

USE OF COLLOCATIONS BY A PROFESSIONAL TRANSLATOR

A MASTER'S PROJECT

BY

PARICHART TOOMNUN

Presented in Partial Fulfillment of the Requirements for the

Master of Arts degree in English

at Srinakharinwirot University

October 2007

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AN ABSTRACT

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Project Advisor: Assistant Professor Sirinna Boonyasaquan

This study aimed to explore collocation patterns used by a Thai professional translator based on Lewis's (2000) and Hill's (2000) strategies. The data were from a tourism article in *Kinnaree*, a magazine published by Thai International Plc.

At first, the data were analyzed into eight patterns by using Lewis's (2000) classification of lexical collocations: adjective + noun, verb + preposition + noun, noun + noun, verb + adverb, adverb + adjective, noun + verb, phrasal verb, and verb + adjective + noun.

Then, the eight patterns of collocations were classified into four categories, based on Hill's (2000) strategy: unique, strong, medium-strength and weak. Three specialists, who were native speakers of English did the classification and the researcher later analyzed only the collocations which the majority of specialists were in agreement with.

The results of the study showed that the translator used the adjective + noun collocations at the highest level (44.64%), followed by the verb + preposition + noun collocations (22.32%), and the noun + noun collocations (11.61%) respectively. It was also found that the adverb + adjective collocations were used at the lowest level (1.79%).

Also, the findings revealed the analysis based on Hill's (2000) that the weak collocations occurred at the highest rate (46.67%), followed by the medium-strength (38.68%) whereas the strong collocations occurred at a much less frequent rate (14.66%). Unique collocations were not found in this study. Finally, plausible explanations for each of the four collocation patterns were attempted.

การใช้คำปรากฏร่วมกันของนักแปลมืออาชีพ

บทคัดย่อ

โดย

ปาริชาติ ทุมพันธ์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

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อาจารย์ที่ปรึกษาสารนิพนธ์ : ผู้ช่วยศาสตราจารย์ศิริินา บุญยสงวน

การศึกษานี้มีจุดมุ่งหมายเพื่อศึกษาการใช้คำปรากฏร่วมกันของนักแปลมืออาชีพจากบทความเรื่อง “White Sand, Blue Sea and the Beauty of Phuket” ในนิตยสารกีนีรี ของบริษัทการบินไทย จำกัด (มหาชน) โดยขึ้นต้นผู้วิจัยใช้ทฤษฎีของ Lewis (2000) ในการแยกประเภทของคำปรากฏร่วมกันออกเป็น 8 ประเภท คือ คำคุณศัพท์ + คำนาม, คำกริยา + บุพบท + คำนาม, คำนาม + คำนาม, คำกริยา + คำขยายกริยา, คำขยายกริยา + คำคุณศัพท์, คำนาม + คำกริยา, กริยาวลี และ คำกริยา + คำคุณศัพท์ + คำนาม

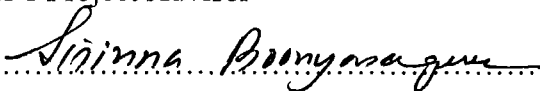
ผลการวิเคราะห์พบว่า นักแปลมืออาชีพใช้คำปรากฏร่วมกันตามกลยุทธ์ของ Lewis (2000) ชนิดคำคุณศัพท์ + คำนาม มากที่สุด คิดเป็น 44.64% รองลงมาคือชนิด คำกริยา + บุพบท + คำนาม คิดเป็น 22.32% และ คำนาม + คำนาม คิดเป็น 11.61% ตามลำดับ ขณะที่ชนิดคำขยายกริยา + คำคุณศัพท์ นักแปลมืออาชีพใช้ในการแปลบทความนี้น้อยที่สุด คิดเป็น 1.79%

จากนั้นผู้วิจัยหาซึ่งเป็นชาวต่างประเทศที่เป็นเจ้าของภาษา จำนวน 3 คน ได้แยกชนิดของคำปรากฏร่วมกันที่ได้วิเคราะห์ในเบื้องต้นนั้นโดยใช้กลยุทธ์ของ Hill (2000) แยกชนิดของคำปรากฏร่วมกันออกเป็น 4 ชนิดคือ unique collocations, strong collocations, medium-strength collocations และ weak collocations โดยผู้วิจัยศึกษาเฉพาะคำปรากฏร่วมกันที่ผู้เชี่ยวชาญมีความเห็นสอดคล้องกันเป็นเสียงส่วนใหญ่เท่านั้น

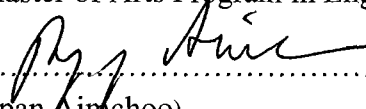
ผลการวิเคราะห์พบว่านักแปลมืออาชีพใช้คำปรากฏร่วมกันประเภท weak collocations คิดเป็น 46.67 % รองลงมาคือ medium-strength collocations และ strong collocations คิดเป็น 38.67 % และ 14.66 % ตามลำดับ อย่างไรก็ตามผลการศึกษาไม่พบว่่านักแปลมืออาชีพใช้คำปรากฏร่วมกันประเภท unique collocations ในขั้นตอนสุดท้ายผู้วิจัยได้นำเสนอคำอธิบายของการใช้คำปรากฏร่วมกันของนักแปลมืออาชีพด้วย

The Master's Project Committee and Oral Defense Committee have approved this Master's Project as partial fulfillment of the requirements of the Master of Arts Degree in English of Srinakharinwirot University.

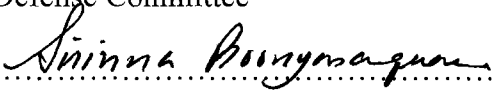
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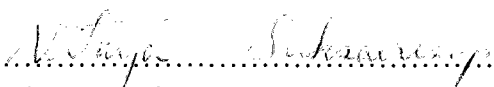

.....
(Assistant Professor Sirinna Boonyasquan)

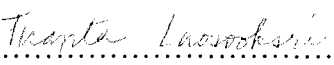
Chair of the Master of Arts Program in English


.....
(Dr. Prapaipan Ainchoo)

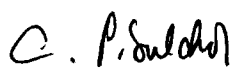
Oral Defense Committee


..... Chair
(Assistant Professor Sirinna Boonyasquan)


..... Reader
(Assistant Professor Dr. Nitaya Suksaeresup)


..... Reader
(Ajarn Tuanta Laosooksri)

The Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts Degree in English of Srinakharinwirot University.


..... Dean of the Faculty of Humanities
(Associate Professor Chaleosri Pibulchol)

October¹⁴..., 2007

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CHAPTER 1

INTRODUCTION

Rationale

Acquisition of vocabulary does not mean simply learning about pronunciation, spelling, and meaning of a word. Nation (1990) claims that knowing a word involves both receptive and productive knowledge of form, meaning, and use. Vocabulary ability includes both the knowledge of a language and the ability to put the language to appropriate use in a given context. It is accepted that choosing words carefully in certain situations is more important than choosing the grammatical structure (Harmer, 1991). One cannot communicate if one does not have enough vocabulary knowledge. Cowie (cited in Boonyasquan, 2006), states that “Nativespeaker-like proficiency of a language depends crucially on knowledge of a stock of prefabricated units” and there is no doubt that competence in a language involves knowledge about collocations. To be able to correctly use collocations in communication indicates being native- speakerlike and not being “foreign” (James, 1998).

Firth (1957) first introduced the term of collocation as a combination of words associated with each other. Lewis (1997) defines collocation that it is a readily observable phenomenon whereby certain words co-occur in a natural text with greater than random frequency. Similarly, Baker (1992) states that collocations are “a tendency of certain words to co-occur regularly in a given language (p.47).” Baker gives examples such as the word *bank* might co-occur with *river* in one sense and *savings* and *loan* when it is used in its financial sense. Moreover, he also says that the verbs *carry out*, *undertake* or even *perform* may collocate with the word *visit*, yet, English speakers typically *pay a visit*, less typically *make a visit*, and are unlikely to *perform a visit* (p.48).

Benson (1985) together with Lewis (2000) state that collocations can be divided into two major groups: grammatical collocations and lexical collocations. To narrow the spectrum of discussion, the area of collocation within the realm of lexis is of prime importance and forms a serious problem for language learners. McCarthy (1990) states that even very advanced learners often make inappropriate or unacceptable collocations.

In addition, Kjellmer (1987, p.140) also states that “in all kinds of texts collocations are essential, indispensable elements ... with which our utterances are very largely made.” The above quotations make two points relevant to EFL learners. First, collocational relations are an important part of the language to be mastered. Second, it is an area which teachers should teach and raise awareness of using collocation to learners. It is said that collocations are of required and special attention.

Consequently, collocations are fundamental to all language use (Yang, cited in Hill, 2000). Whenever learners lack collocation knowledge, it may lead them to create longer sentences because they do not know the collocations that should be precisely used to explain what they want to say. Generally, “when learners write and speak, if they use collocations central to their topic, their readers are more likely to understand their message (Deveci, 2004).”

Meanwhile, a number of studies found that ESL and EFL learners often encounter serious problems about collocations (Farghal and Obiedat, 1995; Granger, 1998; Liu, 2000; Huang, 2001; Hsu, 2002; Lien, 2003; Sung, 2003; Yongqi Gu, 2003; Nesselhauf, 2003; Yang and Hendricks, 2004; Fan, 2005; Mallikamas and Pongpairoj, 2005.; and Boonyasquan, 2005). Huang (2001) showed that EFL learners' errors in collocations can be attributed to negative L1 transfer. Boonyasquan (2006) indicated that deficiency of collocational knowledge resulted in erroneous productions of both lexical and grammatical collocations.

The researcher, therefore, is interested in exploring the collocations used in an article entitled “White Sand, Blue Sea, and the Beauty of Phuket” translated from a Thai article entitled “หาดทรายขาว ทะเลสีคราม ความงามของภูเก็ต” in *Kinnaree Magazine*, Vol.23 No.7 in 2006. The magazine is distributed by Thai Airways International Public Company Limited. The reason for choosing this article from this magazine is because it is published both in Thai and English and is available for passengers traveling with Thai Airways International. Most importantly, it has been generally recognized that writers and translators of articles in this magazine are of high quality in terms of content and language. As EFL learners, most of these translators are regarded professional.

Objectives of the Study

The purposes of this research were to explore collocation patterns used by a Thai professional translator, to classify the collocations found and to attempt giving plausible explanations for the collocation patterns being used.

Significance of the Study

The findings of this study should include the following:

1. The collocation patterns used by a Thai professional translator based on Lewis (2000) and the classification of collocations based on Hill (2000)'s strategies were illustrated.
2. Plausible explanations for the collocations found in the study were attempted.

Scope of the Study

1. The data for this study were from an article entitled “White Sand, Blue Sea, and the Beauty of Phuket” in *Kinnaree Magazine*, Vol.23 No.7, 2006. The article was written and translated from a Thai version named “หาดทรายขาว ทะเลสีคราม ความงามของภูเก็ต” by Wattana Manawiboon.

2. In this research, a professional translator referred to only one translator, Wattana Manawiboon, the translator of the article entitled “White Sand, Blue Sea, and the Beauty of Phuket” which was translated from the Thai version entitled “หาดทรายขาว ทะเลสีคราม ความงามของภูเก็ต”

3. The researcher restricted her study to eight patterns of collocations based on Lewis (2000)'s strategy as follows:

- | | |
|-----------------------------|--|
| 3.1 adjective + noun | e.g. sandy beaches |
| 3.2 verb + noun | e.g. board the plane |
| 3.3 noun + noun | e.g. a tourist destination |
| 3.4 verb + adverb | e.g. set out immediately |
| 3.5 adverb + adjective | e.g. completely self-contained resort area |
| 3.6 noun + verb | e.g. The sun sets. |
| 3.7 phrasal verb | e.g. look out |
| 3.8 verb + adjective + noun | e.g. offer attractive packages |

4. The collocations found from the study were classified based on Hill (2000)'s four types of collocations as follows:

- | | |
|----------------------------------|---|
| 4.1 Unique collocations | e.g. an addled egg, shrug one's shoulder |
| 4.2 Strong collocations | e.g. spectacular sea views, a turquoise sea |
| 4.3 Weak collocations | e.g. attractive packages, an attractive beach |
| 4.4 Medium-strength collocations | e.g. sandy beach |

Definitions of Terms

To collocate means to occur in close association with other words, which may vary in different contexts; for example, *bank* may collocate with *river*, *water*, and *swim* in one context or with *money*, *account*, and *save* in another context (Nation, 2001).

A collocation means strings of words that conventionally go together, which can be more easily understood as "word combinations" (Sinclair, 1991).

A professional translator refers to the translator of the article entitled "White Sand, Blue Sea, and the Beauty of Phuket". The works of Wattana Manawiboon, have consistently been published in this renowned magazine, *Kinnaree*. This magazine is read by a large number of readers worldwide.

The quality of the translated works found in this magazine is widely accepted as of high quality. The editor of *Kinnaree* revealed that translators chosen to work for *Kinnaree* are of a limited number but of high quality and have more than 10-year experience in translation. They are all recognized for their translation expertise.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The review of the related literature focuses on four main issues: definition of collocation, classifications of collocations, the importance of collocations, and related research both overseas and in Thailand.

Definition of Collocation

Oxford Collocation Dictionary (1989) gives a definition of a collocation as the way of words combined in a language to produce natural-sounding speech and writing. In *Merriam-Webster Dictionary* (2006), collocation refers to the act or result of placing or arranging words together, specifically a noticeable arrangement or conjoining of linguistic elements.

Actually, the origin of collocation is from the Latin verb *collocare* which means to put next to each other (Kimmes, 2004). The term collocation was first used by Firth (1957) in its modern linguistic sense, but it was later popularized by Sinclair (1991). Sinclair claims that collocation refers to strings of words that conventionally go together, which can be more easily understood as wording or word combinations. It is a typical way of saying things that usually collocate with two or more words. (Manning and Schutze, 1999).

Similarly, Baker (1992) defines collocations as a tendency of certain words to co-occur regularly in a given language. For example, when butter or eggs goes/go bad, they are described as being *rancid* and *addled*, respectively. Both *rancid* and *addled* mean stale or rotten, but *addled butter* and *rancid eggs* are unacceptable or at least unlikely collocations in English (Palmer, cited in Baker, 1992, p.47). Likewise, Hill (2000) says that a collocation is a predictable combination of words, for example, *get lost*, *make up for lost time*, and *speak your mind*. Meanwhile, Nation (2001) states that the term 'collocation' is used to refer to a group of words that belong together, either because "they commonly occur together like *take a chance*, or because the meaning of the group is not obvious from the meaning of the parts, as with *by the way* or *to take someone in* (p.317)." McCarthy (1992) identifies that "collocation is a marriage contract between words, and some words are more firmly married to each other than others (p.12)."

However, Baker (1992) proposes that although collocations are rather flexible patterns of language, having several variations in form, some are not. Idioms and fixed expressions are also considered collocations and they have fixed patterns and meaning such as *it rains cats and dogs*. Meanwhile, Kjellmer (1994) states that “an idiom is a subclass of collocations and adds that the meaning of a collocation cannot be deduced from the combined meanings of its constituents (p.p.xiv & xxxiii).”

To sum up, collocations are words that frequently co-occur with other words to produce a natural text.

Classifications of Collocations

Collocation falls into many functions. Many linguists including Benson (1985) states that collocations can be divided into two major groups: grammatical collocations and lexical collocations. Examples of grammatical and lexical collocations are given as follows:

Grammatical Collocations

<u>Pattern</u>	<u>Examples</u>
verb + preposition	to put on, to take off
adjective + preposition	different from, full of
preposition + noun	for sale, on time

Lexical Collocations

<u>Pattern</u>	<u>Examples</u>
verb + noun	attract tourists, enjoy (panoramic) views
adjective + noun	a sandy beach, important destinations
noun + verb	The sun sets. Sunset watching is...
noun + of + noun	the destination of my trip, the Pearl of Andaman
adverb + adjective	a completely self-contained resort area
verb + adverb	end too quickly, set out immediately

Meanwhile, Lewis (2000, p.133) classifies lexical collocations into eight types as follows:

- | | |
|----------------------------|-------------------------------|
| 1. adjective + noun | e.g. a difficult decision |
| 2. verb + noun | e.g. submit a report |
| 3. noun + noun | e.g. a radio station |
| 4. verb + adverb | e.g. examine thoroughly |
| 5. adverb + adjective | e.g. extremely inconvenient |
| 6. noun + verb | e.g. The sun rises |
| 7. phrasal verb | e.g. turn in |
| 8. verb + adjective + noun | e.g. revise the original plan |

In addition, Nation (2001) divides collocations into four groups as shown below:

1. Collocations in size or the number of words involved in the sequence such as *true or false* not *false or true*.
2. Collocations in type, for example, a content word collocating with a function word such as *turn* with *into*; content words collocating with a content word such as a *travel agency*.
3. Collocations in closeness of collocates such as *check in* or *check out* with *hotel*.
4. Collocations in the possible range of collocates such as *commit* can collocate with *a murder, a crime, hara kiri, or suicide*.

Howarth (cited in Huang, 2001), categorizes collocations into four groups as follows:

1. Free combination: This kind of collocation derives its meaning from the literal meaning of an individual element, and its constituents are freely substitutable, such as *to blow a trumpet*, and *to blow the horn*.
2. Restricted collocation: This collocation is more limited in the selection of compositional elements and usually has one component that is used in a specialized context, such as *to blow a fuse*.
3. Figurative idioms: This collocation has a metaphorical meaning as a whole and can somehow be derived from its literal interpretation, such as *as black as coal*.

4. Pure idiom: This kind of collocation has a unique meaning that is totally unpredictable from the meaning of its components, such as *it rains cats and dogs* and *butterflies in one's stomach*.

Finally, Hill (2000) proposes the four categories for collocation classifications:

1. Unique collocations: These are fixed words and cannot be replaced by any other words, for example, to *foot the bill*.

2. Strong collocations: These words are very strong but can be predicted; for example, to *shrug one's shoulder*.

3. Weak collocations: These are words which can combine with other words and they are more predictable, for example, *a white shirt, white wine, red wine, red hair*.

4. Medium-strength collocations: These words are not strong or weak collocations. An EFL/ESL learner know the words *hold, meeting* and *conversation* but may not know the following collocations: *hold a meeting*, or *hold a conversation*. Hill points out that learners should store collocations such as *hold a meeting* and *hold a conversation* in their mental lexicons as a single item.

To conclude, many linguists categorize collocations on different criteria. However, there are two main groups of collocations: grammatical and lexical collocations.

The Importance of Collocation

Collocation is considered an important element for a non-native speaker to become fluent in using a foreign language.

When even very good learners of the language speak or write English, the effect is slightly odd. There is nothing that is obviously wrong, but somehow native speakers know that they would not express themselves in quite that way. The problem is often one of collocation.

(Fox, 1998, p.33)

McCarthy (1992) notes that knowledge of collocational appropriateness is part of the native speaker's competence, and can be problematic for learners in cases where "collocation is language-specific and does not seem solely determined by universal semantic constraints. Even very advanced learners often make inappropriate or unacceptable collocations (p.13). "

Native English speakers will unconsciously predict what is going to be said. If a non-native speaker or writer uses uncommon patterns, a native English speaker may find it difficult to understand. Conversely, if a non-native speaker of English uses frequently used patterns, this may make it easier for native speakers to guess what the non-native speaker is saying and may help compensate for other language problems issues such as pronunciation. Especially, using correct collocations when communicating in English makes EFL/ESL learners sound natural or more native speaker-like (Obiedat, 1995 cited in Boonyasquan, 2006).

Foreign learners must keep in mind that they should learn words not through translations of their meanings (that is, reference to bits of reality and concepts), but in their most natural, habitual contexts, typical of the target language.

Ter-Minasova (cited in Lewis,2000 , p.134)

It can be observed why collocation is important in learning the English language from linguists' opinions. Lewis (2000) mentions that "the reason why so many students are not making any perceived progress is simply because they have not been trained to notice which words go with which (p.14). " Hill (2000) suggests that "Collocation should play an important part in our teaching from lesson one (p.60). "

Lewis (2000) gives two convincing justifications for teaching collocation: first, if students are not aware of collocations, they will find it difficult to express complicated ideas. If they use correct collocations, they may be able to communicate with complex phrases easier. Second, if students can not use collocations correctly in communication, they will need to use longer expressions to express the targeted phrases. On the contrary, native speakers of the English language automatically communicate with a precise lexical phrase or collocations.

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Ter-Minasova (cited in Lewis,2000 , p.134)

It can be observed why collocation is important in learning the English language from linguists' opinions. Lewis (2000) mentions that "the reason why so many students are not making any perceived progress is simply because they have not been trained to notice which words go with which (p.14). " Hill (2000) suggests that "Collocation should play an important part in our teaching from lesson one (p.60). "

Lewis (2000) gives two convincing justifications for teaching collocation: first, if students are not aware of collocations, they will find it difficult to express complicated ideas. If they use correct collocations, they may be able to communicate with complex phrases easier. Second, if students can not use collocations correctly in communication, they will need to use longer expressions to express the targeted phrases. On the contrary, native speakers of the English language automatically communicate with a precise lexical phrase or collocations.

Taylor (1983) lists four reasons for studying words in collocations as follows:

(a) words that are naturally associated in a text are learned more easily than those not so associated; (b) vocabulary is best learned in context; (c) context alone is not enough without close association; (d) vocabulary is a feature of language that needs to be developed alongside grammatical competence.

Therefore, teachers and learners should be aware of using collocations.

Nation (2001) notes that there are two major approaches to help learners chunk known components. The first way is to encourage learners to make more fluent use of the language because this will result in the learners having to work with bigger units than only with a single word. The second approach is by language-focused practice in grouping familiar items, and the intentional teaching and learning of collocates of known items.

Nakamura (n.p.) describes four advantages of emphasizing collocations in communication among EFL/ESL learners as follows:

(1) Learners develop the habit of paying attention to a group of words or chunks, rather than just individual words, when listening and reading.

(2) If they are able to make guesses about what word comes next, they become more fluent listeners and readers. This leads to better comprehension.

(3) Without conscious study of the language system, it is difficult for students to reach intermediate or advanced levels of proficiency in an EFL environment. EFL learners have very limited language acquisition opportunities outside the classroom.

(4) Through being taught about collocation, students acquire vocabulary building skills such as the ability to list and categorize words.

To sum up, collocation is a crucial part in mastering the English language. To be native speaker-like, foreign learners must learn words as a group, not an individual word. Teachers should prepare a lesson and raise students' awareness of collocation by using simple and complex techniques that are appropriate to each student's level. For students, they should pay more attention to learn how to use collocations through monolingual dictionaries, texts, media and so on. Then, try to notice words that usually co-occur. Try to remember, write, and use them. These procedures will help them become more confident in learning a foreign language and more native speaker-like.

Related Research

1. Overseas Research

Several studies have found that multiword phrases are not learned well through ordinary language experience and suggest that there is a need to seriously learn them (Coady and Huckin, 1997). Through ages, foreign language learners spend a lot of time learning English but their language still sound foreign.

Farghal and Obiedat (1995) investigated the use of synonyms by Arabic EFL learners. The study revealed that the more collocations learners acquired, the fewer paraphrases they used in their L2 production.

Likewise, the non-native writers in Granger's study (1998) tended to use a limited number of collocations repeatedly such as the combination of *very* with a variety of adjectives. The strategy of repetition was particularly favored when learners did not possess sufficient knowledge of collocations.

Meanwhile, Liu (2000) conducted a study on strategies used in producing lexical collocations among freshman English majors at a university in China. Students had to complete three tasks. The results showed that writers used acceptable collocations.

In Taiwan, Huang (2001) studied knowledge of English collocations of Taiwanese EFL learners. The results indicated that free collocations created the least amount of difficulty, whereas pure idioms were the most challenging. Additionally, they performed equally well on restricted collocations and figurative idioms. In general, the subjects' deviant answers demonstrated their insufficient knowledge of English collocations. It was concluded that EFL learners' errors in collocations could be attributed to negative L1 transfer.

Another study was conducted in Taiwan, Hsu (2002) investigated whether the teaching of lexical collocations in a business English workshop would enhance Taiwanese college EFL learners' development of language fluency and collocational proficiency. The results showed that lexical collocations seemed to have assisted the students to acquire new collocations in the written and spoken discourses, and possibly helped them reanalyze, divide, and use previously acquired collocations in new and creative ways.

Interestingly, Lien (2003) examined the effects of collocation instruction on reading comprehension as well as the relationship between knowledge of collocations and reading comprehension. Analysis showed that collocation instruction enhanced

the participants' reading comprehension and the participants also reported positive opinions about the effects of collocation instruction on their reading comprehension.

Also, Sung (2003) explored knowledge and use of English lexical collocations in their relation to spoken fluency of adult non-native speakers. The findings of the study showed that there were significant correlations between non-native speakers' lexical collocations in their spoken communications, between their speaking proficiency and their use of lexical collocations and their speaking proficiency. The research also revealed that knowledge of lexical collocations was a more significant indicator of degrees of the use of lexical collocations or length of stay in the U.S.

In China, Gu (2003) investigated how two non-English major EFL learners at Beijing Normal University succeeded in learning English. The results showed that, like successful learners everywhere, "these learners firstly saw vocabulary as an aspect of language learning that needs to be integrated with language use. Secondly, they demonstrated high levels of self-initiation and selective attention, and lastly, they employed a wide range of vocabulary-learning strategies."

Lastly, Nesselhauf (2003) examined the use of collocations by advanced learners of English and some implications for teaching. The findings showed the analysis of the use of verb-noun collocations by advanced German-speaking learners of English. The definition of collocations was firstly defined as precisely as possible. Then, the types of collocation mistakes were identified. Finally, the influence of the degree of restriction of a combination and of the learners' L1 on the production of collocation was investigated.

2. Related Research in Thailand

Mallikamas and Pongpairroj (2005) studied Thai learners' receptive and productive knowledge of English collocations. The problems in the usage of three types of collocations were analyzed: lexical, grammatical and bound. The data were collected from multiple choice, error recognition and gap-filling tasks. The results showed a wide range of Thai learners' collocational knowledge. Students had different orders of difficulty in the multiple choice and gap-filling tasks. Lexical and bound collocations caused more problems in reception than in production while grammatical collocations were a problem for learners in both tasks. Moreover, in the error recognition task, the finding revealed that the difference in correlation between

students' ability to recognize and correct a collocational error. Also, it was found that students were more likely able to recognize and correct wrong lexical and bound collocations. However, they were less able to correct a wrong grammatical collocation although they could identify it.

Boonyasquan (2005) investigated collocational violations in translation of a business article. The results of the study showed that the informants' ability in translating a business text from Thai into English, with effective use of collocations, was at a low level. Inadequate collocational knowledge resulted in problematic productions of both lexical and grammatical collocations. The data obtained reviewed that the informants were unaware of collocations when translating a Thai text into English. Also, the major causes of the violations were learners' mother tongue interference and deficiency of collocational knowledge. Moreover, students could not store words as a chunk resulting in their inability to produce correct collocations.

In brief, there are a number of interesting studies on collocations in foreign countries. This is an indication that the importance of English collocations has been widely recognized. Unlike in Thailand, very few studies on collocations were conducted.

CHAPTER 3

METHODOLOGY

This chapter is about the methodology of this study. Information about data collection and analysis is provided.

Data collection

The data were collected from a travel article entitled “White Sand, Blue Sea, and the Beauty of Phuket” from *Kinnaree Magazine*, Vol.23 No.7, 2006. This article was translated from a Thai article named “หาดทรายขาว ทะเลสีคราม ความงามของภูเก็ต”. Both the Thai and the translated into English versions were the works of Wattana Manawiboon.

Data analysis

The data were analyzed as follows:

1. The Thai tourism article chosen for this study was parsed into phrases. The equivalent translation into English was also parsed into phrases according to the Thai parsed parts. This division was based on the idea that each parsed Thai phrase was meaningful in itself.

2. The data were analyzed by using Lewis (2000)’s eight patterns of lexical collocations as follows:

1. adjective + noun collocations

e.g. SL (Source Language, henceforth SL): หาดทรายขาว
BT (Back Translation, henceforth BT): beach sand white
TL (Target Language, henceforth TL) : *white sand beach*

2. verb + noun collocations

e.g. SL : ก้าวขึ้นเครื่องบิน
BT : step up plane
TL : *board the plane*

3. noun +noun collocations

- e.g. SL : สถานที่ยอดนิยม
 BT : location most popular
 TL : *a popular tourist destination*

4. verb + adverb collocations

- e.g. SL : พลันเสียดาย(วันเวลา)ผ่านไปรวดเร็ว
 BT : then regret (day time) pass quickly
 TL : *end too quickly*

5. adverb + adjective collocations

- e.g. SL : เป็นสถานที่ท่องเที่ยวครบครันทั้งร้านค้า ร้านอาหาร และแหล่งบันเทิง
 BT : is location traveling full of shops, restaurants and sources of entertainment.
 TL : *is a completely self-contained resort area with shops, restaurants and other entertainment venues*

6. noun + verb collocations

- e.g. SL : พระอาทิตย์จะลาจากไป
 BT : Sun will say good bye
 TL : *The sun sets*

7. phrasal verb collocations

- e.g. SL : เข้าห้องพัก
 BT : enter room
 TL : *check into the hotel / check in at a hotel*

8. verb + adjective + noun collocations

- e.g. SL : (คุณ)สามารถซื้อทัวร์(จากบริษัทนำเที่ยวต่างๆ ได้ทุกบริษัท)
 BT : can buy tour (from company travel various all companies)
 TL : *(The tour operator) offers attractive packages*

3. The eight patterns of collocations found were calculated and presented in terms of percentage.

4. The collocations found were later classified by three specialists who are native speakers of English based on Hill (2000)'s strategy as follows:

- | | |
|---------------------------------|---------------------------------------|
| 1. Unique collocations | e.g. rancid butter |
| 2. Strong collocations | e.g. dying rays, crystal clear waters |
| 3. Weak collocations | e.g. the blue sea, blue sky |
| 4. Medium-strength collocations | e.g. a sandy beach |

5. Each kind of the classifications was calculated and presented in terms of percentage.

6. Finally, plausible explanations for the patterns of collocations used by a professional translator were attempted.

CHAPTER 4

FINDINGS

In this chapter, the findings of the study are demonstrated in three aspects. First, collocations found in an article entitled “White Beach, Blue Sea, Beauty of Phuket” in *Kinnaree magazine* were analyzed into eight patterns based on Lewis’s (2000) strategy: adjective + noun, verb + noun, noun + noun, verb + adverb, adverb + adjective, noun + verb, phrasal verb and verb + adjective + noun. Next, the collocations are categorized into four types based on Hill’s (2000) strategy: unique collocations, strong collocations, weak collocations, and medium-strength collocations. Finally, plausible explanations for patterns of collocations used are attempted.

1. Analysis of Collocations

Only eight patterns of collocation were studied with restriction on the items which were related to verbs, noun, adjectives, adverbs, and phrasal verb (Lewis, 2000). The occurrences of collocation found in each parsed part were then classified as shown below.

Table 1 Illustration of the occurrences of collocation patterns

Pattern of Collocation	Total	Percentage
1. adjective + noun	50	44.64
2. verb + preposition + noun	25	22.32
3. noun + noun	13	11.61
4. noun + verb	8	7.14
5. phrasal verb	8	7.14
6. verb + adjective + noun	3	2.68
7. verb + adverb	3	2.68
8. adverb + adjective	2	1.79
Total	112	100

Table 1 illustrates of the occurrences of collocation patterns found in translation. The investigation showed that the adjective + noun collocations were

found at the highest level (44.64%), followed by the verb + noun collocations (22.32%), and noun + noun collocations (11.61%). The noun + verb collocations were found at the same frequency as the phrasal verb collocations (7.14%). Meanwhile, the verb + adjective + noun collocations and verb + adverb collocations are also of the same percentage (2.68%) whereas, the pattern of adverb + adjective was found being used at the lowest level (1.79%).

The following are some examples of the eight patterns of collocations based on Hill's theory (2000).

1.1 Adjective + Noun Collocation

It was revealed from the study that 50 adjective + noun collocations were found being employed. This pattern is used at the highest level (44.64 %). It is plausible to explain that this pattern is generally common and used very frequently by speakers, both native and non-native. Examples of the found collocations are as follows:

SL: หาดทรายสีขาวสะอาดตา

BT: beach sand white clean eyes

TL: immaculate white, sandy beaches

SL: ลมทะเล

BT: wind sea

TL: gentle sea breezes

SL: แสงแดดส่องกระทบผิวน้ำทะเลเป็นประกายระยิบระยับ

BT: sunshine reflect surface sea water is glittering

TL: colorful reflections

SL: แสงแดดที่กำลังจะลาจากไป

BT: sunshine that is going to say good bye

TL: dying rays

SL: คลื่นลมไม่แรง

BT: wave wind not strong

TL: the (presence of) gentle tides

1.2 Verb (+ Preposition) + Noun Collocation

There were 25 verb (+ preposition) + noun collocations found in this study.

This pattern of collocation was used at the second level of frequency (22.32 %).

Examples of the found collocations are the following:

SL: หัวเราะ

BT: laugh

TL: burst into laughter

SL: มีความน่าสนใจ

BT: have interest

TL: play a leading role

SL: ก้าวขึ้นเครื่องบิน

BT: step up plane

TL: board the plane

SL: สร้างรายได้

BT: create income

TL: generating income

1.3 Noun + Noun Collocation

This study showed that there were 13 noun + noun collocations found. This pattern of collocation occurred at the third highest rate (11.61 %). Examples of the found collocations are shown below:

SL: ตัวอย่างภาพยนตร์

BT: sample movie

TL: the film trailer

SL: สถานที่ยอดนิยม

BT: location popular

TL: a tourist destination

SL: บริษัทนำเที่ยว

BT: company lead travel

TL: tour operators

SL: การบำบัดด้วยการนวดสมุนไพร

BT: therapy by massage herbal

TL: (herbal) massage therapies

1.4 Noun + Verb Collocation

The findings of this study showed that there were eight noun + verb collocations found in this study. This pattern of collocation was used at the third highest rate (7.14%). Examples of the found collocations are as follows:

SL: คำพูดนั้นทำให้

BT: wordings that make give

TL: Those words still echo (in my ears)

SL: จังหวัดภูเก็ตได้รับการขนานนามว่า

BT: province Phuket receive in term of

TL: The province was termed

SL: สามารถซื้อทัวร์จากบริษัทนำเที่ยวต่างๆ ได้ทุกบริษัท

BT: can buy tour from company traveling every company

TL: Tour operators offer attractive packages

SL: พระอาทิตย์จะลาจากไป

BT: the sun will say good bye

TL: The sun sets

1.5 Phrasal Verb Collocation

It was revealed that there were eight phrasal verb collocations found in this study. This pattern of collocation was used at the fourth highest rate (7.14 %).

Examples of the found collocations are as follows:

SL: มองหา

BT: look search

TL: looking for

SL: เข้าห้องพัก

BT: enter room

TL: check into (the hotel)

SL: ไปที่

BT: go at

TL: head for

SL: (ภูเก็ต)มี(หาดมากมาย)

BT: (Phuket) have (beach many)

TL: (Phuket) is blessed with (so many)

1.6 Verb + Adjective + Noun Collocation

The analysis of this study showed that there were three verb + adjective + noun collocations found in this study. This pattern of collocation occurred at the same rate as that of the phrasal verb (2.48 %). Examples of the found collocations are as follows:

SL: มีความน่าสนใจ

BT: have interest

TL: plays a leading role

SL: สามารถซื้อทัวร์จากบริษัทที่น่าเที่ยวต่างๆ ได้ทุกบริษัท

BT: can by tour from company traveling every company

TL: (Tour operators) offer attractive packages

SL: หรือว่ายน้ำฉ่ำใจ

BT: or swim happily

TL: brushed by gentle sea

1.7 Verb + Adverb Collocation

The analysis of this study showed that there were three verb + adverb collocations found in this study. This pattern of collocation is used at the same level in number as that of the phrasal verb (2.48 %). Examples of the found collocations are as follows:

SL: หัวใจที่ลิงโลดก็ชักชวนให้ขาของฉันเดินไปขึ้นรถ

BT: heart that monkey happy invite my leg walk to go up car

TL: (I) set out immediately

SL: ก่อนพระอาทิตย์จะลาจากไป

BT: before the sun will say good bye

TL: (The sun) sets beyond the horizon

SL: ได้ไม่นาน

BT: get not long

TL: end too quickly

1.8 Adverb + Adjective Collocation

The analysis of this study showed that there were only two adverb + adjective collocations found in this study. This pattern of collocation occurred at the lowest level (1.79 %). Examples of the found collocations are the following:

SL: สถานที่ท่องเที่ยวครบครัน

BT: location traveling completely

TL: completely self-contained resort area

SL: ง่วงนอนแล้วนั่นเอง

BT: sleepy

TL: too sleepy

To recap, the collocation found in the study were classified into eight patterns. Some examples were given.

2. Classification of Collocations Using Hill's Strategy (2000)

It was interestingly found that out of 94 collocations found in the studied article. The three specialists who are native speakers of English had an unanimous opinion in terms of collocation classification based on Hill's strategy at 24% (18 words). Meanwhile, 57 collocations or 76% were agreed in terms of Hill's strategy by only two specialists. The researcher, therefore, studied only the collocation that the majority of the specialists were in agreement in classifying the studied collocations.

Table 2: Illustration of the classifications of collocations in translation

Classification of Collocations	Total	Percentage
1. Weak collocations	35	46.67
2. Medium-strength collocations	29	38.67
3. Strong collocations	11	14.66
4. Unique collocations	-	-
Total	75	100

Table 2 shows the classifications of collocations found in the article. The investigation showed that weak collocations occurred at the highest rate (46.67 %), followed by medium-strength collocations (38.67 %), strong collocations (14.66 %)

occurred at a much less frequent rate. Unique collocations were completely missing from this study.

To sum up, the weak collocations were the most frequently used, followed by medium-strength collocations and strong collocation, respectively. Unfortunately, unique collocations were not found in this study.

3. Plausible Explanation for the Collocations Found in the Study.

In this part, plausible explanations for the use of collocations found in this article are attempted. The classification of the 75 collocations based on Hill's strategy (2000) was conducted. Three specialists who are native speakers of English classified the collocations into weak, medium-strength, strong, and unique. The weak collocations were found being used at the highest level (46.67%). It is plausible to explain that it was because the studied article is about tourism. However, generally, those who are competent in the English language will be able to use good and correct collocations (Lewis, 2000) and to describe a tourist attraction vividly so as to convince people to visit scenic sites.

Weak Collocations

Weak collocations found in the studied article totaled 35 or 46.67%.

Some examples are given below:

SL: จังหวัดภูเก็ต

BT: province Phuket

TL: a southern island-province*

SL: หาดที่มีชื่อเสียง

BT: beach which have fame

TL: a renowned beach*

SL: หาด

BT: beach

TL: an attractive beach*

SL: ความโดดเด่นด้านภูมิทัศน์(ของแหลมพันวา)

BT: unique miss side view (of Laem Panwa)

TL: the most prominent landscape*

* refers to the words which the three specialists were in absolute agreement with.

SL: แสดงถึงความสำคัญของจังหวัด

BT: show to importance of province

TL: implied its importance*

SL: เพราะสามารถอยู่ที่นี่ได้(ตั้งแต่เช้าจรดค่ำ)

BT: because can situated here at this (since morning to evening)

TL: enjoy the sea (from dawn to dusk)*

SL: แสงแดดส่องกระทบผิวน้ำทะเลเป็นประกายระยิบระยับ

BT: sunshine reflect surface sea water is glittering.

TL: colorful reflections

The findings showed that there were 18 weak collocations found by the three specialists. Some plausible explanations are provided.

A renowned beach is a good example of a weak collocation. It is plausible to say that the translator chooses the adjective *renowned* to describe the beach. It is possible that the translator tried to convey a message to the audience that this beach (Phuket) is famous worldwide.

Another interesting example is *an attractive beach*. It is plausible to say that the translator selects the word *attractive* to convince the audience that the beach is a pleasing and interesting place to visit and that tourists should not miss it.

The most prominent landscape is also an interesting example of weak collocations. It is plausible to explain that the translator describes the area by using a superlative adjective to modify a node. It is possible that he wants to inform the audience that this area is famous with exotic scenery.

In addition, *color reflections* is another example which two specialists considered as a weak collocation. It is plausible to explain that the translator chooses to use impressive collocations to describe the beauty of the scenery. In *colorful reflections*, the node, *reflections* is perfectly chosen as a node to give the impression that the sea is like a mirror, sending back glittering pictures of sunlight on the sea surface. The collocate for *reflections* here is *colorful*, giving a wonderful picture of the sunlight of different shades of colors being reflected on the sea surface.

To conclude, the findings showed that weak collocations were used at the highest level.

Medium-Strength Collocations

Medium-strength collocations found in the studied article totaled 29 or 38.67%. Examples are shown below:

SL: (การเที่ยวรับ)ลมทะเล

BT: (traveling get) wind sea

TL: gentle sea breezes*

SL: คลื่นลมไม่แรง

BT: wave wind not strong

TL: gentle tides*

SL: สามารถซื้อทัวร์จากบริษัทนำเที่ยวต่างๆ ได้ทุกบริษัท

BT: can buy tour from company traveling every company

TL: (tour operators) offer attractive packages*

SL: หาดทรายสีขาวสะอาดตา

BT: beach sand white clean eyes

TL: immaculate white, sandy beach

SL: ทะเลสีครามสดใส

BT: sea color blue bright

TL: clear blue skies

SL: สร้างรายได้

BT: create income

TL: generating income

SL: (ภูเก็ต)มี(หาดมากมาย)

BT: (Phuket) has (beach many)

TL: (Phuket) is blessed with (so many)

SL: ก่อนพระอาทิตย์จะลาจากไป

BT: before the sun will good bye

TL: (The sun) sets beyond the horizon

It is plausible to explain that in an example, *immaculate white, sandy beach*, the node, *beach*, can collocate with a lot of common adjectives such as *beautiful*, *wonderful*, etc. However, the translator uses an uncommon collocate and it conveys a very picturesque scenery to readers. Therefore, specialists categorized this collocation as a medium-strength one.

Another example is *clear blue skies*. In the tourism world, *blue sky* is commonly used. It is plausible to explain that the translator selects the word *clear blue skies* to describe to the audience scenery of the blue sky when there is no cloud at all. *Sky* usually associates with adjectives of characteristic such as *bright, cloudless, cloudy, sunny*, etc. In addition, *sky* can collocate with a variety of colors, for example, *azure, black, blue, dark, darkening, grey, pale*, etc. It is plausible that the translator's using two adjectives to make this collocation rather strong.

The choice of the collocate for the node *income* is *generating*. Instead of using simple verbs such as *make, earn*, etc., the translator may want to give the audience the impression of formality and to convey a considerable amount of money earned. It is plausible that when the translator uses to *generate income*, he wishes to express the idea that the income *gained* from this tourist site is so high; therefore, the collocate *generate* is used to convey the meaning of producing something in a great amount. Since the collocate is not common, the specialists classified generating income as a medium-strength collocation.

More interestingly, it is plausible to explain that the translator chooses *(is) blessed with* to inform the audience that Thailand is a very fortunate country to have a beautiful place like Phuket island. Instead of using the verb *have*, the translator used such a meaningful and beautiful collocate *to be blessed with (so many)* to describe this place, Phuket. Again, the specialists considered this collocation as a medium-strength as this collocations is not quite common.

To sum up, medium-strength collocations were found in this study at the second highest level.

Strong Collocations

Strong collocation found in the studied article totaled 11, or 14.66%.

Examples are shown below:

SL: น้ำทะเลใสสะอาด

BT: water sea clear clean

TL: crystal clear waters

SL: แสงแดดที่กำลังจะลาจากไป

BT: sunshine that going to say good bye

TL: dying rays

SL: มองไปทิศใด

BT: look go directions any

TL: an endless expanse

SL: เข้าห้องพัก

BT: enter room

TL: check into (the hotel)

From the above examples, *crystal clear waters* is one of the interesting examples. It is plausible to say that the translator chooses the collocate *crystal* to describe that the node *waters* are as clear as crystal. While, *waters* can co-occur with other simple adjectives such as *clean, pure, and fresh*, *crystal* give a feeling when it co-occurs with *waters*. Therefore, the specialists classified it as a strong collocation.

Dying rays is another good example of collocations found in the article. The translator's choice of collocate to match with the node *rays* is impressive. *Dying* is commonly used with a person who is about to die in the near future or it conveys the meaning of the last moment of one's life. *Dying rays* are the rays of the sun at the last stage of the day. It is a simile, giving a striking picture of the setting sun. The specialists, therefore, classified this collocation as strong.

Another interesting example is *a tour operator*, it is plausible to say that the translator intends to use this collocation to make the translated work filled with quality choices of words. In general, the Thai audience is familiar with words of common collocates, for example, *tour agent, travel agent, and travel agency* but not *tour operator*. Consequently, *tour operator* is considered by the specialists.

Check into is one of the found phrasal verbs. This phrasal verb is usually used when visitors register as guests at a hotel or as passengers at the airport. If this collocation is translated word-for-word into Thai, the meaning will completely be different. In general, phrasal verbs are uncommon collocations; they are of specific meanings. Therefore, specialists considered this phrasal verb a strong collocation.

In summary, strong collocations were found at the third highest level. These kinds of collocations are rarely used in this article; however, they are quite impressive words which can improve one's works to be a plenty of creative and imaginative writing.

Unique collocations

Unfortunately, unique collocations were not found in the studied article. It is plausible to say that the article is about tourism. Simple collocations are used to encourage the audience to read the article easily and enjoy the beauty of the scenery via simple wordings. Collocations used range from weak to strong only.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter presents a conclusion of the study, followed by a discussion of the findings. Then, suggestions for further studies are provided.

Conclusion

The objectives of this study were to explore collocation patterns used by a Thai professional translator, to classify the collocations found and to attempt giving plausible explanations for the collocation patterns being used.

In this study, the analysis was based on Lewis's (2000) and Hill's strategies (2000). The data were analyzed in order to find the collocation patterns used by a professional translator. Then, the frequency of each pattern used was calculated in terms of percentage. The classification of collocations was conducted and finally plausible explanations for the collocation were attempted.

The first objective of this study was to examine the patterns of collocations used by a Thai professional translator. The findings revealed that the adjective + noun collocations were found at the highest level (44.64%), followed by the verb + noun collocations (22.32%), noun + noun collocations (11.61%), noun + verb collocations (7.14%), phrasal verb collocations (7.14%), verb + adjective + noun collocations (2.68%), and verb + adverb collocations (2.68%). Lastly, the pattern of adverb + adjective collocations was at the lowest level (1.79%).

The next objective was to categorize the collocations used by a professional translator. It was found that weak collocations occurred at the highest rate (46.67 %), followed by medium strength collocations (38.67 %) whereas strong collocations (14.66 %) occurred at a much less frequent rate. Unique collocations were completely not found in this analysis.

Discussion

In this part, the study results are discussed. The use of collocations by a professional translator is also plausibly explained.

The results of this study revealed that the translator pays careful attention to grammatical and lexical collocations. It is plausible to say that the collocations are an instrumental part for writing. Grammatical collocation makes the sentence structures more systematically. Baker (1992) finds that the use of established patterns of collocation also helps distinguish between a smooth translation, one that reads like an original, and a clumsy translation which sounds foreign. Similarly, Moon (1997) also agrees that a collocation is a type of multiword chunk and it refers to a vocabulary item consisting of a sequence of two or more words which syntactically form a meaningful and inseparable unit.

It was found from the study that the translator used adjective + noun collocations the most frequent. It is plausible to explain that this pattern is one of most indispensable types of lexical collocations (Benson, 1997). On the contrary, adverb + adjective collocations were used at the lowest level (1.79%). Only two adverb + adjective collocations were found from the study i.e. *completely self-contained resort area* and *too sleepy*. Regarding the context, it is plausible to say that the translator described the circumstance of Phuket by using a variety of adjectives to modify places and activities. That may be a reason why adverb + adjective collocations are rarely used.

It is obvious that the translator works as a translator for a long time so that he absolutely gains a great deal of knowledge and experience in translation. Like the research in China, Gu (2003) investigated how two non-English major EFL learners at Beijing Normal University succeeded in learning English. The results showed that, like successful learners everywhere, “these learners firstly saw vocabulary as an aspect of language learning that needs to be integrated with language use. Secondly, they demonstrated high levels of self-initiation and selective attention. Lastly, they employed a wide range of vocabulary-learning strategies.” Conversely, if non-native speakers of English employ frequently used patterns, this makes it easier for native speakers to guess what the non-native speaker is saying and may enhance compensate for other language

problems such as pronunciation. Non-native speakers become more fluent listeners and readers. This leads to better comprehension (Nakamura, n.p.). Especially, using correct collocations when communicating in English makes EFL/ESL learners sound natural or more native speaker-like (Farghal & Obiedat, cited in Boonyasquan, 2005).

On the contrary, many studies (Farghal and Obiedat, 1995; Granger, 1998; Liu, 2000; Huang, 2001; Hsu, 2002; Lien, 2003; Sung, 2003; Yongqi Gu, 2003; Nesselhauf, 2003; Ying and Hendricks, 2004; Fan, 2005; Mallikamas and Pongpairaj, 2005.; and Boonyasquan, 2005) showed that EFL learners spent much time on learning English; however, they still struggle in using proper words with a suitable context.

As a matter of fact, English grammar is a major obstacle for EFL learners. Bahn and Eldaw (2002) indicated that German advanced EFL students' productive knowledge of English collocations presented a major problem in the production of correct English.

In Thailand, two studies by Mallikamas and Pongpairaj (2005) found that learners were less able to correct a false grammatical collocation even if they could recognize it. Likewise, Boonyasquan (2005) showed that Thai learners also faced grammatical problems. The study revealed that the adjective + noun collocation and verb + noun collocation violations are the major problems among Thai learners.

Furthermore, the results of this study exemplified four kinds of collocations used by a professional translator i.e. unique collocations, strong collocations, medium-strength collocations, and weak collocations. Interesting points in each classifications of collocations are demonstrated.

Weak collocations were found in this study being used at the highest level, (46.67%). Examples are *a private island*, *an attractive beach*, and *the sandy beach*. Hill (2000) claims that weak collocations can easily combine with other words and their occurrences are more predictable. He also suggests that one needs to recognize that weak collocations generally have many collocates. Howarth (cited in Huang, 2001) states that free combinations or weak collocations are a kind of collocation which derives its meaning from the literal meaning of an individual element, and its constituents are freely substitutable

The findings also revealed that medium-strength collocations were at the second highest level of occurrence such as *gentle sea breezes*, *the gentle tides*, *immaculate*

white, and *sandy beaches*. It is plausible to explain that this article is a tourism article; therefore, words are commonly found in the area of tourism, especially an article which is related to the sea and the beach. Baker (1992) finds that every word in a language has a range, or a set of collocates which are typically associated with the word in question. Likewise, Hunston (2002) says that collocation can be considered as the tendency of one word to attract another (p.68).

The third highest level of collocations found in the study is strong collocations. There were 11 strong collocations which consist of *(its) age-old importance, a leading role, five-star hotels and resort, an endless expanse, dying rays, twilight moments, crystal clear waters, check into, board the plane, a tourist destination, and tour operators*. McCarthy (1990) points out that languages are filled with strong collocations, and therefore, “collocation deserves to be a central aspect of vocabulary study” (p. 12). Besides, Sinclair (1991) observes that words seem to be selected in pairs and groups, and that many uses of words and phrases attract other words in strong collocation, as seen in “*hard work*”, “*hard luck*” and “*hard facts*”.

However, in this study, the unique collocation was not found. It is plausible to explain this is a tourism article for the general public. The main objective is plausibly to allow the general audience to understand and appreciate the beauty of scenery easily.

It can be concluded that collocations are crucial in English language learning. The more correct and natural collocations an EFL/ESL learner uses, the more native speaker-like s/he becomes (Govender, 2002). Translators who can completely master the English language will be able to use collocations naturally in their works. This study revealed interesting points about how the translator who is considered a professional translator includes interesting collocations in his work.

Limitations of the Study

The data of this study were from only one selected tourism article and the results do not mean that all the patterns and classifications of collocations found can be applied in all tourism articles or other kinds of articles translated by professionals. Other Thai-English tourism articles or different kinds of texts may be categorized differently. Also different theories can be applied, depending on the characteristics of the articles or texts

or the researchers' purposes.

The data analysis were based on Lewis (2000)'s and Hill (2000)'s categories which do not cover some aspects of patterns and classifications of collocations. If other linguists' strategies had been applied, the results could have been different.

Applications

The findings of the study can be applied as follows:

1. Students may use the study results as guidelines in studying the use of collocation in translation.
2. The results may help raise an awareness of collocation in communication among EFL learners so as to encourage them to be proficient in the English language and become native-speakerlike.
3. Effective use of collocations in translation may enhance the beauty and perfection of the translated works, resulting in the readers' strong interest and overwhelming impression in the works.

Suggestions for further studies

1. It would be interesting to analyze the patterns of collocation used in other areas such as computer, entertainment, news, advertisement, etc. in order to examine whether the results are different from the present study.
2. The selected data were from a translation by a Thai translator. It is suggested that other researchers examine articles which are written by a native speaker and compare the difference in the patterns of collocation used between Thai and native-speaker translators.
3. Studies on collocations found in written or oral texts are also recommended.

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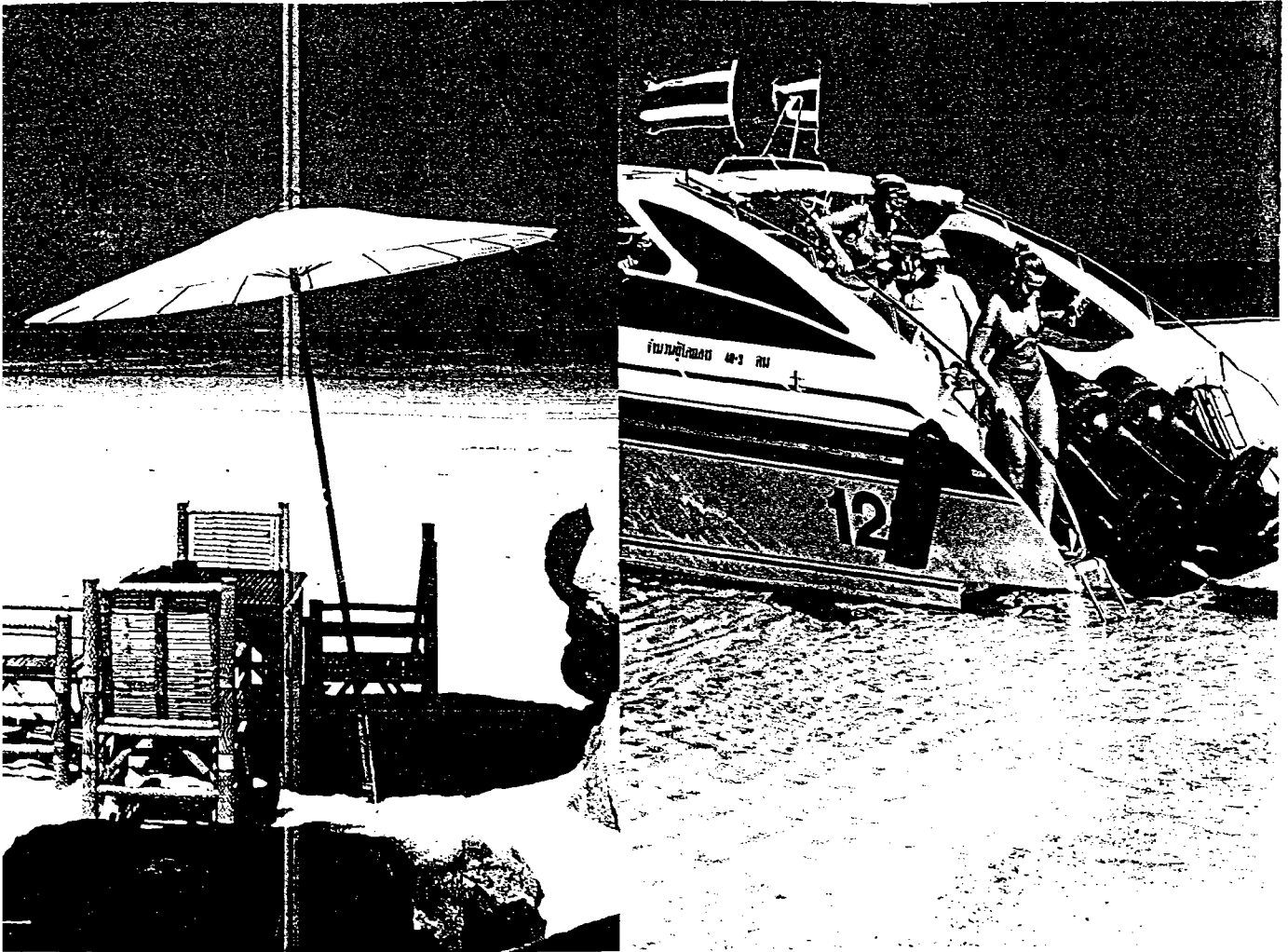
APPENDIX



หาดทรายขาว ทะเลสีคราม
ความงามของ
ภูเก็ต

White Sand, Blue Sea
and the Beauty of Phuket

Thai Version: Hunsā Setameteekul
English Version: Wattana Manawiboon



ตอนที่ป่าของฉินยืนดูตัวอย่างภาพยนตร์เรื่องมหา'ลัยเมืองแร่ ท่านหัวเราะและพูดว่า “เหมือนภูเก็ตที่ป่าอยู่ตอนเด็กๆ เลย” คำพูดนั้นทำให้ฉินเหม่อลอยออกไปนอกหน้าต่างเครื่องบิน พลางนึกถึงเกาะภูเก็ตที่ฉินกำลังจะเดินทางไปถึงในไม่ช้า ภูเก็ตเป็นจังหวัดเล็กๆ แต่เป็นเกาะที่ใหญ่ที่สุดของประเทศไทย ในรัชกาลที่ ๔ จังหวัดภูเก็ตได้รับการขนานนามว่า ‘เมืองราชทรัพย์’ คงถึงความสำคัญของจังหวัดที่สร้างรายได้มากมายแก่ประเทศ ภายจากจะมีความสำคัญมาตั้งแต่อดีตแล้ว ปัจจุบันจังหวัดภูเก็ตยังมีเมื่อน่าสนใจในฐานะที่เป็นไข่มุกแห่งอันดามันด้วย เนื่องจากมีสถานที่ที่สวยงาม ทั้งหาดทรายสีขาวสะอาดตา ทะเลสีครามสดใส และสถานที่ท่องเที่ยวอื่นๆ อีกมากมาย

ปัจจุบัน ภูเก็ตเป็นสถานที่ยอดนิยมเพราะการเดินทางที่สะดวก ง่ายไม่ลำบากเหมือนเมื่อสมัยก่อน สามารถเดินทางไปได้ทั้งทางรถยนต์ หรือเครื่องบิน ถ้าไม่เคยเที่ยวภูเก็ตก็สามารถซื้อทัวร์จากบริษัททัวร์ต่างๆ ได้ทุกบริษัท นอกจากนั้น ที่ภูเก็ตยังมีโรงแรมและรีสอร์ทมากมายให้เลือกใช้บริการ ไม่เพียงไปผ่อนคลายความเครียดด้วยเที่ยวรับลมทะเล หรือลงว่ายน้ำดำน้ำ การบำบัดด้วยสมุนไพรและนวดก็ช่วยคลายความเครียดได้มากทีเดียว

หลังจากนั่งเครื่องบินลัดฟ้ามาถึงท่าอากาศยานภูเก็ต เพียงนั่งรถไป ๔๐ นาที ก็ถึงแหลมพันวาซึ่งอยู่ใต้สุดของเกาะ สถานที่ตั้งของโรงแรมเคป พันวา ที่พักของฉินในการเดินทางครั้งนี้ ชื่อแหลมพันวา มีจากหาดทรายขาวยาวพันวา ความโดดเด่นด้านภูมิทัศน์ของแหลมพันวาที่อยู่ปลายสุดของเกาะภูเก็ต ทำให้สามารถมองเห็นทะเลทั้งฝั่งอ่าว

ไทยและฝั่งอันดามัน จึงรู้สึกเหมือนอยู่บนเกาะส่วนตัวที่มองไปทิศใดก็เห็นแต่ทะเลสีคราม

เมื่อเก็บสัมภาระเข้าห้องพักแล้ว หัวใจที่ลิ่งโลดก็ชักชวนให้ขาของฉินเดินไปขึ้นรถ เพื่อเดินทางไปชมหาดทรายสีขาว ท้องฟ้าสีคราม แสงแดดยามบ่าย และทะเลไกลสุดลูกหูลูกตา ฉินออกเดินทางจากแหลมพันวาไปที่แหลมพรหมเทพซึ่งตั้งอยู่ทางใต้สุดของเกาะภูเก็ต ห่างจากหาดราไวย์ประมาณ ๒ กิโลเมตร ที่นี่เป็นจุดชมพระอาทิตย์ตกดินที่สวยงามที่สุดซึ่งเป็นที่รู้จักของนักท่องเที่ยวทั้งหลาย ทั้งเสียงคลื่นซัดเข้าหาฝั่ง นิ่งทอดอารมณ์เหม่อลอยแสงแดดส่องกระทบผิวน้ำทะเลเป็นประกายระยิบระยับหรือคอยอีกสักพักก็จะเห็นแสงสีส้มสลับม่วงบนท้องฟ้ากว้างก่อนพระอาทิตย์จะลาจากไป ฉินนึกขึ้นชมธรรมชาติซึ่งเป็นศิลปินผู้สร้างสรรค์ผลงานศิลปะชั้นเยี่ยมนี้ให้เราได้ชมกันทุกวัน ช่วงเวลาของคำคืนอันแสนหวานบนเกาะภูเก็ตผ่านไปอย่างช้าๆ มีเพียงเสียงเกลียวคลื่นบรรเลงควบคู่กับเสียงเพลง คุ้ยน้ำขึ้นชมพระจันทร์ทั้งสองดวงพร้อมกัน ณ มุมหนึ่งของมหาสมุทรที่กว้างใหญ่ ดวงหนึ่งเจิดจรัสอยู่บนท้องฟ้า อีกดวงก็สว่างไสวอยู่บนผิวน้ำ

เช้าวันรุ่งขึ้น ท้องฟ้าสดใสและคลื่นลมไม่แรง ฉินจึงอยากสัมผัสน้ำทะเลและแสงแดดเสียหน่อย เกรงว่าจะไม่มีผิวสีคล้ำกลับไปยืนยันให้เพื่อนดูว่ามาถึงเกาะภูเก็ตแล้วจริงๆ ภูเก็ตมีหาดมากมาย อาทิ ไร่ไวย์ กะตะ กะรน กมลา ปาดอง หรือสุรินทร์ เป็นต้น

ฉินเลือกหาดปาดองเป็นเป้าหมายการเดินทาง หาดนี้อยู่ห่างจากตัวเมืองภูเก็ต ๑๕ กิโลเมตร ตามเส้นทางถนนวิจิตรสงคราม เป็นอ่าวที่มีหาดทรายงดงาม น้ำทะเลใสสะอาด เหมาะแก่การเล่นน้ำ บริเวณหาดมี



นอาหารและที่พักมากมาย

หลังจากว่ายน้ำเล่นจนเหนื่อยก็เดินขึ้นมานั่งพักผ่อนที่ชายหาด ดื่มมะพร้าวหวานเย็นชื่นใจสักลูก เพียงเท่านั้นก็หายเหนื่อยพร้อมกลับไปเวกว่ายน้ำในทะเลสีฟ้าใสได้อีกครา อีกสาเหตุหนึ่งที่ฉันเลือกมาที่หาดทอง เพราะสามารถอยู่ที่นี้ได้ตั้งแต่เช้าจรดค่ำ หาดป่าตองยามราตรีรื่นรมย์สถานที่ท่องเที่ยวครบครันทั้งร้านค้า ร้านอาหาร และแหล่งบันเทิง ใครได้ว่าจะลาจากหาดแห่งนี้ไปก็ต่อเมื่อผู้มาเยือนเดินเที่ยวจนหมดหรือ่วงนอนแล้วนั่นเอง

ฉันเริงร่ากับช่วงเวลาแสนสุขหรราที่ 'ไข่มุกอันดามัน' ได้ไม่นาน ก็วันเดินทางกลับกรุงเทพฯ เสียแล้ว แหงมองท้องฟ้าสีน้ำทะเลเหนืออากาศขมุกขมัว พลันเสียดายวันเวลาที่ผ่านไปรวดเร็ว แต่ภาพความงามของภูเก็ตที่ได้มาสัมผัสด้วยตัวเองจะติดตาตรึงใจเสมอไป ฉันขึ้นเครื่องบินพลางบอกตัวเองว่าหากมีวันหยุดหลายวันเมื่อใด ฉันกลับมามีเที่ยวที่เกาะแห่งนี้อีกครั้งแน่

“เจอกันใหม่นะ ภูเก็ต”

Auntie bursts into laughter as she watches the trailer of the film Mahalai Mueang Rae. “Just like the Phuket of my childhood,” she says.

Those words still echo in my ears as I look out the window of the airplane while thinking of Phuket, the destination my trip.

Phuket may be a small province, but it is Thailand's biggest island. During the reign of King Rama IV, the province was named 'the city of crown property', which implied its importance in terms of generating income for the country's coffers. Besides age-old importance, today, this southern island-province plays a leading role in tourism as the 'Pearl of the Andaman', thanks to many visitor attractions as well as its immaculate white, sandy beaches, clear blue skies, fine hotels, spas and resorts.

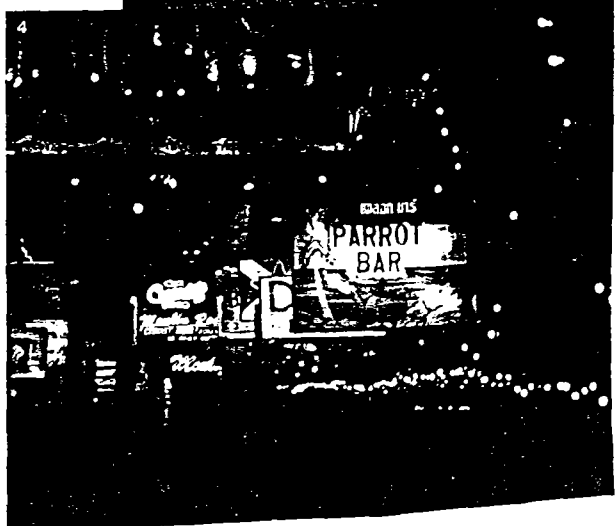
Its universal popularity as a tourist destination stems from its accessibility, whether by car, bus, or air: Phuket's international airport connects with many important destinations around the world. Tour operators offer attractive packages on the island for

1 บรรยากาศ
พักผ่อนที่เคป พินวา
Relax at Cape Panwa

2 หาดป่าตอง
Patong Beach

3 แดนสุขที่จันตารา
วิสุทธิ แอนด์ สปา
Supremely happy at
Chandara Resort & Spa

4 หาดป่าตองที่แสนคึกคัก
Lively in Patong Beach



การเดินทาง

เดินทางได้ทั้งทางรถยนต์ส่วนตัว รถโดยสารประจำทาง และรถไฟ

• **ทางรถยนต์** ใช้เส้นทางสายธนบุรี-ปากท่อ (ทางหลวงหมายเลข ๓๕) ตรงไปตามทางหลวงหมายเลข ๔ ผ่านเพชรบุรี ประจวบฯ ถึงชุมพร แล้วตรงไปตามทางหมายเลข ๔๑ ผ่านบ้านตาขุน เลี้ยวซ้ายที่แยกบ้านพังกวนเหนือที่หมายเลข ๕๑๕ แล้วเลี้ยวขวาที่แยกเข้า อ.ทับปุด บนทางหลวงหมายเลข ๕๑๒ ไปตามทาง อ.ทับปุด ผ่าน อ.เมืองพังงา และตะกั่วทุ่ง จากนั้นเลี้ยวซ้ายเข้าทางหลวงหมายเลข ๕๐๒ ที่สามแยกบ้านโคกลอยข้ามสะพานเทพกษัตรีเข้าภูเก็ตประมาณ ๔๐๐ ม.

• **ทางรถโดยสารประจำทาง** จากสถานีขนส่งสายใต้ใหม่ มีรถบริการหลายสายทุกวัน สอบถามรายละเอียดที่ โทร. ๐-๒๔๓๔-๗๑๓๒ หรือ ๐-๒๔๓๕-๕๖๐๕

• **ทางเครื่องบิน** เดินทางโดยเที่ยวบินกรุงเทพฯ - ภูเก็ต ของ บริษัท การบินไทย จำกัด (มหาชน) สอบถามรายละเอียดที่เบอร์โทรศัพท์ ๑๕๖๖.๐-๒๓๕๖-๑๑๑๑ หรือ www.thaiairways.com

ที่พัก

โรงแรมเคปพันวา ติดต่อสอบถามและสำรองที่พัก

โทร. ๐-๗๖๓๓-๑๑๒๓ หรือ www.capepanwa.com

จันดารา รีสอร์ทแอนด์สปา ติดต่อสอบถามและสำรองที่พัก โทร. ๐-๗๖๓๑-๗๘๐๐ หรือ www.chandara-resort.com

อินดิโก เพิร์ล ติดต่อสอบถามและสำรองที่พัก โทร. ๐-๗๖๓๒-๗๐๐๖ หรือ www.indigo-pearl.com

How to get there

• **By car**, Follow the Thon Buri - Pak Tho route (highway 35) for highway 4 through the provinces of Phetchaburi, Prachuap Khiri Khan until Chum Phon and head for highway 41 through Ban Ta Khun district. Turn left at Ban Phang Kuan Nuea at kilometer marker 15 before taking the right turn to Thap Put district on highway 4 along Thap Put district through Mueang Sang-nga district and Takua Thung. Then, turn left for highway 402 at Ban Khok Kloi intersection passing the Phakasattri Bridge to Phuket.

• **By bus**, bus services are available daily from Bangkok's new southern terminal. For details, call 0-2434-7192 or 0-2435-5605.

• **By air**, Bangkok to/from Phuket via Thai Airways International Public Company Limited. Call Tel. 1566, 0-356-1111 or visit www.thaiairways.com for information.

Where to stay

Cape Panwa Hotel, for information and reservation, call 0-7639-1123 or visit www.capepanwa.com.

Chandara Resort and Spa, details and reservation are available by calling 0-7631-7800 or www.chandara-resort.com.

Indigo Pearl, for information and reservation, call 0-7632-7006 or www.indigo-pearl.com.

those new to Phuket as a destination, backed by a whole range of accommodation from five-star hotels and resorts to inexpensive lodgings. This is a place that is not only idea for unwinding on a quiet beach brushed by gentle sea breezes off the Andaman, but also for those looking for relaxation through herbal massage therapies.

Forty minutes by car from Phuket international airport, one arrives at Cape Panwa, the southernmost tip of the island and the site of Cape Panwa Hotel, my lodging during this trip. The name 'Laem Panwa' is drawn from the most prominent landscape of Cape Panwa, the long, white, sandy beach of Panwa with spectacular sea views of the Andaman Sea off the tip of Phuket Island. It is no exaggeration to say that it gives one the impression of staying on a private island surrounded by an endless expanse of turquoise sea.

Having checked into the hotel, I set out immediately, by car, to explore some of the area's white, sandy beaches. Leaving Cape Panwa, I head for Laem Phromthep a headland reaching into the sea off the island's south coast just two kilometers from attractive Rawai Beach.

Here, sunset watching is a favorite among tourists who consider this to be one of the finest spots to admire and capture on film the colorful reflections on the sea from the dying rays of the setting sun; a daily act serenaded, it seems, by a dusk chorus of waves relentlessly making their way to shore. As the sun sets beyond the horizon, the sea's color changes from amber to purple in the twilight moments before night descends upon the Pearl of the Andaman, one of the world's most romantic and secluded getaways.

The next morning, under a bright sky and in the presence of gentle tides, I have an urge to take a dip in the sea, followed by a spot of sunbathing to prove to my pals that I have indeed taken advantages of the island's great beaches. Phuket is blessed with so many: Rawai, Kata, Karon, Kamala, Surin, and the rather renowned Patong Beach, among just a few of the island's many beaches.

Patong Beach, my beach of choice, is only 15 kilometers from Phuket town on Wichitsongkhram road. Its crescent-shaped shoreline is sheltered and great for sunbathing and swimming and its crystal-clear waters are ideal for snorkeling. Eateries and hotels abound along this entire stretch.

After a bracing swim, I indulge in some soothing coconut juice on the beach before plunging back in the sea again; an act I repeat throughout the day. This is one of the reasons I chose Patong Beach; it's possible to enjoy the sea from dawn to dusk, and Patong at night is a completely self-contained resort area with shops, restaurants and other entertainment venues. So, you only say 'goodnight' to the beach when you are too sleepy to stay there.

My happy frolics on the beaches of Phuket end too quickly and I am forced to make my way back to Bangkok. Gazing at the azure sky above Phuket international airport I cannot help but feel sad at having to leave. Nevertheless, the island's beauty is something I will cherish and, as I board the plane, I resolve to return to the Pearl of the Andaman for a longer holiday next time.

"See you again, Phuket." ❧

II Illustration of the occurrences of adjective + noun collocation patterns

Source Text	Adjective+Noun
จังหวัดเล็กๆ	a small province
เกาะที่ใหญ่ที่สุด	the biggest island
จังหวัดภูเก็ต	a southern island-province
มีความสำคัญมาตั้งแต่อดีตแล้ว	(its) age-old importance
มีความน่าสนใจ	a leading role
ชายหาดทรายสีขาวสะอาดตา	immaculate white, sandy beaches
หาดทรายขาว	the long, white, sandy beach
ทะเลสีครามสดใส	clear blue skies
สถานที่ท่องเที่ยวอื่นๆ อีกมากมาย	fine hotels
สถานที่ยอดนิยม	(its) universal popularity
ท่าอากาศยาน	an international airport
แหล่งท่องเที่ยวที่สำคัญ	important destinations
ทัวร์จากบริษัทนำเที่ยวต่างๆ	attractive packages
ยังมี(โรงแรมและรีสอร์ท)มากมาย(ให้เลือกใช้บริการ)	a whole range
โรงแรมและรีสอร์ทมากมาย	five-star hotels and resort
ห้องพักราคาถูก	inexpensive lodgings
หาดที่เงียบสงบ	a quiet beach
ลมทะเล	gentle sea breezes
การบำบัดด้วยการนวดสมุนไพร	herbal massage therapies
ความโดดเด่นด้านภูมิทัศน์	the most prominent landscape

(continued)

Source Text**Adjective+Noun**

ใต้สุด(ของเกาะ)

the southernmost tip (of the island)

(มองเห็นแค่)ทะเล

spectacular sea views

เกาะส่วนตัว

a private island

มองไปทิศใด

an endless expanse

ทะเลสีคราม

turquoise sea

หาดที่มีเสน่ห์น่าหลงใหล

an attractive beach

ใต้สุด (ของเกาะ)

(the island's) south coast

จุดชม(พระอาทิตย์ตกดิน)ที่สวยงามที่สุด

finest spots

แสงแดดส่องกระทบผิวน้ำทะเลเป็นประกายระยิบระยับ

colorful reflections

แสงแดดที่กำลังจะลาจากไป

dying rays

พระอาทิตย์ตก

the setting sun

ช่วงเวลาของคำคืน

twilight moments

(เสียงเกลียวคลื่นบรรเลงควบคู่กับเสียงเพลง) ให้เราได้ชมทุกวัน

a daily act (serenaded, it seems, by
a dusk chorus of waves
relentlessly making their way to
shore)

เสียงคลื่น (ซัดเข้าหาฝั่ง)

a dusk chorus (of waves)

วันคืนอันแสนหวาน

the most romantic and secluded
getaways

เช้าวันรุ่งขึ้น

the next morning

ท้องฟ้าสดใส

a bright sky

คลื่นลมไม่แรง

the gentle tides

เกาะภูเก็ต

the (island's) great beaches

(continued)

Source Text	Adjective+Noun
หาดที่มีชื่อเสียง	a renowned beach
ท้องฟ้าสีน้ำทะเล	the azure sky
อ่าวที่มีหาดทรายงดงาม	crescent-shaped shoreline
น้ำทะเลใสสะอาด	crystal clear waters
บริเวณหาด	entire stretch
(หลังจาก) ว่ายน้ำเล่น (จนเหนื่อย)	(after) bracing swim
สถานที่ท่องเที่ยวครบครัน	completely self-contained resort area
ช่วงเวลาอันแสนสุข	my happy frolics
วันหยุดหลายวัน	a longer holiday
อีกครั้ง	next time

III Illustration of the occurrences of verb + (prep.) + noun collocation patterns

Source Text	Verb + (prep.) + Noun
หัวเราะ	burst into laughter
เหม่อมองนอกหน้าต่าง	look out the window
สร้างรายได้	generating income
แสดงถึงความสำคัญของจังหวัด	implied its importance
มีความน่าสนใจ	plays a leading role
สามารถเดินทางไปได้ทั้งทางรถยนต์ หรือเครื่องบิน	stem from its accessibility (,whether by car, bus, or air)
การเดินทางที่สะดวก	connect with many important destinations
สามารถซื้อทัวร์(จากบริษัทท่องเที่ยวต่างๆ)	(tour operators) offer attractive packages

(continued)

Source Text**Verb + (prep.) + Noun**

การเที่ยวรับลมทะเล

brushed by gentle sea breezes

จึ้งรู้สึกเหมือน(อยู่บนเกาะส่วนตัว)

give one the impression (of staying on a private island)

เพื่อเดินทางไปชายหาด

to explore the beach

(เมื่อเก็บสัมภาระ) เข้าห้องพัก

(Having) checked into the hotel

ไปยังทะเล

reaching into the sea

ชื่นชมธรรมชาติ

admire and capture on film

เข้าหาฝั่ง

making their way to shore

(หรือคอยอีกสักพักก็จะเห็นแสงสีส้มสลับม่วงบนท้องฟ้าก่อน) พระอาทิตย์จะลาจากไป

(the sea's color changes from amber to purple in the twilight moments before night) descends upon on the Pearl of Andaman

(ฉัน)จึ้งอยาก

(I) have an urge

อยากสัมผัส(น้ำทะเล)

take a dip (in the sea)

เพื่อยืนยันให้เพื่อนดูว่า

to prove to my pals

(ฉัน) มาถึงเกาะภูเก็ตแล้วจริงๆ

(that I) have indeed taken advantages of (the island's great beaches)

เดินขึ้นมา นั่งพักผ่อนที่ชายหาด ดื่มน้ำมะพร้าวหวาน เย็นชื่นใจสักลูก

indulge in some soothing coconut juice

ดื่มน้ำ (มะพร้าวหวาน)

soothing juice

เพราะสามารถอยู่ที่นี้ได้ตั้งแต่เช้าจรดค่ำ

enjoy the sea (from dawn to dusk)

เดินทางกลับ(กรุงเทพ)

make my way back (to Bangkok)

ก้าวขึ้นเครื่องบิน

board the plane

IV Illustration of the occurrences of noun + noun collocation patterns

Source Text	Noun + Noun
ตัวอย่างภาพยนตร์	the trailer of the film
เมืองราชทรัพย์	the city of crown property
สถานที่ท่องเที่ยวสวยงาม	visitor attractions
(ที่ภูเก็ตยังมี) โรงแรมและรีสอร์ทมากมาย (ให้เลือกใช้บริการ)	a range of accommodation (from five-star hotels and resorts to inexpensive lodgings)
บริเวณรีสอร์ท	resort area
สถานที่ยอดนิยม	a tourist destination
บริษัทนำเที่ยว	tour operators
การบำบัดด้วยการนวดสมุนไพร	herbal massage therapies
ทางใต้สุด	south coast
ชมพระอาทิตย์ตกดิน	sunset watching
แสงอาทิตย์	rays of the sun
แหล่งบันเทิง	entertainment venues
แหงนมองท้องฟ้าสีคราม	gazing at the azure sky

V Illustration of the occurrences of verb + adverb collocation patterns

Source Text	Verb + Adverb
(หัวใจที่ถึงโรคก็ชักชวนให้ขาของฉัน) เดินไป	set out immediately
ก่อนพระอาทิตย์จะลาจากไป	(the sun) sets beyond the horizon
ได้ไม่นาน	end too quickly

VI. Illustration of the occurrences of adverb + adjective collocation patterns

Source Text

สถานที่ท่องเที่ยวครบครัน

ง่วงนอนแล้วนั่นเอง

Adverb + Adjective

completely self-contained resort area

too sleepy

VII. Illustration of the occurrences of noun+ verb collocation patterns

Source Text

คำพูดนั้นทำให้

จังหวัดภูเก็ตได้รับการขนานนามว่า

จังหวัดภูเก็ตยังมีความน่าสนใจ

สถานที่ยอดนิยมเพราะการเดินทางที่สะดวกสบาย ไม่เหมือนเมื่อสมัยก่อน

สามารถซื้อทัวร์จากบริษัทนำเที่ยวต่างๆ ได้ทุกบริษัท

จุดชมพระอาทิตย์ตกดินที่สวยงามที่สุดซึ่งเป็น

พระอาทิตย์จะลาจากไป

บริเวณหาดมีร้านอาหารและที่พักมากมาย

Noun+ Verb

Those words still echo (in my ears)

The province was termed

This southern island-province plays (a leading role)

a tourist destination stems from (its accessibility)

Tour operators offer (attractive packages)

Sunset watching is

The sun sets

Eateries and hotels abound (along this entire stretch.)

VIII. Illustration of the occurrences of phrasal verb collocation patterns

Source Text	Phrasal verb
ปล่อยออกมาอย่างฉับพลัน	burst into
เหม่อมองออกไป	look out
มองหา	looking for
เข้าห้องพัก	check into
หัวใจที่ถึงโลกก็ชักชวนให้ขาของฉัน	set out
ไปที่	head for
ก็จะถึง	reaching into
มี	is blessed with

IX. Illustration of the occurrences of verb + adjective + noun collocation patterns

Source Text	Verb + Adjective + Noun
มีความน่าสนใจ	play a leading role
สามารถซื้อทัวร์จากบริษัทนำเที่ยวต่างๆ (ได้ทุกบริษัท)	(Tour operators) offer attractive packages
(หรือ)ว่าขนน้ำลำไย	brushed by gentle sea

X. Illustration of the occurrences of collocation classifications

Weak Collocation	Medium Strength Collocation	Strong Collocation	Unique Collocation
a small province*	immaculate white, sandy beaches	(its) age-old importance	
the biggest island*	clear blue skies	A leading role	
a southern island-province*	(its) universal popularity	five-star hotels and resort	
fine hotels	attractive packages	an endless expanse	
important destination	a whole range	dying rays	
inexpensive lodgings	gentle sea breezes*	twilight moments	
a quiet beach	herbal massage therapies	crystal clear waters	
the most prominent landscape*	the southernmost tip (of the island)	check into (the hotel)	
spectacular sea views	turquoise sea	board the plane	
a private island*	romantic and secluded getaways	a tourist destination	
an attractive beach*	the gentle tides*	tour operators	
(the island's) south coast	the azure sky		
finest spots	entire stretch		
colorful reflections	(after) bracing swim		
a dusk chorus (of waves)	completely self-contained resort area		
the next morning	generating income		
a bright sky	connect with		
the great beaches*	(tour operators) offer attractive packages*		
a renowned beach*	arrives at		
my happy frolics	head for		
a longer holiday*	descends upon (the pearl of Andaman)		
next time	have an urge		
look out	taken advantage of		
implied its importance*	is blessed with		
to explore beaches	indulge in		
Reaching into(the sea)*	a range of accommodation		
Soothing juice	set out (immediately)		
enjoy the sea (from dawn to dusk)*	end too quickly		
make my way back (to Bangkok)*	those words still echo (in my ears)		
visitor attractions'			
the south coast*			
sunset watching			
great beaches			
(the sun) sets beyond the horizon			
too sleepy*			

* refers to the words which the three specialists were in absolute agreement with.

VITAE

VITAE

Name **Parichart Toomnun**

Date of Birth 24 February 1976

Place of Birth Nongkhai

Address 159 Moo 9, Thumbol Pochai, Amphur Muang, Nongkhai, 43000

Position Instructor, Christian University, Nakorn Pathom

Education

1998 Bachelor of Arts (English), Rajabhat Institute Udonthani

2002 Master of Education (Curriculum and Instruction), Khon Kaen University

2007 Master of Arts (English), Srinakharinwirot University