**The effect of teaching academic collocates on the writing performance of Iranian medical students**

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**Abstract**

In this research we investigated the effects of teaching academic words with and without their collocates on the writing quality of Iranian medical students. To this aim, we selected, with the help of a subject matter expert, 300 academic words from the Academic Vocabulary List which bore high relevance to Medicine. A cohort of 32 medical students were then divided randomly into two groups, each consisting of 16 students. As for the pretest, they wrote an academic essay on a topic related to their major. Both groups were then taught in the same way the major principles of academic writing for 12 sessions. Half an hour in each session was, however, devoted to academic vocabulary instruction which was different for each of the groups. One group was taught just the academic words while the other group was presented with academic words plus their top collocates. After the instruction period, both groups were asked to write an essay similar in its topic to the pretest. The pretest and posttest essays were evaluated by two experienced raters who assigned holistic scores based on Jacob et al. (1981) writing assessment rubric. Data were analysed through ANCOVA with students’ scores on the pretest essays as covariate. The findings showed that teaching academic words in combination with their collocates had no significant effect on learners academic writing performance. The results are justified and discussed in light of theories of L2 writing development, academic writing perspectives and phrasological views of second language acquisision.

**Keywords:** *Collocation, EAP, L2 writing*