



**TEACHING ENGLISH COLLOCATIONS TO ENHANCE
THAI STUDENTS' SPEAKING ABILITY**

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เรื่อง : การสอนคำปรากฏร่วมภาษาอังกฤษเพื่อส่งเสริมความสามารถในการพูด
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 คำสำคัญ :กลุ่มคำที่ปรากฏร่วม, คำที่มีความหมายเฉพาะและปรากฏร่วมกันเป็นกลุ่มคำ,
 กลุ่มคำที่เกี่ยวกับไวยากรณ์

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1)ศึกษาว่าการสอน คำปรากฏร่วมภาษาอังกฤษ ช่วยพัฒนาทักษะการพูดของนักเรียนชั้นประถมศึกษาปีที่ 6 อย่างไร และ 2) สำนวจความคิดเห็น ของผู้เรียนหลังการเรียนคำศัพท์แบบคำปรากฏร่วมกลุ่มตัวอย่างของงานวิจัยคือนักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนบ้านนาเกา จังหวัดสุรินทร์ จำนวน 12 คน เครื่องมือที่ใช้ในการ วิจัยประกอบด้วย แบบทดสอบการพูดภาษาอังกฤษ ก่อนเรียนและหลังเรียน และ แบบสอบถามความคิดเห็น แผนการสอนที่ใช้สอนคำปรากฏร่วม มีจำนวน 3 แผน มีหัวข้อเกี่ยวกับ กีฬากีฬาวีตรประจำวันและการบอกทิศทาง สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และร้อยละผลการวิจัยพบว่า 1) หลังจากเรียนรู้คำปรากฏร่วม กลุ่มตัวอย่างมีความสามารถในการพูดโดยใช้คำศัพท์ภาษาอังกฤษแบบคำปรากฏร่วมสูงขึ้นและ 2) กลุ่มตัวอย่างมีความคิดเห็นที่ดีต่อการสอนคำศัพท์แบบคำปรากฏร่วมภาษาอังกฤษ

ABSTRACT

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GRAMMATICAL COLLOCATIONS

The aims of this experimental study were 1) to find to what extent do English collocations enhance Grade 6 students' speaking ability and 2) to investigate students' opinions toward learning English collocations. The participants of this study were 12 Grade 6 Thai students at Ban Nakao School, Surin province. The research instruments consisted of speaking pretest and posttest and an opinion questionnaire. Three lesson plans: sports, daily routines and giving directions were used to teach English collocations. The data obtained was analyzed by using mean, standard deviation and percentage. The results showed that 1) the participants' speaking ability were better after learning English collocations and 2) the participants had positive opinions toward learning English collocations.

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CHAPTER 1

INTRODUCTION

This chapter presents a general introduction to this research including the rationale, purposes of the study, research questions, and significance of this study.

1.1 Rationale

English has widely been spread and become a main language of many countries than any other language is or ever has been (Quirk and Widdowson, 1985). Graddol (1997) also adds that English is generally regarded as a global language of communication in technology, trade, culture, science and education. Kumar (2009) then emphasizes that English is one of the most important languages in the world mainly because it may be the only language that truly links the whole world together. People from different countries communicate and understand one another by using English as a medium tool.

Learning a second language involves the manipulation of four main skills including speaking, writing, listening and reading, which leads to effective communication. One of the objectives that people learn other languages such as English is to communicate, and it is truly that the more vocabulary people know, the better they become successful in communication. In other words, vocabulary is fundamental for learners in order to be successful in communication. We cannot understand a sentence without understanding what most of the words mean. It can also be said that the lack of vocabulary knowledge greatly affects our ability to communicate. In Thailand, children start learning English at a very young age in their primary schools that start from grade one. Even though they spend many years studying it, most students cannot communicate well because they find it hard to acquire a number of new vocabulary.

Lack of adequate vocabulary knowledge is one of the big obstacles for students who learn English as a foreign language. Learners themselves readily admitted that they experienced considerable difficulty with vocabulary, and most of them identify the acquisition of vocabulary as their greatest single source of problems (Meara, 1980).

Usen and Musigrungsri (2015) supported that vocabulary is an area which has been neglected in foreign language teaching for a number of years. This claim emphasizes the fact that vocabulary has long been witnessed as one of the most challenging areas for EFL learners. Responding to this demand, English teachers have to explore students' knowledge of vocabulary and offer effective strategies which can indeed facilitate the acquisition of new lexis in the target language.

Thai primary students have learned English for more than six years, but most of them cannot use English to communicate well. The English proficiency of the primary school students in the rural area in Thailand is at the beginning levels. According to the Ordinary National Education Test (O-NET), the average score in 2015 was 40.31 percentage and 34.59 percentage in 2016. The lower scores showed that Thai primary school students have problem with English. At Ban Nakao Primary School in Surin province where the researcher has been working for several years, most of the students have shown very low scores in English, based on the past O-NET exams, especially in the vocabulary section. It is also observed that most of the students at Ban Nakao School faced several communication problems, including a low ability in speaking English at both a sentential and discourse level. One of the several explanations lies in part with the fact that students are mostly exposed to English vocabulary through a grammar translation method, in which each new word is explained in students' mother tongue. Consequently, students do not have much opportunity to communicate in English, and because of their limitation of vocabulary, students cannot perform language to express their idea fluently.

There are varieties of techniques to teach and introduce new vocabulary in a course such as physical demonstration, verbal explanation, providing the students with synonyms and antonyms, translation, using visual aids, asking learners to check the meaning in the dictionary, exemplification and presenting a word in the context. In this teaching, a distinction is made between vocabulary and lexicon, whereas the former teaching concerns words in isolation and the latter is related to words along with their surrounding context or collocations (Lewis, 1993). Lewis himself insists that the lexical approach is not simply a shift of emphasis from grammar to vocabulary teaching, as "language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks" (Lewis, 1997).

Chunks include collocations, fixed and semi-fixed expressions and idioms. According to Lewis, chunks occupy a crucial role in facilitating language production and being the key to fluency. It is suggested that native speakers' fluency is related to the fact that their vocabulary is not stored only as individual words, but also as parts of phrases and larger chunks, which can be retrieved from memory as a whole and reducing processing difficulties. Willis (2006) states that learners who only learn individual words will need a lot more time and effort to express themselves. Consequently, it is essential to make students aware of chunks, giving students opportunities to identify, organize and record these.

To this end, it could be better if English teachers, especially in rural areas pay more attention to collocations and create lessons and activities to enhance students' ability to communicate. In response to this requirement, the current study aims at investigating to what extent do teaching English collocations significantly enhance students' speaking ability and the students' opinions toward learning English collocations.

1.2 Purposes of the study

There are two main purposes of this study. They are as follows: 1.2.1 To find to what extent do the English collocations enhance Grade 6 students' speaking ability; and

1.2.2 To investigate students' opinions toward learning English collocations.

1.3 Research questions

There are two research questions.

1.3.1 To what extent do the English collocations enhance Grade 6 students' speaking ability?

1.3.2 What are the students' opinions toward learning English collocations?

1.4 Significance of this study

This study is expected to highlight the idea that using English collocations to teach young EFL learners in Thailand would help them make a transition into more successful language users. The results of this study would provide guidelines for an effective use of English collocations to facilitate students in speaking ability. The

study would be beneficial for primary teachers to employ and create appropriate teaching and learning materials which help promote students' speaking ability.

1.5 Definitions of key terms

In this study, these terms need to be defined:

1.5.1 English collocation: It is two or more words that often go together. There are several different types of collocation made from combinations of verb, noun, adjective etc. In this study, the researcher followed Benson, Benson, and Ilson's framework (1986) that divided collocations into two categories. They are lexical collocations and grammatical collocations.

1.5.2 Speaking ability: It refers to an ability to answer simple questions using the targeted collocations accurately and speak short English conversation fluently by using appropriate collocations. They can express complete thoughts and ideas relevant to the topic.

1.5.3 Participants: The participants are 12 grade 6 students who finished the second semester of the academic year 2017 at Ban Nakao School, Surin province.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a review of selected literature related to English collocations, speaking ability and previous studies.

2.1 English Collocations

Most linguists offer a similar view on the concept of collocation, all containing a focus on the co-occurrence of words. The definition and classification of collocations are briefly discussed.

Lewis (1997) defines collocation as the way in which words co-occur in natural text in statistically significant ways. Sinclair (1991) defines collocation as a regular combination between items, in such a way that they co-occur more often than their respective frequencies. Baker (1992) defines collocations as a tendency of certain words to co-occur regularly in a given language. Likewise, Lewis (1994) defines collocation as a subcategory of multi-word items, made up of individual words which usually co-occur. Also, Hill (2000) explains that a collocation is a predictable combination of the content words e.g. foot the bill and weather forecast, etc.

Lastly, Benson and Ilson (1986) state that “Collocations are arbitrary and non-predictable. Non-native speakers cannot cope with them; they must have a guide. They have no way of knowing that one says in English make an estimate, (but not make an estimation), commit treason (but not commit treachery). In English one says commit fraud and perpetrate fraud. However, only the collocation commit suicide is possible; one does not say perpetrate suicide. One says bake a cake, but make pancakes (not bake pancakes). To sum up, collocation is a co-occurrence of words or words that usually keep company with one another.

Collocations can be classified in many ways. For example, Baker (1997) divides collocations into lexical collocations - collocations that involve content words, e.g. strong coffee, and grammatical collocations - collocations that involve grammatical

structure, e.g. turn on the radio. Hill (2000) categorizes collocations into four types. Unique collocations refer to collocations which are fixed and cannot be replaced by another words, such as to foot the bill, to foot the invoice, or to foot the coffee is obviously wrong. Strong collocations are strong or very strong but not unique. Usually, strong collocations have few other possible collocates; for example, moved to tears or reduced to tears. Weak collocations consist of a number of word co-occurrences and can be easily guessed, such as a white shirt, a red shirt, a green shirt, a long shirt and a small shirt. Medium-strength collocations are of the same meaning as suggested by Lewis (2000). They can sometimes be weak collocations such as to hold a conversation and to make a mistake. Normally learners already know each individual word such as to hold and a conversation but they are able to use as a single item or as a collocation.

Meanwhile, Lewis (2000) classifies collocations into three types; strong collocations, weak collocations and medium-strength collocations. Strong collocations refer to collocations that have a very limited number of collocates. Most collocates are fixed, for example, rancid butter or rancid oil. Weak collocations refer to collocations that have a wide variety of collocates; for example, many things can be long or short, cheap or expensive, good or bad. Medium-strength collocations are words that always go together more frequently than weak collocations. Some examples are hold a meeting and carry out a study.

Lastly from Benson, Benson, and Ilson (1986)'s view, English collocations are classified into two main groups: lexical collocations and grammatical collocations. The lexical collocations are made up only of verbs, adjectives, nouns and adverbs in different possible combinations. However, the grammatical collocations contain words such as verbs, adjectives or nouns combined with a preposition or a grammatical structure. Whilst the lexical collocation can be sub divided into seven types, the grammatical collocation is sub divided into eight types.

In conclusion, collocation is the way one word frequently or always comes together with another word or words for no specific reasons. These co-occurrences or word partnerships are observed because of their regular co-appearances. They are mainly classified as firstly lexical and grammatical collocations and secondly, unique, strong and weak collocations. It seems that different scholars have a slightly different point of view on the types of English collocations. However, one important point that

their classifications are similar is any type tends to be based on the frequent occurrence of occurring multi words.

2.2 Speaking ability

In general, speaking is the way to convey feeling through words, or conversation with others in order to know and understand each other. Quianthy (1990) defines speaking as the process of transmitting ideas and information orally in variety of situation. Speaking is perceived as the basis of literacy and communication and is considered the most important language skills (Ur, 1999). While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006).

However, students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom (Zhang, 2009) and also limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence. There are a number of factors relating to speaking skills to be considered for effective English speaking ability. Pronunciation, vocabulary, and collocations play singled out as important factors to be emphasized in building fluency for EFL speakers.

2.3 Previous studies related to teaching collocations

In recent years, researchers have started to explore language learners' knowledge of collocation. There are various studies focusing on the effects of English collocations. The first four studies were done outside Thailand.

Wang (2002) examined the effectiveness of inductive approach and deductive approaches on learning collocation by using a concordance. There were 81 senior high school students who were divided into inductive and deductive groups. In this study, different types of research instruments were employed 1) computers, 2) pretest and posttest, 3) scholastic aptitude test: serial III, and 4) secondary level English

proficiency test. The results revealed that the inductive group did significantly better than the deductive one. The easy collocations were likely to be more suitable for the inductive approach. There were no significant differences between both methods in difficult collocations.

Liou and Chan (2004) examined the effect of Computer Assisted Language Learning (CALL) approach on 68 freshmen' learning of verb-noun collocations to see if Taiwanese EFL learners improved their collocation knowledge with the help of CALL. Three tests and two questionnaires were the major research instruments. Students' collocation competence was measured by a pre-test, an immediate post-test which evaluated the target Verb-Noun collocation, and a delay post-test which measured students' retention of learned verb-noun collocations. The findings showed that the use of CALL approach resulted in positive outcomes. Students demonstrated the improvement of their verb-noun collocations with a web-based collocation instruction.

Alsakran (2011) examined the productive and receptive knowledge of lexical and grammatical collocations among advanced Arabic-speaking learners of English. Furthermore, the study investigated whether the language environment (ESL or EFL) had an influence on the acquisition of collocations. It also explored whether there was a significant difference between participants' performance on three types of collocations: verb-noun, adjective-noun, and verb-preposition. The results revealed that participants' learning environment had a strong effect on the acquisition of L2 collocations. The ESL learners had significantly higher scores than the EFL learners. Moreover, there was a significant difference between the participants' productive and receptive knowledge of collocations. The participants' productive knowledge of collocations lagged far behind their receptive collocational knowledge. The findings also revealed a statistically significant difference between the three types of collocation. The participants performed far better on the verb-noun collocations test than on the adjective-noun and verb-preposition collocations tests. Overall, the results showed that Arabic-speaking learners of English demonstrated poor knowledge of collocations on the four tests.

Shooshtari and Karami (2013) studied about the lexical collocation instruction and its impact on Iranian non-academic EFL learners' speaking ability. Their study

intended to see if receiving treatment on the use of lexical collocations affects the pre-intermediate EFL students speaking proficiency. The results showed that the instruction of lexical collocation had a positive effect on the learners speaking proficiency and a moderate effect on their use of lexical collocations. This suggests that receiving instruction on the use of lexical collocation patterning can be effective in the enhancement of EFL students' language skills, specifically, their oral proficiency.

In addition, many research studies about teaching collocations were done in Thai context. Donkaewbua (2001) investigated the effects of lexical phrase instruction on high school students' speaking. Three students from Grade 10 (a high school level) of BangpakokPitthayakom School participated in her study. She used the subjects' speech samples with tape scripts and retrospective interviews as instruments. The results suggested that teaching lexical phrases helped improve students' speaking skills.

In a similar line, Chuenban (2011) conducted the research on the use of Lexical approach to promote English collocations knowledge, reading ability, and motivation among higher vocational certificate students. The research instruments consisted of six lesson plans using lexical approach, two tests of English collocations knowledge, the test of reading ability and the motivation assessment form. The findings indicated that the students' English collocations knowledge was higher than the passing criterion of 60 percent at the good level after being taught through the lexical approach. The students' English reading abilities also increased after using this approach. Finally, the students' motivation increased after being taught through the Lexical Approach.

In conclusion, according to previous studies, there were various studies about teaching English collocations to promote different skills through the various kinds of techniques with different grade of participants. Moreover, their results revealed that teaching English collocations had positive effects on improving both speaking and writing skills. Most of the studies examined the higher grade of participants such as grade 8, higher vocational certificate students and military M.A. students. However, the studies about teaching English collocations rarely examined in the primary school students. In this study, the researcher was interested in teaching English collocations to enhance grade 6 students' speaking ability.

As can be seen from the above, some previous studies were related only in the lexical collocations like Shooshtari and Karami (2013) who studied about the lexical collocation instruction and its impact on Iranian non-academic EFL learners' speaking ability. However, both two types of collocations were as important so it was interesting to examine the effectiveness of the combination of lexical and grammatical collocation in speaking. In this study, Benson, Benson, and Ilson (1986)'s framework was adopted. This study focused on only five patterns of collocations. They were both lexical and grammatical collocations as mentioned in Table 2.1.

Table 2.1 Benson, Benson, and Ilson's frameworks used in this study

Types	Pattern	Examples
Lexical collocation (L1)	Verb + Noun	make a decision
Lexical collocation (L7)	Verb + Adverb	walk heavily
Grammatical collocation (G4)	Preposition + Noun	on purpose
Grammatical collocation (G8 (D))	Verb + Preposition	I believe in ...
Grammatical collocation (G8 (G))	Verb + V-ing	They enjoy watching TV.

CHAPTER 3

METHODOLOGY

This chapter gives information on the research participants, research instruments, lesson plans, duration of the study, data collection and data analysis.

3.1 Participants

The participants of this study were 12 Thai Grade 6 students who finished the second semester of the academic year 2017 at Ban Nakao School, Surin province. They were interested in this study after the researcher announced this lesson to them. All of them were in the researcher's classroom. The participants' age range was from 11-12 years old and have been studying English in school for six years. They studied English three periods a week. They were ten girls and two boys and their language abilities were mixed. Their language proficiency could mostly be labelled as a beginner according to their previous mid-year scores in the English course of Grade 6.

3.2 Research Instruments

There were two research instruments used to find out to what extent do the English collocations enhance students' speaking ability and to investigate students' opinions toward learning English collocations.

3.2.1 Pretest and Posttest

A pretest and a posttest were the same speaking test to assure exact comparability. In both pretest and posttest, the speaking test was given to each participant and the instructions were explained both English and Thai to make sure that all of them clearly understood the test procedure. The test was based on pictures in which the examiner showed and asked the questions. The students' answers were recorded. During the test, there were two examiners: the researcher and another experienced Thai English teacher.

There were three parts of the speaking test that the examiner showed each picture and asked three questions in each part. There were nine items in total and the

total scores were nine scores. The speaking test lasted 20 minutes. The first part was sports. The questions were 1) “What do you do in the morning?” 2) “What do you do in the afternoon?” and 3) “What do you do in the evening?” The second part was related to daily routines. The three pictures were showed to each participant and asked the following questions: 1) “What do you do at 6 a.m.?” 2) “What do you do at 6.30 a.m.?” and 3) “What do you do at 6 p.m.?” The last part was related to giving directions. The three questions were 1) “How can I get to the temple?” 2) “How can I get to the coffee shop?” and 3) “How can I get to the bus station?”

3.2.2 An opinion questionnaire

To investigate students’ opinions toward learning English collocations, the opinion questionnaire was used. There were seven five-point questions focusing on using the English collocations to enhance student’s speaking ability. The individual score for each item was from one to five according to the level of agreement.

5	means	strongly agree
4	means	agree
3	means	not sure
2	means	disagree
1	means	strongly disagree

3.3 Lesson Plans

The lesson plans based on English collocations were concerned with the following three topics: sports, daily routine, and giving direction. These three topics were frequently found in the Ordinary National Education Test: O-NET. Almost every years, the test items were collocations that often related to these three topics. Based on The Basic Education Core Curriculum B.E. 2551 (A.D.2008), one of the learning areas of foreign language for 6th grade students is language for communication.

In this study, Benson, Benson, and Ilson (1986)’s framework was adopted. They categorized English collocations into two classes: lexical collocations and grammatical collocations. Therefore, two classes of collocation were used in each lesson plan because they were frequently found in the lesson. Table 3.1 below showed the three topics of the study and the two classes of collocations used in each lesson plan.

Table 3.1 Topics for lesson plans

Topics	Classes of Collocations	Patterns	Collocations Used
Sports	lexical	v+n	do gymnastics do karate play basketball play football play volleyball
	grammatical	v+v.ing	go cycling go jogging go swimming
Daily routines	lexical	v+n	brush my teeth comb my hair have breakfast have dinner have lunch take a bath
	grammatical	v+prep v+prep+o	get up go to school
Giving directions	lexical	v + adv v+noun	go straight turn left turn right cross the road
	grammatical	prep+n v+prep	at the corner on the left on the right walk along

Each lesson started by introducing the collocation patterns to students and letting them drill or practice speaking until they got used to each collocation.

3.4 Duration of the study

This study was conducted at the end of the second semester of academic year 2017. It covered 11 periods. The first period was for the pre-test and the last period was for the posttest and the questionnaire. The other nine periods in between were for the learning and teaching English collocations. There were three period per each topic.

3.5 Data Collection

3.5.1 A week before the experimental study was spent on introducing the participants about collocations and a pretest. The participants required to take the pretest to compare their progress before and after learning English collocations to enhance their speaking ability.

3.5.2 The other nine periods were for the learning and teaching of English collocations. The three lesson plans were concerned with the three topics: sports, daily routine, and giving direction. These topics were included in the lesson plans mainly because these topics were required for the students as specified in the learning objectives.

3.5.3 The week after the experiment was the posttest, which was the same speaking test as the pretest to assure exact comparability and the same scoring rubric. The posttest was intended for measuring a degree of change occurring as a result of the treatments.

3.5.4 After taking the posttest, the questionnaire was distributed to the students to investigate their opinions toward learning English collocations. The students took about 20 minutes.

3.6 Data Analysis

The selected statistics were mean, standard deviation and t-test. The t-test was applied to compare the scores received from the pretest and the post test. The criteria was shown in Table 3.2.

Table 3.2 Scoring Rubric for the speaking pretest and posttest

Scores	Descriptions
1	Use correct collocations and complete sentences.
0.5	Use correct collocations but not complete sentences.
0	Use incorrect answers, no response, respond with “yes,” “no,” or “I don’t know” or respond completely in a language other than English. Use correct collocation but not relate to the given picture.

According to Table 3.2, in order to get 1 score, the participants had to use the correct collocations and complete sentences. The examples were “I go swimming,” “I have breakfast,” “Go straight and turn right.” However, the participants were marked 0.5 score when they use correct collocations but not complete sentences. The examples were “go swimming,” “have breakfast”, “go straight”. The participants were marked 0 score when they used the incorrect answers, did not answer, spoke or responded with “yes,” “no,” or “I don’t know” or responded completely in Thai language. It revealed that their speaking were inarticulate. However, the participants gained 0 when they used correct collocation but not related to the giving picture.

The participants’ responses on the questionnaire were analyzed by using mean score and percentage to describe students’ opinions. The researcher applied Kulpasit and Chiramanee’s criteria (Kulpasit and Chiramanee, 2012) which is basically adapted from Likert Scale to conclude participants’ satisfactions. With five point scale, each point equally contains a value of 0.8. The criteria used to determine a mean range were as follow.

Means	Description
1 - 1.80	strongly disagree
1.81 - 2.60	disagree
2.61 - 3.40	neutral
3.41 - 4.20	agree
4.21 - 5.00	strongly agree

CHAPTER 4

RESULTS

The speaking test was used to investigate the improvement of students' speaking ability of learning English collocations. Moreover, the opinion questionnaire was used to find out students' opinions toward learning English collocations. Thus, this chapter presented and discussed the results of the two research instruments

As previously mentioned, in order to find out to what extent do the English collocations enhance students' speaking ability, the pre speaking test and post speaking test were used to compare the development of students' speaking ability before and after learning English collocations.

Table 4.1 The participants' pretest scores

Participants	Items (scores)									Total scores (9)
	1 (1)	2 (1)	3 (1)	4 (1)	5 (1)	6 (1)	7 (1)	8 (1)	9 (1)	
S1	0	0	0	0	0	0	0	0	0	0
S2	0.5	0	0	0	0	0	0	0	0	0.5
S3	0.5	0	0	0	0	0	0	0	0	0.5
S4	0.5	0	0	0	0	0	0	0	0	0.5
S5	0	0	0	0	0	0	0	0	0	0
S6	0	0	0	0	0	0	0	0	0	0
S7	0	0	0	0	0	0	0	0	0	0
S8	0	0	0	0	0	0	0	0	0	0
S9	0.5	0	0.5	0	0	0	0	0	0	1
S10	1	0	0.5	0	0	0	0	0	0	1.5
S11	1	0	1	0	0	0	0	0	0	2
S12	0.5	0	1	0	0	0	0	0	0	1.5
Total scores	4.5	0	3	0	0	0	0	0	0	7.5
Mean	0.37	0	0.25	0	0	0	0	0	0	0.62
SD	3.18	0	2.12	0	0	0	0	0	0	5.30

Table 4.1 showed that the highest participants' pretest mean scores was item 1 (0.37). However, the other seven items mean scores were zero (0). The mean of the 12 participants' speaking ability before learning English collocations was 0.62. The highest mean score was belong to the topic of sports. The lowest mean scores were in daily routine and giving direction topics.

Table 4.2 The participants' posttest scores

Participants	Items (scores)									Total scores (9)
	1(1)	2(1)	3(1)	4(1)	5(1)	6(1)	7(1)	8(1)	9(1)	
S1	1	0.5	0.5	0.5	0	0	0.5	0	0.5	3.5
S2	1	1	1	1	1	0.5	0.5	1	1	8
S3	1	0.5	1	1	1	1	1	1	1	8.5
S4	1	1	0.5	1	1	1	1	1	1	8.5
S5	1	1	1	0.5	1	0.5	0.5	1	1	7.5
S6	1	1	0.5	1	1	1	1	1	1	8.5
S7	1	1	1	1	0.5	1	1	1	1	8.5
S8	1	1	1	1	1	1	0.5	0.5	0.5	7.5
S9	1	1	1	1	0.5	1	0.5	0.5	0.5	7
S10	1	1	1	1	1	1	1	0.5	0.5	8
S11	1	1	1	1	1	1	1	1	0.5	8.5
S12	1	1	1	1	1	1	1	1	1	9
Total scores	12	11	10.5	11	10	10	9.5	9.5	9.5	93
Mean	1	0.92	0.88	0.92	0.83	0.83	0.79	0.79	0.79	7.75
SD	0	0.35	0.35	0.35	0.71	0.71	0.35	0.71	0.35	3.89

Table 4.2 showed that the participants' speaking posttest mean scores. It revealed that the highest mean score was 1 in item 1 that related to the topic about sports. The second highest mean score was 0.92 in item 2 (sports) and 4 (daily routines).

The lowest mean scores was 0.79 in item 7, 8 and 9. They were in giving directions topic. The mean of the 12 participants' speaking ability after learning English collocations was 7.75.

The improvement of students' speaking abilities was measured by paired sample t-test.

Table 4.3 Comparison of students' speaking abilities before and after learning English collocations.

Scores	n	mean	SD	t	p
Pre-test	12	0.62	5.30	25.02	0.00
Post-test	12	7.75	3.89		

The result in Table 4.3 showed that the mean score of participants' speaking posttest score(7.75/9) was significantly higher than the pretest mean score (0.62/9) at $p < 0.05$ level. It showed that the participants got more knowledge in speaking English after learning English collocations. They got the best scores in the topic of sports. Every participant got 1 which was the full score.

To investigate students' opinions toward learning English collocations, the questionnaire was used.

Table 4.4 Participants' responses on the questionnaire

No	Items	5	4	3	2	1	Mean	Meaning
1	I can easily remember the English collocations.	2	6	4	0	0	3.83	Agree
		16.67%	50%	33.33%	0%	0%		
2	Learning collocations is easier to remember than learning the individual word.	3	9	0	0	0	4.25	Strongly agree
		25%	75%	0%	0%	0%		
3	The number of collocations in each topic is appropriate and enough.	3	9	0	0	0	4.25	Strongly agree
		25%	75%	0%	0%	0%		
4	The teacher should apply this lesson in the normal class.	3	9	0	0	0	4.25	Strongly agree
		25%	75%	0%	0%	0%		
5	Learning collocations is helpful in speaking.	2	6	4	0	0	3.83	Agree
		16.67%	50%	33.33%	0%	0%		

Table 4.4 Participants' responses on the questionnaire (Continued)

No	Items	5	4	3	2	1	Mean	Meaning
6	I enjoy speaking English.	1	6	3	2	0	3.50	Agree
		8.33%	50%	25%	16.67%	0%		
7	My speaking English is better.	3	7	2	0	0	4.08	Agree
		25%	58.33%	16.67%	0%	0%		
SD							0.17	Agree
Mean							3.99	

The participants' responses above showed that they agreed that learning English collocations improved their speaking abilities. The mean score was 3.99. The majority of participants strongly agreed that 1) learning collocations was easier to remember than learning the individual word ($\bar{x}= 4.25$), 2) the number of collocations in each topic was appropriate and enough ($\bar{x}= 4.25$) and 3) the teacher should apply this lessons in the normal class ($\bar{x}= 4.25$). Some participants agreed that they enjoyed speaking English. According to the participants' responses above, it showed that the participants strongly agreed that learning collocations was easier to remember than learning individual word and they would like to learn English collocations in a regular class.

Based on the results discussed above, it can be concluded that as a whole, teaching English collocations was effective in improving participants' speaking ability.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter states the discussion, conclusion of the study, limitation of the study and recommendation for further studies.

5.1 Discussion

This study investigated the effectiveness of using the English collocations to enhance grade 6 students' speaking ability. According to the research question 1, the results revealed that after participants learned English collocations, their speaking ability were improved. The mean of speaking post test scores was increased from 0.62 to 7.75.

The result of this study was similar to several previous studies, for example, Donkaewbua (2001), who investigated the effects of lexical phrase instruction on students' speaking, the results suggested that teaching lexical phrases helped improve their speaking skills. Another similar result was from Shooshtari and Karami (2013). They revealed that the instruction of lexical collocation had a positive effect on the learners speaking proficiency and a moderate effect on their use of lexical collocations. This suggested that receiving instruction on the use of lexical collocation patterning can be effective in the enhancement of EFL students' language skills, specifically, their oral proficiency.

Teaching English collocations plays the important role to promote primary school students' speaking ability. The participants' speaking ability was improved after learning English collocations. There were many reasons why teachers should pay more attention on teaching English collocations. Collocations were very important part of knowledge of second language acquisition. Collocations were essential to non-native speakers of English in order to speak or write fluently and accurately. The most important reason was that teaching lexical phrases (collocations with pragmatic functions) would lead to fluency in speaking and writing because they change learners' attention from individual words to larger structures of the discourse and to the social

aspects of the interaction. As Shin and Nation (2008) explained one of the reasons why learners and teachers should be interested in collocations is that collocations boost learners' language fluency and ensure native-like selection. To sum up, the result of teaching collocations showed that the participants improved their speaking ability.

According to the research question 2, the results gained from the questionnaire showed that the participants had the positive opinions toward learning English collocations.

The participants' responses showed that they strongly agreed that learning collocations were easier to remember than learning the individual word. Lewis (1993) confirmed that lexical phrases made fluency in second language acquisition because they can easily be acquired as chunks. Because of collecting the lexical in the learner's brain as a chunk, it enhanced learners to remember the collocation patterns and finally be able to speak fluently and accurately. Most of them strongly agreed that the number of collocations in each topic was appropriate and suitable for them. There were only eight collocations combined both the lexical and grammatical collocations in each topic. In addition, most of participants strongly agreed that it will be good if the teacher applies this teaching in the normal class. They confirmed that learning collocations were helpful in speaking. Finally, they enjoyed speaking English and their English speaking was better after learning English collocations. It revealed that participants preferred learning English collocations or learning words in chunk than learning word individually which is similar to Chuenban (2011).

5.2 Conclusion

The study of using English collocations to enhance Thai students' speaking ability for grade 6 students aimed 1) to find to what extent do English collocations enhance Grade 6 students' speaking ability and 2) to investigate students' opinions toward learning English collocations.

It was found that the participants' speaking ability after learning English collocations was higher than before learning English collocations. The mean scores between the posttest and pretest scores were significantly different. It can be implied that teaching English collocations can enhance grade 6 students' speaking ability both fluency and accuracy. The results from students' opinions toward learning English

collocationsshowed they agree that English collocations enhance their speaking ability. Most of them strongly agreed that 1) learning collocations were easier to remember than learning the individual word, 2) the numbers of collocations in each topic was appropriate and enough and 3) the teacher should apply this lessons in a regular class.

5.3 Limitation of the study

The participants were volunteers who were interested in learning English collocations. Because the participants had the motivation to learn, the result was good.

5.4 Recommendations for further studies

5.4.1 This study ended within 11 periods and found that the participants' speaking ability was improved. In order to promote participants' speaking ability through learning English collocations, the further studies should extend the period of the experiment. It would be useful to learn the collocations intensively in the longer period so the students could be familiar with the various kind of collocations.

5.4.2 A further study should be integrated the use of learning English collocationsto improve students' other language skills besides speaking in order to find how effective this approach can promote students' learning ability.

5.4.3 The lessons should be mixed between the lexical collocations and the grammatical collocationsin order to enhance participants to better understand and use these two collocations fluency and accuracy.

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APPENDICES

APPENDIX A
SPEAKING PRETEST AND POSTTEST

Instructions: Answer the questions based on the given pictures. (20 minutes)

A. Examiner shows each picture and asks the question.

1



What do you do in the morning?

2



What do you do in the afternoon?

3



What do you do in the evening?

B. Examiner shows the daily routine and asks the questions.

1



What do you do at 5 a.m.?

2



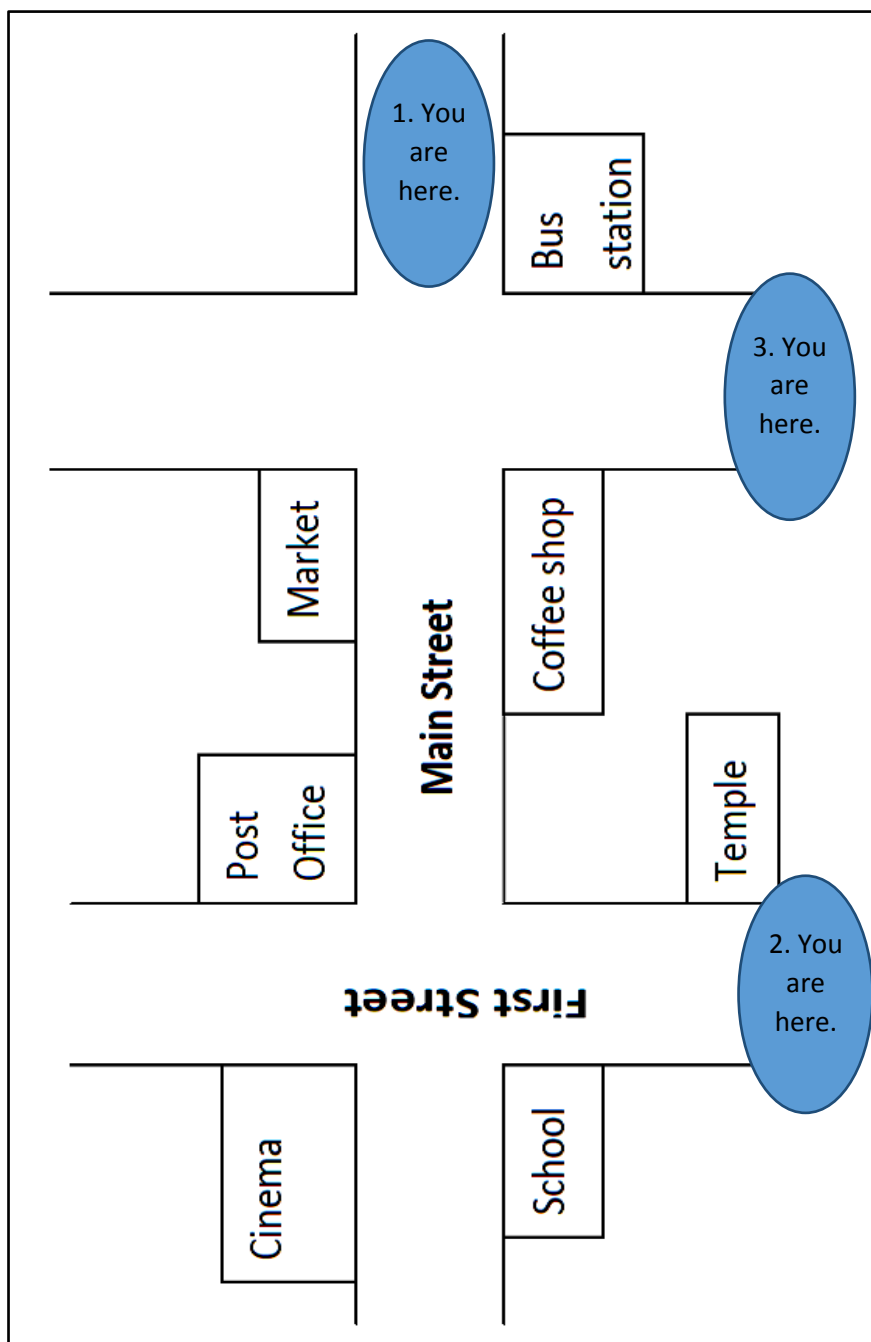
What do you do at 6.30 a.m.?

3



What do you do at 6 p.m.?

C. Examiner shows the map and asks the questions.



1. How can I get to the market?
2. How can I get to the coffee shop?
3. How can I get to the bus station?

APPENDIX B
SCORING SHEET FOR RATER

<p>Pretest / Posttest (Speaking Test)</p> <p>Scoring Sheet For Rater</p>
--

Name

Picture Completion (9 marks)

Items	Scores
A1: What do you do in the morning?	
A2: What do you do in the afternoon?	
A3: What do you do in the evening?	
B1: What do you do at 5 a.m.?	
B2: What do you do at 6.30 a.m.?	
B3: What do you do at 6 p.m.?	
C1: How can I get to the market?	
C2: How can I get to the coffee shop?	
C3: How can I get to the bus station?	
Total scores	..... / 9

Pretest / Posttest (Speaking Test for Raters)**Picture Completion (20 minutes)**

A. Examiner shows each picture and asks the question.

1. What do you do in the morning?



2. What do you do in the afternoon?



3. What do you do in the evening?

**Possible Answers**

1. I play football. / Play football.
2. I do gymnastics. /Do gymnastics.
3. I go cycling. /Go cycling.

B. Examiner shows the daily routine and asks the questions.

5 a.m.



6.30 a.m.

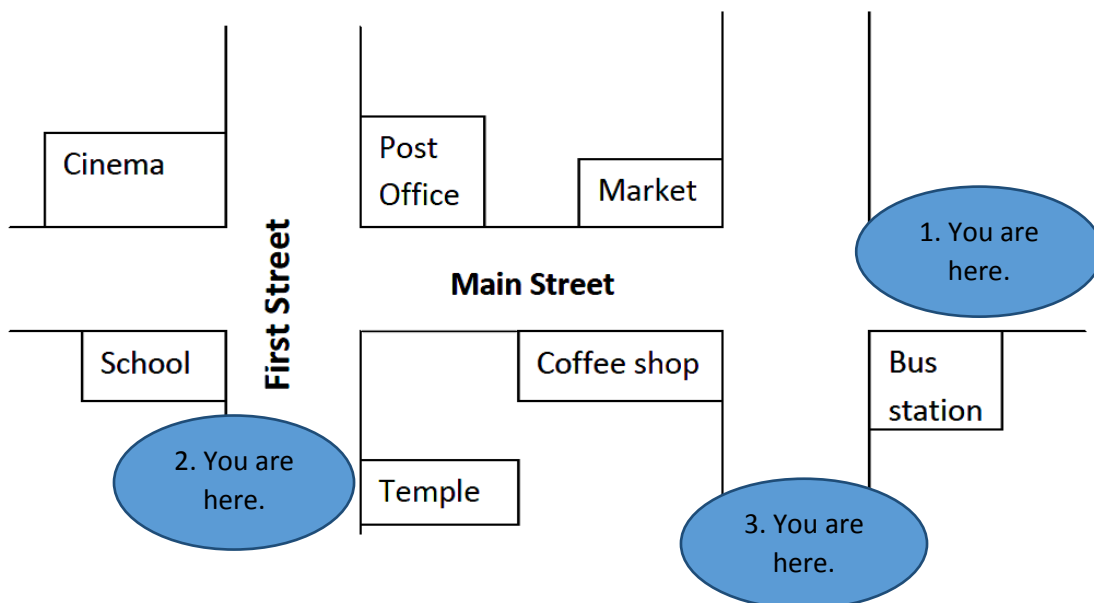


6 p.m.

1. What do you do at 5 a.m.?**A:****2. What do you do at 6.30 a.m.?****A:****3. What do you do at 6 p.m.?****A:****Possible Answers**

1. I get up. / Get up.
2. I take a bath. / Take a bath.
3. I have dinner. / Have dinner.

C. Examiner shows the map and asks the questions.



1. How can I get to the market?

A:

2. How can I get to the coffee shop?

A:

3. How can I get to the bus station?

A:

Possible Answers

1. Cross the road and it's on the corner. / Cross the road and it's on your right.
2. Turn right and it's on your right. / Turn right and it's on the corner.
3. Go straight and it's on the corner. / Go straight and it's on your right.

APPENDIX C
LESSON PLANS

Lesson Plan

Topic : Sport

Class : Grade 6 (beginner level)

Time : 3 hours

Goal : Students should be able to use the appropriate word combinations to talk about sport.

Objectives : Students should be able to....

1. know the grammatical collocation and lexical collocation about sport.
2. match sports with the verbs correctly.
3. talk with their friend about the sport they like.

Focused Skill : speaking

Procedure :

1. Warm up (30 minutes)

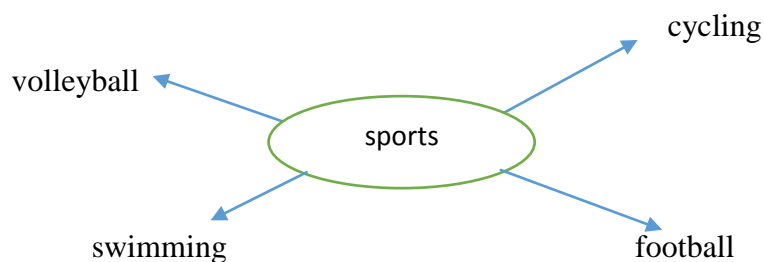
1. Teacher greets students

T : Hello everyone. How are you today?

S : I am fine, thanks and you ?

T : I am very good. Thanks.

2. Teacher reviews the vocabulary about sport by asking students to brainstorm.



3. Students brainstorm about sport vocabulary.

4. Teacher gives exercise 1 to students and explain the instructions.

5. Students do exercise 1.

6. Teacher and students check the answer together by sticking the pictures on the board and let students answer what sports they are.

Ex.



swimming



cycling

2. Presentation (1 hour)

1. Teacher asks “What sport do you like?”.
2. Teacher turns on “ What sport do you like?” song twice.
3. Let’s students sing along this song.
4. Teacher writes GO / DO / PLAY on the board.

3. Practice (45 minutes)

1. Teacher divides students into four groups of three.
2. Teacher explains the instructions and lets students do exercise 2 by completing the following mind maps with the given verbs.
3. Teacher and students check the answers together.
4. Teacher introduces the grammatical collocations in the speaking activity.

Collocations		
Lexical	play volleyball play football play basketball do gymnastics do karate	v+n
Grammatical	go cycling go swimming go jogging	v+v.ing

5. Teacher shows sport pictures and asks each group to do the substitution drill.

Ex. T: What do you do in the morning?

T :I play football.

Ss :I play football.

T: What do you do in the afternoon?

Ss : I do gymnastics.

T : What do you do in the morning?

Ss : I go cycling



4. Production (45minutes)

1. Teacher shows the series of pictures and lets students speak.



2. Students practice asking and answering about the sport they like and present their speaking conversation in front of the classroom.

A : Hello B. How are you today?

B: I am fine, thanks. How about you?

A: I am fine. Thank you. What are you doing?

B : I am watching sport on TV.

A : Tell me about your favorite sport on the weekend.

B : Of course. I play football. I do gymnastics and I go cycling on the weekend.How about you?

A: I play volleyball. I do gymnastics and I go swimming on the weekend.

3. Teacher explains the instructions and lets students do exercise3 that students look at the given pictures and read story aloud

5. Evaluation

1. Exercise 1and 2
2. Speaking activity

Scoring rubric

Scores	Descriptions
1	Use correct collocations and complete sentences.
0.5	Use correct collocations but not complete sentences.
0	Use incorrect answers, no response, respond with “yes,” “no,” or “I don’t know” or respond completely in a language other than English. Use correct collocation but not relate to the given picture.

Group name Date.....

Exercise 1: Sport

Instructions: Matching the sports with the pictures.

cycling	karate	basketball	football
jogging	gymnastics	swimming	volleyball



1.



2.



3.



4.



5.



6.



7.

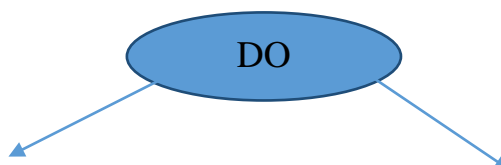
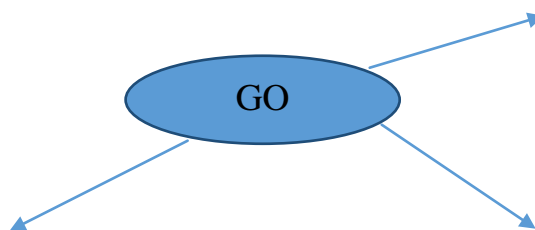


8.

Exercise 2: What do you do in the morning?

Instructions: Complete the following mind maps by adding sports with the given verbs.

cycling	karate	basketball	football
jogging	gymnastics	swimming	volleyball



Exercise 3 : I Like Sport.

Instructions : Read the story aloud.

I like sport very much. I can play many sports. I

.....



After class I and my friends

I also d.....



but I never

I chool and

weekends.



What about you? Tell me about your favorite sports.

Lesson Plan

Topic : Daily routine

Class : Grade 6 (beginner level)

Time : 3 hours

Goal : Students should be able to use the appropriate word combinations to talk about daily routines fluently.

Objectives: Students should be able to....

1. know the grammatical collocation and lexical collocation about daily routines.
2. Ask and answer about the time they do each daily routine correctly.
3. talk with their friends about the daily routines.

Focused Skill: speaking

Procedure :

1. Warm Up (5 mins)

1. Teacher greets students

T : Hello everyone. How are you today?

S : I am OK., thanks and you ?

T : I am happy. Thanks.

2. Teacher acts out to show the daily routine vocabulary.

2. Presentation (1.30 hour)

1. Teacher divides students into 2 groups. Group A students get the daily routine pictures and group B students get the daily routine word cards.

2. Teachers asks students to find their partners. Then stick their matching on the board.

3. Teacher and students check the answers together.

4. Teacher introduces the lexical and grammatical collocations about daily routines.

Collocations		
Lexical	have breakfast have lunch have dinner brush my teeth take a bath comb my hair	v+n

Collocations		
Grammatical	get up go to school	v+prep v+prep+o

5. Teacher show each picture and read out loud then asks students to repeat after her twice.



T: have breakfast

Ss: have breakfast // have breakfast



T : have lunch

Ss : have lunch // have lunch



T: have dinner

Ss: have dinner // have dinner



T: get up

Ss: get up //get up



T: take a bath

Ss: take a bath // take a bath



T: brush (my) teeth

Ss: brush (my) teeth // brush (my) teeth



T: comb (my) hair

Ss: comb (my) hair // comb (my) hair



: go to school

Ss: go to school // go to school

6. Students practice reading each word together.

3. Practice (1 hour)

1. Teacher sticks the daily routine word cards on the board and shows the action of each routine.
2. Teacher divides students into 4 groups of 3 members each.
3. Teacher faces down the word cards on the table.
4. Teacher asks for a volunteer from each group to choose one word card. Then, the volunteer looks at the word and shows the action. The other members in the group have to guess what that action is. The winner is the group that has the highest scores.
5. Teacher and students read the daily routine words together.
6. Teacher explains the instructions of exercise 1 by writing the daily routines under the pictures and then practice reading them.
7. Teacher explains exercise 2 information gap speaking activity and lets students practice speaking with their friends by asking and answering about the time they do those daily routines.
8. Teacher asks for 3 volunteers to present their speaking activity in front of the class.

4. Production (25 mins)

Students do exercise 3 and practice speaking their daily routines. Then, present their daily routines in front of the class.

5. Evaluation :

1. Exercise 1, 2 and 3
2. Speaking activity

Scoring rubric

Scores	Descriptions
1	Use correct collocations and complete sentences.
0.5	Use correct collocations but not complete sentences.
0	Use incorrect answers, no response, respond with “yes,” “no,” or “I don’t know” or respond completely in a language other than English. Use correct collocation but not relate to the given picture.

Exercise 1 : The Daily Routine

Instructions: Write the daily routines under the pictures, then practice reading them.



.....



.....



.....



.....



.....



.....



.

.....



Exercise 2: What time do you get up?

Instructions: Ask 2 friends about the time they do these daily routines.

Q : What time do you?

Daily Routines	Names / Times			
	Tom	.....	.....	myself
	6 o'clock	.....	.....	.....
	6 pm.	.....	.....	.....
	6.30 am.	.....	.....	.....
	6.30 am.	.....	.....	.....
	7.15 am.	.....	.....	.....
	7 o'clock	.....	.....	.....
	11.30 am.	.....	.....	.....
	8 o'clock	.....	.....	.....

Exercise 3: My Daily Routine

Instructions: Write your daily routines and draw your picture. Introduce yourself first and then tell about your daily routine.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

Lesson Plan

Topic : Giving Direction

Class : Grade 6 (beginner level)

Time : 3 hours

Goal: Students should be able to use the collocations to give the directions correctly.

Objectives: Students should be able to....

1. know the grammatical collocation and lexical collocation about directions.
2. Ask and answer about directions.

Focused Skill: speaking

Procedure :

1. Warm Up (5 mins)

1. Teacher greets students

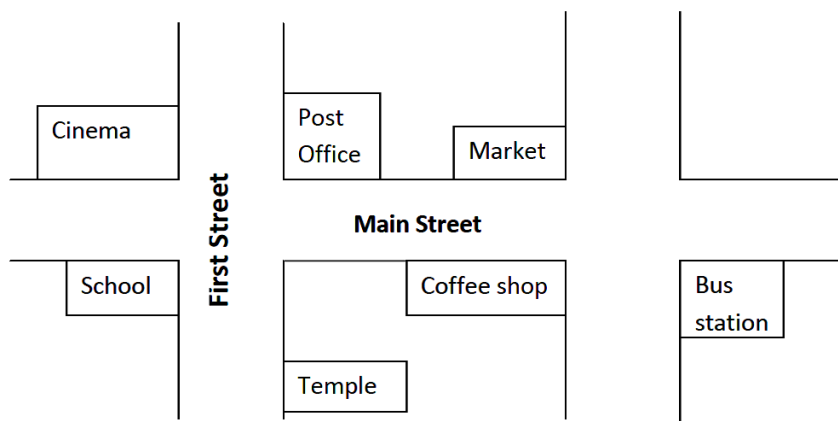
T : Hello everyone. How are you today?

S : I am OK., thanks and you ?

T : I am happy. Thanks.

2 Presentation (1.30 hours)

1. Teacher shows the map on the board.

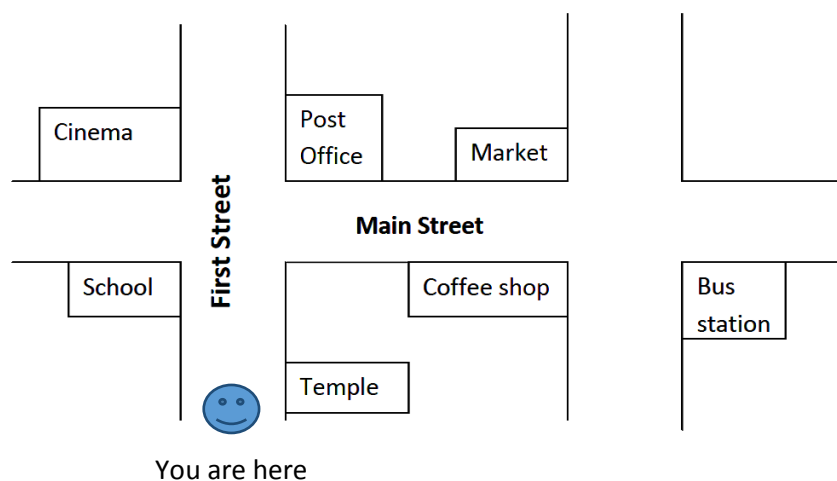


2. Teachers shows the signs and read the signs out loud.
3. Teacher asks students to repeat all the signs twice.
4. Teacher introduces the lexical and grammatical collocations about daily routines.

Collocations		
Lexical	go straight walk along turn right turn left cross the road	v + adv v+noun
	Grammatical	at the corner on the right on the left

3. Practice (1 hour)

1. Teacher asks the questions from the given map “ How can I get to the museum?”



2. Students answers the questions by looking at the map and use the collocation.

T : How can I get to the school?

Ss : Walk along the First Street, and it's on your left.

T : How can I get to the cinema?

Ss: Cross the road and it's on your left.

3. Teacher corrects the answers if students make some mistakes.

4. Production (25 mins)

1. Teacher gives exercise1 to students and explains the instructions.

2. Students do handout 1 in pair.

3. Teacher and students check the answers together.

5. Evaluation

1. Exercise1

2. Speaking activity

Scoring Rubric

Scores	Descriptions
1	Use correct collocations and complete sentences.
0.5	Use correct collocations but not complete sentences.
0	Use incorrect answers, no response, respond with “yes,” “no,” or “I don’t know” or respond completely in a language other than English. Use correct collocation but not relate to the given picture.

Exercise 1 : How can I get to?

Instructions : Draw a map and talk with your friend how can you get to 3 places by using the given collocations.

go straight**walk along****turn right****turn left****cross the road****at the corner****on the right****on the left**

APPENDIX D
THE QUESTIONNAIRE

The questionnaire to investigate students' opinions toward learning English collocations to enhance speaking's ability

.....

Instructions: Put / in the column that you agree with.

The individual score for each item of the five-point rating questions was from one to five according to the level of agreement.

5	means	Strongly Agree
4	means	Agree
3	means	Not Sure
2	means	Disagree
1	means	Strongly disagree

No	Items	5	4	3	2	1
1	I can easily remember the English collocations.					
2	Learning collocations are easier to remember.					
3	The numbers of collections in each topic are appropriate and enough.					
4	The teacher should apply this lessons in the normal class.					
5	Learning collocations is helpful in speaking.					
6	I enjoy to speak English.					
7	My speaking English is better.					

Thank you

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