People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

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COLLOCATIONS AS ERRONEOUS PATTERNS IN EFL LEARNING

Case of Third Year LMD Students at Tlemcen University

Dissertation submitted to the Department of English as a partial fulfillment of the requirement for the degree of "Master" in Language Studies.

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Academic Year: 2014- 2015

DEDICATION

I owe a debt of gratitude to my parents who have raised me to be the person I am today. To my father who has actively supported me in determination to realize my ambition. To my mother whp has been a source of encouragement and inspiration to me throughout my life. Thank you mom and dad.

I would like to pass my salute to my loving small family. To "Yacine", my child who represents a source of hope and happiness. To my husband for his patience and comprehensiveness.

I would raise a kind of mercy to my three brothers who have surrounded me with their love and support . to my brother "Rachid" , his wife and three daughters who accompanied me in both happy and hard times.

Acknowledgements

ABSTRACT

Being a global language, English has noticeably been the main focus of language researchers.

Therefore, this interest has been put on the teaching and learning of this language. In fact, the insufficient amount of vocabulary knowledge and the deficiency in its use establish constraints from real use of language. Moreover, the intricate area in communication for EFL learners' lies in collocation competence which is part and parcel of overall language competence.

The present study attempts to shed light on collocation use among third- year students, their problematic types (especially adj + noun) and the effect of L1 on their erroneous production.

This thesis crystallizes in three chapters. The introductory chapter tackles naturally some definitions of collocations, the problematic types for EFL learners and sources of their misscollocation.

The second chapter will draw facts about the content of the situation under investigation. It introduces the situation, research questions, research toolsand the results deduced from this empirical work.

Finally, the third chapter exhibits some suggestions for the teachers, learners and instructors for the sake of enhancing the teaching of collocations and therefore enable learners to understand the meanings of collocations and use them appropriately in written and spoken productions.

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General Introduction

To learn a foreign language, it is important to master the four fundamental linguistic skills embodied in listening, speaking, reading and writing. Thus, EFL learning /teaching process generally aims at expressing ideas in a more flexible and correct manner.

Ability to speak a foreign language requires more than mere knowledge of its grammatical and semantic rules. Learners must acquire the knowledge of how native speakers use language naturally by capitalizing on a wealth of prefabricated forms such as idioms and collocations. A native speaker's experience of his own language enables him to know that a certain collocation is logical but another is not. Unfortunately, a foreign learner's limited experience with English may be not enough to construct the correct collocation. Therefore, the speech and writing of non native speakers are often hindered by errors in collocational production. Inspired by this thought, this study aims at exploring collocational use among third year students. Thus, two major points seem to be worth investigating through the following questions:

1) What are the most problematic types of collocations that third year students encounter?
2) To what extent is the use of collocations affected by third year EFL learners' L1?

The following hypotheses are put forward:

1) EFL learners may have problems with various types of collocations
2) The Algerian and more precisely third year EFL learner's L1 may have a considerable impact on learners' collocational use.

Two questionnaires, one for teachers and the other for students, will be used as research instruments to elicit the wanted data. Teachers' questionnaire will try to detect the collocational situation. It will attempt to reveal the problems students face with types of collocations through teachers' experience. It will also give teachers the chance to expose their suggestions in order to enhance collocational use.

On the other hand, students' questionnaire will try to reveal their knowledge about collocations. It will also give them the chance to express the difficulties they encounter when speaking or writing English. I t will undeniably, consist of translation tasks for the

sake of measuring the problematic types of collocations and the degree of L1 reflection on their productions. Oxford collocations dictionary will be used as a tool to assess students' performance.

This research work is divided into three chapters. The first one deals with the literature review which focuses on the definition of collocations , its types, its importance, its teaching strategies as well as the difficulties of its teaching, the problems of EFL learners with the various types of collocations(grammatical and lexical) and sources of these errors. The second one concerns the practical part which involves the educational situation, research methodology , research participants, research tools, data collection and analysis and results which include general categories of collocational errors as well as sources of errors in learner- made collocations. Finally, the discussion or results will reply on research questions by sitting the most challenging types of collocations and the impact of L1 on their productions. The third chapter, concerns suggestions for teachers, learners and for curriculum designers for the sake of diminishing collocational errors among Algerian EFL learners and enhancing collocational and vocabulary learning.

Chapter one

Literature Review

CHAPTER ONE: LITERATURE REVIEW

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1.1 INTRODUCTION:

This chapter is devoted to the literature review which attempts to deal with collocations. Some theoretical concepts related to the meaning of collocations, types of collocations and importance of collocations are exposed. As a final point, the first chapter tries to reveal the strategies used to teach collocations as well as the difficulties of their teaching. Then, it tackles EFL learners' problems of collocations dealing with three main sources of these problems.

1.2. COLLOCATIONS:

The term 'collocation' has its origin in the Latin verb 'collocare' which means to arrange **(Martynska, 2004, p.2).** It can be separated into parts containing, "col"-meaning- "together, with" ,"loc" –meaning- "to place or put", "ate"(a verb suffix), and "ion" (a noun suffix).In other words ,collocations refer to words that are placed together **(Nation, 1990,p.32) .**

In Oxford Advanced Learner's Dictionary, collocation is a combination of words that happens frequently **(Shammas, 2013:107).** Collocation was first introduced by the British linguist **Firth** to indicate **"the habitual co-occurrence of lexical items"** **(1957, p. 196).** Collocation or lexical meaning is one of five dimensions of meaning (phonetic, lexical, morphological, syntactic and semantic).

A collocation is known as word pairing. it may be defined as words that go together. For example:' make tea',' do homework' are collocations. Generally, "make" refers to things that are created whereas "do" to tasks. As a result, a verb plus (+) noun combination that always go together are considered as a collocation **(James, 1998).**

There is no reason for collocation. In fact, the use of collocations has become popular in English language teaching **(McCarthy, 1990).** In sum, there is no general consensus on the definition of collocations. **Cruse (1986)**, defines collocations as:**"…lexical items which habitually co-occur" (p.40).** Moreover, he distinguishes them from idioms as he claims that collocations show **"a kind of semantic cohesion" (p.40).**

In this respect, **Lewis (2000, p.132)** defines collocation as **"the way in which words co-occur in natural text".** For **Nattinger** and **DeCarrico ,** collocations are defined as **"strings of specific lexical items that co-occur with a mutual expectancy greater than chance, such as rancid butter and curry favor" (1992,p.36).** For **James (1998, p.152),** collocations are **"the other words any particular word normally keeps company with".** **Richard &Schmidt (2002, p.87)** define a collocation as **"the way in which words are used together regularly».**

One can conclude that a collocation refers to the words used together like the verbs and nouns which go together, or the adjectives used with particular nouns. For example, in English, the verb 'do' collocates with damage, duty and wrong. Similarly, high collocates with probability but not with chance. (**Lewis, 2000).**

Firth & Palmer (1968, p.181) view collocations of a given word as statements of the habitual places of that word in a collocational order. Also, **Herbest (1996)** and **Cowie (1994)** define collocation as the habitual association of a word with other particular words. However, **Pecina (2009, p. 22)** asserts that **"there is no commonly accepted definition of collocation».**

In fact, a collocation is the combination of two words where one element is chosen on the basis of meaning. Systematically, collocations in English are numerous to list. In the following section, types of collocations will be presented.

1.3. TYPES OF COLLOCATIONS

Researchers have attempted to classify collocations into different categories. According **to Lewis (2000),** collocations can be lexical or grammatical.

1.3.1. Lexical collocations:

This type of collocation is the combination of two content words which include nouns, verbs, adjectives, and adverbs. **Lewis (2000, p .133)** has classified lexical collocations into six types:

- **Verb- noun**   **conduct research**
- **Adjective- Noun**   **e.g: verbal communication**
- **Noun-noun**   **job market**
- **Verb- adverb**   **examine thoroughly**
- **Adverb- adjective**   **mentally disabled**
- **Noun- verb**   **the fog closed in**

These examples show what is meant by lexical collocations. Yet, this type represents a sufficient amount in language use.

1.3.2. Grammatical collocations:

Grammatical collocations are types derived from the combination of one open class word i.e.: noun, verb, adj and one closed class which is mainly a preposition. They can be:

- Adj – preposition   e.g.: aware of
- Verb- preposition   step into
- Noun- preposition   an increase in

In fact, the dominant collocation types are verb- noun, noun- preposition, adjective- noun and noun-noun **(Witten & Franken, 2010, p. 91).**

In the dictionary of selected collocations, **Hill (1997)** listed the most probable collocations. For him, knowing these selected collocations (adjective-noun, verb-noun, noun-verb, adv-adj, verb-adv) leads the learner to build an effective vocabulary.

In sum, collocations have witnessed a divergence on both meaning and categorization levels. In the following section, the reasons why collocations deserve more attention in EFL learning will be clarified.

1.4. IMPORTANCE OF COLLOCATIONS IN EFL LEARNING:

Since the middle of the 20th century, scholars' attention has started to move to the teaching of vocabulary as it has been considered as more important than grammatical structures **(Pawley & Syder, 1983).**Moreover, **Wang & Shaw (2008, p, 103)** claim that **"in learning another language, it is evident that we have to learn both grammatical correctness and idiomatic preference».**

In addition, teaching vocabulary in isolation using memorization and drills is less helpful than teaching words in chunks**. McCarthy (1990, p.12)** believes that collocation is **"an organizing principle in the vocabulary of any language".** In other terms, there is the need of teaching collocations especially when the language to be taught is foreign. **(McCarthy, 1990).**

In fact, collocations have a role in building language vocabulary. Some scholars acknowledge the necessity of studying English collocations as an integral part of language teaching. **(Benson & Elson, 1997; Nation, 2001)** .Thus, curriculum designers take this item into consideration while setting foreign teaching materials. **Brown (1974)** emphasizes the incorporation of collocations in the EFL classrooms as they can improve learners' oral fluency, listening and even reading speed.

In the same vein, **Hill (2000, p.43)** affirms that **"collocation is one of the most significant areas of idiomatic language".**

Hyland (**2008, p. 4**) states that:

> **An important component of fluent linguistic production is control of the multi –word expressions referred to as clusters, chunks or bundles. These are extended collocations which appear more frequently than expected by chance, helping to shape meaning in specific contexts and contributing to our sense of coherence in a text**

Thus, collocations are essential for fluency. Moreover, collocational use can reveal the difference between native speakers and learners of a foreign language since natives have already acquired and benefit from those ready-made collocational units while EFL learners tend to use long sentences in order to express their ideas (**McCarthy, 1990**).

In fact, learners' ignorance of collocations hinders them from carrying on the conversation. **Hill** (**2000, p.55**) claims that collocations help **"to identify and produce complex ideas without using all our brain space to focus on the form of the words".** In sum, collocations have to be highlighted when teaching English as a foreign language because collocational input leads to improve students' fluency and to enhance their mental lexicon.

In other terms, correct use of collocations shows command of the English language. Unfortunately, collocations lack emphasis from both learners and teachers which leads them to be one of the most problematic areas of vocabulary (**Martynska, 2004**).

1.5. STRATEGIES OF TEACHING COLLOCATIONS:

Language teaching in general and vocabulary in particular involves specific strategies hidden between teaching methods .Collocation as an integral part of vocabulary teaching has witnessed a developmental process on its teaching level.

1.5.1. Teaching methods and teaching vocabulary:

Vocabulary instruction in general and the instruction of collocations has involved many teaching strategies. In this regard, various teaching methods were employed and vocabulary has been taught in these methods **(Schmitt, 2000).**

Grammar translation method was used to teach Latin. This method was implemented in the 18th century. It aimed at enabling students to read classical literature. It emphasized grammatical explanations in students' native language. Vocabulary was presented in bilingual lists for the sake of enabling students to translate texts. Thus, vocabulary was a way of illustrating a grammar point **(Zimmerman, 1997).** According to **Steinberg (2006),** this method has enjoyed acceptance in many countries and drawn many criticism as it disregarded language use **(Schmitt 2000).**

By the end of the 19 th century, much of concern was put on listening and pronunciation through the use of the direct method. It involved the study of **'connected texts rather than unconnected sentences and lists of isolated words' (Simensen ,1998, p. 26).** In other terms, it attempted to achieve native like proficiency of language. Vocabulary was taught implicitly through classroom interactions by asking and answering questions. Concrete items were introduced in pictures and realia while abstract vocabulary was taught in associations of ideas **(Zimmerman, 1997).**

Undeniably, teachers were not always proficient in the target language which caused the failure of input and insufficient time management. This fact, has transformed the focus on reading. According to **Richards & Rodgers (2001),** this stress on reading led to vocabulary control. However, the methods cited before did not manage to form competent users of the target language. Yet, Charles Fries developed a new method termed as audiolingualism. Vocabulary in this method was introduced in drills. In Britain, around the 1950's, the situational approach was used to teach language. It was based on learning language in relation to real life situations. As for vocabulary, it was used to practise the sentence patterns and it was presented as lists in substitution tables **(Zimmerman 1997).**

Deeply speaking, Hymes' view of language (1972), 'the communicative competence' appeared with an emphasis on social interaction. From this standpoint CLT originated; it

stressed communication and cultural elements. Though it was a meaning based approach, vocabulary still occupied a secondary status **(Zimmerman, 1997).** In the 1980's, a new approach was developed for the sake of natural oral communication. It focused on comprehensible meaning rather than grammatical correctness. Vocabulary was considered as essential in foreign language acquisition; reading was prescribed as a strategy to enrich vocabulary background **(Zimmerman, 1997).**

Schmitt (2000, p, 14) views **"vocabulary and grammar as partners in synergy with no discrete boundary, sometimes referred to as lexicogrammar'.** Thus, vocabulary is central in the field of language teaching. In the same vein, the advocates of the lexical approach, mainly Lewis, the father of this approach gives lexis a considerable attention.

Richards & Rodgers point out that this approach is **'…derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions or some other units of planning and teaching but lexis ,that is, words and word combinations' (2001, p.132).**

In sum, the lexical approach attempts to set strategies of teaching vocabulary in general and collocations in particular since they are important for acquiring vocabulary. Thus, they might be taught either implicitly or explicitly.

1.5.2. Teaching collocations

Explicit teaching is teacher centered; it enables EFL learners to get a direct touch with the learnt subject**.** Explicit teaching of collocations is useful since EFL learners' consciousness is raised **(Brown, 2000)**. On the other hand, the implicit method indicates **learning without awareness (Brown, 2000, p.217)**. This strategy covers the sense of teaching vocabulary inductively which is helpful in natural memorization of chunks.

Many theories suggest that vocabulary is stored in memorized chunks and words are retrieved in chunk forms from the memory. Hence, teachers should integrate word combinations both explicitly and implicitly in their lessons rather than single words **(Bolinger, 1975).**

Collocational structures are described through six types of lexical phrases. First, collocations are introduced as polywords which are short fixed phrases. These are embodied in idioms (kick the bucket) and slang (better half).In addition, collocations are integrated in EFL teaching as phrasal constraints which are fixed phrases. Instances of this type are greetings and insults. Moreover, deictic locutions which are phrases consisting of clauses are devices aiming at directing the flow of conversation by making attitudes, expectations and supports such as further to my letter of , I mean to say. (**Nattinger& DeCarrico, 1992**). Also, collocations are taught in a form of situational utterances which depend on the social context. Yet, verbatim texts are strategies for introducing collocations. They are texts of different length used for quotation and allusion. They are used as sequences of numbers and days of week, aphorisms and proverbs **(Nattinger, 1980).**

In fact, teaching collocations leads to fluency in speaking and writing and makes the learner concentrate on social aspects of interaction. Unfortunately, the insufficient emphasis on effective strategies for vocabulary and collocational teaching has led to raise difficulties at this level.

1.6. DIFFICULTIES OF TEACHING COLLOCATIONS:

Due to the lack of emphasis on teaching collocations, many difficulties in its teaching arise as **McCarthy & Carter** claim that '**vocabulary study has been neglected by linguists and language teachers' (1988,p,1).**Thus, these difficulties can be summarized in fluency problems and lack of aids and instructions.

Collocational knowledge requires a sufficient amount of vocabulary. In this regard, **McCarthy** claims that '**knowledge of collocation is based on years of experiences of masses of data, statements about collocation' (1990, p.15).** Therefore, it is impossible to reach a real collocational use. This affects the teaching of collocations. In other terms, EFL teachers cannot provide their learners with sufficient collocational knowledge.

In this vein, **McCarthy (1990, p, 13)** says that "**even very advanced learners often make inappropriate or unacceptable collocations"**. Since EFL students and their teachers live outside English speaking countries no real competence is available. Thus, EFL teachers

are not prepared enough to teach collocations .They sometimes avoid dealing with chunks **(McCarthy, 1990).**

The teaching of collocations suffers from the lack of the use of dictionaries. To find a word definition, teachers along with students rely on dictionaries. To get its exact meaning, they use bilingual dictionaries which provide translations of words. Thus, to find a word's collocates EFL teachers can rely on collocation dictionaries such as the LTP Dictionary of selected collocations **(Hill and Lewis, 1997)** or the oxford collocation dictionary **(2009).**

In fact, the use of collocations' dictionaries is absent in EFL learning which led to difficulties in its teaching.

The teaching curriculum does not emphasize collocational use. No activities are integrated in order to enrich learners' collocational knowledge. Undeniably, there are many types of exercises which deal with collocations like matching exercises and completion exercises in which students are requested to complete a sentence with the correct collocation or match words to their collocates **(Lewis, 2000).**

Brown (2000) proposes the exercise of choosing the items that collocate with each exposed verb. For instance, the verbs: to appeal and to encourage are put in front of the student. The learner's task is to relate each verb with the possible collocators.

Moreover, there is no rule which indicates that such noun should go with any possible pattern. It is habitual in language use. This fact presents a problem for the teachers as the combination in collocational patterns is arbitrary like: "having a coffee" not "drink a coffee" **(Lewis, 2000).** In sum, there are constraints in collocation teaching.

1.7. PROBLEMS WITH COLLOCATIONS:

Collocational use has been a constraint for learners from expressing themselves in English. They encounter considerable problems with the various types of collocational patterns in their speaking and writing tasks. In his comparative study on the difficulty levels of types of collocations Iranian EFL learners face, **Nawruzi Khiabani (2000)** reveals that adjective- noun and noun- noun collocations are the most challenging types .For him, the problem arises when the collocation is conveyed only in one word in Persian.

In the same regard, **Panahifar (2013)** showed that different types of collocations produce challenges to Iranian EFL learners. Prepositional collocations in general and verb preposition in particular represented the most problematic types. Moreover, errors for adverb- adjective combinations were lower because most of adjectives were modified using the adverb 'very'. The overuse of 'very' may be traceable to the lack of lexical competence.

Fan (2009) examined Hong Kong learners' use of' very' compared to British learners. In this study, 'the intensifying adverb was used fifteen times in the HK corpus and only seven times in the British one. **Nisselhauf (2003)** investigated German students' problems with collocation using essays writings. She found that learners failed in combining nouns with verbs. She claims that of all types of verb- noun collocations **"the one occurring most frequently is the wrong choice of the verb" (2003:31)** .Moreover, **Zarei (2002)** emphasizes the importance of collocations to achieve native-like competence in English. He found that prepositional collocations are the most problematic patterns. **Boonyasaquan (2006)** examined Thai EFL learners' collocational competence using a translation test for about 32 students from Bangkok University. The results showed that adjective- noun pattern was the most problematic type. In a comparative study, **Wang & Shaw (2008)** attempted to show the most common collocational errors made by Chinese and Swedish learners of English. They conclude that verb- noun collocations with' have, do, take and make' create the constraints because of learners' unfamiliarity with the real patterns.

Moreover**, Mahmoud (2005)** requested 42 Arab EFL learners to write essays about any topic they chose. The results showed errors in lexical collocations which resulted from the incorrect choice of words such as 'hurts the mind' instead of the native one' harms the brain'.

In sum, EFL learners face various problems in collocational production. In this respect, **Halliday & Hassan** called collocation**" the most problematic part of lexical cohesion" (1976 ,p.288).**Therefore, along with investigating the difficulty levels of collocations , researchers have also attempted to look for the causes or the sources of EFL learners' collocational error- making.

1.8. SOURCES OF EFL LEARNERS'COLLOCATIONAL ERRORS

The previous section has concluded that EFL learners make many collocational errors while producing language. Undeniably, these problems have factors which lead to the incorrect production of collocations. Researchers argue that English learners employ certain strategies in the acquisition of collocations. The most frequent strategy concerns language transfer as L2 vocabulary learning is influenced by their native language **(Swan, 1997).** In addition, learners may rely on synonymy strategy, repetition and overgeneralization.

1.8.1. Language transfer

Language transfer is the process of using knowledge of the first language when speaking and writing a language that the learner is learning (**Oxford Advanced Learner's Dictionary**).It is also known as L1 interference. It is the transfer of linguistic features in the speech of a multilingual individual.

According to **Olden (1989, p, 3)**,"**… language transfer is an important characteristic of second language learner"**. For example, Chinglish (Chinese+English), Japlish for Japanese speakers, Franglais for French can explain what is meant by language transfer **Olden (1989)** states that language transfer can occur at different levels such as linguistic and pragmatic; it means the influence resulting from similarities and differences between the first language and any other learned or acquired one. This view implies that transfer acts as a constraint in the development of language. **Schechter (1983, p: 32)** defines transfer as:

> **What is currently viewed as evidence for the process**
> **of transfer is more appropriately viewed as evidence**
> **of a constraint on the learners' hypothesis testing**
> **process. It is both a facilitating and a limiting**
> **condition on the hypothesis testing process, but it is**
> **not in and of itself a process**

For him, language transfer is considered as a hinder for learners to acquire a language. Therefore, it may influence their learning process either in a positive or a negative way.

In this respect, **Doughty & Williams (1998:26) point out that "a learner's previous linguistic knowledge influences the acquisition of a new language in a principled, if not straightforward, contrastive way".** This influence can be positive when the learner's knowledge of L1 enhances his ability to understand L2. On the other hand, negative transfer means that the learner's knowledge of L1 deteriorates his ability to understand L2.

Accordingly, many scholars assume that language transfer is considered as a source of errors among foreign language learners. Thus, errors resulting from transfer affect the phonological, syntactic and semantic aspects of language **(Lado , 1957; Corder, 1971).** In fact, learners' native language has an impact on their use of collocations (**Nisselhauf , 2003).**

When there is an identical match between collocations in both languages, transfer from learners' mother tongue results in satisfactory production **(Ellis, 2008).** For instance, the combination "in reality" appears to be possible in both Arabic and English. As a result, Arab learners will become successful in transferring this collocation from L1 to English **(Mahmud, 2005).** In other words, whenever collocations in the mother tongue and the target language do not match, deviant collocational structures arise. Thus, negative language transfer is one of the processes activated in order to learn another language **(Selinker, 1972).**

Errors made due to negative transfer from the first language may occur at all levels of linguistic analysis such as phonology, syntax, lexis and grammar **(Olden, 1989).** In investigating Polish and German EFL learners' performance in English collocation use, **Bisk up (1992),** revealed that the learners' transfer of L1 collocational knowledge to their production of L2 collocations led to erroneous use of collocations. For example, where the target collocation in English is "to set a record", the polish learners tended to use "to state a record"; the German learners were supposed to produce "to lend a bookshop" instead of the version "to run a bookshop". Still dealing with Germans, **Bahms & Eldaw (1993)** requested the learners to translate expressions from German to English and found that the task was successful when the collocational patterns were similar in both languages while learners failed in performing the task because of negative transfer.

Huang (2001) showed L1 interference in collocational production of EFL Taiwanese learners who were asked to perform a sentence completion test. There were creations of collocational patterns as 'black horse' for 'dark horse'. In fact, noted students rely on their L1 knowledge in collocational use **(Koya, 2003).**

In the same vein, **Fan (2009)** compared the written productions of ESL learners and native students. He concluded that essays of the first group were influenced by their L1 use especially for collocational patterns.

First language interference was also an obvious cause of the difference between Persian and English students collocational use in the work of **Sadeghi (2009).** Moreover, **Boonyasaquan (2006)** asked a number of Thai learners to translate a set of expressions from their L1 to English. In this regard, **Ellis (1994, p. 300)** states that:

Where the two collocations were identical,
learning could take place easily through
positive transfer of the native like pattern but
where they were different, learning difficulty
arose and errors resulting from negative
transfer were likely to occur.

Thus, language transfer may create erroneous production. it, causes a deficiency in EFL learners' performance. In other terms, it is the main source of their problems with collocations.

1.8.2. Synonymy strategy

Apart from language transfer, learners often depend on another strategy when acquiring collocations known as synonymy strategy. This strategy is a type of an analogy used by learners' who substitute the word by its synonym **(Nation, 2001).** Moreover, synonyms in English can be distinguished by lexical collocates for particular synonymous words. In other terms, distinction between synonyms **"is often how the words collocate with other words that can show up differences". (McCarthy, 2010, p. 32).** For instance, the synonyms "strong and powerful" can be interchangeable in some collocations as in:

strong\ power leader, strong\ power voice. They cannot be substituted for each other as in strong views (not powerful views), powerful computer (not strong computer) **(McCarthy, 2010).**

According to many scholars investigating about the misuse of English collocations, synonymy has appeared to be a common learning strategy. Arab EFL learners rely on replacing a word by its synonym which often leads to ungrammatical collocations **(Farghal &Obiedet, 1995).** Arab learners' reliance on synonymy in producing collocations stemmed from the instructional input they receive and the impact of bilingual dictionaries. They expose the example of 'qualified hotel' instead of 'quality hotel'. In this collocation, learners do not really distinguish between 'qualified' and' quality' **(Zughoul& Abdul-Fattah, 2001).**

Boonyasaquan (2006) discovered that Thai EFL learners rely on synonymy strategy especially when it relates to adjective- noun combinations leading to problems in collocations. Thus, synonymy is one of the major sources of misscollocation **(Guo, 2009).**

1.8.3. Repetition and overgeneralization

Repetition is another learning strategy on which EFL learners and especially those of a low level depend in using collocations. They solve collocational problems by repeating familiar collocations **(Howarth, 1998)**. **Granger (1998)** revealed the repeated use of the intensifying adverb 'very' by French learners of English. They also employed combinations such as deeply rooted. **Shih (2000)** analyzed the overused collocations in the writings of Taiwanese EFL learners. The study indicated that they used the adjective 'big' when collocating; this overuse and repetition of 'big' tended to be a simplification strategy or overgeneralization to solve misscollocation problems.

Overgeneralization is the extension of the use of a certain L2 feature. It is assumed that this strategy is a source of collocational problems (**Zughoul & Abdul- Fattah, 2001).** In this regard, **Zinkgraf (2008)** attempted to investigate the use of verb - noun collocations by Spanish learners. He found that there was a frequent use of the verbs 'make, do, take and have' by learners in their incorrect combinations with nouns. In other terms, miss collocations were attributed to the wrong choice of nouns and verbs.

In fact, when confronting constraints in producing collocations, learners may use many strategies to solve the problem. They may use synonyms, paraphrase or overgeneralize. These can be set as sources of erroneous collocational use. Paradoxically, several ways can be taken in charge in order to diminish such collocational problems.

1.9. CONCLUSION

This chapter dealt with the literature review. It tried to shed light on some theoretical key points related to collocations. It also searched for strategies of teaching collocations and attempted to list EFL learners' problems with the various types of collocations. Finally, it gave an overview of the sources of erroneous collocational use. The following chapter will concern the practical part dealing with a case study of Tlemcen University EFL learners' collocational errors.

Chapter Two

Case Study

CHAPTER TWO: <u>Case Study</u>

INTRODUCTION

This chapter reflects the practical part of this research work. It tries to cover the educational situation with close reference to the teaching of vocabulary to third year students from the English section. It is clue bearing data on collocational situation. It attempts to reconcile between the data collected and the analysis of these information to detect the main problematic area in collocational production and the impact of L1 on collocational errors.

2.2. THE EDUCATIONAL SITUATION

The English language at the level of university is taught in a form of a collection of various modules that represent the English language and culture. The modules of the third year include: Linguistic Theories, Teaching Practice, Academic Writing, Phonology, Psycholinguistics, Didactics and Educational Psychology.

The program insists only on the grammatical and semantic rules and neglects the natural use of language in casual speech. There is no module labeled "vocabulary" which deals with native like arrangement of words or even with collocations. Yet, vocabulary is taught implicitly in oral expression sessions. In these sessions, videos or dialogues are presented with an emphasis on new words, and rarely on chunk forms and idioms. Learners' vocabulary knowledge is obviously exposed in their writing outputs.

In sum, no methodology is implemented to teach vocabulary or enrich learners' knowledge about word combinations and phrases. This lack of emphasis on vocabulary in general and collocational use in particular leads learners to make grammatical mistakes because they create long sentences instead of using a collocation. This results in deficiency in real use of language. Therefore, learners cannot achieve the native like competence of language. Their misscollocational use still represents a constraint from expressing themselves correctly.

2.3. RESEARCH METHODOLOGY

In order to gather information about this research, the case study method is applied. This study relied on the use of questionnaires as research instruments. According to **Wallace (1998), a** questionnaire is a very important instrument used to elicit the respondents' attitude toward specific learning process, and it permits the analysis of big sample of informants in a short period of time. Because of having no access to native speakers, Oxford collocations dictionary for students of English which gives access to 250 000 word combinations and 75 000 examples of how these collocations are used was employed to guide the study and to exactly measure collocational erroneous production.

2.4. RESEARCH PARTICIPANTS

The study was conducted at the English language department in Tlemcen Univesity . The first group of participants were ten teachers of English in this department. Eight of them are doctors in the field and the rest are preparing their doctorate thesis. The choice of this category was due to the fact that they were supposed to have an enough and wide experience in EFL teaching process. The second group of participants was students. In this concern, the study was conducted with thirty LMD students selected from 432.The majority of them were girls and the participation was voluntary. The researcher believed that this group was of an average and mostly acceptable competence in English. They can be a reflection of EFL learners in Algeria since they were not weak and were not of course the elite. They represented really a good working sample to assess collocational use.

2.5. RESEARCH TOOLS

Two questionnaires were used, one for teachers and the other for learners. The first one which was designed to EFL teachers attempted to reveal their views concerning the collocational problems and errors of learners and their strategies to deal with such problems. It was composed of seven questions; each question discussed a particular side in collocational use. It required the teachers to mention the role of collocations in EFL learning and to what extent learners are aware of their use. It also consisted of questions related to the collocational problems encountered by students, the common types of errors produced

and reasons of this erroneous production. Finally, it attempted to know the solutions they implement to get rid of these problems and to elicit their suggested ways to reduce misscollocation (See Appendix A).

The second questionnaire was submitted to third year university students. It gave them the opportunity to speak about the difficulties they encountered when expressing their ideas in English and to give their opinion on collocations. It was composed of eight questions; each question tried to elicit particular information. It required the learners to mention the meaning of a collocation, its relation to vocabulary and the problems they encountered in their production. Learners also were requested to translate a number of collocations (adj-noun, noun-verb, noun-noun, verb-adv) from Arabic to English and then(adj-noun, verb-noun, noun-noun, adv-adj, verb-adv, verb-prep, noun-prep, adj-prep) from English to Arabic. Finally, a multi choice activity was submitted to the learners. They were requested to choose the appropriate translation for each of four adj-noun Arabic collocations (See Appendix B).

2.6 DATA COLLECTION

In the current study, data were gathered from both teachers and learners. Teachers were questioned in order to get valid data about the topic .It was a little bit difficult to choose the appropriate teachers so as to answer the questions. The ten teachers received the topic with much of interest and seriousness. They were very helpful and provided the researcher with keys about the topic. Teachers were requested to answer directly the questions by choosing the answer that suited their views. These questions were formed in the English language.

Concerning the students, data collection took two sessions in order to submit and get the papers. They found the questionnaire a little bit difficult to treat and eventually they were always asking. Some of them really refused to participate but fortunately the majority of them were helpful. They tried to reflect their real intricacies with collocations. Finally, the majority of the students were girls; only five boys filled the questionnaire. They were between 22 and 32 of age with different language proficiency level. Questions were formed in the English language and some translations in Arabic were introduced in order to get the clear situation.

2.7. DATA ANALYSIS

After collecting the data, the researcher tried to analyze the respondents' attitudes in an attempt to get clear answers for the research questions.

2.7.1. Analysis of Teachers' questionnaire

In the first questionnaire used in this study concerning EFL learnaers' common collocational errors, data were analyzed both quantitatively and qualitatively. After the questionnaire was submitted to the teachers, the following data were collected:

Question 01: What kind of role can collocation mastery play in EFL learning?

In this question, the ten teachers answered alike. They all argued that collocation mastery helped learners to understand the target language and how it functions.

Question 02: Are the students aware of collocational use in English?

All teachers replied by No. they all recognize that learners are not aware of collocational use in the English language.

Question 03: what problems do students face with collocations?

Concerning this question, two answers were mainly provided by teachers. Six of them argued that students did not know the exact words to use in some phrases. The rest four teachers claimed that the problem which students encountered with collocations lied in their misunderstanding and relying on L1.

Teachers' responses are summarized in the following table.

Responses	Number of teachers	Percentage
Ignorance of word combina	6	60%
Relying on L1	4	40%

2.1. Problems of Students with Collocations

Therefore, teachers mainly support the ignorance of collocations and L1 transfer as the main problems.

Question 04: What are the common types of collocational errors?

The teachers' answers are exposed in the table below:

Types	Number of teachers	Percentage
Noun+ prep	01	10%
Adj+noun, noun Adv+adj, verb+a Verb+prep	05	50%
All types	04	40%

2.2. Erroneous Collocational Types

So, one teacher, representing (10%), claimed that noun+ prep was the most problematic type of collocations; five of them, representing (50%), argued that adj+ noun, noun+ verb, adv+ adj, verb+ adv, and verb+ prep were the common erroneous types whereas four teachers, representing (40%), showed that all types of collocations (both grammatical and lexical) represented a problematic area for their learners.

Question 05: Why do students make such collocational errors?

Concerning this question, teachers again confirmed that ignorance of collocational use in every day speech as well as L1 knowledge still represent the main reasons of these errors.

Question 06: How do you, as a teacher, deal with these problems?

Regarding this question, teachers provided the strategy of explanation as an answer. They tried to show students how to express themselves correctly.

Question 07: What solutions do you suggest to reduce this lack in collocational use?

In this question, three main suggestions were proposed by teachers. These are represented in the table below:

Responses	Number of teachers	Percentage
Reading books	06	60%
Teaching collocations	02	20%
Practice of language	02	20%

2.3. Suggested Solutions to reduce misscollocation

Six teachers, representing (60%), suggested reading for learners to gain a collocational competence. Two of them proposed the integration of collocations in the teaching process whereas the rest two, representing (20%), suggested more effective practice of language.

2.7.2. Analysis of Students' questionnaire

After the second questionnaire was submitted to thirty learners, the following data were gathered.

Question 01: What is meant by a collocation?

For this question, twenty- five (25) learners provided no answer. They had no idea about its significance. Only five of them managed to find the answer. Their responses are clearly showed in the table below:

Responses	Number of Students	Percentage
No answer	25	84%
Combination of words	05	16%

2.4. Meaning of Collocation in Students' Sense

Therefore, the majority of students ignore the meaning of collocation.

Question 02: How do you consider collocation in relation to vocabulary?

Since students ignore the real meaning of collocation. They did not recognize its relation to vocabulary. Only few of them claimed that collocation helped to gain new vocabulary.

Question 03: What kind of problems do you encounter when writing or speaking English?

Regarding this question, sixteen students stated that they found a big problem because of the lack of vocabulary. Eight of them confirmed that spelling was the problem when writing. Four of them, claimed that pronunciation represented for them a hinder whereas two of them (02) assumed that anxiety prevented them from expressing themselves freely. Students' responses are summarized in the following table:

Responses	Number of students	Percentage
Vocabulary	16	54%
Spelling	08	26%
Pronunciation	04	14%
anxiety	02	06%

2.5. Problems encountered when speaking or writing English

Therefore, the majority of students face problems with vocabulary and spelling.

Question 04: Do collocational errors prevent you from expressing ideas?

From the preceding questions, students started to gain an idea about collocation. Their responses to this question are summarized in the following table:

Responses	Number	Percentage
Yes	23	76%
No	07	24%

2.6. Student's attitude toward Collocational Errors

Twenty- three (23) students, representing (76%), claimed that collocational errors constituted a hinder from expressing themselves and only seven, representing 24%, found no problem with collocation.

Question 05: In your opinion, why do you make these errors?

The majority of students claimed that they found themselves unable to express the ideas and eventually tried to create words on the basis of Arabic knowledge (their L1). Ten of them stated that they totally ignored collocational use which carried them to produce errors. The rest five students said that the fact that they did not receive any courses on vocabulary and collocations was the main reason for their erroneous production of language. Their responses are clearly shown in the table below:

Responses	Number	Percentage
Creativity based on L1	15	50%
Ignorance of collocations	10	34%
Teaching method	05	16%

2.7. Reasons of misscollocation

So, the major reason of their erroneous production of language lies in their L1 knowledge and ignorance of collocational use.

The sixth, seventh and eighth questions were translation tasks.The researcher attempted to analyze data both quantitatively and qualitatively in relation to each question. This included assessment of the results obtained from rendering collocations from Arabic into English (Q6); translating collocations from English into Arabic (Q7) or selecting the appropriate collocator for the suitable base of English collocation (Q 8).

Question 06: Translate the Arabic collocations into English:

For the first collocation, "فقر مدقع", no student succeeded in giving the right translation "abject poverty". They provided answers such as "deep poverty, extreme poverty". Others paid no attention to the fact that the collocation was an adj- noun, they just answered "poor, poorness". They did not even observe the syntactic rules of the target language. In the second 2nd collocation, عواقب وخيمة, sixteen students translated it as "negative results". Four of them (04) as "inconvenient consequences". The rest ten (10) students provided no answer.

Their translations are summarized in the following table:

Responses	Number of Students	Percentage
Negative results	16	54%
inconvenients	04	13%
No answer	10	33%

2.8. Students' Translations of the second Collocation

Therefore, the majority of students translated the collocation literally and others ignored totally the equivalent. Only four, representing (13%), succeeded in translating the adj+ noun collocation.

For the third collocation which was a verb-noun pattern ''خسر العدو المعركة'', no student provided the right answer. Twenty-eight students translated it as "the enemy fail the battle", a literal translation based on Arabic knowledge and structure instead of the target-like version "the enemy was defeated". Two of them provided "the enemy loose the war" based on the assumption that fail is the synonym of loose. In the 4th one, adj+ noun '' دليل قاطع'', no answers were provided. Only two students translated it as "strong evidence». The 5th one, noun+ noun collocation was translated as follows:

Responses	Number of students	Percentage
Decision without return	15	50%
Final decision	10	34%
No answer	04	16%

2.9. Translations of the fifth Collocation

Therefore, the majority of students, representing (50%), translated it literally based on their L1. For the sixth and 7th collocation (verb+adv), all students translated them a literal translation. In the eighth 8th one, "يوضح لي", a verb+ prep pattern, twenty students translated it as "show to me" instead of the target- like "show me". Ten of them translated it correctly.

Question 07: Translate the English one to Arabic:

The first collocation, "verbal communication", an adj+ noun pattern, received literal translation from fifteen (15) students. These are their productions: ‫؛اتصال شفهي اتصال فعلي‬. Five of them, provided " ‫اتصال جدي‬" relying on that ‫جدي‬ is the synonym of ‫فعلي‬ whereas the rest five students did not answer. For the 2ⁿᵈ collocation, official permission the majority of students translated it as ‫"رخصة رسمية"‬ instead of " ‫تصريح رسمي‬". The next collocation, a verb+ noun pattern, received no answer from the part of all students. It was the same for "job market", a noun+noun collocation. No answers were provided except for two students who mentioned ‫"عمل في السوق"‬ which is a literal translation based on L1. For the fifth collocation, adv+adj, students provided the equivalent ‫"جدي"‬ or ‫"جدي جدا"‬. They clearly translated it literally. For "develop steadily" and "is deeply rooted", a verb+ adv collocation, no right answer was provided. They translated it as ‫"تطور فائق, تطوير"‬. They even did not pay attention that it was a verb+ adv pattern. They translated it into noun; they ignored the syntactic rules. Concerning the last three grammatical collocations; step into, aware of and emphasis on, students provided the answers: ‫"خطوة الي, حدر من, اكد علي"‬. They translated them literally and did not consider the category of the word.

Question 08: Choose the appropriate collocate for the base?

The patterns exposed in this question are four adj+ noun collocations. The students' responses are summarized in the table below:

collocation	Type of answer	Number of students answered	percentage
1ˢᵗ ‫ضرب مبرح‬	Wrong|literal	08	26%
2ⁿᵈ ‫حجة مقنعة‬	Wrong|literal	20	66%
3ʳᵈ ‫سلوك مستقيم‬	literal	20	66%
4ᵗʰ ‫فرصة سانحة‬	literal	10	33%
5ᵗʰ ‫صرخة مدوية‬	literal	05	16%

2.10. Students' Translations for the Eighth Question

Therefore, only eight students representing (26%), gave answers on the first pattern. The rest provide no answer .Then, twenty students (66%) provided a literal answer for the second collocation and the rest ten (10) students ignored the answer. Also, only twenty (20)

students answered the 3rd collocation in a wrong way based on literal translation (L1) and only ten students , representing (33%), provided an answer for the fourth pattern and the rest twenty (20) ignored the answer. Finally, for the 5th collocation, only five students, representing (16%), answered in a literal way based on L1. All the twenty –five remaining students had no idea about this pattern.

2.8. DATA INTERPRETATION

The analysis of the collected data from the teachers' questionnaire and students' questionnaire helped to draw a set of results concerning reasons behind misscollocation production, most problematic types for third- year EFL students and L1influence on collocational production.

Teachers' responses revealed that students have problems with all types of collocations as shown before in table 2.3. It is mentioned that 40% of teachers claimed that all types of collocations were erroneous whereas 50% of them emphasized on adj+ noun ,noun+ verb, adv+ adj, verb+ adv, verb+ prep as types of collocational errors.

Similarly, in learners' responses, it was obviously observed from translation tasks that the most used types are adj+ noun and verb+ adv collocations and they are used incorrectly.

The results are summarized in the following table:

	type	Number of exposed Patterns	Number of erroneous Production or ignoranc	percentage
LEXICAL	Adj+ noun	09	08	89%
	Verb+ noun	02	02	100%
	Noun+ noun	02	01	50%
	Adv+ adj	01	01	100%
	Verb+ adv	04	04	100%
GRAMMATICAL	Verb+ prep	02	02	100%
	Noun+ prep	01	0	0%
	Adj+ prep	01	0	0%

2.11. General Categories of Collocational Errors

Therefore, it is clear that students encounter considerable problems with both grammatical and lexical collocations. The majority of them provided no answers or wrong ones for all types of collocations.

Richards (1974) classifies the errors that learners make into two sources: Interlingua errors which are the results of first language interference and intralingual errors caused by overgeneralization and synonymy. In this case study, the analysis of sources of errors was based on Richards' categorization. Moreover, incorrect collocations were due to ignorance and unfamiliarity with collocations.

In the teachers' questionnaire, the fifth question investigated about the reasons of misscollocation among EFL learners. The teachers replied that the main reason for this problem is learners' ignorance of collocations and others traced back this lack to L1 interference. Whereas in analyzing students' responses and in the fifth question in this questionnaire, students listed many reasons. As shown before in table 28, (50%) of students

traced back the erroneous production of collocations to creativity based on L1 and 34% of them claimed that their ignorance of collocational use led them to perform such errors and only 16% of them argued that they did not receive any teaching method concerning this part in vocabulary.

The sixth, seventh and eighth questions which were practical translation tasks revealed the strategies students rely on to solve collocational problems which in turn are sources of erroneous production. Most of the time, students either ignored the pattern or translated it literally based on L1. The analysis is summarized in the following table:

Type of collocation		Number of erroneous collocations Caused by L1 and ignorace			By overgeneralization		By synonymy	
Adj+ noun	09	08	88%		0	0%	1	12%
Verb+ adv	04	03	75%		1	25%	0	0%
Verb+ noun	02	01	50%		0	0%	1	50%
Noun+ noun	02	02	100%		0	0%	0	0%
Adv+ adj	01	01	100%		0	0%	0	0%
Verb+ prep	02	02	100%		0	0%	0	0%
Noun+ prep	01	0	0%		0	0%	0	0%
Adj+ prep	01	0	0%		0	0%	0	0%

2.12. Sources of collocational Errors

Thus, sources of errors in collocations are summarized in ignorance and L1 interference (language transfer) and sometimes in synonymy and overgeneralization.

2.9. DISCUSSION OF RESULTS

This study was carried out in order to provide answers to the research questions. The first question dealt with identifying the most problematic types of collocations for third- year students as a sample on Algerian EFL learners and the second question concerned the extent to which the use of collocations was affected by EFL learners' first language.

From the analysis made before and summarized in table 2.12 and 2.13, it is relevant that third- year students encounter problems with both grammatical and lexical collocations. This study put much of emphasis on lexical collocations in general and adj+ noun and verb+ adv in particular. It is clear that students found problems with these types. 89% of adj+ noun collocations were erroneous and 100% of verb+adv collocations were problematic for students. However, 100% of adv+ adj, verb+ noun and verb+prep were erroneous and 50% of noun +noun collocations were erroneous.

If matching teachers' responses (50% of them claimed that adj+ noun, verb+ adv, verb+prep, noun+verb, adv+adj are the most problematic) and learners' performance in translation tasks, it is concluded that all lexical collocations as well as verb+ prep patterns are challenging types.

Table 2.13 clearly shows that sources of collocational errors are embodied in L1 transfer, overgeneralization and synonymy. It is obviously observed that students either ignore the collocation or produce an erroneous pattern relying on their L1 knowledge. For instance, 88% of adj+ noun collocations are produced incorrectly due to ignorance or language transfer, 75% of verb+ adv are erroneous as a result of L1 interference. Therefore, students' unfamiliarity with collocational use along with L1 interference cause misscollocation problem. This eventually results in deficiency at the level of language use either orally or in writing.

The results obtained are in line with those of **Nisselhauf (2003)** and **Fan (2009).** However, other researchers such as **(Dechert& lennon ,1989, as cited in Nisselhauf, 2003)** mention that L1 influence is not very important in misscollocation. As for this case, the

ignorance of collocational use is an additional reason for collocations missproduction as it is observed that they even do not know the meaning of a collocation.

2.10. CONCLUSION

From the points tackled in this chapter including the educational situation, research methodology, data analysis, results and their discussion, it is relevant that third- year students encounter some problems with collocations caused by their ignorance of collocational use and their reliance on L1. Thus, the following chapter will propose a set of suggestions for teachers, learners and curriculum designers in order to raise learners' awareness of collocational use and diminish collocation problems and errors.

Chapter Three

Suggestions and Recommendations

CHAPTER THREE: Suggestions and Recommendations

3.1. INTRODUCTION

This chapter is devoted to the suggestions and recommendations. It attempts to list some implications first to teachers, then to learners and finally to curriculum designers. It aims at diminishing collocational errors. It also looks for enhancing the teaching of collocations.

3.2. RECOMMENDATIONS FOR TEACHERS

Collocations are important in language teaching. They make up about 70% of the information presented in both written and oral forms. They represent a good working knowledge of effective communication. Thus, teaching collocations is compulsory and should be done on a regular basis. When teaching collocations, teachers should take into account the patterns and students' level **(Willis & Willis, 1996)**

3.2.1 Ways of coping with collocational problems

There are many procedures to take in charge for the sake of avoiding miss collocational patterns. Raising learners' awareness of collocations and avoiding literal translation are instances of the suggested strategies.

3.2.1.1. Raising learners' awareness

Learners' awareness can help them to get an effective production of collocations. **Woolard (2000)** claims that the way to raise learners' awareness of collocations is to emphasize on miss collocational items by emphasizing on them and incorporating them into vocabulary teaching. Thus, when teaching vocabulary the teachers need to teach a new word with its collocates. In this respect, **Sadeghi (2009)** proposes the practice of collocations through exercises to develop learners' awareness. In fact, exercises allow learners to distinguish between acceptable and non acceptable collocational patterns **(Lewis, 1997).**

Here, it is an exercise designed by **Lewis (1997, p.88 as cited in Chuan Li, 2005, p.75)** to raise students' awareness of collocations**.**

1. To balance	a. fit
2. To keep	b. Your weight
3. To loose	c. carefully
4. To watch	d. Your diet
5. To eat	e. Weight

Table 3.1. Collocations' Exercise provided by Lewis

(Lewis, 1997, p.88 as cited in Chuan Li, 2005, p.75)

In this exercise, learners are required to match a word or phrase in the first list one with a word or phrase from the second list.

The common problem in collocational production lies in the way of teaching vocabulary as isolated words. Hence, **Woolard (2000)** views that teachers should implement the situational approach to teach collocations in order to represent them in relation to places or specific situations. In this way, learners learn about collocations systematically   **(Chuan Li, 2005).**

3.2.1.2. Avoiding Translation

Language transfer is the major source of erroneous production of collocations. Thus, some strategies should be performed in order to ovoid mother tongue interference in EFL learning. For example, EFL teachers may point out collocation errors occurring in learners' productions and ask them to correct errors **(Chen, 2008)**. Teachers may create exercises based on the common combinations that are problematic and highlight problems caused by the differences between English and the native language **(Nisselhauf, 2005).** On the other hand, teachers may compare synonyms that are semantically close and are hardly interchangeable in all contexts. Also, they should provide a list of common English collocations that differ from Arabic counterparts which could be helpful in raising

learners' awareness of the mismatch between collocations in both languages (**Nisselhauf, 2003**).Therefore, teachers should highlight cross- linguistic differences in order to get rid of vocabulary and collocation problems (**Phoocharoensil,2013**). Creating a list of target collocations for learners helps them to overcome collocational problems. It should focus on parts of speech that are concerned with the most challenging types of collocations for EFL learners. Yet, there should be a balance between all types of collocations integrated in the list.

From this standpoint, EFL teachers should teach words through chunk forms. They should reconsider their approach towards vocabulary teaching. They have to raise learners' awareness about the challenging aspect of language and foster their learning of collocations and improve learners' collocational knowledge by emphasizing misscollocation patterns. Thus, teachers should detect the learners' problems with collocations and integrate the problematic patterns into activities to enhance vocabulary teaching (**Woolard, 2000**).

3.2.2. Aids and activities

In order to get rid of collocational errors and booster EFL learners' collocational competence, teachers should take in charge certain aids and practice some activities. These can be dictionaries, sorting activities and noticing activities,

Teachers should not neglect the role of English-English dictionaries and dictionaries of collocations in their teaching process since they are very useful to illustrate usage. Dictionaries of collocations are recommended to the students in order to diminish miss collocation. They advocate the use of the Oxford collocations dictionary for students of English, BBI Dictionary of English word combinations and LTP Dictionary of selected collocations (**Benson & Elson, 1997**). Teachers may include the use of dictionaries in practical sessions and try to integrate collocation dictionaries in the learning process (**Lewis, 1993**). In fact, dictionaries enable learners to produce sentences. Moreover, the

authentic contact with language like the internet aids plays a significant role in language learning. **(Hill, 2000)**

Similarly, matching techniques can be useful to promote learners' collocability. Students can group words according to their collocates such as make and do. Moreover, they can practise these activities and get much more experience on collocation use **(Lewis, 1993).**

Another activity is embodied in written exercises focusing on slots. The teacher can present a text for the sake of clearly showing collocational patterns to his students. In this way, they will be firmly embedded in their memory. Moreover, teachers can ask learners to make flash cards in which they use dictionaries and concentrate on the order of the words. They can also include cloze- passage and vocabulary tests in their activities. The exact word method is a type of cloze- passage test which has just one correct answer. It can be presented in a multiple choice activity.

EFL teachers can ask their learners to summarize texts including collocations. The aim of this strategy is to enhance collocational use through reading a text. Paraphrasing as well can be another strategy to make learners practise collocation patterns. In this activity, they are obliged to use their own vocabulary. It is worth noting that reading comprehension tasks can develop EFL learners' collocational competence since the learners can be requested to elicit the significance of terms provided in collocations **(Brown, 2000)**

Learners can be also asked to fill in gapped texts with the suitable collocation. The text should be topic-based. Similarly, students can be given a set of sentences with collocational errors and the teacher asks them to correct these patterns. These are suggested sentences:

- While I am away, can you have {normally keep} an eye on my children?
- I cannot do {make} up my mind. Should I buy this one or the one you suggest? **(Deveci, 2004).**

Teachers can also ask their learners to find the synonym of a certain word and try to constitute a list which contains its suggested collocates. For instance, they can be asked to find the synonym of' wrong' which is 'false' and collect all its possible collocates **(Deveci, 2004).**

A brainstorming activity can make students familiar with the collocates of a word. It makes them aware of the different constructions that a particular word can form. One instance could be the words that go with the verb 'get' as: upset, married, a cold, yourself, at. The Lexical approach defends the use of real and authentic material from the early stages of learning. It includes a set of activities like noticing and matching activities **(Lewis, 1997).**

Noticing activities encourage learners to use the various word combinations since **Lewis (2000)** proposes "make and do" collocations provide for introducing the idea of collocations. They involve giving students a text and asking to find the words that go together as well as giving learners a collocation in English and providing them with the exact translation **(Eskicirak,2011).**

 Moreover, practice activities are very useful. The only way to help learners remember collocations is through practice. For instance, **Lewis (2000)** claim that the teacher may divide the learners into groups, stick two words on the wall (e.g. Make& do) and read out a set of collocates. After hearing a word, a student tries to guess the verb that collocates with the heard word. Moreover, filling in the blanks, matching, error correction and odd word activities can be used to practice collocations **(Eskicirak, 2011).**

Additionally, the teacher can ask the students to write a paragraph using specific collection of collocations related to a given topic. This strategy will help them to lessen their mistake. He can also ask the students to think about collocations that they already know and write them on the board. Then, he asks them to select collocations to write a story. Thus, they will use the collocations they have already studied in a context and therefore enhance fluency.

In a broader sense, the teachers should use a reading activity and ask students to underline new words with their collocates. Moreover, the teacher may ask them to create a dialogue depending on the learnt patterns. Finally, he can provide key patterns on the board and ask his learners to write poetic descriptions of a beloved person or place with the adjective +noun combinations or adverb+ adjective ones and create a poem **(Deveci, 2004).**

Also, it is important to give students phrases in their native language and their equivalents in English and ask them to match the phrases in order to help students recognize collocations (**Lewis, 2000)** .In sum. EFL teachers can ask their learners to identify collocations and difficult words in the text. They can also make them aware of the fact that collocation production can be influenced by their native language.

3.3. RECOMMENDATIONS FOR LEARNERS

Learners should take certain procedures into account in order to get rid of their collocational problems. First, they should recognize collocations when being confronted with new word combinations. They have also to write down every new word they learn joined with its possible collocates. Then, they should emphasize on reading which is an excellent way to enrich vocabulary and learn collocations in context. Also ,they should revise and practise patterns by topic (time, weather, money, family) or by a particular word **(Wolter, 2006)**. EFL learners should make their own lists of the collocations they encounter when learning English.They should listen to natives on the internet or by watching videos or English channels. This contact may help them to recognize the difference between their first language and English though they should be aware of collocational differences.

Surely the educational system cannot cover all collocational knowledge. For this reason, learners should identify, record significant collocations outside the classroom. They may write essays and try to use collocation dictionaries to enrich their vocabulary. Finally, students need to keep a vocabulary journal in which they record collocations, mind maps and word trees. In

this way, a learner may build his own mental lexicon which is a resource that he can use as an instrument to guide his |her production of language **(Wolter, 2006).**

3.4. RECOMMENDATIONS FOR CURRICULUM DESIGNERS

Deducing from the research results, learners encounter problems with collocations as a result of their unfamiliarity with collocation use in English and L1transfer. For this reason, the content of curriculum at all levels especially at university should focus on vocabulary teaching and put much of emphasis on chunks and word combinations The following suggestions concern textbook designers so that learners can have a clear idea on collocation use.

It is suggested to design courses dealing with aspects of language proficiency including collocational knowledge. It seems to be impossible to plan whole lessons dealing with collocations. Curriculum designers should revise existing materials to allocate time for the presentation of collocations**.** More precisely, curriculum designers should build more activities on collocations **(Nisselhauf, 2003).** Collocations should become part of language input. Thus, they should be included in patterns constructed in textbooks. Hence, students learn best in context and teaching a word with its collocates is a form of contextualization **(Woolard, 2000).** For instance the following activity may be involved in textbooks in a reading session:

Find these words in the text and match them with the definitions	
1. Do the trick	a.Make use of
2. Is right at your fingertrips	b. a time when you need money
3. Take advantage of	c. not having
4. A rainy day	d. a lot of money
5. Count	e. is where you need it
6. Doing without	f. make a difference
7. A bundle	g. be a solution

Table 3.2- An Example in a reading Session   (McCarthy et al, 2006)

This type of suggested activity can help in building a general knowledge on cross- linguistic collocational items which in turn make learners aware of chunks and differences in their production between their native language and English**. (McCarthy et al, 2006a)**

Curriculum designers may include topics such as American teenagers, British customs or traditions in the curriculum so as to deal with word combinations and idioms which can help to boost EFL cultural background. This is an example of a vocabulary exercise:

Write a paragraph describing American Teenagers and their situation using the following words: sports, weird, bullying, committed, frustrated, happy, trend. And other words from the texts which you think fit it. **(McCarthy et al, 2006)**

In designing textbooks, grammar should not be mixed with vocabulary exercises as it is impossible to teach grammar without vocabulary which develops the practice of the structures **(Sinclair and Renouf, 1988).**yet, the vocabulary exercise should present lists of single words as in making word pairs from the two columns:

Rate of	exchange
Entrance	season
High	agency
Round	trip
Travel	fee
Detailed	passport
Valid	allusion

Table 3.3- Collocation Exercise from Passage (Sorhus et al, 2006 b)

Vocabulary and collocation practice is recommended. Curriculum designers have to include in the textbooks tasks involving: correlation of English words with Arabic translations, translating a list of words, linking English words with their synonyms or antonyms and matching words with their definitions **(Nattinger, 1980).**

To conclude, teachers should help students perceive the lexical patterns existing in English and point out that learning them can develop fluency. In this respect, **Conzett(2000)** views that collocations and chunks develop the fluency and accuracy of the learners**.** Thus, showing students how to notice collocations in the language input they receive and to record them are the best learning strategies that instructors and teachers can provide learners with **(Kleeweis, 2013).**

3.5. CONCLUSION

This chapter dealt with suggestions. It tried to shed light on some implications for teachers, learners and curriculum designers. For teachers, it listed specific ways to cope with collocational problems. Then, it provided some instances of exercises and activities and finally listed tips of teaching collocations. As far as learners are concerned, this chapter provided them with measures to enhance their vocabulary and collocation knowledge. As a final point, it contained a set of recommendations for curriculum and textbooks designers. It suggested some procedures to take in charge vocabulary teaching and enhance EFL teaching and learning in Algeria.

General Conclusion

Due to the wide spread of the English language all over the world touching all of political, social and educational levels, Algeria has similarly witnessed such spread of that language.

It is known that EFL learners in Algeria like others in the world suffer from problems in learning English. These problems are taking place at the level of the performance of the four language skills including listening, reading, speaking and writing.

In fact, these problems originated from deficiency in real use of language because no contact with native production and vocabulary enrichment process are available. Thus, learners find themselves unable to express their ideas in a flexible manner and in most of time they use long, complex and undeniably incorrect sentences instead of combinations.

Word combinations or in short collocations was the concern of this thesis since they represent fundamental components for vocabulary knowledge acquisition and foreign language proficiency. This research work mainly focused on the erroneous production of collocations.

For this reason, the study of this topic needed to be taped on three developed chapters. The literature review provided in the first chapter revealed some truths and information related to collocations and EFL learners problem with their types as well as the strategies and difficulties of their teaching; the practical part embodied in the second chapter exhibited the date collected from the questionnaires submitted to third –year learners and teachers at the university of Tlemcen in an attempt to denote their situation ,their intricacies concerning learning and teaching collocations and their suggestions to diminish collocational errors. Moreover, some suggestions were put forward in the third chapter for teachers, learners and instructors in order to get rid of miss collocation and enable learners to use language correctly without relying on their native language knowledge which is said to be the main reason of their erroneous production. In fact, this chapter attempted to guide especially teachers to the right method of teaching vocabulary. Its major focus was to raise learners' awareness of collocational use; the notion which helps greatly n enhancing learners' use of language.

From the research results, it is assumed that Algerian and third –year students encountered problems with both lexical and grammatical types of collocations though the focus of this work felt on adjective- noun and verb- adverb patterns. So, it is relevant that they had problems with collocational use in general since they receive no sessions about their meanings or their existence in the English language. In addition, it is confirmed that students relied on their native language knowledge(L1) to solve the problems they found when producing linguistic patterns. Thus, L1transfer has been confirmed as the main reason of collocational learner- made errors along with their ignorance and unfamiliarity with collocational use in language.

Unfortunately, time was a constraint from deeply investigated the topic. Also the number of participants is limited. It was preferable if I worked on another group (master1 for example) and make a comparative study between levels or investigate collocational errors in a number of universities in the country. This would be much more relevant and the results are said to be generalized.

Finally, this study may open the door for further research to reveal other possible reasons for miss collocation or to work on other levels of fluency .it is a start for raising awareness concerning the teaching of vocabulary situation in Algeria.

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APPENDICES

APPENDIX -A-

Teacher's Questionnaire

This questionnaire aims at gathering data about "Collocational errors in EFL learner's oral production". Please, answer these questions:

1) What kind of role can collocation mastery play in EFL learning?

   ……

   ……

   ……

2) Are the students aware of collocational use in English?

   Yes ☐   No ☐

3) What problems do students face with collocations?

   ……

   ……

   ……

4) What are the common types of collocational errors?

   Verb+ noun   ☐
   Adj+noun   ☐
   Noun+verb   ☐
   Noun+noun   ☐
   Adv+adj   ☐
   Verb+adv   ☐
   Verb+ prep   ☐
   Noun+ prep   ☐
   Adj+ prep   ☐

5) Why do students make such collocational errors?

   ……

   ……

   ……

   ……

6) How do you, as a teacher, deal with these problems?

   ……

………

……………………………………………………………………………………………………

7) What solutions do you suggest to reduce this lack in collocational use?

……

APPENDIX - B-

Learners' Questionnaire

Dear respondents,

This questionnaire attempts to gather data about Collocational errors in English. Please, answer the following questions:

1) What is meant by a collocation?

   ………
   ………
   ………
   ………………………………………………………………………………………………………

2) How do you consider collocation in relation to vocabulary?

………
………
……

3) What kind of problems do you encounter when writing or speaking English?

………
………
………
……

4) Do collocational errors hinder /prevent you from expressing your ideas?

   Yes ☐   No ☐

5) In your opinion, why do you make these errors?

………
………
……

6) Translate the Arabic collocations into English:

   ………………………………………………………………   .1 فقر مدقع

   ………………………………………………………………   .2 عواقب وخيمة

3. خسر العدو المعركة ....

4. دليل قاطع ....

5. قرار لا رجعة فيه ....

6. ينام بعمق ....

7. يتغير باستمرار ....

8. يوضح لي ....

7) Translate the English ones to Arabic?

1. Verbal communication ....
2. Official permission ....
3. Express admiration ....
4. Job market ....
5. Deadly serious ....
6. Develop steadily

7. Deeply rooted ....
8. Step into ....
9. Aware of ....
10. Emphasis on ....

8) Choose the appropriate collocate for the base:

1. ضرب مبرح	Vehement beating	Fit beating	Robust beating	Good beating
2. حجة مقنعة	Excellent agreement	Persuaded agreement	Convinced argument	Good argument
3. سلوك مستقيم	Gorgeous behavior	Excellent behavior	Straight behavior	Good behavior
4. فرصة سانحة	Happy chance	Lucky chance	Excellent chance	Good chance
5. صرخة مدوية	Vehement cry	Sonorous cry	Booming cry	Good cry

Thank you