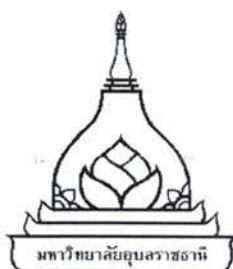


**THE AWARENESS OF PHRASAL VERB COLLOCATIONS OF  
THIRD YEAR EIC MAJOR STUDENTS AT RAJAMANGALA  
UNIVERSITY OF TECHNOLOGY ISAN, SURIN CAMPUS**

**RATTANA NAMPANYA**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS  
MAJOR IN ENGLISH AND COMMUNICATION  
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**INDEPENDENT STUDY APPROVAL  
UBON RATCHATHANI UNIVERSITY  
MASTER OF ARTS**

**MAJOR IN ENGLISH AND COMMUNICATION  
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UNIVERSITY OF TECHNOLOGY ISAN, SURIN CAMPUS

**NAME** MISS RATTANA NAMPANYA

**THIS INDEPENDENT STUDY HAS BEEN ACCEPTED BY**

.....  
CHAIR

(DR.LUGSAMEE NUAMTHANOM KIMURA)

.....  
COMMITTEE

(ASST.PROF.DR.SAOWADEE KONGPETCH)

.....  
COMMITTEE

(DR.SIRINTIP BOONMEE)

.....  
DEAN

(ASST.PROF.DR.KANOKWAN MANOROM)

**APPROVED BY UBON RATCHATHANI UNIVERSITY**

.....

(ASSOC.PROF.DR.UTITH INPRASIT)

VICE PRESIDENT FOR ACADEMIC AFFAIRS

FOR THE PRESIDENT OF UBON RATCHATHANI UNIVERSITY

ACADEMIC YEAR 2012

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(Ms. Rattana Nampanya)

Researcher

### บทคัดย่อ

ชื่อเรื่อง : การตระหนักเรื่องกริยาวลีในกลุ่มคำร่วมของนักศึกษาชั้นปีที่ 3 สาขาวิชา  
ภาษาอังกฤษเพื่อการสื่อสารสากล มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี  
วิทยาเขตสุรินทร์

โดย : รัดนา นามปัญญา

ชื่อปริญญา : ศิลปศาสตรมหาบัณฑิต

สาขาวิชา : ภาษาอังกฤษและการสื่อสาร

ประธานกรรมการที่ปรึกษา : คร.ลักขมี นวมถนอม คิมูระ

ศัพท์สำคัญ : กลุ่มคำที่ถูกใช้ด้วยกัน ความตระหนัก กริยาวลี

การศึกษครั้งนี้มีวัตถุประสงค์เพื่อตรวจสอบว่านักศึกษาสาขาวิชาภาษาอังกฤษเพื่อการสื่อสารสากล ชั้นปีที่ 3 มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี วิทยาเขตสุรินทร์ ตระหนักในการใช้ English Collocations หรือไม่ กลุ่มประชากรที่ใช้ในการศึกษาเรื่องนี้คือ กลุ่มที่มีความสามารถด้านภาษาอังกฤษดี จำนวน 16 คนและกลุ่มที่มีความสามารถด้านภาษาอังกฤษอ่อนจำนวน 14 คนที่กำลังศึกษาในภาคเรียนที่ 2 ปีการศึกษา 2555 เครื่องมือที่ใช้ในการรวบรวมข้อมูลคือ แบบทดสอบชนิดแปลแบบประโยคกริยาวลี จำนวน 20 ข้อ

ผลการศึกษาพบว่าแม้ว่านักศึกษาส่วนใหญ่ (ร้อยละ 86.66) ในการศึกษาครั้งนี้ผ่านการทดสอบ แต่ค่าเฉลี่ยของกลุ่มที่มีความสามารถด้านภาษาอังกฤษดีและกลุ่มที่มีความสามารถด้านภาษาอังกฤษอ่อนอยู่ที่ 13.56 และ 13.36 ตามลำดับ ผลการทดลองครั้งนี้แสดงให้เห็นว่านักศึกษาสาขาวิชาภาษาอังกฤษเพื่อการสื่อสารสากล ชั้นปีที่ 3 มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี วิทยาเขตสุรินทร์ตระหนักในการใช้ English Collocation อยู่ในระดับปานกลาง

## ABSTRACT

TITLE : THE AWARENESS OF PHRASAL VERB COLLOCATIONS OF  
THIRD YEAR EIC MAJOR STUDENTS AT RAJAMANGALA  
UNIVERSITY OF TECHNOLOGY ISAN, SURIN CAMPUS

BY : RATTANA NAMPANYA

DEGREE : MASTER OF ARTS

MAJOR : ENGLISH AND COMMUNICATION

CHAIR : LUGSAMEE NUAMTHANOM KIMURA, Ph.D

KEYWORDS : COLLOCATIONS / AWARENESS / PHRASAL VERB

The purpose of this study was to investigate the collocation awareness of 3<sup>rd</sup> Year English as an International Communication (EIC) major students at Rajamangala University of Technology Isan, Surin Campus. The subjects of this study were 16 good language ability students and 14 limited language ability ones. They were studying in the second semester of the academic year 2012. The research tool was a translation test which contained 20 items of phrasal verb collocations.

The results indicated that although a large number (86.66%) of subjects could pass the test, the mean scores of good and limited language ability subjects were 13.56 and 13.36 respectively. This could be an indication that EIC students at Rajamangala University of Technology Isan, Surin Campus were moderately aware of English collocations.

## CONTENTS

	PAGE
<b>ACKNOWLEDGEMENTS</b>	<b>I</b>
<b>THAI ABSTRACT</b>	<b>II</b>
<b>ENGLISH ABSTRACT</b>	<b>III</b>
<b>TABLE OF CONTENTS</b>	<b>IV</b>
<b>LIST OF TABLES</b>	<b>VI</b>
<b>CHAPTER</b>	
<b>1 INTRODUCTION</b>	
1.1 Rationale	1
1.2 Purpose of the study	4
1.3 Research Question	4
1.4 Significance of the study	4
1.5 Definitions of key terms	4
<b>2 LITERATURE REVIEW</b>	
2.1 Translation Problems	5
2.2 What is a collocation?	6
2.3 Phrasal Verbs	8
2.4 Related Studies	9
<b>3 METHODOLOGY</b>	
3.1 The Context of the Study	12
3.2 Participants	13
3.3 Research Instruments	13
3.4 Data Collection	14
3.5 Scoring criterion	14
3.6 Data Analysis	15
<b>4 RESULTS</b>	
4.1 The results	16

**CONTENTS (CONTINUED)**

	<b>PAGE</b>
<b>5 DISCUSSION</b>	
5.1 Summary and Discussion	21
5.2 Teaching implications	24
<b>6 CONCLUSION</b>	
6.1 Conclusion	25
6.2 Limitations of the study	25
6.3 Recommendations for further studies	26
<b>REFERENCES</b>	<b>27</b>
<b>APPENDICES</b>	
A Benson, Benson, and Ilson (1986)'s Framework	31
B Phrasal Verb Test	35
C Example of student's test	48
<b>VITAE</b>	<b>43</b>

**LIST OF TABLES**

<b>TABLE</b>	<b>PAGE</b>
1 The results of the students' scores on the translation test	16
2 The scores of two language proficiency groups	17
3 The Participants' performance on each test item	19



## CHAPTER 1

### INTRODUCTION

This chapter focuses on the rationale, purpose of the study, research question, significance of the study and definitions of key terms.

#### 1.1 Rationale

A collocation is a multi-word combination or a group of words that frequently appear together, usually in a specific order. A co-occurrence of words or terms in collocation is not controlled only by grammar of a language, but also by patterns of usage and a native speaker's expectation of idiomaticity (Taiwo, 2004). Accordingly, whereas there is no principle why "*\*forth and back* should be ungrammatical in English, linguistic conventions demands *back and forth* instead" (Zimmerman, 2009: 38). This linguistic phenomenon later leads to an interesting assumption that words do not exist in isolation but rather cluster around some words while ignoring others. Therefore, when *strong* and *weak* can be used to describe a human *body* in English, only the former can collocate with the word *tea* as found in "*strong tea*" but not "*\*weak tea*". In this case, "*light tea*" is preferred over "*\*weak tea*."

Generally speaking, this collocational aspect of language has been found to cause a lot of difficulties among language learners of English primarily because they are "unpredictable and often idiomatic in nature (i.e. their meaning cannot be deduced solely from the meanings of their component part)" (Zimmerman, 2004: 37). As a multi-word unit, collocations can also pose syntactic challenges for many learners. For instance, phrasal verb collocations (a combination of verb and particle, in which a particle can be an adverb, a preposition, or a combination of them) are difficult to master not only because they are often semantically unpredictable, but also because they are syntactically complex (Dixson, 2004). In particular, it is impossible for learners to know whether a given phrasal verb is separable or not based on its

appearance alone, and they can only “acquire the grammar of phrasal verb through exposure or explicit instructions” (McDorman, 2012: 1).

Furthermore, collocations can be problematic for several other reasons. For example, students may not have much available processing capacity to pay careful attention to how words are conventionally tied together in speech or written texts. Also, it may not be clear to them how restricted a given collocation is (Howarth, 1998, cited in Bonk, 2000). Thus, some collocations may sound odd and out of place when being translated. Liu (2000) pointed out that his language learners seemed to lack enough knowledge of acceptable collocations in English. Most of them relied heavily on the use of direct L1 translation in producing lexical collocations of the target language, which later resulted in various kinds of unacceptable word combinations.

The unacceptable invented collocations such as ‘*make homework*,’ and ‘*good in mathematics*’ are definitely not correct expressions in English, but they are frequently witnessed at Rajamangala University of Technology Isan, Surin Campus, where the researcher has been working as an English teacher for many years. Besides a high possibility to repeatedly produce these unacceptable collocations, a number of students here revealed a tendency of problems in translation when they were assigned to work with a phrasal verb in English. Examples include “*work out* at the gymnasium” and “*broke down* when she heard a car bomb”. In many occasions, students incorrectly translated the meaning of the underlined phrasal verbs by using a direct translation of each individual word. In doing so, students would describe that the phrasal verb ‘*work out*’ could be translated into Thai as ‘going out for work’ while ‘*broke down*’ can be translated as ‘something at a low position broke.’

The above misunderstanding regarding collocation may be owed partly to the fact that classroom practice at Rajamangala University of Technology Isan, Surin Campus was more likely to focus on a single word exercise such as one word gap filling, one word dictation, and one word translation, but not on a multi-word exercise or task. To this base, it is not surprising that the translation of a phrasal verb collocation, as discussed earlier, seems to manifest itself as one of the most problematic areas since students are not well aware that its meaning is not usually derived from a definition of each individual word. In fact, several researchers have demonstrated that language transfer is a common source of collocation errors for

English language learners of diverse linguistic backgrounds. This is because learners tend to use collocations from their native language until they either become or are made explicitly aware of collocation differences between L1 (first language) and L2 (second language) (Zimmerman, 2004 ; Taiwo, 2004).

In order to maximize teaching effectiveness, we, as language teachers, should recognize the significance of collocation, being aware that the acquisition of it is crucial for learners' communicative competence. Lennon (1991 cited in Melka, 1998) has posited that "language must not only be grammatical, it must also be appropriate". As a consequence, teachers must address appropriacy in addition to grammaticality when teaching all aspects of language, including collocations. The knowledge of collocation, evidently, has been connected to learners' communicative effectiveness in the sense that it helps promote fluency and naturalness in language use. Once acquired, words which are stored in chunks can be retrieved automatically from a speaker's mental lexicon (Lewis, 1997).

As a result of this, the present study became one of the first attempts to investigate the collocation awareness of students at Rajamangala University of Technology Isan, Surin Campus by conducting an error analysis of phrasal verb collocations translation used by these students. In other words, a translation test served as a main research tool to measure students' awareness of collocation. Results obtained from this study would hopefully reveal the extent to which students at Rajamangala University of Technology Isan were aware of collocation, especially the phrasal verbs in English. The results would also prove useful for a development of language learning and teaching here at Rajamangala University of Technology Isan, Surin Campus. The obtained findings were also intended to help teachers find appropriate translation materials to suit their students' needs and use a more effective translation technique suitable for different tasks students need to undertake in a language classroom.

## **1.2 Purpose of the study**

The purpose of this study was to investigate collocation awareness of 3<sup>rd</sup> Year English as an International Communication (EIC) Major Students at Rajamangala University of Technology Isan, Surin Campus by conducting an error analysis of phrasal verb translation.

## **1.3 Research Question**

The research question of this study is: To what extent are Rajamangala University of Technology Isan, Surin Campus (RMUTI) students aware of the English phrasal verb collocation?

## **1.4 Significance of the study**

The results of this study would shed more light on the extent to which students at Rajamangala University of Technology Isan, Surin Campus were aware of collocations. They will also provide teachers at Rajamangala University of Technology Isan, Surin Campus with useful information for improving their students' knowledge of English collocation.

## **1.5 Definitions of key terms**

In this study, two terms need to be defined.

1.5.1 Awareness means a comprehension or an understanding of the meaning of collocation.

1.5.2 A phrasal verb is a combination of verb and particle. In this case, a particle can be either an adverb, a preposition, or a combination of them.

## CHAPTER 2

### LITERATURE REVIEW

This chapter provides a review of selected literature and research related to translation problems, collocation, phrasal verbs, and related studied.

#### 2.1 Translation Problems

Translation seems to be at the core of every curriculum for those whose interests fall into language learning and teaching. Nonetheless, to be competent in this area, both novice and expert translators may at times encounter different problems during a translation process. According to Ghaza (1995), a translation problem is basically concerned with either sound and lexis (word) or grammar and style. Lexical problems may be caused by a misunderstanding or a total ignorance of word meanings. They could range from an individual word, a multi- word, to an idiomatic expression (Ghazala, YEAR). More specifically, lexical problems usually occur when a word or an expression is not understood, misunderstood or totally unknown to translators. "Synonymy, polysemy and monosemy, collocation, metaphors and idioms are considered as the most common lexical problems." (Ghazala, YEAR: 24).

Moreover, a translation problem can involve a variety of difficulties found in the text that oblige a translator to stop translating. These problems might be related to grammatical, stylistic, or cultural issues. Grammatical problems usually result from complicated source language grammar, different target language grammar or different target language word orders. Among the most frequent grammatical problems include the translation of verb: "*be*", "*have*" and modals, the translation of tenses and articles, the translation of adjectives and personal pronouns, and the translation of nominal, verbal and conditional sentences.

Another type of problem could be linked to styles or the way of writing a particular source language (SL) text. One of the stylistic problems is mainly concerned with fronting, in which a word, a phrase or a clause is stated at the beginning of a

sentence in an unusual way. For instance, in “*suicide he committed*,” instead of “*he committed suicide*,” fronting is used in this sentence to introduce or emphasize the fronted word or to draw attention to its importance to the meaning of the whole sentence. Other stylistic problems may include “parallelism, ambiguity, redundancy, and nominalization” (Ghazala, YEAR: 18-24).

Cultural related problems may often be found in cross-cultural translation. According to Yowelly and Lataiwish (2000: 107), “the greater the gap between the source and target culture, the more serious difficulty would be.” Cultural problems may be geographical, religious, social and linguistic ones. Hence, the expression “summer’s day” in “Shall I compare thee to a summer’s day” would be best translated into Arabic as “spring’s day” to convey the same meaning. This is partly because, from a geographical perspective, summer in the western world may be close to the spring time in the Arab world (Clapper, 2013).

## 2.2 What is a collocation?

As previously suggested, collocations can be among various lexical problems occurring at any time during a translation process. Therefore, accomplishing the goal of acquiring knowledge of collocation should be worth pursuing. Fundamentally, a collocation or prefabricated chunk is an important language aspect developed over time as a native speaker of that particular language becomes more experienced of the world (Lewis, 1997). A collocation is a word or phrase which is used with other words or phrases in a way that sounds natural to people who have spoken that language all their lives. In particular, collocation can be referred to as the co-occurrence of words or word combinations which occur naturally with greater than random frequency (Holzapfel and Shokat, 2005 ; Lewis, 2000). The typical collocation in used languages tends to be idioms and phrases (Holzapfel and Shokat, 2005?).

Basically, individual words in any language will be put together with their collocation preference. For example, even though the words “*do*” and “*make*” are similar in meaning, they are used in a different context and have interesting differences in their collocation patterns. One can say “*do homework*”, but not “*make*

*homework*” or “*make an appointment*” but not “*do an appointment*” This multi-word combination or prefabricated chunk, as already mentioned, is a crucial language component in addition to an individual lexical item and language structure.

A collocation can be divided into different categories such as 1) poly- words (*by the way* vs. *by the road*), 2) collocations (*sour cream* vs. *rancid cream*), 3) semi-fixed expressions (*I've got a stone in my shoes*) and 4) fixed expressions (*Good morning, how do you do?*) (Lewis, 1997).

In a different manner, Hill (2000) classified collocations into four groups according to its strength. First, unique collocations are words that go together as an idiom, but not an idiom. They are used with limited partners. For instance, the word “*foot*”, which is used as a verb in the collocation “*foot the bill*”, cannot be found with any other nouns. Second, strong collocations are a large number of collocations, which occur together with few strong words. Examples are the adjective “*rancid*”, that could collocate with *butter*, but not with *cream* (e.g. we may say *rancid butter*, but not *rancid cream*). Other type is called weak collocations. These are words that usually go together rather than random frequency. For instance, the adjectives “*long*” and “*short*” can be employed in many different contexts such as “*a short pen*”, “*a long hair*”, “*a short time*” and “*a long neck*”. Fourth, medium collocations are the groups of words that co-occur in a greater frequency than weak collocation. They are not weak or strong collocations. For example, anyone may know the words “*hold*” and “*conversation*” but may not know that “*one can hold a conversation*”.

In addition, Benson, Benson and Ilson (1986: 5) provided an interesting view on collocation and its classification as stated here: “In English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions. Such groups of words are called recurrent combinations, fixed combinations, or collocations” and they can be categorized into two major groups: grammatical and lexical collocations. Whilst grammatical collocation can be defined as a combination of a noun, a verb, an adjective, an adverb and a preposition or grammatical structure, lexical collocation can be referred to as a combination of noun + verb, adjective + noun, adverb + adjective, verb + adverb, and noun + noun. Grammatical collocations are further divided into eight types whereas lexical collocations are categorized into



seven sub-groups (See appendix A for a detailed category of grammatical and lexical collocation).

### 2.3 Phrasal Verbs

Based on Benson, Benson, and Ilson's framework mentioned earlier, a phrasal verb is considered as part of grammatical collocation, which combines verbs and particles. The first word in any phrasal verb is a verb, which can be followed by an "adverb", a "preposition" or both of them. Examples of English phrasal verbs are *eat up*, *get off*, *face down*, *face up to*, *hang out*, *laugh at*, *hang around*, *take over* and so on. As seen here, the second part of a phrasal verb is normally called a particle since it is almost impossible to identify if it is an adverb or a preposition (Dixon, 2004). For a particle, it can come both before and after an object of a verb or is restricted to one of these positions.

Phrasal verbs have different meanings. While some phrasal verbs are easy to understand or their meaning can be guessed from the base verb, many others are hard to process mainly because their meanings are not derived from a combined definition of the individual word. Fraser (1976) grouped phrasal verbs into three main types: literal phrasal verbs, aspectual phrasal verbs, and figurative phrasal verbs. In the first category, a phrasal verb carries an item in which its particle retains a literal adverbial meaning as found in the "*take down*" example below:

- (1) I took down the picture or I took the picture down

Other examples of literal phrasal verbs include "stand up", "sit down" and "take out". This group of phrasal verbs is among the easiest type for non-native speakers to understand because the meanings of the verb and the particle are the same, whether when they come together or when they are separated.

Secondly, aspectual (completive) phrasal verbs are those carrying a complicated particle, in which its literal meaning is not retained. The particles '*up*, *out*, *off*, and *down*' are all seen to be used this way; however, "*up*" is the most frequently used particle in this function as found here:



(2) He fixed up the door or He fixed the door up.

The meaning of this type of phrasal verb is based largely on the meaning of a verb. However, the particle is added to emphasize that the action should be done until completed (completive). Therefore, in (2.2.1.2), someone should fix the door until it is completely fixed.

Finally, figurative phrasal verbs occur when the meaning is based on a metaphorical extension of either the literal or the aspectual phrasal verb. If a learner can visualize the original metaphor, a figurative meaning is often apparent. In the statement below:

(3) He hung up the phone.

Originally, phones are placed on the wall, and once you finish a conversation with someone at the end of the line, you “*hang it up*”. Now, you might just push a button or even put the phone down. Additionally, phrasal verbs in English can be of various types (Seaton and Kirkpatrick, 2005). Examples are (1) Intransitive verb + adverb (*Stand up*) (2) Transitive verb + object + adverb (*turn the volume down*) and (3) Transitive verb+ preposition + object (*believe in God*)

## 2.4 Related Studies

Recently, a large volume of research (Donkaewbua, 2001 ; Hsu, 2005 ; Lin, 2002 ; Loi & Chan, 2004 ; Tseng, 2002 ; Wang, 2002) has begun to look into ESL/EFL learners’ knowledge of collocation. Nevertheless, a majority of them focuses largely on the effects of collocation instruction on learners’ language competency and none has approached collocation from a perspective of translation in an English classroom in Thailand. Donkaewbua (2001), for instance, is among a few scholars who explored collocation in a Thai English classroom. This researcher investigated the effects of lexical phrase instruction on high school students’ speaking performance. Three students from Mattayom 4 (a high school level) of Bangpakok Pitthayakom School participated in this study. Data analyzed in this work were from the participants’ speech samples with a tape script and a retrospective interview. The obtained findings interestingly showed that teaching lexical phrases helped improve students’ speaking ability.

Vilaikasame (2006) conducted another study in the Thai context, which investigated the effects of using songs to teach adjective and noun collocations. The subjects were 20 first-year vocational students at Technology Ratchathani and Vocational School, who studied in the second semester of the academic year 2006. The research tools consisted of 3 songs containing different adjective and noun collocations, ten of which were selected for the treatment. The data were obtained from the pre-and post-test's scores with the results indicating that teaching adjective and noun collocations through songs could help increase the vocational students' academic achievement. Vilaikasame finally recommended that the songs that were good for teaching collocations had to be well recognized by Thai students, especially in terms of the singing style.

Unlike Vilaikasame, Wang (2002) examined the effectiveness of inductive and deductive approaches on learning collocations by using a concordance. In Wang's study, language proficiency, aptitude and difficulty of grammatical patterns, which influenced the learning outcomes, were explored. There were 80 senior high school students who were placed into inductive and deductive groups. After completing different assessments such as a computer test, a pre- and post-test, a scholastic aptitude test: serial III, a secondary level English proficiency test, the inductive group was found to perform significantly better than the deductive one. The findings also revealed that easy collocations were likely to be more suitable for the inductive approach. Nonetheless, there were no significant differences between both methods in learning difficult collocations. Wang ultimately concluded that using a concordance with an inductive approach helped improve the effectiveness of learners' learning outcomes.

A similar study was conducted by Liu and Chan (2004), who examined the effect of Computer Assisted Language Learning (CALL) on 68 freshmen's learning of verb-noun collocations. The main purpose of this study was to examine if Taiwanese EFL learners could improve their collocation knowledge with the help of CALL. Three test and two questionnaires were the major research tools in this study. Students' collocation competence was measured by using a pre-test, an immediate post-test which evaluated the same target verb – noun collocation, another delayed post-test which evaluated the target verb-noun collocation and a delayed post – test

which measured students' retention of learned verb-noun collocations. The findings suggested that at first students seemed to lack knowledge of collocation. However, with the help of CALL, positive outcomes were documented when students demonstrated the improvement of their verb-noun collocations with the web-based collocation instruction.

Also important is Tseng's (2002) study, which examined the effects of collocation instruction on the collocation competency of high school students. Ninety-four students who participated in this study were divided into two groups, namely an experimental group and a control one. In the experiment group, the subjects had to study collocations for 12 weeks while those in the control group did not. Later, they were required to complete a questionnaire, took two blank-filling collocation tests, and wrote two compositions. The results showed that high school students had little collocation knowledge. Nevertheless, the explicit collocation instruction was found to help them increase their collocation knowledge. It was also evident that the verb-noun collocations were easier than the other types of collocations because they were accessible in different forms of media in our everyday's life.

In conclusion, all of the studies discussed earlier concentrated on the effectiveness of collocation teaching. None of the above discussed work has attempted to look into what specific problems learners had with collocations and none has incorporated translation into their exploration of language learners' collocation knowledge and awareness. Accordingly, the present work would serve as one of the first systematic investigations to employ translation as a main assessment tool to measure Thai learners of English' collocation awareness.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes the context of the study, participants, research instruments, data collection, a scoring criterion and data analysis.

#### **3.1 The Context of the Study**

English is taught as a fundamental subject for all students, and a major subject for students majoring in English as an International Communication (EIC) at Rajamangala University of Technology Isan (RMUTI), Surin Campus. As part of the program, Translation is offered as one of the different major courses for students whose major is EIC. More specifically, third-year EIC major students at RMUTI, Surin Campus, are required to take three translation courses to complete their program of study: Introduction to Translation, which introduces a basic theory of translation, Translation: English into Thai, focusing on the translation of various English texts into Thai, and Translation: Thai into English, with a concentration on translating any Thai source texts into English target texts.

For the present research, the translation test of different phrasal verb collocations was administered in the course titled Translation: English into Thai because of several reasons. First, since this course was taught by the researcher, the existing class should be considered as happening in a natural learning teaching environment. Second, for a translation test to be distributed in this course, it should not be considered as something intrusive of a learning process since it was part of a routine class evaluation. Finally, because one of the major objectives of this course is to provide students with further opportunities to translate English texts into Thai, it seems comparable to the major goal of this research, which focuses on an investigation of collocation awareness, using a translation test of phrasal verbs from English into Thai.

### 3.2 Participants

The participants in this study were 30 third year students who majored in English for International Communication at Rajamangala University of Technology Isan, Surin Campus. There were 4 males and 26 females. These participants registered for the (00-031-207) Translation: English into Thai course in the second semester of the academic year 2012. The main reason for selecting this group of participants was primarily because they were already in the course, which was taught by the researcher. As already stated, in order not to intrude a natural classroom setting, having these students as research participants would achieve this goal, and in so doing, data collected from these participants should well represent authentic materials for the analysis. Besides including everyone in the researcher's class as a research participant, their grades in the pre-requisite course, namely, Introduction to Translation, were taken into consideration as an indication of the participants' language proficiency. However, this language ability was roughly divided into two groups: learners with a good language competence and those with limited one. While the former included students who received A, B +, and B from the pre-requisite course, the latter contained those with C+, C, D+, and D grades. The former group had 16 students, and the second one had 14. The purpose of having two language proficiency groups was to explore if there might be a relationship between language competence and collocation awareness.

### 3.3 Research Instruments

The sentence translation test, which contained 20 items, was employed as a main research instrument in this work. Each sentence contained a phrasal verb collocation, which was collected from the students' textbooks used in the pre-requisite course (Introduction to Translation). Examples are *go along*, *pass away*, *pick up*, *turn down*, and so on. Some of the phrasal verbs found in this test were also drawn from the grammar books (e.g. Basic Grammar, Natural Grammar) that students had used in their other English courses (e.g. Foundation English I). All of the phrasal verbs in this study were presented in an inseparable form and based on a classification of collocation proposed by Benson, Benson and Ilson (1986)'s framework, which places

verb+ particle (e.g. a preposition) under a grammatical collocation (See the test in Appendix B).

This framework was chosen mainly because it appears to be one of the most influential works in the field since it is frequently cited in a number of previous studies. Furthermore, it should be stated here that the phrasal verbs appearing in the test were selected because of their frequency of occurrence in the textbooks mentioned earlier. That is, only phrasal verb which occur more than one time in the text were included in the test. This has been carried out on the assumption that a profound understanding of collocation cannot take place without students being exposed to this language aspect through listening and reading. Moreover, these verbs were not further classified into different types as suggested by Fraser (1976): literal, aspectual, and figurative phrasal verbs because they might be beyond the scope of this independent study.

### **3.4 Data Collection**

As indicated earlier, the data in this research were gathered from the English phrasal verb translation test. The participants took one hour to complete this 20 item-translation test, without using a dictionary of any type. The test was distributed to 30 participants during the wrap-up period of the last class. Since each test item was written by the researcher, its reliability was double checked by a native speaker of English who taught at the researcher's school. The researcher also consulted the Oxford dictionary (The Oxford English Dictionary, 2<sup>nd</sup> ed. Oxford: Clarendon Press, 1989) to make sure that each phrasal verb was accurately used in a sentential context.

### **3.5 Scoring criterion**

The participants' tests were marked using the following criterion. The scoring was set as one mark for each item. Therefore, the total score of the test was 20. The participants who could provide a correct meaning of a phrasal verb received one mark whereas those who translate it incorrectly received a zero mark. In marking each test item, attention was paid only to the translation of the phrasal verb itself, and not the context in which it occurred.



### 3.6 Data Analysis

The score of each participant was taken into consideration. The gained scores were calculated into mean and percentage based upon the number of correct translation of each phrasal verb to reveal the extent to which students at Rajamangala University of Technology Isan are aware of a phrasal verb collocation. The participants who received more than 50% of the total scores were marked as learners who had demonstrated collocation awareness whereas those with the score lower than 50% were labeled as learners who lacked collocation awareness. Then, the participants' mean score as converted into a percentage was interpreted in terms of a degree of awareness, using a criterion below:

90-100 % Perfectly aware

80-89 % Well aware

70-79 % Fairly aware

60-69 % Moderately aware

50-59 % Poorly aware



A descriptive analysis was also applied to explain any tendency found on the test.

## CHAPTER 4

### RESULTS

In this chapter, the findings of this study are presented. The results will be presented in the following Table 1 below.

**Table1** The results of the students' scores on the translation test.

No.	Language Proficiency G=Good L=Limited	Total Score	Correct score	Incorrect score	Results
1	G (A)	20	15	5	Pass
2	G (B)	20	12	8	Pass
3	L (C)	20	15	5	Pass
4	G (B+)	20	15	5	Pass
<b>5</b>	L(C+)	<b>20</b>	<b>9</b>	<b>11</b>	<b>Fail*</b>
6	G (B+)	20	16	4	Pass
7	G (B)	20	15	5	Pass
8	G (B)	20	13	7	Pass
9	L (C)	20	14	6	Pass
<b>10</b>	G (B)	<b>20</b>	<b>9</b>	<b>11</b>	<b>Fail*</b>
11	G (B)	20	11	9	Pass
12	L (C)	20	11	9	Pass
13	G (B)	20	13	7	Pass
14	L(C+)	20	18	2	Pass
15	G(B+)	20	17	3	Pass
16	G (B)	20	12	8	Pass
17	L(C+)	20	15	5	Pass
18	G (B)	20	14	6	Pass
19	L (C)	20	13	7	Pass
20	G (B)	20	14	6	Pass
21	L (C)	20	13	7	Pass
22	L (C+)	20	16	4	Pass
23	L (C+)	20	17	3	Pass
24	G (B)	20	15	5	Pass
25	L (C+)	20	16	4	Pass
26	G (A)	20	17	3	Pass



**Table1** The results of the students' scores on the translation test. (Continued)

No.	Language Proficiency G=Good L=Limited	Total Score	Correct score	Incorrect score	Results
27	L (C+)	20	12	8	Pass
28	L (C)	20	10	10	Pass
29	G (B)	20	9	11	Fail*
30	L (C)	20	8	12	Fail*
<b>X</b>		<b>20</b>	<b>13.53</b>		
<b>%</b>		<b>100</b>	<b>67.75</b>		

As seen in Table 1, 26 out of 30 or 86.66% could pass the test while only four or 13.33% students failed the test. More specifically, whilst some students performed greatly on the test, receiving the scores of 18 and 17, those who performed poorly received only 8 to 9 marks.

However, although most of the students (86.66%) passed the test, the mean score of the test is only 13.35 of 20, or 67.75% as seen in Table 1. This shows that the awareness level of the students is still not high.

Similar results were also evident when the participants' language ability was taken into account. That is the students of two language proficiency groups are not different in terms of phrasal verb awareness level.

**Table 2** The scores of two language proficiency groups.

G Participants (Good language proficiency)	Received Score	L Participants (Limited language proficiency)	Received Score
<b>G 1</b>	<b>15</b>	L 1	15
<b>G 2</b>	<b>12</b>	L 2	9 Fail
<b>G 3</b>	<b>15</b>	L 3	14
<b>G 4</b>	<b>16</b>	L 4	11

**Table 2** The scores of two language proficiency groups (Continued)

<b>G Participants (Good language proficiency)</b>	<b>Received Score</b>	<b>L Participants (Limited language proficiency)</b>	<b>Received Score</b>
<b>G 5</b>	<b>15</b>	L 5	18
<b>G 6</b>	<b>13</b>	L 6	15
<b>G 7</b>	<b>9 Fail</b>	L 7	13
<b>G 8</b>	<b>11</b>	L 8	13
<b>G 9</b>	<b>13</b>	L 9	16
<b>G 10</b>	<b>17</b>	L 10	17
<b>G 11</b>	<b>12</b>	L 11	16
<b>G 12</b>	<b>14</b>	L 12	12
<b>G 13</b>	<b>14</b>	L 13	10
<b>G 14</b>	<b>15</b>	L 14	<b>8 Fail</b>
<b>G 15</b>	<b>17</b>		
<b>G 16</b>	<b>9 Fail</b>		
<b>Total</b>	<b>N = 217</b>	<b>Total</b>	<b>N = 187</b>
<b>Mean</b>	<b>13.56 (67.8%)</b>	<b>Mean</b>	<b>13.36 (66.8%)</b>

As seen in Table 2, when the language competence was considered in connection to each participant's gained scores, it was discovered that no matter what language proficiency the participants had- good or poor/limited- most of them passed the translation test of a phrasal verb collocation.

However, the mean scores of the two groups were only about 66-67% each. This could be a good indication that the degree of their collocation awareness seemed to appear at a moderate level.

**Table 3** The participants' performance on each test item

Order	Correct Answers	Phrasal Verbs
1	30	Fill in
2	29	Pass away
3	29	Put up with
4	27	Come up with
5	26	Stand by
6	26	Turn off
7	26	Work out
8	25	Pick up
9	24	Plug in
10	22	Put away
11	22	Hand in
12	21	Break down
13	21	Turn down
14	17	Drop off
15	16	Wipe off
16	12	Find out
17	11	Throw away
18	10	Watch out
19	8	Put off
20	7	Get along with

In Table 3, the number of correct scores on each phrasal verb collocation is displayed. As shown here, the test items no. 1, 2, and 3 were likely to cause least difficulties for the participants since almost all of them could translate these phrasal verbs correctly, and these phrasal verbs are *fill in*, *pass away*, and *put up with* (Please refer to appendix C for student's translation test). On the contrary, the participants

seemed less likely to have awareness of the phrasal verb collocation in items no. 19 and 20 since only a small number of them could translate “*get along with*” and “*put off*” correctly.

The major tendencies presented earlier will be discussed in the next chapter.

## **CHAPTER 5**

### **DISCUSSION**

The chapter discusses some interesting findings and their interpretations. Teaching implications are also discussed

#### **5.1 Summary and Discussion**

##### **5.1.1 Summary of the Results**

The results obtained from the analysis indicated that the majority of students participating in this research revealed awareness of the phrasal verb collocations through the sentence translation test. However, the level of awareness was not high as their average score was at moderate level. The findings also pointed out to the fact that the participants' language proficiency might not be a good indicator of how well students could comprehend the target phrasal verbs. Finally, it was observed that while the meanings of some phrasal verb collocations (e.g. *fill in*, *pass away*) were well recognized, several of them posed challenges among the participants (e.g. *put off*, *get along with*).

##### **5.1.2 Discussion**

According to the overall analysis, the quantitative results showed that the participants in this study revealed considerable awareness of the target phrasal verb collocations. As evident, the majority of them passed the collocation translation test with the mean score of only 13.35 or 67.75%. This quite low degree of awareness may be explained based on Taiwo (2001)'s work. That is, vocabulary teaching in a Thai English language classroom may not adequately incorporate its syntactic aspect of lexis (the ability of items to co-occur). This moderate amount of awareness, in addition, seems to be inconsistent with other previous works such as Tseng (2002), who examined the effects of collocation instruction on the collocation competency of high school students.

noun collocations found that the subjects participated in their research tended to have very limited knowledge or even lack knowledge of collocation in English. The minor difference of the findings between the current study and other previous work may be explained in connection to the participants' multiple exposures to the phrasal verbs under investigation.

As stated in Chapter 3, all phrasal verb collocations were collected from the textbooks and grammar books used in other previous English courses. It is likely that the participants had come across or were exposed to the phrasal verbs appearing on the test before. As seen in this work, every participant performed perfectly well on the phrasal verb "*fill in*," demonstrating their understanding of the meaning of this verb through the correct translation. Evidently, "*fill in*" appeared many times in the textbooks used at Rajamangala University of Technology Isan. Particularly, it was found in the instructions of different exercises throughout the books. Examples include "*Fill in* the blank with the most appropriate word" or "*Fill in* the forms, using your personal information." This multiple exposure to the phrasal verb could contribute to a certain degree of the participants' awareness of collocation. The same explanation also holds true for the case of "*pass away*," where it was seen a number of times in the reading passages of several textbooks.

Explicit grammar instructions in Thailand could be another crucial factor which is responsible for the participants' considerable awareness of the phrasal verb collocations in this study. Being part of a lesson, the grammar of phrasal verbs receives quite an attention in grammar books (e.g. Four Corner, Touch Stone, and Face to Face) used here at the researcher's school as it is included in a few chapters as a main content or as part of an exercise on multi-word verbs.

The findings also indicated that good and limited language ability participants did not show significant differences in terms of their collocation awareness. In fact, both groups performed equally well on the test. This evidence seems to provide a good indication that language competence might not override the exposure and explicit instruction factors contributing to a learner's success in comprehending the meanings of collocation. Here, it should be worth mentioning that the tendency of participants' considerable awareness in this study does not agree with other work such as that of Huang (2001), who investigated Taiwanese EFL students'

knowledge of English collocations and the collocations errors they made. The results of Huang's study showed that EFL students had the insufficient knowledge of English collocations, and the errors they made could be attributive to their negative L1 transfer.

Nevertheless, the same type of language transfer was also observed in the current study. On a closer examination of the phrasal verbs which were incorrectly translated, the participants revealed a possibility of using a direct translation of an individual word which made up that particular phrasal verb. In other words, in case of an incorrect translation, the participants seemed to rely heavily on their L1 or native language, reflecting their presumption that there was a one-to-one correspondence between the L1 and L2. A positive transfer, on the one hand, occurred when the L2 collocations match those in the L1 (e.g. *fill in*). On the other hand, the negative transfer took place when no corresponding forms could be found in the L1 (e.g. *put off*). The fact that a native language can influence the acquisition of the target language (L2) is proclaimed by Brown (2001), and Gass & Selinker (1994), who emphasized that the native system is able to interfere with the production and comprehension of a target language.

A common error possibly resulting from L1 interference made by RMUTI students are the incorrect translation of "*work out*" into "working outside the building." In addition, the translation errors found in this work may be owed to the idiomatic nature of these phrasal verbs, in which their meanings cannot be deduced solely from the meanings of their component parts. For the problematic phrasal verb collocations under study, it was suspected that they (e.g. "*put off*" or "*get along with*") may fall into a figurative phrasal verb whose meaning is derived from a metaphorical extension of the literal or aspectual phrasal verbs (Fraser, 1976). Therefore, it is important for teachers to help raise an awareness of the idiomatic and polysemous nature of a phrasal verb as well as emphasizing differences in the collocation patterns of students' native language and the target one to help them minimize collocation errors.

## 5.2 Teaching implications

The teaching of collocations inevitably needs to be integrated with the teaching of vocabulary partly because, as observed in the current work, students showed moderate awareness of the phrasal verb collocations. To teach them effectively, ESL/EFL teachers may need to address the cultural issues, metaphorical meanings, a way of describing something by means of an image or symbol and the historical origins associated with the collocations. For example, upon encountering an idiomatic phrasal verb such as "*hang up*," teachers may address the historical view that in the past a telephone was normally put on the wall, and when someone finished a conversation, he or she would "*hang it up*." This reality, in turn, will have an influence on a word choice found in the idiomatic phrasal verbs of different languages.

In order to make optimal use of collocation activities, teachers should take time to explore how similar terms collocate in the learners' native language so that they can develop the awareness of the relevant collocation differences between L1 and L2.



## **CHAPTER 6**

### **CONCLUSION**

In this chapter, the conclusion, limitations of this study and recommendation for further study are provided.

#### **6.1 Conclusion**

This study focused on the awareness of a phrasal verb collocation of third year EIC majors at Rajamangala University of Technology Isan, Surin Campus. In order to answer the research question; to what extent are Rajamangala University of Technology Isan, Surin Campus (RMUTI) students aware of phrasal verb collocations, the sentence translation test was administered among 30 participants. The results obtained from the analysis indicated that the majority of participants were aware of the target phrasal verb collocations at moderate level.

#### **6.2 Limitations of the study**

This study might have some limitations. The first limitation is related to the test format, followed by the testing time length, and the number of participants. Focusing on the first issue, because there is no control over the types of phrasal verbs as proposed by Fraser (1976), there might be a possibility that literal phrasal verbs-the easiest type- outnumbered the other two groups, which would allow a high possibility for correct guessing. Secondly, based on personal communication with some students, the length of the testing time may have been too limited. The expansion of it will allow participants more time to carefully do the test. Moreover, because there were only 30 students who took the test, this limited number will definitely not enough for the generalization of the findings, and more participants will help ensure both research reliability and generalizability.

### **6.3 Recommendations for further studies**

Since there is no control over the types of phrasal verb collocation in the current work, future research should take into consideration this problem by projecting a balanced number of three main kinds of phrasal verbs as proposed by Fraser (1976) to be appeared on their test. A carefully designed test with an equal amount of literal, aspectual, and figurative phrasal verb would definitely ensure a clear picture of the phrasal verb collocation problems Thai students learning English as a Foreign Language may encounter. Additionally, more time for the translation test should be allowed in order for the test takers to complete their work in a more efficient manner. Finally, if the number of participants increases in future work, its results will be better generalized to other population of a similar context, and to encourage this generalizability concern, a more advanced statistics may be applied in case of the comparison between language ability groups.

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## APPENDICES

**APPENDIX A**  
**BENSON, BENSON, AND IISON (1986)'S FRAMEWORK**

**Benson, Benson, and Ilson (1986)'s categorization of collocation into grammatical and lexical collocation**

<b>Grammatical Collocations</b>		
<b>Types</b>	<b>Patterns</b>	<b>Examples</b>
G1	N + Prep.	<i>apathy towards</i>
G2	N + to-inf	<i>to have <u>the right to do it</u></i>
G3 =	N + that-cl.	<i>an agreement <u>that she would do it</u></i> (It was by chance that...)
G4	Prep. + N	<i>by accident, in advance</i>
G5	Adj. + Prep.	<i>angry at everyone, hungry for, fond of</i> (some cannot stand alone)
G6	Adj. + to-inf	<i>It was <u>necessary to work</u>, she is <u>ready to go</u></i>
G7	Adj. + that-cl.	<i><u>afraid that</u> she would fail the exam</i>
G8(A)	V + DO + to + IO = V + IO + DO	<i>He sent <u>the book to him</u></i> <i>He sent <u>him the book</u></i>
G8(B)	V + DO + to + IO (not allowing dative movement transformation)	<i>They described the book to her</i> <i>*They described her the book</i>
G8(C)	Vt. + DO + for + IO = Vt. + IO + DO	<i>She bought a shirt for her husband;</i> <i>She bought her husband a shirt</i>
<b>G8(D)</b>	V + Prep.	<i>Adhere to the plan, catch up to his friend</i>
G8(E)	V + to-inf	<i>Began to speak, offered to help</i>
G8(F)	V + inf (without to)	<i>we must work, he had better go (modals)</i>
G8(G)	V + V-ing	<i>They enjoy watching TV, I miss going to work</i>



Grammatical Collocations		
Types	Patterns	Examples
G8(H)	Vt. + O + to-inf.	<i>Asked me to come, forced them to leave (most can be passivized)</i>
G8(I)	Vt. + O + inf. (without to)	<i>She heard them leave, we let the children go to the park (most cannot be passivized)</i>
G8(J)	V + O + V-ing	<i>I caught them stealing apples, she heard them leaving (overlaps with I) (most can be Passivized)</i>
G8(K)	V + possessive + gerund	<i>Please excuse my coming late, I remember Bill ('s) making that mistake</i>
G8(L)	V + that-cl.	<i>They admitted that they were wrong; she believed that her sister would come</i>
G8(M)	Vt. + DO + C + Inf. to	<i>We consider her to be very capable, The court declared the law to be a violation of civil rights.</i>
G8(N)	Vt. + DO + C	<i>She dyed her hair red, we found it interesting</i>
G8(O)	Vt. + two objects	<i>The teacher asked <u>the pupil a question</u>, We bet <u>him ten pounds</u>.</i>

Grammatical Collocations		
Types	Patterns	Examples
G8(P)	V + (obligatory) adverbial (but not a particle)	<i>He carried himself with dignity.</i>
G8(Q)	V + Wh-clause.	<i>He asked how to do it, she could not decide whether to begin</i>
G8(R)	It + Vt. + to-inf. /that-cl.	<i>It surprised me to hear that. It puzzled me that he never answered the phon</i>
G8(S)	Vi. + predicate noun/adjective	<i>He was a teacher, he became an engineer</i>

Lexical collocations		
Types	Patterns	Examples
L1	V (creation) + N	<i>Come to an agreement, make an impression</i>
L2	V (eradication) + N	<i>Reject an appeal, reverse a decision, repeal a law</i>
L3	Adj. + N	<i>Strong tea, weak tea, A chronic alcoholic, a crushing defeat</i>
L4	N + V	<i>Bees buzz, bombs explode, blood circulates</i>
L5	N + N (units: N + of + N)	<i>A herd of buffalo, a pack of whales</i>
L6	Adv. + Adj.	<i>Strictly accurate, deeply absorbed, hopelessly addicted</i>
L7	V + Adv.	<i>Apologize humbly, amuse thoroughly</i>

**APPENDIX B**  
**PHRASAL VERB TEST**

### Phrasal Verb Test

1. She **broke down** when she heard her brother was hit by a car.  
\_\_\_\_\_
2. Nobody could **come up** with a satisfactory explanation for the accident.  
\_\_\_\_\_
3. I had to **fill in** three forms to get my new passport.  
\_\_\_\_\_
4. She looked in the closet in order to **find out** his bag.  
\_\_\_\_\_
5. The two brothers couldn't **get along with** each other.  
\_\_\_\_\_
6. We have to **hand in** our proposal to the teacher soon.  
\_\_\_\_\_
7. The patient may **pass away** at any moment.  
\_\_\_\_\_
8. He **picked up** the child and carried him into the house.  
\_\_\_\_\_
9. The picnic has been **put off** because of the heavy rain.  
\_\_\_\_\_
10. Can you tell me how to **plug in** my laptop?  
\_\_\_\_\_
11. No matter what happens I'll **stand by** you, so don't be afraid.  
\_\_\_\_\_
12. I wish the people in the next flat would **turn down** their radio.  
\_\_\_\_\_
13. Do you mind if I **turn off** the light?  
\_\_\_\_\_
14. Your **workout** will surely **work out** in the end.  
\_\_\_\_\_
15. She **puts up** with the subway every morning.  
\_\_\_\_\_

16. After our dinner, I **wipe off** the counter and table every day

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17. I **put away** lots of colorful dishes on the shelves in the kitchen.

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18. The cashiers were asked to **watch out** for forged banknotes.

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19. These books belong to the library, I **drop** them **off** right now.

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20. The manager **throws away** the disqualification application forms after the meeting.

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**APPENDIX C**  
**EXAMPLE OF STUDENT'S TEST**

Collocation Awareness: A Study of Phrasal Verb Translation Problems of 3<sup>rd</sup> Year  
English Major Students at Rajamangala University of Technology Isan, Surin Campus

Instruction: Translation these sentences (collocations) into Thai.

1. She **broke down** when she heard her brother was hit by a truck.  
เธอเสียใจมาก/ เธอเสียใจมากเมื่อเธอรู้ว่าพี่ชายของเธอถูกชนโดยรถบรรทุก.
2. Nobody could **come up with** a satisfactory explanation for the accident.  
ไม่มีใครที่สามารถหาข้อสรุปที่น่าพอใจเกี่ยวกับอุบัติเหตุครั้งนี้ได้.
3. I need to **fill in** three application forms in order to get my new passport.  
ฉันต้องกรอกแบบฟอร์ม 3 ใบ เพื่อขอทำหนังสือเดินทางใหม่.
4. She began by reading everything to **find out** about a new iPhone.  
เธอเริ่มโดยอ่านทุกอย่างเพื่อหาข้อมูลเกี่ยวกับ iPhone รุ่นใหม่.
5. The two brothers couldn't **get along with** each other. They always have different opinions.  
พี่ชาย 2 คนไม่สามารถอยู่ร่วมกันได้. พวกเขาต่างมีความคิดเห็นที่ต่างกัน.
6. We have to **hand in** our homework as soon as possible.  
เราต้องส่งงานบ้านของเราให้เร็วที่สุดเท่าที่จะทำได้.
7. The patient is in a critical condition, so he may **pass away** at any moment.  
ผู้ป่วยอยู่ในสภาวะวิกฤต เขาอาจจะเสียชีวิตได้ทุกวินาที.
8. He **picked up** the child on the street and carried him into the house.  
เขาได้พบเด็กที่ข้างทาง และอุ้มเขากลับบ้าน.
9. The picnic has been **put off** because of the heavy rain.  
การไป picnic ถูกเลื่อนออกไปเนื่องจากมีฝนตกหนัก.
10. Can you tell me how to **plug in** my laptop?  
คุณสามารถบอกฉันได้อย่างไรที่จะเสียบสาย my laptop อย่างไร.
11. No matter what happens, I'll **stand by** you, so don't be afraid.  
ไม่ว่าอะไรจะเกิดขึ้น ฉันจะอยู่ข้างๆ คุณ อย่ากลัว.
12. It is so loud here. I wish they would **turn down** their radio.  
ที่นี่มันดังมาก ฉันอยากให้พวกเขาปรับเสียงวิทยุให้เบาๆ.

13. Do you mind if I **turn off** the light?

តើអ្នកចង់ឲ្យខ្ញុំបិទភ្លើងដែរឬទេ?

14. **Work out** at the gymnasium or swim twice a week.

ហើយអ្នកត្រូវហ្វឹកឬហ្វឹមនៅទីនោះពីរដងក្នុងមួយសប្តាហ៍។

15. She **puts up with** the subway every morning.

គេចង់ទប់ទល់នឹងការងាររៀងរាល់ព្រឹក។

16. After our dinner, I **wipe off** the counter and table every day.

ក្រោយពីបរិភោគរួចរាល់ហើយ ខ្ញុំប្រើប្រាស់ស្រទាប់លាបតុតុលើតុរៀងរាល់ថ្ងៃ។

17. I **put away** lots colorful dishes on the shelves in the kitchen.

ខ្ញុំដាក់ចានច្រើនម៉ឺនប្រភេទទុកលើទូក្នុងបន្ទប់រៀបចំអាហារ។

18. The cashiers were asked to **watch out** for forged banknotes. សូមអាន។

មន្ត្រីបម្រុងប្រាក់ត្រូវបានសុំឲ្យត្រូវប្រុងប្រយ័ត្នចំពោះប័ណ្ណប្រាក់កម្លែង។

19. These books belong to the library, I **drop** them off right now.

ក្រសួងទាំងនេះស្របចំឲ្យសាលាសិក្សា ខ្ញុំនឹងទូលក់ឲ្យពួកគេឲ្យបានឆាប់រហ័ស។

20. The manager **throws away** the disqualification application forms after the meeting.

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Collocation Awareness: A Study of Phrasal Verb Translation Problems of 3<sup>rd</sup> Year  
English Major Students at Rajamangala University of Technology Isan, Surin Campus

Instruction: Translation these sentences (collocations) into Thai.

1. She **broke down** when she heard her brother was hit by a truck.  
เธอ崩溃ลงเมื่อเธอได้ยินข่าวพี่ชายของเธอโดนรถบรรทุกชน ✓
2. Nobody could **come up with** a satisfactory explanation for the accident.  
ไม่มีใครสามารถคิดขึ้นมาได้เกี่ยวกับสิ่งที่เกิดขึ้นได้ ✓
3. I need to **fill in** three application forms in order to get my new passport.  
ฉันจำเป็นต้องกรอกแบบฟอร์มขอหนังสือเดินทางใหม่ 3 แบบฟอร์ม ✓
4. She began by reading everything to **find out** about a new iPhone.  
เธอเริ่มโดยการอ่านทุกอย่างเพื่อหาข้อมูลเกี่ยวกับไอโฟนรุ่นใหม่ X
5. The two brothers couldn't **get along with** each other. They always have different opinions.  
น้องชายสองคนนี้ไม่สามารรถอยู่ร่วมกันได้ในการพวกเขามักจะมีทัศนคติที่แตกต่างกันเสมอ ✓
6. We have to **hand in** our homework as soon as possible.  
พวกเราต้องนำงานบ้านส่งต่อเร็วนี้ ✓
7. The patient is in a critical condition, so he may **pass away** at any moment.  
ผู้ป่วยคนนี้หมออยู่ในช่วงวิกฤต เขาอาจจะเสียชีวิตได้ตลอดเวลาเดี๋ยวนี้ ✓
8. He **picked up** the child on the street and carried him into the house.  
เขาไปเอาเด็กคนหนึ่งที่อาศัยอยู่บนถนน และอุ้มไปส่งถึงบ้าน ✓
9. The picnic has been **put off** because of the heavy rain.  
เทศกาลถูกเลื่อนออกไป เพราะฝนตกหนัก ✓
10. Can you tell me how to **plug in** my laptop?  
คุณสามารถบอกฉันได้ไหมว่าเสียบปลั๊กโน้ตบุ๊กอย่างไร ✓
11. No matter what happens, I'll **stand by** you, so don't be afraid.  
ไม่ว่าอะไรจะเกิดขึ้นก็ตาม ฉันจะยืนเคียงข้างคุณ คุณไม่ต้องกลัวอะไร ✓
12. It is so loud here. I wish they would **turn down** their radio.  
ที่นี่เสียงดังมาก ฉันต้องการให้พวกเขาลดเสียงวิทยุลงหน่อย ✓

18/20

13. Do you mind if I **turn off** the light?

คุณสะดวกไหม ถ้าฉันจะปิดไฟ ✓

14. **Work out** at the gymnasium or swim twice a week.

ออกกำลังกายที่โรงยิมหรือว่ายน้ำ สัปดาห์ละ 2 ครั้ง ✓

15. She **puts up with** the subway every morning.

เธอทนขึ้นรถไฟใต้ดินทุกเช้า ✓

16. After our dinner, I **wipe off** the counter and table every day.

หลังจากอาหารค่ำฉันเช็ดโต๊ะและเก้าอี้ทุกวัน ✓

17. I **put away** lots colorful dishes on the shelves in the kitchen.

ฉันเก็บจานสีสวยๆ ไว้บนชั้นวางในครัว ✓

18. The cashiers were asked to **watch out** for forged banknotes.

พนักงานแคชเชียร์ใช้ความระมัดระวังธนบัตรปลอม ✗

19. These books belong to the library, I **drop them off** right now.

ฉันนำส่งคณหนังสือคืนห้องสมุด ตอนนี้เอาไปส่งได้แล้ว ✓

20. The manager **throws away** the disqualification application forms after the meeting.

ผู้จัดการโยนแบบฟอร์มใบสมัครคัดค้านออกไปหลังจากการประชุม ✓