



**The Effectiveness of Lexical Collocation Instruction on Students'
Collocation Knowledge and Writing Ability**

Phasinee Junjoem

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teaching English as an International Language
Prince of Songkla University**

2017

Copyright of Prince of Songkla University

Thesis Title The Effectiveness of Lexical Collocation Instruction
 on Students' Collocation Knowledge and Writing Ability
Author Miss Phasinee Junjoem
Major Program Teaching English as an International Language

Advisor

Examining Committee:

..... Chairperson
(Assoc. Prof. Dr. Thanyapa Palanukulwong) (Dr. Sirirat Sinprajakpol)

..... Committee
(Assoc. Prof. Dr. Thanyapa Palanukulwong)

..... Committee
(Dr. Usa Intharaksa)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as an International Language.

.....
(Assoc. Prof. Dr. Teerapol Srichana)
Dean of Graduate School

This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

..... Signature
(Assoc. Prof. Dr. Thanyapa Palanukulwong)
Major Advisor

..... Signature
(Miss Phasinee Junjoem)
Candidate

I hereby certify that this work has not been accepted in substance for any degree, and is not being currently submitted in candidature for any degree.

..... Signature

(Miss Phasinee Junjoem)

Candidate

ชื่อวิทยานิพนธ์	ประสิทธิผลของการสอนคำปรากฏร่วมประเภทคำศัพท์ต่อความรู้ด้าน คำปรากฏร่วมและความสามารถด้านการเขียนของนักเรียน
ผู้เขียน	นางสาวภาสินี จุลเจิม
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2559

บทคัดย่อ

งานวิจัยกึ่งทดลองนี้มีจุดประสงค์เพื่อศึกษาประสิทธิผลของการสอนคำปรากฏร่วมประเภทคำศัพท์ ในการเสริมสร้างความรู้เรื่องคำปรากฏร่วมและความสามารถด้านการเขียนของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลักสูตรวิทยาศาสตร์-คณิตศาสตร์ จำนวน 30 คน ในโรงเรียนมัธยมศึกษาของรัฐบาล เครื่องมือในการวิจัย ได้แก่ 1) แบบฝึกเรื่องคำปรากฏร่วมประเภทคำศัพท์ จำนวน 15 แบบฝึก เพื่อสอนคำปรากฏร่วม จำนวน 30 ชั่วโมง 2) แบบทดสอบความรู้คำปรากฏร่วม และ 3) แบบทดสอบการเขียนบรรยายภาพ ผลการวิจัยพบว่า หลังการทดลองคะแนนสอบความรู้คำปรากฏร่วมของกลุ่มตัวอย่างเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติ ($t = 10.29, p < .01$) กลุ่มตัวอย่างทำคะแนนดีที่สุดในการสอบคำปรากฏร่วมประเภท คำกริยา + คำนาม (*verb + noun*) ($t = 8.60, p < .01$) แต่ทำคะแนนต่ำสุดในการสอบคำปรากฏร่วมประเภท คำกริยา + คำวิเศษณ์ (*verb + adverb*) ($t = 1.44, p < .01$) อย่างไรก็ตาม พบว่ากลุ่มตัวอย่างมีปัญหาในการเรียนรู้คำปรากฏร่วมประเภท คำกริยา + คำวิเศษณ์ (*verb + adverb*) และ คำวิเศษณ์ + คำคุณศัพท์ (*adverb + adjective*) ผลการวิจัยยังพบว่า ความรู้ที่ได้รับจากการสอนคำปรากฏร่วมช่วยให้คะแนนข้อสอบเขียนบรรยายภาพหลังการทดลองของกลุ่มตัวอย่างสูงขึ้นอย่างมีนัยสำคัญ ($t = 3.41, p < .01$) ซึ่งแสดงให้เห็นว่า กลุ่มตัวอย่างได้รับความรู้จากการสอนคำปรากฏร่วม และสามารถนำความรู้นั้นมาใช้ในการเขียน จากผลการวิจัยดังกล่าว สามารถสรุปได้ว่าการสอนคำปรากฏร่วมมีประสิทธิผลต่อการพัฒนาความรู้ด้านคำปรากฏร่วมและความสามารถด้านการเขียนของผู้เรียน

คำสำคัญ : คำปรากฏร่วมประเภทคำศัพท์ การสอนคำปรากฏร่วม ความรู้ด้านคำปรากฏร่วม ความสามารถด้านการเขียน

Thesis Title	The Effectiveness of Lexical Collocation Instruction on Students' Collocation Knowledge and Writing Ability
Author	Ms. Phasinee Junjoem
Major Program	Teaching English as an International Language
Academic Year	2016

ABSTRACT

The current study aimed to examine the effectiveness of lexical collocation instruction in enhancing EFL students' collocation knowledge and writing ability. The participants in this quasi-experimental study were 30 Mathayom 6 EFL students who were studying in the Science-Mathematic Program at a public high school. There were three sets of instruments: 1) 15 lessons of collocation instruction for 30 hours of teaching, (2) a collocation test, and (3) a writing test. The results of the study showed that the participants' scores in the post collocation test increased significantly ($t = 10.29, p < .01$). The participants performed best on *verb + noun* collocations ($t = 8.60, p < .01$) and worst on *verb + adverb* collocations ($t = 1.44, p < .01$). However, *verb + adverb* and *adverb + adjective* were found to be problematic for participants to acquire in spite of instruction. Also, the participants' post writing scores increased significantly ($t = 3.41, p < .01$) with the use of more collocations, showing that participants benefited from collocation instruction. Participants appeared to have acquired and were able to use them in writing. As a result, the study seemed to suggest that collocation teaching was effective to help learners acquire collocation knowledge and this in turn helped improve their writing ability.

Keywords: lexical collocations, collocation instruction, collocation knowledge, writing ability

ACKNOWLEDGEMENT

I would like to gratefully acknowledge people who have contributed to the completion of my thesis. I owe my gratitude to all those people who have made this thesis possible. The invaluable knowledge I obtained from the instructors in Teaching English as an International Language program made me become a better English teacher and realized how much importance of the teachers. I would like to take this opportunity to express my gratitude to the many individuals who have assisted me in completion of my M.A. study.

First and foremost, I placed on record, my sincere gratitude to my thesis advisor, Assoc. Prof. Dr. Thanyapa Palanukulwong for the continuous support of my Master's Degree study and research, for her patience, motivation, enthusiasm, and immense knowledge.

Asst. Prof. Dr. Chonlada Laohawiriyanon and Asst. Prof. Dr. Kemtong Sinwongsuwat's insightful comments and constructive criticisms at different stages of my research helped me focus my ideas.

I am indebted to Dr. Kathleen Nicoletti who helped reviewing the language used on my research instruments.

Last but not least, I would also like to thank my family for the support they have provided for me through my entire life. I would like to deliver my heartfelt gratitude to all of them for their great support, assistance and encouragement. Without them, it would have been harder for me to accomplish this study.

Phasinee Junjoem

CONTENTS

ABSTRACT	v
ACKNOWLEDGEMENTS	vii
CONTENTS	viii
LIST OF TABLES AND FIGURES	x
LIST OF PAPER	xi
LETTER OF ACCEPTANCE	xii
 A SYNTHESIS REPORT	
1. Introduction.....	1
- Research Questions.....	4
2. Literature Review	4
2.1 The Definition of Collocations	4
2.2 Types of Collocations	5
2.3 Collocation Instruction	7
2.4 Related Studies	8
3. Research Methodology	13
3.1 Participants.....	13
3.2 Target Collocations	13
3.3 Research Instruments	13
3.4 Data Collection	15
4. Results.....	15
5. Conclusion and Discussion	22
7. Pedagogical Implications	25
8. Recommendations for Further Studies.....	25
 REFERENCES	 26
 APPENDICES	
Appendix A Lexical Collocation Lessons	32
Appendix B Collocation Test	55
Appendix C Writing Test	60

CONTENTS (Continued)

Appendix D	Criteria for Writing Evaluation	65
------------	---------------------------------------	----

ACCEPTED MANUSCRIPT

Paper	Effectiveness of Lexical Collocation Instruction on Students' Collocation Knowledge	69
-------	--	----

VITAE	84
--------------------	----

LIST OF TABLES AND FIGURES

TABLE

A SYNTHESIS REPORT

1	Types of Lexical Collocations	5
2	Types of Grammatical Collocations	6
3	Participants' Performances on Pre- and Post-Collocation Tests	16
4	Performance of High and Low Proficiency Participants on Pre- and Post- Collocation Test	18
5	Participants' Performances in Pre- and Post- Writing Tests	19
6	Comparison of High and Low Proficiency participants' Performance in Pre- and Post- Writing Test	21

PAPER

1	Participants' Performances on Pre- and Post-Collocation Tests	78
2	Results of High and Low Proficiency Participants on Pre- and Post- Collocation Test.....	79

FIGURES

A SYNTHESIS REPORT

1	Participants' performance on Pre- and Post- Collocation Test	17
2	Participants' Performances in Pre- and Post- Writing Tests	20

LIST OF PAPER

This thesis is based on the following paper:

Junjoem, P. & Palanukulwong, T. (2017). Effectiveness of lexical collocation instruction on students' collocation knowledge. *Electronic Journal Online Administrative System of Yala Rajabhat University*, 12, 112-125.

LETTER OF ACCEPTANCE



วารสารมหาวิทยาลัยราชภัฏยะลา

Journal of Yala Rajabhat University

ISSN 1905-2383

ที่ ศธ ๐๕๕๙.๐๖/๒๖

กองบรรณาธิการวารสาร
มหาวิทยาลัยราชภัฏยะลา
อำเภอเมือง จังหวัดยะลา ๙๕๐๐๐

๒๗ มกราคม ๒๕๖๐

เรื่อง การตอบรับบทความเพื่อเผยแพร่ในวารสารมหาวิทยาลัยราชภัฏยะลาฉบับพิเศษ

เรียน คุณภาสินี จุลเจิม และคุณธัญภา พลานุกุลวงศ์

ตามที่ท่านได้ส่งบทความวิจัย เรื่อง “ประสิทธิผลของการสอนคำปรากฏร่วมประเภทคำศัพท์ต่อความรู้ด้านคำปรากฏร่วมของนักเรียน (Effectiveness of Lexical Collocation Instruction on Students' Collocation Knowledge)” มาให้กองบรรณาธิการวารสารมหาวิทยาลัยราชภัฏยะลา พิจารณาเผยแพร่นั้น

บัดนี้ กองบรรณาธิการฯ ขอเรียนให้ท่านทราบว่า บทความวิจัยดังกล่าวได้ผ่านการพิจารณาถ้อยแถลงจากผู้ทรงคุณวุฒิให้สามารถเผยแพร่ได้ในวารสารมหาวิทยาลัยราชภัฏยะลา ฉบับพิเศษ เดือนกุมภาพันธ์ ๒๕๖๐ กองบรรณาธิการฯ ขอขอบคุณท่านที่ได้ส่งผลงานที่มีคุณภาพมารับการพิจารณาเพื่อเผยแพร่ออนไลน์ในเว็บบไซต์วารสารมหาวิทยาลัยราชภัฏยะลา (<http://research.yru.ac.th/e-journal/index.php/journal/index>) และหวังว่าท่านจะส่งผลงานในลักษณะดังกล่าวมาให้กองบรรณาธิการฯ พิจารณาเพื่อเผยแพร่อีกในโอกาสหน้า

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.รุ่งลาวัลย์ จันทรัตนานา)

บรรณาธิการ

กองบรรณาธิการวารสารมหาวิทยาลัยราชภัฏยะลา
133 ถนนเทศบาล 3 ตำบลสะเตง อำเภอเมือง จังหวัดยะลา 95000
โทรศัพท์/โทรสาร 073-299-635 อีเมล ejournal@yru.ac.th

1. INTRODUCTION

The aim of learning a second language is effective communication. In order to acquire a new language, learners need to know words to be used in that language (Taylor, 1990). Vocabulary knowledge is regarded as a fundamental element of learning a language. It is believed that a learner with a large and varied vocabulary will have better communicative competence (McCrostie, 2007). Vocabulary knowledge has two dimensions: receptive and productive (Nation, 2001; Zimmerman, 1998). Receptive knowledge is the ability to remember the form and retrieve the word vocabulary meaning while listening and reading. Productive vocabulary knowledge is the ability to regain and produce the appropriate spoken or written form of a word in the target language to express a meaning by speaking or writing (Nation, 1990). According to Wei (1999), to move from receptive to productive vocabulary knowledge, learners need to be able to combine words appropriately. This aspect of productive vocabulary is similar to the main characteristic of collocations.

Collocations consist of two or more words which are found together repeatedly and frequently in natural written and spoken language (Benson et al., 2009; Lewis, 2000; McIntosh, 2009). McCarthy and O'Dell (2005) define collocations as natural combinations of words and refer to the way English words are closely linked with each other. For example, *have an accident*, *convenience store*, *price increases*, *suggestion box*, *rise sharply* and *fully aware* are all collocations.

According to Hill (2000), 70% of spoken and written languages contain collocations; therefore, collocations are a crucial aspect of vocabulary acquisition (Ellis, 2001; Hill, 2000). The number of collocations is greater than words because several different collocations consist of many words (Lewis, 2000). A word has many meanings and various linguistic functions; so one word can combine with other words in different contexts. Most words collocate with other words and these collocates will help learners to remember the sequences and guess their meaning through the context (Nattinger, 1988; Schmitt and McCarthy 1997). For example, the verb *drink* is followed by a drinkable kind of liquid, e.g. *water*, *milk*, *liquor*, and so on (Hill, 2000). Although EFL learners do not know the meaning of the word following the verb *drink*, with their collocation knowledge they could guess its meaning and understand the context of the

sentence. In other words, learning the other words that often go with the target words will facilitate learners to use those words naturally (Redman, 2003).

According to Lewis (2008), lexical approach is based on the concept that language consists of significant chunks which are combined to produce continuous coherent text. Collocations are a necessary component of vocabulary knowledge as they are a key factor of native-speaker competence (McCarthy, 1990). It is widely known that collocation knowledge can differentiate native and non-native speakers (Ellis, 2001; Koya, 2006; McCarthy, 2004; Nation 2001). If EFL learners want to seem like a native speaker, they need the fluent use of collocations (Ellis, 1996).

Certain characteristic of collocations may cause problems for EFL learner. Lewis (1997) suggests that collocations are arbitrary. The arbitrariness is considered as the difficulty to acquire collocations for EFL learners. No fixed rule can explain why collocations were produced those ways, for example *do laundry*, but *make room*. However, collocations are found in every language and have their own ways to combine the words and this can be different from language to language (Redman, 2003).

The difficulties to acquire collocations are not only because of their arbitrariness but also because of EFL learners' ways of learning vocabularies. Bahns and Eldaw (1993) pointed out that although EFL learners may have studied a large number of vocabularies, they still lack the knowledge of collocations and have problems when they produce oral and written collocations. When EFL learners learn the target words, they learn them in isolation and memorize their form and meaning individually by translating them into their mother tongue (Namvar, 2012). This might make EFL learners have trouble with word combination. Even though two words have the same meaning, they might not be able to collocate with another same word, for example, *few knowledge* instead of *little knowledge*. Learners might be unable to produce collocations fluently when they need to use those collocations and often fail in the use of collocations in their spoken and written language.

When the learners directly translate words from their mother tongue to produce collocations, it is often found that those collocations are wrong. An example is Thai L1 interference. The word *price* means [rā:k^hä:] in Thai and the word *expensive* means [p^hε:ŋ] in Thai. Thai learners can say [rā:k^hä: p^hε:ŋ] in Thai and with low

collocation knowledge, they might say *expensive price* which is an unacceptable collocation in English. So the direct translation from their mother tongue could be another problem for EFL learners to acquire collocations (Bahns & Eldaw, 1993; Nesselhauf, 2003; Phoocharoensil, 2011).

Higuchi (1999) pointed out that as most EFL learners spent most their lives in non-English speaking countries and had little opportunity to communicate in English, the opportunity for them to learn and practice collocations was too narrow. Because of the lack of opportunity to express themselves in English, EFL learners found that acquiring English collocations was difficult. However, the significance of collocation instruction should be paid more attention and EFL instructors should be concerned about their learners' lack of collocation knowledge (Carter and McCarthy, 1988) because collocation knowledge could indicate learners' English proficiency.

Most of communication is produced in writing rather than speaking (Coulmas, 2003). Writing is to express the ideas' of writers to readers. Akyol (2010 cited in Akdal & Sahin, 2014) proposed that "writing is the skill of kinesthetically producing the symbols and signs require for expressing thoughts" (p.51). The texts need to be written using accurate grammatical and lexical forms in order to make the readers clearly understand. Although writing is a necessary requirement for EFL learners and is one of the most important communicative skills in English language acquisition (Hayes & Flower, 1986; Sharples et al., 1989), writing is generally known as the most difficult among all four main skills (Hapsari, 2011).

However, in second language learning, writing is used as a supporting skill to practice handwriting, write answers to grammar and reading exercises, and write dictation (Reid, 2001). Many EFL teachers reported that their students have problems in producing a native-like utterance or piece of writing (Bahn, 1993). In addition, some EFL learners are found to have difficulty expressing their ideas because of a lack of collocation knowledge and ability to use collocations (Hill, 2000). As suggested by McCarthy and O'Dell (2002), collocations help EFL learners write English in more natural and accurate ways. McIntosh (2009) also emphasized that, "no piece of natural spoken or written English is totally free of collocation." (p. 5). It can be claimed that learners' collocation knowledge could help them improve their writing ability.

The concept of collocations is also new in language education in Thailand; previously, collocations were not included in the English curriculum. Boonyasaquan (2006) noticed that although collocations play an important role in second language acquisition, teaching English in Thailand has limitations in implementing and integrating the approach to teach collocations in the classroom. Accordingly, it is necessary for this research to investigate the effectiveness of lexical collocation instruction on Thai EFL learners' productive collocational knowledge and writing ability. Furthermore, it aimed to explore which categories of lexical collocation were problematic for learners to acquire.

Research Questions

The research questions being addressed in this study were:

- 1) What effects, if any, did lexical collocation instruction have on learners' knowledge of lexical collocations?
- 2) Which categories of lexical collocations were problematic for learners to acquire?
- 3) To what extent did learners use lexical collocations in their writing?

2. LITERATURE REVIEW

2.1 The definition of collocations

Benson, Benson, & Ilson (2009) define collocations, free combinations, and idioms as phrases. A set of collocation consists of 2 parts: a node and collocate. A node is a lexical item which co-occurs with other words and under examination while a collocate is any lexical item which appears with the node (Sinclare, 1966). For example, in *quick response*, *quick* is a node and *response* is its collocate. Collocations are lexical chunks which are found frequently and relatively fixed, for example, *ride a bicycle*, *confirmed bachelor*, and *tall building* while free combinations are not fixed and not regularly repeated, for example, *buy a bicycle*, *wealthy bachelor*, and *new building*.

Laufer and Waldman (2011) point that collocations will disappear if learners know the meaning of single words. For example, *bake a cake*, *take a chance*

and *do the trick* are collocations. When learners know the meaning of the single words: *bake, cake, take, chance, do* and *trick*, they will understand the meaning of these collocations easily. On the other hand, idioms have a greater complexity behind the meaning of the single words in those idioms. For example, *take a cake, his foot in his mouth* and *money in stock and bond* are idioms. Even though the learners know the meaning of the single words; *take, cake, his, foot, in, mouth, money, stock* and *bond*, they may not understand what these idioms mean.

2.2 Types of collocations

Collocations are categorized in various concepts (Lewis, 2000; Benson et al., 2009). One of those is the concept of Benson et al. (2009). Benson et al.(2009) generally classified collocations into two main categories: six types of lexical and eight types of grammatical.

Lexical collocations consist of two or more words that are nouns, verbs, adjectives and adverbs.

Table 1: Types of Lexical Collocations

Type	Form	Example
L1	verb + noun	spend time
L2	adjective + noun	second home
L3	noun + verb	the wind whistles
L4	noun of noun	a blanket of fog
L5	adverb + adjective	deeply unhappy
L6	verb + adverb	recommend strongly

On the other hand, grammatical collocations are phrases that consist of a dominant word: a noun, verb or adjective combined with a preposition or grammatical structure.

Table 2: Types of Grammatical Collocations

Type	Form	Example
G1	noun + preposition	an agreement with
G2	noun + to infinitive	a decision to give
G3	noun + that clause	a suggestion that
G4	preposition + noun	by bus
G5	adjective + preposition	fair to
G6	adjective + to infinitive	difficult to find
G7	adjective + that clause	afraid that
G8*	Verb Pattern	
A	- SVO to O (or) SVOO	I give him a pen.
B	- SVO to O	They mentioned this issue to her.
C	- SVO for O (or) SVOO	She bought a shirt for him.
D, d	- SV prep. O (or) SVO prep. O	Our committee consists of six members.
E	- SV to infinitive	They want to work here.
F	- SV infinitive	He had better go.
G	- SVV (~ing)	He kept talking.
H	- SVO to infinitive	We forced them to leave.
I	- SVO infinitive	We let the children go to the park.
J	- SVOV-ing	We found the children sleeping on the floor.
K	- SV possessive v-ing	They love his clowning.
L	- SV(O) that clause	We hoped that the weather would be nice.
M	- SVO to be C	We consider her to be very capable.
N	- SVOC	We found them interesting.
O	- SVOO	The teacher asked the pupil a question.
P	- SV(O)a	He carried himself well.
Q	SV(O) wh-question	He wants what I want.

Type	Form	Example
R	- S(it)VO to inf. (or) - S(it)VO that clause	It puzzled me that they never answered the telephone.
S	- SVC (adj. or noun)	He became a teacher.
s	- SVC (adjective)	She looks fine.

* The eighth category of grammatical collocations, verb form, is classified into 19 categories (from A to S).

Due to the limitation of the duration, this current study focused on only lexical collocations.

2.3 Collocation instruction

Lewis (2000) and Nation (2001) suggest that collocations should be taught in order to develop EFL learners' productive and communicative abilities. Many scholars propose various techniques to teach collocations in order to improve learners' language proficiency.

Lewis (1993), in his lexical approach, suggested a pedagogical method to teach collocation. Learners must recognize collocations through receptive collocation tasks and need to memorize collocations using nonlinear recording formats: collocation tables and word trees. Teachers should not only encourage learners to practice using collocations through writing as much as possible but they should also correct the learners' collocation errors.

Wei's (1999) suggestions to teach collocation were to start with building learners' awareness. Due to the enormous number of collocations, it was too difficult for learners to memorize them all. It would be better if they had the concept of collocations. Teachers should allow EFL learners to practice collocations through the words that were common to them. Since the collocations, frequently used, were likely combined with equally frequent lexical items.

Hill (2000) pointed out that making learners aware of collocations was important in collocation learning. Teachers should encourage learners to know individual words and their collocational contexts. Learners must record collocations by key words, by topics, etc.

McCarthy and O'Dell (2005) suggested three stages to learn collocations. It started with the finding stage. Teacher should allow learners to

recognize the collocations. Then, at the recording stage, learners would be trained to memorize the collocations. Finally, at the practising stage, teacher needed to provide the opportunities for learners to practice using collocations.

As the conclusion, teaching collocations should start with raising learners' awareness of collocations. To memorize collocations, learners' should record them by nonlinear format or by key words. More opportunity for practising could help learners produce collocations fluently.

2.4 Related studies

2.4.1 Collocation knowledge and language proficiency

A number of studies have been conducted to measure EFL learners' collocation knowledge and its relation to language skills. They hypothesized that collocations might be the source of language proficiency.

Hsu (2007) examined the relationship between the quality of Taiwanese EFL college students' online writing and the use of English lexical collocations. The participants were both English and non-English majors. The study found a relation that collocation competence was a source of writing quality.

Bazzaz and Samad (2011) demonstrated the relationship between collocation knowledge and verb noun collocation used in the writing stories of Ph.D. Iranian learners. The result found a strong and positive relationship between collocation knowledge and the use of verb-noun collocations. The researchers also added that the learners at the Ph.D. level were willing to use their collocation knowledge in writing tasks.

Kim and Bae (2012) investigated the relationship between Korean university students' collocation competence and their reading and writing skills. Their study showed that there was a significant relationship between collocation competence and writing skills but not with reading skills.

Ganji and Beikian (2013) studied the relationship between knowledge of lexical collocations and speaking and writing proficiency. The correlation between lexical collocation knowledge and speaking test scores were not significant. However, there was a significant relationship between the student's writing test scores and lexical knowledge.

Based on the findings of these studies, it could be said that there is the

relationship between collocation knowledge and language skills. Collocation knowledge might be the source of language proficiency.

2.4.2 Collocation errors in EFL writing

Writing involves phonetics, grammar, and word choice (Hatch and Brown, 2001). Therefore, in writing, word choice was a key factor of learners' language competence. Many studies in Error Analysis, concerning vocabulary in writing, have been widely conducted and collocation error was always focused.

Marco (2011) investigated atypical *verb + noun* collocations in Spanish students' English technical writing. The analysis showed that the students tended to have problems with a set of sub-technical and high-frequency verbs. Deviant combinations were frequently the source of a lack of the phraseology knowledge in academic and technical discourse. The deviant *verb + noun* combinations were sometimes the results of transference from the mother tongue and collocational errors were the results of the deficient knowledge of L2 grammar and lexis.

Li (2015) examined types of lexical errors committed in the writing by EFL Mongolian learners. A total of 525 errors in 62 English writings were identified and analyzed. The major errors consisted of 1) 51% of formal errors: formal misselection, misformation, and distortion, 2) 20% of collocation errors, and 3) mixed-up of part of speech. It was concluded that the difficulties came from the impact of their mother tongue and their second language, Chinese.

Zarepour (2016) examined the cohesive devices used by Iranian EFL learners in writing composition. The cohesive devices under investigation were 1) references, 2) substitution, 3) Ellipsis, 4) conjunction, and 5) lexical cohesion. The results of the study showed that in lexical cohesion error, the numbers of collocation error was highest among others. Collocation was found to be one of the main weak points in the EFL learners' writing.

It could be said that collocation errors seemed to be one of the main problems in EFL learners' writing. This attracted scholars and researchers to come up with ways to help learners acquire collocation.

2.4.3 Effectiveness of collocation instruction

It has been shown that there is a significant relationship between

collocation knowledge and language proficiency and that using appropriate collocations is an important factor in achieving fluency. However, collocation acquisition is difficult for EFL learners. A number of studies have been conducted in all countries to show that collocations can be effectively taught.

Falahi and Moinzadeh (2012) studied the effectiveness of receptive and productive tasks on Iranian EFL students' learning of verb-noun collocations. After taking the pre-tests to measure receptive and productive collocation knowledge, the participants were divided into three groups: two experimental groups and one control group. Both experimental groups practiced collocations through receptive and productive tasks separately while the control group was not given any treatment. Then all groups took the post-test. The findings showed that both experimental groups gained a lot of knowledge from receptive and productive tasks. Both tasks were effective methods of learning verb-noun collocations. On the other hand, there was no significant difference between pre-test and post-test scores of the control group.

Hou and Pramoolsook (2012) used Corpus of Contemporary American English (COCA) to analyze and classify the lexical collocation errors on non-English major Chinese EFL learners. 100 essays written by the participants were analyzed for errors. The results revealed that the participants had trouble in collocations with verbs as nodes and with adverbs as nodes. From these findings, Hou (2012) came up with the second study which aimed to investigate the effects of utilizing COCA to improve writing instruction through collocation awareness raising. The data were collected by using pre-collocation and pre-writing tests, six weeks of instructional treatment, post-collocation and post-writing tests, and a questionnaire. The findings showed that utilizing COCA during instructional treatment could improve participants' collocation knowledge. They produced more correct collocations and fewer collocation errors in their writing, though no significant difference was found in their use of lexical collocations in their pre-writing and post writing tests. The participants also had positive attitudes towards utilizing COCA to learn collocation.

Eidian, Gorjian, and Aghvami (2013) investigated the impact of lexical collocation instruction on pre-intermediate Iranian language learners' writing proficiency. The participants were divided into experimental and control groups. The experimental group received lexical collocation instruction in writing one paragraph

essay while the control group was taught writing based on conventional method. The results showed that the experimental group had a significant higher mean score in writing than the control group. It was also found that the experimental group developed their writing components of vocabulary and mechanics rather than grammar, relevance, and fluency in writing on paragraph essays.

Shooshtari and Karami (2013) investigated the impact of lexical collocation instruction on use of lexical collocations and speaking ability. Pre-intermediate students were randomly assigned to experimental and control groups. The experimental group was instructed in lexical collocations while the control group was not taught any collocations. Then control and experimental groups took speaking tests to assess their lexical collocation knowledge and oral proficiency. The result showed that the treatment was effective on the use of lexical collocations, except with *adverb + adjective* collocations. Lexical collocation knowledge had a positive effect on learners' speaking proficiency.

In addition to the studies on the effectiveness of collocation instruction, some studies aimed to compare the effectiveness of vocabulary teaching through traditional method and collocation concept. For example, a study by Lien (2003) examined the effects of lexical collocation instruction, single-item vocabulary instruction and no instruction on reading comprehension. It was found that the participants' collocation knowledge helped the participants to comprehend the reading texts. The participants with collocation instruction had significantly higher reading test scores than ones who were given single-item vocabulary instruction and who were not given any instruction.

Another study by Ozgul and Abdulkadir (2012) compared the effectiveness of the teaching of lexical collocations and traditional vocabulary teaching. The participants were 59 seventh-grade students. The students who learned lexical collocations performed better on the English proficiency test than those who learned through traditional teaching techniques. Teaching vocabulary through collocations could help students remember and use the new words easily.

In Thailand, collocation is quite a new concept. There are relatively few studies on collocations. One of those is the study on Thai learners' English collocation knowledge and ability to use collocations by Mongkolchai (2008). The researcher

studied 57 Thai EFL university students' ability to use lexical collocations. A collocation test included 56 items, based on seven patterns of Lewis (2000) strategy. The results showed that students performed best in *noun + noun* collocations and worst in *adverb + adjective* collocations.

Another study by Wangsirisombat (2011) investigated Thai learners' ability in using English collocations, the types of collocation errors, and the strategy used in producing collocations. The study was conducted through 3 sets of instruments: collocation test, email correspondences to analyze collocational errors, and a questionnaire to explore the strategy in producing collocations. The findings revealed that participants had a low level of ability of collocations. The collocational errors were found in the patterns of *adjective + noun*, *verb + noun*, and *adverb + adjective*. The research proposed that word retrieval was the most effective strategy in producing collocations.

There are a number of studies conducted to investigate the effectiveness of collocation instruction in order to improve EFL learners' collocation knowledge and language proficiency. Kala (2012) was one of those who studied the effectiveness of collocation instruction to enhance Mathayom Suksa 5 students' vocabulary knowledge and writing ability. The result showed that students' vocabulary knowledge and writing ability were enhanced through collocation instruction. Another study was conducted by Usen (2015) which studied the effectiveness of collocation treatment to enhance grade-six students' vocabulary knowledge and vocabulary retention rate through reading tasks. The findings of the study showed that teaching collocations improved students' vocabulary knowledge and students performed best on *verb + noun* collocations after treatment.

In Thailand, there have been relatively few studies on lexical collocation acquisition through lexical collocation instruction. Therefore, the current study aimed to investigate the effectiveness of lexical collocation instruction and the role of collocations on EFL writing.

3. RESEARCH METHODOLOGY

3.1 Participants

This quasi-experimental study was conducted with 30 Mathayom 6 EFL students selected by the purposive sampling method from one hundred and forty seven students who were studying in the Science-Mathematic Program at a public high school in Songkhla, Thailand. Their ages were between seventeen – eighteen years.

3.2 Target collocations

The current study focused on lexical collocations, classified based on Benson et al. (2009), as shown in Table 1. The researcher worked together with the participants' English teacher to choose 72 lexical collocations from participants' English textbooks. 12 collocations were chosen from each six categories of lexical collocations. Based on the participants' class teacher, these collocations were not previously taught to the participants.

3.3 Research instruments

There were three sets of instruments in this present study 1) collocation lessons, 2) a collocation test, and 3) a writing test.

1) Lexical collocation lessons

There were 15 lexical collocation lessons to teach 72 target collocations. The lessons included fifteen lessons: twelve lessons for teaching collocations and three lessons for writing practice. Each of the twelve lessons included six collocations of the same category. The twelve lessons aimed at teaching collocations and developing participants' writing skill. The last three lessons were used for practicing writing.

The 12 lessons were taught to participants in three phrases: *finding*, *recording*, and *practicing* (McCarthy and O'Dell, 2005). In the *finding* phrase, participants were asked to identify and choose the appropriate collocations. Then in the *recording* phrase, participants were trained to memorize the collocations through meaning, example sentences, and instructed to make their own sentences. Next, in the *practicing* phrase, participants were encouraged to use those collocations to make sentences.

Finally, in the last three lessons, participants were encouraged to practice using the collocations in paragraph writing. In practicing, writing prompts and

collocations were provided as guidelines for participants to write paragraphs. (See Appendix A)

2) A collocation test

A collocation test was constructed by the researcher. It consisted of 72 items under 6 categories in the form of a fill-in-the-blank test. The collocation test was administered as the pre- and post- tests. The participants were asked to fill in a word in the blank to complete a collocation as the given meaning in Thai within 45 minutes (See Appendix B). One point was given for each test item. So total score of collocation test was 72 points.

3) A writing test

The writing test, constructed by the researcher, was administered twice as the pre-test and post-tests. It consisted of three sets of prompts with two pictures in each set. The participants were asked to write a paragraph to describe the pictures. To describe each picture, certain collocation items previously taught to the participants were needed for picture description. Five collocations of each category taught in the 15 lexical collocation lessons were chosen to be a guide for drawing these pictures. In total, participants were expected to use 30 collocations in their writing. (See Appendix C)

The criteria to rate the writing task was adapted from Jacobs et al. (1981) which included 4 main compositions: 1) content (knowledgeable, substantive, thorough development of thesis, relevant to assigned topic), 2) collocation use (a number of target collocations used naturally and appropriately), 3) language use (effectiveness and complexity of sentence constructions and grammatical structures), and 4) organization (fluent expression, clarity of stated/supported ideas, quality of -organization, logical sequence and cohesion).

The total writing test scores was 90 points (30 points for a set of prompt). The 30 points included 10 points for collocation use, 10 points for the content, and the other 10 points for language use and organization. (See Appendix D)

The pre- and post- writing tests were scored by two professional teachers specialising in teaching writing. Inter-raters reliability coefficients were calculated to meet the reliable scoring on the tests. Then an Independent Sample *t-test* was employed to calculate any significant difference between the means gained by the participants on

pre- and post-writing tests. The result showed that the inter-rater reliability index was accepted ($r = .65, p < .01$).

After 15 collocation instruction and the two tests were constructed, they were submitted to 3 advisory committee to ensure content validity. Some modifications were made based on their suggestions. Then the three instruments were piloted with 30 Matthayom 6 EFL students who did not participate in this study. The reliabilities of the collocation and writing tests were accepted ($\alpha = .76$ and $.78$ respectively).

3.4 Data collection

The data collection was proceeded as the following:

1) The writing test was administered, followed by the collocation test, each for 45 minutes. The collocation test scores reflected the participants' lexical collocation knowledge while the writing test scores reflected their writing ability before receiving the collocation instruction.

2) A week later, 15 lessons of collocations were taught to the participants by their teacher of English for 15 weeks. The 12 lessons were firstly presented and then the last 3 lessons.

3) The participants took the writing and collocation tests again respectively, in 45 minutes each. The collocation test scores reflected the participants' lexical collocation knowledge while the writing test scores reflected their writing ability after receiving the collocation instruction.

4) Data analysis

Descriptive statistics and Independent Sample *t-test* were used to analyze the data quantitatively and to compare the performance of the participants at pre- and post-collocation tests and pre- and post- writing tests.

4. RESULTS

4.1 Learners' knowledge of lexical collocations

To explore the effectiveness of collocation instruction on learners' collocation knowledge, pre- and post- collocation tests were administered to the participants and paired sample t-tests were used to analyze the scores from the

participants. Table 3 illustrates participants' performances on pre- and post- collocation tests.

Table 3: Participants' Performances on Pre- and Post-Collocation Tests

Test	Pre-test		Post-test		D	t
	Mean	S.D.	Mean	S.D.		
verb + noun (12 pts)	1.43	1.01	4.57	2.08	3.14	8.60**
adjective + noun (12 pts)	1.80	1.24	3.80	1.40	2.00	8.52**
noun + verb (12 pts)	1.47	.86	2.97	1.13	1.50	7.23**
noun + noun (12 pts)	2.00	1.05	3.47	1.57	1.47	5.19**
adverb + adjective (12 pts)	.07	.25	.87	1.17	1.10	3.79**
verb + adverb (12 pts)	.00	.00	.07	.25	.07	1.44
Overall (72 pts)	6.77	2.78	15.73	5.02	8.96	10.29**

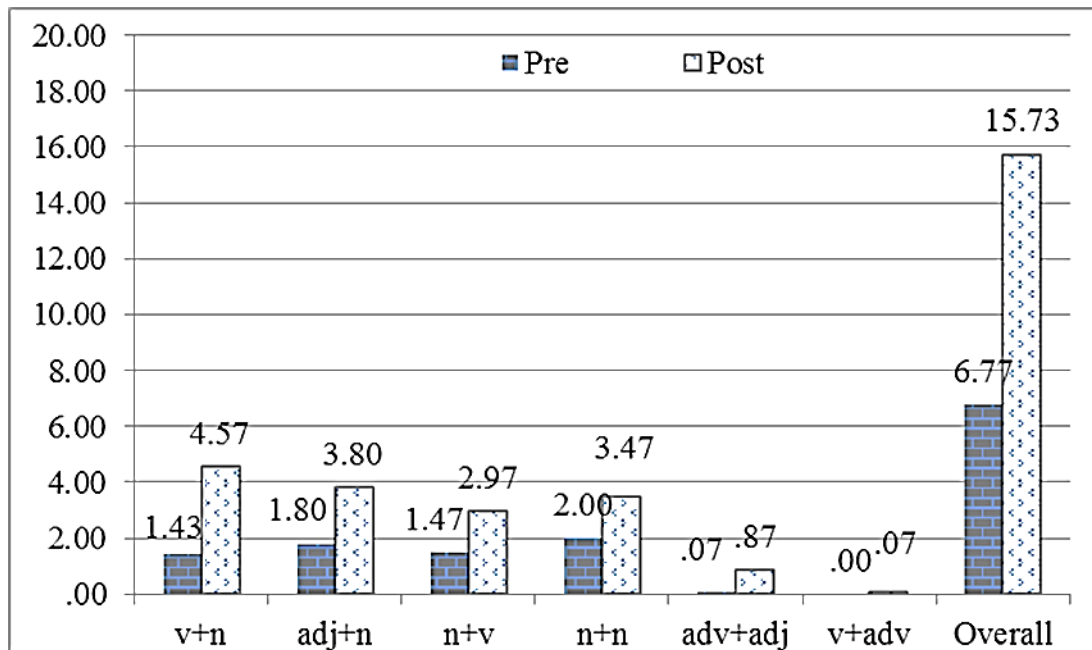
* significant at 0.01

D = Difference

In Table 3, the overall mean score of collocation test on pre-test was 6.77, whereas that of the post-test was 15.73. The post-test score was significantly higher than the pre-test one ($t = 10.29, p < .01$), indicating that participants benefited from the collocation instruction. The instruction was effective in increasing participants' collocation knowledge.

The results showed that the participants performed best in *verb + noun* collocations ($t = 8.60, p < .01$), an increase from 1.43 on pre-test to 4.57 on post-test. Their post-test score on *adjective + noun*, *noun + verb*, *noun + noun*, and *adverb + adjective* increased significantly ($t = 8.52, 7.23, 5.19$, and 3.79 respectively). However, participants' performance on *verb + adverb* collocations did not significantly improve, $\bar{X} = .00$ on pre-test and $\bar{X} = .07$ on post-test. This seemed to suggest that the collocation instruction might be effective to improve collocation knowledge in most lexical categories, except *verb + adverb* category.

The data in Table 3 was illustrated in Figure 1, providing a clearer picture of the participants' performance.

Figure 1: Participants' performance on Pre- and Post- Collocation Test

4.2 Learners' problematic categories of lexical collocations

Although collocation instruction could improve participants' collocation knowledge, they could not acquire some categories of lexical collocation. Based in Table 3 and Figure 1, participants did not improve collocation knowledge in *verb + adverb* collocations. In order to find out more details of how the collocation instruction affected participants' knowledge of collocations and to answer the research question 2, 30 participants were divided into 2 groups based on their collocation scores, using 33% technique. There were 10 participants in the high and low groups. The results were shown in Table 4.

Table 4: Performance of High and Low Proficiency Participants on Pre- and Post-Collocation Test

Participants	Pre-test		Post-test		D	t
	Mean	S.D.	Mean	S.D.		
High Proficiency						
verb + noun (12 pts)	1.30	1.16	4.90	1.73	3.60	7.22**
adjective + noun (12 pts)	2.10	1.52	4.40	1.07	2.30	6.87**
noun + verb (12 pts)	1.20	.63	2.80	1.32	1.60	4.71**
noun + noun (12 pts)	2.20	1.03	3.70	1.42	1.50	4.03**
adverb + adjective (12 pts)	.20	.42	1.60	1.28	1.40	3.28*
verb + adverb (12 pts)	.00	.00	.10	.32	.10	1.00
Overall (72 pts)	7.00	3.43	17.50	3.72	10.50	10.25**
Low Proficiency						
verb + noun (12 pts)	1.20	.42	4.20	2.70	3.00	3.56**
noun + noun (12 pts)	1.70	1.16	3.80	1.99	2.10	3.28**
adjective + noun (12 pts)	1.80	1.14	3.70	1.95	1.90	3.95**
noun + verb (12 pts)	1.60	.52	3.30	1.25	1.70	4.30**
adverb + adjective (12 pts)	.00	.00	.80	1.23	0.80	2.03
verb + adverb (12 pts)	.00	.00	.00	.00	N/A	
Overall (72 pts)	6.30	2.21	15.80	7.63	9.50	4.43**

**significant at 0.01 D = Difference

From Table 4, the high proficiency group performed significantly better on post-collocation test, an increase from 7.00 to 17.50 ($t = 10.25, p < .01$). Their post-test scores on *verb + noun*, *adjective + noun*, *noun + verb*, *noun + noun*, and *adverb + adjective* collocations increased significantly. They performed best on *verb + noun* collocations ($t = 7.22, p < .01$). Their pre-test scores on *verb + adverb* were not significantly different from their post-test scores. The test results show that the high proficiency group also had difficulty acquiring *verb + adverb* collocations.

The low proficiency group also performed significantly better on post-test, an increase from 6.30 to 15.80 ($t = 4.43, p < .01$). They also performed best on *verb + noun* collocations ($t = 3.56, p < .01$). However, their performance in *verb + adverb* collocations did not change, $\bar{X} = .00$ on both pre-and post-test. Also their scores on *adverb + adjective* did not increase significantly on post-test ($\bar{X} = .80$). So the low proficiency group did not acquire *verb + adverb* and *adverb + adjective* collocations.

From the test results, it might be possible to conclude that lexical collocations could be taught to enhance the participants' collocation knowledge. The participants could acquire almost categories of the lexical collocation, except some categories that were found to be problematic for participants to acquire. *Verb + adverb* collocations were problematic for all participants, including high and low proficiency groups. *Adverb + adjective* collocations were problematic only for low proficiency group.

4.3 Learners' writing ability

To explore the effectiveness of collocation instruction on learners' writing ability, pre- and post- writing tests were administered to the participants and paired sample t-tests were used to analyze the scores from the participants. Table 5 illustrates participants' performances on pre- and post- writing tests. Table 5, Table 6, and Figure 2 illustrate participants' performances on pre- and post- writing tests.

Table 5: Participants' Performances on Pre- and Post- Writing Tests

Writing	Pre-test		Post-test		D	t
	Mean	S.D.	Mean	S.D.		
Collocation use (30 pts)	3.57	.91	5.95	2.14	2.38	6.32**
Content (30 pts)	10.12	4.26	11.52	4.33	1.4	1.86
Language use (15 pts)	5.18	1.72	6.02	2.04	.84	2.68**
Organization (15 pts)	6.23	2.09	6.83	2.00	.6	1.75
Overall (90 pts)	25.10	8.39	30.32	10.01	5.22	3.41**

** significant at 0.01 D = Difference

Table 5 shows that all differences between participants' pre and post-test mean scores were statistically significant ($t = 3.41, p < .01$). The overall mean score

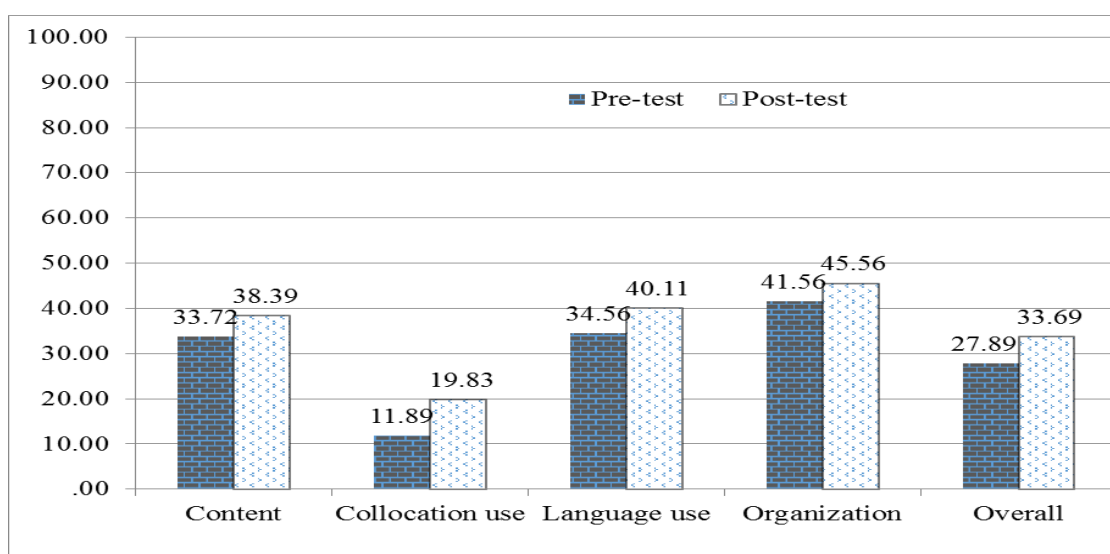
of writing test on pre-test was 25.10, whereas the mean score of one on post-test was 30.32. The post-test score was significantly higher than the pre-test one. This shows that the participants benefited from collocation instruction.

In terms of writing improvement, it was found that writing ability of the participants significantly improved in two aspects: *collocation use* and *language use*. The mean score of *collocation use* on pre-test was 3.57, whereas the mean score of one on post-test was 5.95. The post-test score was significantly higher than the pre-test one ($t = 6.32, p < .01$). In *language use*, the mean score on pre-test was 5.18, whereas the mean score on post-test was 6.02. The post-test score was significantly higher than the pre-test one ($t = 2.68, p < .01$). In contrast, there was no statistical significance between the mean scores in terms of *content* and *organization*. In other words, the participants did not improve their writing ability in these two aspects.

Analysis of the post- writing test showed that the increased scores were the result of a larger number of target collocations that participants used on their writing, which helped improve their writing ability. The participants were able to use collocations they were taught in their writing. Therefore, it could be said that collocation instruction equipped the participants with the knowledge of collocations, which they subsequently used when writing.

The data in Table 5 was illustrated in Figure 2, providing a clearer picture of the participants' performance.

Figure 2: Participants' Performances on Pre- and Post- Writing Tests



4.4 Learners' Use of Collocations

In order to find out more details of how the collocation instruction affected participants with different levels of writing ability, 30 participants were divided into 2 groups based on their writing test scores, using 33% technique. There were 10 participants in the high and low groups. The results are shown in Table 6.

Table 6: Comparison of High and Low Proficiency participants' Performance on Pre- and Post- Writing Test

Writing	Pre-test		Post-test		D	t
	Mean	S.D.	Mean	S.D.		
High Proficiency						
Collocation use (30 pts)	4.25	.79	7.40	1.96	3.15	4.50**
Content (30 pts)	14.70	2.47	14.35	2.17	-.35	-.62
Language use (15 pts)	6.95	1.26	7.20	.98	.25	.64
Organization (15 pts)	8.55	1.12	8.05	.69	-.5	-1.37
Overall (90 pts)	34.45	4.46	37.00	5.12	2.55	1.83
Low Proficiency						
Content (30 pts)	6.20	1.60	9.55	4.84	3.35	2.23*
Collocation use (30 pts)	2.95	.69	4.80	1.75	1.85	2.77*
Language use (15 pts)	3.70	.79	4.95	2.20	1.25	2.22*
Organization (15 pts)	4.20	.82	5.80	2.26	1.6	2.71*
Overall (90 pts)	17.05	2.99	25.10	10.69	8.05	2.57*

* significant at 0.05

** significant at 0.01

D = Difference

From Table 6, the high proficiency group's overall mean score on pre-writing test was 34.45, whereas that of the post- writing test was 37.00. The post-test score was not significantly different from that of the pre-test. On the other hand, the low proficiency group's overall mean score on pre-test was 17.05, whereas that of the post-test was 25.10. The post-test score increased significantly from that of the pre-test ($t = 2.57, p < .05$). The low proficiency group seemed to benefit more from collocation instruction, but not the high proficiency group.

Detailed analysis showed that on post-writing test, the high proficiency group performed best on *collocation use* ($t = 4.50, p < .01$). There was no statistically significant difference between their mean scores on pre- and post-tests in terms of *content, language use, and organization*. On the other hand, the post-writing test score of the low proficiency group on *content, collocation use, language use, and organization* increased significantly ($t = 2.23, 2.77, 2.22, \text{ and } 2.71, p < .05$ respectively). Although the mean scores in terms of *collocation use* on post-writing test of both proficiency groups increased significantly, the high proficiency group's mean scores in *collocation use* increased significantly more than the low proficiency group's ones. It might be said that the high proficiency group gained more collocation knowledge from the instruction and could better use those collocations in their post-writing test than the low proficiency group.

5. CONCLUSION AND DISCUSSION

The conclusion and discussion of this study were presented according to the research questions.

1. The first research question dealt with the effects of lexical collocation instruction on learners' knowledge of lexical collocations. It was found that the collocation instruction was effective in improving the participants' collocation knowledge, which was reflected in the participants' overall post-test scores. The study found that the participants could acquire five categories of lexical collocations: *verb + noun, adjective + noun, noun + verb, noun + noun, and adverb + adjective* collocations. They learned these collocations, practiced using them, and acquired them. The participants gained the highest score on *verb + noun* collocations.

The results of this study was in line with the findings of previous studies (Falahi & Moinzadeh, 2012; Hou, 2012 (b); Usen, 2015). Furthermore, the finding which showed that participants performed best in *verb + noun* collocations was in line with Usen's (2015) study which found that teaching collocation improved students' vocabulary knowledge and students performed best on *verb + noun* collocations after instruction.

It is worth noting that even though participants benefited from the collocation instruction, their collocation scores on post-tests were still unsatisfactory. From the total of 72, their mean scores increased from 6.77 on pre-test to 15.73 on post-test, which was only one fourth of the total.

In the current study, the effect of mother tongue interference was found. For example, participants with low collocation knowledge produced *fresh music* instead of *live music* for [*dontri:sod*] because in Thai [*dontri:*] is *music* and [*sod*] is *fresh*.

2. The second research question aimed to explore which category of lexical collocations was problematic for learners' to acquire. Among six categories of lexical collocations, there was one problematic category for all participants to acquire even after 30-week collocation instruction: *verb + adverb*. The performances on *verb + adverb* collocations did not improve; both high and low proficiency groups had difficulty acquiring the knowledge of *verb + adverb* collocations. The difficulty in acquiring *verb + adverb* collocations might result from the fact that *verb + adverb* collocation is relatively uncommon in English texts. This was confirmed by an examination of three randomly selected EFL-reading texts from the participants' course books, consisting of 1,047 words. The researcher found only 4 sets of *verb + adverb* collocations.

Detailed analysis showed that high proficiency group had difficulty acquiring only *verb + adverb* collocations while low proficiency group found difficulty acquiring *verb + adverb* and *adverb + adjective* collocations. The finding was found to be similar to the study of Shooshtari and Karami (2013) who reported that the learners had difficulty acquiring *adverb + adjective* collocations after lexical collocation instruction. Shooshtari and Karami claimed that the structure *adverb + adjective* was not a frequent pattern in the students' mother tongue.

The analysis of the collocational errors in *verb + adverb* collocations on participants' collocation test in this present study showed that the participants' collocational errors might be the result of the negative transfer from the first language. In Thai, for example, learners can say *expensive price*, but not in English. Some English words have a similar meaning in Thai; learners might make collocational errors when they produced English collocations from their knowledge of Thai. For example, the words *credible* and *believable* have same meaning in Thai: [*cheūatheū dāi*]. On the

collocation test, when giving the meaning in Thai: [*khəmūn thī cheūatheū dāi*], participants used *credible information* or *believable information*. In English, *credible information* is collocation while *believable information* is not (McIntosh, 2009). The same interference was found in the studies of Boonyasaquan, 2006; Mongkolchai, 2008; Phoocharoensil, 2014; Yamanee and Phoocharoensil, 2013. Phoocharoensil (2014) also found that most Thai EFL learners often depended upon collocational patterns in Thai and transferred the patterns from Thai to English. Thus, collocational errors were found where Thai and English patterns were different. Shalev (2000) also suggested that collocation errors might be because of the differences between their mother tongue and English.

3. The third research question explored the effects of lexical collocation instruction on learners' writing ability. The results showed that the participants' overall scores on post-writing test increased significantly. The detailed analysis showed that participants improved in terms of *collocation use* and *language use*. It might be claimed that the collocation instruction was effective in helping all participants produce more collocations in their writing test which made their post-test mean scores significantly increased. This finding was in line with Kala's (2012) and Eidian et al.'s (2013) studies, which found that collocation exercises were effective in enhancing learners' writing ability.

The detailed analysis of writing ability of the high and low proficiency groups showed that even though the high group's post-writing mean score did not increase significantly, they used significantly higher numbers of collocations in their post-writing test. On the other hand, the low proficiency group's post-writing mean score increased significantly in terms of *content*, *collocation use*, *language use*, and *organization*. They benefited from the instruction in all aspects of writing. However, in terms of *collocation use*, the high proficiency group scored significantly higher than the low proficiency. It could be said that the high proficiency group seemed to benefit more from collocation instruction than the low proficiency group.

6. PEDAGOGICAL IMPLICATIONS

Pedagogical implications based on the results of this study can be drawn as follows:

1. Since collocations is the new issue for both Thai teachers and learners, they might not be aware of collocation existence and significance. Raising learners' awareness of collocations should be the first step of teaching collocations.

2. The current study found that collocation instruction could improve learners' collocation knowledge and the participants could use collocations they have learned. Language teachers should integrate collocation instruction in the language class in order to improve students' collocation knowledge.

3. Due to the difficulty in learning some problematic collocations: *verb + adverb* and *adverb + adjective*, teachers should integrate special or various techniques and give more time to teach those problematic collocations.

4. When teaching collocations, teachers should use productive activities, such as writing, in order to improve their collocation production.

7. RECOMMENDATIONS FOR FUTURE STUDIES

Based on the findings of the current study, some recommendations can be made for further studies:

1. The current study examined the effectiveness of lexical collocation instruction. Further studies might aim to examine the effectiveness of grammatical collocation instruction.

2. The current study focused on the effectiveness of collocation instruction and students' productive knowledge of collocations. Further studies might aim to examine students' retention of collocations acquired.

3. The current study found that some categories of lexical collocations were problematic for students to acquire. Additional studies might be conducted to explore pedagogical approaches targeting the problematic collocations.

REFERENCES

- Akdal, D., & Sahin, A. (2014). The effects of intertextual reading approach on the development of creative writing skills. *Eurasian Journal of Educational Research* (54), 171-186.
- Bahns, J. (1993). Lexical collocations: a contrastive view. *ELT Journal* (47), 56-63.
- Bahns, J., & Eldaw, M. (1993). Should we teach EFL students collocations? *System*, 21(1), 101-114.
- Bazzaz, F. E., & Samad, A. A. (2011). The use of verb noun collocations in writing stories among Iranian EFL learners. *English Language Teaching*, 4, 158-163.
- Benson, M., Benson, E., & Ilson, R. (2009). *The BBI combinatory dictionary of English*. Philadelphia: John Benjamins.
- Boonyasaquan, S. (2006). The lexical approach: An emphasis on collocations. *Journal of Humanities*, 28(1), 98-108.
- Carter, R., & McCarthy, M. (1988). *Vocabulary and language teaching*, London: Longman.
- Coulmas, F. (2003). *Writing system: An introduction to their linguistic analysis*. Cambridge: Cambridge University Press.
- Eidian, F., Gorjian, B., & Aghvami, F. (2013). The impact of lexical collocation instruction on developing writing skill among Iranian EFL learners. *International Journal of Language Learning and Applied Linguistics World*, 4(3), 273-283.
- Ellis, N. C. (1996). Sequencing in SLA: Phonological memory, chunking and points of order. *Studies in Second Language Acquisition*, 18, 91-426.
- Ellis, N. C. (2001). Cognition and second language instruction. In P. Robinson (Ed.). *Memory for Language* (pp. 33-68). Cambridge: Cambridge University Press.
- Falahi, M., & Moinzadeh, A. (2012). Effects of receptive and productive tasks on Iranian EFL students' learning of verb-noun collocations. *Journal of Language Teaching and Research*, 3(5), 953-960.

- Ganji, M., & Beikian, A. (2013). Iranian university English majors' knowledge of lexical collocations: Its relationship with speaking and writing proficiency. *Journal of Basic and Applied Scientific Research*, 3(2), 330-335.
- Hapsari, A. S. (2011). *The use of roundtable technique to improve students' achievement in writing hortatory exposition text*. Retrieved March 15, 2016, from <http://lib.unnes.ac.id/6829/1.haspreviewThumbnailVersion/7894.pdf>.
- Hatch, E., & Brown, C. (2001). *Vocabulary, semantics and language education*. Beijing: Teaching and Research Press.
- Hayes, J., & Flower, L. (1986). Writing research and the writer. *American Psychologist*, 41, 1106-1113.
- Higuchi, M. (1999). *Collocational problems in EFL learning*, Retrieved October 8, 2015, from http://oshika.u-shizuoka-ken.ac.jp/outline/research/002/upimg/13_1_04.pdf
- Hill, J. (2000). Revising priorities: From grammatical failure to collocational success. In M. Lewis, Teaching collocation. *Further Developments in the Lexical Approach* (pp. 49-60). London: Language Teaching Publications.
- Hou, Q. (2012). *The effects of collocation instruction on non-English major EFL students' use of collocations*. Retrived May 20, 2015, from <http://tdc.thailis.or.th>
- Hou, Q., & Pramoolsook, I. (2012). Non-English major EFL learners' lexical collocation errors in a Chinese context. *Suranaree J. Soc. Sci.*, 6(1), (1-16).
- Hsu, J. (2007). Lexical collocations and their relation to the online writing of Taiwanese English majors and non-English majors. *Electronic Journal of Foreign Language Teaching*, 4(2): 192-209.
- Kala, P. (2012). *Collocation instruction to enhance English vocabulary knowledge and writing ability among Mathayom Suksa 5 students*. Retrieved May 19, 2015, from <http://tdc.thailis.or.th>
- Kim, H., & Bae, J. (2012). The relationship of collocation competence with reading and writing skills. *English Teaching*, 67(3), 95-119.

- Koya, T. (2006). What is the reality of collocation use by native speakers of English?: Collocation research based on the BNC corpus and the TIME corpus. *Dialogue*, 5: 1-18.
- Laufer, B., & Waldman, T. (2011). Verb-noun collocations in second language writing: A corpus analysis of learners' English. *Language Learning*, 61(2), 647–672.
- Lewis, M. (1997). *Implementing the lexical approach: Putting theory*. London: Commercial Colour Press Plc.
- Lewis, M. (2000). *Teaching collocation: Further developments in the lexical approach*. England: Language Teaching Publications.
- Lewis, M. (2008). *Implementing the lexical approach: Putting theory into practice*. England: Language Teaching Publication.
- Li, X. (2015). Analysis on lexical errors in writings of Mongolian English majors. *Theory and Practice in Language Studies*, 5(12), 2565-2570.
- Lien, H. Y. (2003). *The effects of collocation instruction on reading comprehension of Taiwanese college students*. Doctorial dissertation, Indiana University of Pennsylvania.
- Marco, M. (2011). Exploring atypical verb+noun combinations in learner technical writing. *International Journal of English Studies*, 11(2), 77-95.
- McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.
- McCarthy, M., & O'Dell, F. (2002). *English vocabulary in use [Advanced]*. Cambridge: Cambridge University Press.
- McCarthy, M., & O'Dell, F. (2005). *English collocations in use*. Cambridge: Cambridge University Press.
- McCarthy, M. J. (2004). *Collocation in vocabulary teaching and learning*. Lecture given at the meeting of JACET summer seminar program, Gunma, Japan.
- McCrostie, J. (2007). Examining learner vocabulary notebooks. *ELT Journal: English Language Teachers Journal*, 61(3), 246-255.
- McIntosh, C. (2009). *Oxford collocations dictionary for students of English*. Oxford: Oxford University Press.

- Mongkolchai, A. (2008). *A study of university students' ability in using English collocations*. Master's project, M.A. (English), Srinakharinwirot University. Bangkok.
- Namvar, F. (2012). The relationship between language proficiency and use of collocation by Iranian EFL students. *The Southeast Asian Journal of English Language Studies*, 18(3), 41 – 52.
- Nation, I. S. (1990). *Teaching and learning vocabulary*. New York: Newbury House.
- Nation, I. S. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nattinger, J. (1988). Current trends in vocabulary teaching. In R. Carter, & M. McCarthy (Eds.), *Vocabulary and Language Teaching* (pp. 62-82). London: Longman.
- Nesselhauf, N. (2003). The use of collocations by advanced learners of English and some applications for teaching. *Applied Linguistics*, 24(2), 223-242.
- Ozgul, B., & Abdulkadir, C. (2012). Teaching vocabulary through collocations in EFL classes: The case of Turkey. *International Journal of Research Studies in Language Learning*, 1(1): 21-32.
- Phoocharoensil, S. (2011). Collocational errors in EFL learners' interlanguage. *Journal of Education and Practice*, 2(3). Retrieved May 19, 2015, from <http://www.iiste.org/Journals/index.php/JEP/article/viewFile/204/1862>
- Phoocharoensil, S. (2013). Cross-linguistic influence: Its impact on L2 English collocation production. *English Language Teaching*, 6(1).
- Redman, S. (2003). *English vocabulary in use*. Cambridge: Cambridge University Press.
- Reid, J. (2001). Writing. In R. Carter & D. Nunan (Eds.). *The Cambridge guide to teaching English to speakers of other languages* (pp. 28-33). Cambridge: Cambridge University Press.
- Schmitt, N., & McCarthy, M. (1997). *Vocabulary description, acquisition and pedagogy*. Cambridge: Cambridge University Press.
- Shalev, N. (2000). Collocations. In J. Morley (Ed.), *Current perspective on language learning*. (pp. 105-141). New York: Greenwood Press.

- Sharples, M., Goodlet, J., & Pymberton, L. (1989). Developing a writer's assistant. In N. Williams & P. Holt (Eds.), *Computers and writing* (pp. 22-37). Oxford: Blackwell.
- Shooshtari, Z. G., & Karami, N. (2013). Lexical collocation instruction and its impact on non-academic EFL learner's speaking ability. *Journal of Language Teaching and Research*, 4(4), 767 - 776.
- Taylor, L. (1990). *Teaching and learning vocabulary*. Prentice Hall.
- Usen, A. (2015). Effectiveness of teaching collocations to Primary school students (Grade 6). *7th International Conference on Humanities and Social Sciences "ASEAN 2015: Challenges and Opportunities"* (pp. 101-110). Songkhla: Faculty of Liberal Arts, Prince of Songkhla University.
- Wei, Y. (1999). Teaching collocations for productive vocabulary development. *The Annual Meeting of the Teachers of English to Speakers of Other Language*, March 9-13, 1999. New York.
- Zarepour, F. (2016). Cohesion analysis of Iranian advanced EFL learners' writing. *Journal of Language Teaching and Research*, 7(2), 408-414.
- Zimmerman, C. B. (1998). Interactive vocabulary instruction and productive word knowledge. *The 32nd Annual TESOL Conference*. Seattle.

APPENDICES

APPENDIX A
Lexical Collocation Lessons

Lesson 1

Verb + noun collocations I

Part 1 Finding collocations ค้นหาคำปรากฏพร้อม

Instruction: put / for appropriate collocations

คำสั่ง: จงทำเครื่องหมาย / สำหรับคำปรากฏพร้อมที่ถูกต้อง

- | | |
|---|---|
| 1. a goal
<input type="checkbox"/> achieve
<input type="checkbox"/> make | 2. victory
<input type="checkbox"/> accept
<input type="checkbox"/> celebrate |
| 3. an opportunity
<input type="checkbox"/> build
<input type="checkbox"/> create | 4. personality
<input type="checkbox"/> amend
<input type="checkbox"/> develop |
| 5. permission
<input type="checkbox"/> get
<input type="checkbox"/> take | 6. an accident
<input type="checkbox"/> have
<input type="checkbox"/> recieve |

.....

Part 2 Learning collocations

This exercise presents the 6 collocations combined with verbs and nouns.
Use the collocations to make sentences.

1. goal (noun)

achieve goals = บรรลุเป้าหมาย

Hard-working students can achieve their goals in life.

(Student's sentence is here.)

.....

2. victory (noun)

celebrate victory = ฉลองชัยชนะ

The Thais celebrated their victory against the English champion last night.

.....

3. opportunity (noun)

create an opportunity = สร้างโอกาส

Good leaders create opportunities for their members.

.....

4. personality (noun)

develop personality = พัฒนาคูณลักษณะ

Her experience in UK developed her personality.

.....

5. permission (noun)

get permission = ได้รับอนุญาต

Charles must get permission from his parents to go camping this weekend.

.....

6. accident (noun)

have an accident = ประสบอุบัติเหตุ

He had an accident when he travelled to Europe.

.....

Part 3 Producing collocations

Instruction: Make 6 collocations by matching verbs in the circle with nouns in the oval. Use each word once. Then use the collocations to make sentences.

คำสั่ง: จงใช้คำกริยาในวงกลมและคำนามในวงรี สร้างคำปรากฏร่วม 6 กลุ่มคำให้ถูกต้อง โดยแต่ละคำใช้ได้เพียงครั้งเดียว แล้วนำคำปรากฏร่วมนั้นมาแต่งประโยคให้เหมาะสม



1.
.....
2.
.....
3.
.....
4.
.....
5.
.....
6.
.....

Lesson 3

Adjective + noun collocations I

Part 1 Finding collocations ค้นหาคำปรากฏพร้อม

Instruction: put / for appropriate collocations

คำสั่ง: จงทำเครื่องหมาย / สำหรับคำปรากฏพร้อมที่ถูกต้อง

- | | |
|---|---|
| 1. store
<input type="checkbox"/> comfortable
<input type="checkbox"/> convenience | 2. information
<input type="checkbox"/> believable
<input type="checkbox"/> credible |
| 3. situation
<input type="checkbox"/> harmful
<input type="checkbox"/> dangerous | 4. factor
<input type="checkbox"/> key
<input type="checkbox"/> necessary |
| 5. music
<input type="checkbox"/> live
<input type="checkbox"/> fresh | 6. job
<input type="checkbox"/> constant
<input type="checkbox"/> permanent |

.....

Part 2 Learning collocations

This exercise presents the 6 collocations combined with verbs and nouns.
Use the collocations to make sentences.

1. store (noun)

convenience store = ร้านสะดวกซื้อ

7-11, 108 Shop, Family Mart and Lotus Express are convenience stores.

2. information (noun)

credible information = ข้อมูลที่เชื่อถือได้

The marketing section needs **credible information** to make next year's plan.

3. situation (noun)

dangerous situation = สถานการณ์อันตราย

Don't put yourself in a **dangerous situation** by going out alone at night.

4. factor (noun)

key factor = ปัจจัยสำคัญ

Money is the **key factor** when we decide to buy a new house.

5. music (noun)

live music = ดนตรีสด

I like this restaurant because there is **live music** between 8.00 and 11.00 p.m.

6. job (noun)

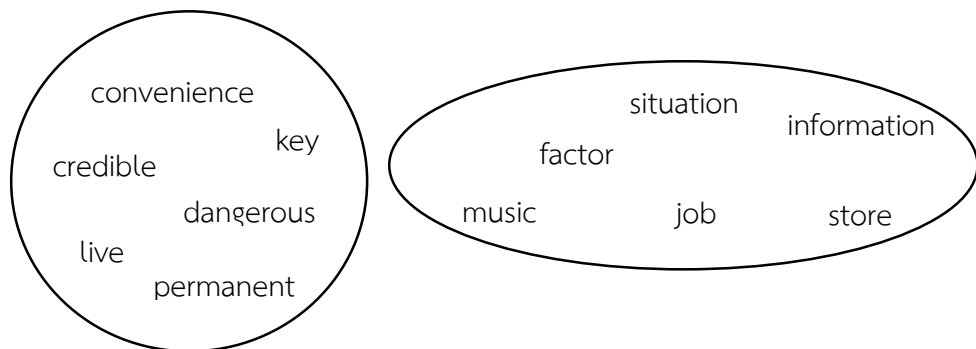
permanent job = งานประจำ

She got a **permanent job** when she graduated.

Part 3 Producing collocations

Instruction: Make 6 collocations by matching adjectives in the circle with nouns in the oval. Use each word once. Then use the collocations to make sentences.

คำสั่ง: จงใช้คำคุณศัพท์ในวงกลมและคำนามในวงรี สร้างคำปรากฏรวม 6 กลุ่มคำให้ถูกต้อง โดยแต่ละคำใช้ได้เพียงครั้งเดียว แล้วนำคำปรากฏรวมนั้นมาแต่งประโยคให้เหมาะสม



1.
.....
2.
.....
3.
.....
4.
.....
5.
.....
6.
.....

Lesson 5

Noun + verb collocations I

Part 1 Finding collocations ค้นหาคำปรากฏพร้อม

Instruction: put / for appropriate collocations

คำสั่ง: จงทำเครื่องหมาย / สำหรับคำปรากฏพร้อมที่ถูกต้อง

- | | |
|--|---|
| 1. Chart something
<input type="checkbox"/> shows
<input type="checkbox"/> presents | 2. Color
<input type="checkbox"/> turns to
<input type="checkbox"/> fades |
| 3. Company something
<input type="checkbox"/> increases
<input type="checkbox"/> expands | 4. Economy
<input type="checkbox"/> drops
<input type="checkbox"/> grows |
| 5. Email
<input type="checkbox"/> gets in
<input type="checkbox"/> bounces back | 6. Engine
<input type="checkbox"/> runs
<input type="checkbox"/> moves |

.....

Part 2 Learning collocations

This exercise presents the 6 collocations combined with verbs and nouns.
Use the collocations to make sentences.

1. chart (noun)

chart shows something = แผนภูมิแสดงให้เห็น

The chart shows monthly sales for this year.

.....

2. color (noun)

color fades = สีซีดจาง

This skirt looks old because its color faded.

.....

3. company (noun)

company expands = บริษัทขยายกิจการ

This company is expanding.

.....

4. economy (noun)

economy grows = เศรษฐกิจเติบโต

The economy has grown very fast in 2015.

.....

5. email (noun)

email bounces back = อีเมลที่ก๊อกลับ

The email which I sent to confirm the appointment bounced back because I had the wrong address.

.....

6. engine (noun)

engine runs = เครื่องยนต์ทำงาน

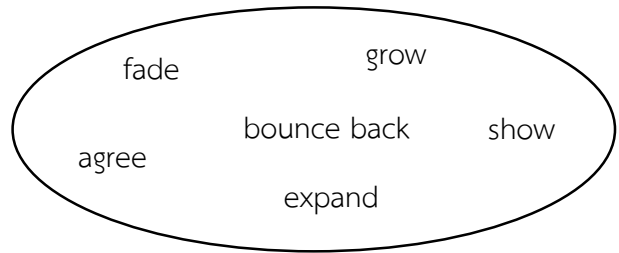
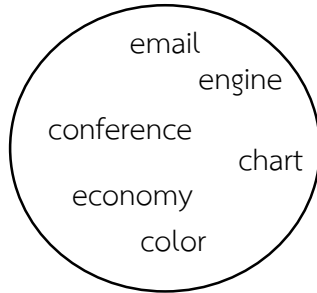
The engine was running when he got off to buy a newspaper.

.....

Part 3 Producing collocations

Instruction: Make 6 collocations by matching nouns in the circle with verbs in the oval. Use each word once. Then use the collocations to make sentences.

คำสั่ง: จงใช้คำนามในวงกลมและคำกริยาในวงรี สร้างคำปรากฏร่วม 6 กลุ่มคำให้ถูกต้อง โดยแต่ละคำใช้ได้เพียงครั้งเดียว แล้วนำคำปรากฏร่วมนั้นมาแต่งประโยคให้เหมาะสม



1.
.....
2.
.....
3.
.....
4.
.....
5.
.....
6.
.....

Lesson 7

Noun + noun collocations I

Part 1 Finding collocations ค้นหาคำปรากฏพร้อม

Instruction: put / for appropriate collocations

คำสั่ง: จงทำเครื่องหมาย / สำหรับคำปรากฏพร้อมที่ถูกต้อง

- | | |
|--|---|
| 1. adventure
<input type="checkbox"/> tour
<input type="checkbox"/> trip
3. business
<input type="checkbox"/> trip
<input type="checkbox"/> journey
5. election
<input type="checkbox"/> campaign
<input type="checkbox"/> program | 2. bank
<input type="checkbox"/> charge
<input type="checkbox"/> claim
4. comfort
<input type="checkbox"/> section
<input type="checkbox"/> zone
6. exchange
<input type="checkbox"/> price
<input type="checkbox"/> rate |
|--|---|

.....

Part 2 Learning collocations

This exercise presents the 6 collocations combined with nouns and nouns. Use the collocations to make sentences.

1. adventure (noun)

adventure tour = การท่องเที่ยวแนวผจญภัย

The travel agent has just launched an **adventure tour** package providing many exciting activities.

.....

2. bank (noun)

bank charge = ค่าธรรมเนียมในการให้บริการของธนาคาร

You must pay the **bank charge** for a money transfer.

.....

3. business (noun)

business trip = การเดินทางเพื่อธุรกิจ

He has made a lot of **business trips** since he got promoted.

.....

4. comfort (noun)

comfort zone = พื้นที่ความสบาย (ที่ซึ่งทำให้รู้สึกสบายและปลอดภัย)

You need to venture outside your **comfort zone** so you can learn something new.

.....

5. election (noun)

election campaign = การรณรงค์ในการเลือกตั้ง

The Labour Party launched their **election campaign** for the coming election.

.....

6. exchange (noun)

exchange rate = อัตราแลกเปลี่ยน

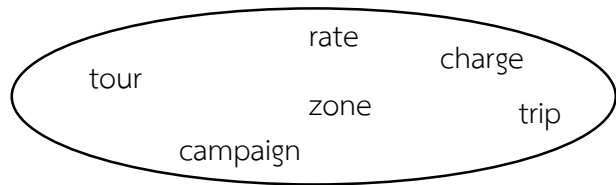
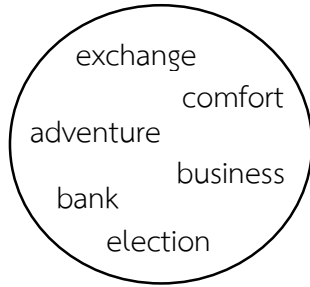
The **exchange rate** is now not stable.

.....

Part 3 Producing collocations

Instruction: Make 6 collocations by matching nouns in the circle with nouns in the oval. Use each word once. Then use the collocations to make sentences.

คำสั่ง: จงใช้คำนามในวงกลมและคำนามในวงรี สร้างคำปรากฏร่วม 6 กลุ่มคำให้ถูกต้อง โดยแต่ละคำใช้ได้เพียงครั้งเดียว แล้วนำคำปรากฏร่วมนั้นมาแต่งประโยคให้เหมาะสม



1.
.....
2.
.....
3.
.....
4.
.....
5.
.....
6.
.....

Lesson 9Adverb + adjective collocation IPart 1 Finding collocations ค้นหาคำปรากฏพร้อม

Instruction: put / for appropriate collocations

คำสั่ง: จงทำเครื่องหมาย / สำหรับคำปรากฏพร้อมที่ถูกต้อง

- | | |
|-----------------|----------------------|
| 1. wrong | 2. disappointed |
| [] certainly | [] completely |
| [] absolutely | [] wholly |
| 3. sad | 4. successful |
| [] totally | [] financially |
| [] desperately | [] statistically |
| 5. aware | 6. educated |
| [] wholly | [] highly |
| [] fully | [] widely |

.....

Part 2 Learning collocations

This exercise presents the 6 collocations combined with adverbs and adjectives. Use the collocations to make sentences.

1. **wrong** (adjective)

absolutely wrong = ผิดเต็มประตู

She accepted that she was ***absolutely wrong***.

.....

2. **disappointed** (adjective)

completely disappointed = ผิดหวังอย่างที่สุด

His final test result made his mother ***completely disappointed***.

.....

3. **sad** (adjective)

desperately sad = เศร้าแทบเป็นแทบตาย

She was still ***desperately sad*** about her father's death.

.....

4. **successful** (adjective)

financially successful = ประสบความสำเร็จทางการเงิน

Although he works hard, he is not ***financially successful***.

.....

5. **aware** (adjective)

fully aware = รู้อยู่เต็มอก

Sean was not ***fully aware*** of the importance of his responsibility.

.....

6. **educated** (adjective)

highly educated = มีการศึกษาสูง

Simon seems intelligent and ***highly educated***.

.....

Part 3 Producing collocations

Instruction: Make 6 collocations by matching adverbs in the circle with adjectives in the oval. Use each word once. Then use the collocations to make sentences.

คำสั่ง: จงใช้คำวิเศษณ์ในวงกลมและคำคุณศัพท์ในวงรี สร้างคำปรากฏรวม 6 กลุ่มคำให้ถูกต้อง โดยแต่ละคำใช้ได้เพียงครั้งเดียว แล้วนำคำปรากฏรวมนั้นมาแต่งประโยคให้เหมาะสม

Circle (Adverbs): highly, financially, absolutely, desperately, completely, fully

Oval (Adjectives): sad, disappointed, successful, educated, aware, wrong

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....
6.
.....

Lesson 11

Verb + adverb collocation I

Part 1 Finding collocations ค้นหาคำปรากฏพร้อม

Instruction: put / for appropriate collocations

คำสั่ง: จงทำเครื่องหมาย / สำหรับคำปรากฏพร้อมที่ถูกต้อง

- | | |
|---|---|
| 1. regret
<input type="checkbox"/> bitterly
<input type="checkbox"/> sourly | 2. hurt
<input type="checkbox"/> deeply
<input type="checkbox"/> highly |
| 3. believe
<input type="checkbox"/> firmly
<input type="checkbox"/> steadily | 4. hold
<input type="checkbox"/> loosely
<input type="checkbox"/> easily |
| 5. prepare
<input type="checkbox"/> rapidly
<input type="checkbox"/> quickly | 6. rise
<input type="checkbox"/> sharply
<input type="checkbox"/> acutely |

.....

Part 2 Learning collocations

This exercise presents the 6 collocations combined with verbs and adverbs. Use the collocations to make sentences.

1. regret (verb)

bitterly regret = ขมขื่นใจ

The president said that his country ***bitterly regretted*** the incident.

.....

2. hurt (verb)

deeply hurt = เสียใจอย่างสุดประมาณ

He was ***deeply hurt*** by the judgment.

.....

3. believe (verb)

firmly believe = เชื่ออย่างหนักแน่น

He ***firmly believed*** in the rumour.

.....

4. hold (verb)

hold **loosely** = ยึดจับอย่างหลวมๆ

Hold it ***loosely*** or you will break it.

.....

5. prepare (verb)

quickly prepare = จัดเตรียมอย่างเร่งรีบ

I was ***quickly preparing*** a salad when he arrived.

.....

6. rise (verb)

rise sharply = เพิ่มขึ้นสูงมาก

The loan interest is ***rising sharply***.

.....

Part 3 Producing collocations

Instruction: Make 6 collocations by matching verbs in the circle with adverbs in the oval. Use each word once. Then use the collocations to make sentences.

คำสั่ง: จงใช้คำกริยาในวงกลมและคำวิเศษในวงรี สร้างคำปรากฏร่วม 6 กลุ่มคำให้ถูกต้อง โดยแต่ละคำใช้ได้เพียงครั้งเดียว แล้วนำคำปรากฏร่วมนั้นมาแต่งประโยคให้เหมาะสม

The image shows two shapes containing words. On the left is a circle containing the verbs: regret, hold, hurt, prepare, rise, and believe. On the right is an oval containing the adverbs: bitterly, quickly, sharply, loosely, firmly, and deeply.

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....
6.
.....

Lesson 13

Instruction: Use the given collocations to write paragraphs for describing the following pictures.

คำสั่ง: จงใช้คำปรากฏรวมที่กำหนด เพื่อเขียนความเรียงหนึ่งย่อหน้าบรรยายภาพต่อไปนี้

1. rain heavily - overnight journey – pay attention - have an accident



.....

.....

.....

.....

.....

2. teen magazine – junk food – live music– thoroughly enjoy



.....

.....

.....

.....

.....

3. Chart shows – rise sharply – Company expands



.....

.....

.....

.....

.....

.....

.....

.....

.....

Lesson 15

Instruction: Use the given collocations to write paragraphs for describing the following pictures.

คำสั่ง: จงใช้คำปรากฏรวมที่กำหนด เพื่อเขียนความเรียงหนึ่งย่อหน้าบรรยายภาพต่อไปนี้

1. fully aware - public transportation – get permission



.....

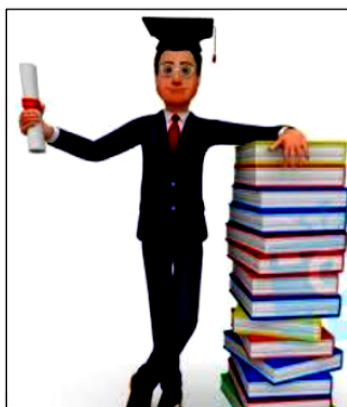
.....

.....

.....

.....

2. achieve a goal - highly educated – widely acknowledge



.....

.....

.....

.....

.....

.....

.....

.....

.....

3. Economy grows – Project aims to – exchange rate



.....

.....

.....

.....

.....

.....

.....

.....

.....

APPENDIX B
Collocation Test

ชื่อ เลขที่.....

72

Collocation Test

Instruction: Complete the phrase with the correct word, as the meaning given in the brackets.

Time: 45 minutes

คำสั่ง: จงเติมคำลงในช่องว่างให้ถูกต้องและตรงกับความหมายที่ให้ไว้ในวงเล็บ

เวลา: 45 นาที

A. verb + noun

1. _____ goals (บรรลุเป้าหมาย)
2. _____ victory (ฉลองชัยชนะ)
3. _____ an opportunity (สร้างโอกาส)
4. _____ personality (พัฒนาบุคลิกภาพ)
5. _____ permission (ได้รับอนุญาต)
6. _____ an accident (ประสบอุบัติเหตุ)
7. _____ promise (รักษาสัญญา)
8. _____ attention (ใส่ใจ)
9. _____ pain (บรรเทาความเจ็บปวด)
10. _____ the law (เคารพกฎหมาย)
11. _____ a problem (แก้ปัญหา)
12. _____ the truth (พูดความจริง)

B. adjective + noun

13. _____ store (ร้านสะดวกซื้อ)
14. _____ information (ข้อมูลที่เชื่อถือได้)
15. _____ situation (สถานการณ์อันตราย)
16. _____ factor (ปัจจัยสำคัญ)
17. _____ music (ดนตรีสด)
18. _____ job (งานประจำ)
19. _____ transport (ขนส่งมวลชน)
20. _____ fact (ข้อเท็จจริงทางวิทยาศาสตร์)
21. _____ performance (การแสดงที่โดดเด่น)
22. _____ journey (การเดินทางข้ามคืน)
23. _____ magazine (นิตยสารวัยรุ่น)
24. _____ experience (ประสบการณ์ที่ลืมไม่ลง)

C. noun + verb

25. chart _____ (แผนผังแสดง.....)
26. color _____ (สีจาง)
27. company _____ (บริษัทขายตัว)
28. economy _____ (เศรษฐกิจเติบโต)
29. e-mail _____ (อีเมลตีกลับ)
30. engine _____ (เครื่องยนต์ทำงาน)
31. exhibition _____ (นิทรรศการเปิด)
32. idea _____ (ความคิดหลังไหล)
33. party _____ (งานเลี้ยงเล็ก)

34. price _____ (ราคาเพิ่มขึ้น)
 35. project _____ (โครงการมีเป้าหมายเพื่อ)
 36. telephone _____ (โทรศัพท์ดั่ง)

D. noun + noun

37. adventure _____ (การท่องเที่ยวเชิงผจญภัย)
 38. bank _____ (ค่าธรรมเนียมการให้บริการของธนาคาร)
 39. business _____ (การเดินทางเพื่อธุรกิจ)
 40. comfort _____ (พื้นที่ความสบาย = ที่ซึ่งทำให้รู้สึกสบายและปลอดภัย)
 41. election _____ (การรณรงค์ในการเลือกตั้ง)
 42. exchange _____ (อัตราแลกเปลี่ยน)
 43. home _____ (ที่อยู่ตามทะเบียนบ้าน)
 44. junk _____ (อาหารขยะ)
 45. nature _____ (การอนุรักษ์ธรรมชาติ)
 46. sales _____ (รายการส่งเสริมการขาย)
 47. suggestion _____ (ถ่วงรับความคิดเห็น)
 48. window _____ (ที่นั่งติดหน้าต่าง)

E. adverb + adjective

49. _____ wrong (ผิดเต็มประตู)
 50. _____ disappointed (ผิดหวังอย่างที่สุด)
 51. _____ sad (เศร้าแทบเป็นแทบตาย)
 52. _____ successful (ประสบความสำเร็จทางการเงิน)
 53. _____ aware (รู้อยู่เต็มอก)

54. _____ educated (ซึ่งได้รับการศึกษาสูง)
55. _____ competitive (ที่มีการแข่งขันในระดับสากล)
56. _____ possible (เป็นไปได้อย่างยิ่ง)
57. _____ cheap (ถูกสิ้นดี)
58. _____ negative (เป็นด้านลบอย่างมีนัยยะสำคัญ)
59. _____ smooth (นุ่มดูจแพร่ไหม)
60. _____ acknowledged (เป็นที่ยอมรับอย่างกว้างขวาง)

F. verb + adverb

61. _____ regret (ขมขื่นใจ)
62. _____ hurt (เสียใจอย่างสุดประมาณ)
63. _____ believe (เชื่ออย่างหนักแน่น)
64. hold _____ (ยึดจับอย่างหลวม)
65. _____ prepare (จัดเตรียมอย่างเร่งรีบ)
66. rise _____ (เพิ่มขึ้นสูงมาก)
67. rain _____ (ฝนตกอย่างหนัก)
68. spend _____ (ใช้จ่ายอย่างฉลาด)
69. _____ enjoy (สนุกสนานอย่างเต็มที่)
70. _____ secure (รักษาความปลอดภัยอย่างแน่นหนา)
71. _____ agree (เห็นด้วยอย่างไร้ข้อสงสัย)
72. _____ remember (จำได้อย่างชัดเจน)

APPENDIX C
Writing Test

Writing Test

This writing test is included 3 items. Each item is included 2 pictures.

Instruction Use your imagination to describe the pictures in
50 words minimum.

ข้อสอบเขียนนี้ประกอบด้วยข้อสอบ 3 ข้อ แต่ละข้อประกอบด้วยภาพ 2 ภาพ

คำสั่ง จากภาพที่กำหนดให้นี้ จงใช้จินตนาการเขียนบรรยายภาพ อย่างน้อย 50 คำ

Time: 45 minutes

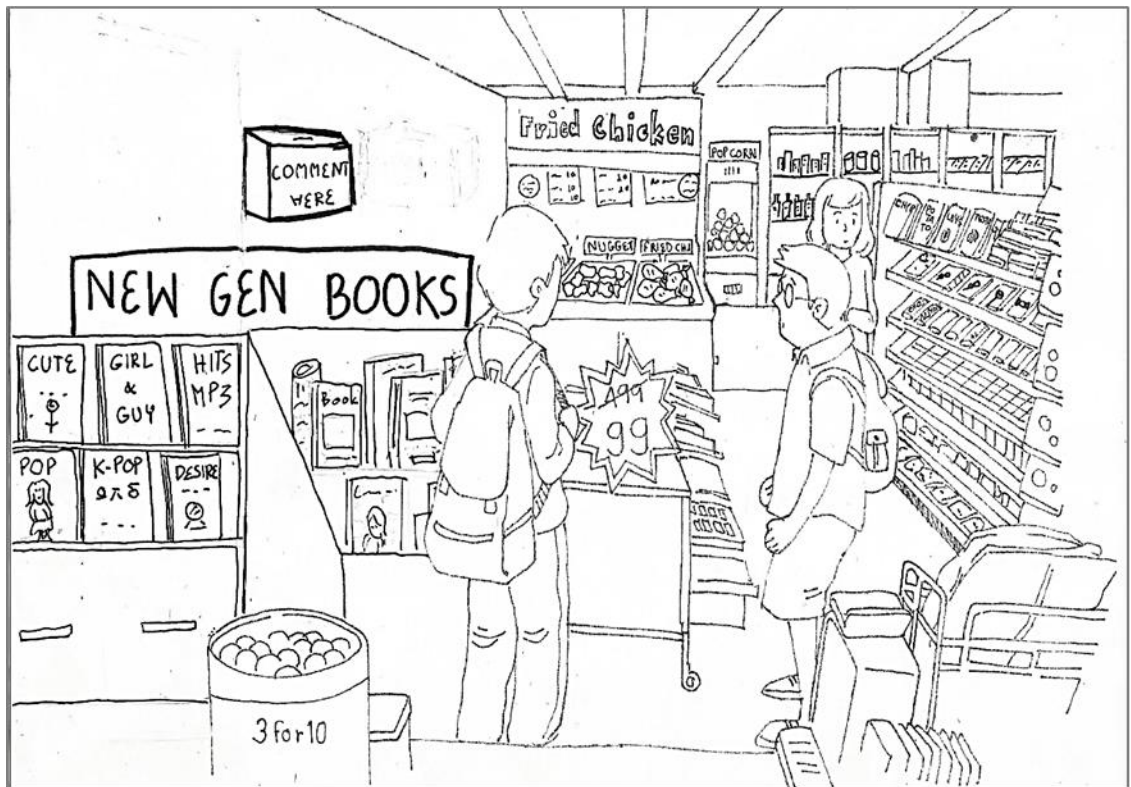
เวลา: 45 นาที

ชื่อ เลขที่

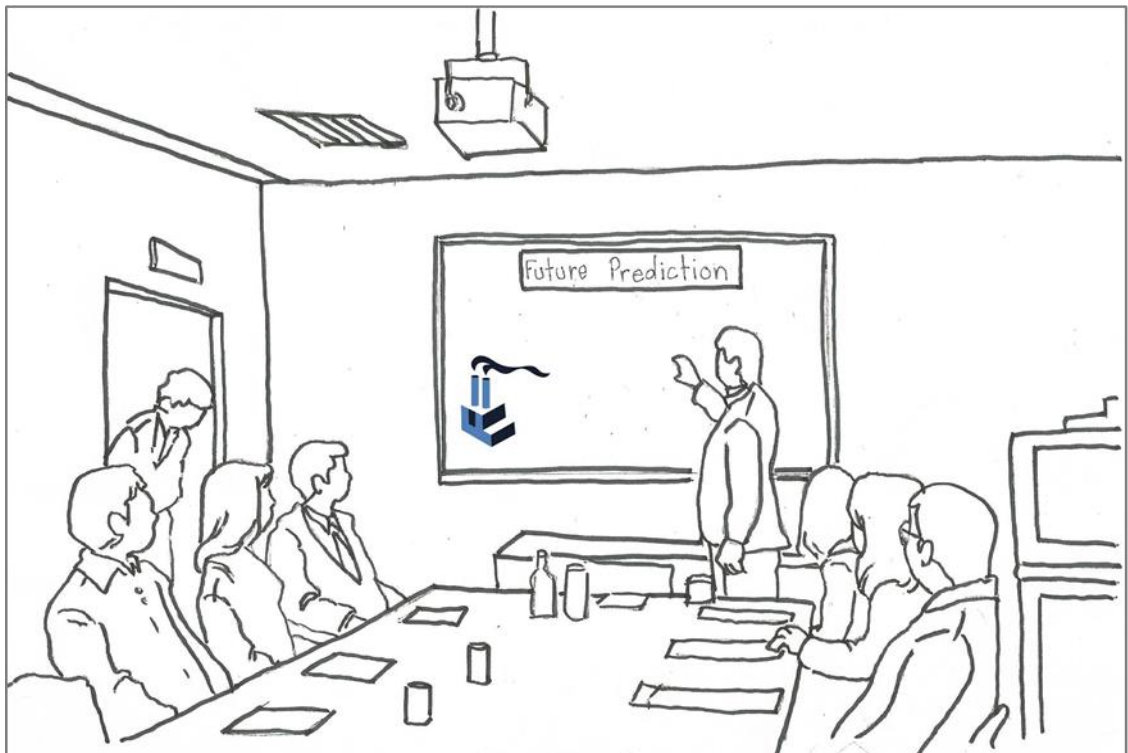
A.



B.



C.



APPENDIX D
The Criteria for Essay Writing Evaluation

The criteria for essay writing evaluation

Total score for essay writing test is 30 points. The scores are provided for 4 aspects as following,

1. Content 10 points
2. Collocation use 10 points
3. Language use 5 points
4. Organization 5 points

The rubric for essay writing evaluation

Content	Points	Level	Criteria
1. Content	9-10	Excellent	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	7-8	Good	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	5-6	Average	Little knowledge of subject, adequate range, limited development of thesis, less relevant to topic, and lacks detail
	3-4	Poor	Limited knowledge of subject, little substance, inadequate range and development of topic
	1-2	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
2. Collocation use	9-10	Excellent	The writer use 10 and more target collocations naturally and appropriately.
	7-8	Good	The writer use 8-9 target collocations naturally and appropriately.
	5-6	Average	The writer use 6-7 target collocations naturally and appropriately.
	3-4	Poor	The writer use 4-5 target collocations naturally and appropriately.
	1-2	Very poor	The writer use less than 3 target collocations that it is unable to evaluate.
3. Language use	5	Excellent	All sentences are well constructed. There are varied structure and length. The writer makes no errors in grammar and spelling.
	4	Good	Most sentences are well-constructed. There are varied structure and length There are few errors but they do not interfere with understanding.

Content	Points	Level	Criteria
	3	Average	Most sentences are constructed with similar structure and same length There are few errors but somewhat interfere with understanding.
	2	Poor	Most sentences are constructed with similar structure and same length There are few errors which interfere with understanding.
	1	Very poor	Sentences seems awkward and difficult to understand. There are numeral errors in grammar and spelling that interfere with understanding
4. Organization	5	Excellent	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, and cohesive
	4	Good	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	3	Average	Choppy, loosely organized, less effective transition that obvious affects logical sequencing and coherence
	2	Poor	Non-fluent, idea confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, or not enough to evaluate

ACCEPTED MANUSCRIPT

PAPER

**Effectiveness of Lexical Collocation Instruction
on Students' Collocation Knowledge**

Effectiveness of Lexical Collocation Instruction on Students' Collocation Knowledge

ประสิทธิผลของการสอนคำปรากฏร่วมประเภทคำศัพท์ต่อความรู้ ด้านคำปรากฏร่วมของนักเรียน

Phasinee Junjoem^{*} and Thanyapa Palanukulwong

ภาสินี จุลเจิม^{*} และธัญภา พลานุกุลวงศ์

Prince of Songkhla University, Hatyai Campus

15 Kanjanawanit Road, Hatyai, Songkhla, 90120

มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่

15 ถนนกาญจนาภิเษย์ อำเภอหาดใหญ่ จังหวัดสงขลา 90120

Abstract

The current study aimed to examine the effectiveness of lexical collocation instruction in enhancing EFL students' collocation knowledge. The participants in this quasi-experimental study were 30 Mathayom 6 EFL students who were studying in the Science-Mathematic Program at a public high school. The instrument was a collocation test, administered as pre- and post-tests. Fifteen lessons of lexical collocation were taught in thirty hours of Fundamental English course. Descriptive statistics and Dependent Samples of t-test were employed to analyze the data quantitatively for comparing the participants' performance at the pre-test and post-test. The results showed that the participants' scores in the post collocation test increased significantly. The participants performed best on verb+noun collocations, but worst on verb+adverb collocations. After collocation instruction, the participants acquired the knowledge of collocations from the instruction. However, some categories of lexical collocations were found to be problematic for participants to acquire in spite of instruction.

Keywords: Lexical collocations, Collocation instruction, Collocation competence

^{*}Corresponding Author. E-mail: phasinee.kay77@gmail.com

บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์เพื่อทดสอบประสิทธิผลของการสอนคำปรากฏร่วมประเภทคำศัพท์ ในการเสริมสร้างความรู้เรื่องคำปรากฏร่วม ของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (EFL) โดยกลุ่มตัวอย่างในงานวิจัยกึ่งทดลองนี้ เป็นนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (EFL) ชั้นมัธยมศึกษาปีที่ 6 หลักสูตรวิทยาศาสตร์-คณิตศาสตร์ จำนวน 30 คน ซึ่งกำลังศึกษาในโรงเรียนมัธยมศึกษาของรัฐบาล ข้อมูลวิจัยได้เก็บรวบรวมโดยใช้ข้อสอบเพื่อทดสอบความรู้คำปรากฏร่วม ซึ่งใช้เป็นข้อสอบก่อนและหลังการสอนคำปรากฏร่วม ผู้วิจัยได้ออกแบบแบบฝึกเรื่องคำปรากฏร่วมประเภทคำศัพท์ จำนวน 15 แบบฝึก เพื่อสอนคำปรากฏร่วมแก่กลุ่มตัวอย่าง ในรายวิชาภาษาอังกฤษหลัก จำนวน 30 ชั่วโมง การวิจัยนี้ใช้การวิเคราะห์ค่าสถิติพื้นฐาน (Descriptive statistic) และการทดสอบความสัมพันธ์ระหว่างค่าเฉลี่ยที่กลุ่มตัวอย่างมีความสัมพันธ์กัน (Dependent sample t-test) ในการวิเคราะห์ข้อมูลเชิงปริมาณ เพื่อเปรียบเทียบคะแนนสอบก่อนและหลังการสอนคำปรากฏร่วมของกลุ่มตัวอย่าง ผลการวิจัยพบว่า คะแนนสอบหลังการสอนคำปรากฏร่วมของกลุ่มตัวอย่างเพิ่มขึ้นอย่างมีนัยสำคัญ กลุ่มตัวอย่างทำคะแนนได้ดีที่สุดในข้อสอบคำปรากฏร่วมประเภทย่อย คำกริยา+คำนาม (verb+noun) แต่คะแนนต่ำที่สุดในข้อสอบคำปรากฏร่วมประเภทย่อย คำกริยา+คำวิเศษณ์ (verb+adverb) จะเห็นได้ว่า หลังจากการสอนคำปรากฏร่วมประเภทคำศัพท์ กลุ่มตัวอย่างได้รับความรู้เรื่องคำปรากฏร่วมจากการสอนและการใช้แบบฝึกคำปรากฏร่วม อย่างไรก็ตาม ยังมีคำปรากฏร่วมประเภทย่อยบางประเภท ที่เป็นปัญหาแก่กลุ่มตัวอย่างในการรับรู้แม้จะได้เรียนมาแล้วก็ตาม

คำสำคัญ : คำปรากฏร่วมประเภทคำศัพท์ การสอนคำปรากฏร่วม ความสามารถด้านคำปรากฏร่วม

Introduction

In second language acquisition, in order to acquire the new language, learners need to know words to be used in that language. It is believed that a learner with a large number of words and various types of vocabulary knowledge will have a better communicative competence which is the key aspect of language acquisition. Vocabulary knowledge is of two types: receptive and productive (Nation, 2001). Receptive ability enables EFL learners to comprehend the language while productive

ability enhances the learners' use of words for communication. According to Wei (1999), to move from receptive to productive vocabulary, learners need to be able to combine words appropriately. This aspect of productive vocabulary conforms to the main characteristic of collocations.

Collocations are defined in various ways but in a similar sense. They are two or more words which are found together repeatedly and frequently in natural written and spoken language (Benson et al., 2009; Lewis, 2000; McIntosh, 2009). For example, have an accident, convenience store, price increases, suggestion box, rise sharply and fully aware are all collocations.

According to Hill (2000), 70% of spoken and written language contain collocations; therefore, collocations deserve to be a crucial aspect of vocabulary acquisition. A word has many meanings and various linguistic functions, so one word can combine with other words in different contexts. The number of collocations is greater than words because several different collocations consist of many words (Lewis, 2000). One word can combine with other words to produce several collocations, for example, last week, hard week, spend a week, etc. Most words collocate with other words and these collocates will help learners to remember the sequences and guess their meaning through the context. According to Hill (2000, cited in Phoocharoensil, 2013), for example, the verb drink is followed by a drinkable kind of liquid, e.g. water, milk, etc.

Word combinations which are produced frequently, for example, long-term plan, mix and match and drive me crazy, are found much of both spoken and written language. Thus, in vocabulary acquisition, learning the other words that often go with the target words will facilitate learners to use those words naturally. Collocations are found in every language which has its own ways to combine the words. Lewis (1997) suggests that collocations are arbitrary. This can be different from language to language. No fixed rule can explain why collocations were created those ways, for example do laundry, but make room. The arbitrariness is considered as the difficulty to acquire collocations for EFL learners. EFL learners usually make mistakes in using English collocations because of the interference by their mother-tongue (Boonyasaquan, 2006; Phoocharoensil, 2014). Inappropriate collocations and negative transference indicate learners' English proficiency.

If learning vocabulary is the initial stage of learning the second language, collocations should be taught instead of single-item vocabulary (Lewis, 2000). Even though collocation acquisition is difficult for EFL learners, many specialists propose various procedures to teach collocations (Hill, 2000; Lewis, 2000; McCarthy & O'Dell, 2005; Wei, 1999).

Types of Collocations

Collocations are categorized in various concepts. Benson et al. (2009) generally classified collocations into 2 main categories: 6 types of lexical and 8 types of grammatical.

Lexical collocations consist of two or more words which are nouns, verbs, adjectives and adverbs: e.g. verb + noun, adjective + noun, noun + verb, noun of noun or noun + noun, adverb + adjective, and verb + adverb, for example, take place, final round, telephone ring, stake of box, absolutely furious, and orally present.

On the other hand, grammatical collocations are phrases which consist of a dominant word: a noun, verb or adjective combined with a preposition or grammatical structure: e.g. noun + preposition, noun + to infinitive, adjective + preposition, and etc., for example, announcement about, and angry with.

Teaching Collocations

Collocations should be instructed in order to develop EFL learners' productive and communicative abilities (Lewis, 2000; Nation, 2001). Many scholars proposed various techniques to teach collocations.

Lewis (1993), in his lexical approach, suggested a pedagogical method to teach collocation. Learners must recognize collocations and memorize collocations using nonlinear recording formats: collocation tables and word trees. Wei (1999) suggestion to teach collocation was to start with building learners' awareness. Hill (2000) also pointed out that raising learners' awareness of collocations was important in collocation learning. Teachers should encourage learners to know individual words and their collocational contexts. Learners must record collocations by key words, by topics, etc. McCarthy & O'Dell (2005) suggested 3 phases to learn collocations: finding, recording, and practicing.

Related Studies

McIntosh (2009) emphasized that “No piece of natural spoken or written English is totally free of collocation”. In addition, using appropriate collocations was an important factor to achieving fluency (Nation, 2001). Therefore, many researchers tried to examine the collocation instructions and their impacts on learners’ collocation knowledge and language proficiency.

Ozgul & Abdulkadir (2012) compared the effectiveness of the teaching of lexical collocations and traditional vocabulary teaching. The students who learned lexical collocations performed better in the English test than those who learned through traditional teaching techniques.

Shooshtari & Karami (2013) investigated the impact of lexical collocation instruction on speaking ability. The pre-intermediate students were randomly assigned to experimental and control groups. The experimental group was instructed lexical collocations while the control group was not taught any collocation. Then control and experimental groups took speaking test to assess their lexical collocation knowledge and oral proficiency. The result showed that the treatment was effective to the use of lexical collocations, except adverb + adjective collocations. Lexical collocation knowledge had positive effect on learners’ speaking proficiency.

The concepts of collocations are new in language education in Thailand; collocations are not included in the English curriculum. Boonyasaquan (2006) noticed that although collocations play an important role in second language acquisition, teaching English in Thailand has limitations to implement and integrate collocation approach into the classroom. English teaching methods mostly focus on grammar and single-word vocabulary (Mongkolchai, 2008). However, more attention has been paid recently to explore Thai EFL learners’ collocation competence and to examine their relationship with English proficiency.

Some research studies on Thai learners’ acquisition of English collocations, for example, include Mongkolchai (2008) study. The researcher studied 57 Thai EFL university students’ ability in using lexical collocations. Students performed best in noun + noun collocations and worst in adverb + adjective collocations.

Kala (2012) also studied the effectiveness of collocation instruction to enhance vocabulary knowledge and writing ability. The result showed that students’

vocabulary knowledge and writing ability were enhanced through the collocation instruction.

Usen (2015) studied the effectiveness of collocation treatment to enhance grade-six students' vocabulary knowledge and vocabulary retention rate through reading tasks. The findings of the study showed that teaching collocation improved student's vocabulary knowledge and students performed best on verb + noun collocations after treatment.

Objectives

Collocations help EFL learners speak and write English in more natural and accurate ways (McCarthy & O'Dell, 2005). Previous studies have found that lexical collocation is related to language proficiency (Kala, 2012; Ozgul & Abdulkadir, 2012; Shooshtari & Karami, 2013). However, most EFL teachers notify that their learners usually have the problem to combine words correctly. The previous studies showed that EFL learners lacked collocation knowledge and had low productive collocation ability. In Thailand, there have been relatively few studies on lexical collocation acquisition through lexical collocation instruction. Therefore, the current study aimed to investigate the effectiveness of lexical collocation instruction on Thai EFL learners' productive collocational knowledge. Furthermore, it aimed to explore which categories of lexical collocation were problematic for learners to acquire.

Research Questions

- 1) What effects, if any, does lexical collocation instruction have on learners' knowledge of lexical collocations?
- 2) Which categories of lexical collocations are problematic for learners to acquire?

Research Methodology

Participants

This quasi-experimental study was conducted with 30 Mathayom 6 EFL students selected by the purposive sampling method from one hundred and forty seven students who were studying in the Science-Mathematic Program at a public high school in Thailand. Their ages were between seventeen-eighteen years.

They studied Fundamental English course for two hours a week. The course focused on four English skills: listening, speaking, reading and writing, as well as, vocabulary and grammatical structure.

Instruments

The data collection instruments used in this present study were 1) lexical collocation lessons and 2) a collocation test.

1) Lexical Collocation Lessons

There were 15 lexical collocation lessons consisting of 72 target collocations equally from six categories of lexical collocations, classified by Benson et al. (2009). These target collocations consisted of single-word vocabularies which were in the wordlist for participants' level, for example, respectively + aware, unforgettable + experience, idea + flow, and etc. It was assured by their teacher of English that participants were never taught to use these single-word vocabularies to produce collocations. The teacher and the researcher worked together to choose the target collocations.

The lessons included fifteen lessons; twelve lessons for teaching collocations and three lessons for writing practice. Each of the twelve lessons included six collocations of the same categories. The twelve lessons were taught to participants in three phases: finding, recording, and practicing (McCarthy & O'Dell, 2005). The other three lessons were used for practicing writing.

The collocation lessons were taught in 30 hours to the participants by their teacher of English. At the beginning of the instruction, the importance of collocations was introduced to the participants, as suggested by the previous studies (Wei, 1999; Yumanee & Phoocharoensil, 2013); EFL teachers should raise learners' awareness of the importance of English collocations. In the finding phase, participants were asked to identify and choose the appropriate collocations. Then in recording phase, participants were trained to memorize the collocations through meaning, example sentences, and making their own sentences. Next, in practicing phase, participants were encouraged to use those collocations through matching collocates with nodes and used them to make sentences. In the last three lessons, participants were encouraged to practice using collocation in paragraph writing. Writing prompts and collocations were provided as a guideline for them to write paragraphs.

2) Collocation Test

A collocation test which consisted of 72 items of fill-in-the-blank test was used to evaluate participants' collocation knowledge before and after the collocation instruction. The participants were asked to complete by filling a single word in the blank as the given Thai meaning. Below are examples of the test.

1. _____ promise (รักษาสัญญา)
2. _____ factor (ปัจจัยสำคัญ)
3. _____ competitive (ที่มีการแข่งขันในระดับสากล)
4. _____ believe (เชื่ออย่างหนักแน่น)

The tests were conducted twice as a pre-test and post-test. The score of the collocation test was 1 point for each item.

Native- and non-native English instructors were asked to validate the appropriateness of collocation test and lessons. The instructors were asked to assure that the collocations on the test and lessons were produced correctly as used by the native speakers. The incorrectly produced and presented collocations were revised. Then the collocation test was piloted with 30 Matthayom 6 EFL students who did not participate in this study. The reliability of the test was calculated using Cronbach's alpha, and was found to be .754 which was acceptable. The difficulty (P) of the test was found to be .32 which was also acceptable.

Data Collection

In this study, collocation test was administered as the pre-test for forty-five minutes. The collocation test scores reflected the participants' lexical collocation knowledge before receiving treatment. A week later, the first lesson of the total fifteen lessons were given to the participants. The participants took the collocation test again after thirty hours of instruction. Descriptive statistics and Dependent Samples of t-test were employed to analyze the data quantitatively for comparing the participants' performance at the pre-test and post-test.

Results and Data Analysis

Table 1 Participants' Performances on Pre- and Post-Collocation Tests

Test	Pre-test		Post-test		D	t
	Mean	S.D.	Mean	S.D.		
verb + noun (12 points)	1.43	1.01	4.57	2.08	3.14	8.601**
adjective + noun (12 points)	1.80	1.24	3.80	1.40	2.00	8.515**
noun + verb (12 points)	1.47	.86	2.97	1.13	1.50	7.225**
noun + noun (12 points)	2.00	1.05	3.47	1.57	1.47	5.190**
adverb + adjective (12 points)	.07	.25	.87	1.17	1.10	3.788**
verb + adverb (12 points)	.00	.00	.07	.25	.07	1.439
Overall (72 points)	6.77	2.78	15.73	5.02	8.96	10.287**

** significant at 0.01

In Table 1, the mean score of collocation test in the pre-test was 6.77, whereas that of the post-test was 15.73. The post-test score was significantly higher than the pre-test one ($t = 10.287$, $p < .01$), indicating that participants benefited from the collocation instruction. The instruction was effective in increasing participants' collocation knowledge.

In details, the results showed that participants performed best in verb + noun collocations ($t=8.601$, $p < .01$), an increase from 1.43 in the pre-test to 4.57 in the post-test. Their post-test score on adjective + noun, noun + verb, noun + noun, and adverb + adjective also increased significantly ($t=7.180$, 4.782 , 3.870 , and 3.000 respectively). However, participants' performance on verb + adverb collocations did not significantly improve, $X = .00$ in the pre-test and $X = .07$ in the post-test. This seemed to suggest that the collocation instruction was effective to improve collocation knowledge in most lexical categories, except verb + adverb collocations.

In order to find out more details of how the collocation instruction affected participants' knowledge of collocations, participants were divided into 2 groups based on their collocation scores, using 33% formula. The ranges of the test scores were 12.50-18.50, 20.00-28.50, and 30.00-40.50 respectively. The results were shown in Table 2.

Table 2 Results of High and Low Proficiency Participants on Pre- and Post-Collocation Test

Participants		Pre-test		Post-test		D	t
		Mean	S.D.	Mean	S.D.		
High (n = 10)							
verb + noun	(12 points)	1.30	1.16	4.90	1.73	3.60	7.216**
adjective + noun	(12 points)	2.10	1.52	4.40	1.07	2.30	6.866**
noun + verb	(12 points)	1.20	.63	2.80	1.32	1.60	4.707**
noun + noun	(12 points)	2.20	1.03	3.70	1.42	1.50	4.025**
adverb + adjective	(12 points)	.20	.42	1.60	1.28	1.40	3.280*
verb + adverb	(12 points)	.00	.00	.10	.32	.10	1.000
Overall	(72 points)	7.00	3.43	17.50	3.72	10.50	10.247**
Low (n = 10)							
verb + noun	(12 points)	1.20	.42	4.20	2.70	3.00	3.558**
adjective + noun	(12 points)	1.80	1.14	3.70	1.95	1.90	3.943**
noun + verb	(12 points)	1.60	.52	3.30	1.25	1.70	4.295**
noun + noun	(12 points)	1.70	1.16	3.80	1.99	2.10	3.280**
adverb + adjective	(12 points)	.00	.00	.80	1.23	0.80	2.058
verb + adverb	(12 points)	.00	.00	.00	.00	N/A	
Overall	(72 points)	6.30	2.21	15.80	7.63	9.50	4.427**

** significant at 0.01

From Table 2, the high proficiency group performed significantly better on the post-collocation test, an increase from 7.00 to 17.50 ($t=10.247$, $p<.01$). Their post-test scores on verb + noun, adjective + noun, noun + verb, noun + noun, and adverb + adjective collocations increased significantly. They performed best on verb + noun collocations ($t=7.216$, $p<.01$). Their pre-test scores on verb + adverb were not significantly different from their post-test scores. Obviously, from the test results, the high proficiency group also had difficulty acquiring verb + adverb collocations.

The low proficiency group also performed significantly better on the post-test, an increase from 6.30 to 15.80 ($t=4.427$, $p<.01$). They also performed best on verb + noun collocations ($t=3.558$, $p<.01$). However, their performance in verb + adverb

collocations did not change, $\bar{X} = .00$ on both pre-and post-test. Also their scores on adverb + adjective did not increase significantly on post-test ($\bar{X} = .80$). So the low proficiency group did not acquire verb + adverb and adverb + adjective collocations.

From the test results, it might be possible to conclude that lexical collocations could be taught to enhance the participants' collocation knowledge. The participants could acquire almost all categories of the lexical collocation, except some categories which were found to be problematic for participants to acquire. Verb + adverb collocations were problematic for all participants, including high and low proficiency groups. Adverb + adjective collocations were problematic only for low proficiency group.

Discussion

This quasi-experimental study aimed to examine the effectiveness of lexical collocation instruction on the students' knowledge of lexical collocation. It was found that the collocation instruction was effective to improve the participants' collocation knowledge, reflected in the participants' overall post-test scores which increased significantly after instruction. However, there were certain categories which were found to be problematic: verb + adverb and adverb + adjective collocations.

The study found that the participants could acquire 5 categories of lexical collocations: verb + noun, adjective + noun, noun + verb, noun + noun, and adverb + adjective collocations. They learned these collocations, practiced using them, and acquired them. The participants gained the highest score on verb + noun collocations. There was one category which all participants did not acquire: verb + adverb. Their performances on verb + adverb collocations did not improve; both high and low proficiency groups had difficulty acquiring the knowledge of verb + adverb collocations.

The difficulty in acquiring verb + adverb collocations might result from the fact that verb + adverb collocation is relatively uncommon in English texts. This was confirmed by an examination of 3 randomly selected EFL-reading texts from the participants' course books, consisting of 1,047 words. The researcher found only 4 sets of verb + adverb collocations.

The finding that the collocation instruction was effective to improve participants' collocation knowledge was in line with the previous studies (Shooshtari & Karami, 2013; Usen, 2015). Furthermore, the finding which showed that participants performed best in verb + noun collocations was in line with some previous studies (Shooshtari & Karami, 2013; Usen, 2015). For example, Usen (2015) found that teaching collocation improved student's vocabulary knowledge and students performed best on verb + noun collocations after the instruction.

Noteworthy, even though participants benefited from the collocation instruction, their collocation scores in the post-tests were still unsatisfactory. From the total of 72, their scores increased from 6.77 in the pre-test to 15.73 in the post-test, which were only one fourth of the total. This might be because collocations is a new issue for the Thai learners because in Thailand English teaching methods mostly focus on grammar and single-word vocabulary (Mongkolchai, 2008).

The analysis of the collocational errors on participants' collocation test showed that the participants' collocational errors might be the result of the negative transfer of the first language. In Thai, for example, learners can say good knowledge, but not in English. Some English words have similar meaning in Thai; learners might make collocational errors when they produced English collocations from Thai meaning. An example, the words, trip and tour have only one word in Thai: *kārdōēnthāng* but in English there are these two different words which are not interchangeable: business trip but adventure tour. The same interference was found in the studies of Boonyasaquan, 2006; Mongkolchai, 2008; Phoocharoensil, 2014; Yumanee & Phoocharoensil, 2013. Phoocharoensil (2014) found that most Thai EFL learners often depended upon collocational patterns in Thai and transferred the patterns from Thai to English. Thus, collocational errors were found where Thai and English patterns were different. Collocation errors might be because of the differences between their mother tongue and English.

Conclusion

In short, based on the findings, collocations could be taught to improve students' collocation knowledge. All participants could acquire 5 from the total of 6 categories of lexical collocations: verb + noun, adjective + noun, noun + verb, noun + noun, and adverb + adjective. Only verb + adverb collocations were found

to be problematic for them. So the collocation instruction which was presented explicitly in English classroom could improve their collocation knowledge.

Although these 72 collocations presented in the current study consisted of single-word vocabularies which were suitable for participants' level, some were found to be problematic especially verb + adverb. Single-word vocabulary teaching is to present the meaning to students while collocation teaching is to encourage them to produce English naturally and fluently. So, in order to enhance learners' collocation knowledge, teacher should teach collocations and provide more opportunities for learners to practice using collocations.

References

- Benson, M., Benson, E. & Ilson, R. (2009). *The BBI Combinatory Dictionary of English*. Philadelphia, PA: John Benjamins.
- Boonyasaquan, S. (2006). The Lexical Approach: An Emphasis on Collocations [Electronic Version]. *Journal of Humanities*, 28, 98-108.
- Hill, J. (2000). Revising Priorities: From Grammatical Failure to Collocational Success. In M. Lewis, *Teaching Collocation: Further Developments in the Lexical Approach*. London: Language Teaching Publications.
- Kala, P. (2012). *Collocation Instruction to Enhance English Vocabulary Knowledge and Writing Ability among Mathayom Suksa 5 Students* [Online]. Retrieved May 19th, 2015, from: <http://tdc.thailis.or.th>.
- Lewis, M. (1993). *The Lexical Approach: The state of ELT and a way forward*. London: Language Teaching Publications.
- Lewis, M. (1997). *Implementing the Lexical Approach: Putting Theory*. London: Commercial Colour Press Plc.
- Lewis, M. (2000). *Teaching Collocation: Further Developments in the Lexical Approach*. London: Language Teaching Publications.
- McCarthy, M. & O'Dell, F. (2005). *English Collocations in Use*. Cambridge: Cambridge University Press.
- McIntosh, C. (2009). *Oxford Collocations Dictionary for Students of English*. Oxford: Oxford University Press.

- Mongkolchai, A. (2008). *A Study of University Students' Ability in Using English Collocations*. Master's Project, M.A. (English). Graduate School, Srinakharinwirot University.
- Nation, I. S. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Ozgul, B. & Abdulkadir, C. (2012). Teaching Vocabulary through Collocations in EFL Classes: The Case of Turkey. *International Journal of Research Studies in Language Learning*, 1, 21-32.
- Phoocharoensil, S. (2013). Cross-linguistic Influence: Its Impact on L2 English Collocation Production. *English Language Teaching*, 6(1), 1-10
- Phoocharoensil, S. (2014). Exploring Learners' Developing L2 Collocational Competence. *Theory and Practice in Language Studies*, 4(12), 2533-2540.
- Shooshtari, Z. G. & Karami, N. (2013). Lexical Collocation Instruction and Its Impact on Non-academic EFL Learner's Speaking Ability. *Journal of Language Teaching and Research*, 4(4), 767 - 776.
- Usen, A. (2015). Effectiveness of Teaching Collocations to Primary School Students (Grade 6). *7th International Conference on Humanities and Social Sciences "ASEAN 2015: Challenges and Opportunities"*. Songkhla: Faculty of Liberal Arts, Prince of Songkhla University.
- Wei, Y. (1999). Teaching collocations for productive vocabulary development. *Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Language*. New York.
- Yumanee, C. & Phoocharoensil, S. (2013). Analysis of Collocational Errors of Thai EFL Students. *LEARN Journal: Language Education and Acquisition Research Network*, 6(1), 90-100.

VITAE

Name Phasinee Junjoem

Student ID 5711121003

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts in English	Thaksin University	2001

List of Publication

Junjoem, P. & Palanukulwong, T. (2017). Effectiveness of lexical collocation instruction on students' collocation knowledge. *Electronic Journal Online Administrative System of Yala Rajabhat University*, 12, 112-125.