UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme: Corpus analysis tool based on collocations and writing skill

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2024

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SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg. Lorena Fernanda Parra Gavilánez of the I.D No 1803103520 in my capacity as supervisor of the Research dissertation on the topic:

"CORPUS ANALYSIS TOOL BASED ON COLLOCATIONS AND WRITING SKILL" investigated by Miss Karen Viviana Tapia Benitez with I.D No. 0503584476, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I Karen Viviana Tapia Benitez declare this undergraduate dissertation entitled "CORPUS ANALYSIS TOOL BASED ON COLLOCATIONS AND WRITING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

…………………………………….

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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic " CORPUS ANALYSIS TOOL BASED ON COLLOCATIONS AND WRITING SKILL" which is held by Karen Viviana Tapia Benitez undergraduate student from Carrera de Idiomas, academic period September 2023 – February 2024, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

TO:

God who has guided my life through my studies, who gave me the wisdom to succeed, my grandparents and parents who are my motivation to become a great professional to help those who need me and to be a person responsible for my actions.

Karen.

AKNOWLEDGEMENTS

Primarily, I express gratitude to God for affording me the privilege to embark on a professional journey and giving me the opportunity to live great opportunities. I extend my appreciation to my parents, unwavering pillars of support, who have accompanied me through each stride in my personal development, diligently striving to provide me with access to quality education since the inception of my academic journey. Additionally, my heartfelt thanks extend to my esteemed educators who, over the years, have devoted their time to impart knowledge and share valuable experiences, emphasizing the profound significance of diligence and dedication in achieving noteworthy outcomes. Lastly, I extend my sincere appreciation to my friends and classmates, whose steadfast support has been instrumental in fostering resilience and perseverance.

Karen.

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Topic: Corpus analysis tool based on collocations and writing skill

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ABSTRACT

This research aims to assess the efficacy of implementing a corpus analysis tool in evaluating the utilization of collocations in essays. Employing a pre-experimental design, fifteen fifth-semester students majoring in Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato participated. The standardized Cambridge (FCE exam), corresponding to level B2, served as the instrument for pre-test and post-test assessments, focusing on essay creation and evaluated based on content, communicative achievement, language, and organization criteria. Utilizing a quantitative approach, the study involved data collection through t-tests to demonstrate the correlation between two writing styles. The Wilcoxon test was employed to evaluate the hypothesis due to non-parametric distribution, with a significance level below 0.05 leading to the acceptance of the alternative hypothesis. The findings indicate significant performance improvement in essay, demonstrating enhanced content and organization. In conclusion, automated writing tools not only enhance EFL learners' writing skills but also cultivate positive attitudes supporting their overall writing proficiency.

Keywords: corpus analysis tool, write an essay, English as a Foreign Language learners (EFL), collocations.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Tema: Corpus analysis tool based on collocations and writing skill

Autor: Tapia Benítez Karen Viviana

Tutor: Mg. Parra Gavilánez Lorena Fernanda

RESUMEN

Esta investigación tiene como objetivo evaluar la eficacia de implementar una herramienta de análisis de corpus para evaluar el uso de colocaciones en ensayos. Utilizando un diseño pre experimental, participaron quince estudiantes de quinto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Ambato. El examen Cambridge estandarizado (FCE), correspondiente al nivel B2, se utilizó como instrumento para las evaluaciones pre y post, centrándose en la creación de ensayos y siendo evaluado según los criterios de contenido, logro comunicativo, lenguaje y organización. Con un enfoque cuantitativo, el estudio incluyó la recopilación de datos mediante pruebas t para demostrar la correlación entre dos estilos de escritura. Se utilizó la prueba de Wilcoxon para evaluar la hipótesis debido a la distribución no paramétrica, con un nivel de significancia por debajo de 0.05, lo que llevó a la aceptación de la hipótesis alternativa. Los resultados indican una mejora significativa en el rendimiento en la escritura de ensayos, demostrando un contenido y organización mejorados. En conclusión, las herramientas automáticas de escritura no solo mejoran las habilidades de escritura de los aprendices de inglés como lengua extranjera, sino que también cultivan actitudes positivas que respaldan su competencia general en escritura.

Palabras clave: herramienta cuerpo de análisis, escribir un ensayo, estudiantes de inglés como lengua extranjera (EFL), colocaciones.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

English Language has become an important part of Ecuadorian education. A new change in the country emerged in 1950 under the government of Galo Plaza Lasso, who was the president that decreed that English language learning was mandatory in Ecuador (Cifuentes-Rojas et al., 2019). Cifuentes-Rojas et al. (2019) pointed out that although at the beginning there were not enough English teachers. However, 20 years later teaching English in Ecuador improved due to the CRADLE project, implemented by the Ministry of Education of Ecuador. Haboud (2009) stated that CRADLE project primary objective is to provide secondary school students with a strong foundation in English language skills, thereby giving them a solid starting point for their future endeavors. Nevertheless, English language has productive as well as receptive language skills where writing is often regarded as the most challenging language skill, not only for native speakers but also for those learning a foreign language. This is because achieving fluency and accuracy in language usage is dependent on one's ability to excel in writing (Vire & Santillan, 2021).

As explained by Siengsanoh (2021), students should have a broad knowledge about collocations and their function in connecting the different ideas they want to express, being necessary to possess sufficient collocational competence. The study was conducted with the aim of showing how learners apply lexical collocational expressions based on its arbitrary use by Thai EFL learners in the development of their written texts. In order to carry out the research, a corpus tool was used, which allowed to differentiate with precision the different groups of lexical collocations. This research used a quantitative approach to show the analysis of the collected data, but the researcher had to transfer results manually. The participants who were involved in the research were divided into three groups according to their level of linguistic competence, i.e. into groups of 30 students each. The conclusions were that the high proficiency group used a wider variety of lexical collocations, the second group used more generic vocabulary while the third group made the most errors.

Jaafar (2022) emphasized that the purpose of this study was to shed light on the linguistic importance of collocation networks in the context of academic writing. It was stressed that there is a need to obtain accurate information about the different groups of lexical collocations, and for this purpose the use of a corpus analysis was proposed that is called GraphColl. In order to carry out the analysis, academic journals of writers from different countries were used to analyze the data quantitatively depending on the use of the words proposed for analysis .It was based on the study of three specific phrases which were 'research' 'paper' and 'study'. In which it was subsequently highlighted that 'research' and 'study' are used interchangeably in context. However, 'paper' had the lowest number of collocations used.

The main aim of this study was to examine the issues with lexical collocation usage that are present in the writing of Thai EFL learners, addressing issues related to lexical collocation errors and enhancing students' ability to identify lexical collocations. The population that took part of this research were 36 Thai undergraduate students majoring in English who were into an experimental research where a pre and post-test were applied, to analyze data from their writing productions the researcher used Observe-Hypothesis-Experiment (OHE) lexical approach and Presentation-Practice-Production (PPP) approach. The findings indicated that the participants predominantly committed errors involving verb + noun lexical collocations and that they experienced improvements through a sequence of clear and explicit collocation teaching sessions (Boonyarattanasoontorn et al., 2020).

Boonraksa and Naisena (2022) argued that the main purpose of their study was to study collocations errors level of Bachelor of Arts English and business and compare the collocation errors between high-proficiency students, medium- proficiency students and low-proficiency students. There were 285 Thai EFL students enrolled into this research, the research instrument was a collocation proficiency test with 54 questions from Oxford. The findings were related to both categories of collocations 'grammatical' and' lexical' highlighting different levels of proficiency EFL students and its difficulties with Adverb + Adjective collocations in lexical collocation meanwhile, they could use properly grammatical collocations.

Moreover, the aim was to explore the impact of utilizing corpora for the acquisition of L2 collocations, particularly in terms of how data extracted from corpora aided learners in remembering and using collocations. A total of fifty-five intermediate English as a foreign language (EFL) learners, studying at a university in Tokyo, were tasked with looking up verb-noun collocations either through corpora or dictionaries. They recorded relevant information and subsequently composed short essays on topics related to these collocations. Pre- and post-tests were conducted to evaluate the learning outcomes. The results imply that teachers should take into account the information that learners access and engage with while using corpora, as well as the particular impact of corpus usage on second language (L2) learning (Satake, 2022).

Nevertheless, the primary objective of this research is to assess the efficiency of corpus-based teaching methods in contrast to traditional vocabulary teaching approaches, mainly centered on the use of dictionaries. This investigation involved two advanced-level groups of non-English major second language (L2) learners at a public university. In the experimental group, participants studied 16 pre-selected formal academic words along with their strong and weak collocations using a corpus (specifically, COCA, the corpus of contemporary American English), while the comparison group used advanced learner's dictionaries to study the same collocations. Data collection instruments included the Oxford placement test, a pre-test, and a post-test. The outcomes revealed that there was no notable distinction between the two experimental groups. Furthermore, the corpus-based method had a somewhat greater influence on the comprehension of strong collocations (Altun, 2021).

On the other hand, it was found that EFL students' writing abilities were deficient, and they had trouble writing in English. This study involved EFL learners from Pakistan and utilized a quasi-experimental research design. It included two groups of English language learners, the quantitative data was gathered through pre and post-tests as well as a writing task. The study's findings indicated that both groups of participants had insufficient collocation knowledge initially. However, the intervention using a corpus-based collocation approach was highly effective in improving collocation knowledge and enhancing creative writing skills among the students in the experimental group (Akhter & Rasyidah, 2022).

Liontas et al. (2023) pointed out that their study investigated the effectiveness of explicit education in lexical collocation using the Corpus of Contemporary American English (COCA). The COCA interface was demonstrated to 16 foreign students taking English for Academic Purposes. It used a dependent t-test to detect significant differences in performance. Additionally, the Pearson product-moment correlation coefficient was employed to assess both the strength of the correlation between lexical competence and writing performance and the association between these two variables. The findings indicated that providing students with clear guidance on how to utilize COCA leads to enhancements in both their competence in using lexical collocations and their performance in writing.

Theoretical framework

The main purpose of this chapter is to describe both research variables with their categories that will conduct the study (Annex 1). Therefore, for the dependent variable 'Collocations' the most predominant key categories measured were 'Lexis' and 'Lexical features', otherwise, for the independent variable 'Written skill' the most important categories considered were 'English skills' and 'Productive Skills'. Categories were chosen according to the main outcomes of each variable that will contribute to achieve the results at the end. Moreover, it involves several factors that will enhance the development and insight into the initiation of the problem of this study.

Dependent variable

Lexis

Chomsky (1957) mentioned that lexis has a relationships between lexis, grammar and meaning because it is not possible to separate those terms in different categories. Chomsky's classification is based on the idea that grammar takes precedence over vocabulary. According to this view, vocabulary does not independently shape or greatly enhance language proficiency. Instead, it essentially serves as a tool for demonstrating syntactic structure.

Lexis is the general term to highlight different meaning that describe the idea or the specific thing behind the vocabulary item, taking into consideration each figurative and denotative meaning, as well as considering words form (Spratt, et al., 2011).

Lexis describe the systems of individual or set of words units, it is represented as a language brunch of how words are connected to each and other creating different meanings (Spratt et al., 2011). The meaning of this words would be denotative or figurative, depending on the context that the ideas are express. Lexis cover at less 14 different lexical features with specific usages and statements that change the form of the words. According to Keiby and Rosado (2017), lexis allows people how to use it with the four skills of the language, as well as interpret each meaning of usage depending on the situation.

According to Alexander and Dallachy (2020), the primary challenge in lexical research pertains to the common practice of utilizing word frequency as an indicator of a word's significance within a text. This practice relies on the widely-acknowledged assumption that the frequency of a word's occurrence in a particular text reflects the importance of the concept it represents, at least within the context of the examined text. To illustrate, consider two texts of equal length: in one of them, the term "custard" is present twenty times, whereas in the other, it appears only five times (Nordquist, 2019).

Lexical features

Liu (2022) stated that lexical features encompass factors such as the length of words, their frequency, and the occurrence of high-frequency words, among others. Various elements, including genre, language style, and linguistic factors, can influence lexical features and the collocation of words.

This statement is related with the meaning provided of mixing them to create a general content of what the user wants to share with the population. Krismayani et al., (2020) pointed out that word formation is a language component that contains all information about the meaning and usage of words. Lexical features are the brunch of lexis which includes different words to involve the use of real language (Spratt et al., 2011). Additionally Spratt et al. argued that there are different lexical features that include some denotations, synonyms as well as antonyms, lexical sets, word families, affixation,

collocation and so one. All these elements are useful to include in a text to make it comprehensibly depending on the content that it is mentioned (Imani & Habil, 2014).

Khan et al. (2020) stated that lexical features are individual words and vocabulary. These features can include different aspects such as word frequency, word length, parts of speech, morphology that is related to word structure, as well as certain linguistic patterns or characteristics within texts.

Collocations

Lewis (2000) explained that collocations are defined as the noticeable phenomenon in which certain words consistently appear together in natural text more frequently than would be in random frequency. Collocation can be challenging because many words are either fully "free" or partially "fixed," thus they frequently collide with one another (Jamsaid, 2018).

Collocations are expression that can include two or more vocabulary items together, to create a unit meaning. Collocations as a part of language are combinations of words from the same or different parts of speech (adjective-noun, verb-noun, adverb-adjective etc.) Akbulut (2018) pointed that these expressions will be useful to increase the knowledge of vocabulary content while writing and speaking. Collocations are known as linking words, these expressions are those that should be applied in standard sentences commonly used by native speakers, thus showing new expressions that should be taken into account by learners not only in terms of vocabulary and grammar but also based on productive skills (Boonraksa & Naisena, 2021).

Harold and Palmer (1949) concluded that collocations are described as a difficult part of English usage because of its arbitrariness while learning a new language as well as interpreting words from a specific content.

Collocations errors

According to Rayan (2016), collocation errors are prevalent in the writings and speech of English language learners. Two primary factors contributing to these

miscollocations are the learners' limited exposure to the English language and the influence of their native language.

Collocation is typically semantically transparent because it involves the combination of words that often appear together, and this feature can lead to challenges in using collocations. Gass and Selinker (2008) categorized collocation errors into two primary types: interlingual errors and intralingual errors.

Interlingual error

Boonyarattanasoontorn et al. (2022) stated that interlingual error refers to the major source of collocation errors in second language (L2) learners often stems from either a lack of congruence between their native languages (L1) and the target language (L2) or negative transfer from L1 to L2. When learners can't find collocations in L2 that match those in their L1, they tend to rely on their L1 knowledge, resulting in the transfer of L1 equivalent collocations into the target language. However, this approach is not always effective because the two languages may have differences, making it challenging to transfer collocations accurately.

 Allen and Corder (1974) stated that this process is part of two types of language transfer: positive transfer (when L1 and L2 patterns align) and negative transfer (when they differ), with negative transfer often leading to difficulties and unintentional errors in language learning.

Transfer error: Mistakes arise due to the influence of one's native language. A student unfamiliar with the rules of the target language may inadvertently apply the rules of their mother tongue (Allen & Corder, 1974).

Mother tongue: errors occur when learners try to uncover the structure of the target language rather than relying on patterns from their first language (Touchie, 1986).

Literal translation: errors occur when a student translates sentences or idiomatic expressions from their first language into the target language word-for-word (Al-Khresheh, 2010)

Intralingual error

Boonyarattanasoontorn et al. (2022) highlighted that intralingual errors in language learning arise from difficulties within the target language itself and are characterized by two key strategies. First, the synonymy strategy, which is a common approach among learners with limited knowledge of the target language (Richard, 1974). When learners faced with limited vocabulary, learners often rely on this strategy, attempting to replace a word in a collocation with its synonym without recognizing the nonequivalence of the collocation pairs.

This can result in collocation errors as learners wrongly assume semantic similarity between the words and use them interchangeably. However, as noted by Nation (2001), many synonyms in English do not commonly occur in the same grammatical patterns (Brown, 1980). For example, learners may incorrectly use "authentically believe" instead of "truly believe" due to the belief that both "authentically" and "truly" can be used interchangeably, when in reality, they are synonymous but used differently in English collocations.

Categorization of collocations

Lexical collocations, will be used as a theoretical framework in this study for the following reasons. First, because lexical collocation mistakes can disrupt communication more so than grammatical collocation mistakes (Bahardoust & Moeini, 2012).

Benson and Ilson (1997) proposed a criteria to differentiate types of collocations. They highlighted two types of collocations that are Lexical and Grammatical collocations.

Lexical collocations

Lexical collocations consist of combinations of two or more content words, such as nouns, verbs, adjectives, and adverbs (Siri, 2015).

Nouns: a noun is a term utilized to designate a person, animal, location, object, or abstract concept. Typically, these are the initial words that young children become acquainted with *(MacFadyen, nd).*

Verbs: a term typically serving as the grammatical focal point of a predicate, expressing an action, event, or state of being. In different languages, it may undergo inflections to align with the subject, indicate tense, convey voice, reflect mood, or denote aspect (Merriam-Webster Dictionary, 2023).

Adjectives: As explained by Barowski (2021), adjectives are linguistic elements that enrich both written and spoken expression by providing intricate details. They serve to convey substantial information about the author's perceptions or opinions to the audience.

Adverbs: Adverbs belong to the four primary word classes, alongside nouns, verbs, and adjectives. They are employed to impart additional details regarding a verb, an adjective, another adverb, a clause, or an entire sentence. Adverbs may also provide information about a noun phrase (Cambridge Dictionary, 2023).

Grammatical collocations

Based on Siri (2015), grammatical collocations involve combinations of a content word and a function word, typically a preposition.

Content word: Content words typically encompass nouns, verbs, adjectives, and adverbs. Essentially, these words provide crucial information, while function words are employed to connect and structure the content words (Beare, 2018).

Function word: A function word is a word that only supplies grammatical information, having no inherent lexical meaning or semantic substance. This type of word, which is sometimes referred to the structure, form word, or structure-class word, shows the structural connections between words in a sentence (Lanz, 2023).

Preposition: a word that describes how one noun, pronoun, or noun phrase—a collection of words that together serve as a noun—relates to another noun or phrase in a sentence (Zeidan, 2023).

According to Benson et al. (1997), six categories of lexical collocations are grouped as follows: 'adjective + noun', 'verb + noun', 'noun + verb', 'noun + noun', 'adverb + adjective' and 'adverb + verb'

Learning and teaching collocations

In recent times, there has been extensive research conducted in the field that underscores the significance of instructing collocations (Lewis & Nation, 1993). This research has also underscored the advantages of both teaching and learning collocations within the realm of second language instruction. Additionally, acquiring collocations can prove advantageous in terms of enhancing learners' language proficiency, encompassing their ability to communicate effectively and attain a native-like level of competence (Richard, 1971).

Brown (1974) stressed the vital role of teaching collocations in English as a Foreign Language (EFL) classrooms, emphasizing that acquiring collocations can strengthen learners' grasp of how words naturally go together. Importantly, this can also have a positive impact on various other aspects of students' language skills, such as spoken fluency, as well as listening and reading comprehension.

Research on Collocational Use of L2 Learners

Past research on the utilization of collocations by ESL or EFL learners can be generally categorized into three primary groups based on how they gathered their data: techniques involving prompting, examination of learner-written collections, and collecting free written productions (Siengsanoh, 2021). Nonetheless, certain studies compiled extensive sets of writing samples from learners and employed automated extraction to identify the collocations learners used. It's essential to approach the results of such analyses with caution because while using a corpus enables quantitative analysis, it might overlook some qualitative insights.

Corpus analysis tool

Research based on corpora that explores the lexical aspects of academic writing has resulted in the creation of lists of words and the establishment of categories for academic vocabulary. These lists and typologies are formulated by analyzing the frequency of word occurrences in various texts across diverse academic disciplines. The initial compilation of such vocabulary lists dates back to the early stages of this research (Maamuujav, 2021).

By utilizing corpus analysis, meaningful comparisons and statistical analysis of data can be conducted between two or more corpora. This approach facilitates a more comprehensive understanding and explanation of language phenomena (Liu, 2022).

GraphColl is a component of the LancBox free software package, initially presented by (Brezina et al., 2015). It serves as a user-friendly resource for pinpointing collocations, keywords, concordances, frequencies, and dispersions. This can be carried out in a systematic manner, utilizing both quantitative and qualitative research approaches. Additionally, the tool undergoes regular updates to enhance its functionality, ensuring its practicality and user-friendliness (Jaashan, 2022).

Corpora and language learning

A corpus refers to a vast collection of electronic texts, either spoken or written (Anderson & Corbert, 2017). These texts are in a machine-readable format and can be easily processed by software for the analysis of linguistic structures. A meticulous examination of a corpus can yield valuable insights into the typical and common usage of language. The size of a corpus can vary greatly, ranging from millions to billions of words, and it may encompass various genres that learners find beneficial for exploration (Omer et al, 2022)

A concordance program allows researchers to examine all occurrences of a specific word within its immediate context in the corpus. This context comprises several words that appear before and after the target word. Boulton (2020) pointed out that the complete concordance lines provide a broader text context in which these examples are found, as noted by the same source. Concordance empowers researchers to conduct both basic qualitative and quantitative analyses, revealing various aspects of a word's nature and its frequency in a specific context (Flowerdew, 1996).

Tribble (2001) pointed out that Corpora offer learner's valuable resources, including fundamental lexical, grammatical, and structural insights into different genres. When equipped with a corpus and a concordance, learners not only gain access to authentic examples but also have the opportunity to study language patterns (Biber et al., 1999). Corpora effectively display word collocations through the concordance program, allowing

learners to observe the words that commonly accompany their target term. Furthermore, corpora provide context through examples, helping learners understand the appropriate usage of terms (Biber et al., 2004).

Extracting collocation networks Using GraphColl

According to Brezina et al. (2015), GraphColl is a component of the freely available software package #LancBox. It serves as a user-friendly instrument for detecting collocations, keywords, concordances, frequencies, and dispersions. These tasks can be performed in a systematic manner, utilizing both quantitative and qualitative approaches. Furthermore, the tool undergoes ongoing enhancements to its functionality, ensuring that it remains practical and user-friendly for continued use (Jaashan, 2022).

Independent variable

English skills

English language has developed four main skills to interact with. Those skills have different processes to understand the language at all. It involves two productive and two receptive skills. The productive skills are speaking and writing, and the receptive skills are related to reading and listening. British council (2022) explained that those skills will be useful according to different levels of knowledge with interactive activities for a better understanding. English skills have to be well developed in each category and use each of them suitably.

According to Simamora and Oktaviani, (2020), English skills are commonly divided into four skills and each one has a specific roll depending on its usage as well as considering different aspects that learners must do while interacting with each one. In terms of the first group that are productive skills learners have to produce something by using grammar and vocabulary statements to create a text or a conversation, meanwhile receptive skills allow learners to catch the target language by their own, memorizing things as well as highlighting useful information to understand the content of this new language though reading and listening.

Productive skills

These skills are the ones that can be develop by producing it rather than reviving the content. Productive skills are writing and speaking, and both allow users how to practice it correctly by adding their own ideas. Moreover, DouLkifl (2022) explained that productive skills require some form of language output, learners produce language. Productive skills, speaking and writing, are an important form of expression used to persuade or convince other people as well as to share ideas and feelings (Jaramillo & Medina, 2011). These active skills allow people to create by their own and practice the language, as well as improving their language level through the time. Furthermore, Jaashan (2022) stated that, both productive skills are emphasized through previously learned information, which must be considered along with receptive skills.

Spratt et al. (2011) stated that speaking and written skills demand more than just a grasp of vocabulary and grammar; they necessitate the capability to arrange thoughts logically and proficiently communicate messages to an intended audience. These abilities are fundamental components of effective communication and language proficiency (Bashrin, 2013).

Writing skill

As a productive skill, writing provides the opportunity to practice grammar and vocabulary statements. Writing is one way of providing variety in classroom procedures. It helps to consolidate their grasp of vocabulary and structure and complements the other language skills. (Team Sumar Hendayana, et al. 2015) Furthermore, writing have to include the register of the content as well as the different writing stages to check each report. In this case, those are planning, drafting, editing, proofreading, re-drafting making the text cohesive (Spratt et al., 2011). Writing skill is the most useful skill to practice English grammatically correct, depending on the content. According to, Jaashan (2022). Writing is the most challenging skill to apply, requiring the integration of several secondary skills,

such as word selection, sentence construction, and the presentation of thoughts and ideas in a given format.

Types of writing

Writing is considered as a more advanced skill, encompasses different categories based on the modes of writing. These writing categories can also be described as a deliberate and purposeful process (Spratt et al, 2011). They are characterized by their deep consideration of elements like the topic, objective, timing, audience, context, genre, and more.

Smalzer and Tickoo (2014) had mentioned that there are six different types of writing such as: descriptive, narrative, expository, argumentative, reflective, and persuasive.

Descriptive: according to Saragih and Septiani (2017), descriptive writing is a style of writing involves depicting various subjects, such as objects, individuals, events, procedures, establishments, arguments, and more. Typically, authors craft these essays based on their personal life encounters. This type of writing demands objectivity and prohibits the inclusion of personal biases or preconceived notions (Purnama, 2014).

Narrative: Ferrari (2015) states that narrative style implied by the subject matter, this form of writing essentially recounts or describes the selected topic. Suitable topics for this style might encompass narratives, autobiographies, science fiction, historical events, and contemporary issues (Kormos, 2011). The writer endeavors to maintain a chronological sequence throughout the entire composition. It should be structured in a way that captures the natural flow, creating an authentic and immersive experience for the reader (Ledade et al, 2017).

Expository: Sari (2021) highlights this style of writing aims to bring a particular subject or issue to the forefront for the benefit of the audience. Typically, it focuses on topics that are novel, intriguing, and thought-provoking, offering comprehensive information to satiate readers' thirst for knowledge and curiosity. The overall presentation

in such writing should exude an air of excellence, captivating the audience and engendering a sense of trust and engagement (Sasaki & Hirose, 1996).

Argumentative: This form of writing is characterized by the expression of opinions and the presentation of arguments on a specific topic. It is generally most suitable for addressing contentious or debatable subjects (Wei, 2001). For instance, topics such as the primacy of the egg or the hen, the relative power of the pen versus the sword, or the implementation of the death penalty often lend themselves well to this type of writing. According to Ferretti and Lewis (2013), the fundamental principle of argumentative writing is to persuade readers through the force of arguments, sound reasoning, and a steadfast position. However, it's important to note that the arguments and evidence put forth may not universally apply or be globally accepted (Smalzer & Tickoo, 2014).

Reflective: Lucas et al. (2017) pointed out that this writing style is fundamentally personal. The writer typically delves into past events, issues, or personal experiences and thoroughly evaluates their merits and drawbacks. This type of writing highlights the current stance of the writer, whether it aligns with or challenges their past perspectives on the subject. Regardless of how the audience reacts or criticizes, the writing must convey the writer's authenticity and unique viewpoint (Pasternak, 2015).

Persuasive: The primary goal of this writing style is to exert a strong influence on the readers. In this form of writing, the author employs various techniques to compellingly persuade the audience to accept the author's viewpoint (Beard et al, 2016). It mainly encompasses topics related to political discourse, advertising, institutional brochures, legal documents, diplomatic discussions, and more. Baghbadorani and Roohani (2014) a potent persuasive writing has the ability to shift the preconceived opinions of the audience, guiding them to endorse the author's assertions presented in the text.

Subskills of writing

English writing sub-skills refer to the particular abilities and competencies necessary for creating a well-structured and cohesive written piece. Spratt et al., (2011)

stated that writing subskills belong from accuracy which are grammar, vocabulary, punctuation, spelling, paragraph and sentence structure, and text organization.

To begin with spelling, this skill involves accurately spelling English words. In case of grammar, it entails using the correct grammatical structure of the English language, encompassing aspects like syntax and sentence structure. Furthermore, punctuation involves correctly using English punctuation marks, including periods, commas, semicolons, and more. Vocabulary relates to the capacity to employ an extensive and diverse range of words in English writing (Cambridge, 2020).

Writing assessment

Content: Evaluates the caliber and pertinence of the content. To what extent has the author comprehended and appropriately addressed the subject matter? Additionally, has the writer furnished significant arguments and compelling evidence in substantiation of their ideas? How well the candidate has fulfilled the task, in other words if they have done what they were asked to do (Cambridge)

Communicative Achievement: According to Cambridge it evaluates the linguistic quality employed. The objective is to captivate the reader's attention, achieved through an engaging introduction to both the writing's topic and subject matter, as stipulated by Cambridge guidelines

Organization: Examines the structure and organization of the text. To what extent has the writer employed a lucid and cohesive structure in presenting their ideas? Have they effectively utilized paragraphs? Is there a logical and seamless connection between ideas? (Cambridge)

Language: Assess the language proficiency demonstrated in the text. Employ words and phrases that align with the specified requirements, and foremost, demonstrate proficiency in utilizing various grammatical structures accurately (Cambridge).

1.2 GENERAL OBJECTIVE:

Determine the benefits of a corpus analysis tool by using collocations and its improvement of writing.

SPECIFIC OBJECTIVES:

To identify the use of collocations in students' written texts.

To implement the use of different types of collocations in written texts.

To evaluate the improvement of writing through the use of different types of collocations.

1.3 Fulfillment of the objectives

The main aim of this study was to determine the impact of utilizing GraphColl corpus analysis tool on the development of writing skills, specifically of analyzing collocations and its different errors. To achieve this, three distinct sub-objectives were established to provide support for this main goal.

The first specific objective recognize and document instances where students employ collocations in their written compositions. Moreover, it involves carefully examining the language used by students, identifying specific word combinations or phrases that commonly occur together. By achieving this objective, participants can gain insights into language proficiency, their ability to use collocations effectively, and potentially assess the impact of collocation usage on the overall quality of their written work.

Furthermore the second specific objective emphasizes to actively encourage and guide students in incorporating a variety of collocations into their written compositions. Nevertheless, the different semi-fixed phrases within a context in order to express ideas in a concrete way and to increase vocabulary.

Finally, the last specific objective focuses on the assessment and measure the advancements and enhancements in students' writing proficiency resulting from their application of various collocations.

CHAPTER II. METHODOLOGY

Chapter II facilitates the elucidation of the research methodology, delineating the materials, procedure, and methodologies employed in the systematic collection of data. "Methodology is the philosophical framework within which the research is conducted or the foundation upon which the research is based" (Brown, 2006). Methodology enables the author to establish organizational structure within the research process, elucidating the approach to information collection, the instruments employed, and the rationale, all with the imperative consideration of aligning with the requisite stage for achieving the outlined objectives.

2.1 Materials

The following research considered many resources, encompassing materials, economic assets, and human resources. The human resources of the institution primarily constituted students at the fifth level of "Universidad Técnica de Ambato." Financial resources were judiciously allocated for the procurement of copies for pre and post-tests, as well as additional impressions of worksheets. For the pre-test the researcher used an FCE writing test. To conclude with this section, there were some physical materials that were needed corresponding to books, laptops, pencils, and cellphones.

2.2 Methods

This research employed a quantitative methodology to accentuate frequencies, averages, correlations, and statistical analysis for the purpose of testing or confirming theories and assumptions. (Miller et al., 2018).

2.2.1 Research approach

Research approach

A quantitative research is a systematical method of analyzing data collection that involves the whole phenomena to make inferences and draw conclusions (Watson, 2015). Furthermore, it is related to the environment in which it has to be developed and the instruments that will be used to collect information. According to Apuke (2017), it is a method that consists of collecting and analyzing numerical data to answer research questions and test hypotheses.

2.2.2 Pre-experimental research

Tabuena (2021) mentioned that pre-experimental research designs are relatively simple and direct. They exhibit a deficiency in complexity and rigor characteristic of authentic experimental designs. This type of research is predominantly utilized in the context of a single case study employing a pre-test and post-test. However, the results of the pre-experimental research should be interpreted with prudence, taking into account the inherent limitations associated with the absence of control groups and randomization (Borusyak et al., 2021).

This research adopted a pre-experimental design as participants were selected from a specific set of students in the fifth semester of Pedagogia de los Idiomas Nacionales y Extranjeros. Assessment was conducted through a standardized Cambridge FCE. To gather data, both pre-test and post-test assessments were administered before and after the treatment, respectively. The purpose was to track the progression of the inquiry and evaluate the feasibility of utilizing GraphColl—an impressive technique for analyzing students' use of collocations—especially in written form, along with assessing their abilities within a structured context and over a specified duration.

2.2.3 Type of research

This investigation was mainly focus on an exploratory pre-experimental type of research that has to be established by describing students' weaknesses of using and

understanding collocation patterns by a pre-test, treatment and post-test where the Text-Based approach (TBL) was applied to highlight how students will achieve and improve their ability of writing, based on the new knowledge of using lexical collocations properly (Jebb et al., 2017).

This type of research involved correlational research due to the employment of a "corpus analysis tool" to analyze "written production" made it a correlational research design. According to Gogtay and Thatte (2016), correlational study considers the relationship between the two variables raised in the research. Thus, it was thought to be a correlational study to look at the relationship between the usage of analytical corpus and particular outcomes in written composition.

2.2.4 Instruments

First Certificate in English (FCE Test) was the primary instrument used during student interventions, and it was crucial to examine this in order to meet the primary goal of the research. The FCE Test, offered by Cambridge English Language Assessment, equates to level B2 of the Common European Framework (Annex 3). The research was mainly focus on the first part written section that is an essay, and each element was relevant to the pupils. In addition to that, a corpus analysis tool was used to analyze the number and type of collocations students use while writing. To analyze the result the researcher utilized a B2 rubric standardized by Cambridge. This rubric measured various parameters, including content, communicative achievement, organization, and language evaluated based on a scale of 0 to 5 (Annex 4).

2.2.5 Data collection

Data collection was conducted using pre-test and post-test assessments. The findings from both assessments were collected into different tables to differentiate their writing development. The researcher must pointed out how the data is going to be analyzed and its different steps to follow for accomplishing students improvements.

On the other hand, the results obtained in the tests before and after the application of a treatment were analyzed for their written content as well as the type of placements that were used and noted their improvement. The writings were entered into a corpus analysis

tool called GraphColl, then the researcher pointed out the range of words as well as the position to highlight with precision the sentences of lexical collocations that the participants used by using those words as a root 'transport', 'pollution' and 'environment' on the grounds that these were the key words into a context of pre and post-tests.

The evaluative parameters employed for this research were aligned with the FCE rubric for the writing component, encompassing criteria such as content, communicative achievement, organization, and language. Additionally, this analysis highlights the analysis data taken from a corpus analysis tool. Subsequently, the post-test analysis was conducted employing identical criteria and procedures.

In order to ascertain the validity of the hypothesis, it was required to employ a nonparametric test based on the data acquired from the conducted tests. To this end, the Wilcoxon test was utilized to elucidate the outcomes (Wilcox, 2023).

According to Meléndez et al. (2020), the Wilcoxon test, being a non-parametric statistical method, signifies that a value less than 0.05 results in the rejection of the null hypothesis, whereas a value exceeding 0.05 leads to the acceptance of the alternative hypothesis. Consequently, in light of the data elucidated in this research, the null hypothesis is rejected. As a final point, the data was illustrated to emphasize the difference between the pre-test and the post-test findings. The information collected was analyzed using a statistical software called SPSS that belongs to (Statistical Package for the Social Science) for testing the null and alternative hypothesis.

2.2.6 Procedure

The research process of gathering information involved ten interventions with 60 minutes each one, The main objective of applying these interventions was to introduce student's collocations phrases that could be useful to include in their written production essays.

Nevertheless, the treatment was based on 10 lesson plans (Annex 5) that highlighted the six different lexical collocation phrases with different parts of speech that participants can implement in their future written production (Benson et al., 1997). Moreover, this

research was conducted based on CLT approach (Communicative Language Teaching) specifically TBL (Text-Based Instruction) providing explicit instruction on the structures and grammatical attributes found in both spoken and written texts based on 4 different steps for a lesson (Richards & Rodgers, 2011).

First, a pre-test was administered to indicate prior knowledge of the topic related to lexical collocations as well as writing skills. In the first intervention, the researcher highlighted the types of essays as well as their structure, and a brief introduction to collocations. Later in the second intervention, the topic of collocations and their differences between lexical and grammatical collocations was deepened, as well as emphasizing the structure and linkers that can be used in an opinion essay. On the other hand, intervention 4 shared information about the structure of an essay on advantages and disadvantages as well as collocations related to the topic of the essay to be carried out.

In the fifth intervention the researcher started with the collocations of the first lexical group (Noun-verb) where the students had to identify these collocations within a text and then apply them in their own essay. In addition, the researcher presented the concepts of each part of speech to better identify the words and increase their vocabulary from a root word.

In intervention number 6, the use of collocations with a structure (Verb+Noun) was highlighted as well as guidelines to improve the essay structure, depending on the case, either opinion or advantages and disadvantages. Subsequently, the interventions emphasized each group of collocations which are (adjective + noun), (adverb + adjective), (adverb + verb), and (noun + noun) as well as identifying them within an essay and then allowing the participants to write their own essay.

Then after collecting the pre-test and post-test data based on essays were sent to the analytical corpus which analyzed the different types of collocations that exist from the keywords 'transport', 'pollution', 'environment' related to the context of the essay question. Furthermore, the data was uploaded from a folder previously created with essays, then the GraphColl tab was entered where the threshold was updated to analyze one word on the left as well as one on the right from the root word, and the frequency parameter was also

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updated to analyze collocations that appear at least once per writing. After that the root word is inserted for its analysis within the corpus analytical tool.

2.2.7 Population

For this study, fifteen students from fifth semester of the Pedagogía de los Idiomas Nacionales y Extranjeros at "Universidad Técnica de Ambato" were measured to develop this research by considering their level and knowledge.

Table 1 Population

	Population	
Genre	Number of students	Percentage
Male	5	33,3 %
Female	10	66,6%
Total	15	99,9 %

Note: The table shows the total of participants

2.3 Hypothesis

Null hypothesis

H0: Collocation phrases do not improve students' writing skill.

Alternative hypothesis

H1: Collocation phrases improve students' writing skill

2.3.1. Variables classification

(Independent variable) – Writing skill

(Dependent variable)   - Collocations

3.1 Analysis and discussion of the results

Chapter III presents findings in relation to an analysis and interpretation of statistical data gathered from both a pre-test and a post-test, which were conducted on 15 students enrolled in the PINE program at Universidad Técnica de Ambato. The data utilized in this investigation originated from the FCE proficiency examination administered by Cambridge. The data was systematically presented in various tables, delineating each stage of the study. First and foremost, the outcomes pertaining to a pre-test were elucidated, wherein students were tasked with composing an essay adhering to the FCE structure.

The results and discussion will be presented in accordance with the objectives established.

3.1.1 Data interpretation of results

In order to fulfill the general objective, the following analysis related to collocations within the analytical corpus was performed to highlight their effectiveness of use.

Table 2 Lexical collocations analysis in GraphColl

Collocations based on 'transport', 'pollution', 'environment'

Types of lexical collocations	Pre-test (Mean)	Post-test (Mean)	Total (Tokens)
noun + verb	11,0	13,0	24,0
noun + noun	5,0	12,0	17,0
adjective + noun	5,0	2,0	7,0
verb + noun	3,0	2,0	5,0
Adverb + verb	0,0	0,0	0,0
Adverb + adjective	0,0	0,0	0,0
Others	38,0	29,0	67,0

Note: each group consists of 15 participants

Analysis and interpretation

Table 2 reveals the difference in the use of six types of lexical collocations in the pre-test and post-test. In this case the most used collocations are noun-verb collocations found in the pre-test which were 11,0 while in the post-test analysis they increased to 13,0. Furthermore, the subsequent prominent collocation pair is noun + noun which resulted in 5.0 in the pre-test, while in the post-test it had a noticeable increase in usage with an amount of 12,0. In addition, adjective + noun collocations exhibit a gradual usage with an amount of 5,0 collocations at the beginning, while in the post-test there was a decrease, contemplating only the use of 2,0 pairs of collocations in total. On the other hand, the collocations verb + noun stood out with 3,0 collocations at the beginning and 2,0 at the post-test. Finally, the collocations that were not used by the participants were adverb + verb as well as adverb + adjective.

It can be noted that the collocations noun + verb, noun + noun, adjective + noun are the most used because of their very basic construction within sentences. Nevertheless, the participants also used grammatical collocations for the most part, since the writing is of a formal style.

To achieve the first and second specific objective, collocations used in written texts were deeply identified through an analytical corpus and then analyze collocations in order to strongly implement them in written production.

Table 3 Transport collocations threshold 1 collocations frequency 1 (Pre-test)

Frequency: 13 – collocates 18

Index	Position	Collocate	Freq (coll.)	Freq (corpus)
1	R	is	3	72
2	L	the	3	274
3	R	and	2	102
4	L	first	2	13
5	R	this	2	35
6	L	another	1	8
7	L	be	1	22
8	R	but	1	14
9	R	fabrics	1	4

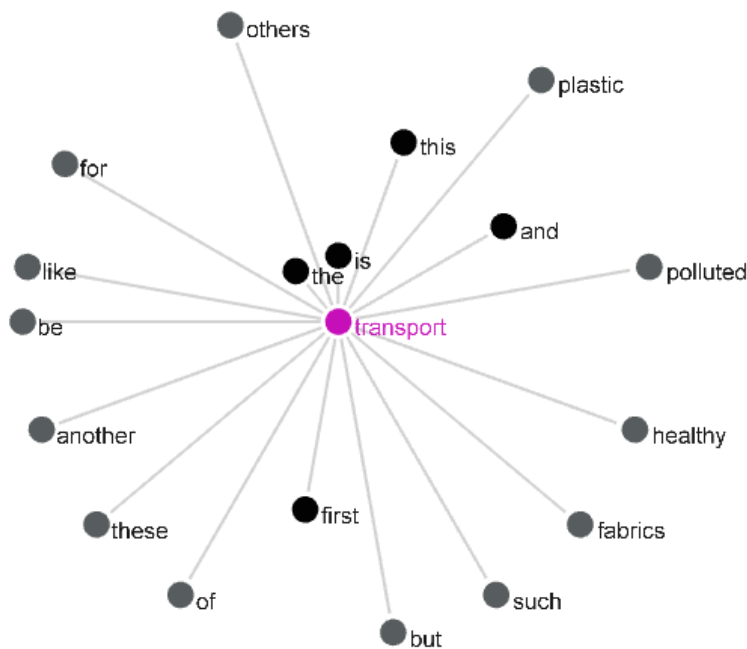| 10	L	for	1	19
11	R	healthy	1	6
12	L	like	1	8
13	L	of	1	90
14	L	others	1	4
15	R	plastic	1	6
16	R	polluted	1	1
17	R	such	1	9
18	L	these	1	9

Note: GraphColl "transport" collocation frequency

Figure 1 collocations of transport (Pre-test)

Table 3 demonstrates that the most frequent words used starting with "transport" are "is" and the article "the". Consequently, the collocation that stands out as the most frequently repeated lexical collocation is noun + verb since it occurs at least three times in a collocational relationship while the overall frequency of the corpus is 72 collocations. Moreover, the least repeated collocation is verb + noun collocations which represents no more than one repetition as well as a single repetition in the whole analytical corpus.

Table 4 Pollution collocations threshold 1 collocations frequency 1 (Pre-test)

Frequency: 44 – collocates 26

Index	Position	Collocate	Freq (coll.)	Freq (corpus)
1	L	the	23	274
2	R	and	12	102
3	L	air	5	9
4	R	in	5	89
5	L	of	5	90
6	R	is	4	72
7	L	with	4	14
8	R	that	3	63
9	R	affect	2	11
10	R	because	2	22
11	M	by	2	14
12	R	first	2	13
13	R	for	2	19
14	-	pollution	2	44
15	R	rivers	2	28
16	R	also	1	11
17	L	decision	1	1
18	L	destroy	1	3
19	R	maybe	1	3
20	R	on	1	10
21	R	second	1	9
22	L	so	1	10
23	R	soil	1	2
24	L	such	1	9
25	R	there	1	9
26	R	to	1	94

Note: *GraphColl "pollution" collocation frequency*
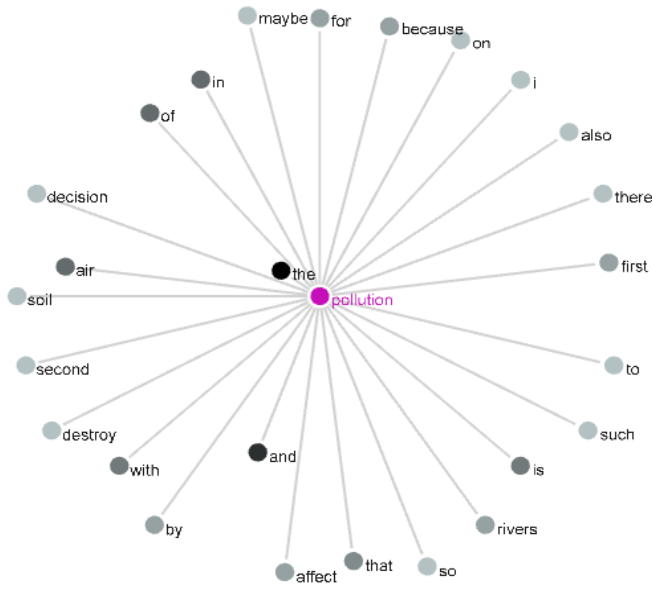
Figure 2 collocations of pollution (Pre-test)

Table 4 points out that the predominant collocations from "pollution" are the article "the" and the conjunction "and". In other words, lexical collocations were not highly considered in participants' writings from the previously mentioned root. Nevertheless, the lexical collocation noun + noun occurs through the word 'air', 'pollution', 'rivers', 'soil' with a frequency of 5 times in the participants' writings as well as a frequency of 83 times found in the analytical corpus based on this group of nouns.

Table 5 Environment collocations threshold 1 collocations frequency 1 (Pre-test)

Frequency: 33 – collocates 23

Index	Position	Collocate	Freq (coll.)	Freq (corpus)
1	L	the	27	274
2	L	our	6	24
3	R	in	4	89
4	R	is	4	72
5	R	and	2	102
6	R	are	2	37
7	R	first	2	13
8	R	additionally	1	2

9	R	affect	1	11
10	R	around	1	2
11	R	because	1	22
12	R	by	1	14
13	R	can	1	32
14	R	during	1	2
15	L	good	1	3
16	R	have	1	22
17	L	of	1	90
18	R	one	1	14
19	R	so	1	10
20	R	specially	1	2
21	R	such	1	9
22	R	where	1	3
23	R	will	1	2

Note: *GraphColl "environment" collocation frequency*
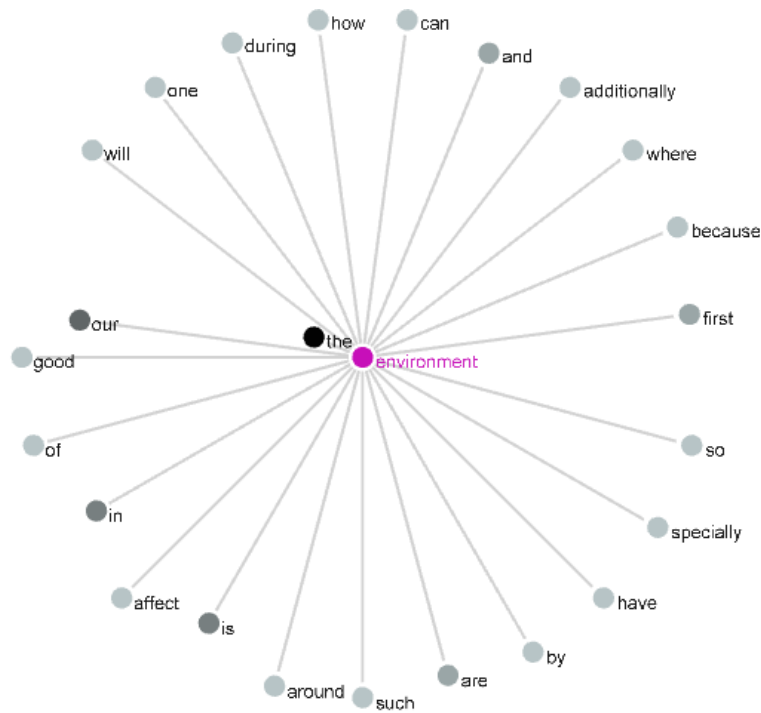
Figure 3 collocations of environment (Pre-test)

Table 5 highlights that the lexical collocations that predominate from "environment" onwards are noun + verb collocation through the following verbs 'is', 'affect', 'can', 'have', 'will' which represents a general frequency of use in writing of 4 times, while the frequency within the analytical corpus stands out 139 times based on the frequency of each verb. However, grammatical collocations predominate.

Table 6 Transport collocations threshold 1 collocations frequency 1 (Post-test)

Frequency: 20 – collocates 22

Index	Position	Collocate	Freq (coll.)	Freq (corpus)
1	L	of	5	106
2	L	that	5	62
3	L	the	5	263
4	R	rivers	3	33
5	M	contamination	2	9
6	R	pollution	2	45
7	L	about	1	8
8	R	affects	1	2
9	L	any	1	2
10	R	besides	1	1
11	R	by	1	18
12	R	each	1	6
13	L	environment	1	34
14	L	firstly	1	7
15	R	for	1	17
16	R	generates	1	2
17	R	is	1	75
18	R	like	1	9
19	L	private	1	1
20	R	produce	1	8
21	R	such	1	7
22	R	vehicles	1	2

Note: *GraphColl "transport" collocation frequency (post-test)*
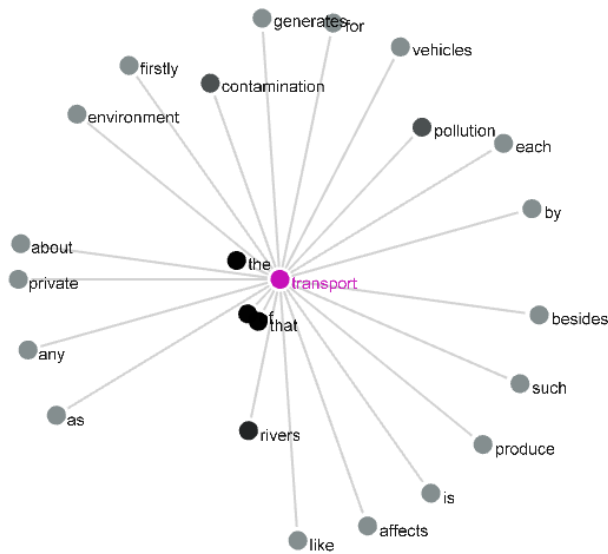
Figure 4 collocations of transport (Post-test)

Table 6 highlights that in the post-test lexical collocations were considerably increased in the essays written by the students. Based on these findings, the most frequently used lexical collocations were noun + verb collocations. Table 6 shows that the predominant lexical collocations starting with "transport" are noun + verb collocation through the verbs 'affects', 'generates', 'is', 'like', 'produces' which represent an overall frequency of at least one use per writing, while the frequency within the analytic corpus of all verbs stands out 96 times in total.

Table 7 Pollution collocations threshold 1 collocations frequency 1 (Post-test)

Frequency: 45 – collocates 31

Index	Position	Collocate	Freq (coll.)	Freq (corpus)
1	L	the	17	263
2	R	and	11	113
3	R	is	7	75
4	R	in	6	87
5	L	of	5	106
6	L	causes	3	8
7	L	air	3	8

8	M	by	2	18
9	R	people	2	48
10	R	that	2	62
11	R	this	2	34
12	L	transport	2	20
13	L	with	2	20
14	L	world	2	28
15	L	about	1	8
16	L	affect	1	9
17	R	also	1	9
18	L	because	1	37
19	L	different	1	12
20	R	firstly	1	7
21	R	has	1	6
22	R	know	1	4
23	L	much	1	1
24	R	our	1	22
25	R	problem	1	31
26	L	produce	1	8
27	R	so	1	7
28	R	there	1	15
29	R	when	1	6
30	R	which	1	10
31	R	without	1	4

Note: *GraphColl "transport" collocation frequency (post-test)*

Figure 5 collocations of pollution (post-test)

Table 7 highlights that in the post-test the lexical collocations that were most used by the participants are the noun + noun collocations, considering the following words 'air', 'people', 'transport', ' world', and 'problem' which represent an overall frequency of at least three times in the case of the word 'air', while the frequency within the analytic corpus of all nouns stands out 135 total collocations.

Table 8 Environment collocations threshold 1 collocations frequency 1 (Post-test)

Frequency: 24 – collocates 22

Index	Position	Collocate	Freq (coll.)	Freq (corpus)
1	L	the	30	263
2	R	is	8	75
3	L	our	5	22
4	R	and	2	113
5	R	in	2	87
6	R	to	2	106
7	R	apply	1	1
8	R	but	1	15
9	R	by	1	18

10	R	cannot	1	1
11	R	conservation	1	1
12	R	contamination	1	9
13	R	specially	1	2
14	R	exists	1	2
15	R	for	1	17
16	R	has	1	6
17	R	possibly	1	1
18	R	safe	1	3
19	R	second	1	7
20	R	such	1	7
21	R	transport	1	20
22	R	wellness	1	1

Note: *GraphColl "transport" collocation frequency (post-test)*
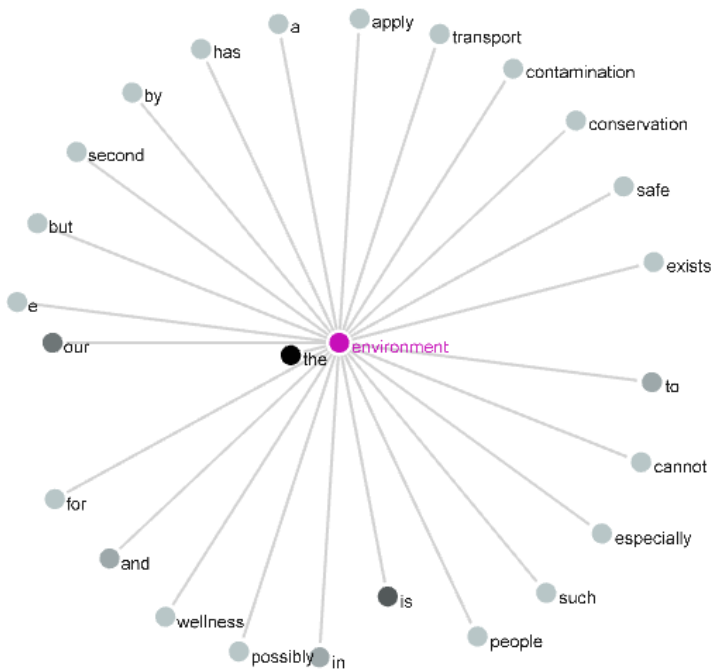
Figure 6 collocations of environment (post-test)

Table 8 shows that the use of the noun-verb collocations are the predominant ones in the analysis of collocations starting from "environment" considering the following words 'contamination' and 'transport' which represent an overall frequency of at least once in each writing, while the frequency within the analytical corpus of all nouns stands out 29 times in total.

For the third objective, the study of the written part of the test was carried out by the participants through a pre and post-test. This content was analyzed through criteria established by the FCE rubric (Annex 4). The results are reported below.

Table 9 Pre-test analysis

N	Valid	15
	Missing	0
Mean	3,733	
Minimum	2,0	
Maximum	8,0	

Note: findings across a range of 10 points.

Table 9 delineates the outcomes derived from a cohort of 15 students, in which the documented data emanated from a pre-test designed to evaluate their writing proficiency employing the Cambridge First Certificate in English (FCE) examination format. The assessment of the written compositions adhered to the criteria outlined in a rubric formulated by Cambridge, which delineates the factors participants are expected to underscore in their writing. This rubric comprises five bands that served as the foundation for the analysis, and then it was graded on a scale of 10.

Table 10 Frequency related to the pre-test

		Frequency	Percent	Valid percent	Cumulative percent
Valid	2,0	8	53,3	53,3	53,3
	4,0	2	13,3	13,3	66,7

6,0	4	26,7	26,7	93.3
8,0	1	6,7	6.7	100,0
Total	15	100,0	100,0	

Note: Table 10 represents the frequency of writing pre-test.

Table 10 provides a more detailed analysis of the results obtained in the pretest, showing the frequency distribution of the different scores obtained. It indicates that 8 students, constituting 53.3% of the population, obtained a score of 2.0 out of 10 points. On the other hand, 26.7%, representing 4 students obtained a score of 6.0 points out of 10, while 2 students, i.e. 13.3% of the population, obtained a score of 4.0 points out of 10. The results revealed that a significant part of the population obtained a score lower than the desired one. In particular, only 1 student achieved a score higher than 7 when demonstrating his/her writing skills.

Table 11. Post-test analysis

N	Valid	15
	Missing	0
Mean	6.933	
Minimum	6,0	
Maximum	8,0	

Note: The table highlights the post treatment results.

Table 11 shows the results from 15 students to analyze the data emanated from a post-test designed to evaluate their writing proficiency employing the Cambridge First Certificate in English (FCE) examination format. The assessment of the written essays attach to the criteria outlined in a rubric formulated by Cambridge, which delineates the factors participants are expected to underscore in their writing. This rubric comprises five bands that served as the foundation for the analysis, and then it was graded on a scale of 10.

Table 12 Frequency related to the post-test

		Frequency	Percent	Valid percent	Cumulative percent
Valid	6,0	8	53,3	53,3	53,3
	8,0	7	46,7	46,7	100,0
	Total	15	100,0	100,0	

Note: Table 12 underlines the frequency of writing post-test.

Table 12 provides an in depth analysis of the results obtained in the post-test, showing the frequency of the different scores obtained. It indicates that 8 students, constituting 53.3% of the population, obtained a score of 6.0 out of 10 points. Therefore, the 46.7%, representing 7 students obtained a score of 8.0 points out of 10. Therefore, based on the data analysis, it is evident from the findings that students demonstrate an enhancement in their writing skills.

3.1.2 Non parametric Wilcoxon test

Table 13 Analysis of the pre-test

Total N		15
	Absolute	,327
	Positive	,327
	Negative	-,207
Test Statistic		,327
Asymptotic Sig.(2-sided test)[a]		<,001

Note: It highlights the scores obtained into a corpus analysis pre-test

Table 13 represents the results in accordance with a pre-test within a corpus analysis tool. This emphasizes the difference in values in which the absolute and positive value of the data comprises 0.327 with reference to the 15 participants. While the negative value represents the - 0.207 results that were taken from the tests pretreatment. Consequently, this data highlights that results are deemed deficient.

Table 14 Analysis of the post-test

Total N		15
	Absolute	,350
	Positive	,350
	Negative	-,316
Test Statistic		,350
Asymptotic Sig.(2-sided test)[a]		<,001

Note: It highlights the scores obtained into a corpus analysis post-test

Table 14 shows the results concretely analyzed from a post-test within a corpus analysis tool. This emphasizes the difference in values in which the absolute value of the data comprises 0.350 with reference to the 15 participants, as well as the positive value of the values comprises 0.350, while the negative value represents the - 0.316 results that were taken from the tests post treatment. Consequently, it is evident that the results show an improvement regarding to writing skills and the use of collocations.

3.2 Verification of hypothesis

3.2.1 Null hypothesis

(HO): Collocation phrases do not improve students' writing skill.

3.2.2 Alternative Hypothesis

(H1): Collocation phrases improve students' writing skill.

Table 15 Verification of hypothesis

		Hypothesis Test Summary		
1	**Null Hypothesis**	**Test**	**Sig. a,b**	**Decision**

	The distribution of PRE TEST is normal with mean 3,7 and standard deviation 2,1202.	One-Sample Kolmogorov-Smirnov Test	<,001	Reject the null hypothesis.
2	The distribution of POST TEST is normal with mean 6,9 and standard deviation 1,0328.	One-Sample Kolmogorov-Smirnov Test	<,001	Reject the null hypothesis.

a. The significance level is ,050.
b. Asymptotic significance is displayed.
Note: This table represents the validity of hypothesis.

3.3 Discussion

Significant findings emerged from the interpretation and analysis of the gathered data, substantiating the hypothesis that the incorporation of collocation phrases contributes to the enhancement of students' writing proficiency. Additionally, the utilization of the corpus analysis program, GraphColl, facilitated the identification of improvements in the usage of collocations among fifth-semester students at Universidad Técnica de Ambato in their written compositions. Subsequent sections expound upon the primary discoveries in greater detail.

On one hand, the results show that using Corpus GraphColl made it easier to analyze different kinds of collocations in learners' writing, as seen by the significant rise in results between the pre-test and post-test. This study found that researchers can highlight the frequency of lexical collocation usage in essays by using a corpus analysis technique. These results highlight the benefits of using a corpus analysis tool to quickly and thoroughly assess the quantity of collocations utilized, which can help with writing skills improvement (Brezina et al, 2015). A corpus analysis allows meaningful comparisons and statistical analysis of data between two or more corpora. This approach facilitates a more complete understanding and explanation of linguistic phenomena (Liu, 2022).

According to Jaafar (2022), GraphColl provides information regarding the particular kind of lexical collocation that each participant uses. Its goal is to make it possible for researchers to focus on a certain goal and optimize their efforts. In spite of this, students now possess a greater understanding of collocations in writing, which has improved their capacity to connect ideas in a variety of essay formats. The findings confirm that written text creation has advanced positively. The incorporation of collocations proved valuable not only in evaluating the efficacy of a corpus analysis tool but also in establishing positive aspects and advancements in writing proficiency (Jaashan, 2022).

Through this research it was possible to highlight that the lexical collocations that predominate in the essays created by the participants are 'noun + verb', 'noun + noun', 'verb + noun'. These lexical collocations are considered as basic construction components in a sentence (Siengsanoh 2021). And the least collocation phrases used by participants were 'adverb + verb' and 'adverb + adjective'. On the other hand, grammatical collocations had a great impact within the writings, as the analytical corpus showed a high frequency in the use of words mainly articles and conjunctions. Siri (2015) pointed out that grammatical collocations are those that involve combinations of a content word and a function word. These collocations were used by the participants because the essay was structured on the basis of a formal essay style as well as criteria to be evaluated.

Furthermore, it is crucial to underscore that the collocations employed by the students predominantly comprised lexical combinations (Bahardoust & Moeini, 2012). However, the influence of grammatical collocations was also discernible. Despite the freedom in creating lexical collocations, the grammatical aspect assumes significance, particularly in the context of an essay where the composition necessitates a formal vocabulary aligned with academic writing (Benson & Ilson, 1997).

Nevertheless, through accentuating the participants' perspectives in their written work. Demir (2017) pointed out that students illustrates the utility of semi-fixed expressions by combining words and constructing phrases tailored to the specific contextual requirements they aimed to address. According to Jamsaid (2018), collocations can be challenging because many words are either fully "free" or partially "fixed," thus they frequently collide with one another. Moreover, the participants demonstrated substantial

progress in their writing proficiency through the adept utilization of collocations. They were able to accentuate various pairs of lexical collocations, 'adjective + noun', 'verb + noun', 'noun + verb', 'noun + noun', 'adverb + adjective' and 'adverb + verb' (Benson et al. 1997). Exemplifying their enhanced command over language and nuanced expression.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

In accordance with the established objectives of this research, the assessment of the influence of lexical collocations in the written production of essays, coupled with the employment of an analytical corpus tool to facilitate evaluative processes, underscores the following key conclusions:

The use of an analytical corpus proves highly beneficial in the assessment of students' written output, as this tool facilitates the identification of specific elements within the writing, notably the incorporation of collocations in the context of an essay. This analytical corpus serves to accentuate both the frequency and types of collocations employed by participants. Moreover this tool interprets not just the general text but influencing linguistic features, organization, and structure. This implies that the incorporation of a corpus analysis tool in language learning can significantly contribute to evaluating the frequency and usage of collocations by learners.

The findings of this investigation underscore a noteworthy increase in the students' utilization of collocations in their written productions. Participants highlight the use of 'noun + verb' as the most common collocation, then 'noun + noun', 'verb + noun', 'adjective + noun'. This enhancement is attributed to the students' freedom to articulate their opinions, thereby amplifying the incorporation of lexical collocations within the contextual framework of the presented topics. Furthermore, it is imperative to highlight the predominant usage of verbs and adjectives among the various parts of speech.

The research underscores that the incorporation of collocations in written compositions serves as a valuable means to articulate ideas within a defined context.

Furthermore, it is pertinent to emphasize that participants adeptly adhered to the structural conventions of essay writing based on a proficiency test format, thereby enhancing the precision of the analytical outcomes. Fortunately, results highlights a notable improvement in students' increased use of collocations in their writings to effectively connect ideas in the target language.

4.2 Recommendations

After concluding the preceding study, which sought to evaluate the influence of a corpus analysis tool on the enhancement of essay writing through collocation analysis, the following recommendations are proposed:

It is recommended to use the analytical body called LancsBox, especially the collocation analysis section called GraphColl, this tool helps to analyze the frequency in which collocations were used. In case of evaluation to assess the number of collocations participants employ, type of words, Ngrams and others, the ideal tool for interpreting this information would undoubtedly be GraphColl. However, you should be careful to insert in an organized manner the information to be analyzed in the analytical corpus.

Incorporate the use of collocations in their writings, whether formal or informal, it is important to increase the vocabulary of words to create a written document without considerable difficulty and with high accuracy when referring to a topic, moreover, the use of lexical collocations allows the writer to be guided to create sentences according to the context. Furthermore, it is imperative to incorporate not only the utilization of lexical collocations but also grammatical collocations, thereby enabling students to articulate their ideas through diverse grammatical constructions.

Prioritize the delineation of writing criteria to be scrutinized in the written production. It is imperative to take into account the text's formality level and comprehensively conclude the topic, employing sophisticated structures commensurate with the students' proficiency. Additionally, meticulous attention should be given to the organization of ideas.

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ANNEXES

Annex 1 Classification of variables

Dependent Variable: Collocations

Independent Variable: Writing skill

Annex 2

GraphColl Corpus analysis tool

LancsBox: Lancaster University corpus toolbox
Access Link: http://corpora.lancs.ac.uk/lancsbox/download.php

Analysis of the pre and post test

Note: collocations with the word transport

Note: collocations with the word pollution

Note: collocations with the word environment

48
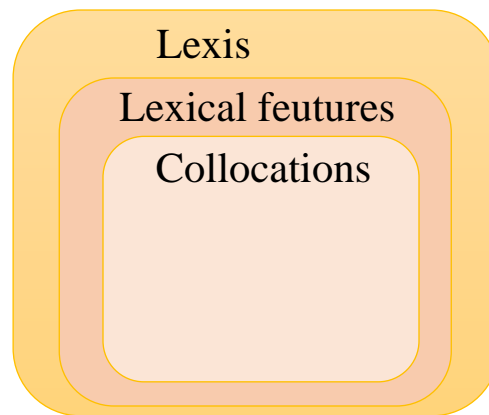
Annex 3: Pre-test and Post-test instrument (FCE First Certificate Exam Cambridge)

Writing Part 1

You must answer this question. Write your answer in 140 – 190 words in an appropriate style on the separate answer sheet.

1 In your English class you have been talking about the environment. Now, your english teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.

Every country in the world has problems with pollution and damage to the environment. Do you think these problems can be solved?

Notes

Write about:

1. transport
2. rivers and seas
3. .... (your own idea)

Answer Sheet Page 1

Part One Answer You must write within the grey lines

Annex 4 Rubric

Assessment criteria based on FCE proficiency exam

B1	Content	Communicative achievement	Organization	Language
5	All content is relevant to the task. Target reader I fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicative straightforward ideas, as appropriate.	Text is well organized and coherent, using a variety of cohesive devices and organizational patterns to generally good effect.	Uses of a range of vocabulary including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicative straightforward ideas.	Text is generally well-organized and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasionally inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1		

Annex 5 Lesson planning

Lesson Plan 1	
Date: November 28th, 2023	**Class:** Fifth semester PINE
Subject: English	
Time: 60 minutes	
Contents: Collocations general content and its categorization	
Methodology: Text-Based approach	
Materials and Resources: slides, sheets of paper, whiteboard, markers, pencil and eraser.	
Teacher: Tapia Karen	
General Objective: ● By the end of this lesson, students will be able to differentiate the use of collocations by writing an essay.	
Specific Objectives: ● Students will be able to interpret what collocations are about. ● Students will be able to distinguish the different categories of collocations. ● Students will be able to develop an essay by using collocation phrases.	

Students' and teachers'activities	Time
Building the context ● Greetings ● The teacher is going to ask students to complete a padlet activity about the different types of essays. https://padlet.com/karenvivianatapia8/essay-dksp4yjg1f6h2xhs ● Students must write the correct type of essay per each concept. ● Teacher is going to provide a brief feedback. ● The teacher is going to brainstorm the new topic by requesting students to scramble the collocations' concept through flashcards.	10 min

[https://www.canva.com/design/DAF1aIpwFgo/djepckgWIfgB8Fay kiFivg/edit?utm_content=DAF1aIpwFgo&utm_campaign=designsh are&utm_medium=link2&utm_source=sharebutton](https://www.canva.com/design/DAF1aIpwFgo/djepckgWIfgB8FaykiFivg/edit?utm_content=DAF1aIpwFgo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)	
Modeling and Deconstructing the Text ● The teacher have to present the collocations concept and different examples through a presentation. https://www.canva.com/design/DAF1aYA-jWg/2KWm-TapN5TF96pFxBVqeQ/edit?utm_content=DAF1aYA-jWg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton ● The teacher will divide the class into three groups from each column and then ask students to create collocation phrases from those "roots" (make), (get), (have) • Students will write on the board their answers.	10 min
Joint Construction of the Text • Teacher will present the categorization of collocations that are divided into lexical and grammatical. [https://www.canva.com/design/DAF1af3Ecmo/8y47f4Vb1gD5mIx oU9egkQ/edit?utm_content=DAF1af3Ecmo&utm_campaign=desig nshare&utm_medium=link2&utm_source=sharebutton](https://www.canva.com/design/DAF1af3Ecmo/8y47f4Vb1gD5mIxoU9egkQ/edit?utm_content=DAF1af3Ecmo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) • The teacher will request students to complete a quizizz activity to analyze different collection's phrases and its structure.	10 min

Independent Construction of the Text • Teacher will ask students to create an essay based on the following topic, then students have to write their answers in a sheet of paper including some collocation phrases. 	30 min

Essay

Write 140-190 words in an appropriate style.

In your English class you have been talking about old people in society. Now your English teacher has asked you to write an essay.

Around the world, people are living and staying healthy for longer and longer. What changes does this bring to today's society? Are these changes good or bad?

Notes
Write about:

1. Caring for the elderly
2. Jobs
3. _____ (your own idea)

Lesson Plan 2	
Date: December 1st, 2023	**Class:** Fifth semester PINE
Subject: English	
Time: 60 minutes	
Contents: Lexical collocations for writing an opinion essay	
Methodology: Text-Based approach	
Materials and Resources: slides, sheets of paper, whiteboard, markers, pencil and eraser.	
Teacher: Tapia Karen	

Students' and teachers'activities	Time
General Objective:	
● By the end of this lesson, students will be able to create an opinion essay by using lexical collocations.	
Specific Objectives:	
● Students will be able to recognize different types of lexical collocations.	
● Students will be able to formulate an opinion essay based on its structure.	
● Students will be able to use linkers to connect each paragraph of an opinion essay correctly.	

Students' and teachers'activities	Time
Building the context ● Greetings ● The teacher is going to give students some parts of speech words, then the teacher is going to ask students to stand up and found another people with an appropriate collocation examples. (Pay attention, make a difference, completely different, big failure, escape from, absolutely wrong, singers sing, associated with). ● Students must analyze if the pair is a grammatical or a lexical collocation. ● Teacher is going to provide a brief feedback about lexical collocations.	5 min
Modeling and Deconstructing the Text ● The teacher will present the structure of an opinion essay. ● Teacher will provide some examples based on an essay structure. ● Students and teacher have to identify key words from the essay that will be useful to highlight information. https://www.canva.com/design/DAF1roJ2JrY/pBY406Xhttzm-az_b4fkSA/edit?utm_content=DAF1roJ2JrY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton ● The teacher will present some collocations phrases that can be useful to include into an essay.	15 min

https://www.canva.com/design/DAF1rjD2KOA/LeyvE0Bn1i3T9io ZLP3XHQ/edit?utm_content=DAF1rjD2KOA&utm_campaign=des ignshare&utm_medium=link2&utm_source=sharebutton	
Joint Construction of the Text • Teacher will present different expressions as well as linkers to connect ideas properly to allow students can use to develop in each section of an essay. https://www.canva.com/design/DAF1rrC5pP0/5O2fxULtnPxc0Kue Co48FQ/edit?utm_content=DAF1rrC5pP0&utm_campaign=design share&utm_medium=link2&utm_source=sharebutton • Teacher will ask students to analyze each paragraph from an essay and put them in order by using padlet. https://es.padlet.com/karenvivianatapia8/structure-of-an-essay-p8bxqm5tcstc3wma	11 min
Independent Construction of the Text • The teacher will request students to write a brief brainstorm of the essay topic. • Students will create an essay based on the following topic in a sheet of paper including some expressions and collocations they learned. ESSAY Write 140-190 words in an appropriate style. In your English class, you have been talking about endangered species, animals or plants that will likely become extinct. Your English teacher has asked you to write an essay. **Around the world, many wildlife species are in danger of extinction. How can we protect endangered animals?** **Notes** **Write about:** 1. pollution 2. hunting wild animals 3. ……….. (your own idea)	30 min

Lesson Plan 3		
Date: December 4th, 2023	**Class:** Fifth semester PINE	
Subject: English		
Time: 60 minutes		
Contents: Lexical collocations for writing an advantages and disadvantages essay.		
Methodology: Text-Based approach		
Materials and Resources: slides, sheets of paper, whiteboard, markers, pencil and eraser.		
Teacher: Tapia Karen		
General Objective: ● By the end of this lesson, students will be able to write an advantages and disadvantages essay by using lexical collocations.		
Specific Objectives: ● Students will be able to analyze different types of lexical collocations. ● Students will be able to create an advantages and disadvantages essay based on its structure. ● Students will be able to use linkers to connect each paragraph of an advantages and disadvantages essay correctly.		
Students' and teachers'activities		**Time**
Building the context ● Greetings ● The teacher is going to present some collocation flashcards and paste them in the board, then students must write one collocation phrase in the whiteboard based on the words presented. ● Teacher is going to provide a brief feedback about parts of speech to create lexical collocations phrases.		5 min
		15 min

Modeling and Deconstructing the Text ● The teacher will present the structure of an advantages and disadvantages essay. ● Teacher will provide some examples based on an advantages and disadvantages essay structure. ● Students and teacher have to identify key words from the essay that will be useful to highlight information. ● https://www.canva.com/design/DAF2Cbxp_oM/d_ay3Z51niOpydyuTvhSNA/edit?utm_content=DAF2Cbxp_oM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton ● The teacher will present some collocations phrases that can be useful to include into an advantage and disadvantages essay. https://www.canva.com/design/DAF2Ca-CsHo/ITOAZZEbNHfxzkj4b3CQWw/edit?utm_content=DAF2Ca-CsHo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	
Joint Construction of the Text ● Teacher will present different expressions as well as linkers to connect ideas properly to allow students can use to develop in each section of an essay. https://www.canva.com/design/DAF1rrC5pP0/5O2fxULtnPxc0KueCo48FQ/edit?utm_content=DAF1rrC5pP0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton ● Teacher will ask students to analyze each paragraph from an essay and put them in order by using padlet. https://padlet.com/karenvivianatapia8/advantages-and-disadvantages-essay-55r39jee2cegugpb	12 min
Independent Construction of the Text ● The teacher will request students to write a brief brainstorm of the essay topic.	30 min

- Students will create an essay based on the following topic in a sheet of paper including some expressions and collocations they learned.

> **ESSAY**
>
> Write 140-190 words in an appropriate style.
>
> In your English class, you have been analyzing the different levels of Bloom´s Taxonomy and its different functions for creating objectives. Your English teacher has asked you to write an essay.
>
> **Teachers have to analyze what is the main purpose of their classes. What can be the pros and cons of using Blooms' Taxonomy?**
>
> Notes:
> Write about:
> 1. Levels
> 2. Teacher's use
> 3. ……………… (your own idea)

Lesson Plan 4	
Date: December 4th, 2023	**Class:** Fifth semester PINE
Subject: English	
Time: 60 minutes	
Contents: Analyzing lexical collocations from an essay.	
Methodology: Text-Based approach	
Materials and Resources: slides, sheets of paper, whiteboard, markers, pencil and eraser.	
Teacher: Tapia Karen	
General Objective: ● By the end of this lesson, students will be able to write an essay by using lexical collocations.	
Specific Objectives: ● Students will be able to identify lexical collocations from an essay. ● Students will be able to state an essay by using lexical collocations. ● Students will be able to use linkers to connect each paragraph of an opinion essay correctly.	

Students' and teachers'activities	Time
Building the context ● Greetings ● The teacher will ask students to read an essay and highlight collocations they find. ● The teacher will ask students the following questions What type of lexical collocations is the most common? Which collocation phrase is repeated the most?	10 min
Modeling and Deconstructing the Text ● The teacher will present a list of the different lexical collocations phrases based on its different types. https://www.canva.com/design/DAF2CU4odpc/8rlaLzv3fhThYM7fiEpPDg/edit?utm_content=DAF2CU4odpc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton ● Teacher will present which are the benefits of using collocations.	10 min
Joint Construction of the Text • Teacher will present a topic as an example then, the teacher and students must create together and example essay with the following expressions they learned before. • Students must create an opinion essay based on constructivism	13 min
Independent Construction of the Text	30 min

- The teacher will request students to write a brief brainstorm of the essay topic.
- Students will create an essay based on the following topic in a sheet of paper including some expressions and collocations they learned.

ESSAY
Write 140-190 words in an appropriate style.

In your English class, you have been talking about learning theories specifically constructivism and the following theorists that approve these ideologies to answer why things happen. Your English teacher has asked you to write an essay.

Constructivism theory presents how people can do things by their own. Do you think that this theory is the most effective one?

Notes:
Write about:
1. theory
2. people's ideology
3. ……………… (your own idea)

Lesson Plan 5	
Date: December 5th, 2023	**Class:** Fifth semester PINE
Subject: English	
Time: 60 minutes	
Contents: Lexical collocations (Noun+Verb) across writing an essay.	
Methodology: Text-Based approach	
Materials and Resources: slides, sheets of paper, whiteboard, markers, pencil and eraser.	
Teacher: Tapia Karen	
General Objective: ● By the end of this lesson, students will be able to write an essay highlighting lexical collocations (noun+verb).	
Specific Objectives: ● Students will be able to correlate lexical collocations (noun+verb).	

Students' and teachers'activities	Time
Building the context ● Greetings ● The teacher will ask students about the main differences between an opinion essay and an advantages and disadvantages essay. ● Students have to answer by using menti menter https://www.menti.com/al2ivmajws88 ● Teacher will provide some feedback based on their previous writing work.	5 min
Modeling and Deconstructing the Text ● The teacher request students to share some examples of collocations based on (Noun+verb) structure. ● Teacher will present the classification of nouns. https://www.canva.com/design/DAF2HZkmmw8/hseUirKp5mmqR3xwW9wJ2A/edit?utm_content=DAF2HZkmmw8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton ● The teacher will ask students to complete an activity to recognize different types of nouns. https://es.educaplay.com/recursos-educativos/17210768-types_of_nouns.html	15 min
Joint Construction of the Text ● Teacher will present an essay to allow students find collocations examples inside the context of the essay	14 min

● Students will be able to create an essay by using collocations from context.

● Students will be able to structure their own learning of collocations to state an essay.

	30 min

Independent Construction of the Text
 	
• The teacher will request students to write a brief brainstorm of the essay topic.
• Students will create an essay based on the following topic in a sheet of paper including some (noun+verb) collocations they learned.
 	
ESSAY
Write 140-190 words in an appropriate style.
 	
In your English class, you have been talking about multiple intelligences that students have. Your English teacher has asked you to write an essay.
 	
Multiple intelligences represents how people used to develop their own learning. Do you think that teachers must consider how their learners learn?
 	
Notes:
Write about:
    1. Effectiveness
    2. Students' talents
    3. ……………… (your own idea)	

The canva link from the previous cell:

Lesson Plan 6	
Date: December 5th, 2023	**Class:** Fifth semester PINE
Subject: English	
Time: 60 minutes	
Contents: Lexical collocations (Verb+Noun) across writing an essay.	
Methodology: Text-Based approach	

Students' and teachers'activities	Time

Materials and Resources: slides, sheets of paper, whiteboard, markers, pencil and eraser.

Teacher: Tapia Karen

General Objective:

- By the end of this lesson, students will be able to write an essay highlighting lexical collocations (verb + noun).

Specific Objectives:

- Students will be able to correlate lexical collocations (verb + noun).

- Students will be able to create an essay by using collocations from context.

- Students will be able to structure their own learning of collocations to state an essay.

Students' and teachers'activities	Time
Building the context ● Greetings ● The teacher will give students a ball with some questions, then students will play go-go stop to answer those questions based on the contents they learned. ● Teacher will provide some feedback based on their previous writing work.	5 min
Modeling and Deconstructing the Text ● The teacher request students to share some examples of collocations based on (Verb + Noun) structure. ● Students will use menti menter to provide their answer. https://www.menti.com/alzzdxkje53c ● Teacher will present the classification of verbs. https://www.canva.com/design/DAF2IPLqWdg/HOqkiuS7cxdFgoqScttO5Q/edit?utm_content=DAF2IPLqWdg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton ● The teacher will ask students to complete an activity to recognize different types of verbs.	15 min

• https://quizizz.com/admin/quiz/656f57ca05d0a10ac2b581bf?source=quiz_share	
Joint Construction of the Text • Teacher will present an essay to allow students find (verb + noun) collocations examples inside the context of the essay https://www.canva.com/design/DAF2IYbaDPI/ZrBKnJSbVMoPiuernkuPIg/edit?utm_content=DAF2IYbaDPI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	15 min

Independent Construction of the Text
 	
• The teacher will request students to write a brief brainstorm of the essay topic.
• Students will create an essay based on the following topic in a sheet of paper including some (verb + noun) collocations they learned.
 	
ESSAY
Write 140-190 words in an appropriate style.
 	
In your English class, your teacher have mentioned that they have to conduct their classes based on their abilities. To do so, he/she has to plan different instructions. Your English teacher has asked you to write an essay to know what you think.
 	
Different instruction refers to various ways of teaching depending on student's abilities. What are the advantages and disadvantages of applying different instructions?
Notes:
Write about:
   1. Strategies
   2. Abilities
   3. ……………… (your own idea)
	30 min

Lesson Plan 7	
Date: December 6th, 2023	**Class:** Fifth semester PINE
Subject: English	

Time: 60 minutes

Contents: Lexical collocations (adjective + noun) across writing an essay.

Methodology: Text-Based approach

Materials and Resources: slides, sheets of paper, whiteboard, markers, pencil and eraser.

Teacher: Tapia Karen

General Objective:

- By the end of this lesson, students will be able to write an essay highlighting lexical collocations (adjective + noun).

Specific Objectives:

- Students will be able to differentiate lexical collocations (adjective + noun).

- Students will be able to create an essay by using collocations from context.

- Students will be able to structure their own learning of collocations to write an essay.

Students' and teachers'activities	Time
Building the context ● Greetings ● The teacher will present a topic, then every student will describe it through an adjective. ● Teacher will provide some feedback based on their previous writing work.	5 min
Modeling and Deconstructing the Text ● The teacher request students to write in the board some examples of collocations based on (Adjective + Noun) structure.	15 min

● The teacher will write adjectives in the board and then students will be divided into groups to write their answers as a competition. ● Teacher will present the classification of adjectives. https://www.canva.com/design/DAF2N221fwI/IbX7A8q3Fv4R6ZCxJd_Xsw/edit?utm_content=DAF2N221fwI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton ● The teacher will ask students to complete a matching activity to recognize different types of verbs by using learning app. https://learningapps.org/watch?v=p6rjkyvwj23	
Joint Construction of the Text • Teacher will present an essay to allow students find (adjective + noun) collocations examples inside the context of the essay https://www.canva.com/design/DAF2OAGm3tA/q3zFgaAMZfv1drCUkWAxMw/edit?utm_content=DAF2OAGm3tA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	16 min
Independent Construction of the Text • The teacher will request students to write a brief brainstorm of the essay topic. • Students will create an essay based on the following topic in a sheet of paper including some (adjective + noun) collocations they learned.	30 min

```
                              ESSAY
Write 140-190 words in an appropriate style.

In your English class you have been talking about the fashion industry.
Write an essay using all the notes and giving reasons for your point of
view.
Some people say the fashion industry has a bad effect on people's
lives. Do you agree?
Notes:
Write about:
      1.  whether people's appearance is important
      2.  the price of clothes
      3.  ……………… (your own idea)
```

Lesson Plan 8	
Date: December 7th, 2023	**Class:** Fifth semester PINE
Subject: English	
Time: 60 minutes	
Contents: Lexical collocations (adverb + adjective) across writing an essay.	
Methodology: Text-Based approach	
Materials and Resources: slides, sheets of paper, whiteboard, markers, pencil and eraser.	
Teacher: Tapia Karen	
General Objective: ● By the end of this lesson, students will be able to write an essay highlighting lexical collocations (adverb + adjective).	
Specific Objectives: ● Students will be able to differentiate lexical collocations (adverb + adjective). ● Students will be able to create an essay by using collocations from context.	

Students' and teachers'activities	Time
Building the context ● Greetings ● The teacher will write some collocations words in the board and give students some flashcards to complete the collocation phrase. ● Students have to identify which part of speech it is related to. ● Teacher will provide some feedback based on their previous writing work.	5 min
Modeling and Deconstructing the Text ● The teacher will ask students to write adverbs in some sticky notes and past them in the board. ● Teacher will present the classification of adverbs. https://www.canva.com/design/DAF2UAyb6Ho/RAxfXdS4YsrNDh9pyPlYUA/edit?utm_content=DAF2UAyb6Ho&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton ● The teacher will give students two different types of adverbs per column, then students have to give some examples of each classification.	15 min
Joint Construction of the Text ● Teacher will present an essay to allow students find (adverb + adjective) collocations examples inside the context of the essay	17 min

● Students will be able to structure their own learning of collocations to write an essay.

Independent Construction of the Text
 	
• The teacher will request students to write a brief brainstorm of the essay topic.
• Students will create an essay based on the following topic in a sheet of paper including some (adjective + noun) collocations they learned.
 	
ESSAY
Write 140-190 words in an appropriate style.
 	
In your English class you have been talking about work in your country. Now, your English teacher has asked you to write an essay.
Write an essay using all the notes and give reasons for your point of view.
Which is more important: to earn a high salary or to enjoy doing your job?
Notes:
Write about:
   1. Type of work
   2. Time you spend working
   3. ……………… (your own idea)
	30 min	

Lesson Plan 9	
Date: December 7th, 2023	**Class:** Fifth semester PINE
Subject: English	
Time: 60 minutes	
Contents: Lexical collocations (adverb + verb) across writing an essay.	
Methodology: Text-Based approach	
Materials and Resources: slides, sheets of paper, whiteboard, markers, pencil and eraser.	
Teacher: Tapia Karen	

Students' and teachers'activities	Time
General Objective: ● By the end of this lesson, students will be able to write an essay highlighting lexical collocations (adverb + verb).	

Specific Objectives: ● Students will be able to differentiate lexical collocations (adverb + verb). ● Students will be able to create an essay by using collocations from context. ● Students will be able to structure their own learning of collocations to write an essay.	

Students' and teachers'activities	Time
Building the context ● Greetings ● The teacher will ask students to play an onion ring game to recognize the different types of collocations they learned. ● Teacher will provide some feedback based on their previous writing work.	5 min
Modeling and Deconstructing the Text ● The teacher will request students to brainstorm some example of (adverb + adjective) ● Teacher will present some examples of collocations based on this structure (adverb + verb) https://www.canva.com/design/DAF2UXqAHzk/2AXSwjpwxLeLJ T2_2rgYMA/edit?utm_content=DAF2UXqAHzk&utm_campaign= designshare&utm_medium=link2&utm_source=sharebutton ● The teacher will give students two different types of adverbs per column, then students have to give examples of verbs that will fix with the adverb to create a collocation.	15 min
Joint Construction of the Text	18 min

• Teacher will present an essay to allow students find (adverb + adjective) collocations examples inside the context of the essay • https://www.canva.com/design/DAF2UXqAHzk/2AXSwjpwxLeLJT2_2rgYMA/edit?utm_content=DAF2UXqAHzk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton •	
Independent Construction of the Text • The teacher will request students to write a brief brainstorm of the essay topic. • Students will create an essay based on the following topic in a sheet of paper including some (adverb + verb) collocations they learned. ESSAY Write 140-190 words in an appropriate style. In your English class you have been talking about friendships. Now, your English teacher has asked you to write an essay. Write an essay using all the notes and give reasons for your point of view. **What should we do to make and keep friends?** Notes: Write about 1. Being honest 2. 2. Keeping in touch 3. ……………… (your own idea)	30 min

Lesson Plan 10	
Date: December 8th, 2023	**Class:** Fifth semester PINE
Subject: English	
Time: 60 minutes	
Contents: Lexical collocations (noun + noun) across writing an essay.	
Methodology: Text-Based approach	
Materials and Resources: slides, sheets of paper, whiteboard, markers, pencil and eraser.	

Teacher: Tapia Karen	
General Objective: ● By the end of this lesson, students will be able to write an essay highlighting lexical collocations (noun + noun).	
Specific Objectives: ● Students will be able to differentiate lexical collocations noun + noun). ● Students will be able to create an essay by using collocations from context. ● Students will be able to structure their own learning of collocations to write an essay.	

Students' and teachers'activities	Time
Building the context ● Greetings ● The teacher will ask students to play an onion ring game to recognize the different types of collocations they learned. ● Teacher will provide some feedback based on their previous writing work.	5 min
Modeling and Deconstructing the Text ● The teacher will request students to brainstorm some example of compound noun by using menti menter. https://www.menti.com/alia6psq9y6g ● Teacher will present some examples of collocations based on this structure (noun + noun) https://www.canva.com/design/DAF2ZzlQIb0/UHjZkbUGfg94qm AMGpm25Q/edit?utm_content=DAF2ZzlQIb0&utm_campaign=de signshare&utm_medium=link2&utm_source=sharebutton The teacher will give students two different types of nouns per column, then students have to give examples of verbs that will fix with the adverb to create a collocation.	15 min

	19 min
Joint Construction of the Text • Teacher will present an essay to allow students find (noun + noun) collocations examples inside the context of the essay https://www.canva.com/design/DAF2Z11L67o/fbKhKxbPWeMqczbPYQD3Ow/edit?utm_content=DAF2Z11L67o&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	
Independent Construction of the Text • The teacher will request students to write a brief brainstorm of the essay topic. • Students will create an essay based on the following topic in a sheet of paper including some (noun + noun) collocations they learned. ESSAY Write 140-190 words in an appropriate style. In your English class you have been talking about friendships. Now, your English teacher has asked you to write an essay. Write an essay using all the notes and give reasons for your point of view. **What should we do to make and keep friends?** Notes: Write about 1. Being honest 2. 2. Keeping in touch 3. ……………… (your own idea)	30 min

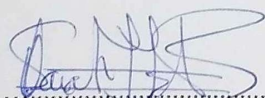# CARTA DE COMPROMISO

Ambato, 07 de Septiembre 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Corpus analysis tool based on collocations and writing skill" propuesto por el/la estudiante Tapia Benítez Karen Viviana, portador/a de la Cédula de Ciudadanía, 0503584476 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
0501741060
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TESIS 2024

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CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

English Language has become an important part of Ecuadorian education. A new change in the country emerged in 1950 under the government of Galo Plaza Lasso, who was the president that decreed that English language learning was mandatory in Ecuador (Cifuentes-Rojas et al., 2019). Cifuentes-Rojas et al. (2019) pointed out that although at the beginning there were not enough English teachers. However, 20 years later teaching English in Ecuador improved due to the CRADLE project, implemented by the Ministry of Education of Ecuador. Haboud (2009) stated that CRADLE project primary objective is to provide secondary school students with a strong foundation in English language skills, thereby giving them a solid starting point for their future endeavors. Nevertheless, English language has productive as well as receptive language skills where writing is often regarded as the most challenging language skill, not only for native speakers but also for those learning a foreign language. This is because achieving fluency and accuracy in language usage is dependent on one's ability to excel in writing (Vire & Santillan, 2021).

As explained by Siengsanoh (2021), students should have a broad knowledge about collocations and their function in connecting the different ideas they want to express, being necessary to possess sufficient collocational competence. The study was conducted with the aim of showing how learners apply lexical collocational expressions based on its arbitrary use by Thai EFL learners in the development of their written texts. In order to carry out the research, a corpus tool was used, which allowed to differentiate with precision the different groups of lexical collocations. This research used a quantitative approach to show the analysis of the collected data, but the researcher had to transfer results manually. The participants who were involved in the research were divided into three groups according to their level of linguistic competence, i.e. into groups of 30 students each. The conclusions were that the high proficiency group used a wider variety of lexical collocations, the second group used more generic vocabulary while the third group made the most errors.