

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the special gift to all human beings. Human beings are recognized as the supreme of all the species in this earth not because of their physical structure but merely because of the unique possession as language. All individuals irrespective of the race, religion, creed or nation are equipped with certain language(s) by dint of which they interact in their community. Indeed, language is the most developed and frequently used means of communication among human. However, the notion of the various scholars regarding language vary to a considerable extent.

Richards et al. (1999: 196) defines language as “The system of human communication which consists of the structured arrangements of sounds (or their written representation) into larger units e.g. Morphemes, words, sentences, utterances”. Likewise, Wren (1987 as cited in Bhattra, 1991:1) says, "It is the universal medium alike for conveying the common facts and feelings of everyday life and the philosophers' searching after truth, and all that lies between." Thus, we see Richards et al. (1999:196) focus on language as a system of human communication where as Wren characterizes language as medium for conveying the common facts.

Similarly, Robins (1978 as cited in Bhattra, 1991:2) opines, “A language is a symbol system based on pure or arbitrary convention infinitely extendable and modifiable according to the changing needs and condition of speakers. In the same way Gimson (1976:3) defines, “A language is a system of conventional signals used for communication by a whole

community. This pattern of conventions cover system of significant sound units (the phonemes), the inflectional arrangement of 'words' and association of meaning with words."

Thus, it is crystal clear that there is no general consensus as to the definition of language. Nevertheless, it is agreeable to all the scholars that language is the chief means employed for human communication.

1.1.1 English Education in Nepal

In 1987 B.S. a series of palace plots, intrigues and massacres took place as a result Janga Bahadur Rana took over the government as the prime minister of Nepal. Although, Nepal did not have a colonial background, it was kept under the worst form of isolation, backwardness and economic exploitation and the country remained feudal state controlled by the Ranas. Their only interest was the collection of revenue and the maintenance of law and order. Realizing the inevitable fact that he must extent relationship with British as well as maintain his position as the ruler of Nepal, Janga Bahadur Rana took unprecedented trip to England in 1850 A.D. On his return, he decided to give his children English education rather than the traditional religious oriented training. In 1854, Janga Bahadur engaged an English tutor to hold classes for his children in his palace. This act tipped the balance in favour of English education and established its supremacy over the traditional type of Sanskrit based education. Janga Bahadur's successor opened these classes to all Rana children and formally organized it as Durbar High School. Thus, teaching English virtually commenced during the dusk of Rana reign but it was merely a privilege of the ruling families and their courtiers. Before World War II (1939-45) several new English middle and high schools were

found in Patan, Biratnagar and elsewhere. In the villages, public respect for education was increasing largely as a result of the influence of returning of Gorkha soldiers, many of whom had learned to read and write while serving in British Army. Some retired soldiers began giving rudimentary English education to children in their village.

The pace of educational development accelerated only after the advent of democracy in 1951, when a popular movement ended the autocratic Rana family reign. In the last 50 years, there has been dramatic expansion of education facilities. Beginning from about 300 schools and two colleges with about ten thousand students in 1951, there now are 26 thousand schools (including higher secondary), 415 colleges, five universities and two academies of higher studies.

Today, English is introduced as a compulsory subject from grade one in government aided schools and public schools and from the nursery level in private schools. The guardians who can afford can send their children to the private English boarding schools where English is the medium of instruction for teaching other subjects as well. On the top of that, today, there is the public provision of attaining degree in English in Nepal. Moreover, Nepal English Language Teachers' Association (NELTA) was established as a professional association in 1992 with the aim of improving ELT situation in Nepal. Presently, it serves as a platform and provides opportunities for all those from home and abroad who have interest to share their expertise and experiences of ELT with the spirit to learn and let learn.

1.1.2 Importance of English

It is estimated that there are more than six thousand languages in the world and English is the most widely used among them. English, today, is the most favoured language of science, commerce and airlines companies. The law mandating the use of the English language by air traffic controllers are proven to be essential to public safety. The best way to minimize misunderstandings that can cause airplane accidents requires that licensed pilots and air traffic controllers understand English which is exactly what most non-English speaking countries around the world require. As Sthapit et al. (1994:IV) state, "the importance of the English Language in the present day world need not be overemphasized. It a principal language of international communication and a gate-way to the world body of knowledge".

In multilingual community of Europe, a fierce battle over language popularity appears to be settled with English emerging as the standard for the 21st century. English is overwhelmingly the second language of choice for non-English speaking people, either it be for developing mutual understanding throughout the world or for attaining information. It is alleged, over 337 million people speak English as a native language and over 350 million people speak English as a second language. This demographic statistics provides the evidence for re-defining English as an international language. Crystal (1997:5) points out "why a language becomes a global language has little to do with the number of people who speak it. It has much more to do with who those speakers are. If all English speakers were located in one continent or in only one geographical area, for example, this would reduce the importance of the

figures. Only French and English are spoken as native language on five continents. This manifests the global status of English."

The status of English as a language of international communication is no longer a dispute and rarely attracts the kind of critical scrutiny that an emerging field of inquiry requires. For most people, a high competence in oral and written English is cornerstone to integration in WTO; the UNO and as a means for both individual and National advancement e.g. claiming higher status and gaining economic advantage. Further, English opens the children's eyes to the world since it is the premier international language. As the world becomes increasingly globalised, English is the spoken language we need to communicate with the people in international community rather than merely the intra-national community. English, today, is a pre-requisite for more university degrees than any other subjects.

It is now crystal clear that English has spread to become a world language or global lingua franca. Furthermore, English, equals increased career opportunities and an access to more university degree. This instrumental power of English marks its importance in the present day world and gives rationale behind all individuals' quest to acquire it.

1.1.3 Learning Vocabulary

Learning vocabulary is a cornerstone to learning any language as vocabulary is the building block by dint of which stretches of language as phrases, sentence etc. are constructed. In other words, vocabulary is the basis to communication. If the learners do not recognize the meaning of keywords they will be unable to participate in the conversation even if they know morphology and syntax. According to Richards et al. (1999:

400) vocabulary refers to a set of lexemes including single words and idioms. Similarly, Harmer (1991: 153) defining the term vocabulary says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh."

Funk et al. (1980:4) remarks "some of the factors that lead to success can be measured scientifically as the contents of test tube, and it has been discovered that the one and only one common characteristics of outstandingly successful people is an extensive knowledge of the exact meaning of English words. They further state 'words are the tools of thinking. It naturally follows, then, that the more words we have at our command, the clearer and the more accurate our thinking will be.' Words are medium of exchange, the coin with which we do business with all those around us. With words we relate to people, communicate our feelings and thoughts, influence, control each other. In short, through words we shape our own destiny. In fact, words are our personality and our vocabulary is what we are."

Hence, learning vocabulary is indispensable for successful professional and social life. Various aspects of a word is to be considered for learning a vocabulary. They are schematically presented in the table below:

Table 1: Various Aspects of Learning Vocabulary

Meaning	Form and meaning concept & references Associations	Is the word loan word in L ₁ ? Is there L ₁ word with roughly the same meaning ? Does the word fit into the same sets as L ₁ word of similar meaning ?
Form	Spoken Form Written Form Word Part	Can you repeat the word correctly if you hear it ? Can you write correctly if you hear it? Can you identify the affixes in the word?
Use	Grammatical Function Collocation Constraints on use	Does the word fit into predictable grammar pattern? Does the word have the same collocations as the L ₁ word of similar meaning? Does the word have the same restrictions on its use as the word of similar meaning?

Adapted from Harmer (1992)

Learning vocabulary involves much more than knowing the meaning of the word and being able to use it in one or two sentences. For many students, learning more vocabulary simply means learning new words but it often involves learning the familiar words in a new combination, otherwise known as collocation. This collocation is the concern of this study. According to Lewis (1993:32), "Being able to use a word involves mastering its collocation range and restrictions in that range. An explanation of native speakers fluency is that vocabulary is not stored only as individual words but also as parts of phrases and larger chunks, which can be retrieved from the memory as a whole, thus, reducing

processing difficulties. On the other hand, learners who only learn individual words will need a lot more time and effort to express themselves."

1.1.4 Collocation

Originally, the term 'collocation' was introduced by Firth (1951) as one of the levels of meaning. He distinguished meaning by collocation from both the 'conceptual or idea approach to meaning of words' and 'contextual meaning'. Later, Halliday (1966) took this idea further and without abandoning collocation as defining meaning, introduced the notion that patterns of collocation can form the basis for a lexical analysis of language alternative to and independent of the grammatical analysis. They regard the two levels of analysis as being complementary with neither being subsumed by the other. "Collocation and set as the terms in a lexical description are analogous to structure and system in a grammatical theory. The difference is that collocation is a relation of probable co-occurrence of items and sets are open-ended" (Malmkjaer 1981:302).

Collocation simply refers to the natural combination of words. It refers to the way words are closely associated with each other. For example, *do* and *homework* go together as do *make* and *mistakes*, *tall* goes with *man/woman* and *high* with *mountain*. The definition of collocation varies to a considerable extent. Lewis (2000:54) defines collocation as "words which are statistically much more likely to appear than random chances suggest." Likewise following Firth collocation can be conceived as 'The company the word keeps' whereas McCarthy et al. (2005:6) takes 'collocation as a pair or group of words that are often used together. These combinations sound natural to the native speakers but students of English have to make a special effort to learn them because they are often, difficult to guess'. For example, the adjective *fast* collocates with

cars and *food* but not with *a glance* and *meal*. In the same way, *a quick glance* and *a quick meal* sound natural but *a first glance* and *a fast meal* would sound quite awkward. Moreover, one can say *strong wind* and *heavy rain*. But it would not be normal to say *heavy wind* or *strong rain*.

Here are more examples of collocation: -

- You must *make an effort* and study for your exam (NOT *do an effort*).
- Did you *watch TV* last night? (NOT *look at TV*)
- The car has a very *Powerful Engine*. It can do 200 km per hour (NOT *strong engine*).
- There are some *ancient monuments* nearby (NOT *antique Monuments*).

Thus, collocation refers to the syntagmatic tendency of lexemes to work together (collocate) in predictable ways.

Learning collocation is an important part of learning vocabulary of language. Regarding its type there are open collocations and restricted ones, otherwise known as weak collocations and fixed or strong collocations respectively. In strong collocations, words are fixed like idioms. For instance, *take* collocates with *photo* where no other word other than *take* collocates with *photo* to give the same meaning. Same is the case with *shrug shoulder*, *water freezes*, *mouse-squeak*, etc. However, some collocations are rather open, where a single word can cluster with a wide range of other words to give the same sense. For example, *keep to/stick to the rules* and *see* collocates with *a man/car/book/ doctor*. Analogous to this classification-collocation is, then, grouped as grammatical collocations and lexical collocations. Grammatical collocations are the combination of a preposition with a noun, adverb or an adjective e.g. *by accidents*, *admiration for*, *agree with*, *account for*, *interested in*, *afraid of*, *amazed at* etc. As this study was concerned only with lexical collocation, they have been classified as follows:

Table 2: Various Patterns of Lexical Collocation

Categories of Lexical Collocation	Examples	
1. Verb + Noun	<i>accept</i>	<i>responsibility</i>
	<i>shrug</i>	<i>shoulder</i>
	<i>blink</i>	<i>eyes</i>
	<i>trim</i>	<i>hair</i>
	<i>break</i>	<i>a code</i>
	<i>lift</i>	<i>a blockade</i>
	<i>seek</i>	<i>love</i>
2. Verb + Adverb	<i>argue</i>	<i>fiercely/ heatedly</i>
	<i>defend</i>	<i>fiercely/ hotly</i>
	<i>affect</i>	<i>adversely</i>
	<i>appreciate</i>	<i>sincerely</i>
	<i>touch</i>	<i>tenderly</i>
	<i>walk</i>	<i>calmly</i>
	<i>watch</i>	<i>anxiously</i>
3. Noun + Verb	<i>water</i>	<i>freezes</i>
	<i>clock</i>	<i>ticks</i>
	<i>horse</i>	<i>neighs</i>
	<i>moon</i>	<i>shines</i>
	<i>star</i>	<i>twinkles</i>
	<i>owl</i>	<i>hoots</i>
	<i>wolf</i>	<i>howls</i>
4. Adjective + Noun	<i>ardent</i>	<i>admirer</i>
	<i>handsome</i>	<i>man</i>
	<i>heavy</i>	<i>traffic</i>
	<i>strong</i>	<i>wind</i>
	<i>passionate</i>	<i>love</i>
	<i>acute</i>	<i>problem</i>
	<i>heavy</i>	<i>rain</i>
5. Adverb + Adjective	<i>incredibly</i>	<i>strong</i>
	<i>closely</i>	<i>related</i>
	<i>exceptionally</i>	<i>beautiful</i>
	<i>extremely</i>	<i>sorry</i>
	<i>densely</i>	<i>populated</i>
	<i>relatively</i>	<i>easy</i>
	<i>potentially</i>	<i>harmful</i>

Adopted from Mahmoud (2005)

These are in fact basic lexical collocation which will only be dealt in the current study. There can be the combinations of verb + adjective + Noun

as in 'learn a foreign language' 'poses baffling challenges' or it can be much' longer combinations of Adverb + adjective + article + adjective + Noun + preposition + Noun ... e.g. *seriously affect the political situation in Nepal.*

1.1.6 Why Collocation?

Collocation runs through whole of the English language. No piece of natural spoken or written English is totally free from collocation. Acquisition and correct production of such word combinations is a mark of an advanced level of proficiency in a language. For an advanced level student, choosing the right collocation will make his/her speech and writing sound much more natural and native speaker like, even when basic intelligibility does not seem to be at issue. A students who talks about **strong rain* may make himself understand but possibly not without provoking a smile or a correction, which may or may not matter. He will certainly be marked down in an exam.

But perhaps even more importantly than this, language that is collocationally rich is also more precise. This is because most single words in the English language – especially the more common words – embrace a whole range of meaning, some quite distinct, and some that shade into each other by degrees. The precise meaning in any context is determined by that context, by the words that surround and combine with the core word–by collocation. A student who chooses the best collocation will express himself much more clearly and be able to convey not just general meaning, but something quite precise. Compare, for example, the following two sentences;

- *This is a good book and contains a lot of interesting details.*
- *This is a fascinating book and contains a wealth of historical details.*

Both sentences are perfectly ‘correct’ in terms of grammar and vocabulary but which communicates more (both about the book under discussion and the person discussing it). McCarthy (2006: 4) states that “you need to learn collocation because they will help you to speak and write English in more natural and accurate way. People will probably understand what you mean, if you talk about ‘*making your homework*’ or say ‘*my uncle is a very high man*’ but your language will sound unnatural and might perhaps confuse. Did you mean that your uncle is two metres tall or did you mean that he has high’ position in government or business? Learning collocations will also help you to increase your range of English vocabulary. For example, you will find it easier to avoid words like *very* or *nice* or *beautiful* or get by choosing a word that fits the context better and has a more precise meaning. This is particularly useful if you are taking a written exam in English and want to make a good impression on the examiners.”

Obviously, sentence as (a) ‘*I’m making research into the cause of collocation error*’ (b) ‘*The result was an extreme disappointment*’(c) ‘*We’ll experience many cost and few benefits will come.*’ are grammatically sound (i.e. use of tense, aspect, subject/ verb agreement are accurate) and the communication will be effective provided the individual words are known to the reader or listener. However, sentence (a), (b) and (c) would sound more native and natural like if following sentences are said instead (a) ‘*I’m doing research into the cause of collocation error*’ (b) ‘*The result was extremely disappointing*’ and (c) ‘*We’ll incur substantial costs and few benefits will accrue,*’ respectively.

Hill (1999:5) opines that “Students with good ideas often lose marks because they don’t know the four or five most important collocations of a key words that is central to what they are writing about” As a result, they

resort to the most general items, often creating longer, wordier ways of defining or discussing the issue, thus increasing the chance of further errors. For instance, '*his disabilities will continue until he dies*' rather than '*he has permanent disability*', '*they have sex in wrong way*' rather than '*Sex abuse*', '*People have the right to say what they need*' rather than '*freedom of expression*'.

Another reason as to why collocation deserves importance is that it allows us to think more quickly and communicate more effectively. "Native speakers can only speak at the speed they do because they are calling on a vast repertoire of ready made language, immediately available from their mental lexicon. Similarly, they can listen at the speed of speech and read quickly because they are constantly recognizing multiword units rather than processing every word by word" (Lewis, 2000).

McCarthy et al. (2005:6) learning collocations is a good idea because they can:

- give you the most natural way to say something: *smoking is strictly forbidden* is more natural than *smoking is strongly forbidden*.
- give you alternative ways of saying something which may be more colourful/expressive or more precise: instead of repeating *it was very cold and very dark*, we can say *it was bitterly cold and pitch dark*.
- improve your style in writing: instead of saying *poverty causes crimes*, you can say *poverty breeds crimes*; instead of saying *a big meal* you can say *a substantial meal*. You may not need or want to use these informal conversations, but in writing they can give text more variety and make it read better.

1.2 Review of the Related Literature

One problematic question that remains unresolved concerns whether or not having a large store of vocabulary and a basic knowledge of grammar are enough for fluent and successful communication in second language acquisition. (Rudzka, Channell, Ostyn, and Putseys, 1985) Learners lack knowledge of collocation patterns of lexical items makes them to be prone to all sorts of collocation than grammatical errors which can be more disruptive in communication than grammatical error. (Taiwo, 2004). Although, it is generally accepted that collocations are both indispensable and at the same time problematic for foreign language learners, collocation patterns have never been a major focus of teaching and research in our country. Consequently, no research work pertaining to the current title was found in the Department of English Education. However, some ground work found in different foreign universities have been cited here.

Hill (1999:4) carried out a research entitled 'Collocational Competence' in order to find out the cause of students' problem in learning English collocation. He found that lack of collocational competence can be a cause of EFL students' problems in learning English collocations. It may also be suggested that one reason for the EFL students' problems in learning English prepositions is that they usually try to learn the meaning and use of preparations individually without paying sufficient attention to their collocational properties.

Zarei (2002) in his research entitled 'Patterns of Iranian Advanced Learners' Problems with English Collocations' found that Iranian EFL learners have problems with English collocations. He classified English collocational patterns into ten categories of which the collocations of

prepositions are among the most problematic patterns, while adjective + adverbs' and 'fixed expressions' rank among the least problematic collocational patterns for them. Zarei (ibid) further concluded that knowledge of collocations is an essential part of achieving native – like competence in English. Delshad (1980), too, found that Iranian EFL/ESL students have difficulty in the use English prepositions. According to Delshad, (ibid) Iranian EFL students usually misuse or omit English prepositions.

Mahmoud (2005) undertook a research entitled 'Collocation Errors Made by Arab learners of English.' The purpose of his study was to collect, classify and analyze the collocation errors in the free written English of post intermediate and advance Arab learners of EFL. The findings of his study support the claim that Arab-speaking students commit errors when producing collocations in English, especially the lexical combinations and most of the incorrect lexical collocations found in this study were due to the interlingua transfer from the Arabic.

Koosha and Jafarpour (2006) carried out a research entitled 'Data Driven Learning and Teaching Collocation of Prepositions: The Case of Iranian EFL Adult Learners. They aimed i. to determine the extent to which Iranian EFL learners' knowledge of collocation is affected by their L₁, ii. to find out if the knowledge of collocation of the prepositions could differentiate among the different level of EFL learners' proficiencies, and iii. to see if concordancing materials presented through Data-Driven learning (DDL) have any effect in the teaching/learning collocation of prepositions. They conclude that their first research objectives stating that ESL/EFL learners sometimes transfer collocations in their first language inappropriately to the second language, and language interference is the major cause of learners' error in the second language production.

Concerning the findings of the second research objective, they concluded that knowledge of the collocations can be used as a factor to determine the general proficiencies of the EFL learners. Their research in the third objectives revealed that DDL is superior to conventional classroom teaching since students taught through this method over performed the students taught through traditional methods.

Although, the research works cited above have been carried in the collocation, the current study stands in stark contrast with them. Firstly, no research has been carried out to spotlight the case of Nepali learners of EFL in the use of collocation patterns. In addition, unlike the existing researches, present study analyzed collocation errors which could reveal the problem that EFL learners encounter and the suggest some practical ways. These suggestions could help the teachers to help learners minimize collocation errors in the EFL classrooms.

1.3 Objectives of the Study

The objective of study were as follows:

- To analyze the frequency of collocation patterns used by master's level students of Nepal.
- To ascertain the proficiency of the students in the use of collocation.
- To suggest pedagogical implications.

1.4 Significance of the Study

This study attempts to find out the use of lexical collocation by the master's level study of Nepal. Since making appropriate collocations use is crucial for making precise, hence, effective use of language in speaking and writing, the problems of students in collocations and the remedial

measures highlighted by this research will be helpful for all involved in language teaching and learning.

Thus, the current study is expected to add one more ring to the still short chain of study in the area of lexis in general and the area of collocations in particular. The research can also help teachers and EFL specialists find appropriate way of dealing with collocation problem in the EFL classroom. Moreover, the researcher hopes that the findings will have considerable importance to the textbook designers, prospective teachers, students, researchers and all those who are interested in language teaching and learning.

1.5 Definition of the Specific Terms

Collocational range or collocability : The potentiality of the items to collocate.

Collocational restriction: A term analogous to the notion of selection restrictions of generative grammar.

Syntagmatic tendency/relation : Syntagmatic relations are the relation of co-occurrences. A linguistics element enters into syntagmatic relations with other elements at the same rank with which it forms a serial structure related to linear stretches of writing or the temporal flow of speech.

Paradigmatic tendency/relation : Paradigmatic relation is the relation of substitutability. An element is said to be in paradigmatic relations with other elements which may appear in a given content and which are mutually exclusive in that context.

Collocates: terms which co-occur or form collocation or show syntagmatic tendency.

CHAPTER TWO

METHODOLOGY

The following methodology was adopted to carry out this research.

2.1 Sources of Data

In order to accumulate the required data and to achieve the objective specified, the researcher relied on both the primary and secondary sources of data.

2.1.1 Primary Source of Data

The primary source of the data of the study were the masters level students majoring in English, particularly in Kathmandu Valley. These students were tested by a set of pre-determined questions containing objective and subjective test items.

2.1.2 Secondary Source

Various books, Journals, articles, and research works relevant for the current research were used as the secondary sources. Lewis (2000), Taiwo (2004), Mahmoud (2005) McCarthy et al. (2006) and Koosha, and Jafarpour (2006) were the major secondary sources.

2.2 Sampling Procedure

The total population of this study were the students studying as master's level and opting English as their major subject. Altogether 52 students were selected for the purpose of the study. Two colleges namely - University Campus, Kirtipur and Mahendra Ratna Campus, Tahachal, from Kathmandu district were selected through purposive sampling. Twenty six students from each of these colleges were selected as the

informants for the purpose of the research using simple random sampling (SRS) method.

2.3 Tools for Data Collection

A set of test item was designed to collect the required data for the study. The tool of data collection included both subjective and objective test items that required the students to deal with collocation problems. To ascertain the commonly used collocation patterns by the master's level students, five essay type questions were given. And the respondents were required to write an essay not exceeding 150 words in any one topic they liked. Likewise, a translation task that deliberately included collocation problems and some multiple choice questions including matching, crossing out the wrong collocation, selecting the best alternative etc. were assigned to those participants in order to determine the collocational knowledge of the participants and their problems with collocation.

2.4 Process of Data Collection

Having prepared the test items, the researcher visited selected two campus of Kathmandu district: University campus, Kirtipur and Mahendra Ratna Campus, Tahachal. After meeting the students on individual basis the researcher developed rapport with them. He convinced them that their response would not be revealed and would have no adverse affect on their image. After that, the researcher selected fifty two students considering the interest of the subject and the convenience of the researchers. Finally, he distributed the test papers in order to administer the test and provided the necessary direction to each part of the test they were going to take.

2.5 Limitations of the Study

The proposed study had the following limitations

- i. The research was limited to the study of English collocations in use, particularly, the lexical collocations.
- ii. The sample size of this study was only 52 students studying masters level.
- iii. Only the master's level students specializing in English from sampled colleges under the auspices of Tribhuvan University were taken as the subject of the study.
- iv. Only the students studying in two campuses of Kathmandu Valley were taken under consideration.
- iv. The medium of data collection was only the written work including both subjective and objective type questions.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data. The main concern of the researcher was to ascertain the collocation patterns commonly used by the researcher and their proficiency in the use of collocation. In accordance with the set objectives, the researcher collected the data through pre-set objective and subjective test and the data were coded. The data so obtained were tabulated and graded descriptively and analytically and then analyzed and interpreted using simple statistical tools of measurement. The analysis and interpretation of the data were done under different headings.

3.1 Overall Proficiency of the Students

The proficiency of the students in the use of different patterns of collocation was analyzed in totality under this heading.

Table 3: Overall Result of Students' Proficiency

Test score (in per cent)	Number of students receiving scores	Percentage
80-100	-	-
60-79	6	11.54
40-59	43	82.69
20-39	3	5.77
00-19	-	-

The above table shows that most of the students' (82% out of fifty two students), proficiency in the use of collocation is average (i.e. 40-59). Only 11.54 per cent of the total fifty two students are put under good proficiency level. However, only three students i.e. 5 per cent of total respondents is under the category of below average proficiency level. No students, got the poor proficiency level.

Table 4: Proportion of the Correct and Incorrect Response

Collocation pattern	Correct response	Incorrect response	Correct response in per cent	Incorrect response in per cent
Adj. + Noun	321	303	51.44	48.56
Verb + Noun	290	282	50.70	49.30
Noun + Verb	259	209	55.34	44.66
Adv. + Adj.	245	223	52.35	47.65
Verb + Adv.	171	297	36.54	63.46
Total	1286	1314	49.46	50.54

The above table shows the proportion of correct and incorrect response in different collocation patterns. From the table, it is evident that the number of correct responses is greater than the number of incorrect responses. However, it is not true of verb and Adverb combinations. In the case of verb and adverb combinations, the number of correct responses is considerably less than that of the incorrect response. Moreover, in other case too, the number of correct response is not substantially higher.

It is evident from the above table that unlike the case of collocation patterns used, students' proficiency in the use of these collocation patterns was symmetrical. It showed that students are aware of the collacability of the words, though they did not make frequent use of those collocation patterns.

3.2 Overall Frequency of the Collocation Patterns Used by the Students

The frequency of the different collocation patterns used by the master's level students in an Essay of around 150 words was analyzed in totality under this heading.

Table 5: Overall Frequency of the Collocation Patterns

Collocation patterns	Verb + Noun	Verb + Adv.	Noun + Verb	Adj. + Noun	Adv. + Adj.	Total
Frequency	166	67	54	523	14	824
Percentage	20.15	8.13	6.55	63.47	1.70	100

The above table compares the frequency of the different collocation patterns used by master level student's in an essay containing 150 words. Altogether 52 essays written by 52 master's level students were examined. As shown in the table, 824 collocation patterns were detected out of which 523 collocation i.e. 63.47 per cent were of adjective + noun, 166 collocations i.e. 20.15 per cent collocations were of verb + noun combination, 61 collocations i.e. 8.13 per cent of the collocation were formed by the combination of verb and adverb. 54 collocations i.e. 6.55 per cent by noun-verb combinations and 14 collocations i.e. 1.70 per cent by adverb and adjective combination. Thus, adjective-noun, verb-noun, verb-adverb, noun-verb and adverb-adjective were the most frequently to least frequently used collocation patterns.

3.3 Frequency of the Different Collocation Pattern Used by Male and Female Students

Use of the different collocation patterns by male and female students of different campuses was compared in terms of the frequency in this table.

Table 6: Frequency of the Collocation Patterns Used by the Boys and the Girls

Variables		Sample Size	Verb + Noun	Verb + Adv.	Noun + Verb	Adj. + Noun	Adv. + Adj.
MRC	Boys	13	40	15	12	119	2
	Girls	13	36	20	17	125	4
TU	Boys	13	49	17	11	155	5
	Girls	13	41	15	14	124	3

The above table basically compares the frequency of the collocation of different patterns used by boys and girls of MR and University Campus. The sex ratio was equal in each campus i.e. 13 each.

Both in MRC and University Campus, adjective + noun collocation was the most frequent of all the types and verb-noun combination was the second in terms of the frequency of the occurrence in students' composition. However, Adverb-Adjective collocation was used negligibly in comparison to the rest of the patterns of collocation.

3.4 Frequency of Collocation Patterns by Campus and Sex

Students' use of the different collocation patterns in accordance with their campuses and sex was analyzed under this sub-heading. For this the obtained data were tabulated under different headings. Frequency of the collocation patterns used by male and female students of the campuses under study are presented in the table that follows.

Table 7: Frequency of Collocation Patterns Used by the Male Students of UC

S.N.	Verb + Noun	Verb + Adverb	Noun + Verb	Adj. + Noun	Adv. + Adj.
1	4	2	-	20	-
2	4	2	3	18	1
3	-	5	1	6	1
4	6	-	3	13	-
5	1	-	-	8	1
6	4	3	-	12	-
7	4	2	-	9	2
8	1	-	-	18	-
9	2	1	1	7	-
10	2	-	-	10	-
11	6	-	-	15	-
12	12	2	-	10	-
13	3	-	3	10	-
Total	49 (20.68%)	17 (7.17%)	11 (4.69%)	155 (65.40%)	5 (2.11%)

The above table reveals that male students of University Campus made uneven use of the collocation patterns. They preferably used the collocation patterns of adjective + noun combination but they made the rare use of the collocation adverb + adjective combination, noun + verb combination etc. Of all the collocation patterns 155 (i.e. 65.40%) were of adjective + noun combination and 49 (i.e. 20.67%) were of verb-noun patterns.

Table 8: Frequency of the Collocation Patterns Used by Female Students of UC, T.U.

S.N.	Verb + Noun	Verb + Adverb	Noun + Verb	Adj. + Noun	Adv. + Adj.
1	4	2	1	13	-
2	3	-	-	10	1
3	2	-	2	12	-
4	2	1	-	8	-
5	1	1	3	7	-
6	4	2	-	9	1
7	2	2	1	10	-
8	5	-	1	16	-
9	3	-	1	12	-
10	5	3	1	8	1
11	3	2	2	6	-
12	4	2	2	7	-
13	3	-	-	6	-
Total	41 (20.81%)	15 (7.61%)	14 (7.11%)	124 (62.94%)	3 (1.52%)

It is evident from the above table that the use of collocations of the Adjective noun combination was common to most of the female students. Of the total 197 collocations collected from them at University Campus, 124 collocations (62.94%) were of the Adjective + noun combination and 41(20.81%) of verb-noun combination. Students, too, used noun-verb combinations regularly. Only a few students used collocations of all the patterns.

Table 9: Frequency of the Collocation Pattern Used by Male Students of MRC

S.N.	Verb + Noun	Verb + Adverb	Noun + Verb	Adj. + Noun	Adv. + Adj.
1	4	2	1	12	-
2	2	1	-	13	-
3	2	-	2	8	-
4	1	-	-	7	-
5	4	1	3	10	-
6	6	-	-	8	-
7	4	1	1	8	-
8	2	2	1	10	-
9	6	2	1	9	1
10	4	1	1	9	-
11	2	3	2	10	1
12	3	2	-	8	-
13	1	-	-	7	-
Total	40 (21.28%)	15 (7.98%)	12 (6.38%)	119 (63.30%)	2 (1.06%)

On the basis of above table, it was found that male students of the Master level of MRC used the collocations but asymmetrically. Specifically, the above table displaying the frequency of collocation pattern shows that equal use of different collocation patterns is not done. Collocation patterns adjective - noun, for instance, was used quite frequently than other patterns. However, some students did not make use of some collocation patterns, Adverb-Adjective, for instance, even once.

Table 10: Frequency of the Collocation Pattern Used by Female Students of MRC

S.N.	Verb + Noun	Verb + Adverb	Noun + Verb	Adj. + Noun	Adv. + Adj.
1	2	-	2	8	-
2	1	-	-	7	-
3	4	2	1	10	-
4	2	2	1	9	1
5	4	2	-	18	-
6	3	-	-	10	1
7	2	1	4	9	-
8	2	4	-	8	-
9	5	-	1	9	-
10	2	2	2	10	1
11	3	4	1	12	-
12	4	2	2	8	1
13	2	1	3	7	-
Total	36 (17.82%)	20 (9.90%)	17 (8.42%)	125 (61.88%)	4 (1.98%)

The above table displays that female students of MRC, too, used the collocation patterns asymmetrically. As the boys, the girls of MRC used Adjective noun combinations more frequently than the other patterns. Use of Adverb and Adjective combination patterns was rare and some students did not use this pattern even once.

Table 11: Categories of the Evaluation of the Student's Performance

Percentage	Grade	Proficiency level
80-100	A	Excellent
60-79	B	Good
40-59	C	Average
20-39	D	Below average
00-19	E	Poor

Objective test items that subsumed multiple choice tests items, Crossing out the wrong word, pointing out natural or unnatural collocations, matching and incomplete translation exercise were administered to ascertain proficiency of the students in the use of collocations. The scores obtained by coding the informants' responses were graded following the standard grading scheme presented in the table above. Thus, excellent remarks was assigned to those students who secured eighty per cent and above of the total marks. Students' whose marks were sixty per cent and above but below eighty received good remarks. If the students obtained forty to fifty nine per cent, they were placed in the grade 'c'. Likewise, students who got twenty to thirty-nine per cent of the marks, were grouped in below average group. Finally, students obtaining nineteen per cent and below it were placed under the rank 'E' i.e. were said to have poor category.

3.5 Proficiency of the Students by Campus and Sex

Students' proficiency in the use of different collocation patterns in accordance with their campus and sex was analyzed under this heading. For this the obtained data was tabulated under different headings. Results of the proficiency test of the male and female students of the University Campus were then presented in the table in this section.

Table 12: Result of the Proficiency Test of the Male Students of TU in the Use of Different Collocation Patterns

S.N.	Adj. + Noun	Verb + Noun	Noun + Verb	Adv. + Adj.	Verb + Adj.
1	7	8	5	4	3
2	9	6	5	2	3
3	8	7	8	5	3
4	7	7	7	3	-
5	8	6	7	5	3
6	4	3	7	5	4
7	6	8	7	6	6
8	7	4	6	4	4
9	4	4	5	7	6
10	4	5	6	3	1
11	6	6	8	8	3
12	7	6	6	3	3
13	9	8	8	5	6
Total	86	78	85	60	45

The above table shows that the male students of University Campus had average proficiency level. Symmetrically can be seen in their proficiency in the use of different collocation patterns. However, students' proficiency in the use of verb and adverb combination was highly less than the other patterns.

Table 13: Result of the Proficiency Test of Female Students of T.U.

S.N.	Adj. + Noun	Verb + Noun	Noun + Verb	Adv. + Adj.	Verb + Adj.
1	8	6	4	3	3
2	7	4	1	5	4
3	6	6	3	5	3
4	8	6	4	3	3
5	4	7	5	4	5
6	8	6	4	5	3
7	7	8	6	4	2
8	6	6	4	5	4
9	7	6	3	4	3
10	5	7	5	3	5
11	8	6	4	6	2
12	4	6	6	4	3
13	6	5	3	3	5
Total	84	80	55	54	40

It is evident from the above table that female students of University Campus, as the male students, showed average proficiency level in the use of the collocations. In the use of the collocations of all the patterns, students' showed average performance except verb + adverb combination.

Table 14: Result of the Proficiency Test of the Male Students of MRC

S.N.	Adj. + Noun	Verb + Noun	Noun + Verb	Adv. + Adj.	Verb + Adj.
1	7	6	4	3	3
2	8	4	3	5	3
3	8	7	5	5	5
4	6	8	6	9	3
5	5	6	3	6	3
6	4	4	4	5	2
7	6	4	3	4	5
8	6	4	5	5	3
9	4	6	3	7	5
10	6	4	4	4	4
11	7	4	6	5	3
12	4	6	3	6	2
13	4	4	4	5	5
Total	75	67	53	69	46

The above table shows that male students of MRC had average proficiency in the use of the collocation of the total collocations given to find their proficiency, 75 adjective + adverb collocations were found correct. Similarly, 67 collocations of verb-noun combination, 53 collocations of noun-verb combination, 69 collocations adverb + adjectives combination and 46 collocations of verb adverb combination were found correct respectively.

Total 15: Result of the Proficiency Test of the Female Students of MRC

S.N.	Adj. + Noun	Verb + Noun	Noun + Verb	Adv. + Adj.	Verb + Adj.
1	7	8	5	4	3
2	8	8	8	5	3
3	8	6	7	6	-
4	6	4	6	4	4
5	4	4	6	3	4
6	6	8	6	3	1
7	9	6	4	5	3
8	8	4	5	5	4
9	4	4	4	7	5
10	6	4	3	6	6
11	5	5	4	4	2
12	4	4	5	5	3
13	4	3	3	5	2
Total	77	67	66	62	40

The above table shows that female students of MRC, as the male students, had average proficiency in the use of the collocation. Of the total collocations given to find their proficiency, 77 adjective + adverb collocations were correct. Similarly, 67 collocations of verb-noun combination, 66 collocations of noun-verb combination, 62 collocations adv. Adj. combination and 40 collocations of verb + adverb combination were found correct respectively.

3.6 Item wise analysis of the total Proficiency

Total proficiency of the students in the use of different items was analyzed in this heading. For this, tabulation of the obtained data was done according to the items as; students' result of the proficiency in the use of adjective + noun pattern, verb + noun pattern, noun + verb pattern, adverb + adjective pattern.

Table 16: Students' Result of Proficiency in the Use of Adjective+Noun Pattern

Test score (in per cent)	Number of students receiving scores	Percentage
80-100	-	-
60-79	13	25
40-59	26	50
20-39	13	25
00-19	-	-
Total	52	100

The above table shows that 25 per cent of the students got good marks. Twenty five per cent of the students got below average marks and the majority of the students i.e. 50 per cent got average marks in the use of adjective + noun combination.

Table 17: Students' Result of the Proficiency in the Use of Verb-noun pattern

Test score (in per cent)	Number of students receiving scores	Percentage
80-100	-	-
60-79	12	23.1
40-59	22	42.30
20-39	18	34.60
00-19	-	-
Total	52	100

The above table shows that the majority of the students' proficiency was average (i.e. 40-59). Only 23 per cent of twenty students had good proficiency level and 34 per cent of the total students had the proficiency level below the average and 42.3 per cent of the students had average proficiency level in the use of verb + noun combination.

Table 18: Students' Result of the Proficiency in the Use of Noun + Verb pattern

Test score (in per cent)	Number of students receiving scores	Percentage
80-100	4	7.69
60-79	15	28.85
40-59	23	44.23
20-39	10	19.23
00-19	-	-
Total	52	100

The above table shows that 7.69 per cent of the students had excellent proficiency level, 28.85 per cent of the students had good proficiency level, 44.23 per cent of the student had average proficiency level and 19.23 per cent of the students had proficiency level of below average.

Table 19: Students' Result of the Proficiency in the Use of Adverb + Adjective Pattern

Test score (in per cent)	Number of students receiving scores	Percentage
80-100	2	3.85
60-79	8	15.39
40-59	30	57.69
20-39	12	23.07
00-19	-	-
Total	52	100

On the basis of the above table, it was found that 3.85 per cent of the students' proficiency in the use of adjective adverb pattern of collocation was excellent. Likewise, 15.39 per cent had good, 57.69 per cent had average and 23.7 per cent has below average level.

None of the students is found to be poor, though adverb adjective pattern was the least frequently used. Students showed higher degree of proficiency in its use which made it apparent that the students are aware of the collocability of adverb + adjective.

Table 20: Students' Result of Proficiency in the Use of Adverb +Verb Pattern

Test score (in per cent)	Number of students receiving scores	Percentage
80-100	-	-
60-79	4	7.69
40-59	16	30.77
20-39	28	53.85
00-19	4	7.69
Total	52	100

The above table shows that most of the students' (i.e. 53.85%) proficiency level in the use of adverb + verb pattern of collocation is below average, 7.69 per cent of them have poor proficiency. However, none of the students got excellent remark and only a few of them had proficiency level above average.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of the data, the finding of the study can be summarized. The research was primarily concentrated to ascertain the commonly used collection patterns by the master level students and to point out their proficiency in the use of collocation.

4.1.1 Frequency of Collocation Patterns

- a. Adjective + noun combination was found to occupy 60 per cent of the total collocation. This was the most commonly used collocation pattern.
- b. Verb + noun combination was the frequently used collocation pattern after adjective + noun combination.
- c. Verb + noun collocation pattern was followed by verb-adverb combination, and then by noun verb combination in terms of the frequency of its occurrence in the learners written work.
- d. Collocation formed, by adverb + adjective combination (which occupied only 1.39 per cent of the total collocation pattern) was the least used collocation pattern.

4.1.2 Proficiency in the Use of Collocation

- a. The overall proficiency of the students was found to be average since they secured 45.96 per cent in total and nearly 82.96 per cent out of the 52 students (i.e. 43 students) had average proficiency level.

- b. Students proficiency in the use of adjective + noun collocation, adverb + adjective collocation, noun + verb collocation, verb + noun collocation was satisfactory since they secured 51.44 per cent, 52.35 per cent, 55.34 per cent, 50.70 per cent respectively, which is above 50 per cent and above the overall proficiency level.
- c. Most of the students made errors in the use of the collocation of verb + adverb combination. Their overall proficiency in the use of verb + adverbs collocation is below average 36.54 per cent. Only 38.46 per cent (i.e. 20 students) was found to have proficiency level of average and above it.
- d. Unlike, the frequency of the use of different collocation, their proficiency in the use was quite symmetrical except the case of verb + adverb collocation pattern, which showed their knowledge of collocability but in dormant state.

4.2 Recommendations

On the basis of findings following recommendations have been made for the present case:

- a. Collocations should be taught in context and not in isolation so that they can use them whenever necessary rather than just recognizing them.
- b. Not only the selection of collocations but also their teaching should be done with reference to L₁ because L₁ showed to be highly influential in the production of collocations.
- c. Teaching and learning of English lexis should not be restricted to course books. A course book can only serve as a guide to learning.

It cannot possibly handle the complex nature of lexical collocation acquisition. Teachers should encourage learners' creativity through the use of some aids to learning vocabulary such as, lexical matching and networks.

- d. Teachers should encourage students to be involved in extensive reading of a lot of literature written in English. This will not only expose them to a massive amount of vocabulary, but also help them to discover and acquire new collocations.
- e. ESL learners should also be encouraged to make effective use of English dictionaries, especially the ones written with learners in focus. The dictionary is a trusted and respected repository of facts about the lexicon of a language. Dictionaries such as, the Collins COBUILD English Dictionary (CCED), BBC English Dictionary (BBCED), and Oxford Advanced Learner's Dictionary (OALD), which were based on extensive naturally occurring data are particularly good for the acquisition of the collocation properties of English lexical items.
- e. Adequate attention should be drawn to collocations in the teaching of register. There is a tendency for ESL learners to see two items that belong to the same register as collocates.
- f. It is also important that English language teachers focus attention on some common collocations, which will help learners to be precise in their language use.
- g. Lastly, teachers should emphasize areas of differences in the collocation patterns of the mother tongue (MT) and the target language (TL).

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ENGLISH COLLOCATION IN USE

Dear Sir/madam,

This questionnaire has been designed for the purpose of my research entitled 'English Collocation in Use: A Case of Master Level Students in Nepal' under the guidance of Mr. Prem Bahadur Phyak, Lecturer, Department of English Education, T.U., Kirtipur. Your co-operation in completing the questionnaire will be of great value to me. Please feel free to put your response required to the questionnaire. I assure your response will merely be used as information for the research and will have no harmful after effects for you as well as the others.

Name of Student :

Date :

Level : Master

Institution's Name :

Attempt all the questions

1. Tick the best answer the suits in the blank given :

- a. I'm admirer of your work.
- | | |
|--------------|-----------------|
| a. an ardent | b. triumphant |
| c. state | d. considerable |
- b. I'm sure, he's got the job. he's walking ground with a air.
- | | |
|--------------|-----------------|
| a. an ardent | b. triumphant |
| c. stale | d. considerable |
- c. The news of the merger and the threat of job losses has caused considerable among the work force.
- | | |
|-------------|--------------|
| a. allusion | b. allowance |
| c. alarm | d. applause |
- d. He made an emotional to keep his job but he'd made too many mistakes and I had to let him go.
- | | |
|------------|-----------------|
| a. appeal | b. announcement |
| c. anomaly | d. apology |

Write Which of the following italicized combinations sounds natural/unnatural. Write 'N' if sounds natural and 'U' if sounds unnatural in the box provided.

- a. I am *making research* into the cause of collocation error. []
- b. How many students have *enrolled on the course*. []
- c. I am *doing research* into the cause of collocation error. []
- d. how many students have *undertaken the course*. []
- e. He got *maximum marks* in the listening test. []
- f. He got *top marks* in the listening test. []
- g. *Rescue personnel* are still looking for survivors. []
- h. *rescue workers* are still looking for survivors. []
- i. here tragic story *brutally illustrates* how vulnerable children can be. []
- j. her tragic story *markedly illustrates* how valnerable children can be. []
- k. We *Strongly favour* reform of the system. []
- l. This incident could *seriously injure* the company's reputation. []
- m. The *earthquake shook* buildings through out the district.
- n. The *earthquake hit* the city at two in the morning. []
- o. The *pains began* shortly after she started her work as gardener. []
- p. The *data reflects* the magnitude of the problem. []

Match the Words in Column A with those given in Column B

A		B
1. bitterly	[]	1. happy
2. utterly	[]	2. ashamed
3. deeply	[]	3. stupid
4. strongly	[]	4. disappointing
5. blissfully	[]	5. opposed
6. owl	[]	6. ticks
7. wolf	[]	7. howls
8. clock	[]	8. neighs
9. horse	[]	9. hoots

Fill in the blanks with a words(s) to find the English equivalent of given within expressions.

1. आउँदो संविधानसभाको चुनाव ।
..... CA election.
2. दिगो शान्तिको पुर्नबाहाली ।
Restoration of peace.
3. सुहाउँदो मुल्य ।
..... price.
4. नेपाललाई गणतन्त्र राज्य घोषणा गर्ने ।
To Nepal a republic state.
5. अष्ट्रेलियाले लगातार तेस्रो पटक विश्वकप हातपायो ।
Australian won its third world cup.
6. उसले १५ वर्षको कलिले उमेरमा घर छाड्यो ।
He left his home at the age of 15.
7. प्रत्यक्षदर्शिहरुका अनुसार उत्तेजित भिडले सरकारको विरुद्धमा नारा लगाउँदै पाँच गाडिहरु तोडफोड ।
Eyewitnesses claimed that the agitated mass
slogans against government and five
vehicles.