

# **ENGLISH COLLOCATIONS IN USE: A CASE OF MASTER'S LEVEL STUDENTS OF NEPAL**

**A Thesis Submitted to the Department of English Education  
University Campus, Kirtipur, Kathmandu  
In Partial Fulfilment for the Master's Degree in  
English Language Education**

**By  
Rajendra K.C.**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2008**

**ENGLISH COLLOCATIONS IN USE: A CASE OF MASTER'S  
LEVEL STUDENTS OF NEPAL**

**A Thesis Submitted to the Department of English Education  
University Campus, Kirtipur, Kathmandu  
In Partial Fulfilment for the Masters Degree in  
English Language Education**

**By  
Rajendra K.C.**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2008**

**T.U. Regd. No: 9-2-303-15-2001**

**Exam Roll No.: 280344/063**

**Date of Approval of the**

**Thesis Proposal:30-01-064**

**Date of Submission: 29-01-065**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rajendra K.C.** has prepared this thesis entitled "**English Collocations in Use: A Case of Master's Level Students of Nepal**" under my guidance and supervision.

I recommend this thesis for acceptance.

**Date:** 29-01-2065

---

**Mr. Prem Bahadur Phyak**  
**(Guide)**

Department of English Education  
Faculty of Education  
T.U., Kirtipur, Kathmandu  
Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following  
'Research Guidance Committee'.

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

T.U., Kirtipur

---

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

---

Member

**Mr. Prem Bahadur Phyak (Guide)**

Lecturer

Department of English Education

T.U., Kirtipur

---

Member

**Date:** 25-02-2065

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Research Evaluation Committee.

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

T.U., Kirtipur

---

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

---

Member

**Mr. Prem Bahasur Phyak (Guide)**

Lecturer

Department of English Education

T.U., Kirtipur

---

Member

**Date:** 02-03-2065

## **DEDICATION**

*Dedicated to  
my dearest parents who have been inspiring and teaching  
me to learn since I was in cradle.*

## ACKNOWLEDGEMENTS

Any accomplishment requires the effort of many people, and this thesis is no different. I am highly indebted to my thesis supervisor **Mr. Prem Bahadur Phyak**, lecturer at Department of English Education, T.U., Kirtipur whose persistent support, invaluable suggestions and regular guidance and instructions were instrumental in accomplishing this task.

I am very grateful to my guru **Dr. Chandreshwar Mishra**, Head, Department of English Language Education, Tribhuvan University, Kirtipur, **Prof. Dr Jai Raj Awasthi**, Professor and Chairperson of English and Other Foreign Languages Education Subject Committee, T.U. Kirtipur for their suggestions, guidance and valuable comments on this study. I am also grateful to **Prof. Dr Shishir Kumar Sthapit**, the retired guru of Department of English Education, Faculty of Education, Tribhuvan University, Kirtipur and **Prof. Dr. Shanti Basanyat**, Department of English Language Education, T.U., Kirtipur for imparting wide range of knowledge during my academic years and for the encouragement and kind help to carry out this research.

I would like to express my sincere gratitude to **Prof. Dr. Govinda Raj Bhattari**, for his suggestions and encouragement to carry out this research work. Similarly, I am equally grateful to **Prof. Dr. Tirth Raj Khaniya**, **Dr. Anjana Bhattari**, **Dr. Bal Mulunada Bhandari**, **Mrs. Madhu Neupane** and **Mr. Bal Krishna Sharma** for their suggestions and encouragement to accomplish this thesis.

Many examples, anecdotes, quotations are the result of the collection from various sources. Every effort has been made to give credit where it is due for the material contained here in. If inadvertently, I have omitted giving credit, I apologize for that and express my gratitude.

At last, I owe very much to all my colleagues, students of different colleges who participated in this research and all others who contributed to this work, even though anonymously.

## ABSTRACT

This research entitled '**English Collocations in Use: A Case of Master's Level Students of Nepal**' was aimed to ascertain the frequency of collocation pattern used and to make analysis of the proficiency of the masters level students of Nepal in the use of collocation.

The sample size of the study consisted of 52 students of Masters level students of Kathmandu Valley selected through purposive sampling procedure. A set of test items was prepared to collect the data. The data, thus, obtained were marked and tabulated very systematically. Then analysis and interpretation was done on the basis of the tabulated data in accordance with the set objectives. Finally, some recommendations were made on the basis of the findings derived from the analysis and interpretation of the data.

The researcher found that the learners use of the collocation pattern was asymmetrical i.e. used adjective-noun collocation pattern frequently than other combinations namely verb-adverb and adverb + adjective collocation, however, their proficiency in the use of all the patterns except verb + adverb combination was average.

This thesis consists of four chapters: the first chapter comprises general background, introduction to collocation and its importance, review of related literature, objectives and significance of the study.

The second chapter deals with the methodology adopted to carry out this research. It contains the sources of data (both primary and secondary), population of the study, sampling procedure, tool for data collection, process of data collection, limitations of the study and data analysis procedure.



The third chapter consists of the analysis and interpretation of the frequency and then proficiency in the use of collocation done individually, holistically and comparatively in terms of different variables used in the study. Analysis and interpretation has been done by using simple statistical tools of average and percentage.

The fourth chapter presents the findings derived from the analysis and interpretation of the data. It also suggests some recommendations on the basis of the findings and the researcher's own opinion. The final section of the study includes the references and appendices.

## ABBREVIATION AND SYMBOLS

Adj.	-	Adjective
Adv.	-	Adverb
Art.	-	Article
B.S.	-	Bikram Sambat
DDL	-	Data - Driven Learning
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESL	-	English as a Second Language
L <sub>1</sub>	-	The First language
L <sub>2</sub>	-	The Second Language
MRC	-	Mahendra Ratna Campus
NELTA	-	English Language Teacher's Association
Prep	-	Preposition
T.U.	-	Tribhuvan University
U.C.	-	University Campus
UNO	-	United Nation Organization
WTO	-	World Trade Organization
*	-	Asterisk (it indicates an unacceptable form or expression)

## CONTENTS

	<b>Page</b>
Recommendation for Acceptance	i
Recommendation for Evaluation	ii
Evaluation and Approval	iii
Acknowledgements	iv
Abstract	v-vi
Abbreviations and Symbols	vii
Contents	viii-ix
List of Tables	x
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-17</b>
1.1 General Background	1
1.1.1 English Education in Nepal	2
1.1.2 Importance of English	4
1.1.3 Learning Vocabulary	5
1.1.4 Collocation	8
1.1.5 Why Collocation?	11
1.2 Review of Related Literature	14
1.3 Objectives of the Study	16
1.4 Significance of the Study	16
1.5 Definition of the Specific Terms	17
<b>CHAPTER TWO: METHODOLOGY</b>	<b>18-20</b>
2.1 Sources of Data	18
2.1.1 Primary Source of Data	18
2.1.2 Secondary Source	18
2.2 Sampling Procedure	18
2.3 Tools for Data Collection	19

2.4	Process of Data Collection	19
2.5	Limitations of the Study	20

**CHAPTER THREE: ANALYSIS AND INTERPRETATION OF DATA 21-35**

3.1	Overall Proficiency of the Students	21
3.2	Overall Frequency of the Collocation Patterns used by the Students	22
3.3	The Frequency of the different Collocation Pattern used by Male and Female Students	23
3.4	The Frequency of Collocation Pattern by Campus and Sex	24
3.5	The Proficiency of the Students in the use of Collocation by Campus and Sex	29
3.6	Item wise analysis of the total Proficiency	34

**CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS 37-39**

4.1	Findings	37
	4.1.1 Frequency of Collocation Patterns	37
	4.1.2 Proficiency in Use of Collocation	37
4.2	Recommendations	38

**REFERENCES 40-42**

**APPENDIX**

## LIST OF TABLES

	<b>Page</b>
Table 1: Various Aspects of Learning Vocabulary	7
Table 2: Various Patterns of Lexical Collocation	10
Table 3: Overall Result of Students' Proficiency	21
Table 4: Proportion of the Correct and Incorrect Response	22
Table 5: Overall Frequency of the Collocation Patterns	23
Table 6: The Frequency of the Collocation Patterns Used by the Boys and the Girls of different Campus	24
Table 7: Frequency of Collocation Patterns Used by the Male Students of UC, T.U.	25
Table 8: Frequency of the Collocation Patterns Used by Female Students of UC, T.U.	26
Table 9: Frequency of the Collocation Pattern Used by Male Students of MRC	27
Table 10: Frequency of the Collocation Pattern Used by Female Students of MRC	28
Table 11: Categories of the Evaluation of the Student's Performance	29
Table 12: Result of the Proficiency Test of the Male Students of UC, TU	30
Table 13: Result of the Proficiency Test of Female Students of UC, TU	31
Table 14: Result of the Proficiency Test of the Male Students of MRC	32
Total 15: Result of the Proficiency Test of the Female Students of MRC	33
Table 16: Students Result of Proficiency in the Use of Adjective Noun Pattern	34
Table 17: Students' Result of the Proficiency in the Use of Verb-noun Pattern	34
Table 18: Students' Result of the Proficiency in the Use of Noun-Verb	35
Table 19: Students' Result of the Proficiency in the Use of Adverb Adjective Pattern	35
Table 20: Students Result of Proficiency in the Use of Adverb-Verb Pattern	36