



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



Investigating Difficulties Encountered by Sudanese Graduate Students in Using English Collocation

(A Case Study of M.A English Language Students, College of
Languages, Sudan University of Science and Technology)

تقصي الصعوبات التي يواجهها طلاب الدراسات العليا في استخدام

المتلازمات اللفظية في اللغة الانجليزية

*A Thesis Submitted in Fulfillment of the Requirements for Ph.D.
degree in English Language (Applied Linguistics)*

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2020

Declaration

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اقرار

أنا الموقع ادناه اقر بأنني المؤلف الوحيد لرسالة الدكتوراة المعنونة " تقصي الصعوبات التي يواجهها طلاب الدراسات العليا في استخدام المتلازمات اللفظية الانجليزية" وهي منتج فكري أصيل ، وباختياري اعطى حقوق طبع ونشر هذا العمل لكلية الدراسات العليا - جامعة السودان للعلوم والتكنولوجيا ، عليه يحق للجامعة نشر هذا العمل للأغراض العلمية.

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التوقيع : التاريخ:

Dedication

I dedicate this thesis to

- ❖ My beloved parents
- ❖ My dear brothers
- ❖ My treasured sisters

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All praise is due to Allah the Almighty, without Whose support this task would not have been achieved.

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Abstract

This study aimed at investigating difficulties encountered by Sudanese Graduate Students in using English collocation. The study adopted a descriptive analytical method. Two tools were used for data collection, a test and an interview. The sample of the study consisted of (80) M.A English language students, Sudan University of Science and Technology, in addition to an interview for (10) experts of English language teachers from different Sudanese universities. The data were analyzed statistically by using Statistical Packages for Social Science (SPSS) program which provides percentage results for the test. This study has come out with the findings that, M.A English language students are not sufficiently aware of using English collocations properly due to many reasons such as learning words in isolation not in chunks, university syllabus does not sufficiently cover English collocations, and Mother tongue interference has a negative impact on M.A students in utilizing collocations properly because they tend to think in mother tongue while speaking English. At the end of the study the researcher has presented some recommendations stressing that words should be learnt in chunks, collocations should be included sufficiently in university syllabus, students should think in English not in mother tongue while using English, Teachers should encourage students to raise their awareness of using English collocations, in addition to some suggestions for further relevant studies that will help students in the same field.

Abstract

(Arabic Version)

المستخلص

هدفت هذه الدراسة إلى تقصي الصعوبات التي يواجهها طلاب الدراسات العليا في استخدام المتلازمات اللفظية الإنجليزية. تبنت الدراسة المنهج الوصفي التحليلي، حيث استخدمت أداتين لجمع البيانات هما: الاختبار والمعاينة، وشملت عينة الدراسة ثمانين طالباً من طلاب ماجستير اللغة الإنجليزية في جامعة السودان للعلوم والتكنولوجيا بالإضافة إلى إجراء المعاينة لعدد عشرة خبراء في مجال اللغة الإنجليزية من مختلف الجامعات السودانية. استخدم برنامج التحليل الإحصائي في تحليل البيانات، حيث كانت النتائج في شكل نسب مئوية للاختبار. توصلت الدراسة إلى أن معظم طلاب ماجستير اللغة الإنجليزية لا يجيدون استخدام المتلازمات اللفظية بطريقة جيدة وذلك لعدة أسباب منها: تعلمهم للمفردات بطريقة منفردة غير متطابقة، بالإضافة إلى عدم تغطية المنهج الجامعي للمتلازمات اللفظية، وتداخل اللغة الأم على الطلاب أثناء استخدام اللغة الإنجليزية. وعلى ضوء النتائج أوصت الدراسة بأن يتعرف الطلاب على التطابق اللفظي للكلمات، وأن تُضمّن المتلازمات اللفظية في منهج الجامعة، وعدم التفكير في اللغة الأم أثناء استخدام اللغة الإنجليزية، وعلى أساتذة الجامعات تشجيع الطلاب لرفع المستوى المعرفي في استخدام المتلازمات اللفظية بطريقة جيدة. بالإضافة إلى وجود بعض المقترحات لدراسات مستقبلية تساعد الطلاب لتحسين الأداء في هذا المجال.

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Definition of Terms

The word/s	The abbreviation/s
SUST	Sudan University of Science and Technology
EFL	English as A Foreign Language
ESL	English as A second Language
BBI	Benson M. Benson I and IL son
SPSS	Statistical Packages for Social Science
Ph.D.	Philosophy Doctorate

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Chapter One

Introduction

Chapter One

Introduction

1.0 Overview

This chapter provides a description of the theoretical framework of the study. It particularly focuses on the study problem, the hypotheses, objectives, significance, methodology, and limits of the study. It also includes contents under the traditional subtitles.

1.1 The Context of the Study

English Language is widely used all over the world. Therefore, it's an international language used for communication among people from different countries and cultures around the world. One of the most difficult task of foreign and second language learners is appropriately combining words in second and foreign language. Native speakers have a good knowledge about which words can go together and how to use diverse words. Having such knowledge is one of the vital competencies of native speakers. These combinations of words are called "collocations".

A collocation is the combination of two words or more to create a meaning which is different from the meaning of the separate words. The proper usage of collocation is crucial to sound like a native speaker but it's not so easy for non-native speakers of a target language. Hill (2000) states that *"collocation is an important*

vocabulary aspect that helps learners use words more fluently and proficiently".

Oxford Advanced Learners' Dictionary (2005:p293) defines collocations as *"a combination of words in a language that happens very often and more frequently than would happen by chance: 'responding success' and 'crying shame' are English collocations"*. This co-occurrence of words together will help university students to speak and write English in a more natural and accurate way. Evidently, knowledge of collocations is an essential and integral part of vocabulary acquisition that contributes significantly to the second language acquisition. The knowledge of collocations has been widely recognized as an important aspect in language learning, the appropriate usage of collocations enables the learners to speak more fluently, make their speech more comprehensible and help them to produce more native-like utterances. Therefore, it plays a very important role in enhancing English fluency and accuracy.

There are many theories in cognitive psychology that support the positive role of learning collocation in improving language fluency. Raupach (1984) and Pawley and Syder (1983) pointed out that *"collocations or 'language chunks' serve as automatized resources that allow for fluency in production and faster processing. With a good storage of 'chunks' and the released attention mechanisms in processing these chunks, a complex*

language task may be easier to complete". In other words, language fluency is more likely to be the outcome. Native speakers can express their thoughts rapidly and fluently because they have a huge stock of ready-made chunks available to be used. They believe that mastering collocations or word chunks play a positive role in improving English language fluency.

1.2 Statement of the Study Problem

Collocations are considered to be a problematic area in second and foreign language learning. They have always been a troublesome for advanced university students to use collocations properly and accurately, they may have acquired a huge vocabulary, but they still lack collocational knowledge. Also, **students who don't have collocational knowledge may have good** vocabulary storage in their mind, but they still produce unnatural language. According to Nattinger and DeCarrio(1992 p:104) *"vocabulary learning is more than the study of individual words"*. In facts, learners who only acquire individual words will not achieve native-like competence in vocabulary learning. In other words, their collocational knowledge seems to be very limited. Consequently, when students move to advance levels they can't use collocations accurately and so, they fail to communicate their meanings. The present study aims to focus on errors that are made by M.A English language students in using collocations, they **don't know which words collocate together**, for example, they

say" she has got yellow hair" instead of "blond hair", (yellow is used with colour and flowers), drink cigarette instead of smoking cigarette, it's possible to say take a picture, while make a picture is strange. Likewise, heavy rain is a perfect match, while thick rain is awkward, do nothing is fine, but make nothing is unnatural, high temperature is possible but tall temperature is shocking. The researcher has observed that collocations receive less attention from lecturers during their lectures so, M.A English language are poor in using collocations in order to use the language naturally and accurately. Furthermore, M.A English language students learn words in isolation and memorize them individually by translating them to their mother tongue. So, they memorize new vocabulary not as a chunk but words individually. Referring to the above problems, the present study will attempt to investigate difficulties encountered by M.A English language students in using English collocations, and provide suggestions that will help them to improve their proficiency in using English collocations naturally and increasing their fluency in language learning.

1.3 Objectives of the Study

The study tries to realize the following objectives:

1-To examine the difficulties that are encountered by M.A English language students in using English collocations so as to raise students' consciousness in using English collocations.

2- To find out to what extent are M.A English language students aware of utilizing English collocations in developing their fluency in using language.

3- To identify the reasons behind the lack of M.A English language students' knowledge in using collocations in promoting their language fluency.

4- To investigate different types of collocation errors that are often made by M.A English language students to enhance university students' accuracy in the language usage.

1.4 Significance of the Study

This present study provides information to support M.A English language students to use collocations properly in improving their fluency in language. According to McCarthy and Felicity (2005) state that "*It's important for language learners to master collocation so that their language sounds more natural and easily understood by native speakers*". It is clear that improving language communication needs to improve collocational competence. This study will be useful to provide solutions for problems encountered by M.A English language students in using English collocations, therefore, to help them to increase their range of English vocabulary, as well as investigating the lack of graduate students' knowledge in increasing their fluency in English in a more natural and accurate way.

This study is different from other studies because it focuses on the fluency of using English collocations while, other researches are focused mostly on grammatical structure rather than dealing with co-occurrence of words, such as "*the boy is strong smoker*" but do they understand that "*strong*" and "*smoker*" don't go together? so They don't pay attention to the word "strong" never collocates with "smoker" and sounded unnatural English. This study will support to raise M.A English language students' awareness in using English collocations appropriately, and will expect to help the writers of English in general to enrich their understanding and using collocations correctly, in addition to enhance their vocabulary learning as well.

1.5 The Study Questions

The study will provide answers for the following questions:

- 1- To what extent do M.A English language students face difficulties in using collocations to enhance their fluency in language?
- 2- To what extent do M.A English language students aware of using English collocations in promoting their fluency in language?
- 3-What are the reasons behind the lack of M.A English language students' knowledge in using collocations to develop their language fluency?

4- What are the types of collocation's errors often made by M.A English language students?

1.6 The Study Hypotheses

The study has the following hypotheses:

1-M.A English language students face difficulties in using collocations to enhance their fluency in language.

2- M.A English language students are little aware of using English collocations in promoting their fluency in language.

3-There are many reasons behind the lack of M.A English language students' knowledge in using collocations to develop their language fluency.

4- There are various types of collocation errors made by M.A English language students.

1.7 Methodology of the Study

The method which will be used to achieve the objectives of the study is a descriptive analytical method. Two tools will be used for data collection, interview for (10) experts of English language teachers from different Sudanese universities, and a test will be administrated to M.A English language students at Sudan University of Science and Technology. A sample of (80) M.A English language students who will represent the population of the study. The sample will be taken randomly from both male and

female. Then the researcher will use statistical packages for social sciences (SPSS) to analyze the data.

1.8 The Scope of The Study

This study is confined to investigate difficulties encountered by M.A English language students in using collocations, Sudan University of Science and Technology, thesis will be carried out from 2017 through 2019. It's confined interview for expert of English language teachers from different Sudanese universities as well.

Summary of the Chapter

The present chapter describes the theoretical framework of the study, it focuses on the research problems, the research hypotheses, the research methodology, and limits of the study. The researcher attempts to write the research that has the purposes of finding and analyzing some errors that are encountered by M.A English language students when using collocations and finding ways to help them increasing their language fluency, and will hope the study results give positive output for improving M.A English language students' consciousness in using collocations properly to develop their accuracy in language. The next chapter will be chapter two literature review relevant to the study.

Chapter Two
Literature Review

Chapter Two

Literature Review

2.0 Overview

This chapter provides a description of the literature review of the study. It consists of two major parts, part one is conceptual framework of the study, and part two comprises review of previous related studies.

2.1 Background

The term 'collocation' is considered to be a key component of language learning by many linguists and language philosophers. So, this part consists of major and subheadings of literature review from different viewpoints of linguists about collocations and various classification of collocations, in addition to different points concerning lexical semantic relations in the same field.

2.1.1 Conceptual Framework

Collocations have great importance in second and foreign language learning, they could be a guideline for students to know how far they make mistakes in collocating the word with other words, such as, 'I need to fix the problem' instead of 'to solve the problem'. The proper usage of collocations makes people understand the messages precisely and prevent university students from confusion when using language naturally.

Collocations have been investigated by many researchers, but each researcher has considered them from a different dimension. Empirical studies about the knowledge of collocations among different groups of EFL or ESL learners show that when learners try to produce appropriate word combinations, they face difficulties because they have not enough collocational knowledge. (Howarth, 1998). The word collocation itself can be traced back as the 17th century, when it was used by Frances Bacon in his natural history from 1627. Supposedly, the first time it was used as a linguistic term was more than a century later, in 1750, by Harries, who used it to refer to the linear gathering words (Palmer 1993, as cited in Gyllstad, 2007). Furthermore, Robins (1967) states that collocations studies started 2300 years ago in Greece. The Greek associated collocations to meaning and used the notion of collocation to study the meaning relationships between words. Based on these ancient scholars, words *"do not exist in isolation, and they may differ according to the collocation in which they are used"* (Robins 1967. As cited in Namvar, 2012, p.43). It has been observed that learning words in isolation won't be useful for M.A English language students to master English collocations, it's important to know which words are collocated together to avoid confusion in using collocations. Hence, collocations can play an important role in the coherence and cohesion of language which can lead to overall mastery of English language. Moreover, developing awareness of English

collocations has great importance due to their efficient meaning and consciousness raising practice, based on texts will provide valuable clues to be used in further input as the process of learning language fluency, in addition to that, M.A English language students shouldn't only know the word-chunks, but also know lexical relation of words to distinguish the meaning and to use the vocabulary properly and to use the language fluently and more accurately.

2.1.2 Various Definitions of Collocations

Many different definitions have been given to the concept of the term collocation by many linguists and philosophers of language such as Zhang, Aghbar, Carter and others.

In 1980s, Zhang was called the father of collocations because, he was the one who made the research about collocations although, some teachers had already used collocation in their teaching for EFL learners before they make their opinion about English collocation. Moreover, the famous definition was stated by Aghbar (1990) *"collocation consists of two words which are linked together in the memory of native speakers and occur together with some frequency in both written and oral discourse"*.

This means that collocations are made up of two expressions which are connected together in the memory of native speakers that can be used regularly in written and spoken language easily.

On the other hand, Carter (1992) states that *"collocations are group of words which occur repeatedly in a language"*. This means that collocations are cluster of words which happen frequently in a language, and require to know which words are collocating together so as to use natural language. Diegnan (1998) defines collocation as *"collocation is the ways in which words regularly occur near each other"*. This means that, it's important to know which words regularly occur near each other so that your language will be understood by others and to be more native-like. It has been observed from the definitions above, collocations are co-occurrence of words together, native speakers can use them easily in both written and spoken discourse due to the large number of store words in their minds, on the other hand M.A English language students should know which words are collocated together in order to avoid confusion in using the language fluently and native-like.

In 2000s, the interpretation of collocation has developed a lot and divided into grammatical and lexical categories, this has made some researchers to give their opinions about collocation such as Lewis (2000), states *"collocation is described as the words that are placed or found together in a predictable pattern"*. This co-occurrence of expected words happen very often and well understood by English speakers and represent as a part of their daily language. Moreover, Taiwo (2004) says *"collocation is relationship between individual lexical items and the ones*

habitually co-occur with them in the language". This means individual items have direct relationship to carry out the natural meanings in the language. It has direct relation with the definitions of Oxford Advanced Learners' Dictionary ((2005 p: 293) defines collocations as "a *combination of words in a language that happens very often and more frequently than would happen by chance: 'responding success' and 'crying shame' are English collocations*". This combination of words won't come by accident rather more to know which words are collocated together.

According to Michael McCarthy (2008) states that "*A collocation is a combination of two or more words which frequency occur together*". By other word a collocation is a mixed of two or more alternative expressions which habitually happen together. This means a collocation will be a blending from claiming two alternately a greater amount expressions which recurrence happen together as same as the idea that has been mentioned by Sinclair (2004) who describes the phenomena of collocations as the choice of one word conditions the choice of the next, and of the next again. This choice of words together need more consciousness and faculty mind to be considered in collocating words. Moreover, lexical meaning of words receive their meanings from the words they co-occur with. As explains by Palmer(1933) one of the meaning of the word "night" is associated with the word "dark" as "dark night". It has been observed that this collocation of two words dark and night can estimate how much one word tells

us about the other word, as using the probability of observing X and Y together to give natural collocation of words and sounded native-like or the probability of observing X and Y separately to give meaning of words differently and sounded non-native like. In contrast to Lyons (1966) who criticized the idea of Firth (1957) that, the words collocations are parts of their meanings, based on distribution theory of meaning, that the meaning of collocation can't be understood from all the components of the expression within which the collocations appear, and the part of the meaning of one word doesn't depend on its association with the other words. However, he later explains that there is frequently so high degree of interdependence between lexemes which tend to occur in texts in collocation with one another that their potentiality for collocation is reasonable described as being a part of their meaning, but this idea has been rejected again by Lyons himself that Firth's theory of meaning "meaning by collocation" has based on solid grounds. Firth's theory has been adapted and expanded by many other linguists, Halliday (1966) considers lexis as complementary to, but not a part of grammatical theory, he introduces the notion of "set" as an extra dimension of the collocability of words. He defines collocation as *"a linear co-occurrence relationship among lexical items which co-occur together"*. Whereas the set is "the group of members with, like privilege of occurrence in collocation". For instance, bright, hot, shine, and come out belong to the same lexical set due to their

collocation with the word sun. In contrast to Sinclair (1966) explains that language patterns are treated in grammar as if they could be described by a system of choices. However, for Sinclair the key issue is the tendencies of lexical items to collocate with one another, these tendencies *"ought to tell us facts about language that can't be got by grammatical analysis"*. He shows that the contrast between lexical items is more flexible than that of grammatical classes, because there are virtually no impossible collocations, but some collocations are much more likely than others. This means that language can tell us about facts, which can be got not only by grammatical analysis, but also by analyzing the facts semantically to grasp the meaning. Moreover, Sinclair (1966 pp:41-51) describes the structure of collocations as follows:

"we use the term node to refer to an item whose collocations we are studying, and we may then define a span as the number of lexical items on each side of a node that we consider relevant to that node, items in the environment set by the span we will call collocates."

In other words, if we want to study collocational patterns of the word accident, then accident is the 'node'. If we decide to have a 'span' of four, it means that we study the four lexical items that are within the span of the word accident which is considered to be its collocates. An important feature in Sinclair's theory is that, he distinguishes between casual and significant collocations. Significant collocations, he explains, is a collocation that occur

more frequency than would be expected on the basis of individual items. Hence, from the different points of view that have been mentioned above, collocation is associated with structure of words and should be studied in structurally defined patterns to give us facts about the language which can't only be analyzed grammatically but also semantically, both ideas which have been raised by Sinclair and Halliday are useful for M.A English language students to understand different items so as to facilitate the process of learning collocations and to avoid unacceptable words combination in English.

2.1.3 The Importance of Learning Collocations

Learning collocations has great importance in the field of Applied linguistics and second language learning, it increases learners' language competence, enhancing learners' communicative competence, and being towards native-like fluency.

Several researches have been proposed that teachers should increase EFL learners' collocational knowledge through raising EFL learners' awareness of collocations. For instance, Woolard (2000) claims an effective way to raise awareness of collocations is to help EFL learners pay more attention to their miss-collocations in their production of the language. In that way learners gradually realize that learning more vocabulary is not just learning new words, but being familiar with word combinations. Lweis (2000) proposes that EFL learners need to know not only what is right,

but also what is wrong. If teachers can find out learners' collocational errors, and point out these errors to learners, they can raise learners' awareness of collocations. On the other hand, Brown (1974) shows that knowledge of collocations positively makes an impact upon learners' listening comprehension, reading speed, and oral communication. He adds that, teaching collocations makes learners capable of being aware of language chunks used by native speakers in speech and writing. It has been observed that learning collocations in the first stages for students will help them to master the language easily. Nattinger (1980 p:49) postulates that, the production of language involves in part,

"the piecing together the readymade units appropriate for particular situations and that comprehension relies on knowing which of these patterns to select in these situations".

The importance of collocations in language and the lack of knowledge about them by non-native speakers, results in poor performance, which is highlighted in research done by Aghbar (1990) in test using short formulaic expressions, the poor performance couldn't be because of vocabulary, but was due to lack of complete chunks or expressions. In other words it's important for M.A English language students to know which words are collocated together rather than learning words by heart individually. Nattinger and Decarrio (1992) postulate that formulaic expressions including collocations are the center of

language acquisition and provide teaching aides to speech, listening, comprehension reading, and writing. In more recent years researches and teachers have raised the importance of collocations in language development and teaching particularly with non-native speakers. The same idea has held by Leffa (1998) indicates that collocation is superior to encyclopedic knowledge based on his research. In contrast to Nation (2001) stresses that some degree of correct use of collocations is important in regard to achieving fluency, *"all fluent and appropriate language requires collocational knowledge"*. Hence, collocations are significant and unique, and it's clear that, the use of collocations is important in improving learners' fluency in language and helps learners approach native fluency.

2.1.4 Reasons Behind Learning Collocations:

Learning collocation is important for EFL/ESL learners due to many reasons stated by McCarthy (2008) as follow:

1-Giving them the most natural way to say something, such as, 'smoking is strictly forbidden' is more natural than to say 'smoking is strongly forbidden'.

2-Giving them alternative ways of saying something more colourful, expensive, and precise. For example, instead of repeating the word 'very', it was very cold, and very dark, you can say it was bitterly cold and pitch dark.

3- Improving the style of writing; instead of saying 'poverty causes crimes', you can say, poverty breeds crimes, instead of saying 'a big meal', you can say, 'substantial meal'. You may not need or want to use these words in formal conversations, but in writing, can give your text more variety and make it reads better.

4- Sound more natural when you speak and write. By saying, for example, of great importance rather than of big or high importance.

2.1.5 Properties of Collocations

Arbitrariness is considered to be one of the properties of English collocations, the idea has pointed out by Palmer(1984) that some collocates are more arbitrary than others. For instance, native speakers of English may say:

- Blond hair not blond door (even if the colour of the door is actually blond).
- Pretty girl not pretty boy (pretty relates to females rather than males).
- Buxom woman not buxom man (buxom relates to females not males).
- Tall people not high people (although tall and high are synonyms).

On the other hand, Aitchison (2003) argues that collocations which are associated with different forms reflect different meanings of the word itself. The collocation of the singular noun-form "arm" for example, indicates for physical things that is related to parts of the body like left and right, while those of the plural noun- form " arms" are not indicated for physical things rather than to be related significantly to weapons , nuclear, and treaty. In addition , Palmer (1984) asserts that not all words that occur together frequently can form a collocation. Thus, the co-occurrence of doctor and hospital in this example; a doctor works in a hospital cannot create a reliable collocations, because both a doctor and hospital can be found to collocate more strongly with other items. Additionally, such words occur in the same context, they don't necessarily follow the distance rule. Moreover, several authors like (Aitchison, 2003; Mckeown and Radev, 2006; and Palmer,1984) argue that "*a word is known by the company it keeps*". This keeping company is a part of the meaning of a ward, by looking at the linguistic contexts of words, so different meanings can be distinguished, like the use of the word 'chair' in these collocations: he sat in a chair; The vice manager will chair the meeting; She holds a university chair; When he won the race, his supporters chaired him round the field. Another example in the word 'tired' in these collocations: I'm tired of waiting for the bus this afternoon; I'm tired of standing for the bus this afternoon. The second sentence

semantically is incorrect because the word 'standing' never collocates with the bus.

To sum up, collocations can give different meanings according to different linguistic contexts, and can be known by the company it keeps. Some collocations are arbitrary to be used, because there is no specific rule to follow. This may represent a troublesome for M.A English language students to use collocations properly.

2.1.6 Classification of Collocations

Collocations can be classified into two major parts; lexical collocations and grammatical collocations according to BBI dictionary as follow:

2.1.6.1 Lexical Collocations

Consist of nouns, adjectives, verbs and adverbs. Here are types of lexical collocations as classifies by Benson et al. (1997) as follow:

Table (2.1) Lexical collocations categorized by Benson et al. (1997).

Item	Patterns	Examples
1-	Verb +noun	Compose music, make an impression, set a record. I come to an agreement.
2-	Adjective +noun	strong tea not mighty tea, and weak tea not feeble tea, I send warmest regards.

3-	Noun + noun	a bit or piece of advice, an article of clothing, an act of violence,...etc.
4-	Adverb + adjective	deeply absorbed, strictly accurate, closely acquainted, hopelessly addicted, keenly aware.
5-	Verb + adverb	affect deeply, a mouse thoroughly, anchor firmly, apologize humbly, appreciate sincerely, argue heatedly.
6-	Noun + verb	blood circulates, bombs explode, bakers bake, boxes box, cooks cook, dancers dance, fencers fence.

Source: The BBI Combinatory Dictionary of English 1997.

The table above is considered to be an important part in English collocations due to their classifications according to BBI combinatory dictionary, this will be benefit for university students to identify both classification, lexical collocations and classifications of grammatical collocations below to avoid confusion in using English collocations.

Free lexical combinations are those in which the two elements don't repeatedly co-occur; the elements aren't bound specifically to each other, they occur with other lexical items freely. Thus, a construction such as, condemn murder is a free combination. The verb condemn occur with an unlimited number of nouns such as,

condemned: the abduction, abortion, abuse of power, release....etc. in a similar manner, murder combines freely with hundreds of verbs in English such as, murder: accept, hate, acclaim, advocate...etc. **On the other hand, commit murder is a collocation**, the verb 'commit' is limited in use to small number of nouns meaning 'crime' or wrong doing; it collocates specifically with murder.

2.1.6.2. Grammatical Collocations

are phrases consisting of dominant words such as, noun, adjective, verb, and preposition or grammatical structure such as, an infinitive or a clause. For example, Noam Chomsky in his aspect of the theory of Syntax (p:191) points out that "*decide on about*" means to choose to buy a boat. Contains the collocation 'decide on' in his terminology is considered to be close construction, whereas decide on a boat, meaning make decision. It's free combination, any native speakers of English feels that, the component of decide on and other fixed phrases such as, account for, adapt to, agonize over, and aim at are collocated with each other, but they reject such kind of collocations, for instance, decide at about, account over a loss, accuse somebody on a crime, adapt towards anew conditions aren't considered as native English collocations. Grammatical collocations can be classified by Benson et al. (1997) into many types as following:

Table (2.2) Grammatical collocations categorized by Benson et al.(1997).

Item	Pattern	Examples
1-	Noun + preposition combination	regard to, with regard to, a protest against, a pride in , a claim for ...etc.
2-	Nouns +to infinitive	pleasure to, foresight to, compulsion to, attempt to , fool to , ...etc.
3-	Preposition + noun combinations	by accident, in advance, by accident, on somebody's advice, under somebody's aegis, on the contrary,..etc.
4-	Nouns + that (clause)	we reached an agreement that he would represent us in the court. He took the oath that he would do his duty.
5-	Adjective+ preposition combinations	angry at , fond of , hungry for , deaf to ,....etc.
6-	Adjectives + to +infinitive	It was stupid to go. she is ready to go. it was supposed to rain.
7-	adjective + that (clause)	She was afraid that she would fail the examination. It was nice that he was able to come home for the holiday.
8-	Verb + preposition collocations (prepositional verbs)	call at , protest against , dream of ,...etc.

Source: The BBI Combinatory Dictionary of English 1997.

It has been observed that grammatical collocation is a complex and need more attention to be paid by M.A English language students to differentiate between these types in order to use natural English and sounded native-like.

In the column noun + to infinitive, can be added that, some nouns can also be used with a verb form (ing) such as, it's pleasure working there or working there is a pleasure.

2.1.7 Types of Collocation Patterns:

There are many linguists and language philosophers such as, Hill (2001), and McCarthy (2008) have classified collocations into different patterns, as states by McCarthy (2008 p:8) who classifies these patterns into strong collocations, fixed collocations, as well as weak collocations as follow:

2.1.7.1 Strong Collocations

A strong collocation is one in which the words are very closely associated with each other, for example, the adjective 'mitigating' always collocates with circumstances or factors; rarely collocates with any other word, inclement weather, deliriously happy and blond hair are strong collocations.

2.1.7.2 Fixed Collocations

These refer to words which are fixed and can't be replaced by any other words. For example, "*I was walking to and from*". This

means I was walking in one direction and then in the opposite direction, a repeated number of times. No other words can replace "to or from or and" in this collocation. It's completely fixed. The meaning of some fixed collocations cannot be guessed from the individual words which are called idioms.

2.1.7.3 Weak Collocations

Are made up of word co-occurrences and can be easily guessed due to different options of words. For example, you are in broad agreement with someone. This means generally in agreement with him. However, broad can also be used with a number of other words as, abroad smile, abroad accent, and abroad avenue. These are called weak collocations. It has been observed that, these types which have mentioned above, have a great importance for M.A English language students to be identified both classifications of collocations which are lexical and grammatical in addition to types of collocation's patterns so as to avoid confusion in using English collocations.

2.1.8 Collocations in EFL/ESL Lexical Learning

Collocations are important since they make spoken and written language stimulating and interesting. Nevertheless, the acquisition of collocations is not as simple for EFL/ESL learners as it might be for native speakers of English, this idea states by Crystal (1992 p.145) "*collocations provide a major difficulty in mastering foreign languages the more fixed collocation is, the more we*

think of it as an 'idiom' a part to be learnt as a whole, and not as the sum of its parts". In that case idioms don't mean what the individual words in them mean. On the other hand Halliday and Hassan (1976.p:288) call collocations as *"the most problematic part of lexical cohesion"*. they are very often language specific and will cause frequent language production mistakes and communication breakdown, this present problems for EFL/ESL learners are that, when the native language meaning equivalent use different collocations. In contrast to palmer (1979) who stresses that collocations and phrases are problematic for both native speakers and learners of English. In fact, there is evidence that even native speakers have difficulty to collocate certain words in increasing formal written contexts depending on Education and writing experience. On the other hand Faerch, etal (1984) emphasize on the importance of learning new words through common collocations. They propose that when a new word is introduced to EFL/ESL learners, it may be very helpful to, also introduce the most common collocates of that word: *"having a word in one's vocabulary includes knowing the most frequent collocations of that words"*. However, some linguists argue that some language teachers themselves aren't aware of importance of collocations in EFL/ESL learning as a result, may not be drawn their students attention to collocations in their teaching (e.g. Hill,2000; Howarth,1996). For example Howarth (1996) notes that learners are understandably, unaware of large number of

clusters of partially overlapping collocational relationships. It's of course, **not only learners who are unaware of this category**; it's an area unrecognized in language pedagogy and little understood in lexicography. It's also reports that, some collocations may still be difficult to be produced correctly even by some of the best language learners. That is, even some of the best language learners may make mistakes in producing L2 collocations or sometimes aren't sure whether a certain word combination is possible or not. Therefore, it's not uncommon for language teachers to be asked **by their students, "can we say....?" or "can this word be used with this other word?"** in addition to that McCarthy (1990) points out that "even advanced learners often make inappropriate or unacceptable collocations". Here, the role of L1 influence could be one of the major causes of errors in the production of L2 collocations. Therefore, EFL/ESL learners with different levels of proficiency may face difficulties with regard to collocations, failing to produce the correct ones in English may result in a language that doesn't sound native-like or natural.(Bahans and Eldaw;1993, Biskup,1992; Hussein, 1990). To sum up, it has been observed that collocations represent a problematic area for EFL/ESL, advanced learners and teachers as well. Acquiring collocations need great efforts to be made and attention to be paid to master the language.

2.1.9 Language knowledge is Collocations knowledge

There are many linguists and language philosophers have discussed the idea of collocation knowledge, such as, Nation (2001) who argues that, language knowledge is collocations knowledge due to the store of language-chunks in long term memory that forms the basis of learning collocation and use. The same idea has been supported by Ellis (2001) language learning and use can be accounted by association between sequences of words, without referring to grammatical rules. Moreover, a number of researchers like (Arabski,1979; Bahans, and Eldaw,1993; Martin, 1977), have pointed to the fact that, many errors can be attributed to lack of correct and appropriate use of collocations. So, knowledge of collocation has a positive impact on students of English language in developing their language skills as states by Brown (1974) who believes that oral production, listening comprehension and reading speed can be improved through an increase of their collocations knowledge. According to the ideas above, it has been observed that knowledge of collocations is a key of language knowledge.

2.1.10 Learning Collocations as A natural way of language learning.

Actually, learning a language needs to learn English collocations to sound native-like, and to speak more accuracy. When children start learning a language, they memorize and retrieve some words

such as, 'want to go' as a whole unit 'wanttogo' not as individual words. Later, they learn to segment this previously unanalyzed unit and attach meanings to segmented pieces such as, learn to say 'want to play' or 'want to find'. Nattinger and Dicarrico (1992) argues that, adults don't go about the task in a completely different ways. They suggest that, in a relatively natural environment, so that, all language learners seem to go through two stages; they memorize chunks of language in certain frequent and predictable social situations, and then break these chunks down to construct sentences. It's clear that children learn language easily, while adults memorize and retrieve these chunks of language according to social situations. Hence, the more language chunks has been learnt in the early stages, the more language has been mastered easily.

2.1.11 Collocations knowledge Develops both Fluency and Accuracy

Native speakers have ability to speak more clearly and efficiently in contrast to language learners, due to many reasons explain by Hill (2000) that, the vast range of ready-made chunks that native speakers store in their minds enable them to process and produce language at much greater speed. When they listen or read, they recognize these chunks as units rather than processing everything word by word. The same idea has supported by Pawley and Syder (1983) who suggest that native speakers store more words both,

individually, and in language chunks, in order to achieve native-like. On the other hand, learners need to do the same thing store units of language, at phrase or clause length as same as chunks in memory. Moreover, Lewis (1997) adds that, prefabricated chunks allow learners to use expressions that they were unable to construct creativity from rules. This can ease frustration, promote motivation, and fluency. Furthermore, Hill (2000) emphasizes on the importance of collocations knowledge in relation to developing accuracy of expression. Learners often use language labored, clumsy sentences in both, speech and writing, because they are unable to express complex ideas lexically. In many cases unnatural sentences or phrases they produce, can be replaced by collocations. For example, 'his disability will continue until he dies'. This could be avoided if the learner learns some adjectives that are collocated with disability, such as, mental, physical, permanent, and intellectual. In this case, the learner has to say 'a permanent disability' instead of the previous sentence. On the other hand, Benson et al. (1997) shows that learners of English as a foreign language or second language, like learners of any other languages that traditionally devoted themselves in mastering words, their pronunciation, forms, and meanings. However, if they wish to express themselves fluently and accurately in both, speech and writing, they must learn to cope with collocations or combination of words into phrases, sentences and texts. On the other hand, Ellis (2005 p:128) states that *"Speaking natively is*

speaking idiomatically using frequent and familiar collocations, and the job of the language learner is to learn these familiar word sequences. That native speakers have done this is demonstrated not only by the frequency of these collocations in the language, but also by the fact that conversational speech is broken into 'fluent units' of complete grammatical clauses of four to ten words, uttered at or faster than normal rates of articulation". It's clear that, knowledge of collocations is important for developing both frequency and accuracy in English language. So, learners should learn English collocations as well as idiomatic expressions frequently in conversational speech so as to make fluency in using the language.

2.1.12 The Role of Collocations in Vocabulary Acquisition

Collocations play an important role in vocabulary acquisition, because knowing a word is definitely much more than simply knowing what it means. According to Nation (1990) lists eight elements, which are necessary to have complete knowledge of a word, these elements are:

1-spoken form

2- written form

3-grammatical behavior

4-collocational behavior

5-frequency

6- Conceptual meaning

7-Stylistic register constraints

8- word associations.

In the field of lexical approach, collocational patterns are considered to be the core of word knowledge, as states by Morgan Lewis (2000) who argues that, increasing the learners' collocational competence is the way to improve their language as a whole, the reason is that, many students aren't making any perceived progress is simply because, they haven't been trained to noticed which words go with which. They may know quite a lot of individual words which they struggle to use, along with their grammatical knowledge, but they lack the ability to use those words in arrange of collocations which pack more meaning into what they say or write. Learning collocations isn't only increasing the mental lexicon, but to develop language fluency as well. Moreover, Michael Lewis (1977p:15) says, *"fluency is based on the acquisition of a large store of fixed or semi-fixed prefabricated items, which are available as the foundation for any linguistic novelty or creativity"*. It has been observed that storing a large number of vocabulary doesn't help EFL/ESL learners to master the language unless to know which words are collocated together.

2.1.13 Collocations and Native Speakers' Competence

There are many linguists who draw their attention in the field of collocations and language competence, McCarthy (1990) explains that knowledge of collocation is based on years of experience, masses of data, and statements about collocations, namely typical patterns of co-occurrence of words, can never be absolute. Therefore, Grain and Redman (1986) see that, there are inevitably differences of opinions as to what represent an acceptable collocations in English. It has been observed that, these views reveal that, it's difficult or in a sense even impossible to gain universal recognition of acceptability in collocations among the adult native speakers of English.

2.1.14 Challenges of Collocations for Non-Native Teachers

According to McCarthy (1990 p:15) in the field of acquiring English collocations, explains that native speakers need years to get enough competence so as to acquire acceptable collocational knowledge, and that competence of collocational knowledge belongs to native speakers intuition. It may be natural for L2 learners to have this area unmanageable for quite a long time. He adds that *"even very advanced learners often make inappropriate or unacceptable collocations"*. Since EFL students mostly live outside English speaking countries, many of their teachers are also non-native English speakers, who can be regarded as very advanced learners, but not someone equipped with native-like

competence. These views may suggest that non-native English teachers generally don't have enough competence in this area; consequently, they are unable to teach it to their students, hence they even sometimes avoid tackling this matter, in addition to that non-native teachers most of them may not find suitable environment of native speakers to practice English collocations.

2.1.15 Collocations and Culture

Collocations have strong association with culture due to the reflection of differences in human cognition, this idea has been stated by Brashi (2005) that many English collocations are cultural-specific according to cross linguistic aspect of culture may obstruct EFL learners' collocations acquisition to such an extent that their use of some lexical collocations is restricted by certain cultural stereotypes. There are many words in English carry rich connotative meaning, producing abundant collocations reflecting unique features of English culture, to achieve English proficiency, EFL learners have to acquaint themselves with the knowledge. For example, take a "dog", this word for the most English natives, a dog is not only their pet, but also their friend, and their family. So, in English there are abundant expressions about "dog" as illustrated in the following sentences:

- lead a dog's life,
- Not have a dog's chance.

- To be a lucky dog.
- Die a dog's death.
- Dogged determination.

On the other hand, the word (red) has different meanings in Chinese culture differ than English culture, the word (red) in Chinese culture means source of happiness, while in English culture is opposite and use it to indicate for battle and fighting as illustrated in the following sentences:

- Red revenge.
- Red battle.
- Red revolution.
- Red flag.
- Red adventure story.

There are many samples of Arabic collocations like here in Sudan we use the words such as, sault and paper, a piece of bread, a cup of coffee, a cup of tea, sword and knife, "jalabia and tobe", to indicate for Sudanese culture. Collocations can be found in the voice of Animals and their kingdom as states by Brashi (2005) who gives many examples such as, roar of lion, cry of cock, flock of sheep, bleating of sheep, howling of a wolf, bark of dog, bray of donkey, hiss of snake, squeak of rabbits, yelp of puppies, robust beating, cowing of a crow, a cattle pen, a horse stable, a lion's

den, bee hive. In addition to that, collocations can be found a lot in Arabic language such as, a right saying, good and evil, despotic and oppressive, to rise high, rich imagination, alive and kicking, heavy smoker. Moreover, some words collocate together to indicate for Sudanese culture which is different than other cultures such as "salt and pepper", "cup of coffee", "glass of tea", dress and shoes", tray of Ramadan", "breakfast of Ramadan", Garlics and Shamar", "sword and Knife" and so on. According to what have mentioned above, knowledge of collocations is the knowledge of culture in different societies in order to develop cultural awareness as well as native like fluency in language production.

2.1.16 Compounds VS. Idioms

Compounds are units of meaning formed with two or more words. Sometimes the words are written separately, sometimes they have a hyphen and other times they are written as one word, usually the meaning of the compound can be guessed by knowing the meaning of the individual words. Some examples of compounds are, car park, post office, narrow minded, and tea pot. It's not always easy to separate collocations and compounds, where they are useful for EFL learners to consider them as an important part of the vocabulary learning. On the other hand, idioms are group of words in a fixed order that have a meaning which can't be guessed by knowing the meaning of individual

words. For example, 'pass the buck' is an idiom meaning to pass the responsibility for a problem to another person so as to avoid dealing with it itself.

2.1.17 Collocations, Idioms and Phrasal Verbs

There is a strong and interchangeable relationship among these terms, they consider to have great importance in the study of lexis. Let us first examine the meaning of idioms and phrasal verbs. Idioms is an expression in which all words don't have their literal meanings, their sense is rather figurative or metaphoric. So, the meaning of idiom is rarely be understood. According to Oxford Dictionary of current idiomatic English, the following categories are used to describe a cline of idiomatic expressions as state by Lewis (2000) and Stroh, (2004) as follow:

1-pure idioms: this refer to lexical combinations that are completely opaque and invariable. They aren't predictable, and learners can't rely on the literal meaning of words such as, red tape

2-Figurative idioms: are slightly variable and have one figurative and one literal interpretation such as, green fingers. On the other hand, phrasal verbs are phrases in which verbs are joint to articles, for instance, 'give up', where meaning is rarely guessed from the individual words. Examining both definitions implies that idioms and phrasal verbs are like collocations, because they include words that go together. So, collocations can be classified according to Lewis (2000) into the following:

1-Restricted collocations: have one figurative and one literal element, and there is an arbitrary combinability restriction on one of the elements with other elements outside the combination, such as dry forming.

2-Open collocations: consist of elements which are both used in their literal sense, predictable, and free combinations. Such as, big and fat. Lewis (2000p:51) states that *"all collocations are idiomatic and phrasal verbs and idioms are collocations or contain collocations"*. Furthermore, Sinclair (1991) argues that words are chosen on the basis of what he labels ' collocational principles', by pointing out two principles as follow:

A-Open-choice principle: when the learner is free to choose which words go with. without breaking the grammatical rules.

B- The idiom principle: when the learner considers prefabricated chunks as single wholes. Hence, Sinclair argues that what mainly governs the learners choice is the idiom principle. In other words collocations have great importance due to their interchangeable with other terms, and students should identify these terms to be more fluently and accurately in using the language.

2.1.18 How to Learn Collocations

Collocations can be learnt by different ways due to the faculty-mind and remembering of words in chunks, here are some steps suggested and cited from corpus linguistics as follow:

1-Learning of collocations needs to be aware of them when you hear or see them.

2-collocations should be treated as a single block not learn them individually.

3-learning any new words requires to write down other words that associated or collocate with it.

4-Reading intensively is an excellent way to learn vocabulary and collocations in contexts.

5-Practicing of collocations regularly is helpful to glue together in your mind or learn by heart as well.

6-Collocations should be learnt in groups, either to learn them by topic such as, collocations of (time, weather, money, family) or by particular word such as, (take an action, take a chance, take an exam). Moreover, learning collocations in groups may relate to the same topic or based on the same words as illustrated in words in *italics* below, for example:

- a. I must *find a way* to help him.
- b. can you *find your way* back to my house?.
- c. I learn *the hard way* that jack can't be trusted.
- d. please tell me if I am *getting in your way*.
- e. You must *give way to* traffic from the left.

f. I have *tried every possible way* to get him to change his mind.

7- There are many sources of information about collocations can be found easily in any collocations learners' dictionary and online as well.

2.1.19 Lexical Semantic Relations

Semantics is the study of meaning in language. It describes a language as its actual used. The French Linguist Micheal Breal (1900) has joined the name semantics in the nineteenth century. It comes from the ancient Greek word 'semantikos', an adjective meaning relating to signs based on the noun 'semeion' or sign. In general the study of signs is known as semiotics or semiology. Moreover, lexical semantic relations started to gain ground and language that are observed from usage-based perspective corpus linguistics, however, it has focused on collocations and co-occurrences, and despite the development of linguistic theories, mainly the cognitive linguistics. Most of semantic researchers have focused on polysemy and metaphor. On the other hand, Gairns and Redman (1986) sum up the implications of teaching semantic relations as follow:

1- Grouping words together by synonymy, antonymy and other kind of relations will help to give coherence to the lessons.

2- These relationships are valuable as a mean of presentation and testing.

3- They can provide a frame work for the learner to understand semantic bundries.

4- They help learners to make deduction about unknown words in certain context. Lexical semantics can be classified into the following:

2.1.19.1 Synonymy

Synonymy is defined by Palmer (2004) as "sameness of meaning" which means when two words or more have the same meaning, they are the synonymy or synonyms of one another. Alkhuli (1991) states the best test of synonym is replacement. For example, we can replace the word 'courageous' with 'brave' in this sentence, he is a courageous soldier, without changing the sentence meaning. Synonymy is mutual process which means if word (A) is synonymous with word (B), it follows that word (B) is synonymous with word (A). it also can be more than two words, for example, bright, colour, intelligent, keen, smart,...etc. moreover, some semanticists argue that, language can't possibly have completed synonyms. Languages don't need two words that are exactly the same in all aspects and in all contexts; there must be some differences, no matter how slight it may be, between the two synonyms. Other linguists believe that, all cases of synonyms are in fact partial, not complete, while other semanticists disagree to this view. Synonyms have different similar words, but they may not give the same meaning, we can say deep thinking, deep

river, but we can't say profound river. So, synonyms sometimes are partial not completed.

2.1.19.2 Antonymy

The word antonymy has defined by Palmer (2004) is used for "*oppositeness of meaning*". it's the process of two words exclude each other. For example, if one is alive, he can't be dead. The one who sells, isn't the one who buys. Something hot can't be cold at the same time. Whatever, in north can't be east at the same time and so on with other pairs. Antonyms are classified into the following types:

2.1.19.2.1 Binary Antonymy

It consists of the following examples:

1-male- female

2-alive – dead

3-bachelor- married

Each pair allows no third alternative. If one is a male, he isn't female. If one is alive, he can't be dead. If one is single, he can't be married at the same time. Each word excludes and negotiates the other. Such words are called binary antonyms and the relation is called binary antonymy.

2.1.19.2.2 Converse Antonyms

This can be clear in the following table and examples:

Table (2.3)

Sell	Buy
Teach	Learn
Father	Son
Husband	Wife

The two words of each pair are concomitant or related, which means no one can exist without the other. There is no selling without buying, no father without son, and no husband without a wife, or teach without learn.

2.1.19.2.3 Gradable Antonymy

The following examples are clarified this type as follow:

Table (2.4)

Easy	Difficult
Cold	Hot
Near	Far
Clever	Stupid

It's noticed that, each word is gradable. We can say, very easy, fairly easy, somehow easy, extremely easy. The words of each pair are in gradable antonymy, and words are gradable antonyms.

2.1.19.2.4 Perpendicular Antonymy

The following examples are clarified this type as follow:

Table (2.5)

North	East
North	West
South	East
South	West

These words refer to directions, the north is perpendicular to the east. Thus, north and east are in perpendicular antonyms, and the two words are perpendicular antonymy.

2.1.19.2.5 Extensional Antonymy

Such as the following words in the table below:

Table (2.6)

North	South
East	West
Right	Left
Up	Down

It's noticed that, the north is extension of the south, because both lie on the same extended line, unlike north and west, which are perpendicular to each other. It has been noticed that, both

perpendicular antonyms and extensional antonyms are related to directions and both of them are called directional antonyms.

2.1.19.2.6 Partial Antonymy

Such as the following words:

-Cover, book - brake, car - wall, room - finger, hand - pupil, eye. In every pair we notice that, the first word is a part of the second one, or more accurately, the referent of the first word is a part of the referent of the second word. For example, a cover is a part of a book, break is a part of a car. Such a relationship is called partial antonymy, and the two words of each pair are partial antonyms.

2.1.19.2.7 Cyclic Antonymy

The words can be divided as a cyclic manner as follow:

1-Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday.

2-Winter, Spring, Summer, Autumn.

Within each group, the sense relation is cyclic, not a liner relation. You can start anywhere and go in a circular or cyclic manner. For example, if you start with Saturday, the week ends on Friday. If you start on Monday, the week ends on Sunday. Spring comes after winter, but before summer. Thursday comes after Wednesday, but before Friday. No matter to be Saturday is

the first day of the week. Similarly, any season can be chosen to be the first season in the year. The most important thing is to keep the order within the cyclic group.

2.1.19.2.8 Ranking Antonymy

This can be divided into the following ranks:

A-assistant professor, associate professor, full professor.

B-freshman, sophomore, junior, senior.

C-**grade1, grade2, grade3,grade12.**

In considering the sentences above, the first group is academic highest ranks of university professors ending with the highest rank, while the second group is university undergraduate years, beginning with the first year and ending with the fourth year. The third group is the school grades along the twelve years of study. Each group consists of words or phrases with fixed order going from the lowest rank up to the highest rank. These words within each group are in rank antonymy, and they are rank antonyms. Hence, the difference between cyclic and rank antonyms is that, the rank antonyms are ordered linearly on a straight scale, while cyclic antonyms are ordered in cycle without specific beginning or ending.

2.1.19.2.9 Affinity Antonymy

It consists of the following words:

1-apple, orange, bananas.

2-cow, sheep, horse.

3-books, encyclopedia, magazines.

It's clear that words in group (1) are kinds of fruit, and each of them is a hyponymy of fruit. In group (2), each word is a hyponymy of domestic animals, while in group (3), each word is a hyponymy of printed materials. Within each group, the words exclude one another. For example, if (A) is a cow, it can't be a sheep or a horse. Therefore, the words in each group are in affinity antonyms, and the words of each group are related to each kind, and they are hyponyms of each of the same superordinate

Such as, cow, horse, and sheep are all hyponyms of domestic animals.

2.1.19.3 Hyponymy

The term hyponymy has been defined by palmer (2004) as "*words that refer to the class itself*". It involves us in the notion of inclusion in the sense that tulip and rose are included in flowers.

There are many words have the same hyponymy as follow:

A-lion, animal

B-orange, fruit

C- brother, relative

The first word in each pair is a kind of the second word, the lion is a kind of animal, while an orange is a kind of fruit, and brother is a kind of relative. Such a sense relationship is called hyponymy. If a lion is a hyponymy of animal, all lions are animals, but some animals are lions, but not all animals are lions, and same in the other sentences above.

2.1.19.4 Polysemy

The term polysemy has been defined by Palmer (2004) who states that *"the sameness word may have different meanings"*. In other words, it's a case of word which has two senses or more that are related to one another. For example,

1-He sat on a chair

2-He will chair the meeting

3-He is Ali's father

4-He will father this child (adopt)

5-He studies civil engineering

6-He spoke in a very civil way (polite)

7-The canary is a yellow bird

8-She likes her canary dress (yellow).

It's clear that, these words show the sense of polysemy . they exemplify words with sense related to each other.

2.1.19.5 Homonymy

Is a word which has two senses or more with no relation between them. This would be a case of homonymy. In contrast, if the two senses are related, this would be a case of polysemy, thus, word ambiguity is two types which are homonymy and polysemy. Here are some examples of homonymy:

1-He wrote with a pen.

2-The sheep are in the pen.

3-He kept the documents in the file.

4-He sharpened the knife with a file.

5-The first school term was over.

6-What is the meaning of the term?

If we consider these words above, we notice that the two senses of each word has no relation with each other, these are cases of homonymy. It's not easy to decide whether the two sentences are related or not. Sometimes the relation is there, but it may look so far or so weak that you hesitate to consider it zero relation or positive relation, no matter how weak it is. For example, the word 'wet' may mean wet with rain or drunken. Here it's not easy to decide the sense related or not. The researcher believes that, this area constitute a problematic area for university students, it needs more consideration.

2.1.19.6 Metonymy

Is a figure of speech used in rhetoric in which a thing or concept is not called by its own name, but by the name of something that intimately associated with that thing or concept as follow:

A-He drank the whole battle.

B-The white House announced.

C-I gave her a hand.

If we consider these sentences, the first sentence means, he drank what inside the battle, but not the battle itself, while in the second sentence the white house means the government of U.S.A. not any other white house. In the third sentence, to give a hand means to help someone. These words are used as a rhetoric.

2.1.19.7 Capitonymy

Capitonyms are homonyms that have the same spelling, but have different meanings when capitalized and may or may not have different pronunciations such as, polish means (to make shiny) also means (nationality of Finland). Turkey means (the country) and means (the bird). China means (the country) and also means (porcelain). March means (name of the month), and also means (to walk). Mobile means (mobile phone), and also means (the city in Alabama, U.S.A), but it is pronounced differently.

To sum up, lexical relations in contrast to collocations are the same, because collocations represent as a part of lexical relations, they interact to each other as lexical terms and they have different meanings according to different contexts. They interact together in terms of phraseology and may differ semantically according to the use and contexts. This will be useful for university students to know different meanings of words according to different contexts so as to be more fluently and accurately in using the language.

2.1.20 Collocations vs. Colligation

The word colligation has been defined by the famous linguist Carter(1998) as a recurrent combination of a dominant word followed by a grammatical word such as, abide by (v+ preposition), administration for (n+ pre), or adjacent to (adj +pre). On the other hand, he adds more points concerning collocations as pedagogical treatment of collocations, at least, would be seriously lacking if grammatical patterning weren't included alongside lexical patterning and if such elementary distinctions were not made between them. A main difficulty in this interaction between lexis and grammar is accounting for the different degrees of fixity in the patterning. In other words, lexical and grammatical patterns can be interacted together so as to give an accurate meaning of words, otherwise, the distinction between them may lead to vague and sounded unnatural English.

2.1.21 Collocations vs. Connotations

Collocations and connotations are considered to have great importance in the field of lexical semantic relations, a collocation is combination of two or more words that often go together as defines by many linguists and language philosophers in the first previous chapters, these combinations just sound right to native speakers, whereas, combinations may just sound wrong such as the usage of the words 'quick food' instead of 'fast food'. On the other hand, connotation as defines by Charles (1998) "*refers to the personal aspect of meaning, the emotional association that word arouses*". This means, many words in English can carry meanings literally or associated beyond their literal meanings, for example, the words 'child' and 'kid' mean the same thing, but to call someone a 'kid' has slightly informal and disrespectful connotation. The nature of connotations can be used in both, purposeful and accidental ways to convey meanings or subtext. This means, you might call someone a 'kid' on purpose or you may do so, without realizing the connotations of your words. Moreover, some words have positive, negative and neutral connotations. For instance, the word 'peace' has positive connotation, and the word 'coffin' has negative connotation, in addition to the word 'table' is neutral. The meaning of connotations depends on geographical locations, or time period and writers in general use connotations in their works to evoke

specific emotions in their readers without explicitly telling them what to feel, so readers can discover the meanings by themselves.

2.1.22 Collocations vs. Denotations

The term denotation has been defined by Merriam Webster dictionary (2016) as "*an act or process of denoting*" or the meaning of word or phrase. This means a direct specific meaning as distinct from an implied or associated idea. For example, the word 'dove' in dictionary meaning, means 'a type of pigeon, a wild and domestic bird having a heavy body and short legs', but in literature, however, you can frequently see the word 'dove' is used to mean a symbol of peace. Furthermore, many writers use denotation due to the sense of choosing the right word for the right occasion, they pay close attention to the meaning of words they use. So, they can be as precise, concrete, clear, and realistic as possible. Hence, writers can vastly improve their writings by paying close attention to the denotation of words and words chunks in order to have the best writing style in explaining and describing their works.

In conclusion, collocations have great importance in the field of Applied Linguistics, they are considered to be a key component of language competence in foreign and second language learning due to the increasing learners' language competence, in addition to improve their language fluency, efficiently and sound native-like. M.A English language students should pay attention to learn

collocations and other lexical relations to avoid confusion in language usage.

2.2 Review of Previous Related Studies

This section describes the second part of the study, it contains review of previous related studies which is carried out in this area of using collocations. Most of the internal and external studies endeavor to find out the errors that are made by the learners of English as a foreign Language (EFL), when using collocations, isolated vocabulary, and grammatical construction of words. So, the researcher demonstrates the aims and the findings of each study, as well as the recommendations and the researcher points of view about each study as follow:

Study (1) Nasir (2015)

Researcher: Asma Ali Ahmed Nasir

Title: Investigating the Sudanese EFL Undergraduates knowledge and Use of Collocation. (A Case study of Sudan university of science and technology).

The researcher discussed the effect of knowledge and use of collocations at the undergraduate level, Sudan university of science and technology. The study adapted the descriptive analytical method as a research methodology. Two data collection tools were used, these were completion test for the students and a

questionnaire for English language teachers at Sudan university of science and technology. The study came out with the following results, limited knowledge and awareness collocations by the students, the deviant answers collected from the test illustrate the learners' confusion over the use lexical and grammatical collocations, the students mistakes provided evidence in favour of introducing the teaching of collocations, the study recommended that, EFL teachers should raise awareness of the significance of collocations and foster collocational competence among their students, EFL teachers should provide examples of collocational differences between L1 and L2, particularly collocations without an equivalent in L1, EFL teachers should encourage their students to use dictionary which provides good coverage of collocations, students errors indicated that EFL students depend on interlingual and intralingual strategies to facilitate learning process.

Study (2) Elgazoli (2004)

Researcher: Yousif Ishag Elgazoli

Title: Investigates the Actual Use of Lexical Semantic Relations to Promote Teaching Vocabulary at The third Grade, Secondary Level in Khartoum Locality Schools, Sudan. Many tools are used by the researcher to collect data in order to carry out his study. A questionnaire is formed to collect data from teachers. Observation check list, a pre/ post-tests and a structured interview are also used to collect data from students in the class rooms, and a text book

evolution is carried out to investigate the actual use of lexical semantic relations contained in the textbook. The researcher observed that, due to his long experience of teaching English language that, many students fail to write good compositions because of the lack of the appropriate vocabulary. Therefore, the researcher thinks that using lexical semantic relations could encourage students to build up a plentiful supply of words. So, the researcher asked the following questions; what lexical semantic relations do text books contain to assess vocabulary learning? This question kept rising in the researches' mind for a long time. Other sub-questions sprang up from the previous question. How many new words are shown in textbooks to attract students' attention and arouse their motivation? Do teachers' book consist of intentional vocabulary teaching strategies? What are the teachers' and students' attitude towards vocabulary instruction? This research attempts to give a answers to these questions, he hypothesized that:

- 1-Semantic relations are used to some extent to teach vocabulary.
- 2-Bolf face words, italics, etc. are used to highlight new words in text books.
- 3-The teachers' book contains intentional vocabulary teaching strategies.
- 4-Most teachers show a variety of attitudes towards vocabulary instruction.

5-Students show variety of attitudes towards techniques of introducing new words. It's found that grouping items together using semantic relations such as, synonymy, hyponymy, anatomy, ...etc. **will help to give coherence to the lesson.** They also help to make guessing possible about the meaning of unknown items in a text. Moreover, they can provide great accuracy in guiding students toward understanding the meaning of terms and helping them to define the boundaries that separate lexical items. The interviewed students found that some semantic relations are exciting, yet changing because some are similar in pronunciation but differ in spelling and meaning. Some other relations have the same spelling and pronunciation yet the meaning is different, and others have one word with multi-meanings. It's concluded that teachers' attitudes towards teaching English vocabulary is positive, in general, and teachers' attitudes don't correlate with that of students'. Moreover, neither the teachers' book nor the students' book has mentioned anything about how to use semantic relations in building vocabulary in order to enable students to strengthen their language competence.

Study (3) Mohamed (2016)

Researcher: Mohamed Eltayeb Mohamed

Title: Difficulties and Problems that Face Sudanese EFL Learners' Students in Learning English Collocations.

The aim of the study is to investigate, identify and analyze difficulties facing Sudanese students in learning English collocations. The sample of the study involved eighty secondary school students, the researcher adapted multiple choice test for students. The test was meant to evaluate the performance of grammatical performance of Sudanese EFL learners on both, lexical and grammatical collocations which proposed by Benson, Benson, and ILson (1997). The findings confirmed that Sudanese learners face difficulties in using collocations, with regard to the poor result of lexical and grammatical collocations as well as various strategies, negative transfer, synonyms and overgeneralization that students resorted to. The study provides some recommendations to tackle these problems and enhance the process of teaching and learning English collocations in Sudan.

Study (4) Elsheikh (2013)

Researcher: Eltayeb Mohamed Elobaid Elsheikh

Title: Effect of Vocabulary on Improving Speaking Skills.

The study aimed to investigate the vocabulary problems that prevented learners from speaking well. The researcher used the descriptive analytical approach to carry out this study. He used a questionnaire to collect data. The sample was 45 third year students, College of Education, Sudan university of science and technology. The researcher found that students with good vocabulary could be improved by practice in addition to build

self-confidence, and their effective teaching methods would be improved by speaking skills.

Study (5) Mustafa (2011)

Researcher: Omyma Nasir El-Hadi Mustafa

Title: Assessing English Collocational knowledge Among Sudanese EFL University Students. (A Case study of Khartoum University).

The present study attempts to investigate knowledge of collocation because it is a problematic area for second or foreign language learners. The aim of the study comes out with constructive recommendations for both teachers and learners in order to improve the process of teaching and learning the language. The samples of the study are one hundred and fifty students drawn from second, third, and fourth year majoring from Khartoum University, Faculty of Arts. Collocations test of 50 items was used to collect data, the data have been statistically analyzed by using Statistical packages for Social Science (SPSS). The findings of the study indicated that, the subjects knowledge of collocations are poor. Results of the statistical analysis indicated that, there is a significant difference in students' knowledge of collocations among the three levels. It revealed that adjective-noun is the easiest, while verb-noun is the most difficult one. Based on the research findings, the study recommended that.

teachers should enable students to be aware of collocations through making more emphasis on collocations while teaching.

Study (6) Mohammed (2011)

Researcher: Abdulnasir Babo Mohammed

Title: Impact of Vocabulary Awareness on Developing EFL Learners' Writing Skills.

The researcher highlighted the importance of mastering vocabulary items in order to initiate and identify the purpose of their writing tasks. To collect the data for the study, the researcher designed two questionnaires to teachers and students of English in secondary schools. He constructed two reading and writing tests as well. The researcher came out with the following findings:

- Teachers didn't equip students with techniques and procedures for developing broad and varied vocabulary for their writing ability.
- The syllabus didn't emphasize vocabulary instruction to improve writing. It also didn't provide sufficient writing activities to motivate vocabulary learning.
- Students didn't assess their own vocabulary and they didn't practice learning new words in classrooms or outside. Besides,

they lacked the syntactic and semantic prosperities of individual lexical items.

Study (7) Almela, (Spain) (2007)

Researcher: Moises Almela

Title: Words as "Lexical Unit" in Learning and Teaching Vocabulary.

The researcher's aim was to bring EFL research in line with current issues in lexical semantics. He discussed some of the implications which collocational research had for the understanding of vocabulary learning processes and the design of teaching methods. He argued that learners would need to carry many processes when encountered with actual communicative situations so as to decide which combination of word senses is the most coherent one. Therefore, the researcher suggested that "this operational complexity can be drastically minimized if the more stable and cohesive word co-occurrence have been learnt as a whole". He believed that learning collocations instead of words in isolation is that, the retrieval or recognition of the former makes processing considerable simpler and faster. He concluded that idiomatic patterning constitutes the most efficient language level for promoting fluency and facilitating communicative success in the foreign and second language learning.

Study (8) Mirjalili, etal. (Iran) (2012)

Researchers: Forough Mirjalili, Ali Akbar jabbari and Mohamed J. Rezai.

Title: The Effect of Semantic and Thematic Clustering of Words on Iranians Vocabulary Learning.

This study aims to examine the effect of semantic, thematic and unrelated clustering of words on vocabulary learning on Iranian EFL learners. It also aims to examine the effect of different instructional approaches such as presenting words in isolation and context. The researcher endeavor to give answers to the following questions:

- 1- Which clustering type (semantic, thematic and unrelated) is more effective in vocabulary learning?
- 2- Which instructional approach (isolation/context) is more effective in vocabulary learning?
- 3- What is the effect of proficiency level on vocabulary learning?

The subject of the study constituted 90 learners in three proficiency levels, intermediate, pre-intermediate, and elementary. Tests were used to collect data for the study. The study showed that when words were presented to the subjects in isolation, the subjects recalled more words from the unrelated clusters. On the other hand, when words were presented to the subjects in context, they recall more words from the thematic clustering to be recalled in both methods.

Study(9) Thai (2005)

Researchers: Boonyas aquan

Title: Studies Collocation Violations in Translation of A business Article.

The aim of the study is to study the violate in translation of business article. The result of the study revealed that, the informants' ability in translating business texts from Thai into English, with effective use of collocations was as a low level. Both lexical and grammatical collocations were problematic for the informants. The data showed that, the informants were not aware of collocations when translating A Thai text into English. The major source of violations were learners' mother- tongue interference and deficiency of collocational knowledge.

Study(10) China (2009)

Researchers: Fan

Title: Investigating an Exploratory Study of Collocational Used by ESL Students A task-Based Approach.

This study attempted from the perspective of L2 learners to have a deeper understanding of collocation use, and some of problems involved by adapting a task based approached using two highly comparable corpora based on writing of Hong Kong ESL and British Students. The result of the study indicated that, the performance of Hong Kong students in collocational usage might be adversary affected by L1 and L2 as well as their inadequacy in

the lexis and grammar of the target language. The findings of the study suggested the need for the a broader view of collocational knowledge and a pedagogical approach in learning and teaching of this aspect of L2.

Study(11) (Thai) (2013).

Researchers: Witsanu Chaiyaphat.

Title: Effects of English Collocation and Communicative Grammar Instruction on Graduate Students' English Speaking and Writing Abilities.

The aim of the study is to investigate the effects of English collocations and communicative grammar instruction on undergraduate students in both, speaking and writing ability. The sample was 38 undergraduate students at Udo Thai Rajabat University, enrolling in English for specific purpose (ESP). The instruments were English speaking and writing abilities test, which were used as a pre and post-test, in addition to an opinion questionnaire. The result of post- test scores were higher than the score of pre-test result. The researcher came out with the findings that, English collocations and communicative grammar instruction enhanced students' English speaking and writing ability. Moreover, students had positive opinions towards English collocations and communicative grammar instruction.

In conclusion, The previous studies shed light on the importance of learning vocabulary or word –chunks so that, students can perform better in reading, writing, listening and speaking. All the

studies found that, there were some problems and difficulties that discourage students from using vocabulary or word- chunks properly. Study (1) investigates Sudanese undergraduates knowledge and use of collocations, the researcher comes out with the finding that, the subjects knowledge of collocations are poor and recommended to enhance collocations teaching at universities. The study (2) investigates the actual use of lexical semantic relations to promote teaching vocabulary at the third grade, secondary school level in Khartoum locality schools. The researcher comes out with the findings that, students fail to write good composition due to the lack use of the appropriate vocabulary, he thinks that, using lexical semantic relations could encourage students build up a plentiful supply of words. The study (3) focuses on the difficulties and problems that face Sudanese EFL learners' students in learning English collocations. This study is different from first study because it focuses on the lexical and grammatical collocations. The study (4) concentrates on effect of vocabulary on improving speaking skills. It defers from previous studies because it deals with vocabulary in general not word-chunks to develop speaking. It's better to show for students which words are collocated together rather than using individual vocabulary. Study (5) assessing English collocational knowledge among Sudanese EFL university students. In contrast to the third study, both of them, focus on lexical and grammatical collocations, but differ in using research samples.

Study (6) deals with impact of vocabulary awareness on developing EFL learners' writing Skills. It differs from other studies in terms of methodology, by using two questionnaires for teachers and two reading and writing tests as experimental research. It is better to use one questionnaire for teachers. Study (7) shows words as "Lexical Unit" in learning and teaching vocabulary, in addition to the use of idioms in promoting fluency and facilitating oral productive for EFL learners. It has been observed that collocations and idioms are interchangeable terms, and need more consideration to be understood. Study (8) deals with the effect of semantic and thematic clustering of words on Iranians vocabulary learning. It defers from the previous studies in terms of different instruction approaches such as, presenting words in isolation and in context. Study (9) Studies collocation violations in translation of a business article. It focuses on translating business text from Thai into English, and finds that informants were not aware of translating English collocations due to mother-tongue interference. Study (10) deals with investigating an exploratory study using a task- based approach. It aims to have a deeper understanding of collocation use by using of Corpora on writing between Hong Kong students and British students. The result shows that Hong Kong students are affected by language interference. It's the same as the study (9) in terms of language interference between L1 and L2. The study (11) focuses on the effects of English collocation and communicative grammar

instruction on graduate students' English speaking and writing abilities. Experimental research has been used and indicated that English collocation and communicative grammar instruction enhance students' English speaking and writing ability. It differs from other researchers in terms of using communicative grammar mixed with collocations. The current study is tackled out investigating difficulties encountered by M.A English students in using collocation. It differs from other studies in terms of the nature of English collocations' structure, to know which words are collocated with verbs, nouns, or adjective. It focuses on semantic meaning rather than constructive grammar.

Summary of the Chapter

The present chapter consists of conceptual framework of the study, it includes various definitions of collocations, classification of collocations, the role of collocations in vocabulary acquisition, collocations and culture, how to learn collocations, and lexical semantic relations which consists of synonymy, antonymy, up to collocations and denotations, and part two which consists of review of previous related studies. The next chapter is chapter three which will be devoted for research methodology.

Chapter Three
Research Methodology

Chapter Three

Research Methodology

3.0 Introduction

This chapter will provide a description of the research methodology of the study and technique adopted, as well as instruments, population, sample, and the procedures of data analysis.

3.1 The Research Methodology

This study will be conducted through a descriptive analytical method as an appropriate way of investigating difficulties encountered by English language graduate students in using English collocations.

3.2 Instruments of The Study

Instruments of the study are the tools for the required data of the study. According to Creswell (2009) different types of research tools can be used to collect data: observation, interview, questionnaire, audiovisual materials and test. The selection of these instruments stemmed from the research questions. In this study two tools will be utilized to collect data. A test will be used for M.A English language students, Sudan university of science and technology, and interview for experts of English language teachers from different Sudanese universities.

3.3 Population of The Study

The population of the study will be M.A English language students, Sudan University of Science and Technology, College of Languages. The subject of the study will involve both male and female students, for Academic year 2018-2019. In addition to interview for experts of English language teachers from different Sudanese universities.

3.4 The Sampling of The Study

The sample of this study will be selected randomly from the population. The sample of the study consists of (80) M.A English language graduate students from both, male and female, Sudan university of science and technology, college of languages. In addition to an interview for (10) experts of English language teachers from different Sudanese universities.

3.5 Students' Test

Students' test will be the first tool of the study which consists of four questions, each question has different multiple choices to find out to what extent are M.A English language students able to deal with English collocations. The first question consists of ten items, each item has one correct answer, it consists of choosing

the correct collocation to complete the sentences, the second question consists of ten items, each item has one correct answer, it consists of complete each sentence with an appropriate word. While, question three consists of ten items, each item has one correct answer, it consists of matching the two parts of collocations, and the last question is question four which consists of ten items, each item has one correct answer, it consists of drawing a circle round the best alternative a, b, c or d. Test will be administrated randomly to (80) M.A English language students, Sudan university of science and technology, College of languages.

Table (3.1) Students' Test Matrix

Questions	Variable measured
Question1. Statement 1,2,3,4,5,6.....10.	M.A English language students face difficulties in using English collocations.
Question2. Statement 1,2,3,4,5,6....10.	M.A English language students are little aware of using English collocations.
Question3. Statement 1,2,3,4,5,6.....10.	The reasons behind the lack of M.A English language students' knowledge in using English collocations.

<p>Question4. Statement 1,2,3,4,5,6.....10.</p>	<p>There are various types of collocation errors made by M.A English language students in using English collocations.</p>
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3.5 Reliability of the Research Tools

Test-reliability refers to tests' consistency and to the notion that reliability of the test items are answered or individually scored to remain relatively the same, through which can be determined the test-retest method at two different times. That means the test should give the same or similar results if it is given to the same or similar group of subjects on at least two separate circumstances. It should be highly expected that the relationship between the first and the second administration would be a high positive correlation.

3.6 Statistical Validity and Reliability for Student's Test

The first draft of a test was presented to supervisor who checked it in addition to Ph.D. holders and assistant professors who helped in proof reading and reviewing. The reliability calculated was analyzed by using Statistical Packages for Social Science (SPSS). The reliability coefficient was calculated for the measurement, which was used in the test using Alpha-Cronbach Coefficient Equation as the following: For calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the reliability coefficient using the Alpha-Cronbach Coefficient and the results have been showed in the following table:

Reliability Statistics

	Cronbach's Alpha	Number of questions
	.87	4

Validity and reliability are important aspects of a test, and this will ensure the quality of the instrument used in this study. The result in the table above shows that the reliability coefficients for the test

is (.87) This indicates that the test is characterized by good reliability and validity and makes statistical analysis acceptable.

3.7 Interview of Expert Teachers.

Is a type of data collection that mainly intended to gather the respondents' opinions. There are many reasons for conducting an interview. For instance, interviewees are used directly to find out information that oriented to research questions in order to test hypotheses. Therefore, many researchers have used interview as the main source of data collection. According to Creswell (2009) claims that interviewees are divided into two types: the first one is conditioned by the number of participants, this type includes: "face to face, by telephone, and group interviews". The second is bound to the type of the questions that will be addressed. Thus, interviews can be constructed, semi structured and unstructured. In the current study, a semi structured interview will be adopted. It consists of four questions related to the hypotheses of the study.

3.8 Procedures of Data Analysis

The data will be collected through both, a test which is administrated and treated statistically by using Statistical Package for Social Science (SPSS), and interview for experts of English language teachers from different Sudanese universities to assess the students' knowledge of using English collocations.

Summary of the Chapter

In this chapter the researcher has provided a description of the research population, sample, tools, validity and reliability of the test. The next chapter "Chapter Four" will be devoted to data analysis, results and discussions.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results, and Discussion

4.0 Introduction

In this chapter, the data of the study were analyzed by using statistical packages for social science (SPSS), and the results which obtained from the analysis were tabulated and discussed. The instruments that used to collect the data of the study are a test for M.A English language students college of languages, Sudan University of Science and Technology and an interview for some expert teachers of English language from different Sudanese universities. This chapter consists of two parts, part one is analysis of students' test, and part two is analysis of interview for expert English language teachers from different Sudanese universities.

4.1 Analysis of Students' Test

The test was the first tool that used to collect data of the study, it was constructed; validated and piloted to investigate difficulties encountered by English language graduate students in using English collocation. The responses to the written diagnostic test were tabulated and figured. The following is an analytical, interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each statement in the test is analyzed statistically and discussed. The

following tables and figures will support the discussion of all statements in the test.

Question (1). Choose the correct collocation to complete each of the following sentences.

Statement No (1) The flight from London to Rome wasit only costs 20 euros.

Answer: ridiculously cheap.

Table (4.1.) shows the frequency and percentage distribution for the respondents according to the results of statement (1).

Grade	Frequencies	Percentage
Succeeded	33	42%
Failed	47	58%
Total	80	100

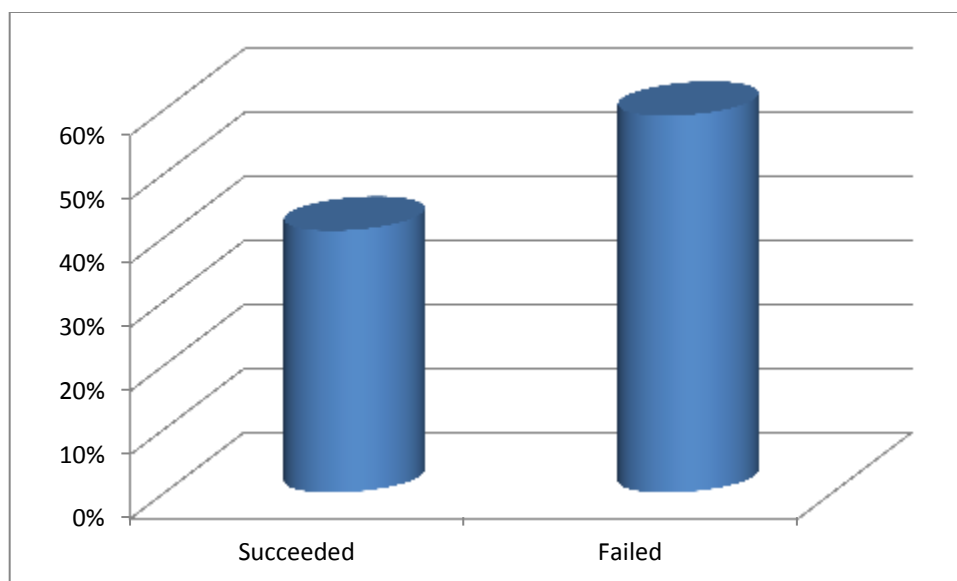


Figure No (4.1.) illustration of respondent's answers of statement (1).

Based on the results shown in the table (4.1.), and figure (4.1.), there are (33) of the respondents with percentage of (42%) answered the statement correctly, while (47) of the respondents with percentage of (58%) failed to answer the statement correctly. The reason behind this failure is that, this statement of the test is difficult for them because they are unaware of which adverb is **collocated with adjective**. It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering the statement correctly. This indicates that the respondents face difficulties in using English collocation to enhance fluency in language.

Statement No (2) Some people love their new book, others are very angry **about it. It's**

Answer: highly controversial

Table (4.2) shows the frequency and percentage distribution for the respondents according to the results of statement (2).

Grade	Frequency	Percentage
Succeeded	13	16%
Failed	67	84%
Total	80	100%

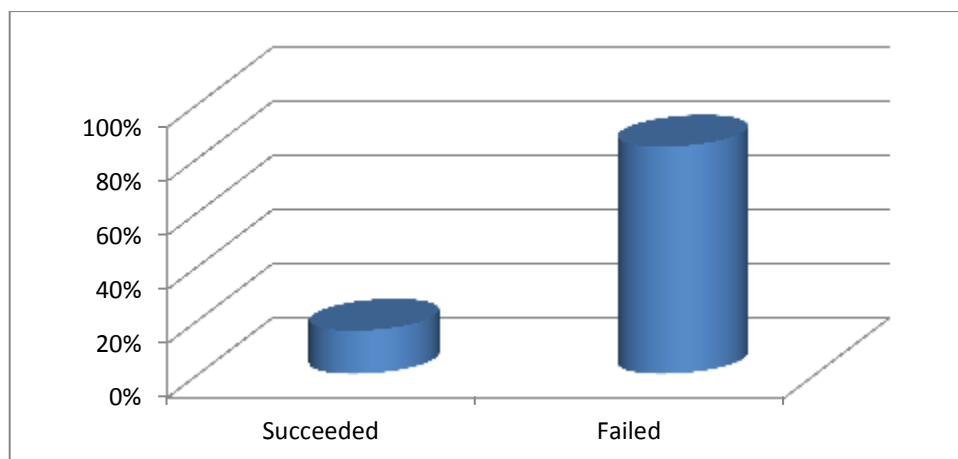


Figure No (4.2) representation of respondent's answers of statement (2).

The results seen in the table No (4.2) , and figure No (4.2) above show that, there are (13) of the respondents with percentage of (16%) answered the statement correctly, while, (67) of the respondents with percentage of (84%) failed to answer the statement correctly due to the fact that respondents are unaware of which adverbs are collocated with adjectives. It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering the statement correctly. This result is obviously in favour of the hypothesis one which states that respondents face difficulties in terms of using and understanding English collocation to enhance fluency in language.

Statement No (3) His father was peaceful throughout his life and was**to war**.

Answer: Strongly opposed

Table of statement No (4.3) shows the frequency and percentage distribution for the respondents according to the results of statement (3)

Grade	Frequency	Percentage
Succeeded	25	31%
Failed	55	69%
Total	80	100%

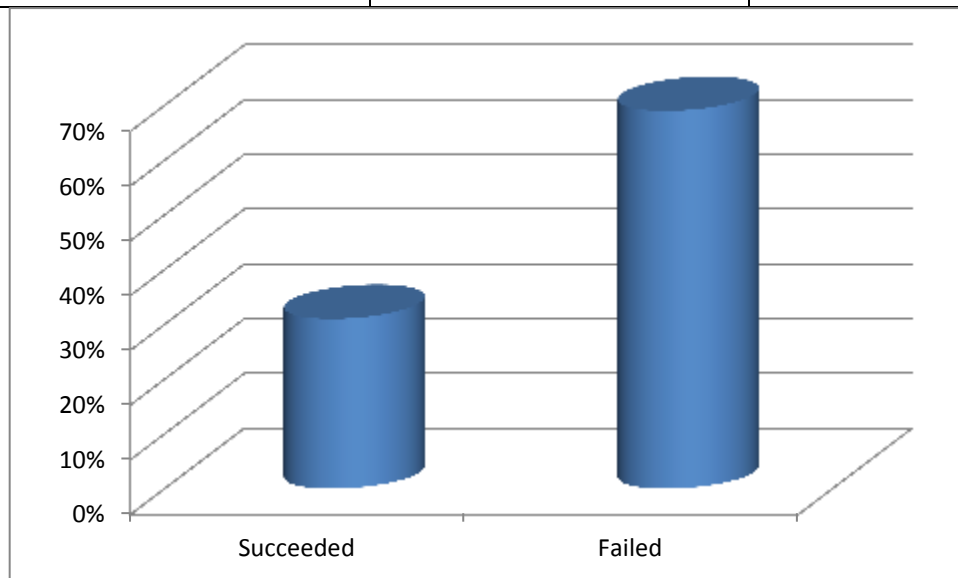


Figure No (4.3) illustration of respondent's answers of statement (3).

With reference to the statistical table No (4.3), and figure No (4.3) the results show that, there are (25) of the respondents by (31%) responded the statement correctly, in contrast to (55) of the respondents with percentage of (69%) failed to respond it because they are not well trained to practice English collocation utterly. **It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering**

the statement correctly and this in turn confirms what the researcher assumed in the first hypothesis that M.A English language students face difficulties in using English collocation to enhance their fluency in language.

Statement No (4). The exam results werefor the whole class.

We all had expected to do much better.

Answer: bitterly disappointed

Table (4.4). Illustrates the frequency and percentage distribution for the respondents according to the results of statement (4)

Grade	Frequency	Percentage
Succeeded	17	21%
Failed	63	79%
Total	80	100%

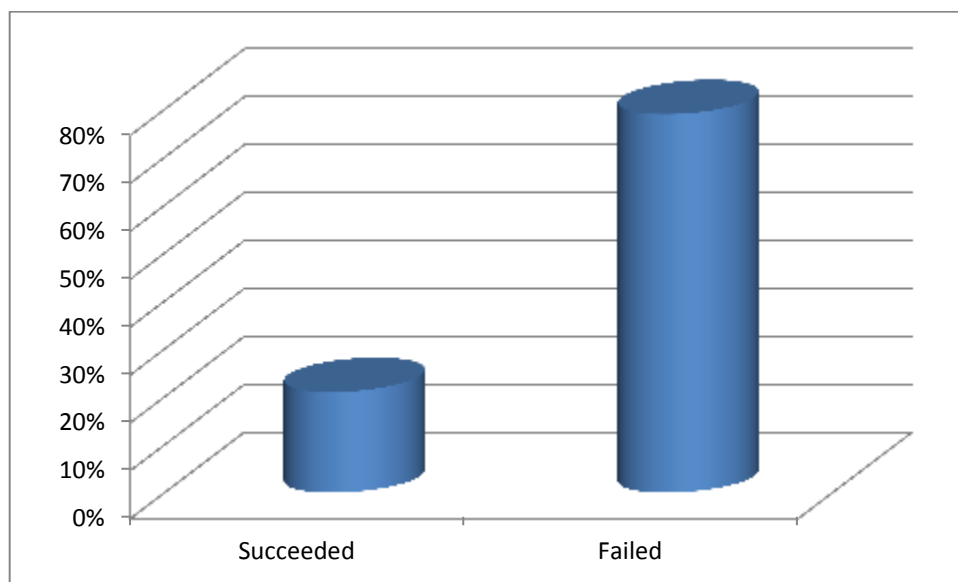


Figure No (4.4) illustration of respondent's answers of statement (4).

Regarding to the test items (4.4), the results shown above point out that, only (21%) of responses were correct in contrast to (79%)

incorrect ones. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded due to unspecific rules of English collocations to be followed. This indicates that respondents really face intricacy to know which words are collocated together.

Statement No (5) When I realized how much my selfish behavior had upset **everyone, I was**

Answer: deeply ashamed.

Table of statement (4.5) shows the frequency and percentage distribution for the respondents according to the results of statement (5).

Grade	Frequency	Percentage
Succeeded	29	36%
Failed	51	64%
Total	80	100%

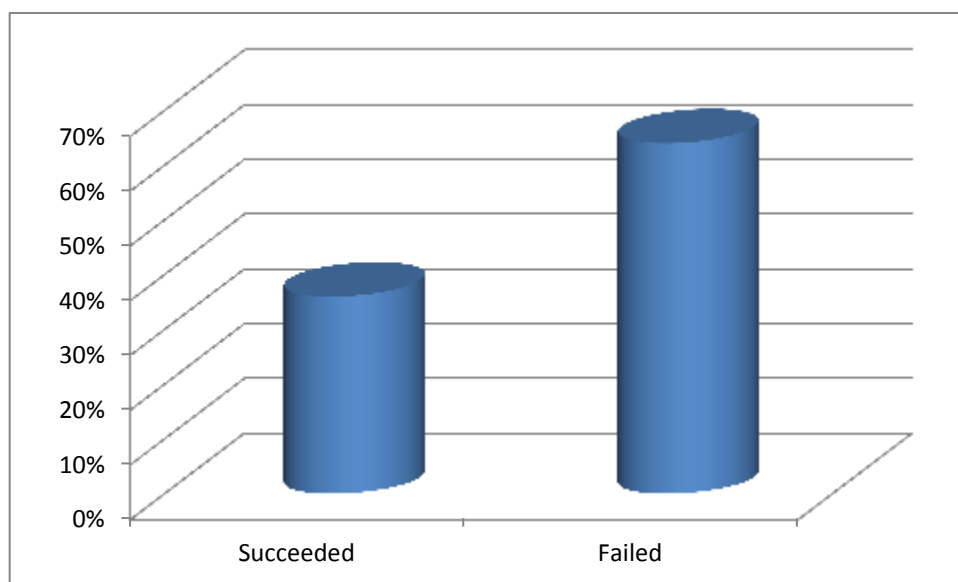


Figure No (4.5) illustration of respondent's answers of statement (5).

According to the table No (4.5), and figure No (4.5) the statistic results show that, there are (29) of the respondents with percentage of (36%) answered the statement correctly, while, (51) of the respondents with percentage of (64%) failed, because this statement seems difficult for them to answer it in terms of **collocating adverbs with adjectives**. It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties in using English collocations properly.

Statement No (6) In the 1990s she ran a/ancompany which earned outstanding profits.

Answer: highly success

Table of statement (4.6) displays results of statement (6).

Grade	Frequency	Percentage
Succeeded	15	19%
Failed	65	81%
Total	80	100%

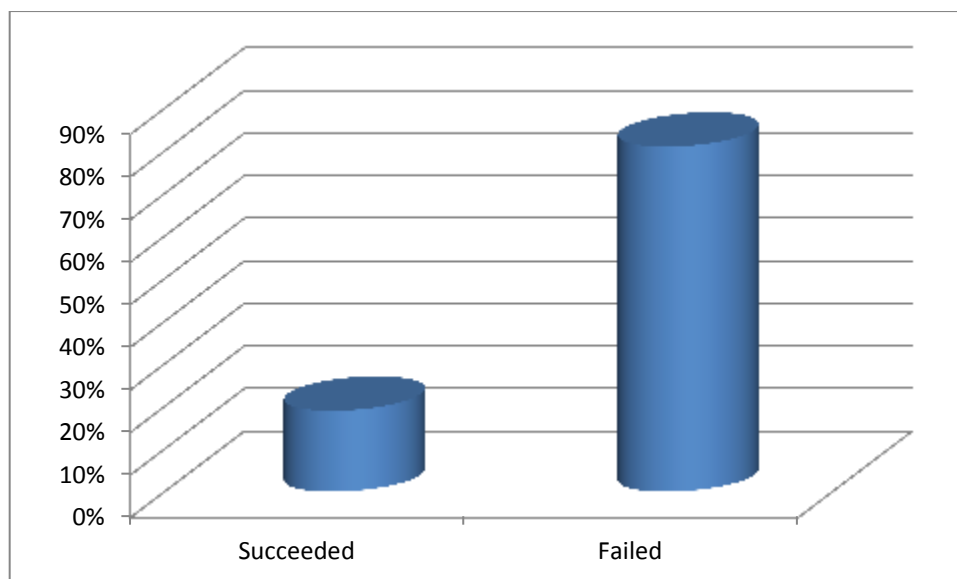


Figure No (4.6) illustration of respondent's answers of statement (6).

As noticed in the table No (4.6), and figure No (4.6) the tabulated results regarding to test item (6) indicates that the number of participants who responded correctly were (15) with percentage of (19%) comparing with a number of (65) respondents with percentage of (81%) who incorrectly responded to the item because they are not sure whether a certain combination of word is possible or not. **It's clear that this result is** strongly supported the first hypothesis of this work that M.A English language students face difficulties in using English collocations to enhance their fluency in language.

Statement No (7) Everyone got more than 95% correct in test; it was

Answer: ridiculously easy

Table of statement (4.7) shows the results of statement (7).

Grade	Frequency	Percentage
Succeeded	27	34%
Failed	53	66%
Total	80	100%

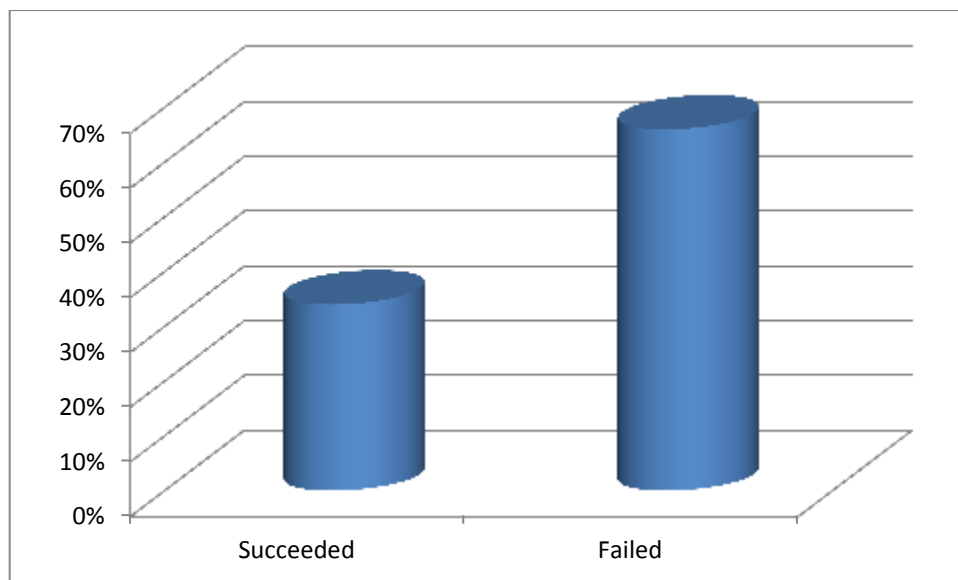


Figure No (4.7) illustration of respondent's answers of statement (7).

According to the results in the table No (4.7), and figure No (4.7) show that, there are (27) of the respondents with percentage of (34%) answered the statement correctly, while, (53) of the respondents with percentage of (66%) failed to answer the statement correctly. Due to the fact that literal translation of word is negatively affected them to use collocations accurately. **It's** clear that the number of the respondents who failed to answer the

statement is greater than those who succeeded in answering the statement correctly. This indicates that respondents don't have enough knowledge in using English collocations.

Statement No (8) You must apologize immediately. It was a/an**remark to mark.**

Answer: utterly ridiculous

Table No (4.8) shows the results of statement (8).

Grade	Frequency	Percentage
Succeeded	12	15%
Failed	68	85%
Total	80	100%

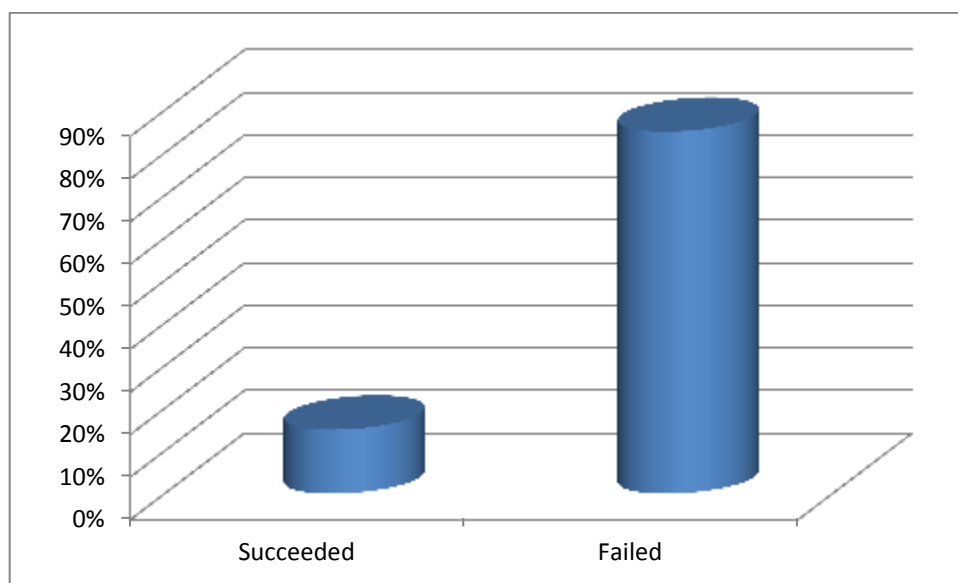


Figure No (4.8) representation of respondent's answers of statement (8).

According to the results in the table No (4.8), and figure No (4.8) show that, there are (12) of the respondents with percentage of (15%) answered the statement correctly, while (68) of the

respondents with percentage of (85%) failed to answer the statement correctly because they learn words in isolation not words in chunks. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties in using English collocations confidentially.

Statement No (9) She was always beenabout the environment and would like to work for a conversation agency.

Answer: deeply concerned

Table No (4.9) shows the results of statement (9).

Grade	Frequency	Percentage
Succeeded	20	25%
Failed	60	75%
Total	80	100%

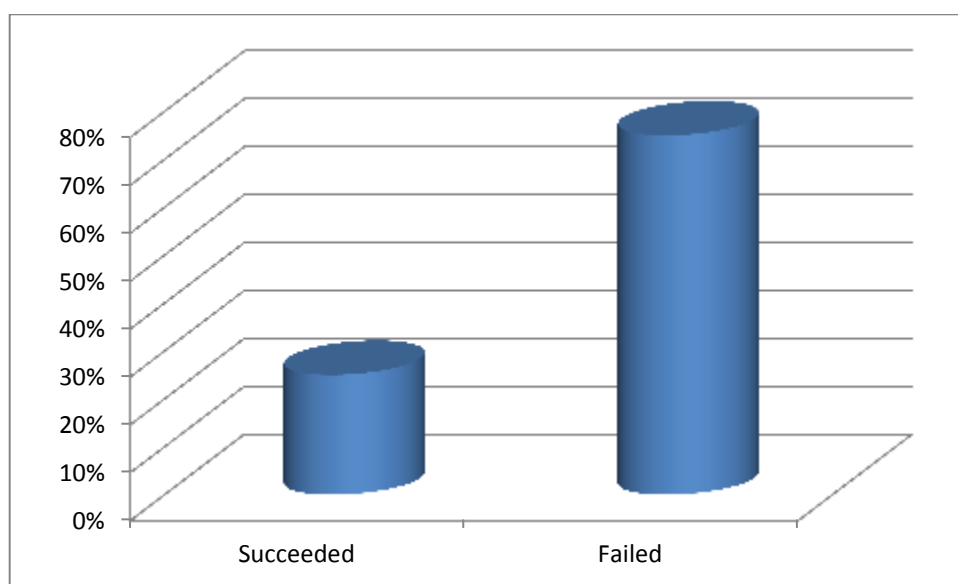


Figure No (4.9) representation of respondent's answers of statement (9).

With regard to the results in the table No (4.9), and figure No (4.9) show that, there are (20) of the respondents with percentage of (52%) answered the statement correctly, while, (60) of the respondents with percentage of (75%) failed to answer the statement correctly. Due to the fact that they tend to think in mother tongue while speaking English. **It's clear that the number** of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that English collocations represent troublesome for respondents to use them appropriately.

Statement No (10) That you should even think that I would steal money from **you isyou must be crazy.**

Answer: utterly stupid

Table No (4.10) displays results of statement(10).

Grade	Frequency	Percentage
Succeeded	16	20%
Failed	64	80%
Total	80	100%

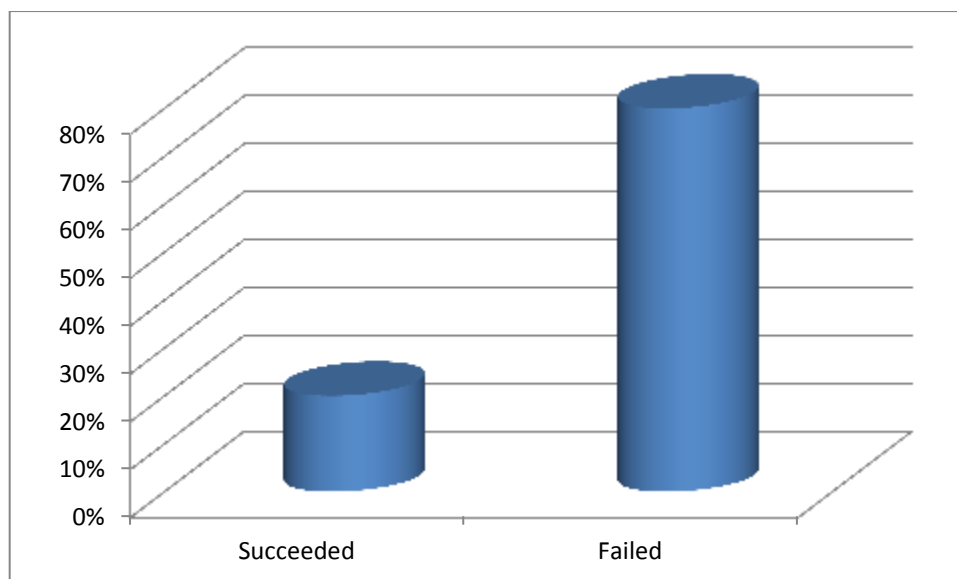


Figure No (4.10) representation of respondent's answers of statement (10).

With regard to the results in the table No (4.10), and figure No (4.10) show that, there are (16) of the respondents with percentage of (20%) answered the statement correctly, while, (64) of the respondents with percentage of (80%) failed to answer the statement correctly because they don't have enough knowledge about English collocations. **It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly.** This indicates that, respondents face difficulties in using English collocations, as stated in the first hypothesis that M.A English language students face difficulties in using English collocations to enhance their fluency in language.

Question (2) .Complete each sentence with appropriate form of say, rapid, speak, talk, express, or tell.

Statement No (11) Strictly,you shouldn't be here.

Answer: speaking

Table No (4.11) illustrates the results of statement(11).

Grade	Frequency	Percentage
Succeeded	15	19%
Failed	65	81%
Total	80	100%

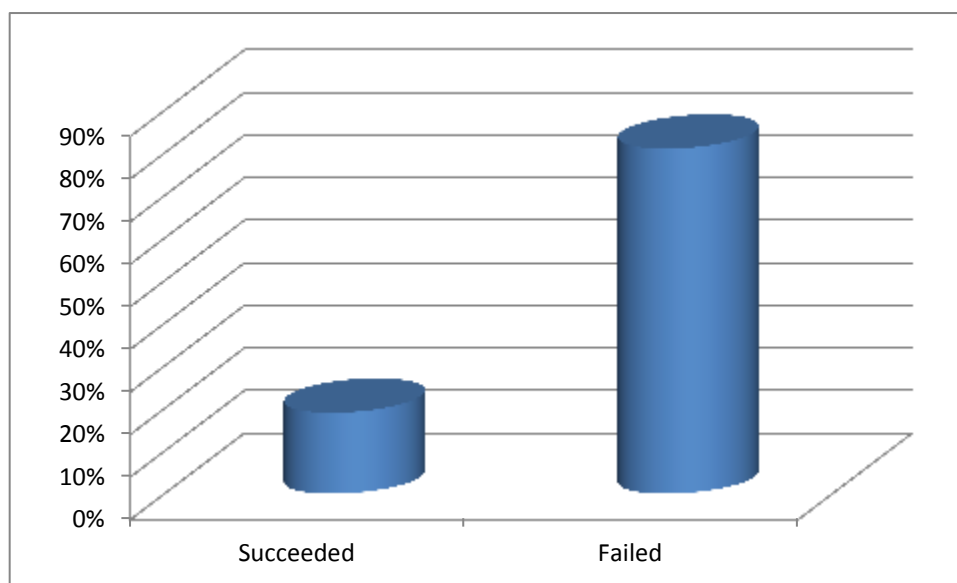


Figure No (4.11) illustration of respondent's answers of statement (12).

As stated to the results of table No (4.11) and figure (4.11) show that, there are (15) of the respondents with percentage of (19%) answered the statement correctly, while, (65) of the respondents with percentage of (81%) failed to answer the statement correctly. The reason behind that failure is that university syllabus is not

sufficiently covered English collocations. Therefore, students are unaware of which words are collocated together. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering all the statements correctly. This result indicates that respondents are not sure whether a certain combination of word is possible or not.

Statement No(12) Daltonme a secret and made me promise not to pass it on to anyone else.

Answer: told

Table No (4.12) displays the results of statement (12).

Grade	Frequency	Percentage
Succeeded	14	18%
Failed	66	82%
Total	80	100%

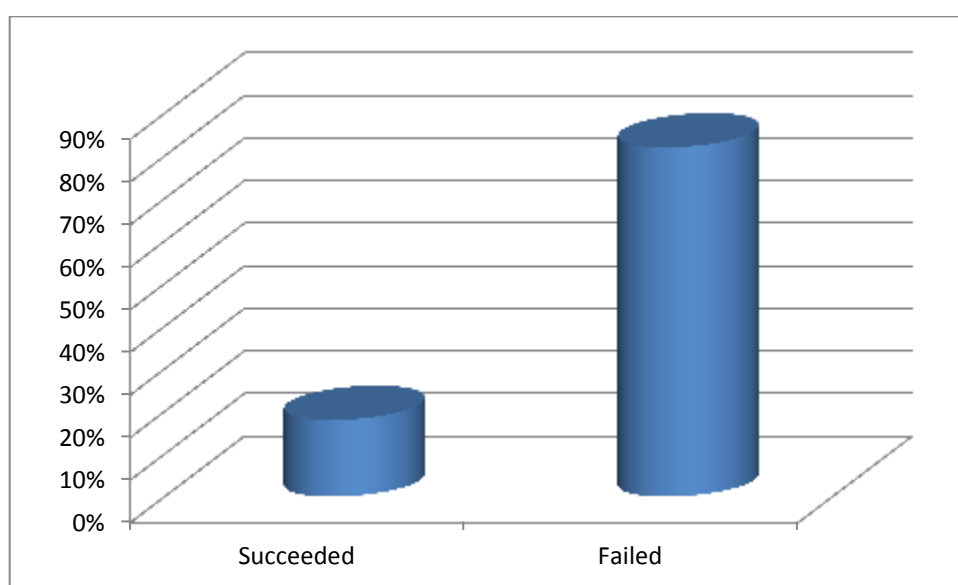


Figure No (4.12) illustration of respondent's answers of statement (12).

With regard to the results of table No (4.12) and figure (4.12) show that, there are (14) of the respondents with percentage of (18%) answered the statement correctly, while, (66) of the respondents with percentage of (82%) failed to answer the statement correctly because students don't have enough knowledge about grammatical and lexical collocations. **It's clear** that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering all the statements correctly. This result indicates that respondents are not aware of using other different patterns like strong and weak collocation.

Statement No(13) It goes withoutthat we will invite you to your wedding.

Answer: saying

Table No (4.13) explains the results of statement (13).

Grade	Frequency	Percentage
Succeeded	16	20%
Failed	64	80%
Total	80	100%

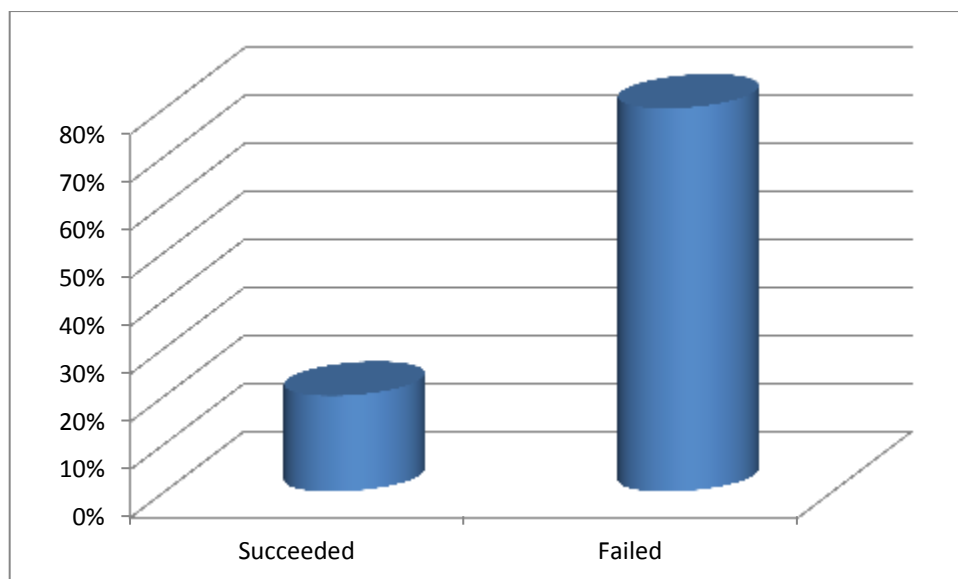


Figure No (4.13) illustration of respondent's answers of statement (13).

According to the results of table No (4.13) and figure (4.13) show that, there are (16) of the respondents with percentage of (20%) answered the statement correctly, while, (64) of the respondents with percentage of (80%) failed to answer the statement correctly **because collocations have direct relation with English culture.** It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering all the statements correctly. This result indicates that respondents are unable to use English collocations accurately unless to have knowledge about English culture.

Statement No (14). I spend most days with my three years son, so forgive me if **I startednonsense.**

Answer: talking

Table No (4.14). indicates to the results of statement(14).

Grade	Frequency	Percentage
Succeeded	30	38%
Failed	50	62%
Total	80	100%

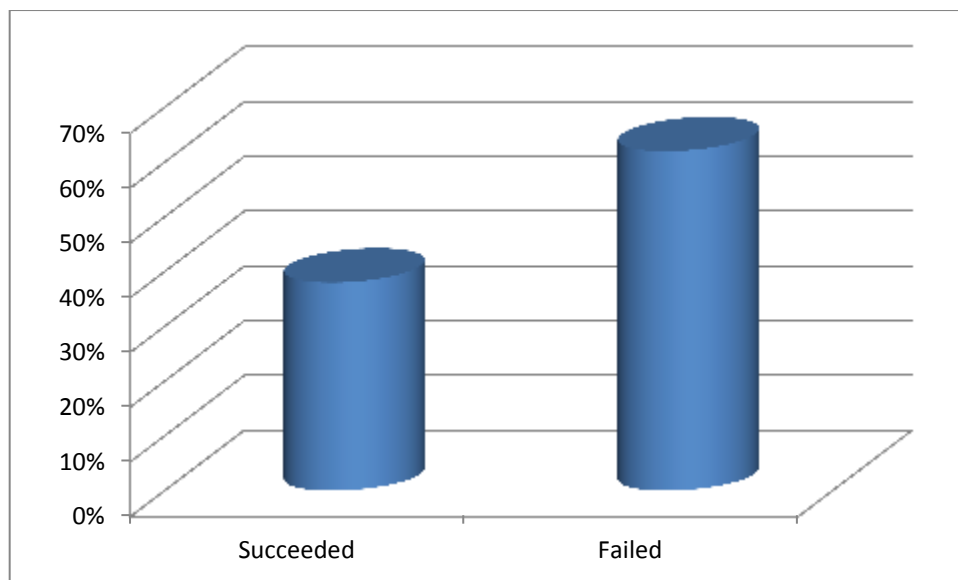


Figure No (4.14) illustration of respondent's answers of statement (14).

As indicated the results of table No (4.14) and figure (4.14) which show that, there are (30) of the respondents with percentage of (38%) answered the statement correctly, while, (50) of the respondents with percentage of (62%) failed to answer the statement correctly because they are unable to collocate words together. It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in

answering all the statements correctly. This result indicates that respondents are confused to use collocations due to the fact that, there is no specific rules for English collocations.

Statement No (15) The teacher alwaysvery highly of my sons' ability.

Answer: speaks

Table No(4.15) shows the results of statement(15).

Grade	Frequency	Percentage
Succeeded	18	23%
Failed	62	77%
Total	80	100%

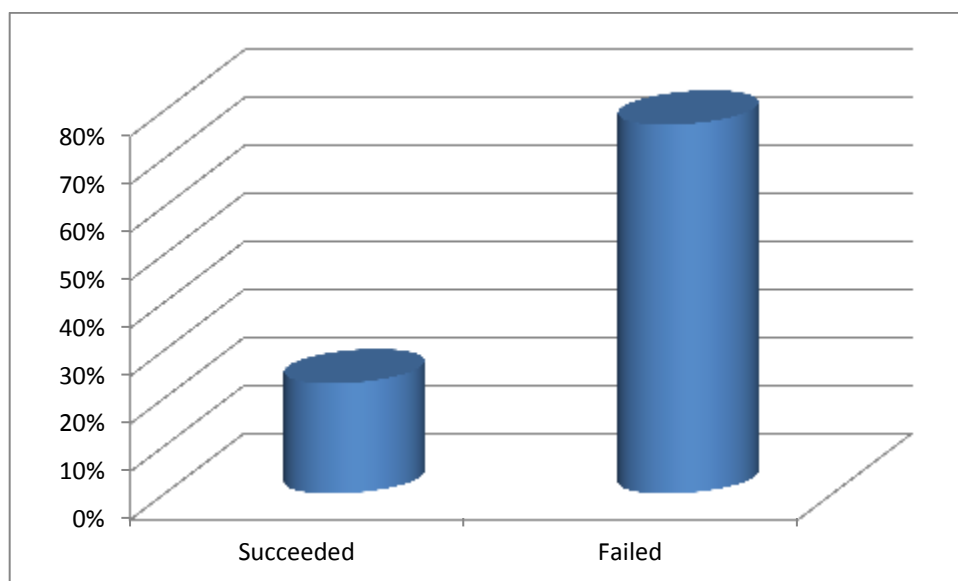


Figure No (4.15) illustration of respondent's answers of statement (15).

According to the results of table (4.15) and figure (4.15) show that, there are (18) of the respondents with percentage of (23%) answered the statement correctly, while, (62) of the respondents

with percentage of (77%) failed to answer the statement correctly due to the fact that respondents aren't sufficiently aware of using **English collocations**. It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering all the statements correctly. This result indicates that respondents are confused to use collocations properly.

Statement No(16) **I had my fortune at the fair yesterday.**

Answer: talk

Table No (4.16) displays the results of statement(16)

Grade	Frequency	Percentage
Succeeded	17	21%
Failed	63	79%
Total	80	100%

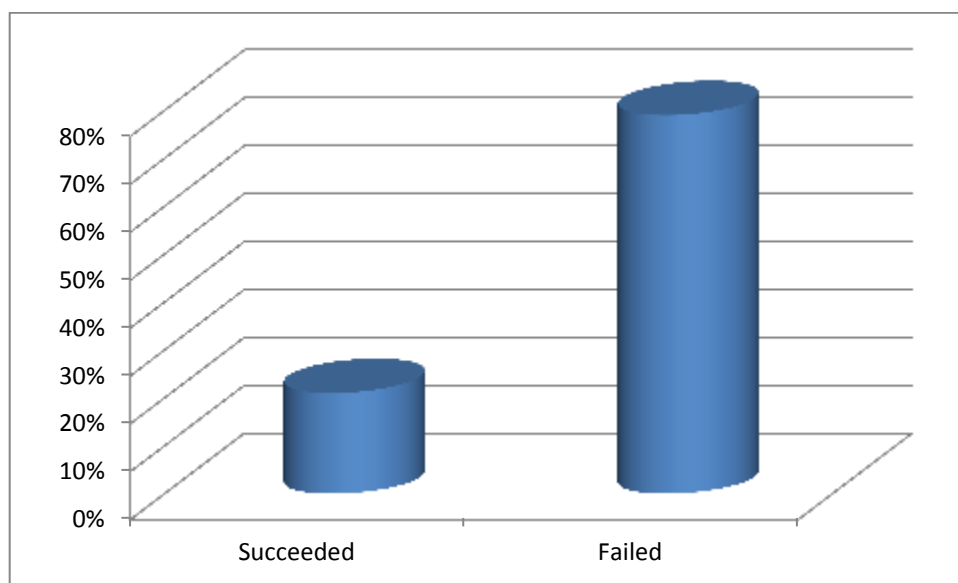


Figure No (4.16) illustration of respondent's answers of statement (16).

According to the results of table No (4.16) and figure (4.16) show that, there are (17) of the respondents with percentage of (21%) answered the statement correctly, while, (63) of the respondents with percentage of (79%) failed to answer the statement correctly due to the fact that, respondents are unaware whether a certain word combination **is possible or not**. It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering all the statements correctly. This result indicates that respondents are confused to use collocations.

Statement No (17) It's so hot, I wouldn'tno to an ice cream,
would say?

Answer: say

Table No (4.17) shows the results of statement(17).

Grade	Frequency	Percentage
Succeeded	13	17%
Failed	67	83%
Total	80	100%

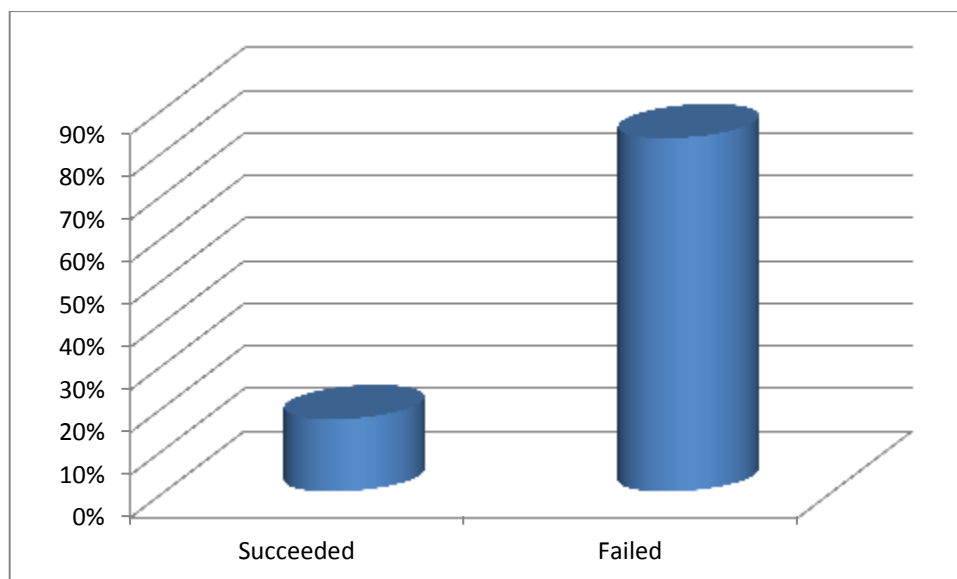


Figure No (4.17) illustration of respondent's answers of statement (17).

According to the results of table (4.17) and figure (4.17) above show that, there are (13) of the respondents with percentage of (17%) answered the statement correctly, while, (67) of the respondents with percentage of (83%) failed to answer the statement correctly due to the reason that respondents don't familiarize themselves with different types of English collocations **to adopt them in their language. It's clear that** the number of the respondents who failed to answer the statement is greater than those who succeeded in answering all the statements correctly. This result indicates that respondents are confused to use collocations due to the fact that, respondents haven't been trained to notice which words can collocate together.

Statement No (18) Shall we have Lunch first and then sit down to**business**.

Answer: talk

Table No (4.18) shows the results of statement (18).

Grade	Frequency	Percentage
Succeeded	27	34%
Failed	53	66%
Total	80	100%

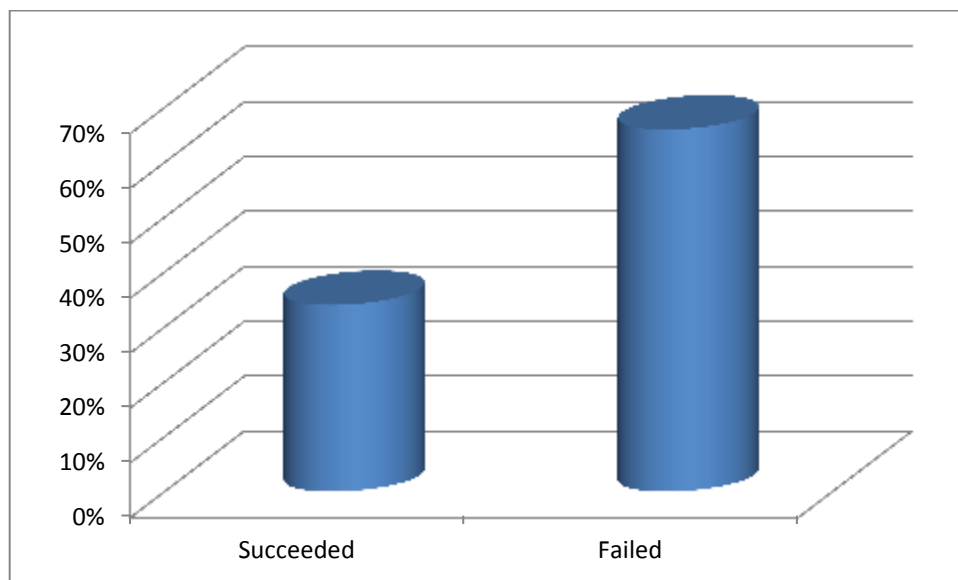


Figure No (4.18) illustration of respondent's answers of statement (18).

Regarding to the results of table No (4.18) and figure (4.18) show that, there are (27) of the respondents with percentage of (34%) answered the statement correctly, while, (53) of the respondents with percentage of (66%) failed to answer the statement correctly for the reason that collocations are random with no specific rules to be followed. It's clear that the number of the respondents who

failed to answer the statement is greater than those who succeeded in answering all the statements correctly. This result indicates that respondents are confused to use collocations due to the fact that, respondents haven't got sufficient competence in using English collocations.

Statement No (19) I think that, generallyit's better to use public transport than to drive yourself.

Answer: speaking

Table No(4.19) shows the results of statement (19).

Grade	Frequency	Percentage
Succeeded	20	25%
Failed	60	75%
Total	80	100%

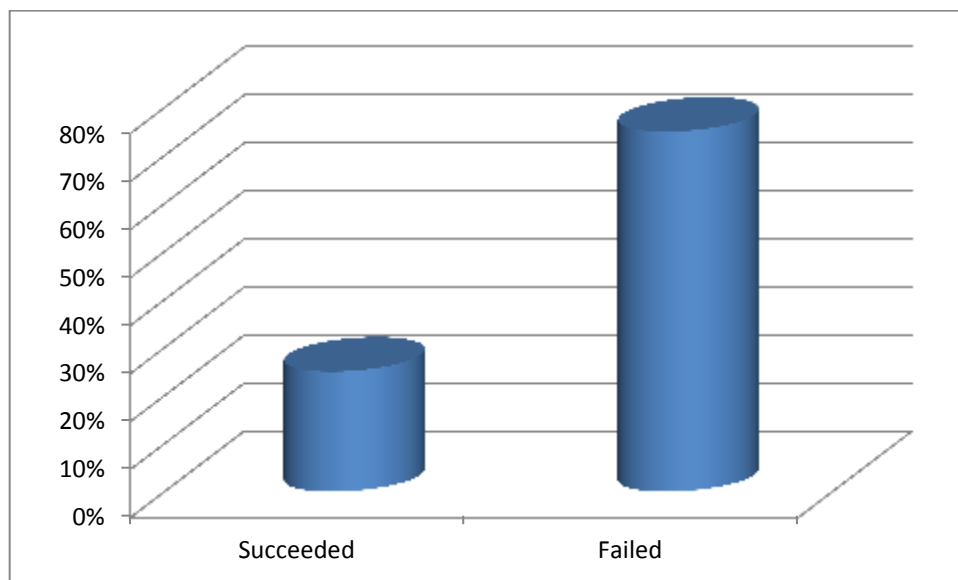


Figure No (4.19) illustration of respondent's answers of statement (19).

The results in the table No (4.19), and figure No (4.19) above show that, there are (20) of the respondents with percentage of (25%) answered the statement correctly, while, (60) of the respondents with percentage of (75%) failed to answer the statement correctly for the reasons of de-lexicalized of English words, that means they don't know which words are collocated together. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that respondents are unaware of using words in chunks suitably.

Statement No (20) Charli, stop mumbling andproperly. I can't understand a word you are saying.

Answer: speaking

Table No (4.20) shows result of statement (20).

Grade	Frequency	Percentage
Succeeded	28	35%
Failed	52	65%
Total	80	100%

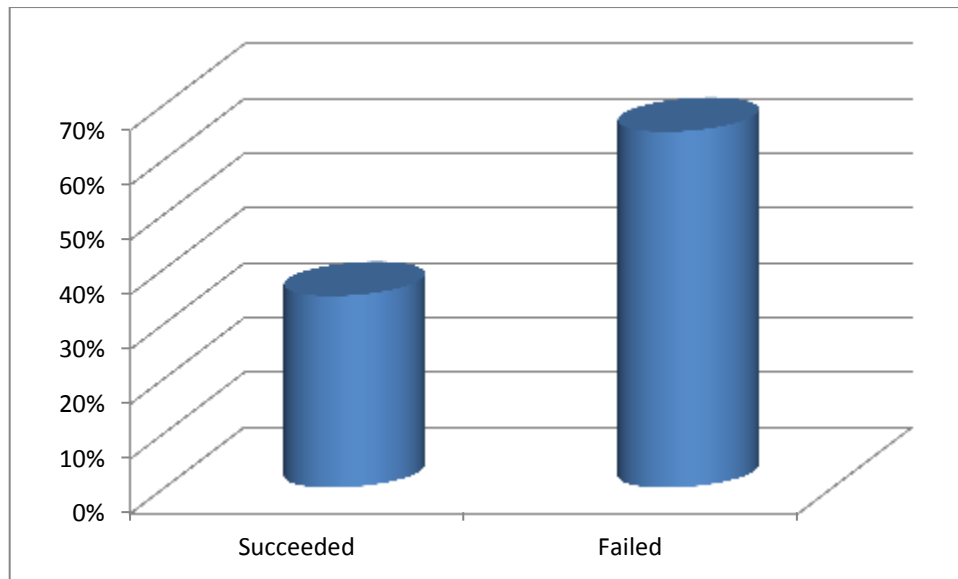


Figure No (4.20) illustration of respondent's answers of statement (20).

The results in the table No (4.20) and figure No (4.20) show that, there are (28) of the respondents with percentage of (35%) answered the statement correctly, while, (52) of the respondents with percentage of (65%) failed to answer the statement correctly because this statement of the test seems difficult for them to answer. **It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly.** This indicates that respondents are unaware of a large number of clusters that partially overlapping together as chunks.

Question (3). Match the two parts of these collocations.

Statement No (21). **Heavy**.....

Answer: rain

Table No(4.21) shows the results of statement (21).

Grade	Frequency	Percentage
Succeeded	31	39%
Failed	49	61%
Total	80	100%

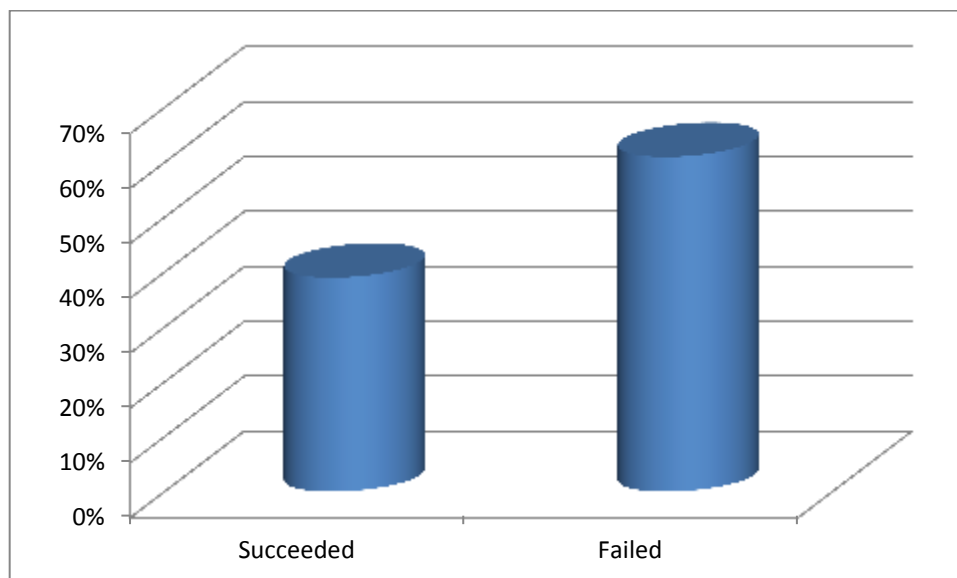


Figure No (4.21) illustration of respondent's answers of statement (21).

The results in the table No (4.21), and figure No (4.21) show that, there are (31) of the respondents with percentage of (39%) answered the statement correctly, while, (49) of the respondents with percentage of (61%) failed to answer the statement correctly because they are not sure whether a certain combination of word is possible or not. It's clear that the number of the respondents

who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that they are unaware to use English collocations due to lack of practicing collocations from respondents themselves.

Statement No (22). **Get**

Answer: a divorce

Table No (4.22) shows the results of statement (22).

Grade	Frequency	Percentage
Succeeded	29	36%
Failed	51	64%
Total	80	100%

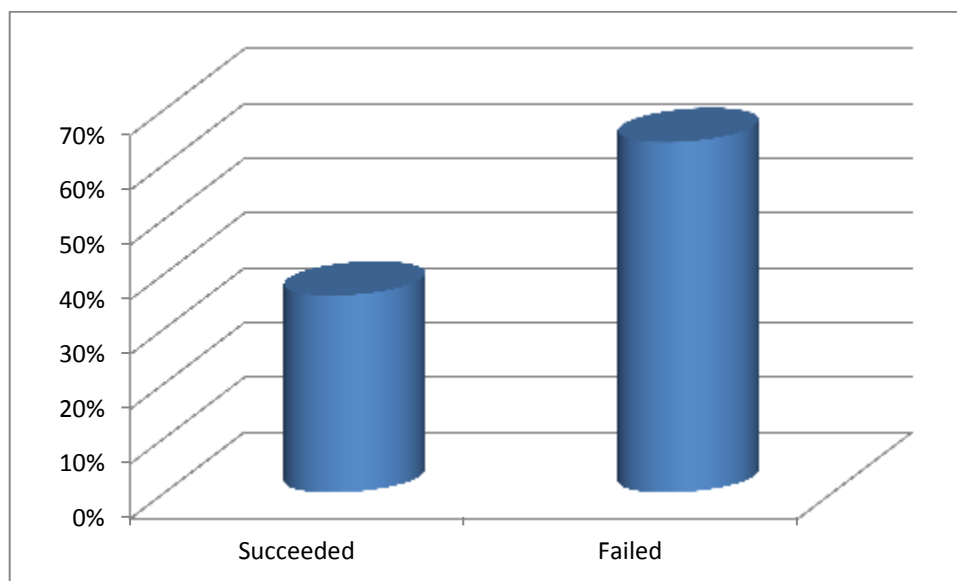


Figure No (4.22) illustration of respondent's answers of statement (22).

It's clear that, the results in the table No (4.22), and figure No (4.22) show that, there are (29) of the respondents with percentage of (36%) answered the statement correctly, while, (51)

of the respondents with percentage of (64%) failed to answer the statement correctly. This result indicates that there are insufficient specialized collocation materials in using collocations at universities It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to use collocations due to the lack of specialized collocation materials which help in practicing collocation recurrently.

Statement No (23). Blond.....

Answer: hair

Table (4.23) displays the results of statement (23).

Grade	Frequency	Percentage
Succeeded	38	47%
Failed	42	53%
Total	80	100%

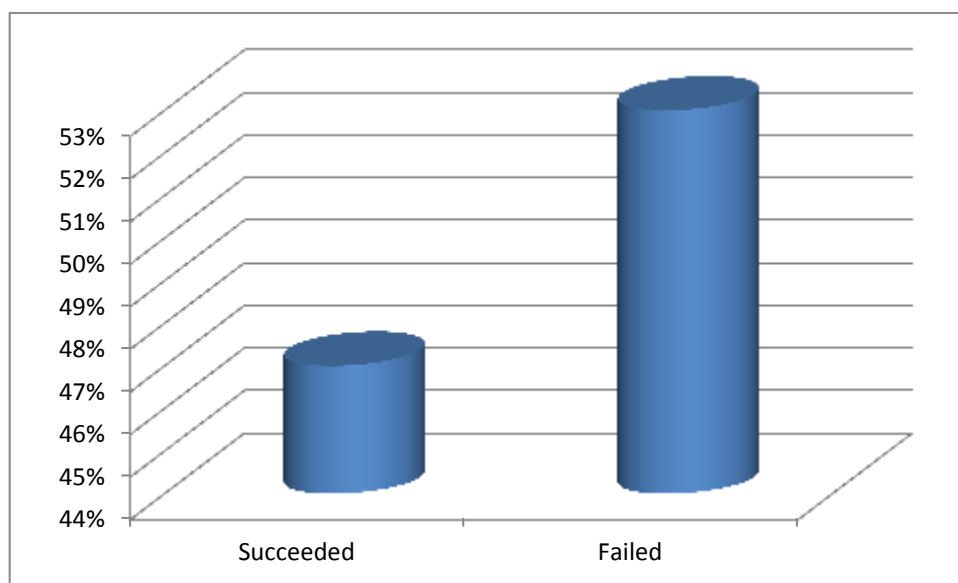


Figure No (4.23) illustration of respondent's answers of statement (23).

The outcome results in the table No (4.23), and figure No (4.23) illustrate that, there are (17) of the respondents with percentage of (21%) answered the statement correctly, while, (63) of the respondents with percentage of (79%) failed to answer the statement correctly. This result indicates that inaccuracy in collocations usage is a result of cross Linguistics differences between Arabic and English collocation system. It means the word "blond" is collocated with the word "hair" while the word "yellow" is collocated with colours not "hair". It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to use collocations because they translate the words literally.

Statement No (24) a beam

Answer: of light

Table (4.24) displays the results of statement (24).

Grade	Frequency	Percentage
Succeeded	19	24%
Failed	61	76%
Total	80	100%

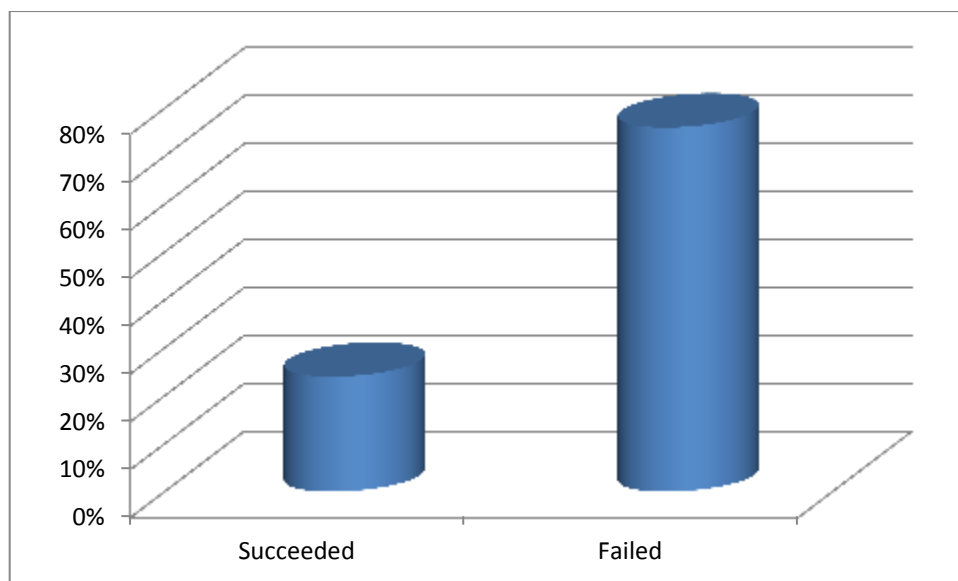


Figure No (4.24) illustration of respondent's answers of statement (24).

The results in the table No (4.24), and figure No (4.24) show that, there are (19) of the respondents with percentage of (24%) answered the statement correctly, while, (61) of the respondents with percentage of (76%) failed to answer the statement correctly. This result indicates that the problems of collocations might be due to complexity of understanding the collocations themselves. **It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly.** This indicates that respondents face difficulties in using English collocations due to unaware of collocating words together.

Statement No (25). Provide for

Answer: your family

Table No(4.25) displays the results of statement (25).

Grade	Frequency	Percentage
Succeeded	27	44%
Failed	53	66%
Total	80	100%

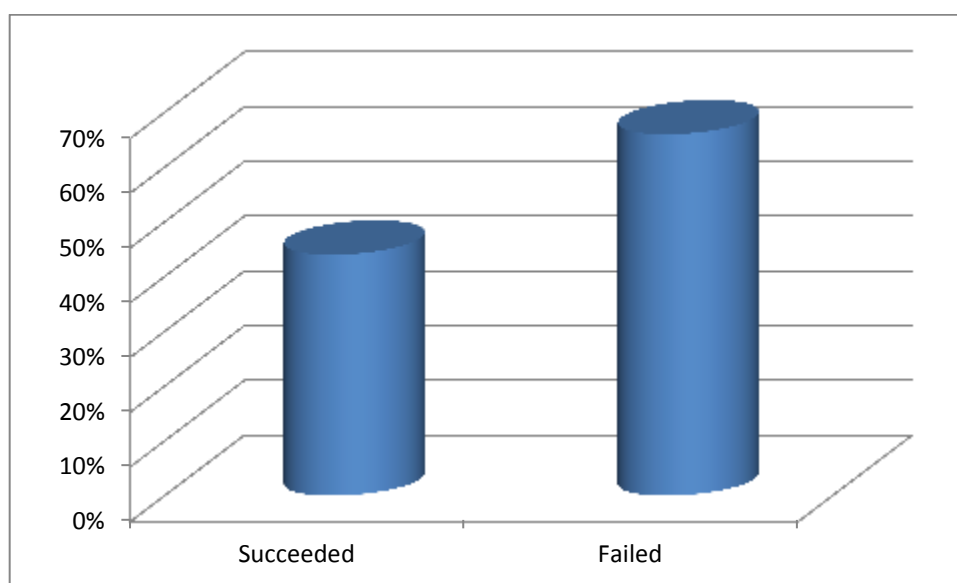


Figure No (4.25) illustration of respondent's answers of statement (25).

As stated the results in the table (4.25), and figure (4.25) show that, there are (27) of the respondents with percentage of (44%) answered the statement correctly, while, (53) of the respondents with percentage of (66%) failed to answer the statement correctly. This result indicates that verbs collocate with nouns are troublesome for respondents to whom English is a Foreign

Language. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to use collocations because they do not have enough knowledge to understand English collocations.

Statement No (26). Distant

Answer: cousin

Table No (4.26) indicates to the results of statement (26).

Grade	Frequency	Percentage
Succeeded	13	16%
Failed	67	84%
Total	80	100%

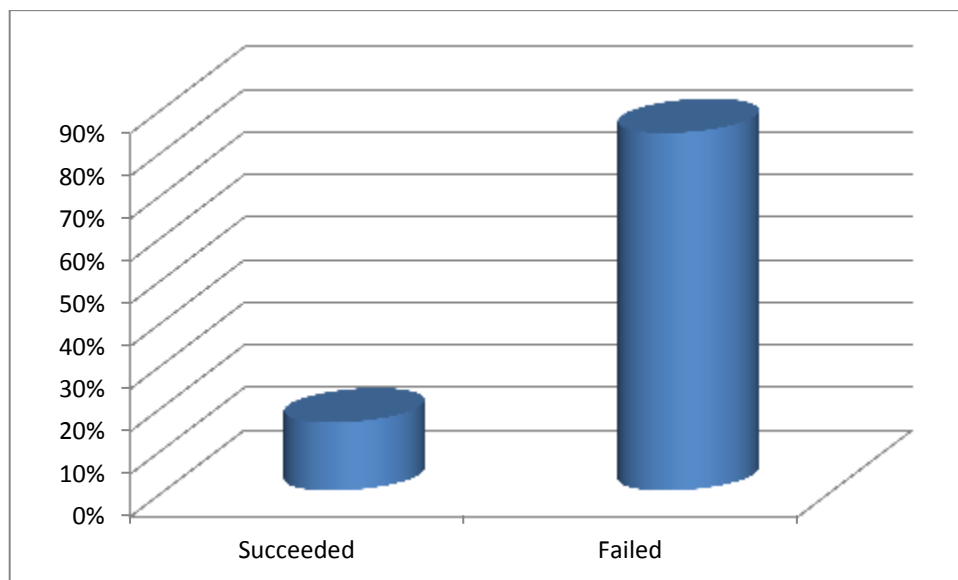


Figure No (4.26) Illustration of respondent's answers of statement (26).

The result in the table No (4.26), and figure No (4.26) show that, there are (13) of the respondents with percentage of (16%)

answered the statement correctly, while, (67) of the respondents with percentage of (84%) failed to answer the statement correctly. This result shows that respondents are unaware of words which are collocated together to describe relatives. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to use collocations due to the fact that, they have to be aware of which words are used to describe culture and relative.

Statement No (27). Set up

Answer: home

Table No (4.27) indicates to the results of statement (27).

Grade	Frequency	Percentage
Succeeded	17	21%
Failed	63	79%
Total	80	100%

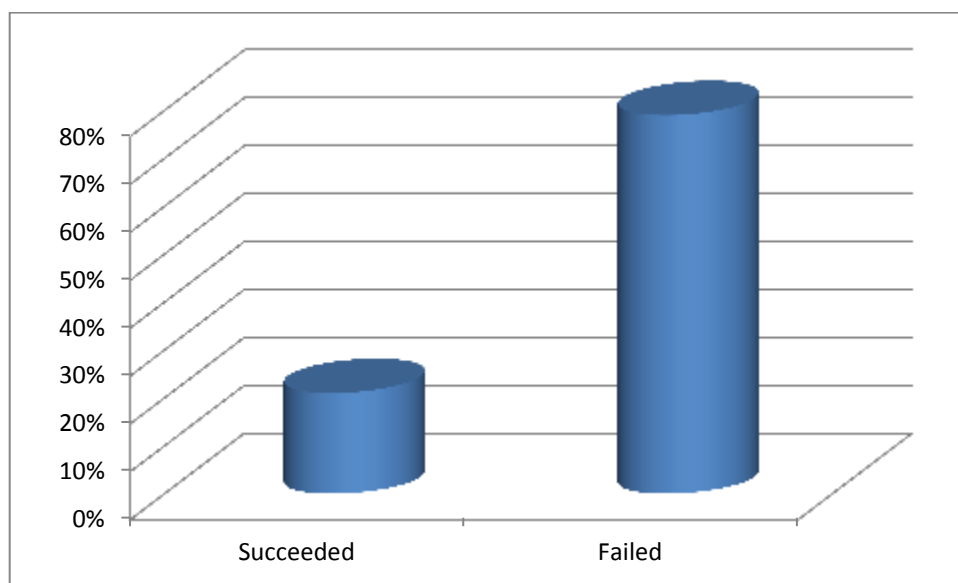


Figure No (4.27) illustration of respondent's answers of statement (27).

With reference to the results in the table No (4.27), and figure No (4.27) show that, there are (17) of the respondents with percentage of (21%) answered the statement correctly, while, (63) of the respondents with percentage of (79%) failed to answer the statement correctly. This result displays that respondents are unaware of which words are collocated together to describe homes. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicate that respondents face difficulties due to the reason that, respondents tend to think in mother tongue while speaking English language.

Statement No (28). Dark

Answer: night

Table No (4.28) shows the results of statement (28).

Grade	Frequency	Percentage
Succeeded	24	30%
Failed	56	70%
Total	80	100%

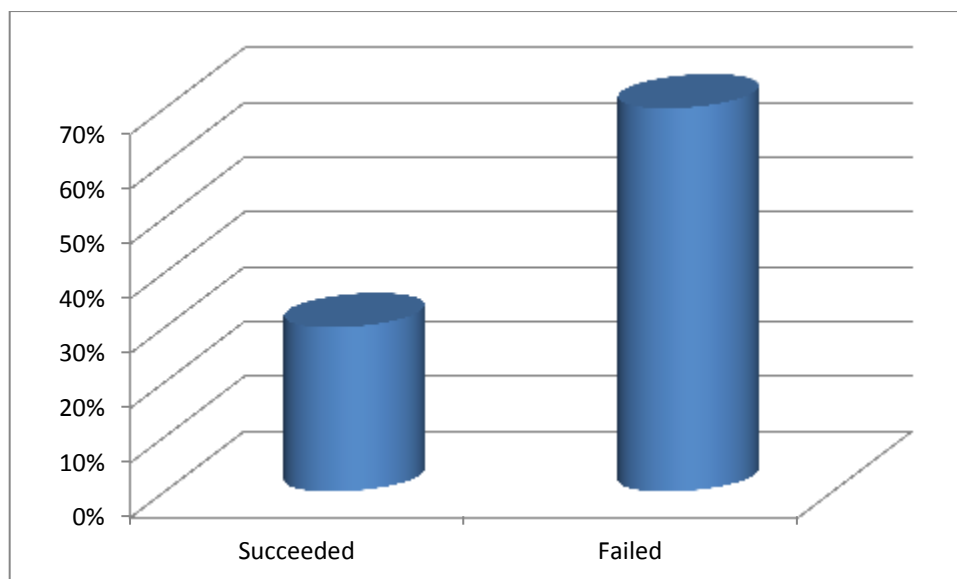


Figure No (4.28) illustration of respondent's answers of statement (28).

The items of the results in the table No (4.28), and figure No (4.28) illustrate that, there are (24) of the respondents with percentage of (30%) answered the statement correctly, while, (56) of the respondents with percentage of (70%) failed to answer the statement correctly. This result explains that respondents are unable to know which word is collocated with the word "night" **It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly.** This indicates that respondents face difficulties to use collocations due to the fact that, they don't familiarize themselves with the different collocations in order to adopt, and use them properly.

Statement No (29) a star

Answer: twinkle

Table No (4.29) displays result of statement (29).

Grade	Frequency	Percentage
Succeeded	30	38%
Failed	50	62%
Total	80	100%

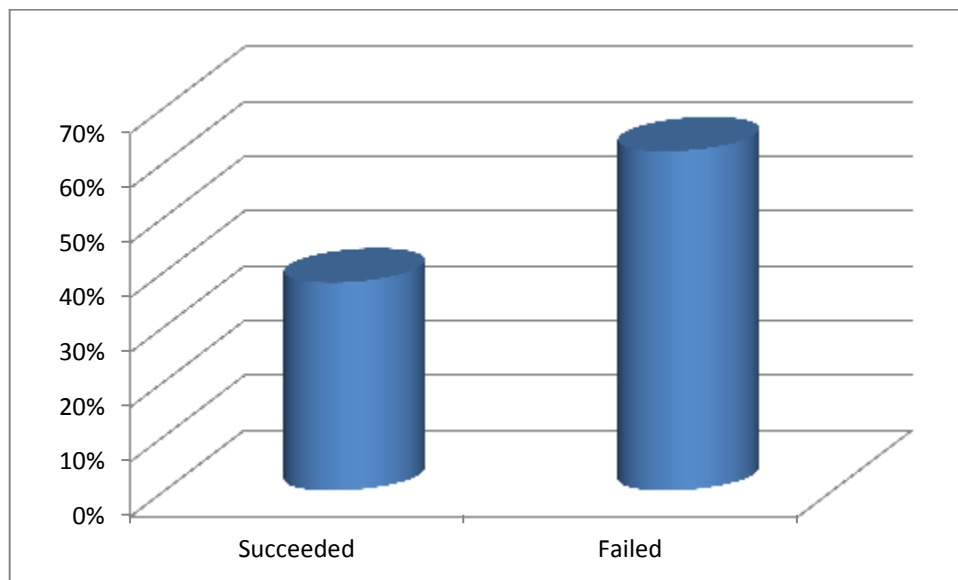


Figure No (4.29) illustration of respondent's answers of statement (29).

As stated the results in the table (4.29), and figure (4.29) show that, there are (30) of the respondents with percentage of (38%) answered the statement correctly, while, (50) of the respondents with percentage of (62%) failed to answer the statement correctly. This result illustrates that respondents are unaware of which words are collocated with astronomy. It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering the statement correctly.

This indicates that respondents face difficulties in using English collocations because of de-lexicalized of words. In other words, they don't know which words can be used together to describe astronomy.

Statement No (30) football

Answer: arena

Table No (4.30) indicates to result of statement (30).

Grade	Frequency	Percentage
Succeeded	36	45%
Failed	44	55%
Total	80	100%

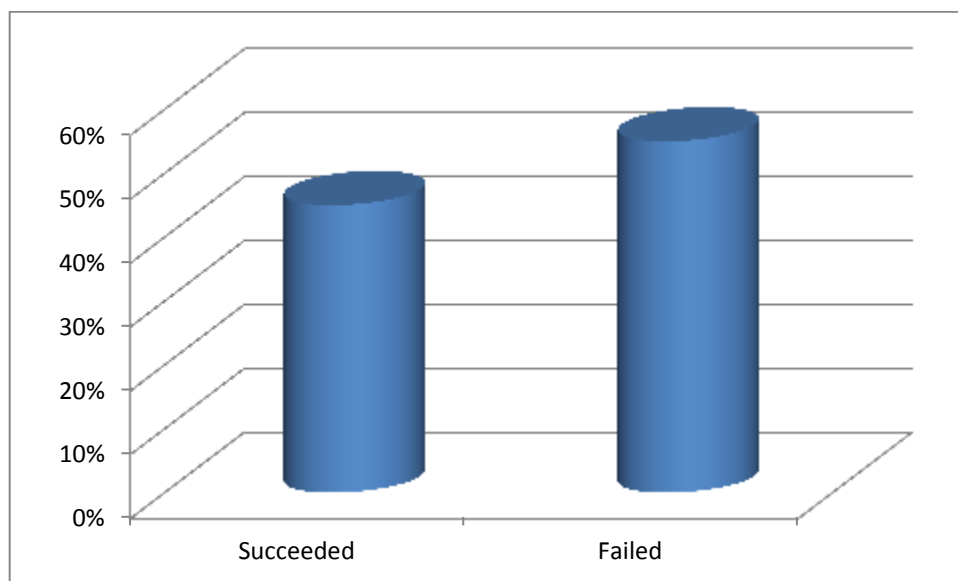


Figure No (4.30) illustration of respondent's answers of statement (30).

The results which specified in the table No (4.30), and figure No (4.30) show that, there are (36) of the respondents with percentage of (45%) answered the statement correctly, while, (44)

of the respondents with percentage of (55%) failed to answer the statement correctly. This result shows that respondent are unable to use **which words are collocated with sport**. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to use collocations due to learning words in isolation not words in chunks.

Question(4). Draw a circle round the best alternative a, b, c, or d in the following:

Statement No (31). She is a smoker, that is why she always stinks of smoke.

Answer: heavy

Table No (4.31) shows the results of statement (31).

Grade	Frequency	Percentage
Succeeded	33	41%
Failed	47	59%
Total	80	100%

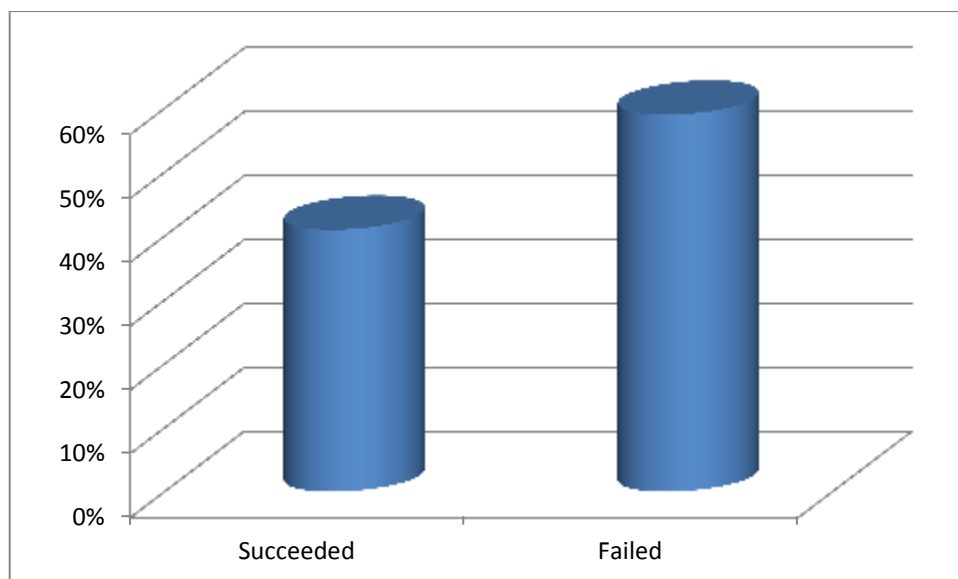


Figure No (4.31) illustration of respondent's answers of statement (31).

The itemized results in the table No (4.31), and figure No (4.31) display that, there are (33) of the respondents with percentage of (41%) answered the statement correctly, while, (47) of the respondents with percentage of (59%) failed to answer the statement correctly. This result shows that respondents are thinking in mother tongue while using the language. **Heavy smoker is more collocated that much smoker. It's clear that the** number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to know which adjectives are collocated with nouns.

Statement No (32). We need a/antape, so that we can record the film.

Answer: blank

Table No (4.32) displays the results of statement (32).

Grade	Frequency	Percentage
Succeeded	16	20%
Failed	64	80%
Total	80	100%

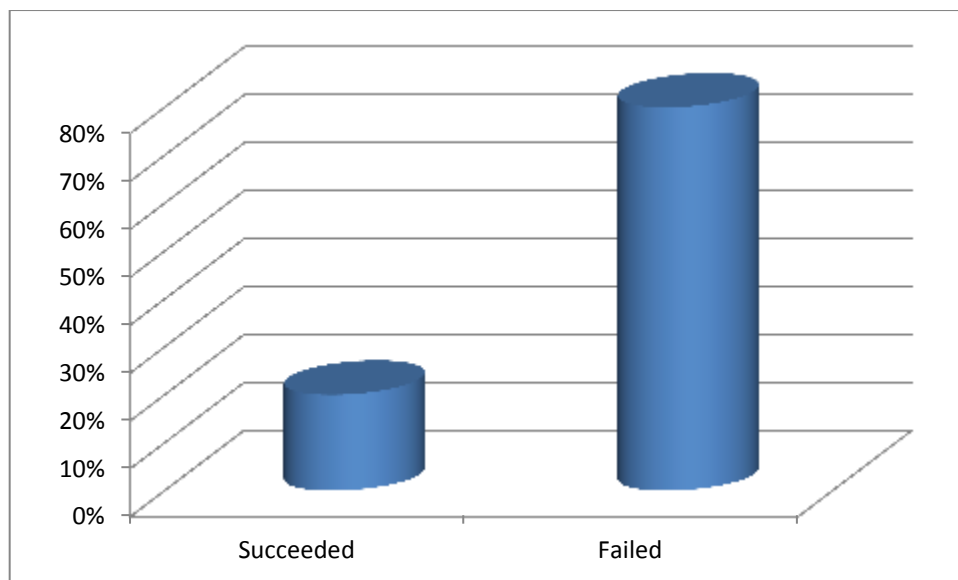


Figure No (4.32) Illustration of respondent's answers of statement (32).

The detailed results in the table No (4.32), and figure No (4.32) show that, there are (16) of the respondents with percentage of (20%) answered the statement correctly, while, (64) of the respondents with percentage of (80%) failed to answer the statement correctly. This result displays that respondents are unaware of which words can collocate with films. It's clear that the number of the respondents who failed to answer the statement

is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to know which adjectives are collocated with nouns, as a part of lexical collocations.

Statement No (33). This colourso wash the shirt separately.

Answer: runs

Table No (4.33). Shows the results of statement (33).

Grade	Frequency	Percentage
Succeeded	19	24%
Failed	61	76%
Total	80	100%

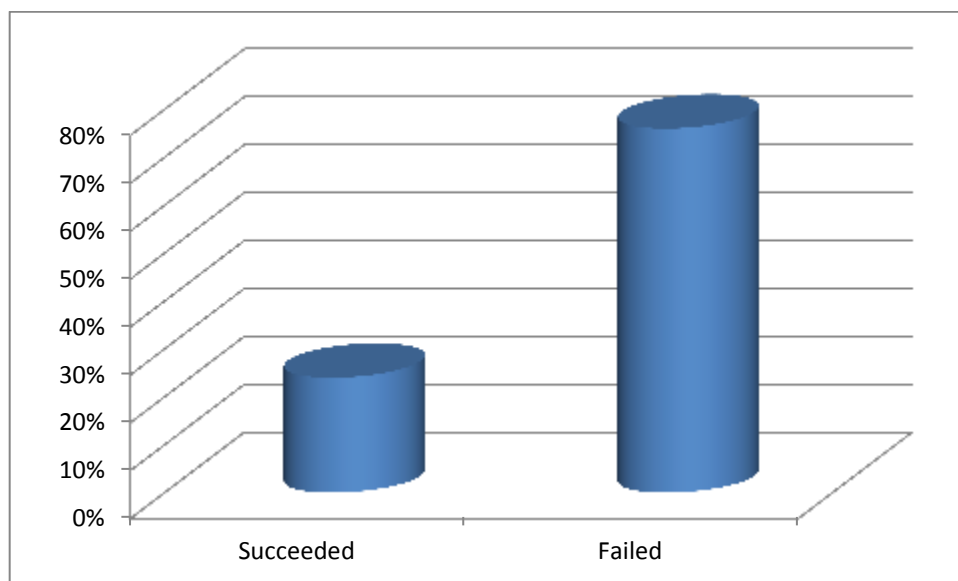


Figure No (4.33) illustration of respondent's answers of statement (33).

The result in the table No (4.33), and figure No (4.33) show that, there are (19) of the respondents with percentage of (24%) answered the statement correctly, while, (61) of the respondents

with percentage of (76%) failed to answer the statement correctly. This result illustrates that respondents are not aware of which words can collocate with colours. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to know which adjectives are collocated with nouns, as a part of lexical collocations.

Statement No (34). His last Albumin the spring.

Answer: comes out

Table No (4.34) displays the results of statement (34).

Grade	Frequency	Percentage
Succeeded	25	31%
Failed	55	69%
Total	80	100%

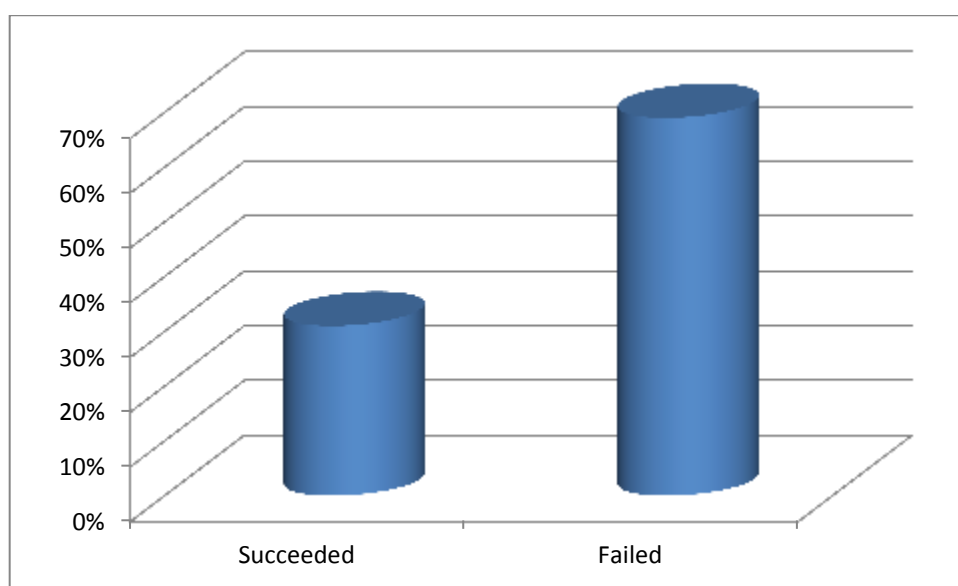


Figure No (4.34) illustration of respondent's answers of statement (34).

As stated the results in the table No (4.34), and figure No (4.34) show that, there are (25) of the respondents with percentage of (31%) answered the statement correctly, while, (55) of the respondents with percentage of (69%) failed to answer the statement correctly. This result displays that respondents are not sure **which words can be collocated with films and albums**. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to know which nouns are collocated with verbs, as a part of lexical collocations.

Statement No (35). She was chosen in performance her sister.

Answer: to

Table No (4.35) shows the results of statement (35).

Grade	Frequency	Percentage
Succeeded	24	30%
Failed	56	70%
Total	80	100%

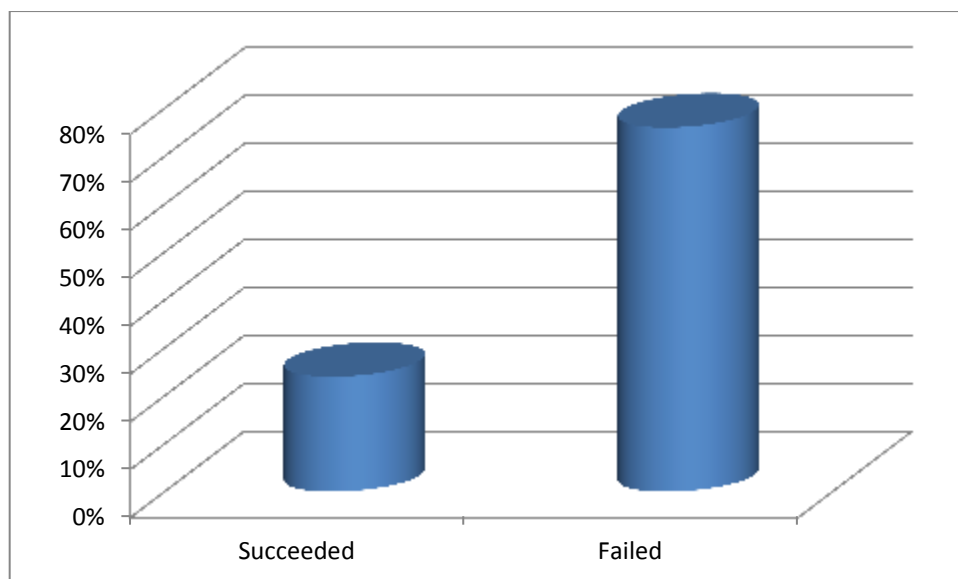


Figure No (4.35) illustration of respondent's answers of statement (35).

The results in the table No (4.35), and figure No (4.35) show that, there are (16) of the respondents with percentage of (20%) answered the statement correctly, while, (64) of the respondents with percentage of (80%) failed to answer the statement correctly. This result shows that respondents are not aware of which nouns can be collocated with prepositions, especially the words that use **in performance and presentations**. It's clear that the number of the respondents who failed to answer the statement is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to know which nouns are collocated with prepositions, as a part of grammatical collocations.

Statement No (36). **She has authoritythe people who used to be her boss.**

Answer: over

Table No(4.36) indicates to the results of statement (36).

Grade	Frequency	Percentage
Succeeded	19	24%
Failed	61	76%
Total	80	100%

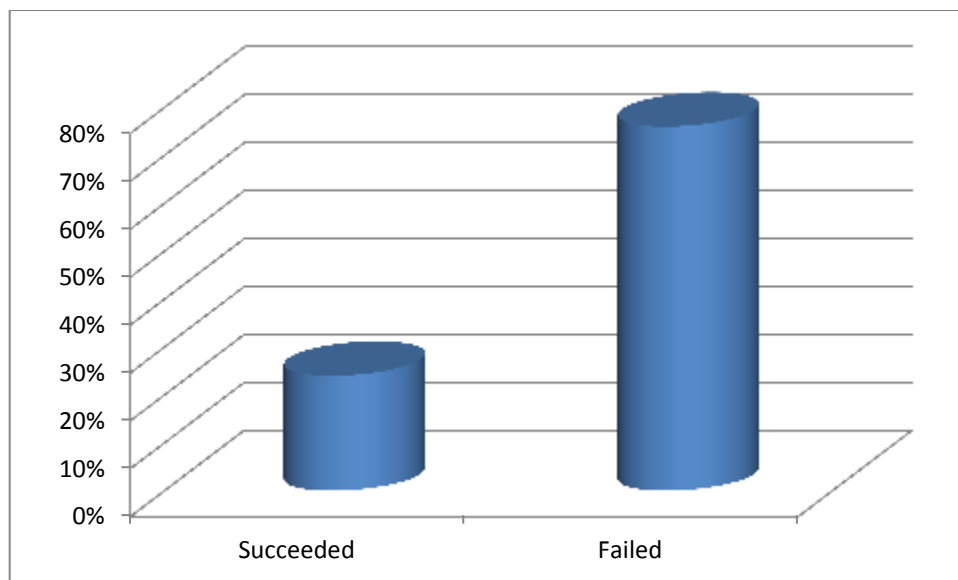


Figure No (4.36) Illustration of respondent's answers of statement (36).

With regard to the results in the table (4.36), and figure (4.36) show that, there are (19) of the respondents with percentage of (24%) answered the statement correctly, while, (61) of the respondents with percentage of (76%) failed to answer the statement correctly. This result indicates that respondents are un aware of which words can collocate with authority. It's clear that the number of the respondents who failed to answer the statement

is higher than those who succeeded in answering the statement correctly. This indicates that respondents face difficulties to know which nouns are collocated with prepositions, as a part of grammatical collocations.

Statement No (37). **People should have to be fondtheir parents** and elders.

Answer: of

Table No (4.37) shows the results of statement (37).

Grade	Frequency	Percentage
Succeeded	40	50%
Failed	40	50%
Total	80	100%

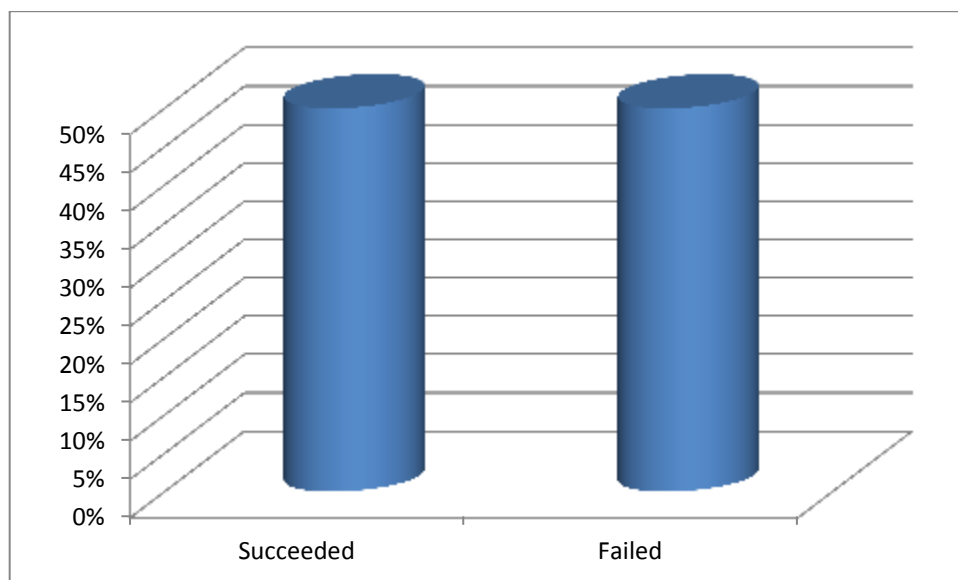


Figure No (4.37) illustration of respondent's answers of statement (37).

The itemized results in the table No (4.37), and figure No (4.37) show that, there are (40) of the respondents with percentage of

(50%) answered the statement correctly, while, (40) of the respondents with percentage of (50%) failed to answer the statement correctly. This result shows equal results due to the reason that the word fond is commonly used in daily English and mostly collocated with the preposition "of". This indicate to the **equality of results in this statement. It's clear that the number of** the respondents who failed to answer the statement is same as those who succeeded in answering the statement correctly. This indicates that respondents are equal in answering the statement which contains of adjective that collocated with preposition as grammatical collocations.

Statement No (38). **He was filled with angerthe way he** had been treated.

Answer: at

Table No (4.38) displays the results of statement (38).

Grade	Frequency	Percentage
Succeeded	18	23%
Failed	62	77%
Total	80	100%

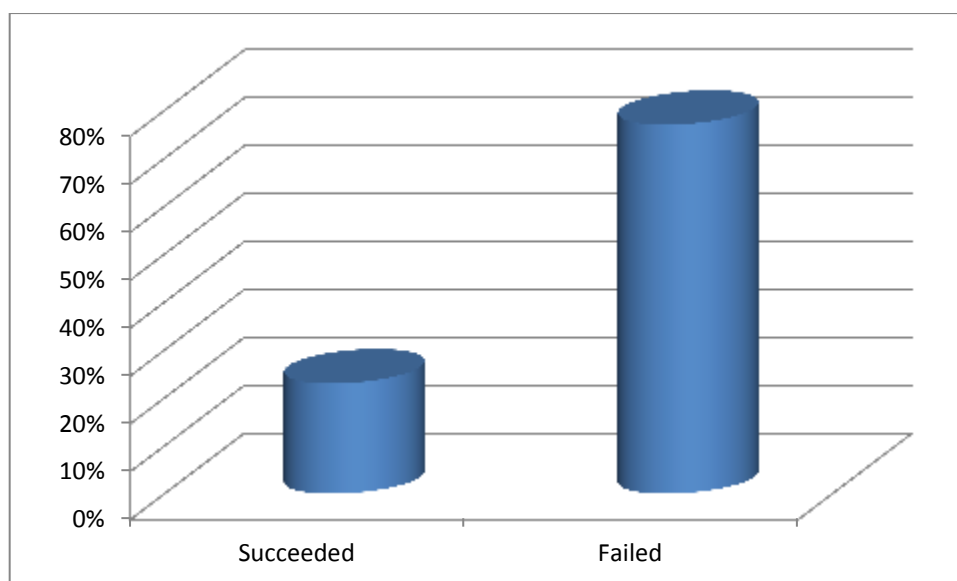


Figure No (4.38) illustration of respondent's answers of statement (38).

According to the results of table No (4.38) and figure (4.38) show that, there are (18) of the respondents with percentage of (23%) answered the statement correctly, while, (62) of the respondents with percentage of (77%) failed to answer the statement correctly. This result shows that respondents are thinking in mother tongue while using English, so the word 'anger' is collocated with preposition "at", they collocated it un correctly by using the **preposition 'from' and this is one of the respondent's errors.** It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering all the statements correctly. This result indicates that respondents are confused to use grammatical collocations due to the fact that, respondents are unaware of which adjectives are collocated with prepositions.

Statement No (39). **We wouldn't dreamgoing without you.**

Answer: of

Table No (4.39) shows result of statement (39).

Grade	Frequency	Percentage
Succeeded	27	34%
Failed	53	66%
Total	80	100%

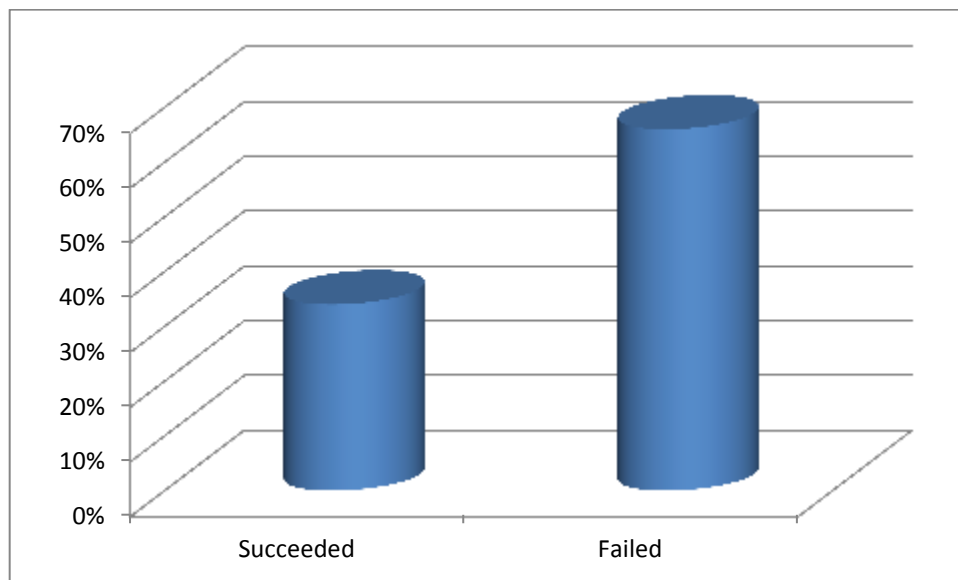


Figure No (4.39) illustration of respondent's answers of statement (39).

As specified the results of table No (4.39) and figure (4.39) show that, there are (27) of the respondents with percentage of (34%) answered the statement correctly, while, (53) of the respondents with percentage of (66%) failed to answer the statement correctly. This result displays that respondents are unaware of which noun can collocate with preposition as stated with the word "dream of" in the statement above. It's clear that the number of the respondents who failed to answer the statement is greater than

those who succeeded in answering all the statements correctly. This result indicates that respondents are confused to use grammatical collocations due to the fact that, respondents are unaware of which nouns are collocated with prepositions.

Statement No (40). **She was calledfrom the meeting to take an urgent phone.**

Answer: on

Table (4.40) shows the results of statement (40).

Grade	Frequency	Percentage
Succeeded	14	18%
Failed	66	82%
Total	80	100%

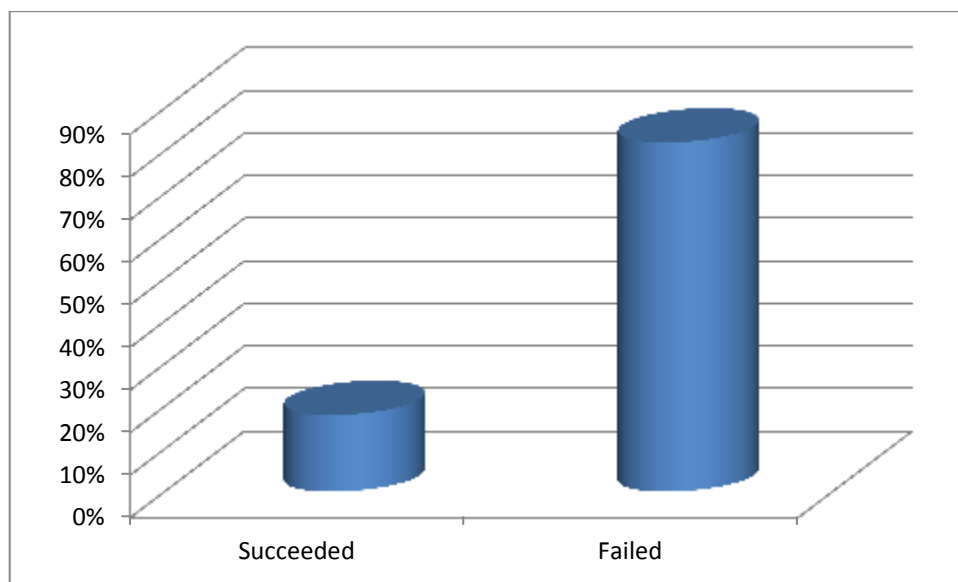


Figure No (4.40) illustration of respondent's answers of statement (40).

According to the results of table No (4.40) and figure (4.40) show that, there are (14) of the respondents with percentage of (18%)

answered the statement correctly, while, (66) of the respondents with percentage of (82%) failed to answer the statement correctly. This result illustrate that respondents are un aware of collocating verbs with prepositions as a part of grammatical collocation and **translate words into their mother tongue**. It's clear that the number of the respondents who failed to answer the statement is greater than those who succeeded in answering all the statements correctly. This result indicates that respondents are confused to use grammatical collocations due to the fact that, respondents are unaware of which verbs are collocated with prepositions.

4.2 Verification of the Study hypotheses Results

The table No (4.41) below shows the sample t-test for all questions of the study.

Questions	N	mean	SD	t-value	DF	p-value
1	80	3.7	0.3	6.8	79	0.00
2	80	2.8	1.4	7.7	79	0.00
3	80	3.4	1.5	8.0	79	0.00
4	80	6.2	4.2	15.6	79	0.00

Table (4.42) and figure (4.41) show the overall statistical percentage of the first hypothesis.

Question s	N	Mean	SD	t-value	DF	p-value
1	80	3.7	0.3	6.8	79	0.00
Overall percentage	pass		Fail		Decision	
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>		
	19	36%	51	64%	Accepted	

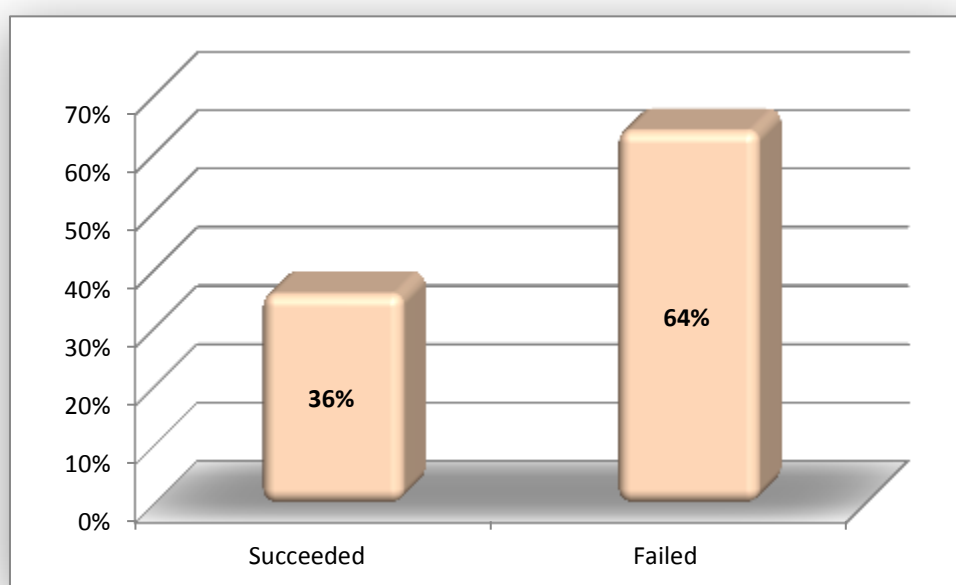


Figure No (4.41) representation of respondent's average answers of all statements in question No (1).

In the light of the final findings in the table No (4.42) and figure (4.41) shown above that, there are (19) of the respondents with percentage of (36%) answered the statements correctly, while, (51) of the respondents with percentage of (64%) failed to answer the statements correctly. This result indicates that lack of collocation competence is a major cause of collocation errors that

are made by respondents. It's clear that the number of the respondents who failed to answer the statements is higher than those who succeeded in answering all the statements correctly. The calculated value of T-TEST for the significance of the differences for the respondent's answers in the first question was (6.8) which is greater than the tabulated value of T-TEST at the degree of freedom (79) and the significant value level (0.05%) which was (2.34). this indicates that, there is no statistically significant differences at the level (0.05 %) among the answers of the respondents. This indicate to the acceptance of the hypothesis related to this **part**. The results of the first hypothesis which was (M.A English language students face difficulties in using English collocations to enhance their fluency in language) is accepted.

Table (4.43) and figure (4.42) show the overall statistical percentage of the second hypothesis.

Questions	N	Mean	SD	t-value	DF	p-value
2	80	2.8	1.4	7.7	79	0.00
Overall percentage	pass		Fail		Decision	
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>		
	16	20%	64	80%		Accepted

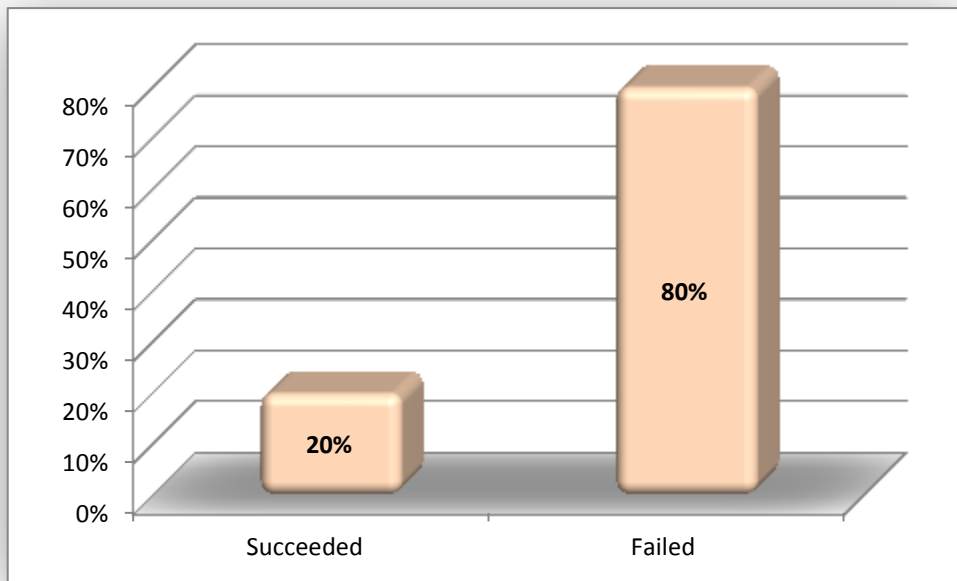


Figure No (4.42) representation of respondent's average answers of all statements in question No (2)

With regard to the table (4.43) and figure (4.42) above illustrate that, there are (16) of the respondents with percentage of (20%) answered the statements correctly, while, (64) of the respondents with percentage of (80%) failed to answer the statements correctly. This result indicates that interference of mother tongue is the reason behind that, because respondents think in mother tongue while using English. It's clear that the number of the respondents who failed to answer the statements is higher than those who succeeded in answering all the statements correctly. The calculated value of T-TEST for the significance of the differences for the respondent's answers in the second question was (7.7) which is greater than the tabulated value of T-TEST at the degree of freedom (79) and the significant value level (0.05%)

which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that the second hypothesis which was (M.A English language students are little aware of using English collocations in promoting their fluency in language), is accepted. Hence, it's clear that due to this result M.A English language students are little aware of using English collocation, it's accepted the hypothesis.

Table (4.44) shows the overall statistical percentage of the third hypothesis.

Question	N	Mean	SD	t-value	DF	p-value
3	80	3.4	1.5	8.0	79	0.00
Overall percentage	pass		Fail		Decision	
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>		
	36	45%	44	55%	Accepted	

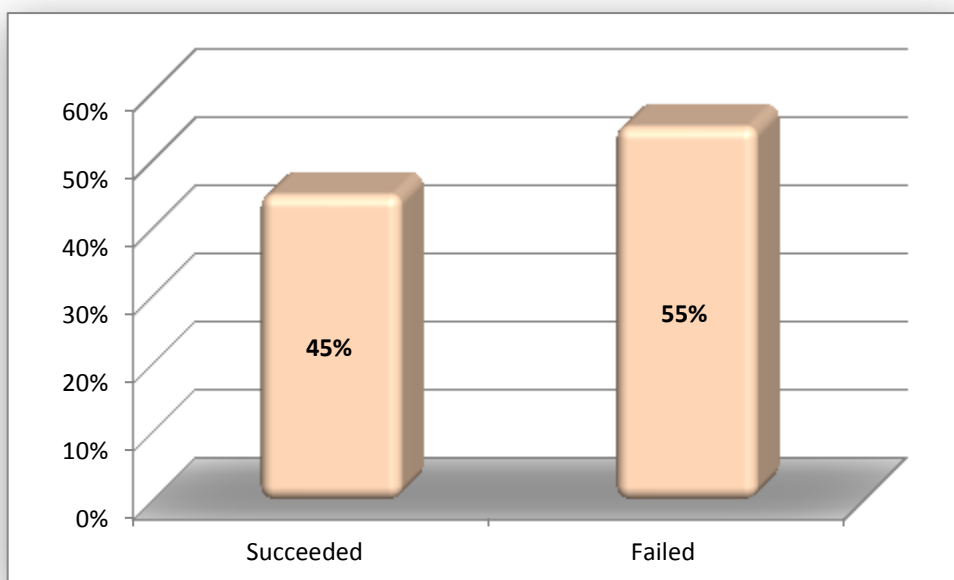


Figure No (4.43) illustration of respondent's average answers of all statements in Q.(3).

With reference to the statistical table No (4.44), and figure No (4.43) the results show that, there are (36) of the respondents by (45%) responded the statements correctly, in contrast to (44) of the respondents with percentage of (55%) failed to respond them. This result shows that respondents are lack of adequate and appropriate words to be collocated, in other words; they are not aware of which words can collocate together. It's clear that the number of the respondents who failed to answer the statements is greater than those who succeeded in answering the statements correctly. The calculated value of T-TEST for the significance of the differences for the respondent's answers in the third question was (8.0) which is greater than the tabulated value of T-TEST at the degree of freedom (79) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically

significant differences at the level (0.05 %) among the answers of the respondents. This means the third hypothesis which was (There are many reasons behind the lack of M.A English language students' knowledge in using collocations to develop their language fluency) is accepted.

Table (4.45) shows the overall statistical percentage of the fourth hypothesis.

Question s	N	Mean	SD	t-value	DF	p-value
4	80	6.2	4.2	15.6	79	0.00
Overall percentage	Pass		Fail		Decision	Accepted
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>		
	25	31%	55	69%		

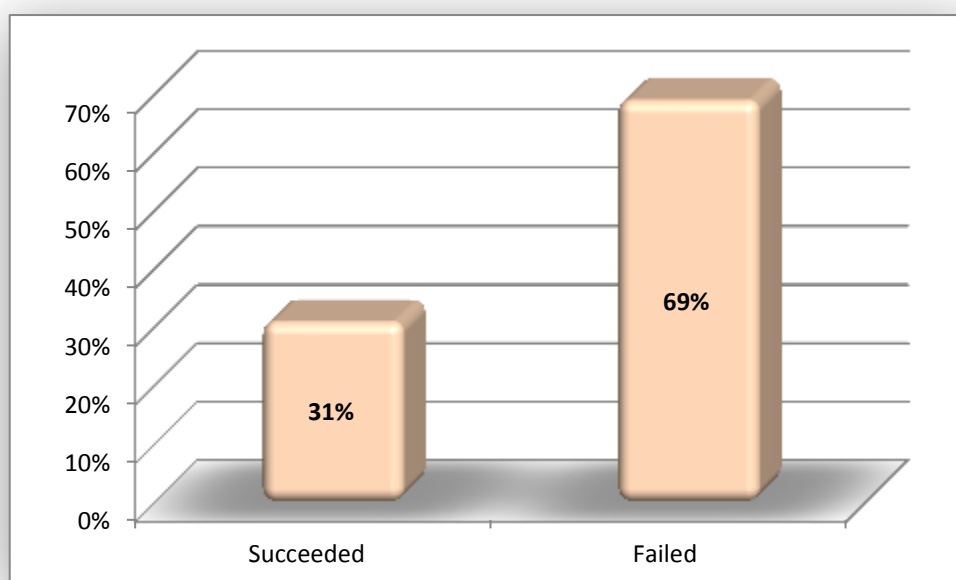


Figure No (4.44) illustration of respondent's average answers of all statements in question number (4).

Based on the results shown in the table (4.45), and figure (4.44), there are (25) of the respondents with percentage of (31%) answered the statements correctly, while (55) of the respondents with percentage of (69%) failed to answer the statements correctly. This result displays that ignorance of rules restrictions and false concept hypothesized of English collocations are major errors that are made by respondents, in other words they are unable to distinguish between both grammatical and lexical collocation in terms of which verbs are collocated with nouns in lexical and which adjectives are collocated with prepositions in grammatical collocation. in addition to overgeneralization of rules **between two languages. It's clear that** the number of the respondents who failed to answer the statements is greater than those who succeeded in answering the statements correctly. The calculated value of T-TEST for the significance of the differences **for the respondent's** answers in the fourth question was (15.6) which is greater than the tabulated value of T-TEST at the degree of freedom (79) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that, the fourth hypothesis which was (There are various types of collocation errors made by M.A English language students) is accepted. According to all the previous results, it's clear that all hypotheses of the study are

accepted. The second tool of the study is interview for experts of English language teachers from different Sudanese universities.

4.3 Participants of the Interview

Interview is the second tool that used in the study to collect the data. It's distributed to (10) Experts of English language teachers from different Sudanese universities. The interview consists of two parts, part one concerns with personal information from experts teachers of English language from different Sudanese Universities, and the second part deals with the analysis the results of interview. The table (4.3.1) below shows personal information about the experts of English language teachers from different Sudanese Universities.

Table (4.46) shows respondents who responded the interview from different Sudanese Universities.

Number of respondents	Degree	Place of work	Years of experience
1	Associate. Profs	Khartoum university	22 years
1	Ph.D.	Khartoum university	15 years
1	Associate. Prof.	Omdurman Islamic University	12
3	Ph.D.	Omdurman Islamic University	5 – 10 years
1	Associate prof.	Sudan University	21 years

		of Science and Technology	
3	Ph.D.	Sudan University of Science and Technology	7-16 years
10			

According to the table (4.46) which shows the number of interviewees who responded the interview from different Sudanese universities, the number of interviewees are (10) Experts of English language, there is (1) associate professor from Khartoum university Faculty of Arts, English department, and (1) Ph.D. holder also from Khartoum university. There is (1) associate professor from Omdurman Islamic university, faculty of Arts, English department, responded to the interview, and there are (3) assistant professors who respond to the interview from the same university also, there is (1) associate professor from Sudan university of science and technology responded the interview, in addition to (3) assistant professors who responded the interview, too.

4.4 Results of the Interview

The interview was conducted to "investigate difficulties encountered by graduate students in using English collocation" on the following variables:

1-To what extent does English collocations sufficiently cover university syllabus? 2- What are the factors affecting graduate students in using English collocations? 3- Do you think learning words in isolation, and language interference have a negative impact for English language graduate students to use English collocations properly? 4-To what extent does university syllabus provide appropriate strategies for learning all types of English collocations?.

With regard to the first variable dealing with the question (To what extent does English collocations sufficiently cover university syllabus?). All the interviewees agreed that collocations are not sufficiently covered in the university syllabus, they also agreed that collocations are taught as a part of English semantics with less stress on them, this indicates that, lack of collocations at university syllabus is the main reason for student's difficulties, and it has a negative impact on M.A English language students to use collocations, and they face many difficulties in using them, one of the interviewees adds that, it's hardly realized any mentioning of them. Another interviewee has raised very important issue is that collocations should be taught in different contexts to raise students' awareness in using them. This shows that the first hypothesis (M.A English language students face difficulties in using collocations to enhance their fluency in language) is approved by the experts' ideas mentioned above.

Regarding the variable of the second question (What are the factors affecting graduate students in using English collocations?) most of the interviewees agreed that there are many factors affecting M.A English language students in using collocations appropriately by adding that the way in which words are used together in English with the restriction in meaning is a great problem to M.A students, one of the interviewees adds that incorporating teaching collocations in syllabus is another factor affecting students of being aware of using collocations, another interviewee commented that teachers should draw their attention in teaching collocations. Thus, it is possible to say that the second hypothesis which indicates that (M.A English language students are little aware of using English collocations in promoting their fluency in language) verified.

With regard to the variable of question three (Do you think learning words in isolation, and language interference have a negative impact for English language graduate students to use English collocations properly?) the result obtained from the interviewees proved that, learning words in isolation is the main reason affecting students negatively to use collocations properly because a context is very important for understanding the meaning of words, words are meaningless without context. One of the interviewee raised a very important issue is that, vocabulary at university is taught in traditional ways and collocation of words are hardly negotiated, in addition to that mother tongue

interference plays a negative role in using collocations. another interviewee commented that, proper use of English collocation requires a sufficient knowledge of words and their collocations, another interviewee states that non-specific rules of collocations is another reason behind that and literal translation of fixed phrases is not accurate in expressing the intended meaning. It has been observed that, all these ideas support the third hypothesis which was (There are many reasons behind the lack of M.A English language students' knowledge in using collocations to develop their language fluency) approved.

According to variable of the fourth question (to what extent does university syllabus provide appropriate strategies for learning all types of English collocations?), the results that obtained from the interview show that, all the interviewees proved that the syllabus doesn't provide sufficient strategies for students to learn all types of English collocations, one of interviewees adds that, there are some optional courses at the advanced levels, but aren't taught regularly. These results above obviously supported the fourth hypothesis which was (There are various types of collocation errors made by M.A English language students), due to the fact that Students make errors because university syllabus has insufficient strategies for learning collocations.

In conclusion, it's crystal clear from the results of test and different ideas from experts of English language teachers indicate that

collocations represent difficulties for M.A English language students to use, so great efforts should be made by students to master English collocation in order to enhance their fluency in language.

4.5 Verification of The Study Hypotheses

Based on the previous data analysis, results, and discussion. This part consists of verifying the study hypotheses, with regard to the first hypothesis claiming that "M.A English language students face difficulties in using collocations to enhance their fluency in language". Two instruments were used to prove this hypothesis; a test for M.A English language students at Sudan University of Science and Technology and an interview for Experts of English language teachers from different Sudanese Universities. Regarding the hypothesis (1) it can be validated by the following table and figure:

Table (4.47) and figure (4.45) show the verification of overall statistical percentage of the first hypothesis.

Question s	N	Mean	SD	t-value	DF	p-value
1	80	3.7	0.3	6.8	79	0.00
Overall percentage	pass		Fail		Decision	
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>		
	19	36%	51	64%	Accepted	

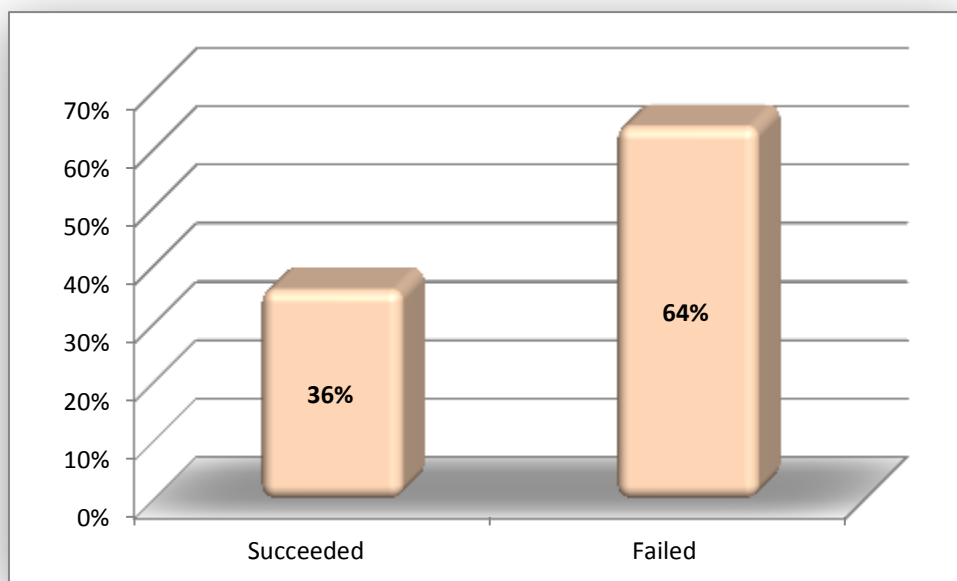


Figure No (4.45) representation of respondent's answers of the first hypothesis.

According to the results of a test that obtained from the respondents in both table (4.45) and figure(4.45) above showed that the scores gained from these respondents were very high due to the reasons that lack of collocation competence, and learning words in isolation were the major causes of collocation difficulties that encountered by respondents. Therefore, the findings drawn from all above tables confirm the validation of the first hypothesis. On the other hand the interviewees agreed that collocations are not sufficiently covered in the university syllabus, they also agreed that collocations are taught as a part of English semantics with less stress on them, this indicates that, lack of collocations at university syllabus is the main reason for student's difficulties, and it has a negative impact on M.A English language students to use collocations, and they face many difficulties in using them, this

result is sufficient to prove the hypothesis "M.A English language students face difficulties in using English collocation to enhance their fluency in language".

The hypothesis (2) "M.A English language students are little aware of using English collocations in promoting their fluency in language". The verification of this study is assured to be valid by the results of respondents in the table and figure below.

Table (4.48) and figure (4.46) show the verification of overall statistical percentage of the second hypothesis.

Questions	N	Mean	SD	t-value	DF	p-value
2	80	2.8	1.4	7.7	79	0.00
Overall percentage	Pass		Fail		Decision	
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>		
	16	20%	64	80%		Accepted

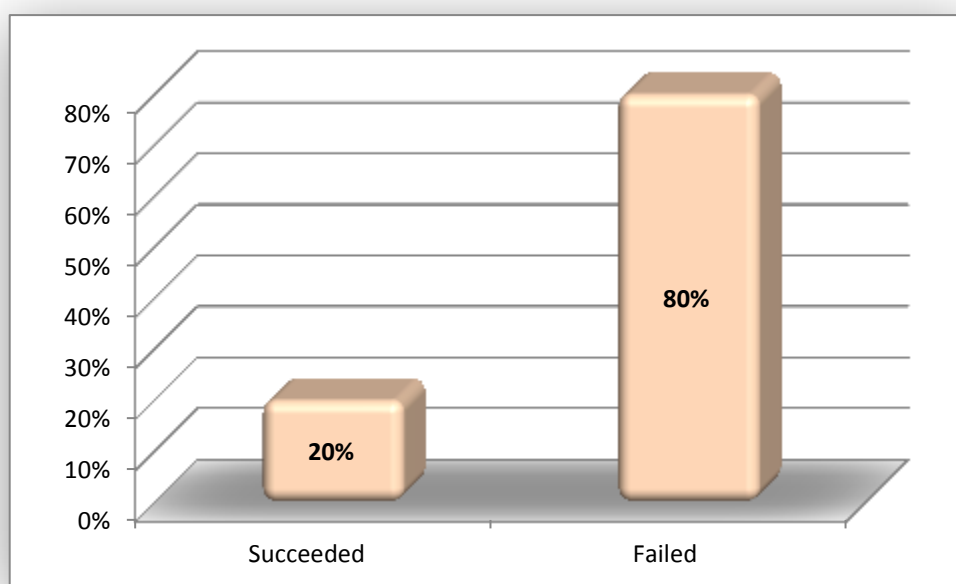


Figure No (4.46) representation of respondent's average answers of all statements in question No (2)

According to the results in table (4.46) and figure (4.46) above, showed the respondents' responded to the statements of the second hypothesis of the study. The score gained from these responses were very high and this indicated that respondents are little aware of using English collocation due to the reason of mother tongue interference, respondents think in mother tongue while using English language, this does not give equivalent meaning in the target language, and this sufficient to prove the second hypothesis of the study. Furthermore, the result obtained from the interviewees proved that there are many factors affecting M.A English language students in using collocations appropriately by adding that the way in which words are used together in English with the restriction in meaning is a great problem to M.A

students, in addition to that incorporating teaching collocations in syllabus is another factor affecting students of being aware of using English collocations, besides the proper use of English collocation requires a sufficient knowledge of words and their collocations. All these points confirm the hypothesis of the study which indicates "M.A English language students are little aware of using English collocations in promoting their fluency in language".

The hypothesis (3) "There are many reasons behind the lack of M.A English language students' knowledge in using collocations to develop their language fluency". The verification of this hypothesis depends on the results of test that are responded by respondents drawn in the table and figure below:

Table (4.49) shows the verification of overall statistical percentage of the third hypothesis.

Question	N	Mean	SD	t-value	DF	p-value
3	80	3.4	1.5	8.0	79	0.00
Overall percentage	pass		Fail		Decision	
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>		
	36	45%	44	55%	Accepted	

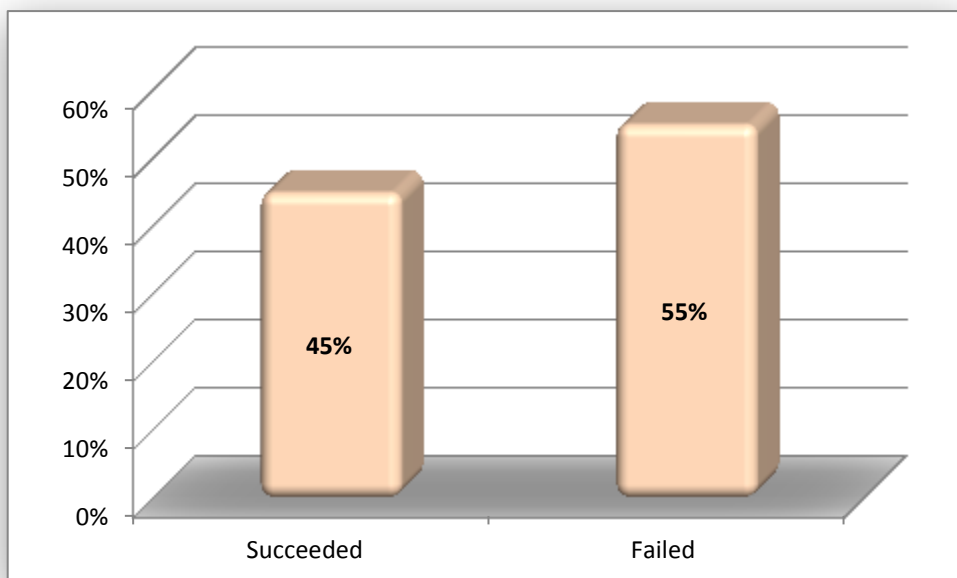


Figure No (4.47) illustration of respondent's average answers of all statements in Q.(3).

Referring to table (4.49) and figure (4.47) which displays the results of the test that responded by respondents to the statements of the third hypothesis of the study. The score gained from these responses were high which indicated that there are many reason behind the lack of respondents knowledge to use collocations properly due to causes that respondents are lack of adequate and appropriate words to be collocated. Moreover, the result obtained from the interviewees proved that, learning words in isolation is the main reason affecting students negatively to use collocations properly, vocabulary at university is taught in traditional ways and collocation of words are hardly negotiated, in addition to that non-specific rules of collocations is another reason behind that and literal translation of fixed phrases is not accurate in expressing the intended meaning. Hence, the findings drawn from all above

results are sufficient to confirm the validation of the third hypothesis of the study which is "There are many reasons behind the lack of M.A English language students' knowledge in using collocations to develop their language fluency".

The hypothesis (4) "There are various types of collocation errors made by M.A English language students" can be validated by the results of a table and figure below:

Table (4.50) shows the verification of overall statistical percentage of the fourth hypothesis.

Question s	N	Mean	SD	t-value	DF	p-value
4	80	6.2	4.2	15.6	79	0.00
Overall percentage	Pass		Fail		Decision	
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>		
	25	31%	55	69%		Accepted

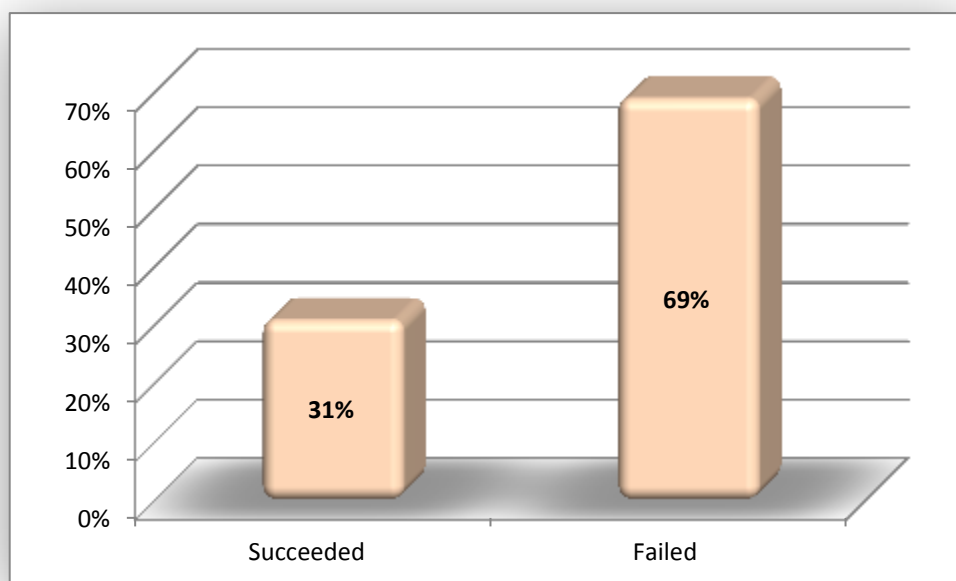


Figure No (4.48) illustration of respondent's average answers of all statements in question number (4).

With regard to the table (4.50) and figure (4.48) which refer to the results of statements of a test. The scores gained from these responses were very high which indicated that there are various types of collocation errors often made by respondents such as overgeneralization of rules between two languages, ignorance of rules restrictions and false concept hypothesized of English collocations are major errors that are made by respondents, in other words they are unable to distinguish between both grammatical and lexical collocation in terms of which verbs are collocated with nouns in lexical and which adjectives are collocated with prepositions in grammatical collocation. This results are sufficient to prove this hypothesis. On the other hand the results that obtained from the interview show that, all the

interviewees proved that the syllabus doesn't provide sufficient strategies for students to learn all types of English collocations, one of interviewees adds that, there are some optional courses at the advanced levels, but aren't taught regularly. These results above obviously supported the fourth hypothesis and the reasons behind the errors of respondents. Therefore, the findings drawn from all above results confirm the validation of the forth hypothesis that "There are various types of collocation errors made by M.A English language students".

To sum up, collocations have great importance in the field of lexical relation of words and language learning because they can add more flavor to the language and will be fluently, and more natural. University students should pay more attention to learn English collocations, their types, and significance, to avoid such errors like thinking in mother tongue while using the language and learning words in chunks not in isolation in order to know which words can be collocated together.

Summary of The Chapter

In this chapter, two tools were used to test the study hypotheses. A test for M.A English language students, Sudan university of science and technology, and an interview for experts of English language teachers from different Sudanese universities. The results of the first study were analyzed statistically by using statistical packages for social science (SPSS), in terms of standard deviations,

means, and T-value. The results driven to the findings of the whole study that will be given in chapter five which will be devoted to summary, conclusions, recommendations and suggestions for further studies.

Chapter Five

Main Findings, Conclusions, Recommendations,
and Suggestions for Further Studies

Chapter Five

Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

5.0 Introduction

This is the final chapter of the study. It provides a summary of the whole study, findings, conclusion, recommendations, and suggestions for the further studies.

5.1 Summary of the Study

The results of this study are supported the objectives of the study; that is to find out the difficulties encountered by graduate students in using English collocation. The study also attempts to show to what extent are M.A English language students aware of using English collocation to enhance their fluency in using the language. Moreover, the study endeavors to identify the reasons behind the lack of M.A English language students' knowledge in using English collocation in promoting their language fluency, additionally the study investigates different types of collocation errors that are often made by M.A English language students to improve university students' accuracy in the language usage. This study aimed at exploring the difficulties encountered by M.A English language students in using English collocation. A descriptive analytical method was used in this study, four hypotheses were set by the researcher. Firstly, "M.A English

language students face difficulties in using collocations to enhance their fluency in language". Secondly, "M.A English language students are little aware of using English collocations in promoting their fluency in language". Thirdly, there are many reasons behind the lack of M.A English language students' knowledge in using collocations to develop their language fluency. Finally, "there are various types of collocation errors made by M.A English language students. To verify the above mentioned hypotheses, the researcher used two tools, a test for (80) M.A English language students, Sudan University of Science and Technology. The other tool is an interview for (10) experts of English language teachers from different Sudanese Universities. The results obtained were analyzed, discussed and verified in relation to the hypotheses of the study that are confirmed and accepted. Moreover, the study came out with the findings that M.A English language students are little aware of using English collocations properly due to many reasons such as learning words in isolation not in chunks. University syllabus does not sufficiently cover English collocations. Mother tongue interference has a negative impact on M.A students in utilizing collocations properly because they tend to think in mother tongue while speaking English. At the end of the study the researcher presented some recommendations focused on, words should be learnt in chunks, collocations should be included sufficiently in university syllabus, students should think in English not in mother tongue

while using English. In addition to suggestions for further studies that will help students in the future in the same field.

5.2 Findings of The Study

This study has come out with the following findings:

1- M.A English language students are little aware of using English collocations due to the fact that, they don't have enough knowledge about English collocations.

2- With reference to the achievement test, the results show that M.A English language students face difficulties in using English collocations because they learn words in isolation not words in chunks.

3- The results found out that University syllabus does not sufficiently cover English collocations, that is why M.A English language students are unaware of which words are collocated together.

4- Non-specific rule of English collocation is another factor that negatively affected M.A students in using English collocations.

5- Mother tongue interference plays a negative role on M.A students in utilizing collocations properly because they tend to think in mother tongue while speaking English.

6- Literal translation of word is negatively affected M.A students to use collocations accurately.

7- Lack of students practice of English collocations seriously is another reason behind the difficulties of using English collocations properly.

8- The results show that M.A English language students are not sure whether a certain combination of word is possible or not.

9- M.A English language students don't have enough knowledge about grammatical and lexical collocation, in addition to other various of English collocations like fixed, strong, and weak collocation.

10- M.A students haven't got sufficient competence to use collocations because they haven't been well trained by university English language teachers to know which words can collocate together.

11- M.A English language students face difficulties of using collocations due to the fact that, collocations have a direct relation with culture.

12- The study reveals that most of English teachers agreed that learning collocation from context is an important way to improve students collocation knowledge.

5.3 Conclusions

In the light of the above-mentioned facts, a number of outstanding conclusions can be drawn in what follows:

1- It is clear notice that M.A English language students are weak in using English collocations due to the fact that, they learn words in isolation not in chunks.

2- It is obviously found that M.A English language students have not sufficiently collocational competence, in both grammatical and lexical collocation.

3- It is confirmed that lack of collocational knowledge and mother tongue interference are the main reasons behind the lack of M.A English language students to use collocation correctly.

4- It is certain that learning of English collocation is more effective in enhancing fluency in the language.

5- There is correlation between the using of English collocation and fluency in language. The more using of collocation properly, the more sweet and flavor will be added to the language.

5.4 Recommendations

In the light of the findings of the study, it's recommended that:

1- M.A English language students should familiarize themselves in utilizing collocations properly.

2- M.A students should learn words in chunks not in isolation to avoid confusion in using collocations.

3- Syllabus designers should include collocations in university syllabus in order to raise student's awareness of using English collocations.

4- M.A students should avoid thinking in mother tongue while speaking.

5- M.A students should not translate words literally while using the language.

6- practicing English collocations seriously is the best way for students to use collocations properly, that means students need sufficient practice about using collocation effectively.

7- M.A students should endeavour to know various types of English collocations.

8- University teachers should pay attention to teach English collocation and encourage students to learn and to put them under consideration.

9- M.A English language students should be aware of English culture to avoid confusion in using collocations.

10- Authorities concerned and faculty members should provide materials that needed in the field of English collocation to help students to use the language fluency.

5.5 Suggestions for Further Studies:

This study has only touched upon several aspects of the topic. However, there might be other aspects that still remain unknown and need further investigations for further commentaries and explorations.

1-Exploring the impact of collocational knowledge on EFL students in translating English collocations into Arabic language.

2-Investigating difficulties encountered by translators in translating Holy Quran collocations into English language.

3-The Effect of mother-tongue interference in using English collocations.

4-The Role of cultural aspects in translating English collocations from English into Arabic language and vice versa.

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Appendices

The Appendices

Appendix (1)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Students' Test

Dear Students,

This test is a part of Ph.D. degree requirements in English language, Applied Linguistics entitled " Investigating Difficulties Encountered by English Language graduate Students in Using English Collocations".

I would be grateful if you would respond to this test accurately. The information in this test will be treated confidentially and will be used for academic purposes only.

Name: Bahaldeen Gibreel Osman

Ph.D. Candidate (SUST)

Question one

Choose the correct collocation to complete each of the following sentences.

{highly success- ridiculously easy- utterly stupid- deeply concerned –
utterly ridiculous- deeply ashamed –bitterly disappointed- ridiculously
cheap- strongly opposed- highly controversial}.

1-The flight from London to Rome was It only costs 20 euros.

2-Some people love their new book, others are very angry about it. It's

3-His father was peaceful throughout his life and was to war.

4-The exam results were for the whole class. We all had expected to do much better.

5-When I realized how much my selfish behavior had upset everyone, I was

6-In the 1990s she ran a/ancompany which earned outstanding profits.

7-Everyone got more than 95% correct in the test; it was

8-You must apologize immediately. It was a/an remark to mark.

9-She has always been about the environment and would like to work for a conversation agency.

10-That you should even think that I would steal money from you is you must be crazy.

Question Two

Complete each sentence with appropriate form of say, speak, talk, or tell.

1-Strictly,you shouldn't be here.

2-Ilyame a secret and made me promise not to pass it on to anyone else.

- 3-It goes without that we'll invite you to your wedding.
- 4-I spend most days with my three years old son, so forgive me if I startnonsense.
- 5-The teacher alwaysvery highly of my sons' ability. 6-I had my fortuneat the fair yesterday.
- 7-It's so hot, I wouldn'tno to an ice cream, would say?
- 8-Shall we have lunch first and then sit down tobusiness.
- 9-I think that, generally.....,it's better to use public transport than drive yourself.
- 10-Charli, stop mumbling andproperly. I can't understand a ward you are saying.

Question Three

C- Match the two parts of these collocations.

- | | |
|----------------|-------------|
| 1- heavy | cousin |
| 2- get | night |
| 3- blond | rain |
| 4- a beam | home |
| 5- provide for | hair |
| 6- distant | of light |
| 7- set up | your family |
| 8- dark | twinkle |
| 9-a star | arena |
| 10- football | a divorce |

Question Four

Draw a circle round the best alternative a, b, c, or d in the following:

- 1-She is a..... smoker. That is why she always stinks of smoke.

- a. strong b. hard c. big d. heavy
- 2-We need a/an tape so that we can record the film.
- a. empty b. clear c. clean d. blank
- 3-This colour so wash the shirt separately.
- a. stretches b. spreads c. extends d. runs
- 4-His latest Album in the Spring.
- a. emerges b. comes forth c. appears d. comes out
- 5-She was chosen in performanceher sister.
- a. over b. for c. upon d. to
- 6-She now has authoritythe people who used to be her boss.
- a. on b. upon c. at d. over
- 7-People should have to be fond.....their parents and elders.
- a. for b. to c. at d. of
- 8-He was filled with angerthe way he had been treated.
- a. for b. from c. of d. at
- 9-We wouldn't dreamgoing without you.
- a. in b. at c. for d. of
- 10-She was calledfrom the meeting to take an urgent phone call.
- a. of b. away c. at d. on

Appendix (2)

Experts' Interview

Interview No (2)

Job description

Teaching experience

Dear Doctor,

This interview is a part of Ph.D. degree requirements in English language, Applied Linguistics entitled " Investigating Difficulties Encountered by English Language Graduate Students in Using English Collocations".

This interview is designed to verify your attitudes in teaching experience towards teaching English collocations and difficulties of using English collocations. Therefore, I would be grateful if you would answer the questions of this interview accurately. The information in this interview will be treated confidentially and will be used for academic purposes only.

1- Do you think English collocations are sufficiently covered in the university syllabus in order to enable the graduate students to use them properly?

.....
.....
.....

2-From your viewpoint as an expert, what are the factors affecting English language graduate students in using English collocations appropriately?

.....
.....

.....
.....
3- Learning words in isolation, and mother tongue interference have negative impacts on the use of English collocations properly. Elaborate.

.....
.....
.....
4-In your opinion, does the university syllabus provide appropriate strategies for learning all types of English collocations?

.....
.....
.....
5- Literal translation, and non-specific rules of English collocations play a negative role in using English collocations. Elaborate.

.....
.....
.....
6- Can you recommend suitable learning strategies for students to use English collocations properly?

.....
.....
.....
.....

Bahaldeen Gibreel Osman

Ph.D. Candidate, (SUST)

Sudan University of Science and Technology.

Appendix (3)

Table No (1) The Frequency Distribution and decisions for the Respondent's Answers of all questions.

Questions	Pass		Failure		Decision
	<i>frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>	
Question 1	19	36%	51	64%	Accept
Question 2	16	20%	64	80%	Accept
Question 3	36	45%	44	55%	Accept
Question 4	25	31%	55	69%	Accept

Appendix (4)

Table (2) one sample T-TEST for the questions of the study

Question s	N	mean	SD	t-value	DF	p-value
1	80	3.7	0.3	6.8	79	0.00
2	80	2.8	1.4	7.7	79	0.00
3	80	3.4	1.5	8.0	79	0.00
4	80	6.2	4.2	15.6	79	0.00