

# **Language Chunking and Its Possible Value in Developing Iraqi EFL Learners' Fluency at the University Level**

**Researcher :Ghafil Mohammed Joudah**

**Asst..Prof. Dr. Jameel Qasim Hameed**

Dept. of English, College of Education for Human Sciences, University of Basrah

## **Abstract:**

The present research is entitled **Language Chunking and Its Possible Value in Developing Iraqi EFL Learners' Fluency at the University Level**. It aims at proving that language chunking is a suitable strategy and has a possible value in enhancing the Iraqi EFL learner's fluency at the university level. This hypothesis is investigated by applying a certain selected test conducted on the fourth-year students at the level of the University of Basra to develop their ability of L.Ch. to make them easier to recognize and synthesize language chunks. Besides, this study tries to raise the students' awareness of lexical chunks and help to chunk language successfully. Also, it attempts to encourage students to consider L.Ch. as a central methodology linked together with the lexical view of language.

The problem of this research study is based on the relationship between language chunks and fluency and how these chunks influence the spoken language at the university level. This possible language value is somewhat ignored in the academic studies related to this level. So, the researcher finds it important to shed light on this area. Concerning the hypotheses, it is hypothesized that language chunking is a strategy of enhancing the fluency of EFL learners. Moreover, students at university level are not aware about using lexical chunks.

Consequently, the procedures followed to solve the problems are listed as follows; a. 70 fourth-year students have been chosen for the current research study at the University of Basrah ,Department of English, b. These students have been tested by using a lexical chunks to find out to what extent do they know how to use them, c. To analyse the results, statistical system (SPSS) has been used in the study, d. Finally, the results have been read and interpreted from a critical prospective that recommends on the ability of students in using lexical chunks. All in all, the research study ends up with certain conclusions given at the end of this research.

**Key Words:** Language Chunking (L.Ch.) , Lexical Chunks (L.Chs.), English Foreign Language ( EFL), pedagogical strategy.

**"المقطوعات اللغوية وقيمتها المحتملة في تطوير طلاقة متعلمي اللغة الانكليزية العراقيين على المستوى الجامعي"**

الباحث: غافل محمد جوده

أ.م.د. جميل قاسم حميد

قسم اللغة الانكليزية/كلية التربية للعلوم الانسانية/جامعة البصرة

**المخلص:**

تهدف الدراسة الى تقصي المقطوعات اللغوية في جامعة البصرة كالأمثال والحكم وغيرها، والتي بدورها تساعد الطلبة على تطوير قابلياتهم اللغوية، من حيث فهم تلك المقاطع واعادة صياغتها، يقدم القسم النظري التعريفات المختلفة لمصطلح المقطوعات اللغوية وأنواعه ووظائفه وأهميتها في تعلم اللغة الاجنبية. كذلك تهدف الدراسة الى رفع وعي الطلبة أزاء تلك المقطوعات. بينما يتناول القسم العملي منهجية البحث. ينتهي الفصل الأخير باستنتاج مفاده أن المقطوعات اللغوية لها التأثير الايجابي في تطوير الطلاقة لدى طلبة الجامعة.

إن مشكلة هذه الدراسة تركز على العلاقة ما بين المقطوعات اللغوية والطلاقة اضافة الى كيفية تأثير تلك المقطوعات على اللغة المنطوقة على المستوى الجامعي. حيث يرى الباحث ان هذه المقطوعات هي طريق لتقوية الطلاقة لدى متعلمي اللغة الاجنبية خصوصا على المستوى الجامعي. ان الاجراءات التي يقوم بها الباحث في هذه الدراسة هي كما يلي: اختيار ٧٠ طالب من المرحلة الرابعة قسم اللغة الانكليزية كلية التربية جامعة البصرة حيث يقوم هؤلاء الطلاب بالإجابة عن الاختبار لمعرفة مقدرتهم اللغوية أزاء المقطوعات اللغوية. يستخدم الباحث برنامج ( SPSS ) في التحليل الاحصائي في الدراسة الحالية. خلصَ البحث الى بعض النتائج التي جاءت ذكرت في الصفحة الاخيرة منه.

**الكلمات المفتاحية:** المقطوعات اللغوية، الكلمات المركبة، اللغة الأجنبية، استراتيجية تعليمية

## **1- Literature Review of Language Chunking**

Although Language Chunking, henceforth (L.Ch.) , is considered as one of the noticeable feature in English Language Teaching, yet it did not attract that serious concern from the part of scholars or researchers until the last few decades, especially when Michal Lewis ( 1993) created his Lexical Approach for teaching foreign language. Wray(2002) in his book, **Formulaic Language and the Lexicon** was one of the pioneers to explain the notion that chunk is regarded as “a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, kept and retrieved whole from memory at the time of use, despite of being subject to generation or analysis by the language grammar” (P.45)

Additionally, different scholars and researchers attempted to study the process of L.Ch. from various standpoints, as it was referred to ,for example, by Ling Shi1 and Lei Wang ( 2015), which was based on how lexical chunks were used by Chinese EFL learners. Rini Anggraeni (2015) dealt with the subject from the point that chunking refers to the strategy of breaking down information into bite-sized pieces, so the brain can more easily digest new information. Another example is that of

Javdani and Jadidi ( 2016 ) who examined the impact of knowledge of multiword units on pragmatic knowledge of Iranian English Foreign Language learners. The research was conducted on the major findings derived from the study which highlighted the fact that Iranian advanced EFL learners with higher repertoire of multiword lexical knowledge demonstrated higher pragmatic ability and outperformed in expressing the speech act of request. The purpose of this study was to investigate Iranian EFL learners' manipulation of multiword chunk knowledge in the way that they could perceive the given speech acts, with a view to shedding light on their pragmatic knowledge.

In the same way, Kadhm ( 2018 ) tackled the effect of chunks teaching on the Iraqi EFL students' performance in speaking. This study was introduced to the Department of English, College of Basic Education, University of Al – Mustansiriayah. The main aim of the study was achieved through verifying the following hypothesis: “There is no statistically significant difference between the mean score of the students who are taught speaking according to chunks and that of the students who are taught speaking according to traditional method”.

## **2- Lexical Chunks : Definition**

*Chunks* is defined as “a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, kept and retrieved whole from memory at the time of use, despite of being subject to generation or analysis by the language grammar” (Wray ,2002,p.45). In the same way, chunks are considered as the smallest unit to be performed by the memory, storage, input and output of discourse. Thus, learners of the second language have to demonstrate a great number of chunks; it could help the them to interpret and analyze what the native speakers say ( Altenberg ,1998,p.101).

Lexical chunks play the key role in human language processing and acquisition. The automatic identification of lexical chunks is beneficial to many areas of Computational Linguistics, including Machine Translation, automatic parsing, and the automatic evaluation of the text (Pawley and Syder, 1983,n.p).

Lexical chunks, depending on certain grammatical constituents , function, or range of conventionalization or a combination, are accordingly set up. There is a usual definition that is adopted by some scholars which describe lexical chunks as groups of multiword units of language which exist in long-term memory as if they were an individual item like, ‘depend on’, and ‘pay attention to’. There are other names for the same phenomenon abound in the literature: ‘prefabricated patterns’, ‘prefabs or lexical phrases’, ‘ready-made (complex) units’, ‘lexical chunks’, ‘multi-word items’, ‘formulaic sequences’, ‘lexical items’ and so on. All definitions point to a basic characteristic of lexical chunks; they can be fixed or semi fixed lexical phrases, but often are units that are longer than a single word. Some of the differences in

definitions of lexical chunks are due to the different theoretical perspectives that researchers adopted.

Since the core element of the lexical approach is the concept of lexical chunk and its role played in oral communication performance, so the term “lexical chunk” is referred to as “a sequence of words which is stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar”. Within the scope of the study, the term “lexical chunk” is typically defined as a fixed or semifixed lexical phrase with functional meaning(s), which existed and produced automatically as the entire unit in the language acquisition process ( Wary, 2000,p.465 ). Additionally, Lexical chunks have also been defined differently in the way that they have been referred to as groups of two or more words that tend to occur together and that often, though not always, are non-compositional; that is, the meaning of the chunk as a whole is not fully determinable from the meanings of its individual words and any meanings conveyed by the syntactic operations combining them.

### **3 - Functions and principles of Lexical Chunks**

Lexical chunks as they play a very important role in language learning, they can serve different learning functions. Lexical chunks in real communication can enhance the effect of the relationship between the mother tongue of the learners and native speakers in the choice of words and discourse output. Language units have drawn the attention to focus on the idea that the lexical chunks can help in improving learner's communicative competence: language fluency, accuracy, creativeness, and cohesion. It helps them to speak fluently. This word combinations have both the advantage of retrieval and of permitting speakers (and hearers) to direct their focus to the accumulation of the structure of using, rather than keeping it concentrated narrowly on single words as they are implemented (Nattinger and DeCarrico,1992,p.32).

When the lexical chunks are used in sequences, speakers are able to make continued utterances as possible as they do. As long as the use of lexical chunks, according to the previous studies, paved the way for the learning process of language, speakers find it possible to use L2 properly and fluently without less hesitation. In view of accuracy, the term “native-like selection” refers to the capability of learners to pick out an accurate and idiomatic words and carry their ideas as native speakers do. Learners, however, are able to express themselves using prefabricated expressions that are native-like rather grammatically correct (Pawley and Syder, 1983,p.193).

Besides, Lewis (1997) states certain principles to be followed in the classroom instruction of lexis as they are shown in the following:

- **Topic:** According to this principle teachers have to put in their consideration certain framework which includes some various sorts of lexical chunks.

- **Collocation:** This principle triggers the idea that considers collocation as a central pedagogical activity.
- **Notion:** The use of this term means that a synoptic description of an event, which involves a psychological unity.
- **Metaphor:** It is one of the most creative techniques of clarifying lexical chunks in lexis.
- **Phonological chunking:** This principle lets teachers work on the intonation of formulaic speech since it is easier to retrieve a tune than irregular sequence of tips from a psychological point of view.
- **Keywords:** This principle concentrates on words that are considered as common in the language. (Lewis, 1997,p.92-94)

#### 4 - Lexical Items

Basically, language is made up of words. Words are formed of one or more morphemes. Linguistically, morpheme is considered as the smallest unit of meaning. Suffixes can be constituted as morpheme, for example, the word 'cats' includes two units that are meaningful. Sometimes we can find a word that has three morphemes like the word 'reopened'. One minimal of meaning is 'open', another minimal unit of meaning is 're -' ( meaning 'again') and a minimal unit of grammatical function is ' - ed' ( indicating past time ) ( Yule , 2006,p.63 ).

Similarly, Crystal (2005) clarifies that as follows:

**Traditionally words have been involved a focus of enquiry in the study of meaning, the term word is used in ways that obscure the study of meaning. The forms walk, walks, walking, and walked are all 'different words', yet from a semantic point of view they are all variants of the same underlying unit, WALK. If the variants are referred to as words, though, what should the underlying unit be called? It would not be particularly clear to say that 'these four words are different forms of the same word. ( p.192 )**

The most familiar type of lexical item is the single words, though these items approach certain educational problems concerned with choosing, sequencing, and learnability. 'Lexical items' are the smallest units for certain syntactic aims. Lexical items, then, are socially accepted independent units. (Lewis, 1993,p.90 ).

Correspondingly, there are two types of morphemes. They are distinguishably free and bound. The first type can stand by itself as a single word, for instance, 'close' and 'tour'. The second one cannot normally stand by itself and is considerably followed to another form, for example; 're-' , '- or', '- ed'. However, it can be said that all affixes whether prefixes and suffixes in English are bound morphemes. Generally, free morphemes can involve a set of English word forms like nouns, adjectives, verbs, etc. They can be identified as stems when they are attached to bound morphemes.

Consequently, free morphemes can be classified into two categories; They are open and close ones. The first category is that set of ordinary nouns , adjectives and verbs that carry the 'content' of the messages conveyed. These free morphemes are called lexical morphemes like : 'girl', 'man', 'house' , 'tiger', 'sad', 'long' , 'yellow', 'sincere' , 'open', 'look', 'follow', 'break'. When new lexical morphemes are added to the language rather easily, they are treated as an 'open' class of words. Other types of free morphemes are called functional morphemes as the examples such as 'and', 'but', 'when', 'because', 'on', 'near', 'above', 'in', 'the', 'that', 'it', 'them'. This set involves the functional words in the language like conjunctions, preposition, articles, and pronouns. Because of the inability to add new functional morpheme to the language, they are described as 'close' class of words ( Yule , 2006,p.64 ). However, Bybee (1985 ) counted two contrasting lexical items by stating that:

**Lexical items such as 'think', 'know', 'believe', or 'doubt' do not represent the lexical expression of mood, but rather periphrastic or syntactic expression. Lexical expression would involve a basic verb meaning, such as "go" appearing in two contrasting lexical items where the only difference between them is a mood difference two examples in English that come close to meeting the criterion are the verbs 'scram' and 'scat', which are only used in the imperative. What English lacks is a true complement to these verbs: a verb for "go away" that is never used in the imperative. ( p. 47 )**

## **5 - Classification of Lexical Chunks**

The existence and significance of prefabricated or lexical chunks in the native speakers' language as well as in the foreigner's production has been agreed on by the scholars. Such an important value led Lewis to sketch the types of language chunking; they are as follows:

1. **Poly words:** ( e.g., by mean of , in this way).
2. **Collocations:** ( e.g., be fully justified , come to life, heavy traffic jam)
3. **Institutionalized expressions:** (e.g., would you like a cup of tea?; It's beyond me ). Lewis (1993 ) has demonstrated this classification further as in the following:

1. **Poly words:** They are fixed short phrases with no variability.
2. **Collocations:** They are pairs of words that are co-occurring frequently in a natural text, for instance ; ( Adj.+N. as in; a huge profit , N. + N. as in; a pocket calculator, V. + Adv. As in ;live dangerously, V. + Adj. + N. as in; learn a foreign language, Adv. + Adj. as in; completely soaked , V. + Prep. + N. as in; speak through an interpreter Adv. + V. as in; half understand )
3. **Institutionalized expressions:** They usually occur with no variability and represents separate utterances with pragmatic functions such "as far as"

4. **Phrasal constrains:** They represent a fixed lexical phrases set relatively with slots that let some variation such as "take," "get," "make," "have." For example, You've got to . . .; get upset; take your time; take care; take it easy, etc.

5. **Frames / sentence builders:** they are lexical chunks that provide the shape of the sentences and include slots for parameters or arguments for the expression of the whole ideas such as "I think that....", "but also" , "not only" (Lewis, 1993,p.56).

#### **6- Multi – Word Unit**

Multi- Word Unit refers to an important construction of a unified word. It is one of the most important components of language overall. It gives a sense that there is a strong relationship between certain words which shows a unified idea. In other word, it means that some words fit together and others do not.

In fact, Native speakers of English use a lot of Multi – Word Unit in their daily life discourse. According to this fact, Multi- Word Unit can be identified as a string of collocated words, usually occur and with typically fixed lexical components and structures. Psycholinguistically speaking, the point, here, is that the directed researcher's attention is paid to the mental representations in multi-word unit processing since it shows a unified idea (Sinclair, 1991,n.p). Torner and Bernal points out that: "The lexical combinations included in dictionaries do not always correspond to the notion of specialized collocations. They are often mixed with phraseological units and general collocations, and even multi-word terms."

( Torner and Bernal, 2017 ,p.202 )

#### **7 - Collocation and Chunking**

Collocation refers to the lexical items sequences that habitually co-occur. Also, it refers to certain words that come typically with other words; for example; 'pay attention', 'pay cash'. Collocation, however, indicates a regular word combinations. ( Riemer, 2010,p.224 ). In this respect, a collocation shows the relationship that occurs between two lexical items by which they are typically unified. However, it is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Therefore, we find some combinations just sound 'wrong' to native speakers of English. For example, the adjective 'fast' collocates with 'cars', but not with 'a glance' (Michael, 2017,p. 6).

When a linguist studies the internal relationship of a lexical item, he/she must focus on its relationship with the other items within the language. When studying the structure of vocabulary, collocation is often referred to as the syntagmatic relationship of lexical items. It is derived from Latin word 'colloco' which means 'to be in the same place with'. Collocation can also be defined as the association of a lexical item with other lexical items as in: 'Apple' which collocates with words such as (eat, rosy, juicy), as in; 'Red' which collocates with (rose, blood), 'Sea' which

collocates with (rough, cruel, blue) and 'Mountain' which collocates with words such as (climb, steep, peak)( Hameed,1998,p.126).

## 8 - Research Methodology

This section deals with the methodological side of the research. The test has been designed to examine the students' knowledge of the fourth stage in the Department of English concerning the phenomenon of L.Ch. at the University of Basrah, particularly the College of Education for Human Sciences. Further, the chapter introduces the research statistical techniques and the pedagogical testing procedures adopted in the research design which is the **linguistic competence test (L.C.T.)** that has been used to measure the students' language fluency. The statistical analysis has been carried out by using the SPSS (STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES) program.

### 8.1 Research Sampling and population

Dörnyei (as cited in Hale and Napier) states that "Sample is a group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about"(Hale and Napier,2013,p.67). The sample and population of the present study have comprised the students at the Department of English, college of Education for Human Sciences, University of Basrah during the academic year, 2019/2020. The total number of the participants in this study is (70) students. The students who have participated in the test are chosen from the fourth stage because they expectedly have gained and represented the most reasonable level of English language learning. The following table indicates the number of the students who take part in the research test.

**Table ( 1 ) : Number of the Test Participants**

The participants	Number of participants	Tool of data collection	Total number of respondents
Students	70	Linguistic competence test	70

Also, the following table ( 2 ) shows the distribution of the population of the students involved in the study .

**Table( 2) : Distribution of the Population of the Students**

NO.	Students of University of Basrah	No. of Students
1	Department of English at the College of Education for Human sciences	70

### 8.1.1 Linguistic Competence Test

Thornbury ( 2006 ) states that linguistic competence can be defined as “the native speakers’ ability to formulate “well-formed sentences” (p. 37). On the contrary, Chomsky used this concept in generative grammar to refer to “the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language”. He sheds the light on the system of linguistic knowledge possessed by the native speakers of a language. It is distinguished from linguistic performance, which is the way a language system is used in communication. [https://en.wikipedia.org/wiki/Linguistic\\_competence](https://en.wikipedia.org/wiki/Linguistic_competence)

In this study, the concept ‘Linguistic Competence’ means the ability to use a language rather than to know about the language only. This linguistic competence test has been compiled from some sources and thus is characterized by the following points:

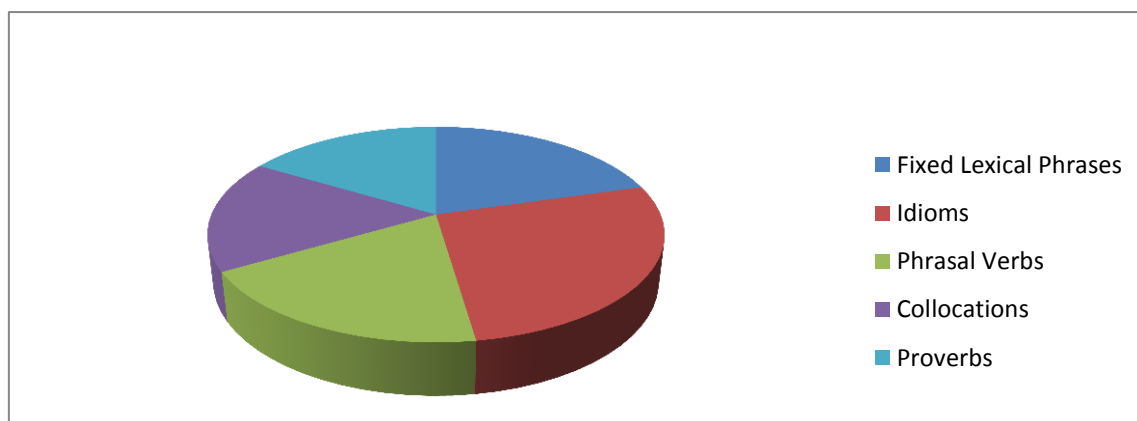
1. There are five categories used to make and include the whole lexical chunks items. They have been included four choices. They are adopted by the researcher in order to find out how the learners can work them out.
2. Then, sentences are gathered purposefully from some authorized sources dealing with grammar, in linguistic field; for instances **English Collocations in Use and English Idioms in Use** by MacCharthy, M. ,O’Dell, F. (2017 ) which are printed and published at Cambridge University Press.
3. The total number of all the sentences is (100), in order to make the L.Ch. test as inclusive as possible and to give the learner a good chance to select the right answer.
4. The test has been conducted electronically via Google ( Drive ) technique. It has been done so because of a pandemic , resulting from the spread of the Corona Virus disease.

### 8.2 Data Analysis

Following the test of language chunks through this study, the analysis shows that a total number of (100) answers are checked and shown as in Table (3) (see page ٧٠ ). The most correct and great proportion of answers appeared chronologically. The Idioms are present at large to refer to (140) frequencies utilized by the learners. The analysis also shows that the Fixed Lexical Phrases represents ( 106 )frequencies; it means that it occupies the second degree among other items. Moreover, the analysis indicates that the Phrasal Verbs represent ( 98 ) correct answers, among the other items. The final two categories are Collocations and Proverbs; Collocations represent ( 87 ) correct answers and Proverbs represent ( 85 ) correct answers as indicated in Table (3) and Figure (1) . Further, the analysis shows the median mean value which registers (%20.64) and the Standard Deviation which represents ( % 6.1 ) of overall mean:

**Table( 3 ) : Main Categories of Chunks.**

Categories	Item Frequency	Correct answers	Median	%	Standard Deviation
<b>Idioms</b>	20	140	28	40	8.2
<b>Fixed Lexical Phrases</b>	20	106	21.2	30.3	6.2
<b>Phrasal Verbs</b>	20	98	19.6	28	3.3
<b>Collocations</b>	20	87	17.4	24.9	2.2
<b>Proverbs</b>	20	85	17	24.3	2.5
<b>Total</b>	<b>100</b>	<b>516</b>	<b>20.64</b>	<b>29.4</b>	<b>6.1</b>



**Fig. (1) Main Categories of Language Chunks**

As it is shown in table (4) and figure (2) given above, **Idioms** show a larger frequency of occurrences than the other items. The analysis, depending on the given test, proves that the **Idioms** have the highest frequency of occurrences in the test, with 140 of the correct answers are detected. Here, the **Correct Choices of the Idioms** are achieving the first highest frequency among the other categories. The choice (C) in sentences ( 1,2,3 & 4) comes with the high frequencies (18,30,35 &36) while the choice B comes with 21 times. This is because that the learners seem to be good movie and website followers in which these modern mass media have a certain effect on their knowledge concerning idioms. All these results are shown in table (4).

**Table ( 4 ) : Correct Choices of the Idioms.**

Sentence No.	Choice	Frequency No.
1	c	18
2	c	30
3	c	35
4	c	36
5	b	21

Upon a clearer analysis of the categories in the test, results are cropped up to show all **Incorrect Choices of the Idioms** accordingly. The choice (A,B &D) in sentences numbered ( 1,2,3 & 4) come with high frequencies ( 52,40,35 & 34) while the choice (A,C& D) come with (49) times. This indicates that the learners learnt idioms much in the written form rather the spoken ones which means that they did not practise them in dialogues or conversational situations. It seems that the learners are not familiar with them, so these discrepancies occurred. In Table (5) the frequency of the **Incorrect Choices of the Idioms** is listed.

**Table (5 ) : Distribution of Incorrect Idioms.**

Sentence No.	Choice	Frequency No.
1	a,b,d	52
2	a,b,d	40
3	a,b,d	35

4	a,b,d	34
5	a,c,d	49

With regard to the **Correct Choices of the Fixed Lexical Phrases**, table (6) shows the occurrences of the **Correct Choices of the Fixed Lexical Phrases**. The frequencies of its correctness differ from the incorrect choices. The choice ( A ) occupies different occurrences among the other choices in sentences ( 1,2&3), it comes with high frequencies ( 21,22 &17 ). The choice (D) comes with ( 15 ) times only while the choice (C) comes with ( 31 ) times as it is clear in Table ( 6 ) .

**Table(6) : Distribution of Correct Choices of the Fixed Lexical Phrases.**

Sentence No.	Choice	Frequency No.
1	a	21
2	a	22
3	a	17
4	d	15
5	c	31

The detailed analysis of **Incorrect Choices of the Fixed Lexical Phrases**, on which the students' answers are submitted, appears in Table (7) and its frequencies of occurrences come as follows: the choices (B,C & D) represent the highest frequency in the analysis. In sentences ( 1,2&3), they come with high frequencies (49,48 & 53 ). The choices (A,B & C) come with ( 55 ) times only while the choices (A,B & D) come with ( 39 ) times. This indicates that the learners have little language competence about the structural and lexical knowledge of the phrasal verbs; therefore, the learners do not use them effectively and appropriately.

**Table( 7 ) : Incorrect Choices of the Fixed Lexical Phrases.**

Sentence No.	Choice	Frequency No.
1	b,c,d	49
2	b,c,d	48
3	b,c,d	53
4	a,b,c	55
5	a,b,d	39

With respect to the use of **Phrasal Verbs**, the number of occurrences of **Correct Choices of Phrasal Verbs** are shown in Table (8). The choice *D* has the highest frequency of occurrence among the others. It occupies different occurrences in sentences ( 1,&5), it comes with high frequencies ( 19,24 ) times. The choice *C* comes with ( 21 ) times only while the choice (*A* ) comes with (19) .Finally, the choice *B* has frequency of occurrence with (15) times.

**Table( 8 ) : Correct Choices of Phrasal Verbs .**

Sentence No.	Choice	Frequency No.
1	d	19
2	a	19
3	b	15
4	c	21
5	d	24

Regarding the **Incorrect Choices of Phrasal Verbs**, (5) sentences within (25) other sentences are present as it is shown in Table ( 9 ) . **Incorrect Choices of Phrasal Verbs** have different frequencies of occurrences. Side by side, the choice (A,B & C) have the highest frequency of occurrences.They occupy in sentences ( 1 & 2),they come with ( 51 & 46 ) times. They are followed by the choices (A,C&D), they occupied the second positions with (55) occurrences. The choice (B,C&D) comes with 51 times. Finally, the choices (A,B&D), have frequency of occurrence with (49) times. Besides, the analysis indicates that the learners have a lack of collocational awareness ,that is to say, they used to tackle fewer phrasal verbs than single words, so they have failed to answer the test accurately.

**Table( 9 ) : Incorrect Choices of Phrasal Verbs**

<b>Sentence No.</b>	<b>Choice</b>	<b>Frequency No.</b>
1	a,b,c	51
2	b,c,d	51
3	a,c,d	55
4	a,b,d	49
5	a,b,c	46

The table below shows the occurrences of the **Correct Choices of Collocations**. The frequencies of its correctness differ from the incorrect choices which achieve different frequency occurrences, followed by *the proverbs*; it occupies the fourth position among the other categories. Consequently, the choice B comes with (49) times in total. Sentences (1,3 &4) are showing the frequencies for each. The choice C comes with (21) times in sentence (2). Last, the choice A has frequency of occurrence with (17) times in sentence (5) Table ( 10 ).

**Table( 10 ) : Correct Choices of Collocations.**

Sentence No.	Choice	Frequency No.
1	b	15
2	c	21
3	b	17
4	b	17
5	a	17

The detailed analysis of **Incorrect Choices of the Collocations** shows that the choices (A,C&D) have the highest frequency of occurrence in sentences (1,3 & 4 ), they come with (161) times followed by the choices (B,C&D), They occupied the second position with (53) occurrences. Finally, The choices (A,B&D) come with 49 times. This indicates that the learners may store the collocations as if they were isolated words than the combined ones. Moreover, students' negative transfer has an impact on the use of collocations, especially, when they transfer the suitable collocation from their first language, and accordingly, they may commit mistakes. The analysis shows that there is a lack of awareness, that is to say, learners are unaware that some words should be combined together than others. Table (11) shows the occurrences of the **Incorrect Choices of the Collocations** in which the frequency is listed.

**Table( 11 ) : Incorrect Choices of Collocations.**

Sentence No.	Choice	Frequency No.
1	a,c,d	55
2	a,b,d	49

3	a,c,d	53
4	a,c,d	53
5	b,c,d	53

The number of occurrences of **Correct Choices of Proverbs** is shown in Table (12) . The choice (B) has the highest frequency of occurrence, it occurs (51) times in sentences (1,3 &5) , followed by the choices (A) which occurs (34) times in sentences (2 &4), These correct choices occupied the fifth position among other categories.

**Table( 12 ) : Correct Choices of the Proverbs.**

<b>Sentence No.</b>	<b>Choice</b>	<b>Frequency No.</b>
1	b	14
2	a	15
3	b	17
4	a	19
5	b	20

The following analysis of **Incorrect Choices of the Proverbs** shows that the choices (A,C&D) have the highest frequency of occurrence with (159) times in sentences (1,3 & 5), followed by the choices (B,C&D) which occurs (106) times in sentences (2 & 4). This indicates that the students are not familiar with use of the proverbs. They have not enough English language cultural background which enables them to recognise and understand proverbs perfectly. Table (13) shows the frequencies of the **Incorrect Choices of the Collocations**.

**Table( 13 ) : Incorrect Proverbs**

<b>Sentence No.</b>	<b>Choice</b>	<b>Frequency No.</b>
1	<b>a,c,d</b>	<b>56</b>
2	<b>b,c,d</b>	<b>55</b>
3	<b>a,c,d</b>	<b>53</b>
4	<b>b,c,d</b>	<b>51</b>
5	<b>a,c,d</b>	<b>50</b>

### **8.3.Conclusions**

It is hypothesized that language chunking is a good strategy of enhancing the fluency of EFL learners in using fixed Lexical phrases, idioms, phrasal verbs, collocations and proverbs. To validate this hypothesis, the linguistic competence test has come with certain results and conclusions. They are as in the following points:

1. The learners use of idioms is more dominated because the learners are used to following them by watching movies in TV and website as well, whereas, the uses of the other lexical chunks are limited. Generally, this indicates that they are not aware of the importance of the lexical chunks and thus they could not use them consciously.
2. The results indicate that the learners at the university level do not occasionally use lexical chunks of all types but idioms. This means that the students rely only on idioms rather than other categories.
3. The results show that the more lexical chunks students' responses in the test, the higher types are scored. So, there is a positive relationship between the number of

**Language Chunking and Its Possible Value in Developing Iraqi EFL Learners' Fluency at the University Level**

the right answers and the students' lexical chunks competence. That is to say, when the learner has a good mastery of L.Ch., it means that s/he has a relative control of fluency.

4. The findings indicate that students have different competence levels of using L.Ch. for each category as has been shown in the results obtained.

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*Language Chunking and Its Possible Value in Developing Iraqi EFL Learners' Fluency at the University Level*

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