

**Effects of Using Online Dictionary and Intensive Involvement Tasks
in Developing EFL Learners' Receptive and Productive Knowledge of
Verb-Noun Collocations**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teaching English as an International Language
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Thesis Title Effects of Using Online Dictionary and Intensive Involvement
Tasks in Developing EFL Learners' Receptive and Productive
Knowledge of Verb-Noun Collocations

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ผู้เขียน	นายภูมิหมัดสอและ หมด
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการเรียนรู้คำปรากฏร่วมที่เป็นคำกริยากับคำนาม 2) ทดสอบความคงทนในการเรียนรู้คำปรากฏร่วม 3) ศึกษากลยุทธ์การเรียนรู้คำปรากฏร่วมและความคิดเห็นของนักศึกษาที่มีต่อการสอนคำปรากฏร่วม การวิจัยนี้เป็นการวิจัยกึ่งทดลองโดยมีนักศึกษาปีที่ 1 ที่ศึกษาในมหาวิทยาลัยสงขลานครินทร์ จำนวน 47 คน ปีการศึกษา 2555 เป็นกลุ่มตัวอย่าง เครื่องมือที่ใช้ในการศึกษาค้นคว้าประกอบด้วย 1) แผนการสอนการทบทวนเรื่องหน้าที่ของคำ 2) แผนการสอนคำปรากฏร่วม 3) แบบทดสอบคำปรากฏร่วมทางด้านความรู้เชิงรับและเชิงสร้าง 4) แบบสอบถามเพื่อสำรวจกลยุทธ์และความคิดเห็นของผู้เรียนต่อการเรียนรู้คำปรากฏร่วม 5) คำถามที่ใช้ในการสัมภาษณ์กลุ่มตัวอย่างที่มีความสามารถทางภาษาสูงและต่ำจำนวนทั้งหมด 20 คน

ผลการศึกษสามารถสรุปได้ดังนี้

1. ผลการทดสอบก่อนเรียน หลังเรียนและทดสอบความคงทนชี้ให้เห็นว่าการใช้พจนานุกรมออนไลน์และการทำแบบฝึกแบบเข้มข้นสามารถพัฒนาการเรียนรู้คำปรากฏร่วมของผู้เรียนได้ทั้งด้านความรู้เชิงรับและเชิงสร้างอย่างมีัยสำคัญ รวมทั้งมีค่าของผลขนาดใหญ่ นอกจากนี้ยังพบปัจจัยสำคัญที่ส่งผลต่อผลสัมฤทธิ์ของผู้เรียนซึ่งได้แก่ คำแนะนำของผู้สอน การเรียนรู้แบบเข้มข้นผ่านการทำแบบฝึก และผลจากการทำแบบทดสอบเดิมซ้ำกัน

2. ผลการสำรวจโดยแบบสอบถามพบว่าการใช้พจนานุกรมออนไลน์เป็นกลยุทธ์ที่ใช้มากที่สุด ตามด้วยการถามผู้สอน ส่วนกลยุทธ์การเรียนรู้ที่ใช้น้อยที่สุดคือ กลยุทธ์การเรียนรู้ผ่านกระบวนการคิด นอกจากนี้ ผลการสัมภาษณ์กลุ่มตัวอย่าง ยังพบว่า กลุ่มตัวอย่างที่มีความสามารถทางภาษาอังกฤษสูงใช้พจนานุกรมออนไลน์และปรึกษาผู้สอน ในขณะที่กลุ่มตัวอย่างที่มีความสามารถทางภาษาอังกฤษต่ำเลือกที่จะถามเพื่อนร่วมชั้นมากกว่าถามผู้สอน สำหรับปัญหาที่กลุ่มตัวอย่าง

ประสบในการเรียนรู้คำปรากฏร่วม คือปัญหาที่เกิดจากระบบอินเทอร์เน็ต เวลาที่ไม่เพียงพอในการทำแบบฝึก มีตัวอย่างประโยคคำปรากฏร่วมในพจนานุกรมไม่เพียงพอ และการขาดทักษะภาษาอังกฤษ

Thesis Title	Effects of Using Online Dictionary and Intensive Involvement Tasks in Developing EFL Learners' Receptive and Productive Knowledge of Verb-Noun Collocations
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ABSTRACT

The purposes of this study were threefold: 1) to investigate the effects of using online dictionary and intensive involvement tasks on students' learning verb-noun collocations; 2) to study the learners' retention rate of verb-noun collocations; and 3) to explore the students' strategies used in verb-noun collocation acquisition and their opinions toward collocation learning. The researcher adopted a quasi-experimental design and carried out the study with a group of 47 first-year students studying at Prince of Songkla University, Hat Yai Campus in the academic year 2012. The research instruments employed in the study were 1) the revision of parts of speech; 2) an introduction to collocations; 3) pretest, posttest and retention test; 4) a questionnaire; and 5) a group interview with 20 high and low proficiency students.

The research findings are as follows:

1. The effects of using the online dictionary in conjunction with the intensive involvement tasks on Thai EFL learners' knowledge of collocations indicated that the participants made significant collocation gains, both in the immediate posttest and retention test, with large mean effect size. In particular, the receptive test result fared much better than that of the productive test. In addition, three major factors which might have influenced the students' knowledge gain were teacher' guidance, intensive involvement tasks, and practice effect.

2. The results of the questionnaire responses revealed that consulting an online dictionary was the most used strategies followed by asking the teacher while metacognitive strategy was the least used. The results obtained from

the interview group showed that the high proficiency students employed an online dictionary and consulted the teacher whereas the low proficiency students opted for peer consultation during the intensive involvement tasks. The problems that the students faced during learning were internet disconnection, time limitation, insufficient examples in the online dictionary, and poor English language knowledge.

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Subject: Notification of research paper acceptance

Dear Mr. Hamad Muhammadsorlaeh,

We are very pleased to inform you that your research paper titled Effects of Using Online Dictionary in Developing EFL Learners' Receptive and Productive Knowledge of Verb-Noun Collocations is accepted for the 5th International Conference on Humanities and Social Sciences on Saturday, April 27th, 2013, at the B.P.Grand Tower Hotel, Hat Yai, Songkhla, Thailand. Please resubmit the edited paper as suggested by reviewers **before April 4, 2013** and also the PowerPoint file of your presentation by **April 10, 2013**, at libarts.conference@gmail.com.

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Sincerely yours,

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เรื่อง ตอบรับการได้รับบทความ

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ตามที่ท่านได้ส่งบทความ เรื่อง Strategies Used by Thai EFL University Students in Learning English Verb-Noun Collocations เพื่อตีพิมพ์ในวารสารศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์ ตามความทราบแล้วนั้น

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1. INTRODUCTION

Acquiring collocations has proven to be problematic for learners of English as a foreign language (EFL). The main problem that EFL learners have with learning collocations is direct translation of Thai collocations into English. Usually, learners expect words to collocate in a particular way in their first language; hence, they may learn collocations by directly translating them into English (Bahns, 1993; Laufer, 2011). If learners fail to use a correct collocation, even if their utterance is grammatically and contextually correct, their English will still sound unnatural and ‘foreign’ to the extent that the addressee may not understand them at all. Another major problem EFL learners face when learning collocations is incorrect identification. When dealing with a text, many learners (especially those with low English proficiency) usually focus on individual words that they do not know or are unfamiliar with, rather than on collocations (Henriksen, 2010). This is because the common way of learning vocabulary is to write the word (out of context and usually without its collocates) in a vocabulary notebook with its L1 translation. Both problems arise because of poor learner-training in collocation identification. Learners, in fact, need to have collocations pointed out to them before they can be expected to notice them by themselves. The more frequent notices the learners make, the more collocations they learn (Doughty, 1991; Robinson, 1995; Schmitt, 1990, 1995).

One explanation as to why the acquisition of collocations is problematic especially among EFL learners could be that collocation teaching is ignored (Farghal & Obidedate, 1995) or collocations are not taught explicitly (Bahns & Eldaw, 1993, cited in Farrokh, 2012). Nakhimovsky and Leed (1979, cited in Semadja, 1993) suggested that productive acquisition of collocations is a daunting task for EFL learners to master because collocations cannot simply be translated word-for-word from their native languages. A similar view was also expressed by Nesselhauf (2003) and Mahmoud (2005), who pointed out that the production of collocations poses a number of serious problems to learners. The difficulties and challenges that learners encounter could be partly due to different types of learning strategies they use when learning and producing collocations. Without proper

guidance as to what collocations to learn and what strategies to employ, learners would not be able to acquire useful collocations from the mass of possibilities. Acquiring collocational knowledge is a cumulative process that involves a great deal more than rote memorization. In order to retain the knowledge, learners should engage in a language task which requires deep processing (Laufer & Hulstijn, 2001).

In learning collocations, lexical knowledge and deep-processing tasks are important and crucial. Nation (1991) proposed different kinds of lexical knowledge that a person should master in order to know a word. These include its meaning, its written and spoken forms, its grammatical behaviors, its collocations, its register, and lastly its frequency. These kinds of word knowledge are necessary for L2 learners to be able to use the language in various situations. This word knowledge is conceptualized receptively and productively. Receptive knowledge refers to knowing a lexical item well enough to extract communicative value from hearing, reading or seeing, whereas productive knowledge involves knowing a lexical item well enough to produce it in speech or writing within an appropriate context (Norbert, 2010). In addition to lexical knowledge, deep processing tasks also play a significant role in learning as they require learners to work out the meaning of the lexical item by using their existing knowledge or they work on personalizing the meaning. For example, the extraction of collocation meanings from dictionary which is considered as a semantic processing related to pattern recognition which leads to more efficient and durable retention of collocational knowledge. In other words, the deeper the mental processing that learners engage in when learning a new lexical or collocational item, the more likely they are to remember it (Schmitt & McCarthy, 1998).

At the cutting edge of computer technology, online and electronic dictionaries have also played a crucial role for L2 learners in the acquisition of lexical knowledge (James-Catalano, 1996 & Nesi, 2000) because the process of consulting an online dictionary is shorter when compared with that of a paper dictionary, thus encouraging exploratory browsing. However, fast search stimulated by electronic reference tools may not necessarily result in long-lasting educational advantages because easily retrieved information which does not require deep processing cannot be completely retained (Nesi, 2000). As described by Laufer and Hulstijn (2001), Involvement load hypothesis is a condition of learning in which

unknown words can be retained through a considerable amount of involvement of word learning. In other words, deeper and more elaborate processing results in better word retention.

With regard to the contribution of online and electronic dictionaries to collocation acquisition, much research has been carried to investigate benefits of such tools in helping learners learn collocations more effectively. Laufer (2010), for example, examined whether dictionary consultation would contribute to the production and retention of collocations of high school L2 learners using four dictionaries: English-English-Hebrew dictionary, Longman Dictionary of Contemporary English and either COBUILD, Oxford Advanced Learner's Dictionary, or Cambridge International Dictionary of English. The results showed that the use of a dictionary significantly increased the number of correct collocations in a fill-in task. After the task, the number of collocations decreased, but, by comparison with the pre-test, there was some gain in collocation knowledge. In addition, learners reported that dictionary help was very useful in helping them to find and learn correct verb-noun collocations. Rayed (2011) investigated the productive and receptive knowledge of collocations by advanced Arabic speaking ESL and EFL learners and found that ESL learners had significantly higher scores than the EFL learners. In addition, the participants' productive knowledge of collocations lagged far behind their receptive knowledge. The study also indicated that the participants performed much better in verb-noun collocation rather than adjective-noun and verb-preposition collocations.

Language learning strategies also play a focal role in vocabulary and collocation acquisition because they can assist EFL learners in gaining control of their own learning (Oxford, 1990). According to Oxford, language learning strategies can be divided into two main classes, direct and indirect, which are further subdivided into six groups; Metacognitive, Affective, Social, Cognitive, Memory, and Compensation strategies. Metacognitive strategies help learners to regulate their learning, while Affective strategies are concerned with the learner's emotional requirements such as confidence. Social strategies lead to increased interaction with the target language; whereas Cognitive strategies are the mental strategies learners use to make sense of their learning. Memory strategies allow learners to store information,

while compensation strategies help learners to overcome knowledge gaps to continue the communication.

In addition to Oxford's classification of language learning strategies, Schmitt (1997) specifically proposes an extensive and comprehensive taxonomy of vocabulary learning strategies and divides them into two groups; the ones to determine the meaning of new words when learners encounter them the first time, and the ones to consolidate meaning when learners encounter words again. The first group includes Determination strategies (DET), which learners use to discover word's meaning themselves, and Social strategies (SOC), which allow learners to learn new words through interaction with others. The other group related to meaning consolidation include Memory strategies (MEM), which allow learners to link their learning of new words to mental processing by associating their background knowledge with the new words, Cognitive strategies (COG, which do not engage learners in mental processing but learners use more mechanical means as study aids to learn vocabulary. Examples of COG are taking notes in class, keeping vocabulary in a notebook, or putting English labels on physical objects. The final strategies under the last group were Metacognitive strategies (MET), which involve active monitoring and consequent regulation of their vocabulary learning process, for example, using English language media such as songs or movies to learn vocabulary or testing themselves with word tests or skipping new words.

Several studies on vocabulary learning strategies adapted from Schmitt's taxonomy have been conducted. Riankamol (2008), for example, surveyed vocabulary learning strategies of 27 Thai high school students. Based on Schmitt's taxonomy for vocabulary learning strategies, 27 sets of 25-item questionnaire were distributed to the participants. The findings revealed that MET strategies were the most frequently used by the students while the least frequently used were COG that is the students showed less interest in learning vocabulary by listening to vocabulary CDs. The commonly used strategies involved the students to engage themselves in learning English through media such as listening to news or songs and vocabulary cards reviewing.

Noor and Adubiab (2011) particularly investigated the strategies used Saudi EFL Learners in producing English lexical collocations. Eighty-eight students

were divided into high proficiency students (HPS) and low proficiency students (LPS). The taxonomy was divided into five major categories: retrieval, L1 based strategies, L2 based strategies, reduction strategies, and test-taking strategies. The results revealed that the participants relied more on L2 based strategies than other strategies in producing acceptable lexical collocations and the two groups seemed to have chosen. The same strategies and have not differed much in their total number of use. The results also revealed that HPS and LPS differed significantly in their use of strategies in producing acceptable collocations especially with regard to the retrieval strategy, L2 based strategies and L1 based strategies in favor of the HPS group. In the producing unacceptable collocations, on the other hand, there were statistically significant differences between the two groups especially with reference to the use of the reduction strategies and L2 based strategies in favour of the LPS group.

Kasmani and Bengar (2013) attempted to investigate whether vocabulary learning strategy has any effect on the listening comprehension of Iranian EFL Undergraduate Learners using Schmitt's classification of VLSs. The participants of the study were 35 male undergraduate university students majoring in English Translation. The overall results showed the participants were medium strategy users who used determination strategies most frequently and social strategies least frequently.

2. OBJECTIVES OF THE STUDY

The aims of the current study were firstly to investigate the effects of an online dictionary (Macmillan English Dictionary, hereafter MED) and intensive involvement tasks on Thai university students' collocation learning outcome. The second aim was to explore EFL learners' strategies and their problems in learning verb-noun collocations. It is hoped that the experiment can contribute to the body of research in the field. In particular, the study evaluated the effects of dictionary use with intensive involvement tasks on EFL learners' collocation knowledge. Going beyond receptive tasks, rather than requiring students to merely extract information from a dictionary, the current study required students to work out the meaning of

target collocations and extracted sample sentences. Its findings may thus give an insight into pedagogical implications for English teachers, who wish to design learning tasks which lead to better retention of collocations and their meaning.

Although there has been a vast interest among researchers in examining how L2 learners resolve linguistic problems due to poor command of the target language, not much emphasis has been placed on collocation learning strategies applied by EFL learners with different proficiency levels. Furthermore, few studies have investigated the learners' methods in producing collocations. This study also investigated what learning strategies a group of EFL university students employed to learn collocations through tasks requiring deep processing. It also explored problems the students had in learning collocations.

Three research questions were addressed as follows:

1. Do online dictionary use and intensive involvement tasks affect EFL learners' receptive and productive knowledge of the practiced collocations and their retention of collocational knowledge?
2. What are the strategies that EFL Thai University students use in learning verb- noun collocations?
3. What are the learners' problems and opinions towards using an online dictionary in acquiring collocation knowledge?

3. DEFINITION OF TERMS

3.1 Collocation

An expression consists of two or more words that habitually co-occur or a sequence of words or terms that co-occur more often than would be expected by chance.

3.2 Intensive involvement tasks

It refers to the tasks designed to facilitate the EFL learner in intensively learning verb-noun collocations. It consists of the meaning and definition extraction from the online dictionary, translation and sample sentence production activities.

3.3 Productive and receptive knowledge

Receptive knowledge is the ability to provide a specific L1 translation of L2 words, whereas the ability to provide a specific L2 equivalent for L1 word is known as productive knowledge. Productive knowledge is the ability to provide a specific L2 equivalent for L1 word is known as productive knowledge (Waring, 1997).

3.4 Language learning strategies

These refer to specific actions, behaviors, steps, or techniques learners use often consciously to improve their progress in comprehending, internalizing, and using L2 (Oxford, 1994).

4. RESEARCH METHODOLOGY

4.1 Subjects of the study

Initially, 55 students were randomly chosen from 1,240 first year students taking a course in Foundation English I on the basis of time availability. These students had studied English for 12 years. Prior to the commencement of the experiment, the participants were required to take an online vocabulary size test

(my.vocabularysize.com/) designed by Nation (2006). The average vocabulary size was 4,836 word families, from which it can be inferred that the participants' level of proficiency was pre-intermediate. All of the participants are native speakers of Thai. Since some of them missed the retention test, the test scores of only 47 students were valid.

4.2 Research Instruments

4.2.1 Target collocations

To select the target collocations, a collocation checklist was designed based on the model proposed by Dale and O'Rourke (1986). The checklist consisting of 250 verb-noun collocations was distributed to 5 teachers and 30 first year university students to agree upon unknown items. 170 collocations were identified as unknown. The researchers selected the following 12 unknown verb-noun collocations on the basis of their high frequency to be target collocations in the treatment: *take charge, catch sight, express concern, keep track, take shape, cause concern, make contribution, face fact, discuss matter, take shelter, have sympathy* and *leave gap*. The researchers also consulted the target online dictionary to make sure that every chosen collocation could be found in the dictionary.

4.2.2 Online dictionary

Macmillan English Dictionary (MED) was chosen because it is a free online version, showing exactly how words are used today. It provides definitions which are written in plain English, using only the 2,500 most common words. It also provides examples of usage notes as well as collocation lists. This was the intended dictionary in the study. However, due to several uncontrollable conditions, such as learners' low proficiency of English language, availability of online translation resources such as, bilingual dictionaries and Google Translator, EFL learners themselves also opted to use other online dictionaries such as Longdo (English–Thai dictionary) and Longman (English-English dictionary) to facilitate their learning when doing the tasks, and the participants were expected to complete a

task which required a mental effort. Each task contained four verb-noun collocations. The participants had to perform 6 sub-tasks within a period of one and a half hours. The sub-tasks were 1. Looking up the meaning of each collocation in English (receptive), 2. Providing the equivalent meaning of the collocation in Thai (productive), 3. Copying two sentence examples from the dictionary (receptive), 4. Giving the Thai equivalent of each sentence (productive), 5. Producing one sentence of their own in English (productive), and 6. Giving the Thai equivalent of their own English sentence (productive).

4.2.3 Intensive involvement tasks

The actual task that the participants were required to complete for each collocation is shown below.

Leave gap = (Meaning in Eng.).....
 = (Meaning in Thai).....

Examples

1.
 (Thai).....
 2.
 (Thai).....

Your own sentence example

1.
 (Thai).....

4.2.4 Pretest, posttest and retention tests

Three tests and a retrospective questionnaire were used to data collection. The identical pretest, posttest and retention tests measured the participants' receptive and productive collocation knowledge. Each test contained the 12 target collocations. The receptive test was in multiple choice format; the participants were required to choose either a collocate or node provided, for example,

1. *We were happy when John arrived and charge of the project that we were handling at the time.*

- a. took b. got c. obtained d. received*

For the productive test, the participants demonstrated their understanding of the collocations by completing sentences, selecting and inserting correct collocations from a given list, for example,

<i>take shape</i>	<i>discuss the matter</i>	<i>face the fact</i>
<i>expressed their concern</i>	<i>take charge</i>	

1. *Tom has to and realize that his life has changed forever after breaking up with his wife.*

2. *While he was talking with his friends about their dreams and families, a story began to in his mind.*

4.2.5 Questionnaire and group interview

After their learning tasks, retrospective questionnaire containing learning strategies and possible problems in learning collocations were distributed to the participants. The question items in the questionnaire were designed and written based on different strategies, namely, determination, memory, social, cognitive, and metacognitive strategies. The structure of the questionnaire consisted of 7 items for DET, 1 item for SOC, 7 items for COG, 2 items for MEM and 2 items for MET. Most items were especially invented for DET and COG because both largely contribute to receptive and productive knowledge acquisition. The main purpose of the interview was to gather qualitative data about participants' use of strategies and challenges in producing verb- noun collocations. The interview also helps validate the reliability of the questionnaire. It can also help analyze the learners' thought processes and strategies by asking learners to reflect on their thoughts after having carried out a predetermined activity (Gass & Mackey, 2000). The interview was conducted to

explore if there was any difference of learning strategies between the low and high proficient students when learning and acquiring verb-noun collocations. Ten students who obtained high test score and ten students who obtained low test score were selected to take part in the group interview.

4.3 Data Collection and Analysis

The whole procedure, conducted by a trained teacher¹, took 7 periods; each period lasted one and a half hours. The experiment itself was divided into two phases; orientation and treatment. The orientation phase was for grammar revision on parts of speech, introduction to collocations, and the use of the dictionary to learn collocations. The grammar revision on parts of speech was considered essential for the participants to perform the tasks because they had to, at least, be able to correctly identify the verbs and nouns of each verb-noun collocation. They also had to construct their own sentences using the collocations given. Without the basic knowledge of parts of speech, the participants might have encountered such linguistic problems.

During each period, the teacher helped clarify aspects which were problematic for the participants. When, for example, the participants did not know how to find collocations from MED, the teacher demonstrated the procedure again and reminded them about the node and the collocate. When, for example, the participants did not know how to find collocations from MED, the teacher demonstrated the procedure again and reminded them about the nodes and collocates. Or when the participants had difficulties in understanding the meaning of collocations, the teacher discussed with the whole class how to decipher the meaning. Immediately after the treatment, the participants were given the posttest, followed by the retrospective questionnaire. Two weeks after the completion of the treatment, the participants were required to sit for the retention test to ascertain how many collocations they had retained. Two weeks interval is the minimum time to measure learners' retention rate which is recommended by Haynie, (1990) and Nungester & Duchastel, (1982). For data analysis, it used descriptive statistics and T-test.

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5. FINDINGS AND DISCUSSION

The research findings of this study are divided into three parts. The first part deals with the effects of online dictionary use and intensive involvement tasks on learning verb-noun collocations, while the second part investigates further if the EFL learners were able to retain the collocational knowledge they had learnt. The final part critically explores their learning strategies and identifies the problems they experienced in learning verb-noun collocations.

5.1 Effects of online dictionary use and intensive involvement tasks on learning verb-noun collocations

Online dictionary and involvement tasks play a significant role in learners' acquisition of collocations; thus, it is worth investigating the effects of these tools on the acquisition of these collocations. The overall results show that the EFL students gained knowledge of collocations after doing the tasks and using the dictionary.

Table 1: Results of pretest and posttest for receptive and productive knowledge

Test type	Pre-test		Post-test		t	df	Sig. (2-tailed)	Cohen's d (Effect Size)
	SD.	SD.	SD.	SD.				
RT (12 items)	4.49	1.80	10.30	2.00	17.316**	46	0.01	3.09
PT (12 items)	1.09	1.06	1.79	1.30	2.865**	46	0.01	0.60
Overall (24 items)	5.57	2.00	12.09	2.29	15.659**	46	0.01	3.07

Notes: RT = receptive test, PT = productive test

Table 1 presents the descriptive statistics for the results of collocation knowledge on pre- and posttest shows that all the differences were at 0.01 with a large mean effect size ($d = 3.07$). By comparison, the participants obtained much higher posttest score for RT than PT (10.30 and 1.79 respectively), thus reflecting

different effect sizes ($d = 3.09$ and 0.60 respectively). However, it can be concluded that there was a significant increase in all the test results, which indicates that the use of MED and the task had a positive effect on the participant collocation knowledge, and more on RT than PT.

Apart from the comparison of the pre and posttest scores, the learners also had retained the knowledge of the verb-noun collocations they have acquired. The retention of knowledge is very important in learning; hence, measuring their retention should have been performed to analyze and investigate if they still can retain what they have been trained.

Table 2: Results of posttest and retention test of receptive and productive knowledge

Test type	Post-test		Retention		t	df	Sig. (2-tailed)	Cohen's d (Effect Size)
	–	SD.	–	SD.				
RT (12 items)	10.30	2.00	11.09	1.10	2.551**	46	0.01	0.50
PT (12 items)	1.79	1.30	3.89	2.74	5.034**	46	0.01	0.99
Overall (24 items)	12.09	2.29	14.98	3.14	5.472**	46	0.01	1.06

The comparison of post and retention test results indicates that there was a significant increase in all aspects of the participants' performance after the treatment (11.09, 3.89, and 14.98 respectively). It is worth noticing that there was a higher gain in PT than in RT. The mean effect size for the RT was large ($d = 1.06$), likewise for the PT ($d = 0.99$). It could also be inferred from the results that the use of MED and the task could help the participants retain their collocation knowledge two weeks after the treatment. Despite the significant gains in participants' learning outcome, it is worth pursuing the investigation further to discover the learning strategies the participants employed when learning verb-noun collocations and their opinions towards learning the collocations. These opinions included what factors positively influenced their performance, and the problems they have experienced when learning the collocations.

Since there is a very positive effect of using the dictionary and tasks, it would also be wise to investigate what learning strategies the EFL learners employed when learning collocations. The learning strategies were measured through the retrospective questionnaire and interview, which allowed the researcher to determine their learning styles and opinions toward learning verb noun collocations

5.2 Overall strategies used by EFL students in learning verb-noun collocations

Table 3: Rank order of overall collocation learning strategy use

Strategies	N	Min	Max	Mean	SD
Determination Strategies (DET)	47	0.43	4.00	3.50	0.90
Social Strategies (SOC)	47	0.43	4.00	3.50	0.90
Cognitive Strategies (COG)	47	1.00	4.00	3.40	0.85
Memory Strategies (MEM)	47	0.00	3.50	2.16	0.86
Metacognitive Strategies (MET)	47	0.00	4.00	2.45	1.11
Grand Total	47	0.14	3.80	2.76	0.92

Table 3 demonstrates that the level of frequency of strategy use falls in between occasionally and frequently (mean = 2.76). It can be inferred from the overall result that using learning strategies was not quite common among the students under study. However, when considered more closely, DET (mean = 3.50) were reported as the most frequently used strategies by all the students followed by SOC (mean = 3.40), while MET was found to be the least frequently used strategies (mean = 2.76).

Beside the overall identified strategies used by EFL learners, it was also found that there were other sub-categories of the strategies used by the learners especially under DET. DET and SOC are the most frequently used strategies; therefore, it would be worth examining the subcategories of the strategies. Under

DET, using English –Thai bilingual dictionary was the most frequent while others such as looking up only the node of collocation first has similar frequency. Table 4 below shows these sub-categories in detail.

Table 4: Rank order of sub-categories of collocation learning strategy use

Learning Strategies	N	Min	Max	Mean	SD
Determination Strategies (DET)					
1. Using English-Thai dictionary to look up the meanings of the target collocations	47	1	4	3.74	0.79
2. Looking up only the node of collocation first	47	1	4	3.7	0.81
3. Using electronic dictionaries to look up the their meanings and the vocabulary I do not know	47	1	4	3.62	0.87
4. Looking up the target collocations in an online dictionary	47	0	4	3.55	0.93
5. Looking up collocation entries (e.g. <i>take charge</i>) from MED	47	0	4	3.36	0.97
6. Looking up the target collocations in an online dictionary then guessing their meanings from the sentence examples provided	47	0	4	3.3	0.93
7. Looking up only the collocates of collocation first	47	0	4	3.19	1.01
Total	47	0.43	4	3.5	0.9
Social Strategies (SOC)					
8. Asking the meanings of collocations from classmates or teacher	47	1	4	3.4	0.85
Total	47	1	4	3.4	0.85

Notes: 0 (never), 1 (Rarely), 2 (occasionally), 3 (frequently), 4 (very frequently)

Table 4 displays the learning strategies used in learning collocations, the questionnaire revealed that the level of frequency of strategy use falls between occasionally and frequently (mean = 2.76). It can be inferred from the overall result that using learning strategies is not quite common among the students under study. However, when considered more closely, DET (mean = 3.50) were reported as the most frequently used strategies by all the students followed by SOC (mean = 3.40),

while MET was found to be the least frequently used strategies (mean = 2.76). The different uses of online dictionary employed by the learners allow us to know the different patterns used in learning the collocations, detailing how they used the dictionary learn the collocations. For example, using a bilingual dictionary to look up the meanings in their first language, looking up only the node of collocation first, then later looking for its collocate. It also revealed that that HPS employed more strategies than LPS to learn target collocations. However, both groups of students relied more on DET. It is apparent that both groups also used “Google Translate” to arrive at the meanings of both words and sentences. Interesting enough, LPS consulted only their classmates to get word meanings, but not teacher. Also they never showed an attempt to verbally repeat the target collocations.

In addition to investigating the effects of online dictionary use and intensive involvement tasks on learning the collocations, the current study also attempted to explore the learning strategies used by the EFL learners in learning and producing verb-noun collocations. The learners were introduced to the notion of collocations and how to use dictionaries to aid them in the production of collocations. The overall results indicated that DET (consulting a bilingual dictionary) were the most used strategies followed by SOC (asking teachers). The least used strategy by the students in this study was MET which involve mental processing. This finding was confirmed by the results of group interviews with HPS and LPS in that the HPS reported that they employed more DET than SOC. It was also found that the HPS used more strategies than the LPS; the two common strategies they used were using a bilingual dictionary and using “Google Translate”. While HPS consulted the teacher to about the production of collocations, LPS opted to ask classmates. As a result, we can see that consultation with peers and stick to one learning strategies give less contribution to the collocational learning. As for problems they faced while learning, all agreed that Internet disconnection, which was a technical one, disrupted their learning. Most important of all, their English proficiency was the major factor contributing to the learning process.

These results are similar to the ones obtained by Riankamol (2008), Kamol and Sripetpun (2011), Asgari (2010), Noor and Adubiab (2011), and Kasmani Bengar (2013), which also demonstrated that DET is the most frequently

used vocabulary learning strategy while the results concerning the least used strategy seemed to vary probably due to learners proficiency levels. That is, the present study revealed that MET was the least used strategy, but the studies conducted by Kamol and Sripetpun (2011) and Kasmani and Bengar (2013) discovered that SOC was the strategy that the students used the least, and Riankamol (2008) found that COG was the least used strategy by the students.

There are reasons that can explain why DET, especially using dictionary, tends to be the most preferred vocabulary learning aid. Using dictionaries, particularly bilingual ones, is the easiest way to find the meaning of a new word (Hulstijn, 1993; Kasmani & Bengar, 2013). Baxtor (1980) and Bensoussan, Sim and Weis, 1984; Atkins and Knowles, 1990 (cited in Koren, 1997) maintained that most students prefer a bilingual to a monolingual dictionary because the bilingual dictionary enables them to understand (or to believe they understand) the meaning of the word quickly. Also, they prefer the electronic format to the printed dictionary because the electronic format facilitates quick search and can be used in the absence of teachers. Following Grabe and Stoller (1994), using bilingual dictionaries consistently and appropriately is greatly beneficial to language learners.

As for the ability to produce sentences containing target collocations, it was revealed that most of the students under study had encountered a high degree of difficulties which could possibly be due to low language proficiency. This is in agreement with the study carried out by Laufer and Girsai (2008), which also demonstrated the difficulty of improving collocational knowledge the productive level. In current study for instance, the learners partially extracted the definitions of collocations, thus resulting in mistranslation and inaccuracy in the production of utterances. A clear example of wrong sentences show in figure 1 below was the example containing the collocation “leave a gap”. LPS copied the entire sentence example from the definition entries in the Macmillan dictionary without carefully checking the lexical chunk. Figure 1 below provides the aforementioned example.

Figure 1: Sentence example from Macmillan dictionary

- b. to not use an area of something
 leave a space/gap: *Leave plenty of space between you and the car in front.*
 📖 Thesaurus entry for this meaning of leave

However, the learners' extraction was "*Leave plenty of gap space between you and the car in front*". Consequently, this has posed a problem in producing acceptable collocations as in their produced sentence "*Leave plenty of gap space between you and him*". This indicated that the learners have no or little knowledge of the (/) punctuation, and it is recommended for teachers to teach EFL learners different types of punctuations. Using dictionary incorrectly might be disadvantageous for learners especially those with low proficiency when learning and identifying the collocations. Nesi and Meara (1994) discovered that adult EFL learners who used dictionaries to help in writing sentences misinterpreted dictionary entries; thus may pose a serious issue in extracting the definitions and examples from the dictionary. Additionally, Hamad and Laohawiriyanon (2013) discovered that the EFL learners performed better in receptive than productive tests, they were also reported to have problem with producing collocations due to their level of English proficiency and learning incompetency. In the study, teachers played an important role in facilitating the students' learning and this is helpful if the learners have low English proficiency.

5.3 Factors contributing to collocation learning and problems faced by EFL students in learning verb-noun collocations

Due to the positive effects of using online dictionary and intensive involvement tasks on learning collocations, it would also be worth surveying the learners' opinions toward learning verb-noun collocations and exploring if they have any problems or challenges in their learning. Table 5 discusses this in detail and further analyzes the factors that help the learners learn collocations more effectively, and Table 6 attempts to identify the problems that the learners experienced when doing the tasks and learning collocations.

Table 5: Participants' Opinions toward learning verb-noun collocations from MED

Opinions (n = 47)		Min	Max	Mean	sd.
1.	Explanation of collocations in the handouts made me aware of the benefits of collocations learning.	2	4	3.15	.55
3.	Additional explanation of collocations by the teacher made me aware of the benefits of learning collocations.	2	4	3.13	.61
2.	Teacher's explanation of collocations helped me understand collocations more.	1	4	3.04	.69
4.	Internet disconnections causes problems in using MED.	1	4	3.00	.78
13.	I recalled the meanings of collocations better when using them in producing sentences in English.	1	4	3.00	.66
14.	Completing the translation task assisted me in learning collocations.	2	4	2.96	.62
12.	Time for doing exercises was limited.	1	4	2.91	.65
11.	I asked my teacher for confirmation when I produced a sentence in English.	1	4	2.89	.76
15.	I am still used to translating the meaning word by word instead of the whole chunk.	1	4	2.83	.76
6.	MED provided a few sentence examples containing collocations.	1	4	2.79	.91
9.	I know only the meaning of collocation in the sentence examples, so looking up the meanings of the remaining was discouraging.	1	4	2.64	.70
10.	I asked my friends when I produced a sentence in English.	1	4	2.60	.88
7.	Collocation examples contained in MED were difficult to understand.	1	4	2.55	.88
8.	I am not able to produce sentences in English.	1	4	2.43	.83
5.	Locating collocations in MED was complicated and boring.	1	4	2.38	.82
Overall		2.30	3.57	2.83	.32

Notes: 1 (disagree), 2 (moderately disagree), 3 (moderately agree) to 4 (agree)

Despite the significant gains in participants' learning outcome, it is worth pursuing the investigation further to discover whether the learners faced any problems while learning the collocations and how would they account for their collocation knowledge. The findings revealed that there are factors that play important rule in their collocation performance. It can be surmised that that the participants were dependent on teacher's assistance in order to make sense of collocations. As for the

intensive involvement tasks, the results indicated that the participants agreed that the tasks aided their collocation learning.

Table 6: Problems in learning verb-noun collocations using online dictionary through the intensive involvement tasks

Problems	N	Min	Max	Mean	SD
1. Internet disconnection causes problem in using online dictionaries.	47	1	4	3	0.78
2. Time for doing exercises was limited.	47	1	4	2.91	0.65
3. Online dictionary provides a few sentence examples containing collocations.	47	1	4	2.79	0.91
4. I know only the meaning of collocation in the sentence examples. Looking up the meanings of the remaining was discouraging.	47	1	4	2.64	0.7
5. Collocations from online dictionaries were difficult.	47	1	4	2.55	0.88
6. I cannot produce sentences in English.	47	1	4	2.43	0.83
7. Locating collocations in online dictionary was complicated and boring.	47	1	4	2.38	0.82
Total	47	2.3	3.57	2.7	0.8

For the problems they experienced when learning collocations, it was found that deficiency in English is the primary problem. However, in their learning of verb- noun collocations, several problems were identified. The students agreed that one problem they had while doing a task was technical i.e. Internet disconnection. It was also revealed that the time given to complete the tasks was limited. The responses also suggested that the student proficiency level was not high enough to do the productive tasks. However, they had quite a positive attitude towards learning collocations through online dictionaries.

6. CONCLUDING REMARKS AND RECOMMENDATIONS

In conclusion, the current research shows the positive effects of an online dictionary and an intensive involvement task on Thai university English learners' receptive and productive knowledge of the practiced verb-noun collocations. Considering the mean scores, there was a significant gain in the participants' learning outcome in both receptive and productive tests. These findings

are consistent with those in the previous studies showing that the use of a dictionary and deep-processing tasks can lead to improvements in collocation knowledge of EFL learners (Dziemianko, 2010; Laufer, 2010; Rayed, 2011).

There are at least three factors contributing to the learning of collocations: teacher's assistance, intensive involvement tasks, and the practice effect. Firstly, judging from the participants' English proficiency level, it can be argued that the teacher's assistance plays a key role in this study. This can be seen from the questionnaire responses which indicate that most of them relied on the teacher's guidance. The second factor which accounts for the positive gain is the intensive involvement tasks. The positive test results of the current study were confirmed by the participants' opinions obtained from the retrospective questionnaire suggesting that task involvement assisted their understanding of collocation and its meaning and yielded a satisfactory learning outcome. The final factor is practice effect. The fact that the participants took the same test three times may explain why the retention score was higher than the first two tests taken earlier even though the retention test was taken two weeks after the post test.

With respect to the learning strategies used by Thai EFL students, the overall results indicated that DET (consulting a bilingual dictionary) were the most used strategies followed by SOC (asking teachers). The least used strategy by the students in this study was MET. This finding was confirmed by the results of group interviews with HPS and LPS in that the HPS reported that they employed more DET than SOC. It was also found that the HPS used more strategies than the LPS; the two common strategies they used were using a bilingual dictionary and using "Google Translate". While HPS consulted the teacher about the production of collocations, LPS opted to ask classmates. As for problems they faced while learning the collocations online, all agreed that Internet disconnection, which was a technical one, disrupted their learning. Most important of all, their English proficiency was the major factor contributing to the learning process.

The findings of this research could pose the recommendations for EFL educators and further research as follows:

6.1 As this study was conducted with a small number of subjects, it remains unknown if the treatment would lead to high gains in all aspects. Moreover,

there are several online dictionaries and collocation dictionaries. The results of using other dictionaries might be different from the results of the current study. Finally, it still remains unknown if participants who have higher proficiency would acquire verb-noun collocation knowledge differently.

6.2 Two main areas deserving an attention as a result of this study are teaching collocations and teaching learning strategies to EFL learners. As it was demonstrated in this study that the students' ability to perform a task using target collocations was unsatisfactory, it is advisable to find ways in which learners' productive ability can be enhanced. To achieve this, early exposure to collocations both explicit and implicit approaches to provide an L2 collocational input are recommended from the earliest stages of L2 learning.

6.3 Students must be aware that learning more vocabulary is not just learning new words; it is often learning words in chunks. Students should also be taught how to notice and record such chunks from different L2 contexts. One good resource in which learners can explore how words collocate together in English are specialized dictionaries of English collocations. However, teachers should teach them strategies to make good use of such dictionaries, especially those learners with insufficient linguistic knowledge.

6.4 Teachers should develop learners' awareness of combining different learning strategies that suit their learning styles. This can be done through various activities and tasks where a wide range of strategies are practiced. Moreover, the tasks which are used to train learners should require deep processing so that collocational knowledge can be retained in their long-term memory.

6.5 This study was conducted using 12 verb-noun collocations with 47 students. It remains unknown if a study which includes a larger number and different types of collocations such as noun-noun collocations or adjective-noun collocations would yield similar findings. It would also be of interest if other online language resources such as concordancers which contain much larger examples would be beneficial for learners to learn collocations.

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APPENDICES

Appendix 1

Collocation Check List

คำชี้แจง โปรดอ่านข้อความที่เป็นตัวเลือกในแต่ละช่องแล้วพิจารณาว่า ท่านมีความรู้คำปรากฏ ร่วมในแต่ละข้ออยู่ในระดับใดหลังจากนั้น ให้ใส่เครื่องหมาย (✓) ในช่องดังกล่าวโดยที่ในแต่ละข้อ ให้ใส่เครื่องหมายเพียงช่องเดียวเท่านั้น หากท่านเลือกช่องที่ระบุว่าท่านสามารถอธิบายความหมาย ได้ กรุณาเขียนความหมายของคำปรากฏร่วมเป็นภาษาไทยในช่องถัดไป (ช่องสุดท้าย)

หมายเหตุ:

คำปรากฏร่วมดังต่อไปนี้เป็นคำหลักและยังไม่ประกอบไปด้วยคำขยาย อาทิเช่น article a, the, an หรือคำขยายอื่นๆ

Item#	Collocations		I don't know ไม่ทราบเลย	I have heard/seen เคยเห็นและ เคยได้ยิน	I can define/use อธิบายความหมาย ได้	Meaning in Thai ความหมาย ภาษาไทย
1	cause	trouble				
2	tell	truth				
3	make	use				
4	express	view				
5	pay	visit				
6	take	walk				
7	find	way				
8	take	step				
9	make	stop				
10	tell	story				
11	cause	stress				
12	make	success				
13	take	test				
14	take	time				
15	lose	touch				
16	catch	train				
17	take	seat				
18	keep	secret				
19	make	sense				
20	take	shape				
21	shrug	shoulder				
22	give	birth				

23	catch	sight				
Item#	Collocations		I don't know ไม่ทราบเลย	I have heard/seen เคยเห็นและเคยได้ยิน	I can define/use อธิบายความหมายได้	Meaning in Thai ความหมายภาษาไทย
24	lose	sight				
25	show	sign				
26	develop	skill				
27	learn	skill				
28	make	sound				
29	deliver	speech				
30	make	speech				
31	take	interest				
32	set	standard				
33	cause	problem				
34	solve	problem				
35	make	progress				
36	keep	promise				
37	break	promise				
38	serve	purpose				
39	ask	question				
40	raise	question				
41	answer	question				
42	give	reason				
43	break	record				
44	keep	record				
45	hold	record				
46	show	respect				
47	get	result				
48	miss	opportunity				
49	ease	pain				
50	take	part				
51	take	place				
52	make	plan				
53	make	point				
54	take	position				
55	make	mistake				
56	correct	mistake				
57	make	money				
58	take	opportunity				

59	admit	mistake				
Item#	Collocations		I don't know ไม่ทราบเลย	I have heard/seen เคยเห็นและเคยได้ยิน	I can define/use อธิบายความหมายได้	Meaning in Thai ความหมายภาษาไทย
60	take	note				
61	take	notice				
62	make	apology				
63	take	office				
64	Express	opinion				
65	give	opportunity				
66	tell	lie				
67	take	look				
68	make	mark				
69	discuss	matter				
70	make	bed				
71	break	heart				
72	get	idea				
73	find	job				
74	lose	job				
75	set	example				
76	follow	example				
77	share	experience				
78	face	fact				
79	express	fear				
80	make	friend				
81	set	date				
82	have	difficulty				
83	make	difference				
84	cause	disease				
85	keep	distance				
86	have	effect				
87	make	effort				
88	take	care				
89	face	challenge				
90	meet	challenge				
91	take	chance				
92	make	change				
93	attend	class				
94	cause	concern				

95	express	concern				
Item#	Collocations		I don't know ไม่ทราบเลย	I have heard/seen เคยเห็นและเคยได้ยิน	I can define/use อธิบายความหมายได้	Meaning in Thai ความหมายภาษาไทย
96	break	contact				
97	have	conversation				
98	make	conversation				
99	take	course				
100	cause	damage				
101	make	attempt				
102	attract	attention				
103	pay	attention				
104	pack	bag				
105	break	record				
106	make	call				
107	keep	track				
108	gain	weight				
109	lose	weight				
110	cause	accident				
111	clear	throat				
112	take	action				
113	take	risk				
114	make	statement				
115	make	suggestion				
116	offer	suggestion				
117	make	profit				
118	refuse	request				
119	take	responsibilit				
120	run	risk				
121	take	photograph				
122	give	interview				
123	tell	joke				
124	learn	lesson				
125	skip	lesson				
126	take	medicine				
127	bridge	gap				
128	fill	gap				
129	cause	harm				
130	do	harm				

131	have	impact				
Item#	Collocations		I don't know ไม่ทราบเลย	I have heard/seen เคยเห็นและเคยได้ยิน	I can define/use อธิบายความหมายได้	Meaning in Thai ความหมายภาษาไทย
132	give	impression				
133	make	impression				
134	give	instruction				
135	make	enemy				
136	make	excuse				
137	give	explanation				
138	find	fault				
139	do	favour				
140	form	friendship				
141	perform	Function				
142	Leave	Gap				
143	make	contribution				
144	make	copy				
145	show	courage				
146	have	courage				
147	give	credit				
148	commit	crime				
149	resolve	crisis				
150	make	discovery				
151	take	drug				
152	do	duty				
153	take	charge				
154	make	comment				
155	reach	conclusion				
156	make	connection				
157	take	shelter				
158	have	shower				
159	commit	suicide				
160	undergo	surgery				
161	have	sympathy				
162	extend	sympathy				
163	ease	tension				
164	make	preparation				
165	take	bath				
166	gain	benefit				

167	make	reservation				
Item#	Collocations		I don't know ไม่ทราบเลย	I have heard/seen เคยเห็นและเคยได้ยิน	I can define/use อธิบายความหมายได้	Meaning in Thai ความหมายภาษาไทย
168	spread	rumour				
169	commit	crime				
170	gain	entry				

Appendix 2

Lesson 1: Revision of Parts of Speech

Duration: 60 minutes

Objectives: Students will be able to:

1. Identify parts of speech including verbs, nouns, adjectives, adverbs, prepositions, pronouns, conjunctions, and articles correctly
2. Summarize the functions of parts of speech correctly.

Materials: computers, worksheets, and whiteboard

Procedure:

1. The teacher explains the objectives of the lesson
2. The teacher warms up the class by asking the following question to check the students' knowledge of parts of speech in English.

Q: How many parts of speech are there in English? Wait for the students' response. Once they gave the answers, list down their answers in a piece of paper. Check if the answers are correct and complete.

Display the following list of words on the whiteboard. Asking them to identify the parts of speech of the following items.

A	handsome	man	is	driving	His
extremely	nice	car	heading	to	Bangkok.
He	and	His	wife	should	reach
there	by	noon	today		

3. Ask the whole class what are the functions of parts speech by writing down the answers on the board
4. Teacher summarizes and explains how each parts of speech occurs in sentences. This would give knowledge of the different types of occurrence that a collocation may occur
5. Ask students to do exercise 4 to identify parts of speech
6. The teacher reveals the answer s to students and check the whole

class if they still have any problem

7. Ask students to practice more by completing the exercise on identifying parts of speech in order to identify verb and noun composition and predication.

8. Teacher summarizes the whole lessons and check if students are able to meet goal and objectives mentioned

Exercise: Identifying Parts of Speech

Instructions: identify and write the correct parts of speech of the following words in the right column provided.

Adjective Adverb Article Conjunction Noun Preposition
Verb

Item	Part of Speech
Many	
this	
a	
much	
handsome	
sometimes	
house	
nicely	
the	
thinking	
met	
shown	
few	

Item	Part of Speech
some	
all	
and	
under	
good	
for	
their	
usually	
a lot of	
seven	
better	
shortest	
always	
here	
almost	
sad	
team	
she	
on	
your	
man	
happy	

Appendix 3

Lesson 2: Introduction to Collocation

แบบฝึกหัด

กรุณาเขียนคำศัพท์ภาษาอังกฤษให้ตรงกับความหมายในภาษาไทยที่กำหนดให้ดังต่อไปนี้

ลำดับที่	ภาษาไทย	ภาษาอังกฤษ
1	ทาคความรู้จักกับ.....	
2	มีความก้าวหน้าในการ.....	
3	เยี่ยมเยียน	
4	แสดงความเคารพ	
5	เข้าร่วม	
6	หาเงิน	
7	สร้างปัญหา	
8	เพิ่มน้ำหนัก	
9	ลดน้ำหนัก	
10	ใช้ประโยชน์	
11	แก้ตัว	
12	ตงงาน	
13	พูดโกหก	
14	พูดความจริง	
15	รับประทานยา	
16	ทำให้เกิดอุบัติเหตุ	

ลำดับที่	ภาษาไทย	ภาษาอังกฤษ
17	สร้างความสัมพันธ์	
18	ถือโอกาส	
19	ให้คำแนะนำ	
20	ทำสำเนาเอกสาร	

คำปรากฏรวม

ปัญหาที่ผู้เรียนภาษาอังกฤษไม่สามารถสื่อสารได้ตามมาตรฐานของเจ้าของภาษา เพราะผู้เรียนจะเรียน คำศัพท์แบบเดี่ยวๆ โดยที่ไม่ได้ศึกษาถึงความเป็นไปได้ที่คำศัพท์แต่ละตัวก็สามารถใช้ร่วมกันได้

คำศัพท์ในภาษาอังกฤษส่วนใหญ่จะถูกใช้เป็นกลุ่มคำไม่ใช่คำศัพท์แต่ละคำมาเรียงต่อกันเป็น ข้อความในลักษณะเดียวกับภาษาไทย กลุ่มคำดังกล่าว เรียกว่า คำปรากฏรวม หรือ (Collocation)

คำปรากฏรวมเป็นคำที่เจ้าของภาษานิยมใช้เป็นมาตรฐาน และใช้คำอื่นมาแทนหรือสลับกันไม่ได้ ถึงแม้คำที่ใช้แทนจะมีความหมายเหมือนกัน หรือใกล้เคียงกันก็ตาม

ทุกภาษามีคำปรากฏรวม รวมทั้งภาษาไทย ในภาษาไทย คำบางคำวางสลับตำแหน่งกันไม่ได้ ตัวอย่างเช่น เข้า สาย บ่าย เย็น คนไทยจะไม่พูดว่า เข้า สาย เทียง บ่าย เย็น คำ หรือ ผนตกหนัก คน ไทยไม่พูดว่า ผนเทลงมา หรือ ผนร่ว่ง

คำปรากฏรวมมีหลายประเภทซึ่งสามารถจำแนกตามตามชนิดดังต่อไปนี้

ประเภท	ตัวอย่าง
1. กริยา + คำนาม	attend a meeting
2. คำนาม+กริยา	price rises
3. คำวิเศษ+คำกริยา	go smoothly
4. คำกริยา+คำบุพบท	depend on
5. คำคุณศัพท์+คำนาม	strong tea
6. คำนาม+คำนาม	credit card

7. คำวิเศษ+ คำคุณศัพท์	absolutely right
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แต่ในบทเรียนนี้ เราจะเน้นคำปรากฏร่วมประเภทคำกริยาและคำนาม ซึ่งเป็นคำปรากฏร่วมที่ เราใช้กันมากที่สุดและเราสามารถเขียนคำปรากฏร่วมได้หลายบริบทดังเช่นตัวอย่างต่อไปนี้

คำปรากฏร่วม	คำขยาย	คำอธิบาย
Make many friends	many	มี Adjective มาขยาย
Make a lot of money	a lot of	มี Article and adjective
At eleven o'clock he paid brief visit to his old school.	brief	มี Adjective มาขยาย และ คำกริยา
He is showing respect to elders.	ing	Using present
The progress we have made during the past three years	Article “the” and “we have”	ใช้กริยารูปอดีต
If you know how to play football well, you may want to think about taking part in this football match.	ing	อยู่ในรูปกริยาที่เติม ing
I cause many problems to you	many	มี Adjective มาขยาย
This is a healthy way to gain weight.	to	infinitive
Start losing weight if you are fat.	ing	มี Adjective มาขยาย
Students should make best use of e-learning resources	best	มี Adjective มาขยาย
The excuse that he has made cannot be accepted.	That he has	มี phrase มาขยาย
John lost his job as a teacher after he did not come to teach at the school for 7 days.	his	มี Adjective มาขยาย
He is always telling lie to me.	Always and ing	มี adverb และ ing มา
Please tell the truth wherever you are.	the	มี Article มาขยาย
While he was taking medicine, his mobile phone ranges.	“was” and “ing”	มีกริยาช่วย ‘.was’ และ ‘ing’
Driving fast can cause a car accident.	“a” and “car”	มี article และ คำนามมา
It is not easy to form a healthy relationship with friends.	“a” and healthy	มี article และ คำ Adjective มา ขยาย

We would like to take <u>this</u> opportunity to say "Thank you" to all our customers, past and present.	this	Adjective มาขยาย
คำปรากฏรวม	คำขยาย	คำอธิบาย
Mechanic offered <u>some good</u> suggestions for fixing car problem	'some' "good" "s"	มี adjective ,มาขยาย และ plural suffix -s
He is requested to make ten clear copies of	"Ten" and "clear"	มี adjective ,มาขยาย

Appendix 4

Lesson 1: How to Use Online Dictionary

Duration: 150 minutes (3 periods)

Goals:

1. To introduce the Dictionary as the useful aid in learning collocations
2. To explain the benefits from using the Dictionary
3. To teach the students how to work with the concordance

Objectives: Students will be able to:

1. understand the concept of Dictionary
2. perceive the advantages of using Dictionary in learning
3. know the functions of the Dictionary
4. search the target collocations from the Dictionary

Materials:

1. computers
2. white board
3. work sheet activities and
4. online dictionary <http://www.macillandictionary.com>

Procedure:

1. Review the previous lesson by asking the students about the parts of speech.
2. Write down the word ‘take’ on the whiteboard and ask the students that what is the part of speech of this word? How is it occurred in the sentence?
3. Ask the students that if they don’t know how to use the word what do they do?

How can they find the example used of the word?
4. The teacher tells the students that one way to check the numerous authentic examples is from using a dictionary
5. Let the students look at the handout and explain them the

meaning of the concepts in using the dictionaries to learn collocations

6. The teacher together with the students accesses the dictionary and the teacher explains how to use it. The students will be provided handout showing the guideline how to use it

7. The students follow the teacher instruction step by step and also look given guideline on how to use dictionary handout.

8. Tell the students to type the word “take” in the dictionary

9. Ask them what we can get from the dictionary search .

10. The teacher shows the ways to learn collocations from the dictionary search outputs, and get students to look at the examples.

11. The teacher presents how to see the whole sentence of the keyword in context

12. The teacher give the further explanation how to search collocations with together (with associated) and present the students how to work with them

13. The teacher summarizes the lesson and let the students practice working with dictionary by using the target verb-noun collocations as well as exercises.

14. During the practice using the dictionary teacher tries to elicit students choose the keyword and the associated word from the exercises.

15. Teacher walks around the class to check whether students can use dictionary to learn collocation.

Key Terms:

Dictionary: A dictionary (also called a wordbook, lexicon or vocabulary) is a collection of words in one or more specific languages, often listed alphabetically, with usage information, definitions, etymologies, phonetics, pronunciations, and other information or a book of words in one language with their equivalents in another, also known as a lexicon. The popular dictionary used by ESL/EFL learners are Oxford Advanced Learner's Dictionary, Cambridge Advanced Learner's Dictionary, Longman Dictionary of Contemporary English, Merriam-Webster's Advanced Learner's English Dictionary · Macmillan English Dictionary for

Advanced Learners.

Macmillan English Dictionary: is a free dictionary online. It was created by the teams of lexicographers who studied real spoken and written text, showing exactly how and when words are used today. It has audio recordings of all headwords which are available in both British and American English accents. It is also featured with the most common **7,500** words of English that are highlighted in red, and are graded with stars to show their frequency. It provides clear definitions which are written in plain

English and learners can be confident that they will understand all definitions first time. Also it provides list of new words and real examples of usage as well as usage notes. Thesaurus is also one of its major features that allow learners to find words that have the similar meanings.

Guideline for Using Macmillan Dictionary

1. Type the dictionary site address <http://www.macmillandictionary.com> in the address bar of an internet browser as shown below.



2. Search the target word in the search box. For example, the word “**commit**”, we

can see the following search results once we hit search button.



The search results of the word ‘**commit**’ “would appear as per below.

- 1 [TRANSITIVE] to do something illegal or morally wrong
commit a crime/an offence: *The study aims to find out what makes people commit crimes.*
commit murder/a robbery etc: *conspiracy to commit murder*
commit adultery: *He had admitted to committing adultery.*
commit suicide: *Reports suggest that the singer committed suicide.*
 ⓘ Thesaurus entry for this meaning of commit
- 2 [TRANSITIVE] to make someone agree or promise to do something
commit someone to (doing) something: *The agreement commits them to a minimum number of performances per year.*
 ⓘ Thesaurus entry for this meaning of commit
- a. [INTRANSITIVE] to promise to do something
commit to (doing) something: *He would have to commit to spending several thousand pounds.*
I do not want to commit to any particular date.
 ⓘ Thesaurus entry for this meaning of commit

3. Identify collocations of the word searched (look at the underlined groups of words)

- 1 [TRANSITIVE] to do something illegal or morally wrong
commit a crime/an offence: *The study aims to find out what makes people commit crimes.*
commit murder/a robbery etc: *conspiracy to commit murder*
commit adultery: *He had admitted to committing adultery.*
commit suicide: *Reports suggest that the singer committed suicide.*
 ⓘ Thesaurus entry for this meaning of commit
- 2 [TRANSITIVE] to make someone agree or promise to do something
commit someone to (doing) something: *The agreement commits them to a minimum number of performances per year.*
 ⓘ Thesaurus entry for this meaning of commit
- a. [INTRANSITIVE] to promise to do something
commit to (doing) something: *He would have to commit to spending several thousand pounds.*
I do not want to commit to any particular date.
 ⓘ Thesaurus entry for this meaning of commit

4. Write down 3 sentence examples extracted from the dictionary onto the exercise worksheet

5. Highlight the target collocation and its sentence example then translation translate them into Thai based on the exercise given.

Example of collocation: **commit suicide**

6. Give the equivalent meanings of the 3 extracted verb-noun collocations and the sentence examples in Thai and provide 1 example of your own (1 example ONLY!)

Example of collocation:



1. Commit Suicide:

Meaning in Thai:.....

Sentence example *Reports suggest that the singer commit suicide*

Meaning in Thai.....

Your own

example:.....

Meaning in Thai.....

Appendix 5

Intensive Involvement Tasks-A

Instruction: Please look up the following collocations in the online dictionary then copy **THREE** sentence examples and underline the collocations. Next, translate them into Thai to show that you understand them. Finally you are required to produce your own example.

Time: 1 period (60 minutes)

1. Take Charge

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
Translation.....
 - 2.....
Translation.....
- c. Your own sentence example
 - 1.....
Translation.....

2. Catch sight

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
Translation.....
 - 2.....
Translation.....
- c. Your own sentence example
 - 1.....
Translation.....

3. Express concern

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
 - Translation.....
 - 2.....
 - Translation.....
- c. Your own sentence example
 - 1.....
 - Translation.....

4. Keep track

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
 - Translation.....
 - 2.....
 - Translation.....
- c. Your own sentence example
 - 1.....
 - Translation.....

Intensive Involvement Tasks-B

Instruction: Please look up the following collocations in the online dictionary then copy **THREE** sentence examples and underline the collocations. Next, translate them into Thai to show that you understand them. Finally you are required to produce your own example.

Time: 1 period (60 minutes)

1. Take shape

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
Translation.....
 - 2.....
Translation.....
- c. Your own sentence example
 - 1.....
Translation.....

2. Cause concern

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
Translation.....
 - 2.....
Translation.....
- c. Your own sentence example
 - 1.....
Translation.....

3. Make contribution

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
 - Translation.....
 - 2.....
 - Translation.....
- c. Your own sentence example
 - 1.....
 - Translation.....

4. Face fact

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
 - Translation.....
 - 2.....
 - Translation.....
- c. Your own sentence example
 - 1.....
 - Translation.....

Intensive Involvement Tasks-C

Instruction: Please look up the following collocations in the online dictionary then copy **THREE** sentence examples and underline the collocations. Next, translate them into Thai to show that you understand them. Finally you are required to produce your own example.

Time: 1 period (60 minutes)

1. Discuss matter

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
 - Translation.....
 - 2.....
 - Translation.....
- c. Your own sentence example
 - 1.....
 - Translation.....

2. Take shelter

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
 - Translation.....
 - 2.....
 - Translation.....
- c. Your own sentence example
 - 1.....
 - Translation.....

3. Have sympathy

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
 - Translation.....
 - 2.....
 - Translation.....
- c. Your own sentence example
 - 1.....
 - Translation.....

4. Leave gap

- a. Meaning in Thai.....
- b. Sentence examples from the dictionary and the translations
 - 1.....
 - Translation.....
 - 2.....
 - Translation.....
- c. Your own sentence example
 - 1.....
 - Translation.....

7. Richardno sympathy for Jan as it is all her fault and he does not care for her feelings at all.

- a. gives b. provides c. has d. grants

8. The living cost that has increased is now concerns to Thai people, especially those who do not make enough money to support their families.

- a. causing b. making c. giving d. producing

9. Linda alwayshuge financial contributions to charity. Each year, she gives more than 100 million dollars to poor people around the world.

- a. gives b. makes c. provides d. offers

10. Abraham has tothe fact and realize that his life has changed forever after breaking up with his wife.

- a. experience b. meet c. receive d. face

11. I believe we have already this matter yesterday, so today we should be talking about something else.

- a. discussed b. said c. spoken d. told

12. While on his way to the hospital to visit a relative who is now under treatment in an Intensive Care Unit (ICU) due to a car crash accident, Suchart had to stop his bike at a roadside and decide toshelter from a sudden rain.

- a. seek b. take c. get d. have

Appendix 7

Productive Tests

Instructions: Choose the correct verb noun collocations from each box provided.
The chosen verb-noun collocation must best complete the sentence in the blank.

PART A: 1-4

build shape	express	make much contribution
take charge	get charge	catch sight

1. John wants his students to.....of their own learning. In other words, the students should decide for themselves what they want to learn and how to learn in order to achieve their learning goals.

2. I was lucky enough toof a jelly fish in the water as we sat down on some rocks waiting for the ferry. Usually, there are not a lot of jelly fish around and this was quite unusual.

3. Maria did not have much money so she did not.....to the church. She only helped collect the money given by the people from any Asian countries.

4. The school reportabout mobile chat services that students are now using because it would be quite difficult for parents to supervise their children who would have access to the service from anywhere.

PART B: 5-8

make contribution	take charge	take shape
cause concern	face fact	keep track

5. My father always uses his small notebook toof his daily expenses. Whenever he buys something, he writes down the amount of the money that he has spent in the book.

6. While Anan was talking with his friends about their studies, future careers, and their families, story of his life in the past began toin his mind.

7. The oil prices that have increased to Thai people. They now rarely use cars or motorcycles when travelling. They are using public transports instead.

8. Mary is going to.....that her boyfriend is not going to marry her. His boyfriend's father does not like her because she is from a poor family. She cannot do anything and has to accept her fate.

PART C: 8-12

commit suicide	discuss financial matter	express fear
leave huge gap	take shelter	gain entry

9. France, Germany, Italy, Japan, and Canada hold quarterly meetings to Money matter is one of the popular issues at the meetings.

10. When stopping their cars at the red traffic light, some drivers.....between their cars and the ones that are in front of them to avoid accidents.

11. Parents have after having heard of many cases of murder in the area. Police warned them to be careful and take a very good care of their children and themselves.

12. Tornado has destroyed over thousand buildings and damaged many others, including Westmont College. The college students were forced toin the gymnasium.

Appendix 8

Retrospective Questionnaire (Thai version)

แบบสอบถามความเห็นเกี่ยวกับการใช้พจนานุกรมภาษาอังกฤษออนไลน์

แบบสอบถามฉบับนี้ต้องการสอบถามกลวิธีการเรียนรู้คำปรากฏร่วมและความคิดเห็นของท่านต่อการเรียน คำปรากฏร่วมโดยใช้พจนานุกรมออนไลน์ การตอบแบบสอบถามของท่านไม่มีผลกระทบต่อผลการเรียนของท่าน กรุณาตอบตามความเป็นจริง

1. กลวิธีการเรียนรู้คำปรากฏร่วมภาษาอังกฤษ	ความถี่				
	ไม่เคย (0)	นานๆ ครั้ง (1)	บางครั้ง (2)	บ่อย (3)	เป็น ประจำ (4)
1. ข้าพเจ้าหาคำแปลของคำปรากฏร่วมจากพจนานุกรม ออนไลน์ที่กำหนดให้					
2. ข้าพเจ้าหาคำแปลของคำปรากฏร่วมจากพจนานุกรม อังกฤษ-ไทยช่วยในการแปล					
3. ข้าพเจ้าหาคำปรากฏร่วมในพจนานุกรมภาษาอังกฤษ ออนไลน์แล้วแปลเป็นภาษาไทยโดยการเดาความหมายจากประโยค ตัวอย่าง					
4. ข้าพเจ้าถามคำแปลของคำปรากฏร่วมจากเพื่อนๆ					
5. ข้าพเจ้าใช้พจนานุกรมภาษาอังกฤษ-ไทยอื่นๆ เช่นจาก โทรศัพท์มือถือ หรือ Talking-dictionary เพื่อหาคำแปล ความหมายของคำปรากฏร่วม และคำศัพท์อื่นๆที่ข้าพเจ้าไม่รู้					
6. ข้าพเจ้าหาคำปรากฏร่วมทั้งคำ (เช่น take charge) จากพจนานุกรมภาษาอังกฤษออนไลน์ที่กำหนดให้					
7. ข้าพเจ้าหาคำปรากฏร่วมทั้งคำ (เช่น take charge) จากพจนานุกรมภาษาอังกฤษออนไลน์จากพจนานุกรมอื่นๆ					
8. ข้าพเจ้าหาคำปรากฏร่วมจากคำหลัก (node) จาก พจนานุกรมภาษาอังกฤษออนไลน์ก่อน เมื่อไม่มีจึงแล้วจึง หาจากคำปรากฏ คู่ (collocate)					
9. ข้าพเจ้าหาคำปรากฏคู่ (collocate) จากพจนานุกรมภาษาอังกฤษออนไลน์ก่อน เมื่อไม่มีจึงแล้วจึงหาจากคำหลัก (node)					
10. ข้าพเจ้าเขียนคำปรากฏร่วมลงสมุดบันทึกคำศัพท์หรือการ์ด เล็กๆเพื่อทบทวนความจำ					
11. ข้าพเจ้าบันทึกคำปรากฏร่วมลงในเครื่องเล่น MP3					

12. ข้าพเจ้าท่องคำปรากฏการณ์พร้อมความหมายต่างๆหลายๆ ครั้ง					
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1. กลวิธีการเรียนรู้คำปรากฏการณ์ภาษาอังกฤษ	ความถี่				
	ไม่เลย (0)	นานๆ ครั้ง (1)	บางครั้ง (2)	บ่อย (3)	เป็นประจำ (4)
13. ข้าพเจ้าเขียนคำปรากฏการณ์พร้อมความหมายในกระดาษแล้วแปะบนฝาผนังในห้องนอน					
14. ข้าพเจ้าท่องจำทั้งประโยคตัวอย่างของคำปรากฏการณ์พร้อมความหมาย					
15. ข้าพเจ้าทำบัตรคำปรากฏการณ์เพื่อบันทึกความจำและเรียงตัวอักษร A-Z					
16. ข้าพเจ้าขีดเส้นใต้หรือหาเครื่องหมายหลากสีที่คำปรากฏการณ์ในสมุดจดบันทึก					
17. ข้าพเจ้าแต่งคำปรากฏการณ์ที่ได้เรียนมาให้เป็นบทกลอนแล้วท่องจำ					
18. ข้าพเจ้าคัดลอกคำปรากฏการณ์พร้อมตัวอย่างประโยคลงสมุดบันทึก					
19. ข้าพเจ้าหาโอกาสในการใช้คำปรากฏการณ์ที่เรียนมาในการพูด หรือการเขียนในวิชาภาษาอังกฤษ					
20. ข้าพเจ้าใช้คำปรากฏการณ์ที่เรียนมาสื่อสารกับชาวต่างประเทศเพื่อน หรือคนอื่นๆ					
21. ข้าพเจ้าเรียนรู้คำปรากฏการณ์โดยการหาหน้าที่ของคำหลัก และคำปรากฏการณ์จากพจนานุกรมภาษาอังกฤษออนไลน์					
22. อื่นๆ (โปรดระบุ)					

2. ความเห็นเกี่ยวกับการเรียนคำปรากฏการณ์ภาษาอังกฤษโดยใช้พจนานุกรมออนไลน์	ความคิดเห็น			
	ไม่เห็นด้วย (1)	ค่อนข้างไม่เห็นด้วย (2)	ค่อนข้างเห็นด้วย (3)	เห็นด้วย (4)
1. คำอธิบายและตัวอย่างในเอกสารการสอน (handout) เกี่ยวกับคำปรากฏการณ์ง่ายต่อการเข้าใจ				
2. คำอธิบายและตัวอย่างในเอกสารการสอน (handout) เกี่ยวกับคำปรากฏการณ์ช่วยให้ข้าพเจ้าเห็นประโยชน์ของการเรียนคำปรากฏการณ์				
3. คำอธิบายเพิ่มเติมของครูเกี่ยวกับคำปรากฏการณ์ช่วยให้ข้าพเจ้าเข้าใจเรื่องคำปรากฏการณ์มากขึ้น				
4. คำอธิบายเพิ่มเติมของครูเกี่ยวกับคำปรากฏการณ์ช่วยให้ข้าพเจ้าเห็นประโยชน์ของการเรียนคำปรากฏการณ์มากขึ้น				

2. ความเห็นเกี่ยวกับการเรียนคำปรากฏร่วมภาษาอังกฤษ โดยใช้พจนานุกรมออนไลน์	ความคิดเห็น			
	ไม่เห็น ด้วย (1)	ค่อนข้าง ไม่เห็น ด้วย (2)	ค่อนข้าง เห็น ด้วย (3)	เห็น ด้วย (4)
5. คำอธิบายของครูเกี่ยวกับการใช้พจนานุกรมออนไลน์ เข้าใจง่าย				
6. ข้าพเจ้ามีทักษะในการใช้พจนานุกรมออนไลน์				
7. ข้าพเจ้าใช้คอมพิวเตอร์ได้คล่องแคล่ว				
8. ระบบ Internet สมเป็นปัญหาในการใช้พจนานุกรมออนไลน์				
9. ข้าพเจ้าแต่งประโยคภาษาอังกฤษ ไม่ได้				
10. ข้าพเจ้าแต่ง ไม่ชอบ แต่งประโยคภาษาอังกฤษ				
11. ข้าพเจ้าต้องการความช่วยเหลือจากครูเมื่อต้องแต่งประโยค ภาษาอังกฤษ				
12. ข้าพเจ้าต้องการความช่วยเหลือจากเพื่อนเมื่อต้องแต่ง ประโยคภาษาอังกฤษ				
13. ตัวอย่างประโยคที่ได้จากพจนานุกรมออนไลน์ยาก				
14. ตัวอย่างประโยคในพจนานุกรมออนไลน์มีน้อย				
15. วิธีการหา collocation จากพจนานุกรมออนไลน์ซับซ้อนน่าเบื่อ				
16. ข้าพเจ้ารู้แต่ความหมายของ collocation แต่ไม่รู้คำอื่นๆ ใน ประโยคตัวอย่าง ต้องค้นหาคำศัพท์อื่นต่อไปอีก จึงท้อแท้				
17. เวลาที่ใช้ในการทำแบบฝึกหัดน้อยไป				
18. การแต่งประโยคทำให้จำความหมายของคำปรากฏร่วมได้ดีขึ้น				
19. การทำแบบฝึกหัดช่วยให้มีการเรียนรู้คำปรากฏร่วมเพิ่มขึ้น				
20. ข้าพเจ้าศึกษาคำอธิบายของครูเมื่อได้แบบฝึกหัดคืบ				
21. คำอธิบายของครูในการตรวจแบบฝึกหัดช่วยให้ข้าพเจ้า เข้าใจ				
22. อื่นๆ (โปรดระบุ)				

คำชี้แจง: กรุณาใส่เครื่องหมาย (v) ลงในช่องที่ตรงกับความคิดเห็นของท่าน

ความคิดเห็นหรือคำแนะนำเพิ่มเติม

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ขอขอบคุณที่ให้ความร่วมมือ

Appendix 9

Retrospective Questionnaire (English version)

Instructions: please give the information by ticking (3) in appropriate boxes or columns and giving short answers where needed.

1. Strategies in Learning English Collocations	Frequency				
	Never (0)	Seldom (1)	Sometimes (2)	Often (3)	Always (4)
1. I look up the target collocations in online dictionary.					
2. I use English-Thai dictionary to look up the meanings of English collocations.					
3. I look up the target collocations in online dictionary then I Try to find the equivalent meanings in Thai by guessing their meanings from the sentence examples provided.					
4. I ask the meanings of collocations from peers and friends.					
5. I use other types of electronic dictionaries to look up collocations such as a talking dictionary to find out their meanings and other vocabulary I do not know.					
6. I look up collocation entries inclusive of the whole elements (e.g. take charge) from the online dictionary provided.					
7. I look up collocation entries inclusive of the whole elements (e.g. take charge) from the online dictionary provided and other dictionaries.					
8. I look up only the node of collocation first, and if it does not exist, then I would consider looking up the its collocate					

1. Strategies in Learning English Collocations	Frequency				
	Never (0)	Seldom (1)	Sometimes (2)	Often (3)	Always (4)
9. I look up only the collocate of collocation first, and if it does not exist, then I would consider looking up its node.					
10. I wrote down the collocation entries in my notebook or small cards for later revision					
11. I record the collocation entries in MP3 players.					
12. I always say the collocations together with their meanings out loud.					
13. I write down collocation entries and their meanings in piece of paper and paste it on my bedroom wall.					
14. I memorize the collocations and their meanings.					
15. I make learning cards containing collocations arranged alphabetically.					
16. I color-underline the collocation entries in my notebook.					
17. I write poems using the collocations I have learnt for later memorization.					
18. I copy the sentence examples that contain collocations in my notebook.					
19. I will find an opportunity to use the collocations I have learned by speaking and writing in my English classes.					
20. I use collocations I have learned to communicate with foreign friends and others.					
21. I learn English collocations by looking at main function of the words and collocations from online dictionary.					
22. Others (Please specify)					

2. Opinions towards English Collocation Learning from Online Dictionary	Opinion Scale			
	Disagree (1)	Quite Disagree (2)	Quiet agree (3)	Agree (4)
1. Instructions and explanation in the handouts about collocation were easy to understand.				
2. Instructions and Illustrating examples in handouts about collocations made me aware of the benefits of collocations learning.				
3. Additional explanation of collocations by the trainer and teach made me understand collocations more.				
4. Additional explanation of collocations by the trainer and teach made me aware of the benefits of learning collocations				
5 Teacher and trainer's explanation on how to use online dictionary was easier to understand				
6. I had skills in Using online dictionary				
7. I am skilled at using a computer				
8. Internet disconnection causes problem in using online dictionary				
9. Slow internet connection caused problem in using online dictionary.				
10. Ways to find collocations in online dictionary was complicate and boring.				
11. Not many sentence examples containing collocations in online dictionary				
12. Collocation examples extracted from online dictionary were difficult.				
13. Iam not able to produce Sentences in English				
14. I know only the meaning of collocation but not the meanings of the other words in the sentence examples, So I had to look up the meanings of the other words as well and this made me desperate.				
15. I need help from my friends when I write sentences in English				

2. Opinions towards English Collocation Learning from Online Dictionary	Opinion Scale			
	Disagree (1)	Quite Disagree (2)	Quiet agree (3)	Agree (4)
16. I need help from my teacher and trainer when I want to write sentences in English and also always need dictionary to help me write better.				
17. There was a limited time for doing collocation exercises				
18. Writing sentences helped make me able to remember the meanings of collocations better.				
19. Doing Collocation exercises helped me learn more collocation entries.				
20. I read the teacher comments and corrections after the teacher returned the exercise sheets to me.				
21. The explanations of the teachers in the collocation exercises, were easy to understand				
22. Others (Please specify				

Additional comments and suggestions

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Thank you for your cooperation

PAPER 1:
Effects of Online Dictionary Use and Intensive Involvement
Tasks on Learning Verb-Noun Collocations

Effects of Online Dictionary Use and Intensive Involvement Tasks on Learning Verb-Noun Collocations

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Abstract

This paper reports the results of a small-scale quasi-experiment investigating the effects of the use of an online dictionary in conjunction with an intensive involvement tasks on Thai EFL learners' knowledge of collocations. Forty-seven students from Prince of Songkla University, Hat Yai Campus, and Thailand participated in the experiment. Over the course of 7 weeks, they were exposed to twelve verb-noun collocations with the aid of the dictionary. During the exploration of the meaning of the target collocations, the participants were required to complete a task in which they had to decipher the collocation meanings themselves. Three scores were compared: pre, post and retention tests using Paired sample t- test and effect size estimate. A retrospective questionnaire was also employed to inquire about the participants' opinions towards the dictionary consultation and task. Results indicated that the participants made significant collocation gains, both in the immediate posttest and retention test, with large mean effect size. In particular, the receptive test result fared much better than that of the productive test. In addition, three major factors contributing to their collocation improvement were teaching method, intensive involvement tasks, and practice effect.

Keywords: Collocation, Online Dictionary, Receptive Knowledge, Productive Knowledge, Task

Introduction

Acquiring collocations has proven to be problematic for L2 learners. The major problem that L2 learners have with learning collocations is L1 transfer. Frequently, the learners expect that a word should collocate something in a particular way in their L1; hence, they may learn collocations by directly translating them into English (Bahns, 1993; Laufer, 2011). If learners fail to use a correct collocation, even if their utterance is grammatically and contextually correct, their English will still sound unnatural and ‘foreign’ to the extent that the addressee may not understand them at all. An example of L1 transfer in the case of Thai students is when they say ‘close the light’ instead of ‘turn off the light’. This negative transfer due to L1-L2 difference could possibly cause problems in collocation acquisition especially in verb-noun collocation. To avoid negative L1 transfer, Bahns (1993) pointed out that L2 learners should focus on collocations which cannot be translated directly. In the list of different kinds of word knowledge proposed by Nation (1991), collocations are considered an important aspect of vocabulary knowledge. Equipped with collocation knowledge, L2 learners would speak more fluently, make their speech more understandable and their writing more natural (Lewis, 2001, 2002).

Another problem that L2 students experience when learning collocations is incorrect identification. When dealing with a text, many learners (especially those who have lower level of English proficiency) tend to focus on individual words that they do not know or are unfamiliar with, rather than on collocations (Henriksen 2010). This is because the usual way of noticing and recording vocabulary is to write the word (out of context and without its collocates) in a vocabulary notebook with its L1 translation. Alternatively, more advanced learners may think that they already know a particular word and move on without checking for any collocates within the text. Both of these problems arise from poor learner- training in noticing. Learners, in fact, need to have collocations pointed out to them before they can be expected to notice them for themselves. The more frequent notices the learners made, the more collocations they learn (Doughty 1991; Robinson 1995; Schmidt 1990,

Nation (1991) proposed different kinds of lexical knowledge that a person should master in order to know a word. These include its meaning, its written and the spoken forms, its grammatical behaviors, its collocations, its register, and lastly its frequency. These kinds of word knowledge are necessary for L2 learners to be able to use the language in various situations. This word knowledge is conceptualized into receptive and productive. Receptive knowledge refers to knowing a lexical item well enough to extract communicative value

from hearing, reading or seeing, whereas productive knowledge involves knowing a lexical item well enough to produce it in speech or writing within an appropriate context (Norbert, 2010).

Waring (1997) defined receptive knowledge as the ability to provide a specific L1 translation of L2 words, whereas the ability to provide a specific L2 equivalent for L1 word is known as productive knowledge. For Webb (2008), receptive knowledge is the ability to recognize the form of a word, to define and search for synonyms for it. On the other hand, recalling the form and meaning of L2 is a part of productive knowledge. Examples of situations that L2 learners have receptive knowledge of a collocation is when they are able to identify the correct collocates of a word from the given choices; and when they are able to produce a collocation and use them correctly, they are said to have productive collocation knowledge. Without a sufficient command of receptive and productive word knowledge, L2 learners are considered lexically incompetent.

At the cutting edge of computer technology, electronic dictionaries have been regarded valuable for language learners in the quest for word knowledge (James-Catalano, 1996; Nesi 2000) because the process of consulting an electronic dictionary is shorter when compared with that of a paper dictionary, thus encouraging exploratory browsing. However, fast search stimulated by electronic reference tools may not necessarily result in long-lasting educational advantages because easily retrieved information which does not require deep processing cannot be retained (Nesi 2000). As described by Laufer and Hulstijn (2001), Involvement Load Hypothesis is a condition of learning in which unknown words can be retained through a considerable amount of involvement of word learning. In other words, deeper and more elaborate processing results in better word retention.

It could be argued that the use of collocations can be aided by a dictionary if a dictionary entry includes the most frequent collocates of the headword and provides suitable examples to illustrate the various collocational combinations of the headword. Recently, some research has been carried out to investigate whether the use of dictionary, being paper or electronic, would help develop learners' collocation knowledge. Dziemianko (2010) compared the effects of online and paper COBUILD dictionaries on university EFL learners' receptive and productive knowledge of collocations. The results of pre, post and recall tests indicated that COBUILD online dictionary largely enhances both passive and active recalls. Laufer (2010) examined whether dictionary consultation would contribute to the production and retention of collocations of high school L2 learners using four dictionaries: English-English-Hebrew dictionary, Longman Dictionary of Contemporary English and either

COBUILD, Oxford Advanced Learner's Dictionary, or Cambridge International Dictionary of English. The results showed that the use of a dictionary significantly increased the number of correct collocations in a fill-in task. After the task, the number of collocations decreased, but, by comparison with the pre-test, there was some gain in collocation knowledge. In addition, learners reported that dictionary help was very useful in helping them to find and learn correct verb-noun collocations. Rayed (2011) conducted a study on the productive and receptive knowledge of collocations by advanced Arabic speaking ESL and EFL learners and found that ESL learners had significantly higher scores than the EFL learners. In addition, the participants' productive knowledge of collocations lagged far behind their receptive knowledge. The study also indicated that the participants performed much better in verb-noun collocation rather than adjective-noun collocations.

Studies suggest that the use of dictionaries coupled with a certain type of deep processing task such as translation or paraphrasing is an effective way to enhance receptive and productive collocation knowledge of EFL learners. This current study thus aims to investigate the effect of an online dictionary (McMillan English Dictionary, hereafter MED) and intensive involvement tasks on Thai university students' collocation learning outcome.

It is hoped that the experiment can contribute to the body of research in the field. In particular, the study evaluated the effects of dictionary use with intensive involvement tasks on EFL learners' collocation knowledge. Going beyond receptive tasks, rather than requiring students to merely extract information from a dictionary, the current study required students to work out the meaning of target collocations and extracted sample sentences. Its findings may thus give an insight into pedagogical implications for English teachers, who wish to design learning tasks which lead to better retention of collocations and their meaning.

Research Questions

The study attempted to answer the following research questions:

1. Do online dictionary use and intensive involvement tasks affect EFL learners' receptive and productive knowledge of the practiced collocations?
2. Does the use of a dictionary affect the retention of the practiced collocations after completing the above task?
3. What are the learners' opinions towards using an online dictionary to acquire collocation knowledge?

Research Methodology

Participants

Initially, 55 students were randomly chosen from 1,240 first year students taking a course in Foundation English I on the basis of time availability. These students had studied English for 12 years. Prior to the commencement of the experiment, the participants were required to take an online vocabulary size test (my.vocabularysize.com/) designed by Nation (2006). The average vocabulary size was 4,836 word families, from which it can be inferred that the participants' level of proficiency was pre-intermediate. They were native speakers of Thai. Since some participants missed the retention test, the test scores of only 47 students were valid.

Target collocations

For the purpose of target collocation selection, a collocation checklist was designed based on the model proposed by Dale and O'Rourke (1986). The checklist consisting of 250 verb-noun collocations was distributed to 5 teachers and 30 first year university students to agree upon unknown items. 170 collocations were identified as unknown. The researchers selected the following 12 verb-noun collocations on the basis of their high frequency to be target collocations used in the treatment: *take charge, catch sight, express concern, keep track, take shape, cause concern, make contribution, face fact, discuss matter, take shelter, have sympathy* and *leave gap*. The researchers also consulted the target online dictionary to make sure that every chosen collocation could be found in the dictionary.

Online dictionary and intensive involvement tasks

MED was chosen because it is a free online version; showing exactly how words are used today. More importantly, it provides definitions which are written in plain English, using only the 2,500 most common words. It also provides examples of usage notes as well as collocation lists.

With the aid of the dictionary, the participants were expected to complete a task which required a mental effort. Each task contained four verb-noun collocations. The participants

had to perform 6 sub-tasks within a period of one and a half hours. The sub-tasks were 1. Looking up the meaning of each collocation in English (receptive), 2. Providing the equivalent meaning of the collocation in Thai (productive), 3. Copying two sentence examples from the dictionary (receptive), 4. Giving the Thai equivalent of each sentence (productive), 5. Producing one sentence of their own in English (productive), and 6. Giving the Thai equivalent of their own English sentence (productive). The actual task that the participants were required to complete for each collocation is shown below.

Leave gap = (Meaning in Eng.).....
= (Meaning in Thai).....

Examples

1.
(Thai).....
2.
(Thai).....

Your own sentence example

1.
(Thai).....

Data collection instruments

Three tests and a retrospective questionnaire were used to collect. The identical pretest, posttest and retention tests measured the participants' receptive and productive collocation knowledge. Each test contained the 12 target collocations. The receptive test was in multiple choice format; the participants were required to choose either a collocate or node provided, for example,

We were happy when John arrived and charge of the project that we were handling at the time.

a. took b. got c. obtained d. received

For the productive test, the participants demonstrated their understanding of the collocations by completing sentences by selecting and inserting correct collocations from a given list, for example,

take shape, discuss the matter, face the fact, expressed their concern, take charge

1. *Tom has to and realize that his life has changed forever after breaking up with his wife.*
2. *While he was talking with his friends about their dreams and families, a story began to in his mind.*

In addition, after the completion of the treatment, the participants received a 4-point Likert scale retrospective questionnaire in which they were asked whether they benefited from the treatment, encountered any difficulties, and how they solved the problems they had during the course of treatment, and the techniques they used to learn collocations using an online dictionary.

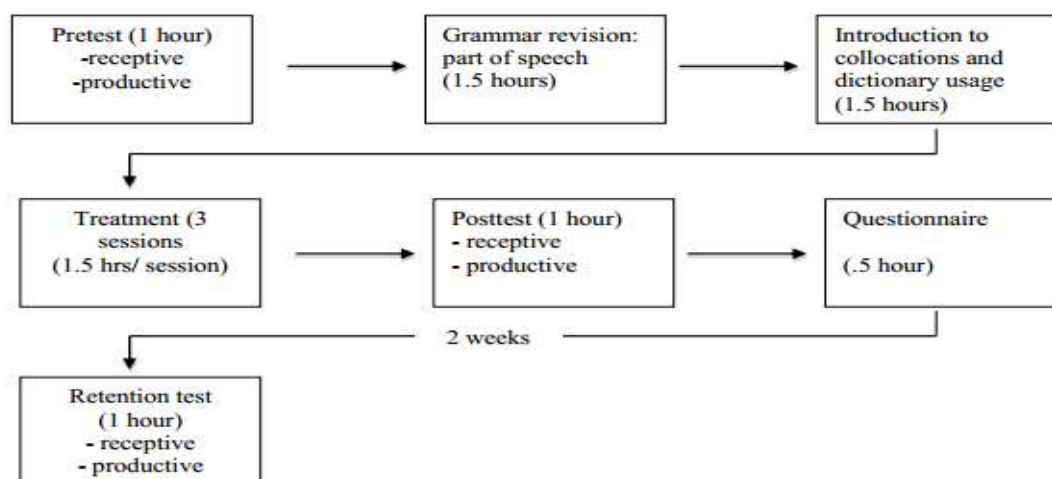
Procedure

The whole procedure, conducted by a trained teacher¹, took 7 periods; each period lasted one and a half hours. The experiment itself was divided into two phases; orientation and treatment. The orientation phase was for grammar revision on parts of speech, introduction to collocations, and how to use a dictionary to learn collocations. The grammar revision on parts of speech was considered essential for the participants to perform the tasks because they had to, at least, be able to correctly the verbs and nouns of each verb- noun collocation. They also had to construct their own sentences using the collocations given. Without the basic knowledge of parts of speech, the participants might have encountered such linguistic problems. During each period, the teacher helped clarify aspects which were problematic for the participants. When, for example, the participants did not know how to find collocations from MED, the teacher demonstrated the procedure again and reminded them about the node and the collocate. Or when the participants had difficulties in understanding the meaning of collocations, the teacher discussed with the whole class how to decipher the meaning.

Immediately after the treatment was over, the participants were given the posttest, followed by the retrospective questionnaire. Two weeks after the completion of the

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treatment, the participants were required to sit for the retention test to ascertain how many collocations they had retained. Two weeks interval is the minimum time to measure learners' retention rate which is recommended by Haynie, 1990a; Nungester & Duchastel, 1982. **Figure 1: Research**



Results

Six sets of data (pretest, posttest, and retention test scores of receptive and productive tests) were analyzed using Paired sample t-test. To demonstrate the magnitude of the effect of dictionary use, effect size was also calculated. Tables 1-2 present the descriptive statistics for the receptive and productive knowledge test results. While Table 1 compares the pre and posttest results, Table 2 compares the post and retention tests results. Table 3 demonstrates the participants' opinions towards to treatment.

Table 1: Results of pretest and posttest for receptive and productive knowledge

Test type	Pre-test		Post-test		t	df	Sig. (2-tailed)	Cohen's d (Effect Size)
	SD.	SD.	SD.	SD.				
RT (12 items)	4.49	1.80	10.30	2.00	17.316**	46	0.01	3.09
PT (12 items)	1.09	1.06	1.79	1.30	2.865**	46	0.01	0.60
Overall (24 items)	5.57	2.00	12.09	2.29	15.659**	46	0.01	3.07

Notes: RT = receptive test, PT = productive test

Table 1 presents the descriptive statistics for the results of collocation knowledge on pre- and posttest. The results showed that all the differences were at 0.01 with a large mean effect size ($d = 3.07$). By comparison, the participants obtained much higher posttest score for RT than PT (10.30 and 1.79 respectively), thus reflecting different effect sizes ($d = 3.09$ and 0.60 respectively). However, it can be concluded that there was a significant increase in all test results, which indicates that the use of MED and the task had a positive effect on the participant collocation knowledge, and more on RT than PT.

Table 2: Results of posttest and retention test of receptive and productive knowledge

Test type	Post-test		Retention		t	df	Sig. (2-tailed)	Cohen's d (Effect Size)
	SD.	SD.	SD.	SD.				
RT (12 items)	10.30	2.00	11.09	1.10	2.551**	46	0.01	0.50
PT (12 items)	1.79	1.30	3.89	2.74	5.034**	46	0.01	0.99
Overall (24 items)	12.09	2.29	14.98	3.14	5.472**	46	0.01	1.06

Notes: RT = receptive test, PT = productive test

For the comparison of post and retention test results, Table 2 clearly indicates that there was a significant increase in all aspects of the participants' performance after the treatment (11.09, 3.89, and 14.98 respectively). It is worth noticing that there was a higher gain in PT than in RT. The mean effect size for the RT was large ($d = 1.06$), likewise for the PT ($d = 0.99$). It could also be inferred from the results that the use of MED and the task could help the participants retain their collocation knowledge two weeks after the treatment.

Despite the significant gains in participants' learning outcome, it is worth pursuing the investigation further to discover the participants' opinions whether they faced any problems while learning and how would they account for their collocation knowledge. Table 3 below revealed the results of the retrospective questionnaire.

Table 3: Participants' Opinions toward learning verb-noun collocations from MED

Opinions (n = 47)		Min	Max	Mean	sd.
1.	Explanation of collocations in the handouts made me aware of the benefits of collocations learning.	2	4	3.15	.55
3.	Additional explanation of collocations by the teacher made me aware of the benefits of learning collocations.	2	4	3.13	.61
2.	Teacher's explanation of collocations helped me understand collocations more.	1	4	3.04	.69
4.	Internet disconnections causes problems in using MED.	1	4	3.00	.78
13.	I recalled the meanings of collocations better when using them in producing sentences in English.	1	4	3.00	.66
14.	Completing the translation task assisted me in learning collocations.	2	4	2.96	.62
12.	Time for doing exercises was limited.	1	4	2.91	.65
11.	I asked my teacher for confirmation when I produced a sentence in English.	1	4	2.89	.76
15.	I am still used to translating the meaning word by word instead of the whole chunk.	1	4	2.83	.76
6.	MED provided a few sentence examples containing collocations.	1	4	2.79	.91
9.	I know only the meaning of collocation in the sentence examples, so looking up the meanings of the remaining was discouraging.	1	4	2.64	.70
10.	I asked my friends when I produced a sentence in English.	1	4	2.60	.88
7.	Collocation examples contained in MED were difficult to understand.	1	4	2.55	.88
8.	I am not able to produce sentences in English.	1	4	2.43	.83
5.	Locating collocations in MED was complicated and boring.	1	4	2.38	.82
Overall		2.30	3.57	2.83	.32

Notes: 1 (disagree), 2 (moderately disagree), 3 (moderately agree) to 4 (agree)

The questionnaire revealed that several factors influenced the students' gain in collocation knowledge. It can be surmised from items 1-3 that the participants were dependent on teacher's assistance in order to make sense of collocations. As for the intensive involvement tasks, items 13-14 indicated that the participants agreed that the task aided their

collocation learning. For the problems they were facing when learning collocations, items 11- 12 clearly indicated deficiencies in their English proficiency

Conclusion and Discussion

The present study attempted to measure the effects of the use of an online dictionary and an intensive involvement task on Thai university English learners' receptive and productive knowledge of the practiced verb-noun collocations. The study revealed that there was a significant gain in the participants' learning outcome in both receptive and productive tests. Both post and retention test results yielded large mean effect sizes (3.07 for the posttest and 1.06 for the retention test). Specifically, the performance in receptive test was much higher than the productive test.

This finding is not surprising and is consistent with those in the previous studies showing that the use of a dictionary and deep-processing task can lead to improvements in collocation knowledge of EFL learners (Dziemianko, 2010; Laufer, 2010; Rayed, 2011). There are at least three factors contributing to the findings of this study: teaching method, intensive involvement tasks, and the practice effect.

Firstly, judging from the participants' English proficiency level, it can be argued that teacher's assistance plays a key role in this study. This can be seen from the questionnaire responses which indicate that most of them relied on teacher's guidance. It seems that previous research in this area has focused on investigating the effects of paper or electronic dictionary consultation on learners' collocation knowledge (Bahns, 1993; Dziemianko, 2010; Laufer, 2010; Nesi, 2000; Rayed, 2011) or comparing the effects of collocation acquisition through dictionary and concordance outputs (Celik, 2011; Fontenelle, 1992), but little attention has been paid to investigating the effects of the teaching methods employed in collocation teaching process. The teaching methods employed are as important as the knowledge of collocation itself. This is because collocations are problematic for EFL learners regardless of years of instruction they have received in L2 (Laufer, 2011), therefore, learners must be taught to identify collocations before they can do it themselves (Doughty 1991; Robinson 1995; Schmidt 1990, 1995). This is the reason why the current study provided the introductory session to collocations before having the participants embark on the task.

The second factor which accounts for the positive gain is the intensive involvement tasks. The positive test results of the current study were confirmed by the participants'

opinions obtained from the retrospective questionnaire in that task involvement assisted their understanding of collocation and its meaning. This finding can also be supported by the results of the studies (Laufer & Hulstijn 2001; Laufer & Rozovski- Roitblat, 2011) which found that a high degree of involvement in the performance of a task yielded a satisfactory learning outcome. In this study, the participants were required to expend considerable effort in making sense of the target collocations such as giving a Thai equivalent of each collocation for each example sentence.

Finally, it can be said that the practice effect might be another contributing factor. The fact that the participants took the same test three times may explain why the retention score was higher than the first two tests taken earlier even though the retention test was taken two weeks after the post test.

Implications for further studies

As this study was conducted with a small number of subjects, it remains unknown if the treatment would lead to high gains in all aspects. Moreover, there are several online dictionaries and collocation dictionaries. The results of using other dictionaries might be different from the results of the current study. Finally, it still remains unknown if participants who have higher proficiency would acquire verb-noun collocation knowledge differently.

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PAPER 2:
Strategies Used by Thai EFL University Students in Learning
English Verb-Noun Collocations

Strategies Used by Thai EFL University Students in Learning English Verb-Noun Collocations

Muhammadsorlaeh Hamad¹ and Chonlada Laohawiriyanon²

Abstract

This study investigates the verb-noun collocation learning strategies used by Thai EFL students at Prince of Songkla University, Thailand. Forty-seven students participated in the study, and 12 selected verb-noun collocations were employed in the learning tasks. The tasks included extraction of the collocation definitions and sentence examples, translation, and sentence production. The learning taxonomy of the strategies, adapted from Schmitt (1997) was divided into determination strategies (DET), social strategies (SOC), memory strategies (MEM), cognitive strategies (COG) and metacognitive strategies (MET). The students were introduced to the notion of collocations and how to use dictionaries to aid them in the production of collocations. The overall results indicated that DET (consulting a bilingual dictionary) were the most used strategies followed by SOC (asking teachers). The least used strategy by the students in this study was MET. This finding was confirmed by the results of group interviews with HPS and LPS in that the HPS reported that they employed more DET than SOC. It was also found that the HPS used more strategies than the LPS; the two common strategies they used were using a bilingual dictionary and using “Google Translate”. While HPS consulted the teacher to assist them in the production of collocations, LPS opted to asked classmates. As for problems they faced while learning, all agreed that Internet disconnection, which was a technical one, disrupted their learning. Most important of all, their English proficiency was the major factor contributing to the learning process.

Keywords: Collocation, Productive Knowledge, Language Learning Strategies

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Introduction

Vocabulary is an indispensable aspect of knowledge language learners need to acquire. The importance of vocabulary in communication cannot be underestimated, as pointed out by Wilkins (1972) that —without grammar, very little can be conveyed, and without vocabulary nothing can be conveyed. Another scholar who thinks along the same line as Wilkins is Gass (1998). He postulated that grammatical errors still result in understandable structures, while lexical errors may disrupt communication. Perhaps this has led to an upsurge of interest in L2 vocabulary over the last two decades, after having been a somewhat neglected aspect in linguistic research (Meara, 1980)

Vocabulary knowledge consists of two facets—meaning and word form (Norbert, 2000), but the potential knowledge that can be known about the word can be complex. Nation (1991:31) proposed different kinds of lexical knowledge that a person should master in order to know a word. These include its meaning, its written and the spoken forms, its grammatical behaviors, its collocations, its register, and lastly its frequency. These kinds of word knowledge are necessary for L2 learners to be able to use the language in the wide variety of language situations. This various types of word knowledge are interrelated and so organizing different word knowledge levels. This word knowledge is conceptualized receptively and productively. Receptive knowledge refers to knowing a lexical item well enough to extract communicative value from speech or writing, while productive knowledge involves knowing a lexical item well enough to produce it when it is needed to encode communicative content in speech or writing (Norbert, 2010:87).

Waring (1997) defined receptive knowledge as the ability to provide a specific first language (L1) translation of second language (L2), whereas the ability to a specific L2 equivalent for L1 word is productive knowledge. Laufer (2004) described descriptive knowledge as retrieval of the word meaning while Webb's (2008) study regards receptive knowledge as the ability to recognize the form of a word, to define and search for synonyms for it. On the other hand, recalling the form and meaning of L2 is a part of productive knowledge.

Examples of situations which L2 learners have receptive knowledge of a collocation is when they are able to identify the correct collocate of a node from the given choices whereas if they are able to produce a collocation and use them correctly, then they are said to have productive collocation knowledge. Without a sufficient command of receptive and productive word knowledge, L2 learners are considered lexically incompetent. In the list of different kinds of word knowledge proposed by Nation, collocations, usually acquired in chunks, are considered as an important aspect of vocabulary knowledge. Equipped with collocational knowledge, L2 learners would speak more fluently, make their speech more understandable, and write more native-like (Lewis, 2001, Wray, 2002).

Collocation is one of the vocabulary categories that EFL learners should learn in order to be lexically competent and to have a native like command of the English language. According to Nation (1991), collocations, usually acquired in chunks, are also considered an important aspect of vocabulary knowledge. Collocation is an expression consisting of two or more words that correspond to some conventional way of saying things (Firth, 1957). Cruse (1986) gives a more concise definition, describing it as "sequences of lexical items which habitually co-occur. Examples of English collocations are: 'thick eyebrows', 'sour milk', 'to collect stamps', 'to commit suicide', 'to reject a proposal'. These are some of verb-noun collocations

Collocation learning is problematic for language learners due to large number of lexical chunks to be learned, while native speakers carry hundreds of thousands ready to draw upon in order to produce fluent, accurate and meaningful language (Lewis, 1997). One explanation as to why the acquisition of collocation is problematic especially among EFL learners could be that collocation teaching is ignored (Farghal & Obidedate, 1995) or is not taught explicitly (Bahns & Eldaw, 1993, cited in Farrokh, 2012). Nakhimovsky and Leed (1979 cited in Semadja 1993) suggested that productive acquisition of collocations is a more daunting task than the receptive acquisition for EFL learners to master because this type of combination is particularly problematic for students in their linguistic production because collocations cannot simply be translated word-for-word they would say in their native

languages. A similar view was also expressed by Nesselhauf (2003) and Mahmoud (2005) who pointed out that the production of collocations poses a number of serious problems to learners. The difficulties and challenges that learners encounter could be partly due to different strategies they use when learning and producing them. Without proper guidance as to what collocations to learn and what strategies to employ, learners would not be able to acquire useful collocations from the mass of possibilities. Acquiring collocational knowledge is a combined process that involves a great deal more than rote memorization. In order to retain the knowledge, learners should engage in a language task which requires deep processing (Laufer & Hulstijn, 2001).

In learning collocations, languages learning strategies and involvement tasks have been considered very helpful in second language acquisition (SLA) because they can assist EFL learners in gaining control of their own learning (Oxford, 1990). In general, learning strategies, as defined by Oxford (1994), refer to specific actions, behaviors, steps, or techniques learners use often consciously to improve their progress in comprehending, internalizing, and using L2. These strategies can make learning easier, faster, more enjoyable, self-directed, effective, and transferable to new situations. Cohen (2007) describes learning strategies as conscious mental activities that must include an action, a goal and a learning situation. According to Crookall (1989), learning strategies include learning techniques, actions, learning to learn, problem-solving, or learning skills. Ellis (1985) makes a distinction between learning strategies and learning processes. While the former refers to plans for controlling the other in which a sequence of operations is to be performed, the latter are operations involved in the development or realization of a plan. In relation to these definitions, we can see that language learning strategies play a very crucial role in SLA and are considered essential language learning process learners should possess in order to learn L2 effectively.

Learning tasks also play a crucial role in learning collocations and provide solution to the collocation learning problems. Nunan (2004) for example, describes a task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is mainly focused on mobilizing their grammatical knowledge to

express meaning rather than to manipulate form. Williams and Burden (1997) define a task as an activity that learners engage in to further the process of learning a language. Nunan believes that task-based language learning plays a crucial role in helping learners focus on both learning process and language features. Estaire and Zanon (1994 cited in Littlewood, 2003) works with broad definition of task but differentiate between communication and enabling task. The former focuses the learners' attention on the meaning rather than form while the later emphasizes the linguistic aspects such as grammar, vocabulary, pronunciation, function and discourse.

Vocabulary Learning Strategies

By definition, vocabulary learning strategies (VLSs) are the learning methods used by language learners to acquire new English words. A variety of vocabulary learning strategies have been proposed by different researchers (Gu, 2003; Nation, 2000; and Stoffer, 1995). For instance, Rubin (1981) defines vocabulary learning strategies as the methods in which information is obtained, stored, retrieved and used.

There are various classifications of language learning strategies. According to O'Malley (1985), there are two major categories of strategies: direct and indirect. These two categories can be further divided. That is, direct strategies subsume "Memory", "Cognitive", and "Compensation" while indirect strategies include "Metacognitive", "Affective", and "Social" strategies.

Direct strategies, which are more directly associated with the learning and the use of the target language in making good judgment that they require the mental processing of the language, include Memory strategies which help learners store and retrieve new information while Cognitive strategies enable them to understand and produce new language by many different means", ranging from repeating and analyzing expressions to summarizing. Compensation strategies allow learners to use the language despite their often large gaps in knowledge (Oxford, 1990). On the contrary, Indirect strategies, which help the learning process internally support, and manage language learning without directly involving the target language, include the metacognitive strategies which allow learners to control their own

cognition; the affective strategies, which help learners regulate emotions, motivations, and attitudes; and social strategies, which allow learners to learn through interaction with others” (Oxford 1990).

Based on Oxford’s taxonomy which is predominant and one of the inventory methods for learning strategies, Schmitt (1997) divided vocabulary learning strategies into five categories below.

a. **Determination strategies (DET)** are strategies learners use to discover word’s meaning themselves, for instance, guessing meaning from contextual clues, using a monolingual, bilingual dictionary to look up the definitions of a word or using word list, or flash cards.

b. **Social strategies (SOC)** are strategies learners learn new words through interaction with others, for instance, asking classmates or teachers for the meanings of a word, discovering the meanings of word through a group discussion or activity or interacting with native speakers.

c. **Memory strategies (MEM)** allow learners to link their learning of new words to mental processing by associating their background knowledge with the new words. These include learning words by paraphrasing the meanings, using physical actions when learning a word, using pictures instead of definitions to help remember words, composing a rhyme.

d. **Cognitive strategies (COG)** do not engage learners in mental processing but learners use more mechanical means as study aids to learn vocabulary, for example, taking notes in class, keeping vocabulary in a notebook, or putting English labels on physical objects.

e. **Metacognitive strategies (MET)** involve active monitoring and consequent regulation of their vocabulary learning process. In other words, learners can think and make conscious decisions about the learning process. Examples are using English language media such as songs or movies to learn vocabulary, testing themselves with word tests or skipping new words.

Related studies

Several studies on vocabulary learning strategies have been conducted. Riankamol (2008) surveyed vocabulary learning strategies of 27 Thai high school students. Based on Schmitt's taxonomy of vocabulary learning strategies, 27 sets of 25-item questionnaire were distributed to the participants. The result revealed that MET strategies were the most frequently used by the students, while the least frequently used were COG. That is, the students showed less interest in learning vocabulary by listening to vocabulary CDs. The commonly used strategies involved the students in learning English through media such as listening to news or songs and reviewing vocabulary cards.

Kamol and Sripetpun (2011) investigated the vocabulary learning strategies use in relation to vocabulary size by Thai EFL university students. The result of their study indicated that DET were the most frequently used whereas SOC were less often used by all subjects. This might be because using English-Thai dictionary is the simplest way to find the meaning of a new word. Furthermore, good learners are more likely to consults a bilingual dictionary to confirm their guesses about the meaning of words, it was not quite clear in this study of the high vocabulary size students used this strategies for the same purposes. In addition, correlation analysis showed that there was a correlation between vocabulary learning strategy use and vocabulary size score.

Asgari (2010) for example, examined the types of vocabulary learning strategies used by Malaysian ESL students through interviews and found that four main strategies were commonly used: memory, determination, cognitive, metacognitive strategies respectively. It was also found that the students were enthusiastic to use them. They used at least one of the most popular strategies such as using monolingual dictionary, guessing from the context, and learning through the English language media.

Noor and Adubiab (2011) particularly explored the strategies used by Saudi EFL Learners in producing English lexical collocations. Eighty-eight students were divided into high proficiency students (HPS) and low proficiency students

(LPS). The taxonomy was divided into five major categories: retrieval, L1 based strategies, L2 based strategies, reduction strategies, and test-taking strategies. In this study, this classification is based because it focused on syntagmatic, lexical, and semantic features of the produced combinations, deviation in tense aspect, and spelling mistakes were disregarded. The results revealed that the participants relied more on L2 based strategies than other strategies in producing acceptable lexical collocations. The results also showed that the two groups seemed to have chosen the same strategies and have not differed much in their total number of use. The results revealed that HPS and LPS differed significantly in their use of strategies in producing acceptable collocations especially with regard to the retrieval strategy, L2 based strategies and L1 based strategies in favor of the HPS group. In the production of unacceptable collocations, on the other hand, there were statistically significant differences between the two groups especially with reference to the use of the reduction strategies and L2 based strategies in favour of the LPS group.

Kasmani and Bengar (2013) investigated whether vocabulary learning strategy has any effect on the listening comprehension of Iranian EFL Undergraduate learners using Schmitt's classification of VLSs. The participants of the study were 35 male undergraduate university students majoring in English Translation. The overall results showed the participants were medium strategy users, who used determination strategies most frequently and social strategies least frequently. According to their results, medium use of strategies by Iranian students was due to their slight awareness of the vocabulary learning strategies. Determination strategies are the most frequently used because of existence of an extensive number of commercially produced educational materials. Today, dictionary, internet and other electronic resources are easily accessed. Moreover, looking up the meaning, reviewing and informal testing is an activity which can easily be performed without presence of a teacher.

Although there has been a vast interest among researchers in examining how L2 learners resolve linguistic problems due to poor command of the target language, not much emphasis has been placed on collocation learning strategies applied by EFL learners with different proficiency levels. Furthermore few studies have investigated the learners' methods in producing collocations. This paper reports

the results of a study investigating what learning strategies a group of EFL university students employed to learn collocations through tasks requiring deep processing. It also explored problems the students had in learning collocations. The vocabulary learning strategies that the current study based was the five categories proposed by Schmitt (1997) because of their predominance learning vocabulary.

The paper addressed the following research questions:

1. What are the strategies that Thai EFL University students use in learning and producing verb-noun collocations?
2. Do high and low proficiency students use vocabulary learning strategies differently when learning and producing verb-noun collocations?
3. What are the challenges or problems in learning and producing verb-noun collocations?

Methodology

Participants

Initially, 55 students were randomly chosen from 1,240 first year students taking a course in Foundation English I on the basis of time availability. These students had studied English for 12 years. Prior to the commencement of the experiment, the participants were required to take an online vocabulary size test (my.vocabularysize.com/) designed by Nation (2006). The average vocabulary size was 4,836 word families, from which it can be inferred that the participants' level of proficiency was pre-intermediate. All of the participants were native speakers of Thai. Since some of the participants missed the retention test, the test scores of only 47 students were valid.

Target collocations

To select the target collocations, a collocation checklist was designed based on the model proposed by Dale and O'Rourke (1986). The checklist consisting of 250 verb-noun collocations was distributed to 5 teachers and 30 first year university students to agree upon unknown items. 170 collocations were identified as unknown. The researchers selected the following 12 verb-noun collocations on the basis of their high frequency to be target collocations used in the treatment: *take charge, catch sight, express concern, keep track, take shape, cause concern, make contribution, face fact, discuss matter, take shelter, have sympathy* and *leave gap*. The researchers also consulted the target online dictionary to make sure that every chosen collocation could be found in the dictionary.

Online Dictionaries and Tasks

Macmillan English Dictionary (MED) was chosen because it is a free online version, showing exactly how words are used today. It provides definitions which are written in plain English, using only the 2,500 most common words. It also provides examples of usage notes as well as collocation lists. This was the intended dictionary in the study. However, due to several uncontrollable conditions, such as learners' low proficiency of English language, availability of online translation resources, such as bilingual dictionaries and Google Translator, EFL learners themselves also particularly opted to use other online dictionaries such as Longdo (English–Thai dictionary) and Longman (English-English dictionary) to facilitate their learning when doing the tasks, and the participants were expected to complete a tasks which required a mental effort. Each task contained four verb-noun collocations. The participants had to perform 6 sub-tasks within a period of one and a half hours. The sub-tasks were 1. Looking up the meaning of each collocation in English (receptive), 2. Providing the equivalent meaning of the collocation in Thai (productive), 3. Copying two sentence examples from the dictionary (receptive), 4. Giving the Thai equivalent of each sentence (productive), 5. Producing one sentence of their own in English (productive), and 6. Giving the Thai equivalent of their own English sentence (productive).

Leave gap = (Meaning in Eng.)

= (Meaning in Thai)

Examples

1.

(Thai)

2.

(Thai)

Your own sentence example

1.

(Thai).....

Retrospective Questionnaire and Interview

After their learning tasks, retrospective questionnaire containing learning strategies and possible problems in learning collocations was distributed to the participants. The question items in the questionnaire were designed and written based on different strategies namely determination, memory, social, cognitive, and metacognitive strategies. The main purpose of the interview was to gather qualitative data about participants' use of strategies and challenges in producing verb-noun collocations. The interview also helps validate if the responses to the questionnaire were reliable and valid. It can also help analyze the learners' thought processes and strategies by asking learners to reflect on their thoughts after they have carried out a predetermined activity (Gass & Mackey, 2000).

Data collection procedure

The data analysis of the study were mainly based the EFL learners responses to the questionnaire exploring their learning strategies in general. The questionnaire distributed to 47 Thai EFL students and before the sets of the questionnaire were distributed, students were expected to do the intensive

involvement tasks to investigate how they do the tasks while learning verb-noun collocations.

Results

The results of the study included the descriptive statistics which were obtained first to see the overall patterns of VLS used by the Thai EFL students (See Tables 1-2). Then various types of analyses including a comparison of strategies used by HPS and LPS were performed (See Table 3). Finally the problems that EFL learners faced when learning collocations were reported (See Table 4).

Table 1: Rank order of overall collocation learning strategy use

Strategies	N	Minimum	Maximum	Mean	SD
Determination Strategies (DET)	47	0.43	4.00	3.50	0.90
Social Strategies (SOC)	47	0.43	4.00	3.50	0.90
Cognitive Strategies (COG)	47	1.00	4.00	3.40	0.85
Memory Strategies (MEM)	47	0.00	3.50	2.16	0.86
Metacognitive Strategies (MET)	47	0.00	4.00	2.45	1.11
Grand Total	47	0.14	3.80	2.76	0.92

Notes: 0 (never), 1 (Rarely), 2 (occasionally), 3 (frequently), 4 (very frequently)

As revealed in Table 1, overall it was found that the level of frequency of strategy use falls between occasionally and frequently (mean = 2.76). It can be inferred from the overall result that using learning strategies is not quite common among the students under study. However, when considered more closely, DET (mean = 3.50) were reported as the most frequently used strategies by all the students followed by SOC (mean = 3.40), while MET was found to be the least frequently used strategies (mean = 2.76).

Table 2 below shows more detailed results of the top two frequently used strategies by the students.

Table 2: Rank order of sub-categories of collocation learning strategy use chosen by EFL learners.

Learning Strategies					
Determination Strategies (DET)					
	N	Min	Max	Mean	SD
1. Using English-Thai dictionary to look up the meanings of the target collocations	47	1	4	3.74	0.79
2. Looking up only the node of collocation first	47	1	4	3.7	0.81
3. Using electronic dictionaries to look up the their meanings and the vocabulary I do not know	47	1	4	3.62	0.87
4. Looking up the target collocations in an online dictionary	47	0	4	3.55	0.93
5. Looking up collocation entries (e.g. take charge) from MED	47	0	4	3.36	0.97
6. Looking up the target collocations in an online dictionary then guessing their meanings from the sentence examples provided	47	0	4	3.3	0.93
7. Looking up only the collocates of collocation first	47	0	4	3.19	1.01
Total	47	0.43	4.00	3.50	0.90
Social Strategies (SOC)					
8. Asking the meanings of collocations from classmates or teacher	47	1	4	3.4	0.85
Total	47	1.00	4.00	3.40	0.85

Notes: 0 (never), 1 (Rarely), 2 (occasionally), 3 (frequently), 4 (very frequently)

According to Table 2, a more detail analysis under each sub- strategy of DET shows that the students had a slightly higher tendency to learn the meanings of the target collocations from a bilingual dictionary (mean = 3.74) than from a monolingual dictionary (mean = 3.55). Item 3 suggests that the students used dictionaries to look up meanings of words other than target collocations (mean = 3.62). Asking classmates or teacher was reported as a frequently used strategy (mean = 3.40).

Apart from collecting the students' opinion from the questionnaire, the researcher also interviewed two groups of students (high and low proficiency) based on their test score in order to compare their strategy use, as shown in Table 3.

Table 3: HPS and LPS collocation learning strategies

High Proficiency Students (HPS)	Low Proficiency Students (LPS)
1. Using an English-Thai dictionary to look up the meanings of collocations (DET)	1. Using an English-Thai dictionary to look up the meanings of collocations (DET)
2. Using a monolingual dictionary to look up the meanings of collocations (DET)	2. Asking classmates (SOC)
3. Using “Google Translate” to arrive at meanings of both words and sentences (DET)	3. Using “Google Translate” to arrive at meanings of both words and sentences (DET)
4. Asking teacher (SOC)	
5. Verbally repeating the target collocations (COG)	
6. Guessing meaning from either nodes or collocates (DET)	

It can be seen from Table 3 that HPS employed more strategies than LPS to learn target collocations. However, both groups of students relied more on DET. It is apparent that both group also used “Google Translate” to arrive at the meanings of both words and sentences. Interesting enough, LPS consulted only their classmates to get word meanings, but not teacher. Also they never showed an attempt to verbally repeat the target collocations.

It is also important to note that the students might have encountered some difficulties when learning collocations. To shed light on problems the students had while learning collocations using online dictionaries, the researcher asked them to respond to the questionnaire. The results were presented in Table 4.

Table 4: Problems in learning verb-noun collocations using online dictionary through intensive involvement tasks

Problems	N	Minimum	Maximum	Mean	SD
1. Internet disconnection causes problem in using online dictionaries	47	1	4	3	0.78
2. Time for doing exercises was limited.	47	1	4	2.91	0.65
3. Online dictionary provides a few sentence examples containing collocations.	47	1	4	2.79	0.91
4. I know only the meaning of collocation in the sentence examples. Looking up the meanings of the remaining was discouraging.	47	1	4	2.64	0.7
5. Collocation examples from online dictionary were difficult.	47	1	4	2.55	0.88
6. I cannot produce sentences in English.	47	1	4	2.43	0.83
7. Locating collocations in online dictionary was complicated and boring.	47	1	4	2.38	0.82
Total	47	2.3	3.57	2.7	0.8

Notes: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree)

Based on Table 4, the students agreed that one problem they had while doing the task was technical i.e. Internet disconnection. It was also revealed that the time given to complete the tasks was limited. Taken together, items 2 and 6 suggest that the student proficiency level was not high enough to do productive tasks. However, they had quite a positive attitude towards learning collocations through online dictionaries (items 4 and 7).

Discussion and Conclusion

The present study attempted to investigate the learning strategies used by 47 university Thai EFL students in learning and producing verb-noun collocations. The students were introduced to the notion of collocations and how to use dictionaries to aid them in the production of collocations. The overall results indicated that DET (consulting a bilingual dictionary) were the most used strategies followed by SOC (asking teachers). The least used strategy by the students in this study was MET because these strategies involve active monitoring and consequent regulation of their vocabulary learning process but the students were not among the pre-intermediate level of English proficiency. This finding was confirmed by the results of group interviews with HPS and LPS in that the HPS reported that they employed more DET than SOC. It was also found that the HPS used more strategies than the LPS; the two common strategies they used were using a bilingual dictionary and using “Google Translate”. While HPS consulted the teacher to assist them in the production of collocations, LPS opted to ask classmates. As for problems they faced while learning, all agreed that Internet disconnection, which was a technical one, disrupted their learning. Most important of all, their English proficiency was the major factor contributing to the learning process.

These results are similar to the ones obtained by Riankamol (2008), Kamol & Sripetpun (2011), Asgari (2010), Noor and Adubiab (2011), and Kasmani & Bengar (2013) which also demonstrated that DET is the most frequently used vocabulary learning strategy while the results concerning the least used strategy seemed to vary. That is, the present study revealed that MET was the least used strategy, but the studies conducted by Kamol and Sripetpun (2011) and Kasmani and Bengar (2013) discovered that SOC was the strategy that the students used the least, and Riankamol (2008) found that COG is the least used strategy by the students.

There are reasons that can explain why DET, especially using dictionary tends to be the most preferred vocabulary learning aid. Using dictionaries, particularly bilingual ones, is the easiest way to find the meaning of a new word (Hulstijn, 1993; Kasmani & Bengar, 2013). Baxtor (1980), Bensoussan, Sim and

Weis, 1984; Atkins and Knowles, 1990 (cited in Koren, 1997) maintained that most students prefer a bilingual to a monolingual dictionary because the bilingual dictionary enables them to understand (or to believe they understand) the meaning of the word quickly. Also, they prefer the electronic format to the printed dictionary because the electronic format enables quick search almost effortlessly and can be used in the absence of teachers. Following Grabe and Stoller (1994), using bilingual dictionaries consistently and appropriately is greatly beneficial to language learners.

As for the ability to produce sentences containing target collocations, it was revealed that most of the students under study had encountered a high degree of difficulties which could possibly be due to low language proficiency. This is in agreement with the study carried out by Laufer & Girsai (2008), who also demonstrated the difficulty of improving collocational knowledge at the productive level. For instance, they partially extracted the definitions of collocations thus resulting in mistranslation and inaccuracy in production of utterances. A clear example of wrong sentence example showed in the table was the example containing the collocation “leave a gap”. LPS copied the entire sentence from Macmillan Dictionary without carefully checking the lexical chunk. In figure 1, the dictionary provides following example:

Figure 1: Sentence example from Macmillan Online Dictionary

b. to not use an area of something
 leave a space/gap: *Leave plenty of space between you and the car in front.*
 T Thesaurus entry for this meaning of leave

However, the learners’ extraction was “*Leave plenty of gap space between you and the car in front*”. Consequently, this has posed a problem in producing acceptable collocations as in their produced sentence “*Leave plenty of gap space between you and him*”. This indicated that the learners have no or little

knowledge of the (/) punctuation. Using dictionary incorrectly might be disadvantageous for learners especially those with low proficiency when learning and noticing the collocations. Nesi and Meara (1994) discovered that adult EFL learners who used dictionaries to help in writing sentences misinterpreted dictionary entries; thus may pose a serious issue in extracting the definitions and examples from the dictionary. Additionally, Hamad and Laohawiriyanon (2013) discovered that the EFL learners performed better in receptive than productive tests, they were also reported to have problem with producing collocations due to their level of English proficiency and learning incompetency. In the study, teachers played an important role in facilitating the students' learning and this is helpful if the learners have low English proficiency.

Pedagogical Implications and Recommendations for Future Research

Two main areas deserving an attention as a result of this study are teaching collocations and teaching learning strategies to EFL learners. As it was demonstrated in this study that the students' ability to perform a task using target collocations was unsatisfactory, it is advisable to find ways in which learners' productive ability can be enhanced. To achieve this, early exposure to collocations, both explicit and implicit approaches to provide an L2 collocational input are recommended from the earliest stages of L2 learning (Hill, 2000; Lewis, 1993). Students must be aware that learning more vocabulary is not just learning new words; it is often learning words in chunks. Students should also be taught how to notice and record such chunks from different L2 contexts. One good resource that learners can explore how words collocate together in English are specialized dictionaries of English collocations. However, teachers should teach them strategies to make good use of such dictionaries, especially those with insufficient linguistic knowledge. Teachers should develop in learners' awareness of combining different learning strategies that suit their learning styles. This can be done through various activities and tasks where a wide range of strategies are practiced. Moreover, the tasks which are used to train learners should be tasks requiring deep processing so that collocational knowledge can be retained in their long-term memory.

This study was conducted using 12 verb-noun collocations with 47 students. It remains unknown if a study which includes a larger number and different types of collocations such as noun-noun collocations or adjective-noun collocations would yield similar findings. It would also be of interest if other online language resources such as concordancers which contain much larger examples would be beneficial for learners to learn collocations.

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