Chapter One

1.0 Background:

Unquestionably, English language has become an international language which is widely used in different aspects of life, particularly in the scientific and technological fields. No wonder the world itself has become a small village that means no boundaries between countries. Thus , in order to be in contact and socialization with these countries one should know how to use English properly in order to be able to communicate with different nations.

Foreign language acquisition requires continuous, efforts and great knowledge of how to promote and develop one's skills through the modern media such as computers, smart phones and internet which might help in the process of learning and teaching.

Learning foreign language is not an easy task for everyone, but it is a somewhat complicated long process, with which non-native speakers have numerous problems.

So, the researcher wants to concentrate in this study on the problems of English learners in vocabulary, particular in appropriate combinations of words which are called collocations.

Words cannot be learned in isolation, but when they are in combination, unit or chunks they can signify meaning.

Colocations have their vital role in developing and expanding vocabulary of non-native speakers, so they can choose the right words that can collocate in natural right order to form good phrases clauses, and sentences.

Therefore, awareness of collocations help learners of English be competent enough to communicate and write well.

In corpus linguistics, collocation is defined as a sequence of words or terms that co-occur more often than would be expected by

chance there are different types of collocations which will be introduced in this study later on , and words and phrases such as do, make, get , have which create difficulties , errors and confusion for English learners.

1.1 The Statement of the Problem:

The problem which the present study attempts to investigate is the awareness of collocations among the learners of English as a foreign language and the problems they encounter in their uses.

Some of the Sudanese English majors at universities have in sufficient knowledge or so they often encounter some problems that make their language sound un-natural and incorrect.

The researcher wants to find out through this study if learners of English as a foreign language are aware of collocations, and then suggests and recommends some practical solutions for the problems.

1.2 The objectives of the research:

The researcher tries to achieve the following objectives:

1\ Focusing on the importance of collocations in enhancing and developing language skills.

2\ Applying teaching and studying of collocations as means of performing better skills of English language.

3\Using teaching and studying of collocations in solving some related English language learning issues.

1.3 Questions of the study:

1\ What is the importance of teaching and learning collocations?

2\ what are the problems of teaching and learning collocations?

1.4 Research hypotheses

The research has the following as its hypotheses:

Some English words are usually explained in isolation, not in chunks or groups.

1\ Collocations have an essential role in teaching and learning English language.

2\Most difficulties are problems arising from teaching or learning collocations may be solved through applying a series of treatments.

1- 5 Significance of the study:

This study is considered significant for the following reasons: Knowledge of collocations plays an important role in language learning. Emphasizing the importance of teaching and learning collocations at early stages of language learning.

1.5 Methodology:

The methodology used for this study is descriptive and analytic method. Tests used as instruments for data collection. They examine the knowledge of collocation and the problematic areas that counter learners of English as foreign language.

The sample size is forty (40) students. The data analyzed by the SPSS.

1.6 Limits:

The limits of this study include Khartoum locality learners of English as foreign language fourth level at Sudan University of Science and Technology College of Languages. Academic year 2015 - 2016.

The study is limited to investigate knowledge of collocations' and the problems that encounter learners of English as a foreign language.

Chapter Two
Literature Review

2.0 Introduction:

This chapter discusses the background of collocations, their different notions, types, importance, and their role in teaching and learning English as foreign language, and previous studies.

2.1 Background:

The idea of collocation has been introduced in linguistic description, since 18th. century. "Hester LynchePoizzi" stated in British Synonym, that reports are confirmed, treaties ratified, and affairs settled and that the miser is circumspect, the saint is vigilant and the soldier watchful (Piozzi 1794, cited in Martin, 1984).

Porzig (1934) referred to the phenomenon of collocation as the act of placing together of lexical items and to the combination of words.

He argued for recognition of the importance of syntagmatic relation between words such as bite and teeth, bark and dog, blond and hair. Perspectives on collocation were expressed by many linguists and lexicographers, but it was Firth (1951) who brought the term collocation into prominence as part of technical terminology of linguistics. He did not particularly define collocation, but he applied it to all words or word-groups with which a given word must typically combine. He did not regard collocation of a word as juxtaposition, but it is an order of mutual expectancy. Firth argued for recognition of the importance of the company that the word keeps for instance, the using of the word (ass), in different environments.

He endeavoured to show that this keeping company which he called ‘collocation’ is a part of the meaning of the word, i.e." he is an ass, he is silly". " Don’t be such an ass!" Meaning by collocation according to him, is more explanatory than conceptual one of the meanings of

‘night’ is its collectability with ‘dark’ and of ‘dark’ its collectability with ‘night’ (Firth, 1951:196). In English “dark night” refers to no particular stretch of time during the hours of darkness, ‘last night’ to either a short initial segment, evening , of the whole stretch and ‘first night’ to an event a premiere, which takes place during the initial segments of the hours of darkness (livir, 1988:44).

However, the term ‘collocation’ was not originally Firth’s. The idea of collocation was first by J.R. Firth in 1957, although the word was used widely. People opinions are different when it comes to the meaning of collocation. Robins (2000, p. 64) argues that collocation is ‘the habitual association of a word in language with other particular words in sentences’. Robins understanding of collocation agrees with Firth’s ,Halliday and Hassan in "Cohesion in English". Halliday and Hassan, (2001, p. 317) argue that collocation, a means of cohesion, is the co-occurrence of lexical items that are in some way or other typically associated with one another, because they tend to occur in similar environments’ for example, the word doctor implies such words, as nurse, medicine, symptoms, hospital, … etc. The night is closed related with darkness, collocation, in this sense is overlapped with the so-called semantic field.

Words occurring in collocation or in the semantic field exist as a group fit in a given situation. But the presence of one word does not necessarily lead to the occurrence of others in the group.

A distinction is often made between colligation and collocation. F. de Saussure (2001, p. 121) called “relation based on linear character of languages’ or “combination based sequentially” systematic relations are specified as colligation, the grammatical patterns concerning certain head words. The regular company that a word keeps such as <u>strong wind</u> and <u>heavy rain</u>.(Nation, 2004, p. 52)

One can see that collocation is the habitual co-occurrence of certain words in a certain grammatical patterns. Colligation in other words, concerns the grammatical patterns required by certain words or types of words, while collocation focuses on lexical items, repeatedly co-occurring in company in the frame of certain grammatical patterns. The choice of the verb and nouns in these two patterns are not at random. We can say "enjoy a good income " "and enjoy one's life", but not enjoy death, and enjoy crime.

In this distinction the meaning of collocation is in a certain sense identical to Nation's definition of collocation. Nation (2004, p. 32) regards collocation as "words that often occur together" or the company a word keeps.

In corpus linguistics and computational linguistics, a collocation is a sequence of words or terms that co-occur more than would be expected by chance. In phraseology, collocation is a sub-type of phraseme. An example of a phrase logical collocation, as propounded by Michael Halliday is the expression strong tea, while the same meaning could be conveyed by roughly equivalent "powerful tea, this expression is considered incorrect by English speakers.

Conversely, the corresponding expression for computer, powerful computers is preferred over "strong computer – phraseological collocations should not be confused with idioms, where meaning is derived, whereas collocations are mostly compositional.

Combination of words, for example as in idioms, make confusion in certain sense, whether these combinationsare idioms or collocations. So, to attain or understand (lexical) collocations.It's useful to distinguish collocation from idioms. Benson and Ilson (1986a:252-53) use combination with the noun "murder" to illustrate the main distinguishing features of confusing combination. The least cohesive type of word

combination are the so called free combinations. The noun "murder" for example can be used with many verbs (To analyze, boast of, condemn, discuss, etc a murder) and these verbs in turn combine freely with other nouns. Idioms on the other hand are relatively frozen expressions whose meaning does not reflect the meaning of their component parts. An example containing the noun murder would be to screen blue murder (to complain very loudly). Between idioms and free combinations are loosely fixed combinations (or collocations) of the type to commit murder. The main characteristic of collocations are that their meaning reflect the meaning of their constituent parts (in contrast to idioms) and that they are used frequently, spring to mind readily and are psychologically salient (in contrast to free combinations). There are, transitional areas, (Curse, 1986:41) between free combinations, collocations and idioms. Some dictionaries are specified for collocations.

What is a collocation?

Michael McCarthy Felicity O'Dell - English collocations in use stated that" A collocation، is a pair or group of words that are often used together". These combinations sound natural to native speakers, but students of English have to make a special effort to learn because they are often difficult to guess. Some combinations just sound wrong to native speakers of English. For example, the adjective fast collocates with cars, but not with a glance.

Learning collocations is an important part of learning the vocabulary of a language. Some collocations are fixed, or very strong, for example take a photo, where no word other than "take" collocates with "photo" to give the same meaning. Some collocations are more open, where several different words may be used to give a similar meaning, for

example "keep stick to the rules". Here are some more examples of collocations.

You must make an effort and study for your exams (NOT an effort). Did you watch TV last night? (NOT look at TV). This car has a very powerful engine. It can do 200 km an hour (NOT strong).

2.2 The Notions of Collocation:

Many linguists, lexicographers and researchers reviewed collocation in different perspectives. So the researcher wants to point out a few of them, because it is really impossible to include the various definitions of collocation, in which Benson and Ilson (1986a-b) understand and use this term.

In English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions.

Such groups of words are called recurrent combination, fixed combinations, or collocations. (1986b:ix).

Types and examples of grammatical collocations include:

Account for, advantage over, adjacent to, by accident, or a verb, plus a preposition or grammatical structure, such as an infinitive or clause. Lexical collocations, on the other hand, do not contain preposition, infinitives, or clauses, but consist of various combinations of nouns, adjectives, verbs and adverbs.

Benson and Ilson distinguish several structural types of lexical collocations.

Verb + noun – (inflict a wound, withdraw an offer, adjective + noun (a crushing defeat); nouns = verb (blizzards rage); nouns + noun (a pride of lions) adverb + adjective (deeply absorbed); verb + adverb (appreciate sincerely).

2.2.1 Co-occurrence of Words:

Some linguists and lexicographers define collocation as a co-occurrence of words:

Words combining or coming together in a way characteristic of language; e.g. strong tea, heavy drinker, by accident, so as to (Oxford Advanced Learners Dictionary of Current English, 1974).

Consisting basically of two or three lexical (sometimes called full, descriptive or substantial, relational) words are usually linked by grammatical (empty, functional, relational) words; e.g. a mental illness (New Mark, 1981)

Two or more words that go "happily" or naturally with each other (New Mark, 1988).

Any small group of consecutive words from an utterance or text; e.g. yellow dreams is an unusual collocation (the Macquarie Dictionary, 1991).

Considering the above quoted definitions, the researcher comes to the point that collocation is a constructed aspect of language in which words combine together, both lexically and grammatically adjacently or separately in a harmonious manner.

2.2.2 Habitual Co-occurrence of Words:

Others see collocation, as a habitual co—occurrence of words:

A group of words that occurs repeatedly in a language (Benson, 1985; Carter, 1987).

The way that some words occur regularly whenever another word is used (Collins Cobuitd English Language Dictionary, 1987)/

The habitual co-occurrence of individual lexical items. (Crystal, 1986).

A habitual arrangement of conjoining of particular words; e.g. green as grass, pass the buck (The Macquarie Dictionary, 1987).

The above definitions emphasize the frequency of word co-occurrences, however, the illustrative examples tell us that fixed, idiomatic phrases are collocations; i.e. green as grass, pass the buck.

2.2.3 Fixed, Non-idiomatic and Recurrent Combinations:

Benson and Ilson (1988) consider fixed, non-idiomatic and recurrent combination to be collocations:

In English as in other languages there are many fixed identifiable non-idiomatic phrases and constructions. Such groups of words are called recurrent combinations, fixed combinations or collocations (BBI, 1986:XV).

2.2.4 Relatively Combinations:

Bensons, Benson and Ilson (1986a:252-53) stated a better understanding of collocations, by comparing them with “free combinations” and idioms. They are combination with noun murder to illustrate the distinctive features of the three categories. The loosest type of word combinations are the so called “free combinations”. The noun murder can be used with different verbs – condemn, discuss a murder and these verbs likewise combine freely with other nouns. “Idioms” on the other hand, are the tightest type of word combination whose meanings, unlike collocation do not reflect the meaning of their constituent parts.

Between idioms and free combinations are the loosely tight or relatively fixed combination or collocations, of the type "commit a murder".

Free	**Relatively Fixed**	**Fixed**
Free combination ⟷	[Collocations] ⟷	Idioms
[discuss murder]	[commit murder]	[scream blue murder]

There is, however, an overlapping between free combinations and collocations as well as a grey area between collocations and idioms.

2.2.5 Collocation over lapping with Idioms:

Sinclair (1991) agrees with Benson and Ilson when he states that idioms overlap with collocations and the line between them is not clear.

Co-occurrences are called idioms, if we interpret the co-occurrence as giving a single unit of meaning. If we interpret the co-occurrence as the selection of two related words, each of which keeps some meaning of its own, we call it collocation. Hence, hold talks, hold a meeting, hold an enquiry, are collocations, whereas hold sway; hold the whip hand are idioms (Sinclair 1991:172).

2.2.6 A Dynamic rather than a Statistic Phenomenon:

Abu Saydeh (1991) views 'collocation' as a scale on which fixed collocations, namely idioms, can be listed at one end and free collocations can be placed at the other, with the rest of the lexis spanning between the two extremes.

Since collocation is open-ended, it would be more practical to view it as a dynamic rather than a static phenomenon.

2.2.7 The Importance of Collocation:

Collocations play a vital and important role in developing and promoting EFL

Competence in learning language, whereas the negligence of teaching and learning them may reflect the negative impact for people when they communicate with native English speakers, Therefore, the awareness and knowledge of collocation according to the researcher point of view is a must for beginners, intermediate as well as for the advanced learners.

Collocation is an important aspect in vocabulary acquisition. Free combinations are easy to acquire because they come from the structure of extra-linguistic reality such as dark night and blue sky, etc. Referential and substantial meaning of the words concerned (Robins 2000, p. 56).

So collocations should be an important part of vocabulary teaching as well as idiomatic collocations of new word should be mastered by the teachers, then given to the students.

Collocation is a universal linguistic phenomenon. Words are always used together. They present themselves in collocation. All languages have collocations, which are hardly ever corresponding with each other.

In fact, "words seldom occur in isolation" (Wallace 1982, p. 30) Collocation is not only a necessary element of language, but also an outstanding feature that makes language specific and correct. Therefore, EFL should pay much attention to the importance of collocation and its learning.

Wallace (1982, p.27) in teaching vocabulary, emphasized that to know a word in the target language "may mean the ability to use it with words that it correctly goes with, i.e. in the correct collocation …".

Some dictionaries allocate some information about collocation and this is so helpful and valuable for EFL to enable them to speak and write well.

In the introduction of Oxford Collocation Dictionary for students of English (2003, p. vii) that "for the student, choosing the right collocation will make his speech and writing sound much more natural, more native – speaker-like, even when basic intelligibility doesn't seem to be at issue".

Edition of specialized dictionaries for collocations emphasizes the importance of collocation and its learning. So learning words by collocations, helps learners to understand the meaning deeply and know how to use them correctly in the right time and place, whereas the negligence and unawareness of collocation will make up something abnormal, not native or even confusing".

2.4 Importance of Collocation in Teaching and Learning Vocabulary – Lexical Collocation:

Certainly, the abundance of lexical collocation helps learners at different levels to communicate well in both spoken and written language especially at the earliest stages of learning. So when they reach the advanced level, they can communicate their ideas fluently and accurately.

In many current linguistic theories the lexical assumes great importance. In Minimalist program (1995) Chomsky maintains that language learning is primary lexical learning. According to Levelt, vocabulary is a crucial factor in sentence production. "The assumption that the lexicon is an essential mediator between conceptualization and grammatical and phonological encoding will be called the lexical hypothesis, (Levelt 1989:181).

Lweis points out that words do not exist in installation. He also states that "language is grammaticalized" lexi, not lexicalized grammar" (Lewis 1993L vi). So lexical is important in creating meaning, grammar plays minor role.

So teachers should allocate much time to help learners to command good knowledge of words in groups or chunks.

2.5 How to Learn Collocations:

These are suitable steps of how to learn vocabulary, cited from Corpus Linguistics.

- Be aware of collocations, and try to recognize them when you see or hear them.
- Treat collocations as single blocks of language, think of them as individual blocks or chunks.
- When learning a new word write other words that collocate with it.
- Read as much as possible. Reading is an excellent way to learn vocabulary and collocations in context.

- Revise what you learn regularly. Practice using new collocations in context as soon as possible after learning them.
- Learn collocations in groups that work for you. You could learn them by topic (time, number, weather, family, or by particular word – take action, take a chance, take an exam).

2.6 Types of Collocations:

Lexical/Grammatical Collocations: Patterns and Examples:

Benson, Benson, and Ilson (1986) categorized English collocations into two classes: lexical collocations and grammatical collocations (with 7 and 8 types respectively); lexical collocations are made up only of verbs, adjectives, nouns and adverbs in different possible combinations while grammatical collocations contain words such as verbs, adjectives or nouns combined with a preposition or a grammatical structure. A table of collocations (alongside 37 patterns) categorized based on their study as follows:

Pattern	Example(s)
V + N/P (or prepositional phrase)	compose music; set an alarm
V + Adv	walk heavily; argue heatedly
V + N	make a decision; take place/part
Adj + N	strong/weak tea
N + V	bombs explode; alarms go off
N1 + of + N2	a pride of lions; a bunch of keys
Adv + Adj	quite safe; deeply absorbed
N + Prep	ability in/at; kind of; changes in
N + to + Inf	an attempt to do it; years to come
N + that-clause	He took an oath that he would do his duty.We reach an agreement that …; fact that
Prep + N	on purpose; in fact
Adj + Prep	tired of; bored with; angry with/at

Adj + to + Inf	ready to go; easy to learn; likely to be
Adj + that-clause	She was afraid that she would fail the exam; he was delighted that …
V + Prep	I believe in …
V + direct O + to + indirect O =V + indirect O + direct O	She sent the book to him. =She sent him the book.
V + direct O + to + indirect O(no movement for dative)	They mentioned the book to her.
V + direct O + for + indirect O =V + indirect O + direct O	She bought a shirt for her husband. =She bought her husband a shirt.
V + Prep + O	They came by train;
V + O + Prep + O	We invited them to the meeting.
V + to Inf	She continued to write.
V + bare Inf	Mary had better go.
V + V-ing	They enjoy watching TV.
V + O + to Inf	We forced them to leave.
V + O + bare Inf	She heard them leave.
V + O + V-ing	He felt his heart beating.
V + a possessive and V-ing	I cannot imagine their stealing apples.
V + that clause(rather uncommon)	The doctor suggests me that I take vitamins.
V + O + to be + C	We consider her to be well-trained.
V + O + C	She dyed her hair red.
V (+ O1) + O2	The teachers asked (the students) questions. It took/cost (us) ten minutes/cents.
V + O + Adverbial	You carry yourself well [/like a soldier].
V (+O) + wh-clause/wh-phrase	She asked (us) why we had come.
It + V + O + to Inf	It surprised me to learn of her decision.
It + V + O + that-clause	It surprised me that our offer was rejected.
V + C (Adj or N)	He was a teacher.
V + C (Adj)	The food tastes good.

(based on the categorization provided by Benson, Benson, and Ilson (1986))

The table illustrates different collocations across patterns. Examples are given for each combination.

2.7 Previous Studies:

The researcher concentrates here on the previous studies which are relevant to this study. Most of the studies focused on finding out the knowledge, problems and errors that were made by the learners of English as foreign language (EFL) when using collocations. The same topic was discussed and handled by different approaches and points of views. So, in this section the researcher demonstrates the aims and the findings of each study, as well as the recommendations and the researcher points of views about each study.

The first study was conducted by Elsir Mohammed Abdallah 2015 – Supervised by Dr. Mohammed Eltayeb Abdallah, under the Title "Investigating Collocations Knowledge Among Learners of English as a Foreign Language" 4th. level, College of Languages, Sudan University of Science and Technology (SUST). The objectives were collocation of knowledge and errors. He used a test as a tool for data collection. He tested hundred students at third\fourth level learners of English as a second language, Sudan University of Science and Technology. Data were collected and analyzed statistically by SPSS program. The result was inadequacies in the subjects as shown by the score of the test, below the average. The reason behind that as being stated by Elsir, mother tongue interference, interlingual and numerous of synonymous of lexical expression, synformic similarity. Elsir came to conclude that the performance was unsatisfactory.

The remedial recommendations were based on the incorporation of lexical approach into university syllabuses. Prioritizing vocabulary and

collocations items. In addition he suggested the raising of awareness of collocations among both language teachers and learners thoroughly and the researcher agreed with him about the pedagogical solutions for collocations errors and problems, however, at university level. However, the researcher would like to see that the introduction of collocations should be at the early stage of learning foreign language, then students upgrading themselves to the top level or advanced level to increase their knowledge of collocations.

The second study related to the research was edited by Muiz Mohammed Ubeid, WadiElneel University – Valley Nile University 2014, supervised by Dr. Ahmed Abulgasim Osman, under the title " Investigating the Abilities of the Students of English to Use Collocations in Writing" at Sudan University of Science and Technology (SUST).

The tool for data collection was a test which includes different questions on collocations. The test was distributed to forty students, random choice for testing. 10 were retested for the reliability. The data was collected and analyzed by using the statistical program (SPSS).

The results stated that the students' performance was weak according to the many mistakes they made and that was created by the ignorance of collocations.

The researcher agreed with Muiz about the difficulties and problems that encounter the students of English (EFL), but the researcher disagrees with him about the way he tested the students, because writing is not an easy task. So writing might be the main reason behind poor performance. The test will be better if it is a tick (√) or a cross (X), to check the knowledge of collocations, and other types of questions that test the problematic areas of using collocations.

Chapter Three

Methodology

3.0 Introduction:

This chapter describes the research methodology. It gives full description of the research tool for collecting data to achieve the objectives of the research. In addition to that, the study shows the validity and reliability of the test.

3.1 Population of the Study:

The target population to conduct this study is Sudanese major learners of English as foreign language at Sudanese universities.

3.2 Sample of the Study:

The researcher specified and confined the fourth level major learners of English at Sudan University of Science and Technology as a sample to conduct this study. The sample was forty learners, who were randomly selected to respond to forty different items of collocations.

3.3 Instrument of Data Collection:

The data of this study is collected by using a test for the major learners of English. The test contains forty different questions investigating the knowledge of collocation and problematic areas that encounter Sudanese EFL when using collocation.

3.4 Procedures:

The researcher used the test as a tool for collecting the required data and information. The test is intentionally designed to investigate the true knowledge of collocation. Participants are individually tested without any interference or consultations of others, strict watching and supervision were made by the researcher himself for the test.

3.5 Validity and Reliability of the Test:

(a) Validity: The test was given to three experts of English; all of them are PhD holders in English language,in additionto, their wide and long experience in learning and lecturing English. They have judged and reviewed and assessed the test thoroughly before its distribution. Their names are really worth mentioning:

1- **Tag ElsirBashoom**– PhD holder – Lecturer at Sudan University of Science and Technology.
2- **Ahmed Elhaj** – PhD holder – Lecturer of English at Africa International University.
3- **YousifEltiraifi Ahmed** – PhD holder – English Lecturer at Sudan University of Science and Technology.

(b) **Reliability**: To confirm the reliability of the collected data, the researcher carried out the process of watching and marking the test by himself. In addition to that, the data will be analyzed by SPSS for further discussion and analysis.

3.6 Methodology:

The descriptive analytical methodology is used for this study. The researcher investigates thoroughly the collected data and use SPSS for data analysis. The tool for data collection is a test, for forty participants.

3.7 Limits:

The study is generally intended for the Sudanese major learners of English at Sudanese universities (ELF), but particularly nominated for the Khartoum State forth level – major learners of English at Sudan University of Science and Technology (SUST) Khartoum Locality.

Chapter Four

Data Analysis and Discussion of the Results

4.0 Introduction:

The chapter shows the analysis of the data and the result of statistical analysis, after conducting the test for the students to find answers to the research questions.

The analysis will be presented in tables and figures. Each table is followed by a comment, which indicates the result and the percentage of marks achieved. The summary of the table is provided.

The result of each table is reconsidered to prove its value and relevance to the general plan of the study.

4 - 1Statistical Method:

To achieve the objective of the research and hypotheses, the statistical method used.

1- Charts
2- Frequency distributed of answers
3- Percentages.
4- Alpha equation, to calculate the reliability.

To get accurate result, the SPSS has been used to indicate the statistical package for social sciences.

Statistical Analysis

Statistical methods used:

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

1 - charts.
2 - frequency distribution of the answers.
3 - percentages.

Collocations Knowledge and Problematic areas test

Part One :

(A) Draw a circle round the best alternatives a , b , c or d which is the best collocations for the sentence :

a) **Adjective + noun**

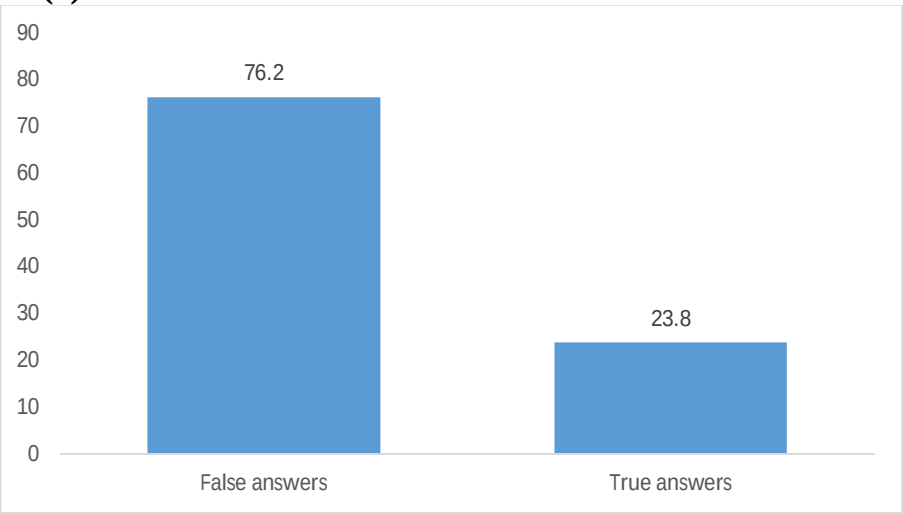
1- The car made ……..…… turn and crashed with the lorry .

a big b- a terrible c- a sharp d- big

Table (1)

	Frequency	Percentage
False answers	32	76.2
True answers	10	23.8
Total	42	100.0

Figure (1)



From table (1) and figure (1) we note that number ofTrue answers (10) with Percentage (23.8%), andnumber offalse answers (32) with Percentage (76.2%).

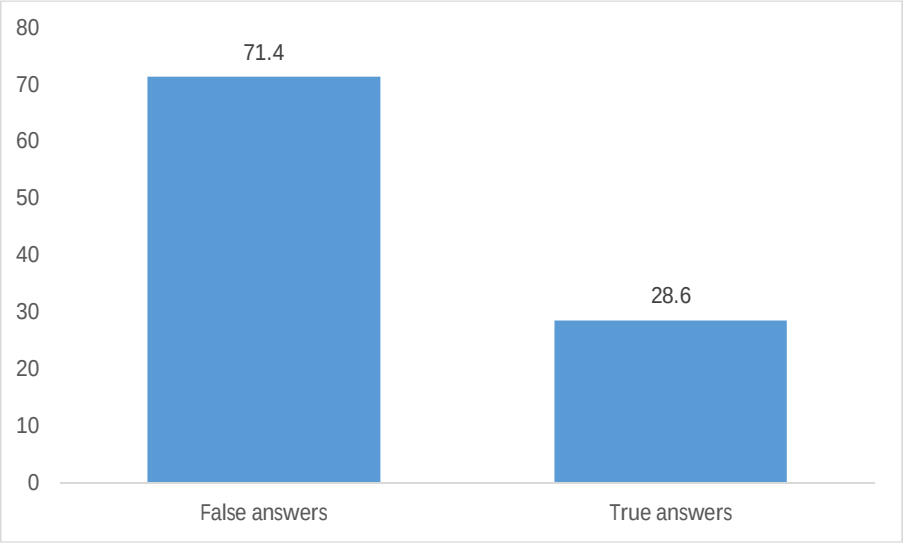
2- Suha always dresses in …….. colour , when she goes to work .

a- bright b- calm c- quiet d- noisy

Table (2)

	Frequency	Percentage %
False answers	30	71.4
True answers	12	28.6
Total	42	100.0

Figure (2)



From table (2) and figure (2) we note that number ofTrue answers (12) with Percentage (28.6%), andnumber offalse answers (30) with Percentage (71.4%).

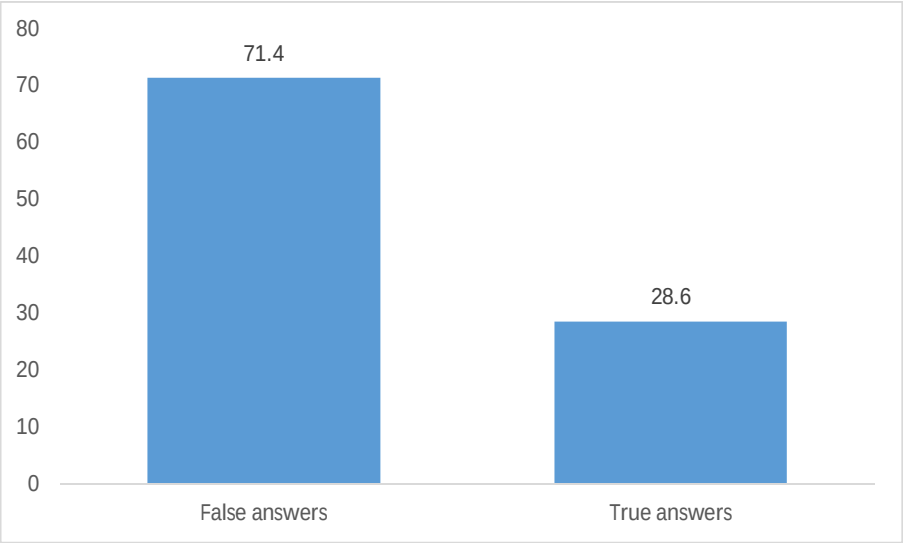
3- We had a …….. chat about exams , but we did not have time to discuss them properly .

terrible b- brief c- long d- big

Table (3)

	Frequency	Percentage %
False answers	19	45.2
True answers	23	54.8
Total	42	100.0

Figure (3)



From table (3) and figure (3) we note that number ofTrue answers (23) with Percentage (54.8%), andnumber offalse answers (19) with Percentage (45.2%).

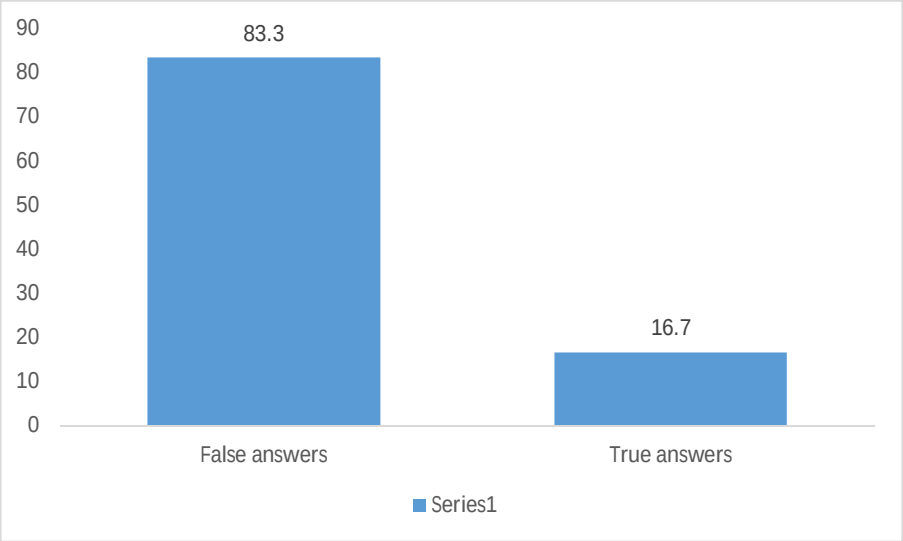
4- She felt an …….. pain in her body .

a- exciting b- excruciating c- painful d- aching

Table (4)

	Frequency	Percentage %
False answers	35	83.3
True answers	7	16.7
Total	42	100.0

Figure (4)



From table (4) and figure (4) we note that number ofTrue answers (7) with Percentage (16.7%), andnumber offalse answers (35) with Percentage (83.3%).

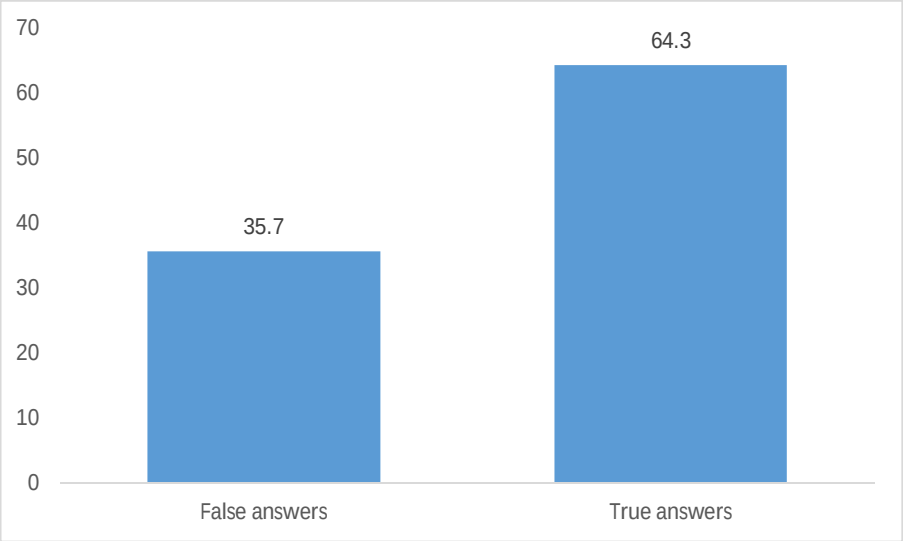
5- Osama is …… smoker .

a- hard b- fearful c- heavy d- furious

Table (5)

	Frequency	Percentage %
False answers	15	35.7
True answers	27	64.3
Total	42	100.0

Figure (5)



From table (5) and figure (5) we note that number ofTrue answers (27) with Percentage (64.3%), andnumber offalse answers (15) with Percentage (35.7%).

b) **Noun + verb**

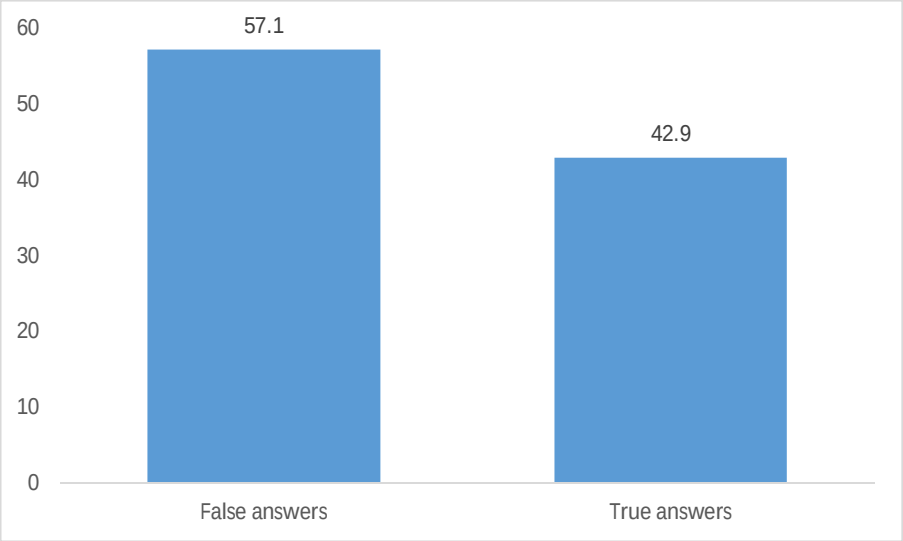
6- The company has …… its branches because of its remarkable success

a- expanded b- increased c- decreased d- enlarged

Table (6)

	Frequency	Percentage %
False answers	24	57.1
True answers	18	42.9
Total	42	100.0

Figure (6)



From table (6) and figure (6) we note that number ofTrue answers (18) with Percentage (42.9%), andnumber offalse answers (24) with Percentage (57.1%).

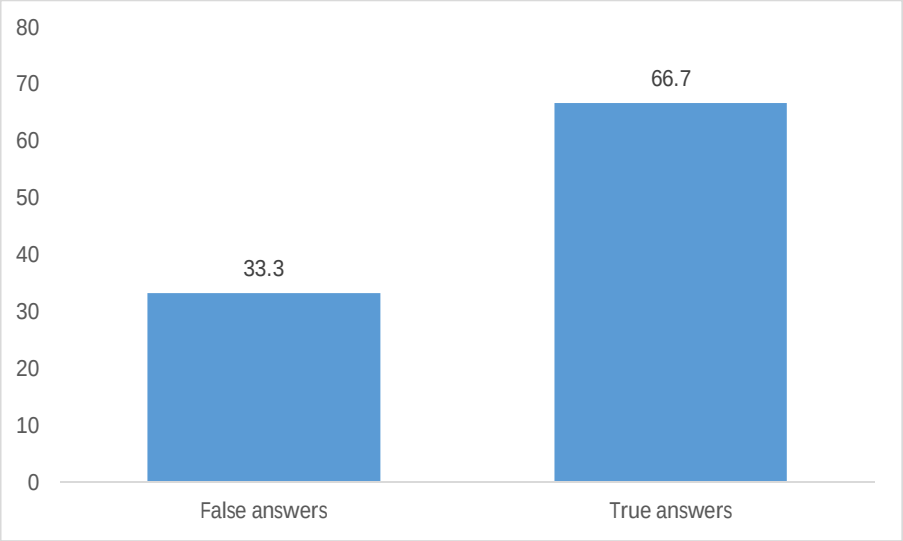
7- Actions should be …….. before getting worse .

a- made b- taken c- got d- prepared

Table (7)

	Frequency	Percentage %
False answers	14	33.3
True answers	28	66.7
Total	42	100.0

Figure (7)



From table (7) and figure (7) we note that number ofTrue answers (28) with Percentage (66.7%), andnumber offalse answers (14) with Percentage (33.3%).

c) **Noun + noun**

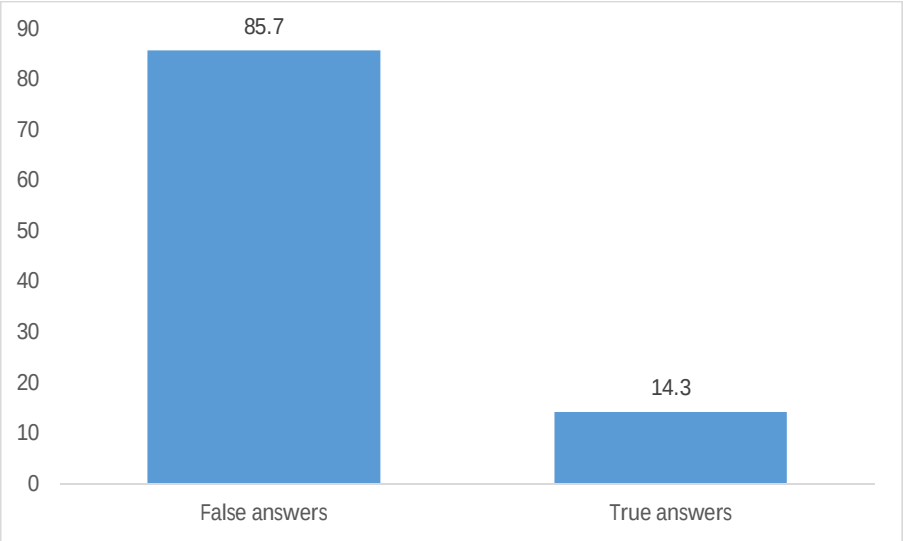
8- He has the pride of ……...

a- a king b- a tiger c- a queen d- a lion

Table (8)

	Frequency	Percentage %
False answers	36	85.7
True answers	6	14.3
Total	42	100.0

Figure (8)



From table (8) and figure (8) we note that number ofTrue answers (6) with Percentage (14.3%), andnumber offalse answers (36) with Percentage (85.7%).

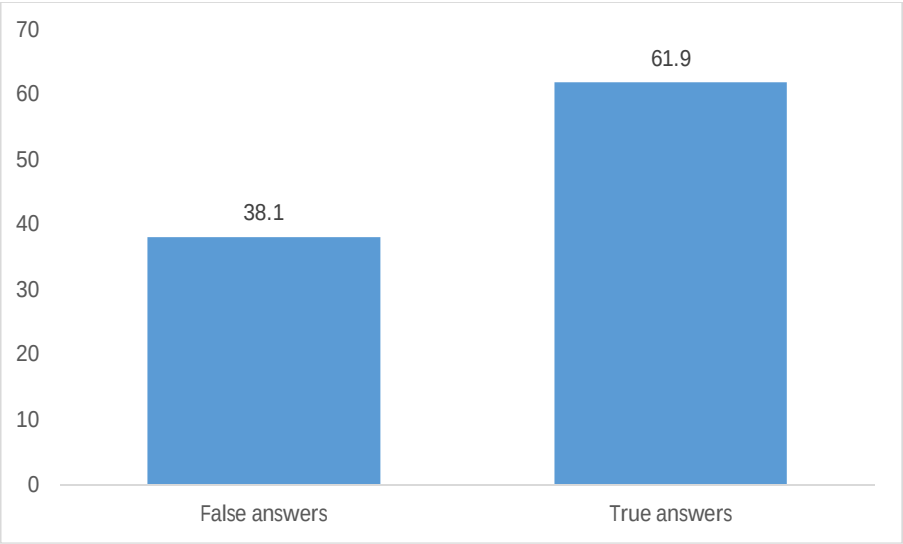
9- …… work is preferable for some companies .

set b- crew c- team d- a lot

Table (9)

	Frequency	Percentage %
False answers	16	38.1
True answers	26	61.9
Total	42	100.0

Figure (9)



From table (9) and figure (9) we note that number ofTrue answers (26) with Percentage (61.9%), andnumber offalse answers (16) with Percentage (38.1%).

d) **Adverb + adjective**

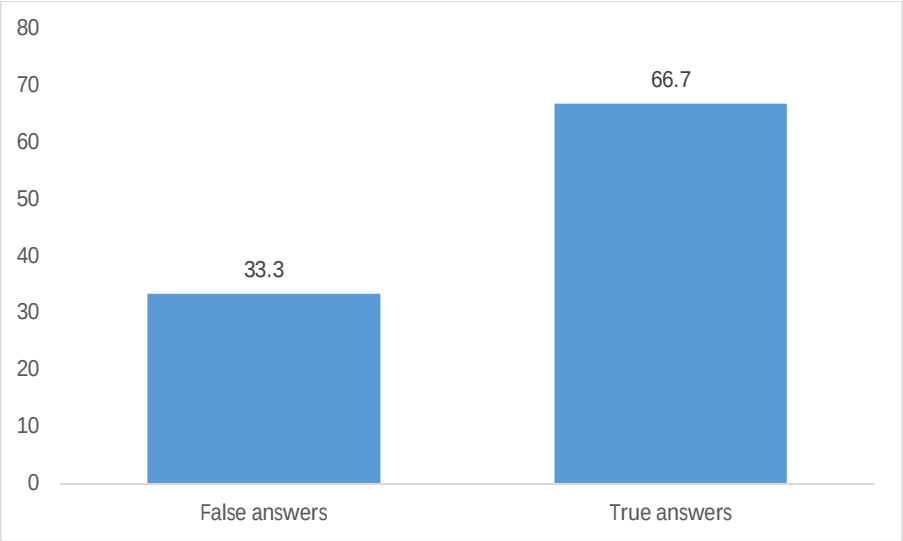
10- I am …….. aware that there are serious problems .

a- justly b- fully c- oddly d- strongly

Table (10)

	Frequency	Percentage %
False answers	14	33.3
True answers	28	66.7
Total	42	100.0

Figure (10)



From table (10) and figure (10) we note that number ofTrue answers (28) with Percentage (66.7%), andnumber offalse answers (14) with Percentage (33.3%).

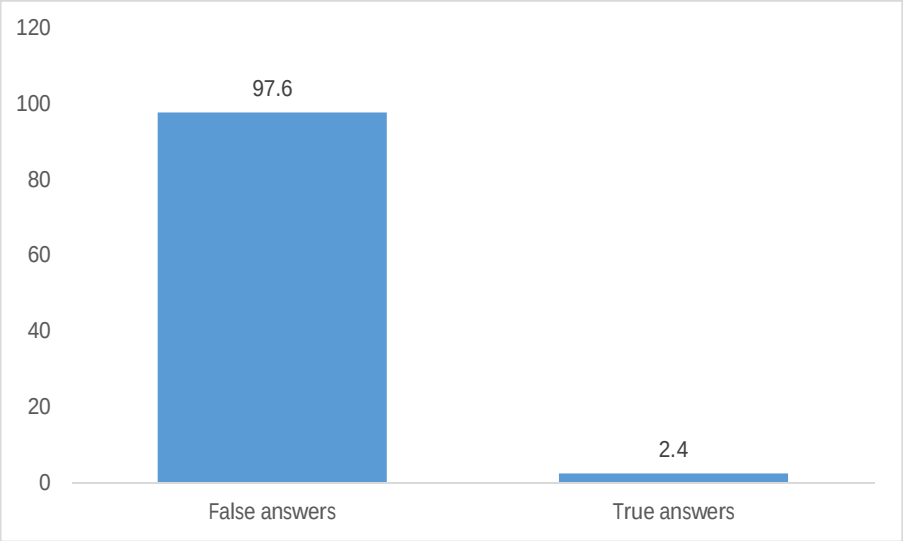
11- Harry was …….. unaware that he was in danger.

a- completely b- absolutely c- blissfully d- happily

Table (11)

	Frequency	Percentage %
False answers	41	97.6
True answers	1	2.4
Total	42	100.0

Figure (11)



From table (11) and figure (11) we note that number ofTrue answers (1) with Percentage (2.4%), andnumber offalse answers (41) with Percentage (97.6%).

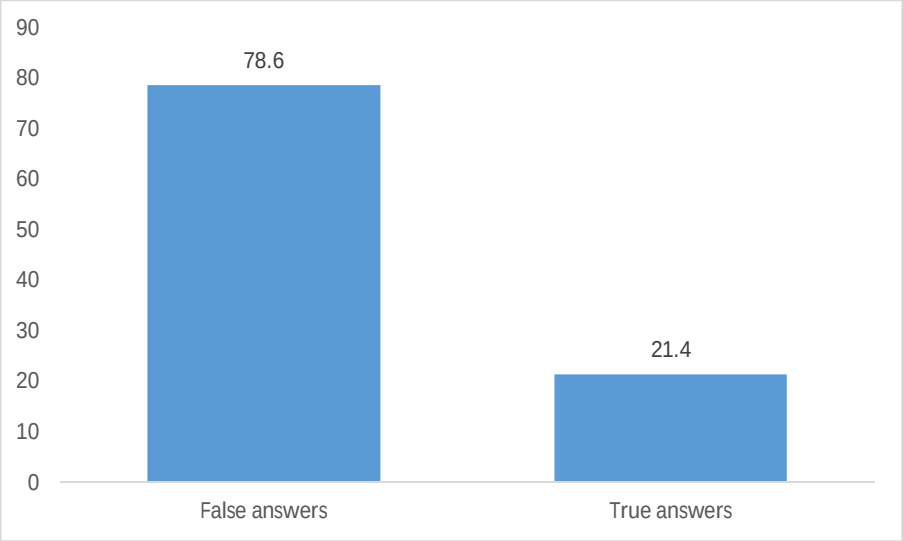
12- He was ……. ill in a hospital .

a- desperately b- dangerously c- completely d- highly

Table (12)

	Frequency	Percentage %
False answers	33	78.6
True answers	9	21.4
Total	42	100.0

Figure (12)



From table (12) and figure (12) we note that number ofTrue answers (9) with Percentage (21.4%), andnumber offalse answers (33) with Percentage (78.6%).

e) **Everyday verbs (do – make – have – get)**

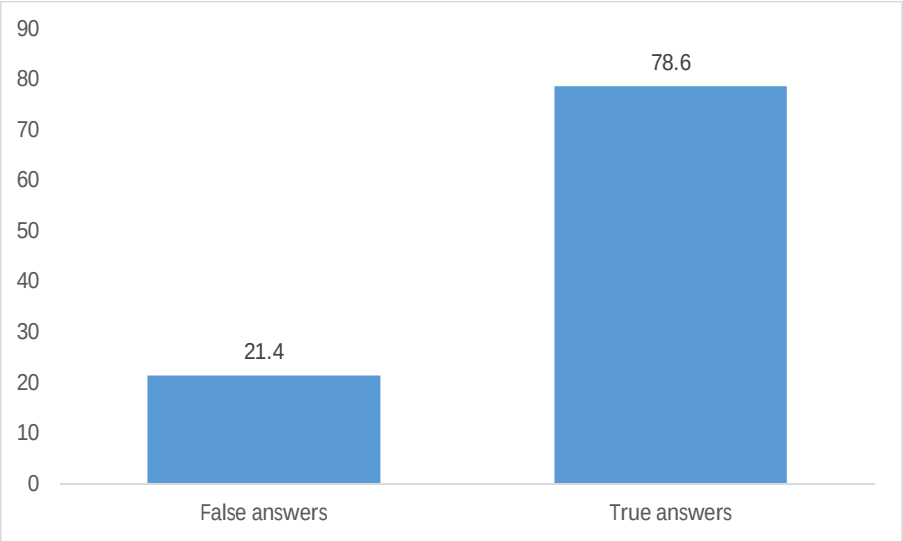
13- …….. your home work immediately .

a- Make b- Do c- Have d- Get

Table (13)

	Frequency	Percentage %
False answers	9	21.4
True answers	33	78.6
Total	42	100.0

Figure (13)



From table (13) and figure (13) we note that number ofTrue answers (33) with Percentage (78.6%), andnumber offalse answers (9) with Percentage (21.4%).

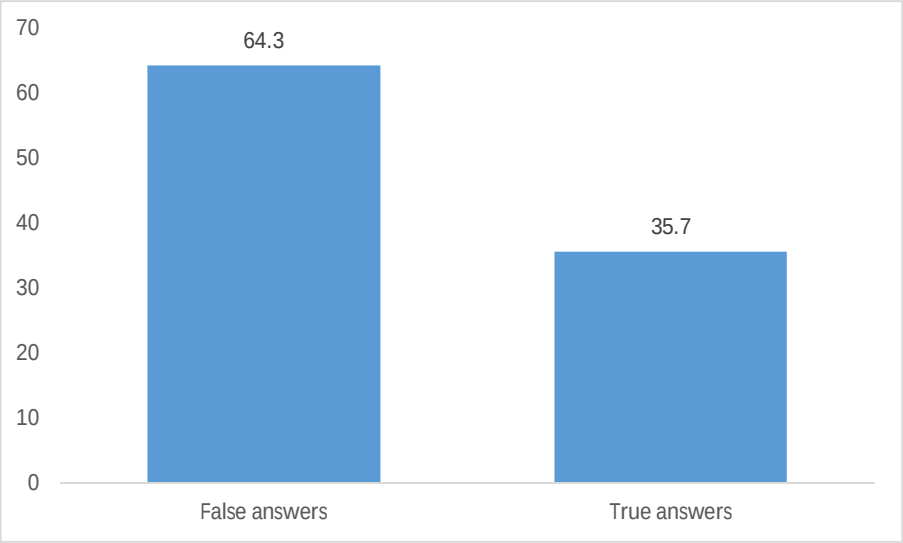
14- We are so tired let us …… an excuse and stay at home .

a- have b- get c- do d- make

Table (14)

	Frequency	Percentage %
False answers	27	64.3
True answers	15	35.7
Total	42	100.0

Figure (14)



From table (14) and figure (14) we note that number ofTrue answers (15) with Percentage (35.7%), andnumber offalse answers (27) with Percentage (64.3%).

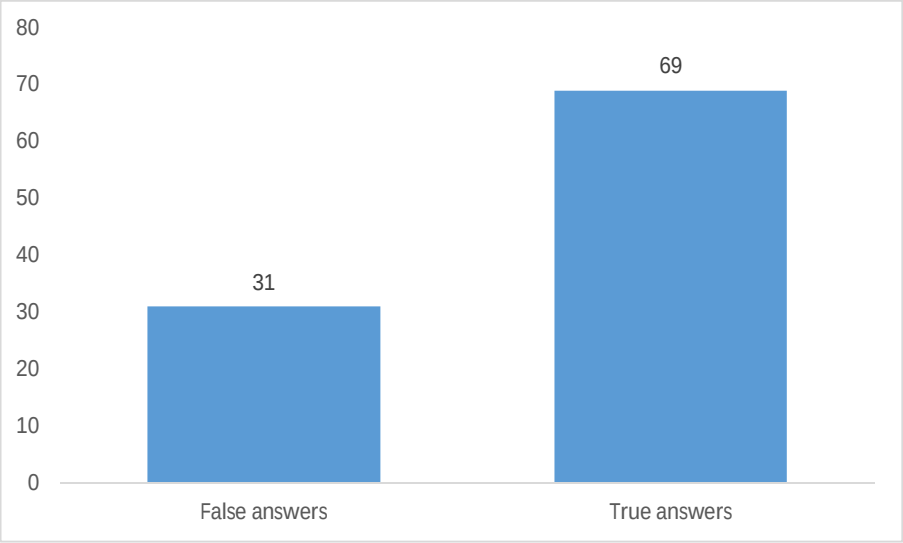
15- You must ……. your best to work hard .

a- make b- get c- have d- do

Table (15)

	Frequency	Percentage %
False answers	13	31.0
True answers	29	69.0
Total	42	100.0

Figure (15)



From table (15) and figure (15) we note that number ofTrue answers (29) with Percentage (69%), andnumber offalse answers (13) with Percentage (31%).

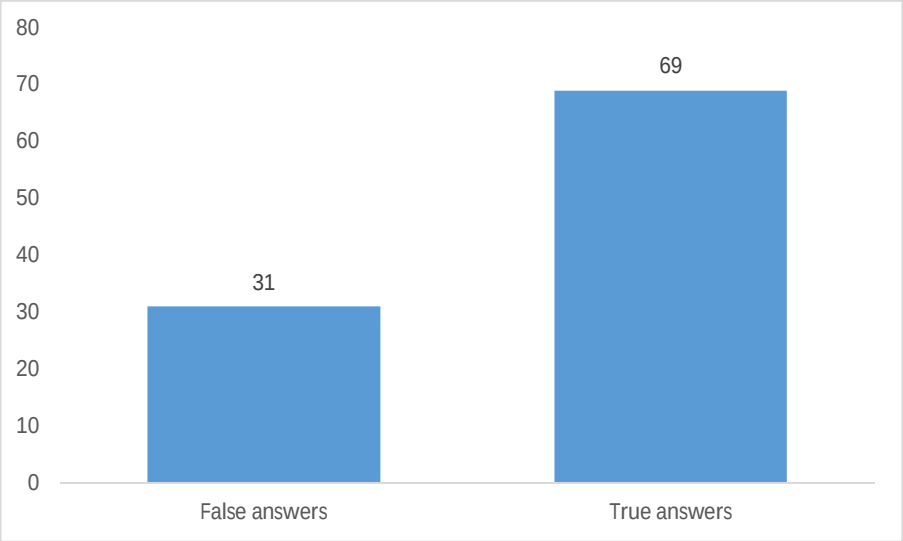
16- You have to …….…… attention to the lesson .

a- pay b- do c- take d- get

Table (16)

	Frequency	Percentage %
False answers	13	31.0
True answers	29	69.0
Total	42	100.0

Figure (16)



From table (16) and figure (16) we note that number ofTrue answers (29) with Percentage (69%), andnumber offalse answers (13) with Percentage (31%).

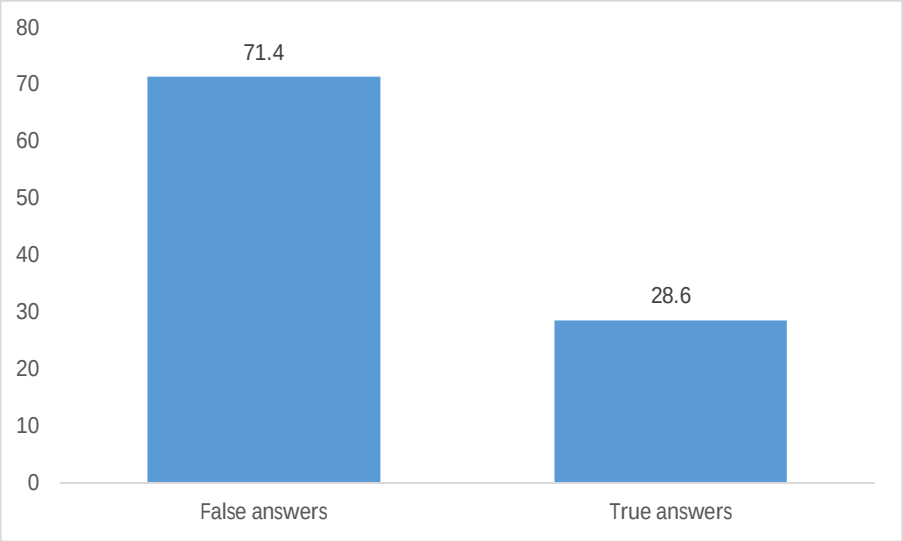
17- We decided to ……..…… our holiday here .

a- take b- make c- get d- have

Table (17)

	Frequency	Percentage %
False answers	30	71.4
True answers	12	28.6
Total	42	100.0

Figure (17)



From table (17) and figure (17) we note that number ofTrue answers (12) with Percentage (28.6%), andnumber offalse answers (30) with Percentage (71.4%).

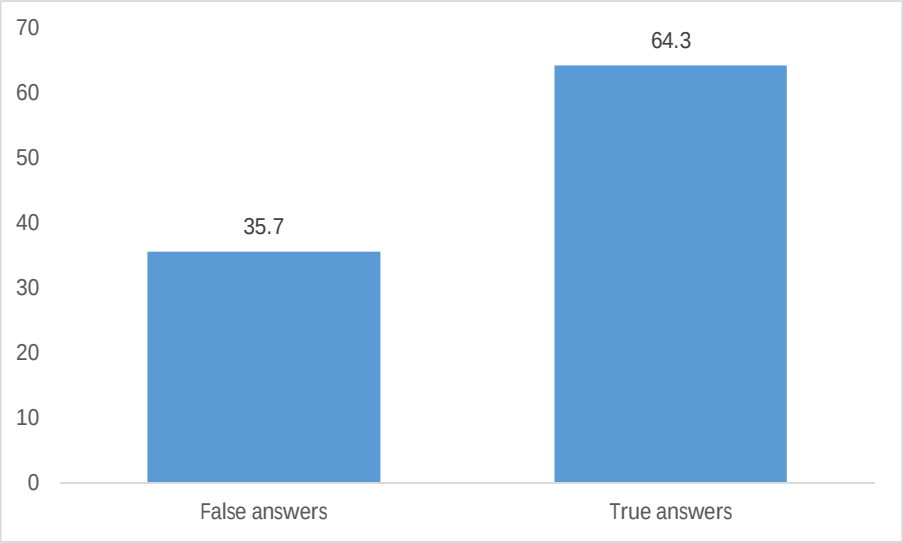
18- You can ask your teacher if you …… a problem with collocations.

a- make b- get c- have d- do

Table (18)

	Frequency	Percentage %
False answers	15	35.7
True answers	27	64.3
Total	42	100.0

Figure (18)



From table (18) and figure (18) we note that number ofTrue answers (27) with Percentage (64.3%), andnumber offalse answers (15) with Percentage (35.7%).

(B) Underline the incorrect collocations :

No (1) is done for you as an example

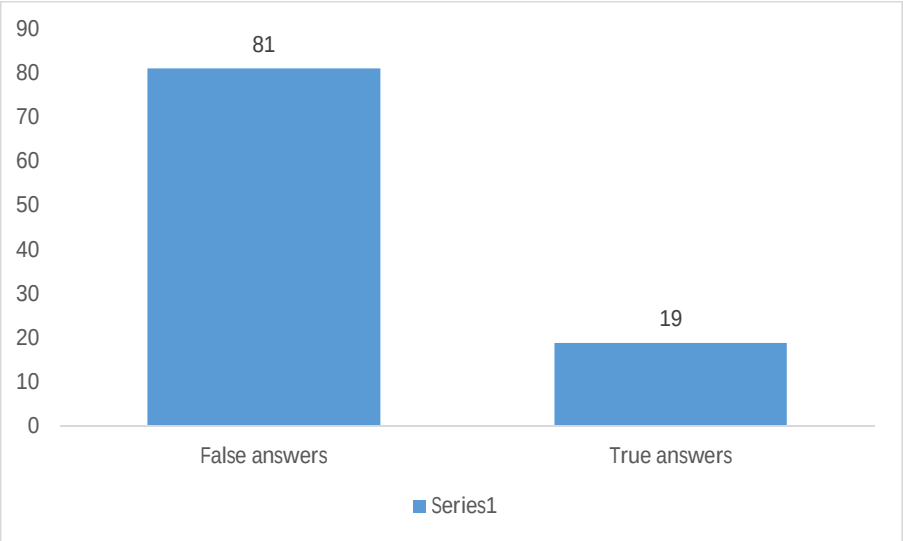
1. strongly recommend strongly influence **strongly love** strongly dislike

2. highly regard highly profitable highly unusual highly exhausted

Table (19)

	Frequency	Percentage %
False answers	34	81.0
True answers	8	19.0
Total	42	100.0

Figure (19)



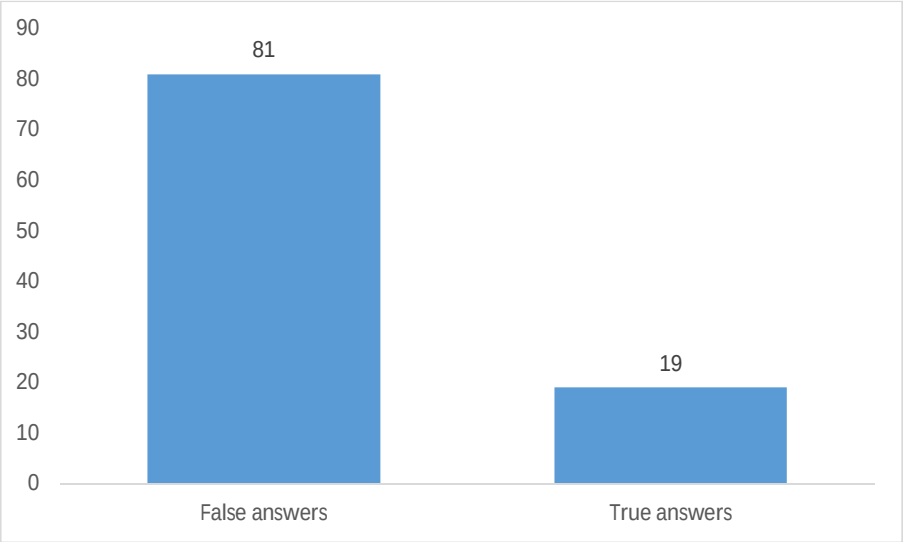
From table (19) and figure (19) we note that number ofTrue answers (8) with Percentage (19%), andnumber offalse answers (34) with Percentage (81%).

3. bitterly regard bitterly regret bitterly resent bitterly criticize

Table (20)

	Frequency	Percentage %
False answers	34	81.0
True answers	8	19.0
Total	42	100.0

Figure (20)



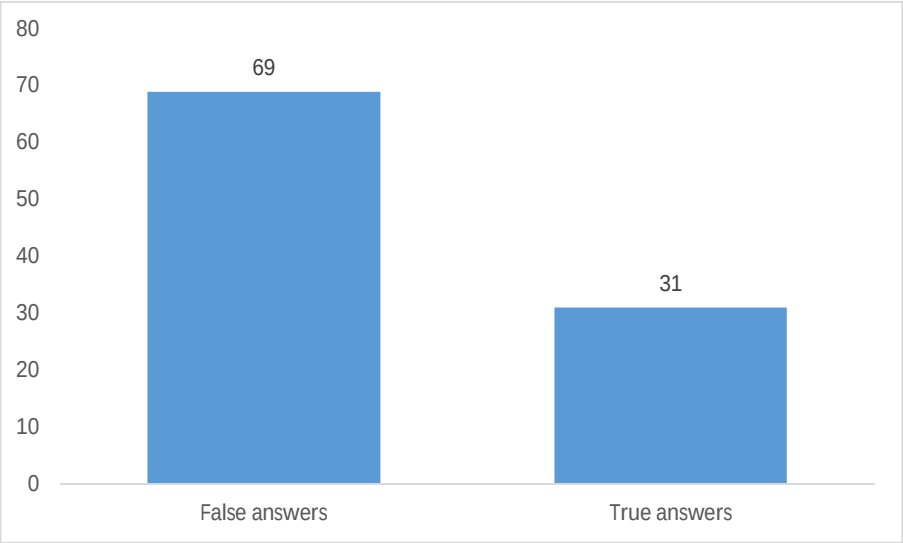
From table (20) and figure (20) we note that number ofTrue answers (8) with Percentage (19%), andnumber offalse answers (34) with Percentage (81%).

4. absolutely convinced absolutely tired absolutely devastated absolutely absurd

Table (21)

	Frequency	Percentage %
False answers	29	69.0
True answers	13	31.0
Total	42	100.0

Figure (21)



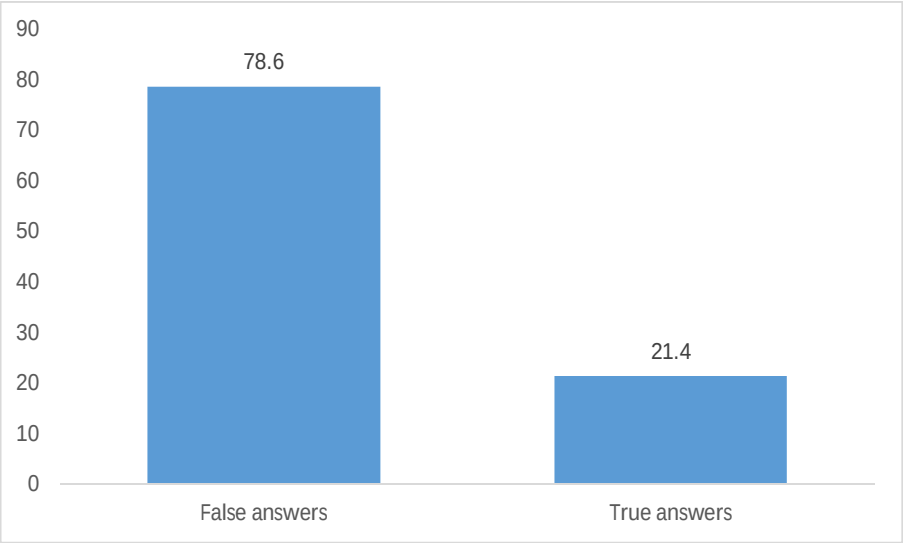
From table (21) and figure (21) we note that number ofTrue answers (13) with Percentage (31%), andnumber offalse answers (29) with Percentage (69%).

5. deeply unhappy deeply religious deeply successful deeply committed

Table (22)

	Frequency	Percentage %
False answers	33	78.6
True answers	9	21.4
Total	42	100.0

Figure (22)



From table (22) and figure (22) we note that number ofTrue answers (9) with Percentage (21.4%), andnumber offalse answers (33) with Percentage (78.6%).

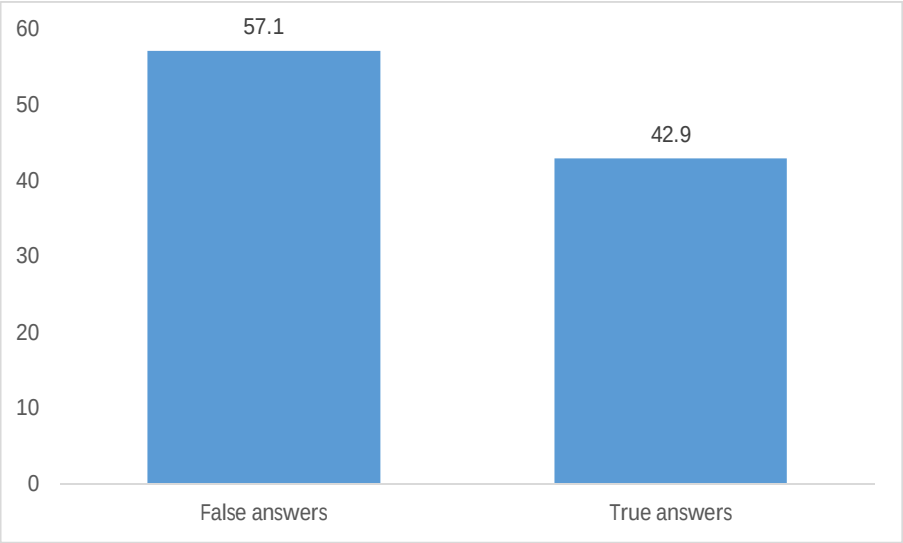
(C) Decide whether it is correct or incorrect collocations :

(1) quick car . correct ( ) incorrect ( )

Table (23)

	Frequency	Percentage %
False answers	24	57.1
True answers	18	42.9
Total	42	100.0

Figure (23)



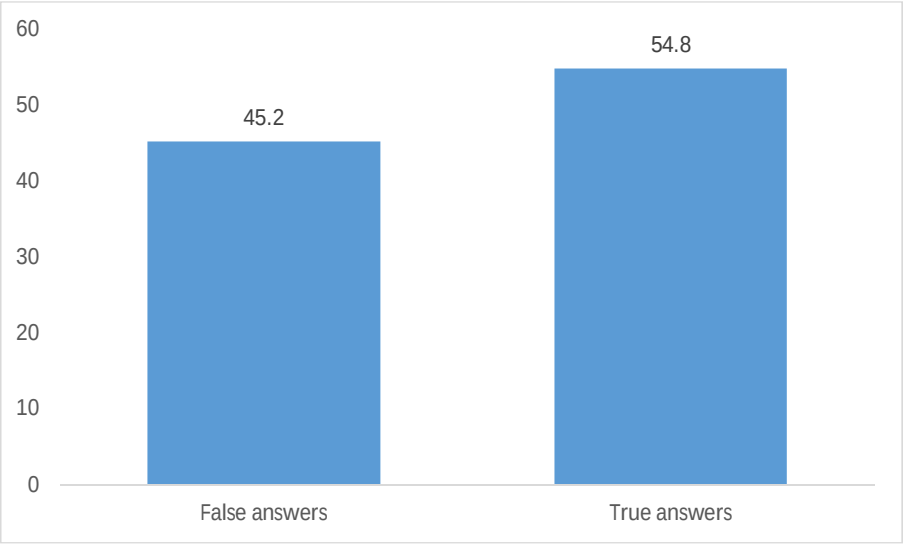
From table (23) and figure (23) we note that number ofTrue answers (18) with Percentage (57.1%), andnumber offalse answers (24) with Percentage (42.9%).

(2) severely condemned . correct ( ) incorrect ( )

Table (24)

	Frequency	Percentage %
False answers	19	45.2
True answers	23	54.8
Total	42	100.0

Figure (24)



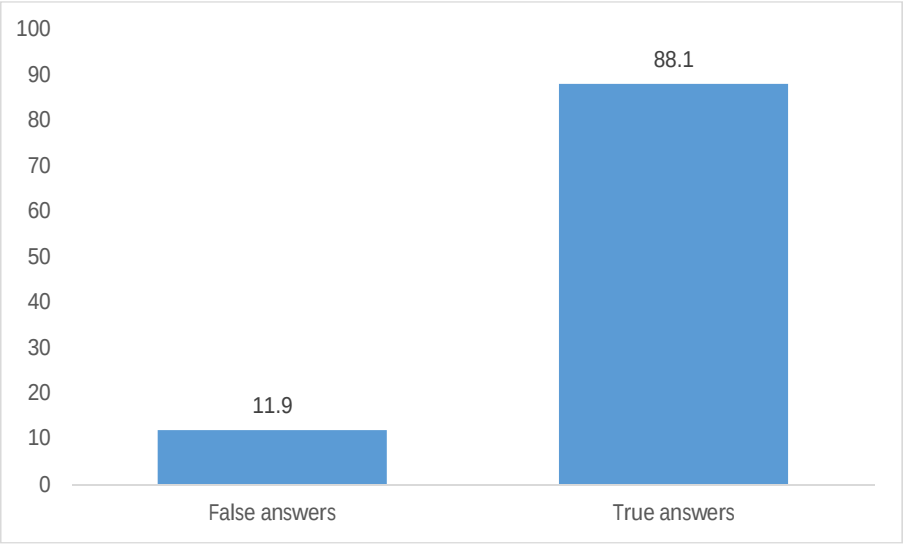
From table (24) and figure (24) we note that number ofTrue answers (23) with Percentage (54.8%), andnumber offalse answers (19) with Percentage (45.2%).

(3) heavy rain. correct ( ) incorrect ( )

Table (25)

	Frequency	Percentage %
False answers	5	11.9
True answers	37	88.1
Total	42	100.0

Figure (25)



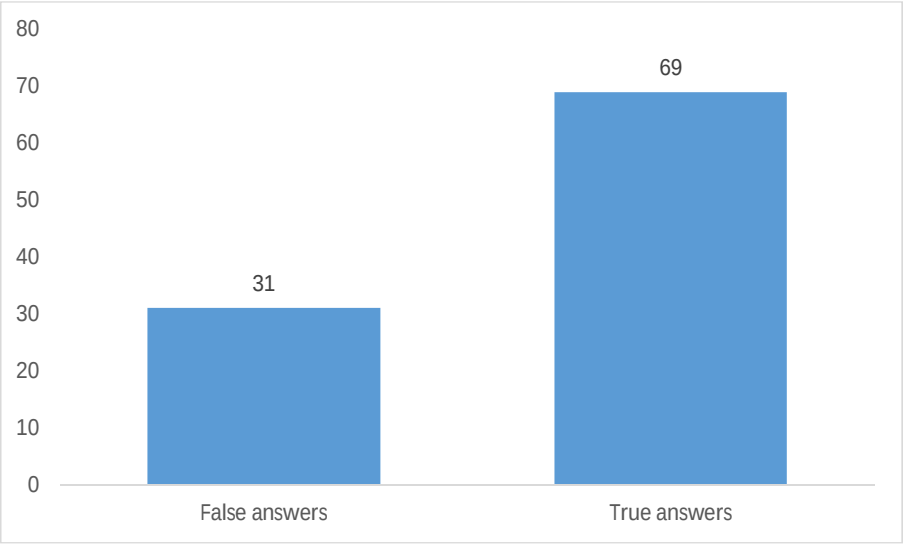
From table (25) and figure (25) we note that number ofTrue answers (37) with Percentage (88.1%), andnumber offalse answers (5) with Percentage (11.9 %).

(4) a beautiful boy. correct ( ) incorrect ( )

Table (26)

	Frequency	Percentage %
False answers	13	31.0
True answers	29	69.0
Total	42	100.0

Figure (26)



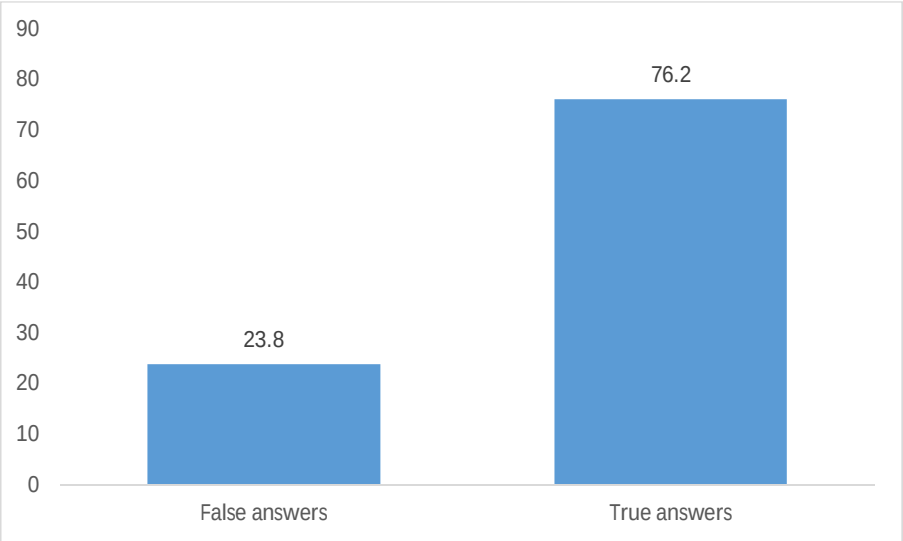
From table (26) and figure (26) we note that number ofTrue answers (29) with Percentage (69%), andnumber offalse answers (13) with Percentage (31 %).

(5) powerful engine . correct ( ) incorrect ( )

Table (27)

	Frequency	Percentage %
False answers	10	23.8
True answers	32	76.2
Total	42	100.0

Figure (27)



From table (27) and figure (27) we note that number ofTrue answers (32) with Percentage (76.2%), andnumber offalse answers (10) with Percentage (23.8%).

Part Two :

(A) Study the list of collocations in this box , then choose the right ones to fill in the blank spaces in the sentences below :

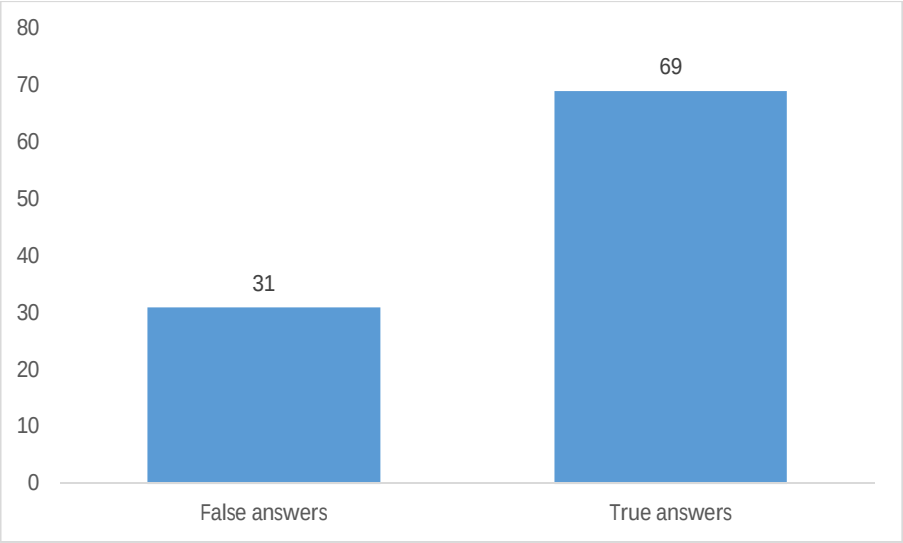
ridiculously cheap – highly successful- highly controversial – ridiculously easy – strongly/utterly opposed – utterly stupid - bitterly disappointing – deeply concerned – deeply ashamed – utterly

1- The flight from London to Rome was …….. It only cost 20 Euros

Table (28)

	Frequency	Percentage %
False answers	13	31.0
True answers	29	69.0
Total	42	100.0

Figure (28)



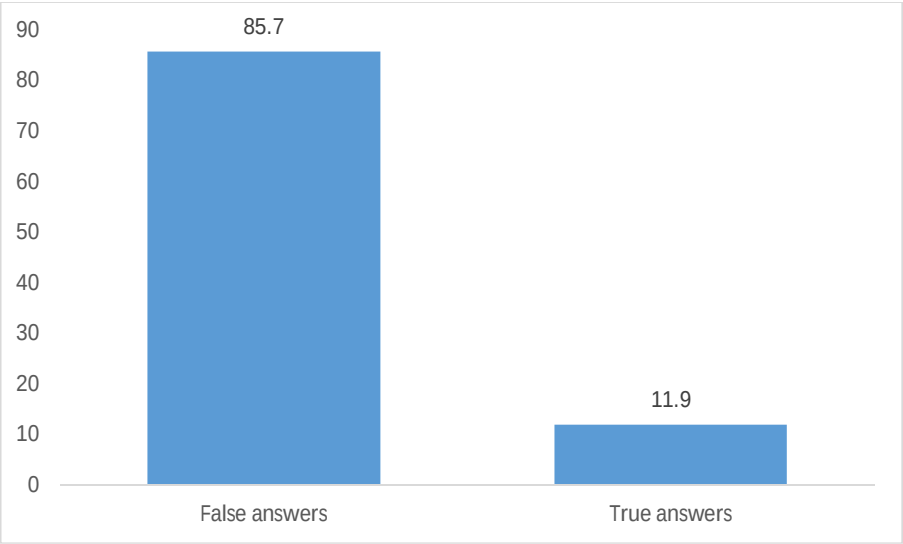
From table (28) and figure (28) we note that number ofTrue answers (29) with Percentage (69%), andnumber offalse answers (13) with Percentage (31 %).

2- Some people love her new book , others are very angry about it .It is ……..……

Table (29)

	Frequency	Percentage %
False answers	36	85.7
True answers	5	11.9
Total	41	97.6

Figure (29)



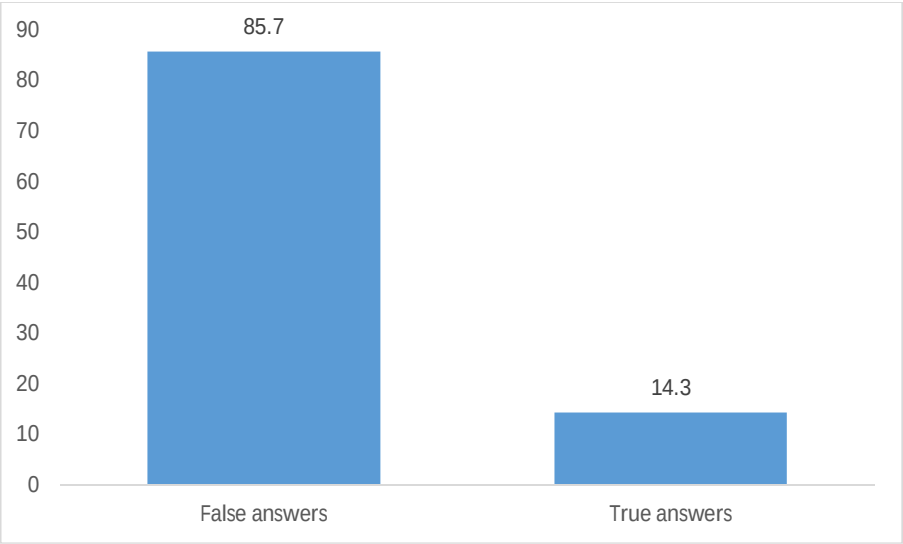
From table (29) and figure (29) we note that number ofTrue answers (5) with Percentage (11.9%), andnumber offalse answers (36) with Percentage (85.7%).

3- His father was a pacifist all his life and was …….. to war.

Table (30)

	Frequency	Percentage %
False answers	36	85.7
True answers	6	14.3
Total	42	100.0

Figure (30)



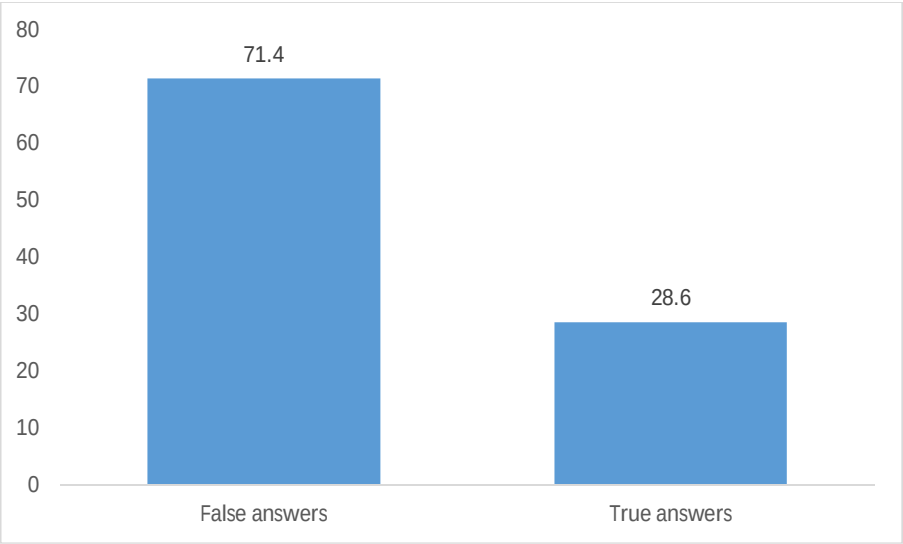
From table (30) and figure (30) we note that number ofTrue answers (6) with Percentage (14.3%), andnumber offalse answers (36) with Percentage (85.7%).

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

Table (31)

	Frequency	Percentage %
False answers	30	71.4
True answers	12	28.6
Total	42	100.0

Figure (31)



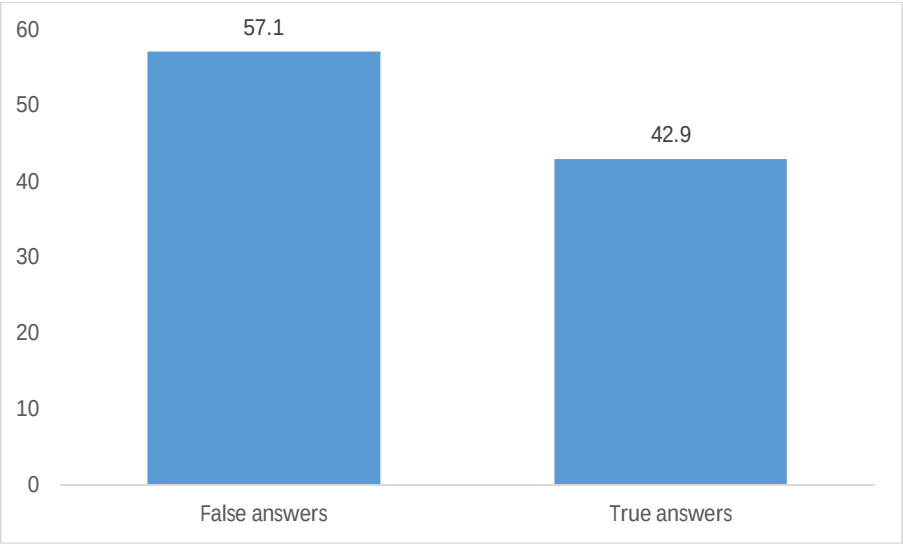
From table (31) and figure (31) we note that number ofTrue answers (12) with Percentage (28.6%), andnumber offalse answers (30) with Percentage (71.4%).

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

Table (32)

	Frequency	Percentage %
False answers	24	57.1
True answers	18	42.9
Total	42	100.0

Figure (32)



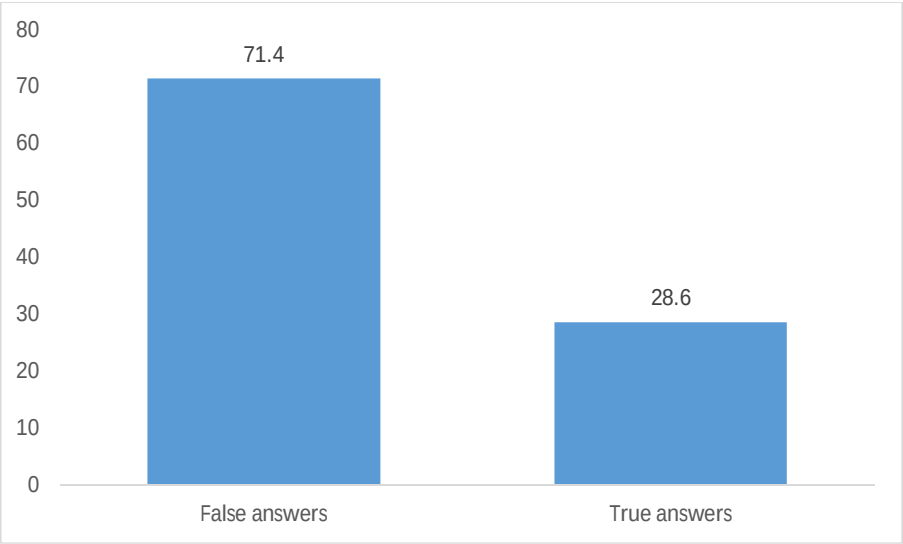
From table (32) and figure (32) we note that number ofTrue answers (18) with Percentage (42.9%), andnumber offalse answers (24) with Percentage (57.1%).

6- In the 1990s she ran a(n) …….. company which made outstanding profits .

Table (33)

	Frequency	Percentage %
False answers	30	71.4
True answers	12	28.6
Total	42	100.0

Figure (33)



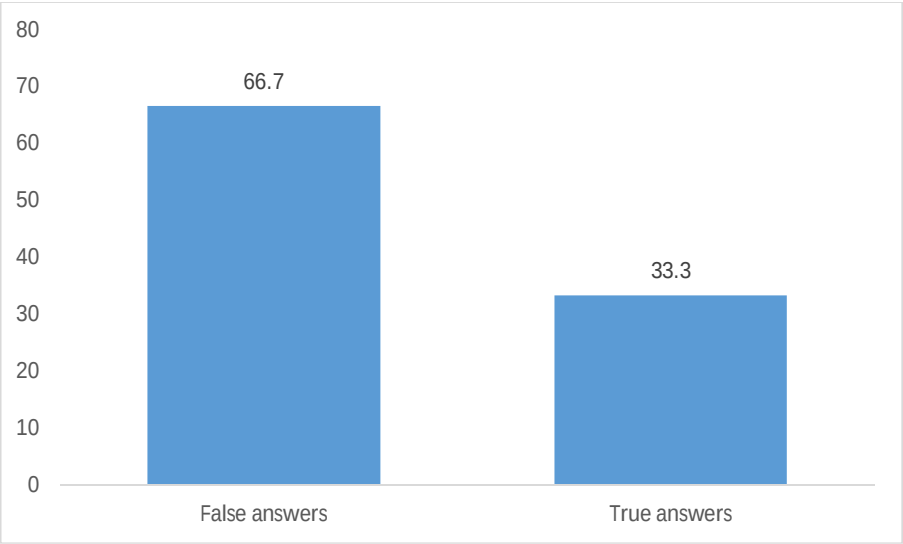
From table (33) and figure (33) we note that number ofTrue answers (12) with Percentage (28.6%), andnumber offalse answers (30) with Percentage (71.4%).

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

Table (34)

	Frequency	Percentage %
False answers	28	66.7
True answers	14	33.3
Total	42	100.0

Figure (34)



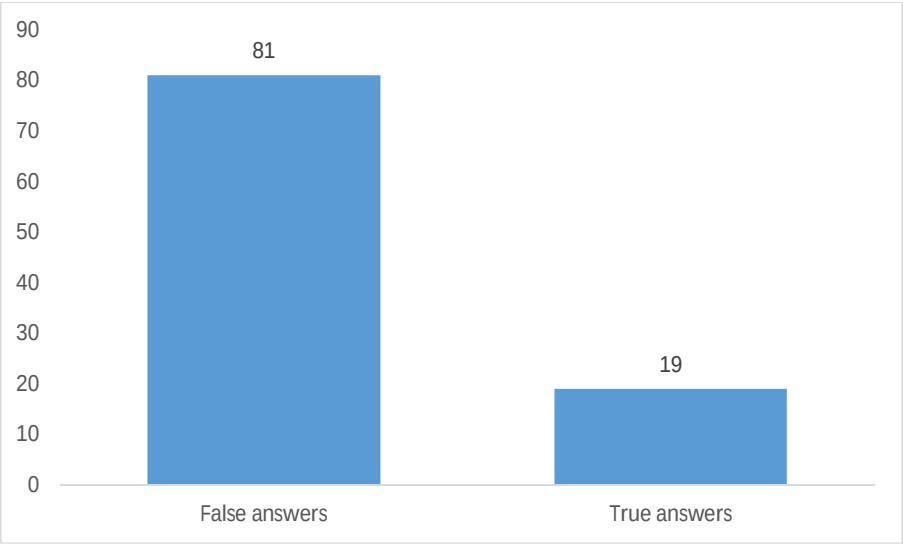
From table (34) and figure (34) we note that number ofTrue answers (14) with Percentage (33.3%), andnumber offalse answers (28) with Percentage (66.7%).

8- You must apologize immediately . It was a(n) …….…….. remark to make

Table (35)

	Frequency	Percentage %
False answers	34	81.0
True answers	8	19.0
Total	42	100.0

Figure (35)



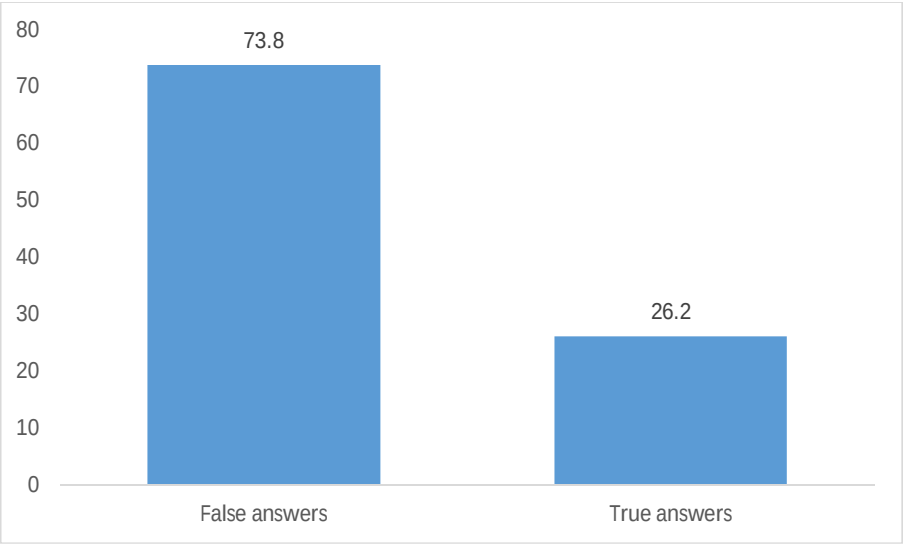
From table (35) and figure (35) we note that number ofTrue answers (8) with Percentage (19%), andnumber offalse answers (34) with Percentage (81 %).

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

Table (36)

	Frequency	Percentage %
False answers	31	73.8
True answers	11	26.2
Total	42	100.0

Figure (36)



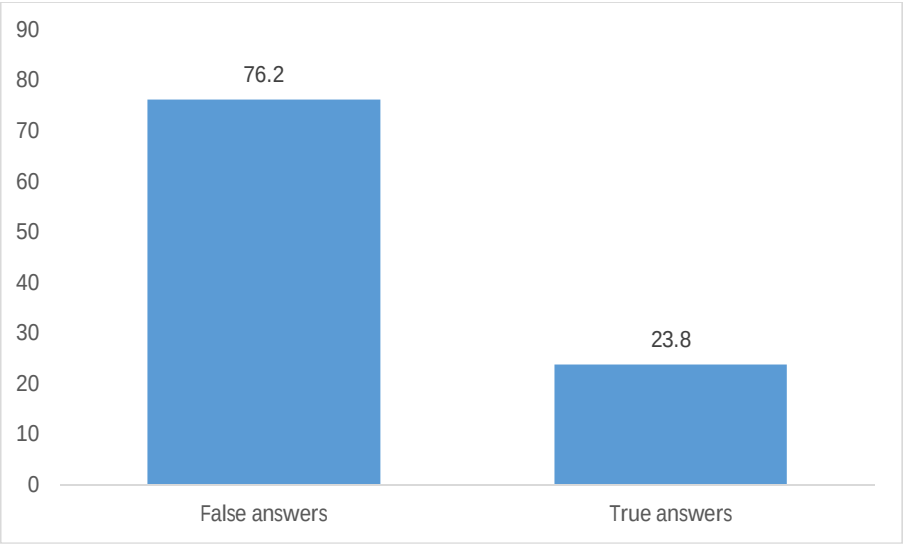
From table (36) and figure (36) we note that number ofTrue answers (11) with Percentage (26.2%), andnumber offalse answers (31) with Percentage (73.8%).

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

Table (37)

	Frequency	Percentage %
False answers	32	76.2
True answers	10	23.8
Total	42	100.0

Figure (37)



From table (37) and figure (37) we note that number ofTrue answers (10) with Percentage (23.8%), andnumber offalse answers (32) with Percentage (76.2%).

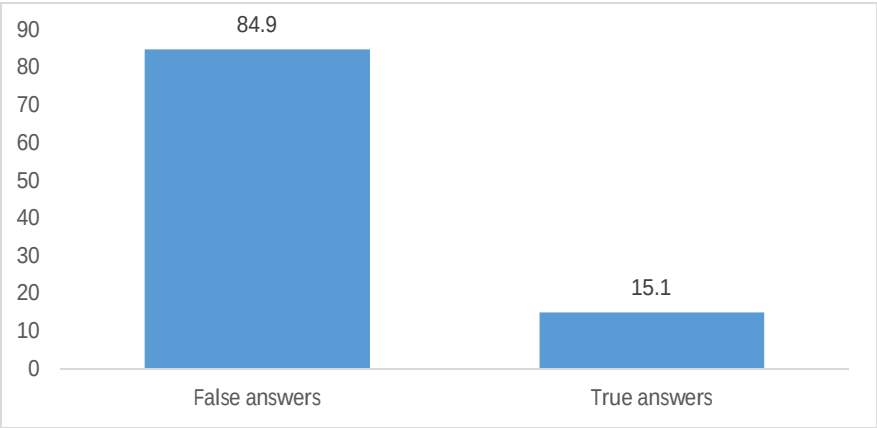
(B) Match " A " with " B " by putting the correct letter from (B) in front of (A) in column (C) below : (No. five is an example done for you)

(A)	(C)	(B)
1. play		a- people thinking
2. set		b- a contribution
3. convinced		c- out a study
4. come		d- by someone's argument
5. happily	L	e- recommended
6. make		g- under attack
7. carry		h- a part
8. go		i- out an argument
9. shape		j- into detail
10. bitterly		k- regret
11. strongly		L- married

Table (37)

	Frequency	Percentage %
False answers	321	84.9
True answers	75	15.1
Total	378	100.0

Figure (37)



From table (37) and figure (37) we note that number of True answers (75) with Percentage (15.1%), and number of fals answers (321) with Percentage (84.9%).

Chapter Five

Conclusion, Recommendations and Suggestions for Further Studies

5.0 Introduction:

This chapter summaries the main points which have been discussed earlier. It focuses on the research summary. Moreover, it states the results of investigating the knowledge and problems of collocations usages. In addition to that, the recommendations and suggestions for further studies will be included in this chapter.

5.1 Summary:

This study attempts to state to what extent the EFL learners know collocation and how to use them accurately.

5.2 Conclusion:

The collected data have been exposed to SSPS for analysis and assessment. The result have shown the following list of findings:

- Most major learners of English have insufficient knowledge of collocations.
- Learners find difficulty when using them.
- Learners are not well aware of combination of words.
- Negligence of teaching collocation in the syllabuses led to continuous decreasing of collocation knowledge.
- Mastering collocations knowledge helps and develops communicative competence.
- Interference of mother tongue affects learners' knowledge of collocations.

5.3 Recommendations:

According to the obtained results and findings of the results, it evidently becomes urgent for the researcher to make the following recommendations:

- Major learners of English should be exposed to wide variety of collocations activities that enables them to be fully awarded with collocations.
- Syllabus designers should encourage the introduction of collocations at the different level, beginners, elementary, intermediate and advanced.
- Extra collocations activities to be practiced in parts of groups.
- Exposure to native English speakers' culture through radio, and TV English programmes.
- Motivating and stimulating students to learning language and cultures of others.

5.4 Further Studies:

As it has been shown by the SSPS, the degree of collocations knowledge among major learners of English language is below the average.This made the researcher to suggest the following recommendations that to be taken in account and implementation.

- When explaining new vocabulary collocations should be the top priority.
- Introduction of new high technology by using audio-visual aids in teaching and learning collocations.
- Encouraging learners to have real communication with native English speakers as well as English speaking countries through modern media to acquire and command good English.

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