

CORPUS-BASED INVESTIGATION OF ENGLISH COLLOCATIONS USED AND
MISUSED BY THAI EFL WRITERS IN ENGLISH ABSTRACTS



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

January 2018

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The purpose of this study is to raise awareness of misused English collocations to help Thai EFL writers improve their ability in using English collocations in order to compose native-like English abstracts. This study was conducted to investigate the types and count the frequency of English collocations used and misused by Thai EFL writers in the abstracts of research articles written between 2010 and 2015 in the fields of Liberal Arts and Humanities. The collocation framework used in this study was adopted from Benson (1985) and the study focused on grammatical and lexical collocations. The AntConc and TagAnt, software programs, were utilized when analyzing data to identify the types and the frequency of the collocations used. The Oxford Collocations Dictionary for Students of English (Second Edition published in 2009) was utilized when identifying misused collocations. The research results revealed that three types of both grammatical and lexical collocations were used and misused by the Thai EFL writers. Firstly, the most frequently used grammatical collocation was noun + preposition collocation, followed by verb + preposition, and adjective + preposition collocation respectively. Secondly, the most frequently used lexical collocation was adjective + noun collocation, followed by verb + noun, and noun + verb collocation respectively. Thirdly, the most frequently misused grammatical collocation was noun + preposition collocation, followed by verb + preposition, and adjective + preposition respectively. Lastly, the most frequently misused lexical collocation was verb + noun collocation, followed by adjective + noun, and noun + verb collocation respectively.

การศึกษาคำปรากฏร่วมที่ใช้ในบทคัดย่อภาษาอังกฤษของผู้เขียนชาวไทยโดยใช้วิธีคลังข้อมูล



บทคัดย่อ
ของ
สุรชาติพย์ ทองวิฑิตย์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

มกราคม 2561

สุชาติพิทย์ ทองวิหิตย์. (2561). การศึกษาคำปรากฏร่วมที่ใช้ในบทคัดย่อภาษาอังกฤษของผู้เขียนชาวไทยโดยใช้วิธีคลังข้อมูล. สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์: ดร. นราธิป ธรรมวงศา.

งานวิจัยนี้ศึกษาประเภทและนับจำนวนของคำปรากฏร่วมเชิงไวยากรณ์และเชิงคำศัพท์ที่ผู้เขียนชาวไทยใช้ในการเขียนบทคัดย่อภาษาอังกฤษของงานวิจัยในสาขาศิลปศาสตร์และมนุษยศาสตร์ ระหว่างปี พ.ศ. 2553 ถึง 2558 งานวิจัยนี้ศึกษาคำปรากฏร่วมทั้งที่ใช้ถูกและผิดเพื่อให้ผู้เขียนชาวไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศตระหนักถึงคำปรากฏร่วมในภาษาอังกฤษที่ใช้ผิดและพัฒนาความสามารถในการใช้คำปรากฏร่วมภาษาอังกฤษของผู้เขียน เพื่อเอื้อประโยชน์ต่อการเขียนบทคัดย่อภาษาอังกฤษให้เทียบเท่าเจ้าของภาษา แบบแผนของคำปรากฏร่วมที่ใช้ในการศึกษานั้นอ้างอิงมาจากเบนสัน (ค.ศ. 1985) งานวิจัยนี้ใช้โปรแกรมคอมพิวเตอร์ ได้แก่ AntCont และ TagAnt ในการวิเคราะห์ข้อมูลเพื่อหาประเภทและนับจำนวนของคำปรากฏร่วมที่ถูกใช้ และพจนานุกรมคำปรากฏร่วม Oxford Collocations Dictionary for Students of English ฉบับพิมพ์ครั้งที่ 2 ค.ศ. 2009 ถูกใช้ในการตรวจสอบความถูกต้องของคำปรากฏร่วมที่พบ ผลการศึกษาพบว่า ผู้เขียนชาวไทยใช้ทั้งคำปรากฏร่วมเชิงไวยากรณ์และเชิงคำศัพท์ ซึ่งคำปรากฏร่วมทั้งสองประเภทประกอบด้วยคำปรากฏร่วมสามประเภทย่อย อีกทั้งยังพบว่าผู้เขียนชาวไทยใช้คำปรากฏร่วมผิดทุกประเภท ผลสรุปประการแรก คำปรากฏร่วมเชิงไวยากรณ์ที่ใช้มากที่สุดคือคำนามปรากฏร่วมกับคำบุพบท รองลงมาคือคำกริยาปรากฏร่วมกับคำบุพบท ตามด้วยคำคุณศัพท์ปรากฏร่วมกับคำบุพบท ประการที่สอง คำปรากฏร่วมเชิงคำศัพท์ที่ใช้มากที่สุดคือคำคุณศัพท์ปรากฏร่วมกับคำนาม รองลงมาคือคำกริยาปรากฏร่วมกับคำนาม ตามด้วยคำนามปรากฏร่วมกับคำกริยา ประการที่สาม คำปรากฏร่วมเชิงไวยากรณ์ที่ใช้ผิดมากที่สุดคือ คำนามปรากฏร่วมกับคำบุพบท รองลงมาคือคำกริยาปรากฏร่วมกับคำบุพบท ตามด้วยคำคุณศัพท์ปรากฏร่วมกับคำบุพบท ประการสุดท้าย คำปรากฏร่วมเชิงคำศัพท์ที่ใช้ผิดมากที่สุดคือ คำกริยาปรากฏร่วมกับคำนาม รองลงมาคือคำคุณศัพท์ปรากฏร่วมกับคำนาม ตามด้วยคำนามปรากฏร่วมกับคำกริยา ตามลำดับ

The master's project titled
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EFL Writers in English Abstracts”

by

Suthathip Thongvitit

has been approved by the Graduate School as partial fulfillment of the
requirements for the Master of Arts degree in English of Srinakharinwirot University.

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January, 2018

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CHAPTER I

INTRODUCTION

Background of the Study

In a research article, an abstract, which appears in the first part of the article, is considered as an important component. It plays an important role in gaining attention from readers because people usually read the abstract first before continuing and reading the other parts of the article. The abstract represents the whole article in brief; it reports what is done in the study. Hence, a well-written abstract could effectively benefit readers. Likewise, it is also stated that an abstract is considered as a summary of an article that informs all main points (Kanjanttra & Barraclough, 2004). Thus, readers understand what the article presents without reading all details. The readers may decide whether to continue reading the whole article after they read the abstract. In other words, if the readers find that information presented in the abstract does not match with their interests or find that the abstract is difficult to understand or contains some language errors that cause confusion, they may not wish to read the article.

Furthermore, writing the abstract in English makes the article recognized by readers around the world. As writers would like to contribute knowledge and wish their works to be useful for other people, writing the abstract in English has become a key that helps the writers achieve their goals.

However, writing abstracts could be difficult as it concerns both research content and the use of language. Regarding the use of language, when non-native English speaking students write abstracts in their native languages at a research level, they need to use academic language and correct terms. Besides, when they write the abstracts in English, they need to use correct grammar and vocabulary as well as select appropriate

academic words and terms. EFL writers may experience a lot of challenges as they have to both organize abstract content very well and write in English language, which is not their native language. In addition, they need to have efficient knowledge of English language to write English abstracts in a native-like style.

In Thailand, Thai students learn English as a foreign language. At a graduate level, they are required to include English abstracts in research articles. Most English major students are required to write abstracts and full research articles in English. Besides, according to the Thai Journal Citations Index Centre (n.d.), students majoring in other fields, whose research articles are written in Thai language, are also required to write abstracts in English to fulfill criteria for assessing journal quality. As a result, it is inevitable that English abstracts have become compulsory in graduate schools in Thailand.

In response to the important roles of abstracts, some scholars have paid attention to abstracts, and studies about abstracts, written by Thai EFL writers, were conducted in various aspects and in different genre. In the past, one study discovered 11 types of errors, made at sentential and word level, in English abstracts written by graduate students (Noojan, 1999). Later, another study discovered language and content errors in English abstract of Thai dental journals, including incorrect word use and incorrect information respectively (Kanjanttra & Barraclough, 2004). In addition, organization of Ph.D. thesis abstracts written by science students were examined to contribute to persuasive writing (Prabripoo, 2009).

The findings from the previous studies could imply the imperfection of the abstracts written by Thai EFL writers. Therefore, improvement should be necessary. However, improving abstract writing may involve too many skills, which depends on the areas of issues. Therefore, it should be helpful to find out problems Thai EFL writers may

encounter first in order to seek improvement in the right direction further. In this study, attention is paid to the use of English language because Thai EFL writers need to use proper English language to compose native-like English abstracts.

Statement of the Problem

Becoming aware of English collocations and using proper English collocations could be much challenging for EFL writers who would like to write in a native-like style. According to Sinclair (1991), collocations can be defined as two or more words that co-occur but not need to be adjacent. English native speakers intuitively know which words should co-occur; but, EFL learners do not have the same ability. Moreover, it is difficult for EFL learners to memorize collocations because collocations are arbitrary (Bazzaz & Samad, 2011; Nagano & Kitao, 2007). Hence, for EFL learners, even advanced level students, it could be difficult to compose native-like writing because they may not be able to use collocations properly. In the past, the ability to use English collocations of Thai EFL learners, who were working in an international organization, was studied. It was found that the ability of the subjects was at a low level and the lowest in verb + noun collocation (Wangsirisombat, 2011).

EFL learners are probably not aware of misused collocations because misused collocations may be grammatical (Nagano & Kitao, 2007). Nagano and Kitao (2007) gave a good example of misused collocation as “I took a business journey to London” (p. 3). The example is grammatical, and people may understand it somehow. However, *business journey* is not common for native-speakers; the native-speakers would rather say *business trip* (Nagano & Kitao, 2007, p. 3).

Furthermore, it was argued that collocational knowledge could be used to distinguish native speakers from foreign language learners (Bazzaz & Samad, 2011). In a

past study, the relationship between collocational knowledge of Iranian EFL students and their use of verb noun collocations in writing stories was investigated. A high correlation between the two was discovered (Bazzaz & Samad, 2011).

Although advanced English learners with native-like proficiency may be able to use correct grammar as they have learned rules, they may not be able to use collocations correctly. A previous study analyzed data collected from six categories of English newspaper advertisements in Thailand to reveal how words co-occurred in the advertisements under collocational restrictions to discover the trends of occurrences. It was found that collocation errors were found in some of the samples of local advertisements, which were probably written by non-native English speaking writers (Chantapa, 2010).

In conclusion, the use of English collocations could be considered as the part of the use of English language that challenges many EFL writers. In response to the challenge in using English collocations, some scholars from Thailand and other countries investigated English collocations in some areas as previously mentioned. To broaden discovery of English collocations, the use of English collocations should be investigated further in different aspects.

In Thailand, Thai students are also EFL writers who may wish to write English abstracts in a native-like style and may face some challenges with using English collocations. Therefore, this study will broaden discovery of English collocations by investigating the types and frequency of English collocations used in the abstracts of research articles in the fields of Liberal Art and Humanities, written by Thai EFL writers, and by identifying misused English collocations that may appear in the abstracts.

Purposes of the Study

1. To investigate the types and frequency of English collocations used in the abstracts of research articles in the fields of Liberal Arts and Humanities, written by Thai EFL writers.
2. To identify misused English collocations appeared in the abstracts of research articles in the fields of Liberal Arts and Humanities, written by Thai EFL writers.

Research Questions

1. What are the types and frequency of English collocations that Thai EFL writers used in the abstracts of research articles in the fields of Liberal Arts and Humanities?
2. What are the types and frequency of English collocations that Thai EFL writers misused in the abstracts of research articles in the fields of Liberal Arts and Humanities?

Significance of the Study

It is expected that the implications of this study may help to improve ability of Thai EFL writers in using English collocations because the findings of this study may reveal English collocations that are misused by Thai EFL writers. By providing a list of misused English collocations with types and frequency, this study will serve as a guideline for Thai EFL writers when using English collocations in English abstract writing. Moreover, the awareness of English collocation problems that may be found could allow teachers to observe their Thai EFL students and develop appropriate classroom instruction to help the students cope with the problems.

Scope of the Study

The study will cover the following tasks:

1. Research articles in the fields of Liberal Arts and Humanities will be randomly selected to expand a discovery about collocations used within this field because collocations used in this field has not been thoroughly studied yet.
2. To focus on a writing of Thai EFL writers in accordance with the purposes of the study, only research articles written in Thai language by Thai writers will be selected.
3. Only research articles written between 2010 and 2015 will selected because works written in recent years may reflect present authentic usage.
4. Only English abstracts will be retrieved from the selected Thai research articles to be used as data.

Keywords: Abstracts, English collocations, Corpus-based investigation, Research articles

Definition of Terms

Abstracts

The abstracts selected for this study will be English abstracts in the fields of Liberal Arts and Humanities, written between 2010 and 2015 by Thai EFL writers. The study will focus on works kept in electronic format. The selected abstracts will be retrieved from reliable academic online resources such as the website of the central library of Srinakharinwirot University and Thai Library Integrated System (ThaiLIS).

English collocations

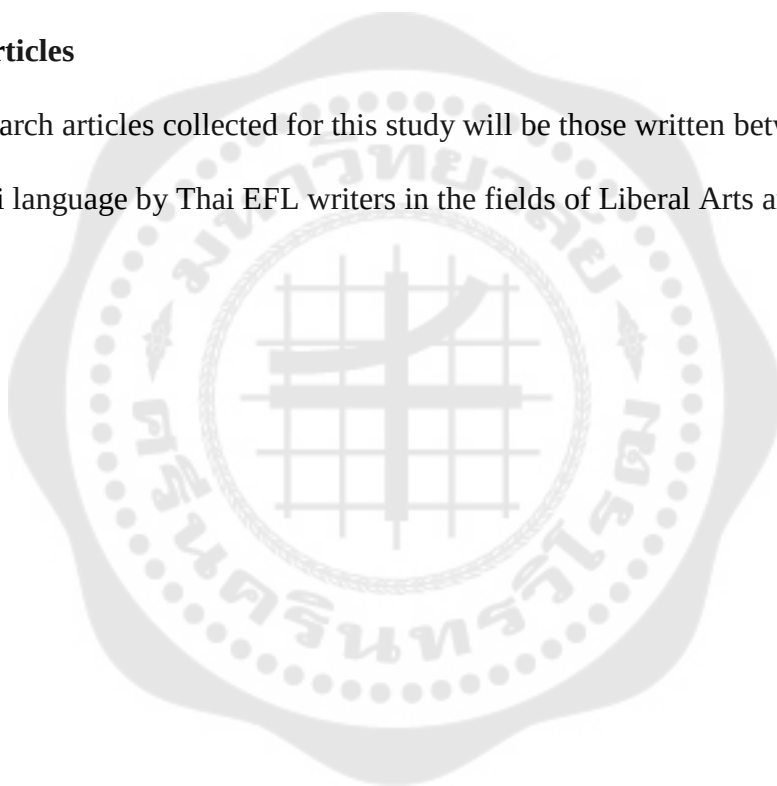
The study will use the collocation patterns proposed by Benson (1985) as a framework.

Corpus-based investigation

Corpus-based investigation refers to an investigation that employs the use of a corpus by gaining access to authentic texts that are gathered and stored. This approach allows researchers to investigate the patterns of texts. Nowadays, the corpus-based investigation is facilitated by technology because many academic texts are stored in electronic format. Therefore, it is possible to use computers to list and sort data (Biber, Conrad, & Reppen, 1998).

Research articles

Research articles collected for this study will be those written between 2010 to 2015 in Thai language by Thai EFL writers in the fields of Liberal Arts and Humanities.



CHAPTER II

LITERATURE REVIEW

This chapter reviews related literature as follows: overview of abstracts, overview of English collocations, corpus-based approach, overview of AntConc and TagAnt, and related studies about English collocations in the fields of Liberal Arts and Humanities.

Overview of Abstracts

Since the data analyzed in this study will be collected from abstracts and the study also aims to improve abstract writing, it is important to review the fundamental concept of abstracts, which are the definition and types of the abstracts.

The Definition of Abstracts

Abstracts are often written in one paragraph to concisely describe an entire work. Each academic institution, instructor or research conference organizer may differently limit the length of abstracts. Therefore, abstracts may contain words from 50 to 300 or up to 500 (Koltay, 2010; Labaree, 2016). Waters (1982, as cited in Koltay, 2010), recommended that abstracts should not be shorter than 200 words because they may miss some essential points. However, abstracts which are too long may also contain unnecessary information (Koltay, 2010).

At a graduate level, abstracts need to be included in research papers. They give important information of research studies such as the research design, the objective, findings, and conclusions (Labaree, 2016). Many read abstracts to find out whether the studies are relevant to what they are searching for. Reading abstracts helps readers save time; therefore, abstracts are usually placed in the beginning of works (Gould, 2011; Singh, 2013).

To summarize, this study views an abstract as a precise paragraph of information that concludes necessary points of a research.

Types of Abstracts

The types of abstracts are categorized in accordance with information the abstracts give (Singh, 2013). There are two major types of abstracts that are well-known, which are descriptive and informative abstracts (Gould, 2011).

Descriptive abstracts report the content of the studies in general; they report the purposes, scope, and methodology of the studies. However, they do not report conclusions and discussion. Gould (2011) and Labaree (2016) stated that this type of abstract is very short and may not contain conclusions or evaluation of works.

Informative abstracts give key information from each part of the studies. In addition to describing the overview of the studies, they also inform readers the findings and conclusions of the studies (Gould, 2011; Labaree, 2016). According to Brown (2004, as cited in Prabripoo, 2009), an informative abstract is a concise version of a work, presenting the core information of all points.

In addition, another type of abstract that may be found in academic papers is a critical abstract. Critical abstracts usually include comments of researchers about the validity and the strong and weak points of the studies (Labaree, 2016).

At last, since this study aims to investigate English collocations used in abstracts rather than the organization of abstracts, the types of abstracts selected for this study are not limited.

Overview of English Collocations

The Definition of Collocation

Collocation has gained attention from many scholars across the fields of linguistics and English language. It has been defined by many scholars according to the pattern in which it occurs. Collocation was defined by Benson (1985) as “a group of words that occurs repeatedly” (p. 61) or “recurrent phrases” (p. 61). Later, Sinclair (1991) mentioned that words that could make up a collocation are not needed to be adjacent. The words perhaps occur “within a short space of each other in a text” (p. 170). Furthermore, Hill (2000) argued that “a collocation is a predictable combination of words” (p. 51). Lewis (2000) stated that a collocation is the natural way in which words occur together rather than just being put together. Woolard (2000) pointed out that the definitions of collocation, which based on the idea of “co-occurrence of words” (p. 29), are so similar that they are overlapping.

Schmid (2003) concluded four criteria of proposing the definition of collocation. First, it is required that two or more words are needed in order to form a collocation. If there is only one word, “there is nothing for it to collocate with” (p. 239). Second, the collocation should be either adjacent or within a span. Third, the collocation should be combined recurrences rather than just combined occurrences. Fourth, the collocation should be predictable and expectant; one word in a pair of words or a phrase allows a native-speaker to anticipate the use of another word. The fourth criterion concluded by Schmid is consistent with what Hill (2000) explained.

Likewise, O’Dell and McCarthy (2008) stated that “a collocation is a combination of two or more words which frequently occur together” (p. 6). In this sense, any typical words, not only adjectives and nouns, may be combined.

In conclusion, collocations are generally viewed as words that are frequently used together within a short span.

Types of Collocations

Not only is collocation defined in various ways, but the types of collocations are also classified by different aspects. Sinclair (1991) proposed two ideas of collocation according to the frequency of a core word compared to a word it collocates with: downward collocation and upward collocation.

Sinclair (1991) explained these two types of collocations by “using the term *node* for the word that is being studied, and the term *collocate* for any word that occurs in the specified environment of a node” (p. 115). In the upward collocation, the node occurs with the collocate, which is a more frequently used word than the node (Sinclair, 1991). For instance, *back at*, *back from*, *back into* and *back then* are considered upward collocations; *back* is a node and its collocates are the prepositions, *at*, *from*, *into* and *then*, which are more frequently used words (Sinclair, 1991).

On the other hand, in the downward collocation, the node occurs with the collocate, which is a less frequently used word (Sinclair, 1991). Examples of downward collocations are *bring back*, *come back*, *drive back* and *look back*. In this place, *bring*, *come*, *drive* and *look* are nodes, and a collocate is *back*, which is a less frequently used word (Sinclair, 1991).

If considering the components of collocations, collocations can be categorized into two main types, which are grammatical and lexical collocation (Benson, 1985).

Grammatical Collocation

According to Benson (1985), the grammatical collocation combines a dominant word with a grammatical word. The dominant word is either a verb, noun, or adjective

that suggests a meaning of a collocation. The grammatical word is a preposition.

Therefore, there are three main types of grammatical collocations:

verb + preposition collocation

noun + preposition collocation

adjective + preposition collocation

Table 1

Examples of grammatical collocation

Type of collocation	Dominant word	Grammatical word (Preposition)	Sample of usage
verb + preposition	adjust	to	He needs to adjust himself to his new surroundings.
noun + preposition	advice	on	A student wants to ask for my advice on her studies.
adjective + preposition	appropriate	for	Her dress is not appropriate for this occasion.

Lexical Collocation

According to Benson (1985), the lexical collocation is different from the grammatical collocation due to equality of their components. The lexical collocation consists of two lexical elements. Both elements are equal; one word is not more dominant than the other. On the contrary, prepositions that appear in the grammatical collocation do not have lexical meaning unlike dominant words that they occur with; so, the elements of the grammatical collocation are not equal in term of lexical. There are three major types of lexical collocations:

adjective + noun collocation

noun + verb collocation

verb + noun collocation

Table 2

Examples of lexical collocation

Type of collocation	Example of collocation		Sample of usage
adjective + noun	strong	coffee	I like strong coffee.
noun + verb	lion	roar	A lion roars loudly.
verb + noun	do	homework	She needs to do homework.

Hill (2000) also proposed seven patterns of collocations which teachers and learners should pay attention to as follows:

“adjective + noun	a huge profit
noun + noun	a pocket calculator
verb + adjective + noun	learn a foreign language
verb + adverb	live dangerously
adverb + verb	half understand
adverb + adjective	completely soaked
verb + preposition + noun	“speak through an interpreter” (p. 51).

Besides, O’Dell and McCarthy (2008) put collocations into three senses: strong, fixed and weak collocations, according to the strength of the combination.

Strong Collocation

O’Dell and McCarthy (2008) explained that the words combined in strong collocations usually have a very close association; a particular word always collocates

with a particular kind of “circumstance” or “factor” (p. 8). They provided an example, such as “*auburn*”, which “only collocates with words connected with hair” (p. 8).

Fixed Collocation

O’Dell and McCarthy (2008) claimed that the combination of the fixed collocation is so strong that none of the words can be changed. In addition, the meaning of the fixed collocation may not be derived from each word. Hence, idioms are also considered fixed collocations because the idioms cannot be changed. For example, when saying “walking to and fro”, the words, *to*, *and* or *fro*, cannot be replaced by other words in anyway (O’Dell & McCarthy, 2008, p. 8).

Weak Collocation

In contrast with strong and fixed collocations, a weak collocation is a combination of a word that can collocate with many other words. For example, “*broad*” may collocate with many words to make up a collocation with different meaning, such as, “*broad avenue*”, “*broad smile*”, and “*broad shoulders*” (O’Dell & McCarthy, 2008, p. 8).

Furthermore, Lewis (2000) also noted restricted and open collocations according to the degree of fixedness and non-literality. The restricted collocation is a combination of words that has literal and non-literal meaning, such as “jog someone’s memory” (p. 130). In contrast, the open collocation is a combination of words whose meaning is literally retrieved from each word.

However, when the collocations are divided based on the way the words co-occur, there will be many different kinds of collocations (Lewis, 2000). According to Lewis (2000), the commonly found collocations are as follows:

1. *a difficult decision* (adjective + noun)

2. *submit a report* (verb + noun)
3. *radio station* (noun + noun)
4. *examine thoroughly* (verb + adverb)
5. *extremely inconvenient* (adverb + adjective)
6. *revise the original plan* (verb + adjective + noun)
7. *the fog closed in* (noun + verb)
8. *To put it another way* (discourse marker)
9. *a few years ago* (multi-word prepositional phrase)
10. *turn in* (phrasal verb)
11. *aware of* (adjective + preposition)
12. *fire escape* (compound noun)
13. *backwards and forwards* (binomial)
14. *hook, line and sinker* (trinomial)
15. *On the other hand* (fixed phrase)
16. *A sort of ...* (incomplete fixed phrase)
17. *Not half!* (fixed expression)
18. *See you later/tomorrow/on Monday.* (semi-fixed expression)
19. *Too many cooks ...* (part of a proverb)
20. *To be or not to be ...* (part of a quotation) (p. 133-134)

In conclusion, this study views English collocation as a group of two or more words that are usually used together to construct either literary or non-literary meaning in both spoken and written language, and the words usually appear in near position. However, only English collocations that meet the criteria proposed by Benson (1985) will be selected for this study. This study will use the collocation patterns proposed by Benson (1985) as a framework because the collocations are classified by considering components

the collocations. Therefore, using these collocation patterns will allow the study to employ corpus-based approach and software to analyze data because the software can extract the components of collocations, which facilitates fast analysis.

Corpus-Based Approach

A corpus stores large amounts of examples of language in text format. It may contain written language or the transcription of spoken language (Sinclair, 1991). Therefore, researchers may refer to a corpus when studying the pattern and variety of language usage. Especially in recent years, the corpus has been developed with the use of technology to collect the texts in electronic format. Besides, software is developed to help manipulate the texts. Users can use the software to sort, list and find the frequency of words. Hence, the availability of data is higher than in the past; it is a fast and easy method to gain access to the information even though the size of the corpus is very large.

There are two main types of corpus: sample corpus and monitor corpus. The sample corpus is also known as a balanced corpus (Mcnery & Hardie, 2012). It is designed to capture a specific kind of language used at a specific period (Mcnery & Hardie, 2012). Therefore, the amount of texts stored in a sample corpus is limited; the size of a corpus remains the same and will not be increased after it is built (Sinclair, 1991). An example of this type of corpus is the Brown corpus, which provides a sample of American printed English of the year 1961 (Sinclair, 1991).

In contrast to the sample corpus, the size of monitor corpus continues to grow. One of the well-known monitor corpora is The Bank of English (BOE), created by the University of Birmingham in 1980s. The size of BOE has been expanded; BOE now contains more than half a billion words (Mcnery & Hardie, 2012). Another well-known monitor corpus is the Corpus of Contemporary American English (COCA). COCA was developed by Mark Davies of Brigham Young University. It contains samples of

American English of 520 million words, continually collected from 1990 to 2015 (Davies, n.d.).

Finally, the concept of the corpus-based approach in this study is to gather target texts in electronic format in order to study the pattern of language used in the gathered texts. Furthermore, the corpus used in this study will be developed from only selected abstracts to explore the pattern of English collocations used by Thai EFL writers only. Thus, the corpus that will be used in this study can be considered a sample corpus, with reference to the concept of corpus proposed by Mcenery and Hardie (2012).

Overview of AntConc and TagAnt

AntConc and TagAnt, computer software created by Dr. Laurence Anthony from Waseda University (Anthony, 2014) will be used as instruments in this study. Therefore, it is important to know what functions the software provide.

AntConc

There are seven tools available in AntConc, which are Concordance, Concordance Plot, File View, Cluster/N-Grams, Collocates, Word List, and Keyword List. Each tool functions differently. In general, these tools work with plain texts and can be used to sort, list, and count words in the texts. Anthony (2014) described the application of each tool as follows.

The Concordance tool enables users to see how words and phrases are used in texts because searched words will be output in context format. Concordance lines will be output according to the number of text characters demanded by the users. Therefore, the users can see the span of searched words to the left and right.

The Concordance Plot tool shows search results in barcode format in which each hit appears as a vertical line. This tool enables users to see the positions of searched

words in texts. It can also display the search results of multiple files of texts at the same time.

The File View tool allows users to view a whole original text. After a file of text is selected, the whole text will be shown in a window. The users can enter a word they need to search in a searching block. Then, the tool will highlight the word within the text.

The Cluster tool shows the cluster of searched words, and the size of the cluster can be set. The frequency of searched words will be shown, and the search results will be ranked when multiple files of texts are input. The N-Grams tool allows users to search for common expression by setting the size of sentences or a number of words.

The Collocates tool shows the results and frequency of words that co-occur with searched words, either on the left or right. This is a key function that will be used in this study to analyze data in order to answer the first research question, which aims to discover the types and frequency of English collocations.

The Word List tool is used to count all words in selected texts. After all the words are counted, the frequency of each counted word will be shown and put in order. This function is a little bit similar to one function of the Collocates tool.

The Keyword List tool allows users to find infrequent words in a text when compared with another reference text in order to identify keywords. The tool will analyze the keyness of words in accordance with a statistical measure set by the users.

In conclusion, these features of AntConc facilitate investigation of the English collocations in many ways. They aid to discover the patterns and frequency of the collocations that appear in the collected data, and they are time effective. Hence, AntConc is suitable for this study. AntConc was also used in previous studies that investigated collocations of keywords in insurance research articles (Khamphairoh, 2012) and

transitional words in research articles written by Thai and native-like English writers (Sae-lim, 2011).

TagAnt

TagAnt is a software that can locate parts of speech in texts. When plain texts or text files are input, the software will process the data after a command. Then, parts of speech found in texts will be displayed (Anthony, 2015). This software will be used to identify parts of speech of the data collected for this study so that it is possible to extract the target types of collocations according to the selected framework proposed by Benson (1985).

Related Studies about Collocation

Studies about collocation have been conducted in many different aspects. Boonyasquan (2005) investigated the patterns of collocational violations, made by Thai undergraduate students, in translation of business texts from Thai to English. The violations were limited to eight patterns of collocations and marked by native speakers. The findings revealed that the English proficiency of the students was at a low level because the students could not produce correct collocations. The most often made violations were adjective-noun collocational violations, followed by verb-noun, noun-verb, noun-noun, verb-adverb/adverb-verb, verb-preposition and preposition-noun collocational violations respectively. The study pointed out that the violations were likely caused by the student's interference of their first language and lack of collocational awareness and knowledge.

Toomnun (2007) examined the collocation patterns used by a Thai professional translator in a tourism article. The study employed the framework proposed by Lewis

(2000) and Hill (2000) to classify the types of collocations. The findings revealed that the most often used collocations were adjective-noun, verb-preposition-noun, and noun-noun collocations respectively. The least used collocations were adverb-adjective collocations. In addition, weak collocations occurred the most often, followed by medium-strength and strong collocations respectively, but no unique collocations were found.

Sumlitsukchok (2008) analyzed English legal collocations' structures and occurrences in official letters of the Office of the Attorney General corresponding with international agencies. The study revealed that the structures of the collocations could be classified into eight types, which were verb phrases, noun phrases, verb with noun phrases, preposition phrases, adjective phrases, adverb phrases, clause, and expression phrases. The most often found collocations were noun phrases, verb phrases and preposition phrases respectively. The study mentioned that the collocations contained two or more words, which often occurred together. If they did not occur together, the meaning would change, and the English structure would be incorrect.

Khittikote (2011) investigated the ability to use English collocations of Thai EFL graduate students and the relationship between the ability of the students and their exposure to English. There were fifty participants from Thammasat University. The participants were required to take two tests, which were a multiple-choice test and a blank-filling verb-noun collocation test. Later, they were required to complete a questionnaire to examine how frequently they were exposed to English. It was found that the participants could recognize verb-noun collocations in the multiple-choice test, but they could not produce collocations themselves when taking the blank-filling test. In addition, the study revealed that there was no relationship between the ability of the participants and their exposure to English language because most participants were exposed to language at a moderate level.

Rahimi and Momeni (2012) studied the influence of teaching collocations on English language competence of two groups of students. Single words and meaning were traditionally taught to one group of students, while the collocation of words was taught with corpus-based materials to another group. According to the results from pre and post-tests, it was found that the English language competence of both groups was improved after learning. However, the competence of the group that learned collocations was higher. Therefore, the researchers concluded that the teaching technique was important and instructors should consult collocation dictionaries or concordancing tools when teaching.

Yutthasaree (2013) explored the seven types of lexical collocations proposed by Lewis (2000) in the top five movies of the year 2012, which were transcribed. A concordance program was used to manipulate data. It was found that the frequently found collocations were verb-noun collocations, verb-adjective collocations, and adjective-noun collocations, respectively. The researcher mentioned that the findings reflected the authentic usage of language, so the verb-noun collocations, which occurred most often, should be focused on more.

Kheirzadeh and Marandi (2014) examined the effectiveness of corpora and concordancing tools in collocation learning of English major students, and identified the type of the most frequently searched collocation. In the study, the corpora and the concordancing tools were introduced to the students, and the students were allowed to use the tools to search for collocations they had problems with. Then some of the students were interviewed. The findings revealed that the students had positive attitudes toward using the tools and pointed out many benefits received from using the tools. The most problematic collocations that the students most frequently searched for were verb-noun collocations.

Uçar and Yükselir (2015) investigated the influence of corpus-based activities on verb-noun collocation learning of EFL students by making a comparison between two groups of students with a pre and post-test. The students, who had similar collocation competence, were put in two groups and received different treatment. One group learned the collocation through the corpus-based materials, such as concordance lines, while another learned through traditional methods, such as dictionary and course books. The findings indicated that the corpus-based activities helped improve the collocation competence of the students. Hence, the researchers suggested that instructors apply the corpus-based materials in their classrooms.

All in all, the previous studies brought to attention that EFL students experienced challenging in using English collocations, and it could be implied that English collocations could affect English proficiency of the students. Another implication was that the corpus based approach could effectively facilitate EFL students in studying collocations. In Thailand, studies about English collocations have been conducted in some areas such as the area of translation, yet not all aspects of English collocations have been studied. Besides, many academic works have been available in electronic format in recent years. Hence, this present study will employ some corpus-based techniques to examine English collocations in another aspect. This study will discover the types and frequency of English collocations used by Thai EFL writers in the abstracts of research articles in the fields of Liberal Arts and Humanities and will also identify misused English collocations that may be produced in the abstracts.

CHAPTER III

METHODOLOGY

This chapter describes the research design, instrumentation, population, data collection, and data analysis.

Research Design

The study used a corpus-based approach to investigate the types and count frequency of English collocations used in the English abstracts of research articles, in the fields of Liberal Arts and Humanities, written by Thai EFL writers between 2010 and 2015. It also investigated misused English collocations produced by Thai EFL writers.

A collocation framework used in this study was adopted from Benson (1985). The study focused on grammatical and lexical collocation. The patterns of the collocation framework used in the study are as follow:

Grammatical collocation

verb + preposition

noun + preposition

adjective + preposition

Lexical collocation

adjective + noun

noun + verb

verb + noun

Instrumentation

The instruments utilized in this study were software, namely AntConc version 3.4.3 and TagAnt version 1.2.0, and the Oxford Collocations Dictionary for Students of English (Second Edition published in 2009). AntConc and TagAnt were downloaded from Laurenceanthony.net and were utilized for text analysis. Both programs were selected because they can manipulate plain texts and plain text files. Therefore, data collected in an electronic format could be analyzed. Features of the software, such as counting, locating, sorting, and tagging words, were also suitable for the study. All in all, using the software could facilitate the study in finding and counting frequency of English collocations.

Furthermore, the Oxford Collocations Dictionary was used as a reference of standard English collocation usage to determine correct usage of the potential English collocations found and identify misused ones. According to Lien (2003), collocations dictionaries are useful because learners can study collocation usage and use collocation correctly (Lien, 2003). The Oxford Collocations Dictionary was employed because the publication is well-known, and it was also used in past studies about collocations conducted by other researchers such as Wangsirisombat (2011), and Yumanee and Phoocharoensil (2013).

Population

In accordance with the scope of the study and the research design, the population of this study were English abstracts of Thai research articles, in the fields of Liberal Arts and Humanities, written by Thai EFL writers between 2010 and 2015. Since the study aims to investigate English collocations used and misused by Thai EFL writers, only the works of Thai native writers were focused on. Therefore, the research articles randomly

selected were those written in Thai language by Thai writers. Besides, only research articles written in the recent period were selected in order to reveal the usage at the present time. Furthermore, only English abstracts of the selected Thai research articles that met the criteria were retrieved to build a corpus of English abstracts for further analysis. Due to the selection criteria, the population was somewhat limited; therefore, it only included 40 English abstracts.

Data Collection

The data were collected from research articles written by Thai EFL writers between 2010 and 2015. In accordance with the scope of the study and the research design, the research articles written in Thai language were randomly accumulated from various disciplines in the fields of Liberal Arts and Humanities, which were Applied Linguistics, Communication Studies, Media Arts and Design, Philosophy and Religion, Teaching Thai as a Foreign Language, Thai for Communication, and Thai language. Due to the utilization of the software, AntConc and TagAnt, the Thai research articles were accumulated in electronic format from an online resource, which was the Thai Digital Collection (TDC), to allow the software to manipulate the data for further analysis. After the Thai research articles had been accumulated, the English abstracts of the Thai research articles were retrieved to build a corpus of English abstracts for studying.

Data Analysis

Parts of speech in the built corpus needed to be identified to find elements that could make up collocations in order to find potential collocations. After the data retrieved in plaintext format were uploaded into TagAnt, TagAnt tagged all parts of speech and showed results. Then, the results were manually recorded to be used in a further step.

In response to the first research question, potential grammatical collocations in the built corpus were searched by using AntConc. According to the collocation framework, grammatical collocation is a combination of nouns, verbs, and adjectives with prepositions. Nouns, verbs, and adjectives are dominant words, and they are located on a left span of prepositions, grammatical words. Since all three types of grammatical collocations have a similar structure, all the prepositions found by TagAnt were used as search items with AntConc. AntConc was used to detect any nouns, verbs, and adjectives that occurred on a left span of the prepositions found in order to seek potential grammatical collocations. It was also used to count frequency of the potential grammatical collocations.

Unlike grammatical collocations, the three types of lexical collocations do not share the same structure; none of which share a component that is located in the same position. Besides, a lexical collocation is a combination of two lexical words, namely nouns, adjectives, and verbs, which are parts of speech usually needed to form a sentence. Thus, the numbers of nouns, adjectives, and verbs contained in the data were very high. As a result, finding potential lexical collocations by using AntConc was not very effective. Finally, the software were not used to search for potential lexical collocations; the potential lexical collocations were searched manually.

In response to the second research question, all of the potential grammatical and lexical collocations found were studied by using the Oxford Collocations Dictionary to determine correct usage and check whether the potential collocations were properly used.

CHAPTER IV

RESULTS

This chapter presents results of the data analysis, which are arranged into two sections according to the research questions. The first section presents the types and frequency of grammatical and lexical collocations found in the study. The second section presents misused grammatical and lexical collocations found.

Types and Frequency of English Collocations Used by Thai EFL Writers

Grammatical Collocation

In the corpus of forty English abstracts written by Thai EFL writers, three types of grammatical collocation, which are noun + preposition, verb + preposition, and adjective + preposition collocation, were found. There were a total of 410 grammatical collocations found. All collocations found were the combination of nouns, verbs, adjectives, and prepositions namely *at, about, as, among, between, by, for, from, in, into, of, on, to, toward/towards* and *with*. Noun + preposition collocation was used the most frequently 250 times (60.98%), followed by verb + preposition collocation, which was used 126 times (30.73%), and adjective + preposition collocation, which was used 34 times (8.29%). The most frequently used noun + preposition collocation was *usage of*. The most frequently used verb + preposition collocation was *divide into*. The most frequently used adjective + preposition collocation was *related to*. The types and frequency of grammatical collocations found are shown in Table 3.

Table 3

Types and frequency of grammatical collocations found

Type of grammatical collocation	Number of uses
noun + preposition	250 (60.98%)
verb + preposition	126 (30.73%)
adjective + preposition	34 (8.29%)
Total	410

Lexical Collocation

In the corpus of forty English abstracts written by Thai EFL writers, three types of lexical collocations, adjective + noun, noun + verb, and verb + noun collocations, were found. There were a total of 537 lexical collocations found. It was found that adjective + noun collocation was used the most frequently 337 times (62.76%), followed by verb + noun collocation, which was used 161 times (29.98%), and noun + verb collocation, which was used 39 times (7.26%). The most frequently used adjective + noun collocation was *age group*. The most frequently used verb + noun collocation was *use word*. The most frequently used noun + verb collocation was *results show*. The types and frequency of lexical collocations found are shown in Table 4.

Table 4

Types and frequency of lexical collocations found

Type of lexical collocation	Number of uses
adjective + noun	337 (62.76%)
verb + noun	161 (29.98%)
noun + verb	39 (7.26%)
Total	537

Misused English Collocations Produced by Thai EFL Writers

Misused Grammatical Collocation

When identifying misused grammatical collocations, the Oxford Collocations Dictionary for Students of English (Second Edition published in 2009) was used as a reference of standard English collocation usage. Then, the potential collocations found in the corpus were examined to determine if they appeared in the dictionary as proper collocations. It was found that all three types of the grammatical collocation were misused by the Thai EFL writers. There were 79 misused grammatical collocations found in total. Noun + preposition collocation was misused the most frequently 43 times (54.43%), followed by verb + preposition collocation, which was misused 35 times (44.30%). The adjective + preposition collocation was misused only 1 time (1.27%). The most frequently misused noun + preposition collocations were *knowledge about* and *words of*. The most frequently misused verb + preposition collocation was *emphasize on*. Finally, the only misused adjective + preposition collocation that was found was *important of*. The types and frequency of misused grammatical collocations found are shown in Table 5.

Table 5

Types and frequency of misused grammatical collocations found

Type of misused grammatical collocation	Number of misuses
noun + preposition	43 (54.43%)
verb + preposition	35 (44.30%)
adjective + preposition	1 (1.27%)
Total	79

Misused Lexical Collocation

The Oxford Collocations Dictionary was also used when identifying misused lexical collocation. It was found that all three types of lexical collocations were also misused by the Thai EFL writers. There were 60 misused lexical collocations found in total. Verb + noun collocation was misused the most 35 times (58.33%), followed by adjective + noun collocation, which was misused 18 times (30%), and noun + verb collocation, which was misused 7 times (11.67%). The most frequently misused verb + noun collocations was *use dialect*. The most frequently misused adjective + noun collocation was *basic exercises*. The most frequently misused noun + verb collocation was *results found*. The types and frequency of misused lexical collocations found are shown in Table 6.

Table 6

Types and frequency of misused lexical collocations found

Type of misused lexical collocation	Number of misuses
verb + noun	35 (58.33%)
adjective + noun	18 (30%)
noun + verb	7 (11.67%)
Total	60

CHAPTER V

CONCLUSION AND DISCUSSION

In this chapter, the conclusion and discussion of the research results will be presented in order to seek plausible implications and explanations for the results. Furthermore, limitations of the study, recommendations for language education and suggestions for future studies are respectively presented.

Conclusion

After the investigation, it was found that two major types of English collocation frameworks, grammatical and lexical collocations, were used and misused by the Thai EFL writers.

The types of grammatical collocations used by the Thai EFL writers were in descending order as follows: noun + preposition, verb + preposition, and adjective + preposition collocations. The most frequently used noun + preposition, verb + preposition, and adjective + preposition collocations were *usage of*, *divide into*, and *related to* respectively. The types of lexical collocations used by the Thai EFL writers were in descending order as follows: adjective + noun, verb + noun, and noun + verb collocation. The most frequently used adjective + noun, verb + noun, and noun + verb collocations were *age group*, *use word*, and *results show* respectively.

The types of grammatical collocations misused by the Thai EFL writers were in descending order as follows: noun + preposition, verb + preposition, and adjective + preposition collocation. The most frequently misused noun + preposition and verb + preposition collocations were *knowledge about*, *words of*, and *emphasize on*. The adjective + preposition collocation was misused only 1 time, which was *important of*. The

types of lexical collocations misused by the Thai EFL writers were in descending order as follows: verb + noun, adjective + noun, and noun + verb collocations. The most frequently misused verb + noun, adjective + noun, and noun + verb collocations were *use dialect*, *basic exercises*, and *results found*.

Finally, each type of the most frequently used grammatical and lexical collocation, namely noun + preposition and adjective + noun collocation, and each type of the most frequently misused grammatical and lexical collocation, namely noun + preposition and verb + noun collocation, will be discussed in the following section.

Discussion

In the first place, the noun + preposition collocation, the most frequently used grammatical collocation, might have been used the most due to the kind of data, which were research abstracts. This kind of writing could determine the choice of collocations used. According to the findings, the top three most frequently used noun + preposition collocations were *usage of*, used 13 times, *writing of*, used 8 times, *amount of*, used 7 times, *data of*, used 7 times, and *objective of*, used 7 times. These collocations are commonly found in research works especially in abstracts, where purposes of studies and methodology including instrumentation, data collocation, and population are briefly described. Therefore, to provide a brief description of studies, it was inevitable that the same collocations were repeatedly used in different abstracts by the Thai EFL writers.

In the second place, the adjective + noun collocation, the most frequently used lexical collocation, might have been used the most due to the need to form words to express ideas of the Thai EFL writers. Adjective + noun collocation is sometimes described as a type of compound noun (O'Dell & McCarthy, 2008). When one word is insufficient to convey thoughts and meaning, another word may be combined to modify

the head word. When composing a sentence, nouns are frequently used as either subjects or objects, and adjectives are normally combined to modify nouns. Therefore, it could be possible that opportunities to use adjective + noun collocations in writing is high. This finding is consistent with a previous study that investigated English collocations used in food and beverage advertisements. The previous study also revealed that adjective + noun collocation occurred most frequently (Buakaew, 2015).

In the third place, not only was the noun + preposition collocation the most frequently used grammatical collocation by the Thai EFL writers in this study, but it was also misused most frequently. A plausible explanation for the misuse collocation could be an interference of the first language, also known as L1 transfer (Nurmukhamedov, 2015). The L1 inference may occur in the form of direct translation. The Thai EFL writers, who are L2 learners, might not be aware that language structure and words in Thai and English might not be equivalent. Therefore, using a direct translation method could result in selecting incorrect words and finally misusing collocations. For instance, in this study, *knowledge about* was misused instead of *knowledge of* as recommended by the Oxford Collocation Dictionary. *Knowledge about*, which looks like a grammatical collocation, was the most frequently misused noun + preposition collocation found in the study. A problem with this potential collocation is the misuse of a preposition. With the direct translation method, *about* could be translated into *เกี่ยวกับ* (kiaokab) in Thai language. In Thai language, *เกี่ยวกับ* (kiaokab) is often used to refer to or introduce a related subject. Therefore, *knowledge about* might have been mistakenly used by the Thai EFL writers when trying to refer to a subject of the knowledge.

In the fourth place, the misuse of the verb + noun collocation, the most frequently misused lexical collocation in the study, might be caused by inadequate collocation

knowledge. In the English language, although several words could have the same meaning, each word may be used in different contexts. As a result, some words that may have similar meaning may not be used interchangeably to combine with other words or preposition when making collocations. Therefore, to make proper collocations requires very good collocation knowledge. In other words, L2 learners with inefficient collocation knowledge, may not be able to determine which word should be used together to produce a proper collocation. In this study, *use dialect*, which was the most often misused verb + noun collocation found, was used instead of *speak dialect*, which is suggested by the Dictionary. Dialect is one form of language. In general, *dialect* could be referred to as ภาษา (phasa) in Thai language. However, ภาษา (phasa) also means *language* in English. In this sense, *dialect* and *language* might seem very similar for the Thai EFL writers. Therefore, the Thai EFL writers, who might be familiar with the collocation, *use language*, which was ranked number 2 frequently used verb + noun collocation, might have applied the same type of usage to *dialect*. As a result, *use dialect*, which is not commonly used by English native speakers, was produced by the Thai EFL writers.

In conclusion, it could be understood that both the interference of L1 and the collocation knowledge itself play an essential role in producing proper collocations, which affects the writing ability of Thai EFL writers. Therefore, Thai EFL students and teachers should be aware of these two elements.

Recommendations for Language Education

All in all, it is recommended that English collocations be included in classroom instruction because even advanced level students seem to have difficulties in using English collocations. The data of this study were retrieved from graduate writings; yet,

several misused collocations were found. It is suggested that EFL teachers create appropriate instruction that helps Thai EFL students cope with problems and helps enhance collocation knowledge rather than only using the direct translation method. In addition, attention should be paid to verb + noun collocations because problems with verb + noun collocations were also discovered in previous studies. In the past studies, it was discovered that the ability to use verb + noun collocation of Thai EFL students was at a very low level (Wangsirisombat, 2011). Likewise, it was observed that Thai EFL writers could not produce verb + noun collocation themselves as well as recognizing it. Besides, it was stated that two types of English collocations were problematic for L2 learners; the verb + noun collocation was one type of collocation which caused students problems (Nurmukhamedov, 2015). Therefore, EFL teachers may observe whether their Thai EFL students also encounter problems with verb + noun collocation as previously found.

Limitations

There are some limitations in this study that should be considered. First, the size of data examined was quite small. In accordance with the scope of the study and the research design, the criteria for selecting the research articles were developed; only works in which full papers written by Thai EFL writers, from 2010 to 2015 in Thai language in the fields of Liberal Arts and Humanities were selected. Therefore, the amount of works that met the criteria and was used as data was somewhat low. As a result, the research results of this study may not be completely used to generalize all Thai EFL writers.

Second, the source of the data was limited to the fields of Liberal Arts and Humanities. Research results may be different if data are collected from different fields. This limitation was observed from the English collocations found in the study, some of which were commonly used in the language genre. For instance, *loanword in, language*

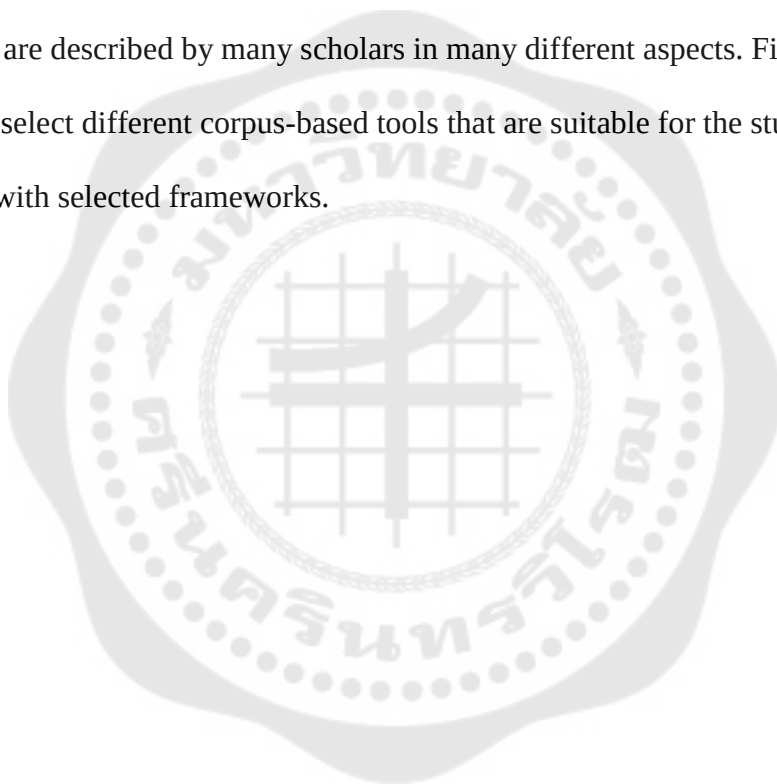
usage, *Khorat Thai dialect*, *use word*, *use language* and *words imply* were ranked the top three frequently used collocations. These collocations seemed to be found often due to the genre of the research articles examined.

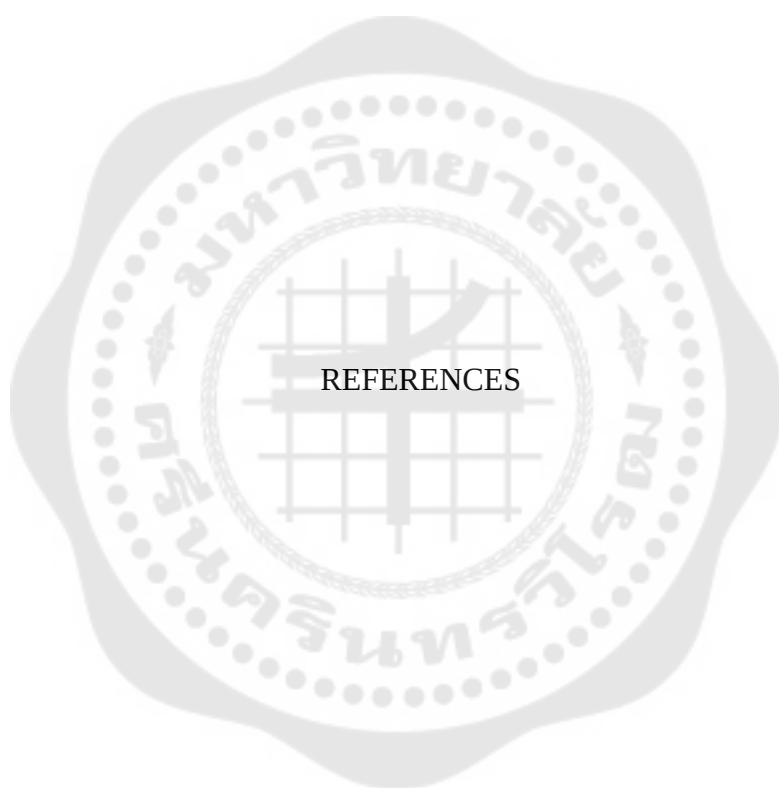
Third, the data were retrieved from works originally written in Thai language, and only English abstracts were selected. It was unknown whether the Thai EFL writers translated the Thai abstracts into English language by themselves.

Fourth, this study used a collocation framework with reference to Benson (1985) only. Research results could be different if other collocation frameworks are used. Finally, during data analysis, it was found that TagAnt and AntConc supported grammatical collocation analysis but not lexical collocation. This is because grammatical collocation is a combination of a dominant word and a grammatical word, which is a preposition. All three types of grammatical collocation share the same structure, in which a preposition is always located on the right side of a dominant word. Thus, prepositions, which were minimum numbers, could be used as search items for potential grammatical collocations. On the other hand, components of lexical collocations are two lexical words, including nouns, adjectives, and verbs, which are too numerous to be used as search items because nouns, adjectives, and verbs are parts of speech normally required to compose a sentence. Therefore, each abstract contained many of them. In addition, all three types of lexical collocation do not share the same structure; nouns, adjectives, and verbs are not located in the same fixed position. Therefore, AntConc could not be effectively used to locate lexical collocation in the corpus. As a result, potential lexical collocations were searched manually in print.

Suggestions for Future Studies

Due to the limitations of the study, some important changes should be made in future studies. First, future studies should consider collecting data from other fields or registers rather than the fields of Liberal Arts and Humanities to check whether research results will be consistent. Second, future studies may increase the size of the population to expand research discovery on a bigger scale. Third, some other collocation frameworks may be used in future studies to broaden discovery because concepts of English collocations are described by many scholars in many different aspects. Finally, future studies may select different corpus-based tools that are suitable for the studies in accordance with selected frameworks.





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Retrieved from <http://www.thailis.or.th/tdc/>



List of Noun + Preposition Grammatical Collocations Found

Noun	Preposition
attitude (1) information (1) word (1)	about
choice (1) comparison (2) conversation (1) correlation (1) period (1) ratio (1) relation (1) relationship (3)	between
service (4) strategy (1) term (1) word (2)	for
data (7) episode (1) result (1)	from
belief (2) deficiency (1) element (1) error (2) expert (1) lesson (1) loanword (6) participant (3) perspective (2) position (1) role (4) syllable (1) technique (2) word (5)	In
act (3) amount (7) attitude (1) awareness (1) (at the) beginning (1) case (1) category (2) cause (3) choice (3) comparison (1) concept (4) (in) consideration (1) defect (1) department (2) difference (1) (at the) end (1) essence (1) faculty (1) feeling (2) feelings (1) figure (3) flag (1) form (5) group (6) history (2) item (1) kind (4) knowledge (2) legend (1) level (6) matter (2) member (1) method (1) minister (1) name (1) number (4) objective (7) part (3) pattern (4) percent (5) percentage (2) position (1) process (2) question (1) range (2) rank (1) rate (1) reflection (2) representative (1) rule (1) sample (4) scale (2) sense (1) sequence (2) sound (1) status (2) symbol (1) term (1) total (1) type (6) usage (13) use (4) variety (2) writing (8)	of
data (2) emphasis (1) impact (1) opinion (1)	on
reference (6) (with) regard (1) relationship (1) solution (1)	to
attitude (4) feelings (1) gratitude (1)	toward/towards
conversation (1) interview (1) interviewing (1) relation (1) relationship (2) satisfaction (1)	with
250	Total

Note The components of the grammatical collocation, which were grammatical words and prepositions, were separated and presented in two columns. Grammatical words, which were nouns, were put in a left column. Prepositions, which are always located on the right

side of grammatical words, were put in a right column. A number of uses of each collocation were put in a bracket.

List of Verb + Preposition Grammatical Collocations Found

Verb	Preposition
aim (2) study (4)	at
read (1) learn (1) tell (1) think (1)	about
select (1) use (5) utilize (1)	as
switch (2)	between
replace (1)	by
ask (2) design (1) search (1) seek (1) submit (1) use (8) write (2)	for
learn (1) obtain (2) record (1) reflect (2) select (3) start (1) switch (2)	from
circulate (1) employ (2) enroll (1) live (1) play (2) range (2) reflect (4) vary (2) write (2)	in
categorize (1) divide (14) group (1)	into
insist (1)	on
apply (1) communicate (1) convey (1) correspond (1) extend (1) lead (3) listen (1) pay (1) prefer (2) prove (4) relate (2) respond (1) show (1) submit (1) switch (2) teach (1)	to
argue (2) compare (8) correlate (1) correspond (3) diagnose (1) experiment (1) match (1) meet (1) provide (1) study (1) talk (1)	with
126	Total

Note The components of the grammatical collocation, which were grammatical words and prepositions, were separated and presented in two columns. Grammatical words, which

were verbs, were put in a left column. Prepositions, which are always located on the right side of grammatical words, were put in a right column. A number of uses of each collocation were put in a bracket.

List of Adjective + Preposition Grammatical Collocations Found

Adjective	Preposition
efficient (3)	at
useful (1)	as
common (1)	among
useful (2)	for
successful (1)	in
able (5) important (1) related (14) similar (3)	to
concerned (1) familiar (1) involved (1)	with
34	Total

Note The components of the grammatical collocation, which were grammatical words and prepositions, were separated and presented in two columns. Grammatical words, which were adjectives, were put in a left column. Prepositions, which are always located on the right side of grammatical words, were put in a right column. A number of uses of each collocation were put in a bracket.

List of Adjective + Noun Lexical Collocations Found

Adjective + noun collocation	Number of uses
academic year	4
achievement test	2
affirmative sentence	2
age group	14
average percentage	1
basic emotion	1
basic need	1
big number	1
body language	6
body part	1
Buddhist principle	1
business transaction	2
case study	1
central Thai dialect	9
Chiang Mai dialect	7
Chinese Singaporean speaker	2
comic book	1
comic book series	1
content analysis	1
cooking oil	1
correct explanation	1
correct information	1
country song	1
critical thinking	1
cultural aspect	4
cultural identity	1
cultural influence	1
cultural reference	1
daily life	1
daily newspaper	2
data analysis	1
death spiral	2
descriptive phrase	1
different approach	1
discourse analysis	1
dominant characteristic	1
dried chili	1
driving range	1
economic competition	1

List of Adjective + Noun Lexical Collocations Found (continued)

Adjective + noun collocation	Number of uses
economic problem	1
editorial column	1
educational research	1
electronic media	1
emotional expression	1
false conclusion	2
false statement	1
family member	3
field test	1
first year student	1
folk music	1
foreign language	2
foreign learner	4
foreign word	1
formal communication	1
former time	1
fresh chili	1
funny story	2
general information	4
golf course	1
golf player	1
good quality	2
government offices	2
high level	2
high school	2
higher status	1
highest percentage	1
human being	1
human body	1
human emotion	1
important cause	1
important impact	1
important ingredient	1
important role	1
in-depth interview	2
information service	7
interpersonal relation	1
intransitive verb	1
Japanese speaker	2
Khian Sa Surat Thani dialect	4

List of Adjective + Noun Lexical Collocations Found (continued)

Adjective + noun collocation	Number of uses
Khmer dialect	4
Khorat Thai dialect	9
Korean speaker	2
language school	2
language skill	1
language study	1
language usage	13
language use	5
learning style	3
liberal arts	1
life story	1
local media	1
lower rate	1
lower status	1
main characteristic	1
main characters	1
main concept	1
main idea	4
main pattern	1
major component	1
major role	1
mean score	1
middle school	2
military units	1
misspelled word	1
mother tongue	1
musical instrument	2
national language	1
new idea	1
new information	1
newspaper editorial	1
next life	1
northeastern Thai dialect	6
northern Thai dialect	3
noun phrase	1
ordinary people	1
personal data	1
personal opinion	1
personal pronoun	1
phonetic alphabet	1

List of Adjective + Noun Lexical Collocations Found (continued)

Adjective + noun collocation	Number of uses
physical activity	1
physical attribute	1
physical sensation	1
political context	1
political event	2
political opinion	2
positive attitude	2
present study	1
present work	1
public relation	1
quantitative method	1
raw food	1
red background	2
research finding	1
research method	1
research project	1
research result	3
research work	2
rhetorical question	3
right time	1
royal family	1
rural area	1
sacred ritual	1
salty taste	1
school environment	1
school student	2
second rank	1
second semester	3
short article	1
short paragraph	1
situation comedy	3
slang word	1
smaller amount	1
social factor	3
social issue	2
social problem	1
social situation	1
social status	2
spelling test	1
spicy taste	1

List of Adjective + Noun Lexical Collocations Found (continued)

Adjective + noun collocation	Number of uses
spoken language	1
staff officer	3
stated objective	1
statistical data	1
statistical method	1
sudden pain	1
teaching material	6
technical term	2
television drama	1
Thai art	1
Thai counterpart	1
Thai food	1
Thai Khorat people	2
Thai nation	2
Thai people	3
Thai ritual	1
Thai society	1
theoretical level	3
thinking process	1
third grade	1
third rank	1
third year student	1
total number	4
transitive verb	1
true meaning	1
urban area	1
various form	1
voting public	1
writing style	1
Total	337

List of Noun + Verb Lexical Collocations Found

Noun + verb collocation	Number of uses
analysis show	2
audience respond	1
data indicate	1
data show	1
findings show	1
ghost haunt	1
ghost appear	1
group consisted	1
researcher examine	1
researcher find	1
researcher study	1
researcher investigate	1
results indicate	1
results reveal	8
results show	9
study aim	1
study find	2
study reveal	1
study show	1
words imply	3
Total	39

List of Verb + Noun Lexical Collocations Found

Verb + noun collocation	Number of uses
analyze data	3
analyze information	1
answer question	2
apply concept	1
apply knowledge	1
ask (for) direction	1
ask question	2
build house	1
build structure	1
carry out interview	1
change meaning	1
change topic	1
collect data	9
collect information	1
communicate emotions	1
convey meaning	2
create feeling	1
define concept	1
disclose information	1
discuss issue	1
distort word	1
do study	1
employ method	1
enhance quality	1
evaluate effectiveness	1
express feelings	3
express opinion	1
express pain	1
gather data	1
gather information	1
give information	2
give reason	2
have ability	1
have approach	1
have attitude	3
have characteristic	1
have history	1
have meaning	2
have need	1
have power	1

List of Verb + Noun Lexical Collocations Found (continued)

Verb + noun collocation	Number of uses
have problem	1
have relationship	2
improve skill	1
include category	1
interpret meaning	1
keep identity	1
publish magazines (magazines which were published)	1
make appointment	1
make comparison	1
measure effectiveness	1
meet requirement	1
misunderstand meaning	1
obtain information	1
obtain result	1
offer food	1
order food	1
pay respect	1
perform analysis	1
play role	5
practice skill	1
present finding	1
present perspective	1
present thesis	1
pronounce sound	2
pronounce vowel	1
propose theory	1
publish book	1
receive message	1
repeat word	1
score point	1
see a doctor	1
select representative	1
select sample	2
send message	1
set rule	1
share idea	1
share information	1
share opinion	1
show ability	1

List of Verb + Noun Lexical Collocations Found (continued)

Verb + noun collocation	Number of uses
show case	1
show feeling	1
solve case	2
solve problem	1
stimulate interest	1
study document	1
study sample	1
support argument	1
use data	1
use device	1
use expression	1
use image	3
use language	7
use method	2
use phrase	3
use strategy	5
use technique	2
use term	3
use terminology	1
use test	1
use tool	1
use word	12
write article	1
write essay	1
write paragraph	1
Total	161

List of Misused Noun + Preposition Grammatical Collocations Found

Misused noun + preposition collocation	Number of misuses	Example of suggested collocations by Oxford Collocations Dictionary
analysis on	1	analysis of
approach in	1	approach to
article of	1	article in
belief of	1	belief in
concept about	2	concept of
data through	2	data from
day of	2	day on
factor of	1	factor in
findings of	1	findings from
ideas with	1	ideas of
knowledge about	4	knowledge of
need of	1	need for
opportunity in	1	opportunity for/to
possess in	1	no preposition
presentation of	1	presentation on
problem in	1	problem about
purpose for	1	purpose of
reflective of	1	reflection of
sample for	1	sample of
studying on	1	study on
telling of story	2	Storytelling
terms in	1	terms of
tests of	1	tests on
texts of	1	texts about
topic in	1	topic of
understanding in	1	understanding of
units in	1	units of
usage for	2	use for
usage in	1	use for
use of	2	usage of
words of	4	words in
Total	43	

List of Misused Verb + Preposition Grammatical Collocations Found

Misused verb + preposition collocation	Number of misuses	Example of suggested collocations by Oxford Collocations Dictionary
analyze about	1	no preposition
categorize to	1	categorize into
compare as	1	compare with
comprised of	1	no preposition
concern with	1	no preposition
copy in	1	copy from
die by	1	die of
effect to	2	no preposition
emphasize on	6	no preposition
imply about	2	no preposition
indicate for	1	indicate to
mention about	1	no preposition
obtain in	1	obtain from
participate with	1	participate in
persuade for	1	persuade into
prefer than	1	prefer to
reflected into	1	no preposition
reflected to	1	no preposition
show about	1	no preposition
solve through	1	solve with
study of	2	no preposition
study on	1	no preposition
support for	1	support in
survive in	1	survive to
teach among	1	teach to
use of	1	no preposition
used in	1	used for
Total	35	

List of Misused Adjective + Preposition Grammatical Collocations Found

Misused adjective + preposition collocation	Number of misuses	Example of suggested collocation by Oxford Collocations Dictionary
important of	1	important to
Total	1	

List of Misused Adjective + Noun Lexical Collocations Found

Misused adjective + noun collocation	Number of misuses	Example of suggested collocations by Oxford Collocations Dictionary
basic exercises (sets of questions)	4	easy/simple exercises
behavior characteristics	1	behavioral characteristics
biggest amount	1	huge/large amount
introduction paragraph	1	introductory paragraph
main language	1	dominant language
obvious relationship	1	clear relationship
problem situation	1	problematic situation
radio programs	1	radio programme
rhythmic words	1	rhyming words
senior people	1	elderly people
significance level	2	significant level
specific characteristics	1	unique characteristics
true conclusion	1	correct conclusion
writing works	1	written works
Total	18	

List of Misused Noun + Verb Lexical Collocations Found

Misused noun + verb collocation	Number of misuses	Example of suggested collocations by Oxford Collocations Dictionary
findings found	1	findings reveal
researcher presented	1	researcher reports
result found	1	result reveals
results displayed	1	results demonstrate
results found	3	results reveal
Total	7	

List of Misused Verb + Noun Lexical Collocations Found

Misused verb + noun collocation	Number of misuses	Example of suggested collocations by Oxford Collocations Dictionary
attain understanding	1	gain understanding
bring (new) words	1	make (new) words
category contained	1	category include
conduct comparison (comparison has been conducted)	1	make comparison
create emotions	1	display emotions
created entertainment	1	provide entertainment
created material	1	produce material
develop knowledge	4	enhance knowledge
use dialect (dialect was used)	7	speak dialect
emphasizing opinions	1	state opinions
finalizes story	1	end story
obtain knowledge (knowledge obtained)	1	gain knowledge
make understanding	1	create understanding
place important	1	place importance
practice activities	1	do activities
presents issues	1	address issues
purpose principles (principles purposed)	1	establish principles
recognize meaning	1	grasp meaning
recording programs	1	recording programme
representing disagreement	1	indicating disagreement
show relative	1	show relation
study characteristics	1	examine characteristics
telling experiences	1	share experiences
used conversation	1	made conversation
word building	1	building word
write exercises	1	create exercises
Total	35	



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