Investigating the impact of lexical collocation((verb + noun) (adjective + noun))as on improving students paragraphs writing

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Abstract:

The study investigating the importance of teaching lexical collocation as authentic materials that used in importing vocabulary and its lexical collocation. The problem of the study The study environment is not helpful in learning process in some universities, and the study problem was summarized in the main question; To what extent you investigating the impact of teaching letxical collocstion as authentic materials that used in importing vocabulary and its lexical collocation? Questions are divided into What are University teachers' attitudes toward using letxical collocstion in developing students writing? To what extent are EFL learners aware of lexical collocation knowledge when they proceed to a higher level.It aimed to study andimprove lexical collocation in paragraph writing among University students, teachers have negative attitudes toward using collocation to teach paragraph writing. By concentrating on teaching lexical collocation, teachers resolve the problems of writing as general and paragraph writing particu-

lar , EFL learners are not aware of lexical collocation when they proceed to higher levels.

The study tested the hypothesis Teachers have negative attitudes toward usingletxical collocstion to teach paragraph writing. By concentrating on teachin collocstiong, teachers resolve the problems of writing as general and paragraph writing particular, EFL learners are not aware of lexical collocation when they proceed to higher levels.

The study also recommended a number of recommendations, including teachers should enable students to be aware of collocation through making more emphasis on collocation while teaching process.

Paragraphs writing :

المستخلص

تناولـت الدراسـة أهميـة تدريـس المتلازمـات اللفظيـة كمـواد أصيلـة تسـتخدم في اسـتيراد المفردات وتجميعهـا المعجمـي. مشـكلة الدراسـة: لا تفيـد بيئـة الدراسـة في عمليـة التعلـم في بعـض الجامعـات ، وقـد تـم تلخيـص مشـكلة الدراسـة في السـؤال الرئيـسي. إلى أي مـدى تقـوم بالتحقيـق في تأثـير تدريـس السـطور القصـيرة كمـواد أصيلـة تسـتخدم في اسـتيراد المفردات وتجميعهـا المعجمـي؟ تنقسـم الأسـئلة إلى مـا هـي مواقـف أسـاتذة الجامعـة تجـاه اسـتخدام القصـص القصـيرة في تطويـر كتابـة الطـلاب؟ إلى أي مـدى يكـون متعلمـي اللغـة الإنجليزيـة كلغـة أجنبيـة عـلى درايـة بمعرفـة تجميـع الكلـمات عندمـا ينتقلـون إلى مسـتوى أعـلى. يهـدف إلى دراسـة المتلازمـات اللفظيةوتحسـين التجميـع المعجمـي في كتابـة الفقـرة بـين طـلاب الجامعـة ، لـدى المعلمـين مواقـف سـلبية تجـاه اسـتخدام القصـص القصـيرة لتعليـم كتابـة الفقـرة. مـن خـلال التركيـز عـلى تدريـس القصـص القصـيرة ، يقـوم المعلمـون بحـل مشـاكل الكتابـة بشـكل عـام وكتابـة الفقـرة بشـكل خـاص ، فـإن متعلمـي اللغـة الإنجليزيـة كلغـة أجنبيـة ليسـوا عـلى درايـة بالترابـط اللغـوي عنـد الانتقـال إلى مسـتويات أعـلى. اختـبرت الدراسـة الفرضيـة لـدى المعلمـين مواقـف سـلبية تجـاه اسـتخدام القصـص القصـيرة لتعليـم كتابـة الفقـرة. مـن خـلال التركيـز عـلى تدريـس المتلازمـات اللفظيـة، يقـوم المعلمـون بحـل مشـاكل الكتابـة بشـكل عـام وكتابـة الفقـرة بشـكل خـاص ، فـإن متعلمـي اللغـة الإنجليزيـة كلغـة أجنبيـة ليسـوا عـلى درايـة بالترابـط اللغـوي عنـد انتقالهـم إلى مسـتويات أعـلى. أوصـت الدراسـة أيضًا بعـدد مـن التوصيـات ، بمـا في ذلـك يجـب عـلى المعلمـين تمكـين الطـلاب مـن إدراك المشـاركة مـن خـلال التركيـز بشـكل أكـبر عـلى التجميـع أثنـاء عمليـة التدريـس.

الكلمات المفتاحية

1.0 Introduction:

Writing skill is a significant part of a language and communication which allow people to develop their messages with clarity and ease to afar large audience. Therefore, people with good writing skill are generally seen as more credible, because writing is the most important aspect in such professions which are required writing to occupy them. So there is an important aspect in writing process which is concerning the University students of English exactly in the domain of paragraph which is a common aspect in University according to such observations through teaching and studies, the students of University these problems due to a number of reasons and the most common aspect which the students lack of is what is so- called collocation. The idea of collocation was first out forward [1].

Firth says: "you shall know a word by the company it keeps". In cohesion in English Halliday and Hassan (1976) argue that: collocation a mean of cohesion is the co-occurrence of lexical items that are in since way or other typically associated with one another, because they tend to occur in similar environment. The word doctor implies such word as: nurse, midiron, symptoms, hospital etc., and the word night closely related with darkness. Collocation in this sense is overlapped with the so-called some semantic field. Words occurring in collocation or in the same field exists as a group fit in a given situation but the presence of one word does not necessarily lead to the occurrence of others in the group[2]. Hatch 1992) agreed that collocation is a type of cohesive for lexical,meaning , if the speaker says a word the listener will think of all alternatives that have relationship with this word as when: somebody says flower, the listener will think of 'stem' the 'petal' and the 'leaf' and so on. Obviously collocation is an important aspect in vocabulary acquisition and also it is a universal linguistic phenomenon. Words are always used together[3], they always present themselves in collo-

cation. In fact words seldom occur in isolation.Collocation is not only a necessary element of language but also an outstanding feature that make language specific and correct. Therefore, to learn English learners should attach much importance to collocation. In teaching vocabulary the linguists emphasized that: to know a word in a target language may the ability to used it a word if correctly goes with i.e. in the correctly collocation indeed, among many items of a word listed in dictionaries the usage containing collocation is very valuable and helpful. The aim of learning a new word is to put in practical use and to make sentences. It explicitly suggested in some dictionaries of collocation that students' choosing the right collocation will make his her speech and writing sound more natural more native speaker like, even when basic intelligibility does not seem to be at issue.Collocation also provides a good way to memorize new word. According to what has been mentioned above, the term collocation refers to syntagmatic and pragmatic relations of words, on the other hand, collocation can be seen as a type of word combinations. As it has been mentioned previously collocation is the most significant aspect in language teaching, particularly in learning vocabulary. Besides its significance as wholly. Accordingly, the students of University lack of lexical collocation knowledge which negatively affects on their paragraph writing. Therefore collocation knowledge has become as a hot issue which should be cared enough during teaching vocabulary.

1.1 Statement of the problem.

The problem of this study lies in the question:

To what extent you investigating the impact of teaching lexical collocation as authentic materials that used in improving vocabulary and its lexical collocation?

1.2- Objectives of the Study

This study aims to fulfill the following objectives:

1. To find out how lexical can improve in paragraph writing among University students.
2. To discover University teachers' attitudes towards using lexical collocation in developing students writing.

1.3 Questions of the Study

This research tries to answer the following questions

1. What are University teachers' attitudes toward using lexical collocation in developing students writing?
2. To what extent are EFL learners aware of lexical collocation knowledge when they proceed to a higher level.

1.4 Hypotheses of the study

The followings are the hypotheses of the study which will be tasted on the basis of the results

1. lexical collocation can improve paragraph writing among University students.
2. Teachers have negative attitudes toward using lexical collocation in paragraph writing

.1.5 Significance of the study

The significance of the present study associated of the importance of teaching lexical collocation as authentic materials that used in improving vocabulary, the importance of teaching and learning lexical collocation are assistance for both student and teachers to improve their awareness about writingparagraph.

1.6 Research Methodology

The study will use the descriptive analytical method. The researcher will use a questionnaire as a tool to collect the data about the benefits Investigating the impact of teaching lexical collocation as authentic materials that used in improving vocabulary and paragraphs writing as general lexical collocation.

1.7- Limits of the study

This study will be limited to "Investigating the impact of teaching as authentic materials that used in improving vocabulary and paragraphs writing". JeziraState/Al –Nour College –University-Medani

1.8 Design and Methods

This chapter includes a detailed description of the research methodology that was utilized in the study. The chapter is organized into several sections that provide a framework within which to describe the research procedures, the researcher used the descriptive analytical method and (SPSS) for the analysis. This kind of research is defined " descriptive research includes survey and fact finding enquiries of different kinds. The major purpose of descriptive research is description of affairs as it exists at present"[4]. In addition, he states that "the researcher has no control over the variable, he can only report what has happened or what is happening", the researcher thinks this method is appropriate for this study.

1.9 Study population and Sample size:

The study population constitutes teachers at university who teach English as foreign language (E F L) in Khartoum state, in public schools, the study participants for this study are (100) teachers at secondary schools who teach English as foreign language (E F L) in Khartoum state.

1.10 Tools of data collection:

Primary data **a** Questionnaire that filled by teacher'suniversity who teach English as foreign language (E F L) in Khartoum state.
Seconda data:this data was collected from books, articles, previous studies and internet sources.

2.1 Previous Studies

2.1.1Assessing English collocational knowledge among Sudanese EFL University Students. Sudan University-case study Khartoum universityOmayma Nasr EL-Hadi Mustafa (2011).

This study attempts to investigate the knowledge of collocation after recommendation for both teachers and learners in order to improve the processes of teaching and learning the language.

The participants of the study are one hundred and fifty students drawn from second, third and fourth years majoring in English from Khartoum University – faculty of Arts. A collocation test of 50 items was used to collect data. The data have been statistically analyzed using the SPSS package.

The findings of the study indicated that the subject's knowledge of collocation is poor results of the statistical analysis indicated that there is a significant difference in students' knowledge of collocation between three levels. It revealed that, the adjective + noun is the easiest, while the verb + noun is found to be the most difficult one. Based on the research findings. The study recommends that teachers should enable students to be aware of collocation through making more emphasis on collocation while teaching process[5]

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