

COLLOCATION INSTRUCTION THROUGH COMMUNICATIVE ACTIVITIES
TO ENHANCE 10TH-GRADE STUDENTS' ENGLISH WRITING ABILITY



A THESIS
BY
JIRAWOOT SARARIT

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University
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This research was designed to investigate the effectiveness of collocation instruction through communicative activities. There were two classes of thirty students studying in Grade Ten in a school in a remote area of Thailand who were randomly selected to participate in this study. The experimental group received collocation instruction through communicative activities, whilst the control group received only regular collocation instruction. There were two tests, a thirty-item multiple-choice collocation test and a paragraph-writing test, which were administered before and after the instructions. A five-scale questionnaire was also used to obtain the attitudes of the students towards the instruction. The data from the post-test administration were analyzed by using t-test to determine whether there were significant differences between the test scores of the students in both groups. A one-tailed Spearman's rho correlation coefficient was also employed to investigate whether or not the scores on the Collocation and Writing were positively correlated. The results showed that the scores of the students on both tests improved after the instructions. However, with the aid of communicative activities, the students in the experimental group obtained significantly higher scores than those in the control group on both tests. The positive correlations between the test scores on collocation and writing were also found. The data retrieved from the questionnaire were analyzed for descriptive information. It was found that students in both groups had positive attitudes towards collocation instructions. The results of this research provided an alternative to teaching writing. Collocation instruction can be employed to promote students' writing ability. In addition, the incorporation of communicative activities into the instruction was applicable and highly recommended to motivate students to pay more attention to not only in the lectures that they attend, but also the activities they participate in.

การสอนคำปรากฏร่วมจำเพาะโดยใช้กิจกรรมการสื่อสารเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษ

ของนักเรียนมัธยมศึกษาชั้นปีที่ 4



ปริญญานิพนธ์

ของ

จิรวุฒิ สารฤทธิ์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

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งานวิจัยนี้มีจุดประสงค์เพื่อที่จะศึกษาประสิทธิภาพของการสอนคำปรากฏร่วมจำเพาะโดยใช้กิจกรรมการสื่อสาร ผู้เข้าร่วมวิจัยจากโรงเรียนแห่งหนึ่งในพื้นที่ชุมชนได้รับการสุ่มเลือกจำนวนสองกลุ่ม กลุ่มละ 30 คน กลุ่มทดลองได้รับการสอนคำปรากฏร่วมจำเพาะโดยใช้กิจกรรมการสื่อสาร ในขณะที่กลุ่มควบคุมได้รับการสอนคำปรากฏร่วมจำเพาะด้วยวิธีการสอนคำปรากฏร่วมจำเพาะทั่วไป ผู้วิจัยนำข้อสอบแบบตัวเลือกว่าัดความรู้คำปรากฏร่วมจำเพาะจำนวน 30 ข้อ และข้อสอบการเขียนย่อหน้าภาษาอังกฤษถูกนำไปใช้เพื่อวัดความรู้การด้านการเขียนของผู้เข้าร่วมงานวิจัยทั้งสองกลุ่มทั้งก่อนเรียนและหลังเรียน เมื่อเสร็จสิ้นการสอนผู้เข้าร่วมวิจัยทำแบบสอบถามความคิดเห็นเกี่ยวกับการเรียนการสอน ผู้วิจัยนำข้อมูลที่ได้จากการทำข้อสอบหลังเรียนของผู้เข้าร่วมวิจัยมาวิเคราะห์เพื่อหาความแตกต่างอย่างมีนัยสำคัญระหว่างคะแนนของทั้งสองกลุ่ม โดยใช้ t-test และวิเคราะห์หาค่าสัมประสิทธิ์สหสัมพันธ์ (one-tailed correlation coefficient) เพื่อหาความสัมพันธ์ทางบวกระหว่างคะแนนการสอบคำปรากฏร่วมจำเพาะและคะแนนการสอบเขียนย่อหน้า ผู้วิจัยพบว่ากลุ่มทดลองที่ได้รับการสอนคำปรากฏร่วมจำเพาะด้วยกิจกรรมการสื่อสารได้คะแนนมากกว่ากลุ่มควบคุมที่ได้รับการสอนคำปรากฏร่วมจำเพาะด้วยวิธีทั่วไปอย่างมีนัยสำคัญทั้งสองการทดสอบ ทั้งยังพบความสัมพันธ์เชิงบวกระหว่างคะแนนคำปรากฏร่วมจำเพาะและคะแนนการเขียน ข้อมูลที่ได้รับจากแบบสอบถามพบว่าผู้เข้าร่วมวิจัยทั้งสองกลุ่มชอบวิธีการสอนคำปรากฏร่วมจำเพาะ ดังนั้นผลงานวิจัยนี้ชี้ให้เห็นว่าการสอนคำปรากฏร่วมจำเพาะเป็นอีกหนึ่งทางเลือกในการสอนเขียน เพราะสามารถใช้ในการส่งเสริมทักษะการเขียนให้กับนักเรียนได้ นอกจากนี้ผู้วิจัยเสนอแนะให้บูรณาการกิจกรรมการสื่อสารกับการสอนคำปรากฏร่วมจำเพาะเพราะจะช่วยกระตุ้นนักเรียนให้สนใจกับการเรียนและเข้าร่วมทำกิจกรรมได้เป็นอย่างดี

The thesis titled
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to Enhance 10th-grade Students’ English Writing Ability”
by
Jirawoot Sararit

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TABLE OF CONTENTS

Chapter	Page
1 BACKGROUND.....	1
Introduction.....	1
Collocation through Communicative Activities.....	3
Collocation and Writing.....	4
Statement of the Problem.....	5
Research Hypotheses.....	5
Significance of the Study.....	6
Research Methodology.....	6
Research Participants.....	6
Instrumentation.....	7
The Collocation Test.....	7
The Writing Test.....	7
The Questionnaire.....	7
Data Collection Procedures.....	8
Data Analysis.....	8
Confidentiality of Participants.....	8
Limitations of the Study.....	8
Research Variables.....	9
Independent Variables.....	9
Dependent Variables.....	9
Definition of Terms.....	9
Organization of the Study.....	10

TABLE OF CONTENTS (continued)

2 LITERATURE REVIEW.....	11
Collocation and Its Importance in English Language Learning.....	11
Collocation Instruction in Thailand.....	15
Incorporating Collocations into Language Classrooms.....	16
Methods of Collocation Teaching.....	16
Activities and Materials for Teaching Collocation.....	19
Integrating Communicative Activities in the Collocation Instruction.....	20
Illustrations and Examples of Communicative Activities.....	22
The Use of Songs and Lyrics.....	22
The Use of Digital Game-based Activities and Flashcards.....	23
The Use of Comics.....	24
The Use of Quotes.....	25
The Use of Newspapers.....	25
The English Writing Skill in EFL Contexts.....	27
The Relationship Between Collocation and English Writing.....	28
Related Research.....	30
Summary.....	34

TABLE OF CONTENTS (continued)

3 METHODOLOGY.....	36
Research Participants.....	36
Selection of a School.....	36
Selection of Participants.....	37
Independent Variables.....	37
Treatments.....	37
Selection of Collocations to Teach Students.....	38
Duration.....	39
Dependent Variables.....	39
Instrumentation.....	39
The Collocation Test.....	39
The Writing Test.....	40
The Questionnaire.....	40
Data Collocation Procedures.....	41
Data Analysis.....	42
4 FINDINGS.....	43
Results: Research Hypothesis One.....	43
Results: Research Hypothesis Two.....	44
Results: Research Hypothesis Three.....	46
Questionnaire Results: Research Hypothesis Four.....	47
Summary.....	51

TABLE OF CONTENTS (continued)

5 DISCUSSION.....	53
Conclusion.....	53
Summary of the Research.....	53
Summary of the Main Findings.....	54
Discussion.....	55
Discussion: Hypothesis One.....	56
Discussion: Hypothesis Two.....	57
Discussion: Hypothesis Three.....	58
Discussion: Hypothesis Four.....	59
Pedagogical Implications.....	61
Limitations of the Study.....	62
Recommendations for Further Studies.....	63
REFERENCES.....	65
APPENDICES.....	75
APPENDIX A: Pretest/Posttest.....	76
APPENDIX B: Answer Key.....	81
APPENDIX C: Examples of Lesson Plan.....	83
APPENDIX D: Criteria of Writing and Grading Rubric for Writing Assignment.....	88
APPENDIX E: Questionnaire.....	95
VITAE.....	101

LIST OF TABLES

Table	Page
1 The Comparison of the Collocation Pretest Scores Between an Experimental Group and a Control Group.....	43
2 The Comparison of the Collocation Posttest Scores Between an Experimental Group and a Control Group.....	44
3 The Comparison of the Writing Pretest Scores Between an Experimental Group and a Control Group.....	45
4 The Comparison of the Writing Posttest Scores Between an Experimental Group and a Control Group	46
5 The Correlation Between Collocation Scores and Writing Scores.....	46
6 Students' Attitudes Towards Collocation and Its Importance.....	47
7 Students' Attitudes Towards Collocational Knowledge and English Writing Ability	49
8 Students' Attitudes Towards Collocation Instructions and the English Language Learning.....	50

CHAPTER I

BACKGROUND

Introduction

The major goal of teaching English as a foreign language (EFL) is to assist students in mastering their language skills so that they can apply the skills to use in a variety of situations. In Thailand, where English is taught as a foreign language, students do not typically have enough time to be exposed to English, nor do they use the language outside their classrooms. However, since the introduction to the Asian Economic Community (AEC) at the end of 2015, English has been considered a requirement for business and education. Due to this, English learning has become one of the challenges that Thai students have to encounter. Therefore, teachers themselves have to help students overcome the potential threat that can prevent their students from obtaining decent jobs and accessing good education. One area that teachers can help their students master English language is to teach them a variety of vocabulary necessary for their communication.

As Wilkins (1972) said, “Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed.” The quote emphasizes the significance of vocabulary learning to acquire successful communication. Nevertheless, teaching vocabulary to students is not an easy task because learning a word is somewhat complicated due to its form, meaning, and usage (Nation, 2001). According to Hill (2000), one of the biggest challenges in learning vocabulary is collocation. Collocation is generally defined as the combination of words that naturally occur together. For example, the adjective “fast” must be used with *food*, *car*, and *computer*. However, the

adjective “quick,” which has the same meaning as “fast,” must be accompanied by *meal*, *shower*, and *look* (O’Dell & McCarthy, 2008). If learners attempt to collocate the word “fast” with *meal* as in “fast meal,” they commit collocational errors.

Collocation plays a crucial role in English language learning especially in countries where English is taught as an EFL. Having been competent in using correct English collocation not only allows learners to express their message precisely and concisely, but also provides access to fluent and natural English (Conzett, 2000; Lewis, 2000). This is because knowing a variety of collocation means having a set of ready-made word chunks to be used instantly. In addition, collocation helps learners explore more connections of a wider range of words and thus improves their existing knowledge of vocabulary (Boonyasquan, 2005; Singleton, 2000). For example, if learners know one word, they can explore more connections of that word. Additionally, learning collocation can prevent negative transfer between learners’ mother tongue and their target language (Fan, 2008; Nation, 2001). Learning collocation can raise learners’ awareness when they use the target language because what learners know in their mother tongue cannot always be applicable in the target language. It can be said that lacking collocation can prevent non-native learners from expressing precise and concise messages and eventually results in producing awkward and convoluted English (Conzett, 2000; Nesselhauf, 2000; Woolard, 2000).

With regard to collocation instruction, three key elements of collocation instruction should be noted: (a) the necessity of raising students’ awareness of collocational knowledge, (b) the proper selection of collocation to teach at all levels, and (c) the systematic categorization of collocation (Radhi, 2013). In order to incorporate collocation instruction in classrooms, collocation should be taught in chunks to prevent students from learning obstacles (Lewis, 2000). Keeping collocation in chunks is

important to acquisition since breaking chunks can affect students' understanding and obstruct their learning process (Hill, 2000). In addition, teachers should help students explore more connections of words instead of explaining each word. Another means of teaching collocation is to have students record collocation they meet according to grammatical patterns. For example, specific verbs must be used with specific nouns (Hill, 2000; Lewis, 2000). Besides practicing, it is important for teachers to have students use collocation dictionaries, in collaboration with guidance and training from teachers (Farrokh, 2012; O'Dell & McCarthy, 2008; Woolard, 2000).

Collocation instruction through communicative activities.

Collocation instruction can be implemented in conjunction with communicative activities. Communicative activities can be defined as activities that encourage students to develop their language learning abilities and help them learn to communicate and eventually reach their goal in learning a language (Harmer, 2002; Littlewood, 1998). There are four main reasons why teaching through communicative activities should be taken into consideration. First, communicative activities promote students' total skills. It means that students have an opportunity to practice several skills simultaneously. Second, communicative activities motivate students to learn a language. Students can feel motivated by activities they are assigned to complete. Third, learning through communicative activities allows students to expose to a natural language. This is because students have to get involved with the language and try to use the language for communication. Fourth, students can benefit from contexts appeared during the application of communicative activities. These contexts support their learning and are essential for students to develop their language skills since contexts can strengthen a positive personal relationship between students and their teachers or among their peers.

Communicative activities include activities that encourage students to use English for communication. The activities comprise role playing, storytelling, reading quotes and comics, listening to music or short speech, and playing different kinds of game-based activities such as puzzles and matching.

Collocation and writing.

One of the biggest areas of concern in the performance of Thai students in learning the English language is in the area of English writing (Boonyasanguan, 2009; Suksaeresup, 2009). Of all English skills, writing is the most important skill both for education and business (Foosuwan, 2018; Suksaeresup, 2009). English writing is clearly a necessary fundamental skill requirement for all English learners. English writing is not only the base skill in many courses at many schools and universities, but also a key to career achievement (Marquette University Writing Center, 2011). To give just two examples, students are required to submit their examination papers and reports in English, and English is the language used in written contracts in most industries and professions.

Because of the importance of developing writing skill in English, Thai students are taught at an early stage the fundamentals of English Grammar. However, the reality is that, except in most progressive schools, they are not encouraged or taught to use that knowledge of English grammar in speech, listening, or writing. Many, if not most, students in Thailand leave their high school with only rudimentary abilities in these important elements of the English language (Suksaeresup, 2009). They are unable to express ideas or converse precisely and concisely in English. Those students that obtain some writing skills but with only limited collocational knowledge tend to write long, convoluted sentences with little precision and a lack of clarity. Along with other improvements in teaching of English, it would be sensible to suggest that further use of collocation instruction should be employed in the English curriculum of all Thai schools.

Statement of the Problem

Although it is quite clear and generally accepted that the lack of collocational knowledge can affect the ability to use language, particularly in writing (Hsu, 2007; Kim & Bae, 2012; Lerdejdech, 2008; Lewis, 2000; Suksaeresup, 2009), research studies on collocation in Thailand mostly rely on the investigation of collocational violations and attempt to give only a handful of plausible explanations for students' collocational errors (Boonyasanguan, 2009). However, most teachers and researchers have still not yet employed collocation instructions to any great extent. Consequently, the problem addressed to investigate in this study is to rectify that situation by carrying out research in order to ascertain whether proper collocation instructions can improve students' learning abilities. The ultimate attempt of the study is to confirm one way or the other whether it is materially beneficial to incorporate a more significant degree of collocation into EFL teaching through the use of communicative activities. The study has further attempts to detect whether collocational knowledge and the ability to write are positively correlated. Additionally, students would be asked to express their attitudes towards incorporating English collocation into language classrooms.

Research Hypotheses

1. On the posttest administration of the Collocation Test, 10th-grade students who receive collocation instruction through communicative activities obtain significantly higher scores than those who receive regular collocation instruction.
2. On the posttest administration of the Writing Test, 10th-grade students who receive collocation instruction through communicative activities obtain significantly higher scores than those who receive regular collocation instruction.

3. There is a positive correlation between students' scores obtained on the Collocation Test and scores obtained on the Writing Test, regardless of activities given to the students in both groups.
4. After the administration of the questionnaire, students in both groups reflect positive attitudes towards collocation instruction.

Significance of the Study

The findings of this study will provide insights into collocation instruction relating to the enhancement of students' writing ability. If students who receive collocation instruction through communicative activities obtain higher scores on both the Collocation Test and the Writing Test than students who receive regular collocation instruction, this will go a significant way to showing that suitable collocation instruction in collaboration with communicative activities is a necessary teaching method for the teaching of writing in a foreign language. Further, a positive correlation between students' scores on the Collocation Test and their scores on the Writing Test, if found, will indicate that collocational knowledge can be an effective indicator of students' writing ability. This will further confirm the benefits of properly integrating collocation instruction into language classrooms in Thailand. Students' positive attitudes will also help emphasize the need of integrating collocation instruction into a language class.

Research Methodology

Research participants.

Participants of this study were 10th-grade students in a school outside Bangkok, the capital city of Thailand. Kuruprachasan School, located in Sankhaburi District,

Chainat, was selected because of its low academic achievement even though it made significant efforts to encourage and support its students in mastering English to have greater access to the English language in their daily life. In addition, this school also aimed to prepare the students for the inauguration of the Asian Economic Community (AEC). Compared to schools in big cities, the academic achievement of English of this school was low (Ministry of Education, 2017). Making improvements in this type of school is critically important to the country.

Two classes of 30 students were randomly selected to participate in the study. Students in both experimental and control groups were required to take one-credit additional English focusing on writing once a week for 15 weeks. One class, the experimental group, received collocation instruction through communicative activities, while the other, the control group, received regular collocation instruction.

Instrumentation.

The collocation test.

The test was designed to evaluate students' knowledge of collocation. The test was a multiple-choice test, consisting of 30 multiple-choice questions. Students were tested the ability to use appropriate collocations in a sentence or a short paragraph. They had 30 minutes to complete this test.

The writing test.

The writing test was designed to evaluate students' ability to write. Students were required to write an approximately 100-word paragraph. The selected topic was "My Last Vacation." Students had 30 minutes to complete their writing task.

The questionnaire.

A 15-item questionnaire, as well as an open-ended question at the end of the questionnaire, was constructed to gain participants' opinion towards the importance of

collocation and its effectiveness to students' English writing and learning. A five-scale questionnaire, ranging from 5 (strongly agree) to 1 (strongly disagree), was used in the study.

Data collection procedures.

Data were collected during the second semester of the academic year 2015. The Collocation Test and the Writing Test were administered in the first week as a pretest and in the final week as a posttest. The questionnaire was administered after students finished their posttest.

Data analysis.

For the first and second hypotheses, the researcher used *t* test to determine whether there were significant differences between test scores of the students in both groups. For the third hypothesis, a one-tailed Spearman's rho correlation coefficient was employed to test correlation between students' scores on the Collocation Test and their scores on the Writing Test. For the fourth hypothesis, the data retrieved from the questionnaire were analyzed for descriptive information, and *t* test was used to see if students' responses were significantly different.

Confidentiality of participants.

Information concerning students' personal background such as their names was kept confidential. Documents containing their personal information did not appear in the study and were destroyed immediately after the completion of the study.

Limitations of the Study

The participants in this study were limited to 10th-grade students from a school in a country area. All of them were studying in the second semester of the academic year

2015. Due to their relatively low academic achievement in English, collocations selected for them to learn were limited to the basics. Complex and advanced collocations were excluded.

Research Variables

Independent variables.

This research was conducted using an experimental design. The independent variables were two collocation instructions, namely collocation instruction through communicative activities and regular collocation instruction. For the experimental group, collocations were taught to students by using communicative activities by making use of several aids such as songs and games to the instruction. For the control group, students were taught by using regular collocation instruction.

Dependent variables.

The dependent variable was students' improvement displayed through posttest scores of Collocation Test and Writing Test. Both scores were used to determine if they were significantly different by using *t* test.

Definition of Terms

Collocation.

Collocations are sets or groups of words that are naturally mentioned together. The chance of combinability of words and their lexical partnership are predictable. Collocations can be used in everyday language such as fixed expressions and compounds.

Collocation instruction.

Collocation instruction refers to the teaching strategies based on Lewis (2000). The aim of this instruction is to help students explore more word combinations. The instruction can be done, for example, by brainstorming and making use of collocation exercises such as matching and gap filling.

Communicative activities.

Communicative activities refer to activities that encourage students to use English for communication. The activities include role play, storytelling, reading quotes and comics, listening to music or short speech, and playing different kinds of game-based activities. The aim of incorporating such activities in the language classroom is to help students expose to the real language and situations where they must use the language simultaneously.

Organization of the Study

Chapter I of the study introduces background, problems of the study, research hypotheses and significance of the study. Chapter II deals with a review of related literature such as theories, teaching strategies, communicative activities, and related studies. Chapter III details research methodology. Chapter IV illustrates results of the study, while Chapter V discusses the results and provides recommendations for further study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The first three parts start with general knowledge of collocation and its importance in English language classrooms, followed by collocation instruction in Thailand and methods of incorporating collocation in to language classrooms. The fourth part explores how communicative activities can be integrated into the instruction. The fifth part focuses on English writing skill in EFL contexts, while the sixth one details the relationship between the knowledge of collocation and the capability of writing. The chapter ends with related studies on collocation, communicative activities, and English writing.

Collocation and Its Importance in English Language Learning

The term “collocation” is derived from collocare, the Latin root, meaning to arrange or to set in order (Kimmes 2004; Martynska, 2004). There are a large number of definitions of collocation, and many of the definitions are overlapping. The focus of those definitions, however, heavily relies on the “co-occurrence” of words. In general, collocation refers to a combination of two or more words that are used or mentioned together in a language (Sinclair, 1991; Singleton, 2000).

Collocations can be classified according to their combinability. Lewis (2000) gives some examples of his classification of collocation as follows:

1. Adjective + Noun collocations such as *a difficult decision*, and *an exhaustive investigation*;
2. Verb + Noun collocations such as *submit a report* and *handle a problem*;

3. Noun + Noun collocations such as *a radio station* and *a tennis player*;
4. Verb + Adverb collocations such as *examine thoroughly* and *drop dramatically*;
5. Adverb + Adjective collocations such as *extremely inconvenient* and *wholeheartedly supportive*;
6. Verb + Adjective + Noun collocations such as *revise the original plan*;
7. Noun + Verb collocations such as *the fog closed in* and *the wind blows*; and
8. Adjective + Preposition collocations such as *aware of*, *dependent on*, and *familiar with*.

In addition to the aforementioned types, collocations include phrasal verbs such as *turn in*, *put on*, and *take off*; fixed phrases such as *on the other hand*, *on the contrary*, and *as a result*; incomplete fixed phrases such as *a sort of*, *in accordance with*, and *in addition to*; fixed expressions such as *see you later*, *once in a blue moon*, and *as soon as possible*; part of a proverb or a quotation such as *too many cooks* and *to be or not to be*; and idioms such as *put two and two together*, *throw in a towel*, and *the other side of the coin* (Singleton, 2000).

Lewis (2000) mentions that some linguists categorize collocation into two main types: lexical collocations and grammatical collocations. The former type of collocation combines two equal lexical words (open class words such as nouns, verbs, adjectives, and adverbs). Examples of lexical collocations are *strong coffee* (adjective + noun), *share interest* (verb + noun), *use wisely* (verb + adverb), and *deeply concerned* (adverb + adjective). The latter type of collocation is grammatical collocation. This type of collocation can be formed by adding a grammatical word (closed class words such as preposition) after a lexical word. Examples of grammatical collocations are *effect on*

(noun + preposition), *rely on* (verb + preposition), *interested in* (adjective + preposition), and *on the farm* (preposition + noun).

Learning these kinds of collocations is essential to EFL learners for several reasons. First, collocational knowledge has an impact on individuals' communicative competence (Hsu, 2010; Nesselhauf, 2005). In other words, such knowledge can improve communicative competence; that is, collocations help learners use the language precisely and concisely. For example, instead of producing longer sentences to express a complicated idea such as "This book is a new book which is very similar to the old one but improved and up-to-date," learners can replace their awkward sentence with a precise and concise one as "This book is a revised edition" (Lewis, 2000, p. 16). In this case, learners who familiarize themselves with the collocation "revised edition" will effectively communicate in precise and concise ways. In practice learning collocations helps make thinking and verbal expressions of that thinking easier. It means that learners can lessen a chance of making grammatical errors and a lack of clarity from having to produce long, convoluted sentences in trying to state the same meaning. It can be reasonably concluded that the more collocations learners know, the more effective their communication will become.

Since collocational knowledge is collaborated with several language skills, knowing a wide range of collocations can help learners become proficient in using the English language. Such knowledge can help learners sharpen both receptive skills (listening and reading) and productive skills (speaking and writing). Indeed, possessing a number of collocations allows learners not only to access to what they listen and read, but also to produce their language competently (Farrokh, 2012; Radhi, 2013).

Besides, learning collocations helps learners become fluent in English because collocations are the key to fluency. According to Hill (2000), native speakers of English

learn to use and familiarize with collocations at an early age. This is obviously opposite to non-native counterparts. It is often collocational knowledge that can distinguish the difference between native and non-native English users. Thus, non-native English learners have a necessity to learn collocations so as to obtain competent English language abilities.

In addition, collocational knowledge helps improve the way learners use their existing knowledge of vocabulary. Boonyasquan (2005) stated that learning an isolated word is insufficient and is liable to cause communication errors. For instance, EFL learners generally know the word “depend,” but are not capable of using it correctly. They may use “depend to/in” instead of “depend on,” which is the correct form. Similarly, the word “effect” is not difficult for learners to know its meaning; however, they do not know its partnerships such as *side effect*, *positive effect*, *long-term effect*, *have an effect*, and *the effect on something* (Lewis, 2000). Consequently, learners who are exposed to enough collocational knowledge are able to produce more varieties of correct English than those who are not.

Most importantly, in EFL countries, learners’ mother tongue and English might be significantly different in some respects, such as words and expressions (Fan, 2008; Nation, 2001). In other words, what learners know in their first language is not always applicable in the English language. If learners unconsciously transfer their knowledge of their mother tongue to create English collocations, they are likely to commit negative transfer. This results in the production of a number of errors (Boonyasquan, 2005). For instance, the Thai expression “บนท้องฟ้า” is literally translated into “on the sky.” In the English language, “on the sky” is incorrect. Instead, “in the sky” is a correct combination. This is a further important example of where collocation instruction in

Thailand must be focused in order for students to avoid such common mistakes and produce more competent English.

In summary, all of these reasons and examples demonstrate why the proper teaching of collocations is essential to efficient language learning. Having collocational knowledge can improve communicative competence, sharpen language skills, foster language fluency and naturalness, expand learners' word bank, and help prevent negative transfer.

Collocation Instruction in Thailand

Even though collocation is considered important to English language learning, especially for EFL students, collocation instruction in Thailand has been traditionally neglected by Thai teachers of English. One of the reasons is that even teachers themselves feel defensive about using collocation. Such defensiveness from teachers results from the inherent complexity of collocation. In other words, there are a great number of patterns and combinations of words existing in the English language. Some combinations can be instinctively mastered particularly by native speakers (Lewis, 2000). Besides, a lot of word combinations cannot be applicable in the first language. Knowledge of exceptions of word partnerships is also limited for EFL users.

Instead of teaching collocation to students, Thai teachers of English focus their instruction heavily on teaching grammar or having students remember unfamiliar words in order to master every fundamental English skill. Only a handful of Thai teachers of English encourage their students to learn collocation seen in textbooks. As a result, students have limited knowledge on how words can be combined correctly and effectively. Therefore, one way to help students learn better is that teachers should

employ collocation instruction to teach their students (Lerdejdecha, 2008; Mongkolchai, 2008).

Incorporating Collocations into Language Classrooms

It is well-recognized that collocational knowledge is one of the crucial factors in English proficiency (Hsu, 2010). In other words, possessing a large quantity of knowledge of collocation enables learners to become proficient in English since such knowledge differentiates between native speakers and non-native speakers or high-level proficient learners and low-level proficient learners (Conzett, 2000; Hill, 2000; Woolard, 2000). Using incorrect collocations not only affects the understanding of a message but also has the further negative effect of producing unnatural and awkward English. Thus detailed and informed collocation instruction should be promoted and exercised in order to significantly improve the opportunities for learners to reach a proficient level of English.

Several researchers have suggested a number of methods and activities for collocation instruction. They have identified three key elements for the teaching of collocation: a) the necessity of raising collocational awareness among teachers and learners, b) the importance in the selection of collocations to teach at all levels, and c) the systematic categorization of collocations for learners (Radhi, 2013). However, teachers especially must first be convinced of the benefits of collocation and then be given training and motivated to take up collocation learning with enthusiasm.

Methods of collocation teaching.

Sararit and Chumpavan (2015) have gathered effective methods of collocation instruction, all of which are briefly addressed below.

1. *Keeping the chunk*

The heart of collocation instruction is to avoid breaking collocations into individual words. Lewis (2000) strongly suggested that the ‘chunk’ be kept whole. The reason for not breaking the chunk is that word chunks are essential for language acquisition (Hill, 2000). Not only will breaking the chunk adversely affect proper understanding, but it will also obstruct students’ learning process. As a result of breaking word chunks, students tend to translate only word by word. They might take long time to comprehend word chunks they encounter, yet they do not clearly understand them. Therefore, word chunks should not be taught separately.

2. *Collecting and making students more precise*

Another important way to teach collocation is to discuss the language students produce with the intention of making it more precise (Lewis, 2000). It is required that teachers discuss with their students their work and give feedbacks to them for their improvement. For instance, a student might say or write, “I don’t like to make an exam.” Teacher’s response should be, “You don’t like to take an exam?” The student will eventually learn the connection of the word “an exam” that must be used with “take.” Doing so will encourage students to produce the language precisely and confidently.

3. *Making students aware of collocation*

To reduce collocational errors, teachers should help make students aware of collocations and their benefits and teach them individual collocations (Hill, 2000; Lewis, 2000). Many students are not capable of using English well because they are not familiar with what collocations are and how they are used (Supanfai, 2009). Thus, teachers’ responsibility is to help students explore the concept of collocations and teach them some individual collocations. Woolard (2000) and Juknevičienė (2008) recommended that collocations of the verbs *do*, *make*, *take*, and *get* should be taught to students at their early

learning stage. One of the most effective ways to do this is to teach such collocations at the beginning of each class with a short lesson (Farrokh, 2012).

4. *Exploring collocations instead of explaining*

Instead of explaining how collocations are used together, teachers should focus on exploring more connections of collocations to their students. Hill (2000) stressed that exploring collocation is far more beneficial than any explanation given to students. In other words, teachers should teach their students to acquire some more possible combinations of words and their examples. The key to this is to help students become familiar with as many collocations as possible (Conzett, 2000).

5. *Brainstorming*

Another way to teach collocation is to have students learn by brainstorming. Teachers can do this by introducing some nouns as central ideas (Lewis, 2000). Doing this, teachers can let their students retrieve what they have already learned so that they can achieve greater understanding. To illustrate, when students are instructed to write a paragraph or an essay, teachers can guide students in the preparation process. For example, teachers can introduce the noun “school” as a central idea to the students, and they might learn collocations of the given word such as *drop out of school*, *leave school*, *go to school*, *private school*, *public school*, and so on. After brainstorming, students will learn words that they can use in their paragraph or essay. This helps students write the essay on the given topic more easily and effectively.

6. *Practicing and recording collocations*

To help students obtain collocational knowledge, teachers should consider having their students practice and record collocations they have encountered, for example, in a collocation notebook. Students can record the collocations they learn by different categories according to grammatical patterns such as Adj+N and N+V;

keywords such as *do, make, take, and get*; or topics such as holidays, work and travel (Hill, 2000; Lewis, 2000; Nation, 2001; Woolard, 2000). Woolard (2000) proposed that by practicing and recording collocations, students can become competent in using correct collocations, and as a result they can use them automatically.

7. Making use of collocation dictionaries

Collocation competence naturally and instinctively exists in native users of English, so Thai EFL teachers should consider making use of dictionaries of collocation (Farrokh, 2012; O'Dell & McCarthy, 2008; Woolard, 2000). These dictionaries help students learn numerous connections and specific examples of correct use of collocations in several contexts. However, guidance and training in the use of such dictionaries are still teachers' responsibilities. With the combination of the use of collocation dictionary and teachers' assistance, students can attain collocational success.

Activities and materials for teaching collocations.

Several collocation experts have proposed activities and materials suitable for teaching collocation (Duan & Qin, 2012; Fan, 2008; Farrokh, 2012; Hill, Lewis, & Lewis, 2000). Some examples are briefly illustrated below.

1. Collocation finding in the text.

A basic activity of collocation instruction should be to encourage students to find collocations in a text. Texts used for teaching could be a reading passage, a speech, or an advertisement. The reason why texts are essential to teaching collocation is that within a text, the use of collocations are in context. Duan & Quin (2012) stated that context is essential for collocation learning. When students are trained to find collocations in texts, they will be able to use them more accurately.

2. Collocation exercises.

This activity for teaching collocation is by using pre planned design collocation exercises. The simplest exercises should be to ask students to fill in the gap, match collocations, select the odd, or find missing words (Witkowska-Stadnik, 2014). Teachers can begin with easy but confusing collocations such as “do” and “make.” They can also make use of synonyms such as the adjectives “fast” and “quick” or the adverbs “very, highly, absolutely, truly, greatly, and deeply.” Teachers can use the antonyms such as “strong tea” and “weak tea.”

3. Teacher-made materials.

Several researchers have proposed that a teacher-made supplementary materials used with normal activities such as in-class reading passages can be beneficial to students’ collocation learning. This activity will allow students to be aware of collocations in reading and absorb collocations in passages.

Integrating Communicative Activities in the Collocation Instruction

Communicative activities are defined as the activities that encourage students to develop their language learning abilities by getting involved with situations where they have to use the real language. These activities help students learn to communicate and finally reach their goals in learning a language (Littlewood, 1998; Harmer, 2002).

According to Littlewood (1998), there are four main reasons why teaching through communicative activities should be taken into consideration. First, communicative activities promote students’ total skills. It means that students have an opportunity to practice several skills at the same time. Second, communicative activities motivate students to learn a language. Students can feel motivated by activities they are

assigned to complete. Third, learning through communicative activities allows students to expose to a natural language. This is because students have to get involved with the language and try to use the language for communication. Fourth, students can benefit from contexts appeared during the application of communicative activities. These contexts support their learning and are essential for students to develop their language skills since contexts can strengthen a positive personal relationship between students and their teachers or among their peers. To recap, learning through communicative activities allows students to learn total skills, motivates them to learn a language, helps them explore a language naturally, and provides them supportive contexts essential to develop their learning.

There are a number of communicative activities on which teachers can depend. These activities range from group work to the use of media. Communicative activities include filling information, describing pictures, matching, surveying, rearranging the unscrambled words or pictures, role-playing, discussing, and so on.

Communicative activities are also referred to interactive exercises and other technological teaching aids. Examples of these aids include nursery rhymes, songs, lyrics, movies, comics, advertisements, and famous quotes.

Activities such as listening to songs repeatedly can be beneficial to students' learning because students can learn vocabulary and grammatical rules provided in the song (Cardany, 2016). Likewise, media displayed in the form of video clips or through other technological devices are beneficial for students since these activities encourage students to pay more attention and acquire the language naturally (Choi, Song, & Oh, 2006). By employing such activities in language classrooms, students can familiarize with the language and the media can promote students to learn a language in a natural way (Chirciu, 2011; Moss & Ross-Feldman, 2003; Muangthong, 2016; Ochoa, Cabrera,

Quinonez, Castillo & Gonzalez, 2016; Promsing, 2017; So-in, 2009; Tongboonyoung, 2013; Tunnites, 2009; Vungsangoungji, 2012).

Illustrations and examples of communicative activities.

1. *The use of songs and lyrics.*

With the incorporation of songs in language classrooms, students have numerous learning opportunities at hand (Boothe & West, 2015). The use of songs is beneficial in English language learning for several reasons. First, songs are easily accessible. Typically, students enjoy listening to songs in their spare time. When they want to listen to songs, they can access to a number of resources such as Youtube, the most famous video-sharing website, and Joox Music, an application on a phone which allows users to listen to songs and even sing karaoke. Second, students can benefit from song lyrics. They have opportunities to explore not only sentence structures, but also words and phrases in songs. Third, songs reinforce cognitive learning. Boothe and West (2015) indicated that song lyrics integrate multiple dimensions important to English learning skills such as grammar, vocabulary, pronunciation, and learning. Listening to songs, students can retain more knowledge and use what they learn either consciously or unconsciously from lyrics to produce their language.

Since song lyrics are authentic source of language learning, students can observe a number of sets of collocation. For example, a famous nursery rhyme “Old McDonald” can be used to teach collocation to students. The rhyme lyric reads, “Old McDonald had a farm E-I-E-I-O, and on his farm he had some cows, E-I-E-I-O.” At least, one collocation (on a farm) can be learned from only one sentence of the rhyme. Another example is a song named *Breakaway* recorded by an American singer Kelly Clarkson. This song contains many useful word combinations. The chorus of the song is displayed below.

“I’ll spread my wings and I’ll learn how to fly.

I’ll do what it takes till I touch the sky.

And I’ll make a wish, take a chance, make a change, and break away.

Out of the darkness and into the sun,

But I won’t forget all the ones that I love.

I’ll take a risk, take a chance, make a change, and break away” (Gerrand, Benenate, & Lavigne, 2004).

From the lyrics above, series of collocation can be found within only one chorus. Frequently used collocations include make (*make a wish* and *make a change*) and take (*take a chance* and *take a risk*). Other collocations found are *spread wings*, *touch the sky*, and *into the sun*. Some fixed expressions and phrasal verbs are *what it takes* and *break away*. By listening to a song and reading its lyrics, students can learn a lot of word combinations.

2. The use of digital game-based activities and flashcards.

In addition to the use of songs and lyrics, digital games and flashcards can be useful to incorporate into language classes. Taghizadeh, Vaezi, and Ravan (2017) pointed out that the use of such media provides several educational advantages. Firstly, these media can attract learners’ attention and motivate them. In general, students usually pay attention to other kinds of teaching aids, except for their textbooks and teachers’ Power Point presentation. Using games can unconsciously help students acquire the language and retain what they learn for a long period of time. Secondly, these media, especially digital game-based learning, can encourage students to exchange their language with their classmates. Littlewood (1998) indicated the exchange of language within class between learners and teachers or learners and their classmates can help foster language acquisition

and form social interaction within classrooms. This kind of atmosphere is the key to communicative activities.

3. *The use of comics.*

Besides the incorporation of the aforementioned media, reading comics, newspapers, advertisements, and other forms of reading can be beneficial to English language learning. One of the obvious reasons why such sources are essential for language improvement is that such sources are quality reading materials. They contain real language used in daily life, and they are generally proofread. Therefore, the language inside is grammatically correct and meaningful.

The use of comics can help promote students' learning. Many comic books are well-written and contain beautiful drawings. Both language and drawing can capture readers' attention, and the language written inside is genuine. McGahhey (2017) suggested that comics be read to help improve students' language abilities. For example, comic series of Batman, Superman, X-men, and Ms. Marvel, all of which are well-recognized by a majority of the world, can be used to teach students. In addition, Disney comics such as Snow White and Little Mermaid, Aesop's Fables, and even comic strips can also be used. Teachers can use some excerpts of the aforementioned comic series to incorporate into their class activities.

Collocation can be found within a piece of comic excerpts. For example, Aesop's fable entitled the Hare and the Tortoise, widely known by almost everyone contains some useful word combinations.

The Hare was once boasting of his speed before the other animals. *"I have never yet been beaten,"* said he, *"when I put forth my full speed. I challenge any one here to race with me."* The Tortoise said quietly, *"I accept your challenge."* *"That is a good joke,"* said the Hare; *"I could*

dance round you all the way." "Keep your boasting till you've beaten," answered the Tortoise. *"Shall we race?"* So a course was fixed and a start was made. The Hare darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race. Then said the Tortoise: *"Plodding wins the race"* (Long, 2014).

From the fable above, there are a lot of collocations. Some examples are *boast of* (to overstate), *accept challenge* (to agree to join the race), *good joke*, *fix a course* (to set a running path for a race), *make a start* (to set a starting line), *out of sight* (so far that you cannot see), *show contempt* (to disgrace), and *have a nap* (to get a short sleep).

4. The use of quotes.

Apart from comics, famous quotes can be beneficial to language learning. Teachers can consider using quotes and news to incorporate into their class activities. Some advantages of using quotes to teach English are that quotes are short and easily understood, so this type of reading requires only a short span of attention, that quotes contain some useful collocations useful for students' everyday conversation, and that quotes provide them some morals and lessons. For example, a famous quote by Mark Twain, "When life give you a hundred reasons to cry, show life that you have a thousand reasons to smile." Collocations found in this quote are related to a noun "reason," including *give a reason* and *have a reason*.

5. The use of newspapers.

Incorporating news into language classrooms is also applicable to language learning. A newspaper facilitates English language learning because it is a highly rich

source of information. Teachers can make use of newspapers by using an excerpt of current news or interesting stories. Tafida and Dalhatu (2014) stated that using a newspaper in classrooms provides teachers an authentic, practical, and reliable material.

Some of South Korea's hottest and most prolific names made a historic visit to Pyongyang, North Korea, where they performed some of their biggest hits. The trip took place over the course of several days, from March 31 until April 3. Performing artists included Red Velvet, Baek Ji-young, Yoon Do-hyun Band, Cho Yong-pil, Lee Sun-hee and Choi Jin-hee. Seohyun of Girls Generation, who acted as MC for the concert, also performed *Blue Willow*, a crowd-favourite North Korean pop song. In attendance were hundreds of North Koreans, including leader Kim Jong-un and his wife, Ri Sol-ju. This is not the first time South Korean singers performed in North Korea. Cho Yong-pil, Choi Jin-hee and Lee Sun-hee have all performed in North Korea before. Relatively younger acts like FIN.KL, Sech Skies and Shinhwa (now considered experienced veterans in the fast-paced Korean music industry) have also entertained crowds in Pyongyang (Soo-Jin, 2018).

As seen from an excerpt of the news article, there are a number of collocations. Some examples are *prolific names* (those who produce a lot of works), *historic visit* (an important visit), *act as* (to perform a particular role), *relatively younger* (quite younger), and *experienced veterans* (experts).

In summary, communicative activities help encourage students to improve their language learning. Integrating communicative activities into the collocation instruction will help students learn total skills, draw their attention to learn a language, allow them to expose to a language in a natural way, and create contexts essential for them to learn a

language. A number of communicative activities such as gap filling and role-playing as well as the use of several media and other technological devices can be incorporated into the class to encourage students to learn a language naturally.

The English Writing Skill in EFL Contexts

Writing competently in English is considered to be one of the most difficult language skills to master. This is true even for native learners of English. Writing proficiently is perceived to be a very demanding skill by the majority of English language learners. (Hourani, 2008). Hyland (2003) cited Canale and Swain (1980) that competence in several areas is a requisite for producing a written piece, such as an essay, a formal document or even a letter, in proficient English. Grammatical competence, the knowledge and ability to utilize grammar, lexis, and language systems, is necessary in any effective writing task. Discourse competence, the knowledge of language genres and rhetorical patterns, is important in this context. Sociolinguistic competence, the ability to use the language appropriately in various contexts, is also essential for a good piece of writing. Communicative competence, the knowledge of strategies used for successful communication needs to be understood. When all of these requirements are present, a writer of any competence has the tools to produce a piece of effective writing.

Especially in the case of EFL learners, the ability to write in English is considered to be the most arduous of all competencies in the English language. This must be due to the lack of the aforementioned competence in English (Hinnon, 2004). As Richards and Raynandya (2002, p.303) stated, “There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these notions into legible texts.”

In general, EFL learners tend to memorize words and basic structures to compose their paragraphs and essays. They frequently employ word-by-word translation from their first language (Hourani, 2008). Suksaeresup (2008) states that a majority of EFL students in her research translated words and phrases in Thai to English. This strategy is bound to produce bad English because, for instance, there are a variety of words and phrases that must be collocated. It is therefore not surprising that EFL learners of English have encountered a number of problems when English writing tasks are assigned.

English writing skill is essential for EFL learners for obvious reasons. The ability to write clearly and proficiently is a significant requirement in an academic context. In a university, many courses encourage, and in some cases, require students to hand in term papers and projects written in English. Assignments during many courses are written in English, and students are required to write in English in countless exams (Hourani, 2008). In addition to academic contexts, English writing skill is important in business contexts. In the international business world, most businesses carry out transactions using English when dealing with foreign clients and customers. Many contracts, product descriptions and external publicity documents are written in English. In practice no competent business with international aspirations would prosper without staff able to write and understand the English language of a good standard (Hinnon, 2004; Hourani, 2008; Marquette University Writing Center, 2011).

The Relationship Between Collocation and English Writing

Collocational knowledge is related to writing. Many researchers have explored how knowledge of collocation correlates with writing ability. Lewis (2000) states that learners with good collocational knowledge are more competent not only in producing

precise and concise messages but also in avoiding grammatical errors than those with a limited collocational knowledge. Students who are incompetent in the use of collocation tend to produce longer sentences “with much more grammaticalization” (p. 16). For example, students who do not know “major turning point” are forced to create a longer sentence such as “This is a very important moment when things changed completely.” The longer they construct their sentences, the higher the chance of making errors. Lewis concludes that grammatical errors in writing are often caused by collocation deficiency. He also strongly recommends that collocation be emphasized in language classrooms.

Lewis’ comments and recommendations are confirmed by Hsu. Hsu (2007) has also demonstrated how knowledge of lexical collocations is correlated with improved writing skill. He conducted his research on the correlation between lexical collocations and online writing of Taiwanese college students. He found that students’ knowledge of lexical collocations was significantly correlated with their writing scores. In other words, possessing a high number of lexical collocations enables students to write more fluently and effectively and as a result obtain higher scores on their writing. Hsu finally suggests that practice on collocations be specially emphasized to improve writing.

Likewise, Kim & Bae (2012) confirmed that they found the relationship between collocation competence and writing quality. They conducted their research on EFL university students in Korea. Their findings indicated that collocation competence was significantly correlated with the quality of students’ writing.

The idea that collocational knowledge influences writing ability has also been propounded by a Thai researcher, Lerddejdech. Lerddejdech (2008) has explained that collocational knowledge influences how students construct their writing. She carried out research on the effects of collocation vocabulary instruction on lower-secondary students’

writing ability. After the completion of the instruction, she identified that her students' writing ability was significantly improved.

In summary, collocational knowledge provides students with the ability to produce better writing. Collocation instruction to promote students' writing ability should therefore be brought to language classes.

Related Research

Boonyasquan (2005) and Suksaeresup (2009) investigated collocational violations in translation from Thai (L1) to English (L2) of undergraduate students in Thailand. Their findings pointed out that students' collocational violations resulted from negative transfer from L1 to L2 collocations, misinterpretation of L1 texts, translation strategies, literal translation, and most importantly the lack of knowledge of collocation. Their studies revealed that only a few students used correct collocational patterns and most of them avoided using collocations in their translated assignments. The researchers suggested that collocation be taught to reduce a number of collocational errors committed by Thai EFL learners and improve students' abilities to use English.

Hsu (2007) investigated the correlation between lexical collocation and the online writing English majors and non-English majors in a Taiwanese college, using a web-based writing program. A significant correlation between knowledge of lexical collocations and online writing scores was found. Hsu concluded that collocational knowledge was an indicator for students' writing scores, and Taiwanese EFL students in both groups still had insufficient collocational knowledge. He further suggested that collocational knowledge pedagogically benefit EFL students because such knowledge helps students write their English more effectively.

Juknevičienė (2008) analyzed collocations in everyday conversation with high-frequency verbs in two groups of learners. One group was EFL Lithuanian learners, while the other was native learners. The high-frequency verbs used in this study consisted of have, do, make, take, and give. The findings of the study revealed that Lithuanian learners underused high-frequency verb collocations, showing that collocation instruction should be provided to improve students' use of the English language.

Lerdejdech (2008) investigated the effect of collocation instruction on eighth graders in improving their writing skills. She found that participants improved their writing after they received collocation instruction. She concluded that collocation instruction should be employed to use in language classes to improve students' writing ability.

Mongkolchai (2008) investigated university students' ability to use English collocations. She found that Thai university students encountered a number of collocational problems. Those problems resulted from unawareness of collocation, negative transfer from L1 to L2, limited collocational knowledge, and improper strategies to learn English vocabulary. She suggested that collocations be taught in the early stage of learning because students at that stage were capable of remembering and internalizing collocational knowledge, and that teachers should employ collocations as one of their teaching methods and present collocations in various contexts from time to time.

Hsu (2010) also investigated the effect of collocation on reading comprehension and vocabulary retention, using direct collocation instruction. He found that lexical collocation instruction helped improve students' learning of vocabulary more than their reading comprehension and that collocation instruction enhanced students' performance on vocabulary retention. Therefore, collocation instruction could be beneficial to students. He recommended, however, that EFL teachers should consider focusing on

collocation before presenting reading passages in order to help students achieve better comprehension.

Chirciu (2011) investigated two groups of students who received two different instructions— communicative activities and classical activities— on the performance of written and oral tests in Romanian middle schools. She attempted to find out whether students taught by using communicative activities performed better in all tests than those taught by using classical ones and whether students enjoyed learning English through communicative activities. Her findings revealed that the former group outperformed the latter in all tests, and a majority of students reflected that they preferred communicative activities to classical activities.

Kim and Bae (2012) investigated the relationship of collocation competence to reading and writing skills of Korean university students. By using multiple tests on collocation, reading, and writing, the researchers examined if collocational knowledge correlated with reading and if such knowledge was an indicator of the quality of writing. Their findings showed that there was no positive relationship found between collocation competence and reading. However, collocation competence was significantly correlated with writing. They recommended that grammatical and lexical collocations be taught to improve students' writing quality.

Abedi and Mobaraki (2014) investigated the effect of grammatical collocation instruction to Iranian undergraduate computer-engineering students in order to comprehend English for Specific Purpose (ESP) texts. The findings showed that grammatical collocation instruction had significant impacts on ESP text comprehension. They concluded that the knowledge of grammatical collocation was, indeed, significant to students' English abilities and that the instruction was needed.

Tafida and Dalhatu (2014) carried out a study on using newspapers as a tool to teach English to students in three levels: elementary, intermediate, and advanced. Their study was aimed at encouraging teachers to select an appropriate source to teach students in different levels. The researchers used newspapers to help students develop speaking, reading, and writing skills. Their use of newspapers included excerpts of current news and pictures cut from newspapers. They raised topics from such materials, discussed with their students, or had them practice writing from the materials. Their results indicated that newspapers are worthwhile as a teaching material to help students develop speaking, reading, and writing skills.

Boost and West (2015) conducted a study on English language learning through music and song lyrics. They aimed to incorporate songs and lyrics into their classrooms in order to see whether such media can help improve students' English language learning. They used songs of every kind, including parody (another version of song used to imitate the original song) in their study. They found that using songs and lyrics were beneficial because students had a lot of learning opportunities to acquire the language. By learning through songs and lyrics, students can integrate what they learn from songs and lyrics to help improve their language skills. The researchers indicated that these media help raise students' motivation and reinforce cognitive learning. They concluded that incorporating songs and lyrics into language classrooms can help foster students' lifetime habit.

Ochoa, Cabrera, Quinonez, Castillo & Gonzalez (2016) conducted a case study of students in Ecuador to investigate whether communicative activities helped promote students' motivation. They concluded that communicative activities were motivating and that students felt highly motivated when they participated in communicative activities. They further suggested that these activities helped students improve their fluency,

pronunciation and performance in the use of English, and that they were confident when interacting among their peers.

Muangthong (2016) conducted her research on the effectiveness of communicative activities in relation to high school students' grammatical competence. Implementing several communicative activities into her class, she found that communicative activities improved students' grammatical competence and that students' perceptions on the activities were positive.

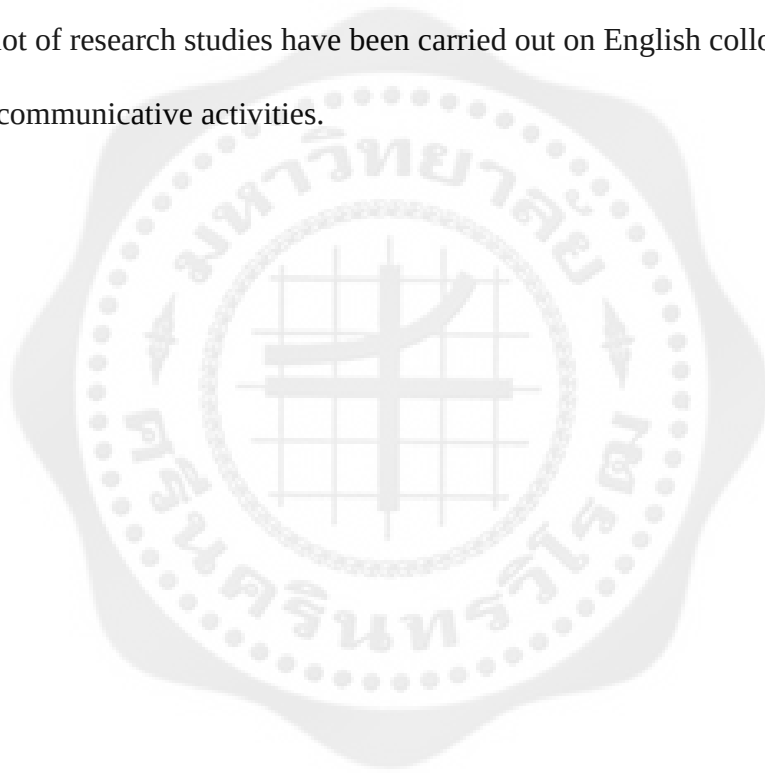
Taghizadeh, Vaezi, and Ravan (2017) investigated the effect of digital games, songs, and flashcards on vocabulary knowledge with different topics of Iranian EFL preschoolers. They provided 350 preschoolers a digital game, 16 songs, a teacher-made book, a workbook, and 60 flashcards. Even though no significant difference in the vocabulary knowledge of preschoolers was found in the groups who learned vocabulary by the incorporation of games, songs, and flashcards, a significant difference in the three groups' mid-term tests with different topics was found. Their results indicated that different techniques must be considered for preschoolers, considering their interest and needs. They also emphasized that the incorporation of media they used in the study was indeed beneficial to students' improved performance.

All of the research studies suggest that research on collocation instruction through communicative activities in enhancing English abilities needs further detailed work, especially in Thailand.

Summary

Collocation instruction in Thailand has not been fully employed. The obvious reason is that Thai teachers of English feel defensively about collocation because of its complexity. However, collocation instruction is beneficial to the English language

learning. Learning collocation allows students to produce precise and concise language, resulting a good piece of writing and better performance on other skills. Collocation instruction can be taught to improve students' English writing skill. A lot of methods can be used to teach students such as brainstorming and exploring word combinations. Collocation instruction can be used to teach students with the incorporation of communicative activities. Such activities range from listening to songs to the use of technological sources. All of these activities are reported beneficial to students' language learning. A lot of research studies have been carried out on English collocation, English writing, and communicative activities.



CHAPTER III

METHODOLOGY

This chapter provides information regarding the selection of participants, instrumentation, procedures of data collection, and data analysis.

Research Participants

Selection of a school.

Chainat was the selected province for the research. It is relatively small and financially deprived; as a result, its people, especially students, lack learning opportunities compared with surrounding provinces such as Nakhon Sawan, Suphanburi, Singburi, and Uthaithani (Chainat Provincial Administration Organization, 2010). With this in mind the researcher decided to provide an educational opportunity for some students in this province with the hope that collocation instruction would benefit them.

Although there are a lot of public secondary schools in Chainat, the researcher selected one school located in Sankhaburi District. The main reason was that this school has made significant efforts to encourage and support its students in mastering English. The school's language center, known as the English Resources and Instruction Center (ERIC), was established with a view to encouraging its students to have greater access to the English language in their daily life and preparing them for the inauguration of the Asian Community (AEC) (ERIC Khuruprachasan Chainat, 2013). Despite these efforts made by the local Department of Foreign Languages, the average scores for the English national test (O-NET) of this school were somewhat lower than those of the country, with

17.52 and 18.32 compared with 21.80 and 22.13 in 2010 and 2011 respectively (Khuruprachasan Academic Administration, 2013). Because the school realized the importance of the English language to the students' future prospects, the school willingly granted permission to the researcher to conduct his research.

In addition, because of the low academic achievement of English of this school, the researcher realizes that making improvement in this type of school is critically important to the country as a whole because there are many more schools in Thailand that fall into the same category. This is the reason why the researcher chose this school to conduct his experimental research in the hope that collocation instruction will be beneficial to students there, and any benefits or lessons learned will be copied and spread to other schools with similar average scores.

Selection of participants.

Participants of this study were tenth-grade students (Mattayomsuksa 4) from the selected school. Two classes of students were randomly selected to participate in the study. Each class consisted of approximately 30 students. All of them took one-credit additional English focusing on reading and writing. One class, the experimental group, received collocation instruction through communicative activities, while the other, the control group, received regular collocation instruction.

Independent Variables

Treatments.

The independent variables of this study were two different treatments: collocation instruction through communicative activities and regular collocation instruction. For the experimental group, collocations were taught to students by using communicative

activities. The activities used during the study included role play, storytelling, reading quotes and comics, listening to music or short speech, and playing different kinds of games such as puzzles and matching. All activities were chosen and used based on a set of collocation taught in each period.

For the control group, students were taught by using regular collocation instruction. Students from this group had to do regular collocation exercises and activities appeared, for example, in worksheets. Teaching strategies for this group followed traditional methods of collocation instruction and excluded media. It should be noted that the same set of collocations was used and all activities were based on a set of collocation taught in each period.

Selection of collocations to teach students.

The researcher mainly employed Lewis' (2000) teaching strategies and adapted them to use with the students in each group. Collocations selected to use in this research focused on those related to verbs, nouns, adjectives, adverbs, and preposition (Lewis, 2000). Patterns considered important to 10th-Grade students that the researcher used comprised V+N, N+V, Adj+N, Adv+V/V+Adv, V+Prep, and Prep+N.

In addition, the selection of collocation was based on previous studies such as Boonyasquan (2005), Juknevičienė (2008), O'Dell & McCarthy (2008), Witkowska-Stadnik (2014), and Suksaeresup (2009). The reason for this was that previous studies offered explanations to what patterns of collocations the researcher should teach and students should know.

Grounded from the previous studies, the researcher selected collocations of high-frequency verbs (*do, make, take, get, and have*), important nouns suitable for 10th-Grade students (*school, situation, and opportunity*), commonly used adjectives (*quick and fast*), confusing adverbs (*very, deeply, absolutely, and highly*), and common prepositions (*in,*

on, and *at*). The researcher used the same set of collocations for both groups in every period in order to prevent pitfalls concerning experimental research such as bias of the treatments and activities.

Duration.

Both types of instructions were given for one semester or 15 weeks. Students had to study once a week or 15 hours in total. Pretests were administered in the first period, while posttests and a questionnaire were administered in the final period.

Dependent Variables

Dependent variables of this study were test scores obtained from posttest administration of the collocation test and the writing test. Both scores were used to determine if they were significantly different by using *t*-test. The scores were also analyzed by using one-tailed Spearsman's rho correlation coefficient to see if collocational knowledge can be a predictor of writing ability.

Instrumentation

The collocation test.

The test was designed to evaluate student's knowledge of collocation. The test was a multiple-choice test, consisting of 30 multiple-choice questions. Students were tested the ability to use appropriate collocations in a sentence or a short paragraph. Students had 30 minutes to complete this test.

Fifty questions had been created before content validity, reliability, and difficulty were tested. Three experts of language teaching— two Thai professors and one native speaker of English teaching English at a university— were asked to check the content

validity of the test. In terms of content validity, the three experts agreed that the test was valid and appropriate, and 30 questions were selected for use. This set of questions was then pilot tested for the reliability by using KR-21, and its reliability was .93. This statistics indicated that the test was entirely appropriate to use as a research instrument.

The writing test.

The writing test was designed to evaluate students' ability to write. Students were required to write an approximately 100-word paragraph. Three EFL experts were also asked to look at the topic of the essay to see if it was appropriate for the students in this level. The selected topic was "My Last Vacation." After the completion of the test, students' writings were graded by three native speakers of English, following the adapted version of the American University of Rome's grading rubric for writing assignments (American University of Rome, 2010). The evaluation of this test focused on content, paragraph organization, word choice, and language convention. Language convention was checked to support the combination of words based on the idea of collocation in writing.

The questionnaire.

The information about the participants' attitudes towards the importance of collocation and its effectiveness to students' English writing and learning was obtained through a 15-item questionnaire constructed by the researchers. The objective was to disclose students' attitudes towards collocation in three aspects: (a) collocation and its importance, (b) collocational knowledge and English writing ability, and (c) collocation instruction and the English language learning. A five-scale questionnaire, ranging from 5 (strongly agree) to 1 (strongly disagree), was used in the study. All questions appeared in the questionnaire were checked for content validity by the three EFL experts mentioned earlier. All questions were also tested for reliability by using Cronbach's Alpha, the most

trusted measure of internal consistency of multiple Likert-scale questionnaires. The reliability of this questionnaire was .89. This number indicated that the questionnaire was acceptable to use as one of the research instruments. The questionnaire was administered by using the mother tongue, Thai, in order that participants would fully understand and be able to give their responses clearly.

However, the researcher was well aware that the results of the questionnaire might not fully identify participants' true opinions since they might not pay enough attention when doing the questionnaire. Thus, an open-ended question was included at the end of the questionnaire to ask the participants to express their opinions on the importance of collocation, writing, and the instruction they received.

Data Collection Procedures

To collect data, the researcher asked for permission from the director of the selected school to carry out his research during the second semester of the academic year 2015. Two classes were randomly selected, each of which was also randomly chosen for the treatments they had to receive.

With regard to data collection, the researcher assigned both classes to complete the pretest on the collocation test and the writing test at the beginning period. At the final period, the two groups were assigned to complete the posttest on the collocation test and the writing test. A questionnaire was also asked for participants' attitudes after the completion of the posttest.

Data Analysis

1. For the first hypothesis, the researcher used a *t* test to determine whether there was a significant difference between posttest scores of the students in both groups on the collocation test.
2. For the second hypothesis, the researcher also used a *t* test to determine whether there was a significant difference between posttest scores on the writing test.
3. For the third hypothesis, a one-tailed Spearman's rho correlation coefficient was employed to test correlation between students' posttest scores on the collocation test and on the writing test.
4. Data retrieved from the questionnaire were analyzed for descriptive information, and *t* test was used to determine whether students' responses between the two groups were statistically different.
5. All data obtained were analyzed by using the trail version of IBM SPSS Statistics

CHAPTER IV

FINDINGS

This chapter shows the details of the findings of the research. The findings are presented in four sections. The first section deals with the results of hypothesis one. The second section shows the results of hypothesis two. The third section displays the results of hypothesis three. The last section describes the results of hypothesis four from the questionnaire.

Results: Research Hypothesis One

The raw scores of the pretest and the posttest of the Collocation Test were analyzed by using mean scores and *t* test to see if there was a significant difference between the two groups of students. Before the posttest administration, it was important to test students' previous knowledge of collocation. Table 1 shows the mean scores of the collocation pretest between two groups of students. The total number of students in each group was 30; however, three of them were not available when the pretests and posttests were given. Therefore, there were 27 participants in each group for the data analysis.

Table 1

The Comparison of the Collocation Pretest Scores Between an Experimental Group (n = 27) and a Control Group (n = 27)

Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Experimental	10.15	2.66	.17	.87
Control	10.04	2.64		

**p* < 0.05

As seen in Table 1, the previous knowledge of collocation between the two groups of students was not significantly different. The experimental group ($M = 10.15$, $SD = 2.66$) obtained only slightly higher scores than the control one ($M = 10.04$, $SD = 2.64$), ($t(52) = .17$, $p = 0.87$).

After the pretest administration, the experimental group received the collocation instruction through communicative activities, and the control group received the regular collocation instruction. The comparison of the collocation posttest scores between the two groups is displayed in Table 2.

Table 2

The Comparison of the Collocation Posttest Scores Between an Experimental Group ($n = 27$) and a Control Group ($n = 27$)

Group	M	SD	t	p
Experimental	15.26	1.81	3.71*	.00
Control	12.41	3.67		

* $p < 0.05$

As seen in Table 2, it was found that the students in the experimental group scored significantly higher on the collocation posttest ($M = 15.26$, $SD = 1.81$) than the students in the control group ($M = 12.41$, $SD = 3.67$), ($t(52) = 3.71$, $p = .00$). Therefore, the data supported research hypothesis one.

Results: Research Hypothesis Two

In order to evaluate students' writing ability, the researcher assigned the students from two groups to write a 100-word paragraph on the topic "My Last Vacation." Then

the raw scores from both the pretest and the posttest were analyzed by using mean scores and t test so as to determine a significant difference between the experimental group and the control one. Students' previous knowledge of writing was pretested at the beginning period. Their scores are displayed in Table 3.

Table 3

The Comparison of the Writing Pretest Scores Between an Experimental Group ($n = 27$) and a Control Group ($n = 27$)

Group	M	SD	t	p
Experimental	10.62	1.40	.23	.82
Control	10.52	2.10		

* $p < 0.05$

As seen in Table 3, the mean scores of the experimental group ($M = 10.62$, $SD = 1.40$) were slightly better than those of the control one, but the difference between the two was not significant ($M = 10.52$, $SD = 2.10$), ($t(52) = .23$, $p = 0.82$). In other words, students from both groups had a similar writing ability.

Following the pretest, the two groups received their instructions. After the completion of the instructions, the posttest was administered in the final period. The results revealed that the posttest scores on the Writing Test of the two groups improved from their pretest scores. Table 4 demonstrates how much improvement the two groups of students made.

Table 4

The Comparison of the Writing Posttest Scores Between an Experimental Group (n = 27) and a Control Group (n = 27)

Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Experimental	13.89	2.25	.23*	.00
Control	11.78	2.40		

* $p < 0.05$

According to Table 4, it was found that the students in the experimental group scored significantly higher on the writing posttest ($M = 13.89$, $SD = 2.25$) than the students in the control group ($M = 11.78$, $SD = 2.40$), ($t(52) = .23$, $p = .00$). Therefore, the data supported research hypothesis two.

Results: Research Hypothesis Three

To find the correlation between students' collocation scores and writing scores, regardless of activities given to each group, the researchers analyzed data by using one-tailed Spearman's rho correlation coefficient to determine if students' collocation scores could be an indicator of their English writing scores. Table 5 illustrates the findings of the correlation between the aforementioned variables.

Table 5

The Correlation Between Collocation Scores and Writing Scores (N = 54)

<i>Students' Achievements</i>	Writing Test (N = 54)	
	<i>r_s</i>	<i>p</i>
Collocation Test	.75*	.00

* $p < 0.01$

According to Table 5, a strong correlation between collocation posttest scores and writing posttest scores from the experimental and control groups was found, and it was statistically significant ($r_s = .75, p = .00$). The results indicated that collocational knowledge probably is an indicator of writing ability. Thus, research hypothesis three was supported.

Questionnaire Results: Research Hypothesis Four

After receiving treatments, students in each group were assigned to give their response to the questionnaire. They were required to rate each item on a scale of 5 (Strongly agree) to 1 (Strongly disagree). The objective was to disclose students' attitudes towards collocation in three aspects: collocation and its importance, collocational knowledge and English writing ability, and collocation instruction and the English language learning.

With regard to the first aspect, collocation and its importance, the results are displayed in Table 6.

Table 6

Students' Attitudes Towards Collocation and Its Importance

Statements	Experimental		Control		Sig
	Means	SD	Means	SD	
I have previous knowledge of collocation.	2.33	.56	2.37	.88	.82
I think that collocation is difficult to learn.	3.56	.85	3.52	.70	.86

I have fair knowledge of collocation and can use it effectively.	2.37	.63	2.33	.68	.79
I think collocation helps me communicate precisely and concisely.	3.63	.88	3.56	.75	.69
I think collocation enables me to use fluent English.	3.67	1.00	3.63	.84	.87
I think collocation improves my existing vocabulary knowledge.	3.93	.96	3.85	.86	.75
I think collocation improves my English skills: listening, speaking, reading and writing.	4.00	1.04	3.85	1.06	.63

According to Table 6, students from both groups disclosed similar attitudes towards collocation. A majority of students in both groups agreed on the importance of collocation. Students realized that collocation could help improve their language skills, improve their previously learned vocabulary, enable fluency, and help them communicate precisely and concisely, with the mean scores over 3.50. In addition, they also agreed with the difficulty of collocation, with the mean score of 3.56 in the experimental group and 3.52 in the control group. However, students disagreed with two statements, “I have fair knowledge of collocation and can use it effectively,” and “I have previous knowledge of collocation,” with a mean score of lower than 3.0.

The second aspect of the questionnaire deals with students’ attitudes towards the knowledge of collocation and its association with the ability of writing. Table 7 displays students’ thoughts about the correlation between collocation and writing.

Table 7

Students' Attitudes Towards Collocational Knowledge and English Writing Ability

Statements	Experimental		Control		Sig
	Means	SD	Means	SD	
I think collocational knowledge and writing ability are correlated.	3.63	1.01	3.56	.89	.78
I can apply collocational knowledge to compose my writing tasks.	3.81	.79	3.59	.75	.21
I feel more confident when I write because of my collocational knowledge.	3.81	.83	3.48	.98	.15
I think collocational knowledge improves my writing.	3.59	.97	3.33	1.07	.35

As seen in Table 7, students in general agreed that collocational knowledge correlated with English writing ability, and the responses between the two groups were not different. Both groups generally agreed that they could apply their collocational knowledge in their writing, and they felt more confident to write after receiving collocation instruction. Students also agreed that collocational knowledge and English writing ability were correlated with the mean scores of 3.63 and 3.56, and that they could apply this knowledge to use when they wrote, with the mean scores of 3.81 and 3.59. The mean scores of 3.59 in the experimental group and 3.33 in the control group also revealed their agreement on the idea that knowledge of collocation could help improve their writing.

The third aspect of the questionnaire entails collocation instructions and the English language learning. Table 8 illustrates students' degree of agreements on each type of collocation instructions and their learning of the English language.

Table 8

Students' Attitudes Towards Collocation Instructions and the English Language Learning

Statements	Experimental		Control		Sig
	Means	SD	Means	SD	
Collocation instruction helps me construct essential elements of the English language.	3.96	.94	3.67	.92	.20
Collocation instruction helps raise my confidence in using English.	3.74	.86	3.56	.80	.33
To me, learning collocation in class is enjoyable.	4.04	.98	3.52	.80	.06
I am willing to learn English by using collocation instruction.	4.00	.83	3.41	1.05	.01*

*Significant at the level $p < .05$

Table 8 reveals that both groups of students reflected positive attitudes towards each type of collocation instruction. Both groups of students reflected positive attitudes towards each type of collocation instructions. Though the two groups similarly agreed with all statements, higher scores were observed in the experimental group than the control group on the following statements: "To me, learning collocation in class is enjoyable," and "I am willing to learn English by using collocation instruction," with the mean scores of 4.04 and 4.00 in the experimental group, compared to 3.52 and 3.41 in the

control group. Although both groups enjoyed their instructions and were willing to learn by using collocation instruction, the experimental group, who received collocation instruction through communicative activities, had significantly higher level of interest and attention than the control group ($p=.01$). Students in both groups also believed that collocation instructions can help them learn essential elements in English, with the mean scores of 3.96 and 3.67. Similarly, they generally accepted that collocation instruction helped raise their confidence in learning English, with the mean scores of 3.74 and 3.56, respectively.

With regard to students' responses in an open-ended question, the results showed that students in both groups expressed their attitudes equivalent to their responses in the questionnaire. That is, a majority of students in both groups similarly said that collocation was significant to their learning, and they enjoyed learning English through collocation instruction. Some students in the experimental group said that they felt alert and motivated when learning through communicative activities and that the use of media was beneficial for their learning. Because students in both groups reflected their positive attitude towards collocation instruction, the data supported the fourth hypothesis.

Summary

This chapter presented the results of the study, following the three hypotheses. The findings showed that students from the two groups did not differ in the previous knowledge of collocation. However, as treatments were implemented, students from the experimental group, who received collocation instruction through communicative activities, obtained significantly higher scores on the collocation test and the writing test than those from the control group, who received regular collocation instruction. It was

also found that there were positive correlations between the scores on the collocation test and the writing test, regardless of activities given to the students in both groups. In addition, both groups of students had positive attitudes towards the significance of collocation, the correlation between collocational knowledge and writing, and the effectiveness of both collocation instructions. However, students expressed a significant preference for collocation instruction through communicative activities.



CHAPTER V

DISCUSSION

Chapter 5 details the conclusion of the study, the discussion of the research findings, and implications. The beginning section is the summary of the research and main research findings, followed by the discussion of the findings and pedagogical applications. At the end of the chapter, limitation of the study and further research recommendations are presented.

Conclusion

Summary of the research.

This research was an experimental study, designed to investigate the effectiveness of collocation instruction through communicative activities, the correlation between collocational knowledge and writing, and students' attitude toward the instruction. Two classes of approximately 30 students in Grade 10 were randomly selected. One group receiving collocation instruction through communicative activities was the experimental group, while the other group who received regular collocation instruction was the control group.

In regard to teaching materials, though the same set of collocations and handouts were used in each period, there were some differences in the teaching methods and the use of media. For the experimental group, the activities which students had to do were communicative activities and relied heavily on the use of media and game-based activities such as storytelling, listening to songs, reading comics and quotes, and the like. For the control group, students had an opportunity to widen their collocational knowledge by

following the traditional methods of collocation instruction such as brainstorming, finding collocations in texts, exploring connection of a word, and so on.

Before the instruction, students were asked to complete the pretests, namely the collocation test and the writing test. After the instruction, the same tests were used as posttests in the final period. A five-scale questionnaire was assigned thereafter. After the completion of data collection, the posttest scores on the collocation test were analyzed by using *t*-test to determine whether the difference between the two groups was significant (Hypothesis 1). Also, the posttest scores on the collocation test were analyzed by using *t*-test to determine whether the difference between the two groups was significant (Hypothesis 2). In addition, regardless of activities they were given, the posttest scores on the two tests of both groups were then used to identify the correlation by using one-tailed Spearman's rho correlation coefficient to see if there was a positive correlation (Hypothesis 3). Data retrieved from a five-scale questionnaire used to reflect students' positive attitudes towards the significance of collocation, the correlation between collocational knowledge and writing, and the effectiveness of collocation instructions were analyzed for descriptive information. The researcher also used *t*-test to identify if the difference between the responses from both groups was statistically significant.

Summary of the main findings.

This section summarizes the research findings in accordance with the three hypotheses. For the first hypothesis, after both groups of students received their treatments, it was revealed that students in the experimental group, who received collocation instruction through communicative activities, obtained significantly higher scores on the collocation test than those in the control group, who received regular collocation instruction. Therefore, the first hypothesis was supported.

Similarly, the second hypothesis was tested to see whether students who received collocation instruction through communicative activities obtained higher scores on the writing test than their counterparts. The results of the study also supported the second hypothesis.

For the third hypothesis, the findings suggested that the posttest scores on the collocation test of both groups were positively correlated with the posttest scores on the writing test. The correlation found in this study was a strong one.

For the questionnaire results, students in both groups reflected somewhat similar responses. Both groups realized that collocation was significant to their English learning and generally agreed that collocational knowledge was related to their writing ability. They also enjoyed both types of collocation instructions. Despite their enjoyments, the statistics showed that collocation instruction through communicative activities was more enjoyed by students in the experimental group than those in the control group.

Discussion

To begin with, students' pretest scores did not indicate any significant difference between the two groups of students. The experimental group obtained the average scores of 10.15 and 10.62 on the collocation test and the writing test, respectively, compared with the control group's 10.04 and 10.52. Statistically, their scores account for less than 40 percent of the total scores. This indicates that students from both groups obtained relatively low scores, so it can be inferred that both groups of students lack previous knowledge of collocation and writing. This is consistent with what Lerdejdech (2008), Mongkolchai (2008) and Suksaeresup (2009) mentioned about the situation in Thai public schools and universities that a majority of Thai students lack collocational knowledge

and, as a result, encounter difficulties in writing. Because of the incompetence, Thai students tend to commit a variety of collocational errors and produce low-quality writing.

Discussion: Hypothesis One

The first hypothesis attempted to investigate the effectiveness of collocation instruction through communicative activities on collocational knowledge. The findings showed that students in the experimental group, who received collocation instruction through communicative activities, obtained significantly higher scores on the Collocation Test than students in the control group, who received regular collocation instruction. This indicates that collocation instruction through communicative activities has a greater impact on students' score improvements than a regular collocation instruction. Hsu (2010) concluded that collocation instruction helps improve vocabulary retention. His conclusion was consistent with the result of this study. Both groups scored higher in the posttest than they did in the pretest. However, the difference between the two groups lies in activities given to each of them. Those who were taught by incorporating communicative activities obtained significantly higher scores than those who were taught with traditional activities. The results of this study were confirmed by Chirciu (2011). Chirciu concluded that communicative activities significantly improve students' performance on tests and that such activities are more effective than traditional ones.

Incorporating communicative activities into language classroom is reported helpful to students because such activities can actively support students' learning. Based on the research findings, the implementation of communicative activities in language classrooms is said to be beneficial since it is highly effective for students' motivation in learning. As a result of being motivated, students might be capable of improving their

scores. This conclusion is also consistent with what Muangthong (2016) and Ochoa, Cabrera, Quinonez, Castillo, and Gonzalez (2016) observed. They concluded that motivation resulting from employing communicative activities in the instruction can help improve students' performance in language skills. In brief, the incorporation of communicative activities into collocation instruction is of greater benefits.

Discussion: Hypothesis Two

The second hypothesis aimed to investigate the effectiveness of collocation instruction through communicative activities on students' English writing ability. The findings showed that students in the experimental group, who received collocation instruction through communicative activities, obtained significantly higher scores on the Writing Test than students in the control group, who received regular collocation instruction. This indicates that collocation instruction through communicative activities also has a greater impact on students' score improvements than a regular collocation instruction. In other words, it is the communicative activities that distinguish students' improvements. This idea is also equivalent to that of Chirciu (2011), concluding that students taught by making use of communicative activities academically outperformed students receiving classical methods of teaching in all tests administered.

From the results of this research, it can be stated that communicative activities affect better performance on remembering and consequently results in students' longer word retention. By listening to songs, reading famous quotes, playing games, and participating in other communicative activities, students unconsciously acquire the language. As a result of their acquisition, they might be able to use words naturally. This means that students can use words from song lyrics and other forms of media in their

writing more effectively. This assumption is equivalent to what Richards and Raynandya (2002) suggested. They pointed out that a good piece of writing requires a wide range of lexical resource, and most EFL learners fail to translate their thoughts into correct words. Similarly, Hinnon (2004) and Hyland (2003) also suggested that lexical competence is a requisite for writing proficiently. Since communicative activities help strengthen students' lexical competence and enhance performance on vocabulary retention, it can be said that such activities are of greater benefits to enhance students' English writing ability.

Discussion: Hypothesis Three

The third hypothesis was aimed at identifying whether there was a positive correlation between posttest scores on the Collocation Test and the Writing Test. The results showed that scores on the Collocation Test positively correlated with those on the Writing Test. Taken together, these results can be inferred that scores on the Collocation Test can be a good predictor for those on the Writing Test. It can be concluded that collocational knowledge has a significant impact on the quality of writing. This conclusion is consistent with what Hsu (2007) and Kim and Bae (2012) found in their experimental studies. In accordance with their results, good collocation users tend to produce higher quality of writing. Thus, it can be concluded that the need of developing collocation competence through teaching is crucial for achieving higher scores from producing proficient writing.

Discussion: Hypothesis Four

The questionnaire explored students' attitudes in three aspects: (a) the significance of collocation, (b) the correlation between collocational knowledge and writing, and (c) collocation instruction and their learning. For the first part, both groups of students responded that they had little knowledge of collocation and could not use collocation effectively. According to Nation (2001), collocation is one of the basic elements in English, yet it is one of the major difficulties in learning, especially for non-native speakers. Thus, it is not surprising that very few students are familiar with collocation. One student wrote, "I have seen a few collocations, but teachers rarely talk about them, so I do not know much." Many students in the study commented, "I do not know about the collocation at all," or "I do not even know that collocation exists."

When asked if students knew about the significance of collocation, a majority of them realized how significant collocation was. They acknowledged that collocation could help them use English concisely and precisely as Lewis (2000) suggested that collocation makes learners' communication concise and precise. Students also knew that by mastering collocational knowledge, they were able to access to language fluency as Hill (2000) proposed. According to Hill, collocation is a key to fluency. Like Boonyasquan (2009) and Lewis (2000), a number of students in this study admitted that learning collocation could help them explore more words since they could relate their known words to the new ones. Some of them revealed, "I know ways to develop my vocabulary by learning collocation," "Collocation widens my word bank," and "It is exciting to get to know a lot more words by learning about its connection."

For the second aspect of the questionnaire, more than half of the students acknowledged that collocation was correlated with writing. A number of students felt

more confident when writing, and they felt that their writing might be improved after learning collocation.” One student wrote, “I feel a lot more confident when writing because I know what to write and how to use words correctly.” Two more students commented, “Collocation makes me write faster and better since I know more words,” and “I can write better than I did because I know more about collocation.” Interestingly, another student wrote, “After learning, I know that writing requires bravery, and in the past I was not brave enough to write because I did not dare to choose words to compose my essays. Learning collocation encourages me to be brave and helps me write more confidently indeed.” All of these responses signify that collocation and writing are correlated. What students feel can be confirmed by the findings of this research, which concluded that scores on collocation and writing were positively correlated ($r_s = .75, p = .00$). Moreover, what students reflected is similar to what Hsu (2007) and Kim and Bae (2012) found, emphasizing that there is a positive correlation between collocation and writing.

The third aspect of the questionnaire aimed to explore how much students enjoyed the instruction they received. The results showed that a majority of them agreed or strongly agreed with both types of collocation instruction. They also acknowledged that collocation instruction could help them learn more effectively. Thus, they required that collocation be introduced more fully into English classrooms. In general, students expressed their satisfaction and enjoyment with the instructions. For example, one student wrote, “I like this instruction because it is helpful, so I can use English more effectively.” Another one wrote, “It is challenging when I am taught by exploring more collocation words.” Likewise, a student commented, “Learning collocation was fun, and it was similar to taking a journey to discover a new territory to claim as my own. I really enjoyed exploring more connection of words by learning collocation.”

However, collocation instruction through communicative activities seems to gain more attention from students than regular collocation instruction. Based on the results of this study, the mean scores between the two groups were statistically different ($M = 4.0$ and $M = 3.41$). Though it can be interpreted that both groups enjoyed their instructions, it is communicative activities that attract more interest. This might be because students had an opportunity to expose English naturally with activities such as role-play, games, and several media such as songs and comics, all of which had potentials to motivate students and improve their language abilities (Boothe & West, 2015; Chirciu, 2011; Choi et al., 2006; Muangthong, 2016; Ochoa et al., 2016; Promsing, 2017; Tafida & Dalhatu, 2017; Taghizadeh et al., 2017; Tongboonyoung, 2013; Vungsangoungji, 2012). Like what Boost and West (2015) found, communicative activities provide students not only learning opportunities, but also their enjoyment. Taken together, the incorporation of communicative activities and media are recommended when teachers needed to improve their students' skills and at the same time boost their attention and enjoyment during their study.

Pedagogical Implications

This research provides several pedagogical implications. First of all, the results of the study indicate that collocation instruction helps promote students' writing ability. By mastering collocation, students have a wide range of vocabulary. When they know more words, they know what to write and how to construct their writing more effectively. Thus, it is of great priority for teachers to have their students expose to as many sets of collocation as possible in order for students to produce better quality writing.

In addition, the findings suggest that the use of communicative activities is essential for language learning. That is, communicative activities motivate students to pay more attention to not only the lecture they attend, but also the class activities they do. Therefore, it is applicable that teachers utilize such activities in their classes.

Besides, this research proved that materials, used in the class and adopted from authentic sources, can facilitate students' learning. Pedagogically, teachers can make use of media such as songs or games to enhance students' interest and attention. They can also consider using lyrics, quotes, comics, or movies to teach students. Doing so, teachers provide students an opportunity to absorb real language naturally.

Finally, collocation instruction through communicative activities can be adapted to teach students. Teachers might use the whole collocation instruction, or they might employ some of the recommended strategies and activities to use as a part of their writing classes.

In summary, this research provides teachers an alternative method for teaching writing. Teachers can employ collocation instruction in collaboration with the use of communicative activities to teach their students. Teachers can harness authentic sources to help students expose to the language naturally. They can also partly or wholly adopt suggested activities and strategies to use in their class.

Limitations of the Study

Some limitations of the study are as follows. Firstly, since this research is a two-group design, the equivalence of treatments is essential. Though some argue that there might be bias in the treatment used for the experimental group, the researcher tried to prevent this pitfall by having students learn the same sets of collocation and using the

same materials. Students in both groups got the same handouts and saw the same PowerPoint presentations. However, strategies in teaching between the two groups varied.

Another problem encountered during the research was the incompleteness of test scores received from both groups. During Week 7, students in the morning session (the experimental group) were absent because they had to join a local festival. Thus, their learning period had to be reduced for one week, so the researcher decided not to teach collocation in the afternoon session (the control group) to avoid potential pitfalls the former group could encounter. Instead, the researcher taught them by following the textbook they used. In addition, some students were absent during the pretest administration. This made the researcher change the plan for the posttest administration. The researcher postponed the date until the last day of their final exams to ascertain that all data possible would be collected. However, few students had to join sports or musical contests. Thus, only 27 complete data for each group were finally used.

Besides, data collection procedures of this study were relatively time-consuming. This is because students' writing had to be graded by three native speakers to ascertain that the writing scores were dependable. Therefore, it took time for these procedures.

Recommendation for Further Research

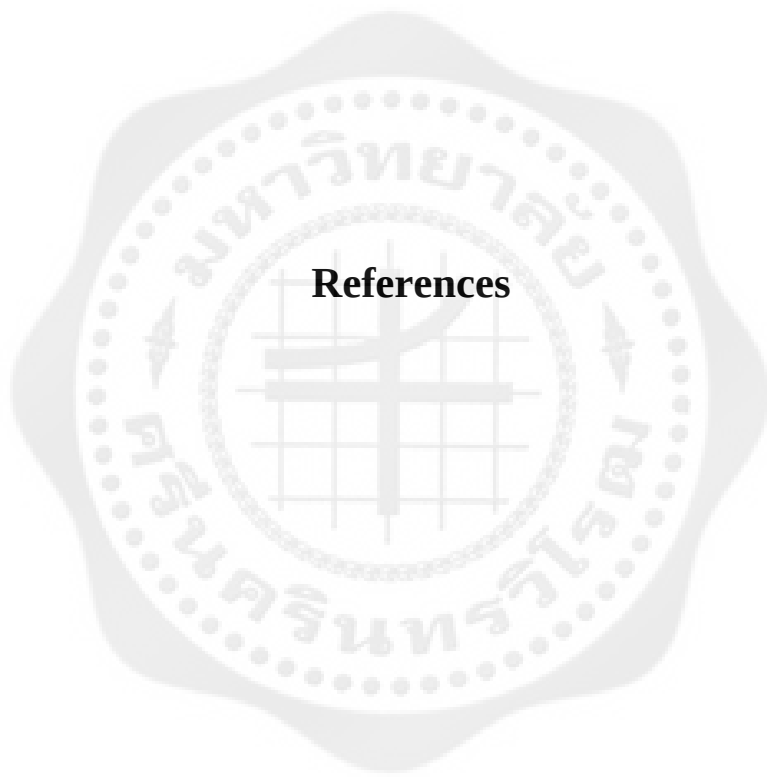
Following this research, it is recommended that further research should be as follows:

1. Since this research focuses on collocation instruction through communicative activities and students' improvement of writing, there should be similar research investigating the instruction on another productive skill— speaking.

2. This study investigates to the correlation between collocation instruction through communicative activities and productive skill— writing. Therefore, similar research should attempt to investigate the correlation between the instruction and receptive skills— listening and reading.
3. Similar research should focus on students with different academic backgrounds such as higher education and upper level of English.



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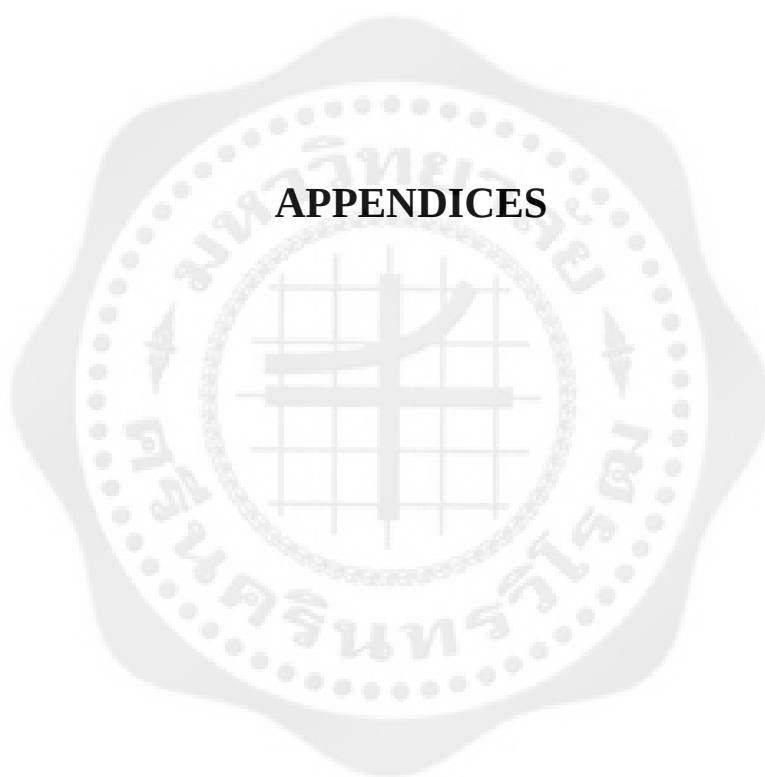
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APPENDICES



Appendix A
Pretest/Posttest

The Collocation Test

The test consists of two parts:

Part One: Multiple Choices 30 points

Part Two: Paragraph Writing 30 points

Students have 60 minutes to complete the test.

Part One: Multiple Choices

Directions: Choose the best answer.

1. I _____ TV last night because my favorite program was on.
 - a. saw
 - b. viewed
 - c. watched
 - d. looked at
2. Teachers want their students to _____ homework by themselves.
 - a. do
 - b. get
 - c. take
 - d. make
3. Which one do you like? It is time to _____ a decision!
 - a. do
 - b. get
 - c. take
 - d. make
4. It _____ me 20 minutes to walk home.
 - a. does
 - b. gets
 - c. takes
 - d. makes
5. We have to wait for Helen for a while. She is _____ dressed now.
 - a. doing
 - b. getting
 - c. taking
 - d. making
6. The storm _____ much damage to the village.
 - a. did
 - b. got
 - c. took
 - d. made
7. _____ the first impression is important in a job interview.
 - a. Doing
 - b. Getting
 - c. Taking
 - d. Making
8. Lukkade wants to _____ some money to buy a new car.
 - a. earn
 - b. gain
 - c. obtain
 - d. gather
9. Cris _____ too much time studying English.
 - a. uses
 - b. spends
 - c. employs
 - d. exercises

10. Bee has a big car, so she has to _____ more money on petrol.
a. employ
b. spend
c. employ
d. exercise
11. They always _____ too much make-up to interest men.
a. use
b. wear
c. apply
d. spend
12. Life is too short, so I suggest you _____ your chances and go for them.
a. take
b. agree
c. accept
d. receive
13. In my free time, I have lots of activities to do such as doing aerobics and _____ yoga in my garden.
a. exercising
b. playing
c. going
d. doing
14. Don't forget to _____ the light when you are away.
a. shut
b. close
c. turn off
d. cover up
15. Thomas is the _____ student in the class.
a. tallest
b. highest
c. longest
d. farthest
16. Mount Everest is the world's _____ mountain; its peak is 8,850 meters or 29,035 feet.
a. tallest
b. highest
c. longest
d. farthest
17. He is a _____ smoker. He cannot live without 20 cigarettes a day.
a. big
b. hard
c. strong
d. heavy
18. Wait a minute. Let me have a _____ shower first.
a. swift
b. quick
c. speedy
d. fast
19. Nowadays people like to have _____ food, especially during the rush hour.
a. rapid
b. quick
c. instant
d. fast
20. Iris: I didn't think Sara enjoyed the party last night!
Lucy: You are _____ right about that!
a. very
b. much
c. absolutely
d. immediately
21. I am _____ worried about your brother because he is usually absent from work.
a. nearly
b. deeply
c. generally
d. very much

22. Have you ever visited the National Archeological Museum of Athens?
It is _____ amazing!

- a. very
- b. truly
- c. usually
- d. sincerely

23. Roger is a farmer. Every day he works _____ the farm.

- a. on
- b. in
- c. at
- d. with

24. Global warming has a negative effect _____ our environment.

- a. on
- b. in
- c. of
- d. to

25. He was arrested by the police and was accused _____ murder.

- a. to
- b. of
- c. on
- d. from

26. Last year, his grandfather passed _____. He had suffered with cancer for a few years.

- a. out
- b. down
- c. away
- d. through

27. Which sentence is NOT correct?

- a. I wanted to *apply for this job*, but I changed my mind.
- b. They *resigned from a job* because they didn't like it.
- c. He was *fired from the job* because of his laziness.
- d. I am sure that we can *end the job* next week.

28. Which sentence is NOT correct?

- a. Ana wants to *learn a foreign language*.
- b. Serena *tells her native language* to her friend.
- c. Samantha thinks that it is hard to *master a second language*.
- d. Maria *uses her local language* to communicate with her friends.

29 – 30 Read the paragraph and choose the best answer.

This is the story of my *love life*. I felt (29)_____ in love with my wife Liza from the moment I met her. It was love at first (30)_____. We *got married* two years later. Now I'm sure that Liza is the *love of my life*.

- | | |
|-------------|-------------|
| 29. a. very | 30. a. look |
| b. actually | b. sight |
| c. normally | c. view |
| d. madly | d. scene |

The Writing Test

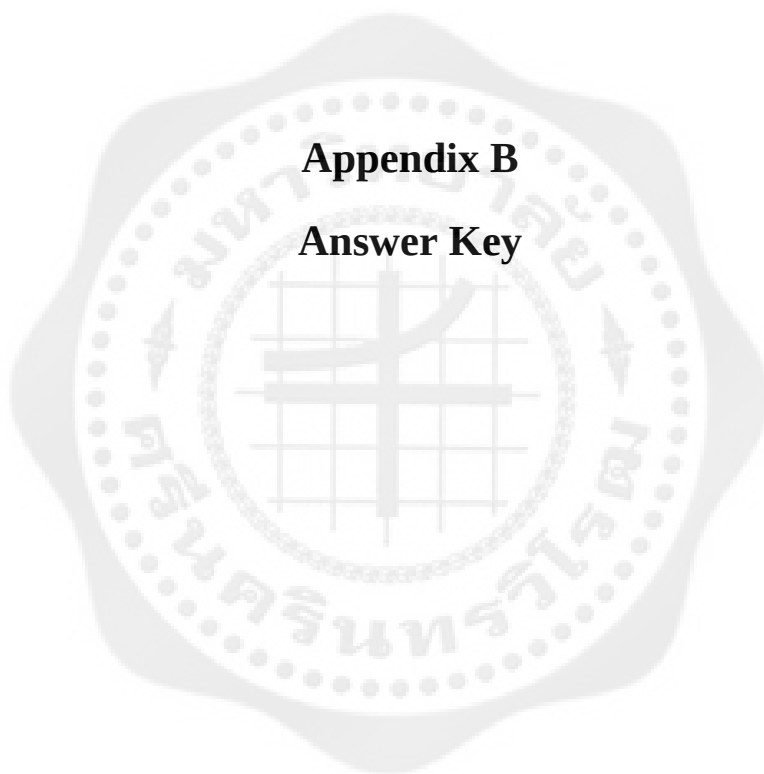
Part Two: Paragraph Writing

Directions: Write a paragraph of approximately 100 words on “My Last Vacation” in the answer sheet provided.



Appendix B

Answer Key



Answer Key

Name: _____

Class: _____ No. _____

☐ Pretest ☐ Posttest

Part One: Multiple Choices

No.	a	b	c	d		No.	a	b	c	d
1			x			16		x		
2	x					17				x
3				x		18		x		
4			x			19				x
5		x				20			x	
6	x					21		x		
7				x		22		x		
8	x					23	x			
9		x				24	x			
10		x				25		x		
11		x				26			x	
12	x					27				x
13				x		28		x		
14			x			29				x
15	x					30		x		



Appendix C
Examples of Lesson Plan

A Lesson Plan for the Control Group

(Regular Collocation Instruction)

WEEK 2: Collocation Focus: Collocation with High Frequency Verbs Do and Make

CONCEPT / SKILL: Recognizing word combinations of the verbs: do and make, looking for plausible explanation of word combinations of the verbs *do* and *make*, and making correct combination of the verbs *do* and *make*.

OBJECTIVE: You will be able to recognize the combination of collocations with *do* and *make* and use them appropriately.

CONTENT

1. There are a lot of collocations with the high frequency verbs *do* and *make*.
2. Some examples of collocations with *do* are *do a job, do work, do an errand, do my duty, do homework, do household chores, do the cleaning, do the cooking, do the laundry, do the ironing, do business, do activities, do sports, do exercises, do gymnastics, do an exam, do research, do a survey, do a talk, do an investigation, do me a favor, do my best, do harm, do damage, and do an operation.*
3. Some examples of collocations with *make* are *make bed, make a speech, make a noise, make a promise, make a mistake, make a mess, make a plan, make a wish, make a change, make lunch, make money, make coffee, make a call, make an excuse, make an appointment, make friends, make a difference, make a decision, make an attempt, make the best of something, and make something happen.*

INSTRUCTIONAL ACTIVITIES

Min.

- | | | |
|----|----|---|
| 5 | 1. | Take attendance. |
| 5 | 2. | Introduce students to know about collocation. |
| 5 | 3. | Write 2 verbs (do and make) on the white board and have students brainstorm the combinations of the two verbs they have seen. |
| 20 | 4. | Have students learn collocations with <i>do</i> and <i>make</i> from teacher's prepared presentation. |
| 5 | 5. | Distribute handouts filling in the gap and matching collocations with <i>do</i> and <i>make</i> they have learned. |
| 10 | 6. | Have students do exercises. |
| 5. | 7. | Ask students about their answers from the exercises they do. |
| 5. | 8. | Wrap up the lesson. |

MATERIALS: Prepared Power Point Presentation of collocation with *do* and *make* and handouts

A Lesson Plan for the Experimental Group

(Collocation Instruction through Communicative Activities)

WEEK 2: Collocation Focus: Collocation with High Frequency Verbs Do and Make

CONCEPT / SKILL: Recognizing word combinations of the verbs: do and make, looking for plausible explanation of word combinations of the verbs *do* and *make*, and making correct combination of the verbs *do* and *make*.

OBJECTIVE: You will be able to recognize the combination of collocations with do and make and use them appropriately.

CONTENT

1. There are a lot of collocations with the high frequency verbs *do* and *make*.
2. Some examples of collocations with *do* are *do a job, do work, do an errand, do my duty, do homework, do household chores, do the cleaning, do the cooking, do the laundry, do the ironing, do business, do activities, do sports, do exercises, do gymnastics, do an exam, do research, do a survey, do a talk, do an investigation, do me a favor, do my best, do harm, do damage, and do an operation*.
3. Some examples of collocations with *make* are *make bed, make a speech, make a noise, make a promise, make a mistake, make a mess, make a plan, make a wish, make a change, make lunch, make money, make coffee, make a call, make an excuse, make an appointment, make friends, make a difference, make a decision, make an attempt, make the best of something, and make something happen*.

INSTRUCTIONAL ACTIVITIES

Min.

- 5 1. Take attendance.
- 5 2. Introduce students to know about collocation.
- 5 3. Raise 2 verbs (do and make) on the white board and have students brainstorm the combinations of the two verbs they have seen.
- 5 4. Have students listen to a listening track about daily life.
- 5 5. Discuss the collocations found in the listening track by guiding them some important keywords on prepared Power Point presentation.
- 20 6. Have students work in a group of two, and distribute 12 flashcards of collocation *do* and *make* for each student. Have students play flashcard game “Help Me Find My Soul Mate,” containing collocations with *do* and *make*. Have them find the correct soul mates for each flashcard they receive of verbs *do* and *make* with their partners.
- 10 7. Have students present their results to the class.
- 5 8. Wrap up the lesson.

MATERIALS: Prepared Power Point Presentation of key words for the listening track and flashcards of collocation with *do* and *make*.

Appendix D
Criteria for Writing and Grading Rubric for Writing
Assignment

Criteria for English Writing

Criteria for English writing tasks vary. Many of them share similarities in the focus of the aspects in grading English writing tasks. These aspects consist of a) focus and main idea, b) organization, c) content, d) grammar and mechanics, e) word choice, and f) language style (American University of Rome, 2010).

1. Focus and main idea.

In English writing, the most important of all elements is a valid main idea. The main idea is written as one concise sentence and generally found at the beginning of the paragraph. In a paragraph, a main idea is displayed as a topic sentence. In an essay, a main idea, called a thesis statement, is typically the last sentence of the funnel introduction (Oshima & Hogue, 2006; Suksaeresup, 2011). A sentence contained main idea serves as a specific statement which gives the direction and lists subtopics of a paragraph or an essay. Lacking a main idea ruins the quality of writing because there will be no point to focus in writing.

2. Organization.

Organization in English writing is one of the most important tools to compose a paragraph or an essay. In writing a paragraph, it is required a topic sentence, supporting details, and a concluding sentence. In writing an essay, an introduction paragraph, body paragraphs, and a conclusion paragraph are needed (Oshima & Hogue, 2006). Besides the basic structures, patterns of organization are significant. Patterns of organization refer to a stated objective of the writing. The patterns provide directions as a writer composes his or her writing. Some patterns of organization include *chronological order* (arranging information according to a progression of time), *spatial order* (arranging information according to physical space), *comparison and contrast* (presenting information according

to how things are similar and different), and *cause and effect* (presenting causes and effects of various conditions). A clear and logical organization is required to produce an effective piece of writings (University of Washington, 2014)

3. Content.

Content of a paragraph and an essay is essential. A well-written content serves as a powerful message for readers. To compose an effective writing, content must be cohered and unified (Oshima & Hogue, 2006). One of the most useful tools to make writing cohere is the use of cohesive devices such as transition signals such as furthermore, however, otherwise, and therefore.

4. Grammar and mechanics.

In general, a good piece of writing displays the use of grammar and mechanics correctly (Suksaeresup, 2011). Grammatical rules, punctuation, and capitalization as well as spelling must be accurate.

5. Word choice and lexical resource.

To write effectively, writers should choose words wisely and correctly. In general, word choice poses a great danger for EFL learners. Since some words collocate with specific words, EFL learners might find it difficult to combine words together (Boonyasquan, 2005; Suksaeresup, 2009). This results in using wrong combinations and reflects the insufficient lexical resource.

6. Language style and naturalness.

A good writing requires naturalness—a native-like language. This criterion is aimed to judge overall tasks and to see whether the writing is meaningful and understandable (American University of Rome, 2010).

Grading Rubric for Writing Assignment **Adapted from American University of Rome (2010)**

Aspect 1: Focus and main idea

<i>Score 5</i>	Purpose is clear and main idea is stated clearly and effectively.
<i>Score 4</i>	Writing shows awareness of purpose and main idea is supported throughout most of the paragraph.
<i>Score 3</i>	Writing shows some level of awareness of purpose but main idea still needs to be developed.
<i>Score 2</i>	Limited awareness of purpose and main idea is vaguely stated with weak supports.
<i>Score 1</i>	Very limited awareness of purpose and main idea is shown.
<i>Score 0</i>	There is no awareness of purpose and main idea.

Aspect 2: Paragraph organization

<i>Score 5</i>	Organization is well-planned and includes all elements (introduction, examples, conclusion, etc.)
<i>Score 4</i>	Overall organization is good and includes main organizational tools.
<i>Score 3</i>	A sense of organization is displayed, but some organizational tools are still missing.
<i>Score 2</i>	A sense of organization is vaguely displayed, and most organizational tools are weakly used or still missing.
<i>Score 1</i>	The paragraph is poorly organized.
<i>Score 0</i>	No sense of organization is displayed.

Aspect 3: Content

- Score 5* Contents are exceptionally well-presented, and ideas are well-detailed with specific supports such as facts and examples.
- Score 4* Contents are well-presented and ideas are supported by evidence and details.
- Score 3* Contents are good. Ideas are presented with some evidence and details but still need to be developed.
- Score 2* Contents are sound but not solid enough and ideas need to be developed or supported by some evidence.
- Score 1* Contents are not sound enough, and ideas are supported by very limited evidence.
- Score 0* Contents are not sound, with no supports.

Aspect 4: Grammar and mechanics

- Score 5* Writing shows excellent grammar, spelling, sentence structure and punctuation.
- Score 4* Few errors in grammar, spelling, structure and punctuation are detected.
- Score 3* Some errors in grammar, spelling, structure and punctuation are detected. This might result from lack of proof-reading.
- Score 2* There are patterns of errors in grammar, spelling, structure and punctuation with a sign of not proofing well.
- Score 1* Many severe errors are detected.
- Score 0* Countless errors are detected. Every sentence contains severe errors.

Aspect 5: Word choice

<i>Score 5</i>	Words are exceptionally well selected, containing no or very few mistakes.
<i>Score 4</i>	Words are selected well, containing a few mistakes.
<i>Score 3</i>	Some words are used incorrectly.
<i>Score 2</i>	Many words are used incorrectly.
<i>Score 1</i>	Words used in the paragraph are mostly incorrect.
<i>Score 0</i>	No correct words are used.

Aspect 6: Language style and naturalness

<i>Score 5</i>	Language in the writing is almost native-like. Readers can read the paragraph and understand clearly.
<i>Score 4</i>	Language in the writing is good and can be understood.
<i>Score 3</i>	Language in the writing is average and can be understood.
<i>Score 2</i>	Language in the writing is not good and still needs to be improved greatly.
<i>Score 1</i>	Language in the writing is poor and cannot be understood clearly.
<i>Score 0</i>	Language in the writing cannot be understood at all.

Grading Rubric for Writing Assignment
Adapted from American University of Rome (2010)

	5	4	3	2	1	0
Focus & Main Idea	Purpose is clear and main idea is stated clearly and effectively.	Writing shows awareness of purpose and main idea is supported throughout most of the paragraph.	Writing shows some level of awareness of purpose but main idea still needs to be developed.	Limited awareness of purpose and main idea is vaguely stated with weak supports.	Very limited awareness of purpose and main idea is shown.	There is no awareness of purpose and main idea.
Organization	Organization is well-planned and includes all elements (introduction, examples, conclusion, etc.)	Overall organization is good and includes main organizational tools.	A sense of organization is displayed, but some organizational tools are still missing.	A sense of organization is vaguely displayed, and most organizational tools are weakly used or still missing.	The paragraph is poorly organized.	No sense of organization is displayed.
Content	Contents are exceptionally well-presented, and ideas are well-detailed with specific supports such as facts and examples.	Contents are well-presented and ideas are supported by evidence and details.	Contents are good. Ideas are presented with some evidence and details but still need to be developed.	Contents are sound but not solid enough and ideas need to be developed or supported by some evidence.	Contents are not sound enough, and ideas are supported by very limited evidence.	Contents are not sound, with no supports.
Grammar & Mechanics	Writing shows excellent grammar, spelling, sentence structure and punctuation.	Few errors in grammar, spelling, structure and punctuation are detected.	Some errors in grammar, spelling, structure and punctuation are detected. This might result from lack of proof-reading.	There are patterns of errors in grammar, spelling, structure and punctuation with a sign of not proofing well.	Many severe errors are detected.	Countless errors are detected. Every sentence contains severe errors.
Word Choice	Words are exceptionally well selected, containing no or very few mistakes.	Words are selected well, containing a few mistakes.	Some words are used incorrectly.	Many words are used incorrectly.	Words used in the paragraph are mostly incorrect.	No correct words are used.
Language Style	Language in the writing is almost native-like. Readers can read the paragraph and understand clearly.	Language in the writing is good and can be understood.	Language in the writing is average and can be understood.	Language in the writing is not good and still needs to be improved greatly.	Language in the writing is poor and cannot be understood clearly.	Language in the writing cannot be understood at all.

Appendix E
Questionnaire

แบบสอบถามความคิดเห็น

ความสำคัญของการปรากฏร่วมจำเพาะที่มีต่อการเรียนภาษาอังกฤษ

คำแนะนำในการตอบ

1. แบบสอบถามฉบับนี้มีจุดมุ่งหมายเพื่อรวบรวมความคิดเห็นของผู้เข้าร่วมงานวิจัยในเรื่องความสำคัญของการปรากฏร่วมจำเพาะในภาษาอังกฤษ (English Collocation) ที่มีต่อการเรียนภาษาอังกฤษ

2. แบบสอบถามแบ่งออกเป็น 2 ตอน คือ

ตอนที่ 1 ข้อมูลผู้เข้าร่วมงานวิจัย

ตอนที่ 2 แบบสอบถามความคิดเห็นเกี่ยวกับ ความสำคัญของการปรากฏร่วมจำเพาะที่มีต่อการเรียนภาษาอังกฤษ จำนวน 10 ข้อ

3. วิธีการตอบแบบสอบถาม ให้ทำเครื่องหมาย ✓ ลงในช่องที่กำหนด โดยมี 5 ระดับ ดังนี้

ระดับ 5 เห็นด้วยอย่างยิ่ง

ระดับ 4 เห็นด้วย

ระดับ 3 ปานกลาง

ระดับ 2 ไม่เห็นด้วย

ระดับ 1 ไม่เห็นด้วยอย่างยิ่ง

4. ตอบคำถามท้ายแบบสอบถาม หากมีข้อเสนอแนะอื่นๆ สามารถเขียนลงในส่วนที่กำหนดให้

ตอนที่ 1 ข้อมูลผู้เข้าร่วมงานวิจัย

1. ผู้ตอบแบบสอบถาม ☐ เพศหญิง ☐ เพศชาย

2. มัธยมศึกษาปีที่ 4 ห้อง _____

3. ผลการเรียนวิชาภาษาอังกฤษ

☐ 4	☐ 3.5	☐ 3	☐ 2.5
☐ 2	☐ 1.5	☐ 1	☐ 0

ตอนที่ 2 แบบสอบถาม ความสำคัญของคำปรากฏร่วมจำเพาะที่มีต่อการเรียนภาษาอังกฤษ

รายละเอียด		ระดับความเห็น				
		5	4	3	2	1
ส่วนที่ 1 “คำปรากฏร่วมจำเพาะและความสำคัญ”						
1	ข้าพเจ้ารู้เรื่องคำปรากฏร่วมจำเพาะมาก่อนแล้ว					
2	ข้าพเจ้าคิดว่าคำปรากฏร่วมจำเพาะเป็นเรื่องยาก					
3	ข้าพเจ้ารู้จักและใช้คำปรากฏร่วมจำเพาะได้เป็นอย่างดี					
4	ข้าพเจ้ารู้ว่าคำปรากฏร่วมจำเพาะช่วยให้การสื่อความกระชับและถูกต้องขึ้น					
5	ข้าพเจ้ารู้ว่าคำปรากฏร่วมจำเพาะช่วยให้ใช้ภาษาได้คล่องแคล่วขึ้น					
6	ข้าพเจ้ารู้ว่าคำปรากฏร่วมจำเพาะช่วยให้เรียนรู้ศัพท์ได้มากขึ้น					
7	ข้าพเจ้ารู้ว่าคำปรากฏร่วมจำเพาะมีประโยชน์ต่อทักษะภาษาอังกฤษ ไม่ว่าจะเป็น การฟัง การพูด การอ่าน และการเขียน					
ส่วนที่ 2 “คำปรากฏร่วมจำเพาะและทักษะการเขียน”						
8	ข้าพเจ้าคิดว่าคำปรากฏร่วมจำเพาะและทักษะการเขียนเกี่ยวข้องกัน					
9	ข้าพเจ้านำความรู้ที่ได้จากคำปรากฏร่วมจำเพาะไปใช้ในงานเขียนได้					
10	ความรู้เรื่องคำปรากฏร่วมจำเพาะช่วยให้ข้าพเจ้าเขียนได้อย่างมั่นใจขึ้น					
11	คำปรากฏร่วมจำเพาะช่วยให้ข้าพเจ้าเขียนภาษาอังกฤษได้ดีขึ้น					
ส่วนที่ 3 “การเรียนการสอนคำปรากฏร่วมจำเพาะ”						
12	การเรียนคำปรากฏร่วมจำเพาะช่วยให้พื้นฐานภาษาอังกฤษข้าพเจ้าดีขึ้น					
13	การสอนคำปรากฏร่วมจำเพาะช่วยให้ข้าพเจ้ามีความมั่นใจในการใช้ภาษาอังกฤษมากขึ้น					
14	การเรียนคำปรากฏร่วมจำเพาะทำให้ข้าพเจ้าสนุกกับการเรียนภาษาอังกฤษขึ้น					
15	ข้าพเจ้าอยากเรียนภาษาอังกฤษโดยการสอนเน้นคำปรากฏร่วมจำเพาะ					

คำถาม การสอนคำปรากฏร่วมจำเพาะมีความสำคัญกับการเขียนภาษาอังกฤษอย่างไร อยากเรียนด้วยการสอนเช่นนี้หรือไม่ เพราะเหตุใด

ข้อเสนอแนะ _____

QUESTIONNAIRE

“The Importance of Collocation in the English Language Learning”

Questionnaire Description

1. This questionnaire aims to gain participants’ opinion regarding the relative importance of English collocation and its effectiveness in their English language studies.
2. The questionnaire is composed of two parts:

Part One	Participants’ Demographic Information
Part Two	Students’ Attitude towards the Importance of Collocation and the English Language Learning
3. Participants are required to mark ✓ in the space provided. Five scales appeared in the questionnaire are as follows:

5	Strongly agree
4	Agree
3	Average
2	Disagree
1	Strongly disagree
4. At the end of the questionnaire, participants are asked to answer an open-ended question and give recommendations.

PART I: Participants’ Demographic Information

- | | | | | |
|------------------|---------------------------------|-------------------------------|----------------------------|------------------------------|
| 1. Gender | ☐ Female | ☐ Male | | |
| 2. Grade 10 | Class _____ | | | |
| 3. English Grade | ☐ 4 | ☐ 3.5 | ☐ 3 | ☐ 2.5 |
| | ☐ 2 | ☐ 1.5 | ☐ 1 | ☐ 0 |

**PART II : Participants’ Attitudes towards the Importance of Collocation and
English Language Learning**

	Details	Levels of Agreement				
		5	4	3	2	1
Section 1: “Collocation and Its Importance”						
1	I have previous knowledge of Collocation.					
2	I think that collocation is difficult to learn.					
3	I have fair knowledge of collocation and can use it effectively.					
4	I think collocation helps me communicate precisely and concisely.					
5	I think collocation enables me to use fluent English.					
6	I think collocation improves my existing vocabulary knowledge.					
7	I think collocation improves my English skills: listening, speaking, reading and writing.					
Section 2 “Collocational Knowledge and Writing Ability”						
8	I think collocational knowledge and writing ability are correlated.					
9	I can apply collocational knowledge to compose my writing tasks.					
10	I feel more confident when I write because of my collocational knowledge.					
11	I think collocational knowledge improves my writing.					

Section 3 “Collocation Instruction and the English Language Learning”						
12	Collocation instruction helps me construct essential elements of the English language.					
13	Collocation instruction helps raise my confidence in using English.					
14	To me, learning collocation in class is enjoyable.					
15	I am willing to learn English by using collocation instruction.					

An open-ended Question : How is collocation instruction important to your writing ?

To what extent would you be willing to learn English using additional collocation instruction ?

Recommendations :



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