

**INVESTIGATING COLLOCATION ERRORS OF
EFL LEARNERS AT SECONDARY LEVEL IN
MULTAN**

By

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Candidate of Master of Philosophy at the National University of Modern Languages do hereby declare that the thesis Investigating Collocation Errors of EFL Learners at Secondary Level in Multan submitted by me in partial fulfillment of M. Phil. degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Thesis Title: Investigating collocation Errors of EFL Learners at Secondary Level in Multan

The natural flow of language usage requires learners to improve their knowledge of collocation. Competency in collocation usage leads to vocabulary knowledge and, hence, leads to overall proficiency of English language. The present research intends to investigate collocation errors in different types of collocations including verb-noun (VN), Adjective-noun (AN), and noun-noun (NN) by EFL learners at secondary level in Multan. This research is quantitative in nature and employs test as a data collection tool. For data collection, there were fifty participants from a secondary school. A multiple-choice question type test was designed containing items related to collocations. These collocations were extracted from the English books of secondary level. The data was analyzed through SPSS. The results revealed that EFL learners were more proficient in verb-noun (VN) than Adjective-noun (AN) and noun-noun (NN). The students are more efficient in VN because they have knowledge about grammatical construction of sentences, but less knowledge about collocations. The research also revealed that overall proficiency of EFL learners is not satisfactory as the average score of sample is 50%. It shows that collocations are being ignored in EFL teaching and it needs proper attention for policy makers and teachers. In order to develop collocation competence, the teachers should also give some practice of collocations along with vocabulary teaching.

Keywords: Collocation types, collocation errors, EFL Learners, Secondary Level.

TABLE OF CONTENTS

THESIS AND DEFENSE APPROVAL FORM	ii
CANDIDATE DECLARATION FORM	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
ACKNOWLEDGEMENT	vii
DEDICATION	viii
CHAPTER 1.....	1
INTRODUCTION.....	1
1.1 The Statement of the Problem.....	5
1.2 Background of the study.....	6
1.3 Significance of the Study.....	7
1.4 Objectives of study.....	8
1.5 Research Questions.....	8
1.6 Delimitations.....	8
CHAPTER 2.....	9
LITERATURE REVIEW.....	9
2.1 English Language Teaching.....	9
2.2 English as a Foreign Language.....	10
2.3 Collocation.....	11
2.4 English and Collocation.....	13
2.5 Role of Collocation in Second Language.....	14
2.6 Importance of Teaching Collocation.....	15
2.7 Properties of Collocation.....	16
2.8 Approaches to assess collocation knowledge.....	18
2.9 Vocabulary teaching and collocation.....	19
2.10 Classification of collocation.....	19
2.10.1 Lexical collocation.....	20
2.10.1.1 Types of Lexical Collocation.....	21
2.10.2 Grammatical collocation.....	21
2.10.2.1 Types of Grammatical collocation.....	22

2.11 Collocational Range and Register.....	22
2.12 Collocations and Errors.....	25
2.13 Role of First language in Collocations.....	27
2.14 Pedagogical Implications of Collocations.....	27
2.15 Approaches to collocation.....	28
2.15.1 Frequency Based Approach.....	28
2.15.2 Semantic Approach.....	28
2.15.3 The Structural Approach.....	29
2.15.4 The Lexical Approach.....	30
2.16 Benson and Ilson structural Approach of collocation.....	30
2.16.1Structural Approach.....	30
2.17 Work Already Done.....	31
2.18 Summary.....	36
CHAPTER 3.....	37
3.1 Participants.....	37
3.2 Data collection tool.....	37
3.3 Item analysis of the test.....	38
3.4 Validity and Reliability of the test.....	39
3.5 Data Collection procedure.....	39
3.6 Pilot Study.....	39
CHAPTER 4.....	40
DATA ANALYSIS.....	40
4.1 VERB-NOUN.....	40
4.2 Adjective-Noun.....	45
4.3 Noun+ Noun.....	49
CHAPTER 5.....	59
CONCLUSION AND DISCUSSION.....	59
5.1 Conclusion.....	61
5.2 Suggestions and Recommendations.....	62
5.3 Future Research.....	63
References.....	64
Appendix.....	7

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DEDICATION

I dedicate my thesis to my parents and my Family, who enabled me to look at the new horizon of the world and fly up into the sky.

CHAPTER 1

INTRODUCTION

Language is our chief source of interaction. It is the way through which we can share our feelings and ideas. There are thousands of languages which are spoken in this world, however, English is considered as most influential as it has become lingua franca. Basically, English was genuinely the language of England, but is spoken in many countries both as native and as a foreign language. Currently, English is chief language of not only of those countries which were ruled by British Raj, but also of those which use English in business and cultural spheres. This is the most common foreign language which is used for business, education and communication. For most of the people, it is used as first language while the others learn it. It is about 380 million people use English language as first language and 600 million people use it as second language. English language is important to learn because of many reasons. Many people use it as an essential part in the field of media, entertainment, social media, web language and other forms of electronic communication.

In becoming lingua franca of English language, there are many factors but the most dominant is historical. Phillipson (1992) depicts this in his phrase 'linguistic imperialism' to illustrate that how English language played an important part in dominating one society over other societies both politically and economically. According to the rule of linguistic imperialism none of other languages have gone through the process of development like English language. The countries in which people don't have much knowledge about English language, suffer more in many fields like trade, education and economics. English is a key to success for many countries because it is being spoken in more than 54 countries. Similarly, in the recent survey it was found that Italy, and Portugal were slow in process due to poor English language communication and competence skills (New York Times, 2012). The United States has become economic power, in international trade and commerce because of English. Many young IT graduates have command on English language, and because of these language skills they have many opportunities to market their skills

internationally. Further, there are many countries in the world where English language has become a medium of instruction at different level. The countries which do not have English as their official language, use English language in their foreign offices so that they could be communicated to other countries. Further, they also support English language newspaper so that their viewpoint could be conveyed to international readers.

Language has great influence on the classification of the contrast traditions and cultures of different people. English Language empowers people from around the world. Various social networks people are connected with each other through internet, and the English language is the key for them to communicate with each other.

English is the official language of Pakistan. In modern world, English language is being regularly used as highly trending mode of communication. The educational institutions focus more on the need and importance of English language have brought advanced mode of education in the English language teaching. English language is playing an important role in the life of people of Pakistan it is not only a key for success but, it is also important for development and growth in every field of life.

English is an official language all around the world and is being spoken as second language in third world countries. In every field of life English is a source to achieve goals. With the advent of technology more advanced methods of English language teaching are introduced. People have become more conscious and interested to learn English language. We use English in our daily life indifferent ways. English has become a need for every person who wants to do better for him/herself. There are several factors that make the English language essential to communication in our current time. First, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to communicate. The skill in this language will help you to communicate with people from countries all over the world. Due to lots of available resources, English language has become easy to learn. As soon as you decide you want to learn, there are thousands of resources on the Internet and in bookstores. There are many sources of learning English language. Today due to presence of computer and internet we can easily take advantage from technology to

learn English as foreign language. All over the world, the demand of multilingual people is increasing day by day.

Demand of bilingual and multilingual has been increased in international business. For this reason, there are many sources for EFL learners to learn second language through language classes, books and use of internet for learning. In Pakistan English is the official language. Many people speak English in their offices, schools, colleges and universities with good understanding and communication in English. Because it is the international language for foreigners, it's easy to get assistance and help in every part of world. Any travel booking site will have English as a booking option. English skills will also help us in any business venture you choose to follow. If we visit some offices, companies, governmental organizations, or even math or engineering companies, we will see the importance of English.

There are different methods through which Pakistani EFL learners learn, i.e. Grammar Translation Method, Direct method, Audio Lingual Method, and Communicative language learning. This research is a step to find out the collocation proficiency of EFL learners.

Collocations have received great importance in applied linguistics field. Different researches reveal that the EFL learners use different ways to know about collocation usage. Among such studies Haworth (1996) who conducted a research on phraseology of non-native speaker's writing. Kalkvist (1998) conducted a study to know collocation competence of Swedish students in English. Haworth (1998) opines that there are two poles of the collocation: one is the free and is rule based while other pole which is fixed having multi words also known as idioms. This division fits in because of some suggestions of psycholinguistic research. Collocations as meanings are clear while idioms are not so clear. When EFL learners encounter second language first time, the first category will not seem to be attractive by the EFL learners. Idiomatic expressions are easy to memorize and therefore they are easily understandable. These idioms are easily memorized and EFL learners do not face difficulty at initial level of learning. Collocation therefore is difficult because there are many words which are collocate with each other, either they are completely "free" and not completely "fixed" either.

In second language learning and in the field of linguistics, collocation plays a significant role. According to Oxford Dictionary, collocation is about to place together the words and to set an action. According to Oxford Dictionary the collocation is derived from Latin word which means place together and this word first time used in linguistics by Firth (1968), who famously known by the words, “You shall know a word by the company it keeps” (p. 179).

In order to combine words together, it is important to follow the procedures. Hill (2000) depicts that we can reassume the vocabulary selections with the help of some patterns. Native speakers have bundle of words in their vocabulary and they can easily use those words to collocate with others. They have capability to use words and to produce unlimited sentences which they have never said before in their life. For communication purpose, they are addictive to use chunks of words. User sometimes uses chunks of words or sometimes use group of words to link up the connection between them. Smith (2005) suggests that it is important to add collocation in studies due to many reasons. The first reason is that, learners face difficulty when they choose word combinations in their speaking and writing. It is difficult for learners to collocate words even they have knowledge about vocabulary. The second reason is that students should have ability to handle all situations, for advance learning, they should avoid from more technical task. Collocation is a key of motivation for advanced students (Williams, 2002). The third reason which is explained by Smith (2005) is that frequently occurring collocated words attract the attention of the learners (Williams, 2002). At the end, collocation errors are committed because teachers mostly focus on communication process rather than grammatical accuracy which results in inappropriate phrasing. In lexical competence collocation is one of the most important features. Language is phrasal in its nature, and collocations commonly known as building blocks of spoken and written discourse (Wray, 2002). Collocations are also important because they define the meaning of individual words and phrases or, as Firth (1957) famously put it, “You shall know a word by the company it keeps” (p.179). Knowledge of collocation is not the same as knowledge of component parts even advance learners face difficulty in using common lexical verbs such as “make” and “Take”. Collocation means occurrences of two words which give meaning to sentence.

In Pakistan, EFL teachers pay more attention on grammatical construction of sentence rather than lexical construction of the sentence. For EFL learners, it is very essential to learn vocabulary and know how to use the word in particular situation. It is easy for students to know new vocabulary words, but it creates difficulty to collocate the word. Many EFL learners make sentences by using unacceptable or incorrect collocation which does not give complete sense to sentence. Collocations are of two types. One is lexical collocation and the second is grammatical collocation. First, lexical collocation is important for EFL learners to increase their vocabulary bank and after that it would be easier for learners to make sentences through using those words by using grammatical collocation. In Pakistan there are many schools which does not focus more on collocation rather give more importance to grammatical cohesion and because of such reasons EFL learners commit many errors in collocation. This research focuses on collocation errors committed by students of EFL learners of secondary level.

First language acquisition varies from the second language learning because in first language learning we acquire knowledge unconsciously while in the second language we learn language by conscious effort. It is difficult for EFL learners to learn second language without any conscious effort. Main purpose of this research is to find out the types of collocation errors and the proficiency of the students in collocation usage at secondary level. This is very important for EFL learners to know about collocations, it is easy for them to learn chunks of word with reference to the other word. It will be helpful for them to make longer sentences by using collocations. In order to know about the proficiency of second language learners in collocation, the researcher will conduct a test based on collocation of matric level and then will find out the proficiency of those students 'vocabulary bank.

1.1 The Statement of the Problem

From many decades, collocations have been the first priority issue in EFL teaching and learning. Many researchers such as Brown (1974), Bahn and Elda (1993) and Haworth (1998) have discussed the importance of collocations. In second language learning, collocation play integral role in learning process, specifically at intermediate and higher level. Collocation plays a significant role in learner's oral communication, reading speed and listening comprehension.

Previous researchers point out that EFL learners have poor collocational knowledge that's why they committed many errors. If we take an example of Chinese learners they use “*eat medicine*” rather than “*take medicine*”, while in their language vocabulary the word medicine as noun go with the verb eat. In the light of such example many researchers give importance to that point, that teacher must increase the knowledge of collocation among EFL learners by raising awareness. For instance, Woodland (2000) suggests that learners should pay serious attention in usage of collocation in language learning. Learners should have knowledge about word combinations as well and should realize that learning new vocabulary is not about learning new words only. According to Lewis (2001) it is necessary for EFL learners to know correct collocation. This can only be done by teachers, if teachers can mark those errors and point out those errors to them, it would be helpful for them to get awareness about collocations. Students who have no idea about collocational competence, they usually make longer sentences; the reason is that they do not have any sufficient knowledge about collocations, by using those collocations they can express their thoughts. This can be understood by these examples) people have right to say what they need. It can be express as (*freedom of expression*). ii) People have right to vote for their rulers. (*Democratic rule*).

The problem for EFL learners is that there is no specific rule for second language. The native speakers make correct collocation because they have life time experience of hearing and reading from their childhood, but it is problem for EFL learners to make correct collocation error. Most of the Pakistani teachers and education system use old methodology for the teaching of second language. They just focus on grammar construction method which focuses on sentence formation rather than vocabulary usage. According to teachers, they say mostly to the learners that what they said is not wrong, but this is not sound like correct English. (The Digital Education Network, 1996).

1.2 Background of the study

The concept of collocation has gained certain importance in the life of many scholars because according to them they are permanent expressions of every language. These fixed expressions are used in writing and speech. In words there are lexical connections between words. These lexical words are more tending to arise from daily

usage than rules (Benson,1986) The concept of collocation was well known after the work of Palmer (1983). In the field of linguistics Palmer was the first man who introduced collocation. Firth (2004) describes that collocation is not related to paradigmatic rather it is connected to syntagmatic level and if we say about meaning of collocation, it is also related to lexical meaning. (p,196). Firth explains that lexical items of words belong to the same class, which is from paradigmatic level, while on other hand if we look towards its syntagmatic level; it is the ability of words which can combine with other words. Therefore, the concept of collocation was unique given by Firth. He further explains it by giving the example of *dark night* as in the type of collocation as adjective+noun collocations and focuses on that one meaning of *night* is compatible with *dark*, on the other side other meaning of *dark* is compatible with *night*. (1968, p.182). In contrary, Lyons (1966) seemed opposite of Firth's point of view meaning of collocation is same as its lexical meaning. Based on distributional theory, meaning of collocation cannot be understood from all the expressions of words that appear, and if we see through collocation, so we can say that meaning of collocation is same with that word which is related to it.

Several Firthian's who follow the theory given by Firth has followed him and explain it further. According to Halliday (1966) lexis is also participate as supportive material in collocation, but according to him lexis is not a part of grammatical theory. A collocation, according to him, lexical items have same relationship with the words which co-relate with each other. On other hand according to him set is about the grouping of words which co relate with each other to produce collocation. (p. 153) For instance, *hot, bright, shine, light*, belongs to the same collocates word *sun*. Sinclair also agree with this notion that grammar is different from lexis, which are completely two different aspects of language (1966, p.411). According to him, patterns of language are based on grammar.

1.3 Significance of the Study

This research will be significant, as it is an attempt to investigate the collocation errors committed by EFL learners. This research can be beneficial for the future researchers, teachers, students, educational experts, and educational institutions. This research will be helpful for educational institutes in Pakistan.

1.4 Objectives of study

The aim of the research is to investigate the following objectives:

- To know the efficiency of EFL learners in collocations
- To know the different types of collocations errors which students committed
- To assess knowledge of collocations of EFL learners at secondary level

1.5 Research Questions

1) What types of collocational errors are committed by EFL Learners at secondary level?

2) How proficient the students are in English Collocations at Secondary level in Multan?

1.6 Delimitations

This research is delimited to;

1. This research focuses on collocational errors.
2. This research is conducted in Multan.
3. The participants of the research are secondary level students.

CHAPTER 2

LITERATURE REVIEW

English plays a significant role in every field of life. Language is our primary source of communication. Through language we communicate with each other. There are thousands of languages and dialects which we speak in different areas for communication. English is well known language due to its international importance, it has dominant almost all languages of the world. Today in the world of development the rapid increase in technology, English plays helpful part in the field of medicine, technology, and education. In Pakistan it is the official language. Beside this, Urdu is the national language of Pakistan, which is spoken commonly in daily life, but still English language is more dominant. Many people speak English in their offices, schools, colleges and universities. Due to globalization people of the world are getting close to each other and sharing their values, ideas through language. To know more than one language has become essential for people to know about the cultures of each other's and knowledge about the world.

2.1 English Language Teaching

English language is considered as passport and better employment and to move in upper class. In Pakistan the education system pays more attention towards English language teaching to secure help students to secure bright future. A society which is divided into class differences and intense problems of class consciousness, and parents from lower middle class and middle class are highly provoked to admit their children into the English-medium schools. From last few years enrollment of primary students in English medium school has surprisingly increased. As far as education system is concerned it pays more attention toward English language. In Pakistan, schools and colleges not only facing problem in learning English language while it's more important to focus on teaching methods as well. Today in the world of English language it's hard for teachers to fulfill the requirements of English language and to convey English language and its functional components to students. Pakistani teachers need to focus more on language and its implementation, with the help of this student can easily apply their vocabulary in their daily life. Knowing the new word is not

about just knowing its meaning but how it can be used in different contexts and situations.

Teaching methodologies play great role in the learning second language. In Pakistan EFL learners needs to know basics of English language. To improve teaching system, teachers needed to be updated knowledge about second language and its characteristics. Teachers should have complete knowledge about language and teaching methods because with the help of those strategies they can easily convey their ideas to learners. Due to increase in advance technologies teachers also use advance ways to teach language through newspaper, television, internet, journals and magazines. There are many websites available on internet for the learning of English language more easily. Audio and images are helpful for students and it is convenient for studentsto learn chunks of words. There are many educational websites which are of interest for learners and with the help of those the learning of students is improved. These games also enhance the learner's knowledge about foreign language and give pleasure to them.

2.2 English as a Foreign Language

It is important to know about English language which being used in every field of life. English language is necessary in education system whether you want to study science or arts, it has is becoming a dominant language on all other languages. In every field of life like in education, journalism, media, newspaper, arts and business English has become a tool for development in newspaper, blogs, internet, and radio. Radio and internet has become more popular among youngsters, they like to use radio and watch more English movies, songs and documentaries. Among youngster English language has become the competition for them and it's another way to show that they are more up-to-date. Second language learners like more to watch English serials, seasons, movies and songs to enhance their communication skills and listening comprehension. Primary concern of teachers should be education of students. It is tough for teachers to teach students English language which is not as easier as first language.

Kachru, (1985) describes a model consists of three conceptual circles which are as follows, The first circle known as inner circle and the other one is external also known as outer circle, and the last one is expanded one. The first circle is for those countries which speak English, the countries are UK, New Zealand, Canada and Australia.

Some nonnative speakers of English also fall in the outer circle, because of some institutions and authorities; it is about those areas which have gone through phases of colonization such as India. The third circle which represents the countries as China. In china, English is use as second language. From this point we can say that Pakistan is the one of the country where English is use as official language and fall in outer circle.

The English language gives students access to information and research. Since many of the top academic journals are published in English, students and academics need strong English reading and writing skills. Moreover, for a research study or other publication to get sufficient attention, it should be published in English. In Pakistan English language is a key to success in politics, business, and education and in other fields as well. Elite class gives more importance to this language and now English language becomes the symbol of high class society.

English serves as a tool for youngster to put their step into the international market. There are governments schools which are Urdu medium, majority of Pakistani send their children to government schools while elite class prefer to enroll their children in English medium school. Now government focused more on English language and provides funds in public schools so all students in Urdu medium get knowledge about English language and make their living standard and future life high. If Pakistan intends to be a developed country like USA, UK, it will have to increase the expertise in the English language. The educational institutions have realized the value of English language and they are updating their skills so that students could have good command in English language from the very initial stage.

2.3 Collocation

According to Oxford dictionary, the term collocation which is derived from Latin word meaning to place together. The word collocation was used by Firth, who introduced it in field of linguistic first time. By his definition we can represent collocation as word which appear together and convey meaning.

Oxford Dictionary (2005, p. 293) defines ‘collocation ‘is the word which combines with other words, or we can say that combination of words.

There are some different approaches of language learning which have different methods of teaching and learning (Richards & Rodgers, 2001; Jesse, 2008). If we talk about language teaching methodologies, they focus more on grammar and vocabulary

and at sometimes collocation is neglected (Schmitt, 2000). In second language learning practice, teachers' pay more attention on grammar and pronunciation while give less focus to vocabulary in most foreign classes such as (Fernández, Prahalad, Rubtsova, &Sabitov, 2009; Farghal&Obiedat, 1995). Now a day's vocabulary is considered as a most essential part in second language learning (Morra&Camba, 2009).

With the acknowledgement of vocabulary many other techniques of learning new words have emerged. It is necessary for second language learners to know about collocation and gain information about collocation (Jaén,2007). According to Nattinger (1988) sentence makes complete sense while meaning of some particular word depends on other words. According to Lewis(2000) we can convey little of our ideas and thoughts through grammar but with the help of vocabulary we can convey everything which we want to.

Some applied linguistic consider collocation as important feature in language learning, it's the only factor which distinguishes native language users to non- native language users. There is no definite rule for collocations; the reason is that the traditional grammar books do not include special chapter for collocation or ways to tell about the word that correlate with other word. Many traditional diaries include meaning of word, its pronunciation and example of sentences. Many second language learners rely on synonyms or paraphrasing their speech and teacher find this enough to know about the non-native language and for better communication (Farghal &Obiedat, 1995).

Collocation is important part in learning vocabulary (Lewis, 1993; Hill, 2002). Knowledge of collocation of second language learners is less than native speakers, second language learner miss collocate due to lack of collocation knowledge. Howarths (1998) opines that there are two poles of the collocation spectrum: one is known as the free and rules governed combinations while on the other hand permanent multi words which is known as idioms in linguistic. While EFL learners encounter second language, idiomatic expression attracts attention and it would be easy for learners to grasp the ideas and chunks more rapidly through idioms. An EFL learner understands more easily through idioms, the idea of word easily understood by learners. Hill (2000) describe about t the positive point of learning vocabulary is that it is easy to make choices and we easily relate one word to another word easily, and in acquiring knowledge it will be easy for them. They have capability to use words and

to produce unlimited of sentences which they have normally practiced in their daily life routine. For their communication purpose, they use little chunks of words to easily understand the meaning of sentences and these words help them to complete their sentence and convey meaning. Smith (2005) focuses on importance of collocation in syllabus based on certain reasons. The first reason of errors are some difficulties faced by EFL learners are that it is difficult accurate combinations of words. The next reason of errors was given by Lewis (1993). According to him it is necessary for advance learners to know the word beyond its meaning surface. The next reason is to have knowledge about collocation words which are mostly used in language (Williams, 2002).

Language is phrasal in its nature, and collocations represent building blocks of spoken and written discourse (Wray, 2002). In Pakistan EFL teachers pay more attention on grammatical construction of sentence rather than lexical construction of the sentence. It is essential for EFL learners to handle the situation by using the words and should have knowledge about collocation. It is easy for students to learn new words, but it is difficult to collocate the word situation. Many EFL learners make sentences by using unacceptable or incorrect collocation which does not give complete sense to sentence. Sometimes EFL learners make longer sentences to explain their ideology for example: People have right to say what they want to say (Freedom of expression). In this sentence, we can say instead of using larger sentence we can explain our idea by using appropriate collocation.

2.4 English and Collocation

In applied linguistics many researches have been conducted in the field of grammatical and phonological aspects of language while the lexical element of language remained ignore.

Teacher, therefore, made little effort on lexical issue and focus more on lexical items which are on paradigmatic level, but little attention was given to the lexis which are on syntagmatic level. Because of this point of view native language make learners depend on it and they start it to translate into another language but this strategy helps in beginning level, but it is also major cause of committing error and causes the second language learners to make collocation errors in their writing and speaking. Judd (1978) rightly comment that “it is difficult for students to survive in the sheltered atmosphere rather than it is easy for them to create vocabulary items to produce

collocations". In short, he suggests that this is important to direct to teach students about the vocabulary to enhance their command in collocation. The importance of collocation can be count through number of researches conducted to improve the foreign language vocabulary and its proficiency in communication (Benson, 1985; Channel, 1981;Cowie, 1981; Robins; 1967; Lewis, 1997).Aghbar (1990) in his studies gives importance to collocation and explains the reason of EFL learners who are less efficient because of lack of vocabulary and language chunks. Collocations are helpful for teaching as well as in language production because learners will know about lexical restriction of language.

2.5 Role of Collocation in Second Language

Second language learning is most preferred field in research (Canagarajah, 1999). Language is a motivational instrument to give meaning to your ideas and shape them and how can people view their relationships to this world (Norton, 2000). Collocations are considered difficult section in learning second language.

There are many observations has been made to know about collocation knowledge of second language learners, but it is still doubtful that language skills of learners differ from the native speakers from the view of collocation. Sinclair (1991) explains two different types of production of language which are as follows: the idiom principle which means (recovery of chunks) and the open choice principle. It is easier for learners to select open choice principle than idiom principle. When the student chooses the best collocation, it would be easier for them to convey their ideas accurately. In this way to explain collocation is helpful to describe those meanings in phrases; for example, if we say to smoke is strictly prohibited that is more natural than other phrases. Another benefit for second language learner is that they can avoid overusing a limited number of collocation, they can use more appropriate collocation words in their writing and speaking. Collocations allow learners to acquire knowledge and improve student's style of writing and speaking. In addition, according to Hill (1999), student who do not have knowledge of collocation, they lack to collocate words which are most appropriate with another word. Collocation mismatching frequently occurs by non-native speakers because they do not have enough knowledge about collocation that they collocate words in different situation and different context. The reason behind is: Firstly, due to lack in knowledge of collocation and exposure to that expressions and the second reason is this that, all the collocation words does not give

complete sense. There are some difficulties which learners faced during second language learning. Seidle and McMordie (1978) state that there is difference in phrases of English language between American and British. Pawley and Syder (1983) also argue that metaphor also creates problems in learning second language because some fix phrases cannot be changed, and it is difficult for them to justify them as collocation with any other word for instance *spill the beans* meaning reveal a secret. Learning collocation improves learners' idiomatic expressions and convey their ideas more beautifully. The storage of collocation improves learners writing as well as speaking skills and enables non-native speakers to add more flavor in their writing and speech. For this purpose, learners require more vocabulary and language chunks to convey meaningful ideas.

2.6 Importance of Teaching Collocation

Collocation is very important in learning non-native languages. Second language speakers of English language mostly commit errors because they do not have enough knowledge of collocation. Many students cannot convey their ideas in proper way because they do not have enough collection of collocation. Because of this reason, they use larger sentences in their conversation and discuss the issue. According to Nattinger (1980) students should learn vocabulary through lexical phrases not as individual item. It is difficult for language learners to acquire L2 through lexical item. Language is phrasal in its nature, and collocations represent building blocks of spoken and written discourse (Wray, 2002). Native speakers notice, and they have life time experience of hearing and observing the language chunks that's why they are much efficient in the production of collocation. There are several reasons why collocation development is slow and difficult process.

Collocation is different from the phrasal's components parts. Even many advanced EFL learners may have trouble in using common lexical verbs such as 'make' and 'take'. (Nesselhauf, 2003). Another problem is that learners often are not familiar with the importance of collocation knowledge (Jiang, 2009; Laufer 2005; Peters 2007). Learners sometimes underestimate the difference between receptive and productive vocabulary knowledge and they think if they understand the word they can used them as well. But sometimes they are failing to pay proper attention to collocation. Due to lack of awareness of collocation and first language intrusion, in their writing, EFL learners use wrong collocation words. The Oxford Collocations Dictionary (2002)

includes about 150,000 collocations. In the limited class time teacher must focus on important vocabulary items. For vocabulary it is important to learn collocation as well in language chunks. One criterion for collocation selection is to check the number of frequency in the given corpora. Development in computer technology makes easier for learners to know the frequency of collocation. There are several online sources available for language teachers and researchers. The famous one is British National Corpus (BNC), containing 100 million-word. In these both corpus there is large number of data in written and spoken form. Pakistani English has many common traits like Indian English but after separation of both countries there are many differences observed. Rahman claims, Pakistani English has variety because it's a mixture of varieties of Pakistani local languages like Punjabi, Saraiki, Sindhi, Pashto and other languages spoken in Pakistan.

Today it is essential for everyone to learn and speak English because we cannot neglect the importance of English language in our society as well as in our professional life. The characteristics of English language are familiar to students and teachers. Acknowledging the importance of English language, Government of Pakistan declares English subject as compulsory in all schools and colleges. Due to its highest demand in academic field, the person who does not speak English considered as illiterate person.

2.7 Properties of Collocation

Collocation, despite long-standing concept in linguistics is still neglected. The reason of negligence of collocation is that this phenomenon ranges on the border line between grammar and lexicon. Due to this difficulty, concept of collocation is hard to understand in linguistics. Collocations are considered as inconsistent if we look towards its characteristics in the form of context. The concept of inconsistent nature of collocation can be described if we replace word with its synonym then it would be an inappropriate collocation according to the context. For example, *make a noise* is completely acceptable but if we use, *do a noise* is not so acceptable.

The arbitrary nature of collocation continues across languages and dialects. For instance, American and British English shows differences in same words and phrases which are used in daily life. If we take examples of phrases from American phrases they use *set the table and make a decision*. If we see these phrases in British English then we find quite opposite form as it is *lay the table and take a decision*. Following

many experiments, Benson (1989) described this term by giving example of American and British English speakers. They chose 25 sentences to know the variety of collocations. Another task they have added to mark them as American or British collocations and misappropriate collocation. After this, the result shows that second language learner have 22% correct while British and American got 24% correct. So, from these characteristics of collocation we can say that it is difficult to define collocation exactly.

Collocations are the pair of words which exist together to give meaning to the sentence. There are many words which can combine with any words which are related to them. These words are, know, go etc. which are known as free word and combination of these words are used most commonly than other words. There are some words which we cannot use except special context like we use deletion, save, print in the language of computer. These words only use in the specific medium like in case of *file* cannot use except these special genres. Stubbs (1996) states other phases of collocations. He states that there are many words which are used to describe with negative concept such as accident, death. Halliday and Hasan (1976) described collocations in more detail. According to them collocations are those words which collocate with other words semantically. According to them a cohesive affect in any text can only be appear when two semantically related words occur in text, and in semantic relation of those words, it is difficult to divide them, which are related to each other which complements each other for instance, (e.g. boy, girl), synonyms and other near-synonyms including ordered sets (e.g., Monday, Tuesday; dollars, cents),

2.8 Approaches to assess collocation knowledge

Knowledge of collocation aspects for second language learner comes from various sources. There are several ways of directly investigating the use of collocations by learners. Data on how L2 learners use collocations can be obtained by analyzing the language production of learners, either written or spoken. In comprehensive measures, samples of L2 writing or speech a reanalyzed with respect to all the collocations which occur in the available texts. Another method is to use corpora of L2 writing, in which case it is possible to analyze only specific, pre-selected collocations as they occur in a range of texts. By obtaining concordances for the investigated items, the

collocational patterns of L2 texts can be compared to those in texts produced by native speakers. (e.g. Granger 1998). After obtaining concordances of those items, the collocation patterns of second language compared to that text which are produced by native speakers. Another way to investigate collocation through specific test, demand of this test is already selected sample of collocation items are the center of focus. (e.g. Biskup 1992; Eldaw, 1993)

Other methods are used to measure indirectly collocation knowledge. For instance, psycho linguistic tests are used to compare to standard level of collocations which are used by native speakers. Source of information which is being tested varies according to need in case of test about the production of language so it will be an association test. From all the above discussion of test and their findings we can reach to that discussion that there are some difficulties which can be faced by second language learner. Sinclair (1991) gives two different dimensions of language production which are as follows, one is the idiom and other is open choice. Both these dimensions are based on syntactic and semantic rules of collocation. It is widely clear that open choice is easier for learners rather than idioms. There is difference between idioms and collocations. Collocations are semantically understandable while idioms on other side are figurative, when second language learner encounter with foreign language, idiomatic expression attract attention of the learner and it is more comfortable for learners to learn language chunk in more expressive ways and it is easily memorized by learners and interpret their meaning (Howarth 1996, p. 55). From this discussion we can say that collocations are not totally free or not fixed either

2.9 Vocabulary teaching and collocation

Advanced courses in English are mostly designed to improve vocabulary. There are many techniques and approaches to teaching and learning vocabulary have emerged, and collocation is just one of those techniques. It's widely accepted idea that collocations are very important part of knowledge of second language acquisition and they are essential to non-native speakers of English to speak or write fluently and accurately (Jaen, 2007). Skrzypek (2009) indicates the importance of collocation by stating that one of the criteria for knowing a word is being aware of other words with which it keeps company. That structure of sentences taught is very limited and

remains at certain context. According to Macintosh(1963) to know the grammar is only means you are half familiar with the language, main part of language is incomplete without knowing its lexis formation. Most language students lose their marks because they have not enough knowledge about vocabulary. Their vocabulary bank is limited to convey their ideas more accurately and beautifully. Beside this due to lack of vocabulary knowledge, they produce longer sentences and increase the chances of errors in their writing. Learning foreign language does not mean to know about language only it includes its cultural, phonological aspects and other grammatical rules. In practice mostly, academic institute neglects the cultural related dialects and focus is on grammar and pronunciation only. In language culture and vocabulary are both important parts in learning process. One can express his ideas, thoughts through words. From words we can know about his/her culture views and its culture practices as well. Through communication we can easily convey our thoughts and culture to next generation. We can say that vocabulary is also connected to promote culture Any grammar of language is incomplete without meaningful words which do collocate with each other. Grammar would be empty without words and word forms are governed by grammatical function. In short, we can say that all components of language work together it will make language meaningful. All the aspects of language take part in language formation, for example if we take example of Dictionary makers; they focus on function and meaning of words.

2.10 Classification of collocation

According to Benson and Ilson (1986) theories, there are two major categories: grammatical collocations and lexical collocations. They further state that grammatical collocation includes; noun, adverb and verb and some other patterns of sentences such as infinitive and clause. According to Nattinger (1988, p.76) language is a process in which many words combine to convey specific meaning. According to Nattinger and DeCarrico (1992, p.21) collocations are strings of lexis which show mutual relations. Benson and Ilson (1986) describe collocation as words which are fixed and relate with other phrase and words, and those phrases of words are called collocations. Collocations than further divided into two groups, one which is lexical and other is grammatical. For instance, if we say someone that we will decide this matter on boat which means this is free combination. The possible combination of ‘decide may be as making a decision on certain particular thing.

2.10.1 Lexical collocation

Lexical collocation is one of the main types in the study of collocation. Benson and Illson explain them as there are various combinations in lexical collocations which include verb +noun, noun +adjective, adjective+adverb and adverb+verb. If we talk about lexical collocations, they have fixed collocations as they include loose combinations. If we say about verb+noun combinations, in this combination we have fixed choice that verb collocate with noun. For example, we can say that *commit a murder*, rather than say *do a murder*. But on other side if we talk about loose collocations, they are free to combine with another word. While on other side in loose collocations the collocates are freely combined, but there is difference between fixed and loose combinations as we can derive the meaning from individual words in loose collocations. On other hand if we talk about fixed combinations, which have lexical items having fixed meaning to the words and their meaning is difficult to understand without context. As we can say explain this expression by *to scream blue murder* which means (to complain very loudly) or get away with the murder (someone who can do whatever they like) (Nattinger ,1987). These certain fixed expressions of words are known as idioms in linguistic field. In lexical collocation, there are two important features, words collocate syntactically, and words can relate with them. For instance, collocation “collects stamps” by this example we can collocate can be separated as: They collect stamps; they collect foreign stamps. Secondly, the focus of lexical collocation does not depend on grammatical types only. For example, collocation such as if we say strong argument which means he is talking about arguments and telling about its level of strength (Halliday, 1966; McCarthy, 1988)

2.10.1.1 Types of Lexical Collocation

Benson and Illson (1986) further describe lexical collocations in following categories;

i. Verb +noun/pronoun

Most of this type of collocation is consists of verb and noun, also as pronoun noun and a noun/pronoun. Combinations of verbs with noun are very limited there are few words that can easily collocate with verb and vice versa. Therefore, these combinations hard to accept as collocation. For example, *build a house* (a bridge, roads).

- i) The scientist invented the product in 2009
- ii) The Google has given many opportunities in field of marketing.

ii. Adjective+ noun

In some cases, one noun can collocate with another adjective and noun as well. Forexample, weak bone, strong tea

iii. Noun+ noun

In this category noun collocates with another noun which associate with larger unit such as forexample, *a bouquet of flowers. Bunch of grapes*

iv. Adverb +adjective

In this category adverb collocates with adjective which varies, for example *deeply absorbed, closely acquainted, hopelessly addicted, etc.*

v. Verb + adverb

For this combination, there are some examples as *appreciate sincerely, argue heatedly, etc.*

2.10.2 Grammatical collocation

Grammatical collocation consists of noun, verb as well as adjective for example; at night, extent to, good at, fall for. By these examples we can say that they are categorized as single unit. Sometimes in grammatical collocations phrases are giving idiomatic expressions because whole phrases do not give complete meaning of the words. For example, *run out of*, which means shortage of certain thing, or end of stock. Prepositional phrases such as *from the outside* are known as free combinations, because its meanings vary from one side to another.

2.10.2.1 Types of Grammatical collocation

According to Benson and Illson (1986) divided grammatical collocations into following parts, noun+preposition, to-infinitive+ noun,and that clause +noun.

i. Noun+preposition

Mostly noun and other prepositions in grammar are not considered as collocations, however, some of the nouns of sequences are considered as free combinations.

For example, *blockade against, apathy towards* are the noun+ preposition combinations.

ii. noun+to+infinitive

There are some sentence patterns in which to+infinitive phrases are mostly used such as

- 1) It was a pleasure
- 2) They made an attempt, it means they do an effort to make thing happens.

iii) Adjective+preposition

In this type of grammatical collocations, adjective of relative noun is correlated with preposition in order to make meaningful sentences. The combinations of adjective + preposition is considered as collocation that occurs in verbal clauses. For example

The boy in white shirt is my brother

The bag with keying belongs to me

iv) Adjective+ that clause

In this type of grammatical collocation where adjective combines with that clause as

He was afraid that he failed to do job

2.11 Collocational Range and Register

In the field of collocation, we further explain different types of collocation; here we can ask a question to solve the answers related to the collocations. We can ask about the questions that on which basis collocations are acceptable and not appropriate with other words. According to McIntosh (1961, p, 33) and Baker (1992p,50) collocation range is one of the criteria for deciding typical collocations. Every word in a language can be said to have a range of items. Range here refers to the set of collocates which are associated with the word. Some words have more collocational range than others. For instance, the English verb shrug has a limited collocational range. Typically, it occurs with shoulders and does not have a strong link with any other word in the language. Run, by contrast, has a vast collocational range like: company, business, show, car, stocking, tights, nose, wild, debt, bill, river, course, water, and color.

Similarly, to this context Beakman and Callow (1974) explain two main factors that can influence the collocational range of an item. The first is its level of specificity: the more general a word is, the broader its collocational range is. However, the more

specific a word is, the more restricted its collocational range is. For example, the verb *bury* has much wider collocational range than any of its synonyms like *inter* or *entomb*. Only *people* can be *interred*, but one can bury *people, treasure, his/her head, face, feelings, and memories*. The second factor that determines the collocational range of an item is the number of senses it has. When the word has several senses, it tends to attract a different set of collocations for each case. As an example, in its sense of *manage*, the verb *run* collocates with words like *company, institution, and business*. In its sense of *operate* or *provide*, it collocates with words like *service* and *course*.

Beside *collocation range*, patterns of collocation which have a history of recurrence in the language become part of the linguistic repertoire. By contrast, collocations that have little or no history of recurrence catch attention to be unusual or *marked collocations*. For instance, *compulsive gambler* is a common collocation in English whereas *heavy smoker* represents an attempt to extend the range of *heavy* to include *heavy gambler*, by analogy with *heavy smoker* and *heavy drinker*. However, this kind of natural extension of a range is less striking than *marked collocations* which are unusual combinations of words. The *marked collocations* are often used in fiction, poetry, humor, and advertisements because they can create unusual images, produce laughter and catch the reader's attention. For example, *war* normally *breaks out*, but *peace prevails*. These unmarked collocations suggest that war is a temporary and undesirable situation and that peace is a normal and desirable one. But an extract from John Le Carre's poem *The Russia House*, the image is the opposite; the author says, "Could real peace break out after all?" conveying an unexpected image of peace being an abnormal, temporary, and possibly an undesirable situation. Thus, new collocations are born by extending an existing range or by deliberately putting words together from opposing ranges Baker(1992) Nevertheless, it is notably that everyday collocations are more familiar despite different occupations, special interests, or hobbies. However, some collocations may seem untypical in everyday language but are common in specific registers. For example, in statistics, collocations such as *biased error* and *tolerable error* are common and acceptable. A reader who is not familiar with the register of statistics may wrongly assume that these collocations are marked. Collocational nakedness is not an absolute equality; it depends on the given register. Even being a native speaker of a language does not automatically mean that the translator can assess the acceptability or typicality of register collocations.

McCarthy (1990). From both of types the authorized collocations mostly used in literature like in fantasy ,drama, poetry etc. The marked collocations are often used in fiction, poetry, humor, and advertisements because they can create unusual images, produce laughter and catch the reader's attention. For example, war normally breaks out, but peace prevails. These unmarked collocations suggest that war is a temporary and undesirable situation and that peace is a normal and desirable one. But an extract from John LeCarre's poem *The Russia House*, the image is the opposite; the author says "Could real peace break out after all?" conveying an unexpected image of peace being an abnormal, temporary, and possibly an undesirable situation. Thus, new collocations are born by extending an existing range or by deliberately putting words together from opposing ranges .From this example we can say that new collocations are produced by extending the range and make words at right position in opposite to different ranges (Baker,1992).

Except this we can say that daily routine collocation is more famous than those like in occupation, or in some other interest field. On the other hand some collocations are misappropriating in daily routine, but they have more importance in register language. For instance, if we talk about in statistics, collocations such as biased mistakes are repeated and acceptable. Learners who have not gone through this register, they mostly mislead these collocations words. Collocational nakedness is not certain quality; it depends on the register which is given. Although being a first language speaker, it does not mean that the person who is translating can assess or understand the typicality of register collocations.

Except this, mentioned status of collocation which is common in the linguistic. But we cannot reject new word combinations and dismiss new collocation words, there is nothing like impossible collocations. This is because the collocational ranges are not fixed. An important feature of language change is range-extension inwhich a word with limited range might increase its range by attracting new patterns. For instance, software in computer parlance is an extension of the previously limited hardware. Therefore, all time, words attract new collocates; they do so naturally through the process of analogy. For Example, host word was used for the person who manages the show or programmed, but now it has increase its range with the words like Anchor. That is the reason that new words are added and collocational range increase. (Carter and McCarthy, 1988.p, 33 and Baker, 1992.p, 52).

2.12 Collocations and Errors

As the researcher's concern is investigating collocation errors, it is essential not to neglect what linguists contribute to the area of errors. Errors have become important part in the field of linguistics as a research point of view. It has become priority just not for teachers, but it is also helpful for linguistic and for those who study about brain and language acquisition (Gass&Selinker, 1994). According to Dulay and Burt (1947) state that errors have played an important role in the study of language acquisition in general and in examining second and foreign language acquisition Corder (1967). He examines those learners' errors are found both in state of learner's knowledge and in the form of second language learned by EFL/ESL. 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. 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. Although we can correct our mistakes, but we cannot correct errors by our self. If we analyze errors, they are not difficult to correct systematically by ourselves. Beside of this there is not any other type of errors, which cannot be considered in mistake nor in errors, can they happen at any stage. 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 radio jockey of BBC's Radio 4 said on radio station *achieving to strive* instead of *striving to achieve* Corder, (1967)., Norrish, (1994)., Lengo, (1995), Ellis, (1997) in Bhela, (1999), and James, (1998).

There are different forms of Errors which are as follows.

Interlingual Transfer Errors: These types of errors are due to influence of the native language. Those errors are interpreted as the second language is just like the native language for them.

Interlingual Transfer Errors: Unlike interlingua errors these errors arise from the properties of target language.

Other than this there are more types of errors, according to Corder (1973) errors divided into four different groups: omission; addition; selection; and disordering.

Omission: Some changes occur in language, which are unnecessary for instance, there are some permanent expressions in English language which can be used by omitting certain words. *Have a nice day.*

Addition: In this type, learners add some lexis word in their speaking and writing, for instance *,I was in coffee shop for 10 minutes ago,* and instead of *I was in coffee shop for 10 minutes.*

Selection: Sometimes, learners make errors due to the wrong selection of vocabulary items. For instance, learners sometimes select words which do not entirely convey their intended meanings.

Ordering: At the lexical level learners may reverse elements of a compound word. Car key may become key car, which may be regarded as a car carrying keys. Other error is *diagnostic* and *prognostic*. Diagnostic errors indicate the learners' state of the language at a given point during the learning process. Prognostic errors inform course organizers to reorient language learning materials based on the learners' current problems (Corder, 1967). Other type of errors can be formed in other classifications *Types and causes*. (Richards and Sampson, 1974; Richards, 1971, p. 172-181, Ravem; 1968, p. 124-131, Norrish, 1994, p. 28-40) _

2.13 Role of First language in Collocations

As it is discussed earlier, in collocation main errors occur due to influence of mother language by learners. This element is the basic reason of errors. Mahmood (2000) points out that the availability of the native language to the foreign language learners brings about a difference between the mother tongue and other tongues in the sense that the native language is an additional source of linguistic knowledge. Littlewood (1984, p. 26) states that EFL learners take support of first language to understand second language more easily. Bahn and Eldaw (1993) explains that learners seem to rely on the strategy of transfer in dealing with collocations due to the

differences between the two languages Collocations that are different in the learners' mother tongue and the target language are subjected to the phenomena of negative language transfer. The greater the differences, the more acute the learning difficulties will be. Other hand, in which first language and target language seem to be parallel. It will produce positive effect in language learning. To avoid errors learners, switch the words from target language to source language, from this way they can easily understand the target language text and easily collocate words. (Mahmood, 2002). According to Deveci (2004) when students see the words in phrases, they cannot understand them because the surface level knowledge inhibits meaningful learning. Therefore, such low level allows creating collocation problems like interlingual errors because of the negative transfer from their mother tongue.

2.14 Pedagogical Implications of Collocations

If we understand the phenomenon of implications of collocation, we can say that a botany teacher does not take students towards the forest to inform about the plants rather they can easily describe the type of plants and its characteristics with the help of words. In this way dictionaries and other vocabulary sources is main key to help students to keep up to date and easily learn new words (Kennedy, 1990: 227).

Kennedy (1990) brilliantly capture the once concerns about teaching collocations. It is neither reasonable to imagine that foreign language learners will not competently produce a natural and accurate language without a guide noris there a magic formula for correcting collocation errors. Obviously, it is compulsory for second language learners to produce collocations both through a direct study or qualitative input.

2.15 Approaches to collocation

Collocation is one of the important topics to discuss in the field of linguistics, many attempts made by many researches to investigate collocation from different angles. There are few approaches to collocation in linguistic by different scholars; they defined collocation according to their different linguistic pattern and phenomenon. There are as follows:

1) Frequency Based Approach

2) Semantic Approach

3) The structural Approach

4) Lexical Approach

2.15.1 Frequency Based Approach

This approach is presented by scholars that follow Firthian theories. Among the most known scholars is M.A.K Halliday (1966). As the name suggests, one of best criteria for identifying collocations is the frequency of co –occurrences of lexical items. According to frequency-based approach collocation is described as blend of two words that happens mostly to being together in firm distance (Zagrebelsky, 2007).

J.R Firth (1957) developed this approach. Frequency Based Approach is about to describe the meaning of words which co-occur together (Martynska, 2004). Halliday defines collocation as number of items which are suitable in the environment, are relative to total number of items which occur with each other. Sinclair (1991) defines collocations as existence of one or more words which have short space between them in a given text. A short space,' or span' is defined by Nesselhauf (2005),who describes span as distance around words which co-occur together, and those words are further investigate on the basis of those words which are around main words.

2.15.2 Semantic Approach

The Firthians theory about collocation seemed incomplete by semanticists. The reason is that it categorizes collocations according to how words co-occur without approaching that there are lexical items which collocate with another lexical item.

Firth's theory of collocation was found not enough for the knowledge of collocations. Lyons (1996) complaints about Firth's theory about collocation by saying it does not justifying the explanation about behind co-occurrence of lexical words.

Robins (1967) rejects the idea of one lexical segment led to only one meaning, and he threw the light on the concept of the meaning of language do not present separately, they can vary according to the words which they are relate with.

2.15.3 The Structural Approach

This type of approach is associated with some European researchers; they are interested in examining collocation in different languages. Nesselhauf's (2005) Explanation of collocation according to this approach is based on the delineation of

collocations and to separate it from other word combinations, obviously free word combinations, idioms and other combinations. Collocations are distinguished from free combinations due to the reason that whether the substitution of items in words combination is either arbitrary or semantically aggravated. According to Benson (1990) grammatical collocations usually consists of noun as well as verb, noun that clause, adjective +that clause, these types of collocations are categorized into 8 sub types. Lexical collocations do not include infinitives, relative clause, preposition, although lexical collocations have noun, verb, adjective. There are seven types of them according to Benson and Illson (1997) classify collocations as follows:

Noun +Preposition

18 is the age at which you are allowed to vote.

To-infinitive+ Noun

They felt a need to do it

Noun that clause

I believe that he is innocent

Preposition + noun

By car

Adjective+ preposition

We were all pleased with our exam results.

Adjective+to-infinitive

It is nice to be here

Adjective +that-clause

It was difficult that I be here

Verb+to-infinitive

They began to speak

2.15.4 The Lexical Approach

The lexical approach aims to tell learners about collocations as lexical items rather than single word. For example, the phrase “*catch a cold*”, in this phrase we cannot assume the meaning of this phrase by derive the meaning of each single word rather we take whole phrase as a single meaning. According to Schmidt (2000), it is important to take a form of meaning at lexical level rather than look each word with its own meaning.

2.16 Benson and Ilson structural Approach of collocation

There are three main approaches to know about collocations in detail. They are as follows; Lexical, Structural and Semantic approaches. However, framework is used in this study is of structural approach.

2.16.1 Structural Approach

The structural approach is based on that, the collocation is formed due to its relevant structure and occurs in different forms. As far as structural approach is concerned linguists suggests that both lexis and grammar are same in nature and we cannot take them separately. They are considered as one entity. Both are interlinked with each other and we cannot explain one phenomenon without other. This approach is the reaction of lexical and semantic approaches. Lexical approach focuses on the lexis of language only and gives emphasis on grammar of language more rather than its meaning and structure. On the other hand, semantic approach pays more attention towards meaning of the sentences. In contrast, structural approach rejected the lexical and semantic approaches and their views about lexis and grammar are as separate terms. The view of this approach is that grammar and lexis are the same one in the field of linguistics. According to structural approach lexical words are derived from contextual as well as grammatical pattern which are appear in the text. From this view, they are divided into two types of collocation: lexical and grammatical collocation. The theoretical framework of this approach is Structural Approach because it discusses more about patterns of words and of lexical collocations, which also discusses about grammatical function of the sentences.

The six subtypes of lexical errors suggested by Benson and Illson

Type Pattern	Examples
1. Verb+noun/prepositional phrase	Do an impression
2. Verb+Noun	Reject an appeal
3. Noun +Adjective	Strong tea
4. Verb+Verb	Bees Buzz
5. Noun+of+Noun2	A lions of Proud, a bouquet of flowers
6. Adverb+Adjective	Deeply absorbed
7. Adverb+Verb	Appreciate sincerely

2.17 Work Already Done

Many EFL learners produce incorrect collocations in their writing. To rise awareness about collocations many researchers pay attention not only on vocabulary but also on the words which collocate with the them. In the field of collocation teaching different researches were conducted which discuss in the following pages.

Mahmoud (2005) researched about collocation errors which were committed by Arab students while practicing collocation in their writing. Descriptive statistics reporting that 64% of collocations used by learners were wrong and 84% errors were on lexical collocations as contrast to grammatical one. He also states that 61% incorrect collocations occur because of negative transfer from Arabic language.

Related to collocations another research conducted by Hosseini and Akbarian (2007) on relationship of collocation competency and language proficiency and they examine both qualitative and quantitative properties of lexical items. There was some connection between TOEFL and in collocation test according to the results. They concluded that collocation is needed to be taught in correct time. Another research in the field of collocation was conducted by Muhammad (Shitu, 2015p.9). In this research, students in writing essays produced lexical errors in their writing, the students were advanced learners. Specifically, the lexical collocation error was

commonly seen in those errors such as subtype: The pattern which was mostly featured in essays was V+N/patterns.

Another research was conducted by Sadeghi (2008). This research was conducted to find out difficulties faced by Iranian EFL learners in collocations. The present research is different from this research because it is based on oral speech while this research is on written collocation errors committed by EFL learners. Another research was conducted on the students who were doing major in English by Hashemi et al. (2007). The main purpose of this research was to find out errors in their essay writing of EFL learners. The purpose of this research was to investigate collocational errors in university students in essay writing. For this purpose, researchers collected thirty-eight assignments and class work to analyze collocation errors.

Another research on students of Gundarma University was conducted to know the negative transfer of collocation by Mashadi, (2003). The researcher found that causes of the errors were because of incomplete knowledge of collocations in language learning. The students have no idea about collocation, although they easily understand the meaning.

Tekingul, (2012) in order to highlights the positive effect of collocation in reading comprehension rather than single vocabulary item teaching. In Pamukale University Knowledge Scale (VKL) was used to measure the knowledge of collocation of learners. Based on research, students were divided into two groups, one group who was familiar with collocation and other group has received information about vocabulary. There was significant result shown by the group familiar with collocation.

In another research conducted by Farghal and Obiedat (1995), to find out the language ability of students and teachers. To accomplish this research, they conducted a test to get data from both senior and junior students who were doing their degree in English at Yarmouk University, which was in Jordan. That fill in the blank test was consisted of some general topic such as food, color and weather. After the results it was seen that both teachers and students have less knowledge about collocation. The authors depict that such an alarming situation poorly needs to have special training courses for

collocation. In 2003, Nesselhauf explained on a study that advanced German students committed errors in Verb+noun collocation. She identifies the type of errors and resulted that such errors are due to influence of mother language. She observed that the second language learning is influenced by their mother tongue. When we probe about non-European languages, we feel that we cannot compare non-European languages to European languages. The same point of view can be supported by another research done by Yamashita and Jiang's study in 2010 and in this research researchers, compare the performance of EFL and ESL learners of Japan which were taken as participant, and the results show that there are influences of native language in both ESL and EFL learners. Likewise, Kuo (2009) researched on EFL College students of Taiwan and analyzed errors. The author had 98 written samples which were divided into two topics by 49 students. For analyses the British National Corpus has been used to identifying errors in collocation. According to the results most of the errors were because of three main reasons as usage of synonyms 31%, and 20% was the reason of negative transfer and 49% was because of approximation. Research on verb + noun collocation was done by Hua, Hong and Salehuddin (2012). Malay students were written those 130 essays for this research. The results depict that most of the errors were in the type of preposition collocations and sources of producing those errors was over generalization, synonymy, and intralingual transfer.

Another research was conducted to know linguistic knowledge through acquiring collocation was conducted in Iran by, Shokouhi and Mirsalari (2010). They organized test and after the result of that test it was observed that there was no connection between knowledge of collocation and general knowledge of English. Another research conducted by Siyanova and Schmitt's (2008). In this research, study was based on collocation of native and non-native speakers of language. Essays written by Russian EFL learners were used as a sample for corpus analysis. According to the results, there was less difference between native speakers and non-native speakers in their knowledge of collocations. The research was conducted, based on three guided tests which were conducted on the students of Saudi ESL and EFL learners of Arab by Alsakran (2011) to know use of collocation. After the results, it was concluded that on the level of acceptance and production of collocation, there was influence of external environment on EFL learners.

Verb collocation level was also studied by Fans in 2005. She pointed out four levels of attention which are as follows; semantic processing (embedded collocations), memorization, rule given (rule given to those students), and negative collocation (impossible collocates). Four different tasks were provided to the students; the sample of study was consisted of 94 students, and divided into four groups. After testing, results show that students who were in rule-oriented group were seeming to be more efficient rather than other group which have semantic knowledge only. Same on this technique, to know the knowledge of verb noun combination Fahim and Vaezi(2011) selected Iranian second language learners. The researcher selected 96 students and divided them into three groups.; One group an experimental group where students were trained, and collocations were capitalized and bolded in specific reading passage, another group where collocations was taught randomly by increasing images in the reading passage, and the third group, which had not received any kind of special training regarding collocation instructions in their passage. The results illustrate that that group which was provided with collocations was better in the performance than other groups. Both Fan's and Fahim and Vaezi's studies highlighted the same on teaching collocations. Another study conducted by Seesink (2007) shows that teaching collocation with a learning technique can make their influence on writing skills. For this research tool was a questionnaire test, and some writing sample for collecting data. Results show that learners have benefit because of teaching collocation, in developing their writing skills.

A mobile application was developed by Amer (2010). The purpose of this application was to know the effect of idioms and collocations. He selected 45 EFL learners for the research on this application. The results illustrate that student didn't get score more than 70%, a comparison the students who used applications were more efficient in the collocation quiz. Zengin (2009) observed the advantages of Google search engine which is very helpful in teaching and learning collocation. She observed that Google search engine is a best tool which available is free of cost and easily accessible to every student. In short both researches results state that, both receptive and productive task can be helpful in learning collocation. Another research was conducted by Ghasem Modarresi (2009). In this comparative study of collocational errors, a pool of 124 male and female students majoring in English participated. Having collected the collocational errors out of the students' writings, the researcher decided to analyze the

data from a syntagmatic perspective to determine, first, the amount of collocational errors emerging from students' lack of collocational knowledge, and then, the strategy types that learners resort to overcome their collocational deficiency. The amount of errors resulting from lack of or inadequate familiarity of students with collocations was 74%. Since the data are written compositions and the object of analysis is the texts, the researcher prefers to conduct a qualitative research and the kind of methodology employed in this research is that of interpretive approach. Hsu and Chiu (2008) observed the functions of collocation through their speaking proficiency of Taiwanese EFL learners and the results depicts that there was significant relationship between learner's knowledge of lexical collocations and their speaking proficiency. This research suggests that we should not only focus on collocation as we hear but we should also use in our speaking as well. Learner's skills related to reading, comprehension and vocabulary have greater influence on collocation Ling (2009). Three groups of Taiwan learners divided according to their level of knowledge. Each group have followed three various types of instructions. From the results, it was observed that direct collocation instruction is more useful in teaching and learning. Lin (2009) also observed the efficiency of high school students of Taiwan in the field of collocation.

As mentioned earlier, many researches have been done on collocation with different perspective and methodology. As far as my research gap is concerned, according to researcher's knowledge most probably no research has been done on collocation in Multan before especially at secondary Level, hence my research is pioneer work in the field of linguistics.

2.18 Summary

Some applied linguistic considered collocation as important feature in language learning, and it is the only factor which distinguishes native language to non- native language. As the researcher's concern is investigating collocation errors, it is essential not to neglect what linguists contribute to the area of errors. Collocation is one of the important topics to discuss in the field of linguistics, many attempts made researches to investigate collocation from different angles. From all these researchers, there are some researches which are related to my work conducted are as follows: (Farghal and Obiedat ,1995; Mashadi, 2003; Nesselhauf 2003; Sohrab Dravashi 2007; Kuo, 2009;

Nafeez Shammam 2013; Fatima Muhammad, 2015). There are three main approaches of Collocation. They are as follows; Lexical, Structural and Semantic approaches. According to structural approach lexical words are derived from contextual as well as grammatical patterns which appear in the text. From this view, they are divided into two types of collocation: lexical and grammatical collocation.

CHAPTER 3

METHADODOLOGY

The present research deals with the testing of collocation knowledge of the students of secondary level. The research was conducted in Multan. This research is quantitative in nature. In this research, a multiple choice question is used to collect data.

3.1 Participants

The data of the research was drawn from 50 female students from government school. The participants were secondary level students. The background of English language of these participants was good because they have formally studied English language

as a compulsory subject for almost ten years. All these students had same educational, social and economic background.

3.2 Data collection tool

The objective of the present research is to find out the current knowledge of collocation. For this purpose, the appropriate tool is test. The test gives the data of current knowledge of the participants. There are mainly two types of tests, namely, subjective type tests and objective type tests. The valid test for the present research was objective type tests and from these different types of tests the researcher selected the most appropriate type of test and that was multiple-choice question test.

Although there are different types of assessment tools in line with the construct aimed to be assessed, Öztürk (2007) maintains that multiple-choice (MC) items are commonly used in language testing. Multiple-choice items are described as receptive or selective (Brown, 2004). In other words, administration of these items requires the test takers to choose from a set of responses rather than creating a response themselves. As for the basic structure of a multiple choice item, each multiple-choice item has a stem which acts as a stimulus and several alternatives provided to the test takers to be chosen. Of all these alternatives, there is a key which is defined as the most appropriate response to the stem, and the other alternatives are called distracters. Öztürk (2007) states, multiple-choice items are mostly preferred by teachers thanks to the fact that they are relatively easy to prepare and practical to administer. Multiple-choice items seem to be reliable compared with other types of tests which are negatively affected by subjectivity (Öztürk, 2007). Additionally, Brown (2004) suggests that multiple choice items provide overloaded teachers with the opportunity of easy and consistent process of scoring and grading. It is also maintained that multiple choice items are easy to prepare because there is a computer program especially designed to prepare multiple choice items testing vocabulary (Coniam, 1997).

3.3 Item analysis of the test

Item analysis refers to a statistical technique that helps instructors identify the effectiveness of their test items. In developing quality assessment and specifically effective multiple-choice test items, item analysis plays an important role in contributing to the fairness of the test along with identifying content areas that maybe

problematic for students. The test was in the form of multiple choice questions containing one answer and three distracters.

Table. Measurements of Difficulty Level

Item no	Difficulty Level	Item no	Difficulty Level	Item no	Difficulty Level
1	74	21	77	41	39
2	62	22	74	42	43
3	38	23	72	43	36
4	80	24	62	44	41
5	34	25	40	45	49
6	46	26	32	46	56
7	36	27	60	47	50
8	24	28	43	48	62
9	34	29	77	49	82
10	82	30	56	50	29
11	52	31	34	51	30
12	34	32	28	52	55
13	70	33	58	53	34
14	55	34	62	54	62
15	42	35	62	55	29
16	54	36	74	56	55
17	80	37	32	57	43
18	62	38	34	58	68
19	70	39	40	59	71
20	78	40	48	60	34

Formula to find difficulty level(item analysis of test items) = $d: X/A*100$

Range: $A=d<25$ Easy

$B=d\geq 25$ and $d\leq 85$ Medium (acceptable)

$C=d\geq 85$ Difficult

All the items that are greater than 25 and less than 85 are acceptable (Singha,1999)

3.4 Validity and Reliability of the test

As mentioned earlier, the validity and reliability of the test was ensured through conducting item analysis which is an appropriate tool for measuring the difficulty level of the test items. After ensuring the acceptable difficulty level of the items a pilot study was conducted and it helped the researcher to further appropriate the test before its final administering.

3.5 Data Collection procedure

There were 60 MCQ's which were prepared from secondary level English textbook. The difficulty level of the test was measured for the purpose of validity and reliability. The result of the item analysis was further checked by checked by Dr Muhammad Arshad (PhD Education) and Syed Alamadar Nabi (PhD Research Scholar). Forty minutes were given to students in order to complete their test. This test was consisted of sixty sentences related to collocation. The division of test was as follows;

- i) Verb+Noun (20) questions
- ii) Adjective+Noun (20) questions
- iii) Noun+Noun (20) questions.

As the test contained 60 MCQs each question was assigned one mark, which means total marks were 60. Forty minutes were given to students to complete their test.

3.6 Pilot Study

The researcher has selected common words of collocation for a pilot study from English text book of secondary level. Numerous sources were used to make sure its validity. Two educationalists from linguistics and education background checked the collocation list for pilot study.

CHAPTER 4

DATA ANALYSIS

This chapter shows the results which were obtained through data analysis. As stated earlier, the tool for data collection was test. The reliability and validity of the test was ensured through checking the difficulty level of the items of the test. There were 60 items in this collocation test containing VN 20 items, NN 20 items, and AN 20 items of collocations. The data was collected from 50 students of secondary level in Multan. They were allowed to answer it in forty minutes. After data collection, it was analyzed through SPSS V16. The test contained three types of collocations

named as Verb + noun, Adjective + noun and Noun + Noun. To check the reliability of the test, the test was piloted on 15 non-participants of EFL learners.

4 Descriptive Statistics of Test

As it was previously mentioned there were three types of collocation, Verb + noun, Adjective noun, Noun+ noun. This table shows relationship between verb-noun collocations.

4.1 VERB-NOUN

Table No 1 Descriptive Statistics of Verb-Noun

Score	Frequency	Percent	Cumulative Percent
5	1	2.0	2.0
7	1	2.0	4.0
8	3	6.0	10.0
9	4	8.0	18.0
10	7	14.0	32.0
11	4	8.0	40.0
12	7	14.0	54.0
13	9	18.0	72.0
14	6	12.0	84.0
15	6	12.0	96.0
16	1	2.0	98.0
19	1	2.0	100.0
Total	50	100.0	

As this table No 1, shows the verb-noun collocation results. As we can see in this table minimum score in Verb+ noun collocation is 5. If we see the frequency at score 5 which is 1 it means only one student get 5 marks in V-N. If we look at the percentage of minimum score so it is showing 2% out of 100%. We need to divide the score as minimum and maximum. Minimum score students obtained is 5 and maximum score is 19. There is big difference between lowest score and highest score. It means students face difficulty in V-N collocation type as the table shows that the highest score is only obtained by the one student, while maximum students gained 11 to 13 scores which shows cumulative frequency as 40- 72 percent from 100% percent. It shows that most of the students have failed to attempt maximum Verb-noun

collocation correctly. If we further categorized this table on the basis of number of students and scores they achieved, we get three different classes as:

1. Lowest achiever
2. Middle achiever
3. Highest achiever

If we see in this table, the score portion shows that from scores 5 to 9 can be considered as lowest achievers. The reason behind this, as we see that, the frequencies from score 5 to 9. There are 9 students who fall in this category as per score is concern.

Table No 1.1 Descriptive Statistics of Lowest achievers

Score	Frequency	Percent
5	1	2.0
7	1	4.0
8	3	10.0
9	4	18.0

This Table is extracted from Table No1, which shows the lowest achievers scores and number of students who are fall in this category. If we look towards cumulative frequency from score 5 to 9, so we see that from number 1 student to 9 student , they attempt only 2 -8 % percent of the Verb-Noun category from the test out of 100% , which can be considered as poor knowledge of collocation among students. This result shows that student of EFL learners at secondary level have attempted only 18% percent of the Verb-noun collocation in the lowest achiever category.

According to the result presenting in the Table 1 ,we go further down from lowest scorer to middle/average achiever , we see that from score 10 to 13 , the students fall in this category can be consider as middle achievers. According to the frequency row of score 10 to 13, there are 27 students who get average marks in Verb-noun collocation as shown in the table.

Table No 1.2 Descriptive Statistics of Middle Achievers

Score	Frequency	Percent
-------	-----------	---------

10	7	32.0
11	4	40.0
12	7	54.0
13	9	72.0

According to the results presented in Table No 1, this portion of the table shows that from score 10 to 13, the students fall in this category is 27 (7+4+7+9=27). Now if we see towards cumulative frequency of score from, 10 to 13 , it is showing 32 -72 % test was attempted in the Verb- Noun category out of 100%. From this result we can conclude that 27 students achieve score from 10 to 13 in the VN collocation. If we compare above figures of this table so we reached to the conclusion that the number of middle achievers is higher than lowest one. It shows that through cumulative frequency which is 72% at 13 score. As comparison to the lowest achiever the cumulative frequency of middle achievers are higher.

As we look towards bottom of the Table No 1, according to the results score from 14 to 19, the frequency of students has increased. Students who scored 14 to 19 in the Verb-Noun can be considered as highest achievers.

As it is shown in the Table no 1 as follows:

Table No 1.3 Descriptive Statistics of Highest Achievers

Score	Frequency	Percent
14	6	84.0
15	6	96.0
16	1	98.0
19	1	100.0

Table No 1 depicted the results of VN collocation. As table No 1.3 is concerned it is showing the scores between 14 to 19 , as we see in the frequency row, the number of students fall in this category are 14 (6+6+1+1=14). If we see towards cumulative frequency from score 14 to 19 it is showing 78-100%, which means 14 students attempted 84-100% test from verb-noun category. It means if we compare all students including lowest, middle and highest category, the difference of cumulative frequency is shown clear as 2-8% lowest, 32-72% middle and 84-100% respectively. As is shown above in the Table no 1, 27 students were in middle achievers list. It means from 100% only 54% students which are majority in number attempted 72% test correctly. They have average knowledge of verb noun collocation as comparison to the lowest one. But when we see the maximum number obtained by the students which are 19. This result shows that the possible reasons behind collocation could be lack of knowledge about collocation.

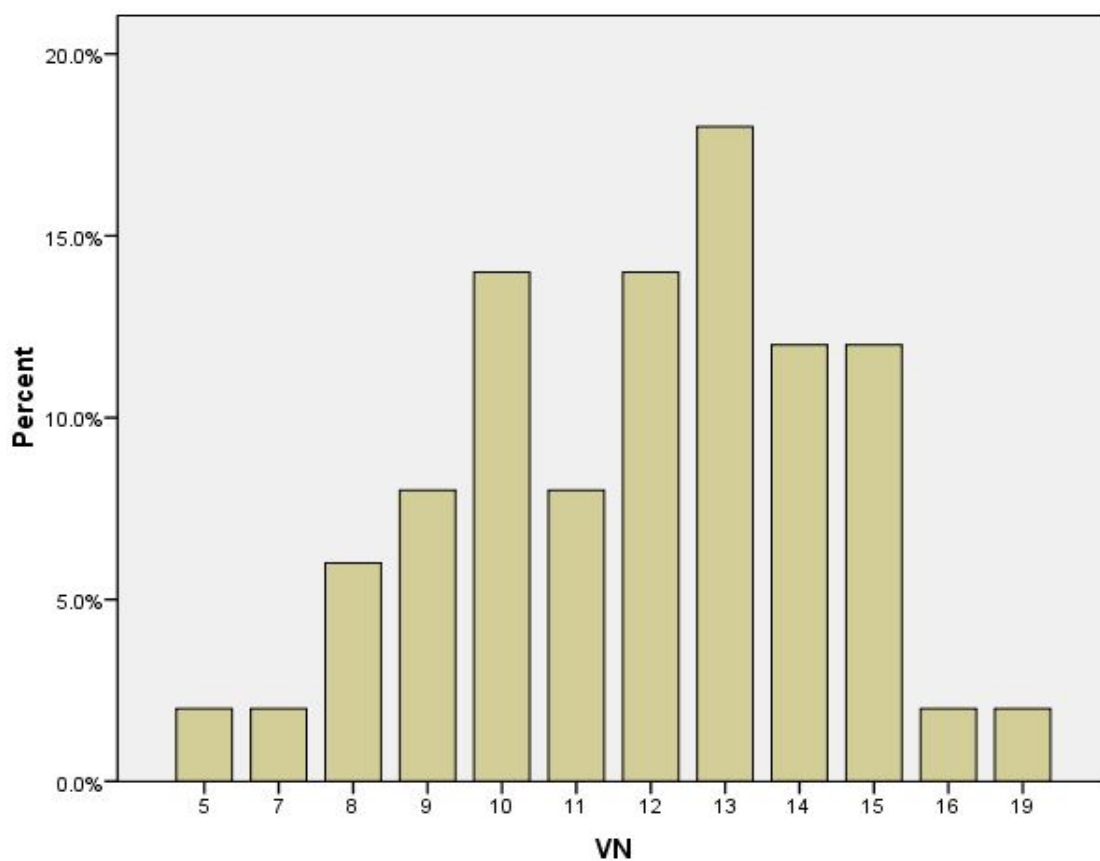


Figure 1 Graphical representation of VN

As shown in this figure the relationship between marks obtained by students on x-axis and on y-axis there is percentage of students who attempted the test.

This figure shows that minimum score gained by the students are 5, as it is mentioned earlier only 14 % students obtained 10 marks as shown in the graph. While as shown in graph the highest bar on score 13 which shows 18% students obtained 13 marks. Only 2 percent students obtained maximum marks in the test which means ninety students out of 50, as it is represented in the graph.

4.2 Adjective-Noun

Another type of collocation which was included in the test is Adjective+ noun.

Table No 2 Descriptive Statistics of Adjective-Noun Results

Score	Frequency	Percent	Cumulative Percent
5	1	2.0	2.0
6	3	6.0	8.0
7	8	16.0	24.0
8	11	22.0	46.0
9	11	22.0	68.0
10	3	6.0	74.0
11	4	8.0	82.0
12	3	6.0	88.0
13	3	6.0	94.0
14	2	4.0	98.0

Table No 2 Descriptive Statistics of Adjective-Noun Results

Score	Frequency	Percent	Cumulative Percent
5	1	2.0	2.0
6	3	6.0	8.0
7	8	16.0	24.0
8	11	22.0	46.0
9	11	22.0	68.0
10	3	6.0	74.0
11	4	8.0	82.0
12	3	6.0	88.0
13	3	6.0	94.0
15	1	2.0	100.0
Total	50	100.0	

According to the result presented in Table No 2, it is representing the statistical results of Adjective+ Noun through test. As shown in the table minimum score obtained by the students are five, and frequency is 1, which means one student got only 5 marks in Adjective+ noun and its cumulative frequency is 2% out of 100%.

According to this table, the results depict that minimum score in Adjective+ noun category is 5 and maximum is obtained by students are 15. There are huge differences in minimum and highest scores. Cumulative frequency at lower score 5 is 2% while at score 15 it is 100% ,which shows that only 1 students out of fifty students obtained full marks in this category. On the basis of marks obtained by the students we divide this result into three groups namely as:

1. Lowest Achiever
2. Middle Achiever
3. Highest Achiever

The above mentioned Table No 2, demonstrated the lowest scores is from 5 to 8. This score depicts that students are under these score can be listed as under lowest

achievers. We can check the number of students through frequency related to these scores which is described in the table No 2 as:

Table No 2.1 Descriptive Statistics of Lowest Achievers

Score	Frequency	Percent
5	1	2.0
6	3	8.0
7	8	24.0
8	11	46.0

Additionally, in Table No 2.1 depicts about the result of Adjective+noun category. According to this table, score from 5 to 8 falls into lowest achievers group. The number of students who achieved scores from 5 to 8 can be seen by frequency in this table. Total number of students in lowest group is 23 ($1+3+8+11=23$). Above mentioned Table No 2 explains the cumulative frequency of these scorers as well. At this score cumulative frequency is between 2% to 46 % out of 100% which states that out of 100% test students attempted only 2%-46% of the test. From this analysis we can say that Knowledge of Adjective+ noun is very poor. These errors made by students because they have no knowledge that how to use Adjective+ noun collocation correctly. As we go further down towards score data from this table, score from 9 to 12 shows the capability of middle achievers of this test. As it is mentioned in above Table No 2 the frequency of these scores are 11,3, 4, and 3 respectively.

Table No 2.2 Descriptive Statistics of Middle Achievers

Score	Frequency	Percent
9	11	68.0
10	3	74.0
11	4	82.0
12	3	88.0

It can be seen from the data in Table 2.2, the number of students can be check through frequency are 21(11+3+4+3=21). This result shows that twenty-one students obtained score from 9 to 12, which can be considered as middle achievers of the test. If we point out the cumulative frequencies at this score we find cumulative frequency from 68-88% out of 100%. It states that twenty-one students were successful in order to attempt 68-88% test in Adjective + Noun collocation. As compare to the lowest achievers middle have better percentage of attempting test. This result shows student with average scores, face difficulty in adjective+ noun combination in collocation.

If we see further in above mentioned Table No 2, which reveals that maximum score for this category is 15. If we see the scores from 13 to 15 which are the highest scores in this category obtained by students as illustrate in the table No 2.

Table No 2.3 Descriptive Statistics of Highest Achievers

Score	Frequency	Percent
13	3	94.0
14	2	98.0
15	1	100.0

It is apparent from this table that 13 students (1+3+2=6) reach at the score from 13 to 15 in this category. If we see cumulative frequency at highest ranking score is 94-100%. It means six students obtained 90-100% score out of 100%. Now if we

compare all three categories of AN collocation, we see differences among them as 2-46% lowest, 68-88% middle achievers, and 94-100% highest achiever as twenty three students, twenty one students and six students respectively.

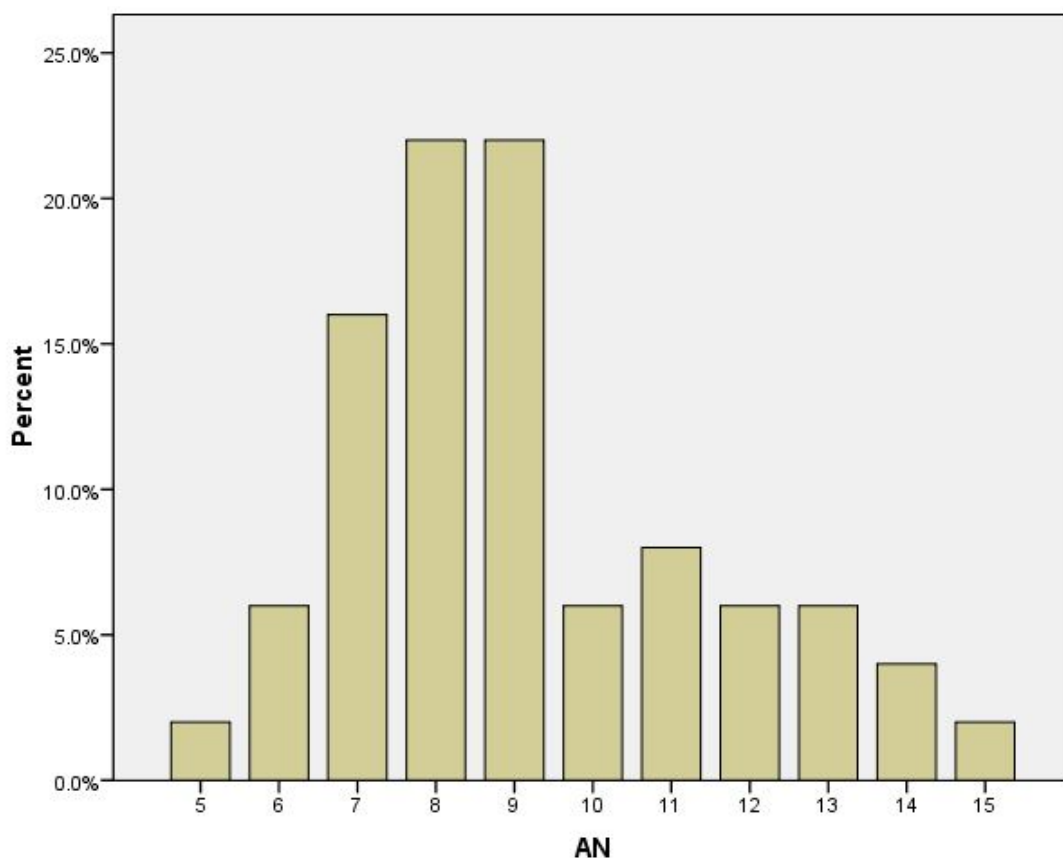


Figure no 2 Graphical representation of AN

As shown in this figure the relationship between marks obtained by students on x-axis and on y-axis there is percentage of students who attempted the test in the Category of Adjective +noun. This graphical representation of this collocation shows that 2% students obtained 5 scores in this category. As we see in this graph that minimum score 5 and maximum score 15, graph bar is on 2% at score 5 which means 2% student have scores of 5, on other side at score 15, the graph bar presenting 2% as well which means 2% students obtained 15 marks in this category.

4.3 Noun+ Noun

Now we analyze the results given by SPSS software of noun-noun category.

Table no 3 Descriptive Statistics of Noun-Noun

Score	Frequency	Percent	Cumulative Percent
3	2	4.0	4.0
4	4	8.0	12.0
5	8	16.0	28.0
6	12	24.0	52.0
7	8	16.0	68.0
8	9	18.0	86.0
9	2	4.0	90.0
10	1	2.0	92.0
13	1	2.0	94.0
14	1	2.0	96.0
15	1	2.0	98.0
16	1	2.0	100.0
Total	50	100	100

As shown in this Table No 3, this data depicts the result of Noun+ noun. As we can see in this data maximum score gained by the students are 16, if we see the frequency at maximum score 16 which is 1. It means one student got maximum marks in this category. On the other hand minimum score gained by the number of students which are three and frequency at score 3 is 2%. From this data we can observe some differences unlike other tables. This table shows that at 6 score, frequency of students are maximum which means twelve students obtained 6 score which is 24% of the test. On the basis of this, we divided this data into three groups as same as earlier, lowest, middle and higher achievers.

As illustrate in the Table No 3, the least score is 3 and number of students are three, and cumulative percent at this score is 4.

Table No 3.1 Descriptive Statistics of Lowest Achievers

Score	Frequency	Percent
3	2	4.0
4	4	12.0
5	8	28.0
6	12	52.0

As shown in the above table, the students obtained marks from 3 to 6 are 26(2+4+8+12=26) in numbers. They can be considered as lowest achievers. Frequency shows that at score 3, only two students gained 3 scores. Twelve students obtained 6 marks it means they conduct 52% of the test in this category. Students are attempted 4 to 52% of the test in the lowest achievers category.

Table No 3.2 Descriptive Statistics of Middle Achievers

Score	Frequency	Percent
7	8	68.0
8	9	86.0
9	2	90.0
10	1	92.0

As shown above in table. The frequency of student is 20 (8+2+9+1=20), which means twenty students have obtained marks from 7 to 10. If we look at cumulative percent, which are from 68% to 92%. It means twenty students have obtained 68% to 92% marks in this category out of 100%. Which means mostly students have average knowledge about collocation; they have failed to attempt rest of the test. This result

shows that EFL learners proficiency in the collocation, and their awareness about different types of collocation.

According to Table No 3, which also shows that the percentage of students who achieved scores from 3 to 6. From this result we conclude that majority of the students have gained marks in the lowest category. As we proceed further in the Table No 3, the maximum scores obtained are 16.

As shown in the above Table No 3.3, the highest score are 16 which are obtained by

Table No 3.3 Descriptive Statistics of Highest Achievers

Score	Frequency	Percent
10	1	92.0
13	1	94.0
14	1	96.0
15	1	98.0
16	1	100.0

only one student out of 50 students. One student has obtained 10 marks in this Noun-Noun collocation category. It means only five ($1+1+1+1+1=5$) students have fall in highest achiever group in the type N-N collocation. There are noticeable differences in the percentage of higher scores. Cumulative percent also shows the percentage of test conducted by students. Ten scorer students attempted 98% test correctly. If we compare the percentage of all the three groups so we reached at the point that lowest achievers are maximum in number and attempted 4% to 52% of the test in the type of N-N collocation.

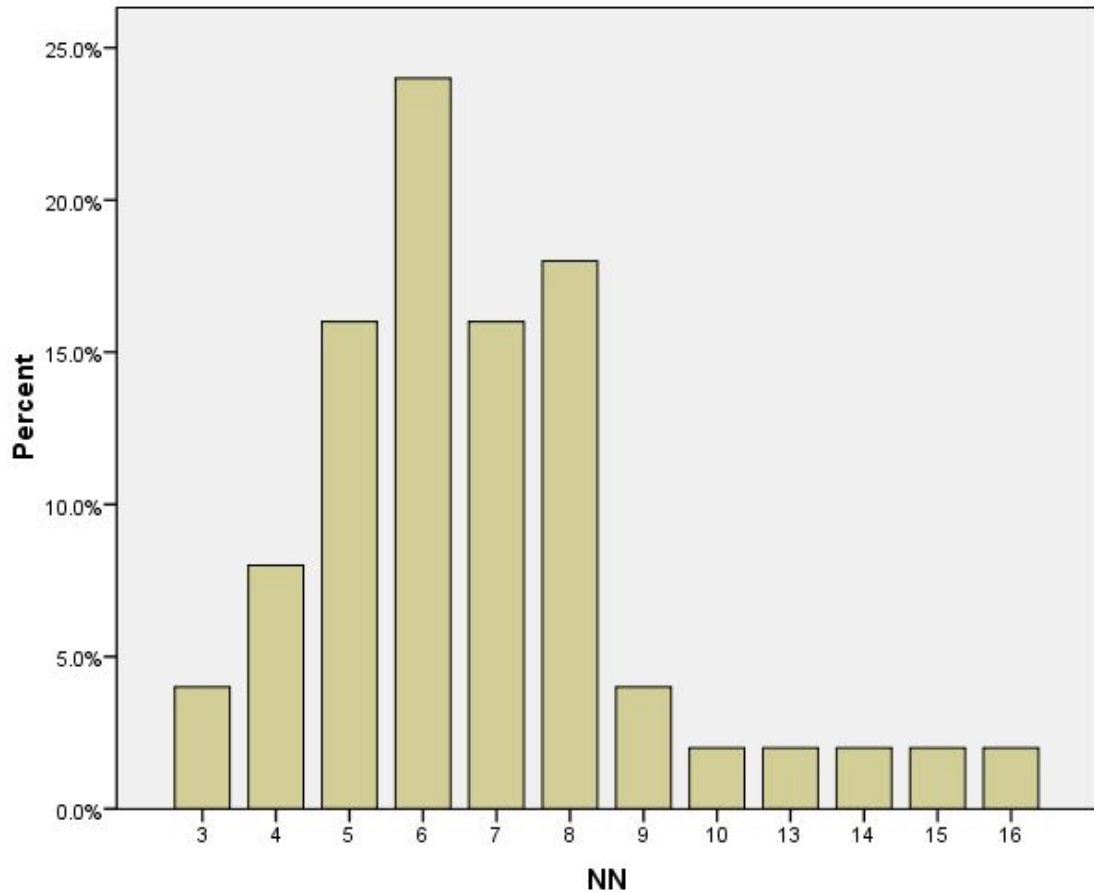


Figure no 3 Graphical Representation of Noun-Noun

As shown in figure No 3, the score obtained by students have on x-axis while percent of student who attempted these score are on y- axis. As shown in this figure, graph bar at 3 score which is low because only 4% out of 100% student have achieved score 3. If we look towards at score 6 the graph bar is at 52%, which are showing that maximum number of students have obtained score 52%. Comparison to the maximum scorer percent and minimum score percent we see big differences in their percent as 4% and 100% respectively. This result illustrated that possible reason behind collocation could be students have less knowledge of collocation and they miscollocate the words.

Table No 4 Descriptive Statistics of Total

Score	Frequency	Percent	Cumulative Percent
18	1	2.0	2.0
20	1	2.0	4.0
21	2	4.0	8.0
22	3	6.0	14.0
24	2	4.0	18.0
25	3	6.0	24.0
26	8	16.0	40.0
27	6	12.0	52.0
28	5	10.0	62.0
29	3	6.0	68.0
30	2	4.0	72.0
31	3	6.0	78.0
32	3	6.0	84.0
33	2	4.0	88.0
34	1	2.0	90.0
35	1	2.0	92.0
36	2	4.0	96.0
39	1	2.0	98.0
41	1	2.0	100.0
Total	50	100.0	

The table depicts the total minimum score obtained by students are 18 and percentage of students who attempted and gained 18 score with 2%. Similarly the cumulative percentage at this score is 2% as well. On other side if we look towards maximum scores obtained by the students in complete test is 41 score. One student was obtained maximum marks in collocation test. Same as percent at this score is 2% which means out of 100% only 2% have gained maximum score. At maximum score cumulative percent showing 100% which means from the rest of student, highest achievers have 100% percentile in this result. We have divided this table into three groups as well on the basis of scores and percent as lowest achievers, middle and highest.

Table No 4.1 Descriptive Statistics of Lowest Achievers

Score	Frequency	Cumulative Frequency
18	1	2.0
20	1	4.0
21	2	8.0
22	3	14.0
24	2	18.0
25	3	24.0
26	8	40.0

As shown in table No 4.1 which give us details about lowest achievers in the total test result. If we see the frequency of students who obtained the marks from 12 to 17 are 20 (1+1+2+3+2+3+8=20) If we look towards cumulative frequency which is increasing from minimum score to maximum. At 18 score cumulative frequency is 2 which means out of 100% only one student have attempted 2% test correctly. If we look at the last row of maximum scores which are 26, it is showing 40% cumulative frequency. It means eight students have attempted 40% test.

Now as we seen in table No 4 in the middle of the score row marks obtained from 27 to 32 by students fall into middle achiever group.

Table No 4.2 Descriptive Statistics of Middle Achievers

Score	Frequency	Cumulative percent
27	6	52.0
28	5	62.0
29	3	68.0
30	2	72.0
31	3	78.0
32	3	84.0

As shown in the above table, the minimum score at middle category are 27 and the frequency is 6. Which means only six students have gained 27 marks in test. Score from 27 to 32 considered as an average score. The numbers of students who have in this category are $24(6+5+3+2+3+3=24)$. It means twenty-four students have obtained score from 27 to 32. Cumulative percent statistics shows that 52 to 84% test was attempted correctly by twenty-four students out of 100%. The cumulative frequency has gradually increased as score increasing. But there are variations in the number of students. If we proceed further and go through table No 4, we will find maximum marks at the bottom of score row which is 41.

Table No 4.3 Descriptive Statistics of Highest Achievers

Score	Frequency	Cumulative percent
33	2	88.0
34	1	90.0
35	1	92.0
36	2	96.0
39	1	98.0
41	1	100.0

As mentioned in above table, the minimum score in the highest achievers ranking is 33, and the frequency shows two students have obtained 33 marks. Cumulative percent increases as score increases. From score 33 to 41, there are eight ($2+1+1+2+1+1=8$) who obtained score. Cumulative percent shows at score 41 only 1 students have attempted 100% test from the rest of students. Additionally in Table No 4 , there is clear comparison in cumulative percent between lowest achievers ,middle and highest achievers as 40%, 84% and 100% in collocation test.

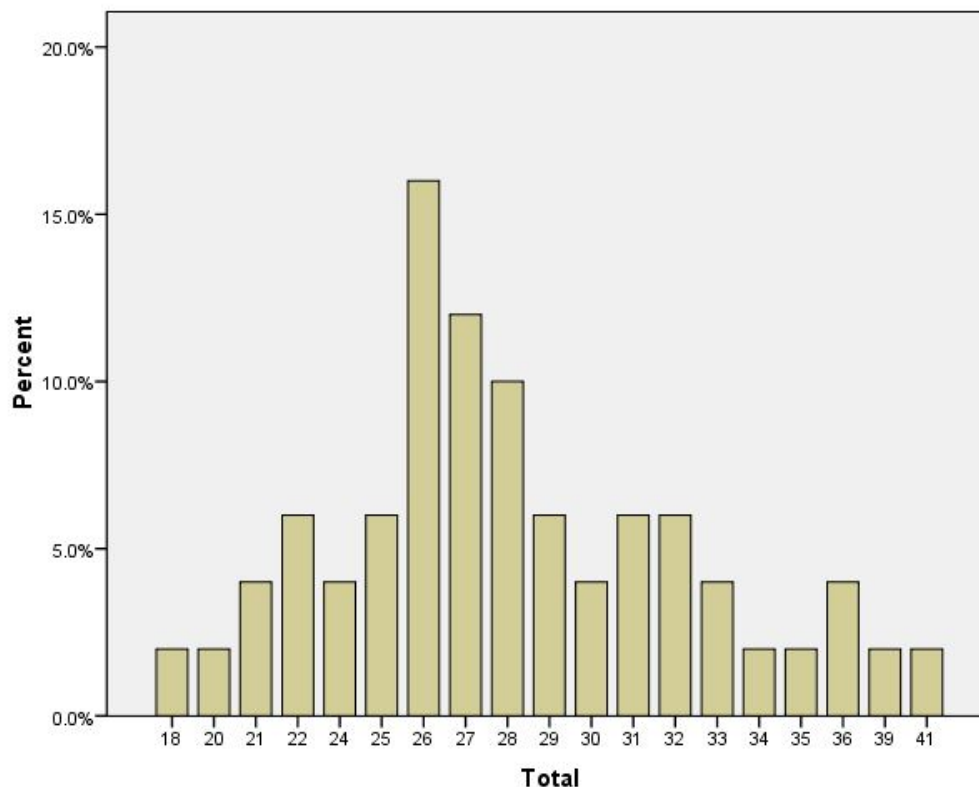


Figure no 4 Graphical Representation of Total Result

As shown in this figure, the scores obtained by students are on x-axis and Percent representation is on y-axis. According to this graphical representation, the low graph bar is on score 18, 20 which shows only 2 % students out of 100% have obtained 18, and 20 score. On other side the highest graph bar is on 26 scores which means eight students have gained 26 scores, which is majority in all rest of the students. If we look at the percentage at 26 scores it shows 16% which means out of 100% only 16% students have obtained 26 marks in test. Another maximum graph bar of score 34, 35 which are have equal in percent 2%.

Table No 5

	VN	AN	NN	Total
Minimum	5	5	3	18
Maximum	19	15	16	41

	VN	AN	NN	TOTAL
Sum	596	458	348	1402

As shown in the Table No 5, this is final results of three types of collocation namely as Verb+Noun, Adjective+ Noun , and Noun+ Noun respectively. As it is shown in table in VN the minimum score obtained by students are 5 as compared to AN, whose minimum score is also 5.If we talk about NN collocation whose minimum score is 3 On the other hand in VN maximum score is 19,which is more than AN ,whose score is 15. Similarly if we see in NN ,the maximum score is 16 which is more than AN.

Minimum Score = VN=AN>NN 5=5>3

Maximum Score = VN>NN>AN 19>16>15

As shown above in the table No 5, the sum of VN is 596 which are obtained by students. This result can be described as statistically as follow;

Overall Score of Verb-Noun in Equation

Percentile= $\frac{\text{Total score obtained} \times 100}{\text{Total questions in one type} \times \text{Total students}}$

Total questions in one type \times Total students

$$\text{VN} = \frac{596 \times 100}{20 \times 50 (1000)} = 59.6\%$$

From this equation we can say that Total score obtained by students is 596. Total number of questions in VN category was 20 and participants were 50 students. In the result we can see that 59.6% percent result is obtained in VN out of 100%.

Overall Score of Adjective-Noun in Equation

$$\text{AN} = \frac{458 \times 100}{20 \times 50} = 45.8\%$$

From this equation we can conclude that total score obtained by students is 458 in AN type of collocation. 45.8% result is obtained by students in AN type of collocation.

Overall Score of Noun-Noun in Equation

$$\text{NN} = \frac{348 \times 100}{20 \times 50} = 34.8\%$$

As this equation shows that total score obtained by students in NN is 348. The result shows that 34.85% marks obtained by the students out of 100%. Now if we compare results of all these types of collocation, the highest score gained by students are in VN type of collocation as compared to other categories. Total marks from test were 3000 from which 1402 marks obtained by the students as mentioned in Table No 5. It means only 46.73% marks achieved by the students in the collocation test.

CHAPTER 5

CONCLUSION AND DISCUSSION

Data collected through procedural adaptation of the methodology, had been analyzed in the chapter of Data Analysis. These analyses are made to identify the results of the study. Data was collected through a test based on Likert scale. This test was comprised of 60 multiple choice questions prepared from the English textbook of secondary level. The division of the number of items of the test was equal each containing 20 items. Each item was assigned one mark making the test of 60 marks.

The objectives of the research were to know the efficiency of the learners, types of collocational errors committed by EFL learners and assess the collocation knowledge of the EFL learners. Here the results are discussed here collocation type wise. The results which are discussed here shall also answer the research questions and objectives of this research. The results of the research are given below:

1. Data was collected through test which was consisted of three types of collocations known as Verb+ Noun (VN), Adjective+noun (AN) and Noun+Noun (NN)respectively.
- 2 The results of the study suggest that students are facing difficulties in collocations. The overall achievement of the students in the test is 47%. This result reveals the fact students' knowledge of collocation is not satisfactory. This unsatisfactory knowledge of the students in collocation is due to many factors like analogy, overgeneralization, paraphrase, L1 interference, interlingual transfer and intra lingual transfer. Further, the teachers do not pay attention in the teaching of the collocations
3. The results of the current research also reveal that students' performance was better in VN than AN and NN. The first research question is related to the errors committed by students in different types of collocations. The result shows that the students scored relatively better in VN type of collocations scoring 59.6%. This score

shows that students have better knowledge about Verb-Noun collocations. It is due to the fact that the verb is considered as pivotal in nature both in grammar teaching and translation from L2 to L1. This result also conforms to the frequency hypothesis according to which the order of development in L2 acquisition is determined by the frequency with which different linguistic items occur in input.

4. The second in result is AN type of collocations after VN. It is second highest type of collocation in which students gained 45.8%. The difference of score between VN and AN is 13.8% which is considerable. This again conforms frequency hypothesis because AN type of collocations are also frequently used in teaching and learning of second language.

5. The third in result is NN type of collocations after VN and AN. It is last in ranking in three types of collocations i.e. VN, AN, NN. The students' scoring percentage in NN is 34.8. The difference in score between VN and NN is 24.8%. It is again huge difference between VN and NN. The difference between AN and NN is 11%. Noun-Noun collocations are not found frequently in English language teaching, hence, students could not score well in this type of collocations. It also conforms to frequency hypothesis.

6. The study shows that students at secondary level in Multan are facing difficulties in collocations, which is consistent with previous researches e.g., Martin (1984), Gitsaki (1996), Bahns and Eldaw (1993), Bonk (2000), Conzett (2000), Huang (2001) and Abdul-Fattah (2003). Although, these scholars researched about collocation but knowledge of collocations increases steadily as proficiency increases. Students have more vocabulary words but their attention towards has not been directly towards of collocations.

The result of the research tells that students are more efficient in VN type of collocation as the percentage of their score in it was 59.6%. This result may be due to the fact that verbs and nouns play a more central role in sentences than adjectives. In addition, verbs and nouns are the main constituents of sentence. English sentences have main verbs, but they may not necessarily include adjectives. This is in fact in line with the frequency hypothesis which states that the order of development in L2 acquisition is determined by the frequency with which different linguistic items occur in the input.(Hatch & Gough,1976).

The verb-noun collocations are more common in the oral and written input given to L2 learners. This result related to VN is in line with some previous researches in the field of collocations like the study by El-Dakhs (2015). The results of the present study also lend support to the study by Miqdad (2012) who showed that verb + noun collocations were easier for EFL learners than adjective + noun collocations and verb + preposition collocations.

The possible reasons behind collocation errors might be due to overgeneralization, and influence of first language of learners. Recent experimental studies have pointed out that there are several factors that may influence EFL learners' performance in making correct collocations. Such factors which cause collocational errors are related to analogy, overgeneralization, paraphrase, the L1 interference, interlingual transfer, intralingual transfer, and shortage of collocational knowledge (Channell, 1981; Bahas, 1993; Bahns & Eldaws, 1993; Farghal & Obiedat, 1995; Liu, 1999a, 1999b).

According to Warning (1997), instead of learning individual words, our mind tends to use chunks when we speak or write, it is easy to remember chunks or phrases rather than constructing single words at once. Additionally, Warning (1997) states that native speakers will consciously predict what they are going to say. Therefore, if a non-native speaker uses unusual phrases, it becomes hard to comprehend. An increase in students' knowledge of collocations results in the improvement of their oral and reading comprehension. It means, since grammar, vocabulary and meaning work together to make a learner competent in language, it will be a mistake to neglect any of them or not to pay enough attention to them (Schmitt & McCarthy, 1990).

5.1 Conclusion

This research was intended to know errors committed by EFL learners at secondary level in Multan. As for the present research, this area of linguistic has never been searched before in this area at secondary level. Such study has never been done before in which types of collocation compared at this level.

The results obtained through statistical analysis indicated that EFL learners performance was not significantly differ in the AN and NN. The present research intends to investigate collocation errors in different types of collocations including verb-noun (VN), Adjective-noun (AN) ,and noun-noun (NN) by EFL learners at

secondary level in Multan There is less difference between them as compared to VN. Their performance was more significant in the VN as compared to AN and NN.

According to the results, adjectives are not as central as noun and verbs are use in the structure of sentence. As shown in the Table no 5, there is final results of three types of collocation namely as Verb+Noun, Adjective+ Noun , and Noun+ Noun respectively. The result shows that students have more command in VN.The result shows in table No 5 that in VN category students gained 59.6% marks out of 100% while as comparison to the other categories students obtained better marks in VN. This results shows that students has knowledge about VN collocations, and they had easily attempted V-N collocations.

On other side in the categories of AN and NN students has gained 45.8% and 34.8% marks respectively. The results show that student need to focus on collocation and it is important for them to use in daily life communication. This research shows that as a non native speaker of language we should also focus more on collocation especially at structural and grammatical level. This study shows that students have less knowledge of AN and NN collocations. Students have more tendency to collocate words in VN rather than AN and NN. In addition more importance should be given to collocations especially in EFL learners.

5.2 Suggestions and Recommendations

Teaching of English language to the non-native speakers is challenging. Further, teaching of collocations to the students of English language is not an easy task. This situation is grave in Pakistan where teachers do not pay attention in the teaching of collocations. This is due to the reason there are no marks in exams for collocations. Further, the teachers are not trained enough to teach collocations. Further, the role of policy makers is also important. They should conduct further researches in the field of collocations. Following are the suggestions and recommendations after the completion of the research.

1. The syllabus designers and policy makers should focus on this aspect of English language.
2. The policy makers should add some exercises in the book.

3. There should be some multiple choice questions in exam to assess students' knowledge about collocations.
4. The teachers should help students learning collocations.
5. There should be some teachers training to enable them to teach collocations.

5.3 Future Research

The field of collocation is neglected in Pakistan. The textbooks, exams and teachers do not encourage students to learn collocations. This situation shows that this field of collocations should further be researched. The researcher suggests following future researches which can be conducted in the field of collocations:

1. The attitude of teachers towards teaching of collocations is not satisfactory. They neglect the teaching of collocations at any level of teaching of English. So, to know the attitude of the teachers towards collocation a survey research can be conducted.
2. The researcher conducted present research at secondary level. Another research can be conducted at other levels like elementary, higher secondary, graduation and masters' level.
3. The field of collocation teaching is not experimented. A research, keeping in view different methods of teaching, can be conducted.
4. Further, many comparative researches between different education systems can be conducted like research between O'level students and Secondary Level students.

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APPENDIX**TEST****Name**_____**Class**_____**Age**_____**Institute**_____**Instructions:**

1. This test is comprised of 60 questions.
 2. Each statement has four options out of which you have to select one option which you consider as the answer.
 3. Time for the completion of the test is 40 minutes.
-

1) Yesterday it was ___ rain outside.

a) Strong b) heavy c) a lot d) massive

2) The baby was ___ asleep

a) Deep b) strong c) fast d) hard

3) She entered a ____ decorated room.

a) Fully b) richly c) lavishly d) full

4) I am very proud ___ my daughter.

- a) With b) from c) of d) to

5) The standard of living has_____ in the last ten years

- a) Increased b) risen c) grown d) enhance

6) The restaurant was _____ expensive.

- a) Deeply b) ridiculously c) highly d) richly

7) We need to take some _____ action before it's too late.

- a) Fast b) Casual c) decisive d) Crowning

8) He never cheats anybody while playing because he always goes by the _____

- a) Rules b) instructions c) principles d) book

9) The Supreme Court _____ a law on May 20th.

- a) Formed b) launched c) passed d) created

10) The court gave the company a_____ fine.

- a) Heavy b) strong c) hard d) A lot

11) I have done a ___ of work.

- a) Big b) great c) high d) extreme

12) It's a _____ priority issue.

- a) Small b) less c) low d) little

13) It was ____ chaos.

- a) Great b) total c) full d) high

14) make sure you drink ____ water.

- a) Clear b) pure c) sheer d) fresh

15) The car was too ____ to fit in the space.

- a) Wide b) broad c) open d) spacious

16) The noise of ____ traffic is dangerous for health

- a) strong b) noisy c) heavy d) massive

17) Alia was the ____ supporter of political party

- a) passionate b) heavy c) stronger d) strong

18) It is hard to take ____ criticism

- a) hard b) rough c) tough d) harsh

19) Unemployment is the ____ problem now days

- a) great b) crucial c) major d) vital

20) She was not seem fine, as she was sweating in the ____ cold

- a) intense b) severe c) extreme d) strict

21) Are you pleased _____ your new house?

- a) In b) with c) of d) at

22) Unfortunately, I am very bad ____ music.

- a) With b) at c) in d) of

23) It took them over a week to _____ their decision.

- a) Come b) achieve c) attain d) reach

24) My hair dresser ____ my hair this afternoon.

- a) do b) dress c) make d) done

25) He _____laughter when he realized his mistake

- a) broke out b) burst into c) burst out d) broke in

26) Their excuse was _____ fiction

- a) Complete b) absolute c) utter d) fully

27) Let's ____ a deal!

- a) have b) do c) make d) fix

28) I would love watching _____ movies

- a) fight b) violence c) action d) exertion

29) Many younger's avoid teaching jobs, they refer more ____
job

- a) table b) surface c) desk d) bureau

30) An _____agency buys advertising time in 100 markets

- a) Broadcast b) advertising c) post d) commercial

31) I often go to the ____ parlous.

- a) pretty b) beauty c) charmer d) neat

32) She was the part of her ____ group.

- a) peer b) match c) companion d) associate

33) ____ safety is essential for everyone to avoid road accidents.

- a) Highway b) street c) road d) lane

34) She wants to buy two ____ of soap.

- a) rod b) stick c) pole d) bar

35) Lets give ____ of applause for Mrs. Lewis

- a) circle b) round c) great d) big

36) This ____ of flower is very beautiful.

- a) Bunch b) group c) bouquet d) bundle

37) Ali gives ____ of chocolate to his friend on his birthday

- a) Bar b) scoop c) bundle d) a lot

38) The police must have the ____ warrant to search a house

- a) look b) explore c) search d) hunt

39) The findings from the ____ study can be applied on other schools.

- a) Instance b) occurrence c) case d) result

40) Slow down! You are breaking the ___ limit.

- a) rate b) tempo c) speed d) momentum

41) Lets _____ a break when you finish this exercise

- a) Take b) have c) get d) do

42) You must _____ attention to the teacher

- a) Have b) put c) pay d) do

43) We need to ___ an action immediately!

- a) Make b) get c) take d) do

44) The chairperson ___ the meeting at 4:30 pm

- a) Shut b) close c) Finish d) done

45) I hope to ___ my own business one day

- a) Make b) Built c) have d) take

46) I ___ my shopping at weekends

- a) Have b) make c) do d) does

47) I will ___ a cup of tea in the evening

- a) Take b) have c) drink d) Took

48) Do you ___ a noise?

- a) Make b) made c) produce d) having

49) The earth ___ around the sun.

a) Circulate b) move c) rotate d) spin

50) He has ___ his breakfast

a) Taken b) have c) eat d) eaten

51) We have to work together to ____ a solution.

a) Make b) find c) bring d) do

52) Ali wants to ___ a telephone call

a) Do b) make c) ring d) have

53) Auto driver ___ the law because he drove in a wrong way.

a) Smash b) Broke c) cut d) cross

54) She said she was ___ a favor

a) Doing b) giving c) awarding d) having

55) I can ____ an example

a) Issue b) apply c) give d) put

56) The prisoner was hanged for _____ murder.

a) Doing b) committing c) execute d) having

57) I was able to ___ new friends.

a) Make b) get c) have d) has

58) The problem is difficult to ____ control

a) Hold b) do c) keep d) make

59) They fire a gun to indicate the _____ of the race.

- a) Opening b) start c) beginning d) initiate

60) _____ an effort to keep in touch with your friends, even if it's just a quick phone call.

- a) Use b) Exercise c) employ d) Make