

**A STUDY OF THE ACHIEVEMENTS MADE BY
MYANMAR TERTIARY LEVEL STUDENTS IN THE
USE OF LEXICAL COLLOCATIONS IN ENGLISH**

PhD DISSERTATION

MYAT SOE

**DEPARTMENT OF ENGLISH
UNIVERSITY OF YANGON
MYANMAR**

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ABSTRACT

Lexical collocations are an essential part of the English language. The students of English in Myanmar tend to learn its vocabulary in isolation, and they can presumably make errors in the use of lexical collocations in English. Why they make errors in the use of lexical collocations needs to be investigated. The present research was based on the hypotheses: (i) Myanmar tertiary level students have acquired English lexical collocations to some extent but they still have difficulties in using certain English lexical collocations and (ii) Myanmar tertiary level students make collocation errors due to mother tongue interference. To prove these hypotheses, the research was conducted with 220 first year English specialization students from the selected universities and 70 first year non-English specialization students from Yangon University of Foreign Languages. These subjects were given three objective tests – Fill-in-the-blank Test, Multiple-choice Test and Matching Test. 50 lexical collocation items each in seven lexical collocation types: Adjective + Noun, Verb + Noun, Verb + Adjective, Noun + Verb, Noun + Noun, Verb + Adverb, and Adverb + Adjective collocation types were used in these tests. The results of the investigation proved that Myanmar tertiary level students have acquired English lexical collocations moderately (55.35%). The results suggest that Myanmar EFL teachers need to make their students become aware of lexical collocations in English by drawing their attention to lexical collocations in texts and asking them to do collocation activities. In this way, it is hoped that the tertiary level students of English in Myanmar will be able to produce natural-sounding English.