

## Frequency and Collocational Meanings of Near-synonymous Adjectives in Secondary School Level English Textbooks in Pakistan: A Corpus-based Study

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### Keywords

- Collocations
- Collocational Meaning
- Frequency
- Corpus
- Pakistani English Textbooks

### Abstract

*This paper reports results of the research study that explored and analyzed frequency distribution of the three selected adjectives 'Great', 'Large' and 'Big' and their collocates as well as the collocational meanings of these adjectives in English textbooks of the four provinces that are used for teaching English at secondary school levels. The academic register of British National Corpus (BNC) and Oxford Advanced Learner's Dictionary (OALD) were used for comparison and as reference points. Corpus of Pakistani English Textbooks (COPET) was developed, consisting of eight English textbooks for grade IX and X. The study followed the framework of senses and meanings of Biber, Conrad and Reppen (1998). Antconc 3.4.4 was used to extract frequencies of the selected nodes and their collocates for analysis. The data sets were analyzed both quantitatively and qualitatively. Analysis of the results shows that the selected near-synonymous adjectives occur in higher frequency in COPET as compared to academic register of BNC. The two corpora do not correspond with regard to ranking and frequency of the top ten collocates of these adjectives. Both the corpora convey the same meanings of the selected words. However, academic register of BNC imparts additional meanings of 'Great' and 'Big' at some places. There is some correspondence between meanings conveyed by the selected adjectives in OALD, academic register of BNC, and COPET but OALD carries a greater variety and range of meanings of the selected words whereas COPET falls quite short in this capacity.*

## 1. Introduction

Lexical knowledge is essential for acquiring proficiency in English and the selection of appropriate vocabulary items to appear in textbooks is a prerequisite for effective vocabulary teaching (Okamoto, 2015). However, textbook writers and designers use their intuitions rather than using systematic methods while deciding the lexical items to include in their textbooks (Cangir, 2021). Collocations, being an important component of vocabulary learning; play a crucial role in second language learning. Many researchers have emphasized their role in developing and increasing competence in L2 vocabulary, communication, and proficiency (Lewis, 1997; Sadeghi, 2010; Vasiljevic, 2014). It is this aspect of vocabulary which, if taught in different contexts; can affect overall language capability of the second language (L2) learners. In order to attain fluency in language similar to the native speakers, it is essential for L2 or English as a foreign language (EFL) learners to have an understanding of the collocations; being unanalyzed chunks, and then to produce the same being important part of acquiring language (Farrokh, 2012).

Textbooks are the only resources with which EFL learners interact and their encounter with collocations depends largely on the textbook content and the coverage of collocations (Wang & Good, 2007). Research evidence suggests that little attention is paid to collocations and the variation of collocations is limited in the textbooks in EFL contexts (Alfiandita & Ardi, 2020). According to Warsi (2004), textbooks in Pakistan largely fall short of fulfilling the linguistic needs of English language learners. Although Aftab (2011) contends this view and considers the textbooks to be linguistically appropriate, she points out an important issue related to textbooks writing in Pakistan, i.e., lack of training of materials and textbook writers. Thus, English language textbooks writing and development is largely driven by intuitions and it is not informed by systematic ways or research.

As stated earlier, collocations are not given importance in textbooks. Researchers, in recent years; have started focusing much on corpus-based studies of collocations and the use of concordances in order to help L2 and EFL learners develop and improve their vocabulary and lexical knowledge. While various corpus-based studies have been carried out on collocations in different parts of the world, there is no corpus-based study till now in Pakistan on collocations as well as their frequency distribution and meanings in English textbooks of the secondary level. Thus, the present study aimed at exploring the frequency distribution of the three selected adjectives 'Great', 'Large' and 'Big' and their collocates and analyzing the meanings that these adjectives impart with respect to their collocates in different contexts in the selected secondary level Pakistani English textbooks in comparison with OALD and BNC.

### 1.1 Research Questions

This study had the following research questions:

- i. How much frequently do the three selected adjectives 'Great', 'Large' and 'Big' occur in the corpus of Pakistani English textbooks (COPET) and how much their frequency of occurrence corresponds to that found in the academic register of British National Corpus (BNC)?

- ii. What are top ten collocates of the three selected adjectives in the COPET and the academic register of BNC and how far their frequencies of co-occurrence correspond in both corpora?
- iii. To what extent do the selected near-synonymous adjectives along with their collocates in the corpus of the selected textbooks correspond to the ones used in OALD and academic register of BNC with respect to their meanings?

## 2. Literature Review

The importance of collocations in attaining proficiency has been recognized by several researchers (Ellis, 2001; Forqura, 2006; Henriksen, 2013; Schmitt, 2010; Wray, 2002). Keeping in view the importance of collocations for L2 learners, various corpus-based studies have been carried out on collocations and their use in English for Academic Purposes (EAP) and English for Specific Purposes (ESP). Corpus-based and corpus-driven approaches get an added significance when it comes to finding collocations and patterns of multiple words in different registers. For example, Biber (2009) in his corpus-driven study explored patterns of multiple words used commonly in writing and conversation. In another study, Biber (1996) examined how corpus-based strategies could be used to analyze “association patterns” which were complex, especially the organized ways in which linguistic characteristics were employed.

L2 learners depend upon input and textbooks are one of the most important sources of input. Insufficient use of collocations in language textbooks results in lack of collocational knowledge which leads to issues such as the inability to use vocabulary items productively. Thus, both incorrect and inappropriate use of collocations may lead to misunderstandings and lack of knowledge (Henriksen, 2013, p. 49). According to Vasiljevic (2014), insufficient knowledge with respect to usage of phrases of collocations in course books can be a big impediment in the advancement of learners. Similarly, Nesselhauf and Tschichold (2002) state that students who lack collocational knowledge face difficulties in using appropriate word combinations to express their thoughts.

Keeping in view the importance of collocations in textbooks for L2 learners, their type and frequency in textbooks in ESP and EAP contexts have been researched by a number of researchers (Alipour, Reza, & Biria, 2014; Menon & Mukundan, 2012; Wei, 2016). Likewise Molavi, Koosha, and Hosseini (2014) analyzed how lexical collocations were distributed in three series of English textbooks taught in Iran. Findings showed that collocations used in textbooks lacked similarity with the native speakers’ language and were not very helpful in real life conversations. While comparing verb-noun in the four revised English I textbooks and four former English I textbooks for Japanese high school students, Koya (2004) found that little attention was paid to collocations in the selected books.

Wang and Good (2007) examined the repetition of verb-noun collocations in the series of English textbooks in southern Taiwan for senior high schools. In order to identify the repetitions of such collocations in the corpus of textbooks, they used a computer-based program. They found that these collocations were repeated from three to five times. In addition, 80% of the collocations occurred 1 to 5 times in the selected textbooks. Findings revealed that a very small number of repeated collocations were used in the textbooks

which led to the difficulty of language acquisition. Moreover, they suggested explicit instruction to make up for limited exposure of students to collocations in these textbooks. Alfiandita and Ardi (2020) studied the types and variations of collocations in Lembar Kerja Siswa (LKS) English books for high school students of grade X, XI, and XII. Findings of their study show that the writers of English LKS books paid little attention to the use and variation of collocations in these books. Ali, Ali, and Ghani (2020) investigated the frequency and types of collocations in intermediate level Pakistani English textbook and found that some collocations that are very rarely used by the native speakers occur with high frequency and some combinations of words in the selected textbook are not found in the BNC or COCA (Corpus of Contemporary American English). According to them, the repetition of collocations in the selected textbook is not systematic.

Synonymy in English language is a complex but important linguistic feature. Although synonymous or near-synonymous words pose unique challenge to L2 and EFL learners, research evidence suggests that collocations increase understanding of these words (Webb & Kagimoto, 2011, p. 263). Moreover, knowledge of collocations is also helpful in getting rid of the ambiguity related to synonymous words. Biber et al., (1998) are of the view that the real use of words is important for the learners to know as the simple meanings are not sufficient. Katharina and Malgorzata (2014) in their study examined six synonymously used adjectives, i.e., ‘pleasant, nice, lovely, kind, gorgeous, and friendly’. In the first place, definitions of selected six adjectives were compared and their differences and similarities were also highlighted with the help of three online dictionaries. Using COCA, they analyzed the selected adjectives along with their nominal collocates through their raw frequency and MI scores. Findings suggested that the definitions of those adjectives need to be improved by inclusion of the description of near synonyms. Phoocharoensil (2010) investigated the following five synonymous words in English: plead, ask, appeal, request, and beg with reference to their stylistic, lexical, and syntactic information. Findings of the study suggested that corpora could help learners in providing additional sample sentences having those synonyms which would further help them to grasp their more subtle interpretations.

Review of the selected literature discussed in this section reveals that (1) frequency, range, and variation in the use of collocations is important in English textbooks for L2 and EFL learners to improve their lexical knowledge, (2) collocations help in understanding the meanings and use of synonymous and near-synonymous words, and (3) collocations and their use in textbooks is a widely researched area in different parts of the world but no corpus-based study on use and frequency of collocations and collocational meanings of the near-synonymous adjectives in English textbooks of secondary level is found in Pakistan. Thus, the present research endeavor fills in this research gap. It explores and analyzes frequency distribution of the three selected adjectives ‘Great’, ‘Large’, and ‘Big’ and their collocates as well as the collocational meanings of these adjectives in English textbooks that are used for teaching English at secondary school levels in Pakistan.

### 3. Research Methodology

The study used both qualitative and quantitative methods and followed the conceptual framework of senses and meanings provided by Biber et al., (1998) for the analysis of collocational meanings and data. According to Biber et al., (1998), ‘each collocate of a

word' has the tendency 'to be associated with a single sense of the word', thus the study of collocations provides us with 'a deeper understanding of the meaning and use of a word' (p.8-9).

### 3.1 Development of the Corpus and Compilation of the Data

Certain considerations such as selection, size, and mark-up were taken into account in the corpus development. The Corpus of Pakistani English Textbooks (COPET) consists of the eight English textbooks with a total of 53681 words (i.e., four textbooks for class or grade IX and four for grade X) that are used for teaching English at secondary level in the four provinces of Pakistan (i.e., The Punjab, Sindh, Khyber Pukhtunkhwa, and Baluchistan). As far as data selection is concerned, only the lesson units written by Pakistani writers were selected while the ones written by native writers were excluded. In order to compile the data, the selected texts were scanned and converted into searchable and editable data through Google Keep for greater accuracy (i.e., almost 90%). Thereafter, the scanned data was double checked in order to get 100% accuracy and validity. Separate files for each chapter were prepared and coded.

### 3.2 Procedures of Data Selection and Analysis

Three most frequent near-synonymous adjectives, i.e., 'Great', 'Large', and 'Big' were selected from COPET with the help of AntConc3.4.4. Minimum frequency of adjectives was determined to be 30 for the selected adjectives. While making the selection of the words, top 50 frequent adjectives from BNC were considered that were then tallied with the adjectives which most frequently occurred in COPET. 'Great', 'Big', 'Large' fell in 50 top frequent adjectives in BNC.

The selected adjectives along with their top ten collocates and their textual contexts were extracted from COPET, using AntConc3.4.4; and BNC, using concord function of the program. Further, high-frequency collocates of the selected adjectives were determined on the basis of co-occurrence within span position 1 on the right side and 0 on the left side. Frequency threshold of  $f > 1$  was applied. Then the meanings of selected near-synonymous adjectives were identified from OALD to see how much their meanings were different from or similar to textbooks meanings. A comparison was drawn between the collocations used in COPET and BNC (in this study BNC refers to its academic register) with reference to the meanings they conveyed in both the corpora.

## 4. Results and Discussion

This section deals with the analysis and discussion of results related to frequency and meanings of the selected adjectives along with their collocates as used in the COPET as well as their correspondence to the ones used in OALD and BNC. The first research question aimed at exploring the frequency of occurrence of the three selected adjectives in COPET and the correspondence of their frequency distribution to the ones in BNC.

### 4.1 Frequency Distribution of the Selected Adjectives in COPET and BNC

Results in the Table 1 below show that 'Great' occurs the most in COPET with normed frequency of 17.14 per ten thousand words (normed frequencies are used instead of raw frequencies in order to neutralize the effect of the different sizes of COPET and BNC).

Similarly, normed frequency of 'large' is 10.00 and normed frequency of 'Big' is 05.96. 'Big' occurs the least as its normed frequency is 05.96 per ten thousand words. On the basis of normed frequency 'Great' occurs the most in COPET followed by 'Large' and 'Big'.

**Table 1**

*Distribution of Frequencies of the Three Selected Adjectives in COPET and in Academic Register of BNC*

S.No	Adjectives	Raw Frequency in COPET	Normed Frequency in COPET	Raw Frequency in BNC	Normed Frequency in BNC
1	Great	92	17.14	11071	07.22
2	Large	54	10.00	9780	06.38
3	Big	32	05.96	884	00.58

The same pattern is observed in the academic register of BNC regarding the most frequent and the least frequent adjectives. In academic register of BNC, 'Great' occupies the first rank in terms of occurrence amongst the selected adjectives on the basis of normed frequency (07.22) per ten thousand words whereas 'Large' is at second place having normed frequency of 06.38. 'Big' is at third place with its normed frequency (00.58) per ten thousand words. Although the normed frequencies of the selected adjectives are higher in COPET than the ones in the academic register of BNC, the patterns of occurrence and rank of these adjectives correspond to each other in both corpora.

#### 4.2 Top Ten Collocates of the Three Selected Adjectives in COPET and BNC

The second research question aimed at finding out the top ten collocates of the selected adjectives and the frequencies of co-occurrence of these collocates in both the corpora. Results in Table 2 below show some similarities and differences in both corpora. As the normed frequencies per ten thousand words of the top ten collocates of the selected adjectives in COPET indicate, the most frequently co-occurring collocates of the 'Great' are 'Role' (0.75), and 'Deal' (0.56). The remaining collocates of 'Great' have the same normed frequencies, i.e., 0.37. In academic register of BNC 'Deal' is the most co-occurring collocate of 'Great' on the basis of normed frequency (0.42) per ten thousand words, followed by 'Role', 'Difference', and 'Part' having the normed frequencies (0.01). 'Great' does not collocate with 'Discipline' in the academic register of BNC and there is not a single collocate of 'Great' which occupies the same place in both the corpora. The only correspondence between the two corpora is in terms of similar nine words as collocates of 'Great'.

**Table 2**

*Top Ten Collocates of Great, Large, and Big and their Frequencies in COPET and BNC*

Adjectives	Collocates In COPET	Raw Frequency	Normed Frequency	Collocates In BNC	Raw Frequency	Normed Frequency
<b>Great</b>	Role	4	0.75	Deal	648	0.42
	Deal	3	0.56	Role	20	0.01
	Stress	2	0.37	Difference	19	0.01
	Progress	2	0.37	Part	16	0.01
	Poet	2	0.37	Pleasures	7	0.005
	Part	2	0.37	Stress	5	0.003
	Love	2	0.37	Poet	5	0.003
	Discipline	2	0.37	Love	4	0.003

	Difference	2	0.37	Progress	3	0.002
	Pleasures	2	0.37	Discipline	/	/
<b>Large</b>	Number(s)	7	1.30	Number(s)	1093	0.71
	Quantities	4	0.75	Areas	122	0.08
	Boats	2	0.37	Quantities	91	0.06
	Gatherings	2	0.37	Audiences	15	0.009
	Audiences	2	0.37	Gatherings	2	0.001
	Cuts	2	0.37	Cuts	2	0.001
	Areas	2	0.37	Retinue	1	0.001
	Sitting room	1	0.19	Boats	/	/
	Sack	1	0.19	Sitting room	/	/
<b>Big</b>	Enough	3	0.56	Smiles	45	0.03
	Cities	3	0.56	Cities	27	0.02
	Source(s)	2	0.37	Enough	17	0.01
	Town	1	0.19	Stones	12	0.01
	Stones	1	0.19	Pool	6	0.003
	Smiles	1	0.19	Town	4	0.002
	Pool	1	0.19	Source(s)	1	0.001
	Cave	1	0.19	Cave	/	/
	Crops	1	0.19	Crops	/	/
	Barrages	1	0.19	Barrages	/	/

In both corpora, 'Number(s)' is the most frequent collocate of 'Large' with the normed frequencies of 1.30 and 0.71 respectively in BNC and COPET, followed by 'Quantities' (0.75), 'Boats', 'Gatherings', 'Audiences', 'Cuts', 'Areas' (0.37), and 'Sitting room', 'Sack', 'Retinue' (0.19) in COPET and 'Areas' (0.08), 'Quantities' (0.06), 'Audiences' (0.009), 'Gatherings', 'Cuts', 'Retinue' (0.001) in BNC. 'Large' does not collocate with 'Boats', 'Sitting room', and 'Sack' in BNC. Analysis of these results indicate that 'Number(s)' is only most frequently co-occurring collocate of 'Large' in both corpora, and the seven collocates of 'Large' are the same in COPET and BNC but their rank patterns differ from each other. As far as 'Big' is concerned, its most frequent collocates are 'Enough' and 'Cities' (0.56), followed by 'Sources' (0.37) and 'Town' (0.19) in COPET whereas 'Smiles' (0.03), followed by 'Cities' (0.02), 'Enough' and 'Stones' (0.01) are the most frequent collocates of 'Big' in BNC. In addition, it does not collocate with 'Cave', 'Crops', and 'Barrages' in the academic register of BNC. This indicates that there is no similarity in any pattern in both corpora except the seven collocates of 'Big'.

Analysis of the frequency distribution and ranking of collocates of three selected near-synonymous adjectives show great differences which indicates that there is no correspondence among the top ten collocates in the two corpora with respect to their rankings as well as frequencies. Moreover, analysis of raw and normed frequencies also reveals that number and variation of the collocates of the three most frequently occurring near-synonymous adjectives is very limited in the selected Pakistani English textbooks which points to a very serious limitation in the English textbook writing and development in Pakistan.

### 4.3 Collocational Meanings of the Selected Adjectives in COPET, BNC, and OALD

The third research question aimed at analyzing meanings conveyed by the selected near-synonymous adjectives along with their collocates in the corpus of the selected textbooks and the extent of correspondence to the ones used in OALD and academic register of BNC with respect to their meanings.

**4.3.1 Meanings conveyed by 'Great'.** First, 'Great' imparts the sense of being extraordinary in effectiveness when it collocates with 'role' in COPET and BNC:

She played a **great role** in the Crimean war. (S910)

The United Nations should itself play a **greater role**...(FYTW\_ac\_humanities\_art)

Similarly, 'Great' conveys the same sense (i.e., extraordinary in degree) when it collocates with 'pleasure', 'stress', 'progress', 'love', 'discipline' and 'difference' in COPET and BNC but these collocations are used for diverse entities. With collocates 'pleasure/s' and 'love' 'Great' refers to abstractions (emotions) being in a state of intensity which is above average:

...the **greatest pleasures** of life come from reading books. (B1009)

...nothing had ever given him **greater pleasure** than forcing the Dutch to give way once more... (HY5W\_ac\_humanities\_art)

Secondly, with collocate 'stress', in both corpora, 'Great' refers to (i) degree of pressure and (ii) sense of emphasis which is above average. Thirdly, 'Great' collocating with 'poet' conveys the meaning of showing exquisite quality/ies in COPET and BNC:

Iqbal is generally known as a **great poet**. (S905)

Finally, 'Great' collocating with 'part' refers to a portion of someone's life or a land which is very large:

He devoted a **great part** of his life to the study of Islam. (S905)

Analysis reveals that the collocational meanings conveyed in COPET are the same in BNC. However, additional meanings are conveyed in BNC. Firstly, 'Great part' refers to effective role which someone or something plays. Secondly, it also conveys the sense of being enormous in degree. Lastly, 'Great' collocating with 'deal' refers to big quantity of abstract entities' in both corpora:

... gained **great deal** of experience. (S1004)

Given that the remotely sensed data add a **great deal** of information...(CM2W\_ac\_humanities\_arts)

Analysis of the meanings of 'Great' in COPET reveals that it conveys collocational meanings of (i) being extraordinary in degree, (ii) size which is quite large, (iii) emphasis, and (iv) exquisite quality/ies. In BNC, it imparts all the meanings conveyed in COPET besides some additional meanings. Interestingly, the sense of being enormous in degree is conveyed in COPET by 'Great pleasure', 'Great love' and 'Great role' while the same meaning is conveyed in BNC by 'Great part'. OALD gives fourteen definitions of 'Great'



only four of them are imparted in COPET. Its meanings in OALD completely match the ones in COPET.

**4.3.2 Meanings conveyed by 'Large'.** Firstly, 'Large' collocating with 'number(s)' conveys the meaning of big quantity of concrete things in COPET and BNC:

... malaria would kill **large number** of people. (B1007)

The same sense is conveyed in both corpora when 'Large' collocates with 'audiences', 'gatherings', 'retinue' and 'quantity':

There were **large audiences** for the underground journals... (CG0W\_ac\_humanities\_arts)

In BNC, 'large' is used for big quantity of diverse entities (minerals, food) and for abstractions (complaints and deaths) quite contrary to COPET.

Similarly, 'Large' suggests the meaning of big physical size with respect to land when it collocates with 'area(s)', 'sitting room', 'city', and 'continent'. These collocations convey the same meanings in BNC but 'Large area' is used for abstractions as well. 'Large' also imparts the same sense of big size of physical object when it collocates with 'boats', 'cuts', and 'sack' in COPET:

Hazrat Omar once carried on his shoulders a **large sack** of flour for a needy family. (S1005)

In BNC, 'Large' does not collocate with 'sack', 'sitting room' and 'boats'.

'Large' conveys the meanings of quantity and physical size of something which is big. Throughout the COPET, 'Large' has been used for concrete entities. On the other hand, in BNC, 'Large' conveys the same senses which are imparted in COPET but in BNC it is also used for abstract and diverse entities. There is a complete agreement in its meanings in COPET and OALD but out of the three meanings given in OALD only one meaning of 'Large' is imparted in COPET.

**4.3.3 Meanings conveyed by 'Big'.** 'Big' conveys the sense of having huge size of animate (mosquitoes) as well as inanimate (band aids) objects; particularly, when it collocates with 'enough':

...the band aid is **big enough** to cover the wounds. (S906)

In BNC, however; 'Big' gives two additional senses when collocating with 'enough'. Firstly, the sense of having huge size of something:

My arms aren't **big enough** to be wings. (W\_ac\_polit\_law\_edu)

Secondly, the sense of having physical growth, maturity and strength resulting from increase in age:

Sexually mature males are driven out of this group once they grow **big enough** to constitute a threat... (W\_ac\_soc\_science)

Similarly, when coupled with 'cities', 'town', 'stones', 'pool', 'cave' and 'crops'; 'Big' imparts the meaning similar to the collocation 'Big enough'—the size being quite large:

You have a **big pool** in your garden. (B1003)

In BNC, 'Big' conveys the same sense (due to collocates-cities, town and stones) imparted in COPET. In BNC, 'Big pool' refers to a large group of workers, quite contrary to its meaning in COPET where it refers to a large area of still water.

...there was a **bigger pool** of labour to draw from. (CAN W\_ac\_soc\_science)

There is no evidence of occurrence of collocates 'cave' and 'crops' with 'Big' in BNC. Analysis shows that 'Big' imparts same meaning of huge size of something in both corpora except in 'big pool'.

In COPET, 'Big' collocating with 'smiles' imparts the sense of degree which is large in size:

...her family came around with **big smiles** on their faces. (P907)

In BNC, this sense is conveyed but not through this collocation as it does not occur in BNC.

Secondly, when 'source' couples as a collocate of 'Big', the sense of major contributor to something is conveyed in COPET:

...grilling and piercing sound is a **big source** of noise pollution. (P909)

In BNC, this collocational meaning is not found.

Analysis of 'Big' with respect to its meanings in COPET shows that it imparts the meanings of (i) huge physical size of animate and inanimate entities and degree which is very large, and (ii) important. Whereas, apart from conveying the meanings found in COPET, it conveys additional meanings in BNC. 'Important' being the meaning conveyed by 'Big' in COPET is not conveyed in BNC.

Analysis also shows that OALD imparts eight meanings of 'Big', out of which only two meanings are conveyed in 'COPET', i.e., (i) huge physical size of animate and inanimate entities and degree which is very large, and (ii) important. Meanings of 'Big' given in OALD are in complete correspondence with the ones found in COPET.

## 5. Conclusion

Detailed analysis of near-synonymous adjectives along with their collocates regarding their meanings in COPET shows that they impart diverse collocational senses. It further reveals that same meanings are conveyed in both corpora. However, BNC imparts additional meanings of 'Great' and 'Big' while 'Large' conveys same meanings but for diverse entities and abstractions. At some places, COPET used collocations which were found missing in BNC showing that Pakistani writers seem to be tilted towards an altogether different variety that may be called Paklish.

Apart from the meaning of huge physical size, no other similarity is found in their collocational meanings showing that they take their own collocates conveying different meanings. Moreover, analysis also reveals that there is correspondence between meanings conveyed by these words in OALD and COPET but OALD carries immense variety of meanings of the selected words whereas COPET falls quite short in this capacity. Furthermore, it is surprising to note that one collocation imparts a variety of meanings and one meaning is conveyed by a variety of collocations. For example, 'Great pleasure', 'Great

love', 'Great progress', 'Great discipline', and 'Great difference', convey one meaning while 'Great part' and 'Great stress' convey more than one meaning. It is important to note that the analysis of results provides evidence that seven collocates of the three selected adjectives in COPET have not been found in the academic register of BNC, which shows them to be non-native or not native-like patterns. The findings related to the limited number and range of variation of collocates of the selected near-synonymous adjectives also point to a very serious limitation in textbook writing and development in Pakistan. Systematic ways and corpus-based information are essential for improving the standard and quality of English textbook writing and development in Pakistan, thus making them linguistically and lexically appropriate for Pakistani L2 English learners.

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Citation of this paper

Khalil, S., Muhammad, S., Hamid, N & Khatoon, S. (2022). Frequency and collocational meanings of near-synonymous adjectives in secondary school level English textbooks in Pakistan: A corpus-based study. *Erevna: Journal of Linguistics and Literature*, 6(2), 30-42.