



The Semantic Field of Sport Collocations in English

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Abstract

A group of words that are semantically related and they refer to a specific subject is called semantic field. In this research, the field of sport collocation is studied. Additionally, the researcher chooses sport games and distinguishes its two general types namely individual and team games. Moreover, three common verbs are selected which are (play, go, and do). The study attempts to find out each sport game from the two types (individual, and team games) and their collocated verbs (the selected verbs). After, the data were analyzed, it has been declared that most of the sport games collocated with the verb (play). Then, the second verb which most of the sport games collocated with is the verb (go). Lastly, the least sport games collocated with verb (do). Finally, the nature of the sport games will determine their verb collocations.

Keywords: Semantic Field, Individual Games, Sport Collocation, Team Games.

1. Introduction

Semantics is concerned with meaning analysis. Thus, words, phrases, grammatical forms, and sentences' meanings can be analyzed according to semantics' perspective. As, many semantic theories have been arisen for the purpose of meaning analysis such as: denotational theory of meaning, mentalist theories of meaning, meaning as concepts, meaning as image, the sense theory of meaning, and the use theory of meaning. (Akmajian, et.al, 2010 (Al-Sulaimaan, 2010)). While, apart from these theories another theory is held by Jost Trier in 1930 that is the theory of semantic field. This theory describes word meanings by specifying a field which consists of a group of related words. Moreover, this group of words are connected with each other in terms of being in the same word class, sharing the same sense of meaning, and having a meaning relation among them. For instance, the semantic field of sports include words like: soccer, basketball, football, tennis, badminton, golf etc. Another example for semantic field is the field of colors such as: white, black, gray, blue, pink, red, yellow, purple, beige, etc. (Lyons, 1968). As there are so many different fields to study but in this paper, the field of sport is chosen to be studied.

On the other hand, the concept of collocation is selected here for specifying the semantic field of sports. The term collocation has come from the Latin word *collocare* which means "place together", then changing to *collocatio* and finally became *collocation* in the Late Middle English. Thus, collocation is the condition when two words co-occur naturally. As Al-Sulaimaan (2010) states that "words regularly keep company with certain words, and it is such combinations that we refer to as "collocations".". Additionally, he illustrates some examples like:

1. She had **a false nose**.
 2. He had **a false beard**.
- While, we may say:
3. He had **artificial arms**.
 4. He had **artificial legs**.



If we look at the first two examples, we may notice that the word “false” has come with words like (nose and beard). While, it cannot occur with words like (arms and legs). Instead, the word “artificial” is used with them (Domínguez, 2013).

Furthermore, it can be mentioned that sometimes two or more words may co-locate (come together) frequently. For instance, the verb (**Go**) comes with the sport game (**Ridding**) as in the phrase (**Go Ridding**). Whereas, the same verb cannot be used with the sport game (**Aerobics**) and instead the verb (**Do**) is used as in (**Do Aerobics**). On the flip side, there are sport game names which neither verbs (**Go, Do**) can occur with them such as the game (**Badminton**). Rather, a verb like (**Play**) can come with it as in (**Play Badminton**). (Beare, 2018) & (Domínguez, 2013).

Consequently, as (McCarthy and O'Dell, 2006) mentions words seem to come together as collocation for different reasons. One of the reasons is that they always come together such as “**run a risk**” or the meaning of the collocation is very clear from the meaning of its sections like “**by the way**”. Additionally, the concept of collocation can be far more expanded to other levels of linguistics which is explained in the next section.

2. Literature Review

Collocation can be found in morphological, syntactic, or semantic level of linguistics etc. So, in each level it has a particular definition accordingly.

As in one of the studies conducted by (Iggab & Abdulhasan, 2018), collocation is defined as “different fields of studies”. Moreover, their study is contrastive between two languages and they state that collocation is a linguistic phenomenon that can be found in English and Arabic. Consequently, the researchers come up with several concluded points. Some of the points are stated below:

1. Collocation occurs at the intersection between grammar and lexis. It is true that the collocation is a combination of more than two words but these two words should syntactically be acceptable.
2. It is difficult to study collocation away from grammar because the words that come together are automatically related by grammar.
3. In English, collocation can be used to refer to all different types of fixed expressions while in Arabic there is no such a general statement.
4. English differentiates collocations from idioms, compounds, free combinations, clichés and transitional combinations while Arabic differentiates collocations from idioms, free combinations, contextual expressions, acronyms and co-occurrences.
5. The semantic relation between the collocated words is open-ended, however; the two languages set some of the major ones.

On the other hand, collocation can be defined as the co-occurrence of lexemes. As, it is shown in a research by (Danileviciene & Vaznoniene, 2018) that “1. Collocation is a lexical co-occurrence of lexemes. In order a lexical combination could be called a collocation it should satisfy the criterion of frequency and grammatical structure; 2. Lexis and grammar cannot be separated; 3. Lexis is inseparable from semantics. 4. Knowledge of collocations can help develop language proficiency in such areas as English for Specific Purposes (ESP) and English for Academic Purposes (EAP).”. As a result, it can be stated that collocation is interlinked with the linguistic levels including semantics, syntax, and grammar.

Consequently, in this paper the researcher attempts to study the concept of collocation of sport field under the semantics’ perspective.

3. Method



The researcher focuses solely on the sport field and more specifically she works on types of sport games including individual and team games. After distinguishing the two game types, sorting them accordingly will be done. Then, each single game is categorized according to three selected general verbs which are (play, do, and go). The purpose of this classification is to discover which game type collocates with which verb (the stated verbs above). This research is meant to be qualitative study since it describes the data rather than measuring it. The data is illustrated in terms of two general game categories and listing the branches of each game type.

1. Finding

In this stage the researcher is going to demonstrate the data by distinguishing the game types (individual and team) game. Additionally, stating the verbs that collocate with each game type. The data has taken from several sources which are (Melanie, 2010), (Dominguez, 2013), and (Elmagd, 2019). This investigation is shown in the table below.

Table1: Individual and team games with their collocated verbs.

Game Number	Individual Games	Team Games	Verbs
1.	Canoeing	×	Go
2.	Skiing	×	Go
3.	Surfing	×	Go
4.	×	Kayaking	Go
5.	×	Bobsleighbing	Go
6.	Snorkeling	×	Go
7.	Olympic Swimming	×	Go
8.		Rowing	Go
9.	Archery	×	play
10.	Gymnastics	×	Do
11.	Boxing	×	Do
12.	Running	×	Go
13.	Cycling	×	Go
14.	Discus Throw	×	Do
15.	Equestrianism	×	Play
16.	Fencing	×	Do
17.	Figure Skating	×	Go
18.	Martial Art	×	Do
19.	Long Jump	×	Do
20.	Pole Vault	×	Do
21.	Power Lifting	×	Do
22.	Wrestling	Wrestling	Do
23.	×	Baseball	Play
24.	×	Basketball	Play
25.	Tennis	×	Play
26.	Badminton	×	Play
27.	Bowling	Bowling	Go
28.	×	Cricket	Play
29.	Pocket Billiards		Play
30.	×	Curling	Play
31.	×	Dodgeball	Play
32.	×	Football	Play
33.	Golf	×	Play
34.	×	Handball	Play
35.	×	Hockey	Play
36.	×	Ice Hockey	Play
37.	×	Kickball	Play
38.	×	Lacrosse	Play
39.	×	Polo	Play
40.	Racquetball	×	Play



41.	×	Rounder	Play
42.	×	Rugby	Play
43.	Squash	×	Play
44.	Table tennis	Table tennis	Play
45.	×	Volleyball	Play
46.	×	Water polo	Play
47.	Kitesurfing	×	Go
48.	Paragliding	×	Go
49.	Parasailing	×	Go
50.	Skateboarding	×	Go
51.	×	Skydiving	Go
52.	Snowboarding	×	Go
53.	Windsurfing	×	Go
54.	Javelin	×	Do

As in table (1) the sport games were introduced in terms of individual games and team games. Additionally, each game is stated with its collocated verb among the three selected verbs (do, play, and go). The total sport games studied in this research are (54) games. Consequently, the sport games that verb (play) collocates with them are (25) games namely (Archery, Equestrianism, Baseball, Basketball, Tennis, Badminton, Cricket, Pocket Billiards, Golf, Curling, Dodgeball, Football, Racquetball, Handball, Hockey, Ice Hockey, Kickball, Lacrosse, Polo, Squash, Table tennis, Rugby, Rounder, Volleyball, and Water polo). While, the games that verb (go) collocates with them are (19) games including (Canoeing, Skiing, Surfing, Kayaking, Bobsleighbing, Rowing, Snorkeling, Olympic Swimming, Running, Cycling, Figure Skating, Bowling, Kitesurfing, Paragliding, Parasailing, Skateboarding, Skydiving, Snowboarding, and Windsurfing). On the other hand, the games which collocate with verb (Do) are (10) games that are (Gymnastics, Boxing, Discus throw, Fencing, Martial Art, Long Jump, Pole Vault, Power Lifting, Wrestling, and Javelin).

Some sport games come with verb (play) rather than (go or do) since in their procedure a ball is used by the players during the game. For example, we play football, I play cricket, she plays golf, etc. Whereas, some other sport games with (ing) can collocate with verb (go) because they are games and activities that cannot be done at home. So we go to the game's specified place and do them such as, they go surfing, we go figure skating, I go bowling, etc. However, there are exceptions for some games like (boxing, fencing, wrestling, and power lifting). They are used with verb (do). Moreover, some games may collocate with verb (do) instead of (play and go). Since, in most of the games, no tools are used to play with and they can be done at home without going somewhere else. For instance, I do yoga, they do gymnastics, she does karate. Besides, there are exceptions for some games mentioned before that they are done in special places and particular equipment is used in their procedures. For example, wrestling, Long Jump, Pole Vault, Power Lifting, boxing, Javelin, Fencing, and Discus throw.

Conclusion

In studying semantics, there are various fields to be analyzed but in this research the field of sport collocation was chosen for the purpose of analysis. As, in the semantic field of sport collocation only games have been examined. So, there were two types of games selected which were individual and team games. During the study, the researcher has reached to several findings which are: 1. Some sport games can be announced as individual games, some as team games and some as both types because they can be done by single and team players., 2. Among (54) sport games, (25) of them collocates with verb (play), 3. While, (19) of them collocate with verb (go), 4. Whereas, the other (10) games collocate with verb (do), 5. Finally, each sport game collocates with a verb phrase according to the nature (procedure) of it.



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پوخته

كۆمه له ووشه يه كه به شيوازی سيماتيكي (واتاي) په يوه نديان ههيه ئاماژن بۆ بابته يكي تايهت پتي دهوترئ بواری واتاي. له م توئيزينه وهدا، ووشه تايهته كانی به شی وهرزشي تاوتووئ دهكرئ. به زۆری توئهر بابته وهرزشييه كان هه لده بژريت و جياوازی نيوان دوو جووری ياری گشتی دهكات كه بريتين له ياربه تاكه كان و ياربه تيميه كان. وههروه ها له گه ل هه ل بژاردنی سح فرمانی گشتی كه بريتين له (ياريكردن، پويشتن، نهجامدان). ئه م توئيزينه وهيه هه ولييكه بۆ گه پان به دواي هه ر ياربه يه كه له دوو جوړه ی كه باسكران (ياربه تاكه كان و ياربه تيميه كان) له گه ل فرمانه په يوه ندياره كان (فرمانه هه ل بژيردراوه كان). دوا به دواي شيكردنه وهی داتا كه، ئه وه روونبوويه وه كه زۆرينه ی ياربه كان په يوه نديارن (له گه ل يه ك دین) به فرمانی (ياريكردن). پاشان، زۆربه ی ياربه كانی تر له گه ل فرمانی (پويشتن) به كاردین. دواتر، به شيكي تري ياربه كان له گه ل فرمانی (نهجامدان) به كاردین. له كوئيدا، سروشتی ياربه كان جووری فرمانی به كارها توو له گه ليان ديارى دهكهن.

ووشه سه ره كيه كان: بواری واتاي، ياربه تاكه كان، ووشه په يوه ندياره وهرزشييه كان، ياربه تيميه كان.

المجال الدلالي للكلمات الرياضية المترابطة باللغة الإنجليزية**ههژا حامد مصطفى**

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ملخص

مجموعه الكلمات المرطبطة لغويًا والتي تشير إلى موضوع معين تسمى بالحقل الدلالي. في هذا البحث تمت دراسة مجال المجموعة من الكلمات الرياضية. بالإضافة إلى ذلك ، يختار الباحث الألعاب الرياضية ويميز بين نوعين عامين هما الألعاب الفردية والجماعية. وأيضًا، يتم اختيار ثلاثة أفعال شائعة وهي (العب ، ذهاب ، فعل). تحاول الدراسة معرفة كل لعبة رياضية من نوعين (فردية ، وألعاب جماعية) وأفعالهم المجمع (الأفعال المختارة). بعد تحليل البيانات تم التصريح بأن معظم الألعاب الرياضية متزامنة مع الفعل (play). وبعد ذلك ، فإن الفعل الثاني الذي ترتبط به معظم الألعاب الرياضية هو الفعل (ذهاب). أخيرًا ، أقل عدد من الألعاب الرياضية مصاحبة للفعل (do). أخيرًا ، نوعية الألعاب الرياضية ستحدد الأفعال مترابطة.

الكلمات الدالة: المجال دلالي، الالعب الفردية، الكلمات رياضية متزامنة ، الالعب الجماعية.