The Effect of Multi-Word Expression Technique on Iraqi Preparatory School Students' Writing Skills

Kanaan K. Hasan
Tikrit University, Iraq

Alshaima'a Hassany Yaseen
Tikrit University, Iraq, aalshaimaahassany@gmail.com

Recommended Citation

Hasan, Kanaan K. and Yaseen, Alshaima'a Hassany (2022) "The Effect of Multi-Word Expression Technique on Iraqi Preparatory School Students' Writing Skills," *Journal of STEPS for Humanities and Social Sciences*: Vol. 1 : Iss. 3 , Article 55.
Available at: https://doi.org/10.55384/2790-4237.1117

The Effect of Multi-Word Expression Technique on Iraqi Preparatory School Students' Writing Skills

*Kanaan K. Hasan, *College of Education for women, Tikrit University, Tikrit, Iraq.*

Alshaima'a Hassany Yaseen, *College of Education for women, Tikrit University, Tikrit, Iraq.*

Abstract

The purpose of this study is to determine the effect of the multi-word expression technique (MWE) on the writing ability of Iraqi preparatory school students and to determine the level of writing competence of Iraqi preparatory school students. "In order to perform the study and achieve its objectives, the following hypotheses are established":

1- There is no "statistically significant difference in post-test mean scores between the experimental group taught using the multi-word expression approach and the control group taught using the standard method".
2- There are statistically significant differences between the mean scores of the experimental group's achievements at the recognition and the production levels in the post-test.

To accomplish the objective and validate the hypotheses, a quasi-experimental design with Group Pretest-Posttest is used. The current study sampled (86) fifth-stage students from schools selected from Omar Al-Mukhtar preparatory school during the academic year 2021-2022 "for males." "Both groups have been equalized in terms of educational attainment of parents, testees' age, English grade accomplishment in the fourth stage, and both groups' post- and pre-test performance". The trial lasted three months, and the researcher taught the two groups from 2011 to 2012.

"Various statistical methods were utilized to assess the gathered data, including many T-tests for two independent samples. "Following statistical treatment of the data, the following conclusions are drawn:

1. Teaching students utilizing the multi-word expression technique has been shown to be successful in improving students' writing abilities.
2. Based on the findings and conclusions reached in this study, relevant "recommendations and ideas for more research are made".

Keywords: Multi-Word Expression, Writing Skill, EFL, Preparatory School Students'

_____

**MA Student, College of Education for women, Tikrit University, Tikrit, Iraq.*

aalshaimaahassany@gmail.com

Section One

1.1 Statement of the Problem

Scientific inquiry begins with a question. Choosing and framing a problem is a critical component of conducting research on any subject. However, there is no way to research before an issue is identified and articulated. The researcher must select a specific question to be addressed and must specify precisely how the topic will be addressed. To properly understand guided writing implementation, the researcher must analyze the MWEs approach and determine whether it is effective at increasing students' writing skills.

MWEs "are regarded to be the connecting components between syntactical structures and lexical items", with a preference for vocabulary over grammar (Lewis, 1993). Several early research on MWEs focused on native speakers and examined learners' vocabulary knowledge (Nation, 2001). Another topic of study has been the impact of MWEs across many fields (Hyland, 2008). MWEs have also been shown to have a beneficial effect on productive abilities in research. Numerous research indicated that MWEs had a beneficial effect on oral proficiency (Bardovi-Harlig & Stringer, 2017).

MWEs are "lexical units bigger than a word that can have both idiomatic and compositional meanings," according to a current definition. The phrase "multi-word expression" is a pre-theoretical concept that encompasses a spectrum of phenomena ranging from collocations to fixed expressions" (Masini 2005: 145).

Apart from structural considerations, research on "MWEs has grown in importance in the domains of lexicography, text linguistics, first and second language acquisition, second language education, and machine translation". MWE research, in particular, has developed into a significant component of (both theoretical and empirical) psycholinguistics, addressing issues such as MWE comprehension, storage, mental representation, MWE acquisition and loss, and speech production (Masini 2005: 146).

The researcher believes, based on the statement and data above, that pupils continue to struggle with writing. It affects their linguistic abilities. As a result, guided writing has to be improved.

1.2 The Aims of the Study:

This study aims at:

1- Investigating "the effect of multi-word expression technique on Iraqi preparatory school students writing skill".

2- Finding out the effect of multi-word expression techniques on improving EFL writing skills.

1.3 Hypotheses of the study

This study is hypothesized that:

1- There is no "statistically significant difference between the mean scores of the experimental group which is taught by multi-word expression technique and the mean scores of the control group which is taught by the conventional method in the post-test".

2- There is no "statistically significant difference between the mean scores of the experimental group's achievements at the recognition and the production levels in the post-test".

1.4. Limits of the Study

This study is restricted to "EFL students (Boys) in (Omar Al-Mukhtar preparatory school during the academic year 2021-2022)". The sample of the study comprised (86) students in the fifth preparatory school. The experimental group was taught by the Multi-word expressions technique and the control group was taught by the conventional strategy.

1.5 Value of the Study

This study is expected to be valuable for:

1. EFL teachers who are compelled to alter their approach to foreign language instruction by applying the multi-word expressions technique.

2. Curriculum designers must incorporate some contemporary information into the development of textbooks for them to be used by instructors in the classroom.

1.7 Definitions of Terms

1.7.1 Collocation: Coincidence of two distinct nouns (Firth, 1957). Additionally, "bigrams and two-word multi-word expressions were defined in this research".

Corpus: "Corpora are collections of machine-readable spoken or written resources that may be used to conduct linguistic analysis (O'Keeffe & McCarthy, 2010)".

"Multi-word expressions (MWEs)": "Compounds of separate words that are kept in the brains of language users as a single entity (Wood, 2006)".

1.7.2 Definition of Writing

- Nunan (2003: 88) asserts that writing is an intellectual activity that entails the discovery of ideas and the consideration of how to communicate and organize them into a statement or paragraph that is easily understood by the public. This means that authors are expected to demonstrate their thoughts and structure them into a well-written essay. Additionally, writing conveys the writer's concept of a subject to the audience. It necessitates the orderly writing of thoughts.

<div align="center">

Section Two

</div>

2.0 Theoretical Background
2.1 MWE Definition and Extraction

Words as a unit have long been considered to be the simplest and most basic of all linguistic units. To Schmitt (2010:265), a single word is a distinct entity in a paragraph that is spaced apart from other words. They've long been considered the foundation of the language, whether in print or electronic. It is because of this that many individuals who work in the domains of language analysis and teaching

perceive a single word (Schmitt, 2010). There is no credible writing without the usage of multi-word sentences, according to Wray (2002). There'd be no way to sound authentically American without MWEs (Pawley & Syder, 2014:10573-1). Collocations, binomials, idioms, and lexical bundles are all examples of MWEs, which are linguistic units produced by at least two lexical units, such as "kick the bucket" and "war and peace" (Omidian, Shahriari, & Siyanova-Chanturia, 2018: 1-14). The discipline employs a number of terms to describe MWEs, despite the fact that their explanation is simple. While some words may refer to the same phenomena in different contexts, others may be used to describe two separate events (Wahl & Gries, 2018: 85).

2.1.1 Multiword Expressions

The term "multi-word phrase" refers to a syntactic element composed of "at least two orthographic words that are not idiomatic in form or meaning. Combinations of article nouns (the dog, those children), verb phrases (grab the ball), and full utterances (It's my turn) are all examples". "These units should not be confused with multi-word expressions, which are explored in the syntactic and computational literature and relate to "idiosyncratic interpretations that transcend borders or gaps" (Moon, 1998: 89).

Multiword expressions are those that include two or more words that relate to a particular style of expressing something (Manning & Schutze 1999:296). They are sometimes referred to as collocations, to stress their components' frequent co-occurrence. Multiword phrases are ubiquitous in human language, appearing in all types of writing and speech. They may be noun phrases like strong tea and weapons of mass destruction, phrasal verbs like makeup, break up, and give in, or stock phrases like wealthy and powerful (Unsupervised Learning of Multiword Expressions Ioannis (korkontzelos, 2010: 17).

Baldwin et al. (2003: 89) "describe multiword expressions as collections of words that co-occur more often than by chance and are either decomposable into numerous simple words or are idiosyncratic. These characteristics include

multiple forms and degrees of idiom" ("lexico-syntactic, semantic, pragmatic, and statistical"), "institutionalization, situatedness, identifiability, figuration, and single-word appropriability".

2.2 Defining collocation

Typically, the first use of the term collocation to refer to a language phenomenon that corresponds to its modern definition is attributed to (Mitchell 1971:35). Despite the long history of the phrase, there is no consensus in the contemporary research regarding the precise qualities of the form of expression to which it refers. This is especially evident in the fact that the majority of studies on collocations begin with a definition. The field of SLA is no exception; as highlighted by (Nesselhauf, 2005, p. 3), "the application of the term is frequently unclear" in studies on collocations in learner language. When attempting to present an overview or compare the results of multiple research, it is necessary to handle each piece of data with care, taking into account the author's chosen methodology, in order to avoid introducing bias (s).

As stated previously, this hypothesized path the ECL framework's proven collocation notion. To acquire a deeper understanding of the phenomenon, it is crucial to consider the broader context of collocations research. In spite of differing definitions, it is generally acknowledged that collocations have been studied from two basic perspectives within linguistics (Gyllstad, 2007a:39). One of these approaches, employed most frequently by corpus linguists and computational linguists, investigates collocations as an empirical term and assumes that they are a directly observable aspect of language (Evert 2009, 1218). Consequently, collocations are roughly described as units of two or more words that co-occur in texts, frequently with a particular frequency. The other approach, to which the ECL framework might be attributed, is commonly attributed to the domains of lexicography and language pedagogy and defines collocations as lexically significant word combinations that comprise a portion of speakers' linguistic competence. In accordance with Nesselhauf (2004:1-21), I shall refer

to these two approaches as the frequency-based approach and the phraseological approach, respectively.

2.2.1 Collocations as frequent combinations of words

In the frequency-based method, collocations are broadly defined as words that co-occur at a given distance and frequency inside a text. This perspective is also frequently referred to as the Neo-Firthian tradition because it is substantially based on the pioneering ideas of Firths (1968a; 1952) and Sinclair (1966; 410).

2.1.2 The concept of Writing as a Skill

Four abilities have been identified as critical for English language instruction. "The language users have designed two modes of receptive performance and two modes of producing performance. Listening and reading are receptive modes of performance since they are the way through which language is received via texts and audio recordings. On the other hand, productive forms of performance, such as writing and speaking, are necessary when people express themselves" (Brown, 2000: 372).

While both "spoken and written language may be termed reflections in comparison, this is not entirely accurate. Although they coexist in a variety of circumstances, spoken and written language should be considered distinct modes of communication, owing to their distinct purposes in interaction. While oral communication has a natural environment that influences the way it flows, written language does not need a context at the time of composition". On the other hand, it requires meticulous preparation and supervision (Hyland, 2002: 113).

Another distinction "between spoken and written communication is the presence of the audience"; whereas the audience may be present during a spoken conversation, the author must envisage the situation's future possibilities during a written engagement. To enlarge the boundary between written and spoken language, she highlights key distinctions in her fundamental work (Raimes,1983: 251).

2.1.3 Academic Writing

Hogue (2008: 183) "defines academic writing as a kind of writing used to connect with college instructors and classmates. Studies on academic writing have attracted significant attention from academics, who are interested in anything from the breadth and depth of academic writing to effective methods for training future academic writers". "As pedagogical ramifications have been questioned, academic writing research has usually depended on the first language, although this has been questioned in the field" (Matsuda & Silva, 2019: 279).

Hyland (2007: 234) "cites many recent developments to explain why this interest exists. The first aspect is that higher education has historically been accessible to a broad range of socioeconomic, age, and ethnic groups. These historically marginalized populations bring distinct identities and educational backgrounds to the classroom. Thus, tutors cannot expect students to have the same degree of writing proficiency to match the objectives of their courses".

Hyland (2007: 235) "also mentions audits of teaching quality. Increased emphasis is being placed on instructional procedures, including student writing since writing skills are critical for professional development programs. The last factor is the English language's global dominance as a research language. Instead of being a language that can be learned, English has become a necessary academic competency. Academic writing is becoming increasingly important as more university students prepare to enter the workforce after graduation.

Assessing Writing

The aim and significance of the task of writing are embedded inside the test of writing proficiency. Letters and pledges are not written without a purpose. As a rule, writing is more harder to understand than speaking to someone face-to-face. Consequently, a piece of writing's success is determined by how well it accomplishes the stated goal (McNamara, 1996:287). To give an example, the goal of a persuasive essay is to persuade the audience. The essay will only be deemed successful if and when it meets this requirement (Weigle, 2002:167). Language learning and assessment must take into account more than just the

content of a piece of writing when it comes to conveying meaning and accomplishing its goal.

Language testing has a strong feeling of performance assessment and a weaker sense, according to McNamara (1996:289). The difference between strong and weak sense is that strong sense focuses on the intent of the writing, whereas weak sense concentrates on the language employed in the text. When grading written responses from students, a language teacher should evaluate both the purpose and the learner's use of language. An solution to a reading passage may come from a student's own work. The assignment and response would be more in line with the strong sense in writing assessment since comprehension would be more significant. A language teacher, on the other hand, might concentrate on the text's structure, vocabulary, or grammatical norms, all of which are more closely linked to the weak sense. The decision is heavily influenced by the assessment's goal.

3.0 Methodology and Procedures

The experimental design is "the blueprint for the techniques by which the researcher may test hypotheses by obtaining accurate conclusions regarding the relationship between independent and dependent variables" (Best and Khan, 2006:177). The experimental design is a "traditional method for doing quantitative research or testing an idea (or practice or process) to discover whether it affects an outcome or dependent variable" (Creswell, J. W. 2012:294). A table summarizes the study's experimental design (1)

Table(1)
The Experimental Design

Groups	Independent variable	Posttest
Experimental	Multiword Expressions Technique	Multiword Expressions Technique test
Control	Traditional method	

3.1 The Population

The population is defined by Richards (2017:85) as the people whose data is being collected. To describe a group of people, use the term "population," which is both a group and a total number of people (Lehman and Mehrens,1971:18). The current study's population totals 86 fifth preparatory school pupils enrolled at Omar Al-Mukhtar preparatory school for the academic year 2021-2022. Students are divided into two groups: (A, and B). Sections (A) and (B) were randomly assigned to constitute the experimental and control groups, respectively, with a total of (86). Section (A) has 42 pupils, whereas section (B) has 44 students. (12) students are not permitted to participate in section (A), and (14) students are not permitted to participate in section (B). A portion of those pupils will be hired as part of the pilot study. Thus, (30) students from section (A) were assigned to the experimental group, while (30) students from section (B) were assigned to the control group. As a result, the total sample size is (60), which represents 69.76 percent of the original population.

3.2 Test Construction

They used the subject they had picked as their starting point to develop a post-test to see if there were statistically significant differences between the control and experimental groups.

3.3 Face Validity

Face validity, according to Taherdoost (2016:29), "is the degree to which a measure seems to be connected to a certain structure in the eyes of non-experts like test takers and representative test items". Face validity "refers to a researcher's evaluation of an instrument's presentation and importance depending on whether the characteristics seem relevant, reasonable, unambiguous, and clear" (Oluwatayo,2012:391-400). "Validity is linked to the fact that the test is important since students must be confident that the exam tests what is called a test" (Brown,2001:388).

3.4 Content Validity

For Bollen (1989), content validity is a qualitative sort of validity in which the conceptual domain is established and studied to see if the measurement represents it accurately.

3.5 Reliability of the Achievement Tests

Reliability refers to the degree to which a test, whatever it measures, is stable; it should be stable (Best & Khan, 2006:289). Ravitch (2007:16) "defines dependability as a testable metric of consistency. For example, if a person takes two different copies of the same test on two different days, their findings should be similar. The post-reliability of a test is determined using the Alpha-Cronbach formula". The coefficient (0.87) indicates that the test questions are homogenous.

3.6 Pilot Study

According to "Richards and Schmitt (2010:219)", "the pilot test is used to prepare a small representative group of examiners to determine their appropriateness and efficacy". Twenty-six kids are selected from two sections (12 from group A and 14 from group B, as specified in the population of Omar Al-Mukhtar preparatory school).

3.7 Item Analysis

Item analysis is the process of evaluating test items based on their difficulty and discriminating strength. Cervantes (1989:11-12) defines item analysis as a tool that assists the test writer in locating test content and determining the difficulty or ease of an item. As a result, it is capable of identifying and distinguishing substandard learners.

3.7.1 Difficulty Level

The difficulty level is "measured as the percentage of students that properly answered each question" (Rosas, 2000:3). "The term "item difficulty" relates to the degree to which an item seems challenging or facilitated for a certain set of preferences". It merely indicates the proportion of learners that correctly answer the question. "The most relevant test item will have a difficulty level of 0.15 to 0.85" (Brown, 2010:70-1). The items of the post-test range from (0.31) to (0.74).

3.7.2 Discrimination Power

"Discrimination power is a term that refers to " determining the degree to which the findings of a single item correspond with the outcomes of the whole test". (Alderson, 1995: 80), "the degree to which an item differentiates between excellent and bad tastes are referred to as item discrimination. If an item gets right responses from excellent students and erroneous responses from bad students, it has a high discriminating power". "It's worth noting that strong discrimination power is close to 1.0, whereas no discrimination power exists at all" (Brown, 2010:71). So, the discrimination power of the test items is considered acceptable which ranges between (0.28) to (0.66).

4.0 Analysis of Data and Discussion of Result

4.1 Result Related to Pupil's Achievement in writing

The "results of the statistical analysis using the t-test for two independent groups indicate that the mean value for "multiword expression in the control group is (61.33)" with a standard deviation of (12.53), whereas the mean value in the experimental group is (75.60) with a standard deviation of (12.53). (12.53). The calculated t-value is (4.608), which is more than the tabulated t-test result of (2.00), at a 0.05 level of significance and one degree of freedom (58)". This indicates "that there are statistically significant differences in favor of the experimental group that was inductively exposed to the multiword expression method and the control group that was not exposed to the multiword expression approach".

It is concluded that there are statistically significant differences in scores between the experimental and control groups in terms of improving writing abilities, in favor of the experimental group, and the null hypothesis is rejected as a consequence of this. As seen in the table (2) below.

Table (2)
Data on Means, Standard Deviation, and t-Values for the Achievement Test's two groups of students

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	30	75.60	12.53			58	0.05
CG.	30	61.33	11.41	4.608	2.00		

4.2 Comparison of Students' Performance at the Recognition Level and the Production Level

On the posttest, the means of the experimental group's achievement at the recognition level and production level are calculated and compared to determine whether there is a statistically significant difference between them. The "obtained results show that students' mean scores at the production level are found to be (39.01) and that at the recognition level is (34.25). The t-test formula for two paired samples is used and the results show that the calculated t-value is (9.763) and the tabulated t- value is (2.04) at the degree of freedom (29) and level of significance (0.05), as shown in table (4.2)".

This indicates that there is a considerable difference between students' accomplishments at the recognition level and those at the production level, and that the production level is more valuable. The second hypothesis is therefore rejected, as seen in the table (4.2).

Table (4.2)
Students' Mean Scores, Standard Deviation, and T-Value of the Experimental Group Performance at the Recognition and Production Levels

Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Production	30	39.01	6.96			29	0.05

Recognition	30	34.25	6.06	9.763	2.04

4.2 Discussion of Result

The superiority of the experimental group's students, as determined by the turn-taking technique, results in the following:

1- This technique employs a systematic scientific methodology to assist students in developing their writing abilities via the use of multiword expression capabilities while teaching English.

2- The multi-word expression technique contributes to the classroom climate of pleasure by attracting children's attention via activities and projects.

3- The multi-word expression approach aids in increasing students' enthusiasm to participate and demonstrates what they learn via images of acting performance and writing ability.

4- The technique of multiple-word expression promotes learners to be more adaptable in their language usage and to increase their capacity to form words.

5- The multi-word expression approach contributes significantly to student motivation by allowing kids to engage in activities and roles freely and respectfully reflected on their inductive comprehension of the content.

7- The conventional approach does not accomplish the educational process triangle (encouraging the instructor, preparing suitable activities for students, developing curricular plans, and pupils engaging with the topic), which the multi-word expression methodology does.

9- The multi-word expression is a contemporary strategy that aids in the development of a cooperative, research-oriented, and persevering mentality.

5.1 Conclusions

The application presented a framework for integrating MWEs into writing skills that enables extrinsic assessment of the utility of MWEs with varying

degrees of compositionality. The present research used a quasi-experimental approach to explore the association between learners' usage of MWEs and their writing and overall ability. The present study's findings indicated that the percentage of MWEs employed by students was a strong predictor of their writing skills. Additionally, the present research found that mean scores were more predictive of learners' writing skills than t-scores of the MWEs. The present research, however, discovered a strong link between learners' MWE usage and their overall competency in favor of the experimental group.

5.2 Recommendation

Several suggestions may be made in light of the present study's findings:

1. Iraqi English language instructors are asked to include the MWE in their classroom instruction.

2. Teachers should use digital tools in their classes to produce dynamic, engaging lessons and to aid students' learning.

3. Teaching tactics should be geared at improving students' writing abilities.

4. EFL instructors should assist and encourage students to build their personalities via confidence and boldness.

5.3 Suggestions for Further Research

Several recommendations for further research may be made in light of the present study's results and limitations. The present research comprised learners with comparable levels of language competency. Future research may include students with varying degrees of competency. Having individuals with varying degrees of skill may provide inconsistent findings on the link between MWE usage and overall competency.

Another possibility would be to research various abilities or components of an exam. MWEs have no discernible association with total language competence. However, research that examines the usage of MWEs in learners' oral output and maybe their reading and listening abilities during an exam may reveal a stronger correlation between the use of MWEs and learners' overall competence levels.

References

Alderson, C. (1995). *Dictionary of Language Testing*. London: Cambridge University Press.

Arnon, I. (2009). *Starting Big–The Role Of Multi-Word Phrases In Language Learning And Use*. A Dissertation Submitted To The Department Of Linguistics And The Committee On Graduate Studies (Doctoral dissertation, Stanford University).

Baldwin, T., Bannard, C., Tanaka, T., & Widdows, D. (2003, July). An empirical model of multiword expression decomposability. In *Proceedings of the ACL 2003 workshop on Multiword expressions: analysis, acquisition, and treatment* (pp. 89-96).

Bardovi-Harlig, K., & Stringer, D. (2017). Unconventional expressions: Productive syntax in the L2 acquisition of formulaic language. *Second Language Research, 33*(1), 61–90.

Best, J. W. and J. V. Kahn (2006) "Research in education, 10th." *New Delhi: PHI Learning Private Ltd*.

Bollen, K. A.(1989)**.** *Structural Equations with Latent Variables*. New York: John Wiley & Sons.

Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Longman.

Brown, H. D. and P. Abeywickrama (2010). *Language assessment: Principles and classroom practices*, NY: Pearson Education White Plains.

Brown, L.(2001). *Teaching by Principles an Interactive Approach to Language Pedagogy 2Ed***.** San Francisco: San Francisco University.

Cervantes, Emerta, P. (1989). "Designing a Reading and Listening Test for a Specific Purpose". *English Teaching Forum*. Vol. xxvii, No.1.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative*, Boston: Pearson.

Evert, S. (2005). *The statistics of word co-occurrences: Word pairs and collocations*. The University of Stuttgart. (Doctoral dissertation). University of Stuttgart, Stuttgart.

Firth, J. R. (1935). The technique of semantics. *Transactions of the Philological Society, 34*, 36-73. doi:10.1111/j.1467-968X.1935.tb01254.x

Firth, John R (1968a). A synopsis of linguistic theory. 1930-55. In Palmer, F.R. (ed.). *Selected Papers of J. R. Firth 1952-1959*, pp. 168-–205. London: Longmans.

Gyllstad, H. (2007). *Testing English collocations: Developing receptive tests for use with advanced Swedish learners*. Lund University.

Hogue, A. (2008). *First steps in academic writing* (2nd ed.). White Plains, NY: Pearson Education.

Hsu, J. Y. (2007). Multiword Lexical Units and Their Relationship to Impromptu Speech. *Online Submission*.

Hyland, K. (2002). Genre: Language, context, and literacy. *Annual review of applied linguistics*, *22*(1), 113-135.

Hyland, K. (2007). *Writing in the academy: Reputation, education, and knowledge*. London, UK: Institute of Education Press.

Hyland, K. (2008). As can be seen: Lexical bundles and disciplinary variation. *English for Specific Purposes, 27*(1), 4-21.

Korkontzelos, I. (2010). *Unsupervised learning of multiword expressions* (Doctoral dissertation, University of York).

Lehman, Irvin & Mehrens A.(1971*). Educational Research Reading In Focus*. U.S.A.: American Winston INC.

Lewis, M. (1993). *The lexical approach*. Hove, UK: Language Teaching Publications.

Manning, C. D., & Schütze, H. (1999). Lexical acquisition. *Foundations of statistical natural language processing*, *999*, 296-305.

Masini, Francesca (2005). Multi-word expressions between syntax and the lexicon: the case of Italian verb-particle constructions. SKY Journal of Linguistics 18: 145-173.

Matsuda, P. K., & Silva, T. (2019). Writing. In *An introduction to applied linguistics* (pp. 279-293). Routledge.

McNamara, T. F. (1996). *Measuring second language performance*. London, UK: Longman.

Mitchell, Terence Frederick. (1971). Linguistic 'goings-on': Collocations and other lexical matters arising on the syntagmatic record. *Archivum Linguisticum* 2: 36–69.

Moon, R. (1998). Fixed expressions and idioms in English. New York, NY: Oxford University Press.

Nation, P. (2001). *Learning vocabulary in another language*. Cambridge, UK: Cambridge University Press.

Nesselhauf, Nadja (2005). *Collocations in a learner corpus*. Amsterdam/Philadelphia: John Benjamins.

Nesselhauf, Nadja. (2004). What are collocations? In Allerton, David John, Nesselhauf, Nadja and Skandera, Paul (eds.), *Phraseological units: Basic concepts and their application*, pp. 1–21. Basel: Schwabe.

Nunan, D. (2003). *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 7625 Empire Dr., Florence, KY 41042-2978.

O'Keeffe, A., & McCarthy, M. (2010). *The Routledge handbook of corpus linguistics*. New York, NY: Routledge.

Oluwatayo, J. A. (2012). Validity and reliability issues in educational research. *Journal of educational and social research*, *2*(2), 391-391.

Omidian, T., Shahriari, H., & Ghonsooly, B. (2017). Evaluating the Pedagogic Value of Multi-Word Expressions Based on EFL Teachers' and Advanced Learners' Value Judgments. *TESOL Journal*, *8*(2), 489-511.

Omidian, T., Shahriari, H., & Siyanova-Chanturia, A. (2018). A cross-disciplinary investigation of multi-word expressions in the moves of research article abstracts. *Journal of English for Academic Purposes*, 36, 1-14. doi:10.1016/j.jeap.2018.08.002.

Pawley, A., & Syder, F. H. (2014). *Two puzzles for linguistic theory: Nativelike selection and nativelike fluency* (pp. 203-239). Routledge.

Raimes, A. (1983). *Techniques in teaching writing*. New York, NY: Oxford University Press.

Ravitch, D. (2007). "The truth about America's schools: is K-12 education lagging badly, or have we'raised our sights'? Diane Ravitch answers the tough questions." *The American (Washington, DC), 1(5),* 70-78.

Richards, C. and Schmitt, K. (2010). *Longman Dictionary of Language 4Teaching and Applied Linguistic, (4th ed)***.** Harlow: Pearson Educational Limited.

Richards, C. and Schmitt,K.(2010). *Longman Dictionary of Language 4Teaching and Applied Linguistic, (4th ed).* Harlow: Pearson Educational Limited.

Rosas, M. (2000) "The Level of Difficulty and Discrimination Power of the Basic Knowledge and Skills Examinations". *Electronic Journal of Educational Research Vol. 2, No. 1***,** 2000. Available at http://2n0.1/contents- Beckhoff. pdf redieuabc.mx/contenidolvo1.

Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Basingstoke, UK: Palgrave Macmillan.

Sinclair, John. (1966). Beginning the study of lexis. In Bazell, Charles E., Catford, C., Halliday, Michael A.K. and Robins, R.H. (eds.), *In Memory of J. R. Firth*, pp. 410-430. London: Longman.

Taherdoost, Hamed(2016). "Validity and Reliability of the Research Instrument: How to Test the Validation of a Questionnaire/Survey in a Research". *Article in SSRN Electronic Journal*. www.elvedet.com 1-9.

Thomson, H. (2020). Developing fluency with multi-word expressions. *TESL Canada Journal*, *34*(3), 26-53.

Wahl, A., & Gries, S. T. (2018). Multi-word expressions: A novel computational approach to their bottom-up statistical extraction. In *Lexical Collocation Analysis* (pp. 85-109). Springer, Cham.

Weigle, S. C. (2002). *Assessing writing*. Cambridge, UK: Cambridge University Press.

Wood, D. (2006). Uses and functions of formulaic sequences in second language speech: An exploration of the foundations of fluency. *The Canadian Modern Language Review, 63*(1), 13-33. doi:10.3138/cmlr.63.1.13

Wray, A. (2002). *Formulaic language and the lexicon*. Cambridge University Press, 110 Midland Ave., Port Chester, NY 10573-4930 (45 British pounds).