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Students Interaction with Collocations Using Bilingual and Monolingual Dictionaries: The Case of Jordanian EFL Learners

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The aim of this study is to highlight how a group of Jordanian EFL learners interact with collocations using *Oxford* monolingual dictionary and*Al-Mawrid* bilingual dictionary. The sample of the study consisted of ten students majoring in Applied English in University of Jordan who volunteered to participate in this study. A multiple choice test was used to assess students' achievement whilefollow-up interviews were conducted with the students in order to explore students' preferences when it comes to dictionaries being used, the problems they encounter and the strategies they employ to face such problems. The findings of the study indicated that most students prefer using *Oxford* dictionary. In addition, two problems were identified when it comes to consulting the dictionary for collocational information, viz. different senses of the same lexeme as well as being unfamiliar with the collocations being tested. Other problems related to the design of the dictionary were identified, viz. the weight of the dictionary. Different strategies that students employ to face the problems they encounter were identified, including taking advantage of the contextual information and translating the sentence into Arabic. Further research concerning the effictivness of such stratigies in addition to other issues related to dictionary use is recommended.

1. Introduction

Lexicographical studies that concentrate on dictionary use have gained a considerableattention over the last years. In fact, this domain has attracted the attention of researchersbecause what counts after all is users' satisfaction i.e. to what extent do they can use thedictionary effectively? What are the purposes of using dictionaries? Do users face problemswhen they use dictionaries? If the answer is yes, what is the sort of these problems and howdo users tend to treat such problems?

From this perspective, the present study tackles the issue of students' interaction with onearea of vocabulary learning, which is collocations, using a monolingual and a bilingualdictionary. In particular, the present study attempts to explore students' preferences when itcomes to the dictionary being used, the dictionary which tends to influence students'achievement positively i.e. the impact of monolingual dictionary as opposed to bilingualdictionary in second language acquisition, the problems that students encounter when theyuse dictionaries in their attempts to identify the correct collocational item and the strategiesstudents employ in order to overcome such problems. Recently, lexicographers have placed special emphasis on collocations in terms of the role collocations play in General dictionaries (Binson, 2005).

In the Arab world, however, an elaboration in terms of research interest needs to be made here. How students interact with lexical items in general and collocations in particular using bilingual and monolingual dictionaries did not receive

considerable attention in Jordan. Rather, the research was devoted to exploring the lexical problems that EFL learners encounter in general and collocations in particular. It is useful to highlight some aspects of the interest in lexical as well as collocation research.

Being a foreign language, one may expect that the lexical competence of English is a crisis for Jordanian EFL learns. Shakir and Shdeifat (1996) maintain that Arab learners, when not being directed by their teachers, suffer from a shortage in the lexical items to be used in every-day life. Such shortage in the lexical item is due to over emphasizing grammatical information on the expense of lexical information. After all, what is crucial is the ability to recall the lexical items and using them correctly. Hamdan (1997) posits that "without words communication will not be possible" (441). One proof for such an assumption comes from students complaints of not being able to communicate using English due to their inability to recall words and use them. The following quotation (quoted in Hamdan, 1997) is an elaboration on this point:

Last week I was talking to a friend and the topic of accidents at nuclear power stations came up. I wanted to give my opinions but just didn't have the vocabulary to do this. I was frustrated and dissatisfied, so when I got home, I looked the words up in my dictionary and made a list of them.

Another evidence comes from empirical research. Hamash (2000) reported that EFL learners' lexical achievement on various aspects of language (e.g. word families, hyponymy, translation, collocations) is low.

Collocations, being an important part of vocabulary learning and a problematic phenomenon for EFL learners, have attracted the attention of researchers in Jordan.

This is a true assumption evident in the serious attempts made by researchers on second language acquisition to asses EFL learners' collocational competence and the strategies students use when they fail to give the correct collocational item. Using a multiple choice task administrated to undergraduate students in Yarmouk University, for instance, Hijawi (1991) reported that collocations is a problematic area for EFL learners, a finding which was confirmed by Malkawi (1995) Shakir and Shdeifat (1996), Abdul-Fattah (2001), ZghoulandAbdul-Fattah (2001), Zoghoul and Abdul-Fattah (2003). Similar findings in terms of the strategies students use when they fail to give the correct collocational item were reported. Farghal and Obeidat (1995), Shakeir and Shdeifat (1996) and Abdul-Fattah (2001) reported that synonymy, transfer (positive and negative), avoidance, paraphrase, compensation and approximation are the strategies which were employed by the students when they fail to give the correct collocational item. What can be inferred from these studies is the fact that they were limited to measuring students' achievement and the strategies students employ when they feel unable to give the correct item either in the multiple choice tests, or in the translation tasks. While such findings provide useful insights into students' level of acquisition; thus, giving a clear picture of their communicative competence, they neglect a vital part collocations acquisition, which is attempting to propose approaches that may influence the ability of acquiring collocations. However, proposing such approaches goes beyond the scope of this study.

Navigating the internet, on the other hand, would provide us with considerable amount of literature that tackled this issue. Olga (2001: 25) for instance,

suggests a "lexical approach as an alternative of grammar – based approach to collocations". The main interest of this approach is improving students' acquisition of words and multi- word units, since theability to use multi- word units is a very important part of language acquisition (ibid: 26). Wei (1999) on the other hand posited that special emphasis is to be placed on teaching students a "wide variety of ways that words collocates with each other" (p. 213).

In addition, being an important aspect related to second language acquisition, one would expect that dictionaries play a crucial rule in enhancing students' acquisition abilities when it comes to lexical items in general and collocations in particular. On the basis of this assumption, one may also expect that a considerable amount of literature is devoted to the representation of lexical knowledge in learners' dictionaries whether they are monolingual or bilingual. In fact, this may be the desired picture, which, in fact, contradicts what is available in reality. As far as collocations in dictionaries are concerned, the domain of how EFL learners interact with collocations using monolingual and bilingual dictionaries remains unexplored.

Before proceeding with this discussion, it is important to raise some questions. What about collocations in dictionaries? Do dictionaries provide the users with collocational information that enables them to get them easily? Jackson (1996) maintains that how much collocational information is provided in a single dictionary is subject to variation from dictionary to dictionary. He further explains that Collins English Dictionary (CED) "contains as part of its definition of rancid, for instance, (of butter, bacon, etc)" (108). On the other hand, Longman Concise English Dictionary (LCED) does not indicate such collocational information. Collocational in dictionaries are indicated either explicitly as in the examples discussed here above, or by the "division of senses in the entry of a lexeme" (ibid: 108). One of the senses of "hiss", for instance, in CED is "such a sound uttered as an exclamation of derision, contempt, esp. by an audience or crowed".

Because of such variation in the extent to which dictionaries provide collocational information, one would suggest that such variation in noticeable among monolingualdictionaries as opposed to bilingual dictionaries. *Oxford* dictionary, for instance, elaborates on the collocational characteristic of *favour*, which collocates with *do* by providing an example which illustrates the context in which favor is used: "may I ask you a favor"? "do me a favor and turn the radio down while I'm on the phone, will you?". Comparing and contrasting such a dictionary with a bilingual dictionary, say *AL-mawrid*, it is clear that such collocational information is not provided , instead different sense of the same word are included.

As long as lexicographical research in the Arab world is in its infancy, it is useful to give insights into the international studies that tackled this issue, if any, as well as the Arabic studies for which dictionaries is the domain of the study.

It is worth noting that how the users interact with dictionaries was approached from different perspective. Atkins and Varantola (1999), for instance reported on the findings of a study that attempted to explore what users usually do when they consult a dictionary. Using a translation task administrated to 17 participants from 15 language communities and a homogeneous group consisting of 15 different language communities, the study concluded that participants consult the dictionary most frequently for gaining information related to the meaning of a lexeme.

McCreary Dolezal (2002), on the other hand, investigated the efficiency of using a monolingual dictionary along with the contextual information available from the text as opposed to using the monolingual dictionary not taking into consideration the text and inferring the meaning from the text only without using the monolingual dictionary. The study reported that students' achievement was better when students were allowed to read the text and use the monolingual dictionary while answering the multiple-choice test.

Nesi and Haill (2002), on the other hand, analyzed eighty- nine translation assignments of international students studying in the medium of English in a British university to find out that students encounter difficulties in selecting appropriate entries and sub-entriesin their dictionaries which resulted in errors in interpretation, although the most of the words were looked up successfully.

Laufer and Levitzky-Aviad (2006) reported that the paper-based Hebrew-English-Englishdictionary was more beneficial that other dictionaries in helping (76) Hebrew students in translating a task consisted of (36) items. In particular, it was found that this dictionary is more beneficial than Hebrew-English-English electronic dictionary, English-English- Hebrew dictionary and the bilingual Hebrew English dictionary.

Moving to local studies, dictionaries have started to attack researchers' interest recently. Prior to shedding the light on the studies conducted in this direction, it is worth noting that such studies handled dictionary use from different perspectives, despite of the fact that the common ground between such studies is the pedagogical perspective. Diab (1989), for instance, concluded that dictionaries used by 405 ESP learners in University of Jordan were not specific in terms of the purpose and they also "fail because they try to meet the needs of diverse categories of users" (409). Such dictionaries also tended to include materials which considered to be irrelevant to the users. In addition, students' attitudes toward using dictionaries were investigated by Rashed (1991) who conclude that students at University of Jordan hold positive attitudes toward using dictionaries. Similar attitudes were influenced by the level of study as well as the kind of academic discipline. Such positive attitudes were also reported by AL-till (1990) who also concluded that a major strategy in second language learning is checking the dictionary.

Other researchers devoted their works to explore other relevant aspects of dictionary use among university and school students such as the effectiveness of using dictionaries in second language acquisition. The effect of using monolingual dictionaries on school students' achievement in reading and writing was investigated by AL-Alami (1992) whoconcluded that using dictionaries has a positive impact on developing students' vocabulary, although there was no such evidence on the effectiveness of using dictionaries in acquiring reading skills, an area which is in need for further investigation.

Similarly, dictionary use strategies in reading and writing among school students were examined by AL-Kawaldeh (1992) who concluded that the strategies students use are affected by the users' sex, achievement, specialization and the type of the learning task.

Hamdan and Fareh (1997) reported that dictionaries (monolingual and bilingual) are misleading for Arab EFL learners when it comes to grammar. The study

also reported that dictionaries do not provide Arab EFL learners with adequate amount of grammatical information. Most recently, Diab and Hamdan (1999), using a translation n task of a chapter specialized in linguistics, concluded that general words were a problematic area for undergraduate students in University of Jordan who lacked any strategy prior to using monolingual and bilingual dictionaries – monolingual were the most frequent used dictionaries- for checking relevant information such as the pronunciation and the meaning of words.

What can be inferred from these studies is the fact that dictionaries were tackled from a pedagogical perspective taking in consideration the user-oriented approach. This is evident in the fact that the related studies concentrated on users' attitude toward dictionaries, the effectiveness of dictionaries on second language acquisition, the most frequent used dictionaries. Studies that tackle how Arab EFL learners interact with collocations using monolingual and bilingual dictionaries have not been conducted yet. Thus, the present study is an attempt in this direction.

2. Objectives

The primary concern of this study is study is to explore how a group of Jordanian EFL learners at university level interact with collocations using bilingual and monolingual dictionaries while answering a multiple-choice test. The study was meant to provide useful insights into a number of issues related to dictionary use. This includes students' preferences when it comes the dictionaries in use, the most beneficial dictionary in identifying the correct collocational item, the problem students face when they try to identify the correct collocational item, and the strategies they use to overcome such problems. In particular, the study reported here sought answers to the following questions:

1. When students feel they need to consult a dictionary, which dictionary do they use? Is it

Al-Mawrid or *Oxford* dictionary?

2. Which is most effective in identifying the collocational item? Is it a monolingual dictionary or a bilingual dictionary? This is going to be assessed by measuring students' achievement on the multiple –choice test.

3. When a dictionary is consulted, what is the type of problems students encounter while trying to identify the correct collocational item?

4. This question is based on the findings of the previous question. In facing the problems that students encounter when they try to identify the collocational item using the dictionary, what are the strategies that students employ to solve the problem?

3. Methodology

3.1. Subjects

The subjects of the study were ten Jordanian students majoring in Applied English. At the time of data collections, those students were enrolled in a course of English in Tourism, and they volunteered to participate in this study. Those students were third-year students and studied courses in Applied English such as Medical English, and Business English.

3. 2. Data Collection

A multiple choice test was administrated to students. The test consists of ten sentences in which the collocational items are business- related collocations. As a matter of fact this test was taken from a web site that is interested in collocations for foreign learners. The URL of this web site is www.better-english. Com. This web site was designed by an English teacher who teaches English as a foreign language for French students. It was designed in response the problems students encounter in learning English. This web-site provides grammar lessons, phrasal verbs lessons, business-related collocations and idioms.

The dictionaries which were used in the study here are *Oxford* dictionary and *Al-Mawrid* dictionary. The former is a general monolingual dictionary and the later is a general bilingual dictionaries. Those tow dictionaries were used in this study because they are the most frequent used dictionaries in Jordan.

Fellow-up interviews were conducted with the respondents. During each session, the students were give the multiple choice test as well as *Al-Mawrid* and *Oxford* dictionary and were asked to use the dictionary with which they are satisfied. As a matter of fact, the students were interviewed individually because of the limited number of the dictionaries that the researcher has. Having done this, every student has the opportunity to use the dictionary he/she wishes, so that he would not use one of the dictionaries because another student is using the other. Note-taking was performed by the research during the sessions. Students, during answering the questions or after finishing the test, were asked questions related to the dictionaries they use, the problems they face, the strategies they adopt. Thus, fellow-up interviews were conducted to answer questions 1, 3, and 4, while the frequency and the percentage were used to answer the second dictionary, which has to so with students achievement.

4. Findings

The aim of this study is to explore how students interact with dictionaries (monolingual and bilingual) while dealing with collocations multiple-choice test. In particular, the study reported here is an attempt to explore students' preferences; to explore the most effective dictionary in giving the correct collocational item, (monolingual or bilingual), to uncover the problems that students encounter while using the dictionary to give the correct collcational item, and the strategies they employ to solve this problems. In what follows is a detailed analysis of the findings of the present study.

4.1. Students preferences.

The findings of the present study indicate that most students prefer using a monolingual Dictionary (the monolingual dictionary used in this study is *Oxford*dictionary). Table (1) provides a detailed analysis of the number of students who preferred using *Oxford*, student who prefer using a bilingual dictionary (*AL-Mawrid*dictionary) and the students who used both dictionaries.

Table (1)
Preferences of
Students

The Dictionary Consulted	Freq.	
Oxford	7	0
Al-Mawrid	2	0
Both	1	0
Total	10	00

It is clear from table (1) that the majority of students prefer using the monolingual *Oxford*dictionary. This may indicate that monolingual dictionaries are proffered by the majority of students and the fact they are trust worthy. Students' preference of using monolingual dictionary might be attributed to wide range of factors. In fact, when students were asked "why did you use the *Oxford* dictionary" or "why do you prefer using it", students reported that the monolingual dictionary, which provides an English-English interpretation, states the intended meaning "most accurately". Moreover, students report that they are filmier with using the monolingual dictionary, which became the most frequent dictionary since students start receiving their higher education. More interestingly, some students reported that its not a good idea to use a monolingual dictionary, since bilingual dictionaries, *AL-Mwrid* in particular" provide students with a literal translation of the target item, while other information such as the collocational information is not provide. In addition, some students reported that*AL-Mawrid* dictionary does not provide students with examples illustrating the context in which every sense is used as opposed to OXFORD dictionary which provides such information.

A comparison between the findings of the present study and those of Diabs' and Hamdans' (1999) shows some similarities and differences. Similar to the students in Diabs' and Hamdans' (1999), students in the present study proffered using bilingual dictionaries. However, in Diabs' and Hamdans' (1999) the preference to use monolingual dictionary was ascribed to the fact that there they were unaware of the existence of specialist dictionaries, which is not the case in the present study. As a

matter of fact, a bilingual dictionary which is specialist in collocations has not been devised yet. This fact illustrates how much we are behind in field of lexicographical studies and achievement, which is not the case when it come to what ha s been done internationally. In fact, there is a serious interest in designing collocation dictionaries as Binson (2005) indicates.

4. 2. Monolingual vs. Bilingual Dictionary and Students Achievement.

The findings of the study indicate that *Oxford* dictionary is more effective in helping students identifying the correct collocational item that *Al-Mawrid*. Tables (2) and (3)

provide a detailed analysis of the achievement of students who used *Al-Mawrid* Dictionary as well as the achievement of the students who used *Oxford* dictionary.

Table (2)
The Number and the Percentage of the Correct Answers given by Students Who used Al-Mawrid Dictionary

	Number of Correct Answers	
Student (1)	5	0
Student (2)	7	0
Student (3)	7	0
Total	**19**	**2**

It is clear from table (2) that using *Al-Mawrid* dictionary has a relatively positive role in helping students identifying the correct collocational item. Nineteen attempt made by students representing 62% of the overall attempts were correct. This may indicate that using bilingual dictionaries have somehow a positive role in helping students identifying the correct lexical item; thus, playing a relatively positive role in second language acquisition. Such relatively high percentage of the correct answers which were given by students using

Al-Mawrid bilingual dictionary might be attributed to the strategies students employ while trying to identify the correct collocational item. In fact, one of the strategies that students employ is taking the contextual information in consideration. Thus, the relatively high percentage in giving the correct answers is affected by the strategies students adopt while trying to identify the correct collocational item.

Table (3)

The Number and the Percentage of the Correct Answers given by Students Who used Oxford Dictionary

	Number of Correct Answers	
Student (1)	10	00
Student (2)	10	00

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	Number of Correct Answers	
Student (3)	5	0
Student (4)	8	0
Student (5)	6	0
Total	**39**	**8**

Table (3) shows that (72%) of the answers given by the students who used *Oxford* dictionary were correct. This may indicate that such dictionaries designed for learners have a positive role in providing students with the relevant lexical information. In particular, they are positive when it comes to identifying the collocational item. One way of including collocational items (Jackson, 1995) is providing an example illustrating the context in which such collocational items collocate with each other. *Oxford* dictionary is one of the dictionaries that make use of examples so as to give the collocational information. Thus, one can infer that the collocational information is presented explicitly so that learners can get it. In addition, one of the students reported that when she was asked "why did you use

Oxford dictionary", that "it provides an accurate clarification of the meaning in English", unlike *Al-Mawrid* dictionary which provides synonyms for the target word rather than illustrating the differences between the synonyms.

4.3. Problems Encountered While Consulting a Dictionary.

The findings of the present study indicate that students face a number of problems while consulting the dictionary for relevant information. In what follows a detailed analysis of the problems that students reported while consulting the dictionary for collocational information.

4.3.1. Different Senses of the Same Lexeme

The study reported here has shown that the most frequent problem reported by students is the fact that dictionaries, whether bilingual or monolingual, provide a large number of senses of the same word. When asked about the problem that students encounter when they consult the dictionary for relevant collocational information, students reported that "there is more than one meaning of the same word", especially in *Al-mawrid* dictionary which does not provide so much information regarding the differences between the senses especially when they are very close to each other. Such finding indicates the crucial need for accuracy, especially in bilingual dictionary, in stating the different senses of the same word and the differences between them. Such difficulty can be ascribed to, as mentioned above, to not providing an example, especially, in bilingual dictionaries, which illustrates the context in which every word is used. It can be also attributed to the inaccuracy in giving the meaning of the target word.

It has to be mentioned here that this problem is associated with the bilingual *AL- Mawred* dictionary and was not associated with the monolingual *Oxford* dictionary. Students who used *Oxford* dictionary did not report any problem of this sort. On the contrary, one students reported that *Al-Mawrid* dictionary provides the meaning in Arabic a long with its synonyms in Arabic, regardless of any differences in the meaning, or in the verb argument as reported by Hamdam and Shehdeh (1997), which may imply that bilingual dictionaries, with a particular reference to *Al-Mawred* are "potential source of error" not only at the grammatical level, but also at the semantic level.

4.3.2. Problems Related to the Collocations being tested.

Another problem reported by the subject of this study is the fact that the collocational items being tested are not familiar to them. As a matter of fact, one students reported that "I did not here of this word before" –referring to the collocational item examined. This is a natural conclusion, since students learn a foreign language. On the other hand, this finding highlights the fact that students are not exposed enough to business- related collocations despite of the fact that one course offered for students majoring in Applied English in University of Jordan is a course entitled "English for Business". It might be also ascribed to the lack of bilingual business-related collocations dictionary. It is worth mention here that the collocations tested in the multiple-choice test were deliberately chosen, since it is expected that students are unfamiliar with such collocation items. Being as such, students will not chose the collocational item on the basis of being familiar with it; thus; there would be a greater chance to measure their achievement accurately and to identify the problems they face and the strategies they use specifically.

4.3.3. Problems Related to Other Words in the Same Sentence.

Among the other problems that students encounter while dealing with the sentences is being unfamiliar with the other words in the same sentence rather than

the collocational items. This is also expected, since students are learners of a foreign language, which is English.

4.3.4. Problems Related to the Design of the Dictionary.

Most students report that what they do not like in dictionaries, monolingual and bilingual, is the weight of the dictionary. This may be an indication of the important of basing the design of the dictionary on the users' needs and perspectives, since what counts at the end is users' satisfaction. In fact, some students reported that they do not use paper based dictionary, but rather an electronic dictionary because of the consideration of design and weight. However, the extent to which such dictionaries are useful for second language learning remains unexplored and goes beyond the scope of this study.

4.4. Strategies Students Employ to Solve the Problems

The study reported here gives useful insights into the strategies students employ to solve the problem they encounter while consulting the dictionary of collocational information. Inwhat follows is a detailed analysis of the strategies students employ when they encounter certain problem.

4.4. 1. Contextual Information.

In facing the first problem, of different senses of the same word, the findings indicate that students make use of the contextual information available in the other parts of the sentence in order to make successful guesses regarding the correct collocational item. When students who reported that they encounter problems when a ward has more than one sense were asked about three strategies they employ in such a case, they reported that they make benefit from the contextual information within the sentence so as to make successful guesses. Such strategy may indicate that context plays a crucial role in choosing the correct sense of word. McCreary Dolezal (2002) concluded that the participants who were given the chance to read the text before doing the multiple-choice test along with consulting the dictionary. While this strategy may enable the students of choosing the most appropriate collocational item, it does not guarantee that the choice will be accurate; since some sentences might be ambiguous in the sense that they give a room for more than one word to be correct choice. Thus, this strategy may work if other strategies to be employed as well.

4.4. 2. Translation into Arabic

The discussion with students indicates that they, when were unable to identify the correct collocational item, try to translate the sentence into Arabic. This may indicate that the interference of the mother tongue cannot be avoided, despite of the fact that it is double- edged. The transfer might be positive as well as negative one. The evidence of such an assumption is evident in a number of studies that investigated collocations extensively, including Hussain (1988), Abdul-Fattah(2001).

5. Conclusion and recommendations

The present study was meant to explore how a group of Jordanian EFL learners interact with collocations using bilingual and monolingual dictionaries. In particular, the study attempts to explore students' preferences when it comes to using dictionaries, to give insights into the most effective dictionary in identifying the correct collocational item; thus, second language acquisition, the problems students encounter when they try to give the correct collocational item, the strategies they employ to face these problems.

The study concluded that 60% of the respondents prefer to use Oxford monolingual dictionary rather than the bilingual *Al-Mawred* dictionary. In addition, two problems were identified when it comes to collocations, viz. lexemes that have more than one sense, and being unfamiliar with the collocations. In addition, problems related to the design of the dictionary were identified, viz. the heavy weight of the dictionary, while other problems had to do with the being unfamiliar with the meaning of other words in the same sentence. It was also concluded that students use a number of strategies to solve such problems such as information provided by the sentence, the translation into Arabic as well as the way in which words collocate with each other. In the light of the aforementioned, one may suggest a number of recommendations for further research. Taking in consideration the fact that lexicographical studies in Jordan are in their infancy, one may suggest that studies are needed to be conducted regarding aspect relevant to dictionary use such as trying to identify which is more useful in second language acquisition? Are they monolingual dictionaries or bilingual dictionaries? To which extent do electronic dictionaries influence the acquisition of a second language? Do they provide students with accurate information? To which extent do the aforementioned strategies help students? As long as bilingual dictionaries are a "source of error" on the grammatical level, does this assumption apply to the semantic level?

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Appendix (1)

Fill in the blanks in the following sentences with the word which you think most likely fit the context.

1. The news of the merger and the threat of job losses has caused considerable _____ among the work force.
a. **Allusion**
b. **Allowance**
c. **Alarm**
d. **Applause**
e. **Application**

2. If we let the unions decide everything, there will be complete _____ . It just won't work.
a. **amount**
b. **analysis**
c. **anarchy**
d. **alternative**

e. **ambition**

3. Deborah and Simon can't stand each other. There is deep _____ between them.
a.animosity
b.analysis
c.anarchy

d.anger

e. angle

4. In costing this, I think we need to make generous _____ for the probable delays in getting planning permission.
a.allusion
b.allowance
c.appetite
d.applause
e. application

5.I think we should look round for a feasible _____ .
a.allusion
b.allowance
c.alarm
d.alternative
e.application

6.I think you need to make a full _____ to her for your sexist behaviour.
a.animosity
b.announcement
c.anomaly
d.answer
e.apology

7.We didn't think she would come and so we were delighted when she put in an unexpected _____ at our party.
a. appeal

b. appearance
c. anomaly
d. answer
e. apology

8. Microhard seems to have a healthy _____ for taking over innovative   companies.
a. appeal
b. appearance
c. appetite
d. answer

e. apology

9. In his speech he made a flattering _____ to your work.
a. allusion
b. appearance
c. appetite
d. applause

e. application

10. The announcement was made to deafening _____ .
a. appeal
b. appearance
c. appetite
d. applause

e. apology