



**Sudan University of Science & Technology**

**College of Graduate Studies**

**College of Languages**



## **Investigating Difficulties that Face EFL Learners in Using Collocations at Sudan University**

**تقصي الصعوبات التي يواجهها دارسو اللغة الانجليزية لغة اجنبية في استخدام  
المتلازمات اللفظية بجامعة السودان للعلوم والتكنولوجيا**

**A Thesis Submitted for Partial Fulfilment of Requirements for  
the Degree of MA in English Language  
(Applied Linguistics)**

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## **DEDICATION**

This work is dedicated to the soul of my father

## **ACKNOWLEDGEMENTS**

The greatest praise is to Allah the Almighty for the enormous graces he bestowed upon me to achieve this work. An enormous gratitude and respect goes to my supervisor Dr. Hillary Marino Pitia for his remarkable guidance, patience and advice. I am very thankful to Dr. Areeg Osman and Dr. Abdel Kharim K for having verified the test. Sincere thanks also to all of my colleagues in Batch 4, linguistics. Finally, deep thank also goes to my husband for his enormous support.

## **ABSTRACT**

This study aimed at investigating the difficulties encountered by EFL learners in using collocations. The researcher used the descriptive analytical method. The tool was a test distributed to 30 students majoring English Language in their third year at Sudan University of Science and Technology, College of Languages, Department of English. The data were analyzed by using the Statistical programme SPSS (Statistical Package for Social Sciences). The results that the researcher arrived at in the end of the investigations supported the research hypotheses . In conclusion, the researcher provided some recommendations relevant to attempts for solving the problem of collocation awareness including following effective methods and materials in raising students' awareness of collocations knowledge in addition to some suggestions for further studies.

## المستخلص

هدفت هذه الدراسة الي تقصى الصعوبات التى تواجه دارسي اللغة الانجليزية كلغة اجنبية في استخدام المتلازمات اللفظية . استخدمت الباحثة الطريقة الوصفية التحليلية وكانت اداة البحث اختباراً من إعداد الباحثة تكون من (30) نسخة الذي وُزع على طلاب السنة الثالثة والذين هم من دارسي اللغة الإنجليزية بجامعة السودان للعلوم والتكنولوجيا بكلية اللغات، قسم اللغة الإنجليزية . تم تحليل البيانات احصائياً باستخدام برنامج الحزم الاحصائية للعلوم الاجتماعية . كانت النتائج التي توصلت اليها الباحثة في نهاية البحث داعمة لفرضيات البحث . ختاماً قدمت الباحثة بعض التوصيات ذات الصلة بمحاولة حل مشكلة الوعى بالمتلازمات اللفظية متضمنة اتباع طرق ومناهج دراسية فعالة تعمل علي رفع وعي الطلاب بالمتلازمات اللفظية بالاضافة الي بعض الإقتراحات لدراسات الي مدى ابعاد .

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# CHAPTER ONE

## INTRODUCTION

### **1.0 Overview:**

Language is a means of communication among people, and language fluency is influenced by how this language is acquired. Unquestionably, English language has become an international language which is widely used in different aspects of life, particularly in the scientific and technological fields. Acquiring English language, or any language, as a foreign language requires continuous efforts and great knowledge of how to promote and develop one's skills through the modern media such as computers, smart phones and internet which might help in the process of learning and teaching.

For learner of a foreign or second language, vocabulary has been bottleneck delaying his progress of learning. At this stage, the traditional way of memorizing the meaning and pronunciation of a new word is far from meeting the need of the learner. With the expansion size of vocabulary, many problems may arise concerning the proper use of a word in context, among which is collocation. However, students of English are more concerned about how to expand their vocabulary, that is, to increase the number of words they can remember. Collocations are the most important aspect of knowing a word. That is to say, in order to deepen the understanding of a word, students of English must know its collocation.

So, the current study concentrates on the problems that encounter EFL learners in vocabulary, particularly in choosing appropriate combinations of words which are called collocations (a pair or group of words that are often used together).

Concerning the meaning of collocation people's opinions are varied. Here Robins (2000:64) argues that collocation is "the habitual association of a word in a language with other particular words in sentences".

In linguistics, collocations is defined as a sequence of words or terms that co-occur more often than would be expected. There are different types of collocations which will be introduced in this study.

### **1.1 Statement of the Problem:**

This study attempts to investigate the difficulties encountered by EFL learners in using collocations. Some EFL learners at Sudanese universities have insufficient knowledge of collocation (words that are often used together). So they face some difficulties in using them; that make their language sound unnatural and incorrect. The researcher wants to find out through the study if EFL learners are aware of using collocations and then suggests and recommends solutions for the problems.

### **1.2 Questions of the Study:**

This study addresses the following questions:

- 1- To what extent are 3<sup>rd</sup> year students majoring in English at SUST aware of using collocations?
- 2- Which are the types of collocations that cause the greatest difficulty for EFL learners at SUST?
- 3- To what extent can 3<sup>rd</sup> year students majoring in English identify different types of collocations?

### **1.3 Hypotheses of the Study:**

This study sets out to test the following hypotheses:

- 1- EFL undergraduate 3<sup>rd</sup> year students majoring in English at SUST are unaware of using collocations.
- 2- Grammatical collocations are the most difficult type of collocations.

3- EFL undergraduate 3<sup>rd</sup> year students majoring in English at SUST are unable to identify different types of collocations.

#### **1.4 Methodology of the Study:**

The researcher is going to use the descriptive and analytical method. A test will be used to collect the data from the sample that comprised 30 students. The researcher has used a computer Programme known as (SPSS) to analyze the data collected from the students.

#### **1.5 Significance of the Study:**

This study is very important and very useful for those who are concerned with English Language, either a learner, a teacher or a speaker of English language and would enable the learners of English as a foreign language (non-native speakers) to become better aware of collocations and its types. Raising EFL learners' awareness regarding the use of collocations and their types which help EFL learners to be proficient in communication and writing skills

#### **1.6 Objectives of the Study:**

This study aims to:

- 1- Raise EFL learners' awareness concerning the use of collocations.
- 2- Examine whether grammatical collocations are the most difficult type of collocations.
- 3- Explore whether 3<sup>rd</sup> year students are able to identify various types of collocations.

### **1.7 Limits of the Study:**

The study is limited to investigating difficulties encountered by 3<sup>rd</sup> English Majors in using collocations at the College of Languages, Department of English, at Sudan University of Science and Technology .This study is conduct in the period between 2016 / 2017. It has targeted a sample of 30 students drawn from the College of languages.

# CHAPTER TWO

## THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

### **2.0 Introduction:**

In this chapter consists of two parts. The first part presents a theoretical framework which aims at exploring and discussing the main points related to the topic of the study. It displays the notion of collocation, main types of collocations and mentioning the various definitions of collocations. Then it provides some view about the definitions of collocation. The second part of this chapter aims at reviewing some previous studies related to the current study.

### **2.1 The Notion of Collocations:**

Dave Willis (2003:45) points out that we say that words ‘collocate’ if they occur together more frequently than one would expect. Sometimes this happens because the words are simply likely to be found in the same context. This would be the case with the words *dog* and *tail*, for example. And we could predict a number of other words which collocate with *dog*: *bone*, *bite*, *cat*, and *kennel*, for example. In the same way, the word *drink* collocates with *beer*, *wine*, *lemonade*, and *water*. From the learner’s point of view these collocations are accidental and easily learnt. If a learner knows the word for *drink* and the word for *beer* then these two words are certainly likely to crop up together more than the words *beer* and *dog*, for example.

There are, however, other collocations which do need to be learnt.

Someone who knows the word *strong* and the word *tea*, for example, may not know that these two words frequently go together in English-that we talk about *strong tea* and *weak tea*. someone who knows the word *sour* and the word *milk* may not know that these two words go together, that we talk about milk *going sour* rather than milk *getting old* or *going bitter*. Along with collocations we have collocational restrictions. We talk about *strong tea* and *weak tea*, but if we are talking about cheese as *weak*, and we do not describe tea as *milk*. So another aspect of lexical knowledge is knowing which words go together even if it may not be possible to predict this association from the general meanings of the words. We also need to know which words do **not** go together, such as *milk* and *tea*, even though one might sensibly predict that they will go together.

## 2.2 Definition of Collocation?

As noted by Michael Mc (2005:6) a collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound ‘wrong’ to native speakers of English. For example, the adjective *fast* collocates with *cars*, but not with a *glance*.

We say...	We don't say...
<b>Fast cars</b>	<del>quick</del> cars
<b>Fast food</b>	<del>quick</del> food
<b>A quick glance</b>	a <del>fast</del> glance
<b>A quick meal</b>	a <del>faet</del> meal

Learning collocations is an important part of learning the vocabulary of a language. Some collocations are fixed, or very strong, for example **take a photo**, where no word other than *take* collocates with *photo* to give the same

meaning. Some collocations are more open, where several different words may be used to give a similar meaning, for example **keep to / stick to the rules**. Here are some more examples of collocations.

You must make an effort and study for your exams (NOT ~~de~~ an effort).

Did you **watch TV** last night? (NOT ~~look at~~ TV)

This car has a very **powerful engine**. It can do 200 km an hour.

(NOT ~~strong~~ engine)

There are some **ancient monuments** nearby. (NOT ~~ancient~~ monuments)

Sometimes, a pair of words may not be absolutely wrong, and people will understand what is meant, but it may not be natural, normal collocation. If someone says **I did a few mistakes** they will be understood, but a fluent speaker of English would probably say **I made a few mistakes** (ibid).

### **2.3 Views about the Definitions of Collocations:**

The term collocation is used in widely different senses by linguists such as Moon (1998) to refer to syntagmatic and paradigmatic relations of words. In one approach, Carter (1998:51) argues that collocation is the frequent co-occurrence of words within a certain distance recognized to be four words to either side of the specified focal word or node. This view is known as the **“Frequency-Based Approach”** and it goes back to Firth (1957:51). It has been developed further in particular by Halliday (1966:148) and Sinclair (1997:170). Nesselhauf (2004:11), on the other hand, claims that collocation can be seen as a type of word-combination, most commonly as one that is fixed to some degree but not completely. This view is known as the **“Phraseological Approach”** and has been strongly adopted by researchers extensively working in the fields of lexicography and pedagogy such as Cowie (1981:223). Sinclair (1997), moreover, asserts that it is possible for any English work to keep company with



other words provided they related to the same cluster like *snow* and *block*, or with different clusters but lying within the same lexical set like *street* and *language*.

## **2.4 The Importance of Collocation:**

Collocation runs through the whole of the English language. No piece of natural spoken or written English is totally free of collocation. For the student, choosing the right collocation will make his speech and writing sound much more natural, more native-speaker-like, even when basic intelligibility does not seem to be at issue. A student who talks about \*strong rain may make himself understood, but possibly not without provoking a smile or a correction, which may or may not matter. He will certainly be marked down for it in an exam.

But, perhaps even more importantly than this, language that is collocationally rich is also more precise. This is because most single words in the English language- especially the more common words – embrace a whole range of meanings, some quite distinct, and some that shade into each other by degrees. The precise meaning in any context is determined by that context by the words that surround and combine with the core word-by collocation. A student who chooses the best collocation will express himself much more clearly and be able to convey not just a general meaning, but something quite precise. Compare, for example, the following two sentences:

*This is a good book and contains a lot of interesting details.*

*This is a fascinating book and contains a wealth of historical details.*

Both sentences are perfectly ‘correct’ in terms of grammar and vocabulary, but which communicates more (both about the book under discussion and the person discussing it)?

Oxford education dictionary

## **2.5 Types of Collocations:**

Meohkardi (2002:54) In English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions.

Such groups of words are called recurrent combinations, or collocations. Collocations fall into two major groups: **grammatical collocations** and **lexical collocations**.

### **2.5.1 Grammatical Collocation:**

According to Benson, Benson and Ilson (1986) in their introduction to their The BBI Combinatory Dictionary of English grammatical collocations fall into the following combinations: noun+ preposition, noun+to-infinitive, noun+that-clause, preposition+noun, adjective+preposition, predicate adjective+to-infinitive, adjective+that-clause.

#### **2.5.1.1 noun + preposition combinations:**

Not all noun + preposition combinations can be considered as collocations due the highly predictable meaning of some preposition, such as *of* and *by*. So, noun+ of / by combinations are considered free combinations. The following phrases are examples of noun + preposition collocation: blockade against, apathy towards.

### 2.5.1.2 noun + to + infinitive:

There are five syntactic patterns in which *noun + to + infinitive* construction is most frequently encountered:

- a- It was a *pleasure (a problem, a struggle)* to do it.
- b- They had the *foresight (instructions, an obligation, a permission)* to do it.
- c- They felt a *compulsion (an impulse, a need)* to do it.
- d- They made an *attempt (an effort, a promise, a vow)* to do it.
- e- He was a *fool (a genius, an idiot)* to do it.

### 2.5.1.3 noun + that-clause:

The noun + that-clause combinations that are considered collocational are those using subject pronouns. For example:

We reached an agreement that she would represent us in court.

He took an oath that he would do his duty.

However, when the ‘that-clause’ can be replaced by ‘which-clause’ as that in relative clauses, such a **noun + that-clause construction** is not considered as collocational. For example: we reached into an agreement **that/which** would go into effect in a month.

### 2.5.1.4 preposition + noun combinations:

Any combinations of preposition and noun can fall into this category, however the choice of preposition with certain noun is not at random. For example:

*By accident, in advance, in agony, etc.*

### 2.5.1.5 adjective + preposition combinations:

Some adjectives are followed by a prepositional phrase. The adjective + preposition combination that is considered collocational is the one that occurs in the predicate (verbless clause). However, past participle adjective followed by

preposition by is not considered collocational because this construction is regular and predictable.

For example:

*They are **angry at** the children,*

*They are **hungry for** news*

\*the ship was abandoned (by its crew) is not considered collocational.

### **2.5.1.6 predicate adjective + to + infinitive:**

These adjectives occur in two basic constructions with infinitives.

- a. Adjectives with dummy subject “it” such as it was necessary to work; also possible it was necessary *for him* to work (the insertion of prepositional phrase).
- b. adjectives with real and animate subject, such as *she* is ready to go; or with inanimate subject, such as: it (the bomb) is designed to explode at certain temperatures; or with either animate or inanimate subject: *she* was bound to find out or *it* (the accident) was bound to happen.

### **2.5.1.7 adjective + that clause:**

Some adjectives can be followed by that-clause. For example:

*She was afraid that she would fail her examination*

Several adjectives followed by present subjunctive in formal English are collocational, such as: it was imperative that **we be there**.

### **2.5.2 Lexical Collocations:**

The following are type of lexical collocations as categorized in Benson, etal the BBI Combinatory Dictionary of English (1986:xxiv- xxviii):

### **2.5.2.1 verb (usually transitive) + noun/pronoun (or prepositional phrase):**

Most of 2.4.2.1 collocations are called CA collocations because they consist of a verb denoting creation or activation and a noun/a pronoun. For example:

(denoting creation) come to an agreement, compose a music, etc

(denoting activation) set an alarm, launch a missile, etc

However, not all verbs denoting creation and activation can be considered collocable to any nouns. Combinations of verbs, such as *build, cause, cook, make, prepare*, etc + nouns are limitless, their meanings are predictable.

Therefore these combinations are not considered collocations. For example: *build a house (a bridge, roads), cause damage (death, deafness)*. Similarly, there are some nouns with polysemous meaning, such as *line* needs different verbs to collocate: *form a line* (meaning *to line up*) and *drop smb a line* (meaning *write smb a letter*).

### **2.5.2.2 verb (meaning eradication and or nullification) + a noun:**

This lexical combination is called EN (eradication and nullification) collocations. For example:

*reject an appeal, revoke a license, annul a marriage, withdraw an offer.*

Some verbs denoting similar meaning and that can be used with large number nouns are considered as free combination. For example the verb *destroy* can combine with almost any nouns denoting physical objects: *village, school, document, etc.*

### **2.5.2.3 adjective + noun:**

In some instances, more than one adjective (or more than one form of the same noun).

For example:

*Strong / weak tea; kind /kindest/ best regard.*

#### **2.5.2.4 noun + verb:**

The verb names an action characteristic of the person/things designated by the noun.

For example:

*Alarms go off, bees buzz; bomb explode*

Predictable combinations, such as boxers box, dancers dance are considered free collocations.

#### **2.5.2.5 noun + noun:**

This type of collocations indicates the unit that is associated with a noun.

a. Larger unit to which a single member belongs. For example:

*a herd of buffalo, a bouquet of flowers, etc*

b. The specific, concrete, small unit of something larger, more general. For example:

*A bit of advice, an article of clothing, etc*

#### **2.5.2.6 adverb + adjective:**

The meaning of most adverbs in this combination is “very”.

For example:

*Deeply absorbed, closely acquainted, hopelessly addicted, etc.*

#### **2.5.2.7 verb + adverb:**

For example:

*appreciate sincerely, argue heatedly, etc.*

## 2.6 Collocation and Language Fluency:

Ellis (2005) and Lewis (2006) argue that fluency occurs because native speakers have a sort of prefabricated and memorized lexical phrases, which they use skilfully in relevant situations with abnormal rate of articulation. They do not always rely on assembling strings of words on-line via syntactic rules. Moreover, stress and intonation also improve if language is met, learnt and acquired in chunks.

“Speaking natively is speaking idiomatically using frequent and familiar collocations, and the job of the language learner is to learn these familiar word sequences. That native speakers have done this is demonstrated not only by the frequency of these collocations in the language, but also by the fact that conversational speech is broken into ‘fluent units’ of complete grammatical clauses of four to ten words, uttered at or faster than normal rates of articulation. Ellis (2005:128).”

## 2.7 About Collocations and Idioms:

Alan (2006:27) claims that this term is used in two main ways. The first use refer to any grammatically well-formed sequence of words that go together without oddness, such as *an excellent performance*. We say that, for instance, *excellent* ‘collocates with’ *performance*, meaning that they go together normally; we can also say that *excellent* is ‘a normal collocate’ of *performance*. The other use is to refer to a sequence of words that is **compositional** (unlike a prototypical **idiom**, for example), but nonetheless forms a unit in some way. This may simply be because they occur together very frequently, but usually the sequence also has semantic unity. For instance, one or more of the constituent words may have a special sense which only appears in that combination, or in a limited set of related combinations. The following expressions, for instance, are

collocations in this sense: *a high wind, high seas, high office, have a high opinion of*. In each case, the word *high* has a (different) special meaning, and this meaning is different from the **default meaning** present in, for instance, *a high wall*. (This type of collocation is sometimes called an ‘encoding idiom’.)

## Part Two

### 2.8 Related Previous Studies:

In this chapter, the researcher provides a review of literature, so she gives an account to the previous studies which are related to the current study.

**The first study** is by Muhammad (2015) who conducted a study entitled: “Investigating Collocational Problems Encountered by EFL learners”. The objective of the study is to determine the degree of collocational problems of EFL learners and the causes of collocational mistakes. The study tool was collocation test comprising 20 multiple choice questions divided among six collocation patterns and the second part, is putting the given expressions into the correct categories. The participants of this study were engaged in Collocations problem test that consisted of (40) students in their fourth-year at College of Languages, within the academic year (2014-2015) at Sudan University of Science and Technology. To fulfil the aims of the study, patterns of collocations were designed and the data has been statistically analysed by SPSS programme. The research findings have revealed serious inadequateness in subjects’ collocational problem and the evaluation of collocation patterns reveals that the number of (adverb + adjective). The general results were below the average value. Based on the subjects’ unsatisfactory performance, the researcher has recommended certain remedial measures including raising awareness of lexical collocation among EFL learners because of learners’



awareness in this type and learners should be given tests which can be done every month to overcome these problems, in addition to the students' problem in transferring their L1 to L2 in using collocation.

**The second study** is by Abdullah (2014) who conducted a study entitled "Investigating Collocational Knowledge". A case Study of English Majors, College of Languages at Sudan University of Science and Technology.

This study is intended to measure the mastery of collocation knowledge among Sudanese English majors. The objective of the research is twofold, namely to determine the degree of collocational knowledge among these students as well as the causes of collocational errors, with the ultimate goal of offering pedagogical solutions. The study instrument was an accredited collocation test comprising 42 multiple-choice ticking /crossing questions divided among four collocation patterns. The tool was distributed among 100 students majoring in English in their third and fourth year at the College of Languages, Sudan University of Science and Technology. The data has been statistically analysed by SPSS programme. The research findings have revealed serious inadequacies in the subjects' collocational knowledge as shown by the scores of the test, the overall results were below the average. Based on the subjects' unsatisfactory performance, the researcher has recommended forward certain remedial measures including the incorporation of the lexical Approach into university syllabuses prioritizing vocabulary and collocation items in teaching modules, and raising awareness among both language teachers and learners about the central place that lexical combinations have in the contemporary view of language learning.

**The third study** is by Hsu (2007) who conducted a study entitled "Lexical Collocations and their Impact on the Online Writing of Taiwanese College English Majors and Non-English Majors", Department of English at National Kaohsiung First University of Science and Technology. This study aims to

investigate the use of English lexical collocations and their relation to the online writing of Taiwanese college English majors and non-English majors. The data were collected from 41 English majors and 21 non-English majors at the National University of Science and Technology in southern Taiwan. Each student was asked to take a 45-minute online English writing test, administered by the Web-based writing program, Criterion Version 7.1 (Educational Testing Services) to examine the subjects' use of lexical collocations i.e., frequency and variety). The test was also used to measure writing fluency of the two student groups.

Test results were examined to answer the two major questions for correlation (1) between the subjects' frequency of lexical collocations and their writing and (2) between the subjects' variety of lexical collocations and their writing. The study findings indicated that: (1) there seemed to be a positive correlation between Taiwanese college EFL learners' frequency of lexical collocations and their online writing scores; and (2) there seemed to be a significantly positive correlation between the subjects' variety of lexical collocations and their online writing scores. This present study also reports on a pattern of lexical collocation development observed among writers of different fluency levels, ranging from the lowest to the highest.

## **2.9 Summary of the Chapter:**

The main purpose of this chapter is to revive the related research literature of collocations which is divided into two main parts. The first part displays the notion, types of collocations and other areas relevant to the issue of collocation. The second part presents some previous studies that deals with the topic of the study.

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

#### **3.0 Introduction:**

In this chapter, the researcher aims at providing the method used to carry out the present study. It describes the method, subjects, research tool, validity and reliability and the procedures to realize these goals.

#### **3.1 Method:**

The researcher used the descriptive analytical method to conduct his study. The data in the present study were analyzed by SPSS (Statistical Package for Social Sciences).

#### **3.2 Sample of the Study:**

The sample of the Study was (30) students majoring in English, Department of English language, College of Languages, at Sudan University of Science & Technology. The sample chosen for the study was of different ages and both sex who belong to the third level.

#### **3.3 Instrument of the Study:**

The researcher used a test as a tool to collect the data. It was test of two parts. The first part was about underlining the best answer, the second part was about matching (A) with (B) in (C).

#### **3.4 Population of the Study:**

The population of this study are students at Sudan University of Science & Technology, College of Languages, Department of English.

### **3.5 Validity and Reliability of the Tool:**

The test content was validated by experts who omitted, added and corrected. Their notes and suggestions were taken into consideration, and the researcher made the necessary modification before administering the test.

The reliability of the test was found to be .874. It was obtained by the use of SPSS (Statistical Package for Social Sciences) programme.

**Reliability** refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the 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 the reliability:

Alpha-Cranach coefficient.

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 test is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

### Reliability Statistics

Cronbach's Alpha	N of Items
.76	30

### 3.6 Procedures:

As have been mentioned, data of the study were collected though a test. The researcher conducted a test for the third year students of Sudan University of Science and Technology who are majoring in English at College of Languages. The test actually took place in CR14 classroom.

The researcher herself and others friends administered and supervised the test. Each student was given a testing paper consisted of 4 pages, the time given for the test was 40 minutes. The students' answer tests were collected and analyzed.

# **CHAPTER FOUR**

## **DATA ANALYSIS, ESULTS AND DISCUSSION**

### **4.0 Introduction:**

This chapter consists of the results which the researcher has reached at the end of the investigation as well as analysis and discussion of these results.

Also it devoted to the analysis, evaluation, and interpretation of the data collected through the test which was given to 30 respondents who represent the students' community in 3<sup>rd</sup> year at Sudan University of Science and Technology.

### **4.1 Data Analysis and Discussion of Results**

The results and discussion will be shown in details.

### **4.2 Responses to the Test:**

The responses to the test of the 30 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the test is analyzed statistically and discussed. The following tables will support the discussion.

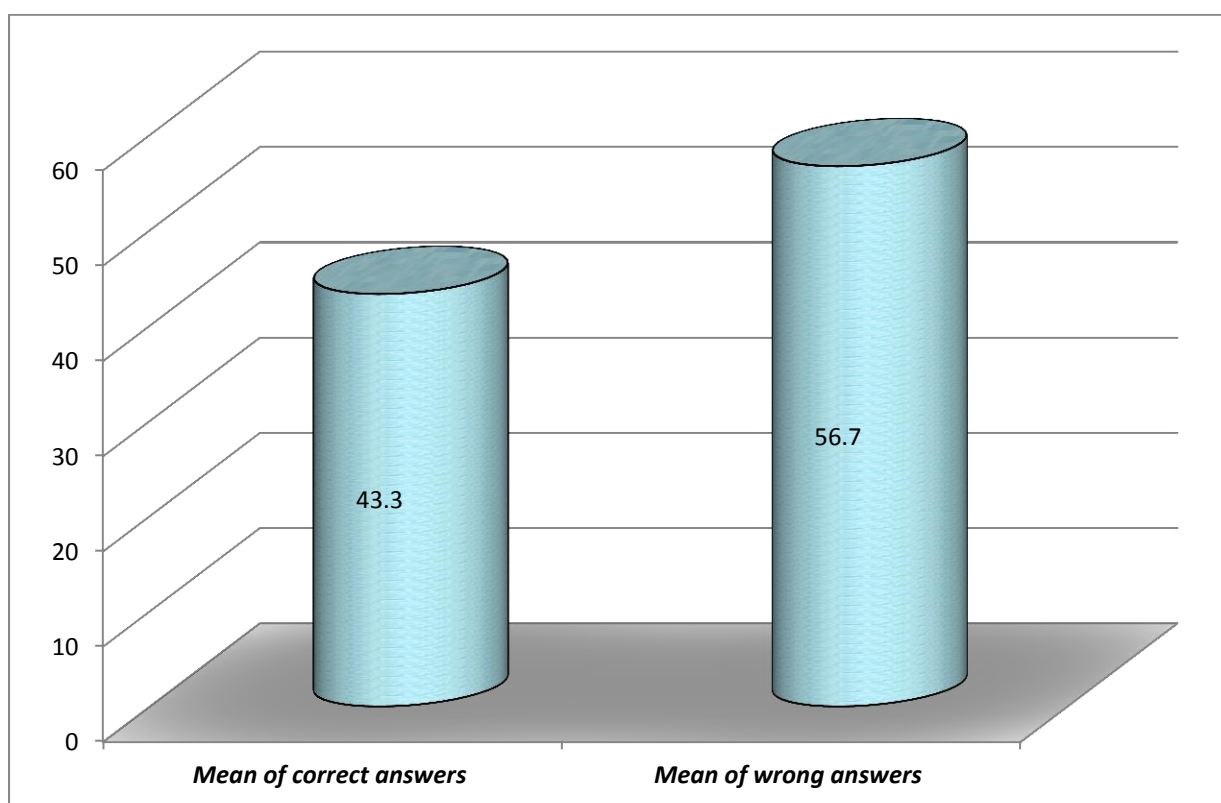
### **4.3 Testing Hypotheses:**

**4.3.1: Hypothesis (1): (EFL undergraduate third year students majoring in English at SUST are unaware of using collections.**

**Table (4.1): shows the means of correct and wrong answers of  
part one**

Means	Frequency	Percentage
Mean of correct answers	13	43.3%
Mean of wrong answers	17	56.7%
Total	30	100

**Figure (1.4):** shows the means of correct and wrong answers of part one



From the above table (4.1) and figure (4.1) it's clear that the mean of wrong answers is (17) with the percentage (56.7%) which is greater than the mean of correct answers which is (13) with the percentage (43.3%). This two percentages seem to almost near each other but all in all the wrong answers

percentage (56.7%); tell that the students are almost unaware of using collocations. Which is clear in the following table that shows the answers in details.

**Table (4.2) Frequency distribution of correct and wrong answers according to part one**

Number	Combinations	Correct answers	Wrong answers
<b>1</b>	(Noun + Preposition combinations)	11	19
<b>2</b>	(preposition + noun combination)	8	22
<b>3</b>	(adjective + preposition combination)	12	18
<b>4</b>	(verb (usually transitive) + noun/pronoun (or prepositional phrase):	13	17
<b>5</b>	(verb (meaning eradication and or nullification) + a noun)	9	21
<b>6</b>	(adjective + noun)	11	19
<b>7</b>	(noun + verb)	12	16
<b>8</b>	(noun + noun)	13	17
<b>9</b>	(adverb + adjective)	14	18
<b>10</b>	( verb + noun)	7	23

according to the results that presented in the table (4.2) above , it's clear that the number of wrong answers is greater than the number of correct answers at **all of**



the questions in part one of the test; which confirms the first hypothesis that, all of the students are unaware of using collocations.

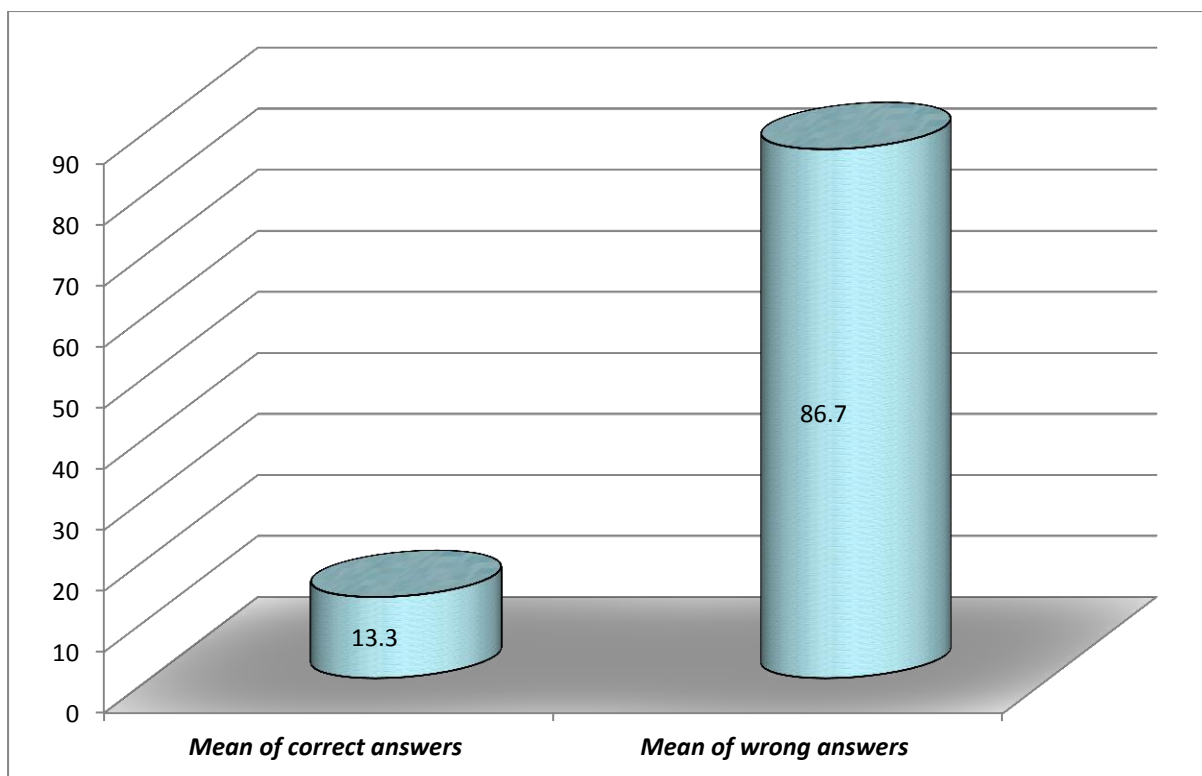
#### **4.3.2: Hypothesis (2): Grammatical collocations are the most difficult type of collections:**

In the second part of the test and concerning hypothesis two, the researcher needed to test the students' awareness of the types of collocations (grammatical and lexical). This part of the tool test students were requested to match the collocation combination with examples. It consists of 16 questions the first 7 were concerned with **grammatical collocation** combinations and the rest 8-16 concerned with **lexical collocations** (*questions number 15&16 are repeated to make the question marks out of 15*).

The following table (4.3) and figure (4.2) show the results of part two of the test.

**Table (4.3) shows the means of correct and wrong answers of part two**

<b>Means</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Mean of correct answers</b>	4	13.3%
<b>Mean of wrong answers</b>	26	86.7%
<b>Total</b>	30	100



From table (4.3) and figure (4.2) above, the findings reveal that the mean of wrong answers is (26) with percentage (86.7%) which is greater than the mean of wrong answers which is (4) with percentage (13.3%); this indicates that students have failed in matching collocation's combinations with the correct examples.

The researcher in part two did not classify types of collocations because she desired to test the student's knowledge about types of collocation considering that they already learnt collocations in a subject as she mentioned before. In this part also the researcher wanted to prove the third hypothesis which is EFL undergraduate 3<sup>rd</sup> year students majoring in English at SUST are unable to identify types of collocation through the second hypothesis which is grammatical collocations are the most difficult type of collocations. So the classification of types of collocations was done through the statistical analysis. The following table (4.4) shows the correct and wrong answers of part two concerning grammatical collocations in details.

**Table (4.4): Frequency distribution of correct and wrong answers according to part two (Grammatical collocations)**

Number	Combinations	Correct answers	Wrong answers
1	Preposition + noun combinations	5	25
2	Noun + to+ infinitive	4	26
3	Noun + that clause	2	28
4	Adjective + preposition combinations	8	22
5	predicate adjective +to+ infinitive	12	18
6	Adjective + that clause	15	15
7	Noun + preposition combinations	3	27

This table (4.4) above shows the results which shows the highest number of correct answers which has been done by 12 students concerning *predicate adjective +to+ infinitive* combination, Whereas only 2 students has been done *Noun + that clause* combination correct. *Adjective + that clause* was the only combination that its correct answers were the same as wrong answers which is 15. But, all in all this is to be considered as a failure in proving the third hypothesis.

#### **4.3.3: Hypothesis (2): Grammatical collocations are the most difficult type of collections:**

The following table (4.5) shows the correct and wrong answers of part two concerning lexical collocations in details.

**Table (4.5): Frequency distribution of correct and wrong answers according to part two (Lexical collocations):**

Number	Combinations	Correct answers	Wrong answers
8	Verb (meaning eradication and or nullification) + a noun	13	17
9	Verb (meaning eradication and or nullification) + a noun	14	16
10	adverb + adjective	9	21
11	Noun + verb	6	24
12	Adjective + noun	11	19
13	Noun + noun	10	20
14	Verb + adverb	7	13
15	verb (usually transitive) + noun/pronoun (or prepositional phrase)	1	29
16	verb (usually transitive) + noun/pronoun (or prepositional phrase)	2	28

This table (4.5) above reveals that the highest number of correct answers which has been done by (1-2) students concerning *verb (usually transitive) + noun/pronoun (or prepositional phrase)* combination, whereas (13-14) students has done *Verb (meaning eradication and or nullification) + a noun* combination correctly.

Still there is no one has scored above the minimum mark which is 15; this is a serious indicatory of failure in differentiating between lexical and grammatical collocations.

So by this the third hypothesis was proved that the grammatical collocations are the most difficult type which is clear in the following table (4.6) that shows the numbers of wrong and correct answers concerning both types of collocations.

**Table (4.6): Frequency distribution of correct and wrong answers according to part two (Lexical and grammatical collocations):**

Number	Correct answers of Grammatical combinations	Correct answers of Lexical combinations	Wrong answers of Grammatical combinations	Wrong answers of Lexical combinations
1	5	13	25	17
2	4	14	26	16
3	2	9	28	21
4	8	6	22	24
5	12	11	18	19
6	15	10	15	20
7	3	7	27	13
8	-	1	-	29
9	-	2	-	28
Total	49	70		

From the above table (4.6) it's clear that the number of correct answers according to grammatical collocations is greater than the number of correct answers according to lexical collocations; this prove the second hypothesis which hypothesize that grammatical collocations are the most difficult type of collocations and it is obvious from the total of numbers of correct answers.

**Table (4.7) One Sample T-TEST for the two parts of the study**

Parts	N	Mean	SD	t-value	DF	p-value
1	30	3.4	2.2	12.7	29	0.00
2	30	2.5	1.81	7.75	29	0.00
For all	30	11.33	6.00	15.51	29	0.00

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (1) was (12.7) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34).this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (1) was (7.75) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). this indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents this mean that our second hypothesis is also accepted.

#### **4.4 Summary of the chapter:**

In this chapter the researcher provides the discussion of the study concerning the problems encountered by EFL learners. The data were statistically analyzed as well as research questions and hypotheses.

In brief, it is possible to say that this study proved that there is a serious failure concerning collocational awareness and type’s identification; the final results as follows:

- Although, the results were closed but, at the end Students are almost unaware of using collocations.
- In proving the third hypothesis which is the students are unable to identify types of collocations (although the students already have learnt these types); the researcher hypothesize the second hypothesis which is proved by that grammatical collocations are the most difficult type of collocations.



# CHAPTER FIVE

## Conclusions, Recommendations and Suggestions for Further Studies

### 5.0 Introduction:

In this chapter, the researcher presets the conclusions of this study, recommendations and some suggestions for further studies.

### 5.1 Conclusions:

After showing the results in the previous chapter (chapter four), the researcher has concluded that:

- 1-Students are unaware of using collocations.
- 2-Grammatical collocations are the most difficult type of collocations.
- 3-The final results reflect that there is a serious weakness in identifying types of collocations (lexical & grammatical).

### 5.2 Recommendations:

In the light of this study and according to the findings which were shown at the end of the investigations, the researcher recommends the following:

- 1-Teacher must bring his/her students' attention to the importance of collocational knowledge and must be active in pointing out useful collocation combinations and getting students' to record it.
- 2-Teachers must focus on following effective methods in raising the students' awareness of collocation for example (focus on writing the selection of miscollocation of the students).
- 3- Teachers must direct the students to consult collocations dictionaries in order to enrich their knowledge on types of collocations.

### **5.3 Suggestion for Further Studies:**

In the line of this study, the researcher suggests the following:

- 1- Wider and deeper studies are needed to cover all types of collocations.
- 2- More research should be conducted on the influences of collocational knowledge among Sudanese EFL learners.
- 3- This study can be extended to involve the whole educational institutions in Sudan.

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**Sudan University of Science & Technology**  
**College of Graduate Studies**  
**College of Languages- Department of English**

## Collocations test

Name (optional).....Gender.....

**Instruction:**

**Time: 40 minutes**

This research aims to investigate knowledge of collocations among EFL learners who are majoring in English at SUST.

The test divided into two parts as follows:

***Part one:***

**Hypotheses one: (EFL undergraduate 3<sup>rd</sup> year students majoring in English at SUST are unaware of using collocations.**

**Underlining the best answer:**

**Number One is done as an example:**

Birds ----- nests in trees.

- a- Prepare
- b- Make
- c- Do

**(Noun + preposition combination)**

1- She felt apathy ----- doing her homework.

- a- against
- b- towards
- c- of

2- They are trying to start a battle----- terrorism.

- a- with
- b- against
- c- In front of

**(preposition + noun combination)**

3- I will give you the money----- advanced.

- a- at
- b- in
- c- to

**(adjective + preposition combination)**

4- We are hungry-----news.

- a- for
- b- of
- c- to

**(verb (usually transitive) + noun/pronoun (or prepositional phrase):**

5- He has been asked to-----a presentation about his work.

- a- make
- b- have
- c- give

**(verb (meaning eradication and or nullification) + a noun)**

6- I want to----- the currant offer.

- a- take
- b- withdraw
- c- have

**(adjective + noun)**

7- He was writhing on the ground in ----- pain.

- a- great
- b- big
- c- excruciating

8- This is a very----- computer.

- a- strong
- b- powerful
- c- controlling

**(noun + verb)**

9- The lion started to----- when it heard the dog barking.

- a- bark
- b- roar
- c- scream

**(noun + noun)**

10- Let's give Mr Jones a round of -----.

- a- match
- b- applause.
- c- Table

**(adverb + adjective)**

11- Are you fully----- of the implications of your action?

- a- Aware
- b- acknowledge
- c- know

12- He did an utterly ----- job.

- a- interesting
- b- fascinating
- c- great

( verb + noun)

13- you better-----your homework to day.

- a- make
- b- perform
- c- do

14- I always ----- the rules.

- a- break
- b- make
- c- see

15- He really needs to----- his hair.

- a- make
- b- do
- c- behave

***Part two:***

**Hypotheses two: (Grammatical collocations are the most difficult type of collocations.**

**Match (A) with (B) in (c):**

**Number one is done as an example:**

(A) The combinations	(C)	(B) Examples
1- Preposition + noun combinations		It was necessary for him to work
2- Noun + to+ infinitive		Angry at