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Phraseology in EGP Learning Materials:

The Case of Textbooks in Burundi Secondary School

MA Dissertation

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Abstract

The present study dealt with six textbooks used to teach English in Burundi secondary schools to find out the extent to which phraseology is part of the taught syllabus. The research also aimed at finding out the type of activities provided for learners to practice phraseological units they have been exposed to). Phraseology is presented in textbooks as Multi-word Units (MWUs). MWUs were identified manually, cross-checked in the *Oxford English Dictionary* and the *Online Oxford Collocation Dictionary*, recorded and categorized into three main phraseme categories and their subcategories (Granger and Paquot, 2008: 42; Section 2.4.2.1). The obtained list of MWUs was then concordanced in the textbook corpus, BEGPTC, to verify the exactitude of their frequencies in the corpus. To this end, software AntConc was used. Results from the analysis show that the textbooks present a relatively low number of MWUs. Lexical and Grammatical collocations were shown to be most frequent, while other categories receive less or no attention at all. Activities presented after reading the texts rarely have a direct focus on MWUs. Burundian learners, therefore, are exposed to a limited number of MWUs and do not get enough opportunities to practice the learned MWU. Therefore, teaching materials that promote all the MWU categories and in good numbers are urgently needed for successful phraseology learning.

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Sincerely,

Emmanuella Ahishakiye

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Abbreviations

AWL: Academic Word list

BEGPTC: Burundi English for General Purpose Textbook Corpus

BEPEB: Bureau d'Etudes des Programmes de l'Enseignement de Base

BEPES: Bureau d'Etudes des Programmes de l'Enseignement Secondaire

CALL: Computer Assisted Language Learning

EAC: East Africa Community

EFL: English as a Foreign Language

EGP: English for General Purpose

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

GSL: General Service List

L1: First language (Mother Tongue)

MWUs: Multiword Units

NNSs: Non-Native Speakers

PISA: Program for International Students Assessment

SL/L2: Second Language

TESOL: Teaching English to Speakers of Other Languages

1. Introduction

1.1. Background of the study

Learning English in non-native areas has become a requirement since ‘English, as a global lingua franca requires intelligibility and the setting and maintenance of standards’ (Graddol, 1997). The fact is that it is geographically widespread and is used as a tool of communication among speakers who do not share their first language (L1). Burundians, among others, have now realized the value of learning English and this fact calls for awareness of how English is learnt in Burundi.

Regarding the instructional situation in Burundi as anywhere else, the teacher, the learners and the textbooks are the main participants in any learning activity. Textbooks, are the guide for the teacher, provide learners with input and the techniques or methodologies to adopt for successful learning. Textbooks have significant influence on language learning in general, and on vocabulary learning in particular, specifically in Burundi where English is neither a mother tongue nor a second language. Hence, well-designed textbooks could contribute significantly in EFL learning/teaching as they are the widely used tool (Meunier, 2012) and so compensate the lack of digital tools. Whereas the 2009 PISA results indicate that learners have access to varied sources of foreign language input, CALL included, the situation of Burundian learners is different. Learners have not had opportunities to use computers in language leaning.

However, putting lexis at the center of language learning has provoked new thoughts on what aspect of vocabulary teaching/learning should receive more attention. Consequently, second/foreign language vocabulary research has highlighted that the prominence of multiword expressions in any second or foreign language learning activity is key to fluency and native-likeness. MWUs are fixed expressions and have been shown to be pervasive in language and therefore constitute important building blocks when learning a SL/FL (Howarth, 1998; Nattinger and DeCarrico, 1992; Wray, 2002). In other words, this study is concerned with phraseology and the extent to which Burundian learners are exposed to it in EFL learning. By phraseology I mean idiomatic sequences of words, or MWUs, that constitute a single choice (Cowie, 1998:5). Thus, the motivation behind this study lies in investigating the content of the textbooks used to teach English in Burundi to shed light on which MWUs are foregrounded in the teaching of the language.

1. 2. Rationale and objective of the study

1. 2. 1. Justification of the study

Applied Linguistics is one of the most researched areas but its main question on how second language is taught/learnt is still controversial. Mitchell and others (2013: xiv) contend:

while the field of second language learning research has been extremely active and productive in recent decades, we have not yet arrived at a unified or comprehensive view of how second languages are learned.

Although applied linguistics has attracted many researchers and scholars, it is clear that the area of second language learning has not been extensively researched. In particular, few studies have focused on the case of Burundi. Moreover, the aspect of instruction materials has been given little attention. There are not much data on the treatment of phraseology in ELT textbooks as studies have focused on language for specific purposes or on one category of phraseology. For instance, to diagnose the cause of foreign language learners' awkward language, Gouverneur (2008) only focused on frequent-verbs and investigated only two verbs 'make' and 'take' in ELT textbooks while her aim was to verify whether the failure of learners in the use of lexical units is material-based. This exploratory study takes a broader approach as it seeks to give an overview of the phraseological language Burundian learners are exposed to in textbooks used in secondary schools.

1.2.2 Aim of the study

This exploratory study grew from the central role of phraseology in language in general and in second (L2) and/or foreign language (FL) learning in particular (Sinclair 1991, McCarthy 1997). The more multi-word expressions or preassembled units a learner acquires, the more his vocabulary increases. Selecting and using prefabricated or multiword expressions effectively enhances learners' competence in the target language (Kennedy, 2008; Wray, 2002; Howarth, 1998) and this depends greatly on the frequency and the quality of lexical units in learning/teaching materials (Nation, 2001).

The aim of analysing textbooks for Burundi secondary schools is to find out how textbooks used to teach English mirror research findings in ESL/EFL learning or adapts recommendations through their presentation of phraseology to learners.

Taking into consideration Kennedy's (2008) and Gouverneur's (2008) recommendations that it would be advisable to think of a learner-directed phraseology curriculum and phraseology prominence in textbooks, the results will inform readers (especially teachers/learners, curriculum designers, textbooks producers and researchers) of the status of the current taught vocabulary in terms of frequency and focus.

The main question and its two subsequent questions that guided this analysis are :

1. To what extent do textbooks used to teach English in Burundi secondary schools provide learners with phraseological units?
 - a) What types of phraseological units are given most attention in the textbooks?
 - b) What focus do activities in the textbooks give to practice phraseological units?

1.3. Linguistic situation of Burundi

Burundians have been using one national and official language, "Kirundi," in the course of daily life. Burundi is one of the rare African countries that have a single indigenous language that is intelligible to the entire population regardless of the users' social status. Apart from Kirundi, other languages such as English, French and Swahili are spoken in Burundi on a small scale. Kirundi worked for a long time as an everyday tool of communication, a mother tongue and an official language (Nizonkiza, 2006). English and French users are mostly those who have been to school since the majority of the population is in the rural areas, of whom more than half are uneducated, a fact that is common to almost all African countries as (Skattum, 2009:172) indicates:

Africans speak one language or several languages of their around 2000 African languages, very often a local and a regional language plus a European language if they have been to school or have been in touch with western people.

Despite the fact that French, the colonial language, has been a medium of instruction and the language of administration, diplomacy and business for years, it remains the language for elites. Whereas Swahili, has no formal status and is spoken in urban areas only, English, which has been automatically recognized as the third official language, has now emerged though it is not used in Burundians' interactions except when they are in the presence of foreigners who speak

neither Kirundi nor French. Hence, English plays the role of a lingua franca between nationals and foreigners in accordance with Cogo and Dewey's view below.

ELF entails contact between speakers from varying linguistic and cultural backgrounds which can take place in a fully extensive range of domains and functions. (Cogo and Dewey, 2012:189)

As far as the languages' status is concerned, Burundi has officially recognized Kirundi, French, and English as official language from 2014, while Swahili still has no formal status.

As any language policy change might have impact on the curriculum, all four languages are taught from primary school - Grade 1 (Ordonnance ministérielle N° 610/023 du 09/01/2007) though the decision was not effectively acknowledged as expressed in the excerpt below.

Considering the tremendous learning load for the young pupil presented by the use of four languages (Kirundi, French, English and Swahili) from Grade 1, these language choices seem to be more related to political considerations than pedagogical ones. (UNICEF, 2016)

Kirundi is the language of instruction up to Grade 4 and then French takes over, whereas English is used as a medium of instruction only in university programs majoring in English (Faculty of Literature and Arts & Institute for Applied Pedagogy- Department of English). Swahili, instead, is learnt as subject up to the lower level of secondary school and is reintroduced in higher education in the faculty of African languages and the Institute for Applied Pedagogy- Department of Kirundi Swahili.

The teaching of English and Swahili resulted from the influence of regional integration where the two languages dominate the official languages of the five East African Community (EAC) members. Confining to the argument that 'language policy has a direct impact on TESOL instruction and therefore should be considered as a crucial factor in planning TESOL programs (Judd 1981: 59), Burundi like other member states had to meet the EAC requirements.

However, even though Manishatse (2013) reports that the aim of adopting English and Kiswahili subjects in primary school curricula was to 'have harmonized curricula and active competition in EAC', the two courses are not yet part of the national test done at the completion of primary school. Regardless of the incompatibility between language policy and reality, it can be agreed that the presence of all the four languages makes Burundi a multilingual society.

1.4 Outline of the thesis

My thesis is organized in six chapters, which include an introduction to the work, the framework of the study, methodology and the findings on MWUs in the textbook under study.

1. Introduction

Background of the study

Rationale and objective of the study

Linguistic situation of Burundi

2. Theoretical Framework

English as a global language

English Language teaching in Burundi

Phraseology and English language teaching

Phraseology and Teaching materials

Multi-word units

3. Material and Research Method

Material

The Corpus (Burundi English for General Purpose Textbook Corpus: BEGPTC)

Vocabulary range of the six textbooks

Research procedure

4. Data analysis and Findings

Data analysis

Findings

5. Suggested Exercises

6. Conclusion

Chapter 1 begins with the background of the study, a description of the rationale and objective of the study, and the linguistic situation in Burundi. After this introduction, Chapter 2 sets the theoretical framework. In this chapter, I start by looking at the status of English language. Then I make a description of the teaching of English in Burundi. Next, I survey Phraseology in relation to English language teaching with focus on teaching materials in general and textbooks in particular. After that, I define Multiword units and present the taxonomy (section 2.5) that was used in the classification of MWUs. In chapter 3, Material and Research Methods, I present the material (textbooks) used for this study, their vocabulary content in terms of their coverage of the frequent words' lists and I explain how I conducted my research. This is followed by an

analysis of data from the six different textbooks and a presentation of the findings. What follows is a suggestion of exercises that have a direct focus on MWUs. Finally, I discuss the results and come to a conclusion. In the next chapter 2, I define terms curriculum and syllabus. Finally, in Chapter 7 I recapitulate major findings and carry implications of the study, outline the limitations of study and propose possible issues for future research.

2. Theoretical Framework

Computer-aided studies have revived the status of phraseology and inspired new ways of teaching vocabulary, encouraging computer-assisted language learning (CALL) at the expense of textbooks. Nevertheless, textbooks may still convey ‘research-based information to teachers and learners in a form that is suitable’ (Schmitt, 2008:333) to implement vocabulary learning/teaching change.

Vocabulary learning in a SL/FL should focus on teaching multiword units (MWUs) (Wray, 2000) and learners need to acquire and get greater exposure to large numbers of multiword units (Nattinger and DeCarrico, 1992; Meunier, 2012).

In this chapter, I will begin by discussing English as a global language, and then describe the learning/teaching of English in Burundi. After, I will discuss the importance of phraseology and the usefulness of its inclusion in teaching materials, especially textbooks. The last section of this chapter defines MWUs and provides the taxonomy that was used in the classification, and the challenges I faced at that stage of my research.

2. 1. English as a global language

The English language is taking over the lead worldwide. As pointed out by Baker (2009) and Jenkins (2006), it has spread far and wide to the extent that it is often referred to as a ‘world language’, hence the world’s lingua franca. Graddol (1997:1) argues that English is universally spreading: ‘the language of the sceptered isle is rapidly becoming the first global lingua franca’. He adds that it has become ‘a common working language’ due to its pervasiveness in all domains of life.

With regard to the status of English as a global language, there are three concentric circles: the inner circle of native users, the outer circle for those who use it as a second language and the expanding circle representing those who use it as a foreign language (Krashen, 1986: 242). Even though according to Krashen’s model, only native speakers of English, the inner circle, owned the English language, this has been challenged because nowadays people from the outer and the expanding circles can become as proficient as the native users.

Many speakers in the outer circle grow up with English as their first language and are actually native speakers, many second-language users are more proficient in English

than natives, and many foreign-language users know about the language and use it better and more appropriately than both native and second-language users. (Rindal, 2014: 7)

The fact is that people in the expanding circle do not only use English as a second language but also as a lingua franca (Jenkins, 2006:139) in communication among Non-Native speakers (NNSs) of English who do not have any other language in common.

Although proponents of interactional cooperation as a strategy to successful communication using EFL contend that users do not have to ‘conform and pay attention to standard practices’ (Cogo and Dewey, 2012: 189), people learn the language with the aim of gaining native-like linguistic competence and any misuse being a sign of failure (Jenkins, 2006). Therefore, it becomes relevant to investigate the kind of input language teaching materials expose learners to in the expanding circles, Burundi included.

2. 2. English language teaching in Burundi

Section 1.3 shows clearly that Burundi is in the expanding circle where English is neither a mother tongue nor a second language. English, as already mentioned, is nowadays gaining more and more ground in the EAC in general and particularly in Burundi. The language policy has put English forward and made new regulations that favor English for regional integration. As a result, educational reforms (Loi n°1/19 du 10 septembre, 2013) followed this change in language policy, which have greatly influenced many areas related to teaching and learning such as education system organization, national curriculum and teaching materials production.

Consequently, English as a subject was introduced in primary school from Grade 1 and the time allotted to it was extended in secondary school to 5 hours per week (Ordonnance ministérielle N° 610/023 du 09/01/2007). Moreover, in addition to the growing number of English language centers, the government has launched English learning programs for public servants to give English more and more place in Burundi to establish a “convivial multilingualism” (Politique Linguistique du Burundi, Projet 2013).

Regarding the educational policy for teaching English in Burundi, the importance of teaching the language is obvious in the texts of the constitution. The texts of the constitution indicate that learning English from an early age will allow learners to acquire competence skills in the language (Politique Linguistique du Burundi, Projet 2013). However, the aim of teaching/learning English is ambiguous as shown in the minister of education’s address

introducing the current textbooks for languages to the users at the lower level of the secondary school.

... le contenu de ce manuel a été élaboré de manière à éveiller des talents et habiletés de l'élève. Il développe également chez l'élève des attitudes et comportements favorisant la paix... Puissent les compétences acquises grâce à ce support pédagogique constituer un tremplin pour l'avenir personnel des bénéficiaires et pour un développement durable du pays.

...the content of the textbooks has been developed in such a way as to develop the talents and abilities of the learner. It also develops habit and behaviour patterns that promote peace... May the skills acquired by using this pedagogical tool constitute the foundation for the foreseeable future of the beneficiaries and for a sustainable development of the country. (Translation: mine)

The Minister of Education is not precisely aware of what kind of ability or talent that are expected for the learner to develop but she has focused on the government's major preoccupation such as establishing peace and developing the country. Fortunately, the curriculum specifies that the general objective of learning English language in Burundi is to 'acquire linguistic skills that enable the learner to communicate effectively either in oral or written form' (Programme de l'Enseignement Secondaire au Burundi). Though the learner is not aware of the finality of the course as the learners textbook does not show him what goal he is expected to reach, the teacher's guide provides competence aims for each lesson.

E.g.: - *Talk about rights and duties* (Teacher's guide, 6th form: 118).

- *Develop further vocabulary related to sports* (Teacher's guide, 6th form: 129).

- *Develop further vocabulary related to leisure* (Teacher's guide, 6th form: 137).

Thus, investigating multiword units in these teaching materials might reveal the value of their content in relation to the general objective as well as to the specific objectives for each lesson.

2. 3. Phraseology and English language teaching

As having large and varied vocabulary knowledge is an indication of proficiency in a target language, learning a foreign or second language then implies learning its vocabulary (Schmitt, 2000). In order to speak or write fluently and accurately in English, non-native speakers need a great amount of knowledge of English language vocabulary in general and phraseology in particular. Multiword units (MWUs) are seen as the major part of language and the key to the mastery of a second language or foreign language (Pawley, 2001). In his view on phraseology that he refers to as ‘conventional phrases’, Pawley points out that ‘conventional phrases play a central, qualitative role in native-like command of a language’ (p 122). Hence, for learners of English, their accurate and fluent use of multiword units shows native-like competence in that language. The fact is that ‘native speaker linguistic competence has a large and significant phraseological component’ (Howarth, 1998:29). Moreover, in interactions, the speaker/listener does not have to pay much attention to individual words but on larger constructions. Nattinger and DeCarrico (1992:32) observe:

It is our ability to use lexical phrases that helps us to speak with fluency. This prefabricated speech has both the advantages of more efficient retrieval and of permitting speakers (and learners) to direct their attention to the larger structure of the discourse, rather than keeping it narrowly focused on individual words as they are produced.

Nattinger and DeCarrico’s assertion gives weight to the impact of phraseology on learners’ fluency and puts it at the center of language. Therefore, control of a wide range of multi-word units allows second or foreign language learners to produce an acceptable language in the ear of a native speaker, i.e., having sufficient lexical units in one’s lexicon and being able to retrieve them when necessary entails fluency and accuracy in the target language.

However, findings on learner use indicate that learners of English do not use as accurate multiword units as natives (Howarth, 1996). In his comparison of native and non-native competence in the use of collocations, Howarth found that non- native speakers did not have as large a repertoire of collocation as native speakers. Non-native learners were reported to make errors. These findings are in line with Granger’s (1998) who found that non-native learners’ overuse of some lexical chunks (e.g.: the fact that, as far as X is concerned) depicts their limited repertoire.

To resolve the learners' difficulty with the use of English lexical units, it is strongly recommended that those units receive close attention and that teachers as well as textbooks guide learners to effective use of the English language chunks (Granger, 2005: 168). Martinez and Schmitt (2012) recommend that

given the importance of formulaic language, it can be argued that it needs to be part of language syllabuses. Moreover, it would naturally have a prominent place in language teaching textbooks and materials, as well as tests of language achievement and proficiency.

To this end, as an answer to the question on how to teach restricted collocations and other prefabricated expressions, Cowie (1991:114) suggests that teaching multi-word units must take into account the 'stability and repetition in [multiword] vocabulary use' with the purpose of developing 'learners' awareness of language to which they are exposed, particularly the identification of chunks' (Lewis, 1993 : 195) and bearing in mind that 'accurate noticing of lexical chunks, grammatical or phonological patterns all help convert input into intake' (Lewis, 1997:53).

So far, only questions such as the following have been addressed: - 'Why is it important to focus on phraseology when teaching English as a second/foreign language? –To what extent is the learners' language use different from native speakers' in relation to phraseological units?' Yet, the question about factors that influence efficient language use is pending as all the above points of view focus on the final result of learning /teaching. Considering the language learning/teaching process, teaching materials are among the factors that can promote or impede the learning of language [phraseology] vocabulary. Teaching materials play an important role in instruction activities. They are seen as the resources for ideas and activities for instruction/learning and frame what to be learnt or taught and how (Hutchinson and Torres, 1994).

2.4. Phraseology and teaching materials

Teaching materials, part of the five important components of language instruction (students, a teacher, materials, teaching methods, and evaluation), is a general term to refer to 'anything which is used by teachers or learners to facilitate the learning of a language' (Tomlinson, 1998:2). Teaching materials are of great importance for their guidance in any instructional circumstance. Brown (1995:139) mentions that they provide a detailed description of teaching

techniques, methods and the tasks designed for a learner's classroom activities. As teaching materials are of many types including paper-based (textbooks), electronic (corpus, computer software), and audio-visual (video, television programs, audio tapes, visual aids), our focus will be on the paper-based instructional materials, i.e., textbooks. We will have a close look at the relationship between textbooks and their content in terms of phraseology. Teaching materials are the basis of language input the learner is exposed to and practice in the classroom (Richards, 2001:251). They are important for the learning of language phraseology and may lead to success or failure to reach the competence aims.

2.4.1. Phraseology and textbooks

Regarding the increasing attention that is being given to phraseology (Wray, 2002:203) in language pedagogy, it goes without saying that in second/foreign language learning, language, phraseology, teaching materials, teachers and learners are interrelated. This emphasizes the importance of teaching materials; textbooks in our case; as well as that of English language and phraseology. It follows that the ability to use the language effectively demonstrated by accurate production of multi-word expressions (Howarth, 1996:186; Nation, 2001:318) rely on whether the syllabus has prescribed them. Littlejohn and Windeatt quoted in Johnson (1989: 155) affirm that 'textbooks reflect the objectives of the language program, the kind of syllabus used, the skills being taught and the methodologies espoused, and might be seen to function as a 'mediating object' between the teacher and learner'. Thus, the writing of teaching materials is a determining step for the implementation of a curriculum. Johnson (1989, 1-23) mentions that a textbook results from the realization of syllabus design process among the four stages (policy determination, means/ends specification (syllabus design), program implementation, and classroom implementation) of curriculum development and that the curriculum is still incomplete until the designer has completed the syllabus design. Then, provided that a syllabus is generally 'organized in terms of the purpose for which people are learning language and the kind of language performance that are necessary to meet those purposes' (Wilkins, 1976:13), it implies that the curriculum developers will not present as many as possible multiword expressions to learners and provide the teachers with adequate guidelines on how to tackle them unless their target is to develop efficient and accurate phraseological units use.

However, there is little research on the status of phraseology in EFL textbooks. Research has been highly interested in developing textbook assessment criteria (Cunningsworth, 1984), discussing usefulness of textbooks (O'Neill, 1993; Harwood, 2005), identifying specific lexical

units (Biber et al., 2004; Gouverneur, 2008), and language variation according to settings (Biber et al., 2002). This shows clearly that few have investigated phraseological language as a whole in EFL textbooks, which are important and widely used tools in foreign language teaching (Meunier, 2012:113). Furthermore, there is lack of data on multiword units learning/teaching in English for General Purposes (EGP) since much research has focused on English for Specific Purposes (ESP). Therefore, taking into consideration the fact that learners ought to be exposed to and acquire multi-word units in large numbers (Nattinger and DeCarrico, 1992; Meunier, 2012), an investigation on EGP textbooks is of crucial importance.

The present study will explore MWUs in the textbooks used to teach EGP to find out to what extent the latter expose learners to English phraseology.

2.5. Multiword Units

Although multiword units (MWUs) are the core of phraseology, there is still no common definition of the terms referred to when we talk of MWUs, as indicated in Wray (2002: 9) when she draws attention to the “problem of terminology” for word co-occurrence. The term ‘collocation’ illustrates the case, which researchers have been defining differently according to their purpose or the domain of application of their studies. Some define ‘collocations’ from a statistical angle (Stubbs, 2002, Lewis 2000) and define collocation as frequency-based lexical units, while others define them from their traditional angle as ‘usage-based lexically restricted units’ (Granger & Paquot, 2008). Lewis (2000) considers collocations as ‘the words that are placed or found together in a predictable pattern’ such as *bright boy* or *major operation*. Granger and Paquot (2008) argue that collocations are combinations of words whose meaning is not literal, where collocates mostly depend on the nodes like in *heavy rain* or *closely linked*.

Regarding the latter view and Moon’s definition (1997:43) of Multiword units as ‘sequences of words which semantically or syntactically form a meaningful or inseparable unit’ that can be lexical units or phrases like ‘strong tea, commit suicide, in order to, as a matter of fact, as quick as a flash, to kick the buck, to kill two birds with one stone...’ to mention a few, this study considers ‘Multiword expressions’ (also phraseological units) as an umbrella term for all multi-lexical units which act as a single entity in English.

Due to their pervasiveness and their importance in language learning, learners might be aware of how they are combined and how to use them. The present analysis of MWUs in EFL textbooks focuses on any conventionally usage-based combination of two or more lexemes and

of which at least one pattern is not used in its literal meaning. In order to classify the MWUs, the study will follow Granger and Paquot’s taxonomy (Figure 1).

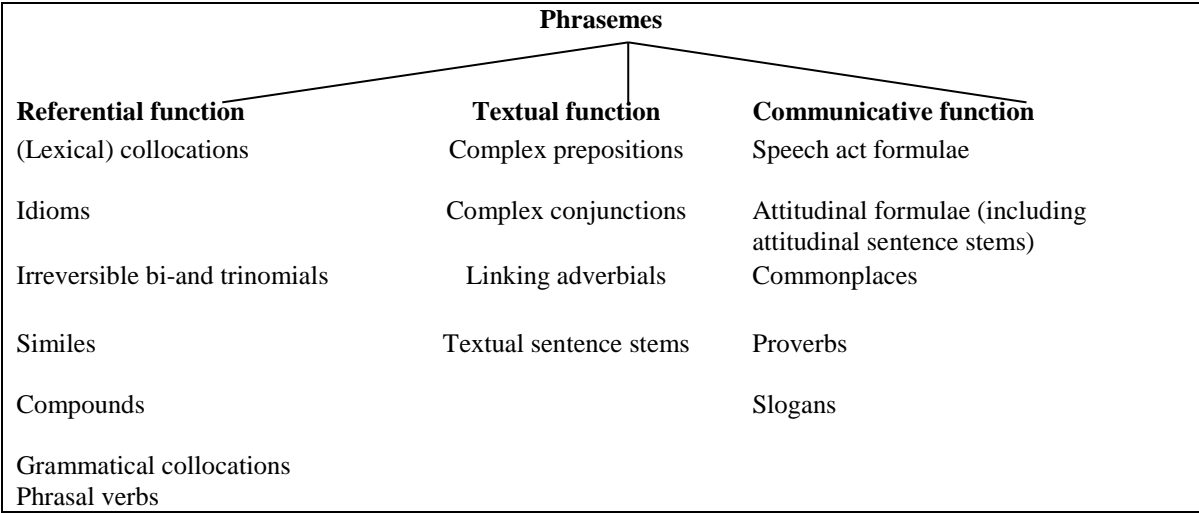


Figure 1: Granger and Paquot’s (2008) categorization of Phraseological units

This taxonomy of MWUs is in line with the above classification since phraseological units are identified and grouped on the basis of their function in the proposition. It also involves the MWUs’ structure and conventional aspects.

It is stipulated that a phraseological unit or MWU has to be a combination of at least two words (Ebeling and Hasselgård, 2015). Exceptions to this rule are compounds whose composition is of two or more words (*black market*), but sometimes written in one orthographic word (*outstanding*) or separated either with a hyphen (*high-born*). Semantically, their meaning may or may not derive from the total semantics of their constituents. That is where endocentric are distinguished from exocentric compounds as the former refers to constructions in which one of the elements tends to modify another, while for the latter the constituents combine to refer to another concept (e.g.: *back door* (endocentric), *grey suit* (exocentric), ...). However, we are interested in the second type of compounds. Working definitions for the main three categories - referential, textual and communicative functions - in Granger and Paquot’s (p 43-44) classification scheme are repeated here as table 1, 2, and 3 will be used in the present analysis.

Category	Definition and illustration
(Lexical) collocations	(Lexical) collocations are usage-determined or preferred syntagmatic relations between two lexemes in a specific syntactic pattern. Both lexemes make an isolable semantic contribution to the word combination but they do not have the same status. Semantically autonomous, the 'base' of a collocation is selected first by a language user for its independent meaning. The second element, i.e. the 'collocate' or 'collocator', is selected by and semantically dependent on the 'base'. Examples: <i>heavy rain, closely linked, apologize profusely.</i>
Idioms	The category of idioms is restricted to phrasemes that are constructed around a verbal nucleus. Idioms are characterized by their semantic non-compositionality, which can be the result of a metaphorical process. Lack of flexibility and marked syntax are further indications of their idiomatic status. Examples: <i>to spill the beans, to let the cat out of the bag, to bark up the wrong tree</i>
Irreversible bi- and trinomials	Irreversible bi- and trinomials are fixed sequences of two or three word forms that belong to the same part-of-speech category and are linked by the conjunction 'and' or 'or'. Examples: <i>bed and breakfast, kith and kin, left, right and centre.</i>
Similes	Similes are sequences of words that function as stereotyped comparisons. They typically consist of sequences following the frames 'as ADJ as (DET) NOUN' and 'VERB like a NOUN'. Examples: <i>as old as the hills, to swear like a trooper.</i>
Compounds	Compounds are morphologically made up of two elements which have independent status outside these word combinations. They can be written separately, with a hyphen or as one orthographic word. They resemble single words in that they carry meaning as a whole and are characterized by high degrees of inflexibility, viz. set order and non-interruptibility of their parts. Examples: <i>black hole, goldfish, blow-dry.</i>
Grammatical collocations	Grammatical collocations are restricted combinations of a lexical and a grammatical word, typically verb/noun/adjective + preposition, e.g. <i>depend on, cope with, a contribution to, afraid of, angry at, interested in</i> . The term 'grammatical collocation' is borrowed from Benson et al. (1997) but our definition is slightly more restricted as these authors also use the term to refer to other valency patterns, e.g. avoid + <i>-ing</i> form, which we do not consider to be part of the phraseological spectrum.
Phrasal verbs	Phrasal verbs are combinations of verbs and adverbial particles. Examples: <i>blow up, make out, crop up.</i>

Table 1: Categories of referential phrasemes (Granger and Paquot, 2008)

Referential phrasemes have a referential function and 'convey a content message: they refer to objects, phenomena or real-life facts' (Granger and Paquot, 2008:42). On Cowie's phraseological continuum (Cowie in Granger and Paquot 2008:36, Fig.3), for instance, the two objects 'ball' and 'bucket' can both combine with the verb 'kick' (as a collocate) in 'kick the ball' and 'kick the bucket', but implying different meanings. In the first sentence both 'kick' and 'ball' are used in their literal meanings, while in the second, neither 'Kick' nor 'bucket' convey their literal meanings. Examples of referential phrasemes found in the textbooks are

units such as *exchange information, to mind one's own business, brothers and sisters, cupboard, cut somebody/something off*, etc.

Textual phrasemes are considered as textual organizer since they are ‘typically used to structure and organize the content (i.e. referential information) of a text or any type of discourse’ (Granger and Paquot, 2008:42). Textual phrasemes are divided into four sub-categories, as illustrated in Table 2.

Category	Definition and illustration
Complex prepositions	Complex prepositions are grammaticalized combinations of two simple prepositions with an intervening noun, adverb or adjective. Examples: <i>with respect to, in addition to, apart from, irrespective of</i>
Complex conjunctions	Complex conjunctions are grammaticalized sequences that function as conjunctions. Examples: <i>so that, as if, even though, as soon as, given that.</i>
Linking adverbials	Linking adverbials include various types of phrasemes such as grammaticalized prepositional phrases, adjectival phrases, adverbial phrases, finite and non-finite clauses that play a conjunctive role in the text. Examples: <i>in other words, last but not least, more accurately, what is more, to conclude.</i>
Textual sentence stems	Textual sentence stems are routinized fragments of sentences that are used to serve specific textual or organizational functions. They consist of sequences of two or more clause constituents, and typically involve a subject and a verb. Examples: <i>the final point is ...; another thing is ...; it will be shown that ...; I will discuss ...</i>

Table2: Categories of textual phrasemes (Granger and Paquot, 2008)

As an illustration, examples for the sub-categories (Complex prepositions, Complex conjunctions, Linking adverbials and Textual sentence stems) of textual phrasemes found in the data at hand are respectively *in spite of, and then, as well, so-and-so, such as* and *since then* to name few.

With regard to communicative phrasemes, Wray (2002:4) refers to them as the ‘*formulaic language*’ and defines them as ‘words and strings which appear to be processed without recourse to their lowest level of composition’. The combinations are used for their pragmatic meaning and if the listener is not aware of the formula, he/she will not decode the meaning from a simple analysis of its constituents. For instance the sequence ‘*can I help you?*’ is not a question at all but implies an offer.

The communicative phrasemes are subdivided into five categories (Table 3). Examples of communicative MWUs from the textbooks include *Thank you for...*, *It is advisable that...*, *Many hands make light work*.

Category	Definition and illustration
Speech act formulae	Speech act formulae (or routine formulae) are relatively inflexible phrasemes which are recognized by the members of a language community as preferred ways of performing certain functions such as greetings, compliments, invitations, etc. They display different degrees of compositionality. Examples: <i>good morning!</i> , <i>take care!</i> , <i>happy birthday!</i> , <i>you're welcome</i> , <i>how do you do?</i>
Attitudinal formulae	Attitudinal formulae are phrasemes used to signal speakers' attitudes towards their utterances and interlocutors. Examples: <i>in fact</i> , <i>to be honest</i> , <i>it is clear that</i> , <i>I think that</i> .
Commonplaces	Commonplaces are non-metaphorical complete sentences that express tautologies, truisms and sayings based on everyday experience. Examples: <i>Enough is enough</i> , <i>We only live once</i> , <i>it's a small world</i> .
Proverbs	Proverbs express general ideas by means of non-literal meaning (metaphors, metonymies, etc.). They are equivalent to complete sentences but are often abbreviated. Examples: <i>A bird in the hand is worth two in the bush</i> , <i>When in Rome</i> .
Slogans	Short directive phrases made popular by their repeated use in politics or advertising Example: <i>Make love, not war</i> .

Table 3: Categories of communicative phrasemes (Granger and Paquot, 2008)

2.5.1 Challenges in classifying the MWUs

Most of the MWUs were easy to classify according to Granger and Paquot's framework. However, there were two sub-categories of the referential phrasemes, in particular, that were harder to classify: lexical collocations and grammatical collocations. This is mainly because it not always easy to know where to draw the line between a free combination and a restricted construction.

Lexical Collocations: On Cowie's phraseological continuum (Granger and Paquot 2008:36, Fig.3), collocations range from the most free to the most fixed combination of words (free combinations (1) vs. restricted constructions (2)). Only opaque recurrent multi-lexical

combinations with less commutability of its components (2) were considered lexical collocations.

(1) *get* information (T7S2-6.txt)

(2) *exchange* information (T7S2-6.txt)

Examples (1) and (2) illustrate the two types of lexical collocation. Whereas *get* can easily be substituted by *gain* or *obtain* without meaning change, it is not possible to change the verb *exchange* in the restricted lexical collocation ‘*exchange information*’ without changing the meaning.

For cases where only one word is possible I had to replace collocates by their synonyms to check their interchangeability.

e.g.: a *successful* applicant a **lucky* applicant

In this case, *lucky* will sound strange since it does not convey the meaning of ‘result of different steps of selection’ implied by the adjective *successful*.

Grammatical collocations – were considered ‘grammatical collocations’ all restricted combinations of lexical items (noun/verb/adjective) with prepositions or grammatical structures (e.g.: *go on, be aware of, keep on saying...*).

A full overview of the types of MWUs found in the material is given in the appendix.

3. Material and Research Method

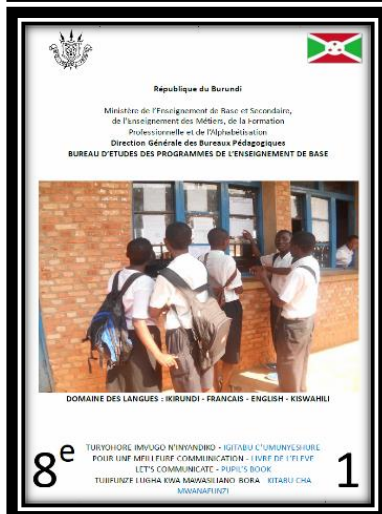
3. 1. Material

The present study investigates phraseology from textbooks for English language learners in Burundi secondary schools: the lower level and the General Humanities (Arts) section for the upper level, i.e., materials for technical schools and the science section were excluded. Overall, six textbooks (three at the lower level and three at the upper level) were analyzed : two (three volumes for each) of *Domaines des langues 'Domaine des langues, Kirundi-Français-Anglais-Kiswahili (2014)*, one of *Domaines des langues 'Domaine des langues, Anglais- Kiswahili (2014)* and three of *Today's English (Classe de troisième, seconde et Première, 1979)*. They are divided into units, each containing one main introductory text and one or two dialogues.

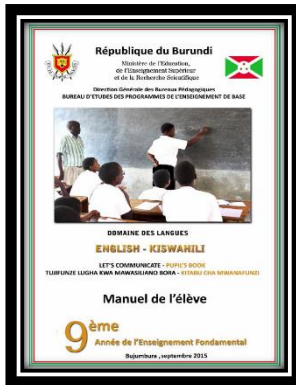
❖ *Domaines des langues 'Domaine des langues, Kirundi-Français-Anglais-Kiswahili*



Domaine des langues 'Domaine des langues, Kirundi-Français-Anglais-Kiswahili is a textbook that is used to teach English in Burundi at the lower level of secondary school (7th form and 6th form), each divided into three volumes corresponding to three terms (term one, two and three). We therefore have six volumes for the two textbooks used in 7th and 6th form (8^e). Each of these textbooks is organized into 10 units, which are divided into three (3 units, 3 units and 4 units respectively for the first, the second and the third term). The different volumes for the all the four languages (*Kirundi-Français-Anglais-Kiswahili*) are put together and presented in one textbook in the order of Kirundi, French, English and Kiswahili.



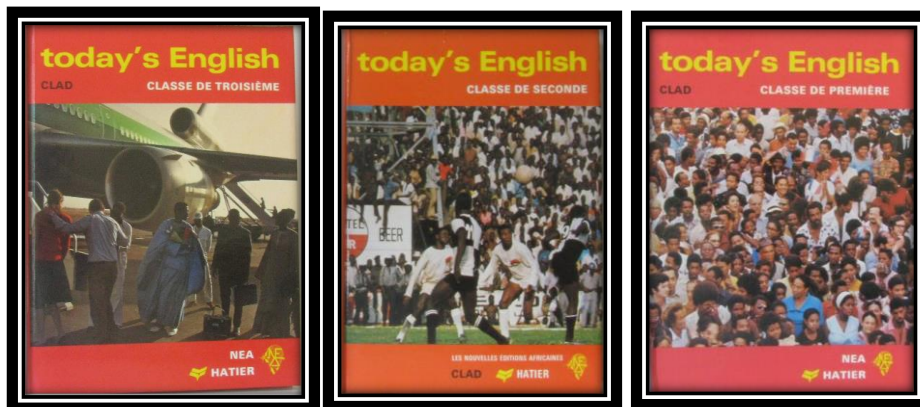
❖ *Domaines des langues ‘Domaine des langues, Anglais-Kiswahili*



For the *Domaine des langues ‘Domaine des langues, Anglais-Kiswahili*, we have one textbook for 5th form. Unlike *Domaines des langues ‘Domaine des langues, Kirundi-Français-Anglais-Kiswahili*, the textbook used in 5th (9e) form is not divided into parts and contains English and Kiswahili only.

❖ *Today's English*

Today's English is a textbook that is used to teach English in Burundi at higher secondary school level. There are three books: *Today's English, Classe de Troisième*; *Today's English, Classe de Seconde* and *Today's English, Classe de première*.



They are respectively subdivided into eight units, three series of texts and twenty themes comprising all in all sixty texts. All these textbooks are based on an audio-lingual approach and a teacher's book and a tape supplement each of them. It is worth mentioning here that all the texts or/and dialogues presented in different units or themes are immediately followed by a set of exercises aiming to practice vocabulary, grammar, oral and written comprehension.

3. 2. The Corpus (Burundi English for General Purpose Textbook Corpus: BEGPTC)

Texts from these textbooks were compiled into a corpus representing the English taught in Burundi for general purposes-Burundi English for General Purposes Corpus (BEGPTC). Textbooks in the form of electronic PDF files for the lower level textbooks obtained from BPES (Bureau de la Planification de l'Éducation Scolaire), in charge of designing and implementing

curricula, were converted into raw texts, whereas textbooks for the upper level were first scanned into digital form and converted using Optical Character Recognition (OCR) software. Overall, two hundred and fourteen (214) texts (65 for the lower level and 149 for the upper level) were compiled into a corpus, the BEGPTC, which counts 90,154 words as indicated in table 4.

Levels	No. of texts	No. of words
Lower level	65	15848
Upper level	149	74306
Total	214	90154

Table 4: Composition of the BEGPTC (source: *English textbooks for Burundi secondary schools*)

The 214 text were then analyzed in detail to pick out any MWUs present in the instructional materials under study.

3. 3. Content of the six textbooks in terms of Vocabulary

The present section aims at analyzing and presenting some preliminary findings collected from the textbooks as described in the above section. Due to lack of previous research on the current textbooks, it is necessary to analyze first to what extent the vocabulary items contained in these textbooks are frequent, compared to words in naturally occurring English. Using the AntWordProfiler¹ freeware, I looked at how many words from the textbooks are among the first 1000 and the second 1000 high frequency words of English as outlined in the General Service List and the Academic Word List (AWL) regardless of the fact that the G S L has been criticized for being dated (Nation, 2004). The fact is that its words are found in the first 2000 or 3000 lists of the British National Corpus (BNC) or the Corpus of Contemporary American English (COCA) (<http://www.victoria.ac.nz/lals/about/staff/paul-nation>) and ‘the 2,000-word level has been set as the most suitable limit for high frequency words (Nation, 2001).

¹ AntiWordProfiler is a freeware that is used in the computation of vocabulary frequency in a corpus of texts.

As far as the vocabulary presented in the textbook is concerned, the figure below shows that an average of approximately 80% of the word tokens in the textbooks are in the first 1,000 frequent words, which implies that only around 20% of the most frequent words are not included in the textbooks. The textbooks however covers a low number (6%) of the words in the list of the second 1,000.

Freq. Level	Families (%)	Types (%)	Tokens (%)	Cumul. token %
K-1 Words	972 (43.45)	2638 (27.46)	64498 (79.83)	79.83
K-2 Words	839 (37.51)	1615 (16.81)	5100 (6.31)	86.14
AWL [570 fams] TOT 2,570	426 (19.04)	765 (7.96)	1829 (2.26)	88.40

Figure 2: Text coverage in the textbook corpus

The text coverage in the 2,000 words frequency list for these textbooks is of 86.14 %, which is interesting for our EFL learners since Nation (2001:14) indicates that the 2,000 words cover at least 80% in textbooks. These figures show that they are exposed to words that exist in the native speakers' language. As the figures illustrate, more than 90% of the second 1,000 words are not found in the textbooks. However, for there are differences among the textbooks in terms of vocabulary presentation (Figure 3). Only the first thousand words seem to experience a gradual increase from one textbook to another despite that there is a slight drop in 2nd form Arts, while the opposite is observed for the second 1, 000 and the academic words.

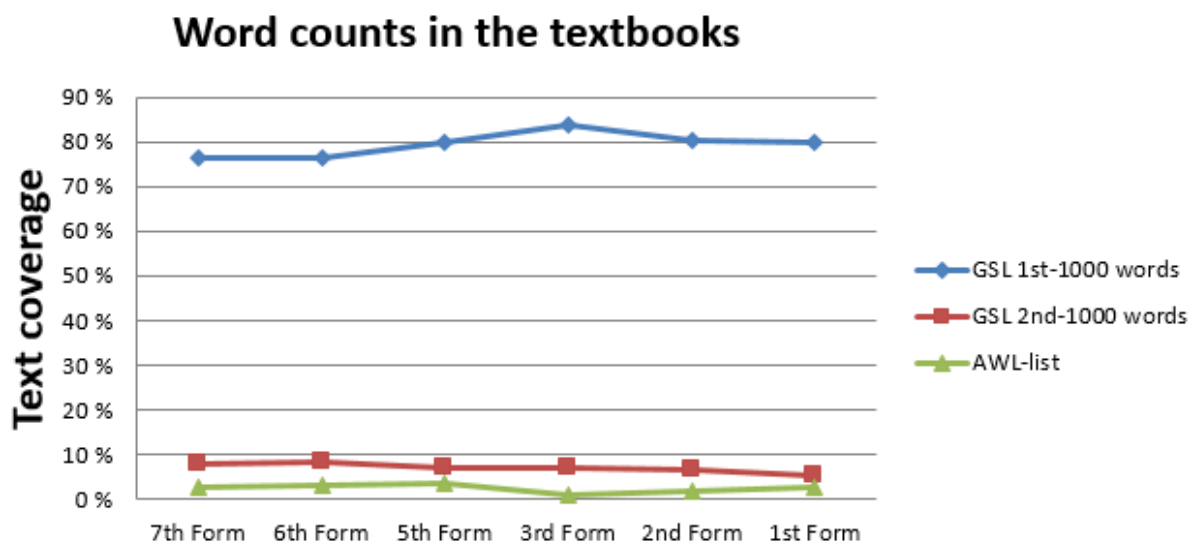


Figure 3: Presentation of vocabulary in the six textbooks

Regarding distinct words' frequency in the corpus, learners do not get opportunities for repetitions for the automatization of the encountered vocabulary in 1001-2000 words and the AWL. The textbook writers kept adding on words from the first 1,000 words but did not equilibrate them with words of the other lists. For an effective progression in vocabulary learning, words in all the three lists ought to be presented on a steadily ascending line. For instance, each word of the first 1,000 words in the BEGPTC will be encountered 25 times (64,498 tokens/ 2,638 type) in all the six textbooks, which means that the word is likely to be used less than 5times in each textbook.

The relationship between word types and the word family groups shows that the introduced word types are related. Many word forms of the same lexeme (*cook, cooks, cooking, cooked*), which means that learners will not get a varied number of words.

However, language is not made up of single words but strings of words or phrases retrieved and used as single units (Sinclair, 1991: 110). I then proceeded to analyzing lexical combinations that may result in the use of the above vocabulary to answer the first question 'to what extent textbooks used to teach English in Burundi secondary school expose learners to phraseological units?' Stubbs (2001:3) holds that 'our knowledge of language is not only of individual words, but of their predictable combinations'. This argument holds for our learners' vocabulary knowledge. To understand the texts in the textbooks under study, they need to understand single words such as *in, the, public* and *eye* as well as the meaning of a clause where the two words are used as a single unit (e.g.: *We in the public eye* know that this is one of the risks of fame, *Today's English: SAT8-2.txt*).

3. 4. Research procedure

As mentioned earlier, the main purpose of this study is to find out about the presentation of phraseological units in the printed materials at the disposal of learners of English as a foreign language in Burundi. Hence, the first step was a manual identification of all the possible MWUs available in the texts from the six textbooks, *Domaines des langues _ Domaine des langues, Kirundi-Français-Anglais-Kiswahili* (7th form, 6th form and 5th form) and *Today's English* (*Classe de seconde* for 2nd form Arts, and *Today's English, Classe de Première* for 1st form Arts). Then followed the second step which consisted essentially of cross-checking the identified MWUs in the *Online OXFORD Collocation Dictionary* and copying them into

Microsoft Excel where they were grouped into the three major phraseme categories (Granger and Paquot, 2008: 42, see Section 2).

After having created the list of MWUs and their frequencies, the next step was to verify the exactitude of the frequencies in the BEGPTC, using AntConc². Quantitative analysis is adequate for this research since it illustrates frequencies and the dispersions of the multi-word units in the analyzed texts in terms of a numerical value.

Finally, as Williams (1983:252) claims that any textbook content assessment has to consider ‘the activities suggested for practicing the items selected’, exercises related to vocabulary practice in the textbooks were analyzed to uncover to what extent the MWUs are focused on in classroom activities.

In this chapter I have introduced the material to be used in this study, namely the six textbooks; I have described the corpus that resulted from the compilation of the mentioned material (textbooks) and have presented the method and procedures applied to this study. This study concerns textbooks used to teach English in Burundi secondary schools to analyze their texts and tasks on vocabulary, in order to have an over view of the presentation of MWUs in these textbooks. The analysis of the textbooks focuses on the three phraseme categories (see Section 2.5) in the running texts, and what kind of focus tasks in the textbooks give to MWUs - direct focus, indirect focus or no focus at all.

In the following chapter, I analysis data, present results and discuss them in the order of numbers of MWUs in the textbooks (their distribution per level and per phraseme categories) and the treatment (focus) of MWU in exercises.

² AntConc is ‘a freeware corpus analysis toolkit for concordancing and text analysis’, developed by Laurence Anthony (<http://www.laurenceanthony.net/software.html>)

4. Data analysis and Findings

Due to the lack of previous research on phraseology in textbooks of English in Burundi, the first step in this study was to examine the extent to which phraseological units are included in the target teaching materials. Adopting an exploratory approach led to the overview given in Section 4.1.1.

4. 1. Data analysis

4.1.1. Phraseology in the textbooks

An explorative examination of the content of the target texts brought the use of MWUs out and contributed to constructing a profile of the MWUs in the textbooks (Table 2).

	Raw numbers
Referential phrasemes	2258
Textual phrasemes	310
Communicative phrasemes	313
Single words	87273
Total of words in the BEGPTC	90154

Table 5: MWUs in the BEGPTC according to the main phraseme types

An exploration of the teaching materials reveals the presence of some phraseological units. Out of the 90,154 words comprised in the 214 texts of the corpus, there are 2,258 referential phrasemes, 310 textual phrasemes and 313 communicative phrasemes. In terms of percentages, as illustrated in Figure 4, multiword units occupy less than 5%. This overview of MWUs presentation in the BEGPTC indicates a comparatively high frequency for the referential phrasemes of 2.5 % while textual and communicative phrasemes seem to have a similar distribution of about 0.35%.

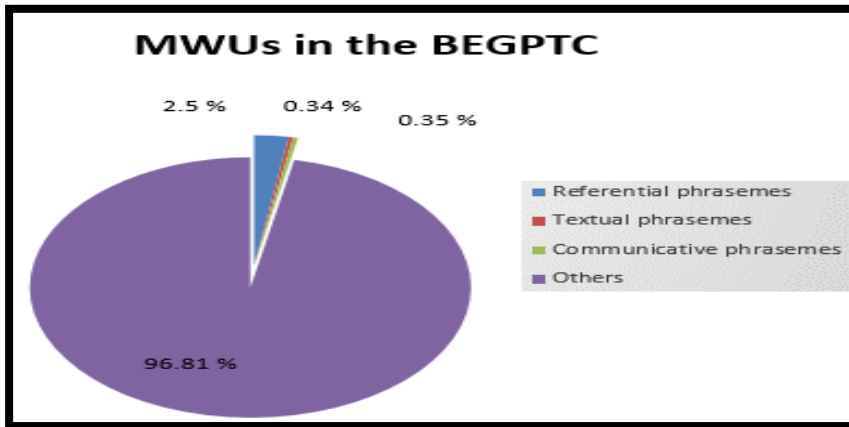


Figure 4: MWUs in the BEGPTC

After having established the extent to which MWUs are included in the examined teaching materials, I analyzed the distribution of MWUs per level. This analysis uncovered that the use of MWUs differs greatly between levels (5.17% upper vs. 2.77% lower, Table 6).

Number of MWUs per level in the corpus		Frequency in the corpus							
		Lower level				Upper level			
Phraseme types		type	Token	%	TTR(%)	type	Token	%	TTR(%)
		Referential phrasemes	339	630	3.98	53.81	728	1628	2.19
	Textual phrasemes	25	57	0.36	43.86	69	253	0.34	27.27
	Communicative phrasemes	49	133	0.84	36.84	45	180	0.24	25
	Total nr of MWUs per level	413	820	5.17	50.37	842	2061	2.77	40.85
	Single words per level	2133	15028	94.8	14.19	8337	72245	97.2	11.54

Table 6: Distribution of MWUs per level

Table 3 above shows the total number of MWUs in the two BEGPTC sub-corpora. As already mentioned, the figures per level reveal that textbooks used at the lower level include a proportionally larger number of MWUs than those at the upper level. It offers respectively 630 referential phrasemes, 57 textual phrasemes and 133 communicative phrasemes out of the 15848 word tokens in the lower level sub-corpus (see Table 4).

Despite the difference in the number of MWUs in the overall distribution per level, the numbers of phraseological units seem not to be radically different in distribution within the phraseme types at both levels (Figure 5), exception is for the referential phrasemes (3.98 % vs. 2.19%).

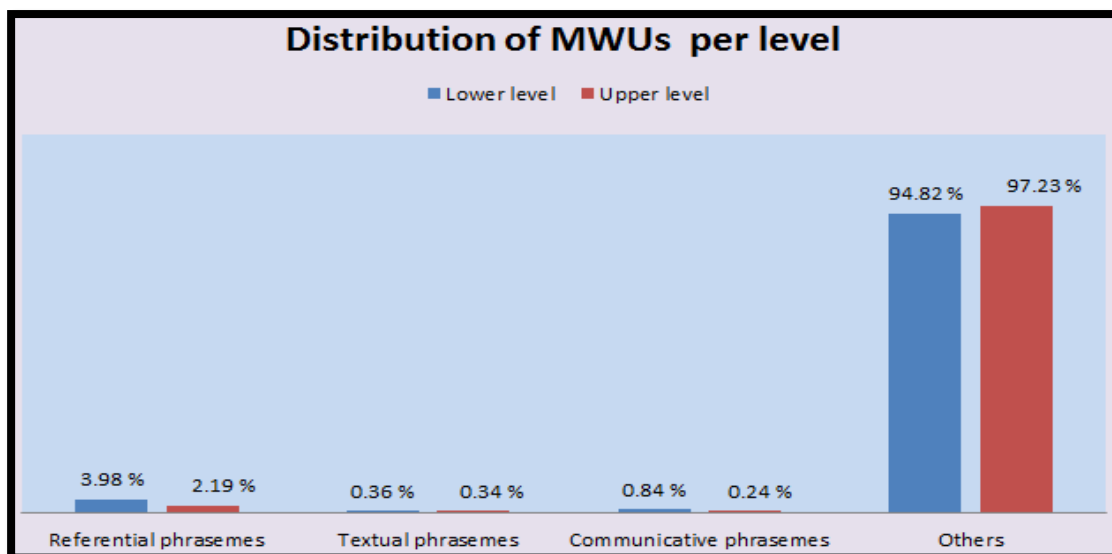


Figure 5: Distributions of MWUs per level

Figure 5 displays the number in percentages of MWUs per level in the two BEGPTC sub-corpora. Of the number of tokens contained in the respective sub-corpora, referential phrasemes represent approximately 4% at lower level and around 2% at the upper level, while the other phrasemes' value is less than 1% at both levels. The fact is that more than 95% are single words in both the upper level and lower level textbooks.

The upper level textbooks contain 1628 referential phrasemes, 253 textual phrasemes and 180 communicative phrasemes out of the 74306 word tokens that make up the upper level sub-corpus. Whereas textual phrasemes are almost given the same focus across the two sub-corpora, it is different for referential and communicative phrasemes. The referential phrasemes are more extensively used at the lower level (3.98 %) than at the upper level (2.19 %) and a similar relation is observed for the communicative phrasemes (0.84 % (lower level) vs. 0.24 % (upper level)). Nevertheless, the frequency of MWU counts is relatively low, which implies that some are presented across neither the whole texts nor the whole textbooks as Figure 6 illustrates. The concordance plot shows the range of the attitudinal formula '*I think that*', i.e., in what text and textbooks it is presented.

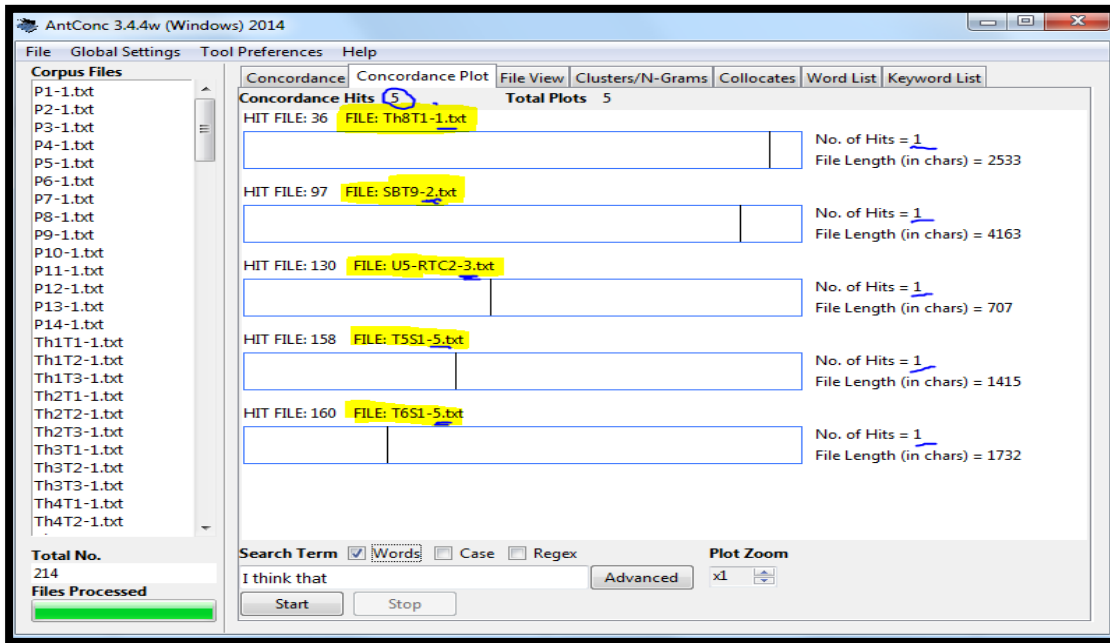


Figure 6: The range of MWUs (example of ‘I think that...’)

The attitudinal formula ‘I think that’ is used five times in four textbooks (1, 2, 3 & 5: Figure 6) and is repeated only once in the same textbook (5th form). It can also be observed that it is presented nearly in the middle of the textbook in 5th form and 3rd form Arts, whereas it occurs at the end of the textbook in 2nd form Arts and 1st Form Arts. Learners will probably encounter the formula as a new MWU and then easily forget about it. The case of ‘I think that...’ demonstrates clearly why there are few MWUs (1.2%) that are common to the six textbooks (Figure 7).

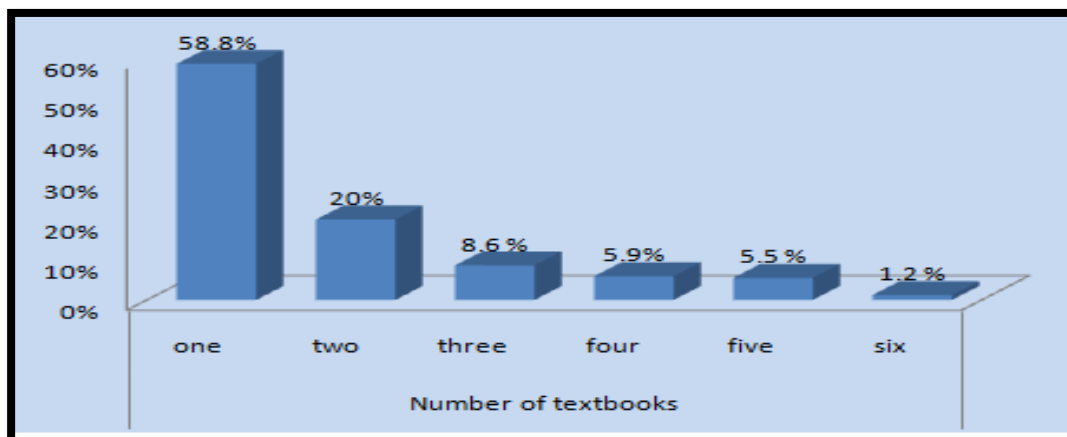


Figure 7: The range of MWUs across the textbooks

Predominance of single instances in the corpus may indicate that the writers of the textbooks did not consider the range of the words in combination. The above figure reflects a more frequent use of single instances of MWUs accounting for 58.8% of the 1,255 types found in the corpus, something that might hint the mastery of the introduced MWUs as they will not be encountered again. Webb (2007), in his *Effect of repetition on vocabulary knowledge*, claims that full knowledge of a word (MWU in our case) requires at least 10 repetitions. A commonly used word has many more chances to be part of many combinations under different topics. Koprowski (2005:324) corroborates this view: ‘a unit which exists in a wide variety of registers is generally considered much more useful than an item found in just one, even if that item is highly frequent’. As Figure 7 indicates, the larger the number of textbooks is, the fewer the number of common MWUs. Only 15 (1.2 %) out of the 1,255 MWUs types are common to all six textbooks (see Table 4). This means that if the learner, users of this textbooks, do not get any other opportunity out of class, as is often the case, he/she will for instance encounter a given MWU only once during his/her time at school. Moreover, it is believed that he/she will struggle to remember the MWUs when needed in real language use context. To emphasize the importance of frequency in vocabulary learning, Nation and Waring (1997) (in Koprowski, 2005) contend that ‘frequency information ensures that learners get the best return for their vocabulary learning effort and that the lexical items learned are likely met again in the future’.

<i>Look at</i>	<i>have to</i>	<i>in fact</i>	<i>used to</i>	<i>everybody</i>
<i>Go on</i>	<i>all right</i>	<i>talk about</i>	<i>come back</i>	<i>look for</i>
<i>Countryside</i>	<i>of course</i>	<i>thank you</i>	<i>because of</i>	<i>in order to</i>

Table 7: MWUs common to all six textbooks

A good example of a phraseological unit which has been presented to learners in many texts is of the grammatical collocation ‘*have to*’ (including all its forms) which occurs 71 times in the entire corpus. It is present in many texts as well as units, in all the six textbooks and at both levels.

Considering the MWUs’ diversity in the corpus, the texts for the lower level seem again to have a higher number despite the larger amount of the token words in the texts of the upper level. For instance, regardless of the big differences in type/token counts between the referential and communicative phrasemes (table 3: columns in blue), their Type-Token Ratio are respectively

53.81 % (lower level) vs. 44.72 % (upper level) and 43.86 % (lower level) vs. 27.27 % (upper level). We realize that this is closely connected to the higher overall word counts for the upper level and thus cannot confirm that there is a higher degree of variation among the multi-lexical units in the sub-corpus for the lower level even though the ‘larger the resulting TTR is, the less repetitive the vocabulary usage’ (Richards, 1987: 201). However, noticeable variation of the TTR of MWUs in a descending order is observed across phraseme types - referential, textual and communicative- at both levels. Their subsequent TTR values are 54.81 %, 43.86 % and 36.84 % at the lower level, whereas they amount to 44.72 %, 27.27 % and 25 % at the upper level.

To determine how many instances and what types of multiword categories have received more emphasis than others, I proceeded to the categorization of the identified multiword units into phraseme sub-categories (Section 4.1.2, Table 8).

4.1.2. Types of phraseology presented in the textbooks

In this section, to get detailed information related to the use of MWUs, I take a closer look at the breakdown of MWUs within each category and across the levels.

		Number of MWUs distribution per category	Frequency in the corpus			
			Lower level		Upper level	
			Token	%	Token	%
Referential phrasemes	(Lexical) collocations	206	25.1	373	18.1	
	Idioms	0	0	26	1.26	
	Irreversible bi- and trinomials	11	1.34	51	2.47	
	Similes	4	0.49	29	1.41	
	Compounds	108	13.2	305	14.8	
	Grammatical collocations	275	33.5	649	31.5	
	Phrasal Verbs	26	3.17	195	9.46	
Textual phrasemes	Complex prepositions	17	2.07	49	2.38	
	Complex conjunctions	25	3.05	167	8.1	
	Linking adverbials	15	1.83	33	1.6	
	Textual sentence stems	0	0	4	0.19	
Communicative phrasemes	Speech act formulae	110	13.4	92	4.46	
	Attitudinal formulae	22	2.68	86	4.17	
	Common places	0	0	0	0	
	Proverbs	1	0.12	2	0.1	
	Slogans	0	0	0	0	

Table 8: Number of MWUs per category

The overall findings indicate similar emphasis to some extent within the main categories for both levels though differences in frequencies are observed. The data provided in Table 8 are visualized in Figure 8 below show clearly that for the three main phraseme categories, in their respective order (table 4), emphasis is put on (lexical/grammatical) collocations (25.1% (lower level) vs. 18.1% (upper level) / 33.55% (lower level) vs. 31.48% (upper level)), complex conjunctions (3.1%(lower level) vs. 8.1%(upper level)) and speech act formulae (13.4% (lower level) vs. 4.5 % (upper level)).

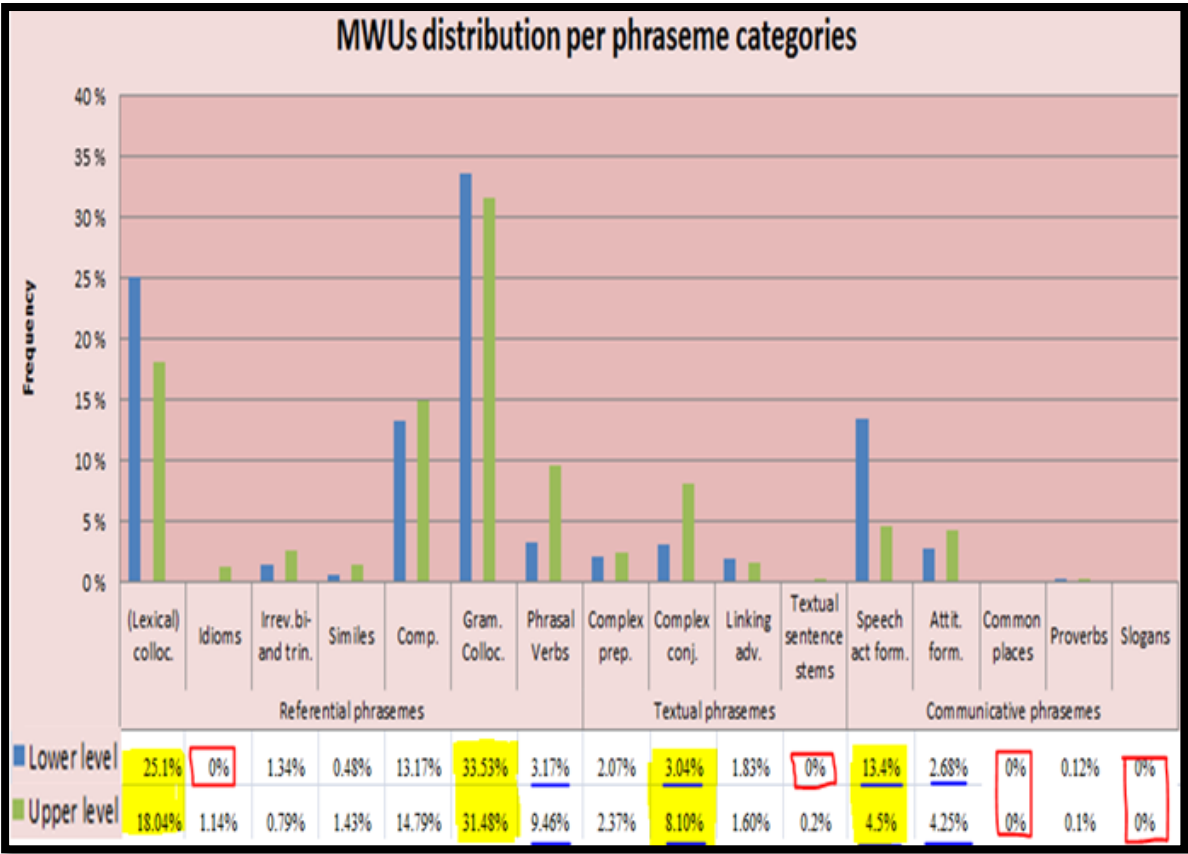


Figure 8: Distributions of MWUs per phraseme categories

The results demonstrate that there are neither idioms nor textual sentence stems at the lower level and there are neither commonplaces nor slogans at all in the six textbooks. Based on evidence from this analysis, it seems that the MWUs mentioned above are more frequent at the lower level except for complex conjunctions, phrasal verbs and attitudinal formulae which are more frequent at the upper level with a marked difference of two to three times higher than the value at the lower level.

The fact is that the lower level textbooks are largely made up of dialogues, where the syllabus designers focus more on functional language by providing learners with key word for making polite requests (e.g.: *I would like you to..., can you....*), thanks giving (e.g.: *thank you, thank you for...*) at the lower level; while those of the upper level are longer reading texts and some of them contain technical words. Thus, the need for more textual phraseme to organize sentences and ideas together or attitudinal formulae to present one's point of view: *it is advisable that, I think (that), in spite of, and then, since then, in order to*.

The extracts below clearly illustrate how dialogues in the textbooks intended for the lower level contribute to the more frequent use of speech act formulae (1) and how longer texts at the upper level expose learners to more complex structures such as complex prepositions, attitudinal formulae (2).

(1)

THEME 3: ENVIRONMENT

Situation 1.

Dialogue: A visit to Kigwena Nature Reserve

The school has organized a visit to Kigwena Nature Reserve. The Social Sciences teacher takes the pupils on the trip.

Guide: Welcome to Kigwena Nature Reserve.

Teacher: Good morning, sir. My name is Majambere. I'm a Social Sciences teacher.

Guide: Good morning, Mr. Majambere. I'm the Senior guide of this reserve.

Teacher: Nice to meet you.

Guide: Nice to meet you too. What are you interested in?

Pupil 1: I'm interested in calaos.

Pupil 2: I would like to see baboons.

Teacher: Well, we'll watch both, if it's possible.

Guide: Let's start with the flora.

Source : *Domaines des langues _ Domaine des langues, Kirundi-Français-Anglais-Kiswahili*
(6th form ; Theme3 : situation1)

(2)

Sometimes you find yourself in a strange situation. You get into it little by little and in a natural way. **But then** you are suddenly surprised. ... But **I think** it's a good one."
"**I'm sure that** the Indians crossed the Pacific * on their rafts," I had said. "**I'll show that** it's possible. ...
Thor Heyerdahl. The Kon-Tiki Expedition.

Source: *Today's English : Classe de Troisième*

Differences in the use of MWUs across the sub-corpora and the entire corpus for complex conjunctions, idioms, irreversible bi- and trinomials, similes, linking adverbials, phrasal verbs, and proverbs, reflect complexity in structure of the texts and the aims of the course which dictate the selection of MWUs to use.

In a comprehensive analysis, I have been examining whether and to what extent MWUs are satisfactorily included in Burundi English textbooks, the main source of input. The current textbooks do not give the same focus to all the categories of MWUs. Some are given more emphasis than others. Collocations receive more attention in the textbooks, which is good since learning collocations is an efficient way to improve the learners' language fluency and native-like selection of language use' (Shin and Nation, 2008:340). However, although Koprowski (2005:322) indicates that 'today, it is not uncommon to find a generous helping of collocations, phrasal verbs, idioms, fixed expressions, and other lexical phrases in mainstream ELT texts', the analysis returned results show that there is no instance at all for idioms and textual sentence stems at lower level, and commonplaces and slogans at both levels.

In the following section I look at the exercise following the reading tasks in the textbooks to find out the focus given to MWUs presented in the texts.

4. 1. 3. Analysis of exercises in textbooks

To obtain the gist of what kind of focus textbook exercises put on MWUs, I analyzed the type of task learners are assigned during classroom activities while practicing vocabulary. Classroom activities comprise 767 exercises for the lower level and 1,192 for the upper level. I based my analysis on Gouverneur's (2008: 234) three types of focus. When analyzing exercises on collocates of the verb 'make', she categorized the treatment of collocations in her materials as follows:

-*Direct focus* (a part or a whole of the MWU is intentionally practiced),

e.g.: *Make* a wish (a learner fills in to make the expression 'make a wish')

- *Indirect focus* (a MWU 'is not a direct focus but included in a sequence which is the focus of the task and which is short enough for the learner to notice the pattern')

e.g.: No progress can be *made* (a learner finds a synonym for 'make')

- *No focus at all* when 'the phraseological pattern is part of the general context and no attention is drawn to it'.

e.g.: Have you ever sought *spiritual advice* before making a big decision? (a learner fills in to make the expression 'seek advice' and no attention to 'make a decision' in the second part of the sentence).

A set of 10-17 exercises are presented after each text or dialogue in the textbooks intended for learners of the lower level, while there are 12 exercises after each text in the textbooks for the upper level with the exception of the textbook for the Third Form. The secondary texts in those textbooks are followed by one multiple choice exercise about text comprehension.

As for the teaching materials under study, the Table 9 and Figure 9 give an overview on how MWUs are practiced across levels.

Levels	Exercises	MWUs in classroom activities		
		Direct focus	Indirect focus	No focus at all
Lower level	767	0	156	611
Upper level	1192	67	11	1114

Table 9: Exercises in BEGPTC

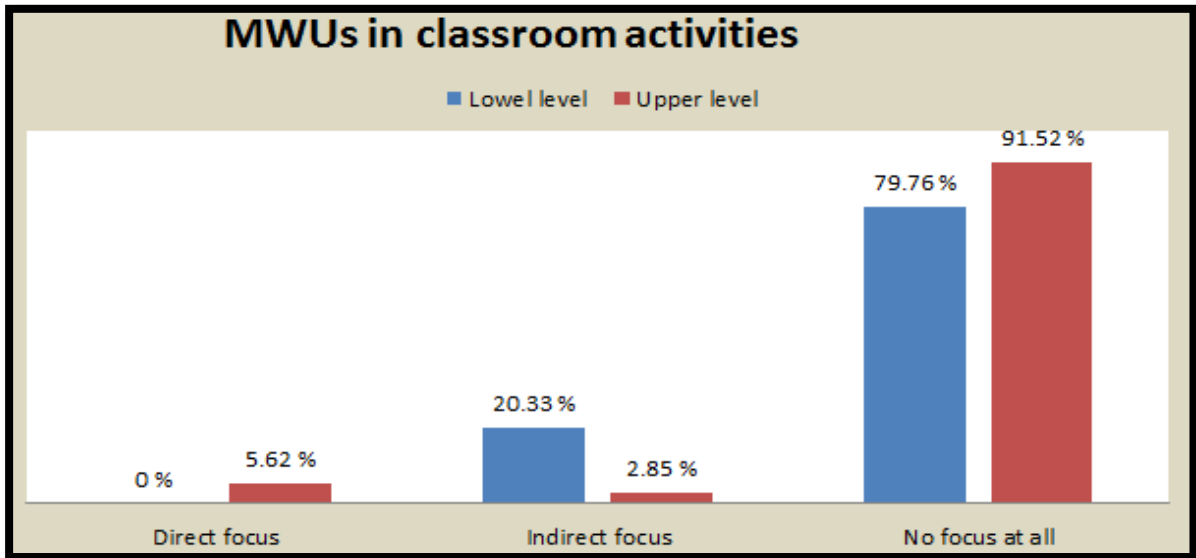


Figure 9: Focus of exercises on MWUs

It is clear that a huge number of exercises for both levels do not focus on MWUs at all. Only around 6% of the exercises focus directly on MWUs (upper level) while 20.33% of MWUs (lower level) and 2.85% (upper level) are indirectly focused on in classroom practice at the lower level.

If we consider, for instance, the following exercise at the upper level, we realize that the textbook exercises provide the complex conjunctions ‘*as though* (1.a) and *as...as*’ (1.b) (SAT2-2.txt) with a direct focus:

(1.a) The man up there let go his grip **as though** he **were** tired.

On the above pattern complete the following sentences:

1. She stopped singing... - 2. They went to work...
3. He sat down... - 4. She lay down... - 5. I ran quickly...

(1.b) You would paint it **as** white **as** the White Cliffs of Dover.

On the above pattern make sentences with the following adjectives:

1. essential. 2. stupid. 3. vile. 4. common. 5. desolate

The practice activities that occur after each text or dialogue at the lower level are organized around themes (e.g.: accident, environment, sports and leisure) as the exercise below illustrates.

(2) Write words or expressions related to accidents in column A and words related to first aid in column B as in the example.

A	B
Accident	First aid
Hemorrhage	tourniquet
Drowning	kiss of life

Source : *Domaines des langues _ Domaine des langues, Kirundi-Français-Anglais-Kiswahili* (6th form, theme2 : situation2)

It was surprising to find out that the textbooks used at the upper level, which are 35 years old, have a direct focus on MWUs that are presented through authentic texts when the textbooks used at the lower level fail to do this. To illustrate it, the MWU ‘*kiss of life*’ is provided in example (2) but is not the focus of the exercise. As a result, only the learner who has already encountered it somewhere else (outside the classroom) is able to decipher its meaning as it was neither presented in the text nor in the vocabulary explanations.

However, the exercise has a role to play in an indirect focus for the practice of the expression ‘*mouth –to- mouth resuscitation*’ since learners are asked to come up with other MWUs that refer to First-Aid that were introduced in the text. This may explain Gouverneur’s (2005:237) argument that the number of years of classroom teaching a learner has had does not have a significant impact on learning collocations. The following screenshot illustrates another type of indirect focus exercise for which learners explain new words or get explanations from the teacher without being aware of what MWU they are dealing with.

Read the second part of the dialogue and ask: ‘**Which words are new for you?**’
Write the words on the blackboard.
Ask the pupils to explain the new words, if no one answers, then explain them.

- **Pregnancy (pregnant):** having an unborn baby growing inside your body.
E.g. Young women should avoid pregnancy before twenty.
- **To take care of:** to pay particular attention to something or somebody.
E.g. Parents must take care of their children.
- **To infect:** to give someone a virus or a disease.
E.g. People with the virus may feel perfectly well, but they can still infect others.
- **To be infected:** to catch a disease/ a virus.
E.g. She was infected by having unprotected sex.

Source: 5th form (exercise 2, p 62).

These explanations are only present in the teacher's guide ignoring that a permanent exposure to them may contribute to the fluent reading of the target text as implicit and explicit learning are complementary and play an important role in effective language use.

For this section, the analysis of classroom activities on vocabulary show that only exercises provided at the upper level directly focus on MWUs. In Section 4.2, I will present findings and discuss them in light of relevant literature in a comparative perspective on the presentation and focus of the exercises in the textbooks.

4.2. Findings

a) Presentations of MWUS in the textbooks

Starting with the inclusion of multi-word units in the textbooks used to teach English for general purposes in Burundi secondary school, textbooks mainly expose learners to single words. The findings from the analysis show that the overall coverage of MWUs (<5%) is quite low compared to that of single words (>95%). Schmitt & Carter (2000: 6) observe 'vocabulary includes many units which are larger than individual orthographic words'. Thus, there ought to be more focus on MWUs than single words. The text coverage is of 80% the most frequent words in English, which could have yield more MWUs as the more high frequency words are the greater numbers of MWUs in the running texts (Nation, 2001). One of the common words in English 'time' occurs in more than 10 combinations in the textbooks (e.g.: *engage time, once up on a time, it's time..., waste time, spare time, at no time in..., plenty of time, most of the time, in the course of time, have (no) time, counting time, spend time, have good time*). The reason behind this under-representation of MWUs compared to single words may be that the writers preferred transparent combinations to facilitate understanding of the texts on the behalf of the learners. Previous research on teaching/learning MWUs indicate that Formulaic sequences are often avoided in classroom (Irujo, 1986).

The categorization of the identified MWUs indicates that there are 2.5% of referential phrasemes, 0.34% of textual phrasemes and 0.35% of communicative phrasemes. This certainly has implications for the learners' performance as competence in the use of phraseological units largely depends on the amount of input as well as on the attention paid to the multi-lexical sequences. Cowie (1992:10) warns that 'it is impossible to perform at a level acceptable to native users, in writing or speech, without controlling an appropriate range of multiword units'.

Learners, therefore, need to encounter as many MWUs as possible in a native-like language use (Wood, 2002:10). The input elements do not only have to be mainly made of phraseological language but also extracted from authentic resources. In addition to the low percentage of MWUS in textbooks used at the lower level, the language they use to present lexical items is not authentic. Another issue is that the lower number of MWUs common to all six textbooks may be related to low frequency of the small numbers of MWUs presented in the textbooks. Only 15 (1.2%) out of the 1255 multi-word types are shared across all textbooks. Thus, the lexical sequences encountered less frequently will easily cause trouble to learners in language production, oral or written. Repeated exposure facilitates fixing the language vocabulary in general and phraseological units in particular.

b) Types of phraseological units in the textbooks

As regards the types of multi-word units receiving focus, per phraseme categories, (lexical and grammatical) collocations, complex conjunctions and speech act formulae come top at both levels. However, results reveal absence of idioms and sentence stems at the lower level and commonplaces and slogans at both levels. In addition to the already mentioned phraseme categories, with differences in counts as indicated previously (Figure 8), others to be mentioned within categories are compounds and phrasal verbs for referential phrasemes and attitudinal formulae for the communicative phrasemes.

c) Focus of tasks/activities on MWUs in the textbooks

As far as practice is concerned, MWUs get little attention during classroom activities. The smaller percentage of direct focus of approximately 6% is found at the upper level, while at the lower level teaching materials give an indirect focus to MWUs at around 20%. Material writers might focus on the MWUs they want learners to acquire and practice as many times as possible. Nesselhauf (2005: 253) gives weight to the importance of practice in learning MWUs: 'learners often have some kind of knowledge of chunks, which need to be practiced to get full control on them in language use. This simply implies that to be able to use MWUs the learners encounter or acquire, they need more reinforcement and preferably with direct focus on MWUs. Laufer (2009:341-342) suggests that adequate input associated to rehearsal frequency could help learners to cope with difficulties related to the use of MWUs. However, the overall findings show that there is still much to do in relation to the teaching of MWUs in general and the

textbooks structure in particular for learners to successfully achieve the set goals for English language in Burundi (see Section 2.2).

As the provided exercises largely ignore multi-lexical units (80% to 90% have no focus on MWUs), I will in the following suggest a set of exercises with a direct focus on some of the units presented in the texts that could be seen as a contribution to English phraseology learning in Burundi.

5. Suggested Exercises

Vocabulary learning should be continuous and in the form of strings of words and practiced for better retention and further ease of use in real life. Learners need to be constantly exposed to pre-fabricated items through authentic texts. Moreover, as a lexical approach (Lewis, 1993) to language learning targets the ‘ability to comprehend and produce lexical phrases as unanalyzed wholes...’ learners should therefore be made aware of the existing MWUs in the second language. However, awareness is not enough on its own regarding the fact that automatic control of MWUs requires practice (Nesselhauf, 2005). This section, therefore, adopts a *reading plus approach* (Paribakht and Wesche, 1994) to vocabulary learning in the materials under study. A *reading plus approach*, in this case, combines reading with enhancement activities that focus directly on MWUs presented in the texts learners are exposed to.

Using an introductory text (Unit1) from *Today’s English: Classe de Troisieme*, one of the textbooks used at the upper level, a set of exercises in accordance with Paribakht and Wesche’s hierarchy of exercise types - selective attention, recognition, manipulation, interpretation and production (p 9-12, figure 10)- is proposed.

<p><i>Selective Attention</i></p> <p>Draws learners’ attention to target word; ensures that they notice it.</p> <p>Examples: underlining, bold-facing, circling.</p> <p><i>Recognition</i></p> <p>Requires association of the written target word form with at least one of its meanings.</p> <p>Examples: matching word with definition or synonym; recognizing meaning of target word from multiple-choice responses.</p> <p><i>Manipulation</i></p> <p>Requires structural analysis of target word to rearrange/organize given elements.</p> <p>Examples: changing grammatical category of target word; constructing words using stems and affixes.</p> <p><i>Interpretation</i></p> <p>Involves semantic and syntactic analysis, including the relationship of target word with other words in given contexts (e.g., collocations, synonyms, antonyms).</p> <p>Examples: guessing meaning of target word in context, multiple-choice cloze exercises.</p> <p><i>Production</i></p> <p>Requires retrieval and production of target word in appropriate novel contexts.</p> <p>Examples: open cloze exercises, answering a question requiring the target word.</p>
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Figure 10: Typology of Text-Based Vocabulary Exercises (Paribakht and Wesche, 1994)

UNIT 1

Why the sun and the moon live in the sky

A long time ago, the sun and the water both lived on the earth and were very friendly.

The sun often paid a visit to the house where the water lived and they would sit talking together for many hours. But the water never came to the sun's house, and one day the sun asked his friend:

‘Why don't you and your relations come and visit me? My wife and I would be very pleased to welcome you into our compound.’

The water laughed. ‘I'm sorry not to have visited you before this,’ he said, ‘but the fact is that your house is too small. If I were to come with all my people, I'm afraid we would drive you and your wife away.’

‘We are going to build a new compound soon,’ replied the sun. ‘If it is big enough, will you come and visit us then?’

‘It would have to be very large indeed for me to come,’ explained the water, ‘as my people and I take up so much room I'm afraid we might damage your property.’

But the sun seemed so sad that his friend never visited him that the water said he would come when the new compound was ready, provided that it was a really big one.

The sun and his wife the moon set to work, and with the help of their friends, they built a magnificent compound.

‘Come and visit us now,’ begged the sun. ‘For we are sure that our compound is large enough to hold any number of visitors.’

The water was still doubtful, but the sun begged so hard that the water began to come in. Through the door into the compound he flowed, bringing with him hundreds of fish, some water rats, and even a few water snakes.

When the water was knee-deep, he asked the sun:

‘Do you still want my people and me to come into your compound?’

‘Yes,’ cried the foolish sun. ‘Let them all come.’

So the water continued to flow into the compound and at last the sun and the moon had to climb on to the roof of their hut to keep dry.

‘Do you still want my people and me to come into your compound?’ asked the water again.

The sun did not like to go back on his word, so he replied:

‘Yes. I told you I wanted them all. Let them all come.’

Soon the water reached the very top of the roof and the sun and the moon had to go up into the sky, where they have lived ever since.

Kathleen Arnott. *African Myths and Legends*.

Selective Attention

Selective Attention focuses on a particular object while simultaneously ignoring irrelevant information that is also occurring. Then, the selective attention exercise will draw learners' attention to MWUs present in the text and that are the focus of the lesson since they cannot do everything at once. According to Paribakht and Wesche, activities of this kind of exercises include:

- providing a list of target words in the beginning of a text and asking the students to read the list and notice where they appear in the text. A variant is to have them underline the target words every time they appear in the text.
- boldfacing, italicizing, circling, colouring or other visual signalling of the target words in the reading text.

Source: Paribakht and Wesche (1994:10)

Following this, an exercise accompanying UNIT1 could look like this:

Exercise 1. Circle the formula you would use to realize a speech act from the list below and circle them wherever they are used in the text 'Why the sun and the moon live in the sky'.

Pay a visit to... the water never came ...would be very pleased to...

I'm sorry (not) to... the sun seemed so sad that... I'm afraid we would...

If I were to...

Recognition

Recognition exercises help the learner to move from apperception to comprehension. The recognition task will require the learner to identify a combination previously encountered in the pre-reading activity and/or in the text and associate to its meaning. Recognition of MWUs is realized in various activities such as:

- matching the target word with a definition or synonym (usually more definitions synonyms than words are provided).
- recognizing the meaning of the target word from a multiple choice of meanings.
- choosing the correct picture after seeing or hearing the target word.
- choosing the right word to label a picture.
- seeing or hearing the target word in the L2 and giving its equivalent in L1.

Source: Paribakht and Wesche (1994:10)

Exercise 2: Match the MWU in the left column with the appropriate definitions in the right column. There are more definitions than MWUs and more than one meaning are possible.

Pay a visit to someone	I regret (not) to...
...would be very pleased to...	to know about something
I'm sorry (not) to...	I would be glad to...
I'm afraid we would...	to complain
If I were to...	go to see and spend time with (someone) socially
	A conditional form used to express hypothesis
	An expression used to express a formal regret

Manipulation

Manipulation exercises focus on the comprehension of the target MWU (Paribakht and Wesche, 1994) for the learner to be able to recognize the structure of the construction and then rearrange the words in a new well-formed structure. Paribakht and Wesche (1994) suggest the following types of activities for single words:

- giving derivations of words (i.e., changing the grammatical category of the target word, such as from noun to adjective, or from verb to noun).
- using stems and affixes to construct words.

Paribakht and Wesche (1994: 10)

MWUs activities should aim at:

- giving different combinations in which words in MWU are encountered (i.e., from literal to figurative combinations, be it in a syntagmatic or paradigmatic relation).
- using combination patterns to construct phrases.

Exercise 3: Match a word in column A to a collocate in column B and then the right form in C.

A	B	C
Provided Pay Be Have to	a visit afraid attention that	1. John always to his grandparents during holidays. 2. Children respect their parents. 3. Right, can I ask you to to a couple of things when you do this diagram. 4. He would be able, he was of age, to bar the entail and dispose of the fee. 5. I that due to limited time available I do not have time to write another article

Interpretation

Interpretation exercises require a mental representation of the meaning or significance of the word constructions in context. This type of exercise helps the learner to integrate the new construction in his lexicon. The types of activities suggested in Paribakht and Wesche's (1994: 11) are:

- finding the odd word in a series of collocationally related words.
- understanding the meanings and grammatical functions of the target word in the text (i.e., in a given context) and recognizing words or phrases which could be substituted in the text.
- classifying words according to their discourse functions (e.g., discourse connectives classified by type — cause and effect, contrast, addition).
- multiple choice cloze exercises.
- guessing the meaning of target words in context.

Exercise 4: Go back to the text, look at the formula you have underline and give their meanings in the text.

Production

Production exercises involve retrieving and using the target construction in an appropriate context to ensure he/she has processed it right and controls its syntactic and semantic aspects. Such exercises include:

- open cloze exercises.
- labelling pictures.
- answering a question requiring the target word.
- seeing or hearing the L1 equivalent or an L2 synonym and providing the target word.
- finding the mistake in idiom use in a sentence and correcting it.

Paribakht and Wesche (1994: 11)

Exercise 5: a) Fill in the blanks with an appropriate word (sentences from the BNC):

1. I have some friends there. I'm going to pay them a ..." Fine, I'll take you.
2. I ... so sorry not to have made an appointment.
3. Both GEC-Ferranti and GEC-Marconi refused to say anything about either Mr. Dunn's departure or the reasons behind it.' I am ... I cannot comment at all,' said Sir Donald Hall
4. Well I think what they suggest to me that we ... to pay for the poster site
5. I am very ... for what I did say about the Brownies, especially about the Brownie who climbed.

5. b). Make a conversation/write an essay using the above lexical units (exercise 5.a) to talk about a visit to your grandparents last summer.

Teachers could also look for other texts dealing with a similar topic and present it to learners so that they can be exposed to more MWUs. This time, with the help of the teacher, learners analyze and identify other patterns related to 'visit' and/or speech formula acts expressing

apology/regret. They can also list constituents of the already acquired MWUs and ask learners to find other possible MWU constructions they can make up to help the learner develop wider vocabulary knowledge. The more they acquire, the better they perform (Fisher and Frey, 2008:594).

In a nutshell, this exercise scheme guides the learner in the process of acquiring and practicing new MWUs from instructional materials he is exposed to, i.e., the scheme provides the learner with context-based pre-reading activities, on- reading and post-reading activities.

6. Conclusion

In this final chapter I conclude the present study and provide its possible implications for the teaching of phraseology in Burundi secondary schools. The main purpose of this research was to investigate to what extent the textbooks used to learn/teach English in Burundi secondary school include phraseological units. To achieve the objective of the study, I have examined how phraseology is being presented in the textbooks in general and compared them per level. MWUs from six textbooks (three textbooks per each level) were identified manually and classified following Granger and Paquot's (2008) classification scheme (Appendix 1). The textbooks present phraseological units an overall of 2,871 MWUs (2,258 referential phrasemes, 310 textual phrasemes and 313 communicative phrasemes).

Taking into account the importance of phraseology in second/foreign language learning, the amount of MWUs included and their dispersion across texts, units, textbooks and levels is far from satisfactory in the analyzed corpus. Findings show that the textbooks give most attention to single words (95%) and few MWUs (1.2%) are common to all six textbooks. Even the few that are included are infrequent and thus learners have a limited exposure to a given MWU, and consequently, a limited ability to use it. These findings do not comply with Burns and Joyce (2001) recommendation that 'new vocabulary units cannot be presented once' and that 'learners need to be exposed to vocabulary repeatedly and so recycling needs to be built into learning'. For the present materials to be successful in language learning, their content do not have to be single word-based to the extent that they are. Language does not have to be considered as a syntactic rule-governed process but as the retrieval of larger phrasal units from memory (Lewis, 1993; Nattinger & DeCarrico, 1992). As Lewis (1993) suggested more than two decades ago, it is advisable to revise the current textbooks. They have to 'form a major element of the language input provided for students' and their 'focus on multi-lexical units should be accompanied by classroom strategies that make students more aware of lexical items, and provide ample opportunities for them to practice such language in the safety of the classroom' (p 259).

Regarding the distribution of the types of MWUs per level, results indicate that the lexical collocations get more emphasis than others and some do not even have any instance in the textbooks. There is a preference for lexical/grammatical collocations and compounds for both

levels (lower & upper), followed by speech act for the lower level, and phrasal verbs and complex conjunctions for the upper level. It is really disappointing that the advancement in technology, especially the contribution of corpus linguistics (Hunston, 2005), has not yet had an effect on EFL teaching materials development in Burundi to regularly expose learners to frequent MWUs. The lack of enough exposure certainly has an impact on learners' use of MWUs. The present results support Moon's (1997) conclusion that learners' difficulties in tackling MWUs are 'compounded by the inadequacy or misleadingness of many teaching and reference materials' (p. 58). Moreover, the textbooks for the lower level, which were expected to explicitly help the learners to use MWUs as they are newly introduced, demonstrate that the syllabus designers did not consider the new trends in vocabulary teaching/learning. Thus, the newly introduced textbooks are intuition-based, which may be the cause of improvement compared to the textbooks used at the upper level.

Moving on to the first sub-question, it aimed at finding out what types of MWUs are presented in the textbooks. The study revealed differences between levels. The distribution of MWUs is marked for the phrasal verbs, complex conjunctions and the attitudinal formula in favor of the upper level and for the speech act formula in favor of the lower level. These findings led to the call for improvement in the organization and the learning of the MWUs for syllabus designers and teachers. Suggestions are that there should be repeated exposure to a larger number of MWUs.

With regard to the second sub-question and the treatment of MWUs in practice activities, the exercise analysis demonstrates that there is no emphasis on MWUs at all. In line with Biber & Reppen (2002), results reveal that the textbooks include words that are not frequent in native speakers' language such as *pocketbook* to mean 'handbag', *do the washing*. The presence of the former has to do with the age of the textbooks used at the upper level, whereas the latter is linked to the reality in Burundi, where *washing machines* are almost not used. However, textbook writers should introduce it to learners for their knowledge and vocabulary increase. There are also some incorrect uses such as the idiom 'to bite off more than one can chew' which is presented as 'without knowing what you were doing you had **chewed off more than you could bite**' (Th5T2-1.txt). The present teaching materials and the teacher's guide have no clear determination to the development of learners' competence skills with regard to MWUs. Therefore, a systematic review of the current instructional materials and recourse to supplementary materials are an urgent necessity.

On the basis of a text from the textbooks, a set of tasks or activities that raise learners' awareness on MWUs was proposed. Further research may investigate textbooks used in private schools to find out any differences between them and the textbooks studied here. Similar investigation of textbooks used at other levels and/or in other subjects (Science and vocational programs) would also be valuable for an overview of English vocabulary learning/teaching in Burundi.

6. 1. Implications of the study

This study portrays the presentation of MWUs in textbooks used to teach English in Burundi secondary schools. In line with previous studies (McCarthy & Carter 1994), the current study also suggests that syllabus designers have to, first and foremost, use authentic language data that could provide learners with every feature of the English language, specifically with more MWUs. Two decades after this proposal in Burundi, instructional materials are still intuition-based and so pay little attention to MWUs.

As far as the presentation of MWUs is concerned, the teaching materials should seek to expose learners to a larger number of phraseological units and adopt a lexical approach to language teaching (Lewis, 1993). For the frequency of MWUs, findings show that most of these items only occur in one textbook. This is in line with Nation's (1990) findings on a limited number of encounters with the items textbooks include. Recycling and repeating the encountered MWUs are of great importance in the instructional process of language vocabulary. Each repetition contributes in broadening the MWU knowledge and thus the automatization of the use of the previously introduced items. In terms of MWUs coverage, all multi-word categories should get an even and direct attention. The low number and/or absence of some textual and communicative phraseme categories such as idioms, slogans and commonplaces indicate an apparent failure in MWUs inclusion in the analyzed textbooks. Lastly, with respect to classroom activities for practice, more activities with a direct focus on MWUs are clearly needed. The results of this study prove little direct focus on those constructions.

Writers and teachers, therefore, have to make sure learners have opportunities to encounter and practice the MWUs they are exposed to in teaching materials. Exposure to MWUs and practice are important to success in English language learning as described in Moon's words (1997: 58):

The appropriate use and interpretation of multi-word items by L2 speakers is a sign of their proficiency... particularly with regard to the creative exploitation and manipulation of multi-word items.

This implies that syllabus designers should provide input with an overt focus on MWUs to raise awareness of what is involved in the importance and use of phraseological units to both learners and teachers. For teachers, the current study suggests that they have to ensure their learners have important input and tasks involving MWUs.

In the current context, while waiting for new materials to be developed, teachers in the meantime have to identify other reference materials, be creative and provide learners with tasks and activities that draw attention to MWUs.

6. 2. Limitations and further studies

This study experiences data limitation and so cannot generalize on MWUs teaching/learning in Burundi. Particularly when considering the sample involved, the analysis only focused on textbooks used to teach/learn general English in public secondary schools. We do not know what happens in teaching materials for private and/or vocational schools yet. Hence, this study cannot generalize from the obtained results on phraseology learning in Burundi, but gives sight of how textbooks used in secondary schools present MWUs and what focus they get from provided tasks for reinforcement. As this study investigated teaching materials, further research investigating learners' use of MWUs appears desirable in addition. This would show if there is any correlation between the input on MWUs in the textbooks and learners' language production.

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Appendices

Appendix: MWUs in the textbooks

1. Lexical collocations

a. Lower level

MWUs	Freq.	MWUs	Freq.	MWUs	Freq.	MWUs	Freq.
bring problem	2	throw discuss	2	balanced diet	1	by a long way	1
call a meeting	5	have AIDS	1	be in fashion	1	a plot of land	1
cause pollution	3	have celebration	1	become friend	1	attend a meeting	2
cause trouble	2	keep healthy	1	become successful	1	attract a customer	1
deliver a speech	2	keep quiet	1	book a sit	1	have a look	3
discuss issue	2	keep safe	1	catch a bus	1	have an accident	1
do business	3	lay table	1	cause conflict	1	have baby	3
do research	2	lose consciouness	1	change behaviour	1	have fever	1
do research	2	make an appointment	1	create a job	1	have influence	1
do the homework	2	make an estimate	1	develop cancer	1	have lunch	1
do the ironing	2	make attractive	1	direct contact	1	have sex	1
do the shopping	2	make calculation	1	do harm	1	have STD	1
do the washing up	5	make chips	1	exchange information	1	heavy rain	1
earn money	4	make effort	1	face dilemma	1	hold a meeting	1
economy class ticket	2	make fourniture	1	face problem	1	increase awareness	1
enquiry desk	2	make noise	1	favorite dish	1	industrialized country	1
find a solution	2	make profit	1	fertile soil	1	join a club	1
get a job	2	make use	1	fetch water	1	keep clean	1
get ill	2	mental disorder	1	follow advice	1	lose a fight	1
get together	3	milk cow	1	get better	1	open an account	1
good deal	3	look like	2	get home	1	engage time	1
give birth	4	need help	1	get dark	1	pay attention	1
good friend	2	offer service	3	get into trouble	1	see a doctor	1
good life	2	open savin account	3	get loan	1	sun sets	1
good opportunity	2	pay visit	1	give a speech	1	take a bus	1
have a good time	3	p lane land	1	give blood	1	take destination	1
have access	2	right now	1	go shopping	1	take insurance	1
have duty	2	satisfy needs	1	go wrong	1	take lead	1
have effect	2	save money	1	good work	1	take measure	1
have problem	3	service charge	1	great treat	1	take plane	1
have the right	4	set up business	1	grow crop	1	take rest	1
have (no) time	3	set up farm	1	grow vegetable	1	take stock	1
make mure	3	shake hand	1	have a coversation	1	the heart beats	1
take time	3	spend money	1	spend time	1	waste time	1
count time	1	be on time	1	beg pardon	1	heavy smoker	1
Totall	90		41		35		40
Total2							206

b. Upper level

MWUs (upper level)	Freq.	MWUs (upper level)	Freq.	MWUs (upper level)	Freq.	MWUs (upper level)	Freq.
earn money	9	give (sb) counsel	2	exchange word	1	meet demand	1
shake head	9	go crazy	2	face problem	3	meet needs	1
make noise	5	good life	2	face difficulty	1	not breath a a word	1
make mistake	5	have an accident	2	face reality	1	observe rule	1
give sb chance	4	the heart beats	2	faint smile	1	offer a service	2
have time	4	keep quiet	2	fall ill	1	offer sb an opportunity	1
make sb (un) happy	4	make good	2	feel ill	3	one's finest hour	1
spare life	4	make choice	2	fierce attack	1	teach s.o a lesson	1
work hard	4	mass production	2	find a solution	1	pay a visit	4
give life	3	play part	2	firm order	1	perform a role	1
good deal	3	plead guilty	2	fresh departure	1	place an order	1
have chance	3	point upward	2	a friend in need	1	play a role	1
have experience	3	the sun shines	2	get together	2	play note	1
have idea	3	take decision	2	get dark	2	point of view	1
have trouble	3	violence breed	2	get prestige	1	take the floor	1
have problem	3	wage war	2	get degree	1	preferencial tariff	1
hold passport	3	wide range	2	get rest	1	public execution	1
make an attempt	3	closing speech	1	give sb a look	1	puff hard	1
take notice	3	give weight to sth	1	give sb ground	1	pull together	1
take message	3	It is high time	1	give sb privilege	1	put sb in contact	1
a pair of scissors	2	a bunch of straws	1	give sb direction	1	reach an agreement	1
amount of time	2	a close connection	1	give sb kiss	1	receive news	1
be in love	2	a horde of demons	1	give sb warning	1	receive impression	1
break the law	2	a matter of time	1	give sb confidence	1	ride a horse	1
change tone	2	a pair of shoes	1	give sb assistance	1	right now	1
deep breath	2	a period of transition	1	give sb hand	1	sail a boat	1
deliver a message	2	a twinkling of an eye	1	give sb prescription	1	press charges	1
drive sb mad	2	abundatly right	1	give sb/sth prestige	1	set up business	4
feel sure	2	achieve unity	1	give sth consideration	1	set up set up a farm	1
fertile brain	2	act of God	1	give sth/sb priority	1	settle dispute	1
find sth difficult	2	admit failure	1	good rest	1	settle an account	1
get an appointment	2	at all costs	2	grow crop	1	disengage one's mouth	1
giant leap	2	bad word	1	grow tired	1	shut one's mouth	3
close tightly	1	black night	1	growing confidence	1	smoke a pipe	1
cold storage	1	blow hard	1	hard life	2	special bagagge	1
collect information	1	book a seat	1	hard road	1	spend money	1
collect sample	1	bright smile	1	have a drink	3	spend time	1
come to a conclusion	1	bring sb plesure	1	have motive	1	stand one's ground	1
come to a close	1	bunch of ants	1	have influence	1	stare hard	1
come to sb's assistance	1	burning question	1	have rest	1	stream bed	1
commit suicide	2	call out greetings	1	have effect	1	strong motive	1
concentrate solely	1	cause depression	1	have right	1	a successful applicant	2
considerable hope	1	click tongue	1	have opportunity	1	sun sets	1
contralto voice	1	keep calm	1	high ground	1	take a degree	1
cornsilk hair	1	keep temper	1	high priority	1	take life	1
to cover the cost	1	large sum	1	high-born kinsman	1	take stand	1
dark deed	2	by a long way	1	higher school	1	take breath	1
decide an issue	1	look good	1	hit note	1	take a seat	1
deep voice	1	lose a match	1	hold good	1	take a plane	1
deep conviction	1	make attractive	1	hold session	1	take note	1
deeply satisfied	1	make an arrangement	1	huge market	1	take a hand	5
deeply touched	1	make an agreement	1	huge step	3	television crew	1
deeply troubled	1	make a hole	1	huge investment	1	the breath of life	1
develop photograph	1	make peace	1	in the best sense of the word	1	under one's breath	1
dig deep	1	make money	4	in the open air	1	waste time	1
disarming smile	1	make effort	1	in the wink of an eye	1	off the wind	1
dispute arise	1	make meaning	1	industrial quadrant	1	make sth plain	1
do business	1	make a point of	1	insurance cover	1	make sth comfortable	1
do someone good	1	make sound	1	inward eye	1	massive unemployment	1
drop a bomb	1	make war	3	issue directive	1	keep time	2
dry tear	1	make difference	1	keep silent	1	keep still	1
employ technique	1	enormous difficulty	1	establish relation	1	keep peace	1
Total 1	138		85		73		77
Total 2	373						

2. Idioms

Lower level		Upper level			
MWUs (lower level)	Freq.	MWUs (upper level)	Freq.	MWUs (upper level)	Freq.
Total	0	never mind	4	be on the rack	1
		give way to	2	live from hand to mouth	1
		lead the way	2	make an end of sth	1
		make no secret of something	2	see someone out of the corner of one's eye	1
		take a deep breath	2	mind one's own business	1
		change one's mind	3	make up one's mind	1
		get away from sth/sb	1	take someone's breath away	1
		get in there	1	keep one's head	1
		keep in mind	1		
		Total 1	18		8
		Total 2		26	

3. Irreversible bi-and trinomials

Lower level		Upper level			
MWUs (Lower Level)	Freq.	MWUs (upper Level)	Freq.	MWUs (upper Level)	Freq.
information and communication	3	rock and roll	5	read and write	2
girls and boys	2	hide and seek	4	rejoice and shout	2
ladies and gentlemen	2	boys and girls	3	so-and-so	2
read and write	2	divide-and-rule	3	brothers and sisters	1
brothers and sisters	1	in and out	3	by and by	1
tea and coffee	1	life and death	3	day and night	1
Total	11	little by little	3	each and every	1
		live and let live	3	folk and wild	1
		up and down	3	here and there	1
		sons and daughters	2	ladies and gentlemen	1
		lords and masters	2	sea, land and air	1
		one by one	2	slim and still	1
		Total 1	36		15
		Total 2		51	

4. Similies

MWUs (lower level)	Freq.
As expensive as a Euro	1
As fast as a computer	1
As fast as a leopard	1
As like as truth	1
	4
MWUs (upper Level)	Freq.
be caught like a fish	2
go through sth like butter	1
have stretched hair like a magazine photo	1
pour down like manna from Heaven.	1
announce sth like a gasping messenger	1
As black as satin	1
As good as a white man	1
as much "acts of God" as acts of too prolific mothers	1
as sharp and painful as the lash of a whip	1
breasts like mangoes...	1
cackle like an old hen	1
charge along like troops in a battle.	1
chirrup like a cockatoo	1
cocking his head from side to side like a leopard listening for the hoofs of its prey	1
full of stars like skies at night	1
have one's neck wrung like a chicken	1
live like a beggar	1
love like a dog.	1
mouth like a frog	1
raise oneself on his hind legs like a goat	1
righteousness like a mighty stream	1
shine like fires.	1
sleep like a baby	1
stick on sth like wild gum on tree-trunks	1
stop like a car whose brakes have been suddenly jammed on.	1
tie sb like a horse by its reins.	1
walk with bowed heads like drenched men from the rains	1
whiten like steel in a furnace	1
Total	29

5. Compounds

Lower level

Upper level

MWUs (lower level)	Freq.	MWUs (upper level)	Freq.	MWUs (upper Level)	Freq.	MWUs (upper Level)	Freq.
headmaster	18	each other	17	wholesale	2	madhouse	1
countryside	8	outside	9	footprint	1	medicine man	1
family planning	5	aircraft	8	gear change	1	moreover	1
motorcycle	5	rock and roll	8	age-old	1	motherland	1
washing up	5	news conference	7	airlift	1	motorcycle	1
each other	4	gentleman	6	airman	1	natural resources	1
first aid	4	foreman	5	background	1	nearby	1
fresh air	4	one another	5	backpack	1	night-tide	1
handkerchief	4	pocketbook	5	banana skin	1	notwithstanding	1
grandfather	4	rock-strewn	5	black market	1	offshoot	1
timetable	3	bride price	4	blindfold	1	oilskin	1
business trip	2	household	4	breakdown	1	oil-slicked	1
cupboard	2	mankind	4	breaking point	1	open country	1
economy class	2	meanwhile	4	breathing space	1	outdated	1
pay slip	2	gearbox	3	breathtaking	1	outlook	1
up-to-date	2	common market	3	briefcase	1	output	1
first aid kit	1	mealie meal	3	character actor	1	outsider	1
time-keeper	1	northward	3	chock-a-block	1	outskirts	1
time-keeping	1	railway	3	colour bar	1	outwear	1
armchairs	1	bridegroom	2	cornsilk	1	overbear	1
breakfast	1	acid rock	2	cowboy	1	overcrowd	1
cockpit	1	back room	2	cupboard	1	overpower	1
current account	1	breakfast	2	drawing room	1	overrun	1
cybercafe	1	breakthrough	2	first aid	1	overtire	1
desktop	1	commonwealth	2	forthright	1	overwhelming	1
developing country	1	country side	2	freshwater	1	paper cup	1
digital camera	1	first class	2	frock coat	1	parish church	1
drop-outs	1	Goodbye	2	grandmother	1	parish priest	1
flip-flops	1	hard work	2	grandparents	1	pitch-and- toss	1
grandson	1	homesickness	2	graveyard	1	pocketknife	1
household	1	meantime	2	great friend	1	police station	1
insulating tape	1	native doctor	2	grey suit	1	pop music	1
jerry can	1	outdo	2	handlebar moustache	1	poverty-stricken	1
living room	1	outlet	2	hard time	1	public eye	1
mouth-to-mouth	1	outsell	2	hard-working	1	rainforest	1
public office	1	outstanding	2	health hazard	1	river steamboat	1
screwdrivers	1	overlook	2	high explosive	1	runaway	1
septic tank	1	overnight	2	high fashion	1	self-assurance	1
special school	1	overtake	2	high school	1	self-discipline	1
spirit level	1	payload	2	high step	1	self-government	1
starting block	1	playwright	2	high stool	1	selfhood	1
stop watch	1	popular music	2	high-born	1	self-induced	1
sunset	1	raga rock	2	highway	1	self-seeker	1
sustainable development	1	safety-pin	2	hot air	1	self-seeking	1
sweet potatoes	1	sel-confidence	2	landlocked	1	shell shock	1
swimming trunk	1	skin-deep	2	laughing stock	1	sitting room	1
topsoil	1	spacecraft	2	left hand	1	songwriter	1
typhoid fever	1	spare time	2	lifelong	1	special school	1
workforce	1	undergrowth	2	long rains	1	split second	1
yellow fever	1	upside-down cak	2	long face	1	spring mattress	1
Total	108	up-to-date	2	love affair	1	starry-eyed	1
		statesman	1	trench coat	1	wire service	1
		tawdry	1	troopship	1	workmanship	1
		tie-up	1	underground	1	wormwood	1
		tiresome	1	well known	2	low man	1
		policeman	19				
		Total 1	193		57		55
		Total 2	305				

6. Grammatical collocations

6.a. Lower level

MWUs (lower level)	Freq.	MWUs (lower level)	Freq.	MWUs(lower level)	Freq.
have to	23	wake up	9	come back	7
talk about	13	fill with	6	get up	5
be afraid of	10	go out	5	run away	4
be tired of	7	comply with	5	feel sorry for	3
keep on	7	sit down	4	go back	3
look for	6	lots of	3	be aware of	3
suffer from	6	covered in	3	get rid of	2
take care of	6	hurry up	2	opt for	2
used to	6	stand up	2	look after	2
look at	5	start on	2	go away	2
ask for	4	burst into	2	go on	2
belong to	4	find out	2	ask about	2
interested in	4	calm down	1	dive into	1
wait for	4	clear off	1	due to	1
be proud of	3	come across	1	feed on	1
be rich in	3	come down	1	fight against	1
take part in	3	come in	1	gather around	1
worry about	3	come out	1	get used to	1
come from	2	end up	1	have impact on	1
contribute to	2	fall into	1	insure gainst	1
listen to	2	kneel down	1	involve in	1
agree on	2	lie down	1	know about	1
be about to	2	line up	1	make use of	1
be away from	2	run after	1	prevent from	1
call for	2	run out	1	provide with	1
complain about	2	stay up	1	result in	1
deal with	2	walk away	1	result from	1
depend on	2	think of	1	run out of	1
effect on	2	take off	1	argue about	1
inform about	2	be keen on	1	be ashamed of	1
provide for	2	borrow from	1	be fond of	1
be responsible for	2	climb up	1	fight for	1
thank for	2	discuss with	1	agree with	1
thanks to	2	dismiss from	1	apply for	1
Total 1	149		67		59
Total 2	275				

6.b. Upper level

MWUs (upper level)	Freq.	MWUs (upper level)	Freq.	MWUs (upper level)	Freq.
come out	12	line up	7	warning against	1
get on	4	comply with	1	interested in	6
work on	6	lie down	1	melt into	5
go away	10	thank for	2	have effect	4
get out of	5	be afraid of	5	gaze at	3
go up	4	look around	4	keep on	3
look back	7	contribute to	3	end with	3
keep on	4	fight for	3	provide for	3
agree with	4	ask for	3	go over	3
break into	4	depend on	3	look down	3
run away	12	result in	2	deal with	3
stand by	5	walk away	1	essential to	3
turn around	5	call for	1	get rid of	3
clear out	4	climb up	1	get used to	3
come in	14	flow into	2	carry on	2
grow up	5	kneel down	1	play part in	2
belong to	6	be fond of	6	hunt for	1
have to	47	be aware of	4	smile at	1
look at	60	cope with	2	run out of	1
go on	28	amount to	2	spectrum	1
think of	27	be worn out	2	fall down	1
go out	17	be ashamed of	2	be off	1
used to	17	clear off	2	drink drink up	1
sit dow	16	be away from	2	fall out	1
talk about	14	be tired of	2	curl up	1
wait for	14	find out	2	grow out of	1
wait for	13	glare at	2	take part in	1
look after	13	involve in	2	thanks to	1
go into	12	lean on	2	cover in	1
get up	11	result from	2	depend (up)on	1
come back	10	take care of	2	devote attention to	1
go back	9	wrong with	2	stand back	1
have got to	8	look up	2	slip out	1
stand up	8	go back on	1	live off	1
according to	7	charge against	1	fall off	1
believe in	7	far from	1	find oneself in	1
listen to	7	throw into	1	go back	1
be about to do sth	6	attitude towards	1	groan with	1
look for	6	be a mass of	1	know about	1
number of	6	hang around	1	lean against	1
hold on	5	jump jump off	1	prevent from	1
fight against	4	due to	3		
Total 1	483		91		75
Total 2	649				

7. Phrasal Verbs

MWUs (lower level)	Freq.	MWUs (upper level)	Freq.	MWUs (Upper level)	Freq.
fill in	3	take sth up	10	get together	2
put away	3	bring sth out	8	get into	2
clean up	2	cut sth off	6	go off	2
look over	2	give up	6	grow into	2
clear out	1	find sth out	5	keep out	2
copy down	2	get into	5	keep sth up	2
cut down	1	go through	5	look over	2
dust off	1	let sb/sth out	5	move off	2
dust out	1	get down	4	point sth out	2
get along	1	get out	4	poke about/down	2
give up	1	go about	4	pull through	2
knock down	1	look up	4	pull someone up	2
let out	1	pick s.o/sth up	4	run off	2
look out	1	take out	4	start on	2
note down	1	turn out	4	turn on	2
pick up	1	turn off	4	break down	1
pull out	1	take s.o/sth off	3	bring up	1
start off	1	back out	3	bring someone down	1
take out	1	drag s.o/sth down	3	bring sth in	1
Total	26	draw back	3	broke up	1
		get away	3	burn out	1
		hold out	3	carry sth off	1
		hold sth up	3	cast off	1
		look out	3	catch someone off	1
		pull out	3	conjure sth up	1
		sit back	3	cover sth up	1
		stand out	3	drug someone up	1
		take someone off	3	get something off	1
		clear out	2	hand over	1
		bend down	2	keep sth down	1
		break out	2	leave sth out	1
		bring about	2	open up	1
		burst into	2	pick out	1
		carry out	2	pick s.o/sth out	1
		come off	2	pull away	1
		drive away	2	pull up	1
		tie s.o/sth	1	put someone off	1
		turn into	1	run s.o/sth down	1
		wake up	1	kick s.o out	1
		wear off	1	shake someone off	1
		work out	1	throw down	1
		Total 1	139		56
		Total 2	195		

8. Complex prepositions

MWUs (lower level)	Freq.	MWUs (lower level)	Freq.
in order to	8	because of	8
at the end of	3	in order to	8
because of	2	instead of	7
apart from	1	in spite of	7
From that time on	1	at the end of	5
by means of	1	for example	4
in spite of	1	as a result of	3
Total	17	in the meantime	2
		apart from	1
		by no means	1
		for instance	1
		From that time	1
		in vain	1
		Total	49

9. Complex conjunctions

MWUs (lower level)	Freq.	MWUs (upper level)	Freq.	MWUs (upper level)	Freq.	MWUs (upper level)	Freq.
such as	8	And then	42	as far as	4	and so on	2
so that	4	as if	18	as bad as	3	as educated as	2
either...or	3	and so	16	as far back as	3	as fast as	3
neither...nor	3	so that	16	as much as	3	as simple as	2
And then	2	neither...nor	8	as soon as	3	not as impressed as	1
as soon as	2	as well	7	as well as	3	as biggity as	1
as well as	2	either...or	7	so-and-so	3	As far ahead as	1
As quickly as possible	1	as long as	5	such as	5	as high as	1
Total	25	as impersonal as	1	as much ashore as	1	as pleasing as	1
		as many news conferences as	1	as much money as	1	as queer as	1
		as many people as	1	as merry as	1		15
		Total 1	122		30		
		Total 2	167				

10. Liking adverbials

MWUs (lower level)	Freq.	MWUs (upper level)	Freq.	MWUs (upper level)	Freq.
By the way	3	In fact	8	As I see it	1
Since then	3	Even though	4	As you know	1
Once upon a time	2	Above all	3	In other words	1
As you know	1	As a result of this	2	In the meantime	1
First of all	1	First of all	2	Once upon a time	1
In addition	1	Even then	2	Since then	1
In short	1	on the other hand	2	The following day	1
The following day	1	added to this,	1		7
To conclude	1	A long time ago	1		
To finish	1	As a matter of fact	1		
	15	Total 1	26		
		Total 2			33

11. Text sentence stems

MWUs (lower level)	Freq.	MWUs (upper level)	Freq.
		the fact was...	1
		The only thing sure is...	1
		you will discover that...	1
Total	0	provided that...	1
		Total	4

12. Speech act formulae

MWUs (lower level)	Freq.	MWUs (lower level)	Freq.	MWUs (upper level)	Freq.
Good morning	20	Do you mind...?	1	Of course	25
Thank you	13	Good day	1	I/ am (very) sorry (for/to/not to)...	10
'd/would like to (do sth)	7	Here it is	1	Thank you	8
Thank you for	7	Here they are	1	Can you (do sth)	4
Here you are	5	How wonderful!	1	For God's sake!	4
Can you (do sth)	4	I'm Okay	1	Never mind	4
Can I have (+N), please?	3	It's a pleasure!	1	what a +(Adj)+ Noun !	4
Of course	3	Of course not	1	d/would like to (do sth)	3
What a nice colour/school!	3	See you soon	1	Good morning	3
Yes, of course	3	That 's great!	1	Nonsense!	3
I'm fine	2	Very good!	1	would you like...	4
Can I do sth?	2	Welcome home!	1	Come on	2
Can I help you?	2	What a pity!	1	God bless you (all)!	2
Come on	2	What if I...?	1	Her Majesty	2
Fine ,thank you	2	Yes, please.	1	I beg your pardon	2
Have a good time (here)!	2	You're welcome	1	Very well	2
how much...?	2	Your majesty	1	Bring me some beer please,Yomi	1
Nice to meet you	2		17	Can I do sth?	1
Very well	2			Can't you squeeze me in, please?	1
With pleasure	2			Good God!	1
And Guess what!	1			Good night!	1
best wishes	1			May I ask a question, please ?	1
Can I get(+N)?	1			Shall I help you?	1
Cock-a-doodle-doo	1			Thank you for	1
Could you please (do sth)?	1			Would they please leave her alone?	1
Total 1	93			You're welcome	1
Total 2	110			Total	92

13. Attitudinal formulae

MWUs (lower level)	Freq.	MWUs (lower level)	Freq.
I think (that)	6	I know (very well) (that)	20
You're right	5	I (don't) think (that)	15
In fact	5	I (don't) believe that...	10
I hope...	3	In fact	8
I wish...	2	you know	7
It is advisable that	1	I wish...	6
Total	22	I'm sure (that)...	5
		I hope...	3
		Certainly not!	2
		I am convinced that...	2
		It is true that...	2
		As you know	1
		I am certain that...	1
		I should certainly recommend you to...	1
		It is clear that...	1
		It is essential to	1
		Yes. You are right.	1
		Total	86

14. Proverbs

MWUs (lower level)	Freq.	MWUs (lower level)	Freq.
Many hands make light work	1	He who pays the pipe and calls the tune	1
Total	1	A cat may look at a king	1
		Total	2