

COLLOCATION COMPETENCE: A CASE STUDY
OF UNDERGRADUATE STUDENTS



SIRIPORN TUNGYAI

A Thesis Submitted to University of Phayao
in Partial Fulfillment of the Requirements
for the Master of Arts in English

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Thesis

Title

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Submitted by SIRIPORN TUNGYAI

Approved in partial fulfillment of the requirements for the
Master of Arts Degree in English
University of Phayao

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Title: COLLOCATION COMPETENCE: A CASE STUDY
OF UNDERGRADUATE STUDENTS

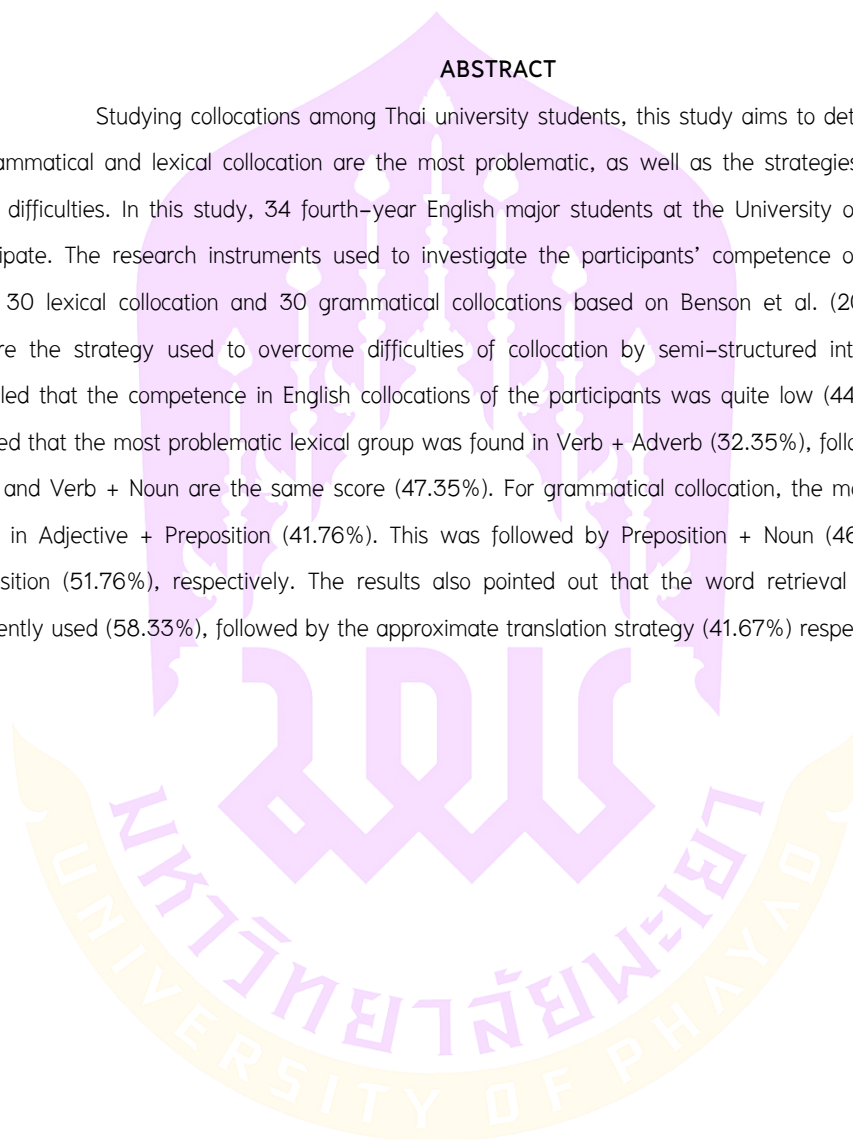
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Keywords: Collocation, Collocation Competence, The strategy used to overcome difficulties of collocation.

ABSTRACT

Studying collocations among Thai university students, this study aims to determine which types of grammatical and lexical collocation are the most problematic, as well as the strategies used to overcome these difficulties. In this study, 34 fourth–year English major students at the University of Phayao agreed to participate. The research instruments used to investigate the participants' competence of English collocation were 30 lexical collocation and 30 grammatical collocations based on Benson et al. (2010)'s strategy and explore the strategy used to overcome difficulties of collocation by semi–structured interview. The results revealed that the competence in English collocations of the participants was quite low (44.46%). The findings showed that the most problematic lexical group was found in Verb + Adverb (32.35%), followed by Adjective + Noun and Verb + Noun are the same score (47.35%). For grammatical collocation, the most problematic was found in Adjective + Preposition (41.76%). This was followed by Preposition + Noun (46.18%) and Noun + Preposition (51.76%), respectively. The results also pointed out that the word retrieval strategy was most frequently used (58.33%), followed by the approximate translation strategy (41.67%) respectively.



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CHAPTER I

INTRODUCTION

Background and Rationale of the Study

English native speakers not only use a set of grammatical rules and single words but also use "ready-made chunks" when they speak and write (Robins, 1967) In reality, words tend to appear in ready-made chunks repeatedly (Kjellmer, 1994). Examples of ready-made chunks are "fixed, identifiable, non-idiomatic phrases, recurrent combinations, fixed combinations, or collocations" (Benson, Benson and Ilson, 2010)

Several words stand out among these combinations. Lewis (1997) stated that co-occur naturally with greater than random frequency and with "mutual expectancy" by Zang (1993). Also, Aghbar (1990) underlined that those words are well-linked in a native speaker's memory and may be recovered as a chunk or as collocations, several words which are associated with each other and occur repeatedly in a prefabricated chunk. There are well-established collocations and remembered in chunks and are used by native speakers such as sour milk, curdled milk, and rancid milk. Nevertheless, rotten milk is not stored as a unit in a native speaker' memory and it is not a collocation. For decades, collocation has been one of the most important issues in EFL teaching and learning. Since many EFL/ESL students are unable to recall native speakers' colloquial usage, they may concoct an unsavory term, such as "rotten milk". Based on numerous academic studies (Hunt, 2014; Lewis, 2008; TaekoKoya, 2004; Nation, 2001; Hill, 2000) it has been determined that collocations are an important part of EFL courses. It has also highlighted the advantages of teaching and learning collocations in the context of L2 teaching and learning. Furthermore, learning collocations can help learners improve their English proficiency, including enhancing communicative ability and developing native-like fluency.

Many collocational errors were made by EFL students in their writing and speaking tasks. For example, some EFL learners refer to "answer the telephone" as "receive the telephone" according to the noun "telephone" regularly collocates with the verb "receive" rather than "answer." Likewise, several research papers on collocation in

foreign language acquisition have been conducted using different investigation methodologies, different types of collocations, and learner groups having a variety of language backgrounds. Referring to previous research revealed that a variety of factors have been related to the seeming lack of collocation competency in English among the majority of ESL and EFL learners. The majority of research have found that the occurrence of collocation mistakes is influenced by native language transfer or interference, insufficient collocation knowledge, and the use of learning strategies. (Shitu 2015; Hsu, 2010; Durrant and Schmitt, 2009; Lien, 2003; Fan, 2009; Boonyasaquan, 2006; Hsu and Chiu, 2008)

Moreover, Woolard (2000) stated that an efficient way to increase awareness of collocations is to help EFL learners pay more attention to their mis-collocations in their production of the language. Lewis (2000) also underlined that EFL learners must understand what is wrong as well as what is right. Teachers can encourage learners' understanding of collocations by identifying errors in collocation use and pointing these errors out to learners. And lastly, Wang (2001) concluded that even students majoring in English lack sufficient awareness of collocation. Furthermore, students gradually realize that learning more vocabulary is not only learning new words but also being familiar with word combinations.

Therefore, collocation knowledge is important for EFL students because it can assist English lecturers to understand difficult collocations for EFL learners clearly. Referring to several researchers recommended that collocation knowledge in EFL students is necessary, and teachers can improve students' collocational knowledge by increasing EFL students' comprehension of collocations.

As we all know, English as a foreign language is extremely important in today's globalized society. In truth, English has long been a compulsory subject in Thailand's secondary schools, as well as some primary schools. Students have been required to study English since the early 1990s. Ten years ago, students were taught that they should memorize words' spellings, their meanings and their grammar. The most of them forget what they learned when they leave school. After completing a four-year course of study at a four-year college, even students majoring in English, with some exceptions, cannot work independently. It is more difficult to learn English than to learn medicine if that is even possible. Graduates of medical colleges can open a clinic after graduation.

“Why are so many Thai students unable to write good English after learning rudimentary vocabulary and grammar?”

Regarding the above question, Wattanapichet W. (1999) stated that students are taught grammar, including the parts of speech and the building of different types of sentences. They are taught many rules and exceptions. Even after acquiring a considerable vocabulary and memorizing all the grammatical rules, they still cannot speak or write as the native speaker does. To the native ear or eye, their English is incorrect or unidiomatic or even un-English because there is a large area of language structure that is not covered by general grammatical rules but must be learned one by one separately. That is the area that the teacher and student alike have neglected. That area consists of two-part – idiom and collocation. An idiom is a group of words whose meaning is not quite the same as the meaning of its words but must be learned as a whole unit.

Furthermore, Lewis (2000) defined an idiom as an expression that is relatively fixed and allows for little or no change. It is frequently metaphoric, for example, “*He put the cat among the pigeons*”, it means that you cause fierce argument or discussion by doing or saying something. “*Don’t count your chicken*” is a saying that mean you should not make plans for the future because you do not know for certain how a particular situation will develop and “*a change of heart*”, which does not mean that one's heart is damaged and need to be changed, but means a change in one’s attitude or feeling, just like “เปลี่ยนใจ” in Thai.

The collocation dictionary for writing (1999) described that collocation is a regular combination of words that the native speakers habitually use. If the order of the words is changed or if one of the words is replaced with a synonym, even a very close one, the resulting phrase or sentence will often sound odd to the native ear. For example, we cannot say, “crowded traffic” but should say “heavy traffic”. We must say “crowded market” but not “heavy market”, though we can say both “a thick forest” and “a dense forest”. Likewise, we say, “strongly recommend” and “bitterly complain”, but the two adverbs are not interchangeable. Also, we cannot say “strong rain” or “heavy wind” but instead we should use the terms “heavy rain” and “strong wind” (p.viii). According to Kaweera (2013), “*I play a computer*” which can be corrected to “*I work on a computer*”,

the above example shows the L1 lexical interference that is generally found when Thai students used the term "play" in all situations. It can be assumed that, instead of the term "play," English has specific terms to indicate the idea of doing something for pleasure. On the other hand, Thai student writers regularly use the word "play" (เล่น in Thai) to refer to any enjoyable activity.

Such examples are just too many to cite, it seems to be no English teacher ever told us about such differences when we were at school. And even if some did mention them, they did so incidentally. This was never taught systematically. And that is one of the main reasons why after studying English for ten years, a college graduate majoring in the language is still unable to speak or write English tolerable well.

Collocational competence is an important component of vocabulary knowledge. While vocabulary encompasses a general scope of words, collocations specifically refer to those words that tend to go together. Wattanaphichet (1999) mention that collocation competence plays a significant role in English language development for English as a foreign language (EFL) learner, especially for young students because a collocation is a common word combination which the native speakers habitually use as stated:

"Learning a foreign language is a process of imitation. We must learn to speak and write individual words as the natives do and to join the words together in the ways used by the natives. Learning individual words should not be difficult, the real difficulty lies in how to connect them into a sentence to express what we want to convey" (p.vii)

Knowledge of collocations has been identified as one of the major challenges faced by Thai EFL learners and several variables are thought to contribute to such collocational difficulties. Several researchers and linguists who conducted collocation related research reveal that there are collocation problems that occur in EFL learners' English proficiency. For example, Bueraheng (2014) investigated productive and receptive Verb+ Noun and Adjective+ Noun collocational knowledge, the findings also demonstrated that participants produced Adjective + Noun collocations more successfully than Verb + Noun collocations. Further study should be focused on EFL learners' grammatical understanding of collocations or assessing collocational knowledge of learners of various educational levels, according to her recommendation.

Another study conducted by Maneewan (2017) investigates the degree of collocation competence and the five lexical collocation patterns based on Benson (1997). 15 items of sentence completion of English collocation were used to investigate the amount of collocation ability and types of collocational mistakes. She also highlighted that Thai EFL students have somewhat limited skills in constructing collocations, which leads to the major problem of composing incorrect and difficult collocations. Subsequently, Dokchandra (2019) studied undergraduate students' collocational competency and perceptions of collocational difficulty using a test consisting of 35 fill-in-the-blank problems with optional choices. They were to complete a Likert-type questionnaire with a 5-point rating scale. The findings revealed that the subjects had a 'moderate level' of collocational skill on average, and Dokchandra suggests that future study may include other data collection method, such as an in-depth interview, in order to gain a deeper and more comprehensive understanding of the participants' perspectives.

Additionally, Boonyarattanasoontorn, Tampanich, and Pimphakorn (2020) explores the lexical collocation use problems arising by Thai EFL learners in their writing. The research included 36 Thai undergraduate students majoring in English who were studying in Thailand. The findings indicated that the participants made the most verb + noun lexical collocation errors and improved the most from a series of explicit collocation training exercises. Furthermore, the most common sources of collocation mistakes were interlingual and intralingual. However, there have been relatively few research on collocation competence among students, as well as on the strategy used to overcome collocation difficulties via interviews on collocation competence among Thai EFL learners. This study tried to bridge this gap by investigating collocation competency, both lexical and grammatical collocation, and by employing a semi-structured interview as an instrument for determining the strategy used when students face collocation difficulties.

Objectives of the Study

1. To investigate the collocations competence by Thai university students.

2. To classify the type of grammatical collocation and lexical collocation which is the most.

3. problematic defined by Benson et al. (2010)'s strategy. To explore the EFL students' strategy used to overcome difficulties of collocation.

Research question

The following are the research questions addressed in this study:

1. Do Thai university students understand how to use collocations?
2. Which of the grammatical and lexical collocation subgroups, according to Benson, et al., (2010) is the most problematic?
3. What is the strategy used to overcome difficulties of collocation?

Scope and Limitations of the study

1. The current study's data was limited in terms of participants, focusing on only 34 fourth-year English major students enrolled at the University of Phayao throughout the 2020 academic year.

2. This study focuses on collocation receptive competence and excludes productive skills. Furthermore, the author's study focused only on three groups of grammatical collocation and three groups of lexical collocation complied with Benson, et al., (2010)'s strategy, details are as follows.

Grammatical collocation:

1. Adjective + Preposition e.g. They are angry at him
2. Preposition + Noun e.g. By accident
3. Noun + Preposition e.g. Blockage against

Lexical Collocation:

1. Verb + Noun e.g. make an impression
2. Adjective + Noun e.g. strong tea
3. Verb + Adverb e.g. appreciate sincerely

Definition of Key Terms

The following are the definitions of key terms used in this study:

Collocation refers to the group of some words that occur regularly whenever another word is used or a particular combination of words is often used together.

Collocation Competence refer to the knowledge of collocation of two main language skill: reading and writing (Hedge, 2000; Hill, 2000; Lewis,1993)

Student refers to Thai EFL students who are studying in University of Phayao

Grammatical collocation refers to eight patterns of grammatical collocation based on Benson, et al., (2010) strategy;

- | | |
|----------------------------|---|
| -Noun + Preposition | -Noun + to+ Infinitive |
| -Noun + that + Clause | -Preposition +Noun |
| -Adjective + Preposition | -Adjective + to +Infinitive |
| -Adjective + that + Clause | -Verb + Direct object + to +Indirect object |

Lexical Collocation refers to seven patterns of lexical collocation based on Benson, et al., (2010) strategy;

- | | |
|--|----------------------|
| -Verb + Noun/P (or prepositional phrase) | -Verb + Noun |
| -Adjective +Noun | -Noun+ Verb |
| -Noun1 +of + Noun 2 | -Adverb + Adjectives |
| -Verb + adverb | |

The strategy used to overcome difficulties of collocation refer to strategy use in producing collocation adapted from Liu (2000) details as follows;

- | | |
|---------------------------|-------------------------------|
| -Word retrieval | -Literal translation. |
| -Approximate translation. | -Use of de-lexicalized verbs. |
| -Use of synonym | |

Expected Benefits

1. The findings may help teachers understand how their learners deal with lexical and grammatical collocations and what kind of difficulties they have.

2. The findings of this study could help students become more conscious of the collocations they employ and gain a better knowledge of their English collocation skills.

3. The result of this study may lead to further development of teaching and learning for those who are interested in this field or will continue to explore it in the future,

as well as serve as a model for teaching in schools or universities to further improve abilities in collocation.



CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter discusses a definition of collocation, classification of collocations, significance of collocation in learning and teaching, source of collocation errors, collocation competence, strategy use and strategic competence, multiple-choice tests. In the final part of this chapter, previous studies on collocations are presented. These topics are discussed below.

Definition of collocation

Several linguists and academics have proposed a similar concept of collocation, which focuses on two or more words that frequently occur together. The term collocation was first introduced by Firth (1957) to define a combination of words associated with each other and refers to a multi-word construct that occurs in a procedure of locating. Furthermore, Martynska (2004) concluded that the word collocation is derived from the Latin verb *collocare*, which means to arrange/place in order. Baker (1992) identified collocations as 'a tendency of certain words to co-occur regularly in a given language. Hill (2000) emphasized that collocation is a predictable mixture of the content words such as weather forecast, foot the bill. Similarly, Lewis (1994) described that collocation, as a subgroup of multi-word objects was consisted of individual terms, typically co-occurring.

According to the Oxford collocations dictionary for students of English (Oxford University, 2009) stated.

"Collocation is the way words combine in a language to produce natural-sounding speech and writing. For example, in English, you say strong wind but heavy rain. It would not be normal to say, "heavy wind" or "strong rain". And whilst all four of these words would be recognized by a learner at pre-intermediate or even elementary level, it takes a greater degree of competence with the language to combine them correctly in productive use" (p.v).

Additionally, Felicity O'dell, M.M. (2005) English Collocation in Use. UK: Cambridge defined collocation as;

"A collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound 'wrong' to a native speaker of English. For example, the adjective fast collocates with a car, but not with a glance" (p.6)."

And lastly, Benson and Elson (cited in Mongkolchai, 2008) stated;

"Collocations are arbitrary and non-predictable. Non-native speakers cannot cope with them; they must have a guide. They have no way of knowing that one says in English make an estimate, (but not make an estimation), commit treason (but not commit treachery). In English one says to commit fraud and perpetrate fraud. However, only the collocation commit suicide possible; one does not say perpetrate suicide. One says to bake a cake, but make pancakes (not bake pancakes)" (p.258)."

McCarthy and O'Dell (2005) explained the importance of learning collocations as some collocations are fixed or extremely strong, such as take a photo, where no alternative word collocates with a photo to provide the same meaning. Some collocations are quite open, allowing for the use of a variety of words to convey the same meaning. Here are some examples of collocation:

- You must make an effort and study for your exams (Not do an effort)
- Did you watch TV last night? (Not look-at TV)
- This car has a very powerful engine. It can do 200 km an hour. (Not strong engine)
- There are some ancient monuments close by. (Not antique monuments)
- He tries to make his bed every morning. (Not do my bed)
- Teachers usually tell stories to their children. (Not say stories)
- Sally likes to surf the web before going to bed. (Not navigate the web)

In summary, collocation is based on the same opinion. Collocation is a common word combination that native speakers generally use. It is important to English learners

because it will enhance the ability to use vocabulary and how to use words in a sentence correctly.

Classification of Collocations

Many scholars and researchers have defined collocation differently. Furthermore, collocations have been classified into a wide range of structures. This part examines the following classification of collocations;

Sinclair (1991) divided collocation into two categories, as follows:

1. Upward collocations: this category includes words that are habitually used in English the majority of which are adverbs, pronouns, conjunctions, and prepositions.
2. Downward collocations: this category includes words and other less often used terms that stand alone and provide a semantic analysis of a word.

Meanwhile, Lewis (2000) divided collocations into the following categories:

1. Strong collocations: this type refers to many collocations that are large or extremely strong. The majority of collocates, such as rotten butter or rancid oil, have been fixed.
2. Weak collocations: this type covers words that co-occur with a greater than random frequency and have a wide range of collocates, for example, various items can be black and white, costly or cheap, short or long.
3. Medium-strength collocations are words that generally occur together more frequently than weak collocations, such as carry out a study, hold an appointment.

Likewise, Hill (2000) classified collocations as follows:

1. Unique collocations: This type of word applies to the most limited combinations that cannot be replaced by all other words that have an exact meaning that differs from the regular meaning of each word, for instance, shrug your shoulder, foot the bill.
2. Strong collocations: This type is specific collocations very strong but not unique. They are unpredictable, and often apply to specific purposes, for instance, law and business. There are only a few words that may be combined with a specific word. For example, mitigating circumstances, a trenchant critique.

3. Weak collocations: This type of collocation can be easily guessed and comprise of the number of co-occurrences words. Two or more words may be freely combined, each of which may be blended with several other words such as white skirt, white hair, red shirt, red shoe and long nail. Learners can quickly generate such combinations since they are familiar with their mother tongue language.

4. Medium-strength collocations: This type of collocation is more frequent and predictable than unique and strong collocations. In general, students already know each word, but they can use it as a single item or as a collocation. Referring to Hill (2000), medium-strength collocations are the most significant for instructors to teach in the classroom (p.63-64).

In addition, Benson, et al., (2010) divided English collocations into two categories: grammatical and lexical collocations.

Grammatical Collocations

A grammatical collocation is a phrase combination of a dominant word (noun, adjective and verb) and a preposition or grammatical structure such as to-infinitive, and that-clause. As seen in Table 1, there are eight major categories of grammatical collocations.

Table 1 Grammatical Collocations adapted by Benson, et al., (2010)

| Item | Pattern | Example |
|------|--|--|
| 1. | Noun + Preposition | Apathy towards |
| 2. | Noun + to+ Infinitive | He was a fool to do it. |
| 3. | Noun + that + Clause | He took an oath that he would do his duty. |
| 4. | Preposition +Noun | By accident, on the alert |
| 5. | Adjective + Preposition | They were angry at her. |
| 6. | Adjective + to +Infinitive | He is ready to go. |
| 7. | Adjective + that + Clause | She was afraid that she would fail the exam. |
| 8. | Verb + Direct object + to +Indirect object | He sent the book to her. |

Lexical Collocation

In contrast to grammatical collocations, lexical collocations generally consist of nouns, adjectives, verbs, and adverbs and do not include prepositions, infinitives, or clauses. Lexical collocations were classified into seven types by Benson, et al., (2010)

Table 2 Lexical Collocations classified by Benson, et al., (2010)

| Item | Pattern | Example |
|------|---|--|
| 1. | Verb + Noun phrase (or a prepositional phrase) | set an alarm, break a code, make an impression |
| 2. | Verb + Noun | reject an appeal, reverse a decision |
| 3. | Adjective +Noun | strong tea, best regard |
| 4. | Noun+ Verb | bombs explode, blood circulates |
| 5. | Noun1 +of + Noun 2 | a bouquet of flowers, a herd of buffalo |
| 6. | Adverb + Adjectives | deeply absorbed, strictly accurate |
| 7. | Verb + Adverb | argue heatedly, appreciate sincerely |

In conclusion, collocations have been classified in various ways by scholars and researchers. It seems that different scholars have a slightly different view of the types of collocations in English. However, one important shared aspect of their classification seems to be similar. That is, any categorization tends to be based largely upon the frequent occurrence of naturally occurring multi-words that are found in any authentic corpus. In the present study, the researcher investigated collocation competence applying Benson, et al., (2010) 's and associate types of collocations since their two major groups are covered a wide range of collocation patterns.

Significance of collocation in learning and teaching

Language learning and teaching need the use of collocations. Learners will be better understanding if they use collocations to forecast what will be said based on the use of phrases. According to Hill (2000), there are at least nine reasons why collocations are significant, which are as follows:

1. The lexicon is not arbitrary.

Hill concluded that the way words combine in collocations is essential to all language usage, which is why collocation is important. The lexicon is not arbitrary. It is not randomly generated. In brief, language is not spoken or written as if it were one huge table of substitution.

2. Predictability

The patterns of collocation are predictable. For example, when a speaker thinks about drinking, he or she may use a common verb like have. They would be such basic expectations as drinking water, apple juice, tea or coffee from listeners. However, no engine oil or shampoo would be expected.

3. The phrasal mental lexicon is enormous in size.

The predictability of collocations is very great. In both natural spoken and written text, there are a significant number of collocations that are longer than two words. Regarding to Hill (2000) said, "up to 70% of what we say, hear, read, or write may be found in some kind of fixed expression" (p.53)

4. The role of memory.

Collocations are familiar to us and we have seen them before. We then recover them from the mental lexicon in the same way as we recover a phone number or address from our long-term memory.

5. Language fluency is improved through collocations.

Collocations help learners or students to think quickly and communicate more effectively. According to Hill (2000), native speakers can successfully listen, read, and communicate because they remember word combinations rather than processing word by word. On the other hand, native speakers have a huge mental repertoire of ready-made language. This concept is consistent with the result of Chang et al. (2008), who claim that extensive understanding of collocation enhances native-like competence. As a result, it is possible to conclude that collocations help learners produce and process language at a considerably faster rate.

6. Complex ideas are often expressed lexically.

As Hill (2000) concluded that collocation assists language learners communicate their ideas in complicated language, not grammar. Language learners with a more lexical nature can understand but the longer word combinations they can produce. The traditional Present–Practice–Produce model, which has long been accepted orthodoxy, incline to over–emphasize the 'practice' stage while the "present" and "produce" stages are the most important. This means that practice is significant. It can be seen that it is clear that speaking is not the only way to learn a new language, it is the only way to enhance your confidence.

7. Collocation makes it easier to think.

Collocations make it possible to express complex ideas more quickly, they may be managed without focusing on word form. Thus, learners who are good at collocation knowledge can communicate their thoughts more effectively. This concept is supported by Stephen Krashen who stated “acquisition crucially depends on the quantity and quality of input”.

8. Pronunciation is crucial.

Language is similar to English structure, however, there are enough significant differences that it is only partially understood. The learners build most of what they say from individual words, and their stress, intonation, and pronunciation may be difficult for the listener to comprehend. Knowing a large number of collocations and other lengthy phrases provides the extra benefit of enhancing learners' stress and intonation if they can recognize a phrase's stress pattern as a whole. According to Kozlowski and Seymour (2003), learners' stress and intonation will improve if they can remember lengthier collocation patterns.

9. Recognizing chunks is critical for learning.

The last benefit of collocations as described by Hill (2000) is that recognizing word combinations is required for acquisition. Hill noted that reading is challenging for learners because they do not recognize the chunks. Learners read each word as though it were separated from the others instead. Therefore, if students can correctly recognize lexical elements, they will be able to appropriately store them in their mental lexicon.

Likewise, Hill (2000) stressed the importance of teachers paying attention to pronunciation, stress, intonation and grammar while teaching collocation. He listed the following topics to remember while teaching collocations as follows;

1. Learners need to understand that studying collocations is an important stage in English learning, and they must be made aware of the usage of collocations.

2. Lecturers can introduce collocations as individual words. When acquiring less frequent vocabulary at higher levels, students should be reminded that certain terms are only used in a limited number of collocations.

3. Learners can keep a well-organized notebook in which they may record and store collocations. They should also arrange collocations under headings such as make, do, get, or take. Learners may arrange their notebook in a variety of ways, such as by grammar, by keywords, and by topics.

In addition, McCarthy and O'Dell (2005) suggests that collocation plays an important role for language learner, these are as follows;

1. Provide the language learners with the most natural way of stating something, such as strictly forbidden is more reasonable than smoking is strongly forbidden.

2. Give language learners a new method to express themselves, whether it's organically colored or incredibly exact. Instead of stating "it was very cold and very dark," we might say "it was bitterly cold and pitch dark."

3. Improve learners writing style: You do not need or choose these in informal conversation, but they may add variety to your writing and make it easier to read. For example, you can say "poverty breeds crime" instead of saying "poverty causes crime" or you can say "a substantial meal" instead of saying "a big meal". Learners' writing style has improved.

Furthermore, Boonyasaqua (2005) provided some recommendations for collocation teaching:

1. Learners should be satisfied that collocations will improve them in communicating effectively. It is reasonable for ESL/EFL students to expect to be able to communicate as fluently as a native speaker.

2. Enable learners to understand and be aware of collocations when learning English. As Ying and Hendricks (2004) concluded that, teaching and learning collocations successfully requires four steps. First, teach students how to comprehend the concept of collocations. Second, to enhance collocation awareness, recommend materials for target collocations. Third, teach students how to recognize and identify collocations and finally, review and provide comments on the students' assignments.

3. Choose the collocations to teach. Avoid confusing students with complicated collocations or incredibly complex idioms.

4. Encourage students to guess the meaning of an unknown word based on context, and recommend that they use dictionaries to look up difficult words and pay attention to the examples provided.

5. Keep repeating the collocations in the classroom to ensure that students remember them.

6. Peer review was used to improve the student's assignments.

7. Collaborate in groups to exchange information by allowing others to clarify any unfamiliar words.

8. Encourage learners to use the collocations they have learned through a variety of activities.

9. Advanced students can use online language corpora to practice their skills. Therefore, while teaching new vocabularies, the instructor should combine a new word with its frequent co-occurrence or collocates.

Finally, there are a variety of techniques to teach collocation. It is the responsibility of the teachers to determine which approaches are most appropriate for their students. The primary goal is to raise learners' awareness of the significance of collocation. English collocations are important to grasp because they help students understand how to employ vocabulary terms in sentences correctly. Many Thai English student study for long periods to memorize hundreds of vocabulary terms. They know what the word means after looking it up in a dictionary, yet they still have trouble employing it in a sentence.

Source of Collocation errors.

According to previous studies, EFL learners make numerous collocational errors when producing language. Furthermore, academics have raised grave concerns about the causes of frequent collocational errors in writing and speaking among EFL/ESL students. Several researchers have aimed to investigate collocational errors used a variety of data collection devices, including EFL/ESL learners' writing, vocabulary tests and competency exams, and collocation completion tests, to identify why learners make collocational errors.

According to Boonyasaquan (cited in Mongkolchai (2008), students frequently make mistakes such as drinking water, telling a story, making a mistake, and going swimming. EFL teachers should pay attention to their students' collocational errors. Boonyasaquan came up with the following criteria of collocation that lead to L2 errors:

1. Collocations are frequently co-occurrences of items for which no term can be expanded, for example, it is highly unusual to add another word after knife and fork, such as knife, spoon, and fork.
2. Collocations are made up of components that cannot be substituted by a synonym or a word with the same meaning, for instance, Lisa does her homework; nonetheless, Lisa is unable to make her homework.
3. Collocations are reversible binomial, for example, bread and butter cannot be butter and bread because the sequence of the collocation's components is fixed.
4. Some collocations can be predicted. When anyone hears the collocations apply... and shrug, he or she automatically believes that for and shoulder will follow.

Deveci (2004) also mentioned the following collocational problems:

1. Intralingual problems may occur for English learners. For example, rather than saying, 'I have two pets. It is a cat and a dog'. They might correctly use 'I have two pets. There are a cat and a dog.
2. That is possible for learners to have a negative transfer from their mother tongue. For example, some Thai students prefer to close the television rather than turn it off.
3. Learners can explore fundamental collocation rules that do not apply to all collocations. They may overgeneralize or simplify the system's collocation rules.

4. When students acquire vocabulary through definitions, their chance of choosing appropriate collocations or remembering words decrease.

5. Idioms might be difficult for students to understand. Some English idioms, for example, raining cats and dogs, are incomprehensible to Thai English learners since the idiom does not exist in their culture.

6. Students may not recognize collocations as meaningful sentences when reading texts, resulting in a misunderstanding of the content.

Collocation competence

Collocation knowledge is an element of native speakers' competency. Native speakers can express themselves and talk at a very fast rate because they have a huge number of ready-made language chunks in their internal lexicons. Their reading and listening comprehension are also 'quick' because they can continuously recognize 'chunks' of language (Hou, 2012). Native speakers can communicate and think more effectively because they have stored a large number of collocation items, and the way they process also contributes to the major difference between native speakers and non-native speakers. Based on Kjellmer (1991), the native speaker constructs his utterances using huge, prepared chunks. The learner, on the other hand, needs to constantly build structures that he can only hope would be acceptable to native speakers, while having automated few collocations. Individual bricks, rather than prefabricated sections, are used in his building. Furthermore, Hill (2000) suggested that any assessment of a student's speech or writing reveals a lack of collocational competency. Students who lack skill in this area make grammatical errors because they generate lengthier utterances as they do not know the collocations that communicate precisely what they want to say. Teachers frequently focus on correcting the grammar error, failing to recognize that it will make no difference — the mistakes are produced due to the lack of collocations, not a lack of faulty grammar (p.49–50).

Strategy Use and Strategic Competence

According to Liu (2000), the term "strategy usage" is the most similar to the term "strategic competency." This notion is similar to Chapelle (1995), Faerch and Kasper (1983), and Bachman (1990), who said that competency is required for applying language knowledge and is divided into four types: 1. Appraising a situation 2. Establishing communicating objectives 3. Creating plans to achieve those goals, and finally 4. Putting those plans into action.

Strategic competency, according to Tarone and Yule (1989), is the ability to successfully communicate one's meaning to the audience. This skillset includes the ability to send and receive information, as well as the ability to deal with problems that may develop during the transmission of that information. Furthermore, Canale and Swain (1980) described strategic competence as a key component of their communication competence construct, emphasizing the fact that strategies can be both verbal and nonverbal. Nevertheless, their definitions of strategic competence are restricted to the notion of compensatory strategies, which are called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence. However, Swain (1984) revised this notion by including "attempts to enhance the effectiveness of communication."

Strategy use can be noticed as observable actions such as asking for help and unobservable mental processes including long-term memory. In the current study, there are five different types of strategies used in producing collocation adapted from Liu (2000) details as follows;

Word retrieval. This strategy strongly relies on learner's ability to think of the right word when they need it or try to recall from collocations in their memory.

Literal translation. When learners fail to find any stored collocation that could be put to use, some of them would choose literal translation to transfer the thought from the source to the target language word for word.

Approximate translation. It is the process of transferring a thought from the source to the target language. Learners may decide to rely on their intuition to create their collocations, or they may choose approximate translation instead of a literal translation.

Use of de-lexicalized verbs. Because almost learners use de-lexicalized words inappropriately and replace one for the other carelessly such as make, take, keep and do, using them in their writing interchangeably.

Use of synonyms. Generally, for resolving second language vocabulary problems, students are more likely to use synonyms as a strategy. Nevertheless, students frequently generate unidiomatic collocations in the lack of collocational information about the synonyms they were using.

Multiple-choice tests

In this study, the participants were examined; a multiple-choice examination was used to assess their comprehension abilities. The multiple-choice test was intended to explore the subjects' perceptive collocational competence. The multiple-choice test is recognized as a relatively reliable and effective way of measuring learners' competence in the target language (Bonk, 2000; Keshavarz & Salimi, 2007). Likewise, Nicol (2007), a multiple-choice exam is frequently used to evaluate participants' knowledge of a certain structure (54).

Therefore, the researcher chooses a multiple-choice test to determine if the participants are aware of grammatical and lexical collocations in English. The test used in this study included three groups of grammatical collocation and three groups of lexical collocation specified by Benson, et al., (2010) as follows;

- | | | |
|--------------------------|----------------------------|-----------------------|
| Grammatical collocation: | 1. Adjective + Preposition | 2. Preposition + Noun |
| | 3. Noun + Preposition | |
| Lexical Collocation: | 1. Verb + Noun | 2. Adjective + Noun |
| | 3. Verb + Adverb | |

Previous Studies on Collocations

Several scholars from various countries have examined and studied collocational competency and collocation errors. The results from this research are presented in the following part.

Chen (2002) investigated collocation errors in writings using Taiwanese high school EFL students as participants. Using a modified categorization initially proposed by Benson et al (1986), unacceptable grammatical/lexical collocation mistakes were classified according to the categories of errors they contained. According to the findings, 147 grammatical collocation mistakes and 125 lexical collocation errors were identified and analyzed in the subjects' writing. It was also revealed that Adjective + Noun and Verb + Noun were the most frequent lexical collocation mistake types. The most frequent types of grammatical collocation mistakes were Preposition + Noun. In descending order, the other common lexical collocation error types were Verb + Adverb, Noun +Verb, and Adverb +Adjective. Noun +to infinitive, Adjective + to-infinitive, Noun +That clause, and Adjective + that clause were the least common types. According to Chen's research, the most common lexical collocation error categories were Verb + Noun.

Mahmoud (2005) explored the learners' actual performance in producing English collocations. Forty-two Arabic-speaking English-major university students were assigned to write an essay as part of their homework. The results revealed that the collocational competence of EFL Arab learners had limited. Furthermore, the results revealed that they made many mistakes. Indeed, improper word combinations accounted for 61 per cent of the total, 64% of the collocations they used were incorrect. However, the study's primary weakness was assigning the writing job to the students as a homework assignment. This could have affected the data's validity because the learners could have used and accessed various resources and references to help them complete the task, such as books, dictionaries and the Internet, or sought assistance from others.

Ha (2013) investigated the production of advanced L1 Korean speakers of English collocations associated with de-lexical verbs. Using a corpus of 15,933 words from L1 Korean writers' written work, he selected four categories of de-lexical verbs (have, think, go, and make) when these appeared more than 50 times in his corpus. Ha revealed, almost 40% of the collocations linked with the four verbs were misused. The study of Ha has two limitations. First, because of the size of his corpus, it was not representative of L1 Korean English learners; it is recommended that his study be replicated with a bigger

corpus. Second, the collocation mistakes were only identified by one rater. If two or more raters were involved in the error-coding process, the findings would be more convincing.

Alotaibi (2015) explored the competence of Kuwaiti EFL students to comprehend and produce grammatical collocations, as well as the kind of grammatical collocation, impact their comprehension and production of such collocations. The results demonstrated that the difference in performance between intermediate and advanced learners was significant enough to vary statistically on both comprehension and production assessments. Similarly, Alsulayyi (2015) investigated the creation of English grammatical collocations by Saudi students majoring in English in the Kingdom of Saudi Arabia (KSA) and those in the United Kingdom (UK). The data reveal that Saudi EFL learners in the Kingdom of Saudi Arabia (KSA) make more grammatical collocation mistakes than students studying English in the United Kingdom (UK). Moreover, in both groups, the collocation patterns with the most grammatical mistakes were noun + preposition and adjective + preposition respectively. Furthermore, noun + preposition and adjective + preposition was the most problematic in both groups when compared to other types.

Sadiq (2018) investigated Kurdish university students' collocational competence. The samples consisted of 110 Kurdish university students enrolled in the English department at two different universities. The first research question aimed to determine the participants' first language effect on collocation reception and production. The result showed that the first language (L1) of the participants influenced their collocational competence. The second research question aimed at determining which of the different categories of collocations (Adjective + Noun and Verb + Noun) were more difficult for the students. A means comparison analysis showed Adjective + Noun collocations were more difficult. The third research question explored the relationship between the students' reading proficiency and their collocational competence. A bivariate correlations test showed a strong and positive relationship between the two variables: higher proficiency participants scored higher on collocational tests. The overall results support previous research in the field of collocations.

Siegel (2019) determined whether English language learners may learn prepositional collocations by using a digital corpus, determine if proficiency level influences

the efficacy of utilizing a digital corpus, and study learner perceptions of using a digital corpus to learn prepositional collocations. This mixed-methods research included 44 international undergraduate students. The results indicated that proficiency affected increases, while better baseline pretest scores may have played a role. User interaction/interface, usefulness, context/examples, functionality, and layout/design were all emphasized in the post-study survey's feedback and the survey's findings indicated that there were several areas that participants highlighted in their responses. Alangari (2019) examined the usage of verb-noun and adjective-noun lexical collocations in Arab learners' and native speakers' academic writing. The results reveal that verb-noun collocations are especially difficult for Arab learners, with more than a quarter of the verb-noun collocations they generated are incorrect.

Collocation is still a relatively new concept in Thailand and collocation difficulties are found in EFL learners' English competence, according to a number of scholars and linguists who have conducted collocation-related study. For instance, Mongkolchai's investigation on Thai learners' English collocation knowledge and ability to employ collocations is one of them (2008). The study conducted the ability of 57 Thai EFL university students to utilize lexical collocations. A collocation test with 56 items based on seven patterns of Lewis's (2000) strategy. The findings indicated that students performed best in noun + noun collocations and lowest in adverb + adjective collocations. Wangsirisombat (2011) conducted another research that explored Thai learners' ability to use English collocations, the kinds of collocation mistakes, and the method used in producing collocations. The instruments consisted of three sets of email correspondences to examine collocational mistakes, a collocation test, and a questionnaire to investigate the strategy for producing collocations. The results indicated that participants had a low level of collocation ability. Collocational errors were revealed in the patterns of adjective + noun, verb + noun, and adverb + adjective, according to the findings, word retrieval was the most successful strategy for producing collocations.

Additionally, Phoocharoensil and Suwitchanphan (2014) conducted a study on adjective + noun collocational competency of L1 Thai Learners: A Study of a Regular Program and an English Program in comparison. A private secondary school's sample

included 30 English program students and 30 regular program students. In the pedagogical implications, the results revealed that adjective + noun collocations were also recommended to improve learners' collocational competency.

Moreover, Junjoem and Palanukulwong (2017) examined the efficiency of lexical collocation teaching in enhancing the collocation knowledge of EFL students. Thirty Mathayom 6 EFL students from a public high school participated in this quasi-experimental study. The results revealed that the individuals' post-collocation test scores increased considerably. Participants scored low on verb + adverb collocations and also well on verb + noun collocations. Likewise, Sridhanyarat K. (2018) studied whether learners of different proficiency levels exhibited the same order of acquisition and what lexical and grammatical collocations posed difficulty to Thai learners. The participants were organized into a low proficiency group and a high proficiency group. Productive and receptive tasks were arranged to gauge the learners' collocation knowledge. The results revealed that almost all target collocations were difficult for both basic and advanced groups. These findings coincide with Dokchandra (2019) who investigated the collocational competency of English undergraduate students at a northeastern university. Overall, the participants' collocational competence was rated as 'moderate level'.

According to the previous study indicated that Adjective + Noun was the most common type of lexical collocation errors (Chen, 2002; Sadiq, 2018; Wangsirisombat, 2011; Phoocharoensil and Suwitchanphan, 2014) and the most frequent type of lexical collocation error was Verb + Noun collocations (Chen, 2002; Sadiq, 2018; Wangsirisombat, 2011; Boonyarattanasoontorn, 2020). Furthermore, the most problematic English collocations for Thai EFL learners have been identified as Verb + Adverb (Chen, 2002; Junjoem and Palanukulwong, 2017). Moreover, three types of grammatical collocations were analyzed. According to a prior study, there are Adjective + Preposition, Noun + Preposition, and Preposition + Noun. These three categories are more problematic than other types such as noun + to-infinitive or noun + that- clause (Chen, 2002; Alotaibi, 2015; Alsulayyi, 2015)

Finally, various academics and linguists who conducted collocation-related research have discovered that EFL learners' English ability has collocation issues. As a result, the current study tries to fill in the gaps left by previous research. By conducting an

interview, this study will assess their grammatical and lexical collocation competency, define the most challenging types of grammatical and lexical collocation by the multiple-choices test complied with Benson, et al., (2010)'s strategy. Furthermore, almost headwords in the test adapted from the Longman Corpus Network 'the Longman communication 3000 is a collection of the 3000 most common words in both spoken and written English', based on a statistical analysis of the 390 million words contained in-, and a list of frequently occurring collocations has compiled with María Moreno Jaén University of Granada. The sentences used in the test were adapted from Oxford English Collocation Dictionary, the Collocation Dictionary for writing (1999) and Using Collocations for Natural English (2010), minor changes were made to better suit the participants' English proficiency level, and investigate the strategies used to overcome collocation challenges by semi-structure interview. The scope of this study did not cover all types of collocations. The researchers limited looked at the three types of grammatical collocation and three sub-groups of lexical collocation that were found to be the most problematic in previous studies. Grammatical and lexical Collocation complied with Benson, et al., (2010), detail as follows.

| | |
|-------------------------|--|
| Grammatical Collocation | -Adjective + Preposition, -Preposition + Noun -Noun+ Preposition |
| Lexical Collocation | -Verb + Noun -Adjective + Noun -Verb + Adverb |

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the following topics: 1) participants, 2) research instruments, 3) data collection, and 4) data analysis.

Participants

This study included 34 fourth-year English majors who entered in the first term of the 2020 academic year at the University of Phayao.

Research instruments

1. A test of English collocation was used as the research instrument to investigate participants' competency, in the form of multiple-choice questions and semi-structured interviews. 3 groups of grammatical collocation and 3 groups of lexical collocation based on Benson, et al (2010)'s strategy used in this study as follows:

Grammatical collocation: 1. Adjective + Preposition 2. Preposition + Noun

3. Noun + Preposition

Lexical Collocation: 1. Verb + Noun 2. Adjective + Noun

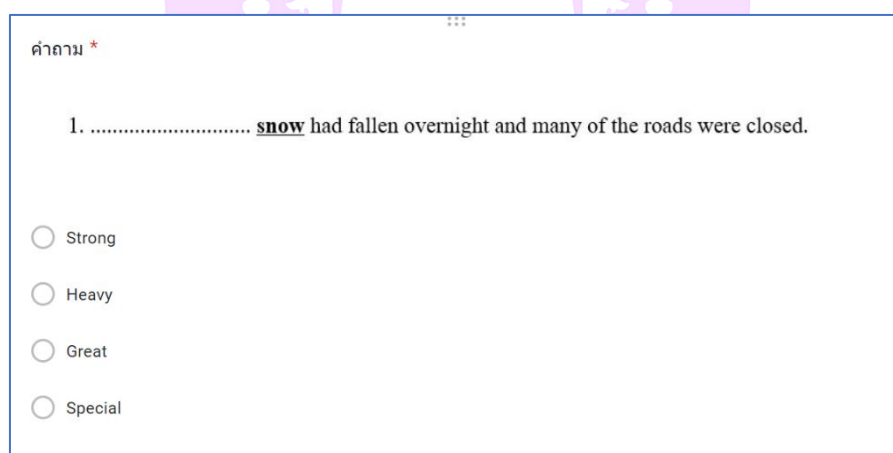
3. Verb + Adverb

2. The test was validated by English lecturers who are experts in the field of validity and reliability.

3. The test comprised 30 lexical collocations and 30 grammatical collocations based on Benson, et al., (2010) 's strategy. The sentences utilized in the test were adapted from Oxford English Collocation Dictionary, the collocation dictionary for writing (1999) and Using Collocations for Natural English (2010), minor changes were made to better suit the participants' English proficiency level. Almost all the Headwords in the test adapted from the Longman Corpus Network 'the Longman communication 3000 is a collection of the 3000 most common words in both spoken and written English', based on

a statistical analysis of the 390 million words contained in– and a list of frequently occurring collocations has compiled with María Moreno Jaén University of Granada.

The University of Phayao has adjusted its approach to both teaching and online learning, based on the duration of the test and the emergence of the Corona Virus (Covid–19). As a result, the researcher used a Google Form to create an online test and sent the link to all participants on a given day and time. The researcher went over every detail and instruction with them all. Participants were not allowed to use a dictionary and were given enough time to finish the test questions on their own. The exam took around one hour to finish and was returned to the researcher. The participants were given a total of 60 questions to answer on the online exam page. Each item has a blank in the middle of an English sentence. The participants were given a selection of options from which to choose the best answer to complete the statement. For example;



คำถาม *

1. **snow** had fallen overnight and many of the roads were closed.

Strong

Heavy

Great

Special

Figure 1 The example of collocation tests

4. Semi–structure interview

Six participants with the lowest scores and six subjects with the highest scores from each group were interviewed semi–structured over the phone, totaling 12 subjects. The interviewee inquired, "What is the method used in dealing with collocation difficulties?" Following that, a content analysis was conducted based on the following five types of technique used in constructing collocations, as derived from Liu (2000):

4.1 Word retrieval. This strategy strongly relies on learner's ability to think of the right word when they need it or try to recall from collocations in their memory.

4.2 Literal translation. When learners are unable to discover a stored collocation that can be used, some will select literal translation to transfer the thought from first to target language word-for-word.

4.3 Approximate translation. It is the process of translating a thought from the original language to the target language. When learners would like to rely on their intuition to produce their own collocations, they can utilize approximate translation as an alternative strategy to literal translation

4.4 Use of de-lexicalized verbs. Because almost learners use de-lexicalized words inappropriately and replace one for the other carelessly such as make, take, keep and do, using them in their writing interchangeably.

4.5 Use of synonyms. In general, learners are more likely to utilize synonyms as a technique to solve L2 vocabulary difficulties. Nevertheless, learners frequently generate unidiomatic collocations in the lack of collocational information about the synonyms they were using.

The analyzed data was verified again by an inter-rater to correct or reduce any errors that may have occurred throughout the analysis.

Data collection

1. The test could only be completed in one hour due to time constraints.
2. As this test was an individual activity, it was forbidden to ask and/or copy answers from others, as well as consult books and/or online dictionaries.
3. The responses of the participants were marked, and the data acquired were analyzed.
4. The interview was conducted with the six subjects from each group who had the lowest and highest scores (totaling 12 subjects). Interviewees were asked about their technique for dealing with collocation challenges, including references to past tests.
5. Content analysis based on five plausible explanations adapted from Liu (2000) was used to determine strategy producing collocation.

6. Ethical approval for this study was obtained from the University of Phayao Human Ethics Committee.

Data analysis

1. Data from the English collocation test had been collected. They were classified into six groups between 3 groups of grammatical collocation and 3 groups of lexical collocation based on Benson et al. (2010)'s strategy. The subject's response answers were retrieved and evaluated. The correct answers were noted.

2. The collocation data test was analyzed and in percentage terms used the following formula:

$$\frac{S \times 100}{N}$$

N

S = Score for the correct answer

N = the number of tests in total.

2.1 The individual score test consisted of 60 items, with a maximum score of 60 and a minimum score of 0. The following are the ratings interpretation criteria:

| Score | Interpretation |
|--------|--|
| 51- 60 | Knowledge and ability to use collocation at very high level |
| 41- 50 | Knowledge and ability to use collocation at high level |
| 31- 40 | Knowledge and ability to use collocation at a moderate level |
| 21- 30 | Knowledge and ability to use collocation at low level |
| 0 - 20 | Knowledge and ability to use collocation at very low level. |

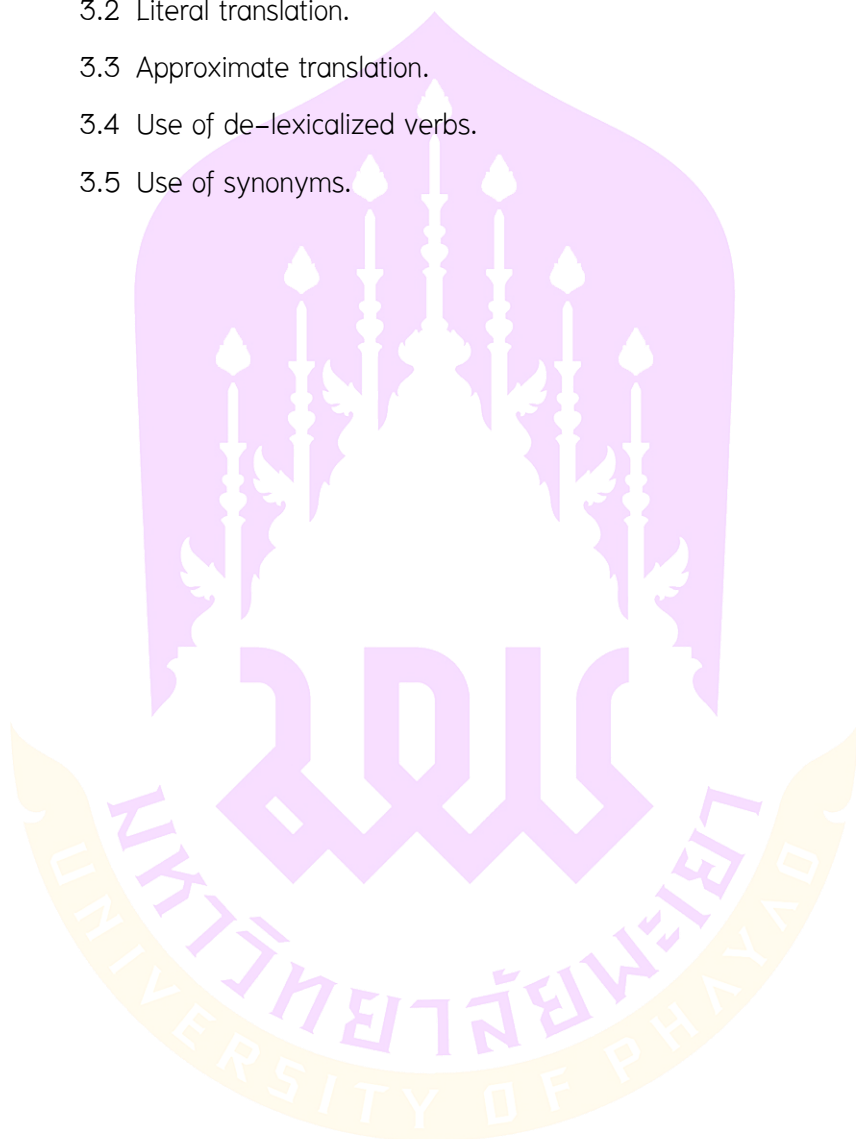
2.2 The total score of all participants was 2040, with the highest score was 2,040 and the lowest score was 0. The rating interpretation criteria are as follows:

| Score | Interpretation |
|-------------|---|
| 1,697-2,040 | Knowledge and ability to use collocation at very high level |
| 1,353-1,696 | Knowledge and ability to use collocation at high level |
| 1,009-1,352 | Knowledge and ability to use collocation at moderate level |
| 665-1,008 | Knowledge and ability to use collocation at low level |

0- 664 Knowledge and ability to use collocation at very low level.

3. The following five possible explanations adapted from Liu (2000) were used to collect and analyze the approach producing collocation:

- 3.1 Word retrieval.
- 3.2 Literal translation.
- 3.3 Approximate translation.
- 3.4 Use of de-lexicalized verbs.
- 3.5 Use of synonyms.



CHAPTER IV

RESULTS

This chapter demonstrates the current study results. Two sets of data were collected from collocational test scores and semi-structured interviews. The findings will be provided based on the research questions stated below;

1. Do Thai university students understand how to use collocations?
2. Which of the grammatical and lexical collocation subgroups, according to Benson, et al., (2010), is the most problematic?
3. What is the strategy used to overcome difficulties of collocation?

Research question 1

Do Thai university students understand how to use collocations?

The proportion and frequency of collocational errors acquired from the collocation test, according to the collocational framework of Benson et al. (2010), are utilized to address this research question, as shown in the table below.

Table 3 The correct use of Lexical collocation and grammatical collocation by item

| Item | Correct use (34 students) | Percentage |
|---|---------------------------|--------------|
| 1 | 32 | 94.12 |
| 2 | 22 | 64.71 |
| 3 | 18 | 52.94 |
| 4 | 16 | 47.06 |
| 5 | 9 | 26.47 |
| 6 | 17 | 50.00 |
| 7 | 4 | 11.76 |
| 8 | 14 | 41.18 |
| 9 | 13 | 38.24 |
| 10 | 16 | 47.06 |
| 11 | 13 | 38.24 |
| 12 | 7 | 20.59 |
| 13 | 31 | 91.18 |
| 14 | 11 | 32.35 |
| 15 | 19 | 55.88 |
| 16 | 2 | 5.88 |
| 17 | 14 | 41.18 |
| 18 | 12 | 35.29 |
| 19 | 29 | 85.29 |
| 20 | 23 | 67.65 |
| 21 | 6 | 17.65 |
| 22 | 18 | 52.94 |
| 23 | 14 | 41.18 |
| 24 | 7 | 20.59 |
| 25 | 15 | 44.12 |
| 26 | 5 | 14.71 |
| 27 | 9 | 26.47 |
| 28 | 10 | 29.41 |
| 29 | 17 | 50.00 |
| 30 | 9 | 26.47 |
| Total Lexical collocation correct used | 432 | 42.35 |

Table 3 (Cont.)

| | Item | Correct use (34 students) | Percentage |
|----------------------------|--|---------------------------|------------|
| | 31 | 11 | 32.35 |
| | 32 | 8 | 23.53 |
| | 33 | 4 | 11.76 |
| | 34 | 20 | 58.82 |
| | 35 | 16 | 47.06 |
| | 36 | 28 | 82.35 |
| | 37 | 16 | 47.06 |
| | 38 | 16 | 47.06 |
| | 39 | 23 | 67.65 |
| | 40 | 15 | 44.12 |
| | 41 | 8 | 23.53 |
| | 42 | 11 | 32.35 |
| | 43 | 26 | 76.47 |
| Grammatical collocation | 44 | 13 | 38.24 |
| | 45 | 18 | 52.94 |
| | 46 | 16 | 47.06 |
| | 47 | 15 | 44.12 |
| | 48 | 5 | 14.71 |
| | 49 | 10 | 29.41 |
| | 50 | 20 | 58.82 |
| | 51 | 32 | 94.12 |
| | 52 | 19 | 55.88 |
| | 53 | 24 | 70.59 |
| | 54 | 4 | 11.76 |
| | 55 | 22 | 64.71 |
| | 56 | 12 | 35.29 |
| | 57 | 14 | 41.18 |
| | 58 | 13 | 38.24 |
| | 59 | 20 | 58.82 |
| | 60 | 16 | 47.06 |
| | Total Grammatical collocation correct used | | 475 |
| Grand total | | 907 | 44.46 |

Table 4 The comparison of the most problematic by lexical collocation and grammatical collocation groups by students.

| Student Code | Lexical collocation test | | | | Grammatical collocation test | | | | Grand total / 60 |
|--------------|--------------------------|-------------|---------------|--------------------|------------------------------|--------------------|----|----|------------------|
| | Adjective + Noun | Verb + Noun | Verb + Adverb | Preposition + Noun | Adjective + Preposition | Noun + Preposition | | | |
| | S1 | 6 | 5 | 2 | 4 | 6 | 8 | 31 | |
| S2 | 7 | 5 | 3 | 7 | 7 | 4 | 33 | | |
| S3 | 5 | 4 | 4 | 4 | 3 | 6 | 26 | | |
| S4 | 4 | 3 | 3 | 6 | 5 | 4 | 25 | | |
| S5 | 7 | 4 | 4 | 3 | 4 | 4 | 26 | | |
| S6 | 5 | 5 | 8 | 3 | 6 | 5 | 32 | | |
| S7 | 4 | 7 | 3 | 5 | 6 | 6 | 31 | | |
| S8 | 5 | 1 | 4 | 4 | 3 | 6 | 25 | | |
| S9 | 3 | 7 | 1 | 6 | 3 | 6 | 26 | | |
| S10 | 2 | 5 | 3 | 7 | 4 | 6 | 27 | | |
| S11 | 4 | 6 | 1 | 5 | 5 | 6 | 27 | | |
| S12 | 5 | 6 | 5 | 7 | 7 | 3 | 33 | | |
| S13 | 5 | 4 | 2 | 3 | 5 | 5 | 24 | | |
| S14 | 6 | 5 | 5 | 6 | 5 | 4 | 31 | | |
| S15 | 5 | 7 | 2 | 4 | 3 | 8 | 29 | | |
| S16 | 4 | 6 | 2 | 4 | 2 | 8 | 26 | | |
| S17 | 4 | 6 | 2 | 4 | 2 | 8 | 26 | | |
| S18 | 4 | 4 | 0 | 6 | 4 | 8 | 26 | | |
| S19 | 6 | 3 | 5 | 7 | 1 | 3 | 25 | | |
| S20 | 7 | 3 | 5 | 5 | 4 | 6 | 30 | | |

Table 4 (Cont.)

| Student Code | Lexical collocation test | | | | Grammatical collocation test | | | | Grand total / 60 |
|-------------------------------------|--------------------------|--------------|---------------|--------------------|------------------------------|--------------------|--|--|------------------|
| | Adjective + Noun | Verb + Noun | Verb + Adverb | Preposition + Noun | Adjective + Preposition | Noun + Preposition | | | |
| S21 | 3 | 4 | 2 | 3 | 6 | 7 | | | 25 |
| S22 | 3 | 3 | 1 | 7 | 3 | 4 | | | 21 |
| S23 | 2 | 2 | 1 | 3 | 2 | 2 | | | 12 |
| S24 | 3 | 5 | 4 | 5 | 5 | 5 | | | 27 |
| S25 | 6 | 1 | 1 | 4 | 3 | 5 | | | 20 |
| S26 | 4 | 6 | 8 | 4 | 5 | 6 | | | 33 |
| S27 | 1 | 5 | 3 | 3 | 3 | 4 | | | 19 |
| S28 | 6 | 4 | 3 | 4 | 3 | 4 | | | 24 |
| S29 | 3 | 4 | 3 | 2 | 2 | 3 | | | 17 |
| S30 | 8 | 9 | 6 | 7 | 5 | 3 | | | 38 |
| S31 | 7 | 6 | 5 | 5 | 8 | 6 | | | 37 |
| S32 | 5 | 3 | 2 | 3 | 2 | 4 | | | 19 |
| S33 | 9 | 6 | 5 | 4 | 7 | 5 | | | 36 |
| S34 | 3 | 7 | 2 | 3 | 3 | 4 | | | 22 |
| Total | 161 | 161 | 110 | 157 | 142 | 176 | | | 907 |
| Average by collocation group | 47.35 | 47.35 | 32.35 | 46.18 | 41.76 | 51.76 | | | 44.46 |

The overall corrected use score of three types of lexical collocation groups and three types of grammatical groups can be seen in table 4.2. Findings revealed that the most problematic lexical group was found in Verb + Adverb, total score 110 (32.35%), followed by Adjective + Noun and Verb + noun are 161 scores (47.35%). For grammatical collocation, the most problematic was found in Adjective + Preposition 142 scores (41.76%). This was followed by Preposition + Noun 157 scores (46.18%) and Noun + Preposition 176 scores (51.76%), respectively.

Research question 3

What is the strategy used to overcome difficulties of collocation?

To answer research question 3, six samples from each group with the lowest scores and six samples from each group with the highest scores were interviewed, totaling 12 samples, and the interview data was analyzed using content analysis to find the strategy used to overcome collocation difficulties, as follows:

1. Word retrieval.
2. Literal translation.
3. Approximate translation.
4. Use of de-lexicalized verbs.
5. Use of synonym.

Table 5 Comparison of five strategies used when the participants facing with the difficulties of collocation

| Types of strategy uses | Frequency | Percentage |
|------------------------------|-----------|------------|
| Word retrieval. | 7 | 58.33 |
| Literal translation. | 0 | – |
| Approximate translation. | 5 | 41.67 |
| Use of de-lexicalized verbs. | 0 | – |
| Use of synonym. | 0 | – |
| Total | 12 | 100 |

Table 5 illustrates the frequency and percentage of the types of strategies used.

According to the findings from the interview, word retrieval was the most common phenomenon at 58.33%, followed by approximate translation at 41.67%. This interview, however, did not include literal translation, the use of de-lexicalized verbs, or the use of synonyms.

Referring to interview with twelve participants selected with the question relating to collocation such as ‘Do you know or have you ever heard of collocation before?’, ‘If you have heard or known before, where have you heard or learned from? and the interviewer gave the sample group an opportunity to talk about collocation in their past learning experiences. Some of the participants said they had never heard of collocation before and were asked to ask the interviewer to explain the meaning, and some of them told “I have heard of it before, but I don't know if I understand it correctly”. However, there are still some of subject revealed that he had heard some in past courses, but did not know whether he understood the meaning and how to use it correctly. Furthermore, none of the sampling claimed to have knowledge in this field and to have applied it appropriately. The researcher asked the sample, in the final topic of the conversation, if in situations when they had difficulty choosing collocation, "what is the method used in dealing with collocation difficulties?". The result indicated that the most common strategies used are word retrieval and approximation translation.

Word retrieval, this strategy strongly relies on learner’s ability to think of the right word when they need it or try to recall from collocations in their memory. The following are the interviewee's responses, which demonstrate their attitudes toward the question:

S25 said that “I try to use the long term memorized and personal sense”

S18 reported that “I try to use the personal sense and choose the answer that there is most suitable word together”

S29 revealed that “I try to use accustomed words and ever been to see and hear before”

S23 mentioned that “I try to make a guess and use the context clue such as adjective followed noun or adverb followed verb”

S2 said that “I try to use accustomed words and ever been to see and hear that word before”

S9 reported that “I try to use familiar words and ever been to see and hear before”

S6 stated that "I try to make a guess and use the context clue such as in front of a noun should be adjective.

For approximate translation, it is the process of transferring a thought from the source to the target language. Learners may decide to rely on their intuition to create their collocations, or they may choose approximate translation instead of a literal translation. The following are the interviewees' replies, which indicate their opinions regarding the “approximate translation” strategy.

S27 said that "I try to read them all of the contexts first and use approximately translation to find the most suitable answer"

S19 reported that "I try to understand the meaning of the context and use approximately translation for finding the most suitable answer.

S10 revealed that “I try to use the probability of compatibility context”

S12 explained that “I try to use the overall meaning of the sentence for finding the suitable answer.

S16 mentioned that “I try to use approximately translation first and then use the context clue for finding the suitable answer.

Table 6 Comparison of strategy uses between lowest score and highest score sample by a subgroup of the test

| Type of test score | Sub group of collocation tests | Interviewee | Strategy Use | | | |
|---|--------------------------------|-------------|----------------|---------------------|-------------------------|-----------------------------|
| | | | Word retrieval | Literal translation | Approximate translation | Use of de-lexicalized verbs |
| Lowest score | Adjective + Noun | S27 | | | ✓ | |
| | Verb + Noun | S25 | ✓ | | | |
| | Verb + Adverb | S18 | ✓ | | | |
| | Preposition + Noun | S29 | ✓ | | | |
| | Adjective + Preposition | S19 | | | ✓ | |
| | Noun + Preposition | S23 | ✓ | | | |
| | Total | | 4 | | 2 | |
| Percentage of strategy uses by lowest score sample | | | 66.67 | | 33.33 | |
| Highest score | Adjective + Noun | S2 | ✓ | | | |
| | Verb + Noun | S9 | ✓ | | | |
| | Verb + Adverb | S6 | ✓ | | | |
| | Preposition + Noun | S10 | | | ✓ | |
| | Adjective + Preposition | S12 | | | ✓ | |
| | Noun + Preposition | S16 | | | ✓ | |
| | Total | | 3 | | 3 | |
| Percentage of strategy uses by highest score sample | | | 50.00 | | 50.00 | |
| Grand total | | | 7 | 0 | 5 | 0 |
| | | | 58.33 | 0.00 | 41.67 | 0.00 |

The table compares strategy usage when faced with collocation difficulties between the lowest and highest scores by the subgroup of the collocation test defined by Benson et al (2010). The result presented that the lowest score learners applied the word retrieval strategy at most (66.67%), followed by approximate translation strategy (33.33%). For the highest score learners, most of them use equal percentage between word retrieval and approximate translation strategy (50.00%). The total of the most strategic use is the word retrieval (58.33%) followed by approximately translation (41.67%) respectively.



CHAPTER V

CONCLUSION

This chapter is divided into five parts;

1. Summary of the study
2. Summary of the findings and discussions
3. Conclusions
4. Implications
5. Suggestions for further research

Summary of the study

1. Objective of the study

The goals of this study were to investigate Thai university students' collocation skills, to classify the types of grammatical and lexical collocation that are the most problematic, as defined by Benson et al. (2010)'s strategy, and to study the strategies used to deal with collocation difficulties.

2. Participants and Materials

Thirty-four undergraduate students from the University of Phayao, all of whom were English majors, took part in this study. The study's findings were gathered from two sources: 30 item lexical collocation tests, 30 item grammatical collocation tests, and a semi-structured interview.

Summary of the finding and discussion

The following is a summary of the study's findings:

1. The first goal of this study was to assess collocational competence among Thai university students. The two tests included 60 items divided into three groups of grammatical collocation and three groups of lexical collocation, according to Benson et al. (2010)'s technique and semi-structured interview. According to the data, the participants' total collocation proficiency was quite low, with a lexical collocation score of 42.35 per

cent and a grammatical collocation score of 46.57 per cent. Finally, 44.46 per cent of the lexical and grammatical collocations were correct.

According to the findings of this study, the student's competence in English collocation is fairly limited. This finding is supported by the studies conducted by Dokchandra (2019); Rithy (2007); Wangsirisombat, (2011), Mallikamas and Pongpairaj (2005), Yumanee and Phoocharoensil (2013) who stated that EFL students lacked enough knowledge of collocation. They have difficulties learning and using English collocations. It is reasonable to argue that the learners lack collocational knowledge and awareness of the collocations that are utilized. Similarly, they were most likely limited in their vocabulary knowledge.

2. The second purpose was to study which type of grammatical collocation and lexical collocation is the most problematic?

Results revealed that the most problematic of the lexical group was found in Verb + Adverb, total score 110 (32.35%), followed by Adjective + Noun and Verb + Noun are 161 scores (47.35%). For grammatical collocation, the most problematic was found in Adjective + Preposition 142 scores (41.76%). This was followed by Preposition + Noun 157 scores (46.18%) and Noun + Preposition 176 scores (51.76%).

Regarding the score of the test above, it can be seen that Verb + Adverb is the most problematic found in the lexical collocation group. For grammatical collocation, Adjective + Preposition is the most problematic group. The following are the examples of the tests which least score item made by 34 participants. For accuracy of answers, Oxford English Collocation Dictionary (2009), <https://www.oxfordlearnersdictionaries.com> and <https://www.collinsdictionary.com> (Collins, 2009) were used to verify and confirm the most appropriate answer, as well as the specifics of the right usage of each choice for the test detail as below;

Example of verb + adverb collocation test

1. The question was; "When I was younger, I travelled in Asia", this sentence should find adverb which collocated with the verb "travel",

Choice A is broadly, you can use broadly to indicate that something is generally true. Broadly is used with these verbs: agree, base, categorize, conceive,

correspond, define, distribute, divide, hint, interpret, share, smile, welcome, wink word etc.

Choice B is extensively. Extensively is used with these verbs: debate, discuss, employ, explore, investigate, modify, renovate, review, study, test, tour, travel, utilize, vary, write etc.

Choice C is greatly. Greatly to emphasize the degree or extent of something and used with verbs such as advance, affect, assist, benefit, change, complicate, concern, encourage, enjoy, fear, help, increase, interest, modify, simplify, suffer, surprise, weaken, widen etc.

Choice D is largely. Largely is used to say that a statement is not completely true but is mostly true and use these verbs: abandon, agree, consist of, design, destroy, eliminate, escape, focus, ignore, maintain, reply, shape, solve, succeed, waste etc.

As was expected, this sentence posed difficulty for the participants due to the collocate that goes with the word travelled. The choices provide were broadly, extensively, greatly, and largely. The correct choice was extensively. However, 85.29 per cent of the participants made incorrect choices.

2. The sentence read as; "We should be arriving". The second of the questions was about choosing which adverb collocates with the verb "arriving."

Choice A is urgently, you can use urgently in a way that needs to happen immediately. Urgently is used with these verbs; need, request, require, review, seek, summon, and whisper.

Choice B is presently. If you say that something is presently happening, you mean that it is happening now such as "He is presently the medical director for the Fellowship of World Christians" or "The island is presently uninhabited".

Choice C is shortly. if something is going to happen shortly, it is going to happen soon, if something happens shortly after or before something else. Shortly is used with these verbs; answer, arrive, begin, follow, laugh, release, reply, return, say etc.

Choice D is quickly. The adverb quickly can explain any action that is done at great speed. If you see a tiger running quickly, that means it's moving rapidly,

and you'd better hide quickly. Example of the verb collocated with quickly; absorb, apologize, breathe, back, begin, cook, destroy, end, explain, happen, identify, kiss, learn, notice, pass, shake, transform, understand etc.

The choices given were urgently, presently, shortly, and quickly. The correct choice was shortly, 73.53 per cent of the participants made incorrect choices.

Example of adjective + preposition collocation test

1. The original English sentence was "Rome is famous its historical monuments." This sentence should find a preposition that collocated with the adjective "famous".

Choice A is for. For is used to introduce additional information after some verbs, nouns, and adjectives. Example of the adjective collocated with for as famous, grateful, late, prepared, punished, ready, responsible, sorry, suitable, thankful etc.

Choice B is about. About is used after some nouns, adjectives, and verbs to introduce further information. About is also often used after verbs of movement such as drive or walk. Example of the adjective collocated with about as angry annoyed, anxious, careful, certain, concerned, curious, doubtful, enthusiastic, excited, furious, guilty, happy, hopeful, nervous, pessimistic, puzzled, sad, sorry, sure, upset, worried etc.

Choice C is with, with is used to introduce more information after some verbs, nouns, and adjectives. With is also used in most reciprocal verbs, such as 'flight' or 'agree'. Example of the adjective collocated with "with" as angry, annoyed, bored, careful, content, crowded, delighted, disappointed, dissatisfied, generous, gentle, identical, impressed, involved, patient, pleased, popular, satisfied etc.

Choice D is into, into is used to offer more information after some verbs and nouns. Into is used to a position in or inside something for instance 'Come into the house', 'He threw the letter into the fire' in the direction of something. Also, into use in the direction of something, for example, the sentence 'Speak briefly into the microphone' or Driving into the jungle, we had to shade our eyes.

Something famous is well known, usually because it is special or especially good. The choices provide were for, about, with and into. The correct choice was for. 85.29 per cent of the participants made incorrect choices.

2. The sentence was "He was perfectly agreeable the idea". This question should find a preposition that collocated with the adjective "agreeable".

Choice A is among. Among refers to being surrounded by someone or something; in the center of someone or something. For example, a cottage among the forests. Among is also used to describe include or occurrence in groupings of items or people such as; An American woman was among the survivors; she was among the last to survive.

Choice B is from. Form used to show where somebody/something starts and used to show what the origin of somebody/something is. Example of the adjective collocated with from as different, safe, absent, free, derived, different, tired etc.

Choice C is of. To introduce additional information, the word of is used after various adjectives, verbs, and nouns. When the second noun or present participle defines or provides extra information about the first noun, of is often used to connect two nouns or a noun and a present participle. Example of the adjective collocated of as; afraid, ashamed, aware, certain, conscious, careful, certain, characteristic, envious, frightened, full, hopeful, incapable, independent, innocent, jealous, nervous, proud, rid, scared, silly, sure, terrified, tired, typical etc.

Choice D is to. To is used in the direction of something; towards something, used to show a relationship between one person or thing and another. Example of adjectives collocated with 'to' as attached, agreeable, beneficial, committed, dedicated, devoted, exposed, faithful, grateful, limited, identical, related, similar, sensitive, unfriendly etc.

If you are agreeable (to something) willing to do something or allow something. The choices provide were among, from, of and to. The correct choice was to. However, 76.47% of the participants made incorrect choices.

As a result, it can be assumed that Verb + Adverb is the most problematic found in the lexical collocation group. It accorded with Junjoem (2017) who reported that all groups of participants had difficulty acquiring Verb + Adverb collocations. Junjoem claimed that the difficulty in learning Verb + Adverb collocations may be due to the fact that Verb + Adverb collocation is infrequent in English texts. For grammatical

collocation, Adjective + Preposition is the most problematic group. This result of this study was supported by Alotaibi (2015) who revealed that the most problematic types of grammatical collocations are Noun + Preposition and Adjective + Preposition, which influences Kuwaiti EFL students' comprehension and production of such collocations. The findings were coined with Alsulayyi (2015) who mentioned that the collocation patterns with the most grammatical errors in both classes were Noun + Preposition and Adjective + Preposition.

3. The third goal was to look into different strategies for dealing with collocation problems. Six subjects with the lowest scores and six subjects with the highest scores from each group, totaling 12 subjects, were interviewed. The respondents were asked about their method for dealing with collocation challenges by referring to past tests. A content analysis was also conducted using five possible explanations adapted from Liu (2000). Learners used word retrieval (58.33 per cent) and approximate translation (41.67 per cent) the most, respectively.

According to the findings of the semi-structured interviews, word retrieval and approximation translation are the strategies utilized by learners who are having difficulty with collocation. The study's findings are similar to those of Wangsirisombat (2011), who investigated Thai EFL learners' use of collocations and the procedures they employed to produce them. This concept was also supported by Liu (2000) who stated that the most effective strategy for producing acceptable collocations was word retrieval, whereas the ineffective strategy was the appeal for assistance. Moreover, translation is the process of transferring meaning from one language to another while maintaining the same meaning, for the translator to understand the true meaning of the collocation, which will help the translator communicate the meaning of that word or phrase to the majority of native speakers. Mallikamas (2016) argues that teaching collocation to students learning English as a second or foreign language is valuable. It is thought to aid in the development of language abilities by allowing learners to use the language more spontaneously, bringing them closer to native speakers.

Conclusion

In light of the above debate, the following conclusion can be drawn:

1. Undergraduate students' overall proficiency was determined to be unsatisfactory.

Thai students appear to be lacking in collocational skills, as well as a lack of vocabulary knowledge. For a 21st-century teaching and learning strategy, educational institutions, such as professors or lecturers, require students to memorize a large number of words and their meanings, as well as a large number of grammar rules and parts of speech. They are still unable to talk or write in their native language (Wattanapichet, W 1999). Teachers should remember that they will be encouraging pupils to use more than one word in their expressions and to always look for a two- or three-word expression. This idea is in line with Wattanapichet (1999), who claimed that if an ear or eye native's English is inaccurate, unidiomatic, or even un-English, there is a wide region of language structure that is not covered by general grammatical rules and must be acquired one by one. That is an area that both the teacher and the pupils have overlooked.

2. For lexical group and grammatical collocation, Verb + Adverb collocations were the most difficult, followed by Adjective + Preposition collocation.

5.3.3 It was summarized that word retrieval and approximately translation are the strategy used to overcome the difficulties of collocations. Thus, it leads to the instructor should pay attention to lexical proficiency and encourage learners to raise awareness among the meaning of a group of words. Moreover, Thai students should take the time to memorize lexical elements for long-term ability usage in collocations.

Implications

Collocation is a regular combination of word which the native speakers habitually use. It may improve your language more natural and more easily understand. The researcher hopes the result of this study was useful for the learners and teachers who were interested in collocation. The findings may help teachers understand how their learners deal with lexical and grammatical collocations and what kind of difficulties they have in. Also, the result of this study may be useful for the learners to raise awareness of collocations used and reflect insight understanding about the student's competence of

English collocation skill. Thai EFL students and English teachers in particular, the collocation concern should be perceived as an issue of great significance among people in the language education field. They should also make the learners aware of the importance of collocation. Teachers may be able to improve students' knowledge of collocations after they comprehend the source of collocation errors. Moreover, Teachers can use translation activities in the form of sentences or bigger texts to decrease students' language interlanguage mistakes on collocations. Students may provide written or spoken translations to teachers and teachers can then clarify students' errors by supplying appropriate target language collocations. Additionally, the result of this study may lead to further development of teaching and learning for those who are interested in this field or will continue to explore it in the future, as well as serve as a model for teaching in schools or universities to further improve abilities in collocation.

Suggestions for Further Studies

1. Further research should include a larger number of participants or research at a different level, such as high school, graduate school, or different universities.
2. According to Benson's (2010) technique, the current study only looked at three types of lexical and grammatical collocations. The other six types of lexical collocation and the seven types of grammatical collocation should be studied further.
3. The design of the instruments employed can vary from a multiple-choice exam to a translation form, a gap-filling test, or a written essay form.

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APPENDIX

Appendix A Lexical Collocation Test

Collocation Test

The test is divided into two parts;

Part 1 : Lexical Collocation (30 items)

- Adjective + Noun 10 items
- Verb+Noun 10 items
- Verb + Adverb 10 items

Part 2 : Grammatical Collocation (30 items)

- Preposition + Noun 10 items
- Adjective + Preposition 10 items
- Noun + Preposition 10 items

- Instruction:
- Please choose the best answer to complete the sentence.
 - The time will be allowed only one hour for the test.
 - The test is individual task; thus, asking and/or copying friends' answer and/or consulting books and/or online dictionaries are prohibited.



Part 1: Lexical Collocation

Part 1.1 Adjective + Noun

Instruction: Please circle the answer to make correct adjective+noun collocation **to the noun in bold** in each sentence.

1. **snow** had fallen overnight and many of the roads were closed.
 a. Strong b. Heavy c. Great d. Special
2. Flying against a **wind** is very hard work.
 a. strong b. heavy c. great d. large
3. This new process is **advance** in technology.
 a. heavy b. strong c. special d. Significant
4. He knows the interviewer already and that will give him an
advantage over me.
 a. insufficient b. heavy c. unfair d. little
5. She wants me to carry out a **assignment** for her.
 a. special b. unfair c. significant d. Heavy
6. The Saturn V was a rocket NASA built to send people to the moon and it was the most
 **machine** ever built by man.
 a. strong b. powerful c. durable d. Forceful
7. There is always..... **traffic** here at this time of the day.
 a. heavy b. strong c. crowded d. Bulky
8. I became involved in a **argument** with him about this.
 a. heated b. stormy c. excited d. Strong

9. She sustained **injuries** in the accident.
 a. dangerous b. critical c. serious d. Excited

10. They had no..... **proof** of his guilt.
 a. whole b. considerable c. conclusive d. critical

Part 1.2 Verb+Noun

Instruction: Please circle the answer to make correct Verb + noun collocation to **the noun in bold** in each sentence.

11. If you **confidence** in something, you make people trust it again.
 a. deny b. restore c. assume d. Admit

12. If you **control** of a situation , you take charge of it.
 a. assume b. deny c. raise d. Restore

13. If someone is to **hospital**, they are taken into hospital of treatment.
 a. restore b. raise c. assume d. Admitted

14. If you **the alarm**, you tell people that something wrong.
 a. restore b. assume c. raise d. Deny

15. If you **responsibility** for something,you say it was not your fault.
 a raise. b. restore c. deny d. Learn

16. We have **the course** for students at all levels of ability.
 a. prepared b. planed c. designed d. study

17. I'm just afraid she's going to..... the kind of **mistake** that you can't recover from.
 a. makes b. take c. get d. do

18. In the official statement yesterday, President Clinton said their mission is to.....one last best **effort** to provide a peaceful, orderly transfer of power.

- a. take b. makes c. do d. get

19. We will **some exercise** practicing these collocations tomorrow.

- a. make b. do c. create d. generate

20. How many times do I have to ask you to **attention**.

- a. do b. pay c. offer d. make

Part 1.3 Verb+Adverb

Instruction : Please circle the answer to make correct Verb + Adverb collocation to **the verb in bold** in each sentence.

21. Children are sensitive to family attitudes and **adjust** their attitudes

- a. exactly b. gently c. dramatically d. accordingly

22. They were both **breathing** from the steep climb.

- a. gently b. hard c. exactly d. Dramatically

23. Our way of life has **changed** over the last ten years.

- a. dramatically b. accordingly c. hard d. Gently

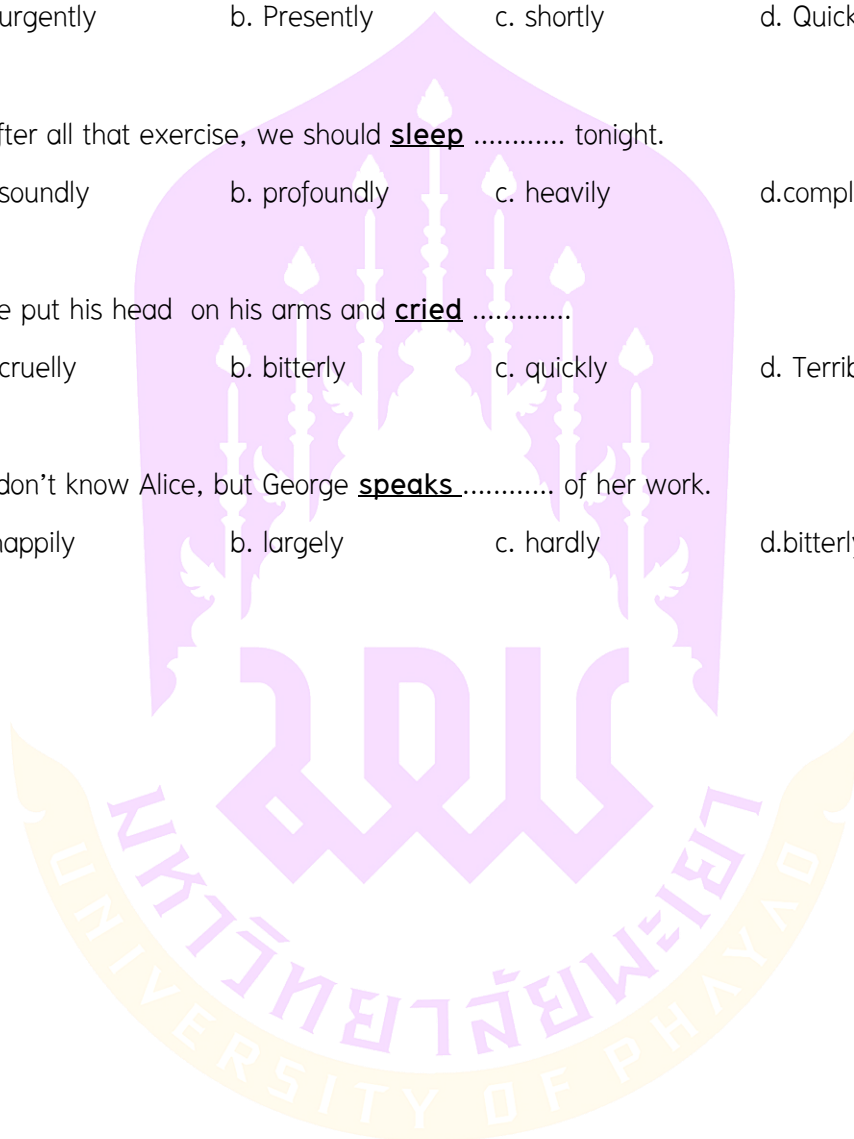
24. He **placed** the beautiful vase on the window ledge.

- a. gently b. hard c. dramatically d. Exactly

25. We need a detailed investigating to **determine** why these cancers are occurring.

- a. dramatically b. gently c. exactly d. Hard

26. When I was younger, I **travelled** in Asia.
a. broadly b. Extensively c. greatly d. Largely
27. We should be **arriving**
a. urgently b. Presently c. shortly d. Quickly
28. After all that exercise, we should **sleep** tonight.
a. soundly b. profoundly c. heavily d.completely
29. He put his head on his arms and **cried**
a. cruelly b. bitterly c. quickly d. Terribly
30. I don't know Alice, but George **speaks** of her work.
a.happily b. largely c. hardly d.bitterly



Appendix B Grammatical Collocation Test

Part 2: Grammatical Collocation

Part 2.1 Preposition + Noun

Instruction: Please circle the answer to make correct Preposition + Noun collocations to the noun in **bold** in each sentence.

31. I noticed that my belly had drastically reduced **size**.
- a. at b. In c. On d. Toward
32. A measure introduced **the purpose** of protecting the interests of investors.
- a. about b. for c. of d. Onto
33. He would faint **the sight of blood**.
- a. at b. beyond c. for d. Of
34. They threw a brick **the window**.
- a. behin b. onto c. through d. To
35. The school raised a lot of money..... **charity**.
- a. to b. of c. by d. For
36. You'll find that he's a very nice guy. **fact** , I'd say he's one of the nicest people I know.
- a. In b. With c. Of d. By
37. May I pay **cheque**, or would you prefer a credit card?
- a. of b. by c. in d. To

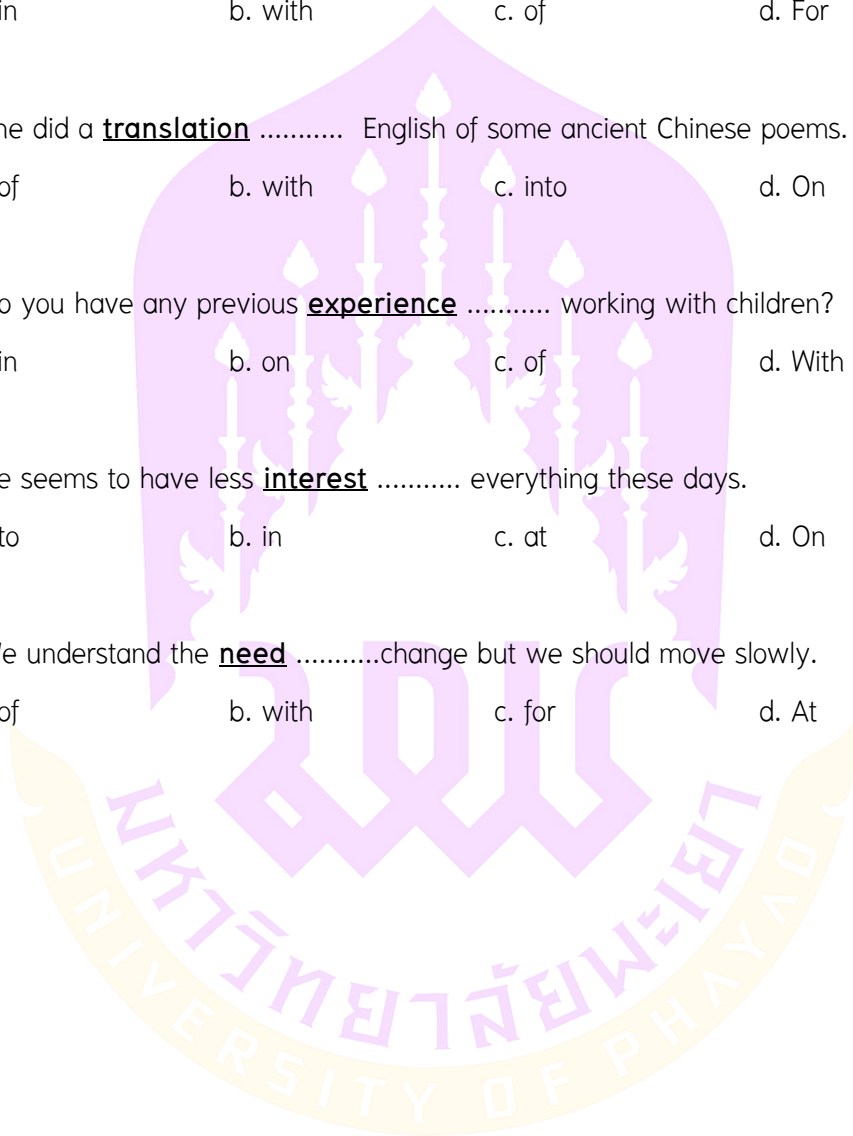
38. I really need to go **a diet**. I'm 20 pounds overweight.
 a. into b. on c. by d. With
39. Just **case** you happen to be in town on Friday , give Peter a call.
 a. at b. by c. in d. To
40. I've just seen Selene **chance**. She was very friendly.
 a. with b. by c. on d. at

Part 2.2 Adjective + Preposition

Instruction: Please circle the answer to make correct Adjective + Preposition collocations to the adjective in bold in each sentence.

41. He was perfectly **agreeable** the idea.
 a. among b. from c. of d. To
42. I was slightly **nervous** him.
 a. against b. Of c. toward d. With
43. Spending time with my children is **important** me.
 a. about b. around c. by d. To
44. Snake meat tastes **similar** chicken.
 a. with b. into c. to d. About
45. I'm **responsible** the financial side of the business.
 a. for b. beyond c. of d. With
46. I'm **angry** him for telling lies about me.
 a. for b. with c. to d. Of

55. We got a wedding **invitation** Laura and Jennifer.
a. for b. with c. of d. From
56. I'd like to do a **course** computer programming if I could find a good one.
a. in b. with c. of d. For
57. She did a **translation** English of some ancient Chinese poems.
a. of b. with c. into d. On
58. Do you have any previous **experience** working with children?
a. in b. on c. of d. With
59. He seems to have less **interest** everything these days.
a. to b. in c. at d. On
60. We understand the **need**change but we should move slowly.
a. of b. with c. for d. At



Appendix C Interview Guide

Interview Guide

Interviewee:.....

Setting:.....

Length: 3 to 5 minutes

Voice Recorder:

Small Talk: 1 to 2 minutes (ใช้ภาษาไทยในการสื่อสาร)

Opening Statement: Thank you so much for agreeing to have an interview with me. I appreciate your time and kindness. In this interview, I will ask you about 3 questions. The interview will last from 3 to 5 minutes. If some of my questions are not clear, feel free to say “Can you repeat the question?” or “I did not understand this question.” A couple more things: There are no right or wrong answers; your answers will not negatively or positively affect your grades in the Translation course. Please be as honest as possible and answer with as much information as you can. If I do not understand your points, I will ask you follow-up questions so that you can explain yourself.

Do you have any questions before we begin? If not, let's start the interview.

Interview Questions:

1. Do you know or have you ever heard of Collocation before?

– คุณเคยรู้จักหรือเคยได้ยินคำว่า Collocation มาก่อนหรือไม่?

2. If you know, please help to explain the collocation meaning according to your understanding?

– ถ้ารู้จัก ช่วยอธิบายความหมายของคำว่า Collocation ตามความเข้าใจของคุณว่ามันคืออะไร?

3. Based on your answers on the previous test, please explain what principal or reasons have you been used?

- ในการทำแบบทดสอบที่ผ่านมา คุณใช้หลักการหรือเหตุผลใดในการเลือกคำตอบ?



Appendix D Item–Objective Consequence index (IOC)

ดัชนีความสอดคล้องของการประเมิน
จากผู้เชี่ยวชาญในการตรวจสอบคุณภาพของเครื่องมือด้านเนื้อหา (แบบทดสอบ)

| ประเด็นที่ต้องการวัด | แบบทดสอบ | ผู้เชี่ยวชาญ | | | รวม | IOC | การแปลผล |
|--------------------------------|----------|--------------|---|---|-----|------|-------------|
| | | ข้อที่ | 1 | 2 | | | |
| 1. เพื่อศึกษาความรู้ | 1 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| ความสามารถในการใช้คำ | 2 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| ปรากฏการณ์ของนักเรียนกลุ่ม | 3 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| ตัวอย่าง | 4 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 5 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| 2. เพื่อจำแนกประเภทคำ | 6 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| ปรากฏการณ์ที่พบว่ามีปัญหา | 7 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| มากที่สุด ทั้งในกลุ่มของ | 8 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| Grammatical collocation และ | 9 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| Lexical collocation โดยใช้กรอบ | 10 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| การวิจัยประเภทคำปรากฏการณ์ | 11 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| ของเบนสัน (Benson et.at | 12 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| ,2010) | 13 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 14 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 15 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 16 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 17 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 18 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 19 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 20 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 21 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 22 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 23 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 24 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 25 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 26 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 27 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 28 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 29 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 30 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |

| ประเด็นที่ต้องการวัด | แบบทดสอบ | ผู้เชี่ยวชาญ | | | รวม | IOC | การแปลผล |
|----------------------|----------|--------------|---|---|-----|------|-------------|
| | | 1 | 2 | 3 | | | |
| | 31 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 32 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 33 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 34 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 35 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 36 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 37 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 38 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 39 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 40 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 41 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 42 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 43 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 44 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 45 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 46 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 47 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 48 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 49 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 50 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 51 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 52 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 53 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 54 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 55 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 56 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 57 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 58 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 59 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| | 60 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |

ดัชนีความสอดคล้องของการประเมิน
จากผู้เชี่ยวชาญในการตรวจสอบคุณภาพของเครื่องมือด้านเนื้อหา (แบบสัมภาษณ์)

| ประเด็นที่ต้องการวัด | แบบสัมภาษณ์ ข้อที่ | ผู้เชี่ยวชาญ | | | รวม | IOC | การแปลผล |
|--------------------------------|-----------------------|--------------|---|---|-----|------|-------------|
| | | 1 | 2 | 3 | | | |
| 3. เพื่อศึกษา | 1 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| กลวิธีที่กลุ่มตัวอย่างเลือกใช้ | 2 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| เมื่อเผชิญกับความยากหรือ | 3 | 1 | 0 | 1 | 2 | 0.67 | คัดเลือกไว้ |
| ต้องตัดสินใจในการเลือกใช้ | | | | | | | |
| คำปรากฏรวม | | | | | | | |

การคิดค่าคะแนน

- สอดคล้อง มีค่าคะแนนเท่ากับ 1
 ไม่แน่ใจ มีค่าคะแนนเท่ากับ 0
 ไม่สอดคล้อง มีค่าคะแนนเท่ากับ -1

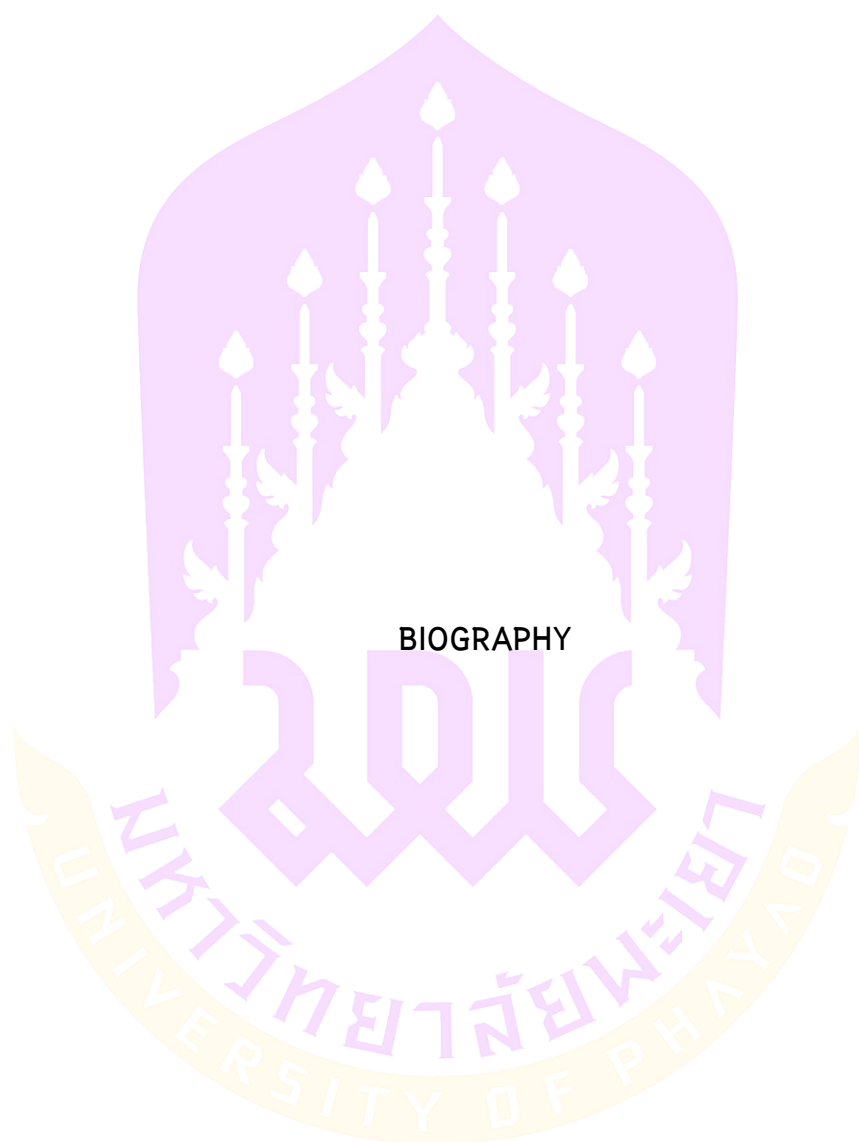


นางสาว ศิริพร ตุงไย

ผู้วิจัย

เบอร์ติดต่อ 081-878-2079





BIOGRAPHY

BIOGRAPHY

| | |
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