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Role of Collocation in Enhancing Sudanese UndergraduateStudents' Reading Comprehension

(A case Study of 3rd Year Students College of Education Sudan University of Science and Technology)

دور المتلازمات في تعزيز مستوى القراءة لدى طلاب الجامعة السودانيين

(دراسة حالة لطلاب الفرقة الثالثة بكلية التربية جامعة السودان للعلوم والتكنولوجيا)

'A Thesis Submitted in Fulfillment of the Requirements for the Degree of PhD in English Language (Applied Linguistics'

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2019

Dedication

This work is dedicated to my beloved children and to the soul of my late deceased brother Babikr.

Acknowledgement

All praise is due to Allah the Almightyfor empowering me to achieve this academic task.Gratitude and respect are reserved to my supervisor, Professor Mahmoud Ali Ahmed for his supervision, support and guidance which are based on his great experience.. Special thanks are also extended to Dr. Diaadeen M.AL-Hassan, Dean of collage of education, for his great help on the countless academic hours he provided me with.I am also indebted to the third year students at collage of educationfor their co-operation and full attendance through the time obtained for the aimed course.Heartfelt thanks are to my beloved and dear two daughters for their domestic work assistance during my absence from the house and to my two sons for their computer work assistance. Lastly, my greatest thanks to our sophisticated, elegant and gentle man Mr. SeifeldeenHabob Ahmed the headmaster of Altadreeb basic school, for his patience and support.

Abstract

This study aims at investigating the role of collocation in enhancing Sudanese undergraduate students' reading comprehension. The general assumption is that English Language learners at university level need to improve their reading comprehension by enriching their vocabulary knowledge. This study aims to demonstrate that language use requires collocation knowledge, identifying the main causes behind the difficulties which students encounter in theirreading comprehensionsuggesting some devices that enrich vocabulary knowledge. Thestudy employed threetools to collect data; teachers' questionnaire, students' tests(pre and posttest) and a course of collocation. This accomplished through several steps: 1- Choosing 24 students at the English department, College of Education, at Sudan University of Science and Technology as subjects. 2- 50 instructors of English, who are all holders of different collegedegrees in English language, answered the teachers' questionnaire. They all teach in different English departments at different Sudanese universities. The data collected via the questionnaire and the two tests were subjected to statistical analysis using the **SPSS** package program. The main findings show that Sudanese Undergraduate Students (SUS) find difficulties in understanding the use of collocation. They concentrate their language learning on grammar rather than other aspects of language learning. Most of the English Department (ED)at the Sudanese Colleges(SC) donot include collocation teaching in their syllabi.The study concluded that collocation knowledge brought about statistically significant change in the performance of the students in the posttest which means that the students got benefit from the collocation course applied from the middle of September to the first week of December), so, comprehending language in chunks(collocation) leads to enhancing and comprehending reading. The study recommended the implementation of teaching collocation for Sudanese students majoring English at their syllabi. It also recommended intensive and extensive reading from their first year at university.The study gives some suggestions on other further studies ininvestigating the role of collocation on enhancing writing, listening or communication. It also point out that more findings may be anticipated by exploring more other instruments e.g interview or group discussion.

المستخلص

(Arabic Version)

هدفت هذه الدراسة إلى تقصي دور المتلازمات في تعزيز مستوى القراءة لدى طلاب الجامعة السودانيين. الإفتراض العام هوأن دارسي اللغة الإنجليزية بالجامعات السودانية يحتاجون لتطوير مستوى القراءة لديهم وذلك بإثراء مفردات اللغة. كما أن إتقان اللغة يحتاج إلى الإلمام بتلك لمتلازمات. إعتمدت الدراسة ثلاث وسائل لجمع البيانات: إستبانة لمعلمي اللغة الإنجليزية بالجامعات، وكورس متلازمات، وإختبار للطلاب(قبل وبعد) هذا وقد تم ذلك بإتباع عدة خطوات: إختيار عدد 24 من طلاب اللغة الإنجليزية بإلفرقة الثالثة بكلية التربية جامعة السودان للعلوم و التكنولوجيا بالإضافة إلى عدد 50 معلماً بجامعات سودانية مختلفة جميعهم حملة درجات علمية مختلفة تتدرج بين البكلاريوس , الماجستير, والدكتوراة. خضعت البيانات المتحصل عليها عن طريق الإستبانة و إختبار الطلاب للتحليل الإحصائي بإستعمال برنامج التحليل الإحصائي للعلوم الإجتماعية.خلصت الدراسة إلى أنطلاب اللغة الإنجليزية بالجامعات السودانية يواجهون صعوبات في إستخدام المتلازمات الإنجليزية محددة الأسباب الرئيسة وراء تلك الصعوبات والتي تحد من تعزيزمستوى القراءة لديهم و منها التركيز على الجانب النحوي للغة دون الجوانب الأخرى. كما أن شعب اللغة الإنجليزية بالجامعات السودانية لا تضمن تدريس المتلازمات في مناهجهم .مقترحة بعض الوسائل التي تثري الحصيلة اللغوية.كما خلصت إلى أن ألإلمام بإلمتلازمات أحدث تطوراً ملموساً في أداء الطلاب في الإختبار الثاني مما يعني إستفادتهم من الكورس والذي اقيم في الفترة من الإسبوع الأول من شهر سبتمبر وحتى منتصف ديسمبر.أوصت الدراسة بتدريس المتلازمات لدارسي اللغة الإنجليزية بإلجامعات السودانية ضمن المنهج المقررلهم كما اوصت بمنهج مكثف للقراءة منذ السنة الأولى بالجامعة.إقترحت الدراسة عمل بحوث أخرى لتقصي دور المتلازمات في تعزيز مستوى الكتابة، الإستماع أوألمخاطبة كما أن هناك إقتراح آخر بإجراء دراسات مماثلة بإستخدام وسائل أخرى مثل المقابلات أو المناقشات.

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Definition/s of Terms

The Term/s	The Definition/s
Collocation	The relationship between two words or group of words that often go together The frequent appearance of words with each other
Idiom	A group of words in current usage having a meaning that is not deducible from those of the individual words and both the grammar and vocabulary are fixed
Phrasal Verbs	Are verbs combined with particles to illustrate a literal or ill-literalmeaning
Corpora	Agreat amount of texts stored on computers
Concordance	A relatively simple piece of computer software which allows a constructive search of large amount of texts
The Bottom-up Theory	A linear model of reading process in which the reader start with letters then decode words and sentences to comprehend the meaning of a passage
The Top-down Theory	Selecting certain words and phrases to help in comprehending the meaning of the text
The Interactive Approach	An interaction between bottom-up and top-down processes

Chapter One
Introduction

1.0 Background

Reading comprehension is the central purpose for language improvement which is the main purpose for most language learners. It is clear that, the main purpose behind learning and improving a second language may appear to be either to use the language in the daily lives, to get meanings out of a written or spoken texts, or to communicate with or to get information from other cultures overseas. This can be accomplished by developing vocabulary knowledge because vocabulary knowledge is a critical predictor for language use in one hand, and the development of reading comprehension in the other hand. It is the main factor for translating our thoughts in to utterances and helps learners convey meanings. Thus, the quantity of collocation known by a learner is one of the key factors that facilitate language use. at the same time, ignoring collocation leads to poor understanding and vice versa. There is a strong relationship between developing reading comprehension and vocabulary knowledge. That means vocabulary growth leads to improving reading comprehension.

Furthermore, teaching and learning a sufficient amount of vocabulary specially collocation is the most critical problem facing both teachers and English language learners. So, learning vocabulary should be accompanied by the knowledge of what words usually associated with, whether it has any grammatical characteristics, and how it is pronounced. Whereas, students need to know new words not in isolation but in context, collocation teaching and learning should be a top priority in every language course.

Collocation knowledge benefits reading comprehension since collocations help students process language in chunks instead of individual words, at the same time knowledge of collocation improve students' level of accuracy as well as fluency in oral communication and reading.

Linguists and language educators provide strategies and methods of teaching and learning collocations. They emphasize the importance of vocabulary knowledge in improving the students' abilities in reading, listening and writing.

The most important of these strategies are intensive and extensive reading. Other strategies like scanning and skimming are recommended to develop reading which in its turn leads to grasping longer texts like books. Recent resources in the form of dictionaries of collocations and extensive banks of English or corpora and the development of the internet are considered the basis for modern teaching and learning.

A concordancer is a modern computer software and one of the recent resources of language learning that facilitates grasping large amounts of vocabulary knowledge. It allows a constructive search of large amounts of texts of a particular word or phrase accompanied by enough information and efficient exploration of collocates.

Thus, this study is going to shed light on the benefits that technology offers for students in the field of English language learning and in their reading comprehension. Undergraduate Sudanese students need to learn different methods and strategies to comprehend and enhance their reading skills. They also need to use different types of modern resources.

1.1 Statement of the Study

The reason behind this study is the lack of empirical studies on collocation knowledge in relation to reading comprehension among Sudaneseundergraduate students. This study aims at revealing the role of collocation on enhancing Sudanese undergraduate students' reading comprehension. It also aims at finding out strategies and methods that help students comprehend their reading and facilitate grasping collocations. There for, most of the studies on collocation knowledge at Sudanese universities are carried on the difficulties that encounter students' writing. Whereas, other studies handled reading comprehension from different points of view for example, the study of reading comprehension in relation to computer or face book. None of them handled collocation knowledge in relation to reading comprehension. So, the area of this study is still virgin because

collocation knowledge in relation to language use as general is still not the central to language learning. Consequently, according to the researcher's experience in general education most of the students speech or writing shows a lack of collocation knowledge from lesson one. Although, collocation knowledge enhance reading comprehension and helps improve learners' fluency and accuracy, this area should be given its required weight.

1.2 Questions of the Study

This study aims to answer the following questions:

1. To what extent does collocation instruction have any role on enhancing reading comprehension?
2. To what extent do recent collocation devicesenrich vocabulary knowledge?
3. To what extent does comprehending language in chunks lead to comprehending reading?.

1.3 Hypotheses of the Study

English language learners at university level need to improve their reading comprehension by enriching their vocabulary knowledge. The researcher assumes that:

1. Collocation instruction has a big role on enhancing the students' reading comprehension.
2. Recent collocationdevices enrich vocabulary knowledge.
3. Comprehending language in chunks leads to comprehending reading.

1.4 Objectives of the Study

This study aims to meet the following objectives:

1. Demonstrating that language use requires collocation knowledge.
2. Increasing the awareness of the importance of learning collocation for university students.
3. Suggesting some approaches and materials that lead to proficient reading comprehension in relation to collocation.

4. Identifying the main causes behind the difficulties which students encounter in their reading comprehension.

5. Studying the relationship between students' vocabulary knowledge and reading comprehension.

1.5 Significance of the Study

The significance of this study appears in investigating the role of collocations on enhancing undergraduate Sudanese reading comprehension It suggests that collocation knowledge should be central to language learning and should be given its required weight in every English language course. It shows the importance of collocations in improving learners' fluency and accuracy when using English language. It attempts to find out some recent strategies and materials for teaching collocations to students at university level. It also recommends some modern resources like dictionaries of collocations, extensive banks of English or corpora. These resources enrich the students' vocabulary knowledge and make them acquire large amounts of new words accompanied by their normal collocates in full texts. A concordancer is a recent computer program which allows a constructive search of large amount of particular word or phrase. They provide enough information and a sufficient exploration of the collocates of a certain word. So, one of the reasons behind this study, it tries to raise the students' awareness of the importance of these recent resources. New strategies like scanning and skimming are recommended in this study to develop reading comprehension and enrich vocabulary knowledge. These strategies enable students grasp longer texts like books in an easy and simple way and in a short time. This study also attempts to investigate the reasons behind the students, weaknesses in reading comprehension and collocation knowledge. It sheds light on the impact of the first language and the cultural back ground on the students' misuse of collocation in their reading. It also reveals the areas of collocations that represents a challenge to undergraduate students and obstruct enhancing their reading comprehension in one hand, on the other hand, the methodologies and materials used in teaching collocations do not have a blurred effect on the students' collocation knowledge.

1.6 Methodology of the Study

The researcher is going to present the methodology of the study, describes the instruments used in collecting the data and introduces the subjects. He/she is going to use a descriptive analytic method. A questionnaire for the teachers and a reading text for the students will be submitted. The reading text will be followed by questions or unfinished statements each with four alternatives a, b, c or d as well as questions in the form of multiple choice.

The sample of population in this study will consist of 24 students and 50 Instructors. The students' age will range between 21-29 and they are going to be from college of Education, Sudanuniversity of science and technology, and they all speak Arabic as their first language and all majoring in English.

The questionnaire will be designed and directed to a group of 50 English instructors who will be chosen randomly from four universities:Sudan university of science and technology, Khartoum University, Al-Neelain University and Omdurman University for women.

They will be all holders of different degrees in English language. They will be asked to give their view about the role of collocation on enhancing undergraduate students' reading comprehension.

The test will be piloted before being delivered to the students to check its effective function. The questionnaire will also be piloted in a group of 10 instructors from Sudan University for Science and Technology. The respondents are going to comment and give their observations on the role of collocation on enhancing undergraduate students' reading comprehension and mark their options on Likert Five Point Scale ranging from "strongly agree" to "strongly disagree".

The final version of the instruments will be produced to obtain the required data for analysis. The researcher is going to use SPSS program to analyze the data.

Validity and reliability will be discussed in this study to assess the research instruments to yield reliable and valid data concerning with the accuracy of actual measuring instruments or procedures, and the study's success at measuring.

1.7 Limits of the Study

This research investigates the role of collocation on enhancing undergraduate Sudanese students' reading comprehension. It excludes post graduate students or other genres such as English for computer sciences. It also excludes the students' writing. The sample of students of the studyis going to be from the third year atcollege of Education, Sudan university of science and technology, and they are all from different parts of Sudan. It excludes students from other universities in Khartoum state or privateuniversities. The sample of the instructors who are going to respond to the questionnaire are going to be from four governmental universities in Khartoum state. It excludes instructors from outside Khartoum state from both public and privateuniversities.as follows:

1. Sudan University of science and technology. College of Education
2. Khartoum University.College of Education
3. Al-Neelain University. Faculty of Arts
4. Omdurman Islamic University for women.

CHAPTER TWO

LITERATURE REVIEW and RELATED PREVIOUS STUDIES

2.0 Introduction

This chapter contains the literature review and some related previous studies.. It includes a review of the literature involving collocation in different linguistic areas, and the role of collocation and vocabulary knowledge on reading comprehension.

2.1Part One: The Literature Review:

Overview

In spite that non-native speakers of English language have some vocabulary knowledge, they have problems on using these words in readymade chunks. On the contrary, English language native speakers have thousands of words at their mental lexicon. Unconsciously, they are able to use these words to produce and understand an un limited number of sentences that they have never heard or said before .It is easy for them to form and use a large number of readymade chunks of words by putting them together in different ways according to their communication needs.

The reason behind the production of inappropriate and odd word combination produced by non-native speakers is that English words are not linked in readymade chunks in their memory.

Bahnas and Eldow (1993) claim that, the majority of EFL learners have different problems in their oral and written production. According to Hill (2000 :5) good students often loose marks because they do not know the four or five most important collocations of a key word that is central to what they are writing about. These problems are the results of insufficient knowledge about which word collocates with which

 A number of researchers emphasized the role of collocation for the development of vocabulary competence(Cowie, 1992; Lewis,1997).

2.2 Various Definitions of Collocation

Collocation is considered a new term that recently appeared in linguistic researches. The term collocation " has its origin in the Latin verb collocare which means " to set in order/ to arrange" (Martynska 2004:2). (Mattew(2007:63) pointed out that:

"The term collocation in its linguistic sense is relatively appears in the 1950s. J.R. Firth is considered the first linguist who first used the term collocation. He defines collocation as a relation within a syntactic unit between individual lexical elements used specially where words specifically or habitually go together"

Not all linguists agree on this definition, McCarthy (2010:12) explained that:

*"Collocation is a marriage contract between words, and some words are more firmly married to each other than other"s.*He claimed that if a word partner is extremely predictable, and allowed no change except possibly in tense, it is treated as a fixed expression rather than collocation e.g. ' prim and proper' or the idiom 'kick the bucket' .

Collocation has been discussed by many linguists and in many linguistic areas such as semantic, phraseology, corpus linguistics, and systematic linguistics, and has been categorized by researchers from different perspectives. Nattinger and DeCarrico (1992)classified collocations into idioms, colligations, and other free combinations on the basis semantic criterion and syntactic criterion. Lewis, as cited in Darvishi (1980) categorized collocation into strong, weak, frequent, and infrequent collocation.

The difference between strong collocation and week collocation is based on their restriction and fixedness, whereas the difference between frequent and infrequent collocations is on the basis of their frequency of occurrence in a corpus.

Strong collocations are recognized as fixed expressions that differ from the lexical collocations with adjective /verb + dependent preposition e.g. rely on, interested in, late for. While weak collocations can be combined with two common words and each of them can be associated with other words. Other words co-occur frequently but are not collocations: *this means that ...., as a result...., although...*

Collocations furthermore, can be any combination of strong and frequent, strong and infrequent, weak and frequent, and weak and infrequent.

Different writers defined collocation using different points of view and different expressions. Crowther (1997) Finegan and Redman (1999) stated that collocation is how individual words naturally combined together with other words, phrases and sentences in a language. Woolard (2010) defined collocation as the frequent appearance of words with each other, words are statically much more likely to appear together than random chance suggests. It is the dominant force in the mental lexicon that creates all the natural occurring texts, that is because in any individual the mental lexicon is huge. In corpus linguistics, the recurring pattern of lexis in texts of all kinds show the natural language in large quantities. McCarthy (2000) defined collocation as marriage contract between words. Matthews (2007) expressed that collocation is a relation within a syntactic unit between individual lexical elements used especially where words specifically or habitually go together. Lewis et al (2000) define collocation as two or more words that often go together

Collocation is defined in corpus linguist as a sequence of words or terms that co-occur more often than would be expected by chance. In phraseology, collocation is a sub-type of phrase. Halliday and Hassan (1997:287) stated an example of phraseological collocation

"In the expression strong tea the same meaning should be conveyed by the roughly equivalent powerful tea, this expression is considered incorrect by English speakers conversely. While strong tea is considered natural, the corresponding expression for computers powerful computers is preferred over strong computers which means that in phraseological collocation, certain words associates with other words".

Phraseological collocation should not be confused with idioms, where meaning is derived, whereas collocations are mostly compositional.

Collocation is defined by some linguists as a phrase in which the choice of a word determines its collocates. In business, collocation is the placement of several entities in one location. Bahnas, as cited in Darvishi (1980:52) defines collocation in phraseology, in corpus linguistics and in business as:

" A sequence of words that often occur together. In phraseology, collocation is a phrase where the choice of one word determines which other words appear in the expression. Non-linguistically, collocation is to make two persons meet for teaming on one site. In business, collocation is the placement of several entities in a single location".

Collocation is the relationship between two words or group of words that often go together. Native speakers can easily predict the second part of the combination once they have heard the first one. Collocations are sometimes known as word pairing, word partnership, or set phrase. Different writers refer to collocation as combination of words which are used together with greater than usual frequency.

When words are used together regularly, their association becomes familiar and natural. Black and white always in that order because it is their natural association, to Change this order seems odd. For the same reason to" make a mistake" when you" do a test" is natural collocation (ibid).

Hill (2000:50) expresses that all collocations are idiomatic and all phrasal verbs and idioms are collocations.

Idioms and phrasal verbs have clear patterns, and some collocations considered as a predictable combination of words such as: speak your mind, others are highly predictable: mineral water. Strong collocations are not guessable and are not generative, they have the status of idioms as in "shrung your shoulders".

Non-native speakers find difficulties in predicting the corresponding collocates because collocations that seem unremarkable for native speakers might be a problem to a learner, for instance, *eat lunch* or *take lunch* seem an obvious choice for learners than *have lunch*.

Halliday and Hassan viewed collocation as being cohesive pairs e.g. laugh→ joke, ill→ doctor….

Palmer (1933:4) stated that "each collocation should be learnt, or is best or most conveniently learnt as an integral whole or independent entity, rather than by the process of piecing together their component parts. Hoey (2000) indicated that collocation is the grammatical company a word keeps and the positions it refers. He incorporated grammatical elements into collocations. Nation defined collocation more broadly. He considered most multi-word units including idioms e.g. pass the buck and fixed expressions e.g. black and white as collocations.

According to Lewis, (1997) Sung, (2003) collocations are recurrent and prefabricated combination of two or more words that tend to co-occur more frequently than would be expected due to chance.

McCarthy and O'Dell, (2005) refer to collocations as natural combination of words. Mikulecky and Jeffris (2007: 62) define collocations as 'group of words that frequently occur together' They emphasized the importance of collocations in gaining fluency and improving comprehension.

There are many arguments that related collocation to two different assertions, one of them related collocations to meaning and the other argued that collocation was not a semantic relation between words. Firth (1957:12) is the first linguist who introduces the notion of collocation in to a theory of meaning. He stated that "you shall know a word by the company it keeps".

Carter and et. al. as cited in Farrokh (2012: 56) pointed out that the meaning of a word should be known by the company it keeps. That means, collocation is the meaning of a word and its relationship with other words.

According to Robins (1997:21) as cited in Namvar (p: 22) words do not exist in isolation and they may differ according to the collocation in which they are used. Bolinger and Sears (1981) as cited in Farrokh, regarded collocations as "a kind of habitual association of words". They asserted that collocations resulted from native speakers' experience of the expressions that non-native speakers miss and should be gained through repetition of words and their collocates in certain circumstances. Lewis (1997:44) stated that, collocations are those combinations of words which occur naturally with greater than random frequency. To him, collocations co-occur, but not all words which occur are collocations. According to Woolard (2000:29) a pedagogical definition of collocation is co- occurrence of words which students will not expect to find together. Hill (2000:48) define collocation as "the way words combine in predictable ways" Lewis (2000:132) define collocations as "the way in which words co-occur in natural texts in statistically significant ways" Conzette, (2000:73).gives a simple definition for collocation "two or more words that tend to occur together (collocate). Hargreaves (2000:213), distinguishes colligation from collocation which refers to a groups of words considered as individual lexical items irrespective of their grammatical classes and relations. McCarthy, (2000:12) stated that, "languages are full of strong collocational pairs and there for, collocation deserves to be a central aspect of vocabulary study". Stubbs (2002:225) conceives meaning as embodied in the semantic relations

between the node and collocates "collocation had already been considered a basic unit of language in actual communication".

Leech (1974:20) stated that one level of a meaning of a word is the result of "the association a word acquires on account of the meaning of words which tend to occur in its environment". According to Gazzala (2006:65) collocations are words which are usually found next to other words or "co-located" with one another. Crowther (2005:293) defines collocation as "a combination of words in a language that happens very often and more frequent than would happen by chance. He distinguishes between collocations and the English syntax of idioms and other phrases. Firth (1968:181) pointed out that collocations of a given word are statements of habitual or customary places of that word. He proposes that the meaning of words is gained from the co-occurrence of texts.

Cruse (1986:36) simply defined collocations as "sequence of lexical items which habitually co-occur". Nattinger and Dicarrico (1992) defined collocations as "strings of specific lexical items that co-occur with a mutual expectancy greater than by chance.

Other researchers included grammatical elements into collocations. Hoey (2000) indicated that collocation is the grammatical company a word keeps and the position it prefers. Nation (2001) considered most multi-word units including idioms and fixed expressions as collocations. Lewis (1997) and Sung (2003) regarded collocations as recurrent and prefabricated combinations of two or more words that tend to occur more frequently than would be expected due to chance.

Kjellmer (1984) commented that collocations are the words that are determined lexically and restricted grammatically. McCarthy and O'Dell (2005) pointed out that collocations are natural combinations of words and refer to the way English words are closely joined with each other.

Prodromou (2004) explains that collocations express the habitual use of language chunks by fluent speakers of English. Sinclair (1996) differentiates between grammar and lexis. Grammar can be described by structure and system while the second one is lexical items collocating with one another. According to him, collocation refers to as the co-occurence of two words, but this co-occurence has two important features. First, there may be many words between the two relevant

items, or these two relevant items may even occur over sentence boundaries. Second, collocation is independent of grammatical types i.e. collocation is not analyzed by grammatical structures.

Some scholars held the notion of collocation as cohesive. McCarthy (1991:65) claimed that collocation refers to the probability that lexical items will co-occur and is not a semantic relationship between words. His opinion explains that collocation serves other function besides meaning in the sentence.

David Brazil, as cited in Lewis (2000:132) brilliantly called collocations "used language" i.e. they are not words which in some sense, put together they co-occur naturally. McCarthy (2000) defined collocation as a marriage that contract between words. Mattew(2007) expresses that collocation is a relation within a syntactic unit between individual lexical elements used especially where words specifically or habitually go together. Hill (2000:50) expresses that all collocations are idiomatic and all phrasal verbs and idioms are collocations.

"Idioms and phrasal verb have clear patterns and some collocations considered as a predictable combination of words such as: speak your mind. Others are highly predictable: mineral water. Strong collocations are not guessable and are not generative, they have the status of idioms, as in "shrug your shoulders"

2.3 Types of Collocations

In the present studies the definition of collocation focuses on co-occurrence of words, and the classification of collocation is based on the categories of collocation. Most researchers defined collocation from the aspect of partnership, co-occurrence of words or discourse. Some studies classified collocations into two broad categories. Halliday and Hassan (1976) classified collocation from the aspect of discourse. They classified English collocations into two major groups ; Grammatical collocations and lexical collocations.

2.3.1 Grammatical Collocation

Grammatical collocation is a type of construction where a verb, an adjective, or a noun must be followed or preceded by a particular preposition.

Verb + preposition: For example,   look for, listen to, agree with ..

Adjective + preposition:

Good at, interested in, similar to..

Preposition+ noun:

By bus, for a walk, in the morning, on TV, by mistake, by myself,, by chance, on strike, on purpose.

2.3.2 Lexical Collocation

Lexical collocation is a type of construction where a verb, noun, adjective or adverb forms a predictable connection with another word. Some of the most common types are:

Adverb + adjective

- Joining that group of boys was an utterly stupid thing.
- We get into a richly decorated house.
- Are you fully aware of the implications of your action

Adjective + noun:

- I have ordered to take regular exercise.

- The Titanic sank on its maiden voyage.

- He was climbing in excruciating pain.

Noun + noun:

- Tom Cruise is a film star.
- I have bought a new washing machine.
- The ceasefire agreement came into effect last night .

Noun + verb:

- Rain was falling when we left.
- The lion started to roar when it heard the dog braking.
- The plane took off at 11 am.

Verb + noun

- He always tells the same joke, and nobody laugh.
- They want to get married and start a family.
- She has made the third mistake today.

Verb + Expression with Preposition

- We had to go back home because we had run out of money.
- When she heard the news, she burst into tears.
- Their behavior was enough to drive anybody to crime.

Verb + adverb

- She placed her bag gently on the chair.
- Sara whispered quickly in her husband's ear.
- He was smiling happily when he received the letter.

Noun +adjective +Noun

- The project is making steady progress.
- The doctor advices her to take vigorous exercises.

Adverb +adjective +noun

All the staff agreed on h**is** totally unacceptablebehavior.

2. 4 Collocation and other Combination of Words

Collocations has been discussed by many linguists and in many linguistic areas such as semantic, phraseology, corpus linguistics, and systematic linguistics, and has been categorized by researchers from different perspectives. Coe and Mackin, as cited in Pei (2008) classified idioms and collocations into four categories from the most to the least expressions: pure idioms, figurative idioms, restricted collocations and open collocations. Idioms and collocations are chunked

expressions that use compound words. Idioms are difficult to define and hard for EFL learners to guess their meaning from the meaning of the individual words, as within collocation, the meaning can be guessed to some extend based on the individual words, *totally clear* and *bitter enemy* are collocations, while *kick the bucke*t is an idiom.

Words can be combined in numerous ways to form meaningful groups if those words are not restricted. Some of these combinations of words are fixed, and others are free combinations.

In order to get a clear understanding of collocation, it is necessary to distinguish between collocations, idioms, and other kind of word combinations (Bahnas, 1993; Wang, 2002; & Hu, 1996), because these combinations are quite similar to one and another. Wood (1981) adopted both semantic and syntactic criteria for distinguishing collocations from idioms, colligations, and other free combinations.

According to Wood (1981:87) Lewis (2000:136) an idiom is fully compositional and non-productive, while a free combination is fully compositional and productive.

Collocation *is a way one word co-occur with another word. Colligation is the way one word regularly co-occur with* regularly *a particular grammatical pattern, for example, some* verbs *typically occur with a certain tense, or a noun might appear preceded by a personal pronoun such as "*pass *my/your/our exam", it is my/ your/our fault" (ibid).*

The following categories are used to describe word combination from most to least fixed:

a) Pure idioms: such as "blow the gaff" which is a single unit whose meaning cannot be guessed be guessed from a knowledge of the meaning of the individual words.

b) Figurative idiom: such as "do a u-turn" in spite of their non-literal meaning, they are also still used in their literal sense; they are not quite fixed.

c) Restricted collocations: usually has one component used in a non-literal sense and the other used in its normal meaning such as "jog some one's memory".

d) Free combinations: involve elements with free combination and the meaning is interpreted from the from the literal meaning of individual elements (with each element having its literal sense) such as "drink tea".

From these examples it is clear that, two features describe idioms , one is a certain degree of fixedness and the other is a certain degree of non-literalness leading to more or less difficulty in understanding the meaning of the whole expression from an understanding the meaning of its component words.

Nattinger and DeCarrico (1992) on the other hand, classified collocations into idioms, colligations, and other free combinations on the basis of semantic criterion and syntactic criterion. Lewis, as cited in Darvishi (1980) categorized collocations in to strong, weak, frequent, and infrequent collocation. The different between strong and weak collocation is based on their restriction and fixedness, whereas the different between frequent and infrequent collocations is on the basis of their frequency in a corpus. Strong collocations are recognized as fixed expressions that differ from the lexical collocations with adjective/ verb + independent preposition e.g. rely on, interested in, late for, while weak collocations can be combined with two common words and each of them can be associated with other words. Other words co-occur frequently but are not collocations: this means that…..,as a result….,although…

Collocations furthermore can be any combination of strong and frequent, strong and infrequent, weak and frequent, and weak and infrequent.

Haworth, as cited in Lewis (2000) pointed out that, learners usually know many individual words, but they do not know which words do go with which, and which do not. They may need to learn about "putting them together" in standard collocation.

2.4.1 Idioms

Idioms are fun and useful expression that usually cannot be understood by defining the separate words. Matthews (2007:183) stated that *'An idiom is a group of words in current usage having a meaning that is not deducible from those of the individual words and both the grammar and vocabulary are fixed".* There are two features that identify an idiom; firstly, we cannot deduce the meaning of the idiom

from the individual words; and secondly, both the grammar and the vocabulary of the meaning of the idiom are fixed, and if we change them we lose the meaning of the idiom for example if your host mother say: *I think it's time to hit the hay*, she means, I think it's bed time, *to rain cats and dogs* which means extremely happy, these idioms cannot be understood from the individual words. Like phrasal verbs, these expressions need to be memorized as a whole. English idioms differ according to the different English culture*" Some idioms are typically used in one version of English rather than another for example, the idiom "yellow journalism" originated and is used in American English"(ibid)*.Sometimes some idioms have a meaning that has been altered from the original quotation of a certain variety.Mattews (2007) elaborated that many idioms are originated as quotations from well-known writers such as Shakespeare. For example, *"at one fell swoop"* comes from Macbeth and *"cold comfort"* from king John

According to McCarthy an idiom is a fixed expression for example,'*He put the cat among the pigeons, Don't count your chickens, these two examples are pictorial idioms'*. Some verbs are used metaphorically as in "*catch the bus*" and "*fired with enthusiasm*". Native speaker has no problem with the use of the two verbs with nouns like *fish* and *bus* because both can be caught , or non-physical things can be on fire. We need to broaden our concept of idiom to include more metaphorical usage .

Thus the idioms *"pull your socks up"* means "improve the way you are behaving" (or it can have a literal meaning); if we change it grammatically to "pull your sock up" or we change its vocabulary to (pull your stockings up) then we must interpret the phrase literally. It has lost its idiomatic meaning.

According to Crowther (1997) an idiom is a phrase that consists of a group of words and whose meaning is difficult to gain from the individual words. For example, the phrase *be in the same boat* has a literal meaning and an idiomatic meaning and it is difficult to be understood from the individual words: e.g. ' *I found the job quite difficult at first but everyone was in the same boat; we were all learning'*. Here the

phrase means being in the same difficult situation. Sometimes idioms are colorful expressions such as proverbs and sayings.

Redman (1999:*p.40*) defines idioms as follows: '*An idiom is a group of words with a meaning that is different from the individual words, and often difficult to understand from the individual words'*. Idioms are important and any mistakes in their usage they may sound strange and wrong. They may only be used by certain people and may be formal funny or ironic. They have special grammar and only appear in limited contexts. *A bird in the hand is worth two in the bush* means it is better to content with what one has than to risk losing everything by trying to get much more. *On your bike*! used to tell sb to go away.

Other idioms may be used in a slightly different form in different varieties of English. Learning the background of idioms can help to remember them. Not all idioms are considered standard English. Redman (1999:40) expressed that*: 'Most idioms don't seem to make any sense because their origins are so old. Some of them come from ancient literature or even classic films'.* Some English-speaking regions use specific idioms that other native English speakers have never heard before.

 Thus the idiom "a drop in the ocean" in British and Australian English becomes "a drop in the bucket" in American English. It is because of globalization and the effects of films, television, and the internet there is less and less distinction between idioms of different varieties of English. In this reference we have tagged an idiom with one variety of English or another only when the idiom really is restricted to a particular variety of English or to indicate that the idiom originated in that particular variety of English.

Crowther (1997A6) illustrates that an idiom is a phrase whose meaning is difficult or sometimes impossible to guess by looking at the meaning of the individual words it

contains. The phrase *be in the same boat* has a literal meaning that is easy to interpret, but it also has a common idiomatic meaning.

2.4.1.1 Examples of Idioms

- The teacher told us to get a move on = hurry; be quick.

- My wife and I take it in turns to cook = I cook one day, she cooks the next.

- I don't know the answer off-hand = (without looking it up or asking someone).

- It's not far, it takes a short cut through the park (= a quick way).

- I'm not very good at small talk (= social talk; not about serious things).

- I'm sorry I can't make it on Friday (= come).

- Please keep an eye on my suit case while I'm absent (= look after/watch).

- She listened to the sad news without batting an eye lid (without showing any surprise or sorrow).

- A bird in the hand is worth two in the bush = it's better to be content with what one has than to risk losing everything by trying to get much more.

- Too many cooks spoil the broth = if too many people are involved in sth, it will not be done well .

- With bated breath = holding ones breath because-one is anxious or excited e.g. we waited with bated breath for the winner to be announced .

- On the dot = exactly on time e.g. he's very punctual always arrives on the dot.

- In dribs and drabs = in small amount, e.g. she paid me in drips and drabs.

- A drop in the bucket/ocean = a quantity too small to make improvement or difference e.g. Aid to the third world is at present little more than a drop in the ocean.

- At the drop of a hat = without delay or hesitation or without good reason e.g. you cannot expect to move my home at the drop of a hat.

- To hang in the balance: to be uncertain or at a critical stage: e.g. the future of the project is hanging in the balance.

- At well fell swoop =in a single action, especially a violent one: e.g. if the new law is passed, it will remove press freedom at one fell swoop.(Crowther A6.A7).

2.4.2 Phrasal Verbs

Phrasal verbs are verbs combined with particles to illustrate a literal or ill-literal meaning.

McCarthy (2000) defined phrasal verbs as verbs used with particles to give a single meaning: take off your shoes, put yourself out are phrasal verbs .The meaning cannot be taken and understood from the individual words but from the phrase as a whole .Some studies referred to phrasal verbs as grammatical collocations where a verb + a preposition is considered one of the weak collocation types. For example, look for, listen to, agree with are classified a kind of weak collocation.

According to Redman (1999) a phrasal verb is a verb combined with an adverb and/or preposition e.g. *we went round the house and picked up the flowers; our car has run out of petrol.*

McCarthy and O'Dell (2004) introduced phrasal verbs as verbs that consist of a verb and a particle e.g. *look up* (find the meaning) *you can look up the new word in your dictionary*; *get through* (to get a connection).e.g. *I tried to phone my father but I couldn't get through; make out* (= understand sb's behavior) e.g. *I just can't make Kate out at all.*

Particles are small words either prepositions (e.g. at, out, for, in, from, of) or adverbs (e.g. out, up, a bout, a/round, through, away).

Redman (1999) pointed out that some English verbs refer to concrete actions in their basic meanings (e.g. break means separate into pieces) but when combined with particles they often have abstract meaning. Sometimes the direct or literal meaning can help to guess the ill-literal or metaphoric meaning for example, look back can mean look behind as in *look back before you move the car*, or it can have the meaning recall or remember as to look back in your childhood.

Most particles convey a number of different meanings ,"*over*" can mean changing the position; *please move over so I can sit beside you*, or has the idea of thoroughness as in; *her parents talked it over and decided to give her their permission.* With verbs that have an object, the particle sometimes has to be located before the object e.*g. I'm looking for my pen = not: I'm looking my pen for.* It sometimes comes after the object as in*; Sam brought his father off the ship before it sank,* or either before or after the object of the verb; for example*, take off your shoes before you get in* or *take them off before you get in*, in this case the object can be replaced by a pronoun .

The adverb in a phrasal verb sometimes just emphasizes the meaning of the base verb e.g. *stand up, sit down*. It sometimes adds the idea of completing the action of the verb as in *drink up and eat up* On other occasions, the meaning of a phrasal verb is very different from the base verb for example, look for is different form look, get through is different from get and put off is different from put. A phrasal verb can often be replaced by a single verb with the same meaning. These single verbs are often more formal than the phrasal verb for instance, put off has the

synonym postpone; take off has the synonym remove and run up has the synonym arrive.

McCarthy and O' Dell (2004) explained that some nouns and adjectives can be created from phrasal verbs e.g. noun: *there were a lot of breaking ins in the city this year*, adjective; *as he was driving fast, his car was broken down.* They reveal that the use of verb + particle noun forms has certain rules. *The plural is formed by adding - S to the particle e.g. break-ins, dropouts, rip offs.*

Some phrasal verbs have noun forms where the particle comes first and the stress in pronunciation is usually on the particle e.g.

1-Phrasal verb: set out, Particle + v: outset, meaning: beginning
.Example: I knew from the outset that he will fail the exam.

2- Phrasal verb: fall down,   Particle + v: downfall, meaning:sudden failure.

Example: The economic crises caused the down fall of the government.

In general, it can be shown that to use and understand the phrasal verb complex, even in the case of idioms, it is necessary to understand both the verb and the particle independently and to know how they work together to give a combined meaning.

2.4.2.1 Some Phrasal Verbs and their Meanings

By my own	on my own
By hand	not by machine
On strike	refused to work because of a problem over pay, hours. Etc.
By chance	not planned
By accident	someone did sth that s/hSe didn't want to do an error/mistake
On purpose	intended to do .
Out of work	without a job
By myself	on my own
Go up	Increase
Fell over	Fell to the ground
Find out	Discover
Look after	Take care of
Look sth up	Find the meaning
Get on with	Have a good relationship with
Get over	Recover from illness
Carry on	Continue
Give up	Stop
Run out of sth	Sth finished / all used
Put out	Stop (e.g. fire)
Take off	Remove sth/ leave the ground
Get through	Finished sth/ pass (an exam)
Pick up	Collect
Go off	Ring/ explode / go bad
Break down	Stop working

Break down	Stop working
Break into	Entered by force
Sort out	Resolve sth
Break a way	To escape suddenly from being held prisoner
Bring sth about	To make sth happen
Bring sb off	To rescue sb from a ship
Bring sthoff	Manage to do sth difficult successfully
Bring sth/sbforth	To give birth to sb/to produce sth
Bring sb through	To help sb to recover
Bring sb over	From another country over the sea.
Come across	1) Be understood 2) to meet or find by chance
Come after	To chase or pursue
Come along	To arrive; to appear
Come a part	To break or fall into pieces
Come away from	To become detached from
Come before sb/sth	To be presented to sb/sth for discussion, decision or judgement
Come by	To obtain / to receive
Come drown from	1) To leave university after finishing the studies . 2) to come from one place to another (Redman,2003,p:38-9)

2.4.2.2 Some Phrasal Verbs with Examples

Here are some phrasal verbs with their meanings accompanied with some examples.

- Eat out   to eat in a restaurant e.g. we were too tired to cook at home so we decided to eat out.

- Bring back   remember / recall

e.g. this photograph brings back happy memory

- Ask out   to invite sb to a place like cinemas

e.g. I'd love to ask you out .

- Look after sb/sth   to take care

e.g. I'll look after the baby while you're out/ will you look after my car while I'm a way?

- Ring back phone later

e.g. I'll ring you back later.

- Drop off sb/sth   delivered /left

  e.g. I dropped off the package at her house or; I dropped the package off at her house (McCarthy and O' Dell, 2004).

2.5 The Importance of Collocation in Enhancing Comprehension

A number of researchers emphasized the role of collocation in the development of vocabulary competence. (Cowie,1992; Lewis, 1997; &   Nattinger,1988) confirm the role of collocation in the development of vocabulary competence and in enhancing the students' comprehension for the association of words which assist the learner in using language in chunks by predicting what words may be found together. Before them Brown (1974) claims that collocation develops learners' oral communication, listening and reading speed and make them notice how native speakers use their language. Hill (2000:53) stated that collocation is important because the way words combine in collocation is fundamental to all

language use. More researchers and language teachers (Conzett, Hill, Lewis, &Woolard (2000) state the value of collocation and suggest useful methods of teaching collocation. They emphasize the importance of reading and the use of language chunks. They also agree that collocation allows students to think more quickly and communicate more efficiently. It also make thinking easier because it simplify complex ideas(ibid).

Other researchers confirm the importance of collocation instruction in improving not only learners' lexical competence but also their grammatical proficiency. Hunston and Francis,(1998:11) state that syntax, lexis and meaning are completely patterned. Simple item vocabulary structure will only focus on the development of lexical knowledge, while collocation structure will include the growth of syntactic knowledge and both are interdependent

(Benson, 1985; Cowie, 1981; & Lewis 1997) agree on reaching collocation to non-native speakers as it provides ready- made chunks of the language and improve their performance. Brown (1974:43) as cited in Namvar pointed out that collocation knowledge positively makes an impact upon learners reading and listening comprehension and their oral communication, and that teaching collocation makes learners capable of being aware of language chunks used by native speakers in speech and writing.

Nation (2001) stated that collocation is important to achieve fluency and accuracy in language production, "all fluent and appropriate language requires collocation knowledge". Hashimi (2012:42) concluded that EFL college students, high school students and professors lack collocation knowledge because it has been neglected in classrooms.

Collocations are there for significant and unique, and its usefulness appears in improving fluency and help learners use language in chunks to approach native speakers' proficiency. Crowther, (1997) defines collocation as "a combination of words in a language that happens very often and more frequent than would happen by chance. He distinguishes between collocations and the fixed syntax of idioms and other phrases e.g. in English we can say " beige car' but not " beige hair" and " blonde hair" not "blonde car" because " beige" collocates with " car "not with " hair" and "blonde" with " hair" not with "car".

According to Firth (1968:181) "collocations of a given word are statements of habitual or customary places of that word". He proposes that the meaning of words is gained from their co-occurrence of texts. Cruse (1986:36) simply defined collocations as "sequence of lexical items which habitually co-occur". Nattinger and DeCarrico (1992) point out that a collocation unit include a "node" that co-occur with a "span" of words on either side. They define collocations as " string of specific lexical items" such as lanced butter and curry favor that co- occur with a mutual expectancy greater than chance.

DeGlopper and Nation (2001) point out that collocations and chunked expressions reduce learners' cognitive effort, processing time and facilitate immediate use. Lewis (2000) explains that collocations can shorten the time necessary to produce expressions and also facilitate fluency. Advanced they students do not become more fluent by being given lots of opportunities to be fluent. They become more fluent when they acquire more chunks of language for instant retrieval. Lewis (2001:49) points out that out that within the mental lexicon, collocation is the most powerful force in the creation and comprehension of all naturally occurring texts. That is to say, it is the magic force which enhance students' reading and writing ability.

Nattinger and DiCarrico (1992), Sosa and McFarlane (2002), Wray (2000) agreed on the important of lexical pattern and collocation knowledge on helping students think more quickly and communicate more efficiently. They have studied how the acquisition of collocation may affect second language learners whether they approached this from a semantic, syntactic, or pedagogical perspective and that they should not be neglected because they can be a crucial part of native speakers' communicative competence. Milton (2009:3) comments that vocabulary is not an elective or in significant component in the language acquisition process insomuch as "words are the building block of language and without them there is no language". O'Dell (1997, cited in Al-Banna and Al-Khayri( )stated that through out the 1970s and 1980s, vocabulary and lexis were neglected by linguists, syllabuses, and language teaching theories. That is due to the linguists' great emphasis on syntax and phonology over vocabulary. By the beginning of the 1980s, great interest in vocabulary teaching and the recognition of the role of vocabulary in language acquisition started to appear (Dicarrico 2001). Nation (2001) introduced a complete description of the range of word knowledge. He

classified word knowledge into form, meaning, and use. Unlike collocation (or use) word form and word meaning have received .

2.6 Theories inTeaching Vocabulary

2.6.1 Collocation Competence

Hill demonstrates that collocation competence is the native speakers' competence and ability that allow them to use the appropriate collocates which is considered a problem for other learners, even the advanced learners often make unacceptable collocations. Native speakers can say *she has a beige car* but not *she has a beige hair* that is because certain adjectives collocate with hair. For example, the adjective *blond* usually collocates with *hair* not with c*ars* and vice-versa. Lewis, (2010:49) The relationship between blond and hair is very strong but beige, brown or yellow and hair has a relatively weak relationship so ,collocation is considered to be a combination of two or more words which frequently occur together. If someone says: "the girl with yellow hair" his/her saying could be clear but it is not what would be normally said in English. "the girl with blond hair" is the natural and correct usage, because blond collocates with hair, while yellow collocates with flowers or paints. As a result, collocation competence is essential and the lack of this competence pushes the learners to make grammatical mistakes and longer utterances. The analysis of the learners' speech and writing reveal that they do not know how to express their ideas precisely, and how to use de-lexicalized verbs such as get, put, do, make, bring and take in their speech and writing. This problem can be solved by focusing on the central word and the words it collocates.

Students therefore, should use different techniques for searching a text such as dictionaries, corpus or computer concordance to expand their mentallexico

2.7. Strategies of Teaching Vocabulary

Woolard (2010) suggests some strategies for teaching collocations:

2.7.1 Raising Awareness of Collocations

He restricted the use of the term collocation to the relation between nouns, verbs, adjectives, and adverbs only that is because the students can easily see the type of

pattern that is the focus of attention. Moreover, it avoid overlap with traditional vocabulary exercises such as those of 'dependent prepositions' co-occur such as guilty of , depend on , reason for are not labeled as collocations. To improve and extend vocabulary teaching , teachers should focus on their students' misuse collocation in their language production , this can be noticed through the correction of their essay writing focusing on certain errors with noun +verb and adjective + verb. Brown (1994) as cited in Woolard expresses the two verbs *make* and *do* in the examples *doctors make a research into the causes of AIDS and doctors do a research into the causes of AIDS* as common verb +noun mis-collocation in which the two verbs are used within appropriate noun . The two verbs make and do suggest a useful starting point for introducing the notion of collocation to learners, and to explain that these relations are arbitrary.

2.7.2 Highlighting and Teaching Collocation

Teachers in this strategy help learners identify collocation in text, they should focus on the surrounding co-text and recognize the useful relations of collocations; adjective + noun, verb + noun…..so, teachers should add exercises which focus explicitly on co-text. Collocation then must be included into language learning input.

2.7.3 Choosing Keywords

For collocation searches, teachers should select words according to the amount of information they carries, and explain that words like penicillin have few common collocates and the word drug is less lexicalized and its collocation field is much greater. For example, to put someone on a new drug, or to take/use/be on drugs, drug dealers, a drug addict…Vocabulary books and vocabulary lesson tend to focus on the more lexicalized words so, common nouns deserve much attention from the teachers in the way they teach them. Co-textual information should be included into the teaching process.

2.7.4 The Independent Learner and Teaching Strategy

Teachers direct their students search and discover significant collocations for themselves in the language they meet inside or outside the class room. They should avoid explanation for the choices that are chosen by the speech community.

Learning of collocation suits independent language learning, it is a matter of noticing and recording by the learners and this can be done through traditional exercises in sentence analysis, then focuses on the head word and highlight the unexpected verb, adjective and adverb around it.

2.7.5 Traditional and Electronic Dictionaries and Collocations'

Dictionaries play a central role in language learning and give useful information on collocation.

2.7.5.1Traditional Dictionaries

They only give certain information about a word like the meaning(s) through synonym, paraphrase, or contextualization. Most dictionaries give little attention to collocation. Good dictionaries like English- English dictionaries can provide sentences containing collocates of a certain word. Students may not find the exact collocates while browsing for a certain collocation, for example, a student may want to know the contextual word of a certain adjective that the dictionary does not provide. This may cause a problem if this student is looking for a certain collocation. This kind of dictionaries cannot help students with enough range of collocates.

The solutions nowadays are becoming available through the development of computer technology.

2.7.5.2 The Electronic Dictionaries

It is the easiest for students to use and understand. This is done by using a personal computer that contains all their ELT needs on a CD –ROM. Its advantages lie in the powerful and speedy search. It has a full text search function for a particular word or phrase like the Oxford Advanced Learners' Dictionary CD-ROM.

2.7.5.3 Dictionaries of Collocations

Recently a new resource has been available in a form of dictionaries of collocations. These dictionaries deal with co-texts and give much more comprehensive account of a word's collocates than the electronic ones. A good example is the LTP Dictionary of selected collocations that present a number of collocates of words in a clear and concise way Woolard, (2000: 38).

Teachers help their students search for useful collocation of a word in their dictionaries while looking for meanings. Good English-English dictionaries can be good sources of information on collocations. Teachers set exercises which encourage students to browse their dictionaries for a word's collocates.

Electronic ELT have the advantage of a speedy research and the information about collocation are available on C-D Rom. Collocation dictionaries are useful resources that deal with co-text and provide a lot of amount of a word collocates.

2.7.6 Corpora and Concordance

A great amount of texts stored on computers. English language teaching publishing houses have established extensive banks of corpora. Some of them contain over 500 million words of both written and spoken texts. These texts are used by researchers as a basis for modern dictionaries and teaching materials.

English language learners round the world find it easy to improve their language via the electronic English that has greatly increased by the development of the internet and the world wide web.

Woolard, (2000: 39) stated that a concordance is a relatively simple piece of computer software which allows a constructive search of large amount of texts, for example, of a particular word or phrase. Concordances provide sources of co-textual information and give more efficient explanation of a word.

John Sinclair pointed the use of corpora for lexicography in the early 1980s. He defines corpus as a collection of pieces of language texts in electronic form, selected according to external criteria to represent as far as possible a language or language variety as a source of data for linguistic research Sinclair, (2005:16).

Students can search of large amount of texts or a particular word on concordance which leads to more efficient exploration of collocates of a word. This can be done by training the students in how to do this in a useful way.

2.7.7 Lexical Note Books

The vocabulary notebook is an essential tool for recording, revising and re-activate the lexis the students meet regularly. Students need to organize vocabulary in a

certain way, for example, giving the pronunciation, translation and meanings of a word accompanied by the verb, adjective or nouns that collocate with it.

2.7.8 Word Grammar

It is an approach that begins with the word, moving to the preposition and pattern which occur with it. It reveals the syntactic patterns associated with it Lewis, (2010:30-44).

Bahns (1991,par. 1) suggests concentrating on items for which there is no direct translational equivalence in English and in the learners receptive mother tongues because the huge number of the lexical collocations obstructs the learning process and therefore those with direct translational equivalence should not be taught.

Good students often make collocation errors because they do not know the most important collocations of a key word that is central to what they are writing about as a result, they increase the chance of further errors. Hill (1999:p.5) suggests that collocations have to be acquired through direct study and large amount of quality input which leads to an increase in written and spoken fluency and enable them to define and discuss issues in an easy way.

Students should acquire more and more collocations both within and outside the formal teaching situation and as early as possible. Thornbury (1997) as cited in ET editor (2003) explained "No noticing No acquisition". Lewis (2002:49) says "quality input should lead to quality output".

2.8 How to Learn Collocations?

To learn how to use collocation perfectly, the researcher suggests some useful points. EFL learners should:

Be aware of collocations, and try to recognize them when they see or hear them.

Treat collocations as single blocks of language, think of them as individual blocks or chunks.

When learn a new word, write down other words that collocate with it e.g. remember rightly, remember distinctly, remember vaguely, remember vividly.

Read as much as possible. Reading is an excellent way to learn vocabulary and collocations in context and naturally.

Revise what have been learnt regularly. Practice using new collocations in context as soon as possible after learning them.

Learn collocations in groups that work for them .or could learn them by topic (time, number, weather, money, family) or by a particular word (take action, take a chance, take an exam).

Find information in collocations in any good learner's dictionary. And also find specialized dictionaries of collocations.

A good way to find out the strong collocates of any particular word is to use a computer concordance .A concordance is a program that searches through millions of words of digital text and produces strings containing the word in question. In this way the typical usage of the word can be analyzed. Using a concordance is an excellent way to learn about how language is actually used. It is particularly useful for a non-native speaker who does not have strong enough experience or intuitions about how to make a good choice of collocates.

Another way to find out the collocates of a given word is to consult the dictionary of selected collections.

Group words combinations beginning with for example a noun , a verb or an adjective so as to expand vocabulary by learning their collocates.

Have collocations pointed out before the learners notice them for themselves.

Expose to the English media (British, American, Indian.. programs and movies) improve the learners' English language.

Practice choral drilling helps the learners to notice and learn collocation.

2.9 Sources of Collocation Errors

The problem for the learner of English is that there are no collocation rules that can be learned. The native English speaker intuitively makes the correct collocation based on life-times experience of hearing and reading the words in set

combination. The non-native speaker has more limited experience and may frequently collocates words in a way that sounds odd to the native speaker.

English learners make collocation errors when they try to paraphrase chunk of words using their own words. Li (2004), as cited in Pei, suggested that isolation and de-contextualized presentation of collocations might make incorrect language input, with which learners make false assumptions and rely too much on translation of equivalents.

2.9.1 Ignorance of Rule Restrictions

EFL learners ignore the rules of restrictions of the existing structure of collocations. Richards (1973) stated that "*They were the results of analogy and failure to observe the restriction of existing structure*".Bahns (1993:par.2) reveal that collocations are not taught in the classroom and therefore learners pay no attention to learn their structure. Aghbat (1990) as cited in Darvishi, related the source of collocation errors to the fact that language is not acquired in chunks that make discourse fluent and idiomatic. Unfamiliarity with the structure of particular idioms and fixed expressions is a major factor for incorrect usage of collocations.

2.9.2 Negative Transfer

Most of the sources of errors in collocations due to the negative transfer for example, in Arabic we use the adjective heavy with coffee instead of "strong" coffee. Bahns (1993: par.2) pointed out that *"The learners first language influence their production on collocation and is the common source of errors"* The mistakes that are made in collocations with de-lexicalized verbs (e.g. get, have, make, do, put, take) probably due to L1 interference, for instance, take an exam, look up a word in a dictionary, or get through sb by trying to phone him or her are set combinations that non-native speakers collocate in a way that differ from the natural .

Examples of negative transfer:

Keep smile   wear smile

I began learn   I began to learn

Decided travel   decided to travel

2.9.3 Approximation

There are so many possible collocations and the choice of which word to collocate with which is arbitrary, so students need to record, revise and practice the collocations they have learnt or to add new ones so as not to be confused with those which have common features. Liu (1999b).as cited in Pei expressed that "*Approximation means that learners use an incorrect vocabulary item or structure, which share enough semantic features in common with the desired item to satisfy the speaker*" e.g.

Type	Learner collocation	Target collocations
	The teacher punished us very seriously.	The teacher punished us very severely.
	Entrance university.	Enter university.
	Changed our secrets.	Exchanged our secrets.
	She met me with a cold face.	She displayed a poker face.

2.9.4 Overgeneralization

One of the main causes of collocation errors is Overgeneralization. EFL learners use deviant structures in the native language to replace other structures in the target language. Ritchard (1973) as cited in Darvishi explained that overgeneralization generally involves the creation of a deviant structure on the basis of the experience of other structures in target language in place of two regular structures.

Learner collocation	target language
We are used to play tennis on Fridays	we are used to playing tennis on Fridays
I asked them wrote the composition	I asked them to write the composition
Did she has a car?	Did she have a car?
She was very interesting in reading	She was very interested in reading

2.9.5 The Use of Synonym

EFL learners sometimes misuse synonyms for lexical collocation by replacing one lexical item with another which change the meaning of a sentence for example ,My battery is low instead of my battery is down. Decrease the rate of crime, for lower the rate of crime.

These errors resulting from the misuse of synonyms are related to the absence of the lexical items. Farghal and Obidat (1995) as cited in Darvishi see the use of synonym for lexical collocation as "*straight forward application of the open choice principle*" (i.e. Students use synonyms to replace targeted English collocation whenever they do not find the correspondent collocation which sometimes wrongly applied.

2.9.6 False Concepts Hypothesis

The false concepts result from learners' false distinction in the target language. Richard (1973) pointed out that learners may use words like teach, for learn, bring, forgive, go for come, buy for sell, get for have and do for make. Some students may think that words such as do, make and take can replace other verbs freely. So, the participants make errors such as:

Do a mistake. Make the pupils go home. Take a decision…

2.10 Reading Comprehension and Collocation

2.10.1 Introduction

The definition of the term reading is not restricted and clear cut. Different people use the term reading in different ways. It can be to run the eyes between the written lines to understand a message, to interpret meaning or to get the sense of what is written in a text.

2.10.2 Reasons for Reading

There are different reasons for reading, people may read because they want to get something from the writing, to get the message the writer has expressed, or to use reading outside the class room. The reason for reading may also be to pronounce a word, to identify a piece of information in a written text, to decode or decipher.

There are also authentic reasons for reading away from the reasons concerned with language learning (pronunciation or language structure) people read to get something from the writing (facts, ideas, enjoyments…etc). Nuttal, (1982:3).

According to Alderson (2000), the nature of reading is not clear according to the sheer number of researches that carried out in this field. Similarly, the number of different theories of reading is simply overwhelming. What is reading, how it is acquired and taught, how reading in L2 differs from reading in L1, how reading relates to other cognitive and perceptual abilities, and how it is interfaces with memory. All these aspects of reading are important but will probably never be brought out together into a coherent and comprehensive of what it is we do when we read. Since what we read must have some relation to how we read, then text analysis must be relevant to theories of reading and to research into reading (ibid).

2.11 How Reading Improve Languages

To improve reading, students have to read more intensively because reading widely is an effective means of extending our command of languages whether the first or the second one. Some students may need to improve their languages "to deal with overseas customers "or to keep up to date with current researches in different topics" but their purpose has nothing to do with languages as much. The purpose here is to achieve with non-linguistic purpose, Nuttal, (1981:19).

Students with the ability to improve their reading comprehension will recognize the importance of reading on their own and struggle to achieve it. They have to develop the ability to read on their own, an independent reader must be able to tackle texts he has never seen before (ibid).

Flexible reading speed help students to be competent readers, but fast reading is preferred if it can be done without loss of effectiveness. This must be achieved with enough understanding of the text to suit the purpose of reading. It is not necessary to understand every word or to achieve complete understanding.

Reading helps to know words in a repetitive way which leads to fix these words in the lexicon i.e. enriches the students' vocabulary knowledge. It displays words in context which enables students to use words in a real context.

Reading exposes readers to collocations and helps to learn language in chunks Crystal, (1992).

2.12 Reading Skills and Strategies

Students at university levels need to be trained to develop their reading skills. This can be achieved by studying short texts in detail or by the use of longer texts including complete books for the advanced ones. These skills are described as intensive and extensive reading.

Intensive and extensive reading are complementary and both are necessary. Nuttal (1992) and Brumfit (1977) point out that better labels for these skills might be reading for accuracy and reading for fluency.

Intensive reading is done under the supervision of the teacher or under the guidance of a task which means that students should focus on the text given.

The aim of intensive reading is to gain a complete understanding of a text. It also aims to train students in reading comprehension strategies so as to arrive at a profound reading comprehension.

"Extensive reading is another strategy which can only be trained by practice on longer texts. It may play a role in developing   capacity for critical thinking so important for success in higher education" Richard &Bamford, as cited in Mikulecky& Jeffries (2007:3).

"Extensive reading is the most efficient way to help students change old habits and become confident second language readers" Prof Lee (ibid).

"Extensive reading is the major source of our reading competence, our vocabulary, and our ability to handle complex grammatical constructions" Stephen Krashen (ibid).

"Reading can be a major factor in success in learning another language" Nation (ibid).

2.13 Reading Comprehension Theories and Comprehension Skills

Vocabulary knowledge has been a focus in the field of reading comprehension. That is because reading comprehension plays a central role in university courses in

different EFL situations and one of the important factors affecting its vocabulary size.

Many English language researchers still enquiring whether there is a boundary between having and not having sufficient language knowledge for successful language use (Holly, 1973; Hu & Nation, 2000; Nation, 2001) as cited in Keshavarz (2009) because language knowledge represents a key factor that affects performance on reading comprehension.

Reading in either first or foreign language is a complex process. Reading comprehension in both first language and second language is affected by many factors such as the background knowledge, reading strategies, and vocabulary knowledge.

2.13.1 Reading Comprehension Theories

In language learning theories, the most prevalent models in reading comprehension are the bottom-up and top-down theories and the interactive theory.

2.13.1.1 The Bottom-up Theory

The bottom-up theory is usually described as a linear model of reading process. It was a prevalent theory in the 1960s and was reviewed by Gough (1972).The reader starts with letters then decodes words and sentences to comprehend the meaning of a passage. Fluent readers automatically recognize the textual elements in this process. It is described as a data-driven process.

2.13.1.2 The Top-down Theory

Goodman (1967) viewed the top-down model of reading as "a psycholinguistic guessing game". The readers have certain expectations about the text derived from their back ground knowledge. The reader does not read all the words and sentences in the texts, but select certain words and phrases to help in comprehending the meaning of the text Cohen (1990:75).

2.13.1.3 The Interactive approach

It is a new model of reading emerges due to the inadequacy of both bottom-up and top-down models. Rumelhart (1977) and Stanovich (1980) explain that the

interactive model suggest an interaction between bottom-up and top-down processes resort to high level processor or top-down model.

Schemas or schemata are seen as cognitive constructs by which information is organized in our long term memory Widdowson (1993). Research on the theory of schema had a great impact on understanding reading comprehension in first and second language.

Understanding the role of schema in the reading process explains why students may fail to comprehend texts materials. Students who possess content schema, that means they are familiar with the topic of the text and possess formal schema, that means being aware of the discourse level and the text genre and possess language schema, their recognition of how words fit together in a sentence, they can better comprehend their reading. Deficiency of any of the above schemata will result in a deficiency in reading comprehension.

 Vocabulary knowledge plays a great role in understanding a reading text. In the bottom-up model of reading, rich vocabulary knowledge simplifies word recognition. Knowledge of the meaning and form of words in the text lead to fast comprehension of texts.

In the top-down model, linguistic schema is required for successful reading comprehension. In the interactive model of reading, vocabulary knowledge seems to be the most important factor because it relates both bottom-up and top-down processes. Vocabulary knowledge is regarded as "prerequisite for accurate reading in the interactive model of reading" Eskey and Grabe (1988:226).

There are other reading strategies which can only be trained by practice on longer texts. These strategies enable students to select the text they need for specific purpose, scanning and skimming. Nuttal (1987:23).

a) Scanning means glancing rapidly through a text either to search for specific piece of information (a name/ a date..) or to get an initial impression whether the text is suitable for a given purpose.
b) Skimming, on the other hand, means glancing rapidly through a text to determine its gist. For example, decide whether a research paper is relevant to a certain work,

or in order to be informed about matters that are not of great importance to the reader. (ibid.

Skimming and scanning are useful skills that enable the reader to select the text or the parts of a text that are worth spending time on.

2.13.2 Comprehension Skills

Comprehending what you read is more than just recognizing and understanding words. TrueComprehension means making sense of what the reader reads and connecting the ideas in the text to what is already known. It also means remembering what have been read. It means thinking while reading.

Students need to practice some important reading comprehension skills so as to think in new ways about what they are reading.

2.13.2.1 Previewing

 When preview students read quickly to get the general idea about what they are reading and how it is organized moving their eyes to scan the page quickly looking for answers to the questions about the reading

2.13.2.2 Making inferences

Making inferences while reading means to use imagination and knowledge about the world to understand what is not stated in a text. This is sometimes called "reading between the lines". This skill is necessary because writers do not include the possible information about a topic or situation. Readers have to guess and infer facts and ideas that hidden between the lines.

2.13.2.3Understanding Paragraphs

A paragraph or longer text has a single main topic which is a word or phrase that best describes what the sentences in the paragraph are about, in addition to all the details relate to that topic. Looking for these words can help readers focus on the topic.

2.13.2.4 Patterns of Organization

In these patterns writers use to present their ideas in a way that make sense. Recognizing these patterns help readers to understand and follow their ideas more efficiently.

Paragraphs in English are often contain six patterns:

a) Listing

It is the main idea stated by the writer, followed by a list of details or examples to support that idea.

b) Sequence

It is the main idea explained with the events ordered according to the time that followed after the other.

c) Comparison/ contrast

The main idea is a general statement about how two things are similar and/ or different. A comparison can include both similarities and differences. A contrast state only differences.

d) Cause/ Effects

The writers main idea is that one event caused another event.

e) Problem/ Solution

The writer's main idea consists of a problem with its solution. The paragraph consists the statement (the problem) followed by a description and explanation of how it was solved.

f) Extended Definition

The main idea of the first sentence of the paragraph gives a dictionary definition of the concept followed by a description or explanation.

2,13.3 Reading Longer Passages Effectively

The repetition of the topic sentence in longer passages followed by at least one sentence, raises the student's awareness and maintain the connection between the

topic and the supporting ideas. Reading longer passages requires understanding what the text is about and the general idea.

2.13.3.1 Skimming

It is the rapid eye movement through the lines looking for the general idea or the gist of a passage or a book, putting in mind certain questions the reader wants to know about the text. The answers for these questions often found in the beginning and ending paragraphs Micklulecky and Jefferies (2007:74).

2.13.4 Strategies for Building a Powerful Vocabulary

Developing good reading comprehension depends on understanding the texts the students are reading and the words they understand and recognize in these texts. Micklulecky and Jeffries (p:26) suggest five strategies for building vocabulary:

1- Modern computer technology helps researchers analyze thousands of English language texts that containing millions of words. They notice that a small percentage of words are used more frequently than all the rest. Acquiring these words give students much better chance of understanding what they are reading.

2- Research on academic texts shows the frequency of certain words in these texts for which academic writers explain their ideas. Learning these academic words can improve the students' comprehension of academic materials.

3- The effective use of the dictionary along with the definition provide much information about the word, explains the part of speech of that word, the pronunciation, the syllables division…..It also give an example sentence.

4- New words should be written in a note book specialized for vocabulary learning so as to be studied and revised easily.

5- Study cards help students to review words and make them part of their permanent vocabulary.

2.13.5 Strategies that Help Improving the Reading Speed

Micklulecky and Jeffries (p: 41) suggest some steps for students to help improving their reading speed.

1-Check the reading habits

The effort of trying to pronounce every word will obstruct the ability of comprehending and understanding.

Moving the lips while reading silently, prevent reading faster than about 200 WPM- the English spoken speed.

Following the words with the finger obstruct and slow the reading speed.

Translating into the native language takes time and prevents concentrating on the ideas. It also interferes with the ability to think while reading.

2- Read meaningful phrases or "chunks" of words is easier to remember and can form connections among the ideas in the text.

3- It is not necessary to know the meaning of every word in a passage, knowing the general sense of the word is enough for understanding the important ideas.

4- The use of extensive reading book helps increase the reading rate and improve comprehension.

2.13.6 The Role of Vocabulary in L2 Reading Comprehension

The role of vocabulary in reading comprehension demonstrates that vocabulary is a critical predictor in the development of reading comprehension skills in both L1 and L2 learners. The number of the words known is one of the key factors in understanding reading comprehension.

Vocabulary knowledge could be gained through two primary dimensions: Receptive knowledge and productive knowledge.

Receptive knowledge is the language input that learners receive from others through listening or reading. Productive knowledge is the language output that learners convey messages to others through speaking or writing Nation (2006:24).

Numerous studies have shown the strong correlation between vocabulary knowledge and reading comprehension. Read (2007:107).

Laufer (1989b) demonstrates the amount of words needed to comprehend a reading of a text. She found that scoring above 95% on vocabulary measure give

readershigh opportunities of successful reading than scoring below 95%. In L1 reading as well as in L2 reading, many researchers demonstrate the strong relationship between vocabulary and reading. Stanovich (1986:2000) stated that vocabulary growth leads to improve reading comprehension and the amount of reading leads to vocabulary growth.

Hart and Restey (1995) and Snow et.al (2007) demonstrate the strong role of early vocabulary learning in later reading achievement confirming the importance of vocabulary learning from early ages and the effects it gives later.

In another set of studies Carver (2000:2003) has confirmed that the relationship between vocabulary knowledge and reading comprehension is so strong that they represent perfect correlation. To support his position, Carver presents extensive evidence from multiple sources of assessment data.

2.13.7 The Relationship between Word Knowledge and Reading Comprehension

Reading comprehension is the ability to understand written texts. Analytic studies established vocabulary knowledge as one of the major factors in reading comprehension Davis, (1944) Spearritt, (1972).

The presence of a relationship between vocabulary knowledge and reading comprehension has been supported in research that manipulated level of word knowledge experimentally, for example, altering the difficulty of the words in a text makes the easier or harder to comprehend (Marks, Doctorow &Wittrock, 1974, Raphael, Myers, Tirre, Frilz, &Freebody, 1981).

  A potential problem in some studies is that word frequency is likely affects both knowledge of a word meaning and how accurately the word is read in a text. In other words, the reduction in comprehension that resulted from the replacement of high frequency of words with low frequency synonyms could be due to the words being read less well because they are encountered less in print.

Developing knowledge of the core concept of the word and how the word is used in different contexts leads to develop flexible knowledge about a word that contributes to reading comprehension. Multiple repetition help improve the speed of accessing the words' meaning Beck. et al. (2002).

Researchers usually distinguish between two aspects of an individual' vocabulary knowledge: Breadth and Depth:

Breadth of vocabulary refers to the size of the mental lexicon. It is the number of words that have some level of meaning to the individual. Breadth doesn't show how well each of these words is known. It shows how many words have meaning for the individual, Anderson and Freeboy, (1981).

Depth on the other hand, refers to the deep knowledge that the individual possesses about the words that are known, relations can be made about the word and other words, multiple meanings can be used in different contexts.

Bernhart, (1991) explains that language learners acquire most of their vocabulary through reading particularly if they do not stay in a country where that language is spoken. SLL can lose their writing and speaking skills but still be able to comprehend texts with some degree of proficiency.

Reading helps in improving cultural skills, that is to say, reading authentic materials provide SLL with good sources of the target language culture through reading about different topics and aspects of the culture. Reading improves writing where as some times learners acquire good writing style subconsciously from reading authentic written texts which are both highly-   accessible and cheap source of second language materials (ibid).

Through reading, L2 learners have the opportunity to be exposed to well organized and well written piece of writing which help improve their writing abilities and build writing schemata, Duran, (1999).

Grabe and Slotter(2001) emphasize the role of large vocabulary knowledge in reading comprehension. They explained the student' need to organize a large number of words automatically to become fluent readers. They advised teachers to explicitly teach the key word of the text to be read in the class to help students better understand the text they read. Vocabulary knowledge influences successful reading.

Hu and Nation, (2000) as cited in Chall (1987) point out that the effect of vocabulary knowledge on reading comprehension, and the effect of reading comprehension on vocabulary knowledge achieve prominence at different times

for young native speakers of English. When they begin to learn how to read, native speakers' vocabulary knowledge support their reading comprehension.

On the contrary, non- native speakers learn new vocabulary through reading new words that is because they work with texts that contain only known vocabulary.

According to Stall, (1999) reading comprehension and vocabulary knowledge are strongly correlated. He pointed out that, one of the most effective ways to build vocabulary is to read. Reading also improves the speaking skills that the students learn how to structure their sentences properly and utter them in a way that makes a lot of sense. The more learners read, the better their vocabulary will become.

Alpaslan, (2009) stated that, with basic level of vocabulary, students will be able to convey their ideas to some extent. Effective communication can be achieved by the students who have vast vocabulary knowledge.

One consistent finding in research on early literacy is that vocabulary represents a critical component to developing proficiency since knowing the meaning of words links directly to reading comprehension (Anderson &Freeboy, 1981; Beck, Perfetti, McKeown, 1982).

The importance of vocabulary to reading achievement, more specifically to reading comprehension, knowledge of word meaning, and the ability to access that knowledge efficiently are recognized as important factors in listening and reading comprehension, Chall, (1983).

Having sufficient vocabulary knowledge linked to greater academic success, and higher reading achievement is an essential pre requisite to learning to read with fewer difficulties. Not only superficial understanding of a word is needed for critical reading, but deep word of knowledge or the understanding of the multiple meanings of words and the different contexts in which a particular word is used is the key factor for comprehending words in texts. Deep word knowledge allows for greater language development and better comprehension of words in texts (Beck, Perffetti&McKeown, 1982; Miller and Gildea, 1987). Students who want to read for meaning, need both a significant amount of words in their vocabularies and the abilities to use various strategies to establish the meaning of new words when they meet them. Those who do not have sufficient vocabularies or sufficient strategies

for word learning will suffer to achieve comprehension (Hart and Risley, 2003; Snow, Barnes, Chandler, Goodman and Hemphil, (2003); White, Graves and Slater, (1990).

Researches demonstrate that, both direct teaching of certain words and word learning strategies add new words to students' vocabularies which improve their reading comprehension of texts of words containing those words (McKeown et al, 1985; Stahal and Fairbanks, 1986).

2.2 Part Two: Review of Previous Studies

2.2.1 Introduction

This part reviews the previous studies that have been conducted in the field of collocations and its relation with the enhancement of university students English language four skills: reading, writing, listening, and speaking. This study focuses on collocation and its relationship with the enhancement of the students' reading skill. Some studies differ from the current study in the other three skills but they have linked with this study in the other combinations of words.

A) **Gamal-Eldein Hussein Mohamed (2007). Difficulties and Problems that Face Sudanese EFL Learners in Learning English Collocations:**The aim of this study is to investigate, identify and analyize difficulties facing Sudanese students in learning English collocations. The sample of the study involves secondary school students and their performance on both lexical and grammatical collocations which proposed by Benson, Benson and Ilson (1997).

The findings confirm the difficulties in English collocations with regard to the poor result of lexical and grammatical collocations as well as various strategies, negative transfer, synonymy and overgeneralization that students resorted to.

B-Younis, M. (2008): Investigating Sudanese English as a Foreign Language University Students' CollocationalKnowledge : University of Khartoum:

The researcher submitted a study investigating the difficulties in dealing with lexical collocations that face Sudanese university students of English at tertiary level. The researcher's sample consisted of 312 students at six Sudanese universities. Only one instrument was used to collect the data, a collocation test of

42 items. Included two parts: multiple choice and ticking/ crossing questions. From the results, it was demonstrated that, there is deficiency in the subjects' collocation knowledge with an overall means of scores=19.08, compared with the test-value=21.0. Remarkable and significant differences in the subjects' performance in the four collocation patterns do exist. Whereas the verb+ noun collocation pattern was found to be the easiest one, adverb + adjective was the most difficult collocation pattern, the mean rank of 3.04 for verb+ noun compared with 2.32 for adverb + adjective. So, this means that EFL students find some difficulties in dealing with lexical collocations. Moreover, some influential factors, including inadequacy of the subjects' knowledge of appropriate word combination as well as negative interlingual transfer and synformic similarity do affect subjects' use of collocation.

c- Hassan El-BannaMGaballa, Dr.MohamedA Al-Khayri: Testing Collocational Knowledge of Taif University English Seniors.Taif University (unknown).

This study examines the productive and receptive knowledge of lexical and grammatical collocations amog advanced Arabic speaking learners of English. Furthermore, it investigates whether the language environment, i.e, English as a foreign language, has an influence on the acquisition of collocation. It also explores whether there is a significant difference between participants' performance on three types of collocation: verb + noun, adjective + noun, and verb + preposition.

Data for this study were collected from sixty- eight participants. Thirty- eight Saudi senior female students at the Department of Foreign Languages, Faculty of Arts, Taif University in the female corpus, and thirty male seniors. The participants' productive collocational knowledge was measured by three gap-filling tests : verb - noun, adjective- noun tests, where the initial letter of the collocate was provided, and a verb – preposition collocation test where the meaning of the phrasal verb supplied. Their receptive collocation knowledge was measured by an appropriate judgement test in which participants have to circle the number corresponding to the underlined part of a sentence that is judged unacceptable. The main findings the study has come out with was as follows:

The language environment had an effect on the acquisition of collocations as manifested by the female participants' better performance.

The participants' receptive collocational knowledge was broader than their productive collocational knowledge.

1- Participants did not seem to have difficulty with verb - noun collocations; however, adjective - noun, and verb – preposition collocations were very challenging and much more difficult.

D- Dina Abdel Salam El-Dakhas (2015). The Lexical Collocational Competence of Arab Undergraduate EFL Learners.. English Department, Prince Sultan University, Riyadh, Saudi Arabia

The first goal of this study was to assess the participants' productive collocational knowledgeof Arab Undergraduate EFL Learners. The participants came from different Arab nationalities, academic departments and university years. They were recruited from a private Saudi university where English is the medium of introduction, a factor that should support the participants' vocabulary knowledge. The results were classified in accordance with the research four statements; 1-The learners' level of collocational competence. 2- The development of collocational competence with increased language exposure. 3- Whether collocationalcompetence vary based on the word class of collocates. 4- The types of collocational errors they produce.

 Findings showed that the collocational competence of learners was notably unsatisfactory despite the fact that English is the medium of instruction at the university. It was also found that collocational competence improves with increased language exposure but at a slow rate, and that learners were more

confident in their use of verb + noun collocations than adjective + noun collocations. The study also reveals that learners produce more intralingual than interlingual errors of collocations.

2.3 Summary of the Chapter

This chapter presented the basic issues that relates to the role of collocation on enhancing reading comprehension. It reviewed the importance of collocation in relation to reading comprehension. It looked into the strategies and approaches of dealing with collocation; how they evolved and how they gave way to new trends in accordance with the ever changing in the field of language teaching.The chapter also highlighted the importance of collocation in English language teaching. Finally the chapter concludes with reviewing previous studies that in the line with this study.

Chapter Three

Methodology

3.0 Introduction

This chapter describes the methods used for data collection. The researcher in particularly describes the instrument used in collecting the data and introduces the subjects.The validity, reliability, and other procedures are discussed in this chapter. It goes further to present the content of the test and the questionnaire.It also illustrates the steps used in the study and concluded with a summary.

3.1 Research Design

This study employs experimental method as a main method beside the descriptive and the analytical methods to meet its aims; using the questionnaire to elicit views from different teachers at different Sudanese Universities and the pretest and posttest are used to gather data from purposive sample of (24) English language students from the 3rd year and as experimental group and controlled group at Sudan University of Science and Technology (SUST) College of Education.

3.2 The Experimental Method

Richards, et al described the experimental method as :

"..an approach to educational research in which an idea or HYPOTHESIS is stated or verified by setting up situations in which the relationship between different subjects or variables can be determined" .

They pointed out that such kind of research is concerned with the effects of specific controlled treatments given to subjects usually formed in to groups. They also claimed that in case of research parameters, experimental research is analytic and deductive. Its major contents are the population, the treatment and the measurement of the administration.

3.3The Procedures of Data Collection:

3.3.1 The Population and Sampling

As cited by Richards et al that the population is defined as :

"any set of items, individuals ,… etc which share some common and observable characteristics and from which a sample is be taken"

This includes the experimental group as a purposive sample of (24) English language students from the third year from Sudan University Faculty of education.

Furthermore, a number of (50) teachers are chosen purposively due to their experience in teaching applied linguistics. They are chosen from different Sudanese Universities English Departments and colleges to respond to the questionnaire. They are all holders of degrees in English language; MA holders, PhD holders and Profs. They filled in a 15 itemed questionnaire.

The original population for the questionnaire and the test of this study is students and teachers at Khartoum state. The researcher used the simple random sampling to select the students from (SUST) college of education. The following table and figure shows the number of distributed questionnaire, the number of received questionnaire with full-required information and the responses percentage.

The study sample respondents are differs according to the following characteristics:

- The respondents from different gender (Male, Female).
- The respondents from different qualifications (BA., MA, Ph.D.).
- The respondents from different experience years (1-5 years, 6-10 years, More than 10 years).

The following is detail description for study sample individuals according to the above variables (respondents' characteristics)

1- The Gender:

Table no.(3-1)

The frequency distribution for the questionnaire respondents according to the Gender

Gender	Number	Percent
Male	37	74.0
Female	13	26.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(3-1)

The frequency distribution for the questionnaire respondents according to the sex
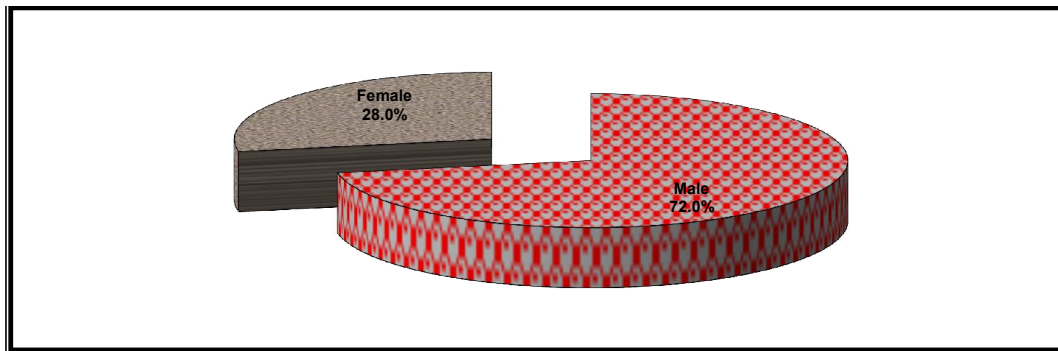
Source: The researcher from applied study, Excel Package, 2019

From the above table and figure (3.1), it is shown that most of the study's respondents aremales, the number of those was (37) persons with percentage (74.0%). The female respondents are (13) persons with (26.0%).

2- The Qualification:

Table no.(3-2)

The frequency distribution for the questionnaire respondents according to the qualification

Qualification	Number	Percent
BA.	23	46.0
MA.	25	50.0
Ph.D	2	4.0
Total	50	100.0

Source: The researcher from applied study, 2007

Figure no.(3-2)

The frequency distribution for the questionnaire respondents according to the qualification
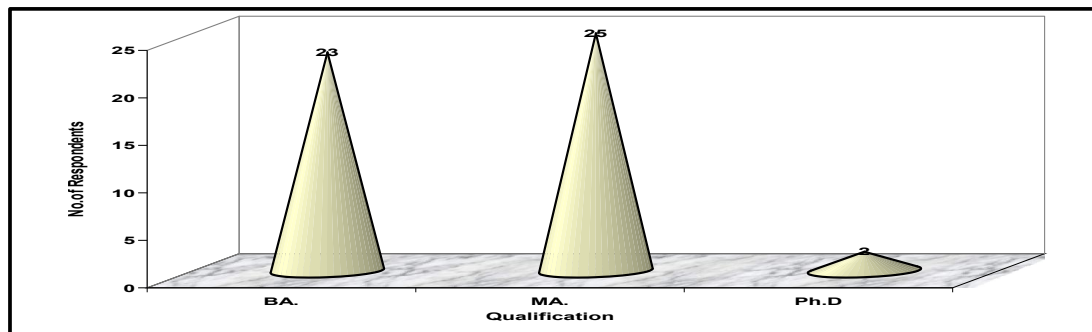
Source: The researcher from applied study, Excel Package, 2019

From above table and figure, it is shown that most of the study's respondents have M.A. as qualification, the number of those was (25) persons with percentage (50.0%). The respondents who have B.A. as qualification are (23) persons with percentage (46.0%). In addition, there is (2) person with percentage (2.0%) their qualification is Ph.D.

3- The Experience in Teaching Collocation:

Table no.(3-3)

The frequency distribution for the questionnaire respondents according to the experience

Experience years	Number	Percent
1-5 years	14	28.0
6-10 years	14	28.0
More than 10 years	22	44.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(3-3)

The frequency distribution for the questionnaire respondents according to the experience
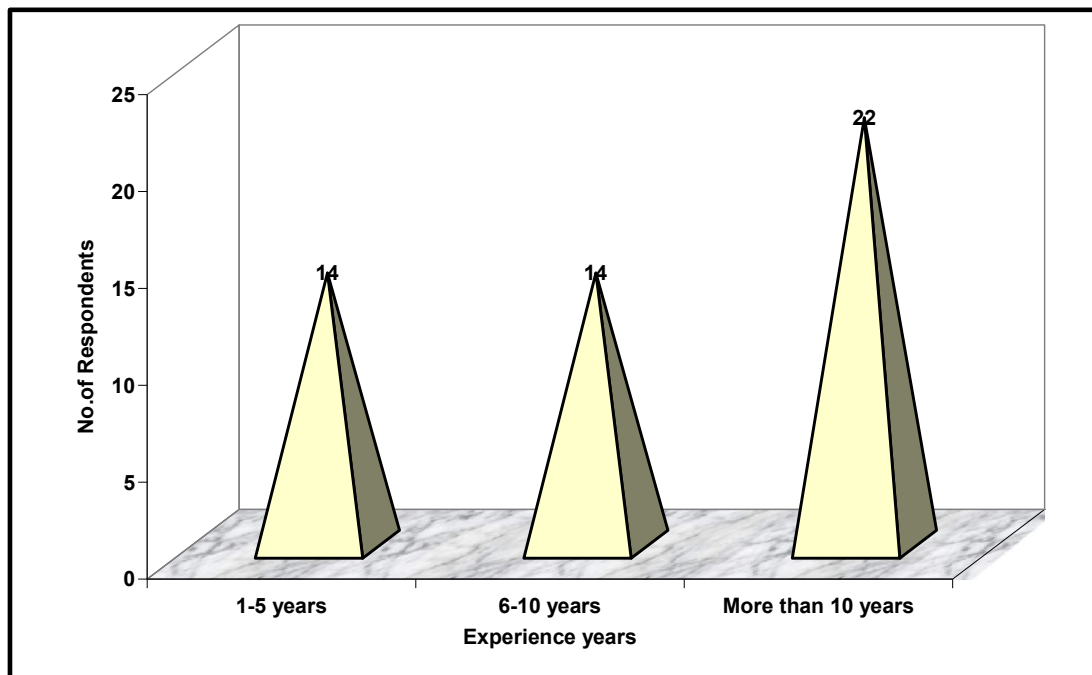
Source: The researcher from applied study, Excel Package, 2007

We note from the table no.(3-3) and the figure no.(3-3) that, most of the sample's respondents have experience more than (10) years, their number is (22) persons with percentage (44.0%). The number of sample's respondents who have experience between (1) and (5) years was (14) persons with percentage (28.9%). while (14) persons with percentage (19.0) have experience between (6) and (10) years.

The sample investigated in this study is composed of two groups of subjects. The first group is consists of (24) students at the third year who study English as a main subject at Sudan University of Science and Technology (SUST) Faculty of Education. the second group consists of (50) teachers of English from different Sudanese universities.

It is the participants of the subjects from which the researcher intends to obtain his data for the study.

3.3.2 The Treatment

This refers to anything done to groups in order to measure its effect. The treatment is not a random experience which the group might have, but controlled and international experience, such as exposure to a language teaching method especially constructed for experiment, or materials presented under controlled circumstances in classrooms.

Before the treatment, the researcher provesthe homogeneity of the group subjecting to a pre-test, then comparing their performance on that test with a post-test submitted after a course on collocation. The group proves different levels before being selected as study subjects.

3.4 Tools of Data Collection

The tools used for collecting data are the questionnaire and the student' test.

3.4.1 The Students' Test

The test consists of five questions. All the questions were designed purposively to yield the intended information. The researcher used simple and clear language in order to help the students express themselves to provide the required data.

3.4.2 The Contents of the Test

The test is composed of five questions set specifically to measure the students' collocations in relation to reading comprehension.

The first question aims at testing the students' knowledge in collocation by substituting a given noun, verb, or adverb with their own ones.

The second question intends to check the students' ability in completing certain collocations using given verbs(take , make, get, have and do).

Question three aims to check the students' knowledge about choosing the appropriate collocate stated in multiple choice questions (MCQUS).

Question four intends to examine the students' ability in translating certain familiar English collocations in to Arabic. Finally, question five aims to examine the students' ability in translating certain familiar Arabic collocations in to English.

3.4.3 The Validity and Reliability of the Test

Validity refers to the degree to which a test measures what is supposed to measures. The researcher has handed the test questions for one associate professor and five Assistant professors of English language teaching to examine the face, the construct, and the content validity for the designed instructions and questions. They reviewed the phrasing, suitability, thoroughness, and ease of the questions.

The jurors noted that the test is comprehensive and convenient to the purpose of the study. Some changings were made in phrasing of some questions; a few were deleted and others were added.

As to the test reliability, it was verified the test-retest to make sure that the test is reliable in terms of objectives and that it is in the line with the aims of the study and measures what the study is for.

Thus, the final copy of the test was developed and administered to the subjects

3.4.4 Test-retest

The method of test –retest was used to establish the evaluation of the test. Twenty four students were selected to respond to the items of the test. The studentshave been exposed to different types of EFL syllabi for example, the spine series at the basic level and higher secondary level. At university level, they studied grammar, vocabulary, literature, phonetic and phonology, syntax, morphology and reading. About 58% of the EFL students' post graduate subjects include vocabulary items (3 out of 5 subjects).

3.5 Teachers' Questionnaire

The questionnaire contains 15 statements related to two domains. Each domain aims at testing one of the research hypotheses. The questionnaire is given to (50) experienced teachers of English at different Sudanese Universities who have been teaching vocabulary items.

3.5.1 Reliability and validity of the questionnaire

The researcher uses Alpha Cronbach formula to complete the reliability of the questionnaire. The value of reliability lies between 0 and 1. The validity increases according to the increase of Alpha value up to 1. Generally, if the Alpha value is more than or equal 0.4 the reliability is considered and the questionnaire is reliable.

For this study, it was found that a= 0.7 and this means the questionnaire has a high reliability. Validity refers to the degree to which a test measures what is supposed to measure. The researcher has handed the questionnaire for one Associated professor and five Assistant profs of English language teaching to examine the face, the construct and content validity for designed construction and statements. They reviewed the phasing, suitability, thoroughness, and ease of use of the statements. Some changings were made in the phrasing of some statements; a few statements were deleted and others were added.

3.6 The Pilot Study of Data Gathering Tools

3.6.1 The Piloting of the Questionnaire

Before the administration of the questionnaire, it was piloted to a small number of teachers about (5) from faculty of languages. The aim of the pilot questionnaire was to examine the clarity of the statements and to estimate the time each teacher needed to answer the statements in the questionnaire. They asked to mark their options on **Likert Five Points Scale** ranging from "strongly agree" to "strongly disagree".

The results of the pilot questionnaire helped the researcher in the following respects:

* Some of the statements were repeated and so the researcher crossed out unnecessary repetitions.

* Ambiguous statements were detected by some teachers and that helped the researcher to remove the ambiguity by rewriting the unclear statements.

*The maximum time each teacher needed to answer the questionnaire was estimated at about 15-20 minutes. Hence, the final copy of the questionnaire was developed and distributed to the subjects.

3.6.2 The Piloting of the Test

Before the delivery of the test, it was piloted to check its effective function.

Lester (2001) states that there are number of reasons to pilot an instrument:

1- To test how long it takes to complete.
2- To check that the questions are not ambiguous.
3- To check that the test is clear.
4- To allow the researcher to avoid the questions which do not yield data.

The results from the pilot study should not be included with the researcher's results.

The pilot study for the students' test was carried out in April 2018at Sudan University Faculty of languages in group of (5) students randomly selected from

the 3rd year. They were asked to do the test and give their observations on what they think is insignificant. As a result of the pilot study, the students' test was reconstructed.

3.7 Administering the Test and the questionnaire

The final version of the test and the questionnaire were produced to obtain the required data for analysis. First, the students' test was administered to a group of (24) students from the 3rd year who represented the actual subjects of the study. After the test, the answer sheets were collected and marked. The results were recorded and arranged in tables for statistical analysis.

Secondly, the researcher administered the instructors' questionnaire, 50 copies were distributed to instructors at different Sudanese universities. The completed questionnaire was analyzed and treated statistically.

3.8 Methods of Data Analysis

Data collected from the questionnaire and the students' test will be rearranged into tables, analyzed and treated statistically using tables and graphs. The researcher will use three methods. They are:

.Identification of the errors, hence the errors committed by the students in the test were marked and noted

.Classification of the errors, hence some categories were used to classify the errors.

.Explanation of the errors is the final step in the analysis of the subjects' errors.

3.8.1 Data Analysis and Hypotheses Testing

In this section, data analysis for the study and test of its hypotheses will be done. To do that, firstly we consider the instruments of applied study, which contain the description of the study's population and its sample, methods of data collection, reliability and validity of the study tool, the statistical treatments and the methodology of the study will be shown here.

3.9 Reliability and Validity of the Questionnaire

3.9.1 Apparent Reliability and Validity

In order to check the apparent validity for the study questionnaire and validity of its statements according to the formulation and explanation, the researcher handed in the questionnaire to (5) Ph.D holders referees who are specialists in the study field. Some of the referees make some suggestions, and others were agreed that the questionnaire is suitable. Any way, the researcher studied the suggestions and made some corrections in this questionnaire.

3 9.2 Statistical Reliability and Validity:

The reliability of any test means to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating reliability:

1. Split-half by using Spearman-Brown equation.

2. Alpha-Cronbach coefficient.

3. Test and Re-test method

4. Equivalent images method.

5. Guttman equation.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

The researcher calculated the validity statistically using the following equation:

$$Validity = \sqrt{Reliability}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$Reliability\ Coefficient = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (10) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table (3-4)

The statistical reliability and validity of the study' questionnaire

Hypotheses	Reliability	Validity
First	0.67	0.82
Second	0.79	0.89
Third	0.82	0.91
Overall	0.86	0.93

Source: The researcher from applied study, 2019

We note from the above table that all reliability and validity coefficients for each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates the high validity and reliability of the answers, so, the study' questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.

2. Frequency distribution.

3. Person correlation coefficient.

4. Spearman-Brown equation for calculating Reliability coefficient.

5. Median.

6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

3.10 Summary of the Chapter

In this chapter the researcher described the methods that he has followed in collecting the data of the study. The data has been collected from two instruments (a students' test and a questionnaire). The students' test was administered to a group of (24) students that represents the 3rd year, while the questionnaire was administered to a group of 50 instructors from different Sudanese universities: Sudan university faculty of languages, Khartoum university faculty of Education and faculty of Arts, Al-Neelain university and Omdurman university for women. The two instruments were piloted first then given to some experts for validity and reliability.

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction

This chapter deals with the presentation, analysis and interpretation of the results obtained from the questionnaire administered to the Sudanese teachers of English who have experience in teaching English at universities and colleges, together with the pre and post test administered to Sudanese students of English at Sudan University of Science and Technology College of Education. The data have been computerized and analyzed by SPSS(Statistical Package for Social Sciences) program.

4.1 Application of the Study's hypotheses:

After the step of checking the questionnaire's reliability and validity, the researcher has distributed the questionnaire in determined study sample (50) persons, and the researcher constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly agree, neutral,disagree, strongly disagree) to quantitative variables (5,4,3,2,1) respectively, also the graphical representation has done for this purpose.

1-First hypothesis:

StatementNo.(1): Students at university level always try to express themselvesindirectly hence building their lexicon is the solution.

Table no. (4-1) and figure no.(4-1) shows the frequency distribution for the study's respondents about statement no.(1)

Table no.(4-1) Shows The frequency distribution for the respondents' answers about statement no.(1)

Answer	Number	Percent
Strongly agree	8	16.0
Agree	28	56.0
Neutral	10	20.0
Disagree	2	4.0
Strongly disagree	2	4.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-1)

The frequency distribution for the respondents' answers about the questionnaire
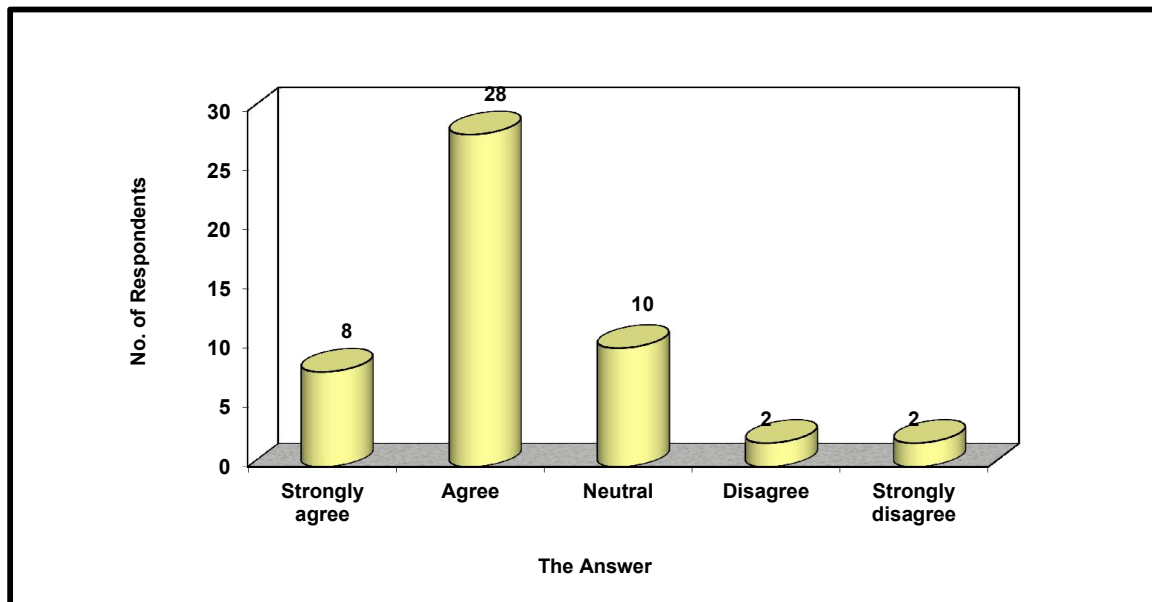
Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-1) and figure (4-1) that there are (36) persons in the study's sample with percentage (72.0%) have agreed with " Students at university

level always try to express themselves indirectly hence building their lexicon is the solution ". and (10) persons with percentage (20.0%) have neutral about that, while (4) persons with percentage (8.0%) have disagreed.

Statement No.(3): Separating vocabulary from other aspects of language learning leads to insufficient vocabulary.

Table no. (4-2) and figure no.(4-2) shows the frequency distribution for the study's respondents about statement no(3).

Table no. (4-2)

The frequency distribution for the respondents' answers about statement no.(3)

Answer	Number	Percent
Strongly agree	31	620.
Agree	13	26.0
Neutral	6	12
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-2)

The frequency distribution for the respondents' answers about statement no.(3)
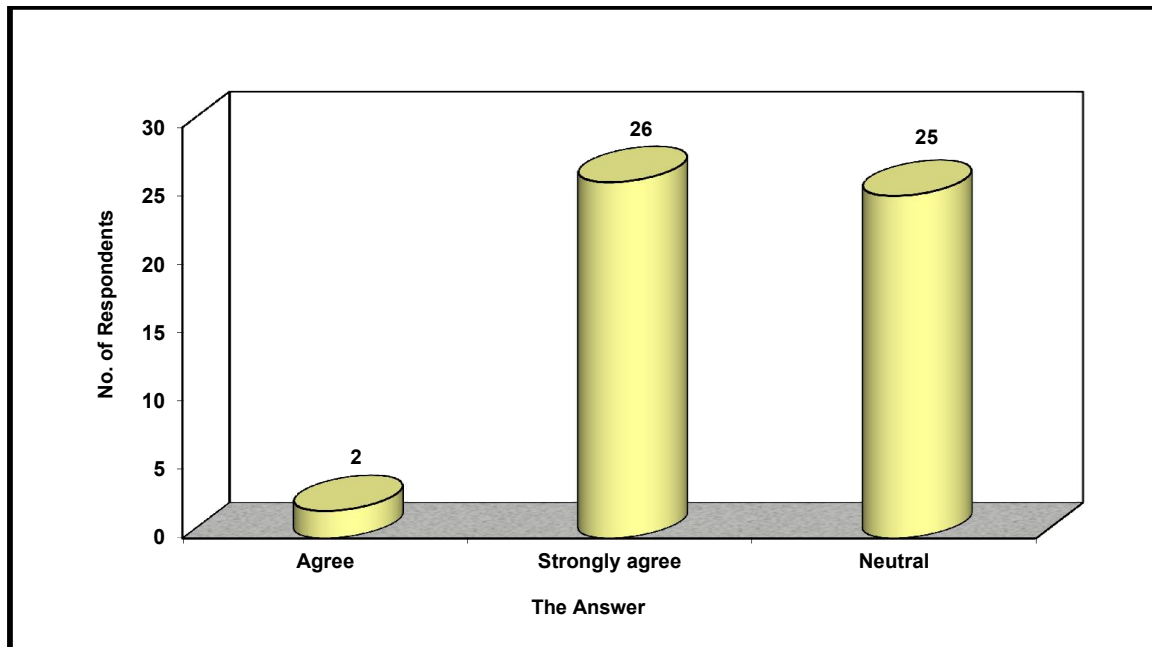
Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-2) and figure (4-2) that there are (44) persons in the study's sample with percentage (88.0%) have agreed with " Separating vocabulary from other aspects of language learning leads to insufficient vocabulary ". There are (6) persons with percentage (12.0%) have neutral about that.

Statement No.(7):An increase of the students' knowledge of collocations will result in an improvement of their reading, writing, listening, and speaking skills .

Table no. (4-3) and figure no.(4-3) shows the frequency distribution for the study's respondents about question no.(7).

Table no.(4-3)

The frequency distribution for the respondents' answers about question no.(7)

Answer	Number	Percent
Strongly agree	19	38.0
Agree	23	46.0
Neutral	6	12.0
Disagree	1	2.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-3)

The frequency distribution for the respondents' answers about question no.(3)

Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-3) and figure (4-3) that there are (42) persons in the

study's sample with percentage (84.0%) have agreed with " An increase of the students' knowledge of collocations will result in an improvement of their reading, writing, listening, and speaking skills ". There are (6) persons withpercentage(12.0) have neutral about that, while only 2 person with percentage (4.0%) have disagreed.

Statement No.(15): Collocation knowledge can help students overcome problems of vocabulary .

Table no. (4-4) and figure no.(4-4) shows the frequency distribution for the study's respondents about statement no.(15).

Table no.(4-4)

The frequency distribution for the respondents' answers aboutstatement no.(15)

Answer	Number	Percent
Strongly agree	25	50.0
Agree	20	40.0
Neutral	1	2.0
Disagree	2	4.0
Strongly disagree	2	4.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-4)

The frequency distribution for the respondents' answers about statement no.(4)

Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-4) and figure (4-4) that there are (45) persons in the study's sample with percentage (90.0%) have agreed with " Collocation knowledge can help students overcome problems of vocabulary". and only one person with percentage (2.0%) have neutral about that, while (4) persons with percentage (8.0%) have disagreed.

2-Second hypothesis:

Statement No.(4): Teacher should adapt vocabulary activities so that it focuses on collocations rather than single words.

Table no. (4-5) and figure no.(4-5) shows the frequency distribution for the study's respondents about statement no.(4).
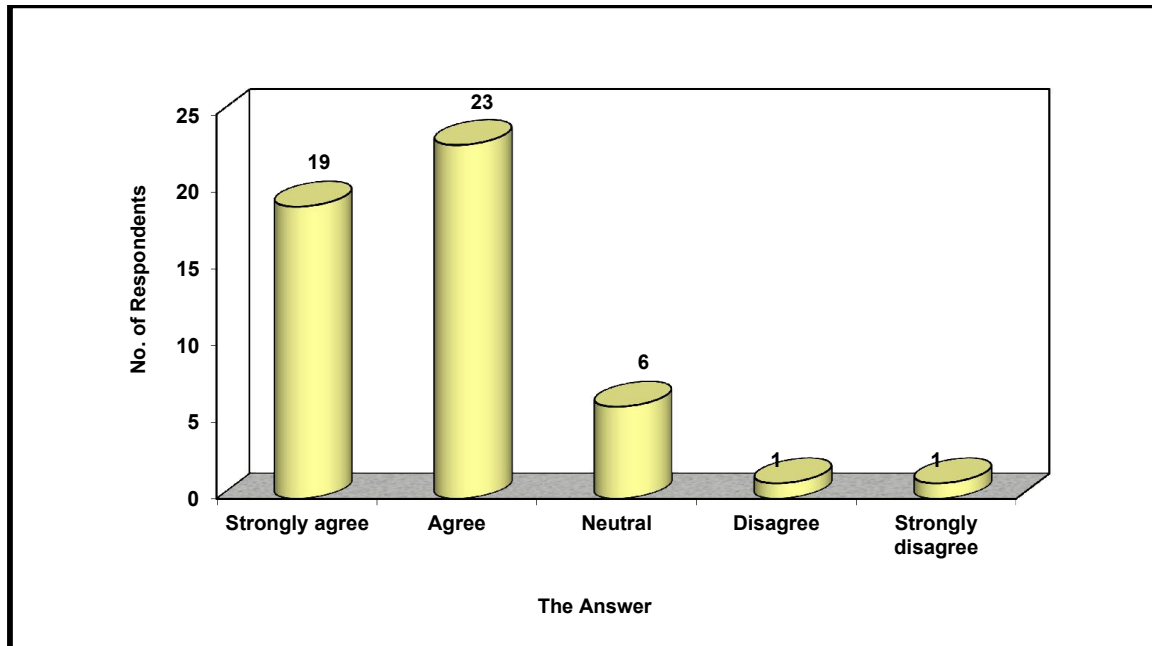
Table no.(4-5)

The frequency distribution for the respondents' answers about statement no.(4)

Answer	Number	Percent
Strongly agree	23	46.0
Agree	19	38.0
Neutral	6	12.0
Disagree	1	2.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-5)

The frequency distribution for the respondents' answers about statement no.(4)

Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-5) and figure (4-5) that there are (42) persons in the study's sample with percentage (84.0%) have strongly agreed with " Teacher should adapt vocabulary activities so that it focuses on collocations rather than

single words ". and (6) persons with percentage (12.0%) have neutral about that, while only (2) person with percentage (4.0%) have disagreed.

Statement No.(6): Different vocabulary building strategies are important at different levels.

Table no. (4-6) and figure no.(4-6) shows the frequency distribution for the study's respondents about statement no.(6).
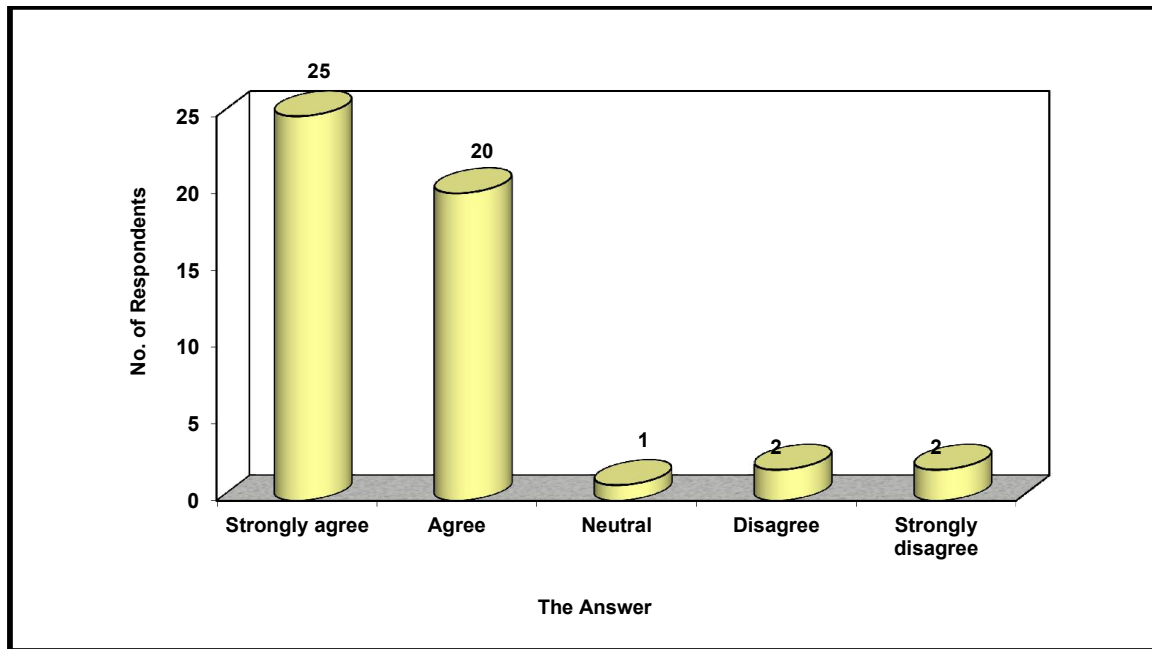
Table no.(4-6)

The frequency distribution for the respondents' answers about qstatement no.(6)

Answer	Number	Percent
Strongly agree	28	56.0
Agree	15	30.0
Neutral	4	8.0
Disagree	1	2.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-6)

The frequency distribution for the respondents' answers about statement no.(6)
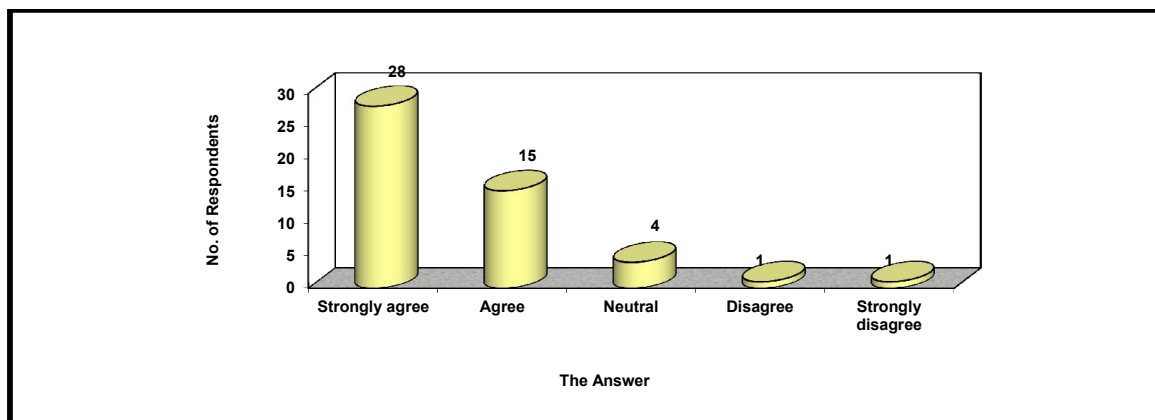
Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-6) and figure (4-6) that there are (86) persons in the study's sample with percentage (43.0%) have agreed with " Different vocabulary building strategies are important at different levels ". and (4) persons with percentage (8.0%) have neutral about that, while only(2) person with percentage (4.0%) have disagreed.

Statement No.(8): English language teachers pay little attention to collocation in their teaching.

Table no. (4-7) and figure no.(4-7) shows the frequency distribution for the study's respondents about statement no.(8).
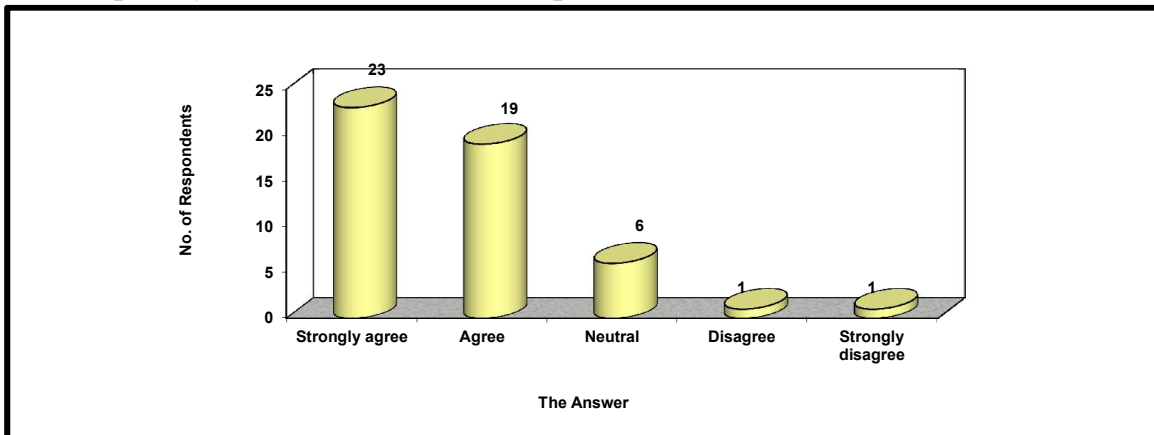
Table no.(4-7)

The frequency distribution for the respondents' answers about statementno.(8)

Answer	Number	Percent
Strongly agree	13	26.0
Agree	15	30.0
Neutral	19	38.0
Disagree	2	4.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-7)

The frequency distribution for the respondents' answers about statementsno.(8)

Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-6) and figure (4-6) that there are (56) persons in the study's sample with percentage (28.0%) have agreed with " English language teachers pay little attention to collocation in their teaching "., and (19) persons with percentage (38.0%) have neutral about that, while (3) persons with percentage (6.0%) have disagreed.

Statement No.(11): Collocation knowledge is important for communication between people.

Table no. (4-8) and figure no.(4-8) shows the frequency distribution for the study's respondents about statementno.(4).

Table no.(4-8)

The frequency distribution for the respondents' answers about statementno.(11)

Answer	Number	Percent
Strongly agree	21	42.0
Agree	20	40.0
Neutral	5	10.0
Disagree	3	6.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-8)

The frequency distribution for the respondents' answers about statement no.(11)

Figure showing bar chart: Strongly agree 21, Agree 20, Neutral 5, Disagree 3, Strongly disagree 1. Y-axis "No. of Respondents", X-axis "The Answer".

Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-8) and figure (4-8) that there are (82) persons in the study's sample with percentage (41.0%) have strongly agreed with " Collocation knowledge is important for communication between people". and (5) persons with percentage (10.0%) have neutral about that, while (4) persons with percentage (8.0%) have disagreed.

Statement No.(12): Lack of interaction between EFLL and English native speakers influences the learners collocation knowledge.

Table no. (4-9) and figure no.(4-9) shows the frequency distribution for the study's respondents about statementno.(12).
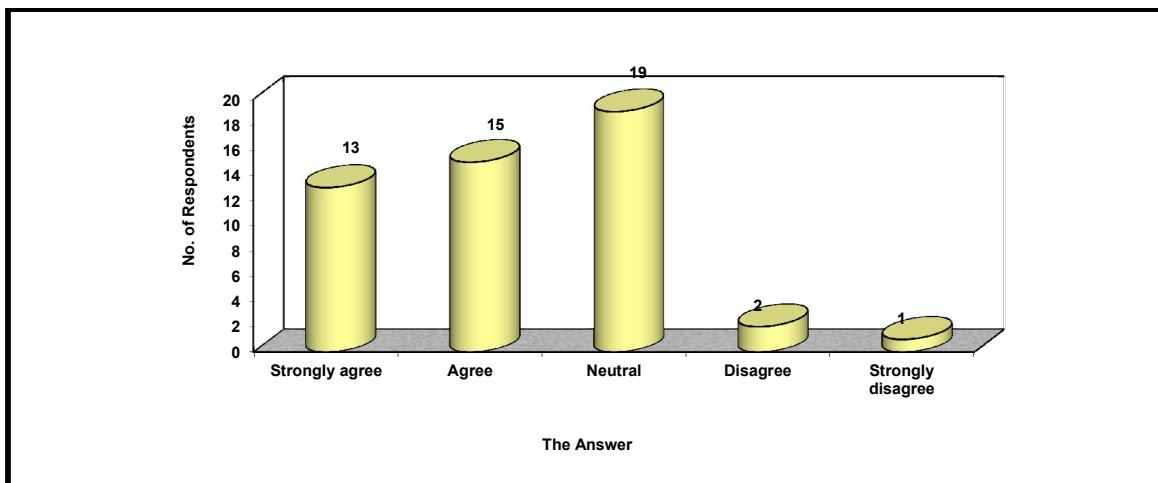
Table no.(4-9)

The frequency distribution for the respondents' answers about statementno.(12)

Answer	Number	Percent
Strongly agree	15	30.0
Agree	22	44.0
Neutral	6	12.0
Disagree	5	10.0
Strongly disagree	2	4.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-9)

The frequency distribution for the respondents' answers about statement no.(12)

Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-9) and figure (4-9) that there are (37) persons in the study's sample with percentage (74.0%) have agreed with " Lack of interaction between EFLL and English native speakers influences the learners collocation knowledge ". and (6) persons with percentage (12.0%) have neutral about that, while (7) persons with percentage (14s.0%) have disagreed

Statement No.(13): English teachers should stress the issue of collocations from the early stages.

Table no. (4-10) and figure no.(4-10) shows the frequency distribution for the study's respondents about statement no.(13).
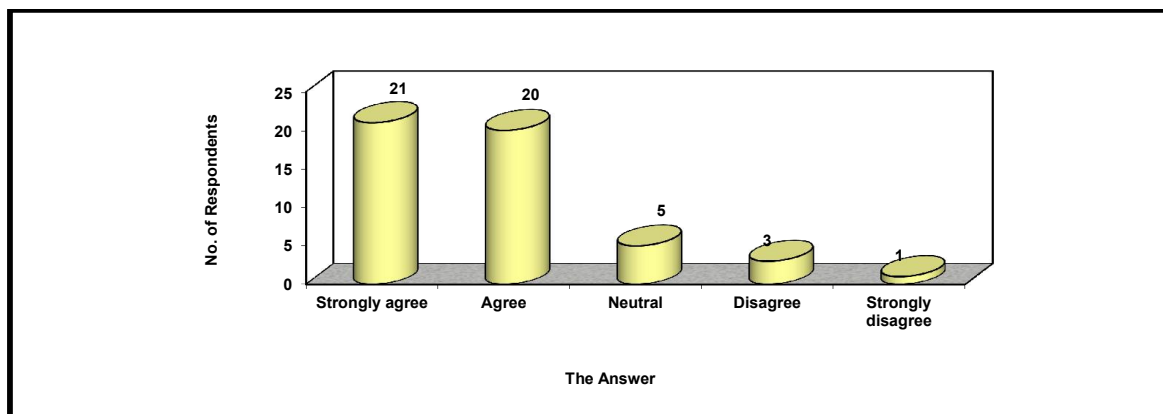
Table no.(4-10)

The frequency distribution for the respondents' answers about statementno.(13)

Answer	Number	Percent
Strongly agree	17	34.0
Agree	20	40.0
Neutral	10	20.0
Disagree	2	4.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-10)

The frequency distribution for the respondents' answers about statement no.(13)

Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-10) and figure (4-10) that there are (37) persons in the study's sample with percentage (74.0%) have agreed with " English teachers should stress the issue of collocations from the early stages ". and (10) persons with percentage (20.0%) have neutral about that, while (3) persons with percentage (6.0%) have disagreed.

3-Third hypothesis:

Statement No.(2): Over emphasizing grammar prevents students from developing their collocation knowledge.

Table no. (4-11) and figure no.(4-11) shows the frequency distribution for the study's respondents about statement no.(2).
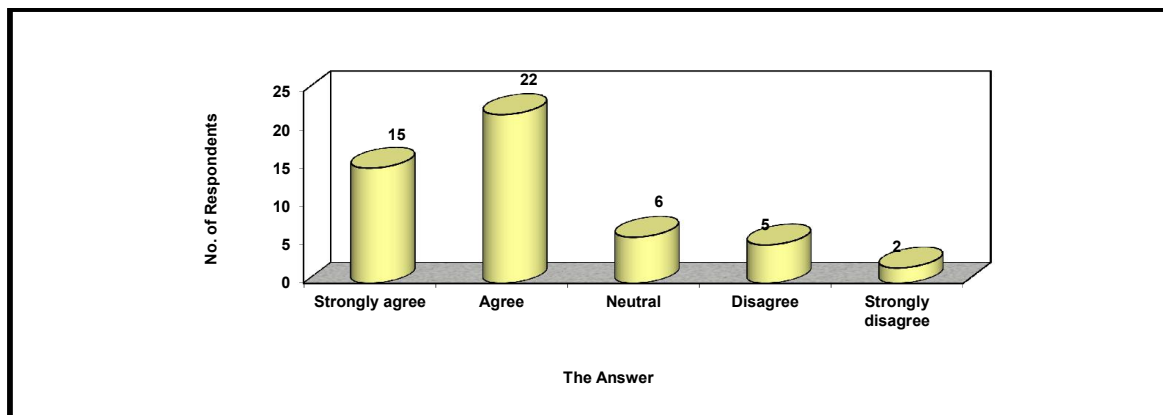
Table no.(4-11)

The frequency distribution for the respondents' answers about statement no.(2)

Answer	Number	Percent
Strongly agree	16	32.0
Agree	22	44.0
Neutral	6	12.0
Disagree	5	10.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-11)

The frequency distribution for the respondents' answers about statement no.(2)

Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-11) and figure (4-11) that there are (38) persons in the study's sample with percentage (76.0%) have strongly agreed with " Over emphasizing grammar prevents students from developing their collocation knowledge ". and (6) persons with percentage (12.0%) have neutral about that, while (6) persons with percentage (12.0%) have disagreed.

Statement No.(5): Teaching new words in complete contexts might be more effective.

Table no. (4-12) and figure no.(4-12) shows the frequency distribution for the study's respondents about statement no.(5).
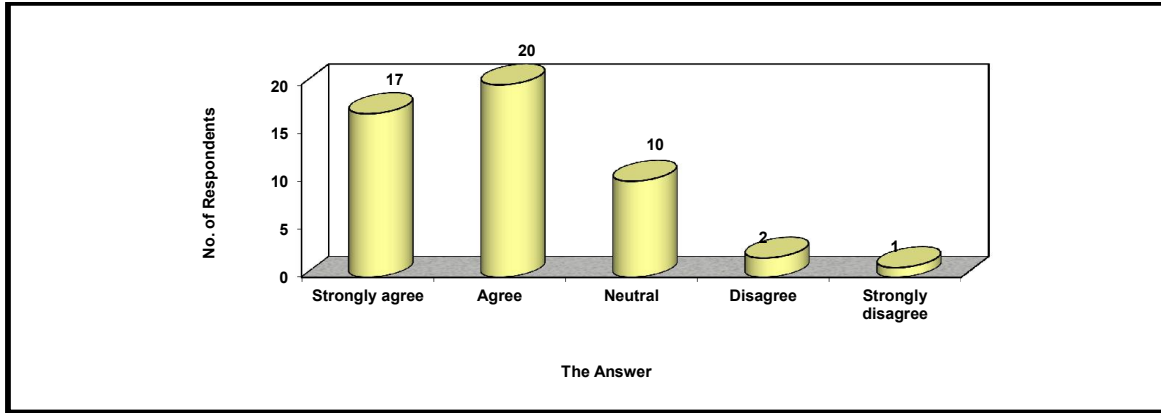
Table no.(4-12)

The frequency distribution for the respondents' answers about statement no.(5)

Answer	Number	Percent
Strongly agree	33	66.0
Agree	12	24.0
Neutral	3	6.0
Disagree	1	2.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-12)

The frequency distribution for the respondents' answers about statement no.(5)
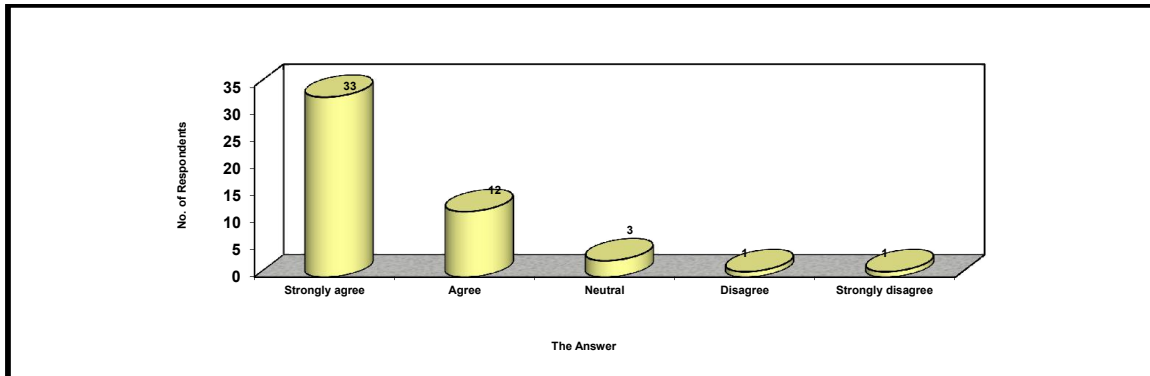
Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-12) and figure (4-12) that there are (45) persons in the study's sample with percentage (90.0%) have agreed with " Teaching new words in complete contexts might be more effective ". and (3) persons with percentage (9.0%) have neutral about that, while only (2) person with percentage (4.0%) have disagreed.

Statement No.(9): Most of the students mistakes are due to LI interference.

Table no. (4-13) and figure no.(4-13) shows the frequency distribution for the study's respondents about statement no.(9).
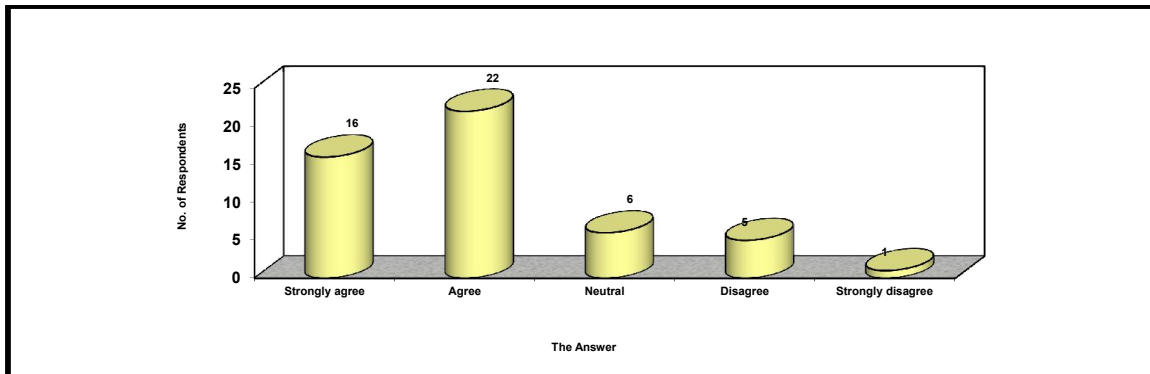
Table no.(4-13)

The frequency distribution for the respondents' answers about statement no.(9)

Answer	Number	Percent
Strongly agree	20	40.0
Agree	19	38.0
Neutral	5	10.0
Disagree	3	6.0
Strongly disagree	3	6.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-13)

The frequency distribution for the respondents' answers about statement no.(9)
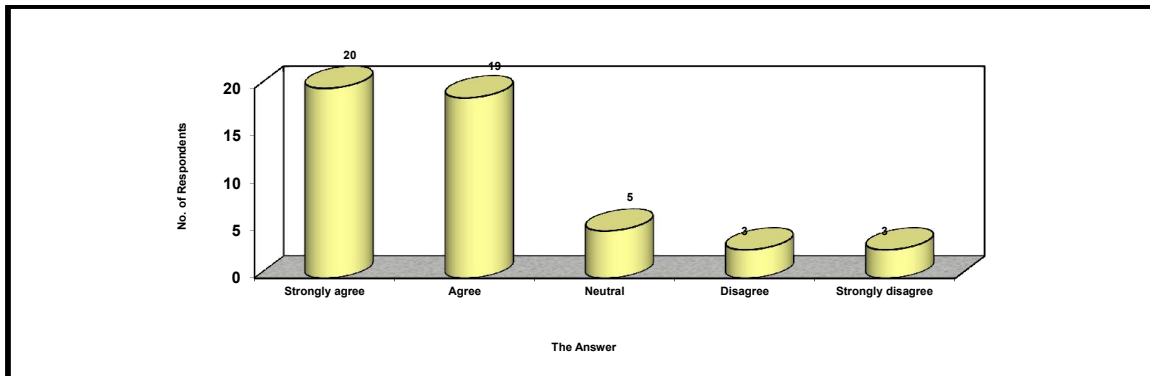
Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-13) and figure (4-13) that there are (39) persons in the study's sample with percentage (78.0%) have agreed with " Most of the students mistakes are due to LI interference ". and (5) persons with percentage (10.0%) have neutral about that, while (6) persons with percentage (12.0%) have disagreed.

Statement No.(10): Learning words in isolation decreases the students use of appropriate collocation .

Table no. (4-14) and figure no.(4-14) shows the frequency distribution for the study's respondents about statement no.(10).

Table no.(4-14)

The frequency distribution for the respondents' answers about statement no.(10)

Answer	Number	Percent
Strongly agree	20	36.0
Agree	19	50.0
Neutral	2	4.0
Disagree	2	4.0
Strongly disagree	3	6.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-14)

The frequency distribution for the respondents' answers about question no.(10)
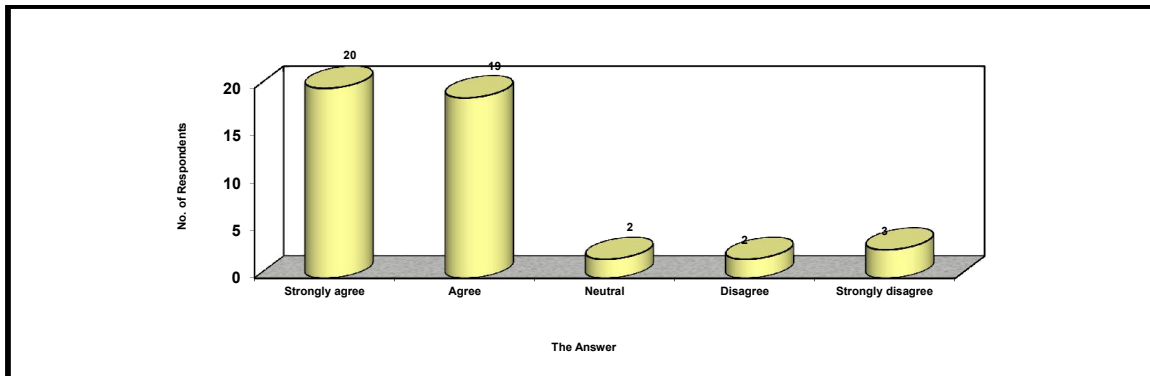
Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-14) and figure (4-14) that there are (39) persons in the study's sample with percentage (86.0%) have agreed with " Learning words in isolation decreases the students use of appropriate collocation". and (2) persons with percentage (4.0%) have neutral about that, while (5) persons with percentage (10.0%) have disagreed.

Statement No.(14): Extensive reading is one of the solutions to tackle collocation errors .

Table no. (4-15) and figure no.(4-15) shows the frequency distribution for the study's respondents about statement no.

Table no.(4-15)

The frequency distribution for the respondents' answers about statement no.(14)

Answer	Number	Percent
Strongly agree	26	54.0
Agree	17	34.0
Neutral	4	8.0
Disagree	2	4.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2019

Figure no.(4-15)

The frequency distribution for the respondents' answers about statement no.(14)
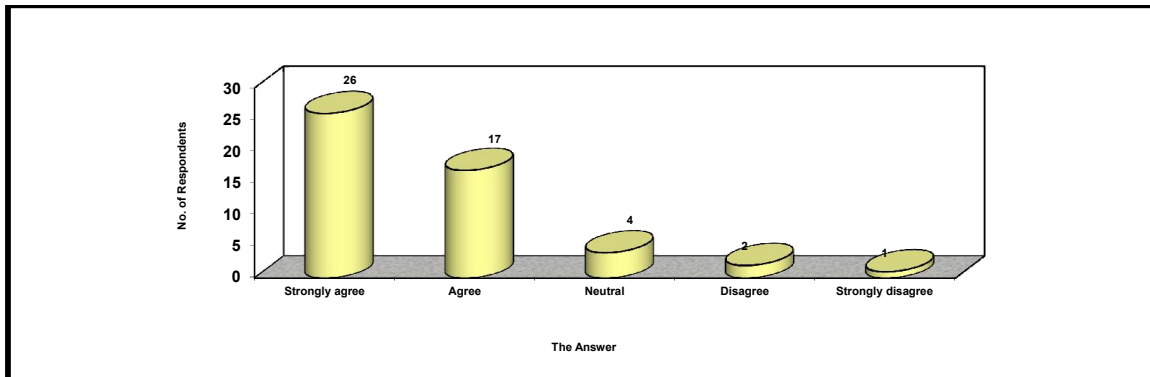
Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-15) and figure (4-15) that there are (43) persons in the study's sample with percentage (88.0%) have strongly agreed with " Extensive reading is one of the solutions to tackle collocation errors". and (4) persons with percentage (8.0%) have neutral about that, while (3) persons with percentage (6.0%) have disagreed;

4.2 Statistical Instrument

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.

2. Frequency distribution.

3. Person correlation coefficient.

4. Spearman-Brown equation for calculating Reliability coefficient.

5. Median.

6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

4.3 Verification of the Study's Hypotheses:

To answer the study's questions and to check its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study's respondents about the role of collocation on enhancing Sudanese undergraduate students reading comprehension. To do that, we will give five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer "neutral", two degrees for each answer "disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences among the respondents' answers about hypotheses questions.

4.4 Hypothesis (1):

The first hypothesis in this study states the following:

"Collocation instruction has a big role on enhancing the students' reading comprehension"

The aim of this hypothesis is to show that the more the students' exposureto collocation instructions, the best their reading comprehension will be.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures that used to

describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table no.(4-16)

The median of respondents' answers about the questions of the first hypothesis

No	Question	Median	Result
1	Students at university level always try to express themselves indirectly hence building their lexicon is the solution.	4	Agree
2	Separating vocabulary from other aspects of language learning leads to insufficient vocabulary.	5	Strongly agree
3	An increase of the students' knowledge of collocations will result in an improvement of their reading, writing, listening, and speaking skills.	4	Agree
4	Collocation knowledge can help students overcome problems of vocabulary.	5	Strongly agree
	Overall	4	Agree

Source: The researcher from applied study, 2019

From the table (4-16), it has shown that:

The calculated value of the median for the respondents' answers of the 1st question is (4). This value means that, most of the respondents' are agreed with that "Students at university level always try to express themselves indirectly hence building their lexicon is the solution".

The calculated value of the median for the respondents' answers of the 2nd question is (5). This value means that, most of the respondents' arestrongly agreed with that "Separating vocabulary from other aspects of language learning leads to insufficient vocabulary".

The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents' are agree with that "An increase of the students' knowledge of collocations will result in an improvement of their reading, writing, listening, and speaking skills".

The calculated value of the median for the respondents' answers of the 4th question is (5). This value means that, most of the respondents' are strongly agreed with that "Collocation knowledge can help students overcome problems of vocabulary".

The calculated value of the median for the respondents' answers about the all questions that related to the first hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the first hypothesis.

The above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in table no.(4-16) there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the first hypothesis, the chi-square test will used to indicate the differences for each question of the first hypothesis.

Table no.(4-17) explains the results of the test for the questions as follows:

Table no.(4-17)

Chi-square test results for respondents' answers about the questions of the first hypothesis

No	Questions	Degree of freedom	Chi-square value
1	Students at university level always try to express themselves indirectly hence building their lexicon is the solution.	4	45.06
2	Separating vocabulary from other aspects of language learning leads to insufficient vocabulary.	2	19.96
3	An increase of the student's knowledge of collocations will result in an improvement of their reading, writing, listening, and speaking skills.	4	42.80
4	Collocation knowledge can help students overcome problems of vocabulary.	4	53.40

Source: The researcher from applied study, 2019

According to table (4-16), we can demonstrate the results as follows:

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (45.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "Students at university level always try to express themselves indirectly hence building their lexicon is the solution. The calculated value of chi-

square for the significance of the differences for the respondents' answers in the 2nd question was (19.96) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-2), this indicates that, there are statistically significant differences at the level (s1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "preparing budgets by higher managers to be executed by lower level staff lead to the behavioral conflicts within the firm".The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (42.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "An increase of the student's knowledge of collocations will result in an improvement of their reading, writing, listening, and speaking skills".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4th question was (53.40) which is less than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13.28). According to what mentioned in table no.(4-16), this indicates that, there are no statistically significant differences among the answers of the respondents, in other words there is no crucial opinion about that "Collocation knowledge can help students overcome problems of vocabulary".

From above, we note that the first hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (4), and for each question there is (50) answers, so the total number of answers will be (200) answers. The following table summarizes these answers:

Table no.(4-18)

The frequency distribution for the respondents' answers about all questions of the first hypothesis

Answer	Number	Percent
Strongly agree	83	6.1
Agree	84	9.0
Neutral	23	13.2
Agree	5	38.7
Strongly disagree	5	33.0
Total	200	100.0

Source: The researcher from applied study, 2019

Figure no.(4-18)

The frequency distribution for the respondents' answers about all questions of the first hypotheses
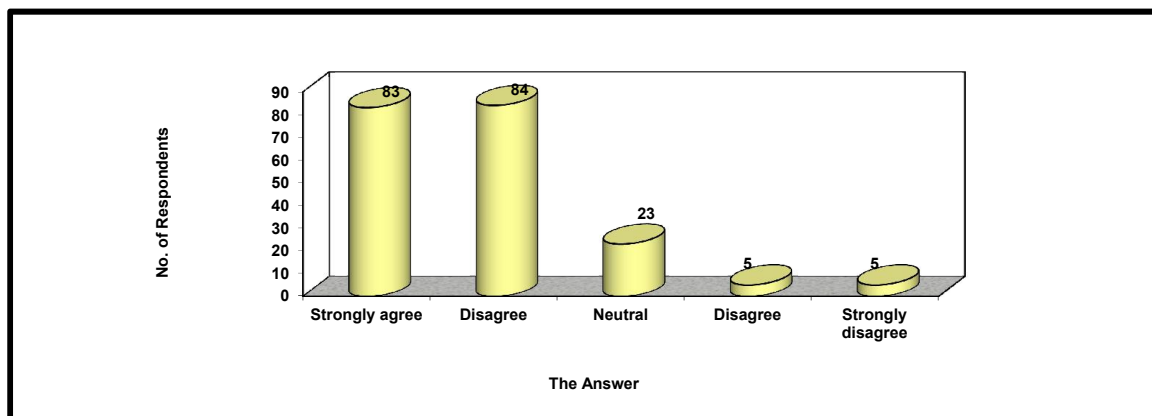
Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-18) and figure (4-18) that there are (83) answers with percentage (41.5%) were strongly agreed about all questions that related to the first

hypothesis, (84) answers with percentage (42.0%) were agreed on that, (23) answers with percentage (11.5%) were fairly agreed about that, while (5) answers with percentage (2.5%) were disagreed; also (5) answers with percentage (2.5%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (93.14) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-17), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the first hypothesis. From above results, we see that the first hypothesis that states **"Collocation instruction has a big role on enhancing the students' reading comprehension"is fulfilled.

4.5hypotheses (2):

The second hypothesis in this study states the following:

"Recent strategies and resources of learning languages enrich vocabulary knowledge".

The aim of this hypothesis is to show that collocation and mainly vocabulary knowledge depends on the exposure to different strategies and different resources of language learning.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median as in the following table:

Table no.(4-19)

The median of respondents' answers about the questions of the second hypothesis

No	Question	Median	Result
4	Teacher should adapt vocabulary activities so that it focuses on collocations rather than single words.	5	Strongly agree
6	Different vocabulary building strategies are important at different levels.	5	Strongly agree
8	English language teachers pay little attention to collocation in their teaching.	3	Neutral
11	Collocation knowledge is important for communicationBetween people.	5	Strongly agree
12	Lack of interaction between EFLL and English native speakers influences the learners' collocation knowledge.	4	Agree
13	English teachers should stress the issue of collocations from the early stages.	4	Agree
	Overall	4	Agree

Source: The researcher from applied study, 2019

From the table (4-19), it has shown that:

The calculated value of the median for the respondents' answers of the 4th question is (3). This value means that, most of the respondents' are Strongly agreed with that "Teacher should adapt vocabulary activities so that it focuses on collocations rather than single words".

The calculated value of the median for the respondents' answers of the 6th question is (5). This value means that, most of the respondents' are strongly agree with that "Different vocabulary building strategies are important at different levels".

The calculated value of the median for the respondents' answers of the 8th question is (3). This value means that, most of the respondents' are neutral with that "English language teachers pay little attention to collocation in their teaching".

The calculated value of the median for the respondents' answers of the 8th question is (4). This value means that, most of the respondents' are agree with that "by budgeting the performance standard would be established, this will facilitate the process of monitoring the actual performance".

The calculated value of the median for the respondents' answers of the 11th question is (5). This value means that, most of the respondents' are strongly agree with that "Collocation knowledge is important for communicationbetween people".

The calculated value of the median for the respondents' answers of the 12th question is (4). This value means that, most of the respondents' are agreed with that "Lack of interaction between EFLL and English native speakers influences the learners' collocation knowledge".

The calculated value of the median for the respondents' answers of the 13th question is (4). This value means that, most of the respondents' are agreed with that "English teachers should stress the issue of collocations from the early stages".

The calculated value of the median for the respondents' answers about the all questions that related to the second hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the second hypothesis.

The above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in table no.(4-18) there are some respondents who were disagreed with the questions. So, to test the statistical

significance of the differences among the answers of the respondents for the second hypothesis, the chi-square test will used to indicate the differences for each question of the second hypothesis. Table no.(4-20) explains the results of the test for the questions as follows:

Table no.(4-20)

Chi-square test results for respondents' answers about the questions of the second hypothesis

N o	Questions	Degree of freedom	Chi-square value
4	Teacher should adapt vocabulary activities so that it focuses on collocations rather than single words.	4	25.20
6	Different vocabulary building strategies are important at different levels.	4	42.00
8	English language teachers pay little attention to collocation in their teaching.	4	26.00
11	Collocation knowledge is important for communicationBetween people.	4	37.60
12	Lack of interaction between EFLL and English native speakers influences the learners' collocation knowledge.	4	27.40
13	English teachers should stress the issue of collocations from the early stages.	4	29.40

Source: The researcher from applied study, 2019

According to table (4-20), we can demonstrate the results as follows:

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5th question was (25.20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Teacher should adapt vocabulary activities so that it focuses on collocations rather than single words".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 6th question was (42.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Different vocabulary building strategies are important at different levels".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 8th question was (26.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have neutral with that "English language Teachers pay little attention to collocation in their teaching".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 11th question was (37.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Collocation knowledge is important for communicationbetween people".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 12th question was (27.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "Lack of interaction between EFLL and English native speakers influences the learners collocation knowledge".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 13th question was (29.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "English teachers should stress the issue of collocations from the early stages".

From above, we note that the second hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (4), and for each

question there is (50) answers, so the total number of answers will be (200) answers. The following table summarizes these answers:

Table no.(4-21)

The frequency distribution for the respondents' answers about all questions of the second hypothesis

Answer	Number	Percent
Strongly agree	117	39.0
Agree	115	38.3
Neutral	45	16.3
Disagree	12	4.0
Strongly disagree	7	2.3
Total	300	100.0

Source: The researcher from applied study, 2019

Figure no.(4-21)

The frequency distribution for the respondents' answers about all questions of the second hypothesis
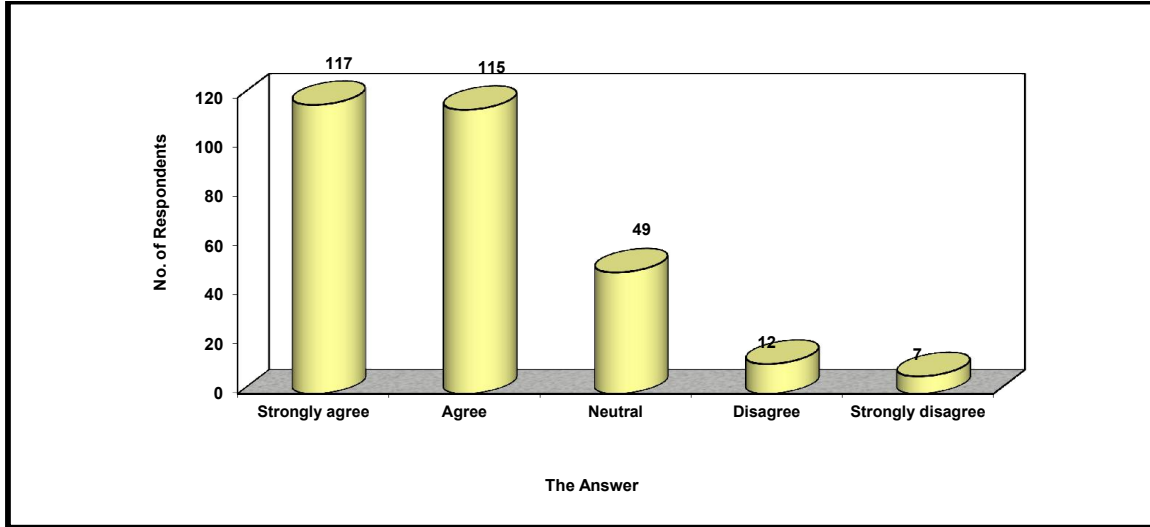
Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-21) and figure (4-21) that there are (117) answers with percentage (39.0%) were strongly agreed about all questions that related to the second hypothesis, (115) answers with percentage (38.3%) were agreed on that, (49) answers with percentage (16.3%) were neutral about that, while (12) answers with percentage (4.0%) were disagreed; also (7) answers with percentage (2.3%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (191.800) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-20), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the second hypothesis "Recent strategies and resources of learning languages enrich vocabulary knowledge"is fulfilled.

4.6 Hypothesis (3):

The third hypothesis in this study states the following: "Comprehending language in chunks, leads to comprehending reading"

The aim of this hypothesis is to show that: The more students learn languages in chunks, the best they comprehend reading.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median as in the following table:

Table no.(4-22)

The median of respondents' answers about the questions of the third hypothesis

No	Question	Median	Result
2	Over emphasizing grammar prevents students from developing their collocation knowledge.	4	Agree
5	Teaching new words in complete contexts might be more effective.	5	Strongly agree
9	Most of the students mistakes are due to LI interference.	5	Strongly agree
10	Learning words in isolation decreases the students use of appropriate collocation.	4	Agree
14	Extensive reading is one of the solutions to tackle collocation errors.	5	Strongly agree
	Overall	4	Agree

Source: The researcher from applied study, 2019

From the table (4-22), it has shown that:

The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' are agree with that "Over emphasizing grammar prevents students from developing their collocation knowledge".

The calculated value of the median for the respondents' answers of the 5th question is (5). This value means that, most of the respondents' are strongly agree with that "Teaching new words in complete contexts might be more effective".

The calculated value of the median for the respondents' answers of the 9th question is (5). This value means that, most of the respondents' are strongly agree with that "Most of the students mistakes are due to LI interference".

The calculated value of the median for the respondents' answers of the 10th question is (4). This value means that, most of the respondents' are agreed with that "Learning words in isolation decreases the students use of appropriate collocation".

The calculated value of the median for the respondents' answers of the 14th question is (5). This value means that, most of the respondents' are strongly agreed with that "Extensive reading is one of the solutions to tackle collocation errors".

The calculated value of the median for the respondents' answers about the all questions that related to the third hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the third hypothesis.

The above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the table no.(4-21) there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the first hypothesis, the chi-square test will used to indicate the differences for each question of the third hypothesis.

Table no.(4-23) explains the results of the test for the questions as follows:

Table no.(4-23)

Chi-square test results for respondents' answers about the questions of the third hypothesis

No	Questions	Degree of freedom	Chi-square value
2	Over emphasizing grammar prevents students from developing their collocation knowledge.	4	30.20
5	Teaching new words in complete contexts might be more effective.	4	74.40
9	Most of the students mistakes are due to LI interference.	4	30.40
10	Learning words in isolation decreases the students use of appropriate collocation.	4	46.60
14	Extensive reading is one of the solutions to tackle collocation errors.	4	48.60

Source: The researcher from applied study, 2019

According totable(4-23) above, we can demonstrate the results as follows:

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (30.20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-22), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "Over emphasizing grammar prevents students from developing their collocation knowledge".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5th question was (74.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value

level (1%) which was (13.28). According to what mentioned in table no.(4-22), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Teaching new words in complete contexts might be more effective".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 9th question was (30.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-22), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Most of the students mistakes are due to LI interference".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 10th question was (13.74) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-22), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Learning words in isolation decreases the students use of appropriate collocation".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 14th question was (48.60) which is less than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.49). According to what mentioned in table no.(4-22), this indicates that, there are no statistically significant differences among the answers of the respondents, in other words there is no crucial opinion about the "Extensive reading is one of the solutions to tackle collocation errors".

From above, we note that the third hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (5), and for each question there is (50) answers, so the total number of answers will be (250) answers. The following table summarizes these answers:

Table no.(4-24)
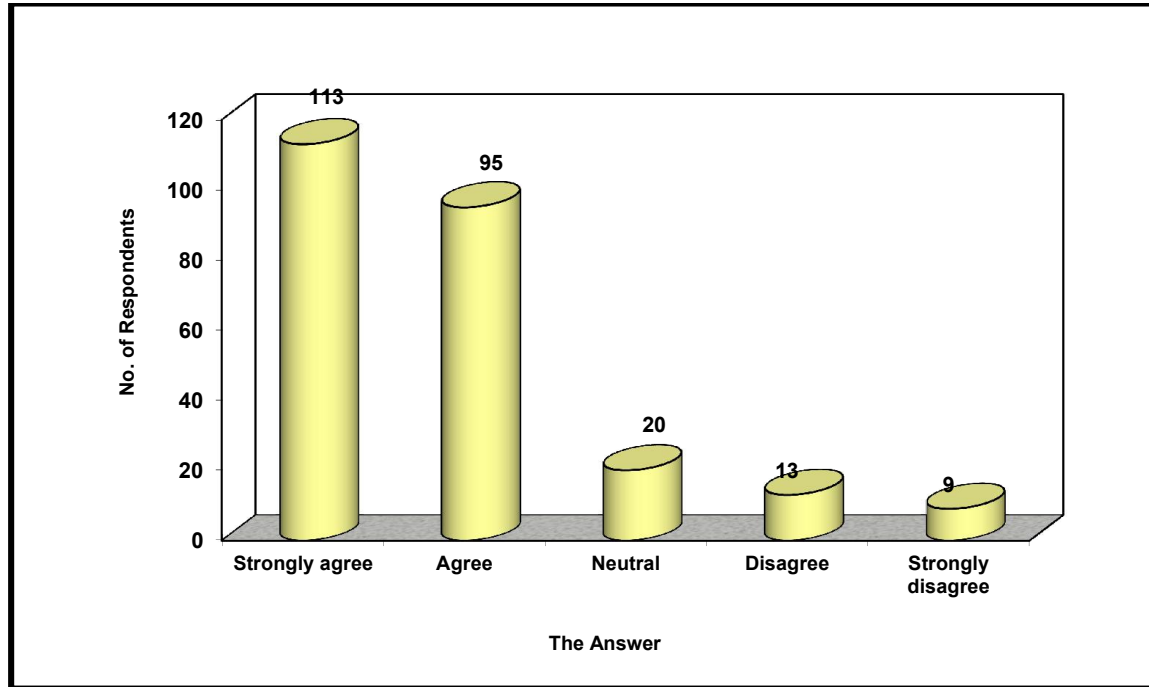
The frequency distribution for the respondents' answers about all questions of the
third hypothesis

Answer	Number	Percent
Strongly agree	113	45.2
Agree	95	38.0
Neutral	20	8.0
Agree	13	5.2
Strongly disagree	9	3.6
Total	250	100.0

Source: The researcher from applied

The frequency distribution for the respondents' answers about all questions of the third hypothesis

Source: The researcher from applied study, Excel Package, 2019

It is clear from table no.(4-24) and figure (4-24) that there are (113) answers with percentage (45.2%) were strongly agreed about all questions that related to the third hypothesis, (95) answers with percentage (38.0%) were agreed on that, (13) answers with percentage (5.2%) were neutral about that, while (20) answers with percentage (8.0%) were disagreed; also (9) answers with percentage (3.6%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (198.880) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-23), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed

with the third hypothesis.From above results, we see that the third hypothesis thatstates"Comprehending language in chunks, leads to comprehending reading"is fulfilled.

4.7Pre-and post-descriptive Statistics

Table (4.25)

Descriptive statistics between pre-test and post-test

	Mean	Std. Deviation	Result	Mean
Pre-test	16.83	4.348	26	4.138
Pre-test	21.47	3.830	28	4.650

Table (4.25) shows that there is a remarkable difference in the performance of the students in the pre-test and post -test., the mean was 16.83 in the pre-test while in the post-test it was 21.46..

Generally, there is a difference between the performance of the students in the pre-test and the post-test and increase in their results which means the students got benefit from the applied collocation course.

2- The difference between Pre-test and post- test:

Table no. (4-26)

Group	Mean	Std. Deviation	T-value	P-value
Pre-test	16.83	4.348	-4.633	0.000
Post-test	21.47	3.830		

Source: The researcher from applied study, 2019

Fromtable (4-26),the P-value of T-test (0.000) is less than the significant level (0.01) that means there is statistical difference between pre-test and post-test for post-test.

4.8Summary of the Chapter

This chapter analyzed and discussed the qualitative and quantitative data collected by the research instruments. The analysis and discussion of data aimed at providing answers to the research questions and testing the hypotheses of the study.

The students' performance in the collocation pre-test revealed the big gap between the two tests. After the course of collocation, the students were completely aware of the importance of collocation on enhancing their reading comprehension.

The results of the **Likert** Scale responses showed the development of the attitudes and responses of the teachers in the questionnaire grid and also reinforced and confirmed the students' responses.

The results will be accepted as positive in the light of the positive results concerning the independent samples t-test. The independent sample shows that the students in the post test achieved better results than the pre- test.

Chapter Five

Main Findings, Conclusion, Recommendations and Suggestions for Further Studies

5.0 Introductions

This chapter presents the conclusion and recommendations of the study. On the basis and analysis of the data carried out on chapter four, the results of the students' test will be shown, the hypotheses of the study will be verified and research questions will be answered.

5.1 The Main Findings

- Sudaneseundergraduate students experience difficulties in understanding the use of collocation.

- Students of English language at university level concentrate their language learning on grammar rather than other aspects of language learning.

- The majority of Sudanese college teachers of English language pay little attention to collocation in their teaching.

- The majority of Sudanese college teachers of English language do not teach words in context.

- Most of the students' mistakes are due to their L1 interference.

- The majority of Sudanese colleges do not include collocation in their syllabi.

5.2Conclusion

Below is a summary of the results of the t-test and the teachers' questionnaire which check the hypotheses.

According to table (4.24) there is a remarkable difference in the performance of the students in the pre-test and post -test., the mean was 16.83 in the pre-test while in the post-test it was 21.46 which means there is a big difference between the performance of the students in the pre-test and the post-test and an increase in their results in the post-test which means the students got benefit from the applied collocation course. Table (4-25) shows the P-value of T-test (0.000) is less than the significant level (0.01) that means there is statistical difference between pre-test and post-test for post-test.

According to the results of the teachers' questionnaire,table no.(4-16) and figure (4-16) show that there are (83) answers with percentage (41.5%) were strongly agreed about all questions that related to the first hypothesis, (84) answers with percentage (42.0%) were agreed on that, (23) answers with percentage (11.5%) were fairly agreed about that, while (5) answers with percentage (2.5%) were disagreed; also (5) answers with percentage (2.5%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (93.14) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the first hypothesis. From above results, we see that the first hypothesis that states "Collocation instruction has a big role on enhancing the students' reading comprehension"is fulfilled.

According to table no.(4-20) and figure (4-20) that there are (117) answers with percentage (39.0%) were strongly agreed about all questions that related to the second hypothesis, (115) answers with percentage (38.3%) were agreed on that,

(49) answers with percentage (16.3%) were neutral about that, while (12) answers with percentage (4.0%) were disagreed; also (7) answers with percentage (2.3%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (191.800) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the second hypothesis "Recent strategies and resources of learning languages enrich vocabulary knowledge"is fulfilled.

According to table no.(4-23) and figure (4-23) that there are (113) answers with percentage (45.2%) were strongly agreed about all questions that related to the third hypothesis, (95) answers with percentage (38.0%) were agreed on that, (13) answers with percentage (5.2%) were neutral about that, while (20) answers with percentage (8.0%) were disagreed; also (9) answers with percentage (3.6%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (19.8) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the third hypothesis.

5.2 Recommendations

According to the above results the researcher recommended that:

•Sudaneseundergraduate students do not have to separate vocabulary from other

aspects of language learning.

•Students can improve their reading comprehension through building their lexiconvia collocation knowledge.

•Sudanese college teachers of English language could adaptvocabulary activities that focus oncollocation.

•Students should strength their collocation knowledge via communication with nativespeakers.

•Sudaneseundergraduate students should improve their collocation knowledge through extensive reading

•Teachers of English language should stress the issue of collocation from the early stages of teaching.

5.3 Suggestions for Further Research

The researcher suggests the following as recommendations for potential areas for further research. These suggestions are based on the findings and conclusions of the study:

* The present study deals with the role of collocation on enhancing reading comprehension, other studies can be conducted on the role of collocation on enhancing the other skills either writing, listening or communication.
* Intensive reading and its role on acquiring collocation knowledge.
* L1 negative transfer and its impact on translating collocation
* Since two instruments were used in this study, more findings may be anticipated by exploring more instruments(for example, observation, group discussion, or interview) for testing the subjects' collocation knowledge.

- The study deals with undergraduate students. To verify the results obtained in the study, other subjects should be examined (example, post graduate students).
- Further studies should be conducted among EFL teachers at Sudanese universities to pinpoint what and how they teach vocabulary.

5.4 Summary of the Chapter

This chapter summarized the results of the data analysis and discussion. It checked the hypotheses and came to the conclusion that collocation has a big role and a positive effect on enhancing the students' reading comprehension. It also provided answers to the research questions and found out that collocation knowledge brought about positive change which is statistically significant in the performance of the students. The chapter also suggested some areas for further researches.

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Appendices

Appendix (1): The Teachers' Questionnaire

Sudan University of Science& Technology

College of Languages

Dear colleague,

As a part of PhD thesis at Sudan University of Science & Technology, the researcher is conducting a survey entitled "*The Role of Collocation on Enhancing Sudanese Undergraduate Students' Reading Comprehension*"

You are kindly requested respond to all statements below. Any information obtained in association with this study will be treated and used confidentially just for the research purpose.

Gender:　　　　　　Male　☐　　　　　Female　☐

Qualification:　　　　BA　☐

　　　　　　　　　　MA　☐

　　　　　　　　　　PhD　☐

Years of Experience in Teaching Collocations

1-5 years　　　　　　　　　　☐

6-10 years　　　　　　　　　　☐

More than 10 years　　　　　　☐

THE QUESTIONNAIRE

Read the following statement and then kindly put a tick (√) inside the square next to the suitable option that you think is most appropriate.

No 0	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Students at university level always try to express themselves indirectly, hence, building their lexicon is the solution.					
2	Over emphasizing grammar prevents students from developing their collocation knowledge					
3	Separating vocabulary from other aspects of language learning, leads to insufficient vocabulary use.					
4	Teachers should adapt vocabulary activities so that it focuses on collocations rather than single words.					
5	Teaching new words in complete contexts might be more effective.					
6	Different vocabulary building strategies are important at different levels.					
7	An increase of the students' knowledge of collocations will result in an improvement of their reading, writing, listening, and speaking skills.					
8	English language teachers pay little attention to collocation in their teaching.					

9	Most of the students' mistakes are due to L1 interference.					
10	Learning words in isolation decreases the students' use of appropriate collocation.					
11	Collocation knowledge is important for communication between people.					
12	Lack of interaction between EFLL and English native speakers influences the learners' collocation knowledge.					
13	English teachers should stress the issue of collocations from the early stages					
14	Extensive reading is one of the solutions to tackle collocation errors.					
15	Collocation knowledge can help students overcome problems of vocabulary usage.					

بسم الله الرحمن الرحيم

Appendix (2): The Students' Test

SUDAN UNIVERSITY OF SCIENCE & TECHNOLOGY

FACULTY OF LANGUAGE

Name: Collocation	Time: 2 hrs	/ 5/2017

Sex	Male	Female

Age	19-22 yrs	22-25yrs	25- 29 yrs	30- above

*Attempt all the questions

Definition of collocation

Collocations are two or more words that often go together.

Please read the passage carefully then answer the following questions:

Egyptian Civilization

The **long history** of Egypt is divided into three periods: the Old Kingdom, the ions Middle Kingdom, and the New Kingdom. These are further divided in to dynasties. A dynasty was a period when **a single family** provides a succession of rulers. When a pharaoh died, successor was chosen from the same family. It was important to **keep the blood** of a royal family pure; therefor, the pharaoh was not allowed to marry outside the immediate family.

During the Old Kingdom, the earliest dynamic period began around 3100BC when upper and lower Egypt were united by **a powerful pharaoh** named Menes. Menes established his capital at Memphis and found the first of the thirty one Egyptian dynasties. It was during the Old Kingdom that the pyramids were built. These massive tombs were an attempt to keep the body of the pharaoh safe. The

Egyptians believed that the soul, or ka, remained with the body until death. At death, the ka left the body for a time. But it later returned and united with the body again for the journey to the next world. If the body was destroyed, the ka had to travel aimlessly for all eternity. **For this <u>reason</u>**, the Egyptians went to great lengths to protect the body especially the body of the pharaoh, for he was both a king and, in the eyes of the people, a god. Often, however, **thieves broke into the <u>pyramids</u>**. They stole the gold and other treasures and destroyed the pharaoh' body. Consequently, sculptors began to create statues of the pharaohs, such as **the portrait of <u>Khafre</u>** on his throne. They put these statues inside the tomb so that the ka could enter this stone statue for **the journey to the <u>nextworld</u>**.

During the Middle period, foreign armies attacked Egypt for the first time by the Hyksos from western Asia. They fought the Egyptians and **<u>easily</u> won the battles** because they had horses and chariots while the Egyptians were fighting on foot. The Hyksos remained in Egypt for two hundred years. During this Kingdom, Egyptians **stopped building <u>pyramids</u>** and began to build pharaohs' tombs in rock cliffs. Much of the sculpture was destroyed by the Hyksos.

The third period of Egyptians history is the New Kingdom. The Egyptians became a military power with**the knowledge of <u>horses</u>** and chariots and ruled over neighbouring nations.

Amenhotop IV came to power in 1372 $_{BC}$. He moved the royal capital from Thebes, changed his name to Ikhnaton, and established a monotheistic religion with Aton as (symbolized as the sun) the one god.

 This was an attempt to break the enormous power of the priests of other gods. After Ikhnaton's death, the old polytheistic (multi-gods) faith was restored. Egyptians time of power and glory began to end when Alexander the Great brought his army to Egypt 332$_{BC}$. The New Kingdom came to a close.

A) Substitute the underlined word(s) with another one to form different collocation.

e.g Egyptians stopped building <u>towers</u>.

-The knowledge of ……….

-Thieves broke into……….

-The journey to the……….

-……… won the battle.

-The portrait of ………

-For this ………………

-Long …………………

-Keep the ……………..

-Powerful ……………..

-A single ………………

B) Complete the following collocations with the correct form of make, do, have, take, or get.

e.g :<u>take</u> a taxi

1. _____ advantage.
2. _____ appointment.
3. _____an attempt.
4. _____a bath.
5. _____ one's best.
6. _____ complaint.
7. _____ a picture.
8. _____ sure.
9. _____ well
10._____ tired.

C) Choose the correct collocate.

He knows the interviewer already and that will give him an_____ advantage over me.

a) ardent   b) significant   c) unfair   d) considerable

2) He gave me a _____ advice and I took it.

a) dangerous   b) blunt   c) high   d) unfair.

3) It's not a very challenge job. I only have to deal with _____ affairs.

a) outside   b) ugly   c) every day   d) blunt.

4) It seems no time at all since I started work and here I am at _____ age.

a) deep   b) ugly   c) outside   d) retirement.

5) I don't trust him a. I think he has _____ agenda.

a) bygone   b) hidden   c) false   d) deep.

6) I'm an _____ admire of your work.

a) ardent   b) stale   c) considerable   d) triumphant.

7) They don't always agree but I think there is a bond of _____ affection between them.

a) ugly   b) deep   c)outside   d) full.

8) A Ferrari is a very _____ car. You can   depend on it.

a) potent   b) powerful   c) hard   d) tough.

9) They _____ a few mistakes.

a) performed   b) did   c) committed d) made.

10) She _____ her shoulders saying: "I don't know".

a) puts up   b) shrugs   c) raises   d) breaks

D) Translation

Translate the following collocations from English to Arabic.

- From dawn till dusk
- Come to the point
- Close a deal

- Break off negotiations
- Rancid butter
- Speak your mind
- Quenched his thirst
- A blinding light
- Bang on time
- Completely soaked

Translate the following collocations from Arabic to English.

إنتصار ساحق ـ
_____

شاي ثقيل ـ
_____

شعر أشقر ـ
_____

اسلحة الدمار الشامل ـ
_____

يذيب الجليد ـ
_____

يتخذ قرارا ـ
_____

نظرة ضيقة ـ
_____

بعد عدة إعتبارات ـ
_____

عاصفة هوجاء ـ
_____

حل جذري ـ
_____

Good luck

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