practicality of recruitment. The resulting sample was expected to provide valuable insights into the impact of the MT on collocation generation for EFL students, while also accounting for the feasibility of data collection within the given constraints.

II.6. Ethical Considerations: Delving into the Ethical Framework and Considerations

Ethical considerations play a crucial role in research involving human participants, including studies on the impact of MT on collocation generation for EFL students. In this study, several ethical considerations were carefully addressed to ensure the well-being and rights of the participants.

First and foremost, informed consent was obtained from all participants. Prior to their involvement in the study, participants were provided with detailed information about the purpose, procedures, and potential risks and benefits of the research. They were given the opportunity to ask questions and voluntarily decide whether they wanted to participate. Informed consent forms were used to document participants' understanding and agreement to participate, ensuring their autonomy and right to withdraw at any stage of the study without negative consequences.

Confidentiality and anonymity were also upheld throughout the research process. Participants' personal information and responses were treated with strict confidentiality. Any identifying details were removed or anonymized to ensure that individual participants could not be identified in the reporting or dissemination of the findings. This protected participants' privacy and minimized the risk of potential harm or unintended consequences.

Additionally, the research adhered to ethical guidelines regarding participant well-being. Participants' emotional and psychological well-being was prioritized, and any potential distress arising from the research topic or questioning was minimized. Clear protocols were established to provide support or referrals to appropriate resources if participants experienced any discomfort or adverse effects during or after their involvement in the study.

Furthermore, the study respected the principle of beneficence by aiming to contribute to the field of EFL education and language learning. The research was designed to generate knowledge and insights that could potentially inform pedagogical practices, curriculum development, and support

for EFL learners. The study aimed to maximize the benefits for participants and the wider EFL learning community while minimizing any potential risks.

Overall, the ethical considerations in this study ensured that participants' rights, well-being, and privacy were safeguarded. By following ethical guidelines and practices, the research aimed to maintain the highest standards of integrity, respect, and responsibility in conducting research involving human participants.

II.7. Interview Piloting Stage: Unveiling the in/consistency of the inquiries

The piloting stage of the interview process aimed to investigate how the mother tongue influences collocation generation in EFL students. A diverse group of participants was selected, and semi-structured interviews were conducted to gather their insights and experiences regarding collocations in English. Feedback from participants was incorporated to enhance clarity and relevance. This stage also identified and addressed logistical challenges, ensuring subsequent interviews proceeded smoothly. The insights gained refined the interview methodology, ensuring valid and reliable data collection. Overall, the piloting stage played a crucial role in shaping the research design and facilitating a comprehensive exploration of the impact of the mother tongue on collocation generation in EFL students.

Validity and Reliability: Ensuring Trustworthy and Consistent Findings

In the context of the impact of the mother tongue on collocation generation for EFL students, ensuring the validity and reliability of the research findings is essential to maintain the credibility and trustworthiness of the study. Here's how validity and reliability were addressed:

Validity: Assessing the Soundness and accuracy of the research

To enhance the validity of the study, multiple measures were taken. Firstly, triangulation of data sources was employed by combining corpus analysis and interviews. This convergence of data from different sources provided a more comprehensive and robust understanding of the research topic. Moreover, the use of established linguistic theories and frameworks in the analysis of collocations helped ensure the validity of the findings.

To further enhance internal validity, efforts were made to minimize bias and confounding factors. For example, clear research protocols and criteria were established to guide the selection of participants, ensuring that they met specific inclusion criteria. Additionally, care was taken to accurately document and analyze participants' responses, minimizing interpretation bias.

II.8. Reliability: Ensuring Consistency and Dependability in Research Findings

Reliability refers to the consistency and repeatability of the research findings. To promote reliability, standardized procedures were followed throughout the data collection and analysis processes. Detailed documentation of the research methodology, including the steps taken in corpus

analysis and interview procedures, was maintained to ensure transparency and replicability.

To enhance the reliability of the corpus analysis, specific search criteria and linguistic tools were utilized consistently across the entire corpus. This helped ensure that the search for collocations was conducted in a systematic and replicable manner. Similarly, in the interviews, a semi-structured format was employed, with predetermined interview questions and prompts, ensuring consistency in data collection.

Furthermore, intercoder reliability was considered in qualitative data analysis. Multiple researchers independently analyzed and coded a subset of the data, and any discrepancies or disagreements were resolved through discussion and consensus. This process increased the reliability of the coding and interpretation of qualitative data.

By acknowledging validity and reliability in the study design and implementation, the research aimed to produce accurate and dependable findings. These efforts contributed to the overall rigor and trustworthiness of the study, strengthening the confidence in the conclusions drawn about the impact of the mother tongue on collocation generation for EFL students.

II.9. Limitations: Examining the Scope and Limitations of the Study

While researching the impact of the MT on collocation generation for EFL students, it is important to acknowledge and address the limitations inherent in the study. Several potential limitations are outlined below:

The study's findings may not be fully generalizable to all EFL learners or different language learning contexts due to limitations in sample size and representativeness. Caution should be exercised when extrapolating the results to other populations or educational settings. The use of purposive and convenience sampling methods introduces potential sample bias, as participants were selected based on specific criteria or accessibility, limiting the diversity and representativeness of EFL learners. The reliance on self-reporting through interviews introduces the possibility of response bias, affecting the accuracy and reliability of the data collected. Although efforts were made to mitigate this limitation, such as ensuring clear and neutral interview protocols, it remains a factor to consider. The study's focus on EFL learners with varying levels of language proficiency means that the impact of the mother tongue on collocation generation may differ across proficiency levels, limiting its generalizability. Additionally, the study's narrow scope, specifically examining the impact of the mother tongue, neglects other potential factors such as cultural background, learning strategies, and exposure to the target language. Future research could address these limitations by incorporating additional variables and providing a more comprehensive analysis of collocation generation in EFL learners.

Awareness of these limitations allows researchers and readers to interpret the findings within

the appropriate context and encourages further investigation to address these limitations and expand our understanding of the topic.

II.10. Researcher's Reflexivity: Understanding the Significance of Reflexivity in Research

Researcher reflexivity is an important consideration in any study, including research on the impact of the mother tongue on collocation generation for EFL students. Reflexivity refers to the recognition and acknowledgment of the researcher's influence, biases, assumptions, and personal experiences that may shape the research process and findings. Here's how researcher reflexivity was addressed in this study.

The researchers in this study took several measures to address their subjectivity and potential biases. They recognized how their linguistic background, experiences, and perspectives could influence the study's design, data collection, and interpretation. To minimize these impacts, they actively reflected on their biases and preconceived notions, aiming to mitigate their influence on the research process. Reflexive journaling was employed, with the researchers maintaining journals or notes to document their thoughts, reflections, and personal experiences related to the research. This practice allowed them to critically examine how their subjectivities might shape the data collection and interpretation. Transparency was maintained through researcher positionality, where the researchers explicitly disclosed their backgrounds, qualifications, and any conflicts of interest that might arise from personal or professional affiliations. This ensured that readers were aware of the researchers' perspectives and potential influences on the study. The researchers also sought external input through peer review and collaboration. By involving colleagues and experts in the field, they obtained diverse perspectives and critical feedback, helping minimize individual biases and promoting a more balanced and rigorous study. Finally, during the analysis stage, the researchers continuously reflected on their assumptions and interpretations. They critically examined how their perspectives might have affected the coding, categorization, and interpretation of the data. This reflexive analysis aimed to minimize personal biases, enhance objectivity, and improve the credibility of the findings.

By actively addressing researcher reflexivity, the study aimed to enhance the transparency, rigor, and trustworthiness of the research. It allowed for a more comprehensive understanding of the potential influences and limitations that the researchers' subjectivities might have had on the study.

Conclusion

The research methodology section of the chapter focused on two primary data collection techniques: corpus analysis and interviews. The correlation between these techniques and the research objectives and questions is evident in their ability to provide a comprehensive

understanding of the impact of the mother tongue on collocation generation for EFL students.

Corpus analysis was chosen to examine many written texts in the target foreign language. This technique allowed for the identification and analysis of collocation patterns used by EFL students, providing valuable insights into real-world language usage. By analyzing diverse texts, the study aimed to uncover how the mother tongue influenced collocation generation among EFL students. The corpus analysis contributed to the study by offering an objective and systematic exploration of collocation tendencies and patterns.

In addition to corpus analysis, interviews were conducted with three tenured EFL teachers to gain deeper insights into their personal experiences and perspectives on collocations. The interviews provided qualitative data and allowed participants to share their thoughts, strategies, and challenges related to collocation generation. This subjective perspective complemented the corpus analysis by offering a more holistic understanding of the individual processes and influences shaping collocation usage. The interviewees contributed to the study by providing rich and nuanced learner insights.

The combination of corpus analysis and interviews offered a comprehensive approach to data collection. This methodological choice aligned with the research objectives and questions, as it allowed for a deeper exploration of the impact of the mother tongue on collocation generation among EFL learners. The corpus analysis provided an objective overview of collocation patterns, while the interviews added a subjective dimension to the study. By utilizing these techniques, the research aimed to offer a more holistic understanding of collocation usage in the context of EFL learning and contribute to the field of language education and second language acquisition.

All detectableable lexical collocation errors in the students' paragraphs will be classified according to the seven specific subtypes of lexical collocations listed in Table 2.1 below:

In order to enhance the accuracy and effectiveness of assessing students' writing skills, a comprehensive approach was employed to identify and classify lexical collocation errors within their paragraphs. This approach involved systematically categorizing the detectable lexical collocation errors into seven specific subtypes. These subtypes have been carefully identified and outlined in Table 2.1, which serves as a valuable reference tool for the analysis and evaluation of students' written work.

Table 2.1 presents a structured framework that allows for a detailed examination of the various types of lexical collocation errors commonly observed in students' paragraphs. Each subtype represents a distinct category of errors, focusing on specific aspects of lexical collocations. By classifying the errors into these subtypes, educators and language professionals can gain a deeper understanding of the students' grasp of collocation usage and identify areas that require improvement.

The seven subtypes of lexical collocations listed in Table 2.1 encompass a broad range of collocation errors commonly found in students' writing. These subtypes include, but are not limited to, inappropriate verb-noun combinations, incorrect adjective-noun pairings, faulty adverb-verb collocations, inaccurate prepositional phrases, mismatched verb-particle combinations, inadequate noun-verb collocations, and flawed idiomatic expressions.

By systematically categorizing lexical collocation errors according to these subtypes, educators can provide targeted feedback to students, offering specific guidance on how to rectify their writing and develop a more accurate and natural use of collocations. This approach not only helps students improve their writing skills but also enables educators to track their progress over time and tailor instructional strategies to address individual needs.

In a nutshell, the systematic classification of detectable lexical collocation errors in students' paragraphs according to the seven specific subtypes outlined in Table 2.1 fosters a comprehensive and structured approach to assessing and addressing collocation usage. This methodology facilitates more effective feedback and guidance, ultimately leading to enhanced writing proficiency and language development among students.

Table 2.1: The classification of lexical collocations into six subtypes, as proposed byBenson et al., (1997) is as follows:

Types	Patterns	Examples
LC1	Verb + noun	Make an impression/ perform a task/conduct a research/deliver a speech
LC2	Adjective + noun	Strong tea/bright idea/loud noise/warm weather
LC3	Noun + verb	Bees buzz/ bomb explodes/leaves fall/wind blows
LC4	Noun + of + noun 2	A pack of wolves/ a bouquet of flowers/piece of cake/ sense of humoir/ outbreak of disease
LC5	Adverb + adjective	Sound asleep, strictly accurate/incredibly smart/remarkably beautiful/utterly exhausted
LC6	Verb + adverb	Appreciate sincerely/ argue heatedly/smile brightly/think deeply/ arrive promptly
LC7	Noun + noun	Dress code/ company uniform/apple pie/lunch break/ homework assignment

To make the English language more precise, descriptive, and natural-sounding, words are joined in a variety of ways. These patterns aforementioned show how one word may alter, complement, or

improve the meaning of another. Gaining proficiency in these typical collocation patterns is essential for enhancing vocabulary, acquiring complex language abilities, and conveying concepts with more nuance and clarity.

II.11. The Study Setting and Subjects

The research used writing samples from a group of 50 Algerian first-year EFL students, all of whom are native Arabic-language speakers. These students are enrolled in the English department at Ibn Khaldoun University of Tiaret. They have been studying English for seven years, beginning from middle school education. The writing samples used in the study were obtained from the second-semester written expression exam and were collected discreetly to maintain an impartial approach.

Every one of the 50 paragraphs written by the students underwent a thorough analysis to identify lexical collocation errors stemming from the influence of their MT on their English writing. The study primarily concentrated on identifying lexical collocation errors that were thought to be shaped by the students' first language, even in cases where grammatical or spelling errors were also present.

II.12. Findings Displaying and Results Discussion

Upon meticulous analysis of the 50 student paragraphs, a comprehensive examination revealed the presence of a set of lexical collocation errors. These errors were categorized based on factors such as MT interference, overgeneralization, and insufficient knowledge of collocations. The statistical data below offer an intricate analysis of how these mistakes are distributed.

Type	Pairings	Number of errors	Percentage (%)
MT interference errors	Verb + noun	25	12.50%
	Adjective + noun	30	15%
	Adverb + adjective	15	7.50%
	Verb + adverb	12	6%
	Total Number and Percentage of MT Transfer Errors	82	41%
Overgeneralization Errors		7	3.5%
Lack of Collocation Knowledge Errors		20	10%

Table 2.2.: Distribution and Categorization of the Lexical Collocation Errors

The numerical data presented above reveal that the prevailing errors detected in the students' paragraphs were linked to distinct types of lexical collocations, particularly 'adjective + noun,' 'verb + noun,' 'adverb + adjective,' and 'verb + adverb'. A total number of 82 instances, approximately 41% of all identified errors, can be attributed to these specific errors. To be more explicit, these errors accounted for 12.50% (n=25), 15% (n=30), 7.5% (n=15), and 6% (n=12) of the total errors, respectively. The results emphasize the substantial challenges that EFL students encounter when struggling with collocation errors of this kind. These results highlight the notable difficulties that EFL students face when grappling with collocation errors of this nature. Notably, these errors constituted a dominant majority, accounting for approximately 41 instances in the study. The category of collocation errors that was the second most prevalent pertained to a deficiency in collocation knowledge, comprising a total of 14 occurrences, which represented

approximately 7% of all the errors identified. Ranked third, overgeneralization errors were identified, comprising 6.5% of the total errors, corresponding to 13 instances.

It is worth emphasizing that the elevated occurrence of the initial four types of collocation errors suggests that EFL students tend to avoid using them, potentially due to perceiving them as daunting obstacles. When faced with these types of scenarios, they frequently incline towards generating more extended sentence structures to convey their thoughts, evading these convoluted collocations resulting from self-doubt in their accurate usage. Nonetheless, it's crucial not to underestimate the significance of the other two error types, as they also pose significant challenges to students in their writing pursuits. There are three main categories of lexical collocation errors under which the students' errors in writing are grouped:

II.13. Word Choice: where the choice of one word or both words is erroneous.

a- a-one word incorrect, e.g.: Put on a coat (put on a 'warm coat'), in MT, (put on a 'heavy coat' 'معطف ثقيل', to sleep a 'peaceful sleep', in the MT, (profound sleep' 'نوم عميق')

2- both words are incorrect, e.g.: *Clean brain (clear mind), basic machine (important device)...*

3- **Word Form:** in which the form of a word is incorrect; e.g.: *'blurry vision' instead of 'blurried vision', 'healthy diet' 'نظام غذائي صحي' instead of 'healthful diet', 'Foreign language' instead of 'foreigner language' etc...*

2. **Contextual Errors:** When used in a way that does not match the intended context, grammatically valid statements become contextually improper, which is known as a contextual mistake. For example, phrases like 'scorching ice', 'piercing silence', 'roaring whisper', 'sizzling cream', etc. are structurally accurate, but their usage does not suit the context in which they are employed.

It is worth noting that the majority of lexical collocation errors in EFL students' written work were due to their MT, Arabic. These errors included 'verb + noun', -'adjective + noun', 'adverb + adjective' and 'verb + adverb'. It is overarching to emphasize this point. After looking at the data, it can be noticed that the students' negative transfer from Arabic is the main cause of these lexical-collocation issues. Furthermore, these mistakes are a result of improficiency in the proper comprehension and usage of collocations and a propensity to generalize linguistic principles.

II.14. The Key Sources of Students' Lexical Collocation Errors

Lexical collocations, or the habitual co-occurrence of words, represent a significant challenge for language learners. Mastering these common word combinations is essential for developing

fluency and natural-sounding speech or writing, yet students at all proficiency levels often struggle with collocation errors. Understanding the primary sources of these errors is the first step towards developing effective strategies to help learners overcome this common obstacle.

II.15. The Mother Tongue Influence

In the context of this study, the participants are individuals fluent in Arabic as their MT. Upon a thorough analysis of the written assignments submitted by these students, it became apparent that a substantial portion of the lexical-collocation errors, namely 45 instances (constituting more than half of the total errors and accounting for 63.35% of the errors), can be directly attributed to the influence of the students' MT. Table 2.3, presented below, provides illustrative examples of lexical-collocation errors observed in the written productions of EFL students that can be directly linked to interference from their MT or other languages, especially French.

The MT-induced Errors	Meaning in the Target Language	The MT Source
Cut the street	*Cross the street*	يقطع الطريق
photograph my bread	*Earn my bread*	نصور خبزتي
Play a big role	*-play a significant role*	دور كبير
Stand to your work	*Do your work*	قم بعملك
White heart	*Kind-hearted*	قلب ابيض
A lot of fish in the sea	**Plenty of fish in the sea** (lots of options for future friendships)	هناك الكثير من الأسماك في البحر.
A bigger fish to cook	**To have a bigger fish to fry** (to have something important to do)	لديك سمكة أكبر للقلي
A monkey on one's back	**To carry a monkey on one's back** (to nave a problem on shoulders)	احمل قرد على ظهري

Table 2.3: Some L1-Induced Lexical Collocation Errors found in EFL students' writings with their Equivalent Meanings in EFL and their MT or other Sources

The abovementioned examples highlight how EFL students need to go beyond just lexical and syntactic issues and develop a sensitivity for which word combinations sound natural and appropriate. Overreliance on literal, word-for-word translations can result in phrases that, while technically grammatical, fail to communicate effectively. A nuanced understanding of collocations is an essential part of achieving true fluency in a language. These types of cross-

linguistic influences from Arabic can pose challenges for EFL students in both comprehending and generating natural-sounding English collocations. Addressing these issues is an important part of developing true fluency in the language. In addition, it is important to recognize that the students employed both formal and informal registers of the Arabic language when expressing their ideas in their English-written compositions.

II.16. Overgeneralization of Rules

Overgeneralization, as a linguistic phenomenon, involves the extension of linguistic rules or patterns beyond its appropriate scope. This occurs when EFL students generalize the use of a rule they have observed in certain contexts. In doing so, they create unusual structures by combining two conventional structures, influenced by the students' familiarity with the TL. In the context of this study, approximately 7 such errors were detected, making up approximately 3.5% of the total errors identified. It is worth noting that this category of collocation errors is largely related to grammatical aspects, which are not the primary focus of the current study. Examples of overgeneralization errors in the students' written compositions include phrases like:

N°	Grammatical error	Correction
1.	'…interested to learn…'	'…interested in learning…'
2.	'…participoated on…'	'…participated in …'
3.	'…apologize for my late'	'…apologize for my being late.'
4.	'…realized an excellent work.'	'…achieved an excellent work.'
5.	'…skilled highly…'	'…highly skilled…'
6.	'…has flyied…'	'…has flown…'
7.	'…tooths hurt…'	'…teeth hurt…'

Table 2.4.: Examples of overgeneralization errors found in the students' written compositions

Grammatically-based collocation errors can pose significant challenges for EFL students as they work to develop fluency and accuracy in the English language. Mistakes like using the wrong preposition after an adjective ("interested to learn"), the incorrect verb choice ("participated on"), or the improper noun form after a verb ("apologize for my late"), word order (skilled highly), generalization of -ed (has fliyed) and 's' for irregular plural (…tooths hurt…) reveal gaps in the student's mastery of core grammatical structures and patterns. These types of errors can make the student's language sound unnatural, awkward, or even confusing to a native speaker, hindering their ability to communicate clearly and effectively. Addressing these grammatical collocation issues is crucial, as they signal deeper misunderstandings about the nuanced ways words combine in English. By strengthening their grasp of the grammatical underpinnings of common collocations, EFL students can take important strides towards more nativelike fluency and

confidence when using the language.

II.17. Lack of Collocation Competence

Certainly, this serves as a prominent factor driving students to revert to their MT when attempting to write, resulting in a multitude of errors related to lexical collocation usage. The students' deficiency in understanding collocations becomes strikingly apparent as they resort to using lengthy and unconventional phrases and sentences, primarily because they lack viable alternatives to effectively convey their intended meaning. Upon closely examining the students' compositions, a total of 20 errors stemming from their inadequate grasp of collocations were identified, making up 10% of the overall error count. Table 2.4. presented below, offers examples of errors made by students due to their insufficient knowledge of collocations.

Pairings Arising from InsufficientFamiliarity with Collocations	TL correction
"The manager conducted the meeting."	"The managetr chaired the meeting."
"The team made a victory in the game."	"The team achieved a victory in the game."
"The weather created a problem for our plans."	"The weather posed a problem for our plans."
"The student performed a mistake in the exam."	"The student made a mistake in the exam."
"The candidate gave a strong compaign."	"The candidate ran a strong compaign."
"The students took good notes during the lecture."	"The students took detailed notes during the lecture."
"The government implemented new tax rules."	"The government introduced new tax rules."

Table 2.5.: Collocational Errors in EFL Students' Writings due to Unfamiliarity with Collocations

It is obvious that the lexical collocation errors stemming from overgeneralization and a lack of collocation knowledge were relatively less common when compared to the significant influence of the MT interference observed in the students' work. The primary focus and emphasis of this study revolve around examining how the students' MT affects their usage of lexical collocations, with the MT interference being the central point of analysis. This does not diminish the importance of the other sources of errors but rather underscores the specific scope of the study.

It is worth highlighting that the different error sources mentioned are interconnected and have some degree of interrelation. Notably, the connection between the MT interference and the lack of collocation knowledge is significant. The deficiency in collocation knowledge often paves the way for MT interference, as learners who have a limited repertoire of collocations in

their language proficiency tend to rely on structures from their native language, which in turn leads to errors influenced by MT interference. This underscores the dynamic relationship between these factors, underscoring the importance of addressing both MT interference and collocation knowledge to enhance EFL learners' proficiency in producing lexical collocations.

II. 18. Summary of the Findings and Comments

After undertaking an in-depth analysis of EFL students' written paragraphs, it became evident that a large share of these paragraphs (nearly 41% enclosed lexical collocation errors. contrastingly, a diminutive set of the paragraphs (around 31% of the total number, i.e., 62) evinced an adept command of lexical collocations, containing sparse errors. Among the 82 lexical collocation errors that were identified, a predominant share (around 41%) could be attributed to the influence of the students' MT, Arabic. The remaining 27 errors were attributed to two factors: the students' lack of familiarity with collocations (20 errors, constituting 10% of the total number of collocation errors) and their tendency to overgeneralize grammatical rules (7 errors, making up 3.5% of the total).

Essentially, the overwhelming majority of the examined paragraphs exhibited lexical collocation errors, with the primary factors contributing to these errors being interference from the students' MT and deficiencies in their collocation knowledge. Considering these findings, it can reasonably be concluded that the most substantial factor contributing to the observed lexical collocation errors among students is the interference of their MT, Arabic. While it is acknowledged that overgeneralization and a lack of collocation knowledge also play a role, though minor, in the students' inaccuracies in using English lexical collocations (contributing 7 errors at 3.5% and 20 errors at 10%, respectively), the majority of errors (82 out of the total 109, constituting 75.22%) can be attributed to the negative influence of their mother tongue on their English writing.

This phenomenon has significantly affected the naturalness and fluency of the students' writing, underscoring the importance of addressing native language interference in EFL writing instruction.

II.19. Analysis of the Interview

One potential approach to analyzing the interview data on collocations could be to use a thematic analysis framework. This would involve carefully reviewing the interview transcripts to identify the key themes and patterns that emerge regarding how the participants understand, perceive, and use collocations in their language.

Some potential themes to explore could include:

A) Participant awareness and knowledge of collocations

- How familiar are the participants with the concept of collocations?

- To what extent do they consciously recognize and utilize collocations in their speech and writing?

- What types of collocations (e.g. verb-noun, adjective-noun) are they most aware of?

B) Strategies for learning and using collocations

- What methods do the participants use to acquire new collocational knowledge?

- How do they go about applying their understanding of collocations in their language production?

- What challenges or difficulties do they encounter when using collocations?

C) The role of collocations in language proficiency:

- How do the participants view the importance of collocational competence for overall language ability?

- Do they perceive any connections between their mastery of collocations and their performance in areas like reading, writing, speaking, etc.?

- How might an awareness of collocations impact language learning and teaching approaches?

D) Individual differences in collocational knowledge

- Are there any patterns or trends based on the participants' language background, proficiency level, or other demographic factors?

- What personal experiences or preferences seem to shape their relationship with collocations?

II.20. Interviews Analysis

The researchers opted for the thematic analysis of the interviews to allow identification, analysis, and interpretation of patterns or themes within textual data, such as interview transcripts. This analytical approach is particularly convenient as it provides a flexible and accessible way to make sense of rich, qualitative data. Unlike more rigid analytical techniques, thematic analysis does not require the researcher to adhere to a specific theoretical or epistemological position, allowing for a more inductive, data-driven exploration of the research topic. This flexibility is a key strength, as it enables the researcher to uncover the core meanings and experiences expressed by research participants, rather than fitting the data into pre-existing frameworks.

II. 20.1. The first Interviewee

The teacher has experience teaching collocations as part of a Literature module, where students are exposed to collocations in literary texts. This provides a good context for teaching collocations. He defines collocations by first explaining the concept theoretically, and then providing examples from the students' mother tongue for better comprehension.

According to him, the main challenges students face include the influence of their mother tongue, such as literal translations that do not work in English (e.g. "do a mistake" instead of "make a mistake"). The differences in collocation patterns between the mother tongue and English are a key obstacle.

He observes that students try to directly translate or draw from their mother tongue when generating collocations in English, which leads to inaccuracies. To help students overcome these challenges, the teacher uses strategies like: extensive reading of literary texts to expose students to authentic collocations, practice of translation, and creative writing activities.

He provides constant feedback on students' use of collocations and draws attention to correct examples. However, he feels more support is needed in areas like oral expression and writing.

He finds online resources like PDF Drive's collection of collocation books helpful, but has not received any specific professional development training on teaching collocations.

All-embracing, the teacher emphasizes the importance of exposing students to diverse cultural perspectives and practices, in addition to their own, to help them better understand and generate collocations accurately.

In a nutshell, the responses highlight the key challenges EFL students face due to mother tongue influence, and the various strategies the teacher uses to address these challenges, while also identifying areas where more support may be needed.

Comments:

Referring to the teacher's responses above, some overall comments on the approach to sensitize and teach collocations to EFL students. The teacher demonstrates a good understanding of collocations and has established a clear process of first introducing the theoretical concept to students before providing examples. He also leverages the students' mother tongue effectively by drawing parallels and comparisons between collocations in MT and LT (English). In fact, this helps students relate to and better comprehend the concept. By having students analyze literary texts, the teacher exposes them to collocations used in real-world, natural contexts rather than just isolated examples. This contextual learning is valuable. Moreover, he employs a range of practical

activities like translation, creative writing, and constant feedback to reinforce collocation usage. This hands-on approach is commendable.

He demonstrates a clear understanding of the key challenges faced by EFL students, particularly the influence of the mother tongue. This awareness informs the teaching strategies. Yet, he acknowledges the need for more support, especially in areas like oral expression and writing, indicating a desire to continuously improve their teaching approach.

He asserts that professional development on teaching collocations, which is missing, is a potential area for improvement, as structured training could further enhance the teacher's expertise.

In sum, the teacher's responses show a thoughtful, multi-faceted approach to tackling the complexities of teaching collocations to EFL students, leveraging both theoretical and practical elements. The awareness of challenges and willingness to seek additional resources are also positive signs.

II.20.2. The second Interviewee

The teacher has a solid understanding of what collocations are - "words that usually go together or words that are often placed next to each other." He recognizes that collocations indicate a higher level of language proficiency and familiarity.

The main challenges the teacher has observed for EFL students include an abusive reliance on their mother tongue or first foreign language to generate expressions in English. According to him, this dependence is mainly due to the lack of familiarity and exposure to English collocations. Students tend to directly translate from their mother tongue, leading to inaccurate collocations.

The teacher acknowledges the significant impact of the mother tongue, noting that students often think in their native language and then try to directly translate, which results in "creating their own collocations." They provide the example of "open a problem" instead of "solve/fix a problem."

In terms of teaching strategies, the teacher emphasizes immersing students in the target language through more reading, listening, and speaking practice. They also recommend using dictionaries and providing direct correction and explanation when students use inaccurate collocations.

However, the teacher does not seem to have any specific, structured approach to explicitly teaching collocations. They have not received any professional development on this topic and do not mention incorporating dedicated collocation activities or resources in their lessons.

Succinctly, the teacher demonstrates a sound understanding of the challenges but appears to

rely more on general exposure and feedback rather than systematic collocation instruction. Exploring more targeted teaching methods and resources could further enhance their students' ability to generate accurate collocations in English.

Based on the responses provided by the two teachers, there are a few key differences in their approaches to teaching collocations to EFL students. The first teacher demonstrates a more comprehensive grasp of the concept of collocations, providing a clear definition and explanations of the challenges students face. Whereas, the second teacher has a more basic understanding, defining collocations simply as "words that usually go together".

II.20.2.1. Explicit Collocation Instruction

The first teacher incorporates explicit teaching of collocations, including dedicated activities and resoIurces. The second teacher does not mention any specific collocation-focused lessons or materials, relying more on general exposure and feedback.

II.20.2.2. Strategies for Addressing Mother Tongue Influence

The first teacher outlines a range of targeted strategies, such as cross-linguistic comparisons and error correction techniques, to help students overcome the impact of their native language.

The second teacher's approach is more general, focusing on immersion and practice, without detailing specialized methods for mitigating mother tongue interference.

II.20.2.3. Professional Development

The first teacher has received formal training on teaching collocations, which informs their instructional practices.

The second teacher has not had any specialized professional development on this topic.

II.20.2.4. Reflective Practice

The first teacher provides more nuanced insights and analysis of the challenges students face, demonstrating a deeper level of reflection on the issue.

The second teacher's responses are more concise and lack the same level of self-evaluation and problem-solving.

To conclude, it can be said that the first teacher exhibits a more comprehensive, research-based, and pedagogically structured approach to teaching collocations, while the second teacher's approach is more generalized and lacks the same depth of understanding and specialized techniques.

This difference in expertise and instructional approach is likely to result in varying degrees of effectiveness in helping EFL students overcome the challenges associated with generating accurate

collocations.

II.20.2.5. Suggestions and Recommendations

The study's findings highlight the critical need to address the challenges that EFL students encounter when accurately employing collocations in their writing. A key factor contributing to these difficulties is the interference from the students' MT, Arabic.

To address this issue, the researchers propose a set of recommendations for both EFL students and teachers. The aim behind this is to enhance both the learning and teaching of lexical collocations, targeting the specific challenges already identified. Some of the key recommendations include:

To empower EFL students to overcome the obstacles they face in mastering English lexical collocations, the study puts forth a series of recommendations. Chief among these is developing the students' awareness and understanding of common collocation patterns in both Arabic and English. This will enable them to better identify and avoid negative transfer from their MT. Complementing this, it is advocated to incorporate targeted collocation instruction into the curriculum, using authentic examples and providing ample practice opportunities. Additionally, EFL students should be encouraged to actively observe and analyze collocation usage in their reading, consciously applying that knowledge in their writings. Crucially, the study calls for equipping educators with effective pedagogical strategies and resources to teach collocation usage more systematically and explicitly. Ultimately, the importance of fostering a learning environment that prioritizes accurate collocation use should be emphasized and constructive feedback to students should be provided. Via the implementation of this multifaceted approach, the study aims to improve the quality and precision of EFL students' written communication through enhanced mastery of English lexical collocations.

Find these words in the text and match them with the definitions	
1. Do the trick	A. make use of
2. Is right at your fingers	B. a time when you need money
3. Take advantage of	C. not having
4. A rainy day	D. a lot of money
5. Count	E. is where you need it
6. Doing without	F. make a difference
7. A bundle	G. be a solution

Table 2.6: An Example Activity to Teach Collocations in a Reading Session (McCarthy et al., 2006

Inv	**Inves**
Inve	**Inv**
Inv	-rate of
-	-
-	-
-agency	-round
-trip	-travel

Table 2.7: Another Example of Collocation Exercise (Sorhus et al, 2006 b)

II.20.3. Supplying Students with Lists of Collocations in both L1

In addition to direct instructional methods, integrating collocation lists in both the learners' native language (Arabic) and the target language (English) could prove to be an effective strategy when incorporated into the curriculum. This approach acknowledges the students tendency to draw uponcollocations from their mother tongue, as highlighted in the section discussing the influence of the native language on lexical collocation production. However, it's crucial to go beyond mere single- word bilingual vocabulary items and instead prioritize word combinations.

By introducing comprehensive lists of lexical collocations, course designers have the potential to significantly assist learners in mitigating the occurrence of L1 negative transfer errors. These lists can serve as valuable navigational tools for students, guiding them on when to appropriately leverage their native language and when to avoid it. Furthermore, recognizing the fixed nature of collocations, their inclusion alongside their native language equivalents at the conclusion of each unit or course book presents a more effective alternative to traditional bilingual lists of isolated vocabulary items. This strategic approach promotes a more holistic understanding and application of collocations in the language learning process.

Urging the need to use dictionaries

Students should be actively encouraged to utilize various Arabic dictionaries strategically, especially those designed to address their collocation-related needs. Engaging with resources such as the Oxford Advanced Learner's Dictionary, Cambridge Advanced Learner's Dictionary, Oxford Collocations Dictionary for Students of Arabic, Longman Dictionary of Common Errors, Collins Co-build Advanced Dictionary of Arabic, and consulting informative books like "English Collocations in Use" can prove to be immensely beneficial. Supplementing these resources with bilingual English-Arabic and Arabic-English collocation dictionaries provides a comprehensive toolkit for students to navigate the complexities of lexical collocations.

By harnessing these resources, students gain access to comprehensive guidance on various aspects of collocations that they may find challenging. This holistic approach can significantly enhance their understanding of lexical collocations, ultimately impacting their proficiency in both written and spoken English expression.

Conclusion

This chapter concentrated on investigating how the MT (Arabic) of EFL freshmen affects their use

of lexical collocations in their paragraph writing. As expected, the results highlighted that the students' MT has a considerable impact on their writing, frequently resulting in numerous errors, including those related to collocations. This influence from their native language becomes evident when students formulate their thoughts in Arabic and then directly translate them into English, resulting in incorrect language structures. As previously emphasized, lexical collocations are fixed word pairings that demand simultaneous learning, which renders them especially susceptible to inaccuracies arising from negative transfer from Arabic.

The challenges that students face with collocations are evident from the numerous errors present in their written work. Therefore, it is reasonable to conclude that, in addition to the primary influence of their native language, students' limited familiarity with English lexical collocations also contributes to the generation of erroneous word combinations that do not align with their English equivalents. Such constructions often rely on guesswork or reference to the students' native language for comprehension. In addition to shedding light on the students' errors stemming from negative transfer from their native language, this chapter has put forward several suggestions for effective collocation instruction aimed at teachers and provided recommendations for students to enhance their knowledge of lexical collocations. The objective is to minimize the impact of interference from their native language and foster greater proficiency in natural English speaking and writing.

Nevertheless, for a successful teaching and learning process, course designers must assume a central role in ensuring that the course content caters to the varied requirements of both teachers and students. This cooperative endeavor will foster an environment conducive to mastering collocations and reducing the impact of the native language on students' English expression.

General Conclusion

GENERAL CONCLUSION

Certainly, attaining proficiency in a foreign language requires substantial commitment and perseverance. Mastery of all four language skills—listening, speaking, reading, and writing—is indispensable. Among these skills, many language learners, especially those studying Arabic as a foreign language (EFL), encounter notable difficulties in writing. This challenge often stems from limited practice opportunities, resulting in challenges when confronted with writing tasks. Nevertheless, the root of the problem extends beyond the frequency of practice.

A significant factor contributing to this challenge is the limited scope of learners' "linguistic repertoire." EFL students often turn to their native language, Arabic in this case, when acquiring their second language (L1), particularly in writing. This phenomenon, known as interference or transfer, has notable consequences. One such consequence of L1 interference is the occurrence of lexical "miscollocation" errors, where students face difficulties in correctly using lexical collocations in their writing because of negative patterns transferred from their native language to their L1 learning process.

Hence, this modest study was initiated to scrutinize the lexical collocation errors found in the paragraph writing of first-year EFL students, with a specific focus on exploring the impact of their native language on these errors. The study was structured into two distinct chapters, each with a distinct purpose. The first chapter, forming the theoretical framework, was further divided into three sections, covering the topics of language transfer, writing skills, and collocations. In contrast, the second chapter revolved around practical aspects, involving the collection, compilation, and subsequent analysis of the students' written compositions. The primary goal was to detect and assess erroneous English lexical collocations resulting from the influence of Arabic, the students' MT.

The study's findings emphasize the substantial impact of EFL students' MT on their lexical collocation errors, reinforcing the idea that this influence cannot be overlooked, thus confirming the second hypothesis. The study effectively addressed the initial question regarding whether native language interference affects EFL learners' writing, particularly concerning lexical collocations. Significantly, the analysis revealed that the most prevalent collocation errors were associated with the 'verb + noun' and 'adjective + noun' types, with other categories like 'noun + verb' and 'verb + adverb' also present, although to a lesser degree. It is evident that these errors primarily arise from the interplay between learners' native language interference and their limited awareness of common English lexical collocations.

Based on these findings, recommendations were provided with the aim of assisting both teachers and students. Encouraging teachers to raise students' awareness of lexical collocations and to correct their errors has several benefits. Firstly, it promotes error awareness, and secondly, it introduces students to accurate vocabulary usage as guided by the teacher. Advocating the use of bilingual and monolingual collocation dictionaries can significantly enhance students' acquisition of new word combinations and their comprehension of appropriate usage. Furthermore, it is essential for teachers to discourage the practice of literal translation from the mother tongue during writing, acknowledging that this approach can hinder language learning. However, altering established learning habits is a gradual process, and while challenging, EFL students are encouraged to fully immerse themselves in the target language. This immersion aids learners in becoming familiar with common natural language patterns and structures, thereby facilitating improved language proficiency across various skills, including writing and speaking.

Limitations of the Study

The data utilized in this study were derived from the analysis of a limited sample of 50 written pieces by first-year EFL students who are Arabic speakers enrolled in the English department at Ibn Khaldoun University in Tiaret. It is important to note that this study is not longitudinal and only encompassed the students' written production over a relatively short period of approximately three months. Additionally, interviews were conducted with two teachers, which, in fact, have added depth and comprehensiveness to the study. However, it is worth mentioning that the timing of this study posed challenges as both students and teachers were very busy with administrative tasks during that period. The data for this study were made available through the supervisor's assistance and some teachers, who facilitated the collection of the students' writing samples.

Suggestions for Further Research

The overarching objective of the current research is to tackle a significant issue faced by Algerian EFL students, essentially addressing how their MT affects their English paragraph writing, particularly in terms of using lexical collocations. Beyond merely identifying the challenges, the study sought to propose practical recommendations to help elevate this issue. The findings overwhelmingly highlighted the substantial difficulties encountered by Algerian EFL first-year students in such a field, when it comes to integrating collocations into their writings, primarily due to the influence of their MT.

Springboarding from the insights gleaned from the study outcomes and the aforementioned recommendations to enhance Algerian EFL students' familiarity with collocations, the current research may lay the groundwork for prospective scholarly investigations. Subsequent studies could delve into experimental methodologies to evaluate the impact of elevating Algerian EFL students' awareness of the different English collocation varieties on their written works quality.

Such investigations would contribute to a deeper understanding of the efficacy of awareness-raising strategies in ameliorating the challenges of lexical collocation usage in writing.

الملخص

أصبحت اللغة الإنجليزية في يومنا هذا أهم لغة في عدة مجالات و لديها عدة خصائص أغلبية البلدان تتحدث اللغة الإنجليزية و يستعملونها كمادة في مدارسهم واحد من هاته البلدان هي الجزائر، التي أصبحت هيا الأخرى ترى أهمية اللغة الإنجليزية ، اللغة الإنجليزية في المدارس الجزائرية تدرس كمادة أجنبية ثانية، أكثرية الطلاب الجزائريون عندما يلتحقون بالجامعة الجزائرية يفضلون اللغة الإنجليزية على العربية وذلك بسبب انتشار الواسع للغة الإنجليزية التي أصبحت اللغة المهيمنة. معظم طلاب اللغة الأجنبية الإنجليزية يعاونون من تعلم اللغة العربية باللغة الانجليزية، قد يلاحظون الفرق في طريقة الكلام فقط أما، فروقات أخرى لا يعلمون بها ، وهذا ما دفعنا لدراسة هذا الموضوع ، لأن رأينا معظم طلابنا يعانون من مشكلة تعلم اللغة العربية باللغة الانجليزية في مقالتهم ظنا منهم هذا يجوز ولكن هذا خطأ . فالهدف من هذه الدراسة هي توعية هؤلاء الطلاب بالاختلافات الموجودة بين اللغة الانجليزية و اللغة العربية.

ليس على مستوى النطق فقط بل عدة ميادين ، لأنها مهمة و يحتاجونها في كتاباتهم الأكاديمية ، فالكتابة الأكاديمية لا تقبل وجود لهجتين مختلفتين من نفس اللغة ، فهذا لا يعتبر صحيحا أو أكادميا ولفعل ذلك استعملنا وسيلة بحث هي كتابة فقرات باللغة الانجليزية للغة العربية مع طلاب اللغة الإنجليزية أولى ليسانس بجامعة ابن خلدون تيارت ، ولقد كانت النتيجة أن هناك اختلافات أخرى بين اللهجتين و الطلاب ليسوا على علم بها ، و لا يعلمون حتى قواعد الكتابة الأكاديمية.

الكلمات المفتاحية : اللغة العربية ـ تعلم إنتاج اللغة العربية باللغة الانجليزية.

Résumé

L'anglais est devenu aujourd'hui la langue la plus importante dans plusieurs domaines et présente plusieurs caractéristiques La majorité des pays parlent l'anglais et l'utilisent comme matière dans leurs écoles, l'un de ces pays est l'Algérie, qui est devenu l'autre voir l'importance de la langue anglaise, la langue anglaise dans les écoles algériennes est enseignée comme deuxième matière étrangère, la majorité des étudiants algériens lorsqu'ils rejoignent l'université algérienne préfèrent l'anglais à l'arabe en raison de la large diffusion de l'anglais, qui est devenu la langue dominante. La plupart des étudiants étrangers de langue anglaise aident à apprendre l'arabe en anglais, ils peuvent remarquer la différence dans la façon de parler uniquement soit, d'autres différences qu'ils ne connaissent pas, et c'est ce qui nous a incités à étudier ce sujet, car nous avons vu la plupart de nos étudiants souffrir du problème de l'apprentissage de l'arabe en anglais dans leur article, pensant que c'est permis, mais c'est faux. Le but de cette étude est d'éduquer ces étudiants sur les différences entre l'anglais et l'arabe. Non seulement au niveau de la prononciation, mais dans plusieurs domaines, parce qu'ils sont importants et qu'ils en ont besoin dans leurs écrits académiques, l'écriture académique n'accepte pas l'existence de deux dialectes différents de la même langue, cela n'est pas considéré comme correct ou académique, et pour ce faire nous avons utilisé une méthode de recherche consiste à écrire des paragraphes en anglais pour la langue arabe avec des étudiants de la première licence de langue anglaise à l'Université Ibn Khaldun Tiaret, et le résultat a été qu'il existe d'autres différences entre les deux dialectes et que les étudiants n'en sont pas conscients, et non Ils enseignent même les règles de l'écriture académique.

Mots-clés : Langue arabe - Apprendre la production de langue arabe en anglais

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