

Exploring the Role of Collocation in Creative Writing among Pakistani Learners at Secondary Level: A Corpus-based Study

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Abstract

Research works on the usage of lexical collocations for enhancing the creative writing of foreign language learners is considerably lacking. To examine the impact of collocation on reading, speaking and writing skills have been the focus of the researchers. It was observed that the writing skill of EFL learners was weak and they faced difficulties in English writing. Pakistani EFL learners are facing problems while writing English creatively especially at secondary level. Their writing is weak due to lack of adequate combinations of words according to the context. The undertaken research endeavours to explore the impact of English collocations on the creative writing skill and the effect of English Newspaper corpus to improve the collocation knowledge among the EFL learners at Secondary level in Punjab, Pakistan. Quasi experimental research design is adopted for the present study. Two groups of English language learners participate in this research. SPSS, version 23.00 is used to analyse the collected data statistically. The research employs a mixed method. Quantitative data is collected through pre and post-tests, writing task. Qualitative data is collected through semi-structured interviews. Sinclair' (1991), Ying and Hendrick (2003)'s models are utilized to analyse the data. The results of the study reveal that the participants of the two groups possess inadequate knowledge of collocation. The corpus-based collocation intervention proves significantly effective and it assists the students in experimental group to develop their collocation knowledge and creative writing. The results also reveal that collocation approach contributes a lot to creative writing. Therefore, the results of the study demonstrate that the corpus-based collocation intervention has a significant effect on the participant's performance in expressing their knowledge in a creative way. This study implies that the collocation knowledge plays a significant role in enhancing EFL secondary learner's creative writing.

Keywords: writing skill, creative writing, lexical collocation, quasi experimental research, corpus based approach

1. Introduction

Akbar, Pathan, and Shah (2018) elaborate those four language skills are necessary to adopt while learning English language. Writing skill occupies a prominent position among these four skills. Writing is a gem to pick. A person having good command over writing can express his/ her views in an effective way (Sadiku, 2015; Kumar et al., 2021). Chandio, Khan, and Samiullah (2013) narrate that to create something new in an imaginative and innovative way is called creative writing. The thinking ability of a person is involved for the composition of a work.

Writing is nothing without vocabulary and vocabulary knowledge does not mean to learn words individually. It means to learn the words that have tendency to co-occur with it (Murcia, 2001; Çakmak et al., 2021). Collocation refers to "the regular co-occurrence of words within a given span demonstrating a statistical strength of co-occurrence" (Webb, Newton, & Chang, 2013). Consequently, collocations seem a vital part of vocabulary knowledge. Many techniques and methods are used to teach and learn collocations. Learning and teaching of collocation is uphill job because for foreign language learners, collocations have been a uphill task (Ucar & Yükselir, 2015).

Learners need to use appropriate words to express their feelings and to produce language in an efficient way. Owing to the importance of collocation in learning and teaching of foreign language, recently language instructors and researchers are paying attention and utmost consideration to collocations predominantly for EFL learners. (Ariffin & Abdi, 2020). EFL learners face several problems in English writing as English is not their first language. Henceforth, finding suitable ways and methods for expanding the creative writing of pupils has been remained a

topic of prime concern among researchers and L2 writing specialists (Ismail, 2011; Kumar, 2020). Many researchers have conducted their research on this topic and their findings have revealed that learning and teaching collocation is the most viable way to enhance the writing skill (Ashouri & Mashhadi Heidar, 2015; Mounya, 2017; Sadoughvanini, 2012).

Mounya (2017) explores that learning and teaching collocation plays a core part in raising the proficiency of EFL learners in English writing and a significant connection is found between using collocation and writing proficiency. Bui (2021) opines that undoubtedly, EFL learners endeavour to learn the vocabulary and they spend many years in memorizing a vast stock of vocabulary and English learners spend many years in learning a vast stock of vocabulary and the rules of grammar. In spite of all their efforts, they show incapability in producing native like writing and speech.

1.1 Problem Statement

The undertaken study attempts to resolve the crucial problem encountered by EFL learners during their academic study i.e. lack of creative writing skill. Chandio et al. (2013) describe that creative writing occupies a prominent place in education because it equips learners with the fundamental skills of language and they are provided with opportunities to express their feelings, thoughts and expressions. Mousavi and Darani (2018) mention that writing is a significant language skill for EFL learners.

The writing skill of Pakistani student is very poor and of low quality (Fareed, Ashraf, & Bilal, 2016; Mahmood et al., 2020). They don't depend upon their mental ability to create any piece of writing. Rahman (2002) explains that learners rely on rote learning for writing. They just cram from textbooks and paste the crammed stuff in the examination. Different genres of creative writing are adopted at Matriculation level such as letter, essay, story and dialogue. All these are mentioned in the textbooks and practiced in the classroom. Students are encouraged to cram all the contents from the texts and rewrite. Wonderfully, they cram all the stuff from the textbooks and reproduce in the examination. That is why, the writing task of the whole class shows similarity. It is because they are not motivated to write their own piece of writing using their own mental abilities. They are unaware of the fact that creativity is to generate something new in an imaginative way.

The creative writing of Pakistani pupils at secondary level is poor due to many issues (Dastgeer & Afzal, 2015). Lack of vocabulary, sentence building and interference of mother tongue are the major key issues. Faulty teaching is another important factor. Conventional teaching methods emphasize on learning the grammatical rules of language instead the learning of language itself. Inadequate knowledge of collocation is also another factor due to which learners face problems in English writing (Brashi, 2009). EFL learners often write sentences using inappropriate word combinations as they possess inadequate understanding of lexical bundles. So, their writing becomes unnatural, awkward and meaningless. Therefore, to improve writing skill of learners, they should be taught how to choose right combination of words (Mousavi & Darani, 2018; Bacha et al., 2021; Abdelrady et al., 2022).

In Pakistan, for educating and instructing, the traditional method is used to teach English writing skills at the secondary level, as there is a large number of students in one class which may exceed the strength of a hundred plus students in a single class. Therefore, any such creative activity in class for teaching the English language cannot be managed by a single teacher. So writing is somehow neglected in an EFL class. Due to lower passing percentage of students in board and university exams, higher authorities account for teachers. Resultantly, teachers favor activities that assist pupils in passing board and university exams, so encouraging rote learning. Boards and university exams provide questions that force students to learn and replicate lessons in the examination, which is the outcome of traditional method (Siddiqui, 2007). In Pakistan, there are no language laboratories in any public school. The aforesaid information leads to the conclusion that the educational system needs to be improved in order to encourage pupils to be more creative in their writing skills rather than rote learners (Haider, 2012; Ajmal & Kumar, 2020).

Pakistani EFL learners also face similar problems using right combinations of words during writing task due to insufficient knowledge of collocation (Akhter, Anwar, & Qureshi, 2018). Their writing is poor because of the influence of first language. They have developed the habit to learn vocabulary through individual words. They are not taught properly that to know the sense of the text, competency over fixed expression like idioms and collocation is imperative (Akhter et al., 2018).

The present study aims at cultivating the creative writing of Pakistani EFL students at Secondary level with the help of collocation using Pakistani English Newspaper Corpus. Collocations help learners to express their written ideas naturally and concisely as native. The learners can acquire lexical knowledge and increase their vocabulary size (O'Dell & McCarthy, 2017).

1.2 Research Objectives

- I. To investigate the role of English collocations, using English newspapers in developing creative writing of Pakistani Secondary EFL learners.
- II. To determine the effect of English collocations towards the creative writing of Pakistani secondary EFL learners.
- III. To examine the views of respondents from Control and Experimental groups about existing ELT and introducing Corpus based collocation approach in improving creative writing skill.

1.3 Research Questions

- I. How do collocations improve the creative writing of Pakistani EFL learners at secondary level with the help of English Newspapers?
- II. How do English collocations affect the creative writing of Pakistani EFL Learners at secondary level?
- III. What are the views of respondents from Control and Experimental groups about existing ELT and introducing Corpus based collocation approach in improving creative writing skill?

1.4 Research Hypotheses

- Ho. There is no significant effect of English collocations in the creative writing skill of Pakistani EFL Learners at secondary level.
- H1. After receiving the intervention of English collocations, the creative writing skill of Pakistani Secondary EFL Learners in the experimental group will improve significantly as compared to the learners in the control group having no intervention.

1.5 Scope of the Study

The undertaken study examines the usage of Collocation in improving the skill of creative writing among the EFL Learners of Pakistan with the help of English newspaper corpus. Geographically, the study is conducted in Pakistan and the data is collected from the students of Government Higher Secondary School Tulmba, Mianchannu. This study covers the difficulties confronted by Pakistani EFL Learners in creative writing at Secondary level, the contribution of collocation to enhance their creative skill of writing and use of corpus in EFL context. A Corpus is compiled of the leading Pakistani English Newspapers: The Dawn, The Daily News, and the Nation for a period of eight months. After compiling the corpus, the next step is to investigate the corpus data with the help of corpus tools namely, Wordsmith 4.0, a software to retrieve concordance for collocation analysis.

Other language skills are not included in this study due to the nature of study and assessment. Secondary students follow different tasks such as writing essays, short stories, letters, paragraphs on different topics and dialogues, therefore the study only included EFL students of Government Higher Secondary School Tulmba, Mianchannu, who are taking reading and writing course as a defined population.

1.6 Significance of the Study

The undertaken study tends to upgrade the creative writing skill of Pakistani EFL Learners at secondary level. Pakistani Learners face problems in creative writing. Generally, the educators and scholars may diminish the learning creative writing gap after the problem is elaborated and the study may help them improve their scores. The current research is an addition to the previous researches by analysing the impact of collocation in writing skill as (Zhang, 1993; Ying, 2009; Jamsaid, 2018) and many others conducted studies in this regard.

The practical implication of the study is the contribution to the existing material and the syllabus design to indicate that collocation approach can be included in syllabus to improve students' learning.

2. Literature Reviews

Hamadouche (2010) argues that basic skills are important to learn the knowledge of foreign language. Listening skill comes first in this order, then speaking, reading and writing step by step. In the whole process of learning four skills, writing is kept at the end because it is considered the complicated skill. Writing is an uphill task for EFL and ESL learners to master. It is often observed that majority of learners find listening and reading skill quite easy. They easily understand something they listen and read whatever is written. But they find themselves in a fix while speaking or writing (Rao, 2017). During the teaching process, the teachers should introduce such techniques which help the students to shift their feelings on pages effectively. Teacher should design activities carefully so that the

learners take interest to improve their writing skill and take part actively in such activities (Sepianita, 2010; Pan et al., 2022). Anh (2019) indicates that effective communication is possible due to writing skill. It is the form of communication where people can communicate through written words.

Writing is also a creative but a “complex integrated activity” (Leggette, Rutherford, & Dunsford, 2015). It is considered a foundational skill for the students, as they are supposed to create an informative text (Kuzu & Prediger, 2017). Creativity means to present novel ideas that are startling yet comprehensible, and also appreciated in some way’ (Boden, 2001).

Nevertheless, English learners find writing skill quite challenging due to its nature. While learning English, the learners find themselves in a fix. They experience difficulties while shifting their thoughts on pages. They find themselves in a fix to write in English. Several linguists and researchers have discussed this issue. They attempt to highlight the issues faced by EFL learners in writing (Anh, 2019).

Mousavi and Darani (2018) disclose that among four skills of language, writing secures a prominent place and is considered very important for EFL learners. No proper consideration is given to writing as a whole in all educational institutes but the focus of their heed in on grammar, and structure (Li, 2014). Recently, scholars and educators are shedding light on the phenomenon why the writing skill of language learners seems poor. They reveal the reason that due to lack of collocational knowledge; EFL/ESL learners’ writing skill is not up to the mark. Undoubtedly, they have ability and they learn a number of new vocabulary items but difficulty arises while generating sentences. They show incapability in selecting words according to the situation. Selection of right combination of words becomes an uphill task for them (Li, 2014). All languages of the world have a variety of lexical bundles. A common misconception is prevailed that these lexical bundles are very easy to learn because being the part of every language, they can learn in a natural way. Yet, many researchers oppose this point of view and they present different opinions that these expressions seem very difficult to memorize and learners are unable to select them naturally.

Rao (2019) stated that newspapers had a great impact on teaching English language skills to the learners of second or foreign language. The teachers of English can use the newspapers to develop their learners’ language skills by adopting several techniques and approaches that are more suitable for the second or foreign language learners. The reason behind selecting Newspapers is that they have current language of society and are living form of language. They provide variety of knowledge about education, sports, technology, showbiz, entertainment, business, trade, and politics etc. Even information about every field of society can be found in newspapers (Xua, Akhter, & Qureshi, 2020) . While adopting the material from the newspapers, the teachers should take utmost care and the preference should be given to the importance and usefulness of the selected news item and the learners’ interests. At the initial stages, the teachers have to select the newspapers that are in easy and simple language so that the learners participate actively in the given tasks with high motivation and a lot of enthusiasm. Furthermore, the burden of the teacher also reduces since the learners can understand the language easily. At this juncture, the teachers of English can ask the learners to go through the newspaper carefully and find the topics of their interest to evaluate the knowledge of the learners’ reading skills. Here, the teachers can take the opinion of the students in selecting the topics and then the selected topics are given to the learners. The learners work on the given task in groups and give responses to the questions (Rao, 2019).

Newspapers are also very important to develop the writing skills among the second or foreign language learners. The teachers can divide the classroom into groups and give a newspaper to each group and ask them to write a summary of it. Then the learners work with their peers in the group and complete the task within the stipulated time. Once the task is over, the teacher invites the group leader to present it to the whole class. This activity enhances the learners’ writing as well as presentation skills. Later, the English teachers can also use some news items to write reports also. Furthermore, they are also useful in writing descriptions about some cartoons, comics, great personalities, and some important pictures that appear in newspapers. The teachers can also take a small paragraph by changing the order of the sentences and ask the learners to arrange the sentences in the logical order. Then the learners work in groups and arrange the sentences in an order, and it develops the learners’ logical thinking. Also, the teachers can take a news article where the information is scrambled and give those paragraphs to the learners and ask them to arrange in order (Rao, 2019).

Qureshi (2020) disclosed that English newspapers introduce the collocations used by native people. So, the learners can easily get the knowledge of collocation by using newspapers. EFL Learners will be aware of the fact which collocations are acceptable for native speakers as they will know that powerful computer is acceptable collocation instead of strong computer. By reading newspapers, their knowledge about collocations will be improved and this knowledge will improve their writing skill. Newspapers make the learning process interesting because learners gain a

lot of knowledge in a fun. Learners get bored by reading textbooks. Newspapers contain entertaining as well informative knowledge. That is why, the learners take interest in gaining knowledge from newspapers. From newspapers, the learners can get ready made expressions and use these accurate chunks in their written work. By the help of these ready-made chunks, they will be able to combine words to express their ideas, thoughts, and concepts in written form effectively (Qureshi, 2020).

2.1 Theoretical Framework

The undertaken study adopts Sinclair (1991)'s corpus based approach of collocations. The concept of collocation is defined with the help of corpus. Manifestation of more than one words within a short span in a text is called collocation according to him. Another model given by Ying and Hendricks (2003) is also followed to conduct the undertaken research. It is called the collocation awareness-raising (CAR) model. The theorists identify four steps in teaching collocations within their proposed approach. First step is to introduce the meaning and explanation of collocation to the learners. Second step is to raise learners' knowledge of collocation by class room activities. Thirdly, the learners should be guided to use the learnt collocation in their writing properly. Finally, their written work with suitable use of collocation was assessed by providing positive feedback. Earlier research is lacking which highlight the role of collocation in upgrading creative writing with Newspaper corpus. Therefore, this research fills this gap. The present research contributes improving the creative writing with the help of collocation using corpus -based approach.

3. Method

The undertaken research follows mixed research design but categorically it is quasi-experimental research. The researcher exploits this design to inspect the efficacy of collocation refining the creative writing of Pakistani EFL learners at secondary level. For this research, the data is collected quantitatively and qualitatively with the help of reliable and authentic research tools. In quasi-experimental research, the participants are not randomly sampled since it is a classroom research, the participants are already in an intact group that cannot be divided (Newmann & Thompson, 1987). The participants in the two groups should be homogeneous before exposure to treatment. They are supposed to have the same characteristics (Martin, 2004). In this study the two groups of EFL secondary students are taken from the Govt.Higher Secondary School Tulmba MianChannu, Pakistan.

Target population for this study is taken through purposive sampling technique. The quasi-experimental research is conducted at Govt. Higher Secondary School Tulmba, Mian Channu. Sixty participants are taken from class 10 at secondary level and are divided into 2 groups. 30 students are in control group and experimental group respectively. The students belong to the same group of EFL learners (intact class) and from the same academic background. A coin is thrown up to determine which group is the experimental group and which one is control group through head or tail.

To assemble quantitative data, a pre -test is conducted for both groups to look at their present level of ability in English language (Creswell, 2012). The research participants of the current study are taught the collocations through Corpus -Based method and through the traditional teaching method for twelve weeks.

The undertaken study intends to improve creative writing with the help of collocations. The control group is exposed to writing using the traditional method for treatment while the participants in the experimental group is taught collocations using Pakistani English newspapers corpus and the two groups are subjected to post-test. The pre-test is used to determine the entry point of the subject and to generate a parameter for variation between the groups. At the end of the treatment, the control group and experimental group are again subjected to another test (post-test).

These tests are prepared according to the board pattern of Punjab, Pakistan. It is a subjective test. It is validated by three paper setters from Punjab Board. To assess the collected data, software SPSS, version 23.00 is used for quantitative analysis.

3.1 Analysis of Pre-test Results of Control and Experimental Groups

Pre-test is executed to know the present knowledge of the students about collocations. There is total 60 students and are equally divided into both groups. They are assigned the same subjective test carrying equal marks and time duration.

Paired samples T-Test for pretest by experimental and control groups

Pair 1	Paired Samples T-Test					T	Df	Sig.(2-tailed)
	Paired statistics		Paired Differences					
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference				
			Lower	Upper				
Control Group	4.76	0.91	-0.65	0.227	1.08	3.130	29	0.004
Experimental Group	4.10	0.81						

The table 3.1 shows that the mean value of experimental group is 4.10 and standard deviation is 0.81. Whereas, the mean value of control group is 4.76 and standard deviation is 0.91. No significant statistical difference (DF=29.0, t=3.130, p=0.004) is observed between the mean scores of the students in the two groups as is indicated by the analysis of paired -Samples t-test.

3.2 Analysis of Post-test Results of Control and Experimental Groups

After pre-test, experiment is carried out for 12 weeks in which experiment group learns through intervention whereas the other group learns without intervention. After experimental teaching session, again one test is designed for both groups which carries same question and time duration like the previous test and this test is called post-test. The strength of students is likewise as in the pre-test. The purpose of this test is to discern the function of English collocation in enlightening the creative writing skill.

Paired Samples T-Test by control group and experimental group for posttest (Inter Group).

Pair 1	Paired Samples T-Test					T	Df	Sig.(2-tailed)
	Paired statistics		Paired Differences					
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference				
			Lower	Upper				
Control Group	4.86	1.03	-2.13	-3.08	-1.18	-4.602	29	0.000
Experimental Group	6.99	2.48						

Table 3.2 shows that the mean value of experimental group is 6.99 and standard deviation is 2.48. Whereas, the mean value of control group is 4.86 standard deviation is 1.03. Significant differences are observed in the scores of the experimental group (M =6.99, SD =2.48) when compared with the scores of Control group in post-test (M =4.86, SD = 1.03) and t (29) =-4.602, p =0.000 (2 tailed). The mean difference in two scores is -2.13 with a 95% confidence interval ranging from -3.08 to -1.18. Therefore, it is proved through the analysis of the paired samples t-test that the experimental group performs well as its mean scores are better rather than to the control group. This analysis also rejects the null hypothesis and confirms research hypothesis based on the significant differences i.e., the p value (p<0.05). It clearly shows that intervention of collocation plays an important role in raising the creative skill of writing of students.

Semi-structured Interview is conducted to collect data qualitatively. Two students from each group are interviewed to know their views and encounter with the approaches. The students’ respond to their views about the approach used in their groups shows that the students in the experimental group found the Corpus- Based collocation approach interesting and tasking by saying, “oh! It is a nice approach but need guidance at initial stage easy to know how to find collocations”. This implies that the students were not used to find collocations in this way before the intervention. Whereas, the students in the control group found the class boring as there was no difference in the approach since it was the usual approach used by their teachers.

4. Discussion and Findings

Finding the answer to RQ One (How do Collocations improve the creative writing of Pakistani EFL learners at secondary level with the help of English Newspapers?), the present study utilizes pre-test and post-test. Discerning the answer to research question one, the scores of the performance of the students belonging to both groups during the pre-test and the post-test are compared. The scores of students in pre and post-tests are compared to examine the effectiveness of Corpus-based Collocation Approach with the help of English Newspapers. The scores show that the

learners of Experimental group performed well during post-test after having treatment of collocation using English Newspaper Corpus.

Paired Samples T-test is operated to determine the statistically significant differences in the post-test scores compared to control group in the post-test in terms of use of English Newspapers Corpus to teach collocation. There are significant differences between the scores of both groups. It is concluded that the experimental group utilizing corpus-based approach outperformed the control group being taught traditional method.

Research Question Two in the present study is “How do English Collocations effect the creative writing of Pakistani EFL Learners at secondary level”? In order to determine the answer to research question two, the results of the EFL learners’ performance from the experimental group and control group during the post-test are compared. The scores of Experimental and control groups are compared during the post Test to examine the effectiveness of collocation. The findings show that the learners of Experimental group performed well during post-test. EFL learners from experimental group improved their creative writing skill after receiving intervention.

Research question three is about the EFL learners’ views about the Corpus based collocation treatment (What are the views of respondents from Control and Experimental groups about existing ELT and introducing Corpus based collocation approach in improving creative writing skill?). Thematic analysis of the semi structured interview demonstrates that students from Experimental group liked corpus-based collocation approach. Most of the EFL learners improved their creative writing skills within an environment of corpus-based collocation approach. The data obtained from the interviews have shown that the majority of the students hold positive attitudes toward using corpus. The interviewees found corpus approach more helpful than traditional approach in learning the usage and places of words in context. They state that using corpus in learning is more interesting than checking grammar books. Whereas the students from control group are also interviewed and they found traditional method boring and no significant improvement is observed in their performance during post.

The present study shows the enhancement in the performance of the students using intervention of collocation. The findings for the research question 3 consolidates the findings of research questions one and two about the benefiting effect of Corpus-based collocation approach in improving creative writing skill of Pakistani EFL learners at secondary level. Hence, the qualitative findings from the semi-structured interviews corroborate the quantitative findings in the pre-test and the post-test in the present study.

5. Recommendations and Conclusion

This study aims at investigating the consequence of the usage of Corpus-Based Collocations approach on Creative Writing of Pakistani students at secondary level in tertiary institutions to determine if it would improve their writing skill. It is an advanced step in applying Corpus-Based approach and a step to renew the whole education system of Pakistan according to the worldwide standards of English language pedagogy. The appropriate strategies can be introduced for students of tertiary institutions to benefit from the uniqueness of Creative writing skills through Corpus-Based Collocations approach for the progress of students. Notably, this research aims at upgrading the students’ Creative writing skill in the Government Higher Secondary School Tulmba, MianChannu in Pakistan and around the world.

Due to the scope of the study, there are number of recommendations for further research as follows:

In this conducted research, just 1 task for writing is kept in view. To get more valid results, more than one tasks of writing can be added for writing. The quantitative data of the present study is collected through pre and post-tests but further research can be conducted with other types of tests like translation, cloze test, grouping and correct/incorrect tests, filling in the blanks test. Additionally, the qualitative data is collected through interviews but other tools like case study, classroom observation and journal writing, etc. can be used to address this issue minutely. For quantitative data, 60 participants are used but with different sample, research can be conducted in future. For qualitative data, 4 participants are interviewed but in future, qualitative data can be assembled with more interviewees. Secondary level is chosen for this research but the same research can be replicated in future at different stages as higher secondary and advance levels. The data is collected online due to pandemic situation but in future data can be assembled in face-to-face situation. Experiment is also conducted online. But future research can be run with face-to-face experiment.

The undertaken study focuses on the impact of Collocation on the students of secondary school. Therefore, similar studies are needed to be carried out at higher education levels. In addition, English language teachers should be included in the study to get more insight from teacher’s perspective or their preference in using Corpus based collocation approach in their classrooms.

There is a lack of studies investigating the relationship between Collocation approach and creative writing among EFL learners. Therefore, it is recommended that a replicated study can be conducted to find out the relationship between Collocation approach and creative writing.

To establish the effectiveness of collocation on the creative skill, this study is carried out. Writing skill is kept in view and other skills are a gap in this context. Subsequent research can be done for the other skills within Pakistani context (Ellis, 2009; Rashid, Cunningham, & Watson, 2017).

This research has been done with the four Pakistani English Newspapers with the period of 9 months. The further research can be done with the Textbooks corpus from the syllabus. And it can be done with more English Newspapers with the long period to make a large corpus.

Another recommendation is to conduct collocation intervention with a larger sample size with diverse EFL students. Conducting another study with students of different ages (children and adults), level of study (school, undergraduates, postgraduates) may bring out different results.

Moreover, more than one experimental group and more than one control group can be included in future research. It would be interesting to conduct Corpus-Based collocation treatment research on four groups.

The research makes inferences and provides insights into the impact of Corpus based collocation approach on creative writing skill. It also investigates the relationship of English Newspapers corpus on creative writing skill. The study also investigates the attitudes and beliefs of the students after they have attended the experiment. Pakistani EFL learners improved their creative writing skill in terms of vocabulary as collocation is the vocabulary item with the help of corpus-based collocation treatment. The prime objective of the current research is to implement collocation in Pakistani ELT scenario to inspect the effectiveness of collocation in cultivating the creative skill (writing) of Pakistani EFL learners. Empirical evidence has proved that collocation is fruitful in enhancing the creative writing.

EFL learners having collocation treatment definitely liked corpus-based collocation in Pakistan as it is informative and interesting technique. The secondary EFL students' knowledge of collocation was inadequate and the corpus-based intervention was needed to improve their knowledge of collocation. The performance of the students from experimental group in post-test was better in writing task than that of the control group students. Conducting corpus-based collocation intervention is helpful to improve vocabulary and content of writing scores of EFL learners. The performance of the students was significantly improved, which suggests the importance of collocation approach in learning vocabulary to improve creative writing. Finally, English Newspaper corpus-based collocation treatment helped EFL secondary school students to improve their vocabulary which is the core part of creative writing.

The results of the current study have given an overall picture of the impact of the collocation approach on creative writing skill of the secondary school students. However, this approach contributes significantly to improve learners' writing skill. The findings of the study may motivate other researchers to further investigate the role played by corpus-based intervention from a wider point of view. As mentioned earlier that the dearth of research and investigation about the use of corpus and collocation to enhance creative writing skill will open new horizon for another research work to start.

The present research proves effective in developing the writing skill in a creative way. It is proved that using collocation intervention, language students can get benefits. This approach will keep them aware about the contextual use of words and they will get rid of from the habit of cramming. They will be in a position to produce native like language.

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