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AN EVALUATION OF ENGLISH COLLOCATION USAGE BARRIERS FACED BY COLLEGE STUDENTS OF RAWALPINDI, PAKISTAN

Sobia Rana

PhD Scholar and Visiting Lecturer, Department of Area Study Center, Quaid-i-Azam
University Islamabad

Corresponding Author Email: sobiarana.qau@gmail.com

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ABSTRACT

The study intends to explain the problems of English collocational use faced by the both public and private college students in Rawalpindi, Pakistan and recommends some authentic ways that will help in removing the learning barriers in the light of the concerned pedagogical issues. It will not only help the students to improve their knowledge of the phenomena but will also enlighten the target teachers about the significance of authentic collocational use that how it naturalizes both written and spoken expressions. Data, from both the undergraduate level of students and teachers, has been collected with the help of open/close ended questionnaires to unearth the genuine cause/s and supplement them with the required solutions rooted in the actual problems. The data qualifies for the analysis using both qualitative and quantitative methods. The students fail to use the authentic collocations owing to multiple reasons: lack of awareness about English collocational use, the improper teaching methodologies and inexperienced teachers.

INTRODUCTION

Learning a foreign language means to be predominantly associated with learning its grammatical structures but the vocabulary use does not receive the same importance. It has always been taught through the other skills whereas grammar has been taught as a separate module. Even the curricula being followed in schools and colleges are full of grammatical rules that are said to improve the learner's language as if teaching a language stands for teaching grammar.

Recently, many researchers have elevated the importance of teaching vocabulary and questioned “the grammar-vocabulary dichotomy” and encouraged a lexical approach which is mainly interested in teaching collocations. As it is claimed by Lewis (2002), the father of the lexical approach and of collocations, collocations should be taught because they constitute the central part of vocabulary. Furthermore, Lewis (2001) believes that teaching collocations would raise students’ proficiency in language learning. It is focused on the direct influence of teaching collocations in the field of foreign language writing where the students have a problem of combining words together. This may be due to their ignorance of collocational awareness or interference of mother tongue or even the second language. However, people in Pakistan put extra energy to learn second language i.e., English. Hunston and Francis (2000) mention in *Pattern Grammar* that although collocational understanding is problematic to the learners yet the importance of collocational knowledge in the second language competence is beyond dispute because it enables learners to use English more fluently and sounds more native-like. For this purpose, different methods have been introduced for teaching second language. The first and foremost method being adopted by the language teachers was Grammar Translation Method.

Finding this method less influential, Direct Method was introduced. The reason for replacing the method was either the reaction of the learner and his/her culture or due to the shortcoming associated with the traditional methods. The Direct Method helps in teaching the second language in a more appropriate way due to the direct relation with second language or without any influence of the first language. So far as the main problem in learning English collocation is concerned, McCarthy & O’Dell (2008) explain that the students are restricted to learning the definitions of a single word and its usage. Many teachers are found to correct their students on grammatical mistakes, but they fail to notice those mistakes are due to the lack of collocational background knowledge. As English grammar is necessary for the second language learners, similarly, collocations have to be taught to encourage students in terms of speaking and writing. Therefore, Hill and Lewis (2001) reveal that collocations should be taught in class, when EFL/ESL teachers instruct collocations, they ought to make students aware of using collocations and storing them in their memory. The students do not only learn how the words can be put together, but they also learn the grammatical structure from the collocations instruction.

In this way, the role collocations play in second language teaching is integrally related to the notion where language is learned in a series of pre-fabricated blocks or chunks. These chunks assist as the basic data to identify patterns in a language for the learners. Since the children learn not only words but also chunks of a language which make them fluent speaker later. Therefore, the chunks seemed to be remarkable to get efficiency in a way that they had memorized as complete units. The imitation and reiteration of these chunks are found very helpful at initial stages as the grammatical pattern acquisition is not possible. Accordingly this part of imitation and reiteration is again related to Direct Method instead of Grammar Translation Method. A proper strategy is helpful to follow a pattern, in which, sounds, symbols, words and then collocations can be learnt in a natural way.

Statement of the Problem

Students of English as a Foreign Language (EFL) lack the vocabulary needed to produce correct written English. Besides, they use inappropriate word combinations when they write; i.e., words that do not go together. As a result, their writing is not proficient. Hill claims that the students with good ideas often lose marks because they don't know the four or five most important collocations of a key word that is central to what they are writing about. Therefore, their writing is full of "mis-collocations" that makes it sound unnatural. Hill illustrates this problem with the following example in which students say: "His disability will continue until he dies" rather than "He has a permanent disability". Hence, students should realize the fact that words have their collocational fields. The present study will evaluate English collocations usage difficulties of students at college (BA/BSc) level. Likewise, teachers' difficulties in teaching collocations will be assessed by using questionnaires. For this purpose four different Rawalpindi colleges have been taken as a source of random population.

OBJECTIVES

The main objectives of this particular study are as follows:

1. To explore the effectiveness of direct method especially for learning English collocations against GTM.
2. To explore the cause of the difficulties faced by the concerned students in learning English collocations.
3. To recommend the required solutions for the identified difficulties to smoothen the process of English collocations teaching/learning.
4. To introduce the authentic awareness of English collocations in the target society.

RESEARCH QUESTIONS

For the achievement of the objectives following research questions were formulated.

1. How collocations are taught/learnt at colleges in Rawalpindi?
2. What are the difficulties faced by students at college level in learning collocations?
3. What are the major causes of these difficulties?
4. What are the solutions to tackle these problems?

LITERATURE REVIEW

The importance of vocabulary has been recognized throughout the world and a lot of research has been conducted in the area of teaching vocabulary but the situation is still miserable in Pakistan. The practical aspect of any language is the most important one. Teachers should be well aware of this importance to be able to pass over this sense of priority to their students. Collocations play an

essential role in language teaching and learning. To communicate well in foreign language, learner ought to acquire a suitable number of word mixtures and should know their correct use. Many researchers have considered the importance of collocations in SLA (Second Language Acquisition) and TEFL (Teaching English as a Foreign Language). But each researcher has approached collocations from a different dimension. So, there are different categories: some researchers have approached the problem of translating collocations in a purely linguistic description. Others have been much interested in contrastive and error analysis while the rest of the other researchers have investigated collocations' use and in some cases its relation to proficiency in speaking and/or writing. Concerning the problem of collocational errors, some researchers have approached it within their mother tongue.

The influence of using collocations on fluency in writing has been investigated widely. Correlation has been found between writing proficiency and using collocation. But none of the researchers has tried to teach collocations as a treatment to see whether teaching collocations could lead to fluency in writing. This research has approached the problem of mis-collocations in foreign language writing and tries to fill those gaps which are still there. Collocations are more like passwords to native-like fluency in a foreign language. Collocational errors should thus be minimized in translation and advanced writing in particular.

Baker (1992) defined collocations as a tendency of certain words to co-occur regularly in a given language. Also, Hill (2001) explained that a collocation is predictable combinations of the content words, e.g. foot the bill and weather forecast, etc. This co-occurrence of the words repeatedly confuse the students. On the other hand, Collocations are arbitrary and non-predictable. Non-native speakers cannot cope with them; they must have some adequate guide. They have no way of understanding that one articulates in English make an estimate, (but not make an estimation), commit treason (but not commit treachery). In English, one utters commit fraud. However, only the collocation commit suicide is possible; one cannot say perpetrate suicide.

English Teaching Methodologies in Pakistan

In GTM, there is a great influence of mother tongue because everything has to be translated into first language. Sadeghi (2010) is quite right in her article, "The Importance of Collocation in Vocabulary Teaching and Learning", that to understand collocations and translate them, they become very problematic when one or both of the component words depart from their primary sense. Primary sense, here means that it gives clue to the translator to guess the meaning of the unknown or less transparent element, and subsequently plays a major role in helping the translator retrieve the target language words. The deductive method is highly recommended to teach in GTM. Even the vocabulary items are taught in the form of word list. For explanation of grammar maximum elaboration is used and somehow kills the sense completely. Knowledge of the rules are being considered essential.

In contrast to GTM, direct method has been found more influential in learning foreign language. The very first and foremost idea DM introduces is to follow inductive approach in the class meant to start from the words or the chunks of the lexical items to proceed further to sentences. Instead of following the rules the students start learning from the bits and pieces that help them to achieve the objective to converse in target language. The principal aim of DM is to establish a direct bond between the English word, phrase or collocation and its meaning. Hence, there is no concept of mother tongue interference due to direct bond implication as the learner tries to understand the foreign word or expression as it stands, without learning over the native language. Consequently, students can have first-hand experience of foreign language while learning it via DM. Many other studies have proved that although reading for meaning has increased L2 vocabulary acquisition, direct instruction has reached even better. These studies suggest that promoting a mixture of direct and related learning combined with learning strategies is the most fruitful way of teaching vocabulary.

Ambiguities in Collocations

Students of English often complain about the complexity of learning collocations. There are different aspects of collocations but these two are important to discuss. Grammatical and special aspects of collocation are to be dealt at first. Grammatical aspect can be further divided in which adverbs and verbs are included. Adverbs such as highly, utterly, bitterly, deeply are alternatives collocate strongly with specific words, and other combinations often sound unnatural, highly unlikely, highly unusual. This problem can be sorted out by using DM other adverbs can also be taught in similar way.

McCarthy & O'Dell (2005) once again mention that “verb is another grammatical aspect in which learners have problems with using of ‘make and ‘do’. The basic meaning of ‘make’ is about producing something and the basic meaning of ‘do’ is about performing an action, if the meaning is understood then these collocations may seem more logical, ‘make arrangements for’, make friends, do your best, do damage, do an experiment.

Learners likely to have intra-lingual errors which mean they refer to phenomena that act within one language or as a result of partial learning of L2 rather than L1. For example, instead of doing homework, they might incorrectly say making homework because the words “do” and “make” share the same meaning; therefore, learners may have difficulties and confusion using these words.

On the other hand, learners incline to have inter-lingual errors which are those that resulted from negative transfer of their mother tongue and are caused by the learner’s native language say L1. For example, some Pakistani students tend to say close the light instead of turn off the light. Since Urdu words share the same meaning about “close”, “turn off”, and “shut down”; so in Urdu we can use any words from these to convey the speakers’ meaning. In contrast, English collocations about these words cannot be used interchangeably like the example mentioned above. Moreover, the learner’s practice of learning words through definitions make less chances of using appropriate collocation as some

collocations cannot be translated word by word. However, if the learners try to translate collocations to their first language, they might sound unnatural.

When students perceive that they will be learning collocations in English, they may feel very demoralized. The reason being is certain things are unfamiliar to them regarding collocations but proper method of teaching collocation will help to understand them. Students who desire to expand their practice of English in order to attain the required proficiency to communicate aptly with native speakers will find that they must become familiar with main collocations. The attempts should be made on their part to have excessive conversation with the native speakers in formal or informal way. Particular industries have their own set of collocations that are useful as well, for example, in the business and technological fields. To retrieve such collocation is essentially to increase the vocabulary that will enhance both the written expression and speech. This study will try to fill that gap existing in the field of research.

METHODOLOGY

Being a quantitative research, the data for this research was acquired using questionnaires for teachers and students both. So the collected data was analyzed in both ways; qualitatively by describing the research questions and quantitatively by using percentage and statistical tools. For making this information more presentable at the end of accumulative table for each college, the data was assembled in the form of bar charts to show the students' responses whereas pie charts were used to present the assembled data from teachers of selected four colleges of Rawalpindi. However, qualitative data analysis technique was also used in this study to interpret bar charts, pie charts and tables.

Sample

Fifteen random students have been taken as sample from four different colleges of Rawalpindi to collect the data. The questionnaire for the students comprises of twenty six affirmative statements, the former twenty three are close ended ones while the later three are the open ended statements. As the principal research questions are only four in number yet to make the work authentic one this study highly attempted to put relevant additional statements related to each research question in scattered form. Hence, all the statements are being composed to fulfill all the research objectives with research questions.

DATA ANALYSIS OF QUESTIONNAIRES FOR STUDENTS

The collected data from the students was organized in the following manner: first Dhoke Mangtal College, second F.G. Post Graduate College, third Askaria College and last Dhoke Hassu College. More than one statement of each research question was put in the questionnaire in an unorganized way to get the authentic answers. These questions will be mentioned only for Dhoke Mangtal College to give a bird eye view of the rest of collected data from the other colleges since for the other three colleges the data has been presented in accumulative table form and bar chart.

Students of Dhoke Mangtal College

Q.1. What are the difficulties faced by students of college level in learning collocations?

The most expected answers to this question include 11, 12, 13, 15, 18 and 24 statements indicating the difficulties faced by the students in learning collocations displaying the students' responses of Dhoke Mangtal College. The statements can be seen in the accumulative table.

Q.2. What are the causes of these difficulties?

The most relevant assumptions for this research question carry the tentative statements 2, 3, 7, 8, 10, 16, 23 as given in the questionnaire. Most highly agreed tentative statement for one of the causes seem to be weak vocabulary building and less creative due to less knowledge of collocations. The other causes include lack of interest, motivation, unified syllabus and ineffective teaching methods.

Q.3. How collocations are dealt in your college?

The statements to answer this question include 1, 4, 6, 9, 14, 17, and 22 which indicate the teaching methodologies adopted by the teachers in the chosen college. Here mostly students agree with the expected statements. Grammar has been the focal point from beginning in the second language learning class while ignoring its vocabulary. In fact if vocabulary becomes the part of syllabus it is tremendously influenced by the native language especially when it comes on some complicated level, for instance, collocations. Therefore, students are being taught in inadequate way which should be abandoned and replace it with the use of direct method.

Q. 4. What are the solutions to tackle this problem?

The best suitable answers to this question are the statements 5, 19, 20, 21, and 25 as mentioned in the questionnaire. The statement 25 is the open ended and they have mentioned about the materials they use for learning collocations. After the class if any difficulty is found they most likely use reference books, magazines, dictionary and internet.

Table 1. Accumulative data collected from Dhoke Mangtal College

Sr.No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Difficulties faced by students	5	4	3	2	1
11	Over-use of mother tongue	3	2	2	3	5

12	Rules of native language	3	7	2	3	0
13	Rules variation in NL & TL	6	4	0	3	2
15	Ill trained teacher/weak base	5	9	1	0	0
18	Translation problem	4	9	0	2	0
24	Other usage barrier	3	10	0	2	0
2.	Causes					
2	Weak Vocabulary building	6	6	1	0	2
3	Lack of interest & motivation	2	2	0	1	10
7	Lack of unified model syllabus	4	4	1	2	4
8	Inappropriate teaching methods	2	2	0	0	11
10	Lack of trained & skill up teacher	2	2	0	1	10
16	Lack of effective TA	3	2	0	2	8
23	Less knowledge, less creative	8	5	2	0	0
3.	Teaching Collocations					
1	Difficult collocations	5	3	4	3	0
4	Less practice activities	2	4	3	5	1
6	GR Vs VR	7	2	4	2	0
9	Absence of native language	0	1	3	3	8
14	Urdu background	2	6	0	2	5

17	Train teachers	6	7	1	1	0
22	Translating English into Urdu	9	3	3	0	0
4.	Solutions					
5	Practicing environment	4	5	4	1	0
19	Systematic efforts	5	5	5	0	0
20	Use of Contrastive Analysis	3	7	4	1	0
21	Ease the problem	5	4	3	3	0
25	Material	10	3	1	1	0

The table shows the students' responses for each statement in the form of numbers in the given Likert Scale options. The calculation of the table was done in a way that all the students' responses for each research question were added then divided on the total number of students, which is 15, who participated to fill the questionnaires. After that the figure got from each question collectively was added up at the end to make final calculations.

The bar chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral students for difficulties, causes, teaching methods or solutions. The calculations state that 7.39 were strongly agree, 7.79 remained agree while 3.39 were found to choose neutral option from the given statements in the questionnaires.

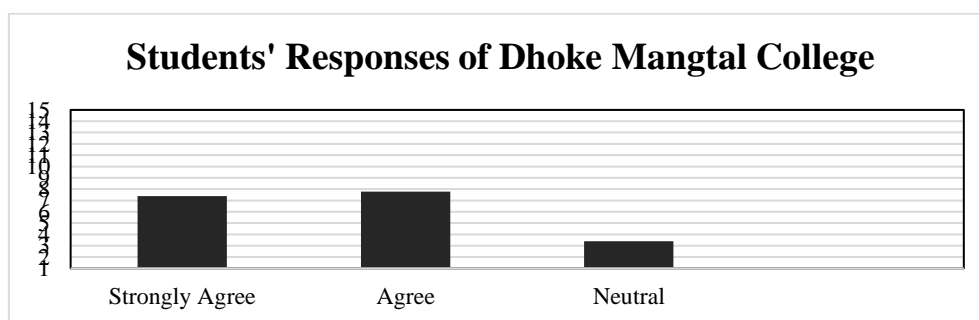


Figure 1. Students' Responses of Dhoke Mangtal College

Students of F.G. Post Graduate College

The same questionnaire was used for the students of the chosen college. The research questions will not be repeated since they have been mentioned before and the tentative statements lead to get the positive response of most of the students. Therefore, instead of repeating the whole process, the researcher has shown the collected data of F.G. Post Graduate College for Women in accumulative table.

Table 2. Accumulative data collected from F.G. Post Graduate College for Women

Sr.No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Difficulties faced by students	5	4	3	2	1
11	Over-use of mother tongue	12	3	0	0	0
12	Rules of native language	0	5	2	6	2
13	Rules variation in NL & TL	2	7	6	0	0
15	Ill trained teacher/weak base	11	2	0	2	0
18	Translation problem	6	4	2	2	1
24	Other usage barrier	6	6	1	1	1
2.	Causes					
2	Weak Vocabulary building	6	8	1	0	0
3	Lack of interest & motivation	3	6	6	0	0
7	Lack of unified model syllabus	7	6	0	1	1
8	Inappropriate teaching methods	4	5	3	2	1
10	Lack of trained & skill up teacher	5	6	3	1	0
16	Lack of effective TA	2	9	3	1	0
23	Less knowledge, less creative	10	3	0	0	2
3.	Teaching Collocations					
1	Difficult collocations	1	7	5	2	0
4	Less practice activities	6	8	1	0	0
6	GR Vs VR	6	7	2	0	0
9	Absence of native language	4	6	3	1	1
14	Urdu background	7	5	2	1	0
17	Train teachers	4	3	5	1	2
22	Translating English into Urdu	3	6	3	1	2
4.	Solutions					

5	Practicing environment	12	2	1	0	0
19	Systematic efforts	12	0	1	0	2
20	Use of Contrastive Analysis	7	2	6	0	0
21	Ease the problem	2	2	5	3	3
25	Material	2	3	9	1	0

The table shows the students' responses for each statement in the form of numbers in the given Likert Scale options. The same procedure was followed to get the final calculations of F.G. Post Graduate College.

The bar chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral students. The calculations state that 9.31 were strongly agree while 8.06 remained agree whereas 4.65 were found to choose neutral option.

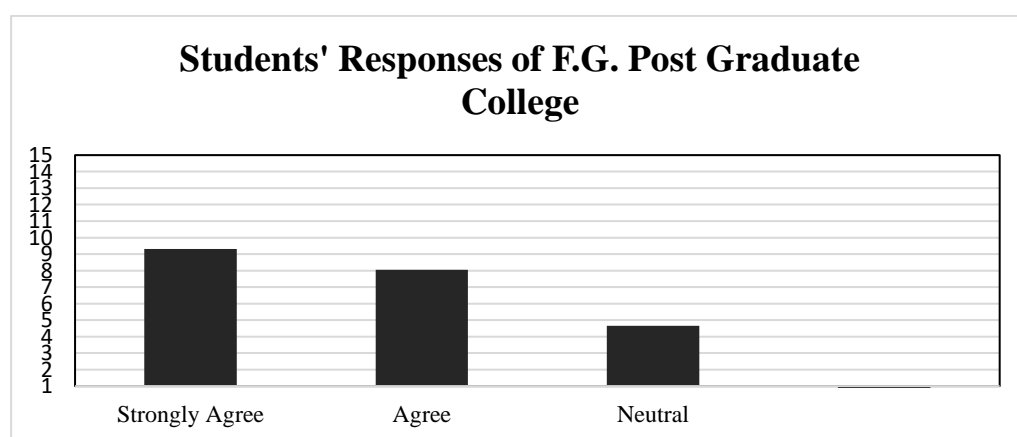


Figure 2. Students' Responses of F.G. Post Graduate College for Women Students of Askaria College .

Table 3. Accumulative Data given in the table collected from Askaria College

Sr. NO	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Difficulties faced by students	5	4	3	2	1
11	Over-use of mother tongue	3	12	0	0	0
12	Rules of native language	0	15	0	0	0
13	Rules variation in NL & TL	1	14	0	0	0
15	Ill trained teacher/weak base	0	15	0	0	0

18	Translation problem	10	4	0	0	1
24	Other usage barrier	4	5	1	3	2
2.	Causes					
2	Weak Vocabulary building	3	12	0	0	0
3	Lack of interest & motivation	0	15	0	0	0
7	Lack of unified model syllabus	3	12	0	0	0
8	Inappropriate teaching methods	3	12	0	0	0
10	Lack of trained & skill up teacher	3	12	0	0	0
16	Lack of effective TA	0	15	0	0	0
23	Less knowledge, less creative	2	13	0	0	0
3.	Teaching Collocations					
1	Difficult collocations	0	15	0	0	0
4	Less practice activities	2	13	0	0	0
6	GR Vs VR	4	11	0	0	0
9	Absence of native language	3	12	0	0	0
14	Urdu background	1	12	1	1	0
17	Train teachers	3	12	0	0	0
22	Translating English into Urdu	0	15	0	0	0
4.	Solutions					
5	Practicing environment	3	12	0	0	0
19	Systematic efforts	10	2	0	0	3
20	Use of Contrastive Analysis	0	2	2	8	3

21	Ease the problem	1	0	0	14	0
25	Material	4	9	2	0	0

The above table is made for the sake of showing the accumulative result of the students' response from Askaria College. The following bar chart diagram has been produced from the results. The bar chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral students. The calculations in percentage state that 4.19 were strongly agree while 18.05 remained agree whereas 1.46 were found to choose neutral option.

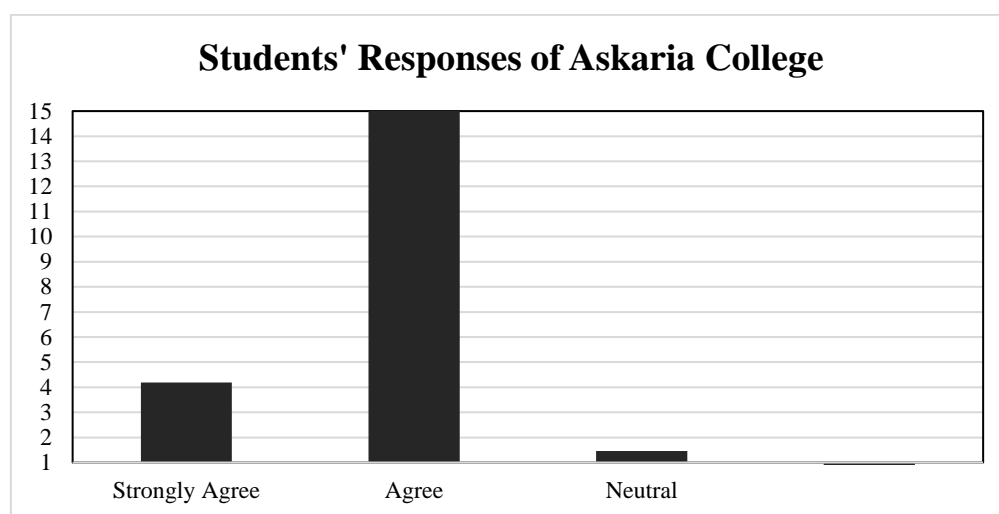


Figure 3. Students' Responses of Askaria College

Students of Dhoke Hassu College

Table 4. Accumulative Data collected from Dhoke Hassu College

Sr. No.	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Difficulties faced by students	5	4	3	2	1
11	Over-use of mother tongue	7	4	3	0	1
12	Rules of native language	6	6	2	1	0
13	Rules variation in NL & TL	15	0	0	0	0
15	Ill trained teacher/weak base	8	6	0	1	0
18	Translation problem	8	6	0	1	0
24	Other usage barrier	0	1	8	1	5
2.	Causes					

2	Weak Vocabulary building	13	2	0	0	0
3	Lack of interest & motivation	4	5	6	0	0
7	Lack of unified model syllabus	4	10	1	0	0
8	Inappropriate teaching methods	0	4	6	1	4
10	Lack of trained & skill up teacher	2	4	8	0	1
16	Lack of effective TA	1	3	8	2	1
23	Less knowledge, less creative	10	3	2	0	0
3.	Teaching Collocations					
1	Difficult collocations	2	8	3	0	2
4	Less practice activities	5	10	0	0	0
6	GR Vs VR	15	0	0	0	0
9	Absence of native language	4	9	2	0	0
14	Urdu background	9	3	3	0	0
17	Train teachers	3	2	8	0	2
22	Translating English into Urdu	7	8	0	0	0
4.	Solutions					
5	Practicing environment	11	1	2	0	1
19	Systematic efforts	6	6	3	0	0
20	Use of Contrastive Analysis	5	2	6	0	2
21	Ease the problem	7	5	3	0	0
25	Material	6	5	4	0	0

The above table is made to show the accumulative result of the students' response from Dhoke Hassu College. The following bar chart diagram has been produced from the results. The bar chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral students. The calculations state that 10.52 were strongly agree while 7.51 remained agree whereas 5.18 were found to choose neutral option.

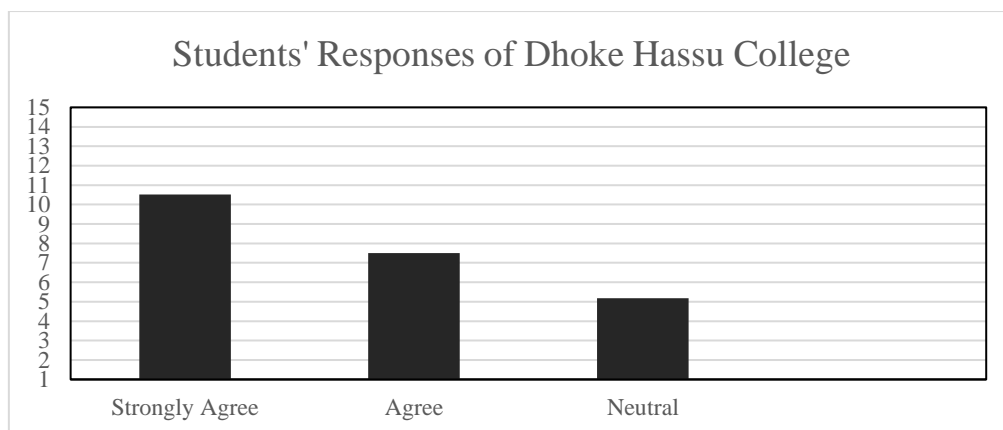


Figure 4. Students' Responses of Dhoke Hassu College

ANALYSIS OF QUESTIONNAIRE FOR THE TEACHERS

The five number of teachers were taken as a sample. The questionnaire for the teachers comprises of twenty six affirmative statements altogether, the former twenty four are close ended ones while the later four are the open ended statements. The questionnaire has been generated keeping in view all the research aims and questions of the present study. The systematic procedure was preferred to be followed to get the factual data from each teacher of the selected college. As the principal research questions are only four in number yet to make the work authentic one this study attempted to put relevant additional statements in scattered form related to each research question. Hence, all the statements are being composed to fulfill all the research objectives with research questions.

The following discussion will be of great assistance to understand the purpose of dividing the research question into sub-statements since each question will solely be discussed.

Teachers of Dhoke Mangtal College

Almost the same procedure was followed to collect the data from the teachers. It was organized in the following manner: first Dhoke Mangtal College, second F.G. Post Graduate College, third Askaria college and last Dhoke Hassu college. More than one statement of each research question was put in the questionnaire in an unorganized way to get the authentic answers. These questions will be mentioned only for Dhoke Mangtal college in this study to give a bird eye view of the rest of collected data from the other three colleges since it was presented in accumulative table and pie chart. These are the following questions:

Q.1. What are the difficulties faced by students of college level in learning collocations?

The most expected answers to this question lie in the above mentioned table where the best suitable statements have been put in numbers respectively from the specified questionnaire. These statements include 3, 9, 11, and 14 indicating the difficulties faced by the teachers in teaching collocations. The numbers shown in each option display the students' response of Dhoke Mangtal College. It can be seen from the result that major number of teachers strongly agree with

the assumed statements considering their difficulties. Teachers strongly agree with over-use of mother tongue in the second language learning class whereas majority teachers reckoned that influence of Urdu background is highly found. However when they were asked about the teaching method they preferably follow in English class was the excessive use of native language rules applying on the target language for better comprehension. This creates even more confusion among students to cause the problem.

Q.2. What are the causes of these difficulties?

This can be deduced from the table 4.6.2 where the causes have been coded in the form of important words for this research question. The most relevant assumptions for this research question carry the statements 2, 7, 15, 16, 20, and 25 as given in the questionnaire. The evidences can be empirically observed from the results where the great number of students found agree to the causes of the problem. The teachers' responses for open ended question 25 has been found helpful to the great extent to know additional causes of hindrance in collocations usage.

Q.3. How collocations are dealt in your college?

The affirmative statements have been put together for one principal research question 3. The statements 1, 4, 6, 8, 12, 13 17, 21, 22, 23, 24 and 26 best fall to this question and indicate the teaching methodologies adopted by the teachers in Dhoke Mangtal College. Most of the students strongly agree with the predicted statements. Since the base laid from the schools, hence, while taking this problem from school level it remains there throughout their life. Not only this there lies difference between the rules of native language and target language either the grammatical ones or related to vocabulary. The students get confused sometimes because the teachers try to apply the native language rules of the target language that is highly non- recommended in order to achieve desired results.

Q. 4. What are the solutions to tackle this problem?

The best suitable statements are 5, 10, 18, 19, 27, and 28 as mentioned in the questionnaire. The use of native language in the class prevent them from understanding collocations properly. In addition, grammar has been the focal point since beginning in the second language learning class while ignoring its vocabulary rules. In fact if vocabulary becomes the part of syllabus it is dealt adhering the rules of native language. The native language influenced the target language tremendously specially when it comes on some complicated level, for instance, collocations. Therefore, students are being taught in inadequate way which should be abandoned by the use of direct method while making no usage of native language rules. The open ended questions 27 and 28 provide the best solutions to the existing problem regarding teaching collocations.

Now the accumulative table will be shown to present the complete picture of the collected data from the teachers of Dhoke Mangtal College for Women. The table is given below:

Table 5. Accumulative Data in the given following table from Dhoke Mangtal College

Sr. No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Difficulties faced by teachers	5	4	3	2	1
3	Collocation usage difficulties	3	2	0	0	0
9	Use of native language	2	2	1	0	0
11	Over-use of mother tongue	1	4	0	0	0
14	Urdu background influences	2	3	0	0	0
2.	Causes					
2	Teachers' Weak Vocabulary	2	3	0	0	0
7	Lack of unified model syllabus	2	3	0	0	0
15	Ineffective TA	4	1	0	0	0
16	Ill trained teachers	4	1	0	0	0
20	Translate English into Urdu	0	2	3	0	0
25	Other causes	4	1	0	0	0
3.	Teaching Collocations					
1	Difficult collocations	2	3	0	0	0
4	Practice activities	0	1	0	4	0
6	GR Vs VR	2	3	0	0	0
8	Appropriate TM	3	0	0	2	0
12	Rules of NL on TL	0	5	0	0	0
13	Differences in rules	0	4	1	0	0
17	Train teachers	0	0	0	5	0
21	Satisfactory TM	0	0	0	5	0
22	Right method	0	2	2	0	1

23	Textual examples	0	5	0	0	0
24	Creating motivation & interest	2	2	0	1	0
26	Best ways to teach collocation	5	0	0	0	0
4.	Solutions					
5	Practicing environment	4	1	0	0	0
10	Skill teachers up	1	4	0	0	0
18	Systematic efforts	3	1	1	0	0
19	Use of Contrastive Analysis	1	3	1	0	0
27	Consulted material	4	1	0	0	0
28	Suggestions/comments	3	2	0	0	0

The above table is made to show the accumulative result of the teachers' response from Dhoke Mangtal College. The following bar chart diagram has been produced from the results.

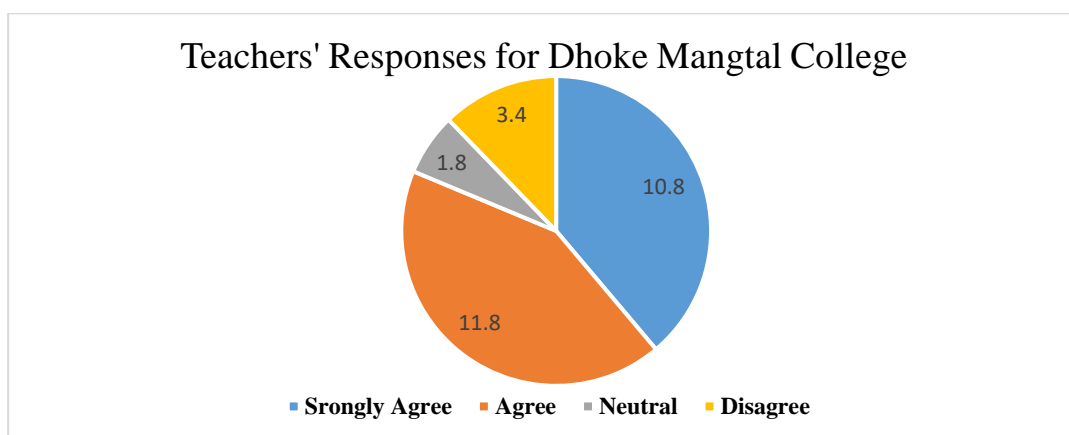


Figure 5. Teacher's Responses for Dhoke Mangtal College

The pie chart diagram describes a clear picture of the responses of teachers being strongly agreed, agreed and neutral. The calculations in percentage state that 10.8 were strongly agree while 11.8 remained agree whereas 1.8 were found to choose neutral option and 3.4 disagreed with the given statements.

The open ended questions 27 and 28 provide the best solutions to the existing problem regarding teaching collocations.

Teachers of F.G. Post Graduate College

Now the accumulative table will be shown to present the complete picture of the collected data from the teachers of F. G. Post Graduate College for Women. The table is given below;

Table 6. Accumulative Data from F.G. Post Graduate College for Women

Sr. No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Difficulties faced by teachers	5	4	3	2	1
3	Students find it difficult	0	5	0	0	0
9	Use of native language	0	4	0	0	1
11	Over-use of mother tongue	2	0	2	1	0
14	Urdu background influences	1	0	2	2	0
2.	Causes					
2	Weak Vocabulary building	1	2	2	0	0
7	Lack of unified model syllabus	1	4	0	0	0
15	Lack of effective TA	1	2	2	0	0
16	Ill trained teachers	1	3	1	0	0
20	Translate English into Urdu	2	1	2	0	0
25	Other causes	4	1	0	0	0
3.	Teaching Collocations					
1	Difficult collocations	0	3	2	0	0

4	Practice activities	1	2	1	1	0
6	GR Vs VR	0	3	2	0	0
8	Appropriate TM	0	0	5	0	0
12	Rules of NL on TL	1	1	2	1	0
13	Differences in rules of both	1	2	0	2	0
17	Train teachers	1	0	4	0	0
21	Satisfactory TM	1	0	2	1	1
22	Right method	2	0	3	0	0
23	Textual examples	1	3	0	1	1
24	Creating motivation & interest	1	4	0	0	0
26	Best ways to teach collocation	3	2	0	0	0
4.	Solutions					
5	Practicing environment	2	2	1	0	0
10	Skill up teachers	1	3	1	0	0
18	Systematic efforts	0	5	0	0	0
19	Use of Contrastive Analysis	2	2	1	0	0
27	Consulted material	3	2	0	0	0
28	Suggestions/ comments	2	0	3	0	0

The above table is made for showing the accumulative result of the teachers' response from Post Graduate College. The following bar chart diagram has been formed from the results.

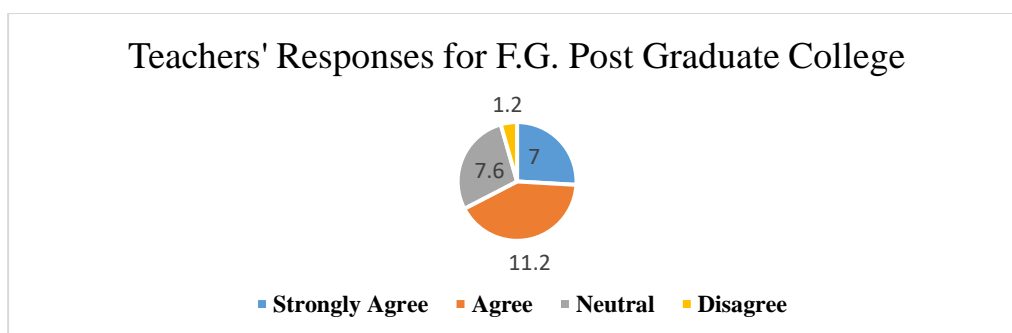


Figure 6. Teachers' Responses for F.G. Post Graduate College

The pie chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral teachers. The calculations in percentage state that 7 were strongly agree while 11.2 remained agree whereas 7.6 were found to choose neutral option and 1.2 disagreed with the given statements.

Teachers of Askaria College

This can be deduced from the table 7 in which the causes have been coded in the form of important words for this research question. The most relevant assumptions for this research question carry the statements 2, 7, 15, 16, 20, and 25 as given in the questionnaire. The evidences can be empirically observed from the results where the great number of students found agree to the causes of the problem. The teachers' responses for open ended question 25 has been found helpful to the great extent to know additional causes of hindrance in collocations usage.

On the other hand, teachers should be provided extra room for improvement, so that, they should get training classes in order to improve themselves. The teachers should avoid use of native language in the target teaching class specially while teaching vocabulary or grammar. Thus teachers should follow Direct Method evading GTM in teaching a strange language i.e. English.

Table 6. Accumulative Data in the given table from Askaria College

Sr. No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Difficulties faced by teachers	5	4	3	2	1
3	Students find it difficult	1	3	1	0	0
9	Use of native language	1	3	1	0	0
11	Over-use of mother tongue	1	4	0	0	0
14	Urdu background influences	1	4	0	0	0

2.	Causes					
2	Weak Vocabulary building	4	1	0	0	0
7	Lack of unified model syllabus	0	5	0	0	0
15	Lack of effective TA	0	5	0	0	0
16	Ill trained teachers	2	2	1	0	0
20	Translate English into Urdu	0	2	3	0	0
25	Other causes	4	1	0	0	0
3.	Teaching Collocations					
1	Difficult collocations	1	3	1	0	0
4	Practice activities	0	2	1	1	0
6	GR Vs VR	2	3	0	0	0
8	Appropriate TM	0	3	2	0	0
12	Rules of NL on TL	1	2	2	0	0
13	Differences in rules of both	1	3	1	0	0
17	Train teachers	2	2	0	0	1
21	Satisfactory TM	1	3	1	0	0
22	Right method	2	3	0	0	0
23	Textual examples	2	3	0	0	0
24	Creating motivation & interest	3	1	0	1	0
26	Best ways to teach collocation	3	2	0	0	0
4.	Solutions					
5	Practicing environment	2	3	0	0	0
10	Skill up teachers	2	3	0	0	0
18	Systematic efforts	1	3	1	0	0
19	Use of Contrastive Analysis	0	3	2	0	0
27	Consulted material	4	1	0	0	0

28	Suggestions/comments	3	1	1	0	0
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The accumulative result of the teachers' response from Askaria College has been shown in the following bar chart diagram.

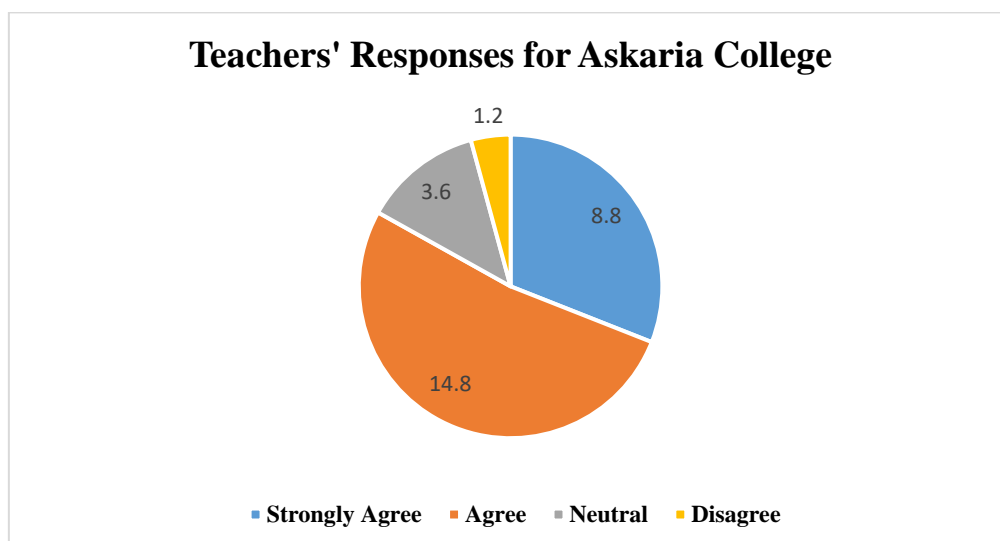


Figure 7. Teachers' Responses for Askaria College

The pie chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral teachers. The calculations in percentage state that 8.8 were strongly agree while 14.8 remained agree whereas 3.6 were found to choose neutral option and 1.2 disagreed with the given statements.

Teachers of Dhoke Hassu College

Now the accumulative table will be shown to present the complete picture of the collected data from the teachers of Gov. Degree College for Women, Dhoke Hassu.

Table 8. Accumulative Data in the given table from Dhoke Hassu College

Sr. No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Difficulties faced by teachers	5	4	3	2	1
3	Students find it difficult	3	2	0	0	0
9	Use of native language	0	1	2	2	0

11	Over-use of mother tongue	0	3	0	2	0
14	Urdu background influences	1	4	0	0	0
2.	Causes					
2	Weak Vocabulary building	0	5	0	0	0
7	Lack of unified model syllabus	3	2	0	0	0
15	Lack of effective TA	3	2	0	0	0
16	Ill trained teachers	5	0	0	0	0
20	Translate English into Urdu	1	4	0	0	0
25	Other causes	4	1	0	0	0
3.	Teaching Collocations					
1	Difficult collocations	2	3	0	0	0
4	Practice activities	2	1	0	1	1
6	GR Vs VR	3	2	0	0	0
8	Appropriate TM	0	0	2	3	0
12	Rules of NL on TL	0	3	2	0	0
13	Differences in rules of both	0	3	2	0	0
17	Train teachers	0	2	0	3	0
21	Satisfactory TM	0	2	1	0	2
22	Right method	0	0	1	4	0
23	Textual examples	0	2	1	0	2
24	Creating motivation & interest	0	2	1	2	0

26	Best ways to teach collocation	3	2	0	0	0
4.	Solutions					
5	Practicing environment	2	3	0	0	0
10	Skill up teachers	1	4	0	0	0
18	Systematic efforts	0	5	0	0	0
19	Use of Contrastive Analysis	2	1	2	0	0
27	Consulted material	4	1	0	0	0
28	Suggestions/comments	4	0	1	0	0

The above table is made for showing the accumulative result of the teachers' response from Dhoke Hassu College. The following bar chart diagram has been formed from the results.

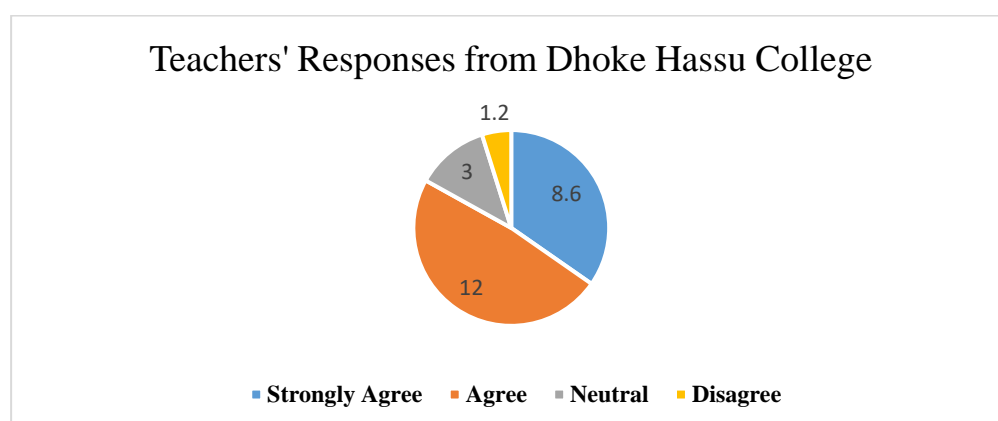


Figure 8. Teachers' Responses from Dhoke Hassu College

The pie chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral teachers. The calculations in percentage state that 8.6 were strongly agree while 12 remained agree whereas 3 were found to choose neutral option and 1.2 disagreed with the given statements.

CONCLUSION

The main reason to be seen behind most of the problems faced by the students and teachers is their failure to accept the fact that English is completely different language with its own systems and rules, so, this can be called as the primary source behind most of the errors in the collocational usage. Students tend to learn English with Urdu background vise-a-vise teachers also are inclined to teach their students by using mother tongue. This ultimately effects students

with having multiple problem. Instead of looking at English language through Urdu language spectacles, they need to deal English as an independent language with its distinct language rules and systems. Their failure to recognize the collections is primarily due to the sheer failure on the part of their teachers to make them understand the vocabulary importance at the early stage of their learning. The reason for teachers' failure is that most of the teachers are not well trained neither skilled up. No specific EFL teaching courses are seriously taught and implemented which results in having ill trained EFL teachers at the school level where the foundation of the students is laid. Hence, the students follow their teachers with closed eyes. Unlimited use of Urdu in English classes in the college and lack of acquaintance with effective teaching collocation methods lead to the faulty teaching environment which in return results in lack of interest, lack of motivation on the part of students. Besides all these, the unified model syllabus for teaching collocation is not followed by the teachers cause problem in learning collocations. And also limited time for practicing collocations in the class often do not contribute to create ideal learning environment.

RECOMMENDATIONS

To address the above-mentioned problems there are certain solutions. For instance, Intensive training for teaching English language ought to be given from the beginning level from where the foundation is laid base. Instead of grammar, vocabulary of the second language should be taught knowing its importance. Considering the previous point the rules of teaching grammar should be avoided completely while teaching English collocations. The use of Direct Method is highly favorable in this regard in spite of using Grammar Translation Method because the use of GTM for teaching collocations causes confusion among students. In addition, the learners should be offered enough opportunities for practicing English Collocations in the class. However, a unified syllabus needs to be encouraged in order to bring uniformity in various colleges of Rawalpindi. It is need of hour that systematic efforts must be done to build vocabulary of the chosen college students of Rawalpindi with focus on various aspects related to it such as collocations. Those aspects should be kept on focus while using contrastive analysis approach, which make Urdu and English different in a very systematic way so that the students can understand how English is different. And also its various aspects should be used and treated differently in order to make appropriate use. Subsequently, it is believed that with simple but serious attempts by all those who are directly or indirectly related to the problem investigated; the problems of the Rawalpindi students in learning collocations as well as teachers in teaching them can be reduced to the great extent.

SUGGESTIONS FOR STUDENTS

1. Lack of good vocabulary is due to less reading habits among students. Students should develop the reading habit in order to sort out these problems.
2. Students should develop interest in collocation, as it is found that students' lack of interest also a barrier in learning collocations.
3. Most of the students focus on learning grammar and its rule while ignoring vocabulary of second language. However, vocabulary is a constituent part of any language so must be learnt with full attention.

4. Students must be aware of the problems they face in the English collocation usage. Failing which they will be wasting their time and energy.
5. It is extremely important that the students work on the problematic areas. They should spot them in a target-oriented and systematic manner instead of doing them in illogical way.

SUGGESTIONS FOR TEACHERS

1. The foremost thing in learning anything is motivation. If one is motivated and determined one simply cruises to one's target. So the teacher has the responsibility to motivate the students first by telling them about the advantages of learning collocations.
2. Teacher's lack of familiarity with the second language is also considered as a main problem. Teachers should get ample knowledge of teaching collocations using extra material like reference books, foreign language courses, international standard syllabus, and interactive teaching videos can help solve this problem. Teachers should attend courses based on teaching target language for not only for their convenience but also for their students.
3. Teacher's job becomes easier if the students get to know the importance of collocations. If the teacher feels that the students lack interest in collocation, s/he should focus on illuminating the students on the significance of learning English collocations as knowing them accurately can solve many problems.
4. The teacher should be aware of the needs of the students. For this purpose, s/he should conduct need-analysis of students.
5. As long as the strength of the students in the classes of Rawalpindi is concerned, students get less opportunities of practicing environment due to extra strength. Therefore, such steps should be taken by the authorities where each student can catch attention of his teacher. This will ensure more practice opportunities to the students to get mastery over collocations.
6. Teachers can exploit the time as much as she can using interesting activities in teaching collocations to enhance their pupil's learning ability. This should be repeated time and again until they make sure that the students have understood the important collocations.
7. Teachers have to pursue a well worked out plan in a systematic way where s/he should start with the common collocations. Teaching collocations in context will help them to understand properly, thereby, engaging them in activities that help them internalize the concept and ultimately use them adequately.
8. It would be better to divide collocations into certain categories. Focus should be given on teaching those collocations which are commonly used and are complicated as well. While teaching collocation the rules of grammar should not be applied on the rules of teaching vocabulary because both are different aspects of the same language.
9. The use of native language is the main cause of usage barrier in learning collocation. The teachers are highly recommended to use target language in the second language learning class. The teacher can pursue the direct method instead of grammar translation method for teaching collocations at college level. Subsequently, it is easy to make this assertion that teachers do play a major role to guide and instruct students about collocations. With their suitable aid, student's collocational competence and learning outcome will enrich. The discussion mentioned above will direct teachers to teach on collocations and it

is assumed that teachers will generate more activities that inspire students to be adapted to learning collocations.

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