Receptive and Productive Knowledge of Verb+Noun and Adjective+Noun Collocations of International Program and English Major Students of Prince of Songkla University

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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 Prince of Songkla University 2014

Thesis Title   Receptive and Productive Knowledge of Verb+Noun and Adjective+Noun Collocations of International Program and English Major Students of Prince of Songkla University

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ภาษาอังกฤษมหาวิทยาลัยสงขลานครินทร์

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บทคัดย่อ

    ความรู้คำปรากฏร่วมเป็นเครื่องชี้วัดความสามารถทางภาษาของผู้เรียนทั้งยังเป็นส่วนสำคัญ
ในการช่วยให้ผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาที่สองหรือภาษาต่างประเทศมีความสามารถใน
เรียนรู้ภาษาทั้งด้านความเข้าใจและการใช้ภาษาอีกด้วย ความรู้คำปรากฏร่วมสามารถเรียนรู้ได้หาก
ผู้เรียนได้มีโอกาสสัมผัสกับตัวภาษาบ่อยๆ ผู้เรียนที่มีโอกาสสัมผัสภาษา สูงย่อมมีความรู้เรื่องคำ
ปรากฏร่วมสูงด้วย งานวิจัยนี้มีวัตถุประสงค์เพื่อเปรียบเทียบความสามารถของผู้เรียนสองกลุ่มที่มี
โอกาสในการเรียนรู้ภาษาไม่เท่ากันว่ามีความรู้คำปรากฏร่วมในเชิงรับและเชิงสร้างที่เป็นคำกริยา +
คำนาม และคำคุณศัพท์ + คำนาม มากน้อยต่างกันอย่างไร รวมทั้งศึกษาปัจจัยที่เอื้อต่อความรู้คำ
ปรากฏร่วมของผู้เรียนทั้งสองกลุ่ม กลุ่มตัวอย่างเป็นนักศึกษาระดับอุดมศึกษาปีที่สี่ จำนวน 196 คน
ซึ่งเป็นนักศึกษาจากสองหลักสูตรคือ นักศึกษาหลักสูตรนานาชาติ และนักศึกษาวิชาเอก
ภาษาอังกฤษ เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบทดสอบ 2 ชุดเพื่อใช้ในการทดสอบความรู้เชิงรับ
และเชิงสร้างของคำปรากฏร่วม และแบบสอบถามที่เกี่ยวกับปัจจัยที่เอื้อต่อความรู้คำปรากฏร่วม
ของผู้เรียน ผลการวิจัยครั้งนี้พบว่า ความรู้เชิงรับและเชิงสร้างของคำปรากฏร่วมของนักศึกษาทั้ง
สองกลุ่มมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ โดยนักศึกษาที่เรียนหลักสูตรนานาชาติมี
ความรู้คำปรากฏร่วมดีกว่านักศึกษาวิชาเอกภาษาอังกฤษ และผลยังเผยให้เห็นว่า ทั้งสองกลุ่ม มี
ความสามารถในการใช้ความรู้คำปรากฏร่วมที่เป็นคำคุณศัพท์ + คำนามได้ดีกว่าคำปรากฏร่วมที่
เป็น+ คำนาม ข้อมูลจากแบบสอบถามได้ยืนยันว่า ความถี่ของการได้สัมผัสกับการใช้ภาษาอังกฤษ
มีอิทธิผลในการเสริมสร้างความรู้คำปรากฏร่วมของผู้เรียน นอกจากนั้นกิจกรรมการเรียนรู้ภาษาทั้ง
ในและนอกห้องเรียน ประสบการณ์การเรียนรู้ภาษา รวมทั้งการใช้ชีวิตอยู่ต่างประเทศที่พูด
ภาษาอังกฤษเป็นภาษาแม่ เป็นปัจจัยสำคัญต่อความรู้คำปรากฏร่วมของผู้เรียน สุดท้ายงานวิจัยชิ้นนี้

ชี้ให้เห็นว่า จำนวนเวลาที่ทุ่มเทให้กับกิจกรรมเช่นการเขียนเรียนความและการสนทนาจะเพิ่ม
ความสามารถในการใช้ความรู้คำปรากฏร่วมของผู้เรียนได้ด้วย งานวิจัยต่อไปควรทำการวัดความรู้
คำปรากฏร่วมประเภทไวยากรณ์และ ควรจะวัดความสามารถของผู้เรียนจากหลายๆระดับ

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Author: Ms. Nuramal Bueraheng

Major Program: Teaching English as an international Language

Academic Year: 2013

ABSTRACT

Collocational knowledge indicates the maturity of learners' language proficiency and plays an important role in promoting both language comprehension and production abilities of ESL/EFL learners. This study specifically focused on productive and receptive Verb+ Noun and Adjective+ Noun collocational knowledge of two different groups of learners with different degrees of exposure to the English language. It explored factors contributing to their collocational knowledge. One hundred ninety six, 4th year university students enrolled in two different programs: International Program and English Major Program participated in the study. Data were collected using three instruments: 1) COLLMATCH 3 receptive collocation test, 2) productive collocation test and 3) language learning activities questionnaire. Results indicated that, overall, the two groups of learners scored significantly higher on receptive than productive knowledge and that the international program students outperformed the English major students. Besides, the results also revealed that the participants successfully produced Adjective+Noun collocations better than Verb+Noun collocations. The results from the questionnaire further confirmed that the frequency of exposure was influential in enhancing language learners' collocational knowledge. Language learning activities, both formal and informal, such as spending a short time in English speaking countries were found to correlate with their collocational knowledge. Finally, it is recommended that a substantial amount of time should be devoted to learning activities such as essay writing and conversation to elevate language learners' productive collocational knowledge in these two categories. For further research, focus should be given to measuring EFL learners' grammatical knowledge of collocations or measuring collocational knowledge of learners of different educational levels.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

A SYNTHESIS REPORT

LIST OF TABLES

LIST OF FIGURES

LIST OF PAPER

The thesis is based on the following papers:

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1. INTRODUCTION

Firstly introduced by J.R. Firth (1957), collocation is defined as a combination of words associated with each other. To most linguists, collocations are groups or chunks of words which have a syntagmatic relation and are commonly found together (Lewis, 1993; Nattinger, 1992; Nesselhauf, 2000; Sinclair, 1991). They are prefabricated in the mind of native speakers and help facilitate the production of language, both in speech and in writing. Instead of recalling individual words and thinking how to group them together to make them lexically correct, it would be more effective to retrieve collocations to make our language sound natural. It is acceptable for one to say "make a mistake" but not "do a mistake", "quick glance" but not "fast glance", and "raise a doubt" but not "make a doubt", for example.

Collocations consist of two parts: a node and collocate (s). A node is the lexical items being investigated and collocate (s) is those items that are found on either side of the node (Sinclair, 1966). For example, in "quick glance", quick is node, glance will be its collocate. There are two types of collocations: grammatical and lexical collocations (Benson, Benson, & Ilson, 1986; Lewis 2000). Grammatical collocation includes a principal content word that is an adjective, a verb or a noun and a functional word which is usually a preposition, whereas lexical collocations consist only of lexical words or content words that co-occur frequently. There are 8 subtypes of grammatical collocations as follows: noun+preposition, noun+to infinitive, noun+that clause, preposition+noun, adjective+preposition, adjective+to infinitive, adjective+that clause, and verb patterns (e.g. verb + to-infinitive, verb + bare Infinitive and other) ; and 7 subtypes of lexical collocations as follows: verb+noun, adjective+noun, noun+noun, noun+verb, noun+of+noun, adverb+adjective, and verb+adverb.

Collocational knowledge is indicative of the maturity of learners' language proficiency and is crucial in helping ESL/EFL learners in terms of language learning, comprehension and production (Hsu, 2010). This is due to 2 major reasons. Firstly, learners with collocational mastery will be able to communicate effectively both in writing and speaking because knowledge of collocation will enable them to

naturally and accurately express ideas. Knowing collocation will enable them to reduce the risk of producing grammatical mistakes, thus leading to their speech sounds more natural and more easily understood by English speakers. According to Nesselhauf (2003), collocation is considered a prerequisite for enhancing fluency in foreign language learning. Secondly, learners with collocational mastery will also able to read at a faster rate and easily comprehend what is heard. With an extensive knowledge of how words are combined in the language, they will immediately retrieve and link the words appropriately in language production because they do not have to process them word by word but produce those words as multiword units.

Gyllstad (2007) and Schmitt and Redwood (2011) maintain that exposure to the target language and frequency of collocational occurrences in language use are two contributing factors to enhance learners' collocational knowledge. This exposure is the frequent contact that the learners have with the target language which can come from both formal and informal linguistic environment (Ajileye, S.S., 2007). Formal linguistic environment is an exposure acquiring from explicit classroom instruction and language learning activities such as listening to class presentations, sharing ideas with classmates and giving oral presentations. Informal linguistic environment is incidental language learning which comes from outside classroom such as reading newspapers, magazines, novels and literature, watching television programs, listening to the radio and using social network platforms.

On the other hand, it is very likely that collocation with high frequency of occurrence indicated in sources such as British National Corpus (BNC) would have high a tendency to be encountered by learners (Pokorna, 2009). Schmitt and Redwood (2011) maintain that higher frequency leads to greater chance for learners to master collocations at more advanced level. In other words, in order to better acquire knowledge of collocation, repeated exposure to high frequency collocations is necessary.

The conceptualization of lexical knowledge consists of two areas: receptive and productive knowledge. Receptive vocabulary knowledge refers to the ability to recognize words during reading or listening activities whereas productive knowledge refers to the ability to produce words in writing or speaking. Measuring

collocational knowledge falls into two categories as well i.e measuring of receptive and productive collocational knowledge. Many previous studies have been conducted to assess both receptive and productive vocabulary skills of EFL/ESL learners such as studies by Bahns & Eldaw (1993), Biskup (1992), Schmitt (1998), Bonk (2000), Ellis (2001), Gyllstad (2005), and Szudarski (2012).

A large number of studies on collocations have been carried out to measure learners' receptive collocation knowledge such as study by Bonk (2001) and Gyllstad (2005). They employed multiple-choice tests and judgment tasks to assess learners' collocational knowledge. Other researchers, for example, Bahns and Eldaw (1993), Biskup (1992) and Schmitt (1998) focused on productive collocation knowledge. In their studies, they used translation tasks which required test-takers to supply the target collocations in learners' mother tongues. In addition, Bahns and Eldaw combined the translation tasks with a completion test format requiring test-takers to fill in the sentence gaps. Schmitt employed a test consisting of sentence prompts to elicit learners' collocation knowledge. Schmitt, (2010) maintained that in order to establish learners' knowledge of collocation, it is important to assess both receptive and productive mastery. Consequently, attention has been focused on the measuring both receptive and productive knowledge of collocations to get the complete picture of learners' collocational knowledge such as the studies by Ellis (2001) and Szudarski (2012).

Designed by Gyllstad (2005), series of test called COLLEX and COLLMATCH were used to measure receptive collocational knowledge and proved highly reliable. Bergström (2008) adopted "COLLMATCH 3"to examine the receptive collocation knowledge of Swedish students and found that it is valid and reliable because it possesses the characteristic of multiple choices test format, COLLMATCH 3 is quick and easy to score. Szudarski (2012) used 3 types of gap filling test (2 for productive test and 1 receptive test) to assess learners' productive and receptive collocational knowledge. For productive test type 1, learners were required to produce the whole collocation based on L1 meaning. For type 2, learners had to fill in the gap with the node (i.e. L2 collocate was provided). To test learners' receptive knowledge, learners were required to fill in the gap by selecting the correct L2 node out of 4 choices.

When compared to general vocabulary acquisition, L2 collocational acquisition is more challenging because collocation is more complex (Nesselhauf, 2003 & Mahmoud, 2005) and requires high frequency of exposure to the target language. Typically, language learners learn individual words without paying much attention to word relationships; they assume that there is always a one-to-one correspondence of collocations between their mother tongue and the target language. As a result, they are often unaware of the differences in collocational restrictions (Zarei, 2000). Coupled with the influence of their surrounding environment and everyday interaction in their mother tongue, language learners tend to opt for direct translation at, which does not sound natural to English speakers. As a result of limited language experience, EFL learners tend to adopt certain strategies such as relying on their L1 equivalents and synonyms as well as using their own creativity (Shih, 2000; Nesselhauf, 2003 & Yumanee, 2013) in producing collocations, thus resulting in collocational errors.

Several empirical studies (Bahns, 1993; Biskup, 1992; Chen, 2002; Nesselhauf, 2003; Li, 2005 & Koya, 2005) showed that certain collocation such as Verb + Noun and Adjective + Noun are difficult for non- native. Biskup (1992) pointed out that EFL learners had difficulty with lexical collocation in general and Verb+Noun in particular. Moreover, learners usually relied more on L1 and made more negative error. Bahns (1993) further supported that learners used their L1 lexical knowledge in transferring to L2. A study by Chen (2002) showed that Verb + Noun and Adjective + Noun were the most frequent types of lexical collocational errors for EFL learners.

By and large, English teaching methods adopted in Thailand mainly emphasize grammar and single-word vocabulary (Mongkolchai, 2000). Therefore, it is possible that the majority of Thai EFL learners may not know the concept of collocation and not perceive its important in their English learning. Given that collocation can be mastered with high frequency of exposure to language, two groups of Thai university students, who have relatively higher exposure to English than other types of students might possess better collocation knowledge. These two groups are students in an International program and students majoring in English. In practice, English was a medium of instruction for INS group and the majority of lecturers were

native- English speakers. In comparison, for EMS, they were taught mostly by Thai lecturers and 2 native English speakers. It is, therefore, interesting to investigate whether students in Hospitality and Tourism Management Program and Business Administration Program (INS) and English major students (EMS) would have advanced level of collocational knowledge. The other purpose of this study was to explore correlation between learners' collocational knowledge and their language learning activities.

2. RESEARCH QUESTIONS

1. Is there a significant difference in the collocational competence of international program students (INS) when compared to English major students (EMS)?

2. Is there a significant difference between the two groups of learners' receptive and productive collocational knowledge?

3. Is there a significant correlation between the learners' collocational knowledge and their language learning activities?

3. METHODOLOGY

3.1 Participants

The participants of this study were 4th year students of Prince of Songkla University, Thailand, in the academic year 2013. The INS group referred to the students enrolling in the Business Administration International program (n = 66 students) and the Hospitality and Tourism Management International Program (n = 50 students). The EMS group were the students who enrolled in the English Major Program (n = 80 students). Before taking the collocational test, all of them completed the World English Placement Test Package, adapted from Chase (2011). The test was used as a prerequisite for the two collocation tests to establish the proficiency benchmark. The test results showed a significant difference in their level of proficiency, i.e. students in the EMS group were placed in the lower intermediate level and the INS group in the intermediate level.

3.2 Target collocations

Drawn from the existing literature conducted in this area, as shown in Table 1, Gyllstad (2007) and Shehata (2008) examined 547 collocations from different categories (two major groups and four sub-groups; two sub-groups under lexical collocation (V + N and Adj + N) and two sub-groups under grammatical collocation (N + Preposition and V + Preposition)). To arrive at the target collocations, firstly, only V + N and Adj + N the most problematic categories of collocations for EFL learners were extracted. This resulted in 352 remaining collocations (247 V + N collocations and 105 Adj + N collocations). Secondly, all the 352 collocations were consulted against BNC 2007 to identify their frequency and to make sure that they appeared at least 100 occurrences in BNC (Davies, 2004). The reason for choosing BNC was that it is one of the largest corpora publicly available and its complete corpus can be downloaded. This resulted in 146 collocations. Thirdly, the researchers further consulted the Online Oxford Collocation dictionary for Students of English (2002) and Collocation checker to make sure that the target collocations were listed as collocations in those two sources. All 146 collocations were verified. Finally, the researchers consulted three EFL experts to check for the reliability of the tests. To allow for a reasonable administration time, the experts suggested reducing the number of the target words to be tested. Therefore, the target collocations which had the least frequency in BNC were excluded. The final number of the target collocations was 90. Forty-five V + N collocations e.g. *take place, make an effort, seize opportunity*, and Forty-five Adj + N collocations e.g. *common sense, classical music, soft drink*. (See Appendix E)

Table 1: *Number of target collocations*

Number of target collocation				
Types of Collocation		Gyllstad, (2007) & Shehata, (2008)	BNC & Collocation checker	EFL Experts
Lexical	Verb+Noun	247	90	45
	Adjective+Noun	105	56	45
Grammatical	Noun+Preposition	110		
	Verb+Preposition	85	Excluded	
Total		547	146	90

3.3 Test construction

3.3.1 Receptive test

To be consistent with the goal of testing both productive and receptive collocation knowledge, the same target collocations were used in both tests. The receptive collocation test adopted the test format called "COLLMATCH 3", developed by Gyllstad (2007). The test included 90 possible English collocations, and the participants were required to tick the box that said "yes" if they thought the collocation was a word combination used in English; otherwise, they ticked the box that said "no". Below are three examples of "COLLMATCH 3" test used in the current study. (See Appendix C)

1. Take place
   ☐ Yes
   ☐ No

2. Next week
   ☐ Yes
   ☐ No

3. Do crime
   ☐ Yes
   ☐ No

After the test was constructed, it was then submitted to 3 EFL experts to ensure content validity. Some modifications regarding distractors were made, for example, *custom life* as a distractor for *daily life* was changed to *every daily life*, and *better wishes* as a distractor for *best wishes* was changed to *happy wishes*. The test then was piloted with a group of learners who had a parallel English ability to the participants in this study. The result from piloting showed that the test had a high internal consistency ($\alpha = .8437$).

3.3.2 Productive test

The productive test employed a gap filling format adapted from Szudarski (2000). The test required learners to produce a node themselves by referring to the given collocates and its L1 equivalence in parentheses. Below are examples of the productive test. (See Appendix B)

1. _____ place (เกิดขึ้น)

2. _____ week (สัปดาห์ถัดไป)

3. _____ crime (ก่ออาชญากรรม)

The productive test was modified because the Thai equivalent was either wrong or ambiguous such as ทำให้คืบหน้า for "make progress" was replaced by มีความก้าวหน้า, ใช้ for "make use" was replaced by ใช้ประโยชน์ and กาแฟที่แรงมาก for "strong coffee" was replaced by กาแฟแก่. Also, such collocations as "make statement", "fine arts" and "capital punishment" were omitted because they appeared to be unfamiliar to Thai students at this level. The result from piloting showed that the test had a high internal consistency ($\alpha = .9293$).

3.3.3 Language learning experience questionnaire

The questionnaire was made up of two parts. The first part consisted of seven items concerning the respondents' background information such as sex, age, duration of learning, language proficiency and past experiences. The second part consisted of 21 items. They probed into the respondents' language exposure through formal and informal language learning activities such as external reading, media and entertainment and social network platforms. (See Appendix D)

The draft of the questionnaire was submitted to two EFL experts to ensure the content validity. Taken into consideration the experts' feedback, two more questions regarding learners past experience were added to the first part, and four questions concerning respondents' language exposure through tuition class, English camp and fieldtrips were deleted.

Finally, the questionnaire consisted of nine items in the first part and 17 items in the second part, totaling 26 items. The items were divided based on the four language skills: listening, reading, writing and speaking. There were only five formal language learning activities and 12 informal language learning activities. The

participants were required to respond to all the questions by selecting one of the 4-point rating scale (0= Never, 1= Sometimes (1 hr/ day), 2= Often (2-3 hrs/day) and 3= Always or almost always (> 3 hrs/day).
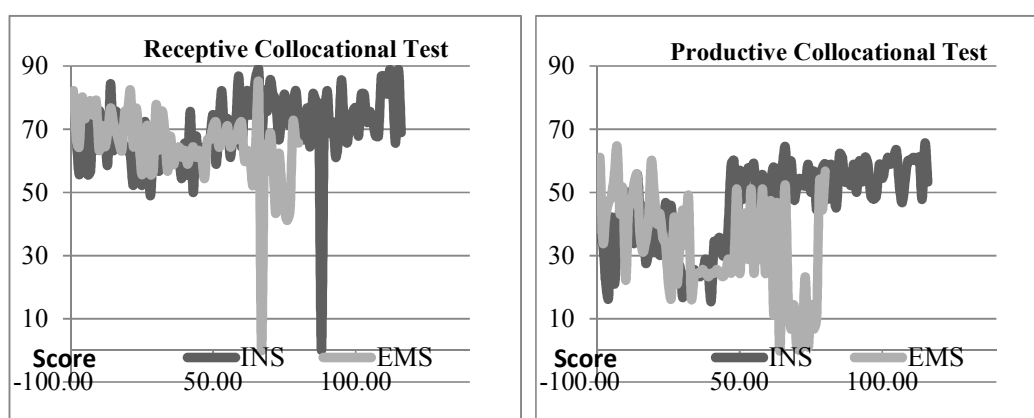
3.3.4 Data collection

The instruments were then administered to participants in a single session in their plenary class after a 15 minutes break between the tests. To avoid a serial effect, the productive test was given first, followed by the receptive test after a 15 minute break. Finally, the participants responded to the language learning experience questionnaire. The participants spent two hours completing the two tests, and 30 minutes responding to the questionnaire.

4. RESULTS

4.1 Overall collocational knowledge of the INS and the EMS

Figure 1 reveals a statistically significant difference between the two groups of participants in both their receptive knowledge of collocations ($t = 2,97df = 194$, $p < .05$, sig. 2-tailed = .003) and their productive knowledge of collocation ($t = 6.18$, $df = 148.29$, $p < .05$, sig. 2-tailed = .000). Overall, INS outperformed their counterparts in all respects. That is, the INS mean scores on the receptive and productive tests (69.86 & 46.10 respectively) were significantly higher than those of the EMS (64.94 & 32.75). This indicates that INS had more advanced collocation competence when compared to that of the EMS

Figure 1: *Receptive and productive test scores of INS and EMS*

4.2 Receptive and productive collocational knowledge

As Table 2 indicates, the t-test results revealed a significant difference between the mean scores of the receptive and productive tests of the two groups INS ($t = 6.18$, $df = 194$, $p < .05$, sig. 2-tailed = .000) and EMS ($t = 2.97$, $df = 194$, $p < .05$, sig. 2-tailed = .003). The receptive test's mean scores for both INS and EMS in the two types of collocation (Verb+Noun and Adj+Noun) were larger (70.10, 69.61; 67.58, 62.30) than those of the productive test (43.90, 48.30; 30.24 & 35.28), which demonstrated that both groups of participants did better on receptive knowledge of collocations than productive knowledge. However, in the productive test, the participants' verb-noun score (43.90 & 30.24) were found to be lower than their adjective-noun score (48.30 & 35.28), which shows participants' difficulty in producing acceptable verb-noun collocations despite their familiarity with the target words included in the test.

Table 2: *Participants' receptive and productive Scores (Independent Sample T-Tests)*

Test	INS (n = 116)		EMS (n = 80)		t	df	Sig. (2-tailed)
	Mean	S.D	Mean	S.D			
Receptive Test							
Verb+ Noun	70.10	12.02	67.58	14.34	1.331	194	.185
Adj.+ Noun	69.61	12.03	62.30	13.26	4.011	194	.000
Total	**69.86**	**11.38**	**64.94**	**11.42**	**2.969**	**194**	**.003**
Productive Test							
Verb+ Noun	43.90	15.37	30.24	17.24	5.815	194	.000
Adj.+ Noun	48.30	12.13	35.28	16.20	6.105	138	.000
Total	**46.10**	**13.17**	**32.75**	**15.94**	**6.175**	**148.29**	**000**

4.3 Language learning activities questionnaire

This part demonstrates the data from the questionnaire which related to learners' frequency of exposure to English through language learning activities and its relationship with collocational knowledge. The results are presented as follows:

4.3.1 Learners' exposure to English via language learning activities

Background information of respondents shows that the respondents' sex, age, duration of learning and language proficiency did not influence their collocational knowledge, except for their past experience of language learning (r = .297) and living abroad (r = -.221), which moderately influenced their collocational knowledge.

Regarding the frequency of exposure to English, the majority of respondents had high exposure to English in their daily environment through different language learning activities. From the table, on a daily basis, the respondents' highest exposure to English were by means of listening to English music ($\bar{x}$ = 2.49), followed by watching English news or movies ($\bar{x}$ = 2.47), listening to English presentations ($\bar{x}$ = 2.46) and writing English through interactive online applications such as MSN Messenger, Facebook, and Skype ($\bar{x}$ = 2.40), respectively. Conversely, 29.1% and 35.7% of the respondents did not have any exposure to English by practicing English writing in a notebook ($\bar{x}$ = 1.86) and listening to English radio ($\bar{x}$ = 1.92) respectively. The result, thus, indicated that their language exposure helps learners to acquire collocational knowledge. However, it is interesting to note that not all language learning activities were beneficial; practicing English writing in a notebook and listening to English radio did not have a significant effect on learners' collocational knowledge.

Table 3: *The frequency of exposure to English categorized by activity*

Types of activity	Frequency per day				Mean ($\bar{x}$)	SD
	Never	1 hr/ day (low)	2-3 hrs/ day (moderate)	> 3hrs/ day (high)		
A1	30 (15.3)	137 (69.9)	22 (11.2)	7 (3.6)	2.03	.640
A2	35	125	29	4		

	(17.9)	(63.8)	(14.8)	(3.6)	2.04	.686
A3	33	110	37	16		
	(16.8)	(56.1)	(18.9)	(8.2)	2.18	.808
A4	23	118	39	16		
	(11.7)	(60.2)	(19.9)	(8.2)	2.24	.765
A5	38	103	44	11		
	(19.4)	(52.6)	(22.4)	(5.6)	2.14	.791
A6	57	112	24	3		
	(29.1)	(57.1)	(12.2)	(1.5)	1.86	.677
A7	21	103	45	27		
	(10.7)	(52.6)	(23.0)	(13.8)	2.40	.856
A8	20	92	56	28		
	(10.2)	(46.9)	(28.6)	(14.3)	2.47	.862
A9	70	82	33	11		
	(35.7)	(41.8)	(16.8)	(5.6)	1.92	.865
A10	29	82	45	40		
	(14.8)	(41.8)	(23.0)	(20.4)	2.49	.979
A11	20	96	49	31		
	(10.2)	(49.0)	(25.0)	(15.6)	2.46	.879
A12	29	117	33	17		
	(14.8)	(59.7)	(16.8)	(8.7)	2.19	.793
A13	41	111	30	14		
	(20.9)	(56.6)	(15.3)	(7.1)	2.09	.802
A14	49	103	39	5		
	(25.0)	(52.6)	(19.9)	(2.6)	2.00	.744
A15	38	98	44	16		
	(19.4)	(50.0)	(22.4)	(8.2)	2.19	.843
A16	28	96	44	28		
	(14.3)	(49.0)	(22.4)	(14.3)	2.37	.899
A17	28	96	44	28		
	(14.3)	(49.0)	(22.4)	(14.3)	2.23	.886

Key

A1: Reading news or entertainment sites or publications in English.

A2: Learn new words from labels such as advertising posters.

A3: Reading academic texts in English.

A4: Use a dictionary to help increase knowledge of vocabulary.

A5: Memorizing vocabulary, expressions from movies or music.

A9: Listen to English radio.

A10: Listen to English music.

A11: Listen to English presentations.

A12: Do English Conversational online or on the phone with friends.

A13: Practice speaking English with a native speaker by imitation, e.g. Imitate film characters.

A14: Practice speaking English with a

A6: Practice English writing in a notebook.

A7: Writing English through interactive online applications such as MSN Messenger, Facebook, and Skype.

A8: Watching English news or movies.

teacher, relatives or family members.

A15: Practice speaking English with foreign teacher.

A16: Giving English oral presentation in class.

A17: Commenting class presentations in English

4.3.2 The relationship between learners' collocational knowledge and their language learning activities

Table 4 shows the relationship between the participants' collocational knowledge with different language learning activities. The result of Pearson correlation proved a significant and moderate correlation between learners' collocational knowledge and the majority of their language learning activities. This means that both formal and informal activities helped learners to acquire collocations. The correlation was highest between the receptive collocational knowledge and such activities as writing English through interactive online applications such as MSN messenger, Facebook and Skype, listen to English presentations and learning new words from labels such as advertising posters (r = .240, .220 & .218 respectively). On the other hands, the correlation of productive collocational knowledge was highest with listening to English music, writing English through interactive online applications such as MSN messenger, Facebook and Skype, and giving English oral presentation in class (r = .366, .270 & .262 respectively).

Table 4: *Correlation between language learning activities and participants' collocational knowledge*

Test	Language learning activities								
	A1	A2	A3	A4	A5	A6	A7	A8	A9
Receptive Test	.149*	.218**	.203**	-.030	.168*	.001	.240**	.158*	.088
Productive Test	.053	.208**	.253**	-.117	.148*	-.024	.270**	.227**	.048
Total	.105	.238**	.260**	-.090	.175*	-.015	.288**	.222**	.073

Test	Language learning activities							
	A10	A11	A12	A13	A14	A15	A16	A17
Receptive Test	.213**	.220**	.146*	.168*	.150*	.141*	.134	.201**
Productive Test	.366**	.213**	.217**	.129	.161*	.243**	.262**	.211**
Total	.337**	.242**	.210**	.163**	.175*	.224**	.233**	.232**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

5. CONCLUSION AND DISCUSSION

5.1 Receptive and productive knowledge of collocations

The main focus of this study was to compare the collocational knowledge of two groups of learners from different learning environments. The results showed that both INS and EMS's receptive knowledge of collocations was higher than their productive knowledge. This finding is not surprising because it has been shown that the receptive knowledge typically precedes productive mastery (Hill, 2000; Lewis, 2000). This was also consistent with the studies of Koya (2005) and Shehata (2008), which found that the subjects were able to judge the correctness of the target collocations in the receptive test but they encountered difficulties in

producing the correct collocations in the productive test. Also, it was found in Brashi's study (2005) that the participants in their studies had low collocation competence regarding production knowledge, but performed better in recognizing a wide range of collocations derived from listening and reading.

The results of the study is in line with that of Shehata (2008) who claimed that productive collocational knowledge will expand when receptive collocational knowledge has developed (Shehata, 2008). The present study showed the growth in participant's receptive skill but poor achievement in their productive skill. Due to the influence of L1 interference and limited knowledge of collocational restriction, the participants are not able to perform productive test correctly. As a result, they tend to adopt strategies such as guessing, for example, they chose *'summary a conclusion'* for *'draw a conclusion'* and used *'elder age'* for *'old age'*. Another strategy they employed was L1 dependence as in choosing *'show away'* for *'give away'* and *'important day'* for *'big day'*. The last strategy they adopted was using their own creativity such as *'jot a diary'* for *'keep a diary'* and *'re-thought'* for *'second thought'*.

A closer look at the participants' performance on the productive test demonstrated that they were able to produce Adjective+Noun collocations more accurately than Verb+Noun collocations. It can be argued that there are Adjective+Noun collocational equivalents in Thai, allowing for direct translation. This results in positive transfer. For example, in *'middle class'*, the meaning for the node in Thai is กลาง and the collocate is ชนชั้น, or in *'old age'*, the meaning for the node in Thai is ปัจฉิม /แก่ and the collocate is วัย, also in *'daily life'*, the meaning for the node in Thai is ประจำวัน and the collocate is ชีวิต. Park (2003) maintains that even advanced EFL learners rely on L1 in L2 communication because they assume a one-to-one correspondence between L1 and L2. Another plausible explanation as to why the participants in this study achieved well in Adjective+Noun collocations could be because they were collocations (old age, middle class, and daily life) with high frequencies as shown in BNC (1265, 919 & 253, respectively). Such high frequencies might offer the participants higher exposure to the collocations (Miyakoshi, 2009).

5.2 Factors influencing learners' collocational knowledge

The study also sought to investigate the factors which influenced learners' collocational knowledge by examining the relationship between learners' collocational knowledge and their English language exposure through language learning activities. The results showed a significant difference in collocational competence of these two groups of learners and that learners with high degree of English exposure possessed better collocational knowledge than those of lower degree of English exposure. This is in line with the study by Hsu & Chiu (2008), which demonstrated a significant association between knowledge of lexical collocations and Taiwanese university EFL learners' spoken English. Furthermore, the result of this study was also consistent with many studies (Curtis Franklin et. Al, 1974; Gyllstad, 2007; Miyakoshi, 2000; Siyannowa & Schmitt, 2008), which found that a continuous exposure of L2 led to a wider collocational repertoire.

Moreover, it can be argued that the INS had more frequent exposure to English via informal language learning activities; the activities are listening to English music, watching English news or movies and writing English through interactive online applications such as MSN Messenger, Facebook, and Skype. Hence, it can be implied that INS acquired their collocational knowledge from their everyday language. The result corresponds to the study by Schmitt and Redwood (2011), which proved a positive effect of out-of-class exposure on learners' phrasal verbs. Moreover, the results revealed that INS receptive collocational knowledge were acquired through listening to English music and watching English news or movies and INS productive collocational knowledge developed from repeated writing English through interactive online applications such as MSN Messenger, Facebook, and Skype.

Besides, INS' past experiences of language learning through English program in their primary and secondary schools, and learning with foreign teachers as well as their experiences in joining activities requiring them to use English such as speech contests, debates, spent times in an English-speaking country, etc. had helped them to frequently acquired English. It can be inferred that learning activities both inside and outside classrooms helped increase their receptive and productive

collocational knowledge; hence outperforming the EMS group. Also, EMS are more likely to be influenced by L1 interference.

PEDAGOGICAL IMPLICATIONS

Based on the finding of the present student, some recommendations can be offered:

1. Particular attention should be paid to teaching productive aspect of collocations. This can be done by engaging students in productive exercises such as writing essays and making conversation.

2. Since L1 interference influenced the acquisition of V+N and Adj+N collocation, attention should be paid on the teaching of these two types of collocation.

3. Raising awareness on collocation in language teaching and learning.

RECOMMENDATIONS FOR FURTHER STUDY

Based on the findings of the present study, several recommendations can be made for further research:

1. This study focused on students' lexical collocation competence. Further studies might wish to measure students' grammatical collocations to obtain better knowledge of EFL students' collocational competence.

2. It is watchful to investigation on the relationship between EFL students' collocation competence and their academic achievement.

3. Future study should also compare collocational knowledge of learners at different grade levels such as primary 6 and high-school students as they have different degree of English exposure.

4. In order to obtain more in-depth information concerning frequency of exposure, further research should include interview as another data collection instrument.

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APPENDICES

Appendix A
Placement Test

Directions: Circle the correct letter.

1. These are your books, _____ they?
a. isn't
b. aren't
c. weren't

2. I told the teacher _____ I had seen.
a. what
b. which
c. where

3. We talked about _____ new words.
a. learn
b. learned
c. learning

4. A lot of rice is grown in Asia.
The sentence is mostly about _____.
a. why people grow rice
b. how people grow rice
c. where people grow rice

5. I asked a woman when I could catch the Broadway bus. She said, "The Broadway bus arrives at six o'clock."
The Broadway bus_____.
a. will arrive in the future
b. has already arrived
c. won't be arriving

6. I would travel to Hawaii if I _____ a lot of money in the lottery.
a. get
b. won
c. will

7. This is the dress _____ my grandmother made.
a. whom
b. where
c. which

8. "Carl would rather not go to the party."
The speaker means _____.
a. Carl really wants to go.
b. Carl doesn't want to go.
c. Carl wishes he could go.

9. Sara _____ to Los Angeles in 2005.
a. moved
b. moving
c. has moved

10. If I have enough time, I _____ help you with your homework.
a. am
b. will
c. would

11. Right now, it _____.
a. rain
b. rains
c. is raining

12. This pen is _____ same as that one.
a. as
b. not
c. the

13. "Do you think it will rain?"
The speaker wants to know about _____.
a. the weather now
b. the weather in the past
c. the weather in the future

14. She doesn't want _____ coffee.
a. any
b. some
c. many

15. "Stephanie will regret her decision sooner or later."
The speaker means Stephanie _____.
a. might make a decision soon.
b. could be happier later.
c. is definitely going to be sorry.

16. All of the food _____ on the table.
a. is
b. am
c. are

17. "We ran out of milk." The speaker means we have _____.
a. no milk
b. some milk
c. a lot of milk

18. Robert _____ his keys in the living room.
a. find
b. found
c. founded

19. Don and Nancy _____ the house yesterday.
a. cleaned
b. cleaning
c. cleaner

20. Leah said, "I'm bored with this book. Let's watch TV." Why did Leah want to watch TV?
a. The TV wasn't interesting.
b. Leah wasn't interesting.
c. The book wasn't interesting.

21. We _____ to have a test next Friday.
a. are going
b. may going
c. will going

22. "You lost the tennis match, didn't you?"
The speaker thinks you _____.
a. didn't lose the match
b. probably lost the match
c. will most likely lose the match

23. Dave and Chris _____ very early tomorrow morning.
a. will leaving
b. are leaving
c. have left

24. _____ a new language is never easy.
a. Learn
b. Learned
c. Learning

25. When Larry arrived, the family sat down to eat.
 Which event happened first?
a. The family sat down.
b. Everyone ate.
c. Larry arrived.

26. The laundry was _____ by my sister.
a. do
b. done
c. doing

27. I won't play basketball with Peter because he never _____ the rules.
a. attends
b. follows
c. targets

28. The teacher is writing the answers on the board.
The sentence is about _____.
a. the past
b. the present
c. the future

29. Greg is taller than Samuel.
Which sentence could be true?
a. Greg is 181 cm tall, and Samuel is 176 cm tall.
b. Greg is 176 cm tall, and Samuel is 181 cm tall.
c. Greg is 181 cm tall, and Samuel is 181 cm tall.

30. Hana got 89% on the test. John got 96% on the test. Rita got 78% on the test.
John got _____ score on the test.
a. the higher
b. the highest
c. the most high

31. Before you travel by train, you need to buy a _____.
a. travel agent
b. reservation
c. ticket

32. A _____ is a kind of vegetable.
a. strawberry
b. wheat
c. carrot

33. "The airplane is crowded."
The speaker means the airplane is _____.
a. quite new
b. too full
c. very late

34. People usually touch something with their _____.
a. eyes
b. noses
c. fingers

35. Melanie said to Grace, "The blue dictionary is mine."
Melanie means the dictionary belongs to _____.
a. Melanie
b. Grace
c. Melanie and Grace

36. There _____ two lamps in the bedroom.
a. is
b. are
c. was

37. _____ he goes is not my problem.
a. Who
b. What
c. Where

38. Bill's class, which meets at 11:00, has 28 students in it.
Bill has _____.
a. one class
b. at least two classes
c. three or more classes

39. Patty and Lou went to India.
The sentence means _____.
a. Only Patty went.
b. They both went.
c. Lou went alone

40. What time _____ the class begin?
a. does
b. was
c. is

41. The children _____ in the classroom.
a. is
b. am
c. are

42. "The situation has really gotten out of hand."
The speaker means the situation is _____.
a. not easy to understand
b. not under control
c. not beneficial

43. My father enjoys _____ golf.
a. plays
b. playing
c. to play

44. The class hasn't ended _____.
a. yet
b. now
c. already

45. If you cope with something, you _____ with it.
a. play
b. deal
c. tend

46. Remember to send _____ an email.
a. her
b. she
c. hers

47. Adele exercises _____ healthy.
a. to be
b. was
c. are

48. Could you please tell me _____?
a. where is the Grand Hotel
b. is where the Grand Hotel
c. where the Grand Hotel is

49. "Can you give me a hand?"
The speaker wants _____.
a. help
b. praise
c. to look

50. Neither Mark nor Alex knows the answer.
The sentence means _____.
a. Mark doesn't know the answer, and Alex doesn't know the answer.
b. Mark knows the answer, but Alex doesn't know it.
c. Mark and Alex both know the answer

Appendix B
Productive Test

Instructions:
คำสั่ง:

A. Complete the phrase with **ONE VERB ONLY**, so that they express the meaning provided in the brackets.

ก. จงเติม**คำกริยาเพียง 1** คำลงในช่องว่างให้ตรงกับความหมายในวงเล็บ

1. _____ place (เกิดขึ้น)

2. _____ a gap (เติมเต็ม)

3. _____ advantage (เอาเปรียบ)

4. _____ a contract (ลงนามในสัญญา)

5. _____ an effort (พยายามที่จะทำบางสิ่งบางอย่าง)

6. _____ use of (ใช้)

7. _____ turns (สลับกัน)

8. _____ a message (ฝากข้อความ)

9. _____ money (หาเงิน, ระดมทุน)

10. _____ (one's) attention (ดึงดูดความสนใจ)

11. _____ away (เปิดเผย)

12. _____ contact (ติดต่อ)

13. _____ time (ใช้เวลา)

14. _____ crime (ก่ออาชญากรรม)

15. _____ a conclusion (บรรลุข้อสรุป)

16. _____ advice (ให้คำแนะนำ)

17. _____ weight (ลดน้ำหนัก)

18. _____ damage (ทำให้เกิดความเสียหาย)

19. _____ a goal (บรรลุเป้าหมาย)

20. _____ sight (สังเกตเห็น)

21. _____ a prayer (สวดมนต์)

22. _____ opportunity (คว้าโอกาส)

23. _____ trouble (มีปัญหา)

24. _____ the bed (ปูที่นอน)

25. _____ a diary (จดบันทึก)

26. _____ a promise (ให้สัญญา)

27. _____ information (ให้ข่าวสาร)

28. _____ birth (คลอดลูก)

29. _____ fire (จุดไฟเผา)

30. _____ progress (มีความก้าวหน้า)

31. _____ a mistake (ทำผิดพลาด)

32. _____ a doctor (พบแพทย์)

33. _____ feeling (แสดงความรู้สึก)

34. _____ a chance (พลาดโอกาส)

35. _____ a living (หาเลี้ยงชีพ)

36. _____ time (เสียเวลา)

37. _____ (one's) temper (ขุ่นเคือง / อารมณ์เสีย / ฉุนเฉียว)

38. _____ an attempt (พยายาม)

39. _____ action (ดำเนินการ)

40. _____ fun (สนุกสนาน)

41. _____ a break (พัก / หยุดพัก)

42. _____ a chance (เสี่ยงเพื่อทำ...)

43. _____ a difference (มีความแตกต่าง)

44. _____ a medicine (รับประทานยา)

45. _____ a bus (ขึ้นรถบัส)

B. Complete the phrase with **ONE ADJECTIVE ONLY**, so that they express the meaning provided in the brackets.

ข. จงเติมคำ**คุณศัพท์เพียง 1 คำ**ลงในช่องว่างให้ตรงกับความหมายในวงเล็บ

1. _____ week (สัปดาห์ถัดไป)

2. _____ age (ปัจฉิมวัย,แก่)

3. _____ sense (สามัญสำนึก)

4. _____ class (ชนชั้นกลาง)

5. _____ time (ทำงานเต็มเวลา)

6. _____ standard (คุณภาพสูง)

7. _____ room (ห้องเดี่ยว)

8. _____ time (เวลาว่าง)

9. _____ health (สุขภาพไม่ดี)

10. _____ life (ชีวิตประจำวัน)

11. _____ friends (เพื่อนสนิท)

12. _____ rain (ฝนตกหนัก)

13. _____ thought (คิดอีกครั้ง)

14. _____ quality (คุณภาพต่ำ)

15. _____ wishes (ด้วยความปรารถนาดี)

16. _____ chance (โอกาสสุดท้าย)

17. _____ food (อาหารจานด่วน)

18. _____ music (เพลงคลาสสิค)

19. _____ cut (ทางลัด)

20. _____ drink (น้ำอัดลม / เครื่องดื่มชนิดอ่อน)

21. _____ glance (ภาพรวมคร่าวๆ)

22. _____ effects (ผลกระทบอย่างรุนแรง)

23. _____ areas (บริเวณที่อยู่อาศัย)

24. _____report (รายงานฉบับเต็ม)

25. _____country (ต่างประเทศ)

26. _____ problems (ปัญหาร้ายแรง)

27. _____ hair (ผมบลอนด์)

28. _____coffee (กาแฟแก่)

29. The _____ results (ผลสุดท้าย)

30. _____ mind (มีใจกว้าง)

31. _____ journey (ระยะทางที่ไกล)

32. _____ feeling (ความรู้สึกอย่างแรงกล้า)

33. _____ exercise (การออกกำลังกายเป็นประจำ)

34. _____ time (ตกระกำลำบาก / ตกอับ)

35. _____ offer (โอกาสพิเศษ)

36. _____ day (วันที่มีเหตุการณ์สำคัญ)

37. _____ time (รอโอกาสที่เหมาะสม)

38. _____ life (ชีวิตส่วนตัว)

39. _____ affairs (เหตุการณ์ปัจจุบัน)

40. _____ life (การเข้าสังคม)

41. _____ spirit (อารมณ์เบิกบาน)

42. _____ smoker (คนที่ติดบุหรี่)

43. _____ traffic (จราจรหนาแน่น)

44. _____ idea (ความคิดที่ดีเลิศ)

45. _____ problems (ปัญหาสำคัญ)

Appendix C
Receptive Test

คำสั่ง:

ข้อสอบชุดนี้ประกอบด้วยสำนวนคำศัพท์ 90 สำนวน หากนักเรียนคิดว่าสำนวนดังกล่าวเป็น
สำนวนที่ใช้ในภาษาอังกฤษให้ทำเครื่องหมาย / หน้าคำว่า "yes" แต่หากนักเรียนคิดว่าสำนวน
ดังกล่าวไม่ปรากฏในภาษาอังกฤษให้ทำเครื่องหมาย / หน้าคำว่า "no"
กรุณาตอบทุกรายการที่ทดสอบด้วยค่ะ

Part A

1. Take place	2.Fix gap	3.Take advantage
[ ] Yes	[ ] Yes	[ ] Yes
[ ] No	[ ] No	[ ] No

4. Write a contract	5.Make an effort	6. Have use of
[ ] Yes	[ ] Yes	[ ] Yes
[ ] No	[ ] No	[ ] No

7. Take turns	8.Set message	9.Raise money
[ ] Yes	[ ] Yes	[ ] Yes
[ ] No	[ ] No	[ ] No

10. Get (one's) attention	11.Give away	12.Do contact
[ ] Yes	[ ] Yes	[ ] Yes
[ ] No	[ ] No	[ ] No

13. Spend time	14.Do crime	15.Draw conclusion
[ ] Yes	[ ] Yes	[ ] Yes
[ ] No	[ ] No	[ ] No

16. Set advice	17.Lose weight	18.Make damage
[ ] Yes	[ ] Yes	[ ] Yes
[ ] No	[ ] No	[ ] No

19. Achieve goals	20.See sight	21.Say prayer
[ ] Yes	[ ] Yes	[ ] Yes
[ ] No	[ ] No	[ ] No

22. Hold opportunity	23.Have trouble	24.Do bed
[ ] Yes	[ ] Yes	[ ] Yes
[ ] No	[ ] No	[ ] No

25. Keep a diary
[ ] Yes
[ ] No

26.Set a promise
[ ] Yes
[ ] No

27.Give information
[ ] Yes
[ ] No

28. Have birth
[ ] Yes
[ ] No

29.Set fire
[ ] Yes
[ ] No

30.Do progress
[ ] Yes
[ ] No

31. Make a mistake
[ ] Yes
[ ] No

32. Go a doctor
[ ] Yes
[ ] No

33.Express feeling
[ ] Yes
[ ] No

34. Finish a chance
[ ] Yes
[ ] No

35.Find a living
[ ] Yes
[ ] No

36. Waste time
[ ] Yes
[ ] No

37. Lose (one's) temper
[ ] Yes
[ ] No

38. Do an attempt
[ ] Yes
[ ] No

39. Take action
[ ] Yes
[ ] No

40. Get fun
[ ] Yes
[ ] No

41.Take a break
[ ] Yes
[ ] No

42.Pay a chance
[ ] Yes
[ ] No

43. Make a difference
[ ] Yes
[ ] No

44. Have a medicine
[ ] Yes
[ ] No

45. Catch a bus
[ ] Yes
[ ] No

Part B

46. Next week
[ ] Yes
[ ] No

47.Elder age
[ ] Yes
[ ] No

48.Common sense
[ ] Yes
[ ] No

49. Mid class
[ ] Yes
[ ] No

50.Full time
[ ] Yes
[ ] No

51.Great standard
[ ] Yes
[ ] No

52. Single room
[ ] Yes
[ ] No

53.Vacant time
[ ] Yes
[ ] No

54.Ill health
[ ] Yes
[ ] No

55. Every daily life
[ ] Yes
[ ] No

56. Close friends
[ ] Yes
[ ] No

57.Strong rain
[ ] Yes
[ ] No

58. Second thoughts
[ ] Yes
[ ] No

59.Least quality
[ ] Yes
[ ] No

60.Happy wishes
[ ] Yes
[ ] No

61. End chance
[ ] Yes
[ ] No

62.Fast food
[ ] Yes
[ ] No

63.Classical music
[ ] Yes
[ ] No

64. Short cut
[ ] Yes
[ ] No

65.Fast drink
[ ] Yes
[ ] No

66.Profound effect
[ ] Yes
[ ] No

67. Fast glance
[ ] Yes
[ ] No

68.Live area
[ ] Yes
[ ] No

69.Big report
[ ] Yes
[ ] No

70. Alien country
[ ] Yes
[ ] No

71.Serious problems
[ ] Yes
[ ] No

72.Blonde hair
[ ] Yes
[ ] No

73. Heavy coffee
[ ] Yes
[ ] No

74.Final results
[ ] Yes
[ ] No

75.Broad mind
[ ] Yes
[ ] No

76. Long journey

[ ] Yes
[ ] No

77. Clear feeling

[ ] Yes
[ ] No

78.Everyday exercise
[ ] Yes
[ ] No

79. Hard time
[ ] Yes
[ ] No

80. Special offer
[ ] Yes
[ ] No

81. Strong day
[ ] Yes
[ ] No

82. Right Time
[ ] Yes
[ ] No

83. Special life
[ ] Yes
[ ] No

84. Present affairs
[ ] Yes
[ ] No

85. Society life
[ ] Yes
[ ] No

86. Big spirit
[ ] Yes
[ ] No

87. Strong smoker
[ ] Yes
[ ] No

88. Heavy Traffic
[ ] Yes
[ ] No

89. Bright idea
[ ] Yes
[ ] No

90.Major problems
[ ] Yes
[ ] No

Appendix D

แบบสอบถาม

แบบสอบถามนี้สร้างขึ้นเพื่อรวบรวมข้อมูลเกี่ยวกับกลวิธีการเรียนภาษาอังกฤษของนักศึกษาไทย และจะ
นำไปใช้เพื่อประกอบการทำวิทยานิพนธ์ ข้อมูลต่างๆไม่มีผลกระทบต่อนักศึกษา ผู้วิจัยใคร่ขอความ
ร่วมมือในการกรอกข้อมูลครั้งนี้ด้วย ขอบคุณที่ให้ความร่วมมือ

คำชี้แจง: กรุณาอ่านคำถามอย่างละเอียดและตอบคำถามให้ตรงความเป็นจริงมากที่สุด

ข้อมูลทั่วไป

1. เพศ   ( ) ชาย ( ) หญิง

2. อายุ   _____

3. นักศึกษาเริ่มเรียนภาษาอังกฤษตั้งแต่อายุ _____ ปี

4. นักศึกษาเริ่มเรียนภาษาอังกฤษจาก   ( ) โรงเรียน   ( ) การเรียนพิเศษ

5. ครูผู้สอนรายวิชาภาษาอังกฤษของนักศึกษาใน

- ระดับประถมศึกษา ( ) ชาวไทย   ( ) ชาวอเมริกัน/อังกฤษ   ( ) อื่นๆ (โปรดระบุ)

   _____

- ระดับมัธยมศึกษา   ( ) ชาวไทย   ( ) ชาวอเมริกัน/อังกฤษ   ( ) อื่นๆ (โปรดระบุ)

   _____

6. นักศึกษาประเมินความสามารถในการใช้ภาษาอังกฤษของตนเองอยู่ในระดับใด

         ( ) สูง   ( ) ปานกลาง   ( ) ต่ำ

7. นักศึกษาเคยไปทัศนะศึกษาเพื่อฝึกฝนการใช้ภาษาอังกฤษที่ประเทศเจ้าของภาษาหรือไม่

( ) เคย   ( ) ไม่เคย

ถ้าเคย

- ประเทศที่ไป   1. _____   2. _____
- ระยะเวลา   1. _____   2. _____

8. นักศึกษาเคยเข้าร่วมกิจกรรมค่ายภาษาอังกฤษหรือไม่   ( ) เคย   ( ) ไม่เคย

ถ้าเคย

- โปรดระบุระยะเวลา _____

9. นักศึกษาเคยเข้าร่วมกิจกรรมการแข่งขันที่เกี่ยวกับภาษาอังกฤษหรือไม่ ( ) เคย   ( ) ไม่เคย

ถ้าเคย

- โปรดระบุระยะเวลา _____

กิจกรรมการเรียนรู้	ไม่เลย	1-2 ช.ม/ วัน	3-4 ช.ม/ วัน	มากกว่า 4 ช.ม/ วัน
1. อ่านข่าวสาร หรือบันเทิงจากเว็บไซต์หรือสิ่งพิมพ์ต่างๆ เป็นภาษาอังกฤษ				
2. เรียนรู้คำศัพท์ใหม่จากที่ต่างๆ เช่น ฉลากสินค้า โปสเตอร์ โฆษณา				
3. อ่านตำราวิชาการภาษาอังกฤษ				
4. ใช้พจนานุกรมเพื่อช่วยเพิ่มความรู้เรื่องคำศัพท์				
5. จดและท่องจำคำศัพท์ สำนวนต่างๆที่ได้จาก ภาพยนตร์ หรือเพลง				
6. ฝึกการเขียนภาษาอังกฤษโดยการเขียนในสมุด บันทึก หรือคำอวยพรในเทศกาลต่างๆ				
7. เขียนข้อความโต้ตอบภาษาอังกฤษผ่านทาง โปรแกรม ออนไลน์ เช่น MSN Messenger, Facebook, และ Skype				
8. ดูรายการภาษาอังกฤษเช่นข่าวหรือภาพยนตร์				
9. ฟังรายการวิทยุภาษาอังกฤษ				
10. ฟังเพลงภาษาอังกฤษ				
11. ฟังการนำเสนอผลงานเป็นภาษาอังกฤษ				
12. สนทนาภาษาอังกฤษออนไลน์หรือโทรศัพท์กับเพื่อน				
13. ฝึกการพูดภาษาอังกฤษด้วยการเลียนแบบเจ้าของภาษา เช่นพูดตามตัวละครในหนัง				
14. ฝึกการพูดภาษาอังกฤษกับอาจารย์ ญาติพีน้อง หรือบุคคลในครอบครัว				
15. ฝึกการพูดภาษาอังกฤษกับอาจารย์ต่างชาติ				
16. นำเสนอผลงานเป็นภาษาอังกฤษในห้องเรียน				
17. แสดงความคิดเห็นต่อการนำเสนอผลงานใน ห้องเรียนโดยใช้ภาษาอังกฤษ				

ขอบพระคุณอย่างสูงที่ให้ความร่วมมือ

Appendix E
Target collocation

Lexical Collocation			
Verb+Noun	Frequency (BNC)	Adjective + Noun	Frequency (BNC)
1. Take place	3259	1. Next week	2838
2. Make an attempt	1331	2. Old age	1265
3. Make an effort	1238	3. Common sense	968
4. Take advantage	1121	4. Middle class	919
5. Make a mistake	1080	5. Social life	775
6. Make use of	699	6. Full time	589
7. Take action	429	7. Right time	415
8. Raise Money	427	8. High standard	411
9. Draw attention	395	9. Single room	364
10. Give away	363	10. Spare time	363
11. Draw conclusion	358	11. Ill health	321
12. Fill a gap	299	12. Private life	274
13. Take a chance	296	13. Daily life	253
14. Take turn	279	14. Close friends	238
15. Sign a contract	275	15. Blonde hair	233
16. Commit a crime	269	16. Major problems	228
17. Achieve goal	246	17. Heavy rain	225
18. Make contact	243	18. Serious problems	217
19. Earn a living	235	19. Current affairs	208
20. Spend time	228	20. Poor quality	194
21. Set fire	208	21. Hard time	194
22. Have fun	195	22. Best wishes	190
23. Give advice	194	23. Residential areas	178
24. See doctor	190	24. Last chance	175
25. Lose weight	188	25. Long journey	175
26. Catch sight of	187	26. Quick glance	166
27. Make a difference	178	27. Special offer	159
28. Lose (one's) temper	163	28. Fast food	154
29. Take a break	160	29. Big day	150
30. Waste time	154	30. Heavy smoker	147
31. Express feeling	145	31. Classical music	144
32. Seize an opportunity	136	32. The final results	143
33. Keep a diary	133	33. Short cut	142
34. Make the bed	129	34. Foreign country	137
35. Have trouble	123	35. Profound effects	124
36. Do damage	123	36. Full report	124
37. Give birth	126	37. High spirit	120
38. Make progress	121	38. Strong feeling	112
39. Say a prayer	119	39. Bright idea	108

40. Keep a promise	105	40. Second thoughts	105
41. Give information	103	41. Soft drink	105
42. Catch a bus	102	42. Broad mind	102
43. Take a medicine	101	43. Heavy traffic	101
44. Miss a chance	100	44. Strong coffee	100
45. Leave a message	100	45. Regular exercise	100

PAPER :

Does Learners' Degree Of Exposure To English Language Influence

Their Collocational Knowledge?

DOES LEARNERS' DEGREE OF EXPOSURE TO ENGLISH LANGUAGE INFLUENCE THEIR COLLOCATIONAL KNOWLEDGE?

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ABSTRACT

Collocational knowledge is indicative of the maturity of learners' language proficiency and plays an important role for ESL/EFL learners in promoting both their language comprehension and production abilities. This study specifically focused on productive and receptive Verb+ Noun and Adjective+ Noun collocational knowledge of two different groups of learners with different degrees of exposure to the English language. One hundred ninety six, 4th year university students enrolling in two different programs (International Program and English Major Program) participated in the study. Data were collected using two instruments: 1) COLLMATCH 3 receptive collocation test, and 2) productive collocation test. Results indicated that, overall, the two groups of learners had a significantly higher test score of receptive knowledge than productive knowledge, and that the international program students outperformed the English major students on both tests. Besides, the results also revealed that the participants successfully produced Adjective + Noun collocation better than Verb + Noun collocation. Finally, it is recommended that a substantial amount of time should be devoted to learning activities such as essay writing and conversation to elevate language learners' productive collocational knowledge in these two categories. For further research, focus should be given to measuring EFL learners' grammatical collocational knowledge or measuring collocational knowledge of learners with different educational levels.

KEYWORDS: Collocations, Exposure, Productive Knowledge, Receptive Knowledge, COLLMATCH 3

INTRODUCTION

Firstly introduced by J.R. Firth (1957), the father of collocation, collocation is defined as a combination of words associated with each other. To most linguists, collocation is a group or chunk of words which have a syntagmatic relation and are commonly found together (Sinclair, 1991; Nattinger, 1992; Nesselhauf, 2000; Lewis, 1993). A combination of these words are 'prefabricated chunks' that have already been memorized in the mind of native speakers and facilitate the production of language, both in speech and in writing. Instead of recalling individual words and thinking how to group them together to make them lexically correct, it would be more effective to retrieve collocations that make our language sound natural. It is acceptable for one to say "make a mistake" but not "do a mistake", "quick glance" but not "fast glance", and "raise a doubt" but not "make a doubt", for example.

Collocations consist of two parts: a node and collocate(s). A node is the key word in the collocation and collocate(s) is the word or words that comes along with the node (Nation, 2008). For example, in "quick glance",

quick is node while glance is its collocate. There are two types of collocations: grammatical and lexical collocations (Benson, Benson, and Ilson, 1986; Lewis 2000). Grammatical collocation includes a principal word that is an adjective, a verb or a noun and a grammatical word which is usually a preposition whereas lexical collocations consist only of lexical words or content words that co-occur frequently. There are 8 subtypes of grammatical collocations as follows: noun+ preposition, noun + to infinitive, noun + that clause, preposition + noun, adjective +preposition, adjective + to infinitive, adjective + that clause, and verb patterns (e.g. verb + to-infinitive, verb + bare Infinitive and other); and 7 subtypes of lexical collocations as follows: verb + noun, adjective + noun, noun + noun, noun + verb, noun + of + noun, adverb + adjective, and verb + adverb.

It is believed that learners' success in language acquisition can be attributed to their collocational knowledge (Hsu, 2010; Muller, 2011). Firstly, learners with collocational mastery will be able to communicate effectively both in writing and speaking because their knowledge of collocations will enable them to naturally and accurately express their ideas, which in turn, makes them sound more native-like and more easily understood by native speakers. According to Nesselhauf, (2003) collocation is considered a prerequisite for enhancing fluency in foreign language learning. Secondly, learners with collocational mastery will also able to read at a faster rate and comprehend what is heard more easily With an extensive knowledge of how words are combined in the language, they will immediately retrieve and link the words appropriately in language production because they do not have to process individually but produce those words as multiword units.

Gyllstad (2007) maintains that collocational knowledge can be successfully acquired through a high frequency of exposure. Such exposure can be through either formal or informal language learning activities (Ajileye, S.S., 2007; Schmitt & Redwood, 2011). Formal linguistic environment typically refersto classroom settings such as listening to class presentations, sharing ideas with classmates and giving oral presentations. Informal linguistic environment is incidental language learning which learners can acquire outside the classroom such as reading printed materials, watching television programs, listening to the radio and communicating with others through interactive social networking sites.

The conceptualization of lexical knowledge consists of two areas: receptive and productive. Receptive vocabulary knowledge refers to the ability to recognize a word during reading or listening activities whereas productive knowledge refers to the ability to produce a word in the form of writing or speaking. Measuring collocational knowledge falls into two categories as well i.e measuring levels of receptive and productive collocational knowledge. Previous studies have been conducted to assess both receptive and productive lexical skills of EFL / ESL learners such as studies by Bahns & Eldaw (1993); Biskup (1992); Schmitt (1998); Bonk (2000); Ellis (2001); Gyllstad (2005) and Szudarski (2012).

Designed by Gyllstad (2005), a series of tests called COLLEX and COLLMATCH were used to measure receptive collocational knowledge and proved highly reliable. Bergström (2008) adopted "COLLMATCH 3" to examine the receptive collocation knowledge of Swedish students and found that the test is valid, reliable, and easy to score. Szudarski (2012) used 3 types of gap filling tests (2 for productive and 1 receptive skills) to assess learners' productive and receptive collocational knowledge. For productive test type 1, learners were required to produce the whole collocation based on L1 meaning. For type 2, learners had to fill in the gap with the node (i.e. L2 collocate was provided). To test learners' receptive knowledge, learners were required to complete a series of multiple- choice gap- fill questions by selecting from a choice of four L2 node.

When compared to general vocabulary acquisition, L2 collocational acquisition might be more problematic for language learners because collocation is a complex concept of knowledge (Nesselhauf, 2003 & Mahmoud, 2005) because a high frequency of exposure is required to acquire collocational knowledge. Typically, language learners learn individual words without paying much attention to word relationships as a result, they are often not aware of the differences in collocational restrictions between the L1 and L2 (Zarei, 2002). Coupled with the influence of their surrounding environment and everyday interaction in their mother tongue, language learners tend to opt for direct translation at their disposal, which does not sound natural to native speakers. As a result of limited language experience, EFL learners tend to adopt certain strategies such as relying on their L1 equivalents and synonyms as well as using their own creativity (Shih, 2000; Nesselhauf, 2003 & Yumanee, 2013) in producing collocations, thus resulting in collocational errors. According to Nesselhauf (2003); Li (2005) & Koya, (2005), Verb + Noun and Adjective + Noun collocation have been found to be the most problematic categories of collocations for EFL learners.

Given that target language exposure is fundamental to the success of language learning, it is worthwhile to investigate this aspect with two groups of learners in Thailand who have relatively higher exposure to English than other types of learners. These two groups are international students (INS) and English major students (EMS). The INS group differs from the EMS group in that they are studying in Hospitality and Tourism Management and Business Administration Programs in which English is used as the medium of instruction, while both Thai and English are used as mediums of instruction for the EMS group. This study was conducted to investigate whether students with different degrees of exposure would possess different levels of collocational knowledge.

RESEARCH QUESTIONS

- Is there a significant difference in the collocational competence of international program students when compared to English major students?

- Is there a significant difference between two groups of learners' receptive and productive collocational knowledge?

METHODOLOGY

Participants

The participants of this study were 4th year students of Prince of Songkla University, Thailand, in the academic year 2013. The INS group referred to the students enrolling in the Business Administration International Program (66 students) and the Hospitality and Tourism Management International Program (50 students). The EMS group were students who enrolled in the English Major Program (80 students). Before taking the collocational test, all of them completed the World English Placement Test Package, adopted from Chase (2011). The test was used as a benchmark to establish their English language proficiency before taking the two collocation tests. The test results showed a significant difference in their level of proficiency, i.e. students in the EMS group were placed in the lower intermediate level and the INS group in the intermediate level.

Target Collocations

Drawing upon the existing literature conducted in this area (Gyllstad, 2007; Shehata, 2008), there were 547 collocations, as shown in Table 1. They were classified into 2 major groups and 4 sub-groups; 2 sub-groups under

lexical collocation (V + N and Adj + N) and 2 sub-groups under grammatical collocation (N + Preposition and V + Preposition). To arrive at the target collocations, firstly, only the most problematic categories of collocations for EFL learners were extracted. This resulted in 352 collocations remaining (247 V + N collocations and 105 Adj + N collocations). Secondly, all 352 collocations were consulted against the British National Corpus (BNC 2007) to identify the high frequency collocations and to make sure that they had at least 100 occurrences in BNC (Davies, 2004). The reason for choosing BNC was that it is one of the largest corpora publicly available and its complete corpus can be downloaded. This resulted in 146 collocations. Thirdly, the researchers referred further to the Online Oxford Collocation dictionary for Students of English (2002) and Collocation checker to make sure that the target collocations were listed as collocations in those two sources. The result showed that all 146 examples were listed as collocations. Finally, the researchers consulted 3 EFL experts to check for the reliability of the tests. To allow for a reasonable administration time, the experts suggested reducing the number of the target words to be tested. Therefore, the target collocations which had the least BNC occurrences were excluded. The final number of the target collocations was 90. (45 V + N collocations e.g. take place, make an effort, seize opportunity, and 45 Adj + N collocations e.g. common sense, classical music, soft drink).

Table 1: Number of Target Collocations

Number of Target Collocation			
Collocation	Gyllstad, (2007) & Shehata, (2008)	BNC & Collocation Checker	EFL Experts
Verb+Noun	247	90	45
Adjective+Noun	105	56	45
Noun+Preposition	110	Excluded	
Verb+Preposition	85		
Total	547	146	90

Test Construction

Receptive Test

To be consistent with the goal of testing both productive and receptive collocation knowledge, the same target collocations were used in both tests. The receptive collocation test adopted the test format called "COLLMATCH 3", developed by Gyllstad (2007). The test included 90 possible English collocations, and the participants were required to tick the box that said "yes" if they thought the collocation was a word combination is used in English, otherwise they ticked the box that said "no". Below are three examples of "COLLMATCH 3" test used in the current study.

1. **Take Place**   2. **Next Week**   3. **Do Crime**

    ☐ Yes   ☐ Yes   ☐ Yes

    ☐ No   ☐ No   ☐ No

After the test was constructed, it was then submitted to 3 EFL Experts to ensure content validity. Some modifications regarding distractors were made, for example, custom life as a distractor for daily life was changed to every daily life, and better wishes as a distractor for best wishes was changed to happy wishes. The test then waspiloted with a group of learners who had a parallel English ability to the participants in this study. The result from piloting showed that the test had a high internal consistency ($\alpha = .8437$).

Productive Test

The productive test employed a gap filling format adapted from Szudarski (2000). The test required learners to produce a node themselves by referring to the given collocates and its L1 equivalence in parentheses. Below are examples of the productive test.

- _____place (เกิดขึ้น)

- _____ week (สัปดาห์ถัดไป)

- _____ crime (ก่ออาชญากรรม)

Modification of the productive test was carried out because the Thai equivalent was wrong or ambiguous such as ทำให้คืบหน้า in "make progress" was replaced by มีความก้าวหน้า, ใช้ in "make use" was replaced by ใช้ประโยชน์, and กาแฟที่แรงมาก in "strong coffee" was replaced by กาแฟแก่. Also, such collocations as "make statement", "fine arts" and "capital punishment" were omitted because they appeared to be unfamiliar by Thai students at this level. The result from piloting showed that the test had a high internal consistency ($\alpha = .9293$).

Data Collection

The instruments were then administered to participants in a single session in their plenary class after a 15 minutes break between the tests. To avoid a serial effect, productive test was given first, followed by the receptive test after a 15 minutes break. The participants spent 2 hours completing the two tests.

RESULTS

Collocational Knowledge of the INS and the EMS

Figure 1 reveals a statistically significant difference between the two groups of participants in both their receptive knowledge of collocations ($t = 2,97 df= 194$, $p < .05$, sig. 2-tailed = .003) and their productive knowledge of collocation ($t = 6.18$, $df= 148.29$, $p < .05$, sig. 2-tailed = .000). Overall, INS outperformed their counterparts in all respects. That is, the INS mean scores on the receptive and productive tests (69.86 & 46.10 respectively) were significantly higher than those of the EMS (64.94 & 32.75). This indicates that INS had more advanced collocation competence when compared to that of the EMS.
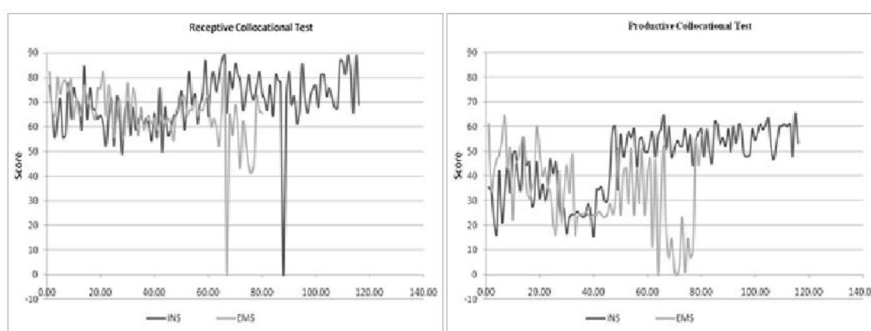

Figure 1: Receptive and Productive Test Scores of INS and EMS

Receptive and Productive Collocational Knowledge

As Table 2 indicates, the t-test results revealed a significant difference between the mean scores of the receptive and productive tests of the two groups INS ($t = 6.18$, $df = 194$, $p < .05$, sig. 2-tailed = .000) and EMS ($t = 2.97$, $df = 194$, $p < .05$, sig. 2-tailed = .003). The receptive test's mean scores for both INS and EMS in the two types of collocation (Verb +Noun and Adj + Noun) were larger (70.10, 69. 61; 67.58, 62.30) than those of the productive test (43.90, 48.30; 30.24 & 35.28), which demonstrated that both groups of participants did better on receptive knowledge of collocations than productive knowledge of collocations. However, in the productive test, the participants' verb-noun score (43.90 & 30.24) were found to be lower than their adjective-noun score (48.30 & 35.28), which shows participants' difficulty in producing acceptable verb-noun collocations despite their familiarity with the target words included in the test.

Table 2: Participants' Receptive and Productive Scores (Independent Sample T-Tests)

Test	INS (n = 116)		EMS (n = 80)		t	df	Sig. (2-Tailed)
	Mean	S.D	Mean	S.D			
Receptive Test							
Verb+ Noun	70.10	12.02	67.58	14.34	1.331	194	.185
Adj.+ Noun	69.61	12.03	62.30	13.26	4.011	194	.000
Total	**69.86**	**11.38**	**64.94**	**11.42**	**2.969**	**194**	**.003**
Productive Test							
Verb+ Noun	43.90	15.37	30.24	17.24	5.815	194	.000
Adj.+ Noun	48.30	12.13	35.28	16.20	6.105	138	.000
Total	**46.10**	**13.17**	**32.75**	**15.94**	**6.175**	**148.29**	**.000**

CONCLUSIONS AND DISCUSSIONS

Receptive and Productive Knowledge of Collocations

The main focus of this study was to compare the collocational knowledge of two groups of learners from different learning environments. The result found that both INS and EMS's receptive knowledge of collocations was higher than their productive knowledge. This finding is not surprising because it has been shown that the receptive knowledge typically precedes productive mastery (Hill, 2000; Lewis, 2000). This was also consistent with the studies of Koya (2005) and Shehata (2008), which found that the subjects were able to judge the correctness of the target collocations in the receptive test but they encountered difficulties in producing the correct collocations in the productive test. Also, it was found in Brashi's study (2005) that the participants in their studies had low collocation competence regarding production knowledge, but performed better in recognizing a wide range of collocations derived from listening and reading.

Basically, productive collocational knowledge will expand when receptive collocational knowledge develops (Shehata, 2008). However, the result of this study showed the growth in participant's receptive skill but poor achievement in their productive skill. As a result, the participants in this study adopted strategies such as guessing, for example, they chose 'summary a conclusion' for 'draw a conclusion' and used 'elder age' for 'old age. Another strategy they employed was L1 dependence as in choosing 'show away' for 'give away' and 'important day' for 'big day. The last strategy they adopted was using their own creativity such as 'jot a diary' for 'keep a diary' and 're-thought' for 'second thought'. This is consistent with the studies of Nessel hauf (2003); Li (2005); and Koya (2005) who revealed that Verb + Noun and Adjective + Noun were found to be problematic categories of collocations for EFL learners.

A closer look at the participants' performance on the productive test demonstrated that they were able to produce Adjective + Noun collocations more accurately than Verb + Noun collocations. It can be argued that this phenomenon was caused by positive interlingual transfer in that L1 equivalent provided in the productive test influenced their decision which, in turn, enabled them to directly translate the Adjective + Noun collocations verbatim. For example, in 'middle class', the meaning for the node in Thai is กลาง and the collocate is ชนชั้น, or in 'old age', the meaning for the node in Thai is ปัจฉิม /แก่and the collocate is วัย, also in 'daily life' the meaning for the node in Thai is ประจำวัน and the collocate is ชีวิต. For this, Park (2003) maintains that even advanced EFL learners rely on L1 in L2 communication because they assume a one-to-one correspondence between L1 and L2. Another plausible explanation as to why the participants in this study fared well in Adjective + Noun collocations could be because they are collocations (old age, middle class, and daily life) which have high frequencies as shown in BNC (1265, 919 & 253, respectively). Such high frequencies might offer the participants higher exposure to the collocations (Miyakoshi, 2009).

RECOMMENDATIONS

Based on the findings of the current study, it is recommended that teachers should pay particular attention to the teaching productive skills associated with collocations by engaging students in essay writing and conversation exercises. In addition, teachers should also pay attention to the teaching of Verb + Noun and Adjective + Noun collocations as they appear to be the most problematic categoriesfor students.

For further study, it is recommended that future researchers might wish to measure students' grammatical collocations to obtain a better knowledge of EFL students' collocational competence or to compare collocational knowledge of learners at different grade levels such as primary 6 and high-school students as they have different degrees ofexposure to English, also if further study wish to obtain more in-depth information concerning frequency of exposure, interviews should be included as another data collection instrument.

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