The Innovative Pedagogy and Foreign Language Learning: Exploring the Effect of Corpus-Driven Language Learning on Lexical knowledge of Pakistani Undergraduates

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Abstract

With the advent of 21st century, the foreign language learning methods and techniques have been revolutionized. In Pakistan, there is still research work to be done to investigate the effect of innovative ELT methods and approaches on lexical knowledge of language learners. The present study is an endeavor to explore the effect of corpus-driven language learning method on the development of lexical behavior of Pakistani EFL undergraduates. For the collection of required data, a pretest posttest experimental design was administered to the EFL undergraduates of a public sector university. Two groups of the selected sample attended the ELT classes; the controlled group received instructions conventionally with books while the experimental group received a specific treatment based on noticing hypothesis for the development of knowledge of collocations. Statistical analysis showed the treatment based on noticing hypothesis theory has had more positive effect on the learners' improvement than the conventional teaching method used. The research work has theoretical and practical contributions in the area of Applied Linguistics. The finding of the study has endorsed the theories of modern linguists like Smidth, Flowerdew, and Boulton who have supported the autonomous learning among the foreign language learners as well as opened new horizons for the future researchers to apply modern techniques for the development of language learning among EFL/ESL learners.

Keywords: *Autonomous-learning; Corpora; Lexical-collocations; Pattern-hunting; Pattern-defining; Procedural-knowledge*

1. Introduction

English has become a transnational language and is being adopted as second language by the world communities (Wessendorf, 2015). It is not only a popular medium of the global communication but has also become a source of progress and prosperity. Asian nations including Pakistani people are trying their best to enhance English proficiency among the young learners. Although much effort has been exerted on the part of academia and policymakers to promote the level of English as a second language (ESL) since the emergence of the country on the globe, yet the existing scenario is not so encouraging to be claimed as the fruitfulness of these efforts. The undergraduates of the country maintain their foreignness in language exposure whenever they are provided with an opportunity to have interaction at international forum. Even, they don't have the knowledge of the natural combinations (collocations) of language units because they are not being trained in this phenomena. The

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learners are learning the English language as a compulsory subject from childhood, from the first class and reach the university level but they cannot speak English fluently (Adil, 2019).

Currently, In the country, English is being used as a medium of communication in parliament and other important military and civil functions of the government (Channa, 2017). The medium of instruction at higher level has been declared English, which testimonies the status of English as a Second Language in Pakistan. No doubt, "English has been nativized in Pakistan" (Mehmood, 2009, p.2); the students are studying the English language as a compulsory subject from childhood and reach the university level but they cannot speak English fluently (Adil, 2018) and cannot show their competence in writing. Several research studies have been undertaken to explore the nature of the problems faced by Pakistani Learners in learning English as ESL (English as second language) such as the research work of Akram & Qureshi, 2012. Many researchers have worked on the variation exists in Pakistani English (Baumgardner, 1995; Mehmoob & Ahmar, 2004; Rehman, 2011; Uzair, 2012; Demir, 2016). Apart from that, few have tried to prove Pakistani English as a distinct variety of English and formulating its mark within the sphere of "new Englishes" (Mehmood, 2009; Bilal et al 2011). Many former researchers have mainly probed into the administrative and other macro-level issues like environment or deficiency of well-trained instructors as key factors hinder the adoption of English as second language in Pakistan; some have tried to prove Pakistani English as a special variety in South Asian Englishes. A very little attention has been paid to the development of vocabulary among EFL/ESL learners of the country, particularly, the way the lexical patterns are being used by these learners. Approvingly, the teachers as well as the learners are not well aware of the modern approaches like lexical approach of language learning which is greatly important for lexical competence (Shah et al, 2019).

In Pakistan, there is still research work to be done to investigate the effect of modern ELT methods and approaches on lexical behavior (the natural trend of the usage of English lexicons) of language learners and their use of lexical patterns, for example; "two or more words that tend to occur together (collocations)" (Lewis, 2000, P.73), as shown in table 1.1, which reveals the language behavior of language users.

Table 1.1: English Collocations.

Definition	Example
(arbitrary recurrent word combinations) (Benson, 1997)	to reach a verdict, to commit (a) murder, to launch a missile, to withdraw an offer, to make an impression, homework, etc.

As claimed by David P. Wilkin in 1992, that little could be conveyed without grammar but nothing could be conveyed without vocabulary. The crucial task faced by foreign language learners is acquiring a sufficient amount of vocabulary. It has been observed by Michael Lewis (1945) that usually our vocabulary consists of prefabricated chunks of various kinds; 'the single most important chunk is known as collocation' (Lewis, 2000). Traditional teaching methods at Pakistani schools have led to inadequate vocabulary knowledge.

"The language learners may have 'competence', the mental representation of grammatical rules but poor 'performance', the use of language for comprehension and production"(Ellis, 2015, p.18).

Keeping in view of above mentioned fact, the present study endeavors to move knowledge ahead in the field of modern teaching/learning approaches especially the lexical approach based on noticing hypothesis in teaching the English language to EFL learners, particularly, their

usage of prefabricated chunks (collocations) in academic writings.

The noticing hypothesis has been unmistakably examined with regards to second language learning studies. It holds that 'students' obtaining of semantic information is bound to increment assuming if their attention is intentionally attracted to linguistic elements (Schmidt, 2010). In this process, students need to focus on structure (Schmidt, 2010); then, at that point, they need to see highlights of their interlanguage grammar (ILG) and target language (Truscott, 1998); then they should be capable inductive learning component to have the option to make a speculation, relationships and recognize designs in the objective language (Luo and Zhou, 2017); at last, they need to contrast their ILG and target language with chalk out confounds and discrepancies (Boulton, 2012). This is what kavaliauskiene (2013) called "subjective jump to cognizant insight".

1.1 Problem Statement

The problem faced by nonnative Pakistani learners is the use of traditional approaches in ELT classrooms; even with the end of the second decade of 21st century, there is, still the same Grammar Translation Method, valid in most of the public and private sector of education. Most teachers use the mother tongue for the translation of target language concepts and the language learners generally cover their syllabi to take the exams and score marks in the paper rather than the development of the language (Channa, 2017). The teachers also focus on the contents rather than the objectives of the syllabi. There is a lack of qualified subject specialist in English across all the provinces of the country. English language teaching is regarded as being far from a satisfactory level (Fareed, Jawed, & Awan, 2018). Realizing these concerns, the government of Pakistan has taken positive initiatives to launch ELT training programs like ELTR (English Language Teaching Reforms) and Train the Trainer through ICD (Institute of Career Development); yet there is very little attention has been paid on the incorporation of modern techniques based on innovative ideas like noticing hypothesis such as in the ELT training programs.

There is a serious problem with the English language learners in Pakistan that they try to learn the grammatical structures conventionally rather than acquiring language skills. The traditional method of language teaching/learning led to inadequate knowledge of EFL Pakistani university students (Al-mahbashi, 2015). The learners focus on the individual meaning of the vocabulary items paying less attention to formulaic expressions like collocation (Yaemtui, 2018). Moreover, there are external and internal factors badly effecting the lexical behaviour of the EFL/ESL learners including the learner's family background, his environment, and his way of learning (Nawaz et al, 2015). He/she has no direct exposure to the English language and is not introduced inductive approach with explicit and implicit knowledge of field-depending at all which helps to promote foreign language acquisition (Luo & Zhou, 2017). The learners depend upon the teachers and the materials in case of language learning that's why they fail to use the foreign language in their common communications. They are usually trained under the umbrella of declarative knowledge rather than procedural knowledge which impedes their foreign language proficiency (Fuentes, 2001).

The non-native Pakistani learners are unaware of the knowledge of collocation which plays an important role in promoting lexical behavior of EFL learners. They do not know the natural tendency of words proximity (Shah et al, 2020). Native English speakers can easily acquire collocations because they hear and use English every day. They use collocations without conscious choice to produce proper expression. Whereas, the nonnative do not have the

opportunity to observe the language patterns as collocations in practice and performance that causes many problems in the acquisition of foreign language. The learners are not provided with such opportunities as to have direct language exposure for the development of procedural knowledge which is durable. Therefore, the introduction of modern teaching technique like noticing hypothesis in ELT syllabus is inevitable for fruitful results.

Keeping in view of the afore mentioned problem, the study aimed to delve into the role of noticing hypothesis in English language teaching/learning and to make language learners aware of and better able to recognize the advantage of modern language learning technique and to investigate the effectiveness of such teaching approach on the lexical behavior of learners. Based on the exploratory research design of mixed-method (Cresswell, 2014), the present study endeavors to meet the objectives while answering the following close-ended and open-ended questions:

1. To what extent does the intervention based on Corpus-driven learning improve Pakistani EFL undergraduates' use of English collocations?
2. What are the Pakistani EFL undergraduates' perceptions towards learning English language based on innovative technique?

1.2 Significance of the Study

Modern teaching/learning techniques in the foreign language learning are the need of the hour. These can improve the language proficiency more effectively than the congenital ones. According to Ellis (2005), speaking natively is speaking idiomatically using frequent and familiar collocations. The present study renders a contribution to the importance of Noticing hypothesis in teaching lexical collocations. It will make the learners realized that knowing vocabulary is not merely learning new words; it needs to have familiarity with familiar words in proper combination. The study can facilitate language acquisition by making learners notice the features of language inductively they come across while reading or observing in their surroundings autonomously. In this way, learners can develop their mental lexicons to have native-like fluency and competency.

2. Literature Review

The noticing hypothesis has been unmistakably examined with regards to second language learning studies. It holds that students' obtaining of semantic information is bound to increment assuming if their attention is intentionally attracted to linguistic elements (Schmidt, 2010). A not many slivers of proof make express references in writing; in any case, Papp (2007) has shrewdly propounded while checking on the articles of different linguists, the mental cycles supporting students' noticing the distinctions of the language they created and the language they experienced:

Firstly, students need to focus on structure (Schmidt, 2010); then, at that point, they need to see highlights of their interlanguage grammar (ILG) and target language (Truscott, 1998); then they should be capable inductive learning component to have the option to make a speculation, relationships and recognize designs in the objective language (Luo and Zhou, 2017); at last, they need to contrast their ILG and target language with chalk out confounds and discrepancies (Boulton, 2012). This is what kavaliauskiene (2013) called a subjective jump to cognizant insight.

Early corpus exercises connected with SLA studies include the mental course of noticing

hypothesis, which commonly of these procedures will in general have a place with the inductive methodology. This approach includes unconstrained noticing by the actual students or coordinated by the instructors. In specific cases, where the students are provoked by the educators to search for explicit language examples or elements could be seen as "educational mediation" (Gilquin and Granger, 2010a). Flowerdew (2009) has proposed four cycles of instructor coordinated noticing exercises: Representation (taking a gander at data), Cooperation (conversation and imparting insights), and Intercession with educator's intervention, and Enlistment, making one's own standard for a specific component.

Kennedy and Micelis (2010) have proposed two sorts of noticing exercises: Pattern hunting and pattern defining. Pattern hunting procedure incorporates perusing the entire text in view of title or test type and searching for recurrence list for familiar word blends while, pattern defining functions for the particular reason when the understudy has a specific example to him to see in the data (Kennedy and Miceli, 2010). The two kinds include noticing as example characterizing with respect to the educator and example hunting with respect to understudies. In addition, asking learners to look at potential keywords or certain blends a long time before they counsel a corpus should have been visible as noticing-hole hypothesis as the learners attempt to contrast their conjectured highlights and the corpus data. Along these lines, students can resolve designs inductively even with next to no direction. In this manner, Karashen's (1984) guarantee that understandable information is an adequate and vital condition for second language learning needs modification in light of DDL. As Linux (2001) calls attention to the particular element of DDL way to deal with inductive instructing is that the language data is fundamentally, and the educator doesn't realize ahead of time what rules or example the student will find (Linux, 2001).

There are two types of noticing: strong and weak form (Boulton, 2012). The solid structure guarantees that consideration should be paid to a few part of the stimulus environment and that viewpoint should be seen before a psychological portrayal of that improvement previously framed. While, the weaker structure claims that individuals find out about the things they take care of and find out a lot of about the things they don't take care of. In the event of noticing hypothesis purposeful consideration that is explicit learning is vital for contribution to become consumption. Subsequently DDL recommends that language learning ought to comprise generally of conscious-raising (CR) exercises instead of the educating of rules (Hadley, 2002). CR alludes to make language students mindful of the specific examples of the objective language and he/she intentionally utilizes concordance to see the elements of this specific example.

3. Methodology

Being a post positivist, the researcher has followed the quantitative approach with experimental design for the collection of data to prove the hypothesis. The following segments explain the various phases of the research methodology:

3.1 Population and Sampling

The investigation of the study was generalized for the Pakistani non-native EFL university undergraduates and the teachers teaching English language courses at the university level. As per Higher Education Commission Pakistan statistics (2022) there are 174 universities in the country including 1194176 undergraduates who are studying English language courses compulsorily among the other courses of their degree programs. 11246 faculty members are

serving in the English departments of the universities.

3.2 Sampling

The present study used a non-probability intact sampling method (Swami & Viren, 2011) this sampling technique is most effective in quasi experimental research where results can be generalized only by making very strong assumptions about the sample(s) An intact group is already formed group. Being a faculty member of the department of Applied Linguistics, the researcher selected Government College University Faisalabad Pakistan undergraduates of BS English (Literature & Linguistics) degree program as a frame of sampling. An intact group of 100 enrolled students of BS 3rd English (literature & Linguistics) were selected for the quantitative data.

3.1.2 Participants of the Research Study

Being the part of the Department of Applied Linguistics GC University Faisalabad Pakistan, the researchers themselves are the part of the research study. The sample for experimentation will be selected from the students of the same department. The non-native Pakistani 100 undergraduates of 3rd semester BS English (Literature & Linguistics) for the session 2018-22 were selected as the sample of the study. The morning group of 50 undergraduates was treated as experimental group and evening group of 50 undergraduates of the same level of study were treated as a controlled group for the present study.

As far as the ethical requirements of the research were concerned, all the participants were asked to give their consent to the researcher to use their uploaded material as the required data for corpus compilation to be used for the research study. A consent form was prepared in which the participants were familiarized with the research aims and data collection procedures.

3.1.3 Comparison between both Groups of Research Sample

The participants of both morning and evening groups of the same session (2018-22) were not randomly assigned to the experimental and controlled groups, they seem to be comparable in many aspects.

➢ Both groups belonged to the same department of the university.
➢ Both had the same educational level that is the 3rd semester of the same session (2018-22) degree program.
➢ Both had taken the same courses introduced by the university
➢ Both had the same age level
➢ The information about their English learning background, learning strategies preferences, familiarity with different language learning techniques and skills were sought through a questionnaire (see appendix B) that could help to determine to what extent the participant groups are comparable.

3.3 Material for Study

To collect data, a prerequisite for the research study, the following types of materials were prepared to undertake and used appropriately while collecting data relevant to the study.

➢ Teaching material: the revision of course outlines for ELT Method & Approaches and CALL. (Appendex A)
➢ Set of a questions based on Kehoe's guidelines (1995) to check the comparability of the selected sample in the context of English proficiency level. (Appendix B)
➢ Compilation of corpora from editorials of leading newspapers of the Britain print media

and Pakistani print media. The activities were based on participants' dominant intelligences, namely visual-special and linguistic-verbal intelligences proposed by Gardner

➤ preparation of spec-driven items relevant to the research hypothesis in the pretest (Davidson & Lynch, 2002). (Appendix C)

➤ Preparation of spec-driven items relevant to the research hypothesis in the post-test. (Appendix D)

Earlier, a pre-test comprising of 25 spec-driven items (selected from the already chosen items) were composed while following the series of guidelines by Kehoe (1995) and originated from the idea of "Critical Reverse Engineering (RE)" coined by Davidson and Lynch (2002), which evaluated the knowledge of lexical collocations of the selected sample (see Appendix C), was administrated upon both groups and the results were operated upon descriptive statistics on excel sheet as shown in the following table 3.8. the average of the test scores of experimental group is 13.95 and controlled group is 14.03. It means that no significant difference existed between the results of both groups' pre-test.

Table 3.1: Results of Pre-Test.

Participants	Number of responses	Number of Blanks	Total	Aerage	SD
Experimental group	40.00	10.00	50.00	13.95	3.99
controlled Group	39.00	11.00	50.00	14.03	3.34

The experimental as well as control group have almost the same competence about the knowledge and usage of collocation before the experimental treatment.

3.4 Validity and Reliability of the Data

According to Drost (2011) validity is the extent to which a measure adequately represents the underlying construct that is supposed to measure. In the case of present study, face validity was maintained by a strong indicator, investigated through the pilot study, that was the inappropriate use of collocation by the non-native EFL Pakistani learners seemed to be reasonable measure of the underlying construct.

For the maintenance of the internal validity of experimentation design, both the experimental and control group were undergone through a survey questionnaire with summated rating method with Likert scale to check their English proficiency level which showed the equitable results from both of the groups.

In order to minimize the confounding variable, the both groups were selected from the same level of the same degree program.

As far as reliability of the research instrument is concerned, the factor of history was controlled by conducting the test of the both groups simultaneously. The factor of Instrumentation was controlled with fixed test based on Item Analysis Theory. The factor of regression was controlled by nean differences regardless of extremity of scores of the characteristics. More reliability was achieved by true scores, indirect testing and testing features including multiple choice question items, longer test items and close items.

The factor of morality might not be controlled properly as there remained a possibility of complex interaction among participants which affected the results, and both the groups could not have similar sessions with the instructor at similar time on same topic.

3.5 Research Method

The design of the present study is mainly chalked out according to the experimental method of research design (Cresswell, 2014). The present study explored the effect of noticing hypothesis in the teaching of lexical collocations to Pakistani non-native ungraduated university students. The subject of the study was tested earlier to find their level of English; then, the sample of study was bifurcated into experimental and controlled group. The experimental group was treated for a complete semester under the hypothesis of the study. Two types of corpora were compiled to investigate seven types of lexical collocation (as shown in table 3.2) which were automatically extracted from corpora by the software AntConc.

Table 3.2: Types of Lexical Collocations.

Sr No	lexical pattern	examples
1	Verb + Noun	(make a mistake)
2	Verb + Adverb/Adjective	(to show clearly,)
3	Noun + Verb	(results proved)
4	Noun + Noun	(a ceasefire agreement)
5	Adjective + Noun	(heavy traffic)
6	Adverb + Adjective	(extremely generous)
7	Adverb + verb	(simply show)

The lexical combination (collocations) was described by the sub-groups of the experimental group to have a deep understanding while comparing these unusual patterns with BNC. A pre-test (Appendix-A)comprising of 25 items, for evaluation of the English collocational knowledge of the selected sample, was formulated and distributed among the participants. The spec-driven test items (selection from the tests we have already seen or from pilot work) were composed while following the series of guidelines by (Kehoe, 1995) and originated from the idea of "Critical Reverse Engineering (RE)" coined by Davidson and Lynch (2002). Data was collected quantitatively and operated upon inferential statistics to measure the P-value of results from experimental group and controlled group.

Later, the experimental group was treated with modern teaching method based on Noticing hypothesis exploiting the participants' dominant intelligences, namely visual-special and linguistic-verbal intelligences (Gardner, 1983), for a complete semester of 16 weeks and more attention was focused on the study of the specific lexical collocation. Whereas, the controlled group was treated with the traditional way of teaching. After a complete semester post test (Appendix-B) was conducted to check the results of the treatment.
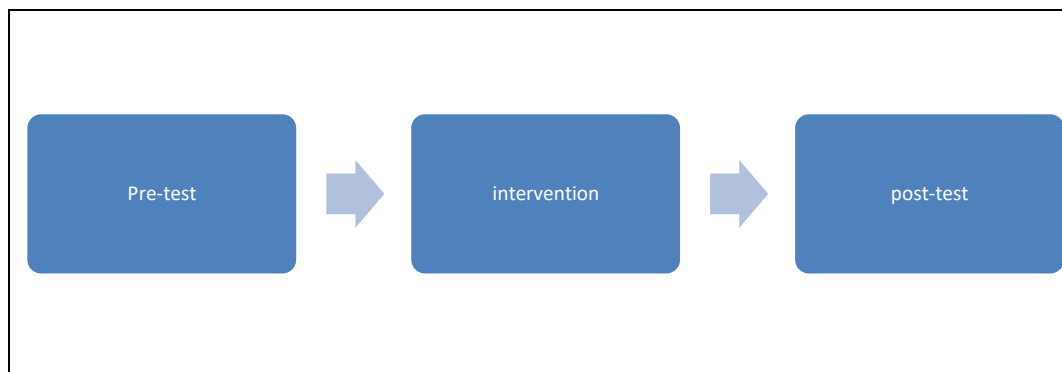

Figure 3.1: Experimental Research Method.

In the phase of post-test, the participants of the study were administrated upon certain

standardized test items (Appendix-B) regarding the knowledge of lexical collocations and their output was compiled in the form of numerals which was latterly analyzed through descriptive statics and the comparison between the results of both groups was analyzed through t-test of inferential statistics(Costa et al., 2018) as shown in the following table 3.3 which showed the significant effect of the treatment of the experimentation.

Table 3.3: Statistics of the Results of Post-Test.

Groups	Number of Responses	Number of Blanks	Total	Mean	SD	T-test
						P-value
Controlled	46	4	50	13.67	2.74	
Experimental	49	1	50	22.41	2.09	1.2923E-29

The validity of the experimentation was maintained as:

➢ The factor of history was controlled by taking the tests of both the groups simultaneously.
➢ Instrumentation was controlled with fixed test based on item analysis theory
➢ The factor of regression was controlled by the mean differences regardless of the extremity of scores of the characteristics,
➢ However, the factor of morality might not be controlled properly. There remained a possibility of complex interactions which affected the results. Although the conditions for both groups were tried to be similar yet the both groups could not have similar sessions with the teachers.

The results obtained from the experimentation treatment have been discussed in the following segment.

4. Results and Discussion

The data was analyzed quantitatively to reach the appropriate answer to the question of the research study:

To what extent does the intervention with Corpus-driven learning improve Pakistani EFL undergraduates' use of collocations?

As the sample selected for the research study were the undergraduates of the 4th semester (Morning & Evening session) of GC University Faisalabad Pakistan. Earlier, the sample of the study was administrated upon a pre-test and then after treatment based on noticing hypothesis a post-test was conducted. To obtain the feedback and to have statistics for the research work an objective type test was chosen to be administrated upon the sample of the study. The declarative knowledge of the participants was evaluated by the multiple-choice questions whereas the procedural knowledge in the case of language learning was assessed by matching the column portion of the test. The results from the data obtained was analyzed by descriptive statistics. The quantification of data has been described in detail in the following phases.

To find out the significant difference between the results of the pre-test and post-test the difference between the results of the individual participant was calculated on the excel spreadsheet then the columns of the differences were operated upon ANOVA (single factor) operational tool to measure the significant difference. The ANOVA results have been shown in the following table 4.1

Table 4.1: OVA (Single Factor) Results of the Difference between the Results of Control Group & Experimental Group.

SUMMARY						
Groups	Count	Sum	Average	Variance		
Controlled Group	50	82	1.64	25.94939		
Experimental Group	50	526	10.52	36.90776		
ANOVA						
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**
Between Groups	1971.36	1	1971.36	62.72509	3.76E-12	3.938111
Within Groups	3080	98	31.42857			
Total	5051.36	99				

The results show that the sample size of both the control group and the experimental group is identical. There was an improvement in the results of the controlled group as 82 is a positive number but the sum of the experimental group (526) is much larger than the controlled group. Now ANOVA test verified the significant difference between the results of both groups after experimental treatment. The *p-value* is much lower than the alpha said i-e .05. It indicated a significant difference between the controlled group and the experimental group.

The participants' declarative knowledge of the language chunks, which is familiarity with the lexical combination (collocations) in general and frequently used in language by native and nonnative speakers was evaluated in the multiple-choice and fill in the gap parts of the pre and posttests. The statistical analysis of these parts of the tests showed that both groups enjoyed some improvement which might be interpreted as an instructional influence during the semester. The students involve in procedural knowledge while being treated in the whole semester.

Procedural knowledge is an adequate measure to empower the students to convert their interest into knowledge (Fakharzadeh, Youhanaee, & Nejadansari, 2013). In this study, CDLL was demonstrated to be an effective means of activating and converting interest into performances of understanding. As for the procedural aspect of research participants' language development, they have undergone the process of pattern-hunting and pattern-defining phase; both have been discussed in the following paragraphs

4.1 Pattern Hunting

Seven sub-groups of the experimental group did the pattern-hunting of seven types of lexical collocations respectively. Each group looked at the prescribed patterns of the lexical combination from both of corpora under investigations as described in the phase of the methodology. They congenially did the pattern hunting based on noticing hypothesis theory (Flowerdew, 2015). It has been noted that in this procedural phase students developed a certain interest which converted into the performance of understanding. The patterns of lexical collocations which were used by the non-native speakers/writers and were not accepted by the native speakers were embossed into the permanent memory of the participants as they processed upon those lexical combinations which were latterly described by them in the phase of pattern defining.

4.2 Pattern Defining

After having pattern-hunting of specific lexical collocations, the participants subsequently discussed the uneven patterns among the whole class in the form of presentation. They successfully did pattern-defining. Earlier, the participants mentioned the reasons of mis-

collocation based on the model of co-occurrence of restrictions propounded by Sinclair and Allerton (1984); later, they exemplified these mis-collocations concerning the influence of cultural and regional languages as caused those occurrences which led to the element of foreignness in the language usage of non-native English learners.

The impact of the procedural knowledge upon the participants has been revealed in the results of the post-tests the participants of the experimental group showed good performances as compared to the control group who sought the knowledge of collocations conventionally from books and dictionaries along with other written materials. Moreover, when data was collected qualitatively through semi-structured interviews, all the participants strongly recommended knowledge-seeking through the procedural way. The faculty members and the students both favored that process of learning as it was the best method with which knowledge could be retained permanently by the learner himself.

It has been sharply observed that the participants took keen interest while processing the corpora on software. They developed a taste of learnig formulaic chunks of the foreign language. The sentence structure of the text of interview responses showed the usage of combined lexicons with longer expressions. The feature was discussed with the faculty of the department of applied linguistics GC University Faisalabad Pakistan; they not only appreciated the CDLL approach but also recommended to revise the course outline of ELT Method & approaches being taught in the department.

5. Conclusion

According to Schmidh (2010), The experimental group, under treatment based on noticing hypothesis was bound to increment assuming when their attention was intentionally attracted to linguistic elements. It was found that the participants who have undergone the treatment of noticing hypothesis approach was in a better position in developing their knowledge in the context of the usage of the lexical collocation then their fellow beings in non-noticing hypothesis treatment. The results generated before experimentation and after experimental treatment has shown significant difference, based on inferential statistics, as discussed in the chapter four. It shows that the university undergraduates using noticing hypotheisi approach can develop their knowledge of language elements like collocations, frequently used in connecting ideas explicitly and implicitly, easier than their counterpart learners using the conventional material and teachers' presentations.

The second finding concerns the development of procedural knowledge of the learners on the grounds of the usage of correct collocations as accepted by the native speakers. The results show that experimental participants have improved the 'language use' features more than that of control group. 'Language use' features are defined as linguistic constructions, word order, and linguistic accuracy. These findings have been supported by the results obtained from the post-test of the experimental treatment.

Thirdly, the participants of the experimental group showed their keen interest while seeking procedural knowledge through the inductive approach of language learning. They did pattern-hunting and then pattern-defining based on the theory of noticing hypothesis (Schmidt, 2010) to maintain the durability of knowledge. Therefore, there is a significant difference between the results of the part of procedural knowledge between the experimental and controlled groups as compared to the declarative part of the tests.

The researcher believes one of the goals of the course (ELT Method & Approaches) which seems to be the development of learners' micro-level skills in lexical knowledge has been met. The EFL undergraduates have developed a taste of vocabulary enhancement through treatment based on the innovative strategy of corpus-driven learning. The learners as well as teachers have recommended the need for procedural knowledge in the case of EFL/ESL teaching/learning.

It can be concluded that the hypothesis, conceptualized on strong theoretical frame work has been scientifically and systematically proved that the modern technique like data driven learning based on noticing hypothesis has positively affected the the language learning of EFL Pakistani undergraduates. The research work has a positive theoretical and practical contributions in the research area of Applied Linguistics as it has endorsed the theories of modern linguists like Smidth, Flowerdew, Boulton who have supported the autonomous learning of the foreign language learners as well as it has opened new horizons for the future researchers to apply the modern technique based on noticing hypothesis for the development of larger language units as proved in this research work, the development of collocational knowledge among EFL/ESL learners.

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Appendix-A		
Pre-test		
This is a purely research oriented task. You are supposed to response earnestly and honestly as the response obtained naturally would validate the results.		
Item. 1 Match the column		
Sr No	**Lexicon**	**Collocate**
1	Help	view
2	Gorgeous	a fuss
3	Soar	sorry
4	Aloof	rain
5	extremely	upward
6	ceaseless	from
7	Make	desk

Item 2 Choose the natural collocation.

Q1 - Which is correct?

I have done a great deal of work.

I have done a big deal of work.

Q2 - Which is correct?

We're in severe straits.

We're in dire straits.

Q3 - Which is correct?

I've got a deafening headache.

I've got a blinding headache.

Q4 - Which is correct?

It wasn't much trouble- it was no great deal.

It wasn't much trouble- it was no big deal.

Q5 - Which is correct?

It is a fatal disease.

It is a mortal disease.

Q6 - Which is correct?

He's terminally ill.

He's mortally ill.

Q7 - Which is correct?

It's a small priority issue.
It's a low priority issue.
Q8 - Which is correct?
I like the environment of the restaurant.
I like the ambiance of the restaurant.
Q9 - Which is correct?
It was total chaos.
It was great chaos.
Q10 - Which is correct?
She was highly drunk.
She was extremely drunk.

Item.3 Tick the appropriate word suitable for the blank region of the sentence:

1.   An open and friendly manner is ... of this region.

(a) Personality   (b) characteristic   (c) individuality (d) Character

2.   The children have been as good as gold. So well-...

(a) Adjusted   (b) intentioned   (c) dressed (d) behaved

3.   I thought his comment about my putting on too much weight was quite ...

(a) Tactless (b) cynical   (c) sensitive   (d) egotistical

4.   My sister is really self-... She can join in a group without any introductions.

(a) Confident   (b) controlled   (c) absorbed   (d) Centered

5.   I read the newspapers every day because I like to be well-... about what's going on in the world.

(a) Known (b) Informed   (c) Educator   (d) brought-up

6.   The ... paragraph gives the background to their research project.

(a) preceding   (b) bygone   (c) retrospect   (d) beforehand

7.   These are very ... times, and it may be a while before everything returns to normal.

(a) temporary   (b) turbulent   (c) contemporary (d) rapid

8.   There has been a dramatic ... in the way we see modern society.

(a) shift   (b) amendment   (c) alteration   (d) variation

Participant--------------------

Appendix-B
Post-test
This is purely a research oriented test. Your earnest response would help to validate the results of the research study. Your response would be mentioned anonymously in the document.

Item 1 Gap Filling
Select the proper collocation from the parenthesis and fill the gap

1. It's a bit of a sticky ___. I don't know what to do.   (Area, situation)
2. I think we've made a terrible ___ .   (Judgment, Mistake)
3. I think we've had a very lucky ___.   (Chance, escape)
4. I have a gut ___ that this project will be unsuccessful.   (Feeling, instinct)
5. Phew! That was a close ___ !   (Edge, shave)
6. We need to talk about the thorny ___ of restructuring the company.
(Issue, danger)
7. He suffered a severe ___ in his ambitions.   (Obstacle, setback)
8. You'll need a strong survival ___ to do well in this company. The office politics are terrible!
(Bone, instinct)
9. There was a tense ___ between the police and the protesters.   (Fight, stand-off)
10. It's not easy knowing what to do. We're in uncharted ___ here.   (Land, territory)

Item 2 MCQ
Tick the correct collocation among the options given below the each sentence.

1.   The _____ majority of rain in Spain falls mostly on the central pl
   a)   Big
   b)   vast
   c)   most
   d)   far

2.   The fact there is a _____ gap between the rich and poor in my country i
   a)   Climbing
   b)   Lengthening
   c)   Widening
   d)   soaring

3.   In _____ years we have experienced a rise in the number of cars on tl
   a)   Last
   b)   Latest
   c)   Past
   d)   Recent

4.   I was _____ disappointed when I failed my driving t
                                                          est.
   a)   Bitterly
   b)   Strongly
   c)   Forcefully
   d)   largely

5.   Many _____ species can be found on the grasslands and in the jungles
   a)   Risky
   b)   Imperiled
   c)   Endangered
   d)   unlucky

6.   The internet added a _____ to crime.
   a)   New area
   b)   New dimension
   c)   New zone
   d)   New criminality

7.   Darwin and Wallace were the first scientists to _____ the theory of ev
   a)   Predict over
   b)   Made up
   c)   Plan out
   d)   Put forward

8.   The police said that the _____ details of what happened are still not a

a)   Precise
b)   Really
c)   Best
d)   Exactly

Item 3. Match the column:

1	genuinely	verdict
2	effective	words
3	possible	mob
4	information	inclusion
5	significant	release
6	weasel	amendment
7	marriage	partnership
8	adverse	concerned
9	lynch	breakdown
10	news	desk