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English Collocations with Afghanistanian Persian Dialect Equivalents: A Comparative Study

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Abstract

This study investigates the English collocations with Afghanistan Persian dialect equivalents words in the Afghanistanian context. This study aims to bring out the variations between English and Afghanistanian Persian dialect to analyze weather the collocational differences in English and Afghanistanian Persian dialect may create any problem of inaccurate production for the L1 learners of English as ESL or not. Both qualitative and quantitative methods are adopted in this study, mainly to concentrate on the function of diverse kinds of collocations in the verbal speech of 25 postgraduate Afghanistanian students. With the target of recognizing, classifying, and accountancy for the incongruous collocations produced, these selected students have been assessed through two tests; proficiency and a multiple-choice test. The results of this study showed that a considerable variation between English lexical collocational patterns and their restrictions with their Persian correspondence. The study suggests the quality of ESL teaching, an extensive ESL teacher training program, and the ESL syllabus should consider texts based on the collocation phenomenon in ESL teaching.

Keywords: English Collocation, Afghanistanian Persian Dialect, ESL Teaching, Incongruous Collocations, Collocation Phenomenon

1. Introduction

This study aims to discuss the influence of the learners' L1 and their cultural and social background in learning English as a second language while producing collocations. It is natural that the influence of L1 is visible and has a significant role in ESL learning and teaching either verbally or in writing. Collocations are the words two or more than two and co-occur with a strong tendency in any language where there is a prefabricated combination of words in two or more than two numbers in particular contextual situations (Halliday, 1968). To understand collocations and to deal with them while learning ESL is one of the challenging difficulties for non-natives. However, the difficulties and challenges while dealing with collocations differ from region to region as the issues in dealing with collocations are much associated with ESL students' L1, personalities, cultural background, and age group.

The understanding and consideration of collocations are much significant for the learning, understanding, and transmission of any language. Therefore, the study of collocations in English and Persian and their structures are the fundamental aims of this paper. To understand the collocations in any targeted language, the syntactical and phraseological study of the structures of that language is very important for better comprehension. According to Cowie (1998), phraseological structures can be categorized not only on the base of semantic transparency but also on lexical and grammatical variability.

Many scholars define collocation in various ways. Collocations are modified like "series of special lexical segments which co-occur by a reciprocal expectation important than luck, like curry favor and rancid butter" (Nattinger & Decarrico 1992, p. 36). In another word, every specific word commonly turns associated with (James 1998, p. 152). The manner the words co-occur in a healthy context in statistically significant methods (Lewis 2000), the Inclination of co-occurring among more than two words in speech" (Schmitt 2000, p. 76) the two segments co-occurrence in a context within doors a determined circumference (Sinclair, 2004).

Collocation has been taken into endorsed to assist language learners in being more native-like, has a deal on books, movies, and other instruments in the right way. Collocation involves considering different performances in several languages, and thus, a common problem for collocation is to find similar expressions in the target language. According to linguistic sense, collocation is a phenomenon, and its definition is not entirely accepted. Linguists define the concept of collocation differently: as a word combination, which usually comes together, in a sentence as a gathering of words, a gathering of words with definite shared qualified, etc. (Jolita, 2012)

Collocations are very useful for studying a language, that is why words are studied and utilized in text, and sans of understanding the suitable text in what a word may be utilized, we cannot arrogate that she or he has understood that word correctly. Lexical collocations and grammatical forms play a significant role in teaching and learning a language; therefore, the mother tongue intervention has its effect on the learning of foreign language in the duration of the studying procedure. Bahns (1993) indicated that the maximum EFL/ESL instructor speaks in a class with the students; they have to face more difficulties with selecting the accurate composition of several inflexible words. Therefore, relying on this notion, this study recognizes the importance of collocations and their inaccurate usage way for the learning of English as a new language.

Collocations, linguistically, are a useful flash and can be determined as a gathering of words or periods that usually happens together (Murphy, 2010; Sinclair, 2004; Atkins & Rundell, 2008). They can also be described as the behavior words unite in a language to convey innate - producing speech and writing (McIntosh, Francis, 2009). Knowledge about collocations is useful for dictionary writing, innate language procedures, and learning/teaching (Martynska, 2004). To investigate English collocations and their Afghanistanian Persian equivalents translation transformations function in the texts of writing tasks, text analysis is the primary object of this paper.

2. Literature Review

Xiao and McEnery (2006) discussed that there are many investigations regard collocations utilized in English, but there have been there few investigations on collocations utilized in another language that could empower us to find the English equivalents of Afghanistanian Persian collocations. According to Agah and Soori (2015), they could not find much collocation investigation related literature in the Persian language to analyze their English equivalents. There are different problems combined with the etude of collocations. For this notion, there is still an absence of agreement on their explanation. Parrington (1998) separates the explanation of collocations toward statistical (co-occurrence by larger than accidentally chance), textual (co-occurrence in a context) and mental (co-occurrence due to a mental link among words). Other problems with collocations are the lack of visible acceptable words that would be determined the domain of collocation of words and recognize a steady foundation for their explanation.

Collocations in Corpus Linguistics

There is no universal, majority agreement between linguists about what is collocation, and several explanations have been recommended for the concept of collocation. Nevertheless, a maximum of them are commentaries of Firth's (1957, p. 183) description that collocations are words in the usual handle. Cruse (1986), for instance, describes collocations as "subsequence of the lexical object which usually co-occur, but what are nevertheless entirely lucid in the notion that every lexical elector is the same a semantic component" (p. 40). He comments that there is a types of semantic cohesion in the components of collocations, reciprocally adoptive, recourse to collocations as existence lightly identifiable from idioms the constituents are, to mutating grades, (p. 40) and in "bound collocations" such as foot the bill, and curry favor, "the voters do not like to be segregated" (p. 41). In his vision, despite bound collocations display several properties of idioms, they are nonetheless lexically intricate.

Richards and Schmidt (2002) describe collocation as "how words are utilized simultaneously customarily. According to this description, collocation recourse to the limitation on how words can be utilized simultaneously; for instance, which nouns and verbs go all together, or which adjectives are utilized with specific nouns. For instance, in English, the verb do collocate with duty, wrong, and damage, but not match with, noise, excuse, and trouble. Likewise, high can collocate with probability but cannot collocate with a chance. For example, we can utter a high probability but a good chance.

Lexical Collocations, Idioms and Grammatical Collocations

Linguists separate collocations into two significant sections: lexical and grammatical collocations. The difference between lexical and grammatical collocations is founded on the position of the component of the word joining as context words or role words (Bartsch, 2004, p.54). Grammatical collocations are constituted of a noun, a verb or an adjective plus a portion; however, occasionally they can be lexicalized as one section. (Moehkardi, 2002). The particular proposition that happens after a specific adjective, noun or verb is the principal component in the grammatical collocation that has a grammatical function more than a semantic association (Jackson & Amvela, 2007), e.g., "rely + on, fear + of, fond + of" **(ref. Table.1).**
Grammatical Collocation: Verb + Preposition, Adjective + Preposition, Noun + Preposition, Preposition + Noun. This kind of collocation preposition and the main word is created with (verb, adjective, and noun) or two- verb word. According to Benson, et al. (1993), they have highlighted eight main kinds of samples of English grammatical collocation as described in the following table;

Table 1: *Grammatical Collocations*

Ability in/at:	Noun + Preposition
A problem to do:	Noun + to + Infinitive
We reached unanimity that	Noun + That Clause
On purpose:	Preposition + Noun
Tired of:	Adjective + Preposition
Easy to learn:	Adjective + to + infinitive
She was pleased that	Adjective + that Clause
Believe in…:	Verb + Preposition

Lexical Collocations: The specific distinction among grammatical and lexical collocations are that, a lexical collocation cannot comprise grammatical components, e.g., *strong tea*, *good work*, etc. (Moehkardi, 2002, p.59); in addition, lexical collocation "has been called an association of bilateral expectation or accustomed connection" (Jackson, 1988, p.114). Every word establishing a lexical collocation acts as an essential function because it promotes to the total content of the whole. Furthermore, lexical collocation is autonomous of grammatical restraint. In condition, it utilizes the lexical restraint to elucidate the comparing among two utilized expressions those are distinguishable in point of part of speech but not needfully establish lexical collocation

(e.g*., reliable car* and *powerful car* are in the adj + noun sample, but only the earlier is measured to be a collocation).

The main kinds of grammatical collocations are: (Fig.2**)**

Table 2: *Collocations*

- To infinitive/ that clause/ Noun + Preposition	(access to, agreement that)
preposition + Noun	- (in progress, to somebody's benefit)
Adjective + Preposition/ to infinitive/ that clause	- (aware of, essential to, scared that)
Verb + Preposition/ infinitive with to/ infinitive without to - verb form ending in –ing/ that clause /	(regulate to, begin to, keep doing, guess that)

On another hand, lexical collocation regularly does not include clauses or infinitive. It commonly includes the open words category (adverb, Noun, verb, or adjective).
Based on characteristics of syntactic, Lewis (2000, p. 51) lexical collocations categorize into six massive kinds: (major problem, the vital issue, strong tea,)

Table 3: *Lexical Collocation and Syntactic Variations*

- Noun + Noun	(sense of pride, a pocket calculator,)
- Verb + Noun	(set the alarm, make an impression,)
- Verb + Adverb	(live dangerously, smiled proudly, spell accurately)
- Adverb + Adjective	(happily married, strictly accurate, completely soaked)
- Adjective + Noun	(*major problem, strong tea, key issue*)
- Noun + Verb.	(companies *merged*)

Collocation Types in Persian and English Languages

According to Nosratzadeh and Jalilzadeh (2011), the idea of the comparative study of collocations in English and Persian are separated into two principal parts: Collocations idiomatic and Collocations non-idiomatic

The non-idiomatic collocations recognize the concept of the collocation which notion of every word is contained. We can access to the general concept through the sense of its elements, even whether you have not already heard the collocation. However, in collocations idiomatic, you cannot understand the general concept of the collocations with putting together by elements of the phrase meaning. For instance, into "door and wall," you have the phrase non-idiomatic for what we can obtain the concept of the phrase through the synthesizer of a collocation.

Collocations' samples Benson et al. (1986) limited lexical collocation as below:

1. Lexical Collocation:

There are various kinds of lexical collocations created through the composition of adjectives, verbs, nouns, etc.
Table 4: *Kinds of Lexical Collocations*

1. (completely satisfied):	Adverb + Adjective
2. (excruciating pain):	Adjective + Noun
3(a surge of anger):	Noun + Noun
4. (lions roar):	Noun + Verb
5. (commit suicide):	Verb + Noun
6. (burst into tears):	Verb + Expression with Preposition
7. (wave frantically):	Verb + Adverb

3.2 Translation of Collocations or Persian equivalents

As the prior parts distributed collocations through, their explanation and kinds, these portions concentrate on its interpretation. The fascinating extra knowledge is comprised of collocation realities, in dictionaries (Miller, 2002, p.8) and the collocation dictionary prepares whole the words that are customarily utilized in joining with each open-class word: adjectives, adverbs, nouns, verbs. Whatever collocations translation can create problems for non-native speakers: many collocation interpretations are characteristic in the logic that they are unforeseeable by semantic or syntactic pictures. Furthermore, "a translator can easily misconstrue a collocation in the text starting point due to intervention from her / his native language" (Baker, 2011, p.59). Definite dictionaries are of less assist in the collocations translation, and so, the translator substantially frequently manages.

For the adjustment about what tactics need to select in command to interpret collocations accurately (Shi, 2006). In command to interpret collocations precisely, a translator must take into statement the bellow origin image of collocations: _ non-arrangement (i.e., the collocation meaning is not straight away the meanings of the constitution of its components). Collocations are not wholly flexible because of an additional content append to the gathering, such as: in the strong tea possesses the adjective definite meaning affluent in flavor which is dissimilar from the primary meaning having physical capability; ex _ non- replace ability (elements of a collocation cannot be exchanged by other words equal if, in text, the meaning same the possess); such as, it is not doable to utilize yellow wine in place of white wine even though yellow is a reasonable adjective for the explanation of the color wine; _ non- changeability (collocations usually cannot be openly adjusted with supplemental lexical sense or through grammatical transmutation).

Moreover, it is not that possible that as one's throat gets a frog, it is impossible, in one's throat forward to get an ugly frog though noun frog can be adjusted by an adjective ugly (Manning & Schütze, 1999, p.184). Regularly two words happen together to express that they have a specific usage "that is not easily indicated as the usage that outcome from their joining" (Manning & Schütze, 1999, p.143). Hence, the translator has to accommodate the interpretation as enclose as it is doable to the TL in order to perform exactness in interpretation collocations. The Procedure of translation is multifaceted and complicated; hence, a translator has to encounter the unique civilized feature of two languages. The matter of TL should symbolize the nearest tantamount of SL matter. I recommend to reach this; transformations translation is inescapable. Despite the result is need entirely restricted, the outcome of the investigation exhibit that the greatest usual kind of lexical collocations in the examined resource is adj + noun collocations; despite, unit-shift is the highest predominant interpretation shift to get the excellent translation tantamount lexical collocation.

For instance, "*dark night"* has a similar collocation in Persian: (شب سياه). You can also interpret "*dark color*" toward (سياه رنگ), and we can interpret "*dark age*" toward, (تاريخ سياه) hence "dark" is not evermore (تيره) or (سياه) also, as well as we express in Afghanistanian Persian dialect, *Nazuk Pust* (نازک پوست) for "soft skin" however we do not express, *Nazuk Aab* (نازک اب) for "soft water". Thus collegians should consider these diversities and discover and utilize the right tantamount for those collocations in various bilingual education dictionaries. Hence, they cannot form a general principle the concept of a word that associates through several words. It can be diverse through one collocation to other collocation and through one language to another language. The changeability of Collocations several collocations for a similar concept can stand in English; however, they may have one collocation whether one concept in Persian. For instance: "make a mistake" / "commit a mistake", *Murtakeb Khatashudan*, (مرتکب خطا شدن) normally these tantamount collocations have one and the similar interpretation in Persian. Moreover, it is not needful for learners to discover several tent amount of collocations in English.

4. *Transfer*

In the Persian contributors writing duty, it was seen two kinds of English collocations, one part had tantamount for Persian collocation, and it was easy to translate with their Persian counterpart collocation. However, the other

parts did not have their counterparts in Persian. That English Collocation they do not have Persian counterparts they are problematic for transferring sense from one language to another language.

2. Method and Data Analysis

The purpose of this paper is to distinguish between Afghanistanian Persian regional dialect collocation and English collocation. The data comprises the motivations writing tasks easy questions by 25 postgraduate Afghanistanian students; they are studying postgraduate. The study provides a comprehensible account of collocations types and current usage of collocations in the English language, and then offers a comparative analysis of collocations used in writing tasks of Afghanistanian students with their Afghanistanian Persian dialect equivalents. Therefore, in instruction to make it clear for learners to make their writing tasks perfect, many issues have been observed occurring during collocations testing.

The first question was prepared about writing their memorable and exciting entertainment experience that questions can be a functional issue, and so it is supposed to be promoting and concept - irritating. Hence, another significant thoughtfulness for selecting this topic is the scope to which the topic motivates students to product collocations as an outcome of their conventional history. Thus, the relevant topic was preferred about the Afghanistan New year celebration according to their province custom, and the final question was about their unforgettable traveling. All these questions are routine and familiar to the learners. The writing task essays took less than an academic teaching class time, and each essay not more than two hundred words. The essay topic was utilized as data in instruction to decompose the manufacture of collocations. The function of collocations was deliberated by the quantity, diversity, and precision of collocations. Frequencies of incidence of collocations were enumerated likewise in quantity and versatility based on TWTA (Task Writing Text Analysis).

5. Findings

EFL students frequently attend on the separate words and disregard other significant data, that is to adduce, what these single utterances co-occurred with. They study collocations as individual words partly than in pieces. The postgraduate task writing material reflects that the learners had difficulties via collocations that had no counterparts in Afghanistanian Persian dialect. As a consequence, when the learners did not understand a specific collocation, they trust in their native language and with a negative attitude convey collocations from their L1. For instance, heavy rain collocation is one of the challenging collocations. Commonly those collocations do not have counterparts in the target language; that is why those are difficult for learners. For example, the issue in translating the English collocation of the word 'heavy rain' in Persian 'Baran shaded' is not that easy for the L1 learners of English as ESL within the same collocation pattern as they do within their local language. In Afghanistan in Persian dialect we utilize heavy for the weight; for example, English it is said he is a heavy man. However, it cannot be said the same in Afghanistanian Persian dialect; the rain is heavy. We state hard rain. You may confuse why? Because in Afghanistan Persian dialect for word hard use (shaded) gives other meanings not related to the exact contextual meaning of substantial as related to 'heavy rain in Persian. In other side, in Persian leave a hair or 'Muai Gozashtan', موی گذاشتن) is made up by noun +infinitive (organizing a noun wording) while in English grow a hair is made of verb+ a+ noun organizing a verb expression. Therefore, some learners selected to leave a hair in lieu of growing hair in what they convey their first form; on many occasions, learners conveyed a concept instead of the figure through their L1. For example, most learners selected decorate a salad, leave hair (what are the verbal interpretation of the collocation) instead of the growing a hair and dress a salad. (Leave a message) It is another example whither instead of leave message in Afghanistanian Persian dialect give the message is equivalent to 'payam dadan.' Leave means in Persian to go away from or allow remaining. It does not have a definite meaning, and it is unlike English. Thus, many people utilize the verb 'give' but not 'leave.' Normally in Afghanistanian Persian dialect compound verbs include of 3 verbs: do, give, and take.

Thus, when we product composite verbs commonly we utilize them one of these verbs. Verbs (Gereftan)= (to take), (Kardan)= (to do), and (Dadan)= (to give) these are the three principal verbs which are usually utilized with collocations and composite verbs in Afghanistanian Persian dialect. The verbs (Dadan, Gereftan, and

Kardan) are the maximum generally utilized verbs in the Afghanistanian Persian dialect; that is why they detached from their straight sense, they are utilized in thousands of several phrasing and composite verbs like an ancillary verb. The best specifications of the Afghanistanian Persian collocations, verbal order is its principal function of composite verbs to indicate a verbal concept. So, when Afghanistanian students want to product collocations, they pursue the composite verbs, in the Afghanistanian Persian dialect via trusting on them product the collocations. For example, in Afghanistanian Persian dialect *take a shower*, take concept '(*Kardan*). Hence it indicates in Persian (*Kardan*) associate with *Hamam* (shower). So, those English collocations have a counterpart on Afghanistanian Persian dialect; the collegian does not confront the difficulty of producing it in writing.

Any man-made language utilized figure has sense, and transport concept those are not in a similar notion, it is correlated with custom, and custom is full toward language (Jiang, 2000). Accordance with Cowie (1998), the custom history recourse to data that is a maximum problem to institutionalize like it is related via semantics in a much devious and as yet undiscovered manner. Nevertheless, acculturations patterns vary through one language to another language, and through custom to custom, the structure of collocation also differs. For instance, the two the Afghanistanian and English cost their neighbors' excellency and intimacy, withal, the English upgrade quiet neighbors, while Afghanistanian are glad for having kind neighbors. Kind neighbors are those who cooperate with us and pay attention and consider us in a different situation, whether we are far away from our house. In Afghanistan culture, neighbors people have very respectful and kindly behavior with their neighbors than behave the English. In order, diversities in collocational imitating in several languages mirror the priority of unique language societies for a definite style of statement. Several collocations are a straight reflectance of the substance, civic, or moralist surroundings in what they happen. Accordingly, such as EFL student's customs is various via the custom of the purpose language, it reasons the students for producing collocations which sense exotic and unsatisfactory to the first language of English narrator but cannot be accepted as a mistake collocation that's why the collocation produces via the ESL and EFL apprentices are effected by their historical and culture.

Table 5: *English Collocation with Afghanistanian Persian dialect equivalents collocation*

Number	English	Persian pronunciation	Persian meaning
1	*good work*	Karkhub / Wazifakhub	کارخوب/وظیفه خوب
2	*Powerful car*	Muter Qawi	موتر قوی
3	door and wall	Dar va devar	در و دیوار
4	*white wine*	Sharab Safid	شراب سفید
5	dark night	Shabi Siya	شب سیاه
6	make a mistake	Murtakeb Khatashudan	مرتکب خطا شدن
7	golden opportunities,	Fursat Talayee	فرصت طلایی
8	blank tape	Kasit Khali	کسیت خالی
9	heavy rain	Baran Shadeed	باران شدید
10	decorate a salad,	Salad Tazinkardan	سلاد تزین کردن
11	leave hair	Maui Gozashtan	موی گذاشتن
12	give a message	Payam dadan	پیام دادن
13	take a shower	Hamam Kardan	حمام کردن
14	quiet neighbors	Hamsaya –e- Mahraban	همسایه مهربان
15	dark age	Tarikh siya	تاریخ سیاه
16	*strong tea*,	Chai Talkh	چای تلخ
17	soft skin	Nazukpust	نازک پوست
18	housecleaning	Khanatakani	خانه‌تکانی
19	happy life	Rozgarkhush	روزگارخوش
20	disappeared	Napaded	نا پدید
21	new clothes	Jama –e- now	جامه‌ی نو
22	not well	Nakhub	ناخوب
23	watermanship	Aab Bazi	آب بازی

24	tasty	Khush maza	خوشمزه
25	Haft Maiva	Haft Maiva	هفت میوه
26	drug business	Daro Frosh	دارو فروش
27	slender girl	Dukhter Barikandam	دختر باریک اندام
28	pencil sharpener	Pencil Trash	پنسل تراش
29	Rose Water/	Gul ab	گلاب
30	masterwork	Shah Kar	شاهکار
31	Strongbox	Gaowsanduq	گاوصندوق
32	book room	Kitab khane	کتابخانه
33	letter carrier	Nama Rasan	نامه رسان
34	production room	Kar Khane	کارخانه
35	new year	Sal-e- Now	سال نو
36	time management	Bar name Rezi	برنامه ریزی
37	flower room	Gul khane	گل خانه
38	straightforward	Ruk va rast	رک و راست
39	accessible	Qabil dust res	قابل دسترس
40	homeland	Sar zamin	سرزمین
41	downtown	Markaz shahr	مرکز شهر

4. Discussions

In arrangement to answer the investigation question, "what kind of collocational diversities among English and Persian conduct to mistakes in the producing of the students? Persian and English, both in the area of collocations were determined to see if diversities in the figure of the collocation will direct to inexactitude. On many occasions, there was not an important distinction among the collocations shape in; both languages. In shapes of collocations, some diversities portion led the learners to incorrect construction in two languages. For instance, (*Muai Gozashtan,* موی‌گذاشتن) is made up by noun +infinitive (organizing a noun wording) while in English grow a hair is made of verb+ a+ noun organizing a verb expression. Therefore, some leaners selected to *leave a hair* in place of *growing hair* in what they convey their first form. On many occasions, learners conveyed the concept in place of the figure through their L1. There is a multitude of patterns, but because of a shortage of distance, several of them are communicated. For example, most learners selected *decorate a salad*, *leave hair* (what are the verbal interpretations of the collocation) in place of the *grow a hair* and *dress a salad*. To calculate for the proof if the students convey through L1 into L2 several expositive explanations were discovered. The outcome indicated that selecting the accurate composition of several inflexible words was a challenging issue for students in this task writing text analysis. *(ref, Table.5)*.

While indicated, collocations display a fundamental role in interpretation. Some difficulties may happen in the interpretation of Persian collocations into English. A British Scholar Firth (1957) as the father of collocational learning in a new opportunity, presented, "we shall understand a word by the association it keeps" (p. 12). Thus, collocation is the method of indicating concept: sense by collocation is an abstract idea in the syntagmatic surface and is not straightly interested in intellectual access to the concept of words. One of the concepts of the *night* is its ability to be collected with *dark*, and *of dark*, instead, as it associates with the *night* (Bahns 1973).

On the other hand, Machali (2000) postulates learners and translators of English must be conscious of the reality that several collocations may be register-special. For example, as *'tolerable'* and '*error'* would commonly not go altogether, they can be a *tolerable* collocation in Statistics. The inability to recognize them in a context may reason a deformity of concept. Standard Solutions and Problems Based on Armstrong (2005), learners and translators confront in two principal difficulties in collocations translating. The obstacle of popularization several English words associate through one and a similar word; however, they do not need fully while in Persian. Lewis (2000) describes collocation as "the manner in what words co-occur in the constitutional context in statistically meaningful manners (p. 132). For Nattinger and DeCarrico (1992), collocations are explained like "cords of a particular lexical object that co-occur with bilateral anticipation larger than luck, for instance, curry favor and

rancid butter (p. 36). For James (1998), the words collocations are something else, which any specific word usually goes out with (p.152).

5. Conclusion

Collocation plays a pivotal role in language teaching and learning. Therefore, collocations are the most useful devices in writing and especially in speaking any language. This article concluded that collocations contain the joining of the semantic relation of words that take place often in likeness texts. Several kinds of collocations belong to different parameters: the number of collocations of words includes the joining style and the grade of hardness or plasticity. Natural lexical collocations consist of free class words: verbs, adverbs, adjectives, and nouns. The systematization classification of collocations, according to Benson, Benson, and Ilson (1986) into two classes: Lexical collocations and grammatical collocations. According to Benson et al. (1986), commonly a grammatical collocation is an open prevailing word category (verb, noun, preposition or adjective) or specific constructional samples like a clause or infinitive. The study sums up with the outcome that ESL teachers should use innovative strategies, new methods such as multimodality in their teaching based on the authentic text as a source of material which may enhance the credibility of their work. ESL teachers must be provided extensive training by native speakers that are the need for better teaching in schools, colleges, and Universities. Lastly, curriculum planners should include ESL syllabus while planning and include texts based on the collocational phenomenon.

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