Sudan University of science and Technology

College of Languages

Investigating Problems Facing EFL Secondary School Students in Using English Collocations

تقصي المشكلات التي تواجه طلاب المدارس الثانوية في استخدام المتلازمات اللفظية للغة الانجليزية

A Thesis Submitted in Partial Fulfillment of the Requirements for Master Degree in English Language (Linguistics)

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DEDICATION

To my beloved parents

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ABSTRACT

This research aimed at investigating the problems facing secondary school students in understanding and using English collocations. The researcher adopted a descriptive analytical methodology for the study and used a test and a questionnaire for the data collection process. The population of the study was confined to the secondary school students, the third level in Khartoum Locality. The students participated in this study were 30 students (male & female) for the test besides, 20 English school teachers for the questionnaire. The sample of the study was selected using the simple random sampling from the wide population of the study. The research concluded that, Secondary school students are not able to use collocation correctly and that Secondary school students are not able to identify the types of collocation besides, mistakes regarding the use of collocation happen in speaking more dominantly than in writing. Accordingly, the researcher recommended that, Teachers should teach the types of collocations to students and use exercises that draw on the types of collocations and that learners should be provided with videos and DVDs of conversations and speaking practice to enhance their understanding and learning collocation. Most importantly, teachers should deal with mistakes related to collocation sensitively so as to encourage students in learning English collocations.

ABSTRACT (Arabic Version)

هدفت هذه الدراسة الي تقصي المشكلات التي يواجهها طلاب المرحلة الثانوية في فهم واستخدام المتلازمات اللفظية.وقد استخدم الباحث المنهج التحليلي الوصفي متمثلاً في استخدامه لاثنين من أدوات جمع المعلومات- اختبار تم توزيعه علي 30طالبا من طلاب المرحلة الثانوية محلية الخرطوم من كلا الجنسين كما استخدم الباحث أيضاً استبانة تم توزيعه علي 20 معلما من معلمي اللغة الانجليزية في المدارس الثانوية, محلية الخرطوم. تم استخراج العينة للدراسة عشوائيا من مجتمع الدراسة ومن ثم تم تحليلها إحصائياً باستخدام الحزم الاحصائية للعلوم الاجتماعية. وخلصت الدراسة إليأن الطلاب يواجهون صعوبات في فهم واستخدام المتلازمات الانجليزية بجانب أن معظم الطلاب لايستطيعون التعرف علي الأنواع المختلفة من المتلازمات الانجليزية. بالإضافة إلي أن معظم الأخطاء المتعلقة بالمتلازمات الانجليزية تقع في أثناء الكلام أكثر من أثناء الكتابة وعليه فقد توصل الباحث لبعض التوصيات أهمها علي أساتذة اللغة الانجليزية أن يركزوا علي تدريس أنواع المتلازمات الانجليزية مع مزيدا من التمارين. كما أوصى الباحث أيضاً بتزويد الطلاب بالمواد السمعية والبصرية المتعلقة ب تعلم المتلازمات الانجليزية. والاهم من ذلك أن علي أساتذة اللغة الانجليزية أن يتعاملوا مع أخطاء الطلاب في استخدام المتلازمات بخصوصية أكثر لكي لا يؤثر هذا سلبًا على تعلمهم.

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INTRODUCTION

1.0 Background of the Study

Being a fluent speaker of a language this entails gasping a respectful knowledge of how the language functions in terms of many factors most importantly how language is structured and how words flow together making meaningful sentences or utterances. In other words understanding how words go together is what is called collocation.

Perhaps one of the early works on collocations goes to Firth (1957) titled *you shall know a word by the company it keeps* where he puts forward a fresh start for this new area of enquiry. Of course there is a lot of research conducted on this domain one of which is the work done by M.A. Abdallah (2014) titled Investigating Collocation Knowledge at Sudan University of Science and Technology.

Oxford Advanced Learners Dictionary (2005) defines collocation as" a combination of words in a language that happens very often and more frequently than would happen by chance responding success, crying shame are English collocations". A similar definition is found with McCarthy (2008) said "collocation is a combination of two or more words which frequently occur together" e.g. have a shower, have breakfast, have a seat and they can come in different ways as compound words, phrasal verbs, even idioms are special type of collocation.

Palmer (1933 p:32) defined collocation as words co-occur together and can be learnt as an integral to the whole. This happens when we speak we try to call out words that have some sort of common grounds in order to attain fluency yet

this ability of employing words that appear together seems to be slippery as Bahan(1993) stated "there are tens of thousands of collocations and this is an obstacle to reach collocations systematically" thus the nature of collocation is not systematic to learn or to master. When we learn a new word we better look at different characteristics of that word ,taking a word in isolation will not be helpful in learning collocation; according to Richards(1976)and Nations (1990) who proposed that, knowing a word requires knowing the multiple characteristics of that word e.g. the word commit, is it commit crime or commit suicide the more we know about the other company of the word is the more we get closer to master collocation which is a sign for fluency and good command of language therefore Nation(2001) said "students need to use collocation in their writing so as to develop their writings".

1.1 Statement of the Study Problem

My experience as a secondary school teacher who experiences students' writing performance that often lack any appropriate reference to collocations a matter that can be seen clearly when students collocate words incorrectly depending on their first language knowledge e.g. when they say play sport instead of do sport, moreover some may make research and cook cake instead of do research and make cake. More specifically in writing, some students seem to lack the knowledge of collocation so they do not use any at all whether in their writings or speaking. So far as aloof students do not know even simple example words of collocations let alone the other complicated non systematic types of collocations that remain too far beyond their reach. In the case some students know a few examples, using collocations correctly in their contexts is another obstacle facing secondary school students for knowing how words are used in certain contexts requires understanding the pragmatic features of the words or their social use of language. Therefore this clear lack of understanding and use of English collocation is what this research is going to investigate.

1.2 Questions of the Study

This study attempts to answer the following questions:

1. To what extent are secondary school students able to use English collocation correctly?
2. Are secondary school students able to identify different types of English collocation?
3. Can the first language interference affect negatively in the use of English collocation?

1.3 Hypotheses of the Study

This study sets out to test the following hypotheses:

1- EFL learners are not able to use collocation correctly.

2-EFL learners are not able to identify the different types of collocations.

3- The First language interference has a negative impact on the use of collocations.

1.4 Objectives of the Study

This studyaims at:

1- Finding out whether secondary school students are able to use collocations correctly.

2- Highlighting whether secondary school students are ableto identify different types of collocations.

3- Examining whether first language interference affects the use of collocations.

1.5 Significance of the Study

As this research investigates the problems of using English collocation among secondary school students, it paves the way for more understanding of the

complicated nature of collocations and this will open the door wide for linguists and researchers to execute more studies on the topic of collocations for more understanding. Also this research is significant for teachers of English for the fact that it facilitates the topic of collocations and examines the nature of its difficulty to help teachers in acting out more flexible and easier teaching performance.

The findings of this research will be of great significance for syllabus designers and ESP teachers in terms of where students find difficulties as well as the causes of these difficulties to help students avoid them.

1.6 Methodology of the Study

For the methodology of this research, the researcher adopts a descriptive and analytical method by using two methods for data collection process; one of which is a test distributed for 30 students (male and female) from the population of the study which is secondary school students of the third year. The other tool is a questionnaire for 20 teachers of English in order to obtain the data for the investigations.

1.7 Limits of the Study

This study is limited to the investigation of the problems facing secondary school students in using English collocations. The population of this study is confined to the third year secondary school students, (2019-2020), in AlQabas secondary school, Khartoum North locality.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

Part One: Literature Review

2.0 Introduction

This chapter sets the theoretical framework and a number of relevant previous studies for this current study. This chapter includes definitions of English collocations, types of English collocations, the importance of collocations, collocations and L 2, and 7 previous studies.

2.1 Definition of Collocation

From the linguistic point of view, collocations are defined as «a combination of words in a language that happens very often and more frequently than would happen by chance». The same is true as mentioned in oxford advanced learners dictionary (2005). In other words, a collocation is an expression consisting of two or more words that correspond to some conventional way of saying things. The words together can mean more than their sum of parts (e.g. The New York Times, USB port). As a result, there may be valid and invalid collocations.

(Firth 1957), who is widely regarded as the father of collocations and the developer of a lexical and the most traditional approach to this phenomenon. Advocates the lexical approach that claims that, the meaning of a word is determined by the co-occurring words. Consequently, lexis is considered to be independent and separable from grammar. Thus, a part of the meaning of a word is the fact that it collocates with another word. However, those combinations are often strictly limited, e.g. make an omelette but do your homework, while both the verbs do and make have only one Spanish equivalent hacer. One of the Firth's revolutionary concepts was to perceive lexical relations as syntagmatic rather than paradigmatic ones.

McCarthy and O'Dell (2008) stated that «words are used with each other (or collocate) in fairly fixed ways in English», and exemplify this point by means of the word fair. Fair is synonymous with light, blonde, pale, colorless and bleached. Therefore, it is possible to describe hair as fair, light, blonde or bleached; but not as pale or colorless. Skin, for example, can be fair, light and pale, but cannot be described as blonde, colorless or bleached. Colorless would be a perfect quality of a gas or liquid.

Collocations usually cannot be translated into other languages word by word. A phrase can be a collocation even if it is not consecutive (e.g.: ram something down someone's throat).The typical criteria for collocations are non-compositionality, Non-substitutability and non-modifiability.

A phrase is compositional if the meaning can be predicted from the meaning of the parts (e.g.: new products). It is non-compositional if the meaning cannot be predicted from the meaning of the parts (e.g.: hot dog, desktop publishing, soft skills). Collocations are not necessarily fully compositional in that there is usually an element of meaning added to the combination (e.g.: strong tea, soft drink). Idioms are the most extreme examples of non-compositionality (e. g. a kick in the teeth for someone, to draw the line at something).

In addition, collocations can be divided into different linguistic subclasses. Among them, it is possible to find light verbs with little semantic content like make and do in make a mistake and do the homework; verb particle constructions or phrasal.

2.2 Collocation and Second Language Learning

The importance of collocation knowledge for L2 learners has been long and widely recognized e.g. Cowie, (1992); Fox,(1998); Kjellmer, (1991); Lee and Liu, 2009; Lewis, 2000; Meara, 1984; Palmer, 1933 are among the many scholars who dwelt on the topic of collocation regarding the second language

learners. In this section, its significance is briefly summarized from two perspectives: for native-like production and for efficient comprehension.

a. Phraseological knowledge is important for native-like production

Knowledge of collocations is of the same importance as knowledge of grammar. It is considered key to native-like production, as is claimed by Fox (1998: 33):

when even very good learners of the language speak or write English, the effect is often slightly odd. There is nothing that is obviously wrong, but somehow native speakers know that they would not express themselves in quite that way. … The problem is often one of collocation.

Phraseological knowledge is beneficial for efficient comprehension

Knowing a wide range of multiword units not only facilitates native-like production, but also contributes to efficient comprehension on the part of L2 learners. Hunston and Francis (2000: 270-271) argued that storing a large number of multiword units in the mental lexicon, learners can understand the

meaning of text without having to pay attention to every word. This is beneficial for enhancing both the reading and listening efficiency. They further pointed out that knowledge of phraseological patterns can help L2 learners reconstruct the meanings even if they mis-hear some words in speech. At a micro level, knowledge of co-occurring word combinations contributes to successful comprehension of the semantics of each constituent.

Collocations are generally considered to be a problem area in the teaching and learning of foreign languages, and many research studies provide evidence which seems to support this view. Among such studies is Howarth's (1996) book-length investigation into the phraseology of non-native speakers' writing. Howarth's investigation was inspired by his observation that otherwise very

advanced students make one particular type of errors in writing and that errors negatively affect the fluency of communications.

 The source of difficulty regarding the second language learning is due to the complex choice of lexicons as we have seen so far.

2.3Psycholinguistic Theory and Research on Collocation

One model (Wray, 2002) hypothesizes that pre-literate child L1 learnersprocess input holistically, as they are unaware of orthographic boundariesbetween words in the stream of speech they hear. It follows that the collocation*make a mistake* is processed as one chunk by L1 English learners andconveying the message it represents in productive use becomes a relativelysimple cognitive task for them.on the other hand L2 learners are aware ofthe concept of the single word and therefore tend to process input analytically ,by breaking it down into separate words: *make + a + mistake*.

2.4 The causes of Collocational Errors

Liu (1999b) found that the EFL students had difficulties in producing acceptable collocation. He further concluded that the causes of producing unacceptable English collocations is the lack of concept.while Parisa Farrokh (2012) summarized the causes of collocation errors into four causes in her titled Raising Awareness of Collocation in ESL/EFL Classrooms. The causes of the errors as follows:

1. Lack of collocational concept: Some students only understood the basic meaning of the word but did not know which word it would go with. Thus, they were not competent to produce any collocation.

2. Direct translation: Some students remembered only the Chinese translation of the word. Therefore, they relied on direct translation to produce collocations (e.g. *learn knowledge instead of gain knowledge or absorb knowledge).

3. Ignorance of rule restrictions: Some students did not know that some collocationalrestrictions were based wholly on the meaning of the word and range; others did not take grammar into consideration. As a result, they produced grammatically unacceptable collocations (e.g. *few knowledge instead of little knowledge).

4. Lack of knowledge of collocational properties: Many students did not understand the potential collocational properties of the words they knew. Take the word *good* for example. It could be assumed that most students knew the collocation *a good boy*, but few students generated the collocation *a good knowledge*.

2.5 The Importance of Collocations

Fox (1998: 33): claimed that knowing collocation is as important as knowing grammar (Biber et al., 1999;Wray, 2002) added that to have a good command of language does not require knowing grammar rules only but also gasping the way and the actual use of language by native speakers a matter which is considered crucial. Thus the phraseological knowledge helps attain the goal of native-like production and fluency.

There are several reasons why teachers and learners should be interested in

collocations. One reason is that collocations help learners' language use,

both with the development of fluency and native-like use of language.

Pawley and Syder (1983) argued that there are thousands of 'lexicalized sentence stems' that adult native speakers have at their Language out put, and suggested that the second language learner is in need of a similar number for native-like fluency. That is to say the chunked expressions enable learners to reduce cognitive effort, to save time in communications, and to have language available for immediate use.

Another reason could be the none systematic use of language chunks by native speakers which is a challenge to none native speakers of language because there is usually more than one possible way of saying something but only one or two of these ways sound natural to a native-speaker of the language. For example, strong tea instead of thick tea.

Moreover, Brown (1974), suggested that an increase of the students' knowledge of collocation will result in an improvement of their oral and listening comprehension and their reading speed.

2.6 Types of English Collocation

Phraseologists distinguish collocations from free combinations in terms of the senses/meanings of the constituents, and claim that for a word combination to qualify as a collocation, either of the elements must have a specialised meaning. What they mean by specialised meaning are figurative senses (as *pay* in *pay one's respects*, *adopt* in *adopt a policy*), technical senses (as *obtain* in *obtain a warrant*), and delexical senses (as *make* in *make a decision*) (Aisenstadt, 1979; Cowie, 1991; 1992; 1998; Howarth, 1998; Moon, 1998).

Take the collocations used by Howarth (1998a: 170) as an example:

(1) Figurative*: require qualifications*

(2) Delexical: *give evidence of*

(3) Technical: *obtain a warrant.*

Howarth's categorization of collocations into five levels of restrictedness:

	Verb	Noun	Examples
L 1	Some restriction	Free substitution	*adopt/accept/agree to a proposal/suggestion, etc.*
L 2	Some substitution	Some substitution	*introduce/table/bring forward a bill/an amendment*
L 3	Some substitution	Complete	*pay/take heed*

		restriction	
L 4	Complete restriction	Some substitution	*give the appearance/impression*
L 5	Complete restriction	Complete restriction	*curry favor*

Type of Collocation   **Example**

verb + noun/pronoun (or   *come to an agreement, make an*

impression,

compose music

prepositionalphrase);

with the verb denoting

*creation*and/or *activation*

verb + noun; with the verb denoting*reject an appeal, lift a blockade, break a*

code

*eradication*and/or *nullification*

adjective + noun*strong tea, warm regards, reckless abandon*

noun + verb   *adjectives modify, alarms go off, bees buzz*

noun + of +noun*a herd of buffalo, a pack of dogs, a bouquet of flowers*

adverb + adjective*deeply absorbed, strictly accurate, sound asleep*

verb + adverb   *affect deeply, amuse thoroughly, argue heatedly*

EXAMPLE	TYPE
argument about	1. *Noun Preposition*
(it was a) pleasure to do it	2. *Noun to Infinitive*
he took an oath that he would do	3. *Noun that-clause*
in agony	4. *Preposition Noun*
angry at	5. *Adjective Preposition*
she is ready to go	6. *Predicate Adjective to Infinitive*
she was afraid that she would	7. *Adjective that-clause*

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fail...	
he sent the book to his brother	8. *SVO to O/ SVOO*
they described the book to her	9. *SVO to O*
she bought a shirt for her husband	10. *SVO for O/ SVOO*
we export to many countries	11. *SV(O) Preposition O*
they began to speak	12. *SV to Infinitive*

we must work	13. *SV Infinitive*

he kept talking	14. *SV V-ing*
she asked me to come	15. *SVO to Infinitive*
she heard them leave	16. *SVO Infinitive*
I caught them stealing apples	17. *SVO V-ing*
they love his clowning	18. *SV Possessive V-ing*
they admitted that they were wrong	19. *SV(O) that-clause*
we consider her to be well trained	20. *SVO to be* c
she dyed her hair red	21. *SVOc*
the teacher asked the pupil a question	22. *SVOO*
he carried himself well	23. *SV(O) Adverbial*
he asked how to do it	24. *SV(O) wh-word*
it surprised me to learn of her decision	25. *S(it) VO to Infinitive*
he was a teacher	26. *SVc*
make an impression	27. *Verb Noun/Pronoun (creation)*
reject an appeal	28. *Verb Noun (eradication)*
strong tea	29. *Adjective Noun*
bees buzz	30. *Noun Verb*
a piece of advice	31. *Noun1 of Noun2*
deeply absorbed	32. *Adverb Adjective*
affect deeply	33. *Verb Adverb*
aptitude test	34. *Noun Noun*
in fact	35. *Miscellaneous*
on the contrary	36. *Preposition Determiner Noun*

2.7 Structural patterns of restricted collocations in English

Pattern Example
V+(art)+(A)+N 'command devotion', 'give a loud laugh'
V+prep+(art)+(A)+N 'leap to a sudden conclusion', 'leap to a decision'
A+N 'cogent argument'
V+Adv'take off', 'take away', 'sit down'
I(Intensifier)+A 'dead tired', 'dead drunk', 'stark naked'

Note: V = Verb, art = Article, A = Adjective, N = Noun, prep = Preposition, Adv = Adverb, I = Intensifier.

(Benson et al. 1986) .Grammatical and Lexical Collocations in the BBI Combinatory Dictionary of English:

2.8 Grammatical Collocation

Code Pattern Example
(G4) preposition + noun in agony, at anchor
(G8) verb + to infinitive decide to come, offer to help
Lexical Collocations:
(L1) verb + noun make an impression
(L3) adjective + noun long hair
(L4) noun + verb dogs bark

Ken Lackman(2011) said "Taking for granted that we are going to consider collocations to be primarily two-word combinations made up of the main parts of speech, we can then classify them according to which parts of speech are in the collocation".

2.8.1 Grammatical Collocations Adopted from Benson et al. (1986a)

G1 noun + preposition;   -   apathy toward

G2 noun + to inf.   - He was a fool to do it.

G3 noun + that clause-He took an oath that he would do his duty.

G4 preposition + noun;-in advance, at anchor

G5 adjective + preposition - They are afraid of him.

G6 predicate adjective +to inf.   - It was stupid for them to go.

G7 adjective + that clause   -She was afraid that she would fail the exam.

G8There are 19 patterns in G8:

svoto o (or) svoo-He sent a book to his brother. He sent his brother a book.

svo to o   - They described the book to her.

svo for o (or) svoo   - She bought a shirt for her husband. She

bought her husband a shirt.

sv prep. o (or) svo prep. O   - He came by train.We invited them to the

meeting.

Sv to inf.   - They began to speak

sv inf.   - He had better go.

svv-ingThey enjoy watching television.

svo to inf. She asks me to come.

svo inf. She heard them leave.

svov-ingI caught them stealing apples.

sv possessive v-ing Please excuse my waking you so early.

sv(o) that-clause They admitted that they were wrong.

svo to be c We consider her to be very capable.

Svoc She dyed her hair red.

svooWe bet her ten pounds.

sv(o)adverbial He carried himself well.

sv(o) wh-word He wants what I want.

s(it) vo to inf. (or) s(it) vo that-clauseIt surprised me to learn of her decision. It surprised me that our offer was rejected.

svc (adjective or noun) She was enthusiastic. The flowers smell nice

2.9 The Classification of Collocations Adopted from Lewis (2000)

1. adjective + noun: a difficult decision

2. verb + noun: submit a report

3. noun + noun: radio station

4. verb + adjective + noun: revise the original plan

5. compound noun: fire escape

6. binomial: backwards and forwards

7. trinomial: hook, line and sinker

8. noun + verb: the fog closed in

9. verb + adverb: examine thoroughly

10. adverb + adjective: extremely inconvenient

11. discourse marker: To put it another way

12. multi-word prepositional phrase a few years ago

13. phrasal verb: turn in

14. adjective + preposition: aware of....

15. fixed phrase: On the other hand....

16. incomplete fixed phrase: A sort of....

17. fixed expression: Not half!

18. semi-fixed expression: See you later/tomorrow/on Monday.

19. part of a proverb: Too many cooks....

20. part of a quotation: To be or not to be.... (Lewis,2000,pp. 133-134)

Lewis (1997) claims that generally, collocations can be classified into four groups:strong, weak, frequent, and infrequent. The distinction between strong and weak collocations is based on their fixedness and restriction, where as the distinction between frequent and infrequent ones is on the basis of their

frequency of co-occurrence in a corpus. Strong collocation like; drink beer, drug addict. While weak collocation as; nice day, good chance.

Part Two:

2.10 Previous Studies

In this part, the researcher has compiled a number of relevant previous studies and articles that are closely related to the core of this current study. There are 6 compiled studies besides 1 article.

Study one

This study was conducted by …… at Sudan University of Science and Technology and the study titled Investigating University students' problem in using English collocations. A questionnaire was used to collect data for the discussion. The sample of the study consisted of 50 students from Alneelain University department of English language, third year students. The data was analyzed using the statistical package of social sciences (SPSS). The present study has come out with results that university EFL learners are poor in using English collocation and that is due to many reasons such as insufficient specialized English collocation materials for practicing collocations at universities and as well the interference of the mother tongue in learning English collocations. At the end of the study, the researcher has presented some recommendations focused on including collocations in English syllabus at universities and encouraging students for practicing collocations in addition to raise learners' awareness of using English collocations widely in communications.

Study two

This study is done by Junko Yamashita at the University of Nagoya, Japan and Nan Jiang at the university of Maryland, USA (2010).The study titled L1 Influence on the Acquisition of L2 Collocations: Japanese ESL Users and EFL Learners Acquiring English collocations.

This study investigated first language (L1) influence on the acquisition

of second language (L2) collocations using a framework based on Krolland Stewart (1994) and Jiang (2000), by comparing the performance

on a phrase-acceptability judgment task among native speakers of English, Japanese English as a second language (ESL) users, and Japanese English as a foreign language (EFL) learners. The test materials included both congruent collocations, whose lexical components were similar in L1 and L2, and incongruent collocations, whose lexical components differed in the two languages. EFL learners made more errors with and reacted more slowly to incongruent collocations than congruent collocations. ESL users generally performed better than EFL learners (lower error rate and faster speed), but they still made more errors on incongruent collocations than on congruent collocations. Interestingly, however, the L1 effect was not apparent on

The ESL users' reaction time. The results suggested that (a) both L1

congruency and L2 exposure affect the acquisition of L2 collocations with the availability of both maximizing this acquisition; (b) it is difficult to acquire incongruent collocations even with a considerable amount of exposure to L2; and (c) once stored in memory, L2collocations are processed independently of L1. Possible differences in acquiring congruent and incongruent collocations are discussed.

Study (3)

This study was done by Dongkwang Shin and Paul Nation at Victoria University (2012) titled Beyond single words: the most frequent collocations in spoken English.

This study presents a list of the highest frequency collocations of spoken Englishbased on carefully applied criteria. In the literature, more than forty termshave been used for designating multi-word units, which are generally not welldefined. To avoid this confusion, six criteria are strictly applied. The ten millionword BNC spoken section was used as the data source, and the 1,000 mostfrequent spoken word types from that corpus were all investigated as pivot words.The most striking finding was that there is a large number of collocationsmeeting the six criteria and a large number of these would qualify for inclusion in the most frequent 2,000 words of English, if no distinction was made betweensingle words and collocations. Many of these collocations could be usefully taught in an elementary speaking course.

Study four

This study was conducted by Halyan Men at Birmingham City University (2015), entitled VocabularyIncreaseand Collocation Learning: A Corpus-Based Cross-Sectional Studyof Chinese EFL Learners.

This thesis explores the role of vocabulary growth in the learning of L2 collocations. It addresses the relationship between vocabulary increase and L2 collocation learning, aiming to identify whether increasing lexemes in a syn(onym)set (Fellbaum, 1998) is the main factor responsible. A corpus-based cross-sectional study was undertaken on Chinese EFL learners' written production of three types of collocations: verb + noun collocations (themain research target), adjective + noun and noun + noun collocations. Lexical verbs

in verb + noun collocations were classified into sunsets and analyses were performed on collocations within these sunsets.

It finds a lag in L2 learners' verb + noun collocational knowledge with rising proficiency. This lag in collocational knowledge was found to be associated with an increase in lexical verbs learnt at higher levels. Collocation errors were seldom made where there was no increase in verb synsets. However, for synsets in which there was a verb increase, collocation errors involving new verbs were significantly more likely than errors with old verbs. The occurrence of collocation errors became increasingly limited to synsets with a verb increase as learners proceeded to more advanced levels. An alternative explanation was attempted to see if newly acquired nouns were also a factor responsible for the collocation lag. Results showed that in the majority of new nouns produced by higher levels of learners, collocations were target-like, and the percentages of new nouns in erroneous verb + noun collocations remained constant at both higher levels.

In contrast, it finds an improvement in L2 learners'knowledge of adjective + noun and noun + nouncollocations. The thesis attempted to account for such differing performance from the perspective of vocabulary growth within synsets. The decreasing synonym density of verbs, adjectives and nouns may account for the relatively poorer performance on verb + noun collocations, and better performance on adjective + noun and noun + noun collocations. These findings are discussed with a view to a clearer understanding of the process of second language collocation learning, and to pedagogical implications.

Study five

The fourth study was conducted by AhmetBasal at Yildiz Technical University, Istanbul, Turkey (2019) the study titledLearning collocations: Effects of online tools on teaching English adjective-noun collocations.

This quasi experimental study investigated the effectiveness of online tools for learning English adjective-noun collocations compared to learning collocations via traditional activities. A quasi-experimental design with a pretest and immediate and delayed posttests was applied to 53 participants (n525 for the control group; n528 for the experimental group). The test results reveal that participants in the experimental group who learned collocations with online tools performed significantly better on both immediate and delayed posttests,

demonstrating the effectiveness of these tools on learning adjective-noun collocations.

Study six

This article was written by Tatsuya Nakata The University of Tokyo, Graduate School in (2006) the article titled English collocation learning through meaning-focused and form-focused activities: Interactions of activity types and L1-L2 congruence.

The present study compares collocation learning through meaning-focused and form-focused activities and aims to investigate (1) how meaning focused and form-focused activities contribute to development in collocational knowledge and (2) whether congruent and non-congruent collocations benefit differently from the two types of activities. The results of the study showed that although no significant difference existed in the study time between the two conditions, the form-focused condition led to significantly higher posttest scores than the meaning-focused condition (78.1% vs. 2.3% in the verb + noun test and 84.0% vs. 22.4% in the verb test for theform-focused and meaning-focused conditions, respectively). The interaction between the learning conditions and

collocation types was also significant in scores for the verb test: while the form condition was equally effective for both the congruent and non-congruent items, the posttest scores for the non-congruent collocations were significantly lower

than those for the congruent ones in the meaning-focused condition in the verb test. The present experiment seems to constitute support for the observation that collocations, especially, non-congruent items, cannot be acquired easily through mere exposure and are amenable to form-focused, intentional learning.

Study seven

This article was conducted by Mona MONAetal (2017) at Kassala University, Sudan. The article titled The Interference of Mother Tongue in Creating Collocation Errors Committed by EFL Learners.

This article aimed at pointing out to the main causes collocation errors committed by EFL learners due to the interference coming of their native language or mother tongue. The article began with selecting (100) students majoring in English and linguistics at the University of Kassala (Faculty of education) who were split equally into two groups; the first one included (50) students who studied in the 3rd year, and the second group included also (50) students studied in the 5th year. The researchers used the descriptive analytical and quantitative methods to carry out this article adopting a diagnostic test as an instrument for data collection which was tried out on the both groups, then the students' results measured by their score in the test via the use SPSS program applied to the analysis of the collected data which revealed very major and negative influence caused by the mother tongue in creating collocation errors the students commit in addition to the learning of collocation, and the learning of English as a foreign language.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter introduces the methodology of the study that has been used in this research and the instruments of the data collection process that the researcher has used.

3.1 Methodology of the Study

The researcher has adopted mixed analytical descriptive method to conduct the present study which aims to analyze the difficulties that encountered by EFL secondary school learners in using and understanding collocations. This chapter presents and explains the methods and procedures of data collection .

3.2 Population and Sampling of the Study

The population of the study is confined to EFL secondary school learners who find difficulties in understanding and using collocations. The students who participated in this study are 30 secondary school students (male/female) at Khartoum Locality. In addition to 20 teachers of English. the researcher assumes that the findings of the study are applicable to the target population.

3.3 Data Collection Tools

The instruments used to collect the data, are a test which was prepared by the researcher, for the first hypothesis there is a task where students have to circle the correct answer (a),(b) or (c) and there are ten gaps.

For the second hypothesis, there is a task of match (a) with (b) that contains 8 types of collocations to be matched with 8 examples of collocations. For the third questionnaire, the researcher has designed a questionnaire of 8 statements to be answered by teachers of English.

3.4 Statistical Reliability

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-Cranbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their responses 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.

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 questionnaire from the above equation, the researcher distributed (10) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been shown in the following table:

Alpha-Cranbach	Reliability	Validity
Overall	00.8	20.9

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

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

In the last chapter the researcher has explained the methodology of the study using a test and a questionnaire, thus after data has already been collected now a statistical analysis and discussions are conducted to test the hypotheses of the research. This chapter is concerned with the use of SPSS for data ananalysis and discussions.This part is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 20 respondents who represent the teachers' community in some Sudanese universities.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 20 teachers 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 questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire

The researcher   distributed the questionnaire on determined study sample (40), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

4.3 Statistical Instruments

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

1. Graphical figures.

2. Frequency distribution.

3. Mean .

4. Non-parametric Chi-square test by using SPSS and EXSEL

Statement (1): Secondary school students tend to use collocation that are similar to their first languages structure.

Table No.(4.1): The Frequency Distribution for the Respondents' Responses of Statement No.(1)

Valid	Frequencies	Percentage
strongly agree	7	35
Agree	9	45
Uncertain	0	0
Disagree	2	10
strongly disagree	2	10
Total	**02**	**100**

Figure (4.1)
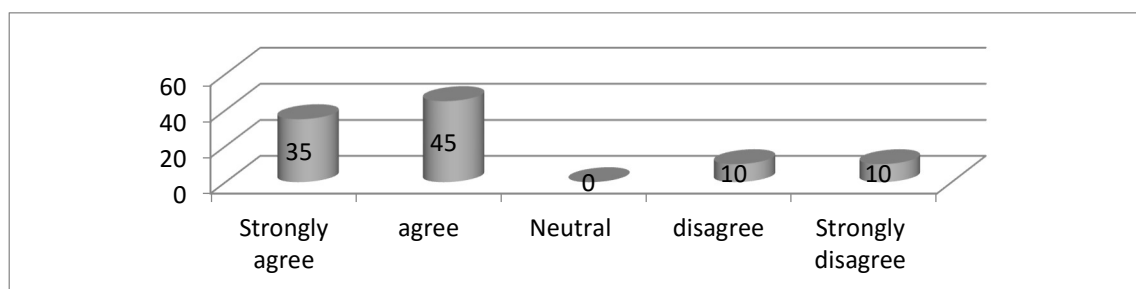
The above table No.(4.1) and figure No.(4.1) show that there are (7) persons in the study's sample with percentage (35%) strongly agreed with that " EFL learners tend to use collocation that are similar to their first languages structure. ." There are (9) persons with percentage (45%) agreed with that, and (0) person with percentage (0%) was not sure that, and (2) persons with percentage (10%) disagreed, and (2) persons with percentage (10%) strongly disagreed.

Statement (2): The nature of collocation in Arabic for instance is different from that of English.

Table No.(4.2): The Frequency Distribution for the Respondents' Responses of Statement No.(2)

Valid	Frequencies	Percentage
strongly agree	8	40
Agree	8	40
Uncertain	1	5
Disagree	2	10
strongly disagree	1	5
Total	**02**	**100**

Figure (4.2)
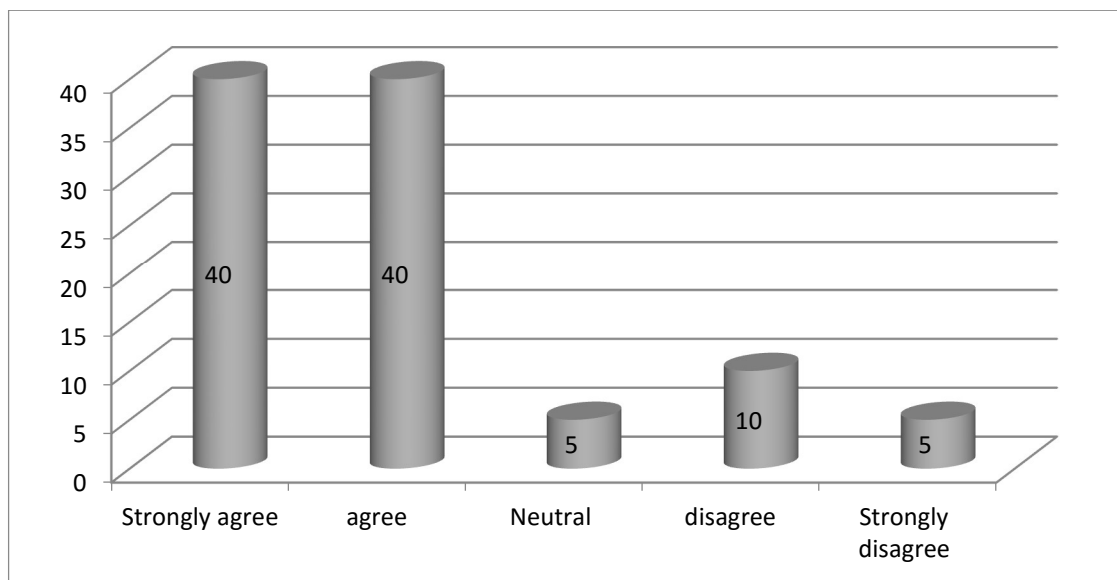
The above table No.(4.2) and figure No.(4.2) show that there are (8) persons in the study's sample with percentage (40%) strongly agreed with that " The nature of collocation in Arabic for instance is different from that of English. .."There are (8) persons with percentage (40%) agreed with that, and (1) person with percentage (5%) was not sure that, and (2) persons with percentage (10%) disagreed, and (1) person with percentage (5%) strongly disagreed.

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Statement (3): Arabic as L1 seems allow freedom of forming collocation

Table No.(4.3): The Frequency Distribution for the Respondents' Responses of Statement No.(3)

| Valid	Frequencies	Percentage
strongly agree	5	25
Agree	11	55
Uncertain	0	0
Disagree	3	15
strongly disagree	1	5
Total	**02**	**100**

Figure (4.3)
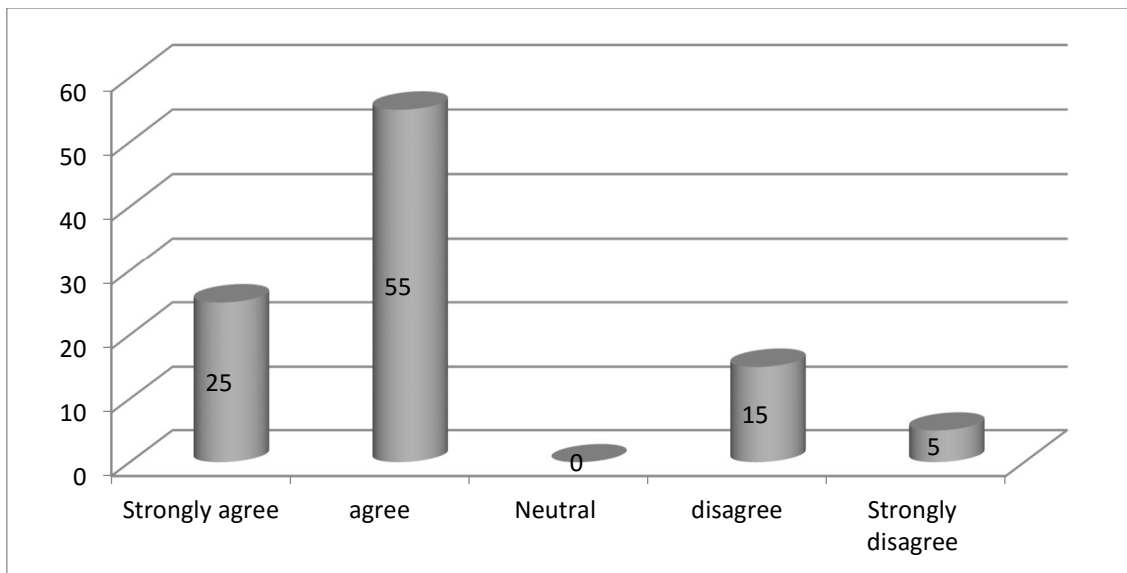
The above table No.(4.3) and figure No.(4.3) show that there are (5) persons in the study's sample with percentage (25%) strongly agreed with that **"** Arabic as L1 seems allow freedom of forming collocation **.** **"**There are (11) persons with percentage (55%) agreed with that, and (0) person with percentage (0%) was not sure that, and (3) persons with percentage (15%) disagreed, and (1) person with percentage (5%) strongly disagreed.

Statement (4): When EFL learners write , they pay not regard to collocation more than when they speak .

Table No. (4.4): The Frequency Distribution for the Respondents' Responses of Statement No.(4)

Valid	Frequencies	Percentage
strongly agree	6	30
Agree	9	45
Uncertain	2	10
Disagree	3	15
strongly disagree	0	0
Total	**02**	**100**

Figure (4.4)
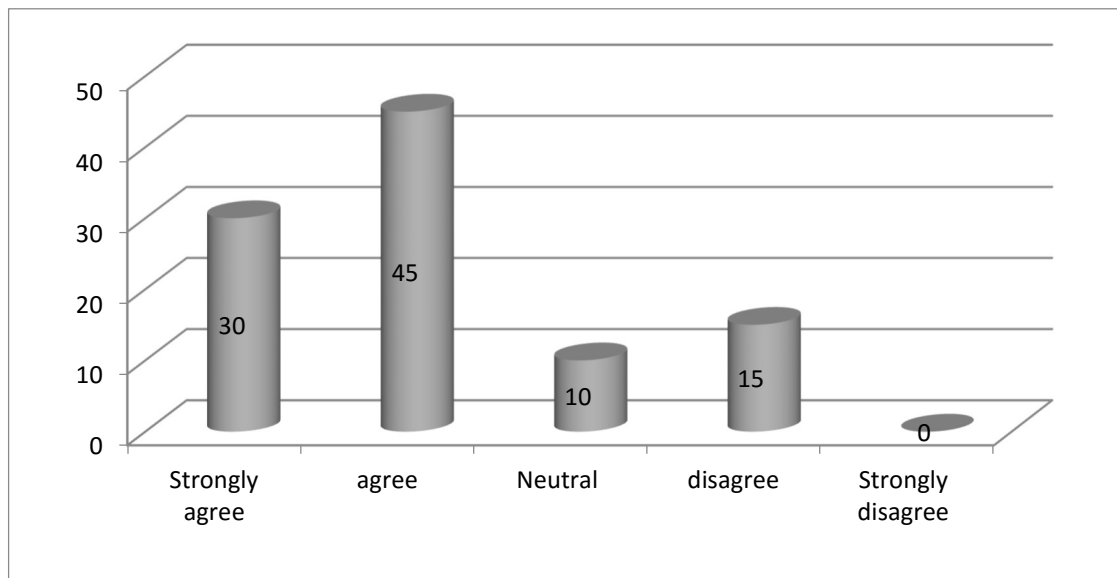
The above table No.(4.4) and figure No. (4.4) show that there are (6) persons in the study's sample with percentage (30%) strongly agreed with that **"When** EFL learners write, they pay not regard to collocation more than when they speak . ." There are (9) persons with percentage (45%) agreed with that, and (2) persons with percentage (10%) were not sure that, and (3) persons with percentage (15%) disagreed, and (0) person with percentage (00%) strongly disagreed.

Statement (5): Mistakes regarding use collocation happen in speaking more dominantly than in writing

Table No.(4.5): The Frequency Distribution for the Respondents' Responses of Statement No.(5)

Valid	Frequencies	Percentage
strongly agree	4	20
Agree	12	60
Uncertain	1	5
Disagree	2	10
strongly disagree	1	5
Total	**02**	**100**

Figure (4.5)
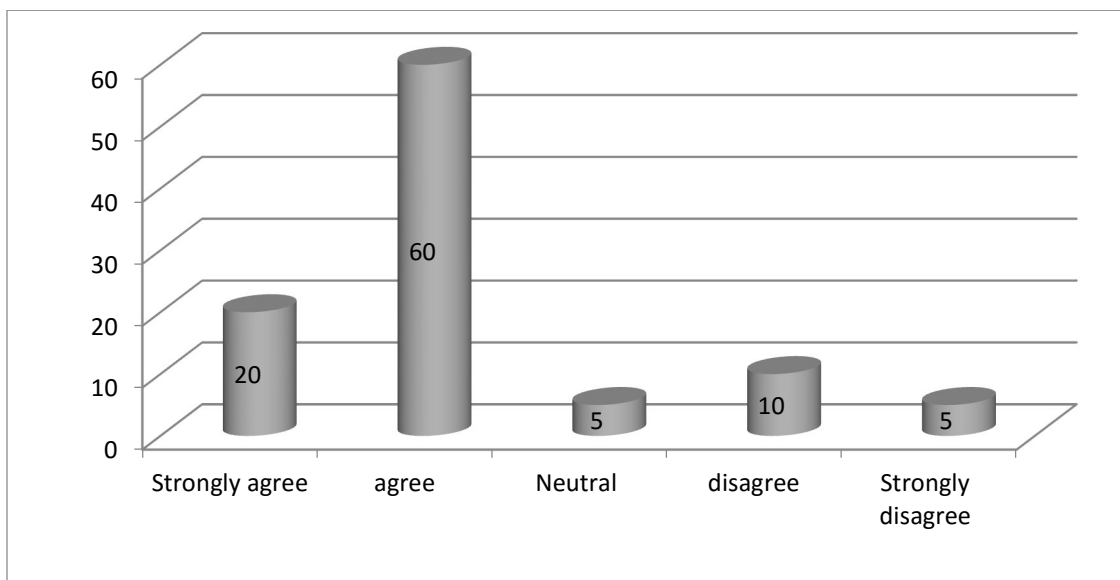
The above table No.(4.5) and figure No.(4.5) show that there are (4) persons in the study's sample with percentage (20%) strongly agreed with that " Mistakes regarding use collocation happen in speaking more dominantly than in writing ." There are (12) persons with percentage (60%) agreed with that, and (1) person with percentage (5%) were not sure that, and (2) persons with percentage (10%) disagreed, and (1) person with percentage (5%) strongly disagreed.

Statement (6): The lack of using accurate materials that engage natural languages (by native speakers) de motivates students to use collocation correctly.

Table No. (4.6): The Frequency Distribution for the Respondents' Responses of Statement No.(6)

Valid	Frequencies	Percentage
strongly agree	7	35
Agree	8	40
Uncertain	1	5
Disagree	3	15
strongly disagree	1	5
Total	**02**	**100**

Figure (4.6)
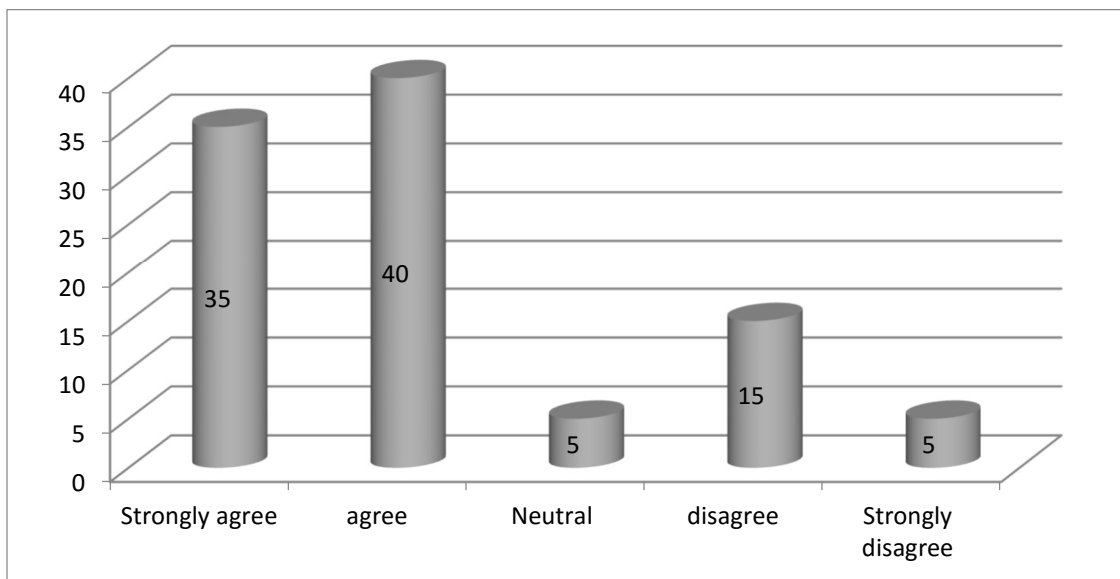
The above table No.(4.6) and figure No.(4.6) show that there are (7) persons in the study's sample with percentage (35%) strongly agreed with that " The lack of using accurate materials that engage natural languages (by native speakers) de motivates students to use collocation correctly**. "**There are (8) persons with percentage (40%) agreed with that, and (1) person with percentage (5%) was not sure that, and (3) persons with percentage (15%) disagreed, and (1) person with percentage (5%) strongly disagreed.

Statement (7): The exposure of wide range of collocation structure help EFL learners to avoid making mistakes ascribed to the L1

Table No. (4.7):The Frequency Distribution for the Respondents' Responses of Statement No.(7)

| Valid	Frequencies	Percentage
strongly agree	9	45
Agree	6	30
Uncertain	1	5
Disagree	1	5
strongly disagree	3	15
Total	**02**	**100**

Figure (4.7)
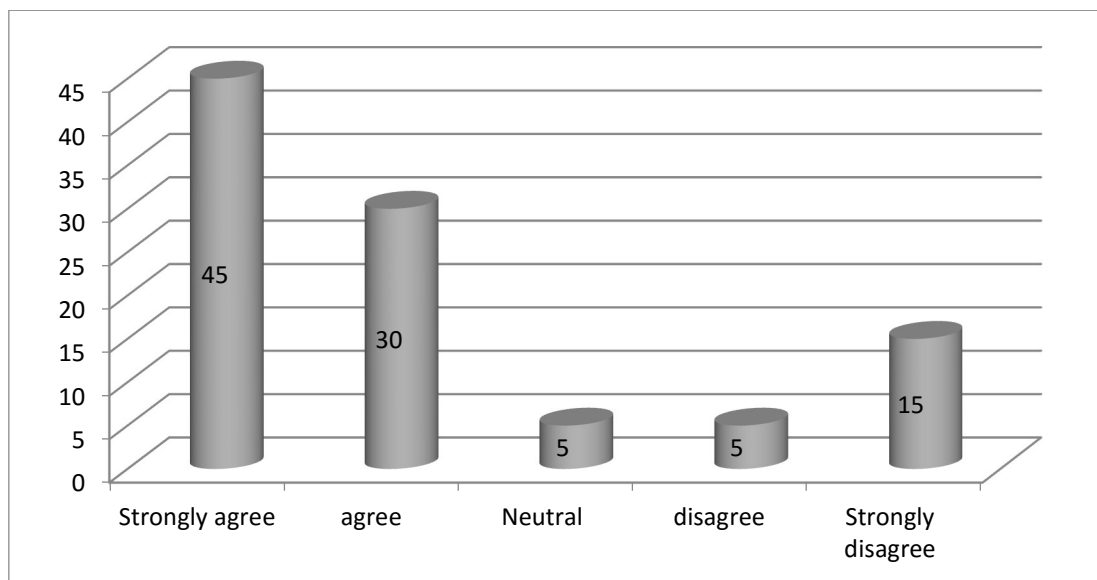
The above table No.(4.7) and figure No.(4.7) show that there are (9) persons in the study's sample with percentage (45%) strongly agreed with that **"** The exposure of wide range of collocation structure help EFL learners to avoid making mistakes ascribed to the L1 ..**"** There are (6) persons with percentage (30%) agreed with that, and (1) person with percentage (5%) was not sure that, and (1) person with percentage (5%) disagreed, and (3) persons with percentage (15%) strongly disagreed.

4.4 Test of the Study's Hypotheses

To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each statement from the questionnaire that shows the opinions of the study respondents about the problems .To do that, the researcher will give five degrees for each response "strongly agree", four degrees for each response "agree", three degrees for each response" neutral ", two degrees with each response "disagree", and one degree for each response with " strongly disagree ". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the non-parametric chi-square test will be used to know if there are statistical differences amongst the respondents' responses about the study's hypotheses.

Table (4.8): Chi –Square Test for Hypothesis NO. (1)

No	Statement	mean	SD	Chi square	p-value
1	EFL learners tend to use collocation that is similar to their first languages structure.	3.7	1.1	23	0.000
2	The nature of collocation in Arabic for instance is different from that of English.	3.6	0.5	19	0.000
3	Arabic as L1 seems allow freedom of forming collocation	3.5	.90	31	0.000
4	When EFL learners write , they pay not regard to collocation more than when they speak .	3.9	1.6	22	0.000
5	Mistakes regarding use collocation happen in speaking more dominantly than in writing	3.7	4.1	22	0.000
6	The lack of using accurate materials that engage natural languages (by native speakers) de motivates students to use collocation correctly	3.6	0.5	19	0.000
7	The exposure of wide range of collocation structure help EFL learners to avoid making mistakes ascribed to the L1	3.7	4.1	22	0.000

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **"EFL learners tend to use collocations that are similar to their first languages structure"**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **"The nature of collocation in Arabic for instance is different from that of English**."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **"Arabic as L1 seems allow freedom of forming collocation ."**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 4th statement was (22) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **"When EFL learners write, they pay not regard to collocation more than when they speak ."**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **"Mistakes regarding use collocation happen in speaking more dominantly than in writing**."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **"The lack of using accurate materials that engage natural languages (by native speakers) de motivates students to use collocation correctly.**"

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant

value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "**The exposure of wide range of collocation structure help EFL learners to avoid making mistakes ascribed to the L1.**"

According to the previous results,the1ˢᵗ hypothesis is accepted.

4.5 The Analysis of the Second tool Diagnostic Test

Hypothesis (1):EFL learners are not able to use collocations correctly

Question (1): circle the correct collocation from (a , b and c) .

Table No (4.9): The Frequency Distribution for the Respondent's Answers of question number (1)

Answers	Frequencies	Percentage
Pass	9	30
Failure	21	70
Total	30	100

Figure (4.8)
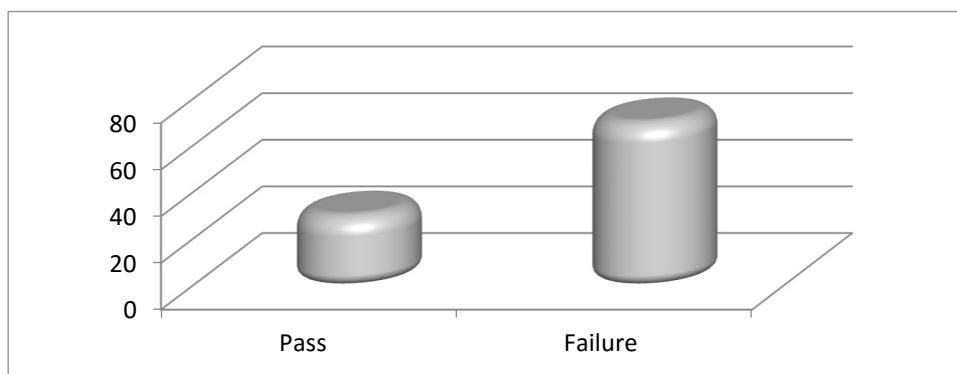
From the above table No.(4.9) and figure No (4.8) its shown that there are (9) students in the study's sample with percentage (30%) have passed the question , while There are (21) students with percentage (70 %) was failed to pass the question (1) **circle the correct collocation from (a , b and c)**

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Hypothesis two: secondary school students are not able to identify different type of collocations

Question (2) : match the example phrases in list (A) with the type of collocation in list (B)

Table No (4.10): The Frequency Distribution for the Respondent's Answers of question number (1)

Answers	Frequencies	Percentage
Pass	10	33.3
Failure	20	66.7
Total	30	100

Figure (4.9)
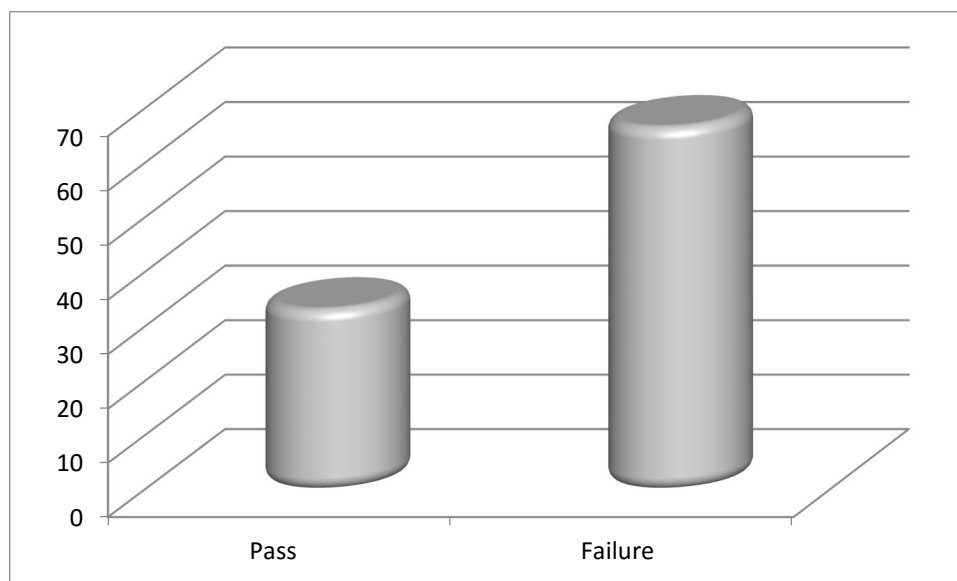
From the above table No.(4.10) and figure No (4.9) its shown that there are (10) students in the study's sample with percentage (33.3%) have passed the question , while There are (20) students with percentage (66.7 %) was failed to pass the question (2) match the example phrases in list (A) with the type of collocation in list (B).

Table No (4.11): The Frequency Distribution for the Respondent's Answers for over all test

Answers	Frequencies	Percentage
Pass	8	26.7
Failure	22	73.3
Total	30	100

Figure (4.10)

From the above table No.(4.11) and figure No (4.10) its shown that there are (8) students in the study's sample with percentage (26.7%) have passed   the question , while There are (22) students with percentage (73.3 %) was failed to pass the test
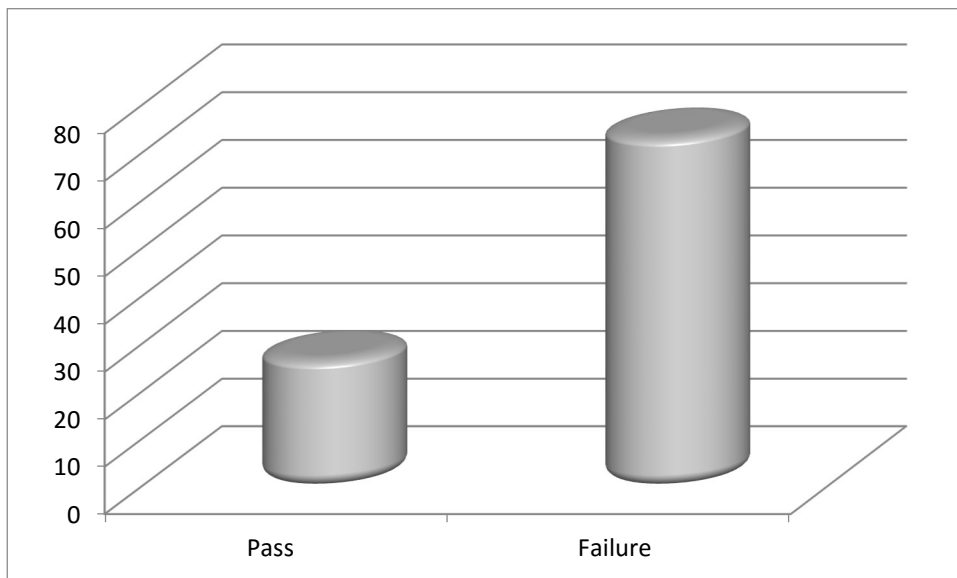
Table No (4.12): The Frequency Distribution and decisions for the Respondent's Answers of all questions

Questions	Correct		wrong		Decision
	frequency	*Percentage*	*frequency*	*Percentage*	
Question 1	9	30	21	70	**Accept**
Question 2	10	33.3	29	66.7	**Accept**
Overall	8	26.7	22	73.3	**Accept**

This table No.(4.12) its shown the summery of the results. For the **Question 1** its clear that the number of students who having the wrong answers is greater than the number of correct answers with percent (70%) so we accept our first hypothesis of the study

For the **Question 2** its clear that the number of students who having the wrong answers is greater than the number of students who having the correct answers with percent (66.7%) so the second hypothesis of the study is accepted .

For the **overall test its** clear that the number of students who having the wrong answers is greater than the number of students who having the correct answers with percent (73.3%) so the second hypothesis of the study is accepted .

Table (4.13): one sample T-TEST for the questions of the study

Question s	N	mean	SD	t-value	DF	p-value
1	30	3.6	0.2	12.6	29	0.00
2	30	2.7	1.81	7.4	29	0.00
For all	30	2.4	1.86	7.8	29	0.00

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the overall test   was   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 no statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that the hypotheses related to the test   are accepted .

CHAPTER FIVE

MAIN FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter includes the finding of the research which were reached by the researcher after the SPSS analysis procedures in chapter four. This chapter involves the reached findings, recommendations, suggestions for further studies.

5.1 Findings

Based on the data analysis procedures, the researcher has obtained the following findings:

1- Secondary school students are not able to use collocation correctly.

2- Secondary school students are not able to identify the types of collocation.

3- Secondary school students tend to use collocation that are similar to their first languages structure.

4- When EFL learners write, they pay not regard to collocation more than when they speak.

5- Mistakes regarding use collocation happen in speaking more dominantly than in writing.

6- The lack of using accurate materials that engage natural languages (by native speakers) de motivates students to use collocation correctly.

7- Arabic language has a different nature of forming collocation and this leads to problems in understanding English collocation for students.

5.2 Recommendations

With reference to the findings mentioned above, the researcher has put forwards the following recommendations:

1-Teachers should teach the types of collocations to students and use   exercises that draw on the types of collocations.

2-Learners should be provided with videos and DVDs of conversations and speaking practice to enhance their understanding and learning collocation.

3-Teachers should deal with mistakes related to collocation sensitively so as to encourage students in learning English collocation.

4- Teachers should avoid the use of Arabic in classrooms to avoid interference.

5.3 Suggestions for further Studies

Following the lines of this study, the researcher suggests the following research topics for further studies on the same area of research:

1- Investigating the impact of collocations in the fluency of speaking.

2- The role of collocation in writing coherent paragraphs.

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APPENDICES

Appendix (1)

Test

Hypothesis (1):

1-EFL learners are not able to use collocation correctly.

Circle the correct collocation (a), (b) or (c):

1-I want to go to ……………..the last respect to the body of Mr.Cierorn.

    (a) give   (b) pay   (c) offer

2-Mr. Cieron died in hospital last night after he ……………..cancer.

    (a) developed   (b) suffered   (c) had

3-His body did not …………………any response to the chemical treatment.

    (a) Make   (b) show   (c) do

4-Doctors ……..a lot of researches to understand the nature of cancer cells in human body.

    (a) Make   (b) do   (c) conduct

5-Millions of people around the world are suffering……….cancer.

    (a) At   (b) from   (c) because

6-W H O has to …………..a lot of efforts in order to save people's life.

    (a) Exert   (b) execute   (c) pay

7-Up to now, scientists are working ………………..to compact the early phases of cancer's symptoms.

    (a) Unanimously   (b) collaboratively   (c) together

8-The treatment of the dieses is ……………..expensive.

    (a) High   (b) extra   (c) highly

9-Medical authorities should make ………………decisions to make treatment affordable to all people.

    (a) Urgent   (b) quick   (c) fast

10-Patients might face ……………..death in case there is no proper cure received.

    (a) Eminent   (b) serious   (c) ultimate

Appendix (2)

Hypotheses (2)

2-EFL learners are not able to identify the different types of collocations.

Match the example phrases with the types of collocation given:

Example	Type of collocation
agony at	Adjective noun
she was afraid that she would fail	Verb determiner noun
reject an appeal	Noun noun
a piece of advice	Verb noun
deeply sorry	Verb adverb
affect deeply	Adverb adjective
Show respect	Adjective preposition
Strong tea	Adjective that clause

Appendix (3)

Questionnaire

Hypotheses(3)

3- The First language interference has a negative impact on the use of collocations.

Statements	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1-First language negatively impacts the formation process of collocations.					
2-EFL learners tend to use collocations that are similar to their first language structure.					
3-the nature of collocation in Arabic, for instance is different to that of English, therefore generalizing the structural rules leads to mistakes.					
4-Arabic as L1 seems to allow some freedom of forming collocations, on the contrary of that ,English seem to be fixed and rule-tight.					
5-when EFL learners write, they pay no regard to collocations more than when they speak.					
6-mistakes regarding collocation use happen in speaking more dominantly than in writing.					
7-the lack of using accurate materials that engage natural language(by native speakers) demotivates students to use collocation correctly.					
8-the exposure of a wide range of collocation structures might help EFL learners to avoid making mistakes ascribed to the LI.					