

A STUDY OF COLLOCATIONS IN DIFFERENT KINDS OF TEXTS



Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakharinwirot University

October 2013

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A MASTER'S PROJECT
BY
ATTHAKORN THEPHACHOMPHOO

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This study aimed to explore collocations adopted by native speakers in different texts: interviews of Barack Obama and Steve Jobs and on-purpose texts: songs, poems, news, and advertisements. The researcher identified the collocations adopted in these texts according to Benson (1985)'s theory. After that, two native speakers of English classified the collocations found by the researcher based on Hill (2000)'s strategy. If there were discrepancies between them, a third native speaker was invited to check the collocations. Only phrases agreed upon by two natives to be collocations could be taken as collocations in this study.

The results by the researcher, based on Benson, showed that, in all texts, the grammatical collocation patterns found were mostly verb + preposition collocations (65.71%), followed by preposition + noun collocations (25.71%). Meanwhile, for lexical collocations, the findings showed that adjective + noun collocations were found at the highest level (57.15%), followed by verb + noun collocations (20.40%). Adverb + adjective collocations were not found.

In comparing the interviews with the on-purpose texts, for grammatical collocations, verb + preposition collocations occurred in interviews 62.50%, and in on-purpose texts only 37.50%. Preposition + noun collocations found in interviews were 90.00%, while in on-purpose texts they occurred only 10.00%. Adjective + preposition collocations were found in the same frequency in both interviews and on-purpose texts.

Meanwhile, for lexical collocations, more adjective + noun collocations were found in interviews (60.71%) than in on-purpose texts (39.29%). However, more verb + noun collocations were found in on-purpose texts (60.00%) than found in interviews (40.00%). The same number of noun + verb collocations was found in both on- purpose texts and interviews. No adverb + adjective collocations were found.

The analyses based on Hill by three native speakers revealed that, in all texts, the medium-strength collocations were found most frequently (40.48%), followed by weak collocations (30.95%), strong collocations (26.19%), and unique collocations (2.38%).

Meanwhile, in comparing interviews with on-purpose texts, more medium-strength collocations were found in interviews (55.88%) than in on-purpose texts (44.12%). More

weak collocations were found in interviews (53.84%) than in on-purpose texts (46.16%). The weak collocations were found in the interviews 53.84% while they were found in on-purpose texts 46.16%. The same number of unique collocations was found in both interviews and on-purpose texts (50.00%).

Keywords: language acquisition and learning, language for communication, language teaching methodology



การศึกษาคำปรากฏร่วมในบริบทภาษาต่างกัน



บทคัดย่อ
ของ
อรรณกรณ์ เทพาคมภู

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาภาษาอังกฤษ

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การศึกษานี้มีจุดประสงค์เพื่อหาคำปรากฏร่วมที่ใช้โดยเจ้าของภาษาในบริบทภาษาที่แตกต่างกัน กล่าวคือ ในบทสัมภาษณ์ของประธานาธิบดี บารัค โอบามา และ สตีฟ จอบส์ และ ภาษาที่มีจุดประสงค์เฉพาะ (on-purpose texts) ได้แก่ เพลง บทกวี ข่าว และ โฆษณา โดยผู้วิจัยแยกคำปรากฏร่วมตามทฤษฎีของ Benson (1995) หลังจากนั้นเจ้าของภาษาสองคนจำแนกคำปรากฏร่วมที่ผู้วิจัยได้พบตามทฤษฎีของ Hill (2000) หากเจ้าของภาษาสองคนมีความเห็นต่างกัน เจ้าของภาษาคนที่สามเป็นผู้ตัดสินว่าเป็นคำชนิดไหน งานวิจัยครั้งนี้ศึกษาเฉพาะกลุ่มคำที่เจ้าของภาษาอย่างน้อยสองคนเห็นด้วยเท่านั้น

ผลจากการวิเคราะห์คำปรากฏร่วมตามทฤษฎีของ Benson (1995) โดยผู้วิจัย พบว่า ใน texts ทุกชนิด ในคำปรากฏร่วมชนิด grammatical นั้น มีคำปรากฏร่วมชนิดคำกริยา + คำบุพบทมากที่สุด คิดเป็น 65.71% รองลงมาคือ คำบุพบท + คำนาม คิดเป็น 25.71% ส่วนคำปรากฏร่วมชนิด lexical นั้นพบว่า คำคุณศัพท์ + คำนาม ปรากฏมากที่สุด คิดเป็น 57.15% รองลงมาคือ คำกริยา + คำนาม คิดเป็น 20.40% ไม่พบคำกริยาวิเศษณ์ + คำคุณศัพท์ในงานวิจัยนี้

ส่วนการเปรียบเทียบระหว่างบทสัมภาษณ์กับภาษาที่มีจุดประสงค์เฉพาะ ในบทสัมภาษณ์ คำปรากฏร่วมชนิด grammatical นั้น มีชนิดคำกริยา + คำบุพบทปรากฏ คิดเป็น 62.50% และปรากฏในภาษาที่มีจุดประสงค์เฉพาะแค่ 37.50% ส่วนคำปรากฏร่วมชนิดคำบุพบท + คำนาม ปรากฏในบทสัมภาษณ์คิดเป็น 90.00% ส่วนในภาษาที่มีจุดประสงค์เฉพาะปรากฏแค่ 10.00% สำหรับในชนิดคำคุณศัพท์ + คำบุพบทมีคำปรากฏร่วมในจำนวนที่เท่ากันคือ 50.00%

ขณะที่ในคำปรากฏร่วมชนิด lexical นั้นพบว่า คำคุณศัพท์ + คำนาม ปรากฏในบทสัมภาษณ์คิดเป็น 60.71% ซึ่งมากกว่าในภาษาที่มีจุดประสงค์เฉพาะที่ปรากฏ คิดเป็น 39.29% อย่างไรก็ตาม ในคำชนิดกริยา + คำนาม ปรากฏในภาษาที่มีจุดประสงค์เฉพาะ คิดเป็น 60.00% มากกว่าในบทสัมภาษณ์ซึ่งปรากฏ 40.00% คำชนิด คำนาม + กริยา ปรากฏในบทสัมภาษณ์ และภาษาที่มีจุดประสงค์เฉพาะในจำนวนเท่ากัน ส่วนคำกริยาวิเศษณ์ + คำคุณศัพท์ไม่พบในงานวิจัยนี้

หลังจากการได้วิเคราะห์คำปรากฏร่วมโดยเจ้าของภาษา 3 คน ตามทฤษฎีของ Hill (2000) พบว่า ใน texts ทุกชนิด คำปรากฏร่วมถูกจัดอยู่ในชนิด medium-strength collocations มากที่สุด คิดเป็น 40.48% รองลงมาคือ weak collocations และ strong collocations คิดเป็น 30.95% และ 26.19% ตามลำดับ ส่วนคำปรากฏร่วมชนิด unique collocations ปรากฏน้อยที่สุด คิดเป็น 2.38%

ส่วนการเปรียบเทียบคำปรากฏร่วมในบทสัมภาษณ์กับในภาษาที่มีจุดประสงค์เฉพาะนั้น พบว่า คำปรากฏร่วมถูกจัดอยู่ในชนิด medium-strength collocations ในบทสัมภาษณ์ คิดเป็น 55.88% มากกว่าในภาษาที่มีจุดประสงค์เฉพาะซึ่งคิดเป็น 44.12% ต่อมาในชนิดคำ weak collocations ก็ปรากฏในบทสัมภาษณ์มากกว่าในภาษาที่มีจุดประสงค์เฉพาะเช่นกันคือ ในบทสัมภาษณ์ปรากฏ 53.84% ส่วนในภาษาที่มีจุดประสงค์เฉพาะปรากฏ 46.16% ส่วนคำปรากฏร่วมชนิด unique collocations ปรากฏในทั้งในบทสัมภาษณ์ และ ในภาษาที่มีจุดประสงค์เฉพาะจำนวนเท่ากันคือคิดเป็น 50%



The Master's Project titled

“A Study of Collocations in Different Kinds of Texts”

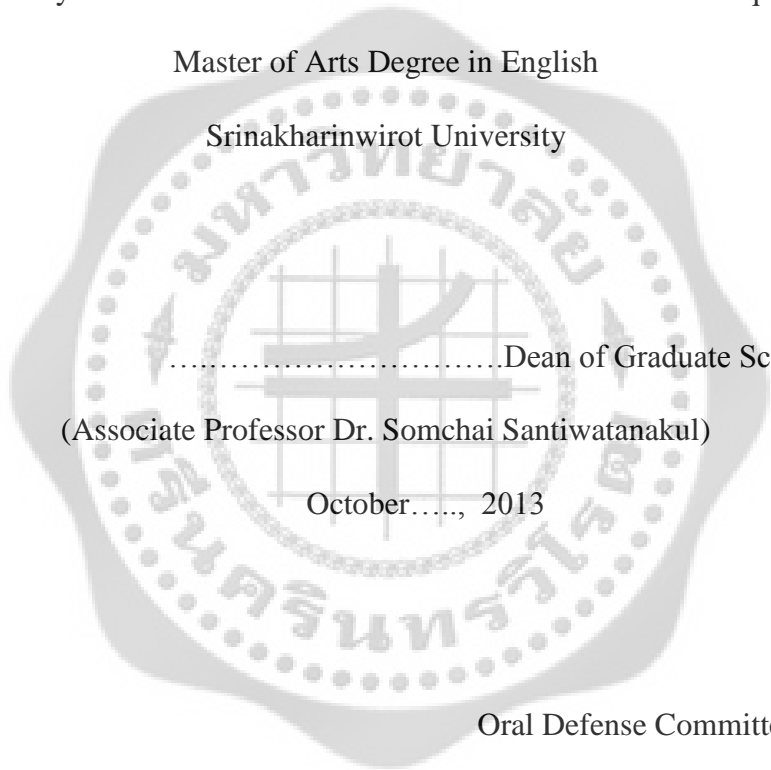
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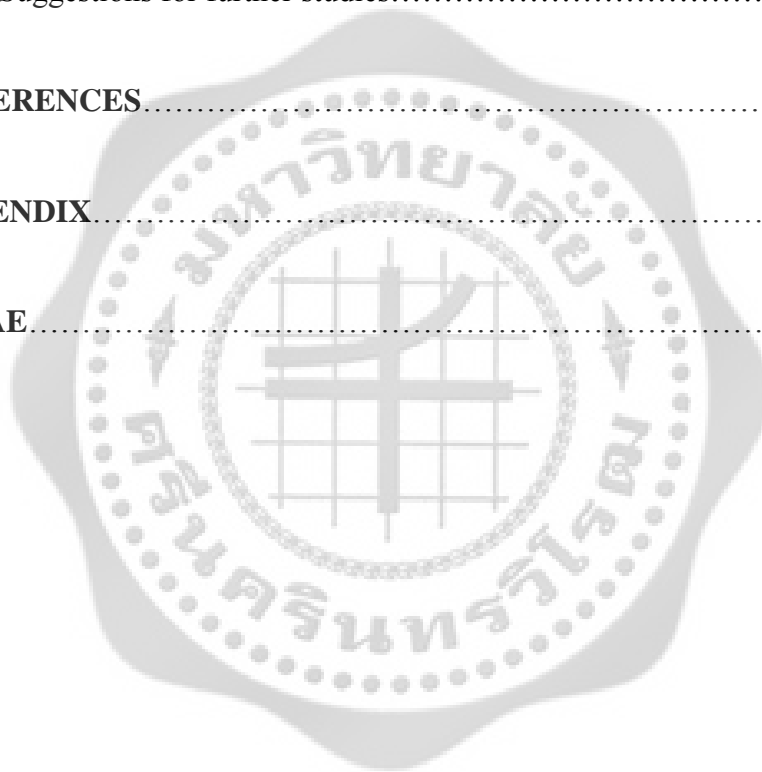
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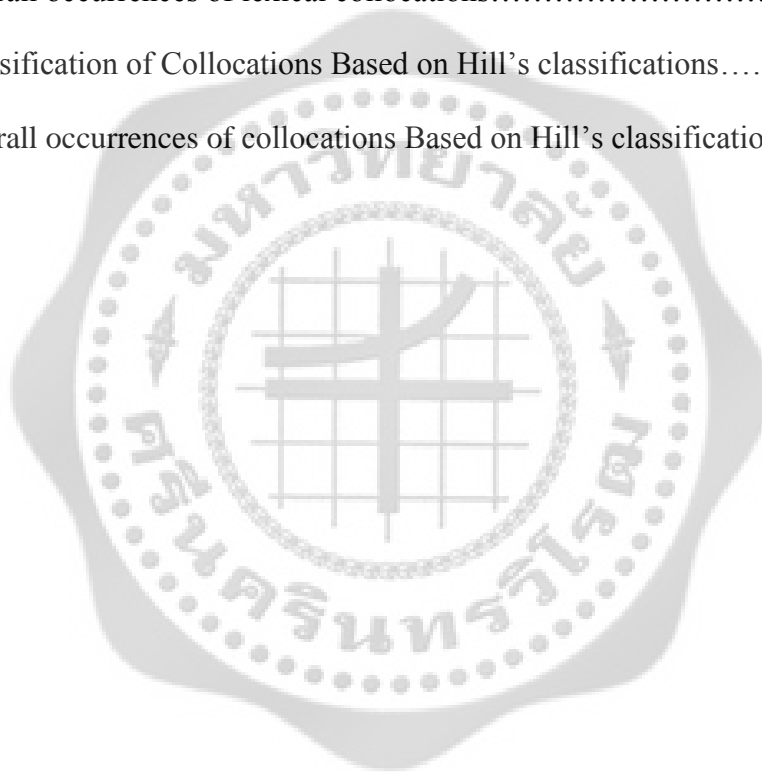
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CHAPTER 1

INTRODUCTION

Rationale

Over the past decades, a strong consensus has developed amongst language teachers that vocabulary is one of the most crucial processes in learning languages in all levels (Mora, 2001; Nault, 1982; Wilkins, 1972; Xiao & McEnery, 2006). One who has poor grammar skills can communicate a little, but one who cannot adopt a word or a phrase, she or he is unable to send a message to anyone (Farghal & Obiedat, 1995). Knowing vocabulary is really knowing how to use it in a proper way (Phythian-Sence & Wagner, 2007) and without using it correctly, we will communicate ineffectively (Canale & Swain, 1980). Without learning vocabulary, we cannot realize language (Gupta & Whinney, 1997). To succeed in conveying information, we have to have enough vocabulary (Hanks, 1987). However, to be good at vocabulary one should have good knowledge of collocations and be familiar with using them. It has been proven evidentially that collocations have great significance for second language acquisition.

What are collocations exactly? According to Baker (1992), collocations are “a tendency of certain words to co-occur regularly in a given language” (p.47). Additionally, Firth (1957) states that collocations are words that go together, while Sinclair (1991) explains that collocations are combinations of strings of words that always join together.

Obviously, a great number of English language teachers or linguists group collocations into many ways. According to Benson (1985), collocations can be categorized roughly into two kinds: grammatical collocations and lexical collocations. Examples of grammatical collocations are *focus on* (verb+ preposition) and *active for* (adjective+preposition). In the case of lexical collocations, examples include *the rest of the gang* (noun + of + noun), *start fight* (verb + noun), *best man* (adjective + noun), *end quickly* (verb + adverb). Meanwhile,

Lewis (2000) points out that collocations can be classified into three major types: strong collocations, weak collocations, and medium-strength collocations. Strong collocation refers to limited number of words that go together and they are usually idiomatic and grouped, for examples, *at attention, for a while*. Weak collocations refer to collocations that have a wider variety of application, for example, *big or small, fat or thin*. Medium-strength collocations are collocations that come together more frequently than weak collocations, for instance, *make money and looking for*.

Howarth (1998) suggests that collocations are the most important factor of learning English. English learners who have good knowledge in collocations are native speaker- like, in all skills; speaking, writing, reading and listening. Selecting correct collocations will help users effectively communicate with others in the ways that native speakers do (Oxford Collocation Dictionary for Students of English, 2009). As mentioned, at the present time, collocations play important roles in global communication and most language teachers pay great attention to them.

The main obstacle to learning collocations for L2 learners is that there are no strict rules for learning them. Differently, they conduct both lexical and grammatical English collocations in strange and incorrect ways from native speakers do (Boonyasquan, 2005). Additionally, Sadeghi (2009) agrees that “Collocations are one of the areas that produces problems for learners of English as a foreign language”. For native speakers, collocations will be learned automatically. This is manifested in the saying “We don’t say it because we don’t say it” (Bolinger & Sears, as cited in Baker, 1992). Deveci (2004) asserts six major obstacles to learning collocations. First, students have intralingual problems, for instance, in using incorrect words *making homework* instead of correct words *doing homework*. Second, the influence of the mother tongue, for example for Thai learners, they use *close the computer* instead of *turn off the computer*. Third, adopting basic rules to find collocations

that are incorrect, for example, *put off your coat* is the opposite of *put on your coat*. Fourth, learning vocabularies by definitions makes learners have a few choices to use collocations. Fifth, unusual idiomatic phrases, for example, *rain like cats and dogs*; these words are not in Thai culture. Lastly, when reading texts, learners tend to focus on their meanings and not pay attention to collocations. As English teachers or learners, how do we solve this major problem? We should, to be successful in learning English, pay close attention to collocations and the ways they are used.

In fact, as English is a universal language; we should have “collocations courses” to teach collocations individually. Because collocations are issues in English and there are no fixed rules to learn them they constitute a vast area that requires learning and practicing. When learning collocations over a limited period of time, teachers should choose the contents appropriate for students’ abilities and levels. Scoping or outlining collocation learning enables teachers to match the appropriate contents with the available time and the students’ abilities. The researcher was interested in comparing interviews which are real life communications with different kinds, on-purpose language: songs, poems, news, and advertisements. For instance, in advertisements, some words are deleted but we still understand them. The researcher was interested in finding more knowledge concerning collocations used in different contexts.

However, one excellent way of learning collocations is by investigating how English native speakers communicate in the real situations e.g. in interviews and songs, poems, news and advertisements which are languages adapted into correct ways of genres or in their identities. In addition, Hill (2000) points out that when English learners adopt writing and speaking skills, they will practice using collocations at the same time. Speaking is two-way communication through which human beings can send messages to each other. It is a way in which we present our moods or feelings by using language. Interviews, in particular, provide

examples of real-life language use. Moreover, Peel (1995) adds that “An ‘interview’ is a face-to-face discussion in which information is obtained from one person by one of more others” (p. 35). Participants will use their language skills naturally when they are interviewing.

The interview can be contrasted with on-purpose language such as songs, poems, news and advertisements which are characteristically different. Now, we shall consider the definitions of songs, poems, news and advertisements. Oxford Advanced Learner’s Dictionary (1998) offers one of the meanings of the word “song” that “a piece of music with words that is sung” (P.1133). In addition, poem means a piece of creative work written to present the feeling or mood of a writer and limited by the rules of verses. The American Heritage® Dictionary of the English Language (2009) defines that news is information concerning present situations or occurring, especially as announced by newspapers, periodicals, radio, or television. Lastly, for an advertisement, “Advertising is the non-personal communication of information usually paid for and usually persuasive in nature about products, services or ideas by identified sponsors through the various media.” (Bovee, 1992, p. 7).

Therefore, the researcher was interested in exploring how English native speakers conduct their speaking in interviews and on-purpose language in terms of collocation use. However, little research of collocations used by English native speakers exists. For offering more instances of collocations assessed by native speakers, the researcher focused on comparing collocations used in the two interviews, one from Barack Obama, the president of America and another one from Steve Jobs who was well known as the co-founder, chairman, and CEO of Apple Inc. and on-purpose language in songs, poems, news and advertisements and then analyze the collocation patterns which occur in them. As mentioned above, in EFL\ESL students’ language uses, researchers have found lots of problems in collocation

uses. However, a study of how English native speakers construct collocations in their communication in various ways is a crucial thing to find out. Generally, language learners who learn foreign languages desire to be native speaker-like. One of the most important skills to learn is how native speakers conduct their languages in real situations; interviews and on-purpose language are the best answers for them to reach the final goals for being native speaker- like by learning through comparing collocations adopted in two interviews, one from the afore-mentioned Barack Obama, the current President of the United States and another one from Steve Jobs and on-purpose language produced by native speakers of English.

Purposes of the study

The purposes of this study were the following:

1. To find out and classify collocations in interviews and different kinds of on- purpose language
2. To explain the differences between collocations in interviews and those of found in different kinds of on- purpose language

Significance of the study

Learning a vocabulary is crucial for language students. Collocations are one of the best ways of leaning English. English language students who have good collocation knowledge will be native speaker-like and can communicate effectively. Learning how native speakers conduct their languages in the real situations such as interviews and on-purpose language are the best examples. The result of this study would help language learners to be aware of adopting English collocations in a variety of situations. In addition, this research would also encourage language students to be aware of the differences of collocations in different kinds of texts; songs, poems, news and advertisements in order to understand collocations used in a variety of texts and access them correctly and effectively from the

instances of native speakers. In addition, English teachers will be aware of teaching collocations and can integrate different kinds of texts which contain lots of collocation examples with the aim of for supporting learning activities in all levels.

Scope of the study

The scope of the study was the following:

1. The data of this study would be collected from interviews and texts of on-purpose language.
2. The interviews and texts of on-purpose language were studied.
3. The collocations would be found, analyzed, according to the classification of collocation of Benson (1985) namely:

Grammatical Collocations

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

Lexical Collocations

Verb + Noun	e.g.	shape the environment, find a job
Adjective + Noun	e.g.	the entire region, specific programs
Noun + Verb	e.g.	the ambassador has actors cast
Adverb + Adjective	e.g.	little harsh, totally cruel
Noun + of + Noun	e.g.	the rest of the gang, sound of music

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter reviewed the related literature in four main topics: definition of collocation, classifications of collocations, importance of collocations, and related studies both overseas and in Thailand.

2.1 Definitions of Collocations

The word “collocation” has been defined in quite similar ways by various linguists and English language teachers. Collocations are words that come together more frequently than by chance in a sentence. Oxford Dictionary of Collocations (2002) gives the definition that collocations are combined words or phrases in a language for speaking or writing in a natural way. Meanwhile, Cambridge Advanced Learner’s Dictionary (2008) states the three similar meanings that:

1. A collocation is a word or a phrase that assessed with other words or phrases, in the way that native speakers use for their whole lives.
2. A collocation is the combining of two or more words or phrases normally used together in the correct way.
3. A collocation is words or phrases which are often conducted with others, it sometimes hard to expect the correct and real meanings.

Likewise, Longman Dictionary of Contemporary English (2003) defines collocations as words or phrases which are often produced and come together. Additionally, collocation means a vocabulary item which occurs with others (MacMillan English Dictionary, 2006).

2.2 Classifications of Collocations

Collocations can be classified into quite similar ways by linguists and English teachers. According to Mahmoud (2005), collocations can be categorized into two major kinds: open and restricted collocations:

1. Open collocations mean words or phrases which can occur with many words, for examples, *a yellow shirt*, *an inexpensive shirt*, *a beautiful shirt*.

2. Restricted collocations are groups of words that limited to always come with the same words or phrases, for instance, *rain cats and dogs*.

Moreover, Huang (2001) states only lexical collations and groups them into the four major items namely:

1. Free combinations, this collocation depends on the literal meaning of the word individually, and it can be substituted variously, such as *to blow the horn* (to praise one's ability and achievement) and *blow a whistle* (to tell somebody in authority about something wrong or illegal that somebody is doing).

2. Restricted collocations: this collocation is more confined in its use. It conducted in a special context, such as *to blow a fuse* (to get angry).

3. Figurative idioms: this collocation is metaphorical meaning category as a whole and sometimes can be obtained from its literal meaning such as *as clean as a whistle* (extremely honest or very clean).

4. Pure idioms: this collocation has an unpredictable meaning, it does not depend on its components such as *have butterflies in one's stomach* (feel nervous or exited before doing something).

Similarly, Hill (2000) mentions the four main types of collocations as follows:

1. Unique collocations: this kind of collocation cannot be supplanted by other words. Their occurrence is fixed, for example, to *foot the bill* (to pay an amount of money as shown in the bill).
2. Strong collocations: this kind of collocation is not fixed; some words can be added into it, for instance, *flood of tears*, *to shrug one's shoulder*.
3. Medium-strength collocations: The meaning of this kind of collocation can be subtracted in many words. It is not too strong and weak; it is in the middle, for example, *hold a meeting*, *to make a mistake*.
4. Weak collocations: This kind of collocations can occur with a great number of words. The meaning of this collocation is understandable and predictable easily, for example, *a red car*, *a red shirt*.

Additionally, Benson (1985) separates collocations into two major kinds: grammatical collocations and lexical collocations namely:

Grammatical Collocations

Verb + Preposition	e.g.	want to, ask about
Adjective + Preposition	e.g.	imperative to, both on
Preposition + Noun	e.g.	out of Iraq for the Libyan people

Lexical Collocations

Verb + Noun	e.g.	allow you, show mercy
Adjective + Noun	e.g.	the latest developments, specific objectives
Noun + Verb	e.g.	The United States came

		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

Meanwhile, Lewis (2000) separates collocations into three main kinds as follows:

1. Strong collocations: They are fixed and limited collocations from words used in their contexts. They are mostly idiomatic words, for instance, *rancid butter*.
2. Weak collocations: They are varieties of words which can be used in words or phrases. They can be added some words easily not strict words like in strong collocations, for examples, *long, short, cheap, expensive*.
3. Medium-strength collocations: They are between weak collocations and strong collocations. They can have some words added but not as easily as in weak collocation and not hard like in strong collocations, for examples, *hold a meeting, carry out a study*.

2.3 The importance of Collocations

Language learners who have good knowledge of collocations can communicate well in any situation. Channell (1981) points that if language learners desire to improve their communication skills they need to be good at collocations. Similarly, Boonyasaquan (2005) states that if students want to be native speaker-like they should be aware of using collocations in their communication skills because collocations are real things that exist in English. Meanwhile, McCarthy (1992) asserts that “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).”

Howarth (1996) suggests that collocations are the most important tools in second language learning. Strong knowledge of collocations allows learners to be native speaker-like. Language students who have a strong grasp of collocation will have more comprehensive knowledge because learning collocations makes them more familiar with words and they are better able to guess what words that come together.

Language teachers should pay great attentions to collocation teaching. Hill (2000) claims that teachers need to teach collocations at the beginning of the study because of its importance. At the beginning of the lesson, easy collocation should be taught to students, after that teacher can add some more difficult collocations for their children. Complex words and phrases will be understood by students who have good English collocation knowledge. However, Lewis (2000) adds that language learners who are not good at collocations require more attempts to communicate to other people.

In addition, Deveci (2004) gives six tools that can make language students aware of using collocations. First, students underline words or phrases in a text. Teachers should have a variety of texts so that students can face different kinds of texts. Students will not be confused when they meet some difficult texts. Second, words from concordances can be an easy way to find some familiar words for learners. However, high level students are suitable for ready-made concordances. Low level students are unable to understand words in the contexts without help. After reading a text, teachers can give the set of complete phrases from the text to the students. Then randomly, students look for collocations, after they notify in the text. After that students will pay great attentions to collocations by seeking them out in a collocation dictionary. Finally, phrases in native languages and equivalent English should be given to students for matching the phrases. Doing this, students will understand the way that languages are sometimes conducted differently.

Related research

1. Overseas Research

Now, some instances of studies concerning collocations will be presented. First, we will begin with the researchers from overseas countries.

In Taiwan, Sung (2003) explored the frequency of English lexical collocations in spoken language used by adult non-native speakers. The result revealed that the relation in assessing lexical collocations between ability of speaking and using collocations existed.

In addition, Martynska (2004), in Poland, conducted the knowledge of English language students' collocations. The purposes of the study were to investigate the collocations knowledge of the beginners of English language students and also to answer the level of English collocations they have. The study showed that students who had good knowledge about collocations could use words correctly.

Yang and Hendricks (2004) investigated lexical collocation awareness in foreign students' writing. The research was one-way dubbed CAR (Collocation Awareness Raising). The results of the study revealed that collocation awareness rose up by the set of writing activity.

Chan and Liou (2005) investigated the influence of five web-based using English verb-noun collocations with a web-based English-Chinese bilingual concordancer on collocation study. The participants were thirty-two EFL students. The result revealed that students had improvement in collocations significantly after practicing the online lessons but dropped out later.

Mahmoud (2005) studied the errors of English collocations which adopted by Arab students. The results of the study revealed that the learners conducted English collocations in unnatural ways in word combinations. In 42 essays which belonged to Arab students who were English major, 420 collocations were found.

2. Related Research in Thailand

In Thailand, collocation research has been appeared in similar ways by learning or studying English language in EFL/ESL fields. In 2005, Boonyasaquan conducted a study of collocational violations in translating a business article. The results of the study showed that the effective use of collocations in translating the text from Thai into English found in a low level both in grammatical and lexical collocations. The major problems were from mothers' tongue effects and lacks of collocation knowledge.

In 2007, research was conducted by Toomnun studying collocations used by a Thai professional translator; an article in *KINNAREE*, a tourism magazine based on of Lewis (2000) and Hill (2000) strategies. The study presented that adjective + noun collocations were adopted at the highest level while the adverb + adjective collocations used at the lowest group.

In later years, Mongkolchai (2008) conducted research concerning collocations. The study aimed to explore university students' ability of third year English majors at Srinakharinwirot University to use English collocations. The results indicated that noun + noun English collocations were used at the highest level, the following collocations were adjective + noun and the last one was adverb + adjective collocation.

Lastly, Tunnites (2009) explored English collocations patterns used in the dialogues of the movie script *The Pacifier* based on the theories of Benson (1985) and Hill (2000). According to Benson's strategies of grammatical collocations, the findings revealed that preposition + noun collocations were the highest level adopted. Meanwhile, in lexical collocations, adjective + noun collocations were found most and noun + of + noun collocations were found in the lowest level in the study. For Hill's theories, the occurrences of the weak collocations were the highest level and unique collocations were found in the lowest level.

CHAPTER 3

METHODOLOGY

This chapter presents information concerning the research design, data collection, research instruments, research procedure and data analysis.

Research design

The researcher used both quantitative and qualitative methods to describe collocations adopted in different kinds of texts and the effects of collocations in those kinds of texts. The researcher collected data from an interview of Barack Obama and another of Steve Jobs and texts of on-purpose language which include songs, poems, news, and advertisements, chosen randomly. After getting all kinds of texts, the researcher identified the collocations adopted in them based on Benson (1985)'s classification: grammatical collocations and lexical collocations. After that, two native speakers of English classified the collocations found by the researcher based on Hill (2000)'s categories of collocations: unique, strong, medium-strength, and weak. If there were discrepancies between them, a third native speaker was invited to decide if the phrases were collocations or not. In this way, inter-rater reliability was achieved. The three native speakers are from England. They are English teachers, teaching in Thailand. In Appendix A, the letter "u" is for unique collocations, the letter "s" is for strong collocations, the letter "m" is for medium-strength collocations and the letter "w" is for weak collocations. The capital letters U, S, M, and W are used for discrepancies between the first two native speakers; the third native speaker looked at these. Only phrases agreed upon by two natives could be taken as collocations. They just wrote down the letters u, s, m, or w after some phrases to identify and classify these types of collocations. After that the researcher analyzed and showed the results of the study by using table representations of the data and percentages to compare the frequency of collocations that occurred in all texts. The researcher then discussed the findings.

Data collection

The researcher used one interview of Barack Obama and another of Steve Jobs and texts of on-purpose language—songs, poems, news and advertisements. The texts were searched for on the Internet and selected randomly. Each of the texts was about 830-857 words. The lengths of all the texts were about the same so that they could be compared.

Research instruments

The data analyses were based on two classifications. One was by Benson (1985), as shown below:

Grammatical Collocations

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

Lexical Collocations

Verb + Noun	e.g.	know ways, find a job
Adjective + Noun	e.g.	the entire region, specific programs
Noun + Verb	e.g.	the ambassador has 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

The other was by Hill (2000):

- | | | |
|---------------------------------|------|---------------|
| 1. Unique collocations | e.g. | rancid butter |
| 2. Strong collocations | e.g. | dying rays |
| 3. Weak collocations | e.g. | next time |
| 4. Medium-strength collocations | e.g. | a born actor |

Research procedure

The researcher used one table (Appendix B) adapted from Benson (1985)'s classification of collocations to classify collocations. The researcher also used the Oxford Collocations Dictionary for students of English to find out what is and what is not a collocation based on Benson. The researcher underlined the collocations in the texts. Then the researcher gave the texts with underlined collocations to two native speakers for them to classify the collocations based on Hill (2000)'s classification of collocations. The two native speakers classified the collocations into four types: unique, strong, medium-strength, and weak. They had been trained and explained about these types of collocations. If there were discrepancies between the two native speakers, the third native speaker, who had also been trained, were invited to solve the conflict.

In addition, the three native speakers were asked to write notes about the four types of collocations in order to understand them better. They gave their comments about the collocations and effects of collocations that occurred in the different texts.

Data analysis

The researcher used two tables, one to show the grammatical collocations and the other to show the lexical collocations based on Benson (1985). The occurrences of each pattern were counted and calculated into percentages. The third table showed the occurrences and percentages of grammatical collocation based on Benson (1985) in the interviews and the on-purpose texts. Similarly, the fourth table showed the occurrences and percentages of

lexical collocation based on Benson (1985) in the interviews and the on-purpose texts. These tables were used to answer the first research question about the types or patterns of collocation. The fifth table was used to show the occurrences of the four types of collocation (unique, strong, medium-strength, and weak) based on Hill (2000). The sixth table was used to show the occurrences of the four types of collocation in the interviews and the on-purpose texts. These tables, again, were used to answer the first research question about the types of collocation.

All the tables helped the researcher to quantify the occurrences of different types of collocation and to explain which types of collocation occur more or less in which types of texts, that is, to answer the second research question by explaining the differences between collocations in interviews and in on-purpose texts.

Finally, the researcher studied the comments from the three native speakers. These comments helped the researcher, for example, to understand each type of collocation better and know where it normally occurs. This helped to answer the second research question.

CHAPTER 4

FINDINGS

This chapter reveals the findings of the study. Collocations in two interviews, one by Barack Obama and another by Steve Jobs, and in various texts: songs, poems, news and advertisements were classified according to Benson (1985)'s classification: grammatical collocations and lexical. Then the collocations found based on Benson were further categorized into four main kinds based on Hill (2000)'s classification: unique, strong, medium-strength, and weak.

Collocations based on Benson's classification

The occurrences of the two kinds of collocations are shown in the following tables.

Table 1

Occurrences of grammatical collocations

No.	Occurrences of grammatical collocations	Frequency	Percentage
1.	Verb + Preposition	23	65.71
2.	Preposition + Noun	9	25.71
3.	Adjective + Preposition	3	8.58
Total		35	100

Table 1 presents the occurrences of grammatical collocations in all texts. Verb + preposition collocations were found most frequently (65.71%), followed by preposition + noun collocations (25.71%), and adjective + preposition collocations (8.58%).

In Barack Obama's interview, the verb + preposition collocations found were *speaking at*, *look at*, *sworn in*, *started to*, *got (us) into*, *put in*, *vote for*, *fight for*, *stay on*, *roll back*,

combine (that) with, confronted with, pay for, and agree with. The preposition + noun collocations were *in (government) programs, in education, in science and technology, in (the first) place* and *in the (clean energy) sector.* The only two adjective + preposition collocations found were *good to* and *interested in.*

In Steve Jobs's interview, the verb + preposition collocations found were *play in, demand on, tell (us all) about, keep (them) on, was talk(ing) to, talk (more) about, brought down, look up, look into, keep up, were slow(ing) down, based on, and goes out.* The preposition + noun collocations found were *in the pipeline, in addition, during the quarter, in the world, in the terms, near the bottom, in (that) regard, with the results, in the past, on time, and in (that) regard.* The only one adjective + preposition collocation found was *nice to.*

In advertisements, the verb + preposition collocations found were *differentiate (you) from, indulge in, carry on, comes with, and look at.* The preposition + noun collocations found were *in addition, as a result, by (your) request, and on screen.* The only two adjective + preposition collocations found were *ideal for* and *adjacent to.*

In news, the verb + preposition collocations found were *stripped of, stripped off, died of, lead to, votes for, intended for, am walk(ing) on, moved to, brings into, released in and uploaded to.* The preposition + noun collocations found were *in (her) sleep, in the world, for a period, and in the bible.* No adjective + preposition collocations were found.

In songs, the verb + preposition collocations found were *play with, get off, get on, step on, keep on, Put (it) on, work on, Put (your drinks) up, Pick (your body) up, and drop (it) on.* The preposition + noun collocations found were *on the floor* and *in the club.* The only one adjective + preposition collocation found was *ready for.*

In poems, the verb + preposition collocations found were *flow down, come from, come to, come with, came over, wrap around, fight for, listen to, and dance with.* The preposition + noun collocations found were *in order, at the window, in the air, on a record, in basement,*

and *from the bottom*. The only two adjective + preposition collocations found were *bound for* and *wrapped in*.

Table 2

Occurrences of lexical collocations

No.	Occurrences of lexical collocations	Frequency	Percentage
1.	Adjective + Noun	28	57.15
2.	Verb + Noun	10	20.40
3.	Noun + of + Noun	7	14.29
4.	Verb + Adverb	2	4.08
5.	Noun + Verb	2	4.08
6.	Adverb + Adjective	0	0.00
	Total	49	100

Table 2 presents the occurrences of lexical collocations in all texts. Adjective + noun collocations were found at the highest level (57.15%), followed by verb + noun collocations (20.40 %), and noun + of + noun collocations (14.29%). Verb + adverb collocations and noun + verb collocations were found at the same level (4.08%). Adverb + adjective collocations were not found.

In Barack Obama's interview, the adjective + noun collocations found were *the worst recession, the worst (financial) crisis, the Great Depression, new jobs, the private sector, manufacturing jobs, the auto industry, an undecided voter, worried about, the wealthiest Americans, basic science and research, young people, prescription drugs, middle class, a tough time, economic crisis, long-term, the slowest growth, the new guy, and clean energy*

(research). The verb + noun collocations found were *have coverage*, *have a job*, *make things*, *gave (him) a chance* and *make decisions*. The only two noun + of + noun collocations found were *stage of life*, and *kind of (financial) crisis*. No noun + verb collocations, verb + adverb collocations, and adverb + adjective collocations were found.

In Steve Jobs' interview, the adjective + noun collocations found were *a software product*, *an impressive quarter*, *wonderful things*, *operational excellence*, *second quarter*, *crystal ball*, *the economic hand*, *the global economy*, *product development*, *innovative (new) products*, *best music*, and *good company*. The noun + of + noun collocations were *terms of revenue and products*, *the lack of demand* and *a piece of software*. The only verb + adverb collocation found was *gone up sharply*. The verb + noun collocations were *beat (our) goals* and *take (our) medicine*. The only one noun + verb collocation found was *the stock (has) gone up*. No adverb + adjective collocations were found.

In advertisements, the adjective + noun collocations found were *gift set*, *body lotion*, *gift box*, *ringing tones*, *latest project*, *web design*, *iced coffee*, *effective solutions*, *a small (or modest) budget*, *the busy (Wangfujing) commercial street*, *touch-screen*, *navigation system*, *a phone number*, *right foot*, *anniversary year*, *blue sapphires*, *cold milk*, *cordless mouse*, and *sugary foods*. The verb + noun collocations found were *lift (your) hand*, *increase the volume*, *decrease the volume*, *breaks (all) the rules*, *have an opportunity*, *take care*, *follow the (curved) lines*, *give (you) directions*, and *have (softness) strength*. The noun + of + noun collocations found were *the power of (spontaneous) emotion*, *bouquet of orchids*, *specialization of (our) firm*, *spectrum of services*, *edition of (1,000) watches*, and *amount of toothpaste*. The only two noun + verb collocations found were *set includes* and *the design (is) incorporated*. Verb + adverb and adverb + adjective collocations were not found.

In news, the adjective + noun collocations found were *cigarette smoking*, *the front row*, *former partner*, *drug and alcohol addiction*, *explosive device*, *plain stupidity*, *the following*

weeks, the leading cause, an increased risk, operating system, athletic shoe, pituitary gland, and rapid growth. The verb + noun collocations found were *sell the product, has problems, accept the report, had been fight(ing) cancer, has caused (some minor) riots, signed (an exclusivity) contract, and undergo (16) surgeries.* The noun + of + noun collocations found were *pairs of sneakers, the concept of (original) sin, a member of (special) forces, cause of blindness, risk of (developing) the disease, a reminder of the story, and the brink of passage.* The noun + verb collocations found were *reports indicate* and *experts warn.* The only one verb + adverb collocation found was *removed surgically.* No adverb + adjective collocations were found.

In songs, the verb + noun collocations found were *clap (your) hands, take a picture, make love, change (your) world, live (your) life, took (my) life, enjoy life, and grab (somebody) drink.* The verb + adverb collocations found were *dance (the night) away* and *(me not) work(ing) hard.* The only one adjective + noun collocation found was *a new generation.* Noun + verb collocations, noun + of + noun collocations and adverb + adjective collocations were not found.

In poems, the adjective + noun collocations found were *Love Song, deep silence, a lighted match, and basement kitchens.* The noun + of + noun collocations found were *part of a day, waves of fog, and the level of the roofs.* The only one verb + adverb collocation found was *march forward.* The verb + noun collocations, noun + verb collocations, and adverb + adjective collocations were not found.

Collocations based on Benson's classifications

Table 3

Occurrences of grammatical collocations in the two types of texts

No.	Genre	Verb + Preposition		Preposition + Noun		Adjective + Preposition	
		F	%	F	%	F	%
1.	Interviews	15	62.50	8	90.00	1	50.00
2.	On-purpose texts	9	37.50	1	10.00	1	50.00
	Total	24	100	9	100	2	100

Table 3 reveals the occurrences of grammatical collocations in both interviews and on-purpose texts. Verb + preposition collocations were found more often in interviews than in on-purpose texts, 62.50% and 37.50% respectively. Preposition + noun collocations were found more often in interviews than in the on-purpose texts, 90.00% and 10.00% respectively. Adjective + preposition collocations were found in the same number for both interviews and on-purpose texts.

Table 4

Occurrences of lexical collocations in the two types of texts

No.	Genre	Adjective + Noun		Verb + Noun		Noun + of + Noun		Verb + Adverb		Noun + Verb		Adverb + Adjective	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	Interviews	17	60.71	4	40.00	3	42.85	1	50.00	1	50.00	0	0.00
2.	On-purpose texts	11	39.29	6	60.00	4	57.15	1	50.00	1	50.00	0	0.00
	Total	28	100	10	100	7	100	2	100	2	100	0	0.00

Table 4 reveals the occurrences of lexical collocations in both interviews and on-purpose texts. Adjective + noun collocations were found more frequently in interviews than in on-purpose texts, 60.71% and 39.29% respectively. Verb + noun collocations were found more frequently in on-purpose texts than in interviews, 60.00% and 40.00% respectively. Noun + of + noun collocations were found in on-purpose texts more frequently than in interviews, 57.15% and 42.85% respectively. Verb + adverb collocations were found in the same frequency in both kinds of texts. Noun + verb collocations were also found in the same number. No adverb + adjective collocations were found.

In sum, the results by the researcher, types of collocations based Benson, showed that, in all texts, the grammatical collocation patterns found were mostly verb + preposition collocations (65.71%), followed by preposition + noun collocations (25.71%), and adjective + preposition (8.58%). Meanwhile, for lexical collocations, adjective + noun collocations were found at the highest level (57.15%), followed by verb + noun collocations (20.40%). Adverb + adjective collocations were not found.

Classification of collocations based on Hill's categories

Two native speakers of English were asked to classify 234 collocations which the researcher had identified in all the texts based on Benson. They were to classify them according to Hill (2000)'s categories: unique, strong, medium-strength, and weak. The first two native speakers of English agreed on 144 collocations, and disagreed on 90 instances. A third native speaker was invited to check whether these were collocations. Only phrases agreed upon by two natives to be collocations could be taken as collocations in this study. The occurrences of the four kinds of collocations are shown in the following tables.

Table 5

Collocations Based on Hill's classifications

No.	Overall Pattern of Collocations	Frequency	Percentage
1.	Medium-strength collocations	34	40.48
2.	Weak collocations	26	30.95
3.	Strong collocations	22	26.19
4.	Unique collocations	2	2.38
	Total	84	100

Table 5 exhibits the types of collocations in all texts. It illustrates that medium-strength collocations were found most frequently (40.48%), followed by weak collocations (30.95%), and strong collocations (26.19%). Unique collocations were found at the lowest number (2.38%).

Table 6

Overall occurrences of collocations based on Hill's classifications

No.	Genre	Medium-strength collocations		Weak collocations		Strong collocations		Unique collocations	
		F	%	F	%	F	%	F	%
1.	Interviews	19	55.88	14	53.84	14	63.63	1	50.00
2.	On-purpose texts	15	44.12	12	46.16	8	36.37	1	50.00
	Total	34	100	26	100	22	100	2	100

Table 6 shows the occurrences of collocations based on Hill's classifications in interviews and on-purpose texts. More medium-strength collocations were found in the interviews than in the on-purpose texts, 55.88% and 44.12% respectively. More weak collocations (55.84) were found in the interviews than in the on-purpose texts (46.16%). More strong collocations were found in the interviews (63.63%) in the on-purpose texts (36.37%). One unique collocation was found in the interview and another in the on-purpose texts.

In Barack Obama's interview, the strong collocations found were *stage of his life, step back, the Great Depression, sworn in, the private sector, pay for, put in, look at, prescription drugs, in science and technology, middle class, an undecided voter, vote for, a tough time, worried about, fight for, long-term, in (the first) place, the slowest growth, agrees with, gave (him) a chance, and make decisions*. The medium-strength collocations found were *worth of ads, started to, new jobs, manufacturing jobs, stay on, in (government) programs, clean energy (research), have a job, got (us) into, worth of tax, combine (that) with, roll back,*

interested in, confronted with, and good to. The weak collocations found were *speaking at, the worst recession, the worst (financial) crisis, the auto industry, the wealthiest Americans, basic science and research, kind of (financial) crisis, young people, have coverage, in education, the kinds of proposals, economic crisis, in the (clean energy) sector, make things, and the new guy.* Unique collocations were not found.

In Steve Jobs' interview, the medium-strength collocations found were *nice to, product development, in addition, innovative (new) products, during the quarter, in the world, on time, talk(ing) to, brought down, in the terms, the lack of demand, look up, look into, pretty hard, keep up, says differently, the stock (has) gone up, gone up sharply, in the past, good company, were slow(ing) down, the global economy and tell (us all) about.* The weak collocations found were *a software product, best music, a piece of software, play in, an impressive quarter, wonderful things, operational excellence, beat (our) goals, terms of revenue and products, second quarter, near the bottom, the economic hand, demand on, goes out, and with the results.* The strong collocations found were *talk (more) about, keep (them) on, based on, crystal ball in (that) regard, and take (our) medicine.* The only one unique collocation found was *in the pipeline.*

In advertisements, the medium-strength collocations found were *bouquet of orchids, set includes, latest project, lift (your) hand, carry on, in addition, increase/decrease the volume, comes with, have an opportunity, differentiate you from, by (your) request, specialization of (our) firm, effective solutions, small (or modest) budget, touch-screen, navigation system, right foot, on screen, anniversary year, edition of (1,000) watches, cold milk, and amount of toothpaste.* The strong collocations found were *gift set, body lotion, gift box, breaks (all) the rules, ringing tones, web design, as a result, ideal for, take care, adjacent to, indulge in, look at, and iced coffee.* The weak collocations found were *the power of (spontaneous) emotion, cordless mouse, the design (is) incorporated, vastly*

improved, spectrum of services, the busy (Wangfujing) commercial street, follow the (curved) lines, give (you) directions, a phone number, blue sapphires, have (softness) strength and sugary foods. Unique collocations were not found.

In news, the medium-strength collocations found were *stripped off, in (her) sleep, former partner, drug and alcohol addiction, in the world, found out, explosive device, a member of (special) forces, pull out, brings into, plain stupidity, for a period, reports indicate, uploaded to, intended for, sell the product, released in, the following weeks, has problems, am walk(ing) on, and moved to.* The weak collocations found were *accept the report, had been fight(ing) cancer, experts warn, the leading cause, cause of blindness, removed surgically, an increased risk, risk of (developing) the disease, has caused (some minor) riots, a reminder of the story, in the bible, the brink of passage, signed (an exclusivity) contract, operating system, athletic shoe, undergo (16) surgeries, pituitary gland, and rapid growth.* The strong collocations found were *stripped of, lead to, cigarette smoking, votes for stands up, died of, the concept of (original) sin, the front row, and pairs of sneakers.* Unique collocations were not found.

In songs, the medium-strength collocations found were *a new generation, on the floor, get off, play with, get on, change (your) world, live (your) life, keep on, ready for, took (my) life, enjoy life, and put (it) on.* The weak collocations found were *in the club, work on, put (your drinks) up, pick (your body) up, drop (it) on and grab (somebody) drink.* The Strong collocations found were *step on, dance (the night) away, (Me not) work(ing) hard, take a picture, take advantage of, and make love.* The only one unique collocation found was *clap (your) hands.*

In poems, the weak collocations found were *flow down, part of a day, on a record, listen to, dance with, a veil of (yellow) gauze, a lighted match, in basement, basement kitchens, waves of fog, from the bottom, and the level of the roofs.* The medium-strength

collocations found were *march forward, in order, bound for, fight for, put (it) on, deep silence, wrapped in, at the window, and in the air*. The strong collocations found were *come from, come to, come with, came over, love song, and wrap around*. Unique collocations were not found.

The analyses based on Hill by three native speakers revealed that, in all texts, medium-strength collocations were found at the highest number (40.48%), followed by weak collocations (30.95%), and strong collocations (26.19%). Unique collocations were found at the lowest number (2.38%).

In comparing interviews with on-purpose texts, more medium-strength collocations (55.88%) were found in the interviews than in on-purpose texts (44.12%). More weak collocations (53.84%) were found in the interviews than in on-purpose texts (46.16%). More strong collocations (63.63%) were found in the interviews than in on-purpose texts (36.37%). The same number of unique collocation was found in the interviews and the on-purpose texts.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter is divided into five parts: conclusion, discussion of the results, limitations of the study, applications, implications and suggestions for further studies.

Conclusion

The purposes of this study were to classify the collocations in interviews and different kinds of on- purpose texts: advertisements, news, songs and poems and to explain the differences between collocations in interviews and those in different kinds of on- purpose texts.

The first purpose of the study was to find out and classify the collocations in interviews and different kinds of on- purpose texts: advertisements, news, songs, and poems. The results revealed that based on Benson's classifications, in all texts, the grammatical collocation patterns found were mostly verb + preposition collocations (61.71%), followed by preposition + noun collocations (25.71%), and adjective + preposition (8.58%). Meanwhile, for lexical collocations, the findings showed that adjective + noun collocations were found at the highest number (57.15%), followed by verb + noun collocations (20.40%), and noun + of + noun (14.29%). Adverb + adjective collocations were not found.

The analyses based on Hill by three native speakers revealed that, in all texts, medium-strength collocations were found most frequently (40.48%), followed by weak collocations (30.95%), strong collocations (26.19%), and unique collocations (2.38%).

The second purpose was to explain the differences between collocations in the interviews and those in the different kinds of on- purpose texts. For grammatical collocations, more verb + preposition collocations (62.50%) occurred in the interviews than in on-purpose texts (37.50%). More preposition + noun collocations (90.00%) were also

found in interviews than in on-purpose texts (10.00%). The same number of adjective + preposition collocations was found in both types of texts.

As for the differences, more verb + preposition collocations were found in the interviews than in the on-purpose texts. It can be explained that in on-purpose texts, there are many ellipses. For example, in advertisements prepositions are often omitted from collocations. Therefore, collocations in them are incomplete but understood by readers. Some kinds of collocation may appear more in on-purpose texts than in interviews. For example, the verb + noun lexical collocations appear more in on-purpose texts. This might be because subjects of sentences are often omitted, and because there is the tendency to use verbs to begin sentences for emphases. The subjects are understood. Other reasons might be that language adopted in on-purpose texts must follow the texts' rules; it must be clear and straightforward. It consists of lots of short incomplete sentences but it can be understood by readers because of the context. For example, in a poem, short sentences or phrases create effective and memorable things. Sentences in poems usually lack subjects.

For lexical collocations, more adjective + noun collocations were found in the interviews (60.71%) than in the on-purpose texts (39.29%). More verb + noun collocations were found in the on- purpose texts (60.00%) than in the interviews (40.00%). More noun + of + noun collocations were found in the on- purpose texts (57.15%) than in the interviews (42.85%). These are some examples of the differences. The reasons are similar to those mentioned above. For example, in advertisements adjectives are often omitted because they may not be as important as the key words (nouns) to save costs.

Discussion

For grammatical collocations in all the texts, the findings revealed that verb + preposition collocations were found at the highest level, 23 phrases or 65.71%. Thus, it is obvious that this kind of collocation is heavily used in all kinds of communication. The

preposition+ noun collocations were found in the second highest number, 9 phrases or 25.71% and adjective + preposition collocations were found in the lowest number, only 3 phrases or 8.53%. It may be said that the verb is very crucial and thus not normally omitted. In both written and spoken language, sentences consist of verbs. Without verbs, we cannot understand the meaning of the sentence clearly. For instance, it can be seen in the sentence in the interview with Steve Jobs, “Alright, Steve please feel free to come on (MC) Business Center first and *tell* us all about those new products?” In the sentence, the word “tell” is the verb which tells the action of the sentence; it is the heart of the sentence. If we do not have “tell” in the sentence, we do not understand the sentence; therefore the verb is the core of the sentence. It plays important role in communication; for this reason, it can be found in all texts. In this study, there are more verb + preposition or verb + noun collocations than other kinds of collocations.

Next, prepositions link nouns, pronouns and phrases with words in sentences. Consequently, they are also the main parts of sentences. When considering all the texts, we find more verb + preposition collocations than other kinds of collocations. Without a preposition, the meaning is not reached. Surprisingly, in on-purpose texts some prepositions are left out from collocations. This may be because the meaning is understood. Prepositions in familiar collocations can be omitted.

Adjective + preposition collocations were found in the smallest number (8.58%). It can be explained that this collocation pattern is not as popular as the other patterns. It may be said too that adjective + preposition collocations are specific, are a closed class of phrase and not open for new combinations. Although adjectives are an open class which accepts the addition of new words, when they are put with prepositions, they become specific and not flexible. A verb may be followed by a number of prepositions, such as “get in,” “get off” and “get over,” all of which have their own meanings. However, a lot of adjectives require a

specific preposition to follow, for example “interested in” and “different from.” Adjective + preposition collocations, therefore, need to be memorized by EFL students. Teachers may need to create materials that specifically teach them.

Lexical collocations were found more often than grammatical collocations in almost all texts. For example, in interviews, 24 grammatical collocations were found while 26 lexical collocations were found. In on-purpose texts, 11 grammatical collocations were found while these were 23 lexical collocations. Certainly, this finding corresponds to the fact that the lexical words are a much larger number than grammatical words. Therefore, teachers should find lexical words common to students and teach them before adding grammatical words to the lexical words to create collocations. This may help students remember collocations better. In language teaching, knowing which types of word to teach before which types of texts is useful; it facilitates the learning of students.

It also sounds reasonable to explain that lexical collocations are content words; they can be found in almost any utterance both in written and spoken languages. In spoken language, in Steve Jobs’ interview, for example, “Well, I think that a lot of it was some incredible *innovative new products*...,” the phrase “*innovative new products*” is an adjective + noun collocation. Some instances from news are “*former partner*” and “*drug and alcohol addiction*.” Moreover, the examples in advertisements are “*ringing tones*” and “*small or modest budget*.”

The grammatical or function words are omissible. Sometimes, as in poems, songs, advertisements, and news, grammatical words in collocations are omitted. In this study, in the on-purpose texts, only 11 grammatical collocation phrases were found (9 verb + preposition collocations, 1 preposition + noun collocation and 1 adjective + preposition collocation). For example, in the songs, the verb + preposition collocations found are “play with” and “change (your) world”. Some teachers may find it useful to teach students about

omissible prepositions in texts such as poems, advertisements, and songs. Sometimes we find that students memorize phrases from these texts and use them in their writing without knowing that some words are missing. Students may understand language better.

In this study, lexical collocations were found most frequently (58.33%); meanwhile, grammatical collocations were found in a smaller number (41.67%). In this study, 49 lexical collocations were found while only 35 grammatical collocations were found. As for the lexical collocations found, adjective + noun collocations were found most often (57.15%) followed by verb + noun collocations (20.40%). This may support that teachers should teach adjective + noun collocations before verb + noun collocations.

In addition, the researcher collected opinions from the three native speakers about all kinds of collocations; their opinions might be useful for learning collocations. These are summarized as follows:

In Barack Obama's interview, the collocations are generally medium, which suggests an attempt to appeal to a broad range of listeners/viewers. In the later part of the text, the collocations are linked to social/political concepts and become more prominent "undecided voter," "middle class" and "give him a chance." The researcher agrees with the native speaker. The collocations are stronger when Barack Obama talks about political issues. He tries to use specific words or phrases that can motivate the audience in his interview.

Political collocations tend to create emotional reactions.

In Steve Jobs' interview, the general conversational style results in fairly weak collocations apart from the notable idioms such as "in the pipeline" and "take our medicine." These are not related to any particular specialist field, unlike some of the collocations for advertising. No doubt, the researcher feels that collocations used in the interview are mostly weak, because the interview is short and Jobs just focuses on general ideas about what he is doing. The weak collocations are, for example, "best music" and "play in".

In the news, the collocations range from weak to medium, probably because news is mostly aimed at appealing to a broad audience in a formal manner and hence news rarely contains idiomatic language, colloquialisms, or overly scientific language. The researcher agrees with the native speaker that the news in this study is very short; therefore, some technical words or difficult words are omitted, and the writers sent only necessary messages to the readers.

In the poems, the collocations seem very vague and random. Collocations such as “flow down,” “bound for,” and “in order” are not particularly context-based and not related to a specialist field. They are slightly more common than average collocations. Some of the later collocations seem more recognizable when considered in a poetic context, for example, “wrapped in a veil,” but are not particularly unique. Nowadays, languages in poems are used to communicate with ordinary people or in wide receivers; if they are very difficult to understand, nobody reads them. Various simple or weak words were found in poems, for instances, “part of a day” and “dance with.”

In the songs, there are some clichés such as “Dance the night away,” “Live your life,” and “clap your hands.” These are all instantly recognizable as being related to concepts of fun and partying, and they fit well into a piece of youth oriented mainstream music. The context of music and partying is important in examples such as “on the floor” which takes on a specific meaning. The types of collocations found in the songs, in short, show that song writers naturally tailor the language to fit the audience.

In the advertisements, there are some strong context-based collocations in the examples, which are appropriate for an advertising setting, for example “gift box,” “gift set,” and “body lotion.” The researcher also found the words or phrases usually seen in the advertisements, for example “follow the curved lines” (Camry Solara) and “indulge in” (SONY TV).

There are collocations which sound specifically positive and appealing and are classic examples of persuasive advertising, for example “ideal for,” “have an opportunity,” and “By your request.” There are some technical collocations which would be expected and understood by a specific target audience, for example “touch-screen” and “navigation system.”

The native speakers also gave more opinions that a lot of instances are phrasal verbs counted as single lexical items rather than collocations. The collocations with the verbs “come/came” in the poems combine physical movements with prepositions of place and are therefore common enough to warrant strong or medium collocations.

The native speakers stressed that they judged the collocations based on their instinct, and some native speakers might not agree with them. They thought it is not clear which word or phrase is considered the base from which the collocation is created. For example, if we look at the collocation “stage of + his life,” “stage of” it is statistically likely to collocate with “his life.” However if we look at “his life” and consider what might go before it, the collocation “stage of” would be much weaker. “In his life,” “take his life,” or “time of his life” would all be more likely.

Limitations of the study

1. The data used in this study were of the same amount (830-857) of words in all the texts studied. The findings might show differences if the study was conducted with more words.

2. The data were analyzed based on only theories of Benson (1985) and Hill (2000). The findings of the study might be different if they were studied with other theories.

Applications

The results of the study can be applied as follows:

1. The results of this study may help language learners to be aware of adopting English collocations in a variety of situations. Learning how native speakers use their language in the real situations, such as in interviews and on-purpose texts is useful.
2. Language students should be taught to be aware of collocations in different kinds of texts in order to understand collocations used in a variety of texts and use them correctly and effectively, noticing from the instances of native speakers.
3. English teachers should be aware of teaching collocations and integrate different kinds of texts which contain a lot of collocations with teaching activities in all levels.

Implications

Teachers who know this fact that which kinds of collocations occur very often, they can prioritize the types of collocation; that is, they should know which type to emphasize first. Knowing this, teachers can focus on what to teach student at the beginning of the classes, they should set activities concerning about verb + preposition collocations before doing other types of collocations.

Suggestions for further studies

Collocations are one of the best ways of leaning English. English language students who have good collocation knowledge will be native speaker-like and can communicate effectively. The following topics are advisable for further studies:

1. A study of collocations in songs and poems should be conducted deeply because languages used in them are limited by the rules; some words were deleted or written ungrammatically. It is interesting to study the effects of shortened collocations.
2. It is very interesting to compare collocations occurred in interviews of famous people to get instances of collocations and also to learn how they communicate effectively.

3. It will be useful to conduct research on the use of collocations of young learners in Thailand in order to know how they use collocations. Such research is still rare.





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APPENDIX A

Interview # 1 (Barack Obama)

WASHINGTON – Question: Mr. President, thank you for the opportunity.

Obama: Good to see you.

Q. It's good to (m) see you again.

Let's start with politics, of course. Mitt Romney is about to have the biggest political stage of his life (S)(m) at the Republican National Convention. What do you expect to hear from him, and how do you plan to counter it when you speak at (W)(m) your convention just a week later?

Obama: I suspect that we'll hear at the Republican Convention what we've been seeing in the millions of dollars' worth of ads (M)(w) that they're running all throughout the country. And they basically have one message, which is, the economy is not where it should be and it's Obama's fault. And there will be variations on that theme.

But I think when voters step back (M)(s), what they're going to look at is who can move us forward. And we all understand that we just went through the worst recession (w) and the worst financial crisis (w) since the Great Depression (m)(S) People understand the millions of jobs that were lost before I took office, the 800,000 jobs that we lost the month I was sworn in(s), and they recognize that we've started to (w)(M) see some progress — 4.5 million new jobs (m)(w) created in the private sector (m)(S), half a million manufacturing jobs (M)(w), saving the auto industry (w).

But they also understand that we've got to do more. And so the question is: What's the recipe for long-term, sustained economic growth? And when they ask themselves that question, what they'll see is the Republicans are essentially offering the same policies that got (us)into(m) this mess in the first place.

Mitt Romney is proposing a \$5 trillion tax cut that disproportionately goes to the wealthiest Americans (w). And he will pay for (S)(m) that by gutting investments in things like education, infrastructure, basic science and research (m)(W), voucherizing Medicare — all to provide an average of \$250,000 worth of tax (m) breaks to people making \$3 million a year or more.

And when you combine that with (m)rolling back regulations that we put in (S)(m) place for reining in Wall Street, making sure we don't go through the same kind of financial crisis (w) we went through, when you look at (S)(m) Gov. Romney's proposal to roll back (m) the Affordable Care Act — which would actually mean millions of young people (m)(W) would no longer have coverage (w) who now do because they can stay on (m) their parent's plan, or seniors having to pay more for (m) their prescription drugs (S)(u) — they're going to be pretty skeptical of that argument.

And what we're going to be offering — and have been offering — is a path forward that says balanced deficit-reduction, smart cuts in government programs (m) that we can no longer afford, making sure that we're eliminating waste and fraud in programs like Medicare, but still making sure that we've got our investments in education (w), our investments in science and technology (S)(m), investments in clean energy (research) (m), asking folks like me — people who are in the top 1 or 2 percent (w) — making sure that they're paying a little bit more for a balanced deficit reduction plan but also a plan to ensure that our economy grows and that we're building our middle class (S)(u).

Q. Put yourself in the shoes of an undecided voter (S)(u) who says: I don't have a job, I can't pay my bills, my life isn't better — my life isn't better under President Obama. Why should that person vote for(s) you?

Obama: Look, I hear from folks all the time who are still struggling. Even if they have a job (m), they are still having a tough time (s) paying the bills. Their home may be underwater

because of the housing bubble burst. They're still worried about (s) saving for their retirement.

And so I'm the first one to say that we're not where we need to be. What I'd say to that voter, though, is who's more likely to fight for (S) middle-class (s) families to make sure that they've got long-term (s) security? Is it going to be Gov. Romney and his proposals that mirror the kinds of proposals (w) that got us into this mess in the first place (s) — that led to some of the slowest growth (w) we've ever seen, jobs being shipped overseas, middle-class wages and incomes declining — culminating in this disastrous economic crisis (w)? Or is it going to be a president who is interested in (m) making sure that college is affordable for that voter's kids, that is bringing manufacturing back, that is interested in creating jobs in the clean energy sector (w)? And that's the choice that I think that voter is going to be confronted with (m).

We aren't where we need to be. Everybody agrees with (S)(m) that. But Gov. Romney's policies would make things (W)(s) worse for middle-class families and offer no prospect for (S) long-term opportunity for those striving to get into the middle class. And the policies I'm offering are ones that have been proven in the past to help middle-class families achieve their dreams.

Q. You just framed it as a choice, and of course we've heard that from you and your campaign for months. But what about the person who basically says: I gave him a chance (s), I hired him, I'm not happy, I might fire him? I mean, don't people make decisions (S)(m) that way and then decide let's give the new guy (s)(W) a chance?

Interview #2 (Steve Jobs)

NBC: And apple computer CEO Steve Jobs joins us now to talk (more) about (S)(m) his company is earnings. Mr. Jobs it is nice to (m) have you here. Welcome.

Steve Jobs (SJ): Thank you.

CNBC: OK, you obviously had a good quarter. Was it simply product development (m) and new products in the pipeline (u) that did it or was it something in addition (m) to that?

SJ: Well, I think that a lot of it was some incredible innovative (new) products (M)(w) that we introduced during the quarter (m). We introduced the new PowerBook Titanium G4 (holds one up but it is obscured by the lower CNBC tickers). You know the coolest portable in the world (m). And we couldn't keep (them) on (S)(m) the shelves all quarter long. We shipped about 115k of them. We also shipped Mac OS X on time (m) on march 24th. And we've gotten great reviews on that, we've had a fantastic start on that. We shipped a software product (w) called iTunes, which is the best music (w) jukebox in the world (m), it lets you burn CDs and things on your Mac. We had about 2 million downloads of that and I think that that drove a lot of sales of our iMacs with CD-RW drives in them. And lastly we introduced two really revolutionary products, one called iDVD, a piece of software (w), and the other called SuperDrive, which lets you write DVDs that you can play in (w) consumer DVD players. So now you can actually now make your own DVDs on our PowerMacs and play them on ordinary DVD players.

CNBC: I was talking to (w)(M) Walter Winnitzky who is a Wall street analyst and he says you've certainly had an impressive quarter (w) and you've had a lot of product development. He questions where the next area of product growth is going to be.

SJ: Well we're not through yet. We've got some wonderful things (w) new coming during the year but I can't talk about (S)(m) them right now. One of the things that I also can say is that I think our operational excellence (w) was good this quarter. Not only did we, I think we beat our goals (W)(m) in terms of revenue and products (w), but at the same time brought down (m) our channel inventory to about 100,000 units or 4 weeks, which is very good.

CNBC: You know today we heard Karlie Kearney of Hewlett Packard, saying that she thinks that their second quarter(m)(W) will be the bottom in the terms (m) of the lack of

demand (m) and that things will look up (m) from that point. Can you say the same thing based on (s) what you've seen in your industry. Have we seen or are we near the bottom(w)?

SJ: It is a hard one to call...(cuts himself off)

CNBC: Look into (m) your crystal ball (S)(m).

SJ: [Laughs] Well, my crystal ball is a pretty foggy in that regard (S)(m). We're prepared to play the economic hand(w) we're dealt, but I think it is pretty foggy looking ahead. It is pretty hard (M) (w) to predict.

CNBC: Is the visibility any better (m) now than it was a quarter ago?

SJ: You know we've got some strong new products that we can't even keep up (m) demand on (w), so I think that we have some visibility as to demand, but I don't think it goes out (W)(m) that far right now. Anyone who says differently (m) may have a better crystal ball than ours.

CNBC: Now the stock (has) gone up (m) sharply (m) in after hours because you did surprise the street with the results (m)(W) that you released today, and the stock has really differentiated itself from that of, say, Cisco. Cisco has warned, has had layoffs. Will Apple computers be able to maintain its path without some of the measures that Cisco has taken in the past (m), like layoffs?

SJ: You know Cisco is a very good company (m) and I'm sure that they're working their way through this. We had a very, very tough quarter in December. That is when we realized that things were slow(ing) down (s) and we decided to take (our) medicine (s) right then and there and we had a quarter that was not a good quarter. Now that we have some strong new products, hopefully things will go well. But again, certainly our crystal ball is pretty foggy right now about the global economy (M)(w).

CNBC: Alright, Steve please feel free to come on (MC) Business Center first and tell (us all) about (m) those new products?

SJ: OK thank you, you know...(cuts himself off)

CNBC: (Incomprehensible blurb)

SJ: Thanks a lot.

CNBC: Thank you.

News

Lance Armstrong Stripped of (m)(S) His Seven Tour de France Titles

The Union Cycliste Internationale (UCI) today revealed its decision over the seven-time Tour De France winner, Lance Armstrong. He will be stripped off (m) of his seven titles which he acquired since 1999 to 2005 after having been found guilty of doping.

UCI President Pat McQuaid refused to resign amidst the controversy. Instead, he announced that his committee will accept the report (w) of USADA and would not appeal to the Court of Arbitration for Sport saying Armstrong has lost his place in cycling.

Armstrong should be banned and stripped of his titles for "the most sophisticated, professionalized and successful doping program that sport has ever seen" within his U.S.

"Emanuelle" Actress Sylvia Kristel Dies at Age 60

Sylvia Kristel, the Dutch star of the 1974 erotic movie "Emanuelle", died of cancer in (her) sleep (m)Wednesday. She was 60 years old. She had been figh(ting) cancer (w) for many years.

"Emanuelle" director Just Jaeckin called her "a wonderful woman, very pure, very innocent".

Kristel, who has a son with former partner (M)(s) Hugo Claus, also appeared in several

"Emanuelle" sequels as well as other erotic movies "to feed her drug and alcohol addiction"

(M)(u).

Smoking May Lead to (S)(m) Age-Related Cataracts

Experts warn (m)(W) that cigarette smoking (S)(u) can increase the risk of age-related cataracts, which is known to be the leading cause of blindness(w) in the world (m).

"Although cataracts can be removed surgically (m)(W) to restore sight, many people remain blind from cataracts due to inadequate surgical services and high surgery expense," explains Dr. Juan Ye of the Institute of Ophthalmology at Zhejiang University.

Everyone who smoked once has (an increased risk) of developing the disease (w).
researchers found out (m).

Clint Eastwood Campaigns for (m)(S) Romney, But His Daughter Votes for (s) Obama

Despite the fact that her dad held a speech at the Republican National Convention supporting Mitt Romney, Francesca Fisher-Eastwood said "I happen to not be voting for the same man". The 19-year-old actress, model and TV personality also said "I love that he stands up (s) for what he believes in."

Clint Eastwood was widely lampooned for his empty chair dialogue at the Republican National Convention August 30.

Aussie soldier died of (s) improvised explosive device (m), 39th soldier to die in Afghanistan

A 24-year-old Australian soldier and a member of (special) forces (w)(M) based in Afghanistan was killed late Monday, October 22nd, by an insurgent improvised explosive device (IED). The Defense Department has already informed the family of the event.

The man became the 39th Aussie soldier to die in Afghanistan and 7th to die this year. This unfortunate event happened just months before the troops will pull out (m), which will happen starting mid-2013. No Australians should be left by 2014.

Australia's troops are said to be heavily concentrated in the volatile southern province of Uruzgan, where it has around 1,500 soldiers. The operations reportedly started in 2001.

Despite all precautionary measures, events like these just happens.

Apple Logo Is Blasphemous for Orthodox Christians in Russia

Orthodox Christians in Russia believe that Apple logo - the bitten apple - is blasphemous for two reasons. The said issue has already caused (some minor) riots (w). Conservative Orthodox Christians would cover the logo with a cross whenever they see them.

The Apple logo is said to be a reminder of the story (w) of Adam and Eve that could be found in the bible (m)(W). Moreover, it also brings into (m)memory the concept of (original) sin (s). While all these are biblical, it seems like this group has taken it so far.

An anti-blasphemy law is on the brink of passage (w) in Russia. Other Christian groups believe it is plain stupidity (m) to think a logo blasphemes one's belief

AT&T Acquires 6-Month Exclusive Deal Over Nokia Lumia 920

American carrier AT&T already signed (an exclusivity) contract (w) with Nokia to carry Lumia 920 for a period (m) of six months. Reports indicate (M)(w) the device will be officially announced (m) on October 21st, although it hasn't been confirmed by the carrier yet.

At least three videos have been uploaded to (M)(s)YouTube recently proving the device may be nearing its release. The training videos were intended for (m) AT&T staff who will be in the front row (S)(w) to sell the product (m) when it is released in the following weeks (m).

Nokia Lumia 920 is powered by Microsoft's latest operating system (m)(W), Windows Phone 8. It comes packed with tons of features, newer interface and impressive specs. Visit the link below for Lumia 920 training videos and more information about the device.

America's Tallest Man Gets New Shoes From Reebok

Igor Vovkovinskiy, just over 7 feet, 8 inches tall, has problems (m) finding shoes for his size. Athletic shoe (m)(W) company Reebok built three pairs of sneakers (S)(w) size 24 for the 30-year-old.

"It feels so good, like I'm walk(ing) on (m) pillows or mattresses," he says.

Vovkovinskiy moved to (m) the U.S. in 1989 to undergo (16) surgeries (w) for a tumor on his pituitary gland (u)(W) to stop his rapid growth(w).

New York Teacher Traded Soap for Homework

A sixth-grade teacher in New York City has been fined \$4,000 by the city for encouraging his students to buy his family's handmade soap

Advertisements

D i o r

J'adore Golden Sensations Gift Set (S)(w)

Radiant, sensual, sophisticated, J'adore is a fragrance that celebrates the renaissance of extreme femininity and the power of spontaneous emotion (w) with a brilliant bouquet of orchids (m), the velvet touch of Damascus plum and the mellowness of Amarante wood.

Set includes (M)(w) a 1.7 oz Eau de Parfum Spray, 1.7 oz Body Lotion (S)(w) and a 1.7 oz Hair Mist in a gorgeous, J'adore signature gift box (S)(w).

Innovative cordless mouse(w)

The mouse takes on a bigger role in Logitech's latest project (M)(w); the MediaPlay Cordless Mouse.

With this innovative creative, you are now able to control and choose your music on the PC without having to lift your hand (w)(M) from the mouse while you carry on working (m)(S) on whatever you're keying in.

The design is incorporated (w) with play, pause, forward, back and volume among other control functions. In addition (m) to this, this mouse/ remote is also wireless, thus, allo

Nokia

The radical new keypad layout of the Nokia 7210, breaks all the rules (s), and the versatile four-way scroll makes navigating the high-resolution color display a pleasure. Choose one of the optional Xpress-on covers in the season's most sought-after colors and adorned with a

distinctive oval design.

The Nokia 7210 comes with (M) an array of attractive audio features including (w) polyphonic sound and integrated stereo FM radio. Polyphonic tones are played through a speaker rather than an ordinary buzzer, which means that you get vastly improved (m)(W) sound quality for melodious ringing tones (S)(w), and message alerts.

Web design (S)(w)

Basic Web Solutions

The strength of Program-Ace is our ability to combine the advantages of turn-key solutions with custom solutions. As a result (S)(m) the price is average, but you have an opportunity (m) to order something that accurately meets your needs in order to differentiate you from(m) your competitors. In addition (s), our customer is always assured that development costs will not exceed his budget requirements. By your request (m), we will provide detailed price breakdowns by functional features.

Advance Web Solutions

The main specialization of our firm (m) is the development of cost- effective solutions (m) for the most advanced Internet projects. This is ideal for (S)(m) start-up companies or for projects with a small or modest budget (w)(M) that require an advanced solution. Thus, we are able to give a complete spectrum of services (W) (m) and are ready to take care (s) of your project from A up to Z.

Beijing Hotel

In terms of location, this hotel is the best in Beijing. Adjacent to (s) the imperial Forbidden City and only 10 minutes walk to Tiananmen Square, centre of Beijing. The hotel is also situated in the prime entrance to the busy (Wangfujing) commercial street (w). The hotel underwent a major refurbishment towards the end of 2000 and all rooms are comfortably renovated and spacious.

Camry Solara

SHAMELESS INDULGENCE JUST BECAME RESPECTABLE

Prepare to be spoiled. Let your eyes follow the curved lines (w). Touch the available perforated leather trim. Let the available touch-screen (u)(M) DVD navigation system (m) give you directions (W) (m) -- with just a phone number (s)(W). Press your right foot (s)(M) into all 225 hp of the available VVT-i V6. And let yourself go: some perfectly acceptable extravagance has arrived.

SONY TV

36" FD Trinitron (R) WEGA (R) TV KV-36FV310

Meet Sony on the cutting edge of style and technology when you indulge in (s)the 36" FD Trinitron (R) TV> A pleasure to look at (S)(m) on and off, this new TV offers a better overall image on screen (m).

RADO

In this anniversary year (m), the Swiss watch company now enchants with an especially tempting combination of select materials and refreshingly exciting design.

But temptation is only alluring when it is not there any place any time. This is why the Rado 'Limited TenTation' is only available in a limited edition of 1,000 watches (w)(M) and only in the anniversary year (m).

The Rado 'Limited TenTation' has the distinctive traditional strengths of the 'Sintra' range – outstanding wearer-comfort and the legendary scratchproofness – and in addition is the embodiment of elegant sportiness. Twelve blue sapphires (m)(W) indicate the hours on the shimmering white mother-of-pearl dial. Case and bracelet in irresistible platinum look are made from scratchproof high-tech ceramics and accentuate the sporty and stylish character of the Rado 'Limited TenTation'.

Let yourself be tempted!

Dynamo

Feel the invigorating freshness of Dynamo.

- * Powerful and invigorating
- * Strong stain fighting action
- * Gets clothes sparkling clean
- * Available in : Ultra Power Original, Waterfall Fresh and Crisp Morning Air (m)with Bleach

Alternative

Nescafe

Cool down and chill out with new NESCAFE ICE JAVA iced coffee (S) (w) syrup. Just squeeze it into cold milk (M) (w) for a delicious and refreshing iced coffee (m) anytime, anywhere. Add ice and enjoy

Kleenex

Tissues For Every Day

These KLEENEX Facial Tissues have softness, strength (w)and absorbency for your everyday needs.

The right size for anywhere in your home. (*Select below to see available designs.*) White, Blue, Green, Pink, Lavender, Yellow

Darlie

Directions on use Do not swallow - spit and rinse after use For children below 6 years Use a pea-sized amount of toothpaste (M)(w) (*less than 5mm*) Supervise child's brushing

Directions on dental health Brush at least twice a day Restrict the amount and frequency of sugary foods (m)(W) Visit your dentist at least once a year

Songs

On The Floor

By Jennifer Lopez Feat: Pitbull

J-LO!

It's a new generation (M)(w)

(Mr. Worldwide)

Of party people

Now, get on the floor (m)

Dale, get on the floor (Red One)

Let me introduce you to my party people

In the club (W)(m)

[Pitbull]

I'm loose

And everybody knows I get off (m) the train

Baby it's the truth

I'm like inception I play with (m)

your brain

So I don't sleep I snooze

I don't play no games so don't get it confused no

Cos you will lose yeah

Now pump it up

And back it up like a Tonka truck

Dale!

[Jennifer Lopez]

If you go hard you gotta get on (m) the floor

If you're a party freak then step on (m)(S) the floor

If you're an animal then tear up the floor

Break a sweat on the floor

Yeah we work on (w) the floor

Don't stop keep it moving

Put (your drinks) up (W)(m)

Pick (your body) up (W)(s) and drop (it) on (W)(m) the floor

Let the rhythm change (your) world (m) on the floor

You know we're running sh*t tonight on the floor

Brazil Morocco

London to Ibiza

Straight to LA, New York

Vegas to Africa (Dale!)

[Chorus]

Dance (the night) away (S)(m)

Live (your) life (m),and stay young on the floor

Dance the night away

Grab somebody drink a little more

Aaa la la la la, lalalalalala la laaaa

Tonight we gon' be it on the floor

Aaa la la la la, lalalalalala la laaaa

Tonight we gon' be it on the floor

[Verse 2]

I know you got it clap (your) hands (u)on the floor

And keep on (m) rockin', rock it up on the floor

If you're a criminal kill it on the floor

Steal it quick on the floor, on the floor

Don't stop keep it moving

Put (your drinks) up (W)(m)

Its getting ill it's getting sick on the floor

We never quit, we never rest on the floor

If I ain't wrong we'll probably die on the floor

Brazil Morocco

London to Ibiza

Straight to LA, New York

Vegas to Africa (Dale!)

[Chorus]

Dance the night away

Live your life, and stay young on the floor

Dance the night way

Grab (somebody) drink (w)a little more

Aaa la la la la, lalalalalala la laaaa

Tonight we gon' be it on the floor

Aaa la la la la, lalalalalala la laaaa

Tonight we gon' be it on the floor

[Pibull]

That badonka donk is like a trunk full of bass on an old school Chevy

All I need is some vodka and some, coke

And watch, get donkey konged

, if you're ready for (m)things to get heavy

I get on the floor and act a fool if you let me

Don't believe me just vet me

My name ain't Keath but I see why you Sweat me

L.A. Miami New York

Say no more get on the floor

Aaa la la la la, lalalalalala la laaaa

Tonight we gon' be it on the floor

Aaa la la la la, lalalalalala la laaaa

Tonight we gon' be it on the floor

Aaa la la la la, lalalalalala la laaaa

Tonight we gon' be it on the floor (floor)

Give Me Everything (Tonight)

By Pitbull : Afrojack, Nayer and Ne-Yo

[Pitbull - Intro]

Me not work(ing) hard (S)(w)?

Yea right picture that with a kodak

And better yet, go to times square

Take a picture (S)(m)of me with a kodak

Took my life (M)(w) from negative to positive

And I just want y'all know that

And tonight, let's enjoy life (M)(w)

Pitbull, Nayer, Ne-Yo

[Ne-Yo / Nayer - Chorus]

Tonight I will love love you tonight

Give me everything tonight

For all we know we might not get tomorrow

Let's do it tonight

I will love love you tonight

Give me everything tonight

For all we know we might not get tomorrow

Let's do it tonight

Don't care what they say

All my girls they play

Nothing is enough

Till they handle love

(Let's do it tonight)

I want you tonight

i want you to stay

i want you tonight

(Grab somebody sexy tell 'em hey)

Give me everything tonight

Give me everything tonight

Give me everything tonight

Give me everything tonight

Take advantage of (S) the night

Cuz to more and more to do bad and perform for a princess

but tonight I can make you my queen

And make love (S)(u)to you endless

This is insane, the way the name growin', money keep flowin'

Hustlers move aside, so I'm tiptoein, keep flowin'



I gotta locked up like Lindsay Lohan

Put (it) on (M) my life baby

I can make you feel right baby

I can't promise tomorrow

But I promise tonight

[Pitbull - Pre Chorus]

Excuse me Excuse me

But I might drink a little bit more than I should tonight

And I might take you home with me if I could tonight

And maybe imma make you feel so good tonight

Cause we might not get tomorrow

[Ne-Yo / Nayer - Chorus]

Tonight I will love love you tonight

Give me everything tonight

For all we know we might not get tomorrow

Lets do it tonight

Poems

A Farewell

by Lord Alfred Tennyson

Flow down (m)(M), cold rivulet, to the sea,

Thy tribute wave deliver:

No more by thee my steps shall be,

For ever and for ever.

Flow, softly flow, by lawn and lea,

A rivulet then a river;

No where by thee my steps shall be,

For ever and for ever.

But here will sigh thine alder tree,

And here thine aspen shiver;

And here by thee will hum the bee,

For ever and for ever.

A thousand suns will stream on thee,

A thousand moons will quiver;

But not by thee my steps shall be,

For ever and for ever.

Border Ballad

by Sir Walter Scott

March, march, Ettrick and Teviotdale,

Why the deil dinna ye march forward (m) in order (m)!

March, march, Eskdale and Liddesdale,

All the Blue Bonnets are bound for (M)(s) the Border.

Many a banner spread,

Flutters above your head,

Many a crest that is famous in story.

Mount and make ready then,

Sons of the mountain glen,

Fight for (m) the Queen and our old Scottish glory.

Come from (S)(m)the hills where your hirsels are grazing,

Come from the glen of the buck and the roe;

Come to (S)(m)the crag where the beacon is blazing,

Come with (S)(m) the buckler, the lance, and the bow.

Trumpets are sounding,

War-steeds are bounding,

Stand to your arms, then, and march in good order;

England shall many a day

Tell of the bloody fray,

When the Blue Bonnets came over (S)(m)the Border.

Cherry Ripe

by **Robert Herrick**

Cherry-ripe, ripe, ripe, I cry,

Full and fair ones; come, and buy:

If so be you ask me where

They do grow? I answer, there

Where my Julia's lips do smile;--

There's the land, or cherry-isle;

Whose plantations fully show

All the year where cherries grow.

Dust of Snow

by **Robert Frost**

The way a crow

Shook down on me

The dust of snow

From a hemlock tree
 Has given my heart
 A change of mood
 And saved some part
Of a day (m)(W) I had rued.

Easter

by George Herbert

I got me flowers to straw Thy way,
 I got me boughs off many a tree;
 But Thou wast up by break of day,
 And brought'st Thy sweets along with Thee.
 Yet though my flowers be lost, they say
 A heart can never come too late;
 Teach it to sing Thy praise this day,
 And then this day my life shall date.

Forebearance

by Ralph Waldo Emerson

Hast thou named all the birds without a gun;
 Loved the wood-rose, and left it on its stalk;
 At rich men's tables eaten bread and pulse;
 Unarmed, faced danger with a heart of trust;
 And loved so well a high behavior
 In man or maid, that thou from speech refrained,

Nobility more nobly to repay?

O be my friend, and teach me to be thine!

Juke Box Love Song (S)(w)

by Langston Hughes

from The Collected Poems of Langston Hughes

I could take the Harlem night

and wrap around (s) you,

Take the neon lights and make a crown,

Take the Lenox Avenue busses,

Taxis, subways,

And for your love song tone their rumble down.

Take Harlem's heartbeat,

Make a drumbeat,

Put (it) on (m) a record (w), let it whirl,

And while we listen to (s) it play,

Dance with (w)you till day--

Dance with you, my sweet brown Harlem girl.

La Fuite de la Lune

by Oscar Wilde

To outer senses there is peace,

A dreamy peace on either hand,

Deep silence (M)(w) in the shadowy land,

Deep silence where the shadows cease.

Save for a cry that echoes shrill

From some lone bird disconsolate;

A corncrake calling to its mate;
 The answer from the misty hill.
 And suddenly the moon withdraws
 Her sickle from the lightening skies,
 And to her sombre cavern flies,
Wrapped in (m) a veil of (yellow) gauze (w).

Meeting At Night

by Robert Browning

I.

The grey sea (M)(w) and the long black land;
 And the yellow half-moon large and low;
 And the startled little waves that leap
 In fiery ringlets from their sleep,
 As I gain the cove with pushing prow,
 And quench its speed i' the slushy sand.

II.

Then a mile of warm sea-scented beach;
 Three fields to cross till a farm appears;
 A tap at the pane, the quick sharp scratch
 And blue spurt of a lighted match (w),
 And a voice less loud, thro' its joys and fears,
 Than the two hearts beating each to each!

Morning at the Window (m)

by T. S. Eliot

They are rattling breakfast plates in basement kitchens (w),

And along the trampled edges of the street

I am aware of the damp souls of housemaids

Sprouting despondently at area gates.

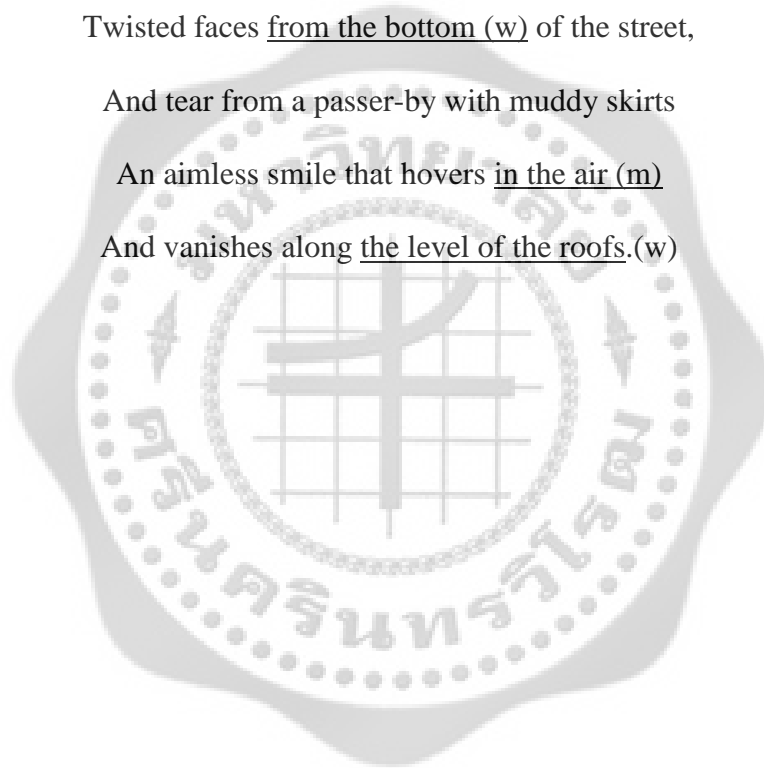
The brown waves of fog (w) toss up to me

Twisted faces from the bottom (w) of the street,

And tear from a passer-by with muddy skirts

An aimless smile that hovers in the air (m)

And vanishes along the level of the roofs.(w)



APPENDIX B

1. Table of the appearances of grammatical collocations, according to the classification of collocation of Benson (1985).

1.1 The appearances of verb + preposition collocation patterns

No.	Verb + Preposition	No.	Verb + Preposition
1		3	
2		4	

1.2 The appearances of adjective + preposition collocation patterns

No.	Adjective + Preposition	No.	Adjective + Preposition
1		3	
2		4	

1.3 The appearances of preposition + noun collocation patterns

No.	Preposition + Noun	No.	Preposition + Noun
1		3	
2		4	

2. The appearances of six lexical collocation patterns

2.1 The appearances of adjective + noun patterns

No.	Adjective + Noun	No.	Adjective + Noun
1		3	
2		4	

2. 2 The appearances of verb + noun collocation patterns

No.	Verb + Noun	No.	Verb + Noun
1		3	
2		4	

2. 3 The appearances of verb + adverb collocation patterns

No.	Verb + Adverb	No.	Verb + Adverb
1		3	
2		4	

2. 4 The appearances of adverb + adjective collocation patterns

No.	Adverb + Adjective	No.	Adverb + Adjective
1		3	
2		4	

2. 5 The appearances of noun + of + noun collocation patterns

No.	Noun + of + Noun	No.	Noun + of + Noun
1		3	
2		4	

2. 6 The appearances of noun + verb collocation patterns

No.	Noun + Verb	No.	Noun + Verb
1		3	
2		4	



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