EFFECTS OF ENGLISH COLLOCATION AND COMMUNICATIVE GRAMMAR
INSTRUCTION ON UNDERGRADUATE STUDENTS' ENGLISH SPEAKING AND WRITING
ABILITIES

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A Thesis Submitted in Partial Fulfillment of the Requirements

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ผลของการสอนคำปรากฏร่วมและไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารต่อความสามารถในการ
พูดและการเขียนภาษาอังกฤษของนักศึกษาระดับปริญญาตรี

นายวิษณุ ชัยพัฒน์

Thesis Title	EFFECTS OF ENGLISH COLLOCATION AND COMMUNICATIVE GRAMMAR INSTRUCTION ON UNDERGRADUATE STUDENTS' ENGLISH SPEAKING AND WRITING ABILITIES
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วิษณุ ชัยพัฒน์ : ผลของการสอนคำปรากฏร่วมและไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารต่อความสามารถในการพูดและการเขียนภาษาอังกฤษของนักศึกษาระดับปริญญาตรี. (EFFECTS OF ENGLISH COLLOCATION AND COMMUNICATIVE GRAMMAR INSTRUCTION ON UNDERGRADUATE STUDENTS' ENGLISH SPEAKING AND WRITING ABILITIES) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: อ. ดร. ปราณภา โหมดหิรัญ, 147 หน้า.

งานวิจัยนี้มีจุดประสงค์เพื่อ 1)   ศึกษาผลการสอนคำปรากฏร่วมภาษาอังกฤษและไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารต่อความสามารถทางด้านการพูดและการเขียนภาษาอังกฤษของนักศึกษาปริญญาตรี และ 2)   ศึกษาเจตคติของนักศึกษาที่มีต่อการสอนคำปรากฏร่วมและไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสาร กลุ่มตัวอย่างประกอบด้วยนักศึกษามหาวิทยาลัยราชภัฏอุดรธานีที่เรียนรายวิชาภาษาอังกฤษเพื่อจุดประสงค์เฉพาะสำหรับครู 2   ภาคเรียนที่ 2   ปีการศึกษา 2556   จำนวน 38   คน เครื่องมือที่ใช้ในการวิจัยได้แก่แบบทดสอบความสามารถทางด้านการพูดและการเขียนภาษาอังกฤษซึ่งใช้เป็นแบบทดสอบก่อนและหลังเรียน และแบบทดสอบความคิดเห็นของผู้เรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ paired ample t-test ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน

ผลวิจัยพบว่า 1) ค่าคะแนนเฉลี่ยจากแบบทดสอบทางด้านการสื่อสารภาษาอังกฤษหลังทดลองของนักศึกษาระดับปริญญาตรีสูงกว่า ค่าคะแนนเฉลี่ยก่อนทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05   2)   นักศึกษามีเจตคติที่ดีต่อการเรียนการสอนคำปรากฏร่วมภาษาอังกฤษและไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสาร คิดเป็นค่าเฉลี่ยอยู่ที่ 4.32   ซึ่งแสดงให้เห็นว่าการสอนคำปรากฏร่วมภาษาอังกฤษและไวยากรณ์ภาษาอังกฤษเพื่อการสื่อสารมีผลในเชิงบวกต่อความสามารถทางด้านการสื่อสารภาษาอังกฤษของนักศึกษาปริญญาตรี

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The objectives of this research were 1) to investigate the effects of English Collocation and Communicative Grammar Instruction on undergraduate students' English speaking and writing abilities, and 2) to explore students' opinions towards English Collocation and Communicative Grammar Instruction. The sample was 38 undergraduate students at Udon Thai Rajabhat University enrolling in English for Specific Purposes for Teachers II in semester 2, academic year 2013. The instruments were an English speaking and writing abilities test which were used as a pre- and post-test and an opinion questionnaire.

The findings revealed that 1) English speaking and writing post-test mean scores of the undergraduate students were higher than the pre-test mean scores at the significance level of .05. and 2) students' opinions towards English Collocation and Communicative Grammar Instruction were found positive with the mean score of 4.32. It implied that undergraduate students expressed positive opinions towards English collocation and Communicative Grammar Instruction.

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Field of Study:	Teaching English as a Foreign Language	Advisor's Signature	....
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CONTENTS

CHAPTER I

INTRODUCTION

Background of the study

English is widely used in the globalization and therefore it is an international language used for communication among people from different countries and cultures. Since the English language is very important nowadays, the ability to use English has become increasingly essential for ESL or EFL learners to be proficient in English. Although English instruction for communication is promoted in foreign language instruction in Thailand, Thai students are still having difficulties in using English for communication, as reported by Kullawanich (2007), Thai students do not perform well in grammar structures, convention, and vocabulary. To enhance students' ability to communicate in English, it is essential that communicative English grammar should be brought into the process of English learning and teaching.

Thai students are still having difficulties in using English for communication especially in speaking and writing abilities (Mongkolchai, 2008; Rojanasai, 2005). A great deal of research has shown that Thai students did not perform well in both speaking and writing. Palmer (1980) stated that Thai students could speak and write meaningful sentences accurately, but they failed to apply their ideas in paragraphs. Likewise, Chinnawongs (2001) claimed that Thai students still encounter using vocabulary to convey their meaning accurately because of their inadequate knowledge of vocabulary and grammatical structures. Hence, the improvement of Thai students' speaking and writing abilities are crucial for learning English for communication.

One of the problems of learning English for Thai students is collocations (Mongkolchai, 2008). Nevertheless, collocation teaching is traditionally restricted to the learning of definitions of a single word and its usage (Malligamas and Pongpairoj, 2005). Mother-tongue interference is a major problem in communication for Thai students. Collocation is named differently by many linguists, for example prefabs, multi-word units etc. Normally, collocations mean the co-occurrence of words that always go together in a text (Hill, 2001: Lewis, 2001; McCarthy & O'Dell, 2008; Sinclair, 1991). Many teachers tend to aim at correcting grammatical mistakes, but they fail to notice those mistakes which are made due to a lack of collocational background knowledge. To be able to communicate in English; therefore, it is important that both communicative English grammar and collocations have to be taught to encourage students perform better in terms of speaking and writing abilities.

The importance of collocational knowledge in L2 competence is beyond dispute because it enables learners to use English more fluently and sound more native-like (Fan, 2009; Hunston and Francis, 2000; Pawley and Syder, 1983; Wray, 2002). Likewise, collocation is problematic to L2 learners who need collocational competence for effective communication. For instance, some students tend to use the word *make understanding which is not acceptable in English because the word "understanding" can occur or collocate with gain, enhance, full, good, profound, and so on (Fan, 2009). A large amount of collocational knowledge is included in one's knowledge of a language and that a native speaker's knowledge includes an awareness of collocational patterns in the language. Thus, students have to use collocations appropriately to be accepted for standard English.

Collocations should be taught in class because when EFL/ESL teachers instruct collocations, they ought to make students aware of using collocations and encourage them to store collocations in their memory (Hill, 2001; Lewis, 2001). The students do not only learn how the words can be put together, but they also learn the grammatical structures from the collocations instruction.

Many researchers have investigated a number of students often have difficulties in learning collocations since their first language (L1) strongly affects their production of collocations (Li 2005; Liu, 1999b; Liu, 2002; Nesselhalf, 2003; O' Dell & McCarthy, 2008). Likewise, Thai EFL learners appear to have the negative transfer from their first language to the collocations production of the target language involving *verb + noun* and *adjective + noun* collocations which are found to be the most difficult patterns for Thai students (Phoocharoensil, 2011). Students' errors in using collocations can be illustrated like *She and I *play computer* if we have no homework to do. This kind of *verb + noun* collocation may be attributed from the mother tongue interference. Accordingly, Thai learners mostly translate the word from their first language to the target collocations in English. Therefore, the ability of using collocations for Thai EFL learners is inadequate to communicate appropriately in contexts.

Apart from verb + noun collocations, collocations related to adjectives are also found to be an obstacle for Thai learners, for example **The dwelling place* of my uncle is in Korat. It is viewed as non-standard English. The word *dwelling* itself refers to a place where people live (Longman Dictionary of Contemporary English, 2009). If the word "place" collocates with "dwelling", it clearly causes redundancy (Phoocharoensil, 2011).

Additionally, communicative English grammar or grammar in contexts is one of the primary goals of learning English because it guides learners to form rules and enables them to be able to communicate. If students lack communicative schema which refers to the knowledge of form and function of the target language, they will not be able to communicate effectively. Therefore, grammar and communication should be integrated in order to enhance students' ability to effectively use English language for communicative purposes. To guide learners with effective grammar and communication, it is momentous to provide communicative opportunities concerning instructed grammatical structures (Ellis, 2003). Additionally, he recommended a combination of form focused instruction and meaningful communication which helps learners achieve both grammar forms and communication. In sum, when learners obtain communicative guidance to grammatical structures introduced through explicit instruction, their awareness to forms and patterns becomes longer lasting comparing to the previous time when they did not expose to the teaching of form and function and their accuracy of language use enhances (Fotos, 1998).

To encourage students use accurate collocation and grammatical structures, Lewis (2001) advised that teaching words in collocations play an important role for productive skills. The students could expose to gain the knowledge of collocation and grammar through the explicit instruction. Moreover, collocation instruction could assist students enhance speaking and writing abilities (Kozlowski and Seymour, 2003). In collocation and communicative grammar instruction, students have a chance to notice and record language patterns in the contexts which mean they increase their chances of acquiring meaningful target language (Lerdejdecha, 2007).

Furthermore, collocations are related to the grammatical structure which allows students to generate a large amount of grammatically accurate language. Lewis (2001) stated that a word grammar approach complements the traditional approach to grammar by guiding students' attention to the syntactic constraints on the use of lexis. In addition, communicative grammar can also enhance students to use grammar correctly since they can notice how words and structures are combined. In conclusion, both collocation and communicative English grammar instruction can be integrated to teach students to be able to use the English language more accurately for effective communication.

Likewise, Fan (2009) investigated an exploratory study of collocational use by ESL students using a task-based approach. This study attempted, from the perspective of L2 learners, to have a deeper understanding of collocation use and some of problems involved, by adopting a task-based approach, using two highly comparable corpora based on writing of Hong Kong ESL and native-speaker British students. Result of this study indicated that the performance of Hong Kong students in collocational use might be adversely affected by their L1, L2 as well as their inadequacy in the lexis and grammar of the target language. The findings of this study suggested the need for a broader view of collocational knowledge and a pedagogical approach to the learning and teaching of this aspect of L2.

Therefore, for the current research, an English teaching called English Collocation and Communicative Grammar Instruction was conducted to see how it can enhance the undergraduate students' English speaking and writing abilities.

Research Questions

1. To what extent does English Collocation and Communicative Grammar Instruction affect undergraduate students' English speaking and writing abilities?

2. What are learners' opinions towards English Collocation and Communicative Grammar Instruction?

Research Objectives

1. To study the effects of English Collocation and Communicative Grammar Instruction on learners' communicative English speaking and writing abilities.

2. To investigate learners' opinions towards collocation and communicative English grammar instruction.

Research Hypotheses

Previous research studied about collocation and communicative grammar instruction (Wei, 1999; Lewis, 2001; Kozlowski and Seymour, 2003; Widodo, 2006) all put forward the idea of collocation and communicative grammar instruction can enhance students' speaking and writing abilities. Hence, the research hypotheses in the current research were set as follows:

1. Learners' English speaking and writing abilities significantly improve after engaging in English Collocation and Communicative Grammar Instruction.

2. Learners have positive opinions towards English Collocation and Communicative Grammar Instruction.

Scope of the Study

The study restricts in the following areas:

1. The population of this current research study was the third year undergraduate students in a public university in Udon Thani Province.

2. The variables in this current research study were as follows:

    2.1 Independent variables: English Collocation and Communicative Grammar Instruction

    2.2 Dependent variables: English speaking and writing abilities

Definition of Terms

    1. Collocation

Collocation refers to the words that generally co-occur in a natural text and sound correct to native speakers. The co-occurrence of words and phrases naturally goes together and sounds correct to the native speakers such as *fast cars, a quick glance, powerful engine, conduct research, commit crime, surf the Internet*.

    2. English Collocation and Communicative Grammar Instruction

English Collocation and Communicative Grammar Instruction refer to the method of teaching which are integrated to teach students English collocations as well as communicative grammar. The details of each instruction are presented as follows:

    English Collocation Instruction

English collocation instruction is the method of teaching which emphasizes on raising students' awareness of collocations and also intensifying students' ability to use collocation appropriately. In this present study, the researcher applied the collocation instruction based on Hill (2001). There are four

steps to teach collocations based on Hill's idea: 1) Teaching individual collocations, 2) making students aware of collocations, 3) extending what students already know, and 4) storing collocations.

Communicative Grammar Instruction

Communicative English grammar instruction refers to the method of teaching which focuses not only on English grammatical structures, but on the meaning in contexts and appropriate uses also. The researcher aims at students' ability in using English collocations and communicative grammar appropriately in certain contexts. In this current study, three steps are adapted to teach communicative grammar according to Widodo (2006): 1) building up students' knowledge of form and function, 2) familiarizing students form and function through exercises and practice, and 3) expanding students' knowledge of form and function.

English Collocation and Communicative Grammar Instruction

English Collocation and Communicative Grammar Instruction are applied in the current study to investigate learners' English speaking and writing abilities. There are four phases from both English Collocation and Communicative Grammar Instruction: 1) Preparation Phase (teaching individual collocations by building up students' knowledge of form and function, 2) Application Phase (making students aware of collocations by familiarizing students form and function through exercises and practice), 3) Extension Phase (extending what students already know by expanding students' knowledge of form and function, and 4) Storage Phase (storing collocation and grammatical structures in a lexical notebook).

3. English Speaking Ability

English speaking ability refers to the ability to respond and describe the given pictures into the speaking tasks appropriately. The students' English speaking ability is assessed by using English speaking ability test developed by the researcher before and after the treatment of English Collocation and Communicative Grammar Instruction. The students' English speaking ability was assessed using LOTE (Languages Other Than Englishes, 2003), which examined four aspects of speaking ability including pronunciation, fluency, grammatical structures, and use of collocations.

4. Writing Ability

Writing ability refers to the ability to write English sentences and short paragraphs accurately and appropriately. The students' writing ability was assessed the writing test developed by the researcher. The test was graded using LOTE (Languages Other Than Englishes, 2003), which examined for aspects of writing ability including content, coherency, grammatical structures, and use of collocations.

2. Students

Students refer to the undergraduate students who are studying at Udon Thani Rajabhat University in Udon Thani Province in the second semester of academic year 2013.

Organization of the Chapters

This current research study consists of five chapters. The first chapters presents the background of the study including the rationale why the researcher was engrossed in designing English Collocation and Communicative Grammar Instruction

to enhance students' speaking and writing abilities, the objectives of the study, and the operational definitions of the key terms used in the current research study. The next chapter, chapter II, reports and presents the review of the literature and related studies and research to help the readers understand key ideas used to design in this current study. In chapter III, the researcher displays the methodology of this current research study including the selection of the participants, the development of the research instruments, the data collection procedures, and the data analysis about the effects of the English Collocation and Communicative Grammar Instruction on Undergraduate Students' English Speaking and Writing Abilities. The findings are shown and interpreted in the fourth chapter. The last chapter, chapter V, is discussed the findings in relation to previous research and recommendations for further research are also provided.

CHAPTER II

REVIEW OF LITERATURE

This part discusses about the studies and research relevant to the current research, "Effects of Collocation and Communicative English Grammar Instruction on Undergraduate Students' Speaking and Writing Abilities". The related literature reviews are presented in six main parts: collocation, collocation instruction along with related research on collocations, communicative English grammar as well as previous research on communicative English grammar, speaking ability, and writing ability respectively.

Collocation

Under the key term of collocation, the researcher reviews on three main parts: definitions of collocation, characteristics of collocations, and importance of collocations.

Definitions of Collocation

Most linguists offer a similar view on the concept of collocation, all containing a focus on the co-occurrence of words. The term *collocation* has its origin from the Latin verb *collocate* which means *to set in order to/ to arrange* (Martynska, 2004). Likewise, Firth (1957) defined collocation *as an abstraction at the syntagmatic level*. For example, one of the meanings of *night* is its collocability with *dark*, and of *dark*, of course, collocates *night*.

Accordingly, Sinclair (1991) defined collocation as a regular combination between items, in such a way that they co-occur more often than their respective frequencies. Baker (1992) defined collocations as a tendency of certain words to co-occur regularly in a given language. Likewise, Lewis (1994) defined

collocation as a subcategory of multi-word items, made up of individual words which usually co-occur. Also, Hill (2001) explained that a collocation is predictable combinations of the content words, e.g. *foot the bill* and *weather forecast*, etc.

Wei (1999) stated that 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 say *commit fraud* and *perpetrate fraud*. However, only the collocation *commit suicide* is possible; one does not say *perpetrate suicide*. One says *bake a cake*, but *make pancakes* (not *bake pancakes*).

Woolard (2001) defined collocation as "the co-occurrence of words which are statistically much more likely to appear together than random chance suggests." Also, Nation (2001, p.317) identifies that the term *collocation* is used to refer to a group of words that come/ go together, wither because they commonly occur together like *take a chance*, or because the meaning of the group is not obvious from the meaning of the parts, as with *by the way* or to *take someone in*.

Martynska (2004) defined collocations as a co-occurrence of lexical items in combination, which can differ in frequency or acceptability. Items which collocate frequently with each other are called *habitual*, e.g. *tell a story*, whereas those which cannot co-occur are called *unacceptable*, e.g. *powerful tea* instead of *strong tea*.

McCarthy & O'Dell (2008) depicted collocations as a combination of two or more words which frequently occur together. If someone says, 'She's got

yellow hair', they would probably be understood, but it is not what would ordinarily be said in English. We would say, 'She's got **blond hair'**. In other words, *yellow* does not collocate with *hair* in everyday English. *Yellow* collocates with, say, *flowers* or *paint*.

In conclusion, collocations share the same concept. Collocation is a co-occurrence of word or words that usually keep company with one another.

Classifications and Types of Collocations

Mahmoud (2005) indicated that there are two types of collocations: open and restricted collocations.

1. Open collocations are the nodes that can cluster with a wide range of other words, e.g. *a red car, a small car, an expensive car*, etc.

2. Restricted collocations refer to clusters that are fixed or like idioms, for example *kick the bucket, rain cats and dogs*, etc.

Likewise, Hill (2001) categorized collocations as follows:

1. Unique collocations: These refer to collocations which are fixed and cannot be replaced by any other words, such as *to foot the bill, to foot the invoice*, or *to foot the coffee* is completely wrong.

2. Strong collocations: These collocations are strong or very strong but not unique. Usually, strong collocations have few other possible collocates. For example, *moved to tears* or *reduced to tear*.

3. Weak collocations: These collocations are made up of word co-occurrences and can be easily guessed, e.g. *a white shirt*, *a red shirt*, *a long shirt*, *a small shirt*, *an expensive shirt*, etc.

4. Medium-strength collocations: These collocations are of the same meaning as suggested by Lewis (2001). They can sometimes be weak collocations such as *to hold a conversation* and *to make a mistake*. Normally, learners already know each individual word such as *to hold* and *a conversation* but they are able to use as a single item or as a collocation.

Additionally, Benson et al. (1986), Lewis (2001) listed 20 types of collocation patterns in the sense that these groups of words were regularly found together. Different collocation types in terms of phrases and expression beyond Benson et al.'s classification were seen in his list as follows:

1. Adjective + noun (*a difficult discussion*)

2. Verb + noun (*submit a report*)

3. Noun + noun (*radio station*)

4. Verb + adverb (*examine thoroughly*)

5. Adverb + adjective (*extremely inconvenient*)

6. Verb + adjective + noun (*revise the original plan*)

7. Noun + verb (*the fog closed in*)

8. Discourse marker (*to put it another way*)

9. Multi-word prepositional phrase (*a few years ago*)

10. Phrasal verb (*turn in*)

11. Adjective + preposition (*aware of*)

12. Compound noun (*fire escape*)

13. Binominal (*backwards and forwards*)

14. Trinomal (*hook, line, and sinker*)

15. Fixed phrase (*on the other hand*)

16. Incomplete fixed phrase (*a sort of...*)

17. Fixed expression (*not half!*)

18. Semi-fixed expression (*see you later/tomorrow/on Monday*)

19. Part of proverbs (*too many cooks...*)

20. Part of quotation (*to be or not to be...*)

Furthermore, there are another two main types of collocations: lexical and grammatical collocations. Lexical collocations contain word combinations that involve mainly content words, for instance, the word "difference" often goes together with "a big or major difference" not "*a high difference", Benson et al. (1986). Moreover, Benson et al. have categorized several structure types of lexical collocations: *verb+noun* (withdraw an offer), *adj+noun* (a crushing defeat), *noun+verb* (blizzards rage), *noun+noun* (a pride of lions), *adv+adj* (deeply absorbed), *verb+adverb* (appreciate sincerely). In the contrary, grammatical collocations relate

to prepositions or grammatical structures, for example, the verb "catch up" uses the preposition "on/with/to" not "*under" and "to be afraid that" has to follow with the clause.

In addition, Lewis (2001) also distinguished between lexical collocations such as *suggest an alternative*, *an evasive answer*, and grammatical collocations such as *aware of, step into*. In sum, lexical collocations combine two equal lexical components (open word class), while grammatical collocations deal with a lexical word, typically a noun, verb or adjective, with a grammatical word (one open class word and one closed class word).

To recapitulate, these are classifications and types of collocations that many linguists have classified. In this study, *verb + noun* as well as *adjective + noun* collocations are investigated because they are found to be the most problematic for Thai EFL learners' knowledge of English collocations (Phoocharoensil, 2011).

Importance of Collocations

Collocations play an important role for language teaching and learning. In order to communicate well in foreign language, learner ought to acquire an adequate number of word combinations and ought to know how to use them correctly. To emphasize on the importance of collocations in detail, Hill (2001) stated there were at least nine reasons why collocations are essential as follows:

1. *The lexicon is not arbitrary*.

Hill stated that "the first and most obvious reason why collocation is important is because the way words combine in collocations is fundamental to all language use." Hence, the lexicon is not arbitrary. It is not

randomly produced. For example, the choice of objects that co-occur with the verb *entrance* is limited to a small number of nouns or noun phrases such as *his reputation* and *the standing of the company*. In sum, language is not spoken or written as if it were one huge substitution table with vocabulary items which merely fill slots in grammatical structures.

2. *Collocations are predictable.*

Collocations are predictable. According to Hill (2001), he gives an example like when a speaker thinks of drinking, he or she may use a common verb such as *have*. There would be such expectations from a listener as *tea, coffee, milk, mineral water, orange juice,* even *tequila sunrise,* but there would be no expectations of *engine oil, shampoo,* or *sulfuric acid*. The last three liquids are drunk by accident, but linguistically they are not 'probable' in the way that the former use.

3. *The size of the phrasal mental lexicon is large.*

The field of predictability of collocations is enormous. There are a considerable number of two-word or more-than-two-word collocations used in all natural spoken and written text. Hill (2001) emphasized that "up to 70% of everything we say, hear, read, or write is to be found in some form of fixed expression".

4. *Collocations help improve the role of memory*.

The role of memory is important. Collocations are known because they have been met before and imprinted in the memory. They can be

retrieved from the mental lexicon just as a telephone number or address which is pulled from the memory.

5. *Collocations enhance language fluency*.

Collocations enable language learners to think more quickly and communicate more effectively. Hill (2001) claimed that native speakers can speak, listen, and read with speed because they always recognize word combinations rather than process word-by-word. In other words, native speakers have a wide repertoire of ready-made language which is immediately available from their mental lexicons. Chang et al. (2008) supported this idea by stating that a high level of collocation knowledge enhances native-like proficiency. Therefore, it can be summarized that collocations assist learners produce and process language at a much faster rate.

6. *Complex ideas are often expressed lexically*.

Complex ideas are related more to lexicon than to grammar. Hill (2001) emphasized that collocations help language learners convey their ideas in complex language, not grammar. The more lexical nature of language they recognize, the longer word combinations they can produce.

7. *Collocations make thinking easier*.

Since complex ideas can be expressed more quickly by means of using collocations, they can be manipulated without taking efforts to focus on the form of words. Hence, learners who are good at collocations can convey their ideas more easily.

8. *Pronunciation is integral*.

Collocations make pronunciation integral. When speakers pronounce individual words, their pronunciation, stress, and intonation, can be difficult for listeners. Hill (2001) suggested that learners should learn the stress pattern of a phrase as a whole so that they can improve stress and intonation. This idea has been supported by Kozlowski and Seymour (2003) who confirmed that learners' stress and intonation will be better if they can memorize longer collocation patterns. To recap, collocations make language sound more natural.

9. *Recognizing word combinations is essential for acquisition*.

The last advantage of collocations presented by Hill (2001) is that recognizing word combinations is essential for acquisition. Hill stated that unseen reading is found to be difficult because learners do not recognize the chunks. Instead, learners read every word as if it were separated from one another. Thus, if learners can identify lexical items accurately, they can store item accurately in their mental lexical.

In order to improve the quality of written language, Hill (2001) recommended that teachers should teach students to identify useful word combinations in reading and listening by recording the language in context in collocation notebooks or creating vocabulary charts.

Collocation Instruction

Under this topic, the researcher aims at five main parts: learners' problems about collocations, how to teach collocations, encouraging students to be aware of

collocations, evaluating and testing learners' collocational competence as well as related research on collocation respectively.

Learners' Problems about Collocations

Wei (1999) has investigated the data collected from about 20 two-page essays. Many of errors that students make are related to different kinds of collocation.

* Errors related to lexical collocations:

- He *spoke a story to* me.

- She always *talks the truth*.

- Before I start, I *open my radio* first.

- There was a *high difference* between the two teams.

* Errors related to grammatical collocations:

- We speak English, but in my house we speak Spanish because *we want that our children learn their own language*.

- This will *help them knowing* how to be good parents.

- Sometimes, I *go to fishing*.

- I really *enjoy talk* to them in my free time.

Likewise, Deveci (2004) pointed out related problems of collocations such as the following:

1. Learners may have intralingual problems which mean they pertain to phenomena that act within one language. For example, instead of *doing homework*, they might incorrectly use *making homework* because the words "do" and "make" share the same meaning; therefore, learners may have difficulties and confusion using these words.

2. Learners may have negative transfer from their mother tongue language. To give a clear example, some Thai learners tend to say *close the light* instead of *turn off the light*. Since Thai words share the same meaning about "close", "turn off", and "shut down", so in Thai we can use any words to convey the speakers' intention. In contrast, English collocations about these words cannot be used interchangeably like the example mentioned above.

3. Learners may look for general rules for collocations that do not work for all collocations. For example, they might overgeneralize rules of collocations, i.e., the use of prepositions in phrasal verbs. They could think that *put off your coat* is the opposite of *put on your coat*.

4. When learners learn words through definitions, their chances of using appropriate collocations or remembering the words decrease as some collocations cannot be translated word by word and if learners translate collocations to their first language, they might be sound unnatural.

5. Learners may fail to make sense of idioms. To illustrate, some English idioms such as *raining cats and dogs* does not make sense to Thai learners of English as this idiom does not exist in their culture. Thus, these are chunks that

learners have to notice and memorize how words and combinations are really used in the target language.

Besides, Liu's (1999a) study, and Liu (1999b) investigated collocation errors in Chinese students' writing, and they summarized that there were about seven sources of collocation errors based on intralingual transfer, interlingual transfer, and paraphrase. Table 1 below presents the sources of collocation errors based on Lui's study (1999b).

Table 1

Sources of Collocation Errors Based on Lui's Study (1999b)

Strategies	Category	Sources of Errors
Cognitive strategies	Intralingual transfer	- false concept hypothesized
		- Ignorance of rules restrictions
		- Overgeneralization
		- Use of synonyms
	Interlingual transfer	- Negative transfer
Communicative strategies	Paraphrase	- Word coinage
		- Approximation

1. *False concept hypothesized*

False concept hypothesized refers to students' malfunctioning comprehension of distinction in the target language (Li, 2005). Some students might reckon that words such as do, make, and take were de-lexicalized verbs, so they can use interchangeably. For instance, students

would use *__take__ more respect* instead of __pay__ more respect, and *__do__ plans* instead of __make__ *plans*.

2. *Ignorance of rule restrictions*

  Ignorance of rule restrictions is "analogy and failure to observe the restrictions of existing structures" (Richards, 1973, as cited in Li, 2005). For example, *to make Joyce __surprise__* (the correct is *to make Joyce __surprised__*) was a false analogy of the correct grammatical structure of verb + object + infinitive.

3. *Overgeneralization*

  Overgeneralization refers to "the creation of one deviant structure in place of two regular structures on the basis of students' experience of the target language" (Li, 2005). To illustrate, students may use the collocation *am used to __take__* (the correct is *am used to __taking__*). They might be confused using the combinations of am *used to something* and *used to do something* since these two structures are quite the same in appearance.

4. *Use of synonyms*

  Faghal and Obiedat (1995, as cited in Li, 2005) stated that the use of synonyms is taken as "a straightforward application of the open choice principle". For example, when students could not find any semantically correspondent collocations in Chinese, they would apply a synonym to replace the English collocation (Li, 2005).

5. *Negative transfer*

  Negative transfer, or L1 interference, refers to students' first language influences their target language of collocations. The errors mostly were

caused by direct translation from first language (L1) to the target language (L2). For instance, the collocations like *listen his advice, *arrive school, and *wait your phone, are unambiguous in Chinese, but they do not sound naturally in English language use. The words like listen, arrive, and wait are intransitive verbs; therefore, they cannot be directly follow by a noun. Yet, this structure does not exist in Chinese.

6. Word coinage

Tarone (1978) mentioned about the word coinage that refers to the making up a new word in order to communicate the desire concept. For example, students may use *to see sun-up instead of *to see the sunrise.

7. Approximation

Approximation refers to students' production of vocabulary items or grammatical rules which students know that they are incorrect, but they share sufficient semantic features in common with the desired item to satisfy the speaker (Tarone, 1978). Likewise, Li (2005) claimed that some errors occurred possibly from the similarity of spelling and pronunciation of words, viz. students would make collocation errors like *entrance the university instead of enter the university, and *punished us seriously instead of punished us severely.

In brief, students make collocation errors since they lack of collocation concept, intralingual transfer, interlingual transfer, paraphrase, and so on. Thus, if teachers introduce and instruct how to use collocations correctly, the students will understand and use collocations appropriately. In addition, the best solution is to teach and train the students seriously in all language classes.

How to Teach Collocations

To teach collocations effectively, Hill (2001) suggested that teachers should pay attention to pronunciation, intonation, stress, and lastly grammatical structures. He recommends steps in teaching collocations as follows:

1. Teaching individual collocations. Teachers have to present learners how words are combined in a certain context just as they would present individual words. When teaching a new word, teachers should guide some of its most common collocation to students, for example teach the word *ferry:*

*Go on the car **ferry**.*

*A roll-on roll-off **ferry**.*

*Take the **ferry** from (Liverpool) to (Belfast).*

2. Make students aware of collocation. Noticing is an important stage in learning (Hill, 2001). Teachers should raise students' awareness of collocation as a vital key to language learning. The basic and simplest thing is that teachers could encourage students to think bigger than the word, or maybe teachers let students always look for two or three words expression. To give a clear example, student will be asked to underline all *verb + noun* collocations in a text or ask them to look at common words and let them find as many collocates as they can which this kind of activity is beneficial for raising awareness.

It is useless if students only know the meaning of a word, so it is a must for teacher to introduce students of how the word is used. The figure 1 shows the examples of three verbs which clearly show that it is not possible to give a

simple explanation of the difference of meaning, but teach learners each word how

it is used and its definition.

Task

Which of the verbs *speak, say, tell* fit best into the gaps in these authentic examples?

1. I can't........................for the rest of the staff, though.

2. As I......................., they've already appointed somebody.

3. You'd better do exactly what the doctor............................. .

4. Don't worry. Everything you .... me is confidential.

5. These figures don't .... Us what will happen next month.

(Hill, 2001)

Figure 1 Samples of awareness-raising activity

    3. Extending what students already know. As Hill (2001)
mentions "Extend students' collocational competence with words they already
know as well as teaching new words", it is essential for teachers to extend
collocations or vocabulary to students because their collocational competence will
enhance. He also claims that students with 2,000 words still need more words
because their collocational competence will also be far more communicative
competence.

    4. Storing collocations. Students are encouraged to have an
organized lexical notebook. This kind of notebook is essential because the blank
pages can be turned into an organized lexicon very easily (Hill, 2001). He also
provides suggestions that it is easy to imagine a collocation section arranged in the
following ways:

- Grammatically: sections such as *noun + noun, adjective + noun, verb + adverb*, etc.

- By common keywords: collocations with *do, make, get, up, speak,* etc.

- By topics: collocations to talk about *holidays, travel, work,* etc.

Likewise, Nesselhauf (2005) recommended implications for teaching collocations: exposure, consciousness-raising and explicit teaching, and selecting collocations for teaching. The first implication that he mentioned is exposure, consciousness-raising and explicit teaching. It is necessary that learners could recognize that there are combinations that are neither freely combinable nor largely opaque and fixed (such as idioms) but that are nevertheless arbitrary to some degree and therefore have to be learned. Many fruitful sources of learning collocations can raise learners' awareness on collocational competence such as dictionaries or corpus database because they provide authentic uses of collocations. Consciousness-raising and explicit teaching for the improvement of collocational competence have been suggested by many linguists (e.g. Hausmann 1984; Hill 2001; Howarth 1996; Nesselhauf 2005, Woolard 2001), some of whom also recommend the use of such consciousness-raising activities could take in classroom activities to learn collocations. And the outcome reveals that students' collocational knowledge improves after treating by consciousness-raising activities.

The next implication for teaching collocation is selecting collocations for teaching. To pick up collocations to teach, some experts (e.g. Carter 1998; Hill 2001; Hill et al. 2001) suggested collocations with high-frequency and/or light verbs are deemed worthy of particular attention. However, Nation (2001) pointed out high

frequency and a wide range of collocations have to be taught for L2 learners. In short, it depends on what level of the students and what their interests because they are willing to learn what they want and therefore their learning outcome improves.

In addition, teachers do play a major role to guide and instruct students about collocations. With their assistance, learners' collocational competence and learning outcome would be enhanced. The discussion mentioned above guides teachers to teach students on collocations and it is believed that teachers would create more activities that inspire learners to be accustomed to learning collocations.

Encouraging Students to be Aware of Collocations

Lewis (1993) stated that collocational knowledge is crucial for language acquisition. He also claimed that a central element of language teaching is raising students' awareness of, and developing their ability to chunk language successfully.

It is essential to make students aware of collocations. EFL/ESL learners have a problem of mother-tongue interference on top of many other problems in learning English as a foreign/second language. Thus, teachers should know how to introduce collocations in their class. Conzett (2000) has suggested methods for doing this:

1. If learners' ability is not very limited, teach them the definition of collocations.

2. If the ESL textbook does not give the importance of collocation, teachers ought to adapt the text by adding ideas and exercises about collocations in their classroom activities.

3. Instruct collocations in a meaningful context.

4. Ask questions to reinforce the collocations learned and have them repeated to register them in learners' memories.

5. Teachers should pick up vocabulary textbooks because learners can notice that there are a variety of lexical items related to one idea.

6. Teachers should encourage students to learn collocations when reading and have them make a list of lexical words and their collocates.

7. In writing class, teachers may introduce some collocations related to the topic and ask learners to use them in the writing class.

8. Teachers should suggest learners to recheck their writing for accuracy and invigorate them to use a collocation dictionary.

To recap, there are many beneficial ways of teaching collocation. It is important for teachers themselves to choose what methods are appropriate for their students. The main point is to raise the learners' awareness of the importance of collocation.

Evaluating and Testing Learners' Collocational Competence

To evaluate and test learners' collocational competence, there are many techniques and procedures to measure learners' collocational production.

Mostly, there are two conventional ways to investigate learners' collocational competence: using authentic production and using/constructing elicitation tasks.

1. *Using authentic production*

To measure EFL learners' collocational competence, some researchers gathered learners' authentic production of collocation from essays writing and then analyzed data based on the collected pieces of writing tasks. The results from these studies revealed that learners lack of English collocation knowledge. For instance, Nesselhalf (2003) investigated verb-noun collocation errors in advanced German learners' 32 essays, and he found that the most frequent collocation error type was the misuse of verb collocations. Besides, Li (2005) studied lexical and grammatical collocation errors in Chinese learners' 76 writing samples, and she discovered that the most frequent problematic collocation error type of Chinese students was verb-noun collocations.

2. *Using/constructing elicitation tasks*

Another way to measure students' collocation production is using or constructing elicitation tasks. Some researchers used/constructed elicitation collocation and vocabulary tasks as research instruments in their studies. For example, Sun and Wang (2003) examined whether deductive or inductive approach helped students learn both easy and difficult collocations with the benefit of concordances more significantly. The participants were 81 second-year students from a senior secondary school in Taiwan. The students were randomly separated into two groups. 41 students were in the inductive group, and the rest were in the deductive group. The two groups took the pre-test, a one-hour instruction section, and then the post-test. The outcome showed that students who were instructed

inductively gained significantly higher mean scores than those who were taught deductively, especially for easy collocations. The example is presented in Figure 2 below for sample test items used in Sun and Wang's study.

Error correction

Instruction: Please make correction on the following sentences.

1. Jack's teacher was quite indignant at him for breaking the rules.

2. It is not easy to distinguish your voice and those sounds.

3. There is a big gulf in Tom and his parents.

4. Yesterday the boss declared that profits of our company were to excess of 2$ billion.

5. Your black hair distinguished you to your brother.

6. The cow used as a sacrifice is in excess to 150 kilograms.

7. Mary felt indignant at her boyfriend for drinking too much.

8. It is hard to avoid the gulf in teachers and students.

(Sun & Wang, 2003)

Figure 2 Sample of test items used in Sun and Wang's study (2003).

Moreover, Lewis (2000, 2002) contributed some beneficial insights into designing various types of elicitation tasks to evaluate learners' collocational competence. Figure 3 presents samples of collocations and vocabulary tasks by Lewis (2000, 2002).

Gap-filling tasks

Which of the verbs *speak, say, tell* fit best into the gaps in these authentic examples?

1. I can't _____for the rest of the staff, though.

2. As I _____they've already appointed somebody.

3. You'd better do exactly what the doctor _____ .

4. Don't worry. Everything you _____me is confidential.

5. These figures don't _____us what will happen next month.

- **Verb + Adverb**

Some verbs collocate strongly with particular adverbs. Use each adverb once to complete these sentences. If in doubt, check the verb in a collocation dictionary.

| *categorically* | *confidently* | *completely* | *flatly* | *fully* |
| *legitimately* | *hardly* | *readily* | *strongly* | *tentatively* |

1. I'm sorry, I _____ forgot to pass your message on.

2. He _____ refused to help.

3. Oh it's you! I _____ recognized you with your new haircut.

4. I _____ recommend we wait until we have more information.

5. I _____ admit I did not expect things to change so quickly.

Figure 3 Samples of collocations and vocabulary tasks by Lewis (2000, 2002)

- Adverb + Adjective

Some *adverb + adjective* collocations are often fairly strong. Match each adverb in List 1 with an adjective in List 2. You should find all the answer in a collocation dictionary by looking up the adjectives.

List 1	List 2
1. delicately	a. associated with
2. closely	b. balanced
3. enthusiastically	c. chosen
4. highly	d. mistaken
5. carefully	e. overcrowded
6. ideally	f. qualified
7. badly	g. received
8. dangerously	h. situated

Now complete each of these sentences with one of the expressions:

1. The election is very _____ at the moment. Either party   could

   win.

2. The new production of 'Hamlet' was _____ by the first night

audience.

3. She's too _____ for the job – we don't want someone with a degree.

4. The house is _____, ten minutes from the sea, and ten minute to the mountains.

5. If you think I'm going to agree to that, you're _____

- Odd verb out

One verb in each line does not collocate with the noun. Cross out the one which does not fit.

1. accept, act on, disregard, follow, ignore, make, solicit, take   ADVICE

2. come up with, do, expect, get, require, supply   AN ANSWER

3. build up, close down, set up, put off, take over, wind up   A BUSINESS

4. deal with, do, examine, ignore, reject, respond to   A COMPLAINT

5. accept, answer, come in for, give rise to, make, reject   CRITICISM

(Lewis, 2000)

Related Research on Collocations

Huang (2001) investigated Taiwanese EFL students' knowledge of English collocations and the collocational errors they made. The results indicated that free combinations created the least amount of difficulty, whereas pure idioms were the most challenging. They performed about equally well on restricted collocations and figurative idioms. It was concluded that EFL learners' errors in collocations could be attributed to negative L1 transfer.

Martynska (2004) investigated the level of collocational competence among intermediate learners of the English language. The study revealed the degree learners knew about English collocations and their different linguistic attitudes towards the phenomenon of collocation and its categorization.

Deveci (2004) studied the importance of collocation and how to teach collocations. This study showed activities used to raise students' awareness of collocations and activities to practice collocations.

Nesselhauf (2005) studied the use of collocations by advanced learners of English and some implications for teaching. This study reported an exploratory study that analyzed the use of verb-noun collocations by advanced German-speaking learners of English in free written production. The implication of these results for teaching were discussed, most importantly the role of L1-L2 differences.

Chia-Lin Kuo (2009) studied an analysis of the use of collocation by intermediate EFL college students in Taiwan. The study looked at students' usage of collocation qualitatively and quantitatively, hoping to give suggestions to teachers to help students work on certain errors. 98 writing samples under two topics written by 49 students were collected. Error analysis was adopted in this work to provide a measure of students' learning.

Fan (2009) investigated an exploratory study of collocational use by ESL students using a task-based approach. This study attempted, from the perspective of L2 learners, to have a deeper understanding of collocation use and some of problems involved, by adopting a task-based approach, using two highly comparable corpora based on writing of Hong Kong ESL and native-speaker British students.

Result of this study indicated that the performance of Hong Kong students in collocational use might be adversely affected by their L1, L2 as well as their inadequacy in the lexis and grammar of the target language. The findings of this study suggested the need for a broader view of collocational knowledge and a pedagogical approach to the learning and teaching of this aspect of L2.

Mallikamas and Pongpairoj (2005) investigated Thai learners' receptive and productive knowledge of English collocations. This study analyzed the problem of three types of collocations: lexical, grammatical and bound. The data were collected from multiple choice, error recognition and gap-filling tasks. The results revealed a variety of problems in Thai learners' collocational knowledge. Grammatical collocations were a problem for leaners in both tasks. Lexical and bound collocations caused more problems in reception than production. Moreover, the researchers suggested the lexical approach to help develop Thai learners' collocational knowledge.

Boonyasaquan (2005) studied collocation violations in translation of a business article. The results of the study revealed that the informants' ability in translating a business text from Thai into English, with effective use of collocations, was at a low level. Both lexical and grammatical collocations were problematic for the informants. The data showed that the informants were not aware of collocations when translating a Thai text into English. The major sources of the violations were learners' mother-tongue interference and deficiency of collocational knowledge.

Mongkolchai (2008) studied the ability of third year English major at Srinakharinwirot University about English collocations. A collection test comprising 56

items, based on seven patterns of Lewis (2000) strategy, was used as a research tool. The results revealed that the informants' ability was fair (52.32%). The finding showed that the informants' ability in the noun + noun pattern collocation was at the highest level (68.64%), followed by the adjective + noun patterns (67.32%), the verb + noun pattern (55.26%), the adjective + preposition pattern (51.10%), the phrasal verb pattern (46.05%), the verb + adverb pattern (41.67%), the adverb + adjective pattern (36.18%). She also found that the sources of errors were due to the students' limited knowledge of collocations, the students' application of the strategy of transferring L1 to L2 collocation, the engrossing effect of the source text patterning, the students' application of the strategy of synonymy, and the students' limited knowledge of cultural- specific collocations.

Lastly, Bhumadhana (2010) studied the use of academic verb collocations and English writing ability of 155 second- and third-year English majors who were studying at Walailak University in the second trimester of academic year 2009. His research instrument was academic verb collocation writing ability test, which was a writing test consisting of 21 items. The findings revealed that the *verb-noun collocation* was the most frequent type of error, and *approximation* was the most frequent source of errors.

Communicative English Grammar

For the communicative English grammar five major parts are presented: definitions of communicative English grammar, components of communicative English grammar, communicative English grammar assessment, communicative grammar instruction and previous research on communicative English grammar.

Definitions of Communicative English Grammar

Hymes (1972) stated that communicative English grammar was related to the social and cultural knowledge which speakers need in order to acquire and understand linguistic forms. Likewise, Canale and Swain (1980) defined the communicative English language as the ability to put the knowledge into the communicative ways.

Besides, Bachman (1990) coined the framework of communicative language ability which is composed of three components: linguistic competence, pragmatic competence, and strategic competence.

In conclusion, communicative English grammar in this present study is the ability to apply the linguistic forms into the use in communicative patterns accurately. In communicative English grammar, the researcher aims at collocations in the forms of linguistic competence which leads to the ability of applying the linguistic knowledge into the communicative forms.

Communicative Grammar Instruction

To be able to communicate accurately, there is a must to understand the grammatical forms because they enable learners to effectively use of language for communicative proposes (Ellis, 2003). In communicative grammar instruction, there is a combination of form-focused instruction and meaningful communication. Hence, in this present study, several views related to communicative grammar instruction are discussed.

Basic concept of communicative grammar instruction

The goal of learning grammar is to learn the target language of which the grammar points are related. In addition, to provide grammar forms and structures related to meaning and use for the specific communication tasks, teachers have to emphasize on grammar instruction which is far more effective when it is grounded in a meaningful context.

Fotos (1998) stated that once learners get communicative exposure to grammatical structures guided through formal instruction, their awareness to forms turns into longer-lasting and the accuracy of use improves. To teach grammar, there are a lot of concepts to be reviewed.

Nunan (2005) claimed that teaching grammar can be both deductive and inductive. For the deductive, it is obtained from the notion that deductive reasoning works form the general to the specific. For this case, rules, principles, concepts, and theories are presented first and followed by their applications. Grammar points are guided to learners and then they practice applying the rules. The learners are told to apply the rules given to various examples of sentences after they comprehend the rules. In short, the deductive approach begins with the presentation of rules and then followed by examples in which the rules are concerned.

For the inductive approach, teachers present grammar starting with giving some examples of sentences and learners learn grammatical patterns from the examples. Felder & Henriques (1995) said that it can also be called rule-discovery learning. The introduction of grammatical rules can be either spoken or written. It originates from inductive reasoning stating that a reasoning progression proceeds

from particular to generalities. To teach grammar inductively aims to highlight grammatical points implicitly in which learners are emboldened to summarize the rules given by teachers.

Another important concept is consciousness-raising, which is an attempt to endow learners with the comprehension of a specific grammatical feature. Richards, Plat, and Plat (1992) defined consciousness-raising as an approach to the teaching explicit grammar in which grammar instruction is regarded as a way to raise learners' awareness of grammatical features of language use. Likewise, Ellis (2002) concludes that a consciousness-raising approach is opposite to traditional approaches to the teaching grammar which the goal is to guide correct grammatical forms and rules.

The last basic concept of grammar instruction is practice. According to Ellis and Richards (2002), they defined practice as opportunities for reiteration of the targeted feature, which is segregated for focused attention, so the learners are asked to produce sentences or statements comprising the targeted feature and the learners will be given with. It is generally in accordance with that practice can promote accuracy and fluency. In this point of view, accuracy aims at correct use of language. For fluency, learners are required to apply the language rules in the form of spoken or written output after they master the rules of the language.

In conclusion, practice is led to the acquisition of implicit knowledge of a grammatical structure which that is the sort of tacit knowledge required for implementing the rule for communication, while consciousness-raising is for the emergence of explicit knowledge.

Practices for teaching grammar communicatively

To teach grammar communicatively, Widodo (2006) suggests that there are three steps to teach grammar communicatively and effectively:

Step 1: Building up students' knowledge of form and function

The beginning step starts with presenting grammar by some leading questions and giving sample sentences in which the grammatical feature to be instructed is underlined. Students' self-confidence can be encouraged in applying the grammatical point learned communicatively. More necessarily, this activity inspires students to communicate in a spoken form; therefore, students would feel confident in using the rules in the context of communicative tasks as their awareness improves. Furthermore, this activity can be performed through short conversations using the rule learned. Model sentences are presented in order to providing the leading questions. To assist students to emphasize easily on the rule targeted, the essential elements, which are verb forms, and time signals, should be underlined. This activity is straightening for the leading questions in which the goal is to enable students to internalize the rule in a written production. At the final part of step 1, importantly, the students are engaged in communicative grammar instruction.

Step 2: Familiarizing students form and function through exercises and practice.

For this step, teachers assess students' comprehension to see whether they acquire completely what they have been enlightened. The method of evaluation can be in the form of sentence construction. This is conducted in order to have the students apply the concept of grammatical pattern learned productively,

not receptively. Moreover, this step can also help teachers design his/ her further grammar instruction to motivate the students to apply the rule taught significantly.

Step 3: Expanding students' knowledge of form and function

In the last step, teachers adapt some activities to enrich some concepts. Students will be provided opportunities to do independent work as well as teachers can set certain activities or tasks from the lesson as an assignment. Besides, students' consciousness-raising ameliorates from the given pattern identification in a passage or text. For this aspect, the students are supposed to be accomplished in applying the rule on the basis of their cognitive capacity. Furthermore, this task can drill students to think analytically.

Previous Research on Communicative English Grammar

Doughty & Varela (1998) studied the effects of textual enhancement on drawing learners' attention to grammatical patterns and the methods have been depicted as the least explicit and the least intrusive method of focus on form. Yet, Fotos (1998) revealed the results of the experiments on textual enhancement suggesting that, while this strategy shall promote noticing of grammatical structures, it may be inadequate for their acquisition.

Hinkel (2001) stated that the instruction of target forms is sided with extensive use of authentic or simplified discourse, including the analysis of corpus database, to provide learners with plentiful examples of contextualized uses of the target structures to enhance the establishment of form-meaning relationship.

Swain (2001) claimed that learning grammar collaboratively could be useful. Learners can produce accurate language forms as they are encouraged by

collaborative output tasks and therefore these kinds of tasks are another way to reproduce language forms more precisely through the use of collaborative output tasks.

Nakkyo (2001) investigated English oral proficiency of the Information System undergraduate students, Business Administration Faculty at Rajamangala Institute of Technology, Bangkok Commercial Campus instructed by applying form-focused instruction in communicative tasks and to compare English oral proficiency of the undergraduates before and after being guided by using form-focused instruction in communicative tasks. The outcome revealed that English oral proficiency of the Information System undergraduates, Business Administration Faculty at Rajamangala Institute of Technology, Bangkok Commercial Campus taught by applying form-focused instruction in communicative tasks reached at the good level with the percentage of mean score at 35.35. It was found that undergraduates' English oral proficiency were at the average, good and good level with the percentage of mean score at 13.14, 7.12 and 15 respectively from each activity in the test, which are the job interview, the picture narration of telephone conversation and the role play of making an appointment. In statistical analysis, it was showed that English oral proficiency of the undergraduates after being taught by applying form-focused instruction in communicative tasks was higher than that before being taught at the .01 level of significance.

Mahakaew (2009) studied the effects of communicative English grammar instruction using team-based learning approach on communicative language ability of tenth grade students at Nawamintrachinuthid Horwang Nonthaburi School. The results of the study showed that students who learned a communicative English

grammar instruction using team-based learning approach achieved significantly higher average scores on the post Communicative English Language Ability test than the pre Communicative English Language Ability Test at the significant level of .05 and the mean of the effect size was at 0.86 which referred to large effect.

Speaking Ability

Definition of Speaking Ability

Speaking ability was defined differently base of the belief of researchers. These were the definition of speaking ability given by a number of researchers.

Hymes (1966) stated that communication ability (originated from 'communicative competence') had to include grammatical competence and also socio-cultural aspects.

Canale and Swain (1980) showed their ideas about communication ability. They said that there were four aspects of communication ability which were grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Owen (1984) pointed out that oral communication or speaking ability was the exchanging process of information, thoughts, and ideas between speakers and hearers.

Omaggio (1986) said that oral communication or speaking ability referred to the ability to communicate verbally in a functional and accurate way in the target language.

Levelt (1989) established a model of speech production. In his model, lexicon is useful for knowing and receiving a word to perform in an oral mode. Figure 4 presents Levelt's model of speech production.
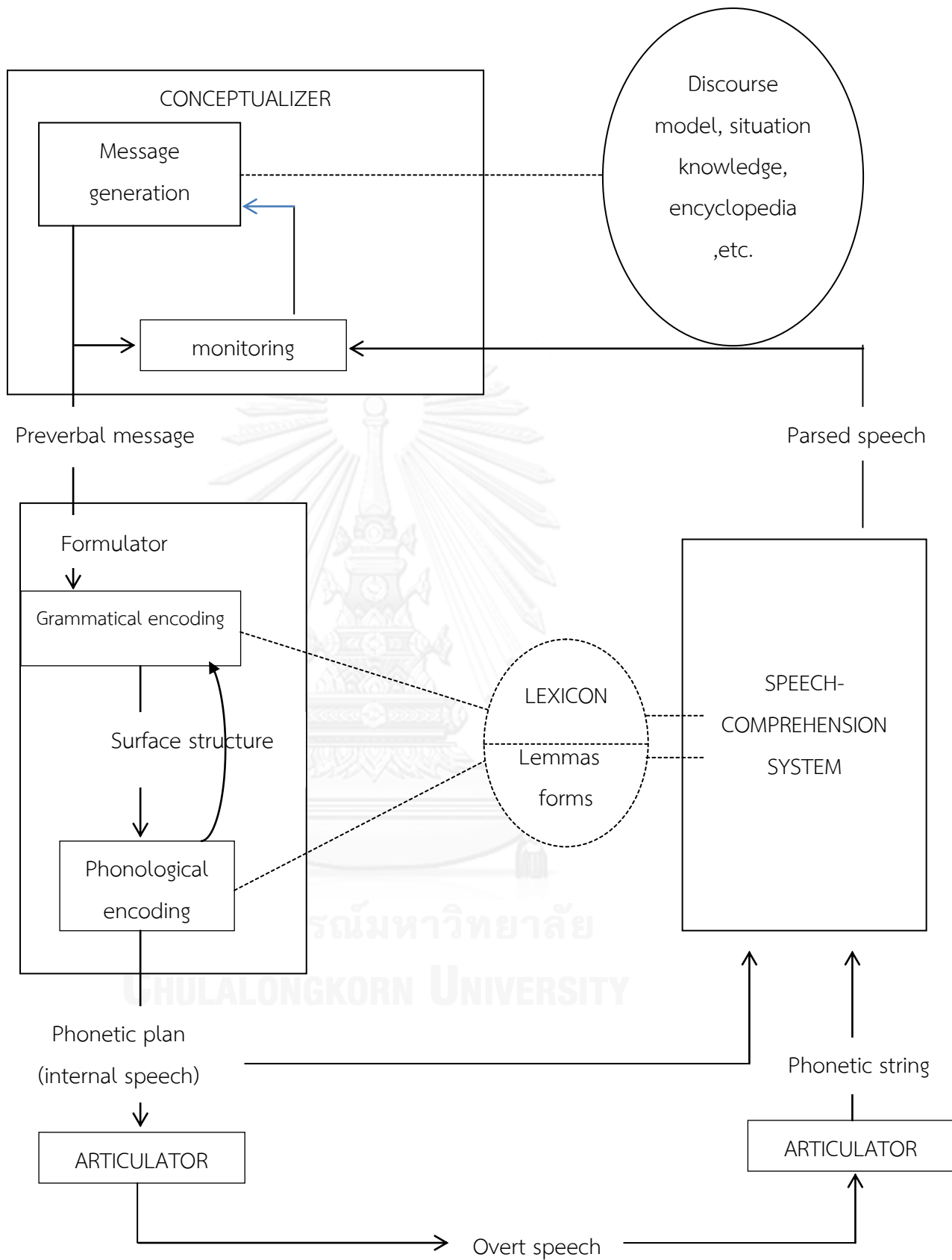
Figure 4 Levelt's speech of production(1998)

In 1990, Bachman and Palmer proposed that communicative ability included knowledge structures, strategic competence, psychophysical mechanism, context of situation and language competence.

Chen (2005) stated that speaking ability was the ability to express the meaning of language efficiently and orally.

According to Chantamala (2008), speaking ability was defined as the orally communicative and interactive process which dealt with the language usage, pronunciation, and sound system.

Zuheer (2008) defined that speaking ability was the ability to exchange oral information between two or more persons. In addition, it was an ability to clarify information, to express feeling, opinions, and attitudes, to explain and define something, and to talk about events.

Patanapichet (2009) proposed that speaking ability was a person's ability to use spoken English to communicate effectively and interact confidently with a range of audiences.

To conclude, speaking ability was the ability to communicate orally to interact and exchange information and ideas between speakers and interlocutors.

Classroom Activities for Speaking Instruction

The activities promoting speaking ability were quite numerous. Researchers who were interested in the area of speaking ability attempted to clarify the characteristics or features of the speaking ability activities as follows:

Nunan (2003) claimed that there were 5 principles concerning about classroom activities of teaching speaking as follows:

1. Be aware of the differences between second language and foreign language learning context.

For second language context, where the target language was used regularly as a medium to communicate, some learners could gain notable speaking skills. Especially, the people who arrived in a new country were as children. However, some could not progress to a certain proficiency level because they had obstacles that affected the speaking ability. Therefore, they seemed to stop developing and still contained errors such as in grammar, vocabulary, pronunciation, and so on.

For foreign language contexts, where the target language was not applied regularly as a medium to communicate, learners had very few chances to speak up their mind in target language outside the classroom. As a result, it was very challenging to study the target language. As in Thailand, English was used as a foreign language. Thus, learners speak English just in the classroom with peers, Thai teachers, and foreign teachers. They do not have opportunities to speak English outside the class except talking to foreigners who are travelers.

2. Give students practice with both fluency and accuracy.

Fluency referred to the use of language quickly and confidently with few hesitations or unnatural pauses. Accuracy meant the match of the speech and what people actually said in the target language.

Learners could develop both fluency and accuracy. Nonetheless, the fluency would not be developed if instructors always interrupted to correct the oral errors of students.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Pair work and group work activities could increase the talking time for students in the target language. Using these kinds of activities would automatically remove teachers from the conversation. Therefore, students would play the main roles and the conversation would be fulfilled by teachers just in questions or clarification time.

4. Plan speaking tasks that involve negotiation for meaning.

Negotiation for meaning was the interaction that students tried to understand by asking for clarification, repetition, or explanation during conversation. Furthermore, they had to make themselves comprehend by giving clarification and explanation to the others simultaneously.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Transactional speech meant communicating to get something done such as asking for direction, buying goods, and etc. Additionally, interactional speech concentrated on communicating with someone for social purposes including both establishing and maintaining social relationships.

Ur (1996) stated that there were four characteristics of a successful speaking activities which were (1) students would be provided as much as possible of the period of time to talk; (2) classroom discussion was not dominated by a minority of talkative participants; (3) students were willing to speak because they were interested in the topic, so it meant the motivation was high; (4) language was easily understandable and acceptable for the level of students.

Thornbury (2005b) stated that there were five features for communication activities which were (1) the motivation of the activity was to achieve some outcome

by using language; (2) the task took place in real time; (3) achieving the outcome required the participants to respond; (4) the outcome was not completely predictable owing to the spontaneous and jointly constructed nature of the interaction; (5) there was no restriction on the language.

Ur (1996), Brown (2001), Thornbury (2005b), and Browne (2007) proposed classroom activities to be used in teaching speaking including Shopping List, Solving a Problem, Describing Pictures, and General Discussion. Other possible classroom activities which could enhance students' speaking ability were mentioned as follows:

1. Information Gap

Students would have different information and the information was required to complete. Students had to ask for some more information to complete the tasks by talking to other peers. For example, student A was a salesperson and had a rent house brochure which was provided the information of the rent house. Students B was a customer, so they had to ask for the information about the rent house according to the handout which he or she had to fill the information in the gap.

2. Role Play

Each student would be given a role card. They had to read it and improvise the role play. In this kind of activity, the interaction would give the opportunity to students to practice improvising a range of real-life spoken language.

3. Jigsaw

Students would do this activity in groups. Each group would be given flashcards which were in a form of picture stories. Students would talk about those flashcards by taking turn to describe each person's opinion about the story and trying to decide the sequences of the story.

4. Surveys

Students would do it in small groups or pairs. They would be assigned to conduct a survey according to the studied topic. After finished finding the results of the survey, each group would report the findings to the class.

5. The Onion

Students, in more than 12-student class, would be separated into two equal groups. They would sit in two circles and opposite to one another with the outer circle facing the inner one. They performed speaking based on the assigned topic. The inner or outer circle had to move around one chair to find the new partner and talk to the new one. At the end, each group would report the information of the other group that they had talked to.

6. Picture Differences

Students work in pairs. Each member of the pairs would be given a different picture. They had to find the different between their pictures without showing their own pictures to the other.

The mentioned researchers above suggested that students could enhance their speaking ability if they were provided opportunity to speak. Both transactional and interactional speaking activities encourage students to practice speaking more effectively and communicatively.

Assessment of Speaking Ability

Heaton (1990) proposed three main types of speaking test which were pronunciation (including read aloud and re-telling stories), using pictures (including pictures for description, picture for comparison, sequences of pictures, and pictures with speech bubbles), and oral interview.

Ur (1996) put forward several activities to assess speaking ability which were describing pictures, picture differences, things in common, shopping list, and problem solving.

Beiley (2003) vouchsafed speaking test that the speaking ability could be assessed in three categories of test as follows:

1. Direct Test

Students had to speak the target language and interact with the test giver or another student. The test could be performed in kinds of an interview, a conversation, a role play without script, and so on.

2. Indirect Test

Students would not be willing to speak in the first time of test. So, they would be assigned to do the paper test by filling in the gaps, a conversational cloze test. In this kind of test, students had to find out the appropriate answers by filling in each blank with a word or phrase which was well-suited to the context of the provided conversation, or choosing the best answer from multiple choices.

3. Semi Direct Test

In this kind of test, students would speak with a recorder. They had to listen to the instructions from a recorded voice and react by talking to a recording device.

To conclude, there were three main kinds of speaking test which were direct test, indirect test, and semi direst test. In addition, activities in speaking tests were various and could be conducted such as describing pictures, interview, and role play.

Criteria of Speaking Ability

The ideas of oral speaking ability criteria were assorted. There were several researchers presented about the criteria in different ways as follows:

Harris (1990) suggested that the candidate should be measured in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. The scores would be rated as follows:

Table 2

Speaking Rating Scales (Harris, 1990)

Criteria	Score	Meaning
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	4	Always intelligible, though one is conscious of a definite accent.
	5	Has few traces of foreign accent
Grammar	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
	2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.

	4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
	5	Makes few (if any) noticeable errors of grammar or word order.
Vocabulary	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5	Use of vocabulary and idioms is virtually that of a native speaker.
Fluency	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
	2	Usually hesitant; often forced into silence by language limitations.
	3	Speed and fluency are rather strongly affected by language problems.
	4	Speed of speech seems to be slightly affected by language problems.
	5	Speech as fluent and effortless as that of a native speaker.

Comprehension	1	Cannot be said to understand even simple conversational English.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	3	Understand most of what is said at slower-than-normal speed with repetitions.
	4	Understand nearly everything at normal sped, although occasional repetition may be necessary.
	5	Appears to understand everything without difficulty.

Ur (1996) mentioned that there were two aspects for speaking testing measurement which were accuracy and fluency. The rubric was as follow:

Table 3

Scale of Speaking Testing Criteria (Ur, 1996)

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not very rich vocabulary, makes obvious grammar mistakes, slight foreign accent	3	Gets ideas across, but hesitantly and briefly	3

Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5

In conclusion, there are a number criteria used to assess students' speaking ability. It depends on the teacher to apply or adopt it, and therefore it is absolutely necessary to grade students' speaking ability to see their performance.

Writing Ability

It is extensively observed that foreign language learners encounter a major complication in writing. Even though they have the ideas and storm their brains to find the words, they cannot put the word together to form correct expressions and sentences. A number of researchers have defined writing as follows:

Lerdejdecha (2007) defined writing as "the process of thinking that is expressed through the written language." She also claimed that writing could share the writer's thoughts to the readers accurately and properly regarding the writer's purpose.

Phochanapan (2007) stated that writing is a complex process which writers try to combine and organize sentences into a paragraph in order to make readers understand.

Bhumadhana (2010) defined writing as "the way to communicate one's thoughts into written language. It is important and complex, and it is found to be more difficult if it is performed in another language."

Regarding the definition of "writing" mentioned above, it could be summarized that writing is a thinking process which is applied in the form of written language to communicate writers' idea and thought with the readers.

Criteria for Writing

In order to assess students' English writing ability, Beers (2003) mentioned that teachers ought to consider the five major criteria for assessing how good their writing is. These criteria comprise content, organization, diction, sentence structure, and mechanics and usage.

1. *Content*

    a. Does the paper focus on a specific subject?

    b. Does the writer demonstrate knowledge of the subject?

    c. Is the purpose of the paper made proof to the reader?

    d. Are generalizations supported by specific details?

    e. Are ideas original and clear?

    f. Does the paper establish imagination in both content and style?

2. *Organization*

    a. Does the introduction prepare the reader for the content?

    b. Is the organization easy to follow?

    c. Is there no ambiguity connection form one point to another?

    d. Is there a logical transition between paragraphs?

  e. Are all details relevant to the purpose of the paper?

  f. Does the conclusion reemphasize the content?

  g. Does the paper maintain a consistent point of view?

3. *Diction*

  a. Are words used appropriately?

  b. Where suitable, do words appeal to the readers' senses?

  c. Is the language appropriate to the purpose of the paper?

  d. Is the writing free of colloquialism?

4. *Sentence structure*

  a. Are sentences complete?

  b. Are the parts of the sentences logically consistent?

  c. Are sentences separated by correct punctuation?

  d. Are sentences free of choppy or repetitive constructions?

  e. Is sentence structure varied?

  f. Does sentence structure reflect grade level expectations of the students?

5. *Mechanics and usage*

  a. Is penmanship legible?

  b. Is the writing free of mistakes and word choices?

  c. Are words spelled accurately?

  d. Are punctuation marks and capital letters appropriately used?

  e. Are there unnecessary shifts in person, tense, or number?

As the criteria presented by Beers (2000) above, the scoring rubrics could be implemented to assess students' writing ability. The details for assessing students' writing ability are discussed in the next part.

Types of Scoring Rubrics

The scoring for writing assessment is always designed before writing tasks and assessment procedures are developed (Phochanapan, 2007). It is an important tool used to assess students' work when their writing is complete. There are three main types of scoring rubrics: holistic, primary trait, and analytic scoring (Beers, 2000; Weigle, 2002).

1. *Holistic scoring*

The first type of scoring rubric is called holistic scoring, which is sometimes called impressionistic scoring (Hughes, 2003). Holistic scoring incorporates a variety of criteria into a single score. The rationale for applying the holistic-assessment scale is that the total quality of written text is more than the sum of its components, and writing is viewed as a whole. Therefore, instructors can assess students' writing tasks more quickly. Hughes stated that, using the holistic scoring, experienced raters can assess and evaluate a one-page piece of writing only in short time. Nevertheless, the profound weakness of this rating scale is that an individual score does not provide diagnostic information because it does not let score givers to distinguish between various criteria such as organization, vocabulary, grammar, and so forth (Cohen, 1994; Weigle, 2002). Some students may have excellent writing skills in the aspects of

content and organization; however, they might have a low level of English grammar proficiency and vice versa.

An example of a holistic scoring rubric is the TOEFL writing which is scored on a six-point holistic scale (ETS, 2000). The TOEFL writing incorporates the ability to 'generate and organize ideas, to support those ideas with examples or evidence, and to compose in standard written English in response to an assigned topic' (Weigle, 2002). The descriptors on the rating scale aim at the components of writing, addressing task fulfillment, organization and development, use of details to support an argument, and facility with language including syntactic variety, appropriateness of word choice, and linguistic accuracy. The holistic scoring rubrics for TOEFL shows in table 4.

Table 4

The holistic scoring rubrics for TOEFL (ETS, 2000)

---

6   An essay at this level
- effective addresses at the writing task
- is well organized and well developed
- uses clearly appropriate details to support a thesis or illustrate ideas
- displays consistent facility in use of language
- demonstrates syntactic variety and appropriate word choice though it may have occasional errors

5   An essay at this level
- may address some parts of the task more effectively than others
- is generally well organized and developed
- uses details to support a thesis or illustrate an idea
- displays facility in the use of language

- demonstrates some syntactic variety and range of vocabulary, though it will probably have occasional errors

---

4   An essay at this level
- addresses the writing topic adequately but may slight parts of the task
- is adequate organized and developed
- uses some details to support a thesis or illustrate an idea
- demonstrates adequate but possibly inconsistent facility with syntax and usage
- may contain some errors that occasionally obscure meaning

3   An essay at this level may reveal **one** or more of the following weaknesses:
- inadequate organization or development
- inappropriate or insufficient details to support or illustrate generalizations
- a noticeably inappropriate choice of words or words forms
- an accumulation of errors in sentence structure and/or usage

2   An essay at this level is seriously flawed by one or more of the following weaknesses:
- serious disorganization or underdevelopment
- little or no detail, or irrelevant specifics
- serious and frequent errors in sentence structure or usage
- serious problems with focus

1   An essay at this level
- may be incoherent
- may be undeveloped
- may contain severe and persistent writing errors

0   A paper is rated 0 if it contains no response, merely copies the topic, is off-topic, is written in a foreign language, or consists of only keystroke characters.

2. Primary trait scoring

The second type of scoring rubric is named primary trait scoring. It was developed by the National Assessment of Educational Progress (NAEP) in the mid-1970s (Lloyd-Jones, 1997). This scoring could be a language-fundamental feature focusing on any one or more of the criteria for holistic scoring presented earlier to make if fit the specific task. For instance, teachers evaluated students' writings on organization or sentence structure. Hence, the benefit of this type of rubrics is in the aim of specific points of instruction which most reflect the objectives being covered when the writing task is provided. Thus, it is appropriate for assessing students' specific writing skills (Beers, 2000; Cohen, 1994; Weigle, 2002). The primary trait scoring rubric by Cohen (1994) is presented in Figure 5.

---

0 – The writer gives no response or a fragmented response.

1 – The writer does not take a clear position, takes a position but gives no reason, restates the stem, fives and then abandons a position, represents a confused or undefined position, or gives a position without reasons.

2 – The writer takes a position and gives one unelaborated reason.

3 – The writer takes a position and gives one elaborated reason, one elaborated reason plus one unelaborated reason, or two or three unelaborated reasons.

4 – The writer takes a position and gives two or more elaborated reasons, one elaborated reason plus two or more unelaborated reason, or four or more unelaborated reason.

Figure 5 Primary trait scoring rubric (Cohen, 1994)

3. Analytic scoring

The third type of scoring rubric is analytic scoring. Analytic rating scale separates the criteria for assessing students' writing into components that are scored separately. The separate components could be given different weights according to the purpose of the assessment. The major advantage of this type of scoring rubric is that the analytic scales are "more appropriate for second language writers as different aspects of writing ability develop at different rate" (Weigle, 2002). Therefore, the analytic scales are more dependable than the holistic scoring scale. Nonetheless, the analytic measurement is a time-consuming process due to separated scales weighted.

A well-known example of analytic scoring rubric is Weir's (1990), the Test in English for Educational Purposes (TEEP) ascribe writing scales, which examines seven aspects of writing ability, with three points given to each aspect: relevance and adequacy of content, compositional organization, cohesion, adequate of vocabulary for purpose, grammar, mechanical accuracy I (punctuation), and mechanical accuracy II (spelling). Weir's analytical scoring rubric is shown in Figure 6.

A. Relevance and adequacy of content

3. Relevant and adequate answer to the task set.

2. For the most part answers the tasks set, though there may be some gaps or redundant information.

1. Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.

---

0. The answer bears almost no relation to the task set. Totally inadequate answer.

B. Compositional organization

3. Overall shape and internal pattern clear. Organizational skills adequately controlled.

2. Some organizational skills in evidence, but not adequately controlled.

1. Very little organization of content. Underlying structure not sufficiently controlled.

0. No apparent organization of content.

C. Cohesion

3. Satisfactory use of cohesion resulting in effective communication.

2. For the most part satisfactory cohesion although occasional deficiencies.

1. Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.

0. Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible

D. Adequacy of vocabulary for purpose

3. Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.

2. Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.

1. Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.

0. Vocabulary inadequate even for the most basic parts of the intended communication.

E. Grammar

    3. Almost no grammatical inaccuracies.

    2. Some grammatical inaccuracies.

    1. Frequent grammatical inaccuracies.

    0. Almost all grammatical patterns inaccurate.

F. Mechanical accuracy I (punctuation)

    3. Almost no inaccuracies in punctuation.

    2. Some inaccuracies in punctuation.

    1. Low standard of accuracy in punctuation.

    0. Ignorance of conventions of punctuation.

G. Mechanical accuracy II (spelling)

    3. Almost no inaccuracies in spelling.

    2. Some inaccuracies in spelling.

    1. Low standard of accuracy in spelling

    0. Ignorance of conventions of spelling.

Figure 6 Weir's analytical scoring rubric

Summary

    The review of literature is discussed in five main parts: collocation, collocation instruction along with related research on collocations, communicative English grammar as well as previous research on communicative English grammar and speaking and writing abilities in EFL classroom.

CHAPTER III

Research Methodology

This current study was an experimental research which focused on investigating the effects of collocation and communicative English grammar instruction on undergraduate students' speaking and writing abilities. The experimental study was designed with pretest and posttest as quantitative measurements of the effect of the treatment. The design compared of learners' speaking and writing abilities before and after the treatment.

Research Design

This current study was one-group experimental design comprising of pretest and posttest that investigates the effects of English Collocation and Communicative Grammar Instruction on English speaking and writing abilities. The participants were tested English speaking and writing tests once before engaging the instruction and after eight period of the instruction, they were tested again on English speaking and writing abilities test. Then, the scores from two tests were compared to examine the effects of the instruction.

O	X	O

Figure 7 Research Design

O   meant   the pretest and posttest of the English Speaking and Writing Abilities Test

X   meant   the treatment of English Collocation and Communicative Grammar Instruction

Population and Participants

The population of this study was undergraduate students in public university. The participants were selected from Udon Thani Rajabhat University, who were studying "English for Specific Purposes for Teachers II" at Udon Thani Rajabhat University, Second Semester, Academic Year 2013. The sampling technique of this study was convenient sampling. And the participants of the current study were 38 students of third year students consisting of 13 male students and 25 female students. Their ages were in a range of 19-22 years old. This class had to take one period which lasted four hours for studying this compulsory course.

Context

The current research study was conducted in a public university in Udon Thani. The university provided education from bachelor's degree to doctoral degree. Its aim is to promote students to communicate English accurately and confidently.

In this experiment, English for Specific Purpose II, was conducted as it was a compulsory course for the students. It emphasized on practicing knowledge of English language and skills in order to provide opportunities for students to use English in various kinds of real-life situations and specific purposes. Students attended once a week and the class lasted four hours.

In this course, the course material was based on the English book entitled "Face to face" and the researcher-as-teacher was also permitted to compile the material by himself. The compile materials were based on the need analysis from the students.

Research Instruments

Research instruments in this current study were instructional instrument and data collection instrument. Instructional instrument was English Collocation and Communicative Grammar Instruction and there were 8 lesson plans incorporated activities and procedures based on theoretical framework of English Collocation and Communicative Grammar Instruction. The data collection instrument composed of speaking test, writing test, and opinion questionnaire.

Instructional Instrument

The type of instructional instrument was English Collocation and Communicative Grammar Instruction. The English collocation instruction was adopted from Hill (2001) and communicative grammar was guided by Widodo (2006). Hence, the teaching procedures in this current research study were divided into four phases: preparation phase, application phase, extension phase, and storage phase. The students had an opportunity to interact with a teacher and classmates with communicative tasks provided by the teacher.

The goal of the task was to gain the inductive approach which learners could obtain explicit knowledge from the instruction. Learners could see the authentic use of English collocations and communicative grammar in communicative activities or authentic media such as newspaper, article, or Internet; hence, they can see how words are combined or used. There were 8 lessons and each lesson provided information and activities concerning collocations and communicative grammar. One lesson lasted for 4 periods of 60 minutes each. The integration ideas used to design the English collocation and Communicative Grammar Instruction to enhance students' speaking and writing abilities was shown in Figure 8.

Collocation Instruction (Hill, 2001)

1. Teaching individual collocation (explicit vocabulary instruction).
2. Making students aware of collocations.
3. Extending what students already know.
4. Storing collocations.

✚

Communicative Grammar Instruction (Widodo, 2006)

1. Building up students' knowledge of form and function.
2. Familiarizing students form and function through exercises and practice.
3. Expanding students' knowledge of form and function.

English Collocation and Communicative Grammar Instruction

<u>Phase 1: Preparation</u>

Teaching individual collocations and grammatical structures by building up students' knowledge of form and function.

<u>Phase 2: Application</u>

Making students aware of collocations and grammatical structures by familiarizing students form and function through exercises and practice.

<u>Phase 3: Extension</u>

Extending what students already know by expanding students' knowledge of form and function.

<u>Phase 4: Storage</u>

Storing collocations and grammatical structures in a lexical notebook.

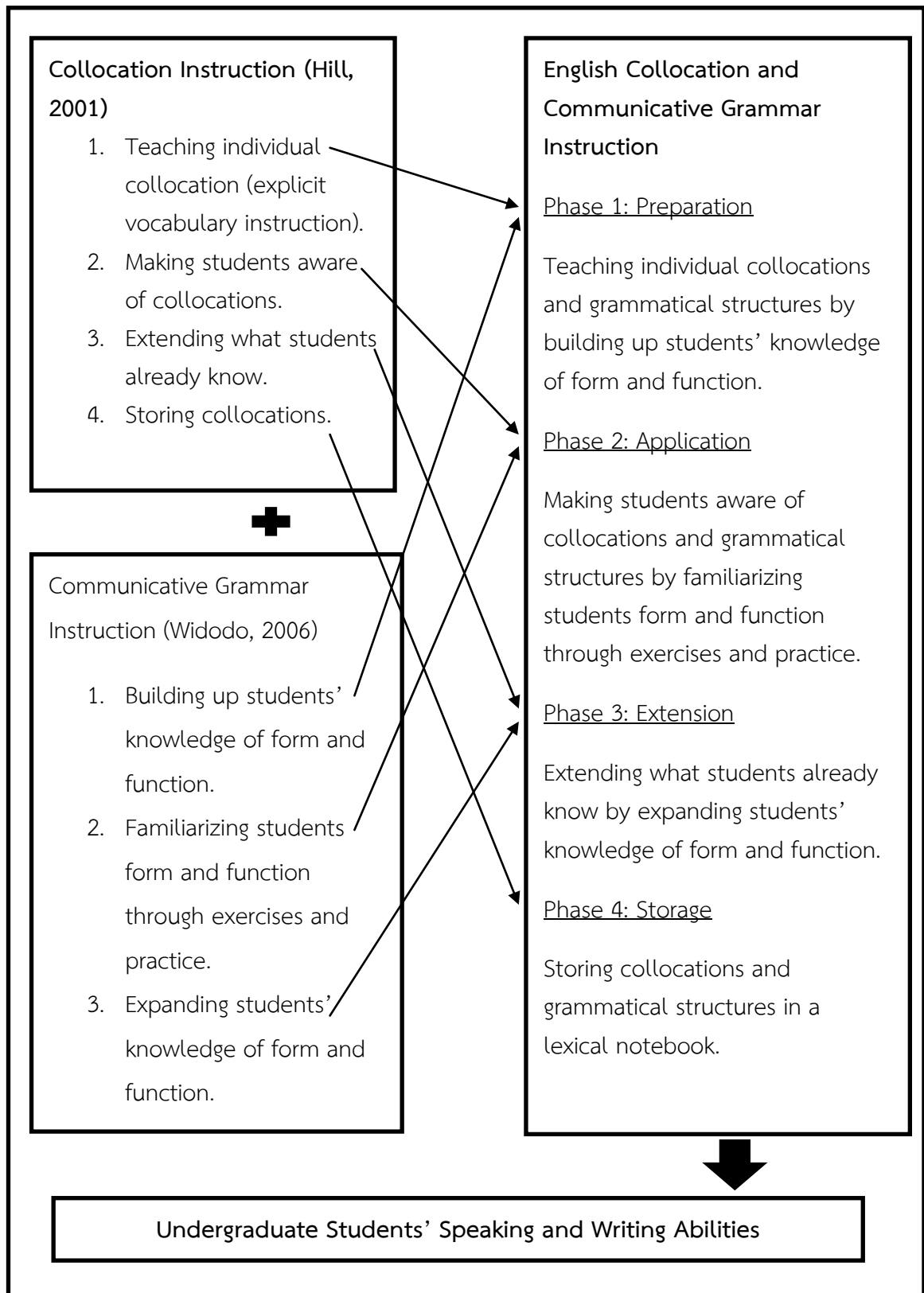**Undergraduate Students' Speaking and Writing Abilities**

Figure 8 The integration ideas used to design English Collocation and Communicative Grammar Instruction to enhance speaking and writing abilities

In English Collocation and Communicative Grammar instruction, the teaching procedures were divided into four phases: teaching individual collocations by building up students' knowledge of form and function, making students aware of collocations by familiarizing students form and function through exercises and practice, extending what students already know by expanding students' knowledge of form and function, and storing collocations and grammatical structures in the lexical notebook. For the preparation phase, teaching individual collocations by building up students' knowledge of form and function, students were introduced by the topics regarding collocations as well as grammatical structures. They were also encouraged to notice collocations and grammar forms which they could apply into the tasks more effectively. In this phase, the students were built with the knowledge of form and function. After being introduced the topic, students had to memorize those collocations and grammar forms before participating in the activities.

For application phase, making students aware of collocations by familiarizing students form and function through exercises and practice, students were formed into the groups. They had to do a number of activities and exercises which meant they performed the tasks to familiarize with form and function. The tasks were concerned with the interaction and participation in the group. They could apply the knowledge of collocations and grammatical features into the communicative tasks. The gist of this phase was to familiarize students with form and function; therefore, they could perform the assigned activities more communicatively and interactively.

The extension phase, extending what students already know by expanding students' knowledge of form and function, students were extended what they had already known. Other activities and tasks were conducted to reinforce some ideas

with an opportunity to practice noticing and consciousness-raising. Each student was expected to apply the rules of collocations and grammatical structures that they learned and practiced in the previous activities. They were also encouraged to do difficult tasks, for example in the last phase, they practiced writing an e-mail to their friend about the city or town where they live. For the extension phase, they were encouraged to write a letter of complaint to the company that they purchased a laptop computer because it was found defective of some parts. So, they could extend their knowledge of collocations and grammar with different activities.

The last phase, the storage phase, storing collocations and grammatical structures in the lexical notebook, they were pushed to write collocations and grammatical structures in their lexical notebooks. The purpose of this phase was to make them memorize the knowledge of forms and functions of both collocations as well as grammar which they learned from the previous activities. Jotting down collocations and grammar forms therefore allows them to be aware and memorize those collocations and grammatical structures.

Data Collection Instrument

English speaking and writing tests were used to measure the participants' English speaking and writing before and after the treatment. Also, an opinion questionnaire was conducted at the end of the treatment in order to have their opinions towards the instruction. The details for each instrument are shown in Figure 9.

Instrument	Objectives	Time of distribution	Data Analysis
English speaking and writing tests	To measure participants' communicative English language ability	Before and after the experiment	Mean scores, standard deviation, and t-test
Opinion questionnaire	To investigate learners' opinions towards the instruction	After the experiment	Mean scores and content analysis

Figure 9 Research instrument for data analysis

Pilot Study

After receiving the comments from three experts, the instruments were revised and used with a pilot group of about 38 students in the same context of the target group which were (1) studying in the same university of the target group, (2) studying in the same level of the target group, and (3) having the similar English grades as the target group. The results from the pilot group were used for editing and adjusting the last version of the instruments.

Research Procedures

Research procedures of the current study were composed of three phases: the preparation phase, research instrument and instructional instrument construction phase, and lastly the implementation phase. Figure 10 presents the overview of research procedures.

Phase 1: Preparation phase

Step 1: Exploring and studying the principle concepts and teaching procedures relating to English Collocation and Communicative Grammar Instruction.

Step 2: Constructing the teaching procedures

Step 3: Designing a long-range plan and lesson plans according to the theoretical framework

Step 4: Validating examples of the lesson plans by three experts

Step 5: Revising and editing the sample lesson plans according to the experts' comments

Step 6: Piloting the sample lesson plans

Phase 2: Research instrument and instructional instrument construction phase

Step 1: Exploring and constructing the test components

Step 2: Validating examples of the tests by three experts

Step 3: Revising and editing the tests according to the experts' comments

Step 4: Ensuring the reliability of the tests

Phase 3: Implementation phase

Step 1: Pre-test: English Communication Ability Test

Step 2: Implementing the instruction

Step 3: Post-test

Step 4: Comparing pretest and posttest mean scores of English communication ability using Paired-sample t-test and finding effect size (Coden, 1998), and analyzing the opinion questionnaire by using means and content analysis
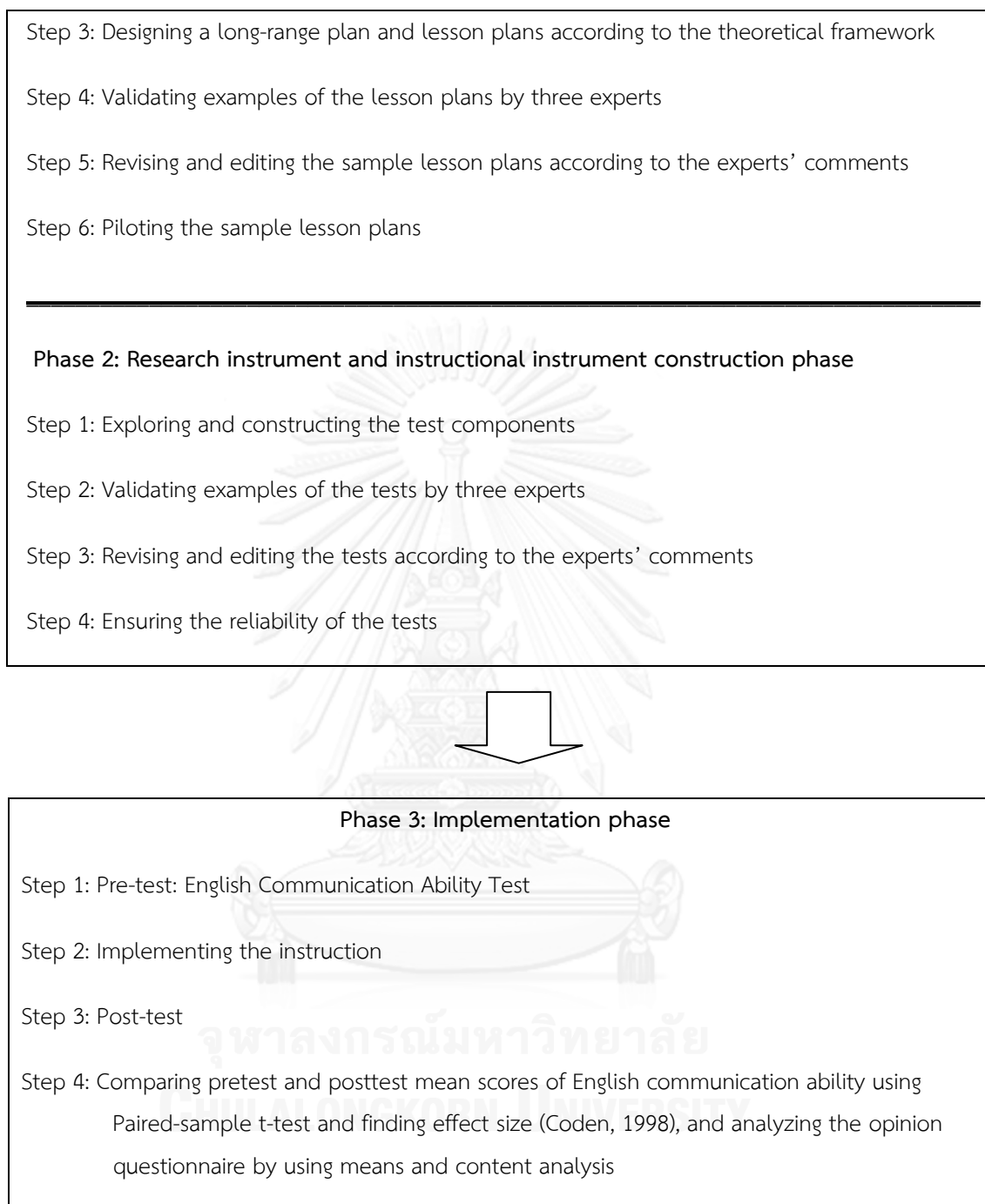
Figure 10 Research procedures

Phase 1: Preparation phase

Step 1: Exploring and studying the principle concepts and teaching procedures relating to English Collocation and Communicative Grammar Instruction.

For the first step, the principle concepts and teaching procedures relating to English Collocation and Communicative Grammar Instruction were investigated as well as journals, documents, article, theses and dissertations related to collocation and communicative English grammar instruction were studied.

Step 2: Constructing the teaching procedures

For constructing the teaching procedures, the researcher adopted the teaching procedures related to collocation instruction based on Hill's idea (2001), and communicative grammar instruction according to Widodo (2006). The discussion of each instruction and teaching steps was proposed earlier in the review of literature.

Step 3: Designing a long-range plan and lesson plans according to the research framework

In the third step, the course rationale, course objectives of a university compulsory course "English for Specific Purposes for Teacher II" and lesson plans were developed based on English Collocation and Communicative Grammar Instruction. For each lesson, students were provided information and activities relating to each target English collocation and communicative grammar features. One lesson consumed 240 minutes. The procedures were discussed as follows:

The researcher asked the head of the Language Center of Udon Thani Rajabhat University and other English instructors who taught third year students about curriculum in order to pick up the collocations and grammar topics and contents. Furthermore, the researcher applied authentic materials, for instance

newspaper, article concerning collocations and communicative grammar features to teach students.

The classification of collocations which the researcher selected was *adjective + noun* and *verb + noun* collocations and the grammatical structures are related to sentence forms, clause patterns, word order, subject-verb agreement, phrases and tenses as mentioned in the literature review that adjective + noun and verb + nouns collocation are the most frequent errors for Thai students (Bhumadhana, 2010).

To design the English Collocation and Communicative Grammar Instruction, the research studies and related literature were studied in order to form the course materials. Then the goals and outcomes of the course materials were established. After that, the selection of the instruction materials corresponding to English collocation and communicative grammar was described. With the goals and relevant materials, the lesson plans were designed then they were verified by the experts in the related field. The results from the experts' recommendations were revised before piloting the experiment. After piloting the lessons, all results responded by the participants were revised again before conducting.

The English Collocation and Communicative Grammar Instruction was constructed based on two related literatures. The first literature was the research study on English collocation instruction by Hill (2001) together with study of communicative grammar instruction proposed by Widodo (2006). It was reviewed in order to study the procedures of the English collocation as well as communicative grammar instruction. The second literature was the university curriculum which promoted students to be able to communicate effectively.

According to the framework and university curriculum reviewed, the goal of the English Collocation and Communicative Grammar Instruction for the current study was focused to allow students to be able to apply English collocation and grammatical structures appropriately in the assigned tasks. In addition, the lessons of the English Collocation and Communicative Grammar instruction were established the outcomes based on the use of correct English collocations as well as grammatical structures.

Therefore, the researcher first needed to explore the topics that students were really interested. The students in semester 2 academic year 2013 were asked to rate from the most to the less interesting topics. Then the five most interesting topics were chosen to include in the lesson plans. The data from the need analysis was analyzed in percentage shown in the following table.

Table 5

Ranking of the five most interesting content topics and percentages from the results of the need analysis

Ranks	Topics	Percentage
1	Physical Appearance	95%
2	Towns and Cities	91%
3	Feelings and Emotions	87%
4	Sports	83.2%
5	Computers	80.8%

Step 4: Validating the examples of the lesson plans and instructional materials

The checklists were constructed and the three experts in English language teaching evaluated and commented on the lesson plans. The three experts also evaluated and made comments the terminal objectives, enabling objectives, teaching procedures, activities, and materials for each lesson plan. In addition, the experts were requested to rate in the evaluation form as to whether it was congruent with the objective using the checklist constructed by the researcher.

The Item-Objective Congruence (IOC) Index was evaluated by three experts to see the proper contents, directions, and rubric of the test. The three experts evaluated the test by using the Item-Objective Congruence (IOC). The result of IOC was rated as follows:

Congruent = +1

Questionable = 0

Incongruent = -1

Moreover, the reliability should be more than 0.50. If not, the lesson plans and instructional materials will be unacceptable. The experts' suggestions were very useful because they could make the lesson plans more effective. The experts' IOC results are show in the Figure 11.

Figure 11 The experts' validation of three lesson plans

Items	Lesson Plans			IOC	Meaning
	1*	2*	3*	Mean Score	
1. Lesson Layout and Design:					
1.1 The layout and design of the lesson is appropriate and clear.	+1	+1	+1	1	Reserved
1.2 The layout and design of the lesson is organized effectively.	+1	+1	+1	1	Reserved
2. Objectives:					
2.1 The terminal objective is realistic, appropriate, and achievable for the lesson and time allocation.	+1	+1	+1	1	Reserved
2.2 The enabling objectives are related to the terminal adjective.	1	+1	0	0.67	Reserved
2.3 The objectives are relevant and consistent with the concept of the lesson.	+1	+1	+1	1	Reserved
3. Stages and Activities:					
3.1 The activities are relevant to stages in the framework of English communication ability in terms of speaking.	+1	+1	+1	1	Reserved
3.3 The activities are relevant to the lesson objectives.	+1	+1	+1	1	Reserved
3.4 Time is appropriately allocated to each stage.	+1	+1	+1	1	Reserved
4. Procedure:					
4.1 The procedure in each activity meets its aims.	0	+1	+1	0.67	Reserved

4.2 The procedure in each activity is in logical sequence.	+1	0	+1	0.67	Reserved
4.3 The procedure is clear and effective.	+1	+1	+1	1	Reserved
5. *Materials:*					
5.1 Materials are appropriate for the lesson.	+1	+1	+1	1	Reserved
5.2 Materials are suitable for students' language level.	+1	+1	+1	1	Reserved
5.3 Materials are interesting, motivating, and understandable.	+1	0	+1	0.67	Reserved

Notes: * Lesson plan 1 = physical appearance, *Lesson plan 2 = Towns or Cities, *Lesson plan 3 = sports

Step 5: Revising the lesson plans according to the experts' comments

The lesson plans were revised and corrected after receiving the comments from the three experts. The comments were very beneficial to make the lesson plans in this current research more reliable and acceptable. Moreover, the additional suggestions were provided from the experts to make the lesson plan more effective and clear. The suggestions and comments from the experts were as follows:

Expert A suggested that the enabling and terminal objectives should be clearer and more specific. So the enabling and terminal objectives were rewritten based on the comments and suggestions from the experts.

Expert B suggested that the language focus of the lesson should be more concise and fixed. Therefore, some forms of language uses in the lessons were adjusted to be more concise and clear. She also adjusted the words in the scoring rubrics from "syntax" to "grammatical structures", and "vocabulary" to "use of

collocations" because they could be more understandable and related to the research.

Expert C suggested that the activities should be more creative and diversified. Hence, the activities and tasks were adapted to be more creative from the recommendation from the expert. For instance, in the lesson plan two, it was about towns and cities, the activities were provided in terms of describing towns or cities where students live. Expert C suggested that students should tell or narrate about famous tourist attractions around the world to make the tasks more challenging.

In conclusion, all suggestions from the experts were very essential to make the lesson plans more effective and therefore they were all revised from the experts' suggestions and comments before conducting the research.

Step 6: Piloting the sample of lesson plans

The lesson plans were piloted with 38 third year students who formed the parallel group of the instruction group. They shared the same characteristics in terms of the major and their class size. They were studying at Udon Thani Rajabhat Univeristy in academic year 2013, second semester.

Phase 2: Research instrument and instructional instrument construction phase

Step 1: Exploring and constructing the test components

The research instruments for the current study were speaking and writing tasks (McCarthy & O'Dell, 2008). Figure 12 illustrates the details of each instrument.

Instruments	Objectives	Features	Data Analysis
Speaking	To measure participants' English communication ability	English collocation usage, communicative grammar in contexts	Mean scores, standard deviation, and t-test
Writing	To measure participants' English communication ability	English collocation usage, communicative grammar in contexts	Mean scores, standard deviation, and t-test

Figure 12 The instruments of English Collocation and Communicative Grammar Instruction

Step 2: Validating the examples of the tests

Speaking and writing tasks of English communication ability were validated by three experts in teaching English as a foreign language (TEFL) for a content validity. Then, the Index Objective Congruence (IOC) criteria were employed to calculate the checklists of the tests. The interpretation of the IOC's results can be described into two ways: higher than or equal to 0.5 means acceptable for measure the objective; in contrast, it is unacceptable for measure of the objective if the result is less than 0.5.

Step 3: Revising the tests according to the experts' comments

After receiving the comments from the experts, the tests were revised and corrected according to their comments to make the tests more valid.

Step 4: Ensuring the reliability of the tests

In the current research, the researcher adjusted the tests more valid by editing or adding some suggestions from the experts by means of IOC reliability. To check the reliability of the scoring, the researcher trained himself how to grade

speaking and writing tasks with an experienced English teacher. This expert was a native speaker of English language and had ten years of teaching English speaking and writing in Thailand. The researcher trained to score speaking and writing tests using LOTE (Languages Other Than Englishes, 2003) with the expert to assure that the researcher's grading was reliable. Twenty pieces of paper from the pretest were scored by the two raters. Then, the mean scores from the two raters were compared applying Cronbach's Alpha. The result was 0.78. The result from Cronbach's Alpha ensured that interreliability level was higher than 0.7 that related at the high level of reliability. It is obvious that the researcher's scoring could be reliable at the high level.

Phase 3: Conducting the experiment (Data Collection)

The data collection method was used to assess students' English speaking and writing abilities. The researcher compared the students' English speaking and writing abilities by using pretest and posttest mean scores. The experiment was conducted in three parts: pretest, implementation of the instruction and posttest. In the pretest, the students were asked to have a test on English collocations communicative grammar by means of speaking and writing tasks. The pretest was conducted on the first day of the course and the students did the test which lasted for 60 minutes; speaking 15 minutes and writing 45 minutes. In the implementation of the instruction, the experiments were conducted for 8 weeks in the second semester in academic year 2013. It was designed for 38 third year students who enrolled in English for Specific Purposes for Teacher II. The class met once a week for 240 minutes. Each lesson was made up of four phases: preparation, application, extension, and storage. At last, the students were asked to do the posttest on the

8th week. The posttest was the same of pretest. The pretest and posttest were used to compare the students' English speaking and writing abilities before and after taking the English Collocation and Communicative Grammar Instruction.

Table 6

Summary of Data Collection

Before the implementation
- Lesson plans and research instrument were distributed to the experts.   - Recommendations from the experts were used to adjust the lesson plans and the test.

Week 1: Students were given an overview of the whole course at the beginning of the study.

Week 2 – 7: Students participated in the classes (240 minutes in a week).

After the implementation
Week 8: The students were asked to do the posttest on English communicative grammar.

Phase 4: Analyzing the data (Data Analysis)

Research Question 1: To what extent does English Collocation and Communicative Grammar Instruction affect undergraduates' English speaking and writing abilities?

The research instruments used to answer the research question 1 were speaking and writing tests. The independent variable was English Collocation and Communicative Grammar Instruction and the dependent variable was the mean scores of the test.

The students' English speaking and writing abilities were processed and analyzed using a statistical program. The data obtained from the pretest and posttest was statistically analyzed by means of arithmetic means, standard deviation, and t-test (Paired sample test) in order to compare the differences in the students' English speaking and writing abilities.

In order to measure the significance of the effects of English Collocation and Communicative Grammar Instruction on undergraduate students' English communication ability, the effect size Cohen's *d* (1998) was applied.

Question 2: What are learners' opinions towards English Collocation and Communicative Grammar Instruction?

The research instrument used to answer the research question 2 was opinion questionnaire. The students were requested to do the opinion questionnaire to express their opinions towards the instruction. Students' opinions were analyzed using a statistical program. Moreover, some students were interviewed informally in order to gain content analysis towards the instruction.

CHAPTER IV

FINDINGS

Introduction

In this chapter, the results from the current study are presented in two parts based on the research questions and the hypotheses. The findings regarding communication ability are mentioned first. Then the opinions of the learners towards the course are reported as follows.

Part I: Speaking and Writing Abilities

This part presents the research results concerning English speaking and writing abilities. The findings were presented as follows:

Research question 1: To what extent does English Collocation and Communicative Grammar Instruction affect undergraduate students' English speaking and writing abilities?

Research hypothesis 1: Learners' English speaking and writing abilities significantly improves after engaging in English Collocation and Communicative Grammar Instruction.

The research instrument used to answer research question 1 was English speaking and writing abilities test. The first research question aimed at identifying whether the pretest mean score differed from the posttest mean score at the level of significant 0.05 by using t-test as a means.

In-group paired sample t-test was used to examine whether there was a significant difference between the pretest and posttest mean scores of the students.

The students' pretest and posttest mean scores, standard deviations, t-values, and statistical significance are shown in Table 7.

Table 7

Means, t-values, and significance of the pre-test and post-test

Mode of Assessment	$\overline{X}$	Mean differences	t.	d.f.	Sig.
Pre-test	12.55	-11.60	-24.91	37	.000*
Post-test	24.15				

*p<.05

From Table 7, it can be seen that students earned a higher posttest ($\overline{X}$ = 24.15) than a pretest mean score ($\overline{X}$= 12.55). The total score was 40 points, the mean difference was -11.60 and the t-value was -24.91 with a degree of freedom of 37 (N = 38). The result revealed that there was a significant difference between the means scores from the pretest and the posttest at a significant level (p<.05).

Therefore, the first hypothesis, which claimed that there would be significantly higher average scores on the posttest than pretest, was accepted. It means that students significantly enhanced their English speaking and writing abilities after receiving the treatment of English Collocation and Communicative Grammar Instruction.

Effect size

The researcher adopted the value of effect size in order to measure the magnitude of the effects of using English Collocation and Communicative Grammar

Instruction on undergraduate students' English speaking and writing abilities. To study the effect size by using means and standard deviations, Cohen (1998) clarified effect sizes as follows: "small, d = .2," "medium, d = .5," and "large, d = .8".

To calculate the value of Cohen's d and the effect-size correlation, $r_{Y\lambda}$, use the means and standard deviations of two groups (treatment and control) as shown in Figure 13.

Cohen's $d = M_1 - M_2 / s_{pooled}$
  where $s_{pooled} = \sqrt{[(s_1^2 + s_2^2) / 2]}$

$r_{Y\lambda} = d / \sqrt{(d^2 + 4)}$

Group 1	Group 2
M_1 [ ]	M_2 [ ]
SD_1 [ ]	SD_2 [ ]
Reset	
Cohen's d	effect-size r
[ ]	[ ]

Figure 13 How to calculate the effect size by Cohen's (1998)

The effect size of an English Collocation and Communicative Grammar Instruction on undergraduate students' English speaking and writing abilities was 0.84, which means the large effect size, as shown in Table 8.

Table 8

The effect size of English Collocation and Communicative Grammar Instruction on undergraduate students' English speaking and writing abilities

Cohen's d	Effect Size ($r_{Y\lambda}$)	Percentile Standing Percent	Meaning
3.21	0.84	79.00	Large

From the table 8, it can be assumed that English Collocation and Communicative Grammar Instruction had a large effect size on enhancing undergraduate students' English speaking and writing abilities.

For a big picture of English speaking and writing abilities, it can be seen in depth as productive skills. In this current research study, both speaking and writing abilities were investigated to see the effects of the English Collocation and Communicative Grammar Instruction. Both speaking and writing mean scores were analyzed to see the effects of the treatment which productive skill, speaking or writing, could be manifested in higher scores.

For speaking part, the researcher investigated how the students performed through the tasks. Students were asked to choose one of the three pictures: fashion, natural disaster, or landscape to describe what they thought about the chosen picture in 10-15 minutes. The criteria were adapted from Languages Other Than Englishes (LOTE, 2003) classified as pronunciation, fluency, grammatical structures, and use of collocations. The pretest and posttest mean scores of speaking ability are presented in Table 9.

Table 9

Means, t-values, and significance of speaking pre-test and post-test

Speaking	$\overline{\mathbf{X}}$	Mean Differences	t.	d.f.	Sig.
Pre-test	7.05	-4.23	-8.22	37	.000*
Post-test	11.28				

*p<.05 N=38

The results from Table 9 presented that the students gained the higher speaking posttest mean scores (means = 11.28) than the pretest mean scores (means = 7.05). The total score was 20 points, the means differences was -4.23 and the t-value was -8.22 with a degree of freedom of 37 (N = 38). It was evident that there was a significant difference between the mean scores from the speaking pretest and the posttest at a significant level (p<.05).

For the writing tasks, the students were given 45 minutes to complete the test. The students were asked to write an e-mail to one of their friends about the city that they lived. The criteria were adapted from Languages Other Than Englishes (LOTE, 2003) classified as content, coherency, grammatical structures, and use of collocations. The writing pretest and posttest mean scores of the students are presented in Table 10.

Table 10

Means, t-values, and significance of writing pre-test and post-test

Writing	$\overline{X}$	Mean Differences	t.	d.f.	Sig.
Pre-test	5.05	-7.15	-21.28	37	.000*
Post-test	12.21				

*p<.05 N=38

The results from Table 10 presented that students gained the higher writing posttest mean scores (means = 12.21) than the pretest mean scores (means = 5.05). The total score was 20 points, the means differences was -7.15 and the t-value was -21.28 with a degree of freedom of 37 (N = 38). It implied that there was a significant difference between the mean scores from the writing pretest and the posttest at a significant level (p<.05). Comparing speaking and writing ability, it can be seen that students earned writing ability mean scores than speaking mean scores.

To see a clearer picture of how speaking ability was evaluated, the scoring rubrics (adapted from LOTE, 2003) which included pronunciation, fluency, grammatical structures, and use of collocations were used to examine the pretest and posttest mean scores, standard deviation and paired sample test of students' speaking ability as shown in Figure 14.

Figure 14 Mean scores, standard deviation and paired sample test of the speaking pretest and posttest.

Speaking	N	Pre-test		Post-test		Mean Difference	t	df	Sig. (2-tailed)
		Mean	S.D.	Mean	S.D.				
Pronunciation	38	1.68	0.87	2.42	0.68	0.73	8.14	37	.000
Fluency	38	1.84	0.75	2.79	0.77	0.94	9.53	37	.000
Grammatical Structures	38	1.76	0.71	3.29	0.83	1.52	15.59	37	.000
Use of Collocations	38	1.84	0.82	3.21	0.84	1.36	13.31	37	.000

Ranging from the highest to the lowest mean difference, it can be summarized that students gained the highest mean scores in the aspect of grammatical structures (mean difference = 1.52) followed by use of collocations (mean difference = 1.36), fluency (mean difference = 0.94), and pronunciation (mean difference = 0.73) respectively.

For the pretest, it seemed that fluency was the highest mean scores of the four criteria. Students performed their speaking fluently in the pretest. Nonetheless, it revealed that grammatical structures were the highest mean difference when compared to the pretest mean score. This means that students enhanced grammatical structures most following by use of collocations, fluency, and pronunciation subsequently.

Another aspect of English communication ability, writing, was also clarified in each category: content, coherency, grammatical structures, and use of collocations (adapted from LOTE, 2003). The pretest and posttest mean scores, standard deviation and Paired sample test of students' writing ability are presented in Figure 15.

Figure 15 Mean scores, standard deviation and paired sample test of the writing pre-test and post-test.

Writing	N	Pre-test		Post-test		Mean Difference	t	df	Sig. (2-tailed)
		Mean	S.D.	Mean	S.D.				
Content	38	1.42	0.59	2.89	0.50	1.47	15.05	37	.000
Coherency	38	1.37	0.54	3.03	0.54	1.65	17.67	37	.000
Grammatical Structures	38	1.34	0.58	3.29	0.10	1.94	18.31	37	.000
Use of Collocations	38	1.24	0.49	3.24	0.54	2.00	19.13	37	.000

For the participants' performance in writing, it can be seen from Table 12 that the scores of the mean difference ranging from most to least include the use if collocations (2.00), the grammatical structures (1.94), the coherency (1.65), and the content (1.47) respectively.

The ranking of mean difference discussed above is different from the pretest and the posttest. In the pretest, the mean score ranging from most to least include content (1.42), coherency (1.37), grammatical structures (1.34) respectively, whereas

in the posttest, the range is grammatical structures (3.29), use of collocations (3.24), coherency (3.03), and content (2.89) respectively. (See Appendix G)

To sum up, speaking ability in terms of grammatical structures was enhanced most (3.29), while writing ability in terms of use of collocations was most improved (3.24). It means that students' English communication ability was enhanced in terms of both grammatical structures and use of collocations. Likewise, the posttest scores of the English speaking and writing abilities test were significantly higher than the pretest scores. Therefore, the first hypothesis was accepted. The research findings supported that the English Collocation and Communicative Grammar Instruction could significantly promote English speaking and writing at the level of 0.05.

Part II: Student's opinions towards the course

The second part discusses the students' opinions towards English Collocation and Communicative Grammar Instruction. The findings are reported as follows:

Research question 2: What are students' opinions towards English Collocation and Communicative Grammar Instruction?

Research hypothesis 2: Learners have positive opinions towards English Collocation and Communicative Grammar Instruction.

To investigate students' opinions towards English Collocation and Communicative Grammar Instruction, a questionnaire was used in the study. There were 10 question items in the questionnaire including the results of the students' opinions towards the English Collocation and Communicative Grammar Instruction as shown by $\overline{X}$ and S.D. in Table 11.

Table 11

$\overline{X}$ and S.D. of students' opinions towards the English Collocation and

Communicative Grammar Instruction

Questionnaire Items	$\overline{X}$	S.D
I think that English collocation and communicative grammar............		
1. is interesting	4.65	0.480
2. enables me to enhance speaking ability	4.21	0.528
3. enables me to enhance writing ability	4.18	0.512
4. has various useful activities which help me develop speaking ability	4.34	0.480
5. has various useful activities which help me develop writing ability	4.28	0.459
6. makes me want to learn more on grammatical structures and collocations	4.36	0.541
7. makes me confident to speak with friends and foreigners	4.00	0.519
8. makes me confident to write many kinds of writing tasks	4.07	0.539
9. enables me to do group work more effectively	4.52	0.506
10. is beneficial to me to do exams and standardized tests more effectively	4.60	0.495
Grand Mean Score	**4.32**	**0.505**

Notes: 1) Agreement was categorized using Likert 5-point scale:

5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree

2) Means of opinion scale $\geq$ 4.0 from the 5-point scale on the questionnaire refers to the "positive opinion".

The mean scores of all items were higher than 4.00, producing the grand mean score of 4.32 from the 5-point scale. This indicated positive opinions of the students towards the English Collocation and Communicative Grammar Instruction based on the questionnaire results.

Ranging from the most to the least, students expressed their opinions towards the questionnaire items as follows: 1) is interesting ($\overline{X}$ = 4.65), 2) is beneficial for me to do exams and standardized tests more effectively ($\overline{X}$ = 4.60), 3) enables me to do group work more effectively ($\overline{X}$ = 4.52), 4) makes me want to learn more on grammatical structures and collocations ($\overline{X}$ = 4.36), 5) has various useful activities which help me develop speaking ability ($\overline{X}$ = 4.34), 6) has various useful activities which help me develop writing ability ($\overline{X}$ = 4.28), 7) enables me to enhance speaking ability ($\overline{X}$ = 4.21), 8) enables me to enhance writing ability ($\overline{X}$ = 4.18), 9) makes me confident to write many kinds of writing tasks ($\overline{X}$ = 4.07), and 10) makes me confident to speak with friends and foreigners ($\overline{X}$ = 4.00) respectively.

To conclude, students expressed their positive opinion towards English Collocation and Communicative Grammar Instruction since they could enhance their English speaking and writing abilities. They thought the course was interesting and also enabled them to enhance both speaking and writing abilities. Doing the group works or doing some presentations also made them improve their grammatical structures and collocations. However, they all wanted to learn this course as they considered that they could apply grammatical structures and collocations in speaking and writing tasks more accurately.

Summary

This chapter reveals the findings of the current study focusing on the effects of English Collocation and Communicative Grammar Instruction on Undergraduate Students' English Speaking and Writing Abilities. The results were statistically analyzed and the research questions and were investigated.

The first research question concerning the effects of English Collocation and Communicative Grammar Instruction showed that undergraduate students gained higher mean scores of the posttest than the pretest mean scores on their English speaking and writing abilities test. The same to the first research hypothesis which proposed that students' posttest mean score of English speaking and writing abilities would be higher than the pretest mean score.

The second research question focusing the effects of English Collocation and Communicative Grammar Instruction on students' opinions revealed that undergraduate students had positive opinions towards English Collocation and Communicative Grammar Instruction. Additionally, the second research hypothesis predicted that students would have positive opinions towards the English Collocation and Communicative Grammar Instruction. As a result, the second hypothesis was also accepted.

To summarize, the findings of this current study revealed that English Collocation and Communicative Grammar Instruction was effective in promoting students' English speaking and writing abilities. Furthermore, students showed their positive opinions towards the English Collocation and Communicative Grammar instruction.

The coming chapter will depict the summary of the current research study, the discussions of the findings, and the recommendations for future research studies.

CHAPTER V

SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS

This chapter is divided into five main parts. The first part presents a summary of the study. The second part is the findings of the study. The third part shows a discussion of the study. The forth part provides the pedagogical implication from the current study. And recommendations for future research studies are also given in the last part.

Summary of the study

This current study was a single group design research study that applied English Collocation and Communicative Grammar Instruction on undergraduate students' English speaking and writing abilities. The instruction was 8 weeks long and was conducted at Udon Thani Rajabhat University in the second semester, academic year 2013. The participants of this study were third year students. The sample of this study was 38 students. They enrolled in a compulsory subject "English for Specific Purposes for Teachers II" employing the English Collocation and Communicative Grammar Instruction as a treatment for this research.

There were two research instruments: an English speaking and writing test and a questionnaire. The independent variable was English Collocation and Communicative Grammar Instruction and the dependent variable was students' English speaking and writing abilities. The students' speaking and writing abilities were calculated and analyzed using a statistical program. The data obtained from the pretest and posttest was statistically analyzed by means of arithmetic means, standard deviation, and t-test in order to compare the differences in students' English speaking and writing abilities. Furthermore, in order to measure the

magnitude of the effects of English Collocation and Communicative Grammar Instruction on students' English speaking and writing abilities, the effect size Cohen's (1998) was applied.

The other instrument was the opinion questionnaire. It was used to elicit students' opinion towards English Collocation and Communicative Grammar Instruction. There were 10 question items in the opinion questionnaire. The students' opinions were analyzed by $\overline{X}$ and S.D to show statistic results. Moreover, some students were randomly interviewed to investigate their opinions towards English Collocation and Communicative Grammar Instruction to confirm the findings and add in some discussion.

Summary of the findings

Main findings of this current research were concluded in two major parts according to the two research questions. The first part of the findings answered the first question: To what extent does English Collocation and Communicative Grammar Instruction affect undergraduate students' English speaking and writing abilities. The second part of the findings presented the answer of the second research question: What are students' opinions towards the instruction? The first part presented the findings regarding the first research question: To what extent does English Collocation and Communicative Grammar Instruction affect undergraduate students' English speaking and writing abilities? The second part presented the answer to the second research question regarding the students' opinions towards English Collocation and Communicative Grammar Instruction.

1. *To what extent does English collocation and communication grammar instruction affect students' English speaking and writing abilities?*

The results from the English speaking and writing test revealed that the English Collocation and Communicative Grammar Instruction enhanced students' English speaking and writing abilities. The posttest mean scores were significantly higher than the pretest mean scores at the .05 level. It shows that students' English speaking and writing abilities improved after receiving the treatment. Besides, the effect size of an English Collocation and Communicative Grammar Instruction on students' English speaking and writing abilities was 0.84, which suggested the large effect size, which means there was a strength of phenomena in the research findings.

2. *What are learners' opinions towards English Collocation and Communicative Grammar Instruction?*

Regarding the second research question, students were required to complete opinions questionnaire. The results gained from the questionnaires revealed that students had positive opinions towards English Collocation and Communicative Grammar Instruction. The opinion questionnaire was validated by three experts and adjusted from their suggestions. The results obtained from the opinion questionnaire showed that the students thought English Collocation and Communicative Grammar Instruction was interesting (4.65), was beneficial for them to do exams and standardized tests more effectively (4.60), enabled them to do group work more effectively (4.52), made them want to learn more on grammatical structures and collocations (4.36), had various useful activities which helped them develop speaking ability (4.34), had various useful activities which helped them develop writing ability (4.28), enabled them to enhance speaking ability (4.21), enabled them to enhance

writing ability (4.18), made them confident to write many kinds of writing tasks (4.07), and made them confident to speak with friends and foreigners (4.00) subsequently.

In order to add some qualitative aspects to the findings obtained from the questionnaire, an informal interview to three students was conducted. Students expressed their positive opinions towards the course because they could learn both grammatical structures as well as collocations.

Discussion

The discussion was based on the findings which revealed that English Collocation and Communicative Grammar Instruction enhanced students' English speaking and writing abilities and the students had positive opinions towards the course they had participated in. The purposes of the study were to study the effects of English Collocation and Communicative Grammar Instruction on students' English speaking and writing abilities and to explore students' opinions towards the course. The results were discussed into two aspects which are the effects of English Collocation and Communicative Grammar Instruction on undergraduate students' English speaking and writing abilities and students' opinions towards the instruction.

The effects of English Collocation and Communicative Grammar Instruction on undergraduate students' English speaking and writing abilities

One of the hypotheses proposed that students' English speaking and writing posttest mean scores would be higher than the pretest mean scores. The findings revealed that the posttest mean scores were significantly higher than the pretest mean scores at the level of 0.05. It means that English Collocation and Communicative Grammar Instruction affects students' English speaking and writing abilities which it can promote students' English speaking and writing abilities.

Students' English speaking and writing abilities were enhanced after taking part in the English Collocation and Communicative Grammar Instruction. For each skill, the details are discussed as follows. For the speaking ability, the criteria were pronunciation, fluency, grammatical structures, and use of collocations. The pretest showed that students did well in terms of fluency followed by use of collocations, grammatical structures, and pronunciation respectively while grammatical structures showed the most enhanced scores in the posttest. That could be because the students had abilities to speak English quite fluently and could be some kinds of collocations while the grammatical structures were poor in the pretest. However, the students' mean scores showed the most ranging from most to least including grammatical structures, use of collocations, fluency, and pronunciation subsequently in the posttest. It could be because the design of the instructional phases of the instruction that offered them a chance to practice and therefore could improve their abilities to apply grammar forms and collocations accurately in the assigned tasks. To illustrate, students were asked to do a group work. In each group, one student performed as a tour guide to give information about famous tourist attraction in Bangkok while the others were visitors.

For the writing ability, the criteria were divided into four areas: content, coherency, grammatical structures, and use of collocations. In the pretest, students' writing scores showed that they did well in the areas of content, coherency, grammatical structures, and use of collocations respectively. While in the posttest, use of collocations, grammatical structures, coherency, and content were enhanced subsequently. It means that students lacked of grammar and collocation background knowledge in the pretest due to some failures of the use of collocations and

grammatical structures. For example, the students were required to write a complaint letter about the defective laptop that they had purchased. They had to state the problems to the manager and ask them to handle with their requests. After the treatment, students' ability to use grammar and collocations were improved. That could be they learn grammatical structures as well as collocations and therefore they could apply the knowledge of grammar and collocations into the tasks more accurately.

Within the field of vocabulary and grammar learning, word combinations known as formulaic language and grammatical structure are emphasized in this current research study. Conklin and Schmitt (2007) stated that lexical combination are common in language discourse and differentiate the speech of native and non-native speakers. Likewise, Erman and Warren (2000) studied native speakers' spoken and written discourse and determined that formulaic expressions showed 58.6% of the spoken English discourse and 52.3% of the written discourse. Foster (2001), who aimed at formulaic language in informal native's language usge, found that 32.3% of speech comprised formulaic expressions. In addition, Howarth (1998) when investigating 238,000 words of academic writing, asserted that 31 to 40% was made up of collocations and idioms. Hence, all these mentioned studies point out that formulaic language plays a major role of any discourse (Conklin and Schmitt, 2007).

In this current research study, the grammatical structures and collocations are focused in terms of subject-verb agreement for grammatical structures and adjective + noun and verb + noun for collocations. Similarly, Bhumadhana (2010) studied the use of academic verb collocations of undergraduate students' writing ability. The findings revealed that the verb-noun collocation was the most frequent type of

error. And he suggested that collocations and grammar should be taught in the class to enhance students' writing ability. It can be seen that the current study investigated the problems of use of collocations regarding verb + noun collocation and the findings also revealed that students' use of grammatical structures and collocations were enhanced after the treatment of English Collocation and Communicative Grammar Instruction.

The students' English speaking and writing abilities were promoted regarding the grammatical structures and use of collocations which seems to be relevant to the work of Mallikamas and Pongpairoj (2005), they investigated Thai learners' receptive and productive knowledge of English collocations. The results showed that Thai learners lacked of collocational knowledge and grammar forms which they had a negative transfer from the first language. Moreover, the researchers suggested the lexical approach to help develop Thai learners' collocational and grammatical knowledge. Hence, it is crucial in both speaking and writing if students can use correct forms of grammar and collocations.

Students' opinions towards English Collocation and Communicative Grammar Instruction

The other hypothesis claimed that students would have positive opinions towards English Collocation and Communicative Grammar Instruction. The student' opinions were from the opinion questionnaire and in order to gain some qualitative measurements to the findings obtained from the questionnaire, an informal interview to three students was conducted. Most of them thought that English Collocation and Communicative Grammar Instruction was interesting and was beneficial to them to do exams and standardized tests more effectively. For example, TOEFL, IELTS, or

TOEIC, they are all standardized tests which aim test takers to use accurate use of English language which can be assumed in the speaking and writing tasks.

Furthermore, students enjoyed learning English collocation and Communicative Grammar Instruction because they could learn both collocations as well as grammatical structures. For speaking, students could practice using accurate collocations and grammar communicatively. There were a number of tasks and activities related to speaking which they could participate in and hence they were required to apply forms and functions of collocations together with grammatical structures into the activities more appropriately. In the writing activities, students had opportunities to write a number of communicative writing tasks, such as e-mails, complaint letters, short paragraphs, and essays. These activities required students to apply the accurate use of grammatical structures and collocations.

Pedagogical Implications

The model and the teaching procedures of the current research study can be implemented to English collocation and communicative grammar instruction. The purposes of the English Collocation and Communicative Grammar Instruction were to assist students improve English communication ability in terms of speaking and writing skills. So, several recommendations could be applied on the basis of the process of the current research study.

First of all, EFL teachers ought to have a thorough comprehension of the core concept of the approach of teaching grammar and collocations as the concept is rather flexible in terms of the teaching steps. As presented in the current research study, the researcher adapted English collocation instruction from Hill (2001) and

communicative grammar teaching steps only from Widodo (2006). Thus, teachers could adjust or adapt the teaching steps to be suitable for their contexts of classes and levels of students.

Second, the time in each teaching procedure can be adjusted to fit the contexts of classes and students. It depends on the observation from the teacher because he/she can delete or add some tasks in the activities. If it is too difficult, the teacher can adjust the lesson to fit their students.

Third, a teacher role in the classroom should be a facilitator. The focus is a learner center because students' English communication is aimed. What the teacher should provide is to share his/her ideas and assist students but not lecturing. In some cases, the teacher has to model and guide some language uses to the student. In the current study, the teacher provided opportunities to students to communicate with friends in groups and with teacher. Hence, students could practice speaking or even writing in the assigned tasks to pursue the communication ability.

Fourth, feedback on collocation and grammatical errors is very important because it can raise students' awareness to use collocation and grammatical structures in both speaking and writing. Giving feedback can encourage students to speak or even to write because they are given the correct use of grammar and collocations which make them speak and write more confidently.

The last essential recommendation for EFL teachers is to encourage students to be autonomous learners as the teachers themselves cannot provide students with everything. To let them learn by themselves can make them gain authentic language use which also inspires them to acquire new knowledge.

Limitations of the Study

There are two limitations for this study: the one of the test and the other of the intervention. As for the test, the study used the same pretest and posttest which might not be able to claim unseen texts for the participants. Besides, for speaking tests, results were recorded by the researcher's report. So, it could be more valid and reliable if a use of tape recorder is employed. As for the intervention, the time was limited. The periods of the experiment were only eight weeks. Although the findings revealed the desirable results of English speaking and writing abilities, it would be better to have longer sessions of the instruction to see more improvement of English speaking and writing abilities based on the English Collocation and Communicative Grammar Instruction.

Recommendations for Future Research

The recommendations for the future research are as follows:

First, since the current research has already investigated learners' productive skills (speaking and writing), it would be interesting to investigate learners' perceptive modes including reading or listening abilities to see how knowledge and skills concerning English collocations and grammatical structures can be enhanced.

Second, this current study has examined learners' use of collocations in terms of adjective + noun, and verb + noun. It would be captivating to examine learners other collocations, such as adverb + adjective, or adverb + verb.

Third, the level of learners can be lower than the one of undergraduate students. This study has already examined undergraduate students. The students in

the high schools might be chosen for another target of the participants to be investigated.

Fourth, to confirm the effectiveness of English Collocation and Communicative Grammar Instruction, the progressive tests or small quizzes could be done every three or four week so that we could see to what extent each chosen content or activity can promote learners' communicative skills.

Finally, the student logs can be adopted to elicit students' opinions towards the instruction as a qualitative measurement. In this current research, the opinion questionnaire was used to investigate learners' opinions towards the instruction. Hence, the other kinds of qualitative instruments such as interview, classroom observation, and writing student logs could be conducted in the future studies to see learners' opinions in more detail.

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Thai

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ภาษาต่างประเทศในประเทศไทย. กรุงเทพฯ: โรงพิมพ์แห่งจุฬาลงกรณ์มหาวิทยาลัย

Appendices

IOC Results of Test

Items	Experts' judgments			IOC Mean Score	Meaning
	A	B	C		
1. Context:					
1.1 The tasks are relevant to English communication ability in term of speaking.	+1	+1	+1	1	Reserved
1.2 The tasks are relevant to English communication ability in term of writing.	+1	+1	+1	1	Reserved
1.3 The time allocation is appropriate.	+1	+1	+1	1	Reserved
2. Content:					
2.1 The tasks require the test takers to perform their English communication ability in term of speaking (for example descriptive adjectives).	+1	+1	+1	1	Reserved
2.2 The tasks require the test takers to perform their English communication ability in term of writing (for example descriptive adjectives).	+1	+1	+1	1	Reserved
3. Language:					
3.1 The instructions are comprehensible, concise and clear.	+1	+1	+1	1	Reserved

Items	Experts' judgments			IOC Mean Score	Meaning
	A	B	C		
3.2 The prompts are easy to understand.	+1	+1	+1	1	Reserved
3.3 The pictures are clear to interpret.	0	+1	+1	0.67	Reserved
4. Scoring Rubrics:					
4.1 The details of the criteria are appropriate and relevant to the tasks.	+1	+1	+1	1	Reserved

IOC Results of Lesson Plans

IOC Results of Lesson Plans

Items	Experts' judgments			IOC Mean Score	Meaning
	A	B	C		
1. Lesson Layout and Design:					
1.1 The layout and design of the lesson is appropriate and clear.	+1	+1	+1	1	Reserved
1.2 The layout and design of the lesson is organized effectively.	+1	+1	+1	1	Reserved
2. Objectives:					
2.1 The terminal objective is realistic, appropriate, and achievable for the lesson and time allocation.	+1	+1	+1	1	Reserved
2.2 The enabling objectives are related to the terminal adjective.	1	+1	0	0.67	Reserved
2.3 The objectives are relevant and consistent with the concept of the lesson.	+1	+1	+1	1	Reserved
3. Stages and Activities:					
3.1 The activities are relevant to stages in the framework of English communication ability in terms of speaking.	+1	+1	+1	1	Reserved
3.2 The activities are relevant to stages in the framework of English communication ability in terms of writing.	0	+1	+1	0.67	Reserved

Items	Experts' judgments			IOC Mean Score	Meaning
	A	B	C		
3.3 The activities are relevant to the lesson objectives.	+1	+1	+1	1	Reserved
3.4 Time is appropriately allocated to each stage.	+1	+1	0	0.67	Reserved
4. *Procedure:*					
4.1 The procedure in each activity meets its aims.	+1	+1	+1	1	Reserved
4.2 The procedure in each activity is in logical sequence.	+1	0	+1	0.67	Reserved
4.3 The procedure is clear and effective.	+1	+1	+1	1	Reserved
5. *Materials:*					
5.1 Materials are appropriate for the lesson.	+1	+1	+1	1	Reserved
5.2 Materials are suitable for students' language level.	+1	+1	+1	1	Reserved
5.3 Materials are interesting, motivating, and understandable.	+1	+1	+1	1	Reserved

Appendix C

IOC Results of Opinion Questionnaire

IOC Results of Opinion Questionnaire

Items	Experts' judgments			IOC Mean Score	Meaning
	A	B	C		
1. Content:					
1.1 The questionnaire is able to evaluate students' opinions towards English collocation and communicative grammar instruction.	+1	+1	+1		Reserved
2. Language:					
2.1 The items are comprehensible, concise, and clear.	+1	+1	+1		Reserved

Appendix D: Scoring Rubrics for Speaking

Scoring Rubrics for Speaking (Adapted from Languages Other Than English, *LOTE*, 2003)

Criteria	5	4	3	2	1	0
Pronunciation	Phonetically correct/ Almost error free/ Awareness of accent/ Genuine effort to sound like native speaker	Comprehensible, generally correct occasional error	Frequent error that confuse listener and require guessing at meaning	Many errors that interfere with comprehensibility	Most utterances contain errors/Many utterances are incomprehensible/ Little communication	No attempt
Fluency	Smooth flow/Quick, continuous flow/Natural pauses	Occasional hesitation, searching for words/ Speaker can self-correct and respond to cues	Halting, hesitating/Visibly translating before responding/Can rephrase and respond	Frequent hesitations, searches for words/Overly translates questions before response	Constant searching for vocabulary, verb tense does not complete utterances	No attempt/ May repeat cue
Grammatical Structures	No grammatical errors/ Speaker self-corrects without hesitation	Two or fewer grammar errors/ Minor errors that do not impede communication	Frequent errors/ Self-corrects on some	Many errors (subject-verb agreement)/ Errors in basic structures/ Error impede communication	Most structures incorrect/ Constant use of infinitive; no conjugation/ Listener understands only because of past experience	No attempt or repeats cue
Use of Collocations	Very good; wide range of collocations usage/ Uses appropriate and new words and expressions	Good, appropriate vocabulary and collocations/ Generally good response	Collocation is just adequate to respond/ No attempt to vary expressions	Inadequate vocabulary or incorrect use of lexical items/ Communication difficult to understand	Does not complete responses/ Responses one or two words in length/ Collocation repeated	No attempt to use any collocations/ Totally irrelevant answer

Appendix E: Scoring Rubrics for Writing

Scoring Rubrics for Writing (Adapted from Languages Other Than English, *LOTE*, 2003)

Criteria	5	4	3	2	1	0
Content	Contextually correct/ Almost error-free/ Genuine effort to write like a native speaker	Comprehensible, generally correct occasional error	Frequent error that confuse reader and require guessing at meaning	Errors interfere with comprehensibility	Most clauses contain errors/ Many phrases are incomprehensible	No response/ Does not fit topic
Coherency	Smooth flow/ Very good transition/ Appropriate punctuation	Good use of transition, flow/ Each clause fits within context	Choppy/ Visibly translated/ Comprehensible	Many restatements of same information/ Uses language significantly below expected level	Inappropriate phrases, isolated words/ Uses unrelated vocabulary	Incomprehensible/ No response
Grammatical Structures	No grammatical errors	Few grammar errors/ Minor errors that do not impede communication	Frequent errors	Many errors (subject-verb agreement)/ Errors in basic structures/ Error impede communication	Most structures incorrect/ Constant use of infinitive; no conjugation/ Reader understands only because of past experience	No attempt/ Indecipherable or illegible response
Use of Collocations	Very good; wide range of collocations usage/ Uses appropriate and new words and expressions/ Interesting response to the task	Good, appropriate vocabulary and collocations/ Generally good response	Collocation is just adequate to respond/ No attempt made to use a variety of expressions. Generally understood but limited to the very basic	Inadequate vocabulary or incorrect use of lexical items, leading to a lack of communication	Does not complete responses/ Incomplete sentences or fragments/ Collocations repeated and inappropriate collocations	No attempt to use any collocations/ Totally irrelevant answer

Appendix F

List of experts validating the instruments

A. **Experts validating English communication ability test**

1. Assistant Professor Chansongklod Gajaseni, Ph. D.

   (Lecturer in English at the Faculty of Education, Chulalongkorn University)

2. Assistant Professor Rapeeporn Sroinam, Ph. D.

   (Lecturer in English at the Faculty of Humanities and Social Science, Udon

   Thani Rajabhat University)

3. Associate Professor Napasup Lerdpreedakorn, Ph. D.

   (Lecturer in English at the Faculty of Humanities and Social Science, Udon

   Thani Rajabhat University)

B. **Experts validating lesson plans**

1. Assistant Professor Apasara Chinwonno, Ph. D.

   (Lecturer in English at the Faculty of Education, Chulalongkorn University)

2. Assistant Professor Rapeeporn Sroinam, Ph. D.

   (Lecturer in English at the Faculty of Humanities and Social Science, Udon

   Thani Rajabhat University)

3. Supattra Wanpen, Ph. D.

   (Lecturer in English at the Faculty of Humanities and Social Science, Udon

   Thani Rajabhat University)

C. **Experts validating opinion questionnaire**

1. Assistant Professor Apasara Chinwonno, Ph. D.

   (Lecturer in English at the Faculty of Education, Chulalongkorn University)

2. Assistant Professor Rapeeporn Sroinam, Ph. D.

   (Lecturer in English at the Faculty of Humanities and Social Science, Udon Thani Rajabhat University)

3. Associate Professor Napasup Lerdpreedakorn, Ph. D.

   (Lecturer in English at the Faculty of Humanities and Social Science, Udon Thani Rajabhat University)

Appendix G

Examples of Student's Pretest and Posttest

Thawatchai   Unjai   5A100110123

Part 2: Writing (45 minutes)

Instructor: Ok. Let's move tothe writing task. You are supposed to be Mandy's friend who was an exchange student in your university. She has just moved to a new house in town. She wrote an e-mail to you to say hi and she wants to know how everything is going on in your life. Also, you have just moved to a new place. Write an e-mail back to Mandy how your new place is.

> **Hi Pete,**
>
> Well, I did it. I moved into town. I must say I don't miss the rustic charm of life in the back of beyond! For some people Little Snoring is a rural idyll, but for me it was always just a quiet backwater in the middle of nowhere where nothing ever happened and where I was bored rigid. I've only been in town a week, but I love everything about it – the crowded streets, the hectic pace of life, the fact that you can get a cappuccino or hail a taxi at two in the morning.
>
> I've heard that you just moved to Bangkok. What about that?
>
> **Mandy**

Hi Pete,

last week, I moved into Bankkok. First, I think my like is exciting but It's very boring. because It's very crowded, people are very selfish. However there is something to Interesting in Bankkok. Museume is very beauhtul. Tample is wonderful. Also, tomorrow, I'm going to Ayutaya. go sinseeing, go camping. After that I think I will comeback to Udon thani. because Udonthani is more comfortable than Bankkok. I think. This here! Pollution is a little more than, and I...

	5	4	3	2	1	0
Content	5	④	3	2	1	0
Coherency	5	④	3	2	1	0
Grammatical Structures	5	4	③	2	1	0
Use of Collocations	5	4	3	②	1	0

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Part 2: Writing (45 minutes)

Instructor: Ok. Let's move tothe writing task. You are supposed to be Mandy's friend who was an exchange student in your university. She has just moved to a new house in town. She wrote an e-mail to you to say hi and she wants to know how everything is going on in your life. Also, you have just moved to a new place. Write an e-mail back to Mandy how your new place is.

Hi Pete,

Well, I did it. I moved into town. I must say I don't miss the rustic charm of life in the back of beyond! For some people Little Snoring is a rural idyll, but for me it was always just a quiet backwater in the middle of nowhere where nothing ever happened and where I was bored rigid. I've only been in town a week, but I love everything about it – the crowded streets, the hectic pace of life, the fact that you can get a cappuccino or hail a taxi at two in the morning.

I've heard that you just moved to Bangkok. What about that?

Mandy

Hello! Mandy

How are you. Last week. I went to Bankkok. frist, I think it is the most wonderful town in Thailand. but it isn't. Bankkok is very crowded and people are selfish. on the road, There are garbags and the rag. It's very dirty. So I moved to Ayutaya. It have things are interesting. because Ayutaya have important. Country's Culture and there are natural is beautiful. Now I am going to Ayutaya's museum. I want to watch the oldest things. After that I am going to go camping. next week, I will comebacked to Udon thani. O! Now my phone is rangging. We talk agant on the next time

bye.

Pete

Content	5	④	3	2	1	0
Coherency	⑤	4	3	2	1	0
Grammatical Structures	5	④	3	2	1	0
Use of Collocations	5	④	3	2	1	0

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Thawatchai Unjai 5A100110123

Appendix H

A long-range lesson plan of English Collocation and Communicative Grammar

Instruction

Week	Unit	Preparation Phase	Application Phase	Extension Phase	Collocation	Grammar
1 (1 period/ 240 minutes)		**Introduction (180 minutes) Pre-test (60 minutes)**				
2 (1 period/ 240 minutes)	1 Physical Appearance	Teacher teaches collocations and gives Ss form and function of describing physical appearance.	Ss apply collocations and present simple tense in communicative tasks (e.g. discuss about his/her favorite singer's appearance).	Ss are assigned different contexts to practice more on collocations and communicative grammar.	adj.+n. *-Blond hair* *-Curly hair* *-Round face*	Present Simple Tense: S+ v. to be + adj. S+has/have+adj. +n.
3 (1 period/ 240 minutes)	2 Towns and Cities	Teacher guides Ss related collocations under this topic to make them familiar with words and grammar points	Ss construct sentences using collocations and grammar in present simple tense to describe their towns and other famous cities around the world.	Ss are asked to match collocations with appropriate pictures and then they have to construct sentences in situational dialogues.	adj.+n. *-cobbled streets.* *-Shanty town.* *-relaxed atmosphere*	Present Simple Tense: Singular and plural nouns and verbs. -It is...... -It has......... -They are...... -They have.....

Week	Unit	Preparation Phase	Application Phase	Extension Phase	Collocation	Grammar
4 (1 period/ 240 minutes)	Mid-term test					
5 (1 period/ 240 minutes)	3 Feelings and emotions	Teacher asks Ss to tell any words that can be described feelings and emotions.	Ss use correct collocations from the application phase to communicate with his/her peers about his/her feelings and emotions.	Ss are given more difficult collocations used in other contexts (e.g. write paragraph describing feelings and emotions.	adj.+n. -*lasting happiness* -*huge disappointment* -*great sadness*	Present Simple Tense: State verbs. -feel, think, understand -I *feel* a great sadness. -She *feels* a great sadness.
6 (1 period/ 240 minutes)	4 Sports	Teacher introduces a topic and gives authentic usage of collocations and English grammar in contexts (newspaper, sport magazines).	Ss match word cards with correct pictures and do a role-play concerning the pictures.	Ss are assigned to correct verb + noun errors in the e-mail.	verb + noun -*do yoga* -*do aerobics* -*play hockey* -*play baseball* -*go skiing* -*go sailing*	Present Continuous Tense: -I *am doing yoga* at the moment. -She *is playing dominoes.*

Week	Unit	Preparation Phase	Application Phase	Extension Phase	Collocation	Grammar
7 (1 period/ 240 minutes)	5 Computers	Teacher introduces topic to Ss and let them look at the conversations where people are asking for assistance at an Internet café.	Ss practice using correct collocations related to computers and IT. They also have to match the words with their collocations.	Ss are given extension task like they have to create their conversations with their peers using provided collocations related to the topic. The given topic is "New PDA".	verb + noun - *go online* -*connect to the Internet* -*browse the web* -*put in address* -*compose message* -*send an attachment*	Present Simple Tense and Present Continuous Tense: -I want to send an e-mail. -She is browsing the web. -They can't forward the message.
8 (1 period/ 240 minutes)	Final Examination Post-Test					

Appendix I

Lesson plan (Lesson 1)

Week: 1   **Class: 3rd year students**

Topic: Physical Appearance

Time Allocation: 1 period/ 4 hours

Terminal Objective:

Students will be able to describe and communicate about person's physical appearance.

Enabling Objectives:

1. Students will be able to use collocations of descriptive adjectives and the words 'figure', 'face', and 'hair'.
2. Students will be able to construct sentences using the pattern "subject + is/am/are + adjective" and "subject + has/have + adjective +noun" in written and spoken forms in communicative tasks.
3. Students will be able to respond and communicate with teacher or peers in assigned contexts.

Target Language

- The sentence patterns: S + is/am/are + adjective [She *is* **tall**. They *are* **slim**.]

    S + have/has + adjective + noun [I *have bush eyebrows*.]

- Collocations: *bushy eyebrows/ broad shoulders/ broken teeth/ cheeky grin/ chubby cheeks/ full lips/ heavy build/ lined face/ long eyelashes/ long nose/ pointed chin/ shoulder-length hair*

Background Knowledge:

- Vocabulary about parts of the body, colors and clothing
- Singular and plural nouns

Materials:

- Handouts
- PowerPoint slides

Evaluation:

Class participation/communicative tasks

Phase 1: Preparation (45 minutes)

Teaching individual collocations and grammatical structures by building up students' knowledge of form and function.

Teacher	Students
(Greeting)	(Greeting)
- Class, do you remember the collocations that we use to describe person's physical appearance from the last time?	- Yes. (various answers, such as oval face, wavy hair, slim figure)
- Today, we'll learn more collocations that we use to describe person's physical appearance.	
- Shows pictures and asks about what students see related to the pictures, for example:	**T:** Somyod, what does she (1) look like?
(1) She has broad shoulders (2) She has lined face	**S:** She is tall?
	T: Good. What about her shoulders?
	S: Umm. She has big shoulders?
	T: We call "She has broad shoulders."
(3) He has bushy eyebrows (4) She has long - eyelashes	....
	T: Pimporn, can you tell your friends about the man's nose in picture 6?
(5) She has chubby cheeks (6) He has a long nose	**S:** I think he has a big nose.
	T: Good. Also, we can call "he has a long nose."
	....
+ (7) They have full lips.	**T:** Manop, what are women's lips like in number 7?
	S: They have big lips.
	T: We call "They have full lips." Not big lips.

Teacher	Students
- Puts Ss in groups (5-6 Ss in each). Give each group a copy of the three texts, and lets them work together (Handout 1). One has to read the text and the others has to draw a picture based on the text, for example:	- Work in groups and practice using collocations in contexts. In this activity, students are given a text, one would read the text and the others would draw a picture based on the given information.

Student A:

CCTV footage shows a **tall man** with something pulled over his head. However, it's still possible to make out a **long nose**, **pointed chin** and a **cheeky grin** as he grabs the cash. He is thought to be around 30, of **heavy build** and with **broad shoulders**.

Student B: Draw a picture based on the information given by Student A.

Phase 2: Application (75 minutes)

Making students aware of collocations and grammatical structures *by familiarizing students form and function through exercises and practice.*

Teacher	Students

- Gives *Handout 2* to the Ss and tells them to underline the *adjective + noun* collocations.
 	
- What are the adjective + noun collocations in the advertisement?
 	
T: Mana, have you ever dyed your hair?
 	
S: Yes, I enjoy changing my hair color?
 	
T: I see. How often do you dye your hair?
 	
S: Every month.
 	
T: Have you noticed the label of the hair products about the descriptions or instructions how it works?
 	
S: Sometimes. But I don't know much about the vocabulary.
 	
……………………………………………………………………
 	
T: Kunteera, do you like to take good care of yourself?
 	
S: Of course. I want to be good-looking.
 	
T: How do you make yourself look good?
 	
S: I always use whitening cream and sunscreen lotion every day.
 	
T: Wow. That's good.
 	
……………………………………………………………………
 	
T: Sarunya, what is your favorite light meal?
 	
S: I like fruit.
 	
T: Woww. Good. It seems like you take care of yourself by eating healthy food.
 	
S: Yes. I think it makes me strong and healthy.
	- underline the collocations in the given handout.
	
	- **Expected answers:**
	
	  - long-lasting color
	
	  - damaged hair
	
	  - luxury cream
	
	  - flawless complexion
	
	  - smooth, creamy texture
	
	  - juicy strawberries
	
	  - glossy hair
	
	  - natural highlights
	
	  - unrivalled serviced
	
	  - exclusive restaurant

Teacher	Students
- Now, divide into pairs. We are going to have an activity called "Fashionista" (A fashionista is someone who follows fashion, or is involved in the fashion industry.) You have to improvise the conversation under this topic and present to your peers in front of the class (One might be a fashionista, and the other one might be his/her friend). For example, **Mandy:** Wow, you **look** so **striking** with the sunglasses. **Jessica:** Thanks a lot. I really **like** to wear sunglasses because it **makes** my face more oval. **Mandy:** I **think** so. Do you think wearing sunglasses can also go together with the **conservative dressers**? **Jessica:** I don't think so. I think sunglasses can go together with **modern dressers**. **Mandy:** Do you **like** high **street brands** like Topshop or H&M? **Jessica:** Yes, of course. I **think** they are made with **superior-quality materials**, but they are also very expensive. So, I can afford some collections of them. **Mandy:** I do **admire** you because you have an **individual style**. **Jessica:** Oh! Thank you. That's why I **am** a fashionista.	- Look at the example - Look at the conversation and notice that pattern of collocations.

Teacher	Students
- I'd like you to improvise the conversation based on the theme of "Elle Fashion Week". In the given picture, there are many styles of clothes. You have to communicate with your pair about his/her outfits and appearance. 	Improvise the conversation and communicate with the pair about his/her outfits and appearance. **S1:** Hi Steve. I like your shirt. Where did you buy it? **S2:** Thanks. I bought it from Central Plaza. There was a clearance sale last week. **S1:** Really? I didn't know it was on sale. If I had known about it, I would have bought a new one for my brother. His birthday is coming next Monday. **S2:** Which style does he like? **S1:** My brother prefers wearing colorful clothes. And he really loves to war skinny jeans. I think he looks good being on skinny jeans as he is quit thin.

Phase 3: Extension (120 minutes)

Extending what students already know by expanding students' knowledge of form and function.

Teacher	Students
- Now, you are familiar with the form and function of some collocations. We are going to do the last activity called "Criminal", you are the witness that see the crime. You have to tell the information about the criminal to the police. - Puts Ss into 5 groups (5-6 Ss in each). Gives pictures to Ss to describe the criminal to the police. - Shows the example: **The police:** Can you tell me about his appearance? **Witness:** He's tall and thin. **The Police:** How about his face? **Witness:** He has an oval face and fair complexion. **The police:** Does he have blond hair? **Witness:** No, he doesn't. He has brown hair. **The police:** Ok. Thank you for your help. - When the students have completed this activity, each group should swap their description with the group next to them and try to guess which picture the other pair has written about. *Example of one group:* **Police:** What happened to your store last night? **Shops' owner:** I saw a woman around 30-35 stole some of brand-name liquor. She wore a green shirt, but I couldn't notice her trousers. She has quite a round face and she has long dark hair.	- Work in groups. - Communicate within the group about criminal's appearance. - Pick up the given pictures to describe the criminal. - The example of pictures:

Phase 4: Storage

Storing collocations **and grammatical structures**

Teacher	Students
- Write all the collocations that you have learned today in the lexical notebook. For example, bald patch broad shoulders/ narrow shoulders broken teeth bushy eyebrows cheeky grin chubby cheeks full lips heavy build lined face long eyelashes long nose pointed chin shoulder-length hair I/You/We/They = have He/She/It = has	Write down collocations and grammar in the lexical notebook.

Handout 1

<u>Instructions:</u> **Read the text and draw a picture based on the given information.**

Text 1:

CCTV footage show a short man with a hood pulled over his head. However, it is still possible to make out a long nose, chubby cheeks and a cheeky grin as he grabs the cash. He is thought to be around 20, of heavy build and with broad shoulders.

Text 2:

A female witness described how she noticed the thief's particularly long eyelashes. 'I thought he was really handsome, 'she said,' until he started shouting and I could see his broken teeth. And when he turned round, I could see he had a bald patch too.' The man is thought to be in his late thirties, of slim build and with narrow shoulders.

Text 3:

Police say the man seen running from the crime scene was about 6 feet tall, wearing a torn leather jacket. He had shoulder-length hair and very bushy eyebrows. He had full lips and a particularly pointed chin. He is thought to be in his sixties or seventies as he has a very lined face.

Handout 2

Instructions: Underline collocations in the advertisements

For long-lasting color and to treat sun-damaged hair use Tressy products

EcoCream has anti-aging properties. It has been clinically proven to banish wrinkle. One application of this luxury cream will make fine lines and other signs of ageing disappear, leaving you with a flawless complexion.

TRY OUT YOGURT

Smooth, creamy texture with juicy strawberries

The Luxe is a very special hotel. With us you experience gracious living in truly grand style.

NATURAL HAIR PRODUCTS for beautiful glossy hair.

Relax in the sheer luxury of a Florella Foam Bath

Daisy Oil will bring out the natural highlights in your hair.

Enjoy the unrivalled service at our exclusive restaurant in London's West End

Appendix J: The English Speaking and Writing Tests

ENGLISH SPEAKING AND WRITING TESTS

GENERAL DESCRIPTION

The aim of the test is:

To assess students' English speaking and writing abilities, which includes the ability to use appropriate English collocations and grammar in communicative contexts. There are two parts of the test: speaking and writing tasks.

Timing

60 minutes

Assessment

Scoring Rubrics for assessing students' English communication ability adapted from LOTE 2003 (Languages Other Than Englishes)

Part 1: Speaking (15 minutes)

Instructor: Introduce yourself, please?

Test taker: I'm Yuthana Damrongkul or you can call me Big in short. I am majoring in Social Study. I am the third year student at Udon Thani Rajabhat University.

Instructor: Do you like to study English? And why?

Test taker: ....

Instructor: What do you usually do in your free time?

Test taker: ....

Instructor: OK. Let's talk about things happening in the pictures. Look at the three pictures. Which one would you like to talk about?

Test taker: ....

Instructor: Fine. Let's talk about the holiday.

Test taker:...

Part 2: Writing (45 minutes)

Instructor: Ok. Let's move to the writing task. You are supposed to be Mandy's friend who was an exchange student in your university. She has just moved to a new house in town. She wrote an e-mail to you to say hi and she wants to know how everything is going on in your life. Also, you have just moved to a new place. Write an e-mail back to Mandy how your new place is.

Hi Pete,

Well, I did it. I moved into town. I must say I don't miss the rustic charm of life in the back of beyond! For some people Little Snoring is a rural idyll, but for me it was always just a quiet backwater in the middle of nowhere where nothing ever happened and where I was bored rigid. I've only been in town a week, but I love everything about it – the crowded streets, the hectic pace of life, the fact that you can get a cappuccino or hail a taxi at two in the morning.

 I've heard that you just moved to Bangkok. What about that?

Mandy

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VITA

Mr. Witsanu Chaiyaphat was born on the 25 December, 1986, Udon Thani, Thailand. He obtained a Bachelor's of Arts majoring in English (second class honor) from the Faculty of Humanities, Narasuan University in 2009. In 2010, he continued his Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University.