A STUDY OF THE USAGE OF ENGLISH COLLOCATIONS IN SELECTED BUDDHIST LITERATURE

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ABSTRACT

This article is submitted in partial fulfillment for the thesis topic of "A Study of the Usage of English Collocations in Selected Buddhist Literature." The objectives of this study are (1) to explore the usage of English collocations of the keywords in selected Buddhist literature, and (2) to identify the types of combinations pertaining to the usage of English collocations of the keywords in selected Buddhist literature. The results derived from the current study through a documentary and qualitative method revealed that 1) the keyword *way* had the most frequent usage of English collocations in *What the Buddha Taught* with a frequency of 75 occurrences or 11.87%. The keywords *good* and *kind* had the most frequent usage of English collocations in *Good, Evil and beyond*. They both had the frequency of 61 occurrences or 8.32%. 2) The Adjective + Noun was the most frequent type of combination pertaining to the usage of English collocations of the keyword in both *What the Buddha Taught*, and *Good, Evil and Beyond*. There was a frequency of 192 occurrences or 30.38% and 307 occurrences or 41.88% respectively.

Keywords: English collocations, keywords, word list, concordance, frequency

1. Background and Significance of the Problem

In the era of globalization, learning English is important and essential in our daily lives as it is an important tool for communication, education, career, the pursuit of knowledge, and to create an understanding of the culture and vision of the world community. English is the universal language that is used as a medium for communication worldwide.

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A vast array of knowledge encompassing vocabulary, grammar, phonology, lexical items, pragmatics, and semantics has to be processed in order to properly learn the English language. According to Gough, vocabulary plays a significant role in carrying the content of what we want to communicate, while grammar joins groups of these vocabulary items together, "but most of meaning is in the words."(C. Gough, 2001:3) in a similar manner, Lewis stated that, "without grammar little can be conveyed; without vocabulary nothing can be conveyed. Acquiring a large vocabulary is one of the most important tasks for everyone, especially those of second/foreign language learners or users." (M. Lewis, 2000:8) based on a lexical approach introduced by Michael Lewis in 1993, vocabulary should be the most important aspect in teaching English because "language is grammaticalised lexis, not lexicalised grammar." (M. Lewis, 1993:95) Therefore, according to Michael Lewis, vocabulary is a very crucial component of teaching English because the lexis is central in meaning and grammar is secondary when creating meaning in words.

Recent studies have also shown that vocabulary consists of various kinds of prebuilt chunks. "Native English speakers tend to store a large amount of language in chunks. The most important chunks are called collocations."

Collocations are the way in which particular combinations of two or more words are used frequently and naturally in native English spoken and written language such as 'answer an advertisement, desk job, rancid butter, and lie ahead'. For decades, collocation has become one of the main concerns in English language education.

Collocation, according to McIntosh et al., is the way words combine in a language to produce natural-sounding speech and writing. For example, in English, the words 'strong wind' and 'heavy rain' go together well. It would not be normal to say 'heavy wind' or 'strong rain'. (C. McIntosh, B. Francis, R. Poole, 2012)

Collocation runs through the whole of the English language. No piece of natural spoken or written English is totally free of collocation. For the student, choosing the right collocation will make his or her speech and writing sound much more natural, more native-speaker-like, even when basic intelligibility does not seem to be at issue. A student who talks about strong rain may make himself or herself understood, but it requires more effort on the part of the listener and ultimately creates a barrier to communication. (Ibid, P. v.)

Moreover, in order for English language learners to communicate in a more effective, natural way and increase their language competence, many linguists believe that knowledge of collocations, acquiring an adequate amount of collocations in their vocabulary, and having the ability to use them correctly is paramount.

Hill emphasized the importance of collocations by stating that the first and most important reason why collocations are significant is that the way words combine in collocations is fundamental to all language use. (J. Hill, 2000:47-69) Likewise, Woolard stressed the importance of collocation learning by stating that "learning more vocabulary is not just learning new words, it is often learning familiar words in new combinations". (G. Woodlard, 2000:31)

Nowadays, English is very essential in propagating Buddhism especially in knowing English collocations. Collocations are all around us and appear in a variety of media, ranging from songs, movies, newspapers, to literature. Particularly, Buddhist literature is one type of the different discourses that contains a number of collocations.

Mastering the usage of English collocations in both Buddhist literature, What the Buddha Taught, and Good, Evil and Beyond: Kamma in the Buddha's teaching, where they both contain not only the Buddha's essential teachings, but also incorporate a great abundance of English collocations which will definitely enhance English collocations usage efficiency.

What the Buddha Taught, by Venerable Dr. Waipola Rahola, is considered an important introductory piece on Theravada Buddhism. The excerpts from the ancient texts provide clear and readable explanations of important Buddhist teachings. Dr. Walpola Rahula (1907-1997) was a Buddhist monk and scholar who was from Sri Lanka. Dr. Walpola Rahula was also a scholar and writer. He was the first bhikkhu to hold a professional chair in the western world, and is considered to be one of the intellectuals of the 20th century.

Good, evil and Beyond: Kamma in the Buddha's Teaching, another Buddhist literature, by Venerable P.A. Payutto and translated from Thai by Bruce Evans, is based on a single chapter from Buddhadhamma. Venerable P.A. Payuto is especially renowned for his magnum opus on Theravada Buddhism titled, Buddhadhamma. He is also known by his current monastic title, Phra Bhramagunabhorn. He is an eminent Thai Buddhist monk, an intellectual, and a

prolific writer. He is among the foremost glittering Buddhist scholars in Thai Buddhist history.

As per the reasons outlined above, studying the usage of English collocations in selected Buddhist literature will enhance communication in English as well as aiding Buddhists in propagating the dhamma.

2. Objectives of the Study

This study is aimed 1) to explore the usage of English collocations of the keywords in selected Buddhist literature, and 2) to identify the types of combinations pertaining to the usage of English collocations of the keywords in selected Buddhist literature.

3. Research Methodology

3.1 Research Design

This current study employed a documentary and qualitative method in order to explore the usage and types of English collocations of keywords in selected Buddhist literature.

3.2 Sources of Data

The sources of data for this study are the two selected Buddhist literature. They are selected because both contain not only the Buddha's essential teachings, but also incorporate a great abundance of English collocations. For this study, the electronic versions of What the Buddha Taught (W. Rahula, 2016), and Good, Evil and beyond (P.A. Payutto, 2016), were downloaded from the internet. The sample group of data for this study is the usage of English collocations of the top 50 most frequent keywords in selected Buddhist literature.

3.3 Research Tools

The AntConc 3.4.4w (Windows) (L. Anthony, 2014), the main research tool used in the initial step, is the latest version available during the time of conducting this research. There are two main features that are used for this research in this software: Word list and Concordance.

Word list function is used in the process of compiling a listing of vocabulary. The list of vocabulary is generated in alphabetical and frequency order which allows for lexical comparison of texts.

Concordance function is among the most popularly used features in finding the common collocates of given words in corpus study. The chosen words are shown with the text in its left and right collocates. These are seen in the form of sentence lists.

The second research tool used in the initial and second step for data collection and data analysis is the Microsoft Excel 2013 program to generate various necessary databases in this current study. The third research tools are the Oxford Collocations Dictionary for students of English (2012), and Longman Collocations Dictionary and Thesaurus (2013) which are used for analyzing and verifying the usage of English collocations, and their types of combinations in this current study.

3.3.1 Selection of 50 keywords by using Word list function and MS Excel 2013 program

The computer software that is employed to count the frequency of keywords found in each selected Buddhist literature is called AntConc 3.4.4w (Windows) using its feature, Word list. Shown in Figure 1 and 2 are samples of screenshot of the top 10 words with the most frequency of occurrences in the Word list.

Word List Results 1				Word List Results 1		
Word Types: 6668		Word Tokens: 54447		Word Types: 3793		Word Tokens: 34456
Rank	Freq	Word		Rank	Freq	Word
1	3229	the		1	2146	the
2	1842	of		2	1512	of
3	1746	and		3	1077	and
4	1330	is		4	934	to
5	1132	to		5	849	is
6	1076	a		6	694	in
7	1023	in		7	689	a
8	555	he		8	637	kamma
9	531	not		9	465	are
10	528	it		10	409	or

Figure 1 Sample of the Word lists in WBT   **Figure 2** Sample of the Word lists in GEB

Then, the computer database is generated by the researcher by using Microsoft Excel 2013 to store each Word list from, What the Buddha Taught (WBT), and Good, Evil and Beyond (GEB), in order of most frequent occurrence. Then, function words including auxiliary verbs, conjunctions, determiners, prepositions, pronouns, articles, and quantifiers, are manually filtered out from both Word lists.

Table 1 Samples of the first 10 top 50 most frequent keywords in SBL.

Rank	What the Buddha Taught		Good, Evil and Beyond	
	Keywords	Frequency	Keywords	Frequency
1	Buddha	315	kamma	637
2	mind	165	good	188
3	bhikkhus	161	actions	149
4	truth	152	social	139
5	life	145	law	136
6	mental	140	mind	133
7	self	136	results	116
8	see	115	life	94
9	things	112	people	90
10	man	106	body	84

The top 50 most frequent occurrences of keywords in selected Buddhist literature (SBL) are analyzed, selected, and presented. Shown in Table 1 are samples of the first 10 keywords of the top 50 most frequent keywords in selected Buddhist literature (SBL).

3.3.2 Finding Common Collocates of 50 Keywords by using Concordance Function and MS Excel 2013 program

Next, the Concordance function of AntConc 3.4.4w (Window) Tools is used in finding the common collocates of given keywords. In doing so, the keywords from Table 1 are applied to the Concordance function. Shown in Figure 3 are samples of the first 10 Concordance Hits of the keyword **mind** in What the Buddha Taught (WBT).
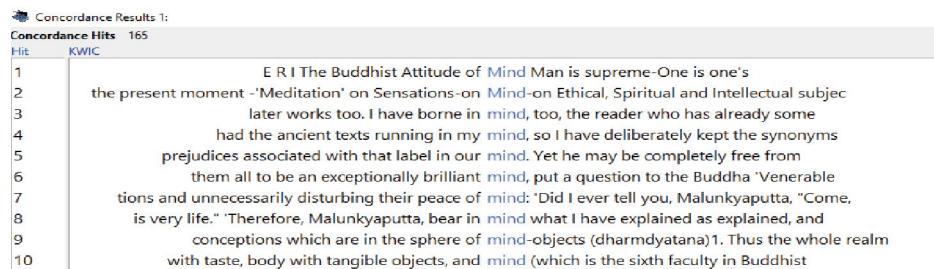
Figure 3 Samples of Concordance Results of the Keyword **mind** in WBT

3.4 Data Collection

The data are collected by using the research tools described in the previous section for the purpose of exploring the usage of English collocations of the

keywords, and identifying the types of combinations pertaining to the usage of English collocations of the keywords in selected Buddhist literature.

3.5 Data Analysis

Step 1

1. Every line of the data obtained from Concordance Results are manually analyzed, collected, and typed by the researcher in respective categories by using the list of McIntosh et al.'s collocations types of combinations, the Oxford Collocations Dictionary for students of English (2012), as well as Longman Collocations Dictionary and Thesaurus (2013) as references to explore the usage of English Collocations of the Keywords in Sentences.

2.The obtained results from both selected Buddhist literature are being Analyzed sentence by sentence. Finally, the results are analyzed in terms of frequency and percentage for the most frequent usage of English collocations of the keywords. The results are then reported by using table presentation.

Step 2

1. The obtained data from the step 1 are selected and analyzed in terms of The types of combinations and calculated in terms of frequency and percentage, and are reported by using table presentation.

4. Results

Step 1: Results of Research Question 1

Research question 1: What are the most frequent usage of English collocations of the keywords in the selected Buddhist literature?

Table 3 The Most Frequent Usage of English Collocations of the Keywords
in WBT

No.	Keywords	English Collocations	Freq.	Per-centag	Types of Combinations
1	way	same way	5	6.67	adj. + n.
	n.	own way	1	1.33	adj. + n.
		practical way	1	1.33	adj. + n.
		right way	1	1.33	adj. + n.
		show the way	2	2.67	v. + n.
		find a way	1	1.33	v. + n.
		finds the way	1	1.33	v. + n.
		in this way	39	52.00	prep. + n.
		on the way	2	2.67	prep. + n.
		in this -way	1	1.33	prep. + n.
		on his way	1	1.33	prep. + n.
		on my way	1	1.33	prep. + n.
		way to	9	12.00	n. + prep.
		way out of	1	1.33	n. + prep.
		a way	6	8.00	n. - p.
		in every way	1	1.33	n. - p.
		in some way	1	1.33	n. - p.
		way out	1	1.33	n. - p.
		Total	75	100.00	11.87%

As shown in Table 3, the results revealed the keyword *way* had the most frequent

Usage of English collocations of the keyword in What the Buddha Taught. There was a frequency of 75 occurrences or 11.80%. Among the frequency of 75 occurrences from the keyword *way*, the English collocations were as follows: (1) *same way*, (2) *own way*, (3) *practical way*, (4) *right way*, (5) *show the way*, (6) *find a way*, (7) *finds the way* with, (8) *in this way*, (9) *on the way*, (10) *in this way*, (11) *on his way*, (12) *on my way*, (13) *way to*, (14) *way out*, (15) *a way*, (16) *in every way*, (17) *in some way*, and (18) *way out*.

Table 4 The Most Frequent Usages of English Collocations of the Keywords in GEB

No.	Keywords	English Collocations		Freq.	Percentage	Types of Combinations
1	good adj., n.	good results		10	16.39	adj. + n.
		good deeds		6	9.84	adj. + n.
		good fortune		4	6.56	adj. + n.
		good friend		4	6.56	adj. + n.
		good life		2	3.28	adj. + n.
		good speech		2	3.28	adj. + n.
		good behavior		1	1.64	adj. + n.
		good deal		1	1.64	adj. + n.
		good deed		1	1.64	adj. + n.
		good direction		1	1.64	adj. + n.
		good education		1	1.64	adj. + n.
		good friends		1	1.64	adj. + n.
		good harvest		1	1.64	adj. + n.
		good people		1	1.64	adj. + n.
		good reputation		1	1.64	adj. + n.
		good things		1	1.64	adj. + n.
		good views		1	1.64	adj. + n.
		is good		10	16.39	v. + adj.
		be good		5	8.20	v. + adj.
		are not good		2	3.28	v. + adj.
		is not good		2	3.28	v. + adj.
		become the good		1	1.64	v. + adj.
		are good		1	1.64	v. + adj.
		very good		1	1.64	adv. + adj.
			Total	61	100.00	8.32%
2	kind n.	any kind		4	6.56	adj. + n.
		another kind		1	1.64	adj. + n.
		certain kind		1	1.64	adj. + n.
		right kind		1	1.64	adj. + n.
		same kind		1	1.64	adj. + n.
		some kind		1	1.64	adj. + n.
		kind of		48	78.69	n. + prep.
		in any kind		1	1.64	prep. + n.
		of any kind		1	1.64	prep. + n.
		of one kind		1	1.64	prep. + n.
		of this kind		1	1.64	prep. + n.
			Total	61	100.00	8.32%

Shown in Table 4, the results revealed the keywords *good* and *kind* had the most frequent usage of English collocations of the keywords in Good, Evil and beyond. They both had a frequency of 61 occurrences or 8.32%. Among the frequency of 61 occurrences from the keyword *good*, the English collocations were as follows: (1) *good results*, (2) *good deeds*, (3) *good fortune*, (4) *good friend*, (5) *good life*, (6) *good speech*, (7) *good behavior*, (8) *good deal* , (9) *good deed*, (10) *good direction*, (11) *good education*, (12) *good friends*, (13) *good harvest*, (14) *good people*, (15) *good reputation*, (16) *good things*, (17) *good views*, (18) *is good*, (19) *be good*, (20) *are not good*, (21) *is not good*, (22) *become the good*, (23) *are good*, and (24) *very good*.

The keyword *kind* also had the most frequent usage with the frequency of 61 occurrences. Among the frequency of 61 occurrences from the keyword *kind*, the English collocations were as follows: (1) *any kind* with, (2) *another kind*, (3) certain kind, (4) *right kind*, (5) *same kind*, (6) *some kind*, (7) *kind of*, (8) *in any kind*, (9) *of any kind*, (10) *of one kind*, and (11) *of this kind*.

Step 2:   Results of Research Question 2

Research question 2: What are the most frequent types of combinations pertaining to the usage of English collocations of the keywords in the selected Buddhist literature?

Table 5 The Most Frequent Types of Combination Pertaining to the Usage
of English Collocations of the Keywords in *What the Buddha Taught* .

No.	Types of Combinations	Frequency	Percentage
1	Adjective + Noun	192	30.38
2	Nou + Preposition	141	22.31
3	Preposition + Noun	123	19.46
4	Verb + Noun	45	7.12
5	Phrase: Noun	42	6.65
6	Noun + Verb	36	5.70
7	Verb + Verb	16	2.53
8	Verb + Adjective	8	1.27
9	Verb + Preposition	7	1.11
10	Noun + Noun	6	0.95
11	Verb + Adverb	4	0.63
12	Adjective + Preposition	4	0.63
13	Adjective-Phrase	4	0.63
14	Adverb + Verb	3	0.47
15	Adverb + Adjective	1	0.16
16	Verb-Phrase	0	–
17	Quantifier + Noun	0	–
	Grand Total	**632**	**100.00**

Shown in Table 5, the results revealed that among the seventeen types of combinations, the Adjective + Noun was the most frequent type of combinations pertaining to the usage of English collocations of the keywords in What the Buddha Taught, with the frequency of 192 occurrences or 30.38%.

Table 6 The Most Frequent Types of Combination Pertaining to the Usage
of English Collocations of the Keywords in *Good, Evil and Beyond.*

No.	Types of Combinations	Frequency	Percentage
1	Adjective + Noun	307	41.88
2	Noun + Preposition	109	14.87
3	Noun-Phrase	102	13.92
4	Preposition + Noun	90	12.28
5	Verb-Phrase	42	5.73
6	Verb + Noun	40	5.46
7	Verb + Adjective	26	3.55
8	Noun + Verb	8	1.09
9	Verb + Preposition	5	0.68
10	Verb + Verb	1	0.14
11	Noun + Noun	1	0.14
12	Verb + Adverb	1	0.14
13	Adverb + Adjective	1	0.14
14	Adjective + Preposition	0	–
15	Adjective-Phrase	0	–
16	Adverb + Verb	0	–
17	Quantifier + Noun	0	–
	Grand Total	**733**	**100.00**

Shown in Table 6, the results revealed that among the seventeen types of combinations, the Adjective + Noun was the most frequent type of combinations pertaining to the usage of English collocations of the keywords in Good, Evil and beyond, with the frequency of 307 occurrences or 41.88%.

5. Discussion

The benefit of the usage of English collocations in both Buddhist literature revealed a great abundance of English collocations which will definitely help in communication in English and enhance English collocations usage efficiency. This will also aid Buddhists in propagating the dhamma. One can benefit from this study by analyzing the Buddhist words that are repeated throughout the literature. The repetition of the words is evidence of how Buddhist words play an important role in understanding oneself.

Understanding the usage and types of collocations in Buddhist literature is beneficial because it provides a comprehensive view of the emphasis on Buddha's teachings. A reader is able to learn about the important teachings of the Buddha and how it applies to one's life. For example, the keyword *way* allows readers to take a closer look at the ways in which they are practicing Buddha's teachings: *same way*, *own way*, and *practical way*. By reflecting on the various ways of life, a person can be a better person.

Another advantage of learning about the collocations in Buddhist literature is to help us learn about the differences in other Buddhist literature. One Buddhist literature may focus on a particular way of practice such as "own way" while another literature may emphasize "right way." By taking a closer look at the repetition of words in collocations, we can have a better understanding of what is most important in Buddhist literature.

6. Suggestions for future study

First, any future study should have a greater number of data. There should be more Buddhist literature from various eminent writers selected to gain a clearer picture of the usage of English collocation in selected Buddhist literature.

Second, future researchers who are interested in the dhamma as well as English collocation might want to study the English collocations in Tripitaka. The Tripitaka contains not only the Buddha's teachings, but also incorporate a tremendous amount of data in terms of word tokens or running words.

In conclusion, a future study should be conducted using other examples of Buddhist literature that are similar to the Tripitaka or the Tripitaka itself.   By comparing other examples that contain collocations, one can form a comprehensive view of how literature is developed in Buddhist literature.

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