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**A STUDY OF COLLOCATIONS OF WORDS
IN THE LANGUAGE OF SPORTS
IN ENGLISH AND VIETNAMESE**

Field : English Linguistics

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**M.A. THESIS IN THE ENGLISH LANGUAGE
(A SUMMARY)**

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CHAPTER 1: INTRODUCTION

1.1. RATIONALE

Language is an inherent part of our lives. It allows interpersonal communication through cognitive processes and constitutes an expression of our feelings, emotions and sensations. There are no human activities which can dispense with language.

The role of sports language is strictly related to the role of sports in man's life, and the function of linguistic expression in sports is associated with particular patterns of sports behavior of different individuals and groups.

We have found that learning to analyze and interpret the collocation of words in the language of sports is not an easy task for students in Vietnam. Certainly, there are also translations of terms characteristic of a given sports in different languages of the world and the difficulties that Vietnamese learners may meet are not only in lexical and grammar but also linguistic characteristics in sports.

According to Oxford [39], Collocation is the way words combine in a language to produce natural-sounding speech and writing. Collocations run through the whole of the English language, as in any other languages. Choosing the right collocation will make the speech and writing more natural and more native-like.

For example, “*kick the ball, dribble the ball, head the ball, score a goal*” in English, we can understand exactly “ You kick the ball with your feet, dribbling the ball is when you run with the ball at your feet, and if you hit the ball with your head, you 'head' the ball but you can score a goal, but not *score a ball.”, in Vietnamese we say “*đá bóng, rê bóng, đánh bóng, ghi bàn thắng*” we don't say “**ghi bóng*”. Another examples in sports, how do we say the following

score in football match? '1-0'. Perhaps, we don't say “**one zero*” or “**one oh*”. We say “*one nil*”

As a teacher at Danang Sports and Physical Education University (DSPEU) who is in charge of teaching students in the Basic Theoretical Subjects Department, I realize that the use of language in sports is an important matter for students, athletes and coaches who are working in Sports Industry.

I hope that this study's results will be able to give Vietnamese and English learners valuable experience of how to understand and using in sports language through collocations of words and it will provide some useful knowledge of the language in sports for English teachers and students at DSPEU

PURPOSES OF THE STUDY

- To study lexical and grammatical collocation in the language of sports
- To analyze, synthesize, and illustrate the collocations types in the language of sports in students' three tests.
- To point out of the collocational errors in the language of sports between English and Vietnamese.
- To make some suggestions on using collocations effectively for teaching and learning English in Sports

1.2. RESEARCH QUESTIONS

1. What are the types of collocation of words used in the study?
2. What collocational errors were made by the learners in the language of sports in English and Vietnamese?
3. What are the learners' perceptions of difficulty in collocations?

4. What are sources of collocational errors?

1.4. SCOPE OF THE STUDY

1. The participants of the study consisted of 104 second-year students of the academic course of 2010-2011 at DSPEU were chosen randomly to fulfill the activities set by the researcher.

2. The subjects of sports were used in this study: Athletics, Boxing, Swimming, Basketball, Football, Handball and Volleyball.

3. The study based on collocation types of Benson et al(1986)[2]; three lexical collocation types: L1, L2, L4 and two grammatical collocation types: G6, G8(E, F, H, I, K) were used in this study.

4. The study pointed out Collocational Errors Types and focused on the syntactic and semantic features of collocations of words used in sports language in English and Vietnamese.

1.5. ORGANIZATION OF THE STUDY

The research includes five chapters: Chapter 1(Introduction), Chapter 2 (Theoretical Background), Chapter 3 (Methods and Procedure), Chapter 4 (Discussion and Findings) and Chapter 5 (Conclusions and Implications).

CHAPTER 2: THEORETICAL BACKGROUND

2.1. THEORETICAL ISSUES ON THE LANGUAGE OF SPORTS

2.1.1. Language and Sports

Each human activity affects its linguistic expression in terms of vocabulary, phonology and syntax. The sport variation of language has been developed by athletes and all other sports people in order to fulfill their needs of communication in the areas of their sports activities.

2.1.2. Lexical Aspect–English working for Sports Language

English is in fact its own nature a language that obeys the law of semantic economy, which is particularly important in situations like journalism or sport reporting. In addition, English seems to have a wider range of terms to define what in other languages has just one simple word. For example, the Vietnamese word “*sân bóng*” can be translated in different ways according to the sports context: in English: *Field, Court, Ground, Pitch, and Stadium*

2.2. THEORETICAL ISSUES ON COLLOCATIONS

2.2.1. Definitions of Collocation

Baker [1] defines collocations as a tendency of certain words to co-occur regularly in a given language. Likewise, Lewis [28] defines collocation as a subcategory of multi-word items, made up of individual words that usually co- occur.

Also, Nation [37, p.317] identifies that the term *collocation* is used to refer to a group of words that come together, either because they commonly occur together like *take a chance*, or because the meaning of the group is not obvious from the meaning of the parts, as with *by the way* or *to take someone in*.

2.2.2. Classifications of Collocations

Linguists classify collocations into similar ways. Hill [22] and Lewis [30] categorizes collocations as follows: **Unique collocations, Strong collocations, Weak collocations and Medium-strength collocations**

In addition, Benson, and Ilson [2] divide collocations into two major categories: **grammatical** and **lexical collocations**. Grammatical collocations consist of content words: a noun, an

adjective or a verb plus a preposition or infinitive. Meanwhile, lexical collocations consist of neither prepositions nor infinitives.

Likewise, Sinclair [43] divided collocation into two categories as follows: **Upward collocations** and **Downward collocations**

2.3. RELATED RESEARCH

2.3.1. Overseas Research

Many researchers such as Wei [46], Huang [61], Nesselhauf [63], Deveci [58], Yang and Hendricks [66] studied the importance of collocation. The results indicated that free combinations created the least amount of difficulty, whereas pure idioms were the most challenging. They performed about equally well on restricted collocations and figurative idioms. It was concluded that EFL learners' errors in collocations could be attributed to negative L1 transfer.

2.3.2. Related Research in Vietnam

Collocation is one of the most difficult problems for Vietnam students. Not many people are aware of the existence of collocation. Instead, they give more importance to grammar and the grammar-translation approach has played a key role in the teaching of English in Vietnam for decades. Mother-tongue interference is a big problem in communications for Vietnamese.

Until now, so far no reported research has been studied on the contrastive analysis about collocations of words in sports language in English and Vietnamese, and no researchers pointed on collocation error types hence my present research paper.

CHAPTER 3: METHODS AND PROCEDURE

3.1. METHODS OF THE STUDY

In this study, it is possible to use multiple methods so as to obtain data from different sources simultaneously. Therefore, in order to reach the goal of the thesis, the combination of quantitative and qualitative methods is used to carry out our investigation.

3.2. DESCRIPTION OF THE SAMPLES

To conduct this study, 104 second-year students studying at DSPEU are chosen randomly to fulfill the activities set by the researcher. The reasons for choosing them are based on their psychological age, the length of their English learning and the subjects they are learning.

3.3. INSTRUMENTATION

The instrument for the study will be three tests in Appendix B. In addition, questionnaires in Appendix A will be used as instruments for this study.

3.4. DATA COLLECTION

To know lexical influence on learners' perceptions and production of collocations, we examined the lexical and grammatical collocation competence of students at DSPEU. One hundred and four students of two classes, their main subjects in sports are athletics, boxing, football, basketball, handball, swimming and volleyball.

Questionnaires will be chosen as the second way to collect data for this study. Thirty questionnaires will be carefully prepared and delivered randomly to the students.

3.5. DATA ANALYSIS

The data analysis will be gathered through a set of students' products, questionnaires. The results of the students'

three tests and the questionnaires were entered into computer files for analysis by using Excel.

3.6. TESTING COLLOCATION COMPETENCE

A review of the research indicates that the multiple-choice test, the cloze test, and the writing task are common approaches to testing collocation competence.

3.7. INTERPRETATION OF THE QUESTIONNAIRES RESULTS

The results of the investigation about the general characteristics of the students show that their average age was twenty-two at the time of surveying. Most of them are male (82%) and nearly 20% female. However, this percentage is not the same in all classes. 36% female students are studying three specialized fields: athletics, badminton, but in the classes of football, basketball, handball and volleyball, 100% students are male.

CHAPTER 4: FINDINGS AND DISCUSSION

The results of questionnaires are used firstly to investigate the perception of non-English major students at DSPEU towards collocation of words in the language of sports. Following this part is the corpus in the subjects of sports found out, they based on types of collocation of Benson et al.[2]. Some of the major factors that affect correct and incorrect collocations in students' three tests results are the third part to be mentioned.

4.1. STUDENTS' ANSWERS TOWARDS COLLOCATIONS OF WORDS IN THE LANGUAGE OF SPORTS

4.1.1. The Students' Answers on Their Motivation for Learning English

Table 4.1 depicts mean values representing the subjects' responses to the former question. The means are simply arithmetic average of the responses with 1 point assigned for "not important", 2 for "of little importance", 3 for "of some importance", 4 for "important" and 5 for "very important".

The results in table 4.1 shows that over 90% students at DSPEU are aware of the very important to get a job easily and nearly 90% for a personal development.

4.1.2. Students' Results Regarding Their Attitudes in Sports

The findings in table 4.2 show that the majority of the subjects in sports over (90%) had great desires towards studying English. In addition, the subjects' agreement about teaching English at DSPEU was obvious as 82.69%, 86.53%, 81.73% and 93.26% of them responded actively to items 4, 5, 6 and 7 respectively.

4.1.3. Students' Vocabulary Learning Behaviors

For students' vocabulary learning behaviors show in table 4.3, a large portion of students (75.95 %, the sum of "always to do" and "often do so") said that when they learned English vocabulary, they would find out the equivalent Vietnamese translations. Merely half of the total students (50.0%) reported that they would frequently try to learn the usages of English vocabulary besides its Vietnamese meaning.

4.1.4. Students' Preferences for Different Teaching Styles

In terms of students' preference, for teaching styles in table 4.4 is over 95% of students reported that they liked to be taught by means of the deductive way.

In addition, given the subjects' reasons to learn the English language, these subjects were further asked to specify their own opinions to the idea of attending more English language training courses that would help improve their proficiency. The results in table 4.5 below indicate that 92.30% of them responded positively.

4.2. GRAMMATICAL AND LEXICAL COLLOCATIONS TYPES WERE FOUND IN THE LANGUAGE OF SPORTS

In this study, we collected data from corpus in the language of sports to analyze about grammatical and lexical collocations types. All of them were based on Benson et al's research. [1]

4.2.1. Grammatical Collocations Types in Sports Language

The five types of grammatical collocations were used to analyze in this study: G6 (Adj. + to + V), G8E (V+ O + pre + O), G8F (V+to+V), G8H (V+V-ing), G8I (V + O + to + Inf.) and G8K (V + O + V-ing) and they were found out in the corpus of sports.

4.2.1.1. G6 (Adjective + to + Verb) Collocation Type

(1). As the ball bounces back use the tips of your fingers to make the ball bounce repeatedly. *It is important to maintain the bounce height up to your hip level only.* [75]

4.2.1.2. G8E (V + O + pre + O) Collocation Type

(2). This is especially important when you have to *protect the ball from a defender* [68]

4.2.1.3. G8F (Verb +to +Verb) Collocation Type

(3). The server *needs to stand* within the service zone which is a point 10 feet away from the front wall. [71]

4.2.1.4. G8H (Verb + V-ing) Collocation Type

(4). The good volleyball skills *require improving* physical proficiency and hand-arm-and-eye coordination.[80]

4.2.1.5. G8I (V + O + to + Infinitive) Collocation Type

(5). Good passers can *pass the ball to know* exactly where each of their other teammates prefers to receive the ball. [73]

4.2.1.6. G8K (V + O + V-ing) Collocation Type

(6). Athletics is a collection of sporting events that *involve the competition running, jumping, throwing, and walking.*[69]

From the World Wide Webs about Sports, we found out 304 corpuses in seven sports subjects: *Athletics, Boxing, Swimming, Basketball, Football, Handball* and *Volleyball*. They were used the grammatical collocation types and all of these types were shown in tables 4.6, 4.7, 4.8, 4.9, 4.10 and 4.11.

As the results were shown in these tables, 72 of the total 304 corpuses in G6 were found out. This collocation type is the highest percentage (23.68%). Only 31 out of 304 corpuses in G8K were found out, and this collocation type is the lowest percentage (10.19%).

4.2.2. Lexical Collocations Types in the Language of Sports

The three types of lexical collocations were used to analyze in this study: L1 (Adj+N), L2 (V + N) and L4 (N + N).

4.2.2.1. L1 (Adjective + Noun) Collocation Type

(7). There are four common track and field jumping events: the *long jump* and *triple jump* are contests measuring the distance an athlete can jump, while the *high jump* and *pole vault* are decided on the height achieved. [68]

4.2.2.2. L2 (Verb + Noun) Collocation Type

(8). Although there are many techniques used by vaulters at various skill levels to *clear the bar,* [69]

4.2.2.3. L4 (Noun + Noun) Collocation Type

(9). The *javelin throw* is a track and field athletics throwing event where the object to be thrown is the javelin [69]

From the World Wide Webs about Sports, we found out 490 lexical collocations in L1, L2 and L4 of seven sports subjects: *Athletics, Boxing, Swimming, Basketball, Football, Handball* and *Volleyball*. They were shown in tables 4.13, 4.14 and 4.15.

As the results were shown in these tables, 191 of the total 490 corpuses in L2 were found. This collocation type is the highest percentage (38.97%). Only 137 out of 490 corpuses in G8K were found out, and this collocation type is the lowest percentage (27.95%).

These verbs combine with nouns such as *ball, bar, discus, hammer*,... to form lexical collocation type “verb-noun” in Sports Language in English. It was shown in table 4.18.

In this table, we found out forty-one verbs combine with “*ball*”, two verbs combine with “*bar*”, two verbs combine with “*discus*”, four verbs combine with “*hammer*”, two verbs combine with “*javelin*” and two verbs combine with “*hurdle*”.

4.3. CORRECT AND INCORRECT GRAMMATICAL AND LEXICAL COLLOCATION TYPES IN THE THREE TESTS

4.3.1. Correct and Incorrect Grammatical Collocation Types in Three Tests

In this study, types of grammatical collocations based on Benson et al’s research. The five types of grammatical collocations were analyzed G6 (Adj. + to + V), G8E (V+ O + pre + O), G8F (V+to+V), G8H (V+V-ing), G8I (V + O + to + Inf.) and G8K (V + O + V-ing). These collocation types were used in three tests.

4.3.1.1. G6 (Adjective + to + Verb) Collocation Type

(10). “As the ball bounces back use the tips of your fingers to make the ball bounce repeatedly. **It is important maintaining the bounce* height up to your hip level only” instead of “... *It is important to maintain the bounce* ...” [75]

4.3.1.2. G8E (V + O + pre + O) Collocation Type

(11). “A setters main job is to set spikers. This is done by waiting for a teammate * *to pass the ball for them*” instead of “.....*to pass the ball to them*” [75]

4.3.1.3. G8F (Verb + to + Verb) Collocation Type

(12). “Although the ball is **allowed hitting* the wall or ceiling an unlimited amount of times” instead of “...the ball is *allowed to hit* the wall...” [71]

4.3.1.4. G8H (Verb + Verb-ing) Collocation Type

(13). “Track events **involve to run* on a track over a specified distances” instead of “.....*involve running* on a track over...” [67]

4.3.1.5. G8I (V + O + to + Infinitive) Collocation Type

(14). “When the receiving team wins a volley, **it gains the right serving* and the players rotate ...” instead of “.....*it gains the right to serve*” [80]

4.3.1.6. G8K (Verb + Object + Verb-ing) Collocation Type

(15). “**Return the ball hit it* with either hand or ...” instead of “*Return the ball hitting it* ...” [73]

The results in students’ three tests in grammatical collocation types were shown in table 4.19.

Table 4.19. The Results in Three Tests in Grammatical Collocation

Grammatical Collocation Types	CORRECT	%	INCORRECT	%
G6 (Adj. + to + V)	36	16.98	5	2.35
G8E (V+O+ pre + O)	19	8.96	14	6.60
G8F (V + to + V)	23	10.84	10	4.71
G8H (V + V-ing)	24	11.32	9	4.24
G8I (V+ O + to + Inf)	26	12.26	11	5.18
G8K (V + O + V-ing)	22	10.37	13	6.13
Total	150 = 70.75%		62 = 29.24%	
	212 (99.99%)			

Concerning grammatical collocation types, more than seven-tenth (70.75%) of grammatical collocation types were correct. All of students thought that the grammatical collocation types were easier than lexical types. On the other hand, the results of grammatical collocation types G6, G8E, F, G, H, I were less than one-tenth (2.35%) G6, (6.60%) G8E, (4.71%) G8F, (4.24%) G8H, (5.18%) G8I and (6.13%) G8I were incorrect. Percents of incorrect collocation types were approximately equal.

4.3.2. Correct and Incorrect Lexical Collocation Types in Three Tests

In this study, types of lexical collocations based on Benson et al.'s research [2]. The three types of lexical collocations were analyzed L1 (Adj + N), L2 (V + N) and L4 (N + N).

4.3.2.1. Adjective-Noun Lexical Collocation Type

The collocation type in the adjective subtest is purely L1 (Adj. + N) category. The common collocations errors can be divided into two types: synonyms and interlingual interference.

The results in students' three tests, in Athletics "long jump" but not "*far jump" in English but Vietnamese equipments "nhảy xa" but not "*nhảy dài". The results in "Adjective-Noun" Lexical Collocation Errors in Three Tests (English and Vietnamese) were shown in table 4.21.

**Table 4.21. Correct and Incorrect Lexical Collocation
L1 (Adj- N) Type**

Subjects of Sports	Adjective – Noun Collocation			
	Correct	%	Incorrect	%
Athletics	28	18.79	16	10.74
Boxing	19	12.75	23	15.44
Swimming	17	11.41	13	8.72
Basketball	23	15.44	10	6.71
Football				
Handball				
Volleyball				
Total	87 (58.39%)		62 (41.61%)	
	149 (100%)			

The results showed in every subject of sports: 10.74% collocational errors in Athletics, 15.44% in Boxing, 8.72% in Swimming and 6.71% in subjects to play with a ball. However, 87(58.39%) in all 149(100%) are correct collocation and 62 (41.61%) in all 149(100%) are incorrect collocation.

4.3.2.2. Verb-Noun Lexical Collocation Type

Verbs and nouns are the two most important ingredients in any language. It is sometimes said that nouns refer to objects and verbs refer to actions. In the linguistic description of a situation, nouns specify the thing like elements, while verbs and other relational terms specify relational between those elements.

In sports language, in Athletics we can say, “*clear the bar, pass the ball*” but not “**pass the bar, clear the ball*” in English, we can understand to translate exactly in Vietnamese “*vượt qua xà, chuyền bóng*” but can’t say “*lau chùi xà, lau chùi bóng*”. In English we can say “*raise the bar, lift the shot*” but not “**raise the shot, lift the bar*”, in Vietnamese “*nâng tạ, nâng xà*”.

The correct and incorrect lexical collocation type, the ranking order, the results is shown in Table 4.23.

**Table 4.23. Correct and Incorrect Lexical Collocation
L2 (V-N) Type**

Subjects of Sports	Verb – Noun Collocation			
	Correct	%	Incorrect	%
Athletics	24	14.12	19	11.18
Boxing	28	16.47	22	12.94
Swimming	19	11.18	17	10.00
Basketball	26	15.29	15	8.82
Football				
Handball				
Volleyball				
Total	97(57.06%)		73(42.94%)	
	170 (100%)			

From the results of table 4.23, it was revealed that the types of L2 (V+N) errors occurred frequently in the students’ tests. Besides, the results showed in every subject of sports: 11.18% collocational errors in Athletics, 12.94% in Boxing, 10.00% in Swimming and 8.82% in subjects to play with a ball. However, 97(57.06%) in all 170 (100%) are correct collocation and 73(42.94%) in all 170 (100%) are incorrect collocation

4.3.2.3. Noun-Noun Lexical Collocation Type

After analyzing results in students’ three tests, the most common collocational errors types are divided into three types: synonym, form of nouns and negative transfer.

In Athletics, “*race*” is used especially to show how competitors had to run in races. It was clearly in students’ collocation errors. Such as, “*hurdle race, marathon race, relay race*” but “**hurdle running, marathon running, relay running*”, it can be used “*long-distance running, middle-distance running, short-distance running*”, in Vietnamese equivalents “*chạy vượt rào, chạy marathon, chạy tiếp sức, chạy cự ly dài, chạy cự ly trung bình và chạy cự ly ngắn*”

The correct and incorrect lexical collocation type, the percentage of errors in each item and in total is shown in Table 4.25.

**Table 4.25. Correct and Incorrect Lexical Collocation
L4 (Noun – Noun) Collocation Type**

Subjects of Sports	Noun – Noun Collocation			
	Correct	%	Incorrect	%
Athletics	19	12.42	15	9.80
Boxing	27	17.65	13	8.50
Swimming	21	13.73	18	11.76
Basketball	24	15.69	16	10.46
Football				
Handball				
Volleyball				
Total	91(59.48%)		62(40.52%)	
	153 (100%)			

From the results of table 4.25, it was revealed that the types of L2 (N+N) errors occurred frequently in the students’ tests. Besides,

the results showed in every subject of sports: 9.80% collocational errors in Athletics, 8.50% in Boxing, 11.76% in Swimming and 10.46% in subjects to play with a ball. However, 91(59.48%) in all 153 (100%) are correct collocation and 62(40.52%) in all 153 (100%) are incorrect collocation.

4.3.3. The Results of Collocation Errors in Lexical and Grammatical collocations in the three tests

We designed of the multiple-choice tests which focused on L1, L2, L4, G6 and G8 (E, F, H, I, K). The results of students' three tests pointed out correct and incorrect grammatical and lexical collocation types. From the results can be seen in the tables 4.19 and 4.26, we could find out the results in students' three tests.

4.3.3.1. The Results of Collocation Errors in Lexical and Grammatical collocations in the First Test

In the first test, the result of incorrect collocation was (58.50%) in total 100% and lexical collocation (44.16%) was higher than grammatical collocation (14.34%).

Table 4.27. Grammatical and Lexical Collocation Types in the First Test

Test	Collocation Types	Correct		Incorrect		Total	
		No	%	No	%	No	%
The 1 st	Grammatical	29	11.89	35	14.34	64	26.23
	Lexical	82	33.61	98	44.16	180	73.77
Total		111	45.50%	133	58.50%	244	100%

4.3.3.2. The Results of Collocation Errors in Lexical and Grammatical collocations in the Second Test

In the second test, a result of incorrect collocation was (35.29%) in total 100% and it was lower than the first test, but lexical

collocation (28.05%) was still higher than grammatical collocation (7.24%).

Table 4.28. Grammatical and Lexical Collocation Types in the Second Test

Test	Collocation Types	Correct		Incorrect		Total	
		No	%	No	%	No	%
The 2 nd	Grammatical	52	23.53	16	7.24	68	30.77
	Lexical	91	41.18	62	28.05	153	69.23
Total		143	64.71%	78	35.29%	221	100%

4.3.3.3. The Results of Collocation Errors in Lexical and Grammatical collocations in the Third Test

In the third test, a result of incorrect collocation was (24.20%) in total 100% and it was the lowest in three tests and lexical collocation (19.18%) was still higher than grammatical collocation (5.02%) but lexical collocation was the lowest in three tests.

Table 4.29. Grammatical and Lexical Collocation Types in the Third Test

Test	Collocation Types	Correct		Incorrect		Total	
		No	%	No	%	No	%
The 3 rd	Grammatical	69	31.51	11	5.02	80	36.53
	Lexical	97	44.29	42	19.18	139	63.47
Total		166	75.80%	53	24.20%	219	100%

In grammatical collocation, incorrect collocation in the 1st test was higher than correct collocation. In the 2nd test, incorrect collocation was lower than correct collocation. However, in the 3rd test, there were 69% correct collocation but there were only 11% incorrect collocation. In Lexical collocation, incorrect collocation in the 1st test was 98% higher than correct collocation 82%, but in the

2nd and 3rd test, incorrect collocation was lower than correct collocation. See the results in table 2.30.

Table 4.30. The Results of Correct and Incorrect Collocation Types in Three Tests

TESTS	CORRECT (C)		INCORRECT (I)		TOTAL	
	G	L	G	L	G (C - I)	L (C - I)
1 st	29	82	35	98	64	180
2 nd	52	91	16	62	68	153
3 rd	69	97	11	42	80	139
TOTAL	150	270	62	202	212	472
	420 (61.40%)		264 (38.60%)		684 (100%)	

As what can be seen from the table above, 684(100%) grammatical and lexical collocational was found in the students' tests, 420(61.40%) correct collocation and 264(38.60%) incorrect collocation. Among of all 264(38.60%) collocational errors, it was shown that there were more lexical collocational errors 202 (29.53%) than grammatical collocational errors 62(9.06%) in the students' tests.

Table 4.31. The Results of Grammatical and Lexical Collocations in Three Tests

Types	G	%	L	%	Total	%
Correct	150	21.93	270	39.47	420	61.40
Incorrect	62	9.06	202	29.53	264	38.60
Total	212	30.99	472	69.01	684	100

From table 4.31, results from correct lexical collocation was increased, total 420 (61.40%) correct collocation, nearly 40% was correct lexical collocation and nearly 30% was incorrect lexical collocation. The errors in lexical collocation were still higher than grammatical collocation.

So what we can be seen in three tests, the results indicated that students made more and more progress in the productive tests. The results of correct collocation in the second test is higher than the first test, the third test is higher than the second test. Therefore, the result of the third test is the highest in three tests.

4.4. SOURCES OF COLLOCATIONAL ERRORS

In order to gain appropriate materials and to teach EFL learners more effectively and efficiently, we investigate and understand why the students made collocational errors. We modified the classification of the sources of collocational errors proposed by Liu [30].

4.4.1. False Concepts Hypothesized

False concepts hypothesized errors result from learners' faulty comprehension of distinctions in the target language. Liu [30] stated that some students might think that words such as *make*, *do*, and *take* are de-lexicalized verbs so they can replace another one freely. In the language of sports, verbs were found out as delexical verbs such as “*give, get, have, make, take, do, hold, keep and set*”

Therefore, the students made errors such as **do ice-hockey* instead of *go ice-hockey*, ** when offensive players pay the ball to the basket* instead of *take the ball to the basket* and **have a lot of goals* instead of *get a lot of goals*. These errors were found out in lexical collocation type - L2 (V-N). (See in Table 4.17)

4.4.2. Overgeneralization

G8 (F, H, I, K) show one source of collocational errors, overgeneralization, occurring in the students' tests **try blocked, *fail completing, *require to improve, *gain the right serving, * win a point continuing, *use the bounce passing, *prevent the ball touching*

4.4.3. The Use of Synonym

The use of a synonym for a lexical item in a collocation is seen as a "straightforward application of the open choice principle" [52]. In other words, whenever students cannot find a semantically correspondent collocation in Vietnamese, they will use a synonym to replace the targeted English collocation. It was found that students chose * *trial jump* instead of *tried jump*, * *triple jumper* instead of *three times jumper*, * *backhand pass* instead of *left hand pass*, * *rebound shot* instead of *aboard shot*. These errors were found in L2 and L4.

4.4.4. Ignorance of Rule Restrictions

G8 (F,G,H,I) show the errors of ignorance of rule restrictions in the students' tests. This error type of verb follows by an infinitive without "to". However, it was found that the participants in this study tended to add a "to" before the second verb or to change the form of the second verb into the V-ing or V-ed form. They were found that students chose **try blocking* instead of *try to block*, **deemed having* instead of *deemed to have*, **allowed hitting* instead of *allowed to hit*.

The collocational errors in G8 (E, F, H, I, K) appeared because the students failed to observe the restrictions on the collocability of *Ditransitive*, *Transitive*, *Intransitive*, *Monotransitive* and *Ditransitive Verbs*.

4.4.5. Negative Transfer

The items in L1, L2 and L4 showed a serious problem in the use of adjectives, verbs and nouns in Sports Language. The students produced collocations like **far jump*, * *single bar*, * *double bars*, * *unparallel bars*, * *contact the ball* and * *defend the ball* out of word-for-word translation.

In semantic analysis of physical action verbs, the study illustrates the role of body parts in the semantic construction of the verbs depicting the physical action performed by those body parts. The event structures of the verbs are analyzed according to such key features as Motion, Contact, Force, Motion Direction, etc. for verbs of physical action. (See in tables 4.36 and 4.38)

4.4.6. Approximation

Paraphrases can be categorized into two types. One is word coinage, which means making up a new word to communicate the desired concept, and the other one is approximation. Lexical collocation types L1, L2 and L4 show lists of errors resulting from approximation; **far line stroke* instead of *hook stroke*, **straight stroke* instead of *forehand stroke*, **along side line* instead of *side line*, **cross goal line* instead of *goal line*, * *two in zero* instead of *two to nil*.

CHAPTER 5: CONCLUSIONS AND IMPLICATIONS

5.1 CONCLUSIONS

On the basis of quantitative analyses of the collocation test scores and the data of the questionnaire, several findings answering the four research questions are summarized as follows.

The common collocation errors were found in both lexical and grammatical collocations from the results in table 4.30 and 4.31.

There were 684 collocations of words in sports language, about one-third (29.53%) lexical collocation errors, we focused on L1 (Adj + N), L2 (V+ N) and L4 (N + N). Nearly one-tenth (9.06%) grammatical collocations errors and we focused on G6 (Adj. + to +

V), G8E (V+ O + pre + O), G8F (V+to+V), G8H (V+V-ing), G8I (V + O + to + Inf.) and G8K (V + O + V-ing).

The most common strategies EFL learners adopted in English learning were use of synonyms, language transfer and overgeneralization, which led them to commit miscollocations.

5.2. PEDAGOGICAL IMPLICATIONS

It is necessary to make students aware of collocations. EFL/ESL learners have a problem of mother-tongue interference on top of many other problems in learning English as a foreign/second language.

The analysis of collocational errors in this study showed that learners did not have sufficient collocational competence, either grammatical or lexical, in L2. The finding suggests that EFL teachers should maximize the amount of appropriate quality input available to the students. We suggest that EFL teachers should make students more collocationally competent with words regardless of the difficulties. Only spending more time exploring words and their collocates and recording them systematically, students can be more skilled at producing acceptable collocations in writing. What is more, EFL teachers should teach learners some techniques to help students record collocations.

5.3. LIMITATIONS OF THE STUDY

1. The data of this study gained from only 104-second year students of DSPEU. The results might be different if the test was conducted with students of other years.

2. The study focused only on seven patterns of collocation based on Benson, M., Benson, E., & Ilson, R.'s strategy [2]. Although the present study scrutinized both lexical collocations; L1

(A + N), L2 (V + N), L4 (N + N) and grammatical collocations; but only G6 (Adj. + to + V), G8E (V+ O + pre + O), G8F (V + to + V), G8H (V + V-ing), G8I (V + O + to + Inf.) and G8K (V + O + V-ing) were examined.

The research results should base on other strategies and other classifications may differ from this present study.

5.4. SUGGESTIONS FOR FURTHER STUDIES

As a result, the findings may not be generalized largely. Therefore, future research should be conducted on a larger scale.

1. Many students should be recruited from Sports and Physical Education Universities in different areas in Vietnam to further explore the collocation competence of university students in Vietnam.

2. The other types of collocations that are recommended for teaching can be extended to any learner of English, such as L3 (N + V), L6 (Adv.+Adj.), L7 (V+Adv), G1 (N+Prep.), ...

3. The multiple-choice collocation test in the present study only investigated the participants' receptive knowledge of collocation. The multiple-choice test requires less time to undertake a more comprehensive evaluation of the participants' extent of collocation knowledge; however, they might guess rather than determine the correct answers. Therefore, it is suggested that the productive knowledge of collocation need testing in the future research.

Thus, we believe that this study has contributed to the field of applied linguistics, and more specifically, to the fields of corpus linguistics and English and Vietnamese in the language of sports by trying to fill the gap between research findings on collocations and the applications of these findings in language teaching in Sports.