

TEACHING ADJECTIVE AND NOUN COLLOCATIONS THROUGH SONGS

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การศึกษาครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาการใช้เพลงเพื่อจุงใจและส่งเสริมการเรียนร้ เรื่องการเกิดร่วมกันของคำกุณศัพท์และคำนามของนักเรียนระดับชั้นประกาศนียบัตรวิชาชีพ 1 คณะบริหารธุรกิจ โรงเรียนเทคโนโลขีอาชีวะศึกษาอุบลราชธานี อำเภอเมือง จังหวัดอุบลราชธานี จำนวน 20 คน

เครื่องมือที่ใช้ในการศึกษา ประกอบด้วยเพลง 3 เพลง เนื้อเพลงที่ไม่สมบูรณ์ 3 ชุด แบบฝึกหัด และเอกสารประกอบการเรียนเรื่องการเกิดร่วมกันของคำคุณศัพท์ และ คำนาม ข้อสอบ วัดความเข้าใจเกี่ยวกับการเกิดร่วมกันของคำ คุณศัพท์ และ คำนาม แบบสอบถามเพื่อใช้วัดเกี่ยวกับ ทัศนคติของนักเรียนที่มีต่อการใช้เพลงเพื่อสอนการเกิดร่วมกันของคำคุณศัพท์ และ คำนาม 1 ชุด การวิเคราะห์ข้อมูลใช้โปรแกรมสำเร็จรูปเพื่อการวิจัยทางสังคมศาสตร์ โดยการวิเคราะห์ข้อมูลค้วย สถิติทคสอบ ที่ (t-test) ก่าเฉลี่ยเลขกณิต (mean) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และ ค่าร้อยละ (percentage)

ผลการศึกษาพบว่าเพลงสามารถช่วยให้นักเรียนพัฒนาทักษะการเรียนรู้ขั้นพื้นฐาน เกี่ยวกับการเกิดร่วมกันของคำคุณศัพท์ และ คำนามได้โดยมีนัยสำคัญทางสถิติ P≤0.000อย่างไร ก็ตามเมื่อดูจากแบบสอบถามพบว่าเพลงสามารถทำให้นักเรียนเกิดแรงจูงใจในการเรียนรู้เรื่องการ เกิดร่วมกันของคำคุณศัพท์ และ คำนามได้

ABSTRACT

TITLE

: TEACHING ADJECTIVE AND NOUN COLLOCATIONS

THROUGH SONGS

BY

: MONTHOL VILAIKASAME

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CHAIR

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KEYWORDS: ADJECTIVE AND NOUN COLLOCATIONS / SONGS /

EFFECTIVE

The purpose of this study was to investigate whether teaching adjective and noun collocations through songs was effective. The subjects were 20 first year accounting vocational students who were studying at the Technology Ratchatani and Vocational School in the second semester of academic year 2006.

The research tools comprised three songs containing several adjectives and noun collocations, 10 of which were selected for the treatment. The data was obtained from the pre-test scores and post-test scores and analyzed by the Statistical Package for the Social Sciences (SPSS).

The results indicated that teaching adjective and noun collocations through songs seemed to help increase the vocational students' academic achievement because the mean score on the post-test was significantly higher than that on the pre-test at P≤0.000.

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CHAPTER 1 INTRODUCTION

This chapter will emphasize the rationale, purpose of the study, research questions and definitions of the terms and expected outcomes.

1.1 Rationale

English is a widely used language all over the world and is currently the primary language of several countries. It is extensively used as a second language and as an official language in many other countries. It is the most widely taught and understood language in the world and sometimes is described as a language widely used beyond the population of its native speakers. An estimated 400 million people speak English as their first language. Estimates about second language speakers of English vary greatly between 150 million and 1.5 billion. Therefore, English is the dominant international language in communications, science, business, aviation, entertainment, diplomacy and the Internet. It has been one of the official languages of the United Nations since its founding in 1945 (http://www.language wise.net/English.html, accessed 14 Nov. 2006).

In addition, English plays a significant role for human beings today because it is used as the central language of the world. It is also an academic or international language for all countries. Consequently, it is used to transfer knowledge, theories, thoughts and cultures. Therefore, English is the main language that Thai students have to learn.

English is not a native language for Thai students and most Thai students of English have a lot of weak points in its usage and also business students in Thailand who study under the Ministry of Education curriculum have to study English to develop their skills in communication. The main purpose of an English course is to

enable the students to gain more knowledge of the language for their future jobs and higher education. The Ministry of Education (1996), cited in Hasitavej, 2004.

As a new English teacher, the researcher, who has been teaching business English for two years, found that the vocational students become idle due to their lack of motivation and have a low proficiency of English. Moreover, the more difficult the aspects of English, the more problems in teaching and learning occur. Therefore, many teachers have to devote time and use much effort to stimulate them.

One problem the researcher has faced concerning teaching English is that of vocabulary. One of the difficulties the students encounter regarding the problem of using vocabulary is to know what their collocation properties are (which words typically precede and follow it) (James, 1998) explained that there are many "collocation errors" in English. They also mention that the causes of collocation errors are not problems regarding which word could be substituted for this word, but concerning problems with which words typically precede and follow it. Besides this, they also classified the errors of collocation into four degrees. The first degree of collocation error refers to semantically determined word selection. For example, it is right to say the word "crooked stick" but not "crooked year" because of in the world as the students know it, years cannot literally be crooked.

The second degree of collocation errors concerns the combinations with statistically weighted preferences such as the students can say that "an army has suffered big losses" but "heavy losses" are preferred.

The third degree of collocation errors regarding arbitrary combinations such as the students can say "make an attempt" and "have a try" but they can not say "make a try" or "have an attempt" despite both words (attempt and try) being synonymous.

The fourth degree of collocation errors refers to "irreversible binomials". The term "irreversible binomials" means two words that can not be interchanged in their positions. For example: the words "fish and chips"; the students cannot say "chips and fish", "strawberries and cream" and "cream and strawberries" is another example of an irreversible binomial. Learning collocations is quite complicated for the students. However, it is important for EFL students to learn them; otherwise, they will not to be able to produce the written and spoken language appropriately or they

might make a lot of grammatical errors. Therefore, the researcher would like to provide some basic knowledge for the students to know about collocations by teaching "Adjective Noun" collocations, for example. Such a model might use the sentence "Sydney has lot ofbuildings. ("tall", "high")

Nowadays if Thai teachers devote the time to notice Thai teenage student's preferences of songs, they will find that Thai teenage students can sing and listen to more English songs. They can memorize songs, but they may not be able to understand them. This may be because they only enjoy the melodies or rhythms. Therefore, the researcher would like to use songs to teach some English collocations because the researcher believes that the use of songs can be stimulating. In particular, the researcher would like to know whether teaching collocations through songs will solve the problems about the student's boredom and whether it is effective for the third year vocational commercial students at Technology and Vocational Education School.

1.2 Purpose of the study

The purpose of this study is to investigate whether teaching collocations through songs would be effective for the third year vocational commercial students at Technology and Vocational Education School.

1.3 Research Question

There is one research question here. It is:

1.3.1 Is teaching collocations through songs as a supplement effective for the third-year vocational commercial students at Technology and Vocational Education School?

1.4 Hypothesis

Teaching collocations through songs is effective for the third-year vocational commercial students at Technology and Vocational Education School. The students are more motivated when using songs to study collocations.

1.5 Definitions of terms

1.5.1 Collocations are the way in which words co-occur in combinations that through custom and practice and have come to be seen as normal and acceptable by the native speakers (James, 1998).

Examples:

- Sydney has a lot of tall buildings. (adjective+ noun)
- 1.5.2 Effectiveness means the students learning the collocations have gained significantly higher post test scores than the pre test ones. (Maskowitz, 1987 cited in Hasitavej, 2004). Another definition of "effective" is the ability to accomplish a purpose; functioning effectively; http://www.thefreedictionary.com/effective 14 Jan. 2007). Also "effective" can mean achieving a desired result. Effectiveness is often associated with institutional values. Example: Larry has an effective introduction in his presentation. (Uc Santa Cruze, 2005).

1.6 Expected outcomes

The results of this study will provide information about more effective ways to teach collocations for English teachers.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses the definitions and benefits of collocations, songs and research related to the study.

2.1 Definitions of collocations

The definitions of the term "collocation" are quite varied because the scopes of the meaning of collocations are concerned with the lexical collocations and grammatical collocations. A lot of linguists have tried to define the term, collocation, based on the lexical and grammatical collocations in various meanings as follows:

Lexical collocations: Carter (1974), Salami (2000, cited in Mahmoud, 2005); (http://www.asian-efl-journal.com/Pta-August05ma.php) Benson et., al. (1986, cited in Mahmoud, 2005); (http://www.asian-efl-journal.com/Pta-August05ma.php) Benson (1997, cited in Mahmoud, 2005); (http://www.asian-efl-journal.com/Pta-August05ma.php) Emery (1991, cited in Mahmoud, 2005); (http://www.asian-efl-journal.com/Pta-August05ma.php) and Ilson (1997, cited in Mahmoud, 2005); (http://www.asian-efl-journal.com/Pta-August05ma.php) defined lexical collocations as the relationship of content words or the recurrent combinations of content words that co-occurred frequently greater than chance such as noun and noun "train station", adjective and noun "strong tea", noun of noun "a jug of beer", noun and verb "water freezes", verb and noun "break a code", verb and adverb "appreciate sincerely" and adverb and adjective "closely related"

For example:

- He is going to the <u>train station</u> to go back to his hometown.
- My uncle liked drinking strong tea more than weak tea.
- He ordered a bellboy a jug of beer.
- Water freezes when it is at the appropriate temperature.
- He was blamed by a lot of people because he broke a code of social rule,

because he wanted to annul the democracy regime.

- They appreciate his working success sincerely.
- He has a closely related relationship to his new secretary.

As there are many aspects regarding the definition of lexical collocations from various linguists, the researcher would like to generalize the definitions of lexical collocations according to the researcher's comprehension as, the relationships of the combinations between content words such as adjective and noun combinations, verb and adverb combinations, verb and noun combinations and noun and verb combinations, except the following items of quantifiers, determiners, prepositions, conjunctions and grammatical structures.

Grammatical collocations

Firstly, Salami, 2000 cited in (Mahmoud, 2005); Emery,1991 cited in (Mahmoud, 2005); Benson, 1985 cited in (Mahmoud, 2005); (http://www.asian-efljournal.com/Pta-August05ma.php) and Lewis (2000) defined the term grammatical collocations as the combinations of content words in the parts of speech such as noun, adjective, verb, adverb and function words such as determiners and prepositions or grammatical structures. For example:

- He was hurt by accident. (preposition and noun)
- A banker was <u>admired for</u> his braveness to rescue a hostage in the bank safely. (verb and preposition)
- An officer <u>agreed with</u> his manager's idea of launching the company's products to the new market channels. (verb and preposition)
- A manager has <u>admiration for</u> his subordinate for rescuing the hostage in the bank. (noun and preposition)
 - A dry spell <u>accounted for</u> the poor crops.(verb and preposition)
- I am <u>afraid of</u> missing your birthday party, this evening because I have an appointment with my client. (adjective and preposition)
- The students have to <u>abide by</u> the rules of the school regarding the wearing the uniform to school. (verb and preposition)
 - My house is adjacent to the public park. (adjective and preposition)
 - The teacher has <u>admiration for</u> his students learning success.

(noun and preposition)

Secondly, Carter (1974) explained that grammatical collocations are a group of words which co-occur recurrently in a language that they result primarily from the syntactic dependencies or the groups of words which are involved in the syntactic relationship.

For example: I hope you will <u>strongly agree</u> with me that our teacher's advice is excellent. (adverb and adjective and preposition)

As there are many aspects regarding the definition of grammatical collocations from various linguists, the researcher would like to generalize and summarize the definition of grammatical collocation according to the researcher's comprehension as the relationship or the combinations between content words and the prepositions and grammatical structures like infinitives or clauses such as "My uncle's house is adjacent to Don Mueang Airport" (adjective and preposition) that occurred naturally with greater than random frequency and were accepted by the native speakers.

2.2 Benefits of collocations

There are two benefits of collocations. They are:

Firstly, collocations enable the students to express what they want to write or speak to his or her interlocutor without long utterances that may lead to grammatical errors. (McCarthy, 1990; Thornbury, 1976). For example, the students can use the word "throw a party" to convey the meaning of the sentence "My friend is going to throw a party at his house" correctly. On the other hand, if the students do not know the collocation used to express the meaning of having a party, they might use the other words to express the meaning of the word "throw a party" that might cause grammatical errors.

Secondly, collocations help the students realize that there are mostly pairs of words that co-occur arbitrarily, Lewis (2000). For example; the sentence "The natural tendency of the body to repair itself", which apparently conflicts with the rule of the following pairs of words "treats people" and "repair machine". Therefore, the students have to remind themselves before using the pair of words to express what they want to speak or to write about.

2.3 Empirical studies on collocations

There are three empirical studies on collocations. They are:

Firstly, (Tseng, 2002) cited in (Hsu, 2005) examined the effects of collocation instruction on collocational competence and explored the knowledge of high school students. Ninety-four students who were the subjects were divided into two groups, namely the experimental and control groups. The experimental group studied collocations for twelve weeks but the control group did not. Instruments of this study were a questionnaire, two blank-filling collocation tests and two compositions. The results of this pointed out high school students had a little collocational knowledge. The explicit collocation instruction could help students increase collocation knowledge. The verb and noun collocations were easier than the other types of collocation for students because they were found easily in daily life. However, the explicit collocation instruction had positive effects on senior high school students' collocational knowledge.

Secondly, (Hsu, 2002) cited in (Hsu, 2005) investigated the effect of lexical collocation instruction on Taiwanese college EFL learners' listening comprehension. The subjects were 34 English major students in a university. She divided them into two groups according to their academic levels. In a three week period, each group received three different types of instruction (single-item vocabulary instruction, lexical collocation instruction, and no instruction) and were invited to complete a listening comprehension test right after each instruction. The results pointed out that the instruction on lexical collocation was a better type than two other types of instruction because the mean scores of the tests were higher. The results of the questionnaire showed that the subjects mostly preferred the instruction on lexical collocation.

Finally, (Huang, 2001) cited in (Hsu, 2005) studied about the knowledge of English collocation in an analysis on Taiwanese EFL learners. There were 60 students who studied English as a mandatory course while majoring in medical science and technology. A self-designed simple test was the research instrument used to measure the subjects'knowledge of the four types of the lexical collocations, namely;

1) Free combinations are the least cohesive of all combinations. Their components were the freest in regard to combining with other lexical items or the combinations that consisted of elements used in their literal senses and [are] freely

substitutable, such as "blow a horn", "under the table" and "to analyze/report/investigate a murder" and "to recall an event/adventure/accident"

- 2) Restricted Combinations are the collocation in which one component is used in a specialized, often figurative sense to collocate with another word are the collocations with one component that is used in a specialized, often figurative sense only found in the context of a limited number of collocations, such as "blow a fuse" and "under attack"
- 3) Pure idioms are those which have a unitary meaning that cannot be derived from the meanings of the components and are the most opaque and fixed category, such as "blow the gaff" and "under the weather"
- 4) Figurative idioms are those that have metaphorical meanings in terms of the whole and have a current literal interpretation such as "blow your own trumpet" and "under the microscope" The test consisted of 40 items in the form of free response with ten items in each collocation category.

There are two or three sentences in each item which provide a context about food or animals. The results of the tests showed that the least amount of difficulty was caused by the free combinations with pure idiom being the most difficult for the subjects. She believed that the first language (L1) could cause most subjects "collocation errors", these subjects employed strategies of avoidance and analogy. He concluded that those EFL learners lacked sufficient knowledge of English collocations for the target task.

2.4 Definitions of song

A song is a relatively short musical composition for the human voice (possibly accompanied by other musical instruments) featuring words (lyrics). A song is typically for a solo singer, though it may also be a duet, trio, or for more voices (words with more than one voice to a part, however, considered choral). The words of songs are typically of a poetic and rhyming nature, although they may be religious versus of free prose. (Wikipedia, the free encyclopedia, 2006); (http://www.en.wikipedia.org/wiki/Song, accessed. 8 Nov. 2006).

2.5 Benefits of songs for EFL learners

Firstly, songs can bridge the gap between the pleasure experience of listening or singing the songs and the English teaching process (Murphey, 1992). Songs also encourage and motivate the learning situation in the classroom as well by adding variety and enjoyment to the language lesson. Further, they encourage the students to practice listening comprehension skills and lead to the achievement of the learning process by the relief of classroom tension in teaching situations. For example, a teacher can give students incomplete lyrics. Therefore, the teaching process encourages the students to practice their listening skills.

Secondly, songs can create a learning process by repetition. This means the students' brain generally has a natural tendency to repeat what they hear in their environment in order to comprehend the lyric of the song. In addition to this, songs are also beneficial for English teachers; in general, they use the simple conversation language, with a lot of repetitions in some parts of the lyrics. Moreover, songs play a more significant role in regard to student's motivation than the other types of text. For example, a teacher can apply the process of repetition to help students to catch the words of the lyrics so that the students have to listen in order to fill in their incomplete lyrics. A song is also able to create entertainment for everyone; it is also used to transform a tense classroom situation into a relaxed one. For this reason, songs can play more significant roles in the classroom to create a friendly and cooperative atmosphere.

Finally, songs can be used as texts in the same way that a poem, a short story, a novel or any other pieces of authentic material. Furthermore, they can be used to supplement a textbook or can serve as the text itself in a variety of teaching situations such as using a song after the regular lesson has been taught, using a song for a change of pace and using a song when the textbook has no unit on a specific subject.

CHAPTER 3

METHODOLOGY

This study was designed to investigate whether teaching collocation through songs is effective. This chapter describes the subjects of the study, research instruments and procedures, duration of the study, data collection and data analysis.

3.1 Subjects of the study

The subjects of the study were two groups of 20 Vocational students at level 1 who were taking "Developing Skills for English Communication 2" (3000-1202) in the second semester of the academic year 2006 at Technology and Vocational Education School. They were selected based on their scores on the collocation pre-test.

3.2 Research instruments

The research instruments used to collect the data were as follows:

- 3.2.1 Songs: The three songs which were used as the teaching materials were "What a Wonderful World" (Louis Armstrong), "When I Fall in Love" (Mathew Dean) and "Beautiful Boy" (Celine Dion). The researcher used these songs to teach lexical collocations. The research focused on adjective and noun collocations. Each song contains three of these collocations, totaling 12 collocations.
- 3.2.2 Pre- and Post-tests: The pre-test and post-tests took the form of a fill in the blank test comprised of ten target collocations, without any context clues. The subjects of the study were asked to choose the best answer from two adjectives to fill in the blanks.
 - 3.2.3 Teaching materials: handouts of songs and handouts of activities.

3.3 Procedures

Step 1: The teacher divided the students into two groups of ten by using a pre-test. The pre-test consisted of a ten item collocation test. Then, the teacher divided the students into two groups based on the scores from the pre-test. The first group was made of 10 students that scored 50% to 100% (6-10 items) in the pre- test. The second group is made of 10 students that scored 0% to 49% (0-5 items) in the pre- test. (30 minutes)

Step 2: The teacher gave the students the handout regarding the use of nouns. Then the teacher taught those nouns using the same handout on Power Point. After that, the teacher asked the students do the exercises on the use of nouns to check how much the students had understood what had been taught. (1 hour)

Step 3: The teacher gave the students the handout regarding the use of adjectives. Then the teacher taught those adjectives using the same handout on Power Point. Afterwards, the teacher asked the students to do the exercises on the use of adjectives to check how much the students had understood what the teacher had taught. (1hour)

Step 4: The teacher gave the students the handout regarding the use of adjective and noun collocations. Then the teacher taught those adjective and noun collocations using the same handout on Power Point. Afterwards, the teacher asked the students to do the exercises on the use of adjective and noun collocations to check how much the students had understood what the teacher had taught. (2 hours)

Step 5: (3.5 hours)

- 5.1 The teacher explained to the students that they were going to listen to the songs and as they were doing it, they would have to try and complete the song lyrics. Then, the incomplete lyrics were given to the students. After that, the song was played three times to make sure that the students were confident enough to write the appropriate adjective and noun collocations in the blanks.
- 5.2 After the students finished completing the songs, the teacher discussed the meaning of the songs and also explained the use of adjective and noun collocations from the lyrics.

5.3 When the meaning of all adjective and noun collocations were figured out, the students were then asked to study the lyrics again to ensure that they had not only remembered the meaning of those adjective and noun collocations but known "how" and "when" they could be used.

Step: 6 The teacher asked the student to do the post-test which was the same as the pre-test. (30 minutes)

3.4 Duration of the study

The study was conducted over nine periods. The pre-test was given to the students during the first period. Then, the treatment was started and lasted for 9 hours. After that, the students took the post-test. This also lasted 30 minutes.

3.5 Data collection and analysis

The raw scores of the pre and post-tests of the 20 subjects were statistically compared using the Statistical Package for the Social Sciences program (SPSS) to see if the difference was significant or not.

3.6 Scoring criteria

The scores of the pre- and post-tests were marked out of 10, one mark per one item. The students who could choose the correct word (the appropriate collocation) to fill in the bracket in each sentence would get one point for each item. Those students who could not choose the best answer would receive a zero.

CHAPTER 4 RESULTS

In this chapter, the answer to the research question, "Is teaching collocations through songs as a supplement effective for the first year vocational commercial students at Technology and Vocational Education School?" is presented and interpreted according to the research methodology discussed in Chapter 3, as follows:

4.1 Results

After the students received the treatment, the collected data was analyzed by the SPSS program to find out whether the post-test mean scores of the two groups were higher than the pre-test mean scores and whether the difference was significant or not. Then, the mean score for the post-test of Group A (low English proficiency students) was compared with that of Group B (high English proficiency students). The results of the pre-test and post-test scores, gained scores, mean scores, percentages and SD, are presented in Tables 1, 2 and 3, respectively. The T-values and P-values are presented in Tables 4, 5, 6, 7 and 8, respectively.

Table 1 Pre-test and post-test mean scores of Groups A and B

Songs	"Wh	nat a Won World		"When I Fall in Love"		"Beautiful Boy"			Total score of three songs				
Full score		3			4		1	3		 	10		
Subject	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	post	Gain	
S1	1	3	2	0	4	4	2	3	1	3	10	7	
S2	1	3	2	2	4	2	1	3	2	4	10	6	
S3	1	2	1	1	3	2	1	3	2	3	8	5	
S4	1	3	2	0	4	4	2	3	1	3	10	7	
S5	2	3	1	2	4	2	0	3	3	4	10	6	
S6	i		0	2	2	0	0	3	3	3	6	3	
S7	1	1	0	3	3	0	0	3	3	4	7	3	
S8	0	2	2	0	2	2	0	3	3	0	7	7	
S9	0	2	2	1	2	1	2	2	0	3	6	3	
S10	1	1	0	2	2	0	2	2	0	5	5	0	
S11	2	3	1	3	4	1	3	3	0	8	10	2	
S12	1	3	2	3	4	1	2	3	1	6			
S13	2	3	-	2	4						10	4	
						2	2	3	1	6	10	4	
S14	2	3	1	2	3	1	2	3	1	6	9	3	
S15	1	2	1	3	4	1	3	3	0	7	9	2	
S16	3	3	0	3	4	ī	1	3	2	7	10	3	
S17	1	3	2	4	4	0	2	3	1	7	10	3	
S18	3	3	0	2	4	2	3	3	0	8	10	2	
S19	2	3	1	3	4	1	3	3	0	8	10	2	
S20	2	3	1	2	4	2	1	3	2	5	10	5	
Mean	1.40	2.50	1.10	2.00	3.45	1.45	1.60	2.90	1.30	5.00	8.85	3.85	
SD	0.82	0.76	0.79	1.12	0.83	1.15	1.05	0.31	1.13	2.18	1.69	1.98	
%	46.67	83.33	36.67	50.00	86.25	36.25	53.33	96.67	43.33	50.00	88.50	38.50	

^{**} Group A (low English proficiency students) = S1-S10

As can be seen in Table 1, the total mean scores of the pre-test in Group A and Group B were 5.00 or 50.00%. The total mean scores of the post-test in Group A and Group B were 8.85 or 88.50%.

^{**}Group B (high English proficiency students) = S11-S20

Table 2 Pre-test and post-test scores of Group A (Low English proficiency students)

Song	"Wł	"What a Wonderful World"		"When I Fall in Love"		"В	"Beautiful Boy"			Total score of three song		
Full score		3			4		3			10		
Subject	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
S1	1	3	2	0	4	4	2	3	1	3	10	7
S2	1	3	2	2	4	2	1	3	2	4	10	6
S3	1	2	1	1	3	2	1	3	2	3	8	5
S4	1	3	2	0	4	4	2	3	1	3	10	7
\$ 5	2	3	1	2	4	2	0	3	3	4	10	6
S 6	1	1	0	2	2	0	0	3	3	3	6	3
S 7	i	ī	0	3	3	0	0	3	3	4	7	3
S8	0	2	2	0	2	2	0	3	3	0	7	7
S 9	0	2	2	l	2	1	2	2	0	3	6	3
S 10	1	1	0	2	2	0	2	2	0	5	5	0
Mean	0.90	2.10	1.20	1.30	3.00	1.70	1.00	2.80	1.80	3.20	7.90	4.70
SD	0.57	0.86	0.92	1.06	0.94	1.49	0.94	0.42	1.23	1.32	1.97	2.36
%	30.00	70.00	40.00	32.50	75.00	42.50	33.33	93.33	60.00	32.00	79.00	47.00

As can be seen in Table 2, the mean score of the pre-test in Group A was 3.20 or 32.00%. The mean score of the post-test in Group A was 7.90 or 79.00%. Therefore, the gain in scores from pre-test to post-test in Group A was 4.70 or 47.00%. For the first song, the students in Group A scored on average 30% in the pre-test increasing to 70% in the post-test, showing a gain of 40%. For the second song, the students in Group A scored on average 32.5% in the pre-test increasing to 75% in the post-test, showing a gain of 42.5%. For the third song, the students in Group A scored on average 33.33% in the pre-test increasing to 93.33% in the post-test, showing a gain of 60%.

Table 3 Pre-test and post-test scores of Group B (High English proficiency students)

Song	"What a Wonderful "World"			"When I Fall in Love"			"Beautiful Boy"			Total score of three so		
Full score		3			4			3			10	·
Subject	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
SII	2	3	1	3	4	1	3	3	0	8	10	2
S12	1	3	2	3	4	ī	2	3	1	6	10	4
S13	2	3	1	2	4	2	2	3	1	6	10	4
S14	2	3	1	2	3	1	2	3	1	6	9	3
S15	1	2	1	3	4	1	3	3	0	7	9	2
S16	3	3	0	3	4	1	I	3	2	7	10	3
S17	1	3	2	4	4	0	2	3	1	7	10	3
S18	3	3	0	2	4	2	3	3	0	8	10	2
S19	2	3	1	3	4	ı	3	3	0	8	10	2
S20	2	3	1	2	4	2	1	3	2	5	10	5
Mean	1.90	2.90	1.00	2.70	3.90	1.20	2.20	3.00	0.80	6.80	9.80	3.00
SD	0.74	0.32	0.67	0.67	0.32	0.63	0.79	0.00	0.79	1.03	0.42	1.05
%	63.33	96.67	33.33	67.50	97.50	30.00	73.33	100.0	26.67	68.00	98.00	30.00

As can be seen in Table 3, the mean score of the pre-test in Group B (high English proficiency students) was 6.80 or 68.00%. The mean score of the post-test in Group B was 9.80 or 98.00%. Therefore, the gain in scores from the pre-test to post-test in Group B was 30.00 or 30.00%.

For the first song, the students in Group B scored on average 63.33% in the pre-test increasing to 96.67% in the post-test, showing a gain of 33.33%.

For the second song, the students in Group B scored on average 67.5% in the pre-test increasing to 97.5% in the post-test, showing a gain of 30%.

For the third song, the students in Group B scored on average 73.33% in the pre-test increasing to 100% in the post-test, showing a gain of 26.67%.

Table 4 Difference of mean scores of pre-tests and po	ost-tests in both groups
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Student	Pre-test		P	ost-test			
group	$\overline{\mathbf{X}}$	SD	X	SD	t-test	df	p
Low English proficiency ones	3.20	1.32	7.90	1.97	-6.299**	9	0.000
High English proficiency ones	6.80	1.03	9.80	0.42	-9.000**	9	0.000
Total Scores	5.00	2.18	8.85	1.69	-8.692**	19	0.000

As can be seen in Table 4, the mean score before the treatment of the students in Group A was 3.20. The mean score after the treatment of the students in Group A was 7.90. The P-value of Group A before and after the treatments was 0.000 and significance was 0.05. The P-value was higher than the significance. Therefore, it can be concluded that the learning efficiency of Group A after the treatment was higher than that before the treatment.

The mean score before the treatment of the students in Group B was 6.80. The mean score after the treatment of the students in Group B was 9.80. The P-value of Group B before and after the treatments was 0.000 and the significance was 0.05. The P-value was higher than the significance. Therefore, it can be concluded that the learning efficiency of Group B after the treatment was higher than that before the treatment.

Table 5 Difference of mean scores of pre-test in both groups

Student group	Pre	-test		10		
	$\overline{\mathbf{X}}$	SD	t-test	df	p	
Low English proficiency ones	3.20	1.32	-6.803**	18	0.000	
High English proficiency ones	6.80	1.03	-0.803	10	0.000	

As can be seen in Table 5, the mean score before the treatment of the students in Group A was 3.20. The mean score before the treatment of the students in Group B was 6.80 and the P-values of both groups were 0.000. The significance was 0.05. The P-value was lower than the significance. Therefore, it can be said that the outcome of the pre-test of the low English proficiency students (Group A) is very different from the outcome of the pre-test of the high English proficiency students (Group B). This means that the English background knowledge of Group B was higher than that of Group A.

Table 6 Difference of mean scores of post-test in both groups

Student	Post-	-test			
group	$\overline{\mathbf{X}}$	SD	t-test	df	р
Low English proficiency	7.90	1.97	-2.984**	9.823	0.014
High English proficiency	9.80	0.42	2.704	9.823	0.014

As can be seen in Table 6, the mean score after the treatment of the students in Group A was 7.90. The mean score after the treatment of the students in Group B was 9.80 and the P-value of both groups was 0.014. The significance was 0.05. The P-value was lower than the significance. Therefore, it can be said that the outcome of the post-test scores of the Low English proficiency students (Group A) was very different from those of the High English proficiency students (Group B). This means that the learning efficiency of Group B was higher than that of Group A.

 Table 7 Difference of mean scores of pre-tests and post-tests for each song in both groups

Song	Pre-test		Post-test			1.0	
	$\overline{\mathbf{x}}$	SD	$\overline{\mathbf{x}}$	SD	t-test	df	p
"What a Wonderful World"	1.40	0.82	2.50	0.76	-6.242**	19	0.000
"When I Fall in Love"	2.00	1.12	3.45	0.83	-5.659**	19	0.000
"Beautiful Boy"	1.60	1.05	2.90	0.01	5.151**	19	0.000
The total mean score of the songs of the pre-test and post-test	5.00	2.18	8.85	1.69	8.692**	19	0.000

In Table 7, it can be seen that the mean scores of Groups A and B from the first song before the treatment was 1.40. The mean score of both groups after the treatment was 2.50 and the P-value of both groups was 0.000. The significance is 0.05. The P-value was lower than the significance. Therefore, it can be said that the mean scores after the treatment of the students in Groups A and B was higher than the mean scores before the treatment. For the second song, the mean scores of Groups A and B before the treatment was 2.00. The mean score of both groups after the treatment was 3.45 and the P-value of both groups was 0.000. The significance was 0.05. The P-value was lower than the significance. Therefore, it can be said that the mean scores before the treatment of the students in both groups was higher than the mean scores before the treatment. For the third song, the mean score of Group A and was 1.60. The mean score of both groups after the treatment was 2.90 and the P-value of both groups was 0.000. The significance was 0.05. The P-value was lower than the significance. Therefore, it can be said that the mean scores after the treatment of both groups was higher than the mean scores before the treatment.

CHAPTER 5 DISCUSSION

This chapter presents a discussion of the results that have been shown in the previous chapter. The pedagogical implications are also recommended.

5.1 Discussion

The aim of this study is to examine whether teaching adjective and noun collocations through songs is effective for first year commercial students at the Technology and Vocational Education School. The results shown in Chapter 4 indicate that the songs enhance the students' adjective and noun collocation knowledge. The post-test scores significantly increased for the subjects in both groups taught using the song technique. More importantly, no subject in either group failed the post-test. This is probably because the students had the opportunity to practice cooperative learning by sharing responsibilities for their learning while the teacher acted as a guide and a facilitator who encouraged them to solve their problems, urged them to think, observed their behavior and gave feedback (Tudor, 1996 cited in Puangtham, 2002)

The results can also be partly explained by what was observed and noted in the researcher's diary.

The findings of this study indicate that using songs enhances the students' adjective and noun collocation learning which supports (Giffee,1992) who mentioned that songs are effective tools for teaching languages. Similarly (Murphey,1992) stated that the use of songs is an attractive way to influence students with low motivation because it provides variety and fun and encourages concentration and harmony within a group. The results also concurred with Nixon and Keenan (1997) cited in (Weinstein, 2001) who mentioned that using visual aids are effective tools for teaching the low-literacy learners. Similarly, visual aids can give LEP (Low English proficiency students) cues that may help clarify meaning and solidify learning.

(Teaching today, 2005) (http://www.glencoe.com/sec/teachingtoday/ educationupclose.phtm/24). Visual aids, therefore, should be clear and be reproduced for the students, whenever possible. However, the results of both groups, based on the scores on the post-test, seem to be in contrast and in line with the research question. This may be because there are a lot of factors that can have an influence on the results, such as the subjects of the study, the songs and the singers. Each of the factors can be explained below:

The subjects of the study were divided into two groups based on the scores of their final exam at the Technology Ratchatani and Vocational School. Therefore, the learning behaviors of both groups were very different. With Group B (High English proficiency students), the students were less motivated by the songs than initially predicted. This may be because the songs did not appeal to them as much perhaps because of the unfamiliar melody, slow tempos and quaint style of singing. Also, the High English proficiency students may have been concentrating more on the language than the music itself. They were more aware of the language priorities in learning unlike the Low English proficiency students. They were not lulled by the music. This fact supports (Abraham and Vann, 1987) and (Chamot et., al. 1996 cited in Oxford, 2001), who stated that "the less able learners used strategies in a random, unconnected, and uncontrolled manner, while more effective learners showed careful orchestration of strategies, targeted in a relevant, systematic way at specific L2 tasks" (p. 326).

The result was that the students of Group B (High English proficiency students) were able to separate the functions of the music to help them learn the adjective and noun collocations or to listen to the music to help them relax. These students scored higher for Song 1 but scored lowest in Song 3. This may be because Song 1 contained few difficult words and collocations and the melody of song 1 was quite slow. Song 2 is a familiar song for them and Song 3 is an unfamiliar song because it is rather outdated. On the other hand, the findings for Group A (Low English proficiency students) were contrary to what was expected because the result of Group A was expected to be similar to those of Group B. This may be because the Low English proficiency students may have concentrated more on the music itself rather than the language. They were also not aware of the priorities, unlike their High

English proficiency counterparts. The Low English proficiency students might be lulled by the melodies and rhythms. They could not separate the functions of the music to help them learn adjective and noun collocations or listen for relaxation. Therefore, these students scored higher for Song 3 than Songs 2 and 1, respectively. This may be because Song 1 was unfamiliar to them. Moreover, the tempo of Song 1 is rather slow and the melody outdated. Also, the singing style of Louis Armstrong may be unfamiliar to them. Song 1 was not attractive for them. Therefore, they scored very low for this song. With Song 2, although it was a familiar song, the students may have found it more challenging because of the more difficult words and collocations, e.g. "painful", "lonely" and "whole". Therefore, they had the second highest scores for Song 2. With Song 3, they may have found that it was the most appealing. It may be because of Celine Dion's enchanting voice, its faster tempo and its oriental and catchy melody. Therefore, they scored the highest for Song 3. As a result, the students of the two groups were able to fill in some incomplete lyrics successfully. Therefore, it may be said that songs appear to be tools to promote the students' adjective and noun collocation learning provided that they are aware of the educational goals.

5.2 Pedagogical Implications

From the study, there are two major points which an EFL teacher can apply to teaching collocations through songs. They are as follows:

Firstly, in selecting songs for the EFL class, the teachers should pay attention to the language that is appropriate to the students. This fact includes the adjective and noun collocations. The melody needs to be appealing. Slow music may not be conducive. The singing style should be modern. Currently-famous artists (e.g. Celine Dion or Westlife) singing the golden oldies may be more suitable than the classic crooners like Louis Armstrong, Perry Como, Andy Williams, or even John Lennon.

Secondly, in using songs to teach these collocations, the teacher may want to explain about the vocabulary and grammar first before they listen to the lyrics. The songs may be played several times for students' comprehension and digestion. However, (Hasitavej, 2004) cautions us against boring the students with music

repetition. To supplement the visual aids, the teacher can use a PowerPoint program of the same incomplete lyrics.

CHAPTER 6 CONCLUSION

This chapter provides the conclusion, limitations of the study and recommendations for further study.

6.1 Conclusion

The purpose of this study is to investigate whether teaching adjective and noun collocations through songs is effective. In order to answer the research question, three songs comprising of several adjective and noun collocations were selected as the teaching tools. Then ten of them were selected as the target adjective and noun collocations in the collocations test; the test was given to the subjects and then the test papers were scored and statistically analyzed.

The findings of the study reveal a positive outcome; that is, teaching adjective and noun collocations through songs technique significantly promotes the students' adjective and noun collocations learning abilities. However, it is mainly appropriate for the High English proficiency students since unlike their Low English proficiency counterparts, they had more command of the language and they tend to be able to separate the functions of the language from the music.

6.2 Limitations of the study

Although the study gives somewhat satisfactory results, it is essential to recognize some limitations. For example, the time available for the teaching was only four hours and the entire study was conducted in a short time, only ten hours. Therefore, it is not probable that the students would have acquired a great deal of knowledge on adjective and noun collocations. In addition, the researcher and the subjects are not well acquainted. As a result, the Low English proficiency students group may not be sufficiently monitored; thus, they may not pay enough attention to

the study. Moreover, the contents of the handouts on teaching adjective, noun and collocations may be too long for the students. Therefore, they may lose concentration while the study is in progress.

6.3 Recommendations for further study

There are several topics that can be recommended for further study: the number of subjects of the study, level of the students, number of songs and time of treatment.

Firstly, further studies may be conducted with a larger group of students at least 40 or 50 and the students should be in other levels, such as Vocational levels 2 or 3.

Secondly, there can be more than three songs but they have to be attractive, i.e. have a familiar singing style, beautiful melodies and upbeat rhythms. Involving students in the decision making of what songs to study is likely to improve their motivation. It would be possible to ask students to request songs that they would like to study or to choose from a selection of songs provided by the teacher. Finally, the time duration of treatment should be appropriate for the process of data collection. It can be long enough for the subjects to gain some knowledge.

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APPENDIX A PRE-TEST AND POST-TEST

Collocation Pre-test

Instructions: Fill in the blanks w	ith the given two words.
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1.	Anna is going to Hua-Hin. It is abeach in the south of Thailand.
	(handsome, beautiful)
2.	"Superman" is astory about a man from another world.
	(delicious, wonderful)
3.	Linda became awoman after her husband died.
	(endless, lonely)
4.	Aboy is climbing up a tree.
	(little, minor)
5.	Rita is busy theday.
	(whole, total)
6.	People want to live alife.
	(far, long)
7.	Mark has a lot ofwork to do.
	(hard, strong)
3.	We should not look at thesun in the afternoon. (bright, flashy)
€.	Somsri saw ashadow walking behind her house yesterday.
	(dark, grim)
١٥.	Sara had a break up with her old boyfriend.
	(painful, suffering)

Collocation Post-test

Instructions: Fill in the blanks with the given two words.

1.	Anna is going to Hua-Hin. It is abeach in the south of Thailand.
	(handsome, beautiful)
2.	"Superman" is a story about a man from another world.
	(delicious, wonderful)
3.	Linda became awoman after her husband died.
	(endless, lonely)
4.	Aboy is climbing up a tree.
	(little, minor)
5.	Rita is busy theday.
	(whole, total)
6.	People want to live alife.
	(far, long)
7.	Mark has a lot ofwork to do.
	(hard, strong)
8.	We should not look at thesun in the afternoon. (bright, flashy)
9.	Somsri saw ashadow walking behind her house yesterday.
	(dark, grim)
10.	Sara had a break up with her old boyfriend.
	(painful, suffering)

APPENDIX B NOUNS I





Nouns I

MOUNT NOUNE

ตัวอย่างของประโยคที่ใช้คำ "Noun" มีดังต่อไปนี้

- The good **boy** is reading a **book**.
- Peter gives a pink rose to his girlfriend.
- An undersea world is a wonderful world.
- A little **girl** is dancing on the **floor** happily.
- It is a long way to go to Hardyai.
- The <u>man</u> works in the <u>garden</u>, but the <u>woman</u> works in the <u>kitchen</u>.

คำอธิบาย

Noun (คำนาม) เป็นคำที่ใช้เรียกชื่อ คน สัตว์ สิ่งของ สถานที่ คุณสมบัติ หรือ คุณค่า ต่างๆ สามารถแบ่งเป็นประเภทได้ดังต่อไปนี้

คน



- คำนามที่ใช้เรียกชื่อทั่วไปของคน เช่น man, woman, son, boy, girl, child
- คำนามที่ใช้เรียกชื่อเฉพาะของคน เช่น Somsak, Columbus, Christina, Somtawin.

สัตว์



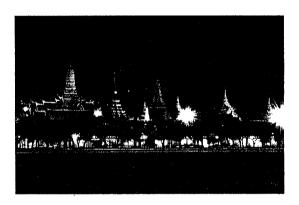
- คำนามที่ใช้เรียกชื่อทั่วไปของสัตว์ เช่น bird, dog, fish, cow
- คำนามที่ใช้เรียกชื่อเฉพาะของสัตว์ เช่น parrot, poodle, gold fish

สิ่งของ



- คำนามที่ใช้เรียกชื่อทั่วไปของสิ่งของ เช่น basket, purse, book, pen, pencil
- คำนามที่ใช้เรียกชื่อเฉพาะของสิ่งของ มักจะขึ้นค้นค้วยตัวอักษรตัวแรกของคำที่ใช้เรียกชื่อ สิ่งของนั้นค้วยพิมพ์ตัวใหญ่ เช่น Sony Television, Motorola Mobile

สถานที่



- คำนามที่ใช้เรียกชื่อทั่วไปของสถานที่ เช่น garden, house, city, temple, school
- คำนามที่ใช้เรียกชื่อเฉพาะของสถานที่ มักจะขึ้นต้นค้วยตัวอักษรตัวแรกของคำที่ใช้เรียกชื่อของ สถานที่นั้นค้วยตัวใหญ่ เช่น Bangkok, Warinchamrap, London, England

APPENDIX C
NOUNS II

Nouns II

Activity 1: Identifying nouns

Instructions: Underline the nouns in each sentence.

- 1. Anne is wearing a skirt.
- 2. I want to have my hair cut.
- 3. There are a lot of sheep on the hill.
- 4. The boy is playing football over there.
- 5. I have no time for dinner with you tomorrow.

%%%%%%%%%%%%%%%%%%%%%%%

Activity 2: Using appropriate nouns in sentences

Instructions: Choose the best answers.

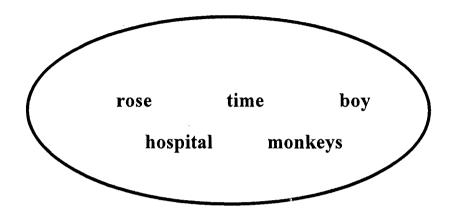
a. girl

1.	There is a	on the	tree.
	a. boy	b. joy	c. toy
2.	Helen saw a	on the	street.
	a. cap	b. cat	c. hat
3.	I like to have	e short	
	a. hair	b. pair	c. chair
4.	Mike gives a	a red to	his girlfriend.
	a. road	b. rope	c. rose
5.	I saw a beau	tiful in	Big C Denartment Store vesterday

b. ghost c. group

Activity 3: Using nouns in sentences

Instructions: Complete the sentences using the words in the circle.



- 1. Bananas are a favorite fruit of
- 2. If you have an accident, you need to go to the
- 3. David gives a red to a girl.
- 4. Clara has free to review her lesson.
- 5. Stefan is helping a youngon the tree.

Activity 4: Knowing what a noun is

Instructions: Find the nouns in each sentence and write it in the box below.

If there is no noun, write "NONE".

1. Thomas is a fat boy. NOUN(s):	
2. A young girl is crying in the zoo. NOUN(s):	
3. Mr. Johnson has an expensive ca NOUN(s):	
4. My friend is standing near a big plane. NOUN(s):	
5. I have four parrots, three rabbits and five fish NOUN(s):	h.

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

APPENDIX D ADJECTIVES I



Handout Two

Adjectives I

atadhunandrinaditish adjective

- David is a tall man.
- Tanya has a new car.
- This is an <u>expensive</u> car.
- Chayangkoon Road is a wide road.
- Porntip is a beautiful woman.
- There are a lot of <u>red</u> roses in the vase.

nastainas Adjective

Adjective (คำคุณศัพท์) มีหน้าที่ใช้ขยายนาม หรือบรรยายลักษณะของนาม เพื่อให้นามนั้นมีความหมายกว้างขึ้น และ มีความชัดเจนยิ่งขึ้น ซึ่งเป็นคำที่ใช้ บอกสี ขนาด คุณสมบัติ คุณภาพ สัดส่วน รูปร่าง คุณลักษณะ และ อายุ

Adjective ที่อยู่หน้าคำนาม แบ่งเป็น 6 ประเภท

คำกุณศัพท์บอกสี เช่น "red," blue," "yellow," "white"
 ตัวอย่างประโยค Nicole has a blue car.



คำอธิบาย

- 1. คำว่า "blue" เป็นคำคุณศัพท์บอกสีของรถยนต์
- 2. คำว่า "car" เป็น คำนามหมายถึงรถยนต์
- 2. คำคุณศัพท์ที่บอกขนาด เช่น "small," "big," "little," "large"

ที่วอย่างประโยค Thongchai lives in a small house.



คำอธิบาย

- 1. คำว่า "small" แปลว่า เล็ก เป็นคำคุณศัพท์ที่บอกขนาด
- 2. คำว่า "house" แปลว่า บ้าน เป็นคำนาม

3. คำคุณศัพท์ที่บอกคุณสมบัติ เช่น "beautiful," "handsome," "ugly," "diligent," "lazy"

ตัวอย่างประโยค Natalie is a <u>beautiful</u> woman.



คำอธิบาย

- 1. คำว่า "beautiful" แปลว่า สวย เป็นคำคุณศัพท์ที่บอกคุณสมบัติ
- 2. คำว่า "woman" แปลว่า ผู้หญิง เป็นคำนาม
- 4. คำคุณศัพท์ที่บอกคุณภาพ เช่น "good," "bad," "cheap," "expensive" ตัวอย่างประโยค

Jerry bought a cheap shirt from Srisaket yesterday.



คำอธิบาย

- 1. คำว่า "cheap" แปลว่า ราคาถูก เป็นคำคุณศัพท์ที่บอกคุณภาพ
- 2. คำว่า "shirt" แปลว่า เสื้อเชิ้ต เป็นคำนาม

5. คำคุณศัพท์ที่บอกสัดส่วน รูปร่าง หรือคุณลักษณะ เช่น "short," "tall," "thin," "fat," "wide," "narrow," "deep" และ "shallow"

ตัวอย่างประโยค A giraffe is a tall animal.



คำอธิบาย

- 1. คำว่า "tall" แปลว่า สูง เป็นคำคุณศัพท์ที่บอกสัคส่วน หรือ รูปร่าง
- 2. คำว่า "Giraffe" แปลว่า ยีราฟ เป็นคำนาม
- 6. คำคุณศัพท์ที่บอกอายุ เช่น "new," "old," "young"

ตัวอย่างประโยค My uncle has an <u>old</u> book.



ค่าอธิบาย

- 1. คำว่า "old" แปลว่า เก่า หรือ แก่ เป็นคำคุณศัพท์ที่บอก อายุ หรือ รุ่น
- 2. คำว่า "book" แปลว่า หนังสือเล่มหนึ่ง เป็นคำนาม

APPENDIX E ADJECTIVES II

Adjectives II

Activity 1: Identifying adjectives in each position

Instructions: Underline the adjectives in each sentence.

- 1. Orașa has long hair.
- 2. Prakaidao is a tall girl.
- 3. Kittichai has a bright shirt.
- 4. Chimpanzees are intelligent monkeys.
- 5. Jeerasak gives a pink rose to his girlfriend.



Activity 2: Using adjectives in sentences

Instructions: Choose the best answers

1. Helen has	a car.	
a. red	b. ripe	c. lazy
2. Mike has a	acat.	
a. small	b. deep	c. narrow
3. Paula is a	girl	
a. wide	b. yellow	c. beautiful
4. There are	a lot of	clouds in the sky.
a. dim	b. dark	c. dusky
5. "Superma	n" is a	story about a man from another world.
a. spicy	b. delicious	c. wonderful

Activity 3: Identifying adjectives in each position

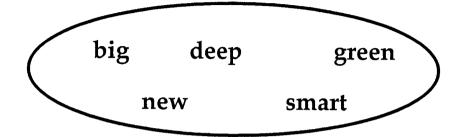
Instructions: Find the adjective in each sentence and write it in the box below. If the is no adjective, write "none."

. Atchariya is a tall girl. ADJECTIVE:	NAME OF THE PARTY
2. Chatchai is a fat boy. ADJECTIVE:	Name of the latest and the latest an
3. Saranya has an old motorcy ADJECTIVE:	cle.
Akachai has a red cap. ADJECTIVE:	Association de la constitución d
5. "Harry Porter" is a wonderf	<u>ùl s</u> tory.



Activity 4: Using adjectives in sentences

Instructions: Complete the sentences using the words in the circle



- 1. Somkiat is a man.
- 2. Mangoes are fruits.
- 3. Apinya has a car.
- 4. The Maekong River is a river.
- 5. Warunee bought shoes yesterday.

\$

Activity 5: Identifying the appropriate position adjectives

Instructions: Choose the best answers that show the nouns in the parentheses in the correct positions

- 1. Sara is a woman. (fat)
 - a. Sara is fat a woman.
 - b. Sara is a fat woman
 - c. Sara is a woman fat.
- 2. Tanya has a house. (yellow)
 - a. Tanya has a house yellow.
 - b. Tanya has yellow a house.
 - c. Tanya has a yellow house.
- 3. Sukanya is a student. (young)
 - a. Sukanya young is a student.
 - b. Sukanya is a student young.
 - c. Sukanya is a young student.
- 4. Parrots are animals. (beautiful)
 - a. Parrots are animals beautiful.
 - b. Parrots are beautiful animals.
 - c. Parrots beautiful are animals.
- 5. Giraffes are animals with necks. (long)
 - a. Giraffes are animals with necks long.
 - b. Giraffes are animals with long necks.
 - c. Giraffes long are animals with ne

APPENDIX F ADJECTIVE AND NOUN COLLOCATIONS I



Adjective and noun collocations I

การใช้ Adjective and noun collocations

ตัวอย่างประโยคที่มีคำ "Adjective and noun collocations" ในประโยค เช่น

- 1. Carina is a beautiful girl.
- 2. I want to buy long trousers.
- 3. Anchalee saw a <u>little bird</u> in the forest.
- 4. There are many <u>dark clouds</u> in the sky.
- 5. I have a lot of wonderful stories for you.

Adjective and Noun collocations

What is collocation?

Collocation คือ ปรากฏการณ์ของการเกิดขึ้นร่วมกันของคำ 2 คำในลักษณะที่ คงที่ และเป็นที่ ยอมรับของเจ้าของภาษา What are adjective and noun collocations?

Adjective and noun collocations คือ การเกิดขึ้นร่วมกันของคำ คุณศัพท์ และคำนาม ในประโยค ในลักษณะที่ถูกต้องและใช้กันบ่อยจนเป็นที่ยอมรับ เช่น

• Jularat is a beautiful girl.

คำอุธิบาย คำว่า "beautiful" เป็น คำ adjective (คำคุณศัพท์) คำว่า "girl" คือ คำ noun (คำนาม)

คำว่า "beautiful" ใช้ร่วมกับ girl ได้

คำอธิบาย

แต่ในประโยค "Jularat is a <u>handsome</u> girl" คำว่า "handsome" ใช้แทนคำว่า "beautiful" *ไม่*ได้ เพราะคำว่า"handsome" <u>ไม่สามารถ</u>ใช้แทนคำว่า "สวย"ได้

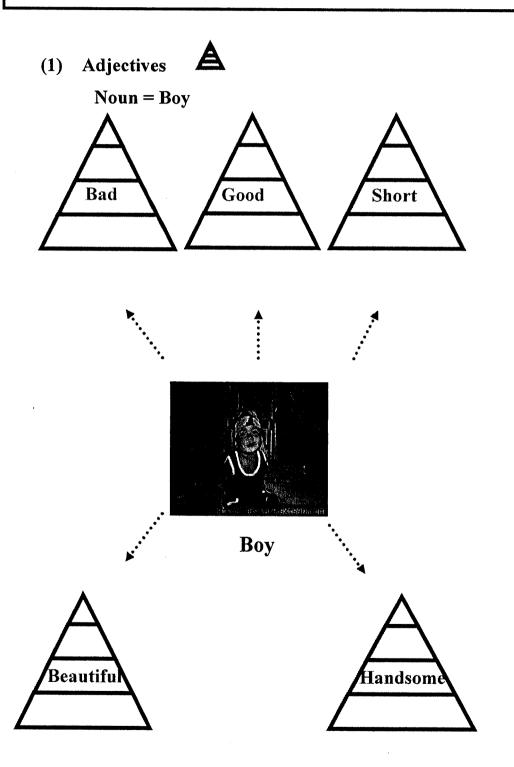
• This product is <u>high quality</u>. (ผลิตภัณฑ์นี้มีคุณภาพสูง)
คำอธิบาย
คำว่า "high" เป็น คำ adjective (คำคุณศัพท์)
คำว่า "quality" เป็น คำนาม (noun)

This is a <u>beautiful</u> <u>picture</u>. (มันเป็นภาพที่สวยงาม)
กำว่า " <u>picture"</u> เป็น คำนาม (noun)
กำว่า "beautiful" เป็น คำคุณศัพท์ (adjective)

I saw an <u>old man</u> beside the road yesterday.
 (ฉันเห็นชายแก่คนหนึ่งข้างถนนเมื่อวานนี้)

คำอธิบาย คำว่า "man"เป็น คำนาม (noun)
คำว่า "old" เป็น คำคุณศัพท์ (adjective)

การเกิดร่วมกันของ คำคุณศัพท์ (Adjectives) และ คำนาม (Nouns) สามารถ แสดงให้เห็น ด้วยแผนผังได้ ดังต่อไปนี้



(2) Adjectives

Noun = Hair







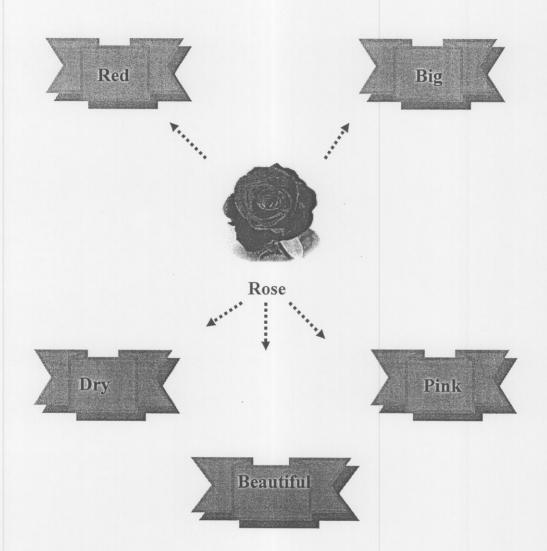








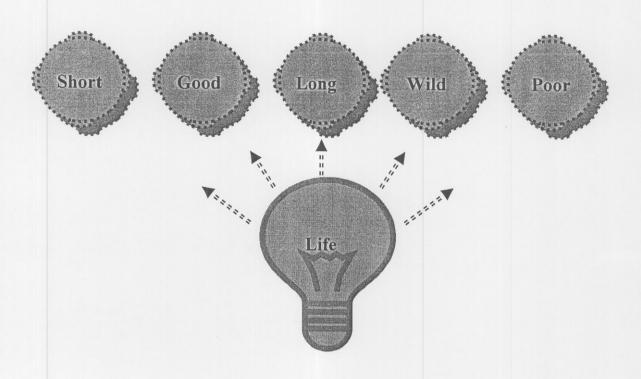
(3) Adjectives Noun = Rose



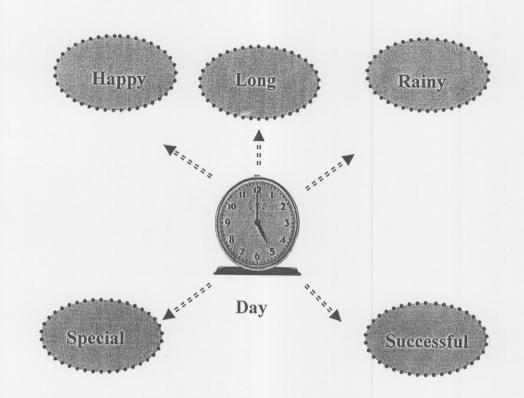
(4) Adjectives



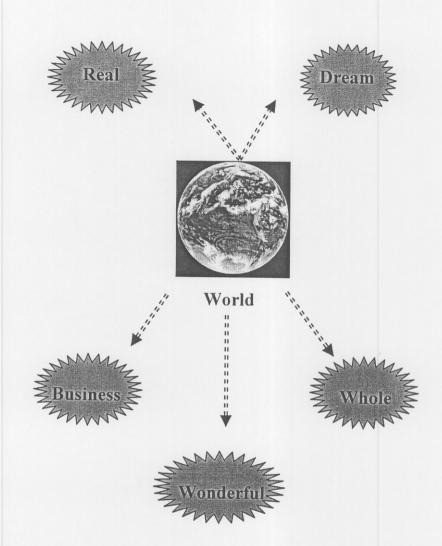
Noun = Life



(5) Adjectives Noun = Day







APPENDIX G ACTIVITIES AND NOUN COLLOCATIONS II

Adjectives and Nouns Collocations II

Activity 1: Collocations

Instructions: Underline the adjectives and the nouns in the sentences.

- 1. Anek is a good husband.
- 2. Piyanoot likes to wear a red dress.
- 3. Pongpat wants to get short trousers.
- 4. Duangkae is a bad boss in this department.
- 5. Mothers should take care of their weak babies.



Activity 2: Collocations

Instructions: choose best answers.

1. Supar	oorn is a	girl.		
	a. beautiful	b. delicious	c. handsome	
2. It takes a time to drive from Ubon to Bangkok.				
	a. far	b. long	c. tall	
3. We don't like people.				
	a. dark	b. red	c. wide	
4. Yongyuth likes drinking coffee.				
	a. hard	b. soft	c. strong	
5. Anusara does not like abed.				
	a. soft	b. strong	c. far	

Activity 3 Collocations

Instructions: Find the adjective and noun in each sentence and write them in the box below.

- 1. Chayangkoon Road is a wide road.

 ADJECTIVE + NOUN:

 2. Nitisak likes weak tea.
- ADJECTIVE + NOUN :
- 3. My friend had a bad dream last night.

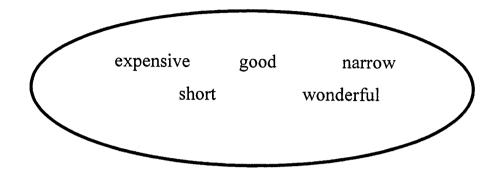
 ADJECTIVE + NOUN:
- 4. Students don't want to have short hair.

 ADJECTIVE + NOUN:
- 5. Sunisa saw a dark shadow beside her house yesterday.

ADJECTIVE + NOUN:

Activity 4: Collocations

Instructions: Complete the sentences by using the words from the circle.



- 1. Pramote studies in a room.
- 2. Yuwadee would like to buy some pajamas.
- 3. Jutamart wants to be a daughter for her parents.
- 4. There are a lot of paintings in this museum.
- 5. Grandfathers have a lot of stories for their grandchildren.

Activity 5: Collocations

Instructions: choose the best answers.

- 1. Pakin is a singer. (good)
 - a. Pakin is a good singer.
 - b. Pakin is good a singer.
 - c. Pakin good is a singer
- 2. Nipaporn is a girl. (beautiful)
 - a. Nipaporn is beautiful a girl.
 - b. Nipaporn is a beautiful girl.
 - c. Nipaporn is a girl beautiful.
- 3. Rangsan wants to buy a sheet. (soft)
 - a. Rangsan wants to buy a soft sheet.
 - b. Rangsan wants to buy soft a sheet.
 - c. Rangsan wants to soft buy a sheet.
- 4. Paweena has a mobile telephone. (new)
 - a. Paweena has a new mobile telephone.
 - b. Paweena has new a mobile telephone.
 - c. Paweena new has a mobile telephone.
- 5. There are a lot of stories in the book (wonderful)
 - a. There are wonderful a lot of stories in the book.
 - b. There are wonderful a lot of stories in the book.
 - c. There are a lot of wonderful stories in the book.

APPENDIX H
INCOMPLETE LYRICS

Task 1: Instructions: Choose one word from each parenthesis to fill in the blank.

"What a Wonderful World" (Louis Armstrong)
I see trees of green.
(wide, red) roses too.
I see them bloom for me and you.
What a (successful, wonderful) world.
I see skies of blue and clouds of white.
The (light, bright) blessed day.
(tall, dark) scared night.
And I think to myself.
What a (successful, wonderful) world.
The colors of the rainbow.
So pretty in the sky.
Are also on the faces of people going by.
I see friends shaking hands.
Saying "how do you do?"
They're really saying "I love you"
I hear babies crying. I watch them grow.
They'll learn much more than I'll ever know.
And I think to myself.
What a (successful, wonderful) world.
Yes, I think to myself.
What a (successful, wonderful) world.

I see trees of green.

Red roses too.

I see them bloom for me and you.

What a..... (successful, wonderful) world.

Task 2

Instructions: Choose one word from each parenthesis to fill in the blank.

"When I Fall In Love" (Mathew Dean)

It's the coldest night, people passing by
You will be the one that lights up my life
When you're close to me, make me feel alive
Like never before, when my.....world (all, whole) had died......

..... memories, (injured, painful) places (lonely, strong)

I had been there a.....time (far, long)

Now I found you, where I belong

My.....life (bold, whole) will never be the same

**When I fall in love with you

Anything is out of the blue

In the.....night (brown, dark)

There'll be sunlight

And you'll be the destiny that I'm going to

When I fall in love with you

Wishing dream is forever true

Having you right here, face to face

Let nobody else come between me and you

When I fall in love

There will be no more, no more.....nights (lonely, strong)

I'll cry out no more, love has come ease the pain

Just to touch your hands, whispering your name

I can feel no pain, feel myself breathe again (Repeat*, **)

Task 3 Instructions: Choose one word from each parenthesis to fill in the blank.

"Beautiful Boy" (Celine Dion)

Close your eyes Have no fear The monster's gone He's on the run and your mommy's here

(Chorus)

Beautiful, Beautiful, Beautiful,(delicious, beautiful) boy Beautiful, Beautiful, Beautiful boy

Before you go to sleep Say a...... (small, little) prayer Every day in every way It's getting better and better

(Chorus)

Out on the ocean sailing away
I can hardly wait
To see you come of age
But I guess we'll both just have to be patient
Coz it's a long way to go
A (strong, hard) row to hoe
Yes it's a (far, long) way to go but in the meantime
Before you cross the street
Take my hand
Life is what happens to you
While you're busy making other plans

(Chorus)

Before you go to sleep, say a (small, little) prayer Every day, in very way
It's getting better and better

(chorus)

APPENDIX I FULL LYRICS

"What a Wonderful World" (Louis Armstrong)

I see trees of green.

Red roses too.

I see them bloom for me and you.

What a wonderful world.

I see skies of blue and clouds of white.

The **bright** blessed day.

Dark scared night.

And I think to myself.

What a wonderful world.

The colors of the rainbow.

So pretty in the sky.

Are also on the faces of people going by.

I see friends shaking hands.

Saying "how do you do?"

They're really saying "I love you"

I hear babies crying. I watch them grow.

They'll learn much more than I'll ever know.

And I think to myself.

What a wonderful world.

Yes, I think to myself.

What a wonderful world.

I see trees of green.

Red roses too.

I see them bloom for me and you.

What a wonderful world.

"When I Fall In Love" (Mathew Dean)

It's the coldest night, people passing by
You will be the one that lights up my life
When you're close to me, make me feel alive
Like never before, when my whole world had died

*Painful memories, lonely places

I had been there a longtime

Now I found you, where I belong

My whole life will never be the same

**When I fall in love with you

Anything is out of the blue

In the dark night

There'll be sunlight

And you'll be the destiny that I'm going to

When I fall in love with you

Wishing dream is forever true

Having you right here, face to face

Let nobody else come between me and you

When I fall in love

There will be no more, no more lonely nights

I'll cry out no more, love has come ease the pain

Just to touch your hands, whispering your name

I can feel no pain, feel myself breathe again

(Repeat*, **)

"Beautiful Boy" (Celine Dion)

Close your eyes Have no fear The monster's gone He's on the run and your mommy's here

(Chorus)
Beautiful, Beautiful, <u>beautiful</u> boy
Beautiful, Beautiful, Beautiful boy

Before you go to sleep Say a <u>little</u> prayer Every day in every way It's getting better and better

(Chorus)

Out on the ocean sailing away
I can hardly wait
To see you come of age
But I guess we'll both just have to be patient
Coz it's a long way to go
A hard row to hoe
Yes it's a long way to go but in the meantime
Before you cross the street
Take my hand
Life is what happens to you
While you're busy making other plans

(Chorus)

Before you go to sleep, say a <u>little</u> prayer Every day, in very way It's getting better and better

(chorus)

VITAE

NAME

Monthol Vilaikasame

PLACE OF BIRTH

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INSTITUTE ATTENDED

1995 - 1998

Bachelor of Arts (English)

Ubon Ratchathani Rajabhat University

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