

ENGLISH COLLOCATION IN THE MOVIE SCRIPT *THE PACIFIER*

A MASTER'S PROJECT

BY

PATH TUNNITES

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University

May 2009

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The Master's Project Advisor, Chair of the English Program, and Oral Defense Committee have approved this Master's Project *English Collocation in the Movie Script The Pacifier* by Path Tunnites as partial fulfillment of the Master of Arts Degree in English of Srinakharinwirot University.

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ENGLISH COLLOCATION IN THE MOVIE SCRIPT *THE PACIFIER*

AN ABSTRACT

BY

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The purpose of this study was to explore English collocation patterns found in the dialogues of the movie script *The Pacifier* based on Benson (1985)'s and Hill (2000)'s strategies. The dialogues were written by Lennon and Garant (2005).

First, English collocations found from the dialogues in the movie script *The Pacifier*, were analyzed into two categories, grammatical collocations and lexical collocations based on Benson (1985)'s strategy. Then, the two categories of collocations were classified into four patterns, based on Hill (2000)'s strategy: unique collocations, strong collocations, medium-strength collocations and weak collocations, by three specialists who are English native speakers. Only the collocations with the specialists' majority opinion were used as the data for the study.

Regarding the occurrences of grammatical collocation patterns, the findings revealed that the preposition + noun collocations were found at the highest level (48.20%), followed by the verb + preposition collocations (43.37%) and the pattern of adjective + preposition were found at the lowest level (8.43%). Meanwhile, the findings of lexical collocation patterns were the adjective + noun collocations found at the highest level (40.39%), followed by the verb + noun (30.54%), the verb + adverb (12.32%), the adverb + adjective (6.40%), the noun + verb (5.42%) and the noun + of + noun (4.93%) collocations, respectively.

With regards to the analysis by the three specialists' classification based on Hill (2000), the findings revealed that the weak collocations occurred at the highest frequency (45.90%), followed by the medium-strength collocations (43.03%), strong collocations (10.66%) and unique collocations (0.41%), respectively. It is plausible to explain that the data for the study were taken from the dialogues of a movie script; therefore, the language used was simple, rather than formal or complicated statements.

การใช้คำปรากฏร่วมในบทภาพยนตร์เรื่อง *THE PACIFIER*

บทคัดย่อ

โดย

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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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อาจารย์ที่ปรึกษาสารนิพนธ์: ผู้ช่วยศาสตราจารย์ศิริริณา บุญสงวน

การศึกษานี้มีจุดมุ่งหมายเพื่อสำรวจการใช้คำปรากฏร่วมในบทสนทนา ในบทภาพยนตร์เรื่อง *The Pacifier* เขียนโดย Lennon และ Garant (2005) โดยใช้ทฤษฎีของ Benson (1985) และ Hill (2000) โดยขั้นต้น ผู้วิจัยใช้ทฤษฎีของ Benson (1985) ในการแบ่งประเภทของคำปรากฏร่วมออกเป็น 2 ประเภทหลักคือ คำปรากฏร่วมประเภท grammatical และ ประเภท lexical จากนั้นผู้เชี่ยวชาญซึ่งเป็นเจ้าของภาษา จำนวน 3 คน ได้จำแนกประเภทของคำปรากฏร่วมที่ได้วิเคราะห์ในเบื้องต้นนั้น โดยใช้กลยุทธ์ของ Hill (2000) แยกชนิดของคำปรากฏร่วมทั้ง grammatical และ lexical collocations ออกเป็น 4 ชนิดคือ unique collocations, strong collocations, medium-strength collocations และ weak collocations โดยผู้วิจัยศึกษาเฉพาะคำปรากฏร่วมที่ผู้เชี่ยวชาญมีความเห็นสอดคล้องกันเป็นเสียงส่วนใหญ่เท่านั้น

ผลการวิเคราะห์จากบทภาพยนตร์ เรื่อง *The Pacifier* ตามทฤษฎีของ Benson (1985) พบว่าคำปรากฏร่วมประเภท grammatical นั้น มีคำปรากฏร่วม ประเภทคำบุพบท + คำนาม มากที่สุด คิดเป็น 48.20% รองลงมาคือ ประเภทคำกริยา + คำบุพบท คิดเป็น 43.37% และ ประเภท คำคุณศัพท์ + คำบุพบท พบน้อยที่สุด คิดเป็น 8.43% ส่วนคำปรากฏร่วมประเภท lexical นั้นพบว่า คำปรากฏร่วม ประเภทคำคุณศัพท์ + คำนาม มีจำนวนมากที่สุด คิดเป็น 40.39% รองลงมาคือ ประเภทคำกริยา + คำนาม คิดเป็น 30.54% ประเภทคำกริยา + คำขยายกริยา คิดเป็น 12.32% ประเภทคำขยายกริยา + คำคุณศัพท์ และ ประเภทคำนาม + คำกริยา คิดเป็น 6.40% และ 5.42% ตามลำดับ ขณะที่ ประเภทคำนาม + ของ + คำนาม พบในบทภาพยนตร์ เรื่อง *The Pacifier* น้อยที่สุด คิดเป็น 4.93%

เมื่อผู้เชี่ยวชาญที่เป็นเจ้าของภาษาวิเคราะห์ประเภทของคำปรากฏร่วมโดยใช้กลยุทธ์ของ Hill (2000) พบว่าประเภท weak collocations มีคำปรากฏร่วมมากที่สุด คิดเป็น 45.90% รองลงมาคือประเภท medium-strength collocations และประเภท strong collocations คิดเป็น 43.03% และ 10.66% ตามลำดับ ส่วนประเภท unique collocations พบน้อยที่สุด คิดเป็น 0.41% จากผลการศึกษาพบว่า ผู้เชี่ยวชาญมีความเห็นสอดคล้องกันว่า weak collocations เป็นประเภทคำปรากฏร่วมที่พบในบทภาพยนตร์มากที่สุด ซึ่งสามารถอธิบายได้ว่า บทสนทนาในบทภาพยนตร์ เป็นการสื่อสารด้วยทักษะการพูด ดังนั้นภาษาที่ใช้มักจะเป็นภาษาธรรมดา มากกว่าที่จะเป็นภาษาที่เป็นทางการ หรือที่ยู่งยากซับซ้อน

CHAPTER 1

INTRODUCTION

Rationale

Vocabulary is considered a basic medium in communication by which humans use to express their ideas, emotions and experiences (Nault, 1982). Vocabulary plays a key role because “without grammar little can be conveyed; without vocabulary nothing can be conveyed” (Wilkins, 1972). Advanced learners of English, who are good at basic structures of a language, need to develop their vocabulary to express themselves more clearly and appropriately in a wide range of situations (Mora, 2001). Vocabulary is, therefore, the key to communication. If we cannot recognize the meaning, we will be unable to communicate or participate in a conversation (Lewis, 1993). English learners who are excellent in vocabulary usually have problems when they communicate if they are not aware of using correct collocations. Knowing a word consists of nine aspects: spoken form, written form, word parts, form and meaning, concept and referents, associations, grammatical functions, collocations and constraints on use. However, one of the most notoriously problematic for L2 learners is collocations, that is, knowledge about what words or types of words occur with a particular word (Nation, 2001).

Collocation refers to strings of words that conventionally go together, which can be more easily understood as wording or word combinations (Sinclair, 1991). The term *collocation* means a group of words that belong together because they commonly happen together. The way words combine is fundamental to all languages and native speakers are able to produce these combinations naturally and correctly.

Howarth (1998) explains that collocations are considered closely involved in the process of English learning. Learners who apply correct collocations are regarded

proficient or even native speaker-like. *Oxford Collocation Dictionary for Students of English* supports this by saying that choosing the right collocations will make the speech and writing sound much more natural, close to the native speaker.

A problem for learners of English is that there are no collocation rules that can be learned. Native speakers automatically use correct collocations whereas non-native speakers have limited knowledge and experience of a foreign language. They may frequently collate words in a way that sounds odd to native speakers and can easily cause erroneous productions of both lexical and grammatical collocations (Boonyasquan, 2005). Difficulties and problems in collocation use of EFL learners are at least caused by the fact that collocations do not generally cause comprehension problems (Marton, 1997 & Biskup, 1992). Collocations are of utmost importance especially for learners who want to reach a high level of competence in the English language (Wray, 2002).

Native speakers automatically produce and understand their own language. In theory, they are able to produce and understand an unlimited number of sentences that they have never used or heard before. In fact, with their knowledge of grammar and their ability to use several of “ready-made chunks of words”, they can easily put those chunks together in a number of ways to serve their needs of communication. For native speakers, groups of words are tied naturally and are used repeatedly in language communication. These groups of words or chunks or collocations are passed on and memorized without even having an awareness of the existence of their word partners. Unlike non-native speakers, collocation awareness is what should be emphasized and seriously attended to. Collocations are in all forms of language use and it is “the basis of all actual discourse” (Zhang, 1993).

However, collocation may not be as difficult as many EFL/ESL learners think. Studying how native speakers of English perform in their communication is interesting and challenging. The frequent patterns of word co-occurrences may not be too sophisticated. Consequently, in order for non-native speakers to become native speaker-like, it is not far reaching.

Oral communication is a two-way process. It is an important means of conveying information, giving knowledge or expressing ideas. The spoken language or oral communication comprises the speaker, the ideas in the speech, the language in which they are presented, the process of communication itself such as voice, articulation of sounds and bodily actions and, of course, the listeners including the speaking situation (Baird & Knowler, 1960). In movies, dialogues play a key role and are considered authentic, similar to real life situations. They are mostly in interactive speaking situations (Bowman & Branchaw, 1997). They are face-to-face conversations and telephone calls in which the listener has an opportunity to ask the speaker for clarification, repetition or slower speech.

The researcher is interested in conducting a study on how English native speakers use the language when communicating. He will focus on the collocations found in the movie script and will analyze what patterns of collocations are used. It has been found that most research findings revealed ESL/EFL learners' problems in producing collocations. However, studies about how native speakers use collocations are hardly found. As known, ESL/EFL learners want to be good at English and their ultimate goal is to be native speaker-like. The findings might reveal interesting information that encourages EFL learners to produce correct collocations in their communication.

Purposes of the Study

The purposes of this study were as follows:

1. To explore and classify collocations found in the dialogues in the movie script *The Pacifier*.
2. To illustrate the English collocation patterns used in spoken communication.

Significance of the Study

1. Collocation patterns found from the movie script were revealed and categorized.
2. Collocation patterns used by the native speakers were revealed.

Scope of the Study

The scope of the study was as follows:

1. The data for this study were collected from the script of the movie entitled *The Pacifier*.
2. Only the dialogue part of the movie of which script, written by Lennon and Grant (2005), was studied.
3. The collocations found were analyzed based on Benson (1985)'s classification of collocations as follows:

Grammatical Collocations

Verb + Preposition	e.g.	devoted to, care about
Adjective + Preposition	e.g.	imperative to, right on
Preposition + Noun	e.g.	out of character, for a while

Lexical Collocations

Verb + Noun	e.g. play (the main) character, write a script
Adjective + Noun	e.g. a born actor, a classic movie
Noun + Verb	e.g. the show ran (for years), actors cast
Adverb + Adjective	e.g. little harsh, totally cruel
Noun + of + Noun	e.g. the rest of the gang, sound of music
Verb + Adverb	e.g. apologize humbly, step back

4. All the analyzed collocation patterns were categorized into four groups based on Hill (2000)'s strategy by three English native speaker specialists. They are as follows:

1. Unique collocations	e.g. foot the bill
2. Strong collocations	e.g. rancid butter
3. Weak collocations	e.g. an important destination
4. Medium-strength collocations	e.g. a whole range

Definition of Terms

Collocation

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

are mainly divided into two groups: lexical collocations and grammatical collocations (Benson, 1985).

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter reviews the related literature on definition of collocation, classifications of collocations, the importance of collocations and previous related research.

2.1 Definition of Collocation

The term “collocation” is discussed prevalently by many linguists. Collocations are patterns and phrases or groups of words that typically and frequently co-occur. According to *Merriam-Webster Dictionary* (2006), collocation is a result of placing or organizing words together, specifically a noticeable arrangement or joining of linguistic parts. Collocations are the ways to combine two or three word clusters which co-occur with a more than regularity (William, n.d.). Lea and Runcie (2002) similarly define collocation as the way words combine in a language to produce a natural speech and writing. Meanwhile, Hill (2000) explains that collocation is a predictable combination of words and some combinations may be very highly predictable from one of the component words, for example, *an action movie*, *a film stunt*, etc.

Collocation refers to the restrictions on how words can be used together as prepositions are used with particular verbs or which noun is used together with another noun such as *to produce a movie* or *a movie script*. Collocations can be in a syntactic relation and a lexical relation or they can be in no linguistically defined relation. Native speakers automatically produce collocations. However, for non-native speakers, producing collations in communication is not an easy task. A grammatically correct sentence will stand out as awkward if collocation is violated.

Thus, this makes collocation an interesting area for advanced communication (Lewis, 2000).

As indicated, collocations are the ways that two or three words cluster together and usually co-occur with a more than chance regularity through spoken and written English (Moon, 1997). If an expression is heard often, the words will be glued together in our minds. Examples of collocated pairs of words are *middle management* and *plastic surgery*.

In fact, the word *collocation* comes from a Latin verb *to collocare*. It means *to put next to each other* (Kimmes, 2004). It is like a marriage contract with words, while some words are more strongly married to each other than others (McCarthy, 1992). Baker (1992) says collocations are fairly flexible patterns of language. There are several variations in the form of collocation including idioms and fixed expressions. Interestingly, researchers define that collocations and idioms often seem to be close to each other, even overlapping terms. Non-substitutable or fixed collocations are referred to as idioms (Carter, 1998). Idioms are usually more than single word units and semantically opaque. Carter also indicates that idioms are restricted collocations which cannot easily be understood from the literal meaning. This coincides with Lewis (2000)'s idea that collocations are often idiomatic.

To recap, collocation is a combination of words which frequently co-occur in a spoken or written language. EFL/ESL learners who can communicate with correct collocations are regarded as being native speaker-like.

2.2 Classification of Collocations

Collocations can be categorized into many ways. Benson (1985) divides collocations into two parts: grammatical collocations and lexical collocations as follows:

Grammatical Collocations

<u>Pattern</u>	<u>Examples</u>
Verb + Preposition	e.g. to audition for (the part), to rehearse for (the play)
Adjective + Preposition	e.g. to be welcome to, full of
Preposition + Noun	e.g. on film, in the show

Lexical Collocations

<u>Pattern</u>	<u>Examples</u>
Verb + Noun	e.g. shoot a film, perform the stunts
Adjective + Noun	e.g. documentary film, supporting actors
Noun + Verb	e.g. actors audition, the music plays
Adverb + Adjective	e.g. the best selling film, almost done
Noun + of + Noun	e.g. a cast of characters, the showing of a film
Verb + Adverb	e.g. perform faultlessly, play badly

Meanwhile, Sinclair (1991) states that collocations consist of two main categories: upward collocation and downward collocation. Upward collocations are words which combine with other words more frequently than being on their own. For example, the word *bad* normally combines with *feeling*, *look*, *smell* and *taste*, etc. It is used more often than it stands alone. Unlike upward collocations, downward collocations are words which combine with other words less frequently than being on their own such as the word *bring* is less frequently combined with other words than *bad*. Interestingly, Sinclair (1991) makes a distinction between these two categories. Upward collocations mostly consist of prepositions, adverbs, conjunctions and pronouns. All of them form grammatical frames. On the opposite, downward collocations give a semantic analysis of a word.

According to Bahns and Eldaw (1993), lexical collocations do not include grammatical elements. They comprise nouns, adjectives, verbs and adverbs. In contrast, grammatical collocations are composed of a preposition or a grammatical structure plus a noun, an adjective or a verb such as *by accident*, *be afraid of* and so on (Gitsaki, 1999).

Lewis (2000) categorizes lexical collocations into eight types as follows:

- | | |
|----------------------------|---------------------------|
| 1. adjective + noun | e.g. a long memory |
| 2. verb + noun | e.g. write a script |
| 3. noun + noun | e.g. film soundtrack |
| 4. verb + adverb | e.g. set out immediately |
| 5. adverb + adjective | e.g. too sleepy |
| 6. noun + verb | e.g. the movie was termed |
| 7. phrasal verb | e.g. check into |
| 8. verb + adjective + noun | e.g. cast a great actress |

Furthermore, Huang (2001) focuses only on lexical collocations and categorizes them into four main groups as follows:

1. Free combinations: this kind of collocation gets its meaning from the literal meaning of an individual element, and each element can be freely replaced such as *to blow the horn* meaning to praise your own abilities and achievements and *blow a whistle* meaning to tell somebody in authority about something wrong or illegal that somebody is doing.

2. Restricted collocations: this collocation is more limited in the selection of its collocate and is used in a specialized context such as *to blow a fuse* meaning to get very angry.

3. Figurative idioms: this category refers to a metaphorical meaning as a whole that can somehow be derived from its literal interpretation, for example, *as clean as a whistle* meaning extremely honest or very clean.

4. Pure idioms: this category has a meaning that is absolutely unpredictable from the meaning of its components such as *have butterflies in one's stomach* meaning feeling nervous or excited before doing something.

Similarly, Lewis (2000) divides collocations into three major categories as follows:

1. Strong collocations: these collocations refer to words that have a very limited number of collocates. They are often highly idiomatic and mostly unique.

Examples are:

This soil is *bone* dry.

You are *bone* idle.

The outbreak of violence served as a *stark* reminder of how fragile the peace was.

She's *stark* raving mad.

2. Weak collocations: these collocations refer to words that have a wide variety of collocates. They are more common than strong collocations.

Examples are:

cheap shirts/ handbags/ houses/ computers/products/goods/food/ tickets/accommodation, etc.

prices dropped/fell/plummeted/slumped/fluctuated/remained/steady/rose/shot up/soared/spiraled/went through the roof, etc.

3. Medium-strength collocations: these collocations refer to a number of word partners that co-occur less frequently than weak collocations, for example, *hold a meeting*.

Likewise, Hill (2000) categorizes collocations into four kinds, in almost the same way as Lewis's classification as follows:

1. Unique collocations: this category refers to the collocations that cannot be replaced by any other words. They are fixed co-occurrences such as *to foot the bill* meaning to pay an amount of money as shown in the bill.

2. Strong collocations: this category refers to collocations that are not unique but rather strong and usually have a few other possible collocates. However, the meaning of these collocations can be predicted such as *moved to tears, floods of tears, bring tears to your eye, etc.*

3. Medium-strength collocations: this category refers to collocations that are in the middle between the strong and weak collocations, for example, *to make a mistake* and *to take a picture* of which meaning can be deducted from each word component.

4. Weak collocations: this category refers to collocations of which each element can go along with a lot of collocates. The meaning of weak collocations is

quite obvious and easy to understand such as black *car/hair/ room/bag/desk/ watch/dress/skirt/shirt/clouds/*, etc.

To sum up, linguists classify collocations into different ways. However, two main classifications of collocations are grammatical and lexical collocations. Each of these can be categorized into unique, strong, weak and medium-strength collocations.

2.3 The Importance of Collocations

Good knowledge of collocations will enable EFL/ESL learners to communicate well. Learners should always be aware that collocations exist in the English language so as to enhance them to include correct collocations in their communication and become more native speaker-like (Boonyasaquan, 2005).

Channell (1981) agrees that learners' awareness of collocations is a very good way of increasing their communicative development.

Nattinger (1988) suggests that a new word should be memorized with its collocate. Collocations are beneficial in enhancing comprehension and it is very useful to enhance learners to notice certain lexical restrictions while reading and to memorize them as a chunk. Howarth (1996) claims that collocations play an important role in L2 language learning because collocations will help L2 learners become native speaker-like. Also, English collocation knowledge has a crucial role in enhancing comprehension because the association of words will assist the learner to recognize the target words and also permit the user to predict what kinds of words may be found together (Nattinger, 1992).

Aghbar (1990) emphasized in his research study that collocations were very useful for EFL learners. The reason that EFL learners were poor at using collocations in the test of short expressions was not simply a lack of vocabulary proficiency, but insufficient acquisition of language chunks.

Collocations are language-specific and are not solely determined by universal semantic constraints. Even very advanced learners often make inappropriate or unacceptable collocations (McCarthy, 1992). McCarthy, moreover, claims that knowledge of collocations is most beneficial for learners. Lewis (2000) notes 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).

It is essential to raise awareness of English collocations to ESL/EFL students. Hill (2000) states that collocations are important and should be a part of teaching from the first lesson. However, the teachers should start teaching simple collocations to the learners and increase the level of difficulty as time passes. ESL/EFL students can improve their collocation skills and better explain their ideas when they communicate. If students know how to use correct collocations, they will be able to communicate with others using complex phrases. However, if the students do not know how to use correct collocations in communication, they need longer expressions to show their ideas (Lewis, 2000).

The important reason why English collocations should be learned is that collocations help learners' communication become more natural and easier understood. Learners have alternative and richer ways of expressing themselves and it is easier for the brains to remember and use the language in chunks or blocks rather than as single words. Tools to help learning collocations are collocation dictionaries, corpora and concordance, lexical notebooks, etc.

Collocation Dictionaries

Using collocation dictionaries is important and more useful for language learners. A dictionary answers the questions learners may encounter from the texts. On the other hand, it is a beneficial resource which gives the real information on

collocations. Woolard (2000) advocates that dictionaries greatly help the learners become aware of collocations and suggest that learners should use a good English-English dictionary and a dictionary of collocations to be resources of word collocates. Collocation dictionaries are currently available in a great number such as *The BBI Dictionary of English Word Combinations*, *LTP Dictionary of Selected Collocations*, *Cobuild Dictionary*, and *Oxford Dictionary of Current Idiomatic English*.

Corpora and Concordancers

Woolard (2000) also suggests that learners should use a concordance, a kind of computer software, to help learners become better in using collocations and get more opportunity to encounter “real” English collocations outside the classroom. Concordancers enable learners to access a large amount of text and, it is provided with larger sources of co-textual information than dictionaries. Hill (2000) declares similar points, claiming that corpora and concordancers are more beneficial for language learning.

Lexical Notebooks

Lewis (1997) proposes a lexical notebook to allow learners to collect collocations they encounter when they study. One important role in enriching the learners’ lexicon is a lexical notebook. Two researchers, Woolard (2000) and Hill (2000), state that the lexical notebooks enable learners to recreate collocations in their language production. Moreover, learners can check, note or collect new words and their collocates all the time.

To summarize, using correct collocations when communicating in English can make ESL/EFL students sound natural or more native speaker-like and there are tools to help them reach their goal such as collocation dictionaries.

2.4 Related Research

2.4.1 Overseas Research

It has been found that a great number of researchers in foreign countries were interested in conducting their studies on collocation. Examples are as follows:

Liu (2000) studied the strategy used in producing lexical collocations. Three tasks were completed by the students: a collocations test, an optimal revision task and a task- based structured questionnaire about the mental processes involved in producing lexical collocations. The results of the study showed that literal translation, de-lexicalized verbs, synonyms and appeal to authority were the more effective types of strategy use leading to the production of acceptable collocations.

Likewise, Bonk (2000) examined ESL learners' knowledge of collocations. The analysis showed that the collocation knowledge of ESL learners was of a wide range. Two of the three subtests were found to perform well as norm-referenced measures of construct, and areas for further testing and research were pinpointed. Collocation knowledge was found with a measure of general ESL proficiency, while length of residence had predictive power of collocations on test performance. The exploration of factor analysis revealed that collocation items dealt with different factors from general proficiency items, giving preliminary evidence of construct validity. Appreciable references and quantitative data, showed in many different scattered diagrams, bar charts, and other graphics and figures, were also provided.

Another study was conducted in China. Lu and Zhou (2001) investigated collocation translation acquisition using monolingual corpora. It was concluded that translation of collocations was difficult for non-native speakers. Many collocation translations were especially in the sense that their meaning was difficult to predict.

Meanwhile, in Taiwan, Huang (2001) investigated the knowledge of English collocations of Taiwanese EFL learners. The subjects were 60 students from a college in Taiwan. The result showed that free combinations created the least amount of difficulty, whereas pure idioms were the most challenging. However, they performed equally well on restricted collocations and figurative idioms. It was concluded that EFL learners' errors in collocations could be attributed to negative L1 transfer.

In 2003, Sung examined knowledge and use of English lexical collocations in their relation to spoken fluency of adult non-native speakers. The results showed that there was a noticeable connection between non-native speakers' lexical collocations in their spoken communications between their speaking ability and use of lexical collocations. This study also revealed that knowledge of lexical collocations was an important indicator of the degrees of the use of lexical collocations or length of stay in the U.S.

In China, in the same year Gu (2003) explored how two non-English major EFL learners at Beijing Normal University succeeded in learning English. The findings displayed that, like successful learners everywhere, the learners saw vocabulary as an aspect of language learning that was integrated with language use. They showed high levels of self-initiation and attention and, they employed a wide range of vocabulary-learning strategies in their English learning.

Also, Lien (2003) examined the effects of collocation instruction on reading comprehension as well as the relationship between knowledge of collocations and reading comprehension. The results of the analysis showed that collocation instruction enhanced the participants' reading comprehension and the participants also

showed positive attitudes about the effects of collocation instruction on the reading comprehension.

Nesselhauf (2003) studied the use of verb-noun collocations for example, *take a break* or *shake one's head* by advanced German-speaking learners of English in free written production. The type of errors that the learners made when producing collocations were analyzed. The influence of the degree of restriction of a combination and the interference of the learners' first language on the production of collocations was also investigated. The results showed that the native language had greatly influenced the learners in their use of collocations. Meanwhile, the degree of restriction had little influence on the difficulty of the item combinations.

Later in 2004, Yang and Hendricks studied collocation awareness in the writing process. This paper indicated a classroom-based study that investigated one way-dubbed CAR (Collocation Awareness Raising). Collocation learning can be integrated in EFL learners' writing process. Results showed that the process raised learners' collocation awareness throughout via the writing process. After the writing process, the quality of students' work appreciably increased with the use of collocation tokens.

In Poland, Martynska (2004) studied if English language learners knew collocations. This research aimed to present the level of collocational competence among English language beginners and to answer the question about the level of English collocations they knew. The role of collocation in the process of second language learning was also surveyed. The study revealed that if students knew the meaning of a word, it helped them to match its right collocates.

Another study was conducted in Arab, Mahmoud (2005) studied collocation errors made by Arab learners of English. The study showed the data verifying the

informal observations and theoretical assertions that EFL learners produced unnatural word combinations. There were 420 collocations found in 42 essays written by Arabic speaking university students majoring in English. About 64% or two-thirds of these collocations were incorrect and 80% of these were lexical collocations as opposed to grammatical ones. Sixty-one percent of the incorrect combinations could be due to negative transfer from Arabic.

2.4.2 Local Research

Chulalongkorn University faculty staff, Mallikamas and Pongpairoj (2005), conducted a study on Thai learners' receptive and productive knowledge of English collocations. Learners' problems in using three types of collocations, lexical, grammatical and bound, were analyzed. The research tool consisted of multiple choice, error recognition and gap-filling tasks and the qualitative analysis was implemented for the study. The results revealed that Thai learners had a variety of problems about collocation knowledge. Difficulties were observed in both reception and production of the three types of collocations. The researchers strongly concluded that the lexical approach would help develop Thai learners' collocation knowledge.

Meanwhile, at Srinakharinwirot University, a staff member, Boonyasaquan (2005) studied collocational violations in translation of a business article. The objectives of this study were to investigate the students' ability in translating a business text from Thai into English and their application of collocations in their translation. The sample group consisted of 32 fourth-year English majors at Srinakharinwirot University in Bangkok. The results revealed that the students' ability in translation and their application of collocations was low. The adjective + noun pattern of collocation was found being violated at the highest level while the preposition + noun pattern was at the lowest level.

Later in 2007, Toomnun did a research on collocations used by a professional translator. The study aimed to explore collocation patterns used by a Thai professional translator based on Hill's (2000) and Lewis's (2000) strategies. The data were from a tourism article in *Kinnaree*, a magazine published by Thai International Plc. The results of the study indicated that the translator used the adjective + noun collocations at the highest level while the adverb + adjective collocations at the lowest level. Also, based on Hill's (2000), it was found that weak collocations occurred at the highest rate, followed by the medium-strength, then the strong collocations occurred at a much less frequent rate. However, unique collocations were not found in her study at all.

Lastly, Mongkolchai (2008) was another researcher who was interested in collocation and she studied university students' ability in using English collocations. The aims of this study were to find out the collocation ability of third year English majors at Srinakharinwirot University. The research tool was a test of 56 items based on seven patterns of Lewis (2000) strategy. The results showed that the informants' ability was fair. The informant's ability in using noun + noun pattern of collocations was at the highest level, followed by the adjective + noun pattern, the verb + noun pattern, the adjective + preposition pattern, the phrasal verb pattern, the verb + adverb pattern, and lastly, the adverb + adjective pattern.

It is, therefore, observed that research on collocation is conducted in various ways. Researchers, particularly those in Asian and Eastern European countries, were getting more interested in this area. Examples of collocation research lie in ESL learners' collocation knowledge, strategies used in producing lexical collocations, and collocational violations.

This chapter enumerates the literature on definitions of collocation, the importance of collocations, classifications of collocations and previous related studies.

CHAPTER 3

METHODOLOGY

This chapter comprises the information about the research data, strategies used in data analysis, and process of analyzing the data.

1. Research Data

The data were the dialogues in the movie script of a film entitled *The Pacifier*. The dialogues are obviously considered a natural and authentic means of communication. The researcher was interested in studying the collocations used by actors and actresses, who are English native speakers. The movie was based on a fiction written by Lennon and Garant (2005). It was a comedy about an undercover agent who, after failing to protect an important government scientist, learned that the scientist's family was in danger. In an effort to redeem him, he agreed to take care of the man's children and discovered that child care was his toughest mission. This movie showed how native speakers used collocations and what patterns of collocations were used by native speakers.

2. Strategies Used in Data Analysis

Strategies used in analyzing the data were based on two linguists: Benson (1985) and Hill (2000).

2.1 The data gained were firstly categorized according to Benson (1985)'s collocation strategies as follows:

Grammatical Collocations

Verb + Preposition	e.g. capture on
Adjective + Preposition	e.g. active for
Preposition + Noun	e.g. out of action

Lexical Collocations

Verb + Noun	e.g. shoot a movie
Adjective + Noun	e.g. good ratings
Noun + Verb	e.g. enemy scattered
Adverb + Adjective	e.g. too fast
Noun + of + Noun	e.g. the benefit of the doubt
Verb + Adverb	e.g. end too quickly

2.2 Then, the gained data from 2.1 were classified according to Hill (2000)'s strategy so as to observe the patterns or characteristics of the found collocations. Hill (2000)'s collocation classification was the following:

Unique collocations	e.g. an addled egg
Strong collocations	e.g. rancid oil
Weak collocations	e.g. next time
Medium-strength collocations	e.g. set out

3. Process of Analyzing the Data

3.1 Collocations found in the script were listed and grouped. Benson's three patterns of grammatical collocations and six patterns of lexical collocations were applied in the analysis.

3.2 All the collocation patterns were later classified based on Hill (2000)'s four patterns of collocation classification by three English native speakers. The

decision on collocation classifications was based on the majority opinion of the specialists.

3.3 All of the collocation patterns were calculated in terms of percentage and presented in terms of tables. Plausible explanations for the results gained were attempted.

CHAPTER 4

FINDINGS

In this chapter, the findings of the study were revealed in three aspects. First, the dialogues in the movie script of a film entitled *The Pacifier* were analyzed into two parts: grammatical collocations and lexical collocations based on Benson (1985)'s strategy. Later, the collocations were categorized into four types based on Hill (2000)'s strategy: unique collocations, strong collocations, medium-strength collocations, and weak collocations. Finally, plausible explanations for patterns of collocations found were attempted.

1. Collocation Analysis

1.1 Benson (1985)'s Strategy

Benson (1985) classifies collocations into two kinds, the grammatical collocations (verb + preposition, adjective + preposition, and preposition + noun) and lexical collocations (verb + noun, adjective + noun, noun + verb, adverb + adjective, noun + of + noun, and verb + adverb), the researcher based his study on Benson (1985)'s strategy with restriction on the items which were related to verbs, prepositions, adjectives, nouns, and adverbs. The occurrences of collocations found in the Movie Script *The Pacifier*, were classified as shown below.

1.1.1 Grammatical Collocations

Table 1: Illustration of the occurrences of grammatical collocation patterns

Pattern of Collocations	Total	Percentage
1 Preposition + Noun	40	48.20

Table 1 (continued)

Pattern of Collocations	Total	Percentage
2 Verb + Preposition	36	43.37
3 Adjective + Preposition	7	8.43
Total	83	100.00

Table 1 shows that the preposition + noun collocations were found at the highest level (48.20%) followed by the verb + preposition (43.37%) and adjective + preposition collocations (8.43%).

The following are illustrations of the three patterns of grammatical collocations based on Benson (1985)'s strategy.

Preposition + Noun Collocations

Table 2: Examples of preposition + noun collocations

No.	Preposition + Noun Collocations	No.	Preposition + Noun Collocations
1	about the room	2	at attention
3	in steel	4	in character
5	in the show	6	into treatment
7	on film	8	with a song
9	without a license	10	for a program
11	in the groove	12	out of character
13	in pants	14	of nutrients
15	at the top	16	in the wrist
17	on the proceeds	18	in your face
19	on the phone	20	over the plains

Table 2 illustrates examples of the preposition + noun collocations which were found from the study. The total number of this type of collocations found was 40 and was at the highest level (48.20%).

Verb + Preposition Collocations

Table 3: Examples of verb + preposition collocations

No.	Verb + Preposition Collocations	No.	Verb + Preposition Collocations
1	allowed to	2	devoted to
3	looking for	4	show up
5	called up	6	strap up
7	mix up	8	happen to
9	capture on	10	join up
11	open in	12	listen to
13	care about	14	lie on
15	prepare to	16	think about
17	decide on	18	train for
19	deserve to	20	watch out

Table 3 shows some examples of the verb + preposition collocations which were found from the study. The total number of this type of collocations found was 36 and was at the second level of frequency (43.37%).

Adjective + Preposition Collocations

Table 4: Illustration of adjective + preposition collocations

No.	Adjective + Preposition Collocations	No.	Adjective + Preposition Collocations
1	active for	2	right on
3	experienced in	4	skilful at
5	full of	6	welcome to
7	imperative to		

Table 4 reveals the adjective + preposition collocations which were found from the study. The total number of this type of collocations found was seven or 8.43% and was at the lowest rate.

1.1.2 Lexical Collocations

Table 5: Illustration of the occurrences of lexical collocation patterns

Pattern of Collocations	Total	Percentage
1 Adjective + Noun	82	40.39
2 Verb + Noun	62	30.54
3 Verb + Adverb	25	12.32
4 Adverb + Adjective	13	6.40
5 Noun + Verb	11	5.42
6 Noun + of + Noun	10	4.93
Total	203	100

Table 5 reveals the occurrences of lexical collocations in the study. The adjective + noun collocations were employed at the highest level of frequency

(40.39%) followed by the verb + noun (30.54%), verb + adverb (12.32%), adverb + adjective (6.40%), noun + verb (5.42%) and noun + of + noun collocations (4.93%).

The following are some examples of the six patterns of lexical collocations based on Benson (1985)'s strategy.

Adjective + Noun Collocations

Table 6: Examples of adjective + noun collocations

No.	Adjective + Noun Collocations	No.	Adjective + Noun Collocations
1	any details	2	hostile aircraft
3	a bad coach	4	last time
5	a born actor	6	much ice
7	a clean shot	8	personal attachments
9	bare hand	10	smart kid
11	broken legs	12	strict order
13	contrary beliefs	14	supporting actors
15	convenient time	16	sweet dream
17	cross breed	18	the western front
19	hard work	20	weird hair

Table 6 illustrates some examples of the adjective + noun collocations which were found from the movie script *The Pacifier*. The total number of this type of collocations found was 82 and was at the highest level (40.39%) of frequency.

Verb + Noun Collocations

Table 7: Examples of verb + noun collocations

No.	Verb + Noun Collocations	No.	Verb + Noun Collocations
1	arrange a compromise	2	make an effort
3	break a leg	4	noticed improvement
5	committing murder	6	preheat the oven
7	kick a ball	8	save your life
9	know the code	10	shoot a film
11	lose your license	12	shoot a movie
13	confirm a hotel	14	show respect
15	enter college	16	take a look
17	found the key	18	tell the truth
19	got a chance	20	use the gas

Table 7 shows some examples of the verb + noun collocations found in this study. The total number of this type of collocations found was 62 and was at the second level (30.54%).

Verb + Adverb Collocations

Table 8: Illustrations of verb + adverb collocations

No.	Verb + Adverb Collocations	No.	Verb + Adverb Collocations
1	apologize humbly	2	bent double (with age)
3	break loose	4	come down
5	end quickly	6	get off easy
7	go aboard	8	go far
9	keep (the two) apart	10	look back
11	perform faultlessly	12	placed (the keys) gently
13	play badly	14	proved otherwise
15	push ahead	16	put (the cup) down
17	say (it) again	18	set out immediately
19	seem extremely	20	step back
21	take it easy	22	think otherwise
23	remember vaguely	24	whispered softly
25	write down		

Table 8 exhibits the verb + adverb collocations found in this study. The total number of this type of collocations found was 25 or 12.32% and occurred at the third highest rate of frequency.

Adverb + Adjective Collocations

Table 9: Illustration of adverb + adjective collocations

No.	Adverb + Adjective Collocations	No.	Adverb + Adjective Collocations
1	almost done	2	(the) best selling (film)
3	fully aware	4	little harsh
5	really proud	6	richly decorated
7	too fast	8	too sleepy
9	too small	10	totally awesome
11	totally cruel	12	utterly stupid
13	very funny		

Table 9 reveals the adverb + adjective collocations found in this study. The total number of this type of collocations found was 13 and was at the fourth highest rate (6.40%) of frequency.

Noun + Verb Collocations

Table 10: Illustration of noun + verb collocations

No.	Noun + Verb Collocations	No.	Noun + Verb Collocations
1	actors audition	2	intelligence proved
3	dial sleeps	4	the movie was termed
5	winners quit	6	actors cast
7	joystick broke	8	the show ran (for years)
9	the music plays	10	enemy scattered
11	voice is activated		

Table 10 reveals the noun + verb collocations which were found in this study. The total number of this type of collocations found was 11 and was at the fifth highest rate (5.42%).

Noun + of + Noun Collocations

Table 11: Illustration of noun + of + noun collocations

No.	Noun + of + Noun Collocations	No.	Noun + of + Noun Collocations
1	a cast of characters	2	a lot of trouble
3	change of plan	4	house of pain
5	some kind of Bavarian fruitcake	6	sound of music
7	the benefit of the doubt	8	the showing of a film
9	the rest of the gang	10	the top of the stairs

Table 11 reveals the noun + of + noun collocations which were found from the study. The total number of this type of collocations found was 10 or 4.93% and was at the lowest rate of frequency.

To recap, the collocations found in the study were categorized into two types of collocations according to Benson (1985)'s strategy: grammatical collocations and lexical collocations. Regarding grammatical collocations, the pattern of preposition + noun collocations was found at the highest level and that of the adjective + preposition collocations at the lowest level. Meanwhile, for lexical collocation, the pattern of adjective + noun collocations was found at the highest and that of the noun + of + noun collocations were at the lowest.

1.2 Hill (2000)'s Strategy on Classification of Collocations

Based on Hill (2000)'s strategy, three specialists who are English native speakers were asked to classify 286 collocations that the researcher found in the movie script *The Pacifier*, into four categories comprising weak collocations, medium-strength collocations, strong collocations and unique collocations. The three specialists had a majority opinion on only 244 collocations. Meanwhile, out of the 244 collocations they agreed unanimously on 55 collocations. The three specialists had different opinion on 42 collocations. Therefore, the 42 collocations were not included in this study.

Table 12: Classification of collocations found from the movie script *The Pacifier*

Classifications of Collocation	Total	Percentage
1 Weak collocations	112	45.90
2 Medium-strength collocations	105	43.03
3 Strong collocations	26	10.66
4 Unique collocations	1	0.41
Total	244	100.00

Table 12 reveals the classifications of collocations found from the dialogues in the movie script *The Pacifier*. It shows that weak collocations occurred at the highest frequency (45.90%) whereas medium-strength collocations occurred at the second frequency (43.03%), followed by strong collocations occurring at a much less frequent rate (10.66%). Lastly, unique collocations were used at the lowest level (0.41%).

Some examples of the four types of collocations based on Hill (2000)'s strategy found in this study are illustrated as follows:

Weak Collocations

Table 13: Examples of weak collocations

No.	Weak collocations	No.	Weak collocations
1	a bad coach*	2	big fun*
3	confirm a hotel*	4	last time*
5	lie on*	6	little girl*
7	nice work*	8	old father*
9	few day*	10	go far*
11	good friend*	12	good idea*
13	too sleepy*	14	very funny*
15	the top of the stairs*	16	too small*
17	stay out*	18	have a home*
19	put your hands*	20	write on*

Table 13 elaborates examples of weak collocations. The total number of the found weak collocations was 112 or 45.90%. Out of this number, 29 collocations were unanimously agreed by the three specialists.

The symbol (*) refers to the words with which the three specialists who are English native speakers were in absolute agreement.

Medium-Strength Collocations

Table 14: Examples of medium-strength collocations

No.	Medium-strength collocations	No.	Medium-strength collocations
1	a born actor*	2	apologize humbly*
3	a cast of character*	4	break loose*
5	make an effort*	6	committing murder*
7	make progress*	8	do homework*
9	personal attachments*	10	fire on*
11	save your life*	12	the show ran (for years)*
13	show respect*	14	had a fight*
15	strap up*	16	has a question*
17	take care*	18	hot argument*
19	the rest of the gang*	20	vaguely remember*

Table 14 exhibits some examples of medium-strength collocations. The total number of the found medium-strength collocations was 105 or 43.03%. Out of this number, 22 collocations were unanimously agreed by the three specialists.

Strong Collocations

Table 15: Illustration of strong collocations

No.	Strong collocations	No.	Strong collocations
1	at attention	2	bent double (with age)
3	block belt	4	capture on*
5	dial sleeps*	6	for a while
7	imperative to	8	in pants
9	in your face	10	invisible enemy
11	legal guardian	12	lose your license*
13	maiden voyage	14	noticed improvement
15	open in	16	out of action
17	out of character*	18	reckless endangerment
19	richly decorated	20	seem extremely
21	shoot a film	22	shoot a movie
23	to rehearse for (the play)	24	to audition for (the part)
25	trashed the place	26	without a license

Table 15 shows 26 strong collocations found in the study. They were at 10.66% of the total number of all kinds of collocations. Out of 26 strong collocations, the three specialists agreed unanimously on four collocations which were *capture on*, *lose your license*, *out of character*, and *dial sleeps*.

Unique Collocation

Table 16: Illustration of the unique collocation

No.	Unique collocation
1	under the bleachers

Table 16 reveals the only one unique collocation found in the study accounted for 0.41%.

2. Plausible Explanation for the Collocations Found from the Dialogues in the Movie Script of a Film Entitled *The Pacifier*

2.1 Benson (1985)'s Strategy

Benson (1985) classifies collocations into grammatical and lexical collocations

Regarding grammatical collocations, it was found from the study that the preposition + noun pattern was found at the highest frequency (48.20%). It is plausible to explain that nouns are content words which usually appear in each and every statement in communication. In case a preposition is needed, using the correct preposition with a noun, or in other words, using a correct collocate is necessary. Native speakers, themselves, automatically use an appropriate preposition with a specific noun. Therefore, this pattern of collocations was found at the highest level from the dialogues in the movie script of a film entitled *The Pacifier*. Examples are *for a weeks, on stage, for a while, on the phone, in the show, etc.*

Interestingly, the pattern of verb + preposition collocations was found at a very high level, too (43.37%). It is plausible to explain that verbs are also content

words and this pattern is commonly used, almost as frequently as the pattern of preposition + noun collocations. Examples are *to worry about*, *to show up*, *to watch out*, *to rehearse for*, *to audition for*, etc.

Meanwhile, the pattern of adjective + preposition collocations was found employed at the lowest level (8.43%). This is probably because in our daily life, this pattern is rarely used. Consequently, the ratio of the frequency of this pattern found in the movie script *The Pacifier* was in direct proportion to that in the everyday communication. Examples are *skilful at*, *imperative to*, *active for*, *experienced in*, *full of*, etc.

About lexical collocations, the findings revealed that the adjective + noun pattern was found employed at the highest frequency (40.39%). It is plausible to explain that this pattern is the commonest pattern in everyday life and plays a key role in terms of collocations. A great number of collocations in general are in this form ranging from weak collocations such as *last time*, *smart kid*, etc. to strong or unique collocations such as *reckless endangerment* or *maiden voyage*. Benson (1985) says that this pattern is one of the most important types of lexical collocations. Therefore, this pattern was used the most often.

The second highest frequency of lexical collocations found in this study was the verb + noun pattern at 30.54%. It is plausible to say that verbs and nouns are two key content words in communication. Without a noun or a verb, a message will be difficult to convey. However, it is interesting to observe that by reverse order, the noun + verb pattern of collocations were found, in the study, the fifth frequency (5.42%), or the second from the last frequently used. It is possible that the subject

of the sentence in dialogues is frequently omitted such as *Finished your homework?* or *Enjoyed the party?*

Meanwhile, the noun + of + noun pattern of collocations was found at the least level (4.93%). It is plausible to explain that this pattern is rather formal and is probably not common in conversation. Since the data for this study was from dialogues in a movie script, the pattern is rarely employed.

2.2 Hill (2000)'s Strategy

Hill (2000) groups collocations into weak collocations, medium -strength collocations, strong collocations and unique collocations.

The research findings revealed that the weak collocations were found at the highest frequency (45.90%). Weak collocations are words that can have a lot of word partners such as *dark blue*, *light blue*, *brilliant blue*, *navy blue*, etc. It is, therefore, plausible to explain that this highest frequently used pattern found from the results of the study is similar to the normal situation in communication in daily life. If a word can go together with tons of collocates, the collocations is so common and regarded as *weak*. In normal conversation, generally simple vocabulary and structure are used. The movie is no exception. The dialogues in the movie consist of simple words and grammatical patterns. Consequently, the weak collocations were found in a great number in this study. Out of the total 112 weak collocations that were classified by the three English native speaker specialists, 29 collocations are unanimously agreed. Examples are *a bad coach*, *last time*, *too sleepy*, *good job*, *has a problem*, etc.

The medium-strength collocations found from the study totaled 105 or 43.03% comprising only seven collocations fewer than the found weak collocations. It is plausible to explain that this pattern of collocations is very popular and commonly

used. Observing from the list of the found medium-strength collocations, it is possible that those collocations are also common for native English speakers.

However, they are of a little bit more difficult than weak collocations. Examples are *committing a murder, a cast of character, make an effort, make progress, apologize humbly*, etc.

The third pattern of frequently-used collocations found from the study was strong collocations of which total number was 26 or 10.66%. It appears that there is a big gap between the second and third patterns of the found frequently used collocations. It is plausible to explain that when speaking, even native speakers use the simple language. Complicated or strong collocations are rare. This is based on the idea that effective communication does not mean using big words or complex chunks. Therefore, the number of strong collocations found was so few. Examples are *capture on, out of character, maiden voyage, reckless endangerment, shoot a film*, etc.

Only one unique collocation was found from the study, accounted for 0.41%. That collocation is *under the bleachers*. It is plausible to explain that the word *bleachers* itself is regarded as a passive word, not frequently found in everyday conversation. The data for this study came from the dialogues in a film, therefore, simple or ordinary words are used. This is probably why unique collocations were uncommon and this pattern was found only once.

In conclusion, this chapter revealed the findings of the study, how the three English native-speaker specialists rated and classified the found collocations and what plausible explanations were made for the data found.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter is of five divisions: a conclusion of the study, discussion of the findings, limitations of the study, applications, and suggestions for further studies.

Conclusion

The purposes of this study were to explore and classify collocations found in the dialogues in the movie script *The Pacifier*, and to illustrate the English collocation patterns used in spoken communication.

The analysis was primarily based on Benson (1985)'s strategy. The data were analyzed in order to classify the collocations found into two patterns: grammatical collocations (verb + preposition, adjective + preposition and preposition + noun) and lexical collocations (verb + noun, adjective + noun, noun + verb, adverb + adjective, noun + of + noun and verb + adverb). Then, the frequency of each pattern found was calculated in terms of percentage. Next, the classification of collocations based on Hill (2000)'s strategy was employed to categorize them into unique, strong, medium-strength, and weak collocations. All of these collocations were assessed and classified by three English native speakers. The three specialists were orientated in terms of the definitions of each of the four types of collocations before they conducted the analysis. The researcher took into account only the collocations that at least two out of three specialists were in agreement.

The first purpose of this study was to categorize the collocations found from the dialogues in the movie script of a film entitled *The Pacifier*. The findings revealed that regarding the grammatical collocation patterns, the preposition + noun

collocations were found at the highest level (48.20%), followed by the verb + preposition collocations (43.37%). The pattern of adjective + preposition collocations were used at the lowest level (8.43%). Meanwhile, the findings also showed that in terms of lexical collocation patterns, the adjective + noun collocations were found at the highest level (40.39%), followed by the verb + noun collocations (30.54%), the verb + adverb (12.32%), the adverb + adjective (6.40%), the noun + verb collocations (5.42%) and the noun + of + noun collocations (4.93%) respectively.

The other purpose was to categorize the found collocations based on Hill (2000)'s strategy. It was found that the weak collocations occurred at the highest frequency (45.90%), the medium-strength collocations occurred at the second (43.03%), followed by the strong collocations occurred at a much less frequency (10.66%). Unique collocations were found being used at the lowest level rate (0.41%).

Discussion

The study revealed interesting information about the patterns of collocations that native speakers used. The researcher chose to study the dialogues in the movie script *The Pacifier* because, as known, dialogues are oral communication and are authentic. Speakers in the dialogues in *The Pacifier* were all English native speakers.

In terms of grammatical collocations, the results revealed that the preposition + noun collocations were used at the highest frequency by the English native speakers (48.20%). As mentioned earlier, nouns which are dominant words appear in almost all statements in communication. Meanwhile, a grammatical collocation is a co-occurrence of a dominant word (verb, noun or adjective) and a grammatical word, usually a preposition is most often found in communication (Benson, 1985 cited in

Boonyasaquan, 2005). Examples are *on purpose*, *in action*, etc. Therefore, the pattern of preposition + noun collocations was found most often in the studied data.

On the contrary, the adjective + preposition collocations were found at the lowest frequency (8.43%). It is plausible to explain that this kind of grammatical collocation was not commonly used, unlike those of the preposition + noun or even the verb + preposition collocations. It is also possible that adjectives were not frequently found used as chunks or groups of words. Therefore, the pattern of the adjective + preposition collocations was rarely found in this study.

It was revealed from the study that the number of lexical collocations found was double to that of grammatical collocations or 203 to 83 collocations. The lexical collocations consist of content words such as nouns, adjectives, adverbs, etc. This pattern is found most frequently in both written and oral communication because the content words are essential in conveying meaningful message. If one is not good at grammar, s/he may not be able convey the precise message but if s/he does not know the exact word or phrase to communicate, s/he may not be able to communicate at all (Farghal and Obiedat, 1995). Lexical collocations comprise two equal lexical components, with no subordinate element (Benson, 1985). They are, therefore, found most often and play an important role in communication in everyday life. Obviously, they were found much more frequently in the dialogues of a movie script than the grammatical collocations of which one of the two components comprise a grammatical element. The adjective + noun collocations, which is the most popular pattern of the lexical collocation, was found in the study at the highest level (40.39%), followed by the verb + noun collocations (30.54%) with the total collocations of the two patterns at 144 out of 203.

Based on Hill (2000)'s strategy, the four patterns, unique, strong, medium-strength and weak collocations were considered. To make the classification of the found collocations as reliable as possible, the researcher asked three native speakers of English to assess and group the collocations into four categories. The researcher took into account only the collocations that were given the majority opinion. That is at least two English native speakers had the same opinion. Consequently, only 244 out of 286 (85.31%) were used in the study while 42 (14.69%) were left out.

The findings revealed that the weak collocations were found at the highest frequency (45.90%). Examples such as *a classic movie*, *kick a ball*, *listen to* are simple and of ordinary word combinations. Obviously, in dialogues or oral communication, people tend to use easy-to-understand vocabulary and simple structure, except for some cases such as formal meetings or business negotiations.

It is interesting to learn from the research results that native speakers used a great number of weak collocations. This is a good example for ESL/EFL learners to realize that in order to become native speaker-like, there is no need to use big words or passive vocabulary. Using big words does not always mean that the speaker masters the English language. It is even more interesting to know that the second highest frequency of the collocations found from this study was the medium-strength collocations. This kind of collocations was found at almost the same frequency as the weak collocations. These two patterns of collocations are considered more common to ESL/EFL learners compared with the rest of collocation patterns. It is not easy for ESL/EFL learners, though, to use them correctly. It is a tough task for Thai learners because the structures of the Thai and English languages are not the same.

The researcher would like to emphasize that these two patterns of collocations, the weak collocations and medium-strength collocations accounted for 88.93% of the

total studied collocations. From a careful study of each of the collocations, it is encouraging to advocate that collocations are not too difficult for ESL/EFL learners to be able to use them correctly.

The strong collocations found from the study were not of a great number but they were all interesting. Native speakers automatically use these collocations and do not have any problems. Strong collocations have a few collocates; therefore, if non-native speakers are not aware of the existence of collocations, they can easily make a mistake. In general, ESL/EFL learners possess insufficient collocational knowledge, and this might result in violations in using collocations (Huang, 2001). Therefore, it is a must for ESL/EFL learners to give attention to the use of correct collocations although some are difficult to learn by heart.

However, it was found only one unique collocation from the movie script *The Pacifier*. It is plausible to explain that the data were from the dialogues of a movie script; therefore, the language used was simple allowing the general audience or viewers to understand the story easily.

Limitations of the Study

1. The data of this study were from only one selected movie script *The Pacifier*. Therefore, the results do not mean that all the patterns and classifications of the collocations found can be applied to all movie scripts.

2. The data analysis was based only on Benson (1985)'s and Hill (2000)'s strategies. The research results might differ from this present study if other strategies were applied.

3. This study was based on dialogues or oral communication only. Therefore, other forms of communication such as written or advertising were not included. In advertising campaigns, some collocations are marked and are not commonly used.

Applications

The findings of the study can be applied as follows:

1. The results may help encourage EFL/ESL learners or non-native speakers to use correct collocations in their communication. To be native speaker-like does not mean using sophisticated collocations or big words. As seen from the findings, native speakers used the weak and medium-strength collocations at the highest frequency (88.93%). Non-native speakers should be trained to be familiar with using correct collocations.

2. Researchers who are interested in collocation studies may observe the patterns of collocation classification and use as data for future research.

3. Students or the interested public may benefit from the collocations found from this study and use them correctly in their own communication.

4. Awareness of the existence of English collocations is partly raised by this study among EFL/ESL personnel.

Suggestions for Further Studies

Currently, studies on collocations in Thailand are of a small number. The researcher finds that collocation knowledge is a must for EFL/ESL learners as they can gain more vocabulary and produce natural English. Since, this research has been dedicated to oral communication, the following topics are suggested for further studies:

1. It will be interesting to study about English collocations in songs or poems.
2. It is also interesting to compare the use of collocations in oral communication and that in writing.
3. Research on raising collocation awareness among ESL/EFL learners has not yet been conducted in Thailand. Therefore, it will be beneficial to study on this topic.
4. Collocation violations in oral communication in terms of interviewing, debating or giving a speech are other challenging research topics.

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APPENDICES

APPENDIX A

1. Illustration of the occurrences of three grammatical collocations

1.1 Illustration of the occurrences of preposition + noun collocation patterns

No.	Preposition + Noun Collocations	No.	Preposition + Noun Collocations
1	about the room	2	at (nine) years
3	at attention	4	at the top
5	for a program	6	for a while
7	for a year	8	for the car
9	for thirty minutes	10	for a week
11	in pants	12	in steel
13	in (cadet) school	14	in his life
15	in character	16	in my house
17	in the book	18	in the groove
19	in the house	20	in the morning
21	in the show	22	in the woods
23	in the wrist	24	in your face
25	in your troops	26	into treatment
27	of assignment	28	of nutrients
29	on film	30	on stage
31	on the (first) plane	32	on the back door
33	on the phone	33	on the proceeds
35	out of character	34	out of action
37	with a song	35	over the plains
39	without a license	36	under the bleachers

1.2 Illustration of the occurrences of verb + preposition collocations pattern

No.	Verb + Preposition Collocations	No.	Verb + Preposition Collocations
1	allowed to	2	called up
3	capture on	4	care about
5	clear from	6	decide on
7	deserve to	8	devoted to
9	dig in	10	fire on
11	focus on	12	go out
13	happen to	14	head for
15	join up	16	lie on
17	listen to	18	looking for
19	mix up	20	open in
21	play with	22	prepare to
23	put me in	24	run out of
25	show up	26	stay in
27	stay out	28	strap up
29	think about	30	train for
31	want in	32	to audition for (the part)
33	to rehearse for (the play)	34	worry about
35	write on	36	watch out

1.3 Illustration of the occurrences of adjective + preposition collocation patterns

No.	Adjective + Preposition Collocations	No.	Adjective + Preposition Collocations
1	active for	2	experienced in
3	full of	4	imperative to
5	right on	6	skilful at
7	welcome to		

2. Illustration of the occurrences of six lexical collocations

2.1 Illustration of the occurrences of adjective + noun collocation patterns

No.	Adjective + Noun Collocations	No.	Adjective + Noun Collocations
1	any details	2	a bad coach
3	a born actor	4	a classic movie
5	a clean shot	6	a high level
7	a long memory	8	a tough guy
9	another assignment	10	another day
11	another dollar	12	any perfume
13	bare hand	14	best man
15	big deal	16	big fun
17	big glass	18	big Hollywood star
19	block belt	20	broken legs
21	contrary beliefs	22	convenient time
23	cross breed	24	damp cloth
25	definite answer	26	dislocated nerve
27	documentary film	28	dry land
29	entire world	30	excellent news
31	excruciating pain	32	few days
33	full responsibility	34	good friend
35	good idea	36	good job
37	good man	38	good night
39	good ratings	40	good team
41	good work	42	great show

2.1 Illustration of the occurrences of adjective + noun collocation patterns

(continued)

No.	Adjective + Noun Collocations	No.	Adjective + Noun Collocations
43	hard time	44	hard work
45	hostile aircraft	46	hot argument
47	invisible enemy	48	last time
49	legal guardian	50	light rain
51	little family	52	little girl
53	maiden voyage	54	much ice
55	next lesson	56	next move
57	old father	58	nice work
59	other time	60	old male
61	reckless endangerment	62	personal attachments
63	smart kid	64	regular exercise
65	supporting actors	66	strict orders
67	terrible neighbor	68	sweet dreams
69	the hardest part	70	the greatest things
71	the only family	72	the human race
73	the red tape	74	the perfect soldier
75	the superior office	76	the set finish
77	tree bark	78	the western front
79	weird hair	80	urgent matter
81	worst production	82	whole day

2.2 Illustration of the occurrences of verb + noun collocation patterns

No.	Verb + Noun Collocations	No.	Verb + Noun Collocations
1	break a leg	2	arrange a compromise
3	committing murder	4	break promises
5	do homework	6	confirm a hotel
7	do the washing up	8	do the shopping
9	enter college	10	do things
11	express a combination	12	expect perfection
13	get supplies	14	found the key
15	got a chance	16	give a presentation
17	got the letter	18	got the keys
19	had a fight	20	had (more) resources
21	has diarrhea	22	has a question
23	have a home	24	hate leaving
25	have fun	26	have a chance
27	hit the ground	28	have a problem
29	is a miracle	30	hit marks
31	kick a ball	32	hurt the kids
33	know ways	34	know the code
35	make a move	36	lose your license
37	make an effort	38	make a noise
39	make progress	40	make money
41	noticed improvement	42	making my bed
43	play (the main) character	44	perform the stunts

2.2 Illustration of the occurrences of verb + noun collocation patterns

(continued)

No.	Verb + Noun Collocations	No.	Verb + Noun Collocations
45	put your hands	46	preheat the oven
47	serve the country	48	save your life
49	shoot a movie	50	shoot a film
51	start fight	52	show respect
53	take a vacation	54	take a look
55	take step	56	take care
57	trashed the place	58	tell the truth
59	walk time	60	use the gas
61	write a script	62	welcome home

2.3 Illustration of the occurrences of verb + adverb collocation patterns

No.	Verb + Adverb Collocations	No.	Verb + Adverb Collocations
1	apologize humbly	2	bent double (with age)
3	break loose	4	come down
5	end quickly	6	get off easy
7	go aboard	8	go far
9	keep (the two) apart	10	look back
11	perform faultlessly	12	placed (the keys) gently
13	play badly	14	proved otherwise
15	push ahead	16	put (the cup) down
17	say (it) again	18	set out immediately
19	seem extremely	20	step back
21	take it easy	22	think otherwise
23	remember vaguely	24	whispered softly
25	write down		

2.4 Illustration of the occurrences of adverb + adjective collocation patterns

No.	Adverb + Adjective Collocations	No.	Adverb + Adjective Collocations
1	almost done	2	(the) best selling (film)
3	fully aware	4	little harsh
5	really proud	6	richly decorated
7	too fast	8	too sleepy
9	too small	10	totally awesome
11	totally cruel	12	utterly stupid
13	very funny		

2.5 Illustration of the occurrences of noun + verb collocation patterns

No.	Noun + Verb Collocations	No.	Noun + Verb Collocations
1	actors audition	2	intelligence proved
3	dial sleeps	4	the movie was termed
5	joystick broke	6	actors cast
7	the music plays	8	the show ran (for years)
9	voice is activated	10	enemy scattered
11	winners quit		

2.6 Illustration of the occurrences of noun + of + noun collocation patterns

No.	Noun + of + Noun Collocations	No.	Noun + of + Noun Collocations
1	a cast of characters	2	a lot of trouble
3	change of plan	4	house of pain
5	some kind of Bavarian fruitcake	6	sound of music
7	the benefit of the doubt	8	the showing of a film
9	the rest of the gang	10	the top of the stairs

3. Illustration of the occurrences of collocation classifications

3.1 Illustration of the occurrences of weak collocations

No.	Weak Collocations	No.	Weak Collocations
1	a long memory	2	do things
3	a bad coach*	4	change of plan
5	about the room	6	called up
7	another day	8	big Hollywood star
9	any details	10	a classic movie
11	at (nine) years	12	a lot of trouble
13	big glass	14	another assignment
15	break a leg	16	another dollar
17	care about	18	any perfume
19	confirm a hotel*	20	big fun*
21	end quickly	22	enter college
23	excellent news	24	for the car
25	few days*	26	for weeks
27	for thirty minutes	28	full of
29	found the key	30	go out
31	go far*	32	good idea*
33	good friend*	34	good man*
35	good job*	36	good ratings*
37	good night*	38	good work*

Note: The symbol (*) refers to the words with which the three specialists were in absolute agreement.

3.1 Illustration of the occurrences of weak collocations (continued)

No.	Weak Collocations	No.	Weak Collocations
39	good team*	40	got the letter
41	got the keys	42	hard time
43	great show	44	have a problem
45	hard work	46	hit marks
47	have a home*	48	in steel
49	have fun	50	in the book
51	hurt the kids	52	in the morning
53	in my house	54	in the woods
55	in the house*	56	into treatment
57	in the show	58	joystick broke
59	in the wrist	60	know ways
61	kick a ball	62	lie on*
63	last time*	64	little family
65	listen to	66	look back
67	little girl*	68	much ice
69	mix up	70	next move
71	next lesson	72	nice work*
73	old father*	74	old male
75	on stage	76	on the back door
77	on the phone	78	over the plains
79	other time	80	put (the cup) down
81	play badly	82	put your hands*

3.1 Illustration of the occurrences of weak collocations (continued)

No.	Weak Collocations	No.	Weak Collocations
83	put me in	84	regular exercise
85	really proud	86	skilful at
87	say (it) again	88	sound of music
89	smart kid	90	stay out*
91	stay in	92	supporting actors
93	strict orders	94	terrible neighbor
95	take step	96	the showing of a film
97	the red tape	98	too fast*
99	the top of the stairs*	100	too small*
101	too sleeply*	102	totally cruel
103	totally awesome	104	walk time
105	very funny*	106	welcome home
107	weird hair	108	winners quit
109	whole day*	110	write a script
111	with a song	112	write on*

3.2 Illustration of the occurrences of medium-strength collocations

No.	Medium-Strength Collocations	No.	Medium-Strength Collocations
1	a born actor*	2	a cast of characters*
3	a clean shot	4	a high level
5	a tough guy	6	actors cast
7	allowed to	8	almost done
9	apologize humbly*	10	bare hand
11	at the top	12	best man
13	(the) best selling (film)	14	break loose*
15	big deal	16	broken legs
17	break promises	18	come down
19	clear from	20	convenient time
21	committing murder*	22	definite answer
23	decide on	24	do homework*
25	devoted to	26	do the washing up
27	do the shopping	28	dry land
29	documentary film	30	entire world
31	enemy scattered	32	fire on*
33	expect perfection	34	fully aware
35	focus on	36	go aboard
37	full responsibility	38	had a fight*
39	give a presentation	40	has diarrhea
41	got a chance	42	has a question*
43	hate leaving	44	have a chance

3.2 Illustration of the occurrences of medium-strength collocations

(continued)

No.	Medium-Strength Collocations	No.	Medium-Strength Collocations
45	head for	46	hit the ground
47	hot argument*	48	house of pain
49	is a miracle	50	in his life
51	know the code	52	join up
53	looking for	54	light rain
55	make a noise	56	make a move
57	make money	58	make an effort*
59	making my bed	60	make progress*
61	of nutrients	62	of assignment
63	on the proceeds	64	on film
65	play (the main) character	66	personal attachments*
67	proved otherwise	68	play with
69	run out of	70	push ahead
71	serve the country	72	save your life*
73	show respect*	74	set out immediately
75	start fight	76	some kind of Bavarian fruitcake
77	strap up*	78	step back
79	take a look	80	sweet dreams
81	take care*	82	take it easy
83	take a vacation	84	the greatest things
85	tell the truth	86	the human race

3.2 Illustration of the occurrences of medium-strength collocations

(continued)

No.	Medium-Strength Collocations	No.	Medium-Strength Collocations
87	the hardest part	88	the movie was termed
89	the only family	90	the music plays
91	the set finish*	92	the rest of the gang*
93	the western front	94	the show ran (for years) *
95	think otherwise	96	think about
97	train for*	98	tree bark
99	urgent matter	100	use the gas
101	remember vaguely *	102	watch out
103	welcome to	104	whispered softly
105	write down		

3.3 Illustration of the occurrences of strong collocations

No.	Strong Collocations	No.	Strong Collocations
1	at attention	2	bent double (with age)
3	block belt	4	capture on*
5	dial sleeps*	6	for a while
7	imperative to	8	in pants
9	in your face	10	invisible enemy
11	legal guardian	12	lose your license*
13	maiden voyage	14	noticed improvement
15	open in	16	out of action
17	out of character*	18	reckless endangerment
19	richly decorated	20	seem extremely
21	shoot a film	22	shoot a movie
23	to rehearse for (the play)	24	to audition for (the part)
25	trashed the place	26	without a license

3.4 Illustration of the occurrence of unique collocation

No.	Unique Collocation
1	under the bleachers

APPENDIX B

COLLOCATION CLASSIFICATION

The following is a summary of the collocation classification of the three English native speaker specialists, based on Hill (2000)'s strategy. To give a clear picture of the specialists' classification, numbers 1-3 stand for specialists A,B and C respectively.

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
1. Grammatical Collocation					
1.1 Verb + Preposition					
1	allowed to			③	① ②
2	called up			① ③	②
3	capture on		① ② ③		
4	care about			① ③	②
5	clear from			②	① ③
6	decide on			③	① ②
7	deserve to		③	②	①

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
8	devoted to			③	① ②
9	dig in		①	③	②
10	fire on				① ② ③
11	focus on		①		② ③
12	go out			① ③	②
13	happen to	①		②	③
14	head for		①		② ③
15	join up			①	② ③
16	lie on			① ② ③	
17	listen to			① ③	②
18	looking for			①	② ③
19	mix up		②	① ③	
20	open in		① ③	②	
21	play with			①	② ③
22	prepare to		③	①	②
23	put me in		③	① ②	
24	run out of		①		② ③
25	show up		①	③	②
26	stay in			① ③	②
27	stay out			① ② ③	
28	strap up				① ② ③

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
29	think about			①	②③
30	to rehearse for (the play)		①③		②
31	to audition for (the part)		①③		②
32	train for				①②③
33	want in		②	③	①
34	watch out			③	①②
35	worry about		①	③	②
36	write on			①②③	
1.2 Adjective + Preposition					
37	active for		①	②	③
38	experienced in		③	①	②
39	full of			①③	②
40	imperative to		①③	②	
41	right on		②	①	③
42	skilful at			②③	①
43	welcome to			③	①②
1.3 Preposition + Noun					
44	about the room	③		①②	
45	at (nine) years			②③	①
46	at attention		①③		②
47	at the top			①	②③

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
48	for a program		③	②	①
49	for a while		① ③		②
50	for a year		③	②	①
51	for the car		③	① ②	
52	for thirty minutes			② ③	①
53	for weeks			① ③	②
54	in pants		① ③	②	
55	in steel		③	① ②	
56	in (cadet) school		③	①	②
57	in character	①	②		③
58	in his life		③		① ②
59	in my house			① ③	②
60	in the book			① ③	②
61	in the groove	①	②		③
62	in the house			① ② ③	
63	in the morning			① ③	②
64	in the show			① ②	③
65	in the woods		③	① ②	
66	in the wrist	③		① ②	
67	in your face		② ③		①

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
68	in your troops		③	②	①
69	into treatment	③		① ②	
70	of assignment			②	① ③
71	of nutrients			②	① ③
72	on film			③	① ②
73	on stage			① ③	②
74	on the (first) plane		③	①	②
75	on the back door			① ②	③
76	on the phone			① ③	②
77	on the proceeds		③		① ②
78	out of action		① ③		②
79	out of character		① ② ③		
80	over the plains	③		① ②	
81	under the bleachers	① ③		②	
82	with a song			② ③	①
83	without a license		① ②	③	
2. Lexical Collocations					
2.2 Verb + Noun					
84	arrange a compromise		③	①	②
85	break a leg			① ②	③
86	break promises			③	① ②

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
87	committing murder				1 2 3
88	confirm a hotel			1 2 3	
89	do homework				1 2 3
90	do the shopping			1	2 3
91	do the washing up		1		2 3
92	do things			1 2	3
93	enter college			2 3	1
94	expect perfection	3			1 2
95	express a combination	3	1	2	
96	found the key			1 2	3
97	get supplies		3	1	2
98	give a presentation			3	1 2
99	got a chance			3	1 2
100	got the keys			1 2	3
101	got the letter			1 2	3
102	had (more) resources		3	2	1
103	had a fight				1 2 3
104	has a question				1 2 3
105	has diarrhea		3		1 2
106	hate leaving			1	2 3

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
107	have a chance			3	1 2
108	have a home			1 2 3	
109	have a problem			1 3	2
110	have fun			1 3	2
111	hit marks			1 2	3
112	hit the ground		2		1 3
113	hurt the kids		3	1 2	
114	is a miracle			1	2 3
115	kick a ball			1 3	2
116	know the code		1		2 3
117	know ways		1	2 3	
118	lose your license		1 2 3		
119	make a move		2		1 3
120	make a noise			2	1 3
121	make an effort				1 2 3
122	make money			3	1 2
123	make progress				1 2 3
124	making my bed		2		1 3
125	noticed improvement		1 3	2	
126	perform the stunts	3		1	2
127	play (the main) character		3		1 2
128	preheat the oven		3	1	2

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
129	put your hands			①②③	
130	save your life				①②③
131	serve the country		③		①②
132	shoot a film		①②	③	
133	shoot a movie		①②	③	
134	show respect				①②③
135	start fight			③	①②
136	take a look			③	①②
137	take a vacation		②		①③
138	take care				①②③
139	take step			②③	①
140	tell the truth			①	②③
141	trashed the place		②③		①
142	use the gas			②	①③
143	walk time			①②	③
144	welcome home			①③	②
145	write a script		③	①②	
2.3 Adjective + Noun					
146	any details		③	①②	
147	a bad coach			①②③	
148	a born actor				①②③
149	a classic movie			①③	②
150	a clean shot		②		①③

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
151	a high level			1	2 3
152	a long memory		3	1 2	
153	a tough guy			1	2 3
154	another assignment		3	1 2	
155	another day			1 2	3
156	another dollar			1 2	3
157	any perfume			1 2	3
158	bare hand			1	2 3
159	best man			3	1 2
160	big deal			3	1 2
161	big fun			1 2 3	
162	big glass		3	1 2	
163	big Hollywood star			1 2	3
164	block belt		1 3	2	
165	broken legs			3	1 2
166	contrary beliefs	3		2	1
167	convenient time		3		1 2
168	cross breed		3	2	1
169	damp cloth		3	1	2
170	definite answer		3		1 2

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
171	dislocated nerve		③	②	①
172	documentary film			①	②③
173	dry land			①	②③
174	entire world			①	②③
175	excellent news			①②	③
176	excruciating pain		③	①	②
177	few days			①②③	
178	full responsibility			③	①②
179	good friend			①②③	
180	good idea			①②③	
181	good job			①②③	
182	good man			①②③	
183	good night			①②③	
184	good ratings			①②③	
185	good team			①②③	
186	good work			①②③	
187	great show			①②	③
188	hard time			①③	②
189	hard work			①③	②
190	hostile aircraft		③	②	①

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
191	hot argument				1 2 3
192	invisible enemy		1 3	2	
193	last time			1 2 3	
194	legal guardian		1 3		2
195	light rain			3	1 2
196	little family			2 3	1
197	little girl			1 2 3	
198	maiden voyage		1 3		2
199	much ice			1 2	3
200	next lesson			1 2	3
201	next move			1 3	2
202	nice work			1 2 3	
203	old father			1 2 3	
204	old male		3	1 2	
205	other time			1 2	3
206	personal attachments				1 2 3
207	reckless endangerment		1 3		2
208	regular exercise			1 2	3
209	smart kid			2 3	1
210	strict orders			2 3	1

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
211	supporting actors			① ③	②
212	sweet dreams			③	① ②
213	terrible neighbor			① ②	③
214	the greatest things			②	① ③
215	the hardest part		③		① ②
216	the human race		①		② ③
217	the only family			②	① ③
218	the perfect soldier		③	①	②
219	the red tape		②	① ③	
220	the set finish				① ② ③
221	the superior office		③	②	①
222	the western front		③		① ②
223	tree bark			②	① ③
224	urgent matter		③		① ②
225	weird hair			① ②	③
226	whole day			① ② ③	
227	worst production		③	②	①
2.4 Noun + Verb					
228	actors audition		③	①	②
229	actors cast		③		① ②
230	dial sleeps		① ② ③		

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
231	enemy scattered		③		① ②
232	intelligence proved		③	①	②
233	joystick broke			① ②	③
234	the movie was termed			②	① ③
235	the music plays			③	① ②
236	the show ran (for years)				① ② ③
237	voice is activated		③	①	②
238	winners quit		③	① ②	
2.5 Adverb + Adjective					
239	almost done			①	② ③
240	(the) best selling (film)		③		① ②
241	fully aware			①	② ③
242	little harsh		③	①	②
243	really proud			① ②	③
244	richly decorated		① ③		②
245	too fast			① ② ③	
246	too sleepy			① ② ③	
247	too small			① ② ③	
248	totally awesome			① ③	②
249	totally cruel			① ②	③
250	utterly stupid		③	①	②

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
251	very funny			① ② ③	
2.6 Noun + of + Noun					
252	a cast of characters				① ② ③
253	a lot of trouble			① ③	②
254	change of plan			① ③	②
255	house of pain			①	② ③
256	some kind of Bavarian fruitcake	③			① ②
257	sound of music			① ③	②
258	the benefit of the doubt	③	①		②
259	the rest of the gang				① ② ③
260	the showing of a film			① ③	②
261	the top of the stairs			① ② ③	
2.7 Verb + Adverb					
262	apologize humbly				① ② ③
263	bent double (with age)	①	② ③		
264	break loose				① ② ③
265	come down			③	① ②
266	end quickly			① ③	②
267	get off easy	①	②		③
268	go aboard			①	② ③
269	go far			① ② ③	
270	keep (the two) apart		③	①	②

No.	COLLOCATIONS	Unique Collocations	Strong Collocations	Weak Collocations	Medium-Strength Collocations
271	look back			1 3	2
272	perform faultlessly		3	1	2
273	placed (the keys) gently		3	2	1
274	play badly			1 2	3
275	proved otherwise		3		1 2
276	push ahead			1	2 3
277	put (the cup) down			1 2	3
278	remember vaguely				1 2 3
279	say (it) again		3	1 2	
280	set out immediately		3		1 2
281	seem extremely		1 3	2	
282	step back			1	2 3
283	take it easy			3	1 2
284	think otherwise			3	1 2
285	whispered softly		3		1 2
286	write down			3	1 2

VITAE

VITAE

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