

Chapter One

Introduction

1.0 Background:

"No culture can live if it attempts to be exclusive". Mohandas K. Ghandi, Indian nationalist and spiritual leader (Harijan, 1936). The quotation above emphasizes the fact that learning another language gives the learner the ability to understand the others culture. It gives the learner the ability to communicate and to exchange views with people all over the world. It opens new horizons for learners.

The knowledge of a foreign language increases job opportunities in many careers where knowing another language is a real asset. It also has a positive effect on intellectual growth as it enriches and enhances mental development. So, it is found that learning a foreign language is vital to satisfy the cultural, personal, economic and educational needs for learners.

As learning a foreign language is important, there are difficulties of learning it. Language teaching practice assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which the native language differs from English. These difficulties can occur in any combinations and at different levels of severity in three areas of language: the syntactic, the phonological or the orthographic area and the semantic area.(Ganschaw and Shneider, 2006)

"While the field of language teaching and learning is rich in studies of grammar, phonology and orthography, research on strangeness of linguistic forms and expressions is lagging behind. Therefore, studies are needed stemming from the fact that lexical errors have not been given due attention"(Taiwo, 2004: 44). The present study sheds light on difficulties and problems facing Sudanese students in the field of sense relations especially collocations. In this research I try to add one more ring to the chain of the studies in the area of lexis.

Despite the lack of a common definition, the literature on collocations shows an agreement among researchers and language pedagogists as to the importance of collocations for second/foreign language learning. It has been suggested that an increase of the students' knowledge of collocations will result in an improvement of their speaking skills, their listening comprehension and reading speed (Brown, 1974: 1-11). Collocational knowledge could also help students overcome problems of vocabulary usage and style, while it has also been considered especially effective in sentence generation.

The term collocation has been labeled in a variety of ways e.g. prefabs, multi-word units etc. and defined indifferent manners in both linguistics and language teaching. The only consensus, as (Nesselhauf 2005:11)pointed out, is that collocation refers to 'some kind of syntagmatic relation of words'.

Gitsaki (1999: 15), in this regard, reviewed in meticulousness the three main approaches to collocations: lexical, semantic and structural. The lexical approach was based on the idea of word meaning at the lexical level first proposed by Firth (1957: 196). One often quoted example is that one of the meanings of 'night' is its collocability with 'dark', and one of the meanings of 'dark' is its collocability with 'night'. Halliday et al. (1964) explained collocation as the tendency of a lexical item to co-occur with one or more words. Sinclair (1966, : 411) focused on the likelihood of co-occurrence but admitted that 'there are virtually no impossible collocations, but some are more likely than others'. Sinclair (1991, : 170) went on to define collocation as 'the occurrence of two or more words within a short space of each other in a text' and distinguished the 'significant' (i.e. frequent) collocations from the 'casual' (i.e. infrequent) ones. Collocation has thus become a merely statistical matter. Unlike the lexical approach, the semantic approach perceived the meaning of a lexical item as the semantic properties of that item. That is to say, it is the semantic properties of a lexical item that determine its collocates (Chomsky, 1965; Lyons, 1977; Katz and Fodor, 1963; Lehrer, 1974; Cruse, 1986). This approach, as Gitsaki (1999, : 15) commented, cannot explain the large number of idiosyncratic co-occurrences that are arbitrarily restricted.

1 – 1: Statement of the Problem:

The most common errors produced by foreign language learners in syntax and pronunciation, thought to be as a result of their L1 influence. Such as mapping grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty and confusing items of vocabulary known as false friends. Lexical errors are as equally significant as syntax and pronunciation and in fact, more disruptive in communication. According to Senaiya (1988), lexical errors are perceived by native speakers as more serious than all other types of errors because "It is in the choice of words that effective communication is hindered most."

However, it is important to remember that learning a second language involves much more than learning words and sounds of a language. " Lexis and collocations in particular provide a major difficulty in mastering foreign languages,"(Crystal, 1992: 105) as they are patterns to be learned as a whole and not mean what the individual words in them mean. Benson et al also stated that collocations are more subject to arbitrariness arising from common usage than from rules. Researchers associate the poor collocational knowledge to factors like unfamiliarity with English collocation structures and the negative transfer from L1 (Hussein, 1990 : 123-136).

Another factor is the difficulty of encountering collocations in EFL settings, since they are more accustomed to learning individual words . Moreover, Arabic-speaking learners in EFL classrooms have fewer opportunities to encounter collocations in their daily input, so they commonly resort to their L1 whenever they lack English collocational knowledge(Hussein, 1990; Alzahrani, 1998).

Further, it was noticed by many researchers that collocations, in EFL environments do not receive much attention from teachers in the classrooms.

All these factors together play a major role in causing problems for foreign learners to effectively learn and use collocations.

The researcher tries to investigate, identify and analyze sense relations in both English and Arabic. The specific area will be collocation difficulties facing Sudanese 3rd class secondary students in learning English. The researcher will try to find the source, cause and significance. Moreover, I try to find out why students make such errors, as well as, to suggest solutions, diagnose accurately the difficulties that our students have in language learning and discover remedies for these errors.

1 – 2: Questions of the research:

The research poses the questions below:

- 1- Is there a significant L1 (Arabic) influence that negatively affects the use of collocations in English?
- 2- Do EFL learners' chances of using appropriate collocations decrease when learning words through definition or in isolation?
- 3 – To what extent can teaching techniques be part of the difficulties of learning collocations?
- 4 – What are the types of difficulties encountered by EFL learners in using English collocations?
- 5 – When do EFL learners tend to resort to general items of lexical categories?
- 6- How can teachers participate to solve the problems of collocations for English language learners?

1 – 3: Hypotheses of the Research:

The research hypothesizes the following assumptions as factors of collocation difficulties:

- 1 – The mother tongue (Arabic) interference plays a vital role in collocation difficulties.
- 2 – When students learn words through definitions or in isolation, their chances of using appropriate collocation decrease.
- 3 – Teaching techniques might cause problems for EFL learners to deal with collocation.
- 4- The major problems for EFL learners are predominately lexical rather than grammatical.
- 5 – EFL Learners tend to resort to the most general items of lexical categories(strategies) when they are not familiar with specific collocates. For example, it is more common for Arabic-speaking learners of English to produce phrases such as: say the truth, quick train or do mistakes.
- 6- English language teachers should concentrate on non-congruent collocations in the two languages(English and Arabic) in order to prevent learners from committing transfer errors.

1 – 4: Objectives of the Research :

This research aims to:

- 1 – investigate the types of collocational difficulties encountered by EFL learners.

2 – find out the reasons behind these difficulties.

3 – suggest strategies to help EFL learners.

1 – 5: Significance of the Research:

The significance of the research lies in the fact that there are difficulties of collocations among EFL learners, teachers and syllabus designers. This will be of a great value and importance to teachers and syllabus designers. Moreover, collocations are useful for expanding students' knowledge of a word and increasing their accuracy and fluency in English language.

1 – 6: Methodology of the Research:

In order to find answers to the research questions set earlier and to test the hypotheses, the researcher will adopt the descriptive, analytic method. For data collection, the researcher will use two tools:

1- Test on collocations for students.

2- Questionnaire for teachers will also be set.

1 – 7: Definition of Terms and Abbreviations:

EFL: English as a Foreign Language.

EFL: English Foreign Language Learners.

L1: First Language

L2 : Second Language

Language transfer (interference): A process whereby a property or rule of the learner's first language is carried over to the inter language grammar.

Collocations: "sequences of lexical items, which habitually co-occur, but which are nonetheless fully transparent in the sense that each lexical constituent is also a semantic constituent."(Cruse, 1986 p. 40).

1-8 Limitation of the Study:

The first limitation of this study is that it involved a sample of 80 Sudanese secondary school students and 55 English language teachers. This may be viewed as a restriction that limits the generalization of the results.

The second limitation is that the subjects of the study for the test were selected from only three schools; one from Khartoum and two from Dongola. The English language teachers who responded to the questionnaire were from schools in Eastern Nile Locality in Khartoum.

The third limitation, the study investigated the collocational knowledge of students in six types of lexical collocations and five types of grammatical collocations of those which were proposed by Benson, Benson & Ilson(1997).

Chapter Two

Literature Review

2. 0- Introduction:

This chapter is concerned with reviewing some of the definitions of collocations, approaches to collocations, their classifications and how are the collocations considered to be a problematic area for learners. Another part deals with previous studies, error analysis, errors and collocations and collocation learning strategies . Then the chapter ends with a summary.

2.1 What are collocations?

The origin of the term collocation is the Latin verb collocare, which means to set in order/to arrange.

The word collocation itself can be traced as far back as the 17th century, when it was used by Francis Bacon in his Natural History from 1627, but not as a linguistic term.

However, Palmer, H. (1933; 1938) was perhaps the first linguist to draw attention to the special significance of collocation in verbal communication. He used it to denote "units of words that are more than single words". Instead of sufficing with referring to the importance of 'grammar' in learning a language,

Palmer (ibid.) sees that every word has its own grammar. In fact, it is true that “The polysemy of the word is disambiguated by the representation of its collocates ” (Favretti, 2008: 92). It is also true that the translator “will be ‘caught’ every time, not by his Grammar, which is probably suspiciously ‘better’ than an educated native’s, not by his vocabulary, which may well be wider, but by his unacceptable or improbable collocations” (Newmark, 1981: 180; see also Farghal, M. & Obiedat, H., 1995 ; Fillmore, C., 1985, among others). Oxford Advanced Learner’s Dictionary (2005: 293) defines ‘collocation’ as “a combination of words in a language that happens very often and more frequently than would happen by chance: ‘resounding success’ and ‘crying shame’ are English collocations.”

'Collocations' are usually described as "sequences of lexical items which habitually co-occur [i.e. occur together]" (Cruse 1986:40). Examples of English collocations are: ‘thick eyebrows’, 'sour milk', 'to collect stamps', 'to commit suicide', 'to reject a proposal'.

The term collocation has been defined by different scholars but in a similar fashion. The first scholar to draw attention to the fact that meaning is not restricted to single lexical units was Firth (1935). Collocation is “the company a word keeps” (Firth, 1957: 11). So it was introduced by Firth to refer to a combination of words associated with each other. Sinclair (1991:170) defines collocations as “items that occur physically together or have strong chances of being mentioned together’.

Another definition suggests that collocations are combinations of words which frequently appear together (McCarthy and O'Dell, 2005). According to them, these combinations sound natural to native speakers, but students of English have to make a special effort to learn them since they are often difficult to guess. Some combinations just sound "wrong" to native speakers of English. For example, the word "fast" collocates with "cars" but not with "a glance". We say **"fast cars"** and **"fast food"** but not **"quick cars"** and **"quick food"**. On the other hand, we say **"a quick glance"** and **"a quick meal"** but not **"a fast glance"** or **"a fast meal"** and **"a quick shower"** but not **"a fast shower"**.

According to Lewis (1997: 8), collocation is defined as "the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency". The occurrence of collocation is statistically significant (Lewis, 2000). In support of Lewis (1997, 2000), Hill (2000: 51) suggests that "collocation is a predictable combination of words". Examples of common English collocations are rancid butter, make a decision, Internet access etc. Hill (2000: 47-60) also noticed that some collocations are fixed and highly predictable from one of the component words. For instance, the verb shrug apparently almost always co-selects the noun one's shoulder as its neighboring word, i.e. a collocate. In this way, to shrug one's shoulder can be viewed as a strong or restricted collocation. In contrast, some collocations are considered so

weak that their occurrences often go unnoticed or seem too general as the two component words are inclined to occur freely. For example, the adjective good can co-occur with a tremendous variety of noun collocates, e.g. a good boy, a good school, a good teacher, good food, etc., all of which are considered weak collocations.

Regarding the types of collocation mentioned above, there are open collocations and restricted ones. In open collocations, the words can cluster with a wide range of other words whereas in restricted collocations, they are fixed like idioms. Such word combinations are also classified respectively as grammatical and lexical collocations.

As the present study aims at investigating collocational difficulties from the perspective of the EFL learners, collocation was operationally defined as the co-occurrence of 2 or more words within a short space of each other in a sentence context, involving lexical and grammatical words. The linguistic elements in the collocation were compatible in that when these elements were used together, they formed a kind of syntagmatic relation that was acceptable in English and relevant to the context in which the collocation was used, sounding native-like. The study, therefore, examined collocations of different degrees of fixity and transparency in syntax and in meaning. It was hoped that such a loose definition of

collocation would help to gain a deeper insight into general L2 collocational use and some of the problems involved.

2. 2- Approaches to Collocations:

The term collocation has been labeled in a variety of ways e.g. prefabs, multi-word units etc. and defined in different manners in both linguistics and language teaching. The only consensus, as Nesselhauf (2005,: 11) pointed out, is that collocation refers to ‘some kind of syntagmatic relation of words’. Gitsaki (1999: 15), in this regard, reviewed in meticulousness the three main approaches to collocations: lexical, semantic and structural. The lexical approach was based on the idea of word meaning at the lexical level first proposed by Firth (1957: 196). One often quoted example is that one of the meanings of ‘night’ is its collocability with ‘dark’, and one of the meanings of ‘dark’ is its collocability with ‘night’. Halliday et al. (1964) explained collocation as the tendency of a lexical item to co-occur with one or more words. Sinclair (1966: 411) focused on the likelihood of co- occurrence but admitted that ‘there are virtually no impossible collocations, but some are more likely than others’. Sinclair (1991: 170) went on to define collocation as ‘the occurrence of two or more words within a short space of each other in a text’ and distinguished the ‘significant’ (i.e. frequent) collocations from the ‘casual’ (i.e. infrequent) ones. Collocation has thus become a merely statistical matter.

Unlike the lexical approach, the semantic approach perceived the meaning of a lexical item as the semantic properties of that item. That is to say, it is the semantic properties of a lexical item that determine its collocates (Chomsky, 1965; Lyons, 1977; Katz and Fodor, 1963; Lehrer, 1974; Cruse, 1986). This approach, as Gitsaki (1999, : 15) commented, cannot explain the large number of idiosyncratic co-occurrences that are arbitrarily restricted.

While the lexical and semantic approaches focused only on lexical words, the structural approach took into consideration both lexical and grammatical collocations. The BBI Combinatory Dictionary (Benson et al., 1997: 20) defined collocation as words which ‘regularly combine with certain other words or grammatical constructions.’ Eight categories of grammatical collocations and seven categories of lexical collocations were identified. Grammatical collocations consist of ‘a dominant word – noun, adjective/participle, verb – and a preposition or a grammatical construction’, and lexical collocations have structures such as ‘verb + noun, adjective + noun, noun + verb, noun + noun, adverb + adjective and adverb + verb’. The structural approach is by comparison more pedagogical as it takes into account collocation of not only lexical but also lexical and grammatical words.

2. 3 Classification of Collocations

A number of linguists have proposed certain criteria so far for distinguishing different kinds of collocations. The current study has adopted Benson, Benson, & Ilson (1997)'s collocation classification: lexical collocations and grammatical collocations because the model provides a thorough explanation of the classification criteria and easy-to-follow examples.

2. 3.1. Lexical Collocations:

Lexical collocations are composed of two or more content words, i.e. nouns, verbs, adjectives, and adverbs. Examples of this kind of collocation is presented below:

adjective + noun: sour milk

verb + noun: conduct research

noun + verb: dust accumulates

adverb + adjective: mentally disabled

verb + adverb or :move freely

adverb + verb: proudly present

2. 3. 2 Grammatical Collocations

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 :elaborate on

adjective + preposition :familiar with

preposition + noun: on probation

2. 4 Collocation: A Problematic Area:

"In all kinds of texts collocations are essential, indispensable elements... with which our utterances are very largely made" (Kjellmer, 1987: 140)." Even very advanced learners often make inappropriate or unacceptable collocations" (McCarthy, 1990: 13). The above quotes make two points relevant to the EFL learner. First, that collocational relations are an important part of the language to be mastered. Second, that it is an area which resists tuition and, therefore, requires special, systematic attention. Apart from the unpredictability and low generalizability of collocations, another factor that poses difficulties for learners is that " in many cases, one language will use a syntagm where another language employs a single lexeme"(Lyons, 1977: 262).

Collocations are important since they make the spoken and written language stimulating and interesting (Kane, 1983). Nevertheless, the acquisition of collocations is not as simple for EFL/ESL learners as it might be for native speakers of English. Crystal (1992: 105) stated that "collocations...provide a major difficulty in mastering foreign languages... The more fixed a collocation is, the more we think of it as an 'idiom'—a pattern to be learned as a whole, and not as

the ‘sum of its parts’”. In that case, idioms do not mean what the individual words in them mean.

Halliday and Hasan (1976: 288) called collocation “the most problematic part of lexical cohesion”. Basically every lexical item can to some extent build a collocational relationship with another one. This may be a reason why the category of collocation is often underrepresented in studies on lexical cohesion. The difficulty certainly lies within defining and analyzing collocations since the boundaries of this source of lexical cohesion are sometimes fuzzy and “ what is considered as a valid relation will inevitably slightly vary from one communicator to the next.” Collocations are very often language-specific and, therefore, will cause frequent language (production) mistakes and communication breakdown. That is, they may present a problem to the EFL/ESL learner when the native language meaning equivalent uses different collocations. Palmer (1979) also stressed that collocations and phrases are problematic for both native speakers and learners of English. There is, in fact, evidence that even native speakers have difficulty collocating certain words in increasingly formal written contexts depending on education and writing experience (Aghbar, 1990; Baltova, 1994; Hussein, 1990; Palmer, 1979).

Given all this information, we can say that it is not single words that are always difficult for EFL/ESL learners, but multi-word units such as collocations.

Therefore, common combinations of words should be taught, not just the individual words (Khuwailah, 2000 : 97-111). For example, Faerch et al. (1984) emphasized the importance of learning new words through common collocations. They proposed that when a new word is introduced to EFL/ESL learners, it may be very helpful to also introduce the most common collocates of that word: “Having a word in one’s vocabulary includes knowing the most frequent collocations of that word” (Faerch et al., 1984: 95).

However, some linguists argue that some language teachers themselves are not aware of the importance of collocations in EFL/ESL learning and, as a result, may not be drawing their students’ attention to collocations in their teaching (e.g. Hill, 2000; Howarth, 1996). For example, Howarth (1996: 162) notes that:

Learners are, understandably, generally unaware of the large number of clusters of partially overlapping collocational relationships. It is, of course, not only learners who are unaware of this category; it is an area unrecognized in language pedagogy and little understood in lexicography).

As it is the case with errors in grammar and spelling, for example, there is no magic formula for correction of collocation errors. In addition to exposure to the language through reading and listening, learners of EFL could benefit from direct teaching and exercises aimed at raising awareness of collocations, (see

Ellis,1997). Depending on the students' cognitive development, simplified contrastive comparisons between English and Arabic collocations might help students see when to transfer and when not to. Matching tasks and collocation grids such as those suggested by Channell (1981: 115-122) and Nation (1990) could be included and recycled in the curriculum.

It is also reported that some collocations may still be difficult to be produced correctly even by some of the best language learners (Bonk, 2000: 115-133). That is, even some of the best language learners may make mistakes in producing L2 collocations or sometimes are not sure whether a certain word combination is possible or not. Therefore, it is not uncommon for language teachers to be asked by their students, “Can we say.....?” or “Can this word be used with this other word?” McCarthy (1990: 13) pointed out that “Even very advanced learners often make inappropriate or unacceptable collocations”. Here, the role of L1 influence could be one of the major causes of errors in the production of L2 collocations (e.g., Bahns & Eldaw, 1993; Biskup, 1992; Hussein, 1990). Therefore, EFL/ESL learners with different levels of proficiency may face difficulties with regard to collocations. Failing to produce the correct ones in English may result in a language that does not sound native-like or ‘natural’.

The problem for the learner of English is that there are no collocation rules that can be learned. The native English speakers intuitively make the correct

collocations based on a life time experience of hearing and reading the words in set combinations. The non-native speaker has a more limited experience and may frequently collocate words in a way that sounds odd to the native speaker.

2.5 An Overview of Errors and Error Analysis

Corder (1967: 10) defines error as “being an instance of language that is unintentionally deviant and is not self-correctable by its author”. He also claims that “error” in English Language Teaching is a mark of learner’s transitional competence as distinct from “mistake” or performance error. He associates “error” with failures in competence and “mistake” with failures in performance. Errors play a crucial role in learners’ process of acquisition and through error analysis, we could design remedial exercises and focus more attention on the trouble spot so that it will serve the best for the students’ acquisition of English.

Errors may be classified along a number of dimensions. According to the influence level of errors, Burt and Kiparsky (1972: 73) distinguish between global errors and local errors. Using the source as the standard for categorizing, errors can be grouped into interlingual errors and intralingual errors (Richards, 1971). At linguistic level, errors can be distinguished into four main categories including grammatical, discourse, phonologically-induced and lexical errors.

According to Erdogan (2005), errors can be caused by two main factors: interlingual transfer and intralingual transfer. In terms of collocational errors, several previous studies (Liu, 1999b; Chen, 2002), clearly pointed out that they occurred frequently in learners' productions. The researchers discovered that the causes of collocational errors are related to analogy, overgeneralization, paraphrase, the mother tongue' interference, interlingual transfer, intralingual transfer, and shortage of collocational knowledge. (Channell, 1981; Bahns & Eldaws, 1993; Farghal & Obiedat, 1995; Liu, 1999a, 1999b).

2.5.1 Errors and Collocations:

As the researcher's concern is investigating collocation difficulties and errors, it is essential not to neglect what linguists contribute to the area of errors. Errors have become a field of interest not only for teachers but for linguists and psychologists as well (Gass and Selinker, 1994: 66-67). Dulay and Burt (1974:95) state that errors have played an important role in the study of language acquisition in general and in examining second and foreign language acquisition in particular. In the applied linguistics community, it was Corder (1967:19-27) who first advocated the importance of errors in language learning process. From the errors that learners make, one can determine their level of mastery of the language system (Corder, 1967:25). He observed that the learners' errors are indicative both of the

state of the learners' knowledge and the ways in which a second language is learned. It can be said that linguists pay considerable attention to language errors in a broad sense. Thus, the researcher can narrow down this general view of exploring errors into investigating collocation errors in particular.

2.5.2 Boundary Between Error and Non-Error:

There is a distinction between errors and non-errors. Foreign language learners make errors largely and systematically because of the paucity of their knowledge of the target language. In this case, they have not learnt the correct form. Once they have been taught or have noticed that native speakers do not produce such forms, it is supposed that those learners will say or write these forms consistently. In the case that the learners produce right forms, but in other times they are unable to produce the accurate one, these inconsistent deviations are called mistakes. Also, mistakes can be self-corrected while errors cannot be. Hence, errors are systematic deviations that occur repeatedly and they are not recognized by the learner. Yet, there is another type of wrong usage which is neither a mistake nor an error and can happen to anyone at any time. This is described as slips of the tongue or slips of the pen which may be due to lack of concentration, shortness of memory, fatigue. Native speakers suffer from producing slips in the same way as learners of the language. For example, a presenter of BBC's Radio 4 said: achieving to strive instead of striving to achieve (Corder, 1967:17-27, Ellis, 1997).

2.6 Collocation Learning Strategies and Relevant L2 Studies:

There appear many different strategies applied by language learners in their attempt to acquire L2 collocations. This research summarizes only some major learning strategies that often lead learners to collocational errors in L2 English: first language transfer, synonymy, and overgeneralization. .

2.6.1 First language transfer:

Learners' native language (L1) largely has an impact on their subsequent learning of L2 collocations (Nesselhauf, 2003, 2005). Learners' reliance upon their L1 collocational knowledge may represent their assumption that there is a one-to-one correspondence between L1 and L2 collocational choices. Fortunately, where there is an exactly identical match between collocations in both languages, transfer from learners' mother tongue could result in positive, satisfactory production. For instance, the combination "a white lie and relationship with " appears to be possible in both Sudanese colloquial (Arabic) and English. As a result, it is very likely that Sudanese learners will become successful in transferring this particular collocation from L1 Arabic to L2 English.

Nonetheless, such success based on native language transfer is not always the case (Nesselhauf, 2003, 2005). Discrepancies between L1 and L2 collocations can also cause some problems for EFL learners. That is, whenever collocations in the mother tongue and the target language do not match, deviant collocational

structures often arise. According to several previous studies, native language influence is noticeable in EFL learners' collocations. By and large, there obviously exists negative transfer from L1. Bisk-up (1992: 85-93), in investigating Polish and German EFL learners' performance in English collocation use, revealed that the learners, based on risk taking, did transfer their L1 collocational knowledge to their production of L2 collocations, thus evidently leading to erroneous use of English collocations. For example, while the target like collocation in English is to set a record, the Polish learners tended to use to state a record, which is indicative of an L1 collocational pattern. Likewise, the German learners were found to produce the L1-based deviation to lend a book shop instead of the target like version to run a bookshop.

In a similar way, Bahns (1993: 56-63) and Bahns & Eldaw (1993) reported on the role of mother tongue in English collocation acquisition. That is, German learners of English, in a translation task from German to English, were found to be successful with transferring from L1 collocational knowledge when L2 collocations have L1 equivalents. However, negative transfer was also remarkable when there appears non-congruence between collocations in both languages L1 interference can be seen in Huang (2001) as well when Taiwanese EFL university students, having been asked to do a sentence-completion test, created L2

combinations based on L1, such as a black horse rather than the target-like collocation a dark horse.

Nesselhauf (2003) provided support for the previously mentioned studies in that L1 influence, in her study of collocations used by German EFL learners, is considerable, resulting in L2 errors for several times. She also confirmed the significance of native language impact on L2 collocation learning, suggesting that since L1-L2 collocational incompatibility is a major source of errors in learner language, English teachers should concentrate on such non-congruent collocations in the two languages in order to prevent learners from committing such transfer errors.

It is also worth noticing that in Koya (2003: 125-145), even high-proficiency students seem to heavily rely on their knowledge of L1 collocations, which came as a surprise to the researcher himself since he had predicted to see far less evidence of L1 transfer in this group of high-proficiency students. On the other hand, low-proficiency learners were found to apply an avoidance strategy and astoundingly depended less on their first language. This supplies counter evidence against much past literature which indicated that L1 transfer is characteristic of low-proficiency learners.

In addition, Fan (2009), in an examination of Hong Kong ESL learners' collocation production in writing, also discovered an adverse effect that L1

Chinese had on the participants' use of English collocations. In particular, the study found non-standard L2 collocations that seem to result from word-for-word translation from Chinese, such as left/right face or left side face, which are not present in native speakers' corpora (Fan, 2009: 118). Another study that is in line with the aforementioned ones as to L1 transfer is Ying (2009: 25-30). In the study of English collocations produced by Chinese speakers, i.e. English majors and non-English majors, Ying found that collocations which have no translation equivalents in L1 are considered difficult, in comparison to those which are congruent with L1. In more details, the learners probably searched for L1 equivalents with no awareness of L1-L2 incongruity and then produced L2 deviant combinations, which accords with Nesselhauf (2003). Moreover, for both groups of learners, errors in lexical collocations clearly outnumber those in grammatical collocations.

With respect to research on L2 acquisition of English collocations by Arab EFL learners, L1 transfer has also been prevalent. As Dr. Abdulmoneim Mahmoud (2005), presents empirical data verifying the informal observations and theoretic assertions that EFL learners produce 'unnatural' word combinations. He found that sixty one percent of the incorrect combinations could be due to negative transfer from Arabic. The researcher's example of negative transfer for Sudanese 'drink soup instead of eat soup'. Another example is "heavy tea instead of strong tea." It is evident that interference from EFL learners' native language plays a crucial role

in L2 collocation acquisition. As shown in the aforementioned studies, the first language seems to have a negative effect on their use of English collocations, resulting in L2 erroneous combinations. In 2.5.2, another learning strategy also causing problems for EFL students, i.e. synonymy, is discussed.

2.6.2 Synonymy strategy :

Aside from dependence on their native tongue, EFL learners in the process of learning collocations are sometimes seen to adopt an analogy strategy referred to as synonymy strategy. This is often used by learners whose L2 proficiency is limited. They may try substituting a synonym for a word in L2, unaware of constituting a collocational violation. In actuality, a very limited number of synonyms in English can occur in the same grammatical pattern (Nation, 2001). In other words, words that are very close in meaning do not always share the same grammatical collocation. For instance, even though the verbs ask and plead are semantically similar, i.e. involving making a request (Cambridge advanced learners' dictionary, 2008, :74-75 & 1085), the grammatical patterns in which the verbs are likely to occur are different. That is, the verb ask is used in the pattern ask someone + infinitive with to, whereas the verb plead requires the preposition with, as in plead with someone+ infinitive with to. For this reason, a substitution of plead for ask in the grammatical pattern of the latter verb, i.e. without with, causes ungrammaticality in English (Phoocharoensil, 2010, : 227- 245).

According to many studies of L2 English collocation acquisition, synonymy has appeared to be a common learning strategy. The learners use an incorrect vocabulary item or structure which shares enough semantic features common with the desired item to overcome their poor knowledge of the appropriate collocate (Ellis, 1997: 60-1). In Farghal & Obiedat (1995: 315-333), it was indicated that Arabic EFL learners greatly relied on the open-choice principle for word selection, replacing a word with its synonym. Such a strategy often led them to deviant, ungrammatical collocations in English. In a similar vein, Howarth (1996, 1998) demonstrated that L2 learners seemed to draw an analogy between collocates of two synonyms, thus frequently resulting in errors in the target language. For example, they produced the deviant combination *adopt ways, which was presumably caused by analogy with the correct collocation adopt an approach (Howarth, 1998: 41).

Like the above studies having been mentioned, Zughol & Abdul-Fattah (2001) discovered assumed synonymy in the use of English collocations by Arabic speakers. It was reported that as a consequence of the nature of the instructional input the learners received in class and the impact of bilingual dictionaries, the learners' collocation use was evidently based on a synonymy strategy, which violates the selectional restrictions, i.e. semantic constraints, of the target language. For instance, the verb failed was incorrectly employed as opposed to defeated in

the sentence *The enemy was failed in the battle (Zughol & Abdul-Fattah, 2001:11).

As regards some research studies on Sudanese learners' acquisition of English collocations, synonymy has also been discovered. Employing test as an instrument, Younis (2008) investigated Sudanese EFL learners collocational knowledge and assessed the major causes of learners' collocational problems.. He attributed the deficiency in the subjects' collocation knowledge to a number of reasons among them is synonymy. A clear example given in this study is" say a lie instead of tell a lie", which may reflect the learners' confusion over the use of the synonyms say and tell.

2.6.3 Overgeneralization:

Expanding a certain form or expression to a different contextual use in the target language. Example of this is interpreting (kasarah ?atashahu) simply as (balla ri:gahu) then translating it into witted his thirst instead of quench thirst.

Granger (1998: 145-160) shows that French learners of English tended to repeatedly employ the intensifier very in the combination of adverb + adjective. Furthermore, some other collocations, e.g. deeply-rooted, recursively occurred in their writing as well. Granger, Paquot & Rayson (2006) corroborated Granger (1998) in that EFL learners seem to overuse a limited group of collocations perhaps because they stick to familiar formulaic sequences which they feel safe to use.

Similarly, Shih (2000,: 281-288) was devoted to an investigation of overused collocations in a Taiwanese learner corpus of English, focusing on a set of synonyms big, large, and great. The findings from a comparative study of Taiwanese Learner Corpus of English and British National Corpus (BNC) showed that the collocations with big were significantly overused by Taiwanese learners. More precisely, the learners used big far more frequently than native speakers normally do when describing abstract concepts, whereas the use of big referring to concrete objects occurs with more frequency in the native speaker corpus. Shih posited that repetition is viewed as a simplification strategy or overgeneralization applied by Taiwanese learners when faced with L2 collocational problems. In other words, the word big is perhaps extended to abstract concepts, which is not a normal practice of native speakers’.

According to Zughol & Abdul-Fattah (2001), overgeneralization, i.e. the extension of the use of a certain L2 feature to another, has been found as a source of incorrect use of L2 English collocations, and this strategy is viewed as a characteristic of learner language. The subjects in this study confused the words shame and ashamed, thereby extending the use of ashamed, while the word shame was intended.

The researcher's example is " quick train instead of fast train." Another example is the extension of the rule of 'to' followed by infinitive to a phrase like look forward to 'hear' instead of hearing or use 'for' replacing 'to' with hearing.

2. 7 Previous studies:

Below, some previous studies are reviewed to compare them with the current study. First, the universal studies and the regional studies are considered and then the local ones.

2.7.1 Universal Studies:

Although both the importance of, and the need for, research on collocations have long been acknowledged, it is only in recent years that experimental research on EFL/ESL learners' collocational knowledge has been systematically conducted. Many of these studies have reported learners' insufficient knowledge of collocations, as well as the difficulties learners encounter in dealing with collocations on both the receptive and productive levels. As shown by learners' performance in second language studies, collocational errors constitute a large percentage of all errors made. However, among these studies, the main focuses include: measuring collocational knowledge in general; examining the relationship between ESL/EFL learners' collocational knowledge and their overall language proficiency; developmental patterns of collocational knowledge; and types of collocational errors.

Studies have been conducted to measure language learners' knowledge of collocations, to detect the development of collocational knowledge at different levels, and to find the common collocational errors that language learners make. Several studies focus on the development and relationship between collocations and language production. Language educators also discuss the importance and methods of teaching collocations.

While the need for research on collocations has long been identified, only recently have academic investigations been conducted. A number of recent studies on collocations show the following attempts to measure collocational competence. In one of the studies, Hussein (1988) assessed EFL college students' competence in collocating words correctly in English. The results indicated that the overall students' level of performance was low. Errors were due to negative transfer, unfamiliarity with collocations, and overgeneralization. Hajjawi (1991) duplicated the above study and tested the students' competence in collocating words correctly in English. The results showed that the subjects did relatively well in collocating words which are frequently used in daily life. Errors were also attributed to interference from the native language, unfamiliarity with collocations, and overgeneralizations.

Morshali (1995) has conducted comprehensive research on the learning of English lexical collocations by Iranian EFL learners.

The aim of her study was to find out the effect of proficiency level on collocation use, and also to determine if formal instruction played any role in the mastery of collocations.

Morshali (1995: 4) came to some conclusions as follows:

- 1) The Iranian EFL learners' knowledge of collocations lagged far behind their knowledge of vocabulary.
- 2) There exists no significant relationship between the level of language proficiency and that of the knowledge of English collocations.
- 3) The Iranian learners do not generally acquire collocations without formal teaching.
- 4) The number of collocational errors committed by the Iranian EFL learners underlines the need for formal teaching of collocations.

In another study, Bahns and Eldaw (1993:104-114) used a cloze and translation tasks to measure German advanced EFL students productive knowledge of English collocation. The participants in the experiment were 58 German EFL university students. They were grouped into two groups 24 of the students who took the cloze

test which consisted of 10 sentences, each contained a verb-noun collocation with the verb missing, while the remaining participants (34) completed a German English translation task consisting of 15 sentences each included a collocation in a text that should be translated into German. The results of the study showed that the students performed poorly on both tests. 51.9% of the cloze test responses and 46.1% of the translation test responses were answered wrongly. This indicated insufficient knowledge of lexical collocations among the subjects. The researchers found that some collocations were more difficult to paraphrase than others. Although in the translation task there was more freedom to write, learners still could not paraphrase collocational phrases correctly in addition to lack of lexical collocation. They summed up that the students' collocational knowledge did not develop with their overall knowledge of vocabulary and did not expand with general knowledge of vocabulary. Thus, the researchers concluded that (1) collocations were important for mastery of communicative English; (2) teachers should concentrate on only highly frequent collocations; and (3) EFL learners' knowledge of collocations did not outstrip their vocabulary knowledge in general.

Another study that revealed the role of L1 transfer in producing English collocations by EFL learners is Caroli's (1998) study. The study had two main aims: to investigate the influence of L1 (Italian) on learners' collocational knowledge and to examine the relationship between learners' general vocabulary

knowledge and their knowledge of collocations. To achieve these two goals, the researcher recruited seventy three Italian high school students to take three tests: Nation's vocabulary test, a receptive collocation test and a productive collocation test, which included 30 English collocations, half of them (15) had the literal Italian equivalents and the other 15 did not have the literal Italian equivalents. Caroli reported that participants resorted to their L1 (Italian) in selecting the English word that collocated whenever they lacked collocational knowledge in the L2, English. It was also noticed that collocations with the Italian literal equivalents were easier than those collocations with no Italian equivalents.

Like Bahns and Eldaw's (1993) study, the researcher found that there was no significant relationship between Italian learners' general vocabulary knowledge and their collocational knowledge. Therefore, the researcher recommended that teachers should present the new words with their frequent collocates to improve learners' collocational knowledge.

There is a relationship between researcher's study and the above one concerning the level of subjects and the findings.

Gitaski (1996) carried out a careful and comprehensive piece of research to determine the learning of English collocations by ESL learners at three proficiency

levels- post beginners, intermediate, and post intermediate. In her study, “three tests measuring the learners’ knowledge of collocation were used:

essay writing, a translation test and a blank-filling test.” Results of her study revealed that:

Collocational knowledge increased steadily as the overall language proficiency increased, and the development of collocational knowledge was found to be influenced by the frequency of the input, the L1-L2 difference, the overall language proficiency, and the ‘saliency’ of the collocation types. Grammatical and lexical collocations that were simple and frequent in everyday use of English were acquired early and more complex grammatical collocations were acquired later.

Lexical collocations that were idiomatic, fixed and/or unpredictable were more difficult than those that were less arbitrary and more rule-bound. Finally, the development of collocational knowledge in terms of three proficiency levels can be described as follows: Post-beginner students have already acquired the simple and frequent grammatical collocations, e.g. SVC, they use few types of collocation and a large number of tokens for some of them, they are more accurate with regard to lexical collocations than complex grammatical collocations, but their overall accuracy is very low. At the intermediate level, students use more collocation types and they use both simple and complex grammatical collocations, but their overall

accuracy does not improve. At the post-intermediate level, students become more accurate with respect to grammatical, both simple and complex, and lexical collocations, and their collocational knowledge is significantly advanced. (Gitaski, 1996: 234)

One of Gitsaki's findings showed a positive relationship between overall language proficiency and collocational knowledge which confirmed the results of Al- Zahrani (1998) but contradicted Morshali, (1995)),Caroli, and Bahns and El-Daw (1993) study.

Her second finding related to factors that influence the development of collocational knowledge: the difference between L1 and L2, language proficiency. Depending on these results Gitsaki (1999) stressed the significance of the acquisition of collocations in helping curriculum designers and in facilitating the gradual development of collocational knowledge.

Shokouhi (2010), in his study, had a twofold purpose. The first and foremost was to see whether there exists any correlation between the collocational knowledge and general linguistic knowledge of EFL learners. The second was to reveal which type(s) of collocation was or were more difficult for EFL learners. To this end, 35 subjects, screened by a proficiency test, were given a 90-item multiple-choice test including lexical collocations (noun+ noun, noun+ verb, verb+ noun,

and adjective+ noun), and grammatical collocations (noun+ preposition and preposition+ noun). A native speaker checked the final version of the data and necessary corrections were made. The results showed that, a) there was no significant correlation between general linguistic knowledge and collocational knowledge of EFL learners, and b) the grammatical collocations were more difficult than the lexical collocations for learners and from among all subcategories, noun+ preposition was the most difficult and noun+ verb was the easiest.

Shokouhi contradicted Gitsaki's and Al- Zahrani's findings that showed a positive relationship between overall language proficiency and collocational knowledge and agreed with Morshali , Caroli, Bahn and El-Daw. One of his findings is also different from Dr. Abdulmoneim's and the researcher's in that grammatical collocations are more difficult than lexical ones.

2.7.2 Regional Studies:

Similar to Bahn's and Eldaw's (1993), Farghal and Obiedat (1995) hired 57 Arab university students of English for weighing their knowledge of English collocations. They were divided into 2 groups .Group A had English fill-in- the-blank test. Group B were asked to translate Arabic sentences into English. Farghal and Obiedat (1995) found that they used 4 lexical simplification strategies.

Synonymy was used more by both groups. The other strategies were transfer and paraphrasing, used to varying extent by the two groups. The conclusion drawn in the study was that L2 learners cannot cope easily with collocations.

In his study, Al-Zahrani (1998) studied lexical collocations on 81 Saudi EFL students and the relationship between the knowledge of lexical collocations and their general language proficiency. 50 fill-in-the-blank 'verb + noun' lexical collocations, a paper-and-pencil TOEFL-like writing test and an Institutional Version of paper-and-pencil TOEFL test were used. Then he found that the knowledge of lexical collocations increased along with the subjects' academic years, and there was a strong relationship between the students' knowledge of collocations and their language proficiency.

In another study Dr. Abdulmoneim Mahmoud (2005: 117-126) presents empirical data verifying the informal observations and theoretic assertions that EFL learners produce 'unnatural' word combinations. A total of 420 collocations were found in 42 essays written by Arabic-speaking university students majoring in English. About two thirds of these collocations (64%) were incorrect and 80% of these were lexical collocations as opposed to grammatical ones. Sixty one percent of the incorrect combinations could be due to negative transfer from Arabic. The fact that post-intermediate and advanced students of EFL have a relatively large stock of vocabulary might have motivated interlingual transfer in the belief that it

would be easy to find the EFL equivalents of the Arabic lexical items. These findings suggest the necessity of direct teaching of collocations, inclusion of bilingual glossaries in the EFL course books, and designing bilingual collocation dictionaries.

Elkhatib (1984: 30) conducted one of the early studies that investigated the lexical errors of Arab ESL learners. Elkhatib analyzed the writing samples of four undergraduate Egyptian ESL students with the objective of classifying lexical problems, identifying the causes of the problems, and verifying whether learners were attuned to the substance or the form of the language. The analysis showed eight major lexical errors, including an unfamiliarity of collocations. Elkhatib observes that despite knowing the basic meaning of words, the subjects could not produce acceptable collocations. This lack of collocational knowledge caused the subjects to compose erroneous collocations such as shooting stones, the aircrafts can remove us to many countries, beautiful noise, and do progress. At the end of his study, Elkhatib suggests that in order to help overcome collocational problems, teachers should present new words along with their most typical collocations in the form of collocational grids (such as those utilized by Channell, 1981) or of sample sentences.

2.7.3 Local Studies:

In fact, local studies on collocational knowledge are very rare.

In one of studies Mustafa (2011) attempts to investigate the knowledge of collocation because it is a problematic area for second/ foreign language learners and the aim of the study is to come out with constructive recommendations for both teachers and learners in order to improve the processes of teaching and learning the language. The subjects of the study are one hundred and fifty students drawn from second, third, and fourth years majoring in English from Khartoum University, Faculty of Arts. A collocation test of 50 items, was used to collect data. The data have been statistically analyzed using the SPSS package. The findings of the study indicated that the subjects' knowledge of collocation is poor. Results of the statistical analysis indicated that there is a significant difference in students' knowledge of collocation between the three levels. It revealed that the adjective–noun is the easiest, while verb-noun is found to be the most difficult one. Based on the research findings, the study recommends that teachers should enable students to be aware of collocations through making more emphasis on collocation while teaching.

A second study was conducted by Younis (2008). Employing a test as an instrument, he investigated Sudanese EFL learners collocational knowledge and assessed the major causes of learners' collocational problems. By administering a

collocation test of 42 items to 312 students in their final B.A year at six Sudanese universities. He reached the following results: firstly, there was a deficiency in the subjects' collocation knowledge. Secondly, there were significant differences in the subjects' performance in the 4 collocation patterns. He attributed the deficiency in the subjects' collocation knowledge to a number of reasons such as (1) reliance of the subjects on lexical overgeneralization, (2) negative interlingual transfer, (3) synonyms, and (4) insufficient exposure to the quality and quantity of the input.

There is a relationship between the researcher's study and the above ones. The researcher agrees with Mustafa in the difficulty of lexical collocations and recommendations for teachers to make more emphasis on collocations. The study also agrees with Younis concerning the reasons of the difficulties mentioned in the four points above. The difference between this study and the above ones lies within the level of subjects.

2.8 Chapter Summary:

This chapter included origin and definitions of collocations, approaches to collocations, classification of collocations, problems of collocations, error analysis, error and collocations, boundary between errors and non-error, collocational learning strategies, and the previous studies; universal, regional and local. Many of these studies have reported learners' insufficient knowledge of collocations as well as the difficulties learners encounter in dealing with collocations. Lexical and

grammatical collocations were assessed as well as strategies that learners resorted to .

All studies have confirmed that EFL learners with different L1 backgrounds have troubles with English collocations in addition to that teaching collocations is not emphasized in all EFL settings. The next chapter will deal with the methodology followed in conducting the present study.

Chapter Three

Methodology

3.0 Introduction:

To achieve the purpose of the study " EFL Learners Difficulties in Learning English Collocations at Secondary School level," the researcher adopts descriptive analytical method which depends on the description of the phenomena. In addition to the data gathered to find the reasons that lie behind the occurrence of those difficulties, the chapter presents the target population, the instruments, the validity and reliability and the procedures.

3.1 Population and Sample of the Study.

The study was conducted at secondary schools in Khartoum and Dongla, Sudan. 80 subjects constitute the sample of the study were drawn from third class students both boys and girls. The choice of third secondary students, was because they are ready preparing themselves for secondary school certificate exams. Most of them spent at least 8 years of studying English. Their age is between 17 and 19. This is beside 55 English teachers from different schools in Khartoum (Eastern Nile Locality) participating in the questionnaire.

3.2 Instruments of the Study.

To gather data, two instruments were employed in this study:

First a multiple-choice test of collocation consisting of fifteen items was

adopted in the study. Participants were provided with four options to choose from. They were asked to choose the word or phrase that best completes the sentence. The test was meant to evaluate the performance of Sudanese EFL Learners on both lexical and grammatical collocations which were proposed by Benson, Benson, & Ilson (1997). The test items dealt with (adj. + n, adv. + v, v + n, n +v, v + adv., adv. + adj., n + prep., adj. + prep., prep. + n, v + prep, adv. + preposition) collocations. To ensure that the chosen items were described as collocations, the researcher consulted the Oxford Advanced learners Dictionary. However, its validity and reliability were tested again by the researcher. The number of items related to each type of collocations, are eight lexical and seven grammatical. The subjects received the test during their normal class.

In order to make the participants cooperative, they were told that the purpose of the test would be explained later.

The second was a survey questionnaire which was completed by 55 teachers at the English Departments. The questionnaire consists of 10 items which mainly focus on the following issues: teachers' attitudes towards the importance of teaching collocations; their frequency and their methods of teaching, their opinion of the need for formal teaching of collocation, their opinions of the causes of students' collocational errors and suggested methods for learning collocations.

The participation was voluntary. They were given four choices (strongly agree - agree - neutral - disagree - strongly disagree). They were informed about the survey questionnaire and appreciated for their fruitful participation.

3. 3 Validity of the Test and the Questionnaire:

The test and the questionnaire contents were validated by a jury of five English language EFL specialists. The jury was asked to validate the content of the test with regard to test instructions, its suitability to the research goals and objectives, the number and arrangement of questions, and the suitability of the time allocated to the test. The remarks of the validating team, their notes and suggestions were taken into consideration, and the researcher made the necessary modifications before administering the test. After the test and the questionnaire were designed, they were given to the supervisor for correction and evaluation.

3. 4 Reliability of the Test and the Questionnaire:

The test reliability was obtained through a test-retest method, which was applied on a pilot group of five students who were randomly chosen from the population of the study and excluded from the sample. The test was repeated on the same group to check its reliability two weeks later.

The reliability correlation coefficient of the test-retest was calculated using Pearson correlation formula. It was found to be (0.95), which is considered to be suitable from a statistical point of view.

For the questionnaire the reliability correlation coefficient was calculated and the result was found to be 0.74 which is also considered to be suitable from a statistical point of view.

Reliability Statistics

Cronbach's Alpha	N of Items
.545	10

VALIDITY = 0.738

3. 5 Procedures of Data Collection:

The test was administered to the participants by their teachers.

The subjects received the test during their normal class. In order to make the participants cooperative, they were told that the purpose of the test would be explained later. The subjects were asked to complete the test to the best of their abilities. The time allowed for the test was 15 minutes. The instructions given were:

1. Write your name and academic level.
2. Choose only one answer from (a, b, c, d) that best complete the sentence.

Before the test started, the teachers provided directions and encouraged the subjects to answer all questions. The subjects' answer sheets were collected and analyzed using both quantitative and qualitative paradigms. The correct answers provided by each subject were first marked.

In the quantitative analysis, the number of correct responses for each test word was counted, as were the numbers of blank responses and deviant answers. Descriptive statistics were then generated to compare subjects' performance in each category and observe the relative difficulty of different categories. The mean under each category represented the average number of subjects who answered the test items in the category correctly. The average number of blank responses in each category was also counted because it indicated the difficulty level perceived by the subjects.

In addition, a qualitative paradigm was used to analyze the collocational clusters subjects provided for each category. This application aimed to reveal which words caused confusion in terms of their collocability and which lexical and grammatical collocations were especially challenging to the respondents. It also aimed to show the strategies that the subjects tended to use.

Teachers were informed about the survey questionnaire and appreciated for their fruitful participation. They were also told that their information would be treated in the strictest confidence.

The questionnaire was distributed by the researcher. The teachers in different schools that the researcher visited in Eastern Nile Locality received the questionnaire copies. That was voluntary, some of them finished doing them in my presence, others handed them the next day. A number of other teachers received the questionnaire from my colleagues in different schools in the Eastern Nile Locality. Some also handed them the same day others took them home for more thinking. All were submitted two days later.

The questionnaire sheets were collected and analyzed using quantitative paradigm.

3.6 Data Analysis

The data were then analyzed both quantitatively and qualitatively. The framework used in the current study was based on Benson et al. (1997), who have proposed two main types of collocations: lexical and grammatical collocations. To be more precise, six types of lexical collocations were the focus of this research project, i.e. (adj. + n, adv+ v, v + n, n +v, v + adv. and adv. + adj.,). As for grammatical collocations, five types were analyzed: (noun + preposition, verb + preposition, adjective + preposition, preposition + noun and v + adv. + preposition) collocations. Only the incorrect collocations were examined. After receiving the responses to the test the researcher analyzed, categorized and

identified them according to their classification (lexical and grammatical). The whole answers (right or wrong) of each student has been counted and entered into the computer using the SPSS (Statistical Package for the Social Sciences) programme. The questionnaire has also been counted and entered into the computer using SPSS.

3.7 Chapter Summary

This chapter has presented the methodology used in the present study, including a description of the population, instruments, validity, reliability, procedures of data collection and data analysis. Having provided the research methodology in chapter 3, the study will proceed in the next chapter to a detailed examination of the results of the study to test the research hypotheses, and whether they are proved or disproved. The results were statistically analyzed by means of descriptive statistics using the Statistical Package for Social Sciences (SPSS).

Chapter Four

Data Analysis, Results, and Discussion

4.0 Introduction

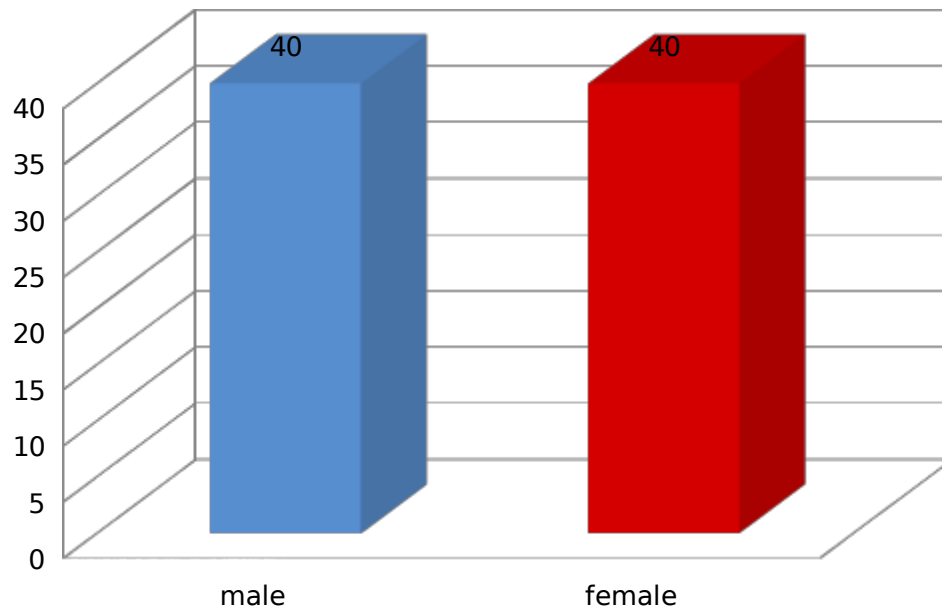
The data of the study were collected through two instruments, which were a test and a questionnaire. Descriptive statistics and analysis of variances were employed to statistically treat the data collected. In this chapter, analysis and their results discussion will be divided into three sections. Section one is devoted to the analysis of the students' scores in the test. In section two, the opinions of teachers in the questionnaire are analyzed and discussed as well. In section three, the results are discussed in the light of the hypotheses.

4. 1: Students' Scores in the Test.

Table 4.1: Gender Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	40	50.0	50.0	50.0
	female	40	50.0	50.0	100.0
	Total	80	100.0	100.0	

Figure 4. 1: Gender Distribution

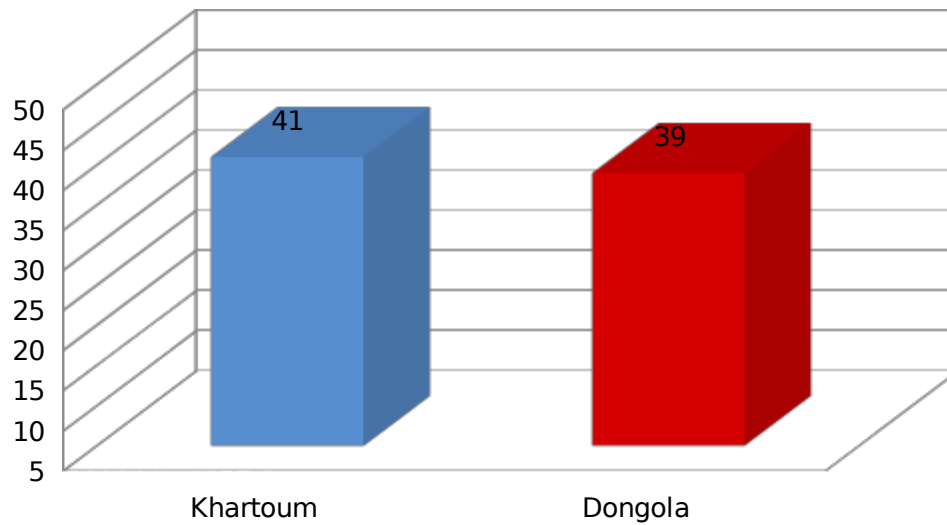


The number distribution in the above table and figure 4.1 shows that the number of girls is the same as the number of boys. 40 girls and 40 boys were the testees. 50% of each sex.

Table 4. 2: Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Khartoum	41	51.3	51.3	51.3
	Dongola	39	48.8	48.8	100.0
	Total	80	100.0	100.0	

Figure 4. 2: Location



In the above figure and table it is shown that the number of participants from Khartoum is a little bit more than those of Dongola. 41 students are from Khartoum and 39 students from Dongola.

Table 4. 3: Scientific and Arts Classes' Students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid scientific	49	61.3	61.3	61.3
arts	31	38.8	38.8	100.0
Total	80	100.0	100.0	

Figure 4. 3: Scientific and Arts Classes' Students.

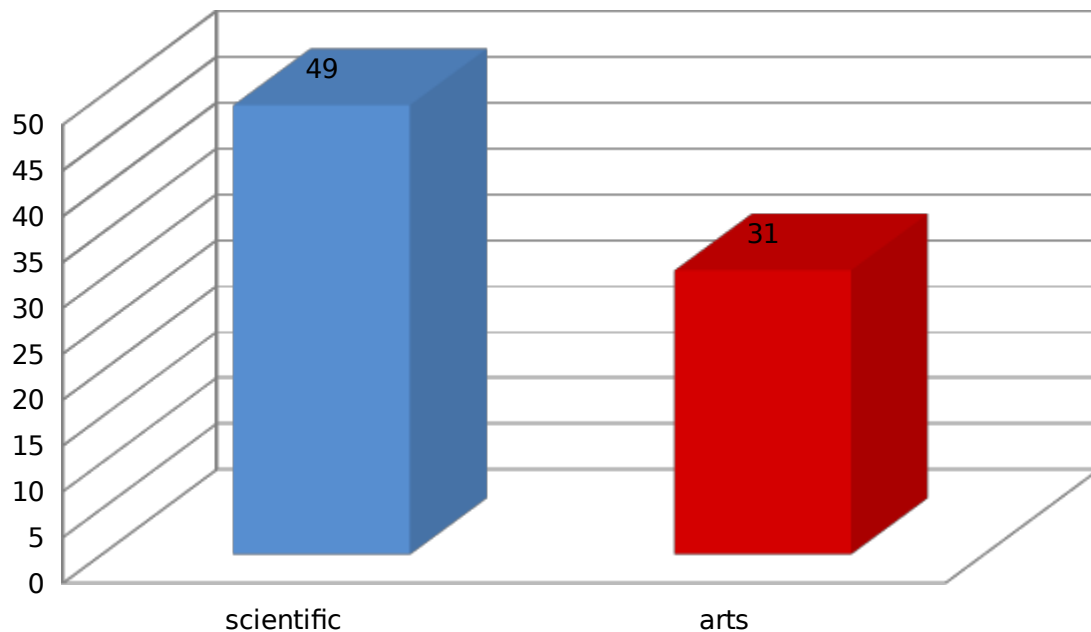


Table and figure 4. 3 explain that the science classes participants are more than the arts ones. 49 were science section students while arts students were 31.

Table 4. 4 : Students' Performance.

Marks	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	1.3	1.3	1.3
2	1	1.3	1.3	2.5
3	3	3.8	3.8	6.3
4	7	8.8	8.8	15.0
5	10	12.5	12.5	27.5
6	7	8.8	8.8	36.3
7	9	11.3	11.3	47.5
8	10	12.5	12.5	60.0
9	9	11.3	11.3	71.3
10	2	2.5	2.5	73.8
11	9	11.3	11.3	85.0
12	9	11.3	11.3	96.3
13	2	2.5	2.5	98.8
14	1	1.3	1.3	100.0
Total	80	100.0	100.0	

Figure 4. 4: Students' Performance.

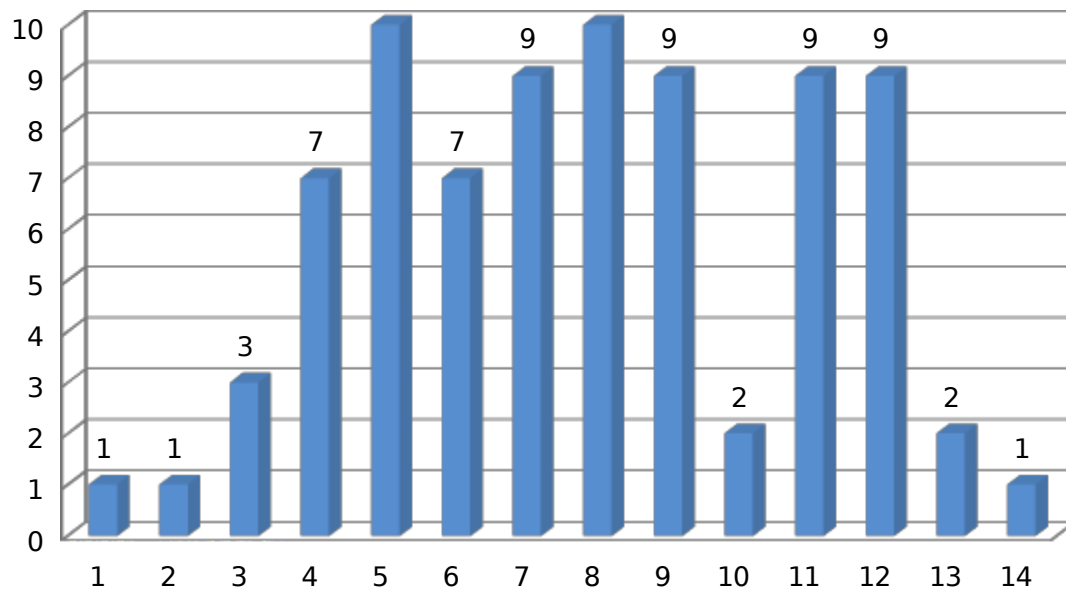


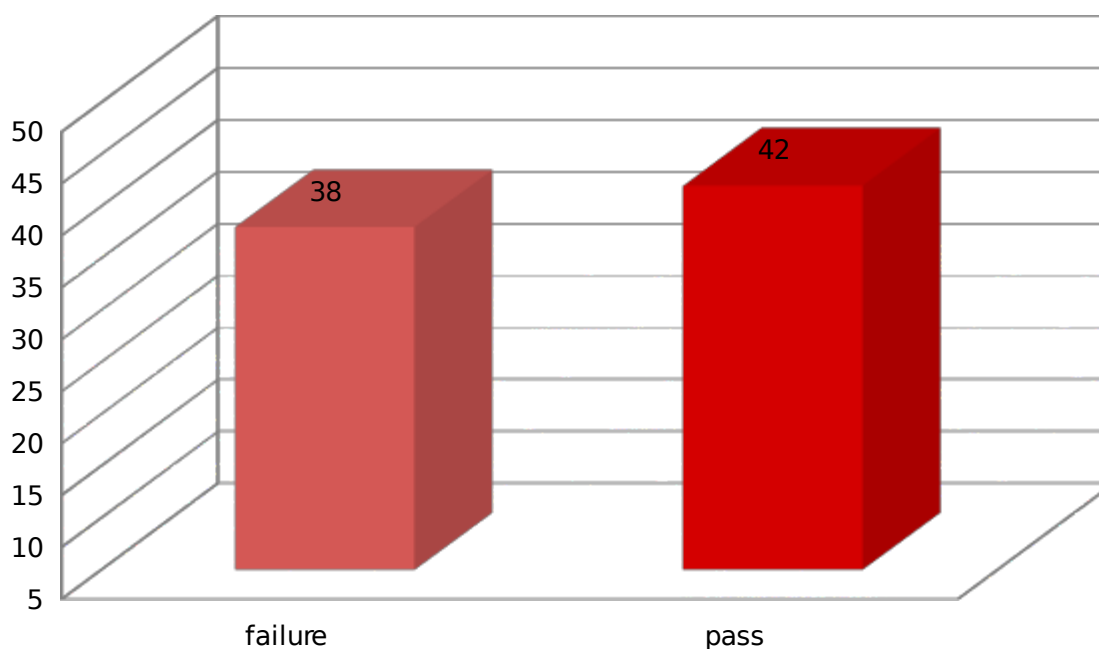
Table and figure 4. 4 above show that only one student got 14 marks out of 15 and one student got 1 out of fifteen. Only one got 2, three students got 3 marks, seven got 4, ten got 5, seven got 6 marks, nine got 3, ten students got 8, nine students got 9 marks, only two students got 10 marks, nine got 11 marks, nine others got 12 marks and only two students got 13 marks. The biggest number achieved 5 marks and 8 marks. The fewest number of students got 1, 2, and 14 marks.

Table 4. 5: Percentages of the Result of the Test(Pass /Failure Students)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid failure	38	47.5	47.5	47.5
pass	42	52.5	52.5	100.0
Total	80	100.0	100.0	

Failure = less than 8 & pass = more than 8

Figure 4. 5: Percentages of the Result of the Test(Pass/Failure Students)



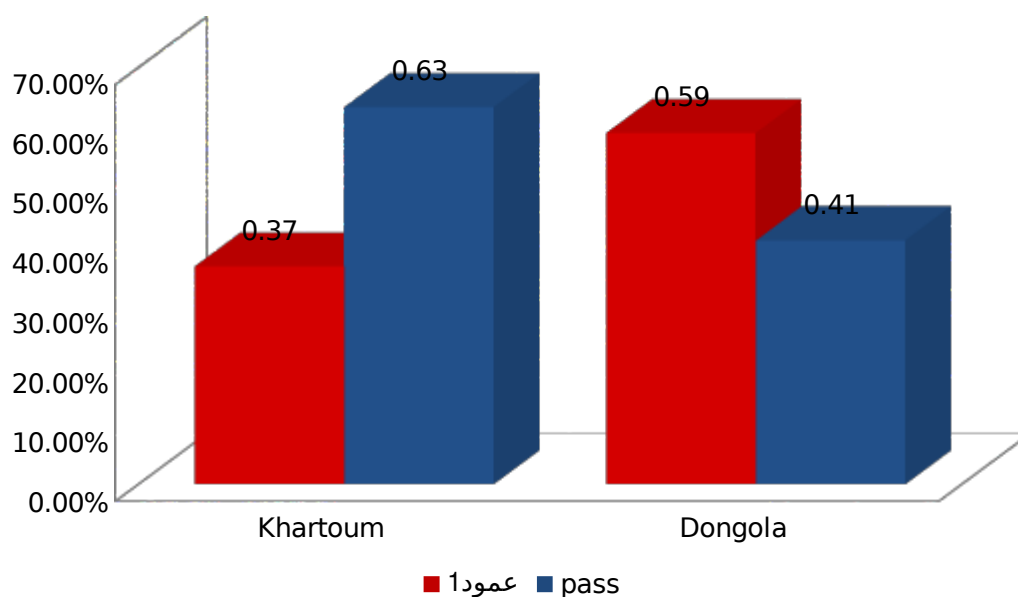
Out of the total number of the marks (15) those who got more than 8 marks are considered to be successful. Students who got less than 8 are failures in the test that has 15 questions, a mark for each. Observing the table and the figure above, it is shown that 52.5% of the testees achieved the pass mark, and 47.5% failed the test. What raised the percentage of successful students a little, compared to

failures, is their answers of questions concerning positive transfer and daily life English that will be discussed later. So the result reveals that the overall performance of the subjects in English collocations is not satisfactory. In other words there are difficulties that face Sudanese students in learning English collocations. Elkhatib (1984) observed that despite knowing the basic meaning of words, the subjects couldn't produce acceptable collocations. This lack of collocational knowledge caused the subjects to compose erroneous collocations. Mustafa, (2011) in her study, indicated that the subjects knowledge of collocation is poor. Younis (2008) investigated Sudanese EFL learners' collocational knowledge and one of his results is that there was a deficiency in the subjects' collocation knowledge. Teachers in the questionnaire assured that the number of collocation errors committed by Sudanese secondary school students underlines the need for formal teaching of collocations. 32.7% strongly agreed and 56.4% agreed to the opinion.

Table 4.6 : Results of the Tested Students (participants) in Khartoum & Dongola.

		Location			
		Khartoum		Dongola	
		Count	Column N %	Count	Column N %
score	failure	15	36.6%	23	59.0%
	pass	26	63.4%	16	41.0%

Figure 4.6: Results of the Tested Students(participants) in Khartoum & Dongola.



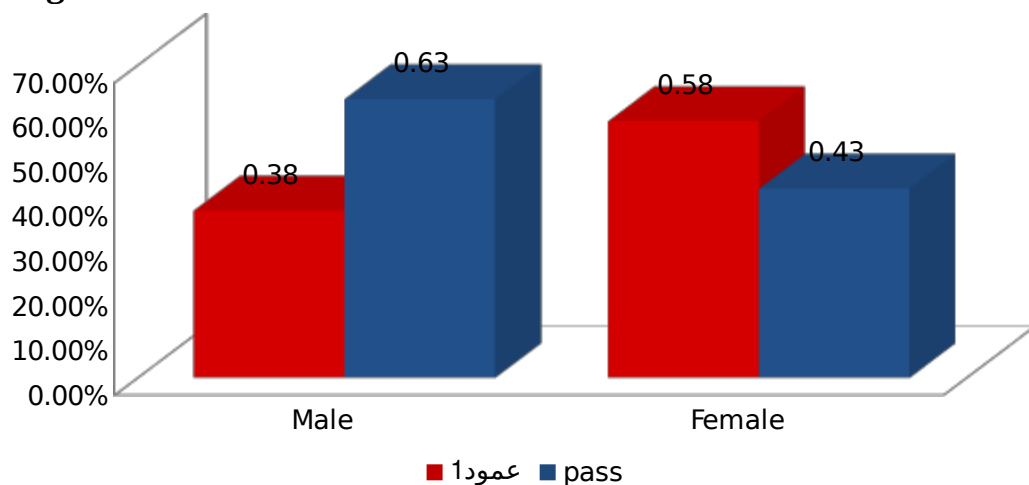
The figure and table 4.6 above explain the differences in results regarding location (Khartoum and Dongola). The results denote that the percentage of the successful students in Khartoum is higher than in Dongola. The school in Khartoum is a private school and in Dongola a model public school. This may refer

back to the differences in exposure to education and English between the urban environment of Khartoum and other remote areas in Sudan.

Table 4. 7: Differences in Performance Between Males and Females.

		Gender			
		Male		Female	
		Count	Column N %	Count	Column N %
score	Failure	15	37.5%	23	57.5%
	Pass	25	62.5%	17	42.5%

Figure 4.7: Differences in Performance Between Males and Females.



Due to the table and figure above, we see that boys' result is better than girls'. Language and gender is a big topic that is studied in linguistics and different social studies. Factors which may contribute to giving female students less access to collocations than male ones are various. One of them in the researcher's opinion is that boys exposure to English is more than girls. Boys have more freedom in watching TV programmes and films in English. They also have the chance to be in contact with other nationalities more than girls. Their chances of travelling abroad

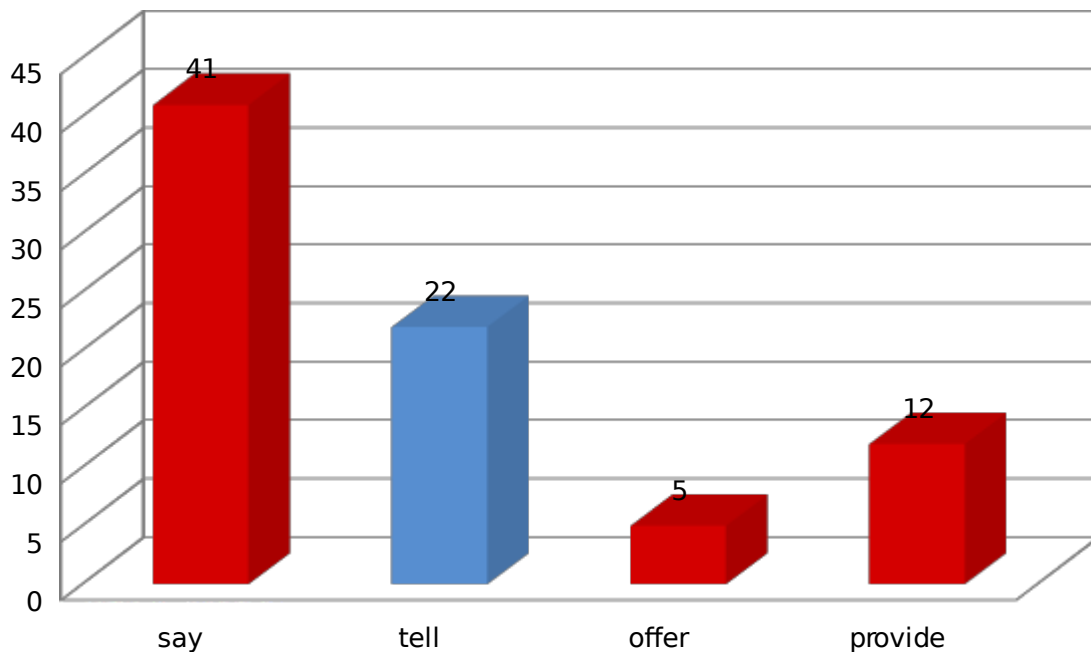
is better. The different nature of the two may be a factor. This is not the suitable place and time to go further concerning gender.

Question 1 : Don't lie , just _____the truth .

Table 4. 8 : Verb/Noun lexical collocation

	Frequency	Percent	Valid Percent	Cumulative Percent
say	41	51.3	51.3	51.3
tell	22	27.5	27.5	78.8
Valid offer	5	6.3	6.3	85.0
provide	12	15.0	15.0	100.0
Total	80	100.0	100.0	

Figure 4.8 : Verb/ Noun Lexical Collocations



As indicated in table and figure 4.8 above only 22 students, 27.5% of the total have chosen the correct answer "tell" which is written in bold. 51.3 percent of them have chosen the incorrect answer "say" to collocate with the "truth". This is

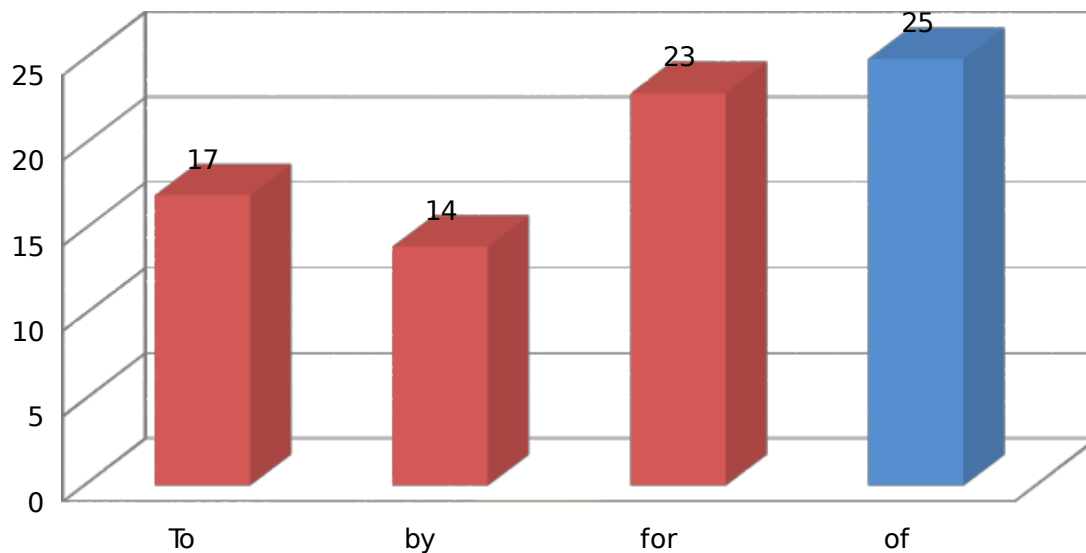
due to the negative transfer from (Arabic). Students literally translated from Arabic "yaqoul al-haqiqah." Learners tend to manipulate their NL in their TL production whenever they don't have the necessary knowledge of the relevant TL form to be communicated. This validates the hypothesis 1 and 5 that the mother tongue plays a vital role in collocation difficulties and learners tend to resort to the most general items of lexical categories when they are not familiar with specific collocates. The study of Caroli which investigated the influence of L1 on learners' collocational knowledge, reported that participants resorted to their L1 (Italian) in selecting the English word that collocated whenever they lacked collocational knowledge in the L2, English. This study also supports the researcher's hypothesis of L1 influence in learning English collocations.

Question 2: I am thinking of changing my job because I am tired _____ travelling all the time .

Table 4. 9: Grammatical Collocation (adj.+ prep.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to	17	21.3	21.5	21.5
	by	14	17.5	17.7	39.2
	for	23	28.8	29.1	68.4
	of	25	31.3	31.6	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

Figure 4. 9: Grammatical Collocations (adj. + prep.)



The results denote that the percentage of the correct answers of this question is lower than the incorrect ones. Only 31.3% of the subjects have chosen the

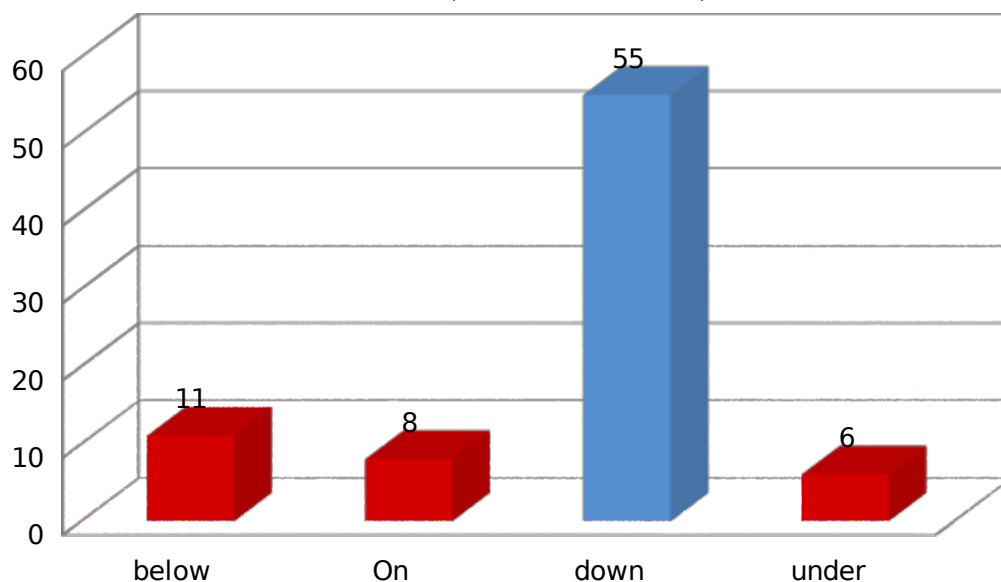
correct answer " **of** " which is written in bold. In other words out of 80 students only 25 answered the question correctly. Both the table and the figure 4.9 show this result clearly. This is another type of L1-transfer collocational problems connected with preposition incorrect choice as shown in the table and the figure in the previous page. 'Tired for ' is rather uncommon as well as ' tired to' and ' tired by' since the correct, widely-used preposition after tired should be of. The error may probably be influenced by the Arabic equivalent ' bisabab alsafar' for this reason they have chosen **for travelling**. 23 students chose ' for ' that is 28.8% of the total number (80 students). 21.3% (17 students) chose 'to', 17.5% (14 students) chose 'by' and 1.3% didn't answer the question. This question also validates hypotheses 1 and 5 as mentioned in analyzing the **table 4.8**.

Question 3 :Dave , come here and sit _____ next to me .

Table 4.10 : Lexical Collocation (Verb + adverb)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below	11	13.8	13.8	13.8
	on	8	10.0	10.0	23.8
	down	55	68.8	68.8	92.5
	under	6	7.5	7.5	100.0
	Total	80	100.0	100.0	

Figure 4.10: Lexical Collocations : (Verb + Adverb)



The table and the figure above clarify that 11 students have chosen **below**, to collocate with sit, 8 have chosen **on**, 6 of them have chosen **under** while 55 students(68%) have chosen the correct answer **down** to collocate with sit.

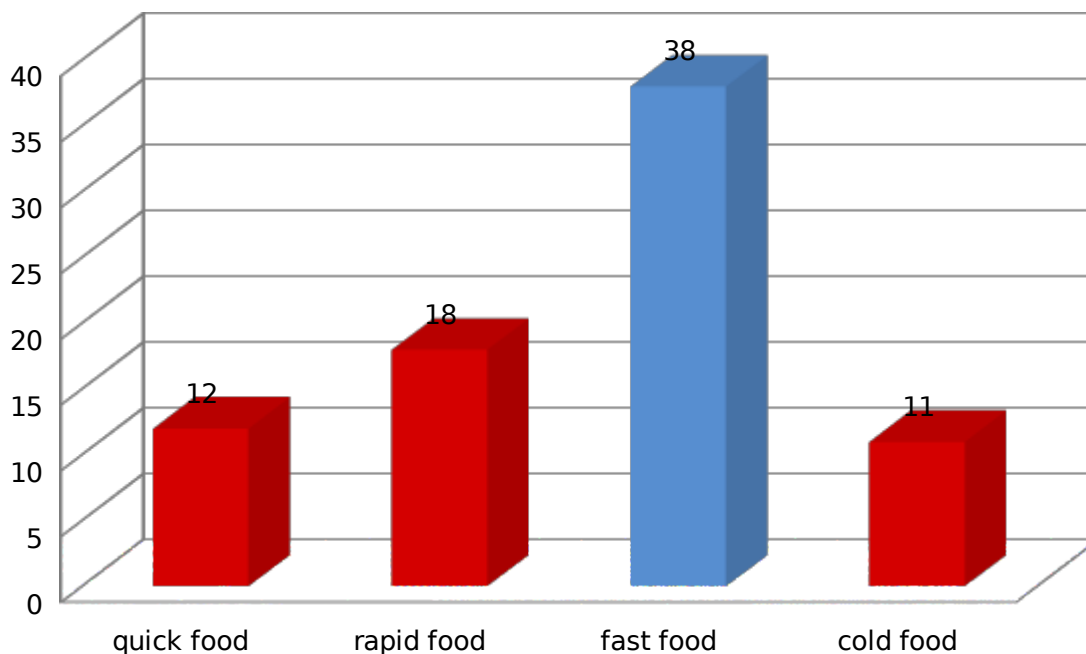
One way to explain the relatively high percentage of the correct rendering of the above can be attributed to the high frequency of using it. Students are exposed to it from the earlier stages of their learning English. **Sit down** is repeatedly used as class instruction. This what makes it familiar to students as 55 students 68.8% answered it correctly. This way the correctly produced collocations could have been acquired through exposure to language. Hajjawi(1991) tested the students' competence in collocating words correctly in English. The results showed that the subjects did relatively well in collocating words which are frequently used in daily life.

Question 4 : You should not eat too much _____it is not good for your health .

Table 4.11: (Adjective/Noun) Lexical Collocations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	quick food	12	15.0	15.2	15.2
	rapid food	18	22.5	22.8	38.0
	fast food	38	47.5	48.1	86.1
	cold food	11	13.8	13.9	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

Figure 4.11: Adjective/Noun (Lexical Collocations)



The table and the figure 4.11 above show the performance of the participants on Noun/Adjective collocation. It is shown that only 47.5% of the students have

chosen the correct answer '**fast food**'. This result shows a problem in producing adjective/noun collocations. 22.5% of students have chosen **rapid food**, 15% choice is **quick food**, 13.8% answer is **cold food** and 1.3% of the students haven't answered the question. Most of students' deviant answers have resulted from synonyms of " **fast**"(rapid/ quick). The learners use an incorrect vocabulary item or structure which shares enough semantic features common with the desire item to overcome their poor knowledge of the appropriate collocate (Ellis, 1997: 60-1). The 37.5% of the subjects' responses reflect their tendency to replace one word for another one that has similar semantic properties regardless of the restriction on the co-occurrence of these words. This is clear in their responses where they use rapid food and quick food instead of fast food. The previous result supports the researcher's hypothesis number 5.

Question 5: He betrayed her love and _____ her heart .

Table 4.12 : Lexical Collocations (Verb/Noun)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	cracked	3	3.8	3.8	3.8
	cut	13	16.3	16.5	20.3
	broke	56	70.0	70.9	91.1
	bled	7	8.8	8.9	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

Figure 4.12 : Lexical Collocations (Verb/Noun)

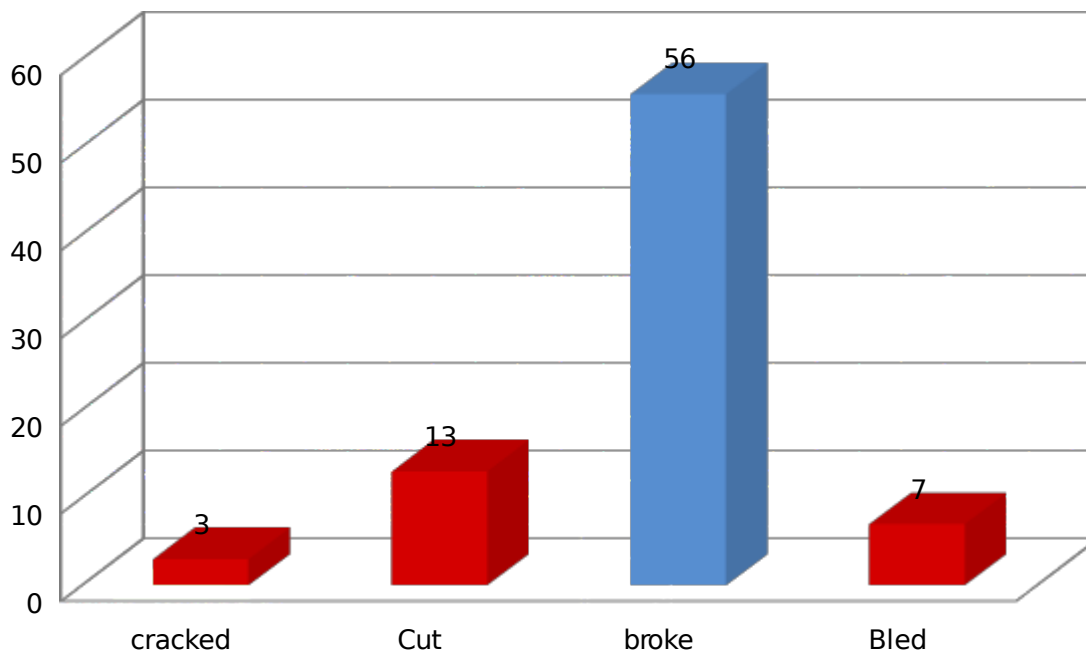


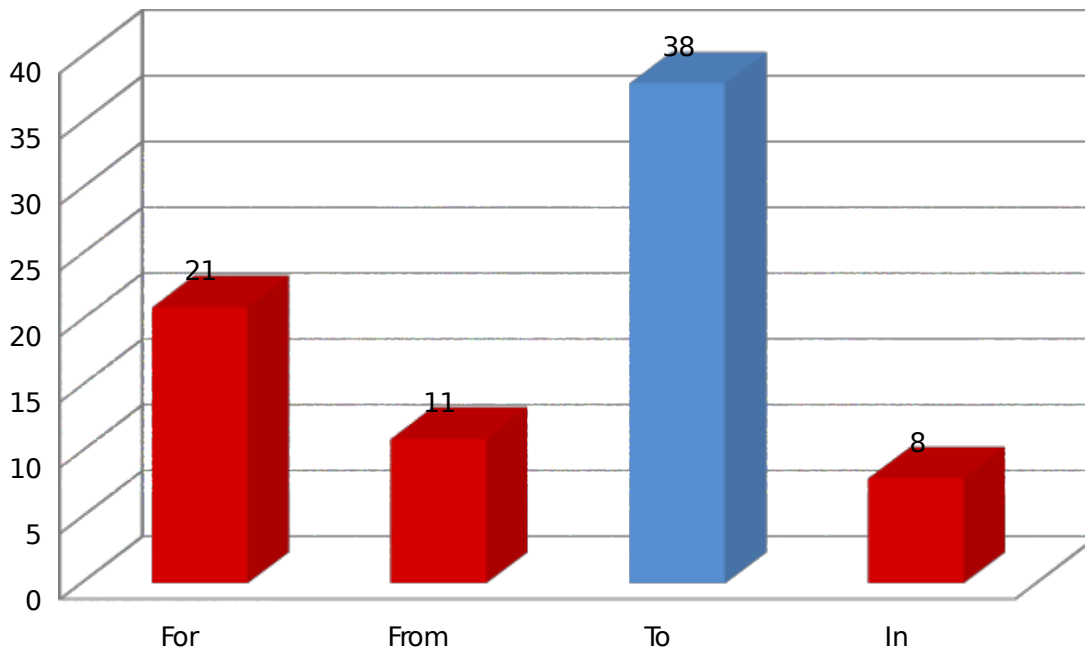
Table and figure 4.12 show that 3 students (3.8%) chose **cracked** to collocate with heart, 13 students (16.3%) choice was **cut**, 7 students (8.8%) answer was **bled** and only one student (1.3%) didn't answer. All the above answers aren't correct to collocate with heart. 56 students out of 80 (70%) answered correctly. Their correct choice of the verb **broke** to collocate with **heart**, indicates that sometimes the strategy of translation from L1 leads to collocation which are typical of the acquired language. The Arabic equivalent of **broke her heart** is **kasara qalbaha**. Many of the English break collocations have equivalents in Arabic e.g. He broke his opponent's nose, /when he spoke, he broke the prevailing silence /he broke his eye/will. So the unexpected result above (70% answered correctly) Could be ascribed to the fact that L1 transfer is not always negative. Sometimes it is found to be positive transfer. Concerning lexical collocation (Verb+ Noun), this result contradicts with (Mustafa's - 2011) that the Verb+ Noun collocation is found to be the most difficult one.

Question 6: I look forward _____ hearing from you soon .

Table 4. I3: Grammatical Collocations (Verb+ Adverb + Preposition)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid for	21	26.3	26.9	26.9
from	11	13.8	14.1	41.0
to	38	47.5	48.7	89.7
in	8	10.0	10.3	100.0
Total	78	97.5	100.0	
Missing System	2	2.5		
Total	80	100.0		

Figure 4.13: Grammatical Collocations (V+ Adv.+ prep.)



In the above table 4.13 and figure 4.13. The subjects who have chosen the correct answer **to** are 38 out of 80 (47.5%). 21 students (26.3%) have chosen the

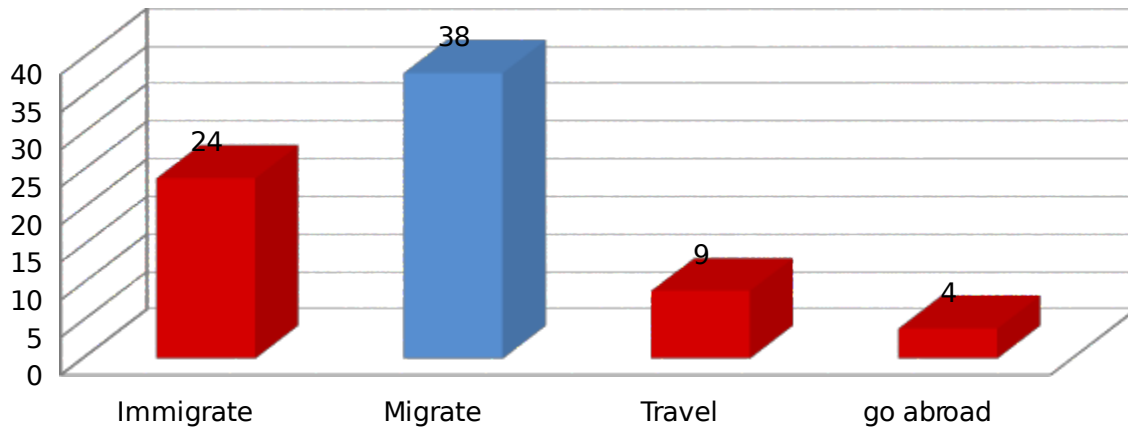
incorrect answer **for**. 11 students (13.8%) have chosen the wrong answer **from** . 8 students (10%) have chosen the wrong answer **in** and 2 students (2.5%) didn't answer the question. The previous page result reveals that students have difficulties in (V+ Adv. +prep) a category in grammatical collocations. **to** followed by verb+ing (**hearing**) carries a contrast to the testees. They put in mind the rule that **to** is followed by infinitive. The strategy in which a certain **TL** feature , form or rule is expanded to a different contextual use in the **TL** is overgeneralization. Younis (2008) attributed the deficiency in the subjects' collocation knowledge to a number of reasons among which is overgeneralization. The students who have chosen **for** and **from**, see them more likely to be followed by **ing** form. This result supports the researcher's hypothesis number 5.

Question 7: Some kinds of animals _____ for finding food .

Table 4.14 : Lexical Collocations (Noun + Verb)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	immigrate	24	30.0	32.0	32.0
	migrate	38	47.5	50.7	82.7
	travel	9	11.3	12.0	94.7
	go abroad	4	5.0	5.3	100.0
	Total	75	93.8	100.0	
Missing	System	5	6.3		
Total		80	100.0		

Figure 4.14 : Lexical Collocations (Noun + Verb)



Only 38 students out of 80 (47.5%) have chosen the correct answer migrate to collocate with animals in the above table 4.14 and figure 4.14. This explains that they have difficulty in lexical collocation (noun/verb) category. The fewest number of students have chosen go abroad; only 4 students (5%). 9 students (11.3%) have chosen travel, 24 of them (30%) have chosen immigrate and 5

students (6.3%) didn't answer the question. The last three choices plus the missing answers are incorrect responses. As we notice in the alternatives above, all share the semantic meaning. The only verb that collocates with animals here is migrate while the others collocate with people. According to Longman dictionary of contemporary English (2009, p. 878), immigrate means "to come into a country in order to live there permanently". The BNC data also give further interesting details indicating that the subject nouns normally preceding immigrate are human, e.g. people, spouses, ethnic Germans, his father and mother, outlaws, Indonesian , settlers, Indian Nationals, residents, etc. Thus, the verb immigrate should not be used with animals. A more appropriate word choice should be **migrate** , which is generally related to how animals, e. g. birds, travel regularly from a part of the world to another (Longman Dictionary of contemporary English, 2009, p. 1105) . The BNC data also give strong support for the dictionary information because a number of the collocates of migrate are animals, e.g. swallows, the adult worms, birds of prey , salmon, animals, cranes, some fish, the larvae, the mammals, earthworms, whales, insects, etc. Students aren't aware of that words of the same meaning are used differently concerning collocations. For this reason, it is clear that 30% of the students have chosen the verb immigrate to collocate with birds putting in mind that both migrate and immigrate are typical (synonyms). In Farghal & Obiedat (1995), it was indicated that Arabic EFL learners greatly relied on the

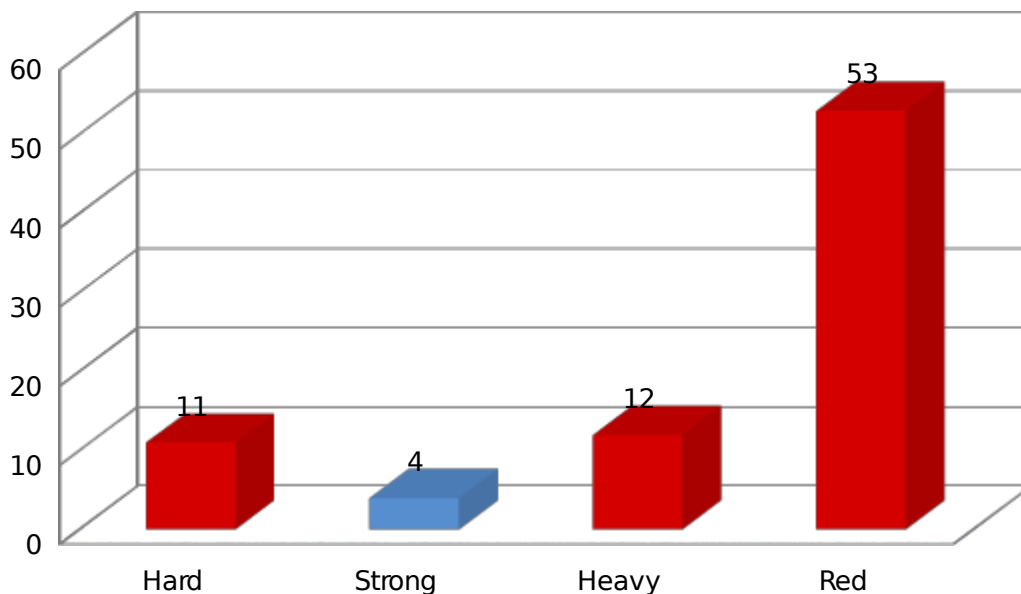
open-choice principle for word selection, replacing a word with its synonym. Such a strategy often led them to deviant, ungrammatical collocations in English.

Question 8: When she's cold , she really loves to drink _____ tea .

Table 4.15 : Lexical Collocations (Adjective + Noun)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	hard	11	13.8	13.8	13.8
	strong	4	5.0	5.0	18.8
	heavy	12	15.0	15.0	33.8
	red	53	66.3	66.3	100.0
	Total	80	100.0	100.0	

Figure 4.15 : Lexical Collocation (Adjective + Noun)



Due to the table and figure (4.15) above, we see that only a few number of the subjects have answered correctly. The number of those who answered correctly is only 4 students out of 80 (5%). The correct choice is **strong** which collocates with tea not the other alternatives. 11 students (13.8%) have chosen the incorrect

answer **hard**, 12 students(15%) have chosen the incorrect answer **heavy** and the majority of the them 53 (66.3%) have chosen the incorrect answer **red**. Generally, judging from the previous statistical results, the answer to the test question strongly approves the problem of English collocations for Sudanese students. This result confirms the problem concerning lexical collocations in English, specifically (Adjective + Noun) category.

Transfer from Arabic language is prominent in the previous page samples of responses, particularly heavy and red. The very high percentage of the incorrect answers is attributed to transfer from L1 and more particularly to translation from L1. In Arabic (Sudanese colloquial) **red tea (shai ahmar)**is used contrasting tea with milk. This is the reason why most of them have chosen red to collocate with tea. In English the colour that collocate with tea is **black**. We say black tea not red tea.. As we noticed **heavy** comes the second in errors 15%, that what supports the idea of L1 transfer from Arabic. In Arabic we say (**shai taqeel**) the literally translation of (**heavy tea**) which is far away from the correct answer in English (**strong tea**). This strongly supports the first hypothesis of the study. Thus, it can be claimed that the mother tongue interference (Arabic) plays a vital role in collocation difficulties. This result also indicates the participants very poor performance in lexical collocation concerning Adjective + Noun category. This result is supported by Asmaa's K. Shehata (August 2008) study hypothesis that

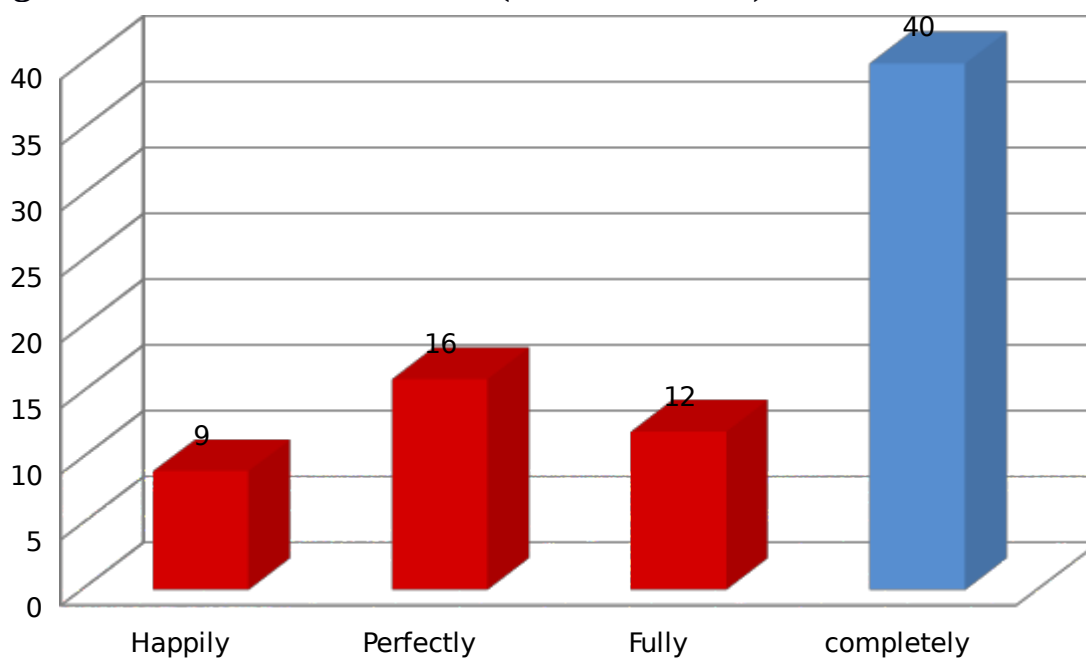
adjective-noun collocations are more difficult to acquire than verb-noun collocations.

Question 9: I'm sorry , I _____ forgot your birthday , please forgive me .

Table 4.16 : Lexical collocation (adverb + verb).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	happily	9	11.3	11.7	11.7
	perfectly	16	20.0	20.8	32.5
	fully	12	15.0	15.6	48.1
	completely	40	50.0	51.9	100.0
	Total	77	96.3	100.0	
Missing	System	3	3.8		
Total		80	100.0		

Figure 4.16: Lexical collocation (adverb + verb)



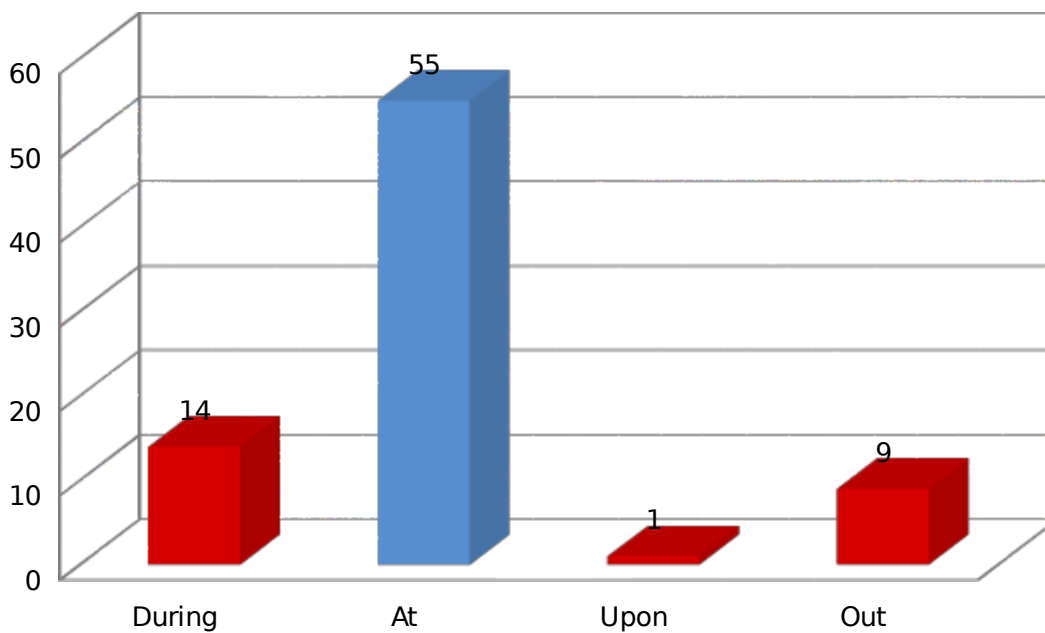
The results in the table and figure(4.16) above explain that 40 students(50%) have chosen the correct answer **completely** to collocate with forgot. 12 students (15%) have chosen the incorrect answer **fully**. 16 students(20%) have chosen the incorrect answer **perfectly**. Only 9 students (11.3%) have chosen the incorrect choice **happily** and 3 students didn't answer the question. This result shows that , the students have difficulty in English lexical collocation; adverb + verb category. The wrong choice of fully and perfectly is attributed to synonymy as they share semantic meaning with completely. The synonymy strategy means the use of a synonymous word of a certain collocant without heeding the selectional restriction principle; the inevitable result being the production of an incorrect collocation. As we noticed above fewest number of students have chosen happily because it doesn't share any semantic meaning with the other three alternatives (completely, fully and perfectly).

Question 10: I think he works ____ the military hospital .

Table 4.17 : Grammatical Collocations (Verb + Preposition)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	during	14	17.5	17.7	17.7
	at	55	68.8	69.6	87.3
	upon	1	1.3	1.3	88.6
	out	9	11.3	11.4	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

Figure 4.17: (Grammatical Collocation : Verb + Preposition category)



On the basis of the result shown in table and figure 4.17, there is a relatively little problem concerning English collocations. 55 students(68.8%) have chosen the correct preposition(**at**) that collocates with work. 14 students (17.5%) have chosen **during**. 9 students (11.5%) have chosen the answer **out**. Only one student has chosen **upon** and another one hasn't answered the question.

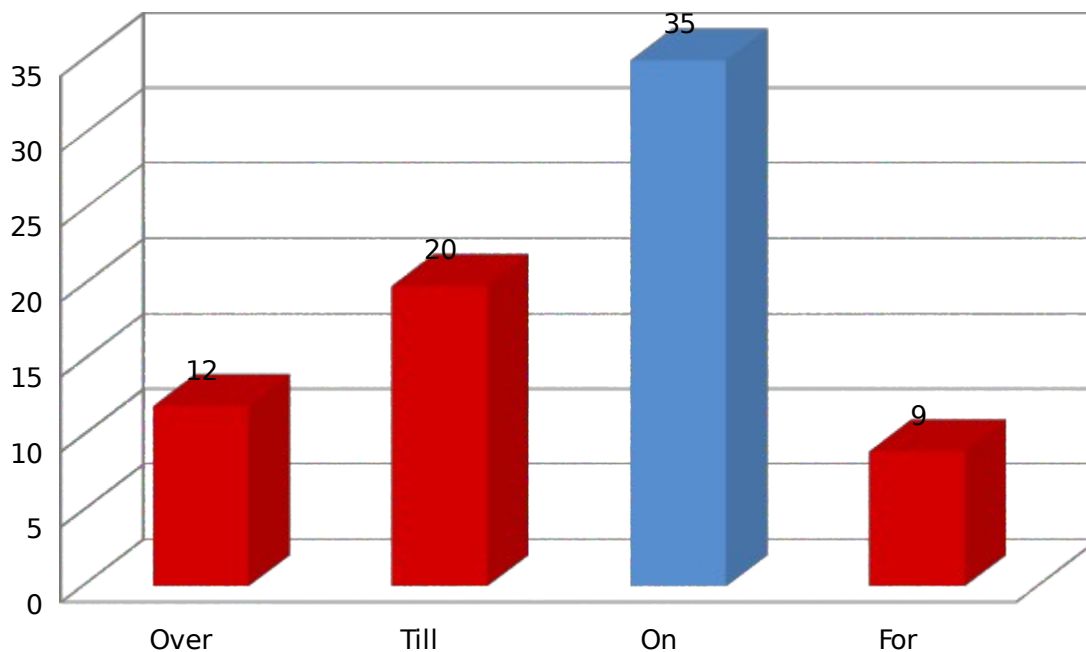
The relatively good result can be attributed to the rest of the alternatives which aren't logical and not acceptable to match with the rest of the sentence ..**the military hospital**. Work out has a different meaning as mentioned in Oxford Collocations Dictionary. It has the meaning of adverbs; beautifully, fine , perfectly, great, well. e. g. It all worked out as we planned. During tells when something happens not where. You always work at a place not during, upon or out a place. Students are also taught the preposition of place and time repeatedly.

Question 11: How long were you ____ the phone for ? Don't you get tired of talking so much ?

Table 4.18 : Grammatical Collocations (Preposition + Noun) category.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	over	12	15.0	15.8	15.8
	till	20	25.0	26.3	42.1
	on	35	43.8	46.1	88.2
	for	9	11.3	11.8	100.0
	Total	76	95.0	100.0	
Missing	System	4	5.0		
Total		80	100.0		

Figure 4.18: Grammatical Collocation (Preposition + Noun) category



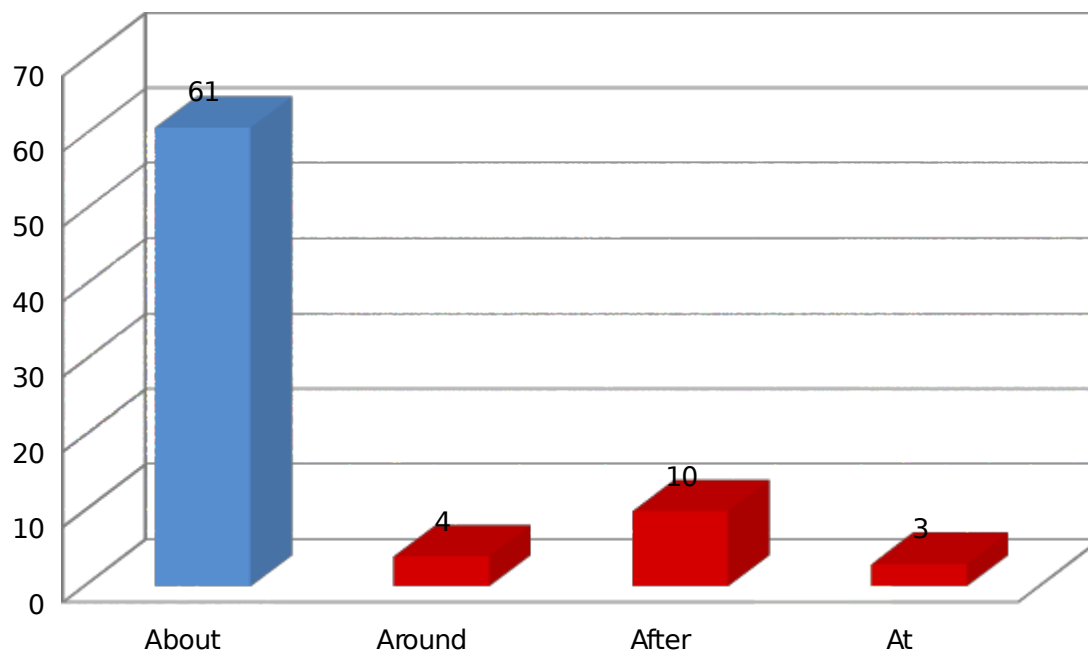
As far as the above result is concerned, the students seem to have difficulty in grammatical collocations; preposition + noun category. Only 35 students out of 80 have answered correctly. 20 students (25%) have chosen the incorrect choice **till**. 12 others (15%) choice has been the incorrect preposition **over**. 9 students (11%) have chosen the incorrect answer **for** and only one student hasn't chosen any answer . Most of the students haven't chosen the correct answer because they aren't familiar with the preposition **on** collocating with the **phone**. In Arabic they use a preposition equivalent to **in; (fii)** to collocate with the telephone. Their different incorrect choices aren't justified. They only tell that because the testees aren't familiar with the correct response, they have chosen randomly.

Question 12: She's rather worried _____ Khalid's studies .

Table 4.19: Grammatical Collocation (Adjective + Preposition)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	about	61	76.3	78.2	78.2
	around	4	5.0	5.1	83.3
	after	10	12.5	12.8	96.2
	at	3	3.8	3.8	100.0
	Total	78	97.5	100.0	
Missing	System	2	2.5		
Total		80	100.0		

Figure 4. 19: Grammatical Collocation (Adjective + Preposition)



The result above (table and figure 4.19) shows that 61 testees out of 80 (76.3%) have achieved the pass mark. They have chosen the correct preposition **about** that collocate with the adjective **worried**. 10 students(12.5%) have chosen the incorrect alternative **after**. 4 of them (5%) have chosen the incorrect preposition **around** and 3 students(3.8%) choice is the incorrect preposition **at**. 2 students(2.5%) haven't answered the question. One way to express the relatively high percentage of those who answered correctly can be attributed to the high frequency of using; **don't worry about...** in everyday life and the belief that these collocations may constitute indivisible entities and are thus learnt as linked pairs where one of the pairs immediately elicits its collocant. Hajawi (1991) tested the students' competence in collocating words correctly in English. The results showed

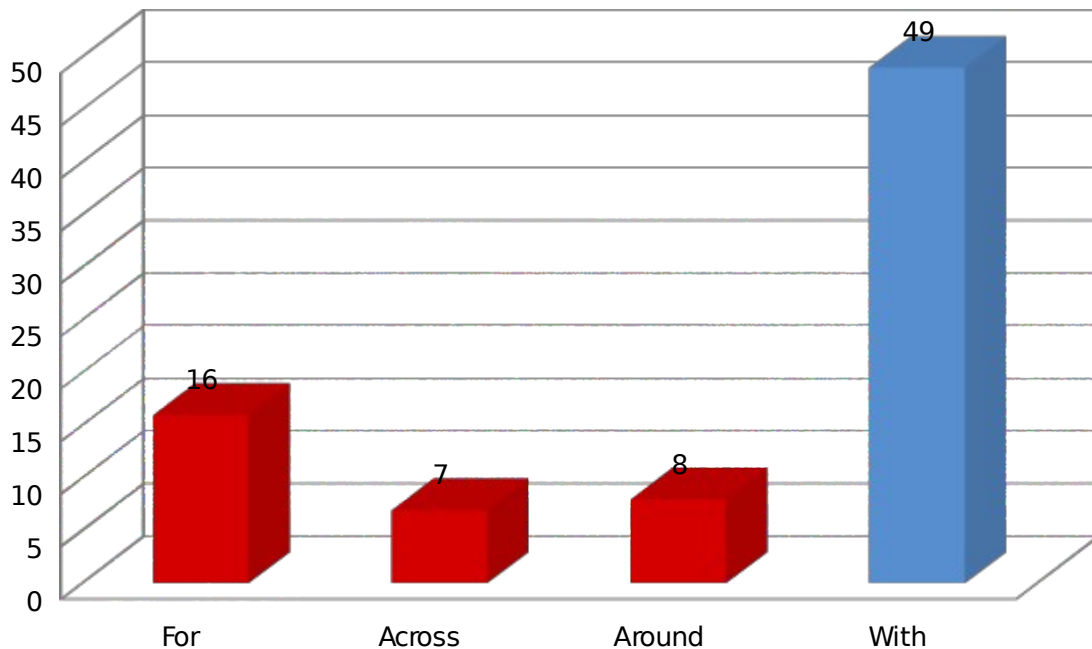
that the subjects did relatively well in collocating words which are frequently used in daily life. Siavosh. Hassan Abadi (1982) found that those collocations, which are more frequent in everyday speech, are easier to acquire than others. For example, in the item " Have a seat please." 80% of the participants selected the correct collocation.

Question 13: Do you have a good relationship-----most of your friends.

Table 4.20: Grammatical Collocation (noun + preposition)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid for	16	20.0	20.0	20.0
across	7	8.8	8.8	28.8
around	8	10.0	10.0	38.8
with	49	61.3	61.3	100.0
Total	80	100.0	100.0	

Figure 4.20 : Grammatical Collocations (noun + preposition)



The result in the table and the figure(4.20)above clearly shows that the subjects performance is relatively good in (Grammatical Collocation/ noun + preposition). 49 testees out of 80 (61.3%) have chosen the correct preposition **with** to collocate with the noun **relationship**. The other three choices (**for** , **across** and **round**) are incorrect. 16 students (20%) have chosen **for**. A number of 8 students(10%) have chosen **around** and only 7 students (8.8%) have chosen **across**. The relatively good performance in this question is due to the identical collocation of **relationship with** in Arabic (ʔalaqa maʔa) or (ʔalaqa bi). Thus the mother tongue transfer is not always negative, sometimes you find typical collocations in both English and Arabic. The unexpected result is ascribed to the positive transfer from the mother tongue Arabic. Fortunately, where there is an

exactly identical match between collocations in both languages, transfer from learners' mother tongue could result in positive, satisfactory production. For instance, the combination "a white lie and relationship with " appears to be possible in both Sudanese colloquial (Arabic) and English. As a result, it is very likely that Sudanese learners will become successful in transferring this particular collocation from L1 Arabic to L2 English.

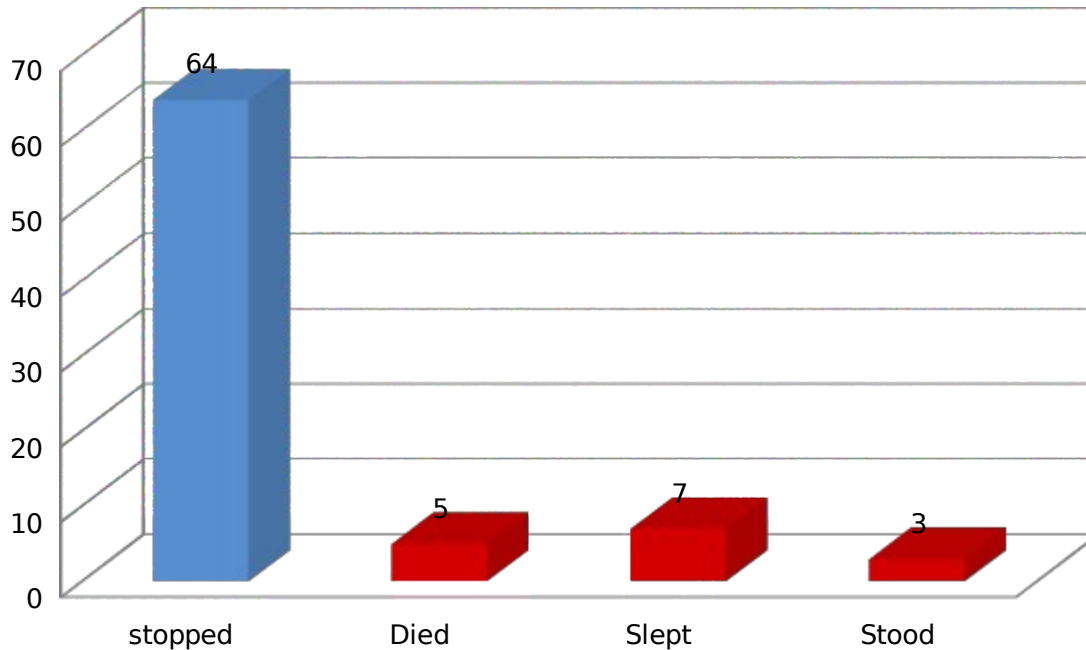
Question 14: My watch _____, so I could not tell you the time .

Table 4.21 : Lexical Collocations (noun + verb)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stopped	64	80.0	81.0	81.0
	died	5	6.3	6.3	87.3
	slept	7	8.8	8.9	96.2
	stood	3	3.8	3.8	100.0
	Total	79	98.8	100.0	

Missing	System	1	1.3		
Total		80	100.0		

Figure 4.21: Lexical Collocation (noun + verb)



It is observed that a high percentage of the subjects have answered correctly in the above table and figure (4.21). 64 students out of 80 (80%) have chosen the correct verb **stopped** to collocate with the noun **watch**. 7 students (8.8%) have chosen the incorrect verb **slept**. Other 5 students (6.3%) incorrect choice is the verb **died** and only one student hasn't answered the question. The indication of the previous page big number of the successful students is that sometimes the translation from L1 leads to collocations which are typical of the acquired language. In the colloquial Sudanese Arabic the equivalent of my watch stopped is

(saʕti waqafat) and in standard Arabic the equivalent is (tawaqfat saʕati). This positive transfer is supported by the analysis of the table and figure (4.20).

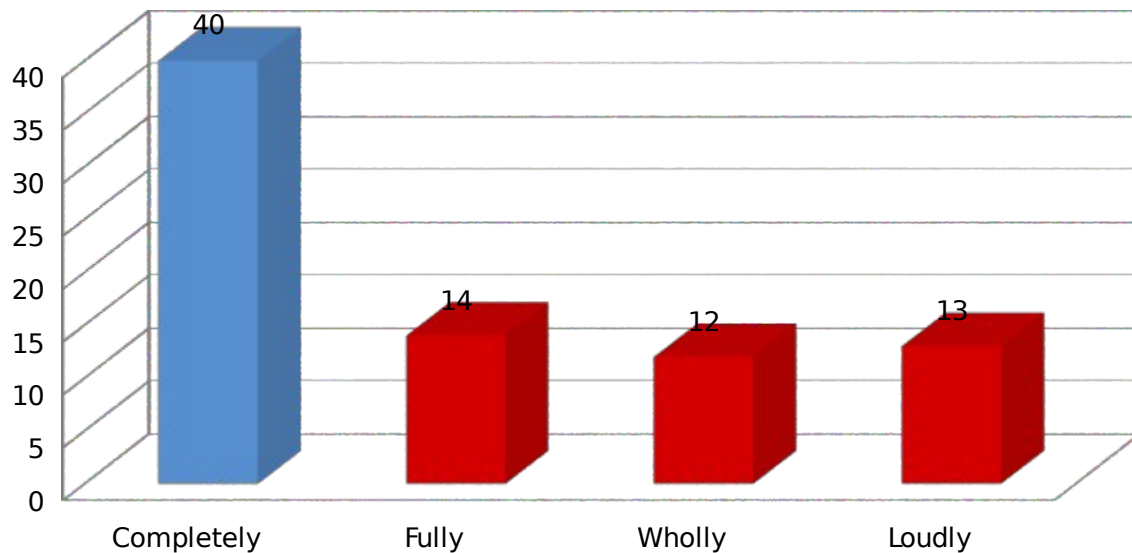
Question 15: Why are you giving me your broken computer ? I don't want it , it's _____ useless.

Table 4.22: Lexical Collocations (Adverb + Adjective)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely	40	50.0	50.6	50.6
	fully	14	17.5	17.7	68.4
	wholly	12	15.0	15.2	83.5
	loudly	13	16.3	16.5	100.0
	Total	79	98.8	100.0	

Missing	System	1	1.3		
Total		80	100.0		

Figure 4.22: Lexical Collocations (Adverb + Adjective)



The result in the above table and figure(4.22) shows that 50% of the subjects have achieved the pass mark whereas the other 50% of them haven't achieved it. This result explains that there is a problem dealing with the lexical collocations (adverb + adjective). 40 students(50%) have chosen the correct adverb **completely** to collocate with the adjective **useless**. 14 students(17.5%) have chosen the incorrect alternative **fully**. 12 students(15%) have chosen the wrong adverb **wholly**. 13 students'(16.3%) choice is **loudly**. There is one student(1.3%) who hasn't chosen any answer. The source of the wrong choice of collocations is related to the strategy of synonymy that students resort to. They choose fully and wholly because both share a semantic property with fully. They consider the three

words have the same meaning so any one of them can collocate with useless. The synonymy strategy means the use of synonymous word of a certain collocant without heeding the selectional restriction principle; the inevitable result being the production of an incorrect collocation. The students' choice of loudly is not justified. In the above result, it is noticed that the students tend to resort to the most general items of lexical categories when they are not familiar with specific collocates. This result supports the research hypothesis number 5.

According to the data drawn from the previous tables and figures from (4.8 to 4.22), it was very likely that certain learning strategies associated with cognitive processes (Selinker, 1992) were applied in an attempt to use English collocations, most of which apparently lead to erroneous combinations in the target language. The most prominent strategy upon which they seemed to depend was their native language, i.e. Arabic. Additionally, some appeared to use synonymy, avoidance and overgeneralization, to be discussed in detail below.

Table (4.23): Strategy of Mother Tongue Negative Transfer

Questions	Answered correctly		Answered incorrectly	
	Freq.	Per.	Freq.	Per.
1- Don't lie , just _____the truth .	22	27.5	58	72.5
2- I am thinking of changing my job because I am tired _____ travelling all the time .	25	31.3	54	67.5
8- When she's cold , she really loves to drink _____ tea .	4	5.0	76	95.0
Total	21.2%		78.3%	

Prepared by researcher from applied study (2015)

Sudanese learners of English relied on their L1(Arabic) knowledge, transferring an equivalent from Arabic to English. Unfortunately, where there are collocational mismatches between Arabic and English, errors clearly arise. In the above table(items 1, 2 and 8) of the test, students chose say the truth instead of tell the truth in item 1. Say the truth is transferred from Arabic yaqool al-haqiqqa. In item 2 as mentioned in table and figure (4.9)about 37 students out of 80 have chosen for and by instead of choosing the correct preposition of. Their wrong choices indicate transfer from Arabic. In item 3 of the test as shown in the previous table and figure (4.15) the majority of the testees 53 (66.3%) have chosen the incorrect answer **red** tea instead of **strong** tea. This is a negative transfer from colloquial Sudanese shaay ahmar.

The table (4.23) in the previous page, shows that only 22 students out of 80 answered item 1 of the test correctly, most of the other 58 students choices were

due to transfer from the mother tongue (Arabic). The same is for item 2 in which only 25 students answered correctly whereas 58 students' answers were incorrect. This is also mostly attributed to the transfer from the mother tongue. In item 8 of the test only 4 students answered correctly while 76 others answers were incorrect. Most of the incorrect choices were due to negative transfer as explained in the paragraph above. The point to be highlighted here is that the subjects in all of the above responses concerning items 1,2 and 8 trespass the fact that " what collocates in one language does not necessarily collocate in another"(Zughoul, 1991: 52). The choices mirror tension on the learner' part, between achieving accuracy of meaning and naturalness of patterning; i.e. they try to produce collocations that are typical in the English language while, at the same time, preserving the accurate literal meaning associated with the Arabic collocation(Baker, 1992:561). The total percentage of the students who answered the three items 1,2 and 8 correctly is only 21.2%. This explains the major role that the negative transfer from the mother tongue plays in difficulties of learning English collocations. It also validates the first hypothesis of the research , "The mother tongue interference plays a vital role in collocation difficulties."

Table (4.24): Strategy of Mother Tongue Positive Transfer

Questions	Answered Correctly		Answered Incorrectly	
	Freq	Perc	Freq	Perc
5- He betrayed her love and _____ her heart .	56	70.0	23	28.7
13- Do you have a good relationship _____ most	49	61.3	31	58.7

of your relatives ?				
14- My watch _____ , so I could not tell you the time .	64	80.0	15	18.7
Total	70.4%		28.7%	

Prepared by researcher from applied study (2015)

L1 equivalence is a factor which causes L1 transfer. In other words, the similarity between L1 and L2 collocations lead to L1 positive transfer in the acquisition of L2 collocations, while the difference between them causes the negative transfer.

As shown in the results above the students who answered item 5 of the test correctly are 56 with a percentage of 70% of the total number of students. 23 didn't answer correctly(28.7%). It is observed that 49 students answered item 13 correctly and the rest of students(31) answered incorrectly. Concerning item 14 those who chose the correct answer were 64 students(80%)of the total number of students. What is common among the three items is that a big number of students chose the correct alternative. The strategy that the students resorted to here was the mother tongue transfer. The result of the transfer is positive this time. 70.4% of the total number of students answered the three questions correctly. Positive transfer occur when the target collocations match those in the L1. In item 5 the majority of students chose broke to collocate with her heart. The Arabic equivalent of **broke her heart** is **kasara qalbaha**. They are congruent in both languages. In item 13 most of the students chose **with** to collocate with **relationship**. The relatively good

performance in this question is due to the identical collocation of **relationship with** in Arabic (**ʔalaqa maʔa**) or (**ʔalaqa bi**). Item 14 reflects the positive transfer clearly 80% of the total number of students answered correctly. In the colloquial Sudanese Arabic the equivalent of **my watch stopped** is (**saʔti waqafat**) and in standard Arabic the equivalent is (**tawaqfat saʔati**). Caroli(1998) reported that participants resorted to their L1 (Italian) in selecting the English word that collocated whenever they lacked collocational knowledge in the L2, English. It was also noticed that collocations with the Italian literal equivalents were easier than those collocations with no Italian equivalents.

Table 4.25 : Strategy of Synonymy

Questions	Correct answer		incorrect answer	
	Freq.	Per.	Freq.	Per.
4- You should not eat too much _____it is not good for your health .	38	47.5	41	41.2
7- Some kinds of animals _____ for finding food .	38	47.5	37	47.2
9- I'm sorry , I _____ forgot your birthday , please forgive me .	40	50.0	37	47.2
15- Why are you giving me your broken computer ? I don't want it , it's _____ useless .	40	50.0	39	38.7
Total	48.7%		48.2%	

Prepared by researcher from applied study (2015)

The Sudanese learners in the above items of the test 4,7,9 and 15 were noticed to use synonymy strategy in dealing with English collocations. In the table above only 47.5% of the students have chosen the correct answer '**fast food**' in item 4. Most of students' deviant answers have resulted from the choice of synonyms of "**fast**"(rapid/ quick). The same percentage of students answered item 7 correctly. Only 38 students out of 80 (47.5%) have chosen the correct answer migrate to collocate with animals in the above table item 7. The others chose immigrate, travel and go abroad as they are synonymous. 30% of them chose immigrate, considering that migrate and immigrate are typical. In fact the only one that collocates with animals as general and birds specifically in our item is the verb migrate. The other choices collocate with people. In item 9 only 40 students chose the correct answer **completely** to collocate with forgot. The wrong choice of fully and perfectly is attributed to synonymy as they share semantic meaning with completely. In item 15 of the test 40 students (50%) of the total number chose the correct answer **completely**. The source of the wrong choice of collocations is related to the strategy of synonymy that students resort to. They choose fully and wholly because both share a semantic property with fully. From the previous results, it is clear that the students resorted to the synonymy strategy to choose the alternatives for the previous page items. In other words, they appeared to replace a

word with another having a similar meaning. The total percentage of the students who answered the four items 4,7,9 and 15 correctly is only 48.7%. This explains the role that the synonymy as strategy plays in the difficulties of learning English collocations.

Younis (2008) investigated Sudanese EFL learners collocational knowledge and assessed the major causes of learners' collocational problems. Among these causes in his study are synonyms. According to many studies of L2 English collocation acquisition, synonymy has appeared to be a common learning strategy. The learners use an incorrect vocabulary item or structure which shares enough semantic features common with the desire item to overcome their poor knowledge of the appropriate collocate (Ellis, 1997: 60-1). In Farghal & Obiedat (1995), it was indicated that Arabic EFL learners greatly relied on the open-choice principle for word selection, replacing a word with its synonym. Such a strategy often led them to deviant, ungrammatical collocations in English.

Table 4.26: Strategy of Generalization

Questions	Correct answer		incorrect answer	
	Freq.	Per.	Freq.	Per.
6- I look forward _____ hearing from you soon .	38	47.5	40	50.0
Total	47.5%		50%	

Prepared by researcher from applied study (2015)

As shown in the above table 4. 26 only 38 students (47.5%) have chosen the correct answer **to**. The above result reveals that the preposition **to** followed by verb+ ing (**hearing**) carries a contrast to the testees. They put in mind the rule that **to** is followed by infinitive. The students who have chosen **for** and **from**, see them more likely to be followed by **ing** form. The strategy in which a certain TL feature , form or rule is expanded to a different contextual use in the TL is overgeneralization. The low percentage of the students who achieved the correct answer in the above table show the negative influence of the overgeneralization strategy on their choice. Younis (2008) attributed the deficiency in the subjects' collocation knowledge to a number of reasons among which is overgeneralization. According to Zughol & Abdul-Fattah (2001), overgeneralization, i.e. the extension of the use of a certain L2 feature to another, has been found as a source of incorrect use of L2 English collocations, and this strategy is viewed as a characteristic of learner language. The subjects in this study extended the rule of **to** followed by infinitive, so they couldn't accept **ing** form following to, while the word **hearing** was intended. They think that the ing form is likely to follow **for** and **from**.

Table 4.27 : Everyday Language

Question	Correct answer		incorrect answer	
	Freq	Perc	Freq	Perc
3- Dave , come here and sit _____ next to me .	55	68.8	25	31.2
12- She's rather worried _____ Khaled's studies .	61	76.3	17	21.2
Total	72.5%		26.2%	

Prepared by researcher from applied study (2015)

In the above table (4.27) item 3 in the test, 55 students(68%) have chosen the correct answer **down** to collocate with **sit**. One way to explain the relatively high percentage of the correct rendering of the above can be attributed to the high frequency of using it. Students are exposed to it from the earlier stages of their learning English. **Sit down** is repeatedly used as class instruction. This what makes it familiar to students as 55 students 68.8% answered it correctly. This way the correctly produced collocations could have been acquired through exposure to language. Hajjawi(1991) tested the students' competence in collocating words correctly in English. The results showed that the subjects did relatively well in collocating words which are frequently used in daily life.. In item 12 of the test the high percentage of those who answered correctly (76.3%) is due to the high frequency of using; **don't worry about...** in everyday life and the belief that these collocations may constitute indivisible entities and are thus learnt as linked pairs where one of the pairs immediately elicits its collocant. Siavosh. Hassan Abadi(1982) found that those collocations, which are more frequent in everyday speech, are easier to acquire than others. For example, in the item " Have a seat please." 80% of the participants selected the correct collocation.

The average percentage of those who answered the previous page high frequency collocations correctly is 72.5%. This result indicates the easiness of everyday and frequently used collocations.

Table 4.28 : Strategy: Others

Questions	Correct answer		incorrect answer	
	Freq.	Per.	Freq.	Per.
1- I think he works ____ the military hospital .	55	68.8	24	30
2- How long were you ____ the phone for ? Don't you get tired of talking so much ?	35	43.8	41	51.2
Total	56.5%		40.6%	

Prepared by researcher from applied study (2015)

On the basis of the result shown in table 4.28, item 10 there is a relatively little problem concerning English collocations. 55 students(68.8%) have chosen the correct preposition(**at**) to collocate with **work**. The relatively good result can be attributed to the rest of the alternatives(**during, out, upon**) which aren't logical and not acceptable to match with the rest of the sentence ..**the military hospital**. Work out has a different meaning as mentioned in Oxford Collocations Dictionary. It has the meaning of adverbs; beautifully, fine , perfectly, great, well. e. g. It all worked out as we planned. During tells when something happens not where. You always work at a place not during, upon or out a place. Students are also taught the preposition of place and time repeatedly. Only 35 students out of 80 have answered item 11 correctly. Most of the students haven't chosen the correct answer because they aren't familiar with the preposition **on** collocating with the **phone**. In Arabic they use a preposition equivalent to **in; (fi)** to collocate with the telephone. Their different incorrect choices aren't justified.

They only tell that because the testees aren't familiar with the correct response, they have chosen randomly.

Table 4.29: Strategy of Avoidance

Questions	Didn't answer		Answered	
	Freq.	Per.	Freq.	Per.
2- I am thinking of changing my job because I am tired _____ travelling all the time .	1	1.3	79	98..7
4- You should not eat too much _____ it is not good for your health .	1	1.3	79	98.7
5- He betrayed her love and _____ her heart .	1	1.3	79	98..7
6- I look forward _____ hearing from you soon .	2	2.5	78	97.5
7- Some kinds of animals _____ for finding food .	5	6.3	75	93.7
9- I'm sorry , I _____ forgot your birthday , please forgive me .	3	3.8	77	96.2
10- I think he works _____ the military hospital .	1	1.3	79	98..7
11- How long were you _____ the phone for ? Don't you get tired of talking so much ?	4	5.0	76	95.0
12- She's rather worried _____ Khaled's studies .	2	2.5	78	97.5
14- My watch _____ , so i could not tell you the time .	1	1.3	79	98..7
15- Why are you giving me your broken computer ? I don't want it , it's _____ useless.	1	1.3	79	98..7
Total	27.5%		72.5%	

Prepared by researcher from applied study (2015)

The results in the table 4.29 above clearly show that a number of students didn't answer different questions. 1 student didn't answer item 2 of the test. Another one didn't answer item 4 and a third one didn't answer item 5. 2 students didn't answer item 6. A number of 5 students didn't answer item 7 and 3 others didn't answer item 9. Only one student didn't answer item 10 whereas 4 students didn't answer item 11. 2 students didn't answer item 12. A student didn't answer item 14

and another one didn't answer item 15. The total percentage of those who didn't answer the above questions is 27.5%.

This strategy implies that subjects didn't circle any of the four alternatives given under each item. Ignoring some item and not attempting to answer them seems to entail a lack of knowledge and a reluctance at risk-taking amongst some of the subjects.

This strategy can be called for lack of a better term the avoidance strategy. It is a common observation of researchers that testees often refrain from carrying out a certain task on the grounds that it is perceived to be difficult or time-consuming or when they just feel no guts to be tested. In our data, it is not clear whether the subjects' avoidance was due to their level or lack of determination or concentration or any other reason. These missing answers are counted as incorrect answers. I think the relatively big number of students who didn't answer item 7 is due to their confusion of the choice between the synonymies **migrate** and **immigrate**. Concerning item 11 couldn't accept **on** to collocate with the **phone** whereas the rest of the alternatives(**till, for, over**) are illogical and not accepted at all. A conclusion was made by Farghal and Obiedat (1995).They noted that the students who did not know a specific collocation tended to resort to the strategies such as synonym, paraphrasing, avoidance, and transfer.

Table 4 .30: Lexical Collocations Results.

Questions	sub	Correct answer		incorrect answer	
		Freq.	Per.	Freq.	Per.
4- You should not eat too much _____it is not good for your health .	adj. + n	38	47.5	42	52.5
8- When she's cold , she really loves to drink _____ tea .	ad j+ n	4	5.0	76	95.0
9- I'm sorry , I _____ forgot your birthday , please forgive me .	adv. + v	40	50.0	40	50.0
1- Don't lie , just _____the truth .	v + n	22	27.5	58	72.5
5- He betrayed her love and _____ her heart .	v + n	56	70.0	24	30.0
7- Some kinds of animals _____ for finding food .	n +v	38	47.5	42	52.5
14- My watch _____ , so I could not tell you the time .	n +v	64	80.0	16	20.0
3- Dave , come here and sit _____ next to me .	v + adv.	55	68.8	25	31.2
15- Why are you giving me your broken computer ? I don't want it , it's _____ useless.	adv. + adj.	40	50.0	40	50.0
Total		49.5%		50.5%	

Prepared by researcher from applied study (2015)

The data as shown from the participants results, as shown in Table 4.30, reveal that students have difficulties in dealing with lexical collocations. With respect to deviations in the lexical collocations, the subjects appeared to be troubled most with adjective + noun combinations item 4 and item 8 with an average of only 26.2% who answered correctly . An average of 48.6% (item 1 + item 5) answered verb + noun collocations correctly. Both the adverb + verb and the adverb + adjective are answered correctly with a percentage of 50%. The average percentage of students who answered the noun + verb collocation(item 7 and 14) correctly is

63.7%. The verb +adverb lexical collocation seemed to be the least problematic as (68.8%) of the subjects answered correctly. According to this result the adjective + noun collocation is the most difficult concerning lexical collocations whereas verb + adverb is the easiest or the least difficult. This contradicts Omyma's finding that the adjective + noun is the easiest.

Table 4.31: Grammatical Collocations Result

Test Items	Sub	Correct answer		incorrect answer	
		Freq.	Per.	Freq.	Per.
13- Do you have a good relationship _____ most of your relatives ?	N + prep	49	61.3	31	38.7
2- I am thinking of changing my job because I am tired _____ travelling all the time .	Adj. +prep	25	31.3	55	68.7
12-She's rather worried _____ Khaled's studies .	Ad j+ prep	61	76.3	19	23.7
11- How long were you _____ the phone for ? Don't you get tired of talking so much ?	Prep +n	35	43.8	45	56.2
10- I think he works _____ the military hospital.	v+ prep	55	68.8	25	31.2
6- I look forward _____ hearing from you soon .	Adv. +prep	38	47.5	42	52.5
Total		54.8%		45.2%	

Prepared by researcher from applied study (2015)

With regard to grammatical collocational errors, the most problematic type was the preposition + noun(43.8%) answered correctly. The second problematic was the verb + adverb + preposition category(47.5%) answered correctly, followed by the adjective + preposition average of items 2 and 12(53.7%). Then came noun + preposition (61.3%). The easiest grammatical collocation was verb +preposition

which (68.8%) of the subjects answered correctly. This contradicts Supakorn(On line Paper), finding that the most problematic type was the verb + preposition collocations.

All in all, as can be seen in the previous tables 4.30 and 4.31, the most difficult of both lexical and grammatical collocations is the adjective + noun while the easiest is shared between verb + adverb and verb + preposition with a percentage of 68.8% of subjects answering each correctly. If we compare the total results of the lexical and grammatical collocations, we notice that subjects' result in grammatical collocations is better than their result in lexical collocations. The testees who answered grammatical collocations correctly(54.8%) outnumber those who answered the lexical collocations correctly (49.5%). In other words lexical collocations are more difficult than grammatical ones. This result validates and supports the research hypothesis number 4 which claims that the major problems for EFL learners are predominately lexical rather than grammatical. In his study Dr Abdulmoneim Mahmoud presents empirical data verifying the informal observations and theoretic assertions that EFL learners produce 'unnatural' word combinations. A total of 420 collocations were found in 42 essays written by Arabic-speaking university students majoring in English. About two thirds of these collocations (64%) were incorrect and 80% of these were lexical collocations as opposed to grammatical ones. His result indicates that lexical collocations are more

difficult than the grammatical ones. On the other hand Shokouhi (2010), in one of his findings of the study showed that the grammatical collocations were more difficult than the lexical collocations. This is different from Dr. Abdulmoneim's and the researcher's result. The researcher thinks one main reason that makes grammatical collocations easier than lexical ones is that they can be found easily in dictionaries and grammar books. Beside that grammar is always taught explicitly.

Table 4. 32: Percentages of Lexical and Grammatical Collocations Results.

Negative Lexical & Grammatical Collocations Results	48.3
Positive Lexical & Grammatical Collocations Results	51.7

Prepared by researcher from applied study (2015)

As shown in the table above 4.32 Sudanese students have difficulty in learning English collocations. 48.3% of students didn't answer correctly while 51.7 percent answered correctly. We notice that the result include the positive transfer and everyday life language items in which the highest percentage of students answered correctly. 70. 4% answered the collocations which are congruent in the two languages (English and Arabic). The other high percentage 72.5% answered everyday language items of the test correctly. " Lexis and collocations in particular provide a major difficulty in mastering foreign languages."(Crystal, 1992) as they are patterns to be learned as a whole and not mean what the individual words in them mean. Benson et al also stated that collocations are more subject to arbitrariness arising from common usage than from rules. Researchers associate the

poor collocational knowledge to factors like unfamiliarity with English collocation structures and the negative transfer from L1(Hussein, 1990).

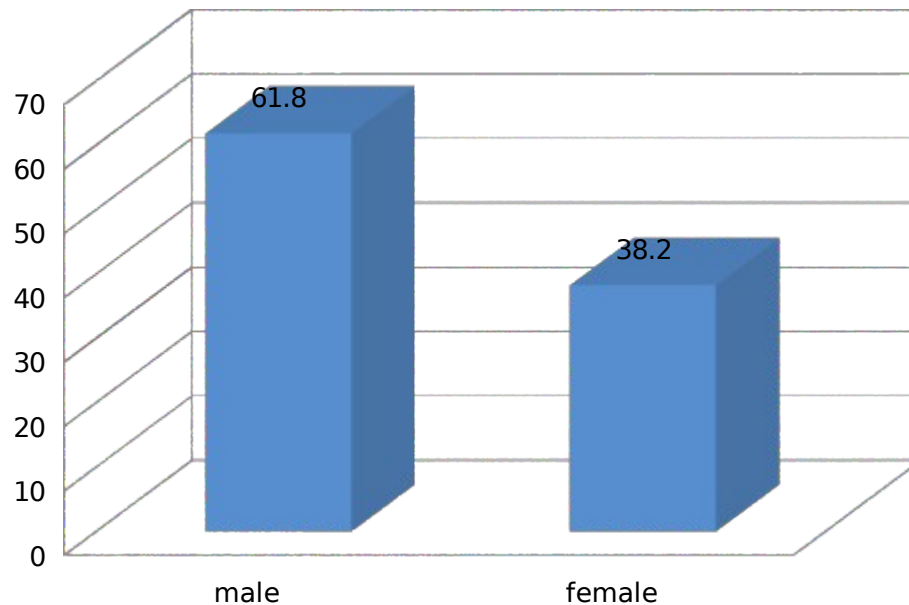
4.2 Teachers' Opinions:

Data analysis of the Teachers' Questionnaire was analyzed by computer using statistical package for social science (SPSS) software version 20 and the results are expressed in the following tables and figures.

Table 4. 33: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	34	61.8	61.8	61.8
female	21	38.2	38.2	100.0
Total	55	100.0	100.0	

Figure 4.33: Gender

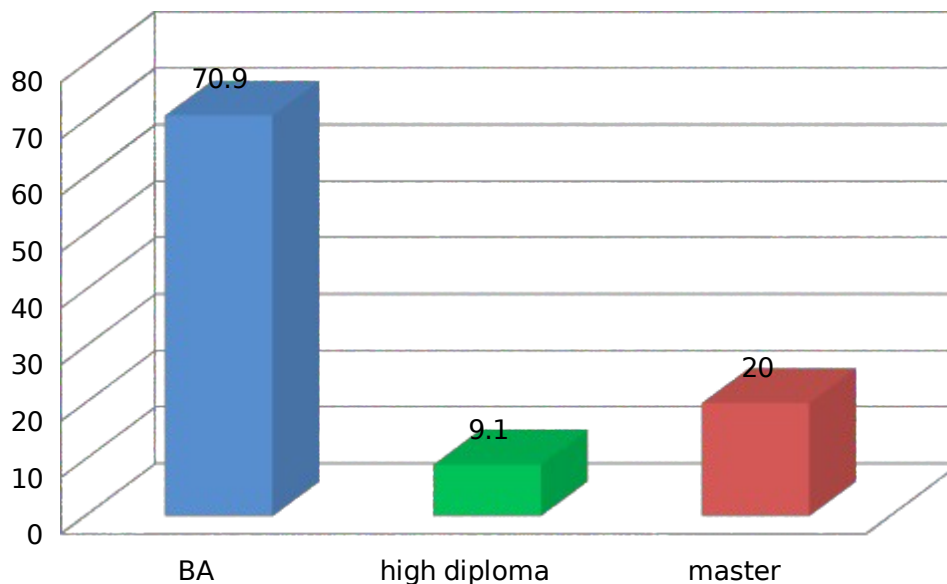


The above table and figure show the number of teachers (participants) of each sex. The total number of participants is 55 teachers from Eastern Nile locality in Khartoum State. 34 of them are males that is 61.8% of the total number. The female represents 38.2% with a number of 21 teachers. In most of the girls' schools the teachers are female. I found staff of male teachers in only one of the schools, that is Al-ameed Private School in AL-haj Yousif district. On the contrary I found only one female teacher in Mubark Gasmallah Public School.

Table 4.34 : Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA	39	70.9	70.9	70.9
	high diploma	5	9.1	9.1	80.0
	master	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

Figure 4.34 : Qualification



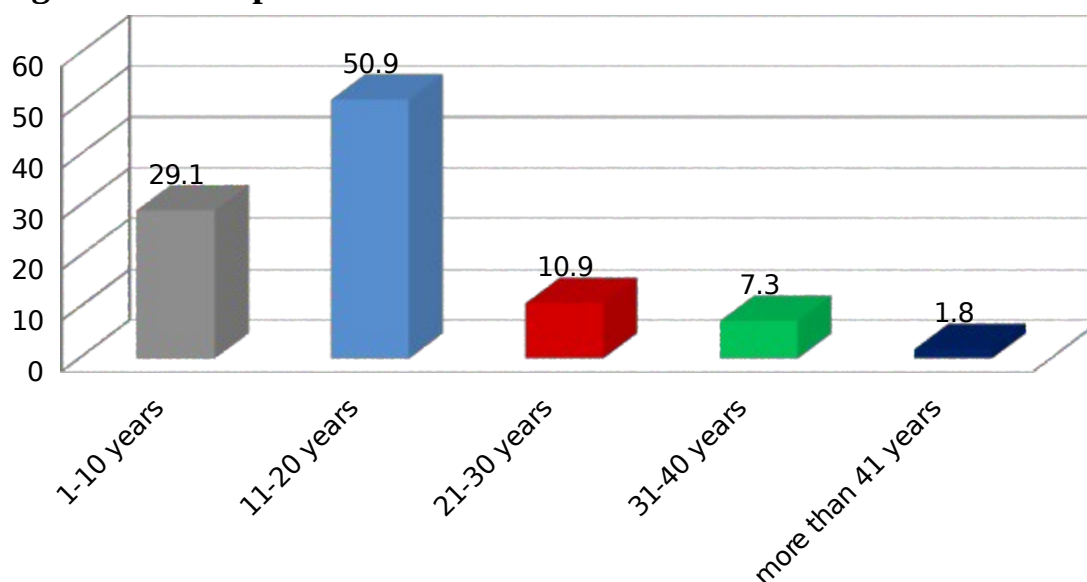
As noticed in the table and the figure above, the teachers who participated in the questionnaire are qualified ones. 39 of the teachers (participants) that is 70.9% of the total have got a bachelor degree in English. 5 participants have got a diploma degree in English, that represent 9.1% of the total. 20% of the teachers have got a master degree with a number of 11 participants out of the total 55 teachers.

Table 4.35 : Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10 years	16	29.1	29.1	29.1

11-20 years	28	50.9	50.9	80.0
21-30 years	6	10.9	10.9	90.9
31-40 years	4	7.3	7.3	98.2
more than 41 years	1	1.8	1.8	100.0
Total	55	100.0	100.0	

Figure 4.35 : Experience



According to the information given in the above table and figure, it is observed that most of the teachers who participated in the questionnaire are of high experience. 39 nine of the teachers have more than 11years experience. The number of those who have the experience from 1 to 10 years is 16 (29.1%). 28 teachers (50.9%) experiences are from 11 to 20 years. 6 teachers (10.9%) of the total have 21 to 30 years' experience. 4 teachers have the experience of 31 to 40 years. Only one teacher has more than 41 years' experience. These long years of experiences make their opinions more scientific, trustful and fruitful at the same

time. Among those participants there are some who had been English supervisors for the ministry of education. There are others who experienced teaching abroad in different Arab countries.

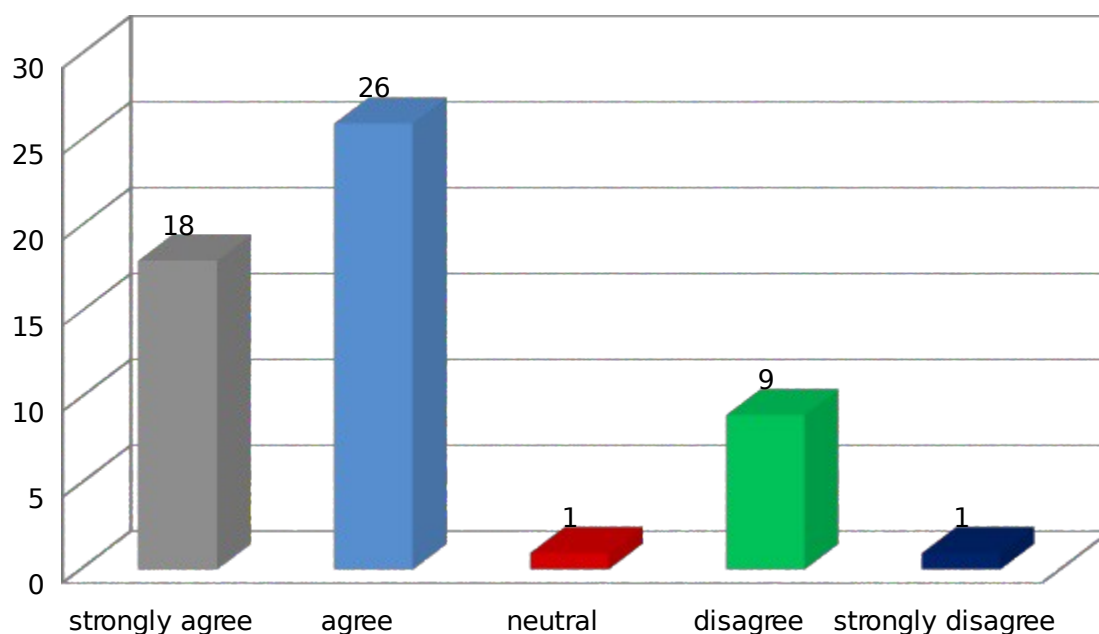
The items of the questionnaire and the teachers' responses are shown in the next page. Their opinions are counted and analyzed to cover the parts of the hypotheses which aren't covered by students' test. At the same time, there are items which support the test results and cover other important aspects of the research as general. The numbering of the items is as the same as the one in the questionnaire.

Statement(1): Collocation doesn't receive much attention from teachers.

Table 4.36: Statement(1) Frequency and Percentage.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	18	32.7	32.7	32.7
	agree	26	47.3	47.3	80.0
	neutral	1	1.8	1.8	81.8
	disagree	9	16.4	16.4	98.2
	strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Figure 4.36 : Statement(1) Frequency



The results of item 1 of the questionnaire, in table 4.36 and figure 4.36 above, explain the teachers' agreement with the researcher that collocation doesn't receive much attention from teachers. It is noticed that 32.7% of the total number of the participants strongly agreed with the researcher and 47.3% agreed with the total of 80%. On the other hand, 1.8% were neutral, 16.4% didn't agree and 1.8%

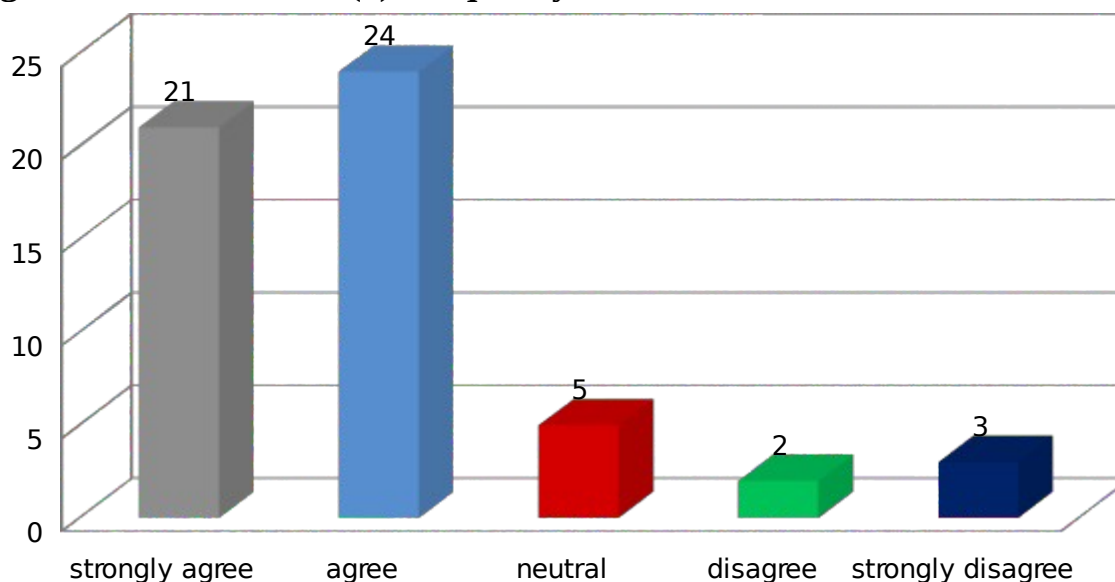
showed strongly disagreement. The conclusion shows a very high percentage of the teachers' agreement with the opinion in the questionnaire (80%). The same opinion is found in the statement of the problem in the research. However, some linguists argue that some language teachers themselves are not aware of the importance of collocations in EFL/ESL learning and, as a result, may not be drawing their students' attention to collocations in their teaching (e.g. Hill, 2000; Howarth, 1996). In addition to exposure to the language through reading and listening, learners of EFL could benefit from direct teaching and exercises aimed at raising awareness of collocations. All the above support the opinion that collocations doesn't receive much attention from teachers.

Statement (2) :The mother tongue language interference plays a vital role in collocation difficulties.

Table: 4.37 : Statement (2) Frequency and Percentage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	21	38.2	38.2	38.2
	agree	24	43.6	43.6	81.8
	neutral	5	9.1	9.1	90.9
	disagree	2	3.6	3.6	94.5
	strongly disagree	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Figure 4.37 : Statement (2) Frequency



As shown in table and figure 4.37 above (item2 of the questionnaire), teachers' agreement with the researcher's point that the mother tongue language interference plays a vital role in collocation difficulties are very clear. It is noticed that 81.8% of the participants agreed with the researcher, 38.2% strongly agreed while 43.6% agreed. 9.1% were neutral. Those who disagreed were 3.6% and 5.5% strongly disagreed. This result validates the researcher's hypothesis number 1. At the same time it supports the result of the students' test in table 4.23. Learners' native language (L1) largely has an impact on their subsequent learning of L2

collocations (Nesselhauf, 2003, 2005). In a similar way, Bahns (1993) and Bahns & Eldaw (1993) reported on the role of mother tongue in English collocation acquisition. As Dr. Abdulmoneim Mahmoud presents empirical data verifying the informal observations and theoretic assertions that EFL learners produce 'unnatural' word combinations. He found that sixty one percent of the incorrect combinations could be due to negative transfer from Arabic. Mahmoud (2005) states that Arabic-speaking students commit errors when they produce collocations in English, especially the lexical combinations. The findings show that EFL students depend on transfer from Arabic (interlingual transfer strategy) to facilitate their second language (L2) learning. Employing such a strategy causes those students to replace the Arabic words with English ones. As a result, some collocations were produced incorrectly. All the above researchers support the test result, the questionnaire(item2) and the researcher's hypothesis (1).

Statement (3) :Teaching techniques might cause problems for learners to deal with collocations.

Table 4.38 : Statement (3) Frequency and Percentage

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	11	20.0	20.0	20.0

agree	23	41.8	41.8	61.8
neutral	9	16.4	16.4	78.2
disagree	11	20.0	20.0	98.2
strongly disagree	1	1.8	1.8	100.0
Total	55	100.0	100.0	

Figure 4.38: Statement (3) Frequency

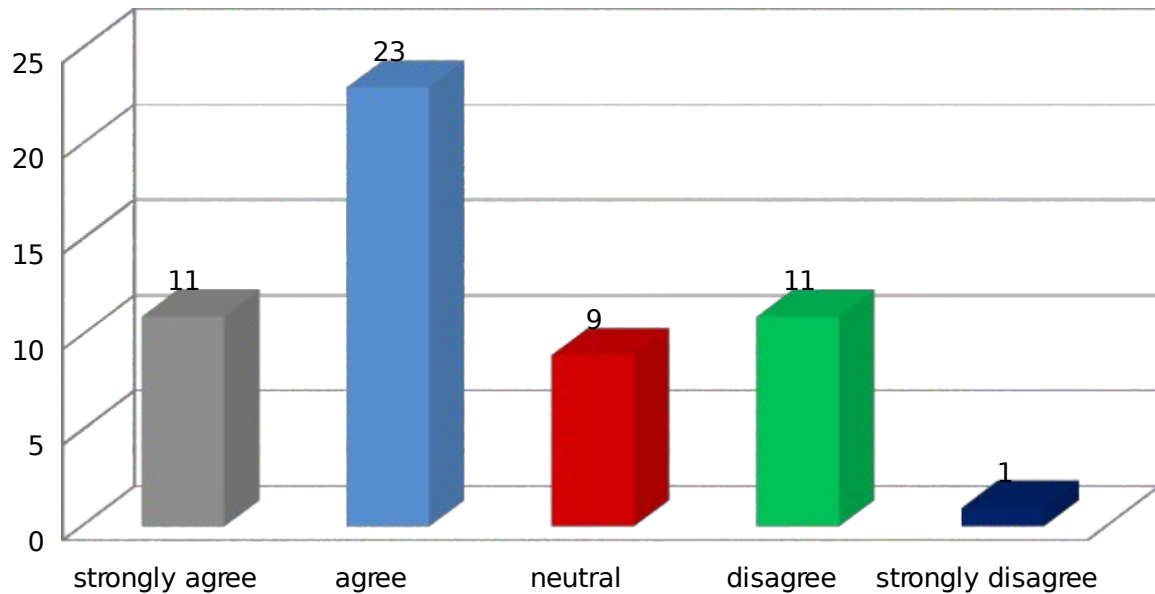


Table and figure 4.38 above show the teachers' agreement with the researcher's that teaching techniques might cause problems for learners to deal with collocations. 20% strongly agreed and 41.8% agreed so the total of those who supported item 3 of the questionnaire is 61.8%. Those who were neutral represented 16.4% of the participants. 20% didn't agree and 1.8% strongly disagreed. Thus, the result is for the researcher's point in item 3 of the questionnaire. EFL teachers in general, tend to use various techniques/ways to teach English lexis such as using words in sentences, giving examples of their use,

guessing the meaning and translating them into the students' native language (Arabic in our case). They rarely use collocations in teaching vocabulary though this area poses a real problem for students of EFL. Many of language educators discuss the importance and methods of teaching collocations. As teachers, to help our students overcome the above-mentioned problems we need to design instruction to focus on what they need. That is, our instruction should help learners avoid incongruity while assisting their fluency in production. At this point, it would be useful to present the rationale and activities that incorporate teaching collocation into our lessons, all designed to help our students develop collocational competence. (i.e. the skill to select, store and retrieve chunks). As I have also observed in my own classes, I agree with what Hill (1999) suggests that most learners with "good" vocabulary have problems with fluency because their collocational competence is very limited. One of the problems and lack of collocational knowledge is caused by the teaching techniques that ignore collocations when teaching vocabulary.

Teachers have therefore made little efforts to help students in their lexical problems. Where the lexical aspect is taught at all, teachers concentrate more on the paradigmatic relations of lexical items (relations of sets of lexical items that belong to the same class and can be substituted for one another in specific

grammatical and lexical contexts). Very little attention is paid to the syntagmatic aspect of lexis (ability of items to co-occur, otherwise known as collocation).

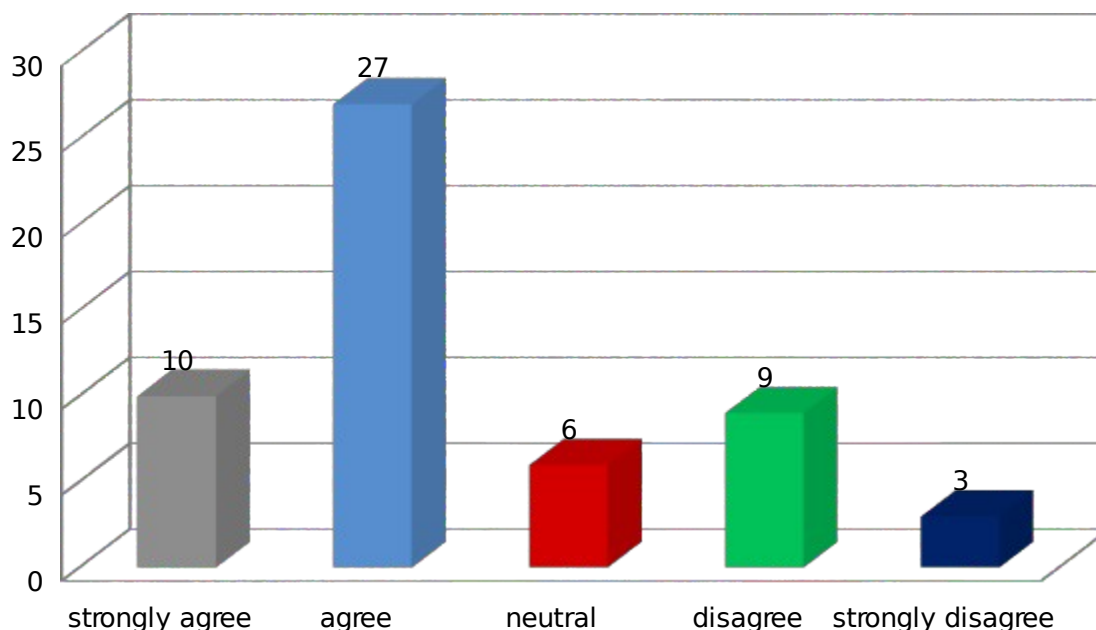
In this sense, second language learners often rely on their native language in trying to communicate or translate. They assume that there always exists a one-to-one correspondence between L1 and L2 lexical items. This strategy may be of some help to the learner at the beginning levels of language learning, but it is also a major cause of errors because even equivalent lexical items do not always convey the same sense in two languages for various reasons, including cultural differences which are reflected in the vocabulary of every language. This false assumption causes the learners to make collocational errors. (Zahra 2010).

Statement (4) :The major problems in using English collocations for EFL learners are predominately lexical.

Table 4.39 : Statement (4) Frequency and Percentage

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	10	18.2	18.2	18.2
agree	27	49.1	49.1	67.3
neutral	6	10.9	10.9	78.2
disagree	9	16.4	16.4	94.5
strongly disagree	3	5.5	5.5	100.0
Total	55	100.0	100.0	

Figure 4.39 : Statement (4) Frequency



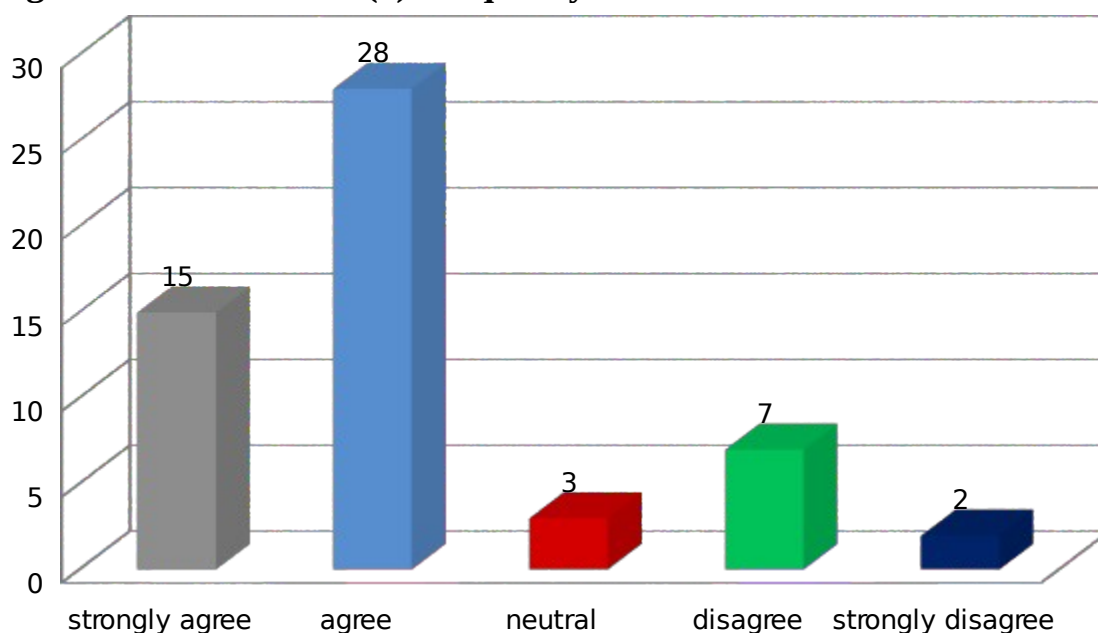
The above table and figure 4.39 clarify that 67.3% agreed with the researcher in item 4 of the questionnaire that says; the major problems in using English collocations for EFL learners are predominately lexical. 18.2% strongly agreed while 49.1% agreed to the notion. Contrasting this, 5.5% strongly disagreed and 16.4% of the teachers disagreed. 10.5% of them were neutral. This result supports the students results in tables 4.30 and 4.31. It also validates the research

hypothesis number 4 that the major problems for EFL learners are predominately lexical rather than grammatical. In his study Dr Abdulmoneim Mahmoud presents empirical data verifying the informal observations and theoretic assertions that EFL learners produce 'unnatural' word combinations. A total of 420 collocations were found in 42 essays written by Arabic-speaking university students majoring in English. About two thirds of these collocations (64%) were incorrect and 80% of these were lexical collocations as opposed to grammatical ones. His result indicates that lexical collocations are more difficult than the grammatical ones. On the other hand Shokouhi (2010), in one of his findings of the study showed that the grammatical collocations were more difficult than the lexical collocations. This is different from Dr. Abdulmoneim's and the researcher's result. The researcher thinks one main reason that makes grammatical collocations easier than lexical ones is that they can be found easily in dictionaries and grammar books. Beside that grammar is always taught explicitly. Another reason the number of grammatical collocates is always limited while lexical collocates would seem impossible to be listed. Wei (1999) supports this view, arguing that lexical collocations encompass a wide range of data.

Statement (5) : When students learn words through definition or in isolation , their chances of using appropriate collocation decrease.

Table 4.40 : Statement (5) Frequency and Percentage

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	15	27.3	27.3	27.3
agree	28	50.9	50.9	78.2
neutral	3	5.5	5.5	83.6
disagree	7	12.7	12.7	96.4
strongly disagree	2	3.6	3.6	100.0
Total	55	100.0	100.0	

Figure 4.40: Statement (5) Frequency

The indication of the table and figure(4.40) above clearly supports the researcher's point of the questionnaire,(When students learn words through definition or in isolation, their chances of using appropriate collocations decrease.)78.2% are for the opinion. 27.3% strongly agreed, 50.9 agreed. On the other hand only 3.6% strongly disagreed and12.7% disagreed while 5.5% were neutral. This result plus the following researchers' studies support my research

hypothesis number 2 (when students learn words through definitions or in isolation, their chances of using appropriate collocation decrease). One factor of the poor collocational knowledge is the difficulty of encountering collocations in EFL settings, since they are more accustomed to learning individual words.

However, it is important to remember that learning a second language involves much more than learning words and sounds of a language. "Lexis and collocations in particular provide a major difficulty in mastering foreign languages." (Crystal, 1992) as they are patterns to be learned as a whole and not mean what the individual words in them mean. Given all this information, we can say that it is not single words that are always difficult for EFL/ESL learners, but multi-word units such as collocations. Therefore, common combinations of words should be taught, not just the individual words (Khuwailah, 2000). For example, Faerch et al. (1984) emphasized the importance of learning new words through common collocations. They proposed that when a new word is introduced to EFL/ESL learners, it may be very helpful to also introduce the most common collocates of that word: "Having a word in one's vocabulary includes knowing the most frequent collocations of that word" (Faerch et al., 1984, p. 95). Therefore, the researcher recommended that teachers should present the new words with their frequent collocates to improve learners' collocational knowledge. Elkhatab (1984) observes that despite knowing the basic meaning of words, the subjects could not

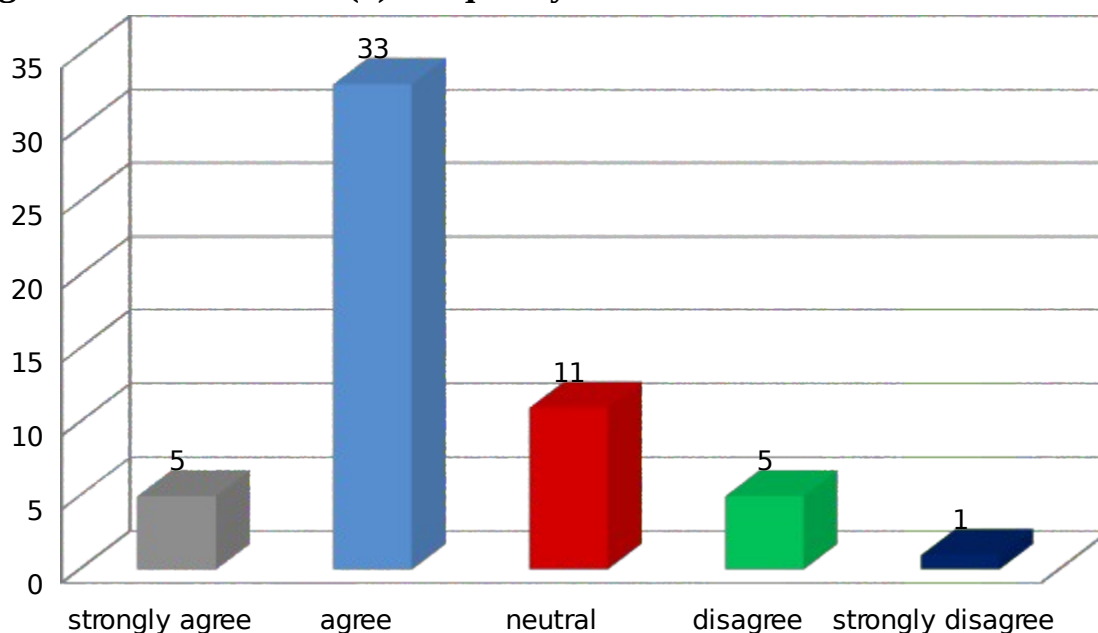
produce acceptable collocations. This lack of collocational knowledge caused the subjects to compose erroneous collocations such as shooting stones, the aircrafts can remove us to many countries, beautiful noise, and do progress. At the end of his study, Elkhatib suggests that in order to help overcome collocational problems, teachers should present new words along with their most typical collocations in the form of collocational grids (such as those utilized by Channell, 1981) or of sample sentences.

Statement (6) :EFL learners tend to resort to most general items of lexical categories when they are not familiar with specific collocates.

Table 4.41: Statement (6) Frequency and Percentage

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	9.1	9.1	9.1
agree	33	60.0	60.0	69.1
neutral	11	20.0	20.0	89.1
disagree	5	9.1	9.1	98.2
strongly disagree	1	1.8	1.8	100.0
Total	55	100.0	100.0	

Figure 4.41 : Statement (6) Frequency



The table and the figure 4.41 above show that 60% of the participants agreed and 9.1% strongly agreed to item number 6 in the questionnaire; "EFL learners tend to resort to most general items of lexical categories when they are not familiar with specific collocates". 20% were neutral, 9.1% disagreed and 1.8% strongly disagreed to the opinion. The total of 69% of the participants agreed with the researcher concerning item 6 of the questionnaire. This agreement validates the research hypothesis number 5. This is also supported by Caroli(1998) who reported

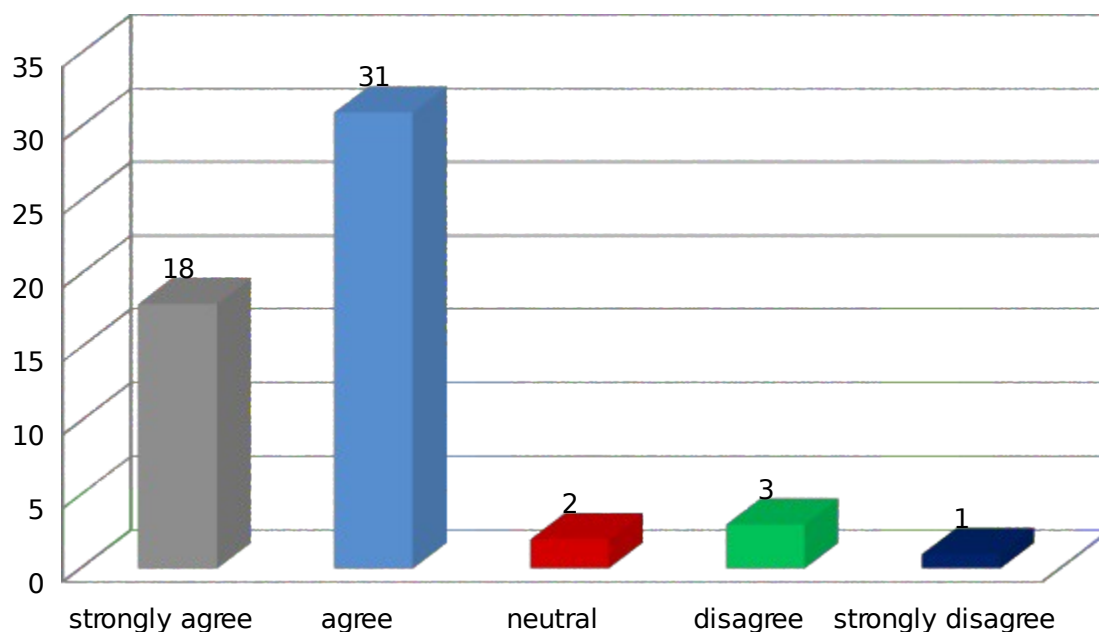
that participants resorted to their L1 (Italian) in selecting the English word that collocated whenever they lacked collocational knowledge in the L2, English. It was also noticed that collocations with the Italian literal equivalents were easier than those collocations with no Italian equivalents. It is also worth noticing that in Koya (2003), even high-proficiency students seem to heavily rely on their knowledge of L1 collocations, which came as a surprise to the researcher himself since he had predicted to see far less evidence of L1 transfer in this group of high-proficiency students. However, due to the traditional grammar-based EFL pedagogy, the collocational property in relation to each item of vocabulary has been neglected in EFL class. When learners encounter a collocation problem, they tend to resort to one of the strategies of lexical simplification: synonym, avoidance, transfer and paraphrasing.

Statement (7): The number of collocation errors committed by Sudanese secondary school students underlines the need for formal teaching of collocations.

Table 4.42: statement (7) Frequency and Percentage

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	18	32.7	32.7	32.7
agree	31	56.4	56.4	89.1
neutral	2	3.6	3.6	92.7
disagree	3	5.5	5.5	98.2
strongly disagree	1	1.8	1.8	100.0
Total	55	100.0	100.0	

Figure 4.42: Statement (7) Frequency



It is noticed that a high percentage of teachers agreed with the researcher in the above statement that the number of collocation errors committed by Sudanese secondary students underlines the need for formal teaching of collocations. We see that 89.1% of the participants agreed. 32.7% strongly agreed while 56.4 agreed. 5.6% of the subjects were neutral. Those who disagreed were 5.5% whereas 1.8 of the participants strongly disagreed. In one of studies Mustafa, Omyma Nasr El-Hadi (2011) attempts to investigate the knowledge of collocation because it is a

problematic area for second/ foreign language learners and the aim of the study is to come out with constructive recommendations for both teachers and learners in order to improve the processes of teaching and learning the language. The findings of the study indicated that the subjects' knowledge of collocation is poor. Based on the research findings, the study recommends that teachers should enable students to be aware of collocations through making more emphasis on collocation while teaching. Younis (2008) investigated Sudanese EFL learners collocational knowledge and assessed the major causes of learners' collocational problems. One of his results, there was a deficiency in the subjects' collocation knowledge. The above high percentage of the teachers agreement beside the findings of Omyma and Younis added to them the poor results of the test achieved by the students in this research, all together support the opinion that Sudanese students collocational errors underlines the need for formal teaching.

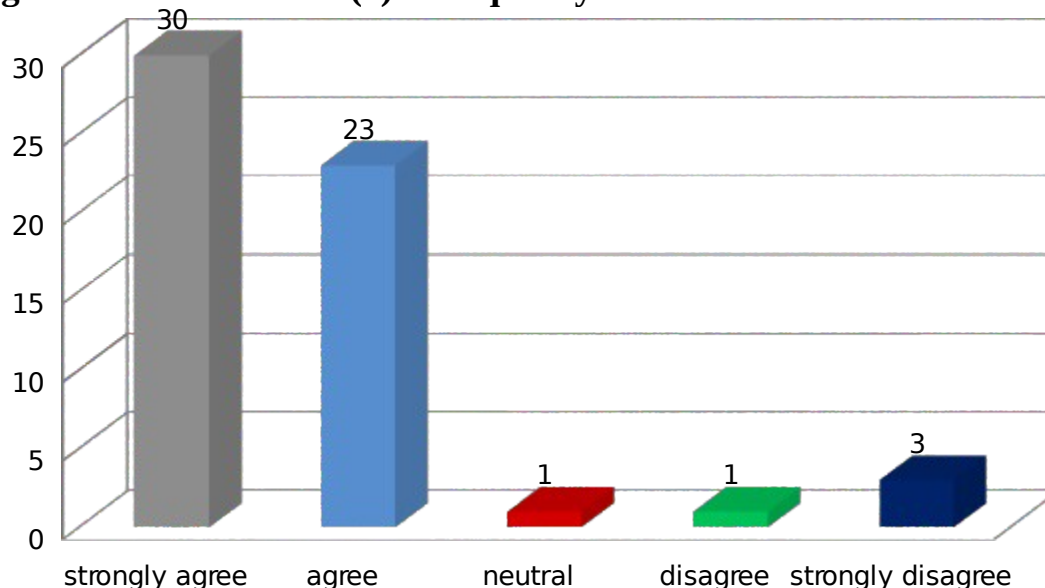
Statement : (8) Collocations are useful for expanding students’ knowledge of words.

Table 4.43 : Statement (8) Frequency and Percentage

	Frequency	Percent	Valid Percent	Cumulative Percent
<u>Valid</u> strongly agree	30	54.5	54.5	54.5

agree	23	41.8	41.8	96.4
neutral	1	1.8	1.8	98.2
disagree	1	1.8	1.8	100.0
Total	55	100.0	100.0	

Figure 4.43: Statement (8) : Frequency



In the above table and figure 4.43, it is shown that an overwhelming majority of participants 96.3% supports the idea that collocations are useful for expanding students' knowledge (item 8 of the questionnaire). 54.5% of the teachers strongly agreed. This is the first point of the questionnaire in which strongly agree percentage is higher than agree. This indicates the teachers' enthusiasm to the opinion. 41.8% of the participants agreed, 1.8% were neutral and only 1.8% disagreed. It is noticed that no one strongly disagreed. Despite the lack of a common definition, the literature on collocations shows an agreement among researchers and language pedagogists as to the importance of collocations for

second/foreign language learning. It has been suggested that an increase of the students' knowledge of collocations will result in an improvement of their speaking skills, their listening comprehension and reading speed(Brown, 1974).

Collocational knowledge could also help students overcome problems of vocabulary usage and style, while it has also been considered especially effective in sentence generation. One of the most essential resources for language learners is a dictionary. The most important aspect of knowing a word is the collocational partnerships of the word. As the word parts “co” and “location” suggest, a collocation is a word or phrase that is frequently used near the target word. Monolingual dictionaries can help you develop a more solid awareness of the collocational partnerships of words since meaning and other information are provided in the same language as the target word.

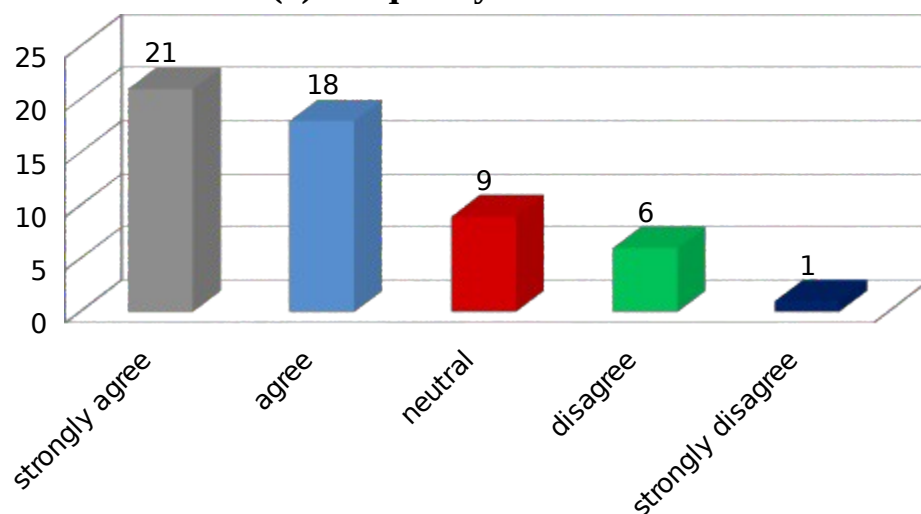
When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assist them in enhancing their English vocabulary knowledge and use. So all the above indicate that collocations are useful for expanding students' knowledge of words.

Statement (9) : Some major learning strategies that often lead learners to collocational errors in English are first language transfer (Arabic) , synonymy, repetition and overgeneralization.

Table 4.44 : Statement (9) Frequency and Percentage

	Frequency	Percent	Valid Percent	Cumulative Percent
		130		

Figure 4.44 : Statement (9) Frequency



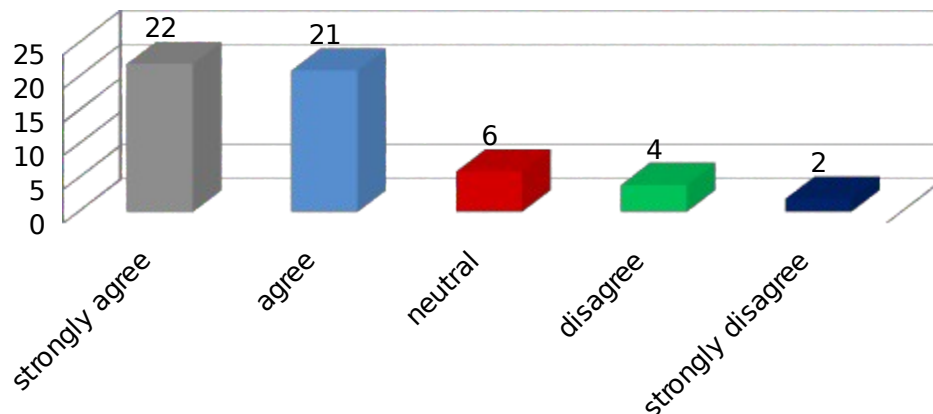
In the above table and figure 4.44, 70.9% agreed with the researcher's item 9 in the questionnaire. 38.2% of the teachers strongly agreed and 32.7% agreed with the researcher's point and research hypotheses 5. This is the second time that strongly agree exceeds agree in the percentage of the participants. To me this shows a great content or enthusiasm to the assumption. 16.4% were neutral, 10.9% disagreed and only 1.8% strongly disagreed. This result added to the one of the students test validate the researcher's hypothesis 5. The studies which support this assumption are widely discussed in tables and figures (4.23, 4.24, 4.25 and 4.26) in analysis of the strategies that students resort to.

Statement (10) : English teachers should concentrate on non-congruent collocations in the two languages (English and Arabic) in order to prevent learners from committing transfer errors.

Table 4. 45: Statement (10) Frequency and Percentage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	22	40.0	40.0	40.0
	agree	21	38.2	38.2	78.2
	neutral	6	10.9	10.9	89.1
	disagree	4	7.3	7.3	96.4
	strongly disagree	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Figure 4.45 : Statement (10) Frequency



As it is shown in the table and the figure 4.45 above 78.2% of the teachers agreed with the researcher's view that English teachers should concentrate on non-congruent collocations in the two languages(English and Arabic). For the third time the percentage of those who strongly agreed outnumbers those who agreed. 40% strongly agreed, 38.2% agreed, 10.9% were neutral, 7.3% disagreed and 3.6% strongly disagreed with the opinion of the last item in the questionnaire(10).

Interestingly this corroborates the results of others. For example, Bahns and Eldaw (1993) reached a conclusion that collocations that had equivalents in the students' first language were easier than those that do not have equivalents. Thus, they suggested to concentrate in teaching the collocations that had no equivalent in the students first language. While, other studies such as Farghal and Hussein (1995) found that collocations that had no Arabic equivalents were problematic for students. Also, Huang (2001) indicated that learners of EFL errors in collocations can be attributed to negative L1 transfer. When students did not know a particular

collocation, they transfer collocations from their first language as in item 19 where the subjects have chosen 'have' to collocate with a family, which was a direct translation from Arabic. In addition to that, Liu (2000) reached to a result that the reason behind inaccurate lexical collocations was due to the interference of the mother tongue. However, most subjects' collocational errors could be attributed to the insufficient collocational knowledge of English. The previous page result and the studies mentioned to support the idea added to them the students' results especially those of negative and positive transfer strategies, all these validate and give approval to hypothesis 6 that teachers should concentrate on non-congruent collocations.

The Leckhart scale explaining

Because the variable we use with options (strongly agree , agree , neutral , disagree , strongly disagree) , its ordinary scale we can use numbers from 1 to 5 as weights .for options as shown in the tables below

Table (4.46): Weights

option	Strongly agree	agree	neutral	disagree	Strongly disagree
weight	5	4	3	2	1

Prepared by researcher from applied study (2015)

Table (4.47) : Mean

Level	Weighted Average
Strongly disagree	From 1 to 1.079
Disagree	From 1.80 to 2.59
Neutral	From 2.60 to 3.39
Agree	From 3.40 to 4.19
Strongly agree	From 4.20 to 5

Prepared by researcher from applied study (2015)

Descriptive Statistics

Table 4. 48: The Mean of Teachers' Information and Opinions

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	55	1	2	1.38	.490
Qualification	55	1	3	1.49	.814
Experience	55	1	5	2.02	.933
Collocation doesn't receive much attention from teachers.	55	1	5	3.93	1.086
The mother tongue language interference plays the vital role in collocation difficulties	55	1	5	4.05	1.061
Teaching techniques might cause problems for learners to deal with collocations.	55	1	5	3.58	1.083

The major problems in using English collocations for EFLL are predominately lexical.	55	1	5	3.58	1.134
When students learn words through definition or in isolation , their chances of using appropriate collocation decrease.	55	1	5	3.85	1.079
EFL learners tend to resort to most general items of lexical categories when they are not familiar with specific collocates.	55	1	5	3.65	.844
The number of collocation errors committed by Sudanese secondary school students underlines the need for formal teaching of collocations.	55	1	5	4.13	.862
Collocations are useful for expanding students' knowledge of words.	55	2	5	4.49	.635
Some major learning strategies that often lead learners to collocational errors in English are first language transfer (Arabic) , synonymy , repetition and overgeneralization.	55	1	5	3.87	1.139
English teachers should concentrate on non-congruent collocations in the two languages (English and Arabic) in order to prevent learners from committing transfer errors.	55	1	5	4.04	1.071
Difficulties & Problems faced students	55	2	5	3.80	.625
Difficulties & Problems faced teachers	55	3	5	4.03	.396
Valid N (list wise)	55				

Section 1 : Difficulties Facing Students:

X1) The mother tongue language interference plays the vital role in collocation difficulties .

X2) The major problems in using English collocations for EFLL are predominately lexical.

X3) When students learn words through definition or in isolation , their chances of using appropriate collocation decrease .

X4) EFL learners tend to resort to most general items of lexical categories when they are not familiar with specific collocates .

X5) Some major learning strategies that often lead learners to collocational errors in English are first language transfer (Arabic) , synonymy , repetition and overgeneralization .

Table: 4.49 The Mean of Difficulties Facing Students

Section 1	s. agree		agree		Neutral		disagree		s. disagree		Mean	Std. Dev.	Option
	Freq	%	Freq	%	freq.	%	Freq.	%	Freq.	%			
x1	21	38.2	24	43.6	5	9.1	2	3.6	3	5.5	4.05	1.061	Agree
x2	10	18.2	27	49.1	6	10.9	9	16.4	3	5.5	3.58	1.134	Agree
x3	15	27.3	28	50.9	3	5.5	7	12.7	2	3.6	3.85	1.079	Agree
x4	5	9.1	33	60.0	11	20.0	5	9.1	1	1.8	3.65	.844	Agree
x5	21	38.2	18	32.7	9	16.4	6	10.9	1	1.8	3.87	1.139	Agree
All	6	10.9	36	65.3	11	20.1	2	3.6	0	0	3.80	.625	Agree

Prepared by researcher from applied study (2015)

Section 2 : Difficulties Concerning Teachers:

S1) Collocation doesn't receive much attention from teachers.

S2) Teaching techniques might cause problems for learners to deal with collocations .

S3) The number of collocation errors committed by Sudanese secondary school students underlines the need for formal teaching of collocations .

S4) Collocations are useful for expanding students' knowledge of words .

S5) English teachers should concentrate on non-congruent collocations in the two languages (English and Arabic) in order to prevent learners from committing transfer errors .

Table: 4.50 The Mean of Difficulties Concerning Teachers

Section2	s.agree		Agree		Neutral		Disagree		s.disagree		Mean	Std. Dev	result
	freq	%	freq	%	Freq	%	freq	%	freq	%			
S1	18	32.7	26	47.3	1	1.8	9	16.4	1	1.8	3.93	1.086	Agree
S2	11	20.0	23	41.8	9	16.4	11	20.0	1	1.8	3.58	1.083	Agree
S3	18	32.7	31	56.4	2	3.6	3	5.5	1	1.8	4.13	.862	Agree
S4	30	54.5	23	41.8	1	1.8	1	1.8	0	0	4.49	.635	s.agree
S5	22	40.0	21	38.2	6	10.9	4	7.3	2	3.6	4.04	1.071	Agree
All	3	5.4	45	81.9	7	12.7	0	0	0	0	4.03	.396	Agree

Prepared by researcher from applied study (2015)

4. 3 Discussion of the Results in the Light of Hypotheses:

Overall, the study results show that Sudanese EFL learners have difficulties in learning English collocations. The mother tongue language(Arabic) interference plays a vital role in collocation difficulties. Only 21.2% answered items 1, 2 and 8 correctly because of the negative transfer from the mother tongue; say the truth instead of tell the truth, tired for/from travelling substituting tired of travelling, red/heavy tea instead of strong tea . This validates hypothesis number one of the research. The second source of difficulty is generalization strategy with a percentage of 47. 5% who answered item 6 of the test correctly. They extended the rule of infinitive to and most of them didn't put in mind that to, could be

followed by ing form(hearing). 48.7% of the testees answered items 4,7,9 and 15 correctly. Their poor result was attributed to synonymy; quick/rapid food instead of fast food, animals immigrate instead of animals migrate, fully forgot instead of completely forgot, fully/wholly useless instead of completely useless. The above strategies validate hypothesis 5 of the research. Most of the students answered the congruent collocations in English and Arabic correctly. In this respect 70.4% answered items 5,13 and 14 correctly; broke her heart, relationship with and my watch stopped. Another high percentage of the participants who answered correctly was attributed to high frequency and everyday language. 72.5% chose the correct answers of items 3 and 12; sit down and worried about. This draws teachers' attention to concentrate on non-congruent collocations and support the research hypothesis number 6. The students' results as shown in tables 4.30 and 4.31 also indicate that lexical collocations are more difficult than grammatical ones that support the researcher's hypothesis number 4.

The teachers' opinions with the students' results shown before support hypothesis 1, 4 and 5 . Some of the teachers' questionnaire results also validate hypothesis 2, 3 and 6 (learning words in isolation, teaching techniques and concentration on non-congruent collocations). The rest of the questionnaire covered teachers' opinions supporting the need for formal teaching of collocations,

the usefulness of collocations for expanding students' knowledge of words and the recognition of teachers that collocations don't receive much attention from them. Therefore, collocations should be taught with more concentration and emphasis on the different categories of collocations.

4. 4 Chapter Summary

The focus of this chapter is data analysis, results and discussion.

The data of the study were collected via two instruments: a test and a questionnaire. The test was administered to third year secondary school students and a questionnaire to English teachers .

Measures of frequency and variability were used to statistically treat the data collected.. The analysis of the data resulted in the followings:

- 1- The students have difficulties in learning English collocations .
- 2- The participants' collocational errors could be attributed to the mother tongue negative transfer, synonymy and overgeneralization.
- 3- Their results in grammatical collocations outnumber those of lexical collocations. That means lexical collocations are more difficult than grammatical collocations.
- 4- Most of the students answered congruent collocations in English and Arabic correctly as well as high frequency and everyday language collocations.

The next chapter deals with, conclusions, recommendations, and suggestions for further studies.

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5. 0 Introduction:

Following the main objectives of this study, it is seen that the basic assumptions stated in chapter 1 are realized and justified. The difficulties of English collocations were identified, classified and analyzed.

The following section will constitute the summary of the obtained results, recommendations and suggestions for further studies.

5. 1 Conclusions:

The study has provided some valuable evidence that learners encounter various kinds of difficulties in L2 collocational use involving both lexical and grammatical collocations. With respect to the origins of these deviations, Sudanese learners' errors seem to be related to certain learning strategies.

Having analyzed the data, the following conclusions can be drawn:

- 1- Lexical collocations are more difficult to acquire than grammatical collocations. The testees who answered grammatical collocations correctly (54.8%) outnumber those who answered the lexical collocations correctly (49.5%). This result validates hypothesis 4 of the research.
- 2- There is statistically significant difference between the performance of the participants on different subcategories of lexical collocations. With respect to deviations in the lexical collocations, the subjects appeared to be troubled most with adjective + noun combinations item 4 and item 8 with an average of only 26.2% who answered correctly. The verb +adverb lexical collocation seemed to be the least problematic as (68.8%) of the subjects answered correctly.
- 3- With regard to grammatical collocational errors, the most problematic type was the preposition + noun (43.8%) answered correctly. The easiest grammatical collocation was verb +preposition that (68.8%) of the subjects answered correctly.

- 4- As shown in the table 4.23, the total percentage of the students who answered the three items 1,2 and 8 correctly is only 21.2%. This explains the major role that the negative transfer from the mother tongue plays in difficulties of learning English collocations. Other strategies that influence learning collocations are the generalization ; 47.5% answered item 6 correctly and synonyms in which 48.7% of the students answered items 4,7,9 and 15 correctly. This result supports hypotheses 1 and 5 of the research.
- 5- The degree of L1-L2 similarity influences the learning of collocations. For example, in items 5, 13, and 14“broke her heart, relationship with and my watch stopped”, 70.4% of the participants selected the correct answer. This is due to similarities between the two languages.
- 6- Those collocations, which are more frequent in everyday speech, are easier to acquire than others. For example, in item 12, “worried about”, 76.2% of the participants selected the correct collocation. The same is for item 3, “Sit down.” about 68.8% of the participants selected the correct word because this collocation is used in the learners’ classrooms and they are exposed to it.
- 7- 78.2% of the teachers agreed with the researcher's view that English teachers should concentrate on non-congruent collocations in the two languages(English and Arabic). The percentage of those who strongly agreed outnumbers those who agreed. 40% strongly agreed, 38.2% agreed, 10.9% were neutral, 7.3% disagreed and 3.6% strongly disagreed with the opinion of the last item in the questionnaire(10). This strong agreement validates hypothesis 6 of the research.

- 8- The indication of the table and figure(4.40) clearly support the researcher's point of the questionnaire,(When students learn words through definition or in isolation, their chances of using appropriate collocations decrease.)78.2% of the teachers are for the opinion. This result supports hypothesis 2.
- 9- The teachers agree with the researcher that teaching techniques might cause problems for learners to deal with collocations. 20% strongly agreed and 41.8% agreed so the total of those who supported item 3 of the questionnaire is 61.8%. This validates hypothesis 3.

5. 2 Recommendations :

In the light of the findings of the study, the researcher recommends the following for learners, teachers, syllabus designers and dictionary-makers.

- 1- Particular attention should be paid to the teaching of lexical collocations because of the learners' general weakness in producing this kind of collocations.
- 2- Those collocations with no direct translational equivalence should be emphasized in drills and classroom activities.
- 3-The teaching of collocations inevitably needs to be integrated with the teaching of vocabulary, which can be effectively carried out by both intralingual and interlingual approaches.
- 4- Teaching collocations should start from the early stages of language teaching.
- 5-Students should make their own lists of all the collocations they encounter in L2.

- 6- Syllabus designers should take collocations into consideration through proposing suitable materials and programs for teaching collocations in schools.
7. Dictionary –makers should propose collocation – specialized monolingual and bilingual dictionaries.
- 8- More attention should be given to collocations in developing and enhancing language learners' proficiency.

5. 3 Suggestions for Further Studies:

To get a clear picture of EFL learners' collocational difficulties in learning English, further research is recommended to be done in the following areas:

- 1-This study is limited in that the results go only on a small number of students and on a quite small set of collocations. For the results to be generalized, a replication of this study with a larger population, more items, and more categories of lexical and grammatical collocations is needed`.
- 2- One of the key recommended suggestions is investigating the strategies of teaching collocations used by English language teachers.
- 3- A comparative study between students of international schools and public schools is suggested , as the environment is different and the opportunity to be in touch with a highly rich collocation input as well.

4- As shown in the test result analysis, students seem to be confused in their use of synonyms. Therefore, the collocation of some groups of synonyms could also be interesting topics for further research.

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Name:

Level: _____ Date: _____ Score: _____

Instructions: In the following multiple-choice test, under each sentence you will see four words or phrases. Choose the word or phrase that best completes the sentence.

Choose the most appropriate answer:-

- 1- Don't lie, just _____ the truth!
A. say B. tell C. offer D. provide
- 2- I am thinking of changing my job because I am tired _____ travelling all the time.
A. to B. by C. for D. of
- 3- Dave, come here and sit _____ next to me.
A. below B. on C. down D. under
- 4- You should not eat too much _____. It is not good for your health.
A. quick food B. rapid food C. fast food D. cold food
- 5- He betrayed her love and-----her heart.
A. cracked B. cut C. broke D. bled
- 6- I Look forward _____ hearing from you soon.
A. for B. from C. to D. in
- 7- Some kinds of animals -----for finding food.
A. immigrate B. migrate C. travel D. go abroad
- 8- When she's cold, she really loves to drink _____ tea.
A. hard B. strong C. heavy D. red
- 9- I'm sorry. I _____ forgot your birthday. Please forgive me.
A. happily B. perfectly C. fully D. completely
- 10- I think he works _____ the Military Hospital.
A. during B. at C. upon D. out
- 11- How long were you _____ the phone for? Don't you get tired of talking so much?
A. over B. till C. on D. for

- 12- She's rather worried ____ Khaled's studies.
A. about B. around C. after D. at
- 13- Do you have a good relationship ____ most of your relatives?
A. for B. across C. around D. with
- 14- My watch _____, so I could not tell you the time.
A. stopped B. died C. slept D. stood
- 15- Why are you giving me your broken computer? I don't want it; it's ____ useless.
A. completely B. fully C. wholly D. loudly

TEACHERS' QUESTIONNAIRE

Dear Colleagues, This survey questionnaire is a part of my thesis "Problems and difficulties in learning English collocations at secondary level in Sudan". Your assistance in completing this questionnaire is highly appreciated. All information you provide here will be treated in the strictest confidence. Thank you for your valuable time!

Please tick (✓) the most appropriate answer.

1. Collocation doesn't receive much attention from teachers?
☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
2. The mother tongue language interference plays the vital role in collocation difficulties.
☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
3. Teaching techniques might cause problems for learners to deal with collocations.
☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
4. The major problems in using English collocations for EFL are predominately lexical rather than grammatical.
☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
5. When students learn words through definitions or in isolation, their chances of using appropriate collocation decrease.
☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
6. EFL learners tend to resort to most general items of lexical categories when they are not familiar with specific collocates.
☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
7. The number of collocation errors committed by Sudanese secondary school students underlines the need for formal teaching of collocations.
☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
8. Collocations are useful for expanding students' knowledge of words.
☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
9. Some major learning strategies that often lead learners to collocational errors in English are first language transfer(Arabic), synonymy, repetition and overgeneralization
☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
10. English teachers should concentrate on non- congruent collocations in the two languages(English and Arabic) in order to prevent learners from committing transfer errors.
☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

This is the end of the questionnaire

Thank you very much for your kind help!