



## Freshmen and Seniors English Major Learners' Acquisition of L2 Collocations: Differences and Similarities

### การรับรู้การใช้คำปรากฏร่วมในภาษาอังกฤษแบบ L2 ของนิสิตเอกภาษาอังกฤษ ชั้นปี 1 และชั้นปีที่ 4: ความแตกต่างและความเหมือน

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#### Abstract

Collocation is one of the problems for Thai EFL learners. To understand the collocational acquisition and significance of learning experience, the current study aimed to investigate the similarities and differences in using L2 collocation between the first year and the fourth-year students. 135 Thai EFL learners from two different groups (80 first-year and 55 fourth year) participated in this study. To have a quantitative data, receptive and productive tasks were used in this research, including the interview to have a qualitative data. The findings were analyzed by the independent sample t-test revealing that the abilities in perceiving and producing some collocation types of both groups were similar, but there was a difference in some types. However, the collocational rank orders performed by two groups were significantly different. In addition, the findings show that the L1 influences both freshmen and seniors toward L2 collocation use. Learning experience also affects collocation understanding and producing.

**Keywords:** EFL learners, L2 collocation, Rank order, Receptive task, Productive task, Learning experience, L1 influence, Freshmen and seniors

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## Introduction

The meaning of collocation is the way that words are naturally joined together. For example, *pay* and *attention* go together, as do *commit* and *crime*, and *heavy* with *rain* (O'Dell & McCarthy, 2008). For EFL learners around the world, McIntosh, Francis, and Poole (2009) point that knowing how to produce collocations helps speakers to speak and write more naturally and precisely. Otherwise, it may be confusing and unnatural for the listeners if they use the rank orders of collocation words mistakenly. However, EFL learners still find some difficulty in using collocation because of a lack of collocation knowledge and the first language influenced L2 collocation forming (Mahmoud, 2005; Boonraksa & Naisena, 2021).

Collocation studies gain an attention from many researchers. Park (2003), for example, studied the problematic lexical collocation types among Korean EFL learners. The L1 influence was also examined among Arabic learners to study the L1 effect on L2 collocation production and reception (Shehata, 2008). Furthermore, to investigate the advantages of the learning experience, Webb, Newton, & Chang (2013) explored the replications' effects on collocation learning. Likewise, in the Thai EFL context, there was some research studying L2 collocation, such as Meechai & Chumworathayee (2015) studying Thai college students' collocational understanding. In addition, some studies focused mainly on collocation errors, as studied by Phoocharoensil (2011). Next, the understanding differences of collocations' acquisition was explored among advanced and basic learners in the same class (Sridhanyarat, 2018). However, in Thailand, not much study was on collocation understanding among students from different years, including the effects of collocational learning experience.

This study, therefore, aims to investigate how college years differences affect collocations' perception and production in order to explore the importance of collocational learning experience in terms of differences and similarities. The findings provide useful explanations for these differences and similarities of L2 collocations and it could be used to help instructors to prepare materials for teaching in classroom. It also brings awareness to both instructors and learners how collocation can be acquired.

## Literature Review

This section is related to a theoretical framework containing the definition of collocation, and the types of collocation. The previous study section will be discussed in the last part of the literature review.

## Theoretical Framework

### Defining Collocation

In previous studies, the term collocation has no specific definition and meaning (Fan, 2009; Gyllstad & Wolter, 2016). Nevertheless, there are many researchers who define its meaning in several ways. Bazell et al. (1966) state that collocations are the combination of two or more words that do not follow grammar rules. Carter (1992) mentions that collocations are a combination of words used continuously in the English language. Moreover, Lewis (1997) says that "the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency" (p. 8). In order to support Lewis (1997), Hill (2000) points that a group of collocation words can be predicted in terms of producing new words and suggests that certain rank orders of collocations are permanently fixed and likely



to be presumed from one of the collocation words joined together. In several studies, Ashiba (2017) and Qader (2018), for instance, claimed that collocations' definition is a group of words combined to form and produce new implications.

It can be concluded that collocation is a group of words that contains two or more combined words properly and naturally rather than producing words randomly. Moreover, the combination word cannot be formed freely, but it is needed to notice component words to predict which words should be used in the context.

### Types of Collocation

The attempt to distinguish collocation types has been done by many researchers (Benson, E., Benson, M., & Ilson, 1986; Hill, 2000; Lewis, 2000). In accordance with Benson, Benson, and Ilson (1997), there are two types of collocations; namely lexical collocations and grammatical collocations.

#### 1. Lexical collocations

Lexical collocations are a group of words that consist of two or more content words, which are nouns, verbs, adjectives, and adverbs as shown below:

noun + verb	a dog barks
verb + noun	give a presentation
verb + adverb	walk slowly
adjective + noun	natural disaster
adverb + adjective	deeply worried
adverb + verb	strongly agree

#### 2. Grammatical collocations

Grammatical collocations consist of content words and function words: prepositions as demonstrated below:

noun + preposition	advantage of
verb + preposition	listen to
adjective + preposition	coordinated with
preposition + noun	in danger

### Previous Studies

Collocational studies have been interested by researchers around the world over the past half-century. For example, Nesselhauf (2003) studied the advanced learners' problem in collocation production by using essay writing to examine the results. The findings showed that there were still problems in collocation uses even though they were performed among advanced learners.

In the EFL context, many collocation aspects were continuously explored by researchers in terms of learning experience, problematic collocational use, and L1 influence. Similarly, Webb, Newton, and Chang, (2013) studied the influence of repetition on collocation learning. In this investigation, 161 Taiwanese were tested by the Vocabulary Level Test. It was shown that the students can unexpectedly learn and gain collocation knowledge by facing any predicament.



Moreover, the main focus is also on collocation errors. Huang (2001), for example, investigated collocational knowledge and errors within 60 Taiwanese EFL students. All the participants were required to do 40 self-designed Simple Completion Test. In this study, the results indicated that these EFL learners unsatisfactorily produced English collocations because of their inadequate knowledge of collocation. To support Huang (2001), Mahmoud (2005) also pointed that EFL learners struggle in forming collocation. For this research, essays were used to investigate 42 Arabic students' collocational errors, and the findings illustrated that many errors were committed by Arab learners, mostly in lexical combinations.

Furthermore, Shehata (2008) then examined the L1 influences on learners in collocation production and perception. To obtain the findings, questionnaires, Productive collocation tests, Appropriateness judgment test (receptive test), and Vocabulary recognition task were used among ESL and EFL learners. The findings showed the learning environment has a positive role in collocations' acquisition.

For the Thai EFL context, collocation errors and L1 influence are major topics explored by Thai researchers in different groups of Thai EFL learners. A few research attempts to investigate the collocational understanding in one group of Thai EFL participants (e.g., Mongkolchai, 2008). On the other hand, Phoocharoensil (2011) then focused on collocational errors of two completely different groups: high-efficiency and low-efficiency Thai learners. To investigate this point, descriptive essays written by two groups were used as the task. In this examination, the results revealed that there were errors in the high-proficiency group that the lexical collocations were little exceeding the grammatical collocations such as verb + noun, adjective + noun, adverb + verb, and noun + verb. In contrast, the result of the low-proficiency group demonstrated that the lexical collocation errors were noticeably high.

Additionally, Yumanee and Phoocharoensil (2013) studied in two groups of Thai high school students the error of collocations. The first group is an advanced group containing 30 students, and the second group also contains 30 students which is a basic group. To gauge the collocation knowledge of participants, a multiple-choice task and a Thai-English translation task were used. The findings revealed that the participants' mother tongue is the main factor which leads to most collocation errors.

In addition, to study in more details about lexical and grammatical collocations, Sridhanyarat (2018) started using receptive task and productive task to explore the participants' acquisition of collocations and to explore the ability of forming collocational words in order (Laufer et al., 2004). There were 90 participants classified into two groups which are high-proficiency and low-proficiency. It was shown that verb-preposition collocations were easily found only in the high-proficiency group in those tasks. More importantly, both receptive task and productive task can remarkably affect the learners in terms of collocation acquisition order.

To sum up, these previous studies showed that L2 learners had struggled in producing collocation due to the effects of their mother tongue, learning experience, and inadequate knowledge of collocation. Nevertheless, In Thailand, there is some room to explore on collocation understanding and the effect of collocational learning experiences among students from different years. Therefore, the focus of the current study is to investigate the differences and similarities between the first year and the fourth-year students in using L2 collocation. To the convenience's sake, the first year students are called freshmen and the fourth-year students are senior.



## Research Objectives

1. To investigate the differences and similarities between freshmen' and seniors' abilities in using L2 collocation.
2. To examine the difference and similarity in rank order of collocations between freshmen and seniors.

## Research Questions

The current study attempted to answer the following questions:

1. What are the differences and similarities between the ability of freshmen and seniors in using L2 collocation?
2. Are rank orders of collocations produced by both freshmen and senior participants relatively the same?

## Methodology

To understand the methodology process clearly, the first part will be the participants of the current study, followed by the research materials. The last part of this process will be data collection procedures and data analysis.

### Participants

In this study, the participants were 135 freshmen and senior English major students, Faculty of Humanities at Naresuan university. They were divided into two groups: the first-year students (N = 80) and the fourth-year students (N = 55).

### Research Instruments

To obtain quantitative and qualitative data, two types of tasks and an interview were used in this study. To be more specific, the tasks were separated into two types: a receptive task (in Appendix A) and a productive task (in Appendix B) developed from Sridhanyarat's (2018). The second instrument was the interview.

#### 1. Tasks

To investigate the ability of collocation use, receptive task and productive task were adopted from Sridhanyarat's (2018) in order to distinguish the collocational perception and production among two groups of participants (e.g., Ertürk, 2017; Bueraheng, 2014).

##### 1.1 Receptive Task

The researchers applied this task in order to measure learners' perception of collocation (e.g., Sridhayarat, 2018). It was a multiple-choice question consisting of 12 items. Each item measured the students' perception in terms of different types of collocation. Items 1-3 were employed to gauge the use of verb-preposition collocation. Items 4-6 were employed to see the use of adjective-preposition collocation. Items 7-9 explored verb-noun collocation perception. Lastly, items 10-12 were designed to investigate adjective-noun collocation.

##### 1.2 Productive Task

To survey the learners' ability of collocational production, the productive task adopted from Sridhanyarat's study (2018) was used in this study. It was a cloze test containing 12 items which measured the students' production in any collocation type. Firstly, items 1-3 were used for scrutinizing the forming of verb-preposition collocation. Secondly, items 4-6 were used to see the adjective-preposition collocation production. Next, items 7-9 were designed to observe the production of verb-noun collocation. Lastly, items 10-12 were created to explore adjective-noun collocational forming.



## 2. Interview

The interview was focused on two aspects: the learning experience and the difficulty of collocation among first-year and fourth-year students. This interview included 6 questions, as illustrated below:

Question 1: Can you define the meaning of collocation in your own words?

Question 2: How did you know the collocation?

Question 3: Why did you choose that answer?

Question 4: Which part of collocation is the most difficult for you?

Question 5: Do you think the mother tongue affects collocation production?

Question 6: How do you improve your knowledge of collocation?

### Data Collection Procedures

1. The researchers met participants in the classroom and introduced themselves to the participants. Then the researchers explained the research topic, rationales, objectives, and the details of the tests.
2. To have quantitative data, the researchers asked the participants to do two tasks via Google Forms.
3. Four freshmen participants and four senior participants participated in the interview session.
4. The researcher started interviewing the participants on September 28.

## Findings

This part is related to the two research questions on the differences and similarities between freshmen and seniors' abilities in using L2 collocation, and also the similarity and difference in the rank order of collocations between freshmen and seniors. The results of the interview will be lastly discussed.

### Ability in Finding Collocation

Research question 1 addresses what differences and similarities between freshmen' and seniors' abilities in using L2 collocation are. In order to answer this question, the p-value from the results of the t-test is employed.

On the assumption that the p-value of each type of collocation is higher than  $\alpha$  0.05, it can be supported that there is no statistical difference between the two groups. In case the p-value of each type is lower than  $\alpha$  0.05, it is proved that there is a statistical difference between the two groups.

Table 1 The similarity on collocation use among freshmen and seniors

Target collocations	Year	Mean	S.D.	p-value
Verb-preposition (receptive task)	1	1.91	0.76	0.45
	4	2.24	0.57	
Verb-noun (receptive task)	1	1.83	0.88	0.50
	4	2.45	0.74	
Adjective-noun (receptive task)	1	1.41	0.74	0.17
	4	1.91	0.92	
Verb-preposition (productive task)	1	2.73	0.55	0.72
	4	2.75	0.51	



Target collocations	Year	Mean	S.D.	p-value
Adjective-preposition (productive task)	1	1.80	0.78	0.06
	4	2.09	0.67	
Verb-noun (productive task)	1	0.83	0.75	0.27
	4	1.71	0.87	

\*  $p\text{-value} < 0.05$ Freshmen ( $N = 80$ ); Seniors ( $N = 55$ )

In Table 1, the results show the similarity in using collocation in receptive and productive tasks between freshmen and seniors. For the receptive task, p-value 0.45 for the perception of verb-preposition collocation, p-value 0.50 for the use of verb-noun collocation, and p-value 0.17 for the use of adjective-noun collocation are higher than  $\alpha$  0.05. Similarly, in the productive task, the production of verb-preposition collocation, adjective-preposition collocation, and verb-noun collocation are higher than  $\alpha$  0.05 (p-value 0.722, 0.06, and 0.27 >  $\alpha$  0.05). Thus, there is no statistical difference in using these collocational types between both groups.

Table 2 The difference on collocation use among freshmen and seniors

Target collocations	Year	Mean	S.D.	p-value
Adjective-preposition (receptive task)	1	2.06	0.959	0.001*
	4	2.67	0.579	
Adjective-noun (productive task)	1	1.60	1.051	0.009*
	4	2.36	0.825	

\*  $p\text{-value} < 0.05$ Freshmen ( $N = 80$ ), Seniors ( $N = 55$ )

Table 2 reveals the significant differences between freshmen and seniors. In the receptive task, p-value for the perception of adjective-preposition collocation is lower than  $\alpha$  0.05 (p-value 0.001 <  $\alpha$  0.05). In the productive task, p-value of the production of adjective-noun collocation is lower than  $\alpha$  0.05. Therefore, it can be established that there is a statistically significant difference between the two groups.

in both the receptive and productive tasks, mean scores of both collocation types also show the difference between the two groups clearly. In the receptive task, the mean score of seniors in adjective-preposition collocation is higher than first-year students with ( $M = 2.76$  in seniors >  $M = 2.06$  in freshmen). Furthermore, the mean scores of adjective-noun collocation in the productive task also reveal that seniors can form collocation higher than freshmen with ( $M = 2.36$  in seniors >  $M = 1.60$  in freshmen).

#### Rank Order Produced by Freshmen and Seniors

The second research question deals with whether the collocation rank order produced by freshmen and seniors is relatively the same. The highest mean score was 3.00, and the lowest mean score was 0.00. If any rank order showed a higher mean score than others, it meant that rank order was mostly known and used by the participants.



Table 3 Rank order of collocation acquisition in perception

Freshmen			Seniors		
Rank (Receptive task)	Mean	S.D.	Rank (Receptive task)	Mean	S.D.
Adjective-Preposition	2.06	0.959	Adjective-Preposition	2.67	0.579
Verb-Preposition	1.91	0.766	Verb-Noun	2.45	0.741
Verb-Noun	1.83	0.833	Verb-Preposition	2.24	0.576
Adjective-Noun	1.41	0.741	Adjective-Noun	1.91	0.928

*Freshmen (N = 80), Seniors (N = 55)*

In Table 3, in the receptive task, the results show that both groups can perceive adjective-preposition collocation in the first rank because it has the highest mean score ( $M = 2.06$  in freshmen and  $2.67$  in seniors). Likewise, adjective-noun is shown in the lowest mean score among freshmen and seniors with  $1.41$  and  $1.91$ , respectively. In contrast, some rank orders perceived by the two groups are different. The freshmen have the verb-preposition collocation's mean score ( $M = 1.91$ ) higher than the verb-noun collocation ( $M = 1.83$ ). Moreover, the seniors have the verb-noun collocation's mean score ( $M = 2.45$ ) higher than the verb-preposition collocation ( $M = 2.24$ ).

Table 4 Rank order of collocation acquisition in production

Freshmen			Seniors		
Rank (Productive task)	Mean	S.D.	Rank (Productive task)	Mean	S.D.
Verb-Preposition	2.73	0.551	Verb-Preposition	2.75	0.517
Adjective-Preposition	1.80	0.786	Adjective-Noun	2.36	0.825
Adjective-Noun	1.60	1.051	Adjective-Preposition	2.09	0.674
Verb-Noun	0.83	0.759	Verb-Noun	1.71	0.875

*Freshmen (N = 80), Seniors (N = 55)*

In Table 4, in the productive task, the findings illustrate that the verb-preposition collocation is the highest mean score and the first rank produced by both groups ( $M = 2.73$  in freshmen and  $2.75$  in seniors). Similarly, both groups can form the verb-noun collocation in the last rank due to the lowest mean score ( $M = 0.83$  in freshmen and  $1.71$  in seniors). On the other hand, the second and third rank orders produced by the two groups are different. The freshmen have the adjective-preposition collocation's mean score ( $M = 1.80$ ) higher than the adjective-noun collocation ( $M = 1.60$ ). The seniors have adjective-noun collocation ( $M = 2.36$ ) higher than adjective-preposition collocation ( $M = 2.09$ ).

### Learning Experience and L1 Effects among Freshmen and Seniors

#### Interview responses from the participants

Question 1: Can you define the meaning of collocation in your own words?

Most interviewees define collocation as a group of words that comes together. However, one of the interviewees cannot define its meaning.

*"I've never known the word collocation before, but I know that some words have to be used with others",* interviewee 2.



Question 2: How did you know the collocation?

Most interviewees know the collocation from their environment and lessons in the classroom. Nevertheless, a few participants do not know the collocation before, but their answers were based on their feeling.

*"I have not studied about collocation and do not know it before, but I can answer the test by guessing",* interviewee 4.

Question 3: Why did you choose that answer?

Most participants answer the questions from their familiarities, learning experiences, and repetitions.

*"I have seen those collocations several times, that is why I choose these answers",* interviewee 8.

*"I just guess from the context",* interviewee 3.

Question 4: Which part of collocation is the most difficult for you?

Most interviewees think remembering is the most difficult, but some struggle to use and form collocation.

*"It is quite difficult for me to remember which words should be combined together because they are enormous",* interviewee 5.

*"I think forming is the most difficult because I don't know what the next word will be",* interviewee 7.

Question 5: Do you think the mother tongue affects collocation production?

Most interviewees think L1 has a significant impact on L2 collocation production. However, there is one participant who thinks differently.

*"I don't think so because when forming collocation, I always think in English",* interviewee 1.

Question 6: How do you improve your knowledge of collocation?

The interviewees answered in different aspects. Some interviewees say it needs to memorize the collocation words, but some say it needs to change their environment to an English environment.

*"I have to memorize more of these collocations words",* interviewee 6.

*"It will be better if I put myself in the English environment",* interviewee 1.

## Discussion

The current study investigated the freshmen and seniors' differences and similarities in finding L2 collocation, the rank order of collocations produced by both groups, and examined the relationship between the results of the interview and the findings of research question 1 and 2. There were three findings in this study. Firstly, it was shown that there were difficulties in finding collocation only in freshmen, but most of the collocational types were not found difficult in both groups. Secondly, it was found that there were some rank orders produced relatively the same, but some produced by both groups were different. The last results revealed that both groups made an error caused by two factors: L2 collocational unfamiliarity and L1 effect.

For the first findings, the ability in finding collocation between both groups was not noticeably different. Only freshmen had some difficulty when perceiving adjective-preposition collocation and producing adjective-noun collocation, but there was no difficulty from these types in seniors. However, there was no difference between freshmen



and seniors in other collocation types. Both groups were able to perceive verb-preposition collocation, verb-noun collocation, and adjective-noun collocation similarly. Moreover, in producing verb-preposition collocation, adjective-preposition collocation, and verb-noun collocation, the two groups did not show different performances. Although the performance of the two groups did not show significant differences, seniors' performance was better than freshmen' in all collocation types. On the other hand, the current research findings were inconsistent with those of Sridhanyarat (2018) pointing that most collocation types were found difficult in two groups.

In addition, the second results revealed that collocational rank orders performed by freshmen and seniors in the receptive task were not the same in all rank orders. Although both groups could perceive adjective-preposition collocation in the first rank and perceive adjective-noun in the lowest rank, verb-preposition collocation and verb-noun collocation rank order perceived by the two groups were different. Likewise, It was also illustrated that the verb-preposition collocation in the productive task was the first rank order produced by both groups. Similarly, both groups were able to form the verb-noun collocation in the last rank. In contrast, the second and third rank orders (adjective-noun and adjective-preposition) produced by the two groups were significantly different. This finding is in agreement with Sridhanyarat's (2018) findings which showed that rank orders performed by both high-proficiency and low-proficiency groups were not similar in all rank orders.

The last findings gathered from the participants' attitudes showed that most collocational errors performed by both groups were caused by L2 collocational unfamiliarity and L1 effect. The question about the source of error mentioned in the interview indicated that most participants made collocation errors because they were not familiar with those collocation words. With this ignorance, the participants needed to answer the test by speculating. It could be concluded that learners would gain more collocation knowledge if they were familiar with them. These findings further supported the idea of Webb, Newton, and Chang's (2013) in that collocations were learned by chance through experience repeatedly in the environment. Besides, the results of the interview addressed that the mother tongue also influenced collocation use. The participants stated that Thai or their native language resulted in collocational misuse because some L1 collocations were dissimilar to L2 collocations. Similarly, the results corroborated the idea of Phoocharoensil (2013) which evinced that mother tongue transfer caused most of the students' collocation errors in this research.

## Conclusion

The current study aimed to investigate the similarities and differences in using L2 collocation between freshmen and seniors. It is found that most freshmen and seniors have similar perceptive and productive abilities toward collocation, but there are some differences in collocation understanding and forming in both groups. Also, the ability of rank order production between these two groups is significantly different. Moreover, the collocations perceived and produced by seniors are better than freshmen in all collocational types. Additionally, the first language affects the collocation acquisition of both groups in terms of perception and production. Learning experience is necessary to understand and form L2 collocation. Therefore, more learning experience in seniors makes them have a higher ability to understand and produce collocation than freshmen in all types of collocation.



### Recommendations for future studies

Finally, a number of important limitations need to be considered. First, the test in this study is not comprehensive for all types of collocation. Second, the number of participants in the two groups is not identical. Last, the limited time in doing the task for the participants. Therefore, future studies should cover all types of collocation in the tests to see more of their collocation perception and production abilities. The other one is that the number of the two sample groups should be the same in order to obtain more accurate results in comparing the differences between the two groups. Moreover, the time doing the tests should be extended.

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Appendix A  
Receptive Task

Directions: Choose the best answer that is appropriately used in each item.

1. Their future depends \_\_\_\_\_ how well they do in these exams.  
A. to            B. at            C. on            D. in
2. He didn't like to ask \_\_\_\_\_ help even though he was starving.  
A. from        B. for        C. about        D. to
3. Davis didn't really contribute much \_\_\_\_\_ the game in the second half.  
A. to            B. in            C. at            D. on
4. Bob is pretty good \_\_\_\_\_ fixing things.  
A. in            B. with        C. at            D. from
5. Everyone seems to be afraid \_\_\_\_\_ her.  
A. of            B. at            C. on            D. about
6. If your parents heard of your success, they would be proud \_\_\_\_\_ you.  
A. with        B. at            C. of            D. to
7. Our eyes \_\_\_\_\_ time to adjust to the darkness.  
A. give        B. make        C. take        D. bring
8. Unless you \_\_\_\_\_ a decision quickly, the opportunity will be lost.  
A. take        B. make        C. find        D. do
9. We must encourage fathers to \_\_\_\_\_ full responsibility for their children.  
A. spend      B. use        C. take        D. make
10. One of the advantages of \_\_\_\_\_ time advertising is the largest viewing audiences.  
A. main        B. leading     C. prime        D. major
11. In many cultures, \_\_\_\_\_ families live together under one roof. Grandparents look after the grandchildren while their parents work.  
A. extended    B. expanded    C. enlarged     D. elongate
12. When people all over the world are looking for a quick, easy meal to grab on the go, \_\_\_\_\_ food is the common solution.  
A. quick        B. fast        C. speedy        D. swift



## Appendix B

### Productive Task

**Directions:** In each item, type one word that is appropriately used with the word in bold on the line provided. There is a Thai translation as a clue in each item.

1. I am going to wait \_\_\_\_\_ you in front of the school tomorrow morning. Don't be late! (**รอ**)
2. Thailand first participated \_\_\_\_\_ the Olympics at the 1952 Helsinki Games and it took the country 24 years to win its first medal. (**เข้าร่วมใน**)
3. For centuries it has been assumed that women will stay home and take care \_\_\_\_\_ the children while their husbands go out and work. (**ดูแล**)
4. The current economic situation makes people become worried \_\_\_\_\_ money. They are not spending as much as they did. (**กังวลเกี่ยวกับ**)
5. I am not capable \_\_\_\_\_ telling lies to the people I love. (**สามารถ**)
6. My plan is different \_\_\_\_\_ yours. I will stay in Chiang Mai for only two days. (**แตกต่างจาก**)
7. Governments should \_\_\_\_\_ necessary action to stop global warming. (**ดำเนินการ**)
8. It's true that we can \_\_\_\_\_ weight when we burn off more calories than we eat. (**ลดน้ำหนัก**)
9. I want to start my own business if I can \_\_\_\_\_ the money. (**ระดมทุน**)
10. Although my mother is now in her early sixties, she has a more active \_\_\_\_\_ life than I do. She loves going out and partying with her friends. (**การเข้าสังคม**)
11. The majority of people die of \_\_\_\_\_ age all over the world. (**วัยชรา**)
12. It is always difficult to pursue a graduate degree while working \_\_\_\_\_ time. (**เต็มเวลา**)



Appendix C  
Answer Keys

Grammatical Collocations		Lexical Collocations	
Verb-preposition Collocations	Adjective-preposition Collocations	Verb-noun Collocations	Adjective-noun Collocations
1. ask for (Chorbwhan & McLellan, 2016)	1. afraid of (Sridhanyarat, 2018)	1. make a decision (Gyllstad, 2007)	1. extended family (Sridhanyarat, 2018)
2. depend on (Chorbwhan & McLellan, 2016)	2. good at (Sridhanyarat, 2018)	2. take responsibility (Sridhanyarat, 2018)	2. fast food (Bueraheng, 2014)
3. contribute to (Chorbwhan & McLellan, 2016)	3. proud of (Mongkolchai, 2008)	3. take time (Sridhanyarat, 2018)	3. prime time (Sridhanyarat, 2018)
4. participate in (Sridhanyarat, 2018)	4. capable of (Sridhanyarat, 2018)	4. lose weight (Gyllstad, 2007)	4. full time (Bueraheng, 2014)
5. take care of (Phoocharoensil, 2013)	5. different from (Sridhanyarat, 2018)	5. raise money (Chorbwhan & McLellan, 2016)	5. old age (Chorbwhan & McLellan, 2016)
6. wait for (Chorbwhan & McLellan, 2016)	6. worried about (Sridhanyarat, 2018)	6. take action (Chorbwhan & McLellan, 2016)	6. social life (Chorbwhan & McLellan, 2016)