

Chapter

One

Introduction

:Overview 1-0

Undoubtedly, English is currently the most widespread language in the world, it is the primary language used on world wide web, in the learning and business arenas. Since English Language is very important nowadays, it is taught as a foreign language throughout the Sudan in private centers and universities across the country

Usually it is taught by non - native speakers whose guidance may lead to certain problems particularly in using English collocations. The researcher observes that university students make mistake in word combinations while speaking English particularly collocations and appear to have the negative transfer from their first language to the collocations production of the second language, involving adjective + noun , verb + noun collocations which are found to be the most difficult patterns for them. In Sudan, definitions of new words as well as grammatical structures have been more emphasized in foreign language classes than collocations. When learning a new word, it is important to learn it with its frequent co-occurrence

Learning collocations is an important part of learning the vocabulary of a language (McCarthy .(and Dell, 2005:6

Accordingly, the researcher draws attention to the importance of collocations in learning the Language. In Sudan University of Science and Technology, Students face problems in using collocations and they are frustrated and demotivated to solve these problems. Therefore, the researcher tries to investigate collocation problems that face students in mastering collocations. Collocations are linked with fluency in reading, writing and speaking. Listening also depends on recognizing collocations. Using collocations correctly contributes greatly to one's idiomaticity and native likeness since effective communication depends on the choice of collocations. Students often rely on their native language in trying to communicate. This strategy may be of some help to the learner at the beginning levels of language learning, but it is also a major cause of problems because equivalent lexical items do not always convey the same sense in two different languages.

:Statement of the Problem 1 - 1

Spoken English in Sudan is problematic at universities; students are unable to speak fluently particularly when using collocations. Therefore, this study attempts to shed light on collocations problems in order to overcome them. As it is observed by the researcher, university students tend to produce unacceptable co-occurrence in spoken language. Sudan University of Science and Technology learners of English as a foreign language face problems when using collocations. As mentioned above, second language learners often rely on their native language in trying to communicate, for instance: *Heavy rain not strong*

rain, take the medicine not drink the medicine, making friends not getting friends. Therefore, this study is an attempt to validate this observation by investigating the collocation problems of university students.

:Objectives of this Research 2- 1

The purpose of the research is to determine the problems of collocations encountered by university students. Specifically, this study aims To investigate the most difficult areas that face-1 Sudanese university students in understanding English collocations.

To investigate to what extent Sudanese university students find difficulties when using strong collocations of English -1

To find out to what extent idioms and free combinations create difficulties to Sudanese EFL Learners -2

:Questions of the Research 3 -1

:This study addresses the following questions

Which types of English collocations cause problems to university students of English ?language in Sudan -1

To what extent do Sudanese university students make mistakes when using strong ?collocations -2

To what extent do idioms and free combinations create problems to Sudanese ?EFL learners when using collocations -3

:Hypotheses of the Research 1-4

.The researcher sets the hypotheses as follows

Many Sudanese university students who study English as a foreign Language have problems in Lexical collocations -1

Sudanese university students make more mistakes when dealing with word combinations, particularly strong collocations -2
 Idioms and free combinations are the main factors that cause collocation problems -3

:Significance of the Research 1-5

This research derives its importance from the inability of students of English language to overcome certain problems in using collocations correctly, based on the observation of researcher among university students, particularly at Sudan University of Science and Technology. Therefore, the researcher's role is to investigate the difficulties in order to eradicate the problem of collocations.

:Methodology of the Research 6 - 1

To test the assumptions of this research, to achieve its objectives and to answer the questions, the researcher used a test as a necessary tool to collect the data from university students. The sample of the study is University Students. It consists of forty students, at Sudan University of Science and Technology, College of Languages.

: Limits of the Research 1-7

This research is limited to using collocations among university students in Khartoum State, Khartoum North Locality, Sudan University of Science and Technology, College of Languages, during the academic year 2015-2016.

Chapter Two Literature Review

:Introduction 2-0

This chapter is divided into two main parts. The first part presents a theoretical framework which aims at exploring and discussing the main related points to the research. It discusses a brief historical background of collocations, and collocations as natural syntagma. Then it provides some literature on definition of collocations, importance of collocations, collocations and EFL learners problems, types of collocations and idioms and free combinations. The second part of this chapter aims at reviewing some previous studies related to .collocations

A Brief Historical Background of 1 - 2 :Collocations

Studies on collocations started 2,300 years ago in Greece. The Greek scholars related collocations to semantics and used the concept of collocations to study the meaning relationships between words .((Choi, 2013: Vol 3

The first scholar to draw attention to the fact that meaning is not restricted to single lexical units was Firth (1935). To him, collocations, or lexical meaning, is one of five dimensions of meaning (phonetic, lexical, morphological, syntactic and .(semantic

In other words, collocation is “the company a word keeps” (Firth, 1957). However, Palmer(1996:76) states that although collocations are very largely determined by meaning, it’s sometimes fairly idiosyncratic and cannot easily be predicted as in the word *blond* with *hair*. For we should not talk about *a blond door* or *a blond dress*, even if the *colour* were exactly that of *blond hair*; similarly *rancid* occurs only with *bacon* and *butter*, and *addled* with *brains* and *eggs*, in spite of the fact that English has the term *rotten* and *bad* and that *milk* never collocates with *rancid* but only with *sour*.

Definition of Collocations 2 - 2

The term 'collocation' has been used in varied ways by different writers in different contexts. As such, there is no common, agreed upon definition of the term, as collocation is a combination of two or more words which frequently occur together. If someone says, *she's got yellow hair*, they would probably be understood, but it is not what would ordinarily be said in English. We would say *she's got blond hair* (McCarthy& Dell, 2005:6). In other words, the color *yellow* does not collocate with *hair*, it collocates with *paint flowers*. Manning & Schutze (1999:vol.2) state that collocation is an expression consisting of two or more words that correspond to some conventional way of saying things. Collocations include noun phrases like *weapons of mass destruction*, phrasal verbs like *to make up*, and other stock phrases. All in all collocations share the same concept or idea of co-occurrence of words that usually go together or keep company with one another.

Collocation as a Neutral Syntagma 2-3

The concept of collocation, which plays an important role in British linguistics, where it originated, is neutral in several respects

The term designates the co-occurrence or syntagmatic combination of lexical items (or lexemes), independently of word class and syntactic structure

In the words of Firth, we "know a word by the company it keeps" that is called ' collocation ' and we consider it part of its "meaning". Thus, for example *open* and *window* form a collocation; irrespective of whether open is a verb or an adjective. As opposed to selection restrictions, the syntactic relation between subject and predicate, or verb and object, does not matter

The term collocation is also neutral with respect to which element is primary or dominant in the relation. Finally, in the traditional British approach, a semantic analysis is also not carried out and thus lexical units (in our sense) do not play a role

The following model stated by Maxniemer (1992: Vol 3) describes and analyzes lexical structure and shows how collocation is :Syntagmatic

Lexical Structure

b)

a) paradigmatic
syntagmatic
appositional))
((combinatorial

Solidarities		Primary	Secondary
}			{ collocations
	word-formation		Word -
	((compounding & derivation		Field (word class)

This linearity goes back to the fact that speech sounds follow each other in time. Successive linguistic elements that combined together were called "syntagme" and used as equivalent terms. Elements that are in opposition or contrast in the same position in a syntagma are said to be in a paradigmatic relationship.

:Importance of Learning Collocations 2-4

McCarthy & Dell (2005: 6) define the best ideas that enable people to learn collocations and to communicate well in foreign languages, because

:an appreciation of collocations will help you to

.A . Use the words more accurately

In other words, you will make (not do) fewer

.mistakes

.B . Give the natural way to say something

By saying for example, *great importance* rather than of *big or high importance*, you won't just be understood , you will - quite rightly sound like a

. fluent user of English

Also *Smoking is strictly forbidden* is more

natural than *Smoking is strongly forbidden* though,

.both strictly and strongly have an equal meaning

.C. Improve your speech and style of writing

It varies your speech and, probably more

importantly, your writing. Instead of repeating

everyday words like very, good or nice, you will be

able to exploit a wider range of language. For

instance, for writing *we had a blissfully happy*

holiday in a little village surrounded by spectacular

mountains than for *we had a very happy holiday in*

a nice little village surrounded by beautiful

mountains , even though both sentences are

.perfectly correct

D. Help to understand when skillful writers depart

.from normal patterns of collocations

A journalist, poet, advertiser or inventive user

of language often creates an effect by not choosing

the expected collocation. For example, an article

about the Italian capital might be entitled *no place*

like Rome; a reference to the popular expression

.there's *no place like home*

Collocations and EFL Learners 5 - 2

A number of researchers have investigated the influence of L1 on the learning of L2 collocations. Most researchers examined EFL learners' knowledge of English collocations. In fact these researchers found that L2 learners make mistakes in using English collocations. It has been discovered that learners of English as a foreign language, despite having a great number of words in the second language, are not capable of putting words together in a way that native speakers naturally do (Kimms, 2010:3).

In other words, EFL learners lack collocational competence in second language collocations; i.e. how words tend to co-occur in a language, even two words when placed together. McCarthy & Dell, (2005: 6) state that "learning collocations is an important part of learning the vocabulary of some language. Some collocations are fixed or very strong, such as 'take photo' where no word other than take collocates with photo to give the same meaning. Some collocations are more open, you must say 'make an effort' (not do an effort).

The real problem for EFL learners is to match the appropriate verb with appropriate noun and appropriate noun with appropriate verb and so on. Hence, collocations play an important role in language fluency that leads to mastery of L2.

Collocations do present a serious obstacle whenever university students produced in a foreign language. Collocations differ from one language to another and also reflect the culture of a country so, university students face difficulties in dealing with collocations or wrong use of words combination. This means that university students misuse natural combination of words and collocations. For

instance, they tend to use *make homework* while English native speakers use *do homework*. In this example, they replace the verb *do* with *make*. Another example, is that some students collocate the word 'effort' with *do* as *do an effort* while native speakers use *make an effort*. They also use the word 'suicide' with *do suicide*. This is not a true combination. The true collocation of the word .suicide is to *commit suicide*

We must not combine words freely like that because words usually have their natural use of combinations that are called collocations. The combination will be wrong if we combine the words freely; I.e. the usage will be wrong. This one factor differentiates between native speakers of English language and EFL learners. EFL learners can use collocations accurately; their writing and speaking will be natural and accurate. If not, their English will remain a major indicator of foreignness. This means that learners' ability in using collocations is an important thing because it distinguishes native speakers from EFL learners. learners ' spoken language will be nativelike if they use the right .(collocations correctly (MacCarthy& Dell 2008:6

Palmer (1976:78) states another difficulty that arises from any attempt to separate collocations and semantics, which is the fact that a word will often collocate with a number of words that have something in common semantically. More strikingly, it is found that individual words or sequences of words will not collocate with certain groups of words. Thus though we may say *the rhododendron passed away*, in spite of the fact that *pass away* seems to mean 'die' but equally, of course, we should not use *pass away* with the names of any shrubs whose name we heard for the

first time. It is not very plausible to say that *pass away* indicates a special kind of dying that is not characteristic of shrubs. It is rather that there is a restriction on its use with a group of words that are semantically related. It has been suggested a matter of RANGE, we know roughly the kind of nouns (in terms of their meaning) with which a verb or adjective may be used, so we do not reject specific collocations simply because we have never heard them before – we rely on our knowledge of . the range

We can, perhaps, see three kinds of : collocational restriction

First, some are based wholly on the meaning of .the item as in *the unlikely green cow*

Secondly, some are based on range – a word may be used with a whole set of words that have some semantic features in common. This accounts for the unlikeliness of the *rhododendron passed away* and equally of the *pretty boy*

Thirdly, some restrictions are collocational in the strictest sense, involving neither meaning nor range, as *addled with eggs and brains*. There are borderline cases. It might be thought that *rancid* may be used with animal products of a certain type – perhaps butter and bacon have something in .common

Types of Collocations 6 - 2

A number of linguists have proposed certain criteria for collocation types and distinguished different kinds (e.g. Benson et al, 1968; Wang, 2001; Bahas, 1993; Chang , 1997). The well-known typology of collocation by Spakorn (2011: vol 2) states that collocation can be sorted into two major

groups - Lexical and Grammatical collocations
.which are explained below

Lexical collocations 2-6-1

Lexical collocations are composed of two or more content words, i.e. nouns, verbs, adjectives and adverbs

Examples of this kind of collocations are
:presented below

Adjective + noun: *conduct research*

Verb + noun: *dust accumulates*

Adverb + adjective: *mentally disabled*

Verb + adverb : *move freely*

Grammatical Collocations -2.6.2

Grammatical collocations refer to combinations comprising a content word and a function word, which is usually a preposition, as
:illustrated below

Noun + preposition: *an increase in*

Verb + preposition: *familiar with*

Preposition + noun : *on probation*

:Types of Collocations Patterns 2-7

Additionally, MacCarthy & Dell (2005:12)

define six types of collocation patterns in the sense that these groups of words were regularly found together. They are listed as follows: **2-**

6-2-1 Adjectives and Nouns:

Adjectives that are typically used with particular nouns; for instance :

-These trainers are the *genuine article* .Those others are just cheap imported copies .

-I don't like *recorded music*, I prefer the real thing (i.e. real, live music). This example compares between *article* and *thing* .

Unemployment is *a major problem* for the
. government at the moment

2-6-2-2 **Nouns and Verbs**

Word combinations in this types are nouns and verbs.

For example:

- The *internet created* opportunities for our business (brought new opportunities).

An *opportunity arose* for her to school in America, so she went and spent a year there.

- The *company launched* the product in 2002. (introduce the product).

2-6-2-3 **Noun and Noun**

Nouns and nouns are used in this types as a... of... like the Sentence. *As Sony reads the lies about him, he felt a sugar of anger.* Noun and noun collocations are used with uncountable nouns. He gave me *a snippet of information* which are top secret. Furthermore, the type is used to describe groups or sets. There's been *a spate of thefts* in our area recently.

2-6-2-4 **Verbs and Expressions with Prepositions**

For instance:

- When Jean split juice on her new skirt, the little girl *burst into tears*.

- As soon as the singer came on stage, she *burst into song*.

- The horse starts to *foam at the mouth*, take it to the vet.

2-6-2-5 **Verbs and Adverbs**

- Jason *placed* the beautiful vase *gently* on the window ledge.
- She does not like to travel with her brother because he *drives recklessly*.
- She *smiled proudly* as she looked at the photos of her new grandson.

2-6-2-6 Verb and Object

Verbs and objects often form collocations such as:

You can *raise a family* (i.e. bring up children; not : lift a family).

-You can *visit / go to / check out* a web site on the internet.

Furthermore, Cruse (2006:27) states that the term collocation is used in two main ways. The first use refers to the sequence of words that go together. For instance, 'excellent performance' we say that, excellent 'collocates with' performance, meaning that occurs together normally; we can also say that excellent is 'a normal collocate' of performance.

The other use is to refer to sequences of words that are compositional. For instance, one or more of the constituent words may have 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 sea, high office. In each

case, the word high has (different) special meaning (this type of collocation is sometimes called an "encoding idiom". MacCrthy & Dell (2005:8) state that there are three types of collocations: strong, fixed and weak collocations.

Strong Collocations 2-6-3

A strong collocation is one in which the words are very closely associated with each other. For example, the adjective 'mitigating' always collocates with *circumstances* or *factors*. It rarely collocates with any other word. E.g. although she was found guilty, the jury felt there were mitigating circumstances.

Here are some other examples of strong collocations.

Table 2.1

	Comment	Collocation
very formal)) = unpleasant inclement almost exclusively	weather, collocates with weather	Inclement weather was expected

Auburn only collocates with words connected with hair ((e.g. curls lock	She has auburn hair
---	---------------------

Fixed Collocations 2-6-4

Fixed collocations are collocations so strong that they cannot be changed in any way. For example, you can say *I was walking to and fro* (meaning I was walking in one direction, a .(repeated number of times
No other words can replace to or fro and in this .collocation ; it is completely fixed

Weak Collocations 2-6-5

Weak collocations are made up of words that collocate with a wide range of other words. For example, you can say you are in broad agreement with someone [generally in agreement with them]. However, *broad* can also be used with a number of other words- a *broad* avenue, a *broad* smile, *broad* shoulders, a *broad* accent [a strong accent] a *broad* hint [strong hint] and so on. These are weak collocations, in the sense that *broad* collocates .with a broad range of different nouns

Collocations, Idioms and Free Combinations 2-8

Kathleen & Radev (2000, vol :15) state that collocations are not easily defined. They are often discussed in contrast with free word combinations at one extreme and idiomatic at the other; collocations occur somewhere in the middle of this spectrum. A free word combination can be described using general rules; neither can its meaning be determined from the meaning of its parts nor can it participate in the usual word - order variations. Collocations fall between these extremes and it can be difficult to draw the line

between categories. A word combination fail to be classified as free word and is termed as a collocation when the number of words which can occur in a syntactic relation. Thus, examples of free word combinations include *put* + (object) or *run* + (object) (i.e. ' manage ') where the words that can occur as object are virtually open ended. In the case of *put* , the semantic constraint on the object is relatively open ended (any physical object can be mentioned) and thus the range of words that can occur is relatively unrestricted. In the case of *run* (in the sense man - age or direct) the semantic restrictions on the object are tighter but still follow a semantic generality: any institution or organization can be manage (e.g. business, ice-cream, parlor, etc). In contrast to these word combinations, a phrase such as *explode a myth* is collocation. In its figurative sense, *explode* illustrates a much more restricted collocational range. Possible objects are limited to words such as belief, idea, theory. At the other extreme, phrases such as *foot the bill* or *fill the nill* function as composites, where no words can be interchanged and variation in usage is not generally allowed. This distinction between free word combinations and collocations can be found with almost any pair of syntactic categories. Thus, *excellent / good/ useful /useless dictionary* are examples of free word adjective + noun combinations, while *a bridge / bilingual / combinatorial dictionary* are all collocations. More examples of the distinction between free word combinations are shown in the

:table below

Collocations Vs – idioms and free word combinations (Mackeon and Dragomir,2012.
 .(Vol2

Table 2-2 Combinations versus Idioms and Collocations

Combinations	Collocations	Idioms
To take the bus	To trade actively	To kick the bucket
The end of the road	Table of contents	Dead end
To buy a house	Orthogonal projection	To catch up

Lipka (1999:225-227) states that word combinations can be classified and developed by the term "notion" and classified this notion and 'called 'restricted sense

This notion and the classification based on it have been developed and will be presented for a verb - object - noun combination only (although it should be possible to use them for classification of other grammatical types of combinations without major modification). A sense of a verb or noun is considered 'restricted' if at least one of the following criteria applies

:Criterion 1

The sense of the verb or noun is so specific that it only allows its combination with small set of nouns and verbs

: Criterion 2

The verb or noun cannot be used in this sense with all nouns and verbs that are syntactically and semantically possible

The primary sense of 'want' ('to have a desire or wish for something') for example, would be considered unrestricted according to this definition since 'want' can be combined with a great number of nouns (want toys, a child, a drink, a car,

a truth, etc.) and there are no arbitrary constraints on its combinability. Similarly, as already indicated above, the verb 'read' in (read a newspaper) would be considered unrestricted, since it can be combined in the given sense of look at / comprehended the meaning of (written or printed matter) by interpreting the characters or symbols of which it is composed with all nouns denoting written or printed matter (read a book, a letter, etc).

Dial or perform as in (perform a task) , on the other hand , would be considered as having restricted sense : dial , because it can only combine with one (or at most very few) nouns, and perform because , although it is combinable with greater number of nouns; on the basis of this notion of restricted sense, three major classes of word combinations can be distinguished

:(**Free combinations** (e.g. want a car - The sense in which the verb and the noun are both unrestricted, so they can be freely combined according to this sense

:(**Collocations** (e.g. Take a picture- The sense in which the noun is used is unrestricted but the sense of the verb is restricted , so that the verb in the sense in which it is used can only be combined with certain nouns (take a picture / photograph / but not e.g. take a film / movie

:(**Idioms** (e.g. sweeten the pill Both the verb and the noun are used in a restricted sense, so substitution is either not possible at all or only possible to an extremely limited degree

A combination is thus classified as a collocation if either Criterion 1 or Criterion 2 or

both apply to the verb of the combination. What is new about this definition is not ties to be as precise as possible in order to be applicable to the classification of naturally occurring data, but also that it makes the verb the basis for the distinction of free combinations and idioms: if the sense in which the verb is used is restricted, the combination is a collocation (rather than a free combination), if the sense in which the noun is used is restricted, the combination is an idiom (rather than collocation) .This aspect of the definition is not supported by its feasibility in the data analysis but also by a theoretical assumption that has been put forward by some researchers; the assumption that the elements in collocation do not have the same status. It is assumed that one element in a collocation is selected purely on the basis of its meaning, while the selection of the other depends on this first element, it is also assumed that this relationship is consistent in a given syntactic combinations; the independent element is the noun and the dependent one is the .verb

(Part(2 Related Previous Studies 9 -2

Previous studies have been carried by different researchers and scholars on collocations. The researcher is going to introduce some studies :which are related to the current study
Elsir Mohammed (2014) wrote about-1
"Investigating Collocational Knowledge (A case

Study at College of Languages), Sudan University Science and Technology. The tool used in the : research was a test. The main findings are There is unsatisfactory level of knowledge of- .Collocations

Despite the overall weakness on the four-components of the test, found in the subjects' performance in the four collocational patterns. The students performed best on the Verb + Noun Collocation pattern, while the adverb + adjective .pattern proved to be the most difficult

The mean rank of verb + noun was (7.04)- . (compared with adverb + adjective (4.85 Witsanu Chaiyaphat(2013), wrote about the - 2 "Effect of English Collocation and Communicative Grammar Instruction on Undergraduate Students' English Speaking and Writing Abilities, . Chulalongkorn University

The instruments were English speaking and writing ability tests which were used as a pre- and .post- test and an opinion questionnaire

:The findings revealed that English speaking and writing post- test mean-scores of the undergraduate students were higher than the pre-test mean scores at the significance .level at 0.5

Students' opinions towards English collocation and-communicative Grammar instruction were found positive with the mean score of 4.32. It implied that undergraduate students expressed positive opinions towards English collocations and .communicative grammar instruction

Abdallah Matar (2012) wrote about "An-3 Investigation of the English Collocational knowledge of Jordanian Graduate Students, Hashemit University, Jordan. The tool used in the .research was a test :Findings of the Study

The table below displays the average percentage of correct responses for each category. The mean of the free combination category is dramatically higher than that of the other three. The category of figurative and pure idioms, as predicted, has the lowest means. The results have confirmed the hypothesis that free combinations appear to be the easiest to deal with, whereas pure idioms are the most challenging. The results also revealed that figurative idioms are more difficult .than restricted collocations

Descriptive statistics of the subjects' performance- (in four categories (N= 30

Table (2.1 (Shows the subject's Performance .of correct responses

Free Combinati on	Restricted Collocatio ns	Figurative Idioms	Pure Idioms
Mean 24-10	10-05	7.30	4.00
SD 4-25	4.15	4.15	5.00

Comments, on the Previous Studies 2-10

Reviewing several studies relevant to the theme of this study has enriched the researchers' background and broadened his scope in this .regard

As presented in the previous studies, there are some similarities and differences between the researcher's study and the previous studies as follows:

They are similar in that there is an unsatisfactory level of knowledge of collocations.

All the studies above confirmed how collocations represent a major problem in the production of natural English or correct English.

They all used a test as a tool to collect the data. The students' performance on adverb + adjective-pattern proved to be the most difficult (in the study of Elsir Mohammed 2014).

The differences are that, the studies of Elsir Mohammed and Abdallah Matar, about collocational knowledge, whereas Witsanu wrote about The Effect of English Collocations and Communicative Grammar Instructions on English speaking and writing abilities. And the present study Collocations Problems Encountered by EFL Learners.

Summary of the Chapter 2-11

The major concern of this chapter is to review the related research literature of collocations which are divided into two main parts that constitute the trend of the current study. Firstly, it displays and discusses the main areas relevant to the issue of collocations. Secondly, it presents some previous studies that deal with this topic.

Chapter Three Methodology

3-0 Introduction

This chapter specifies the methodology adopted in the present study to achieve its objectives. It describes the method, subjects, research tool, validity and reliability, procedures to realize these goals

Method 3-1

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

Subjects 3-2

The population of this study is the four- year students of Sudan University of Science and Technology, College of Languages, Department of .English Language

Research Tool 3-3

The researcher used a test as a tool to collect his data. It was a test of two parts used to investigate the students' problem of English collocations. The first part was a sentence completion form based on six patterns of collocation of MacCarthy, Dell (2005:12) as follows

:

Verb+ noun e.g. *Committed a crime* -1

- Noun + noun e.g. *team work* -2
 - Adjective + preposition e.g. *pink with anger* -3
 - Verb + adverb e.g. *extremely energetic* -4
 - .Adverb + adjective e.g. *desperately ill* -5
- The second part was putting the expressions from the given boxes into the correct category such as free word combination, idioms and strong .collocations
- :Examples
- a) Free word combinations, are like 'take the bus'
 - b) idioms are like 'red herring'
 - c) strong .collocations are like urban guerilla

Validity and Reliability 3-4

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 modifications before administering the test. For the reliability, the researcher used the Statistical Package for Social Studies (spss) to conduct his research. The result of the reliability is 78.5%, for incorrect answers and correct answers is 21% percentages.

.The above result confirmed the three hypotheses

Procedures 3.5

The test was administered in a special session arranged by the researcher who is the instructor of the students. After obtaining permission from the lecturer to conduct the test, the researcher assured them that confidentiality would be maintained. Each Student was given a test of English collocation problem and then allowed sufficient time to work individually on the test items. It took about 20 minutes for all the students to finish the test. Before the test started, the researcher had

provided directions and encouraged the students
to answer each question
The students' answer tests were collected and
analyzed

Chapter Four

Data Analysis, Results and Discussion

:Introduction 4.0

In this chapter, the discussion of the study are shown in two main parts. \The first part, the students' problems in English collocation. The second part, collocational problems found were presented and classified into six kinds of collocation such as : verb + noun, noun + noun , adjective + preposition, verb + adverb, adverb + adjective, strong collocation, idioms, and free combination. Also in this chapter the researcher presents the way to calculate the score of the students' problems on collocation. In addition, the researcher is going to revise data analysis, discussion and results in terms of hypothesis

Data Analysis and Discussion of Results 4-1

: Student's problems on collocation

The researcher gained the score of the students' problems on collocation by given the test to the four year students of English department of Sudan University of Science and Technology in the academic year of 2015-2016. The degrees and the scores can be seen in the table below

Table(4-1): Classification of the students' collocational problems

Average Score		Classification of Collocation
Incorrect	Correct	
%.70	%.27	verb+ noun.1
%.60	%.40	noun +noun .2
%.75	%.25	.3 adverb+preposition
%.82	17.5%	verb + adverb.4
%.87	12.5%	adverb + .5 adjective
%.82	17.5%	free .6 combination, idioms and strong collocation

The findings reveals that the students' problem of collocation in adverb + adjective is at the highest level (87.%), followed by free combination, idioms and strong collocation (82 .%) also verb + adverb with the same percent (82.%), followed by adverb

+ preposition (75.%), verb + noun (70.%) and
.(%.noun + noun collocation respectively (60

Results of the Students' problems about 4.2 . English Collocation

4.2.1 . Verb + Noun Violations. Question (1)

Examples of verb + noun violations are shown
in table 2 and figure 1. The causes are examined
.and given below

**Table (4.2)- Examples of verb + noun
.collocational violations**

The students' answer	The correct answer	No. of the test item
Made/did	Ahmad <i>committed a</i> crime	-1
Lifted / gave	She merely <i>shrugged</i> her shoulders in reply	-2

Frequency of Correct and Incorrect Verb + Noun pattern.

(Figure (4.1

The table and figure above show, the verb +
noun collocational violations are found that the
violations are due to the students' application of
.the strategy of transferring L1 to L2 collocation
:Example

Correct Answer: In his mind, Ahmad had
.committed a crime which was unforgivable

Students' Answer: in his mind, Ahmad *did* a crime
 .which was unforgivable

In Example no. 2, the correct collocation is
 'shrugged', but some students gave wrong answers
 such as lifted and gave. It is a unique collocation
 .which can not be replaced by another

:Noun + Noun Collocation Problem 4.2.2

**Table (4-3): Example of Noun + Noun
 .Collocational Problems**

The students' answer	The correct answer	No. of the test item
Well known /fame	Muhammad has built <i>a great</i> .reputation	-1
Means /options	We urge you to adopt all <i>necessaries</i> . measures	-2

Frequency of Correct and Incorrect Noun + Noun pattern.

(Figure (4.2

: Example 1

Correct Answer: Mohammed has built *a great*
 .reputation as an entertaining speaker

Students' Answer: Mohammed has built *well-known*
 .reputation as an entertaining speaker

It is clear that students were influenced by
 their mother tongue language the used well-known

with reputation which mean the same it is redundant. The students, transferred L1 knowledge to L2. Also they did the same in the second .example

Adjective + Preposition Collocation 4.2.3 :Problem

Table (4-4): Adjective + preposition collocational problems

The students' answer	The correct answer	No. of the test item
Equal with /equal to Equal as	The two books are more or less .equal in length	-3
Pink by / pink to	She was <i>pink</i> <i>with</i> anger because her house was . stolen	-4

Frequency of Correct and Incorrect Adjective + Preposition pattern.

(Figure 4.3

Example of adjective + preposition collocational problems are given below the table .and figure

: Example

Correct Answer: The two books are more or
.less equal in length

Students' Answer: The two books are more or less
.equal as length

:Example 3

The mistake found in the above example is
 due to lack of knowledge of collocational
 specialization or they applied the strategy of
.comparison equal as

:Example 4

The student's error arose due to limited
 collocational knowledge or they might not
 understand this expression, pink with and that is
 due to a cultural difference between the Arabic and
.English cultural language

:Verb + Adjective Collocation Problem 4.2.4

The students' answer	The correct answer	No. of the test item
Hums loudly /together	When the song begins, she <i>hums along</i> <i>.with music</i>	-1
Beautifully	She seems <i>extremely</i> energetic for a woman of her . age	-3
Strongly / highly	Houses' price have risen <i>sharply</i> in <i>.recent years</i>	-4

**Frequency of correct and incorrect Verb +
 .Adjective pattern**

**Figure
(4.4)**

Correct Answer: Houses' prices have *risen*
.sharply in recent years

Students' Answer: Houses' prices have *risen*
.strongly in recent years

The error that the students made in the above example could be explained as a transfer of L1 knowledge to L2. The students obviously realized the meaning of the missing collocates but could not produce a correct answer. This is because they just transferred the meaning of the Arabic language to the English Language.

:Example 3

Correct Answer: She seems *extremely energetic* for a woman of her age

Students' Answer: She seems *wonderfully energetic* for a woman of her age

From above example, it could be explained that some students did not know about word partnerships. They thought that *wonderfully* should collocate with *energetic* because the context was related to a woman so *wonderfully* might collocate with *energetic* in this context. It is possible to explain that EFL students have problems about using intensifiers since they are the same in meaning in the English language. In item number 4 the students applied the same strategy of .transfer L1 knowledge to L2

Adverb + Adjective Collocation 4.2.5 :Problem

**Table (4-6): Examples of Adverb + Adjective
.Collocational Problems**

The students' answer	The correct answer	No. of the test item
Strongly /warmly	She is sad because her father is <i>desperately</i> ill .in a hospital	-1
Absolutely	Ahmad is <i>absolutely</i> proud of his achievements he really deserves the first prize .award	-3

**Frequency of Correct and Incorrect Adverb +
Adjective + Pattern.**

(Figure (4.5

The findings showed that the students'
problems in the adverb + adjective pattern

collocation was at the highest level (87. %), the problems are given in the table and figure above

Correct Answer: She is sad because her

.father is *desperately* ill in a hospital

Students' Answer: She is sad because her father

.is *strongly* ill in a hospital

In the above example : the students applied

.the strategy of transferring L1 to L2 collocation

The adjective *proud* collocates with many adverbs such as *especially*, *extremely*, or *really*. However, in this example, the second sentence greatly helps the students to choose the correct answer. The students are greatly influenced by the first language. They just thought in Arabic way; consequently, they thought the correct collocations .are *absolutely or strongly proud of*

Strong Collocations, Idioms and free 4.2.6 :Word Combinations

Table (4-7): Classification of the student's difficulties in strong collocation and their mistakes . with free word combination and idioms

Question	Correct	Incorrect	Total
Number 6	7	33	40
%	17.5%	82.5%	100%

Strong collocations' problems.

(Figure (4-6

From above table and figure, it is very clear that the students have a problem with strong collocations or they are unaware of strong collocations. The students' limited knowledge of

collocational is a major source of problems. It is clear that the students can not differentiate between strong collocation, free combination and idioms and that is base on the students' answers in the second part of the test which was the second level in percentage after adverb + adjective .(collocation pattern (82%

4-3Testing Hypotheses

:Below, the three hypotheses

Fist hypothesis: Many students who study English as foreign language have problems in using lexical collection

Second hypothesis: Student make mistakes with word combination particularly strong .collocation

Third hypothesis: idioms and free words combination are the main factors that cause . collocation problems

The researcher assumed the above three hypotheses and because of the test, he can't proved every hypothesis alone which related to the technical method used on this form, so all percentages have been attached in one table as :follows

Table (4-9) Shows the Hypotheses' reliability

Statement	Correct		Incorrect	
Question 1	27.5	11	70.5	29
Question 2	40	16	60	24
Question 3	25	10	75	30
Question 4	17.5	7	82.5	33
Question 5	12.5	5	87.5	45
Question6	17.5	7	82.5	43
Total	21.5	56	78.5	204
	%		%	

Through the above percentages we see that the correct answers have 21.5% for people who work near excellence, and people who don't answer right (incorrect) score big percentages which confirm the three hypotheses above. The percentages reached to 78.5%, because of these percentages for incorrect answers the researcher confirms the three hypotheses all together, as result a reality for these percentages are shown .above

4.4 Summary of the chapter

This chapter provides the discussion of the current study focusing on the Investigations of

Collocation Problems Encountered by EFL Learners. The data were statistically analyzed as well as research questions were investigated . The first research question shows that university students gained higher scores of the incorrect percentage in lexical collocation (17.%,87.%) for adverb + adjective if compared with lexical collocation such as adverb + preposition (25.%, 70.%). the same applies to the first research hypothesis which proposed that many students face problems in lexical collocation. The second research question reveals that university students make mistakes when they use strong collocations. Additionally, the second research hypothesis predicts that university students make mistakes in word combination, particularly strong .collocation

The third research question states that university students are unable to differentiate collocations from free word combinations and idioms. As a result, the third hypothesis is also accepted , which predicts that idioms and free word combinations are the main factors that cause .collocation problems

In brief, it is possible to say that collocation problems found in this study result from various factors presented as follows:

- The students' lack of knowledge about collocation.
- The students' transfer L 1 to L 2 in collocation.
- The students' limited knowledge of cultural specific collocations.

Chapter Five

Conclusions, Recommendations, and Suggestions for Further Studies.

5.1 Introduction

This is the final chapter of the study. It consists of the conclusions, recommendations, and suggestions for further study.

5-2 Conclusions

After the analysis of data, the researcher has come out with these conclusion:

- 1- The students apply the strategy of transfer their first language to the second language in using collocation.
- 2- The students have limited knowledge of cultural- specific about English collocations.
- 3- The students have a lack of knowledge about types of collocations.

5.3 Recommendations

Depending on the results of the study, the recommendations are as follows:

- 1- Particular attention should be paid to the teaching of collocation.
- 2- Teachers should present new words in context. For example, instead of teaching new words such as committed, shrugged and inclement,

the teachers can introduce them in chunks of words like committed a crime, shrugged her shoulders and inclement weather. Learning individual words and their meanings is not enough to achieve a great fluency in a second language .

- 3- The students should Practice the collocation in a sentence or make a paragraph.
- 4- The students should use collocation's dictionary when find difficulty in word combination for example BBI dictionary which distinguishes between grammatical and lexical collocation.
- 5- Teachers should raise the awareness of the importance of collocations among the students.

5.4 **Suggestions of Further Studies**

The following topics can be studied:

- 1- Researchers can do experimental studies on effects of English collocation on students' English speaking ability.
- 2- Researchers can also do studies on the effect of first language into the second language and how cultural background influence learners' performance.
- 3- Other students can be examined rather than university students such as secondary students.

- 4- Researchers can do studies on English collocational problems encountered by Sudanese graduate students.

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Appendix
Sudan University of Science and
Technology
College of Graduate Studies
College of Languages - Department of
English

Collocations Problem Test

.....**Name**.....**Gander**

.....

Level

.....

.....**College**

-:Instruction

This research aims to investigate
collocations problem among university
students who study English as foreign
.language

:The test divided into two parts

.The first part is multiple choice questions
the second part is putting the expressions
.from given boxes into the correct categories

.Part one: multiple choice questions
In the following questions, there are many answers under each sentence, choose the word or phrase which is the best collocation with the sentence

:Example
People's behavior style consists of the voice, the words they use, their facial expression and their *body* language.

Body b) gesture c) sign d) appearance (a)

Verb + noun

(A)

In his mind his mind, Ahmed hada -1
.crime which was unforgivable

Made b) performed c) committed (a
d) did

.She merely her shoulders in reply -2

Made b) used c) shrugged (a
d) gave

an effort to keep in touch with -3
.your parents, even it's just a quick phone call

Doing b) Paying c) Using d) (a
Making

He an argument with a -5
receptionist and was thrown out of the
.company

Hold

b) said

c) had (a
d) did

**Noun+
noun**

(B

Muhammad has built a reputation -1
.as an inter tainting speaker

a) well known b) fame c) great
d) esteem

We argue you to adopt all -2
.measures to guarantee people safety

options b) means c) necessities d) (a
arrangements

Sakina has lost her marriage.....so she -3
does not has any documents to show that she is a
.married woman

a) Fate b) status c) certificate d)
relationships

The company took a Work of experts to -3
.the field

Lot b) set c) team d) crew (a

**Adjective +
preposition**

(c
Fatima used to be a nurse as she is -1
.....looking after children

a) experienced at b) experienced with c)
experienced in d) experienced of

.I think you are mistakenthe time -2

On b) in c) with d) about (a

The two books are more or less -3
.....length

equal with b) equal as c) equal in (a
d) equal to

pink from b) pink with c) pink by d) (a) pink to

(D

hummingbirds hum together. The male hummingbird hums loudly. The female hummingbird hums alone. The hummingbird hums soon.

a) completely b) seriously c) mainly d) wholly

wonderfully b) extremely c) beautifully (a)
d) undoubtedly

strongly b) highly c) sharply d) tremendously (a)

(E

strongly b) desperately c) warmly d) ultimately (a)

45

d) highly

Inclement weather – The end of the road – To spill
the beans – Want a car – Blow a trumps

Expressions: 3
Kick the bucket – Black market – Make an attempt
.- To make a cup of tea – Long- range planning

**Idioms Strong
collocations**

**Free
combinations**

